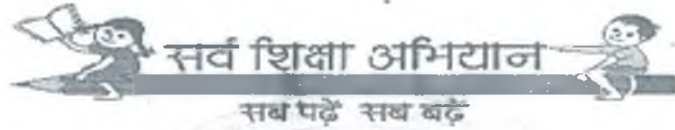


FOR REFERENCE ONLY

Appraisal Report (2010 – 11)

Annual Work Plan & Budget
Sarva Shiksha Abhiyan



JHARKHAND

Project Approval Board Meeting
3rd May, 2010

In respect of:

BOKARO, CHATRA, DEOGHAR, DHANBAD, DUMKA, GARHWA, GIRIDIH, GODDA, GUMLA, HAZARIBAG, JAMTARA, KHUNTI, KODARMA, LATEHAR, LOHARDAGA, PAKAUR, PALAMU, PASHCHIMI SINGHBHUM, PURBI SINGHBHUM, Ramgarh, RANCHI, SAHIBGANJ, SARAİKELA KHARSAWAN and SIMDEGA.



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APPRAISAL REPORT 2010-11

1. An Executive Summary of key items:-

(I) Progress Overview for 2009-10

(Rs. in lakh)

Sl. No.	Activity	Approved Budget 2009-10		Achievement (upto 31.03.2010)			
		Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)
1	New Schools Opening						
1.01	New PS	442		442		100%	
1.02	Upgraded/New UPS	185		169		91%	
2	New Teachers Salary						
2.01	Primary Teachers (Regular)-Trained						
2.02	Primary Teachers (Para)	884	238.68	72	3.20	8%	1%
2.03	Upper Primary Teachers (Regular)-Trained						
2.04	Upper Primary Teachers (One Science & One Maths Teacher for each UPS)	555	149.85	81	16.64	15%	11%
2	New Teachers Salary	1439	388.53	153	19.84	11%	5%
2.1	Teachers Salary (Recurring)	93166	46095.75	94718	41132.25	102%	89%
	SUB TOTAL (New+Recurring) Teachers	94605	46484.28	94871	41152.09	100%	89%
3	Teachers Grant	135873	679.37	130909	656.41	96%	97%
4	Block Resource Centre (BRC)/UBRC	251	609.94	250	441.97	100%	72%
5	Cluster Resource Centres	2094	2424.74	2064	2210.22	99%	91%
6	Teachers Training	171911	3941.21	93893	1387.22	55%	35%
7	Interventions for OOSC	119347	4027.15	73261	1531.43	61%	38%
8	Remedial Teching	289197	433.80	230625	313.99	80%	72%
9	Free Text Book	4877206	8317.36	4877206	5751.13	100%	69%
10	Interventions for CWSN (IED)	47312	331.18	16052	282.09	34%	85%
11	Civil Works						
11.01	BRC	35	280.00	3	267.77	9%	93%
11.03	Primary School	442	3690.70	442	5179.63	100%	50%
11.04	Upper Primary (new) (3 ACR)	918	7344.00	918	9699.80	100%	67%
11.05	Building Less (Pry)			1	3.64		2%
11.06	Additional Class Room(Single)	11916	34556.40	1925	31897.35	16%	83%
11.07	Toilet/Urinals	67	396.50	67	392.21	100%	88%
11.08	Separate Girls Toilet	2489	293.40	227	292.65	9%	100%
11.09	Drinking Water Facility		133.70	294	137.95		91%
11.10	Electrification				0.05		100%
	Sub Total of Civil Works		46694.70		47875.96		74%
12	Teaching Learning Equip.	627	180.90	865	283.00	138%	86%

Sl. No.	Activity	Approved Budget 2009-10		Achievement (upto 31.03.2010)			
		Phy.	Fin.	Phy.	Fin.	Phy. (%)	Fin. (%)
13	Maintenance Grant	31746	2266.70	31413	2236.78	99%	99%
14	School Grant	53799	2974.67	53294	2940.07	99%	99%
15	Research & Evaluation	53799	537.99	53020	446.89	99%	83%
16	Management & Quality						
16.01	Management & MIS (Division, District & Block Office)		3752.02		3300.59		88%
16.02	Learning Enhancement Prog. (LEP)		1732.00		1162.04		67%
	Sub Total		5484.02		4462.64		81%
17	Innovative Activity						
17.01	ECCE		171.00		76.89		45%
17.02	Girls Education		360.00		172.57		48%
17.03	Urban Deprived Children		33.75		16.58		49%
17.04	SC / ST		240.00		94.44		39%
17.05	Computer Education		1200.00		893.41		74%
17.06	Minority		41.25		25.57		62%
	Sub Total		2046.00		1279.46		63%
18	Community Training	221906	133.14		119.69		
	Total of SSA (District)		127567.15		113371.03		78%
19	STATE COMPONENT						
19.01	Management		1222.83		949.29		78%
19.02	REMS		161.40		41.84		26%
19.04	SIEMAT		100.00				
	Sub Total		1484.23		991.13		67%
	STATE SSA TOTAL		129051.38		114362.16		78%
20	NPEGEL	2975	1898.89	2975	1711.498	100%	67%
21	KGBV	198	5061.06	198	4404.142	100%	66%
	GRAND TOTAL (SSA+NPEGEL+KGBV)		136011.32		120477.80		77%

(II)A. Financial Information

(Rs. in lakh)

Year	AWP & Budget	Fund Release & Available					Total Expenditure	% of expenditure against AWP&B
		Central Share	State Share	Fund from Other sources	Opening balance	Total Fund available		
2001-02	1,075.79	38.43	-	0.26	-	38.69	-	0%
2002-03	10,165.33	3,916.95	2,428.82	20.41	38.69	6,404.87	2,231.85	22%
2003-04	32,788.11	11,474.31	3,718.96	167	4,173.02	19,533.29	11,112.73	34%
2004-05	46,476.22	16,572.50	8,038.00	310.29	8,420.56	33,341.35	29,250.32	63%
2005-06	61,299.47	29,328.55	11,792.58	544.4	4,091.03	45,756.56	38,081.90	62%

Year	AWP & Budget	Fund Release & Available					Total Expenditure	% of expenditure against AWP&B
		Central Share	State Share	Fund from Other sources	Opening balance	Total Fund available		
2006-07	110,921.41	55,227.98	10,350.00	576.28	7,674.66	73,828.92	66,358.95	60%
2007-08	132,191.90	80,749.00	44,489.56	967.88	7,469.97	133,676.41	85,627.91	65%
2008-09	167,281.71	54,041.10	42,100.00	106.36	48,048.51	144,295.97	122505.10	73%
2009-10	156494.62	70940.22	44820.00	1163.24	35317.74	152241.20	120477.80	77%

(II)B:

1. **State share Provision:** Regarding State Share, a letter signed by Secretary, HRD, Jharkahnd (enclosed) has been provided to Appraisal Team, which mentions that State has made a provision of Rs. 415.00 Cr. in the State Budget for matching share of AWP&B 2010-11. It also mentions that for further requirement of State share the same would be arranged through supplementary budget.
2. As per funding pattern between Centre & State (55:45) in the year 2010-11, the State Share for recommended amount will be Rs. 727.27 cr.
3. State has no backlog of matching Share in previous year.
4. The state has incurred expenditure (upto 31st, March 10), Rs. 1204.78 Cr. (77%) against approved budget of Rs. 1564.95 cr in the year 2009-10.
5. The State has submitted its Audit Report for the year 2008-09.
6. Information on maintaining the level of expenditure in education as on 1999-2000.

(Rs. in lakh)

Year	Budget of Elementary Education	released	Expenditure
2002-2003	7078.81	6569.37	1211.92
2003-2004	7719.28	7696.98	6012.26
2004-2005	24984.85	24984.5	23097.15
2005-2006	27500.00	27392.24	21221.23
2006-2007	110921.00	73213.38	72580.44
2007-2008	62009.56	62009.56	47489.77

Year	Budget of Elementary Education	released	Expenditure
2008-2009	76184.00	71715.53	43180.2
2009-2010	54500.00		

Proposal & Recommendation 2010-11

Sl. No.	Activity	Fresh Proposal for 2010-11		Fresh Recommendation for 2010-11		Remark
		Phy.	Fin.	Phy.	Fin.	
1	New Schools Opening					
1.01	New PS	927		927		
1.02	Upgraded/New UPS	5107		441		
2	New Teachers Salary					
2.01	Primary Teachers (Regular)-Trained	1854	500.58	1854	500.58	
2.02	Upper Primary Teachers (Regular)-Trained	15321	4136.67	1323	357.21	
	Sub Total (2.01 to 2.11)	17175	4637.25	3177	857.79	
	Teachers Salary (Recurring)					
2.03	Primary Teachers (Para)-Working	35203	19009.62	35203	19009.62	
2.04	UP Teachers (Para)-Working	23698	12796.92	23698	12796.92	
2.05	Additional Teachers (Para) (40:1)-Working	25285	13653.90	25285	13653.90	
2.06	Primary Teachers- Vacant	1367	492.12	1367	369.09	
2.07	Upper Primary Teachers- Vacant	5501	1980.36	5501	1485.27	
	Sub Total (2.12 to 2.22)	94605	49211.28	94605	48273.57	
	SUB TOTAL (New+Recurring) Teachers	111780	53848.53	97782	49131.36	
3	Teachers Grant	139411	697.06	139411	697.06	
4	Block Resource Centre (BRC)/UBRC	263	1350.34	263	1063.26	
5	Cluster Resource Centres	1963	5376.18	2094	4837.02	
6	Teachers Training					
6.01	In-service Teachers' Training	101611	1219.33	101611	1219.33	
6.02	Induction trg. for Newly Recruit Trained Tch.	27594	551.88	13596	271.92	

Sl. No.	Activity	Fresh Proposal for 2010-11		Fresh Recommendation for 2010-11		Remark
		Phy.	Fin.	Phy.	Fin.	
6.03	Other (RPs/BPO 10 days new)	5301	53.01	4650	46.50	
	Sub Total		1824.22	119857	1537.75	
7	Interventions for OOSC					
7.01	Residential Bridge Course	18319	1831.90	18319	1831.90	
7.02	Non Residential Bridge Course	33214	996.42	33214	996.42	
7.03	Residential Bridge Course (R)	8532	277.93	8532	277.93	
7.04	Non Resi. Bridge Course (R)	21815	244.18	21815	244.18	
7.05	Innovative Scheme (Evening/Night Centre)	2103	63.09	2103	63.09	
7.06	Innovative Scheme (R)	6050	84.74	6050	84.74	
7.07	NRBC to enrolled Muslim OOSC in Recognised Madarsa/ Maktab/Regular School	6043	181.29	6043	181.29	
	Sub Total		3856.58	101977	3856.58	
8	Free Text Book	5113789	8866.53	5113789	8866.53	
9	Interventions for CWSN (IED)					
10	Interventions for CWSN (IED)		2406.30	80210	2005.25	
11	Civil Works					
11.01	BRC	18	144.00			
11.02	CRC	143	400.40			
11.03	Primary School	995	7960.00	995	7960.00	For new Schools
11.04	Upper Primary (new) (3 ACR)	5107	39834.60	1017	7932.60	For 441 new+ 576 deffered liability of last Year
11.06	Additional Class Room(Single)	16381	45866.80	11140	31192.00	
11.07	Toilet/Urinals	630	220.50	73	25.55	
11.08	Separate Girls Toilet	4679	1637.65	495	173.25	
11.09	Drinking Water Facility	466	279.60	5	3.00	
11.10	Boundary Wall (in running miter)	256113	2561.13			
11.11	Electrification	750	150.00			
11.12	Child Friendly Elements	100				
11.13	Toilet for CWSN	212	127.20			
11.14	RAMP	394	36.64			
11.15	BRC Building Repair(OLD)	209	104.50			
	Sub Total of Civil Works		99323.02		47286.40	
12	Furniture for Govt. UPS		4815.87			
	Sub Total (Civil + Furniture)		104138.89		47286.40	
13	Teaching Learning Equip.	6034	2738.90	1368	405.90	
14	Maintenance Grant	33562	2346.28	33562	2346.28	

Sl. No.	Activity	Fresh Proposal for 2010-11		Fresh Recommendation for 2010-11		Remark
		Phy.	Fin.	Phy.	Fin.	
15	School Grant	54844	3039.22	54844	3039.22	
16	Research & Evaluation	54844	548.44	54844	548.44	
17	Management & Quality					
17.01	Management & MIS (Division, District & Block Office)	24	4680.10	24	4600.69	
17.02	Learning Enhancement Prog. (LEP)	24	1928.70	24	1692.32	
17.03	Community Mobilisation	24	202.76			
	Sub Total		6811.56		6445.39	
18	Innovative Activity					
18.01	ECCE	24	168.00	18	102.22	
18.02	Girls Education	24	360.00	24	312.74	
18.03	Urban Deprived Children	21	136.50	11	114.40	
18.04	SC / ST	24	240.00	24	240.00	
18.05	Computer Education	24	1200.00	24	1200.00	
18.06	Minority	24	276.00	19	209.00	
	Sub Total		2380.50		2178.36	
19	Community Training	397490	715.48	397490	715.48	
	Total of SSA (District)		200945.00		134960.27	
20	STATE COMPONENT					
20.01	Management		1228.70		1159.70	
20.02	REMS	54844	164.53	54844	164.53	
20.03	Quality & LEP					
20.04	SIEMAT		200.00			
	Sub Total		1593.23		1324.23	
	STATE SSA TOTAL		202538.23		136284.50	
21	NPEGEL	2975	2372.160	2975	1492.02	
22	KGBV	212	6988.480	198	5539.71	
	TOTAL Fresh (SSA+NPEGEL+KGBV)		211898.87		143316.24	
	Spill Over		18200.95		18298.59	
	Total (Fresh + Spill Over)		230099.83		161614.83	

Management Cost %	2.9%	4.3%
Learning Enhancement Prog %		1.3%
Total Mgt. Cost (Mgt + LEP) %	4.0%	5.6%
Civil Work %	51.8%	35.0%
Quality Allocation %		47.4%

Total Proposal & Recommendation

(Rs. In lakh)

S.No.	Head	Total Proposals (2010-11)			Total Recommended Amount		
		Spill Over	Fresh	Total	Spill Over	Fresh	Total
1	SSA	16981.60	202538.23	219519.84	16981.60	136284.50	153266.10
2	NPEGEL	357.77	2372.16	2729.93	455.40	1492.02	1947.43
3	KGBV	861.59	6988.48	7850.07	861.59	5539.71	6401.30
	Total	18200.95	211898.87	230099.83	18298.59	143316.24	161614.83

Allocation in Different Heads

S.N	Category/ Activity	Amount	% to total outlay
I	Equity		
1	EGS/AIE	3856.58	2.39%
2	IED	2005.25	1.24%
3	KGBV	6401.30	3.96%
	Subtotal	12263.13	7.59%
II	Operation & Mgt.		
4	Management Cost (Dist)	4600.69	2.85%
5	Management Cost (State)	1159.70	0.72%
	Subtotal	5760.39	3.56%
III	Infrastructure		0.00%
6	Civil Works	64113.50	39.67%
7	Major Repairs	0.00	0.00%
8	Furniture	0.00	0.00%
9	TLE	450.40	0.28%
10	Maintenance	2346.28	1.45%
	Subtotal	66910.18	41.40%
IV	Quality		
11	Teacher Grant	697.06	0.43%
12	BRC (other than civil works)	1065.26	0.66%
13	CRC (other than civil works)	4845.02	3.00%
14	Teacher's Training	1537.75	0.95%
15	Textbook	8866.53	5.49%
16	School Grant	3039.22	1.88%
17	Research and Evaluation	712.97	0.44%
18	LEP	1692.32	1.05%
19	Innovative Activities	2178.36	1.35%
20	Community Training	867.86	0.54%
21	NPEGEL	1947.43	1.20%
22	SIEMAT	100.00	0.06%
	Subtotal	27549.78	17.05%
23	Teachers Salary	49131.36	30.40%
	Subtotal	49131.36	30.40%
	Total of Quality	76681.14	47.45%
	Grand Total	161614.83	100.00%

VII

(2) Issues

Access:

- The state is having 2:68 PS and UPS ratio at state level and in Ranchi (3.02) and W. Singhbhum (3.07) the district ratio is very adverse which is more than 3 :1.
- The state has opened all the 442 PS and 169 UPS from target of 185 UPS during 2009-10 but the construction of all these opened schools is not completed.
- The state has yet to start the building construction of 268 PS in Garhwa (170), West Singhbhum (34), Bokaro (28), Koderma (36) and of 23 opened UPS in Hazaribagh district.
- Out of the total teachers' approval during 2009-10, the state has yet to recruit 578 teachers at primary level in 10 districts and 357 teachers at upper primary level.
- The state has yet to open 52 upper primary schools out of these 36 schools in Sahebganj district are pending since 2006-07.
- Similarly 108 Primary schools (1 in Pakur approved in 2005-06 along with 35 in Ranchi and 72 in Sahebganj since 2006-07) has not been opened by the state till date.

OOSC:

- The state has not updated the no. of out of school children in CTS since Dec 2008. The no. of out of school children for this year is based on the updation of the on the updation of the VER/WER.
- The state has not included the no. of children in unrecognized Madarsas as Out of school children for 2010-11 and no exact information about the existence of such Madarsas and children therein is available with the state.
- The state is having 20 districts where out of school children are more than 3000 and in the districts of Giridih (12387), Pakur (12208) and Ranchi (10603) the no. of OOSC are more than 10000.
- The state had conducted the rapid survey in million plus cities during 2008-09 in four districts of Bokaro, Ranchi, Dhanbad, Jamshepur and Pakur after that no such survey has been under taken by the state to assess the no. of out of school children in million plus cities.
- The state has not done any migration mapping and inter-state sharing with other states to assess the no. of migrant children and their coverage.
- The state has only spent 38.30% of the total sanctioned amount for out of school children during 2009-10. The expenditure is very low in the Innovative schemes for fresh children which is only (20.34%) and in NRBC (30.65%).
- The state has not started any AIE centers in the districts of Jamtara, Sahibganj, Saraikela for the fresh children identified during 2009-10

- The state has started the AIE centers in the Month of Nov. which leads no mainstreaming of fresh children during 2009-10 and low financial coverage in centers for fresh children. These children will be continued in 2010-11.
- The state has not developed any computerized child tracking system for the mainstreamed children. The tracking of the mainstreamed children is done for 3 months on manual basis.

Educational Indicators:

- The enrolment at the primary level has decreased by one percent from previous year. A large number of districts namely; **Khunti (14%), Deoghar (10%), Pakaur (10%), more than 10 % decline in enrolment** at primary level.
- The enrolment at the upper primary level shows continuously increasing trend. Enrolment increase by 16% from the previous year in which girl's enrolment exceeds boy's enrolment. A good number of districts namely; **Ramgarh 64%, Ranchi 47%, Chatra 35%, Sahibganj 27 and Chatra 35% more than 25 % increase in enrolment** at upper primary level.
- Districts with worrying transition rate are; Sahibganj 66, Pakaur 69, Dumka 71, Godda 71percent.
- 21 districts at primary level and 12 districts at upper primary level have more than 40:1 PTR.
- Student Class Room ratio at primary level is 43:1 and upper primary level is 53:1. Data suggests that 31 percent schools at primary level and 64 percent schools at upper primary level have adverse SCR. (i.e. more than 40:1).
- State has reported 1.3 percent schools are running in a single class room. The high percent of such schools are in Jamtara 4%, Dhanbad 3% and in Bokaro 2.4 percent at elementary level.

Quality:

- **Overall Comments:** There are several critical areas, on which the implementation of the quality improvement strategy hinges, that require attention on an urgent basis. This pertains to improvement of capacities and staffing of institutions at different levels (e.g. DIETS, JCERT, and Teacher training institution, BRC /CRC etc.), recruitment and deployment of teachers, teacher training at different levels. This assumes importance in the context of the RTE coming into force.
- Moreover, strategies should be built on sound and rigorous analysis, which was not evident in the report. The data emerging from the field is not systematically being fed back into planning and monitoring processes. More effort needs to be made in this regard.
- **Quality Framework:** The curriculum Framework document needs integration of gender and equity issues as a cross cutting concern (this is an area that is The RTE, NCF and the

previous two JRMs have underscored), greater reflection of issues pertaining to tribal communities, including in language issues, curriculum and text books. In addition the document, at present a vision statement needs to be backed up by a well worked out action plan with greater prioritization of issues.

- **Convergence:** In order to ensure the implementation of the quality agenda and RTE similar efforts need to be made with other key institutions like JCERT, especially those related to teacher training.
- **LEP:** Since the last couple of years the state has initiated two learning enhancement programmes (Bunyaad and Bunyaad Plus). An impact study has been commissioned, the results of which are awaited. However, some observations pertaining to LEP are the following: the tracking mechanism needs to be used far more effectively for planning and to assess impact; the interventions must be contextualized to address specific school and cluster contexts and not the mere implementation of a centralized plan. Moreover, learning problems are not always only related to subject learning. Social issues, issues of confidence, communication etc. may also be reasons for under performance. The state should consider incorporating such issues as part of LEP. This would be particularly relevant for those children who are entering the school system through RBCs etc. Also greater focus needs to be paid to the upper primary level, which is also a JRM recommendation.
- **Curriculum, textbooks:** The process of textbook development has begun before developing the curriculum framework and syllabus. It is suggested that before further textbooks are developed this work be undertaken. Considerable expectations are placed on JCERT. However, the present capacities of JCERT do not suggest that this is a realistic assumption. Therefore, immediate steps must be taken to augment the capacities both in terms of numbers and quality. It is recommended that the State involve resource persons and organizations from the state, region as well as from the national level.
- **Training:** The achievement of training targets is low and in the future RTE will put additional pressures. The state will have to make concerted efforts to rectify this. It has been stated that discussions are said to be underway in the state, the decisions and strategies are yet to be finalized and are not evident in the plan. For the in service and induction training the state should put in place a training calendar, which it should adhere to. The number of trainers has to be increased and a clear capacity building strategy for the resource network needs to be planned, which is not evident yet. The content of teacher training has largely been on cognitive and subject areas. Teacher training topics should include bring about attitudinal change, perspective building on equity, gender, diversity etc. and how this can be integrated within on-going teaching learning processes. Greater focus on dealing with discriminatory practices, biases etc. need to be brought in.
- **Teacher Recruitment:** Teachers recruitment and deployment are major issues. As per the data provided nearly 25,000 teachers need to be recruited. Measures to hire 12,000 have been sent are underway. Due to teacher shortage nearly 40% schools have PTR > 40. Again this is a serious concern.
- **Monitoring:** The state's plan to focus on ensuring that training skills are taken to the classroom level is positively noted. Developing monitoring mechanisms to ensure this should be taken up on a priority basis as well as ensuring the proper use of ADEPTS, which

the report suggests is not yet being used very effectively. The capacities of BRC/CRC need to be enhanced and appropriate persons (proper job and skill descriptions are required) hired to perform these jobs. The training of BRC/CRC staff should be different from the training package of teachers and greater emphasis on conceptual and pedagogic issues. The present training package may be reviewed and external assistance taken for redesign.

- **Assessment:** DISE data has shown improvements in learning levels. The data from QMT is only available for the First Qtr. This data however does not show significant improvement in those students scoring less than 50%. The analysis on identification of learning difficulties has been insufficiently dealt with in the report. The state has introduced the NCERT source book in 40 schools with positive feedback. But its integration into the system is a task that remains and must be systematically planned for.
- **Community Participation:** The present impact of the community level measures was not very evident in the report. For the future the strategy for community participation (VECs etc.) should now be aligned to the requirement of RTE under which several roles have been assigned to SMC and PRIs, which will require capacity building. Modules for this would require to be developed. It is suggested that the involvement of civil society organizations be sought for this purpose. As of now there is not a very clear strategy for NGO involvement. A campaign on RTE involving various stakeholders like NGOs, MS, SHG groups etc. is recommended.

Civil Works:

1. The state has large physical and financial spillover as per the details given below.

Sl. No.	Activity	2008-09 & previous years		2009-10		Total	Amount
		In progress	Not taken up	In progress	Not taken up		
1	BRC	0	1	25	10	36	48.05
2	CRC	85	17	0	0	102	61.08
3	Primary School	1967	269	75	367	2678	4368.70
4	Upper Primary School	3387	225	804	107	4523	2921.91
5	ACR (all type)	1392	53	10999	294	12738	5114.24
6	Toilet	32	335	418	159	944	42.80
7	Girl's toilets	0	0	512	313	825	18.45
8	Drinking Water facility	31	295	47	20	393	14.58
11	Electrification	0	0	0	0	0	0
	Total	6894	1195	12880	1270	22239	12589.81

It could be seen from the above table that about 30% of the spill over works are from the previous years including 2008-09 and the state had promised to complete the spill over works of 2008-09 before July 2009. The state should efforts to complete the entire spill over works by July 2010 by deploying additional engineers for supervision and quality implementation of civil works.

2. State has 40% vacancies at divisional level, 56% at district level and 31% at block level.
3. The state has large gap in civil works. According to the information furnished by the state more than 128000 classroom gap is there. According to the calculation made by

TSG based on DISE 2008 -09 there is a gap of about 80000 only. The state should work out the exact gap based on norms and as per RTE requirement.

4. As per the flash statistics published by NUEPA based on DISE 2008-09 only 28.23% of the schools in the state is having separate girls toilet and 19.28% of primary schools are having separate girl's toilet. Similarly 40.92% of the schools in the state is having common toilet and 29.52% of primary schools are having common toilet facilities. Considering the above the state should take more efforts to complete the gap as early as possible by strengthening the convergence etc.
5. Out of 18285 PS have been opened so far 17031 buildings have alone been sanctioned and 1254 PS buildings are yet to be approved. Similarly out of 9733 UPS opened so far 9157 buildings have alone been sanctioned and 576 buildings are yet to be approved.

IED:

- There is no technical person at the State/ district level. This is a area of concern and the State should hire trained people from the Project Management fund
- Coverage of CWSN is 80.88%. Enrollment of CWSN is 80.21%. 6592 CWSN not covered in 2009-10.
- The State should constitute a State Resource Group on IE
- **Only 13.50% schools have been provided with ramps and handrails.**
- **Only 34792 (52.96%) CWSN provided aids and appliances.**
- The State has identified 55764 CWSN, out of a total child population of 7108784, which is 1.13% of the total child population. As per Census 2001, there are 99324 CWSN in the state which is 1.71% of the total child population. Hence there is a gap of 19114 CWSN.
- **Appoint the 933 resource teachers by and 1617 volunteers for HBE by October 2010.**

KGBV:

- Constructions of 50 KGBV buildings are yet to start.
- The state has incurred only 66% expenditure

(3) Comments on States commitments and implementation:

SNo.	Commitment	Achievement	Comments	Status 2009-10
(i)	The State will take action on the comments made by PAB on the incomplete commitments of 2007-08 as per the timeline agreed.	Complied.	Noted	
(ii)	The State will undertake mapping for requirement of primary and upper primary schools in underserved areas. It will also consider policy for opening of schools with relaxed norms and small schools for un-served areas with scattered population. It will	GIS mapping of all the existing schools are being done in collaboration with State Space Application Centre. This will help to find the exact requirement of the schools in un-served areas. The State has planned to relax its norm for opening of PS to any habitation having 15 children of age group 6-	The State should ensure that the school mapping is completed by July 2009.	The state has to complete the second phase of GIS mapping.

SNo.	Commitment	Achievement	Comments	Status 2009-10
	provide a supplementary proposal by July 2008, if necessary.	11 & similarly the restriction of 3 KM for Upper Primary. State has upgraded remaining EGS centre into Primary school. Proposal for opening 442 New Primary school has been given for 2009-10.		
(iii)	All 143143 out of school children will be covered through appropriate strategies. The State will share the independent evaluation of bridge courses under taken in 2006-07.	<p>The State has made concerted effort to reduce out of school children through various activities e.g. NRBC, RBC and innovative interventions.</p> <p>Beside these regular efforts direct mainstreaming was done to bring out of school children to school through SCHOOL CHALE HUM - Abhiyan carried every year in the month of April, which has reduced out of school children to 85584 from 143143. After that children were covered through different activities like - NRBC (18,889), RBC (6,386) & Innovative activities (14,724)</p> <p>This year similar program has been proposed to achieve with special focus to the children living in difficult circumstances, such as migrating, working and deprived urban children.</p> <p>State has conducted an independent evaluation on bridge courses under SSA by Dept. of Economics, Ranchi University.</p>	The State has identified 114835 OoSC, for 2009-10, besides 41564 children uncovered during 2008-09. The State should ensure that all these OoSC children are covered under various strategies during 2009-10.	The state has reported 127130 children as out of school for 2010-11 besides 36397 children uncovered during 2008-09. The State should ensure that all these OoSC children are covered under various strategies during 2010-11.
(iv)	The dropout rate at primary stage is 8.09% (DISE 2006-07). Also, as per SES 2005-06 the dropout gap among STs is 9ppt. The State will reduce the dropout rate at primary stage to 5% and ST gap to less than 5ppt.	As per DISE 2008-09 the Dropout rates are as under - Primary cycle - 12.81 Elementary cycle - 47.95 State has initiated following activities to reduce the dropout rate- 1) Net School / Residential Hostel to stop migration	The drop out rate has been increased by 4.72 ppt at primary level, instead of reducing it by 5%, which is a matter of concern. The State should take immediate	8 PPT dropout rate reduce at the elementary level

SNo.	Commitment	Achievement	Comments	Status 2009-10
	The State will undertake cohort study to establish baseline for dropouts in each district and set targets for each district for the next three years; such that at primary stage dropout is eliminated & at elementary stage it is reduced to less than 20%. The State will share details by July 2008.	2) Ensure Remedial teaching for low performing students. 3) Provision for Separate Girls' Toilet in school 4) Providing ACR as per SCR (1:40) & minimum 1 room for each class. 5) Provision of Teachers as per 1:40 PTR 6) Community Sensitization for retention of their children etc. Cohort study will be undertaken in 2009-10 and accordingly targets will be set for each district.	action to reduce the same by 5% for both primary and upper primary level.	Complied
+ (v)	The State would strive to achieve gender parity in all the districts to ensure, that the share of girls in primary and upper primary reflect their share in population in the State. The percentage of girls enrollment at primary is 48.59% and at upper primary is 45.24% (DISE 2006-07). The State will also identify the Blocks with gender gap more than 5ppt at primary level and more than 10 ppt at upper primary level. It will also set a timeline block-wise to eliminate any gender gap in two years time. The State will share details by July 2008.	As per DISE 2008-09 the Gender Gap in Enrolment is 3.4, while it is 3.9 in case of ST & 5.0 in case of SC. The percentage of Girls Enrollment at Primary is increased to 49.23 at Primary & 47.21 at Upper Primary. Blocks with higher Gender Gap (>5 for Pri & >10 for U Pri) have been identified and special care will be taken to reduce the gender gap in these blocks.	Even though marginal gender parity has been achieved during 2008-09, the State should strive to achieve gender parity in all districts at primary and upper primary level.	Complied
(vi)	The State would ensure that the share of enrollment of Muslim minority children would reflect their share in the population in the State. As per Census 2001, the percentage of Muslim population in the State is 13.85% and the enrolment of Muslim children is 7.29% at	The state has a total Muslim Child Population of age group 6-14 is - 8,82,861, out of which 8,60,700 are enrolled in schools. Rest 22,161 Muslim children are found Out of School. Strategies to cover these OOSC are being proposed in 2009-10.	The State should take immediate action to enroll the remaining 22161 Out of School Muslim children, to ensure that the share of enrollment of Muslim minority children reflects their share in the population in the	Complied

SNo.	Commitment	Achievement	Comments	Status 2009-10
	primary and 6.30% at upper primary (DISE 2006-07).		State.	
(vii)	All incomplete civil works would be completed by September 2008.	Except Upper Primary School buildings sanctioned in 2008-09, 90% of the targets are expected to complete by April, rest will be completed by June 2009.	The State should ensure that all civil works targets approved till 2008-09 are completed by July 2009.	Partially Complied The State should ensure that all civil works targets approved till 2009-10 are completed by July 2010.
(viii)	The State will strengthen convergence with TSG and DWM and draw out a district wise/school wise infrastructure plan for three years such that all schools have drinking water, common toilets and girl's toilet facilities. The State will share the plan along with ACR coverage and progress of civil works by July 2008.	State has made a convergence with TSG & DWN for providing Toilet and Drinking water facility in the schools. District-wise infrastructure plan has been jointly developed by SSA, TSC & ARWSP. 11269 schools without water facilities, 13879 schools without toilet facilities and 4745 schools without separate toilets for girls will be covered jointly.	The State should cover the remaining schools without basic facilities of drinking water and toilets through convergence by July 2009.	Partially Complied The State should cover the remaining schools without basic facilities of drinking water and toilets through convergence by July 2010.
(ix)	The backlog in recruitment of teachers both for the State vacancies and SSA would be filled up by September 2008.	Recruitment process for filling up the Govt. teachers' vacancy is under way by Jharkhand Public Service Commission & it will be completed shortly. Recruitment of Para Teachers under SSA has been delayed due to late up gradation & elections.	The State should ensure that the recruitment of the remaining teachers is completed by July 2009.	Partially Complied The State should ensure that the recruitment of the remaining teachers is completed by July 2010.
(x)	As per DISE (2006-07), there are 7041 single teacher schools in the State, which is 13.12% of the total schools in the State. The PTR at primary is 49 and at upper primary, it is 48 as per DISE (2006-07). There is an urgent need for rationalization of teacher deployment. The State will rationalize deployment of teachers by July 2008 and will ensure that Garwaha and Giridih have PTR<60:1 and 11000 schools that have PTR>60:1 are	DISE 2008-09 shows 5574 schools as Single Teacher School, but after recent rationalization of teachers the State is having only 1,679 single teacher schools. The PTR at primary level is 44.8 and upper primary has 48.8, which will reduce to almost 40 after filling of all the vacant post of Govt. & Para teachers. The PTR at elementary level has been reduced in Garhwa district to 55.9 and in Giridih to 55.6.	The State should take action to post one more teacher in the remaining 1679 single teacher schools during 2009-10, by rationalization of teachers.	The state has to take the issue of teacher deployment and teacher recruitment at priority basis.

SNo.	Commitment	Achievement	Comments	Status 2009-10
	reduced to zero.	The No. of schools having PTR >60:1 has been reduced to 7923 from 11000.		
(xi)	Regarding teacher accountability systems and mechanisms, the State would			
(a)	Provide information on whether bye-laws/rules of VECs/PTAs have been amended to include specific clauses to monitor assessment of parental satisfaction with children's learning levels, frequency of parent teacher meets, sharing of children's report card, class work and homework.	To monitor assessment of parental satisfaction with children learning levels "LOKWACHAN" started under "Buniyad" Program. Amendment is proposed to strengthen the VEC bye law to ensure the Quality.	Noted	
(b)	Provide details of the system for recording teacher attendance with inputs from the community and the Block/district education officials.	Teacher's attendance checked through community is as follows <ul style="list-style-type: none"> • Regular school visit of the VEC President & other members. • Monitoring teacher's attendance in the monthly meeting. • Encouraging the teacher to ensure regular classes. • In absence of teachers VEC takes initiatives for placing teacher from community Apart from Community other officials like BRPs/CRPs/BEEO visit the schools regularly.	Noted	
(c)	Provide details of the system for regular monitoring of student's attendance.	VEC and Quality monitoring tools, MDM report, LOKWACHAN under Buniyaad etc. are the tools being used to monitor the student's attendance.	Noted	
(xii)	The report of the study on teacher absenteeism, conducted by SCERT would be furnished to MHRD by June 2008.	The report has been received by the State office recently, it will be furnished to MHRD.	The State should share the report with MHRD by May 2009.	Complied
(xiii)	The State should finalize performance indicators for teachers and trainers by 31 st July, 2008 and use them for tracking and	Ten performance indicators for teacher trainers, CRCs and BRCs have been finalized and are being used in teacher training for	Noted	

SNo.	Commitment	Achievement	Comments	Status 2009-10																																
	enhancing their performances.	tracking and enhancing their performances.																																		
(xiv)	The State would implement specific programmes for improving levels of learning of Maths and Science at upper primary level with independent testing (i) to track progress, (ii) to improve the teacher training programmes and (iii) to facilitate remedial teaching. The State will also undertake evaluation of Learning Enhancement Programmes such that baselines are available and outcomes can be measured.	The state has planned to undertake evaluation of "Learning Enhancement program such as Baseline Pupil Evaluation of Class I & II for Buniyad Programme" in all districts on sample basis. It is due to start shortly.	The State should take immediate action to implement the specific programmes for improving levels of learning of Maths and Science at upper primary level, as suggested earlier.	Complied																																
(xv)	The State will notify measurable and verifiable indicators for all Classes in consonance with the State curriculum. For the purpose of Class III indicators developed by NCERT may be adapted and used.	State has already developed measurable and verifiable indicators for Grade-I and II and in 2008-09 these indicators have been developed for other classes.	The State should adapt and use Class III indicators developed by NCERT at the earliest.	The state should start integrating The NGERT Source books soon into the system.																																
(xvi)	As per DISE (2006-07), the percentage of children passing with 60% and above marks is 28.06% at primary and only 23.77% at upper primary. The State will increase the percentage to 45%.	As per DISE 2008-09 the status has improved over last year – <table border="1" data-bbox="560 1231 831 1367"> <thead> <tr> <th colspan="4">% of Student Passed with more than 60% marks</th> </tr> <tr> <th colspan="2">Grade V</th> <th colspan="2">Grade VIII</th> </tr> <tr> <th>Boys</th> <th>Girls</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>36.4</td> <td>34.3</td> <td>34.3</td> <td>32.9</td> </tr> </tbody> </table>	% of Student Passed with more than 60% marks				Grade V		Grade VIII		Boys	Girls	Boys	Girls	36.4	34.3	34.3	32.9	The State should take further steps to improve the percentage of children passing with 60% and above marks.	Complied <table border="1" data-bbox="1161 1197 1437 1333"> <thead> <tr> <th colspan="4">% of Student Passed with more than 60% marks</th> </tr> <tr> <th colspan="2">Grade V</th> <th colspan="2">Grade VIII</th> </tr> <tr> <th>Boys</th> <th>Girls</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>43.7</td> <td>41.5</td> <td>45.0</td> <td>55.0</td> </tr> </tbody> </table>	% of Student Passed with more than 60% marks				Grade V		Grade VIII		Boys	Girls	Boys	Girls	43.7	41.5	45.0	55.0
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43.7	41.5	45.0	55.0																																	
(xvii)	For NPEGEL blocks the state will develop the time lines on gender indicators which will include interalia, reduction in gender gap in enrolment, dropout, retention, transition from primary to upper primary, attendance in the schools and level of learning. The State will share the target set, with GoI by July, 2008 and progress of this in next PAB.	<ul style="list-style-type: none"> The state has prepared a detailed implementation plan of NPEGEL with emphasis on reducing gender gap in enrollment, attendance and level of learning. For better implementation, NGOs were also involved to give their support. Dress, bicycle, reading writing material provided to the girls enrolled in MCS. 	Noted																																	

SNo.	Commitment	Achievement	Comments	Status 2009-10
		<ul style="list-style-type: none"> In the year 2008-09 total 150831 Girls are enrolled in MCS and benefiting the Programme. 		
(xviii)	The state will monitor learning achievements of the girls in KGBV hostels separately and ensure enhancement in learning levels of these girls.	<ul style="list-style-type: none"> To bring actual competency level for the girls of KGBV special emphasis has been given to bridging of this learning gap so that they acquire their age specific competencies (class VI-VIII). Duration of this special bridge course was for 3-4 months as per requirement. Existing materials (prepared with the help of UNICEF) has been used. Teachers of KGBVs are being provided training with the help of UNICEF by ILFS, Bangalore. Internal examination conducted at school level by the school themselves. 	Noted	
(xix)	The State will setup Committee for Approval of Research Projects under the chairmanship of Secretary Education and will undertake researches as approved by this committee.	Set up of research committee is in process.	The State should take immediate action to setup Committee for approval of Research Projects by July 2009 as suggested earlier.	Complied
(xx)	The activity-wise financial breakup of REMS will be approved by the State Executive Council (EC). The State EC will also approve the financial break-up of interventions for out of school children.	Process is Under way.	The state should invariably obtain the approval of the EC for the activity-wise financial break-up of REMS and also the unit cost for various interventions for out of school children.	Complied
(xxi)	The State shall fund all NGO projects with GIAC approvals only and for this purpose will activate its GIAC.	<p>State is funding NGO only after the approval of GIAC.</p> <p>Regular meeting of GIAC is being conducted & at most care is being taken to ensure</p>	Noted	The state should conduct Regular meeting of GIAC

SNo.	Commitment	Achievement	Comments	Status 2009-10												
		no time delay in this regard.														
(xxii)	The State shall constitute the District Level Committees comprising public representatives for monitoring the implementation of the SSA programme in all districts as per the revised norms of SSA framework, conveyed to all States/UTs vide MHRD's OM No. F. 2-3/2005-EE-3, dated 29.08.2007. The State will also ensure compliance of Terms of Reference of the District Level Committees including holding the meeting of such Committees on quarterly basis.	Regular meetings are going on with such committee on quarterly basis.	Noted													
(xxiii)	The State shall take steps for approval and operationalisation of SIEMAT.	State cabinet has approved to establish SIEMAT.	Noted													
(xxiv)	The State will undertake baseline measurement and evaluation of interventions funded under innovation to measure outcomes. It will share the baseline and outcomes. It will share the baseline and outcomes with the GOI.	State has undertaken the evaluation process of Computer Aided Learning. Evaluation of other Innovative interventions taken under SSA will be taken in 2009-10.	The State should share the baseline and outcomes with MHRD and undertake the evaluation process of other innovative activities at the earliest.	Complied												
(xxv)	All vacancies in SPO and DPOs would be filled up by June 2008.	Efforts have been made to fill the vacant posts of SPO & DPOs. The status is as follows – <table border="1" data-bbox="565 1485 885 1617"> <thead> <tr> <th>Level</th> <th>Sanctioned Posts</th> <th>Working</th> <th>Vacancy</th> </tr> </thead> <tbody> <tr> <td>SPO</td> <td>75</td> <td>43</td> <td>32</td> </tr> <tr> <td>DPO</td> <td>478</td> <td>321</td> <td>157</td> </tr> </tbody> </table>	Level	Sanctioned Posts	Working	Vacancy	SPO	75	43	32	DPO	478	321	157	All vacancies should be filled by July 2009.	Partially Complied
Level	Sanctioned Posts	Working	Vacancy													
SPO	75	43	32													
DPO	478	321	157													

SNo.	Commitment	Achievement	Comments
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SNo.	Commitment	Achievement	Comments
(i)	The State has done re-appropriation in Civil Works. The PAB directed to the State to submit its re-appropriation proposal and reconciled expenditure of Civil works and KGBV after approval of State Executive Council.	Approval will be taken in the next EC	The state has 30% of the spill over works. The state should take all actions to complete the entire spill over works by July, 2010.
(ii)	The State will take action on the comments made by the PAB on the progress and action taken on the commitments Result Framework of 2008-09 given in Para 5.1 & 5.2 above which remained unfulfilled and be reported as per the timelines agreed.	Complied	Noted
(iii)	The State will under take mapping for requirement of primary and upper primary schools in under served areas. It will also consider policy for opening of schools with relaxed norms and small schools for un-served areas with scattered population. It will provide a supplementary proposal by Sept 2009, if necessary.	Detailed habitation mapping of 1,21,758 habitation have been done. Every habitation is tagged with primary & upper primary school with a distance of 1/3 k.m. with the responsible to serve their children. Also GIS mapping of 40,000 schools is in completion stage.	The state should complete the second phase of GIS mapping soon and share the results with MHRD by July, 2010.
(iv)	The report of the study on teacher absenteeism , conducted by SCERT would be furnished to MHRD by August 2009.	Complied	Noted
(v)	The State will notify measurable and verifiable indicators for all Classes in consonance with the State curriculum. For the purpose of Class III/ V and class VIII indicators developed by	Complied	The state should start process of integrating the indicators in to the system soon.

SNo.	Commitment	Achievement	Comments
	NCERT may be adapted and used.		
(vi)	The State will further improve its financial monitoring. It will also take steps to mop up advances by Sept'09.	Financial monitoring system is maintained as per SSA FMP Manual outstanding advances are being reduced gradually.	The state should adopt measures to clear the outstanding advances.
(vii)	All vacancies in SPO and DPOs would be filled up by July 2009.	All the vacancies of State Project Office have been filled by the consultants or daily wage staves. Regarding vacancies of District Level Office few posts of Assistant Engineer and Junior Engineer are vacant due to non-availability of the qualified persons. We are in process to fill up these vacancies through other departments or through commission.	For the successful implementation of the programme the state should appoint all officers by July, 2010 at all levels.
(viii)	The State will share progress in putting in place performance indicators for teachers and trainers by 31 st July, 2009 and use them for tracking and enhancing their performances.	State has put teacher's performance indicators in all training modules. Training of teachers in one CRC of every district has been given on teachers performance indicator (ADEPTS)	The state should adopt the use of ADEPTS effectively. The state should also conduct BRC/CRC staff training separately from teachers.
(ix)	Improving teacher accountability through performance indicators (e.g. ADEPTS) and VEC / SDM supervision by devolving of specific powers to them.	VEC has been trained on ADEPTS to monitor teacher's attendance and their involvement in teaching learning process.	In the light of RTE the community participation should be reviewed.
(x)	Regarding teacher	There in a programme called	Noted

SNo.	Commitment	Achievement	Comments
	<p>accountability systems and mechanisms, the State would:</p> <p>a. Provide 'information' on whether bye-laws/ rules of VECs/PTAs have been amended to include specific clauses to monitor assessment of parental satisfaction with children's learning levels, frequency of parent teacher meets, sharing of children's report card, class work and homework.</p> <p>b. Provide details of the system for recording teacher attendance with inputs from the community and the Block/ district education officials.</p> <p>c. Provide details of the system for regular monitoring of student's attendance.</p>	<p>'LOKVACHAN' where community observes children's learning improvement over a period and fixes the-responsibility to-teachers.</p> <p>Provision has been made to children learning among parents in school one month. Children report cards are shared with parents half yearly and annually.</p> <p>Daily monitoring by State/District/ Block through Phone a sample basis.</p> <p>Daily monitoring by State/District/ Block through Phone a sample basis.</p>	
(xi)	States will bring in objective and transparent systems for teacher deployment and rationalization so that no school has PTR of more than 40:1	State Govt. has issued an order to all the districts for rationalization of teachers. Govt. has sent the details of vacancies to Jharkhand Public Service Commission for deployment of teachers.	The state should take teacher deployment and recruitment at priority basis specially in the schools where PTR is more than 40:1.
(xii)	Institutionalization of centrality of the PRI's in school supervision through relevant changes in Acts and Government Orders so as to clearly define role of PRI's in elementary education/SSA at village/block/district level.	Government orders will be issued after the existence of the PRI	The state should strengthen the PRIs involvement in schools supervision.
(xiii)	States will move towards unified or single system of educational statistics at the elementary level i.e., for DISE & SES. DISE data 2009-10 will be submitted latest by 30 th of January 2010 after independent	Complied	The state has to share the details of adopting unified or single system of educational statistic by 30 th June, 2010.

SNo.	Commitment	Achievement	Comments
	check for data validation.		
(xiv)	All incomplete civil works would be completed by December 2009 and KGBVs will be completed by Aug'09.	Regarding completion of civil works efforts are being made to complete all 08-09 sanctioned civil works. Due to local problems such as non-availability of land and naxal problems the cent-percent target could not be achieved. The remaining 4\$ works have been taken up this year. School wise requirement of drinking water and toilet provisions have been submitted to DWSD by district authorities.	The state has to comit that all civil works would be completed by July 2010 and KGBVs will be completed by Aug., 2010.
(xv)	The State shall take steps for approval and operationalisation of SIEMAT.	Office has been established DITE Ratu and it has started functioning.	The state has to take steps to strengthen the role of SIEMAT in to the system.
(xvi)	Ending parallel post of District Coordinator for SSA implementation at district level in States where such arrangements are still in place.	Not applicable	
(xvii)	Constitution of and holding of regular meetings of District Level Monitoring Committee, for SSA & MDM as specified in the SSA Framework for implementation in Para No. 4.13.	Complied	Noted
(xviii)	The backlog of teacher vacancies 18314 under State budget should be filled in by July 2009.	Partially recurred and recruitment process is in progress with Jharkhand Public Service Commission.	The state has to appoint all the teachers before the academic session begins and rationalize the teachers as per the

4. Introduction & Planning process:

The desk appraisal of the Annual Work Plan and Budget (AWP&B) for the year 2010-11 was undertaken by an Appraisal Team consisting of the following members: Sh.Tarun Gupta, Dr. Anamika Mehta, Sh. O. P. Nautiyal, Ms Kalpana Bhardwaj Shri Ravi Baghel Dr. Anupriya Chadha Sh C. Ganapathy, Ms. Kiran Dogra, Shri. Altan Khan, Dr. Neeru Bala, Shri. Jyoti Prakash Mohanty and Shri. Jitendra Kr. Panda, Sh. Birkhe Ram Sh .Audambar Chavan, all from TSG and Ms. Malini Ghosh

Planning process:

STATE PROFILE

	Census-2001	Status 2010
Number of Districts	22	24
Area in (sq. km.)	75,545.36	75,545.36
Number of Divisions	5	5
Number of Subdivisions	33	33
Number of CD Blocks	212	212+ 48= 260
Number of Towns	152	152
Number of Urban Agglomerations	11	11
Number of Villages/Wards	32,615	33,308
Number of Habitation		121758
Total Population	2,69,45,829	3,18,12,020
Decadal Population Growth Rate ^d	23.19	23.19
Population Density	357	421
Sex Ratio	941	941
Literacy Rate (In %)	ALL : 53.6 MALE : 67.3 FEMALE : 38.9	ALL : 53.6 MALE : 67.3 FEMALE : 38.9

For preparation of school level educational plan, meetings were conducted during January 2010 at the school with VEC members, Parents and other members of village to prepare the school level plans.

Plan has been prepared by school level as per the need of schools, compiled at CRC level includes with CRC activities, further it has been compiled at block level includes BRC level activities and finally prepared D

Use of data

Census 2001, DISE 2009-10, house hold survey and Bal Panji(child register).

Preparation of AWP&B 2010 -11

Sl. No	Date	Venue	Subject	Participants
1.	November 2009	SPO	Share Guideline for preparation of AWP&B	All Districts
2.	10-12-2009	SPO	Discussion with planning strategy & time frame	All Districts
3.	22-23 Dec 2009	State level Office	AWP & Budget 2010-11	State Team of AWP & Budget, DPO,ADPO,APO,A E,ACP
4.	December 2009 to January 2010	Division level office	Training on AWP & Budget 2010-11 for District planning team	District Level Planning Team and representatives of Block level planning team
5.	03 Jan 10	District level office	Training programme for Block level team	BEE0,BPO,JE, and BRP
6.	06 Jan 10	Block Level Office	Training programme for cluster level Team.	Cluster Level Planning Team.
7.	10-15 Jan 10	Cluster	Training programme for school level Team.	school Level Planning Team
8.	16 January 28 January	School Level	Training programme for school level Team.	School Level Team

Observations: The state has to not only prepare the plan in time bound manner. as well as implement the plan in time bound manner. The district plans should have interventions proposed stating objective of the intervention, and outcomes expected along with the time line which was missing in the current plans. The districts should also reflect the monitoring mechanism for the progress of the interventions. The districts should also explore the resources which can be utilized to enhance the quality of district plans. The plans should be participatory and should be reflective of the action taken on the suggestions of the members including women.

Urban Planning:

There is an urgent need to focus on the educational needs of deprived children in urban areas. Recent studies indicate the growing problem of schooling of poor children in urban areas. On account of different administrative arrangements for the management of schools in the urban areas, often a number of initiatives for UEE do not reach the schools of urban areas.

A diversity of approaches is required to tackle the educational problems in urban areas. On account of separate administrative arrangements of schools in the urban areas, there is a need to coordinate and converge interventions across Departments and local bodies responsible for elementary education in urban areas.

This calls for a provision of planning distinctively for the urban areas either as separate plans or as part of District Plans in the case of smaller towns. In either case, this would require partnership with NGOs, Municipal bodies, etc. In the context of urban areas, the State of Jharkhand has prepared city specific plan of the two cities – Jamshedpur and Dhanbad for AWP&B – 2010-11.

S.N.	Name of City	No. of Schools (Govt. & Aided)	No. of PS	No. of UPS
1	Dhanbad	58	25	25
2	Jamshedpur	142	76	66
Total	02	200	101	91

Urban resource group at city level

As informed by the State that, in a chairmanship of the deputy commissioner of Dhanbad a resource group will be formed of 5 to 7 members. Members include from other than education department like: municipal, health department, ward commissioners, social activists and others. A regular interdepartmental meeting will be organized for better implementation and target achievement. School infrastructure and monitoring mechanism can be strengthened and strategic planning will be prepared for quality education.

Hence, the Education Community will share their thoughts and experiences on the following:

- What is the current scenario of education for urban disadvantaged children especially living in slums?
- What are the measures have been adopted by government to prevent children living in urban areas or who are disadvantaged from dropping out of school?
- What do we feel the role of civil society organizations (CSO) and non-governmental organizations (NGOs) should be in preventing children living in urban slums from dropping? A successful experiences from CSOs and NGOs will be shared

Measures adopted by government to prevent children living in urban areas or who are disadvantaged from dropping out of school:

Motivation from parents, schemes like the free Mid-day meals, free books, uniform and free bicycles introduced and practiced are a big draw in ensuring low or no drop outs from these schools.

Drop outs still may continue on three counts;

- Repeated failures in exams due to very low IQ and thus disinterest/disenchantment setting in
- Migration of parents
- Circumstances forcing the student to become the breadwinner/mantle-bearer of the family

Infrastructure facilities

As the provision for reducing the gap of infrastructure in the urban areas, the state of Jharkhand attempted to fulfill the said gap upto some extent. The status and gap in this regard are as follows:

Additional Class Rooms facility

S.No.	Name of City	No. of ACR required
1	Dhanbad	22
2	Jamshedpur	616
Total		638

Observations :

As seen in the above table that 638 are the existing gap of ACR which are proposed to cover this year AWP&B 2010-11 which may be recommended under the civil works component.

Boundary wall in UPS

In urban BRC State has identified seven (7) Upper Primary schools to construct boundary wall. Target has been listed below:

S.N.	Name of City	Required boundary wall
1	Dhanbad	7
2	Jamshedpur	79
Total No. of MS required boundary wall		86

Budget is proposed under civil works section of the State AWP&B 2010-11. Hence, measurement and unit cost is being prepared by junior engineer and assistant engineer of SSA as informed by the State officials.

Separate and adequate toilets for Girls

Due to lack of separate toilet facilities a study explores girls' dropout. For retention and hygienic purposes there should be a separate toilet in every school. It must be used for daily purposes and should not be locked. Keeping in mind at initial stage we need at given number of toilet unit in following schools:

Gaps of Toilet Facility

S.N.	City Name	No. of Schools	Toilet Required (Urban areas)
1	Dhanbad	14	17
2	Jamshedpur	-	195 Common Toilet & 219 Girls Toilet
Total Toilet			331

Urban Resource Centers

Dhanbad and Jamshedpur are the two million plus city. For quality education and retention of children, school required basic infrastructure i.e. separate toilet, water facility, boundary wall, adequate Additional classrooms and number of teachers as per norms.

Above all for proper implementation of programmes a strong mechanism for monitoring and supervision at block level is essential. In the year 2009-10 two urban resource centres were

sanctioned one each to the above two cities which are not yet operationalized. The States officials informed that the above two sanctioned URCs will be constructed probably in the month of July.

Teachers Training in Urban areas

The State of Jharkhand has identified the status and requirement of teachers atleast for these two million plus cities. Details in this regard are as under:

Name of City	Type of school	Total working teachers	Teachers to be trained
Dhanbad	No. of PS Teachers	93	75
	No. of MS	195	168
Jamshedpur	No. of PS Teachers	871(PS+UPS)	871
	No. of MS		
Total		1159	1114

Capacity building program for urban functionaries

For strengthening capacity building of urban functionaries the state of Jharkhand briefed the following:

1. Process documentation
2. Orientation on free and compulsory elementary education of 6-14 age group of children along with different programmes
3. Monitoring & supervision
4. How parent-teacher association can perform well & how they should be motivated.

A special initiative is being planned for hard to reach children is a toll free services. Toll Free tele-services & district web page for urban Hard to Reach children has been introduced.

Enrollment status in Dhanbad and Jamshedpur

S.N.	Name of the City	Enrollment	
		Primary	Upper Primary
1	Dhanbad	8182	5099
2	Jamshedpur	153645	70263
Total		161827	75362

Observations :

As seen in the above table that 161827 is the enrollment at the primary level and similarly 75362 at the upper primary level. As explained above that State of Jharkhand prepared city specific plan for the year 2010-11. In view of coverage 100% urban deprived children the State has developed various strategies in the urban areas. This can be appreciated that state has also formed urban cell at the state and district level to look after planning process, plan formulation and implementation.

5. Education Indicators:

This section focuses on the significant indicators of elementary education. These include GER, NER, and Gender Gap in enrolment, Gross Completion Ratio, Dropout, retention and transition rates etc. The data presented in the tables below is based on the DISE & Household survey, provided by State team. The State-wise EDI has also been calculated at the National level

separately for Primary and Upper primary level. The EDI has been calculated on four components (Access, Infrastructure, Teachers and Outcomes).

