

SARVA SHIKSHA ABHIYAN (SSA)

**5th Review Mission of Sarva Shiksha Abhiyan
Government of India**

(16-31 January, 2007)

Aide Memoire

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Fifth Review Mission, SSA, January 2007
Aide-Memoire

1. Introduction

The Fifth Review Mission for SSA visited 9 states i.e. Andhra Pradesh, Arunachal Pradesh, Bihar, Delhi, Gujarat, Jharkhand, Madhya Pradesh, Uttar Pradesh and Uttarakhand from 16th to 31st January 2007 (see annexure A for details of teams and appendix 1 for the ToR). The Mission had the opportunity to interact with officials of GoI as well as the state governments, with district and sub district programme personnel and officials, as well as with teachers, children and community representatives. The Mission members express gratitude to all those who gave their time and provided valuable information to enable the JRM to formulate this report. We would specially like to thank the Ministry, the TSG and the SPOs for making our visit rewarding and comfortable.

2. Follow up of fourth JRM Recommendations

A scrutiny of the recommendations of the fourth JRM shows that the processes of following up on these recommendations have been initiated. Illustrative guidelines for urban deprived children and migratory children are being finalized. A mid term pupil achievement survey is underway, and NCERT has constituted a group to suggest ways of improving such surveys and developing a systemic quality index. The idea of setting up a national level organization to conduct regular achievement surveys is being examined by a committee. The question of learning outcomes and helping states interpret these, is being looked into by NCERT. Good practices with respect to quality interventions have been shared across states. Research studies on BRCs and CRCs and third party civil works evaluation are underway.

GoI has also requested states to strengthen their management structures. There have been attempts to provide a sharper focus to the role of monitoring institutions and monitoring institutions have reviewed student and teacher participation. Several states have paid attention to decentralization and community participation. The Ministry has asked states to use funds available as per existing norms to take up needed activities for SC/ST children. The planning efforts to close gaps in access and enrolment are evident, but the issue of quality needs greater focus.

3. Physical Access

3.1 Spread of School Facilities

The Review Mission noted a considerable success in providing access to primary education. At the primary age, several states reported universal access through formal schools and EGS centres. For instance MP, Uttarakhand, UP, Gujarat and Jharkhand reported having provided universal access as per norms. In Bihar however, there are still eligible habitations without a primary school, but the state was rapidly setting up new schools. Moreover, in states such as Bihar and MP the EGS centres established have been (or are in the process of being) upgraded

to formal primary schools. The Mission would like to draw attention to the issue of very small habitations, for which various AIE centres have been started in different states, but a long term vision for such habitations is now needed. **The Review Mission suggests that the dialogue with the states on this issue be strengthened. Smaller schools for lower grades (grades I to III) linked to residential schools for higher grades can be explored as an option for addressing the needs of such scattered habitations and norms may need to be relaxed for addressing such state/ area specific requirements.**

At the upper primary stage, states are attempting to reach upto the 2:1 ratio for primary to upper primary school facilities, and this is a major step towards making access to upper primary schooling universal. The Mission would, however, draw attention to two facets which need to be explored in this scenario of rapid expansion. First, the ratio of an upper primary school per two primary schools is a broad indicator. At a more micro level, there is need to examine the extent to which the newly spreading upper primary facilities actually ensure access to all habitations as per the distance and population norm, and if needed, micro-planning exercises can be taken up to ensure the same. Further, there is need to focus on the remaining needs of various habitations after such norms are met. Additionally, as several states have upgraded the existing primary facilities to the upper primary stage, there is need to take stock of the status and functioning of the upgraded upper primary schools. **The Mission consequently recommends a study to examine the situation regarding access to upper primary education as per distance and population norms; the situation and needs of children located in habitations which do not qualify as per these norms; and the functioning of newly upgraded upper primary schools.**

3.2 Civil Works

It is heartening to note that across all states the quality of civil works has been reasonably good. This has been due mainly to the active involvement of the community in the execution and monitoring of the works. Nevertheless, it is important to put systems in place to ensure good quality of construction, especially since about 40 to 50% of program funds are going into civil works. Though adequate technical supervision, regular testing of materials / workmanship and 3rd party evaluation systems have been encouraged by the National level, the Mission did not find much evidence of a quality assurance system except in Gujarat, AP and Jharkhand. The Mission would like to specially highlight the systems put in place in Gujarat as a practice worth emulating by other states. Lack of adequate technical supervision (either no technical personnel or vacant posts) and the delay in putting in place a third party evaluation system has affected quality of works adversely in many states. The national level evaluation on civil works has also been delayed. **The Mission recommends that both the national level evaluation as well as third party evaluations in states be taken up at the earliest.**

Provision of basic infrastructure of classrooms, toilets & drinking water facilities has been given priority under SSA and in the special focus districts, the civil works ceiling has also been relaxed to accommodate the demands of physical infrastructure. Against an assessment need of a requirement of 9.98 lakhs classrooms in 2005, about 5 lakh rooms have been sanctioned till 2007. By this measure, all requirements of physical infrastructure should be saturated by the end of 2007. At this juncture it is important to take a proper stock of the infrastructure created under SSA now, the gaps still left to be met and the time frame for the same. Gujarat and AP have also taken

infrastructure surveys – all states should be encouraged to take up such surveys for an accurate assessment of their infrastructure need. States should also explore converging with various other schemes to address the infrastructure gap. Some efforts in this direction were noted in the states visited, mainly at the level of the district. Gujarat and Bihar have been able to put systems of convergence in place under which all convergent sources of funding are placed with SSA; this helps in better planning and implementation. **It is recommended that during the appraisal process of AWP&B 2007-08, a careful assessment be done of the balance civil works needs.**

The issue of land availability is a major concern in some states, especially Bihar, Uttarakhand and Delhi, and is likely to be an increasingly important issue in urban areas and rural areas where land prices are high. In Bihar, several school campuses simply do not have the area needed for the horizontal expansion of school buildings. There is consequently, a need to explore various options like multi-storied structures, temporary structures, encouraging land donation or even buying land through convergent sources of funds. **The centre, in discussion with the states, would need to evolve appropriate guidelines on this.**

The Mission would like to highlight the importance of school design. DPEP had created a wealth of various functional and context specific designs. There is a need to move forward on this process of design evolution and create an attractive school environment. It was heartening to note that states are increasingly focusing on earthquake resistant, functional and attractive school designs. Gujarat has developed designs to suit various site conditions, generating over 50 design options in the process. Bihar too provides similar prototypes and options. It was also encouraging to note the use of local (bamboo) materials in the construction of school buildings in Arunachal Pradesh. Similar initiative should be encouraged in other states also. At the same time, the Mission noted with concern that in Andhra Pradesh, the DPEP process of design evolution has been completely reversed, going back to traditional box type designs.

There is also a need to encourage each school to develop a comprehensive layout plan, locating the current building and future expansion (including vertical expansion if envisaged), utilities (tile, drinking water, kitchen shed) gardens and play areas, enclosed by a boundary. In a number of states the Mission found haphazard expansion of a school due to lack of such a comprehensive layout. On the other hand, it was heartening to note that many states have initiated efforts to make the school child friendly and incorporate elements that can aid the learning process. Outdoor learning spaces, ramps and handrails for the disabled, paintings and pictures on the walls are some of the features observed in schools. It is important for the project functionaries and stakeholders at various levels to be aware of the complementary role that the school building plays in the teaching learning process and therefore the need to 'design' the school environment. **The Mission recommends that the sub-Mission on infrastructure encourage, strengthen and closely monitor the process of designing child friendly schools.**

Maintenance of constructed facilities remains a concern, especially with respect to toilet and drinking water facilities. Though the maintenance funds were found to be effectively utilized in all states, the Mission would encourage states to develop maintenance manuals to explain various aspects of daily maintenance to the community teacher in a user friendly language. Program monitoring with respect to infrastructure facilities should not only monitor 'provisioning' but also 'functionality' especially with respect to toilets, drinking water facilities and ramps. **The**

Mission would recommend that the national level civil works evaluation closely look into the issue of functionality of the created assets as part of their ToR.

4. Out of School Children and School Attendance

4.1 Enrolling Out of School Children

Efforts to enrol out of school children were visible across the states. Several surveys and estimates regarding out of school children exist, which include the SSRI survey, the ASER survey and surveys conducted by the states themselves. These surveys show varying pictures regarding out of school children, though a decline in the number of such children is reported in nearly all. The picture changes according to different data sources. For instance in UP, as per the Social and Rural Research Institute survey of 2005, 6.94% children were out of school (around 30 lakhs), while current SPO figures show this number to be 7.85 lakhs after the enrolment drive and as per the ASER figure, 5.9% children (18 lakh children) are out of school. The Mission understands that the picture regarding out of school children is necessarily a varying one and changes over time as well as according to the criteria used. Bihar stands out as one state with very large population of out of school children, though it is making intensive efforts in this direction. As per the DISE data, retention rates for the states visited vary from 42.34% (Bihar) to 95.5% (Madhya Pradesh) and transition rates from 66.2% (Bihar) and 98.5% (Gujarat). The Mission could see cohort data in Bihar, and district specific data in other states.

The important issue, from the point of view of reaching out to out of school children, is good planning and flexible context specific strategies. Many states, i.e., AP, Bihar and MP have developed a good data base regarding out of school children and are able to monitor them at village level. However, in other states i.e. Delhi and Arunachal Pradesh, this data base is yet to be developed. The Mission noted that in seven out of the nine states visited by the teams a varied set of context specific strategies had been adopted for children who were out of school for different reasons, such as for children from specific social groups, migratory children, children of different age groups etc. The strategies included alternative schools of various types, as well as bridge courses. There was also a high degree of involvement of NGOs in this effort. But the Mission observed that in Delhi, the focus on out of school children was inadequate, and in Arunachal Pradesh, though the state had been able to put EGS centre in place, a varied programme had not taken off. **The Mission highlights the need for a more direct effort regarding out of school children in both Delhi and Arunachal Pradesh.**

The Mission noted that the attempts to enrol out of school children were still oriented toward rural children in the age group of 6-10 years. There is need to strengthen initiatives to enrol out of school children in urban areas. Some attempts are visible in this direction, such as Human Development Centres in Madhya Pradesh. Similarly, though the number of out of school children (especially girls) at the upper primary stage are quite high, special efforts to enrol and educate such children are as yet quite limited. **The Mission recommends more comprehensive strategies for urban areas as well as for children in the 11-14 age group.**

42 School Attendance

There has been a considerable focus on enrolment in SSA, but the state teams uniformly found that attendance of children fell much below the enrolment figures of the schools visited. This is also corroborated by reports of the monitoring institutions made available by GoI. While enrolment of children is one (and important) criterion, the actual time spent by a child in school and in the teaching learning process is critical. **The Mission recommends monitoring of children's attendance, and that a pilot system for such monitoring be developed.**

5 Equity

51 Gender

The Mission notes a significant increase in GER of girls since 2003-04. Presently, girls comprise 47.9% of the enrolment at the primary level and 45.80% at the upper primary level. The DISE data shows that at primary level, the percentage of girl's enrolment varies from 49.49% in Uttarakhand to 44.36% in Bihar, with five states (Uttar Pradesh 47.77%, Jharkhand 47.50%, Arunachal Pradesh 47.41%, Delhi 47.05% and Gujarat 46.97%) having a percentage slightly below the national level and Andhra Pradesh and Madhya Pradesh with a higher than national level percentage of girls enrolment (49.37% and 48.85% respectively). Gender parity in enrolment is almost within reach at the primary level, ranging from 0.98 in Uttarakhand and Andhra Pradesh to 0.80 in Bihar and 0.92 at the overall national level. However, the analysis of the sex ratio in the age group of 0-6 reveals a falling sex ratio (as per the 2001 census, in Gujarat the sex ratio stood at 920 female per thousand male, and the corresponding figure of the 0-6 population is even lower at 883). The effect of this extremely skewed sex ratio is now being reflected in the lower enrollment of girls in the primary sections. **This issue may be highlighted in training programmes of VECs, MTAs, PTAs and in public education campaigns.**

At the upper primary level, the percentage of girls' enrolment is a serious concern and among the states visited, varies from 48.76% in Uttarakhand to as low as 38.87% in Bihar, as compared to the national level of 45.80%. Three other states visited by the mission, Andhra Pradesh, Arunachal Pradesh and are ahead of national level while Delhi has shown decrease in girls' enrolment as compared to 2005. The national gender parity index (as per DISE 2006 by NIEPA) at the upper primary levels 0.84. Among the states visited, except Uttarakhand and Andhra Pradesh where GPI was 0.95 and 0.91, other seven states were far below the national level, ranging from 0.64 in Bihar to 0.79 in Delhi. The wide gender gap at the upper primary level is a matter of concern. **The Mission recommends that in the districts and areas identified where a large number of 11-14 age group girls are out of school, area specific strategies be undertaken.**

The presence of female teachers, especially in backward areas, could contribute to increased access and retention of girls. But out of the nine states reviewed by the mission, 6 states have substantially less than 50% female teachers (Arunachal Pradesh 32.68%, Bihar 26.21%, Jharkhand 29.29%, Madhya Pradesh 32.73%, Uttar Pradesh 32.36% and Uttarakhand 45.16%). Of more serious concern are schools with no women teachers, specially in the educationally

backward and remote areas. The total number of schools without female teachers in all districts is 30.87% while the scenario in 9 districts reviewed by the Review Mission is also grim. The percentage of such schools is: Bihar 39.73%, Uttar Pradesh 35.78%, Madhya Pradesh 33.34%, Jharkhand, 34.99%, Uttarakhand 28.43%, Gujarat 18.11%, Arunachal Pradesh 20.62% and Delhi 13.28%. The Mission endorses the policy of recruiting 50% female teachers **but recommends furthermore, a proper distribution of female teachers.**

The Mission noted a substantial increase in the availability of toilets for girls, to meet an essential condition for the security and privacy of adolescent girls in schools. The percentage of schools with girls' toilets is good in Delhi, Uttar Pradesh, Gujarat, Uttarakhand and A.P.P. at 87.82%, 69.41%, 50.35%, 41.58%, 40.47% respectively. But Arunachal Pradesh, Bihar and Jharkhand, with only 11.69%, 11.78%, 11.64%, schools with girls' toilets have to push forward the construction of girls' toilets.

NPEGEL provides additional provisions for enhancing the education of underprivileged/disadvantaged girls at the elementary level through more intensive approaches to develop model schools in clusters. The Mission had a mixed impression of the progress and impact of NPEGEL interventions. As far as infrastructure is concerned, 10,419 additional classrooms with toilets for girls have been constructed. The Mission saw very strong and vibrant Meena Manches in UP and Bihar. In UP, 7724 school libraries are being run by Meena Manches with the help of National Book Trust. In Bihar, summer camps for remedial teaching are provided for girls, while in MP open learning is possible for many girls who are unable to complete elementary education, as a result of a tie up with State Open School System with SSA. However, NPEGEL interventions remained standardized. Context specific interventions are yet to emerge.

Under the KGBV, 1180 residential schools at the upper primary level have been started: 333 (3602) of these are in Muslim, 260 in ST and 93 in SC dominant blocks, others are in EBB, in special focus districts of SSA. The nine states visited by the Mission revealed significant progress in the operationalization of KGBVs. The building construction at all places was in progress. In some places, KGBVs are operational in rented buildings. In Arunachal Pradesh, KGBVs have been opened with new buildings, and state officials expressed satisfaction with the functioning of these centres. In MP, 105 KGBVs are operational and the Mission witnessed immense effort on the part of the state to reach girls belonging to rural remote areas and disadvantaged groups especially from SC & ST categories through KGBVs. Bihar, Uttar Pradesh and Uttarakhand also showed significant progress in KGBV. KGBV is contributing substantially to the enrollment and retention of girls of deprived sections of the society i.e., SC, ST and Muslims. The Mission is highly appreciative of the way KGBVs are being operationalized by SSA and in some places with the involvement of MS and NGOs. **Up-scaling of KGBV is recommended by all team of the Review Mission, alongwith the development of more innovative models in the local context.**

5.2 SC/ST Children

DISE data shows that the percentage of enrolment of SC and ST children at the primary and upper primary level is more than their percentage in the population. The DISE data shows the

classes I-VIII. 18.64% of the children enrolled are SCs, as against a population share of 16.20%. Similarly, 9.02% of the children enrolled are STs as against the population share of 8.2%. However, the data also shows a declining trend in the enrolment of SC and ST children from 23.34% in 2003-04 and 20.58% in 2004-05 to 18.64% in 2005-06 for SC children in classes I-III. Similarly, the percentage of ST children enrolled in classes I-VIII was 10.18% in the year 2004-05 as compared to 9.02% in the year 2005-06. This trend needs to be examined in greater depth.

All SC/ST children get free textbooks in SSA. In addition, many states provide scholarships, uniforms and learning materials. Under SSA upto Rs. 15 lakhs per year under the innovations grant has been used to take up programmes for SC/ST children. Teachers are being sensitized towards SC/ST children in training programmes across the states. AIE centres in UP and Jharkhand, Sankalp and Prayas in Bihar, HDC in MP, and residential bridge courses in Andhra Pradesh, UP, Jharkhand, MP have been opened in areas where SC/ST population is significantly high. Remedial teaching to support learning beyond classrooms have also been taken up. In Gujarat it is being provided as the SAMATA programme.

Seventy five districts with more than 50% ST population have been identified for special focus under SSA. In addition, 52 districts identified by the Ministry of Tribal Affairs are being targeted for focused effort for girls' education and infrastructure in convergence with the Ministry of Tribal Affairs. The special interventions for ST children include the development of primers in different tribal languages (Jharkhand, Andhra Pradesh) as well as glossaries (in tribal areas in Gujarat). In Andhra Pradesh and Gujarat, specific modules for training teachers in tribal areas have been prepared. A significant initiative was the provision of teachers' quarters in tribal areas of Gujarat, which had enabled teachers to live in these areas, and thus improved their presence in schools. **Given the special problems and issues faced by children from ST communities, the Mission recommends a continued focus and state sharing on the education of children from Tribal communities.**

However, certain groups such as children from migrant families have still not received proper attention, given the complexity of the problems of the children of migrant families. The system of providing migration cards for the continuation of education should be further expanded to address inter state migration and linkages should be established in the neighbouring states for this purpose. The guidelines being prepared by the Department of School Education and Literacy will support states in enhancing these initiatives.

3.3 Muslim Children

As was pointed out in the 4th JRM, Muslim children are over represented in out of school children and concentrated in urban areas. Around 10 percent of all Muslim children are out of school. **In fact, more disaggregated data by districts and blocks on out of school Muslim children is needed for formulating strategies to bring them to schools.** States are making efforts to collect authentic data that would help in better planning of these interventions. The DSE data is also expected to cover Muslim children from next year.

In the states, the Mission noted an increased focus on minorities under SSA. In 2006-07, preferential approvals have been given for the 99 minority concentration districts. The Mission noted specific interventions in the States aimed at addressing out of school Muslim children. Many states, notably UP, Bihar and MP are working with Maktabas and Madrasas for improving the education of children. In these states, Madrasas/ Maktabas are being strengthened through SSA/ AIE funds. Their teachers are being trained and grants for TLM and school maintenance and textbooks are being provided. Attempts are being made to provide Urdu medium books to Muslim children both in aided Madrasas and Urdu medium schools. Uttar Pradesh has decided to open schools in all the un-served pockets of districts with minority concentration. **Progress of these children in Maktabas/Madrasas and their mainstreaming needs to be closely monitored and attempts should be made to involve the community for launching special drives for enrollment of these children in primary schools.**

5.4 Children with Special Needs

Special efforts were visible to enrol children with special needs in the states visited. The initiatives included surveys to identify children with special needs, provision of aids and appliances, appointment of resource teachers, awareness building during teacher training and special bridge courses. Some of the commendable interventions made in this direction included special efforts for the provision of aids and appliances in Bihar, training of cluster resource persons and incorporation of inclusive education in MP, escorts for such children and home based services in Uttarakhand. States have also attempted to make school buildings more disabled friendly by incorporating barrier free features in their designs. Notable also was a special emphasis on hearing disabilities in Bihar.

These efforts made by the states are to be appreciated, but in the case of children with special needs, the task is complex and large. Though states have stressed inclusive education and enrolment of children with disabilities in training programmes etc., the Mission members saw very few children with special needs in regular schools. **The Mission suggests a more rigorous monitoring and building of professional capacities at the state level to support children with special needs.**

6. Quality of Education

6.1 The Current Context and Goals

6.1.1 Learning Achievement

There have been strong debates on the quality of education based on the results of surveys of children's learning achievement conducted at the state or national level through government, non-government or international agencies. States have applied various approaches to assessing children's learning achievement and achievement surveys have been conducted by NCERT. Comparing one study to another can be misleading, when these have been conducted on different postulations and have methodological variations. Consequently, at present, it is difficult to comment with any certainty on the status of students' achievement levels on the basis of studies.

What has emerged from the school visits of the state teams is an indication of poor learning levels of children both at the primary level and upper primary level. The Mission emphasises that this is a fact that has been well recognized by educationists for many years, and does not reflect on SSA as a programme. It also does not mean that there may not have been some improvements in the learning levels of children as a result of SSA interventions, as some achievement tests indicate. For example, in Andhra an increase of 6-8% has been recorded under the CLIP and CLAP grading; Gujarat has increased learning level by 3.1% from the earlier Gujarat Achievement for Primary (GAP) survey etc. However, the learning levels remain far from satisfactory. During the visit to states, sample checks done in some of the schools of Bihar, Uttarakhand and Uttar Pradesh showed that in some cases children were not able to read at all and do simple sums even after five years schooling.

The impression emerging out of discussion with states is that there is an urgent need to address the various aspects of learning of children in a holistic manner. The quality has to go hand in hand with quantity. If we wait for quantity to be achieved before quality, there are signals that we, as per one impression of state functionaries, may be producing dropouts and “uneducable” individuals after five years of schooling. The loss would be immense. To avoid such a situation greater focus is needed in early primary grades, when foundation is laid to equip children to acquire necessary learning tools i.e literacy and numeracy. **The Mission reiterates the recommendations of the fourth JRM that measures to improve basic literacy and numeracy at the class I and II level should be taken up by all states.**

6.1.2 Classroom Processes

It has been noted that education that is only textbook bound limits the whole learning process and the classroom. The classroom transactions observed by the Mission members in the schools showed the teaching to be mainly based on traditional methods of copying and chanting with children as passive learners rather than actively engaged in various learning tasks and projects. Activity-based methods are apparent in the lower grades in some states, but in the upper grades the methodology is mostly based on rote learning. Additionally, multi-grade and multi level teaching still remains a challenge. The various activities of SSA such as teacher training, TLM and academic resource support and other inputs are expected to yield improved classroom practices. However, this was not in evidence in the observations gathered from the states. **The Mission consequently recommends a renewed focus on improving classroom processes.**

6.2 Strategies

As SSA succeeds in its more basic objectives of providing schools and enrolling out of school children, the goal vis-à-vis the quality of education becomes central. Some important interventions in this context are teacher recruitment, teacher training, development of an attractive learning environment, provision of Teaching Learning Material (TLM), improving classroom processes, monitoring the quality dimensions of education, remedial teaching, computer aided learning, distance education and the like. SSA supports the establishment of grass roots academic resource centers and monitoring quality parameters including pupil learning levels, and research activities related to quality issues are an integral part of the programme.

6.2.1 PTR and Teacher Recruitment

The overall picture of states implementing various measures designed to improve the quality of elementary education reveals that while some states have moved ahead with the provision of teachers and infrastructure, other states still need to concentrate on upgrading infrastructure facilities and place teachers in position. The states of Bihar, Jharkhand, M.P. and U.P. still have very high PTRs (i.e. 63, 48, 49 and 49 respectively). The Mission noted that Bihar, Jharkhand, M.P. and U.P. are actively engaged in the process of filling up teachers' vacancies. As large numbers of teachers are being recruited, it is important to point out the need for keeping in view the fact that **at the upper primary stage, many states (including Bihar and MP) have joint cadres of primary and upper primary teachers, when in fact, in upper primary grades, subject specialists in math and science are needed. This is an issue that states may like to address vis-à-vis teacher recruitment.**

Several states have achieved more acceptable levels of PTRs, but all states have pockets and schools with high PTRs. In this context, a closer monitoring of variations in PTRs, rationalization and deployment of teachers remain matters of concern. Some positive practices vis-à-vis teachers are emerging which need to be highlighted. Andhra Pradesh has rationalized its teacher transfer through the process of counseling. Gujarat has a program for housing of teachers in clusters so that they can serve the surrounding villages. Several states have issued government orders (e.g. Bihar) prohibiting the deployment of teachers in non academic tasks. While these are not yet strictly followed, the initiation of this process is appreciated, and it needs to be taken further. **The Mission recommends that the Centre highlight and share these positive practices with other states.**

6.2.2 Planning for Quality of Education

SSA envisages perspective planning with a vision, and this is particularly important for improving the quality of education. In the states visited by the Mission, while several activities to improve the quality of education were in evidence, a focused plan and strategy for the same was not visible. The Mission appreciated the immense strides made in the provision of infrastructure and teachers, which lay the basis for quality improvement, but in the sphere of improving classroom processes and learning levels, states did not present clear vision statements and strategies. **The Mission recommends that the States should formulate the vision of educational outcomes and generate three year plans to realise this vision.**

The Mission noted important constraints in the development of such vision and strategies. It is important to point out here, that SSA envisages setting up of State Resource Groups (SRGG) by the District Primary Education Programme, such resource groups, when these were appropriately formed and strengthened, played a key role in pedagogic renewal. SRGs when composed of active and motivated academicians, teachers and NGO personnel can become a forum for vibrant dialogue about pedagogic issues, which can then lead to the development of dynamic and fruitful initiatives. Notably, SRGs can be coordinated from within SCERTs. However, in the states visited by the Mission, SRGs i.e. forums for debating, planning and executing quality improvement strategies, were not active.

Notably, many states are working with NGOs and other agencies to evolve quality improvement programmes, e.g., the Learning Guarantee Program, the *Anupamshala* initiative and *Panchsheel Shiksha* initiatives, the Whole School Improvement Project, the Project Learning Enhancement for Children, for classes I and II of *Pratham* etc. Different agencies offer varying visions of quality improvement and ways of achieving it. States need mechanisms to look at such initiatives analytically, and adapt them as per the state vision and context, a task in which SRGs could play an important role. **The Mission recommends that the states create dynamic SRGs and empower them to create a plan to improve classroom processes and learning outcomes.**

The NCF 2005 provides five principles for curriculum development and its transaction (i) connecting knowledge to life outside school, (ii) ensuring that learning shifts away from rote learning (iii) enriching curriculum so that it goes beyond textbook (iv) making examinations flexible, integrating them with classroom life (v) nurturing an over-riding identity informed by caring and concerns within the democratic polity of the country. These principles, if taken into consideration can transform the scheme of TLM preparation, classroom transaction and processes, methods of teaching from rote to child centered. This may lead to stimulating the child's creative spirit and joy. **The Mission recommends that states should undertake dissemination of core ideas and practices envisaged in the NCF 2005 to the teacher level and should review their textbooks and classroom practices with respect to these core values. SRGs can be valuable mechanisms for this process.**

6.2.3 Teacher Training

Most states provide 20 days' in service training to teachers as per SSA norms, except for the states of Arunachal Pradesh and Jharkhand, where the coverage is poor. The 20 days teacher training is designed by states in different ways. It is a matter of concern that most states conduct teacher training during school working days, thereby depriving children from learning for that period.

However, the quality of teacher training has been questioned in many state reports. It has been observed in Arunachal Pradesh, Gujarat and Uttarakhand that training programmes have been rote in nature and need to be evaluated for continued effectiveness. The question of need-based training has been emphasized, but in practice, the identification of needs of teachers for teaching different subjects and in different teaching learning situations was not evident. Moreover, the impact of training is not very visible in classrooms, where to a large degree the traditional teaching learning methods were observed by the Mission. **The Mission recommends that the evaluation approved by the Ministry, of the effectiveness of the training programs and training modules for their curriculum, content, and methods, be expedited at the earliest so that they can become more need-based and effective.**

Because of the recruitment of para teachers, several states now have a significant number of untrained teachers and are making attempts to train them. Arunachal Pradesh and Jharkhand have entered into an MoU with IGNOU to train untrained teachers through the distance mode. Jharkhand has provided for a two years' diploma in lieu of 30 days' training and Arunachal has opted for six-month certificate course in primary teacher education from the IGNOU. However, it was revealed that Arunachal Pradesh had sponsored 746 teachers for training to

The Mission notes that UP has an active and functional SIEMAT, Andhra Pradesh intends to operationalize its SIEMAT soon and efforts are visible in Uttarakhand too. In other states however, SIEMATs function with skeletal staff. **The Mission highlights the SIEMAT as an important institutional mechanism to improve planning and management skills.**

States are also providing quarterly information on NCERT's formats for monitoring the quality dimension of elementary education. The training programmes on the quality monitoring formats have been by and large conducted by the states. Some states are collecting and sending information on the formats. There is need to streamline the smooth flow of information from school level to cluster level and upward. In some states teleconferencing is of great help to support monitoring on both academic and physical aspects of the programme.

6.2.8 Community Engagement vis-a-vis Quality

Making reporting of the child's learning more transparent to the parents is necessary in order to improve accountability on the one hand, and also so that parents and /or the community can take steps to help the children learn better. **The Mission recommends that more transparent processes of assessment and reporting of assessment to parents/ community may be taken up.**

6.2.9 ECCE as an Important Intervention for Quality

Uttar Pradesh and Uttarakhand have made a strong plea to include ECCE intervention under SSA, as it has great potential for both increasing enrolment of children and enhancing quality of learning. It was revealed through the Jharkhand experience that in schools where there was a pre school with primary, the achievement level of children was significantly higher than those where there was no pre school facility. UP has pointed out that ECCE is now confined to the Innovation Fund of SSA and NPEGEL, with an emphasis on convergence. The Uttarakhand SPD also had similar views. **The Mission recommends that although ECCE is now transferred to a different Ministry, strong efforts to converge ECCE and EE should be made at all levels.**

6.2.10 Computer Aided Learning

Computer Aided Learning (CAL) is emerging to be a significant component under SSA. Most states have been very proactive in utilizing the Rs. 15 lakhs available under the innovations head for providing computer facilities to schools. A total of 27,634 schools have been provided CAL facilities under SSA till date, benefiting more than 50 lakh children. The Mission also noted very effective public private partnership in this area, both in terms of provision of software as well as teacher training.

The Mission however had concerns with the content being delivered under CAL and its impact on the teaching learning process. In Arunachal Pradesh, it was observed that the content was not at all relevant and as a result, most of the facilities are lying unutilized. In Uttarakhand, students of higher grades were seen working on content designed for lower grades. The importance of computers and other forms of education technologies in aiding teaching learning processes

cannot be over emphasized. However, there are issues with respect to content, availability of computers, effective computer time per student, maintenance of computers and effective teacher training that needs to be addressed in order to make this intervention a beneficial, one. **The Mission recommends that an action plan for computer aided learning be developed at the national level in association with the states, learning from some of the available best practices in the government and private sector.**

It is also suggested that such a plan of action should look at all forms of education technology i.e. radio, EDUSAT, telephone, computers instead of getting limited to computers alone. The action plan should also look at all possible uses of technologies, technology for teachers training, technology for enhancing classroom transaction, technology for better educational management. Such a plan assumes significance as the centre is thinking of changing the SSA norms to provide a separate budget head for CAL/ Education Technology. Interventions in this area should also be seen as an intrinsic part of the quality interventions of the state.

7. Community Participation

In all the states visited, programme personnel showed an awareness of and commitment towards involving the community in SSA initiatives in a variety of ways, i.e. in terms of building community opinion to get out of school children into school, involving community based bodies such as Village Education Committees or PTAs in school development activities particularly construction works, and to some extent in monitoring the schools. A positive response from the community was also visible in the states visited.

This engagement with the community had resulted in several positive outcomes. First, there was a positive movement in all states in enrolling out of school children, in which community mobilization played a role. Second, through community based bodies such as VECs and others, it had become possible to take up construction works on a very large scale, which would not have been possible otherwise. This was particularly visible in UP and Bihar. Third, the community based bodies provided an opportunity for inducing greater transparency as well as best use of local resources. For instance, in Bihar some VSSs had actively ensured that the right quality of materials were used in school construction. Finally, in some states it had become possible to raise resources from the community. In AP and Gujarat, there is a fair degree of community donations and contributions.

The states visited varied in terms of the manner in which they had structured community participation and community based bodies. In Andhra Pradesh, Bihar, MP and Uttarakhand, a legal basis had been provided to community participation through Acts. In Bihar, membership of these bodies was based largely on elections, but in Andhra Pradesh, recently moves had been made to increase the number of nominated members. In Madhya Pradesh the criteria used was that parents of children obtaining good marks in school were represented in the VEC. The Mission notes that VECs in many states (e.g. Bihar, Gujarat and UP) have ceased to be merely bodies which conduct enrolment drives, but have significant financial responsibilities of school construction and various annual grants. In this scenario, the attempt made in several states to have objective criteria (such as elections among parents) for the membership of these bodies are commendable, while all ad hocism in the formation of these bodies is a matter of concern. There

is need to protect these bodies from becoming forums where membership is based on clout and influence, rather than commitment to education. **The Mission recommends that states examine the composition of these bodies to reduce ad hocism and arbitrariness. The Central Government may like to facilitate such examination and discussion.**

The VECs and other bodies also varied in terms of the degree to which they were aware of and concerned about enrolment, attendance and drop out. The Uttarakhand team noted a high degree of awareness among such bodies, but the Gujarat team commented that the VEC seemed unconcerned about the fact that the largest number of children out of school were girls in the 11-14 age groups. All the states visited had made use of the provisions under SSA for the training of community leaders. However, there may be need for more focused orientation and public awareness campaigns to bring key issues to the fore. A 'good practice' observed in Bihar was that the SPO had, through various cultural associations, organized block level programmes to raise awareness about issue such as girls' education. **The Mission recommends making training programmes for VECs etc. more focused and context specific, and also recommends that public awareness campaigns on specific issues be carried out.**

The Mission noted that the financial responsibilities of these community based bodies had increased and continued to increase in several states. As noted above, this makes it possible for the states to undertake civil works at a rapid pace. In parallel however, there is need to ensure transparency in the processes of the community based bodies, build their skills for accounting and financial transaction and to also develop effective auditing mechanisms. A positive practice noted in Bihar was that the state had made a manual for the use of the VSS, and this was available, and used by these bodies. **The Mission recommends that the states consider strengthening transparency by increasing the display of accounts on boards and ensure that these are presented in various forums such as gram sabhas. The Mission also recommends strengthening of training in accounting and procurement systems, preparation of manuals and development of mechanisms for auditing.**

8. Planning and Management

8.1 Planning Process

The Review Mission noted and appreciated the increasing decentralization of the planning processes in some states. For instance in Bihar, the household survey provided the primary source of data while preparing the Annual Work Plan and Budget 2006-07. On the basis of this survey, the districts have further initiated a participatory process at three levels. In Gujarat, School Development Plans had been developed at the school level, and were further consolidated at the cluster and block levels. In Madhya Pradesh, as per the State policy, and the SSA mandate, the basic plan, Jan Shiksha Yojana, is generated at the village level, by the Parent Teacher Association, which is further compiled at cluster, block and district levels. The State also has a legal framework educational reform which is reflected in the MP Jan Shiksha Adhiniyam 2002, wherein powers have been delegated vertically and laterally from the state to the district and sub district levels, and from the Directorate and offices to the PRIs and to institutionalized stakeholder groups. In Uttarakhand, the Cluster Resource Centre is a key institution for planning, monitoring and implementation of the programme.

The Mission commends the increasing decentralization of the planning process to provide need based interventions, but makes two suggestions to further improve this process. **First, with bottom up planning there is need to build capacity at the sub district levels, to analyze data, fix priorities and suggest interventions. Second, it was observed by some teams that plans reflected mostly physical requirements, classrooms, teachers, AIE Centres, computers etc. There is consequently need to focus attention in the planning process towards ‘soft’ areas and quality related components.**

8.2 Programme Management

There are some states which have severe problems in terms of programme management. For instance, Delhi does not have a full time project director for SSA and numerous problems in the functioning of the SPO were observed in Arunachal Pradesh. In Bihar, despite a concerted effort to fill up posts there are still a very large number of vacancies. These states are constrained in implementing SSA adequately because of a lack of adequate staff, and this needs urgent attention.

The Mission appreciated the fact that in several states, serious attempts are being made at convergence with other departments. For instance, in Bihar, the SPO has attempted to converge with other government departments. In the Total School Development initiative, a holistic development of the school is brought out by the convergence of funds from PHED, Forest Department, and other sources. There has also been a consistent attempt to collaborate with NGO's. The alternative school strategy ‘Sankalp’ is based on convergence with UNICEF and Pratham. 208 NGO's are involved in the SSA programme in Bihar.

At the same time, the Mission points to the need to build capacities of programme personnel. SSA is an ambitious and huge programme, and the programme personnel who are in charge at various levels need a high degree of skills. **The Mission recommends serious attention to capacity building from the national as well as state level.**

9. Media

The Mission notes that several media campaign has been launched in SSA. Considering the varied achievements of SSA, the Mission felt that it is important that these achievements be highlighted and projected appropriately. Particularly, the public perception of a government school with a ramshackle building and rote learning needs to change. This perception often leads people to send their children to low quality private schools, as was observed by the Mission in several states. It is also important for the entire country to know of the achievements with respect to increasing enrollment, reducing dropout and out of school children, improving access and physical infrastructure, focus on girls education etc. The SSA website needs to be updated frequently with the latest data and information. Short films and jingles, showcasing the new image of a government school may also be considered. **It is recommended that the National Mission of SSA focus more strategically on media advocacy and public sharing of information.**

10. Research, Monitoring, Evaluation and Supervision

10.1 Monitoring and Supervision

At the National level, a number of monitoring instruments are now available to analyse and review program implementation and take corrective action. The NCERT Quality Monitoring Formats provide vital information with respect to many of the quality interventions like teacher training, curriculum revision, academic support, TLM and learning achievements. The re-structured ToR of the monitoring institutes have also resulted in some very interesting information being available from the reports of these institutions, especially with respect to student & teacher absenteeism and classroom processes. The Mission was also appreciative of the efforts at the national level to analyse DISE data to come up with trends over years and in formulating an EDI QPR & FMRs are also regularly monitored at the National level.

There is however a need to consolidate the information available through these various sources to create a detailed and more qualitative 'Implementation Status Report' for a state. Such a comprehensive 'Implementation Status Report' containing qualitative & quantitative information can be very helpful during the appraisal process. The EDI indicators need to be further disaggregated at the district level and NUEPA is already working on it. The concept of an EDI is more helpful to identify backward districts rather than ranking States.

Monitoring activities are being carried out in all states, but there is emphasis on quantitative and process monitoring conducted through DISE and other initiatives taken at the state and sub-state levels. Quality monitoring through tools developed by the NCERT has just started in many states from this year onwards. Besides, DPOs, BRCs and CRCs are also supervising schools and providing guidance and support to them. In some states, like Arunachal Pradesh, SRGs for monitoring and evaluation and also for research have been formed though their roles are yet to be clearly defined. All SPOs are expected to form such resource groups at state and sub state levels. DIETs should also be given joint responsibility of training and monitoring and they should do monitoring of classroom processes on a sustained basis. Programme and other personnel need more capacity building and guidance in order to be more effective. **Monitoring and evaluation needs to be done on a more sustained basis keeping in view quality parameters of learning for all sections of learners.**

VECs with different nomenclatures are also conducting supervisory activities at varying degrees but it is still confined to physical checks of civil works, teacher attendance, etc. **The Mission recommends the strengthening of monitoring through the VECs in areas where there is a preponderance of out of school children from disadvantaged groups.**

10.2 MIS

MIS is now in place in all the states. In some cases it is operational up to the village level whereas in others it is being used upto the BRC level. In Arunachal Pradesh its implementation has just started from this year. The 5 per cent compulsory verification of EMIS data generated at

different levels has also been taken up by states either through an external agency or through BRCs.

In some states like Jharkhand and Gujarat, computer facilities are available up to cluster levels. In other States, these are generally available upto the district level. At the state level MIS cells are fully operational and coordinating with lower level structures for generating various reports. MIS for EGS as developed by NUEPA and Decision Support System (DSS) are also being used in all districts of U.P. States are utilizing MIS based reports in preparing AWP&B for planning various SSA interventions. **The Mission recommends steps to provide computer facility at the lowest levels of administrative structures for better use of MIS.**

10.3 Research

All states have undertaken some research activity though it is mostly in-house micro level/action research generally undertaken by DIET faculty. Detailed researches have been taken up in U.P. and Jharkhand, although the level of their rigour is not clearly known. These studies are being conducted with the help of SIEMAT in U.P. and through other agencies in Jharkhand. The areas and issues covered in these studies include mainstreaming of RBC children, impact of KGBV on tribal girls' education and development, effectiveness of AIE and EGS centers, effect of interventions like remedial teaching on learning levels, impact of SSA activities on educational development in a district, etc. In almost all the states, however, research and evaluation grants have remained heavily underutilized.

It is recommended that capacity building for research as well as evaluation at state and lower levels as recommended by the 4th JRM also should be taken up. Research studies on more scientific lines and on a larger scale should be undertaken by each state. State and district institutes can take up research activities in collaboration with national level institutes. If SRGs are formed at the state and district levels as envisaged in the SSA guidelines, research activities will be strengthened. Research findings should be widely disseminated to initiate dialogue among various stakeholders

11. Finance

The funds released and the expenditure incurred by the nine States in the year 2006-07 upto September 2006 are shown in Annexure B. It may be seen that the expenditure incurred by each State in the current financial year upto September 2006 is considerable, excepting the States of Arunachal Pradesh and Jharkhand. This picture was confirmed in the state visits, where expenditure figures were available for varying time periods. In Arunachal Pradesh the expenditure till 20th January 2007 was 65.49 percent of the available fund, but the state government in Arunachal Pradesh had not given its share which is only 10%. Jharkhand received its state share as well as the central share in July 2007 and 52% expenditure was made of the total fund till 31st December, 2007. Bihar received both central and state shares up to December 2006 and 74.27% of the released grant had been spent by 31st December, 2007. In Delhi, 49.15% expenditure had been made till November 2006. In Gujarat 52.95% against the allocation had been spent upto December 2006. Madhya Pradesh had spent 57.7% at the available SSA grant, both central and state shares till November, 2006. The overall expenditure made by state of

Uttarakhand was 86% of the grant released by GoI and Government of Uttarakhand till 31st December, 2007. Against the total grants available from GOI & GOUP, Uttar Pradesh had spent 78.98% till 6 January, 2007.

The auditing process was found to be regular, though as per GoI reports the audit reports are still awaited from Bihar and Delhi. In Bihar, considerable efforts had been made from the state level towards training, preparing manuals for accounting etc. Similar efforts were visible in AP and UP also. However, it was observed by the team that there is scope for improvement in the compilation and maintenance of account in some states – specially, Delhi, Arunachal Pradesh, and Jharkhand in the State Project Finance Office and also down to VECS. Moreover, there is need for training of the accounting and finance staff at the grass root level for maintenance of accounts records and exercise of proper expenditure control.

Major Recommendations

Based on its observations, discussions with national and state officials, interaction with programme officials as well as with teachers and community representatives, the Mission makes the following broad recommendations:

- **With respect to access,**
 - The question of schooling in the long term, for very small habitations (which do not qualify for formal schools), needs to be deliberated with states and a strategy needs to be evolved.
 - The spread of upper primary facilities needs to be studied in detail to identify issues and challenges towards universal access of upper primary facilities. A reflection on these issues can also be started with the states.
- As SSA has channelled large sums of funds towards civil works, and as the civil works have been taken up at a rapid pace by the states, special attention needs to be paid towards ensuring high quality. Encouraging child friendly school designs and strengthening monitoring and supervision mechanisms are seen as critical next steps.
- There is need to focus on groups whose needs have not been addressed adequately so far. The guidelines for the urban deprived children as well as children from families which migrate are a welcome step. Similar focus on the education of scheduled tribe and minority children, as well as girls in the 11-14 age group is recommended.
- The focus on quality of education needs to continue in all its dimensions. State Resource Groups need to be made more active. Further, these need to be empowered and their capacities need to be built. State Resource Groups need not ‘compete’ with the existing institutional structure of SCERTs and DIETs, but these resource institutes can, in fact, play a nodal role in facilitating such resource groups. The State Resource Groups would be instrumental in developing a state vision, based on the curricular framework of NCERT, for improvement in the teaching learning process and learning levels in schools. In parallel, focused and context specific attention to quality related issues in plan preparation would also be necessary. The Mission has made several specific recommendations regarding pedagogical processes, but these form part of a whole vision and action plan which states need to develop.

- SSA is an ambitious programme of a large scale, and the implementation structures at all levels, but particularly at the state level, need to be strengthened considerably. There needs to be large scale and continuous capacity building at all levels.
- The role and function of community based bodies such as VECs and PTAs should be deliberated and shared among states to reduce ad hocism. Rigorous and intensive capacity building exercises of such bodies, as well as processes to induce greater transparency and accountability, are required.

Annexure A

Team Composition and states visited by 5th Review Mission of SSA

Sl. No.	States	Team composition
1.	Madhya Pradesh	Usha Nayar Ruma Banerjee
2.	Bihar	Rashmi Sharma Dr. Pramila Menon
3.	Andhra Pradesh	Madhav Chavan Deependra Prasad
4.	Gujarat	Subhashini Paliwal Saurav Banerjee
5.	Uttar Pradesh	Sridhar Rajagopalan Prof. Mohd. Akhtar Siddiqui
6.	Uttarakhand	Prof. G.C. Upadhyay Shri Amit Kaushik
7.	Jharkhand	Shri K.P. Singh Dr. Hemalata N. Parasnis
8.	Arunachal Pradesh	Mr. Arun Mavalankar Dr. Venkatesh Murthy
9.	Delhi	Mr. P.K. Bandopadhyaya Achyut Yagnik

Composition of Core Team

Rashmi Sharma – Team Leader
Saurav Banerjee
Madhav Chavan
Subhashini Paliwal
Prof. Mohd. Akhtar Siddiqui
Mr. Arun Mavalankar
Mr. P.K. Bandopadhyaya
Prof. G.C. Upadhyay
Dr. Pramila Menon

Annexure B

Expenditure in 2006-07

(Rs. in lacs)

State	Op. Balance of the year	Releases for the period 1.4.2006 to 30.9.2006	Expenditure for the period 1.4.2006 to 30.9.2006	%age of expenditure against (Op. Balance + Releases)
Andhra Pradesh	7535.65	3048.37	10382.5	98.10
Arunachal Pradesh	343.34	5951.92	1142.39	18.15
Bihar	47371.02	80516.87	55532.91	43.42
Delhi	400.2	3269.83	1803.65	49.15
Gujarat	10758.61	11054.22	15922.9	73.00
Jharkhand	43224.49	10571	11788.4	21.91
Madhya Pradesh	46292.8	81816.33	61855.54	48.28
Uttar Pradesh	25303.38	168872	152865.59	78.73
Uttarakhand	2241.25	11694	11294.42	81.05

Source : FMR-II & III for the period 1.4.2006 to 30.9.2006

Fifth Review Mission for Sarva Shiksha Abhiyan

Terms of Reference for Review Mission of SSA

1. Introduction

1.1 Sarva Shiksha Abhiyan (SSA) is a comprehensive and integrated flagship programme of Government of India, to attain Universal Elementary Education (UEE) in the country in a mission mode. Launched in partnership with the State Governments, SSA aims to provide useful and relevant education to all children in the age group of 6-14 age by 2010. It is an initiative to universalize and improve the quality of education through decentralized and context specific planning and a process-based, time-bound implementation strategy. Its goal is consistent with the Constitution (86th Amendment Act 2002), making elementary education a fundamental right of every child and with the Millennium Development Goal (MDG) of universalizing primary education by 2015.

