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**INDIA**

**SARVA SHIKSHA ABHIYAN**

**Seventeenth Joint Review Mission**

14<sup>th</sup> to 28<sup>th</sup> January 2013

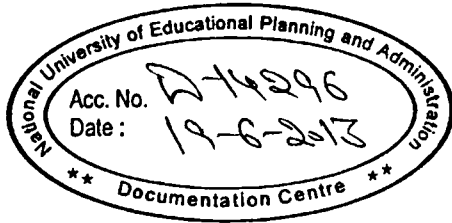
**Aide Memoire**

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# Acronyms

<b>ALMCO</b>	Artificial Limb Manufacturing Corporation of India
<b>AWP&amp;B</b>	Annual Work Plan and Budget
<b>ATR</b>	Action Taken Report
<b>BRC</b>	Block Resource Centre
<b>CAL</b>	Computer Aided Learning
<b>CCE</b>	Comprehensive and Continuous Evaluation
<b>CTET</b>	Common Teacher Eligibility Test
<b>CTS</b>	Child Tracking Survey
<b>CRC</b>	Cluster Resource Centre
<b>CWSN</b>	Children with Special Needs
<b>DFID</b>	Department for International Development
<b>DIET</b>	District Institute of Education and Training
<b>DISE</b>	District Information System for Education
<b>DP</b>	Development Partner
<b>DPEP</b>	District Primary Education Programme
<b>DoSEL</b>	Department of School Education & Literacy
<b>EBB</b>	Educationally Backward Block
<b>Ed.CIL</b>	Educational Consultants India Limited
<b>EGS</b>	Education Guarantee Scheme
<b>EMIS</b>	Educational Management and Information System
<b>EU</b>	European Union
<b>EVS</b>	Environmental Science
<b>FISS</b>	First International Science Survey
<b>FM&amp;P</b>	Financial Management and Procurement
<b>GER</b>	Gross Enrolment Ratio
<b>GoI</b>	Government of India
<b>GIS</b>	Geographic Information System
<b>GPS</b>	Global Positioning System
<b>IDA</b>	International Development Association
<b>IGNOU</b>	Indira Gandhi National Open University
<b>IPAI</b>	Institute of Public Auditors of India
<b>IRT</b>	Item Response Theory
<b>IT</b>	Information Technology
<b>JRM</b>	Joint Review Mission
<b>KGBV</b>	Kasturba Gandhi Balika Vidyalaya
<b>LEP</b>	Learning Enhancement Programme
<b>MCS</b>	Model Cluster School
<b>MEO</b>	Mandal Education Officer
<b>MHRD</b>	Ministry of Human Resource Development
<b>MI</b>	Monitoring Institutions
<b>MIS</b>	Management Information System
<b>MLE</b>	Multi Lingual Education
<b>MS</b>	Mahila Samakhya
<b>NAS</b>	National Achievement Survey
<b>NCERT</b>	National Council of Educational Research & Training
<b>NCF</b>	National Curriculum Framework
<b>NCFTE</b>	National Curriculum Framework for Teacher Education
<b>NCTE</b>	National Council for Teacher Education
<b>NE</b>	North East
<b>NER</b>	Net Enrolment Ratio

<b>NGO</b>	Non- Governmental Organization
<b>NIAR</b>	National Institute of Administrative Research
<b>NIC</b>	National Informatics Centre
<b>NPE</b>	National Policy of Education
<b>NPEGEL</b>	National Program for Education of Girls' at Elementary Level
<b>NLAS</b>	National Learning Achievement Survey
<b>NUEPA</b>	National University of Educational Planning & Administration
<b>OBC</b>	Other Backward Caste
<b>OOSC</b>	Out of School Children
<b>PAB</b>	Project Approval Board
<b>PMIS</b>	Project Management Information System
<b>PRI</b>	Panchayati Raj Institutions
<b>PTA</b>	Parent Teacher Association
<b>PTR</b>	Pupil Teacher Ratio
<b>QMT</b>	Quality Monitoring Tool
<b>RBC</b>	Residential Bridge Course
<b>RCI</b>	Rehabilitation Council of India
<b>REMS</b>	Research, Evaluation, Monitoring and Supervision
<b>RMSA</b>	Rashtriya Madhyamik Shiksha Abhiyan
<b>RMG</b>	Repair and Maintenance Grant
<b>RTE</b>	Right to Education
<b>SC</b>	Scheduled Caste
<b>SCERT</b>	State Council for Educational Research and Training
<b>SDP</b>	School Development Plan
<b>SMC</b>	School Management Committee
<b>SES</b>	Selected Educational Statistics
<b>SFD</b>	Special Focus Districts
<b>SFG</b>	Special Focus Groups
<b>SHG</b>	Self Help Group
<b>SIEMAT</b>	State Institute for Educational Management and Training
<b>SMC</b>	School Management Committee
<b>SPO</b>	State Project Office
<b>SSA</b>	Sarva Shiksha Abhiyan
<b>SSHE</b>	School Sanitation and Hygiene Education
<b>ST</b>	Scheduled Tribe
<b>TCF</b>	Technical Cooperation Fund
<b>TISS</b>	Tata Institute of Social Sciences
<b>TLE</b>	Teacher Learning Equipment
<b>TLM</b>	Teaching Learning Material
<b>TOR</b>	Terms of Reference
<b>TSC</b>	Total Sanitation Campaign
<b>TSG</b>	Technical Support Group
<b>UAM</b>	Universal Active Mathematics
<b>UC</b>	Utilization Certificate
<b>UEE</b>	Universal Elementary Education
<b>UPS</b>	Upper Primary School
<b>UT</b>	Union Territory
<b>VEC</b>	Village Education Committee
<b>VER</b>	Village Education Register
<b>WSDP</b>	Whole School Development Plan

INDIA  
SARVA SIKSHA ABHIYAN (SSA)  
17th JOINT REVIEW MISSION  
(14 – 28 January, 2013)

Aide Memoire

## Introduction

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8.1 Sarva Shiksha Abhiyan (SSA) is a comprehensive and integrated flagship programme of the Government of India (GoI), implemented in partnership with State governments aimed at providing relevant and meaningful education to all children in the age group of 6-14 years age in the country in a mission mode. SSA aims to provide quality education to all children in the age group of 6-14 years. The four SSA Goals are as follows:

- i. All children in school.
- ii. Bridging gender and social gaps.
- iii. All children retained in Elementary Education.
- iv. Education of satisfactory quality.

8.2 SSA is a national programme supported by domestic resources, supplemented partially by external funding from the World Bank's International Development Association (IDA), United Kingdom's Department for International Development (DFID) and the European Union (EU). As per the Agreements, the GoI and Development Partners (DP) carry out a Joint Review Mission (JRM) twice a year. The main objective of the JRM is to review progress in the implementation of the programme with respect to SSA's goals and to discuss follow-up actions in the light of the Terms of Reference (TOR) agreed upon for each JRM.

8.3 This Mission is the Seventeenth JRM of SSA and was held from 14th to 28th January 2013. The Terms of Reference (ToR) for the Mission and details of the Mission composition are attached at Annex 1. A list of Mission Members is detailed as Annex 2.

8.4 Two development partners participated in the current JRM: DFID and the EU. This Mission is the last occasion in which DFID will participate, as its programme of support to SSA is coming to an end. It is wished to place on record an appreciation of the contribution that DFID has made. The EU will continue to support the programme through a new Financing Agreement of Euros 80 million for SSA and RMSA over the 12<sup>th</sup> Plan period.

8.5 The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A of the Indian Constitution has come into force with effect from 1st April 2010. SSA has been designated as the vehicle to realize RTE provisions. Accordingly, SSA norms have been revised to harmonize with RTE provisions.

8.6 The Mission would like to express its deep appreciation of the support received from the Department of School Education and Literacy (DoSEL), the Ministry of Human Resource

Development (MHRD), the Technical Support Group (TSG), national institutions, the teams from different States and all of the programme stakeholders with whom interactions took place: from district and block officials, to principals and teachers, and school management committee and community members.

8.7 This is a field-based review, and seven States/Union Territories were visited: Andhra Pradesh, Arunachal Pradesh, Delhi, Maharashtra, Mizoram, Odisha and Uttar Pradesh. Each State Team comprised 2 members (one MHRD nominee and one Development Partner nominee), and in two instances a Financial Management and Procurement expert also supported the State Teams. A caveat to all of the findings presented in what follows is that they are based on data sources supplied by the States and a brief but busy programme of visits to two districts in a State only. Stand out issues and conclusions may need to be verified from other sources (i.e. through data triangulation) before decisive action is taken in response to concerns raised and recommendations made.

### *Mission Objectives*

8.8 The JRMs are conducted with an objective of reviewing the progress in the implementation of SSA (and RTE) with respect to SSA Goals, especially the interventions and its results in terms of agreed indicators, and to discuss follow-up action. The JRMs also reviews the actions taken upon the recommendations made by previous JRMs.

8.9 Specific areas of focus identified for the Mission in ToRs included: progress against sanctioned annual work plans; challenges on physical access front and strategies for ensuring education to the children of un-served habitations; status of identification and coverage of out of school children; status of retention and completion, and tracking mechanisms; progress in addressing equity issues; status of girls education and progress in bridging gaps in enrolment and retention; progress in strengthening the school system and support structures for the education of children with disabilities; status of quality interventions; monitoring structures under the programme including latest reports from monitoring institutions; and progress of civil works including third party evaluation, staffing pattern and environmental assessment.

8.10 The Aide Memoire addresses the main topics of this review in six sections. In Section 2, an overview is provided and 'Key Recommendations' are made. In Section 3, progress in results and programmes related to 'Goal 1' and 'Goal 3' (Access and Retention) is taken up. Section 4 reviews progress made in relation to 'Goal 2' (Bridging gender and social gaps) and Section 5 deliberates upon various activities related to 'Goal 4 (Quality)'. Section 6 examines 'Learning Outcomes'. This is a departure from previous Aide Memoire Reporting formats, which will be explained and justified in the 'Overview' Section. Section 7 reviews Programme Management, and Section 8 focuses on Financial Management and Section 9 discusses Procurement.

8.11 Annexes to the Aide Memoire provide a commentary on actions taken in response to 16<sup>th</sup> JRM recommendations, and an assessment of progress made against the Results Monitoring Framework.

# Overview

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2.1 To provide an explanation for much of what follows, it is important to stress the transformation that has taken place in India in recent years with regard to the quality and availability of educational statistical data. SSA itself must take huge credit for this, as it has made a very significant contribution to building of capacity and putting infrastructure and systems in place.

2.2 The quality and availability of data is now providing a robust basis on which to draw conclusions on the impact that SSA is having and the progress that is being made towards specific and overall objectives and goals. The data are also empowering in that they enable a far greater understanding of the rate of progress that is being made and the trends that are in place. Such information allows for analysis of whether trends are steady, gaining momentum, or beginning fading. Information of this kind is of value not only to evaluators, but it is crucial to implementers and policy makers as it allows them to make informed decisions about whether targets are likely to be met and in what time frame (through extrapolation of data i.e. making projections). Where appropriate, remedial action can then be taken: scaling up activities and efforts where expected outcomes look like undershooting targets and/or introducing different strategies in the hope that they will prove more effective; scaling back activities and emphasis where targets have already been met; and so on.

2.3 The MHRD is leading the way in this regard and it is wished to express appreciation for the very valuable briefing PowerPoint Presentation that was provided to the Mission, which was rich in data of this kind – and especially the graphical formats that helped to make progress and trends so clear. The additional step that in future needs to be taken is to spell out even more forcefully what the trends are telling us in terms of the future actions that are now required: i.e. more of the same, or adjustments in emphasis, or change of approach?

2.4 At State level (i.e. in respect of the seven States visited during the current Mission) the quality of reporting largely was very thorough. This, too was appreciated. However, the overwhelming emphasis that is currently placed in State level reporting is on describing progress that is made in relation to the delivery of inputs. To cite two examples, it is pleasing to see reported that a significant set of research studies has been completed in a particular reporting period. However, rather than presenting a list of the studies, the far more important questions are: What did these studies find out? What are the implications of the findings for future policy and practice? Similarly, in respect of teacher training, it is of course necessary to report on how many teachers have received training. But this is not sufficient. The bigger and more important questions are: What effect has this training had on classroom practice? How have behaviour and attitudes changed? What do teachers do more of, what do they do less of, what do they do differently, and so on? Even more importantly, what correlations are emerging between training interventions and learning outcomes?

2.5 At the level of State reporting, where outcome data have been presented, this has in most cases been in the form of snapshots of the current situation. With only this data, it is very difficult to assess the progress that has been made since the last reporting period, nor the momentum that is in place or the likelihood of targets being met if the same momentum continues.

2.6 The States are now strongly encouraged to follow the lead that has been set by MHRD in the way that data are presented. The TSG may wish to consider what capacity building support is required to help them in this task. The current Aide Memoire has also set out to make a further modest contribution to this kind of reporting. Compared to previous Aide Memoires, in the current





document, rather more emphasis has been placed on graphical presentation of data and commentary on what the data are signifying and the implications it has for future policy and practice.

2.7 It will be a key recommendation of this Mission to place increasing emphasis on outcomes, especially learning outcomes – with regard to both implementation and reporting.

2.8 The specific reference to learning outcomes in this key recommendation also warrants further explanation and justification.

2.9 The recently published '12th Five Year Plan: Social Sectors' states:

*The four main priorities for education policy have been access, equity, quality and governance. The Twelfth Plan will continue to prioritise these four areas, but will place the greatest emphasis on improving learning outcomes at all levels. (21.14 p 49)*

**Targets for the Twelfth Plan (Box 21.1)**

*6. Improve learning outcomes that are measured, monitored and reported independently at all levels of school education with a special focus on ensuring that all children master basic reading and numeracy skills by class 2 and skills of critical thinking, expression and problem solving by class 5.*

**Twelfth Plan Strategy for Elementary Education (Box 21.2)**

*11. Support States to set learning goals and invest in independent monitoring of outcomes, but provide States with substantial autonomy in how to achieve these goals, and provide additional results-based financing to States who show the most improvement in educational outcomes.*

2.10 On this basis, to keep in line with the priorities of the 12th Five-Year plan, it will be a specific key recommendation that future Aide-Memoires adopt a format that includes a separate section for reporting against learning outcomes.

2.11 As to the overall takeaway findings from the current Mission, these are as follows:

- Strong progress is being made towards achievement of most key indicators with positive trends clearly in place.
- A broad impression has been gained of States making a conscious effort to put in place relevant management structures required in the implementation of a complex Programme such as SSA.

2.12 Example highlight observations relate to:

- The success of residential initiatives, especially KGBVS, in all States visited; the excellent work being undertaken, again in all States visited, with regard to children with special needs; increasing innovative use of ICT (teleconferencing/video-conferencing used for monitoring and planning purposes in Andhra Pradesh and Maharashtra; the 'child rights cell' introduced in Andhra Pradesh; Computer Aided Learning Laboratory in Delhi; design

and roll-out of a comprehensive plan for school development in Maharashtra; the toll-free Child Help Line operated in Andhra Pradesh and Odisha; BRC training being visually relayed to another training centre through 'Skype' in Uttar Pradesh); quality of school buildings, and especially their upkeep including outdoor environments (specifically mentioned in reports relating to Mizoram, Uttar Pradesh and Odisha).

- Example stand out observations relating to individual States included: the teaching of astronomy in a KGBV in Andhra Pradesh (an excellent, easily introduced, initiative to follow in other KGBVs); remedial classes of 1 hour each before and after school hours in residential schools in Arunachal Pradesh; the establishment of a Computer Aided Learning (CAL) centre and Management of Information System (MIS) in Delhi; an innovative Quality Improvement Programme in Pune Division, Maharashtra; commendable efforts being made to capture rain-water for use in the schools (Mizoram); the provision of safe drinking water in all schools in Odisha; and especially vibrant BRCs and CRCs in Uttar Pradesh .

#### 2.13 Among concerns:

- The most critical cross-programme concern relates to the very early trends emerging from Learning Outcomes data. If these trends are confirmed, they underscore more than ever the increasing emphasis that now needs to be placed on 'Quality' generally and 'Learning Outcomes' in particular, if SSA as a programme is to meet all of its objectives.
- There is a need for greater synergies between SSA and other programmes and Government Departments – especially in relation to water and sanitation and health. Malnutrition is a serious issue that directly impacts on student well-being and educational performance.
- Whilst good progress, with regard to enrolment and retention, has been made with many disadvantaged groups, the participation of Muslims remains especially challenging and more concerted efforts and different strategies may be required if enrolment and retention trends are to be accelerated.
- With regard to more State-specific concerns: in both Arunachal Pradesh and Mizoram, the States have not met their own financial contribution commitments, and this has resulted in SSA funding being withheld, impeding implementation; lack of social accounting for building construction was specifically flagged as a concern in State reports for Delhi and Uttar Pradesh – and this is possibly a more widespread issue; enumeration methods for out-of-school children require methodological improvement – at least one State has requested technical assistance in this regard; understanding of 'gender' is often too narrowly associated with the education of girls only – there are also gender issues linked to the education of boys – specifically flagged in Odisha, but again likely to have wider resonance.
- Practices in relation to procurement in most States need significant strengthening (Uttar Pradesh appears a notable exception);

#### *Results Monitoring Framework*

2.14 The JRM appraised the Results Monitoring Framework with specific reference to progress made towards targets for key indicators, from the original 2008-09 baseline. The Results Monitoring Framework is detailed as Annex 3. The Results Framework also includes some revised targets set in 2009 as well as further revised targets set by the 16<sup>th</sup> JRM in July 2012. To the Results Framework, the Mission has also appended a column detailing the status achieved towards targets

as at 2010. It is believed this is instructive in showing the further progress that has been made between 2010 and the present: i.e. January 2013 – to help assess whether momentum is increasing, remaining stable, or decreasing.

2.15 The Mission wishes to express its special appreciation to the TSG for its support in manipulating the data in this way.

2.16 As part of its analysis, the JRM also wished to identify where:

- Targets have Already been Met (or nearly met)
- Targets are already Exceeded
- Targets where Significant Further Progress still Needs to be Made.

2.17 The results of this analysis are presented in Figures 2.1, 2.2, and 2.3. It is again wished to express appreciation to the TSG for its help in providing data in this form.

2.18 Manifestly, it is those ‘targets where significant further progress still needs to be made’ that should now demand greatest emphasis as the Programme looks forward.

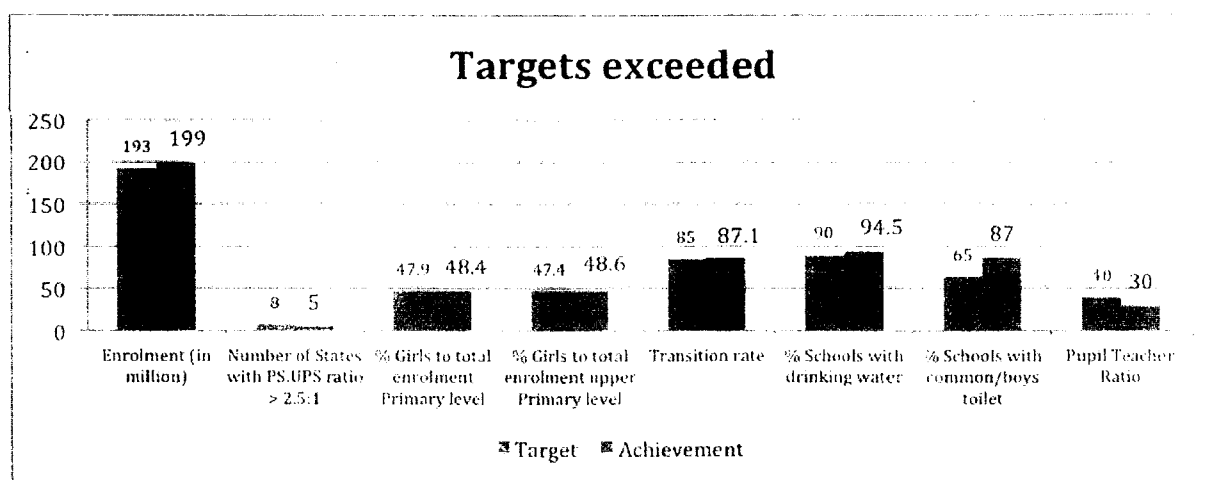


Figure 2.1

Data Source: TSG, January 2013

### Targets Met (or nearly met)

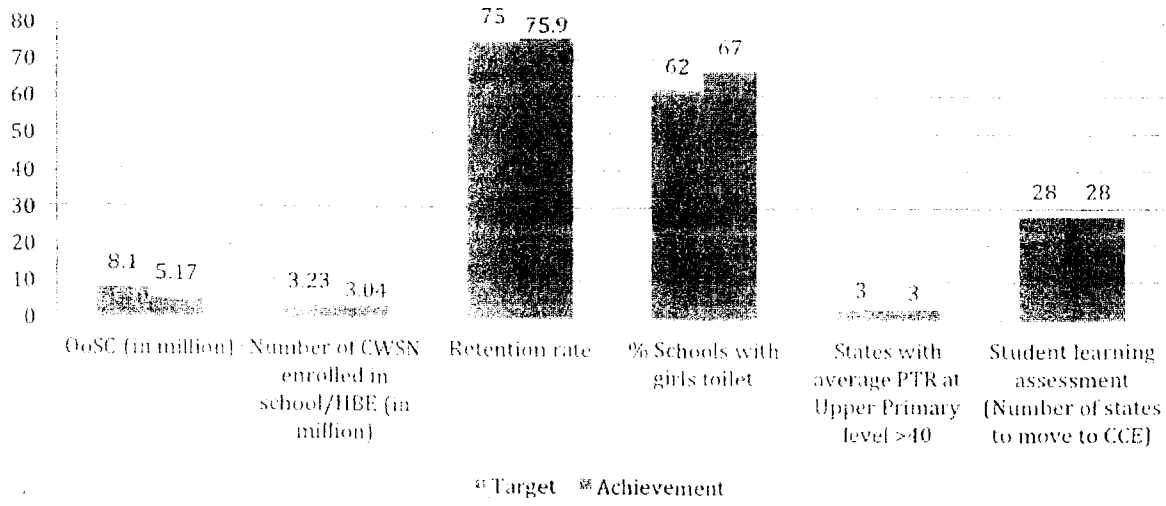


Figure 2.2

Data Source: TSG, January 2013

### Targets, where significant further progress still needs to be made

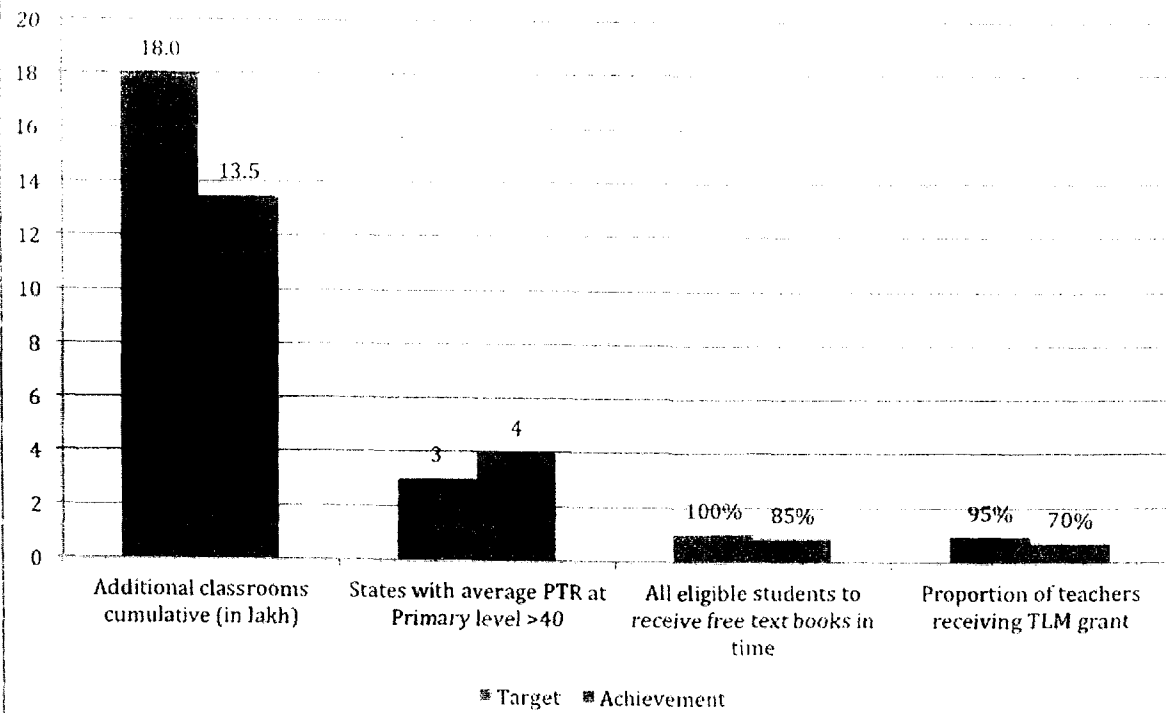


Figure 2.3

Data Source: TSG, January 2013

# Key Recommendations

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Eight Key Recommendations are made by the 17<sup>th</sup> SSA JRM. These are over-riding in nature and are hence not disaggregated against the four specific Programme Goals. (In the Sections that follow, additional recommendations will be made against each of the four SSA Goals, as well as for Programme Management, Finance and Procurement).

The Eight Key Recommendations are as follows:

1. With immediate effect, shift programme emphasis to learning outcomes. This should find reflection in future AWP&Bs. In consultation with relevant stakeholders, adopt a revised format for future JRM Aide Memoires that addresses 'Learning Outcomes' specifically.
2. Considering that SSA is a national priority, maintain levels of expenditure during the 12<sup>th</sup> Plan period as per projected needs. This is essential if momentum is to be maintained and initial investment protected and consolidated. It needs to be emphasised here that on the success of the SSA the RMSA is dependent. High transition rates from elementary education, disaggregated for girls and boys, are necessary for RMSA to achieve its goals. Good quality pass outs from our elementary education schools are essential to sustain secondary education in a meaningful manner.
3. For outcome based planning, programme monitoring and reporting: make increasing use of graphical, time series, data that focus on programme outputs and outcomes and which clearly illustrate trends. Support the presentation of data in this way, by including commentary on the implications of the data for policy makers and implementers and especially in regard to any programme adjustments that might be necessary if targets are to be met.
4. Promote inter-departmental coordination and increasing synergies with relevant Government Ministries and ancillary programmes. The latter is especially with regard to health and water and sanitation practices and provision. Student malnutrition in particular is a priority area of concern and this impacts on student well-being and learning potential.
5. Gender and gender related capacity building should inform the whole system and should not be confined to girls' education only. A strategy and plan for gender mainstreaming across all components and for all levels would contribute to this and should be reflected in all SSA planning, monitoring and reporting.
6. NUEPA, NCERT, SCERT, DIETS and the TSG are important resource institutions that play a vital role in supporting SSA. Consider making their roles and functions in respect of SSA an area of particular focus for a future JRM, as this may provide insights as to how their roles and contributions can further be strengthened and supported.
7. Procurement and accounting practices need to be strengthened in their totality. This would include, inter alia, finalisation of PAB Minutes on time.
8. In view of the specialised nature of the work in regard to financial management and procurement, it is recommended that a dedicated team should be organised for the same in the next JRM. Members of the team should be available for the entire duration of the Mission.

## Goal 1 & 3: All Children in School & Attend school regularly till they complete primary / elementary school cycle

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3.1 Although the 17th JRM strongly supports the current government call for a transitional shift from a focus on inputs and infrastructure to a focus on quality and improving learning outcomes, the Mission would like to emphasise that this should not mean a shift away from strategies and activities which aim to achieve access and enrolment goals. It is important to understand how these goals support or prevent the achievement of high quality and inclusive education.

3.2 Considerable achievements have been made in relation to access and enrolment outcomes since the SSA was launched in 2001-02, and the Mission was pleased to note that States visited are employing a number of different strategies to support the creation of the inputs and outputs stipulated by the RTE/SSA norms (e.g. using SDP data and online systems to track enrolments of different categories of children in Odisha and Maharashtra; providing urban residential hostels and transport allowances in Odisha and other States and constructing new schools and additional classrooms based on school mapping exercises in several States) and to hold schools and communities accountable (for example; introducing a school ranking system based on these inputs and outputs in Maharashtra and Andhra Pradesh).

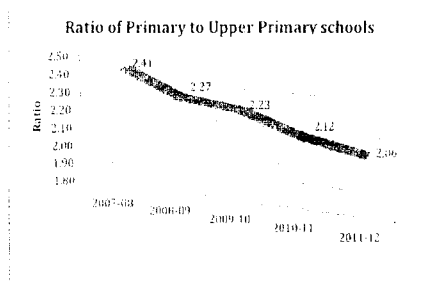
3.3 The Mission notes that special focus districts have been identified based on seven key parameters and support is being given to help those districts meet the indicators. Similarly, the introduction by NUEPA of unified DISE data in 2013-14 will enable States, districts, sub-districts and schools to better assess and track their progress. The State report for Maharashtra notes that:

*One major achievement has been the publication and analysis of DISE data at all levels, which has raised the awareness of the need for RTE compliance in relation to norms and indicators, and has led to the development of a Statewide initiative to rank schools against RTE norms. The school-ranking scheme will be launched across the state over the coming months and it will be interesting to note the implementation and impact of this initiative ....*

### Access

3.4 According to DISE data for 2011-12, there are a total of 1,412,170 schools imparting elementary education to students across the country, of which 76.36% are government schools.

3.5 Data in Figure 3.1 below show that the ratio of primary to upper primary schools has declined to 1 is to 2.06, enabling more children to complete a full cycle of elementary education. This positive trend is due to the considerable focus that States are placing on constructing new schools (17,535 primary schools and 7081 upper primary schools constructed in the period from 2010-11 to 30 September 2012) and additional classrooms (301,711 built in the same period) within distances specified by RTE rules.



*The data show a strong positive trend. The declining ratio of primary to upper primary schools implies that increasing numbers of children have the opportunity to complete a full cycle of elementary education.*

Figure 3.1

(Data source MHRD)

3.6 While the overall trend is indeed declining in most States, DISE data from 2011-12 indicate that there are some areas where the ratio is substantially higher than the national average (e.g. Assam and West Bengal). This is a useful indicator to use to track progress against this goal of access both at State, district and sub-district level.

3.7 In most States visited, over 95% of habitations were served with a primary or upper primary school (Andhra Pradesh, Odisha, Mizoram and Uttar Pradesh), and in some cases, this was 100% (Delhi). In Arunachal Pradesh, the number of served habitations is currently lower at 85% and 81% respectively; and in Maharashtra it is 95.2% and 83.4% respectively.

3.8 Children in unserved habitations are reached through EGS, residential hostels or provided with a transport allowance to enable them to travel to the nearest school.

3.9 It must be noted that despite this progress, many challenges remain to ensure that all schools meet the RTE/SSA norms and standards, particularly with respect to provision of playgrounds, compound walls, kitchen sheds and toilets, especially for girls (see water and sanitation section). States may require detailed definitions of these inputs to be agreed (such as the recent agreement that a green compound wall may be acceptable, or an agreement for regular use of a playground in the vicinity, would render a school compliant) to enable them to meet requirements where context or cost is prohibitive.

3.10 The civil works component was subject to a rigorous independent national evaluation in 2007-08, focusing on a sample of 11 SSA States. The evaluation raised a number of issues that still remain pertinent for further consideration today. Amongst these are the following:

- It is understood that civil works are being sanctioned and carried out as per the States Schedule of Rates (SoR). This fact needs to be reiterated.
- The lack of provision, in many States, for rainwater catchment, which seems especially unfortunate when water issues are so acute in many areas. At the very least, water catchment is something that could be piloted to establish whether this can be achieved successfully and significantly. (The good practice regarding water catchment directly observed in Mizoram has already been acknowledged. Tamil Nadu also offers examples of good practice).
- The pressures of going to scale under SSA have to some extent compromised design innovation that flourished under DPEP and this is something that could be reinvigorated. There are, for instance, future challenges associated with: disaster risk reduction; design challenges of multi-storey construction (land availability and cost issues are becoming more

acute problems and have implications for multi-storey design); design for ICT enablement; technical solutions to water supply and sanitation; barrier free school environments; adaption to climate change; and other green issues.

- With increasing difficulty in locating land, it may be necessary for schools to expand vertically. Staircases and ramps, etc. Need to be built keeping in view the needs of the physically challenged.

3.11 In recent years, desk and bench furniture are increasingly found in elementary schools. In many regards, this is an accurate reflection of progress and modernization. However, there is one sense in which the actual design of furniture currently provided in many instances is a backwards step in terms of the possibilities created for pedagogy. For the society of today and tomorrow, skills such as the following have greatly increased significance: thinking skills, communications skills, team working skills, and practical skills. These are much better developed and nurtured through active teaching and interactive methodologies (i.e. group teaching and cooperative learning), rather than traditional didactic teaching.

3.12 The long bench furniture typically being provided in schools is not conducive to the teacher setting up a classroom in flexible ways where group teaching and interactive learning can take place. There is an irony that when children sit on mats, as they have done traditionally, a far more flexible learning environment is created for teachers and students.

3.13 It may be wished to consider setting up some pilots to explore the provision of alternative furniture designs and their impact on pedagogy and learning outcomes. There is some international best practice and insights in this regard on which to draw<sup>1</sup>.

### *Enrolment*

3.14 According to DISE data for 2011-12, 199 million children are enrolled in elementary education and enrolment trends, as illustrated in Figure 3.2 below, show that this has been increasing steadily at upper primary level since 2005-06. As reported in the 16th JRM report (2012:18), there has been some stagnation at primary level since 2007-08, due possibly to a decline in the child population and the reduction in the number of over-age and under-age children attending primary schools.

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<sup>1</sup> See for Example: SMAWFIELD, David (2007) *A Position Paper on the Implications of Classroom Furniture Design Choices for Raising Educational Standards in Turkish Primary Schools*  
<http://www.davidsmawfield.com/assets/img/classroom-furniture-design-choices.pdf>



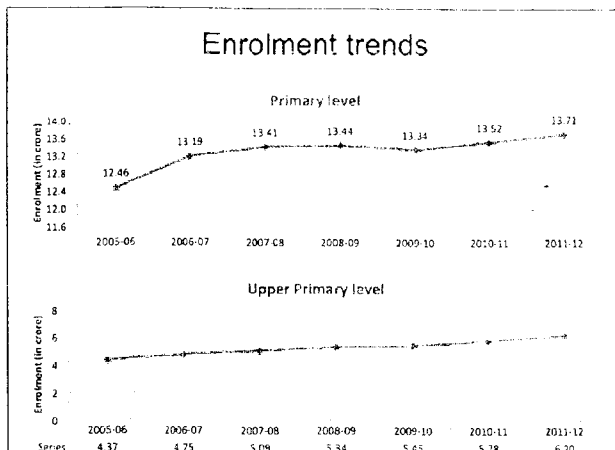


Figure 3.2

These two sets of data for primary and upper primary enrolment show the steady increase, over time, in levels of enrolment.

(Data source MHRD)

3.15 Girls' enrolment levels are overall showing a positive trend, with girls sharing 45% or more of the total enrolment in all States, with an overall average of 48.56%.

The overall level of enrolment, as illustrated in Figure 3.3, has been steadily increasing across all schools since 2007-08 (185m to 199m in 2011-12). Government school enrolment has decreased slightly since 2007-08 (from 151m to 147m in 2011-12) while private school enrolment has been steadily increasing during the same period (34m to 52m in 2011-12). This pattern was noticed in several of the State reports (Maharashtra, Uttar Pradesh and Arunachal Pradesh). It is difficult to confirm exactly the reasons for these trends without further research and analysis.

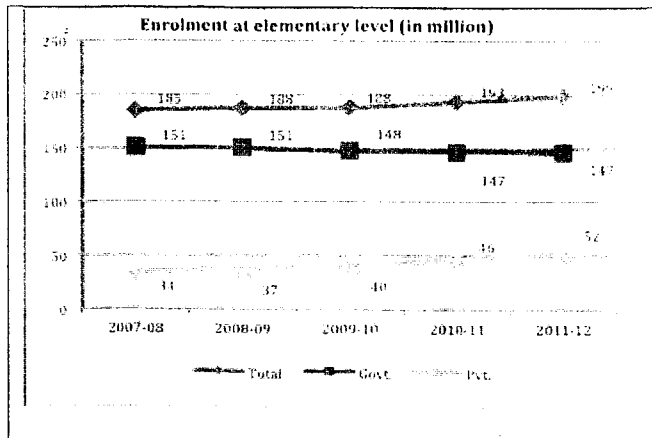


Figure 3.3

3.16 The Mission appreciates efforts that have been taken to significantly increase the overall GER levels between 2005-06 and 2011-12, as Figure 3.4 helps to make so clear. It is noted that very few States report a GER of less than 90 against a national average of 118.62. This demonstrates how close India is to achieving the goal of universal access, particular at primary level.

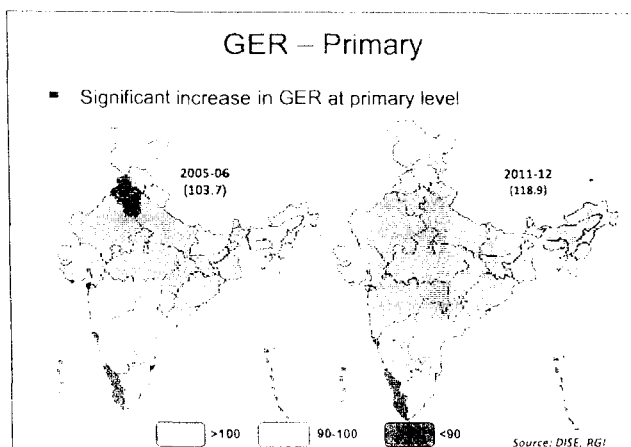


Figure 3.4

*These two graphical representations clearly demonstrate the significant increase, across the country, in GER – comparing the two periods 2005-06 and 2011-12.*

*The position in respect of Kerala, however – generally considered an 'advanced' State – is unexpected. The apparent anomaly needs to be further examined for the next round of DISE data.*

*(Data source MHRD)*

3.17 As Figure 3.5 shows, GER at the upper primary level has also increased significantly since 2005-06, though challenges remain in Goa, Bihar and Uttar Pradesh where the GER is 67.18, 59.80 and 59.58 respectively in 2010-11 against a national average of 81.15.

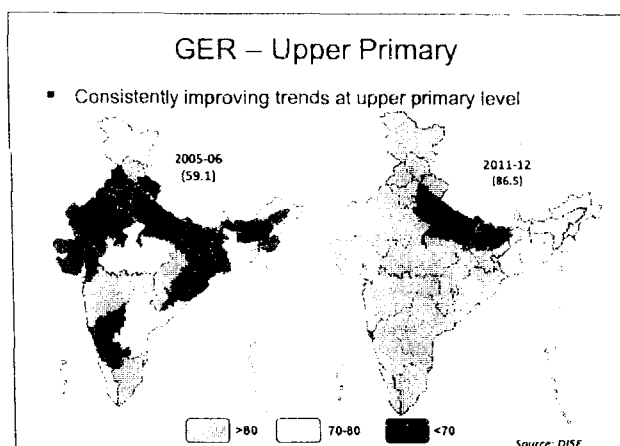


Figure 3.5

*These data demonstrate the strong impact SSA is having in respect of improving GER across the country as a whole, comparing the two time periods 2005-06 and 2011-12.*

*According to these data, the States of Bihar and Uttar Pradesh still face the greatest challenges.*

*(Data source MHRD)*

3.18 Net enrolment at primary and upper primary levels, comparing the period 2005-06 with 2011-12, also show huge transformation across the country, as Figure 3.6 illustrates.

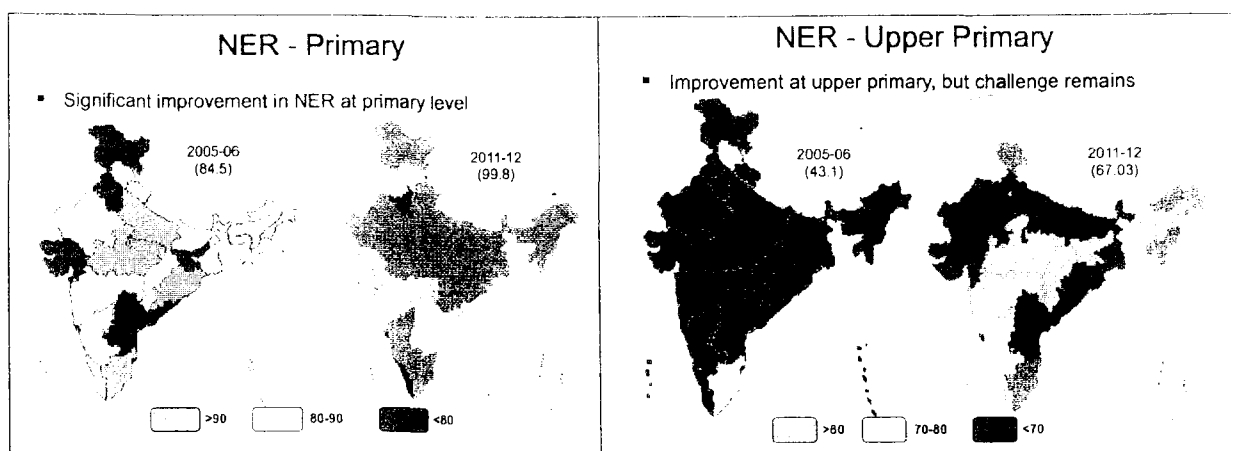


Figure 3.6

(Data source MHRD)

### Drop Out and Retention

3.19 Very similar success patterns are to be observed in relation to reducing dropouts. It is perhaps helpful to explain how dropout figures are derived. They are based on comparing the enrolment in a previous academic year with enrolment in the current academic year. So, by way of specific example: Class 1 dropouts are calculated by taking Class 2 enrolment for the current academic year and taking away Class 1 enrolment for the previous academic year, minus any adjustments for numbers of students who stay in Class 1 to repeat a year. In other words, figures refer to 'Annual' dropout.

3.20 While not reported in statistics, interest is also being shown in students who drop out during an academic year. Presently, there is no agreed norm for defining this kind of dropout. In Kerala, for example, students are regarded as dropouts after 7 days of unexplained absence. In Chhattisgarh, the period is three months. The information is most often used in tackling the issue of students who enrol at the beginning of an academic year, but never appear thereafter. The question is at what point should they be deleted from records or retained as part of 'enrolment' figures.

3.21 Figures 3.7 and 3.8 convey strongly the impact SSA is having in reducing dropout rates.

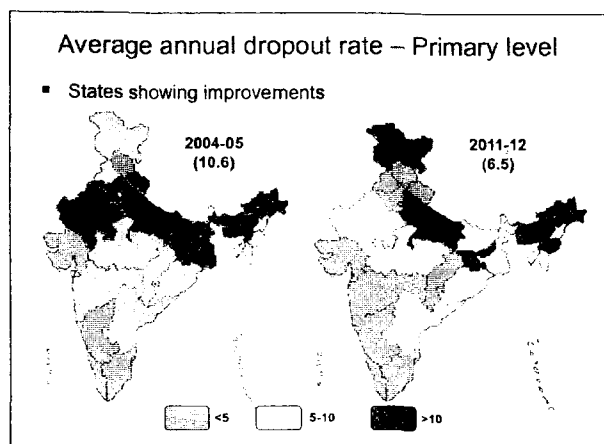


Figure 3.7

*These comparative data show substantial improvement in annual dropout rates, between the two periods 2004-05 and 2011-12. Overall percentage dropout has reduced from 10.6% to 6.5%*

*The data also highlights the States still presented with the greatest challenges.*

(Data source MHRD)

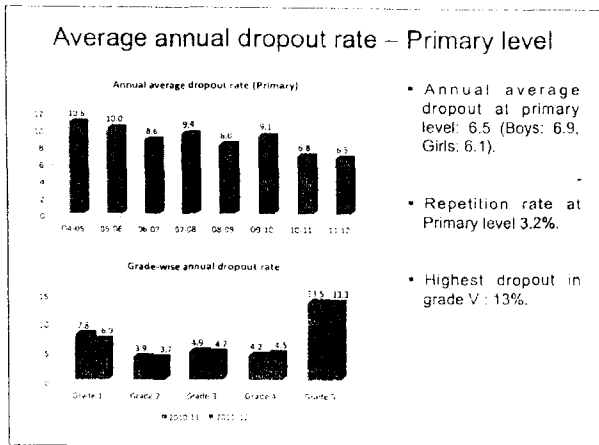


Figure 3.8

(Data source MHRD)

These data provide further insights as to what is happening with regard to retention. Among other things, they show that the difference between girls' and boys' dropout rates is now small.

What is also highlighted is the Grade where greatest dropout now occurs: Grade 5. This is likely to be explained by an access issue (i.e. lack of availability of upper primary schools) if most dropouts occur at the end of Grade 5. If most dropouts occur during the final year, the reasons need to be better understood.

The high Grade 5 dropout rate, observable in Figure 3.8 is best understood in relation to the explanation provided in paragraph 3.21 above. It does not reflect dropout during the Class 5 year (e.g. because the children find the curriculum too difficult). It is more of a transition and access issue. These Class 5 'dropouts' are students who fail to extend their education into the upper primary level – often because schools are much further away from their home.

### Transition

3.22 Despite the challenges encountered and explained in paragraph 3.23 immediately above huge progress has been made in transition rates, comparing the period 2004-05 with 2011-12, as Figure 3.9 shows.

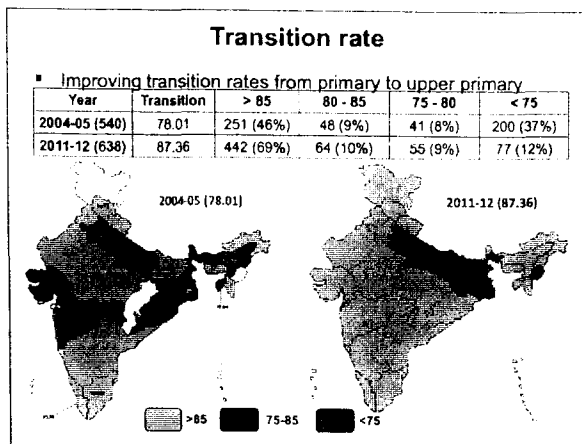


Figure 3.9

(Data source MHRD)

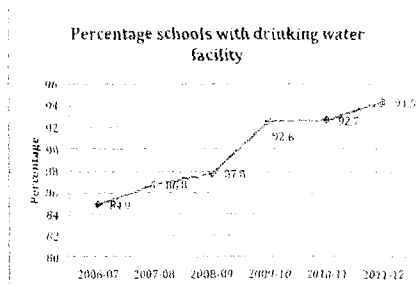
The data show substantially improving transition rates as a direct result of SSA and its intervention of building large numbers of upper primary schools, to reduce the ratio of primary to upper primary schools.

According to the data, the State of Uttar Pradesh is where the greatest transition challenges still remain.

### Water and Sanitation

3.23 The Mission was pleased to note that in all State visits, members reported that all schools had provided drinking water, and that in many cases, that water was filtered. The data support the experiences in the field, and suggest that 100% coverage could be achieved with four to six years.

Figure 3.10 is illustrative of the progress being made in drinking water provision in schools. Focus must remain on this to ensure the supply is functioning, sanitary and regular.

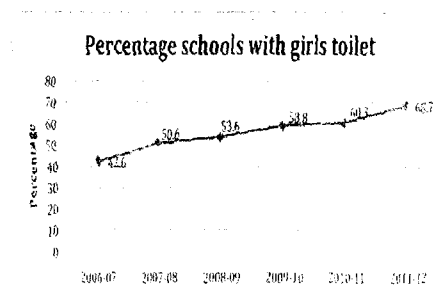


The data show a strong positive trend. Extrapolating from the data, the ultimate target of all schools having a drinking water facility looks achievable within the next two to four years. Greater monitoring attention should perhaps now turn to recording improvements in the functioning of sanitation facilities. It is known that many schools face water shortage problems, even though the infrastructure is in place. Rainwater harvesting is a technical area that could benefit from greater dissemination of best practices and further piloting of innovative approaches to try to strive for even more effective solutions.

Figure 3.10

(Data source MHRD)

3.24 An MHRD and SSA commissioned study<sup>1</sup> into inclusive practices in schools across 6 States indicated that there are some exclusionary practices surrounding the water supply in a few schools in Andhra Pradesh and Rajasthan. State teams did not have the opportunity to discuss these issues in depth with stakeholders, but it is advised that States investigate these issues further and review the recommendations.



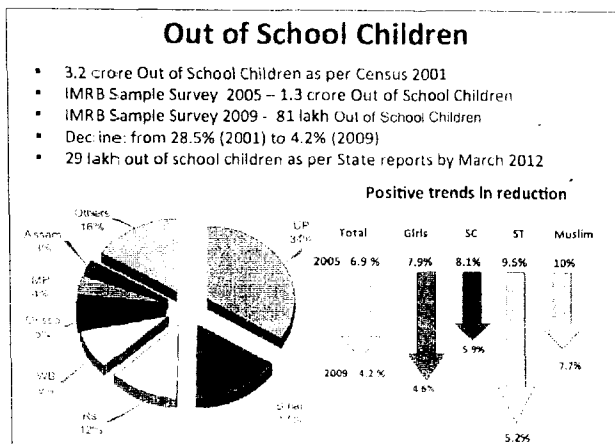
3.25 Figure 3.11 provides trend-based data on the percentage of schools with a girls toilet. However, DISE data for 2011-12 indicate that more than 32% of total schools still need to meet this target, while experiences in the field indicate that the quality of the toilets provided varies significantly.

Figure 3.11

### Out of School Children

3.26 Figure 3.11 provides a comprehensive picture regarding positive trends in the reduction of out-of-school children. Additional commentary is also provided on the data presented.

<sup>1</sup> Inclusion and Exclusion of Students in the School and in the Classroom in Primary and Upper Primary Schools: A qualitative study commissioned by Sarva Shiksha Abhiyan, MHRD, Government of India. Principle Investigators: Vimla Ramachadran and Taramani Naorem (2012)



*This complex data set confirms the huge progress that has been made in reducing the number of out of school children. According to these data, Uttar Pradesh is the State still faced with the greatest challenge. From the data it is clear that Muslims represent the minority where the greatest concerted efforts still need to be made. Findings from State visits have highlighted the methodological challenges of enumerating out-of-school children, especially in urban situations, and it is acknowledged that the real number of out-of-school children is in all likelihood under reported. Some, if not all, States will benefit from technical and other support to develop more robust methodologies for counting out-of-school children and in the execution of survey exercises.*

Figure 3.12

(Data source MHRD)

3.27 The Mission commends the efforts being made in reducing the number of out-of-school children (OOSC) as reflected in the data presented above. Several States such as Odisha, Andhra Pradesh and Maharashtra visited by the JRM members, have developed a child tracking system (CTS) based on extensive household surveys or data collected from SDPs. For example, in 2005, Odisha initiated an extensive Child Tracking System (CTS) with the objective of tracking every child in the 6-14 age group through household surveys. This disaggregated information of OOSC helped in providing bridge courses and in introducing Multi Lingual Education (MLE) for tribal children in the State. Similarly, Maharashtra has made significant efforts to identify OOSC through collecting data from School Development Plans (SDP) and an online tracking system is in place to analyse the SDP data.