Enrolment:

Enrollment Primary

Year	Enrolment : Primary level			% Change in Enrolment		
	Boys	Girls	Total	Boys	Girls	Total
2009 -10	2615161	2548477	5163638	-1%	-1%	-1%
2008-09	2643873	2567645	5211518	-6%	-5%	-5%
2007-08	2802945	2692098	5495043	2%	4%	3%
2006-07	2747583	2593729	5341312			

Source: DISE 2009-10

The enrolment at the primary level has decreased by one percent from the previous year. A large number of districts namely; Khunti (14%), Deoghar (10%), Pakaur (10%), more than 10 % decline in enrolment at primary level.

Enrolment - Upper Primary level

Year	Enrolment : Upper Primary level			% Change in Enrolment		
	Boys	Girls	Total	Boys	Girls	Total
2009 -10	872112	821293	1693405	13%	19%	16%
2008-09	768744	689439	1458183	13%	17%	15%
2007-08	678579	587388	1265967	18%	24%	21%
2006-07	574114	474484	1048598			

Source: DISE 2009-10

The enrolment at the upper primary level shows continuously increasing trend. Enrolment increase by 16% from the previous year in which girl's enrolment exceeds boy's enrolment. A good number of districts namely; Ramgarh 64%, Ranchi 47%, Chatra 35%, Sahibganj 27 and Chatra 35% more than 25 % increase in enrolment at upper primary level.

Enrolment Ratios:

Gross Enrolment Ratio:

Year	Gross Enrolment Ratio					
				% Change in GER		
	Boys	Girls	All	Boys	Girls	All
2009-10	97.50	99.65	98.55	-2	-3	-2
2008-09	99.62	102.23	100.89	-5	-7	-6
2007-08	105.27	109.57	107.34	-3	-2	-3
2006-07	109.02	111.76	110.34			

Source: DISE/HHS

Gross Enrolment Ratio at the primary level has marginally decreased from the previous year i.e. by -2 p.p., the decrease of Girls is exceeds from the boys. The lowest GER is in the Purbi Singhbhum (77). GER has enormously decreased from the previous year major decrease is in the following districts; Kodarma -16, Khunti -15, Pakaur -11 and Deogarh -11.

District wise : Gross Enrolment Ratio : Primary level

Gross Enrolment Ratio : Primary level												
District	2006-07			2007-08			2008-09			2009-10		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girls	Total
BOKARO	92.21	100.79	96.26	90.21	100.3	94.97	87.85	90.78	89.30	83.11	85.95	84.51
CHATRA	119.98	119.47	119.73	92.23	95.17	93.63	100.51	100.64	100.57	103.51	103.89	103.69
DEOGHAR	119.44	120.58	119.98	117.8	120.14	118.92	113.41	112.26	112.85	100.35	100.99	100.66
DHANBAD	116.47	124.31	120.25	92.22	97.56	94.81	83.75	94.03	88.65	82.91	89.75	86.20
DUMKA	112.7	117.52	114.96	111.71	116.88	114.13	100.86	104.96	102.83	96.06	99.53	97.74
GARHWA	100.75	103.55	102.07	102.95	106.85	104.8	118.02	115.48	116.75	107.24	107.84	107.53
GIRIDIH	118.72	114.7	116.73	117.57	117.8	117.68	107.91	108.20	108.05	104.71	105.73	105.21
GODDA	117.63	116.53	117.12	117.16	117.11	117.14	102.99	107.74	105.22	98.35	97.42	97.90
GUMLA	123.89	125.99	124.91	111.76	114.61	113.14	104.15	103.98	104.06	98.19	98.33	98.26
HAZARIBAG	95.89	105.74	100.62	138.39	141.34	139.88	92.02	92.66	92.35	89.45	91.54	90.51
JAMTARA	0	0	0	0	0	0	97.39	97.49	97.44	99.15	99.24	99.19
KHUNTI	100.74	94.54	97.7	98.57	97.35	97.98	122.71	124.03	123.35	105.28	104.52	104.91
KODARMA	130.36	124.32	127.32	135.19	130.72	132.94	116.84	117.14	116.99	98.96	98.14	98.55
LATEHAR	101.12	100.76	100.95	100.28	102.33	101.26	119.02	122.16	120.54	86.97	113.47	111.49
LOHARDAGA	123.92	126.01	124.94	144.08	146.73	145.39	111.05	110.83	110.94	107.02	107.36	107.19
PAKAUR	125.9	124.03	125.01	140.82	150.33	145.3	110.29	113.09	111.63	97.16	101.49	99.24
PALAMU	129.92	130.44	130.17	125.78	130.63	128.1	115.55	114.91	115.24	108.84	109.27	109.05
PASHCHIMI SINGHBHUM	122.02	122.49	122.24	119.36	122.52	120.86	110.84	111.06	110.94	102.73	102.51	102.63
PURBI SINGHBHUM	78.48	82.13	80.22	72.14	81.82	76.58	73.99	76.66	75.28	77.17	77.94	77.54
RAMGARH	90.75	95.56	93.08	107.02	116.03	111.36	83.07	87.81	85.40	99.36	101.00	100.17
RANCHI	0	0	0	0	0	0	76.11	84.20	80.00	95.86	102.85	99.27
SAHIBGANJ	131.82	134.79	133.22	124.57	123.17	123.9	105.37	106.04	105.70	105.65	106.09	105.87
SARAIKELA-KHARSAWAN	96.57	113.21	104.03	96.19	113.99	104.18	92.65	104.23	98.01	92.66	101.85	96.98

Gross Enrolment Ratio : Primary level												
District	2006-07			2007-08			2008-09			2009-10		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girls	Total
SIMDEGA	125.14	116.74	120.9	116.97	114.91	115.94	120.09	119.46	119.78	112.89	113.43	113.15
JHARKHAND	109.02	111.76	110.34	105.27	109.57	107.34	99.62	102.23	100.89	97.50	99.65	98.55

Source: DISE/HH

NET Enrolment Ratio : Primary Level

NET Enrolment Ratio : Primary Level						
Year	Boys	Girls	Total	Boys	Girls	Total
2009-10	84.52	86.22	85.35	0.01	0.00	0.00
2008-09	83.92	86.14	85.00	-0.03	-0.04	-0.03
2007-08	86.21	89.54	87.81	-0.01	0.04	0.02
2006-07	86.82	85.89	86.36			

Source: DISE/HHS

Net Enrolment Ratio (85.35) at the primary level has almost stagnant from the previous years. No Gender Gap has been found in the NER of boys and Girls. There is a huge difference between the GER and NER at primary level. State has reported 13% overage and underage children's in the system. Hence, it becomes more important to keep track of the NER at the primary level. NER has enormously decreased from the previous year major decrease is in the following districts; Khunti (reduced from 99.99 to 84.81), Kodarma (reduced from 93.32 to 80.25) and Dumka (reduced from 91.07 to 82.18).

District wise Net Enrolment Ratio: Primary level

Net Enrolment Ratio: Primary level

District	2006-07			2007-08			2008-09			2009-10		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girls	Total
BOKARO	87.28	95.76	91.28	75.48	83.74	79.38	73.21	75.68	74.43	72.42	75.03	73.71
CHATRA	79.25	81.03	81.23	80.91	83.8	82.29	82.46	82.37	82.41	91.84	92.45	92.14
DEOGHAR	92.36	97.54	94.69	97.67	99.5	98.54	96.21	95.28	95.75	86.67	87.77	87.21
DHANBAD	79.28	80.25	79.96	78.38	82.89	80.58	72.87	81.88	77.16	74.14	80.11	77.01
DUMKA	89.03	88.15	91.55	89.42	93.49	91.33	89.42	92.87	91.07	80.91	83.55	82.18
GARHWA	98.31	98.36	99.61	83.6	87.39	85.41	96.97	94.90	95.94	89.08	89.51	89.29
GIRIDIH	82	76.81	79.43	83.31	82.2	82.76	85.69	85.90	85.79	95.19	95.90	95.54
GODDA	91.25	95.23	93.65	91.25	93.25	92.25	91.21	95.42	93.18	89.55	88.90	89.23
GUMLA	94.95	96.51	95.71	84.07	86.02	85.02	79.74	80.28	80.00	74.64	75.24	74.93
HAZARIBAG	80.3	88.65	84.31	104.0 3	106.6 9	105.3 7	85.78	86.36	86.08	80.20	81.33	80.77
JAMTARA	91.33	86.08	88.76	90.71	89.48	90.12	94.73	94.82	94.77	96.48	96.38	96.43

Net Enrolment Ratio: Primary level

District	2006-07			2007-08			2008-09			2009-10		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girls	Total
KHUNTI							99.99	99.99	99.99	85.33	84.27	84.81
KODARMA	87.25	85.23	86.52	87.26	85.69	86.6	93.01	93.62	93.32	80.91	79.61	80.25
LATEHAR	81.02	81.53	81.27	77.31	80.27	78.73	92.66	95.07	93.83	86.97	88.94	87.92
LOHARDAGA	88.36	87.32	87.84	90.47	89.95	90.21	90.65	90.73	90.69	86.97	86.30	86.64
PAKAUR	88.25	92	90.13	89.96	95.36	92.66	95.23	97.37	96.26	89.97	93.71	91.76
PALAMU	81.36	85.32	83.34	94.36	93.28	94	95.46	95.29	95.38	90.80	91.32	91.05
PASHCHIMI SINGHBHUM	99.36	99.9	99.56	98.69	99.34	99.85	93.47	93.77	93.61	94.45	94.57	94.51
PURBI SINGHBHUM	66.09	68.83	67.4	58.92	66.75	62.52	60.59	62.85	61.68	70.89	71.26	71.07
RAMGARH							69.57	73.31	71.41	80.32	81.84	81.07
RANCHI	77.46	80.55	78.95	90.46	97.41	93.81	64.72	71.32	67.89	82.36	87.67	84.95
SAHIBGANJ	99.36	99.88	99.58	97.39	99.85	98.47	95.59	96.19	95.89	90.89	91.79	91.33
SARAIKELA-	78.75	91.91	84.65	80.48	94.99	86.99	77.25	86.61	81.58	78.15	85.54	81.62
SIMDEGA	95.71	88.89	92.27	87.13	85.63	86.38	91.35	91.60	91.47	89.02	88.66	88.84
JHARKHAND	86.82	85.89	86.36	86.21	89.54	87.81	83.92	86.14	85.00	84.52	86.22	85.35

Source: DISE/HHS

Gross Enrolment Ratio : Upper Primary Level

Year	Gross Enrolment Ratio : Upper Primary Level					
	Boys	Girls	All	% Change-in GER		
				Boys	Girls	All
2009-10	89.97	91.39	90.66	13%	15%	14%
2008-09	79.77	79.33	79.56	9%	14%	11%
2007-08	73.47	69.76	71.7	23%	28%	25%
2006-07	59.9	54.55	57.36			

The Gross Enrolment Ratio at Upper Primary level is lower than the GER at primary level. The GER at upper primary level shows a significant improvement from the previous year i.e. (90.66 in 2009-10 and 79.56 in 2008-09) but GER at upper primary level suggest that there are a good number of children's are still out of the education system.

Gross Enrolment Ratio: Upper Primary level (Mgt.=All/Total)												
District	2006-07			2007-08			2008-09			2009-10		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girls	Total
BOKARO	70.87	65.82	68.49	86.18	84.74	85.5	97.61	97.90	97.75	96.76	102.89	99.76
CHATRA	44.59	40.83	42.84	81.4	90.08	85.34	74.25	73.91	74.08	96.06	96.83	96.43
DEOGHAR	61.09	43.84	53.57	74.16	60.73	68.3	84.55	75.35	80.55	85.27	84.97	85.14
DHANBAD	52.3	52.09	52.2	89.28	93.34	91.22	90.15	93.90	91.95	111.06	119.30	115.03
DUMKA	94.46	94.04	94.28	106.88	107.7	107.23	96.72	102.78	99.41	102.82	109.81	105.98
GARIWA	46.93	34.88	41.25	63.83	57.2	60.88	73.01	67.50	70.49	82.87	81.64	82.29
GIRIDIH	47.12	43.93	45.54	53.92	48.3	51.18	66.13	60.85	63.66	76.70	75.25	76.00
GODDA	63.39	45.97	55.42	76.26	60.07	68.85	93.37	103.44	97.50	95.69	93.71	94.79

Gross Enrolment Ratio: Upper Primary level (Mgt.=All/Total)												
District	2006-07			2007-08			2008-09			2009-10		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girl	Total	Boy	Girls	Total
GUMLA	68.03	66.47	67.28	83.5	84.56	84.01	88.46	89.06	88.76	99.11	99.33	99.22
HAZARIBAG	57.71	62.36	59.96	109.95	118.94	114.37	89.36	89.41	89.38	90.78	94.26	92.55
JAMTARA	0	0	0	0	0	0	87.84	84.87	86.48	89.91	86.49	88.32
KHUNTI	61.69	45.74	53.82	67.76	52.26	60.12	92.76	84.76	88.83	95.81	92.49	94.17
KODARMA	60.72	47.37	53.98	79.55	68.8	74.13	88.81	82.15	85.55	97.42	96.98	97.20
LATEHAR	98.87	79.89	90.03	125.04	95.98	111.05	68.51	62.43	65.76	77.37	75.70	76.60
LOHARDAGA	56.41	60.88	58.45	117.14	110.73	113.98	79.98	79.96	79.97	83.30	87.14	85.24
PAKAUR	38.34	34.71	36.63	61.18	55.77	58.58	74.14	71.78	73.02	77.74	77.60	77.67
PALAMU	50.78	40.11	45.64	51.71	44.09	47.99	84.09	80.14	82.24	94.85	92.53	93.78
PASHCHIMI SINGHBHUM	90.7	68.16	79.47	104.72	86.05	95.42	75.67	75.55	75.62	71.24	75.92	73.38
PURBI SINGHBHUM	68.93	68.64	68.79	68.99	68.91	68.95	73.12	74.30	73.69	76.25	78.56	77.36
RAMGARH	63.6	66.13	64.82	83.95	89.13	86.44	60.16	66.07	63.07	98.31	97.93	98.13
RANCHI	0	0	0	0	0	0	66.08	72.55	69.26	98.74	100.18	99.47
SAHIBGANJ	52.17	49.51	50.95	69.45	67.78	68.68	94.70	96.15	95.38	110.72	105.56	108.20
SARAIKELA KHARSAWAN	68.24	61.84	65.26	77.9	74.33	76.24	78.71	77.18	77.98	82.23	84.83	83.47
SIMDEGA	52.08	45.79	48.87	57.39	58.55	57.96	76.36	77.28	76.82	82.71	79.65	81.11
JHARKHAND	59.9	54.55	57.36	73.47	69.76	71.7	79.77	79.33	79.56	89.97	91.39	90.66

Source: DISE 2009-10

GER at primary level has enormously increased from the previous year major decrease is in the following districts; Ramgarh (increased from 63 to 98), Ranchi (increased from 69 to 99), Chatra (increased from 74 to 96) and Dhanbad (reduced from 92 to 115).

NET Enrolment Ratio : Upper Primary Level

NET Enrolment Ratio : Upper Primary Level				% Change in the NER		
Year	Boys	Girls	Total	Boys	Girls	Total
2009-10	79.26	80.46	79.84	13	15	14
2008-09	70.43	69.83	70.14	22	29	25
2007-08	57.79	54.11	56.03	19	22	20
2006-07	48.69	44.26	46.58			

Source: DISE 2009-10

NER at upper primary-level shows continuously improving trend from the 2006-07 to 2009-10. NER at the upper primary level is 80 that are mean at the upper primary level a good number of children's is out of the formal education system. State has reported 18% overage and underage children's in the system. Hence, it becomes more important to keep track of the NER at the upper primary level.

Gender Gap in Enrolment: "All Community Girls"

Year	Primary Level	Upper Primary Level
2009 – 10	1.3	3.0
2008 – 09	1.5	5.4
2007 – 08	2.0	7.2
2006 – 07	2.9	9.5
2005 – 06	5.3	12.7

Source: DISE 2009-10

The above table depicts that the Gender gap at the primary level and upper primary level is slightly improved from the previous years.

Distribution of the district with various range of Gender Gap in enrolment all community girls.

Year	Primary level		Upper Primary level	
	Above State Avg.		> 5	
2009-10	15	11	0	9
2008-09	16	13	0	13
2007-08	11	14	1	14
2006-07	11	13	4	17
2005-06	11	11	11	17

Source: DISE 2009-10

At the primary level Gender Gap in enrolment is high in the Jamtara (4.4) and at upper primary level it is high in the Deoghar (12.9).

Social Category wise Gender Gap in Enrolment

Category	Level	Gender Gap		Above State Average		> 5	
		2008-09	2009-10	2008-09	2009-10	Primary	U. Primary
SC	Pry	2.73	2.13	12	15	1	1
	U Pry	10.51	7.5	11	11	15	15
ST	Pry	2.4	2.16	12	14	4	3
	U Pry	7.69	3.85	14	14	16	13
Muslims	Pry	1.41	0.93	14	13	3	2
	U Pry	2.14	0.81	21	22	15	17

- Districts with high gender gap in SC Category at Upper Primary level:

Latehar 20, Deoghar 18, Godda 16, Palamu 14, Sahibganj 13, Jamtara 12, Chatra 10.15

• **Districts with high Gender Gap in ST Category at Upper Primary level:**

Kodarma 23, Giridih 21, Deogarh 18, Pakaur 13, Palamu 11 and Jamtara 11.

• **Districts with high Gender Gap in Muslims Category at Upper Primary level:**

Deogarh 15, Gidda 15, Lohardaga 12, Chatra 11 & Jamtara 10.

Gender Gap : Primary level " All Community Girls"					
District	2005-06	2006-07	2007-08	2008-09	2009-10
BOKARO	3.0	1.2	0.3	-0.4	-0.2
CHATRA	6.2	3.8	3.1	2.5	1.9
DEOGHAR	8.3	4.9	3.6	2.6	2.1
DHANBAD	1.3	0.3	0.0	-1.1	0.0
DUMKA	4.9	4.1	3.9	2.0	1.7
GARHWA	9.9	4.3	3.0	1.7	1.3
GIRIDIH	7.8	2.6	1.6	1.8	0.6
GODDA	11.8	6.9	6.4	4.1	3.6
GUMLA	2.1	2.2	1.9	1.7	1.5
HAZARIBAG	0.1	-1.0	-2.1	-1.9	-2.7
JAMTARA	6.8	5.3	4.9	4.8	4.4
KHUNTI	0.0	0.0	0.0	1.4	2.5
KODARMA	3.8	1.6	1.1	0.5	-0.7
LATEHAR	10.3	4.5	3.4	1.8	2.4
LOHARDAGA	0.5	1.5	0.3	0.4	0.1
PAKAUR	7.9	6.3	2.6	3.1	2.0
PALAMU	8.3	3.5	2.7	2.5	2.5
PASHCHIMI SINGHBHUM	7.8	5.2	4.1	4.0	3.8
PURBI SINGHBHUM	3.7	2.4	1.9	1.9	3.1
RAMGARH	0.0	0.0	0.0	-1.2	1.5
RANCHI	0.8	0.6	-0.3	-1.2	-1.0
SAHIBGANJ	6.1	4.6	4.1	1.8	1.5
SARAIKELA-KHARSAWAN	4.0	2.4	1.9	1.5	1.3
SIMDEGA	4.6	2.5	1.4	2.0	1.1
JHARKHAND	5.3	2.9	2.0	1.5	1.3
Gender Gap : Upper Primary level " All Community Girls"					
District	2005-06	2006-07	2007-08	2008-09	2009-10
BOKARO	9.3	9.3	6.5	2.2	-0.9
CHATRA	11.4	11.3	4.1	3.8	2.5
DEOGHAR	31.0	28.6	22.4	18.5	12.9
DHANBAD	8.7	6.4	2.1	1.7	0.2

Gender Gap : Primary level " All Community Girls"					
District	2005-06	2006-07	2007-08	2008-09	2009-10
DUMKA	14.2	13.5	12.9	8.3	6.2
GARHWA	25.1	20.4	16.3	12.5	6.1
GIRIDIH	25.8	4.5	7.9	10.8	5.1
GODDA	28.6	24.1	20.2	13.0	10.8
GUMLA	4.4	5.6	2.8	0.6	-1.2
HAZARIBAG	1.1	-0.6	-2.3	-1.2	-3.9
JAMTARA	19.8	16.2	14.3	10.2	9.2
KHUNTI	0.0	0.0	0.0	6.2	3.1
KODARMA	19.1	11.4	6.5	6.2	0.2
LATEHAR	24.4	17.4	16.8	14.0	8.6
LOHARDAGA	1.7	5.2	4.0	-0.1	-3.6
PAKAUR	14.5	10.5	8.3	6.8	2.9
PALAMU	23.4	15.4	10.2	8.8	8.6
PASHCHIMI SINGHBHUM	15.1	14.6	10.2	8.8	5.5
PURBI SINGHBHUM	7.7	4.8	4.6	2.8	2.1
RAMGARH	0.0	0.0	0.0	-3.4	1.8
RANCHI	1.9	1.2	0.7	-3.0	-2.2
SAHIBGANJ	9.5	11.2	9.3	4.9	4.8
SARAIKELA-KHARSAWAN	12.3	11.7	9.1	6.5	2.9
SIMDEGA	3.3	4.5	0.2	-0.7	-2.6
JHARKHAND	12.7	9.5	7.2	5.4	3.0

Source: DISE 2009-10

Transition Rate

Transition Rate			
Year	Boys	Girls	Total
2009-10	87.51	90.72	89.06
2008-09	74.54	75.44	74.97
2007-08	80.59	82.76	81.59
2006-07	85.92	88.19	86.94
2005-06	77.88	78.77	78.27

Source: DISE 2009-10

The transition rate is one of the important indicators in elementary education. The indicator shows the percentage of children transiting from primary to upper primary level. It is observed that a large number of students dropout from the system during this transition. The transition rate has significantly improved from the previous year but still it is not up to the mark. The state may like

to find out the reasons take necessary steps in order to improve up on the indicator. Districts with disturbing transition rate are; Sahibganj 66, Pakaur 69, Dumka 71, Godda 71percent.

District wise Transition Rate: (Primary to Upper Primary level)

Transition Rate: Primary to Upper Primary level									
District	2007-08			2008-09			2009-10		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girls	Total
BOKARO	85.49	86.6	86.02	90.57	92.54	91.54	89.37	92.01	90.69
CHATRA	78.91	83.73	81.1	84.35	86.33	85.27	83.63	90.17	86.73
DEOGHAR	82.88	78.97	81.27	79.54	75.68	77.84	81.89	80.34	81.18
DHANBAD	88.54	92.12	90.26	84.12	86.29	85.19	92.54	91.01	91.76
DUMKA	73.76	72.26	73.09	73.65	75	74.26	70.5	70.83	70.66
GARHWA	90.83	92.56	91.55	87.77	90.83	89.11	89.59	93.76	91.57
GIRIDIH	64.42	68.73	66.36	59.83	55.83	57.95	74.54	79.33	76.79
GODDA	76.85	74.95	76.07	68.96	69.85	69.35	70.86	72.01	71.38
GUMLA	84.86	87.87	86.3	78.61	80.98	79.77	74.95	81.54	78.18
HAZARIBAG	81.58	84.75	83.15	58.09	60.01	59.07	90.71	98.2	94.47
JAMTARA	71.97	69.6	70.91	80.04	78.38	79.3	93.14	92.69	92.93
KHUNTI	0	0	0	0	0	0	77.96	78.54	78.24
KODARMA	92.34	91.64	92	83.63	82.38	83.03	90.79	99.21	94.79
LATEHAR	91.18	92.34	91.66	87.53	87.88	87.68	81.95	85.3	83.53
LOHARDAGA	83.03	87.17	84.91	81.24	87.34	84.19	93.67	101.12	97.38
PAKAUR	82.43	87.22	84.6	63.76	65.07	64.38	65.79	71.77	68.64
PALAMU	71.42	71.85	71.61	82.91	79.54	81.36	99.26	99.55	99.39
PASHCHIMI SINGHBHUM	83.77	88.6	85.86	80.97	81.49	81.2	83.1	85.83	84.38
PURBI SINGHBHUM	87.46	88.94	88.17	87.82	90.3	89.02	96.87	98.93	97.89
Ramgarh	0	0	0	0	0	0	150.13	142.77	146.43
RANCHI	82.09	84.35	83.18	60.4	65.22	62.8	120.47	124.29	122.39
SAHIBGANJ	70.29	71.84	70.98	52.75	56.64	54.54	64.71	68.26	66.43
SARAIKELA	81.87	82.36	82.1	79.47	78.5	79.01	83.04	84.27	83.63
SIMDEGA	82.17	86.37	84.17	75.58	75.57	75.57	92.21	95.57	93.88
JHARKHAND	80.59	82.76	81.59	74.54	75.44	74.97	87.51	90.72	89.06

Source: DISE 2009-

10

Retention Rate: Primary level

District	2007-08			2008-09			2009-10		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girls	Total
BOKARO	80.67	80.75	80.7	-	-	-	-	-	-
CHATRA	71.32	68.72	70.1	79.03	79.12	79.08	62.39	62.06	62.23
DEOGHAR	91.96	74.84	83.55	90.23	80.81	85.64	57.02	51.71	54.4
DHANBAD	83.19	82.2	82.7	79.84	81.73	80.78	66.3	66.28	66.29

District	2007-08			2008-09			2009-10		
	Boy	Girl	Total	Boy	Girl	Total	Boy	Girls	Total
DUMKA	81.39	73.63	77.66	73.23	73.12	73.18	53.1	51.39	52.26
GARHWA	90.53	91.03	90.75	65	65.86	65.41	63.09	64.28	63.66
GIRIDIH	74.15	75.91	74.97	57.1	55.61	56.39	56.11	58.22	57.13
GODDA	86.16	79.81	83.27	78.85	73.04	76.11	69.06	65.73	67.48
GUMLA	65.85	70.24	67.91	57.5	58.5	57.99	41.62	42.54	42.07
HAZARIBAG	67.75	70.92	69.33	48.97	50.21	49.59	45.28	48.77	47.02
JAMTARA	79.1	76.91	78.1	111.83	107.51	109.81	86.98	79.64	83.41
KODARMA	89.66	87.93	88.83	63.15	60.14	61.68	51.75	55	53.32
LATEHAR	89.81	82.97	86.81	72.34	76.04	74.03	47.73	48.41	48.06
LOHARDAGA	71.98	72.48	72.23	65.89	68.58	67.22	55.26	53.64	54.44
PAKAUR	61.71	64.32	62.94	50.48	54.22	52.21	45.89	49.5	47.6
PALAMU	83.36	89.31	86	86.12	86.71	86.39	70.69	70.03	70.37
PASHCHIMI SINGHBHUM	61.25	57.31	59.39	66.2	65.46	65.85	53.09	50.81	52
PURBI SINGHBHUM	83.98	86.44	85.19	65.3	69.9	67.56	70.31	70.83	70.57
SAHIBGANJ	88.05	92.23	89.93	81.77	87.03	84.24	43.66	46.21	44.89
SARAIKELA-KHARSAWAN	84.79	84.49	84.64	82.75	90.59	86.39	70.74	69.49	70.13
SIMDEGA	56.48	60.3	58.29	69.59	71.38	70.47	42.15	45.09	43.56
JHARKHAND	78.68	77.92	78.32	71.91	72.43	72.16	60.23	60.6	60.41

Source: DISE 2009-10

The Retention Rate shows continuously decline from 78.32 in 2007-08 to 60.41 in 2009-10. But still it is very less in the following districts such as Gumla 42, Simdega 44, Sahibganj 45, Hazaribag 47, Pakaur 48. and Latehar 48. The state shall do the in-depth analysis in case of low retention districts.

District wise Retention Rate: Elementary level

District	2008-09			2009-10		
	Boy	Girl	Total	Boy	Girls	Total
BOKARO	68.52	69.53	69.00	71.20	77.40	74.14
CHATRA	34.35	39.55	36.72	54.47	60.30	57.13
DEOGHAR	45.78	34.61	40.73	46.12	39.30	43.04
DHANBAD	70.76	62.56	66.56	96.71	90.16	93.35
DUMKA	27.13	22.47	24.89	29.80	26.37	28.15
GARHWA	48.16	48.96	48.49	52.82	60.57	56.06
GIRIDIH	27.68	26.09	26.98	34.06	36.67	35.20
GODDA	51.18	51.70	51.40	63.29	65.60	64.27
GUMLA	33.45	37.94	35.54	35.13	41.84	38.25
HAZARIBAG	40.98	41.94	41.46	45.50	49.02	47.24
JAMTARA	36.28	34.82	35.61	37.28	34.97	36.22
KHUNTI	38.24	38.28	38.26	39.04	42.94	40.85
KODARMA	48.03	42.04	45.07	48.13	48.47	48.30

District	2008-09			2009-10		
	Boy	Girl	Total	Boy	Girls	Total
LATEHAR	33.64	38.41	35.62	39.85	46.55	42.63
LOHARDAGA	47.14	53.06	49.89	52.73	62.55	57.29
PAKAUR	24.78	27.03	25.75	25.08	29.73	27.07
PALAMU	54.42	60.03	56.83	64.57	68.84	66.41
PASHCHIMI SINGHBHUM	47.64	49.80	48.59	48.08	54.40	50.87
PURBI SINGHBHUM	65.85	65.16	65.51	75.41	73.45	74.45
Ramgarh	54.90	64.53	59.60	96.94	99.64	98.26
RANCHI	36.98	41.53	39.18	59.95	66.85	63.28
SAHIBGANJ	37.66	47.37	41.79	51.54	56.99	53.86
SARAIKELA-KHARSAWAN	43.92	40.80	42.44	51.30	52.63	51.93
SIMDEGA	17.20	19.62	18.38	20.01	23.38	21.65
JHARKHAND	42.49	43.32	42.87	50.99	54.22	52.49
Source: DISE 2009-10						

The retention rate at the Elementary level of education i.e. grades I – VIII is almost 52 which are not up to the mark. The state shall do the in-depth analysis in case of low retention districts such as Simdega 22, Pakaur 27, Dumka 28, Giridih 35, Jamtara 36, Gumla 38.

Drop Out Rate: Primary level

Apparent Drop Out Rate						
Years	Primary Level			Elementary Primary Level		
	Boys	Girls	Total	Boys	Girls	Total
2009 – 10	29.96	29.59	29.78	41.32	38.21	39.89
2008 – 09	16.22	15.49	15.87	49.98	49.17	49.61

Source: DISE 2009-10

State has provided Apparent Drop out rate: Apparent drop out rate at Primary is 29.78 and elementary level is 39.89 in 2009-10. The drop out rate has unfavorable at primary level from the previous year. 16 districts at primary level and 20 districts at elementary level reported more than 25 percent drop out.

Apparent Drop Out Rate-Primary Level

District	2008-09			2009-10		
	Boy	Girl	Total	Boy	Girls	Total
BOKARO	-9.48	-11.50	-10.48	0.00	0.00	0.00
CHATRA	11.67	11.54	11.61	31.77	32.11	31.94
DEOGHAR	5.60	14.72	10.05	37.78	42.80	40.25
DHANBAD	13.12	11.52	12.32	29.43	29.73	29.58
DUMKA	19.02	19.07	19.04	37.64	39.72	38.66

Apparent Drop Out Rate-Primary Level

District	2008-09			2009-10		
	Boy	Girl	Total	Boy	Girls	Total
GARHWA	20.68	19.21	19.98	24.08	22.41	23.27
GIRIDIH	33.46	34.83	34.11	36.11	34.03	35.11
GODDA	14.78	20.10	17.30	26.38	29.30	27.76
GUMLA	30.32	29.57	29.96	49.42	49.15	49.29
HAZARIBAG	23.79	22.23	23.01	46.56	43.20	44.89
JAMTARA	-19.61	-14.98	-17.44	6.99	13.67	10.24
KHUNTI	18.42	17.78	18.11			
KODARMA	26.73	29.64	28.15	39.76	36.28	38.07
LATEHAR	11.66	7.52	9.75	38.41	37.77	38.10
LOHARDAGA	23.80	21.14	22.50	38.04	39.61	38.83
PAKAUR	38.68	35.72	37.33	47.82	44.58	46.30
PALAMU	3.84	3.37	3.62	21.30	21.70	21.49
PASHCHIMI SINGHBHUM	22.39	22.73	22.55	38.94	40.77	39.82
PURBI SINGHBHUM	1.45	-1.66	-0.07	20.10	20.60	20.34
Ramgarh	11.24	7.52	9.39			
RANCHI	9.44	4.75	7.12	26.55	25.68	26.11
SAHIBGANJ	12.86	7.78	10.48	51.02	48.73	49.92
SARAIKELA-	5.99	-1.91	2.32	21.34	22.87	22.09
SIMDEGA	18.51	17.84	18.18	47.49	44.98	46.29
JHARKHAND	16.22	15.49	15.87	29.96	29.59	29.78

Source: DISE 2009-10

At the primary level not major difference to be found in the boys and girls apparent drop out rate. Apparent Drop out rate is high in the following districts Sahibganj 50, Gumla 49, Pakaur 46, Simdega 46, Hazaribag 45 and Deoghar 40.

Apparent Drop Out Rate-Elementary Level

District	2008-09			2009-10		
	Boy	Girl	Total	Boy	Girls	Total
BOKARO	26.43	25.45	25.96	23.69	17.65	20.83
CHATRA	57.28	52.07	54.90	37.26	31.49	34.63
DEOGHAR	50.57	61.36	55.44	50.20	56.72	53.14
DHANBAD	23.32	31.78	27.66	0.00	4.14	0.77
DUMKA	65.82	70.41	68.02	62.64	66.32	64.40
GARHWA	39.22	37.62	38.51	34.66	26.46	31.20
GIRIDIH	63.80	65.25	64.43	56.38	53.45	55.09
GODDA	43.07	42.06	42.62	30.88	28.44	29.84
GUMLA	55.90	51.46	53.84	53.92	47.40	50.90
HAZARIBAG	52.12	51.39	51.76	47.65	44.29	45.98
JAMTARA	56.64	58.27	57.39	56.17	58.72	57.34

Apparent Drop Out Rate-Elementary Level						
District	2008-09			2009-10		
	Boy	Girl	Total	Boy	Girls	Total
KHUNTI	56.53	56.00	56.27	56.11	51.67	54.04
KODARMA	43.74	49.40	46.54	43.20	42.58	42.89
LATEHAR	52.13	46.68	49.83	45.86	38.84	42.92
LOHARDAGA	44.08	38.01	41.26	38.32	28.50	33.75
PAKAUR	65.32	63.85	64.73	63.92	60.07	62.31
PALAMU	36.66	31.13	34.29	27.23	23.05	25.44
PASHCHIMI SINGHBHUM	42.66	40.19	41.56	42.15	35.56	39.23
PURBI SINGHBHUM	28.88	29.65	29.26	19.33	21.43	20.36
Ramgarh	39.38	30.66	35.15	0.00	0.00	0.00
RANCHI	59.35	54.96	57.24	36.07	29.43	32.87
SAHIBGANJ	57.11	47.65	53.09	42.70	37.80	40.65
SARAIKELA	46.27	49.52	47.81	39.02	37.94	38.51
SIMDEGA	72.29	70.98	71.66	69.62	67.32	68.51
JHARKHAND	49.98	49.17	49.61	41.32	38.21	39.89

Source: DISE 2009-10

At the Elementary level boys drop out rate is exceeds girls drop out rate. Apparent Drop out rate high in the following districts Dumka 64, Pakaur 62, Jamtara 57, Giridih 55, Khunti 54, Deoghar 53 and Gumla 50.

Pupil Teacher Ratio										
District	2005-06		2006-07		2007-08		2008-09		2009-10	
	Pr.	U. Pr	Pr.	U. Pr	Pr.	U. Pr	Pr.	U. Pr	Pr.	U. Pr
BOKARO	58.31	31.26	65.4	39.38	60.86	35.74	56.38	39.7	48.67	39.36
CHATRA	57.28	39.99	61.09	51	55.76	52.38	51.54	50.74	54.66	59.64
DEOGHAR	60.01	33.5	55.67	32.64	54.61	31.8	52.76	39.09	48.42	44.13
DHANBAD	66.85	46.82	56.76	38.61	54.8	40.58	52.34	41.13	45.37	42.83
DUMKA	53.31	34.8	51.79	33.63	49.13	36.65	44.67	39.85	40.52	36.55
GARHWA	79.34	47.53	76.85	44.8	81.3	31.96	74.81	38.5	71.03	44.89
GIRIDIH	79.28	30.67	90.66	35.48	81.29	34.9	65.35	32.39	60.14	34.04
GODDA	65.86	25.44	59.44	42.09	60.98	43.47	57.53	43.45	50.57	45.78
GUMLA	51.75	35.09	48.12	38.3	45.85	36.53	40.96	40.86	40.24	35.83
HAZARIBAG	70.65	38.51	63.21	41.6	56.5	41.59	57.12	42.03	55.1	42.29
JAMTARA	77.98	51.91	61.45	33.78	55.29	30.42	52.28	32.01	53.26	32.27
KHUNTI	0	0	0	0	0	0	43.09	46.12	33.82	43.19
KODARMA	69.26	32.58	75.82	42.94	65.45	36.05	60.13	36.27	52.62	35.96
LATEHAR	62.55	29.09	62.25	36.01	59.36	42.41	55.13	56.16	46.76	60.05
LOHARDAGA	65.12	31.42	58.37	35.14	48.44	34.34	46.53	43.28	45.66	47.94
PAKAUR	87.21	17.6	75.93	12.98	72.53	24.94	63.03	30.84	55.58	32.74
PALAMU	69.03	34.51	75.87	39.21	62.79	35.72	62.93	47.97	61.87	54.62

Pupil Teacher Ratio

District	2005-06		2006-07		2007-08		2008-09		2009-10	
	Pr.	U. Pr	Pr.	U. Pr	Pr.	U. Pr	Pr.	U. Pr	Pr.	U. Pr
PASHCHIMI SINGHBHUM	50.65	26.05	52.57	30.88	48.32	30.19	50.42	36.15	48.1	35.92
PURBI SINGHBHUM	39.64	28.93	40.34	29.87	40.58	33.98	38.67	34.98	36.97	32.34
Ramgarh	0	0	0	0	0	0	49.17	39.79	45.6	37.66
RANCHI	57.79	36.09	49.88	37.31	48.22	37.84	45.28	39.59	42.34	41.63
SAHIBGANJ	53.52	25.04	60.97	29.55	59.61	34.78	57.88	39.44	61.91	49.51
SARAIKELA-KHARSAWAN	53.02	34.33	47.49	30.72	44.59	33.63	45.02	37.7	44.44	38.52
SIMDEGA	52.68	26.82	40.98	30.03	39.07	30.02	37.25	34.13	33.81	37.87
JHARKHAND	61.16	33.45	60.23	35.51	56.78	35.94	53.2	39.43	49.9	41.17

Source: DISE 2009-10

The Pupil Teacher Ratio at the primary level is 49.9 and upper primary level is 41.17. This is increased from the previous year by 39.49 to 41.17 at upper primary level and reduced at primary level by 53.2 to 49.9. 21 districts at primary level and 12 districts at upper primary level have more than 40 PTR.

21 districts at primary level and 12 districts at upper primary level have more than 40:1 PTR.

Single Teacher Schools:

Percentage of Schools with Single Teacher

District	2007-08		2008-09		2009-10	
	Pr	U Pr	Pr	U Pr	Pr	U Pr
BOKARO	6.53	0.42	5.16	0.85	3.59	0.58
CHATRA	8.46	2.87	5.00	1.01	4.34	1.15
DEOGHAR	11.60	0.22	13.70	1.10	14.70	1.42
DHANBAD	3.46	0.00	3.32	0.00	2.67	0.00
DUMKA	12.89	1.50	10.49	5.14	10.98	4.67
GARHWA	8.87	0.77	10.89	0.00	10.63	0.48
GIRIDIH	21.53	3.16	16.36	4.42	15.08	4.04
GODDA	24.03	2.89	18.67	2.35	15.60	0.56
GUMLA	6.05	0.00	4.93	2.06	13.31	3.58
HAZARIBAG	2.37	0.00	3.62	0.00	3.45	0.19
JAMTARA	28.01	6.62	19.59	4.17	17.82	4.07
KHUNTI			12.52	9.19	14.26	10.68
KODARMA	2.17	0.00	1.71	0.00	1.98	0.00
LATEHAR	12.59	7.08	11.41	6.64	8.96	3.33
LOHARDAGA	0.90	0.00	2.15	0.49	5.49	0.49



Percentage of Schools with Single Teacher

District	2007-08		2008-09		2009-10	
	Pr	U Pr	Pr	U Pr	Pr	U Pr
PAKAUR	2.97	0.30	6.78	1.58	9.01	1.23
PALAMU	13.48	0.95	11.04	1.39	16.13	3.39
PASHCHIMI SINGHBHUM	8.95	1.61	20.31	3.16	23.00	1.66
PURBI SINGHBHUM	4.20	0.35	5.12	0.35	5.78	0.51
Ramgarh			2.54	0.00	5.30	0.00
RANCHI	8.56	0.28	5.34	0.00	6.86	0.97
SAHIBGANJ	17.18	1.57	19.74	3.16	16.50	4.01
SARAIKELA-KHARSAWAN	7.49	1.20	6.79	0.90	5.72	5.40
SIMDEGA	11.61	0.00	10.41	1.89	9.74	1.92
JHARKHAND	10.83	1.53	10.12	2.21	10.65	2.41

State has reported 11 percent schools at primary level and 2.4 percent schools at upper primary level are single teacher schools. The numbers of such schools are high in namely; Pashchimi Singhbhum 23%, Jamtara 18%, Sahibganj 17%, Palamu & Godda 16%, and Deoghar & Giridih 15% at primary level.

Student Class Room Ratio:

Student Class Room ratio at primary level is 43:1 and upper primary level is 53:1. Data suggests that 31 percent schools at primary level and 64 percent schools at upper primary level have adverse SCR. (i.e. more than 40:1). The highest number of adverse SCR districts are Chatra (Pr. 53 & U. Pr 62), Dhanbad (Pr. 41 & U. Pr 57), Garhwa (Pr. 66 & U. Pr 70), Giridih (Pr. 50 & U. Pr 56), Godda (Pr. 54 & U. Pr 59), Hazaribag (Pr. 50 & U. Pr 63), Kodarma (Pr. 57 & U. Pr 61), Palamu (Pr. 70 & U. Pr 66), Sahibganj (Pr. 57 & U. Pr 60).

9.1 Student Class Ratio (Mgt.=Only Dept. of Education Schools)

District	2005-06		2006-07		2007-08		2008-09		2009-10	
	Pr.	Upr	Pr.	Upr	Pr.	Upr	Pr.	Upr	Pr.	Upr
BOKARO	72.54	66.76	80.54	71.89	73.63	68.6	57.52	66.92	42.5	55.29
CHATRA	92.2	58.51	106.44	60.09	193.8	58.79	72.13	56.96	53.14	61.57
DEOGHAR	90.91	73.27	124.79	72.56	95.84	71.27	72.91	66.36	43.68	51.9
DHANBAD	67.02	61.54	72.97	65.68	63.3	65.05	50.52	61.91	41.32	56.65
DUMKA	69.82	53.11	69.68	52.43	62.08	55.48	44.64	50.99	36.2	47.41
GARHWA	78.2	69.15	94.5	79.32	82.19	72.49	81.94	73.21	65.64	69.58
GIRIDIH	84.09	76.91	138.06	86.21	75.82	83.93	64.85	64.82	50.03	56.09

9.1 Student Class Ratio (Mgt.=Only Dept. of Education Schools)

District	2005-06		2006-07		2007-08		2008-09		2009-10	
	Pr.	Upr	Pr.	Upr	Pr.	Upr	Pr.	Upr	Pr.	Upr
GODDA	74.22	71.81	88.88	70.92	96.36	72.25	79.1	70.45	54.15	59.1
GUMLA	63.21	47.18	83.45	47.03	81.44	46.21	61.25	42.56	37.48	37.26
HAZARIBAG	70.62	70.09	78.68	73.66	74.13	72.03	62.4	68.26	50.06	63.35
JAMTARA	64.24	63.66	96.31	68.81	103.13	64.99	67.58	61.7	45.84	57.63
KHUNTI							46.24	42.6	34.3	27.87
KODARMA	82.49	69.47	98.23	75.34	120.31	74.3	71.67	71.64	57.45	61.04
LATEHAR	85.89	52.19	53.57	54.18	54.2	50.77	43.78	48.32	36.54	44.38
LOHARDAGA	60.54	59.89	61.55	59.25	46.12	57.12	40.05	52.83	34.21	48.12
PAKAUR	176.16	121.04	63.64	78.59	49.86	57.48	43.62	55.68	37.11	47.81
PALAMU	114.91	77.28	127.17	74.79	159.51	68.34	119.31	77.85	70.32	65.87
PASHCHIMI SINGHBHUM	50.91	49.56	64.63	55	61.74	55	54.24	53.38	39.48	46.77
PURBI SINGHBHUM	42.1	45.94	43.02	49.16	34.38	49.68	29.8	48.16	27.97	39.27
RAMGARH							53.45	64.59	39.92	55.9
RANCHI	52.55	57.87	60.5	53.37	50.62	54.39	44.79	52.9	31.33	43.56
SAHIBGANJ	108.66	70.71	111.42	75.34	117.84	72.56	93.83	68.54	56.84	59.65
SARAIKELA-KHARSAWAN	47.74	56.83	60.96	55.51	57.68	55.36	44.25	53.72	36.64	50.25
SIMDEGA	53.99	40.23	53.61	33.1	55.85	32.9	47.48	33.52	23.69	24.1
Jharkhand	71.4	61.42	82.03	63.5	72.42	62.42	58.09	59.63	43.06	52.36

Source: DISE 2009-10

Single Class Room Schools

Percentage of Schools with Single Class Room						
District	2008-09			2009-10		
	Pr	Upr	All	Pr	Upr	All
BOKARO	3.8	0.0	2.6	3.5	0.4	2.4
GHATRA	1.5	0.6	1.1	0.7	0.6	0.6
DEOGHAR	0.4	0.8	0.5	0.6	0.2	0.5
DHANBAD	4.9	0.6	3.6	4.5	0.2	3.1
DUMKA	2.5	1.9	2.3	2.4	2.5	2.5
GARHWA	1.2	0.5	0.9	0.9	0.5	0.7
GIRIDIH	0.5	1.1	0.7	1.3	0.4	1.0
GODDA	4.6	2.9	4.0	3.1	0.9	2.4
GUMLA	0.8	0.2	0.6	1.0	0.0	0.6
HAZARIBAG	0.6	0.0	0.4	0.6	0.0	0.4
JAMTARA	0.8	0.9	0.8	5.5	0.7	3.6
KHUNTI	3.1	0.7	2.3	0.2	0.4	0.2
KODARMA	2.9	2.4	2.6	3.0	2.1	2.5
LATEHAR	0.1	0.0	0.1	0.4	0.0	0.2
LOHARDAGA	0.2	0.0	0.2	0.0	0.0	0.0
PAKAUR	3.3	0.3	2.3	1.9	0.0	1.2

Percentage of Schools with Single Class Room						
District	2008-09			2009-10		
	Pr	Upr	All	Pr	Upr	All
PALAMU	0.0	0.0	0.0	0.5	0.2	0.3
PASHCHIMI SINGHBHUM	2.0	1.2	1.7	1.4	1.0	1.2
PURBI SINGHBHUM	0.4	0.0	0.3	0.8	0.0	0.5
Ramgarh	1.3	0.0	0.9	2.4	0.0	1.5
RANCHI	1.9	0.0	1.4	2.1	0.0	1.4
SAHIBGANJ	0.0	0.6	0.1	2.6	1.6	2.2
SARAIKELA-KHARSAWAN	2.7	0.6	2.2	2.8	1.0	2.1
SIMDEGA	0.4	0.3	0.3	0.4	0.0	0.2
JHARKHAND	1.7	0.7	1.3	1.8	0.5	1.3

State has reported 1.3 percent schools are running in a single class room. The high percent of such schools are in Jamtara 4%, Dhanbad 3% and in Bokaro 2.4 percent at elementary level.

EDI Ranking & Values:

State	Year	Access		Infra		Teachers		Outcome		Overall	
		Value	Rank	Value	Rank	Value	Rank	Value	Rank	Value	Rank
Primary	2007-08	0.636	6	0.339	33	0.379	32	0.551	28	0.456	33
	2008-09	0.632	7	0.291	32	0.363	35	0.604	26	0.449	34
Upper Primary	2007-08	0.482	32	0.495	31	0.555	30	0.578	25	0.527	33
	2008-09	0.497	33	0.466	33	0.278	34	0.634	21	0.464	33

At the primary level EDI ranking has marginally decreased from 33 to 34 but the EDI value is marginally improved i.e. 0.456 to 0.449. EDI rank at the upper primary level remains constant but EDI value has significantly improved 0.527 to 0.464. Although the EDI ranking constant but the significant improvement in Teachers, Infrastructure components.

6. Component-Wise Appraisal:

(I) Access

State policy on opening of new schools:

- Policy norms for opening of new schools are as follows :

Primary schools:

- A habitation is eligible for opening of a primary school if there is no primary school within radius of 1 km.

Upper Primary school:

- A habitation is eligible for opening of Upper Primary school where there is no Upper primary school within a radius 3 km distance.

Availability of Schooling facilities.

Table-1: Information on Schools

Category	Govt.	Aided	Private		Local Body	Total
			Recog.	Unrecog.		
Primary Only (Class i-v)	25351	522	207	452	0	26532
Primary with Up. Primary (Class i-viii)	13008	443	293	368	7	14119
Primary, Up. Primary with secondary (Class i-x)	327	102	330	247	16	1022
Pri, Upper Pri with higher Sec. (Class i-xii)	13	3	52	3	0	71
Upper Primary only (Class vi-viii)	20	12	12	2	0	46
Upper Primary with secondary (Class vi-x)	729	194	127	58	9	1117
Sec./H. Sec./Sec. with H. Sec. (viii-xii)	232	28	68	20	0	348
Total	39680	1304	1089	1150	32	43255

Table-3: School categories for purpose of releases of grant

Category	Pry. Section (I to V)	UP. Section
I to V	25873	0
I to VIII	13451	13451
I to X	429	429
I to XII	16	16
VI to VIII	0	32
VI to XII	0	923
Total	39769	14851

In total, the state is having 39769 Govt. and Aided primary sections/ schools and 14851 upper primary sections/schools.

A. Primary

Status of opening of new primary schools sanctioned till 2009-10 under SSA.

Sl. No.	District Name	2004-05		2005-06		2006-07		2007-08		2008-09		2009	2009-10		2004-10		
		Target	Achiev.	Target	Achiev.	Target	Achiev.	Target	Achiev.	Target	Achiev.	Target Distribution in District	Target (NPS)	Achiev.	Total Target	Total Ach.	Rest Target
1	Bokaro	200	200	400	400	210	199	0	11		0		28	28	838	838	0
2	Chatra	250	245	500	505	260	260	17	17		0		0	0	1027	1027	0
3	Deoghar	325	325	650	395	221	288	-105	30		53		53	53	1144	1144	0
4	Dhanbad	150	150	300	300	266	266	39	39		0		6	6	761	761	0
5	Dumka	250	250	500	500	347	261	-53	8		0		0	25	1044	1044	0
6	E.Singhbhum	125	125	250	250	147	133	0	0		14		30	30	552	552	0
7	Garhwa	125	125	250	250	161	125	193	229		0		170	170	899	899	0
8	Giridih	350	350	700	700	710	710	166	166		0		2	2	1928	1928	0
9	Godda	125	0	250	375	220	220	53	53		0		0	0	648	648	0
10	Gumla	200	200	400	362	237	240	0	0		36		0	0	837	838	-1
11	Hazaribagh	220	220	440	440	249	249	33	33		0	-273	10	10	679	679	0
12	Jamtara	50	50	100	100	347	341	0	6		0		0	0	497	497	0
13	Khunti					0					0	453	0	0	453	453	0
14	Koderma	60	60	120	120	50	50	15	15		0		36	36	281	281	0
15	Latehar	175	175	350	350	93	93	7	7		0		0	0	625	625	0
16	Lohardaga	90	91	180	165	90	56	-47	1		0		0	0	313	313	0
17	Pakur	75	75	150	150	81	66	0	14		0		0	0	306	305	1
18	Palamu	300	231	600	663	908	493	-273	43		105		0	0	1535	1535	0
19	Ramgarh					0					0	273	38	38	311	311	0
20	Ranchi	250	250	500	500	744	661	-45	0		3	-453	0	0	996	961	35
21	Sahebganj	150	150	300	300	391	219	-100	0		0		0	0	741	669	72
22	Saraikela	200	200	400	270	154	223	0	26		35		0	0	754	754	0
23	Simdega	125	125	237	237	0	0	45	45		0		5	5	412	412	0
24	W.Singhbhum	150	150	300	289	134	145	56	56		0		64	64	704	704	0
State Total		3945	3747	7877	7621	6020	5298	1	799	0	246	0	442	467	18285	18178	108

18,285 New primary schools were sanctioned till 2009-10 and 18,178 New primary school have been opened.

Note: Figure sanctioned under primary schools up to 2007 -08 indicate up gradation of EGS to primary schools & 442 schools were sanctioned for opening of primary schools (2009-10).

The state has opened 18178 primary schools from the total sanctioned of 18285 schools since SSA.

During 2009-10, 442 primary schools were sanctioned, the state has opened these schools but the building has not been constructed and teachers are also not recruited in all schools.

The district wise details are as follow:

Districts	Status of PS sanctioned during 2009-10			Teacher		TLE	
	Target	Ach.	Construction of Building in progress	Target	Ach.	Target	Ach.
Hazaribagh	10	10	10	20	18	10	10
Ramgarh	38	38	38	76	45	38	38
Koderma	36	36	0	72	56	36	36
Chatra	0	0		0	0	0	0
Bokaro	28	28	0	56	40	28	28
Dhanbad	6	6	6	12	10	6	6
Giridih	2	2	2	4	4	2	2
Ranchi	0	0		0	0	0	0
Khunti	0	0		0	0	0	0
Gumla	0	0		0	0	0	0
Simdega	5	5	5	10	8	5	5
Lohardagga	0	0		0	0	0	0
East Singhbhum	30	30	30	60	54	30	30
West Singhbhum	64	64	30	128	120	64	64
Saraikela	0	0	0	0	0	0	0
Deochar	53	53	53	106	97	53	53
Dumka	0	0		0	0	0	0
Jamtara	0	0		0	0	0	0
Godda	0	0		0	0	0	0
Pakur	0	0		0	0	0	0
Sahebganj	0	0		0	0	0	0
Palamu	0	0		0	0	0	0
Latehar	0	0		0	0	0	0
Garhwa	170	170	0	340	126	170	170
Jharkhand	442	442	174	884	578	442	442

The state has completed the construction of building in 174 schools.

The state has given the district wise coverage of habitation with PS which is given below:

Table-4: Habitation and Access (Primary)

Name of District	Total No. of Habitations	Habitations Covered by Primary Schooling Facility (within 1 KM)		Habitations not being covered by Primary Schooling facility (within 1 KM)	Habitations without Primary Schooling facility (attach the list)					
		School	EGS		Habitations eligible for PS as per state norms	No. of Children in such (Col. 7) Habitations	Habitations not eligible PS but eligible for EGS	No. of Children in such (Col. 9) Habitations	Habitations not eligible for PS/EGS	No. of Children in such (Col. 11) Habitations
District Total	121758	120614	0	1144	927	33454	0	0	217	2185

There are 121758 habitations existing in State out of which 120614 (99%) are served with primary Access. 1144 habitations are still deprived of Primary Access out of which 927 habitations are identified as eligible habitations for opening New Primary Schools as per State norms.

EGS:

Status of EGS

District	Total number of EGS functioning	No. of EGS completing 2 years or more in 2010-11
Total	N.A.	N.A.

Up gradation of EGS

No. of EGS functioning			No. proposed for up gradation	No. of EGS to be continued	Reasons for not proposing for the balance	No. of EGS to be closed
In the habitations eligible for PS	In the habitations not eligible for PS	Total				
N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.