1.2 SSA is a national programme largely resourced through national resources. The main objective of the SSA Review Mission will be to review progress in the implementation of the programme with respect to the objectives of the programme and to discuss follow-up actions.

1.3 The objectives of the project are as follows:

- (i) To reduce out of school children in the 6-14 age group, with an increase in enrolment, in the process of universalising elementary education.
- (ii) To narrow existing gender and social gaps so that enrolment of girls will be near parity with boys, enrolment of children of SC and ST will be near parity with that of other groups; and enrolment of children with disability will increase.
- (iii) To increase the quality of education of all elementary school students so that learning will be improved and transition rates from primary education to upper primary education will increase.

1.4 The fifth Review Mission of Sarva Shiksha Abhiyan is scheduled from the 16th to 31st January, 2007.

2. Mission Objectives

2.1 The main objective of the Review Mission is to review progress in the implementation of the programme with respect to programme objectives and to discuss follow-up action, including capacity issues. The objectives of the Mission will be the following:

1. To review district plan approvals, GOI budget allocations
2. In States to be visited, to review
 - a. overall programme implementation
 - b. financial management, procurement and safeguard issues.
3. Provide recommendation on any studies, to be undertaken in the following six months.

2.3 The purpose of the January Review Mission should be more to look at processes being adopted to achieve the objectives of Sarva Shiksha Abhiyan and to review State and district specific strategies being adopted that underpin the impact of the programme. .

2.4 The Field visits would produce more textured, qualitative data and information [see Annexure 1(b)]. During their visits to the states, the Mission would enquire, in detail, into the following aspects:

- Progress against sanctioned interventions.
- Status of out of school children – identification of districts and sub district / clusters with large number of out of school children – implementation of strategies towards bringing children back to school.
- Progress from the baseline with regard to gender and social groups -- identification of districts, clusters and communities needing more focused intervention.
- Quality of education including learning levels of students, time on task by teachers, status of teacher recruitment and training.
- Programme management: issues of staffing & capacity building; adherence to financial management & procurement procedures; timeliness and volume of fund releases (both from the State and GOI) and utilization; environmental and site selection issues in school construction.
- Measures taken to improve quality of DISE data.

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

- Progress against procurement plan for 2005-06.
- Post review of a few contracts
- Discussion with States on IPAI report (if relevant) and CAG Report 2001-04
- Status of annual statutory audit reports 2005-06 and compliance of 2004-05 audit reports.
- Review of accounts staffing / training.

2.6 The fifth Review Mission for SSA will make recommendations centred around the following issues drawn on the States visited:

- Assessment of progress towards SSA goals
- Assessment of programme management and implementation arrangements (including financing & procurement).
- An assessment of State, district and sub-district monitoring systems in place.
- Specific districts and states requiring focused attention and targeting during the project.
- Focal areas requiring attention / emphasis

2.7 The fifth Review Mission for SSA will provide nine State reports on SSA and one overall report.

3. Documents to be provided to the Mission for Sarva Shiksha Abhiyan

1. State and district wise PAB approved budget allocations-2006-07
2. Information on Release of funds to states – 2006-07.
3. Report on concurrent Financial Review by IPAI and state compliance.
4. Report of CAG's Performance Audit 2001-04 and State responses received.
5. EMRs (September, 2006)
6. Status of Audit Reports 2005-06 and compliance reports of audit State-wise for 2004-05.

7. Overall Programme Implementation Report of States (9 States) as per standard format in Annexure 1(a).
8. Action Taken on Recommendations of fourth JRM of SSA.
9. Copies of research studies completed.

4. Mission Structure

4.1 The Mission would visit the nine States of Madhya Pradesh, Bihar, Andhra Pradesh, Gujarat, Uttar Pradesh, Uttaranchal, Jharkhand, Arunachal Pradesh and Delhi. Each State team will comprise of 2 members and hence the Mission would comprise of eighteen members. Members would be chosen in such a way that expertise would be available for all the functional areas including three members for financial management and procurement. Each State Team would submit a draft State Report to the State visited by them and obtain feedback on the same during a State level wrap-up, before departure from the State.

4.2 A core team of nine members will be responsible for compiling the final report of the Review Mission on SSA.

5. TIME FRAME

The Review Mission would take place between **16th & 31st January 2007** as follows:

Day/Date	Activity
16 th January, 2007	⇒ Briefing by Government of India (Forenoon) ⇒ Internal discussions and preparation for field visits ⇒ Departure for States
17 th January, 2007	⇒ State level discussions and briefings
18 th to 21 st January, 2007	⇒ Visit to District 1 & 2
22 nd January, 2007	⇒ Discussion with other districts and State Report Writing
23 rd January, 2007	⇒ State wrap-up and return to Delhi. Wrap-up at State level with draft State Report to be presented to the State. (A fax or email copy be sent to Department of School Education & Literacy, Government of India)
24 th to 28 th January, 2007	⇒ Submission of State Reports and key issues by State Teams ⇒ Report writing by Core Team
29 th January, 2007	⇒ Pre-Wrap up discussions with MHRD
30 th January, 2007	⇒ Reflections and finalisation of Report by Core Team
31 st January, 2007	⇒ Wrap-up/Report presentation to Government of India

6. Miscellaneous

This Review Mission of SSA will not be a joint one with external funding partners, as the external funds available have been utilised by 2005-06, a year in advance. However, the Implementation Completion Report exercise of the Elementary Education Project (Cr 38820-IN of the World Bank) and similar engagement for SSA by EC and DFID, would be addressed through an ICR Mission including 17 members of the three external Development Partners, run simultaneously with the SSA Review Mission of January 2007. Dates of briefing of Government of India, briefings of State Government, field visits to districts and Wrap up with Government of India would be held as per a common schedule in order to minimize duplication of efforts by States and Government of India. A copy of the Terms of Reference for the ICR Mission are at Annexure 3. The States which will have both the Sarva Shiksha Abhiyan Review Mission and the ICR Mission are Bihar, Andhra Pradesh, Uttaranchal, Madhya Pradesh, Gujarat and Uttar Pradesh.

Overall Programme Implementation Report of States

- State and District wise outlay and expenditure– 2006-07.
- Provision and Release of State share – 2006-07.
- Progress against SSA goals / and development outcomes [as in Annexure 2(a) to (d)].
- Category wise physical and financial progress against AWPB 2006-07 for the State
- Progress on functional areas (descriptive)
 - Civil works
 - Planning
 - EGS/AIE
 - i. Community mobilization
 - Formation of VECs/ PTAs/ MTAs.
 - Training of community members.
 - Girls education
 - Interventions for socially disadvantaged groups including minority, SC/ST
 - Children with Special Needs
 - Pedagogical Renewal
 - Teacher recruitment.
 - Teacher training.
 - Classroom transactions.
 - Pupil evaluation systems.
 - Academic monitoring by BRC/CRC/DIET/SCERT
 - Research and Evaluation
 - Management Information System
 - DISE data
 - Household data on out-of school children
 - Use of data
 - Capacity building of staff in position
 - Institutional Development
 - Coordination with mainstream education department.
 - Role of SCERT/SIEMAT/Textbook Board in SSA implementation
 - Capacity of BRC/CRC's.
 - Coordination with Panchayati Raj Structures
 - Functioning of SPO /DPO's – degree of decentralizations; delegation of powers; functional autonomy.

Financial & Procurement Procedure

- Status on implementation of FMP Manual.
- Progress against procurement plan for 2006-07.
- Status of audit reports.
- Status of accounts staffing / training.

Field Visit of the Review Mission of SSA – January, 2007 – A Framework

Planning and Monitoring Process

- Process of preparing AWP&Bs.
- Activity-wise bifurcation of Targets and Achievements
- System of monitoring of AWP&B.

Institutions at state/district/sub-district levels like SCERT,DIET,BRC,CRC

- Process of Orientation/Training/Interactions of these institutions for resource support in quality of education.
- Monitoring systems to assess role of BRCs and CRCs.
- Mechanisms and steps taken for redressal of problems/issues in this respect.

Community and PRI Involvement

- Linkage between PRIs and school level management bodies.
- Impact on school environment including change in attendance, out of school children's scenario and girls' education.

Teachers

- Progress of recruitment of teachers
- Training of teachers (in-service, new recruits, untrained teachers)
- Use of distance education in teacher training

Classroom transactions

- Availability and utilization of TLMs
- Availability of Textbooks and related learning materials
- Teaching, learning and evaluation process

Management

- Approved manpower structure, at various levels like state, district, sub-district, etc. and the same in place.
- Capacity building activities - within States and with GOI assistance.
- Practices adopted for improved fund flows and internal audit systems
- Monitoring systems adopted by SPO and DPOs to review Sarva Shiksha Abhiyan implementation
- Studies and evaluations conducted by State.

Monitoring Indicators

Result indicators for each objective	Base Year (2003-04)	Year 1 (2004/05)	Year 2 (2005-06)	Year 3 (2006-07)	Frequency and Reports	Data Collection Instruments	Responsibility for Data Collection
In moving toward UHF, reduce out-of-school children and increase enrollment.	% of classrooms constructed against sanctioned	% of classrooms built against sanctioned	% of classrooms built against sanctioned	% of classrooms built against sanctioned	Annually, disaggregated by state	PMIS	Districts
	% of schools sanctioned becoming operational	% of schools sanctioned becoming operational	% of schools sanctioned becoming operational	% of schools sanctioned becoming operational	Annually	PMIS	Districts and states
	% of teachers sanctioned appointed	% of teachers sanctioned appointed	% of teachers sanctioned appointed	% of teachers sanctioned appointed	Annually	PMIS	Districts and states
	% of schools with drinking water facility constructed against sanctioned	% of schools with drinking water facility constructed against sanctioned	% of schools with drinking water facility constructed against sanctioned	% of schools with drinking water facility constructed against sanctioned	Annually	PMIS	Districts and states
	% of schools with toilet for girls constructed against sanctioned	% of schools with toilet for girls constructed against sanctioned	% of schools with toilet for girls constructed against sanctioned	% of schools with toilet for girls constructed against sanctioned	Annually	PMIS	Districts and states
	% of children in enrolled in EGS/AS compared to plan target	% of children in enrolled in EGS/AS compared to plan target	% of children in enrolled in EGS/AS compared to plan target	% of children in enrolled in EGS/AS compared to plan target	Annually	PMIS	Districts and states

Result indicators for each objective	Base Year (2003-04)	Year 1 (2004/05)	Year 2 (2005-06)	Year 3 (2006-07)	Frequency and Reports	Data Collection Instruments	Responsibility for Data Collection
Narrow existing gender and social gaps	% of girls, % of SC, % of ST students received free textbooks	% of girls, % of SC, % of ST students received free textbooks	% of girls, % of SC, % of ST students received free textbooks	% of girls, % of SC, % of ST students received free textbooks	Annually	PMIS	Districts and states
	% of female teachers service in the school system	% of female teachers	% of female teachers	% of female teachers	Annually	DISE	NIEPA
Provision of quality inputs to improve learning	Pupil-teacher ratio is 43:1	Average PTR	Average PTR	Average PTR	Annually	DISE	NIEPA
	% of BRC and CRC sanctioned becoming operational	% of BRC/CRC sanctioned become operational	% of BRC/CRC sanctioned become operational	% of BRC/CRC sanctioned become operational	Annually	PMIS	Districts and state
	% of teachers trained against sanctioned	% of teachers trained against sanctioned	% of teachers trained against sanctioned	% of teachers trained against sanctioned	Annually	PMIS	Districts and state
	Student attendance rate is 67% in public schools and 75% in private schools		Survey of student absenteeism implemented	Results reported	Once	Sample Survey	Districts and states
	Teacher attendance rate is 76%		Survey of teacher absenteeism implemented (same survey as above)	Results reported	Once	Sample survey	Districts and states
	Quality of language and mathematics test scores			Reliability, validity and comparability of tests over time	Once per test	National assessment	NCERT

Monitoring Indicators

Provision of quality inputs to improve learning

State / Union Territory:

Unit	Category	2005-06	2006-07
State Total	Pupil teacher ratio		
	No. of BRC sanctioned		
	No. of BRC operational		
	% of BRC operational		
	No. of CRC sanctioned		
	No. of CRC operational		
	% of CRC operational		
	No. of teachers targeted for training		
	% of teachers trained against sanctioned		
	Students attendance rate		
	Teachers attendance rate		

Note: District wise data in same format to be annexed below this table

Source: DISE & PMIS

India
Sarva Shiksha Abhiyan (SSA)
Implementation Completion Report (ICR) Mission
January 15-30, 2007
Terms of Reference

A. Background

- A.1 The 86th Constitutional Amendment (2002) makes elementary education a fundamental right of every child. To support this constitutional amendment, the Government of India launched *Sarva Shiksha Abhiyan* (SSA) with an aim to provide quality elementary education to all children in the age group of 6 to 14 years by 2010. SSA is a centrally sponsored scheme (CSS) operating in a large federal system in which the states are responsible for providing and financing elementary education. The first five year phase of the program is now coming to an end and the program is moving into the second phase (2007-2010) which also coincides with the 11th Five Year Plan.
- A.2 The Government's implementation of SSA has been supported by the Development Partners (IDA, DFID, and EC) through a four year Elementary Education Project, which builds on the Development partners' (DP's) involvement in elementary education in India through the District Primary Education Program (DPEP). The project follows a SWAp approach, wherein the Development Partners agree on a single program framework and shared arrangements for their financial contributions to the Government's program, and rely solely on the Government's own administrative and financial rules and procedures in implementing the program. The project was initiated in 2004 and was due to close in December 2007. However, it will now close ahead of schedule, due to unanticipated increase in pace of implementation, resulting in the full disbursement of the Development Partners' contribution.
- A.3 Available reviews¹ show that during the first phase of the flagship program, India made impressive progress in reducing the number of 6-14 year old children who are out of school and that the target of universal enrollment in elementary education is within reach. The achievements of the last five years, however, have generated new challenges. Particular groups (older girls from disadvantaged backgrounds and children with special needs) remain hard to reach. the drop out rate remains high (at 31% in 2003-04), and even those who complete primary school do not come out with the skills needed to adequately function in the economy and society.

B. Objectives

- B.1 The terms of reference for the ICR include an assessment of the main achievements of the project in the context of the development objectives, identification of key factors affecting implementation and outcomes from the entry stage through implementation and closing, assessment of sustainability of the project gains. The ICR would conclude with lessons learned.

¹ See for example the aide-memoire of the July 2006 Joint Review Mission.

B.2 The main objective of this mission is to collect the necessary information to inform a comprehensive Implementation Completion Report for SSA (2004-2007). The mission will also discuss its preliminary findings, including any lessons learned, with the Government. This will be done through:

- Compiling and discussing relevant data and findings of available studies.
- Consulting with key government stakeholders at the national level as well as selected states/districts/ block and village levels, as well as non-government stakeholders such as academic and research institutions, civil society including VEC members, parents, teachers, representatives of private providers etc..
- Site visits to schools and supporting institutions to observe project implementation and impact

C. Assessment of Project Design and Development Objectives

C.1 Development objectives and Outcomes (Results Framework)

- **Comprehensive assessment of performance and results over the project period (2004-2006) on increasing access and enrollment of out-of-school children, equity (SC/ST, gender, disabled) and quality (retention and completion, transition from alternative to regular schooling primary to upper primary, student learning achievement, teacher and student attendance) both in urban and rural areas.**

D. Major Factors Affecting Implementation and Outcomes

D.1 Access and Equity

- What has been the contribution of the various interventions towards increasing access for different categories of children under SSA?
- Which interventions were found by stakeholders to be more effective for narrowing gender and social equity gaps?
- To what extent have the alternative schooling provision increased access, particularly for the hardest to reach children?
- What has been the experience of mainstreaming children from alternative schools in terms of their adjustments and continuation in regular schools?

D.2 Quality

SSA has tried to address issues of teacher performance through norm based support for development of teaching learning materials, teaching grants, improved learning environment enhanced opportunities for teacher training, school improvement grants and additional classroom space and teachers. These were supported with a view to bring about a more conducive teaching pupil ratio and to change classroom practice towards more activity based and higher order learning. The focus on teachers has continued through the various DPEP efforts and through SSA. While the states have major responsibility for recruiting, assigning, and compensating teachers, SSA has supported teacher salaries, training and TLM grants for teachers. Issues to be looked at include:

D.2.1 Teachers

- What measures have been taken by states during the project period to improve the pupil teacher ratio? To what extent has the PTR at the school level become more conducive for improving classroom transaction ?
- What has been the main thrust of the teacher training initiatives and how has the training under SSA contributed to improvements in teacher competence and motivation? What is the feedback from teachers on the effectiveness of the SSA norms for training?
- What measures have been taken by the states during the project period in addition of training, to enhance teacher competence and motivation?

D.2.2 Basic learning conditions and Teaching Learning Materials (TLMs)

- To what extent have the provisions supported by the project helped to improve basic learning conditions ?
- What measures have been taken by the states while implementing SSA to improve teacher and student attendance?
- To what extent has the classroom pedagogy within the school changed under SSA? What have been the conducive/limiting factors? What has been the contribution of TLMs and learning environment to improved outcomes?
- To what extent have the specific interventions (teacher provision, curricular and textbook revision, TLM etc) met the needs of the upper primary stage under SSA?

D.2.3 Classroom assessment:

Tracking levels of learning is a part of the SSA. A baseline study on achievement levels in Classes III, V, VII/VIII was completed. However, the next round of assessment, planned for mid term, will now fall outside the period of SSA I – issues which need to be examined are:

- Analysis of the learner achievement study by NCERT for factors affecting learning outcomes.
- In what ways has SSA contributed to ensuring a regular, continuous and comprehensive assessment in the classroom?
- How are different states addressing this need? Are there any good practices to document and scale up?

D.2.4 BRC/CRC:

SSA has enabled setting up of decentralized and on-site academic support systems through the BRC and CRC for teachers. Issues to be looked at include:

- What has been done to ensure /enhance capacity at these levels? To what extent has this been found useful by the teachers?
- To what extent are these institutions providing academic leadership?
- To what extent are these institutions monitoring and supporting academic performance of schools, providing teachers training inputs and on-site school support?

E. Program Implementation

E.1 The Annual Work Plan and Budget (AWPB):

- Analysis of the AWPB process in terms of the extent to which it has been (i) a bottom-up process (ii) a needs based approach (iii) adequately responsive for states to react to implementation realities during course of the year in being able to reallocate resources (iv) flexible despite the norm based approach to preparation of the AWPB.
- How effective has been the appraisal and approval process of annual plans?
- What measures were taken to increase utilization of allocated funds?

E.2 Resource Allocation and convergence

- What have been the trends in resource availability and allocations by centre and states under SSA?
- What have been the levels of expenditure (states and center plan and non-plan) for elementary education during the project period?
- What has been the experience of local community contribution under SSA? .
- What has been the experience of convergence initiatives with the other schemes for example Water and Sanitation, School Health, ICDS, etc ? .

E.3 Decentralization:

SSA has affected elementary education at all levels, including the relationships among line agencies and the SSA implementation societies, between the local organizations such as the Village Education Committees (VEC) and the Panchayat Raj Institutions (PRI), and between the stakeholders (parents, teachers) and the educational organizations. There are three sets of issues with regard to SSA and its impact:

- SSA has by the end of the first five year phase moved towards analysis of disaggregated data by states and districts using Education Development Index (EDI) for assessing differentiated needs at varying levels of development. To what extent has the project been able to take the differentiated needs of the states into account vis a vis their respective capacities? What have been the implications for planning, budgeting and appraisal processes?
- SSA has elements designed to strengthen administrative decentralization: both micro-planning (e.g. at village level building to consolidated district plans) and academic support (e.g. BRCs/CRCs) at the local levels. How have these mechanisms supported improvement in service delivery? Are there any state specific experiences and good practices? How effective have been the linkages between the SSA implementation societies and their work at the various levels (district, block, village) and the existing structures of the education department at the local levels (e.g. DEOs and BEOs) and academic support institutions (e.g. DIETs and BRCs)?
- To what extent have the VECs supported under SSA been instrumental in improving local level service delivery? To what extent have the linkages between VECs and PRIs, if any, been effective in supporting the implementation of SSA at the level of the school?

2.4 Partnerships with non-government and private sector:

- What has been the strategy in SSA to involve NGOs and Private sector in program implementation.?
- How have the partnerships with the NGOs and private sector under SSA contributed towards its goals and objectives ?

2.5 Monitoring and evaluation:

- **Monitoring:** What are the mechanisms adopted under SSA to monitor inputs, outputs, and outcomes at various levels (state, regional, district, block, cluster, school)? What are the mechanisms for monitoring administrative aspects (e.g. financial flows) and academic support aspects (e.g. BRCs, CRCs) in the project. How effective are these mechanisms in making available useful, reliable, timely data on key outcomes to influence timely intervention. What is the level of participation of various stakeholders in education sector M&E? What are the lessons learned? To what extent have the reviews by IPAI, Monitoring institutions, Quarterly progress reviews etc. been effective tools for monitoring of program implementation?
- **Evaluation:** How has SSA supported the development of learning assessment systems as they exist at the national and state level? What type of information is collected along with the learning assessment testing of children? How do they feed into policy? Are they timely and reliable and are they comparable across states? What has been the experience with third party assessment ?
- **Program of studies and impact evaluations:** MHRD has commissioned or authorized a number of third party studies to assess impact of SSA interventions. How useful have these studies been in informing SSA?

2.6 Fiduciary and Safeguard Issues

E.6.1 Financial management and procurement

- In what ways has SSA contributed towards strengthening the financial management and procurement procedures ?
- How useful has the SSA Manual on Financial Management and Procurement been and to what extent has it been complied with ? .
- What are the initiatives being taken by states/GoI to address issues of capacity at all levels especially at the sub-district levels, where most of the procurement (including civil works) is located ? .
- What actions have been taken for improving quality of internal and external audit?
- Are there any good practices adopted by states to improve fund flow? To what extent can these be scaled up?
- What are the mechanisms in place for ensuring quality control in civil works?

E.6.2 Environmental and social safeguards

- Adequacy of and compliance with environmental and social safeguards.

Coordination Between Development Partners

- Is the Memorandum of Understanding (MoU) between the DPs an effective instrument to ensure collaboration?

- What has been the value added by DP's overall and particularly through the JRM mechanism?

G. Sustainability

How sustainable are the SSA implementation processes, institutional mechanisms and funding (center and state) in achieving the goal of universalization of quality elementary education.?

H. Mission Outputs

The main output of the mission will consist of an aide-memoire with the preliminary findings of the ICR mission, emerging lessons.

I. Mission Documents

Mission documents will include:

- ⇒ SSA JRM Aide memoire
- ⇒ Status/Progress Reports (National & State)
- ⇒ DISE Reports
- ⇒ Reports of studies
- ⇒ FMRs
- ⇒ Audited Statements of Expenditures

J. Mission Logistics

J.1 Mission Members

The ICR mission will be led by Ms. Reema Nayar (World Bank) Senior Economist South Asia Region. The team will consist of 17 members (10 World Bank including procurement and FM), from DFID and 3 from EC. More details on the team composition will be shared in the first ToRs.

J.2 Proposed states to be visited

It is proposed that six of the following states be visited (3-4 team members would visit each state):

- West Bengal
- Bihar
- Andhra Pradesh, Tamil Nadu or Karnataka (1 out of these)
- Uttaranchal or Himachal Pradesh (1 out of these)
- Madhya Pradesh
- Gujarat
- UP

J.3 Proposed mission schedule

Mission will take place at the same time as JRM (January 15-January 30). However the mission would be delinked in terms of schedule and states visited. Initial briefing sessions and so concluding sessions could be common.

Date	Activity	Location/Counterpart Entity
January 15, 2007	Internal mission meeting. Desk Review on TORs.	World Bank
January 16, 2007	<ul style="list-style-type: none"> • Meetings with GoI. • Ministry of Human Resource Development Presentations on: <ul style="list-style-type: none"> - Progress of Sarva Shiksha Abhiyan viz agreed indicators of Sarva Shiksha Abhiyan I project - Major Factors affecting implementation and outcomes (access, equity, quality) - Program Implementation - Decentralization - Partnerships with non-govt. sector - Monitoring and Evaluation • Internal mission meeting to prepare for state visit. 	Department of School Education, Government of India World Bank
January 17, 2007	<ul style="list-style-type: none"> • Follow up technical discussions of preliminary findings of background analysis being done by World Bank team. 	Department of School Education, Government of India
January 17 pm/18 am	<ul style="list-style-type: none"> • Travel to states 	
January 18, 2007	<ul style="list-style-type: none"> • Initial Discussions with State Government on TORs. 	State Government
January 19-22, 2007	<ul style="list-style-type: none"> • Visit to 2 Districts <ul style="list-style-type: none"> ○ Meeting with district officials & DIET ○ Visit BRC, CRC schools ○ Visit AS, Bridge school programs, ECE, etc. ○ Focus group discussion with stakeholders at district/block level. 	State Government
January 23, 2007	<ul style="list-style-type: none"> • Meetings with state team, NGO's at state level, private sector, state monitoring institutions. • Leave for Delhi 	State Government
January 24 - 25, 2007	<ul style="list-style-type: none"> • Return to Delhi. • Further meetings with MHRD officials, meetings with institutions at the national level (e.g. NIEPA, NCERT), academic and research institutions. 	Department of School Education, GoI
January 25, 2007	<ul style="list-style-type: none"> • Internal mission meeting 	World Bank
January 26, 2007	<ul style="list-style-type: none"> • Republic Day 	
January 27 - 29, 2007	<ul style="list-style-type: none"> • Mission meetings and preparation of Aide-Memoire. 	World Bank
January 30, 2007	<ul style="list-style-type: none"> • Wrap-up with GoI 	D/o. School Education, GoI

INDIA
SARVA SHIKSHA ABHIYAN
FIFTH JOINT REVIEW MISSION

ANDHRA PRADESH STATE REPORT
(16th – 31st January, 2007)

The JRM members visited the State Project office at Hyderabad and two districts of coastal Andhra Pradesh. One of these, Srikakulam is rated very high and Vizianagaram is rated in the middle in the rating scale by the GoAP officers. In both districts, the District Collectors also met the JRM members and spoke at length about the programs in the district.

Observations based on data presented and the visit:

Access and Equity

Out of school children, child laborers, and children with special needs:

All round mobilization to improve access to school and the remarkable efforts to reach the unreached children with special need (CWSN), are probably the best highlights of this JRM.

- A reported 2.64 lac children in the 9-14 age group were enrolled in schools in 2006. Out of these, 1.34 lac were enrolled in regular schools but their age-wise distribution was not available which is generally compiled while collecting DISE data.
- The state has done extremely well in reaching the hard to reach child laborers and differently-abled children in massive numbers.. The fact that nearly 83,000 of these children have been placed in residential bridge classes is very significant. Identification of over 15,900 CWSN and enrollment of about 13,900 children in into regular schools is a major achievement.
- The members were touched by the bright smiling faces and the energy in the residential facilities where various NGOs have been looking after former child laborers and/or other severely disabled children.
- The happiness on the face of a mother whose mentally severely challenged child was being given home-based education is probably more gratifying to the officers normally dealing with large numbers without faces. We got a distinct feeling that the work in the CWSN sector has had an energizing impact on the staff who were more keen on taking the members to such facilities than to the regular schools. This factor that brings out the humane element in a faceless system needs to be reflected upon.

This was the first major year of activities to bring into the education fold child laborers and children with special needs. The government needs to think carefully about the next years when the need will not necessarily diminish but the energy of the system may not be sustained at the same level. It is important to give due consideration to institutionalization of these services that will be needed over a reasonably long period of time and will require higher levels of skills in all respects.

Adivasi Children

The effort to use the Telugu script to teach children in their own dialect is a laudable program taken up by the SSA-AP. The primers produced are on par with, if not better than, the regular text books and it is reported that enrollment, and attendance of children has increased and dropping out is expected to decrease.

This effort should be studied more closely and also replicated in other states with similar problems for obvious reasons. Comparative longitudinal studies of adivasi (including the 'tribals'/ST in the Northeast) children who are taught in language mediums completely different from their mother tongue in some states would help in informed policy decisions either way.

Residential schools

It appears that Andhra Pradesh has a tradition of residential schools of high quality. There are approximately 6 KGBV per district as well. While the former admit children on the basis of merit the latter are for girls from deprived conditions. The eradication of child labor initiative of the Andhra Pradesh government may require greater number of residential schools. Given the know-how available locally in running such schools, and in light of the success in removing child laborers from work in large numbers, SSA should seriously consider possible expansion of residential schools to accommodate more children and also to ensure that they go past std VIII to at least std X in the coming years.

Civil works

Planning for Civil Works

- Civil works is one of the most important and cost intensive aspects of the AP-SSA programme. (495 cr as compared total approved funding of 1142 cr) which is 43%. With a large state to cover, the state must be lauded for creating 100% accessibility to all, based on the distance norm of a school building being within 1 km of the habitations. The next agenda needs to be to meet the 3 km Upper Primary school distance norm. Therefore, the school building programme has been able to meet the quantitative objective satisfactorily.
- Interface with Civil society organizations has helped reduce infrastructure and other supporting costs and given reasonably good facilities to these children with difficult backgrounds and with special needs. Some good examples visited included in Sreekakulum (Youth Club of Bejjipuram), Vizianagaram & Vishakapatnam (PAPA- Public and Police association for Street Children, setup in 1999 where SSA only provided subsidy for food. Other examples include the Society for Education for Disabled, setup in 2003, again in Urban Vishakhapatnam).
- Bridge course and other inclusive education centres (IED) need reasonably good infrastructure and thus, a higher investment from the financial planning of SSA to set up

quality institutions for the same. *These must be appreciated for the excellent work going on in them and this work needs to be broad based with the government's support.*

- Focus still on the on Top-Down systems of planning predominant rather than the Bottom-Up methods. MRC (Mandal Resource centres) are weakened due to abolishing of MRP (Mandal resource person) posts. Instead, there is an increased focus on the school complex system in the past year (where the HM controls educationally and administratively a group of surrounding Primary and Upper Primary schools). *The School Complex has a potential to develop into an important alternative step within the decentralized model of planning for schools.*

Community Participation in construction

- The System of Execution in Andhra has been based on VEC's (Village Education Committee) being the primary body. This provided a chance for the local community (incl. women, SC/ST) to be empowered to develop construction plans for their buildings as the committee was controlled by child parents, where one of the parents was the head of the VEC). The VEC's were set aside by the "Andhra Pradesh School Education Ordinance No. 9 of 2006(Community Participation). The new SMC (School Management Committee) is being set in place, and the sarpanch & MEO are driving the construction process in the intermediate period, besides a no. of their other responsibilities). The SMC's formation and effectiveness as a community planning tool will have to contend with state govt. nominated members and a reduced term from 2 years to 1 year.
- *To make the SMC accountable to the PTA(Parent Teacher Associations), it is recommended that the SMC as an executive body should present these reports to PTA instead of the HM presenting the progress report and other details to the PTA, to help enhance its accountability.*
- Substantial contribution in cash and kind from community for various initiatives. For example, the general public in Srikakulam contributed 1 cr in cash
- *Community mobilisation shouldn't be tapped just for execution of certain works, but also as a quality improvement tool. Therefore, the JRM would like to propose a community and MRC monitored grade system for the school environment and the usage of the building as a teaching learning tool. This can be added to the existing format of "Primary and Upper Primary School Progress report" which already lists certain relevant parameters like;*
 - *School of Community surroundings are clean. National Green core activities are being implemented.*
 - *There are running blackboards in the classrooms and they are being used.*
 - *Children are using urinals and toilets in the school and maintaining them properly.*

We would like to suggest the addition of:

- *Light and ventilation in the classroom*
- *Usage of child friendly elements (floor and ground patterns, painting on the walls,)*
- *Maintenance and repair work and presence of building elements like drip course and plinth protection etc., which improve the durability of the construction*
- *Appropriate storage and display provisions for TLM's and other classroom material.*
- *Efficient usage of the site for built spaces and open space functions*
- *Usability of Toilets and existence of proper connection to the soak pits along with availability of water.*

Execution Methodology & Fund Flow

- The Existing process is as follows: Infrastructure has been planned quantitatively based on DISE data and AWP &B's. Sanction has thus been given to districts by the State based on central approval. Districts are free to prioritise their own works. Money Demand Draft's are sent through the MEO (Mandal Education Officer) to the school HM (Headmaster) who enters it in cheque register and puts it into the bank. Later a joint resolution must be passed to withdraw and use this money.
- One of the problems noticed is related to funds released for construction. Thanks to some 30-35 cases during DPEP when the contractors took the money but did not construct, today's practice is to release funds only after the engineer concerned has certified completion of construction up to the plinth level. Obviously, the expenditure up to this part needs advances or loans or investment on the part of the contractor. The JRM was informed that in some cases the government has released advances in other cases rice has been advanced under FFW. Considering that the communities are participating in construction reportedly in vast number of cases, the practice of releasing funds after plinth level construction may be reverted to the old system.

Financial Management and Estimation

Supervision, Technical Guidance & Training

- The State Engineers, which arrive on deputation from various other govt. departments are constantly on the change. Presently, only some orientation programmes for fres technical assistants are provided in some districts. *Regular and quality training for engineers must be emphasized on all aspects of structural, architectural and child friendly designs. This forms a strong basis for promoting construction quality just like teacher's training and skill upgradation is important for pedagogic quality*
- There are various supervision problems in certain places, for e.g. in the district of Vizianagaram, technical consultants have not been hired due to administrative delay

including the election *model code of conduct*. A high level initiative to exempt certain activities from *model code of conduct* is needed. Other districts like Srikakulam are more comfortable as appropriate technical assistants have been hired on project basis at Rs. 6,000/month or 2% of total project costs, whichever is lesser. This has helped improve regular feedback to the local construction teams.

Construction quality & structural status

- Standard Structural Designs for the school buildings are being supplied from the state level. These structures are fine, but for most cases, provision for vertical expansion has been provided by over-strengthening of the column. This adds unnecessary cost as the vertical approach is in most cases discarded due to lack of trust on the structural efficacy in previously constructed buildings.
- *Building Detailing which protects the building, for e.g. plinth protection, drip courses, storages etc. are completely missing and would go a long way in enhancing the longevity of the structure*
- Third party evaluation of civil works is being initiated at district level. Interface with certain local colleges for creating structural monitoring based student project work. This is a very good practice and should be continued. It has other benefits of introducing students to the practice of certain profession along with their studies.

School and Classroom Designs

- Certain Standard designs are being followed all across the state. Certain innovative designs developed during DPEP for enhancing interest, promoting multigrade teaching and providing multiuse space have been unutilised by SSA. State construction manuals emphasize better construction but the availability and use of these manuals at the sites need attention.

Building as a learning aid

- The JRM members have been informed that the government is using child friendly elements in the schools when required across the state.

Water Supply and Sanitation

- Now, a separate Dept called the Rural Water Supply and Sanitation, RWS is executing toilet works and bore wells with standard unit costs. This is a positive development from the point of promoting convergence, but creates a huge gap preventing comprehensive understanding of school requirements and site planning. *JRM would like to suggest an SSA based programme for enabling simpler comprehensive planning at a single forum itself. Provisions are also important in the SSA budgets are repairs and facility additions to toilets.*

- Detailing for toilets is also an important issue, with a large no. of toilet non-functional due to teething operational problems. These include the girl's toilets made exactly as the boy's toilet, wherein the slope is inconvenient for the girls, a lack of running water and in many cases, a missing connection with the soak pit. *These need to be urgently understood and a survey of non-functional toilets needs to be undertaken to understand the large scale of the problem.*
- *Monitoring of facilities that can be or are used rather than just the 'provision' of facilities is required.*

SSA School Site Planning

- The available sites are not being used efficiently for infrastructure development due to an absence of vision site plans at the individual project level. These lead to unnecessary gaps between buildings as they are separately planned as per budget provisions for different programmes. *Structural provisions exist for vertical expansion but not for horizontal expansion which is a stronger need. A state led programme for efficient utilization of school sites is an urgent need, also keeping in mind the over-buoyant property land markets. These can be structured using workshops and pilot projects under engineers.*
- Boundary wall seen as essential by many communities for their schools, but usually not budgeted as it is a costly component by itself. Some innovative vegetative boundaries and others were observed in Srikakulam and Vizianagaram.

Future operations and Maintenance

- As and when the maintenance grants under SSA dry up, the Zila parishad (PR dept) would be taking over, but an agreement to the effect is still pending.
- The Maintenance grant of Rs.5,000 has been put to use in varied ways. *Usually, no major structural issues exist, and thus the needs are geared more towards repairs, painting, signboards etc. These need to be again structured through innovative methods, engineer's training and community self help, as can also be seen from certain excellent examples in Srikakulam district.*

Quality:

Teacher pupil ratio:

The basic conditions necessary to achieve quality such as provision of classrooms and teachers is largely met in Andhra Pradesh, especially in the primary segment. The TPR in two districts the JRM visited is around 1:30 when the Vidya Volunteers (para-teachers) are included and about 1:37 excluding the Vidya Volunteers. Statewide the TPR with Vidya Volunteers is 1:26.5 for primary and 1: 25.9 for upper primary. Without counting Vidya Volunteers the TPR is 1: 31.4 for primary and 1: 34.4 for upper primary

Classroom Process

Considering that the TPR is so favorable, multigrade teaching remains the only difficulty in the classroom. This has been discussed for almost two decades now. However, this very critical issue is not satisfactorily addressed.

It has been noted time and again that education that is textbook bound limits the whole learning process and the classroom. One teacher of class IV said that now that children can read, they can finish reading the whole textbook in about 22-3 hours. If that is the case, why do children sit with textbooks every day?

One thought that occurs is that instead of dividing up the timetable into subjects, how about if the daily timetable was divided up into three/four of the following every day:

1. Games
2. Writing
3. Reading
4. Problem solving
5. Speaking/ singing
6. Projects/ drawing/ craft

The teachers then could organize 'activities' and much more time will have to be devoted to creating these appropriate activities for different subjects

The APC of Srikakulam in a reflective mood said, "Teaching is a science, but more than that it is an art". This realization and the efforts to master this art are critical to a quantum jump in teaching-learning. More decentralized initiatives focusing on learning outcomes and appropriate classroom processes taken up in pilot mode at different school complexes would be recommended

The members recommend that Andhra Pradesh should take up the challenge of transforming classroom processes in a bid to attain a quantum jump in learning in 2007-08 and onward.

Learning achievement

The CLIP and CLAPS programs have been given considerable emphasis. The results presented to the JRM show a positive change of about 6-8 percentage points in Andhra Pradesh. This is no mean achievement.

The JRM was informed that many private schools (about 500+) in rural areas were closed down by their managements because parents brought their children back into government schools.

It is important not to lose steam and to build on the success.

Andhra Pradesh has done exemplary work in bringing the hard to REACH children into school. It is time to focus on subjects and children that teachers find HARD TO TEACH.

The Government of Andhra Pradesh is introducing English from class I in every school. This is a much greater challenge since most teachers do not know English. The tie up with CEFIL may be good but a much larger scale stepwise achievement-based, and activity centered program will have to be chalked out right away to make a sound start.

It would be highly desirable to NOT have textbooks for std I and II and use the same money to provide lots of reading cards, and activity cards that children can use and take home. Little libraries replaced every year may be more important than provision of textbooks.

This is an opportunity to change all teaching from being textbook based to activity based

Institutions and structures:

DIETs

An achievement that is very heartening is the activation of DIETS. The two DIETS the members visited had some very articulate Principals with evident leadership qualities, openness to ideas, and sensitivity required to deal with children. The DIET team in Vizailnagaram has 'adopted' an orphaned child whose educational and living needs are looked after by the staff with the Principal in the lead.

The basic training function of the DIETS has been integrated with the monitoring activity. This integration is rarely seen and appears to have a positive impact on attendance of teachers and their regular participation in the classroom.

The DIETS have taken up other major activities such as creation of children's literature- written largely by children, and also written by some staff or teachers. Fairs are organized at DIETS for children in the surrounding areas where the child has to go to various 'game' stalls and each game assesses a competency of the child.

Once again, these are excellent initiatives but the challenge will be in NOT losing steam and not letting them become lifeless routine and periodic affairs confined to the DIETS but to take these activities into the classrooms.

It appears that the DIETS are ready to take up academic leadership in the districts. The state SSA may do well to encourage initiative while also giving incentives, which will come with more financial allocations, greater freedom and a measure of autonomy. Additionally, it will be important to ensure that the DIETS are exposed to new information, techniques, technologies so that horizons are widened beyond what they already know. In the future plans, further strengthening of DIETS should be given a serious thought since they may hold the key to the next level of quality that cannot be achieved through centralized drives alone.

DIETS should be supported by SSA in the next plan. It should be possible to give the responsibility of quality improvement to DIETS, and provide funds on a proposal basis. Also, the government may do well to allow a DIET to raise funds directly from donors to improve facilities and to support activities.

SCERT

While the JRM members were exposed to DIETs, we could not meet representatives of the state level body that is supposed to be responsible for quality and academic matters- SCERT. The SCERT's role and capacity to contribute to the efforts for improvement of quality of education is highly desirable.

Redundancy, whether of structures, programs, budgetheads, or people has to be addressed because ineffective mechanisms somehow continue and alternative paths are found for effective functioning instead of streamlining and restructuring existing systems.

In Andhra Pradesh, the Department of Education and SSA are intertwined although not integrated. It appears that at the district level the DEO has functions that are administrative in nature (appointments, transfers, approval etc) while the APC is clearly driving the access and quality agenda. One wonders if a time has come to consider three clear wings in the education department 1) academic 2) administrative management 3) executive, with one leader at the top.

School Complex:

The school complex is just about taking off and the mechanism has been useful in addressing the issue of transition from primary to upper primary and seems to be a very important part of the monitoring led by DIETs. However, the true potential of the school complex perhaps lies in creating an *academic community* representing the continuum of education from ECCE to at least high school.

Leadership is crucial in any organization or its elements. In the case of the school complex the leadership is with a high school head teacher who is far removed from primary schooling and is also likely to be more concerned with the performance at the std X examinations. A head of the school complex remarked that while she would like to take up the challenge of quality improvement in elementary schools she has to give more attention to her high school results. So, high school head teachers may Chair the school complex group but it may be necessary to create an academic leadership through strong resource teachers selected by DIETs on a rotation basis. This will help in upgrading skills of many teachers and it will also provide a dedicated academic leader in a school complex attached directly to the DIET.

An academic leadership training program conducted by DIETs for teachers selected in rotation might be useful for the school complex.

SIEMAT and management training.

The JRM was informed that SIEMAT will be operational in a short while. More discussion on the subject was not possible due to lack of time but this is a positive step on part of the AP government

Convergence- good practices

The JRM found good examples of convergence in Andhra Pradesh.

The most prominent convergence is in the area of child labor, which is a subject under the Labor Ministry. In AP, the subject has been transferred to the education department by an act. This has clearly helped in addressing the issues of child labor.

The Collectors converge various schemes at the district level and have been able to take initiatives with the help of various departments. The ICDS workers have helped in the Badi Bata enrollment drive. This was brought about through an understanding at the state level between the two departments followed by letters to the Collector, who in turn bring about convergence at the district level.

Recommendations

The JRM members feel that Andhra Pradesh has come to a point where districts can take up initiatives along guidelines for achievement and strive for excellence and quality in all aspects. In most cases, more than financial or material inputs, the critical change that is needed is in freeing minds and opening avenues for a largely young cadre of teachers.

The JRM recommends that Andhra Pradesh should prepare a three year plan for excellence in education beginning with a definition of such excellence and then chalking out paths for achieving excellence. The AWP&B for each of the three years can then be seen as a part of the overall plan. The 2007-08 plan may make some beginning in this respect but the planning process should be decentralized with each district- including the collector and some of the more enlightened members of the society contributing to the thought.

Madhav Chavan, Deependra Prasad, Members, 5th JRM -- Andhra Pradesh.

INDIA
SARVA SHIKSHA ABHIYAN
FIFTH JOINT REVIEW MISSION

ARUNACHAL PRADESH STATE REPORT
(16th – 31st January, 2007)

As a part of the fifth Review Mission for Arunachal Pradesh the members of the Mission had the opportunity of visiting Arunachal Pradesh and to get a glimpse of the realities of the state. The members of the Mission did commence the journey on 17th January 2007 and returned to Delhi on 23rd January 2007. During this time the officers of the SSA of Arunachal Pradesh including the SPD himself accompanied the Mission members and visited West Kameng district, Papum pare district and also attempted to visit Tawang district but could not reach due to the snow ridden roads. In this exercise of visiting two districts a number of schools were visited by the team apart from visiting BRCs. The main focus was to visit different schools and to understand the implementation of SSA in the state. Unfortunately the entire state was under strike by the school teachers and hence the classes did not take place. Yet the review Mission visited schools, spoke to teachers and did conduct meetings with the officials of districts and sub-district functionaries apart from state functionaries in Itanagar. Apart from this efforts were also made to meet the community members and to understand the effective functioning of the schools.

The report presented has to be read in the context of limited interactions and the truncated visits but the final form of the report has the acceptance of the state as the report of the Mission was shared with the state functionaries. In the entire process of the visit it was by design, attempted to video graph the visits and discussions and the CDs were prepared.

The members of the Mission are indeed grateful to the Government of Arunachal Pradesh for all the support and co-operation it has extended. The State Project Director Shri P.N. Thungon deserves all praise and sincere thanks for all that he did in facilitating the visits very smoothly for all his personal attention to the Mission Team. Thanks are also due to Education Advisor of Arunachal Pradesh A.R. Barbhuiya who was kind enough to provide needed insights and feelers to the Mission members throughout and enrich the deliberations and discussions held at different points of time. The Mission members than all the DDSEs and in particulars the DDSEs of West Kameng and Papum Pare districts along with their team members who were ready to co-operate with Mission on issues of Mission activities.