3.28 However, findings from State visits have also highlighted the methodological challenges of enumerating out-of-school children, especially in urban situations, and it is acknowledged that the real number of out-of-school children is in all likelihood under reported. Relying on an update through Cluster Resource Centres (CRCs) and schools might be inadequate to get an accurate picture of OOSC in all habitations. In particular, the data on the urban deprived requires further re-examination. The Mission is concerned that the OOSC maybe higher and would require a periodic independent or household survey to countercheck the CTS data. (State wise data on OOSC in descending order given below). During the State visits, Uttar Pradesh expressly indicated that it would appreciate technical support in trying to overcome methodological issues.

3.29 Figure 3.13 provides a State-by-State comparison of OOSC aged 6-14 years.

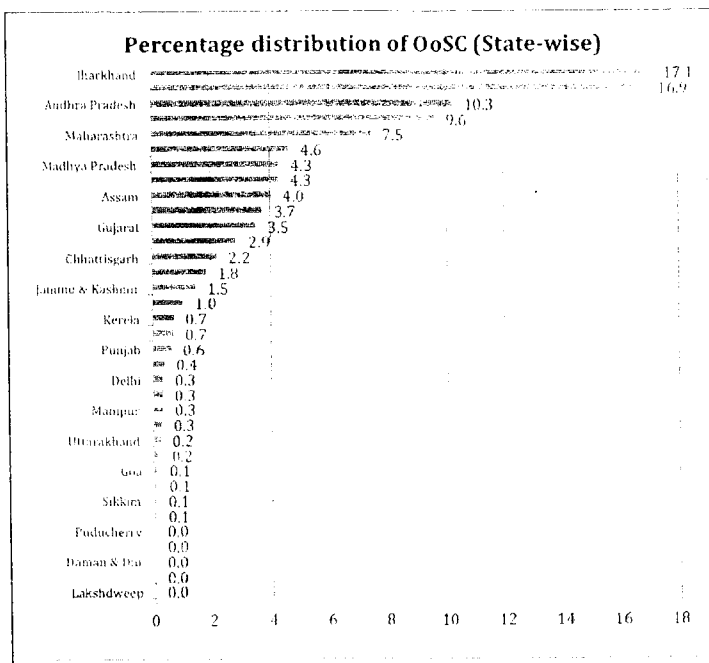


Figure 3.13

Source: AWP&B 2012-13

destination of migrant children. Master trainers have been selected from a range of stakeholders, including NGO's. Training has then been provided for all Block and Cluster level project staff. Migration forms for online tracking have also been provided to all schools.

3.32 The Mission is pleased at the efforts being made in reaching out to OOSC, and significantly closing gender and social gaps. Nevertheless, findings from the States highlight that there are still concerns about lower representation of SC, ST and Muslim children enrolled in schools. This is confirmed by the Country Human Development report 2011 and calculations (age cohort 6-17 years) from the NSS database 64th round as observed by the 16th JRM. Gender wise disaggregated data of OOSC shows that the percentage of girls is higher amongst OOSC across social and religious groups. Figure 3.14 helps to illustrate these patterns.

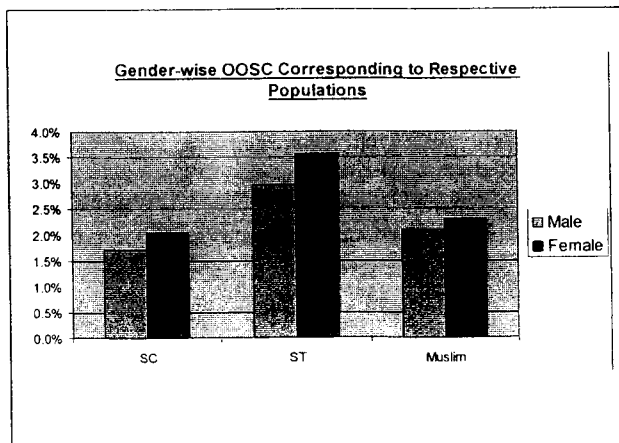


Figure 3.14

Source: AWP&B 2011-12

3.33 When disaggregated percentage data as per the 2011 Census become available, a priority should be to map the out-of-school Statewise data against such data.

3.34 Strategies to address the educational needs of OOSC include residential special training centres, non-residential special training centres, seasonal hostels for children from migrant families and, home based education CWSN children. Materials for special training have been developed and printed by most States.

3.35 The Mission was pleased to note that in Maharashtra innovative schemes such as 'Savitribai Phule Dattak Palak Yojna' have been initiated. Under this scheme local community members are invited to adopt a child. Community members deposit Rs 3,000 in a fixed deposit account and the annual interest is used to provide children with

school bags and other items they need to remain in school. In Andhra Pradesh several residential centres are being run in partnership with NGOs.

3.36 Despite these achievements, some concerns remain based on observations from field visits. These include inadequate provision of space, toilets water and sanitary facilities, a lack of teaching and learning materials, poor quality of teaching in some instances and lack of adherence to safety and security norms. The Mission also observed that there is inadequate follow-up and tracking of children mainstreamed into schools after having received special training. In Andhra Pradesh a child tracking mechanism is proposed to track the performance and the attendance of OOSC who are in special training centres and residential hostels.

### *Recommendations*

- Reflect further on and consider developing flexible approaches to costings of buildings in difficult environments.
- Ensure that enrolment data for government and private schools are disaggregated to show the current reality at State, district and sub-district levels; and where appropriate, commission a study to investigate a) the reasons for any shift away from government schools and b) any difference in learning outcomes between government and private schools.
- With regard to inter- State and intra- State migration, it may be useful to learn from the web-based Gujarat model and proactively coordinate with neighbouring States to provide education. This would of course require convergence between States at the highest levels and sharing of data and information on a sustained basis. North Eastern States require specific attention and support to address issues of identification, enrolment and inclusion of children migrating from bordering States.
- Technical and other support needs to be provided to States to develop more robust methodologies for identification and tracking of OOSC and in the execution of survey exercises.
- Provide rigorous monitoring of adherence to guidelines and safety and security norms in special training centres and residential hostels for OOSC. Provide appropriate teaching and learning material, training for teachers and on site academic support. BRC and CRC staff should also be sensitized towards issues of child abuse.
- Increase efforts to track children and provide on-going supplementary academic support for OOSC who have been mainstreamed into school and, and also for children in school who are first generation learners or children in difficult circumstances who may not have household support.

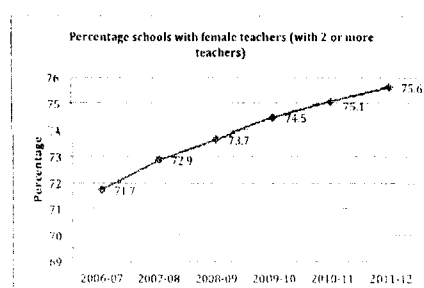


## Goal 2: Bridging Gender and Social Gaps

### *Gender gaps*

4.1 All of the States the Mission interacted with reported positive trends for enrolment and retention across primary and upper primary levels. The gender gap at primary level has reduced to 3.18 percent in 2010-11, from 4.08 percent in 2003-04. In the case of upper primary schools, the reduction is considerable: from 8.8 percent in 2003-04, to 3.22 percent in 2010-11. The retention rate of girls at primary level was 75.94% in 2011-12. The transition rate of girls at upper primary level has improved considerably: from 74.15% in 2003-04; to 87.32% in 2010-11. There are, however, 35 districts that still show a high gender gap. It is clear, therefore, that the indicators relating to gender and social gaps have improved substantially. The JRM also notes the findings of the recent National Achievement Surveys (NAS), showing no significant difference in the learning achievements of boys and girls.

4.2 Figure 4.1 shows data and presents a commentary on changes in the percentage of schools with female teachers (schools with 2 or more teachers).



46.27% teachers are female at the National Level. The data show a steady positive trend, which needs to be maintained.

Figure 4.1

(Data source MHRD)

4.3 The Mission recognises that Kasturba Gandhi Balika Vidyalaya (KGBVs) (residential schools/hostels for disadvantaged girls) are proving a very successful intervention. KGBVs are playing a positive interventionist role to enhance self-esteem and self-confidence of girls. Out of 3609 sanctioned KGBVs, 3528 have been operationalised with a total enrolment of 3.66 lakh. Of these enrolled girls, 29 percent belong to SC category, 26 percent to ST, 26 percent to OBC, 9 percent to Muslim, and 10 percent to BPL category. States with a very significant number of KGBVs include: Andhra Pradesh, Bihar, Jharkhand, Odisha, Rajasthan, and Uttar Pradesh. One important challenge for many of these excellent institutions is to put more-adequate safety and security arrangements and measures in place.

4.4 The introduction of activities to inculcate interest in the subject of Astronomy in some KGBVs in Nalgonda District, Andhra Pradesh is especially praiseworthy. This is something that is easily replicable and it is hoped that many other KGBVs will take up this excellent idea.

4.5 Despite highlights such as this, in many parts of the system, gender related role divisions, stereotypes and expectations remain a major concern. Collaboration and teamwork among boys and girls as peers in co-educational schools in most visited States are not very evident: either in the classroom or outside in playgrounds and during other activities. Some of the residential schools in

Arunachal Pradesh are co-educational, with separate residential blocks for boys and girls and this is a welcome step.

4.6 The National Program for Education of Girls' at Elementary Level (NPEGEL) is implemented in educationally backward blocks (EBB) and addresses the needs of girls who are 'in' as well as 'out' of school. NPEGEL also reaches out to girls who are enrolled in school, but who do not attend school regularly. All Educationally Backward Blocks have been included under NPEGEL. 41,779 model schools are functional in 3,353 EBBs of 442 districts. In total 4.24 crore girls are covered under NPEGEL.

4.7 The Mission felt unable to gain a clear picture of the effectiveness of activities undertaken in NPEGEL. The budget for NPEGL has declined over the last three years at the national level: explained by the civil works component being completed. The Mission observed that vocational training in NPEGL (and also in KGBVs) covers only stereotypical skills such as sewing, tailoring, making crafts out of waste, and so on, in most of the visited States. While KGBV holds pride of place as an effective intervention, activities under NPEGEL seem diffused and opaque.

4.8 Gender concerns are also actively taken up through gender sensitization trainings in some States: for example, Andhra Pradesh and Maharashtra. Given the range of adolescent girls present in the KGBV, there is an urgent need for strengthening teacher training on counselling skills, socio-psycho support and in handling issues of adolescent health, sexual abuse, etc. This is crucial for all schools, but even more so for KGBVs because they are a residential facility. The Mission also observed that decision makers at different levels need to be sensitized to understanding gender and other equity issues across the board.

### *Recommendations*

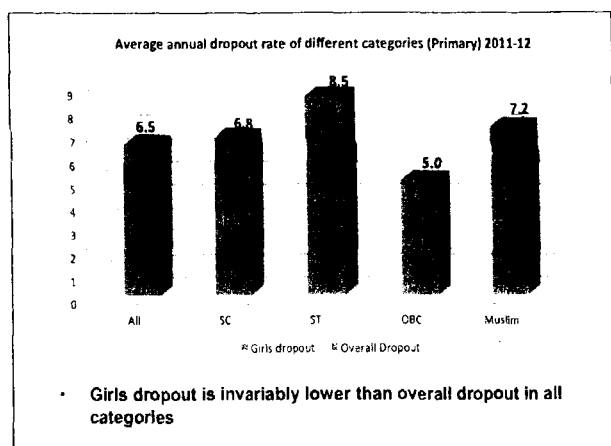
- Research should be conducted into the potential impact on enrolment and attendance of having of no female teachers in certain districts. Subject to findings, appropriate strategies should be devised to address issues.
- Results of two studies that have been commissioned relating to schooling facilities in Muslim and Tribal areas should be shared with JRM as they become available.
- According to NCF 2005, 'the pre-primary to the +2 stage is expected to lay the necessary foundation for re-conceptualising and restructuring vocational education to meet the challenges of a globalised economy'. Thus: institutionalization of work-centred education as an integrated part of the school curriculum is recommended. Further given the thrust in the State on integrating the life experience of children into the curriculum, it maybe be useful to integrate components such as retrieval of knowledge on herbal medicines, developing vermin-compost, organic manure, water harvesting, nursery raising – all of which could combine learning with the real life experiences of SC/ST children.
- Strengthen security and safety arrangements and measures in all residential environments, including KGBVs.
- Share, at a State level, examples of block level innovations for increasing girls' enrolment, retention and quality.
- Put in place plans for capacity building of all ECCE instructors, both under WCD and SSA, so that the momentum and interest generated in pre-school education is not lost.

- Schooling processes can play a critical role in protecting girls from cultural practices like child marriage. Consequently: increase efforts to equip teachers with the requisite understanding and skills to seek and utilize necessary support from community and State structures.

### Social Gaps

4.9 Across the States, the proportion of children from educationally disadvantaged communities such as SC, ST and Muslims enrolling in schools has been steadily increasing. Different analyses reveal that majority of SC and ST children attend government primary and upper primary schools. Enrolment of SC students in primary/upper primary classes has increased marginally from 19.06% (2010-11) to 19.80% (2011-12). Girls form nearly 49% of the overall SC enrolment. In the case of ST enrolment, there has been a negligible change of 10.7% (2010-11) to 10.92% (2011-12). Girls continue to account for half of ST enrolment. OBC enrolment in primary level has increased from 40.09% previous year to 42.8%. There is a similar increase in upper primary classes as well (40.27% to 43.25%).

4.10 Figure 4.2 shows the average annual dropout of different social categories at primary level for the academic year 2011-12.



*These data are especially encouraging from a gender perspective, but also help to underscore that gender equity is a broader concept than the education of girls. In many countries of the world there are aspects of the education of boys that are also raising concern.*

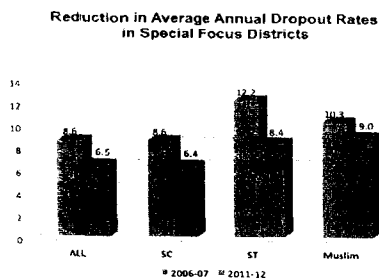
*While data elsewhere in this report show that Muslims are under-represented in enrolment, it is encouraging that once Muslims are enrolled in school their subsequent retention is not greatly below the mean.*

Figure 4.2

(Data source MHRD)

4.11 The worrisome statistic is the share in enrolment of Muslim children, which is short of their population proportion: at upper primary levels. In 2010-11, Muslim enrolment was 13.04% in primary classes and 11.25% at upper primary level. A marginal increase in these figures has occurred in 2011-12: primary and upper primary enrolment as a proportion of total enrolment is 13.31% (very close to their population share of 13.43%) and 11.65% respectively.

4.12 Figure 4.3 compares average annual dropout rates in special focus districts, for different social groups, with reference to the periods 2006-07 and 2011-12.



Data for all categories show a positive trend. In the same period, drop out rates for the country as a whole reduced by 2.1% (from 8.6% to 6.5%). The rate of progress in Special Focus Districts is broadly comparable, though the progress that has been made in respect of Scheduled Tribe retention in Special Focus Districts is especially noteworthy.

Figure 4.3

(Data source MHRD)

4.13 The schooling of children of a large number of migrant workers in agriculture and unorganized sectors presents huge challenges. SSA is already working in this area and is doing commendable work that needs to be sustained.

4.14 There has been a significant growth of residential schools and hostels so that, after primary school (i.e. in Class 6), many SC and ST children who do well academically can shift to residential schools. The State of Maharashtra has made considerable progress towards identifying and enrolling SC and ST children through data collected from the SDP plan. Similarly, a Tribal Policy for education was introduced in July 2007 and tribal coordinators have been appointed in tribal districts. Learning materials have been developed for tribal children, as well as bi-lingual textbooks for classes 1 – 4 and handbooks for tribal teachers. This is good practice that others may wish to investigate further.

### Recommendations

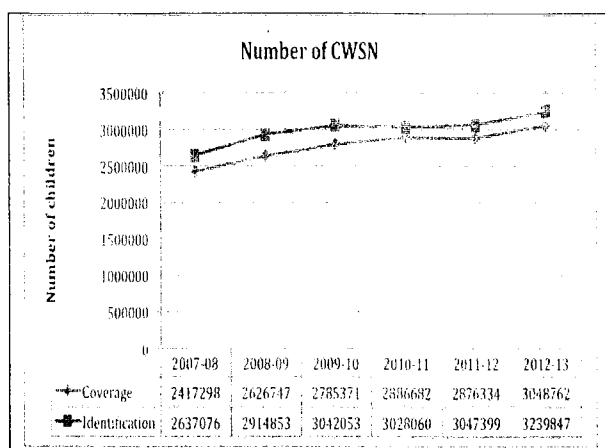
- The Mission recommends that, with large numbers of first generation children in school, greater attention be paid to encouraging child participation and life skill development of both girls and boys. State institutions and experts should engage with the challenge of ensuring equality and dignity for all children within the school and classroom space.
- Continue and strengthen efforts in conducting awareness programmes on girls' education for the parents of disadvantaged groups, and especially the Muslim community.
- Track progress towards the bridging of social gaps in enrolment of primary and upper primary levels and track progress in access to primary and upper primary schools in ST/SC dominated districts/blocks.
- Intensify monitoring and supervision of SSA activities in Special Focus Districts based on social gaps, gender gaps and retention.
- The Right to Education Act, 2009, ensures the right of children with linguistic diversities to receive teaching in the mother tongue as far as practicable. It is thus suggested that States focus on priority blocks for tribal education along the lines of priority blocks for girls' education.

### Children With Special Needs

4.15 The Mission commends the progress made in addressing Children With Special Needs (CWSN). Issues of CWSN have been brought centre stage both in planning, monitoring and at the

school level. The CWSN component has received a lot of attention at the State levels. The Pre-Integration Programmes like those found in UP for children, previously out of school, with visual and hearing impairments were among those highlighted in State Reports of the JRM. The work being undertaken and the teaching taking place were found most impressive.

4.16 Figure 4.4 shows changes over time in the identification and coverage of CWSN.



*The trends to be observed in this data set appear to show the increasing success that SSA has had in both: (a) identifying children with special needs; and then (b) bringing these children into the education system.*

Figure 4.4

(Data source MHRD)

4.17 The Mission also appreciated the support that is given for CWSN through a wide range of initiatives and approaches. These include: the establishment of physiotherapy centres; the appointment of mobile teachers who conduct school visits; home based learning; and the appointment of a range of staff (Resource Teachers, resource persons, IE Volunteers, physiotherapists, occupational therapists, psychologists and speech therapists) who provide specialized trainings. However, there has been variance in the quality of centres and services across the districts and States. In a State like Maharashtra, the best practice of close cooperation with the medical department for identification of needs, corrective surgeries and supplies of special aids, and the deployment of special mobile teachers and appliances has strengthened the inclusiveness of education.

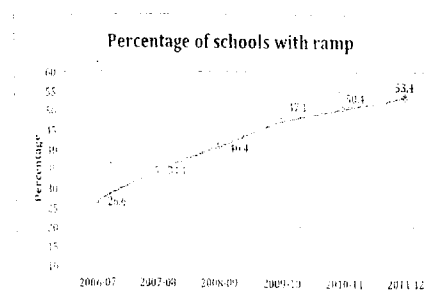
4.18 The Mission also observed different strategies in place to raise awareness of initiatives taken to support CWSN. Andhra Pradesh has a high visibility of corrective surgeries and distribution of aids; in Maharashtra Block Education Officers have made a short film to raise awareness; and the Kohlapur district website has information provided in sign language ([www.zpkohlapur.gov.in](http://www.zpkohlapur.gov.in))

4.19 The Mission did however find that in a significant number of instances equipment and aids are substandard in quality and are not child-friendly. This presents both design and procurement challenges for the future.

4.20 Most of the visited States have been able to mainstream children with disabilities such as visual impairment and hearing impairment; but, perhaps understandably, the challenges of retaining children with multiple disabilities and intellectual impairment remain high. The issue of curricular adaptation should be addressed by all states; this process has already been completed in West Bengal and Maharashtra.

4.21 The recruitment of special resource teachers remains a huge challenge in the visited States, particularly in Andhra Pradesh and the North Eastern States.

4.22 The percentage of schools with a ramp is often considered as an important proxy indicator regarding the extension of access to CWSN. Very few schools have children who are wheelchair users, but the signal effect to the community is nevertheless a very important one. Figure 4.5 shows the progress made in ensuring that schools have ramps for wheelchair users, over the most recent five-year period.



*The data show a very strong positive trend. A 27% improvement has been achieved in five years. This trend needs to be continued.*

Figure 4.5

(Data source MHRD)

### Recommendations

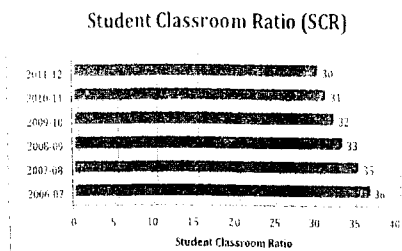
- To the extent practicable continue with efforts to provide barrier-free environments. This includes, among other things, the provision of: disabled friendly toilets; teaching-learning materials for CWSN; Braille books; audiotapes etc. These efforts are necessary first steps in a long and more complicated process of providing educational opportunities for all children and for transforming schools into learning environments in which differences are recognised and in which teaching methods are geared to individual needs.
- The Mission recommends further strengthening of RCI recognised BRC Resource Centres and therapy centres at the block level to enable parents and CWSN to attend more frequently than they are currently able to do.
- Closer cooperation with the medical department is needed in many States: for identification of needs, corrective surgeries and supplies of special. Consider developing stronger links between schoolteachers and CWSN educators and local Self Help Groups.
- Track the learning outcomes, over time, of a significant sample of special needs children who have followed the pre-integration programme. With different cohorts, it may be worth experimenting with the duration of the pre-integration programme to observe the effect this has on the success of future integration and learning outcomes. Similarly, it is anticipated that some children (with less severe impairments, or who are clearly learning very quickly) may be able integrate more speedily into the mainstream than others, and some flexibility could perhaps be built into the programme to allow for this.
- It is possible that some of the most severely impaired children would benefit most from a longer pre-integration programme. Integration mainstreaming should proceed as and when a child is equipped for the purpose.

- The tie-up with RCI for training of all teachers involved in CWSN needs to be strengthened and taken forward.
- Encourage the design and execution of evaluation studies to gain a better understanding of the effectiveness of mainstreaming, home-based education and school-readiness programmes, with a view to drawing lessons that will help to refine future approaches and practice.

## Goal 4: Education of Satisfactory Quality

5.1 The need for SSA to focus on raising the quality of education was the dominant theme of the initial briefing given to the Review Mission team by the MHRD. It is encouraging to report that in every State visited quality is very much on the agenda. Each State has developed a vision statement in which improved quality features prominently. All States visited have embraced RTE and have completed, or have nearly completed the process of revising their curricula and textbooks in line with the 2005 National Curriculum Framework.

5.2 Class sizes are generally being reduced. Figure 5.1 below illustrates the national trend in class sizes and provides some comment on the data.



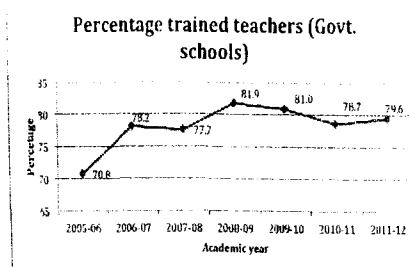
*The data show a strong positive trend. Averages can be deceptive and there is a broad range between and within different States. The main future challenge in India is to reduce extremes of teacher pupil ratio variance between schools, through more effective redeployment of teachers.*

Figure 5.1

(Data source MHRD)

5.3 A number of States are taking on the challenge of rationalisation. Andhra Pradesh, for example, started a process of rationalisation in April 2012. Uttar Pradesh has now signalled its intent to do the same. The JRM endorses these commitments.

5.4 An increasing number of teachers have the requisite qualifications as Figure 5.2 show.



*The overall trend in the percentage of trained teachers in government schools is a positive one. There has, however, been some loss of momentum, since 2008-09. The national picture also masks some regional variation.*

Figure 5.2

(Data source MHRD)

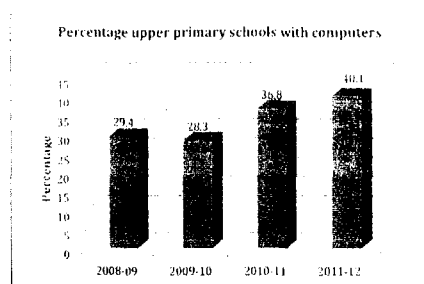
5.5 In all States, prodigious amounts of in-service teacher training have taken place, through BRCs. The numbers are impressive: over 100,000 teachers, for example in Odisha. In the last year this has focused, amongst other things on CCE. In Maharashtra there was evidence that this was having a practical influence on classroom practices. Teachers were easily able to identify pupils who were struggling and were providing extra teaching support. The JRM team visiting Uttar Pradesh witnessed training in one BRC being transmitted through the use of ICT to another part of



the district. Leadership training for head teachers has been provided: almost 50,000 head teachers have been trained in Odisha, for example.

5.6 Progress has been made in increasing the availability of textbooks. Uttar Pradesh, to mention just one example, has distributed free textbooks to all girls and SC/ST boys in grades 1 to 8. The use of ICT in the upper primary classroom is also increasing (5,141 computers are now provided to schools in Maharashtra). Delhi, too, has some good examples of computer-aided learning (CAL).

5.7 With regard to the percentage of upper primary schools with computers, in the country as a whole, Figure 5.3 provides further insight.



*The data show a strong positive trend. However, extrapolating from the data (three years taken to achieve a 10% improvement), it could take a further 18 years for all upper primary schools to be computer equipped. Tablet computing, satellite technology, and solar energy solutions may offer a faster track to ICT empowerment of schools than conventional means of provision. SSA is encouraged to promote further lessons learning pilot initiatives along these lines to strive for optimal solutions.*

Figure 5.3

(Data source MHRD)

5.8 Alongside this positive picture of considerable activity and interesting developments, the JRM is still concerned that not enough is being done to address quality issues. The emerging evidence on learning outcomes in the next section demonstrates that there is no room for complacency.

5.9 More needs to be done to increase the availability, use, and quality of learning materials in the classroom. The supply of textbooks is only part of the solution. They need to be appropriate and accessible to children. The JRM team in Arunachal Pradesh questioned the contextual suitability of the textbooks in use. In Mizoram there is an issue of providing Mizo language books to non-Mizo speaking children. Multi Lingual Approaches and TLM can be resorted to in such cases as per the decision of the State government.

5.10 The quality of much of the low cost teaching and learning materials observed was disappointingly weak from a pedagogical perspective. Many three-dimensional models (such as mini Taj Mahals) show great skill and are visually attractive, but they have little pedagogical merit. When a teaching aid is developed, there should always be a clear vision of the particular learning objective or skill it is designed to support. Many schools would benefit from exposure to stronger ideas for low cost teaching aids and this is something the TSG could consider facilitating. There is some good international know-how from which to draw<sup>1</sup>. There is, of course, some excellent best practice in India that can also easily be accessed<sup>2</sup>.

<sup>1</sup> See, for example: .

<http://www.davidsmawfield.com/assets/img/examples-low-cost-teaching-aids.ppt>

<sup>2</sup> A notable example is the Centre for Learning Resources, Pune: [www.clrindia.net](http://www.clrindia.net)

5.11 Two teaching aids in particular are worth drawing attention to as they can help to have a transformational impact:

- The first is a 'Number Line (0 to 100)' (sometimes referred to as a number track) painted round along a classroom wall – possibly around all four walls. This can be absolutely invaluable to the teacher and students in learning and practicing counting forwards (e.g. in ones, twos, and threes), counting backwards, and to assist with addition and subtraction. Number lines were observed on some classroom walls, but they should arguably be standard provision in all lower primary classrooms.
- The second example is an old technique known as a 'Flannelgraph' (Sometimes also referred to as a 'Flannel Board': both terms are easily accessed through an Internet Search Engine). It works rather like a magnet board. However, the board is covered with brightly coloured woolly cloth and images are quickly placed and removed on the board through the means of a small piece of carpenter's glass-paper stuck on the back of the images, creating the adhesion by attaching to the fibres of the cloth. This low-cost teaching aid is used quite widely in Maharashtra, but in some other States many teachers and teacher trainers had never heard of it and had no idea as to its educational possibilities. Arguably, the 'Flannelgraph' is second only to the blackboard in its utility in the lower primary school classroom. With so many magazine images that can be cut out, so much 'Clip Art' that can be accessed from the Web, and the production of labels and flashcards made possible through computer printers, a Flannelgraph is easier to use than ever.

5.12 Although the JRM team encountered attractive wall displays in some places, they also saw plenty of bare, uninviting classrooms, which would have been far more stimulating for some low-cost additions: a coat of paint, for instance, and some pictures.

5.13 Teachers are a major determinant of education quality. Inducing teachers to perform better is a complex process involving issues of teacher management and deployment, remuneration and incentive structures, professional development and training. (It should be noted that forms of professional development other than training could be equally transformational). These are multi-layered and intertwining influences on teacher motivation and performance and cannot be ignored. However, since SSA places great emphasis and invests considerable funds on training, it is this particular aspect that the JRM has examined most closely.

5.14 During visit to the States, the JRM team detected a tendency amongst SSA implementers to regard training as an end in itself, without questioning the results it produces or the value it adds. While it is evident from the State visits that some exiting and worthwhile training is going on, there does not seem to be much critical analysis of the impact of teacher training on classroom practice. The emphasis has been on the activity rather than the results. Even though, in some States, research has been conducted into training effectiveness, the fact that research findings have not been widely reported is symptomatic of this concentration on training as an activity, rather than a contributory factor in improving learning opportunities and outcomes. A shift in attitudes from training activity to training effectiveness is needed.

5.15 The JRM recognises and applauds the good work that is going on in all States, but necessarily has to make some generalisations in expressing concerns relating to the quality and efficacy of teacher training. Coordination between DIETs responsible for pre-service training and Block Resource Centres (BRCS), which host most of the in-service training is lacking in some States. In Delhi, most of the resource persons for training are drawn from the DIET and SCERT and are over-stretched. The BRCs are concerned only with the administrative aspects of training delivery.

In Mizoram, the DIET is not involved in in-service training. BRC resource persons are young and enthusiastic, but lack teaching experience.

5.16 It is understandable that different arrangements exist for training teachers in different States, but, whatever the arrangements, what is important is that the trainers have the requisite competencies for the task. This is an area of concern and it is suggested that the competencies of resource persons employed under SSA should be critically assessed.

5.17 The JRM found three other broad areas of concern. The first relates to training in CCE. In several States, there appeared to be some confusion amongst trainers about what this is, what it involves and how it affects teaching and learning. On one level it could be regarded as an administrative process of recording children's marks. At the opposite extreme it is a totally new way of approaching pedagogy and classroom practices. The apparent inability of teacher trainers to articulate their understanding of the concepts involved suggests that some further work is needed to explain the approach if it is to be implemented successfully. The NCERT has developed an exemplar on CCE that has been shared with all the States. The follow-up action by States should be shared at the next JRM.

5.18 Secondly there is some doubt about the appropriateness of the training being provided for teachers in multi-grade situations. As Figure 5.4 shows, the number of single teacher schools is declining, but there are still a significant number.

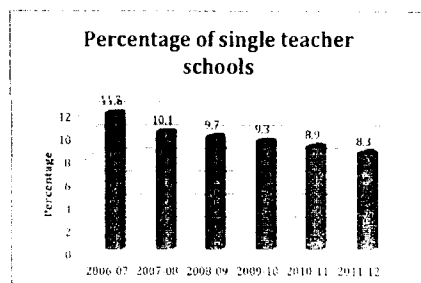


Figure 5.4

*The data show a strong positive trend: the percentage of single teacher schools is declining year on year. It is worth a reminder, however, that international evidence confirms that a multigrade teaching context is not necessarily an inferior one. There are challenges however, to ensure that teacher training equips teachers with the skills to teach effectively in a multigrade context, where this applies, and also that textbooks and other support materials make allowance for multigrade teaching – with suggested examples of approaches and activities that can be adopted in such circumstances. Presently, this does not seem to be a strong area of SSA.*

*(Data source MHRD)*

5.19 A further area of concern relates to follow-up and support to teachers after training has been delivered. Professional support involves a range of players, including the head teacher, fellow teachers and supervisors, but it is one of the functions of the BRCs and Cluster Resource Centres to provide on-going support. This may happen in some areas but the JRM did not find evidence that this role had been systematically thought through and developed. Professional support in schools and at cluster level is arguably more important and effective than formal face-to-face training. The development of capacity to provide useful advisory services should be considered a future priority for SSA.

### *Recommendations*

- States should ensure that textbooks and other learning materials are adapted to be appropriate to the context of learners.
- States should pay greater attention to low-cost ways of making school environments stimulating and conducive to learning.
- Teacher training programmes and teacher trainers should be evaluated to determine their effectiveness in improving teaching and learning and changes should be made in the light of these evaluations.
- CCE and its implications for teachers (and the training of teachers) need to be more clearly articulated at all levels.
- Teacher training conducted under SSA needs to be better geared to the practicalities of teaching, particularly multi-grade teaching
- States need to further develop the advisory and support functions of the BRCs and CRCs.

## Learning Outcomes

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6.1 The Twelfth Plan, while giving importance to areas such access, equity, quality and governance, has categorically laid down that the greatest emphasis will be upon improving learning outcomes at all levels.

6.2 Elaborating further, it has been stated that learning outcomes have to improve and should be measured, monitored, and reported independently at all levels of school education with a special focus on ensuring that all children master basic reading and numeracy skills by Class 2 and skills of critical thinking expression and problem solving by Class 5. Inter alia, it has also been stated that States should be given substantial autonomy to achieve these goals and additional results based financing provided to States that show the most improvement in educational outcomes.

6.3 Given this remit, and public perceptions emanating from reports made by a civil society organisation on the standards in schools, it is incumbent that the Government of India commission independent studies within a sharply defined timeframe with a particular focus on the goals specified in the 12<sup>th</sup> Plan. It is reiterated that such studies will be commissioned at Class 3, 5, and 8 on languages, mathematics, and science. Mention may be made of organisations of all-India repute such as the Indian Institutes of Management, Tata Institute of Social Sciences (TISS), etc.

6.4 With regard to assessment of Learning Outcomes and what we presently know, the first point to acknowledge is that:

*A decade ago, there were no achievement surveys to speak of. India had participated in the First International Science Survey (FISS) in the early 1970s, but the use of standardised tests to identify student learning levels was neither understood nor practised in most countries. In India there was no "culture" of such testing in an educational system geared to pass rates in the national and State board examinations.*

*The sheer volume of assessment evidence now available is achievement in itself*<sup>1</sup>

6.5 The NCERT is playing an important role in assessment of learning achievement, supported by SSA technical cooperation funds. It has so far completed three rounds of assessment of over one hundred and twenty thousand students in language, mathematics and environmental studies. This represents 'the most comprehensive educational assessment survey in India to date'.<sup>2</sup> The NCERT must be complemented on completing the Class V National Achievement Survey (NAS). It has also completed a data collection exercise in the entire country for the Class VIII NAS and provided provisional feedback on results to the Mission.

6.6 NCERT findings are currently not so accessible in the sense that they do not easily give the reader a sense of trends over time. NCERT has indicated to the JRM that there are methodological considerations that presently make it difficult to provide direct time-series comparisons:

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<sup>1</sup> GANNICOTT, K. and OZA, Jayshree (2013) *Assessing Learning Outcomes: Policies and Progress in India during Sarva Shiksha Abhiyan*, Draft Report. DFID Funded Research Study.

<sup>2</sup> NCERT (undated) *What Do They Know? A Summary of India's National Achievement Survey, Class V, Cycle 3, 2010-11*. New Delhi: NCERT. Available at: <http://www.ssatcfund.org/LinkClick.aspx?fileticket=9EVS6D4hOG0%3d&tabid=2478> [Accessed 21 January 2013].

approaches to collection of data between the rounds have changed, tending to invalidate such comparisons. However, this is not anticipated to be an issue in future. NCERT data are more interesting in the sense that they are trying to capture relationships between outcomes and key variables such as the impact a trained teacher has on learning outcomes.

6.7 NCERT data are also instructive in relation to geographical disparities in learning outcomes. The following two Figures provide illustrative examples of the patterns being revealed.

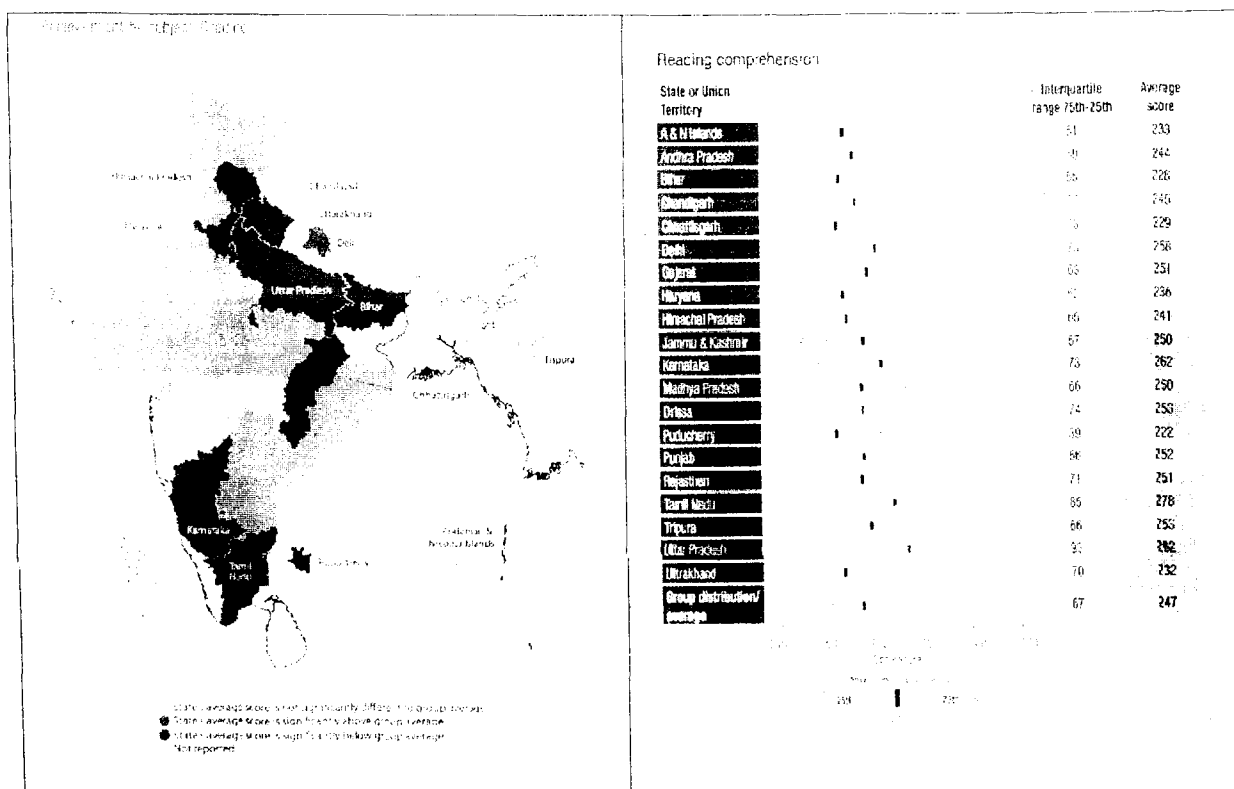


Figure 6.3

Source: NCERT, 2012

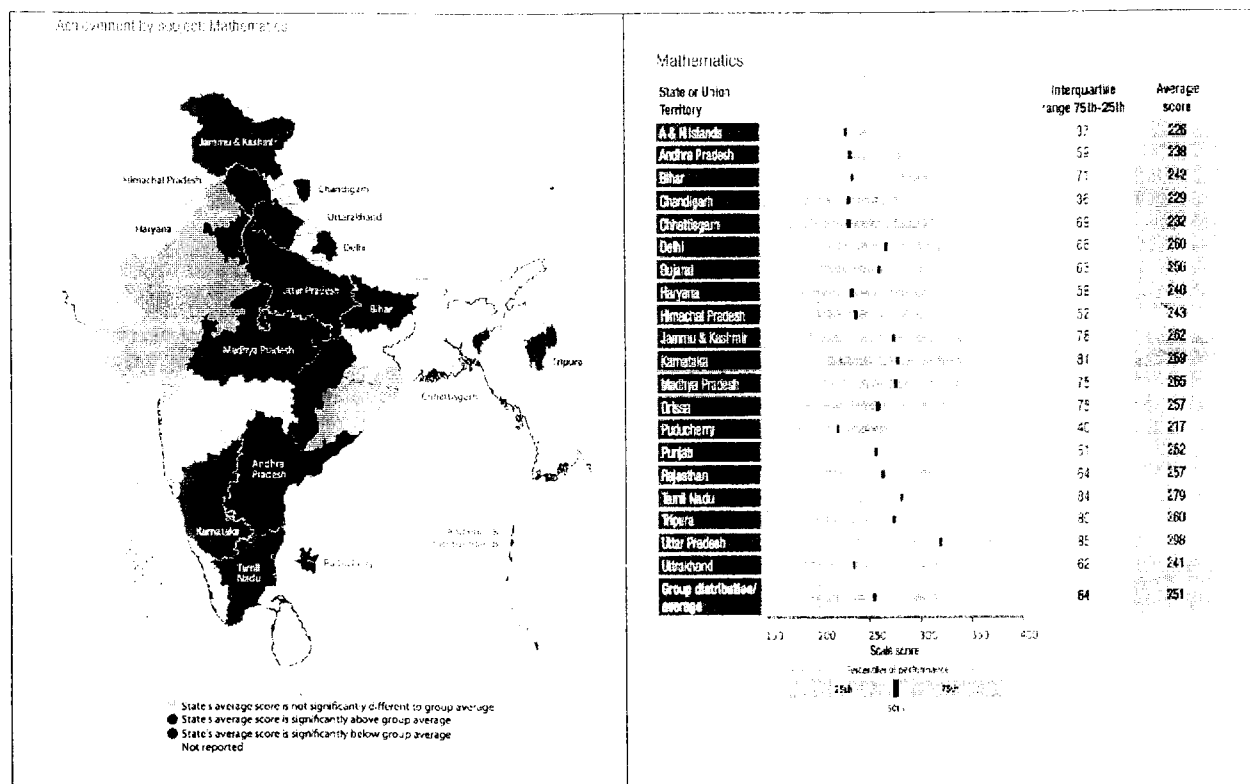


Figure 6.4

Source: NCERT, 2012

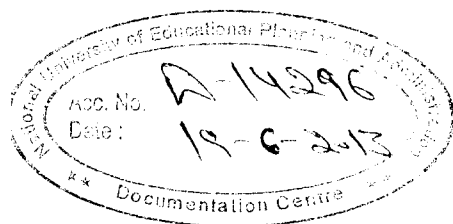
6.8 The Mission wishes to draw attention to two particular key findings in that they are unexpected when other contextual knowledge is taken into consideration. The first such finding is that students in Uttar Pradesh (a State generally regarded to be confronted with major development challenges) represent by far the highest performing State group in mathematics, and much higher than Tamil Nadu – generally considered to be one of India's most 'advanced' States. What is also so unexpected is the finding that 'there was no significant difference in achievement between urban and rural students'<sup>1</sup>. Conventional wisdom assumes that urban schools perform better than rural schools: teachers prefer an urban location to a rural location, therefore better qualified teachers tend to be found in urban schools; rural schools suffer from other forms of disadvantage – a significant number are single teacher schools; they are much more isolated – with all that implies; and there is greater social disadvantage associated with the rural context: far less children, for example will have parents with professional backgrounds.

6.9 If these key findings are flawed, this raises issues about the value and reliability of much of the other data. On the other hand, if further testing and triangulation of data from other sources confirms these findings: they are indeed most exciting and represent a major contribution to knowledge.

6.10 While appreciating the efforts put in by the NCERT in respect of measurement and evaluation, the 17th JRM feels given the size, content and complexity of the SSA programme that the resources of other institutions should also be tapped in this regard. As noted above, bodies such as

<sup>1</sup> Ibid.

the Tata Institute of Social Sciences (TISS), the Indian Institutes of Management and the other research organizations affiliated to the Indian Council of Social Science Research (ICSSR) are among those that could be considered. Not only will such bodies help provide academic insights, but critical managerial and other ancillary issues will also get into focus. In addition, since these institutions are not under the administrative aegis of the Ministry of Human Resource Development (MHRD)), the programme will benefit from evaluation and measurement done by outside agencies.





## Programme Management

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7.1 All seven State Reports make reference to the hard work and commitment of SSA State teams – at the centre, through to district and block level. This human resource capacity and the enthusiasm and endeavour associated with it, is a critical factor in the successes SSA is enjoying. In most cases, staffing levels were assessed as satisfactory or more than satisfactory. The staffing situation in Andhra Pradesh, however, warrants some concern as there was noted to be as many as 1553 posts designated as vacant at SPO and DPO level.

7.2 One of the most exciting developments that is now making headway within the domain of programme management of SSA is the work being done to make school management committees functional in line with the requirements of the RTE Act. Progress was found in all seven of the States visited. Specific positive comments in State Reports were made in respect of achievements in Arunachal Pradesh, Mizoram, Odisha and Uttar Pradesh in the work they are undertaking making school management committees functional.

7.3 In most States training is now well established to build SMC capacity. Activity of this kind in Uttar Pradesh was noted to be exceptionally vigorous. However, the Uttar Pradesh State Report made some detailed observations that may have wider resonance across the programme as a whole.

*Although there is considerable enthusiasm and participatory zeal, most members do not have the desired level of literacy to discharge tasks assigned to them as per the SSA/RTE Act. Furthermore, because of their limited educational backgrounds and geographical horizons, many of the constituent members of SMCs struggle with a vision as to how a school can be improved. Women members are overwhelmingly passive. All of these are areas of critical concern. Rudimentary training will not suffice. . . .*

*The Review Mission shared with the State Team a list of simple ideas for school improvement that can be introduced with little or no resources. It also shared some practical resources from other relevant international initiatives that may be of interest. Where particular schools have achieved commendable and innovative successes at school improvement, these achievements could be documented and disseminated (e.g. shown during training, through video or PowerPoint) to inspire others as to what can be possible. Arranging visits to such schools could also be considered, to learn in more detail quite how they were able to achieve their success.*

7.4 These are areas in which the TSG may be able to assist: identifying and developing resources that can help in SMC capacity building, and identifying and disseminating best practices, ideally including through use of video clips of model school improvement initiatives.

7.5 The States of Uttar Pradesh and Maharashtra have each developed a training manual of which they are rightly proud – but these are essentially concerned with the procedural elements of how SMCs operate. What is also required is resource material that will help to give SMCs a practical vision of how their schools can improve; and practical tools and ideas (including examples of best practice) to help them realise their visions. The State of Arunachal Pradesh specifically requested the Mission for a manual to support SMC training – so this is clearly a felt need.

7.6 Example highlights of programme management best practices noted in State Reports include: the establishment and functioning of the Computer Aided Learning (CAL) centre and Management of Information System (MIS) in Delhi; the video conferencing facilities that have been introduced in 357 district and block offices in Maharashtra, which have contributed to greater accountability and awareness of issues at all levels; comprehensive record keeping at the school level, also in Maharashtra; and in Uttar Pradesh, the 2011 publication produced by the State Institute of Educational Management and Training (SIEMAT): *Abstracts of Research Studies in Elementary Education 2005-2009*. This documents provides some important findings including on the actual impact that various teacher training initiatives and other programme initiatives have achieved.

7.7 However, in respect of this last achievement, and as noted in the State report for Odisha, 'A major gap is the lack of any institutional mechanism for insights and issues raised by research studies to inform either capacity building or feed back into programming and strategizing'. This represents an important future challenge.

7.8 In respect of State specific issues, the most critical concern to highlight is that both Arunachal Pradesh and Mizoram have not met their own financial contribution commitments, and this has resulted in SSA funding being withheld, impeding implementation.

7.9 A number of important considerations, directly associated with 'Programme Management' are also of over-riding significance. These include the following:

- The need for greater synergies between SSA and other programmes and Government Departments – especially in relation to water and sanitation and health. Malnutrition is a serious issue that directly impacts on student well-being and educational performance. There is a similar need for greater synergies between SSA and the Education Directorate at all key stages.
- Encouragement given to the States, by the JRM, to place greater emphasis on reporting of outcomes, as opposed to completion of inputs. As noted elsewhere in the Aide Memoire, what is referred to here is to make increasing usage of graphical, time series, data. Additionally, in this regard, States may wish to consider use of GIS / data visualisation to help administrators interpret data and better deploy resources – given the growing veracity of data, increasing ICT competence in India, and good examples of use of this kind in States such as Karnataka. Again, this is an area in which the TSG may be able to provide or broker support.

7.10 Second Half Yearly Monitoring Reports' of the various institutions carrying out monitoring activities in the seven States visited, for the period '1 April 2012 to 30 September 2012' were carefully reviewed by the Mission Team. The quality of this work varied, but there was some very good practice to be observed. The monitoring activity requires a great deal of investment in time and resources and its findings yield a vast amount of important information. What is considered a weakness of the reporting format, however, is a lack of a means of drawing attention to any major findings. These remain buried in the detail. As the reports also do not articulate any suggested action points, there is a risk that the reports become shelved without appropriate actions being taken.

7.11 Accordingly, SSA may wish to consider making a small modification to the format to allow for the identification in, say, an Executive Summary, of:

- Three priority concerns, together with an agreed action plan to remediate the concerns (including date for completion and persons responsible).
- Three examples of exemplary practice – worthy of being held up as a best practice approach within the District/State or indeed nationally.

7.12 In respect of the second bullet point, it is believed such recognition will be highly motivating to those whose achievements are acknowledged and will thus help to create a virtuous circle that encourages others to work harder to receive the same kind of acknowledgement and appreciation.

7.13 In discussions about project monitoring with the State Team and other stakeholders, the suggestion was also made that the activity of the monitoring institutions could also attempt to capture some sample data on learning outcomes. There are certainly merits to such a suggestion, though there may be practical difficulties in implementation. Nevertheless, the proposal is something that perhaps deserves further reflection.