Upper Primary Schools:

Sl. No.	District Name	2002-03		2003-04		2004-05		2005&06		2006-07		2007-08		2008-09		2009&10		2003&10			
		Target	Achiev.	Target	Achiev.	Target	Achiev.	Target	Achiev.	Target	Achiev.	Target	Achiev.	Target	Achiev.	Target	Achiev.	Total Target	Total Ach.	Rest Target	
1	Boakro	100		30	150	38	38	15	15	141	141	0	0	60	60		0	0	384	384	0
2	Chatra	100		0	100	18	18	137	137	42	42	302	302	0	0	2	0	0	601	601	0

Sl. No.	District Name	2002-03		2003-04		2004-05		2005&06		2006-07		2007-08		2008-09		2009&10		2003&10			
		Target	Achiev.	Target	Achiev.	Target	Achiev.	Target	Achiev.	Target	Achiev.	Target	Achiev.	Target	Achiev.	Target Distribution in District	Target	Achiev.	Total Target	Total Ach.	Rest Target
3	Deoghar	100		45	145	15	15	101	96	44	25	0	24	180	180		0	0	485	485	0
4	Dhanbad	100		27	94	10	43	30	30	102	102	20	20	42	40		0	2	331	331	0
5	Dumka	100		71	171	25	25	43	43	133	133	0	0	201	201		22	22	595	595	0
6	E. Singhbhum	100		66	126	10	50	37	37	29	29	74	74	2	2		28	24	346	342	4
7	Garhwa	40		40		10	90	26	26	50	50	75	75	36	36		23	23	300	300	0
8	Giridih	100		74	174	138	145	45	38	289	289	239	193	180	226		1	1	1066	1066	0
9	Godda	100		52		26	105	50	117	150	150	0	0	0	0		0	0	372	372	0
10	Gumla	100		50	147	0	3	40	34	0	6	16	16	145	145		15	15	366	366	0
11	Hazaribagh	100		96		0	196	50	50	60	60	102	102	32	32	-114	37	37	363	363	0
12	Jamtara	100		31		0	131	20	20	23	23	146	146	14	14		0	0	334	334	0
13	Khunti	0		0	0	0	0	0	0	0	0	0	0	112	112	92	0	0	204	204	0
14	Koderna	40		10		12	62	30	30	133	133	0	0	2	2	6	12	0	245	233	12
15	Latehar	100		10	0	15	79	14	60	28	28	132	132	0	0		0	0	299	299	0
16	Lohardaga	20		0	20	0	0	25	25	32	32	18	18	24	24		0	0	119	119	0
17	Pakur	100		19		16	135	14	14	66	66	0	0	16	0		0	16	231	231	0
18	Palamu	100		76	176	25	0	50	70	185	132	223	0	400	314		0	367	1059	1059	0
19	Rangarh	0		0		0	0	0	0	0	0	0	0	18	18	106	47	-47	171	171	0
20	Ranchi	100		98	198	11	10	50	51	50	50	0	0	190	190	-92	0	0	407	407	0
21	Sahebganj	100		19	43	15	91	32	32	118	48	122	156	0	0		0	0	406	370	36
22	Saraikela	100		0	100	75	75	25	25	25	25	0	0	219	0		0	219	444	444	0
23	Simdega	100		0	100	15	15	13	13	56	56	13	13	35	35		0	0	232	232	0
24	W. Singhbhum	100		6	96	30	40	137	137	100	100	0	0	0	0		0	0	373	373	0
State Total		2000	0	820	1820	498	1366	984	1100	1856	1720	1482	1271	1908	1631	0	185	773	9733	9681	52

Since 2002-03 a total of 9733 upper primary schools were sanctioned till 2009-10, out of which 9681 primary schools have been upgraded to upper primary schools.

The state representative informed that in 146 opened UPS, the construction of building is in progress and the TLE grant is distributed in 169 Schools.

Out of 555 teachers, the state has recruits 198 teachers.

The district wise details of opened UPS during 2009-10 are as follows:

Districts	Status of UPS sanctioned during 2009-10			Teacher		TLE	
	Target	Ach.	Construction of Building in progress	Target	Ach.	Target	Ach.
Hazaribagh	37	37	14	111	40	37	37
Ramgarh	47	47	47	141	31	47	47
Koderma	12	0	0	36	8	12	0
Chatra	0	0		0	0	0	0
Bokaro	0	0		0	0	0	0
Dhanbad	0	0		0	0	0	0
Giridih	1	1	1	3	2	1	1
Ranchi	0	0		0	0	0	0
Khunti	0	0		0	0	0	0
Gumla	15	15	15	45	25	15	15
Simdega	0	0		0	0	0	0
Lohardagga	0	0		0	0	0	0
East Singhbhum	28	24	24	84	35	28	24
West Singhbhum	0	0		0	0	0	0
Saraikela	0	0		0	0	0	0
Deoghar	0	0		0	0	0	0
Dumka	22	22	22	66	29	22	22
Jamtara	0	0		0	0	0	0
Godda	0	0		0	0	0	0
Pakur	0	0		0	0	0	0
Sahebganj	0	0		0	0	0	0
Palamu	0	0		0	0	0	0
Latehar	0	0		0	0	0	0
Garhwa	23	23	23	69	28	23	23
Jharkhand	185	169	146	555	198	185	169

The status of upper primary schools and eligible habitations for opening UPS as per distance and population norms are as follow:

Table-5: Habitation and Access (Upper Primary)

Sl. No.	Name of District	Total No. of Habitations	No. of Habitations having UPS facility within 3 KM Area	No. of Habitations without UPS facility within 3 KM Area	No. of eligible schoolless habitations for UPS as per distance and population norms	No. of schools providing Primary Schooling facility (Govt. & Govt. Aided)	No. of schools providing Upper Primary Schooling facility (Govt. & Govt. Aided)	Primary and Upper Primary Ratio	No. of UPS eligible as per 2:1 ratio	Gap in UPS as per 2:1 ratio	Actual requirement of UPS facility
TOTAL		121758	120840	918	481	39769	14851	1 : 2.68	19885	5056	5107

- Out of 121758 habitations, 120840 habitations (92.2%) are served by upper primary schools within 3 km.

- The ratio of primary to upper primary schools is 2.68:1
- Out of 918 un-served habitations, 481 are eligible for UPS as per state norms and the state is proposing 5107 Upper primary schools to serve 918 habitations.
- The state has a gap of 5056 UPS.

The state representative informed that the Habitations which do not qualify for opening of new primary school will be either rationalized or alternative arrangements will be made for covering children of such habitations e.g. Camp school for short duration.

Social Access:

The state representative informed there is no discrimination with disadvantaged group in the schools

▪ Status of access in villages with more than 40%SC/ST & Muslim population.

Availability of Access for Focus Group

Sl. No.	Name of District	SC Population			ST Population			Muslim Population		
		Revenue Villages with more than 40% SC population			Revenue Villages with more than 40% ST population			Villages with more than 40% Muslim population		
		No. of Revenue Villages	Villages without primary schooling facility within 1 km.	Villages without UPS facility within 3 km	No. of Revenue Villages	Villages without primary schooling facility within 1 km.	Villages without UPS facility within 3 km	No. of Revenue Villages	Villages without primary schooling facility within 1 km.	Villages without UPS facility within 3 km
1	Bokaro	50	0	0	143	3	0	26	1	0
2	Chatra	523	10	0	71	6	0	7	0	0
3	Deoghar	269	7	0	385	10	0	287	9	0
4	Dhanbad	186	6	0	310	4	1	119	2	1
5	Dumka	46	1	0	1674	2	0	29	0	0
6	East Singhbhum	39	3	0	987	16	0	0	0	0
7	Garhwa	171	0	0	205	0	1	94	0	0
8	Giridih	230	12	0	549	32	0	153	17	0
9	Godda	131	0	0	724	20	50	433	2	0
10	Gumla	10	0	0	831	30	59	6	0	0
11	Hazaribagh	194	29	25	137	8	6	0	0	0
12	Ramgarh	39	4	1	65	6	1	31	4	1
13	Jamtara	114	4	0	377	20	0	240	4	0
14	Koderma	68	7	0	5	1	0	128	5	0
15	Latehar	148	0	0	476	22	0	24	0	0
16	Lohardagga	8	0	0	297	12	10	74	0	0
17	Pakur	10	0	0	886	3	0	166	0	0

Sl. No.	Name of District	SC Population			ST Population			Muslim Population		
		Revenue Villages with more than 40% SC population			Revenue Villages with more than 40% ST population			Villages with more than 40% Muslim population		
		No. of Revenue Villages	Villages without primary schooling facility within 1 km.	Villages without UPS facility within 3 km	No. of Revenue Villages	Villages without primary schooling facility within 1 km.	Villages without UPS facility within 3 km	No. of Revenue Villages	Villages without primary schooling facility within 1 km.	Villages without UPS facility within 3 km
18	Palamu	394	2	34	164	1	13	107	0	0
19	Ranchi	14	0	0	852	49	0	24	0	0
20	Khunti	7	0	0	732	5	0	0	0	0
21	Sahibganj	38	0	0	917	0	0	216	0	0
22	Saraikela	30	0	0	649	134	23	31	0	0
23	Simdega	4	0	0	435	21	0	5	0	0
24	West Singhbhum	18	0	0	1621	60	21	0	0	0
Total		2741	85	60	13492	465	185	2200	44	2

Out of the total 18433 villages more than 40% SC, ST and Muslim population, the state is having 594 villages without PS with the primary school within 1 KM and 247 villages without UPS facilities within 3 KM.

School mapping:

The state representative informed that the school mapping was started in the month of March 2009. It was undertaken in two ways

- Habitation mapping
- GIS mapping.

Details of Habitation Mapping: (1st Phase of GIS mapping)

The state has done the habitation mapping to assess the schools facilities in particular habitations on the basis of state norms. The revenue villages are also been consider during this mapping. The state has assessed these habitations on the basis of the list provided by the all India habitations survey of India. Total 1, 21,758 habitation were mapped out of which 1,20,614 are found Served with primary schooling facilities within 1 KM

The no. of habitations provided by state includes the urban areas which were not mentioned in the All India survey.

The state representative informed that the plan is assessed at block level to district level and then come to state level then the verification is done in the month of Feb 2010 by the MIS unit keeping their geographical and school locations.

Details of GIS mapping: (2nd Phase of GIS Mapping)

GIS mapping within village/Ward boundary have been completed for 40000 schools in association with JSACE (dept of space application- IT Govt. of Jarkhand). The Population layer, Water layer & other necessary layers have been imposed to know the un-served populated village/wards needing PS/UPS.

Exact longitude and latitude (Geo-reference) is being collected, which will be used for exact position mapping. This will take 4-5 month time to complete the whole process. Further an integrated system of school profile will be made available over Internet (www.jepc.nic.in).

The state representative intimates that the second round of the actual location of the school will be start in the month of May 2010 and will be completed by September –October 2010-11.

Observations & Recommendations:

The state has proposed the schools on the basis of habitation mapping as the GIS mapping is in the process and will be completed by September –October 2010-11.

The state has not revised the norms for providing access to disadvantaged group.

The state is having 2:68 PS and UPS ratio at state level and in Ranchi (3.02) and W. Singhbhum (3.07) the ratio is very adverse which is more than 3 :1.

In this regards, the State representative intimates that the state is in a process of norm revision for opening of UPS from 3 KM to 2 KM under RTE. Proposal has been finalized & is being sent for necessary approval of Cabinet.

The state has opened all the 442 PS and 169 UPS from target of 185 UPS during 2009-10 but the construction of all these opened schools is not completed.

The state has yet to start the building construction of 268 PS in Garhwa (170), West Singhbhum (34), Bokaro (28), and Koderma (36) and of 23 opened UPS in Hazaribagh district.

Out of the total teacher's approval during 2009-10, the state has yet to recruit 578 teachers at primary level in 10 districts and 357 teachers at upper primary level.

The state could not provide the details related to no. of children going to the nearby schools or in special training in the 217 un-served habitations from PS and 437 habitations from UPS

The state has yet to open 52 upper primary schools out of these 36 schools in Sahebganj district are pending since 2006-07.

Similarly 108 Primary schools (1 in Pakur approved in 2005-06 along with 35 in Ranchi and 72 in Sahebganj since 2006-07) has not been opened by the state till date.

The state has committed to open these schools upto July 2010 and the lists of habitations where these schools will be open are as follow:

SINo	District	Dist SINo	Block	Panchayat	Village	Habitation
1	Ranchi	1	ANGARA	CHATRA	BURHIBERA	UPER TOLA
2	Ranchi	2	ANGARA	HESAL	HESAL	JARA TOLA
3	Ranchi	3	BERO	KULI	BHANDRA	ADIWASI TOLI
4	Ranchi	4	BERO	SEMARA	KUNDI	PATRA TOLI
5	Ranchi	5	BURMU	CHURI	CHURI	BISHU CHHAP
6	Ranchi	6	BURMU	CHURI	HOYAR	PYAR TANR
7	Ranchi	7	BURMU	KOTARI	HATNAI	HATNAI
8	Ranchi	8	BURMU	NAWADIH	BUKBUKA	K.D. BAZAR
9	Ranchi	9	CHANHO	CHOREYA	HARRA	SADAN TOLI
10	Ranchi	10	KANKE	CHANDWE	OYANA	OYANA
11	Ranchi	11	KANKE	HUSIR	EKAMBA	EKAMBA
12	Ranchi	12	KANKE	KANKE	KANKE	PREM NAGAR
13	Ranchi	13	KANKE	KANKE	KANKE	SHASTRI NAGAR
14	Ranchi	14	KANKE	KOKODARO	JAMUARI	SARAK TOLI
15	Ranchi	15	KANKE	KOKODARO	OKHARGARHA	JARA TAR
16	Ranchi	16	LAPUNG	CHAMPADIH	AKUMROMA	SARNA TOLI
17	Ranchi	17	LAPUNG	DARI	POKTA	AMBA TOLI
18	Ranchi	18	MANDAR	BISAHAKHATANGA	HARIL	KUMBA TOLI (SOUTH)
19	Ranchi	19	NAMKUM	JAMCHUA	HARBUL	HARBUL
20	Ranchi	20	NAMKUM	JAMCHUA	JAMCHUAN	ATHPAHAR
21	Ranchi	21	NAMKUM	JAMCHUA	JAMCHUAN	BUDRI
22	Ranchi	22	NAMKUM	JAMCHUA	JAMCHUAN	GHASI TOLA
23	Ranchi	23	NAMKUM	RAJAULLATU	RAJAULLATU	DUMHI TOLA
24	Ranchi	24	NAMKUM	RAJAULLATU	RAJAULLATU	MAHUA TOLI
25	Ranchi	25	NAMKUM	TETRI	PALANDU	SARAK TOLI
26	Ranchi	26	NAMKUM	TETRI	SARWAL	NORTH TOLA
27	Ranchi	27	SILLI	RAMPUR	RAMPUR	SHAHU TOLA
28	Ranchi	28	SONAHATU	BARENDA	BARENDA	JARATOLI
29	Ranchi	29	SONAHATU	LANDUPDIH	HESADIH	SAYATANR
30	Ranchi	30	SONAHATU	SAREYAD	GOLAO	GOLAO
31	Ranchi	31	SONAHATU	SOMADIH	PARAM JHARIYA	PARAM JHARIYA
32	Ranchi	32	SONAHATU	TELWADIH	DOMADIH	TANR GHAR
33	Ranchi	33	TAMAR I	AMLESHA	AGRA	AGRA
34	Ranchi	34	NAMKUM	SODAG	GHUTIA	CHORTANGA
35	Ranchi	35	NAMKUM	LALKHATANGA	GJARLJATANGA	DAHUTOLI
36	Pakur	1	HIRANPUR	BAGSISA	DEWAPARA	GUDARI TOLA
37	Sahibganj	1	UDHUA	EAST PRANPUR	HAKIMABAD	HAKIMABAD
38	Sahibganj	2	UDHUA	EAST PRANPUR	HAMIDPUR	HAMIDPUR
39	Sahibganj	3	UDHUA	EAST PRANPUR	HUSEN BAD	HUSEN BAD
40	Sahibganj	4	UDHUA	EAST PRANPUR	JALBALU	JALBALU
41	Sahibganj	5	UDHUA	EAST PRANPUR	PRAN PUR	HARIJAN TOLA

SINo	District	Dist SINo	Block	Panchayat	Village	Habitation
42	Sahibganj	6	UDHUA	EAST PRANPUR	PRAN PUR	PRAN PUR
43	Sahibganj	7	UDHUA	EAST UDHWA	UDHWA	BABU TOLA E
44	Sahibganj	8	UDHUA	EAST PRANPUR	UDHWA	BABU TOLA W
45	Sahibganj	9	UDHUA	EAST PRANPUR	UDHWA	BAKAI TOLA E
46	Sahibganj	10	UDHUA	EAST PRANPUR	UDHWA	BAKAI TOLA E
47	Sahibganj	11	UDHUA	EAST PRANPUR	UDHWA	BAKAI TOLA W
48	Sahibganj	12	UDHUA	EAST PRANPUR	UDHWA	HARE RAM TOLA
49	Sahibganj	13	UDHUA	EAST PRANPUR	UDHWA	SINGH TOLA
50	Sahibganj	14	UDHUA	EAST PRANPUR	UDHWA	UDHWA
51	Sahibganj	15	UDHUA	JONKA	JONKA	ICHCHA GHUNTU
52	Sahibganj	16	UDHUA	EAST PRANPUR	JONKA	JONKA
53	Sahibganj	17	UDHUA	EAST PRANPUR	JONKA	KHAR TOLA
54	Sahibganj	18	UDHUA	EAST PRANPUR	JONKA	KURMI TOLA
55	Sahibganj	19	UDHUA	EAST PRANPUR	JONKA	MUSHER TOLA
56	Sahibganj	20	UDHUA	EAST PRANPUR	JONKA	MUSLIM TOLA
57	Sahibganj	21	UDHUA	EAST PRANPUR	JONKA	TANGA
58	Sahibganj	22	UDHUA	MASNA	BANIADIH	BANIADIH
59	Sahibganj	23	UDHUA	EAST PRANPUR	BANIADIH	HARIJAN TOLA
60	Sahibganj	24	UDHUA	EAST PRANPUR	BANIADIH	SANTHAL TOLA
61	Sahibganj	25	UDHUA	EAST PRANPUR	BANSMAIYA	BANSMAIYA
62	Sahibganj	26	UDHUA	EAST PRANPUR	DAHERLANGI	DAHERLANGI
63	Sahibganj	27	UDHUA	EAST PRANPUR	GHORABIR	GHORABIR
64	Sahibganj	28	UDHUA	EAST PRANPUR	KAUAKHODI	KAUAKHODI
65	Sahibganj	29	UDHUA	EAST PRANPUR	KELABARI	HARIJAN TOLA
66	Sahibganj	30	UDHUA	EAST PRANPUR	KELABARI	KELABARI
67	Sahibganj	31	BERHAIT	SRIRAMPUR	BARBANDH	BARBANDH KHAS
68	Sahibganj	32	BERHAIT	SRIRAMPUR	BARBANDH	HARIJAN TOLA
69	Sahibganj	33	BERHAIT	SRIRAMPUR	BARBANDH	PRADHAN TOLA
70	Sahibganj	34	BERHAIT	SRIRAMPUR	BARBANDH	TELI
71	Sahibganj	35	BARHRAWA	HASTO PARA	HASTO PARA	BANJARA PARA
72	Sahibganj	36	BARHRAWA	HASTO PARA	HASTO PARA	RAVIDAS TOLA
73	Sahibganj	37	BARHRAWA	HASTO PARA	JUHI BANA	HARIJAN TOLA
74	Sahibganj	38	BARHRAWA	PATHANA	BARAGHARAM	ADWASI TOLA
75	Sahibganj	39	BARHRAWA	PATHANA	BATAIL	BATAIL
76	Sahibganj	40	BARHRAWA	PATHANA	BATAIL	HARIJAN TOLA
77	Sahibganj	41	BARHRAWA	PATHANA	DULAMPUR	DULAMPUR
78	Sahibganj	42	BARHRAWA	PATHANA	DULAMPUR	DHATA PARA
79	Sahibganj	43	BARHRAWA	PATHANA	JAMBAD	ADIWASI TOLA
80	Sahibganj	44	BARHRAWA	PATHANA	JAMBAD	JAMBAD
81	Sahibganj	45	BARHRAWA	PATHANA	NISCHET PUR	HARIJAN TOLA
82	Sahibganj	46	Mandro	MAHADEO WARAN	BALBHADRI	BALBHADRI

SINo	District	Dist SINo	Block	Panchayat	Village	Habitation
83	Sahibganj	47	Mandro	MAHADEO WARAN	BALBHADRI	NICHE TOLA
84	Sahibganj	48	Mandro	MAHADEO WARAN	BALBHADRI	MANDIR TOLA
85	Sahibganj	49	Mandro	MAHADEO WARAN	BALBHADRI	PASHCIM TOLA
86	Sahibganj	50	Mandro	MAHADEO WARAN	BALBHADRI	SWARNKAR TOLA
87	Sahibganj	51	Mandro	MAHADEO WARAN	BALBHADRI	HATT PATTI
88	Sahibganj	52	Mandro	MAHADEO WARAN	BALBHADRI	NAYA TOLA
89	Sahibganj	53	Mandro	MAHADEO WARAN	BALBHADRI	PASI TOLA
90	Sahibganj	54	Mandro	MAHADEO WARAN	BALBHADRI	PURAB TOLA
91	Sahibganj	55	Mandro	MAHADEO WARAN	NIMGACHHI	NIMGACHHI
92	Sahibganj	56	Rajmahal	MOKIM PUR	YOGI CHAK	BAJRANG TOLA
93	Sahibganj	57	Rajmahal	MOKIM PUR	YOGI CHAK	HARIJAN TOLA
94	Sahibganj	58	Rajmahal	MOKIM PUR	YOGI CHAK	MANDAL TOLA
95	Sahibganj	59	Taljhari	BAKUDIH	HALDIGARH	CHERU TOLA
96	Sahibganj	60	Taljhari	BAKUDIH	HALDIGARH	HALDIGARH
97	Sahibganj	61	Taljhari	KALYANI	BARA HARINKOT	BARA HARINKOT
98	Sahibganj	62	Taljhari	KALYANI	DHANBAD	DHANBAD
99	Sahibganj	63	Taljhari	KALYANI	DHANBAD	UPPER SANTHAI TOLA
100	Sahibganj	64	Taljhari	PATHARIYA WALA POKHER	JHIKRA HARINKOT	FATAK TOLA
101	Sahibganj	65	Taljhari	PATHARIYA WALA POKHER		JHIKRA HARINKOT
102	Sahibganj	66	Taljhari	PATHARIYA WALA POKHER		KHOKHRI TOLA
103	Sahibganj	67	Taljhari	PATHARIYA WALA POKHER		MOHLI TOLA
104	Sahibganj	68	Taljhari	PATHARIYA WALA POKHER		MUKHIYA TOLA
105	Sahibganj	69	Taljhari	PATHARIYA WALA POKHER		NICHE TOLA
106	Sahibganj	70	Taljhari	PATHARIYA WALA POKHER		PRADHAN TOLA
107	Sahibganj	71	Taljhari	PATHARIYA WALA POKHER	KACHAURI MAKO	KACHAURI MAKO
108	Sahibganj	72	Taljhari	PATHARIYA WALA POKHER	KAKBITA	KAKBITA

Considering the eligible habitations for PS and UPS as per state norms and the existing gap of UPS as per 2:1 ratio, the state proposal for 927 PS and 441 UPS is recommended before the PAB with the condition of opening 108 primary schools pending since couple of years and with these approvals the state will provide 594 PS and 204 UPS facilities in the villages having more than 40% SC/ST and Muslim Population.

The district wise details of the recommendation are as follow:

	Districts	Primary schools		Upper Primary schools			
		Prop osal	Recommended	Propo sed	Eligible criteria		Recommended
		PS	Total PS		Eligible habitations as per state norms	Gaps in UPS	
1	Bokaro	70	70 (4 in more than ST and Muslim 40%)	251	21	251	21
2	Chatra	28	28 (16 in more than SC and ST 40%)	193	0	193	0
3	Deoghar	31	31 (26 in more than SC, ST and Muslims 40%)	341	0	341	0
4	Dhanbad	31	31 (12 in more than SC, ST and Muslims 40%)	314	4	314	4 (2 in more than ST and Muslims 40% villages)
5	Dumka	19	19 (3 in more than SC and ST 40%)	385	0	385	0
6	E.Singhbhum	22	22 (19 in more than SC and ST 40%)	244	7	244	7
7	Garhwa	0	0	224	43	224	43 (1 in more than ST 40% villages)
8	Giridih	83	83 (61 in more than SC, ST and Muslims 40%)	367	0	367	0
9	Godda	22	22 in more than ST and Muslim 40%)	217	50	217	50 in more than ST 40% villages
10	Gumla	30	30 in more than ST 40%)	266	59	266	59 in more than ST 40% villages
11	Hazaribagh	37	37 in more than SC and ST 40%)	192	31	192	31 in more than SC and ST 40% villages)
12	Ramgarh	27	27 (14 in more than SC, ST and Muslim 40%)	81	10	81	10 (3 in more than SC, ST, Muslim 40% villages)
13	Jamtara	38	38 (28 in more than SC, ST and Muslim 40%)	115	0	115	0
14	Koderma	28	28 (13 in more than SC, ST and Muslim 40%)	31	0	31	0
15	Latchar	22	22 in more than ST 40%)	169	0	169	0
16	Lohardagga	12	12 in more than ST 40%	89	10	89	10 in more than ST 40% villages
17	Pakur	3	3 in more than ST 40%	120	85	120	85
18	Palamu	34	34 (3 in more than SC and ST 40%)	45	45	0	5 at block level (2 in Panki, 2 in Hariharganj, 1 in Pandwa) (4 in Panki & Hariganj SC/ST villages)
19	Ranchi	150	150 (49 in more than ST 40%)	420	71	420	71
20	Khunti	22	22 (5 in more than ST 40%)	145	1	145	1
21	Sahibganj	0	0	203	0	203	0
22	Saraikela	134	134 in more than ST 40%	212	23	212	23 in more than ST 40% villages
23	Simdega	24	24 (21 in more than ST 40%)	115	0	115	0
24	W.Singhbhum	60	60 in more than ST 40%	368	21	368	21 in more than ST 40% villages

	Districts	Primary schools		Upper Primary schools			
		Proposed	Recommended	Proposed	Eligible criteria		Recommended
		PS	Total PS		Eligible habitations as per state norms	Gaps in UPS	
TOTAL		927	927 (594 in SC/ST/Muslim Villages)	5107	481	5062	441(204 in SC/ST/Muslim Villages)

Issues:

- The state is having 2:68 PS and UPS ratio at state level and in Ranchi (3.02) and W. Singhbhum (3.07) the district ratio is very adverse which is more than 3 :1.
- The state has opened all the 442 PS and 169 UPS from target of 185 UPS during 2009-10 but the construction of all these opened schools is not completed.
- The state has yet to start the building construction of 268 PS in Garhwa (170), West Singhbhum (34), Bokaro (28), and Koderma (36) and of 23 opened UPS in Hazaribagh district.
- Out of the total teacher's approval during 2009-10, the state has yet to recruit 578 teachers at primary level in 10 districts and 357 teachers at upper primary level.
- The state has yet to open 52 upper primary schools out of these 36 schools in Sahebganj district are pending since 2006-07.
- Similarly 108 Primary schools (1 in Pakur approved in 2005-06 along with 35 in Ranchi and 72 in Sahebganj since 2006-07) has not been opened by the state till date.

C. Interventions for Out of School Children

The coverage of OOSC through various interventions during 2009-10 Fresh and Continued are as follows:-

Strategies	Approved Target for 2009-10				Coverage						Target of centre	Open ed
	Physical			Fin. (in Lakhs)	Physical			Total %	Fin. (in Lakhs)	%		
	Fresh	Contd.	Total		Fresh	Contd.	Total					
RBC	13428	4342	17770	1538.17	8532	4343	12875	72.45	742.38	48.26	444	322
NRBC	52289	19974	72263	1838.32	21815	19437	41252	57.09	563.47	30.65	2889	1649
Night Centre/evening centre for working children	4899		4899		1759		1759	35.91			196	70
Drop-in-centre	2985		2985		1465		1465	49.08			119	59
Residential/seasonal hostel/net school	5487		5487		2017		2017	36.76			137	50
Work site school	2486		2486	475.71	809		809	32.54	96.76	20.34	99	32
Innovative schemes for continued		13454	13454	174.90		13084	13084	97.25	128.82	73.65	538	523

Strategies	Approved Target for 2009-10				Coverage						Target of centre	Open ed
	Physical			Fin. (in Lakhs)	Physical			Total	Fin. (in Lakhs)	%		
	Fresh	Contd.	Total		Fresh	Contd.	Total	%				
children												
Innovative total	15857	13454	29311	650.61	6050	13084	19134	65.28	225.58	34.67	1089	734
Coverage under OOSC interventions	81574	37770	119344	4027.10	36397	36864	73261	61.39	1531.43	38.03	4422	2705
Direct enrollment	33261		33261		33261		33261	100.00				
Grand total	114835	37770	152605	4027.10	69658	36864	106522	69.80	1531.43	38.03	4422	2705

The above data indicates that the state has covered 73261 children (61.3%) against the physical target of 119344 children under AIE during 2009-10.

Apart from it the state has directly enrolled 33261 children in the regular schools. It means in total the state has covered 60% (69658) target of newly identified children during 2009-10. After that 44637 children were left out which will be treated as out of school children for 2010-11.

Out of the total amount sanctioned under OOSC intervention, the state has spent 38.03% of it upto March 2010 and expenditure is very low in the Innovative schemes for fresh children which is only (20.34%) and in NRBC (30.65%).

The state has started the centers for continued children in the month of June and July 2009 and started centre for fresh children in the month of November 2010.

The status of Out of School Children for 2010-11 with respect to Age and Gender wise is as follow:

Table: Status of Out of School Children

Age in years	2009-10			2010-11					
				Uncovered children from last year			New Identified OOSC as per survey		
	B	G	Total	B	G	Total	B	G	Total
6-10	35480	33444	68924	NA	NA	NA	41973	37082	79055
11-14	22857	23054	45911	NA	NA	NA	24920	23155	48075
Total	58337	56498	114835	NA	NA	44637	66893	60237	127130

The state had conducted the House hold survey inn September-October 2008-09. This year, the state has reported 127130 children as out of school based on updation of village education register and Ward Education Register.

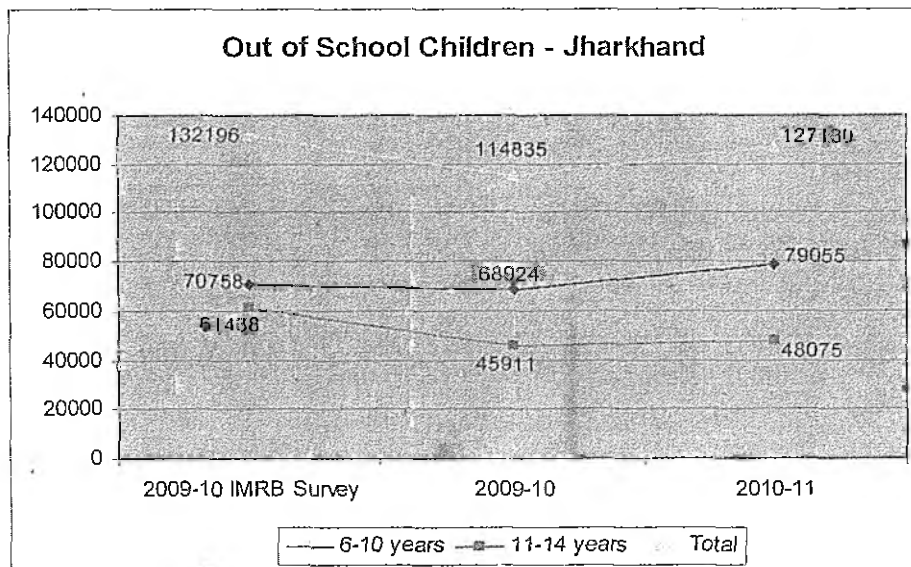
The state representative intimates that the people from education department, Para teachers, BRP, CRPS, BEEOS and MIS at state level are associated in identifying OOSC.

Out of the 127130 OOSC, 67% (85440) are dropped out and 15.3% (19463) are from SC community, 33.4% (42491) are from ST and 16.9% (21498) are from Minority community.

Highest OOSC (More than 3000)

Giridih (12387), Pakur (12208), Ranchi (10603), Bokaro (8665), Deoghar (8171), Dumka (7286), Hazaribagh (6907), Godda (6520), West Singhbhum (6178), Garhwa (4827), Chatra (4400), Latehar (4203), Lohardagga (3972), Jamtara (3936), Palamu (3934), Koderma (3648), Simdega (3324), Dhanbad (3081)

The following graph shows an increase of number of OOSC in the state:



The state has reported an increase of 12295 no. of children identified as out of school for 2010-11 from 2009-10 but the IMRB 2009 has estimated 132196 children as out of school children whereas the state is reporting 127130 OOSC for 2010-11.

The state has involved ICR Technology in the process of Compilation & Database Maintenance.

The state representative informed that the Web based child tracking system is in place for out of school children. Online reports can be viewed from www.jepc.nic.in. But the state yet to update the data entered during 2009-10. At that time the state had identified 282957 children as out of school children (Dec 2008) after that covered children but the has not been entered about the coverage and of newly identified children.

The state representative informed that the Data of OOSC collected at different levels are shared with the community for data validation and sample checking is also done by School in their allotted catchments areas.

The Data updation in CTS will take place in June 2010.

Urban deprived children:

The state is having Dhanbad and Jamshedpur districts as Million Plus cities. The Ranchi and Bokaro is also urban areas.

The state representative informed that no special survey in these districts has been done to assess the no. of urban deprived children. UDC is identified through the updation of WER.

Special survey for urban deprived children.

The state has conducted the Rapid survey during 2008-09 in four districts of Bokaro, Ranchi, Dhanbad, Jamshedpur and Pakur through NGOs.

The District wise details of urban deprived in the concern notified areas are as Follow:

District	Urban deprived Children (OOSC)
Bokaro	250
Chatra	0
Deoghar	100
Dhanbad	320
Dumka	40
E Singhbhum	878
Garhwa	253
Giridih	0
Godda	54
Gumla	0
Hazaribagh	0
Ramgarh	0
Jamtara	68
Koderma	100
Latehar	100
Lohardagga	50
Pakur	73
Palamu	0
Ranchi	480
Khunti	0
Sahibganj	0
Saraikelela	0
Simdega	217
West Singhbhum	0
	2983

The state is having urban cell at state, district and city levels.

The state representative intimates that the state will do the coordination with child line or having own help line for getting information on OOSC.

These children will be covered under Special training.

Migration:

The state has not done any migration mapping to assess the no. of migrated children.

The no. of migratory children is assessed through the proposal of District on the basis of VER updation.

The state representative informed that from the district of Dumka, Garhwa, Giridih, Jamtara, Pakur & Simdega their families migrated with their children to other districts due to earning compulsion. These families migrated for 3 to 6 months from Sept-October to January -Feb after the completion of cultivation work. These families migrate in the district of Bokaro, East Singhbun, Dhanbad, Janshedpur, West Singhbun & Ranchi, in search of work at the construct sites and industrial areas.

From the state, migrated families also migrates to the Bihar brick clins areas and from Bihar also some families has been migrated to Ranchi but no inter state sharing between both the state has been take place.

The migration also takes place to Punjab, Haryana, Delhi, W.B.

During 2009-10, the state has covered 2017 migrant children in Seasonal hostel/ village based Net Schools.

The details of activities undertaken for migrant children are as follow;

1. Seasonal hostel :

It is found some school going children are forced to drop out from school when their families migrate. Coming back to village they usually don't join the school. Parents fear to leave these children back in the village without guardian. In these situations, it is advisable to introduce hostel facilities with minimum basic infrastructure and facilities for that school. Children whose parents have migrated will stay in the hostel during night- and will continue to go to school where he/she was studying. The hostel will be manned by a local motherly figure retaining the child in seasonal hostels.

2. Village-based-Net-Schools:

These schools are set up in villages where there is high concentration of migrant population. Their children due to regular migration every year become out of school. These schools act like a net to stop migration of the children. Any old village member selected by the parents of these children act as the guardian and prepares their food. Sometimes, parents also contribute in kinds (dry ration) against each child. These children are taught here with help of community teachers through bridge course package.

For 2010-11, the state has proposed for the continuation of 2017 migrant children covered in seasonal hostel during 2009-10.

District wise details of proposed migrant children are as follow:

Sl. No.	District	No of Children to be proposed
1	Bokaro	150
2	Chatra	172
3	Giridih	360
4	Gumla	220
5	Koderma	185
6	Latehar	388
7	Pakur	315
8	Ranchi	227
Total		2017

Madarsa/Makhtab:

The state is not having any Madarsa board. Jharkhand Academic council gives the recognition to eligible Madarsa/Makhtab. The Managing committee provides support to Recognized Madarsa/Makhtab. Such as grant, Books in Urdu Medium. The exams of the children are being conducted by the Academic council.

Through the SSA, the training of teachers, Distribution of Urdu language books, TLM grant and School grant is given by the SSA.

The state is having following no. of recognized and Unrecognized Madarsa/ Makhtab

Sl. No	Name of District	No. of Recognized Maqtab / Madarsa	Students enrolment	No. of Un Recognized Maqtab / Madarsa	Students enrolment
1	Bokaro	11	3078	9	2053
2	Chatra	2	432	0	0
3	Deoghar	3	658	31	4035
4	Dhanbad	16	1025	31	1835
5	Dumka	3	678	12	1123
6	East Singhbhum	3	498	20	4126
7	Garhwa	1	248	84	2455
8	Giridih	7	961	134	12774
9	Godda	67	14573	1	215
10	Gumia	1	170	62	2039
11	Hazaribagh	10	550	30	1157
12	Ramgarh	4	963	26	2667
13	Jamtara	2	687	98	2508
14	Koderma	5	1185	3	363
15	Latehar	0	0	0	0

Sl. No	Name of District	No. of Recognized Maqtab / Madarsa	Students enrolment	No. of Un Recognized Maqtab / Madarsa	Students enrolment
16	Lohardagga	1	145	38	4451
17	Pakur	27	9123	0	0
18	Palamu	12	1831	96	4113
19	Ranchi	2	660	442	31105
20	Khunti	0	0	2	87
21	Sahibganj	43	9023	0	0
22	Saraikela	0	0	18	1072
23	Simdega	0	0	3	57
24	West Singhbhum	4	882	1	165
Total		224	47370	1141	78400

The state has collected this information from Academic council and from the district Head Quarter.

The no. of unrecognized Madarsas is those who have applied to the Academic council for the recognition.

But the state has not included the no. of children in unrecognized Madarsas as out of school children for 2010-11.

Mainstreaming progress and proposal for 2010-11:

The following table shows the district wise progress of enrollment and mainstreaming of children under AIE during 2009-10 as well as proposals for 2010-11.

Data on the children mainstreamed from bridge course to regular schools.

Sl. No.	District	Children enrolled in AIE/bridge course during 2009-10			Children mainstreamed till 2009-10			Children proposed to be enrolled in AIE/bridge course in 2010-11			Children proposed to be mainstreamed in 2010-11		
		New.	Cont.	Total	Ne.	Cont.	Total	New.	Cont.	Total	New.	Cont.	Total
1	Bokaro	3211	2289	5500	0	2289	2289	2628	3211	5839	2628	3211	5839
2	Chatra	659	446	1105	0	446	446	734	659	1393	734	659	1393
3	Deochar	175	25	200	0	25	25	4670	175	4845	4670	175	4845
4	Dhanbad	1822	1190	3012	0	1190	1190	1397	1822	3219	1397	1822	3219
5	Dumka	912	2900	3812	0	2900	2900	3218	912	4130	3218	912	4130
6	East Singhbhum	676	680	1356	0	680	680	2081	676	2757	2081	676	2757
7	Garhwa	2111	1850	3961	0	1850	1850	2003	2111	4114	2003	2111	4114
8	Giridih	6480	3103	9583	0	3103	3103	8209	6480	14689	8209	6480	14689
9	Godda	3186	335	3521	0	335	335	2467	3186	5653	2467	3186	5653
10	Gumla	1320	1942	3262	0	1942	1942	584	1320	1904	584	1320	1904
11	Hazaribagh	1006	0	1006	0	0	0	2112	1006	3118	2112	1006	3118
12	Ramgarh	600	1863	2463	0	1863	1863	1442	600	2042	1442	600	2042
13	Jamtara	0	1910	1910	0	1910	1910	1906	0	1906	1906	0	1906
14	Koderma	1489	1250	2739	0	1250	1250	1655	1489	3144	1655	1489	3144
15	Latehar	2336	897	3233	0	897	897	813	2336	3149	813	2336	3149

Sl. No.	District	Children enrolled in AIE/bridge course during 2009-10			Children mainstreamed till 2009-10			Children proposed to be enrolled in AIE/bridge course in 2010-11			Children proposed to be mainstreamed in 2010-11		
		New.	Cont.	Total	Ne.	Cont.	Total	New.	Cont.	Total	New.	Cont.	Total
16	Lohardagga	280	0	280	0	0	0	2319	280	2599	2319	280	2599
17	Pakur	2431	2567	4998	0	2567	2567	8666	2431	11097	8666	2431	11097
18	Palamu	3061	0	3061	0	0	0	1745	3061	4806	1745	3061	4806
19	Ranchi	2387	10730	13117	0	10730	10730	7561	2387	9948	7561	2387	9948
20	Khunti	503	431	934	0	431	431	814	503	1317	814	503	1317
21	Sahibganj	0	1330	1330	0	1330	1330	836	0	836	836	0	836
22	Saraikela	0	548	548	0	548	548	1602	0	1602	1602	0	1602
23	Simdega	1182	258	1440	0	258	258	2332	751	3083	2332	751	3083
24	West Singhbhum	570	320	890	0	320	320	3786	570	4356	3786	570	4356
Total		36397	36864	73261	0	36864	36864	65580	35966	101546	65580	35966	101546

During 2009-10, the state has mainstreamed 36864 children who had been continuing since 2008-09.

The state has proposed for the continuation of the 36397 newly identified OOSC covered during 2009-10.

Mainstreaming strategies

The children are enrolled in nearby formal schools. Special training is being provided through Bridge courses. They are monitored by the headmaster of the regular school and are also linked with the village education committee who often monitors them. The students are evaluated by the headmasters of the school. BRP and CRP are engaged to monitor the centers. The children mainstreamed from RBC and NRBC to the formal schools are monitored by concerned NGOs and the education volunteers. They are tracked for a period of 3 months. Remedial teaching and special care is provided to them for their continuance in schools.

Child Tracking System for mainstreamed children:

The state usually does the tracking of the mainstreamed children for the 3 months on manual basis.

The state is not having the records of the continuation of the children mainstreamed during 2008-09.

The state has not developed the format of dropped out.

The state representative informed that they will plan out to maintain the record of the mainstreamed children through CTS.

Involvement of NGOs

AIE centers are being run through JEP office and Govt. aided/recognized schools and NGOs. A network of Govt. aided/recognized schools and NGOs have been established.

The support of mother NGOs are taken for providing education interventions among migrating children (Bharti Kisan Sangh for covering Migratory children in Ranchi), deprived urban children (Child in need institute for urban deprived children (Ranchi)) and child labour (Needs NGO for covering Child Labour in Devghar). These NGOs provides following assistance to 175 other NGOs in districts.

- Providing training to master trainers (MTs)
- Providing training to block master trainers who in turn provide training to education volunteers of AIE centers.

Govt. aided/recognized schools and NGOs who have experience in this area of work are also involved in imparting training to education volunteers / in structures. Govt. aided/recognized schools and NGOs are involved for identification of OOSC and to plan strategy for coverage of all children. Govt. aided/recognized schools and NGOs are involved to monitor the Govt. aided/recognized schools and NGOs run centers regarding --

- Learning level of child and support them as per need.
- Use of teaching learning materials.
- Providing teaching learning techniques to EVs.
- Taking support of community.
- Mainstreaming and tracking of children.

Role of Govt. aided/recognized schools and Mother NGOs

- Survey for identification of OOSC.
- Identification of Govt. aided/recognized schools and NGOs and their capacity building.
- Help in preparation of project proposal for submission in GIAC.
- Monitoring of the programme.
- Mainstreaming of children in formal schools.
- After approval of GIAC, opening of centre.
- Submission of monthly progress report.
- Arrangement of TLMs.
- Regular monitoring and supervision of AIE centers.
- Evaluation of children.
- Mainstreaming and tracking of children.

The state has done the GIAC meeting in the month of October 2009.

For 2010-11, these above said NGOs & Schools will be involved to cover out of school children.

Proposal for 2010-11:

Strategy Proposed

Fresh Intervention - Special training through bridge courses :-				
Sl. No	intervention	No. of Children to be covered	Unit Cost (In Lakh)	Financial Proposal (In Lakh)
1	Residential Bridge Course	18319	0.10	1831.90

Fresh Intervention - Special training through bridge courses :-				
Sl. No	intervention	No. of Children to be covered	Unit Cost (In Lakh)	Financial Proposal (In Lakh)
2	Non-Residential Bridge Course	33214	1.03	996.42
3	Innovative Scheme (Per Child/Per Year)			
i	Night Centre/Evening centre for working children	2103	0.03	63.09
ii	Drop-in-centre	3484	0.03	104.52
iv	Work-site school	809	0.03	0
v	NRBC to enroll Musli Children in Recog. Madarsa/Maktab	6043	0.03	181.29
vi	□ Others /PPP	2417	0.03	72.51
Continuing Centers/Intervention in 2009-10				
1	RBC	8532	0.10	28.26
2	NRBC	21815	0.03	116.46
3	Innovative Scheme	6050	0.03	46.08
	Grand Total in AIE	101977		3440.53

The state representative informed that for Urban deprived children, child Labour, Drop-in-centers, Night shelters and public Private Partnership are proposed and seasonal hostel are proposed for Migratory children.

The state representative informed that in PPP, Govt. aided/recognized schools will be explore to provide elementary education to the children of adjacent slums, urban deprived and children of marginalized social groups of rural area.

Besides these, the state has proposed NRBC for those Muslim children who want their education in Urdu languages. These children will be mainstreamed in nearby Recognized Madarsas after the bridging.

Details of the activities proposed for coverage of out of school children and its financial break up:

1. Bridge Course :

Centers can be opened for OOSC in urban and rural areas and the type of centre may be on the basis of their learning level.

Age group	Mode of training	Period of centre	Teacher pupil ratio	Target of required competency
08-09 (Boys & Girls)	Non-residential	09-12 months	1:25	Class 2
10-11 (Boys & Girls)	Non-residential	10-12 months	1:25	Class 4
10-11 (Boys & Girls)	Non-residential	10-12 months	1:25	Class 5

Non residential training /Innovative center / Drop in centre

Break up of unit cost for innovative centre of 25 children @ Rs. 3000.00 per child per year

Sl. No.	Item of Exp.	8 – 14 age group	
		Unit cost	Estimate total cost
1	Hon. of EV	Rs. 2500.00 / mth	30000.00
2	Trg. (15 days) of EV	Rs. 1500.00 / EV	1500.00
3	TLMs	Rs. 350.00 / child	8750.00
4	Teaching learning equipment / materials	Rs. 2000.00 / centers	2000.00
5	Vocational Trg (hon. of voc. Teacher cum counselor)	Rs. 200.00 / visit (24 visit)	4800.00
6	Toilet facility	Rs. 5.00 / child / mth.	1500.00
7	Supplementary support (food)	Rs. 250.00 / child / mth (22 days)	16500.00
8	Health check up	Rs. 8.00 /child / mth	2400.00
9	Contingency	Rs. 100.00 / child	2500.00
10	Monitoring & evaluation	Rs. 200.00 / child	5000.00
			74950.00

2. Residential Bridge Course :

OOSC boys and girls in urban and rural areas and the type of special training will be provided on the basis of their learning level. Boys and girls may be provided additional support on life skill education. Arrangement of such children may be as under –

Age group	Type of centers	Period of centre	Teacher pupil ratio	Target of required competency
10-11 (Boys & Girls)	Residential	10-12 months	1:40	Class 5
12-14 (Boys & Girls)	Residential	12- months	1:40	Class 6

Break up of unit cost for centre of 40 students @ 10,000 per child for year

(a) Recurring

S.N.	Item of expenditure	8 – 14 age group	
		Unit cost	Total estimate amount
1	Hon. of EV	Rs 2500 / mth	30,000.00
2	Hon. (cook cum night guard)	Rs 1000 / mth	12000.00
3	Hon. counselor cum vocational trainer	Rs. 250.00 / visit	6000.00
4	Food	550 x 42 x 12	277200.00
5	Gas / fuel	Rs. 1000.00 / mth	12000.00
6	Teaching learning material	Rs. 350.00 / student	14000.00
7	Trg. Of education volunteers (15 days)	Rs. 1500.00 / EV	1500.00
8	Health check up	Rs. 3800.00 / center	3800.00
9	Contingency	Rs. 250.00 / child	3000.00
10	Monitoring & evaluation	Rs. 200.00 / child	8000.00
			367500.00

(b) Non recurring

1. Trunk / black board/ cup board/ locker/ mug, bucket as per need	Rs. 6500.00 / center	6500.00
2. Bed/ blanket/ pillow/ mosquito net etc	Rs. 450.00 / child	18000.00
3. utensils	Rs. 200.00 / child	8000.00
		400000.00

3. Innovative Education Centre :

1. Deprived Urban Children :

• **Contact centers or drop in centers :**

These are street based centers required to be initiated in areas where there these street children (rag pickers, railway platform children, children staying in bus stands) conglomerate and are willing to come. The objective of these centers is to build rapport with the children and gain their trust & confidence initially. The centers allow the children to drop in whenever they feel like. The centers act as refuge for the children so workers are trained to provide emotional support to them through love, care and empathy. Care is given to find out their case history. The centers provide facilities like food, weekly health check up, bathing facility, games & sports, drama, music, dance, art as these give therapeutic effects on these children. Once these children develop an attachment with the centers academic inputs are given based on the academic package developed by JEPC.

• **Night Shelters :**

These centers are meant for street children/railway platform children, children staying in bus stands, children staying in shops/dhabas/garages etc. Night shelters are meant for those who are orphans or abandoned or runaway children or those who have difficulty to stay in their homes due to various factors. Migrant children who work in shops, garages, dhabas and stay in the shop at night. They are brought in to night shelters. Like drop in centre, these centers provide space to children to sleep, relax, take rest. In addition facilities for bathing, food, health check up, first aid facilities are provided. Other than these it also provide facilities like games, theatre, dance, song, art etc to entertain the children and release their stress. Similarly, education inputs based on the minimum competencies set by JEPC are provided to give them functional literacy and numeracy. There can be some children who might attend night shelter at night and go to nearest drop in centers or bridge course centers during day time.

Convergence:

Private Partnership School :

In Jharkhand Govt. aided / recognized schools are involved in the towns /cities/villages to reach out to DUC/hard to reach children.

- Most of these schools possess space infrastructure and teachers who provide education to deprived Urban Children after their school hours. Schools can be supported through AIE pattern of education under SSA.
- Many of these schools have capacity to provide nutrition support, health facilities and recreation facilities.
- Some schools can provide logistic support (space, class room, shelter homes).
- Schools can tie up with local corporate houses, banks, restaurants, clubs to provide nutrition support to them.

The following incentive schemes are implemented by the Govt. of Jharkhand through departments like social welfare, tribal welfare, Labour Dept., Health, PHED and NCLP.

- Mid day meal scheme
- Free supply of uniforms
- Scholarship for SC/ST /BC Children
- Free medical check up
- Provision of Drinking water and toilet Facilities for schools
- Intervention of ECCE integrated with ICDS in coordination with social welfare department.

Public private partnership (Govt. aided/recognized schools): @ 3000/- per child per annum

1	Hon. of EV	Rs. 2500.00/ mth / EV	60000.00	2 EV for 50 students
2	Trg. Of EV (20 days)	Rs. 2000.00 / in structure	4000.00	
3	Reading writing material	Rs. 150.00 / child	3750.00	
4	TLM	Rs. 2500.00 / centre	2500.00	
5	Contingency	Rs. 2000.00 / centre	2000.00	
6	Monitoring & evaluation	Rs. 70.00 / child	1750.00	
			74000.00	

- **To enroll out of school muslim minority children.**

Step has been taken to cover out of school muslim minority children in convergence with un-recognized maktab and madarsa. 903 children have been covered through AIE intervention under SSA. Steps are being proposed to provide additional support like TLM grant to teacher, text book to 5712 students, vocational training to interested children.

Coverage under Innovative Scheme

Strategies for Urban deprived children, child labour, migratory children, ST/SC and minority children have been worked out to cover through different interventions under AIE such as residential bridge courses, non-residential bridge courses for never enrolled and drop out children. Net schools, seasonal hostels like interventions are planned for children of migratory families to stop migration. Drop-in-centers and Night shelters are introduced for working children and deprived urban children. Besides these, efforts have been made to explore areas of Public Private Partnership taking the help of Govt. aided/recognized schools to provide elementary education to the children of adjacent slums, urban deprived and children of marginalized social groups of rural area.

The state representative informed that the state will take appropriate action against the instruction given during the urban workshop held in Madurai in the month of November 2010.

Special Intervention:

Delegation of powers and responsibilities to districts and sub-districts structures to take appropriate action in respect of OOSC identified. (if the district want to implement the programme through VEC or Block/Cluster level committee then they can run the programme without the approval of GIAC.

Whether the state has planned to cover OOSC in light of right to education bill :-

The state is already having a order of enrolling child first in nearby schools then provides bridging. So that the MDM facility can also be provided and the mainstreaming can be possible.

The state will constitute managing committee at village level where Village Education Committee is not constituted, cluster and block level committee will also be formed for management of different type of AIE interventions to be run by districts. The state representative informed that this work already in the process and will be completed by July 2010.

After that the activities such as development of school plan, infrastructure, teacher, student attendance, insurance of regular classes of student, co curricular activities etc. and the running of special training for the Oosc will be planned by SMC.

The state will constitute the SMC at school level and VEC for each revenue as per RTE. At present, the state is having VEC at school level.

Manpower for AIE/Urban areas intervention:-

The state is having 2 persons at state level (1 senior Prog. coordinator and assistant Prog officer State level) to deal the activities for out of school children.

At district level 1 Assistant. Programmme Officer to deal OOSc activity.

At block and cluster level, 2 BPO, 3 BRPs and 3 CRPs are placed to implementation and monitoring of all SSA activities.

Fund transfer mechanism:-

JEPC transfers fund electronically to district Bank account and the District releases fund to the agencies selected for the purpose as advance and settle the advances on the basis of audited/authenticated by CA.

Bridge course material:

Bridge course material have been developed which includes the following aspects:-

- 1) condensed text book for Hindi, English, Math ,EVS for primary level (Prayas)
- 2) Worksheets for children to assess their learning progress for Primary level (Prayas)

Guide book PRAYAS contains teaching learning process, class room transaction, ability based grouping of children, tools to be used to assess competencies of students, methods of teaching, sitting pattern, position of TLE, time table preparation

TLMs-flash cards, charts, word alphabet cards, sentence, number cards, paragraphs cards, story cards of various

Development of Training Modules & Training of EVs:

The state has developed the Training Modules during 2008-09 and updated in Feb 2009.

Contents of the training materials:

Highlights of instructors guidebook –“prayas”

The guidebook has been prepared for bridge course teachers. Based on this guidebook the teachers will teach in the centers. It contains:

- Conceptual note on bridge course
- Conceptual note on teaching learning processes and class room transaction: ability based grouping of children, tools to be used to assess competencies of students, methods of teaching, sitting pattern, position of TLE, time table preparation
- Minimum competencies for Hindi, Maths & English from grade I to V (based on NCERT curriculum).
- Condensed lessons prepared by clubbing chapters of text books that dealt with similar competencies for all the three subjects.
- TLM (flash cards, charts, word-alphabet cards, sentence/number cards, paragraph cards, story cards of various specified sizes) for each lesson.
- Instruction note on teaching methods to be followed by bridge course teacher for each lesson for various ability groups in the class – advanced, average, weak prepared.
- Write-ups for bridge teachers on how to use different TLMs for different ability groups during various teaching methodologies: group work, self study, peer teaching, small group direct teaching etc.

Training for EVs

The state will provide training to the master/Block trainers for 15 days (June 2010) through NGOs and to the EVs also the duration will be 15 days.

Training of in house master trainers and Block trainers:

Intensive residential training (15 days) has to be provided to In House Master Trainers in 2 phases (10 + 5 days). Who in turn will provide training to block master trainers. Each block would have 4 Block Master Trainers (1 BRP, 3 CRP). Block master trainers will provide training EVs. Each batch of Block Master Trainer consisted of 25-30 heads depending on the total number

During the training, the trainers will follow the training module. It is a 15 day training module that concentrated broadly on following aspects.

- Essential qualities of master trainers, roles & duties of master trainers
- EFA, SSA, Components of SSA especially Alternative Innovative Schooling – bridge course programme
- Child rights, violation of child rights : child labour, children staying out of school, gender discrimination,
- Pedagogical aspects of bridge course- multi level/grade teaching, baseline assessment of children's literacy, class room sitting pattern, position of display boards, grouping of children, teaching methodologies
- Subject wise competencies, lesson wise competencies dealt in govt. text books
- Introducing the condensed text book for bridge course – prayas, lesson-wise discussion on competencies.
- In-depth orientation on Hindi, Maths and English referring condensed text book focusing-competencies, content of lesson, process of teaching to be adopted for each ability group, lesson-wise TLM to be used during different methods of teaching
- In-depth orientation on Maths referring the condensed text book "Prayas" focusing-competencies, content of lesson, process of teaching to be adopted for each ability group, lesson-wise TLM to be used during different methods of teaching
- Discussion on lesson wise worksheets – daily worksheets, weekly work sheets, level based worksheets
- Evaluation of children on the basis of level based worksheets
- Visit to bridge course centers to observe class room teaching practices following multi grade teaching principles
- Preparation of TLM and developing write ups on how to make each TLM

Calendar for Education Volunteer's Training

Sl. No.	Dates	Batch Size	Round	Period	Venue	Remarks
1	3 rd June 2010 to 7 th June, 2010	30	1st Round	5 days	BRC	♦ District Management and Block Management team has to ensure to meet all requirements related to learning at BRCs. ♦ Training is residential hence all residential facilities have to be ensured at BRCs ♦ Training budget is 100 Rupees per teacher per day. Expenditure has to be utilized within the budget provision ♦ Divisional office will ensure regular monitoring & supervision
2	17 th June, 2010 to 21 st June, 2010	30	2nd Round	5 days	BRC	
3	7 th July, 2010 to 11 th July, 2010	30	3rd Round	5 days	BRC	
4	14 th July, 2010 to 18 th July, 2010	30	4th Round	5 days	BRC	
5	21 st July, 2010 to 25 th July, 2010	30	5th Round	5 days	BRC	
6	1 st August, 2010 to 5 th August 2010	30	6th Round	5 days	BRC	

Monitoring Mechanism

Since quality is a major concern under SSA, its monitoring is a priority. Indicators for monitoring have been developed as per felt needs in order to track the programme implementation.