The Mission Members were fortunate to have the audience of the Hon'ble Education Minister of Arunachal Pradesh Shri Chowna Mein, who was kind enough to understand the executive summary prepared by the members for this very purpose. He heard the points raised by the members and was appreciative of the work done by the team and assured the members that necessary steps would be taken to enable the state to move in the direction of UEE at the quickest possible pace. The members of the Mission are indeed grateful to him.

This unique experience was possible for the members of the Mission only because of the confidence and faith that the MHRD, GOI has reposed on them. The members are thankful to MHRD for giving this opportunity.

At different points of the Mission activities several officers of SSA both at the state and the district level have helped the Mission members. They deserved to be thanked. Special thanks are due to Mr. Rinchin Khandu, the MIS in-charge of West Kameng district who readily assisted the team in capturing video picture to preparing and finalizing the present report. All the support extended by people directly and indirectly are acknowledged.

1. BACKGROUND

1.1 Historical evolution of the State

Arunachal Pradesh has no written tribal history in the Pre British era. During British period Arunachal Pradesh was economically backward and politically fragmented.

- In 1914 some tribal area from Darrang and Lakhimpur districts of Assam was carved out to form North –East Frontier Tract (NEFT).
- Between 1914 – 1943 it was further subdivided into Balipara Frontier Tract, the Sadiya Frontier Tract and Tirap Frontier Tract.
- In 1947 the present territory of Arunachal was under part B of the 6th schedule of the constitution, as the tribal areas of Assam.
- In 1951, the Balipara Frontier Tract, the Sadiya Frontier tract, the Abor Hill Tract, the Mishmi Hill district and the Naga Tribal areas were renamed as North East Frontier Agency (NEFA).
- In 1954, the NEFA was again reconstructed under the act of North East 1954 into Kameng Frontier Division, Subansiri Frontier Division, Siang Frontier Division, Lohit Frontier Division, Tirap Frontier Division and Tuensang Frontier Division.
- The Tuensang Frontier Division was later on annexed with the Naga hills after creation of a new state Nagaland.
- The NEFA was scheduled as part of Assam during 1950-65 and the administration was carried out by Governor of Assam as an Agent of President of India, under the Ministry of Home Affairs in 1965 and after that the earlier five divisions of Kameng, Subansiri, Siang, Lohit and Tirap become five districts.
- In 1967, NEFA was brought under the Panchayati Raj Regulation Act and Agency council was formed at Apex Level, Zilla Parishad at district level, Anchal Samitis at Block Level and Gram Panchayat at Village Level.
- NEFA was upgraded to Union Territory and renamed as Arunachal Pradesh on 20th January 1972.
- The Agency Council was converted into Legislative Assembly in 1975. The first election to 30 members Assembly was held in 1978.
- The Union Territory was replaced by a full fledged state of Arunachal Pradesh on 20th February 1987.

1.2 Geographical Features

The erstwhile NEFA and now called Arunachal Pradesh is located between the latitude of 26.28⁰ N and 29.30⁰ N and Longitude 91.30⁰ E and 97.30⁰ E on the North East extremity of India. It has an area of 83,743 sq. km and having international boundaries with Bhutan to the West, China to the North and Myanmar to the East and the states of Nagaland and Assam in the South. It is largest state in area among the North East.

The state is situated in the great Himalayan range with height ranging from 900 ft to 13000 ft height of Sela Pass. Most of the area of the state is under forest coverage with inaccessible hilly terrain, with a sparse population. The eastern most part of Changlang and Tirap is in the Patkai range. It is full of countless rivers crisscross the region. The major rivers are the Kameng, the Subansiri, the Siang, the Lohit and the Tirap. Arunachal Pradesh is blessed with breath takingly beautiful hilly terrain, deep gorges, beautiful valleys and plateaus, dense and lush green forest with unique verity of flora and fauna. It also has natural lakes, and rich mineral resources.

1.3 Introduction of SSA in Arunachal Pradesh

Although SSA was started nationally in 2001-2002 because of state specific reasons the launch of SSA was not uniform in North Eastern Region (NER) states. Though there were approved APWBs for the year 2001-02 and 2002-03, no expenditure was incurred in the state of Arunachal Pradesh in these two years. Thus in Arunachal Pradesh the programme took off in 2003-04 only with a nominal expenditure of Rs. 11.88 crores. The programme could not be implemented fully in 2004-05 also and only 25% of the approved fund were utilised mainly for civil works and teacher salary. The state has witnessed full scale implementation of the programme only in 2005-06 wherein more than 90% of the approved funds have been utilised and state, district, block and cluster level structures have been fully equipped.

1.4 Interventions / proposals of Arunachal Pradesh approved by PAB for the Year 2006-2007:-

- (i) As an intervention for out of school children, new EGS centres to enroll 29058 children were sanctioned.
- (ii) Annual grants for 2142 primary schools, 666 upper primary schools, 6302 primary teachers, 32794 upper primary teachers and maintenance grants for 2808 schools were sanctioned.
- (iii) Approval for distribution of free textbooks in 164392 primary schools and 60398 upper primary schools were accorded.
- (iv) Teaching Learning Equipment (TLE) were sanctioned for 318 new primary schools, 92 new upper primary schools, 40 upper primary schools not covered under OBB and 36 other residential schools.
- (v) Salary for 636 new primary teachers, 68 new upper primary school teachers, 61 additional teachers for upper primary, 184 for additional primary teachers, 1698 for existing primary teachers, 793 existing upper primary teachers etc. was sanctioned.
- (vi) Training of 18442 community members was also approved.

- (vii) Salary, Furniture Grant, Contingency grant, TLM grant was sanctioned for 390 Block Resource Centres.
- (viii) Salary, Furniture grant, Contingency grant and TLM grant was sanctioned for 184 Cluster Resource Centres.
- (ix) As an intervention for disabled children formation of 15 DRGs, orientation programme for 120, Block Resource Centres and Cluster Resource Centres, Community Mobilization and Awareness for 15 persons, honorarium to 30 volunteers, training of RT and volunteers for 450, Medical assessment camps for 15 and supply of aids and appliances to 6257 children with special needs were sanctioned. The per child unit cost was fixed at Rs. 800.
- (x) Under Research, Evaluation, Monitoring and Supervision, 4 studies, felicitation of 90 successful VEC / Schools, updating of 1809 VER and DISE, 74 Action Research Programme were sanctioned.
- (xi) Under Civil Works, Block Resource Centre (27), CRCs (110), New primary schools (187), Upper new primary schools (96), primary schools (62) and 697 additional classrooms were sanctioned.
- (xii) The PAB approved 1 (one) "School on Wheels" for Bomdila in West Kameng district as an innovative activity. The state could take up additional "Schools on Wheels" from the States own resources. The bus should be on a hire basis.
- (xiii) Preparatory activities were agreed to for SIEMAT and an amount of Rs. 10 lakh was approved. A comprehensive proposal would be required to be developed for SIEMAT and approved by the State Government before being proposed to Government of India.

1.5 Commitment of Arunachal Pradesh to PAB

- (i) All 'Out of School' Children will be brought back to school through Alternative Schooling. *Commitment of Arunachal Pradesh in PAB 2006-07 will be fulfilled. All the Out of School Children will be brought back to school through Alternative Schooling under All components i.e. Back to School camps, bridge Course, Remedial teachings and Residential Camps. Status of AIE Centres in the state as on 31st October 2006 is enclosed. The work is in progress. Achievement reports are still awaited from the district*
- (ii) The process of training of teachers will be completed within 2006-07 for all teachers. *The following types of training is being imparted in the Arunachal Pradesh) 30-days induction training programme: -*
 - a) *30 days induction training programme have been imparted to all newly recruited teachers under SSA in all the six functional DIETs. The resource persons were faculty members of DIET. The coverage is 100%.*
 - b) *20-days in service teachers training programme: -*
Out of 20-days 10 days training for in-service teachers is being imparted to the teacher in decentralized manner. In this regard master trained of the District Resource Group (DRG) have been trained at state level in all the interventions, in turn they are imparting training to the BRCCs / CRCCs and BRPs / CRPs and finally they are imparting training to the teachers. The coverage report is yet to be reported from the districts.
 - c) *Six month Certificate in Primary Education (CPE) programme through IGNOU :-*

IGNOU is imparting CPE programme to all the untrained regular teachers working in the state at elementary level in phase manner. DIETs and BRC are the study centres for practical workshop. The coverage is yet to be reported.

(iii) There will be no single-teacher school in the state. The process of rationalization of teachers will be completed by December 2006.

The processes of rationalization of teachers are going on. In this regard emphasis has been given that at least two teachers will be posted in any school under SSA. Recruitment of new teachers is going on and within March '07 maximum school will be covered.

(iv) Incomplete Civil Works approved till 2005-06 will be completed by August, 2006.

The PAB approval of Civil Works 2001-02, 2002-03, 2004-05, and spill over of 2005-06 has been completed as per district report as on 31st December 2006.

(v) Teachers sanctioned / approved till 2005-06 will be put in place by August, 2006.

As per the commitment given by the state at the time of PAB approval for the year 2006-07, all the teachers posts approved / sanctioned till 2005-06 by GOI has already been appointed.

(vi) The State would operationalize the Quality Monitoring Tools of NCERT

The State initiated to operationalize the quality monitoring tools of NCERT. In this regard two days training programme have been imparted to the district functionaries at state level in the month of July. At state level the quality monitoring formats have been printed and sent to the districts. In turn the district functionaries of SSA imparting training to the BRCCs and CRCCS and head teachers to ensure the proper filling of the monitoring tools. The fill up format will be analyzed and submitted to the national level within February 2007.

(vii) The state would raise the percentage of children achieving 60% marks at the level of Class V and VIII by at least 10% in 2006-07.

To raise the percentage of children achieving 60% marks at the level of class V and VIII by at least 10% in 2006-07, all the BRC/CRC are entrusted to ensure the effective classroom teaching. In this regard training to the BRCCs / CRCCs and BRPs / CRPs have been provided in turn they are imparting training to the teachers to ensure the classroom effectiveness. Teachers are using TLM, modern methods of teaching i.e. child centred teaching. Free textbooks are being provided to the students at elementary level.

(viii) The state would reduce dropouts by at least 5%. The State would also reconcile data from DISE and States School Statistics for harmony.

The Out of School Children was 48262 in the year 2005-06, it is reduced to 380789 in the year 2006-07 I.

1.6 The PAB approvals (2006-07) for Arunachal Pradesh:-

- (i) SSA: An outlay of Rs. 11511.20 lakhs of which Rs. 11429.75 lakhs is fresh outlay and Rs. 81.45 lakhs is the spill over.
- (ii) NPE:GEL: An outlay of Rs. 90.18 lakhs with spill over of Rs. 15.28 lakh.

Table 1: Access of Formal Schools¹

Sl. No.	Name of District	EGS/Community School	Primary School	Upper Primary School	Secondary School	Hr.Sec. School
1	Tawang	66	67	30	5	2
2	West Kameng	79	95	43	10	5
3	East Kameng	101	126	30	6	2
4	Papum Pare	192	145	53	7	4
5	L/Subansiri	114	93	34	10	3
6	Kurung Kumey	193	72	31	6	1
7	Upper Subansiri	130	99	46	7	3
8	West Siang	94	302	86	20	5
9	East Siang	42	110	47	13	7
10	Upper Siang	31	64	20	5	2
11	Lohit	104	145	60	19	7
12	Changlang	100	164	37	16	6
13	Tirap	78	119	39	11	5
14	L Dibang Valley	25	52	27	9	4
15	Dibang Valley	28	13	8	1	1
	TOTAL	1377	1666	591	145	57

The state has 1377 EGS centres and 551 more centres have been opened during 2006-07 upto Dec 2006. It has 1666 Primary schools, 591 Upper Primary schools, 145 Secondary schools, 57 Hr. Sec. Schools. It suggests that EGS is picking up in Arunachal Pradesh.

Table 2: Out of School Children & Its Strategy

Sl. No.	Name of District	Out of School Children	Strategy				
			Main Streamed	EGS	NRBC	RBC	Back to School Camp
1	Tawang	2569	120	2039	190		220
2	West Kameng	2196	76	1484	277		359
3	East Kameng	1211	95	947	133		36
4	Papum Pare	4987	121	3766	600		500
5	L. Subansiri	4443	135	3893	128		287

¹ All data presented in 30 tables of this report is provided by the State.

6	Kurung Kumey Upper	3186	150	2731	204		101
7	Subansiri	1127	56	790	150		131
8	West Siang	5254	211	4510	131		402
9	East Siang	692	34	482	98		78
10	Upper Siang	1763	98	1352	66		247
11	Lohit	3872	153	3513	30		176
12	Changlang	1770	87	1446	148		89
13	Tirap	2377	109	1522	428		318
14	L/Dibang Valley	2464	176	1925	213		150
15	Dibang Valley	168	21	104	23		20
TOTAL		38079	1642	30504	2819	0	3114

Table 3: Status of EGS Centres in the State as on 31st December 2006

No.	District	Total Out of School Children	Existing EGS Centres	Enrollment in Existing EGS Centres	PAB Approved 06-07	New EGS Centres		Enrollment of EGS as on 31st December 2006
						Target	Opened	
1	Tawang	2569	66	930	2039	31	7	93
2	W Kameng	2196	79	1127	1484	74	25	1377
3	E/Kameng	1209	101	1083	947	27	27	2025
4	Papumpare	4987	192	7388	3766	18	18	503
5	L Subansiri	4443	114	1725	3893	37	37	1256
6	K Kumey	3186	193	6586	2731	75	75	2731
7	U Subansiri	1127	130	3388	790	0	0	790
8	West Siang	5254	94	1650	4510	7	127	4500
9	East Siang	692	42	1526	482	3	3	111
10	U Siang	1763	31	930	1352	27	39	1352
11	L Dibang Valley	2464	25	1866	1925	11	66	2464
12	Dibang Valley	168	28	200	104	0	0	323
13	Lohit	3872	104	1953	3513	22	92	2075
14	Changlang	1770	100	2047	0	0	17	347
15	Tirap	2377	78	2451	1522	31	18	950
TOTAL		38077	1377	34850	29058	363	551	20897

Source: AWP District and State Plan
2006-07

The above tables indicate the state's plan for covering out of school children.

For 2006-07 PAB has approved funding 29058 children who are out of school to be covered through EGS. Out of that as on Dec 31 2006 the state has covered 20897 children. This is an appreciable progress. There is an assurance from the state that the remaining target would be covered by the end of the year. Thus, the progress achieved is indeed good.

Table 4: Status of AIE Centres in the State as on 31st Oct 2006

Sl. No.	District	Back to School Camp		Non-Residential Bridge Course		Remedial Teaching		Residential Camp	
		Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement
1	Tawang	220	*	190	*	*	*	30	*
2	W/ Kameng	359	25	277	*	*	*	35	*
3	E/Kameng	36	*	133	*	140	*	45	45
4	Papumpare	500	*	600	*	*	*	50	50
5	L/Subansiri	287	*	128	*	*	*	50	38
6	K/Kumey	102	*	204	*	*	*	35	*
7	U /Subansiri	131	*	150	*	*	*	32	*
8	West Siang	402	*	131	*	*	*	25	*
9	U/Siang	247	*	66	*	100	*	20	*
10	East Siang	78	*	98	*	*	*	25	*
11	Lower Dibang Valley	150	*	213	*	*	*	25	*
12	Dibang Valley	20	*	23	*	*	*	20	*
13	Lohit	176	*	30	*	*	*	50	*
14	Changlang	89	*	148	*	*	*	35	*
15	Tirap	318	*	428	*	*	*	23	*
	TOTAL	3115	25	2819	0	240	0	500	133

Source: AWP District and State Plan 2006-07

* Achievement under progress. Reports yet to received from the district

Contrary to the achievement made in EGS, the state has not been able to achieve the targets that it has set for itself on AIE activities. The above table indicates that there is some attempt on the part of the state to undertake activities regarding residential camps but very less has been achieved with regard to back school camp. As regards NRBC and remedial teaching nothing seems to have happened till Oct 31 2006. This indicates a gloomy pictures of AIE Strategies which it had planned for itself.

Table 5: Dropout

Sl. No.	Name of the Districts	Dropout				Total
		Primary		Upper Primary		
		No. of dropout	Percentage	No. of dropout	Percentage	
1	Tawang	216	8.40	85	3.30	2
2	West Kameng	86	3.91	63	2.88	1
3	East Kameng	19	1.57	56	4.64	
4	Papum Pare	1509	30.25	1109	22.25	2
5	L. Subansiri	729	16.40	724	16.30	1

2	Kameng Kumey	559	17.55	1171	36.74	1730
3	Upper Subansiri	243	21.59	290	25.71	533
4	West Siang	162	3.08	312	5.94	474
5	East Siang	39	5.70	59	8.55	98
6	Upper Siang	264	15.00	249	14.10	513
7	Lohit	82	2.13	291	7.52	373
8	Changlang	19	1.08	25	1.43	44
9	Tirap	94	3.94	459	19.31	553
10	L/Dibang Valley	144	5.83	221	8.98	365
11	Dibang Valley	17	9.83	18	10.42	35
	TOTAL =	4182	9.75	5132	12.54	9314

Arunachal Pradesh has a dropout rate of 9.75% at primary level and 12.5% at the upper primary level. This needs to be arrested by the state.

The above picture gives us the background of Arunachal Pradesh and enables us to understand the state in terms of the status.

2. QUALITY ISSUES: Pedagogy

2.1 Teacher Training

1.State Level

For the smooth functioning of training activities and other Pedagogical renewal 7 Nos (seven) State Resource Groups (SRG) in the following interventions have be constituted :-

- 1) EGS & AIE
- 2) ECCE
- 3) Community Mobilization
- 4) Pedagogy & Training
- 5) DEP - SSA
- 6) IED
- 7) Girls Education

In every SRG, University faculties, college faculties, NGO's, officers of School Education, Higher & Technical Education, DIET faculties and functionaries from SSA Rajya Mission have been involved.

II. District Level

In all the 16 (sixteen) districts, District Resource Group (DRG) have been constituted. In DRG, DIET faculties, Resource Teachers and functionary from District SSA Mission have been involved.

III. Block Level

In every block, Block Resource Group (BRG) have been constituted. In BRG, DIET faculties, Resource Teachers and BRC have been involved.

IV. Circle level

In every circle, Circle Resource Group (CRG) have been constituted. In CRG, Members from BRG and Resource Teachers of the circle and CRCC have been involved.

2.2 Training Activities

In every intervention Master trainers of SRG and DRG have been trained at State Level. The Resource Persons from NCERT, Ed. CIL New Delhi, Ed. CIL Guwahati, NERIE Shillong, Faculties from University and college are normally invited.

Subsequently the Master trainers of DRG are providing training to the key Resource Persons of BRG and CRG. The BRG and CRG are imparting training to the school teachers.

Table 6

Sl. No	Teacher Training Institutions	Govt	Private	Total	Remarks
1	SIE	01	NIL	01	Non - functioning
2	DIET	06	NIL	06	Poorly structured
3s	University	01	NIL	01	

During 2005-06 the training coverage is very less i.e. only 8.6 % teachers have been covered because teachers' training modules were not developed.

During 2006-07 teacher training modules have been developed and training is being imparted at all levels as explained above. Following types of training are being conducted:-

- 1) 10-days In-service teachers' training. The coverage varies from district to district.
- 2) 30-days teachers' training for newly recruited teachers under SSA. The coverage is 100%.
- 3) Six month Certificate in Primary Education (CPE) Programme through distance mode.

Table 7 :Status of CPE Programme

Sl. No	Districts	Amount	No. of Sponsore d Teachers Trainees	Admission		Applicatio n received for Jan 2007	Total Admissio n	No. of Applicatio n not submitted
				Jan 2006	July 2006			
1	Changlang	303000	100	56	0	1	56	43
2	Kurung Kumey	151500	50	35	0	0	35	15
3	Lohit	381780	126	106	0	17	106	3
4	Dibang Valley (Roing)	81810	27	-	0	0	-	27
5	East Siang (Pasighat)	151500	50	41	0	0	41	9
6	Upper Subansiri (Daporijo)	303000	100	69	20	4	89	7
7	West Siang (Along)	181800	60	32	-	0	32	28
8	Lower Subansiri (Ziro)	127100	41	-	-	0	26	15
9	Tirap (Khonsa)	60600	20	6	-	0	11	9
10	Upper Siang	93930	31	-	-	-	-	31
11	Papum Pare	303000	100	50	-	0	51	49
12	Seppa	124435	41	-	-	0	41	0
		2263455	746	395	93	22	488	236

The reason for poor coverage of training programme is due to lack of sufficient Teacher Training Institutions.

2.3 Academic monitoring by BRC / CRC / DIET

BRC

In every BRC there is one Coordinator and three Resource Persons. All the four are of different subjects. They are supporting the school system in all respects including academic monitoring and supervision for which notification has been issued.

CRC

In every CRC there is one Coordinator and two Resource Persons. All the three are of different subjects. They are supporting the school system monitoring and supervision for which notification has been issued.

DIET

Table 8 : DIETs and their Coverage

Sl.No.	Name of the DIET	Name of the District
1	DIET Dirang, West Kameng	Tawang
		West Kameng
2	DIET Seppa	East Kameng
3	DIET Naharlagun, Papumpare	Papum Pare
		Lower Subansiri
		Kurung Kumey
		Upper Subansiri
4	DIET Pasighat, East Siang	West Siang
		Upper Siang
		East Siang
5	DIET Roing, DibangValley	Dibang Valley
		Lower Dibang Valley
		Lohit
		Anjaw
6	DIET Changlang	Changlang
		Tirap

2.4 Research and Evaluation

At District Level District Sarva Shiksha Abhiyan Mission is doing work of Research and Evaluation of SSA with the help of DIET. Where as from SSA Rajya Mission, Itanagar one Research work is going on. The title of the Project “Impact of Sarva Shiksha SABhiyan on quality dimension at Elementary Level” a case study of Tawang District.

Reflections: The State has SRGs on 7 (seven) different interventions, but one of important interventions is REMS. Perhaps it is high time the state thinks of having an SRG for Research and Evaluation exclusively. A number of researches which can inform and influence policy making needs to be undertaken. A number of evaluation activities has to be undertaken in the context of the SSA implementation in Arunachal Pradesh. Necessary initiative may be undertaken by the State.

Indeed teacher training is going on in the State as the State has all the BRCs and CRCs functioning. But perhaps, there is a need to evaluate the effectiveness of the training programmes and also evaluate the usefulness of the training modules that are in place. The modules that are being used need to be continuously updated. This can add a quality dimension to the quality issue.

The State also suffers the disadvantage in terms of the possible support it could have taken from the teacher training institutions in Arunachal Pradesh. It is unfortunate that the State has an SIE which is non functional in nature. Had it been vibrant and functional it could have given a lot of support to the State on training activities.

The State has been bothered about the untrained teachers' problem. It has tried to link its teachers to the IGNOU CPE programme but, there are problems there also. The State has sponsored 746 teachers for CPE programmes and out of them only 488 have enrolled themselves and 236 have not submitted their application at all to IGNOU. This indicates that perhaps these teachers for various reasons will not be able to be trained by IGNOU and this problem will continue. The point also is to be noted that the amount on their behalf has already been deposited with IGNOU which is non-refundable and to that extent the money has gone waste. The State needs to reply for this.

3. INTERVENTIONS

The government of Arunachal Pradesh has the following intervention in place of varying degree of success.

They include

- i) Girls Education
- ii) EGS /AIE
- iii) Civil Works
- iv) CWSN / IED
- v) Textbook
- vi) Grants
- vii) Computer Aided Learning (CAL)

3.1 Girls Education

Female literacy rate enjoys a slight edge over the total State literacy rate. As the State is predominantly inhabited by tribals, the female population matches this trend. It has around 78% of Girls population in the age group of 6-14 years, while only 65 % of them are enrolled. It suggests that 18% of them are still not enrolled. This is a challenge before the state.

Some of the interventions the State has adopted include KGBV, NPEGEL, Pratibha Khoj. The Pratibha Khoj is an interesting activity of the State.

3.1.1 Innovation in Arunachal Pradesh : Pratibha Khoj

Pratibha Khoj is an incentive for promotion of girls education under the centrally sponsored scheme SSA. SSA aims at cent percent enrolment and retention. This is a time bound programme to fulfill the target of education of cent percent children from age group 6 – 14 years by 2010 in a mission mode. Weaker sections of the society are given much attention to bring them to the main stream of education.

Education of the girls is given top most priority. It is seen that girl students are dropping out after reaching class V. In Papum Pare district, though the literacy rate is the highest in the state, but the percentage of female literacy is considerably poorer than that of male literacy rate. The position of girls like Mengio, Leporiang, Tarasso etc. are even worse. SSA, District Mission, Yupia feels schemes like "PRATIBHA KHOJ" will definitely give a boost to girls education in the district. Details of the scheme is furnished in the foregoing paragraphs.

Objectives of 'Pratibha Khoj' is to

1. Provide Awareness about education.
2. Develop competitiveness among girls.
3. Provide opportunity for female education.
4. Harness the talent.
5. Check the dropout rate.
6. Focus on rural areas.
7. Give Preference to the rural poor.
8. Select schools as models.

Incentives to Girls

1. The selected girls will be given incentive of learning material, uniform etc. for one time only during the 1st year.
2. The selected girls individually will be given Rs. 1000/- (Rupees One Thousand) only after passing Class VI, Rs. 2000/- (Rupees Two Thousand) only after passing Class VII and Rs. 3000/- (Rupees Three Thousand), only after passing Class VIII with the maturity amount as per interest given by the bank. The amount has been fixed in the name of the Deputy Commissioner and the Deputy Director of School Education and will be disbursed to the selected girls only after fulfilling the following terms and conditions
 - a. She should pass the corresponding class.
 - b. She should continue her study and should not be dropped out.
 - c. The amount will be in addition to the stipend already available to the APST girls.

Table 9 : Female Literacy Rate in Arunachal Pradesh

	Name of the district	Overall literacy rate	Female literacy rate
1	Tawang	47.3	30
2	West Kameng	60.8	47.5
3	East Kameng	40.6	28.6
4	Papum Pare	69.3	60.4
5	Lower Subansiri	} 44.8	36
6	Kurung Kumey		
7	Upper Subansiri	50.3	40.7
8	West Siang	59.5	51.6
9	Upper Siang	49.8	38.8

	Name of the district	Overall literacy rate	Female literacy rate
10	East Siang	60.7	52.4
11	Dibang Valley &	} 58.9	48.7
12	Lower Dibang Valley		
13	Lohit &	} 56.1	44.5
14	Anjaw		
15	Changlang	51.3	39.2
16	Tirap	41.7	28.8
	Total	43.19	43.8

Table 10: Girls Education (including KGBV & NPEGEL)

Girls population, all communities (6 – 14) years	SC girls population (6-14 years)	% of SC Girls population (6-14 years)	ST girls population (6-14 years)	% of ST Girls population (6-14 years)
1,43,978	1,762	1.22%	1,11,936	77.75%

Table 11 :Enrollment of Girls

Enrolment of Girls, all communities (6-14) years	Enrolment of SC Girls (6-14) years	% of SC Girls Enrolment (6-14 years)	Enrolment of ST Girls (6-14) years	% of ST Girls Enrolment (6-14 years)
1,23,592	1,229	0.47%	91,713	65.19%

Table 12: Year-wise and District-wise approved KGBV

Sl. No.	District	Block	2004-05	2005-06
1	Tawang	Mukto	-	1
2	West Kameng	Dirang	-	1
3	East Kameng	Seppa	1	-
4	Kurung Kumey	Chambang	-	1
5	East Siang	1. Pangin	2	-
		2. Mebo	3	-
		3. Ruksin	2	-
		4. Pasighat	2	-
6	West Siang	Mechuka	-	1
7	Lohit	Wakro	1	-
8	Lower Dibang Valley	Hunli-Kronli	-	1
9	Changlang	1. Khimiyang	1	-
		2. Bordumsa-Diyum	1	-
10	Tirap	Lazu	1	-
		TOTAL	14	5

Table 13 :Kasturba Gandhi Balika Vidyalaya Schools in Arunachal Pradesh 2004-2005

Sl. No.	District	No. of schools opened	No. of Teacher appointed				Enrolment of girls
			Headmaster	Full time teacher	Part time teacher	Total	
1	I. Kameng	1	1	4	3	8	50
2	Lohit	1	1	4	3	8	50
3	Tirap	1	1	4	3	8	50
4	Changlang	1	1	4	3	8	50
5	I. Siang	1	1	4	3	8	50
		1	1	-	3	4	50
		1	1	-	3	4	50
		1	1	-	3	4	50
		1	1	-	3	4	50
		1	1	-	3	4	50
		1	1	-	3	4	50
		1	1	-	3	4	50
TOTAL		14 Nos	14	20	42	76	700

Table 14 :Kasturba Gandhi Balika Vidyalaya Schools in Arunachal Pradesh 2005-2006

Sl. No.	District	No. of schools opened	Model No.	No. of Teacher appointed				Enrolment of girls
				Headmaster	Full time teacher	Part time teacher	Total	
1	Tawang	1 (one)	II	1	4	3	8	50
2	West Kameng	1 (one)	II	1	4	3	8	50
3	K/Kumey	1 (one)	II	1	4	3	8	50
4	W/Siang	1 (one)	II	1	4	3	8	50
5	L. Dibang Valley	1 (one)	II	1	4	3	8	50
TOTAL		5 Nos.		5	20	15	40	250

Reflections: The female literacy rate in Arunachal Pradesh is slightly above the overall national literacy rate. In spite of this fact the enrollment of the girls is not very encouraging. The State needs to look into this. As regards the intervention KGBV, the State is showing interest and has been functioning. The state seems to be quite satisfied with the structure and functions of KGBV. The number of permanent buildings of KGBV is also looking up. As regards NPEGEL, the rate of success is perhaps not as good as KGBV. There is a need to evolve some mechanism of enhancing the NPEGEL activities in the State.

3.2 EGS /AIE

The State of Arunachal Pradesh has taken up the EGS relatively better in comparison to AIE. Though there has been a commitment to GOI(PAB) on AIE Strategies, the success rate is much to be desired. There seems to be a huge gap in the targets to be

Sl. No.	District	Total Out of School Children	Existing EGS Centres	Enrollment in Existing EGS Centres	PAB Approved 06-07	New EGS Centres		Enrollment of EGS as on 31st December 2006
						Target	Opened	
1	Tawang	2569	66	930	2039	31	7	93
2	W/ Kameng	2196	79	1127	1484	74	25	1377
3	E Kameng	1209	101	1083	947	27	27	2025
4	Papumpare	4987	192	7388	3766	18	18	503
5	L/Subansiri	4443	114	1725	3893	37	37	1256
6	K/Kumey	3186	193	6586	2731	75	75	2731
7	U /Subansiri	1127	130	3388	790	0	0	790
8	West Siang	5254	94	1650	4510	7	127	4500
9	East Siang	692	42	1526	482	3	3	111
10	U/Siang	1763	31	930	1352	27	39	1352
11	L/Dibang Valley	2464	25	1866	1925	11	66	2464
12	Dibang Valley	168	28	200	104	0	0	323
13	Lohit	3872	104	1953	3513	22	92	2075
14	Changlang	1770	100	2047	0	0	17	347
15	Tirap	2377	78	2451	1522	31	18	950
TOTAL		38077	1377	34850	29058	363	551	20897

achieved.

Table 15: Status of EGS Centres

Reflections: The state is quite enthusiastic about EGS Centres and AIE activities are much to be desired.

3.3 Civil Works

The State seems to be very happy with the provisions of SSA especially related to Civil Works. In spite of a number of constraints, it has been going ahead enthusiastically. It has different heads under Civil which include, BRC, CRC, Schools, Boundary Walls, & Residential School buildings. It has a total approved budget of Rs. 5316 lakhs. Around 50% of it has been released & 80% of released money is already being spent by the State.

Table 16 :Quarterly Progress Report (QPR) as on: 31st Dec'2006.

	Phy. Approved as Per 2006-07.	Completed (Units) (Cumulative)	In Progress (Units) (Cumulative)	Expenditure (Rs. In lakh)	Remarks
Block Resource Centres	27	10	17	60.00	
Cluster Resource Centres	110	45	65	90.00	
Primary:					
Primary School Bldgs-New	187	34	153	187.00	
Primary School Bldgs-Buildingless	117	29	88	188.50	
Dilapidated School Buildings – Reconstruction	28	18	10	90.00	
Additional Classrooms	697	348	349	696.00	
Toilets					
Water Facilities/PHDE Connections/Hand Pumps					
Rain Water Harvesting					
Boundary Walls	78	21	57	105.00	
Electricity Connections					
Separation Walls					
Verandahs					
Upper Primary (New)	96	22	74	143.00	
Upper Primary School Bldgs - Bldgless	62	20	42	130.00	
Dilapidated School Buildings – Reconstruction	19	14	5	77.00	
Additional Classrooms					
Toilets					
Water Facilities/PHDE Connections/Hand Pumps					
Rain Water Harvesting					
Electricity Connections					
Separation Walls					
Rooms for Headmaster					
Verandahs					
Residential	23	6	17	54.00	

Table 17 : Financial Status

S/ No	Approved Annual Work Plan for Civil Works as per PAB 2006-07. (Rs. In lakh)	Released Amount on Civil Works till dated (Rs.In lakh)	Expenditure on Civil Works till date (Rs.In lakh)	Percentage Expenditure (Cumulative)	Remarks
1	5316.00	2658.00	2123.48	80%	Only 1 st installment of Central share fund & DoNER share fund has been received upto date.

Reflections: The state is quite enthused about the Civil Works. Perhaps SSA has done a lot of good to the state by providing huge funds for Civil Works.

3.4 CWSN / IED

Arunachal Pradesh, as a state has identified 6257 children under CWSN. The enclosed table indicates the district-wise breakup and the number of IED Coordinators it has identified. It has a budget of Rs. 5, 20,000/- for IED activities but the achievement is not satisfactory.

Sl. No.	District	Total No. of Children Identified	IED Coordinators
1.	Tawang	224	
2.	W/Kameng	421	1
3.	E/ Kameng	302	
4.	Papumpare	601	1
5.	L/Subansiri	332	1
6.	K/ Kumey	673	1
7.	U/Subansiri	422	1
8.	West Siang	840	1
9.	East Siang	526	1
10.	Upper Siang	198	1
11.	Lohit	565	1
12.	Changlang	445	1
13.	Tirap	358	1
14.	L/D/Valley	204	1
15.	D/ Valley	146	1
	TOTAL	6257	15

Table:18: CWSN Survey

Reflections: The State has been conducting regular capacity building workshops on IE with the assistance from National level institutions. A lot of material also been provided to the state on IE. Despite the above, progress on IE has been slow. The State was sanctioned Rs. 71.37 lakhs for 2006-07 and the State has spent 48.08 lakhs (67.32%) till September 2006. **The State needs to have a clear strategy for IE. Certain issues like creation of barrier free environment, providing ramps and railings etc. cannot be blindly applied in Arunachal Pradesh, because of the hilly terrain. Therefore, in the wake of these realities the State needs to have its own IE programme, which is contextually relevant.**

3.5 Text Books:

The State has succeeded in distributing books. Though books are available with the schools, teachers are not happy with the books as they say it is not as good as NCERT textbooks.

Table 19 : Procurement of Textbooks (2006-07)

Sl No	District	PAB approval		Achievement	
		Physical	Financial (in lakh)	Physical	Financial (in lakh)
1	Tawang	5645	8.47	5645	8.63
2	West Kamneg	15331	23.00	15331	12.39
3	East Kameng	13471	20.21	13471	23.27
4	Lower Subansiri	16750	25.13	16750	23.83
5	Upper Subansiri	15904	23.86	15904	18.41
6	Kurung Kumey	13447	20.17	13447	22.62
7	West Siang	28366	42.55	28366	48.72
8	East Siang	23989	35.98	23989	38.13
9	Upper Siang	7952	11.93	7952	4.96
10	LD/ Valley	7849	11.77	7849	11.83
11	Dibang Valley	1103	1.65	1103	3.3
12	Lohit	17158	25.74	17158	28.47
13	Changlang	16027	24.04	16027	20.29
14	Tirap	16318	24.48	16318	13.28
15	Papum Pare	25480	38.22	25480	31.59
	Total	224790	337.20	224790	309.72

Reflections: On the issue of making textbooks available to the students the state deserves compliments.

3.6 Grants (School Grant, Maintenance Grant, TLE, TLM)

Government of Arunachal Pradesh has Rs. 56.16 Lakhs for School Grant, Rs. 47.91 Lakhs for Teacher Grant, Rs. 140.40 Lakhs for Maintenance Grant and Rs. 115.80 lakhs for TLE (Primary and Upper Primary). So put together **Rs. 360.27 Lakhs** is available with the State. Out of that Rs. 244.75 Lkajs has been spent. It means **67.92%** of funds have been spent by the State.

Table 20 : Status of Grants

S.No	Districts	School Grant				Maintenance Grant				Teachers Grant				TLE			
		Target		Achievement		Target		Achievement		Target		Achievement		Target		Achievement	
		Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
1	Tawang	123	2.46	114	2.28	123	6.15	114	5.70	425	2.13	298	1.49	33	5.70	0	0.00
2	W Kameng	173	3.46	173	3.46	173	8.65	165	8.28	658	3.30	610	3.05	23	5.50	22	5.00
3	E Kameng	186	3.72	99	1.98	186	9.30	101	5.05	415	2.08	216	1.08	22	2.60	0	0.00
4	Papum Pare	214	4.28	214	4.28	214	10.70	214	10.70	985	4.93	945	4.73	33	6.50	33	6.50
5	E Subansiri	151	3.02	158	3.16	151	7.55	49	2.45	519	2.60	580	2.90	144	40.80	144	66.22
6	K Kumey	133	2.66	133	2.66	133	6.65	133	6.65	412	2.07	412	2.07	56	16.00	56	16.00
7	U Subansiri	189	3.78	254	5.08	189	9.45	208	10.41	651	3.26	745	3.73	9	0.90	0	0.00
8	W Siang	465	9.30	249	4.99	465	23.25	0	0.00	1977	9.89	0	0.00	8	0.80	0	0.00
9	E Siang	202	4.04	138	2.76	202	10.10	138	6.90	988	4.95	0	0.00	19	6.30	0	0.00
10	U Siang	111	2.22	0	0.00	111	5.55	0	0.00	272	1.36	0	0.00	20	6.40	0	0.00
11	D Valley	31	0.62	41	0.82	31	1.55	42	2.10	72	0.36	165	0.83	0	0.00	0	0.00
12	E Dib.Valley	109	2.18	69	1.38	109	5.45	60	3.00	361	1.81	330	1.65	13	1.70	0	0.00
13	Lohit	267	5.34	267	5.34	267	13.35	267	13.35	776	3.88	776	3.88	61	16.10	0	0.00
14	Tirap	201	4.02	150	3.00	201	10.05	150	7.50	469	2.35	469	2.35	12	3.20	0	0.00
15	Changlang	253	5.06	0	0.00	253	12.65	0	0.00	601	3.01	0	0.00	33	3.30	0	0.00
	Total	2808	56.16	2059	41.19	2808	140.40	1641	82.09	9581	47.98	5546	27.75	486	115.80	255	93.72

NOTE:- Expenditure reported as on 31st Dec '06

Percentage of Expenditure:

1. Over All = 67.92 %
2. School grant = 73.34 %
3. Maintenance grant = 58.47 %
4. Teacher grant = 57.84 %
5. TLE = 80.93 %

Reflections : As regards different grants the state has utilized the grants in different proportions. But what is important to be noted is that at the school level the Headmaster and teachers are not aware of the provisions that are there under SSA with regard to the grants. Therefore state must take the responsibility of clearly articulating the SSA provisions among teachers

3.7 Computer Aided Learning (CAL):

Arunachal Pradesh has Rs. **1525.7** lakhs for CAL activities. Out of that Rs. **120.00** lakhs has been spent.

The situation of CAL needs to be subjected to Scrutiny, as the progress achieved is not satisfactory. There are 4 districts where, ranging from 14 % to 71% of schools do not have electricity at all. Even where electricity is available, the manner in which CAL is attempting to be implemented needs much to be desired.

Reflections: As regards the CAL activities it appears, the entire thinking responsibility has gone to a private company to conceptualize and implement CAL in the state. The mission members have realized that the teacher training module prepared by the private company is not relevant for the school teachers and children and the support that is being given to the schools is also not adequate. Therefore, the state should take initiatives to revise the training modules and make it relevant to the users upto school level.

4. INSTITUTIONS

As regards BRCs the State has 87 educational blocks and 75 administrative blocks. It has 75 BRCs. There are 240 personnel in BRCs in the state.

With regard to CRCs there are 188 CRCs and as on this year there are 400 CRCs. This also includes the CRC Coordinators.

4.1 Block Resource Centre

Table 21 :Sanctioned of BRC/Teacher @ 0.072 from 2002-03 to 2006-07

Sl. No.	Name of The District	No. of BRC	2002-03 to 2006-07	Teacher Deployed as BRP / BRC as per district reports	Requirement for replacement as per district reports	Remarks
1.	Tawang	3	12	12		
2.	West Kameng	4	16	3	9	
3.	East Kameng	8	21	9	3	
4.	Papum Pare	4	16	4	8	
5.	Lower Subansiri	3	9	9		Existing BRCs only
6.	Kurung Komey	5	18			
7.	Upper Subansiri	6	15	12	3	-do-
8.	West Siang	8	24	9	15	-do-
9.	East Siang	7	21	16	5	
10.	Upper Siang	6	16	20		
11.	Tirap	6	20	8		
12.	Changlang	4	16	4	8	
13.	Lohit	5	21	15		
14.	Lower Dibang Valley	3	12	12		
15.	Dibang Valley	3	3	4	3	
	Total	75	240	137	70	

Actual Status: -Sanctioned post of 240 teachers against BRC/CRC have already been appointed but they have not been deployed as BRC/BRP.

4.2 Cluster Resource Centre

Table 22 :Sanctioned CRC/Teacher (at 0.072 from 2002-03 to 2006-07

Sl. No	Name of The District	No. of CRC	Sanctioned post upto 2006-07	Teacher Deployed as BRP / BRC as per district reports	Requirement for replacement as per district reports	Remarks
1.	Tawang	14	18	18		
2.	West Kameng	12	24	10	14	
3.	East Kameng	22	49	20		
4.	Papum Pare	11	24	9	11	
5.	Lower Subansiri	6	0	12		
6.	Kurung Kumey	12	24			
7.	Upper Subansiri	13	0	4	22	Existing CRPs only
8.	West Siang	21	0	13	29	-do-
9.	East Siang	17	34	17	17	
10.	Upper Siang	11	35	10	12	
11.	Tirap	9	30	6	12	
12.	Changlang	12	24	12	12	
13.	Lohit	15	40	28		
14.	Lower Dibang Valley	7	12	21		
15.	Dibang Valley	6	6	7	3	
	Total	188	400	192	138	

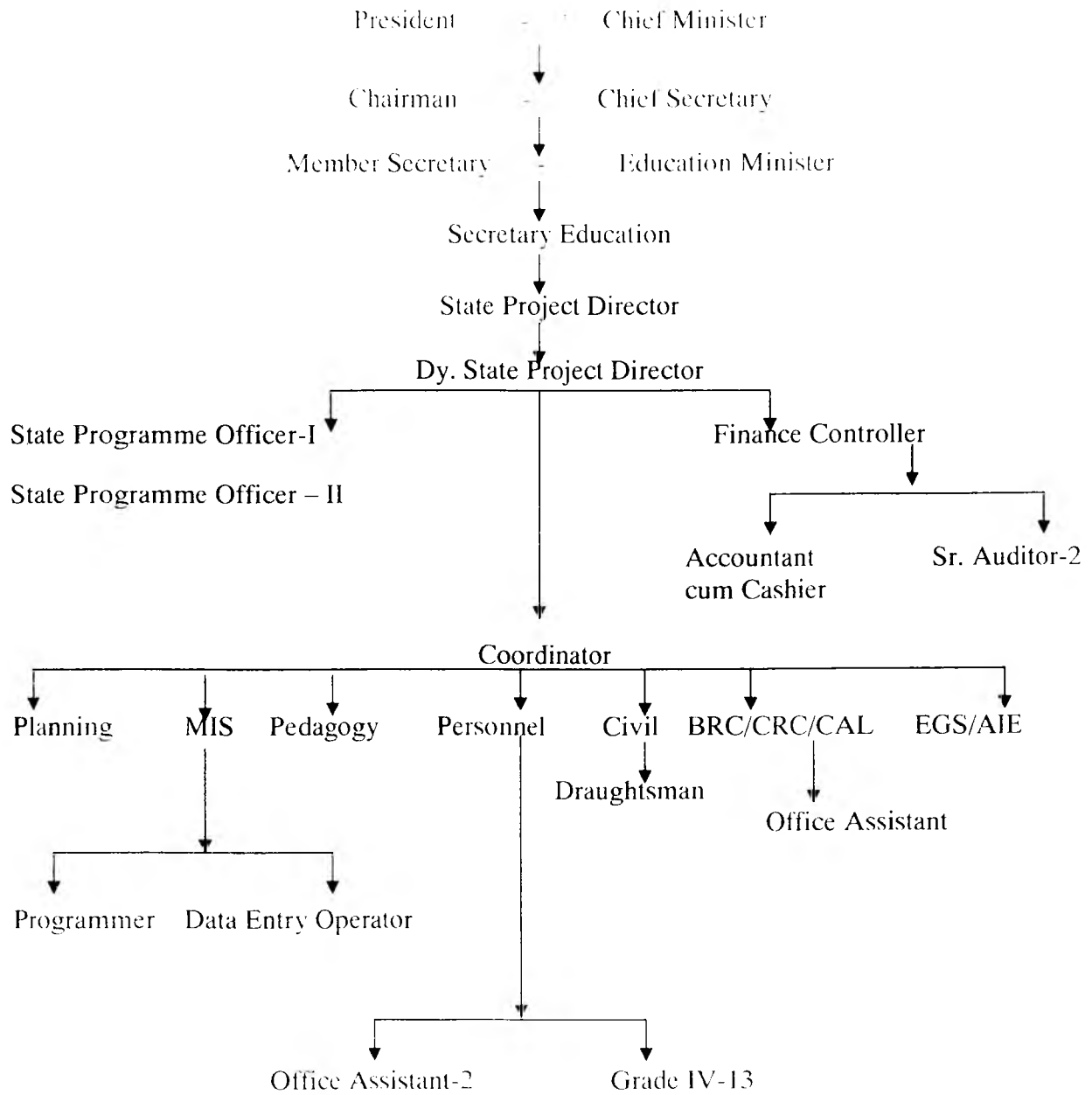
Actual Status:- All the Sanctioned post of 400 teachers against CRC/CRP have been appointed . but they have not been deployed as CRCC/CRP.

Reflections: As regards BRCs and CRCs, the state has the personnel in full and all the institutions are functioning to their best. Perhaps this is the vantage point the state is enjoying even in the absence of the adequate number of DIETs and a fully functioning SIE in the state.