7.14 The promotion of cross-State learning and the dissemination of good practices is in some areas something in which SSA excels. The quarterly meetings of State Engineers and Civil Works Coordinators from participating States is an exemplar in point.

7.15 However, dissemination of best practices is, understandably, uneven in a programme as complex as SSA. Priority areas where more could be done include best classroom practices (i.e. exemplary pedagogy), low cost learning materials development; and school improvement planning. It may be wished to consider organising more national or regional events in these areas, where best practices and know-how can be shared.

7.16 The electronic cataloguing of useful, best practice resource materials is an area that is weak in SSA. A strong area of the SSA web portal where practitioners can easily access useful materials is an urgent priority if practices are to be strengthened and exemplary materials more widely disseminated and used.

7.17 There is also a substantial amount of high quality material developed under SSA that is not yet digitalised and available electronically including through the web: Vajpeyi, Kabir (2005) *Building As Learning Aid: Developing School Space as Learning Resource*, New Delhi: Vinyas, is a notable example in point. (The Mission was also informed that this resource has now been updated). There are implications not only for dissemination and institutional memory within SSA, but material of this kind can have far wider international interest and relevance. SSA as a programme, and the achievements and learning and 'know-how' within it, are of huge potential international interest. Furthermore, SSA, through its TSG, should perhaps be more actively seeking to identify international resource materials that could in their turn be of interest to SSA, as there is a wealth of material worth using and adapting, especially in the area of effective classroom practice.

7.18 SSA is strongly encouraged to make far greater usage of short videos (among the highest priorities should be short clips of effective classroom teaching in different subjects). These can be uploaded to platforms such as 'YouTube' and then used as resources in teacher training. 'YouTube' videos are supported by a 'hits counter', so it is possible to keep track of how many times a particular video has been viewed. This information is very helpful in assessing the impact and interest the video is having.

*Recommendation*

- Continue to build capacity of SMCs by identifying and developing relevant support materials and strategies, with particular reference to creating a vision of how schools can be improved.

# Financial Management

## Budget analysis

8.1 The Mission was informed that budget allocations and releases have been significantly below the total approvals for Central share funding made through the AWPB/PAB process. In 2012-13, Rs.69,981.51 crore were approved and Rs.19577 crore were released by MHRD while the combined releases from MHRD and States amounted to Rs.28,791 crore (to 31<sup>st</sup> September 2012).

8.2 As against the financial outlay, the reported expenditure figure to 31<sup>st</sup> September 2012 was Rs.30,141.12 crore:

(Rs. In lakhs)

Sno	Name of the State	Opening Balance	Releases	Reported Expenditure
1	Andaman & Nicobar	390.14	589.28	973.48
2	Andhra Pradesh	5875.54	111049.46	107090.32
3	Arunachal Pradesh	64.61	17984.73	14048.71
4	Assam	222791.42	69083.60	57094.54
5	Bihar	44412.36	353632.00	255085.98
6	Chandigarh	1178.49	972.64	1145.45
7	Chhattisgarh	25043.13	100808.83	70499.98
8	Dadra & Nagar Haveli	731.75	652.76	444.00
9	Daman & Diu	15.04	458.13	241.93
10	Delhi	1004.54	4139.28	2927.76
11	Goa	74.61	625.04	618.01
12	Gujarat	19823.20	139900.73	111480.07
13	Haryana	7022.92	34540.15	35501.70
14	Himachal Pradesh	1424.10	12548.04	10335.42
15	Jammu & Kashmir	15820.38	40805.85	48439.70
16	Jharkhand	59323.26	59650.87	66002.11
17	Karnataka	14702.05	63128.35	62784.44
18	Kerala	16677.00	5835.14	16843.26
19	Lakshadweep	60.65	185.37	179.14
20	Madhya Pradesh	77527.53	197283.30	199155.92
21	Maharashtra	16872.08	70975.97	66137.82
22	Manipur	1010.77	17736.03	3439.87
23	Meghalaya	5191.96	14010.95	11018.75
24	Mizoram	251.10	7820.60	6886.61
25	Nagaland	309.86	7791.12	7084.85

Sno	Name of the State	Opening Balance	Releases	Reported Expenditure
26	Orissa	13874.94	100222.16	81522.88
27	Pondicherry	82.02	518.19	530.17
28	Punjab	2621.73	52063.68	38187.04
29	Rajasthan	25156.78	169677.61	158750.29
30	Sikkim	1135.85	757.85	1587.82
31	Tamil Nadu	5845.33	50289.67	36868.35
32	Tripura	610.48	8010.11	7545.00
33	Uttar Pradesh	66688.07	310317.27	222720.82
34	Uttarakhand	7215.66	14106.54	19181.91
35	West Bengal	52865.80	247606.	259053.83
<b>Total</b>		<b>498584.33</b>	<b>2285788.68</b>	<b>1981613.99</b>
<b>National Component</b>				
	<b>National Component</b>	<b>465.68</b>	<b>1200.42</b>	<b>776.47</b>
	<b>Grand Total</b>	<b>499050.01</b>	<b>2286989.10</b>	<b>1982390.46</b>

8.3 Total reported expenditure during 2011-12 was Rs.37,837 crore. Based on the expenditure figures for the first half year of 2012-13, the expenditure will further increase this year since the later part of the financial year shows an increasing trend due to financial commitments. Larger and larger resource commitments in SSA, which is now a vehicle for implementation of the Right to Free and Compulsory Education Act 2009, require a professional approach to financial management and value for money and the States are well aware of the need to enhance and strengthen the system.

8.4 The percentage reported expenditure achieved by the States with reference to the approved outlay as per the Annual Work Plan and Budget is indicated below:

Sno	Trend of Expenditure on Outlay	No of States	Name of State
1	States incurred expenditure up to 20%	6	Chandigarh, Delhi, Goa, Manipur, Dadra & Nagar Haveli, Rajasthan
2	States incurred expenditure upto 35%	27	Andaman & Nicobar, Andhra Pradesh, Arunachal Pradesh, Assam, Bihar, Chhattisgarh, Daman & Diu, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Jharkhand, Karnataka, Kerala, Lakshwadeep, Maharashtra, Meghalaya, Mizoram, Nagaland, Orissa, Pondicherry, Punjab, Sikkim, Tripura, Uttar Pradesh, Uttarakhand, West Bengal
3	States incurred expenditure 50%	2	Madhya Pradesh, Rajasthan

### *Concerns*

- In Arunachal Pradesh, no allocation has been made for residential schools, Research Community Training, TLE, School Library, and Uniforms. This will have an adverse impact on the quality component.
- Funding has been a major issue over the last year in the case of Mizoram. There has been a failure of the State Government to meet its 10% commitment. The knock on effect this has had on central funding and programme implementation has been noted.
- SSA funds in Delhi are not transferred until May-June each year. This causes major difficulties for the schools and DIETs for timely implementation of the programme, including payment of staff salaries.
- The Mission was informed that the Government of Odisha is short of funds to fully implement the planned activities.

### *Recommendations*

- The Mission suggests that the availability of the budget from MHRD should be based on available evidence from budget discussions rather than the desirable amount based on the State needs.
- MHRD needs to allow the departments to use spill-over of the funds from the previous financial year.

### *Staffing*

8.5 Staffing continues to be a great concern and needs to be closely monitored. Inadequate financial management in some States was observed by the JRM and this is closely associated with staff shortages. Overall vacancy positions for Finance and Accounts, as on 30<sup>th</sup> September 2012, are indicated below:

Office	No of vacant posts	% of vacant posts
SPO	113	23
DPO	496	23
Block	4085	26

8.6 While some States (20) have shown improvement with regard to filling up vacant positions, the remaining States need to make vigorous efforts to recruit finance personnel as a priority.

### *Status of Audit*

8.7 A statutory audit is conducted annually by the firm of chartered accountants that is appointed for a period of three years from the panel maintained by the C&AG. According to the FMR Manual, the audit report along with certified accounts are for submission to the State Project Office by November each year. The audit for the year 2011-12 has been completed and an audit report has been received from 23 States. Audit Reports in respect of the remaining 12 States are awaited. Vigorous efforts need to be made to finalize reports. The status of compliance of outstanding audit observations is indicated below:

Year	No of Outstanding paras	Name of State
2005-06	9	Arunachal Pradesh, Andhra Pradesh, Haryana, Chhattisgarh, Mizoram, Manipur, Nagaland and Puducherry
2006-07	16	Arunachal Pradesh, Andhra Pradesh, Bihar, Haryana, Chhattisgarh, Karnataka, Kerala, Madhya Pradesh, Mizoram, Manipur, Meghalaya, Nagaland, Puducherry, Sikkim, Tamil Nadu and Tripura
2007-08	22	Arunachal Pradesh, Assam, Bihar, Haryana, Chhattisgarh, Chandigarh, Goa, Gujarat, Karnataka, Kerala, Madhya Pradesh, Himachal Pradesh, Maharashtra, Mizoram, Manipur, Meghalaya, Nagaland, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh and Tripura
2008-09	28	Arunachal Pradesh, Andhra Pradesh, Assam, Bihar, Haryana, Chhattisgarh, Chandigarh, Goa, Gujarat, Karnataka, Kerala, Madhya Pradesh, Himachal Pradesh, Maharashtra, Mizoram, Manipur, Meghalaya, Nagaland, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh, Tripura, Jharkhand, Puducherry, Sikkim, West Bengal and Dadra & Nagar Haveli
2010-11	31	Arunachal Pradesh, Andhra Pradesh, Assam, Bihar, Haryana, Chhattisgarh, Chandigarh, Goa, Gujarat, Karnataka, Kerala, Madhya Pradesh, Himachal Pradesh, Maharashtra, Mizoram, Manipur, Meghalaya, Nagaland, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh, Tripura, Jharkhand, Puducherry, Sikkim, West Bengal, Dadra & Nagar Haveli, Jammu & Kashmir, Lakshadweep, Orissa.

8.8 An internal Audit in a number of States is conducted by a firm of chartered accountants and in other States the audit is carried out by the State Local Audit Department. In addition, Financial Monitoring of SSA was also conducted by the Institute of Public Auditors of India (IPAI) until 2010-11.

#### *Concerns*

- There is an urgent need to settle the old outstanding paras as with the passage of time there is an increasing likelihood of the records not being available.

#### *Recommendation*

- Issues listed above should be pursued vigorously by the States and also by TSG by sending alert memos and holding video conferences.
- In the next JRM, the updated position of the audit paras should be furnished. The TSG should also categorise the outstanding paras relating to audit so that the more serious audit objections can be discussed and pursued.



### *Training*

8.9 As per the FMR, five days training is mandatory. The Mission was pleased to note that in Andhra Pradesh a training manual for the accounts and finance staff has been prepared and circulated to all districts and sub districts. The State conducted a number training programmes for the SPO and district level staff. Despite these training programmes, the maintenance of the records at sub district level is far from satisfactory. Important records such as the cashbook are either not in the prescribed format or are not being maintained at all.

### *Recommendation*

- The Mission feels that there is an urgent need to train staff by organising hand-holding sessions at regular intervals.
- The district level accounts and finance officer should be accountable for the maintenance of accounts records at the sub district levels.
- There is need to carry out impact assessment of the training.

### *Accounting Compliance at Sub District levels*

8.10 As per the FMR&P, the sub district offices are required to maintain books of accounts in accordance with the guidelines issued by MHRD. Visit to these offices in Andhra Pradesh revealed that account books are not being properly maintained. Some of the shortcomings noticed in maintenance books of accounts are as follows.

- i Bills were entered in the cashbook before making payments.
- ii Contra entries were not recorded in the Cash Book.
- iii There is no separate Cash Chest in the office and the cash is being kept by MEO in his personal custody.
- iv Hand loans were given by MEOs for meeting immediate expenditure.
- v In some of the MRCs, balancing is not done on a daily basis.
- vi No Physical verification is undertaken by the Project Officer or MEO.
- vii Payment Vouchers are not numbered, nor have these been properly bound.
- viii The Mission also noted that in one case an NGO has issued its own cash receipt in token of payment to the third party.
- ix In some of the MRCs details of payment made were recorded in a separate set of books.
- x The Cashbook had not been paginated.
- xi There is no uniformity in the format of Cash Books in different mandals.

8.11 The sub district offices are manned by Head Masters / MEOs who have very little time to attend to the accounting duties in view of their pre-occupation with the academic calendar. It is suggested that MIS coordinators could be entrusted with the accounting function. Alternatively, the accounting function could perhaps to be outsourced to qualified accountants.

*Utilization Certificates*

8.12 The Position of Outstanding Advances during the years 2011-12 and 2012-13 (15.01.2013) in respect of Andhra Pradesh is indicated below:

Particulars	Amount in Rs 2011-12
Opening Balance of Advances as on 01.04.2010	566,66,62,469
Less : Advances Adjusted during the year (2010 -11)	341,10,79,730
Outstanding Advances as at 31.03.2011	<b>225,55,82,739</b>
Advances pending at the end of the year	605,71,28,598
Outstanding Advances	<b>831,27,11,337</b>

8.13 The Mission was informed that the advances Rs.22555.82 lakhs pertaining to the previous years were outstanding for more than one year as is evident from the following.

- i More than one year Rs.1544.47 lakhs
- ii During the year Rs.60571.28 lakhs.

8.14 Effective steps need to be taken to liquidate the advances and to obtain utilization certificates from the district and sub district offices.

*Recommendations*

- A large number of audit paras are pending which need to be settled at the earliest. This matter should be rigorously pursued with the States, or, if necessary, at the level of the Chief Secretary. If all attempts fail, then SSA can look into the matter of not disbursing funds. However, before this is done, the TSG should carry out an exercise to identify audit paras which are deserving of attention at the highest level.
- An independent concurrent audit system should be kept in place.

# Procurement

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9.1 The Review Mission did not attempt, nor was it expected to undertake, a detailed financial and procurement audit. Nevertheless it did attempt to examine procurement procedures and practice in broad terms. The Mission noted that only a few States during the JRM have prepared and/or uploaded their procurement plan to the respective State website.

9.2 The Mission was informed that the online Procurement software to monitor procurements worth Rs10 lakh and more has been hosted on a dedicated website ([www.rte-ssaprocurement.com](http://www.rte-ssaprocurement.com)).

9.3 One of the seven States visited in this JRM round the State of Uttar Pradesh stood out in that it had a procurement plan in place pertinent to the current financial period. This was shown to the Review Team and appeared in order. Odisha was also a State that presented an exhaustive list stating the progress against the procurement plan in 2012-13 under SSA for goods up to December-2012.

9.4 In Arunachal Pradesh, school textbooks have not reached schools on time; the textbooks have to be moved from district to the schools in a dedicated manner. Procurement procedures need to be reviewed and streamlined for timely delivery of books to every school. In Andhra Pradesh, on the other hand the State Project office is preparing an annual procurement plan for civil works and for other items such as furniture and fixture, computers etc. While the civil works are being executed through the SMCs, computers are purchased through a State Public Undertaking. The procurement of the items is done in-house (though it was not clear to the JRM whether DGS&D rates are being followed for goods and whether the Kendriya Bhandar is used as a source for stationery).

9.5 In States like Mizoram (where the schools were still closed) and Maharashtra, the Mission could not review the procurement practices being followed. However, as per SSA norms, schools should display the total outlay and expenditure of civil works in the school premises. The new school buildings Mission visited in Delhi region had no expenditure displayed. The Mission was able to find only one procurement plan relevant for the coming year hosted on the Web: for Uttar Pradesh.

## *Recommendations*

- The procurement functions, procedures and follow-up of non-compliance need to be strengthened. Procurement needs strengthening in some States. The procurement practices should be streamlined in order to forecast the procurement needs in a timely manner so that there is no delay in the delivery of goods/works/services.
- MHRD should follow up on the observations made by the IPAI Report and Statutory Audit on procurement issues and take appropriate action wherever non-compliance is noted. The Mission also reiterates the recommendation made in the 16th JRM whereby it was suggested that MHRD should follow up with States to ensure that all procurement plans are hosted on the respective websites by mid-August 2012.
- It will be helpful if the SSA central web portal ([www.ssa.nic.in](http://www.ssa.nic.in)) maintains hyperlinks to where procurement plans can be found on the States' own websites.

# Seventeenth Joint Review Mission for Sarva Shiksha Abhiyan

(14<sup>th</sup>-28<sup>th</sup> January, 2013)

## Terms of Reference

### **1. Introduction**

1.1 Sarva Shiksha Abhiyan (SSA) is a flagship programme of the Government of India, implemented in partnership with State Governments for universalising elementary education (UEE) in India. SSA aims at providing relevant education to all children in the 6-14 years age. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A has come into force with effect from 1<sup>st</sup> April 2010. SSA norms have been revised to correspond with the provisions of the RTE Act.

1.2 SSA is a national programme largely funded through national resources with limited external funding by Development Partners (DPs) - World Bank's International Development Association (IDA), United Kingdom's Department for International Development (DFID) and European Commission (EC). The current phase of external support to SSA was completed in respect of W.B and the same will come to an end shortly in respect of DFID. The support from EU will continue. The programme provides for intense monitoring mechanisms including provision for bi-annual Review Missions in the months of January and July each year. The January Mission undertakes State visits, while the July Mission is a desk review mission. Sixteen Review Missions have, so far, been held.

1.3 The Seventeenth Joint Review Mission (JRM) of Sarva Shiksha Abhiyan, is scheduled from 14<sup>th</sup> January to 28<sup>th</sup> January, 2013. The Mission will be led by Government of India.

### **2. Mission Objectives and guiding principles: -**

2.1 The main objective of the JRM is to review status of progress and to also consider issues related to programme planning, implementation, monitoring and evaluation, including financial management/procurement capacity of States with respect to programme objectives.

2.2 The guiding principle is one of a Learning Mission: (a) learning of progress made against agreed indicators and processes, as well as (b) cross sharing of experiences that highlight strengths and weaknesses with a view to strengthening implementation capacities.

2.3 The Mission will:

- Visit 6 States and two districts in each state to review progress in overall implementation of the programme;
- Follow-up issues highlighted in evaluations and studies;
- Examine issues related to programme implementation capacity at the state, district and sub-district levels;

- Review action taken report on recommendations of 16<sup>th</sup> JRM.

2.4 During their visits to the states, the Mission would enquire, in detail, into the following aspects:

- Progress against sanctioned annual work plans;
- Challenges on physical access front and strategies for ensuring education to the children of un-served habitations;
- Status of identification and coverage of out of school children;
- Status of retention and completion, and tracking mechanisms;
- Progress in addressing equity issues;
- Status of girls education and progress in bridging gaps in enrolment and retention;
- Progress in strengthening the school system and support structures for the education of children with disabilities;
- Status of quality interventions – in-service teacher training arrangements and strategies, capacity building of on-site academic support structures, availability of required number of teachers and classrooms, reduction in single teacher schools, integration of class -V with the primary and class -VIII with upper primary schools, production and distribution of free textbooks, release and utilisation of school grant, TLE and teacher grants, C.C.E etc.
- Monitoring structures under the programme including latest reports from MIs.
- Progress of civil works including third party evaluation, staffing pattern and environmental assessment.

2.5 The review of the Financial Management and Procurement (FMP) procedures will also be carried out as part of the JRM. The Mission would review the extent to which States are complying with the provisions and processes laid down in the FMP Manual of SSA. It will cover the following:-

- Progress against procurement plans for 2012-13;
- Status of annual statutory audit reports, of 2011-12 and compliance of 2010-11 audit observations;
- Review of accounts staffing / training;
- Issues related to Financial Monitoring Reports.

2.6 The Seventeenth Joint Review Mission for SSA will provide State reports on each State visited and one overall report.

**3. Documents and information required for Sarva Shiksha Abhiyan – Joint Review Mission**

- i. Information on release of funds to states – 2012-13.
- ii. FMRs (September, 2012).
- iii. Status of Audit Reports of 2011-12 and compliance of audit observations state-wise for 2010-11.

- iv. Overall Programme Implementation Report of States (6 States) as per standard format in ***Annexure-I***.
- v. Action Taken on Recommendations of the Sixteenth Joint Review Mission of SSA.
- vi. Copies of research studies completed (if any).
- vii. State Specific Progress against the Results Monitoring Indicators in respect of 6 States to be visited. Information to be provided in the formats provided in ***Annexure -II***.

Government of India will make available the above documents seven days prior to the JRM.

#### **i. Mission Plan**

1.1 The Mission would comprise **fourteen members** – including two specialist members on financial management and procurement. Members would be chosen in such a way that expertise would be available for all the major functional areas. **The Mission would visit 7 States/UT viz. Andhra Pradesh, Maharashtra, Orissa, Uttar Pradesh, Arunachal Pradesh, Mizoram and Delhi.** Each State team will comprise 2 members and **two States Teams-** will have an additional member each on financial management and procurement. **The two financial & procurement specialists will visit Andhra Pradesh and Delhi, along with the other two mission members.**

4.2 The agency-wise composition would be as follows:

**G.o,I : 8 members including Mission Leader and one financial management and procurement specialist.**

**DFID : 4 members including one financial management and procurement specialist.**

**EU : 2 members.**

4.3 Each State Team would submit a draft State Report on the State visited by them and obtain feedback on the same during a State level wrap-up, before departure from the State.

4.4 A core team of **eight** JRM members, **four each** from the GoI nominees *and* development partners, will be responsible for compiling the final report of the Review Mission. The core team will include two F.M.P specialists, one each from G.o.I and D.Ps.

4.5 **The organization of meetings and deliberations in Delhi for the JRM will be the responsibility of EU.**

## 5. TIME FRAME

The Seventeenth Joint Review Mission would take place during January 14 – 28, 2013 as per the programme given below: -

Date	Activity
14 <sup>th</sup> (Mon)	Briefing by Government of India, Internal discussion on distribution of tasks and writing responsibilities among mission members, preparation for field visits and Departure for States.
15 <sup>th</sup> (Tue)	Briefing at the State Project Office and discussion with State level resource organisations / Monitoring Institutes / Convergent Departments/ other districts.
16 <sup>th</sup> -18 <sup>th</sup> (Wed-Fri)	Visit to Districts.
19 <sup>th</sup> (Sat)	Writing of State Report and Wrap- up meeting at State level with draft State Report to be presented to the State. (An email copy be sent to Department of School Education & Literacy, Government of India). Departure for Delhi.
20 <sup>th</sup> (Sun)	Internal meeting of the JRM to share and review highlights of field visits and identification of key issues.
21 <sup>st</sup> (Mon)	⇒ Meeting with MHRD Officials to discuss State Reports. ⇒ Discussion with MHRD and NCERT regarding TC Fund. ⇒ Departure of members other than those in the core group.
22 <sup>nd</sup> – 24 <sup>th</sup> (Tue- Thu)	Writing of Report by Core Group.
25 <sup>th</sup> (Fri)	Pre-wrap up meeting with MHRD officials.
26 <sup>th</sup> , 27 <sup>th</sup> (Sat, Sun)	Finalization of report.
28 <sup>th</sup> (Mon)	Wrap-up meeting.

**OVERALL PROGRAMME IMPLEMENTATION REPORT OF STATES**

1. State and District wise outlay and expenditure, 2012-13.
2. Provision and Release of State share, 2012-13.
3. Component wise physical and financial progress against AWP&B 2012-13.
4. **Status of the Programme Implementation: -**

**i. Access**

- a. Status of served and un-served habitations *as per the State's neighbourhood norms*.
- b. Number of habitations where providing a school is considered unviable and strategy to ensure access for the children of these habitations to school.
- c. Number of schools (primary and upper primary) sanctioned and opened under SSA and total number of government and private schools (recognized and un-recognized) in the state.
- d. Quality of access -
  - Number of districts with classroom gap of more than 3000.
  - Number of schools in need of additional classrooms.
  - Number of schools with surplus classrooms,
  - Number of schools with separate toilets for boys and girls, drinking water facilities, ramp with handrails, boundary wall/fencing and playground.
  - Number of schools in need of major repairs.
- e. Number of residential schools and hostels (other than KGBV), sanctioned enrolment strength and present enrolment.

**ii. Coverage of Out-of-School Children**

- a. Number of out of school children identified – Gender, Social Category, Age Group (6-10 & 11 to 14 year) and Rural – urban wise.
- b. Number of out of school children enrolled and covered in the schools.
- c. Number of migrant children and those covered under seasonal hostels/residential centres and worksite schools.
- d. State's strategies for the survey and identification of the urban deprived children including street and homeless children, children without adult protection etc. and the special training interventions operationalized for the coverage of these children.
- e. Status of EGS centres.
- f. *Status of special training.*

**iii. Retention**

- a. Pupil Teacher Ratio & status of teacher recruitment & redeployment.



- b. Student Classroom Ratio
- c. Provision of additional teachers
- d. Context-specific measures including sensitisation of teachers, parents and community for removal of socio-psychological barriers in the education of girls and children from disadvantaged groups.
- e. Initiatives and interventions to remove discrimination against girls, SC & ST children in the school environment.
- f. Tracking, readmission of drop-out *and provision of special training.*
- g. Availability of free Text books, TLMs *and uniform.*
- h. Monitoring of Teacher & Student Attendance.

#### **iv. Bridging Social and Gender Gaps**

- a. Operationalization and functioning of KGBVs.
- b. Initiatives in NPEGEL blocks.
  - Use of Innovation funds (ECCE, Girls Education, SC/ST Education, Urban Deprived and Minority).
  - Trends in bridging the gaps in enrolment attendance retention and learning achievement of girls SC, ST and Muslim children.
  - Teacher Sensitization towards existing social and gender discrimination
  - Identification of and interventions for CWSN.
- c. *Measures for* bridging Social and Gender Gaps

#### **v. Strategies for Community Mobilization**

- a. Training of Community Members *on preparation of school development plans, monitoring* and initiatives to mobilize SMCs *on child's entitlements under RTE.*
- b. Convergence of PRI institutions with *SMCs*
- c. Instance of community initiatives for the development of school.

#### **vi. Quality Interventions**

- a. State's Vision of Quality
- b. Status of Curriculum reforms
- c. Quality of Textbooks and status of textbook renewal process
- d. Status of Learning Enhancement Programme
- e. Analysis of Learning Achievement results and status of operationalisation of C.C.E
- f. Research and Evaluation Studies
- g. Teacher Effectiveness
  - Status of Teacher Training (In-Service, Induction and Untrained teachers)
  - Teacher Performance Tracking (ADEPTS, Pupil assessment systems)
  - Use of innovative technologies like CAL etc.
  - Vacant posts of State and District level under quality & pedagogy, SCERT and DIET.
- h. Academic Support & Monitoring Systems

- Strengthening of Resource Groups
- Effectiveness of BRC/CRCs

## **vii. Programme Management**

- a. Management Information System
  - Collection, collation and dissemination of DISE, household survey data and its usage
- b. *Functioning of SPO and DPOs*
  - Status of staffing at state, district, block and cluster levels.
  - Degree of decentralization, Delegation of powers, Functional autonomy
- c. *Convergence with mainstream education structures.*
- d. *Financial Management Procedures*
  - Progress against procurement plan for 2012-13
  - Status of audit reports for 2011-12
  - Status of accounts staffing/ training.
  - Functioning of internal audit system.

15<sup>th</sup> JRM: Results Monitoring

SNo.	Outcome Indicators	Target 2011-12 (with source)*	Achievement 2011-12 (with source)*	Remarks
<b>Goal I : All children in School / EGS centres / Alternative and Innovative Education Centers</b>				
1.	Number of children aged 6-14 years not enrolled in School	Number of children aged 6-14 years not enrolled in School/ EGS centres / AIE centres	Number of children aged 6-14 years not enrolled in School/ EGS centres / AIE centres	State wise information.
2.	Number of children enrolled in schools	Primary level Upper primary level (Source: DISE)  EGS/AIE :	Primary level Upper primary level (Source: DISE)  EGS/AIE :	State wise information disaggregated by gender. SC, ST and Muslims.
3.	Number of States with PS:UPS >2.5:1	Ratio of PS:UPS  (Source: DISE)	Ratio of PS:UPS  (Source: DISE)	State wise information.
4.	Number of children with special needs (CWSN) enrolled in school/ alternative system including home based edu.	Number of children with special needs (CWSN) enrolled in school or alternative system including home based education	Number of children with special needs (CWSN) enrolled in school or alternative system including home based education	State wise information.
5.	Decline in the shortage of number of classrooms	No. of ACRs to be added Shortage of no. of ACRs  (Source: DISE)	No. of ACRs added Shortage of no. of ACRs  (Source: DISE)	State wise information
<b>Goal II: Bridging gender and social category gaps</b>				
6.	Girls, as a share of students enrolled at Primary and Upper Primary level	i. Share of girls in primary schools ii. Share of girls in upper primary school  (Source: DISE)	i. Share of girls in primary schools ii. Share of girls in upper primary school  (Source: DISE)	State wise information.
7.	Enrolments of Scheduled Castes & Schedule Tribe children reflect their shares in 6-14 age group population in Primary and Upper Primary Schools	i. Share of SC children in Primary schools ii. Share of SC children in Upper primary iii. Share of ST children in Primary schools iv. Share of ST children in Upper primary  (Source: DISE)	i. Share of SC children in Primary schools ii. Share of SC children in Upper primary iii. Share of ST children in Primary Schools iv. Share of ST children in Upper primary  (Source: DISE)	State wise information.
<b>Goal III: Universal Retention</b>				
8.	Transition rates from Primary to upper primary	Transition rates from Primary to upper primary  (Source: DISE)	Transition rates from Primary to upper primary  (Source: DISE)	State wise information disaggregated by Gender. SC, ST and Muslims.
9.	Retention rate at primary level	Retention rate at primary level  (Source: DISE)	Retention rate at primary level  (Source: DISE)	State wise information disaggregated by Gender. SC, ST and Muslims.

SNo.	Outcome Indicators	Target 2011-12 (with source)*	Achievement 2011-12 (with source)*	Remarks
10.	Retention rate at Elementary level	Retention rate at Elementary level (If Elementary Stage is Class I to Class VIII)  (Source: DISE)	Retention rate at Elementary level (If Elementary Stage is Class I to Class VIII)  (Source: DISE)	State wise information disaggregated by Gender, SC, ST and Muslims.
		Retention rate at Elementary level (If Elementary Cycle is Class I to Class VII)  (Source: DISE)	Retention rate at Elementary level (If Elementary Cycle is Class I to Class VII)  (Source: DISE)	
11.	Gross Completion Ratio <sup>1</sup> (Primary Level)	Gross Completion Ratio at primary level  (Source: DISE)	Gross Completion Ratio at primary level  (Source: DISE)	State wise information disaggregated by Gender, SC, ST and Muslims.
12.	Improvement in % schools with drinking water facility	i. % schools with drinking water facility ii. No. of schools to be provided with drinking water facility  (Source: DISE)	i. % schools with drinking water facility: ii. No. of schools to be provided with drinking water facility  (Source: DISE)	State-wise information
		i. % schools with common toilets ii. No. of schools to be provided with common toilets  (Source: DISE)	i. % schools with common toilets ii. No. of schools to be provided with common toilets  (Source: DISE)	
13.	Improvement in the % of schools with common toilets	i. % schools with separate girls toilets ii. No. of schools to be provided with separate girls toilets  (Source: DISE)	i. % schools with separate girls toilets ii. No. of schools to be provided with separate girls toilets  (Source: DISE)	State-wise information
		i. % schools with separate girls toilets ii. No. of schools to be provided with separate girls toilets  (Source: DISE)	i. % schools with separate girls toilets ii. No. of schools to be provided with separate girls toilets  (Source: DISE)	
<b>Goal IV: Education of Satisfactory Quality</b>				
15.	Provision of quality inputs to improve learning levels			
	(i) Teacher Availability	i. Pupil teacher ratio at primary level ii. Pupil Teacher Ratio at upper primary level iii. Districts with PTR > 40 at elementary level iv. % of schools with PTR > 40:1 v. No. of teachers to be recruited  (Source)	i. Pupil teacher ratio at primary level ii. Pupil Teacher Ratio at upper primary level iii. Districts with PTR > 40 at elementary level iv. % of schools with PTR > 40:1 v. No. of teachers recruited  (Source)	State wise information.

<sup>1</sup> Primary completion rate is the total number of students regardless of age in the last grade of primary school (grade V), minus the number of repeaters in that grade, divided by the number of children of official age for completing primary level (age 11), RGI projections)

SNo.	Outcome Indicators	Target 2011-12 (with source)*	Achievement 2011-12 (with source)*	Remarks
	(ii) Availability of Teaching Learning Materials	i. % of eligible students to receive free text books ii. % teachers to receive TLM grant iii. % of schools using workbooks/worksheets in addition to textbooks iv. % of schools displaying TLM related to language/ EVS/Science/ Maths/Social Science/ CAL  (Source)	i. % of eligible students received free text books ii. % teachers received TLM grant iii. % of schools using workbooks/worksheets in addition to textbooks iv. % of schools displaying TLM related to language/ EVS/Science/ Maths/Social Science/ CAL  (Source)	State wise information.
16.	Process indicators on quality			
i.	Training			
	a. Teacher	i. % of teachers to receive in-service training against annual target ii. % of educational administrators from district to block level to be imparted training  (Source)	i. % of teachers received in-service training against annual target ii. % of Educational administrators from district to block level imparted training  (Source)	State wise information.
	b. Community Training	i. Whether the State has developed training modules focussing on school development plan: ii. No. of VEC/SMC/PTA members to be trained:  (Source)	i. Whether the State has developed training modules focussing on school development plan: ii. No. of VEC/SMC/PTA members trained:  (Source)	State wise information.
iii.	Teacher Support & Academic Supervision	i. No. of BRCs to undertake residential teacher training on monthly basis ii. Number of school visits to be undertaken by BRC/BRPs during current year iii. Number of school visits to be undertaken by CRC/CRP during current year iv. % CRC and % BRC functional	i. No. of BRCs undertaking residential teacher training on monthly basis ii. Number of school visits undertaken by BRC/BRPs during current year iii. Number of school visits undertaken by CRC/CRP during current year iv. % CRC and % BRC functional	State wise information.
iv.	Classroom Practices	-----	-----	State wise information.
v.	Students Learning Assessment	Status of comprehensive and continuous evaluation (CCE)	Status of comprehensive and continuous evaluation (CCE)	State wise information.
vi.	Attendance Rates	Student Attendance level at primary and at upper primary:  (Source – QMT Reports)	Student Attendance level at primary and at upper primary:  (Source – QMT Reports)	State wise information.
	• Teacher Attendance	Teacher Attendance level at primary and upper primary:	Teacher Attendance level at primary and upper primary:	State wise information.

SNo.	Outcome Indicators	Target 2011-12 (with source)*	Achievement 2011-12 (with source)*	Remarks
		(Source)	(Source)	
17.	Accountability to the community	i. % of SMCs to have 3/4 members from parents and at least 50% women members ii. % of SMCs to prepare Schools Development Plans	i. % of SMCs having 3/4 members from parents and atleast 50% women members ii. % of SMCs prepared Schools Development Plans	State wise information.
18.	National Student Achievement Level outcomes			
	Learning levels for Class III	(Source: NCERT National Achievement Survey)		
	Learning levels for Class V	Round III outcomes for Class V in 2009-10 (Source: NCERT National Achievement Survey)		
	Learning levels for Class VII/VIII	(Source: NCERT National Achievement Survey)		

**ANNEX 2**

**List of Mission Members-17<sup>th</sup> JRM**

<b>Sl.No.</b>	<b>Mission Member</b>
1.	Shri Champak Chatterji, Mission Leader , Gol
2.	Prof. Janaki Rajan, Gol
3.	Ms. Kameshwari Jandhyala, Gol
4.	Ms. Sunisha Ahuja, Gol
5.	Shri J.B. Mathur, Gol
6.	Prof. Sadhna Saxena, Gol
7.	Prof. Yogesh Kumar, Gol
8.	Dr. Kausar Wizarat, Gol
9.	Ms. Shagun Mehrotra, EU
10.	Ms. Manisha Solanki, EU
11.	Dr. David Smawfield, DFID
12.	Ms. Alison Barrett, DFID
13.	Mr. Siddharth Dasgupta, DFID
14.	Mr. Stephen Baines (DFID)

Indicator	Baseline (2008-09)	Target set in 2009	Target achieved in 2010	Revised target (16th JRM, July 2012)	Present (Jan 2013)	Remarks
OoSC	8.1 million	Decrease in OoSC by atleast 1.5 million every year	2.87 million (as per household survey)	Reduction in the number of OoSC by 3.0 million	Total no. of OoSC reduced to 2.93 million	Target Met or Nearly Met
Enrolment	185 million	Increase in enrolment commensurate with the decline in OoSC (193 mn)	187.8 million		199 million	Target Exceeded
Number of States with PS:UPS ratio > 2.5:1	15 States	Should be reduced to atleast 12 States	9 States	8 States	5 States	Target Exceeded
Number of children with special needs (CWSN) enrolled in school/ alternative system including home based edu.	2.5 million	Increase/maintain enrolment to commensurate with the CWSN identified	2.78 million		3.23 million identified 3.04 million covered	Target Met or Nearly Met
Decline in the shortage of number of classrooms	300494 additional classrooms required	Reduction in requirement of additional classrooms	Cumulative additional classrooms completed till march 2010: 9.16 lakh	Cumulative Additional classrooms targeted till 2012-13 : 18.01 lakhs	completed till September 2012 : 13.46 lakh	Significant Further Progress Still to be Made
Girls, as a share of students enrolled at Primary level	Share of girls in primary schools is 48.22% (Share of girls in population of 6-10 is 47.90%)	Share of girls in primary school reflects their share in population	48.38		48.35%	Target Exceeded



Girls, as a share of students enrolled at Upper Primary level	Share of girls in upper primary schools is 46.99% (Share of girls in population of 11-13 is 47.40%)	Share of girls in upper primary school reflects their share in population	47.58		48.63%	Target Exceeded
Share of SC children In Primary Schools is 19.17% (Share of SC in population of 6-10 is 17.60%)	Share of SC children in primary reflects their share in population	17.60%	19.98%		20.29%	Target Met or Nearly Met
Share of SC children in Upper Primary Schools is 20.08% (Share of SC in population of 11-13 is 17.10%)	Share of SC children in upper primary reflects their share in population	17.10%	19.14%		19.14%	Target Met or Nearly Met
Share of ST children in Primary Schools is 11.60% (Share of ST in population of 6-10 is 9.34%)	Share of ST children in primary reflects their share in pop	9.34%	11.55%		11.40%	Target Met or Nearly Met
Share of ST children in upper Primary Schools is 9.23% (Share of ST in population of 11-13 is 8.56%)	Share of ST children in upper primary reflects their share in population	9.23%	9.45%		9.86%	Target Met or Nearly Met
Transition Rates from primary to upper primary	81.13%	Improve it to at least 82%	83.04%	Improve it to at least 85%	87.09%	Target Exceeded

Retention rate at Primary level	73.70%	Improve it to at least 75%	74.92%		75.94%	Target Met or Nearly Met
Retention rate at Elementary level (For States I - VIII cycle)	38.37%	Improve it to at least 40%	44.36%	Improve it to at least 45%	59.05%	Target Met or Nearly Met
Retention rate at Elementary level (For States I - VIII cycle)	56.35%	Improve it to at least 62%	71.48%	Improve it to at least 70%	86.56%	Target Met or Nearly Met
Gross Completion Ratio - Primary	90.23%		96.30%		101.80%	Target Met or Nearly Met
Improvement in % schools with drinking water facility	86.75%		92.54%	90%	94.50%	Target Exceeded
Improvement in % schools with common toilets	62.67%		54.47%	65%	87.63%	Target Exceeded
Improvement in % schools with girls toilets	43.00%		58.56%	62%	67.74%	Target Met or Nearly Met

Pupil Teacher Ratio	PTR at Primary Level is 34:1 and at Upper Primary level is 31:1	Maintain PTR below 40:1	PTR at Primary Level is 33:1 and at Upper Primary level is 33:1		PTR at primary: 32:1 and PTR at U. Pr. 29:1	Target Exceeded
States with average PTR at Primary level >40	States with average PTR > 40 at Primary level is 4	Reduce the states with high average PTR at Primary level >40 to 3	States with average PTR > 40 at Primary level is 4		Number of States with PTR>40 at primary is now 4	Significant Further Progress Still to be Made
States with average PTR at Upper Primary level >40	States with average PTR > 40 at Upper Primary level is 4	Reduce the states with high average PTR at Primary level >40 to 3	Number of States with PTR>40 continues to be 4		Number of States with PTR>40 at upper primary is now 3	Target Met or Nearly Met
All eligible students to receive free text books in time	98% of eligible students received free text books	100%	99%		85% of the schools received text books up to September 2012 (QPR September 2012)	Significant Further Progress Still to be Made
Improve the proportion of teachers receiving TLM grant to at least more than 95%	93% of teachers received TLM grant		95%		70% of teachers received TLM grant (upto September 2012)	Significant Further Progress Still to be Made
Students Learning Assessment	Number of States Moving to Continuous and Comprehensive Evaluation (CCE)	50% States to move to CCE	63% States (22 States)	80% States (23 States) to move to CCE	28 States/UT have initiated efforts towards CCE, 3 states/ UTs plan to undertake initiatives, 4 states/UTs have not taken any concrete initiatives	Target Met or Nearly Met
Teacher attendance	Teacher Attendance at primary and at upper primary	Increase in Teacher Attendance to 85% at both primary and upper primary level	NA		As per study conducted by TSG in 2008 - for teacher average attendance rate was 81.7% and 80.5% respectively in primary and upper primary levels;	Repeat study is yet to be completed

**ACTION TAKEN REPORT REVIEW:  
RECOMMENDATIONS OF 16<sup>th</sup> JOINT REVIEW MISSION**

<b>Key Recommendation</b>	<b>Action Taken</b>	<b>17<sup>TH</sup> JRM COMMENT</b>
<b>ACCESS AND RETENTION</b>		
<p>In the context of RTE, States should carry out fresh initiatives to identify the actual number of OOSC.</p>	<p>A sample survey of households for identifying out of school children will be conducted in 2013 on the same lines as the previous two surveys of 2005 and 2009. This national survey will cover all the state/ UTs. Advertisement has already been given in newspapers for submission of expression of interest.</p> <p>States also conduct surveys annually to identify OOSC, usually with the help of teachers who visit all houses in the village or the area allocated to them. Special focus is there on identification of OOSC as SSA now also provides for residential facilities for urban deprived and in sparsely populated habitations.</p>	<p>States will require help in strengthening OOSC survey methodologies, especially for urban areas.</p> <p>The help of NGOs may be required for identifying OOSC in scattered tribal locations – such as Odisha and Maharashtra.</p>
<p>NUEPA should finalize the definition / criteria for dropouts within the first week of September so that the new definition/ criteria could be used for collecting information within the first week of September for DISE 2012-13</p>	<p>A committee has been set up under the chairmanship of V.C., NUEPA. The report of the committee is still awaited.</p>	<p>States should make their own decisions and communicate the same to the Government of India.</p> <p>In Kerala, for example, students are regarded as dropouts after 7 days of</p>

Key Recommendation	Action Taken	17 <sup>TH</sup> JRM COMMENT
		unexplained absence. In Chhattisgarh, the period is three months.
<p>MHRD / EdCIL should analyze all independent sources of data on elementary enrolments in the country, especially the National Sample Survey data and triangulate the information emerging from various sources to understand the emerging trends in school participation and its underlying equity characteristics.</p>	<p>The percentage of OOSC (in 6-13 age group) according to IMRB survey of 2009, was 4.28% and according to ASER survey it was 4.0% in 2009 (in rural areas).</p> <p>The NSS survey of 2007-08, had shown that 12% in 6-10 age group and 14% in 11-13 age group were OOSC.</p> <p>While IMRB and ASER survey results are comparable, NSS shows very high percentage of OOSC, perhaps due to difference in approach to data collection.</p> <p>MHRD is encouraging States to use data from other sources for cross verification and has also written to States to use the data of Census for working children, children of manual scavengers etc. and to also use the data of child surveys done by the Labour Department.</p>	Noted.
<b>CLOSING GENDER AND SOCIAL GAPS</b>		

Key Recommendation	Action Taken	17 <sup>TH</sup> JRM COMMENT
<p>KGBV's mandate is to include the most disadvantaged girls. Therefore, girls with disabilities need to be included and their needs catered to within KGBVs.</p> <p>A focused strategy needs to be developed for ensuring transition from primary to upper primary for SC, ST and Muslim children with specific attention to school factors, including classroom practice.</p>	<p>States have been sensitised in this regard and are making efforts to cater to the needs of CWSN e.g. in Andhra Pradesh there is a conscious effort to have CWSN girls with provision of 2 female special educators in 2 KGBVs per district.</p> <p>The framework for implementation of SSA requires addressing gender and social equity in a holistic and systemic manner. Gender is a cross cutting equity issue. Equity is seen as in an integral part of the agenda on improving quality, bringing centrality of classroom practices and processes. In 2011-12, for the first time the girls' retention at primary level has exceeded the boys' retention rate.</p>	<p>This needs to be dovetailed with studies on enrolments of boys and girls at the primary and upper primary level comparing government and private schools.</p> <p>Trend data show that government school enrolment is declining and private school enrolment is increasing.</p> <p>This phenomenon needs to be investigated and the reasons for it understood.</p>
<p>Teachers need to be oriented to develop a positive attitude towards indigenous languages and cultures specifically in the context of tribal languages and cultures.</p>	<p>States are in the process of incorporating various aspect of language teaching in their in-service teachers' training program. States like Andhra Pradesh, Chhattisgarh, Odisha, Jharkhand, Assam are working on Multi lingual education.</p>	<p>There may be specific problems relating to Language teaching in the North East. Where there are scattered tribal locations the numbers do not warrant multilingual intervention and mainstreaming may create problems. More innovative approaches may be required. There is a challenge, too, to develop appropriate teaching/learning materials (TLM).</p>
<p>The Taskforce on Curriculum and Pedagogy constituted by MHRD should</p>	<p>Issue of addressing needs of CWSN in curriculum, teaching and evaluation was</p>	<p>Problems relating to MR and MD children may not be within the ambit of MHRD to</p>

<b>Key Recommendation</b>	<b>Action Taken</b>	<b>17<sup>TH</sup> JRM COMMENT</b>
<p>examine the current practice and curriculum differentiation within States and develop a framework for adapting curriculum for CWSN with an emphasis on children with MR and MD.</p>	<p>circulated to the States especially with regard to CCE. States like Maharashtra have worked on curriculum differentiation for all categories of CWSN, for both teaching- learning and evaluation.</p> <p>MHRD has also written to NCERT to develop a framework for adapting curriculum for different categories of CWSN.</p>	<p>provide solutions. This presents a challenge for greater inter Ministerial and departmental collaboration, including with institutions such as RCI.</p>
<p>State evaluation of Inclusive Education programs at all levels (institutional and teacher performance as well as student performance) to be conducted to measure effectiveness of mainstreaming, home-based education and school-readiness programmes.</p>	<p>An evaluation of the IE programme under SSA was conducted at the National level in 12 States in January, 2012. Measuring effectiveness of mainstreaming, home-based education and school-readiness programmes formed parts of this evaluation. This evaluation reported positive impact of home based education programmes as well as school readiness programmes in addressing needs of CWSN of daily living skills, social skills, behavioral skills, academic skills, etc. However IE now needs to be looked at in each component of SSA and fore fronted therein, rather than as a separate intervention.</p>	<p>Noted.</p>

Key Recommendation	Action Taken	17 <sup>TH</sup> JRM COMMENT
ALIMCO must provide child-specific aids and equipment to CWSN. A guideline for assessment procedure and maintenance of aids and equipment provided must be developed.	ALIMCO has developed guidelines for assessment procedure and maintenance of aids and equipment provided.	A number of institutions are available to whom the Ministry of Social Justice (concerned with disability related matters) is providing grants for aids and appliances. Schools can get in touch with these institutions. A Statewise list is available, which may be further disseminated.
<b>EDUCATION OF SATISFACTORY QUALITY</b>		
Early reading is a matter of serious concern. States are requested to take up Early Reading and Early Mathematics programs seriously and on priority. States should take advantage of innovative materials and approaches developed by NCERT and other academic institutions to enhance the learning of children in early grades.	<p>States have taken up Early Reading and Early Mathematics programmes and MHRD is now emphasizing on programmes with clear out come indicators. States like West Bengal has developed ECCE modules to be transacted with children before class-I. In Andhra Pradesh, Gujarat and Karnataka children's literature provided by NCERT have been translated into local languages and supplied to all schools. States like Madhya Pradesh and Bihar are in process of developing work books for improvements of reading and writing.</p> <p>Andhra Pradesh and Gujarat have developed special LEP in mathematics. Chhattisgarh is doing a pilot with NCERT mathematics kit for class one and two. Daman and Diu and Himachal are also using mathematical kit for enhancing numerical abilities of children.</p>	<p>These responses are noted and are an important first step. This, however, will need to be supplemented with interventions such as those currently being implemented in Maharashtra and embodied in their school development plan.</p> <p>Training must be linked to outcomes. Training should not be regarded as an end in itself. Follow up efforts are required to measure and understand what changes the training brings about in the classroom: how do teachers attitudes and behaviours change? What do they do more of, less of, do differently, better, etc.?</p>



Key Recommendation	Action Taken	17 <sup>TH</sup> JRM COMMENT
	Utter Pradesh has introduced graded activity based cards for language and maths so as to improve the learning levels of children in Classes 1-3 children.	
The training being imparted to STP teachers should be reviewed and strengthened. This should allow the articulation of long term strategies and a plurality of specific programme outlines, all within a common understanding of the nature of teacher preparation and continued support.	Special training strategy has been planned and undertaken by the States. Training design is made more flexible by focusing on accelerated and peer group learning. Expert Group under national task force of curriculum and pedagogy has envisioned various conceptual clarities and articulation of ways and process for modifying the training program to suit the ground realities. States are reviewing their training program and trying to articulate the same with their long term goals for quality schooling.	The steps taken are acknowledged as an important first step  Again, as noted above, training must not to be viewed as an end in itself.  TLM strengthening and availability is also a priority.
States should in a decentralized and flexible manner give priority to enriching teacher training/support programmes at the CRC / BRC level taking local needs into account.	The States have devised plans to give flexibility in teacher's training at BRC and CRC levels. CRCs and BRCs are being strengthened and teacher training being made more need based.	Noted.  Records need to be kept of academic and pedagogic issues raised and how they are subsequently solved and addressed in classroom transactions.
The National Resource Group may be revived and made more functional with adequate resource support.	National Resource Group has been constituted, under the chairmanship of Secretary, SE&L.	Noted.