The monitoring system has been developed. Appropriate monitoring formats have been developed containing quantitative indicators as well as qualitative indicators.

Quantitative Indicators:

1. Enrolment on the basis of target group.
2. Attendance of enrolled children.
3. Monitoring by block / cluster level resource person.
4. Meeting of village / cluster / block level committee.
5. Support and supervision of Govt aided/recognized schools and mother NGO in running of centers.
6. Planning of mainstreaming of children.
7. Release of grants to Govt aided/recognized schools and NGOs .

Qualitative Indicators :

1. Maintenance of centers and behavior.
2. Training of Instructor and his capacity.
3. Teacher student relationship.
4. Availability of teaching learning materials.
5. Evaluation of achievement level of children (language, math and EVS)
6. Teaching learning process.

Monitoring is done at village, cluster, block, district and state level. Monitoring team has been constituted by state project office for monitoring of the programme that monitors the achievements on the basis of qualitative and quantitative indicators.

Time frame of the AIE activities in district

S.N.	Activities	10- Apr	10- May	10- Jun	10- Jul	10- Aug	10- Sep	10- Oct	10- Nov	10- Dec	11- Jan	11- Feb	11- Mar
1	Identification of target group	✓											
2	Constitution of managing committee at village, cluster and block level	✓	✓										
3	proposals of target group for GIAC approval	✓	✓										
4	Selection of venue / time for AIE centre		✓										
5	Arrangement of TLM, charts, block board, learning kit for AIE centre		✓										
6	Selection of EVs	✓	✓										
7	Trg. of EVs		✓			✓			✓				
8	Hon. of EVs,			✓	✓	✓	✓	✓	✓	✓	✓		

S.N.	Activities	10-Apr	10-May	10-Jun	10-Jul	10-Aug	10-Sep	10-Oct	10-Nov	10-Dec	11-Jan	11-Feb	11-Mar
9	Enrollment & evaluation of enrolled children (opening of centre)	✓	✓	✓									
10	Continuous & comprehensive evaluation of child in centers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
11	Monitoring & supervision of centers by dist. project staff / Govt. aided/recognized school/mother NGO / HM	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
12	Planning of mainstreaming	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
13	Mainstreaming of children in formal schools and follow up for further three months.										✓	✓	✓

Observations & Recommendations:

Though the state has reported an increase of 12295 no. of children identified as out of school for 2010-11 from 2009-10 but as per IMRB 2009 the out of school children in the states are 132196 whereas the state has reported 127130 children as out of school children.

The state has not updated the no. of out of school children in CTS since Dec 2008. The no. of out of school children for this year is based on the updation of the on the updation of the VER/WER.

The state has not included the no. of children in unrecognized Madarsas as Out of school children for 2010-11 and no exact information about the existence of such Madarsas and children therein is available with the state.

The state is having 67% (85440) of the out of school children as dropped out and 65% (83452) of the children are from disadvantaged community.

The state is having 20 districts where out of school children are more than 3000 and in the districts of Giridih (12387) , Pakur (12208 and Ranchi (10603) the no. of OOSC are more than 10000.

Keeping these facts, the state is advised to give more focus in these districts for effective coverage of OOSC children in prescribed time.

The state had conducted the rapid survey in million plus cities during 2008-09 in four districts of Bokaro, Ranchi, Dhanbad, Jamshedpur and Pakurbu after that no such survey has been under taken by the state to assess the no. of out of school children in million plus cities.

The state has not done any migration mapping and inter- state sharing with other states to assess the no. of migrant children and their coverage.

The state has only spent 38.30% of the total sanctioned amount for out of school children during 2009-10. The expenditure is very low in the Innovative schemes for fresh children which is only (20.34%) and in NRBC (30.65%).

The state has started the AIE centers in the Month of Nov. which leads no mainstreaming of fresh children during 2009-10 and low financial coverage in centers for fresh children. These children will be continued in 2010-11.

The state has not started any AIE centers in the districts of Jamtara, Sahibganj, Saraikela for the fresh children identified during 2009-10

The state has not developed any computerized child tracking system for the mainstreamed children. The tracking of the mainstreamed children is done for 3 months on manual basis.

The state proposal for the coverage of out of school children and continued children is recommended before the PAB.

Issues

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- The state has not included the no. of children in unrecognized Madarsas as Out of school children for 2010-11 and no exact information about the existence of such Madarsas and children therein is available with the state.
- The state is having 20 districts where out of school children are more than 3000 and in the districts of Giridih (12387), Pakur (12208 and Ranchi (10603) the no. of OOSC are more than 10000.
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- The state has not developed any computerized child tracking system for the mainstreamed children. The tracking of the mainstreamed children is done for 3 months on manual basis.

The activity wise details of the recommendations are as follow;

Strategies	Target of children			Target of centers			proposed unit cost	Financial		
	Fresh	Cont.	Total	Fresh	Cont.	Total		Fresh	Cont.	Total
RBC	18319	8532	26851	407	213	620	0.1	1831.90	28.26	1860.16
NRBC	33214	21815	55029	1329	872	2201	0.03	996.42	116.46	1112.88
Night Shelter	2103	1759	3862		70	70	0.03	63.09		
Drop in Centre	3484	1465	4949		59	59	0.03	104.52		
Seasonal hostel/Net school		2017	2017		50	50	0.1			
Work site school		809	809		32	32	0.03	0.00		
PPP	2417		2417			0	0.03	72.51	46.08	286.2
NRBC to enrolled Muslim OOSC in Recognized Madarasas/regular schools	6043		6043	146		146	0.03	181.29		181.29
Total in AIE	65580	36397	101977	1882	1296	3178	0.38	3249.73	190.8	3440.53
Direct Enrollment	47463		47463			0				
girls OOSC . coverage through NPEGEL	10027		10027							
Under Girls Edu. Innovation (RBC)	4060		4060							
Grand Total	127130	36397	163527	1882	1296	3178	0.38	3249.73	190.8	3440.53

(II) School Infrastructure: Civil Works

Overview of the performance of last year and the bottlenecks, if any

- Out of 86715 cumulative works sanctioned under SSA for Jharkhand, up to 31.03.10 64476 works have been completed and 19774 works are in progress and 2465 works (1195 from previous years- {1 BRC, 17 CRC, 269 PS, 225 UPS, 53 ACR, 335 toilets & 295 drinking water supply} + 1270 {10 BRC, 367 PS, 107UPS & 294 ACR, 159 toilet, 313 separate girls toilet & 20 drinking water} from 09-10) are yet to be taken up. The percentage of works completed works out to 74.32%, 22.80% works are in progress & 2.84% works are yet to be taken up. Of the total allocation of Rs.241966.93 lakhs an expenditure of Rs.229376.72 lakhs has been incurred till March, 2010. The percentage of expenditure is 94.80%.
- Out of 14486 works approved for 2009-10, 1314 works have been completed, 12880 works are in progress & 1270 works have not been started up to 31.03.10. The percentage of works completed is 8.50%, 83.29 % works are in progress and 8.21 % works are yet to be taken up. A sum of Rs.64703.065 lakhs was approved for 2009-10 including a spill over of Rs. 18008.36 lakhs and a sum of Rs. 52112.87 lakhs has been spent up to March 2010 (81.00%). As per the progress report submitted by the state for the period ending December 2009 out of Rs 46694.70 lakhs approved for 2009-10 for fresh works a sum of Rs. 19693.58 lakhs was spent (42.18%) The state officials mentioned that most of the spill over works is

from 2008-09 and only 1270 works are from 2009-10. Due to the above a sum of Rs.12590 21 lakhs will be spilled over to next year and most of the works will be completed by July, 2010.

- State officials have mentioned districts has been given time frame to complete each specific task and accordingly districts do the follow up with VECs and school teachers to complete the civil works within specified/ allotted time period- six month for a new school building/upper primary school building, 4 months for ACR, 1 month for toilet and 15 days for drinking water facility. However some of the works were delayed as these were located in naxal affected areas and VECs doesn't want to take up civil works in these areas due to demand of levies and disturbances created if not being paid.

Cumulative Progress till February, 2010

(Rs. in lakh)

Sl. No.	Activity	Targets	Completed up to 31.03.2010	In progress as on 31.03.2010	Not taken up	Financial	Expenditure
1	BRC	155	119	25	11	1016.53	968.08
2	CRC	1024	922	85	17	1922.88	1861.80
3	Primary School (all type)	17989	15311	2042	636	87467.44	83098.74
4	Upper Primary School (all type)	9157	4634	4191	332	53672.24	50750.33
5	ACR (all type)	43511	30773	12391	347	93429.45	88315.21
6	Toilet	7811	6867	450	494	2497.73	2454.93
7	Girl's toilets	978	153	512	313	293.40	274.95
8	Drinking Water facility	6090	5697	78	315	1645.26	1630.68
9	Electrification	0	0	0	0	22.00	22.00
Total		86715	64476	19774	2465	241966.93	229376.72
%			74.36	22.80	2.84		94.80

Source: District PMIS Report

Physical and financial progress during 2009-10 (AWP&B 2009-10 fresh works only)

(Rs. in lakh)

Sl. No.	Activity	Target for 2009-10	Completion up to 31.03.2010	In progress as on 31.03.2010	Not taken up	Approved Outlay for 2009-10, including spill over	Expenditure till 31 st March 2010
1	BRC	35	0	25	10	288.45	240.00
2	CRC	0	0	0	0	64.45	3:37
3	Primary School (all type)	442	0	75	367	10498.14	6129.44
4	Upper Primary School (all type)	918	7	804	107	14544.39	11622.48
5	ACR (all type)	11916	623	10999	294	38417.32	33303.10
6	Toilet	793	216	418	159	445.93	403.13
7	Girl's toilets	978	153	512	313	293.40	274.95
8	Drinking Water facility	382	315	47	20	150.93	136.35
11	Electrification	0	0	0	0	0.05	0.05
Total		15464	1314	12880	1270	64703.065	52112.87
%			8.50	83.29	8.21		80.54

Source: Information furnished by the state.

Details of Physical and Financial spill over for 2009-10 (as on 31-03-2010)

(Rs. In lakhs)

Sl. No.	Activity	In progress as on 28.02.2010	Not taken up	Amount likely to be spilled over as on 01.04.10
1	BRC	25	11	48.05
2	CRC	85	17	61.08
3	Primary School	2042	636	4368.70
4	Upper Primary School	4191	332	2921.91
5	ACR (all type)	12391	347	5114.24
6	Toilet	450	494	42.80
7	Girl's toilets	512	313	18.45
8	Drinking Water facility	78	315	14.58
Total		19774	2465	12589.81

12590.21

Sl. No.	Activity	2008-09 & previous years		2009-10		Total	Amount
		In progress	Not taken up	In progress	Not taken up		
1	BRC	0	1	25	10	36	48.05
2	CRC	85	17	0	0	102	61.08
3	Primary School	1967	269	75	367	2678	4368.70
4	Upper Primary School	3387	225	804	107	4523	2921.91
5	ACR (all type)	1392	53	10999	294	12738	5114.24
6	Toilet	32	335	418	159	944	42.80
7	Girl's toilets	0	0	512	313	825	18.45
8	Drinking Water facility	31	295	47	20	393	14.58
11	Electrification	0	0	0	0	0	0
Total		6894	1195	12880	1270	22239	12589.81

PS & PS building approved by PAB since inception including re-appropriation

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PS sanctioned				3945	7877	6020	1	0	442	18285
PS school building sanctioned					1232	5758	7004	2595	442	17031
Gap										1254

UPS & UPS building approved by PAB since inception including re-appropriation

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
UPS sanctioned	0	2000	820	498	984	1856	1482	1908	185	9733
UPS school building sanctioned						152	1196	6891	918	9157
Gap										576

Assessment of Gap & Proposals

Total requirement	Status as on 1-04-2010	Proposed in 2010-11	Gap
BRC	19	19	0- If 100% proposal sanctioned in 2010-11
CRC	102	102	0- If 100% proposal sanctioned in 2010-11
Primary School (all type)	1254+927=2181	927	1254- If 100% proposal sanctioned in 2010-11
Upper Primary School (all type)	576+5107=5683	5107	576- If 100% proposal sanctioned in 2010-11
ACR (all type)	39260	22394	16865- If 100% proposal sanctioned in 2010-11
Toilet	17618+8752=26370	4367	22003- If 100% proposal sanctioned in 2010-11 from SSA & TSC
Girl's toilets	13515+6057=19572	4679	14893- If 100% proposal sanctioned in 2010-11 from SSA & TSC
Drinking Water facility	5858	4119	1739- If 100% proposal sanctioned in 2010-11 from SSA & DWSD
HM Room	15138+7575=22713	0	22713
Electrification	24442+11721=36163	600	35563- If 100% proposal sanctioned in 2010-11
Access ramp	22838+10999=33837	0	33837

Disaster Management: Make Provision for Disaster Management for earthquake, cyclone, high flood level, snow load etc. in the design where ever required/ applicable.

Unit cost: The unit cost for all mentioned components shall be worked out, based on State/district/region schedule of rates, duly notified by Govt.

Rs. in lakhs

Sl.No.	Activity	Unit cost	
		Approved for 2009-10	Proposed for 2010-11
1	BRC	8.00	8.00
2	CRC	2.80	2.80
3	Primary School Building	8.35	8.00
4	Upper Primary School Building	8.00	7.80
5	ACR	2.90	2.80
6	Toilet / Girls Toilet	0.35	0.35
7	Drinking Water	0.60	0.60
8	Electrification	0.20	0.20

Measured campus map of the school: In order to avoid haphazard growth, the civil map in scale of 1:100 has been prepared for 10350 schools which helps in building a comprehensive civil

growth plan. Rest 32000 schools will be covered in the year 2010-11. School map/ lay out plan will be available over internet along with other details of school profiles.

Proposal

The state has proposed to construct 19 BRCs, 143 CRCs, construction of 995 new PS buildings, 5107 Upper primary buildings, 22394 additional classrooms, provision of 4679 separate girls toilets (628 in rural areas + 83 in urban areas) in 697 schools, provision of 630 common toilets, provision of drinking water facilities to 466 schools, provision of child friendly elements in 100 schools and provision of electricity facilities to 750 schools amounting to Rs. 102762.69 lakhs.

Analysis of the proposal

BRC

The state has proposed to construct 19 BRCs in 14 districts (Bokkaro- 1, Chatra-2, Deogarh- 1, Dhanbad - 1, East Singhbhum-1, Garwah-1, Godda-1, Hazaribagh-1, Ramgarh-2, Latehar-2, Lohardagga-1, Palamu-1, Ranchi-2 and West Singhbhum-2) of the state. Construction of 155 BRC buildings has been approved so far. State officials have mentioned that there are 263 (259 revenue & 4 urban) blocks and 245 (155 under SSA + 90 under DPEP) buildings have been sanctioned so far and there is a requirement of 19 BRC buildings. Out of the above 119 BRC buildings have been completed, 24 are in progress and 12 are yet to be taken up as on 28.02.10. 35 BRCs have been approved during 2009-10. Out of the above 2 are likely to be completed by March 2010 and 33 are in progress. The state has proposed the unit cost of Rs. 8.00 lakhs. State officials have mentioned that the BRCs proposed are for the 12 newly created blocks and as per the requirement. Since the appraisal team has recommended 19 BRCs construction of 19 BRC buildings are recommended for approval.

CRC

The state has proposed to construct 102 CRCs in 10 districts (Bokkaro- 5, Deogarh- 2, Dhanbad- 4, Giridih-20, Ramgarh-9, Jamtara-6, Kodarma-4, Pakur-1, Ranchi-32 and West Singhbhum-19) of the state. State officials have mentioned that 2094 CRCs have been sanctioned and 1875 (1024 under SSA + 851 under DPEP) buildings have been approved so far and there is a gap of 219. However the state has proposed for creation of 102 new CRCs during 2010. Construction of 1024 CRC buildings has been approved so far. Out of the above 917 CRC buildings have been completed, 90 are in progress and 17 are yet to be taken up as on 28.02.10. No CRC buildings have been approved during 2009-10. The state has proposed the unit cost of Rs. 2.80 lakhs. They also mentioned that the cost included for carrying out independent third party evaluation has been deleted from the unit cost as the provision made during 2009-10 is available with them for carrying out TPE and hence cost proposed is less. The unit cost includes the cost of ramp. However the state has not notified the unit cost proposed. State officials have mentioned that the CRCs proposed as per the present requirement and since the requirement of classroom is more the existing CRCs are mostly used as classrooms. Since the appraisal team has recommended for the creation of 102 new CRCs construction of 102 CRC buildings are recommended for approval.

Primary school buildings

The state has proposed to construct 995 (927 new + 68 from the backlog of previous sanctions) PS buildings for approval. A sum of Rs. 8.00 lakhs has been proposed by the state as unit cost of PS buildings which is less than Rs.0.35 lakhs from the last year. They also mentioned that the cost included for carrying out independent third party evaluation has been deleted from the unit cost as the provision made during 2009-10 is available with them for carrying out TPE and hence cost proposed is less. They mentioned that the unit cost includes for the provision of ramps, kitchen shed, child friendly elements, toilet and drinking water facilities. However the state has not notified

the unit cost proposed. Construction of 17989 primary school buildings has been approved so far. Out of the above 14874 buildings have been completed, 2433 are in progress and 682 are yet to be taken up. 442 primary school buildings were approved during 2009-10 and out of the above 8 are likely to be completed by March 2010 and 434 are in progress. The state officials mentioned that some of the ongoing works will be spilled over to 2010-11 & will be completed by July 2010. It is to be mentioned here that 18285 PS have been opened so far and 17031 buildings have alone been sanctioned and 1254 buildings are yet to be approved. State officials have mentioned that out of the above few buildings have already been constructed through Finance commission funds and state programme funds and have now proposed 68 buildings for 2 districts. Considering the above and **927 new schools proposed/recommended for opening during 10-11, (68 + 927) 995 PS buildings are recommended for approval. The list of schools approved by PAB for the construction of school buildings should be displayed in the state SSA web site.**

Upper Primary School Buildings

The state has proposed to construct 5107 new upper primary school buildings in the state. The state has proposed the unit cost of UPS buildings as Rs.7.80 lakhs which is less than Rs.0.20 lakhs from the last year. They also mentioned that the cost included for carrying out independent third party evaluation has been deleted from the unit cost as the provision made during 2009-10 is available with them for carrying out TPE and hence cost proposed is less. They mentioned that the unit cost includes for the provision of ramps, kitchen shed, child friendly elements, toilet and drinking water facilities. However the state has not notified the unit cost proposed. Construction of 9157 upper primary buildings has been approved so far. Out of the above 4203 buildings are likely to be completed by March 2010, 4522 are in progress and 432 buildings are yet to be taken up. Out of 918 upper primary school buildings approved during 2009-10 19 are likely to be completed by March 2010, 883 are in progress and 16 are yet to be taken up to 28.02.10. The state officials mentioned that out of the above 899 buildings will be spilled over to the next year and will be completed by July 2010. It is to be mentioned here that 9733 UPS have been opened so far and 9157 buildings have alone been sanctioned and 576 buildings are yet to be approved. Considering the above and **446 new UP schools proposed/recommended during 10-11, (576+ 446) 1022 UPS buildings are recommended for approval. The list of schools approved by PAB for the construction of school buildings should be displayed in the state SSA web site.**

Additional Classrooms

The state has proposed for the construction of 16381 additional classrooms in the state. Unit cost of the additional classroom proposed is Rs. 2.80 lakhs which is less than 0.10 lakh from the last year. They also mentioned that the cost included for carrying out independent third party evaluation has been deleted from the unit cost as the provision made during 2009-10 is available with them for carrying out TPE and hence cost proposed is less. The unit cost includes the cost of ramp. However the state has not notified the unit cost proposed. Construction of 43511 additional classrooms has been approved so far. Out of the above 30406 have been completed by February 2010, 11910 are in progress and 1195 are yet to be taken up. 11916 classrooms were approved during 2009-10. Out of the above 237 are likely to be completed by March 2010, 10545 are in progress and 1134 are yet to be taken up. The state officials mentioned that as per the actual survey conducted by the state there is a gap of **128748 (Table-17) classrooms in the state** and has proposed 22394 classrooms now as per the details given below. As per DISE 2008-09 there is a gap of **79297 class rooms** and the figure indicated by the state seems to be on the higher side. It is to be mentioned here that as per DISE 08-09 the state has no excess classrooms in the state as per the details given below. **Considering the above the team has recommended the proposal for providing 16381 additional classrooms as per the details given below:**

Sl.No.	District	Proposed for 2010-11	Gap as per DISE 08-09 (TSG)	Gap as per DISE 2009-10		Recommended for approval
				PS	UPS	
1	Bokaro	800	4014	2550	3297	800
2	Chatra	1050	3955	2494	3554	1050
3	Deoghar	900	4630	3426	4692	900
4	Dhanbad	580	4076	3432	4137	580
5	Dumka	601	3548	3339	3791	601
6	Garhwa	950	4631	2124	3374	950
7	Giridih	1400	7378	2768	4178	1400
8	Godda	550	4152	2458	3088	550
9	Gumla	400	2603	2234	3453	400
10	Hazaribag	900	4075	3002	4056	900
11	Jamtara	650	2525	1779	2304	650
12	Khunti (New)	350	1353	953	1518	350
13	Kodarma	600	2065	680	1408	600
14	Latehar	350	1705	2413	3016	350
15	Lohardaga	350	954	1011	1392	350
16	Pakaur	600	1789	1956	2330	600
17	Palamu	1600	8109	2307	4386	1600
18	Pashchimi Singhbhum	450	3419	2876	2838	450
19	Purbi Singhbhum	700	1867	2816	4147	700
20	Ramgarh (New)	500	1704	1290	1529	500
21	Ranchi	600	3661	4141	3919	600
22	Sahibganj	700	3852	2115	2706	700
23	Saraikela-Kharsawan	350	2200	1671	2702	350
24	Simdega	450	1032	1219	1879	450
Total		16381	79297	55054	73694	16381

Excess Room

Sl.No.	District	Available Classrooms	Additional Rooms Required as per DISE 2008-09	Rooms Required
1	Bokaro	5324	4014	-3516
2	Chatra	4360	3955	-3798
3	Deoghar	4778	4630	-4516
4	Dhanbad	6662	4076	-3657
5	Dumka	5655	3548	-3194
6	Garhwa	4260	4631	-4496
7	Giridih	7989	7378	-6976
8	Godda	3676	4152	-3951
9	Gumla	3965	2603	-2126
10	Hazaribag	4976	4075	-3894
11	Jamtara	2588	2525	-2378
12	Khunti (New)	2217	1353	-1194
13	Kodarma	2159	2065	-1979
14	Latehar	3889	1705	-1445
15	Lohardaga	2211	954	-774
16	Pakaur	3634	1789	-1463
17	Palamu	5220	8109	-7927

Sl.No.	District	Available Classrooms	Additional Rooms Required as per DISE 2008-09	Rooms Required
18	Pashchimi Singhbhum	5423	3419	-3035
19	Purbi Singhbhum	6206	1867	-1336
20	Ramgarh (New)	2533	1704	-1524
21	Ranchi	7692	3661	-2853
22	Sahibganj	2875	3852	-3640
23	Saraikela-Kharsawan	3875	2200	-1999
24	Simdega	2256	1032	-780
Total		104423	79297	-72451

Separate girls' toilet

The state has proposed to provide 4679 units of separate girl's toilets in 4729 schools in the state. They were mentioning that the state PHED which is in charge of the implementation of school water supply & sanitation is carrying out the construction of toilet facilities in rural areas of the state. Unit cost proposed is Rs.0.35 lakhs per unit. District wise no of units proposed have been furnished by the state. As per the information furnished by the state (Table-17) out of 39108 schools in the state 19752 schools are not having separate girl's toilet and the remaining are having such facilities. Similarly 26851 schools in the state are not having common toilet facilities and 5858 schools are not having drinking water supply facilities. As per the flash statistics published by NUEPA based on DISE 2008-09 only 28.23% of the schools in the state is having separate girls toilet and 19.28% of primary schools are having separate girl's toilet. Provision of separate girl's toilet facilities to 978 schools has been approved so far. Out of the above 119 have been completed by February, 2010, 401 are in progress and 458 are yet to be taken up. Provision of 978 separate girls toilets were approved during 2009-10. Out of the above 505 are likely to be completed by March, 2010 and 473 are in progress. Considering the above the team recommends the provision of separate girls' toilet in 4219 units of toilets in 4679 schools in the state as per the details given below. The list of schools approved by PAB for the provision of separate girl's toilet should be displayed in the state SSA web site.

Sl.No.	District	Number of Schools	Gap as per DISE 2009-10			Proposed for 2010-11		
			DW	Common Toilet	Separate Girls Toilet	DW	Common Toilet	Separate Girls Toilet
1	Bokaro	1701	322	677	687	152	153	151
2	Chatra	1872	126	1142	800	150	100	150
3	Deoghar	2093	329	1435	1166	100	50	150
4	Dhanbad	1926	476	1125	951	377	249	505
5	Dumka	2473	268	1704	243	100	200	100
6	Garhwa	1369	3	914	785	257	252	160
7	Giridih	3361	266	2074	1436	22	150	250
8	Godda	1731	332	1596	1392	347	350	509
9	Gumla	1600	256	1357	972	150	196	200
10	Hazaribag	1557	69	1415	1349	400	100	200
11	Jamtara	1188	146	842	548	200	100	100
12	Khunti (New)	904	241	700	296	152	153	162
13	Kodarma	714	2	198	298	16	61	65
14	Latehar	1265	165	193	19	421	629	529
15	Lohardaga	639	65	289	229	140	120	120

Sl.No.	District	Number of Schools	Gap as per DISE 2009-10			Proposed for 2010-11		
			DW	Common Toilet	Separate Girls Toilet	DW	Common Toilet	Separate Girls Toilet
16	Pakaur	988	65	785	263	11	100	100
17	Palamu	2680	544	2440	2204	100	100	200
18	Pashchimi Singhbhum	2101	432	1816	1302	108	165	100
19	Purbi Singhbhum	1976	118	1104	557	35	95	102
20	Ramgarh (New)	698	53	401	408	279	50	100
21	Ranchi	2397	592	2086	1211	190	377	377
22	Sahibganj	1381	365	867	876	53	50	45
23	Saraikela-Kharsawan	1615	382	966	1246	259	367	204
24	Simdega	879	241	725	334	100	200	100
Total		39108	5858	26851	19572	4119	4367	4679

Common Toilet

The state has proposed to provide common toilets to 630 schools in the state. The state officials mentioned that the toilets proposed are for the urban schools and the state PHED is providing toilet facilities in rural areas. They were mentioning that the state PHED which is in charge of the implementation of school sanitation is carrying out the construction of toilets & drinking water to schools in the rural areas of the state and hence they have been proposed toilets in urban areas of the state. Unit cost proposed is Rs.0.35 lakhs per unit. As per the information furnished by the state (Table-17) out of 39108 schools in the state 19752 schools are not having separate girl's toilet and the remaining are having such facilities. Similarly 26851 schools in the state are not having common toilet facilities and 5858 schools are not having drinking water supply facilities. As per the flash statistics published by NUEPA based on DISE 2008-09 only 40.92% of the schools in the state is having common toilet and only 29.52% of primary schools are having common toilet facilities. Provision of common toilet facilities to 7811 schools has been approved so far. Out of the above 6787 have been completed up to February 2010, 479 are in progress and 545 are yet to be taken up. Out of 793 toilets approved during 2009-10 348 are likely to be completed by March, 2010 and 445 are in progress. Considering the above the team recommends the provision of common toilet 630 schools in urban areas of the state as per the details given below. The list of schools approved by PAB for the provision of common toilet facilities should be displayed in the state SSA web site.

Sl.No.	District	Number of Schools	Gap as per DISE 2009-10			Recommended for 2010-11		
			DW	Common Toilet	Separate Girls Toilet	DW	Common Toilet	Separate Girls Toilet
1	Bokaro	1701	322	677	687	33	131	151
2	Chatra	1872	126	1142	800	0	0	150
3	Deoghar	2093	329	1435	1166	15	34	150
4	Dhanbad	1926	476	1125	951	377	149	505
5	Dumka	2473	268	1704	243	0	0	100
6	Garhwa	1369	3	914	785	0	15	160
7	Giridih	3361	266	2074	1436	0	23	250
8	Godda	1731	332	1596	1392	0	0	509
9	Gumla	1600	256	1357	972	11	20	200
10	Hazaribag	1557	69	1415	1349	5	41	200

Sl.No.	District	Number of Schools	Gap as per DISE 2009-10			Recommended for 2010-11		
			DW	Common Toilet	Separate Girls Toilet	DW	Common Toilet	Separate Girls Toilet
11	Jamtara	1188	146	842	548	0	0	100
12	Khunti (New)	904	241	700	296	0	2	162
13	Kodarma	714	2	198	298	1	12	65
14	Latehar	1265	165	193	19	0	16	529
15	Lohardaga	639	65	289	229	0	0	120
16	Pakaur	988	65	785	263	11	0	100
17	Palamu	2680	544	2440	2204	0	24	200
18	Pashchimi Singhbhum	2101	432	1816	1302	0	2	100
19	Purbi Singhbhum	1976	118	1104	557	4	95	102
20	Ramgarh (New)	698	53	401	408	2	51	100
21	Ranchi	2397	592	2086	1211	0	0	377
22	Sahibganj	1381	365	867	876	2	9	45
23	Saraikela	1615	382	966	1246	5	6	204
24	Simdega	879	241	725	334	0	0	100
Total		39108	5858	26851	19572	466	630	4679

Drinking water

The state has proposed to provide water supply facilities to 466 schools in urban areas of the state. The state officials mentioned that water supply proposed are for the urban schools and the state PHED is providing water supply facilities to schools in rural areas. Unit cost proposed is Rs.0.60 lakhs per unit. As per the information furnished by the state (Table-17) out of 39108 schools in the state 19752 schools are not having separate girl's toilet and the remaining are having such facilities. Similarly 26851 schools in the state are not having common toilet facilities and 5858 schools are not having drinking water supply facilities. As per the flash statistics published by NUEPA based on DISE 2008-09 only 71.70% of the schools in the state are having drinking water facilities and only 62.00% of primary schools are having drinking water facilities. Provision of drinking water supply facilities to 6090 schools has been approved so far. Out of the above 5579 have been completed by February 2010, 42 are in progress and 511 are yet to be taken up. Out of 382 schools approved for providing water supply during 2009-10 all the 382 have been completed. Considering the above the team recommends the provision of drinking water facilities to 466 schools in urban areas of the state. **The list of schools approved by PAB for the provision of drinking water facilities should be displayed in the state SSA web site.**

Electrification of schools

The state has proposed to provide electricity facilities to 750 schools in the state. Unit cost proposed is Rs.0.20 lakhs per unit. As per the information furnished by the state (Table-17) out of 39108 elementary schools in the state 18191 schools in the state are not having electricity facilities and the remaining schools are having such facilities. As per the flash statistics published by NUEPA based on DISE 2008-09 only 7.00% of the schools in the state are having electricity facilities and only 4.48% of primary schools are having electricity facilities. Provision of electricity facilities to 549 schools has been approved so far. Out of the above 549 have been completed by February 2010, 42 are in progress and 511 are yet to be taken up. Considering the above the team recommends the provision of electricity facilities to 750 schools in the state. **The list of schools approved by PAB for the provision of electricity facilities should be displayed in the state SSA web site.**

B. Major Repairs

As per the revised norms the provisions for major repairs could be proposed beginning 2009-10. A sum of Rs. 150 crores earmarked for this purpose has been proportionately allocated to various states.

Proposal for Major Repairs

Name of the District	Proposal	
	Physical	Financial
District 1	-	-
District 2	-	-
District 3	-	-
Total	-	-

The state has not proposed for carrying out major repairs for 2010-11 as the financial limit exceeds.

C. Furniture

Name of the District	Proposal for Furniture		
	Physical		Financial
	No. of Upper Primary Schools	No. of Students	
District 1			
District 2			
District 3			
Total			

The state has not proposed for providing furniture to UP schools in the state for 2010-11 as the financial limit exceeds.

Action taken on commitment made in PAB meeting for AWP&B 2009-10

Sl.No.	Commitment made	Action taken

Status of Third Party Evaluation

Sl.No.	Year since it was initiated 1 st	Status Now	No. of agencies employed	No. of district covered
1	2008	Completed for the civil works taken upto 2006-07	7	24

Please give the names of agencies, districts and details of works allotted.

Note: Reason for not covering any district and when it is likely to be covered

Status of supervision structure

Sl. No.	State level				Division Level				District level				Block level			
	Sanction post		Available position		Sanction post	Available position	Sanction post	Available position	Sanction post		Available position		Sanction post		Available position	
	Designation	No.	Designation	No.	Designation	No.	Designation	No.	Designation	No.	Designation	No.	Designation	No.	Designation	No.
1	Executive Engineer	2	Executive Engineer	2	Divisional Executive Engineer	5	Divisional Executive Engineer	3	Asst. Engineer	48 @ 2 per district	Asst. Engineer	21	Junior Engineer	211 @ 1 per block	Junior Engineer	145

State has 40% vacancies at divisional level, 56% at district level and 31% at block level.

Status of environmental assessment (EA)

Sl. No.	No. of District in the state	No. of govt. school in the states		No. of district covered under EA	No. of schools covered under EA	Remarks
		Govt.	Total			
1	24	39680	43255	24	40984 (govt. & govt. Aided)	Tender for selecting third party is in final stage

Status of measured school campus plan (MSCP) (School Mapping)

Sl. No.	No. of District in the state	No. of govt. school in the states		No. of district covered under MSCP	No. of schools covered under MSCP	Remarks
		Govt.	Total			
1	24	39680	43255	24	40984 (govt. & govt. Aided)	Tender for selecting third party is in final stage

Status of Asset Register (AR)

Sl. No.	No. of District in the state	No. of govt. school in the states		No. of district covered under AR	No. of schools covered under AR	Remarks
		Govt.	Total			
1	24	39680	43255	24	40984 (govt. & govt. Aided)	Tender for selecting third party is in final stage

Status of Drinking Water Supply and Sanitation Facilities

Sl. No.	District	No. of schools	Covered through						Balance to be covered through					
			Convergence (DDWS/JNURM/Others)			SSA			Convergence (DDWS/JNURM/Others)			SSA		
			Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water
1	Bokaro	1720	659	0	621	496	100	333	1031	1720	1096	1224	1620	1387
2	Chatra	1912	479	0	352	169	35	169	1433	1912	1560	1743	1877	1743
3	Deoghar	2072	381	0	519	867	26	467	1691	2072	1553	1205	2046	1605
4	Dhanbad	1955	1457	0	135	451	185	327	498	1955	1820	1504	1770	1628
5	Dumka	2471	1125	0	188	353	7	308	1346	2471	2283	2118	2464	2163
6	Garhwa	1400	647	0	1019	306	11	187	753	1400	381	1094	1389	1213
7	Giridih	3399	910	0	88	580	31	444	2489	3399	3311	2819	3368	2955
8	Godda	1755	806	0	449	372	21	174	949	1755	1306	1383	1734	1581
9	Gumla	1613	595	0	1479	729	18	1129	1018	1613	134	884	1595	484
10	Hazaribag	1588	771	0	5	139	37	103	817	1588	1583	1449	1551	1485
11	Jamtara	1182	626	0	26	399	20	243	556	1182	1156	783	1162	939
12	Khunti	916	521	0	0	30	1	30	395	916	916	586	915	886
13	Kodarma	713	403	0	644	178	25	135	310	713	69	535	688	578
14	Lancehar	1262	1029	0	60	387	0	199	233	1262	1202	875	1262	1063
15	Lohardaga	650	313	0	385	173	10	210	337	650	265	477	640	440
16	Pakaur	987	801	0	810	214	11	289	186	987	177	773	976	698
17	Palamu	2706	964	0	1528	481	42	325	1742	2706	1178	2225	2664	2381

Sl. No.	District	No. of schools	Covered through						Balance to be covered through					
			Convergence (DDWS/JNURM/Others)			SSA			Convergence (DDWS/JNURM/Others)			SSA		
			Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water
18	Pashchimi Singhbhum	2156	1432	0	79	127	63	159	724	2156	2077	2029	2093	1997
19	Purbi Singhbhum	1998	940	0	413	65	87	65	1058	1998	1583	1933	1911	1933
20	Rangarh	687	37	0	23	0	41	0	650	687	664	687	646	687
21	Ranchi	2377	1403	0	326	509	130	509	974	2377	2051	1868	2247	1868
22	Sahibganj	1395	619	0	29	321	35	332	776	1395	1366	1074	1360	1063
23	Saraikela	1628	852	0	1323	358	33	240	776	1628	305	1270	1595	1388
24	Simdega	879	405	0	356	301	9	338	474	879	523	578	870	541
	Total	39421	18205	0	10862	8005	978	6715	21216	39421	28559	31416	38443	32706

Sl. No.	District	No. of schools	Proposed for 2010-2011						Action plan for balance schools					
			Convergence (DDWS/JNURM/Others)			SSA			Convergence (DDWS/JNURM/Others)			Through SSA		
			Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water	Common toilet	Separate girls toilet	Drinking water
1	Bokaro	1720	203	0	340	153	151	152	0	0	0	0	0	0
2	Chitra	1912	66	0	240	100	150	150	0	0	0	0	0	0
3	Deoghar	2072	36	0	440	50	150	100	0	0	0	0	0	0
4	Dhanbad	1955	136	0	445	249	555	377	0	0	0	0	0	0
5	Dumka	2471	313	0	260	200	100	100	0	0	0	0	0	0
6	Garhwa	1400	5	0	345	252	160	257	0	0	0	0	0	0
7	Giridih	3399	326	0	1110	150	250	22	0	0	0	0	0	0
8	Godda	1755	0	0	0	350	509	347	0	0	0	0	0	0
9	Gumla	1613	0	0	200	196	200	150	0	0	0	0	0	0
10	Hazaribag	1588	287	0	170	100	200	400	0	0	0	0	0	0
11	Jamsheda	1182	0	0	300	100	100	200	0	0	0	0	0	0
12	Khunti	916	375	0	235	153	162	152	0	0	0	0	0	0
13	Kodarma	713	35	0	60	61	65	16	0	0	0	0	0	0
14	Latehar	1262	0	0	175	629	529	421	0	0	0	0	0	0
15	Lohardaga	650	0	0	75	120	120	140	0	0	0	0	0	0
16	Pakur	987	0	0	160	109	109	11	0	0	0	0	0	0
17	Palamu	2706	0	0	655	100	200	100	0	0	0	0	0	0
18	Pashchimi Singhbhum	2156	184	0	90	165	100	108	0	0	0	0	0	0
19	Purbi Singhbhum	1998	43	0	335	95	102	35	0	0	0	0	0	0
20	Rangarh	687	293	0	110	50	100	279	0	0	0	0	0	0
21	Ranchi	2377	1547	0	425	377	377	190	0	0	0	0	0	0
22	Sahibganj	1395	0	0	340	50	45	53	0	0	0	0	0	0
23	Saraikela	1628	24	0	290	367	204	259	0	0	0	0	0	0
24	Simdega	879	366	0	180	290	100	160	0	0	0	0	0	0
	Total	39421	4239	0	7000	4367	4729	4119	0	0	0	0	0	0

(III) Quality Related Interventions

1. Comprehensive Quality Framework:

1.1 BELIEFS AND ASSUMPTIONS ABOUT CHILD :-

1. Children are not like empty pots, blank paper, or wet clay. They have immense potential which has to be nurtured by providing appropriate (safe) environment, stimulation, and support.
2. Children are curious, inventive, and constantly querying. They actively engage with the world around them by exploring, responding, inventing and working things out, and making meaning.
3. All children are naturally motivated to learn and are capable of learning. Each child is a natural learner and she / he makes sense of the world around them.
4. Knowledge is the outcome of child's own activity. Informal learning in the home and society builds on the child's natural ability to draw upon and construct their own knowledge. Children develop their capacities in relating to their environment physically, socially and according to the immediate need.
5. Children learn in a variety of ways—through experience, making and doing things, associating, experimentation, reading, discussion, asking, listening, thinking and reflecting, and expressing oneself in speech, movement or writing—both individually and with others. They require opportunities of all these kinds in the course of their development.

6. Children actively construct their own knowledge by connecting new ideas to existing ideas on the basis of materials/activities presented to them (experience).
7. Children perceive their world through multiple senses, especially the tactile and visual senses. They learn at their own pace and with their own interest.
8. Informal learning in the home and society builds on the child's natural ability to draw upon and construct their own knowledge. Children develop their capacities in relating to their environment physically, socially and according to the immediate need.
9. Children learn in an atmosphere where they are valued.
10. While all children are to be treated equally it needs to be recognized that children come from a diversity of backgrounds, social contexts and with different experience bases, which should be acknowledged and not become a means of discrimination. Similarly while girls and boys may have unequally treated in society this should not be reflected in the classroom.

1.2 STATE'S THREE YEAR VISION OF QUALITY IN TERMS OF DESIRED OUTCOMES:

At the level of Children :

1. The association of learning with fear, discipline and stress, rather than enjoyment and satisfaction, is detrimental to learning. Our children need to feel that each one of them, their homes, communities, languages and cultures, are valuable as resources for experience to be analyzed and enquired into at school; that their diverse capabilities are accepted; that all of them have the ability and the right to learn and to access knowledge and skills; and that adult society regards them as capable of the best.
2. Children are happy, fearless, and free from any kind of trauma, anxiety, physical punishment (beating, awkward physical postures) or mental harassment.
3. Children don't have to walk long to reach School. They don't carry heavy School bags. They have appropriate furniture and sitting arrangements in school and their legs and knees are not cramped.
4. Children have a time table which incorporates breaks for children to stretch, move, and play.
5. There are proper sanitary requirements and separate toilets for girls.
6. Children come to school regularly. They stay in School for a quality time and engage themselves (participate) in all kinds of activities.
7. There is a sense of ownership among children regarding their school. They nurture and care about the school surroundings, cleanliness, discipline and other activities.
8. Children find their voices, evolving rules, nurture their curiosity—to do things, to ask questions and to pursue investigations, sharing and integrating their experiences with school knowledge—rather than their ability to reproduce textual knowledge. They explore, experiment and express themselves freely.
9. Children actively construct their own knowledge by connecting new ideas to existing ideas on the basis of materials/activities presented to them (experience). They are developing understanding, values, and skills.
10. Children are learning in a variety of ways—through age appropriate activities and by using their experience, making and doing things, associating, experimenting, reading, discussing, asking, listening, thinking and reflecting, and expressing oneself in speech, movement or writing—both individually and with others.
11. Children learn by their own interest and priorities contextually and not by formal structures.
12. They are engaged in activity based learning, playing, singing, rhyming, dancing, drawing, doing craft work and using local materials.

13. According to the holistic and integrated perspective, the health and nutritional needs of children are integrally related with their psychosocial/educational development. Children get proper mid day meals during school hours and take care of their personal health, hygiene, and cleanliness.

At the level of Teachers

1. Teachers are punctual, disciplined, professionally committed and accountable. They maintain a high level of attendance in school, arrive in time and stay till school closing time. They utilize school hours fully and spend quality time in preparing learning plans before and after school hours.
2. Teachers care for all the children, and love to be with them. They respect every child's individuality, caste, gender, culture, language and ensure that every child learns. They motivate them in developing liberal and democratic values.
3. Teachers understand all the children and relate with them. They understand the background of children (family background, socio-economic conditions, and linguistic background), and their different academic levels. They motivate children, appreciate their work, and display the creative work done by children in the classroom.
4. The teachers provide a safe space for children to express themselves, and simultaneously to build in certain forms of interactions. They step out of the role of 'moral authority' and learn to listen with empathy and without judgment. They encourage children to ask questions and motivate them to be curious.
5. Teachers enable children to listen to each other and facilitate children in constructing their own knowledge by connecting new ideas to existing ideas on the basis of materials/activities presented to them (experience). In this context, the teacher encourages learners to reflect, analyze and interpret in the process of knowledge construction. The learning plans made by the teachers respond to physical, cultural, and social preferences within the wide diversity of characteristics and needs.
6. Teachers understand curriculum, syllabus, and content of textbooks. They plan and prepare accordingly before conducting / transacting in the class. They make effective use of local context-specific activities and materials during teaching learning processes. They view knowledge not as an external reality embedded in textbooks, but as constructed in the shared context of teaching-learning and personal experience.
7. Teachers are receptive and constantly learning. They view learning as a search for meaning out of personal experience, and knowledge generation as a continuously evolving process of reflective learning. They generate effective learning experiences by carrying out activities that are interesting, effective and enable children to learn. They make flexible plans according to level of children and activities by making necessary modifications in sitting arrangement and group work.
8. Teachers use materials effectively by developing / identifying appropriate TLMs. They use TLM in a purposive way and ensure that students handle it and get benefited from it. They use available physical facilities (such as the floor, wall, black board) properly and ensure proper maintenance of the school library; motivating children to read.
9. Teachers manage and organize the classroom to optimize learning. They move around in the class, understanding children and their work. They use effective verbal/non verbal cues and maximize learning time for children (not merely through punctuality, but also through genuinely ensuring that children get as much learning time as is possible and needed). They organize different learning corners/clubs and share responsibilities of running the class or school activities with children.
10. Teachers appreciate the potential of productive work and hands-on experience as a pedagogic medium both inside and outside the classroom. Teachers devise activities, projects and studies, both drawing from textbooks and going beyond them, to encourage children to explore, investigate and construct knowledge. Teachers understand how to plan lessons so that children

are challenged to think and to try out what they are learning, and not simply repeat what is told to them.

11. Teachers promote the development of values and enable the overall development of children by organizing, conducting, and ensuring participation in sports, games, cultural activities, quiz, and other competitions. They actively promote universal values such as kindness, honesty, and respect for each other. They encourage children to engage in activities for their overall development (*beyond the formal curriculum*), including opportunities presented by the morning assembly. They also interact with parents regarding the strengths of the child and for the follow up action to be taken at home.
12. Teachers relate and work closely with colleagues and the community by mobilizing the community to enroll their children in school and ensure that the children attend school regularly. They establish a close school-community relationship (i.e. initiates SMC/PTA/ VEC constitution and meetings) and communicate /interact with parents, especially on attendance and other relevant issues such as the child's progress, pattern of behavior, health, and wellbeing. They encourage participation of the community in school programmes (planning and implementation).
13. Teachers facilitate a clean environment and encourage children to promote the overall maintenance of the school and tidiness of the classroom. They create a congenial teaching learning environment with the participation of all (cleanliness, availability, and responsible use of material) and enable the upkeep and cleanliness of the school, its surrounding environment, including the planting of trees etc. They ensure maintenance of basic infrastructure (toilet, garden, drinking water, and other child-friendly amenities) with the help of the community and the students.
14. The teachers make connections across disciplines and bring out the interrelatedness of knowledge by
 - a. Realizing the 'fruitfulness' and 'openness' of enquiry and the provisional nature of truth.
 - b. Engaging with 'local knowledge'/indigenous practices in the local area, and relating these to school knowledge wherever possible.
 - c. Encouraging questions and leaving space open for the pursuit of new questions.
 - d. Being sensitive to the issues of 'equality' in classroom transaction as well as established stereotypes and discrimination regarding learning ability of the knowledge area by different groups (e.g. girls not being given field-based projects, the blind being excluded from the option of learning mathematics, etc.).
 - e. Developing the imagination, and keeping imagination and fantasy alive.
15. Teachers utilize quality time for Reflection and Planning to enable learning.
 - a. On a daily basis (at least 45 minutes), teachers review the day, make notes on children to follow up the next day, and organize materials for the next day's lessons (this is in addition to the time that they may need to correct homework).
 - b. On a weekly basis (at least two/three hours) teachers take stock of learning, to work out details of activities and projects proposed, and to plan a group of lessons (unit) for the coming week.
 - c. On a monthly/term basis (minimum of one day) teachers review their own work, children's learning, and map the contours of the learning activities planned for the groups they teach.
 - d. At the beginning and the end of the year, teachers spend two or three days each to evolve an annual plan for the school, in which they locate activities such as local holidays, annual events (national events, sports days, cultural events) and days for parent-teacher meetings that would involve the whole school. They also plan excursions and field trips for their class groups, and for any projects that two or more classes would do together. They are also

involved in activities of preparing the school and class environment, putting up and changing posters and displays, organizing children's work, etc.

At the level of Parents / Community Members

1. Parents and Community members own the school and its activities. They are proactive and support (understand) the new changes.
2. Parents and community members come into the school as resource persons to share their knowledge and experiences in relation to a particular topic being studied.
3. The community members transfer oral history (dealing with folklore, migration, environmental degradation, traders, settlers, etc.) and traditional knowledge (sowing and harvesting, monsoons, processes related to traditional crafts, etc.) to children, while the school encourages critical reflection wherever it is required.
4. They can help the teacher and children to use their home language and make a transition to the school language, by communication in the mother tongue(s), teaching of languages and creating material. They influence the content of subjects and add local, practical, and appropriate examples.
5. They support children in their exploration and creation of knowledge and information at home / outside school.
6. They support children in their practice of democracy through their participation in information generation, planning, monitoring and evaluation with local governments and schools.
7. They monitor the realization of children's rights as well as violations of these rights and participate in addressing the constraints faced by children.
8. They participate in setting criteria for vocational training and enable the village to become a learning environment for children realizing the concept of the 'village as a school'.
9. Village Education Committees monitor the physical and academic activities of the school. They get involved in the school planning process and identify points of focused action in the year / village such as enrolment, retention, school attendance and school achievement.

At the level of School

1. All the Schools have a good (pucca) building with proper toilets, playground, drinking water facility, and child friendly elements. There is no sense of inadequacy in the physical environment of the school. The school is generally quite clean but sometimes it becomes nicely messy due to the use of TLMs and activities.
2. There are adequate number of textbooks / workbooks / worksheets, reading cards, science kit, mathematics kit, maps, charts, globes, atlas, dictionary, story book, self learning material, reference books (library books), equipment, and furniture in all schools.
3. There is a buzz of activities all around (different parts) the schools, where children are involved in some, or the other activity whether it's cognitive, non-cognitive or related to psycho motor skills. The school acts like a happy learning centre where the teacher incorporates various joyful activities to encourage optimum participation of all children in the teaching learning process. The teacher is involved in asking questions, laughing with children, and supervising.
4. Children are working together, cooperating, and helping each other. They are laughing, clapping, reading, and doing various activities (including cultural activities) and being eager to ask as well as answer questions. Classes are being held in open (in nature) in tune with context and content.
5. As public spaces, schools are marked by the values of equality, social justice, and respect for diversity, as well as of the dignity and rights of children. These values are part of the perspective of the school and form the foundation of school practice. It has an enabling learning environment where children feel secure, there is absence of fear, and it is governed by relationships of equality and equity.

6. The environment of school is colorful, friendly, and peaceful, with lots of open space offering with small nooks and corners, animals, plants, flowers, trees, and toys.
7. Schools are co-owned by children, community members, and teachers. Students participate in activities to make the school and classroom attractive for study, work, and play. Child parliament is functional in all schools and children's active participation is seen in all the activities of school related to maintenance, cleanliness, health, hygiene, and discipline.
8. School's pedagogic practices, learning tasks, and the texts for learners focus on the socialization of children and on the 'receptive' features of children's learning by nurturing and building on their active and creative capabilities. Teachers connect with the local and the contextualized matter in order to 'situate' knowledge, realizing its 'relevance' and make it meaningful to reaffirm one's experiences outside school; to draw one's learning from observing, interacting with, classifying, categorizing, questioning, reasoning and arguing in relation to these experiences.
9. The mid day meal and the provisioning of infrastructural support and pedagogic concern for inclusive education are seen in all the schools. A strong stand is taken against all forms of corporal punishment and the boundaries of the school need to become more porous to the community.
10. Schools promote group learning and children learn from each other for not only acquiring knowledge but also in the learning of arts and crafts and develop skills like team spirit and social values.
11. Schools inculcate the value/habit of self-discipline for the systematic pursuit of learning and the development of the child's interests and potential. Discipline enables freedom, choice, and autonomy for both teacher and child. Children are involved in evolving rules, so that they understand the rationale behind a rule, and feel a sense of responsibility in ensuring that it is followed. The teacher ensures that there are as few rules as possible, and that only rules that can be reasonably followed are created.
12. One of the prime concerns of the school is on the development of the child's language competence: issues related to articulation and literacy, and the ability to use language to create, to think and to communicate with others.
13. Another concern in the school is the development of mathematical thinking, beginning with learning numeracy and moving towards the enjoyment of and facility with more abstract ideas, which is supported with concrete experiences and work with manipulations.
14. Such concrete experiences are also seen in the introduction to the integrated study of the environment through which children's intuitive knowledge of the world is integrated into school knowledge.
15. The study of arts and crafts in schools is essentially used for developing not only the aesthetic sensibility but also for learning how to manipulate materials and developing attitudes and skills essential for work. Practical life skills and work experiences of varied kinds are also developed in schools.
16. Physical development through sports activities and a variety of activities are made available in schools, including cultural programmes, events, traveling to places outside the school, providing experiences to develop socially and emotionally into creative and confident individuals sensitive to others, and capable of taking initiative and responsibility.
17. The school is a structured space for guided and constructive learning. The process of constructing knowledge is a continuous one, which goes on even outside the school.
18. There is a scope for recreation room, library and computer lab in schools where children learn with fun and take references in finding out their answers. Atlases have a similar role to play in enriching the child's understanding of the earth, both as a natural and as a human habitat. Atlases of stars, flora and fauna, people and life patterns, history and culture, etc. which enlarge the scope of geography, history and economics at all levels are available in the School's library.

Posters on these areas of knowledge, as well as other matters of concern on which general awareness needs to be promoted are also used in schools to enhance learning. Some of these concerns include gender bias, inclusion of children with special needs, and Constitutional values. Such material is available in a resource library in the close proximities of the school, at the cluster level and borrowed by schools for use.

Morning Assembly

1. The day begins with teachers and children getting the school and class rooms ready for the day ahead. Cleaning the rooms, toilets, putting up display boards in the classrooms, organizing materials and getting equipment, all these activities convey a sense of ownership among students and teachers and fosters a sense of responsibility towards the material and space they use. This also gives them time to talk to each other and catch up on the events of the previous day. This reduces the need for such talk during class time.
2. During the general assembly, everybody sits together, not according to their classes or in lines, but younger ones in front and older ones behind. One day a week they listen to an inspiring story. On another day they listen to music, a guest talk, or share a moving experience, read out and discuss an interesting report from the newspaper. Then everyone goes to class.
3. During morning assembly, the entire school gathers to do things together. This time is used for reading the headlines of the morning newspaper, performing some physical exercises, and singing the national anthem. Other activities such as singing together, or listening to a story, or inviting a person from the local community or an outside guest to speak to the children, or hold small events to mark some significant local or national happening are also organized during morning assembly. Classes that have undertaken some interesting projects also use this time to share their work with the whole school. Such longer morning assemblies are planned once or twice a week.

Library

1. Library is an essential component of the school at all levels. Both teachers and children are motivated and trained to manage and use the library as a resource for learning, pleasure, and concentration. The school library is conceptualized as an intellectual space where teachers, children, and members of the community expect to find the means to deepen their knowledge and imagination. A system of cataloguing books, magazines, CDs and other materials available in the library is developed so that children become self-reliant library users.
2. One period a week is devoted to library reading. During this time, children sit and read silently in the library. They return the books borrowed the previous week and borrow new ones. The teacher brings out books appropriate to the age group and allows children to choose from the set. Library books are brought and used in classroom as well.
3. For class projects, children are asked to look up a reference in the library, asked to write about the book they have read that week or share a story they have read with the other children in class. The school library is kept open during vacations.
4. There is scope for borrowing books. Community members contribute to the library by providing informative books, magazines etc. Library rooms and periods have good lighting and seating arrangements. Teachers conduct classes in the library by drawing upon its resources. It also serves as a place for holding discussions, watching a craftsman from the community giving a demonstration, or listening to a storyteller. Apart from this setup, school libraries are also linked up with NBT's Reading Club, community libraries functioning in rural areas and government libraries existing in many district headquarters.

TLE (Other tools, labs, exposure)

1. The schools are equipped with materials and tools that are necessary for art and craft work. These curricular areas contribute to achieving the aim of making the school space a creative space by promoting a culture of active engagement with one's material and human environment, with imagination and cooperation. Use of ICT, Distance Education is done as per requirement.
2. Schools are properly equipped with science lab or equipment for mathematical activities by providing good subject options for children and giving them equal opportunities for learning and future life chances. Resources are made available for laboratories with adequate facilities in schools. While all the elementary schools have a science and mathematics corner, secondary and higher secondary schools have well-equipped laboratories.
3. Sites of educational importance that are physically located outside the school premises are also considered as important as the ones discussed so far. These are sites like local monuments and museums, natural physical features such as rivers and hills, everyday spaces such as marketplaces and post offices.
4. The teachers plan the school schedule in a manner that permits imaginative use of such resources directly affecting the quality of education that children receive at a school. Exchange visits between schools in different parts of the State, and even the neighboring State becomes important ways of promoting mutual understanding.