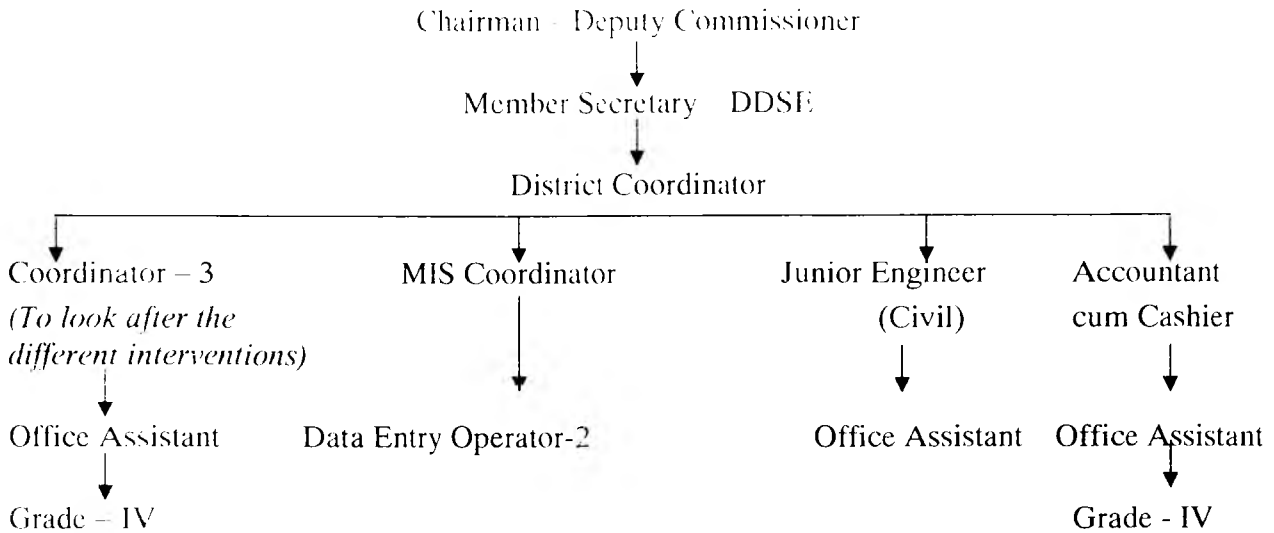
5. SSA Management in the State

The SSA functionaries of Arunachal Pradesh are indicated in the enclosed flow chart. There are only two State Programme Officers, 7 Coordinators, assisted by personnel to provide secretariat and digital support. At the district level the committee is headed by Deputy Commissioner, and Deputy Director of School Education (DDSE) is the member Secretary. They have 3 coordinators to look after different interventions. At the block level there are 3 out of whom one is BRC Coordinator. At the cluster level there are 2 CRPs who are expected to provide onsite support to teachers.

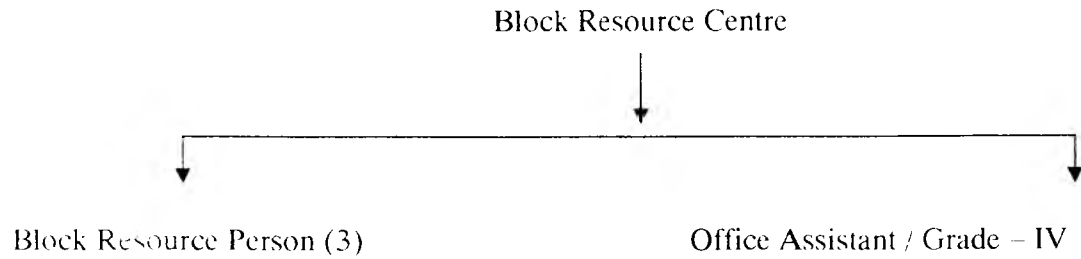
5.1 State Level SSA



5.2 District Level SSA



5.3 Block Level SSA



5.4 Cluster Level SSA



Reflections: The state has a system of personnel in place at the State level, District level and the sub-district level. In terms of the functioning and the communication there seems to be serious problems and the information does not flow easily. Partially because of the communication problems the state suffers as well as the style of functioning party. Put together the transition of messages and functioning of different functionaries do not take place smoothly. This requires a very well articulated mechanism to develop a communication system as well as the monitoring mechanisms at different levels. But it is to be pointed out that at the Block and Cluster level things are happening because of the composition of the personnel involved. Therefore, the quality of the implementation is being impeded due to the above reasons.

6. FINANCE MANAGEMENT

6.1 Funds receipt and expenditure of the Mission since 2001-02.

In Arunachal Pradesh, SSA was launched from 2001-02 after conducting the pre-project activities during 2000-01. The fund sharing of GOI and State Govt's was on the following Pattern

Table 23 : Status of Fund release.

S.No	Year	GOI's Share	State Share	
			State Share	DoNER
1	2001-02	85%	15%	-
2	2002-03	75%	25%	-
3	2003-04	75%	25%	-
4	2004-05	75%	25%	-
5	2005-06	75%	10%	15%
6	2006-07	75%	10%	15%

On the basis of the above pattern, the funds receipt and expenditure of the Mission for 2001-02 to 2006-07 is as shown below:

Table 24 : Status of Fund release

S.No	Year	PAB	Receipt				Expenditure	Percentage
			GOI	State	DoNER	Total		
1	2000-01	163.89	163.89	NA	NA	163.89	139.01	84.82
2	2001-02	356.65	151.57	26.74	NA	178.31	155.09	86.98
3	2002-03	2510.24	1412.00	470.67	NA	1882.67	1264.51	67.17
4	2003-04	4822.48	675.35	0	NA	675.35	1334.66	197.62
5	2004-05	6391.18	1504.5	0	NA	1504.50	2247.71	149.40
6	2005-06	6578.48	4105.01	1115.00	0	5220.01	5558.41	106.48
7	2006-07	11928.41	5951.92	0	820.10	6772.02	4435.33*	65.49

*Expenditure upto 20th Jan'2007

6.2 Funds flow arrangement:

- i. The funds received from GOI and State Govt. are deposited to the joint signatory saving Bank A/c at S.B.I., Itanagar.
- ii. After that the funds are released to the districts as per their entitlement at ratio worked out on the basis of the district budget to the total PAB approved of the State.

- iii. The consecutive releases are made as per the needs of the district on performance basis.
- iv. After VEC level funds are deposited in a joint signatory SB account operated by the VEC SMC chairman and the Head teacher.

6.3 Status of fund receipts and expenditure for 1st, 2nd and 3rd quarter for 2006-07.

Table 25 : Status of Receipt and Expenditure

Sl. No	1 st Qtr		2 nd Qtr		3 rd Qtr	
	Receipt	Expdr	Receipt	Expdr	Receipt	Expdr
1	1842.00	87.44	4109.92	1289.79	820.10	3118.95

6.4 Activity-wise Expenditure of District/ SPO

Table 26 : Activity-wise Expenditure of District/ SPO

Sl. No.	Expenditure by Activity	Expenditure as on 30 th Sept 2006	Expenditure as on 31 st Dec 2006
1	Teacher Salary	477.21	528.85
2	Block Resource Center	38.11	40.03
3	Cluster Resource Center	56.96	62.95
4	Civil Work	440.03	1683.45
5	Toilet/ Drinking Water	0	0
6	Intervention for out of school children	48.18	105.65
7	Free Textbook	79.94	29.34
8	Innovative Activity	13.07	47.91
9	Intervention for Disabled Children	0.98	13.58
10	Intervention for Girls children	0	0
11	Maintenance Grant	58.75	23.34
12	Management & MIS	55.13	56.26
13	Research & Evaluation	3.28	4.32
14	School Grant	23.92	17.27
15	Teacher Grant	17.07	10.67
16	TLE	0.00	93.72
17	Teacher Training	21.65	23.88
18	Community Mobilization	1.32	1.41
19	SIEMAT	0.00	0.00
20	State Component	37.98	376.30
21	National Component	0	0
22	NPEGEL	3.57	0
23	Other (Bank Charges)	0.09	0.021
	T O T A L	1377.23	3118.951

6.5 Training of Programme Staff

The Programme Officers and Coordinators attended various training programmes to build their Capacity building conducted by the MHRD. The Programme staffs of State and District level finance functionaries were given two rounds of training programmes so far as shown below:

Table 27: Status of Training Programme.

Sl.No	Year	Name of the training Programme	No. of Participants		
			State level	Distt Level	Total
1	2005-06	Training on Financial Management & Procurement	10	45	55
2	2006-07	Training on Financial Management & Procurement	12	45	57

6.6 Status of Audit & Replies thereof

- The CAs audit was conducted for the year 2005-06 during the month of June 2006. The Audit report was submitted to the GOI.
- The CAGs performance audit was conducted for 5 districts in our state and the Audit para-wise replies were submitted to GOI.
- In order to conduct the internal audit, an in house team has been constituted under the Chairmanship of Finance Controller, SSA Rajya Mission, Itanagar.
- The Internal audit team has conducted the internal audit in the following districts.

<ol style="list-style-type: none"> 1) West Siang 2) Upper Siang 3) Lower Subansiri 4) Upper Subansiri 5) Kurung Kumey 	}	Reports already forwarded to the districts and replies awaited
<ol style="list-style-type: none"> 6) West Kameng 7) Tawang 	}	Conducted during 4 th Jan to 10 th Jan '07.

6.7 Issues related to financial management

1. Skilled experienced financial management staffs are not available at the district level. So they are facing difficulty to maintain the books of accounts as per SSA norms at District level. However the situation is improving to a large extent after the conduct of financial management training.
2. Due to lack of qualified financial staff at district level, the financial reporting is always irregular and most of the districts are not reporting within the time frame. However the situation is improving after conduct of financial management training facility.

3. Due to lack of E-Transfer facility in the banks at District Level, speedy transfer of funds to the state to district is a problem.
4. Release of State share is always delayed to a great extent, due to non availability of sufficient funds from the State Govt.
5. The DoNER share released by the DoNER Govt. goes to the Govt. exchequers. It takes a lot of time to get the funds released from the state exchequer.
6. The SSA Rajya Mission has taken initiative for preparing the Manual for financial regulations for the State.

6.8 Procurement Procedure

- Codal formalities observed while procuring Goods and Services.
- Major non consumable items are procured on limited quotations.
- CA firms are selected by calling open tender method.
- Financial checks have been made at different stages to limit the expenditure with in the PAB approval.
- Payments are made to different firms on A/c payee cheques only.
- The Employees Salaries and other claims are also paid by A/c payee cheques only except the payment to the Grade – IV staffs.

Reflections: The State has a serious inherent problem of not being able to give its share. However, the accounting procedures of the state level appears to be quite impressive, but at the district levels, there are variations. The state is trying to stabilize itself in terms of finance management. The state also suffers from reporting problems in accounting due to the inherent communication problems.

7. MONITORING INDICATORS

7.1 Reduce out of school children and increase enrollment

Table 28: Reduce out of school children and increase enrollment

Unit	Category	Cumulative up to 2006-07		
		No. sanctioned	No. completed	% of completion
	Classroom constructed	1158	809	69.8%
	Opening of new primary schools	452	262	57.96 %
	Opening of new upper primary schools	307	283	92.18 %
	Appointment of Assistant teachers	2518	2190	86.97 %
	Appointment of Junior teachers	946	863	91.22 %
	Provision of	-	-	-

Unit	Category	Cumulative up to 2006-07		
		No. sanctioned	No. completed	% of completion
	drinking water facilities *			
	Girls toilet	526	526	100 %
	Enrollment in EGS /AS	29058	19520	67.18 %

* is with Swajaldhara.

It is evident from above that the state has done very well on construction of girls toilet. It has done quite well on opening of new upper primary school too coupled with appointment of junior teachers and assistant teachers. This is quite encouraging. The state has to put in a little more effort in AIE activities and give more emphasis on opening new primary school. Infact it has more physical target of opening new primary school than upper primary school, while on the former they need to do better.

7.2 Indicator : Narrowing existing gender and social gap.

Table 29: Narrowing existing gender and social gap

Unit	Category	2005-06	2006-07
	No. of girls enrolled at class- I to VIII	110842	122363
	No. of girls having free textbook	110842	122363
	% of Girls students having free text books	100 %	100 %
	No. of SC enrolled at Class-I to VIII	471	1229
	% of SC students having free textbooks	100 %	100 %
	No. of ST enrolled at class-I to VIII	172171	192195
	% of ST students having free textbook	100 %	100 %
	% of female teachers serving in the system	28.64%	19.52 %

It is indeed encouraging to see that all girls, all SC & ST students have got free textbooks. While only less than 20 % of female teachers are serving the state. Perhaps the less percentage of female entering teaching could be because the educated female get more lucrative posts in the state. Ideally, at elementary level, it is desirable to have more female teachers. Therefore, the state needs to look into it seriously.

7.3 Provision of quality inputs to improve learning

Table 30: Provision of quality inputs to improve learning

Unit	Category	2005-06	2006-07
	Pupil teacher ratio	Pry.- 31:1 U/Pry 26:1	Pry.- 31:1 U/Pry 27:1
	No. of BRC sanctioned	272	192
	No. of BRC operational	89	192
	% of BRC operational	32.7%	100 %
	No. of CRC sanctioned	408	320
	No. of CRC operational	67	320
	% of CRC operational	16.42%	100%
	No. of teachers targeted for training	6083	6605
	% of teachers trained against sanctioned	3 %	Report yet to be received
	Student attendance rate	N.A	N.A
	Teachers attendance rate	N.A	N.A

As regards BRCs and CRCs, they are operational to the tune of 100 %. It is very encouraging. The State does not have any data about the students' and teachers' attendance rate. This needs to be maintained.

8. EXECUTIVE SUMMARY

An overall impressionistic assessment of the structure and functions of the State of Arunachal Pradesh gives rise to the following strengths, weaknesses which can be analyzed and summarized keeping the parameters of strengths, weaknesses, opportunities and threats.

A. STRENGTHS

The State has the following strengths :

- It has all the BRCs and CRCs in position who are qualified.
- It has interest in completing its civil works.
- It has the will to distribute textbooks to all children.
- It has huge grants from MHRD.

B. WEAKNESSES

The State has the following weaknesses:

- It is ill equipped with its DIETs and SIE.
- It needs to improve its evaluation processes of training programme and enhance the quality of training programme that they give.
- The entire CAL programme needs to be overhauled and re-done differently in order to make it more relevant.
- CWSN and IED has not taken off at all.
- The textbooks that are given are perhaps difficult for teachers to handle and therefore it needs to be seen whether NCERT books can be more functional in Arunachal context.

- The functionaries at the school level are not clear about SSA Provisions.
- The AIE strategies have not taken roots in Arunachal Pradesh at all.

C. OPPORTUNITIES

The state has the following opportunities to make UEE in Arunachal Pradesh context.

- It has huge funding from GOI, MHRD and DoNER sources.
- If properly liasoned, it can access national and regional level resources in capacity building activities effectively.
- Perhaps it is the opportune time for the state to think of converting the non functional SIE into fully functional SCERT.

D. THREATS

The state has the following threats which need to be considered seriously by the state:

- SSA funding is not eternal.
- The state has to show its will to give its share in order to get GOI share time.
- For the capacity building, it needs to make its SIE and DIETs functional.

9. RECOMMENDATIONS

- **Arunachal Pradesh has a dropout rate of 9.75% at primary level and 12.5% at the upper primary level. This needs to be arrested by the state.**
- **The State should think of having an SRG for Research and Evaluation exclusively. A number of researches which can inform and influence policy making needs to be undertaken.**
- **There is a need to evaluate the effectiveness of the training programmes and also evaluate the usefulness of the training modules that are in place.**
- **The State should analyse the enrollment of the girls and come up with strategies that will encourage it.**
- **The State must take the responsibility of clearly articulating the SSA provisions among teachers.**
- The State should take initiatives to revise the CAL training modules and make it relevant to the users upto school level.
- **To develop very well articulated mechanism for a communication system and as the monitoring mechanisms at different levels**
- **Ideally, at elementary level, it is desirable to have more female teachers.**
- **The State should make efforts to maintain data about the students` and teachers` attendance rate.**
- **The progress on IE certainly needs to be expedited. The Mission recommends that the State develop appropriate strategy to implement IE.**
- The state has significant number of out of school girls who can be covered through KGBV. The Mission recommends considering more number of KGBVs.
- State should look into the issue of honorarium rates of EGS and AIE.

INDIA
SARVA SHIKSHA ABHIYAN
FIFTH REVIEW MISSION

BIHAR STATE REPORT
(16th – 31st January 2007)

1. Introduction

On behalf of the 5th Review Mission of Sarva Shiksha Abhiyan, Rashmi Sharma (GOI) and Dr Pramila Menon (GOI) visited Bihar from January 16 – 23, 2007, to review progress in the implementation of the programme with respect to programme objectives, to look closely at the processes being adopted to achieve the objectives of SSA and to review State and district specific strategies being adopted which have had an impact on the programme. During the review, the team interacted with the state project team, visited two districts, i.e. Vaishali (a former DPEP district) and Saran (a non DPEP district) and also got a chance to interact with the teams of six other districts. The mission is grateful to the State Project Director and his team, district teams, the school teachers and community members for ensuring a rich and fruitful discussion of project activities.

The team studied the state specific recommendations of the third JRM report and found that the state had taken serious steps to follow the recommendations of the JRM. The state has addressed the issue of providing access through formal as well as AIE centres, but as the discussion below shows, this problems has not yet been addressed completely. The state has also evolved a focused AIE strategy. In parallel, there has been a large scale recruitment of teachers and provision of infrastructure, and initiatives have also been taken under the NPEGEL scheme. Serious initiatives to fill up programme posts have also been visible. These initiatives are not yet complete, but have been addressed with seriousness.

2. Educational Scenario

Although a large number of out-of-school children have been enrolled, the number of out-of-school children still remains high in Bihar. A Household Survey has been conducted in September 2005 in order to estimate the exact position of out-of-school children in the State. The following table provides some of the major indicators of this household survey:

Status regarding out of school children as per the 2005 survey

	6-11 age group	11-14 age group	6-14 age group
Total child population			
Total child population	1,42,30,139	53,92,774	1,96,22,883
% male	54.48	56.59	55.06
% female	45.52	43.41	44.94
%SC	17.98	17.33	17.81
%ST	2.34	1.41	2.08
Out of school			
% out of school	10.31	15.74	11.80
% boys in out of school	50.71	52.25	51.28
% girls in out of school	49.29	47.75	48.72

toilets, plantation etc. The constraint faced is shortage of land, and the state has now begun to build two storey buildings.

On the one hand, an attempt was made to put in place better technical support Efforts have been made to maintain the quality of civil works. A catalogue of designs and estimates had been prepared, a State Resource Group of retired engineers had been formed and used in training, processes had been simplified etc. On the other hand the community was sought to be involved through the Village Shiksha Samiti, which has the responsibility of overseeing construction works. Some of the VSSs that the team interacted with had taken considerable interest in the building. The team endorses these initiatives and suggests that they be built upon and strengthened further.

3.3 Community participation

In recent years, there has been a focus in the state to decentralize and empower PRIs. In SSA, following from the earlier experiences of the Bihar Education Project and DPEP, the State has assigned the highest priority to community participation. The most important intervention in this area is the Vidyalaya Shikshan Samity (VSS) formed under the Bihar Rajya Vidyalaya Shiksha Samiti Act 2000. Under the Act, 50148 VSS have been constituted across the State. The VSS comprises 9 parents and 3 non parents elected by gram sabha, and 2 parents nominated by the panchayat. It has the responsibility for enrolment, retention, midday meal supervision, regular attendance of teachers and school development etc. SSA funds for construction, school development, repair grant, TLM grant, mid-day meals are provided to the VSS. During district visits, the team encountered some schools where the VSSs had not been formed because of disputes. The team recommends the streamlining of VSS processes to avoid delays in the formation of these bodies because of disputes.

While some of the VSSs that the team interacted with were active, others had only limited knowledge of their role. The state has used the training potential available in SSA, though this is felt to be inadequate. Training modules have been developed and revised to cater to the need of stakeholders. These are:

1. Abhiyan - One day orientation module for VSS members.
2. Pahal - Two day community leaders training module.
3. Samvad - Half yearly block level orientation module.

As the VSS now has considerable financial responsibility, the team would like to highlight the need for strengthening mechanisms for financial accountability. The team endorses the fact that an audit team has been set up at the state level, but would further recommend district and block level mechanisms for ensuring accountability. The processes of the VSS too needs to be strengthened to ensure the appropriate use of funds.

The state has also laid emphasis on motivational strategies. Important initiatives in this direction have been the Shiksha Rang Yatra, in which various cultural leaders have been involved and which has been taken to the block level. Similarly, Meena muppet shows have been organized at the cluster level.

3.4 New teachers

A major thrust for improving the quality of education in the state is the recruitment of new teachers. In SSA, 70,000 teachers have been recruited this year against target of 78,000. Additionally the state government also plans to fill up 64,000 vacant posts. Another 60,000 posts are to be created by the state government as the plan is to recruit one teacher for every 40 children based on the total population of children and not just children in school.

With regard to upper primary teachers, the state has not taken specialization needs into account and it is possible that in the future math and science teachers may be inadequate. The team recommends recruitment as per the subject specialization of teachers at the upper primary stage. The team appreciates the state's decision to appoint physical education teachers as well as Urdu teachers.

3.5 Pedagogy and teacher training

A disadvantage that the state has in this massive teacher recruitment drive is that it has provided no pre service training to elementary teachers since 1994. Consequently, several new teachers have received pre service teacher training more than a decade ago and others are not trained. This poses a challenge for ensuring a high quality teaching learning process. The initiatives taken by SSA include imparting a month's training to all newly recruited teachers. The state has also signed an MOU with IGNOU to provide an year's training to 40,000 untrained teachers. However, a much larger capacity building programme for teachers is needed. Initial conceptualization/ proposals are being considered. The team would urge the state to give it high priority.

Apart from the recruitment of teachers, the state has made other attempts to improve the classroom process. An order has been issued by the state government prohibiting the deployment of teachers for non teaching jobs. The state has also streamlined processes of textbook distribution. The major focus in improving pedagogy is the in service training of teachers. The state continues to use training modules developed during BEP and DPEP, i.e. Ujala 1 (motivation and class 1 and 2 contents) and Ujala 2 (motivation and class 3 to 5 content). A new in service training module Ujala 3 has been developed for upper primary teachers which includes 5 days' general training and 5 days' subject specific training modules for 5 days (10 days' training). Additionally, teachers receive 10 days' recurrent training at CRCs in the form of teachers' meetings. The team saw a few teacher training programmes and also interacted with teachers in a CRC meeting. The training programmes were well organized. However, the classroom transaction observed in the schools by the team showed the teaching to be based on traditional methods of copying and chanting, with children as passive learners, rather than actively engaged in various learning tasks and projects.

Changing the nature of classroom transaction in its schools is a huge challenge for the state. So far, the state has struggled with the problem of a massive shortage of teachers. However, as this problem is being sorted out, effective and meaningful classroom teaching needs to be ensured. The team was concerned by the limited capacity at the state and district level that existed for this task. The DIETs are not empowered, and there have been no full-time BRC and CRC coordinators in place. As yet, a clear plan for tackling the question of the quality of classroom processes has not been put in place. In a district visited by the state, i.e. Vaishali, collaboration with Pratham was visible. However, the district team lacked exposure to the work done by many other organizations across the country. In the same district, a school

5. Programme Planning and Management

5.1 Planning

A decentralized system of educational planning has been made possible with the project structure. At the State level, the State Project office has assumed the leadership role in developing this system. This was clearly reflected in the deliberations the mission had with members of the State Project office at the commencement of the mission. The household survey also provided the primary source of data while preparing the Annual Work Plan and Budget 2006-2007. On the basis of this survey, the districts have further initiated a participatory planning process at three levels: school, block and district levels. The State level office has issued clear guidelines regarding the steps in the planning process. To begin with, a school level format has been used to collect information on age wise child population, enrolment in government schools, EGS Centres, AIE, and private schools in the identified catchments area. On the basis of this information a School Elementary Education Plan has been prepared. This has been further consolidated at the Panchayat level in a defined format. The Panchayat level plan is known as the Panchayat Elementary Education Plan. The final consolidation has taken place at the district level. During the visit of the mission to district Vaishali, it was clearly revealed that the planning process has been adhered to.

5.2 Programme Management

There are a large number of vacancies at the SPO. Out of a sanctioned strength of 77, the working strength is 43. Given that the pace of work is picking up, the issue of vacancies needs to be addressed. The EC meetings are held regularly.

There were very little recruitment at the district level till recently, which hampered programme implementation considerably. The districts had attached teachers to their various offices on an ad hoc basis. Recently there have been recruitments of programme staff (322 people) at the district level, with the help of Ed. Cil. However, there are a large numbers of vacancies at the district level still. The block and cluster resource centres continue to lack full time personnel. Unless these posts are filled, high quality programme implementation will remain out of reach. The team endorses the current thinking in the SPO to institute a rigorous process of selection of these personnel.

The team highlights the need to fill vacancies of programme staff and to orient such personnel rigorously. The recent efforts by the state to address this issue are appreciated by the team, but there vital need to complete this process at the earliest to implement the programme effectively.

The team appreciates two management strategies of the state. Firstly, the SPO has attempted to converge with other government departments. In the 'Total School Development' initiative, a holistic development of the school is envisaged by converging funds from PHED, Forest Department and other sources. Secondly, there is a consistent attempt to collaborate with other NGOs and agencies. The alternative school strategy 'Sankalp' is based on convergence with UNICEF and Pratham. The team was informed that 208 NGOs are now involved in the SSA programme in Bihar, where six years ago only six were.

6. Finances

6.1 Fund utilization and flow

The total allocation under SSA for 2006-07 is Rs 234014.72 lakhs. The total fund released for the programme as on 31-12-2006 is Rs 106050.00 lakhs (45.3% of the total approved amount). The total expenditure shown for the period is Rs. 78761.71, which is only 74.27% of the amount released. Over the last four years, the expenditure in SSA has increased substantially as indicated below, and expenditure this year will be more than twice the previous year:

Expenditure trends

Year	Expenditure (Rs. in lakhs)
2002-03	1292.04
2003-04	24689.41
2004-05	37650.09
2005-06	44430.26
2006-07 (till December 2006)	78761.71

Source: 11th Review Meeting of Finance Controllers, 27th October 2006, Reports

The total amount of funds approved under NPEGEL is Rs 7393.03. The combined releases of the GOI and the GOB is Rs 3695.60. The expenditure is Rs 1492 which is only 40% of the amount released.

The team perceived a delay in the release of SSA funds. No state share is due against the GOI releases under SSA. The State Government has also released Rs. 53850.00 lakhs. The second installment from the GOI is still awaited. The funds from SPO to the DPO's are transferred through Electronic Fund Transfer System. The DPO's have also in turn been advised to implement the system of transfer from DPO to sub district levels.

6.2 Financial management

There is a well designed financial regulation/management structure from the State level office to district and sub district offices. For effective functioning of the programme, adequate powers have been delegated at different levels. Fund flow arrangements have been streamlined from the State Project Office to the Block Resource Centres, and to the Vidyalaya Shiksha Samiti.

A core team has been constituted at the State level for conducting an internal assessment of the status of accounts of all DPO's. In addition to this, a detailed guideline has been issued to all the DPO's for initiating actions on the closure of the financial year 2005-2006. A user friendly Handbook on Financial Management under SSA, has been prepared for the SPO/DPO Functionaries. A copy of this handbook has also been distributed to all the District Programme Coordinators in their five day training at Bodh Gaya in June 2006.

The Statutory Audit of the accounts for the year 2004-05 has been completed and copies of the audited accounts with the audit report has been sent to the MHRD, GOI. The internal audit for the year 2005-06 is expected to be completed within a week. Necessary steps are also being taken to finalize the procurement plan for the year 2006-07.

The appointment of Accounts Officers / Accountants has been completed. Subsequently a state level residential training was organized for them. In addition to this, three day reflection training was conducted to meet the requirements of all existing accounts and MIS personnel of DPO's at State level. A user friendly Handbook on accounting has been prepared and circulated to newly appointed accounts personnel.

The question of financial management has to be looked at from the point of view of the VSSs, as the state has routed a large quantum of funds through the VSS. The state office has attempted to streamline fund flows to the VSS, made manuals which are available with the VSSs in the field, and had also set up a state resource group to go into the accounts of the VSS and build their capacities. There is need, however, to continuously strengthen this process.

7. Major Recommendations

- The team appreciates and supports the state's thrust of putting in place 'basics' hiring teachers and building infrastructure. The team recommends however, that the subject specific needs at the upper primary stage may be kept in view while recruiting upper primary teachers.
- The team is aware that the state assigns a high priority to out of school children and appreciates this effort. However, it recommends that district specific strategies be adopted to achieve the maximum benefits.
- The rapid increase in the number of schools, teachers and an increasing number of programme initiatives need to be supported by a strong programme implementation team. Focusing on developing state and district programme management teams will multiply the state capacity to implement the programme rapidly. The team appreciates recent efforts by the state to put in place personnel at the district level, but emphasizes that the remaining posts need to be filled up speedily and that the capacities of those recruited need to be built.
- Strengthening of SIEMAT, SCERT and DIETs at this point of time provides an opportunity for creating institutional strength and using it to upgrade the quality of schooling. The state may think of assigning clear roles to these institutions vis-à-vis SSA, support these institutions in getting appropriate personnel, and provide them with wide exposure. The team strongly recommends the strengthening of the existing institutional structure.
- The team endorses the state's efforts to involve the community and undertake a grassroots planning process. We recommend that the state consider strengthening the VSS further in the following two ways:
 - Change processes so that the formation of the VSS cannot be stalled.
 - Introduce stronger accountability at the VSS level. This can be done on the one hand by displaying accounts on boards etc. and on the other by setting up a strong audit mechanism for the VSS.
- The state has yet to evolve a comprehensive quality up-gradation strategy because of its focus on getting out of children in school and providing teachers and basic infrastructure to schools. However, the formation and preparation of a strong state

resource group at this stage will put the state in a good position to take a programme to strengthen pedagogic processes in the near future. The pedagogic strategies developed could also be used for the alternative centres.

- We recommend the following studies which will help the state in strengthening its own programmes and processes:
 - The role of PRIs and VSS, and modalities for strengthening this intervention
 - Classroom processes and ways of strengthening these.

INDIA
SARVA SHIKSHA ABHIYAN
FIFTH JOINT REVIEW MISSION

DELHI STATE REPORT
(16th – 31st January, 2007)

The Review Mission Team consisting of P. K. Bandyopadhyay & Prof. Achyut Yagnik visited the offices of the Education Secretary and Project Director, SSA of Delhi Govt. and interacted with the various functionaries connected with the SSA programme from 17th to 23rd of January 2007. The team also visited some schools, SCERT and DIETs and interacted with the teachers and students to have a first hand impression about the working of the SSA programme and its impact on the level of learning of the students from Class I to VIII in the age group of 6-14.

Though the SSA programme was started in 2003-04, it could not make much headway in the Union Territory of Delhi in the years 2003 to 2006 in view of certain constraints explained by them. It was brought to our notice by the Edn. Secy. that the State of Delhi didn't have any DPEP programme during the earlier years unlike other states and therefore, the Delhi administration had to start from the scratch. Initially, there were some teething problems to make the SSA programme fully operational. However, the facts remain that the SSA programme during the first 3 years could not make much progress as is evident from the data given below: -

State	Year	AWP & B	Release of Funds		Due State share as per GOI release	Shortfall/ Excess	Audited Expenditure
			GOI	States			
DELHI	2002-03		161.27	14.99	53.76	-38.77	54.44
	2003-04	5225.00	1959.62	183.84	653.20	-469.33	520.82
	2004-05	4224.68	--	176.87	--	+176.87	860.06
	2005-06	6688.51	1100	653.91	366.67	+287.24	2557.13

The expenditure picked up in the last year i.e. 2005-06 since in the earlier years there was no expenditure on Civil Works. The expenditure incurred in these years was primarily on Teachers training, distribution of Free Text Books, Repairs & Maintenance Grants released to the schools.

Civil Works:

On the Civil Works side, the main component is construction of two school buildings in the resettlement colony at Savda Ghevra, Kanjawala Village in North-West district. The expenditure incurred on this component in the year 2005-06 was only 5% of the expenditure budgeted. The team visited the sites of both these building on 18th of January and found that the foundation wall of both these building is complete and further construction work including the boundary work has been proceeding smoothly. The team noticed that the 25% of the physical component had already been achieved and the expenditure incurred also correspond to around 30% of the budgeted expenditure.

As regards the other items of Civil Works like additional classrooms and additional toilets to existing schools – Porta Cabin, 450 additional classrooms (about 50%) have already been constructed. Toilet facilities as proposed in the AWP 2005-06 have been provided to 68 (100%) schools.

Regarding the provision for additional toilets to be provided, the expenditure could not be incurred since the estimated expenditure of Rs. 20,000 - per toilet was found inadequate and the Delhi Govt. has been approached for revising the figure to Rs.28,000/- per toilet. Approval is awaited and the project would be executed in right earnest on receipt of the approval.

This team is satisfied with the progress of the Civil Work now and hopes that the two school buildings will be completed by 31st March and these schools will start functioning from 1st of April 2007. The team interacted with many of the children and their parent residing in the resettlement colony and feels that the location is ideal for providing education facility to the underprivileged. At present we have seen that the children have been walking to far-flung areas for schooling.

Teachers Training:

Teacher Training has been another strong area of SSA Delhi and the 20 days training is organized by the SCERT and all nine DIETs of Delhi. The team visited the SCERT on 22nd January. Dr. Prativa Sharma, Joint Director, took us around and showed us the lab., the library and the video conference organized by NCERT in their EDUSAT programme where the Sr. Lec & Lec. of three DIETs were present. It came to our notice that SCERT does not have a full time director for sometime past. The post needs to be filled up with a suitable person having the prescribed qualifications and experience. The team also noticed that a number of sanctioned posts on the faculty side are vacant for sometime past. If the lecturers are required as per prescribed norms they need to be in position early.

The team also interacted with the Deputy Controller Finance and his staff. The team strongly feels that there is scope for improvement in the working of the finance wing and its needs to be strengthened suitably.

A number of 35318 teachers out of the target 47792 have been trained for 20 days during May-June 2006 (period of summer vacation).

In addition to the 20-days training, one-day special orientation programme focused on improving the learning achievement of the learners has been organized by the SCERT DIETs and 13239 teachers have benefited.

SCERT has been requested to organize an induction-training programme for newly recruited URC/CRC/DRC teachers as proposed in AWP.

School with Single Teacher:

We were given to understand that there are some primary and upper primary schools being run by single teacher. We have brought this to the notice of the SSA authorities, they strongly denied and told us there is not a single primary and upper primary school with a single teacher in the entire state of Delhi.

SIEMAT:

Though a provision of Rs. 10 Lakhs was made in the budget and shown to have been incurred, this was not correct. The expenditure has not been incurred. It has been taken back and included in 2006-07 budget for SIEMAT.

BRC/CRCs: -

This could not be functional because of shortage of accommodation. We are given to understand that CRCs will be made operational once the Civil Works are completed i.e. in the next financial year starting from 1st April 2007. The Union Territory of Delhi is urban centric and the concept of BRC which is focused on Block Level in a State cannot be applied here because blocks primarily function in village area. In view of this the Executive Committee of SSA Delhi has taken a decision to establish Urban Resource Centres (URCs) in place of BRCs. These URCs are being setup in all the DIETs located in the 9 revenue districts.

Training of Community Leaders: -

In Delhi, the decision has been taken to establish and operationalize the bodies parallel to VECs known as Kshetra Education Committee (KEC) involving representatives of Vidyalaya Kalyan Samiti/ Parent Teachers Associations of schools and Community Leaders. Out of the physical target of 14668, 2-days training programmes have been organized in collaboration with DIETs and 8435 Community Leaders have been trained during the month of July – September 2006. The remaining around 6000 Community Leaders will be trained during the months of January and February 2007. Up till November 403 Kshetra Education Committees (KECs), the body parallel to VECs have been operationalized and the rest will be completed by the end of this year.

Schools: -

The team also visited some schools at the Primary and Upper Primary levels and interacted with the students and teachers independently. We are given to understand that there are four category of schools in Union Territory of Delhi: i) Primary Schools from Class I to V level, run by MCD, ii) Primary, Upper Primary and Secondary Schools run by NDMC in the NDMC area, iii) Primary and Upper Primary School run by Delhi Cantonment Board & iv) Schools run by Dte. of Education, Govt. of Delhi a) Sarvodaya School, b) Super-ability School & c) Other DOE Schools from Class VI to X or XII. From our interaction with the students and the teachers we find that the schools are running well. The teachers are qualified and the students are receptive.

We find that the students mostly come from the underprivileged groups and are being taken care of.

Bridge Course for Street Children: -

The Govt. of Delhi has launched a campaign called Every Child: A Campaign for the Education of all children and adolescent who live and work on the streets under SSA. The campaign Every Child for education, nutrition, residential hostels, health care and protection of homeless children of Delhi is under the broad umbrella of **Bhagidari** and more specifically under the '*School Chahum*' campaign under the Govt. of Delhi.

The Delhi SSA hope to start 12 centres for the street children in the current Financial Year. From December 2006 they have started 01 Centre in Sarai Basti with an NGO – Centre for Equity Studies.

The team has visited the said centre on 19th January where a sensitization programme has started. The team feels that to open 12 such centres in current Financial Year is a big challenge.

CALtoonz: -

The CALtoonz Project started by Delhi SSA has two components: the hardware of multimedia classrooms, and the course material developed in-house by the teachers of the department. The team has visited the CAL labs on 17-18 January and was impressed by the work carried out there with make shift arrangement. We feel that this lab should be developed on profession line since it is expected to cater to the needs of 900 (existing 200, additional 700) schools. Many of the children who came to Delhi Government Schools were from socio economically marginalize families and so did not have the time or scope for home support. Therefore, the classroom had to be the only place where they could learn. A Computer-Aided Learning (CAL) Project draws on the power of animation and multimedia, and the involvement of teachers in preparing remedial content. That will save on the time spent on instruction, thus allowing children to learn by and through fun.

Dakhila Abhiyan:

The Dakhila Abhiyan was carried out in a big way during April & July of 2006 by Education Deptt. and in all 54065 Out of School Children were mainstreamed in the formal schools with the help of various NGOs. In 2005 about 24000 Out of School Children were mainstreamed. Now the survey of Out of School Children is being planned and SSA Delhi hope that by March end the survey will be completed and the remaining children will be mainstreamed in the year 2007.

SUGGESTIONS

1. The NCT of Delhi, we have noticed, has a special and peculiar problem of rehabilitating children of the under privileged class, who have been abandoned, victims of unfortunate circumstances, who are homeless and destitute, loitering and sleeping on the streets and

become addicted to drugs and also victims of sexual exploitations. SSA has a lot to do in this regard since right to elementary education from class I to VIII from the age of 6-14 is a fundamental right of every child and the state has to fulfill its obligation. A beginning has been done in this regard by establishing one centre for street children, we also noticed that some NGOs have come forward to extend their help in this regard. It is gratifying to note that the Edn. Secy. of Delhi Govt. is very well aware of this problem and has taken various steps in this regard. We strongly recommend that some funds from SSA should be earmarked for proper education of such categories of street children. We understand that these problems exist in all metro cities in India and therefore, a common approach should be made and a special scheme should be formalized.

2. The present set-up of the SSA needs to be strengthened and revitalized. Since the programme is mission oriented and has huge financial implication. We noticed that the Delhi SSA does not have a full time Project Director before December 2006. We also understand that the present Project Director is also not a **full time functionary** and has been holding additional charges. There is a directive from the Ministry of HRD that every state should have a full time project director so that the SSA programme can be implemented effectively and efficiently. We therefore, strongly recommend that necessary action should be taken in this regard.
3. From the structure of sanctioned posts shown to us, we find that a number of sanctioned posts do exist. Against some of the sanctioned posts a few retired person have been employed on contract basis. While retired persons no doubt have experience, the project to be run effectively needs young persons with good academic background and energy and drive who can deliver the goods in a time-bound manner. ***We strongly recommend that a few young competent persons may be recruited to make the programme run efficiently though the services of a really competent retired person may be utilized.*** The office has been shifted to a new building, it needs to be equipped and organized properly.
4. The SSA wing does not have a properly equipped finance wing. There are three sanctioned posts of Finance Controller, Assistant Accounts Officer & Accounts Assistant. Three persons are in position, but the person posted as Financial Controller has lots of other work to deal with and has hardly any time for SSA. We have interacted with them and feel they do not have proper knowledge of the duties they are suppose to render in the SSA programme. A cheque issuing register, a Cash Book and a Ledger are all that is being maintained, they are not discharging their duties for compilation of accounts in proper form. In the modern accounting scenario the finance wing is expected to maintain SSA accounts on a double entry basis, receipts and payments account, income and expenditure account and balance sheet. We are told that they engaged a Chartered Accountant to prepare these, though the Chartered Accountant is expected to conduct audit and not prepare accounts.
The finance wing needs to prepare accounts properly, conduct internal audit, maintain control over the expenditure by periodic review of funds released and expenditure incurred, engage Chartered Accountant for audit and get the accounts with auditor's comments, approved by the Executive Committee and then submit these for CAG's audit. We therefore, feel that the finance wing needs to be completely revamped.
5. There is need for effective coordination of schools run by MCD, NDMC and the Delhi Cantonment Board.

**PROVISION AND RELEASE OF STATE SHARE
BUDGETED IN AWP & B 2006-07.**

State	Year	AWP & B	Release of Funds		Due State share as per GOI release	Shortfall/ Excess	Audited Expenditure
			GOI	States			
DELHI	2006-07	8444.464	2930.24	339.59	976.74	637.15	--

The state has made provision for the release of Rs 18.00 crore for the year 2006-07 out of which Rs 339.59 Lakhs have been released.

CATEGORY WISE PHYSICAL AND FINANCIAL PROGRESS AGAINST AWPB 2006-07 FOR THE DELHI STATE.

S. No	Intervention	Physical Targets	Unit Cost (Rs. In Lakhs)	Total Cost (Rs. In Lakhs)	Expenditure upto 30 Nov, 2006 (Rs. In Lakhs)	Progress Made
1.	Teacher Salary for 9 months @ Rs. 5000/- p.m.	20	0.60000	9.0000	NIL	Recruitment likely to be completed next month
2.	School/Alternative schooling Facilities @ Rs. 4.00 Lakhs per room	2 Sch. = 20 Rooms	4.00000	80.0000	40.00	Construction is going on
3.	Upper Primary Schools/Schools	--	--	--	--	
4.	(a) Addl. Classrooms @ Rs. 3.00 Lakhs per room (Spill over of 2005-06) (b). Porta Cabin (Spill Over)	350 553	3.00000	1050.0000 1986.1100	525.00 1050.00	412 p cabins
5.	Free textbooks to all girls, SC/ST students @ Rs.150 per student a) Primary b) Upper Primary	---	0.00150	330.5000	330.50	All eligible girls including SC and ST have been provided free textbooks
6.	Civil Works a) Constn. of Addl. Classrooms @ Rs. 3 Lakhs each	As in 4			As in 4	

	b) Construction of Toilet facility @ Rs. 20000/- each)	610	0.20000	122.0000	--	Work has been assigned to DSIDC.
7.	Maintenance and Repair of School Building (@ Rs. 5000 per school)	2642	.05000	132.1000	102.40	Released to in-charges of all school buildings
8.	Upgradation of EGS to regular school or setting up of a new primary school as per State norms.	---	--	--	NA	NA
9.	TLE for 2 new Primary schools @ Rs. 10000 per school.	2	0.10000	0.2000	--	Yet to be utilized
10.	School Grant (@ Rs. 2000 per year per Pry/Upp. Pry. School)	Pr. 2521 U.P 1189 3710	0.02000	50.4200 23.7800 74.2000	74.04	Released for all Govt. and Aided Schools.
11.	Teachers Grant (@ Rs. 500/- per teacher per year in Primary and Upper Primary)	47792	0.00500	238.9600	92.78	TLM grant has been released for 18556 teachers in MCD, NDMC and DCB
12.	Teachers Training (@ Rs. 70/- per day per teacher)) For 20 days in service training to 47792 teachers. (@ Rs. 1400/- per teacher)) For 30 days training to 10347 newly recruited teachers (@ Rs. 2100/- per teacher) iii) Training of DRG/BRG /CRG for 5 days @ Rs. 70/- per day per person.	47792 10347 335	0.01400 0.02100 0.00350	669.0880 217.2870 1.1400	 494.45	35318 teachers have been trained by SCERT and DIET. Plan has been prepared to cover all teachers, Newly appointed teachers and DRGs, BRGs and CRGs.

13.	State Institute of Educational Management and Training (SIEMAT)	--	--	50 Lakhs Spill over	-----	Land is b identified
14.	Training of Community Leaders (@ Rs. 30 per day per person for 2 days = Rs.60 per person)	4668	0.00060	8.8000	5.06	8435Com ity Lea have t trained are to trained Feb. 2007
15.	Provision for disabled children (@ Rs. 1200/- per child) <i>IED provisions</i>	4028	0.01200	48.3400	-----	Training resource teachers being imparted DIETs/SC T
16.	Research, Evaluation, Supervision and Monitoring. (@ Rs. 1400/- per school)	3710	0.01400	51.9400	.05450	DIETs/SCE staff has asked to tak research stu
17.	Management Cost (On management and MIS)			373.4600	68.32.	
18.	Innovative activity for girls education, ECCE & Intervention for SC/ST children, Computer education for UP Level) <i>Girl's Education</i>) <i>ECCE</i>) <i>SC/ST Children</i>) <i>Computer Education (CAL)</i>	9 300 9 9	15.0000 15.0000 5.00000 15.0000	135.0000 135.0000 45.0000 135.0000	100.00 100.25 6.0 66.77	
19.	B/DRC's/CRC's a) For B/DRCs (07) Total Unit Cost per DRC = Rs. 3.23 Lakhs. (Recurring)	07	4.11571	28.8100 (includin g Rs. 7 Lacs Spill	20.0	Funds h been relea for procurement of furniture

	b) For CRCs(136) Total Unit Cost per CRC = Rs 2.4592 Lakhs (Recurring).	136	2.45900	over) 349.4200 (including Rs. 15 Lacs Spillover)		
20.	Interventions for out of school children <i>i) For A.L.Cs (Pry)</i> <i>ii) For A.L.Cs (U.Pry.)</i> <i>iii) Bridge Course (Residential)</i>	65000 10000 10000 <u>85000</u>	0.008450 0.01200 0.06800	549.2500 120.0000 680.0000 <u>1349.2500</u>	40.69	
21.	Preparatory activities for micro - planning	-----	----	-----	----	
22.	i) Two Residential Schools for girls; ii) Special Retention Programme for Girls (Shreyas); iii) Remedial Teaching through CALTOONZ (Lacs proposed)	400 100 75708	0.06800 0.03000 0.00845	27.2000 --- 639.7300 ---	 400.00	Released to Ed. CIL for procurement of Equipment
	Total (Including Mgt. Cost)			8444.46	3516.3050	41.64%

Monitoring Indicators

Indicator: To reduce Out of School children and increase enrollment

State/ Union Territory: DELHI

Unit	Category	Cumulative up to 2006-07		
		No. Sanctioned	No. Completed	% of Completion
State Total	Classroom constructions	903	412	45.6
	Opening of new primary schools	2	Nil (Work Started)	5
	Opening of new upper primary schools	Nil	Nil	Nil
	Appointment of teachers	20	Nil	Nil
	Provision of drinking water facilities	68	68	100
	Girls Toilet	610	Nil	0
	Enrollment in EGS/AS	Nil	Nil	Nil

Monitoring Indicators

Indicator: Narrowing existing gender and social gaps

State/ Union Territory: DELHI

Unit	Category	2005-06	2006-07
State Total	No. of girls enrolled at class – I to VIII	1370222	1252054
	No. of girls having free textbooks	1370222	1252054
	% of Girls students having free text books	100%	100%
	No. of SC enrolled at class I to VIII	664219	284507
	% of SC students having free text books	100%	100%
	No. of ST enrolled at class I to VIII	54560	--
	% of ST students having free text books	100%	--
	% of female teachers serving in the system	NA	NA

Monitoring Indicators

Indicator: Provision of quality inputs to improve learning.