<b>Key Recommendation</b>	<b>Action Taken</b>	<b>17<sup>TH</sup> JRM COMMENT</b>
<p>Before the 17<sup>th</sup> JRM is undertaken, the MHRD may organize a National Consultative Meet on implementation of RTE, inviting policy makers, NGOs, private school providers, SMC members and teachers to understand the concerns around RTE implementation and prepare a Plan of Action to remedy the genuine issues raised.</p>	<p>RTE issues have been discussed in the previous few meetings of CABE, which has wide representation of policy makers, NGOs etc. States are being reviewed in small groups to sort out individual issues. 'Shiksha Ka Haq Abhiyan' has discussed the concerns and plans of action for RTE implementation at the local level.</p> <p>These initiatives are more relevant than a single National Consultative meet, which would not have such a large coverage or sustainability and follow up.</p>	<p>Noted.</p>
<p>The comparison of findings from national assessments such as NAS and ASER and smaller scale assessments and research studies to understand the similarities and differences in findings to identify common areas for improvement.</p>	<p>Some States have developed comparative picture of the achievement level of the children in different districts and developed strategies to address the problem. Andhra Pradesh compared the findings from the studies taken up, that is, NAS, ASER, SSA and drew findings on the learning achievements of students in the basic competencies of literacy and innumeracy. Similarly, Gujarat compared data from NAS and ASER. Karnataka conducted a base line assessment survey in the year 2011-12 to find the achievement level of students of 2nd, 4th</p>	<p>These early steps are vital and assessment of learning outcomes must become a priority area for future programme activity in line with the recommendations of the 12<sup>th</sup> Five Year Plan.</p>

Key Recommendation	Action Taken	17 <sup>TH</sup> JRM COMMENT
	and 6th standard students. Result of the assessment survey in Karnataka matched with NCERT survey (NAS). The State like Chhattisgarh, Daman and Diu and Himachal are in the process of undertaking comparisons.	
There is a strong need for a fully resourced National Assessment and Evaluation Centre.	NCERT's department of measurement and evaluation has already been engaged in the task. Ministry has been strengthening the NCERT through various programmes under SSA.	Noted.  For better and more comprehensive coverage institutions of repute such as TISS and other recognized institutes should be utilized.  The periodicity of reports should be such that they feed back into the programme.
<b>PROGRAMME MANAGEMENT</b>		
Mainstream institutions at the national, state and district levels need to be strengthened with additional funding and human resources. They should then be made responsible and accountability for results. Academic authorities at national and state-level as designated by the RTE have to be empowered so that parallel structures are eliminated from the system. These institutions should be mandated to undertake consultation with a wide range of stakeholders to draw upon the best in	SSA recognizes the importance of mainstream institutions at various levels and emphasizes their strengthening for effective implementation of the programme. At the national level, Department of School Education and Literacy, Ministry of HRD is responsible for planning and implementation of the programme across the country. NCERT, NUEPA and the NCTE are among the major national level mainstream institutions, having critical roles before and after the implementation of the RTE Act. SSA has been	Noted.  Staffing shortages at the SCERT and DIET levels, especially in the North Eastern States have been a persistent issue. It is imperative that this is properly addressed.

Key Recommendation	Action Taken	17 <sup>TH</sup> JRM COMMENT
the country.	designated the main vehicle for implementation of the RTE Act. NCERT and NCTE both have been designated Academic Authorities at the National level, respectively, for curriculum development and teacher qualifications. NUEPA is intensively engaged through capacity building of states and districts. At the state level, Secretary Education heads the Department State Implementation Society (SIS) for SSA supports the Directorate of Education for fulfilling the gaps and needs in elementary education. SCERT functions as Academic Authority in most States/UTs. DIETs are responsible for pre- service teacher qualification, teacher training and academic support at the district level in close coordination with other agencies. Resource investment is being made through various schemes e.g. SSA, Teacher Education etc. to strengthen human and technical resource in these institutions.	
Planning and appraisal processes especially at the state level needs to be provided a lot of emphasis and attention. An analysis of the expenditures against the budget provisions indicates that there	Noted. States have been reviewed in small groups to sensitise them about prioritising activities of critical components and effecting planning and appraisal process	Noted.  Monitoring progress of SSA in 189 special focus districts and in educationally backward blocks is now a priority.

Key Recommendation	Action Taken	17 <sup>TH</sup> JRM COMMENT
<p>is an immense need to develop the capacity in the states to better prioritize their activities with great care. Over budgeting and budgeting for non-critical areas needs to be avoided to ensure parsimony in expenditure. Capacity building in these areas for the state governments needs to be undertaken immediately.</p>		
<p>The concept of innovation under SSA needs to be evaluated very carefully. Independent evaluation needs to be undertaken to study whether funds being disbursed under innovation component actually have a component of innovation in them, or have they been disbursed for mainly mechanical norm based activities. Some of the best practices, especially in collaboration with the civil society such as through Mahila Samakhya on community mobilisation, should be widely disseminated.</p>	<p>Noted for next appraisal.</p>	<p>The timing of the planned appraisal should be clarified.</p> <p>A number of innovations have been noted in the main body of the report, which can also be taken up for appraisal.</p>
<p>There is a need to ensure that there is continuity in decision-making systems at the state level. State Project Directors need to have a minimum term of three years. Just as there is a lock in system for</p>	<p>The need for sustainable tenure of SPD is well recognized and the same is often underlined at various fora, e.g. the regional review meetings or the National level bi annual meetings of the Education Secretaries and SPDs of SSA.</p>	<p>Noted.</p>

Key Recommendation	Action Taken	17 <sup>TH</sup> JRM COMMENT
funds being provided to the state implementation society, there should be mechanisms to ensure that the tenure of the SPDs is 3 years and this needs to be incentivised by providing greater weightage to states that have continuity of SPDs through larger fund allocation.	However, it may not be practical to fix a time period or a minimum limit of tenure of the SPD as there may be several reasons/requirements for a change.	
MHRD may advise states to evolve integrated data capture formats for capturing data on related schemes (including those from private schools) and appropriately analyze them for informing policy and use. States should look at rationalizing required data in order to reduce the burden at the school level.	From the year 2011-12, the MHRD has decided to implement U-DISE to collect data from all types of schools i.e. Primary, Upper Primary or Secondary in one single data capture format (DCF). The Additional Secretary has written to heads of various Boards/affiliating bodies e.g. CBSE, KVS etc. to issue circulars to all schools affiliated/run by them to provide data under DISE.	Noted.
For the 17 <sup>th</sup> Joint Review Mission, the Mission should engage with NCPCR and certain SCPCRs during state visits.	Noted.	Because of time constraints this was not possible, but the Andhra Pradesh state team did have interactions on this area documented in the AP State Report.
The Development Partners should continue to be associated with the SSA programme.	The Development Partners will continue association with SSA till the Financing Agreements are valid.	Noted. Both the EU and the World Bank are committed to continued funding support. However, the 17 <sup>th</sup> JRM is the last JRM in which DFID will participate as it programme of support has now come to an

Key Recommendation	Action Taken	17 <sup>TH</sup> JRM COMMENT
		end.
<b>FINANCIAL MANAGEMENT AND PROCUREMENT</b>		
<p>Inform the states, as they start their AWPB preparation process, the likely budget available from MHRD. This indicative amount should be based on available evidence from budget discussions, rather than the desirable amount based on State's needs.</p>	<p>The recommendations of the 16<sup>th</sup> JRM relating to Financial Management and Procurement were discussed in detail with the State Finance Controllers during the 34<sup>th</sup> Quarterly Review meeting of State Finance Controllers held on 30<sup>th</sup> – 31<sup>st</sup> July 2012 at New Delhi. A power point presentation on all the recommendations of the 16<sup>th</sup>JRM relating to Financial Management and Procurement both at National level and State level was made to the participants urging them to take further follow up action.</p> <p>The Aide Memoire of the 16<sup>th</sup> Joint Review Mission was uploaded on MHRD's website. The Aide Memoire of the 16<sup>th</sup> JRM was shared with the State Project Directors of SSA vide MHRD's letter No. F.12-1/2012-EE.13 dated 30<sup>th</sup> August 2012 for taking necessary action. In addition, the Mission's findings and recommendations on Financial Management &amp; Procurement were also shared with the State Project Directors on 5<sup>th</sup> November 2012 and urged them to take immediate action on the 16<sup>th</sup> JRM's recommendations relating to</p>	<p>Noted.</p>

Key Recommendation	Action Taken	17 <sup>TH</sup> JRM COMMENT
	<p>Financial Management and Procurement issues.</p> <p>Normally, while issuing guidelines on the preparation of Annual Work Plan &amp; Budget, MHRD used to intimate the priority areas of activities to be included. Similar, exercise has been undertaken this year as well while issuing the guidelines from MHRD, taking into account the time frame prescribed in the RTE Act for certain activities for the RTE compliance.</p>	
<p>With increasing scale of the Program, MHRD may consider a Financial Management Improvement Plan specifically targeting the weaker states, which in case of SSA are also the large spending states.</p>	<p>States are already preparing an Annual Financial Management Improvement Plan and sharing it with MHRD. This Annual Financial Management Improvement Plan has developed taking into account the shortcomings noticed in the statutory audit, concurrent financial review by IPAI and JRM findings. These action plans are reviewed and monitored in the Quarterly Review Meetings of State Finance Controllers and the shortcomings are discussed for taking further remedial measures. 14 States/UTs, viz. Andaman &amp; Nicobar Islands, Andhra Pradesh, Assam, Bihar, Chhattisgarh, Dadra &amp; Nagar</p>	<p>Noted.</p>



Key Recommendation	Action Taken	17 <sup>TH</sup> JRM COMMENT
	<p>Haveli, Daman &amp; Diu, Goa, Jharkhand, Lakshadweep, Nagaland, Puducherry, Tamil Nadu and Uttar Pradesh have not prepared the Annual Financial Management Improvement Plan for 2012-13. These States have been reminded on 5<sup>th</sup> November 2012 to prepare the same immediately.</p>	
<p>The expertise of the State Finance &amp; Accounts Service officers could be most effectively utilised to man the Finance and Accounts wings for professional management.</p>	<p>Presently, most of the States are utilizing the expertise of State Finance Accounts Service Officers to man the Finance &amp; Accounts Wings. With a view to optimum utilization of their expertise services, the States were requested on 5<sup>th</sup> November 2012 to take necessary action to obtain their expertise services, wherever necessary.</p>	<p>Noted.</p>
<p>MHRD should follow up with States to ensure that all procurement plans are hosted on the respective websites by mid-August 2012. MHRD should brief the 17<sup>th</sup> JRM on the action taken on the recommendations and observations made in the IPAI reports. MHRD should follow up on these and take appropriate action.</p>	<p>In MHRD's letter No. 15/2/2003-SSA (PR) dated 3<sup>rd</sup> April 2012, followed by reminders on 29<sup>th</sup> August 2012, 19<sup>th</sup> October 2012 and 5<sup>th</sup> November 2012, the States were requested to prepare the Annual Procurement Plan for 2012-13 and host them on their websites. 15 States have hosted the same on their websites. 20 States/UTs, viz. Andaman &amp; Nicobar Islands, Arunachal Pradesh, Assam, Bihar, Chhattisgarh, Daman &amp; Diu, Delhi, Haryana, J&amp;K, Jharkhand, Kerala, Lakshadweep,</p>	<p>The timely uploading of procurement plans remains an issue highlighted in the Aide Memoire.</p>

Key Recommendation	Action Taken	17 <sup>TH</sup> JRM COMMENT
	<p>Manipur, Mizoram, Nagaland, Odisha, Puducherry, Punjab, Sikkim and Tamil Nadu have not yet hosted the same on their websites and they have been reminded to expedite the same.</p>	

# Andhra Pradesh

INDIA  
SARVA SIKSHA ABHIYAN (SSA)  
**17<sup>th</sup> JOINT REVIEW MISSION**

STATE REPORT: Andhra Pradesh  
(January 15 - 21, 2012)

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### 1.1. Introduction

As part of the seventeenth Joint Review Mission (JRM) a team comprising of Mr. J.B. Mathur (GOI) and Ms Manisha Solanki (EU), visited Andhra Pradesh from 15 to 19 January 2013 to conduct the Joint Review Mission. The Mission reviewed the progress made by the State to implement SSA and the results with respect to the overarching goals of SSA, including access, retention, equity and quality. The team also reviewed various aspects of program management, financial management, procurement, and safeguard issues.

At the State level, the Mission benefited immensely from the detailed presentations and discussions with Dr. Prasanta Mahapatra, Principle Secretary, Mrs. Usha Rani, IAS, State Project Director, APRVM; and the entire team of personnel in charge of the design and implementation of various components of SSA. The Mission members visited two districts – Guntur and Nalgonda – and met with the District Collectors, Additional Joint Collectors, interacted with teachers, students and parents. The Mission members also got an opportunity to interact with the District Education Officers and Mandal Education Officers. (A full schedule and Persons' lists are enclosed) The Mission would like to express our heart-felt appreciation to each and every one for being so supportive, accessible and helpful, making the Mission a very good learning experience. The Mission team would especially like to thank the SPD and her team for their time, hospitality and for their assistance with documentation of SSA programme and all the facilitation during the district visits.

The Mission team could not observe the teaching-learning processes in the schools, as the team got to know about the official declaration of the holidays till 20<sup>th</sup> January only after arriving to Hyderabad. No

Academic Monitoring has been achieved during this mission.

## 1.2 Overview and Key Issues

The State of AP has introduced and progressed on a number of innovations since the last Review mission (in 2011). These include:

- 'Special Training' for out of school children' for example, through Residential Special Training Centres (RSTC)
- Introducing CCE -an extensive assessment and performance management system;
- Madarasa are supported is enhanced to introduce the formal education through text books, mid-day meals, Vidhya Volunteers and computers;
- Inclusive Education Resource Centers (IERCs) established for the children with Special Needs;
- District level initiatives in both the districts are praiseworthy, which have been initiated by the district collectors. For example activities to inculcate interest for astronomy among girls in KGBV, Introduction of English learning as a cognitive process in one mandal; software to monitor the learning achievement in schools etc;
- Teleconferencing used for monitoring and planning purpose.

Amongst the key issues identified by the Review Team are:

- Non- adherence the state guidelines for Residential Special Training Centers and continuous and effective monitoring and supervision in these centers even if they are managed by the NGOs;
- Unavailability of TLM to the teachers and centralized acquisition of TLM at cluster level undermines the need to respond to the diverse needs of teachers and students;
- A careful balance has to be struck between measuring of Teachers' performance regularly and creating a bureaucracy;
- Library facility needs to be imbibed in the regular school system which could result in the better and effective utilization;
- Need for Adolescent and Gender education in all schools;
- Fulfillment of vacant positions at district, block and school levels and gender balance to be sought;
- Need for Counseling Cell for the KGBV and women employees at the district and state level;
- Effectiveness of task force committees to improve Water, Sanitation, and Hygiene facilities in schools;
- Effectiveness of CAL programme and quality of the developed CDs to be evaluated by an independent body.
- Non- adherence to the state guidelines for the construction and implementation of IERCs;
- Non- adherence to the state construction Guidelines and maintenance of quality inspection reports;
- Regular and efficient Monitoring for all activities to achieve the Goals;
- Effective Record Keeping practices;
- Audit reports need to be followed up to ensure necessary corrective action is taken;

## Progress towards the achievement of Goals

At present, 72580 of the 75509 habitations in the State have regular schools located in them. According to the State presentation 435 new primary schools established during 2012-13 and 48225 Children of school less habitations being provided transport facility to primary and upper primary schools. 72580 habitations are provided with regular primary schooling facility and 71489 habitations with UP Schooling facility within a radius of 1 km & 3 kms respectively as per RTE rules. 3667 schools from 3667 sanctioned primary schools were opened. With regard to upper primary schools 5655 Schools were opened against the target of 5943 schools.

Overall, Andhra Pradesh has made remarkable progress towards ensuring that all children are enrolled in school. As indicated in Table 1 below, the out-of-school rate now stands at around less than .2 % of the 6-14 age groups however there are newly identified out-of-school children (roughly 1.5 lac) from the recently done survey.

100 Residential Special Training Centers are covering 19910 out of school children, 42 Non-Residential Special Training Centers are covering 963 and 10 Seasonal Hostels cover 740. A Child Tracking Mechanism is proposed to implement the Child Tracking mechanism to track the performance and attendance of the out of school children who are admitted in special training centers / Urban Residential Schools / Urban Residential Hostels. Child Rights Cell is being operated in the State Project Office (Toll Free No.1800-425-3525) covering the entire state.

### Progress on Indicators

Table 1

	6 – 11 Children			11 – 14 Children			6-14 Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
<b>Population</b>	3492072	3321936	6814008	2039717	1982260	4021977	5531789	5304196	10835985
<b>Enrolment</b>	3485932	3315764	6801696	2035322	1976950	4012272	5521254	5292714	10813968
<b>Out of School (OSC)</b>	6140	6172	12312	4395	5310	9705	10535	11482	22017
<b>Percentage of OSC</b>	0.18	0.19	0.18	0.22	0.27	0.24	0.19	0.22	0.20

## *Achievements*

The Review Team noted with pleasure the strong commitment of the State to trying to reach the small number of remaining children who are out of school. The Team saw good practice in:

- **Urban Residential Hostel /(URH):**

We visited urban Residential Hostel (capacity 100 children) to cover urban deprived children which has the enrolment at 70. It was overwhelming to see the street and/or deprived children are given shelter and provided support. Teachers are appointed to help them with the academic progress and counseling services are also provided.

- **Residential Special Training Centers**

One state run Residential Special Training Centre (RSTC) and one by NGO in one of the districts were visited. The state managed RSTC has been recently opened and may not have best of the facilities however we would like to applaud the dedication of the staff members, which is resulting in the better care and certain achievement of the literacy and numeracy. In second district, we saw the RSTC run by an NGO which was not found to be up to the mark and disheartening to see that the resources are not being used efficiently and monitored effectively. Safety and security of children are left to the management of the NGO which might not be sufficient. Teaching and learning material were not found in both places.

## *Concerns*

- **Urban Residential Hostel:**

The guidelines for the URH shall be provided to all including governmental and non-governmental institutions. There is a dire need for the professional psychological and medical support given to these children. We have not seen any TLM provision in this facility and the teaching learning processes are still teacher centric, which might not help to achieve the goal of this particular initiative. Safety and security of children remains a big issue and needs to be taken up as a state level policy issue. We recommend better management of the water, sanitation and hygiene conditions in these facilities.

- **Residential Special Training centers:**

The guidelines for RSTCs shall be provided to the administration/management of that particular Centre. CRPs and MEOs need to be sensitized on the issues pertaining to the child abuse. It was not possible for the Team to assess directly the quality of education being provided at the two RSTCs visited because they are recently opened. However, in one place physical conditions were difficult and there were very few teaching and learning materials in both places.

#### **Seasonal Hostels**

The team did not see any seasonal hostels though most of the out Migration starts in the month of September; we were told that the approvals and ratification processes are still going on at DPO/SPO level.

- **Child tracking system and child Help line:**

We could not observe these systems however it would be essential to assess the functioning of these initiatives in order to promote inter-state learning.

#### **Recommendations**

1. Adherence the state guidelines for Residential Special Training Centers;
2. Strict selection process to appoint NGOs to manage these centers, continuous and effective monitoring and supervision in these centers even if they are managed by the NGOs;
3. Promote child centric learning by the qualified teachers in these facilities;
4. Adherence to the safety and security norms in these centers.

## **Goal 2: Bridging gender and Social Gaps**

### **A. Gender gaps**

#### ***Achievements and Progress in Indicators***

Girls are only marginally more likely to be out-of-school than boys (See Table 1 above). The State data reported that the share of girls in primary and upper primary schools is around 49 percent. The Team did not have information on the proportion of girls in the overall population, but it seems very likely that it is less than 50 percent, indicating that girls are likely to be enrolled at the same rate as boys.

There are 743 KGBVs in 21 districts (except Hyderabad and West Godavari) of Andhra Pradesh for a sanctioned strength of 1, 48,600 girls. These are managed by 4 different Societies – AP Residential Educational Institutions Society (APREIS), AP Social Welfare REIS, AP Tribal Welfare REIS, and AP KGBV Society under RVM (SSA). There are 1, 12,951 girl children in the KGBVs in classes 6–10. The NPEGEL programme is being implemented in 5765 Model Cluster Schools of 661 Educationally Backward Mandals in the state.

Special Drives have been conducted in trafficking prone Mandals in Kadapa, Chittoor and Ananthapur districts as a preventive measure to save the girls from Child Trafficking and Child Marriages, 59 girls have joined into KGBVs and regular schools.



### **Review of interventions**

The Team visited KGBVs and was impressed by the way these programmes have developed personal confidence in girls, who have had difficult social and economic circumstances. There has been a fusion of the cultural, self-defence activities and fun in the visited KGBV which is praiseworthy. In addition, the team noted in some NPEGEL skill development activities (outputs were presented to them at state and district levels) that girls are going beyond making simple crafts.

### **Concerns**

**KGBV:** It is clear to the Review team that the KGBV programme is considered as a permanent solution to getting out of school girls back into education – and indeed the programme is set for a significant expansion by having ‘Sub Society’ Model. Based on the evidence available to the Team, this expansion seems justified however, this raises several questions about the place of these programmes in the overall education system and in particular their relationship to NPEGEL since there is a significant overlap in the issues the girls in these two programmes face. Issues for consideration include:

- The KGBV schools do not offer an evidently life skill oriented programme, yet this the approach for NPEGEL. Is there a well-founded rationale for the different approach? Should schools be given more choice in the types of courses offered to respond to the needs of their students?
- Should the norms for KGBV more closely resemble those for other types of residential education? Team was told that all KGBV come under the management of state level KGBV 'sub society' and how this transition is being planned?

**Special Drives** have been conducted in some trafficking prone places however this could be extended to all districts.

**Gender stereotype:** As observed by the last JRM, the Review Team has seen that there are several elements of the education system in AP which continue to typecast girls and women into customary roles.

- **The NPEGEL skill development activities:** There is great potential for these programmes to provide more than life skills and involve professional bodies to enhance the quality and creativity. The team would like to reiterate the last JRM’s recommendation that more should be done to connect these life skills to more general skills which girls will need to be successful in the employment (to name few marketing, financial management, book keeping, design, managing a small business, banking, etc). Such an extension of the programme would also move away from stereotyping the professions that girls can be expected to perform. Secondly the team did not witness any products related to screening printing, electronic repair works and printing etc, activities mentioned in the state presentation.

seating arrangements: As also commented by the last JRM, the team has also observed that in all visited schools, girls and boys sat separately in class. When enquired from district officials and teachers in one district, it was mentioned that when doing group work or/and activities they mixed children, but the Team did not observe this in the schools.

- Project Officers and District Education officers: These professionals are crucial to the quality of education and have an important position in the system. However, the Team was very disappointed to find that very few such persons are female at district and mandal levels. The team was told by State officials that this situation is recurring across the State.

### *Recommendations*

1. Adolescent and Gender education in all schools;
2. Need for Counseling Cell for the KGBV and women employees at the district and state level;
3. Vocational or skill development policy; Innovative ideas like introduction to Astronomy in KGBV need to be promoted.

### **B. Social Gaps: Scheduled Caste, Scheduled Tribe, Muslim Minority**

This section deals with enrollment and retention gaps in the education of marginalized groups such as SC, ST, and Muslim minority. However, the Team like previous team would like to document its concern that learning achievement gaps should also be monitored.

### *Achievements*

We would like to enumerate some new programmes initiated:

- Badi Bata programme was organized in June on a large scale for enrolment, retention and transition of children.
- MLE Programme is being implemented using the Textbooks developed on the basis of the Tribal Culture in 8 Tribal Languages. The textbooks and teaching learning material provided were accepted by the community and teachers. Students were able to learn and perform better.
- PUNADI: SSA & TWD have jointly launched a major initiative programme under the name of "PUNADI" in all the Tribal Welfare Educational Institutions in (15) ITDA Plain Area Districts (Krishna, Guntur, Prakasam, Nellore, Chittoor, Kadapa, Kurnool, Anantapur, Nalgonda, Karimnagar, Nizamabad, Medak, Hyderabad, Ranga Reddy, Mahaboobnagar) in order to improve the basic level competencies of tribal students, studying from classes III to VIII.

- QUEST: As a further step in this regard, SSA & TWD has initiated designing of hand books for teachers and work books for the children for improving quality in TWD institutions during 2012-13. The work books have been designed through a series of workshops through experienced teachers working in TW institutions under the guidance of the textbooks division of SCERT. This Programme includes 99,923 students from classes VI-VIII only.
- 974 Madarasas were provided support to impart formal curriculum across the 21 districts with an enrolment of about 89,127 children and among whom there were 42,735 boys and 46,392 girls.

### Progress in Indicators

*Social Gaps: Scheduled Caste, Scheduled Tribe, Muslim Minority*

	SC			ST			Minority		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Population	1028755	996040	2024795	552022	513643	1065665	522390	535499	1057889
Enrolment	1026732	993574	2020306	551090	512593	1063683	521294	534213	1055507
Out of School	2023	2466	4489	932	1050	1982	1096	1286	2382

### Review of interventions

The Team noted that the State has made efforts to reach out to Madarasas (for both boys and girls) and is offering additional teachers, learning materials in academic education subjects and computers. As observed by the last JRM, the acceptance and participation of these services varies considerably across Madrasas but almost certainly the quality of education has improved as a result. It was very heartening to see the openness and eagerness of Madarasa teachers to engage in SSA proposed activities and children achieving formal educational qualifications. We have also seen the students in one particular Madarasa are from Jharkhand and Bihar.

#### *Findings*

Implementation of Madarasa might not result in affective enrollment and retention since the main reasons for enrolling in such institutions are related to religious teaching. The participation of Muslim girls continues to be less.

The mission was informed that the State has published a number of textbooks in tribal languages, including creating a script for a dialect that earlier did not have one however more resources and resource persons are required in this area.

#### *Recommendations*

1. More resources for Tribal Programmes to strengthen the Mother Tongue based MLE Programme in all Mono Lingual schools in 8 Tribal Languages in 7 ITDA Districts.
2. An assessment needs to be conducted on the support to the Madarasa.

### **C. Children with Special Needs**

In the year 2011-12 the state had identified 218162 (2.09 % of Total children) children with special needs. Against the total number of children with special needs identified in the state, 192066 are enrolled and 26096 special needs children not attending the school. In 2012/13, the State offered education to 1927 children in mainstream schools. These figures are well below the target of 9155 however one can never underestimate difficulties and issues link with the main streaming of these CWSN. During 2012-13 a special drive for identification of CwSN has been taken up in the age group of 1-18 years with the support of nearly 87,000 Anganwadi Workers of Women Development and Child Welfare Department.

#### *Achievements and Progress in Indicators*

Out of 26906 out of school CwSN 3087 children including children with Cerebral Palsy and Mental challenge of mild (educable) & moderate (trainable) groups among other were admitted in Special Training Centers after duly enrolling them in their nearby regular schools. AP RVM has constructed 26,632 ramps with rail.

1625 Resource teachers (special educators) have been engaged to provide services to the special needs children belonging to severe or profound category. Under this program nearly 21765 children have been covered in the state. Nearly, 450 girl children have been admitted in the KGBVs across the state. Nearly 11353 children, for whom the escort support is indispensable, were given Escort allowance to attend the school.

### **Review of interventions**

The Review Team was impressed by the range of services being offered to CWSN. The Team visited Inclusive Education Resource Centre (which was initially piloted) in one of the district and observed the different therapies provided including physiotherapy camp when/where mothers can bring their children to get treatment and advice on helping their children—the demand is very high. The professionals that the Team observed seemed to have done a good job in helping the parents learn important techniques to handle their children. IERC in other district, which has been functioning since last five months, does not have infrastructure based on the guidelines and number and quality of sample equipments were not comparable. The number of appointed staff was insufficient and such learning experience for the parents is not available uniformly.

We did not see any regular school building with the ramp with rail provision. As also mentioned in the Monitoring Institute's report that, ' Majority of the sample schools in the five districts it is noticed that ramps are not constructed even in some schools the construction of ramps are not in accordance with the norms of construction.

### ***Concerns***

The leadership of SSA on CWSN is creditable however the inputs are not uniformly provided and effectively implemented across the districts. The Team wonders, though, whether other departments (including medical) need to be more fully involved in the leadership role since most of the urgent needs of this population are non-educational and more prone to medical. Professional medical teams need to be involved as presently these children are handled by the para-medical staff. There has been specific mention to the distribution of Aids and Appliances very frequently by the District staff however the regular and continuous support activities have take back burner many times due these more visible events.

### ***Recommendations***

1. Compliance to the state guidelines for the construction and implementation of IERCs;
2. District level convergence is required among different departments;
3. A training module and training for parents to handle such children is a need of the hour especially for the children with autism and mentally challenged.

## 2.2.2 Children Retained in education system

### *Achievements*

According to figures from the State report and documentation provided to the Team, the overall retention rate for 2011/12 was 81.09 percent at the elementary level, which was above the 2010/11 figure. However, the trend for the past three years has been positive: 70.46 percent, 79.91 percent and now 81.09 percent; however the retention rate for the boys has reduced from 2010/11 (from 79.75 to 79.32). A similar story is found for retention at the primary level. The transition rate from primary to upper primary has slightly improved from 2009/10 to 2010/11 (94.06 percent as against 94.71 percent). The data for 2011/12 were not provided for the transition rate.

Self learning interactive materials i.e Sneha Bala cards were provided for children of classes I and II to all schools in language, Mathematics and EVS. For children of classes III to V, readiness material in Telugu, Maths and EVS was provided.

### **Progress in Indicators**

Indicator	All	Girls	SC	ST	Muslim
Transition from Primary to Upper Primary	94.71	95.28	94.11	85.39	89.15
Retention at Primary level	86.11	87.10	91.44	63.41	95.80
Retention at elementary level	81.04	82.97	84.48	51.12	84.59
Gross Completion ratio	Not available	Not available	Not available	Not available	Not available

Source: State data

### **Review of interventions**

The Review Team is noted with keen interest the extension of health cards for all students. This card has academic progress information. The Team was able to see these being used in one of the schools it visited.

Compliance with the guidelines to utilise teacher grants, school grants for purchase of need based teaching learning materials was not observed.

We could see the Self learning interactive materials i.e. Sneha Bala cards in the non-function class rooms

### ***Concerns***

Health cards: It would be useful to give precedence to the most disadvantaged populations in this intervention as these students are most likely to need most elementary involvements and may migrate and go from school to school, in which case the health cards can provide a good instrument for continuity of education, care and support. The Review Team recommends (which was also recommended by the last JRM) that children in RSTCs, seasonal hostels and urban hostels shall also be given these cards.

### ***Recommendations***

1. Strengthening of the child tracking system:

## **Goal 4: Education of Satisfactory Quality**

### ***Vision Statement of AP State on Quality***

**“Creating democratic and attractive classrooms ensuring freedom from fear, anxiety and discrimination, with children’s total participation in interesting thought provoking & constructive learning activities; teachers playing the facilitator’s role, continuous assessment of children’s performance, dynamic community participation, effective and supportive monitoring system for an all-round development of children”.**

### ***Achievements***

The pupil teacher ratio at primary level is 28 where as it is 22 at Upper Primary stage as per DISE 2011-12. Rationalization and redeployment of teachers have been organised in the month of May 2011 to ensure TPR as per RTE norms. A notification has been issued in the month of January 2012 for recruitment of 21343 teachers in primary, upper primary and high schools. The student classroom ratio in the state is 22.93 as per DISE 2011-12. Guidelines were provided to the schools in utilization of teacher grants, school grants for purchase of need based teaching learning materials. Around 30 thousand schools

Textbooks are complemented by a variety of other materials, in particular the well-designed attractive Snehabala cards for grades I and II but not extended to further classes, the CAL software available on computers in 3500 upper primary schools including KGBV. Pupil assessment is carried out frequently using the CCE guidelines however the process is not completed.

### Curriculum reform

Curriculum revision in line with NCF 2005 completed by SCERT, Textbook Bureau, SSC Board and MPSP for grades 1 - 8.

### Classroom practices

We found most of interaction happening in the RSTCs or Urban hostels or KGBVs are teacher centric. Except the District specific activity SPACE (Special Programme on Acquiring Competence in English) in Narketpally Mandal initiated by the District collector whereby there has been endeavour to achieve active Participation of children in learning process through discovery, exploration, activities, projects, and 'discourses'. Please also note that the team has not observed regular teaching learning processes.

### Availability of teaching learning materials

Less frequently Wall newspapers and other displays of children's work were seen in schools. Charts were available, though no occasions of their actual use were found during the wherever some demonstration of teaching happening. No classroom practice was observed.

### Teacher training and support

No Training was visited.

### Pupil Assessment Systems

A guideline has been issued in November 2012 to conduct Continuous and Comprehensive Evaluation of child understanding and knowledge and his / her ability to apply the same. It aims to assess ' the development of child in his / her physical, social, cognitive, scholastic and emotional realms'. The children performance will be recorded in grades in place of marks for this purpose a 5 point scale grade is adopted i.e., A+, A, B+, B and C grading. The grades will be awarded based on the marks i.e., 91-100 is A+, 71-90 A, 51-70 B+, 41-50 B and 40 and below will be C grade. According to the guidelines, 'every teacher must maintain a register viz., CCE showing the progress of children against subject specific learning indicators i.e., Academic Standards over base line'. Again in accordance with the expenditure towards development of Material and guidelines on CCE and other RTE related quality initiatives will be from State Project Office RVM (SSA).



### Student learning levels

In accordance with the State Report, a Base line test was conducted for the children at the Primary level. The overall performance of the children at the Primary level at the base line is 37.78 whereas it is 63.24 at the Annual examination.

#### **Children's Performance – Primary Level – 2011 - 12**

Class	Exam	Classes I to V		
		Boys	Girls	Total
1	BL	32.60	34.05	33.35
	Annual	57.79	60.23	59.05
2	BL	36.45	37.65	37.07
	Annual	63.14	63.65	63.39
3	BL	36.81	38.06	37.47
	Annual	62.63	64.35	63.52
4	BL	37.83	39.51	38.71
	Annual	63.44	65.56	64.55
5	BL	40.41	42.16	41.33
	Annual	64.29	66.97	65.68
<b>Total</b>	BL	<b>37.00</b>	<b>38.50</b>	<b>37.78</b>
	Annual	<b>62.26</b>	<b>64.15</b>	<b>63.24</b>

Source: State Report

## Subject-wise Children's Performance –Upper Primary Level – 2011 - 12

Class	Exam	Hindi			Science			Social Studies		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
6	BL	32.75	34.81	33.81	27.75	29.47	28.64	29.81	31.01	30.43
	Annual	53.57	53.74	53.72	47.67	48.77	48.26	49.51	51.89	50.71
7	BL	30.69	33.18	31.97	28.81	30.58	29.72	30.57	32.24	31.43
	Annual	49.45	52.83	51.17	47.18	48.01	47.62	50.57	52.01	51.29
8	BL	28.52	30.78	29.66	26.99	28.57	27.79	29.66	30.97	30.32
	Annual	58.00	63.00	61.00	57.00	61.00	59.00	60.00	64.00	62.00
Tot	BL	30.72	33.02	31.89	27.88	29.59	28.75	30.03	31.43	30.74
	Annual	53.67	56.52	55.30	50.62	52.59	51.63	53.36	55.97	54.67

In the above given table, the performance of children in Hindi, Science and Social Studies is given pertaining to base line and annual. In Hindi, the performance of children at the base line is 31.89 and at the annual it is 55.30. Regarding the performance in Science, the achievement of children of classes VI to VIII is 28.75 at the base line and 51.63 at the annual. These above mentioned tables do not provide absolute value of competency level reached.

### Concerns

#### Implementation of CCE

However, the Team has several concerns about the way the system is currently being implemented:

- There has been not clear understanding about the process of CCE among teachers which came out from our interaction with the limited number of teachers and also from the SMC's monthly report. (this was mentioned in the Monitoring Institute's report,' it is noticed that teachers do not have requisite awareness about the duties and responsibilities of teachers

under RTE act and also the understanding about the continuous comprehensive evaluation procedure'.)

- We have observed that register to maintain the CCE record has been procured from the TLM grant in one of the schools.

#### ICT in education

It is clearly crucial that children are gradually exposed to computer education, so that they have the skills to function effectively in the present time. However, it is not clear to the Team that the current investments will yield significant results in terms of student capabilities. The allocation of four computers and a server assumes all schools are the same; electricity supply is irregular or unreliable in most places. The quality of CDs are varied and not being contextualized in terms of rural and urban populations.

#### Multi Grade Teaching

Around 30 thousand schools have fewer than 50 children, which is resulting in a substantial number of multi-grade teaching classrooms. It is needed for teachers to develop better teaching-learning planning to deal with this classroom situation

#### *Recommendations*

1. Availability of TLM grants to the teachers and decentralized acquisition of TLM.
2. Effectiveness of CAL programme and quality of the developed CDs to be evaluated by an independent body.
3. Mutli Grade teachers' training requires more attention.

## **Financial Management**

### **Financial Progress**

(Rs. In Lakhs)

Year	Approved Outlay	Fund Available	Total Expenditure	% expenditure Against approved outlay	% expenditure against available fund
2011 – 12	456351.70	331448.10	292098.99	64.01	88.12
2012 – 13 (15.01.2013)	474585.63	201670.02	179182.93	37.76	88.85

b) Status of State share

(Rs. In Lakhs)

Year	Approved Outlay	Share of the Outlay		Share Released		% of Releases made against Appd Outlay		
		GOI Share	GOAP Share	GOI	GOAP			
2011 – 12	455540.92	272831.60	146909.32	183551.72	147896.38 *	72.75		
2012 – 13	474585.63	296260.66	154343.13	111049.46	79861.50 **	40.22		

Note:

\* Includes 13<sup>th</sup> Finance Commission grants pertains F.Y. 2010 – 11 & 2011-12.

\*\* Includes short fall of the releases pertaining to the years 2002-03 to 2011 – 12 and 13<sup>th</sup> Finance Commission Grant.

It would be seen that the funds released by the Government of India and Government of Andhra Pradesh is less than the approved share of outlay which works out to 37.48 and 51.74 in 2012 – 13 while in case of 2011 – 12 the percentage of release by GOI and GOAP is 67.27 and 100. The second installment of Government of India share for 2012 – 13 amounting to Rs.185211.20 is yet to be received.

### 1.3 Budget

(Rs in Lakhs)

Year	Outlay	Expenditure	% Expenditure to Outlay
2011 – 12	455540.92	292098.98	64.12
2012 – 13 (15.1.2013)	474585.63	179182.93	37.76

The Utilization of approved budget during 2012 – 13 is 37.76% against the release of funds to the extent of 40.22 %.

In respect of following intervention wise expenditure ranged between 0% to 25%.

Sl.No	Intervention	% Expenditure against approved budget for 2011 - 12
1	Free Text Books	0
2	Infrastructure for setting School Libraries including books	0.01
3	Community Training	20.50
4	Transport / Escort Facility	13.97
5	Furniture Grant	0

Sl.No	Intervention	% Expenditure against approved budget for 2012 - 13
1	Free Text Books	0.27
2	Teaching Learning Equipment	8.05
3	Academic support through Block Resource Centers	17.59
4	Computer Aided Education in UPS under Innovations	5.07
5	Research, Evaluation, Monitoring & Supervision	18.89
6	SMC / PRI Training	7.00

#### 1.4 Utilization Certificates

Position of Outstanding Advances during the years 2011 – 12 and 2012 – 13 (15.01.2013) is indicated below:

Particulars	Amount in Rs 2011 – 12
Opening Balance of Advances as on 01.04.2010	566,66,62,469
Less : Advances Adjusted during the year (2010 -11)	341,10,79,730

Particulars	Amount in Rs 2011 – 12
Outstanding Advances as at 31.03.2011	225,55,82,739
Advances pending at the end of the year	605,71,28,598
Outstanding Advances	831,27,11,337

It was informed that the advances Rs.22555.82 Lakhs pertaining to the previous years were outstanding for more than one year as would be evident from the following.

- i More than one year Rs.1544.47 Lakhs
- ii During the year Rs.60571.28 Lakhs.

Effective steps need to be taken to liquidate the advances and special efforts need to be made to obtain regularization certificates from the district and sub district offices.

#### 1.5 Accounting Compliances at Sub District Offices

As per the FMR & P the sub district offices are required to maintain books of accounts in accordance with the guidelines issued by the MHRD. Visit to these offices revealed that account books are not being properly maintained. Some of the short comings noticed in maintenance books of accounts are as under.

- i Bills were entered in the cash book before making payments.
- ii Contra entries were not recorded in the Cash Book.
- iii There is no separate Cash Chest in the office and the cash is being kept by MEO in his personal custody.
- iv Hand loans were given by MEOs for meeting immediate expenditure.
- v In some of the MRCs balancing is not done on daily basis.
- vi No Physical verification is done by the Project Officer or MEO.
- vii Payment Vouchers neither numbered nor have these been properly bound.
- viii Mission also noted that in one case NGO has issued its own cash receipt in token of payment to the third party.
- ix In some of the MRCs details of payment made were recorded in separate set of books.

- x Cash book had not been page numbered.
- xi There is no uniformity in the format of Cash Books in different mandals.

There is a need to strengthen the Finance & Accounts Staff at both District and Mandal Level though training is being imparted to the accounts staff there is a dire need to hand holding sessions for the accounts and Finance Staff at both District and Sub district offices level. It is also suggested that impact assessment of the training needs to be carried out at regular intervals.

The sub district offices are manned by Head Masters / MEOs who have very little time to attend to the accounting duties in view of their pre occupation with the academic calendar. It is suggested that MIS coordinators could be entrusted with the accounting function. Alternatively the accounting function could perhaps to be outsourced to qualified accountants.

#### **1.6 Training**

SPD office has prepared and circulated the Manual for training of Accounts and Finance Staff. Periodical training programmes are also being arranged for their staff at the district and sub district levels. During the year 2011 – 12 three training programmes at Zonal level, more than ten training programmes conducted for mandal level accountants and twelve programmes were conducted for the Finance and Accounts Staff. Despite these training programmes the accounting functions at sub district levels are not being discharged. It is suggested to conduct hand holding sessions followed by the training programmes. The Head Masters / MEOs are under the administrative control of Commissioner and Director of School Education. Since the activities under SSA are vital to ensure fulfillment of the programme objectives the mission feels the Head Masters / MEOs could perhaps be brought under the direct control of the district Project officers (POs) to ensure accountability.

**1.7 Staff Position**

The status of staff position at SPO and DPO level is indicated below:

<b>Staff for Financial Management</b>		<b>State Level</b>		
	<b>Name of Post</b>	<b>Post sanctioned</b>	<b>Post Filled</b>	<b>Post Vacant</b>
<b>Finance &amp; Accounts</b>	Controller of Finance	1	1	0
	F.A.O	1	1	0
	Sr.Acct.	3	3	0
	Jr.Acct.			
	Sr.Acct.clerk			
	Dy.Acct			
	Cashier	1	1	0
<b>Internal Audit</b>	Audit Officer/AAO	1	1	0
	Sr. Auditor	2	2	0
<b>Total</b>		<b>9</b>	<b>9</b>	<b>0</b>
<b>District Level</b>				
	<b>Name of Post</b>	<b>Post sanctioned</b>	<b>Post Filled</b>	<b>Post Vacant</b>
	FAO	23	19	4
	Sr. Acct.	46	34	12
	Jr.Acct.			
	Dy.Acct			
	Sr.Acct.Clerk			
	Cashier	23	23	0
<b>Mandal Level Accountants (one post for 50 Schools)</b>		<b>1537</b>	<b>0</b>	<b>1537</b>
<b>Total</b>		<b>1629</b>	<b>76</b>	<b>1553</b>



There is a large number of vacancies of Mandal Level Accountants. Mission was informed that recruitment was made against these posts and training was also imparted to all mandal level accountants. However these posts are being held in abeyance due to completion of certain procedures at the government level. In regards to the vacancies accountants at district level concerned urgent action needs to be taken to fill up these posts.

### Civil works

The progress of Infrastructure Development for 2011-12 and 2012-13 is indicated below:

Status of progress of civil works for the year 2011-12 upto 30th Nov'12

Sl. No.	Name of the Activity	Target	Achievement	
			Completed	In Progress
1	Additional Classrooms	20599	17442	2674
2	Toilet / Urinals	195	195	0
3	Separate Girls Toilet	15465	14444	790
4	Drinking Water Facility	155	155	0
5	Major Repairs	412	351	46
	<b>Total</b>	<b>36826</b>	<b>32587</b>	<b>3510</b>

Status of progress of civil works for the year 2012-13 upto 30th Nov'12

Sl. No.	Name of the Activity	Target	Achievement	
			Completed	In Progress
1	Additional Classrooms	20389	1005	12051
2	HM Rooms	1953	4	488
3	New Primary Schools	435	0	103
4	Toilets	7449	39	1302
5	Boundary Walls	1961	421	926
6	Electrification	11349	0	618

Sl. No.	Name of the Activity	Target	Achievement	
			Completed	In Progress
7	Augmentation BRCs	755	0	0
8	Ramps	1008	0	18
9	Major Repairs	339	59	62
	Total	45638	1528	15568

Field visit of the mission to assess the progress of the infrastructure development reveals the following.

- i No written reports of 3<sup>rd</sup> party inspection of civil works were available at District Offices.
- ii No. of buildings which were constructed in previous years are affected by Seepages and cracks.
- iii There is no provision in the buildings for fire fighting.
- iv In Nawabpet construction for NPEGEL under taken at a cost of Rs.2.5 lakhs is lying incomplete for the last 3 years.
- v The No. of fans and electric points are not adequate with the size of the room.
- vi Toilets and Drinking water facility were provided in all the schools and KGBVs visited by the mission were far of from the main building.
- vii The Drinking water facilities are available without any shade.
- viii The condition of the toilets in the places visited by the mission was far from satisfactory.
- ix The maintenance of buildings in the districts and sub districts was far from satisfactory in the absence of any Maintenance Grant.

### **Procurement**

State Project office is preparing an annual procurement plan for the civil works and for other items such as furniture and fixture, computers etc. While the civil works are being executed through the SMCs computers are purchased through a State Public Undertaking. The procurement of the items is done in-house. The total cost of procurement estimated during 2011-12 and 2012-13 was as under:

(Rs in crores)

Year	Civil Works	Other Items	Total Procurement
2011-12	1296	336	1632
2012-13	1476	76	1552

Against the provision of Rs. 1632 crores in 2011-12 the value of procurement actually made was Rs. 636 crores leaving uncovered amount of Rs.996 crores which was due to the shortfall in receipt of State Government share.

### Status of Audit

The statutory auditors have certified the annual accounts for the year 2011-12. The internal audit of the Rajiv Vidya Mission is being conducted is by the firm of chartered accountants. While the chartered accountants have completed the internal audit up to the year 2010-11 internal audit for the year 2011-12 has not been entrusted so far. Apart from the statutory and internal audits Financial Monitoring is being carried out by the Institute of Public Auditors of India (IPAI). The status of outstanding audit paragraphs pertaining internal audit and IPAI

Internal Audit			
Period	No of Paras	Replies furnished	Outstanding
Till 2010-11	300	135	165
Financial Monitoring by IPAI			
2003-04 to 2010-11	238	92	146

Vigorous efforts need to be made to settle the outstanding audit paras.

Monitoring is indicated below:-

## Program Management

### *Staffing and capacity building*

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The team would like to re-emphasise some of the recommendations of the Monitoring Institute's<sup>1</sup> report on the staffing and capacity building:

- Orientation and training of Project officers of District Project Office is to be organized for effective functioning;
- For appointing Project officers and Sectoral Officers at the State Project Office there should be pre requisite qualifications like experience in working in Education Projects and Programmes and Project Management skills should be made as mandatory for effective management of the SSA Project;
- First Preference to Education sector officers should be given and considered for the Project Officers and Sectoral Officers Posts;
- Induction training package to all the project staff including project officers and other sectoral officers on Right to Education and SSA interventions for further enhancement of understanding;
- Training of Head Masters should be taken up for better implementation of programme initiatives.
- For Ensuring effective monitoring system and quality of primary education the SSA Project should be synchronized with the Line Education department;
- Mandal is a basic unit of project management and implementation of Education Programmes. Remaining Mandal Educational Officers are to be appointed immediately;
- Intra and inter coordination between the SSA, Education department and other departments is a new challenge that should be worked out and attempted seriously so that most of the implementation difficulties will be solved;
- School complex monitoring system shall improve.

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<sup>1</sup> 2nd Half-Yearly Monitoring Report of Sarva Shiksha Abhiyan of Andhra Pradesh, (1st April 2012 to 30th September 2012) by Dr.T.Vijaya Kumar

Sl.No	level	Functional area	No. of sanctioned posts	No. of posts filled up	Vacant
1	SPO	Pedagogy	10	10	0
		Civil Works	18	13	5
		Finance Internal Audit	9	6	3
		EMIS	17	17	0
		Inclusive Education	4	4	0
		Access & Alternative Schooling	2	1	1
		Gender Equity	3	3	0
		Planning & Monitoring	3	3	0
		Urban Planning	1	1	0
		Community Mobilization	1	1	0
		Tribal Education	2	2	0
		Others	76	76	0
		<b>Total Posts at SPO Level</b>	<b>146</b>	<b>137</b>	<b>9</b>
2	DPO	Pedagogy	23	20	3
		Civil Works	727	680	47
		Finance Internal Audit	115	50	65
		EMIS	164	138	26
		Access & Alternative Schooling	23	23	0
		Gender Equity	23	23	0
		Planning & Monitoring, Urban Planning, Community Mobilization	46	46	0
		Inclusive Education	23	23	0
		Others	299	267	32
		<b>Total Posts at DPO Level</b>	<b>1443</b>	<b>1270</b>	<b>173</b>
3	BRC	Resource Persons	6369	0	6369
		Finance	1537	0	1537
		EMIS (Data Entry Operators)	1137	1137	0
		MIS Coordinator	1137	1137	0
		IE Resource teachers	2274	2274	0
		Others (Mandal Educational Officers & Messengers)	2274	2274	0
		<b>Total Posts at BRC Level</b>	<b>14728</b>	<b>6822</b>	<b>7906</b>
4	CRC	CRPs	4998	4998	0
		CRC Coordinator	6973	6973	0
		CRC Asst. Coordinators	6973	6973	0
		<b>Total Posts at CRC Level</b>	<b>18944</b>	<b>18944</b>	<b>0</b>
		<b>Total Posts of the State</b>	<b>35261</b>	<b>27173</b>	<b>8088</b>

### *Monitoring and Supervision arrangements, Monitoring institutions*

According to **the state report**, the academic monitoring of schools was taken up by the monitoring mechanisms at different levels in the State. The following mechanisms were in place.