5. At the level of Classroom

1. Classrooms are brightened up by ensuring adequate natural light inside and then made lively by displaying children's work on the classroom walls as well as in different parts of the school. Drawings, art and craftwork put up on the walls and shelves send out a powerful message to children and their parents that their work is appreciated. These are displayed at locations and heights that are physically and visually comfortably accessible to children of various ages.
2. The walls of primary school classrooms till the height of about 4 feet are painted black so that they serve as a free slate and drawing board for children. Geometric designs to be used for activities are painted on the floor. A corner of the room is used to organize learning materials, to keep some appropriate story books, picture, or number cards, and other self-access learning materials. When some children finish their assigned lessons before the allotted time, they feel free to come and pick up something from this corner to occupy themselves.
3. The classrooms are clean, things are put up in proper place, and children as well as teachers take individual and collective responsibility to keep their classrooms and schools as attractive as possible. However, during classroom activities, the classrooms are pleasantly messy due to the use of materials and a flexible sitting arrangement.
4. Teachers nurture their classroom spaces as places where children ask questions freely, engaging in a dialogue with the teacher as well as their peers, during an ongoing lesson. They share their related experiences, clarify their doubts, and ask questions freely. Teachers encourage children to talk and they find that the classroom is a livelier place and that teaching is not predictable and boring, but rather an adventure of interacting minds. Such an environment facilitates the self-confidence and self-esteem of learners of all ages.
5. The participation of children is a means to a much larger end, that of preserving and adding a new vibrancy to our culture of democracy, secularism, equality and supporting each other. These values are realized through an integrated and well-designed learning plan (classroom process) that enables children's participation. All the children actively participate in all the activities and support each other rather than competing.
6. Children and Teachers are involved in active learning where children are learning in a variety of ways—through age appropriate activities and by using their experience, making and doing things, associating, experimenting, reading, discussing, asking, listening, thinking and

reflecting, and expressing oneself in speech, movement or writing—both individually and with others. Teachers facilitate and support them in learning.

7. Classroom processes are interesting, challenging, flexible and promote self learning, pair work, group work and participation. The learning situation in Classes is Constructive (Observation, Contextualization, Cognitive Apprenticeship, Collaboration, Interpretation, Construction, Multiple Interpretations and Multiple Manifestations) and Active (Experience, Reflection, Analysis, Application and Consolidation)
8. The tasks that are too easy or too difficult, that are repetitive and mechanical, that are based on recalling the text, that do not permit self-expression and questioning by the child and that depend solely on the teacher for correction are minimized as it makes the child assume the passive stance of obedience. Tasks that are challenging and allow independent thinking, and have multiple ways of being solved, encourage independence, creativity and self discipline in learners are included in the continuous and comprehensive assessment. Instead of a culture of quizzing, of answering quickly and always knowing the right answers, learners are allowed to spend time on deeper, meaningful learning.
9. Similarly, the educational practice on limited 'lesson plans' aimed at achieving measurable 'behaviors' (according to a view that the child is akin to a creature that can be trained or a computer that can be programmed) are replaced by an outcome related learning plan. It views the child as 'constructing knowledge' all the time by minimizing the presentation of knowledge divided into bits of information to be memorized directly from the text or through activities after 'motivating' children, and finally on evaluating to see if children remember what they have learnt. This is not only adapted for 'cognitive subjects' such as mathematics and science, language and social science, but equally for values, skills and attitudes.
10. Teachers use activities which enables them to give individualized attention to children, and to make alterations in a task depending on their requirements and variations in the level of interest. They children in planning the class work and add richness to the classroom. They use a flexible lesson plan so that the ongoing activity might be altered for the needs of any child. The practices of teachers in classrooms, the materials they use, and the evaluation techniques employed are internally consistent with each other.

6. At the level of Cluster Resource Centre

1. CRCs are the centers of teacher empowerment, where the teachers share their experiences and innovative practices in the teaching learning processes.
2. The monthly CRC meetings are conducted regularly and are primarily used for sharing innovative practices in classrooms by the teachers and for discussing the implementation of Active Learning Methodology. The teachers are provided with support materials, orientation, and tips on effective use of these methodologies during these meetings.
3. Model classes are conducted by the Resource Persons for the benefit of all other teachers for emulation and it becomes useful for teachers to clarify their doubts and use the methodologies appropriately for effective implementation.
4. CRC functions as the information / resource centre for the students, teachers, and community members. It has a well established Resource library having different kinds of books, charts, posters, maps, atlases, CD / DVD related to all the subjects of all levels and issues such as constitutional values, gender bias, CWSN, SSHE etc. It has Computer and proper sitting arrangement so that story telling and demonstration classes can be conducted by Community Members and CRPs from time to time. The library functions as a language lab. Such resource libraries support teachers at the cluster and block levels and complement as well as strengthen qualitative learning.
5. CRCs have the entire advanced materials and equipments related to the effective teaching of Mathematics and Science at higher level in CRC's Resource lab. The Resource lab has all the advance equipments and apparatus related to Mathematics, Science, and Crafts Teaching.
6. Schools in the cluster have a plan in their timetable so that for half a day, once a week, their science lab class is held at the cluster - level lab for providing better exposure to their children. Teachers use the Cluster Resource Centre effectively by attending meetings, borrowing books, bringing their children to Resource lab and participating in all activities and discussions such as conduction of fairs, exhibitions, cultural programmes and issue based orientation / discussions for Community members.
7. CRPs study problems and issues related to quality through effective use of monitoring formats and support materials like DISE, ADEPTS, and Learning Tracking Format etc. They make monthly activity plans and provide regular and onsite support to all the schools of the CRC by visiting the schools regularly. Apart from the conduction of one-day recurrent trainings (monthly meeting), they conduct trainings for teachers and Community members from time to time as per requirement and document all the activities of the CRC.

7. At the level of Block Resource Centre

1. All the BRCs have a computer operator cum accountant and Block Programme Officer to look after the administrative issues and 3 BRPs from Language (English), Mathematics and Science faculties look after the academic issues.
2. BRCs are well equipped with Computer, Telephone, Teaching – Learning Resource Materials and other materials for conduction of good residential trainings.
3. BRPs make monthly plans and conduct Regular (monthly) review meetings at BRCs with CRPs, teachers and VEC representatives according to the nature of activity. They provide onsite support in CRCs, Schools and document all these activities regularly. They attend regular meetings at the district level and disseminate the information to CRC, School through viable media.
4. Activities at BRCs include conduction of trainings for Teachers, CRPs and Community members. Each BRP adopts the CRCs equally and makes regular visits to CRC and schools of that CRC in rotation to provide onsite support.

5. They analyze the information and data from CRCs / Schools and discuss about the corrective measures with Block level Resource Network to make interventions and address the issues appropriately.
6. BRCs function as a higher level Resource Centre having good facilities not just for the conduction of residential training but also for the record keeping, data analysis, planning, disseminating information and conduction of consultation workshops, fairs, exhibitions, meetings etc.
7. BRCs also have appropriate materials and resources related to the teaching of all the subjects (as mentioned under CRC). Apart from books and magazines, the block-level libraries provide access to the new information technology to enable children and teachers to connect with the wider world. They are also linked up with community libraries functioning in rural areas and government libraries existing in many district headquarters. Each block specializes in a subject area and together there are adequate resources in the district.

At the level of DIET / District Level Office

1. DIET and DLO work together in coherence and share responsibilities to ensure quality education in the District.
2. The annual calendars for School, CRC and BRC are prepared at the district level by incorporating all the activities to be done at these centers respectively. It covers all the areas pertaining to cognitive, non-cognitive, and physical development of a child. It includes the participation of Community in activities at all the levels.
3. A District Resource Group having a balanced team of thinkers, writers, motivators, trainers, researchers, monitors from within and outside the system work in accordance for achieving the desired outcomes by designing, preparing, trying, implementing, supporting, evaluating, analyzing and reinforcement.

At the level of Divisional (Regional) Level Office

1. All the members of District Resource Group (having a balanced team of thinkers, writers, motivators, trainers, researchers, monitors from within and outside the system working in accordance for achieving the desired outcomes by designing, preparing, trying, implementing, supporting, evaluating, analyzing and reinforcement) meet periodically at division headquarter according to a schedule to discuss about the updates regarding work progress and problems faced.
2. The divisional level office plans activities by consulting the districts. It also reviews, monitors, supervises, coordinates and provides continuous active support in implementation of the programmes for bringing about the desired outcomes at all levels and among all stakeholders.

At the level of SCERT (JCERT) / State Level Office

1. JCERT (SCERT) and SLO (SSA Jharkhand) work together in coherence and share responsibilities to ensure quality education in the District. JCERT takes the lead in material development such as curriculum revision, syllabus design, textbook development and development of other resource materials like Teachers' Handbook, need / issue based Teacher-Training modules etc. while SLO supports for development of all the materials (vision document, mission statement, support documents, concept papers, job-charts, training modules, reading materials, curriculum, syllabus, textbooks, workbooks, worksheets, handbooks, academic calendar, monitoring and support formats / tools etc.) related to quality improvement in the State as per the State Plan and Activities Calendar.
2. JCERT has an improved infrastructure and functioning. It prepares and disseminates necessary guidelines, information's, content and activity calendar for Teacher-Training Institutes of the State for improving their function, culture, and infrastructure.

3. The State Core Group is formed, its roles and responsibilities are formulated, and it becomes effectively functional with continuous capacity building through consultation, workshop, and discussions.
4. This Group gets support and consultation from National level Resource Agencies and Resource Persons. Comprising of National level consultants (Resource Persons), eminent educationists, Resource Persons from all levels and disciplines, Teacher-Trainers, Teachers and pedagogues, the group facilitates the quality improvement programmes by developing materials (vision document, mission statement, support documents, concept papers, job-charts, training modules, reading materials, curriculum, syllabus, textbooks, workbooks, worksheets, handbooks, academic calendar, monitoring and support formats / tools), disseminate information, train and orient the personnel of the resource network for a deeper pedagogical understanding (notion and type of activities and their balance, appropriate use of material, better classroom organization, planning and assessment) and provide regular, onsite support, feedback and guidance.
5. The Resource network uses resources, technology (internet, phone, IVR) and skills effectively (in a balanced way) in order to achieve the desired outcomes. For sharing and dissemination of ideas and information, effective use of internet is done by developing and updating website, blogging, sharing (posting), and linking with other websites.

1.1. Sate's 3-Year Vision of Quality, including:

- **Desired outcomes at the level of children, teachers/schools, support systems, and state level (in the form of concrete indicators to be achieved over next 3 years).**

State three year vision for quality has been developed by a core team at state level. Member of this team are government officials, project workers, teachers some NGOs and UNICEF.

Parameter	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
Learning Processes & Learning Outcomes	Teachers have a comprehensive teaching plan which ensures learning not just in Classroom but also in school premises and outside school. There is an active learning process in the classrooms where children are involved in activities. They are experiencing, exploring, questioning, discussing, analyzing, experimenting, applying and consolidating to construct their knowledge. Teachers are in the role of a facilitator providing	Development of Teacher Training Package	Apr. 2010	SLO
		Development of monitoring / assessment tools and support materials	June'2010 Jun 2010	SLO
		Development of lab / library manuals for teachers	April 2010	SLO
		Development of Syllabus, Curriculum Coverage Plan	Third qtr 2010	JCERT / SLO
		Development of textbooks, Teacher's handbook	(May to Sept'10)	JCERT,SLO
		Conduction of Teacher Training at all levels for all teachers aiming at desired outcomes	Jun, July'10	SLO, DLO, BRC, CRC
			Jun 'July'10	SLO

Parameter	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
	<p>continuous support to children by mentoring and providing access to resource materials.</p> <p>Students are constructing knowledge and skills appropriate to their age and using the local contexts and references to link with their classroom experiences.</p> <p>Material (curriculum, syllabus, textbooks, teachers' hand book, Teachers' Training Package, TLMs, TLEs, Assessment tools) development is in tune / harmony with the vision / LEP and is being used aptly by children and teachers</p> <p>Training / Capacity building of Teacher-Trainers, Teachers, Resource Persons, Educational Officers and Supervisors is done on Learning Processes, Outcomes and focused areas of LEP</p> <p>There is continuous Follow up and onsite support by the monitoring team for ensuring desired classroom processes.</p>	<p>Conduction of Training for Resource Persons</p> <p>Conduction of orientation workshop for Educational / Field Officers</p> <p>Conduction of Seminar on "Effective teaching of Mathematics and Science at Upper Primary Level"</p> <p>Conduction of Educational Fairs at all levels (Science / Maths mela, Creative workshops and exhibitions for art, craft and language skills)</p> <p>Modification of Job Chart for Resource Persons, Supervisors and Field Officers</p> <p>Scheduling and Implementation of monitoring, follow up, supervision and onsite support for ensuring effective classroom processes.</p>	<p>Oct'2010</p> <p>Dec'2010</p> <p>July'2010</p> <p>Aug'2010</p>	<p>SLO</p> <p>SLO</p> <p>SLO, DLO, BRC, CRC</p> <p>SLO, DLO</p>
Comprehensive Quality Vision/ Framework	<p>A Vision Document in tune with NCF 2005 and RTE 2009 is prepared</p> <p>Dissemination / Sharing of vision for a deeper pedagogical understanding among all stakeholders and in convergence with</p>	<p>Preparation (Finalization) of the vision document</p> <p>Disseminating / Sharing the vision by consultation workshops at all levels and by media.</p>	<p>Ist qtr 2010</p> <p>Apr'2010</p>	<p>SLO</p> <p>SLO, DLO, BRC, CRC</p> <p>SLO, DLO,</p>

Parameter	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
	different academic bodies is done at all levels Identification and development (capacity building) of Resource Network across all levels Strengthening of core and enabling components in consultation with consultants, Resource Network and Key stakeholders is done in a phased manner.	Identification of Resource Group for all levels Capacity building of Resource Groups Deeper strategic planning with Key stakeholders to meet the requirements in-tune with RTE 2009 and desired outcomes in a phased manner	April '2010 1 st Qtr'2010	BRC, CRC SLO, DLO, BRC Dept. of Education, JCERT, SLO
Vision-based Curriculum, Syllabus and Teaching Learning Materials	Material (curriculum, syllabus, textbooks, teachers' hand book, Teachers' Training Package, TLMs, TLEs, Assessment tools) development is done in tune / harmony with the vision / LEP and focus is given to integrate all key issues in the training package. Training package contains session plan, note for trainers and reading materials. Reading materials and information through distance education mode are provided time to time for continuous support to teachers. Learning materials of Science, Mathematics, Language lab / corner are available and used regularly apart from the books of library.	Development of Teacher Training Package Development of monitoring / assessment tools and support materials Development of Syllabus, Curriculum Coverage Plan Development of textbooks, Teacher's handbook Field Trial of materials developed by NCERT, IGNOU, JCERT to be analyzed and made compatible as per feedback and requirement Strengthening of Distance Education mode and use of technology for schools, teachers and learners Involvement of NCERT, NBT, CBT and other NGOs for reading promotion	1s qtr 2010 Ist year and 2 nd year 3 rd qtr 2011 3 rd qtr 2010 Sept oct 2010	SLO SLO SLO JCERT / SLO JCERT,SLO JCERT, SLO JCERT, SLO
Learning Assessment	Learning assessment plan is made for three years and examinations should be phased out within this period	NCERT's Source Book on Learning assessment will be implemented and assessment will be inbuilt in the learning processes. Learning materials	Through out the year	JCERT, SLO, DLO, BRC, CRC, School Teachers

Parameter	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
	Assessment is continuous, comprehensive and a part of learning process.	will incorporate the elements of continuous and comprehensive evaluation. Monitoring team and Resource Network will ensure its effective use.		
Ensuring Teacher Capacity & Effectiveness	<p>Teacher –Training is a continuous process at all levels and teachers are provided with continuous support from resource materials and resource persons.</p> <p>Ten day's residential training is done to enhance the learning and a deeper understanding about the active learning process whereas the 10 day's non residential training is on the follow up mechanism by using reading materials and supportive tools.</p> <p>Teachers are accountable for the learning enhancement of a group of children. All the children of a school are divided by the total number of teachers and each teacher is accountable for the all round development of his / her group of children</p>	<p>Conduction of teacher training at all the levels (state, division, district, BRC, CRC) in all modes (residential, non-residential, distance)</p> <p>Continuous support and guidance from BRP / CRP / Resource network</p> <p>Development of a mechanism for teacher accountability</p>	<p>April to oct (2010-2012)</p> <p>1st and 2nd qrt</p>	<p>SLO, DLO, BRC, CRC</p> <p>BRP / CRP / Resource Network</p> <p>Department of Education, SLO</p>
Academic Support & Monitoring systems	<p>Resource network is developed and strengthened in three years to provide continuous support.</p> <p>Capacity building of existing monitoring system (CRP / BRP / BEEO) is done to provide continuous support to teachers.</p>	<p>Continuous support and guidance from BRP / CRP / Resource network</p> <p>A comprehensive job chart to be prepared for Monitoring team, Resource Network and Teachers to ensure academic support and effectiveness to attain qualitative improvement.</p>	Through out the year	<p>BRP / CRP / Resource Network</p> <p>Department of Education, SLO</p>
Minimum Enabling	Teacher requirement is addressed in tune with RTE	Teacher requirement is addressed in tune with RTE	2010-11, 2011-12,	Department of

Parameter	3-Year Desired Outcomes	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
Conditions	<p>2009 and capacity building of teachers is done accordingly</p> <p>Teachers support is done by CRC, BRC, DIET through onsite support and monitoring.</p> <p>Institutional development is done</p> <p>Performance assessment is done to ensure effectiveness.</p> <p>Comprehensive Planning and research is done for improvement and remedial measures</p> <p>Policy and administration addresses the needs of qualitative improvement</p>	<p>2009 and capacity building of teachers is done accordingly</p> <p>Teachers support is done by CRC, BRC, DIET and Resource Network through onsite support and monitoring.</p> <p>Institutional development is done by the department of Education as per RTE needs.</p> <p>Performance assessment is done at all levels to ensure effectiveness and accountability.</p> <p>Comprehensive Planning, research and analysis of data / feedback is done at all levels for improvement and remedial measures.</p> <p>Policy and administration addresses the needs of qualitative improvement</p>	<p>And 2012-13</p> <p>Within 3 years</p>	<p>Education</p> <p>CRP, BRP, Resource Network</p> <p>Department of Education</p> <p>Department of Education, SLO, DLO, BRC, CRC</p> <p>Department of Education, SLO, DLO, BRC, CRC</p> <p>Department of Education</p>
Community & Civil Society Partnerships	<p>Community owns the school and makes the school development plan in consultation with child parliament and school teachers.</p> <p>Community supports the school by participating actively for the cognitive, non cognitive and physical development of school children.</p>	<p>Conduction of regular VEC meetings is ensured.</p> <p>Sensitization / Orientation of the community are done on all key issues including the rights of children and NCF.</p> <p>Community supports in activities of school such as conduction of storytelling, fests, exhibitions, fairs and by providing books and equipments to the library and schools respectively.</p>	<p>2010-11</p> <p>1st and 2nd qtr</p>	<p>VEC, CRC School,</p> <p>CRC, BRC, DLO</p> <p>VEC, CRC, School</p>

Source: AWP & B 2010-11, Jharkhand

Different type of resource group will be involve to develop vision best curriculum syllabus text book and teaching learning material. National level resource group will also be involved.

State vision of changes desired in classroom processes for:

- **Language learning**
 - **Mathematics learning**
 - **Science learning**
 - **Social Science learning**
 - **Arts education**
-
- **Desired Changes in Language Learning**
 - i. Children learn in holistic situations that make sense to them rather than in a linear and additive way that often has no meaning. An integrated approach to the teaching of different skills of language is used with a special focus on reading, writing and communicative competence.
 - ii. Teachers use appropriate methodologies for teaching Language in which the subject matter is explored further with the help of small group talk among children, and undertaking activities that nurture the abilities to compare and contrast, to wonder and remember, to guess and challenge, to judge and evaluate. Skill and value areas are also included in language classes.
 - iii. Children's home language is respected and used / linked for acquiring a new language. It can also be the medium of learning / instruction.
 - iv. Language teaching is multilingual not only in terms of the number of languages offered to children but also in terms of evolving strategies that would use the multilingual classroom as a resource.
 - v. At the primary stage, child's languages are accepted as they are. At this stage, oracy and literacy are the tools for learning and for developing higher-order communicative skills and critical thinking.
 - vi. Input-rich communicational environments are ensured for language learning, whether first or second (English). Inputs include textbooks, learner-chosen texts, and class libraries, allowing for a variety of genres: print (for example, Big Books for young learners); parallel books and materials in more than one language; media support (learner magazines/newspaper columns, radio/audio/video materials); and "authentic" materials are used for language learning. For beginning reading, the classroom have a print rich environment, displaying pictures, scenes, signs, symbols, charts, work-organizing notices, etc. that promote 'iconic' recognition of the written symbols, in addition to teaching letter-sound correspondences.
 - vii. In language classes, stories, poems, songs and drama link children to their cultural heritage, and give them an opportunity to understand their own experiences. First-generation school goers are given opportunities to construct their own texts and contribute self-selected texts to the classroom.
 - viii. In order to develop reading habits in children, teachers develop their basic pedagogical skills (understanding where the learner is, explaining, asking appropriate questions and, an understanding of the processes of learning to read, which range from bottom-up processes such as syllable recognition and letter-sound matching, to top-down processes of whole-word recognition and meaning making from texts) and class-management skills. They focus on imaginative input and articulation rather than errors or hard spots.
 - ix. To consolidate reading, there is a need for imaginative input that can be read with appropriate gestures, dramatization, etc. Writing down experiences narrated by children, and then having them read the written account can be another activity in addition to reading of additional material: stories, poems, etc.
 - x. For developing listening, locally available resources like folklore and storytelling, community singing and theatre are used and by providing exposure to input rich environment, speaking skills are developed.

- xi. Reading is readily accepted as a focus area of language learning. Opportunities for individualized reading are built at all stages in order to promote a culture of reading, and teachers set the example of being members of such a culture.
- xii. During the primary years, writing abilities are developed holistically in conjunction with the sensibilities associated with talking, listening, and reading. At upper primary classes, note making and mechanical copying from the blackboard, textbooks and guides are minimized and reutilization of tasks like letter and essay writing are increased, so that imagination and originality are allowed to play a more prominent role in education.
- xiii. The goals for a second-language (English) acquisition are; attainment of a basic proficiency, such as is acquired in natural language learning, and the development of language into an instrument for abstract thought and knowledge acquisition through literacy.
- xiv. All teachers who teach English have basic proficiency in English. All teachers have the skills to teach English in ways appropriate to their situation and levels based on some knowledge of how languages are learnt.
- xv. Language evaluation is not tied to "achievement " with respect to particular syllabus, but is reoriented to the measurement of language proficiency. Evaluation made an enabling factor for learning rather than an impediment.

- **Desired Changes in Mathematics Learning**

- i. Children learn to enjoy mathematics rather than fear it. They learn important mathematics : (Mathematics is more than formulas and mechanical procedures). They see mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on. Children pose and solve meaningful problems and use abstractions to perceive relationships, to see structures, to reason out things, to argue the truth or falsity of statements.
- ii. Children understand the basic structure of Mathematics: Arithmetic, algebra, geometry and trigonometry, the basic content areas of school Mathematics for abstraction, structuration and generalization and Teachers engage every child in class with the conviction that everyone can learn mathematics.
- iii. Developing children's abilities for mathematisation is the main goal of mathematics education and the narrow aim of school mathematics is to develop 'useful' capabilities, particularly those relating to numeracy--numbers, number operations, measurements, decimals and percentages.
- iv. The higher aim is to develop the child's resources to think and reason mathematically, to pursue assumptions to their logical conclusion and to handle abstraction. It includes a way of doing things, and the ability and the attitude to formulate and solve problems.
- v. Many general tactics of problem solving are taught progressively during the different stages of school : abstraction, quantification, analogy, case analysis, reduction, simpler situations, guess-and-verify exercises etc.
- vi. Visualization and representation skills of Mathematics are developed through modeling situations using quantities, shapes and forms. Mathematical concepts are represented in multiple ways, and these representations serve a variety of purposes in different contexts. In terms of early mathematics, working with concrete materials, then pictures and finally with symbols are practiced.
- vii. Connections / links are made between Mathematics and other subjects of study and better use of the time that children spend in school is utilized in terms of the problem-solving and analytical skills that it builds, and in preparing children to better meet a wide variety of problems in life.
- viii. At the pre-primary stage, all learning occurs through play rather than through didactic communication. Rather than the rote learning of the number sequence, children learn and understand, in the context of small sets, the connection between word games and counting, and between counting and quantity. They make simple comparisons and classifications along one

dimension at a time, and identify shapes and symmetries. The children use language to freely express their thoughts and emotions, rather than in predetermined ways.

- ix. Children develop a positive attitude towards, and a liking for, Mathematics at the primary stage through Mathematical games, puzzles and stories which help in developing a positive attitude and in making connections between mathematics and everyday thinking. Besides numbers and number operations, due importance is given to shapes, spatial understanding, patterns, measurement and data handling.
- x. Apart from computational skills, stress is laid on identifying, expressing and explaining patterns, on estimation and approximation in solving problems, on making connections, and on the development of skills of language in communication and reasoning.
- xi. At the upper primary stage, students do application of powerful abstract concepts that compress previous learning and experience. This enables them to revisit and consolidate basic concepts and skills learnt at the primary stage, which is essential from the point of view of achieving universal mathematical literacy. Students at this stage are introduced to algebraic notation and its use in solving problems and in generalization, to the systematic study of space and shapes, and for consolidating their knowledge of measurement. Data handling, representation and interpretation form a significant part of the ability of dealing with information in general, which is an essential 'life skill'. The learning at this stage also offers an opportunity to enrich students' spatial reasoning and visualization skills. Mathematics lab having necessary equipment, tools and self learning materials is used for a deeper practical understanding about mathematical concepts.

- **Desired Changes in Learning Environmental Science**

- i. For the primary grades, the natural and the social environment will be explained as integral parts of languages and mathematics. Children should be engaged in activities to understand the environment through illustrations from the physical, biological, social, and cultural spheres. The language used should be gender sensitive. Teaching methods should be in a participative and discussion-oriented mode.
- ii. For Classes III to V, the subject Environment Studies (EVS) will be introduced. In the study of the natural environment, emphasis will be on its preservation and the urgency of saving it from degradation. Children will also begin to be sensitized to social issues like poverty, child labour, illiteracy, caste and class inequalities in rural and urban areas. The content should reflect the day-to-day experiences of children and their life worlds.

- **Desired Changes in Learning Science**

- i. Teaching of Science would involve methods having several interconnected steps: observation, looking for regularities and patterns, making hypotheses, devising qualitative or mathematical models, deducing their consequences, verification or falsification of theories through observations and controlled experiments, and thus arriving at the principles, theories and laws governing the natural world. (The laws of science are never viewed as fixed eternal truths. Even the most established and universal laws of science are always regarded as provisional, subject to modification in the light of new observations, experiments and analyses.)
- ii. The content, process, language and pedagogical practices in teaching science are age appropriate, and within the cognitive reach of the child. The contents are simplified by teachers through materials, equipments, activities to the cognitive level of the learner to nurture the natural curiosity and creativity of the child.
 1. Process validity enables the learner in acquiring the methods and processes that lead to the generation and validation of scientific knowledge and in learning to learn science.
 2. Historical validity enables the learner to appreciate how the concepts of science evolve over time. It also helps the learner to view science as a social enterprise and to understand how social factors influence the development of science.

3. Environmental validity enables them to appreciate the issues at the interface of science, technology and society, and equip them with the requisite knowledge and skills to enter the world of work.
4. Ethical validity promotes the values of honesty, objectivity, cooperation, and freedom from fear and prejudice, and inculcates in the learner a concern for life and preservation of the environment.

At the primary stage, children get engaged in joyfully exploring the world around and harmonizing with it by nurturing their curiosity about the world (natural environment, artifacts and people). They engage themselves in exploratory and hands-on activities for acquiring the basic cognitive and psychomotor skills through keen observation, classification, critical thinking, problem solving, inference, creativity etc and develop basic language skills : speaking, reading and writing not only for science but also through science. Science and social science are integrated as 'environmental studies' as at present, with health and sanitation as an important component.

At the upper primary stage, the children get engaged in learning the principles of science through familiar experiences, working with hands to design simple technological units and modules (e.g. designing and making a working model of a windmill to lift weights) and continue learning more about the environment and health, including reproductive and sexual health, through activities and surveys. Scientific concepts are developed by learners from activities and experiments. Science content at this stage is not regarded as a diluted version of secondary school science but Group activities, discussions with peers and teachers, surveys, organization of data and their display through exhibitions, etc. in schools and the neighborhood become the important components of learning.

- **Desired Changes in Learning Social Science**

- i. The social sciences encompass diverse concerns of society, and include a wide range of content drawn from the disciplines of History, geography, political science, economics, sociology and anthropology. Social Science perspectives and knowledge are indispensable to building the knowledge base for a just and peaceful society. The content aims at raising students' awareness through critically exploring and questioning of familiar social reality. The possibilities of including new dimensions and concerns, especially in view of students' own life experiences, are considerable.
- ii. Because of social sciences being considered as non-utility subjects and given less importance than the natural sciences, it is emphasized to provide the social, cultural, and analytical skills to adjust to an increasingly interdependent world, and to deal with political and economic realities.
- iii. Social sciences are not just taught to merely transmit information through given text to be memorized for examinations but the content focuses on a conceptual understanding rather than lining up facts. It also takes care about personal and societal issues related to health and hygiene.
- iv. For the primary grades, the natural and the social environment are explained as integral parts of languages and mathematics. Children get engaged in activities to understand the environment through illustrations from the physical, biological, social, and cultural spheres. The language used is gender sensitive and teaching methods are in a participative and discussion-oriented mode.
- v. For Classes III to V, the subject **Environment Studies (EVS)** introduces concepts about natural environment, emphasizing on its preservation and the urgency of saving it from degradation. Children will begin to be sensitized to social issues like poverty, child labour,

- illiteracy, caste and class inequalities in rural and urban areas. The content reflects the day-to-day experiences of children and their life worlds.
- vi. At the upper primary stage, Social Studies draw its content from History, geography, political science and economics. **History** takes into account developments in different parts of India, with sections on events or developments in other parts of the world. **Geography** helps in developing a balanced perspective related to issues concerning the environment, resources and development at different levels, from local to global. In **Political Science**, students get introduced to the formation and functioning of governments at local, state, and central levels and the democratic processes of participation. The **economics** component enables students to observe economic institutions like the family, the market and the state. A multidisciplinary approach is used to address these themes.
 - vii. In general Social science, teaching revitalizes for acquiring knowledge and skills in an interactive environment. The teaching of the social sciences adopts methods that promote creativity, aesthetics, and critical perspectives, and enable children to draw relationships between past and present, to understand changes taking place in society. Strategies like Problem solving, dramatization and role play are employed and teaching utilizes greater resources of audio-visual materials, including photographs, charts and maps, and replicas of archaeological and material cultures.
 - **Use of Education Technology (Computer Science, ICT, CAL)**
 - i. ET facilities are used at all levels of schools through cluster and block resource centers, district, state and national level institutions — in order to provide hands on experience in using ET for children, teachers and teacher educators. It includes something as simple as the audio/video-recording of an interview with a village elder, or a video film / game. Children get more direct access to multimedia equipment and Information Communication Technology (ICT), and explore their own creative imagination. Interactive, Net - enabled computers, rather than only CD-based computer usage are facilitated.
 - **Desired Changes in Learning Arts and Craft**
 - i. Art education is a necessary activity in all the schools and local art forms and crafts are promoted through cultural programmes, exhibitions and fairs. It is organized in School, Cluster, Block, District and State level. Children having talent in any form of art / craft are recognized and a proper concealing is given to their parents in order to promote the talent.
 - **Desired change in the learning level of student in multi lingual situation --**
 - i. Jharkhand is known for multilingual state. There are five major tribal languages and four regional languages, major tribal languages are – Santhali , Mundari, Kurukh, Ho. Children come to the school with their home language (Tribal Language) which doesn't match with school language. The learning gap will be bridged through appropriate learning material like primers, story books folk lores. A resource group will be formed to develop tribal language related materials as stated above. This will work as a support team in tribal populated zones. The knowledge of children will be used
 - **State worked towards preparing a State Vision Document that presents each of the above? processes/ participants/timeline for developing this Vision Document? Vision being disseminated across all stakeholders?**
 - i. A State level team having representatives from Department of Education, JCERT and JEPC (SSA) participated in the Regional workshops organized by Dept. of School Education and Literacy, MHRD, Govt of India on "Education of Equitable Quality" at Kolkata and Bhopal. As a follow up to these workshops, a visioning workshop was held in the State with all secretaries, SSA officials, UNICEF and Department of Human Resource Development department and it was followed by discussions at State level towards developing a vision document / mission

statement for quality education in the state. These discussions were pioneered by the Education Secretary and valuable contributions were made by the Director, Primary Education, SPD-SSA, SPC-SSA, representatives from the department of Secondary and Higher Education, Jharkhand Academic Council, JCERT, JEPC, SRG (SSA) and School Teachers.

- ii. A broad outline was drawn and various points were discussed to arrive at a common understanding about the vision of quality education. The outlines drawn for the vision are based on the core beliefs and assumptions about children, their needs and State's concern to provide quality education by consolidating the gains of SSA in tune with NCF 2005 and RTE 2009. The framework for vision is more in the shape of desired outcomes in terms of children, teacher, school, classroom processes and support systems which the State plans to achieve in the forthcoming (3) years.
- iii. This vision framework has to be discussed in full length with all the stakeholders to arrive at the final vision document and mission statement. It is planned to invite opinions from the Children, Community, Teachers, Resource Persons, Educational Officers and Educationists by conducting workshops, seminars and by using electronic and print media. Four workshop will be at state level 5 workshop at division level and 50 workshop will be organized at district and sub district level Their opinions will be taken by asking questions like ;
 - a. What according to you should be and happening in a good school ?
 - b. What are the improvements that need to be brought into government run schools for you to willingly send your child to such schools ?
 - c. How should be a good teacher and what should be her / his work and functions ?
 - d. What and how should a child be taught in schools?

There is a need and plan to develop a Resource Network at all levels (community & school, CRC, BRC, District, Division, State) for

- Disseminating the information / ideas (through workshops / seminars / internet)
- Developing a deeper pedagogical understanding (through training, reading materials)
- Developing all the supportive documents / materials (through workshops)
- Achievement of desired outcomes (by continuous support and monitoring)

According to recent developments, emphasis is being given for disseminating information at all levels related to "Right to Education – 2009". A special programme was organized by the department of Human Resource Development, Government of Jharkhand in support with UNICEF for all the Ministers and M.L.A.s of the State to discuss about the key issues related to RTE.. A press conference was also organized for mass media to talk about and disseminate information regarding Right to Education and Education of Equitable Quality.

1.2. Harmonization of all components around this Quality Vision:

- **Steps are being taken to ensure that curriculum, syllabus, textbooks, TLMS, teacher-training and assessment systems are all harmonized in sync to support the above changes in classroom practices?**

Since its inception, the State is following the Curriculum, Syllabus, and Textbooks as prescribed by NCERT for all the Upper Primary and Lower Primary Schools of Jharkhand. In tune with NCF 2005. The assessment system followed in the schools is also in tune with the same. However, the State plans to adopt the curriculum in compatibility to the existing situation of the State's educational scenario. JCERT plans to initiate this activity by involving the Resource Network and develop a compatible syllabus as well. Textbooks for Class 1 are already developed by JCERT by

following the same principles as stated in NCF 2005 and in tune with active learning pedagogy. These textbooks were developed by doing a series of workshops, editing and field trialing. According to the feedback received from Resource Persons, Teachers and Volunteers, the textbooks were re modified and the second edition of these textbooks are to be rolled out this year for the entire State. The first drafts of textbooks for Class 2 and 3 are also developed and likely to be published next year. JCERT wishes to develop textbooks for all the subjects of Lower Primary Schools in this manner.

NCERT's source book on Evaluation has been tried out in 40 schools and has got a positive response. It has been translated to Hindi and being incorporated in teacher training packages. It was mentioned in the "Learning Management" training as well as Training on Active Learning, "PAHAL".

- **As a follow-up to the 4 Regional Workshops on 'Education of Equitable Quality' held by MHRD in Jun-Aug 2009, steps are being taken to strengthen convergence between different educational bodies within the State? The challenges and proposed strategies to strengthen this in 2010-11?**

A State level team having representatives from Department of Education, JCERT and JEPC (SSA) participated in the Regional workshops organized by Dept. of School Education and Literacy, MHRD, Govt of India on "Education of Equitable Quality" at Kolkata and Bhopal.

As a follow up to these workshops towards strengthening convergence between different educational bodies within the State, a visioning workshop was held with all the secretaries, SSA officials, Department of Education and UNICEF. It was followed by two workshops on Right to Education for all the officers of Education and Tribal welfare departments. Trainings have been organized by Tribal Welfare department on Active Learning Pedagogy for all the teachers of their schools.

A special programme was organized by the department of Human Resource Development, Government of Jharkhand in support with UNICEF for all the Ministers and M.L.A.s of the State to discuss about the key issues of Right to Education 2009. A press conference was also organized for mass media to talk about and disseminate information regarding Right to Education and Education of Equitable Quality.

1.3 Comprehensive Learning Enhancement Plan:

- **The State has a Comprehensive Learning Enhancement Plan that integrates all quality interventions towards improving learning levels? It centered around a pedagogical model that has been field-tested and proved effective?**

Yes, the State does have a Comprehensive Learning Enhancement Plan which integrates all quality interventions towards improving learning levels. There are two kinds of learning enhancement programmes for two levels ; "BUNIYAD" for Lower Primary Section and "BUNIYAD PLUS" for Upper Primary Section.

These programmes are centered around the pedagogical models of child centered and activity based learning with appropriate use of TLMs and surroundings. The content and learning points covered in the programme are associated with that of textbooks and NCF 2005. Both these programmes have been implemented in the State after field trialing.

- Activities for Reading promotion are also being implemented in the state by providing library books (NCERT, NBT), establishing Reading Clubs and by conducting teacher training to promote reading skills.

"BUNIYAD" of Lower Primary section focuses on the improvement of Reading, Writing, and Mathematical concepts. Based on the principles of active and constructive learning (as mentioned in NCF 2005), the programme has all the quality interventions associated with it. Its focus is to improve the basic competencies of Language and Mathematics through activities, TLMs, exposure, and exercise. It has a mechanism to help children learn at their own pace in groups or individually through activities and appropriate TLM. It has a suggestive monthly teaching plan for teachers and supported by Teachers' handbook, Learning Tracking Format, Monthly Test Questions, Learning Cards, and *Lok Wachan* Calender which helps in displaying children's achievement to parents and get them involved in the Teaching Learning Process. A TLM kit comprising of learning cards and other support materials has been developed and supplied to all the schools for effective implementation of this programme.

"BUNIYAD PLUS" of Upper Primary Section is an extension and follow-up of the LEP for lower primary section. It addresses to the needs and areas of difficulties in learning at Upper primary level for all the subjects of this level. It also involves the active participation of learners, teachers and parents towards the enhancement of learning by constructivism and active learning pedagogy. A teacher's handbook related has been prepared and distributed in all the schools for supporting teachers. It has a mention of appropriate activities and methodologies for ensuring learning. Having scope for children to learn according to their interest, capacity, learning speed and context, this model puts emphasis on the use of activities and contextual materials, involvement of community for academic support and construction of knowledge by learners through experiencing, questioning, exploring, analyzing, experimenting, reading, writing, discussing, responding, presenting and learning by doing. There is a plan to provide exposure and support children of this level to construct their knowledge by organizing exposure visits and conduct Mathematics / Science Fair and Creative workshops on Language Skill development at all the levels.

Progress in LEP Activities in 2009-10

Sl. No.	Activities approved under LEP	Progress against Activities in 2009-10	Coverage (no. of a. districts / b. schools / c. children covered)	Financial Target	Financial Achievement	Outcomes achieved
I	Primary Level					
1.	Training of teachers on effective use of TLMs and activities related to LEP (BUNIYAD) and programme implementation.	Complete	a. 24 b. 40005 c.	100.0125	100.0125	Study on major outcome has been planned
2.	Reading Promotion Programme – Procurement, distribution of guided readers, posters,	NBT/CBT books have been provided to all the school library.	a. 24 b. 40020 c.	440.20	440.20	Study on major outcome has been planned

Sl. No.	Activities approved under LEP	Progress against Activities in 2009-10	Coverage (no. of a. districts / b. schools / c. children covered)	Financial Target	Financial Achievement	Outcomes achieved
	stationery	Collaborative activities have been implemented with "Room to read" and CBT.				
II	Upper Primary Level					
1.	Development of materials for LEP (BUNIYAD PLUS) (Teacher's handbook, TLM) for Language and Mathematics / Science Teaching, conduction of training and implementation	TLMs related to LEP (BUNIYAD PLUS) have been made by teachers after conduction of workshops in CRCs. A handbook has been developed and distributed in all the schools.	a. 24 b. 40020 c.	600.3	600.30	Study on major outcome has been planned
2.	Learning Enhancement in Mathematics - Establishment of Mathematics lab, SLM cards, Exhibition / Fairs at all levels	Establishment of Mathematics lab (corner) is in progress in all upper primary schools.	a. 24 b. 14420 c.	144.2	144.20	Study on major outcome has been planned
3.	Learning Enhancement in Science - Establishment of Science lab, SLM cards, Exhibition / Fairs at all levels	Establishment of Science lab is in progress in all upper primary schools	a. 24 b. 14420 c.	144.2	144.20	Study on major outcome has been planned
4.	Learning Enhancement in Social Science - Preparation, distribution of SLM cards, Exposure Visits	SLM card of social science are in the process of development. Exposure visits are being conducted according to	a. 24 b. 14420 c.	144.2	144.20	Study on major outcome has been planned

Sl. No.	Activities approved under LEP	Progress against Activities in 2009-10	Coverage (no. of a. districts / b. schools / c. children covered)	Financial Target	Financial Achievement	Outcomes achieved
		school's schedule.				
5.	Learning Enhancement in Language Fluency – Preparation, distribution of SLM cards, bilingual / multilingual cards, posters, language learning kits, CDs, equipments	Development of materials related to language fluency is in the process of development.	a. 24 b. 14420 c	158.62	158.62	Study on major outcome has been planned
				1732.00	1732.00	

Source: AWP & B 2010-11, Jharkhand

- **The contributions were made to learning enhancement by the LEP activities carried out in 2009-10?**

1. The basic competencies of Reading, Writing and Mathematics were developed in children according to their level. (for Lower Primary Section)
2. Teachers were empowered to use TLMs and activities with appropriate methodology.
3. Use of TLMs and activities was done appropriately by teachers.
4. Community participated in teaching-learning processes actively.

- **Major issues faced in effectively implementing LEP activities in 2009-10, and strategies are proposed to address these issues in 2010-11 ?**

Due to the lack of follow up and regular monitoring, the effects of LEP programme were not tracked properly. It is planned to make strategies of monitoring, training and enabling the monitors to observe classroom processes and do effective monitoring.

Comprehensive Learning Enhancement Program in 2010-11:

- **Please provide a broad overview of the integrated Learning Enhancement Plan of the State in 2010-11. The LEP should encompass the overall integrated plan of the state for pedagogical renewal and learning enhancement in different subjects. This should include activities from other heads such as Teacher Training, grants, BRC/CRC, remedial, REMS, etc. Funds under 'LEP' head may be specifically assigned for additional resource materials for students or teachers, subject-specific learning resources/ activities, or other materials/ activities that are not covered by any of the other quality-related heads. It should be ensured that when the activities are designed they should not add to the burden of the child but reduce it. In this context it will be important to establish that all TLMs including textbooks are harmonized.**

Salient features of the Learning Enhancement Programme in 2010-11

Level/ Subject	Major Current Issues identified	Expected outcomes of LEP	Proposed Strategies/ Activities	Responsibility	Timeline
Level 1 (Class 1 & 2) Hindi, Mathematics, English	Lack of will among teachers Lack of practice among learners regarding Lack of Community involvement and proper monitoring Deeper understanding about the programme is required	Use of TLMs and Teachers' Hand Book effectively in the Class to improve the skills related to 3R and as focused in LEP phase 1 (BUNIYAD)	Teacher training would focus and inculcate the issues related to qualitative improvement of this level Conduction of Reading promotion activities to be done	DRGs, BRPs, BPOs and CRPs	June 10 to February 2011
Level 2 (Class 3, 4 & 5) Hindi, Mathematics, English, EVS	Same as above	Use of TLMs and Teachers' Hand Book effectively in the Class to improve the knowledge and skills related to the learning points of this level and as mentioned in LEP phase 2 (BUNIYAD PLUS)	Teacher training would focus and inculcate the issues related to qualitative improvement of this level Development of self learning materials to support the training and learning process.	DRGs, BRPs, BPOs and CRPs	June 10 to February 2011
Level 3 (Class 6, 7 & 8) Hindi, Mathematics	Lack of interest in mathematics and science. Social science	Children will be more practical oriented in science and	Teacher training would focus and inculcate the issues		

Level/ Subject	Major Current Issues identified	Expected outcomes of LEP	Proposed Strategies/ Activities	Responsibility	Timeline
tics, English, Science, Social Science	and hindi is being understood as easy subject.	mathematics and will link their experiences with social science subject	related to qualitative improvement of this level Conduction of Maths / Science mela and seminar to address the issues related to the effective teaching of Science and Mathematics at this level.	SRPs, DRGs, BRPs and CRPs.	June 10 to February 2011
At the level of implementers	Lack of trained and experienced resource groups at all the levels.	Resource groups will be formed and trained at all the levels.	Seminar for a deeper pedagogical understanding on NCF 2005, RTE 2009	SPO and DPOs	April- May 2010.

Source: AWP & B 2010-11, Jharkhand

- What baseline is being used for the LEP, what is the target for learning enhancement through the LEP, and how will this learning enhancement be tracked?

The baseline used for LEP is the annual evaluation data and feedback given by teachers, BRP / CRP. The target for learning enhancement through the LEP is the improvement in basic skills at all levels in all subjects with focus on necessary learning points. The indicators have been finalized for level 1 and 2 but it will be made compatible according to State's vision in tune with RTE, NCF and desired outcomes. There is a learning tracking format designed for tracking the learning outcomes of level 1 and 2. A similar format should be developed in tune with the RTE, NCF and desired outcomes to be used in all schools by the monitoring team and teachers.

The following table reflects the over all activities and the coverage planned for the year 2010-11, in which the state has made an attempt to integrate the other quality interventions along with the funds available under LEP

Coverage and Budget for Learning Enhancement Programme in 2010-11

	Major activities under LEP	Type of materials required	Coverage			Unit Cost (In Rs)	Total Cost in lakhs	Head (Intervention)
			No. of districts	Schools	Child ren			
I	Primary Level							
1	Preparation and distribution of SLM for teacher to revitalize the ongoing LEP	SLM	24	39108		Rs. 200 per school	78.21	LEP
2	Development and distribution of support material and tools for providing onsite support and supervision by monitoring team	Formats	24	39108		Rs. 200 per school	78.21	LEP
3	Development of Resource network in all the district	Study document etc,	24	39108		30/-	11.73	LEP
4	Strengthening of reading rooms (children library for reading promotion in all schools) with stationary	Books & stationary	24	39108		1500/-	586.62	LEP
5	Conduction of non residential teacher training at CRC level on LEP phase I and II	Stationary	24	39108				Teacher training
6	Orientation of Divisional & District level Educational Officers	Documents on MGML chart paper etc. Training materials Venue, Resource Person	(8 + 4) 12 dts	491	39200 (33200 of Class I & II of 4 districts + 6000 of class I of 8 districts)			UNICEF
7	Exposure visit of education officers &	Travel and staying	8 dts	141	6000			UNICEF

	Major activities under LEP	Type of materials required	Coverage			Unit Cost (In Rs)	Total Cost in lakhs	Head (Intervention)
			No. of districts	Schools	Child ren			
	head teachers to other state	arrangement						
8	Exposure visit of the selected school teachers of 8 districts (MGML school attachment programme) to 235 pilot schools of 4 districts	Study documents; travel and stay arrangement	8 dts	141 (141 X 2 = 282 teachers + 8 CRPs)	6000			UNICEF
9	Refresher training & orientation of RPs on MGML	Study documents handouts chart Travel and stay arrangement	40 RPs	491	39200			UNICEF
10	10 days residential training of teachers & CRPs on MGML	Study documents Travel and stay	8 dts	141 (141 X 2 = 282 teachers + 8 CRPs)	6000	Rs. 100/teacher/day		Teachers training (SSA) Resource persons honorarium (UNICEF)
11	Preparation of TLM by teachers during training for MGML classes	Various stationary materials	8	141	6000	Rs.150 per teacher for 10 days and later use in the MGML class	0.423	LEP
12	10 days residential training of teacher, extenders and CRPs on MGML	Required training materials with traveling and stay arrangement	3	115 schools (115 X 2 = 230 teachers + 11 CRPs)	6500			UNICEF

	Major activities under LEP	Type of materials required	Coverage			Unit Cost (In Rs)	Total Cost in lakhs	Head (Intervention)
			No. of districts	Schools	Child ren			
13	Development & distribution of learning kits of MGML and related stationary.	MGML learning cards, learning ladder, progress chart, child portfolio, writing sheets, pencil, rubber, sharpener etc.	8	141	6000	Rs. 4940 per school (inc transportation cost)	6.965	LEP
14	Development & distribution of learning kits of MGML and related materials.	MGML learning cards, learning ladder, progress chart, child portfolio, writing sheets, pencil, rubber, sharpener etc.	4	350 (235 old schools + New 115 schools)	33200 of Class I & II of 4 districts			UNICEF
15	Monthly cluster meeting of MGML trained teachers of 8 new districts	Refreshment Stationary	8	141 (141 X 2 = 282 teachers)	6000	50/teacher/meeting		Cluster meeting
16	Monthly cluster meeting of MGML trained teachers of pilot schools of 4 districts for 10 months.	Refreshment Stationary	4	350 schools	33200			UNICEF
17	Hand hold & provide support to teachers of project schools of 4 pilot districts	Honorarium Mobility support	4	350 schools	33200			UNICEF
18	Establishment of	Soft board		39108		1500/-	586.62	LEP

	Major activities under LEP	Type of materials required	Coverage			Unit Cost (In Rs)	Total Cost in lakhs	Head (Intervention)
			No. of districts	Schools	Children			
	Ecological corner in Primary school	& display material, thermocol, chart paper, house hold waster material, seccior, color pencil.						
II	Upper Primary Level							
1	Strengthening of reading rooms (children library for reading promotion in all upper primary schools) with stationary	Books	24	13757		1000/-	137.57	VEC grant
2	Preparation and distribution of SLM to revitalized ongoing LEP for experienced based science, math learning	SLM	24	13757		300/-	41.271	LEP
3	Development and distribution of Bilingual cards and learning materials for tribal language	Modules and tools	24	1000		1000	10.00	LEP
4	Use of distance mode of education and technology to promote functional, communicative English	SLM, CDs and Cassettes	24	13757		1000	137.57	LEP
5	Conduction of non residential teacher training at CRC level for experienced based Science, math teaching	Stationary & modules	24	13757				Teacher training
6	Organizing community based local History, Geography learning through traditional folk stories tellers.		24	13757				VEC
7	Conduction of seminar	Science and	24	13551			10.00	State

	Major activities under LEP	Type of materials required	Coverage			Unit Cost (In Rs)	Total Cost in lakhs	Head (Intervention)
			No. of districts	Schools	Child ren			
	to address the key issues related to the effective teaching of Mathematics and Science at this level	Math Kits						Component Head
8	Conduction of Science, Mathematics, Language promotion Fairs, exhibitions at all levels (School, CRC, BRC, DLO, SLO)	Exhibition related materials	24	39108		1000/-	391.08	LEP
	Total out of LEP						1928.699	

Source: AWP & B 2010-11, Jharkhand

Coverage and Budget for Learning Enhancement Programme in 2010-11

	Major activities under LEP	Type of materials required	Cover age	Unit Cost (In Rs)		Total Cost in lakhs	Head (Intervention)	
			No. of districts	Schools	Children			
I	Primary Level							
1	Preparation and distribution of SLM for teacher to revitalize the ongoing LEP	SLM	24	39108		Rs. 200 per school	78.21	LEP
2	Development and distribution of support material and tools for providing onsite support and supervision by monitoring team	Formats	24	39108		Rs. 200 per school	78.21	LEP
3	Development of Resource network in all the district	Study document etc,	24	39108		30/-	11.73	LEP
4	Strengthening of reading rooms (children library for reading promotion in all schools) with stationary	Books & stationary	24	39108		1500/-	586.62	LEP
11	Preparation of TLM by teachers during training for MGML classes	Various stationary materials	8	141	6000	Rs.150 per teacher for 10 days and later use in the MGML class	0.423	LEP
18	Establishment of Ecological corner in Primary school	Soft board & display material, thermocol, chart paper, house hold waster material, secssior, color		39108		1500/-	586.62	LEP

		pencil.						
II	Upper Primary Level							
2	Preparation and distribution of SLM to revitalized ongoing LEP for experienced based science, math learning	SLM	24	13757		300/-	41.271	LEP
3	Development and distribution of Bilingual cards and learning materials for tribal language	Modules and tools	24	1000		1000	10.00	LEP
4	Use of distance mode of education and technology to promote functional, communicative English	SLM, CDs and Cassettes	24	13757		1000	137.57	LEP
8	Conduction of Science, Mathematics, Language promotion Fairs, exhibitions at all levels (School, CRC, BRC, DLO, SLO)	Exhibition related materials	24	39108		1000/-	391.08	LEP
	Total						1928.69	

Source: AWP & B-2010-11, Jharkhand

District Wise distribution of LEP based on Total budget of the district—

Jharkhand LEP Budget District Wise

Sl. No.	Districts	SSA fresh Proposal 2009-10	2% of SSA Fresh Proposal 2009-10	LEP Proposed	% LEP Proposed
1	Bokaro	10279.81195	205.59624	132.30848	1.29
2	Chatra	9860.55335	197.21107	145.07380	1.47
3	Deoghar	11016.52425	220.33049	53.10484	0.48
4	Dhanbad	9817.94300	196.35886	54.98344	0.56
5	Dumka	10388.38840	207.76777	100.80297	0.97
6	East Singhbhum	8468.86340	169.37727	61.94801	0.73
7	Garhwa	10194.38345	203.88767	162.20115	1.59
8	Giridih	16718.57175	334.37144	180.43732	1.08
9	Godda	7646.01605	152.92032	112.09290	1.47
10	Gumla	7811.02780	156.22056	84.25296	1.08
11	Hazaribag	10042.98825	200.85977	80.54157	0.80
12	Ramgarh	4846.22020	96.92440	62.52533	1.29
13	Jamtara	6066.02325	121.32047	82.47516	1.36
14	Koderma	4594.58475	91.89170	45.81953	1.00
15	Latehar	5415.81110	108.31622	30.57079	0.56
16	Lohardagga	3710.20265	74.20405	20.80207	0.56

Jharkhand LEP Budget District Wise

Sl. No.	Districts	SSA fresh Proposal 2009-10	2% of SSA Fresh Proposal 2009-10	LEP Proposed	% LEP Proposed
17	Pakur	6004.09019	120.08180	59.56539	0.99
18	Palamu	12835.08615	256.70172	135.62582	1.06
19	Ranchi	12461.24670	249.22493	108.20741	0.87
20	Khynti	4673.79390	93.47588	18.32781	0.39
21	Sahibganj	7713.79095	154.27582	54.98344	0.71
22	Saraikela	7610.10285	152.20206	45.81953	0.60
23	Simdega	5176.34645	103.52693	50.40973	0.97
24	West Singhbhum	9403.75990	188.07520	45.81953	0.49
	Jharkhand	202756.13068	4055.12261	1928.69900	0.95

Source: AWP & B 2010-11, Jharkhand

Recommendations:

The appraisal team recommends the state proposal for LEP amounting 1928.69 lakhs, which is well with in the permissible limits of 2% out of the Management cost. PAB may like to approve.

- Brief overview of any other major quality initiatives ongoing in the state in 2009-10, and planned for 2010-11:
- An initiative by UNICEF is being done in the State to address the issues related to Multi grade and multilevel teaching. (A detailed document is attached)

Comments:

1. **Quality Framework:** The time and effort invested by the state in developing a quality vision document in line with NCF 2005 is appreciated as is the state's plans to hold further workshops for discussion and dissemination. Some of the areas that could be strengthened are:

- **Integration of equity issues as a cross cutting concern** -The RTE, NCF and the previous two JRM's have elaborated on the need to focus in equity issues and recommended that equity (including gender) issues become an integral part (as a cross-cutting issue) of the quality agenda. The relevant NCF Focus group papers can be used as a resource and consultations with external resource persons could be sought.
- **Greater reflection of issues pertaining to tribal communities, including language:** Given that Jharkhand has a large tribal population greater attention can be paid to reflecting this in the quality framework and desired outcomes in subject areas. In the language section, the strategy on MLE language should be clearly articulated. Similarly, this aspect must be kept in mind when developing the vision for other subjects like social science, environmental science etc.
- **Need for well-worked out action plan:** At present the section on desired changes has been articulated as a vision statement and needs to be followed up with an action plan on how the state plans to get there. A prioritization of issues is required. In general, the report would have been further enriched had an analysis of the ground level situation, lessons learnt positive aspects as well as the obstacles in each of the quality areas been included and the strategies being proposed built on this analysis. This is recommended for subsequent reports

2. **RTE:** The State has organized a meeting on RTE with stakeholders, which is a welcome step as is the state's plans for further dissemination down to the community level. It is recommended that a core group that is well versed with the Act be developed that could conduct such workshops across the State.