State/ Union Territory: DELHI

Unit	Category	2005-06	2006-07
State Total	Pupil teacher ratio	36	39
	No. of BRC sanctioned	7	7
	No. of BRC operational	Nil	Nil
	% of BRC operational	Nil	Nil
	No. of CRC sanctioned	136	134
	No. of CRC operational	2	0
	% of CRC operational	1.47%	0
	No. of teachers targeted for training	44215	47792
	% of teachers trained against sanctioned	40%	74%
	Students attendance rate	Nil	Nil
	Teachers attendance rate	Nil	Nil

INDIA
SARVA SHIKSHA ABHIYAN
FIFTH REVIEW MISSION

GUJARAT STATE REPORT
(16th – 31st January 2007)

A two-member team of Ms Subhasini Paliwal and Mr. Sourav Banerjee visited Gujarat as part of the 5th Review Mission of Sarva Siksha Abhiyan (SSA). The team held discussions at the State Project Office and at the GCERT (Gujarat Council of Educational Research and Training), visited the districts of Sabarkantha, Ahmedabad and Mehsana, held discussions with the district officials, visited schools, BRCs, CRCs, DIETs, Alternative schooling centers and KGBV schools and met with teachers, students and community members.

The team is immensely grateful to the State Project Director and the entire team of SSA Gujarat for facilitating the visit and organizing the meetings and discussions with the various stakeholders.

The state has 25 districts and seven Municipal Corporations, four of which has separate plans and budgetary allocations under SSA; there are 224 blocks and 3351 clusters across these districts. There are 32318 government primary schools and 4938 private schools, a majority of which is unaided. Elementary education in Gujarat comprises of grades I to VII.

There are 45 tribal blocks spread across eleven districts of the state. Though the overall literacy rate in the state is more than the National average, the gender gap in literacy is more than the corresponding national figure. In 121 blocks the female literacy rate is below the national average; in more than a thousand villages the female literacy is below 10%. Of more serious concern is the falling sex ratio of the state; as per the 2001 census the sex ratio of the state stood at 920 female per thousand male. The corresponding figure for the 0-6 population is even lower at 883; these are the children who are now in the primary school going age group. The effect of this extremely skewed sex ratio is being reflected in the lower enrolment of girls in the primary sections.

I. Progress towards universalization

Gujarat is considered to be one of the better states in terms of SSA implementation. Over the years, the state has made steady progress in the areas of access, retention and quality of education. Access is nearly universal with schools being available within one kilometer of most habitations, barring a few scattered habitations in the remote and tribal areas of the state, where opening up a formal school is economically not viable. Alternative schooling centers have been opened in these scattered habitations to provide access to the children of these areas. The ratio of primary to upper primary schools is presently slightly more than 1:2. The state plans to upgrade another 5000 schools to class VII over the 11th Plan period to address this gap.

Enrolment and Retention: Enrolment figures show a steady rise from 66 lakh in 2003-04 to 71.5 lakh in 2005-06. The overall GER is 110 while the NER is 96. The rise in enrolment has been substantial across various social groups as reflected in the following table:

Year	Enrolment (all students)	Enrolment (SC)	Enrolment (ST)	Enrolment (girls)	Enrolment (disabled)
2003-04	6599296	516048	1247102	3023273	64732
2004-05	6810140	557342	1245408	3126505	71633
2005-06	7153868	543533	1320959	3312989	77819
% rise	8.4	5.33	5.92	9.58	20.21

The rise in enrolment has resulted in a corresponding decrease in dropout and out-of-school children. The following table reflects this improvement.

Year	Out of school children (6-14 years)	Dropout Rate (grades I to VII)		
		Boys	Girls	All
2003-04	386460 (4.75%)	36.59	31.49	33.73
2004-05	220720 (2.66%)	15.33	22.80	18.79
2005-06	288850 (3.42%)	9.97	14.02	11.82
% fall	1.33	26.62	17.47	21.91

The number of out of school children, which stood at 2,88,850 at the beginning of 2006-07 has further come down to 76,832. Mission tried to get a sense of the drop out rate with respect to a single cohort of children that entered Grade I five years back in a couple of blocks in Sabarkantha district; it was around 18-20%.

It is worth noting the various estimates for out-of-school children emanating from independent research and survey undertaken by civil society organizations. The independent survey on out of-school children commissioned by the Govt. of India and conducted by IMRB estimated 3.96% i.e. around 3.8 lakhs children to be out-of-school during October 2005. Significant portion of these are 11-13 girls (11.85%) and Muslims in urban areas (7.7%) – a trend confirmed by the SSA authorities. The ASER (Annual Status of Education Report) 2006 projected a much higher 5.6% of the children of the age group 6-14 to be out of school in rural areas, again a significant portion (11.7%) being 11-14 girls.

The state is undertaking an extensive household survey by an independent agency to get a better understanding of the out-of-school scenario. The findings of this survey, which is expected by the end March, will help identify the exact number and nature of the out-of-school population. The sense that the Mission got during the field visits and in discussion with various stakeholders is that the out-of-school phenomenon is more of an issue in the urban slums and with nomadic communities; in most of the rural settlements all children seem to be going to school.

Student achievement: The educational achievement of students as per the GAP (Gujarat Achievement Profile) survey conducted by the GCERT is as follows:

Subject	Average achievement in subjects of Standard V					
	1998-99	2000-01	2002-03		2004-05	
	mean	mean	mean	SD	mean	SD
Gujarati	34.28	37.39	38.95	11.12	41.86	17.39
Mathematics	30.98	31.13	34.08	12.71	36.79	20.4
Science	45.62	47.79	53.93	10.15	53.88	17.97
Social Studies	43.45	49.82	53.01	10.84	54.15	19.42
Hindi	48.18	49.43	56.6	13.32	59.72	20.59
English		58.22	66.55	9.15	69.64	19.02
Health & Physical education	51.92	56.92	60.43	8.37	62.52	17.72

While there has been a substantial improvement since 1998-99 and a slight improvement since 2002-03, a corresponding increase in the standard deviation would imply a wider variation in achievement among the students.

As per the DISE data, the percentage of children passing out of primary grades with more than 60% marks have improved in the past year:

	2003-04	2004-05	2005-06	National average in 2005-06
Percentage of boys passed with 60% and above marks (Grade IV/V)	50.86	50.31	54.62	37.86
Percentage of girls passed with 60% and above marks (Grade IV/V)	53.07	52.08	57.13	38.68

As evident from the above table, the achievement of the girls is slightly better than the achievement of the boys.

As the state moves towards its goal of universalization, it is evident that more targeted and decentralized interventions will be required to cater to specific groups and hard spots.

State investment in education: One of the very positive features with respect to elementary education in Gujarat is the significant investment made by the state. Over the past few years, the State government has provided huge amount of funds towards construction. In 2006-07, funds were provided for the construction of 4745 classrooms in addition to the 7145 classrooms provided under SSA. Funds were also provided for compound walls (Rs 60 crores), major repairs (Rs 20 crores), staff quarters and child friendly elements. Apart from construction, the state also provides textbooks to all children at the elementary level. It is also worth noting that in Gujarat no teacher salary is claimed under SSA; the entire teachers gap is funded by the State out of its own resources. The state has also complemented the efforts of SSA in providing schools with computer facilities; while 1310 schools have been provided computer labs under DPEP/SSA, the state government will be providing computer labs to an additional 2000 schools.

The high level of State investment is complemented by an equally high level of community contribution and donation. In many villages visited by the Mission, one observed a very high level of community involvement and contribution; such contributions are in terms of land donation, classrooms, compound walls, uniforms, teaching learning materials, computers etc. Such a high level of commitment from the State and the community augers well for the sustainability of the program.

II. Project interventions

Planning and management

SSA promotes a bottom-up planning process. There has been an attempt to put in place a bottom up system with reasonable success. Village education registrars were found in all villages: all the schools visited had a school improvement plan (SIP). The Mission also found evidence of the process of consolidation of S's at the cluster level and cluster plans at the block level. As is natural in this kind of a panning process, the district level officers shared the difficulty of striking a balance between the demands from the grassroots coming up through these block education plans and the normative framework and guidelines coming from the State level. *The capacity of the district level planning team needs to be built up to allow for more varied block level interventions within the overall norms of the program.*

While a very good beginning has been made towards a bottom up planning process, the need is now to move a step further and make it more qualitative. Presently these school level and block level plans reflect mostly physical requirements; classrooms and other physical infrastructure needed, teachers needed, AL centers required, computers required etc. Thus the process of formulation of these plans became more of an exercise of consolidating statistical data to be sent up to the district level. *There is a need to build up capacity at the sub-district level to analyze data and suggest targeted interventions for specific problems.* The state has established the practice of every school being given a copy of their report card- this is a snapshot of the DIS data that they had collected, presented in a user-friendly manner. This has immense scope for local-level analysis of issues. For example, in many of the schools visited, the school data clearly showed evidence of girls dropping out at higher grades; yet the VEC or the CRC seemed to be oblivious of the fact. No effective strategy to arrest this trend is reflected in the school improvement plan; the SIP is merely a list of physical facilities required for the school. It is important to address such school level issues with the involvement of the community members and reflect these strategies in the school improvement plans. Such micro level tracking of children could significantly check children dropping out at various levels, specially girls.

A related issue is the management of the program at the sub-district level and the linkage of the various project structures with the mainstream educational structures. With the BRCs and CRCs in place, monitoring of schools is mainly their responsibility. Along with academic support, they are required to do a fair amount of administrative monitoring; in fact academic and administrative monitoring are intrinsically linked and cannot work in isolation. In view of this fact, the state should re-look into the role of the school inspector in order to avoid duplication of responsibilities.

In a similar manner, the role of DIETs in SSA needs to be defined more clearly. Presently they are involved in preparing master trainers for SSA teacher training; however their role in academic support is not to desired level. There is also shortage of staff in the DIETs. In order to effectively mainstream the SSA interventions, *it is important that mainstream institutions like the DIET and the Inspector of Schools be given a specific role under SSA that complements the SSA structures and their capacities built up to contribute to SSA objectives.*

Alternative Schooling

Alternative school interventions in Gujarat are targeted both towards the out-of-school children as well as the children in schools at risk of dropping out.

With respect to out-of school children, the challenge is many in the urban slums and in some remote and tribal pockets where the number of children is too low to open a formal school. The State is running ALS centers in these regions. The Mission visited one such center in a remote tribal habitation and was impressed by the commitment of the instructor and the local community. These centers have children of lower age group who are mainstreamed into the nearest formal school once they grow up. *The state may think of evolving a policy for providing schooling facilities to such small habitations; smaller schools for lower grades (grades I to III) linked to residential schools for higher grades can be explored as an option.*

In the urban slums ALS centers are being run by local NGOs. These centers provide education for three years before the children are mainstreamed to the nearest municipal school after taking an exam. The Mission visited one such center running in an urban slum and is appreciative of the training provided to the instructor/ teacher, the pedagogy being used at the center and the teaching learning material being used. The situation in the urban slums is more complex with a variety of children from various socio economic and ethnic background; this is going to be a major challenge for the state in the coming years. *It is recommended that more NGOs be involved to address the needs of these various groups.*

In an effort to prevent vulnerable children of migrant communities and first generation learners from dropping out, the State has a number of innovative alternatives. Residential camps are run for children whose families migrate out for certain portions of the year. Bridge courses are run for in school children to provide remedial teaching to children who have missed classes for a small duration- they are assisted in their exams to get promoted to the next grade. The State has also introduced a scheme of migration cards to help children who migrate along with their parents to continue education in their new settlements. This scheme should be further expanded to address inter state migration; linkages should be established with neighboring states for this purpose.

The State government has also introduced Seasonal hostels and support schools for the children of migrant families. While the seasonal hostels are for children who stay back in the village when their families migrate (higher age group), the support schools are mobile schools for children who migrate with their families.

The Mission was highly appreciative of the variety of options and innovations designed to target the difficult to reach, at-risk children. As the number of out-of-school children further reduces, more of such targeted interventions would be required. *It is suggested that these interventions be carefully documented along with their achievements in mainstreaming continuing education.*

Civil Works

Gujarat is one of the states extremely well placed in terms of physical infrastructure. Huge allocations from the state and substantial community contribution over and above SSA allocations, coupled with pragmatic planning has resulted in a situation where most schools in the state has adequate number of classrooms and other basic requirements like toilets and drinking water. Some of the highlights of this achievement, worth emulating by other states are as follows:

- Clear assessment of needs: each district has a clear assessment of needs articulated in yearly civil works plan that forms part of the AWP formulated by the district. The civil works plan also takes into account all the various sources of funding available in the district and the resultant gap needs to be funded under SSA. Till 2006-07, this assessment was based on DISE data and information submitted by field level engineers. A total gap of 12000 classrooms was identified in 2006-07; SSA provided for 7145 rooms while the State government provided for 4745 rooms. A detailed infrastructure survey is being carried out presently that will help identify any further gap that still remains. It is expected that by 2007-08, all requirement of classrooms will be saturated. A majority of the requirement for 2007-08 would be in the urban areas.
- Convergence: detailed convergence plan has been worked out at the district level taking into account the various schemes and funding available in the area of civil works like the State government funds, tribal sub-plan grants, TSC and Swachh Bharat funds etc. What is important is that all these funds are placed at the disposal of the SSA civil works cell. Apart from helping in detailed planning this ensures that the convergence plan does not remain only on paper. Effective utilization of tribal sub-plan grants for the construction of teachers quarters in remote areas is an initiative deserving special mention; these quarters have been very effective in ensuring teacher presence in remote areas.
- Focus on quality: the emphasis on quality of construction started with earthquake resistant designs and recruitment of adequate engineering personnel at the sub district level to effectively monitor the quality of works. A third party evaluation system has also been put in place through an external agency that provides training and support to the VCWC (Village Civil Works Committee), undertakes periodic site visits and does sample checks on materials. All these efforts are clearly evident in the field where, on visual inspection, the buildings were found to be of a very good quality.
- Design: the state has made a serious effort to come up with functional yet attractive designs for the school buildings. Designs are local specific to the extent possible, taking into consideration the various site conditions. A bouquet of over 50 different design options have been evolved which is very useful resource for all other states. Efforts have also been initiated to incorporate more child friendly elements and play elements in the school and

use the school building as a learning aid. The vision of a complete school with all necessary facilities.

- **Maintenance:** comprehensive guidelines have been evolved at the state level for the utilization of maintenance funds. In a unique initiative the State government provides Rs 650 per year to all schools for cleaning and maintenance toilets. As a result toilets in most of the schools visited were found to be clean and in a usable condition.

The Education Secretary explained to the Mission that the focus under civil works will now shift to 2nd generation requirements; like repairs, compound walls, staff quarters, child friendly elements and the like.

The Mission is highly appreciative of the entire process and vision of infrastructure development and the optimum utilization of resources. *It is strongly recommended that this process be documented and shared with other states as a good practice to study.*

School improvement

Teacher availability and management: The schools visited by the Mission had a fairly favorable teacher-student ratio. However, available documents indicate that pupil-teacher ratio is still an issue, especially in remote and backward areas. DE data still shows a number of schools (0.36% i.e. about 120) having a PTR more than 100. Teacher recruitment has been stayed by the High Court for the past couple of years. The stay has recently been vacated and 14,692 teachers are expected to be recruited soon; this will hopefully take care of the high PTR schools. The state has also taken a policy decision to have a minimum of one additional teacher for schools that have grades V to VIII, over and above the minimum of two teachers per school.

The Mission would like to flag a couple of issues related to teacher qualification and management that might be having a bearing on the competence and capacity of the teachers to impart quality education. The minimum qualification for teachers in Gujarat is 12th pass with a PTC. While this may be fine at the lower grades, there might be problems at the higher grades, as grades I to VII are taught by the same grade of teachers.

There is also no separate cadre of head teachers in Gujarat. A headmaster in a primary school is of the same grade as the teacher; he/she is the senior most teacher and gets an additional allowance of Rs. 100/-. This might create problems in terms of their capacity with respect to school management and leadership role, both of which are critical to a good school.

The fact that the BRC/CRC are also of the same grade as a primary teacher also seemed to be creating problems in their having an effective academic control over the teachers. *It is recommended that a study be conducted on the effectiveness of the current BRC/CRC structure.*

Teacher's Training: There has been a 99.4% performance across the state with respect to teachers training under SSA. Teachers training was conducted in two phases of 14 + 6 days. The training was planned during the summer vacations and Diwali holidays without disturbing the teaching learning process and classes. Gujarat has the experience of DPEP II and IV, teachers

have undergone several rounds of teacher's training in methodology, content enrichment and in other areas as per SSA norms. During interactions with teachers and other project officials, the Mission felt that teacher training has become a routine activity without adequate follow up and hence having little impact.

It was felt that *the focus of teacher training should now shift in a decentralized mode to the Block, Cluster or even to the school. Training should be need specific and need not be of 20 days across the board.* DET should be more empowered and strengthened to assess and diagnose the training need teacher subject wise, class wise and broadly cluster/ block wise. The results of the GAP assessments are to be analyzed at the district/sub-district level to identify hard spots and specific problem areas. Information gathered during school visits, classroom observations and monthly meetings of CRCC, BRCC could also provide vision to it. For this it is essential to build up the capacity of the DIET faculty and strengthen the DIET-BRC-CRCC linkage. Similar views were expressed by the DIET Principals of Banaskantha and Mehsana districts during their interaction with the Mission; they felt that training initiatives should be planned in a way to encourage empower the teachers to be able to deliver their role in guiding children for self learning rather than promoting rote learning and traditional lecture/ reading methods.

Curriculum & Text Books

GCERT has been playing an important role in pedagogical revival processes. Curriculum revision exercise has been initiated between 2001 – 2006. Gujarat Text Book Board has been directly involved in development of New Text Books of Std. I, II, III and workbooks for English for Std. V. Text books for higher classes V, VI, VII are in the process of revision. Distribution of textbooks is being done between April and June, when the academic session begins. TLM grant to primary and upper primary teacher reached timely with 99.9% utilization.

Teaching learning processes While activity based teaching learning was visible in the lower grades, the teaching methodology in the upper grades are mostly traditional and based on rote learning. While a number of TLMs were available in the schools, they were not very innovative except for a few schools. The usage of the TLM was more in the lower grades and very limited in the upper grades. It was immediately clear to the Mission whether the problem lies with the kind of teacher training, with the follow-up to the teacher training or with the basic competencies of the teacher to handle higher grades. However, on the positive side, the State is fully aware of the issue and has been conducting periodic studies to assess the usage of TLM and follow-up of training. It will be helpful to identify specific areas where additional support needs to be provided. The Mission feels that more inputs will probably be required at the upper primary grades; an emphasis on project based learning may help in making the teaching learning process more interesting in these grades. *Since the state is quite well placed with respect to basic learning conditions, it is important that the focus now shift to such critical inputs that would impact the quality of education.*

Performance monitoring indicators: Performance monitoring indicators is an important tool for the development of a school. The Mission observed some very good practices like the Learning Guarantee initiative, the Anupamshala initiative and the Panchshil shala initiative

being adopted in the various districts. All these various initiatives are attempts to assess a school against a set of indicators, promote competition and thereby challenge them to improve their performance. The Learning Guarantee program, implemented by the Azim Premji Foundation, covers 933 schools in the two districts of Sabarkantha and Anand. The conditions for a learning guarantee school are 100% enrolment, 90% children attending schools regularly (more than 75% attendance) and more than 60% children possessing expected competencies. The Anupamshala program, initiated by DIET Mehsana, currently covers 560 schools in Mehsana and Patan. The conditions for an Anupamshala are 100% enrolment, no dropout, more than 60% achievement for all students, public participation, attractive physical environment and incorporation of 10 value education projects. 192 schools in Mehsana have already been declared as Anupam schools and others are in the process. There has been a contribution of over Rs 2 crores from the community towards these schools. Similarly some of the other DIETs have undertaken the Panchshil shala program where schools are rated on the basis of physical development, educational development, enrolment & dropout, quality of education and overall school environment. Besides these initiatives, the state is also working with UNICEF and CARE India in developing a few schools on a “whole school development” model. *The next step in this process will be for the State too assess these various models, identify their strengths and weaknesses and develop an objective set of school performance monitoring indicators that can be applied across the state.* The academic support and supervision system should thereafter be geared towards helping each school develop as per these indicators.

Education Technology: Being a well off state in terms of physical infrastructure, Gujarat is in a position to take advantage of computer aided learning and other education technologies. The importance of technological applications in improving the quality of education cannot be overemphasized. Technologies can help in classroom transactions (helping learn difficult concepts through visuals), teacher training and educational management. Presently 1310 schools have been provided with computer labs; an additional 2000 schools will be provided computer labs through the State government funds. At the same time all BRCs and a number of CRCs have computers. Gujarat is also a state with tele-conferencing facilities available in all DIETs, all BRCs and selected CRCs. The SCERT and the DIETs are connected through video-conferencing facilities. These are very helpful tools for large scale training and orientation program at a minimum cost. The Mission also say the excitement in the eyes of the students working in the computer labs; the sheer attraction of a computer can help in retaining children in school! Presently the APF CDs on hard spots have been provided to all schools with computers. However, *it is recommended that the state develop a comprehensive policy on the use of technologies in education and articulate a plan to provide all children with access to computers, especially in the higher grades.* Such a policy should also explore possibilities of public-private partnerships in this respect. A number of software firms and multinationals are interested in this area and will be willing to partner with the state in providing hardware, software or even teacher training. Notably, the state is already working with INTEL to provide computer training to all BRCs, CRCs and teacher training coordinators.

Interventions towards equity

Gender: As per the DISE data, the gender gap with respect to GER/NER and enrolment is insignificant. However dropout rates for girls are significantly higher than boys in the higher

grades. Besides Gujarat has an extremely skewed sex ratio and a large number of blocks with very low female literacy. The state has adopted a range of strategies to enhance access, enrolment and retention of girls in schools. Special residential camps have been set up for girls whose families migrate to other areas. In an effort to improve retention, summer camps and remedial coaching are arranged specially for girls; all new school buildings have also been provided with girls toilet. A total of 10240 teachers, 225 BBRCs and CRCs were provided specific training on gender perspective. In the 78 educationally backward blocks (across 21 districts) and in 13 urban slums under FIGEL, additional activities like exposure visits, training on life skills, adolescent education, vocational skills, self defense and cycling are undertaken. Besides Meena Manch and Meena Mahal have been formed to mobilize community, creating awareness among parents and bringing back girls to school. Ma-beti Sammelan are held every month in low female literacy rate villages.

In most of the schools visited, the Mission observed less sex ratio number of girls than boys; this was attributed to a lower sex ratio. Though the Mission did observe a few cases of dropout of girls at the higher grades, in most of the schools the number of girls was more than boys in the higher grades. Though it was not possible to see any of the gender interventions during the field visit, the Mission was very impressed with the participation of girls in the schools and the involvement of the mothers in the affairs of the school. There is however no documentary evidence of the impact of the various gender interventions on the girls' enrolment and dropout rates. *It is recommended that a study be conducted to see if the various gender interventions planned are being effectively implemented in the field and are being able to make an impact.*

KGBV: 44 numbers of KGBV are operational across 18 districts, especially in the tribal, coastal and remote border blocks. The Mission visited one KGBV at Khedbrahma (Dist.- Sabarkantha) housed in a rented premises run by Mahila Samakhya. Intensive supervision and monitoring is being done with the help of CARE India and academic support is being provided accordingly.

Equity : Interventions for socially disadvantaged groups including minorities are systematically designed in the project. Mission visited some regular schools running in municipal area of Ahmedabad. These schools Urdu medium schools books are also provided in Urdu though children are learning Hindi/Gujarati and English in higher classes. Alternative schools have also been set up in Muslim populated slums for out of school children. The Mission is of the opinion that there is more scope for trying out other innovative models in minority populated areas.

The State has planned various interventions for tribal populations. Schools have been provided with tribal dictionaries; local teachers from tribal areas have been appointed. There is also provision for teachers quarters to augment teachers attendance in schools located in remote tribal areas.

IED: Gujarat has identified 7,244 children with various forms of disabilities. Of them, 61,224 are in school and 10,020 out of school. A total of 33,035 disabled children have been provided with aids and appliances; Braille text books, low vision kits and speech kits have also been provided. The IED component is being implemented through reputed NGOs. Six teachers per block has been provided with a 90 days RCI Foundation Course and are acting as resource teachers at the block level. Besides, all teachers have been provided a 5-day orientation training.

on IED. A very positive feature noted was that all schools have been provided with a ramp; more importantly the ramps are in the correct slope, texture and with proper handrails.

The Mission observed only a couple of disabled children during the visit. In many of the schools that reported disabled children as per the school records, we could not find any in the school. Even in the couple of schools where a disabled child was present, he/she did not seem to have been effectively included in the classroom process. In one case the mother of the visually challenged child was sitting in the class helping the child to cope up with what was being taught.

It is suggested that the state re-looks at the systems in place to monitor the interventions. They should also re-look at the premise that a 5-day general orientation to teachers and six resource persons per block would be adequate to identify and address the requirements of all disabled children. There may be a need for special educators at the block level.

Expenditure

In 2005-06, the state spent 77.43% of its allocation under SSA and 91.41% of its allocation under NPEGEL. During the current year, by the end of the third quarter, the expenditure under SSA has been 52.95% against allocation while the expenditure under NPEGEL is 22.18% of allocations. It is heartening to note that all grants and most of the BRC/CEI expenditure has been disbursed to the sub-district level. The expenditure trend shows VEC training, Alternative schooling & IED as the areas that are usually under-spent. This implies absence of detailed planning with respect to implementing these activities, resulting in over budgeting. The state however attributed this to normative cost norms and appraisal criteria in these areas. *It is suggested that a detailed planning of these activities be taken up as a part of the AWP&B process in order to avoid similar under-spending in future years.* The expenditure under KGBV has been low in both the years; in the current year, it is lower than 10% of the allocated amount. This expenditure is likely to increase once civil works are started; delay in land acquisition has led to delay in start of civil works.

The Mission was very pleased with the financial management systems in place. Flow of funds from the state to district and further down to sub-district level was found to be smooth. The comments of IPAI have been responded to the state and are attached.

III. Recommendations

While a number of short-term recommendations have been provided in the body of the report, the Mission would like to articulate two broad recommendations on the way forward for SSA in Gujarat.

- The implementation of SSA in the state has reached a stage where uniform, across the board interventions will no longer be helpful. The need now is for targeted, decentralized interventions addressing specific issues with respect to out-of-school children, community mobilization, equity and quality. Such a strategy will require empowering and capacity building of district/sub district structures.
- In order to create ownership of the program within the mainstream education system, a broader systemic reform process need to be initiated. Such a process should ideally look at roles and responsibilities of various positions, core management issues as well as issues of teacher recruitment/qualifications.

INDIA
SARVA SHIKSHA ABHIYAN
FIFTH REVIEW MISSION

JHARKHAND STATE REPORT
(16th – 31st January 2007)

Introductory

As a part of the review mission two members committee visited Jharkhand State during the period from January 16-23, 2007 to review the progress of the SSA Programme against the objectives and outcomes in regard to enhancing access and equity, reducing social and general disparity, elevating quality and strengthening Programme management and capacity to deliver the services.

Following were of the review committee members -

1. Shri K.P. Singh (Planning commission, New Delhi)
2. Dr. Hemlata Parasnas (retired Prof. Pune, Maharashtra)

Jharkhand is a State newly established in 2000 separated from Bihar. It comprises of 22 districts out of which 9 districts were included in DPEP. SSA Programme is being implemented in all the districts.

The mission members had an opportunity to interact with the State Project Director, the State Project Officers, the Assistant Project Coordinators and staff also. The members held intensive discussions with Deputy Commissioner and District Project Coordinator and several other staff at District, Block and Cluster levels in Ranchi & Jamshedpur (East Singhbhum). The Mission Members were very much impressed by the dynamic approach of the SPD and DCs in terms of vision, knowledge and leadership. The Mission members visited different Programmes in Ranchi & Jamshedpur districts in urban and in rural areas as well. From the meetings, discussions and visits it is quite evident that the staff at all level is engaged in achieving target of universal elementary education at the earliest. Their commitments and missionary zeal observed specially in tribal area is worth mentioning. The members visited primary and upper primary schools in urban and rural area, BRC & CRC, DIET, EGS, AIE Centres, KGBV, NPEGEL, Camp Schools & public private partnership academic venture.

The observations of the Mission members are presented below-

2. Present Status

i. Demographic profile of Jharkhand State

As per 2001 census, Literacy rate of male is 67.3 percent, whereas in SC and ST category 51.09 percent and 53.98 percent respectively. Overall literacy rate of female is 38.87 percent whereas in SC and ST category it is 22.55 percent and 27.21 percent respectively. This shows that female literacy rate is lower than the male literacy rate. The male as well as the female literacy rate in

ST & SC category is lower than the general category literacy rate. ST category literacy rate is higher than the SC category literacy rate.

ii. Accesses and equity

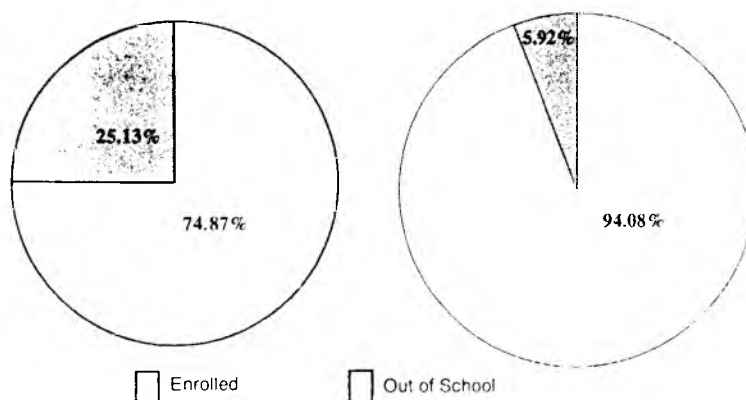
As on March 31, 2006 there is a primary school or EGS center within a radius of 1 KM catering to the needs of the children of age group 6-11 in that area. This has resulted in achieving the coverage of all the habitations for primary education as per SSA norms. Number of primary schools increased from 16,322 (as on 1.4.2001) to 24,776 primary schools (as on 31.3.2006). The number of upper primary schools also increased during the same period from 4,055 to 8,454.

iii. Enrolment

The following table shows the enrolment of children in the schools as on 30.09.2005.

State Total		Class I - V		Class VI-VIII		Class I-VIII	
General	Boys	214833	51.38%	63177	53.79%	278010	51.91%
	Girls	203255	48.62%	54278	46.21%	257533	48.09%
	Total	418088		117455		535543	
SC	Boys	359692	54.03%	56305	59.78%	415997	54.75%
	Girls	305997	45.97%	37885	40.22%	343882	45.25%
	Total	665689		94190		759879	
ST	Boys	802238	53.06%	126527	56.66%	928765	53.53%
	Girls	709573	46.94%	96800	43.34%	806373	46.47%
	Total	1511811		223327		1735138	
OBC	Boys	983026	51.80%	208348	55.17%	1191374	52.36%
	Girls	914580	48.20%	169329	44.83%	1083909	47.64%
	Total	1897606		377677		2275283	
Total	Boys	2359789	52.52%	454357	55.91%	2814146	53.04%
	Girls	2133405	47.48%	358292	44.09%	2491697	46.96%
	Total	4493194		812649		5305843	

The above table reveals that in general and for each category the percentage of the girls enrolment is less than the boys, however gap is slowly reducing.



The enrolment of children (6-14 age group) increased from 74.87% (as on 1.4.2001) to 94.08% (as on 1.4.2006).

iv. Out of school children

From the enrolment data it is evident that 5.92% children are still out of schools. The total number of the out of school children is 3,66,498. Out of targeted 2,74,194 children (75%) belong to age group 9-14 years and 92,304 (25%) children belong to age group 6-8 years.

The State had undertaken a special drive towards increasing enrolment. An enrolment campaign named "School Chalein Hum Abhiyan 2006" was organized involving people representatives, tribal leaders. More than 7 lakh children were enrolled as a result of this campaign. Of the total out of school children the girls account approximately 54.3% and SC 22%, ST 35.2% and minority 12%.

42% out of school children is located in the Garhwa, Godda, Palamu, Pakur, Dumka districts. 27% out of school children do not attend schools as they remain pre-occupied in domestic work in their own houses. 17% out of school children are wage- earners.

There is an ongoing drive to enroll these out of school children through various strategies and Programmes.

Proposed interventions to address out of school children -

Non residential bridge course :	51432 (girls) 109812 (boys) 161244 (total)
Residential camps for girls :	23650
Alternative learning centres :	5000 (girls) 16300 (boys) 21300 (total)
KGBV :	8100 (girls) (SC-16.46%), (ST-46.27%) & (OBC, Minority & Others-37.27%)
NPEGEL bridge course :	59900

- ❖ This shows that out of 3,66,498 out of school children, 2,74,194 children were to be covered under the above mentioned interventions. The remaining 25% students are admitted in regular schools.

Progress achieved against the proposed interventions-

In case of out of school children in actual practice -

- 45,761 (28 %) enrolled in Non residential Bridge Course Centers.
- 4,662 (19.7%) girls enrolled in residential girls' camps
- 6,180 (29 %) children enrolled in alternative learning centres.

4,673 (57.69 %) girls enrolled in KGBVs.

12,750 (21.29 %) girls enrolled in NPEGEL Bridge Course Centres.

- ❖ The progress indicates that only 74,026 (27%) out of school children have been facilitated by the proposed plan for enrollment upto December 2006. The progress rate is slow & needs to be improved. This requires special attention.

v. **Dropout Rate**

The State level dropout rate for the primary section (I–V) is 44.76 %. In 13 districts the dropout rate is higher than the State level dropout rate. At State level the girls dropout rate is higher than that of the boys and similar picture is seen in case of SC & ST categories. In the Simdega district the dropout rate including all the categories is highest (59.47%) whereas it is the lowest (20.30%) in Giridih district. In case of SC category the highest dropout rate (77.36%) is again found in Simdega district whereas it is the lowest (10.33%) in the Saraikela district. 13 districts are showing dropout rate higher than the state level SC category dropout rate (47.59%). In case of ST category the highest dropout rate (73.59%) is again attributed to Simdega district whereas the lowest dropout rate (18.96) is seen in Palamu district. 13 districts are showing dropout rate higher than the state level dropout rate (46.10%). Detailed district wise information is attached in **Annexure-II**, however the information with regard to upper primary classes was not available.

In order to encourage the dropout children to come back to school various strategies and interventions are implemented such as KGBV, CAMP schools, NPEGEL. For the children enrolled in these Programmes a Bridge Course has been designed and pertaining to that a course book for the teachers and a workbook for the students also has been prepared. NGOs are also mobilized for mainstreaming the dropout children.

vi. **Achievement Level**

As per State Elementary Education report card, 2005 the percentage of students passed with greater than 60% in primary classes (V) in the state for boys and girls was 23.05% and 22.34% respectively while this was 19.15% and 19.16% respectively at upper primary level-(Class VIII). This shows that achievement level of students at primary and upper primary level both was poor.

As per the State policy all the students are promoted to next std. in primary school without detaining in any class. As a result of this even the students showing poor performance are also getting entry to next class upto class V. This creates a very heterogeneous group of students in class V and onwards which can be termed as a multilevel class.

vii. **Attendance in schools**

At the time of visit by the Mission members Tussu festival was going on. Due to this, the attendance of the Students in classes was less especially in EGS centers. But from the attendance register of the students maintained in the schools and also from the weekly record display on the board, it could be concluded that the average daily attendance of the students at all levels was within the range of 70-75% in the schools visited.

viii. Reduction in Gender and Social Disparity

For the State of Jharkhand the gender gap at primary level is found as 5.04%, on the contrary at upper primary level it is comparatively higher i.e. 11.8%. Focused efforts have been taken in the form of gender sensitization among the parents through VECs, cultural Programmes performed by various NGOs under the guidance of BRC & CRC.

At upper primary level even after adjusting the sex ratio the gender gap was above 20% in 6 districts of Jharkhand State.

NPEGEL Programme is being conducted to promote the education of girls in remote areas and for over age girls.

The proportion of SC & ST children at elementary level is comparable to their respective share of population in the state. However, the state Govt. may consider in-depth analysis for general and OBC population.

ix. Inclusive Education for CWSN

In the State 36376 children have been identified as children with special needs (CWSN). During the year 2006-07 out of these many children, 25272 children have been enrolled in formal education system and 1,034 children are provided aids and appliances. In order to bring the children with special needs (physically handicapped, mentally retarded children) into the formal school system 7,271 teachers are given five days training. The construction of ramp forms an integral feature of all the new school buildings.

x. Teacher position

At present the sanctioned number of teachers in government schools is 64,898 whereas only 53,706 teachers have been appointed and 11,192 posts are still vacant generating pupil-teacher ratio as 48. Because of the new interventions the number of schools (or centres conducting bridge courses) there is a huge demand of teachers. In order to comply with this, para teachers have been appointed since 2003-04. The total number of para teachers is now 64,243 against the target number of para teachers 82,994. During the academic year 2006-07 the number of para teachers appointed is 14,725 against the proposed number 34,725. Rest appointment of para teachers is proposed to be completed by end of this financial year. In appointing the para teachers though reservation is not followed preference is given to women teachers.

xi. Teacher Training

Training of Govt. Teachers

- 20 days in-service training

Contents

- Science, Maths, English, Language, Tribal language
- Inclusive Education
- Evaluation & Remedial Teaching
- Value education / Yoga

Number of teachers

- 19,574 teachers trained in 20 days training in 2006-07
- Competency Building Courses for teachers
 - Certificate in Guidance (CIG) – 10,540 teachers trained
 - Certificate in Teaching of Primary School Mathematics (CTPM) – 7,898 teachers trained
 - Certificate in Teaching of English (CTE) – 3,359 teachers trained

Training of Para Teachers

- No. of Para Teachers - 64,243 teachers
- Number of untrained para teachers - 62,425 teachers
- Professional Training for Untrained (62,425) Para teachers
 - Enrolled in 2 years Diploma In Primary Education (DPE) in collaboration with IGNOU - 30,253 para teachers (in lieu of 60 days training).
- 30 days training given to – 4,926 para teachers.
- 27,064 para teachers training are going on.

Bridge Course Academic package

Training modules – Prepared and distributed to the district.

In house master trainers (16 days)

Block resource Persons & Cluster Resource person (20 days)

Bridge course teachers (30 days)

Para teachers are exposed only to in-service training of 20 days in parts after the school starts.

- ❖ Training of teachers is conducted by the BRCs. The BRC is under the Block Education Officer (BEO). Three more staff members called as BRP are appointed having post graduate qualification in Science/Mathematics/English. Similarly the CRC is under the Headmaster of the school and three more staff members called as CRP graduate in Science/Mathematics/English are appointed. As these newly appointed resource persons are not adequately trained they are not suitable to conduct the training in pedagogy (teaching methods, preparing teaching aids etc.), child psychology and educational philosophy.

xii. Textbooks

In the Jharkhand State it is the practice to use the NCERT textbooks at school level. During the academic year 2006-07, 1,71,22,757 textbooks were distributed to students from std. I to VIII. The textbooks were received by the students very late in the month of December 2006 on account of delay in getting the textbooks printed at the State level. The textbooks henceforth will be printed at the State level as directed by the NCERT.

- Though the textbooks under SSA programme are to be distributed to all the girls and SC/ST boys, in addition to this the State government distributed textbooks free of cost to general and OBC category boys in the age group 6-14 years bearing its expenditure on its own.

xiii. Up-gradation

Out of 17,842 EGS centres 16,201 centres have been upgraded to primary school till Dec. 2006.

Total 5,824 Primary schools have been upgraded to Upper Primary school.

xiv. Civil Works

Civil works (2002-03 to 2005-06)

Activity	Additional Class Room	New School Building	Toilet	Hand Pump
Target	18705	2160	7018	5708
Completed	17085	1505	6344	5201
In progress	1513	597	360	386

Civil works (2006-07)

Activity	Additional Class Room	New School Building
Target	11415	5949
Completed	6	1
In progress	2835	1286

Third Party Evaluation

- Quality testing of materials & work done on sample basis is being executed through technical institutions like BIT Mesra.
- Proposal for taking the consultancy of UNICEF for Third Party Evaluation is under process.

xv. NPEGEL

This programme was launched in 2003. The Capacity built up in Mahila Samakhya has been utilized for implementation especially in preparing teaching material and training the resource persons. As on today total 2,108 mata samittees have been formed and about 31,720 women involved in mata samittees. In the NPEGEL centres pre school activities also conducted. Total 930 additional class rooms are to be constructed out of which 340 are under construction. For TLE one time grant is provided to 1,252 model cluster schools. Gender sensitization programmes are conducted for 5,330 teachers even the girls students also are provided gender sensitization inputs every week. Vocational training is imparted to the girls enrolled in this programme. To attract them the emphasis is given on vocational training (sewing, knitting etc).

- Physical progress during 2006-07 under NPEGEL is at Annexure-IV.

xvi. KGBV

In the State of Jharkhand except the Simdega district all other districts are sanctioned KGBV. Out of 212 blocks in 187 blocks are sanctioned with Kasturba Gandhi Balika Vidyalaya one in each block and 155 blocks are equipped with KGBV. The building construction at all places is in progress. In every KGBV four teachers and three non teaching staff are appointed. One of the teachers is the Head and the Warden as well.

- Developed 15 days training module
 - 15 days training conducted for wardens of 112 KGBVs
 - Resource Persons were from JEPC, NGOs, UNICEF
- Highlights of the 15 days training module
 - SSA & its components, overview of KGBV in the context of SSA
 - adolescent issues (health, behavior), life skills, counseling
 - academic aspects
 - * curriculum/ syllabi/ text books, competencies, learning gaps, how to address learning gaps – bridging the gap,
 - * multi level /grade teaching learning techniques- grouping, teaching techniques, sitting arrangement etc.
 - * subject wise – Hindi, English, Maths, EVS
 - * evaluation
 - management issues
 - * hostel management
 - * financial issues
 - * procurement

xvii. **Alternative and Innovative Education (AIE)**

Camp schools

Drop out girls in the age group 11-14 years have been mainstreamed through residential bridge course. The number of girls so mainstreamed till today is 10,131.

Innovative Education

Very specific and flexible strategies (multigrade/multilevel) have been adopted for heterogeneous groups of children such as street children, children living on platform, in slums, at construction sites, working in shops, dhabhas etc. Number of children enrolled in these activities is 15,099.

Back to school

To bring the children back to the school after long duration absence, repeaters, or the drop outs a public private partnership is going on for the standards KG to VIII in urban big school settings with the mutual support of the school management for utilizing the infrastructure free of cost when the regular school timings are over.

Computer Aided Education

- Computer Aided Education Project is being implemented in Middle School covering class VI, VII, VIII through M/s Everonn System India Limited, Chennai on BOOT basis from last year (2005-06).
- Total no of schools covered - 206
- Total districts covered - 22
- Total no of Blocks covered - 122
- Total no of Instructors engaged - 455
- Total no of children benefited - 96850
- Every year 11 days Residential Training and 3 day Refresher Training in each quarter is being imparted to 3 teachers from each schools (Total 547 teachers covered). In addition to this some districts implemented computer aided learning education in schools on their own.
- All these innovative endeavors are well settled and very much appreciated by the Mission members.

xviii. **Mid Day Meal**

Mid day meal is being provided in all the Govt./Govt.-aided primary schools and EGS centres with requisite care and cleanliness. The food provided is in adequate quantity and good in quality. It is observed that there is variety in the food provided. The Mata Samiti is very well

trained in this task and managing it with utmost positive attitude. The students are taking the advantage of these facilities in a disciplined manner.

xix. Research Study going on through external agencies

- Study on effectiveness of BRC, CRC and its remedial measures and the functional evaluation of BRPs & CRPs
- Study of transition status from class V to class VI reason and solution to low transition
- Evaluation of Bridge Course Centre with mainstream children
- Study on evaluation of EGS upgraded in to Primary Schools
- Study on CWSN children
- Cohort Study
- Study on effectiveness of Mid Day Meal
- Study on the role of KGBV in the educational development of ST girls in Jharkhand.

3. Observations

Strengths

- Capacity building – Gram Shiksha Samitee members and office staff (Accounts Administration) trained.
- At district and state level the officers & staff are given refresher training regarding programme management from time to time.
- At district level every month 2 days reflection cum planning meeting is conducted.
- MDM – Mata Samitee takes care of it very effectively.
- The tribal area is traditionally women dominated.
- There is a shift from just 'monitoring' to 'programme monitoring'.
- Within the radius of 1 km there is a school – leading to zero unserved habitation.
- It is proposed upto March 31, 2007 all EGS (1641) will be upgraded to formal schools already 16201 are upgraded.
- Bal Sansad working very well in all the schools enhancing leadership qualities of the students.
- Campus Development Programme – Convergence with SWASTH PLUS (UNICEF) for water supply & sanitation facility, cleanliness, gardening, health of children and child element in the schools is visible.
- An Appeal was made to the MLA and MP of the concerned region to donate from their funds for the compound wall etc. which has been materialized in many schools.
- KGBV programme is very well understood and organized.
- VECs are strongly motivated and involved in the development of the schools. At some places women are not only the members but the chairpersons also.