- At the School level, the HM of the school
- At the Cluster level, 4998 Cluster Resource Persons were positioned in all 23 districts as approved in Annual Work Plan and Budget 2012-13.
- At the Mandal level, the Mandal Resource Person concerned and the Mandal Educational Officer,
- At the district level, the faculty of the DIET, members of the District Resource Groups, the DPO Sectorals, the Project Officer of RVM (SSA) and the District Educational Officer,
- At the State level, the Sectorals concerned with members of the State Resource Groups drawn from SCERT, IASE, DIETs, CTEs and Schools.
- Apart from doing monitoring by individuals, monitoring teams are constituted at different levels, these monitoring teams visits the schools at least once in a year.
- Designed monitoring formats for the schools, School complexes and MRCs.
- Review meetings on school performance will be conducted periodically once in a month at School complex level, MRC level, Divisional level by Dy. Eos and AMOs and at District level by DEO, DIET principal and POs.

### *Capacity Building of BRC and CRC personnel*

- According to the state report, the capacity building of the personnel working at the Block Resource Centers and at the Cluster Resource Centers was taken up during November, 2011. The BRC and CRC personnel were trained for 6 days on the newly developed textbooks for classes I and II including English for class I; and on the RTE 2009, Human Rights and Child Rights. The training also included the maintaining data base, monitoring skills and reporting skills. **To bring the quality of Teacher training and programme implementation there is an urgent need for strengthening the Government DIETs by filling all the vacancies as mentioned in the Monitoring Institute's report (Since inception of DIETs in Andhra Pradesh i.e. 1990 not a single post was filled through Direct recruitment)**

### ***Data issues, EMIS***

The U-DISE data for the year 2012-13 was collected from all the schools and habitations in the state through the DCF provided by NUEPA. We have not heard any issue on the U-DISE data reconciliation or collection. The School Mapping was done in the state by using Geographical Positioning System (GPS) covering all Habitations and Schools. The photographs of School Infrastructure and School report cards etc. were incorporated in GPS. The details are hosted on <http://gmapsrvm.ap.nic.in> website for the use of general public and stakeholders.

### ***Research and evaluation***

The RVM has reported that as per JRM Recommendations, research activities have been given to SCERT, SIEMAT, RIEs of NCERT, Dept. of Education in Universities and other independent research institutes like NIRD with the approval of SRAC however there has been a mention of only one study, 'Girl child friendly atmosphere in secondary schools with reference to retention of girls in upper primary schools in Andhra Pradesh'. There is no mention how this study has been used for planning or implementation purposes.

### ***Community Mobilization and Management***

Shiksha Ka Haq Abhiyan (Rashtra Vidya Chaitanya Utsavalu): A yearlong campaign was launched on 11th November 2011 under the banner of Shiksha Ka Haq Abhiyan. 7 different kinds of wall posters, hand bills, pamphlets, placards, flexi banners, DVDs/CDs, diaries, wall hoardings, newspaper ads and booklets were used as a means to publicize the RTE Act. Kalajathas were organized in 2400 habitations of 80 mandals with support from APMSS. The artists used song and dance, folk songs and plays to spread a message on the provisions of the RTE Act and on the importance of girl child education.

SMCs were formed in 79,673 schools in line with the rules issued by the state government in September. Orientation sessions were conducted for all members on the provisions of the RTE Act, their roles and responsibilities and community mobilization. Training Programmes: Organized District Resource Persons training programmes on "Strengthening of SMCs" from 2nd to 5th March, 2012 at SPO in two phases.

The team has seen School Management Committees formed in schools in two districts. We like to appreciate the efforts of teachers and their own initiative to involve parents in the school management. We have also experienced the Kalajathas especially organized. We were pleased

...to the BMC, monthly meeting reports which do not only focus on the infrastructure improvement but also on the issues like attendance and CCE etc. The school development plans have been available in most of the schools. Community is participating in the meetings however the team has observed that in the visited village the parents are sending their children to the private school which might not be situated in the village. There is a need to bring sensitization about the right to education and quality of education.



Annex 1

**Andhra Pradesh, Sarva Shiksha Abhiyan**

**17<sup>th</sup> Joint Review Mission**

**Visit: 15.01.2011 to 19.01.2011**

**Members: Mr. J .B.Mathur- GoI**

**Manisha Solanki -EU**

**15.01.2013**

11.00 am to 3.00 pm: Briefing session at the State Project Office, APRVM,  
Hyderabad

4 .00 pm: Train to Guntur City from Hyderabad reached at 9:00 pm

**RAJIV VIDYA MISSION (SSA) GUNTUR DISTRICT**  
**SCHEDULE OF JOINT REVIEW MISSION (JRM) TEAM VISIT**  
**ON 16th & 17th JANUARY 2013**

**Day - 1 (16.01.2013)**

<b>S.NO</b>	<b>TIME</b>	<b>PROGRAMME</b>
1	9:30 AM - 10:30 AM	PHYSIOTHERAPY CAMP VISIT AT DRC GUNTUR AND INTERACTION WITH PARENTS OF CWSN
2	11:00 AM - 1:00 PM	REVIEW MEETING WITH DISTRICT LEVEL OFFICERS AT ZILLA PARISHAD MEETING HALL, GUNTUR
3	1:00 PM TO 2:00 PM	VIDEO CONFERENCE WITH ALL DISTRICT PROJECT OFFICERS & SECTORAL OFFICERS ON "PREPARATION OF DISTRICT PLANNING".
4	2:00 PM - 3:30 PM	INTERACTION WITH SMC MEMBERS AT Mpl. UPPER PRIMARY SCHOOL, GANDHI NAGAR, GUNTUR.
5	3:45 PM - 4:30 PM	MADARASA VISIT " MADARASA - E - SIDDIQUIA" AT ALI NAGAR, SUDDAPALLI NAGAR, GUNTUR
6	4:45 PM - 6:00 PM	RSTC VISIT AT MAHILA PRANGANAM GUNTUR

**Day - 2 (17.01.2013)**

<b>S.NO</b>	<b>TIME</b>	<b>PROGRAMME</b>
1	8:30 AM	DEPARTURE FROM GUNTUR
2	9:00 AM - 9:30 AM	URBAN DEPRIVED RESIDENTIAL HOSTEL VISIT AT CHOWDAVARAM
3	10:15 AM - 10:45 AM	CAL SCHOOL AND ACR VISIT AT MPUPS KANTEPUDI VILLAGE
4	10:50 AM - 11:15 AM	PHYSIOTHERAPY CAMP VISIT AT IERC, SATTENAPALLI
5	11:45 AM - 12:15 PM	KGBV VISIT AT RAJUPALEM

6	12:15 PM - 1:30 PM	MANDAL RESOURCE CENTER VISIT AT RAJUPALEM
7	3:00 PM - 3:30 PM	ACR VISIT AT MPPS BRAHMANAPALLI
8	3:30 PM	JOURNEY TO MIRYALAGUDA

Kapiv Vidya Mission (SSA), Andhra Pradesh, Hyderabad

17th JRM Meeting on 15.01.2013

Briefing Meeting

Attendance

Sl. No	Name of the Member	Designation
1	Smt. V. Usha Rani, I.A.S	State Project Director,
2	Sri. Narsimha Reddy	Secretary, KGBV Society
3	Sri. A. Satyanarayana Reddy	Director SCERT
4	Sri. S. Venkateshwara Sharma	Addl. Director, O/o C&DSE, A.P, Hyderabad
5	Sri. G. Gopal Reddy	Secretary, APREIS, Hyderabad
6	Sri. E. Ravindra Babu	Joint Director, Tribal Welfare Dept.
7	Dr. T. Vijaya Kumar	Nodal Officer, Monitoring institute, NIRD
8	Dr. N. Upender Reddy	Professor, SCERT
9	Sri. M. Venkataiah	Addl. Director, O/o Com. SWD, Hyd.
10	Sri. Rajaram Punna	Addl. State Project Director-I
11	Sri. Ali Akbar Basha	Addl. State Project Director-II
12	Sri. Venkateshwar Rao, CE	Civil works
13	Smt. Vasundhara	Finance Controller
14	Sri. Narasimha Reddy	KGBV
15	Sri. Rajashekhar	MIS Coordinator

16	Dr. V.Nageshwar Rao	REMS Coordinator
17	Smt. Rajya Lāxmi, SAMO	State Academic monitoring officer
18	Sri B.D.V. Prasada Murthy	State Inclusive Education Coordinator
19	Dr. B.Sayanna	StateCommunity Mobilization Officer
20	Sri K.Narayan Reddy	Planning Coordinator
21	Smt. Prasanna	Alternative & Innovative Education Coordinator
22	Sri. Sadanand	OSC Coordinator
23	Smt. Vijaya Laxmi	Girls Child development officer
24	Sri. D.Srinivas	Media officer
25	Sri. Ayub Hussain	Edn. Of Minority Children
26	Sri. B.Vijay Rao	Distance Education
27	Sri. Nazir Ahmad	SC/ST Education Coordinator
28	Smt. Prasanna	coordinator-Education of Urban Deprived Children
29	Smt. Jyothi	School Health Programme officer
30	Smt. Raja Kumari	Administrative officer

RAJIV VIDYA MISSION (SSA) GUNTUR  
 LIST OF DISTRICT LEVEL OFFICERS PARTICIPATED IN JRM REVIEW MEETING,  
 Dt. 16-01-2013 AT ZP HALL, GUNTUR

No	Name of the Officer Sri / Smt	Designation	PLACE OF WORKING
1	N. SURESH KUMAR IAS	DIST., COLLECTOR	GUNTUR
2	Smt. USHA RANI IAS	SPD, AP RVM	HYDERABAD
3	K. SARADA DEVI	Addl., JC	GUNTUR
4	P. PARVATHI	RJDSE	GUNTUR
5	M.J. NIRMALA	PD, W & CW	GUNTUR
6	J. SRIVALLI	DM, DMSUK	GUNRU
7	P.B.V. PRASAD	EE (RWS)	TENALI
8	Dr.A. SREENIVASULU	Dy RMO	Govt., Gl., HOSPITAL, GUNTUR
9	I. VENKATESWARLU	PD, NCLP	GUNTUR
10	V.C.M. RAMA KRISHNAIAH	DMWO	SATTENAPALLI
11	K.S. PRAKASA RAO	Dy EO	GUNTUR
12	G. VIJAYALAKSHMI	Dy EO	TENALI
13	D. ANJANEYULU	DEO	GUNTUR
14	M. SAMUEL	EE ( APEWRC	GUNTUR
15	S.M.M.A. KHUDDUS	DIOS (UR)	GUNTUR
16	B. VENKATA REDDY	PD, DRDA	GUNTUR
17	M. SATYANARAYANA	Dy D, Adult Edn.,	GUNTUR
18	K. MANORANJAN	DPRO	GUNTUR
19	M. SRINIVASULU	Asst., COMMISSIONER, Mpl Corp	GUNTUR
20	YUSUF SHAIK . SK	Dy COMMISSIONER, LABOUR DEPT.,	GUNTUR
21	M. SOBHA RANI	DSWO	GUNTUR
22	M. VIJAYA KUMAR	DIST., TW	GUNTUR
23	Md., AZIZ	D MW Dept.,	GUNTUR
24	T. NAGA KOTESWARA RAO	DCPO, WD & CW	GUNTUR
25	P.V. SESHU BABU	Dy EO	SATTENAPALLI
26	N. RAGHU KUMAR	PRINCIPAL, DIET	BOYAPALEM

**15.01.2013**

11.00 am to 3.00 pm : Briefing session at the State Project Office, APRVM, Hyderabad

4.00 pm : Train to Guntur City from Hyderabad reached at 9:00 pm

**16.01.2013**

**RAJIV VIDYA MISSION (SSA) GUNTUR DISTRICT  
DAY WISE SCHEDULE OF JOINT REVIEW MISSION (JRM) TEAM VISIT  
ON 16th & 17th JANUARY 2013**

**Day - 1 (16.01.2013)**

S.NO	TIME	PROGRAMME
1	9:30 AM - 10:30 AM	PHYSIOTHERAPY CAMP VISIT AT DRC GUNTUR AND INTERACTION WITH PARENTS OF CWSN
2	11:00 AM - 1:00 PM	REVIEW MEETING WITH DISTRICT LEVEL OFFICERS AT ZILLA PARISHAD MEETING HALL, GUNTUR
3	1:00 PM TO 2:00 PM	VIDEO CONFERENCE WITH ALL DISTRICT PROJECT OFFICERS & SECTORAL OFFICERS ON "PREPARATION OF DISTRICT PLANNING".
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**Day - 2 (17.01.2013)**

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6	3:00 PM - 3:30 PM	ACR VISIT AT MPPS BRAHMANAPALLI
7	3:30 PM	JOURNEY TO MIRYALAGUDA



JRM Team Members visit to Nalgonda District on 17-01-2013 and 18-01-2013

REVISED SCHEDULE

17.01.2013

- 05.00pm Visit- RSTC Miryalguda
- 05.30pm Observation of Construction of KGBV  
Building Miryalguda
- 06.00pm Visit- Madarsa Vemulapally
- 07.30pm -10.30 Interaction with Students of KGBV Munugode  
Participated in Annual Day celebrations of  
KGBV Munugode.

18.01.2013

- 09.00am Visit to IERC Nalgonda  
Verification of records in MRC Nalgonda
- 10.30am Meeting with District Collector and  
District Officials  
Interaction with District Officials at Collector  
Residence
- 12.00pm Verification of records at MRC Narketpally  
Observed the District specific activity SPACE  
(Special Programme on Acquiring Competence  
in English)

01.00pm	Visit to UPS Pittampally Interaction with SMC & Community Members Verification of CAL Programme
02.30pm	Lunch
03.30pm	Visit- Construction of ACRs at PS Thimmapuram (Mandal) Jajireddy Gudem
04.30pm	Visit of Completed KGBV Building at Jajireddy Gudem
05.30pm	Left for Warangal District

**Rajiv Vidya Mission (SSA), Andhra Pradesh, Hyderabad**

**17th JRM Meeting on 15.01.2013**

**Briefing Meeting**

**Attendance**

Sl. No	Name of the Member	Designation
1	Smt. V. Usha Rani, I.A.S	State Project Director,
2	Sri. Narsimha Reddy	Secretary, KGBV Society
3	Sri. A. Satyanarayana Reddy	Director SCERT
4	Sri. S. Venkateshwara Sharma	Addl. Director, O/o C&DSE, A.P, Hyderabad
5	Sri. G. Gopal Reddy	Secretary, APREIS, Hyderabad
6	Sri. E. Ravindra Babu	Joint Director, Tribal Welfare Dept.
7	Dr. T. Vijaya Kumar	Nodal Officer, Monitoring institute, NIRD
8	Dr. N. Upender Reddy	Professor, SCERT
9	Sri. M. Venkataiah	Addl. Director, O/o Com. SWD, Hyd.
10	Sri. Rajaram Punna	Addl. State Project Director-I
11	Sri. Ali Akbar Basha	Addl. State Project Director-II
12	Sri. Venkateshwar Rao, CE	Civil works
13	Smt. Vasundhara	Finance Controller
14	Sri. Narasimha Reddy	KGBV
15	Sri. Rajashekhar	MIS Coordinator

	Smt. Mageshwar Rao	REMS Coordinator
	Smt. Rajya Laxmi, SAMO	State Academic monitoring officer
	Sri B.D.V. Prasada Murthy	State Inclusive Education Coordinator
19	Dr. B.Sayanna	StateCommunity Mobilization Officer
20	Sri K.Narayan Reddy	Planning Coordinator
21	Smt. Prasanna	Alternative & Innovative Education Coordinator
22	Sri. Sadanand	OSC Coordinator
	Smt. Vijaya Laxmi	Girls Child development officer
24	Sri. D.Srinivas	Media officer
25	Sri. Ayub Hussain	Edn. Of Minority Children
26	Sri. B.Vijay Rao	Distance Education
27	Sri. Nazir Ahmad	SC/ST Education Coordinator
28	Smt. Prasanna	coordinator-Education of Urban Deprived Children
29	Smt. Jyothi	School Health Programme officer
30	Smt. Raja Kumari	Administrative officer

RAJIV VIDYA MISSION (SSA) GUNTUR  
LIST OF DISTRICT LEVEL OFFICERS PARTICIPATED IN JRM REVIEW MEETING,  
Dt. 16-01-2013 AT ZP HALL, GUNTUR

S No	Name of the Officer Sri / Smt	Designation	PLACE OF WORKING
1	N. SURESH KUMAR IAS	DIST., COLLECTOR	GUNTUR
2	Smt. USHA RANI IAS	SPD, AP RVM	HYDERABAD
3	K. SARADA DEVI	Addl., JC	GUNTUR
4	P. PARVATHI	RJDSE	GUNTUR
5	M.J. NIRMALA	PD, W & CW	GUNTUR
6	J. SRIVALLI	DM, DMSUK	GUNTUR
7	P.B.V. PRASAD	EE (RWS)	TENALI
8	Dr.A. SREENIVASULU	Dy RMO	Govt.,GI., HOSPITAL, GUNTUR
9	I. VENKATESWARLU	PD, NCLP	GUNTUR
10	V.C.M. RAMA KRISHNAIAH	DMWO	SATTENAPALLI
11	K.S. PRAKASA RAO	Dy EO	GUNTUR
12	G. VIJAYALAKSHMI	Dy EO	TENALI
13	D. ANJANEYULU	DEO	GUNTUR
14	M. SAMUEL	EE ( APEWRC	GUNTUR
15	S.M.M.A. KHUDDUS	DIOS (UR)	GUNTUR
16	B. VENKATA REDDY	PD, DRDA	GUNTUR
17	M. SATYANARAYANA	Dy D, Adult Edn.,	GUNTUR
18	K. MANORANJAN	DPRO	GUNTUR
19	M. SRINIVASULU	Asst.,COMMISSIONER, Mpl Corp	GUNTUR
20	YUSUF SHAIK . SK	Dy COMMISSIONER, LABOUR DEPT.,	GUNTUR
21	M. SOBHA RANI	DSWO	GUNTUR
22	M. VIJAYA KUMAR	DIST., TW	GUNTUR
23	Md., AZIZ	D MW Dept.,	GUNTUR
24	T. NAGA KOTESWARA RAO	DCPO, WD & CW	GUNTUR
25	P.V. SESHU BABU	Dy EO	SATTENAPALLI
26	N. RAGHU KUMAR	PRINCIPAL, DIET	BOYAPALEM

JRM Team Interaction with District officials on 18-01-2013 at 10.30 am.

## OFFICIALS

1. District Collector – Sri N. Mukhtheshwar Rao
2. CEO Zilla Parishad – Sri M. Koti Reddy
3. Addl Joint Collector – Sri A NeelaKantam
4. PD MEPMA - Sri K. Anjaiah
5. Dist Educational Officer - Sri A. Jagadish
6. Principal DIET - Sri K. Krishna Mohan Rao
7. Dist Revenue Officer - Sri A. Hamumanta Reddy
8. Dist Medical Health Officer - Sri Amoes
9. DD Social Welfare – Sri K. Venkat Narsaiah
10. Revenue Divisional Officer – Sri M. Padmakar
11. Dy Educational Officer – Sri K. Ramesh
12. Dy Educational Officer – Sri R. Satyanarayana

# **Arunachal Pradesh**

# INDIA

## SARVA SIKSHA ABHIYAN (SSA)

# 17<sup>th</sup> JOINT REVIEW MISSION

## STATE REPORT: Arunachal Pradesh

(January 15 - 19, 2012)

### 1.1 Introduction

The 17<sup>th</sup> JRM Mission team comprising of JanakiRajan and SunishaAhuja (GOI Representatives) visited Arunachal Pradesh between 15-19 January 2013. The team met with the State SPD, deputy SPD, Deputy Director, Education, State Co-ordinators of SSA, Accounts Officer, SSA; District Commissioner, DPO and District Co-ordinators of district Lower Subansiri; 3 ZillaParishad Members, District Co-ordinators of District Papumpare, DIET, Papumpare, BRC, Ziro Block; Residential school, Papumpare, State Co-ordinator, IGNOU, Officials of Finance, Planning Departments, Govt. of ArP. After field visits, the team met with Chief Secretary HariParliwal and the Finance Secretary and others. The team is would like to specially thank SPD, SSA, ShriPhunchhuNorbiThongon and his team and Chief Secretary ShriHariParliwal for the detailed documentation and discussions. The Mission would like to record its appreciation for the ready, frank and open discussions at all levels and the warm hospitality extended to the Mission Members.

### 1.2 Overview and Key issues

The state of Arunachal Pradesh has around 3.5 lakh children in the 6-14 age group. The SSA team is in place and committed. The State share of funding for education has been delayed over the last two years, and hence the State is unable to access the approved SSA funding on time. Bringing the Dte. of Education closer to SSA is critical as paying attention to quality issues and inclusive strategies for children of Muslim and migrant communities. Gender discourse is another priority area. The teachers are in place, but are untrained, with many not having even the academic qualifications of 45% in class XII.

## Progress towards the achievement of Goals

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### Goal 1: All Children in School

#### Access

The total habitations are 5,602. The total child population for the age group 6-14 years reported is 3,52,116 of which 3,46,035 are enrolled in school. The estimated child population of 6-11 is 2,50,785.



The enrolment in primary schools is 2, 48,357. As per Appraisal note provided, GER has moved from 98.35 to 98.44. The GER primary as reported by DISE is 98.4%. In 2011-12, 12,650 out- of- school children were identified.

**Table 1: State Educational Indicators:**

S. No.	Indicators	2009-10	2010-11	2011-12
1	GER Primary		98.35	98.44
2.	GER Upper Primary			
3.	NER Upper Primary	83.70	87.12	99.11
4.	Retention Primary	46.18	44.82	46.78
5.	Drop out Primary	20.70	18.71	14.82
6.	Repetition rate Primary	4.85	4.06	2.03
7.	Repetition rate Upper Primary	4.41	3.31	0.97
8.	GPI Primary	0.94	0.94	0.97
9.	Govt. Primary Schools	3374	3107	2094
10.	Govt. Aided Primary Schools	24	20	11
11.	Govt. Upper Primary Schools	75	86	1133
12.	Govt. aided upper primary schools	3	1	4
13.	Govt. composite schools	892	888	953
14.	Govt. aided composite schools	55	52	38
15.	Private unaided primary	83	101	135
16.	Private upper primary	3	2	3
17.	Private unaided composite	132	163	214
18.	Enrolment govt.& aided primary	217919	206923	201432
19.	Enrolment govt.& aided upper primary	79767	73699	78653
20.	Enrolment in private unaided primary	27913	34824	46925
21.	Enrolment in private unaided upper primary	8850	11012	14301
22.	SC share in population	-	0.60	-
23.	SC children share in enrolment	0.41	0.28	0.56
24.	ST share in population (Census 2011)		64.20	
25.	ST share in enrolment	76.15	76.79	75.81
26.	Muslim share in population (Census 2011)		1.88	
27.	Muslim children share in enrolment primary	0.34	0.38	0.37
28.	Muslim children share in enrolment upper primary	0.38	0.41	0.36

Enrolment indicators reflect steady improvement in general (S. Nos. 3-7). However, indicators in S. nos. 18-20 show a clear decrease in enrolment in government and aided schools, whereas there is significant rise in enrolment in private schools both at primary and upper primary levels. The SC children share in enrolment shows increase after a dip in 2011-2012, but are still far short of the population share.

#### **Sample District Indicators**

The JRM team visited Papumpare district. The number of schools in Papumpare District for the year 2012-2013 provided by T. T. Tara, District Project Officer, Yupia.:

**Table 2: Number of Schools in Papumpare District:**

School type	Primary	Upper Primary	Secondary	Sr. Secondary	Total
Govt.	188	77	13	8	286
Pvt. Aided	0	0	6	3	9
Private	1	37	10	7	55
Central govt.	0	0	0	4	4
Govt. cty schools	14	0	0	0	14
EGS	130	0	0	0	130
Total	333	114	29	22	498

**Table 3: Enrolment in Elementary Education in Papumpare District**

School Type	Primary boys	Primary girls	U. Prim. boys	U. Prim. Girls	Total Boys	Total Girls	Total
Govt.	10201	10759	3989	4533	14190	15292	29482
Pvt. Aided	881	756	609	509	1490	1265	2755
Private	4810	4098	1850	1555	6660	5653	12313
Central	846	762	624	598	1470	1360	2830
Govt. Cty	236	257	0	0	236	257	493
EGS	2689	2757	0	0	2689	2757	5446
Total	19663	19389	7072	7195	26735	26584	53319

**Table 4: Number of Single teacher schools in Papumpare District**

Block	No. of Schools
Balijan	30
Doimukh (R )	1
Doimukh (U)	0
Kimin	9
Mengio	9
Sagalee	25
Total	74

**Table 5: Number of Regular and SSA teachers in Papumpare District**

Block	AT SSA	JT SSA	AT Regular	JT Regular	Total
Balijan	79	10	108	32	229
Doimukh	289	100	331	407	1127
Kimin	37	8	55	23	123
Mengio	53	11	10	9	83
Sagalee	145	26	98	36	305
Total	603	155	603	507	1867

**Table 6: Number of trained and untrained teachers in Papumpare district**

Block	Trained	Untrained	Total
Balijan	110	119	229
Doimukh	689	438	1127
Kimin	60	63	123
Mengio	29	54	83
Sagalee	118	187	305
Total	1006	861	1867

**Table 7: GER and NER Papumpare District**

Enrolment	Primary	Upper primary	Elementary
GER	97.64	92.77	95.21
NER	67.50	68.14	67.82

**Table 8: Gender Parity Index**

Section	GPI
Primary	98.60
Upper Primary	101.74
Elementary	94.43

**Table 9: Government School position and enrolment Papumpare district**

Block	Primary School	Upper Primary	Secondary	Hr. Secondary	Enrolment 1-V	Enrolment Vi-VIII	Total
Balijan	52	12	02	01	3378	850	4220
Doimukh	61	33	05	05	11732	5817	17549
Kimin	13	05	00	01	915	305	1220
Mongio	17	08	01	00	1477	257	1734
Sagalee	45	21	03	01	3916	1293	5209
Total	188	79	11	08	21418	8522	29940
Private School	06	40	09	14	12092	5722	17814
EGS	153				5400		5400
Total					38910	14244	53154

The second district the JRM visited was Lower Subansiri. Data made available by the DPO are as follows:

#### **Out of School Children in Lower Subansiri**

In 2012-2013, 661 out-of-school children have been identified, 372 in the 6-9 age group, 289 in 9-14 age group in the district. 3. NRST in 3 blocks , 9 NRCs-3 in each block have been started. These are implemented by BRCs and CRCs through SMCs. After periodic testing and evaluation, most of them

have been mainstreamed and only 78 children are left due to poor academic performance-26 each in Ziro-1, Raga and Ziro 2 block. There are 272 children in 0-6 age group in ECE centres-20 in Ziro-1, 7 in Ziro-2, and 6 in Raga. Special training for 6-18 months (funding is for 12 months) have been provided and children have been assessed by the teachers/HMs of nearby schools. 46 boys and 46 girls in Ziro 1; 14 boys & 15 girls in Ziro-2; 63 boys and 44 girls in Raga block. Children of 6-8 years trained are 121 in Ziro 1; 118 in Ziro 2 and 133 in Raga.

In 2011-12, 7177 children were to be reached under the RSTC with a financial budget of 1435L; and 5471 under NRSTC.

### **The progress towards provisions under RTE already implemented under SSA**

#### ***Achievements***

The SSA has appointed an OSD for RTE. The State RTE rules have been notified on 3<sup>rd</sup> June 2010. The Notification includes ban on corporal punishment, expulsion of children for whatsoever reasons, ban on screening procedure, and ban on any kind of fee up to elementary level. Proof of age is not mandatory for admissions, no detention policy, ban on private tuition, discontinuation of Arunachal Pradesh Board examination for class 8 from 2010-11, child entitlements including school uniform and textbooks. The 25% reservation in private schools policy is in process.

#### ***Concerns***

The government view is that there are very few private schools that are recognized and the government system has enough capacity so this is not being viewed as a priority. The team pointed out that even the non-recognized private schools require action under RTE and the 25% is as much an inclusive strategy as that of school provisioning.

#### ***Recommendations***

- ✚ Create policies and notify the 25% reservation for weaker sections in private schools.
- ✚ Work out criteria to define who is eligible under weaker sections.
- ✚ Work out admission process for EWS-lottery was a well received option
- ✚ Prepare MIS to track out-of-school children

### **Goal 2: Bridging gender and Social Gaps**

Progress of KGBV, Girls' Innovation and Girls Residential Schools up to 31<sup>st</sup> December 2013 provided by Ms. P. K. Lombi, Gender Co-ordinator is as follows:

The State has operationalized all 48 KGBVs sanctioned up to 2011-12 enrolling 5500 girls which was the approved target. District and Block level committees have been formed to implement the programmes. The teachers are appointed by the NGOs but the State co-ordinator is part of the selection process. A total of 1200 girls are to be covered under girls' innovation but this has not taken off due to lack of funding.

The curriculum and textbooks are those of the NCERT and the medium of instruction is English. The language barrier is evident in the classroom. Further, the NCERT textbooks unless they are contextualized, have not local specificities. Arunachal Pradesh needs to initiate this contextualizing exercise. All girls had the NCERT textbooks.

The remedial classes of 1 hour each before and after school hours in residential schools are very popular.

The team visited a residential girls' school in Papumpare. There were 100 girls in the school. Classes were being held despite the pen-down strike of teachers. The Mathematic class was held by an experienced male teacher. The teaching method left a lot to be desired. The teacher copied the sums from the NCERT textbook to the blackboard. Explanation was cursory and not comprehensible. No child could solve the problem set after the explanation. Even the step by step explanations common in traditional teaching was not done.

#### **Concerns:**

The school was built on raised ground with plenty of space around the school. However, there is no boundary wall. The school also does not have a telephone connection or security arrangements. The school is close to a massive construction site where railways are being built where there are 1000s of construction workers living in make-shift shanties. The workers are from Assam, Bihar, and West Bengal and live in very poor conditions. This proximity makes the securing of the school doubly urgent.

Some of the residential schools are co-educational, with separate residential blocks for boys and girls and this is a welcome step.

#### **Recommendations**

- ✚ Provide security measures to all residential and KGBVs.
- ✚ Address the salary anomaly between residential school teachers and KGBV. (The former get much better paid).
- ✚ Provide for cooks, security in residential schools wherever required.

#### **B. Social Gaps: Scheduled Caste, Scheduled Tribe, Muslim Minority**

Arunachal Pradesh is a sparsely populated State at 13 persons per km. It also is a border state with China, Myanmar. The terrain is difficult, hilly and less than a third of the State is connected by road. Borrowing from military vocabulary, 2/3rds of schools can be reached only by 'foot march', between 1 to 5 days. Areas can be cut off often for 3-6 months. Self reliance in every way is a norm-again we were told, it is not unusual for communities to be clothed in barks. Each tribe has its own language and culture, and there are ancient practices of intermingling-with designated times each year when one community celebrates its cultural identity and all others respect and offer hospitality. The team was fortunate to have witnessed one such celebration in Ziro. In this context, the education of children who are out of school takes on several hues for the indigenous population. The fact that education as provided is not contextualized renders making a case for it, all the more challenging. Education for what? Whose education? That said, indigenous population is receptive to education. The challenge is inaccessibility.

The government has made remarkable strides in reaching out as the figures show. The strategy that has worked best are residential schools, both co-educational and for girls. These schools are set up when local persons offer land. In return, they are awarded the contract to build the school under SSA. The schools are designed in units for 50, or 100.

The other challenge is regarding the children of a vast number of migrant workers hired by private companies-to break stones, quarry, build railways, roads. These workers come from Assam, Bengal, Bihar, Uttar Pradesh. Many of them belong to the Muslim community. They live on site of construction in harsh conditions. The ArP SSA has done remarkable work in reaching out to these children, by identifying them and organizing special training. Apart from the language issue, it is a tremendous challenge to get local populations to include these children in their classrooms. EGS and special trainings are the only viable strategy at this stage.

### **Achievements**

The State has made remarkable progress with its children of ST communities whose presence in school far outstrips population representation by over 10%. This is true for both boys and girls.

**Table 10: Progress in Indicators**

ST share in population (Census 2011)		64.20	
ST share in enrolment	76.15	76.79	75.81
SC share in population	-	0.60	-
SC children share in enrolment	0.41	0.28	0.56
Muslim children share in enrolment primary	0.34	0.38	0.37
Muslim children share in enrolment upper primary	0.38	0.41	0.36

### **Review of interventions**

EGS Centres and their upgradation to primary schools, Residential schools are the key interventions that have found great acceptance from the community.

### **Table 11:**

#### **Concerns**

The rapidity with which the EGS and residential schools have been set up needs to be counter balanced with the location choice of the centres, especially since the school is being built on land being donated by the community. As border State, land sales are banned. The SSA has been providing the building contract to the person who donates land. This could influence the location of the residential schools and EGS.

Also of concern is the poor coverage of children of the Muslim community. The most worrisome is the Muslim children share in enrolment which is far short of their population proportion (0.37 against 1.88). Both at primary and upper primary levels, the numbers have fallen over the current year.

## Children with Special Needs

### Achievements

Total of 8244 CWSN have been enrolled in School Readiness Programmes. 320 children are being provided home based education (HBE).

### Review of interventions

The terrain in the State is difficult even for the able-bodied to negotiate. Under this circumstance, the team found that not a single office, DEIT, BRC, schools visited had ramp facilities. There were no disabled-friendly toilets, nor did the team meet any persons or children with disabilities. The team could not verify through direct field observation due to the on-going teacher strikes- schools are not functioning. There were reports that the home based education was well received by parents.

### Concerns

Provisioning for CWSN is a cause for concern as is the reported lack of training.

### Recommendations

- ✚ Tie-up with RCI for training of all teachers involved in CWNS
- ✚ Provide barrier-free environment
- ✚ Provide disabled friendly toilets
- ✚ Develop teaching-learning materials for CWSN-Braille books, audio tapes etc.

## Goal 3: All Children Retained in education system

The status of identified out-of-school children 2012-2013 provided are as follows:

Age Group	Boys	Girls	Total
6-10	2755	2394	5149
11-14	2433	2106	4539
Total			9688

The DISE data pegs drop-out rate at around 15%. It is recommended that the State creates a database of the children identified and create a tracking mechanism. This will go a long way in providing detailed information for effective planning. The retention and drop-out data provided is as follows:

Retention Primary	46.18	44.82	46.78
Drop out Primary	20.70	18.71	14.82
Repetition rate Primary	4.85	4.06	2.03
Repetition rate Upper Primary	4.41	3.31	0.97

While there was no clear data on the composition of the children who are out-of-school, the State coordinator who conducts the surveys of out-of-school children states that migrant children who have accompanied their parents to work in the massive power, transport constructions are mainly out-of-school. These children live in abject conditions and need to be categorized as children in difficult circumstances. The team saw scores of children working alongside their parents cutting stones into gravel, or looking after younger siblings.

## Recommendations

- ✚ Urgent measures going beyond survey are required both in terms of learning materials in their own languages and in special bridging schools. The materials can be procured from the States of their origin. Since these children are likely to migrate back with their parents, perhaps the interventions need to be short to medium term.

## Goal 4: Education of Satisfactory Quality

There is no initiative for curricular reform. NCERT textbooks are used as is. The third party Monitoring team is the Rajiv Gandhi University. Despite repeated requests for meeting, the team could not meet them.

There appears to be no well defined quality initiative. The DIETs, BRCs are currently organizing training for CCE. The team visited the trainings in 2 BRCs. The module and the training seem to be more in terms of providing the proforma for filling in marks/grades under CCE rather than the concept of CCE, and its relationship with children's learning and the teachers' teaching-learning approach.

## Teacher Training

Teacher training under SSA is as per the RTE Act and only untrained teachers recruited after September 2001 (for which Arunachal Pradesh has received NCTE clearance) are a priority. The following observations, therefore, are of a general nature:

The State has a large number of untrained teachers and was of utmost priority given that by 2015, all teachers have to be both academically and professionally trained. The State has initiated distance education program of D. El. Ed. in collaboration with IGNOU. Each DIET has been allocated 100 teachers for the IGNOU program. At this rate, they will still have large number of untrained teachers by 2015. Large number of teachers currently being recruited are also untrained. The State needs to increase the IGNOU centres either at BRC, or private colleges/universities/reputed private schools where resource persons are available with M.A, B.Ed. degree. Secondly, as per NCTE, teacher who do not have 45% in class XII are not eligible for professional training under D. El. Ed. Urgent measures need to be taken to ensure that teachers with less than 45% in class XII, or those who have not passed class XII, are enrolled in NIOS to get the class XII certificate. The team was told that there are a large number of teachers who do not have academic qualifications or have less than 45% in class XII. The estimated number of such teachers is around 20%. These teachers are of the view that as the RTE was enacted after they were recruited, its provisions should not be applied to teachers retrospectively. The team is of the view that every teacher *must* have the requisite academic and professional qualifications and urgent measures for large scale open schooling needs to be initiated. The State can consider a calibrated approach. Those teachers without qualification who are within 5 years of retirement can be given administrative responsibilities rather than classroom teaching. Those within 10 years of retirement, who are unwilling to improve their qualifications, can be deployed in co-ordination activities at district, BRCs, CRCs. In case of teachers in primary schools who teach Mathematics, they may be asked to undergo the certificate



program of primary Mathematics run by IGNOU. The State might also need to apply for recognition of the IGNOU-D. El. Ed. program.

In the Papumpare DIET, though they have approved intake of 50, the number of teachers enrolled are very low.

Year	Trainees admitted
2008-10	19
2009-11	26
2010-12	30
2011-13	26
2012-14	30

Though numbers are improving slowly, DIET has pointed out that there is need for hostels as students come from remote areas. The quality of training needs to be enhanced. The DIETs have revised the TE curriculum along the lines of NCFTE 2012, but the revised curriculum was not available. DIET Faculty were unaware of NCF 2005. They also have very few linkages with BRCs, CRCs. When asked about the linkages with schools, the team was informed that the DIET faculty go to schools for the Teaching Practice component of their trainees. These schools are also changed every few years. There does not seem to be a strong academic relationship between DIETs and schools. Although some faculty members stated that they talk to teachers about the problems in teaching-learning, this is not systematic or research based. The DIET library has very few books which are heavily outdated. There is urgent need for DIETs to purchase books recommended by the NCFTE 2010 document to begin with. DIET requires strong academic partners and initiate a community of practitioners drawing from NEHU, Rajiv Gandhi University, private schools run by Foundations such as Vivekananda Foundation, academics in the region to generate discourse on how children learn, contextualization, bring the child's knowledge to the school. There is further urgent need for capacity building of all DIET, BRC, CRC Faculty in the state

The team observed two training programs on CCE being conducted by SSA, one at Papumpare and at BRC, Hapoli, Ziro-1. Both sites had large number of participants, around 30 and 60 respectively. More than 80% of the teachers did not have teacher qualifications. The Resource Persons had been drawn from SIE/DIETs. The SSA had also prepared modules on CCE, sample CCE evaluation register, report card. Competency is being tacked on to the CCE as also Bloom's taxonomy which is widely critiqued by researchers. At any rate the constructive approach proposed by NCF 2005 is very different from the behaviorist paradigm popular in the 1960s. The team is of the view that the State needs to re-think CCE fundamentally and re-envision a contextual framework which alone can make CCE meaningful. CCE has rich potential for re-aligning education along child-centred lines, but there needs to be conceptual clarity.

#### **Availability of teaching learning materials, Teacher support and academic supervision,**

The team did not see teaching-learning materials in classrooms. In one DIET and 2 BRCs there were teaching-learning materials on the walls. One DIET had a craft room and a science 'lab' where there were some materials prepared by the trainees and educators. There were not enough number of materials to

serve as anything other than for demonstration. The materials also lacked perspective and proportion e.g. the thermocol models of various organs.

### **Classrooms and Schools**

The schools have not been functioning because of the pen down strike. However, residential schools were functioning. The team visited a school at Papunpare. The teaching-learning approach is traditional. The school building is well constructed and there are spacious grounds. The girls had hostel accommodation of 20 to a large dormitory. There were no additional support for cooking and cleaning and teachers and students shared the tasks. Additional remedial classes were held in the evening after school. There were vibrant co-curricular activities. The students presented an Arunachali cultural program, each student wearing their distinct tribal costume. The teachers and students appeared to be close and responsive to each other. We were told that there is a huge demand for admission into residential schools. Children from weaker sections of society are admitted. Timely disbursement funds (teachers had not received salaries or even the food costs). They requested that there be management costs like in KGBV to meet costs of security, cooking, cleaning etc. Uniforms were not distributed in the year 2012-2013. There is no telephone facility at residential schools-these need to be provided as a security measure. There was some discussion that uniforms be of the traditional kind, but as they are hand woven, they will cost more than the 400 being provided for two sets of uniform. There is need for convergence with the State Handicrafts department to subsidize and explore ways to enable the lakhs of school to wear their traditional dress as uniform. It will enable generation of employment. Residential schools are a very successful strategy of the state for achieving access and it also covers a large number of girls. The state has not provided any resources during the year 2012-13. This may affect the quality of the program. The relationship between school education directorate and SSA needs strengthening. The 13 FC grant of 4 cr. for strengthening SSA has been received by the state government in 2010 yet this has not been disbursed. Secretary Finance informed the team that the proposal of SSA SPD was very brief and general and has asked for a more detailed proposal. The Dte. of Education has not taken any action on the file re: Secretary Finance remarks for two years.

The government is in favour of inter-village residential schools in remote habitations. It would be useful to explore residential schools becoming day primary schools and extending to RMSA led up to Class XII.

### **Pupil Assessment Systems, Student learning levels.**

The NCERT achievement survey has just started in Arunachal Pradesh. ASER report for 2012-13 includes Arunachal Pradesh. The team was told that at the CBSE level, the pass percentage was less than 50% prior to CCE. Now it is around 70%. It must be remembered that this percentage is of children who have actually reached class X level and does not include those who have never made it to this level.

The exemplar questions of the NCERT survey indicates that test items have not been scrutinized to fulfill criteria of relevance and validity. For example, there is a test item on the medicinal properties of the neem tree/leaf. In the duration of our visit, we could not see a single neem tree in Arunachal Pradesh. We did see a profusion of medicinal plants, and the indigenous vegetations in which the bamboo, the banana flourish. There could have been test items on their properties which children would have been familiar with.

## **Textbooks**

The NCERT textbooks are not contextualized for Arunachal Pradesh. Exercise on both contextualizing school and teacher education curriculum needs to be initiated with the help of higher education sector on priority.

Textbooks have to reach each child on the first day of school. What is the procedure and how did this procedure fare in 2011-2012? What is the status as of today? What other books were provided?

Some recommendations discussed at the meeting with Chief Secretary.

-5 year Plan which includes status, review of its effectiveness, financial implications, man power planning, child audit, third party assessment Rajiv Gandhi University.

-12000 teachers with 6155 teachers from SSA, and 3,50,000 children in 6-14 years of age. Hence the TPR is already 1:29.1 No more teachers need to be recruited as per RTE norms, but redeployments and rationalizations as well as re-training may be required.

Discussion with Chief Secretary, 18 Jan 2013 3:30PM

1. ArP can be the first state to implement RTE in full. There are 3.5 lakhs children in 6-14 years age group, and around 22,000/child/year from SSA in addition to the state Education budget. Hence the basic elements required for RTE implementation are in place.
2. State share is not forthcoming. Disbursement of 29C will enable release of 192 C from MHRD.
3. Education has to be first priority due to RTE
4. Teacher strike, RPs at doorstep at BRCs, quality of teaching-learning, building construction, toilets, are direct result of the lack of access to approved funds.
5. IGNOU is to meet the training shortfall for 8000 teachers. Fee shortage between 15,200 and 12,000 SSA provision

## ***Recommendations***

- ✦ Assessment: The State SSA must design contextual learning assessments. The wealth of educational and pedagogic knowledge that the donor agencies of SSA together with Indian partners must be harnessed to devise SSA driven learning assessments to serve as bench mark and progress.
- ✦ Curricular reforms: Need to prepare State Curricular Frameworks, Contextualized Textbooks for both school and teacher education. The State is in dire need of academic support from HEISs
- ✦ Teacher availability: The State PTR is 20:1. Figures provided to the team indicate PTR of 29.1:1. However this is at State level. The SSA team pointed out that PTR needs to be worked out at school level. Redeployment, re-training is required more, rather than more number of teachers.

## Financial Management

The 2012-13 AWP&B approved Rs.474,585.63 Lakh of which the GOI share would be Rs.427,127.71Lakh and the State share Rs.47,458.56 Lakh. Actual receipts were 17984.73 or 4.2% of outlay from GOI and 1500.00 from State. Along with OB of Rs. 841.79 Lakhs other receipts of Rs36.61 Lakh up to Nov. 2013, total fund available was Rs.20,363.13 Lakh of which Rs.18,734.89 Lakh or 92% has been the expenditure. As of Nov. 2013, around Rs.1,628.24 Lakh are available with the State. The State has spent 36% of the budget allocated.

Points arising from details of expenditure:

1. 100% of school and teacher grants have been disbursed, but at Upper Subansiri, the team learnt that the money was still lying in the bank and has not been disbursed to schools.
2. School textbooks have not reached schools on time. At Papumpare, the team learnt that as per the arrangement with the private publishers who are organising printing and distribution of the NCERT textbooks, the books are to reach the district H.Q. confirmation of the same is awaited. The textbooks have to be moved from district to the schools. Procurement procedures need to be reviewed and streamlined for timely provision of books to every school.
3. No expenditure has been incurred on Community training, teacher salary, school libraries, NPGL, Residential schools, uniform, are critical high priority activities with high potential for leveraging quality and inclusive education. These component activities have not been undertaken through the year.
4. Monthly prioritized planning needs to be made so that the funds received are disbursed on priority and on monthly or at least quarterly basis.
5. When the first installment is received, disbursement can also be made on proportionate basis to cover all activity components.

The SPD reported that GOI sanction for further 131.70 Lakhs has not yet been received. This must be expedited, especially since the SPD team also reported that work related to civil works, KGBV, residential schools, teacher salary have already been undertaken on credit and payments are long overdue.

6. The State has been consistently defaulting on providing their share from the beginning of the SSA Programme. For 2012-2013, the State has released 1500 and 3782 is still to be disbursed. The team was informed that if the State provides Rs.53.66 Lakh of the state share, then GOI share of around 200 Crore can be sought. This must be done on priority by the State. The teams estimate is that given the approved activities, a monthly outlay of minimal recurring expenditure for ensuring regular and quality functioning is:

	(In Rs.)
Salary	1497
Residential School	276
KGBV	29
Mgmnt Cost and LEP	11

Thus, around 2175 Lakh per month outlay is essential for quality across the State.

7. District-wise allocations and released expenditure for SSA and NPEGEL vary across districts between 83% to D Valley of amount of approved outlay and 23.76% in L/Dib Valley. Average disbursement across districts is 35.9% which is comparable to the percentage of funds received from GOI and State. Districts receiving below the average is Upper Subansiri 26.96%, W. Siang, 32.18%, Changlang 30.23% apart from L/Dib Valley. The lower disbursement might have adverse impact on inclusive quality education in these districts.

### **C. Activity-wise Report**

School grant, Teacher grant, have been disbursed in full to banks, but has not reached the schools. 98% of Maintenance grant has been disbursed.

No allocation has been made to Residential schools, Research, Community Training, TLE, School library, Uniforms. This will have adverse impact on quality. Residential schools impact children from economically weaker sections; Community training is crucial for SMC functioning and identifying out-of-school children, Libraries are essential for enhancing early literacy and raising overall quality. TLE grants are given to a school which is being upgraded from EGS to PS and PS to UPS. Uniforms are an RTE requirement at the beginning of the year. No research has been undertaken and this affects the quality of teacher training.

Other activities where 35% or less has been spent are BRC, Special training, Innovative Activity, teacher training, IED, Management cost & LEP, innovative activity, KGBV. This adversely impacts quality.

### **Program Management**

#### ***Staffing and capacity building***

There appears to be abundant SSA staffing per norms and the persons selected appear to be eager, committed and willing to work all hours. The team leadership comes from Co-operatives, State Public Service Commissions. Some educational experts are needed. The Chief Secretary is highly supportive of education.

#### **Readiness of the System to take on the increase in allocations (as SSA becomes the vehicle to implement RTE)**

The SSA allocations have been well utilized per approval (though some of the prioritizations could have been oriented towards quality and inclusion issues). There is definite readiness to utilize funds and increased allocations. The CAG report and state appointed audit reports of the NE corporation do not throw up serious concerns. Being a close knit small community, there does exist connections between various partners in SSA, but it is hard to attribute this to conflict of interest or unhealthy practice.

#### **Monitoring and Supervision arrangements, Monitoring institutions**

At the financial level, audits are undertaken by CA as prescribed for registered Societies; the NE corporation undertakes the second tier of audit, and the CAG the third.

At the academic (technical) level, the Rajiv Gandhi University is the third party monitoring agency. They have provided a report that the JRM was not provided. Nor, despite repeated requests, did the RGU members meet with the Mission.

### **Data issues, EMIS**

DISE related data is being compiled and provided. However, a State MIS along the lines of Delhi including school, child and teacher mapping is strongly recommended.

### **Research and evaluation**

This is the weakest link. Neither has the SSA approved for funds for research been disbursed nor did the team discern felt need from the State SSA team for research.

### **Community Mobilization and Management**

SMCs are in place and functioning, although we were told that the official members rarely attend the meetings. ZillaParishad members are aggrieved that they are not involved even at district level. There is clear need to reconcile the role of PRIs with SMCs. A Manual for SMCs role was requested.

### **Academic Authority of RTE**

The government has appointed a full time OSD for RTE who is responsible for issuing guidelines, notifications and laying the framework for Rte implementation.

The Arunachal Pradesh State has issued a Gazette Notification in 2010 under Part VII has appointed SCERT or its equivalent SIE. The role of the authority is to:

- a. Formulate the relevant and age appropriate syllabus and text books and other learning material.
- b. Develop in-service teacher training design
- c. Prepare guidelines for putting into practice continuous and comprehensive evaluation.

The academic authority referred to, shall, design and implement a process of holistic school quality assessment on a regular basis.

These functions notified for SCERT must be viewed in the context of Arunachal Pradesh which has only recently created SCERT by recasting their SIE. Currently SCERT has only 3 Faculty members and an adequate campus. SCERT must be immediately strengthened with a full complement of Faculty members as outlined in the Guidelines for Teacher Education for the 12<sup>th</sup> Plan and AWP&B. Effort must be made to procure full complement of funding under the CCS for Re-organising TE, especially as this is the first time grant is being sought from MHRD. Only then can the considerable tasks outlines for SCERT can be performed effectively.