3. **Convergence:** Convergence between with the JCERT is evident and a positive step. In order to ensure the implementation of the quality agenda and RTE similar efforts need to be made with other key institutions, especially those related to teacher training. With regard to assessment the NCERT source books are being used on a pilot basis but there needs to be in place a strategy to build capacities and integrate this into the system as a whole.

4. **LEP:** Since the last couple of years the state has initiated two learning enhancement programmes (Bunyaad and Bunyaad Plus). An impact study has been commissioned, the results of which are awaited. Some observations pertaining to LEP are the following:

- **Greater attention to tracking progress:** As part of the programme a tracking system has been put in place however, the data emerging from this is not adequately analyzed either to track impact or for further planning. Such data should be tracked at cluster levels.
- **Emphasizing localized solutions:** At present the LEP is a fairly centralized initiative and would be strengthened if more localized solutions for learning enhancement within the suggested framework are sought and teachers equipped to design these. A more targeted approach is also recommended by focusing on pockets where greater attention to learning enhancement is required.
- **MLE:** The Bunyaad programme for language would be strengthened by looking at helping children's transition from home language to Hindi.
- **Focusing on the upper primary level:** The JRMs have recommended that greater focus be paid to the upper primary level, therefore the state should consider designing LEP for this upper primary (6-8th classes) as well.
- **Moving beyond subjects:** The LEP is at present subject based but learning problems are not always only related to subject learning. Social issues, issues of confidence, communication etc. may also be reasons for under performance. The state should consider incorporating such issues as part of LEP. This would be particularly relevant for those children who are entering the school system through RBCs etc.
- **RTE context:** LEP should now also be reviewed keeping in mind the RTE provision of age-appropriate enrolment and the provision for special training as it is envisaged that several children will be entering the system that will require the benefits of such interventions.

2. Vision-based Curriculum and Teaching Learning Materials

According to our vision, we need to give our children some taste of understanding, following which they would be able to learn and create their own versions of knowledge as they go out to meet the world of bits, images and transactions of life. Such a taste would make the present of our children wholesome, creative and enjoyable; they would not be traumatized by the excessive burden of information that is required merely for a short time before the hurdle race we call examination.

The curriculum enables children to find their voices, nurture their curiosity—to do things, to ask questions and to pursue investigations, sharing and integrating their experiences with school knowledge—rather than their ability to reproduce textual knowledge. Reorienting the curriculum to this end must be among our highest priorities, informing the preparation of teachers, the annual plans of schools, the design of textbooks, learning materials and teaching plans, and evaluation and examination patterns.

The existing curriculum has a holistic approach to learning and development that is able to see the interconnections and transcend divisions between physical and mental development, and between individual development and interaction with others.

The basic needs in terms of adequate nutrition, physical exercise and other psycho-social needs are addressed through the curriculum by involving all children in free play, informal and formal games, yoga, sports activities and those related to personal health, hygiene and cleanliness. It is essential for their physical and psycho-social development so that children can achieve high levels of excellence in sports, athletics, gymnastics, yoga and performing arts such as music and dance.

THE FOCUS OF CURRICULUM IS ON :-

- Strengthening a national system of education in a pluralistic society.
- Reducing the curriculum load based on insights provided in 'Learning without Burden'.
- Systemic changes in tune with curricular reforms.
- Curricular practices based on the values enshrined in the Constitution, such as social justice, equality, and secularism.
- Ensuring quality education for all children.
- Building a citizenry committed to democratic practices, values, sensitivity towards gender justice, problems faced by the Scheduled Castes and the Scheduled Tribes, needs of the disabled, and capacities to participate in economic and political processes.
- Reorientation of our perception of learners and learning.
- Holistic approach in the treatment of learners' development and learning.
- Creating an inclusive environment in the classroom for all students.
- Learner engagement for construction of knowledge and fostering of creativity.
- Active learning through the experiential mode.
- Adequate space for voicing children's thoughts, curiosity, and questions in curricular practices.
- Connecting knowledge across disciplinary boundaries to provide a broader framework for insightful construction of knowledge.
- Forms of learner engagement — observing, exploring, discovering, analyzing, critical reflection, etc. — are as important as the content of knowledge.
- Activities for developing critical perspectives on socio-cultural realities need to find space in curricular practices.

2.1 Status and processes for curriculum & syllabus renewal as per NCF 05

- **Detailed processes undertaken/ to be undertaken for Curriculum Renewal in light of NCF and RTE (including timeline, who is involved, nature of resource input received/planned, nature of discussions, processes, etc):**

Ever since its inception, Jharkhand State is following NCERT's curriculum, syllabus and textbooks. Textbooks are reprinted by JEPC with permission from NCERT and the in-service training modules, support materials and trainings are developed / conducted in tune with the principles of NCF 2005.

Jharkhand Council of Educational Research and Training (JCERT) has taken the responsibility of redesigning the syllabus and development of textbooks in tune with NCF 2005 and issues related to the pedagogical scenario of the State. It has already developed textbooks for Class 1 and in the process of developing the textbooks for Lower Primary Section. First drafts of textbooks for Classes 2 and 3 have been prepared and shall be field trialed this year. After doing analysis of the feedback received, it will be edited and corrected accordingly to finalize the contents and get it ready for publication by the end of next financial year so that it is distributed in all schools in 2011-

2012. There is a plan to develop the textbooks for lower primary classes similarly by the next three years.

Textbooks of Class 1 were developed by JCERT last year and have been modified this year according to the feedback received from teachers, resource persons and volunteers. It is to be published and circulated in all the schools this year.

- **Steps have been taken to ensure that the burden on children is reduced, including content load and the number of subjects at primary level (as per the NCF 05 syllabus)?**

The state is currently following NCERT's curriculum, syllabus, and textbooks which will be revised in a phased manner to make it compatible to the situation of Jharkhand and address to the needs and specifications of RTE as well. It is intended to keep the essence of NCF 2005 alive and develop the support materials accordingly. The textbooks for Class 1 have been developed by JCERT and a plan is there to develop State's own textbooks in the forthcoming years. These books address to the issues and needs accordingly. To reduce the content load, local contexts have been added and the textbook has enough exercises in it to serve as a textbook cum workbook.

2.2 Textbooks and other TLMs

- **Process by which textbook development is undertaken?**

1. Textbooks are developed by JCERT by conducting workshops and discussions with textbook writing team and in continuous consultation with National level Resource Persons / organizations. It includes
2. finalizing the learning objectives for each subject and each level in tune with the local requirements (contexts) and NCF 2005 in consultation with national level Resource persons and organizations
3. Deciding about the content and methodology (including support materials) by textbook writing team
4. Content writing by textbook writers
5. Editing the contents by subject experts
6. Layout and designing of textbooks
7. Proofreading
8. Approval by textbook approval committee
9. Incorporation of comments and suggestions
10. Field Trial of Textbooks
11. Addressing to the issues, needs, feedback after field trialing
12. Publishing of books and distribution in all schools free of cost

- **Review undertaken of the materials developed (syllabus, textbooks, TLMs), to ensure that it is age-appropriate, child-friendly and in tune with NCF 05? (If so, what is the feedback? If not, please include a plan for this in 2010-11)**

Textbooks have been developed for Class 1 for English, Hindi and Mathematics subjects last year. It has been field trialed and after analyzing the feedback, necessary correction was done in the textbook is being republished this year. It has been made child friendly by using activities, illustrations, and writing exercises.

- Steps have been/ will be taken to ensure integration of all TLMs and textbooks, to ensure they do not become a burden on the child?

To reduce the content load, local contexts have been added and the textbook has enough exercises in it to serve as a textbook cum workbook.

- Languages in which textbooks are published:

Textbooks have been developed for Class 1 for English, Hindi and Mathematics subjects. The first drafts of Textbooks for Classes 2 and 3 have also been developed and EVS has been introduced in Class 3. All these textbooks are developed in Hindi / English

- Medium of instruction at primary and upper primary levels:

Hindi (with proper respect and use of regional languages to explain the difficult concepts)

- Special strategies for providing Multi-lingual Education in children's mother-tongue?

Primary Readers are being developed in all the regional (tribal languages) to address this issue. There is a plan to train the teachers in teaching these books.

Information about Textbooks

Class	List of subjects	Year of Publication	Year of renewal	No. of Books	Cost of total set of textbooks*	Plans for renewal
Class I	Hindi, English, Mathematics, Urdu	2009	2010	04	65.38	State is using NCERT text book, revision will be done by NCERT State has decided to develop its own textbook in the under the guideline of NCF 2005.
Class II	Hindi, English, Mathematics, Urdu	-	NCERT	04	84.82	
Class III	Hindi, English, Mathematics, EVS, Urdu/Sanskrit		DO	05	108.56	
Class IV	Hindi, English, Mathematics, EVS, Sanskrit		Do	05	126.30	
Class V	Hindi, English, Mathematics, EVS, Sanskrit		Do	05	133.96	
Class VI	Hindi, English, Mathematics, Science, Social Science, Sanskrit		Do	11	196.02	
Class VII	Hindi, English, Mathematics, Science, Social Science, Sanskrit		Do	11	222.84	
Class VIII	Hindi, English, Mathematics, Science, Social Science, Sanskrit		Do	13	243.96	

Source: AWP & B 2010-11, Jharkhand

Timeliness of Distribution of Free Textbooks

Stage	Academic session begins from	Date of distribution in 2009-10	Proposed date for distribution in 2010-11	Monitoring mechanisms	Issues related to timely distribution	Strategies to address issues
PS	April	April-09	April-10	State dist. Block as cell in HRD	No	No
UPS	Do	Do	Do	Do	Do	Do

Source: AWP & B 2010-11, Jharkhand

Target, Achievement & Proposal

	Target for 2009-10		Achievement during 2009-10		Proposal for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial
PS (Total)	5082905	446511900.83	5082905	446511900.83	4653496	6980.2440
Girls	2494502		2494502		2316503	3474.7545
SC/ST	1352607		1352607		1112179	1689.26850
Gen & OBC	1235796		1235796		1210814	1816.22100
UPS (Total)	1343600	280621384.93	1343600	280621384.93	1436976	3592.44000
Girls	623474		623474		704591	1761.47750
SC/ST	333987		333987		306550	7663.7500
Gen & OBC	386139		386139		425835	1064.58750
Total	6426504	727133285.76	6426504	727133285.76	6090472	10572.68400

Source: AWP & B 2010-11, Jharkhand

Recommendations:

The appraisal team recommends the State proposal of FTB support to 6090472 children (PS – 4653496 with a unit cost @ 150/- + UPS – 1436976 @ 250/- unit cost). PAB may like to approve.

Availability & use of materials other than textbooks

	No. of schools		% of total schools		Details about nature of materials	Extent to which materials are actively used	Source/ Monitoring mechanism
	Pry.	U Pry.	Pry.	U Pry.			
Schools using TLMs other than textbooks	25351	13757	100	100	Hindi, Eng & Mathematic related different type of learning cards developed by workshop	Average	BRP , CRP and Resource Group
Availability of Library in each	25351	13757	100	100	Yearly reading		Do

	No. of schools		% of total schools		Details about nature of materials	Extent to which materials are actively used	Source/ Monitoring mechanism
	Pry.	U Pry.	Pry.	U Pry.			
school					books developed by NCERT & NBT		
Availability of play material, games and sports equipment	18177	9681					Do

Source: AWP & B 2010-11, Jharkhand

a. What is the nature of TLMs developed so far? What is the process by which these materials are developed?

The nature of TLMs developed so far is easy to use, access and make. They are low cost TLMs based on the context and content of textbooks. TLMs (Learning Cards) have been developed and distributed in all the Schools to promote LEP Phase I focusing on the skills of 3R.

b. What steps have been taken to ensure that such material is actually used and handled by children during the learning process?

The mention of these TLMs is in the teacher's handbook designed for Learning Enhancement Programme. TLMs were developed at all levels (SLO, DLO, BRC, CRC, and School) by teachers in workshops for using it in class with proper / deeper understanding about its use to support LEP.

Comments:

1. The state has been using NCERT textbooks and has initiated work on textbook development in line with NCF 2005. Textbook for Class I has been completed, and books for Class 2, 3 are being developed. These efforts are appreciated. However, the process of textbook development has come before developing the curriculum framework and syllabus. It is suggested that before further textbooks are developed this work be undertaken.
2. Considerable expectations are placed on JCERT to deliver this aspect. However, the present capacities of JCERT do not suggest that this is a realistic assumption. Therefore, immediate steps must be taken to augment the capacities both in terms of numbers and quality.
3. It is recommended that the State actively involve resource persons and organizations from the state, region as well as from the national level. The state should develop a database of such persons and organization, describing their areas of expertise which the state can periodically draw upon.
4. TLM – Readers for tribal languages have been developed but the plan should reflect how this is going to be taken forward based on an assessment of how and where it is presently being used.

3. Teacher Effectiveness

3.1 Teacher Performance tracking

- **Details about existing mechanisms for measuring teacher performance (Status of rolling out of ADEPTS, performance is tracked at the school level)**

During the years 2009 -2010, Advancement of Educational Performance through Teacher Support' (ADEPTS) performance benchmarks have been identified – for teachers, trainers and support institutions – in collaboration with state teams and national institutions to ensure:

- Improved teacher performance (Under ADEPTS, performance has been understood as what a person *actually does* as part of his professional requirements, in keeping with his context and abilities)
- Improved capacity in CRCs, BRCs and DIETs to enable improved teacher performance.

The benchmarks for teachers cover the four broad dimensions (or 'environments') that cover their ambit of work: cognitive, social, organizational and physical. Used together, the performance statements, indicators and levels enable the 'benchmarking' of performance to be implemented.

The performance benchmarks / indicators to be focused on for the coming year were identified, in consultation with key stakeholders, and taking into account benchmarks being focused upon by the MHRD for SSA as follows.

Performance Standards identified for Teachers	Performance Standards identified for CRP / CRCC	Performance Standards identified for BRP / BRCC
Understands the academic level of children	Regular (and enough, as need) visit to the schools (friendly, addressing known needs, assessing present performance in a sympathetic manner, identifying needs, objectively appreciating good performance, documentation). Actual time is spent in school and the CRC works with the teacher.	Involving key institutional stakeholders (DIETs, DEO – admi staff, inspectors – NGOs experts, teachers, CRCs Others) + elected people's representatives are involved in all stages from planning to implementation. (involvement leads to competence)
Displays children's works	Accessible to the teachers and heads of institution at cluster level	Implement a team approach of working on block level problems, (e.g. involve RPs and NGOs for various subjects)
Uses morning assembly in an effective way by conducting various activities according to schedule.	Involves teachers as resource person in teachers training, thus enlarges his team	Relationship with teachers, head master, VEC(GSS)/community CRC, DIET, DPC others – sustained and live interaction – exchanging views
Uses Black Board	Maintains friendly relationship, not like a fault-finding superior	Aware of the current status of block in UEE, clear understanding and plan for increasing enrolment, access, retention, & quality edu.
Smiles and is friendly to children	Has friendly, facilitative attitude, of an equal, identifies skills, resources among teachers.	Maintains Database of RPs, HMs, Teachers and others. (Updated, validated)
Recognizes children (calls by	Self-motivated, energetic, dynamic, enthuses others	Develop BRC as a stimulating place, which

Performance Standards identified for Teachers	Performance Standards identified for CRP / CRCC	Performance Standards identified for BRP / BRCC
(name)		attracts teachers and CRC personnel.
Ensures cleanliness and hygiene of children.	Establishes himself as a resource for the cluster.	Conduct review meetings with CRC and comm. To identify level of goals achieved, probs, difficulties
Moves around in class	Develops understanding of common goal of SSA in self and others	Providing resource support to schools and clusters
Integrates evaluation in daily process	Makes yearly calendar, sets goals. / performance targets in consultation with teachers, Head teachers, and inputs from BRC	BRC works as an educational laboratory (i.e. schools as labs, + CRC+ BRC as lab for teacher development)
Shows friendly attitude	Regular monthly meeting / convergence/ review at CRC level (2-way, feedback + inputs, sharing of experiences, assessment of standards, identify issues, formulation of strategies	Creating a response mechanism at CRC level during monthly meetings set filters as to which problem will be addressed at which level, and which kind of issues go up

Source: AWP & B 2010-11, Jharkhand

3.2 Findings from ADEPTS reports about current performance levels of teachers in 2009-10:

A strategy and implementation plan was developed to incorporate ADEPTS in the ongoing system. As a result of which it was decided to pilot the programme by implementing it in one CRC of every BRC of all the districts.

ADEPTS was incorporated in the in-service Teacher Training programmes during 2009-10 but it couldn't be monitored properly due to involvement of monitoring team in other administrative work as well as parliament and assembly elections.

List of desired teacher performance benchmarks to be achieved in 2010-11:

(Ensure focus on RTE implications, such as: bringing attitudinal and behavioural changes in teachers; activity-based learning processes; making the child free of fear, trauma, and anxiety; helping the child to express views freely; elimination of corporal punishment; use of continuous and comprehensive assessment; etc)

First level	Second level
COGNITIVE DIMENSION OF A SCHOOL	
<i>1. Understands children and relates with them</i>	
<ul style="list-style-type: none"> Understands the background of children, and their different academic levels. 	<ul style="list-style-type: none"> Allows children to ask questions, and encourages them to be curious.

First level	Second level
<ul style="list-style-type: none"> • Appreciates children's work (and displays them in the classroom). • Knows their family background, socio-economic conditions, and linguistic background. 	
<p><i>2. Understands curriculum, content and prepares accordingly</i></p>	
<ul style="list-style-type: none"> • The teacher possesses a good understanding of the textbook and TLM and effectively utilizes them. • Adequately understands the content of TLM and textbook and incorporates them into the teaching learning process. • Possesses a good understanding of syllabi (is able to differentiate it from the curriculum) and utilizes it well. • Gives enough reading and writing practice to children. • Makes effective use of local context-specific activities during teaching learning processes (draws on examples from the classroom situation, and materials or examples from the local environment) 	<ul style="list-style-type: none"> • Prepares for lessons before conducting/ transacting in the class.
<p><i>3. Generates effective learning experiences (Uses contemporary methods, with a focus on relationships and diversity).</i></p>	
<ul style="list-style-type: none"> • Carries out activities that are interesting for children and enable them to learn. • Conducts activity with enthusiasm. • Enables children to 'construct knowledge' by using examples given in the textbook (i.e. the teacher is able to conduct the 'supplied' activities). • Involves children in class work both individually and in groups. • Uses morning assembly for learning purposes. • Enables children to 'construct knowledge'— by asking students simple and appropriate questions. 	<ul style="list-style-type: none"> • Plans and chooses appropriate activities. • Creates an opportunity for peer/group learning and self-learning. • Forms groups of children, understands the need for group learning, and works with them (i.e. groups).
<p><i>4. Uses materials effectively</i></p>	
<ul style="list-style-type: none"> • Develops/identifies appropriate TLM (i.e. connected with curricular objectives). [Displays the initial use of TLM i.e. at least uses it him/herself, as demonstration.] 	<ul style="list-style-type: none"> • Uses available physical facilities (such as the floor, wall, and blackboard) properly. • Ensures proper maintenance of the school library; motivates children to read.

First level	Second level
<ul style="list-style-type: none"> • Uses the blackboard properly. • Uses TLM in a purposive way and ensures that students handle it and benefit from it. 	
<i>5. Manages/organizes the classroom to optimize learning</i>	
<ul style="list-style-type: none"> • Teacher moves around in the class, understanding children and their work, uses effective verbal/nonverbal cues [smiles a lot]. • Organizes class sitting arrangement according to the need of the activity/ learning technique. • Maximizes learning time for children (not merely through punctuality, but also through genuinely ensuring that children get as much learning time as is possible and needed). 	<ul style="list-style-type: none"> • Shares responsibilities of running the class or school activities with children. • Rotates sitting arrangement so that no group of children continues to get the advantage of being close to the front (unless they need it for a specific reason). • Organizes different learning corners/clubs.
<i>6. Plans for enabling learning</i>	
<ul style="list-style-type: none"> • Teacher undertakes some preparation (e.g. gets material or space ready) before commencing to teach. • Makes a short-term plan on the basis of an initial understanding of the textbook and TLM (or curriculum where there are no given textbooks) • Plans, designs and implements the lesson according to clear goals/objectives, and the teaching method used reflects these goals clearly. 	<ul style="list-style-type: none"> • In specific lessons, especially those involving fundamental concepts, diagnoses children's needs to ensure that the lesson is organically linked to the previous knowledge level of children.
<p>SOCIAL DIMENSION OF A SCHOOL [Relationships, values (especially equity), emotional environment, also the relationship among peers]</p>	
<i>7. Promotes the development of values and enables the overall development of children</i>	
<ul style="list-style-type: none"> • Teacher organizes, conducts and ensures participation in sports, games, cultural activities, quiz, and other competitions • Actively promotes universal values such as kindness, honesty, and respect for each other. Teachers promote learning opportunity equally for boys and girls. • Encourages children to engage in activities for their overall development (beyond the formal curriculum), including opportunities 	<ul style="list-style-type: none"> • Interacts with parents regarding the strengths of the child and the follow up action to be taken at home.

First level	Second level
presented by the morning assembly.	
<i>8. Relates and works closely with colleagues and the community</i>	
<ul style="list-style-type: none"> • Mobilizes the community to enroll their children in school and ensures the children attend school regularly. • Establishes a close school-community relationship (i.e. initiates SMC/PTA/ VEC constitution and meetings). • Communicates /interacts with parents, especially on attendance and other relevant issues such as the child's progress, pattern of behavior, health and wellbeing. 	<ul style="list-style-type: none"> • Encourages participation of the community in school programmes (planning and implementation).
PHYSICAL DIMENSION OF A SCHOOL [physical environment as an enabling factor]	
<i>9. The teacher facilitates a clean environment</i>	
<ul style="list-style-type: none"> • Teacher encourages children to promote the overall maintenance of the school and tidiness of the classroom. • Creates a congenial teaching learning environment with the participation of all (cleanliness, availability and responsible use of material). • Enables the upkeep and cleanliness of the school and its surrounding environment, including the planting of trees etcetera. 	<ul style="list-style-type: none"> • Ensures maintenance of basic infrastructure (toilet, garden, drinking water, and other child-friendly amenities) with the help of the community and the students.
ORGANISATIONAL DIMENSION OF A SCHOOL (school as an institution linked to the community)	
<i>10. Displays professional commitment/accountability</i>	
<ul style="list-style-type: none"> • Arrives on time and stay at least till school closing/leaving time, and utilizes school hours fully. • Maintains a high level of attendance in school. 	<ul style="list-style-type: none"> •
<i>11. Participates in Management and implementation</i>	
<ul style="list-style-type: none"> • Maintains her own class records and school records. • Undertakes/manages 'non-class' in-school activities appropriately (e.g. MDM). 	<ul style="list-style-type: none"> •

Source: AWP & B 2010-11, Jharkhand

Other measures have been implemented/ planned for enhancing teacher accountability?

There's a plan to motivate teachers through teacher training and they will be accountable to a group of students. For example, a teacher would be accountable to a group of 30-40 students of his school towards quality improvement.

3.3 In-service Teacher Training:

- **Focus areas of Training Modules (for Trainers and Teachers) developed/ used in 2009-10? What were the processes involved in developing these modules?**

Training modules for "Learning Management" and "Active Learning" were developed in consultation with National level Resource Persons by involving State Resource Persons and Teachers. It was edited and discussed with the Resource Persons for necessary corrections and was tried out at State level with Resource Persons of all the levels. Training was conducted at State level for all the Teacher-Trainers of Block level to minimize transmission loss regarding the ideas / information / package and develop appropriate skills to transact these packages at various levels.

Picture cards and TLMs were developed in consultation with the State Resource Persons and then printed for distributing it to all the Schools for supporting the requirements of "BUNYAD" and "BUNYAD PLUS" package related to LEP.

After the preparation of the above materials, Master trainers were oriented / trained on the respective packages and thereafter they trained the Block level Resource Persons of all the Districts. Training was rolled out in all the BRCs / CRCs accordingly by the Block and Cluster level Resource Persons.

Training for the effective use of TLMs related to "BUNYAD" and "BUNYAD PLUS" was conducted in non-residential mode while for "Learning Management" and "PAHAL", it was done in residential mode.

Focus Areas of Training related to effective use of TLMs for "BUNYAD" and "BUNYAD PLUS"

BUNYAD :-

- It is a learning enhancement programme for the children of Level I (Class I, II) and primarily focuses on the development of 3R (Reading, Writing and Mathematical Concepts)
- A series of discussions and workshops were held to conceptualize and develop the materials (package) related to BUNYAD which included
- a Teacher's handbook containing necessary information regarding implementation, teaching methodologies, activities related to all major learning points and TLMs
- a Learning Tracking Calender which has a mention of all the learning points (subject-wise) to be achieved by each child in a time frame pertaining to each child's understanding and speed.
- A questionnaire to assess the learning level of each child.
- Learning Cards in English, Hindi and

Focus Areas for Learning Management Training

- Concepts about teaching.
- Concepts and theories related to learning.

- Difference between Teaching and Learning.
- Importance and activities to ensure learning rather than teaching.
- Importance of a flexible, dynamic, activity based lesson plan to ensure learning
- Classroom management and child participation.
- Management of available resources (children, community members, TLM, equipments) time and space (inside and outside classroom) skillfully to ensure learning
- Handling and Analysis of Records and learning achievement data.

Discussion and Practice with respect to content areas (learning points) of textbooks.

Focus areas of Active Learning Training Package "PAHAL"

- As a follow up to the regional workshops on equitable quality and RTE, it was decided to train all the teachers of the State on Active Learning pedagogy by including the key issues of NCF 2005, RTE 2009 and recommendations of JRM 2009.
- In consultation with National level Resource Persons and State Resource Group, a training package named "PAHAL" was developed by involving Resource Persons, Teacher-Trainers, Teachers and. This package contains session plans, trainer's guidelines, teacher's guidelines and monitoring formats.
- A 5-day residential training "PAHAL" is being given to develop an understanding about active learning processes.
- The training package primarily focuses on the active learning methodologies of experiencing, associating, reflecting, analyzing, discussing, applying and consolidating.
- It also addresses to other key issues related to children's capabilities, needs and learning methods.
- The training itself is active where a variety of activities help teachers to actively consolidate what they have to do and achieve in their classrooms according to different levels and subjects.
- A basic understanding about RTE - 2009, NCF – 2005, School, Classroom, Children and age/ level appropriate activities for Language, Mathematics and EVS teaching is also a part of this training package.
- This training will be continued till all the teachers are trained on this training package "PAHAL".

In-service Trainings conducted during 2009-10

Sl. No.	Focus Areas	Target Group (Type of Teacher)	Duration/ In which month conducted	Physical Target	Achievement	% Achievement
1	LEP Phase 1 – Consolidation of the principles involved in enhancement of basic competencies related to Reading, writing and Mathematics Effective use of	All the teachers teaching in Lower Primary schools (preferably in Class 1 & 2)	September, October 2009 and February, March 2010	135873	100823	74

Sl. No.	Focus Areas	Target Group (Type of Teacher)	Duration/ In which month conducted	Physical Target	Achievement	% Achievement
	TLM and activities of all the subjects of this level.					
2	In-Service teacher training on Learning Management	All the teachers teaching in Lower and Upper Primary Schools.	September, October 2009 and February, March 2010	135873	68154	50
3	In-Service teacher training on Active Learning, "PAHAL"	All the teachers teaching in Lower and Upper Primary Schools.	September, October 2009 and December, February, March 2010			

Source: AWP & B 2010-11, Jharkhand

Training Processes: Specific methods used during the teacher training programmes? (Please provide detailed description)

- The key elements of Active Learning (experience, reflection / analysis, application and consolidation) were also the key steps of training process.
- Approach of this training is participatory, group work, activity-based and practice oriented where participants get chance to explore themselves. They experience the interesting activities, approaches and reflect upon their experiences to reach the learning objectives.

Impact: Mechanism is used to ensure that training has impact on classroom practice and what was the feedback received in 2009-10?

- In the monitoring mechanism, BRP / CRP have a key role to play. Their work priority includes giving on site support to teachers in Schools as a follow up to the training given in BRCs
- In 2009-10, three persons from each BRC were trained to impart teacher training on active learning. It included Teachers as well as BRP / CRPs. There is a plan to train all the other BRPs / CRPs on Active Learning Pedagogy and Monitoring so that they contribute positively towards providing onsite support.
- Monitoring format and a continuous support system will be developed to provide continuous onsite support.

Major Challenges/issues related to teacher training in 2009-10, and strategies for addressing these issues?

Major Challenges / Issues

- In 2009-10, teacher-training was not in tune with the AW&P 2009-10 due to involvement of teachers in assembly and parliamentary elections.
- Most of the Teachers are not very much interested in Teacher Training, especially for residential training. It's a problem to monitor / measure the effectiveness of trainings due to lack of adequate human resources.
- For the conduction of residential training, adequate residential facilities are required but due to the operation of KGBVs in few BRCs and DIETs being not fully equipped for residential trainings, residential trainings are affected.

Strategies

- Identification and Capacity Building of a Resource Network (SRG, DRG, BRG, and CRG) to implement the quality interventions in terms of resource material development, conduction of training and onsite support.
- Finalization of job profile and fixing of target for these resource groups.
- Use of electronic and print media for creating awareness, orientation among teachers
- Development of Reading, Materials, Self Learning Materials and Videos for follow up of training and motivation.
- Seek support from and involve DIETs for the conduction of in-service residential training.

Plan for Teacher Training in 2010-11:

- Based on the desired changes that the State wishes to bring in teachers in the next few years (as per performance benchmarks identified in light of RTE), what will be the long-term perspective plan for bringing about these changes in teachers?

Focus of teacher training is to go beyond textbook and focus on learning objectives of curriculum. It will model the kind of classroom desired for qualitative change by experiencing activities for themselves during training. The training will relate to the life skills and curriculum and not just textbook. The focus of Teacher Training is not only on skills but also on the attitudes of teachers to address issues like discrimination, corporal punishment and teacher-student relationships etc. This will be integrated in all the training modules. A comprehensive plan will be made in consultation with the State Resource Group to address these issues in all the training programmes and support materials for teachers. Apart from these issues, focus would be on the effective implementation of Active learning process in the Classrooms. Monitors, Facilitators and Resource Persons will be trained to bring about these changes in classrooms and provide continuous onsite support.

This year state has planned to complete in service teachers training before September 2010. So that teacher can use learning's of training in class rooms. Additional training venue/facilities and resource persons will be used to cover-up back log of Teachers training and to complete this year proposed target

- 3-Year tentative plan for Teacher Training in 2010-2013

Changes desired in teachers (ADEPTS benchmarks)	Topics of Training to be offered	Training Processes/ methodology	Timeframe (over next 3 years)	Follow-up mechanism to ensure impact on classrooms
1. Understands children and relates with them	Understanding the background of children, and their different academic levels.	Active (Experience, Reflection, Analysis, Application and Consolidation)	First Year	Identification and Capacity Building of a Resource Network (SRG, DRG, BRG, CRG) to implement, monitor and provide onsite support for the quality
	Knowing their family background, socio-economic conditions, and linguistic background.		Second Year	
	Appreciating children's work and displaying them in the classroom Allowing children to ask questions, and encourage them to be curious. Maintenance of Child Profile		Third	

Changes desired in teachers (ADEPTS benchmarks)	Topics of Training to be offered	Training Processes/ methodology	Timeframe (over next 3 years)	Follow-up mechanism to ensure impact on classrooms
		Participatory,	Year	interventions in terms of resource material development including monitoring process and tools, conduction of training and onsite support.
2. Understands curriculum, content and prepares accordingly	Understanding about textbook, TLMs and effective utilization of them Understanding the content of TLM and textbook and incorporate them into the teaching learning process	Practice based	First Year	
	Possessing a good understanding of syllabi (is able to differentiate it from the curriculum) and utilize it well. Giving enough reading and writing practice to children.		Second Year	
	Making effective use of local context-specific activities during teaching learning processes Preparing for lessons, making lesson plans before conducting/ transacting in the class.		Third Year	
3. Generates effective learning experiences (Uses contemporary methods, with a focus on relationships and diversity)	Conducting activities to promote active learning and promote construction of knowledge		First Year	
	Learning methodologies and concepts and Effective use of morning assembly		Second Year	
	Practice and Group work, Questioning Skills		Third Year	
4. Uses materials effectively	Appropriate use of TLMs		First Year	
	Development of TLMs according to the needs for all levels		Second Year	
	Use of physical facilities and TLEs		Third Year	
5. Manages / organizes the classroom to optimize learning and Plans for enabling learning	Class organization – Classroom Management, Learning Plan		First Year	
	Roles, responsibility and behavior of teachers inside Classrooms		Second Year	
	Organization of sitting arrangement and learning corner according to activity. Preparation of activity based plan.		Third Year	
6. Promotes the development	Development of values and all round development of children		First Year	
	Participation of Children in all the		Second	

Changes desired in teachers (ADEPTS benchmarks)	Topics of Training to be offered	Training Processes/ methodology	Timeframe (over next 3 years)	Follow-up mechanism to ensure impact on classrooms
of values and enables the overall development of children	activities related to all round development		Year	
	Identifying strengths of Childs and individual follow up activities		Third Year	
7. Relates and works closely with colleagues and the community	Working closely with colleagues and community for issues such as enrollment, community-school programmes, attendance, child progress, health, hygiene etc		Inputs to be given in all the three years' programmes	
8. The teacher facilitates a clean environment	Facilitation of clean environment (garden, classroom, toilet, drinking water, CFE with involvement of teachers and children.		Inputs to be given in all the three years' programmes	
9. Displays professional commitment/ accountability	Professional commitment and accountability in utilization of school time and resources		Inputs to be given in all the three years' programmes	
10. Participates in Management and implementation	Record keeping and School Management		Inputs to be given in all the three years' programmes	

Source: AWP & B 2010-11, Jharkhand

Please provide further details below about:

- What **innovative changes** do you plan to bring in for revamping teacher training programs this year, for enhancing their effectiveness? What will be your **process** for developing innovative teacher training designs/ modules this year? (include detailed plan, timeline, nature of resource support that will be invited, etc)

The teacher-training in 2010-11 will focus on Classroom practices and capacity building of teachers to bring about the desired changes in classroom.

A 5-day residential training "PAHAL" is being given to develop an understanding about active learning processes. The training package primarily focuses on the active learning methodologies of experiencing, associating, reflecting, analyzing, discussing, applying and consolidating. It also addresses to other key issues related to children's capabilities, needs and learning methods. The training itself is active where a variety of activities help teachers to actively consolidate what they have to do and achieve in their classrooms according to different levels and subjects. A basic understanding about RTE-- 2009, NCF – 2005, School, Classroom, Children and age/ level appropriate activities for Language, Mathematics and EVS teaching is also a part of this training package. This training will be continued till all the teachers are trained on this training package "PAHAL".

In the later half of the year, it is planned to continue with this training package with an advanced content. This content would be related to the active learning pedagogy of the previous package and incorporate a deeper, practical understanding about using activities and active learning methodology according to the textbook content, NCF 2005 and RTE 2009. This package would also focus on the effective use of available resources in schools such as TLMs, Mathematics lab, Science lab, library, Computer and Language Corner (lab) for the Upper Primary Section. Development of communication skills and Functional English will also find a place in this training package which will be aptly supported by the non-residential training at CRC level.

The focus of Teacher Training is not only on skills but also on the attitudes of teachers to address issues like discrimination, corporal punishment and teacher-student relationships etc. This will be integrated in all the training modules. A comprehensive plan will be made in consultation with the State Resource Group to address these issues in all the training programmes and support materials for teachers. Apart from these issues, focus would be on the effective implementation of Active learning process in the Classrooms. Monitors, Facilitators and Resource Persons will be trained to bring about these changes in classrooms and provide continuous onsite support.

The ongoing training on active learning "PAHAL" would be continued in April and May of this month.

According to the proposed three year plan, we would develop training packages by the end of first quarter which will include preparation of training modules (session plans), trainer's materials (for capacity building), teacher's materials and monitoring documents / formats.

Preparation of the package would be followed by training of the Key Resource Persons, and training of trainers by key resource persons in second quarter.

Training of all the teachers by these trainers would be completed by third quarter.

After the implementation of training, follow up work and onsite support to strengthen the classroom processes would be done by the team of monitors and resource network in the fourth quarter.

• **What will be the processes/methods to be followed during the training programs in 2010-11?**

1. A training package will be developed by senior resource person for strong capacity building of SRGs, these group will be responsible and used for designing the Teachers Training package and ToT

2. A Resource Network (SRG, DRG, BRG, and CRG) would be identified to bring about the desired changes. Their capacity building would be done regularly to design the training package and train the trainers.
3. They will be responsible for Implementation, monitoring and providing onsite support for the quality interventions in terms of resource material development (session plans, trainers' material, teachers' material and support materials for monitoring and onsite support) monitoring process and tools, conduction of training and onsite support.
4. The training process would be Active (Experience, Reflection, Analysis, Application and Consolidation), Participatory and Practice based.

- **What mechanisms will be used to ensure impact on classroom practices?**

The Resource network of SRG, DRG, BRG and CRG will develop materials, conduct trainings and do continuous monitoring and support to ensure impact on classroom practices.

- **How will this impact be tracked, and shared with MHRD?**

Existing Monitoring tools will be modified and made compatible according to the vision, plan, learning outcomes and cumulative data collected from all levels should be shared with MHRD periodically.

3.4 Induction Training

Progress of Induction Teacher Training (during 2009-10)

Stage	Target for Induction Training in 09-10	Teachers recruited (up to end March 2009)	Teachers trained (up to end March 2009)	Percentage of Achievement	Duration of training (detailed break up)
Primary and Upper Primary	1439	No recruitment done till March 2009	943	66%	15+5+5+5 (30 days)

Source: AWP & B 2010-11, Jharkhand

- Target of induction training was not achieved due to parliament and state assembly elections Teachers were not appointed by community timely due to different reasons
- Details about induction training in 2009-10 (content, processes, follow up, and emerging issues):
- Induction trainings were organized for the newly inducted para teachers. A 30-day training is being imparted for them according to the training module "aadhar" which includes 15 day's residential training at BRC, 10 day's non residential training at CRC and on job practice at School.

CONTENT: Major contents of this training package are as follows :-

1. Understanding Children.
2. Motivational inputs through games and activities.
3. Sensitization on issues like gender, caste etc.
4. Learning theories, concepts and activities.
5. Curriculum, Syllabus and Textbook content
6. Evaluation techniques.

7. Teaching Plan, Lesson Plan
8. Classroom Management
9. Innovative methods of Teaching Mathematics, Science and English

PROCESSES:

Similar to the process of in-service residential trainings, induction trainings are organized in the BRCs residentially and training sessions are organized in a participatory manner giving scope for participants to express their views and discuss on issues freely. They are involved in group work, assignments, group discussions, simulations, presentations and practice teaching during the trainings.

FOLLOW UP:

Follow up of these trainings were done by CRC meetings where the teachers were involved in discussing the related issues and solving problems which they faced in teaching.

BRP / CRP on their visits to schools oriented the teachers and provided on-site support.

Proposal for induction training to be undertaken in 2010-11 (content, processes, follow up, and strategies to address emerging issues):

3.5 Untrained teachers

Earlier teachers were trained by IGNOU DPE. IGNOU withdrew its recognition in Jharkhand

Progress of Training of Untrained Teachers (during 2009-10)

Stage	No. of Untrained teachers as of Mar 2009	Target for 60 days training in 2009-10	Teachers trained during 2009-10	Percentage of achievement	Present number of untrained teachers (Mar 2010)
Primary	16550	30376	12426	40.90	7703
Upper Primary	11865				10998

Source: AWP & B 2010-11, Jharkhand

Training of untrained teachers is a very big problem in a state after withdrawal of recognition of DPE course in state by IGNOU. State is planning to decide a strategy for training of untrained teachers.

- **Mechanism for training of untrained teachers (nature of course, partners/ providers, duration, content, methodology, follow-up):**

Untrained teachers are presently trained in partnership with IGNOU through 2 year DPE course. The content is as developed by IGNOU and its methodology includes submission of assignments, conduction of contact classes, workshops, Practice Teaching and Written examination. These teachers when inducted into the system are provided in-service trainings and supported / monitored by the existing monitoring team.

- **Emerging Issues and Strategies regarding covering back log of untrained teachers in the state:**

- Presently, IGNOU is not supporting with its DPE course and the regular teacher training Institutes have their regular programmes of D.Ed.

- **Saturation Plan for upgrading all untrained teachers in the State within the fixed time frame, through appropriate D.Ed. (2-year) equivalent course:**

There would be a physical requirement of around 2500-3000 teachers to be saturated in the next five years by regular institutions and around 9000 have to be trained from IGNOU or any other distance education system

- **What is the current status of availability of study centers, teacher educators and mentors for such a program?**

Sl. No.	Institution type	Number		Over all In-take capacity	Course offered
		Sanctioned	Functional		
1.	DIET	19	17	100 X17 =1700	2 yrs BTC course.
2.	SIE	-	-		
3.	DRC	03	00		2 yrs BTC course
4.	BTC	05	00		2 yrs BTC course
5.	Pre Primary Teacher Training Centre	-	-		
6.	Other	-	-		

Source: AWP & B 2010-11, Jharkhand

- **How will the State ensure convergence with the Teacher Education Scheme?**
 - The State has to discuss on this issue to make a policy for effective and sustainable convergence with the teacher education scheme.

Overall progress and targets for teacher training

Type of training	Target for training in 2009-10		Achievement		% of achievement		Target for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
In-service (Residential)	135873	1358.73	68154	681.54	50%	50%	103576	859.49
In-service (Non-Residential)	135873	679.37	100823	477.05	70%	15.33%	103576	517.88
Total	135873	2038.11		1158.59		57%	103576	1377.37
Induction	1439	43.17	943	18.20	65%	42%	2000	3.02
Untrained	30376	1816.74	12426	887.70	40.90	49%	10543	187.09
Trg. of BRCs, CRCs	4320	43.20	2250	27.44	52%	63.52	4351	46-56

Source: AWP & B 2010-11, Jharkhand

Recommendations:

The appraisal team recommends the state proposal for teacher training in 2010-11 as under:

1. In-service training: 103576 teachers for 17 days training (7 days residential training at BRC + 10 days non residential at CRC levels).
2. Induction training: 2000 newly recruited teachers for 30 days training.
3. Un-trained teacher Training: 10543 Teachers for 60 days training.
4. Training of RPs: 4351 RPs including BRPs, CRPs & SRG members for 10 days.

PAB may like to approve.

- Pre-service teacher education systems

Govt. Teacher Education Institutions

Sl. No.	Institution type	Number		Over all In-take capacity	Course offered
		Sanctioned	Functional		
1.	DIET	19	17		2 yrs BTC course
2.	SIE	-	-		
3.	DRC	03	02		2 yrs BTC course
4.	BTC	05	05		2 yrs BTC course
5.	Pre Primary Teacher Training Centre	-	-		
6.	Other	-	-		

Source: AWP & B 2010-11, Jharkhand

- **Teacher attrition rate** in the State % per district in a year (% of teachers that leave the system every year, due to retirement, etc):
Teacher attrition rate in the State 2% per district in a year is 2%.
- Does the current **capacity of Teacher Education Institutes** in the State exceed the annual requirement of teachers (based on the annual attrition rate)?
Intake capacity is not sufficient in terms of Teachers Education Institutes for annual requirement of teachers.
- **Pre-service saturation plan** in the next 5 years (including nature of tie-up with IGNOU or other bodies):
There would be a physical requirement of around 2500-3000 teachers to be saturated in the next five years by regular institutions and around 9000 from IGNOU and other agencies
- Status/ Plans for **revision of pre-service teacher education curriculum**, to ensure that the curriculum is in sync with requirements of RTE/ NCF 05:
There is a plan to revise the pre service teacher education curriculum according to NCF 2005, RTE 2009, current pedagogical issues needed for the state and NCTE guidelines in consonance with the textbooks, syllabus, resource materials and quality interventions by JCERT.

Comments:

a) Training backlog:

The achievement of training targets is low and in the future RTE will put additional pressures. Elections has been cited as a reason, however, even then the backlog is cause for concern. The state hopes to improve the record. Serious steps will have to be undertaken to ensure this. While discussions are said to be underway in the state, the decisions and strategies are yet to be finalized and are not clearly evident in the plan. With regard to new teachers, the state has decided to only hire qualified teachers, which will be a cap (provided so many qualified teachers are available). The distance education programme is also yet to be decided (IGNOU has withdrawn recognition). The intake capacity of DIETS is low compared to the requirement. The capacity of DIETS needs to be urgently augmented and made functional.

b) For the in service and induction training:

The state should put in place a training calendar, which it should adhere to. The number of trainers has to be increased and their capacities built.

c) Quality:

- With regard to **in service and induction** the state equally worrying is the fact of low teacher interest in training, which is a reflection on the quality and relevance of the training. There is a need to properly review this. Some efforts have been made (Pahal – training on active teaching) but areas requiring more attention:
- **Capacity of trainers** needs to be augmented. Therefore the proposed plan of building a resource network of RPs. As there is a great deal of expectation from this network a clear strategy for their selection and capacity building needs to be spelt out urgently.
- **The content of teacher training** has largely been on cognitive and subject areas. In the coming years teacher training topics should include bring about attitudinal change, perspective building on equity, gender, diversity etc. and how this can be integrated within on-going teaching learning processes. Greater focus on dealing with discriminatory practices, biases etc. needs to be brought in. A module with external assistance can be developed. Equity and gender as cross cutting issues within all training programmes also needs to be looked into.
- The state's plan to focus on ensuring that **training skills** are taken to the classroom level is well appreciated. Developing monitoring mechanisms to ensure this taken up on a priority basis. The focus of the strategy on improving classroom practice is welcome.

4. Academic Support & Monitoring Systems

4.1 Pedagogy Teams and Resource Groups:

Information about Resource Groups at different levels

Sl. No.	Resource Groups (RGs)	Whether constituted (how many)	Number of members per RG	Number of meetings held this year	3 Key activities undertaken by the Resource Groups in 2009-10
1.	State Resource Group (SRG)	1	25	1	• Quality initiative within the state LEP phase I to MGML, SLM, Development of Text Book with JCERT, active learning.
2.	District Resource Groups (DRGs)	24	15	As required	
3.	Block Resource Groups (BRGs)	212	5-7	As Required	
4.	Cluster Resource Groups (CRGs)	2094	5		

Source: AWP & B 2010-11, Jharkhand

• Criteria for selection of Resource Persons at different levels

Earlier the Resource Persons used at all levels were experienced persons retired from mainstream education or young talents who were qualified enough to do the desired work. A plan has been made to identify and select a Resource Network for all the levels through workshops, use of media and interviews and by consulting national and regional level resource persons and organizations.

• How Resource Groups will be involved in Quality Improvement in 2010-11 (roles and activities)

A Resource Network (SRG, DRG, BRG, and CRG) would be identified to bring about the desired changes. Their capacity building would be done regularly to design the training package and train the trainers. The Resource network of SRG, DRG, BRG and CRG will develop materials, conduct trainings and do continuous monitoring and support to ensure impact on classroom practices.

They will be responsible for Implementation, monitoring and providing onsite support for the quality interventions in terms of resource material development (session plans, trainers' material, teachers' material and support materials for monitoring and onsite support) monitoring process and tools, conduction of training and onsite support.

The training process would be Active (Experience, Reflection, Analysis, Application and Consolidation), Participatory and Practice based.

4.2 Plan for revamping SCERT and DIETs, and strengthening linkages

• Vision of effective DIETs/ Performance benchmarks for DIET personnel:

ADEPT's performance benchmarks have been prepared for teachers and students. There is a plan to make these indicators for trainers, BRC, DIET. This will be done in tune with the requirements

of state in light of RTE and quality enhancement among children and teachers of Elementary Education Section.

• **Nature of academic support extended by DIETs in 2009-10:**

DIETs are not very much involved with SSA activities because they have their regular programmes of pre service training (D.Ed). However, JCERT is involved in SSA activities and a common Resource Group is involved by JCERT and SSA for the development of materials such as teacher training modules, teacher's handbook and textbooks.

• **Emerging Issues, & Strategies for strengthening DIETs in 2010-11:**

There is a plan to involve DIET faculties in training programmes and material development of SSA. It is also planned to involve DIETs for the conduction of Training.

• **Plan for strengthening linkages between SCERT, DIETs and other academic bodies:**

There is a plan to include DIETs and JCERT with the programmes / objectives of SSA so that material development and training of teachers can be done more effectively and will be in tune with the needs of the State in light of RTE.

4.3 Revamping BRC /CRCs – capacity building, selection criteria, nature of support & mentoring, performance tracking

Information about Block Resource Centers

Total no. of blocks	BRCs sanctioned	BRCs functional	BRPs sanctioned	BRPs recruited	BRC mtgs. held in 2009-10	CRC/ School visits in 2009-10	% Effectiveness of BRCs
259	251	251	544	293	10	10	

Source: AWP & B 2010-11, Jharkhand

Details about status of BRPs:

Total No. of blocks: (259)	Total no. of BRPs in each Block	No. of CRPs in each Block	Total no. of pry schools	Total no. of UPS	PS teachers	UPS teachers
Per Block:	3	17	98	67	213	291
Total in the State:	544	3776	25351	17357	55196	75407
List which Blocks with high BRC to School ratio:						

Source: AWP & B 2010-11, Jharkhand

There is a proposal to create 19 BRC/UBRCs due to creation of new CD blocks in the state. (List attached.)

Information about Cluster Resource Centers

Total no. of clusters	CRCs sanctioned	CRCs functional	CRPs sanctioned	CRPs recruited	CRC mtgs. held in 2009-10	No. of School visits in 2009-10	% Effectiveness of BRCs
2094	2094	2074	3776	3346			

Source: AWP & B 2010-11, Jharkhand

Details about status of CRPs:

Total No. of Clusters:	Total no. of CRPs in each Cluster	No. of CRPs in each Cluster	no. of pry schools per Cluster	Total no. of UPS	PS teachers	UPS teachers
Average Per Cluster:	3	3	12	8	26.35	36
Total in the State:	3776	3776	25351	17357	55196	75407
List which Cluster with high CRC to School ratio:	463 CRCs (more then 25 schools per cluster)					

Source: AWP & B 2010-11, Jharkhand

There is proposal to create 102 new CRC in the state.(list attached)

Which Blocks have high CRC to School ratio: (only Dept of Education)

Sl. No.	Name of District	No. of Revenue Block				No. of Educational Blocks	Total Number of School (Govt and Govt Aided All Cat)	No. of BRC	No. of UBRC	Total Number BRCs/UBRCs		CRC		Resource Person			No Of CD Blocks having >=100 Schools	No Blo hav <1 Sch
		Old	Newly Created in 2008-09	Newly Created in 2009-10	Total			Sancti oned	Sancti oned	Sancti oned	Propo sed new	Sancti oned	No. of New CRCs Being Proposed	Approved in 2009-10 [@20 RP per Block and @20 per UBRC]	Additional Proposed in 2010-11 @20 RP per Block	Total (Sanct+Propo sed) @20 RP per BRC/UBRC		
1	2	3	4	5	6	7	8	10			12	14						
1	Bokaro	8	1	0	9	12	1738	9	1	10	0	101	5	180	20	200	9	0
2	Chatra	10	2	0	12	7	1906	12		12	0	115	0	200	40	240	8	4
3	Deo ghar	8	1	1	10	9	2132	9		9	1	96	2	160	40	200	10	0
4	Dhanbad	8	1	0	9	17	1982	9	1	10	0	105	4	180	20	200	9	0
5	Dumka	10	0	0	10	13	2533	10		10	0	120	0	200	0	200	10	0
6	East Singhbhu m	9	2	0	11	12	2117	11	1	12	0	148	0	200	40	240	11	0
7	Garhwa	14	4	1	19	11	1413	18		18	1	73	0	280	100	380	5	14
8	Giridih	12	1	0	13	19	3418	13		13	0	120	20	240	20	260	13	0
9	Godda	8	0	1	9	11	1831	8		8	1	114	0	160	20	180	9	0
10	Gumla	11	0	0	11	13	1856	11		11	0	118	0	220	0	220	11	0
11	Hazaribag h	11	4	1	16	15	1641	15		15	1	114	0	220	100	320	9	7
12	Ramgarh	4	0	2	6	6	748	4		4	2	58	9	80	40	120	3	3
13	Jamtara	4	2	0	6	7	1199	6		6	0	42	6	80	40	120	6	0
14	Koderma	5	1	0	6	5	738	6		6	0	30	4	100	20	120	5	1

Sl. No.	Name of District	No. of Revenue Block				No. of Educational Blocks	Total Number of School (Govt and Govt Aided All Cat)	No. of BRC	No. of UBRC	Total Number BRCs/UBRCs		CRC		Resource Person			No Of CD Blocks having >=100 Schools	N B h: < St
		Old	Newly Created in 2008-09	Newly Created in 2009-10	Total			Sancti oned	Sancti oned	Sancti oned	Propo sed new	Sancti oned	No. of New CRCs Being Proposed	Approved in 2009-10 [@20 RP per Block and @20 per UBRC]	Additional Proposed in 2010-11 @20 RP per Block	Total (Sanct+Proposed) @20 RP per BRC/UBRC		
15	Latehar	7	0	2	9	9	1289	7		7	2	50	0	140	40	180	7	
16	Lohardagga	5	1	1	7	5	663	6		6	1	40	0	100	40	140	5	
17	Pakur	6	0	0	6	8	1043	6		6	0	47	1	120	0	120	6	
18	Palamu	12	7	1	20	17	2721	20		20	0	143	0	260	140	400	12	
19	Ranchi	14	3	1	18	18	2585	17	1	18	1	114	32	300	80	380	15	
20	Khunti	6	0	0	6	6	1040	6		6	0	41	0	120	0	120	6	
21	Sahibganj	9	0	0	9	9	1439	9		9	0	92	0	180	0	180	9	
22	Saraikela	8	1	0	9	9	1634	9		9	0	53	0	160	20	180	8	
23	Simdega	7	3	0	10	10	1115	10		10	0	69	0	140	60	200	6	
24	West Singhbhum	15	1	2	18	17	2203	16		16	2	91	19	300	60	360	14	
Total		211	35	13	259	265	40984	247	4	251	12	2094	102	4320	240	5260	206	

Source: AWP & B 2010-11, Jharkhand

Additional BRC and Additional Resource persons –

Sl. No.	Name of District	No. of Revenue Block				Total Number BRCs/UBRCs		No Of Schools (Govt and Govt Aided)	No Of CD Blocks having >100 Schools	No Of Blocks having <=100 Schools	RP for Blocks having >100 Schools	RP For Blocks having <=100 Schools	Total RP Eligible	Total RP Sanctioned till 2009-10	Elig ft addi a Sanc fo 2010
		Old	Newly Created in 2008-09	Newly Created in 2009-10	Total	Sanct-ioned	Prop-osed new								
1	2	3	4	5	6										
1	Bokaro	8	1	0	9	10	0	1738	9	0	180	0	180	180	
2	Chatra	10	2	0	12	12	0	1906	8	4	160	40	200	200	
3	Deoghar	8	1	1	10	9	1	2132	10	0	200	0	200	160	
4	Dhanbad	8	1	0	9	10	0	1982	9	0	180	0	180	180	
5	Dumka	10	0	0	10	10	0	2533	10	0	200	0	200	200	
6	East Singhbhum	9	2	0	11	12	0	2117	11	0	220	0	220	200	
7	Garhwa	14	4	1	19	18	1	1413	5	14	100	140	240	280	
8	Giridih	12	1	0	13	13	0	3418	13	0	260	0	260	240	
9	Godda	8	0	1	9	8	1	1831	9	0	180	0	180	160	
10	Gumla	11	0	0	11	11	0	1856	11	0	220	0	220	220	
11	Hazaribagh	11	4	1	16	15	1	1641	9	7	180	70	250	220	
12	Ramgarh	4	0	2	6	4	2	748	3	3	60	30	90	80	
13	Jamtara	4	2	0	6	6	0	1199	6	0	120	0	120	80	
14	Koderma	5	1	0	6	6	0	738	5	1	100	10	110	100	
15	Latehar	7	0	2	9	7	2	1289	7	2	140	20	160	140	
16	Lohardagga	5	1	1	7	6	1	663	5	2	100	20	120	100	
17	Paḱur	6	0	0	6	6	0	1043	6	0	120	0	120	120	
18	Palamu	12	7	1	20	20	0	2721	12	8	240	80	320	260	

Sl. No.	Name of District	No. of Revenue Block				Total Number BRCs/UBRCs		No Of Schools (Govt and Govt Aided)	No Of CD Blocks having >100 Schools	No Of Blocks having <=100 Schools	RP for Blocks having >100 Schools	RP For Blocks having <=100 Schools	Total RP Eligible	Total RP Sanctioned till 2009-10	Eligible Sanctioned till 2010-11
		Old	Newly Created in 2008-09	Newly Created in 2009-10	Total	Sanctioned	Proposed new								
19	Ranchi	14	3	1	18	18	1	2585	15	3	300	30	330	300	
20	Khunti	6	0	0	6	6	0	1040	6	0	120	0	120	120	
21	Sahibganj	9	0	0	9	9	0	1439	9	0	180	0	180	180	
22	Saraikela	8	1	0	9	9	0	1634	8	1	160	10	170	160	
23	Simdega	7	3	0	10	10	0	1115	6	4	120	40	160	140	
24	West Singhbhum	15	1	2	18	16	2	2203	14	4	280	40	320	300	
Total		211	35	13	259	251	12	40984	206	53	4120	530	4650	4320	

Source: AWP & B 2010-11, Jharkhand

	Name of Block	Total no. of CRPs in Block	CRC with < 15 schools	CRC with >15 but < 20 schools	CRC with >20 but < 25 schools	CRC with > 25 schools
1.	Jharkhand Total		849	541	393	435
2.						
3.						