Weak Points

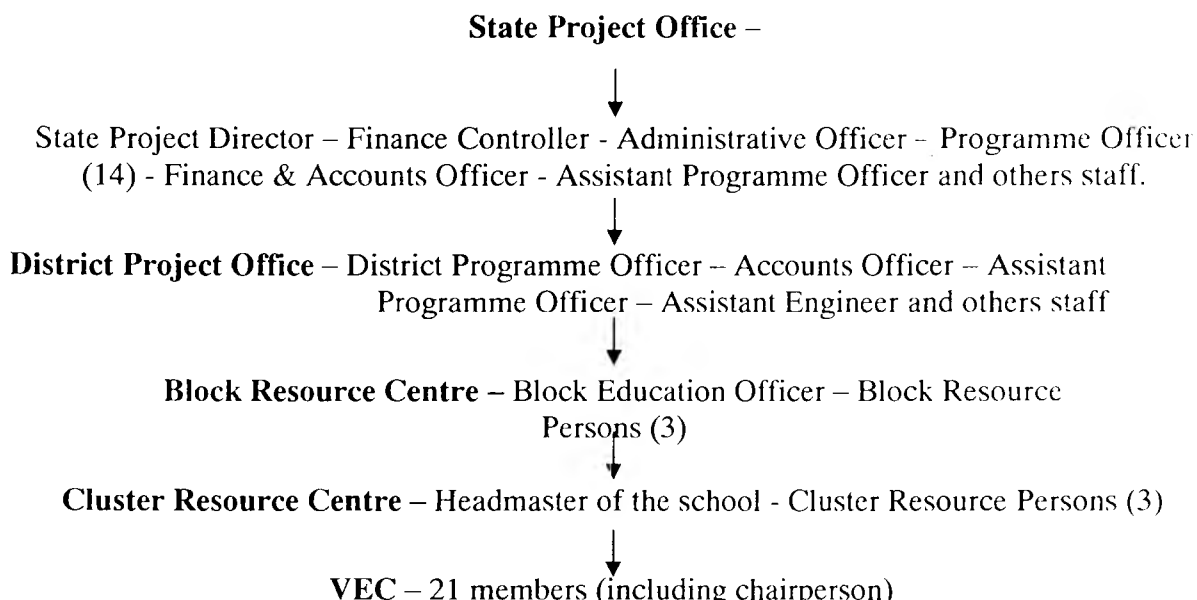
- The textbooks were distributed late during 2006-07, however action is being taken to get the books printed well in advance for the coming academic year.
- No action research is undertaken by the teachers.
- No measures/provision for urban migrant children / hard to reach children.
- Though social disparity is reducing in tribal area, language (communication) is a barrier and teachers are unwilling to go to remote places.
- No special efforts taken for educating CWSN.
- TLM not of good quality and not available in all the schools.
- Remedial teaching is not implemented in its proper spirit.
- The NCERT textbooks are found difficult by the students and the para teachers as well.
- All DIETs are not involved in in-service teacher training programmes and resource support.
- There are many vacancies of teachers in Govt. schools.

Best Practices

- Para teachers being trained through IGNOU course.
- Textbooks – Given by the State to General & OBC category boys also.
- For tribal children resource books for std. I-V are prepared in their language (mother tongue) but in Devnagari script parallel to NCERT syllabus.
- Within 7 days, grant is credited to VEC account directly from the Bank at State Level.
- Video conferencing is being organized for 22 districts for different purposes such as monitoring, feedback etc.
- The Govt. authorities have provided on its own one good quality plate and a glass to each beneficiary student under MDM.
- In order to tackle the Multi-grade and Multi-level situation in the classrooms UNICEF has extended support to prepare hand books for teachers in three subjects namely Mathematics, Hindi and English.

4. Roles and relations of various agencies

- The following diagram depicts the hierarchical position of the staffing pattern connected with SSA programme –



Because for last 20 years panchayat elections are not held, the VECs are constituted by the villagers through nominations (in Aam Sabha). VECs are reconstituted after every three years. Recently VECs are formed in all the schools. VECs are empowered by the four days training to execute the functions such as recruitment of Para teachers, financial management and supervision of the academic activities and MDM scheme. So far during the present academic year 87,123 VEC members are exposed to training. The VECs are in real sense a boost to the progress of the SSA. VECs are extending full cooperation and supporting (in cash and kind) to the schools and in getting the civil works completed.

Organizational Structure at State Level

Jharkhand Education Project Council

Jharkhand Education Project Council (JEPC) is a body registered under the Societies Registration Act, 1860. It has its own service regulations and financial rules. The council is the implementing agency for programmes like District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA), National Programme for Education of Girls at Elementary Level (NPEGEL), Kasturba Gandhi Balika Vidyalya (KGBV) and GOI-UN assisted programme. All these programmes aim at universalization of Primary/Elementary Education. The JEPC is guided by the General Body and the State Executive.

General Body

The General Body is the apex body of the Jharkhand Education Project Council. The Honorable Chief Minister of Jharkhand is the Ex-officio Chairman of JEPC. The Honorable Minister, Department of Human Resource Development, Jharkhand and the State Project Director are the Ex-officio Vice-Chairman and Member-Secretary of the council respectively.

State Executive

The State Executive with adequate enabling powers help resolve the policy issues and oversee the implementation of the programme undertaken by the JEPC. The Chief Secretary, Jharkhand Government is the Ex-officio Chairman of the Executive committee. The State Project Director (SPD) is the Ex-officio Member-Secretary of the Executive Committee.

State Project Office (SPO)

State Project Director is the Chief Executive Officer of the Jharkhand Education Project Council. State level office has strength of 74 posts.

Organizational Structure at District Level

At the district level, there is a Zila Karyakarini to monitor the implementation of programmes. It provides necessary direction consistent with approved guidelines and facilitates convergence with other departments of the State Government to ensure implementation of the programme in time. The Deputy Commissioner is the Ex-officio Chairman of Zila Karyakarini. The Zila Karyakarini comprises of district level officers of the Education, Health, Public Health Engineering & Welfare departments besides representatives from Teachers, Parents, Village Education Committees and NGOs.

District Project Office (DPO)

The district level office is headed by an ex-officio officer of the education department like District Superintendent of Education (DSE)/District Education Officer(DEO). In DPO 11 posts have been sanctioned under SSA for non-DPEP district and DPEP structure was kept remain in 6 DPEP for SSA.

Block Project Office (BPO)

The block level activities are co-ordinated by the Block Education Extension Officer–cum–Coordinator, Block Resource Centre. Under SSA, 5 posts have been created at the block level to implement the activities approved under the work plan and budget. In addition provision for three resource person one each from three subject area as English, Mathematics and Science has been sanctioned by GOI for block resource centre. At the cluster level, the activities are co-ordinated by three Cluster Resource Persons.

At the village/tola/school level, the programmes are implemented and supervised by community institutions like Village Education Committee, Parent Teacher Committee, Mata Samittee etc.

Staffing Position

Staff Position (Key personnel):

State Project Office	:	Sanctioned	-	74
		In position	-	35
District Project Office	:	Sanctioned	-	399
		In position	-	159
Block Project Office	:	Sanctioned	-	1060
		In position	-	224

Structures have been created right from school level to state level. State resource group, District resource group, Block resource group and Cluster resource groups are support-structures created under SSA to institutionalize academic support respectively at State, District, Block and Cluster levels.

Community Mobilization

- Special sensitization Programme organized for people's representatives
 - Speaker, Chief Minister, Ministers, Leader of the opposition, MLAs
- Sensitization of DCs on SSA & review of Workplan 2006-07.
- Exposure Visit of VECs being organised.
- NGOs active support sought.

Monitoring Indicator

Management Information System-Developments under MIS

- **On-line System for**
 - **Monitoring the Physical & Financial Inputs / Outputs.**
 - **Child Tracking (under process).**
 - **Web enabled DISE (under process).**
- **Schools are being Mapped on GIS** with relevant information.
- All districts and State Project Office are linked with teleconferencing facility.

BRCs & CRCs

- The following table gives information regarding the BRCs and CRCs

Category	State Total (Under SSA Only)			
	2003-04	2004-05	2005-06	2006-07 (upto Dec.,06)
No. of BRC sanctioned	109	116	212	212
No. of BRC operational	109	115	212	212
% of BRC operational	100%	99%	100%	100%
No. of CRC sanctioned	91	1133	1827	2079
No. of CRC operational	91	1059	1827	2079
% of CRC operational	100%	93%	100%	100%

- In the following 9 districts DIETs are functioning for purpose of conducting pre-service elementary education – Simaria (Chatra), Gamharia (Saraikela), Pabia (Jamtara), Jasidih (Deoghar), Bagodar (Giridih), Gumla, Latehar, Gumma (Godda) & Govindpur (Dhanbad). The DIET at Ratu in Ranchi district is operational only in the area of teacher training (in service) without having regular faculty members. This DIET was established under DPEP.
- The Mission Members observed that all the concerned officers were quite familiar with their job profile and were performing with quite noticeable understanding. The staff at the state office and the district office works as an extended family with great responsibility and accountability. They are fully aware of the significance of the SSA programme and they are trying to give justice to their assumed roles.

ADEPTS (Advancement of Educational Performance Through Teacher Support)

- State Core team constituted.
- Participated in 1st regional consultation meeting at Kolkata.
- Organised regional field teams orientation programme at Ranchi.
- Cross state field visit to Assam by core team
- Participated in 3rd regional consultation meeting at Bhubaneswar.
- Finalization of performance standard for teacher, trainer, CRC, BRC underway.

5. Financial Management and Procurement

- **Status on implementation of FMP Manual-** Manual on Financial Management and procurement was duly adopted by the State Executive Committee, its copies circulated among all concerned in all districts and State headquarters of Jharkhand and is being implemented or followed in to.
- **Progress against procurement plan for 2006-07-** First installment of Central share (Rs. 32732.00 lakhs) against AWP&B for 2006-07 was released by MHRD in Nov., 2006 only. Similarly, First installment of State share (Rs. 10000.00 lakhs) was received on 28th July, 2006. Out of total fund available (Rs. 48804.75 lakhs) expenditure incurred on SSA including NPEGEL till 31.12.2006 worked out to Rs. 25295.82 lakhs is 52% approx of fund available. This included implementation and achievement of progress in respect of all activities including procurement plan for 2006-07.
- **Status of audit reports-** Statutory audit of accounts for 2005-06 was completed and without obtaining approval of State Executive Committee, audit reports (SSA/NPEGEL/KGBV) were submitted to MHRD as so desired. Some

inconsistencies/irregularities are indicated in the said report. The State govt. is supposed to take action on the recommendations on the audit report at the earliest.

- **Status of accounts staffing/training-** Accounts staffing structure is deficient and posts vacant in almost all the district offices as well as SPO. Recruitment thereof (Grade I & II posts through Ed.Cil & Grade III & IV posts of SPO at SPO level and those of district offices at district level) is in process.

Training of existing accounts staff of districts is imparted/updated/refreshed every month when they are called with monthly expenditure reports etc. in the first week of each succeeding month.

Provision and Release of State Share 2006-07

The details pertaining to release of Central and State Share is given in the table below-

Programme	Budget (2006-07)	Shares against AWP& B (2006-07)		Fund Receive (200-07)		Opening Balance (as on 01.04.06)	Total Funds Available (upto 31.12.2006)	Expenditu (upto 31.12.2006)
		Central Share	State Share	Central Share	State Share			
		(Rs. In Lakh)						
SSA	98196.32	73647.24	24549.08	33303.00	10000.00	5300.30	48603.30	24561.04
NPEGEL	6088.84	4566.65	1522.22	0.0	0.0	201.45	201.45	734.78
Total	104285.16	78213.89	26071.3	33303.00	10000.00	5501.75	48804.75	25295.82

District-wise outlay and expenditure 2006-07 is at Annexure-III

Category-wise physical and financial progress 2006-07 is at Annexure-IV

Monitoring indicators are at Annexure-V

6. Future Plan

Facilitating the Urban Deprived Children

A workshop was held on 20th January, 2007 to prepare a comprehensive plan to bring with urban, migrant / hard to reach / deprived children to schools with the help of partner NGOs and Mother NGOs. A proposal will be prepared up to February 15, 2007 indicating the habitations, tolas and pockets where this programme needs to be implemented. The NGOs will be encouraged to give their detailed proposals and they will be supported financially and technically to implement the plan.

- For the migrant children to reduce the migration number of children to zero, residential camps will be setup in advance so that their parents can admit them to these camps and academic is not disturbed.

- Focus on quality – Henceforth not just the enrollment but quality education will be the mandate. Training, teaching will be focused or will be concentrated around this mandate

7. Recommendations

- The State Govt. should ensure timely delivery of Textbooks at the beginning of the academic session.
- CRC/BRC should be encouraged to undertake action research in order to improve the present status.
- Resource Persons and teachers should be given proper training to face the prevailing multi-grade teaching situations.
- Separate and focused training for preparing TLM and conducting remedial teaching should be conducted.
- The achievement level of students in Mathematics and English is found poor. The state Govt. should focus on quality aspect of elementary education.
- State Govt. should take necessary steps to fill up the project management posts at various levels and teachers as well.
- SCERT should be set up, and DIETs made functional.

State Project Office

- As far as possible Anganwadi or Pre primary class should be opened in those schools where these facilities are not available. Wherever these facilities are available, students of std.-I are found very much involved and interested in school activities.
- As most of the NPEGEL activities are not visible/conducted at the respective centres, priority should be given to implement this programme in its spirit with immediate effect.
- SIEMAT should be established to take care of training and research components on continuous basis.
- There is need for speedy construction of classrooms with close monitoring arrangements to increase the enrollment and reduce out of school children, as the progress of classroom construction activity is very slow (57%) upto 2006-07.

The Mission members have prepared the report regarding SSA progress on the basis of observations of actual site visits and the data made available by the state and district project offices.

Mission members are pleased to bring on record their sincere thanks to MHRD office, New Delhi for giving an opportunity to visit the Jharkhand State. Subsequently thanks are due to all the State and district personnel for extending full cooperation and making our visit successful.

ATR on Recommendations of 4th JRM

S.No.	Recommendations	Action Taken
1	Closing the Equity and Infrastructure Gap	
I(i)	Shifting focus from Access & enrolment to Universal Retention	<ul style="list-style-type: none"> * Improving Holding capacity of schools by way of - <ul style="list-style-type: none"> - Providing Building & Classrooms - Providing basic amenities like Drinking Water & Toilet facility - Cooked meal in Govt./Govt. aided school/alternate schools(EGS, Bridge courses) * Capacity Building of VECs through Training & Workshops * Constitution of Bal-Sansad in each school
I(ii)	Framework of Action for Urban Deprived children	<ul style="list-style-type: none"> * State level Workshop being organized from 20th - 21st January, 2007 * Theme of the Workshop is to Prepare guideline & Plan Of Action for Urban deprived Children & Migrating children.
I(iii)	Addressing the Multiple deprivation in focused districts	<ul style="list-style-type: none"> * To address the Multiple deprivation in special focused districts the managerial capacity has been str by providing - <ul style="list-style-type: none"> - 3 Resource persons in each Block - 3 Resource persons in each CRC - Gender Co-ordinators at district, Block & Cluster level * Tribal & Minority Co-ordinators being placed soon at State & District level
I(iv)	Greater use of Innovation Funds	Plan of Action is being Prepared.
2	Quality & Learning Achievement	
2(i)	Identifying verifiable indicators of Quality	<ul style="list-style-type: none"> Process initiated at National level in partnership with states for developing Indicators of Quality at District, Block, Cluster, School & Teacher level. * State Core team constituted. * Participated in 1st regional consultation meeting at Kolkata. * Organised regional field teams orientation programme at Ranchi. * Cross state field visit to Assam by core team * Participated in 3rd regional consultation meeting at Bhubaneswar. * Finalization of performance standard for teacher, trainer, CRC, BRC underway.

2(ii)	Special focus to Grade I & II in terms of teachers & other provisions to ensure basic literacy and numeracy skills by grade II	* Plan being Chocked out to give Special focus to Grade I & students
2(iii)	Capacity building at District & Sub district level	Steps initiated for capacity building at District & Sub district level through - Workshops at Divisional level - Training of BRPs & CRPs at State level - Virtual Training & Orientation via Video Conferencing Statewide Classroom is being planned.
2(iv)	Evaluation of BRCs & CRCs	* Modalities being worked out.
3	Programme Implementation & Financial Management	
3(i)	Quality Improvement in all aspects of education service delivery	* Being Taken care
3(ii)	Third party evaluation of Civil Works	* Process Underway
3(ii)	Analysis of Performance Indicators	* Being done.

Class wise number of children enrolled in primary and upper primary schools

State: Jharkhand

Source DISE 2003-04

Enrolment		Class								Total		
		I	II	III	IV	V	VI	VII	VIII	I-V	VI-VIII	I-VIII
State Total												
General	Boys	68041	45355	39538	32796	28679	21906	18498	10900	214409	51304	265713
	Girls	63464	41800	35220	28859	24912	17899	15669	9508	194255	43076	237331
	Total	131505	87155	74758	61655	53591	39805	34167	20408	408664	94380	503044
SC	Boys	73060	47652	39987	29943	23791	15669	11696	6022	214433	33387	247820
	Girls	62916	36569	27984	20450	15076	9121	6461	3520	162995	19102	182097
	Total	135976	84221	67971	50393	38867	24790	18157	9542	377428	52489	429917
ST	Boys	164560	109982	92248	71429	55636	34837	25420	14406	493855	74663	568518
	Girls	144066	87218	70289	52116	40061	23790	16877	9237	393750	49904	443654
	Total	308626	197200	162537	123545	95697	58627	42297	23643	887605	124567	1012172
OBC	Boys	214681	144932	127172	101622	83274	59188	44950	23766	671681	127904	799585
	Girls	199886	129537	106487	81876	64220	41705	32241	16742	582006	90688	672694
	Total	414567	274469	233659	183498	147494	100893	77191	40508	1253687	218592	1472279
Total	Boys	520342	347921	298945	235790	191380	131600	100564	55094	1594378	287258	1881636
	Girls	470332	295124	239980	183301	144269	92515	71248	39007	1333006	202770	1535776
	Total	990674	643045	538925	419091	335649	224115	171812	94101	2927384	490028	3417412

Principal out comes

Class wise number of children enrolled in primary and upper primary schools

Source DISE 2004-05

Enrolment		Class								Total		
		I	II	III	IV	V	VI	VII	VIII	I-V	VI-VIII	I-VIII
State Total												
General	Boys	50967	35701	31683	28306	24662	20092	16022	13670	171319	49784	221103
	Girls	48732	33550	28714	25195	21796	16773	13752	10406	157987	40931	198918
	Total	99699	69251	60397	53501	46458	36865	29774	24076	329306	90715	420021
SC	Boys	82909	55009	47368	38587	29984	19310	14199	8494	253857	42003	295860
	Girls	73220	44706	35648	26146	19671	11559	8495	5258	199391	25312	224703
	Total	156129	99715	83016	64733	49655	30869	22694	13752	453248	67315	520563
ST	Boys	169526	112782	101001	83917	65788	38410	27736	18137	533014	84283	617297
	Girls	152702	95201	78250	62063	46901	26093	18605	12525	435117	57223	492340
	Total	322228	207983	179251	145980	112689	64503	46341	30662	968131	141506	1109637
OBC	Boys	243404	165254	144453	125080	102580	74097	56431	34808	780771	165336	946107
	Girls	232684	154617	127860	104677	82157	55528	41869	25836	701995	123233	825228
	Total	476088	319871	272313	229757	184737	129625	98300	60644	1482766	288569	1771335
Total	Boys	546806	368746	324505	275890	223014	151909	114388	75109	1738961	341406	2080367
	Girls	507338	328074	270472	218081	170525	109953	82721	54025	1494490	246699	1741189
	Total	1054144	696820	594977	493971	393539	261862	197109	129134	3233451	588105	3821556

Class wise number of children enrolled in primary and upper primary schools

Source DISE 2005-06

Enrolment		Classes								Total		
		I	II	III	IV	V	VI	VII	VIII	I-V	VI-VIII	I-VIII
State Total												
General	Boys	60185	45612	41639	35020	32377	24994	21250	16933	214833	63177	278010
	Girls	58412	43797	39466	32281	29299	21611	18639	14028	203255	54278	257533
	Total	118597	89409	81105	67301	61676	46605	39889	30961	418088	117455	535543
SC	Boys	113745	80951	70639	51828	42529	25977	18655	11673	359692	56305	415997
	Girls	106026	71237	57077	40336	31321	17440	12691	7754	305997	37885	343882
	Total	219771	152188	127716	92164	73850	43417	31346	19427	665689	94190	759879
ST	Boys	257667	171899	154193	119805	98674	59496	40768	26263	802238	126527	928765
	Girls	242863	158530	134353	97565	76262	45438	30500	20862	709573	96800	806373
	Total	500530	330429	288546	217370	174936	104934	71268	47125	1511811	223327	1735138
OBC	Boys	297949	212150	189090	152747	131090	91754	69928	46666	983026	208348	1191374
	Girls	289171	203829	175609	135161	110810	74529	56597	38203	914580	169329	1083909
	Total	587120	415979	364699	287908	241900	166283	126525	84869	1897606	377677	2275283
TOTAL	Boys	729546	510612	455561	359400	304670	202221	150601	101535	2359789	454357	2814146
	Girls	696472	477393	406505	305343	247692	159018	118427	80847	2133405	358292	2491697
	Total	1426018	988005	862066	664743	552362	361239	269028	182382	4493194	812649	5305843

Annexure-II

Dropout Rate (DR)

(Source-DISE)

Sl. No.	Name of District	Dropout Rate (DR) = 100 - (CR + ARR)								
		I-V								
		All			SC			ST		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Bokaro	51.59	58.07	54.66	54.02	64.60	58.93	64.89	72.87	68.44
2	Chatra	54.00	56.00	55.00	64.00	70.00	66.00	52.00	62.00	56.00
3	Deoghar	58.10	55.90	57.00	58.70	56.30	57.50	59.50	59.80	59.60
4	Dhanbad	51.20	53.56	52.37	56.42	61.90	59.18	54.01	58.56	56.28
5	Dumka	42.07	50.30	46.02	48.38	58.44	53.14	48.99	53.68	51.21
6	East Singhbhum	20.65	32.04	26.15	21.97	27.75	24.74	23.11	27.48	25.17
7	Garhwa	43.56	51.33	49.20	45.51	52.99	48.68	47.10	52.25	49.28
8	Giridih	23.08	17.32	20.30	24.30	23.06	23.63	27.39	29.52	28.50
9	Godda	35.69	35.96	32.92	24.16	32.01	27.25	40.79	51.41	45.18
10	Gumla	54.46	53.33	53.90	54.38	57.92	56.15	55.95	55.14	55.55
11	Hazaribagh	50.11	51.41	50.76	55.26	55.43	55.35	23.57	20.79	22.18
12	Jamtara	48.80	52.00	50.40	39.24	50.64	44.55	44.11	52.05	47.72
13	Kodarma	27.46	31.78	29.63	31.05	35.11	33.08	34.31	36.57	35.44
14	Latehar	31.69	36.37	33.58	48.02	56.08	51.24	34.61	36.65	35.34
15	Lohardaga	74.07	39.40	56.74	46.12	38.20	42.27	41.47	46.10	33.57
16	Pakur	51.56	55.84	53.49	39.57	47.70	43.38	55.19	60.56	57.53
17	Palamu	33.38	37.27	35.04	39.54	47.34	42.64	16.10	23.24	18.96
18	Ranchi	51.21	51.57	51.38	48.92	48.05	48.61	56.44	55.73	56.12
19	Sahibganj	26.60	41.40	34.70	48.30	62.30	55.30	29.20	43.50	36.70
20	Saraikela	24.98	31.39	28.05	6.20	14.47	10.33	41.20	58.66	49.93
21	Simdega	55.00	63.66	59.47	76.10	78.68	77.36	72.62	74.57	73.59
22	West Singhbhum	51.68	56.22	53.95	66.30	69.19	67.75	50.13	53.89	52.01
District Total		43.68	46.01	44.76	45.29	50.37	47.59	44.21	49.32	46.10

District-wise outlay and expenditure 2006-07

(Rs. in lakhs)

Sl. No.	Name of Districts	Approved Budget	Total Funds	Expenditure upto 31.12.2006
1	Hazaribag	5013.83	2293.01	932.01
2	Kodarma	2022.97	907.7	400.97
3	Chatra	3800.68	1722.12	861.65
4	Bokaro	3547.52	1619.95	971.39
5	Dhanbad	3907.8	1763.48	939.97
6	Giridih	8821.22	3539.88	741.13
7	Ranchi	4997.76	2497.13	1881.24
8	Gumla	4398.21	2007.39	682.16
9	Simdega	2916.94	1662.97	738.83
10	Lohardagga	2383.03	1052.99	497.16
11	East Singhbhum	3419.08	1870.15	1212.94
12	West Singhbhum	4956.84	2282.1	1470.76
13	Saraikela-Kharsawan	3451	1578.6	890.9
14	Deoghar	6141.54	2605.95	1946.45
15	Dumka	3997.79	1803.51	1367.05
16	Jamtara	3221.11	1483.55	768.08
17	Godda	5675.59	2570.68	1770.32
18	Pakur	3860.35	1745.25	1323.68
19	Sahebganj	4801.8	2218.52	1450.37
20	Palamu	8083.88	3731.83	866.87
21	Latehar	3258.26	1494.67	1262.54
22	Garhwa	5147.05	2359.32	1478.21
23	State Project Office	372.13	3792.55	106.39
Total (State)		98196.32	48603.29	24561.04

Quarterly Progress Statement

Annexure-IV

(Rs. in lakhs)

State : JHARKHAND
Quarter Ending: December, 2006

S. No.	Activity	Unit	Cumulative progress from the beginning of the programme till the end of the previous year		Approved AWP&B including spill over (2006-07)		Quarterly Progress (2006-07)								Total for this year till the end of the quarter (2006-07)		Balance available for the year	Cumulative progress from the beginning of the Programme till the end of the quarter		Remarks
			Phy	Fin	Phy	Fin	Quarter 1		Quarter 2		Quarter 3		Quarter 4		Phy	Fin	Fin	Phy	Fin	
							Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	PRIMARY																			
1.1	New Primary School (Phy)	No. of schools	11368		6474		0		3807		1026				4833				16201	
	Salary																			
1.2	New Teacher (Regular)	No. of teachers																		
	(a) Male																			
	(b) Female																			
	Sub Total			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00
1.3	New Para Teacher	No. of teachers																		
	(a) Male				12040	2347.80			4168	347.90	3393	156.79			7561	504.69	1843.11	7561	504.69	
	(b) Female																			
	Sub Total			0.00		2347.80		0.00		347.90		156.79		0.00		504.69		1843.11		504.69
1.4	Additional Teacher (Regular)	No. of teachers																		
	(a) Male																			
	(b) Female																			
	Sub Total			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00
1.5	Additional Teacher (Para)	No. of teachers																		
	(a) Male			54.00	9966	1195.92			3338	118.42	1707	112.14			5042	230.56	965.36	5042	284.56	
	(b) Female																			
	Sub Total			54.00		1195.92		0.00		118.42		112.14		0.00		230.56		965.36		284.56
1.6	Previous years sanctioned teachers (Regular)	No. of teachers																		
	(a) Male																			
	(b) Female																			
	Sub Total			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00
1.7	Previous years sanctioned teachers (Para)	No. of teachers																		
	(a) Male		40235	9357.98	43229	10374.96	40235	285.43	40235	3348.55	40235	875.28			40235	4509.26	5865.70	40235	13867.24	
	(b) Female																			
	Sub Total			9357.98		10374.96		285.43		3348.55		875.28		0.00		4509.26		5865.70		13867.24
	Total			9411.98		13918.68		285.43		3814.87		1144.21		0.00		5244.51		8674.17		14656.49

40235 Para teachers have already been sanctioned up to 31.12.06

S. No.	Activity	Unit	Cumulative progress from the beginning of the programme till the end of the previous year		Approved AWP&B including spill over (2006-07)		Quarterly Progress (2006-07)								Total for this year till the end of the quarter (2006-07)		Balance available for the year	Cumulative progress from the beginning of the Programme till the end of the quarter		Remarks		
			Phy	Fin	Phy	Fin	Quarter 1		Quarter 2		Quarter 3		Quarter 4		Phy	Fin		Fin	Phy		Fin	
							8	9	10	11	12	13	14	15			16					17
2	UPPER PRIMARY																					
2.1	New Upper Primary School (phy)	No. of schools	4286		1872		8		1058		472				1538				5824			
2.2	New Teacher (Regular)	No. of teachers																				
	(a) Male																					
	(b) Female																					
	Sub Total			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		
2.3	New Para Teacher	No. of teachers																				
	(a) Male				5568	890.88		0.00	999	4.24	1123	20.27			2122	24.51	866.37	2122	24.51			
	(b) Female																					
	Sub Total			0.00		890.88		0.00		4.24		20.27		0.00		24.51		866.37		24.51		
2.4	Additional Teacher (Regular)	No. of teachers																				
	(a) Male																					
	(b) Female																					
	Sub Total			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		
2.5	Additional Teacher (Para)	No. of teachers																				
	(a) Male																					
	(b) Female																					
	Sub Total			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		
2.6	Previous years sanctioned teachers (Regular)	No. of teachers																				
	(a) Male																					
	(b) Female																					
	Sub Total			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		
2.7	Previous years sanctioned teachers (Para)	No. of teachers																				
	(a) Male																					
	(b) Female		9283	2074.59	12906	3097.44	9283	33.01	9283	402.60	9283	106.26			9283	541.87	2555.57	9283	2616.46			9283 Teachers have already been appointed till 2005-06
	Sub Total			2074.59		3097.44		33.01		402.60		106.26		0.00		541.87		2555.57		2616.46		
	Total			2074.59		3988.32		33.01		406.84		126.53		0.00		566.38		3421.94		2640.97		

Quarterly Progress Statement

Annexure-IV

(Rs. in lakhs)

State : JHARKHAND
Quarter Ending: December, 2006

S. No.	Activity	Unit	Cumulative progress from the beginning of the programme till the end of the previous year		Approved AWP&B including spill over (2006-07)		Quarterly Progress (2006-07)								Total for this year till the end of the quarter (2006-07)		Balance available for the year	Cumulative progress from the beginning of the Programme till the end of the quarter		Remarks		
			Phy	Fin	Phy	Fin	Quarter 1		Quarter 2		Quarter 3		Quarter 4		Phy	Fin		Fin	Phy		Fin	
							8	9	10	11	12	13	14	15			16					17
3	Free Text Book to Focus Group Children	No. of children																				
3.1	Primary				2877.88	4316.07																
3.2	Upper Primary				5881.88	816.77			0.00		0.00	3913513	357.22			3913513	357.22	4775.62	3913513	6239.10		During academic year 2006-07, 23751010 books were printed and delivered for 3913513 children out of which 1582860 books have so far been distributed.
	Sub Total				5881.88	5132.84			0.00		0.00		357.22	0.00			357.22	4775.62		6239.10		
4	Repair & Maint. Grant to Schools	No. of Schools																				
4.1	Primary				12958	647.90	0	0.00	11521	576.03	243	12.15			11764	588.18	59.72					
4.2	Upper Primary		3479698	2913.34	7869	786.90	0	0.00	7683	768.26					7683	768.26	18.64			3511031	4864.10	
4.3	Upper Primary Sec. in High School				787	39.35	0	0.00	123	6.14					123	6.14	33.21					
	Sub Total	3479698	2913.34	21614	1474.15	0	0.00	11521	576.03	243	12.15	0	0.00	19569	1362.58	111.57			3511031	4864.10		
5	TLE	No. of Schools																				
5.1	New Primary				11141	1114.99	7029	697.41	101	10.10	650	65.00	2805	280.50		3556	355.60	341.81	14697	1470.585		
	Sub Total			11141	1114.99	7029	697.41	101	10.10	650	65.00	2805	280.50	0	0.00	3556	355.60	341.81	14697	1470.59		
6	TLE	No. of Schools																				
6.1	New Upper Primary				3983	1991.28	1924	1120.05	0	0.00	249	124.50	990	495.00		1239	619.50	500.55	5222	2610.780		
6.2	Existing UPS not covered under OBB				4354	1888.42	434	387.00	0	0.00	0	0.00				0	0.00	387.00	4354	1888.420		
	Sub Total			8337	3879.70		1507.05	0	0.00	249	124.50	990	495.00	0	0.00		619.50	887.55		4499.20		
7	Schools Grant	No. of Schools																				
7.1	Primary				47752	955.03	24908	498.16	523	10.46	21715	434.29	1283	25.66		23521	470.41	27.75	71272	1425.44		
7.2	Upper Primary				6585	263.41	8496	339.84	293	11.72	7472	298.87				7765	310.59	29.25	14350	574.00		
7.3	Upper Primary Sec. in High School				0	0.00	907	18.14	0	0.00	87	1.74				87	1.74	16.40	87	1.74		
	Sub Total			54337	1218.44		856.14	523	22.18	29273.3	734.90				31372	782.74	73.40	85709	2001.18			
8	Teacher Grant	No. of Teachers																				
8.1	Primary				98982	494.91	61511	307.56	0	0.00	36004	180.02			36004	180.02	127.54	134986	674.93			
8.2	Upper Primary				55188	275.79	76347	381.74	0	0.00	61054	305.27			61054	305.27	76.47	116212	581.06			
	Sub Total			154140	770.70	137858	689.30	0	0.00	97058	485.29	0	0.00	0	97058	485.29	204.01	251198	1255.99			
9	Teachers Training (Primary)	No. of teachers																				
9.1	In service (Govt. Teacher)				54582	534.20	54981	384.89		14.24	3176	42.18	16398	98.36		19574	154.78	230.11	74156	688.98		
9.2	New Recruit (Para Teacher)				20144	251.18	43968	461.65		1.40	1558	43.30	3368	27.62		4926	72.32	389.33	25067	323.50		
9.3	Untrained				13176	262.14	23053	975.24		10.09	5746	164.88	2156	115.64		7902	290.61	684.63	21078	552.75		
9.4	Distance Education				28973	327.43	12167	262.23		5.79	408	0.52	0	14.38		408	20.69	241.54	29381	348.12		
	Sub Total				1374.95		2084.01		31.52		250.88		256.00	0.00		538.40	1548.61		1913.35			

S. No.	Activity	Unit	Cumulative progress from the beginning of the programme till the end of the previous year		Approved AWP&B including spill over (2006-07)		Quarterly Progress (2006-07)								Total for this year till the end of the quarter (2006-07)		Balance available for the year	Cumulative progress from the beginning of the Programme till the end of the quarter		Remarks	
			Phy	Fin	Phy	Fin	Quarter 1		Quarter 2		Quarter 3		Quarter 4		Phy	Fin		Phy	Fin		
							8	9	10	11	12	13	14	15							16
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
10	Teachers Training (Upper Primary)	No. of teachers																			
10.1	In-service course 20 days																				
10.2	Orientation for freshly trained Recruits - 30 days																				
10.3	Refresh course for untrained teachers - 60 days																				
10.4	DRG-BRG-CRG																				
	Sub Total			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	
11	SIEMAT																				
	Sub Total			0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00		0.00	
12	Training of community leaders																				
12.1	Training of community leaders as per village	No. of community leaders	186111	198.99	263822	158.28		3.54	30071	12.47	57052	19.49			87123	35.50	122.78	273234	234.49		
12.2	Training of School Management Committee as per school																				
	Sub Total			198.99		158.28		3.54		12.47		19.49		0.00		35.50		122.78		234.49	
13	Interventions for Disabled Children																				
13.1	Total CWSN enrolled	No. of children	20568		36376	389.26				12426		12846			25272	0.00		45840	0.00		
13.2	No. of CWSN actually provided assistive devices		5836						479		555				1034	0.00		6870	0.00		
13.3	Teachers training	No. of teachers	5989	143.13				0.09	1097	23.24	185	3.73			1282	27.06		7271	170.19		
13.4	Training of teacher educators	No. of educators																			
13.5	Barrier Free Access	No. of schools																			
13.6	Others																				
	Sub Total			143.13		389.26		0.09		23.24		3.73		0.00		27.06		362.20		170.19	
14	Research, Evaluation, Supervision and Monitoring	No. of schools																			
14.1	Research & Evaluation			319.95	34311	480.37		30.37		14.09		12.18				56.64		423.73		376.59	
14.2	Supervision & Monitoring																				
	Sub Total			319.95	30812	480.37		30.37		14.09		12.18		0.00		56.64		423.73		376.59	
15	Management & MIS																				
15.1	Management & MIS-District	No. of districts		1028.91		1891.89		110.32		300.51		214.81				625.640		1266.25		1654.550	
15.2	Management & MIS SPO	No. of SPO		122.79		211.20		24.17		50.80		28.99				103.960		107.24		226.750	
	Sub Total			1151.70		2103.09		134.49		351.31		243.80		0.00		729.60		1373.49		1881.30	

Quarterly Progress Statement

Annexure-IV

(Rs in lakhs)

State : JHARKHAND
Quarter Ending: December, 2006

S. No.	Activity	Unit	Cumulative progress from the beginning of the programme till the end of the previous year		Approved AWP&B including spill over (2006-07)		Quarterly Progress (2006-07)								Total for this year till the end of the quarter (2006-07)		Balance available for the year	Cumulative progress from the beginning of the Programme till the end of the quarter		Remarks
			Phy	Fin	Phy	Fin	Quarter 1		Quarter 2		Quarter 3		Quarter 4		Phy	Fin		Fin	Phy	
							8	9	10	11	12	13	14	15			16			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
16	Innovative Activity																			
16.1	VCCCF	No. of districts		98.06		330.00		1.43		11.11		15.03			27.57	302.43		125.63		
16.2	Girls Education			105.44		220.00		7.09		6.59		14.55			28.23	191.78		133.67		
16.3	SC ST			81.50		220.00		2.74		4.32		2.10			9.16	210.85		90.66		
16.4	Computer Education for upper primary level			237.41		635.61		0.07		0.00		102.25			102.32	533.29		339.73		
	Sub Total	639100		522.41		1405.61		11.32		27.02		133.93		0.00	167.27	1238.34		689.68		
17	Block Resource Centre																			
17.1	Salary of Resource Persons - 1	No. of RP	150	54.57	212	190.80	185	4.82	185	32.79	185	14.25			185	51.86	138.94	705	106.43	
17.2	Salary of Resource Persons - 2		135	33.66	212	190.80	143	1.34	143	15.12	143	12.43			143	28.89	161.91	564	62.55	
17.3	Salary of Resource Persons - 3		129	28.89	212	190.80	160	0.63	160	16.22	160	13.37			160	30.22	160.58	609	59.11	
17.4	Furniture Grant	No. of BRC		116.00	50	64.00		0.00		0.00		0.00			0	0.00	64.00	0	116.00	
17.5	Contingency Grant			37.51	212	26.55		0.92		4.07		2.85			0	7.84	18.71	0	45.35	
17.6	Meeting, TA			15.92	212	12.72		0.67		1.50		1.14			0	3.31	9.41	0	19.23	
17.7	TLM Grant			13.44	212	10.60		0.56		1.37		0.95			0	2.88	7.72	0	16.32	
	Sub Total			299.99		686.27		8.94		71.07		44.99		0.00	125.00	561.27		424.99		
18	Cluster Resource Centre																			
18.1	Salary of Resource Persons	No. of RP	4207	627.19	4845	2907.00	4638	56.29	4638	315.99	4638	276.50			4638	648.78	2258.22	18121	1275.97	
18.2	Furniture Grant	No. of CRC		82.31	959	118.87		0.00		0.00		7.40			0	7.40	111.47	0	89.71	
18.3	Contingency Grant			70.12	2079	52.02		1.25		3.53		8.91			0	13.69	38.33	0	83.81	
18.4	Meeting, TA			54.65	2079	49.90		1.20		3.42		8.55			0	13.17	36.73	0	67.82	
18.5	TLM Grant			25.60	2079	20.79		0.50		1.41		3.55			0	5.46	15.33	0	31.06	
	Sub Total			859.87		3148.58		59.24		324.35		304.91		0.00	688.50	2460.08		1548.37		
19	Interventions for Out of School Children																			
19.1	EGS (Primary)	No. of Centres	17001	4462.32	33229	265.83		0.07	27836	23.53		28.76			27836	52.36	213.47	44837	4514.68	
19.2	EGS (Upper Primary)		310	37.35	27859	334.31		2.00		41.08		12.39			0	55.47	278.84	310	92.82	
19.3	Back to School	No. of Children	3753	38.08	23450	187.60		4.72	6833	1.86	75	0.11			6908	6.69	180.91	10661	44.77	
19.4	Bridge Course New (6-11) Non-res		5089	139.87	110748	886.01	135	6.45	30239	5.63	15387	26.89			45761	38.97	847.04	50850	178.84	
19.5	Bridge Course New (11-14) Non-res		346002	1072.27	123296	1479.57		0.33		5.86		72.82			0	79.01	1400.56	346002	1151.28	
19.6	Remedial Teaching		38968	78.74	214369	214.37		0.00	33585	1.17	47696	5.89			81281	7.06	207.31	120249	85.80	
19.7	Residential Camp		2730	41.09	28608	1945.34		2.16	3681	18.07	2181	2.36			5862	22.59	1922.76	8592	63.67	
19.8	Innovative Education		12109	79.34	21300	659.00		8.98	3501	9.66	2679	5.37			6180	24.01	635.00	18289	103.34	
19.9	Others		6821	0.03	0	0.00		0.00		0.00		0.00			0	0.00	0.00	6821	0.03	
	Sub Total			5949.08		5972.03		24.70		106.86		154.59		0.00	286.15	5685.88		6235.23		

S. No.	Activity	Unit	Cumulative progress from the beginning of the programme till the end of the previous year				Approved AWP&B including spill over (2006-07)								Quarterly Progress (2006-07)				Total for this year (till the end of the quarter (2006-07))	Balance available for the year	Cumulative progress from the beginning of the Programme till the end of the quarter		Remarks
			Phy		Fin		Quarter 1		Quarter 2		Quarter 3		Quarter 4		Phy	Fin	Phy	Fin					
			4	5	6	7	8	9	10	11	12	13	14	15							16	17	
20	SPEEEL																						
20.1	Model Cluster Schools for girls	No. of Clusters	486	2187.19	1865	3773.56	14	74.39	379	2.52	51	360.59			444	437.50	3336.06	930	2624.69				
20.2	TLE, library, sports, vocational training etc.		1163	341.39	1747	548.72		10.80		0.00	220	105.49			220	116.29	432.43	1383	457.68				
20.3	Recurring grant to model cluster schools		437	225.41	2995	424.70		0.00		4.80		79.30			0	84.10	340.60	437	309.51				
20.4	Awards to schools / teachers		0	31.32	2995	106.18		0.00		0.00		9.10			0	9.10	97.08	0	40.42				
20.5	Student evaluation, remedial teaching, bridge courses, alternative schools		0	83.23	2995	424.71		0.47		0.74		0.00			0	1.21	423.50	0	84.44				
20.6	Learning through open schools		187	16.94	2995	106.18		0.41		1.04		1.07			0	2.52	103.66	187	19.46				
20.7	Teacher Training		0	12.91	2995	84.94		0.22		0.30		4.13			0	4.65	80.29	0	17.56				
20.8	Child Care Centre		1672	96.09	5990	254.82		0.44		8.33	1115	9.90			1115	18.67	236.16	2787	114.76				
20.9	Additional Incentives	No. of girl students	0	0.00				0.00		0.00		0.00		0	0.00	0.00	0	0.00					
20.10	Community Mobilization and Management Cost	No. of clusters	0	130.57		365.03		4.86		35.60		20.28		0	60.74	304.29	0	191.31					
	Sub Total			3125.05		6088.84		91.58		53.33		589.86	0.00		734.77	5354.07		3859.82					
21.1	Civil Works			38812.21		53504.93		516.77		2313.67		9330.12	0.00		12160.56	41344.37		50972.77					
	Grand Total			80022.95		104285.16		1263.28		9750.72		13534.87	0.00		25323.27	78961.89		105934.40					

Quarterly Progress Statement

Annexure-IV
(Rs. in lakhs)

S.No.	Activities	Cumulative progress from beginning till end of the previous year			Fresh sanctions this year 2006-07			Total AMP&B for this year 2006-07			Quarterly progress (Cumulative from beginning of the year)												Spill Over at the end of the year	Cumulative progress from the beginning of the programme till the end of the quarter				Remarks		
		Physical (on 31-3-05)			Fin	Phy	Fin	Physical			Quarter 1			Quarter 2			Quarter 3			Quarter 4				Fin	Phy					
		Completed	In Progress	Not taken up				New work	In prog work	Fin (including spill over)	Completed	In Progress	Fin	Completed	In Progress	Fin	Completed	In Progress	Fin	Completed	In Progress	Fin			Completed	In Progress	Fin		Completed	In Progress
					Completed	In Progress	Not taken up																	Completed						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29		
21	Civil Works																													
21.1	BRC	60	59	0	688.36	1	6.00	1	59	60.35	0	59	3.69	25	34	13.83	34	25	22.57											
21.2	CRC	202	298	2	929.63	524	1048.00	526	298	1134.52	3	295	3.15	195	140	100.49	225	167	290.49											
21.3	New School building-Primary	321	1627	203	6452.17	8949	21877.11	6152	1627	22872.36	61	1566	238.44	8.33	1339	1372.66	1185	1883	6044.02											
21.4	New School building-Upper Primary																													
21.5	Building Less School-Primary																													
21.6	Building Less School-Upper Primary																													
21.7	Dilapidated Building-Primary																													
21.8	Dilapidated Building-Upper Primary																													
21.9	Additional Class Room	13009	5408	288	27579.52	11418	27167.70	11703	5408	29239.06	310	5098	260.91	3375	2721	1330.86	4082	4348	5753.92											
21.10	Toilet Urinals	5477	1023	518	1761.74	0	0.00	518	1023	154.90	88	935	5.45	682	545	6.32	867	360	40.16											
21.11	Drinking Water	4397	1023	288	1388.12	0	0.00	288	1023	34.34	37	986	5.13	752	438	6.18	804	386	9.30											
21.12	Boundary Wall																													
21.13	Separation Wall																													
21.14	Electrification	140	100	0	12.60	0	0.00	0	100	9.40						0.10			0.10											
21.15	Others				0.07																									
	Sub Total				38812.21		50098.81			53504.93			516.77			2830.44			12160.56			0.00	0.00							50972.77

Note : 1- The numbers on physical target and achievement shall be indicated wherever applicable.

2- In case, 20 days in-service teacher's training is bifurcated, suitable note on the number of days training imparted may be indicated in the remarks column.