### **Status on TET**

The state TET was conducted by the OSD for Rte, GARP which had appointed an agency from Assam to conduct the test.

Teachers reported that the NCERT textbooks were difficult for the children to understand and did not reflect the local context of the state. There has been no work done so far to adapt the curriculum for local context.

#### **Meeting with Chief Secretary:**

The Chief Secretary readily agreed to meet with the team and was generous with his time. He stated that for the government, the top three priority areas are health, education, health and....This augurs well for timely actions on RTE-SSA. He further stated the following:

-SSA has provided funding very generously to augment number of teachers, but the situation is that a large number of persons have been inducted without systematic selection criteria. He was also of the view that the SSA teacher salaries ought to have been pegged at mean SSA salary levels in other states-as of now, Ar P teachers are one of the highest paid, yet they are on strike. He reaffirmed his commitment to residential schools and is in agreement with their strengthening.

He assured that the 13FC grant and the state share will be released expeditiously. He was also of the view that at district levels, parent bodies may be created to oversee teacher functioning, and it is only with their certification that teachers must be paid. He also agreed that textbooks must reach every child at the beginning of the term. The situation for this year is that as late as in January, the textbooks have only reached the district HQ three days ago. The SPD assured that alternate textbooks have been provided in schools. Another issue raised was that textbooks for KGBVs are not being factored into the state order for NCERT textbooks on the plea that they are a separate scheme. CS has assured that they will be included. He also committed that the detailed revised proposal for the 13th FC grant will be approved by the EC, SSA expeditiously.

#### **Conclusion**

The State has around 3,50,000 children in the 6-14 age group. The SSA funding is sufficient (around 22,000 per child per year). In addition there is State budget for education. The SSA team and teachers are in place. It can be said that the building blocks for implementing RTE is in place. Bringing the Dte. of education and SSA closer, addressing quality issues of curricular reform, teaching-learning approaches with support from HEIs can see the State well on its way to RTE.

17TH JRM

BRIEFING TO JRM OFFICIALS BY SSA RAJYA MISSION ON 16/01/13 at Itanagar

LIST OF PARTICIPANTS

Sl.No	Name	Designation
1	ShriP.N.Thungon	SPD, SSA
2	Shri Karma Leki	Jt. Secretary (Fin)
3	ShriMilloBida	Director (Planning)
4	Dr.JosephKuba	Regional Director, IGNOU
5	Shri Moto Nyori	DDSE (Teacher Education)
6	ShriEvin Lego	Dy State Mission Director (RMSA)
7	ShriT.T.Tara	DDSE/DPO Papum Pare dist.
8	ShriP.K.Chakravarty	Vice Principal, SCERT
9	ShriP.Jayaraman	Finance Controller, SSA Rajya Mission
10	ShriM.Kamki	State Project Coordinator (AIE/Access)
11	SmtiP.K.Lombi	State Project Officer (Gender/IE)
12	ShriJ.Tiwari	District Project Coordinator, Papum Pare
13	ShriG.KargaLobom	State Project Officer (Community Mobilisation)
14	ShriGotomBagra	State Civil Works Coordinator
15	ShriM.B.Singh	State Coordinator (Planning & Pedagogy)
16	ShriB.P.Sinha	State Resource Person (Pedagogy)
17	ShriTapheKena	State MIS Coordinator, SSA
18	Miss InduChetry	Consultant (IE)
19	Shri Ashok Tajo	Dy SPD, SSA Rajya Mission



17TH JRM

INTERACTION WITH DISTRICT SSA MISSION OFFICIALS AND PRI MEMBERS ON  
17/01/13

at ZIRO, LOWER SUBANSIRI DISTRICT

LIST OF PARTICIPANTS

Sl.No	Name	Designation
1	ShriTaruTalo	Deputy Commissioner/District Project Director SSA, Lower Subansiri dist.
2	ShriTarhTuglo	District Project Officer, Lower Subansiri dist.
3	Shri Ashok Tajo	Dy SPD, SSA Rajya Mission
4	ShriM.Kamki	State Project Coordinator (AIE/Access)
5	SmtiP.K.Lombi	State Project Officer (Gender/IE)
6	ShriM.Kamki	State Project Coordinator (AIE/Access)
7	ShriM.B.Singh	State Coordinator (Planning & Pedagogy)
8	SmtiM.Siram	State Coordinator (Girls Education)
9	ShriTakamChangdeep	District Project Coordinator, SSA, L/ Subansiri dist.
10	ShriTabaChana	District Coordinator (SSA Estt)
11	ShriChigingTangu	District Coordinatr (OOSC), L/Subansiri
12	ShriTokoIssac	District Civil Works Coordinator, Lower Subansiri
13	ShriBei Tal	District Coordinator (Gender)
14	ShriGochumKojum	District Coordinator (Planning & Peda)
15	ShriCheraTajam	District Coordinator (IE), L/Subansiri
16	ShriPadiTailyang	District Coordinator (DISE)
17	ShriKalungTadu	BRC Coordinator, Ziro-I Block
18	Shri Nada Tagio	CRC Coordinator Ziro
19	ShriRubuTadu	CRC Coordinator, Hong
20	ShriHibu Uma	ZillaParishad Member, Hong
21	ShriBaminSiri	ZillaParishad Member, BaminMichi
22	ShriNaniTani	ZillaParishad Member, Bulla

**Delhi**

INDIA

SARVA SHIKSHA ABHIYAAN (SSA)  
**17<sup>TH</sup> JOINT REVIEW MISSION (JRM)**

STATE REPORT: Delhi  
January 14-28, 2013

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#### Introduction

On behalf of the 17th Joint Review Mission, Prof. Yogesh Kumar (Member), Siddharth Dasgupta (Member) and RK Pillai (Observer) visited South and South West districts of Delhi from 15-18 January 2013 to review the progress in the implementation of Sarva Shiksha Abhiyaan as per the outcomes and objectives set out by the Government of India and the Development Partners.

The mission had meetings with the State Project Director (SPD) and the Special Project Director. The Secretary Education department presented overall project implementation and achievements of SSA in Delhi. The mission visited a number of Primary Schools (PS), Upper Primary Schools (UPS), Residential and Non-Residential Special Training Centers (NRSTC), State Council of Education, Research and Training (SCERT), Districts Institute for Educational Training Support (DIETS), Block/Cluster Resource Centers (BURC, and CRC).

The mission wishes to thank the Secretary Education, Delhi Government, State Project Director (SPD), special Project Director and the team for facilitating the visit. The mission members also like to extend their gratitude to the district teams, the DIET members, BURC/CRC coordinators, all the dedicated teachers and the students for giving their valuable time and providing information, data and insights in the process of reviewing the progress of the project.

#### Overview

Delhi has made a significant progress in expanding the access and increasing the participation rates of children at both primary and upper primary levels. Retention and transition rates have also shown improvement though the problem of irregular attendance is a problem in some areas of Delhi. The mission appreciates the encouraging efforts made by the state for provisioning and also for enhancing the enrolment of children from marginalized communities. Another noteworthy and appreciable aspect is the efforts made for inclusion of Children with Special Needs (CWSN) in regular schools and as well as making alternative provisions depending on the specific nature of the challenge that the child is facing. Active community engagement with schools is also visible at certain places visited by the mission is another positive achievement that needs to be mentioned.

However, the mission has number of concerns relating to the procurement systems in place, which is described later in the report.

## **Main Recommendations:**

- It is recommended that more living space along with few more toilets and bathrooms be made available for girls. The girls need more attention on the part of organizers as they belong to vulnerable category.
- On the basis of visit to some non-residential special training centers it is felt that there is ample scope for improvement in the functioning of these centers. It was noticed that some children studying in schools in other States and migrated to Delhi are also attending special training centers. These children should be admitted directly in regular schools. Only OOS children who never attended schools or dropped out of schools in the past should be placed in special training centers
- It is recommended that the vacancies of BURCCs be filled up on priority basis and the BURCCs and CRCCs be engaged in providing academic support and they should be given responsibility to organize training programs. It was noticed that many of BURCCs and CRCCs do not have free access to schools particularly to MCD schools. The same is true in case of DIETs to some extent.
- There should be a well-defined procurement plan in place, well before the financial year starts. This procurement plan may not be the final version, but a rough estimate of the expenditure should be always present at the SPD office.
- The local staff at the SPD office needs to be fully aware of the procurement best practices even if procuring goods locally with taking three quotations (shopping)

## **Access and Enrollment**

There are multiple agencies managing Primary and Upper Primary education in Delhi which include Directorate of Education (DoE)- Govt. of Delhi, three Municipal Corporations of Delhi (MCD), New Delhi Municipal Committee (NDMC) and Delhi Cantonment Board (DCB). Beside, there are some aided schools under DoE and MCD. In all there are 3523 schools in Delhi having primary/upper primary classes.

It was reported/observed that there is no un-served habitation in Delhi as per State's neighborhood norms of 1 km for primary classes and 3 km for upper primary classes. Admissions are open throughout the year.

Delhi has no District having classroom gap of more than 3000. In all 277 schools need additional classrooms.

All the schools have drinking water facility and toilets for boys and girls only a few schools (52) are without boundary wall/fencing. 13 primary and upper primary schools were sanctioned under SSA since 2005-06 out of which 12 have been completed and one is under construction.

The following trends over two years 2010-11 may be noticed:

There is increase in enrollment in all types of primary and upper primary schools (government, government aided and private un-aided). However the increase in enrollment is more in private unaided schools as compared to government and aided schools.

During the year 2011-12 over all enrollments of children including SC/ST/minority children in schools was increased substantially. However, the percentage of SC/ST/minority children against the total enrollment decreased a bit, but the percentage share of SC/ST/Minority children in schools is corresponding to their share in population of Delhi.

No	Indicators	2010-11	2011-12
1	Enrollment in Govt and aided primary schools	1064788	1148425
2	Enrollment in Govt and aided upper primary schools	658647	696250
3	Enrollment in private unaided primary schools	629908	659404
4	Enrollment in private unaided upper primary schools	301205	314378

3. GER and NER have increased for primary and upper primary levels.

Sl No	Indicators	2010-11	2011-12
1	GER(P)	119.90	123.21
2	GER(UP)	99.88	103.21
3	NER(P)	96.29	99.00
4	NER(UP)	72.89	78.39

There has been significant decline in repetition rate at primary and upper primary levels.

The PTR at primary and upper primary levels is 44 and 41 respectively.

*Out of School Children (as on 30.11.2012):*

The state had identified 20361 out of school children during 2012-13. Out of this 13285 children were enrolled directly in schools through enrollment drive. 2035 and 222 out of school children were enrolled in non-residential special training centers (in schools) and residential special training centers (run by NGO) respectively. In all 75% of the identified children have been covered during the current session. It may be noted that of the 20361 identified OOS children 7076 were to be covered through STCs out of which 2257 have been enrolled, covering 32% of the target.

It is observed that the teachers of STCs should be provided proper training. The SCERT should develop appropriate teaching and learning material for these centers. State should endeavor to cover all the identified OOS children on priority. The teaching in these centers should be more children friendly and joyful so that these

children do not dropout before they are mainstreamed in age appropriate classes. Provision of rigorous monitoring and on the site academic support is also necessary on part of BURCCs and CURCs

The team visited one of the three residential special training centers (RSTC) for girls. 94 girls are enrolled in the center. The center is managed by an NGO. There are 5 girls belonging to CWSN category in the centre. Academic support including teachers' training is provided by 'Bodh Shiksha Samiti' and 'Teach for India'. Worksheets are used for teaching and learning. It is noticed that the space (rooms) available for stay of 94 girls is insufficient in the centre. The number of toilets is also short.

### ***Recommendation:***

- It is recommended that more living space along with few more toilets and bathrooms be made available for girls. The girls need more attention on the part of organizers as they belong to vulnerable category.
- On the basis of visit to some non-residential special training centers it is felt that there is ample scope for improvement in the functioning of these centers. It was noticed that some children studying in schools in other States and migrated to Delhi are also attending special training centers. These children should be admitted directly in regular schools. Only OOS children who never attended schools or dropped out of schools in the past should be placed in special training centers.

### **Bridging Gender and Social Gap**

It was reported that efforts are being made to open special training centers in Madaras/Maqtabs and proposals for this purpose have been invited through newspaper advertisements. The Muslim community has been made aware about the special training centers. Resource teachers conducted a survey and 20565 **CWSN** children of 0-18 years have been identified out of which 11340 were found out of school. Special admission drive for CWSN was organized to get the children enrolled in schools.

Nearly 70% schools are with **ramps** and handrails. It is recommended that ramps and handrails be constructed in all schools. It was reported that a majority of schools have CWSN friendly toilets.

Following special interventions have been carried out for SC/ST/Minority sections.

1. Awareness campaigns counseling camps for parents for enrolment and retention of children.
2. Camps for children for cultural activities.
3. Exposure visits of children to historical places and amusement parks.

Similar interventions are conducted for girls - melas, summer camps, role-plays on RTE for parents, girl's athlete meet, excursion trips, Meena Munch and Meena Cabinet.

*Shiksha ka Haq Abhiyan* (SKH) was conducted in the State. BURCCs, CRCCs and volunteers sensitized the parents, community members and children in RTE and SKH.

SMCs: School Management committees have not been constituted so far.

***Recommendation:***

It is recommended that the same may be constituted on priority.

**Education of Satisfactory Quality**

The State government has notified SCERT as the Academic Authority. Discussion with SCERT, DIET and SPO indicate that efforts are being made for improving the quality of elementary education.

The achievement survey conducted by NCERT for class V shows that the State's average scores are significantly higher than the average score of the country in language Mathematics and EVS.

*Curriculum:* The State has adopted NCERT curriculum and textbooks. Most of the teacher resource material developed by the SCERT is for Upper Primary, Secondary and Senior Secondary levels . A good effort has been made in developing four volumes of teacher hand books/resource books to enhance English language teaching at primary level . Three volumes of "Towards Inclusive Education" are also published by SCERTs.

CCE: The State has adopted scheme of CCE of the CBSE for elementary stage. SCERT has developed subject wise resource material on CCE. It is recommended that material for primary classes may also be developed. The actual implementation of CCE in schools is yet to be realized.

Research Studies: Two research studies have been completed:

- Effectiveness of in-service Teacher Training
- A Comprehensive Study on the Educational Status of the Muslim Children in Delhi

In service Teacher Training: In service Teacher Training is organized by SCERT and DIETs. It is noted that the BURCCs and CRCCs are not involved in conducting training to desired level. Training needs are identified through workshops and analysis of students' answer scripts. A variety of in-service teacher trainings have been conducted. Innovative training like **YUVA** and '**Integration of Art Forms**' have been undertaken by SCERT. Generally In service Teacher Training programs are organized for 5 days. Training achievements are as follows:

During the year 2011-12 the achievement of teacher training was 40%. Reason reported for low achievement was non-availability of the teachers during the vacations as they were engaged census as well as electoral up-dating. During the year 2012-13 teachers training for upper primary 100% target has been achieved.

For Primary level teachers the 30% target has been achieved till date. Over all 65% target have been achieved till date. SCERTY and DIET are understaffed.

**Innovative practices:** The department of Education has a Computer Aided Learning (CAL) resource centre to supplement classroom teaching with use of Audio Visual content. Teaching modules on many topics have been developed involving teachers. CAL units are available in 1235 schools of the State. It was noted that the CAL units in schools need improvement.

**MIS :** The MIS was Established in the year 2003-04. Currently 25 modules are being used/ maintained by MIS both for SSA and Directorate of Education. The MIS is responsible for online data collection/ collation/ dissemination in respect of all schools of Delhi. All the data is collected through online module. MIS also provide data for preparation of Annual Work Plan & Budget of SSA. MIS also provide data on demand to other agencies. Special feature of this initiative has been that all the e-governance/MIS modules were developed in house.

**Academic Support Structure:** SCERT and DIETs are providing academic support at the State and district levels. There are 28 BURCs and 136 CRCs sanctioned for the State to provide academic support to schools. Out of this 12 BURC and 132 CRC coordinators are in position. Due to the load of administrative work they are not providing as much academic support to schools and teachers as desired.

***Recommendation:***

- It is recommended that the vacancies of BURCCs be filled up on priority basis and the BURCCs and CRCCs be engaged in providing academic support and they should be given responsibility to organize training programmes. It was noticed that many of BURCCs and CRCCs do not have free access to schools particularly to MCD schools. The same is true in case of DIETs to some extent.
- It is recommended that the studies be widely shared among different stakeholders and action taken on recommendations.
- It is recommended that appropriate authority may issue necessary directions to concerned of.
- In view of the academic responsibility of SCERT and DIETs it is recommended that the State may take appropriate steps to fill up the vacant posts of academic staff.
- It is recommended that more resource material for primary teachers be prepared by SCERT.



## **Financial Management**

Financial progress:

Intervention	Budget allotted	Budget utilized (in lakh)
Girls Education	100.00 (44.61 (Girls education) 55.39 (for Katha)	14.47
ECCE	141.25	68.75
Intervention for SC/ST children	26.55	13.19
Intervention for Minority community children	29.70	---
Intervention for Urban deprived children	27.60	---
Total	325.10	96.41

The mission is satisfied with the finance management systems and its monitoring mechanism. The State Project Director has the overall responsibility for financial management. Expenditure against sanctioned funds is very satisfactory. There is 7 Financial Management staff at the head quarters and two each in every District Directorates. Funds are transferred electronically to District Directorates in advance and District Directorate then transfer required funds to Schools on a quarterly basis. Schools submit utilization certificate to District Directorates on a monthly basis and District Directorate submit a consolidated expenditure report to the head quarters. All civil works are carried out by Public Work Department and payments are made directly by Delhi Education Department. External auditor is appointed from the CAG empanelled auditors and annual audit is conducted satisfactorily. One constraint reported by the department and school authority is the timely availability of funds at the beginning of each financial year. SSA funds are not transferred until May-June each year. This causes major difficulties for schools and DIETs on timely implementation of the program, including paying staff salaries.

The mission noted that the Delhi state has spent only Rs.96.41 against the total sanctioned budget of Rs.325.10 lakhs for the financial year 2012-13. No expenditure is incurred for the minority community and urban deprived children in the year 2012-13.

### ***Recommendation:***

- MHRD needs to allow departments to use the spillover of funds from previous financial year.
- The current budget unit cost for non-residential teacher training under SSA is Rs.100 and under RMSA is Rs.300. MHRD may consider increasing the SSA funds for non-residential training from Rs. 100 to Rs.200.
- Funds sanctioned to CRCs for production and dissemination of training materials is insufficient. MHRD may consider increasing the funds for production of training materials.

## **Procurement Systems**

The mission is dissatisfied with the procurement practices followed by Delhi State education departments. There was NO Procurement Plan at the mission office, surprisingly not even a rough estimate. When the mission interacted briefly with the civil works in-charge person (finance) about the tendering process and the procurement practices being carried out, it was sad to find out that even the basic best practices are not known to the concerned person.

The mission also physically verified the assets procured locally for the UEE headquarters, wherein it was found that all the items including 5 Desktop computers, Air-conditioners and computer peripherals were procured as per DGS&D rates. However, there was no plan for the same.

The mission was told that all civil works including building of toilets and classrooms are done through PWD. No records were available at the UEE headquarters for the mission team to review.

As per SSA norms, schools should display the total outlay and expenditure of civil works in the school premise. The new school building mission visited had no expenditure displayed.

The mission visited the [www.ssa.nic.in](http://www.ssa.nic.in) and found only one procurement plan relevant for the coming financial year (Uttar Pradesh).

### ***Recommendations:***

- There should be a well-defined procurement plan in place, well before the financial year starts. This procurement plan may not be the final version, but a rough estimate of the expenditure should be always present at the SPD office.
- The local staff at the SPD office needs to be fully aware of the procurement best practices even if procuring goods locally with taking three quotations (shopping)

## **Program Management**

The SSA implementation in Delhi is generally satisfactory. One issue in Delhi is the multiple management of school administration. Schools are managed by DoE, MCD and NDMC. There is lack of coordination between these departments. Block Urban Resource Centers (BURC) and Cluster Resource Centers (CRC) are not recognized or acknowledged by MCD and NDMC schools. MHRD may consider issuing notice to all Schools with guidelines for BURC and CRC involvement in the implementation and monitoring of RTE and School management. The mission noted that the departments made no initiative for community mobilization and involvement in the monitoring of school management. The Department of Universal Elementary Education needs to engage more with the NDMC and MCD authorities for building awareness of RTE and the need for imparting quality education to children. There is a need for building awareness of teachers in the area of quality teaching and available training and learning materials from SCERT and DIET. The role of School Principals and heads of school administration is very crucial on empowering and motivating teachers for quality of teaching.

It is brought to the knowledge of mission members that some OOS children mainstreamed into age appropriate classes drop from school in the middle of the academic year but their names not removed from the list of enrolled children and get promoted to the next class. MHRD need to issue instructions to school authority to remove name of drop out children from the school.

One common issue the mission experienced in all schools visited is the lack of commitment of teachers and their engagement with children. Teachers are not motivated enough for professional commitment towards teaching. The school management and education departments need to take special initiative for the professional development of teachers. Community engagement in school monitoring is essential for ensuring teacher commitment.

The mission noted the efforts made by SCERT and DIET on the production of quality learning materials and delivery of training to teachers. Timely availability of funds is a common problem reported by SCERT and DIET. MHRD needs to take extra efforts for making funds available in advance for SCERT and DIET in support of their planning for timely delivery of training to teachers during school vacation time. There is no mechanism for impact evaluation of teacher training conducted by SCERT and DIET.

The mission has special comments for the Directorate of Education's initiative of Computer Aided Learning (CAL) center and Management of Information System (MIS). Text books and Videos with special animation are produced in house. Subject specialist teachers and professors from SCERT and DIET are engaged in the design and preparation of text books and learning materials at the CAL center.

***Recommendations:***

- There is need for organizing special training for school principals on general administration and capacity building.
- CRCs and BURC coordinators should be allowed to visit all schools for regular monitoring of school attendance both children and teachers, quality of education and record of teacher training.
- The education departments should arrange for periodic meetings of schools principals for awareness building and lessons learning from each other.
- BURCs and CRCs should be engaged more in the direction of building awareness and arrange for regular visits of schools.
- The education departments need to introduce a mechanism for regular monitoring of school management, teacher engagement and quality of teaching.
- SCERT and DITES should be allowed to conduct review of teacher effectiveness in class rooms.

**Maharashtra**

INDIA  
SARVA SIKSHA ABHIYAN (SSA)  
**17<sup>th</sup> JOINT REVIEW MISSION**

STATE REPORT: Maharashtra  
January 14 -19 2013

### **1.1. Introduction**

SSA JRM Mission members, Dr Kausar Wizarat (nominee of the Government of India) and Alison Barrett (nominee of the UK's Department for International Development), visited the state of Maharashtra and the districts of Kohlapur and Ratnagiri from January 14 - 19, 2013.

The objective of the review was to review the status of progress and consider issues related to programme planning, monitoring and evaluation, including financial management/ procurement capacity of states with respect to SSA programme objectives.

The Mission members met a large number of stakeholders including the Additional Chief Secretary, SPD, Deputy/Joint/Additional Directors at state level, SCERT Director and Academic staff, Chief Education Officers of both districts, Block Education Officers, Assistant Director and Joint Director Finance, Heads of Schools, Diet Principals, BRC and CRC Resource Persons, teachers, SMC members, representatives from Zilla Parishad, Panchayat Samiti and Gram Panchayat representatives, parents and students.

The Mission members would like to warmly thank the Mission Directors, Mr J. Saharia, Additional Chief Secretary, Mr A. Kale, SPD and their teams for facilitating the visit; Mr M.S. Matre, Deputy Director, MPSP and Additional Director, Mr D. Chaudhury who accompanied us throughout the visit and the CEOs Zilla Parishad Mr D.G. Mhaiskar (Kolhapur) and Mr B. Jagtap (Ratnagiri) who facilitated our visit in the districts.

We thank everyone we met during the visit for welcoming us so warmly and providing logistical support and information so readily.

### **1.2 Overview and Key Issues**

During the field visits, the mission members observed many positive aspects, for example, brightly decorated classrooms with plenty of air and light, child friendly learning corners, large numbers of teaching learning materials, girls' toilets, school gardens, evidence of

community contribution to school development and apparently close interaction with members and the Panchayat representatives and had numerous discussions about quality issues at the local level, However, it must be noted that the Mission members were taken to two of the best performing districts in the state.

### **Achievements**

The state has responded well to the **recommendations from the 16th JRM**. Some key achievements have been:

- introduction of a **School Development Plan (SDP)** and use of the data to track **OOSC** through an online data collation process (223,000 children were identified).
- identification and support for **CWSN** through specialized training and non-based training interventions

Similarly, the state has **responded proactively to the RTE**. One major achievement has been the publication and analysis of DISE data at all levels, which has raised the awareness of the need for RTE compliance in relation to norms and indicators, and has led to the development of a **statewide initiative to rank schools** against RTE norms. The school-ranking scheme will be launched across the state over the coming months and it will be interesting to note the implementation and impact of this initiative through a well-planned study tracking improvements over time.

Other achievements to note are listed below:

- **Comprehensive record keeping** at the school level where all schools visited provided CCE records with comments on students' performance, SDP, student portfolios, SMC meeting minutes and audit records – even at the school where we made an unplanned visit.
- 1.33 crore students received free textbooks and 54.17 lakh students have received 2 sets of uniform.
- Introduction of a **Quality Improvement Programme** in Pune Division, which empowers districts and blocks to, among other activities, choose from a given list of 15 innovative schemes to implement in their blocks. Schemes that have been implemented in Kohlapur district are, for example, providing girls cycles, collecting book donations for libraries, gender awareness through street plays and competitions, healthcare provisions for girls etc. A list of schemes and their corresponding blocks has been given in Appendix 1.
- **UDISE code** allocated to all schools and **Adhaar cards** will soon be given to all teachers and students, enabling teachers to be paid through online bank transfers from 12-13.

## Issues for consideration

More focus needs to be given to the 16th JRM recommendations relating to Goal 4 (Education of Satisfactory Quality) and it must be noted that this has been identified as a priority area for the state. Some of the areas for consideration are:

- Compare findings on **learning outcomes** from national assessments such as the NAS and ASER data with district and block level assessments and research studies to understand similarities and differences in findings and highlight areas for development and focus for teacher training programmes.
- SDP focuses on input indicators and norms, but it does have a section for assessment of learner achievement (they are rated on a scale of Q4 – Q1). Teachers provide special training for students assessed at the lowest level (Q4). The state has an opportunity to build in **learning objectives, teacher development objectives and a teacher development action plan into the SDP**, and could consider linking the allocation of TLM grants and design of in-service teacher training at the local level to these objectives/action plans.
- Commissioning **third party impact evaluations of schemes** (particularly innovation schemes), in-service teacher training interventions and new initiatives such as the school ranking system and the new Inspection Report.
- Provision of libraries stocked with graded readers for children in all appropriate languages will help expand knowledge and literacy levels.

## Progress towards the achievement of Goals

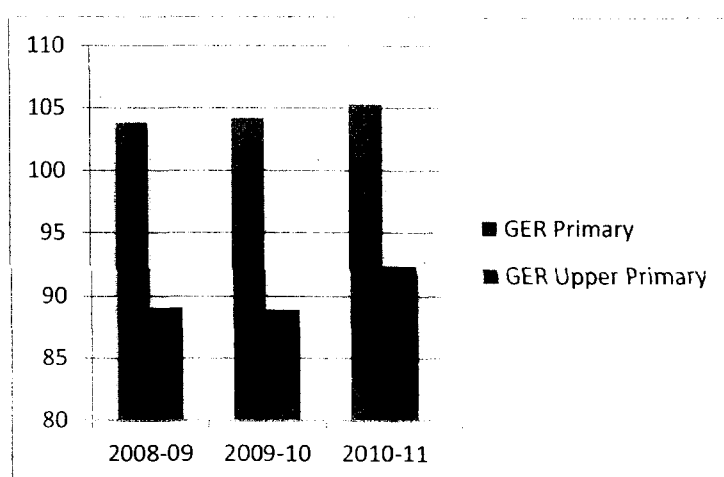
### Goal 1: All Children in School

#### Achievements

The state of Maharashtra has made considerable efforts to provide access to all children in the state and to retain them at school.

#### **GROSS ENROLLMENT RATIO**

The GER at primary level is high at 104% and while the GER at upper primary is lower, it has improved significantly since 2008-09.



#### **CIVIL WORKS**

A total of 8,333 primary schools have been sanctioned since 2002-03 and 8,308 have been opened (100% of target because 25 primary schools have been surrendered) and a total of 708 upper primary schools have been sanctioned in the same time frame and 661 opened (93.36% of target). 47 upper primary schools are yet to be opened.

Good progress has been made to provide all children with access to a primary or upper primary school with 95.2% of habitations covered by primary schools and 83.4% covered by upper primary schools and this trend needs to be sustained.

	Total habitations	Habitations covered	Habitations not covered	Habitations eligible	No of children	Habitations that are unviable
<b>Primary school</b>	75,706	72,140	3,566	340	8,915	3,226
<b>Upper</b>	75,706	63,197	12,509	258	6,946	12,251



primary school						
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Due to the hilly terrain in some of the northern districts, it has been considered unviable to build schools large number of habitations (3,226) serving 8,915 children. Building schools in hilly areas is more complex task, and is more expensive due to the difficulty of transporting raw materials. The situation is further complicated by the fact that during the four-month rainy season, no construction can take place.

It must be noted that **Lanza Primary School in Ratnagiri district** is an excellent example of how the SSA and community have collaborated to build a school. The school caters to 452 children from grades 1 – 7 and was built at a total cost of 1.10 crore, of which 27 lakhs was raised by the community through donations. The school has a huge assembly hall, large toilet blocks for girls and boys, a large computer lab and a BRC and CRC on the same compound. SMC members were extremely active and also requested that semi-English medium sections should be opened (maths and science are taught through English, other subjects through the vernacular). Currently this is catering to class 1 and 2 students only and additional classes will be opened as the cohorts move up through the grades.

### **OOSC**

The state has made significant efforts to identify OOSC (223,000) through collecting data from School Development Plans and to ensure all children have access to, and are enrolled at school. An online tracking system is in place to analyse SDP data available at: [https://services.mahaonline.gov.in/SSA/Home/Home\\_Login.aspx](https://services.mahaonline.gov.in/SSA/Home/Home_Login.aspx)

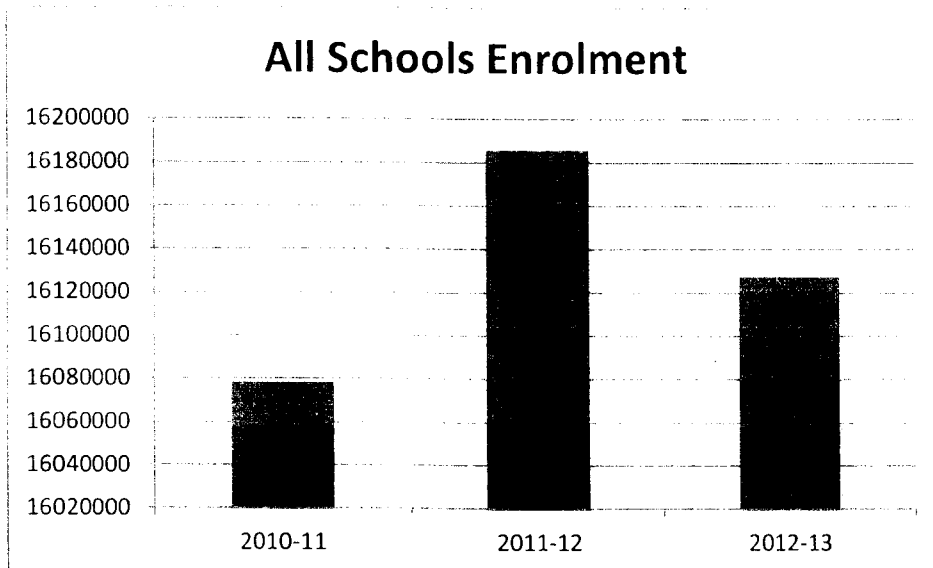
Special training has been conducted for 87,000 children and 76,000 have been mainstreamed. Innovative schemes such as the Savitribai Phule Dattak Palak Yojna<sup>1</sup>, home visits and counseling and scholarships are offered to address this. Migratory children are tracked through reviewing school transfer certificates and Kohlapur district has started collaborating with local sugar cane industries to seek and verify information.

### **Concerns**

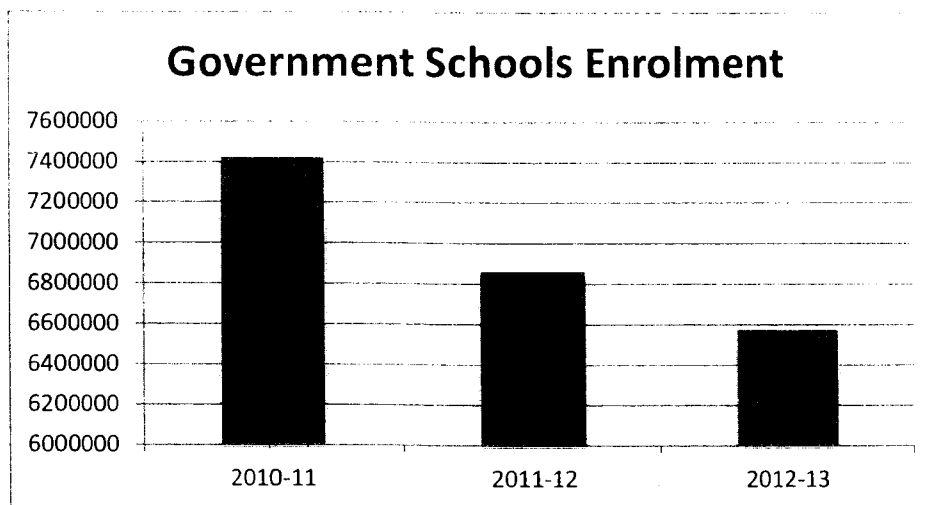
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<sup>1</sup> Local community members are invited to adopt a child. They deposit Rs3,000 in a fixed deposit account and the annual interest of Rs300 is used to provide children with school bags, stationery and other items they need to remain at school.

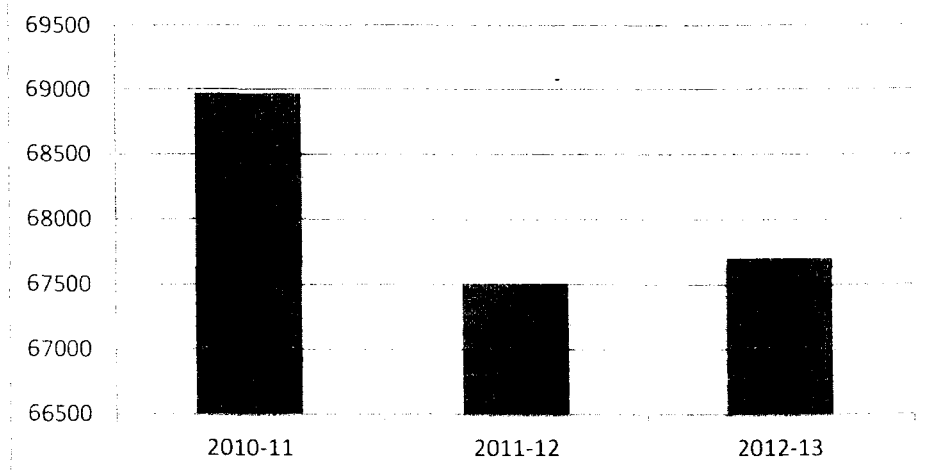
Overall, the enrolment rate has declined slightly from 16,078,423 in 2010-11, 16,185,891 in 2011-12 and 16,127,732 in 2012-13 (0.36% decline in 2012-13).



However, as the charts and table below show, there has been a recent decline in the number of government schools and the enrolment at government schools. It is unclear why this decline has occurred, though stakeholders interviewed felt it was due to the shift to private schools due to the desire for English medium education. The state is keen to commission a study to investigate the reasons for this decline.



## Government Schools



Year	2010-11	2011-12	2012-13
Government Schools	68974	67511	67703
Government Schools Enrolment	7421617	6860760	6576455
All Schools Enrolment	16078423	16185891	16127732

It is interesting to note that the numbers of English medium schools have increased at a faster rate than Marathi-medium schools over the last three years (see table below).

### Schools and enrolment by language medium

Medium	2010-11		2011-12		2012-13	
	School	Enrolment	School	Enrolment	School	Enrolment
Marathi	84141	12143194	85295	11912958	85640	11562073
English	6324	2227540	7679	2538827	8597	2834285
Hindi	1556	523303	1652	529359	1655	507995
Urdu	4273	1036	4531	1054837	4678	1037306
Other	955	146080	927	149910	1475	172298
<b>TOTAL</b>	<b>97256</b>	<b>1607699</b>	<b>100084</b>	<b>1618591</b>	<b>102045</b>	<b>16113957</b>

The state is aware of the need to focus on provision of girls' toilets (23,994 required), playgrounds (36,652 required) and compound walls (40,949 required).

Electrification work has not started in 12,458 schools, and SMC members complained that as they are now responsible for paying school electricity bills, they are find this difficult due the fact the unit cost is now being charged at the commercial and not subsidized rate.

### **Recommendations**

- Commission some research into reasons for decline in government school enrollment and the impact of switching to semi-English medium or English medium on pupil's learning outcomes in all subjects.
- The state is already aware of the need to give priority to providing residential hostels for children from areas where schools are unviable (hilly or urban).

## Goal 2: Bridging gender and Social Gaps

### A. Gender gaps

#### Achievements

- **The share of girls in enrolment** at both primary and upper primary levels is close to half (47.1 for primary and 46.6 for upper primary) and has remained largely constant for the last seven years (slight decline of 0.5% at upper primary level).
- The **transition rate for girls** from the primary to upper primary level is high at 98.78%
- **43 KGBVs** are operational, with a total of 4,269 girls currently enrolled. (99% of target) and of these 6 KGBVs have been sanctioned in ST districts and have 95% enrolment.
- 11 KGBVs are currently being run in rented premises. Gaganbawada KGBV has an enrolment of 91 girls and will shift soon into a large new building. The mission members were impressed by the confidence the girls demonstrated through a cultural performance and an impromptu interaction. Many girls were able to ask mission members questions in both English and Hindi and it was clear that these had not been rehearsed beforehand. The girls expressed desire to continue their schooling and the Mission members were informed that grades 9 and 10 have been sanctioned from 2012-13.
- There are many **schemes aimed at improving the enrolment and retention of girls** such as "Meena Raju Manch" and Savitribai Phule Dattak Palak Yojna, as well as life skills training provided under NPEGEL. In Kohlapur, over 600 cycles have been provided free of cost for girls. Interestingly, during 2011-12, never enrolled and drop out girls were enrolled by Meena members.
- The **NPEGEL programme** is benefitting 64, 183 students across the state (see overleaf).

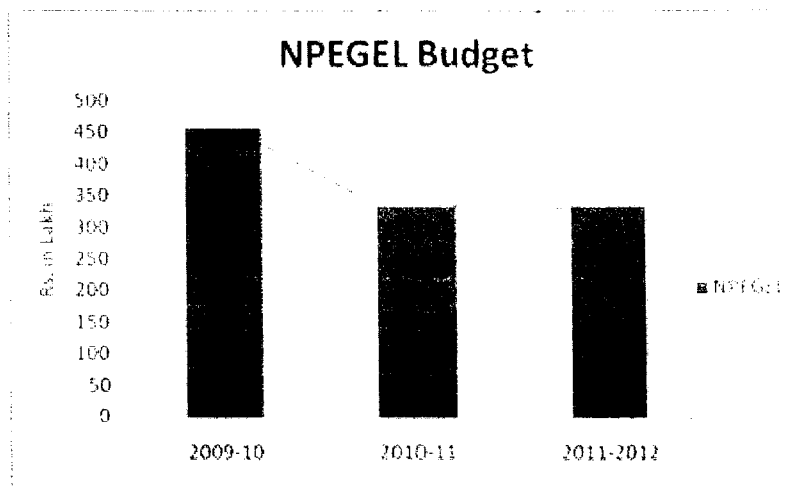
## NPEGEL Schools:

### NPEGEL SCHOOLS 2011-12

Sr. No.	District Name	Primary Schools			Upper Primary Schools / Upper Primary Sections			Total
		Govt. including local bodies	Govt. aided	Total	Govt. including local bodies	Govt. aided	Total	
1	Ahmednagar	3747	189	3936	594	701	1295	5231
2	Aurangabad	2195	277	2472	877	495	1372	3844
3	Beed	2270	194	2464	731	488	1219	3683
4	Gadchiroli	1603	93	1696	504	185	689	2385
5	Hingoli	851	62	913	469	119	588	1501
6	Jalgaon	1971	224	2195	551	643	1194	3389
7	Jalna	1513	104	1617	726	227	953	2570
8	Kolhapur	2159	192	2351	1013	508	1521	3872
9	Mumbai BMC	1198	458	1656	956	674	1630	3286
10	Nagpur	1835	448	2283	659	720	1379	3662
11	Nanded	2271	430	2701	1088	622	1710	4411
12	Nandurbar	1456	160	1616	264	234	498	2114
13	Nashik	3710	277	3987	990	652	1642	5629
14	Parbhani	1092	156	1248	616	238	854	2102
15	Pune	4298	350	4648	1338	808	2146	6794
16	Sangli	1753	173	1926	576	480	1056	2982
17	Thane	4132	531	4663	1368	697	2065	6728
<b>Total</b>		<b>38054</b>	<b>4318</b>	<b>42372</b>	<b>13320</b>	<b>8491</b>	<b>21811</b>	<b>64183</b>

## Concerns

- The budget for NPEGEL has declined over the last three years.



- The **ratio of girls' enrolment to boys** is lower than the national average for both primary and upper primary levels at 0.89 and 0.87 respectively against the national average of 0.94 and 0.95 respectively.
- KGBV teachers are currently not provided any in-service teacher training. The state is already planning to address this in 2012-13.
- Some of the barriers of girls' education were highlighted; for example, in winter girls cannot travel home after dark and so their parents prevent them from attending school.
- In Kohlapur district, the gender gap is above the state average in three blocks, and only 38.14% of teachers are female.

## Recommendations

- Examples of block level innovations for increasing girls' enrolment and retention should be shared at a state level.
- Research should be conducted into the potential impact of no female teachers in certain districts on enrolment and attendance and appropriate strategies devised to address this.

## B. Social Gaps: Scheduled Caste, Scheduled Tribe, Muslim Minority

### Achievements

- The state of Maharashtra has made considerable progress towards identifying and enrolling SC and ST children through data collected from the SDP plan.

- Current ST share of enrolment is 11.94% against a share in the population of 8.90% (Census 2001), and Muslim children enrolment at primary level is 13.59% as compared to the census population of 10.60% (Census 2001) and at upper-primary level is 11.89%. The trend is increasing across all categories.
- A Tribal Policy for education was introduced in July 2007 and tribal coordinators have been appointed in tribal districts.
- Learning materials have been developed for tribal children, as well as bi-lingual textbooks for classes 1 – 4 and handbooks for tribal teachers.

### **Recommendations**

- It is suggested that the state focuses on priority blocks for tribal education on the lines priority blocks for girl's education.

### **C. Children with Special Needs (CWSN)**

#### **Achievements**

- During the district visits, the mission witnessed many examples of efforts being made to provide support to CWSN and observed CWSN in classrooms in all schools visited.
- Impressive progress is noted in bringing an increasing number of children with special needs into the education stream. Identification and enrolment of CWSN has been high (325,783 - 93.65% enrollment).
- Support for CWSN through the establishment of physiotherapy centres, the appointment of mobile teachers who conduct school visits, home based learning, and the appointment of a range of staff (2,948 Resource Teachers, 436 resource persons, 723 IE Volunteers, 47 physiotherapists, 31 occupational therapists, 32 psychologists and 13 speech therapists) who provide specialized training and raise awareness of issues through parent and SMC interactions and workshops in Block Resource Centres. The state is aware of the need for continued focus in this area to ensure quality of provision.
- In Pachgaon in Kolhapur district there is a well-equipped **physiotherapy centre** for CWSN children staffed by a trained physiotherapist who treats 698 children. Batches of 10 children come daily with their parents and individualized treatment plans are designed for them and records of diagnosis, treatment and progress are kept. These children are provided an escort allowance, travelling allowance and a small DA allowance for refreshments.
- In Ratnagiri, there are 100 CWSN resource centres providing support for 5,774 CWSN. 30 special caretakers have been appointed who work with 69 mobile special needs educators. A physiotherapy centre has also been provided at district level but Mission members did not get the opportunity to review this.



- There seemed to be close cooperation with the medical department to identify needs, provide corrective surgeries and supplies of special aids.
- Kohlapur Block Education Officers had made a short film to raise awareness of initiatives taken to support CWSN, and the Kohlapur district website has information provided in sign language ([www.zpkolhapur.gov.in](http://www.zpkolhapur.gov.in)).

### **Concerns**

- While there seem to be good links between the psychologists, physiotherapists, parents and mobile teachers, it is unclear how school teachers are kept informed about the treatment programmes recommended for CWSN in their classes.

### **Recommendations**

- The state is aware of the need to establish more physiotherapy centres at the block level to enable parents and CWSN to attend more frequently than they are currently able to do.
- Consider developing stronger links between schoolteachers and CWSN educators and local Self Help Groups.
- It is recommended that the state considers potential cooperation with special schools run by the social Welfare department and NGOs to enrich the special education inputs to these children, even as they enroll in regular schools. This might be important as regular teachers, even if trained for educating children with special needs, may not be fully address individual needs of these children in making progress in education.

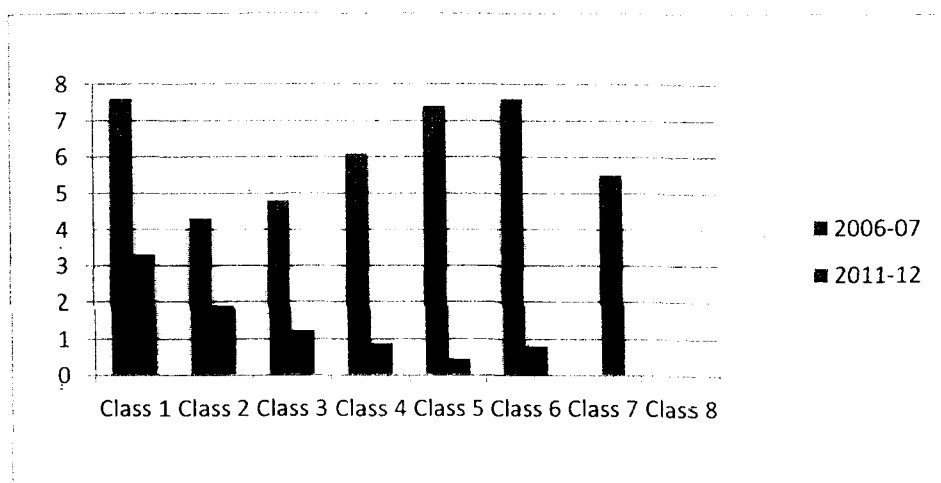
### Goal 3: All Children Retained in Education System

#### Achievements

- Transition rates from primary to upper primary have increased from 98.58 to 99.31 between 2009-10 and 2010-11 and the average repetition rate has reduced to 0.

#### *AVERAGE ANNUAL DROPOUT RATE (2006-07 and 2011-12)*

Drop out rates have fallen considerably since 2006-07 (grade 8 has not yet been integrated into upper primary, so data not presented, and data not available for class 7 for 2006-07).



#### Concerns

- Over 191,714 children **migrate** for more than 6 months.
- Currently 33,786 migrant children are covered by 1,689 seasonal hostels (57.7% of target) but the state is aware of the need to support more children and has introduced strategies to track them and enroll them in schools. For example, all schools have been instructed to enroll students even without a school transfer certificate.
- Drinking water was found in all schools visited by the mission members, but one school did not have adequate girls toilets.

#### Recommendations

- NGOs have successfully run seasonal hostels for migrating children in the past, so it is suggested that comparative strengths of NGOs continue to tap in this difficult area of providing education to a highly mobile population, where children tend to be in a

particularly fragile conditions. An intensive monitoring and reinforced for such children and parent may be necessary to make a success of such new strategies.

## Goal 4: Education of Satisfactory Quality

The Mission members would like to note that all stakeholders met during the JRM emphasized the importance of focusing on quality and a number of initiatives have already been introduced, some of which have been addressed in the initial overview section.

### Achievements

It must be noted that a **Quality Improvement Programme** has been introduced in Pune Division. Some of the key objectives of this programme are to:

1. achieve 100% enrollment of 6 to 14 age group,
2. reduce the dropout rate to 0%
3. remove the social, economic and gender difference in education
4. provide comprehensive quality education
5. introduce the use of e-learning technology in teaching learning process
6. provide e-libraries
7. introduce online reporting and third party evaluation.

Additionally, the CEO of Kolhapur has empowered the Block Education Officers to introduce innovative schemes aimed at quality improvement in their blocks. They are asked to choose from a given list of 15 innovative schemes, for example, providing girls cycles, collecting book donations for libraries, gender awareness through street plays and competitions, healthcare provisions for girls, etc. A list of schemes has been given in Appendix 1.

Other achievements are summarised below:

### Curriculum reform

- **Curriculum revision** in line with NCF 2005 completed by SCERT, Textbook Bureau, SSC Board and MPSI for grades 1 - 8. **Textbooks** for grades 1 and 2 under development to be introduced from June 2013. Piloting of these books will be done before release.

### Teacher training

- The state plans to get all teachers to take the **TET** as part of a statewide benchmarking exercise. It will be interesting to track and study the impact of this initiative.
- **Teacher training programmes** have been conducted on CCE, English language teaching at the lower primary level (in collaboration with the British Council), RTE awareness raising, age appropriate special training.

- In Ratnagiri district there is good co-ordination between the DIET and the BRC and mission members were informed that all DIET staff attend SSA funded in-service teacher training programmes.
- There have been a lot of **research studies on teacher training** by the SCERT and DIETS across the state.
- **Head Master training** is being provided to all graded head master.

### Pupil achievement

- According the **National Achievement Survey**, learning outcomes in Maharashtra are a little above the national average, although learning achievement levels of class 5 are lower than class 5 and mathematics is lower than language and environment and social science (EVS).