Source: AWP & B 2010-11, Jharkhand

Nature of Training offered to BRP/CRPs in 2009-10:

There are two existing models of training for the Resource Persons at Cluster and Block level. A job chart has been prepared for the CRPs and BRPs but due to administrative load, their academic responsibilities are not fully explored. With the inclusion of BPOs and Accountant cum Computer Operator along with few other resources at BRC, the administrative work load of BRPs / CRPs has been minimized. A revised module of SAKSHAM 1 (for BRPs) and SAKSHAM 2 (FOR CRPs) redefines their roles, responsibilities and trains them to contribute appropriately in doing onsite academic support. Some of the key contents of these modules are as follows:-

- Understanding about oneself (Motivational inputs, personality development, communication skill development)
- Understanding about the programme / interventions (Knowing about the Programme interventions, SSA goals, convergence and flagship programmes,)
- Understanding School (types of schools, activities in and around school, monitoring inputs to address the issues related to schools)
- Understanding Children (learning concepts and theories, Child friendly issues, knowledge construction, CCE etc.)
- Understanding the BRC (function of BRC as an Institution, Roles and Responsibility of BRP / BRCC)
- Understanding about Roles and Responsibilities

• Details about activities of BRPs and CRPs in 2009-10 (nature and frequency of academic support to schools, contributions to learning enhancement, etc)

BRPs and CRPs were involved in the conduction of training and provided academic support as well as administrative monitoring by visiting schools and CRCs. There is schedule made for these BRPs / CRPs for monitoring and they work according to the schedule. Due to the lack of proper guidance and training they couldn't do academic support appropriately.

• Major issues identified in effectiveness of BRC/CRCs, and strategies for strengthening them in 2010-11:

There is some gap seen in the pedagogical / academic understanding of teachers and BRPs / CRPs. Before the induction of BPO and Block Accounts Officer cum Computer Operator in BRC, BRP / CRP were involved in administrative work as well but these days they have an active role in academic support. Few of them are still very much involved in administrative work and it has to be checked / focused by designing a job chart and performance standards for better effect.

• Vision of effective BRC/CRCs – plan for making them resource-rich centers, nature of envisioned roles and activities

- All the BRCs have a computer operator cum accountant and Block Programme Officer to look after the administrative issues and 3 BRPs from Language (English), Mathematics and Science faculties look after the academic issues.
- BRCs are well equipped with Computer, Telephone, Teaching – Learning Resource Materials and other materials for conduction of good residential trainings.
- BRPs make monthly plans and conduct Regular (monthly) review meetings at BRCs with CRPs, teachers and VEC representatives according to the nature of activity. They provide

onsite support in CRCs, Schools and document all these activities regularly. They attend regular meetings at the district level and disseminate the information to CRC, School through viable media.

- Activities at BRCs include conduction of trainings for Teachers, CRPs and Community members. Each BRP adopts the CRCs equally and makes regular visits to CRC and schools of that CRC in rotation to provide onsite support.
- They analyze the information and data from CRCs / Schools and discuss about the corrective measures with Block level Resource Network to make interventions and address the issues appropriately.
- BRCs function as a higher level Resource Centre having good facilities not just for the conduction of residential training but also for the record keeping, data analysis, planning, disseminating information and conduction of consultation workshops, fairs, exhibitions, meetings etc.
- BRCs also have appropriate materials and resources related to the teaching of all the subjects (as mentioned under CRC). Apart from books and magazines, the block-level libraries provide access to the new information technology to enable children and teachers to connect with the wider world. They are also linked up with community libraries functioning in rural areas and government libraries existing in many district headquarters. Each block specializes in a subject area and together there are adequate resources in the district.
- **Performance Indicators** for BRC/CRC trainers, and feedback received about current performance levels:

There is a plan to design a job chart and performance standards for BRPs / CRPs for better effect and outcomes.

- **Criteria for selection of Resource Persons:**

Earlier the Resource Persons used at all levels were experienced persons retired from mainstream education or young talents who were qualified enough to do the desired work. A plan has been made to identify and select a Resource Network for all the levels through workshops, use of media and interviews and by consulting national and regional level resource persons and organizations.

- **Plan for capacity-building of BRP/CRPs (including planned exposure visits, training content areas and processes, timeline, etc)**

Plan for Training of BRP/CRPs in 2010-2011

Target Group	Topics of Training to be offered	Training Processes/ methodology	Timeframe (which month)	Follow-up mechanism to ensure impact
BRCC	Supportive monitoring, Active Learning Pedagogy, ADEPTS, RTE 2009 and NCF 2005	Experience, reflection / analysis, application and consolidation) will be the key steps of training process. Approach of this training will be participatory, group work, activity-based	June – July 2010	The Resource network of SRG, DRG, BRG and CRG will develop materials, conduct trainings and do continuous monitoring and

Target Group	Topics of Training to be offered	Training Processes/ methodology	Timeframe (which month)	Follow-up mechanism to ensure impact
		and practice oriented where participants will get chance to explore themselves. They experience the interesting activities, approaches and reflect upon their experiences to reach the learning objectives.		support to ensure impact on classroom practices.
BRPs	Supportive monitoring, Active Learning Pedagogy, ADEPTS, RTE 2009 and NCF 2005	Same as Above	June -- July 2010	Same as Above
CRCC	Supportive monitoring, Active Learning Pedagogy, ADEPTS, RTE 2009 and NCF 2005	Same as Above	June, July, August 2010	Same as Above
CRPs	Supportive monitoring, Active Learning Pedagogy, ADEPTS, RTE 2009 and NCF 2005	Same as Above	June, July August 2010	Same as Above

Source: AWP & B 2010-11, Jharkhand

- Clearly underline how many day residential trainings will be conducted by the BRC/CRCs in 2010-11, how many visits will be undertaken, and what is the schedule for this
A detailed job chart and activity calendar for BRPs and CRPs has to be prepared but they will be involved in all types of teacher trainings and activities designed for BRC / CRC. A tentative activity calendar is suggested which will be modified after the formation of resource network.

Tentative Activity Calendar of BRC in 2010-11

Activity	Timeline	Venue
1. Training of Teachers (under teachers training component)	April 10 to August 10	BRC
2. Monthly Reflection meeting of CRPs	Monthly	BRC
3. Data collections, compellations and analysis		BRC
4. VEC members training	September 10, on wards	BRC
5. Orientation programme for traditional leaders	June 10	BRC
6. Book keeping and accountancy	Daily	B RC

Activity	Timeline	Venue
7. Guru Gosti	Monthly	BRC
8. Implementation, Monitoring and follow-up support	Regular	BRC
9. Meeting of KGBVs staffs	Monthly	BRC
10. Annual sports (IED)	December 2010	BRC
11. Resource room (IED)		
12. Training for teachers (IED)		

Source: AWP & B 2010-11, Jharkhand

- **Measures planned for reducing administrative load on BRPs and ensure focus on academic activities:**

A job chart for BEEOs, BPOs and Administrative Staff of Block and Cluster level will be modified so that there is no administrative workload on BRPs / CRPs. BRPs / CRPs will be regularly, trained, oriented and supported with resource materials to play an active role in academic support. Performance indicators will also be made for them and they will be accountable for ensuring qualitative education with equity in their work area.

Overall physical progress and targets for BRC/CRC grants

Items	Target for 2009-10		Achievement		% of achievement		Target for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
BRCs	251	12.55	248	12.35	99	98	263	23.67
CRCs	2094	20.94	2064	20.59	99	98	2176	21.76

Source: AWP & B 2010-11, Jharkhand

Comments:

- The above table reflects the status of the district wise position of the blocks , number of schools, number of clusters, number of blocks with number of schools and also the resource persons.
- While examining the whole proposal for the increase in the blocks, clusters and the number of resource persons, it is justified to grant 12 more BRCs in the new bifurcated blocks, making a over all tally of 263 BRCs including the sanctioned number of URCS.
- The total number of CRCs sanctioned is 2094 so far, but on reexamination it reveals that keeping an average ratio of 20 schools per CRC, the eligibility becomes 2049 only against the 40984 schools. The appraisal team however recommends continuing with the previous sanction of 2094 CRCs.
- As far as the calculation of the resource persons is concerned, there are 206 blocks having more than 100 schools and 53 blocks have less than 100. As per SSA norms the total eligibility for the resource persons is 4650 against the sanctioned strength of 4320. In the light of added focus on the academic support system, the appraisal team finds it justified to recommend for another 330 RPs.

Proposals:

State has proposed for additional 12 BRCs + 102 CRCs + 330 Rps to the existing sanctions

Recommendations:

The appraisal team recommends as under.

S. No	Name	Existing sanction	Number proposed	Number recommended	New recommendations
1.	BRC	251	263	263	12
2.	CRC	2094	2196	2094	0
3.	Resource persons	4320	4650	4650	330

Source: AWP & B 2010-11, Jharkhand

PAB may like to approve.

- **Plan for training of Educational Administrators at different levels, on NCF 05 and RTE:** (Pls include nature of training that will be given, timeline, nature of resource support that will be involved)

4.4 Quality monitoring mechanisms – analysis and use of data

- **Nature of mechanisms for Quality monitoring in the State at different levels?**
Nature of mechanisms for Quality monitoring in the State at different levels are ;
 - **At School Level** - Community People i.e. President of VEC and other members are analyses the attendance of student and teachers.
 - **At CRC Level** - By the help of CRPs, CRCCs analyses the data get from School level. The findings can solve at CRC level and send it back to the School and findings which are not solved at CRC level send to the BRC level.
 - **At BRC Level** - By the help of BRPs, BRCCs analyses the data get from CRC level. The findings can solve at BRC level and send it back to the CRC and findings which are not solved at BRC level send to the District level.
 - **At District Level**- District Programme Officer by the help of Additional District Programme officer analyses the data get from BRC level. The findings can solve at District level and send it back to the BRC and findings which are not solved at District level send to the State level.
 - **At State Level**- District level formats are analyses by the help of state level recourses persons.

The mechanism of Quality monitoring includes the involvement of Block level Resource Persons and Cluster level Resource Persons. They are involved in the onsite support and monitoring of qualitative issues according to the existing tools of monitoring (QMT and Learning Tracking Calender used in LEP programme). The data and feedback collected were not appropriately analyzed due to lack of adequate resources but it is planned to develop a resource network and address these issues appropriately.

- **Major Findings of Quality Monitoring Tools (issues identified and strategies for addressing these)?**

Major Findings of the Quality monitoring tools are as follows-

- Less Participation of community in quality education
- Not proper use of TLM

- **What are the mechanisms for analysis of QMT data and for feeding back to improve the system at different levels?**

A time line developed by the state and given to the down line. At the end of every quarter the QMT formats collected from all level. Analysis of data related to QMT is being done as above said.

Analysis of data related to QMT is being done in CRC, BRC,

- **What Strategies are planned to improve analysis and use of QMT data at different levels? (Please include plan for integrating various monitoring formats in the State to reduce their number/ repetition, to reduce the burden of data collection on teachers/ BRC/CRCs)**

Strategies to be planned to improve analysis and use of QMT data at different levels-

- All level data analysis will be taken as a tool of quality improvement.
- Motivational teacher training should provided to the teacher
- Proper use of TLM and TLE.
- Effort should be taken to improve the student evaluations

Comments:

- Monitoring is a critical area requiring attention as it is at this level that **quality improvement of classroom processes** takes place. This must become a priority area. Therefore the capacities of BRC/CRC need to be augmented and appropriate persons (proper job and skill descriptions are required) hired to perform these jobs. It is well known that for teachers to take on board the suggestions the persons monitoring and providing academic support must have the required knowledge and experience. The training of BRC/CRC staff should be different from the training package of teachers and greater emphasis on conceptual and pedagogic issues. Issues of equity, diversity, understanding world of child must be adequately reflected upon, problem identification and solving. The present training package may be reviewed and external assistance taken to for redesign.
- As has been pointed out in earlier reports the analysis of data from ADEPTS etc needs to be strengthened. At present the data does not appear to be feeding back into improving the system.
- For research an open-tender system is being followed, however, the quality of research being conducted and the findings need to be used more effectively to improve the system. External expertise can be got at the time of study conceptualization so that quality can be ensured. In addition to the studies being proposed a study to analyze the experiences of children from RBCs/NRCs that have been mainstreamed could be considered. This would concretely help in understanding better learning processes as well as to design the RTE provision of age appropriate trainings. Research on look at issues related to MLE can also be considered. The suggested study on corporal punishment can be extended to discriminatory practices within the classroom

5. Changes in Learning Processes and Learning Outcomes

5.1. Analysis of learning achievement results

- **Has the State conducted regular external learning achievement surveys (subject wise, class wise, district wise learning achievement) for tracking learning enhancement across the State in a systematic manner? What are the findings?**

- Learning achievement as per DISE

DISE refer. Year	Class IV	Class VII
	Passed with >60%	Passed with >60%
DISE 2003 - 04	21.26	17.41
DISE 2004 - 05	21.26	18.21
DISE 2005 - 06	21.07	17.17
DISE 2006 - 07	26.01	22.69
DISE 2007 - 08	30.00	27.90
DISE 2008 - 09	46.46	43.41

Learning achievement as per DISE

- Findings of NCERT study on learning achievement (Round I and Round II)

The NCERT study shows the following picture about the State: (For Class V, Round I was done in 2001-02 and Round II was done in 2005-06. For class III, Round I was done in 2003-04 and Round II was done in 2007-08.)

The NCERT study on learning achievement of students at the end of class III, V and VII/VIII reveals the following picture.

	Language		Maths		EVS/Science		Social Science	
	BAS	MAS	BAS	MAS	BAS	MAS	BAS	MAS
Class III	59.97	66.74	54.67	61.0				
National Average	63.12	67.84	58.25	61.89				
Class V		63.82		54.70		58.41		
National Average	58.87	60.31	46.51	48.46	50.30	52.19		
Class VIII		51.18		33.76		44.60		40.11
National Average	53.86	56.49	39.17	42.57	46.19	47.89	41.30	42.71

Source : NCERTs BAS and MAS

The above table shows that and increases of all classes in all subjects from 1st and 2nd round. These all are strengthen in the coming year through Quality Integrated Programme.

- Feedback from Quality Monitoring Tools:

Percentage of students scoring less than 50% (i.e. in D and E categories)

	Language			Maths			English		
	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III
Class I	34.85			33.52			39.04		
Class II	31.93			33.44			36.47		

	Language			Maths			English		
	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III
Class III	35.84			32.27			36.98		
Class IV	34.44			33.29			35.11		
Class V	34.49			35.15			36.69		
Class VI	32.16			31.91			33.19		
Class VII	34.55			34.47			39.17		
Class VIII	33.37			34.43			35.57		

Percentage of students scoring less than 50% (i.e. in D and E categories)

	EVS/ Science			Social Science		
	Qtr I	Qtr II	Qtr III	Qtr I	Qtr II	Qtr III
Class I	35.40					
Class II	38.54					
Class III	32.73			35.93		
Class IV	34.84			27.92		
Class V	33.72			40.09		
Class VI	29.78			34.24		
Class VII	34.23			37.57		
Class VIII	36.12			34.74		

- What steps has the State taken to identify specific learning difficulties in different subjects where children score low? Please provide findings below (class wise, subject-wise, including social category and gender wise analysis).

Identification of hard spots in competencies subject wise and class wise is identified initially at school level and at CRC level. The cluster RPs visit school at least twice in a month once randomly planned. Based on class room's observation and discussion with teachers and internal assessment of students CRP's collect data of hard spots of students and teachers in the entire subject. Then this is discussed in the monthly meeting of teachers at CRC.

After discussion on hard spots at CRC level compiled version is sent at BRC and District. Baed on the information sent by BRC on hard spots Training modules are developed by state resource group

Findings of learning difficulties in Science, Math and languages –

<i>Standard</i>	<i>Subject</i>	<i>Competencies</i>	<i>Findings</i>
I-V	Hindi	Use of appropriate word of Hindi Reading of vowels and composite words	Use of tribal and regional dialect words- Wrong reading due to use of tribal and regional dialect words
	Math	1. Reading and comparing small and large number 2. Proper Use of sign in calculation 3. Clear concepts metric system- e.g.	1. Traditional teaching method 2. Confusion due to wrong traditional teaching method 3. Effect of traditional type of

Standard	Subject	Competencies	Findings
		km,mm,cm etc 4. Addition and subtraction in example related with hrs and minutes 5. Recognition of geometrical shapes and sizes	calculation at home and society 4. Lack of proper teaching 5. Class room teaching is less co relating with household materials and equipments
V-VIII	Science	1. Understanding various forms of energy 2. Physiology of leaving beings e.g. sell, ameba 3. Reproduction and respiration system of plants 4. Atomic structure 5. Molecular formulae 6. Magnetic effect of current	Verbal teaching , science classes are not practical
	Math	1. LCM, HCF, fractions , decimals percentage, square and square roots algebraic expressions graphs etc. due to proper and practical teaching	proper and practical teaching

- How is the above analysis to be used to address these learning difficulties, through appropriate training for teachers or additional TLMs on these specific competencies, to make them simpler for children to understand?

These findings will be incorporated in teachers training modules and teacher training programmes Proper teaching method and appropriate materials especially for science and maths will be provided and used. The resource persons will demonstrate some of the method and TLM to resolve the learning difficulties.

- Analysis of intervening factors affecting Learning Achievement of students

1. After BAS study the result were analyzed to find out the items and related topics where the achievement was poor the contents thus identified was conveyed to the teachers in the training programme under SSA. Similar exercise will be carried out for findings of MAS study.
2. It is observed that children are engaged for more than 40% time in the mechanical work. State is addressing this issue by introducing LEP phase I, Phase II, and MGML related materials to promote active learning and reducing children mechanical work. Teachers are being trained in active learning methodology.

- Shifts in Classroom Processes in the State

- What monitoring mechanisms exist/ are planned for measuring changes in classroom processes in the State (eg. Time on Task studies, classroom observation tools, ADEPTS, etc)?

BRC CRC training will be organized to develop for effective school visit. The focus of the visits will be more on monitoring academic progress of children and schools. Presently visits are administrative and for collecting several information from school. Resource group and CRPs continued at cluster level will use classroom observation related tools developed under ADEPTS

- What is the current status of changes in classroom processes towards more active learning in the State?

State has started changing classroom process from traditional to more active state has developed a five day phase called "PAHAL" on active learning. "Buniyaad and Buniyaad

plus “ package is also based on active learning with collaboration of UNICEF 250 schools of 4 districts – Jamshedpur, Ranchi, Gumla and Hazaribagh are using MGML and ABL related activities.

- **What are the obstacles/issues found to bringing changes in classroom processes?**
 - Lack of good, experienced and insufficient resource group at Cluster level
 - Lack of motivation among teachers
 - High PTR school (more than 1:40) teacher facing difficulties in implementing activities based teaching learning. There is a need to tune textbook , TLMs curriculum teacher training with activities.
- **What strategies are proposed to address the above issues in the next 3 years, as well as to ensure changes in classroom processes as laid out in the RTE Act?**

State has drafted a detailed plan to address the above issues within the three years
- **What steps have been taken to ensure that TLMs are actually used and handled by children?**

Apart from regular monitoring visits, efforts will be made to document successful implementation of activity based learning in classrooms. Sharing of these documents will motivate other teachers and the same time motivates the success of teachers through acknowledgement by administrator.
- **Strategies for eliminating discrimination within the classrooms, & mechanisms for monitoring this**
 1. Such topics are addressed in teachers training .
 2. VEC mata Samitee and Sraswati wahini are monitoring such issues
 3. Cluster coordinators, cluster resource person, BEEOs, observe and address if required during their classroom visits.

Comments:

- DISE data has shown steady improvements in learning levels. The data from QMT (D,E) is only available for the First Qtr. This data however does not show significant improvement in those students scoring less than 50%. The analysis on identification of learning difficulties has been insufficiently dealt with in the report.
- The state’s plan to focus on ensuring that training skills are taken to the classroom level is well appreciated. Developing monitoring mechanisms to ensure this taken up on a priority basis. The focus of the strategy on improving classroom practice is welcome. An in-depth analysis of the bottlenecks needs to be considered, in which teachers should be involved.

6. Learning Assessment Systems

The purpose of evaluation is not to motivate children to study under threat or identify, label children as ‘slow learners’, or ‘bright students’, or ‘problem children’ and identify children for remediation.

ECCE and Classes I and II of the Elementary Stage : At this stage, assessment must be purely qualitative judgments’ of children’s activities in various domains and an assessment of the status

of their health and physical development, based on observations through everyday interactions. On no account should they be made to take any form of test, oral or written.

Class III to Class VIII of the Elementary Stage : A variety of methods may be used, including oral and written tests and observations. Children should be aware that they are being assessed, but this must be seen by them as a part of the teaching process and not as a fearful constant threat. Grades or marks along with qualitative judgments of achievement and areas requiring attention are essential at this stage. Children's own self-evaluation can also be a part of the report card from Class V onwards. Rather than examinations, there could be short tests from time to time, which are criterion based. Term-wise examinations could be commenced from Class VII onwards when children are more psychologically ready to study large chunks of material and, to spend a few hours in an examination room, working at answering questions. Again, the progress card must indicate general observations on health and nutrition, specific observations on the overall progress of the learner, and information and advice for the parents.

Learning assessment system

Stage	No. of tests in a year	Whether marking or grading system	No-detention up to which class	Board exam. at which class	Is there any report card?	Frequency of sharing with parents
Primary	3	Grading	V	No	Yes	Half Yearly
U. Pry.	3	Grading	VIII	No	Yes	Half Yearly

Source: AWP & B 2010-11, Jharkhand

- What steps are being taken for changing the existing system of examinations/ unit tests, for shifting towards a non-threatening assessment system that is free from fear or anxiety?

NCERT's source book on Evaluation has been tried out in 40 schools and has got a positive response. It has been translated to Hindi and being incorporated in teacher training packages. It was mentioned in the "Learning Management" training as well as Training on Active Learning, "PAHAL".

- What steps are being taken for implementing continuous and comprehensive assessment, where a cumulative learning record is maintained for each student?

(Please include details about what kind of methods and tools teachers actually use in the classroom for continuous and comprehensive assessment)

NCERT's source book on Evaluation has been tried out in 40 schools and has got a positive response. It has been translated to Hindi and being incorporated in teacher training packages. It was mentioned in the "Learning Management" training as well as Training on Active Learning, "PAHAL".

- Remedial teaching:

Details about approach followed for remedial teaching in 2009-10:

Progress of remedial teaching

Fund allocated in 2009-10	Physical Target (Children)	Financial achievement till Feb, 2009	Physical achievement till Feb, 2009	% of achievement	
				Physical	Financial
433.796	289197	360.33	233042	62	83

Source: AWP & B 2010-11, Jharkhand

- What model is planned for special training for mainstreaming all children into age-appropriate classrooms in 2010-11, as per RTE?

There is a plan to design special learning package to address the need of age appropriate education. It may include different modules for different age groups by integrating all the necessary knowledge and skill areas.

Comments:

- The state has translated the NCERT source book and tried it in 40 schools with positive feedback. But its integration into the system is a task that remains and is planned for. It is envisaged that external support for this would be required.
- The state has put on its agenda preparatory activities to enable the implementation of RTE provision for special training. The state needs to look into developing appropriate curriculum, materials and pedagogic approaches. Existing modules for RBCs etc. should be reviewed and

revamped. A thorough review including analyzing the experiences of those children now mainstreamed should be considered.

7. Minimum Enabling Conditions

7.1 Teacher Recruitment and Deployment systems

Information on Teachers (as on Dec end 2009)

	Sanctioned Post			Working			Vacancies		
	By State	Under SSA	Total	By State	Under SSA	Total	By State	Under SSA	Total
PS	18522	44065	62587	14285	40911	55196	4237	3154	7391
UPS	50345	50540	100885	33977	41430	75407	16368	9110	25478

Source: AWP & B 2010-11, Jharkhand

- Reasons for vacancies and steps to ensure all vacancies are filled by July 2010:
- Mechanism to ensure that teacher vacancies in a school do not exceed 10% of sanctioned strength:

Recruitment of teachers under SSA

	Sanctioned in PAB till 09-10		Recruited by March 10		Salary Scale		Selected by	Salary provided by
	Regular	Para	Regular	Para	Regular	Para		
Primary				34737		4500	community	VEc
Up. Primary				22903		5000	community	VEC
1:40		94605		24413		4500	community	VEC

Source: AWP & B 2010-11, Jharkhand

Information on PTR (Only department of Education)

	Total no. of schools	Single Teacher		Number of schools in respect of teacher availability					
		Number	%age of total schools	>30	>40	>50	>60	> 70	> 80
Primary	25351	2701	10.65	16508	1032	6141	3427	2218	1326
U. Primary	13757	314	2,28	10987	8313	5641	3453	2351	1469
Overall	39451	3048		27495	18667	11782	6902	4569	2809
Which districts have	In primary – Sahibganj(61.91)								

	Total no. of schools	Single Teacher Schools		Number of schools in respect of teacher availability					
		Number	%age of total schools	>30	>40	>50	>60	>70	>80
higher PTR	In Upper Primary-Latehar (60.05)								

Source: AWP & B 2010-11, Jharkhand

Number of schools in respect of teacher availability (upper pry)						
	Total no. of schools	No. of schools with less than 3 teachers	No. of Schools without maths and science teachers	No. Schools without language teachers	No. of Schools without social science teachers	No. of Schools without headmasters
U. Primary	13757	314+1647=1961	NA	NA	NA	10,215

Source: AWP & B 2010-11, Jharkhand

Availability of Teachers as per RTE Requirement

		RTE requirement	Which Districts are currently not meeting RTE requirement (mention PTR)	Number and % of schools not meeting RTE requirement		Steps to be taken to meet RTE requirement
				No. of schools	%age of total schools	
5.	Primary level PTR	<ul style="list-style-type: none"> • 2 teachers for upto 60 children • 3 for upto 90 • 4 for upto 120 • 5 for upto 200 • PTR under 1:40 for above 200 children 		14562	57.44	State is making policies to recruit Teachers to meet RTE requirement, The vacancy has been sent to Jharkhand Lok sewa ayog for appointment of teachers and districts will rationalize the teacher position to reduce the number of single and double teacher school to zero.
6.	PTR at upper primary level	1:35		10216	74.26	
7.	Subject-specific teachers	At least 1 teacher for Sci & Maths, Social Sci., and Languages	Nil			
8.	Head-Teacher and Part-time instructors	For above 100 children, at least 1 full-time Head Teacher and part time instructors for Art, PHE, Work Education	Nil			

Source: AWP & B 2010-11, Jharkhand

- **Strategies of the districts/ state for achieving the goal of no school with single teacher in 2010-11?**

State is making policies to recruit Teachers to meet RTE requirement, the vacancy has been sent to Jharkhand Lok sewa ayog for appointment of teachers and districts will rationalize the teacher position to reduce the number of single and double teacher school to zero.

- **State policy and processes for deployment and rationalization of teachers? (including steps to ensure that is it transparent, free from harassment):**

State has policy for deployment and rationalization of teachers in home block

- **Strategy for ensuring Subject-specific availability of teachers at Upper Primary level?**

Through regular subject specific trained teacher appointment from State Govt.

7.2 Teacher and student attendance

Teacher and Student Attendance Rates

	MHRD study (2006-07)	2007-08 (with Source)	2008-09 (with source)	2009-10 (with source)	Target for 2010-11
Teacher attendance (primary)	NA	NA	NA	NA	NA
Teacher attendance (up. pry.)	NA	NA	NA	NA	NA
Student attendance (pry.)	NA	NA	NA	NA	NA
Student attendance (up. pry.)	NA	NA	NA	NA	NA

Source: AWP & B 2010-11, Jharkhand

- **Findings from latest study on student teacher attendance (including key reasons for low student/ teacher attendance):**

- **Steps to be taken to address these issues in 2010-11:**

- **Mechanisms for monitoring attendance in 2010-11 (including plan for undertaking study on student/teacher attendance):**

There is a learning Tracking format has been designed for tracking the learning achievement and attendance as well . It will be utilized properly and a mechanism will be in place by BRP, CRPs and resource network to address this issue.

Number of working days and working hours

	Item	RTE Requirement	Present status	Steps to be taken to meet RTE requirement	How will this be monitored?
1.	Number of working days in a	<ul style="list-style-type: none"> • 200 for Pry. • 220 for Up. Pry. 	<ul style="list-style-type: none"> • 220 for Pry. 220 for Up. Pry. 		

	Item	RTE Requirement	Present status	Steps to be taken to meet RTE requirement	How will this be monitored?
	year				
2.	Number of instructional hours in a year	<ul style="list-style-type: none"> • 800 for Pry. • 1000 for Up. Pry. 	1100		
3.	Number of working hours per week	45 teaching hours per teacher per week, including preparation hours	36 hrs Without preparation hrs.		
4.	No. of days involved in non-educational activities	No teacher deployed for non-educational purpose except census, disaster relief, or election duty	Teacher get deployed for other works	State is making policy not to deploy teachers in non teaching activates.	
5.	Involvement in private tuitions	No teacher shall be engaged in private teaching activity	There is no policy	State will form the policy	

Source: AWP & B 2010-11, Jharkhand

7.3 Overall progress of Grant Distribution (Teacher grant, School grant, TLE grant)

Distribution of Grants	Progress in 2009-10			Proposal for 2010-11	
	Physical Target	Achievement	Percentage of Achievement	Physical	Financial
a. Teacher grant @ Rs. 500/- per teacher					
Primary level	63736	128222	94.37	62136	310.68
Upper Primary level	72147			79700	398.50
Total	135883	128222	94.37	141836	709.18
b. School grant @					
Primary level (@Rs, 5000/-)	39563	38050	96.17	39769	1988.45
Upper Primary level	14236	13630	95.74	14851	1039.57
Total	53799	51680	191.91	54620	3028.02
c. TLE grant					
New Primary schools@ 10,000/-per school	442	442	100%	927	18.54 lakhs
New Upper Primary schools@ 50,000/-per school	185	169	91.35%	5107	255.35 Lakhs
Total	627	611	95.6%	6034	7272.956

Source: AWP & B 2010-11, Jharkhand

Recommendations:

The appraisal team recommends the state's proposal for the grants as under:

1. School Grant: For 54620 schools (PS – 39769 + UPS – 14851)
2. Teacher Grant: For 141836 Teachers (PS -62136 + UPS – 79700)
3. TLE Grant: For 6034 New Schools (PS – 927 + UPS -5107)

PAB may like to approve.

Effective utilization of Grants

	Teacher Grant	School Grant	TLE Grant
Date of distribution and reaching to school in 2009-10	July – August 2009	July – August 2009	July – August 2009
Issues related to timely distribution			
Mechanisms to ensure timely distribution	E transfer direct to the account of concerned school	E transfer direct to the account of concerned school	E transfer direct to the account of concerned school
Whether guidelines have been issued regarding utilization	YES	YES	YES
What the grant was utilized for in 2009-10	For TLM	As school development fund – for stationery and conduction of events	According to guidelines given by SLO
Feedback on effective use of grants in 2009-10; issues identified	Few TLMs weren't child friendly and were expensive	Effectively utilized	Effectively utilized
What the grant will be utilized for in 2010-11	It will be in tune with the ongoing classroom process of Active Learning	According to the activities and requirements of school to meet RTE specifications	As per guidelines given by SLO
Mechanisms to ensure effective use of grants	Monitoring team to ensure effective utilization	Monitoring team to ensure effective utilization	Monitoring team to ensure effective utilization

Source: AWP & B 2010-11, Jharkhand

7.4 Rights-based policies in light of RTE (recruitment policies, corporal punishment, examination systems, no detention policy, Class VIII, MLE, etc)

• **Policies/ steps to recruit only trained teachers in the State?**

There is continuous work done in the State to formulate effective policies to meet RTE specifications and requirements. There is also a policy to recruit only trained teachers.

• **Policies/ steps taken or to be taken to ensure that no child is subjected to physical punishment or mental harassment? How will this be monitored?**

Yes, there are steps taken to issue guidelines to all schools and stakeholders to ensure this. A grievance redressal system is also being developed.

- **Status of policy on no detention or expulsion at elementary level?**
yes
- **Status of policy on no board examinations at elementary level?**
Already exists
- **Whether primary cycle till Class V and upper primary cycle till Class VIII?**
Yes
- **Policies or strategies for ensuring availability of education in the child's mother tongue?**
State has Policies to provide education in the children mother tongue. Santhali, Mundari, ho kuruk, kharia, Panhpargania, khorta, khurmali, bangali and Orixa are the major children mother tongue in the state.

Comments:

- **Teacher Recruitment: Teachers recruitment and deployment are major issues. As per the data provided nearly 25,000 teachers need to be recruited. Measures to hire 12,000 have been sent are underway. Due to teacher shortage nearly 40% schools have PTR > 40. Again this is a serious concern.**
- The usage of various grants has been timely. It is suggested that the TLM grant be used by teachers to actually prepare relevant material and not only for purchase (which is the current trend) and should become an aspect of the monitoring mechanism.

8. Community & Civil Society Partnerships

8.1 Collaborative School-level planning with involvement of community

To know the power of VEC, it is necessary to understand the strength weaknesses of school and community and make a strategy for empowering the community as follows:

- Capacity building of the community so that dependency on government may reduce.
- Enrolment, retention and quality education have to increase through active involvement of the community.
- To create creative thinking towards primary education among the deprived section and families.
- To eradicate social indifference between boys and girls and gear up the process of women empowerment.
- To create positives attitudinal sensitiveness among the community toward the education needs of special-need.
- Ensure the representation of deprived group of people like SC/ST specially women, worker and small farmers in the school management activities.
- To gear up the pace of process of social, economic and cultural changes in the villages through the universalisation of primary education.

In the rural community, it is generally observed that the children are moving here and there instead of going the school because of lack of awareness of the community people. So it is

necessary to establish a linkage between teachers, community and education department and ensure 100 percent children may be there in the school and get quality education.

A systematic approach is needed to getting things done and real picture of achievement will compete to come out. So the roles and functions have to play critically by the VEC to achieve the goal of education.

The following roles (elaborated with functions) could be performed by the VECs/SMCs supported by PTA and others.

- The composition of each of the committees constituted i.e. VEC/ SDMCs /PTAs / Urban body etc.

Committees (VEC, SMC, SDMC, etc.)	Members						President (Elected/ Ex- Officio/ Nominated)	Formation Mode (G.O./ Statute)	Tenure
	Nos	Nominated	Elected	Reservation					
				SC	ST	Women			
VEC	15	1	14	1/3	1/3	1/3	Elected	G.O	3 Years

Source: AWP & B 2010-11, Jharkhand

8.2 The roles & functions of each of the committees constituted i.e. VEC/ SDMCs/PTAs etc.

I. School Management:

- To work for the academic and physical development of the school.
- To look after all basic necessities of the school.
- To ensure proper use of grant.
- To create a child friendly environment in the school.
- To make the school premise neat & clean.
- To use human and financial resources for development of school at local level.
- Procure and collection of useful books, magazines and periodicals to establish school library.
- To protect and maintain school property.
- To prepare short and long term plans for school development and ensure its implementations.
- To enforce regular routine wise classes in the school.
- To facilitate Mid Day Meal programme
- To conduct social audit by organizing Aam-Shabha.

II. Teacher Attendance:

Absence of teachers has been one of the major drawbacks in elementary education system. To ensure teachers in school, VEC has taken the following initiatives.

- Regular school visit of the VEC member.
- Monitoring teacher's attendance in the monthly meeting.
- Encouraging the teacher to ensure regular classes.
- In absence of teachers VEC takes initiatives for placing teacher from community

- Regular absenteeism of teachers may be seriously reviewed and accordingly action may be taken.

III. Student Attendance:

- To promote interaction among students by constituting child cabinet.
- Interaction with guardian to ensure cent-percent attendance of enrolled students.
- To organize Rallies, Bal-mela, Competitions, Exposure visit etc. at school level.
- Reviewing student's attendance in the monthly meeting.
- Help to make environment for joyful learning.

IV. Construction work:

- Construction committee (Bhawan Nirman Samiti) comprises of 5 members. It is constituted under VEC for each school to look after quality parameters under civil work.
- Procure and manage required materials for building constructions.
- Keeping records, accounts and submission of utilization certificates to their respective office.
- Ensure protection of school building by involving community.
- Involve community in repair and maintenance of infrastructure voluntary

V. Girls Enrolment:

- Sensitization of parents through VEC towards girl's education.
- Identification of girls and to take necessary initiatives for their enrolment in formal or alternative schools.
- Opening of residential camp schools for adolescent girls and to ensure necessary arrangement for smooth running.
- Opening of ECE centre to promote girls education.
- Opening of ECE centre to promote girls education.
- Encourage the parents of girls between 0-3 age group to enroll in the ICDS centre.

VI. Out of school children

- Update Village Education register.
- Generate awareness among villagers through VEC
- Opening alternative centers and providing facilities.
- Monitoring out of school children.
- Identify CWSN and providing them opportunities for learning in formal school.
- Mainstreaming children in schools and ensure their retention.

vii. A. Teacher appointment :

- Recruit para teacher as per norms director by SSA.
- Asses the need of teachers in school and ensure their recruitment in the ratio of 40:1.
- Evaluate performance of Para teachers.
- Ensure payment of Para Teachers and extension of services on the basis of performance

B. Participation in Children Quality Learning

- Organise Lok-Vachhan programme (Community Reading in a public place of Buniyad related Calendar) through Chhoua Sabha
- Organize monthly meeting of VEC members, teachers and parents to know the learning level of each children
- Motivate Guardian for providing learning environment at home
- Discussion with teachers and members on approaches for quality learning of children

- What processes are/will be undertaken for developing a School Development Plan for each school? What will be the format/ components included in this Plan? How will the Plan be implemented, followed-up and monitored?

8.3 The Processes will be undertaken for developing a School Development Plan:

- **Formation of a planning team**

Local NGO ,

1. Mahila Samuh under Mahila Samakhya self help groups PRI institution and traditional leaders will be member of school level planning team to develop school development plan.
2. School development format plans already existing with collaboration of UNICEF, Jamshepur and Ranchi districts are using these formats but there is a need to revise these formats and upscale it to all the districts and schools training will be provided on this subject to the teachers and VEC members.

- **Orientation to the planning team**

A training package will be developed in light of RTE to orient the VEC/SMC the house hold survey will be done by VEC / SMC and it will be maintained in a register.

- **Collaborative School-level planning**

with involvement of community; processes for developing a School Development Plan for each school

8.4. Community contribution to learning in 2009-10:

- **Bal Mela:**

The objective behind the event is to make the community aware about the program and to create interest among the children towards education. Bal Sammelan helps to develop competitive attitude among the children. Bal Mela organise at school level on 14th November.

- **VEC Sammelan:**

Women participation is an important component of people's participation and empowerment. Adequate representation to women on the one hand brings them into social mainstream, improves their decision taking capacity and thus empowers them, and on the other ascertains their cooperation in improving educational status of children of the region in general and that of the girls in particular. At block level a sammelan organized for women member. Where 2 women members were participated.

- **Steps to be taken towards involving community members more in quality improvement and learning enhancement in schools:**

Awareness Campaign –

Awareness campaign will be done and community member will be sensitize for -

1. Effective monitoring of the attendance of enrolled children and attendance of teacher.
2. Completion of elementary education cycle for 6-14 age group children. Community will see the availability of school infrastructure and school accessibility as per SSA norms and RTE guideline.
3. Community will see in schools that no discrimination in term of caste and creed is being done and all children are being given equal opportunity

Maa Beti Sammelan–

To promoting girls education we propose Training cum orientation programmes of mothers and daughters at cluster level. In this programmes all girls of 6 to 14 age group and her

mothers, female guardians will be the participants. This programme will be organized in the chairmanship of successful lady of that area. In this orientation programme we will discuss about promoting girls education in the low enrollment and retention areas. We will try to find out the problems and solution after discussing the matter. In this programmes we will give some valuable information regarding welfare of females carrying out by different department of govt. to empower women.

Orientation programmed for Ward Parshad –

The participation of all PRI members for successful implementation of SSA programme, each district will organize one day orientation programme for ward Parshad. In this Orientation programme we will discuss about all programmes of SSA and right to education for all children in the age group of 6 to 14. We will request their Co-operation and contribution for successful implementation and ensuring education for every child without discrimination.

Orientation programmed for Traditional Leaders –

To mobilize special focus group such as SC/ST/Minority and other backward marginalized communities, state has proposed one day orientation programme for chief person of the village such as Munda Manki, Mahto, Parha Raja, Muslim Leaders etc at block level. In the meeting we will discuss the programmes of SSA to ensure 100 percent education facilities to 6 to 14 age group children, retention, drop out student. It helps to make effective and active VEC and also help to monitor the function of VEC.

Strengthen of Bal Sansad-

Child cabinet has been formed in all schools. Efforts shall be made for sensitization of community through this institution. It is essential to empower Bal Sansad by capacity building of members of child cabinet. For this purpose one teacher from each school will be trained at block level. The DRG, BRP and CRP will be also trained on effective functioning of child cabinet specially improve the quality of education. State has proposed a 3 days training for member of Bal Sansad with convergence with UNICEF in school level.

Comments:

- The strategy for community participation (VECs etc.) should now be aligned to the requirement of RTE under which several roles have been assigned to SMC and PRIs, which will require capacity building. Modules for this would require to be developed. It is suggested that the involvement of civil society organizations be sought for this purpose. As of now there is not a very clear strategy for NGO involvement. A campaign on RTE involving various stakeholders like NGOs, MS, SHG groups etc. is recommended.

Overview of Quality Progress in 2009-10

SNo.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-3-10)		% age Achievements		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
1.	Free Text Books	4877206	8317.358	4877206	5751.13 ^a	100	69	
2.	Teacher Grant	135873	679.365	130909	656.41	96	97	
3.	School Grant	53799	2974.670	53294	2940.07	98	99	
4.	TLE Grant	627	180.900	865	283.40	100	100	
5.	Grants for BRC, TLM	251	12.55	250	12.30	100	98	
6.	Grants for BRC, CONTGENY	251	50.20	250	48.92	100	97	
7.	Grants for BRC, MEETING TA	251	22.590	250	22.14	100	98	
8.	Grants for BRC, Furniture	35	35.00	33	33.40	94	97	
9.	Grants for CRC, TLM	2094	20.940	2064	20.53	99	98	
10.	Grants for CRC Meeting TA	2094	75.384	2064	74.15	98	99	
11.	Grants for CRC, contingency	2094	62.820	2064	61.60	99	98	
	Teachers' Training							
12.	In-Service Training	135873	2038.095	77746	1231.54	57	60	
13.	Induction Training	1439	43.170	943	13.06	66	30	
14.	Untrained Teachers	30279	1816.740	11816	99.58	39	5	
15.	BRC Coordinators & Resource Persons	544	489.600	2250	27.44	52	64	
16.	CRC Coordinators &	3776	2265.600					

SNo.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-3-10)		% age Achievements		Remarks
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	
	Resource Persons							
17.	Remedial Teaching	289197	433.796	230625	313.99	80	72	
18.	LEP	0	1732.000		1162.04		67	
19.	REMS	53799	537.99	53020	446.89	99	83	

Broad recommendations for Quality improvement in 2010-11

Basing on the above discussion the Appraisal recommends the following way for activities related to overall quality improvement under SSA.

Recommendation for activities related to quality

Sl. No.	Interventions	Proposed		Recommended		Remarks
		Physical	Financial (Rs. in lakh)	Physical	Financial (Rs. in lakh)	
1.	Teacher recruitment					
	New Teachers Salary (P.S.)	1854	1334.88			
	New Teachers Salary (UPS)	15321	11031.12			
	Addl. Teachers against PTR	0	0.00			
	Recurring	94605	49607.37	94605	48305.16	
2.	Training					
a.	In service (PS+UPS)	101611	1219.33	101611	1219.33	
b.	Induction training	15152	303.04	3177	63.54	
c.	Training of untrained teachers	--	--	--	--	
d.	Training of BRC/CRC	5301	53.01	4650	46.50	
3 a.	Free Textbooks (PS)	3917940	5876.91	3917940	5876.91	
b.	Free Textbooks (UPS)	1195849	2989.62	1195849	2989.62	
4.a.	TLM Grant (P)	56149	280.75	56149	280.75	
b.	TLM Grant (UP)	83262	416.31	83262	416.31	
5. a	School Grant (P)	39993	1999.65	39993	1999.65	
B	School Grant (UP)	14851	1039.57	14851	1039.57	
6 a.	TLE Grant (P)	927	185.40	927	185.40	
b.	TLE Grant (UP)	5107	2553.50	441	220.50	
7.	BRCs/UBRes	263	1203.06	263	1075.26	
8.	CRCs	2176	4997.56	2094	4837.02	
9.	Special Training for Mainstreaming children to Age-appropriate classes:	79667	3812.54			
10.	LEP	24	1928.70	24	1928.70	
11.	REMS	54844	548.44	54844	548.44	

(IV) REMS:**Progress overview**

In the year 2009-10 a sum of Rs 699.39 lakhs was sanctioned for REMS activities. Out of which a sum of Rs 124.41 lakhs was spent (18%) up to 1st Feb. 2010 and Rs. 488.73 (70%) till 31st March,2010 .

In Jharkhand a sum of Rs.1000 per school goes to district level towards REMs activities; Rs.300 per school is meant for REMS activities at state level.

The committee for approval of Research Projects with Education Secretary as its Chairperson has been constituted .There is a Research Advisory committee with Secretary as its chair person. Its members include representatives of University, SCERT, National level institutes and eminent professionals in education and allied areas.

S. No	Activities	Financial		Financial
State Level (@Rs. 300 per school)				
1	Research & Evaluation	Rs.110 per school	Supervision & Monitoring	Rs.190 per school
1.1	Status of enrollment, attendance and retention of Muslim Girls in Muslim concentrated districts		Monitoring and supervision of schools	
1.2	Study on attendance and retention of children in recognized Madarasas/ Maktabs and their mainstreaming in regular schools			
1.3	Study on strategy adopted for Multi-grade teaching in primary classes and its impact			
1.4	Study on attendance & achievement level in Government schools			
1.5	Study on the learning problems & achievement level of tribal children at primary level			
1.6	Study of mainstreaming of children from AIE			
1.7	Study on the functioning of KGBV and its impact on girls			
1.8	Impact Study of innovative activities undertaken			
1.9	Time on task study on students			
	Subtotal	58.98		96.127
District(@Rs1000 per school)				
2	Research & Evaluation	Rs.300 per school	Supervision & Monitoring	Rs.700 per school
2.1	Action Research and Case Studies	150.0	Monitoring and	163.28

S. No	Activities	Financial	Financial
2.2	Learners Evaluation	230.98	Supervision of schools Honorarium, TA/DA of RPs/ Monitoring team for programme Monitoring
	Subtotal	380.98	Subtotal
	Total	438.98	163.28
Grand Total = 699.387			

This year state has submitted the proposal of Rs. 712.42 Lakh for 54844 schools. The details of activities and budget have been given in the following table.

Proposal for the year 2010-11

				Rs. in lakhs
S. No	Activities	Financial		Financial
State Level (@Rs.300 per school)				
1	Research & Evaluation	Rs.111.2 per school	Supervision & Monitoring	Rs. 188.6 per school
1.1	Utilization of teaching time by a teacher while he is present in school	8.00	Monitoring and supervision of schools	36.00
1.2	Study on corporal punishments in schools of Jharkhand	7.00	Monitoring of AIE centers	10.00
1.3	Impact of teachers training in classroom process	8.00	Monitoring of KGBV, NPEGEL & innovative centers	10.00
1.4	Gender & Social discrimination in school system'	8.00		
1.5	Assessing implementation of Learning Enhancement Programme (LEP)	8.00	State commission for Child Rights protection	27.42
1.6	A comparative assessment of qualitative change among students due to reading cell and without reading cell.	7.00	Capacity building workshops for RTE	10.00
1.7	Study on functioning of KGBV and its impact on girls	8.00	Workshops for Capacity building in Continuous Comprehensive Evaluation	10.00
1.8	Impact and achievement of NPEGEL in the state	7.00		
	Sub total	61.00		103.42
District level				
2	Research & Evaluation	Rs.691.2 per school	Supervision & Monitoring	Rs.308 per school
2.1	Printing, dissemination of school report cards @Rs 5 per child	349.08	Field visits by dist. & block level functionaries for	168.92
2.2	Printing and dissemination of source	30.00		

S. No	Activities	Financial	Financial
	book on Evaluation to school		Monitoring and supervision of schools
	Sub Total	379.08	168.92
	Total	440.08	272.34
	Grand Total	712.42	

Three workshops will be organized for implementation of CCE to orient Master trainers, district officials and teachers. Orientation of Master trainers will focus on use of Source book developed by NECRT will be printed for dissemination to schools (40,000).

Comments :

- State level committee for approval of research project has been setup.
- Study on teachers and students attendance has been completed. The attendance rate for teachers was 78.9% at primary stage and 76% at upper primary stage. For students the attendance rate was 63.1% at primary stage and 63.9% at upper primary stage.
- Monitoring teams have been formed at various levels which include a centralized monitoring cell each at Secretary's office and State Project Office.
- This year state has proposed to orient/ develop the capacities of Master trainers, district officials and teachers for Continuous & Comprehensive Evaluation.
- In 2009-2010 ten studies were approved by PAB. Out of which state has initiated 3 studies. Other 7 studies were replaced by following 4 studies:
 - Baseline pupil evaluation of *Buniyad Plus* programme in class I and III in all districts on sample basis.
 - Reason for delay in execution of civil work and utilization of fund thereof.
 - A study on fund flow system with special reference to delay in fund receiving at final destination.
 - Use of TLM in classroom transaction process and its impact.

At present agencies have been identified to conduct seven studies approved last year and the studies are expected to be completed in 2010.

State has been asked to undertake a Study on 'Gender & Social discrimination in school system' which they have agreed to. This study was suggested by JRM to be undertaken at state's level. State proposal for other studies this year may also be accepted.

State has proposed the printing of report card at the rate of Rs. 5/ per card. Looking at the large number of report cards – nearly 70,000, to be printed this amount can be reduced further.

Recommendation: State has submitted a budget of Rs .712.42 lakhs for REMS activities. Keeping in view the activities needed to be conducted in the contexts of RTE a sum of Rs 712.42 lakhs @ 1300 per school has been recommended for approval.

(V) SIEMAT

SIEMAT has started functioning in DIET campus Ratu, Ranchi. Faculty will be selected in 2010-11.

(VI) IED

Being a DPEP State, some initiatives like assessment camps, aids and appliances, teacher training etc. are being regularly carried out by the State. The state has also appointed resource teachers in 2009-10. However, the overall implementation of IE in the state still needs strengthening and the expenditure needs a lot of improvement.

Progress in 2008-09

- **47312 CWSN have been identified (0.68%) and 37950 are enrolled in schools. 213 covered through home-based education and 105 in EGS/AIE centers.**
- **Coverage of CWSN is 80.88%. Enrollment of CWSN is 80.21%**
- **34792 (52.96%) aids and appliances have been provided.**
- **The State has provided 3-6 day training on IE to 17052 teachers. 42260 teachers have been given a 1-day orientation to IE in the mass teacher-training programme.**
- **0.49% (668) resource persons have been trained through the RCI foundation course.**
- **0.51 (103) resource teachers per block.**
- **5271 (13.50%) schools made barrier free.**

In the year 2009-10, the State had identified 47312 CWSN and the total budget provided the State was Rs. 331.184 lakh @ Rs. 7010/- per disabled child. The physical and financial progress of the State is given below.

District Wise Progress in IE

Sl. No.	Districts	No. of NGOs involved	Target No. of CWSNs	In Schools	No. of camps conducted	No. of CWSNs			No. of Children in Home based care	No. of Bridge Courses functioning	No. of Beneficiaries in Bridge Courses	No. of Schools with Barrier Free	Percentage of Schools made Barrier Free	No. of Special Teacher appointed
						ALIMCO Devices	Other than ALIMCO devices	Total						
1	Bokaro	0	2225	1944	8	121	0	121	0	0	0	303	17.8	0
2	Chatra	0	1822	1499	10	582	0	582	0	0	0	385	20.6	8
3	Deoghar	1	2331	2280	5	1130	0	1130	12	1	20	572	27.3	6
4	Dhanbad	1	2418	1985	5	325	0	325	0	0	0	367	19.1	8
5	Dumka	1	1499	1261	10	305	150	455	0	0	0	222	9.0	5
6	E.singhbhum	1	1848	1831	6	333	180	513	36	0	0	462	23.4	9
7	Garhwa	0	2221	2080	11	388	0	388	0	0	0	38	2.8	0
8	Giridih	1	3673	3367	9	625	0	625	0	2	40	400	11.9	10
9	Godda	1	2176	2085	5	343	0	343	0	0	0	43	2.5	0
10	Gunla	1	1345	1297	9	139	0	139	0	0	0	145	9.1	11
11	Hazaribagh	1	3672	2647	8	205	0	205	18	0	0	313	20.1	0
12	Jamkora	0	2215	981	1	45	0	45	0	0	0	91	7.7	0
13	Khunti	0	1910	1725	6	76	0	76	42	0	0	175	19.4	6
14	Koderna	0	1267	1185	2	89	0	89	0	0	0	94	13.2	5
15	Latehar	0	1198	1003	12	87	0	87	0	0	0	49	3.9	0
16	Lohardaga	0	681	543	2	21	0	21	0	0	0	114	17.8	5
17	Pakur	0	1703	1419	1	151	0	151	0	0	0	123	12.4	0
18	Palamu	0	2720	2598	10	321	0	321	0	0	0	184	6.9	0
19	Ramgarh	1	1733	1617	4	341	0	341	0	0	0	41	5.9	4
20	Ranchi	2	2141	1815	15	266	150	416	103	12	254	322	13.4	15
21	Sahibganj	1	1939	1869	6	207	0	207	0	0	0	121	8.8	9
22	Sarakeia	0	1065	991	1	85	0	85	0	0	0	220	13.6	0
23	Simdega	0	1100	634	6	48	0	48	0	0	0	112	12.7	2
24	W.singhbhum	0	2410	1537	12	108	19	127	2	0	0	375	17.8	0
		12	47312	40193	164	6341	499	6840	213	15	314	5271	13.5	103

6592 CWSN not covered in 2009-10.

Category- Wise Progress in IE in 2009-10

S.No.	Category	No. identified	No. enrolled in schools	No. enrolled in AIE/EGS	No. through IBE
1	LV	3718	3192	0	
2	TB	2177	1129	105	
3	HI	9889	7315	64	
4	SI	1609	853	62	
5	OI	18096	18096	0	
6	CP	203	137	0	54
7	MR	4891	3942	37	62
8	LD	1320	1320	0	
9	MD	5409	4209	46	97
10	ASD	0	0	0	
	Total	47312	40193	314	213

Financial Progress in 2009-10

S. No.	Activity	Phy. target	Amount (Rs. in lakhs)	Exp	% Exp
1	Resource teacher salary (existing 19 for 12 months and 24 teachers for 6 months)	19	25.30	25.3	100.00
2	Assessment camps	212	21.20	21	99.06
3	Provision of Aids and Appliances	24	48.00	40.29	83.94
4	Braille kit	500	2.50	0.75	30.00
5	NGO involvement	6	2.00	2	100.00
6	5 day teacher training	1200	9.00	8.5	94.44
7	Braille books	2535	25.35	15.75	62.13
8	Workshop/ meetings at the state level	4	4.00	3.5	87.50
9	Ramps/ handrails	2423	193.83	165.00	71.42
	Total		331.18	282.09	85.17

The State has been able to spend only 85.17% in 2009- 2010 @ Rs. 596.23 per child.

Expenditure of Jharkhand in IE since 2005-06

Year	Outlay	Expenditure	% Exp
2005-06	270.89 lakh	53.56 lakh	19.81%
2006-07	363.76 lakh	40.73 lakh	11.20%
2007-08	190.00 lakh	102.3 lakh	53.84%
2008-09	406.03 lakh	231.58 lakh	57.04%
2009-10	331.184 lakh	282.09 lakh	85.17%

Since 2005-06, the State was showing a steady decline in the expenditure on IE related aspects. But now the State has shown a steady increase in IE expenditure. The expenditure is 85.17%.

Number of CWSN Identified in 2010-11

The State has identified 55764 CWSN (shown below), out of a total child population of 7108784, which is 1.13% of the total child population. As per Census 2001, there are 99324 CWSN in the state which is 1.71% of the total child population. Hence there is a gap of 19114 CWSN. 3 out of 24 districts have identified 1.71% CWSN.