Result indicators for each objective	Base Year (2003-04)		Year 1 (2004/05)		Year 2 (2005-06)		Year 3 (2006-07)	
	In moving toward UFEI, reduce out-of-school children and increase enrollment.	% of classrooms constructed against sanctioned	99.87%	% of classrooms built against sanctioned	97.41%	% of classrooms built against sanctioned	74.98%	% of classrooms built against sanctioned
% of schools sanctioned becoming operational		75.59%	% of schools sanctioned becoming operational	NT	% of schools sanctioned becoming operational	70.62%	% of schools sanctioned becoming operational	0.02%
% of teachers sanctioned appointed		58.70%	% of teachers sanctioned appointed (Including spill over)	96.34%	% of teachers sanctioned appointed (Including spill over)	77.78%	% of teachers sanctioned appointed (including spill over)	42.40%
% of schools with drinking water facility constructed against sanctioned		99.45%	% of schools with drinking water facility constructed against sanctioned	89.86%	% of schools with drinking water facility constructed against sanctioned	87.00%	% of schools with drinking water facility constructed against sanctioned	NT
% of schools with toilet for girls constructed against sanctioned		#####	% of schools with toilet for girls constructed against sanctioned	89.78%	% of schools with toilet for girls constructed against sanctioned	80.93%	% of schools with toilet for girls constructed against sanctioned	NT
% of children in enrolled in EGS/AS compared to plan target		NT	% of children in enrolled in EGS/AS compared to plan target	NT	% of children in enrolled in EGS/AS compared to plan target	NT	% of children in enrolled in EGS/AS compared to plan target	NT
Narrow existing gender and social gaps	% of girls, % of SC, % of ST students received free textbooks	100%	% of girls, % of SC, % of ST students received free textbooks	100%	% of girls, % of SC, % of ST students received free textbooks	Not Provided	% of girls, % of SC, % of ST students received free textbooks	Distribution is under process
	% of female teachers service in the school system	25.21%	% of female teachers	28.62%	% of female teachers	28.81%	% of female teachers	DISE under compilation
Provision of quality inputs to improve learning	Pupil-teacher ratio is 43:1	56.75%	Average PTR	54.35%	Average PTR	48.10%	Average PTR	DISE under compilation
	% of BRC sanctioned becoming operational	100%	% of BRC sanctioned become operational	99%	% of BRC sanctioned become operational	100%	% of BRC sanctioned become operational	100%
	% of CRC sanctioned becoming operational	100%	% of CRC sanctioned become operational	93%	% of CRC sanctioned become operational	100%	% of CRC sanctioned become operational	100%
	% of teachers trained against sanctioned	57%	% of teachers trained against sanctioned	77%	% of teachers trained against sanctioned	47%	% of teachers trained against sanctioned	27%
	Student attendance rate is 67% in public schools and 75% in private schools	NA		NA	Survey of student absenteeism implemented	NA	Results reported	NA
	Teacher attendance rate is 76%	NA		NA	Survey of teacher absenteeism implemented (same survey as above)	NA	Results reported	NA
	Quality of language and mathematics test scores						Reliability, validity and comparability of tests over time	

Monitoring Indicators

Reduce out of school children and increase enrollment

SSA cumulative (2002-03to 2006-07) (as on 31.12.2006)

Category	State Total Cumulative up to 2006-07		
	Sanc.	Comp	% of comp
Classroom Constructions	30120	17091	57%
Opening of New Primary Schools	17842	16201	91%
Opening of New Upper Primary Schools	6158	5824	95%
Appointment of Teachers	82994	64243	77%
Provision of Drinking Water Facilities	5708	5201	91%
Toilets Including Girls Toilets	7018	6344	90%

Monitoring Indicators

Indicator : Narrowing existing gender and social gaps

State: Jharkhand

Category	State Total			
	2003-04	2004-05	2005-06	2006-07
No. of girls enrolled at class I-VIII	1535776	1741189	2491697	DISE under compilation
No. of girls having free text books #	All	All		
% of girls students having free text books #	100%	100%		
No. of SC enrolled at class I-VIII	429917	520564	759879	DISE under compilation
% of SC students having free text books #	100%	100%		
No. of ST enrolled at class I-VIII	1012172	1109638	1735138	DISE under compilation
% of ST students having free text books #	100%	100%		
No. of male teacher	44249	49933	73718	DISE under compilation
No. of female teacher	14913	20019	29840	
% of female teachers serving in the system	25.21	28.62	28.81	

Book not provided in 2005-06 & distribution is under process for 2006-07

Monitoring Indicators

Provision of quality inputs to improve learning

State: Jharkhand

Category	State Total (Under SSA Only)			
	2003-04	2004-05	2005-06	2006-07
Pupil teacher ratio (Source DISE)	56.75	54.35	48.10	DISE under compilation
No. of BRC sanctioned	109	116	212	212
No. of BRC operational	109	115	212	212
% of BRC operational	100%	99%	100%	100%
No. of CRC sanctioned	91	1133	1827	2079
No. of CRC operational	91	1059	1827	2079
% of CRC operational	100%	93%	100%	100%
No. of teachers targeted for training	51210	75715	181245	122002
No. of teachers unit trained	29331	58364.6	84746	32402
% of teachers trained against sanctioned	57%	77%	47%	27%
Students attendance rate*				
Teachers attendance rate*				
* Survey Under Process				

Principal out comes

Share of Sc, ST and Disabled children as a share students enrolled at primary and upper primary schools

State: Jharkhand

Disaggregation	State Total *					
	Primary			Upper Primary		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Total enrollment	2927384	3233451	4493194	490028	588105	812649
Girls enrollment	1333006	1494490	2133405	202770	246999	358292
% Share of Girls enrollment	45.54%	46.22%	47.48%	41.38%	42.00%	44.09%
SC enrollment	377428	453248	665689	52489	129775	94190
% Share of SC enrollment	12.89%	14.02%	14.82%	10.71%	22.07%	11.59%
ST enrollment	887605	968131	1511811	124567	141507	223327
% Share of ST enrollment	30.32%	29.94%	33.65%	25.42%	24.06%	27.48%
Disabled enrollment	24441	23627	27676	2451	3206	6477
% Share of Disabled enrollment	0.83%	0.73%	0.62%	0.50%	0.55%	0.80%

INDIA
SARVA SHIKSHA ABHIYAN
FIFTH JOINT REVIEW MISSION

MADHYA PRADESH STATE REPORT
(16th – 31st January, 2007)

1 Introduction

On behalf of the Fifth JRM of SSA of GOI, Usha Nayar and Ruma Banerjee visited Madhya Pradesh from 17th to 23rd January, 2006 to review the progress as per the terms of reference. The overall objective of the state visit was to review the progress of implementation on the three developmental goals of reduction of out of school children and enrollment, social and gender equity and improvement in quality of education. The team visited 5 blocks in two districts i.e. Betul and Khandwa. The team visited some of the tribal blocks and had first hand information of wide range of interventions taken by the state. At the state level, the team met Commissioner Rajya Shiksha Kendra (State Education Centre) his colleagues, met with the Principal Secretary and Secretary, DPC from various districts, and representatives of NGOs. At the District level the team interacted with the MP, MLA, Collector, CEO and Adhyaksh Zilla Panchayat. During the field visits the team met the DPC, BRC and its staff, Janshikshaks, teachers, mobile teachers for IE, DIET faculty and members of the PTAs. (Itinerary of Field Visits is enclosed).

We would like to express our thanks to the Commissioner and his colleagues at the State office and the District Commissioners, CEOs, DPCs, DIET faculty, BRC and CRC members and all head teachers, and staff of schools and other personnel at district level for the hospitality and cooperation which greatly facilitated the mission's task. The documentation and sharing of information at state and districts is very much appreciated.

2. Overview

Madhya Pradesh is one of the largest states in the country in terms of area and has a total population of 6,03,85,218 out of whom 48 % are female and 73% constitute the rural population. SC account for 15.17% and ST constitute 20.27% of the population of the State. Educationally backward Muslim minority account for 3841449 (6.4 %) of the total population. The sex ratio has improved from 912 in 1991 to 920 in 2001 but is still low. Forty percent of the population is below poverty line. Besides poverty, the vast expanse, difficult topography, unfriendly terrain and highly scattered population pose a major challenge to the state in providing education and other essential services to each and every person and all households. The State has 48 districts presently; 313 Development Blocks out of which 89 or 28% are Tribal Blocks. In all there are 14 Municipal Corporations, 83 Municipalities and 235 Nagar Panchayats. There are 22029 Village Panchayats: 53046 inhabited villages and widely dispersed 81715 habitations. There are clear indications of the state commitment towards UEE where the State has put in place an act namely M.P. Jan Shiksha Adhiniyam 2002 which lays down the framework for decentralized, people centered planning and management of all aspects of elementary education.

Accessing quality education to all children in the age group 5-14 years is thus a formidable challenge and Madhya Pradesh is making an all out effort to achieve the SSA goals of closing the gender and social gaps by 2007 at the Primary stage and by 2010 at the elementary stage and achieve universal retention by 2010 with focus on satisfactory quality with emphasis on education for life.

3. Progress on Development Objectives

3.1 Access

Out of School Children

Tremendous efforts have been observed in the state regarding reducing out of school children. Their number has come down from 13.28 lakhs in 2001 to 4.72 lakhs in 2005-06 which has further declined to 72000 in the year 2006 - 07. The children who are now out of school are the hard to reach children like scattered tribal population, urban deprived and children with special needs (one third of OOSC). It was heartening to observe that in rural areas also there were only one or two children out of school according to VER. Reduction in dropout is attributed to innovative strategies adopted by the state such as enrolment drives, opening of non residential & residential bridge courses, Human Development Center, Girls hostels, increasing the seats in tribal girls/boys hostel and KGBVs, Shiksha ghar (seasonal hostels) for children of migrant labourers and supporting Madarsas.

Every year in the beginning of academic session house hold survey is conducted. In House hold survey, 5 to 14 year age group children identified and maintained their record in the form of VER (Village Education Register). VER captures the information of out-of-school children and the reasons for being so. The details of out-of-school children are as follows:

Details of Out of school Children

	Never enrolled children as per IPMS '2005-06			Dropout children as per IPMS '2005-06			Out of school children as per IPMS '2005-06		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
5 -11years age group	132046	133681	265727	34370	33628	67998	166416	167309	33725
11-14 years age group	30751	34210	64961	36271	37285	73556	67022	71495	138517
5 -14 years age group	162797	167891	330688	70641	70913	141554	233438	238804	472242

4.72 lakh children were out of school in 2005-06. Out of this, 2 lakh children were enrolled in Bridge Courses and other alternative strategies. In the month of June, the state has launched School Chalen Hum campaign. Political leadership has supported and pushed the agenda of all children in schools to all representatives through participation of political leaders and representatives. During this campaign, 36% children belong to CWSN category were enrolled in

schools. At present 71267 children are out of school. Among these, 17% belongs to SC group, 43% are ST while 40% are from OBC and General communities. 36% Children belong to CWSN.

Enrolments and GER

Enrolment has increased in the last five years from 105.78 lakhs in 2001 to 155.27 lakhs in 2005-06. The total GER has gone up from 89.% to 99.6% for the elementary stage. As the figures show, presently the gender differentials are negligible at primary level but are substantial at the middle level. The state has made tremendous effort in closing social gaps. GER of SC children has increased from 89.4 to 99.4 during 2001-2006 Like wise, GER of ST children has gone up from 80.7 to 96.3 during this period.

The average attendance at the primary level is reported to be 73.4%. Dropout rate at primary and upper primary 19.9 % and 19.1 % respectively. The completion rate has gone up to 60% .Most of the schools visited maintained VER for tracking the child. An innovative and good practice of the state was the SAAR (student attendance and achievement register) a comprehensive register for child attendance and achievement till 2010.

One of the concerns during our visit to one school in Betul in class I was that 30 % of children were not attending the school regularly and few of them were not attending the school for a very long time (more than 2 years). The state office needs to further probe into this aspect and provide necessary direction to the school regarding maintaining the attendance register as per the actual attendance of the child and not carry forward names of children who have not attended school for a long time. SAAR registers (Cohort registers) already introduced by the State may be helpful in this.

Infrastructure and Civil Works

The increase in enrollment has been possible primarily due to the expanded infrastructure. Primary school is available within 1 km and 3 km for upper primary school. All the habitations have been saturated except for the population displaced on account of Narmada project. The state policy is to upgrade the existing primary to UPS. Development of infrastructure was highly appreciated by the PTAs, community and elected representatives. It was observed that majority of the schools have toilet facilities and drinking water. The model cluster schools visited were well equipped with all the facilities for children with play grounds and enough open space in rural areas.

During our visit to blocks in Khandwa, the schools had fencing which was provided under the NREGP which is a good practice of convergence of development inputs and interdepartmental cooperation. Rain water harvesting was observed in some model clusters.

The state shall be implementing the BALA concept to use the school environment as a learning aid. We visited one such school.

The status of civil works approved in SSA till the year 2006-07 and the status of progress is given below in the table.

Target & Achievement of Civil Works sanctioned under SSA

S.No.	Component	Approved Numbers	Completed till Sept.	Completed till Nov. .	Sanctioned in 2006-07	Works in Progress
1	Primary school building	25047	18188	18914	2284	7253
2.	Upper Primary School Buildings	10100	1928	1936	8017	8554
3.	Additional Rooms (P.S.)	17369	11702	13076	11798	16091
4.	Additional Rooms (M.S.)	5532	3303	3520	3336	5348

3.2 EQUITY

A very strong gender focus of the EFA programmes like DPEP and now SSA, has led to the creation of girl friendly schools and more gender sensitivity among parents and teachers. Girls as a category needs special attention as gender equity is a non negotiable and gender cuts across caste class region and ethnicity. There has been a significant increase in GER of girls. The gap in GER of boys and girls has also narrowed which is indicative of the fact that girls' enrolment has increased in the past years. However girls belonging to ST groups in MP continue to lag and would need consistent efforts. To address specific problem of girls and enable girls to enroll and complete their education, concerted efforts have been made through SSA, NPEGEL and KGBV schemes. Out of 313 blocks 280 blocks are educationally backward blocks and covered under NPEGEL in MP.

The state has taken major initiative in the form of need based provisions like schools, hostels and bridge courses and other incentives such as free books, uniforms & mid day meals. The RBCs, girls hostels and KGBV visited showed immense effort on the part of the state to reach girls belonging to rural remote areas and disadvantaged groups specially the SC & ST and the migratory population. One of the significant intervention for children of parents who are seasonal migrants. This hostel known as *Shisha Ghar* was located in the heart of the village with more than 60 boys and girls lodged in two separate building. The house where the boys were residing belonged to a person from the same village. Team observed that girls in all these institutions were happy and full of self confidence and in a state of good health. Exceptional commitment of the wardens were the high points and communities positive support for these girls. Imparting of life skills training needs further strengthening and is needed for both girls and boys.

The team visited few model cluster schools for girls which had the facilities including *Head Start* and activities room, toilets and play equipment and open space. The girls were given exposure visits and had visited historical place nearby village, fort, Police station, Post office, Hospital, Fair, Museum, etc. Meena campaign has been launched in 10 districts. We visited one of the schools where the campaign was in its initial stages. The social gap is reducing

continuously; but still a large gap is noticed between ST and other groups at the upper primary level.

Minority Children

The state expressed its concern regarding the minority children, especially the girls. At present the only state input is in the form of text books and TLMs in recognized Madarasas. There is an urgent need to provide additional Teachers to these Madarasas to ensure equity and quality. Compilation formats of VER may include information on Muslim minority children to facilitate their participation.

Children with special Needs

Based on the state report there are nearly 25.682 out of school children with special needs, which calls for developing appropriate strategies to reach out to this category of children. The state has taken up capacity building of the existing teachers at the class room level, Jan Shikshak at the cluster level for 90 days training and DIET lecturers for one year training in single disability. In order to provide resource support itinerant teachers with special education (single category) has been selected to providing resource support at block level. We could meet the mobile teachers in Betul and Khandwa.

An initiative of the state worth mentioning is the hostel for girls with disabilities. We visited the girls hostel in Betul which has been established to provide access in middle school and prevent dropouts. It was interesting to see the provisions in terms of accessibility and other supportive aids provided to children with appropriate resource support. This initiative has been taken by the state with assistance from District Collector and other Departments. One of the advantages of such a hostel are that the hostel is in the campus of the regular school. As the costs involved are very high, the state can make some of its girls' hostel as inclusive hostels also. Many of the schools visited did not have ramps or the ramps were not as per specifications.

3.3 Enhancing Quality

Curriculum

In order to improve the quality, the state has taken up continuous curriculum reform which is being done with special focus on upper primary level. Accordingly, revision and publication of text books have been carried out. The text books are attractive; reflect the concerns of equity and multicultural education. TLM instructions have been incorporated in the text books as well as in teacher training material.

Pedagogy / Classroom Transaction.

Quality of classroom interaction needs to be interactive and more reciprocal, with the teacher able to act as a facilitator and encouraging children in the thought process. The pedagogy and seating arrangements are traditional and the focus continues to be on teaching rather than learning. The state needs to pay more attention to make the classroom process more interactive.

Utilisation of TLMs

Teaching learning materials are an important component in the classroom processes. TLM grant has been provided to all teachers in the schools visited by us. The state in cooperation with CRISP has trained CACs and BACs at the state level on motivation and monitoring including attitudinal change and multi grade teaching for the teachers. This intervention is expected to enable to motivate teachers in using TLMs for class room transactions. The CACs and BACs have adopted 02 schools each (one D grade school and one Model clusters school) for school improvement and MGT. Each of the CACs and BACs have also prepared a School Improvements Plan for 9 months in a phased manner. Monitoring of the progress of same is being done by RSK and ZSK with the help of CRISP. The state has also developed hand books for preparation and use of competency based TLM subject wise. Training has been already been planned for this. Monitoring of the use of TLM would be carried out by CACs.

Use of Information and Communication Technology (ICT)

The state has been using a computer enabled education programme for elementary school students and teachers. Under the programme, Interactive Multi Media program in various subjects were observed. The state plans to provide computers for all schools in a phased manner so that every child is exposed to ICT and becomes a part of the ICT revolution.

Teachers Recruitment

Revised teacher recruitment policy of the state is as follows: 50% post for female candidates and selection of teachers through combined eligibility test. Final selection is on merit, based on the marks obtained in CET, marks of professional qualification & teaching experience. Teachers are appointed by local bodies on 3 year contract basis, renewable after the term end. The state has provided professional training to EGS teachers also. During our visit to some of the villages, it was observed that the primary schools on an average do not have not more than 3 teachers whereas the teacher has to manage more than one class. Therefore, training for multigrade teaching needs to be taken up in a big way. The State has started a Pilot Project covering 626 (10%) JSKs who would in turn train all the Jan Shikshak (5704 JSKs). During our visits, it was shared that the Education Act was not being followed regarding deputing teachers for non teaching duties which is affecting the regular teaching. Total sanctioned posts is 89197, out of which 45366 were filled up till 06. So , an order has been issued for 35050 post of teachers. Out of this, 26795 teachers have joined leaving 8771 vacant. 1290 posts have been surrendered.

As the remuneration for the contract teachers is low, there is a likelihood of loosing them to more lucrative jobs. The State Government has set up a committee to look into the salary and tenure of the teachers. The committee is expected to give the report by this month end.

Recruitment status

Total Sanctioned posts	Filled up to 2005-06	Vacant	Order issued	Joined	Vacancies	Remark
89187	45366	43821(42416+1405 sanctioned in 2006-07)	35050	26795	8771	1290 surrendered

Teacher Training

The state has trained more than 94000 teachers under Operation Quality which is a DEd program through distance mode which focuses on removing the back log of professionally untrained teachers in position. This program is being conducted in collaboration with Bhoj Open University. It was heartening to see that Head Masters of Secondary schools were mentors for the teachers undergoing this training.

LEARNER EVALUATION

The new policy of the state on learner evaluation stipulates monthly and quarterly tests conducted internally and the child is evaluated on A, B, C and D grades. Most of the schools had well maintained records of all the quarterly results. It was observed that children with C and D grade were provided with remedial education by teachers appointed for 3 months. In one of the cluster schools, it was observed that more than 60% of children had C and D grade in class sixth which gradually decreased with the child going to higher classes. There is a need to look into the factors for low learning achievements at primary level and upper primary so that there is enhanced learning level for better results in upper primary and secondary classes.

4 Program Management and Institutional Capacity

Decentralization

MP has long history of decentralization and involving PRI. The PTAs are the institutions involved in planning and managing the schools at grassroots level. As per the state policy ,and the SSA mandate, the basic plan (Jan Shiksha Yojana) is generated at the village level by the Parents Teachers Associations (PTAs) which are then compiled at the cluster, block and district level. In order to bring more transparency and equity in the selection of PTAs a policy has been made that the parent of the child securing highest percentage in the school is chosen as Executive Committee Member. President and Vice president are elected by them and equal representation is given to other social groups as SC & ST. the equal representation in gender is also maintained. The team had an opportunity to observe a PTA training of the newly selected members of a block where an orientation was given in developing micro plans at school level. It was heartening to see that women members were equally active and articulate and were identifying needs and issues for preparing the AWP. Attractive manual were being used for the training. The state can utilize the active PTA members as resource persons in such training.

The state has a Legal Framework for educational reform by creating public accountability for educational outcomes, which is reflected in the M.P. Jan Shikshah Adhiniyam 2002 where powers have been delegated vertically and laterally from the state to the district and sub district levels and from the Directorate and its offices to the PRIs and to institutionalized stake holder groups. Construction under SSA is done by local Nirman samiti (constituted of Parent Teacher Association and Technical person), to establish local ownership of the school and its infrastructure. All the grants given to the school under SSA are given in this account and the decision to use the resources is taken by the PTA. Funds to distribute incentives like Uniforms

were also provided to PTA's account directly. The schools visited by us had maintained all records regarding the funds flow and utilization. The unspent funds were largely in the area of construction work and drinking water facilities.

During our visit we met PTAs in most of the schools in many places they turned up in full strength and participated in discussions actively. The distribution of free uniforms & text books for girls & MDM was very much appreciated. Most of them were land less laborers or dependent on agriculture. The members express that they want one teacher for each class. In some places we observed that the PTA members and the larger community were augmenting facilities for the school such as extra teacher salary, mobilizing resources. Community involvement was seen for the school and education was seen through donating land also. Land for two model clusters have been donated by a woman member of the community from their own land holdings. An upgraded EGS center/ primary school was provided with Rs. 50,000 for school building which was supplemented by the community by donating 1.5 lakhs.

Research & Evaluation

The state has taken up research activities at the DIET and cluster level which is more action research oriented. As the state is now undertaking various interventions which has implications on the objectives and policies of the program, there is a need for the state to involve professional institutions like universities, research institutes for scientific and effective studies in understanding the issues and problems in implementation of programme and suggesting appropriate solutions.

Management and Capacity of Information System

The state is maintaining and managing its data base through the improved "Integrated Project Monitoring System" (IPMS). During our visit to the state office we had the opportunity to visit the District office. The state office is maintaining the data received from various blocks. The data is being used for plan preparation, monitoring of implementation of planned activities. As the districts have developed microplanning, the software is extremely useful to compile the data for AWP.

The state has taken up capacity building measures for its staff at District, block level through face to face mode and teleconference from time to time on different activities and issues relating to their responsibilities. There are regular meetings and discussions and resource support to cluster and block level personnel through regular academic supervision and guidance, discussion, peer sharing,

Coordination with Panchayati Raj structures

The District Collector is District Mission Director and CEO, Zila Panchayat has been made the District Project Director for SSA. The President of District Panchayat is the President of District Unit of Mission as well and all 17 members of the Sthayee Shiksha Samiti (Standing Education Committee) of the Zila Panchayat are members of the District Unit and the same pattern is followed at the block level also. Therefore the district is being able to converge various

departments to implement activities as building of fences for the school. support in MDM and also in construction of hostels.

5. Financial & Procurement Process :

Status on Implementation of FMP Manual.

Financial Management & Procurement Manual had been approved in Executive Committee meeting held on 24.12.2004. Hindi & English version of FMP manual had been sent to all the districts. Training of all the APCs (Finance) has been conducted on use & implementation of FMP. Instruction had been issued to all the districts and sub district level to strictly follow the Store Purchase rules of Madhya Pradesh Govt. in all the procurement processes. Districts & sub-districts are maintaining all the books of accounts like double entry Cashbook, Ledgers, Stock entry registers, Fixed assets registers, Cheque issue/receipt register and other registers as mentioned in the FMP manual of Sarva Shiksha Abhiyan. Instruction has been sent to all the districts for use of FMP manual guidelines for all the activities, approved under SSA & NPEGEL programme. All the districts are regularly preparing the quarterly reports given as Annexures and utilisation certificate mentioned in the FMP manual.

Financial Records monitored by the team : The team has seen various financial records like double entry cash book, ledger, cheque issue register, stock register, bank reconciliation statement etc. and also discussed audit objections with CA.

Progress Against Procurement Plan for 2006-07

Procurement Plan for 2006-07 has been circulated to all the districts. The month wise targets have been fixed for each activities coming under procurement plan like goods items, Civil Work items and consultancy plan of the district.

Progress against procurement plan for 2006-07 till September 2006 is attached for state as a whole. (Annex-)

Status of Audit Reports

Audit for Financial Year 2005-06 has been completed in Dec.2006 and audit report was sent to GOI via letter no. RSK/Fin/2006/5317 dated 21.12.2006. Compliances of Audit objections as per Audit report of 2004-05 have also been sent to GOI.

The types of audit objections were in the area of booking under wrong heads and lapses procurement procedures. The ground level it was seen that in the absence of more than one supplier, the mandatory calling of quotations was not possible.

Training

In all 96 man days training at state level and 460 man days training conducted at district in 2006-07 to all accounting staff (APCs, Accountants at Districts & Blocks) working in districts and

sub-district on implementation of Financial Management & Procurement Manual. A chapter has been added in Teacher's Training module of In-service and Induction Training. A special financial handbook on procurement procedures and maintenance of books of accounts has been developed and circulated to all PTAs during PTA Training as Training Manual. At present only one day training is given to PTA members in financial management which appears to be inadequate. AS 82 % of the SSA funds are being utilised at the level of PTAs, they need considerable more training to handle accounts pertaining to multiple schemes and heads. The per trainee allocation for PTA training needs enhancement.

Recommendations

- Though there is a considerable reduction in the out of school children, the state needs to accelerate the process to cover the remaining children through its existing activities or develop strategies to reach the remaining out of school children in the age group of 6-14yrs.
- The state has initiated Human Development Centres for enrolling one of the hardest groups- the urban deprived children. Provisions to be made for providing continuing support to children from HDC to mainstream school till the time they are adjusted to the new environment.
- According to state figures, nearly 25000 CWSN are yet to get any form of education. Therefore, the state has to develop appropriate activities such as home based education/integrated bridge course and also mechanisms for involving more number of NGOs to reach the unreached children.
- As pedagogy in most of the schools still continues to be very traditional, it is recommended that the state conduct a comprehensive study of training content methodology and follow up in terms of classroom practices, application of the training at classroom level and develop adequate measures to enable classroom transaction to be more interactive and participatory.
- As the institutions of PTAs are there for the past three years, there is a need to study the effectiveness of parents' participation in the school management and the relations with panchayats.
- The parameters for district grading are more input oriented. There is a need to make it outcome oriented so that grading is used as a management tool by all levels starting from state / district / block..
- The employees working on contractual posts were found to be having considerable expertise. In order to maintain the momentum of progress, it would be advisable to devise strategies to ensure retention of highly skilled manpower available in SSA.

ITINERARY OF FIFTH JOINT REVIEW MISSION

District - Betul

18th and 19th January '07

S.No.	Name of Place	Name of Spot	Distance from last spot
	Date : 18.1.07		
1.	Sarni	Guest House	0 Km
2.	Sarni	JSK Meeting	2 Km
3.	Ghoradongri	Residential Bridge Course for girls	18 Km
4.	Ghoradongri	BRC, Discussion with CACs	1 Km
5.	Bhayawadi	Primary School, Middle School, Model Cluster, Civil Works, Interaction with PTA	8 Km
6.	Moti Dhana	Lunch	10 Km
7.	Bhurki	Shiksha Ghar	18 Km
8.	Police Line, Betul proper	Girls Hostel (CWSN)	20 Km
9.	Betul proper	Night Halt-Circuit House Betul	1 Km
10.	Date 19.1.07		
11.	Betul proper	Circuit House-Interaction with Public Representatives	0 Km
12.	Tikari	Dar-ul-Uloom Rehmaniya Ghazi-e-Millat (Primay level Madarsa)	2 Km
13.	Ojha Dhana	Human Development Center	2 Km
14.	Kolgaon	Middle School, Model Cluster	20 Km
15.	Mandvi	Kasturba Gandhi Balika Vidyalaya	11 Km
16.	Gorakhar	Primary School, Village Education Register, PTA Account etc.	14 Km
17.	Sapna Colony	Upgraded EGS School	22 Km
18.	Betul proper	Zila Shiksha Kendra, Demonstration of IPMS, DISE, Financial Records, Planning Process	10 Km
19.	Departure from Betul to Khandwa	-	-

ITINERARY OF FIFTH JOINT REVIEW MISSION

District - Khandwa

20th and 21st January '07

S.no.	Name of Place	Name of Spot	Distance from last spot
	Date : 20.1.07		
1.	Khandwa proper	Hotel Ranjit for discussion	0 Km
2.	Ahmedpur	Upgraded EGS School	8 Km
3.	Khandwa proper	Mohan Lal Verma Primary School	8 Km
4.	Chhaigaon Makhan	Middle School, Model Cluster, BRC	15 Km
5.	Dhangaon	ECCE Center	30 Km
6.	Omkareshwer	Guest House - Narmada Sagar Dam	25 Km
	Date 21.1.07		
7.	Chhaigaon Makhan	Girls Hostel	45 Km
8.	Khandwa proper	Zila Shiksha Kendra	15 Km
9.	Anand Nagar Cluster	PTA Training	3 Km
10.	Khandwa proper	DIET	1 Km
11.	Khandwa proper	Railway Station	3 km

INDIA
SARVA SHIKSHA ABHIYAN
FIFTH JOINT REVIEW MISSION¹
UTTAR PRADESH STATE REPORT
January 16-31, 2007

1. INTRODUCTION

Uttar Pradesh (UP), home to about 3% of world's children in the 6-14 age-group and accounting for about a fourth of the country's SSA budget, consists of 70 districts and 813 blocks, 746 of which are Educationally Backward Blocks (EBBs). It has over 1.8 lakh primary and upper primary schools, a literacy rate of 57.4% (female literacy: 43.0%) and a sex ratio of 898:1000. Hindi and Urdu are the major languages spoken in the state. Its population (2001) is 16.6 crores and population density is 721/sq. km (against a national average of 329/sq. km.)

The Sarva Shiksha Abhiyan was launched in 2001-02 in UP and was extended to all districts in 2002-03. The SSA expenditure in 2005-06 was about Rs. 2200 crores which is expected to rise to Rs. 3300 crores in 2006-07.

2. OVERVIEW

The commitment to the objectives of the SSA is visible at various levels both in the government and in the people at large in UP. Political will backed by funds and a strong implementation

¹ The Fifth Joint Review Mission (JRM) of the Sarva Shiksha Abhiyan (SSA) to Uttar Pradesh (UP) consisted of Prof. Mohd. Akhtar Siddiqui and Sridhar Rajagopalan (both Govt. of India nominees) who visited UP from January 17th to 23rd, 2007. This Mission was not a joint one with the external funding partners, as the external funds available had been utilised by 2005-06 (a year in advance). However the Implementation Completion Report (ICR) of the external funding partners was addressed through an ICR Mission which ran largely simultaneously to the JRM. The ICR team consisted of Reema Nayyar, Michael Ward and William Loric and the field visits were done together.

The team covered a total of 8 blocks in two districts (Agra and Aligarh) in which it visited primary and upper primary schools, private schools, Block Resource Centres (BRCs), Residential and Non-residential Bridge Courses (RBCs and NRBCs), including an RBC for children with special needs, Education Guarantee Scheme (EGS), *Meena Manches*, Kasturba Gandhi *Balika Vidyalayas* (KGBVs), District Institutes of Education and Training (DIETs), and District Project Offices (DPOs). The members met with the State Project Director (SPD) and his colleagues from the State Project Office (SPO), the State Institute of Educational Management and Training (SIEMAT), State Council of Educational Research and Training (SCERT), Mahila Samakhya, ICDS, district magistrates, Basic *Shiksha Adhikaris* (BSAs), Assistant Basic *Shiksha Adhikaris* (ABSA/BRCS), division level officials, autonomous Monitoring Institutions (MIs), NGOs working in the state as well as parents, community members, Village Education Community (VEC) members, *Nyaya Panchayat* Resource Coordinators (NPRCs), teachers (including the president of the UP *Prathamik Shikshak Sangh*) and *shiksha mitras* (para-teachers).

The overall objective of the JRM was to review progress in implementation with respect to programme objectives, with a focus on the processes being adopted to achieve them. The team would like to thank the SPD and his team both at the state and district levels, and all the persons interacted with for their hospitality and cooperation without which the JRM could not have been successful.

focus have led to a number of visible achievements and a consensus at all levels that the pace of change has been high in the past 2-3 years. This is most visible in terms of the number of new schools and classrooms added, the expansion of the cooked mid-day meal scheme, the recruitment of a large number of teachers and shiksha mitras and the distribution of free textbooks to *all* students. (This is beyond the SSA requirement and, by all accounts, seems to have been successfully completed right at the beginning of the academic session.) State norms have been amended to provide a primary school within a kilometre (from the earlier norm of 1.5 km and in line with the SSA norms) in 2006-2007. Commitment to equity whether in terms of the number of girls in primary school or support for socially backward groups was evident in all our visits. While the Planning Commission specially commended the state's performance on the social front with respect to the mid-day meal scheme, India Today's State of the States report declared UP as the 'fastest moving state' for primary education². All these were very heartening to see.

We see two major challenges in UP - one historical and the other current. The historical challenge of course, is the state's low standing on educational parameters whether literacy rate, access-to-education parameters, drop-out rates or social parameters like the sex ratio, many of which are below national levels. However, we see in UP a unique opportunity to leap-frog not only these historical disadvantages, but a phase when access has been achieved, but quality challenges remain - one that a number of states and countries are stuck in. This will require the confidence to evolve new solutions that may not exist anywhere in the world today. And it will require a paradigm shift which is the current challenge.

That challenge is to shift at all levels from a focus on action alone to one on outcomes also. Teachers have to switch their orientation from "have I taught" to "have children learnt" and the state has to ask not just "have we taken all the steps" but "how well have we taken them, and what has the impact been", for example, with respect to teacher recruitment or the development of workbooks for children of classes 1-2. We see this progression from a focus on providing 'inputs' to a focus on the impact or 'output' as a natural one, and the state appears to be ready for that paradigm shift. However it must be emphasised and accelerated - and this will involve setting up strong and relevant monitoring mechanisms. Of course, the current gains in terms of access and equity have to be maintained, with increasing focus on segments that need special attention like urban children and the most backward.

3. PROGRESS ON DEVELOPMENT OBJECTIVES

3.1 Out of School Children, Drop-out rates and enrolment

3.1.1 Status of outcomes

UP traditionally has had a higher rate of out of school children than when compared to the national average. The study by the Social and Rural Research Institute (SRI, a unit of IMRB) based on data collected in July-October 2005 showed about 8.15% of children out of school against a national average of 6.94%. The villages visited by the team did not seem to have a

² "Fastest moving" was defined as the rate of improvement between 2003-2006 being greater than between 1991-2003 on parameters like literacy, percentage of kids with primary education, ratio of girls to boys in school, teacher-student ratio and spending on education.

serious out-of-school problem based on conversations with head-teachers, however this was not rigorously verified.

However, there is some confusion as alluded to in the 3rd JRM report as well, with the numbers of SRI, ASER and the government's household data on out-of-school children not really reconciling very satisfactorily. The SRI figure works out to just below 30 lakhs, though it is now 1.5 years old. According to the SPO, this is a pre-enrolment-drive figure which includes children who are going to join school. In contrast, the SPO figure of 7.85 lakh out-of-school children is post-enrolment-drive. ASER 2006 reported 5.9% of 6-14 year olds in *rural* UP as out-of-school. (Urban data is awaited.) This works out to about 17-18 lakh *rural* children out-of-school. This figure is about 3 lakh lower than the ASER 2005 figure.

Considering these differing estimates, it is recommended that the state commission a 5% sample data verification exercise preferably through a competent independent agency.

The positive aspect is that the number of children aged 6-14 years not enrolled has declined according to all data sources, reflecting progress in line with targets. Discussions with a range of stakeholders suggested that the most effective interventions appear to have been teacher recruitment, physical infrastructure and facilities, and the incentives like mid-day meals.

Drop out rates are not available from DISE or other regular data-sources. Cohort drop out rate does not seem to be available at a national level. Government of India asked states to sign MOUs to reduce drop-out to 0% by 2009; UP has committed to reducing it to 5% by that time. The state has established district wise targets for reducing drop-out.

3.1.2 New schools and Additional Classrooms

In 2005-06, 6,573 new schools and 61,372 additional classrooms were constructed (both numbers were around 95% of the sanctioned target.) The corresponding sanctions for 2006-07 are 6,970 new school buildings (including about 4,000 upper primary) and 82,117 additional classrooms. According to the SPO, construction has started in October 2006 and is expected to be completed by March 2007.

This is a good and a visible achievement! As we were told during our visits, the traditional image of a government school was that of an old cream-coloured building with paint peeling of the walls. Most schools today - including all the ones we saw - look attractive and also have the SSA norms, child rights (and some other information) prominently painted on their walls. The impact of this in repositioning the government school in the mind of an average parent should not be underestimated. In many cases now, government schools have better facilities and look better than corresponding private schools. However, the upkeep is not always up to the mark (as we noticed even in some of the schools we visited.)

Significant Developments and Enablers

There have been many reasons for the successful construction of these large numbers of schools. We believe they are decentralisation of financial and execution responsibility to VECs, electronic fund transfer up to the district or sub-district, timely planning for new schools and

additional classrooms based on the DISE data, and the change of norms for provision of primary and upper primary schools.

The earlier norm in UP was one primary school at a distance of 1.5 km (for a habitation of 300). This has been revised to one primary school at a distance of 1 km (for a habitation of 300), in line with national norms. Similarly the revised norm for upper primary schools is one school within 2 km (for a habitation of 800)

It may also be mentioned that the new schools and classrooms are being built based on an earthquake resistant design which has slightly increased the unit cost.

Each of the above initiatives could not have worked without significant training support which was provided by the SPO and the district teams.

The current number of functioning government and government-recognised schools are shown below: (Data on private unrecognised schools is not accurately available and it would be necessary for this data to be accurately available for accurate planning.)

	Government			Private (Recognised)			Total
	As of 31/12/2005	As of 31/12/2006	Increase %	As of 31/12/2005	As of 31/12/2006	Increase %	
Primary School	99955	102574	2.6%	30998	35157	13.4%	137731
Upper Primary School	25105	28815	14.8%	16470	16490	0.1%	45305
Total	125060	131389	5.1%	47468	51647	8.8%	183036

The phenomenon of private schools

The share of government schools seems to be about 74% in primary and 52% in upper primary as per different sources.

According to the SPO, the increase in enrolment by 52 lakhs in 2 years since July 2004 proves that parents are *choosing* government schools, sometimes by pulling their children out from private ones (for which we did receive some anecdotal evidence during our visit.)

3.1.3 Drinking water and toilet facilities

According to information provided, girls' toilets will have been provided in 7368 schools which is the cumulative target up to 2006-07. However, provision of drinking water facilities will touch only about 50% of the 9734 schools sanctioned, in spite of hand pumps being installed in convergence with the total sanitation programme. As mentioned in the 3rd JRM report also, there is a need for a second hand pump in many schools with a large enrolment which current norms do not allow. Some flexibility with regard to these norms is recommended as that will allow these facilities to reach more children.

3.1.4 Teacher and Para-teacher Recruitment

As in the previous years, all sanctioned positions of teachers for primary and upper primary under SSA have been filled. 14,850 teachers have been recruited in 2006-07. Over 66,000 teachers have been recruited since 2001-02 under SSA. About 36,000 teachers have also been recruited and trained by the state government outside the SSA.

2005-06 was the year when a record number of 73,254 *Shiksha Mitras* were recruited (98% of target). The sanction for 2006-07 is 8,435 *shiksha mitras*. Though only about 60% have been recruited as of now, this was due to the elections of urban local bodies. The process of recruitment has started in all the districts and the SPO is confident that it will be completed by February 2007.

The massive recruitment of *shiksha mitras* and teachers has increased teacher availability and improved TPR to 1:49 now from 1:77 on July 1, 2004³. During 2006-07 for the first time, *shiksha mitras* have been provided to urban schools. In fact two-thirds of the *shiksha mitras* have been sanctioned in urban areas with a special focus on 6 big cities. This is a welcome step.

The issue of rationalisation remains, however. Many districts still have very adverse TPRs, though the schools visited by the team did not have this problem. Future *shiksha mitra* recruitments should be focussed on the under-served areas.

The reason for the success of such a massive recruitment of teachers clearly seems to be the decentralisation of the recruitment process to the VEC's. Also the recruitment process is simple with VEC's choosing local candidates based on their class 12 marks. In general, opinion during our visits has been very positive towards the *shiksha mitras*. However, not everybody is qualified to judge quality of teachers and the teaching-learning transaction and systematic studies need to be initiated on the effectiveness of para-teachers vis-à-vis regular ones. The good features of the para-teacher scheme - use of local people and greater accountability - need to be introduced to the regular teachers also.

50,000 primary and upper primary teacher positions are vacant and the SPO is seeking a relaxation of norms from the NCTE to appoint B.Ed. teachers.

The JRM members feel that the SPO and government should not rest on these significant recruitment achievements. It must devise independent verification of the quality of the teachers recruited. Some specific ideas are mentioned in the last section.

3.1.5 EGS and AIE Centres; Residential and Non-residential Bridge Courses

Based on the household survey conducted in August 2006, detailed information on various categories of child labour were incorporated to chalk out specific strategies of Alternative and Innovative Education suitable to the needs of target group like flexibility of timing, convenient

³ The July 1, 2004 figure is quoted as 1:66 in the 3rd JRM report. Also in that report, the SPO had expected to reduce TPR 'to 1:45 by March 2006'.

place of teaching and bridge courses for older children in the age group of 11-14. According to the SPO, based on this, specific locations have been identified and sent to all the District Basic Education Officers for verification and opening centres in November 2006.

4,554 EGS centres are operational out of the 5,693 sanctioned. A total of 4,985 sites have been selected. Similarly, 3590 AIE centres have been sanctioned, out of which 2,888 sites have been selected and 2458 are in operation. The total enrolment in the EGS and AIE centres as per the SPO is 4.13 lakhs.

For older children, bridge courses of 6 month-duration are being run in residential and non-residential formats. An interesting development has been the partnership with NGOs to run RBC and NRBCs. Selection of NGOs and their orientation seems to have been done in a transparent and smooth manner starting with the finalisation and dissemination of detailed guidelines, availability of these on the www.upefa.com website, and delegation of the power to approve RBC and NRBC proposals of NGOs to districts and finally, a one-day orientation on the same for selected NGOs.

3473 NRBCs and 224 RBCs are operational out of which 123 RBCs and 197 NRBCs are run by NGOs.

Based on our visits, we felt that the EGS centres and the RBCs and NRBCs are working well, except for the fact that in some cases there was no clear visibility about the process of mainstreaming probably because it was not an immediate concern.

3.1.6 Incentives

Distribution of free textbooks has been universalised in 2006-07 and it appears that they have been distributed on time in July 2006. Workbooks have also been provided to SSA category of children in classes 1 and 2, which is planned to be extended to classes 3 to 5 in 2007-08. These are commendable steps.

In at least two of the schools we visited, the community had contributed financially - it was used for chairs in one case and to build a boundary wall in another case. We consider this evidence, though anecdotal, that the community will support and help beyond what is provided by the government.

3.2 Equity

Current enrolment figures suggest that there is currently no gender or social gap in primary schools based on representation in the population. The SSA envisages a number of special measures to ensure that the benefits of education reach disadvantaged sections including girls, SCs, minorities and children with special needs (CWSN).

3.2.1 Gender

A number of SSA and state initiatives seemed to have helped more girls access education. The results, where we could observe them, are clearly positive. For example, the state policy of recruiting 50% female is reported to have contributed to increased access for girls. A number of initiatives are in place like the National Programme of Education for Girls at Elementary Level (NPEGEL) under the SSA and the *Mahila Samakhya*. Coordination among these programmes is important and appears to be satisfactory.

The goal of these initiatives is to build sensitivity in all members of the community and confidence among girls. Many of the initiatives seem to be achieving that. For example, *Meena Manches* have been launched in a big way with the support of UNICEF in all the Upper Primary Schools. Meena Kits (consisting of printed material including activity sheets) are provided to all Manches. The team saw *Meena Manches* functioning in two schools and it is clear that the girls are more confident. However, though Meena kits were distributed to all girls, only 20 from classes 6-8 could be accommodated in the Manch in one of the schools. In 2006-07, formation of 5,766 new Meena Manches is in process. According to the SPO, about 280 Master trainers have been intensively trained at state level with the help of UNICEF. A state level feedback workshop was also held. The quality of the Meena kit was seen to be good.

Under the KGBV scheme, residential facilities for study are being provided to girls often within the DIET campus itself. The team got to visit a KGBV and interact with the students. Out of 125 KGBVs sanctioned, 98 have been established and 27 are in the process of opening. About 7277 girls from weaker sections and minorities are enrolled in these KGBV's. A district level committee under the DM monitors the KGBVs. Construction of residential buildings is in progress

Often, initiatives under schemes for girls end up benefiting all students. A good example is the *establishment of libraries* with the help of the National Book Trust, which organizes book fairs at the district level. VECs purchase books from these book fairs for the school libraries. The girls of 'Meena Manches' manage these libraries. 7724 Libraries have been established under this programme. In the year of 2006-07, establishment of 225 libraries is in process.

Other initiatives: A design of *multipurpose additional classrooms* has been developed. In 2005-06 grants were released to VECs for 2991 multipurpose classrooms. In 2006-07, 2658 multipurpose classrooms have been constructed out of 7555 sanctioned. *Free uniform distribution* for girls was mentioned by some parents as an attraction for sending girls to schools. Other initiatives like provision of cycles in the school and sets of swings for girls are appreciated. Children really like this (ironically, in a class many boys mentioned that one of the things they like best about the school was the cycles and swings. We hope the girls are getting first priority in their use!) Apart from these, *Life Skill Development Camps* separately for boys and girls have been held and 4,697 teachers have been trained on gender sensitization, according to the SPO.

3.2.2 Children with Special Needs

To provide inclusive education for Children with Special Needs (CWSN), the first step was to identify them. During 2006-07, 2,79,579 CWSN were identified through household survey. These include visually impaired, hearing impaired, orthopaedically handicapped, mentally retarded and students with multiple disabilities. During the '*School Chalo Abhiyan*' of 2006-07 emphasis was given on enrolment of children with special needs and girls. Children with mild and moderate disability are integrated in nearby primary schools. 2,30,746 CWSN have been integrated in primary schools. Apart from this, three- month residential bridge courses for severely disabled children have been started to build readiness for school. Main content of these bridge camps are mobility training, Braille reading and writing (Blind Children), social integration, speech therapy, language development, lip reading (for severe hearing impaired children). 56 Residential bridge camps for blind and severely hearing impaired children have been started. 1854 CWSN have been enrolled in 56 bridge courses till now.