	Language		Matths		EVS	
	Maharashtra	National	Maharashtra	National	Maharashtra	National
<b>Class 3</b>	71.3%	67.8%	64.66%	61.9%		
<b>Class 5</b>	65.6%	60.3%	55.99%	48.5%	55.9%	52.2%

- **Pupil assessment systems** have been introduced to a schools through the School Development Plan (SDP). Teachers provide remedial training in the zero period or after school for children in the Q4 (lowest) assessment category recorded on the SDP. In several schools, teachers were easily able to confirm the numbers of students who were in this group. However, it is unclear how this assessment is done objectively and what the link is to the CCE.
- CEO Kolhapur assessed students in maths, science and language and intends to do another assessment after 12 - 18 months to track progress.

### Availability of teaching learning materials

- The teachers regularly make TLM. Mission members were impressed by the quality and range of both teacher-made and purchased TLMs and SMC members said they often helped teachers decide how to use this grant.
- Computer labs have been provided to 15141 upper primary schools, and in 2 of the primary schools the mission members visited, the local community had donated a computer.
- Macmillan English, Maths and Science kits were available at several of the schools mission members visited, and have been provided for almost 1/3 of the schools across the state.
- 'Flannelgraphs' were a simple teaching aid that it was observed being used in many schools. Arguably, Flannelgraphs are second only to the blackboard in their power

as a teaching aid in lower primary classes. This was excellent to see. In view of the apparent unfamiliarity with, and lack of use of the Flannelgraph in other States of the Union, it is wished to highlight Maharashtra as an example of exemplary practice in this regard.

### **Teacher support and academic supervision**

- Support for teachers is provided by the Block Education Officer, Education Extension Officer, Cluster Head and the HM of School, but the Additional Chief Secretary is concerned that this is not working sufficiently well. In Ratnagiri, the number of schools supervised was as follows:
  - BEO - 441 Schools
  - Education Extension Officer - 50/60 schools
  - Cluster Head - 15/16 Schools

The sheer number of schools and teachers to be supervised makes this task very difficult.\*

- SSA and SCERT will introduce a new **Inspection Report** in the new financial year. Mission members have not been able to read this as it is in Marathi, but SCERT are confident that it will enable more focused supervision of learning outcomes and classroom processes.

### **Community involvement**

- **SMC training** started in 2010 and follow-up workshops are planned for February.

### **Concerns**

- There are no issues with supply of teachers, in fact, the state reported that there are over 3 lakh trained DTed. graduates who cannot find employment and over 50% of places at pre-service teacher training institutes are vacant. There are some issues with placements of female teachers in tribal or hilly areas as they are unwilling to travel to these areas.
- 46% of the total schools have fewer than 50 children and a large number of single teacher schools, which is resulting in a substantial number of **multi-grade teaching classrooms**. It would be useful for teachers to develop better strategies for dealing with this classroom reality.
- SMC members were committed and engaged but there were some concerns that some members are not literate.
- KGBV teachers need to be covered in the in-service teacher training programmes (currently only textbook are provided in these centres) and coordination with tribal

department for training of their teachers, would strengthen and teacher development.

- While the Quality Improvement Programme in Pune is an exceptional initiative, the Mission members were unsure whether the schemes have been introduced to target specific needs in those blocks, and whether their impact is being adequately monitored and evaluated and the findings disseminated across the state to ensure successful schemes can be scaled up or replicated.
- Under the current supervisory structure, staff do not have much time to spend mentoring teachers on pedagogy, or to provide follow-up support after in-service teacher training programmes. Additionally, as they may not attend the training programmes themselves, they may not fully understand the desired change in classroom processes that the training was designed to bring about.
- E-learning needs to focus on more than just digital literacy skills but teachers need to be adequately trained before this can happen.

## Recommendations

- Ensure that in-service teacher training programmes are developed collaboratively between SCERT and SSA, and academic committees are formed comprising all agencies, including external agencies where relevant.
- In-service teacher training programmes should address the issue of how to manage **multi-grade teaching and learning**. It might be useful to review the impact of teacher training on instructional quality and process in schools and on student learning. Given that there is now a substantial amount of teaching learning aids that have been prepared and the supply of self-learning cards by which teaching is supported in the active schools, this could also be an area to assess and evaluate. NCERT quality monitoring tools could be used for this purpose.
- Ensure that quality improvement initiatives and in-service teacher training programmes are monitored and evaluated against planned outcomes.
- Teachers may need more support in how to use the TLM and Macmillan kits provided and so it is recommended that a focus on these TLM is integrated into in-service teacher training where appropriate, probably at the CRC level cluster meetings.
- Further emphasis on **capacity building at the CRC and BRC level** to enable more need and outcomes based training to be planned, implemented and evaluated at the local level and it is recommended that training is held on how to implement the new BRC/CRC guidelines (available on [www.teindia.nic.in](http://www.teindia.nic.in)).
- Adult literacy programmes could be provided for SMC members and parents interested in developing their skills in order to support their children at home. This

issue was also raised by the Chairman of Education, Zilla Parishad in Kohlapur. Focus could be given to improving the rate of female literacy, which though higher than the national average, is significantly lower than the average male literacy in Kohlapur.



## Financial Management

The mission members were only able to secure a short meeting with Assistant Director and the Joint Director finance at the state level and the accounts officers in Ratnagiri, and were not able to adequately review procurement plans. However, in the meetings held, it was felt that considerable improvements have been made in this area in recent years, and staff were clearly able to articulate priorities for the coming years. These include:

- Improving e-governance systems
- Full utilization of telesoftware
- 100% CPMS registration
- resolving issues with settlement of advances

## Financial Progress

Since the programme started, the total spent to date has been Rs1487925.08. Current year expenditure is at 75% or 43% against the AWP&B.

<b>Sanction budget for the year 2012-13</b>	<b>262622175</b>
a. Opening balance	16872.08
b. Grant received from Government of India	99574.73
c. Grant received from Government of Maharashtra	30804.70
d. other receipts	6178.40
Total a + b + c + d	153429.91
Expenditure incurred up to December 2012	115198.31
% Against AWP&B	43.86
% Against available fund	75.88

## Achievements

- Financial monitoring and compliance framework has been established which included monthly meetings at state level with district accounts officers, comprehensive reporting templates for expenditure which are submitted online and comments on status and an action taken report is prepared. Quarterly meetings are held with MHRD. Staff felt the system was working well.
- 5-day capacity building conducted for all accounts staff was not sanctioned in 2011-12, but has happened already in 2012-13. This was designed and conducted by MIEPA in Aurangabad.
- 62,970 schools, BRC, CRCs have registered online on the new CPMS already and 15,000 are remaining. The state is targeting for all financial record keeping to be 100% online by March 2013.
- Teacher salaries will be made by online bank transfer in the next month or so.

- Procurement plans are now on the Government of India website and mission members at the time of writing are awaiting procurement checklists to be submitted from the two districts visited.
- Internal audit is done annually and a statutory auditor is appointed from the list of approved auditors following the recommended process. The external auditor is appointed for the state and employed for three years before a new appointment process is initiated. Surprise audits are also conducted and mission members reviewed the audit reports and discussed action taken. Maharashtra always submits reports on time.

## Program Management

The Additional Chief Secretary, SPD and CEOs of the districts visited are making considerable efforts to ensure better co-ordination between different parts of the system. The mission members felt that the programme was quite well managed, had a number of committed and dedicated staff at all levels. Monitoring reports were available for a number of different areas, clearly indicating that the staff is aware of and tracking activity.

## Achievements

- Prioritisation of building **links between the SSA and the Directorate**, particularly the SCERT. The SCERT has been notified as the academic authority, and this year has been included in the AWP&B exercise. DIETS have been mandated to produce two minor research studies on various SSA schemes annually, though it was noted that the findings of these studies should to be more widely disseminated, and action plans developed in response to appropriate recommendations. Overall, there was recognition at all levels to increase capacity in this area.
- **Video conferencing** facilities have been introduced in 357 locations and the ACS and SPD hold regular meetings with district officers who in turn hold regular meetings with the block officers. This has contributed to greater accountability and awareness of issues at all levels.
- **Comprehensive record keeping** at the school level where all schools visited provided CCE records with comments on students' performance, SDP, student portfolios, SMC meeting minutes and audit records – even at the school where we made an unplanned visit.
- Efforts are being made to mobilize the community through initiatives such as the school rating based on RTE norms, schemes such as Savitribai Phule Dattak Palak Yojna, awareness raising workshops on CWSN and regular SMC training programmes.
- Online data collation is working effectively.

No specific recommendations have been made at this point.

## Conclusion

The Mission members would like to recommend that during the next JRM visit to Maharashtra, that a well performing and under performing district are visited in order to enable a fuller picture of the states performance to be obtained.

## **Appendix 1: Quality Improvements undertaken by BEOs in Kohlapur District**

Example of some of the quality improvement schemes undertaken by Block Education Officers

1. Provision of girls cycles
2. E-learning through one computer and LED projector
3. Vocational training
4. Street plays and competitions
5. Processions
6. Healthcare provision
7. Community mobilization for mobile libraries – ‘Gift a Book’ Scheme
8. Competitions
9. Film screenings
10. Sports for girls (judo/karate and traditional Indian gymnastics)
11. Celebration of Mother’s Day

**Mizoram**

Sarva Siksha Abhiyan (SSA)  
17<sup>th</sup> Joint Review Mission  
**State report: Mizoram**  
15 – 19 January 2013

## Introduction

The Mizoram mission team comprised of Sadhna Saxena, GOI and Stephen Baines, representing DFID. The team visited Aizawl, the State capital, and Mamit and Kolasib districts.

Simultaneously another team was visiting two other districts in connection with RMSA. Joint introductory and wrap up meetings were arranged for our two teams. Representatives from the RSTC and the Monitoring Institute, Mizoram University, participated in the wrap session. Unfortunately the Secretary of Education was on a duty trip to Delhi at the time of the mission. However, on the final day we had a long and open discussion with the Minister of Education.

In Mamit and Kolasib, the team visited three BRCs, one CRC and several PS and UPS schools under construction. We also visited a RSTC girls' hostel and two RSTC boys hostels, an SC/ST sports academy (Taitesena Memorial Academy), a girls hostel especially run for girls from BPL (below poverty line) families and Pipe Band Academy school run under SSA.

SSA schools in Mizoram were closed due to winter vacation. The team could not see any functioning schools or residential hostels. This means that this report is seriously constrained in commenting on school infrastructure, teachers' competence, classroom processes, including quality of teaching and learning. It contains data derived from State documents, presented to the team, and our impressions after a very short visit. We spent five days in Mizoram, which included travel from Delhi, long waits at airports and many hours spent on ever winding mountainous roads and mud paths.

The team wishes to record sincere thanks to the State Project Director and his staff for all their efforts in successfully organising a full and demanding programme of visits and for the friendly, helpful and hospitable manner in which they engaged with us. We would also like to extend our

thanks to all the staff at district and block levels, representatives of School Management Committees, parents and teachers who gave their time to support the mission.

## Overview and key issues

The team were impressed by the transformation in elementary education that has been made in Mizoram, through SSA. Starting from a relatively low base, SSA has raised standards of infrastructure, redistributed teachers, provided training for teachers, improved the learning opportunities for children with special needs, poor children and those from minority communities. The task of universalization is specially challenging as the state shares boundaries with three different states and two other nations with diverse cultural and linguistic identities and practices. The constant inflow of migrant labour in search of work brings its own share of tensions. These were distinctly palpable in one of the areas that the team visited. Innovations have been introduced, such as sports training and musical instruction for some children, demonstrating a desire to widen educational horizons beyond the basic subjects. All these inputs have been well-organised and implemented by conscientious and strongly committed people.

Alongside this generally positive picture, the team has a number of concerns. The first two listed below relate specifically to the implementation of SSA in Mizoram. The other three are broader concerns based on observations in Mizoram that have more general implications for the SSA programme.

The state-specific concerns are about:

- Delays in funding the programme. Government of Mizoram SSA funds (Rs16,88,62,000) were sanctioned only a day before the team's arrival and this delay has deprived the state of a large proportion of the GOI's 90% grant for the last 9 months. Consequently, the state SSA managed on very limited funds for the nine months. This has had significant implications at the school level. For example, there has often been no money to buy food stuffs for the mid-day meal (MDM) programme. Beyond a point, local retailers are not in a position to give goods on credit. Also, teacher volunteers and the

special trainers complained that they have not received their honorarium for the past three months, due to shortage of funds.

- The effectiveness of some teacher training programmes provided by BRCs and CRCs (see section on education quality on pages 8 - 10).

The broader concerns are:

- That national programme norms may not be appropriate for all states. Compared with other states, Mizoram is tiny. Its low population density, difficult terrain and unique culture mean that its challenges are of a different nature to those of more populous states. In common with other North Eastern states it has concessionary funding arrangements in recognition of its lack of internally generated revenues, but there is a strong perception amongst Mizoram state officials that further differentiation is required and that a “one size fits all” approach leaves them at a disadvantage. Arguments for special treatment are unlikely to be sympathetically received without evidence, and at this stage of SSA any adjustments resulting from policy discussions with GOI will be marginal. However, for future national programme planning the need for greater flexibility of approach to programme norms should be considered.
- The need for greater convergence and integration of SSA programme structures with mainstream government administrative structures. Because of its separate funding arrangements, SSA has in effect become a parallel implementer of education, providing buildings, personnel and programmes, which should be the normal functions of regular state government structures. This situation could lead to duplication of effort, complications and inefficiencies in the management of government business. It could also produce inequities amongst contract staff appointed under SSA and those on regularised terms and conditions of service.
- The need for greater focus on outcomes. Much of SSA implementation and reporting is dominated by inputs and activities – providing upgraded school buildings, teachers and training. The impact of these inputs on children’s learning has received less attention. At this stage of the programme, when many of the basic inputs have been established, a renewed focus on ways of ensuring and measuring better learning outcomes needs to be a priority.



## **Progress towards achievement of goals**

### **Goal 1: All children in school**

In Mizoram, the terrain is difficult. Despite low population density, for universal access to be possible, the state requires more schools, residential schools or hostels. The state has made considerable progress in this regard. Only 16 of the state's 1,357 habitations are without a primary or early grades school. Of the 8,221 out-of-school children identified (49.5% boys and 50.5% girls), 1,729 were enrolled in schools between April and December 2012, although funds were available to accommodate twice this number. Special training for mainstreaming out-of-school children was provided to 1,440 children on a residential basis and 1,911 on a non-residential basis.

Compared to other states the magnitude of the out-of-school problem is small and there is no significant issue of urban street children. The sparse population and the difficulties of travel throw up problems of access. These have been tackled by the provision of hostel accommodation. At present there are 450 girls living in 9 block hostels and 100 minority group children (both boys and girls) in 2 residential hostels in Mamit and Lawngtlai districts.

The provision of school buildings to meet access needs has been complicated by the fall in enrolments in some areas apparently due to the availability of private schooling, which is perceived, rightly or wrongly, to be of higher quality. 952 private primary and upper primary schools exist in the state, (as opposed to 2,317 government and government-aided schools). The trend towards private education for those who can afford it has potentially significant implications for education in the state.

The quality of construction of school buildings was good, as far as could be ascertained from the observations of non-specialists to several building sites. The materials used in doorframes for instance were good and the quality of wall rendering was high. The process of construction seemed to be carried out by competent workers and to be well-supervised. Commendable efforts were being made to capture rain-water for use in the schools.

Construction costs in Mizoram are high, largely due to the transport costs of importing materials from other parts of India. This has led the state to compromise on the size of classrooms in certain schools to keep within the cost norms. This does not seem to have been a problem in primary schools due to relatively small class sizes.

Those few completed school buildings we observed were in reasonable condition, although maintenance seems an issue. Classrooms would have benefited from a coat of paint to make them brighter, had damaged (green) blackboards and had no decoration or wall display. Toilets could have been much cleaner and better maintained. One school visited had a set of stairs to a library, which were steep, dangerous and certainly not 'child friendly'.

## **Goal 2: Bridging social and gender gaps**

### **Gender gaps**

Differences in educational opportunities for girls and boys are not as great an issue in Mizoram as it is elsewhere in India. Girls' enrolment has traditionally been high in Mizor society. Under the KGBV scheme one residential upper primary school in Lunglei district caters for 100 girls from minority communities. These children have been provided with free board and lodging, exercise books school bags writing materials and school uniforms.

Girls' hostels for Below Poverty Line (BPL) families exist for a total of 407 girls. In addition 678 girls are enrolled in 13 model Cluster Schools under the NPEGEL scheme. The girls' hostels visited by the team seemed clean and well managed, though a bit cramped. They were unoccupied at the time of the visit and there was no opportunity to interact with the children.

A little concern may not be out of place here regarding the gender-based vocational training that the girls receive as per the state's report to the mission team. The report records that the girls from the disadvantaged communities receive training like cutting, tailoring, knitting, embroidery etc. in KGBV and NPEGEL model cluster schools. It would be desirable to break from this gender stereotyping and provide opportunities for other kinds of training and include some technical skills. Also, as the team could not visit KGBV or NPEGEL model schools, it is not in a position to comment on the kind of gender equality awareness work that these institutions undertake. However, this focus only on gender based skills calls for some rethinking.

From the data, it is clear that in Mizoram girls do not suffer the disadvantages associated with low enrolment or retention in schools. Yet, given a patriarchal resource ownership structure (for example, land is in the name of males and is inherited by males) gender equality requires going beyond the enrolment and retention data, something that the gender parity index does not cover. Of particular significance are the ways in which boys and girls are treated differently by teachers in the classroom; the gender balance amongst teachers; and the general ethos of the school. The mission team was not able to observe these.

### **Social gaps: Scheduled Tribes and migrants**

Mizoram includes communities of Chakma, Pahari and Bru, amongst other tribes. It has borders with Myanmar, Bangladesh and has Assamese and Bengali migrants. There have been some problems funding the planned hostel accommodation for ST children over the last year, which has resulted in a number of students having to return home.

In two places the team met contract teachers of immigrant Assamese and Bengali children, who were themselves originally from the same areas. They complained that despite their qualifications, experience and linguistic advantage they were not given a fair deal when recruitment for regularisation of services were held and Mizo's were preferred over them. It was not possible to verify this, or to infer that it is part of a more general problem. However, given the sensitivity of the matter and the need to have teachers who can communicate with children whose languages are different from Mizo language, there is a need to look into this matter.

In addition, the share of the Muslim population in the state is a little over 1% and share of Muslim children in enrolment is 0.5%. It is important to know what percentage of these children are out of school. Along with the minority tribal communities like Chakma and Bru, the Muslim children are at a disadvantage owing to their language, culture and economic status. The state's report does not give a community-wise break down of out of school children.

The state report also mentions that in Mamit district one hostel, meant for the minority community students, had to be discontinued due to shortage of funds and the students had to be sent back. It also states that Lawngtlai, despite being a minority district, did not get approval

providing hostels for minority community children from PAB, due to the absence of details of facilities in its proposal. Both these issues need attention, as the issue of education of the minority tribal communities is important.

### **Children with special needs**

The state has made considerable progress in identifying children with special needs. Cluster Volunteers working with block IE staff have done much to improve the data. There have also been efforts in creating awareness regarding the mainstreaming of these children amongst the community members and the teachers. The block level IE resource persons and the state level officials reported that almost all the children, except for some with severe disabilities, have been admitted to regular schools and they face no discrimination. Some poignant stories of friendship between such and other children were also narrated.

Efforts have been made to include CWSN in regular schools. Ramps have been provided for physically disabled children and teachers have been sensitised on ways of including CWSN children in class. Home schooling is being provided for a small number of children (the team was able to witness one instance of this).

These efforts have been necessary first steps in a long and more complicated process of providing educational opportunities for all children and for transforming schools into learning environments in which differences are recognised and in which teaching methods are geared to individual needs. Progress in this direction will be constrained if teachers lack competence and confidence to adopt more child-centred approaches.

### **Goal 3: All children retained in the education system**

The Pupil-Teacher Ratio in Mizoram is very low in Mizoram, at 1:14. A Student Classroom Ratio of 1:17.7 is also low compared with other states. The pressure of student numbers is clearly not a major reason for dropout.

There appears to be a 'pro-education' sentiment amongst the Mizor majority, reportedly because of the strong Presbyterian influence. This is less strong in tribal communities, hence the Government's compensatory measures to extend education to Scheduled Tribes. For the

majority, community involvement in education has been focused through Village Education Councils and the recent adoption of School Management Committees (only in the last year) appears to have been well received. Inevitably, some confusion of perceived functions persists. However, those SMC members the team met all saw their major tasks to support the school and to encourage children to attend.

A lack of employment opportunities has less influence on children's participation at the elementary levels than it has at the secondary level. The team did not have the opportunity to study transition rates.

#### **Goal 4; Education of satisfactory quality**

In 2010 Mizoram officially adopted a State Vision for Quality Education, which envisages children as active participants in personal development and improved capacity amongst teachers, administrators and communities. The quality of education is much talked about by officials and was a lively topic in our discussions with School Management Committee representatives. However it is this aspect of SSA, which causes the mission team most concerns.

A process of curriculum and textbook review has been going on and it is anticipated that changes will be implemented in 2013. The mission team were not able to observe classes in operation or the utilisation of textbooks and cannot comment on the quality of teaching and learning.

#### **In-service teacher training**

In-service teacher training is being provided through BRCs and CRCs. The team was not able to observe this activity in operation, but have some reservations about this training.

The BRC offices looked very well equipped with good furniture, computers, printers, maps, TV sets etc. The buildings are also in good condition. The staff is young and, except for the BRC or CRC coordinator and one or two staff members, all others are recruited on contractual basis. They are predominantly young and eager. The team discussed issues of training of teachers and

resource persons (RPs) role in it. Every BRC has five resource persons including two resource persons for inclusive education (IE). The team was informed that all resource persons are recruited through interviews on the basis of their disciplinary and education qualifications. All the resource persons undergo 10-day induction training.

The team tried to understand what exactly is done in teacher training sessions conducted by these RPs, including IE RPs. After a lot of effort, the team gathered that they train teachers in doing CCE assessments. However the RPs were confused and kept calling CCE a new teaching method. IE RPs, for their part, could not articulate what exactly is the content of their training, except sensitisation of the teachers for the inclusion of children with disabilities in the mainstream classrooms.

One question that remained unanswered was: what qualifies these young and inexperienced degree holders to train qualified and experienced teachers? Also, do teachers resent this? Our interactions did not give any indication of the subject RPs' clear understanding of their subjects and how they can be taught or, in the case of the IE RPs', the special skills required for dealing with disabilities. There may have been a problem of communication due to language or nervousness, but the mission team felt that the RPs' inability to answer straightforward questions relating to the content of the training they provide cannot be explained only on these grounds. The team felt that this is a worrying aspect. It calls into question the value and effectiveness of the teacher training being provided; all the more so because, according to the state's report, these resource centres will become remedial centres for the academic problems of the teachers.

### **Learning outcomes**

Mizoram does not conduct learning achievement surveys, but follows the quality monitoring format of NCERT. The state report provided to the mission team suggests that quality monitoring is critically examined every quarter. However, we have some misgivings about this process, largely because the work by NCERT on Learning Assessment is still in development. The mission team has not been able to examine any data that exists on learning outcomes for Mizoram, because we have lacked both time and access to the data.

SSA, in common with many similar programmes around the world has very much focused on inputs and activities. This was understandable when the emphasis was on creating the necessary infrastructure and building basic capacities to operate better. As SSA 'matures' there needs to be a shift in emphasis towards ensuring better outcomes. One way of working towards this is to ensure that progress reports not only contain facts and figures about physical deliverables and costs, but give indications of what has resulted as a consequence of the activities that have been conducted. A more results-focused approach to implementation and reporting would provide a better indication of whether or not the programme is succeeding in achieving one of its major goals.

### **Programme Management**

As has been stated at the beginning of this report, the mission team was greatly impressed by the hard work and dedication of the SSA staff in Mizoram. As their report for the mission testifies they have a clear grasp of the quantitative aspects of the programme and from our discussions, it was obvious that this knowledge was backed by a keen appreciation of the qualitative aspects.

Funding has been a major issue over the last year. The failure of the government of Mizoram to meet the requirement for its 10% contribution and the knock on effect that this has had on central government financing has been noted. Programme officials are all too aware of the practical difficulties that this has produced and that ultimately it is the children of Mizoram who suffer.

The concern expressed to us from the very outset of the mission visit about the inappropriateness of some national norms to the situation in Mizoram is unlikely to be considered seriously without strong evidence to support a case. Much of the cost and benchmarking information may already be available within the state and in neighbouring states and education staff might consider collating this for use in discussions with GOI on SSA and other programmes.

The issue of contract staff working alongside established staff and the differentials in their pay and terms and conditions of service was brought up several times during our visit. One

particular aspect of this relates to Special Trainers. Mamit district has been given a special status by SSA due to the presence of tribal groups and migrant populations from the neighbouring states. The teachers who teach in the schools of such children, especially in the border areas, are called special trainers and some of them are Bengali teachers. Some of these teachers have been working for many years. They feel that their services should be regularised by SSA and they deserve to be paid better salaries compared to what they are paid now - a consolidated honorarium Rs.4000/month. On economic grounds it is advantageous for employers not to pay staff more than the market determines, but the market does not consider the welfare of the children in the equation. There is also a strong argument on equity grounds for ensuring that teachers working in such schools be given salaries comparable to the amounts given to other teachers in Mizoram.

School Management committees came into existence in September 2012. As per the state's report, a grant of Rs.162.28 lakhs have been approved for the capacity building of the 34,252 SMC members in the state of which 8,563 members have already received training. Considering that the SMCs have only recently been set up it was heartening to learn from the members of three SMCs that they have already had four meetings. It was not clear if, in these meetings, educational issues were also discussed. Nevertheless the eagerness of the members showed immense potential of such structures. The real issue however is whether such structures could challenge and transform the existing power equations, which is a precondition for genuine participation. It is too early to comment on this.



**Odisha**

**SARVA SIKSHA ABHIYAN (SSA)  
17<sup>th</sup> JOINT REVIEW MISSION**

**STATE REPORT: ODISHA  
(January 14 - 19, 2013)**

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I. The 17<sup>th</sup> Joint Review Mission team comprising of Kameshwari Jandhyala (GOI representative) and Shagun Mehrotra (EU representative) visited Odisha from 14 to 19 January 2013 to review progress towards overall goals and objectives of SSA and the implementation of program interventions.

At the State level the Mission had discussions with Ms. Usha Padhi, Secretary, Department of Mass Education, Shri. Mohapatra, SPD SSA, Representatives of Monitoring Institutions, senior SPO staff and District Programme Officers from --- districts.

The Mission visited the districts of Sambalpur and Angul and interacted with the DPOs, coordinators of various functional components, BRCCS, CRCCS, School Inspectors, teachers, SMC members and children. The Mission visited Primary and Upper Primary schools, KGBV, Multi language Training school, and Special Training classes. (see annexure-1 for detailed itinerary).

The Mission would like to specially thank the SPD and his team for the detailed documentation and information provided. The Mission places on record its deep appreciation of the frank and open discussions at all levels and the warm hospitality extended to the Mission members.

## I Overview, Key Issues and Recommendations

### II.1 Overview

The State has made steady progress towards achievement of project goals. Universal access is yet to be achieved. The challenge remains to provide schooling in scattered habitations and where norms for opening a school cannot be met. Greater convergence in identification and planning in convergence with the Department of SC and ST would be required to reach children in these un-served areas. The Mission endorses the State's approach of either providing hostel facilities or dovetailing of primary and upper primary in these scattered areas to ensure universal access.

- Drinking water and school toilets have been a major issue in schooling in the country in general. Odisha had made considerable progress has been made on this front. **A major achievement has been the provision of safe drinking water in all schools.** The thrust on toilet construction (current coverage of around 89%) and the strategy of provision of water connections from the tube wells to toilets where possible is appreciated. While separate girls toilets ( current coverage is around 54%) are yet to be provided in all schools, Partnership with the Jalmani project has been a successful example of convergence.

- The Mission commends the State its efforts in reaching out to out of school children, and significantly reducing the numbers of OOSC in the state. Similarly the trend in closing the gender and social gap merits mention.

- The following initiatives merit special mention as strategies likely to have a positive impact on the realization of equity and quality goals:

- Multi language material development and teaching in 10 tribal languages is a major step forward in tackling the problem of tribal children who tend to drop out due to huge language gaps in mother tongue and language of instruction. The Mission appreciates the concerted efforts to address this problem and the focused manner in which Multi Language Education (MLE) is being provided in terms of material development in 10 tribal languages, and the hiring and training of local volunteers to undertake MLE teaching. The Mission endorses the plans to expand this initiative to cover a further 9 tribal languages.

- Graded bridge materials for classes 1-8 have been developed to provide accelerated learning to enable OOSC who have dropped at different classes to

...and appropriate classes. This is a major intervention as it builds on the knowledge of the child and provides an opportunity for catching up.

The Mission commends the state for the efforts made for inclusive education. Corrective surgeries, CWSN friendly school buildings, in some cases special toilets as well, teacher training, learning materials, special training for different CWSN, and civil society partnerships for providing free medical and other support, setting up of training resource centers at the block level are part of an integrated approach. The targeted special training provided at the Block level is a major learning process and opportunity for parents as well.

The biggest achievement in the view of the Mission has been the empathetic manner in which the CWSN is understood and addressed within the school, as observed in the schools visited.

➤ NCF had pointed out the need to make a child's life experience central to the learning process to ensure that disadvantaged and traditionally excluded children do not feel alienated once they come into the school and then drop out. Special mention must be made of 2 initiatives that are emerging as best practices.

1) Srujan that is community and child focused initiative where traditional crafts, skills and knowledge are taught by community members and traditional knowledge is brought within the schooling experience of the child.

2) The second and more recent initiative of content generation based on a child's lived experience is a good beginning in making the learning content more relevant and non-alienating for the child, especially from a disadvantaged group.

➤ The Child Helpline is a best practice that merits special mention and appreciation. The increasing number of users--children, parents and community members, is a clear validation of the usefulness and effectiveness of this strategy. This is a valuable barometer and an effective counterpoint to the structured monitoring mechanisms that have been put in place. The Mission commends the manner in which the Helpline is functioning in terms of sufficient staff to man the help line and the prompt action that is being initiated.

➤ The formation and training of School Management Committees (around 83%) has been completed. A beginning has been made in training the SMCs in the preparation of School Development Plans. During the field visits, SMCs the Mission met were actively engaged with the school and had a fairly clear

knowledge of entitlements and what the school is supposed to deliver in terms of infrastructure, teachers, and incentives.

➤ The setting up of Taskforce for Administrative and Academic Support as an independent and additional monitoring process is a welcome development as it is likely to bring in the necessary balance to the regular monitoring system, Samiksha.

## **II.2 Issues**

The impressive progress made on many fronts notwithstanding some key areas of concern remain that the Mission draws attention to.

- Currently the Child Tracking system (CTS) is the basis for enumerating OOSC. Urban OOSC have yet to be fully mapped as well. The Mission is concerned that the OOSC maybe higher and would require a periodic independent or household survey to countercheck the CTS data. For instance during casual conversation with children in the Special Training class children reported that indeed there were some girls drop outs in their extended families in the neighborhood.
- The Mission is concerned with the silence on issues of inter and intra state migration in strategizing to address OOSC. While SSA reports that efforts are being made to arrest migration at the source through the opening of seasonal hostels, large numbers of families continue to migrate. This issue needs urgent attention. It may be useful to refocus on earlier strategies of coordinating with neighbouring states to provide education at the destination point. This would of course require convergence between states at the highest levels and sharing of data and information on a sustained basis.
- The Mission would like to draw attention to the issue of Multilanguage requirements in schools. Currently multi-language education is provided at sites where 90% of children enrolled belong to one tribal language group. In schools that do not meet this norm, there is an apprehension that tribal children may get left behind as they would be required to study in the medium of instruction without the benefit of making the transition from the mother tongue in a graded manner.

There is a need to relook at both the gender and life skills component. Presently the life skills component is transacted only for girls. The Mission would like to draw attention to the life skill needs of boys who are first generation learners. The content and mode of transaction need critical review. The manner in which this to be transacted needs to be as creative as the Srujan intervention if it is to be meaningful- creative activities within the school such as theatre, creative writing, etc could be considered. These would be opportunities not only for child participation but also for child leadership, articulation, expression and confidence building. While the child cabinets is a definite move in this direction, greater attention needs to be made to ensure that children who are first generation learners are not sidelined.

- One of the concerns that the Mission has is with the understanding of Gender which has become synonymous with girls education. The Mission is of the opinion that this is an issue in other parts of the country as well and not specific to Orissa. The Mission suggests revisiting the gender strategy to reexamine the manner in which gender cross cuts all components and the implications it has for training of programme managers, teachers, children and the SMCs.

The gender sensitization module (siksha) needs recasting. As it stands it focuses on building an understanding on why girls education is to be supported. As a teacher training module this is very inadequate. The thrust of the module is on a more general understanding of the status of women, issues of women's rights, rather than how the school and teacher can play a proactive role in building gender sensitivity among boys and girls and through their classroom transactions. Greater attention needs to be given on how the teacher through everyday classroom practice can address issues of gender discrimination

- While the KGBV is an effective and much lauded intervention, as in the case of schools there is a need to relook at the issue of life skills. The introduction of yoga is very welcome and appreciated. Self-defense training such as karate, information on laws and provisions for ensuring women's/ girls security and rights could be included in the life skills education. Srujan activities, drawing on the girls experience of agriculture and land could be built in as an enriched life skills education.

- The monitoring mechanism in place Samiksha that is being used has 60 indicators to be monitored making the format very unwieldy. In this long list the academic dimensions are lost. For instance during the field visits, the Mission noted that the comments of the supervisors are more on infrastructure compliance than on classroom transactions and learning of children. The Mission appreciates that this system is being embedded within the system and would need time to be more rounded in what is being monitored. One assumes that as infrastructure compliance has been met, there would be a sharper focus on learning processes and outcomes.

Further it was not clear how the follow up is being monitored. For instance in one format that the Mission saw, the concerned School Inspector had made several comments relating to children's learning but it was not very clear how this was being followed up. Perhaps the training on the use of the monitoring tool could focus on this issue. It may be useful to keep the thrust of the Task Force for administrative and Academic Supervision primarily on academic and learning concerns rather than administrative or infrastructure compliance issues.

- With the spurt in enrolments, and large numbers of first generation learners in school, children are at varying levels of competency. The Mission observed that around 10-15% children in a class are not able to cope and seem to require special inputs/ supplementary support.

### **II.3 Recommendations**

#### *Access and OOSC*

- The Mission recommends that a household survey be conducted every 3-5 years to get an accurate estimate of OOSC in the state. The Mission is concerned that the OOSC maybe higher and would require a periodic independent or household survey to countercheck the CTS data. Further the household survey may provide a more accurate picture on the status of migrant children.

Greater convergence in identification and planning with the Department of SC and ST would be required to reach children in these un-served areas. The Mission

• The State's approach of either providing hostel facilities or dovetailing of primary and upper primary in these areas to ensure access.

• The mission recommends that partnerships with NGO's be explored especially in areas and for groups that are hard to reach, to provide special training inputs, or bridging learning for very vulnerable groups of children.

#### *Academic support to first generation learners and making the school and classroom gender sensitive and child friendly*

- There is a need to address the Multi Language needs of tribal children in school and whose numbers are too small to merit separate special training. The Mission would like to suggest development of a bridging mechanism using the MLE materials already developed especially for the lower primary classes either through separate sections or special remedial classes held before the school starts during the vacations.

- For children who are unable to cope with the pace of classroom academic transaction, the Mission suggests academic support classes either before or after school for such children. Another strategy that could be explored is group learning and academic support at the community level under the supervision of an educated community volunteer. In both cases this could be specified for a specific period of time to ensure that this does not become a substitute for regular classroom level teaching and learning

- The Mission also suggests that with large numbers of first generation children in school greater attention be paid to encouraging child participation and life skill development of both girls and boys The Mission recommends that both the life skills as well as the gender training modules and modes of transaction need to be revisited to make them more effective. In the case of gender, teacher training needs to focus on how the classroom, the textbook and everyday classroom teaching learning processes can become the vehicles for realizing gender and equity goals. The focus needs to shift from a didactic understanding to one of everyday praxis.

#### *Refocusing monitoring tools/ mechanisms on learning*

Samiksha, the monitoring tool needs to be revised for a greater thrust on capturing learning issues, especially now that the major infrastructure requirements are well



on their way to being met. The Mission also recommends a relook at the roles and tasks of the proposed TAAS to ensure that there is no duplication of what is being monitored and also to keep the spotlight on learning outcomes.

### *Teacher capacities*

The Mission recommends that teacher capacity building be focused on classroom transaction and for effective application and use of the various pedagogic materials developed.

## **III. Progress towards the achievement of Goals**

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### **III.1 Goal 1: All Children in School**

#### **Access**

Odisha has provided physical access through free government schools in almost all habitations in the state. There are 88520 habitations in the state. Out of these, 83819 habitations have been covered by primary schooling facilities within 1 km. In the remaining 4701 habitations, 851 schools are yet to be constructed in accordance with RTE norms.

Providing universal access at the upper primary is the current challenge in Odisha. At upper primary level 85200 habitations have been covered by upper primary schooling facilities within 3 km. There are still 3320 habitations to be covered through the opening of 113 schools. In small and scattered habitations relaxation has been requested for clubbing several habitations under a common school to provide access to children of these habitations. Of the schools sanctioned by PAB earlier 8783 out of 9483 schools at primary level have been opened and 9888 out of 11321 at upper primary level have been opened. The remaining sanctioned schools will be opened after completion of the school mapping exercise, which is currently being undertaken throughout the state.

The Mission was pleased to note that drinking water facilities have been provided in all schools. In collaboration with the Rural Development department under the Jalmani scheme, SSA has been successful in providing water to the schools by

...drawing water from nearby tube wells. However, there are still a need for provision of separate toilets for girls, boundary wall, additional classrooms and ramps.

#### **Enrolment**

The DISE data shows that there has been an overall increase in enrolment both at primary and upper primary levels. Gender gaps in primary enrolment has reduced from 0.17% in 2010-11 to 0.06% in 2011-12. At upper primary level the gender gap has reduced from 0.18 in 2010-11 to 0.09 in 2011-12. Dropout rates have also come down from 4.92% in 2010-11 to 3.1% in 2011-12.

#### **Out of School Children (OOSC)**

There are an estimated number of 31,00 children in the age group of 6-14 years out of school in 2011-12, which has reduced from an estimated 72,00 OOSC in 2010-11. The state initiated an extensive Child Tracking System (CTS) in 2005 with the objective of tracking every child in the 6-14 age group through household surveys. This disaggregated information of OOSC helped in providing bridge courses and in introducing Multi Lingual Education (MLE) for tribal children in the state. After RTE the CTS was further revised to provide information as per RTE requirements and is now linked with DISE and renamed as Child Monitoring System (CMS). The data is currently being updated on an annual basis by the Cluster Resource Centres (CRCs) with the support of the schools.

The Mission observes that relying on an update through CRCs and schools might be inadequate to get an accurate picture of OOSC in all habitations. In particular, the data on the urban deprived requires further re-examination. During the filed visits it was observed that several children between the age group 6-14 in urban and semi urban areas were not in school. Furthermore there were some data gaps in the forms provided to the schools for updating of OOSC who were dropouts. For example the format does not capture at which class and when the child dropped out

#### **Special Training**

The State has identified different strategies to address the education needs of OOSC. Out of the 30,591 OOSC 3855 are being provided residential Special Training ,15,270 non-residential special training, 5389 children from migrant families are in seasonal hostels and, 2735 CWSN children are being provided home based education. Materials for special training have been developed and

printed. Despite these efforts the state has not been able to achieve their target for special training of OOSC.

The Mission visited one special training centre where dropouts were receiving this training. We were informed that the material development and supply had been delayed resulting in a slow start of the special trainings. The Mission notes that these trainings are to be carried out by the teachers and it is not clear as to the nature and extent of their training and on the capacities of teachers to carry out this training. The Mission also observed that there is inadequate follow-up and tracking of children mainstreamed into schools after having received special training.

#### Recommendation

- The Mission recommends that a household survey be conducted every 3-5 years to get an accurate estimate of OOSC in the state
- The mission strongly recommends that partnerships with NGO's be explored for carrying out special trainings and/or training of teachers for this purpose.
- Tracking of children and ongoing supplementary academic support for OOSC who have been mainstreamed into school and, for children in school who are first generation learners or children in difficult circumstances who may not have household support

### **III.2 Goal 2: Bridging gender and Social Gaps**

There has been a steady improvement in girls education with a reported 15133 girls in the 6-14 years age group out of school, a number lower than for boys which is at 15458.

Drop-out rates also indicate a steady decline from 7.83 in 2007-08 to 0.62 at the primary level in 2011-12 and at the upper primary level from 13.49 in 2007-08 to 2.23 in 2011-2012. The GPI also indicates a positive trend from 0.91 in 2007-08 to 0.95 in 2011-2012

All 182 KGBVs sanctioned have been operationalized in the State with an enrollment of 18,180 girls, 53% of whom are ST and around 24% are SCs. Sanjukta, a remedial course of 3-6 months has been developed for accelerated learning of those girls who are returning to education after a long gap.

*In the KGBV visited the Mission was informed that around 40% of girls need remedial bridging support. The KGBV is fully equipped, clean and with the full complement of teachers and staff in place. The girls are happy, look healthy and are energetic. Life skill inputs such as yoga and tailoring are provided. The Mission was particularly pleased to note that 26 out of 32 girls who completed class VIII in 2011 joined SC/ST hostels after leaving the KGBV and were currently studying in Class IX. The Mission suggests that such tracking of KGBV graduates be done in a systematic manner and this information used in promoting girls' education as these can serve as role models..*

The Mission suggests that the life skills component needs further attention. In the KGBV visited the warden reported that she provides inputs on hygiene and counsels girls. There is a need to rethink the entire component of life skills. It is not very clear what if any is the input that is provided.

Further given the thrust in the State on integrating the life experience of children into the curriculum, it maybe be useful to integrate components such as retrieval of knowledge on herbal medicines, developing vermin-compost, organic manure, water harvesting, nursery raising- all of which could combine learning with foregrounding the lived experience of SC/ST children

### ***NPEGEL***

NPEGEL is being implemented in 3159 clusters in 190 EBBs and 22 urban slums in 27 districts. Activities listed under the District Innovation Fund include awareness generation using a variety of communication media, training of

adolescent girls on health and nutrition, introduction of lady counselors, school cabinets, Meena Munch and life skills at the school level.

The Mission, however, did not gain a clear picture of the effectiveness of activities undertaken NPEGEL. While KGBV holds pride of place as an effective intervention, activities under NPEGEL seem diffused and opaque.

### ***ECCE***

One important aspect of a supplementary activity has been the opening of ECCE centers in un-served habitations. During 2012-2013 convergence with WCD has been strengthened, and SSA runs ECCE only in non-ICDS area and currently has 101 centers under SSA and 322 centers under NPEGEL.

The Mission commends the development of the ARUNIMA pre-school education module and capacity building of ECCE instructors that has been initiated. Plans for capacity building of all ECCE instructors both under WCD and SSA need to be put in place so that the momentum and interest generated in pre-school education is not lost

### **Social Gaps: Scheduled Caste, Scheduled Tribe, Muslim Minority**

While major social gaps have been bridged, pockets especially in tribal areas remain that continue to be problematic. Of the 30591 OOSC nearly 60% are tribal children, and among the OOSC girls 60% are tribals. These children it is reported are located in dispersed settlements and in areas that are hard to reach due to various other factors such as strife. This is the next priority area if the goal of universal access is to be realized

The Urban out of school figures seem very low given the fact that in migration into urban areas is on the rise and children tend to be engaged in paid work.

## *Recommendations*

The current figures for OOSc are reported based on the child tracking system and based on figures reported from the school and the block level.. The Mission suggests that it would be useful to consider a periodic household survey through an independent agency to gain a realistic picture of the situation on the ground.

The Mission also recommends that with large numbers of first generation children in school greater attention be paid to encouraging child participation and life skill development of both girls and boys.

## **Children with special Needs**

The Mission commends the progress made in addressing CWSN. Issues of CWSN have been brought centre stage both in planning, monitoring and at the school level. The CWSN component has received a lot of attention and was clearly visible in the schools visited. Nearly 97.77% identified children have been mainstreamed into school and around 2735 CWSN are covered through home based education. A variety of initiatives have been started.

## **III.3 Goal 3: All Children Retained in education system**

The State has initiated several programmes to ensure retention of children in school. The Mission was pleased to note these efforts made by the state, particularly the Srujan and child helpline initiatives.

## **SRUJAN**

In order to promote the creativity and retention among children specially from disadvantaged communities, SSA Odisha has developed a comprehensive programme called Srujan. This is a community based programme where teachers act as facilitators and provide space for the community and children to take part in creative activities like story-telling, festivals, art and craft, traditional games, music and dance, nature study, science quiz and village project, summer camp etc. The purpose of the programme is to connect the community knowledge with the school curriculum, both in the context of curricular and extracurricular activities. Srujan activities aim to create a child friendly atmosphere in the school, nurturing the

inherent talents of each child and bridging the gap between communities and schools with an objective of providing better learning environment for children. The Mission visited a BRC where Srujan was being conducted and observed that this programme was quite successful.

### School Student Helpline

The Mission was pleased to note that SSA Odisha has initiated a child helpline to ensure a safe and conducive environment for children and prevent dropouts. The toll free number has been painted in every school and has a dedicated team working in this helpline cell. This has been very effective in the state as a redressal mechanism and the state has demonstrated quick and effective action against complaints registered. Categorization of calls received has identified cases ranging from child abuse, misuse of funds, teacher absenteeism and negligence, discrimination, mid-day meals and infrastructure. The calls have also been disaggregated by districts and gender. Action taken has been swift and published in a newsletter Sampark. This initiative has been successful in further strengthening community ownership and engagement with the school system.

### **Attendance**

An issue closely related to student retention is the issue of student attendance. The Mission noted during the field visits that although schools are displaying attendance data in classrooms, this issue is not being adequately addressed.

### Recommendation

- The Mission recommends that this Child helpline be used also for identifying OOSC. This has been quite successfully tried out in other states like for instance Gujarat.
- It is recommended that attendance be closely monitored and follow-up action taken

## 2.3.2.3 Education of Satisfactory Quality

In 2007 The State curriculum was developed based on NCF. Accordingly textbooks have been revised during 2008-2011.

A variety of initiatives have been started to enhance quality of education

- Revision of state curriculum has been done and revised textbooks for classes I-VIII have been introduced. In 2012-2013 textbooks were provided to all students by 1<sup>st</sup> of April, major achievement indeed.

- Grade specific Bridge curriculum for special training of OOSC has been developed

Content generation based on a child's experience has been initiated to promote development of supplementary learning materials. Districts have chosen different topic/ issues relevant to their area such as local festivals, traditional livelihoods such weaving, collection of forest produce, migration, life of rag pickers, etc

- Computer Aided Learning is being implemented in 1603 UPS

- In addition to Samiksha, the monitoring tool, a variety of pedagogic support for teachers have been developed to strengthen classroom transaction such as guidelines for classroom transaction ( Samadhan), use of TLM ( Samarthya), question banks ( sadhan), graded learning materials "Sopan for maths in classes 1-3 have all been given to teachers. Self-learning materials in science for classes VI-VIII called Swayam have been developed but not yet given to teachers.

During the field visits the Mission saw the question bank and other TLM materials visible in classrooms visited. However, it was not possible to assess to what extent this is being used by teachers.

For instance in one of the urban schools visited, what the teacher had displayed in the classroom was her lesson plan rather than TLM for children. Obviously much more work is required with teachers and closer monitoring and onsite support to



ensure that these pedagogic initiatives are effectively used in the classroom. In another classroom the material and drawings were so faint and in such a small font that it is totally inaccessible to children.

- A Learning Achievement Tracking System ( LATS) to track learning achievement has been developed. This is a fairly new initiative and the Mission did not examine LATS and hence cannot comment on how effective it is. The Mission was informed that for comprehensive continuous evaluation UNICEF is supporting the development of a simple evaluation tool for grade wise assessment of learning achievement.

### **Teachers and training**

- While at the primary level the PTR norm has been met, at the Upper primary according to DISE 2011-12 around 49% schools have PTR higher than the prescribed norm, suggesting the need for further recruitments.
- All teachers in government and aided schools have received in-service training. A total of 82437 teachers have received 10 days training at the BRC level and 10 days at the CRC level. 2198 newly recruited teachers have received 30 day induction training. Over a 2 year period 7956 untrained teachers have received 60 days of training. In addition, all BRCCS, CRCCs, School Inspectors ( 5117) have been trained in project and programme management. For the first time special training of 10 days has been given Headmasters (49609) in leadership, financial management, preparation of school development plans etc. The training of HMs and BRCs and CRCs is a welcome development and likely to have a positive impact on schools and programme management.

### **Recommendations**

- Teacher training and capacity building need further attention. Now that pedagogic supportive materials for enhancing classroom transactions and learning levels have been developed, the focus now needs to be on classroom praxis and continuous assessment to see the effectiveness of these. It may be useful to reexamine the role of various resource groups and to orient them towards direct pedagogic support to teachers through the various capacity building and pedagogic trainings provided

## **Program Management**

Against a sanctioned 1141 positions at the state and district levels, 1101 are filled. There are a total of 40 vacancies, 13 at the SPO level and 27 at the DPO level.

### **Planning**

The process for School Development Plans has been initiated in all government and aided elementary schools. Concurrently a school and social mapping process has also been initiated. The state is in the process of assessing requirements for RTE compliance and rationalizing resources and reallocations where required for to meet field requirements.

### **Monitoring**

Monitoring and supervision issues have received considerable attention. In the context of the Samiksha that is a dynamic regular monitoring tool used by the BRCCs and CRCCs, the role of the monitoring institutions and the recent strategy of involving each of the SPO staff in district monitoring are in place. Each of the functional staff at the SPO has been given responsibility of one district to monitor all components beyond their functional areas. The Mission was not able to assess how effective this strategy has been. There is a danger of this becoming a perfunctory exercise. The Mission is of the view that the training and capacity building of key SPO and DPO staff needs attention to equip them to use the Samkisha data and feedback more effectively. Clear guidelines are also required so that this monitoring includes a field visit where learning outcomes are also assessed.

*In addition, a fixed day approach is being planned as a mechanism for school/community level monitoring through a sharing of information in a public forum with the participations of teachers, SMC, parents and community members.*

### **Community Mobilization and Management**

SMC members have been trained on RTE both through residential and non-residential means. Separate training on RTE has also been provided to 11731 PRI members.

### **Research and evaluation**

A major gap is the lack of any institutional mechanism for insights and issues raised by research studies to inform either capacity building or feed back into

programming and strategizing. For instance the recent National study on inclusion and exclusion issues had a lot observations on the practice of discrimination and exclusion in Odisha schools, but this has not been shared across SSA as yet.

#### **V. Financial Management**

During the course of the field visits the Mission noted that there were regular observations made by CRCCS that cash books were not being regularly maintained. The Mission was informed that this problem will be rectified as accountants have been placed in all blocks.

The state reported that expenditure with regard to funds available is nearly 84%. It is 50% with reference to the AWP&B . Programme wise expenditure is as follows- SSA-50.70%, NPEGEL-30.25% and KGBV-29.43%). The Mission was informed that currently the State is short of funds to fully implement planned activities. In this context fund releases need to be expedited.

## Annexure I

Itinerary of 17<sup>th</sup> JRM, Odisha 15-19 January 2013

14.1.2013	Arrival at Bhubaneswar
15.1.2013	Meeting with Ms.Usha Padi, Secretary, School Education, Government of Orissa and Shri.Mohapatra, SPD SSA
	State level presentation and discussion with SPD SSA and SPO team
16.1.2013	Departure to Sambalpur
Pre-lunch	Visit to RKDTME School, Budharaja, Sambalpur. Observation of MDM Speech Therapy Camp at District Resource Centre
	Visit to Burla PS Visit to KGBV, Mohammadpur, Sambalpur
17.1.2012	Visit to Lad UGMES- Interaction with SMC members and teachers
Pre Lunch	Visit to Multi Language School at Bakisanpada
Post lunch	Visit to BRC Jamankira and observation of Srujan programme  Meeting and interaction with DPO and district team
18.1.2013	Visit to Special Training Centre Sasan UPS, Dhankauda Block, Sambalpur
Pre Lunch	Departure to Angul District
	Visit to Town Government UPS, Angul Municipality
Post lunch	Departure to Bhubaneswar and arrival late evening Report writing
19.1.2013	Report writing
Pre lunch	
Post lunch	Debriefing at State level. Interaction with Secretary, SPD,SSA and SPO Team
	Departure to Delhi

**Uttar Pradesh**

INDIA  
SARVA SHIKSHA ABHIYAN (SSA)  
**17<sup>th</sup> JOINT REVIEW MISSION**

STATE REPORT: UTTAR PRADESH  
(15 – 19 January 2013)

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## **1.1. Introduction**

The Mission Team comprised Sh. Champak Chatterji, Mission Leader of the 17th Joint Review Mission, and Dr David Smawfield, DFID Representative. Following interactions in Lucknow, the team visited the Districts of Jhansi and Lalitpur before returning to Lucknow for further discussions and a debriefing.

Annex 1 comprises the detailed programme followed, institutions visited, and list of persons met.

It is wished to express appreciation to the State Project Director and his Staff for everything they did to host the team so generously and to expedite such a well-organized and demanding programme. The mission wishes to extend its thanks to all those institutions that made us so welcome and to individual principals, staff, school management committee members and other citizens of Uttar Pradesh who showed their interest in quality education. Last but not least, we appreciated our interactions with many cheerful children with hopes and aspirations, clearly eager to learn – and who, after all, are what Sarva Shiksha Abhiyan is all about.

All data discussed in this report are taken or derived from State documents presented to the Mission, unless otherwise indicated.

## **1.2 Overview and Key Issues**

The overriding takeaway findings of the 17<sup>th</sup> SSA JRM, SSA to Uttar Pradesh are as follows:

- Strong progress is being made towards achievement of most key indicators with positive trends clearly in place.
- A broad impression has been gained of a complex programme that is well-managed at all key levels, with committed staff.

Highlight observations relate to:

- the work being done with CWSN; the vibrancy of BRCs, including the use of ICT in exciting ways; the upkeep and appearance of many project buildings, especially outdoor environments; the contribution made by KGBVs; and the thorough monitoring being undertaken by monitoring institutions.

Among concerns:

- The most critical concern relates to the under-representation of muslims, especially muslim girls, in the system and the lack of apparent headway being made in this regard. Different strategies and more concerted efforts will be necessary.
- Less serious concerns are raised regarding: lack of social accounting in respect of civil works and a need to strengthen supervision of construction in some blocks.

Two over-riding recommendations relate to:

- Placing an increasing emphasis on outcomes, especially learning outcomes – with regard to both implementation and reporting.
- The advocacy of much greater interaction between SSA and Health Authorities. Malnutrition impacts directly on student well-being and learning.

## Progress towards the achievement of Goals

### Goal 1: All Children in School

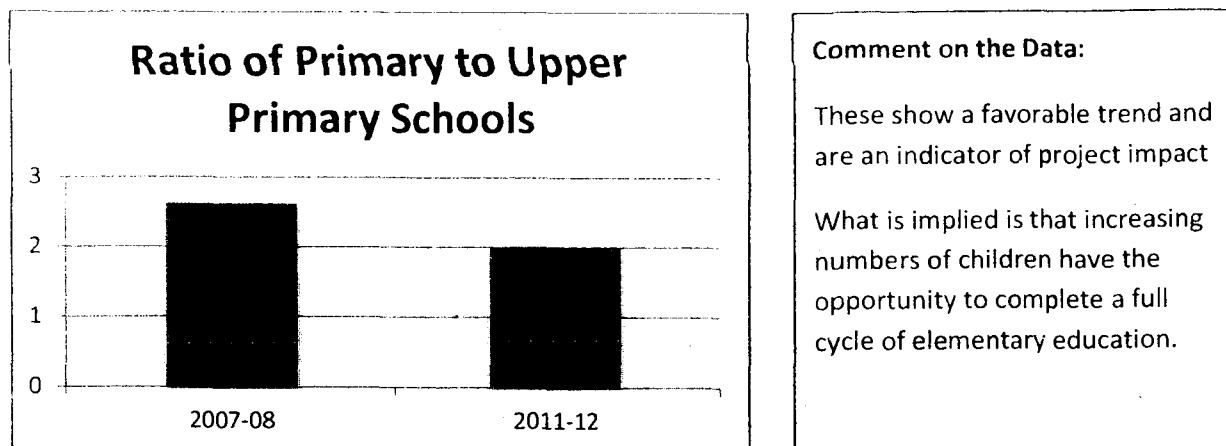
#### Achievements

The State of Uttar Pradesh has made enormous progress toward the goal of all children in school. A key consideration for this to happen is the provision of access to accommodate disabled children. The following are among the State's achievements:

- During 2001-02 to 2011-2012, 27,033 new Primary Schools were sanctioned under SSA; 25,339 such schools are now operational (93.7% of target).
- In the same period, 29,559 new Upper Primary Schools were sanctioned. A total of 29,171 of these schools are now operational (98.7% of target).

The provision of upper primary schools is especially important to create the access to allow children to complete a full cycle of elementary education.

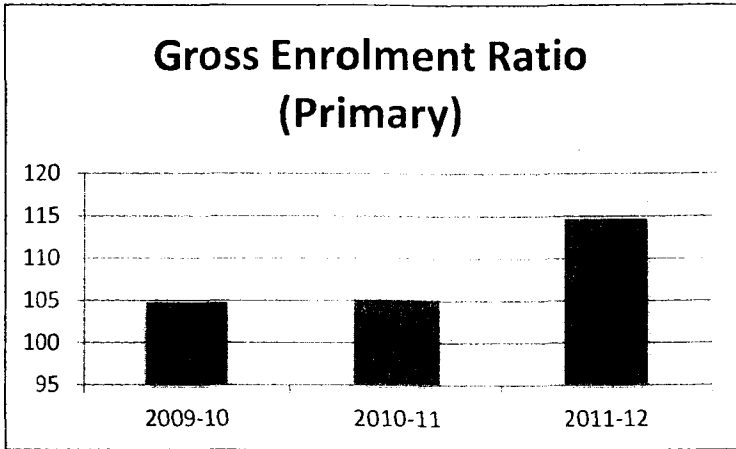
Figure 1 depicts the progress that has been made in reducing the ratio of primary to upper primary schools since 2007-08.



This has contributed directly to the increase in transition rates from primary to upper primary schools, reported under 'Retention' below.

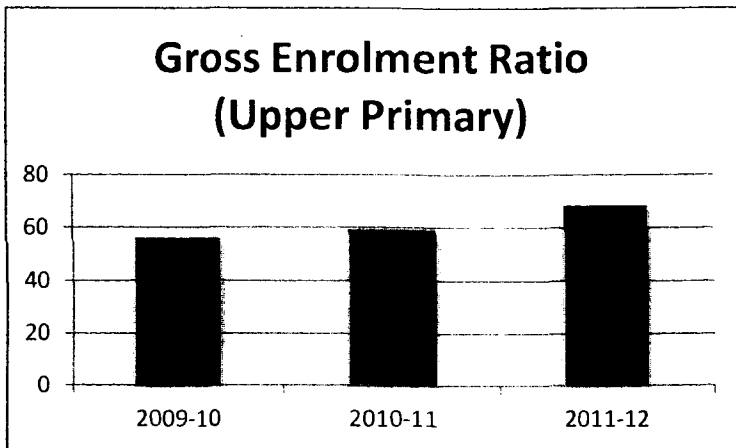


With regard to what all of this has meant for enrolment, State statistics show favourable trends for all but one key indicator:



**Comment on the Data:**

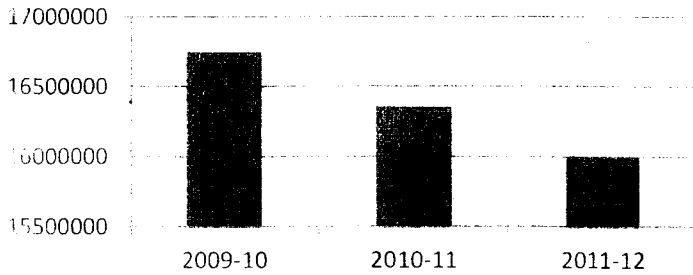
These show a favorable trend and are an indicator of project impact.



**Comment on the Data:**

These show a favorable trend and are an indicator of project impact.

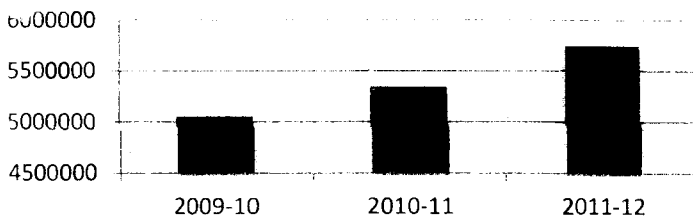
### Enrolment in Government and Aided Primary Schools



**Comment on the Data:**

This trend is a possible cause of concern and needs further reflection as to its implications. It appears (in view of data presented below) to be due to a loss of children to the private sector.

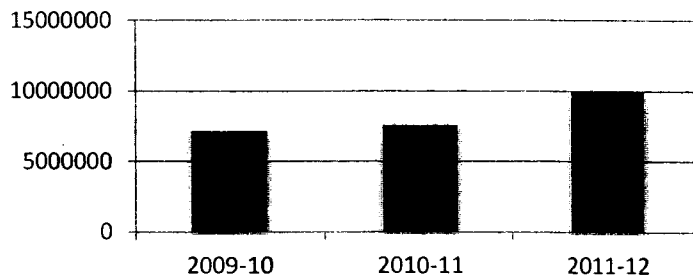
### Enrolment in Government and Aided Upper Primary Schools



**Comment on the Data:**

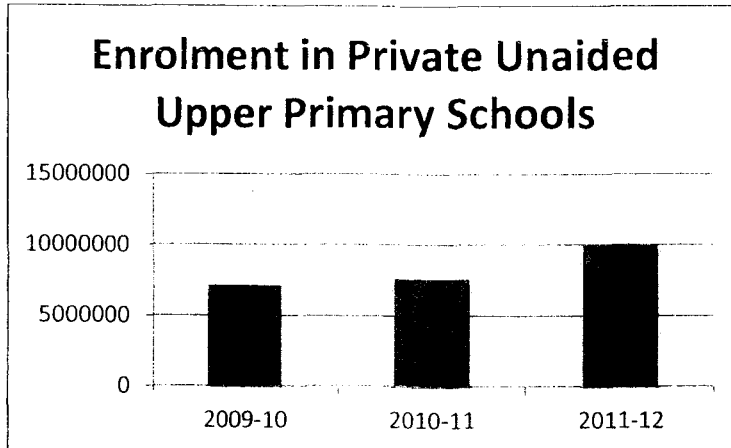
These show a favorable trend and are an indicator of project impact.

### Enrolment in Private Unaided Primary Schools



**Comment on the Data:**

These data show that private sector enrolment is also growing and is a likely explanation of the fall in government school primary enrolment.



**Comment on the Data:**

These show a favorable trend and are an indicator of project impact.

Much of this constitutes very significant achievement on which the State deserves to be commended. The State Authorities also themselves recognise that data for out-of-school children do not fully capture the realities. The number of out-of-school urban children, in particular, is difficult to quantify accurately and is, in all probability, under-reported. The State intends to try to strengthen its methodology further and is keen to link up with agencies that could offer appropriate guidance. This is an area where the Technical Support Group in Delhi may be able to intervene: to offer or broker such assistance.

Monitoring reports, for the most part, confirm the provision of buildings of quality and this was an impression gained from site visits (though buildings shown may not have been representational of the whole picture). There appear to be many sound practices associated with the process of construction amongst which community and school management involvement are the most significant. Despite these positives, two related concerns in relation to civil works are highlighted below.

The State, through SSA, has put a lot of effort into establishing School Management Committees (SMCs) and training their members. The Mission interacted with SMC members at all schools visited and also joined an SMC training session where substantive discussions were held with participants. This is an important intervention helping to build linkages with school and community and to promote ownership and accountability.

Although there is considerable enthusiasm and participatory zeal, most members do not have the desired level of literacy to discharge tasks assigned to them as per the SSA/RTE Act. Furthermore, because of their limited educational backgrounds and geographical horizons, many of the constituent members of SMCs struggle with a vision as to how a school can be improved. Women members are overwhelmingly passive. All of these are areas of critical concern. Rudimentary training will not suffice. An SMC Manual is urgently required to be given to all SMC members. The Review Mission shared with the State Team a list of simple ideas for school improvement that can be introduced with little or no resources. It also shared some practical resources from other relevant international initiatives that may be of interest. Where particular schools have achieved commendable and innovative successes at school improvement, these achievements could be documented and disseminated (e.g. shown during training, through video or PowerPoint) to inspire

...ers as to what can be possible. Arranging visits to such schools could also be considered, to learn in more detail quite how they were able to achieve their success.

### **Concerns**

A first area of significant possible concern from the data presented above relates to the decline in enrolment in government schools. Reasons for this need to be better understood and, if appropriate, addressed. A crucial area for future programme monitoring is how learning standards and learning achievement compare between the government and private sectors and what future trends will emerge. (See further discussion on Learning Outcomes below).

A second area of possible concern relates to the further strengthening of procedures associated with school and classroom construction. Monitoring institution reports have picked up on the lack of social accounting – yet this has a huge contribution to make towards transparency and avoidance of funds leakage. Monitoring reports have also drawn attention to a number of occasions when supervision visits appear not to have been efficient or rigorous enough. The Mission Team's own field visit to a construction site encountered an absence of social accounting, decision making on construction issues apparently confined to a small number of individuals, and no record of supervision visit findings.

Beyond the above observations, it is wished to highlight here a number of issues that could be seen as 'challenges' and 'opportunities' for the future (as opposed to 'concerns') with the regard to the provision of access and buildings of quality.

The National Civil Works Monitoring Report for Uttar Pradesh (2007-08) raised a number of issues that still remain pertinent for further consideration. Amongst these are the following.

- It is understood that costings for buildings are approached uniformly across the state – but this is not appropriate for building in difficult situations: hilly terrain, where additional flood protection is required, where soil is difficult and in situations of extreme remoteness (materials cost more to transport).
- There is no current provision on buildings for rain water catchment, which seems especially unfortunate when water issues are so acute across significant parts of the state. At the very least, water catchment is something that could be piloted to establish whether this can be achieved successfully and significantly.
- Design innovation that flourished under DPEP has to some extent been compromised by the pressures of going to scale under SSA and this is something that could be reinvigorated. There are, for instance, future challenges associated with: disaster risk reduction; design challenges of multi-storey construction; design for ICT enablement; technical solutions to water supply and sanitation; barrier free school environments; adaption to climate change; and other green issues.

In recent years, desk and bench furniture are increasingly found in Indian primary schools, Uttar Pradesh included. In many regards, this is an accurate reflection of progress and

modernization. However, there is one sense in which the actual design of furniture currently provided in many instances is a backwards step in terms of the possibilities created for pedagogy. For the society of today and tomorrow, skills such as the following have greatly increased significance: thinking skills, communications skills, team working skills, and practical skills. These are much better developed and nurtured through active teaching and interactive methodologies (i.e. group teaching and cooperative learning), rather than traditional didactic teaching.

The long bench furniture typically being provided in schools is not conducive to the teacher setting up a classroom in flexible ways where group teaching and interactive learning can take place. There is an irony that when children sit on mats, as they have done traditionally, a far more flexible learning environment is created for teachers and students.

It may be wished to consider setting up some pilots to explore the provision of alternative furniture designs and their impact on pedagogy and learning outcomes. There is some international best practice and insights in this regard on which to draw<sup>1</sup>.

### ***Recommendations***

- Ensure that a means is in place to compare future learning outcomes in government and private schools.
- Consider making social accounting mandatory and enforceable, and at the same time strengthen supervision practices.
- Reflect further on approaches to costings of buildings in difficult environments.
- Continue to strive for further innovation to improve infrastructure quality and 'greenness'. Do not settle for substantive current achievements – try to extend them even further.

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<sup>1</sup> See for Example: SMAWFIELD, David (2007) *A Position Paper on the Implications of Classroom Furniture Design Choices for Raising Educational Standards in Turkish Primary Schools*  
<http://www.davidsmawfield.com/assets/img/classroom-furniture--design-choices.pdf>

## **Annex 12: Bridging Gender and Social Gaps**

### **A. Gender gaps**

#### ***Achievements***

The reduction in gender gaps is one of the major achievements of SSA in Uttar Pradesh. According to latest data, girls comprise 49.15% of total primary and upper primary enrolment (48.72% of primary enrolment and 50.4% of upper primary enrolment). It will be important, however, to continue to compare data for government and government aided schools with the private sector to ensure that apparent achievements are not simply comprising more boys being sent to private schools.

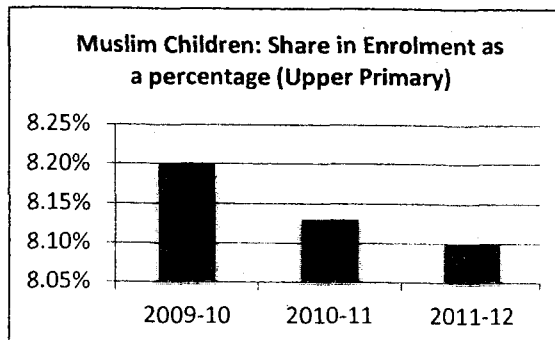
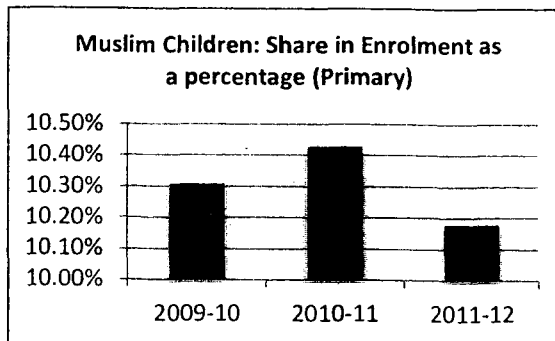
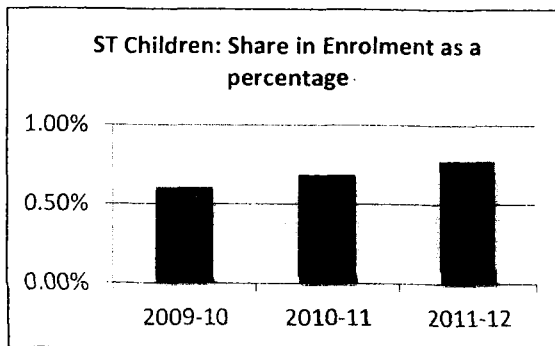
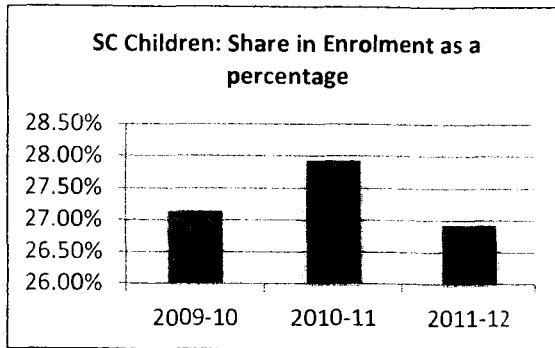
The State now has 746 operational KGBVs and these appear to be very successful initiatives. The one KGBV visited by the Team was an impressive institution, apparently very well run and maintained. The Mission Team was also informed of the successes of initiatives such as Meena Manch and activities under NPEGEL. The team observed one life skills camp session and this appeared as vigorous activity.

#### ***Concerns and Recommendations***

No particular concerns were identified, but the Mission Team encourages and recommends the State to continue to try to learn lessons about the impact the various initiatives are having and to continue to search for ways to make them even more cost-effective – possibly scaling up those initiatives that prove to have the greatest cost-effectiveness.

## B. Social Gaps: Scheduled Caste, Scheduled Tribe, Muslim Minority

### Achievements



#### Comments on the Data:

The data need to be interpreted in the context of an SSA programme outcome indicator that 'Enrolments of SC & ST children reflect their shares in the 6-14 age group population in primary and upper primary schools'.

SC as a share of the population, according to the 2001 census = 21.1%. SC children, as a percentage of enrolment, are thus over-represented.

ST as a share of the population, according to the 2001 census = 0.1%. ST children, as a percentage of enrolment, are thus substantially over-represented. There is a slight but distinct trend to be observed of increasing participation as a percentage of total enrolment.

Muslims as a share of the population, according to the 2001 census = 18.5%. Muslims in both primary and upper primary schools remain very substantially under-represented. There is also a clear deteriorating trend to be observed in respect of their percentage participation in upper primary schooling.

### **Concerns**

The apparent success in exceeding targets for SC and ST participation should be cross-checked against SC and ST participation in the private sector. The private sector may be drawing other groups away disproportionately, thus appearing to inflate the participation of SC and ST children in government and government aided schools. The severe under-representation of muslim children, and a failure to make any impact in increasing their percentage enrolment, would appear to be a major cause for concern. Indeed, in respect of upper primary muslim children, the situation seems to be deteriorating.

### **Recommendations**

Current attempts to address the issue of the participation of muslim children in schooling appear not to be working, especially for girls, and certainly not quickly enough. More concerted efforts and new strategies may be required. The Mission Team felt it did not see enough evidence to draw far-ranging conclusions as to whether the special focus districts / special focus groups approach has helped the community's education – though in specific areas it clearly has. This is an area where it is recommended future research studies take place.

## **C. Children with Special Needs**

### **Achievements**

The Mission Team visited a Pre-Integration Programme for children, previously out of school, with visual and hearing impairments. This was a highlight visit. The work being undertaken and the teaching taking place were most impressive. These are best practice areas in which the State appears to be excelling.

Reported outcomes of the programme, with regard to the success of integration, are also most impressive: In the academic year 2009-10, 974 visually impaired and 1,874 hearing impaired children were mainstreamed; during 2010-11, 2,098 visually impaired and 4,157 hearing impaired children were mainstreamed; and during 2011-12, 1,695 visually impaired and 3,205 hearing impaired children were mainstreamed. After mainstreaming, itinerant teachers provide support to children with special needs.

### **Concerns**

No specific concerns arose from the visit.

### **Recommendations**

The State is encouraged to track the learning outcomes, over time, of a significant sample of special needs children who have followed the pre-integration programme. One cannot be sure that the 10 months duration of the pre-integration programme is the optimum for achieving the most successful integration. With different cohorts, it may be worth experimenting with the duration of the programme to observe the effect this has on the success of future integration and learning outcomes. Similarly, it is anticipated that some children (with less severe impairments, or who are clearly learning very quickly) may be able to integrate more speedily into the mainstream than others, and some flexibility could

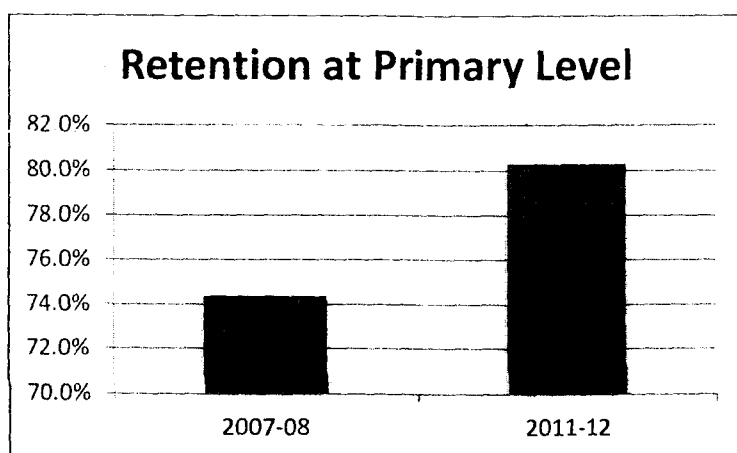


perhaps be built into the programme to allow for this. It is possible that some of the most severely impaired children would benefit most if they were allowed to follow a two-academic year programme of pre-integration. Integration will continue to be a problematic area where multiple disabilities are concerned since the degree of specialisation involved is altogether different.

### Goal 3: All Children Retained in education system

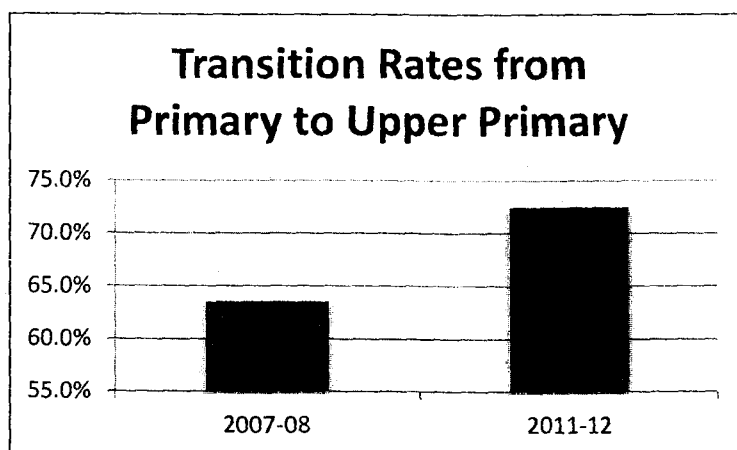
#### *Achievements*

The following data provide direct evidence of programme impact on retention.



**Comment on the Data:**

These data show a favorable trend and are an indicator of project impact.

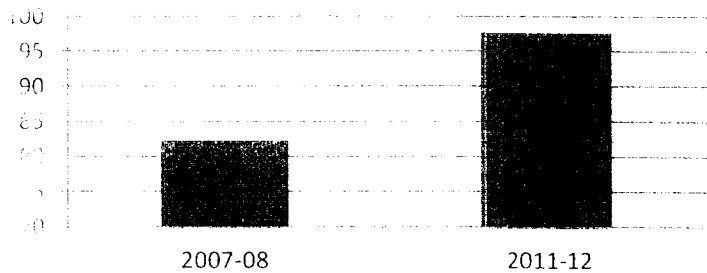


**Comment on the Data:**

These data show a favorable trend and are an indicator of project impact. The data imply that more children are being retained to complete a full cycle of elementary education. A full analysis will however only be possible when secondary education data become available through DISE.

Water and Sanitation make an important contribution to student retention in that the provision of these facilities helps to provide a more conducive environment. The provision of separate toilets for girls is considered especially important and even more so as girls approach puberty. The following data show the progress that has been made in respect of the provision of separate girls' toilets:

## Percentage of Schools With Separate Toilet for Girls



### Comment on the Data:

These data show a favorable trend and it is assumed that this will make an important contribution to retention – as well as have positive implications for health and hygiene.

### Concerns

Despite the progress made with sanitary provision, there are still enormous challenges remaining with effective usage and maintenance. These are of both a social and cultural nature and also of a technical nature. In respect of the latter, water supply is a major problem in a number of schools, including one of those visited. (Interactions with the District Collector, it is hoped, will have helped to provide a solution for the specific problem at the school visited).

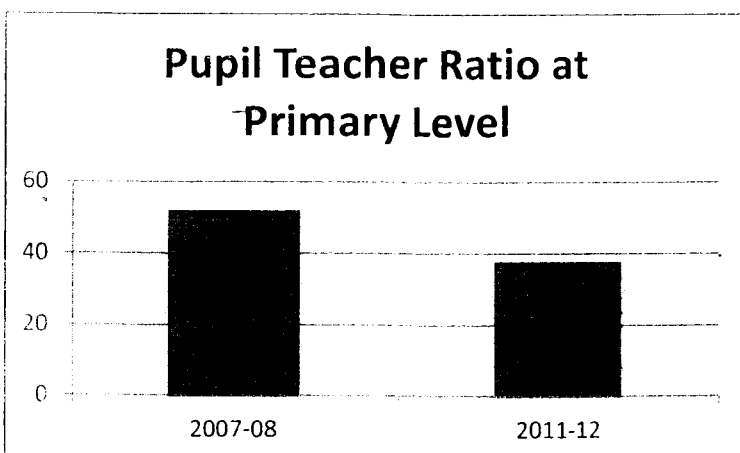
### Recommendations

The challenges associated with water and sanitation provision, usage, and maintenance are known to be very difficult to confront, but the State is encouraged to maintain and increase its efforts to find solutions. It may be wished to instigate innovative initiatives on a pilot/experimental basis as part of a search for optimum solutions. Where best practice solutions have been identified, these could be held up as exemplars and further disseminated.

## Goal 4: Education of Satisfactory Quality

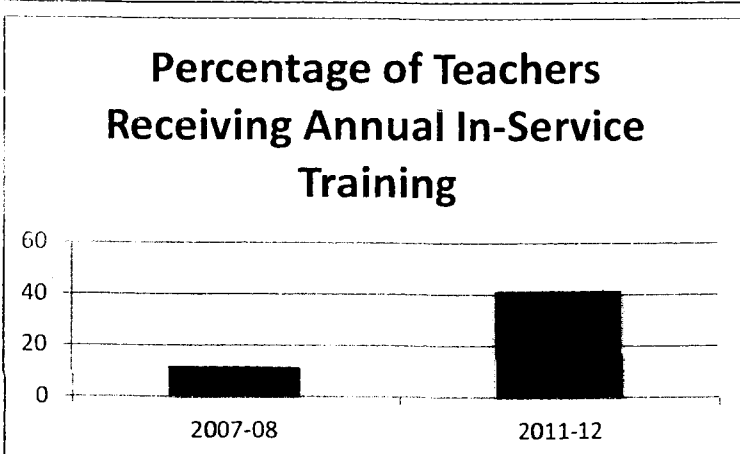
### Achievements

The following are among key data which are proxy indicators of educational quality.



**Comment on the Data:**

These data show a favorable trend and are an indicator of project impact.



**Comment on the Data:**

These data show a favorable trend. It is important to stress, however, that these data relate to programme **inputs** only. It is vital to try to measure separately the extent to which the inputs bring about changes in the classroom and especially learning **outcomes**.

The State Authorities recognise that there is a challenge to ensure a more efficient deployment of teachers across schools, to ensure that teacher : pupil ratios are more even. A commitment was expressed to conduct such a rationalisation exercise.

The Mission appreciated the State sharing a 2011 publication produced by the State Institute of Educational Management and Training (SIEMAT): *Abstracts of Research Studies in Elementary Education 2005-2009*. This documents provides some important findings including on the actual impact that various teacher training initiatives and other programme initiatives have achieved. The State is encouraged to continue to use findings of this kind to inform and make adjustments to policy and programme practice. It will also be helpful if some of the statistical data on training impact and other programme outcomes is highlighted in future reports. (There is a current tendency in programme reporting simply to list the studies that have been undertaken. However, what is of real interest is what the studies actually found out, and the implications for policy and practice). The State is also encouraged to repeat such studies from time to time to ensure that impact is being maintained or increased and to increase confidence in the findings of the original studies.

In response to the National Curriculum Framework 2005, the State of Uttar Pradesh has thoroughly revised its curriculum and textbooks. Free textbooks have been provided under SSA to all girls and SC/ST boys in Grades 1 to 8. In all schools visited during field activity

The mission found textbooks in plentiful supply. It was also impressed by learning materials on walls and other teaching aids in abundance. (The painting of a number line 0 to 100 – not observed in any classrooms visited - is worth considering for all primary classrooms as this can help enormously in the teaching and practice of counting, addition and subtraction and other mathematical operations).

BRCs sampled were functioning well on the days of the Team's visit, with training activity in full swing. BRCs in Uttar Pradesh appear to be vibrant institutions. At one BRC visited, information communications technology (ICT) was being used to transmit the training content to another group of trainees in another part of the district. This is an especially exciting development. Innovations such as this, as ICT capacity and outreach grows, have the potential to be absolutely transformational.

## Learning Outcomes

In this report, the Mission Team has taken the liberty of addressing Learning Outcomes under a separate major heading. On return to Delhi, it will make a proposal for the consideration of the Full Joint Review Team that this is something that should be adopted for the main Aide Memoire and become part of the standard template for future documents. It is believed the justification for this is as follows. The recently published '12<sup>th</sup> Five Year Plan: Social Sectors' states:

*The four main priorities for education policy have been access, equity, quality and governance. The Twelfth Plan will continue to prioritise these four areas, but will place the greatest emphasis on improving learning outcomes at all levels. (21.14 p 49)*

### **Targets for the Twelfth Plan (Box 21.1)**

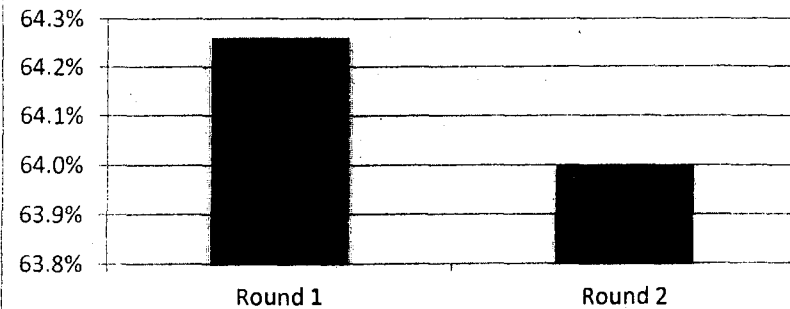
*6. Improve learning outcomes that are measured, monitored and reported independently at all levels of school education with a special focus on ensuring that all children master basic reading and numeracy skills by class 2 and skills of critical thinking, expression and problem solving by class 5.*

### **Twelfth Plan Strategy for Elementary Education (Box 21.2)**

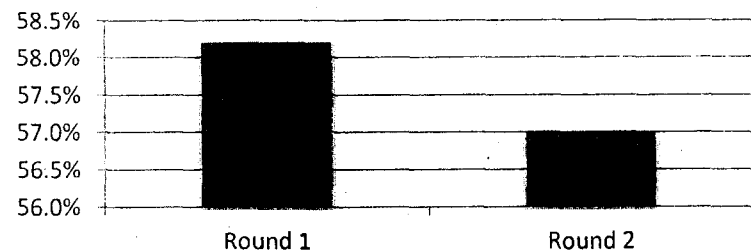
*11. Support States to set learning goals and invest in independent monitoring of outcomes, but provide States with substantial autonomy in how to achieve these goals, and provide additional results-based financing to States who show the most improvement in educational outcomes.*

Nascent data are now emerging on learning outcomes in Uttar Pradesh. Amongst these are the following:

### Class III Learning Levels: Language



### Class III Learning Levels: Mathematics

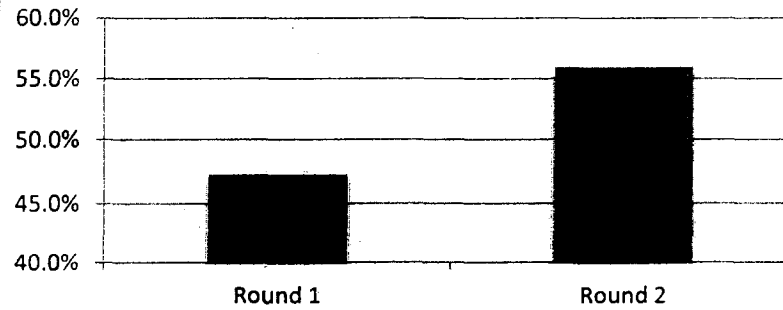


#### Comment on the Data:

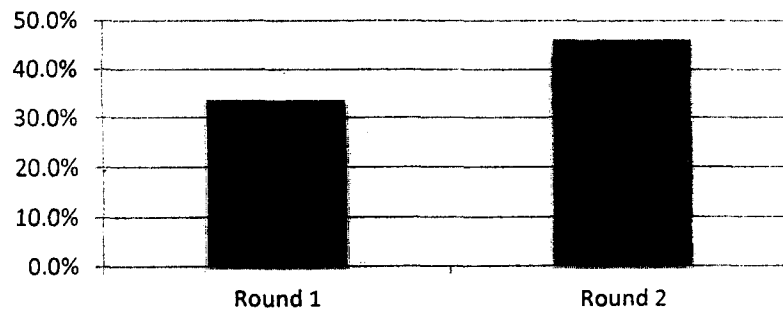
These data should be considered as a possible early warning sign. They show that standards in Language and Mathematics at Class III level appear to have fallen. There are possible mitigating factors. Firstly, more first generation learners and children from increasingly disadvantaged backgrounds are being drawn into the system – increasing the teaching challenges.

Secondly, as learning outcomes measurement is at such an early stage in India, the two rounds of testing may have had methodological inconsistencies or not be directly comparable in terms of the difficulty of the tests that were set or in the way that they were marked. Findings from the next round of measurement will be increasingly critical in helping to determine whether standards are indeed rising or falling.

### Class VIII Learning Levels: Language



### Class VIII Learning Levels: Mathematics



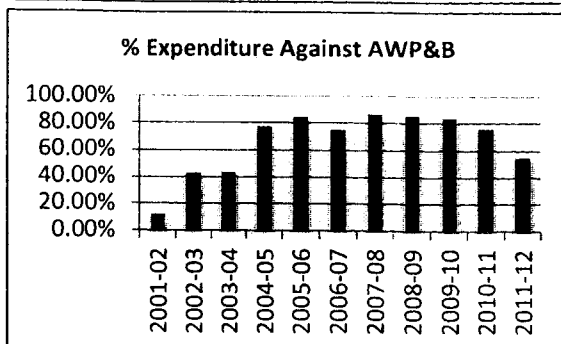
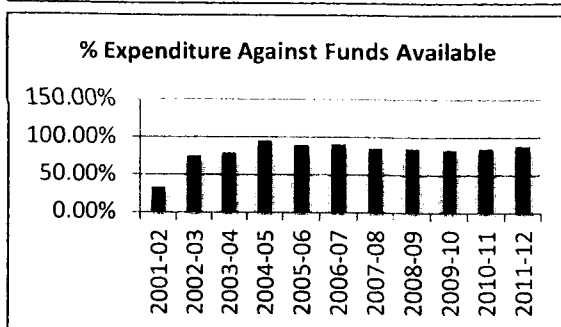
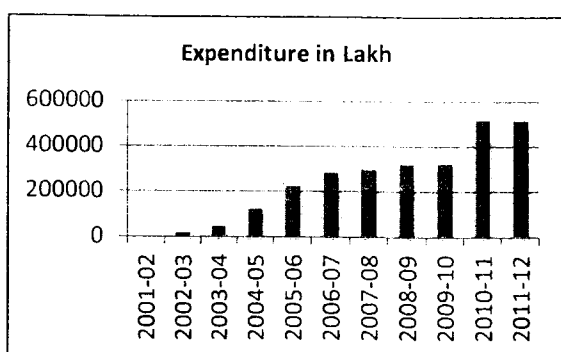
#### Comment on the Data:

These data appear to show an encouraging trend – suggesting that standards at Class VIII Level in Language and Mathematics are rising.

However, in view of the caution expressed above in respect of data reliability at such an early stage of Learning Outcomes testing, the Third Round of testing may give a more reliable picture of the trend.

## Financial Management

Since programme inception in Uttar Pradesh, until 30<sup>th</sup> November 2012, a total of Rs Lakhs 377500.63 has been spent. The following figures show how funds have been expended across the implementation period and in relation to 'percentage expenditure against available funds' and 'percentage expenditure against Annual Work Plan and Budgets (AWPBs)'. Commentary is also provided on the patterns observed.



### Comment on the Data:

Over the implementation period Annual Expenditure in Lakh has steadily risen. This is an expected pattern reflecting growing implementation capacity and steadily building programme momentum. Levels of % expenditure against funds available have remained satisfactory, suggesting financial planning has been realistic in relation to implementation capacity. Percentage expenditure against AWP&Bs has risen from a low early base to satisfactory levels, suggesting AWP&B capacity has developed over time, including a greater understanding of what the programme is realistically able to deliver in any given time period. A satisfactory explanation was provided for the noticeable drop in percentage expenditure in relation to the 2011-12 AWP&B: this was in part due to late approval of the AWP&B as a result of a need to re-undertake a school mapping exercise, and was compounded by elections that delayed civil works activity and expenditure.

The State has a procurement plan in place pertinent to the current financial period. This was shown to the Review Team and appeared in order.

On the basis of the above, overall financial management and disbursement patterns are considered satisfactory and no specific issues arose during discussion. The Review Mission did not attempt, nor was expected to undertake, a detailed financial audit.

## Program Management

### Achievements

A broad impression gained was of a complex programme that is well managed at all key levels, with committed staff.

'Second Half Yearly Monitoring Reports' of the four institutions carrying out monitoring activities, for the period '1 April 2012 to 30 September 2012' were carefully reviewed by the Mission Team. The Team was impressed by the thoroughness of this activity and the quality of reporting was considered more than satisfactory. The monitoring activity requires a great deal of investment in time and resources and its findings yield a vast amount of important information. What is considered a weakness of the reporting format, however, is a lack of a means of drawing attention to any major findings. These remain buried in the detail. As the reports also do not articulate any suggested action points, there is a risk that the reports become shelved without appropriate actions being taken.

On return to Delhi, the Mission Team intends to explore with relevant authorities the appropriateness of recommending a small modification to the format to allow for the identification, in an Executive Summary, of:

- Three priority concerns, together with an agreed action plan to remediate the concerns (including date for completion and persons responsible).
- Three examples of exemplary practice – worthy of being held up as a best practice approach within the District/State or indeed nationally.

In respect of the second bullet point, it is believed such recognition will be highly motivating to those whose achievements are acknowledged and will thus help to create a virtuous circle that encourages others to work harder to receive the same kind of acknowledgement and appreciation.

In discussions about project monitoring with the State Team and other stakeholders, the suggestion was also made that the activity of the monitoring institutions could also attempt to capture some sample data on learning outcomes. There are certainly merits to such a suggestion, though there may be practical difficulties in implementation. Nevertheless, the proposal is something the Mission will also explore with the relevant authorities on return to Delhi.



## **Recommendations**

In respect of future project reporting, the State is encouraged to place greater emphasis on reporting of outcomes, as opposed to completion of inputs. The state is also encouraged to make increasing usage of graphical, time series, data. The presentation of information in this way makes it far easier to identify trends, rates of progress, and to make extrapolations as to the likelihood of targets being met. Conclusions from analysis allow for remedial action to be taken should it be required. Findings of this kind are of equal value to implementers and evaluators. When including data it is also good practice to comment on what the data are saying: i.e. to include some analysis. In this report, when data have been presented, an effort has been made to set a good example in this way.

## **Conclusion**

While the Mission Team has highlighted various issues concerned with SSA/RTE, education – especially elementary education – cannot be viewed in isolation. There cannot be effective learning where the incidence of malnutrition especially amongst girls is high. Although the Midday Meal Scheme has tackled the issue of hunger in schools, the larger issue of malnutrition in general remains. This is outside the domain of the Ministry of Human Resource Development.

Also required is much greater interaction with Health Authorities by way of periodical health check-ups, maintenance of report cards, administration of iron and folic acid, etc. The Drinking Water Mission and other ancillary programmes need to be brought on board.

**ANNEX 1**

**Schedule Followed, Institutions Visited, and Persons Met**

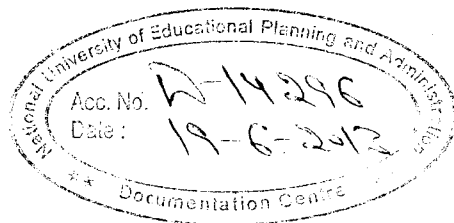
<b>Date</b>	<b>Place</b>	<b>Activity</b>	<b>Persons Present during Activity</b>	<b>District</b>
15/1/2013	State Project Office, Lucknow	Discussion with state level resource, organisation and Monitoring Institutes	<p>Mr. Atul Kumar, State Project Director, SSA UP</p> <p>Mr. D.B. Sharma, Addl. Project Director, SSA UP</p> <p>Ms. Meena Sharma, Addl. Project Director, SSA UP</p> <p>Ms. Sadhna Srivastava, Finance Controller, SSA UP</p> <p>Mr. A.N. Sharma, Director SIEMAT, Allahabad</p> <p>Mr. K.K. Gupta, Representative SCERT, UP</p> <p>Ms. Ruby Singh, Representative Directorate of Basic Education, UP</p> <p>Mr. K.M. Tripathi, Sr. Consultant, SSA UP</p> <p>Ms. Garima, Representative Mahila Samakhya, Up</p> <p>Mr. S.R. Soni, Representative Directorate of Literacy, UP</p> <p>Other Officials of State Project Office</p> <p>Representatives of monitoring Institutes-</p> <p>Dr. B.K. Bajpayee, Giri Vikas Adhayan Sansthan, Lucknow</p> <p>Mr. M.L. Sharma, Centre Of Advanced Development Research, Lucknow</p>	Lucknow
16/1/2013	Aantiya Talab, Nai	Pre-integration	<p>Mr. Brij Raj Singh, Warden</p> <p>Mr. Ratnesh Tripathi, District</p>	Jhansi

Date	Place	Activity	Persons Present during Activity	District
	Basti	Camp visit	Coordinator, Inclusive Education	-
	Banguwan	Primary School, Upper Primary School SMC Members	Ms. Sheela Ghosh, Head Master, PS Banguwan Mr. Ghanshyam, Chairman, SMC PS Banguwan Ms. Meena Sahu, Head Master, UPS Banguwan Mr. Manohar Singh, Chairman, SMC UPS Banguwan	Jhansi
	Futera	Training of SMC members at NPRC	Mr. Dashrath Rajak Coordinator Cluster Resource Centre, Futera	Jhansi
	Badagaon, Baruasagar	BRC Badagaon Visit	Ms. Neetu, Block Education Officer and Coordinator Block Resource Centre Badagaon Subjectwise Assistant coordinators Block Resource Centre Badagaon Participants of Life Skill Camp Participants of Physical Education In-service training	Jhansi
		KGBV Badagaon Visit	Ms. Madhuri Gupta, Warden, KGBV, Badagaon Teachers and students of KGBV, Badagaon	
		DIET Visit	Mr. Adarsh Tripathi, Principal DIET, Jhansi Mr. Devendra Singh, District Coordinator Training	

Date	Place	Activity	Persons Present during Activity	District
	Jhansi City	Discussion with District Magistrate	Mr. Gaurav Dayal, District Magistrate, Jhansi Mr. Anuj Kumar Jha, Chief Development Officer, Jhansi Ms. Neena Udainiya, Asst. Director, Jhansi Divison Mr. Adarsh Tripathi, Principal DIET, Jhansi Mr. Rajesh Kumar Singh, District Basic Education Officer, Jhansi Mr. Pawan Malviya Asst. Account Officer	Jhansi
17/1/2013	Raogarh	Primary School Visit	Ms. Babita Jain. Head Master, Primary School, Raogarh	Lalitpur
	Madwari	Upper Primary School SMC Members Shiksha ka Haq Volunteer Bal Patrakar President Awardee Teacher	Mr. Shyam Narain Trivedi, Head Master, Upper Primary School, Madwari Mr. Harcharan Prajapati, Chairman, SMC UPS Madwari and other members Mr. Sujeet Nayak, and other Shiksha ka Haq Volunteers Gaurav Dubey, student class viii Mr. Bal Krishna Nayak, retired teacher	Lalitpur
	Kala Pahad	UPS Civil Work	Mr. Richard Bloomfield, Head Master, Upper Primary School, Kala Pahad Mr. Jahar Singh Niranjana, District	Lalitpur

Date	Place	Activity	Persons Present during Activity	District
			Coordinator Civil Works	
	Lalitpur City	DIET Lalitpur Visit	Ms. Neena Udainiya, Principal DIET, Lalitpur Mr. Ahibaran Singh, District Coordinator Training Mr. Ranjeet Singh, District Representative, UNICEF	Lalitpur
	Lalitpur City	Discussion with Addl. District Magistrate	Mr. Mahesh Prasad, Addl. District Magistrate, Lalitpur Mr. R.C. Niranjan, Chief Medical Officer Mr. A.B. Singh Chuahan, District Panchayat Raj Officer Mr. S.N. Tiwari, District Development Officer, Lalitpur Mr. Vinod Kumar Mishra, District Basic Education Officer, Lalitpur Mr. Kripa Shankar Singh, Asst. Account Officer, Lalitpur	
18/1/2013	Talbehat	BRC Talbehat Visit	Mr. Jagat Singh Rajput, Block Education Officer and Coordinator Block Resource Centre Talbehat 40 Participants of CCE In-service training	
19/1/2013	State Project Office, Lucknow	State wrap-up meeting	Mr. Sunil Kumar, Principal Secretary Basic Education, UP. Mr. Atul Kumar, State Project Director, SSA UP	Lucknow

Date	Place	Activity	Persons Present during Activity	District
			<p>Mr. D.B. Sharma, Addl. Project Director, SSA UP</p> <p>Ms. Meena Sharma, Addl. Project Director, SSA UP</p> <p>Ms. Sadhna Srivastava, Finance Controller, SSA UP</p> <p>Mr. Amit Khanna, Representative, SIEMAT, Allahabad</p> <p>Mr. Ishtiyaq Ahmad, Representative SCERT,UP</p> <p>Ms. Ruby Singh, Representative Directorate of Basic Education, UP</p> <p>Mr. K.M.Tripathi, Sr. Consultant, SSA UP</p> <p>Mr. R.V. Mishra, Director, Directorate of Literacy,UP</p> <p>Other Officials of State Project Office</p>	



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