Funds for *construction of ramps* for making a barrier-free school building have been released for 63600 ramps in schools. 39916 ramps have been completed. Construction is going on in the remaining schools. It was observed during the visit that many schools consist of 3-4 different buildings (or separate classrooms) and ramps were provided in only one. It is recommended that all efforts be made to provide barrier-free movement to all children.

Other initiatives to help these children include *Itinerant and Resource Teachers* (924 itinerant and 171 Resource Teachers were recruited, trained and placed in schools), 712 *Medical Assessment Camps* for CWSN children, *procurement of aids and appliances* (28,156 have been distributed in 2006-07), apart from *training and counselling courses* for both parents and teachers. These students have also been sent to *meets and competitions*, including the *Special Olympics*, where a team of mentally retarded children from Ghaziabad won a prize. All twenty textbooks of classes 1-5 have been *printed in Braille* and distributed to the targeted children. 5 *Bachpan* Nursery schools for CWSN children have been started in Lucknow, Allahabad, Varanasi, Saharanpur and Agra and 226 children have been enrolled in them. *Surgical corrections* were made for 1860 CWSN students in year 2005-06.

The team did see handicapped children in many of the schools that were visited. There seems to be evidence that inclusion of CWSN is happening and working..

3.2.3 Children from minority communities and scheduled castes

A number of initiatives have been taken to benefit socially disadvantaged and minority children. 21% of *Shiksha Mitra* posts are currently filled by SC/ST candidates. There are incentives for meritorious SC/ST students based on their performance in session exams. DISE 2005-06 data reflects the bridging of the social gap. (27.6% of enrolment are of SC students)

Similarly, for Muslim students, some initiatives have been taken. In the 2006-07 SSA plan, there is a provision of construction of 940 new primary and 1325, upper primary schools have been proposed in minority-dominated districts, which fulfills the State norm for opening of schools in these districts. 359 aided *Madarsas*, affiliated to State *Arbi-Farsi Madarsa* Board were provided

with special grants and financial assistance. Under AIE, strengthening of 828 recognized *Madarsas* is planned. 638 *Madarsa* committees have given their consent to start an AIE centre out of which 522 *Madarsas* have been already strengthened and 16827 children are benefiting. Also textbooks have been published in Urdu and distributed to the beneficiaries studying with Urdu as a medium in government schools. The SPO says that the state is in the process of selecting about 10,000 people who will undergo the BTC training and then join as Urdu teachers. Teacher guides have also been translated to Urdu. The number of Urdu textbooks distributed has apparently increased from 3.5 lakh to 10 lakh over the last two years.

Overall, such a state-pushed initiative is the only way to build sensitivity into a society which is poor and not particularly sensitive to the needs of the deprived. All the initiatives seem to be in the right direction and seem to be appreciated by the intended recipients. Interventions aimed at bringing in older children (9-13) who have dropped out of school or never attended appear to be successful as a number of children and families appear to be sending the children enthusiastically, which itself is a major achievement.

3.2.4 Rural-urban divide

Although universal physical access to government primary schooling has been achieved in rural areas, in urban areas there are pockets where communities are not being served owing to non-availability of land. It is clear that creative solutions at all levels will be needed to successfully cover children in urban areas under SSA. This is particularly important for minority concentrated urban areas.

3.3 Quality of Education

3.3.1 Measuring Quality: What is the current status?

According to available baseline studies by the NCERT, student achievement levels in grades 3, 5 and 8 were below national averages in UP. However, this data does not tell us about the change if any over the last few years as only 1 year's data is available.

In many of the schools visited, a quick reading check was conducted in various classes, Students were asked to read 1-2 lines each from their textbook. Simple subtraction and division sums were also given. Though there were variations in the learning levels, they were uniformly quite low⁴.

We believe that none of the above methods, examples or tests provides reliable indicator of student learning and systematically conducted, large-scale sample studies are critical.

The efforts to use the NCERT Quality Monitoring Tools and School Grading to determine quality levels are described later in the report.

⁴ Even in class 8, when students divided 4628 by 12, they wrote 46 - 36 as 1 (they did not put any digit for 6-6!) and got 12 instead of 102 as the intermediate division step. This is being mentioned as more than 60% of the students made this mistake. Later when Maths teachers (in a DIET training) were asked to predict the mistake expected in this question, most teachers did not list this mistake at all (they listed ones the children in our sample did not make!)

3.3.2 Improving Quality: Traditional Strategies

Many strategies - which are also prerequisites to improve quality - like attendance - are also related to access. These include parameters like pupil-teacher ratios (PTR) (related to recruitment of teachers) and free textbook distribution. These are not being discussed again.

Classroom Transactions and TLMs: It is found that use of concrete-objects (teaching-learning materials) helps children understand and learn better. In order to both train teachers to use these aids and encourage them to make their own, TLM *melas* are regularly organized at cluster, block and then district levels. BRC and NPRC coordinators prepare different TLMs involving teachers and children for these *melas*. Also, teachers are given a grant of Rs 500 in all government schools, aided *Maktab/Madarsas* and junior high schools for development of locally suitable teaching learning materials.

We recommend that TLMs be seen as a consequence of an empowered teacher who thinks in terms of children learning. It is important TLMs do not get used mechanically simply because it is felt that their use is mandated.

3.3.3 Improving Quality: School Grading

Till 2005-06 school grading was being done on the basis of parameters which did not give priority to learner achievement levels. Based on a visit to Maharashtra, the state government issued new guidelines in which 55% of the weightage for the school grading is based on student evaluation. Three unit tests have to be organized before the grading, in September, November and February (2006-07). On the basis of these, grading has been done in October, December and March (planned). Based on these schools will be graded as A, B, C or D.

We have been shown the school grading system in some detail and it does look like a reasonably well-developed system to the extent that descriptive rubrics and broken-up marks are clearly given. An attempt has been made to ensure that a certain degree of independence (through a cluster level representative) is also there in assigning scores. These are positive features of the system as *they encourage more people to think in terms of school quality and what constitutes it*. But there are issues and a risk that the system can be wrongly used. For example, somebody may assume that there are (say) 10% schools in the D category in the state - this is a meaningless figure as the meaning of 'D' is not even designed to be the same across different clusters. A way of achieving some standardisation in the student achievement part (without reducing the NPRCC's involvement in the process) is to have NPRCCs submit question papers to the district level and 2-3 DIETs (by rotation) together finalising one paper which is used across the state.

Though we have been shown tables with the number of A, B, C and D schools, we are not reproducing them here as that would give an incorrect picture. The tests are being developed at the NPRC level (albeit with district-level inputs). *Thus they represent, at best, the strongest and weakest schools within a cluster, and are no way comparable across clusters.*

3.3.4 Improving Quality: Teacher Training

The traditional teacher training module in SSA has been a module called *Saadhan* - an 8-day package that focussed on effective use of textbooks, upgrading content knowledge of teachers, use of new transactional methodologies, handling multi-grade and multi-level teaching, preparation and use of TLMs and leadership training of head teachers.

In 2006-07, another module for head teacher training, *Pahal*, has been developed. Training of Master trainers is scheduled in January, 2007. Four master trainers of every district will be trained; they will further train district level resource persons who will train head teachers of primary school and upper primary schools.

Man-days of training completed in 2006-07 are as follows. These presumably include subject-specific training, Training on Reading skill (*Pathan Kshamta Vikas*) and other need based trainings for newly promoted teachers. Trainings happen at state, district, block or cluster level depending on the audience and need. A cascade model has been used, but there is a desire to use distance methods using the EDUSAT satellite (discussed later).

	Target	Achievement	Percentage
Primary Level	3147375	691950	21.98%
Upper Primary Level	1359120	270274	19.89%
Total	4506495	962224	21.35%

Does the low percentage achievement hint that there is not much belief about the effectiveness of teacher training? Such doubts are justified and even as per available research, the search for an effective, scalable model of teacher training has remained elusive.

Details of another module - *Samriddh* - for BRCs and NPRCs, developed by SIEMAT, were also provided to us. 6 day trainings were organized in June 2006. Significantly, this programme is not focusing on academic support but more on systemic support. This is how the system and the BRC's / NPRC's are themselves seeing their roles.

3.3.5 Improving Quality: Attempted Innovations

We noticed many commendable innovations that have been attempted in UP. One of them was the use of *student workbooks*, described in section 3.1.6. Another is the printing and distribution of *teacher guides* for classes 1-8 (We have got a set - some classes have individual teacher guides but others are together in 1 book). 2 sets of teacher guides have been given to all primary and upper primary schools in June-July 2006. We found teacher guides in the classes when we asked to see them in 1-2 places.

We are told that 2 *independent reviews* of the textbooks have happened - one from a perspective of gender-fairness and scientific temper, and another from the perspective of secularism. Such reviews should be made standard practice for all publications.

The SPO is keen to try out *distance learning through video-conferencing* via the EDUSAT satellite. According to the SPD, that would be the most effective means to train the large number of teachers and para-teachers who have been recruited. The SPO or state government will have to ensure the provision of television sets (and preferably computers with internet access) at all BRCs.

In 20 selected districts, a project for learning enhancement for children of classes 1 and 2 is being implemented. This is the *Nayee Disha* module developed with the help of Pratham, an NGO. Training of Shiksha Mitras will be complete by January 2007 and actual classroom transaction has already started. The project will be appraised on a fortnightly basis and final evaluation is planned in May 2007.

3.3.6 Improving Quality: Revision of system of academic support and supervision by BRCCs and NPRCCs

Academic support and supervision is a key role of BRCCs, NPRCCs and DIET mentors. Based on the new school grading system, at least once every month to grade C and D schools are now being mandated. It is recommended that considering the desired roles of NPRCCs, academic ability and inclination be given greater weightage than, say, seniority.

3.3.7 Improving Quality: Strengthening the Student - ECCE and Remedial Teaching

An amount of Rs.15 lacs per district is provided for the ECCE programme being run in convergence with ICDS department.

In August 2006, up to 40 students from each of one lakh schools entering class 2 were given remedial teaching for 15 days. Schools are now routinely being asked to use the 9th period for *remedial teaching*. This is a good step but capacity and design-related challenges still need to be met before it becomes completely effective.

3.3.6 Improving Quality: NCERT Quality Monitoring Tools

These NCERT tools consist of 18 record, reporting and analysis formats at 5 levels - the school, NPRC, BRC, District and State. BRC coordinators have been trained on these formats in June 06 and NPRC coordinators in July 2006.

Quality monitoring tools for the first quarter - July to September 2006 have been received from 52 districts. All the requisite formats have been received from 33 districts while some of the formats have been received from 19 districts.

While the formats can provide some analysis (Two shared with us are that 'collective attendance of children of all classes has been reported to be 88% while that of girls 90%', and 'throughout all classes and subjects, the trend of learners' achievement was found to be the similar.'), we would tend to be a little wary about relying on this data. This is because there is a fundamental issue of people's capacity to effectively administer these tools and then use their analysis. *But we believe they can play a critical part in building awareness, which will itself help build capacity.*

3.4 Programme Management and Institutional Capacity

3.4.1 Research and Evaluation

In the year 2005-06 SIEMAT conducted 12 research studies and in the current year two studies have been taken up. These studies were commissioned by the SPO. Draft report of all these studies have been submitted. An independent study on student achievement through an external agency has also been planned. In these studies issues directly related with different aspects of education, particularly at elementary stage were taken up. These included, opportunities available with students for science-based experiments and practicals; effects of training on upgrading the teaching process; utilization of question bank papers in social studies given in teacher guides; creating positive environment for English teaching in schools; mainstreaming of AIE students; effect of MDM on enrolment and attendance; impact of corrective surgery on mobility; impact of IED training on attitude and behaviour of teachers towards CWSN; evaluation of ICDS centres in UP; and availability and use of sanitation and hygiene facilities in schools. A very ambitious study on the problem of dropouts through cohort analysis in all the districts of UP was completed last year. This year research studies are focused on the recently introduced interventions viz. Evaluation of remedial teaching and assessment and functioning and effectiveness of KGBVs. SPO has also asked its district offices to take up monitoring and evaluation work and action research in current year which includes panel inspection of 50% UPS and 25 % of DIETs; supervision and gradation of schools on the new grading system already started in the State; and completion and reporting of quality monitoring tools. However, despite ample budgetary allocation for this activity, only a limited initiative has been taken by state and district offices and DIETs. So far, less than one-fifth of the research and evaluation grant has been utilized. In Aligarh districts DIET faculty carried out some innovative practices successfully which were duly recognized by IIM, Ahmedabad. Such attempts should be widely disseminated among all DIETs to motivate them to take similar initiatives. In order to facilitate the DIETs and SCERT faculty to conduct research, some priority areas of need based research may also be identified in a workshop of DIET faculty and carefully selected experts and attempts need to be made to create a culture of research among the faculty by effective leadership and recognition. The areas that need research attention may include, effectiveness of different training programmes; impact of workbooks on improving learning in classes 1 and 2. Some areas of research highlighted in the 5th JRM report like health programmes in schools and residential bridge courses are still relevant and may also be taken up. The research findings of various studies need to be utilized in the process of planning the concerned activities related with elementary education.

3.4.2. Management Information System

Management information system is operational in all the districts. For this purpose, each DPO has been provided with two computers and software and one computer operator and one EMIS in-charge. In the SPO, MIS cell is fully operational. The cell has generated EMIS 2005-06 reports for all districts. Data entry for 2006-07 has been completed in 30 districts which is based on EMIS schedules submitted by districts. 5% sample checking of the data submitted is being carried out by the BRC coordinators at Block level. MIS for the EGS as developed by NUEPA /

GOI has been implemented in all districts. The data entry based on its software for the year 2006-07 is in progress in all the districts. The reports for the household survey conducted for the year 2006-07 have also been generated through this system. These reports are being used in AWP&B for EGS/AIE, Residential Bridge Courses and Non Residential Bridge Courses. During visits in the field, the district MIS staff was found to be quite active and competent. In all districts, a Decision Support System software developed for planning and monitoring of EMIS data is being used and data is being generated on single teacher school, PTR, GER, NER, toilet-less schools, etc. for planning purposes. MIS data is widely used in developing AWP&B and for planning different interventions like classrooms, shiksha mitras, EGS/AIE centres, free textbooks, and uniforms. Training-cum-workshop for MIS in-charges and computer operators of all the districts was organized on 11-14 July, 2006 at SIEMATs, Allahabad with technical support from NUEPA with a view to train district level computer staff on revised DISE formats, collection and checking of data and its analysis and use. In view of increasing use of computers in office communication, BRCs also need to be provided with computers with sufficient power backup. This will facilitate effective implementation of school grading, monitoring and evaluation of schools and providing guidance to teachers.

3.4.3. Capacity Building

Capacity building of staff at different level is being done in order to meet emerging needs of the programme. A two day training has been arranged at the state level for all the 878 BRCs to built their capacity for newly introduced system of school grading, conduct of unit tests to assess students, reporting on quality monitoring tools of NCERT, analysis of results and taking remedial action and for providing academic support to and supervision of schools. Similarly, 280 master trainers including 2 JEs of RES, and 2 ABSAs of Basic Education Department from all the districts were given a 2-day training on construction of school buildings and additional classrooms on earthquake resistant design, who, in turn, imparted training to all the other JEs and ABSAs at the divisional level. All these personnel have then trained the head masters and masons at the district and block levels.

As a result of this training earthquake resistant design in new school/classroom structures was found being used in the field. Four rounds of two day orientation trainings were organized for core team members from each district on SSA Planning and Appraisal Guidelines. This exercise now needs to be extended to the sub-district level functionaries in order to enable them actively participate in the planning process and enforce the idea of decentralized planning and management more effectively.

3.4.4 Institutional Development

In UP, SSA programme is being implemented through mainstream education administrative structures for whose support and strength an autonomous body of UP Education for All Project Board is in place. No parallel administrative structures have been created. The project staff has been put under administrative control of mainstream education administrative officers. The Project Office is operating through three committees viz - Executive Committee, Finance Committee and Programme Committee. It has recently been provided with a Civil Work Technical Cell and an Internal Audit Cell. Since there is a complete coordination between the

SPO and mainstream Directorate of Basic Education responsible for elementary education in the state, implementation of SSA programme in the State is rather smooth and without administrative bottlenecks. The administrative arrangements for SSA programme at the district and sub district levels are on the same lines. Though the project board is an autonomous body, its staff works under the administrative control of the mainstream administrative officers at all levels. At block level the Assistant Basic *Shiksha Adhikari* (ABSA) has been designated as Block Project Officer. ABSAs have been trained by SIEMAT for monitoring the progress of the project activities in Blocks. The SPO receives technical and professional support from SIEMAT and SCERT at state level and its counterparts at the district level receive this kind of support from the DIETs. While SIEMAT- UP is actively involved in shouldering the responsibility of training educational planners and administrators under SSA at state, district and sub district levels, SCERT is engaged in taking up quality-related issues - developing modules for training of teachers, para teachers, EGS/AIE instructors, etc., revision of curricula and textbooks, development of teacher guides and children's workbooks, etc.. Thus institutional arrangements for SSA programme are well integrated at state, district and sub-district levels.

All the DPCs and BRC and NPRC coordinators in districts, blocks and *nyaya panchayats* are in place. However, at lower levels, some positions are lying vacant, for example, in DPO Agra, 3 posts of DCs are vacant for about a year. DIET, Aligarh is also under staffed at present. The BRCs and NPRCCs have been given training particularly to ensure implementation of quality-related programmes at block level which include training of teachers, TLM workshops, school visits for supervision and extending academic support to teachers, assessment and grading of schools, etc. Considering BRC/NPRC as an important link in the chain of structure, capacity building of their coordinators demands special attention. In keeping with the emerging needs, coordinators of all BRCs were given two day special training at the state level which focused on grading of schools, quality monitoring tools of SCERT, pupil evaluation, academic supervision and support of schools, etc. The cluster level (*nyaya panchayat* level) NPRCs have been established and NPRC coordinators have been appointed who are responsible to coordinate the project activities in 10-12 schools falling within their jurisdiction. Some NPRC coordinators, unlike the other functionaries at the higher levels, are superannuated teachers who are not as agile as their counterparts at higher levels are. Younger ones among them are likely to play a more dynamic role in coordinating schools and improving their performance. At village level, Village Education Committees have been constituted across the state. Similarly, in urban wards, Ward Education Committees have been formed. Both are statutory bodies of PRI headed by the elected representatives. Gram Pradhan, an elected representative is the chairman of VEC. Head master is its member secretary. This is the last tier in the hierarchy of administrative structure for SSA programme implementation. It is also the first level from where all kinds of information concerning the needs of elementary education of inhabitants of an area will be communicated up the stream. All educational activities at this level will be implemented under the direct supervision and control of this body only. At present, the VEC constitutes of three nominated members, besides the chairman and member secretary. The committee in order to be more effective, may be made more broad based with more members representing different sections of the local community who, instead of being nominated, may be elected by the villagers / inhabitants of the ward. The existing VECs are supervising all the construction work in schools, disbursing school grants, TLM grant and maintenance grant, appointing SMs and EGS/AIE instructors and paying their honorarium and controlling EGS/AS/ECCE centres. Their one day

training has been arranged for once on the newly developed *Sahyog* Module at NPRCs. During field visits it was felt that VECs, particularly their members, need more thorough and rather recurrent training in order to be able to dispense with their responsibility in a better way. It is in this context relevant that an impact study of *Sahyog* Module as well as need assessment of VECs may be conducted. The lady *pradhans* or lady members of VECs are often found to be quite reserved and unresponsive. They need to be made more proactive and be encouraged to play an active role in the management of education at village / ward level.

3.4.5. Financial management and procurement manual

Timely availability of funds with the SPO and their quick transfer at lower levels down to the VEC are key factors in implementing any approved programme and achieve its targets. The amount of funds being requisitioned for SSA project in the state has substantially gone up and its provision by both, the GOI and GOUP has accordingly been enhanced over the last two years. This had necessitated a more efficient funds flow mechanism up to the lowest level of authority for maximum utilization of these funds. The old SSA funds transfer system in vogue in UP was replaced last year by a commendably very efficient and quick transfer mechanism. In this new transfer system of electronic transfer, the SPO hands over a single cheque and list of amounts and district wise bank accounts of five nationalized banks where the funds are to be credited to the respective banks. The DPOs / DIETs have their accounts in any of these 5 banks. These banks then transfer funds from SPO account (maintained in their branch) to DPOs / DIETs bank accounts through electronic transfer / telegraphic transfer, thus crediting funds in DPOs/DIETs accounts within a day or two.

The process of transfer of funds adopted at the level of DPOs/DIETs is a replication of the one adopted at SPO level. The DPOs/ DIETs, directly remit the funds from their accounts to the accounts of BRCs/NPRCs and VECs through electronic transfer or credit advice through banking channel. In majority of the cases the transfer does not take more than a week. In the present system of swift transfer of funds where flow of funds is no more a constraint, various SSA activities are being implemented expeditiously. This is clearly evident from the steadily increasing volume of expenditure in the previous two years.

In the year 2004-05 and 2005-06 the expenditure on SSA interventions in UP was Rs. 149056.00 lacs and Rs. 224056.27 lacs, respectively. In the current year, until the 6th January 2007 a sum of Rs. 237732.89 lacs, almost a 4/5th of the available grant has already been spent. Dissemination of the experience of expeditious transfer of funds to the VEC level and its good impact on programme implementation may be useful for other SPOs.

Financial Management System: Financial Management and procurement manual circulated by the MHRD has been formally adopted by the Executive Committee of UPEFA and implemented in all districts. Manual for VEC has been developed in Hindi and distributed. The newly appointed accounts personnel have been trained on the manual by the Centre for Development of Financial Administration. 13 officers in SPO and 77 officers at the district level have been given training on FMP manual. DPOs have separately prepared and printed construction work manual with all financial, material and structure-related guidelines in Hindi and provided it to the VECs. Although VECs including HMs have been given orientation on FMP manual, field visits

revealed that the HMs were not able to maintain proper accounts and supporting vouchers as per requirement. Construction work of a new UPS was though being supervised by VEC, some important deficiencies in the built up structure were noticed which could not occur to VEC representative. Their training of one day and that too for a few hours which includes training in financial and accounting matters seemed insufficient. In the VECs and BRCs it was reported that the district officials are using single entry system which is an incomplete system of recording financial transactions and is amenable to errors. More specific workshop based training of VECs, particularly HMs, will help in maintaining proper record of receipts and of expenditures and their supporting documents and supervising civil works.

Audit: The Audit report and Annual report of SSA for the year 2005-06 has been sent to the MHRD as per schedule. No disallowances have been reported on these expenditures. As mentioned in the 3rd JRM report, a recommendation of internal audit to strengthen procedures had led to a proposal for setting up of an internal audit cell in the SPO. This proposal has finally been implemented and the proposed Internal Audit Cell has been set up in the SPO. The Internal Audit Cell will vet the internal audit reports prepared by the Chartered Accountants for recommendation to the SPO.

3.4.6 Financial Progress

The State outlay and AWP&B for SSA including NPEGEL for the year 2006-07 was Rs. 3679.01 crore. There was an unspent balance of Rs. 253.03 crore for the year 2005-06. Against these amounts, GOI has released a grant of Rs. 2066.54 crore in two instalments in July and October, 2006 and GOUP has released its corresponding share of 25% grant of Rs. 688.85 crores. Thus total amount of funds available are Rs.3008.42 crores. Against this total, the expenditure booked by 06.01.2007 comes to Rs. 2377.31 crores or 78.98 per cent of the total available funds. As on this date, only a small amount of Rs. 98.33 crores is left in balance. Release of the first instalment of the central grant in April will allow action on the AWP&B to be started without waiting for 3-4 months. This will add to efficiency in financial management and further improve financial as well as physical progress.

This year the state government apparently released its share of 230.12 crores in April, even before the release of the Central grant, which is commendable.

4. NEXT STEPS

Overall we are quite satisfied by what we saw on the ground and from the discussions especially at the state level. We would like to comment the leadership and entire SPO team for the same. There are concerns about capacity issues right from district level downwards - for example, we were not able to get the drop-out rates (or even an answer that it was not available) even at the DPO level. However, in general decentralisation and effective implementation seem to be strong points of the state. Many of the initiatives - like school grading and speedy teacher recruitment, for example - are very good. We were impressed by the working of the Aligarh DIET - and to know that it won 6 out of some 60 innovation awards presented by the Sir Ratan Tata trust and IIMA.

Some suggestions are presented both for the short term and the longer term.

4.1 For the Short term

1. Currently the VECs consist of 5 members and only 1 of them is elected. It may be worthwhile to consider making it more broad-based with a greater representation of elected people. Also the number of people being trained and the duration of the training and its frequency should be increased. It is recommended that details of VEC constitution in different states be studied and based on it a final decision be taken.
2. The third party monitoring process for civil construction has been initiated, however, it is going slowly. The process should be expedited considering the extremely large scale of the project and size of funds involved.
3. The new earthquake-resistant design of the schools and classrooms is good. However, in one of the schools visited, we found certain limitations (eg. non-use of vibrator in RCC work, poor quality of masonry work and sub-standard quality of sand used in brickwork) which should be looked into and addressed urgently.
4. It was expressed by some people (including the head of the *UP Prathmic Shikshak Sangh*) that too much of teachers' time goes in non-teaching tasks, in spite of orders and assurances to the contrary. We are not sure if this is true considering that there is an order from the Chief Secretary limiting the tasks that may be assigned to teachers.
5. Release of Government of India component of the SSA grants in two tranches with the first in April will help in a big way, for example, with construction activity.
6. Both in terms of a structure (where the SPD is also the Secretary, Primary Education) and in terms of the current team, we think the current set-up in UP is effectively implementing the project. We see it as a desirable if the continuity can be maintained for a few years to come.

4.2 For the long term

1. A good job seems to have been done of providing access through initiatives like construction and teacher recruitment, but *UP should now quickly focus all energies on the next level - quality*. This focus cannot be simply in name and that will not be an easy transition. Problems will have to be approached with the confidence that solutions *that have not existed anywhere else in the world* will have to be found or created. This is also a unique opportunity for UP to leapfrog to a stage when access is achieved *with high quality!* The main recommendation is to put in place a systemic and thought through process of periodic, external, large-scale assessment drawing upon the best expertise available in the world, so that quality of learning can be understood much more clearly, and the efforts of other initiatives and efforts can be determined on that basis.
2. For all activities undertaken, an attempt should be made to obtain feedback; wherever possible, the feedback may also be from an independent source. This has many implications - related to the mechanism of feedback through the Monitoring Institutions (MI) (The quality of MIs should be such that they can provide high quality as well as unpleasant feedback if necessary.) The urgency of third party evaluation of construction has been discussed in the earlier section. Independent reviews of textbooks (which has been done) could be extended to other publications also. Systematic maintenance and analysis of feedback of all training programmes should become a practice. To verify and ensure teacher quality as well as maintain a sense of excellence and professionalism among teachers, ideas like voluntary

teacher tests, which allow them to know their strengths or weaknesses, but also provide administrators useful data, may be tried out.

3. For a large state like UP, and considering that its efforts in SSA have been extremely dynamic, the absence of reliable, updated data available to all functionaries at their fingertips, is, we believe, proving to be a drag on its efforts. Much of the data required is available in the system, but there is only so much that can be done if the use of IT is not sufficiently widespread. We think the BRC's must be immediately equipped with computers and internet access (easy since most are in mobile range) and plans must begin for computers to be available at the cluster level and also the school level within a few years. As far as data collection processes go, systems like the DISE can be strengthened by allowing data capture as well as correction closer to the source of the data. If the data for a year is available by October of that year, it can be useful for planning the next year's work.
4. We think that organisations like SIEMAT and SCERT have the potential to do high-quality research in the future, but they have a way to go before they get there. A first step could be to start collaborating with leading researchers from all over the world in doing research. A suggestion is to set up a Research Advisory Panel consisting of probably 10 of the leading 20-30 researchers on education in India anywhere in the world to guide these researchers. Also funding must be commensurate to the value of obtaining clear answers to these questions. This is likely to significantly improve the quality of research being done.
5. For education to make a difference in the lives of people, simultaneous and effective public education campaigns are needed. One innovative idea is to develop videos on important issues addressed to the village parent and screen a video once a month or so at every school. Another is to use the demonstration effect (though this has its challenges) - select community members can be taken to schools where the VEC and teachers are effective. But forums for parents and community members to discuss issues related to education must be created so that their thinking also keeps pace with the dynamic changes happening in this sector.

INDIA
SARVA SHIKSHA ABHIYAN
FIFTH REVIEW MISSION

UTTARAKHAND STATE REPORT
(16th – 31st January 2007)

Introduction

As part of the Fifth *Sarva Shiksha Abhiyan* (SSA) Review Mission, Prof G C Upadhyaya (NCERT) and Amit Kaushik (UNDP) visited the State of Uttarakhand from 17th to 23rd January, 2007 to review progress, in accordance with the Terms of Reference of the Mission. This was the first Mission to visit Uttarakhand since inception of the process. Among other things, the TOR included a review of (a) overall programme implementation, and (b) financial management, procurement and safeguard issues, and was required to look at processes being adopted to achieve the objectives of SSA as well as State and district-specific strategies being adopted to support the programme.

The Mission interacted with the Chief Secretary and the Education Secretary at the State level, and the State Project Director and her team of officials. The Mission also visited two districts, viz., Udham Singh Nagar and Dehradun, where they met several officials including the District Magistrate, DIET faculty, BRC and CRC coordinators, members of VECs, teachers, NGO representatives and others. They also visited nearly 20 schools, two EGS centres, one private recognised school, BRCs and CRCs, and ECCE centres. In Dehradun, the Mission also met with officials from other SSA districts.

The Mission would like to place on record its deep appreciation and sincere gratitude to the State Government in general, and the State Project Director and her officials in particular, for their gracious hospitality and assistance in facilitating the visit. They would also like to express their indebtedness to the many project officials who willingly extended their cooperation and gave selflessly of their time and effort in answering the many questions that were posed during the review.

Overall Programme Implementation

The State of Uttaranchal, which was created in 2000 and has recently been renamed Uttarakhand, has a total of 13 districts. In six of these districts, DPEP was also implemented until its closure in March 2006. The State has a total population of 84.79 lakhs (Census 2001) with a literacy rate of 72.2%, of which the male literacy rate is 84.01%, while the female literacy rate is 60.26%. According to the latest household survey, the child population in the 6-14 year age group was 1,786,778.

The State continues to make steady progress in meeting the overall programme objectives. As a result of diverse strategies followed in the last five years, gross enrolment rates for the State are

now estimated to be 100.93%, while the net enrolment rate has increased to 99.1%. The State reports a transition rate from primary to upper primary of 97.24%, and a reduction in primary drop out rates from 15% to 0.9%. In terms of access, the State has ensured that almost 96% habitations have a primary school facility within 1 kilometre, thus yielding a gross access ratio of 1:1.03. As of now, only 774 habitations do not have any school facility. While 550 of these are technically not eligible for establishing school or EGS/AIE facilities, the State is considering strategies to ensure that children in these habitations also receive an opportunity to complete elementary schooling.

As a result of round the year enrolment drives, 99.7% of all girls in the 6-14 year age group have been enrolled in schools or EGS centres, while more than 99% of socially disadvantaged children (from SC and ST communities) have also been enrolled. The Government has relaxed the time and norms for enrolling children from these groups who may now be enrolled at any time of the year, without insisting upon production of supporting documents like proof of residence, transfer certificate, parents' details, etc.

Against a target of constructing 452 primary and upper primary schools, 385 are in progress/completed, while reconstruction of 347 primary and upper primary schools is in progress/completed against the target of 358. The State has several sanctioned works of construction of boundary walls, and 2,995 are in progress against the target of 3,663. Overall, it would appear that the State is making satisfactory progress in completing sanctioned works and is likely to achieve its targets by the end of the year. The Mission was particularly pleased to note that almost every school in the visited districts had been provided with a boundary wall, thus delineating the school from its surrounding environment and providing a sense of separate identity.

Enrolment and Access Issues

In November 2006, 34,566 children in the 6-14 year age group were reported to be out of school on the basis of a household survey conducted by the State, as against the figure of 116,680 out of school children reported by IMRB-SRI in May 2006. During the Mission's visit to Udham Singh Nagar, they were informed by the District Magistrate that nearly 8,700 children were out of school in the district alone, largely due to in-migration in the area owing to increased industrialisation and construction in recent years. The migration is from as far field as Orissa, Bihar and Rajasthan, pointing to the need for establishing some form of inter-State cooperation for ensuring the continuation of education of these children. In some of the schools that were visited by the Mission in this district, it was observed that between 5-10 children in the local habitation, including some with disability, had either never enrolled, or had dropped out. It was heartening to note however, that the local VEC and head teacher in each case were aware of these children and were taking steps to motivate them to enrol at the earliest possible opportunity.

To enrol out of school children in the State, a total of 1,590 EGS centres, 187 AIE, and 56 Maktabs/Madarasas have been established in the 13 districts. A total of 37,691 and 10,062 children have been enrolled in EGS and AIE respectively. The State has undertaken measures to mainstream these interventions through upgradation of EGS centres into regular schools

wherever possible, and by directing primary and upper primary schools in the catchment area to enrol children from EGS centres. In addition, EGS volunteers who possess graduate qualifications and have been continuously working for at least three years are awarded 10 points weightage for each completed year (up to a maximum of 30) for selection to BTC courses so that they may acquire the qualification and be considered for appointment as para teachers (*Shiksha Mitras*) in regular schools.

It may be mentioned here that EGS volunteers appointed by the VEC are paid an honorarium of Rs 2500 per month, with the difference between this and the admissible honorarium of Rs 1000 payable under SSA being met by the State. Similarly, the rates payable to *Shiksha Mitras* in regular schools have recently been revised from Rs 5000 to Rs 6000 per month, and the difference in the current year will also be borne by the State exchequer. In-service training for EGS teachers has also been planned. A committee has been constituted under the chairmanship of Additional Secretary to formulate service rules and training requirements for para teachers and to examine the option of directly absorbing those whose performance has been satisfactory.

To ensure enrolment of out of school children, particularly girls, the State has, in addition to EGS, taken up non-residential bridge courses in several districts. In Dehradun district, some of the EGS centres are being run as evening (night) schools, to enable working and street children to join and complete primary education. Although this is not fully in accordance with the principles of the EGS scheme, the Mission feels that this is a commendable step towards enrolling such children and providing them educational opportunities.

92% of 22,195 children with special needs (CWSN) in the State are enrolled in mainstream schools. In the case of those children who cannot attend school on their own, the State is providing either home based education or escort facilities. 26 resource teachers have so far been appointed to support CWSN in mainstream schools (two per district), and more will be recruited at the block level shortly. In addition, a detailed profile of all CWSN is being maintained by the project authorities to help in planning for their education.

In convergence with ICDS, 4,174 ECCE centres with an enrolment of 53,548 children are being operated in and around primary schools to prepare children for enrolment in primary school. However, the State is of the view that this convergence needs to be further strengthened in order to provide firm backward integration with ECCE for primary school children. In similar vein, the State pointed out that there is a need to strengthen the forward linkages with secondary education, particularly in the case of girls passing out from KGBV.

Quality of Education

Teacher training has been one of the significant interventions in Uttarakhand from the beginning of the project; however, while progress in this area was satisfactory in previous years, there appears to have been a slowdown during 2006-07. As against a target of training 24,419 primary school teachers during the year, only 17,544 have been trained so far. At the upper primary stage, only 9,014 teachers have been trained out of the 18,186 planned. The Mission had an opportunity to attend one of the 10-day content-based training programmes for primary school teachers taking place at the BRC Khatima (Udham Singh Nagar). During discussion with

teachers attending the programme, as well as with others in the schools visited, the Mission could not but help form the impression that repeated training, in addition to other duties such as elections and census, is viewed by many teachers as a burden, which takes them away from the classroom. The methods of training are also viewed as more or less repetitive. In this situation, the Mission feels that it may be necessary to review some of these programmes so as to make them more need-based and effective.

In addition, it was noted that although the State has issued an executive order prohibiting the deployment of teachers for purposes other than election duties and emergency, many teachers have effectively been away from their classroom for a long period in connection with finalisation of electoral rolls and issue of photo identity cards. While the Mission appreciates that some of these duties are unavoidable, there is no denying the fact that such continuous absence does have an adverse impact on the learning achievements the affected children.

The Mission observed that Village Education Committees (VEC) have been constituted in all villages in accordance with State legislation. At the village level, the programme is implemented by the VECs, Mother and Teacher Motivator Associations (MAMTA) and School Management Committees (SMCs), and even though the members of these groups are not part of the official education department, they are an integral part of the planning and implementation process. Fourteen subjects, including elementary education, have been transferred to the Panchayati Raj Institutions (PRIs) and the DEO, BEO and teachers are supposed to report to the Chairperson of the Zilla Parishad and Block Panchayat respectively, although this is not always observed in practice. The Mission was also informed that while salaries of *Anganwadi* workers in ECCE centres were released after approval of the VEC, this was not true in the case of elementary school teachers.

The planning process begins in the month of September, with training programmes being organised for the district core planning team at the SIEMAT level. Suitable training is also arranged for accounts and finance staff, VEC, MAMTA and SMC members, and staff at block, district and State levels. In a bottom-up process, district plans are prepared on the basis of the block plans (themselves based on village/cluster level plans), and then aggregated at the State level.

Based on NCF 2005, the State has developed its own textbooks and has already initiated steps to ensure that they are printed and distributed to children well in advance of the next academic session. In addition to SC/ST and girl children who are provided free textbooks under SSA, the State is providing them to all other children also from its own resources, so that there is no discrimination in the classroom. It was noted by the Mission during its field visits that a combined textbook for Math and Language (Hindi) has been developed for Class I. English has been introduced from Class I, while Sanskrit has been introduced from Class III, and textbooks for these subjects are also provided separately. While there is only one textbook on Environment Studies for Classes I-III, the subject is separated into Science and Our Environment in Classes IV and V, which implies that they receive one additional textbook.

The Mission observed during its visits that teaching-learning material was being used in the classroom and that several innovative types of material had been developed. Classroom walls

Five been painted with information of several types such as the names of Prime Ministers, animals, numbers and tables, mathematical formulae, etc., for the use of students. It was learnt that the State organises TLM *melas* and competitions from time to time in order to encourage teachers to prepare different types of TLM.

The State is in the process of implementing a system of Comprehensive and Continuous Evaluation (CCE) with effect from the current year. The existing system of grading schools implemented by the State for several years now will be integrated with the new CCE system. Although the State is also implementing the Learning Guarantee Scheme of the Azim Premji Foundation and an evaluation tool developed by Pratham on an experimental basis, the Mission was informed that there is no overlap between these evaluation systems. The State is of the view that these are complementary to each other, and would finally adopt an integrated CCE system that includes different elements from all of these.

The grading system currently in use is based upon physical aspects and academic achievements of each school. Schools are thus graded from A to E for each aspect, providing a total combination of 25 categories, ranging from AA (highest) to EE (lowest). The Mission observes that as pointed out by the Twentieth DPEP JRM also, the present system tends to be more oriented towards administrative planning instead of being a tool for monitoring and improving quality. For instance, in one BB school visited by the Mission, the performance of children was observed to be closer to E than to B, indicating thereby that the system may perhaps require further improvement to increase the degree of objectivity before it can become an effective quality monitoring tool.

The Mission also noted that while remedial teaching was taking place in many schools that were visited through volunteers appointed by the VEC, the manner in which it is being transacted may possibly need some restructuring in order to make it more individual-specific. In terms of learning achievement of children, based on simple questions related to fractions and reading of simple paragraphs posed by the Mission, it was observed that results were mixed. However, in a large number of these schools in both district visited, many children in Class V were unable to complete simple addition of fractions or to read paragraphs in Hindi from their textbooks. While the remedial camps have been initiated only in the current year, this situation does cause some concern, and the Mission would like to emphasise that since issues of provisioning appear to have been largely addressed by the State, they need to be translated into enhanced learning outcomes.

One of the initiatives taken up by the State relates to Computer Aided Learning (CAL) that has been introduced at the upper primary level. At least two computers have been provided, with up to four in those schools where enrolment is higher. However, the software in use has been sourced from the Azim Premji Foundation and is only meant for the primary level, so the utility of this material for teaching children at the higher level is clearly limited. The Mission understands that some age/grade appropriate material is under development at the SCERT, and would urge that this be field tested at the earliest so that it may be rolled out and used in the classroom to make CAL effective.

At the same time, the Mission was happy to observe that in the districts visited, local staff has been provided ample opportunities to implement innovations to help enhance student learning. For instance, the emphasis placed on handwriting by the Udham Singh Nagar district has resulted in children in those schools acquiring uniformly beautiful penmanship, and the manner in which this has been done should be shared with other districts and States as a best practice. Similarly, a full-length mirror has been provided in all schools of this district, to remind teachers and students of the need to care for their appearance, and the Mission observed that this has clearly had an impact. Another innovation has been the introduction of a radio project through which English is taught as a language. The half-hour programme is broadcast by the Najimabad radio station, and teachers conduct pre-broadcast and post-broadcast activities with children in the classroom.

To help improve reading skills, 89 *Bal Choupals* have also been constituted, specially focused on SC/ST children, using the services of literate elders and youth in the village. Finally, under NPEGEL and the Innovation for Girls component of SSA, the State has taken up several commendable initiatives such as yoga, martial arts training, craft making, vocational skill training and inter-school competitions, etc.

During its visit, the Mission learnt that teachers were in the process of collecting information for NCERT's Quality Monitoring Tools; many teachers indicated that they had not completely understood these and were therefore facing some difficulty in collecting relevant information at school and CRC level and completing the appropriate formats. It is felt that the BRCs may be instructed to provide additional support to teachers at the CRC and school level so that these difficulties may be removed.

Capacity Building of Institutions

At the village level, VECs and School Management Committees (SMCs) have been constituted and are in operation. In discussion with members of the VECs and SMCs, the Mission gathered the impression that they were not always fully aware of their responsibilities and roles under the programme. While several detailed training modules have been developed for VECs and SMCs, the training needs to be reoriented to ensure that members are clear about the role expected of them.

The CRC is a key institution for planning, monitoring and implementation of the programme, but even in Dehradun there were six vacancies in the local CRCs, while there are several across the State. The Mission understands that most of these vacancies have arisen due to the recent integration of the Departments of Secondary and Elementary Education, as a result of which several officials have been redeployed. The State would need to ensure that vacancies at CRC level are minimised to the extent possible, to enable them to play an appropriate role in implementation.

District Institutes of Education and Training (DIETs) are now in place in all the districts. Since most of the DIETs have taken up the task of research, evaluation and monitoring, it would be desirable to put in place a system of regular visits of DIET faculty to the field. Action research

conducted at DIET level should be used to provide feedback to the BRC, CRC and school level, to improve classroom transactions and remedial teaching.

While the SIEMAT is functional, it presently has only half the approved staff strength available and functions from rented premises till completion of its own building. It is understood that a decision has already been taken by the State to support the expenditure on SIEMAT staff and the Mission would therefore urge that appointment of the remaining staff may be considered at the earliest possible opportunity in order to derive the full benefits of the institution.

Programme Management Issues

It was noted that except for some vacancies at lower levels, the State has most project management staff in place at the State, district and sub-district levels. DIETs have been established in all districts and have adequate faculty, except in the case of Udham Singh Nagar, where the DIET has only recently been made operational. To facilitate the flow of information at various levels and improve communication, the State has computerised various applications up to the BRC level.

According to information made available by the State Project Office, as against an AWP&B for 2006-07 of Rs 248.20 crores, the State has expended an amount of Rs 163.18 crores till December 2006. Expenditure against releases till that date was 86.18%, while expenditure against AWP&B was 65.75%. From an initial AWP&B of Rs 25.60 crores in 2001-02, the size of the State's plan has increased by nearly 10 times in 2006-07, with utilisation of almost 80% of total funds available during this period.

In the current year, the State has spent about 86% of available funds and will be seeking an additional instalment from the Centre. Anticipated expenditure till the end of the current financial year is Rs 235.35 crores. The release of State share of funds is up to date, and there is no shortfall in this regard; the SPD informed the Mission that the State share for the next instalment would also be received as soon as the sanction of the second instalment is received from the Centre.

The Mission was informed that since 2003, the SPD has also held the charge of Additional Secretary Education in the State Government, thereby providing for a greater degree of convergence and coordination between the two agencies. As a result, issues of release of State share, placement and filling of vacancies of teachers, and convergence with other Departments has been made much easier, resulting in more efficient programme implementation.

In a recent development, the Government has decided to integrate the Departments of Secondary and Elementary Education for administrative purposes. As a result, many of the project personnel, who have now been with the programme for some time and have acquired experience and understanding of various implementation issues, may be deployed for other duties, particularly on promotion. The Mission would suggest that project authorities may like to examine the possibility of retaining these personnel if possible so as to ensure continuity in the project.

Financial Management

Senior professionals are in place at the State and district levels, to help coordinate and manage issues related to finance. According to information provided by the State, internal and external audit for 2005-06 is complete for all the districts, and is in process for the current year. Funds flow from the State to district level and below is reported to be on time and satisfactory, and was verified by the Mission from available records in one of the districts.

The Mission observed that the State has already provided its responses to both the reports of the Institute of Public Auditors of India (IPAI) for 2004-05 and 2005-06. The provisions of the Financial and Procurement Manual are being followed at all levels of project implementation.

Next Steps

Based on the visit to the State and information reviewed, the Mission would like to make the following suggestions for the future:

1. The various systems of grading and evaluation presently under trial in the State should eventually lead to a system of Continuous Comprehensive Evaluation, that enables the project management and teachers to plan, monitor and implement steps to improve quality, and to take corrective action wherever necessary. The grading system currently in use would seem to require some review in order to make it more objective and less susceptible to external influence.
2. Individual attention is essential to enhance the learning achievements of children, particularly in those cases where they have been unable to acquire the necessary competencies of the concerned Grade or subject. While the State has taken up remedial teaching on a large scale, the strategy employed would seem to require review, especially in those cases where volunteers are being engaged to undertake this activity. In fact, the State may like to explore the possibility of expediting the provision of such remedial teaching within school hours using regular teachers.
3. The State may wish to consider taking up some studies of the impact of various initiatives such as remedial teaching, MAMTA groups, *Bal Choupals* and teacher training. The results of these studies would be useful in informing subsequent planning and implementation activities.
4. To strengthen the linkage with early childhood education and to improve quality at the primary school level, the State may like to consider whether it can support the universalisation of preschool facilities, over and above the support available through ICDS and SSA. While ICDS is already taking steps to universalise its coverage, the State may wish to complement this effort by supporting preschool sections in the remaining primary schools from its own resources.
5. The integration of the Departments of Secondary and Elementary Education may lead to the loss of experienced and knowledgeable personnel. The State may wish to examine the possibility of retaining these valuable human resources to the extent possible in the interests of the project.