S. No.	Name of District	Total child population 6-14 yrs	Total No. of CWSN	% CWSN
1	Bokaro	406879	4459	1.10
2	Chatra	294080	2930	1.00
3	Deoghar	327643	2970	0.91
4	Dhanbad	441604	3570	0.81
5	Dumka	269344	4069	1.51
6	East Singhbhum	453721	4881	1.08
7	Garhwa	335421	2914	0.87
8	Giridih	548978	4878	0.89
9	Godda	280987	3145	1.12
10	Gumla	250295	4351	1.74
11	Hazaribagh	382796	5089	1.33
12	Ramgarh	203375	3412	1.68
13	Jamtara	181476	2564	1.41
14	Koderma	151625	2674	1.76
15	Latehar	192556	1883	0.98
16	Lohardagga	115429	1208	1.05
17	Pakur	186072	2149	1.15
18	Palamu	488369	4052	0.83
19	Ranchi	582609	6424	1.10
20	Khunti	112273	2002	1.78
21	Sahibganj	247155	3076	1.24
22	Saraikela	208128	1847	0.89
23	Simdega	126038	2489	1.97
24	West Singhbhum	321931	3174	0.99
Total		7108784	80210	1.13

District-wise Coverage Plan of CWSN

S. No.	Name of District	No. of CWSN	In School	Out of School	Coverage of Out of School through HBE	Direct Mainstreaming	RBC
1	Bokaro	4459	2050	2409	832	1577	0
2	Chatra	2930	1343	1587	820	767	0
3	Dhanbad	3570	3067	503	297	106	100
4	Deoghar	2970	2576	394	265	129	0
5	Dumka	4069	1564	2505	782	1623	100
6	E.Singhbhum	4881	4768	113	53	60	0
7	Garhwa	2914	2601	313	223	90	0
8	Giridih	4878	3374	1504	644	810	50
9	Godda	3145	1216	1929	950	979	0
10	Gumla	4351	3956	395	128	167	100
11	Hazaribagh	5089	3897	1192	600	592	0
12	Jamtara	2564	1646	918	568	350	0
13	Koderma	2674	2384	290	109	181	0
14	Khunti	2002	1828	174	102	72	0
15	Lohardaga	1208	652	556	280	276	0
16	Latehar	1883	1160	723	557	166	0
17	Pakur	2149	1078	1071	921	50	100
18	Palamu	4052	3650	402	292	110	0
19	Ranchi	6424	3491	2933	612	2171	150
20	Ramgarh	3412	2076	1336	996	340	0
21	Sahibganj	3076	2933	143	133	10	0
22	Simdega	2489	664	1825	1071	754	0
23	Saraikela	1847	1077	770	606	164	0
24	W.Singhbhum	3174	2644	530	264	266	0
Total		80210	55695	24515	12105	11810	600

The State plans to cover 55695 CWSN through regular schools, 12105 through HBE, 11810 through direct mainstreaming and 600 through RBCs.

Category-wise Coverage Plan 2010-11

S. No.	Category	Number of CWSN	Direct Mainstreaming	RBC	HBE	All ready enrolled in schools
1	Low Vision	14339	5637	100	0	8602
2	Totally Blind	2049	0	200	1536	313
3	Hearing Impaired	19057	2080	100	2052	14825
4	Mentally Retarded	9341	921	200	1116	7104
5	Orthopedically Handicapped	20903	1287	0	2548	17068
6	Learning Disability	4989	1132	0	0	3857
7	Multiple Disabilities	7170	611	0	4285	2274
8	Cerebral Palsy	2147	113	0	568	1466
9	Others	215	29	0	0	186
Total		80210	11810	600	12105	55695

Children with orthopedic handicaps are the maximum in number followed by children with hearing impairment.

Proposals:

The focus of this year on IE would be on strengthening the identification mechanism and the academic support to CWSN through the following:

- Appointment of resource teachers @ 4 per block and volunteers for HBE
- Conduct of medical camps.
- Provision of aids and appliances.
- Training of teachers
- Organizing workshop / seminars on IE
- Barrier free environment

Details of Activities to be carried out in F.Y 2010-11

- **Identification of CWSN**

In the year 10-11, we have planned to ensure identification of each and every CWSN residing in our State. To ensure this, our planning is to make separate survey as well as co-ordination with other concerned department such as Social Welfare, State Disability Commissioner Office, Health Department etc. to insert age wise column and category of disability in their survey format. We have also planned to make advocacy to include disability in the Census-2011. At district level these survey will be conducted by Resource Teacher, Foundation Course Trained Teacher. A team of Volunteers will be identified and they will be trained at block level on identification processes.

After survey, 5% sample check will be done by the district in charge and after verification of data it will be up graded in the data base which is web enabled.

Support from State Office-A detailed survey format will be developed at state level. One orientation training will be organized at state level. 5% sample checks will be done randomly to some district. Expert services will be hired for this purpose and uploading on web will be done at state level.

- **Assessment & Distribution of Aide & Appliances**

By providing, aide & appliances to CWSN means to provide an opportunity of mobility as well as coming closer to the universe. In the year 10-11 our planning is to consider all CWSN irrespective of category and severity. We have planned to organize two camps in each block so that all children can be assessed. This camp will be organized by the help of ALIMCO and other experts who will be hired for the camp. The aide & appliances will be provided under ADIP-SSA scheme.

- **Appointment of Resource Teacher**

In the Year 09-10, we had advertised for the deployment of 212 RT in which 103 RT have been deployed till now. In some of the district, it is in process and it is likely to be completed by the end of March 10. In the year 10-11, we have planned to recruit another 3 resource teacher in each block which means 1 resource teacher of each major category for a block.

- **Capacity Building Programme**

Training of General teachers(3 days)-

In the 23534 teachers would be trained on IE. This training will be organized at BRC level in the concerned district. The training will be completely residential. The mode of training will be participatory as well as activity based. A pool of resource person will be developed consisting of Resource Teacher, Foundation Course Trained teacher and local NGOs. The purpose of training is to develop common minimum understanding of disability and the right of these children to be enrolled in formal schools. Besides this, the aim is to expedite the "Inclusion" mode of education as earliest.

Training of Multi disability to Resource Teachers (7 days)-

1036 RTs would be given a 10- day cross disability training on IE at the district level.

Foundation course training to teachers-

5 teachers from each block would be deputed fro the 90- day training.

- **Training of Child Cabinet (Peer Sensitization)-**

A Child needs affiliation with their peer group. A peer group can help these children in many ways. It may be from identification to their enrollment and also their retention in the classes. This group can change many more myth related to disability among society as well as family. It can be used as changing agent and keeping in view, we have planned to train our child-cabinet which are very active in all 45000 schools across the state. The training will be organized at school level. For this purpose a pool of resource person will be developed at district level and they will be trained. In the present year we have planned to train 33516 child cabinet across the state.

The State has planned to provide resource support through parents, regular teachers, special teachers and volunteers. The State has planned to, appoint 933 fresh special educators thus making a total of 1036 @ 4 resource teachers per block in the State. The weekly calendar of a resource teacher is shown below. Further the State has planned to appoint 1617 volunteers that would be assisting in HBE programme. The state also plans to train 1295 teachers through the 90- day training programme, thus making a total o 1963 such trained teachers. 23534 general teachers would be given 3- day training through the in-service teacher training on the basic handling of children with mild disabilities. The focus of this training would be on screening of CWSN, basic tips on classroom management, tips on regular maintenance of aids and appliances, updating IEPs and peer sensitization. All these are steps that would be taken up by the state to strengthen academic support for CWSN. With all these forms of resource support, the PTR would be 1: 3 for the school going CWSN and 1:7 for the HBE CWSN. Further 24 more teachers and one helper would be appointed for the 12 special RBCs for CWSNs making the PTR of 1:16 with a helper.

Farther peers would be oriented and sensitized to the needs of CWSN through exposure visits. Teachers would also be oriented to peers sensitization techniques through the proposed 3 day training.

Tentative Work Schedule of a Special Educator in a Week

Day & Time	Place of visit	9.30 am - 11	11.00 - 11.10	11.1 - 12.4	12.40 -- 2	2 - 3.2	3.2 - 3.3	3.3 - 5.00 pm
Monday	SCHOOL	HBE	TRAVELLING	SCHOOL	SCHOOL	SCHOOL	HBE	HBE
Tuesday	SCHOOL	HBE	TRAVELLING	SCHOOL	SCHOOL	SCHOOL	HBE	HBE
Wednesday	SCHOOL	HBE	TRAVELLING	SCHOOL	SCHOOL	SCHOOL	HBE	HBE
Thursday	SCHOOL	HBE	TRAVELLING	SCHOOL	SCHOOL	SCHOOL	HBE	HBE
Friday	SCHOOL	HBE	TRAVELLING	SCHOOL	SCHOOL	SCHOOL	HBE	HBE
Saturday	SCHOOL	HBE	TRAVELLING	SCHOOL	SCHOOL	SCHOOL	HBE	HBE

Tentative Work Schedule of a Volunteer in a Week

Day & Time	Place of visit	9.30 am - 11	11.00 - 11.10	11.1 - 12.4	12.40 - 2	2 - 3.2	3.2 - 3.3	3.3 - 5.00 pm
Monday	SCHOOL	HBE	TRAVELLING	HBE	HBE	HBE	HBE	HBE
Tuesday	SCHOOL	HBE	TRAVELLING	HBE	HBE	HBE	HBE	HBE
Wednesday	SCHOOL	HBE	TRAVELLING	HBE	HBE	HBE	HBE	HBE
Thursday	SCHOOL	HBE	TRAVELLING	HBE	HBE	HBE	HBE	HBE
Friday	SCHOOL	HBE	TRAVELLING	HBE	HBE	HBE	HBE	HBE
Saturday	SCHOOL	HBE	TRAVELLING	HBE	HBE	HBE	HBE	HBE

Plan for 2010-11

S. No.	Activities	Phy.	Unit Cost	Fin.	Time
1	Survey & Identification of CWSN through 5 % sample check and web- enabling the data	24	0.50	12.00	April-June 2010
2	Assessment Camp	494	0.15	74.10	June-July
3	Distribution Camp	494	0.05	24.7	October- March 2010
4	Aids & Appliances, including surgery and Braille books	5618	0.02	112.361	October- March 2010
5	Orientation of Child Cabinet	33516	0.001	33.516	April-Aug 2010
6	3-Day trg. to Parents and VEC @ Rs. 100 per day mainly on identification	1917	0.003	5.751	April-Aug 2010
7	90- day training of teachers @ 5 per block	1295	0.055	71.23	As per batches
7	Inclusive sports both for CWSN and peers	259	0.25	64.75	Dec-10
8	3-Day trg. To teachers	23534	0.003	70.602	April-June 2010
9	Provision of Ramps with handrails @ 5 per block	1295	0.1	129.5	April-Aug 2010
10	Workshop/ seminars/ meetings	24	1	24	Jun-10
11	RBC for 50 CWSN @ 1.00 lakh per month including Rs. 17000/- for 2 resource teachers, Rs. 5000/- for the helper and Rs. 78000 for food and miscellaneous for 6 months	12	6.00	72.00	Jun-10
12	Escort Allowances for 10 months	1429	0.005	71.45	All year
13	Resource Room to be upgraded as RCI study Centre including disabled friendly toilet	24	1.50	36.00	April- June 2010
14	Strengthening resource room at the block level	259	1.00	259.00	
15	Up gradation of the existing toilet	300	0.15	45.00	All year
16	10- day Multi Disability trg. to RTs	1036	0.001	10.36	April - June 2010
17	Documentation/Dev. of IEPs	24	0.15	3.6	All year
18	Hon to the existing RTs	103	0.1	123.6	All year
19	Hon to the new RTs – 6 months	933	0.1	466.50	Oct 2010-March 2011
20	Hon. For RT volunteers for HBE for 6 months	1617	0.003	291.06	Oct 2010 -March 2011
21	10- day Multi Disability trg. to RTs for HBE	1617	0.001	16.17	
Total				2005.25 lakh	

State level IE Activities

S. No.	Activities	Phy. Target	Fin. Target
1	Workshops on IE	05	5.00
2	Meeting of RTs & District In charge	04	2.00
3	SRG Meetings	04	2.00
4	Development & Printing of Posters and pamphlets, IEC Materials		3.00
Total			12.00 lakh

The above IE activities at the state level are approved through the Project Management fund.

Class wise Break up of Braille Books required

Class	Braille books required
I	442
II	189
III	274
IV	242
V	173
VI	221
VII	352
VIII	156
TOTAL	2049

Issues

- There is no technical person at the State/ district level. This is a area of concern and the State should hire trained people from the Project Management fund
- Coverage of CWSN is 80.88%. Enrollment of CWSN is 80.21%. 6592 CWSN not covered in 2009-10.
- The State should constitute a State Resource Group on IE
- **Only 13.50% schools have been provided with ramps and handrails.**
- **Only 34792 (52.96%) CWSN provided aids and appliances.**
- The State has identified 55764 CWSN, out of a total child population of 7108784, which is 1.13% of the total child population. As per Census 2001, there are 99324 CWSN in the state which is 1.71% of the total child population. Hence there is a gap of 19114 CWSN.
- **Appoint the 933 resource teachers by and 1617 volunteers for HBE by October 2010.**

Recommendation

The Appraisal Team recommends a total of Rs. 2005.25 lakh for 80210 CWSN @ Rs. 2500/- per disabled child. IF the State expends this amount, then it can submit a supplementary plan on IE to the Govt. of India.

(VII) Innovative Activities

(i) Early Childhood Care and Education:

The State informed the appraisal team that as per the convergence instructions issued by the Govt. SSA is extending its support to ICDS run centers of Department of women and child and also running 504 ECCE centers in non- ICDS area . Now under ECCE, pre-school children are prepared for regular schooling.

STATUS OF ECCE CENTERS:

YEAR	No. of District	ICDS run Centres Supported by SSA		ECCE Centres Run by SSA in non ICDS area		Centres run under NPEGEL Programme	
		No. of Centres	No. of Children's	No. of Centres	No. of Children's	No. of Centres	No. of Children's
2006-07	22	17465	1536920	1572	198756	1897	205065
2007-08	22	21565	16022795	1672	218742	1803	212086
2008-09	24	32343	2328696	765	95685	334	109278
2009-10	24	38432	2824752	504	12962	117	15272

Progress Overview: During 2009-2010, child-friendly early learning kit has been supplied to 300 centers. Moreover, honorarium is given to 765 ECCE workers. Training imparted to Anganwadi workers. Around 8000 children in ECCE centers / Anganwadi centers have been covered.

Progress Overview (Activity-wise) of ECCE:

S. No.	Activity (In Detail)	(Rs. in lakh)			
		Total Budget Sanctioned for 2009-10		Achievements (up to march 2010)	
		Physical	Fin	Physical	Fin
1	Distribution of pre school material called Buniyad	24	171.0	32343	76.89
2	Providing Health Kit to ICDS/ECCE Centre				
3	Honorarium to ECCE workers				
4	Training to Anganwadi workers				

Financial Status of ECCE

Year	Outlay Approved	Expenditure	(Rs. in lakh)
			% of Exp against AWP & B
2004-05	330.00	34.88	10.6%
2005-06	330.00	51.24	15.5%
2006-07	330.00	103.43	31.3%

Year	Outlay Approved	Expenditure	% of Exp against AWP & B
2007-08	225.00	80.51	35.8%
2008-09	177.30	83.05	46.8%
2009-10	171.0	76.89	45%

During the year 2009-10, the State was sanctioned a budget of Rs 171.00 lakh. The achievement is Rs. 76.89 (45%).

Proposal for year 2010-11:

- The State has proposed to continue 504 in Non ICDS area and Honorarium to ECCE workers will be provided. Convergence with ICDS department will be continued and allocated amount will be utilized for strengthening of Anganwadi centers under ICDS program for making the Anganwadi centers child friendly by painting the centre and supply of health/educational kits etc.
- The state has proposed to extend support to children of female prisoners through pre school education in jails: Intervention will consist of basic education, vocational training and life skill training contributing to better quality of life.
- Training module and Learning materials will be developed with the support of UNICEF.

Proposal for 2010-11: The state has proposed a total amount of Rs.102.22 lakh for 18 districts to cover 16,000 children.

(Rs. in lakh)						
S. No.	Particulars (In Detail)	Strategy	Unit cost	Physical	Financial	Expected Outcome
1	Development of child friendly room/wall painting	Through VEC	0.05	504 centers	20.00	Pre School education for the age group of to 6 years child
2	Health kit@ 750/- per centre		0.0750		30.00	
3	Learning and Playing Kit		0.10		29.00	
4	Honorarium to ECCE instructor @ 1000 Rs. Per month		0.01		5.02	
5	Pre- Schooling for female prisoners	Through District level committee	0.15	15 Districts	2.20	
6	3 days training to 1200 ICDS workers		0.003	24 Districts	4.00	
7	Pre-school kit to 1200 ICDS run centers		0.01	24 districts [50 centers per districts]	12.00	
	Total		0.235		102.22	

Recommendation:

- The appraisal team recommends an amount of Rs.102.22 lakh for 18 districts to cover 16,000 children.

(ii) SC/ST:

Background: Jharkhand is a tribal dominated state. Out of 259 Blocks 133 Blocks belonging to Tribal Sub plan areas. Out of total 24 districts 13 Districts are under Tribal Sub Plan and rest 11 districts belong to Special Component Plan. Tribal Dominated districts are Dumka, East Singhbhum, Godda Gumla, Lohardaga, Pakur, Sahibganj and West Singhbhum.

In order to address the disadvantaged gender and social groups, Jharkhand has placed 24 SC/ST and minority Education Coordinators in all the districts. In Jharkhand access of ST children has been increased to almost 97 % .. However, retention and quality achievement is still a major challenge that needs to be addressed through different interventions under SSA. The plan of the state has addressed the issue.

Objectives:

- To provide access to all children belong to SC& ST category.
- To enroll all SC & ST children.
- To increase the retention
- To increase the achievement level
- To bridge the social gaps
- To change attitude towards the disadvantageous group
- To involve the community in schooling process
- Learning through their own language

The table below shows the statistics about these children (6-14 age group)

Category	Boys	Girls	Total	% to state total
SC Popn	523651	477238	1000889	14.07
ST Popn	1041908	970616	2012524	28.31
SC OOSC	10610	10053	20663	2.06
ST OOSC	20726	22165	42891	2.13

Level	Indicator	SC	ST
Primary	GER	102.55	102.14
	Transition rate (Pr to UPr)	74.21	68.45
Upper Primary	GER	93.67	86.73

DISE 2009-10

Progress Overview:

Strategies and Activities adopted for SC/ST intervention during 2009- 2010

Multilingual Education was initiated in Jharkhand during 2009-10. Total 5 tribal languages) were adopted for MLE. These are Mundari, Kuruk, Ho, Santhali, Kharia. The decision was taken in the State Tribal Advisory Committee headed by the Tribal Research Institute Jharkhand. The SC/ST development Department and School Mass Education Department decided to implement it through SSA project of Jharkhand. Class I to V curriculum and instructional materials is being prepared by the tribal teachers with the support of MLE experts. District Steering Committee on Tribal Education headed by the DC as Chairman and DPO as the member Convener has implemented the programmes. BRC personals and CRC personals are being trained on MLE. Some national and international resource persons of MLE have provided their academic support.

Teachers from the same language group are being trained in MLE approach. State MLE Resource Group prepared the curriculum and instructional materials along with the teachers training module for Class I-V MLE and process for selection of schools in the same districts and same language have been initiated.

Initiatives have been taken to help children learn through their mother tongue by providing education in tribal languages. Books have been developed, published and distributed for class room practice in language zone of the state. The tribal language like Santhali, Mundari, Khariya, Ho and Kurukh are bridging the student in mother tongue. SSA provides these children to learn Multilingual context. Depending on the community demands five tribal language were selected for mother tongue medium of instruction in the first phase.

Expenditure

In 2009-10 Rs 240 lacs has been sanctioned by the PAB. Only Rs. 94.44 lacs have been expend for implementation the programme which is only 39%, Curriculum has been developed. Trial and vetting is under process.

SSA taken following step in this intervention

- School mapping for tribal language for class room practice.
- Teacher identify for Santhali, Mundari, Ho, Khariya and Kurukh.
- Ensuring teaching practice in selected school in Santhali, Mundari, Ho, Kurukh and Khariya.
- Team selection of SRG and DRG level.
- Language wise orientation teacher trained in BRC level.
- Workshop has organized in TLM development.
- Collected some folktale and folk song in tribal languages.
- Published text books on Santhali, Mundari, Ho, Khariya and Kurukh on as per demand of district.
- Cultural and sports activities organize in some school.
- Bilingual books development on Santhali, Mundari, Kurukh, Khariya and Ho is in progress..
- Monitoring by the SPO with component in charge.

Target Group

- Selected school of tribal and regional language speaking zone in the state. (where children using tribal and regional as mother tongue)
- All tribal regional language teacher of the school.
- To implement the government policy in speaking zone in formula L1, L2 and L3.

State need to prepare the special plan for improvement of elementary education in two category –

(A) Category – I : Santhali, Mundari, Ho, Kurukh and Khariya

(B) Category – II : Birhor, Malpahariya, Sauriya Pahariya, Asur, Korwa, Hill Khariya

State Level Activity

Sl. No.	Activities	Estimate cost in lakh
1	Team capacity building of SRG, district Resource group, component in charge of district and one BPO.	1.50
2	Preparation of teacher training module of tribal language.	1.50
3	4 days residential training of Master trainer in 5 tribal language.	0.50
4	Special Emphasis on Primitive tribe's language and literature.	0.50
5	Preparation of Bilingual dictionary in Tribal language and publishing.	4.00
6	Compiling and publication of Folk song and folk tale of Tribal language.	1.50
7	Preparation of children evaluation paper	.20
8	Progress evaluation and monitoring meeting in state on every two month along with district co-coordinator	.30
TOTAL		10

District Level Activity

Sl. No.	Activities	Phy. Tar.	Unit Cost	Estimated cost in lakh
1	School Mapping for Tribal Language	24	0.25	6.00
2	4 day residential teachers training on multilingual Education (Ho, Santhali, Mundari, Khariya and Kurukh)	250	0.001	1.00

Sl. No.	Activities	Phy. Tar.	Unit Cost	Estimated cost in lakh
3	Workshop on TLM development	5	0.30	1.50
4	Cultural and Sport Activities of ST / Primitive tribe children	1	1.00	1.00
5	Capacity Building of District component in charge (MLE), block level and cluster level officials	2	0.25	0.50
TOTAL				10.00

Expected Outcomes;

- To bridge the language gap between mother tongue and school tongue.
- To improve the reading writing skill
- To improve the rate of participation in class room.
- To make learning meaningful & joyful
- To adopt child centric pedagogy
- To involve community
- To ensure language transition.

Monitoring Mechanism:-

Block Resource Persons on Tribal Education in the Blocks where MLE is in operation will monitor the activities. At school level VEC, MTA/PTA will monitor the progress. At cluster level CRCC will monitor and block level, BRCC will monitor the progress. At district level DPO with all subject coordinators will monitor the activities proposed in the plan. At district level one District welfare Officer(DWO) is there to monitor the progress of tribal education in the district. Besides this there is a district level monitoring committee to monitor the activities related with tribal education. Monitoring will be done in collaboration with other line departments as Dept. of ST&SC Development and NGOS. Monitoring strategies will be monthly & quarterly review meeting, field visit, QMT, DISE & CTS. At state level one State Tribal Coordinator is there to keep a track of progress in SC & ST Education.

Financial Proposal

Rs 10 lacs proposed per district for implementation of the activity. A total proposal for all 24 district is Rs. 240.0 lacs only.

Recommendations: The appraisal team recommends the proposal of the state with a condition that the state will give time line of the activities. The state will share the progress of these activities quarterly. The appraisal team also shows concern over the less expenditure on this activity as this is the integral part of the programme of the state.

(iii) **Minority** : Jharkhand has one minority concentrated district of PMO 121. Moreover, state has two more minority concentrated district under the category of 20% and above districts.

Prime minister's 15 point Programme

Sl. No.	Activities	Target	Achievement
1.	Number of PS to be constructed	0	0
2.	Number of UPS to Constructed	362	270
3.	Number of ACRs to be Constructed	1840	1840
4.	Number of PS to be opened	0	0
5.	Number of UPS to be opened	15	15
6.	Number of Teachers	45	45

Introduction

Planning on elementary education in urban areas is an urgent need to achieve universal access (provision), universal participation (enrollment and retention) and universal achievement (quality). To do so the following problems and issues need to be addressed in the all districts/cities urban pockets and agglomerations.

Problems and issues identified:

- Unavailability of land for opening schools.
- Running schools on rent
- Rationalization of teachers
- Strategies for the urban slums
- In adequate understanding of whom for effective urban planning
- Involvement of NGOs
- Facilities of basic amenities.
- Linkages with other agencies/Departments of Social Welfare Municipal Corporation and labour.
- Role of Municipal agency in urban planning for UEE
- Lack of urban co-ordinators for planning for the urban intervention.
- Lack of special survey in identifying OOSC in urban slums and urban areas.

SSA GOAL:

GOAL	STATUS	ACTIVITY
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GOAL	STATUS	ACTIVITY
GOAL- I : All children in schools	GER < 100 at Primary level GER < 100 at Upper-primary level (Urban) Provision of round the year enrollment of out of school children.	<ul style="list-style-type: none"> ▶ Enrollment to be improved by opening of PS as per the distance and population norm of the student with building, teachers and grants. ▶ Regular child tracking system ▶ Coverage of DUC in slums/resettlement colonies
	% share of OOSC to the total child population (Making a gradation chart)	<ul style="list-style-type: none"> ▶ Opening of Net schools/Seasonal Hostels attached to govt. school to retain children in sending areas. ▶ Residential AIE centres as RBC & NRBC. ▶ Linkage of RBC & NRBC with formal Schools. ▶ Registering names of RBC & NRBC children to any particulars formal school near child's place of stay. ▶ Intervention aimed at increasing girls enrolment targeting in slums. ▶ Linkage with KGBV. ▶ Running AIE centres for Hard to Reach category of DUC- Night Shelter, Mobile School, DROP IN CENTRE/ Half-way Home. ▶ Establish linkage with children's Home, Special Home and observation home by deputing govt. teachers, supplying text Book, TLM & giving special training to teachers.
	Quality	<ul style="list-style-type: none"> ▶ Provision for coverage of 10% children under remedial teaching programmes in govt. schools.
	Community Training	<ul style="list-style-type: none"> ▶ Training of community leaders/councilor ▶ 4 members from the community and 3 persons from the schools in the urban areas. ▶ Formation of ward education committee.
GOAL- II : Bridging gender and social category gaps 2010.	Urban information of SC/ST at primary level. Urban information of ST at primary level/upper primary level	<ul style="list-style-type: none"> ▶ Innovative strategy like residential school/mobile school. ▶ NPEGEL and KGBV for promoting girls education. ▶ Sensitization of teachers on gender issues

GOAL	STATUS	ACTIVITY
	SC-OOSC ST- OOSC Minority (muslim) OOSC	<ul style="list-style-type: none"> › Separate toilet for boys & girls › Education of CWSN › Class room transaction in (Local language locally relevant and developed TLM) › Support to Makhtab/Madarsa for enabling mainstream education to muslim children › Support to unrecognized makhtab & Madarsa by introducing State curriculum.
GOAL- III : Retention	% of dropout rate at primary level % of dropout rate at upper primary level	<ul style="list-style-type: none"> › Provision for infrastructure including ACR, Separate toilet for boys & girls and drinking water facilities through TSC. › Teacher training › Remedial teaching › Community mobilization by formation of WEC
GOAL- IV : Education of satisfactory quality	PTR at Primary level PTR at Upper primary level	<ul style="list-style-type: none"> › Satisfying PTR › URCs & UCRCs required to fulfill the needs of teachers & schools › Imparting SCR to enhance learning in among children. › Ensuring continuous & comprehensive education.
GOAL- V : Achievement level	Achievement level > 60% at primary /upper primary level Achievement level < 60% at primary /upper primary level	<ul style="list-style-type: none"> › Low performing children in Math/ science - need to design appropriate learning strategy to enhance learning achievement. › Provision of science, math teachers at upper primary level › Teacher training › TLM @ Rs 500/- per teacher › Supply of Text books and Work sheets - child profile folder. › Academic resource support to BRC/CRC personnel › Building as learning aid.

Progress 2009-10

Sl. No	Name of Districts	Target 2009-10		Achievement 2009-10	
		Phy	Fin	Phy	Fin
1	Bokaro	1	6.25	0	0
2	Dhanbad	1	6.25	1	2.58
3	East Singhbhum	1	15	1	14
4	Ranchi	1	6.25	0	0
Grand total		4	33.75	2	16.58

Survey for urban deprived children was done in 2009-10 by the Districts. Source of collection of data was from block level as well as from updation of VER/WER. Block level officials and district level officials and teachers were involved in collection of data. NGOs were also involved in this process. The District wise details of Urban deprived children are as follow:-

Sl. No	District	Urban Deprived Children OOSC
1	Bokaro	250
2	Chatra	0
3	Deoghar	100
4	Dhanbad	320
5	Dumka	40
6	East Singhbhum	878
7	Garhwa	253
8	Giridih	0
9	Godda	54
10	Gumla	0
11	Hazaribag	0
12	Ramgarh	0
13	Jamtara	68
14	Kodarma	100
15	Latehar	100
16	Lohardagga	50
17	Pakur	73
18	Palamu	0
19	Ranchi	480
20	Khunti	0
21	Sahebganj	0
22	Saraikela-Kharsawan	0

Sl. No	District	Urban Deprived Chidren OOSC
23	Simdega	217
24	West Singhbhum	0
Grand total		2983

Following activities are required to be done in the Districts for identification of DUC and their access to education. An amount of Rs 6.50 lakhs per district is proposed to meet these activities ---

1. Capacity building of district level functionaries on Conducting bridge courses for deprived urban children
2. Workshop on enrolment and mainstreaming strategies for Urban deprived children living in difficult circumstances in the districts.
3. Capacity building of alternative schooling coordinators on alternative innovative strategies for education of deprived urban children.
4. Special suryey for urban deprived children / slums in all the districts.
5. Special coaching / remedial for children of urban school

-Details costing of the activities are as under:

Sr. No	Activity	Unit Cost	Rs in Lakhs
			Total Outlay Proposed for 11 districts
1	Capacity building of district level functionaries on Conducting bridge courses for deprived urban children	@ 1 lakh per district	11.00
2	Workshop on enrolment and mainstreaming strategies for Urban deprived children living in difficult circumstances in the districts.	@ 1 lakh per district	11.00
3	Capacity building of alternative schooling coordinators on alternative innovative strategies for education of deprived urban children.	@ 1 lakh per district	11.00
4	Special survey for urban deprived	@ 5 lakh per district	55.00

Sr. No	Activity	Unit Cost	Total Outlay Proposed for 11 districts
	children / slums in all the districts		
5	Special coaching / remedial for children of urban school	Rs. 1200 per child @ 200 children per district	26.40
05	Total-05		114.4

Recommendation:

As seen in the above table that the State of Jharkhand has proposed for five activities including special survey to be conducted in all the districts. The appraisal team after looking into the need based assessment recommended the proposed activities subject to completion of the activities within the time frame.

(iv) Urban Deprived Children:

Planning on elementary education in urban areas is an urgent need to achieve universal access (provision), universal participation (enrollment and retention) and universal achievement (quality). To do so the following problems and issues need to be addressed in the all districts/cities urban pockets and agglomerations.

Problems and issues identified:

- Unavailability of land for opening schools.
- Running schools on rent
- Rationalization of teachers
- Strategies for the urban slums
- In adequate understanding of whom for effective urban planning
- Involvement of NGOs
- Facilities of basic amenities.
- Linkages with other agencies/Departments of Social Welfare Municipal Corporation and labour.
- Role of Municipal agency in urban planning for UEE
- Lack of urban co-ordinators for planning for the urban intervention.
- Lack of special survey in identifying OOSC in urban slums and urban areas.

SSA GOAL:

GOAL	STATUS	ACTIVITY
GOAL- I: All children in schools	GER < 100 at Primary level GER < 100 at Upper-primary level (Urban) Provision of round the year enrollment of out of school children.	<ul style="list-style-type: none"> ➤ Enrollment to be improved by opening of PS as per the distance and population norm of the student with building, teachers and grants. ➤ Regular child tracking system ➤ Coverage of DUC in slums/resettlement colonies

GOAL	STATUS	ACTIVITY
	% share of OOSC to the total child population (Making a gradation chart)	<ul style="list-style-type: none"> ▶ Opening of Net schools/Seasonal Hostels attached to govt. school to retain children in sending areas. ▶ Residential AIE centres as RBC & NRBC. ▶ Linkage of RBC & NRBC with formal Schools. ▶ Registering names of RBC & NRBC children to any particulars formal school near child's place of stay. ▶ Intervention aimed at increasing girls enrolment targeting in slums. ▶ Linkage with KGBV. ▶ Running AIE centres for Hard to Reach category of DUC- Night Shelter, Mobile School, DROP IN CENTRE/ Half-way Home. ▶ Establish linkage with children's Home, Special Home and observation home by deputing govt. teachers, supplying text Book, TLM & giving special training to teachers.
	Quality	<ul style="list-style-type: none"> ▶ Provision for coverage of 10% children under remedial teaching programmes in govt. schools.
	Community Training	<ul style="list-style-type: none"> ▶ Training of community leaders/councilor ▶ 4 members from the community and 3 persons from the schools in the urban areas. ▶ Formation of ward education committee.
GOAL- II : Bridging gender and social category gaps 2010.	Urban information of SC/ST at primary level. Urban information of ST at primary level/upper primary level SC-OOSC ST- OOSC Minority (muslim) OOSC	<ul style="list-style-type: none"> ▶ Innovative strategy like residential school/mobile school. ▶ NPEGEL and KGBV for promoting girls education. ▶ Sensitization of teachers on gender issues ▶ Separate toilet for boys & girls ▶ Education of CWSN ▶ Class room transaction in (Local language locally relevant and developed TLM) ▶ Support to Makhtab/Madarsa for enabling mainstream education to muslim children

GOAL	STATUS	ACTIVITY
		<ul style="list-style-type: none"> ▶ Support to unrecognized makhtab & Madarsa by introducing State curriculum.
GOAL- III : Retention	% of dropout rate at primary level % of dropout rate at upper primary level	<ul style="list-style-type: none"> ▶ Provision for infrastructure including ACR, Separate toilet for boys & girls and drinking water facilities through TSC. ▶ Teacher training ▶ Remedial teaching ▶ Community mobilization by formation of WEC
GOAL- IV : Education of satisfactory quality	PTR at Primary level PTR at Upper primary level	<ul style="list-style-type: none"> ▶ Satisfying PTR ▶ URCs & UCRCs required to fulfill the needs of teachers & schools ▶ Imparting SCR to enhance learning in among children. ▶ Ensuring continuous & comprehensive education.
GOAL- V : Achievement level	Achievement level > 60% at primary /upper primary level Achievement level < 60% at primary /upper primary level	<ul style="list-style-type: none"> ▶ Low performing children in Math/ science - need to design appropriate learning strategy to enhance learning achievement. ▶ Provision of science, math teachers at upper primary level ▶ Teacher training ▶ TLM @ Rs 500/- per teacher ▶ Supply of Text books and Work sheets child profile folder. ▶ Academic resource support to BRC/CRC personnel ▶ Building as learning aid.

Progress 2009-10

Sl. No	Name of Districts	Target 2009-10		Acievement 2009-10	
		Phy	Fin	Phy	Fin
1	Bokaro	1	6.25	0	0
2	Dhanbad	1	6.25	1	2.58
3	East Singhbhum	1	15	1	14
4	Ranchi	1	6.25	0	0
Grand total		4	33.75	2	16.58

Survey for urban deprived children was done in 2009-10 by the Districts. Source of collection of data was from block level as well as from updation of VER/WER. Block level officials and district level officials and teachers were involved in collection of data. NGOs were also involved in this process. The District wise details of Urban deprived children are as follow:-

Sl. No	District	Urban Deprived Children OOSC
1	Bokaro	250
2	Chatra	0
3	Deoghar	100
4	Dhanbad	320
5	Dumka	40
6	East Singhbhum	878
7	Garhwa	253
8	Giridih	0
9	Godda	54
10	Gumla	0
11	Hazaribag	0
12	Ramgarh	0
13	Jamtara	68
14	Kodarma	100
15	Latehar	100
16	Lohardagga	50
17	Pakur	73
18	Palamu	0
19	Ranchi	480
20	Khunti	0
21	Sahebganj	0
22	Saraikela-Kharsawan	0
23	Simdega	217
24	West Singhbhum	0
Grand total		2983

Following activities are required to be done in the Districts for identification of DUC and their access to education. An amount of Rs 6.50 lakhs per district is proposed to meet these activities ---

6. Capacity building of district level functionaries on Conducting bridge courses for deprived urban children
7. Workshop on enrolment and mainstreaming strategies for Urban deprived children living in difficult circumstances in the districts.

8. Capacity building of alternative schooling coordinators on alternative innovative strategies for education of deprived urban children.
9. Special survey for urban deprived children / slums in all the districts.
10. Special coaching / remedial for children of urban school

-Details costing of the activities are as under:

			Rs in Lakhs
Sr. No	Activity	Unit Cost	Total Outlay Proposed for 11 districts
1	Capacity building of district level functionaries on Conducting bridge courses for deprived urban children	@ 1 lakh per district	11.00
2	Workshop on enrolment and mainstreaming strategies for Urban deprived children living in difficult circumstances in the districts.	@ 1 lakh per district	11.00
3	Capacity building of alternative schooling coordinators on alternative innovative strategies for education of deprived urban children.	@ 1 lakh per district	11.00
4	Special survey for urban deprived children / slums in all the districts	@ 5 lakh per district	55.00
5	Special coaching / remedial for children of urban school	Rs. 1200 per child @ 200 children per district	26.40
05	Total-05		114.4

Recommendation:

As seen in the above table that the State of Jharkhand has proposed for five activities including special survey to be conducted in all the districts. The appraisal team-after looking into the-need based assessment recommended the proposed activities subject to completion of the activities within the time frame.

(v) Computer Aided Learning (CAL):

1. Total no. of Government Upper Primary Schools: 13028
2. Total no. of Teachers in Government Upper Primary Schools: 75407
3. Implementation record of CAL since start in the State/ UT

Sl.	Financial Year	Implementation Model (by SSA/ PPP, if in PPP model please mention the Private Partners name)	Approved Outlay	Financial Achievement (at the end of the financial year)	Physical Achievements			Remarks
					A. Schools covered (Govt. UPS)	B. No. of content titles developed	C. No. of Teachers trained	
(In lacs)					A	B	C	
I	II	III	IV	V	VI	VII	VIII	IX
1	2006-07	BOOT - Everonn	635.61	443.21	206	NA	845	88576 children benefited
2	2007-08	SSA	330.00	472.78	290	NA	1209	110753 children benefited
3	2008-09	BOOT - Educomp BOOT - Hole-in-Wall	1200.00	876.45	187 KGBVs & 5 Govt UPS	NA	1582	121864 children benefited
4	2009-10		1200.00	859.00	Nil	NA	1179	161470 children benefited
Total					688	NA	4815	

4. List of Contents/ Teaching-Learning Materials developed/ available/ used so far

Sl.	Title	Medium (Language)	Target Class
1	Eco System and habitats learning games	English	VI - VII
2	Animal discovery learning and animal classification	Hindi & English	VI - VII
3	Math	Hindi	VI - VIII

5. Which visionary initiatives supported by pedagogic measures have been taken by the state to strengthen the CAL mechanism (like formation of State Resource Group/ Subject Specific Teachers Resource Group for assessment, evaluation & support/ Expert Master Trainers Group/ Technical Support Teams etc.) and ensure it's proper delivery.

- In partnership with Jharkhand Agency for Promotion of IT (JAP-IT), Govt. of Jharkhand. A team has been formed at state level which formulates the policy for implementation. It also monitors the CAL activity. A third party evaluation is being conducted in association with JAP-IT.

6. Detailed Description of Activities in 2009 – 10 (Row 1 to 3 are Fresh Activities, Row 4 is about Recurring Activities)

Sl.	Activities	Details	Achievement	
			Phy	Fin
1.	Infrastructure	No New Schools added in 2009-10	Nil	Nil
2.	Teacher Training under CAL	25 days residential capacity building training for 2/3 teachers & 5 days quarterly refresher training	1179	
3.	Content/ Software Development	No new content CD has been developed	683	Nil
4.	Recurring Activities	Schools in BOOT-1 (2005-06)	206	602.25
	Cost towards CAL	KGBV in BOOT – 2	187	195.85
	Schools in BOOT model	One Computer Instructor in 290 schools	290	60.90
Total				*859.00
				0

*The achievement in the context of financial target as per the actual expenditure reported is 71% & physical achievement in terms of expansion to new schools is nil. The state has reported less utilization of funds as no new schools could be covered during 2009-10. As reported by the state, the activity could not be taken up because of the assembly elections. *The state has reported unspent balance of Rs.300.00 lacs.*

7. Proposal for 2010-11:

a. Physical -

- No. of schools to be covered : 161
- No. of targeted beneficiaries
 - ⇒ Students : 200000 (including previously covered CAL schools)
 - ⇒ Teachers : 1700

b. Detailed Activity Wise break up for 2010-11 -

Sl.	Activities	Details	Achievement	
			Phy	Fin
1.	Infrastructure			
	• IT Infrastructure	New Schools will be provided with 8 terminals, one Laser Printer, 8 UPSs, One Servo Stabilizers, Modem,	161 schools	296.00
	• Non IT Infrastructure	Computer Table, Chairs, Fans, Tube lights, Power, Network wiring & Educational CDs		
2.	Teacher Training under CAL	5 days refresher training (quarterly) to old schools & Induction Training to the teachers of New Schools.	1700 Teachers	Under BOOT model
3.	Content/ Software Development	15 CDs will be procured on Hard Spots in Science, Mathematics, English, EVS for Class VI, VII & VIII	All schools	45.00
4.	Recurring Activities			
	• Cost towards CAL Schools in BOOT model	Schools in BOOT-1 (2005-06)	206	602.25
		Schools in BOOT-2 (2008-09)	187	195.85
		Computer Teacher to CAL Schools (2008-09)	290	60.9
			Total	1200.00

c. In 2010 – 11, the proposed activities are,

1. The state will form state resource group for strengthening the mechanism of technology integrated education. This will includes expert from SCERT, NIC, XISS, BIT Mesra, University and state technical bodies. This resource group will plan for better implementation of CAL activity and will also evolved new and better way of implementing CAL to the maximum children.
2. The state will also form are sub group at state level which will continuously monitor the running a new activities at school level. They will support the teachers and prepare them ready to run the schools independently being transfer from BOOT model.
3. To expand CAL to 161 new schools in BOOT model.

4. Provide IT infrastructures @ 8 multimedia terminals & UPSs, 1 Stabilizer, and Printers to the schools with furnishing of the CAL labs.
5. Teacher Training programme for 1700 teachers.
6. Procurement of e-teaching learning materials in subjects languages, Science, Mathematics Social Science for classes VI, VII and VIII and provide to schools.
7. Support to existing CAL schools.

8. Time Frame

Activity	Apr' 10	May' 10	Jun' 10	Jul' 10	Aug' 10	Sep' 10	Oct' 10	Nov' 10	Dec' 10	Jan' 11	Feb' 11	Mar'11
Publication of Bid												
Finalization of Bid												
Functioning of CAL												
Teachers training												
Development of Content CD												
State level workshop on CAL												

9. Observations:

- As per the information provided by the state the Computer Aided Learning programme has been operational in the state since 2006-07 & by now covers a total of schools 688 (that is around 5% of the total government upper primary schools in the state) with 4815 trained teachers which is around 6% of the total teachers in government upper primary schools.
- The state has engaged several private partners for implementation of this activity in the schools in BOOT model. A private partner wise detailed information and no. of schools they have taken up is given below.

Sl.	Company/ Organization	Engaged since	Service provided for	Cost Involved	No. of Schools
1.	M/s Everom Systems India. Ltd., Chennai	Feb., 2006	Infrastructure Setup, safety & maintenance for 5 years/ Teachers Training/ Students Teaching/providing consumables	Rs.57.70 per child per month	206
2.	M/s Educomp Solutions India Ltd., New Delhi	July, 2008	Infrastructure Setup, safety & maintenance for 5 years/ Teachers Training/ Students Teaching/providing consumables	Rs.89.00 per child per month	187
3.	M/s ACES Infotech Pvt. Ltd., Kolkata	July, 2008	Teaching Services from districts	Rs. 2,010 per Instructor per month	290
4.	Hole-in-the-Wall Education Ltd.,	Nov., 2008	Learning stations with content	Rs. 1.8 lakh per school	5
5.	EDC, Bangalore		Content Development	Donated by EDC	

- *During the appraisal of last year it has been pointed out that, the state adopted strategy is not allowing the state for larger expansion of this activity to provide CAL to more schools, as the payment has to be made on the basis of enrollments. Increase in enrollments may pull back the state from taking CAL to more number of schools. It affects greatly if there are fake enrollments in such schools which can't be ruled out. It should be taken care that resources out of such schemes are uniformly used for better achievements with larger expansion. The state should change its strategy for effective implementation of such programme.*
- *Another issue is that as observed the state had been working with private partners in BOOT model. BOOT models are models which may be taken up for very short period and as a stoop gap arrangement. Association with the private partners without very clearly & strongly developed vision & strategies, action plan and monitoring tools are futile. It is to be noted that to get optimum benefit of this kind of intervention, the biggest challenge is the empowerment of teachers. The teachers should be empowered to use this facility handily as & when required to overcome the difficulties they face in the classroom transaction process. This requires the change in attitude, behavior & actions of the teachers. This needs a series of activities to create the momentum & sustain it so that the desired result can be achieved in a participatory approach. Instead of working with private partners the state needs to develop a group of resource persons, mostly from the teachers.*
- *The state has provided three digital teaching learning titles in different subjects for upper primary classes in Hindi & English medium.*
- *The state doesn't have a focused state resource group yet for strengthening the technology integrated education delivery mechanism. To do this effectively and synchronize technology based activities with quality goals based on pedagogic principles & visions, the state should establish a resource group at the state level for successful realization of activities under this intervention. This resource group may be sensitized & then may plan for better implementation of CAL activities. so as to derive positive outcomes in terms of SSA quality goals.*

Steps must be taken to ensure that such activities are planned, implemented and monitored through a self owned delivery mechanism. Though this has been mentioned in the proposal document, however the state to derive positive results should take immediate steps to establish such resource group to strengthen the technology integrated delivery mechanism & ensure the CAL activities is implemented & resources utilized effectively. The resource group may consist of expert subject teachers with experience/ interest in technology aided teaching learning, resource persons from educational institutions, PG colleges, universities, SCERT, SIETs, DIETs, engineering colleges and technical organizations like NIC & state technical bodies etc. This resource group may be properly sensitized & then may plan for better implementation of CAL activities so as to derive positive outcomes in terms of SSA quality goals.

The state's plan for 2010 - 11,

- To expand CAL to 161 new schools in BOOT model.
- Provide IT infrastructures @ 8 multimedia terminals & UPSs, 1 Stabilizer, and Printers to the schools with furnishing of the CAL labs.
- Teacher Training programme for 1700 teachers.
- Procurement of e-teaching learning materials in subjects languages, Science, Mathematics Social Science for classes VI, VII and VIII and provide to schools.
- Support to existing CAL schools.

10. Recommendation:

The appraisal team recommends an amount of Rs.1200.00 lacs under CAL on the condition that the new schools to be covered under BOOT model will not be on the basis of per child enrolled. The state should commit to change its strategy for covering new schools under BOOT model. The state should seriously consider the suggestions given above for deriving positive outcomes in respect of quality goals.

It is also strongly suggested that,

- The state should take necessary step to ensure resources and materials are judiciously used as a part of the integrated teaching learning process.
- The state should, establish a State resource group for strengthening the technology integrated education delivery mechanism, as suggested above.
- The state should develop adequate number of Master Trainers for further capacity building programmes at district, block and cluster level.
- The state also should ensure that adequate steps are taken for safety of these equipments in the respective schools where these are placed/ installed.

(VIII) Girls Education

Gender Perspective in Enrolment

In Jharkhand, a total of 6090472 children have been enrolled in Primary and Upper Primary sections, of whom 4653496 children have been enrolled in Primary sections and 1436976 have been enrolled in Upper Primary sections, with boys outnumbering girls by 3021094. In Primary, the percentage of enrolment of boys and girls is 50.2% and 49.8% respectively. At Upper Primary level, the percentage of boys and girls is almost the same. If both primary and upper primary sections are taken into consideration, the enrolment of boys and girls in terms of percentage has been 50.9% and 49.1% respectively, which indicates the prevailing positive gender parity in enrolment in the State. The following figure indicates the same.

Net Enrolment Rate for Girls

Year	Primary	Upper-Primary
2006 – 2007	85.99	44.26
2007 - 2008	89.54	54.11
2008 – 2009	86.14	69.83
2009 – 2010	86.22	80.46

Transition Rate for Girls [2009 – 2010]

Class	ALL	SC	ST
V - VI	83.91	NA	NA
VIII - IX	NA	NA	NA

Dropout Rate for Girls

Year	Primary	Upper Primary
2008 – 2009	15.49	9.84
2009 - 2010	29.59	6.73

In view of above table it is observed that despite increase in the enrollment level of girls at primary as well as upper primary, more than 29.59% girls at primary and 6.73% at Upper primary level are dropping out, which an area of concern and required community awareness strategies.

Progress during 2009-10:

(Rs. in lakh)					
S. No	Activities	Strategies	Target	Financial Provision	Expected Outcome
1	The state has informed that during 2009-10 they have operationalised residential Bridge Course for out of school girls from minority and ST community girls. These centers were opened for one year for elementary classes of 9-14 age groups. Centers were run in NGOs premises assign for carrying out bridge courses. The state has provided one computer in each center	Experienced NGOs and missionary institution were identified by district and the state.	450 girls	360.0	Coverage of hard to reach children especially girls who belong to deprived community.
2	The state has establish Computer lab in 16 govt. girls schools	Govt. Girls Schools.	700 Girls covered		Computer education among girls
Total				360.00	

The state was sanctioned an amount of Rs. 360.0 lakh, out of which Rs. 172.57 lakh (48%) has been utilized and 700 girls covered.

Proposal for the year 2010-11: The state has proposed a total amount of Rs.312.74 lakh for 24 districts to cover 50,000 girls under this head.

(Rs. in lakh)							
Sl No	Activities	Strategies	Period	Target	Unit Cost	Financial Provision	Expected Outcome
1	Skill development training and educational activities for OOS girls in the camp	Camps will be organized with the help of reputed NGO/ Educational	12 month	3000	.04	120.00	Self Livelihood

Sl No	Activities	Strategies	Period	Target	Unit Cost	Financial Provision	Expected Outcome
	mode: State envisages conducting activities that have a direct impact on the education attainment and holistic development of girls.	institutions					
2	Exposure visits: Exposure visit for girls to the places like Universities, Post Office, Banks, DC office, Historical Places etc	The schools will be identified where the exposure visits are to be carried out	12 month	259 blocks of 24 Districts 15000 girls	0.46 per block	120.00	Improvement in the knowledge of girls and an enhancement in their self confidence
3	Sports: The state has proposed sports competitions at block and district level, football, Badminton, Kho-Kho and Hockey etc.	Competitions will be organized at block and district level through expert resource persons/ trainers	12 Months	259 blocks and 2094 clusters	0.20 per block	51.80	Being ever popular games that all boys and girls can enjoy and benefit. Schools will become play centres for them.
4	Strengthen old Meena Manch (2094 CRC)	Providing reading material and new activity calendar	Aug - Nov	45000 girls	0.01	20.94	Increase enrollment and retention and develop life skills in girls
Total				50,000 girls to be covered		312.74 lakh	

Monitoring Mechanism:

- Weekly/ fortnightly visit by divisional and block officials.
- Monthly visit by state officials.
- Monthly review meeting organized by district officials and divisional officials.

Recommendation: The appraisal team has recommended Rs.312.74 lakh for 24 districts to cover 50,000 girls with the condition that the State should execute the proposed activities within the time frame as fixed for the said interventions for current year 2010-11.

a. NPEGEL

NPEGEL programme is being implemented in 247 EBBs and 2975 model cluster schools of 24 Districts. This also includes 56 Urban Slums situated in 40 blocks. 803 Clusters are being managed by Mahila Samakhya.

Progress during 2009-10:

S. No.	Activities	No. of MCS	No. of girls covered
1	Maintenance of schools, part time instructor to MCS, provision of life skills, bicycles, vocational training, transportation charges etc.	2604	175953
2	Award to best School/teacher	2404	
3	Students evaluation, Remedial teaching, bridge courses & Alternative schools	2705	
4	Learning through Open Schools	953	
5	Teacher Training	2592	
6	Child Care Centers for 2 Centers	1643	

Activity-wise progress during 2009-10:

Sl. No.	Activities (in details)	Processes	Out comes	Physical	AWP&B 2009-10	Expenditure (in lakh)
A	Spill Over					
A.1	Const. of ACR including toilets, drinking water , electrification	Through VEC	Nearly all ACR completed	--	611.88	196.11
A.2	TLE	Through VEC	TLE Purchased	--	52.37	12.74
B.1	Maintenance of schools, part time instructor to MCS, provision of life skills, bicycles, vocational training, transportation charges etc.	Through MCS	175953 girls enrolled	2975	595.00	546.24
B.2	Award to best School/teacher	Through MCS	2404 teachers awarded	2404	148.75	134.52
B.3	Students evaluation, Remedial teaching, bridge courses & Alternative schools	Through MCS	Students gets minimum level of learning and partial targeted students enrolled in formal school	2705	595.00	534.03
B.4	Learning through Open Schools	Through Open School	Enrolled students are interested with obtaining elementary education	953	148.75	37.92
B.5	Teacher Training	Through Blocks	Obtain Knowledge of classroom transaction	2592	119.00	91.52
B.6	Child Care Centers for 2 Centers	Through VEC	Reduce dropout/out of school girls and pre-primary schooling facility provided	1643	178.50	91.30
B.7	Community Mobilization & management cost	Through MCS / VEC	Out of schools/ dropout girls enrolled in MCS		113.88	67.12
			Total		2563.14	1711.50

Financial progress:

(Rs. in

lakh)

Year	Outlay approved	Total Fund Available	Expenditure up to March 2010	% of Expenditure against Outlay approved	% of Expenditure against Total Fund available
2003-04	663.05	85.41	17.96	2.7%	21.0%
2004-05	3076.14	1598.79	1197.30	38.9%	74.9%
2005-06	2797.29	1951.02	1909.79	68.3%	97.9%
2006-07	6088.86	5192.16	3345.71	54.9%	64.4%
2007-08	4143.93	4076.94	2265.19	54.7%	55.57%
2008-09	3933.97	3871.73	2819.88	71.7%	72.83%
2009-10	2563.13	2550.85	1711.50	66%	67%

During the year 2009-10, the State was sanctioned a budget of Rs.2563.13 lakh. The expenditure is Rs.1711.5 lakh (66%) up to March 2010, which is low expenditure.

Proposal for 2010-11: The State has proposed a total amount of Rs.2167.31 lakh for 2975 MCS of 24 districts to cover 1.50 lakh girls.

(Rs. in lakh)

Sl. No.	Activities (in details)	Processes	Time line	Out comes	Target (Girls)	Unit Cost	Financial
A	Spill Over						
A.1	Const. of ACR including toilets, drinking water, electrification	Through VEC	June 10	Functional NPEGEL Cluster all		--	302.62
A.2	TLE	Through VEC	June 10	Functional NPEGEL Cluster all		--	8.9
			Sub-Total				311.52
B.1	<ul style="list-style-type: none"> ▪ Personality Development- of adolescence girls through MS and NGOs ▪ Vocational Training- Comp. Training, suing, knitting, embroidery, broom making, natural dye color making, earth warm farming, sanitary napkin making ▪ Exposure Visit- to historical places, bank, post, blood bank, eye bank etc. ▪ Counseling- health camp, blood group testing camp etc. 	Through MCS	Full year	Enrollment of dropout / out of school/ in school girls of catchments area	1.50 lakh girls	0.30	892.50
B.2	Award to best School/ teacher/ Best Meena Team	Through MCS	February 11	Enhance Motivation to teachers	2975	0.05	148.75

Sl. No.	Activities (in details)	Processes	Time line	Out comes	Target (Girls)	Unit Cost	Financial
B.3	Child Care Centers for 2 Centers	Through VEC	Full year	To reduce dropout rate of girls and pre primary facility	1147	0.06	68.82
Sub Total							1733.11
C	Community Mobilization & management cost	Through MCS / VEC	Full year	Motivate parents to sent their girls to MCS			122.6778
Total							2167.31

Recommendation:

- The appraisal team has recommended an amount of Rs.2167.31 lakh for 2975 MCS of 247 EBBs of 24 districts. With due consideration of low expenditure of the activities under the NPEGEL, this is further advised to the State that focused strategies and planning for timely implementation should be thoroughly enhanced in the coming year.

b. KGBV

Under the scheme of Kasturba Gandhi Balika Vidyalaya (KGBV), residential schools at upper primary level (Class VI to VIII) are set up for out of school girls predominantly belonging to SC, ST, OBC and minority communities in educationally backward blocks of the country.

Status of category wise enrolment of KGBVs:

Model	No. of KGBVs sanctioned	No. of KGBVs operational	No. of girls enrolled					
			SC	ST	OBC	Others	Min	Total
I	198	198	3217	10164	5315	1267	1236	21199

Observations:

- All the sanctioned 198 KGBVs are made operational under Model I, comprising 107.60% of the targeted enrollment
- All the KGBVs are running through SSA Society in the State.
- The State has extended class IXth and X with their own budget provisions.
- Enrollment Status in Muslim concentration blocks (22) is 9% Muslim girls, SC (42) is 23% SC girls and in ST blocks (113) is 55% ST girls.
- Regular academic year followed as per Education Department's norms and uniformity in examination pattern was followed as prescribed in Govt. schools.
- Skill development activities like yoga karate self defense, self esteem, personality development and traditional vocational training through experts in the field of artificial jewelry, jute material items, knitting tailoring and preparation of sanitary napkins etc and gender education is also imparted to the girls besides regular academic studies
- Quality Assurance:** There are four regular teachers including warden in each Vidyalaya for class VI to VIII. In addition to that two/ three part time teachers are engaged. Two part time teachers are engaged for class IX and X. One post of physical teacher has been

sanctioned in each school. Appointments of such teachers are in progress. Vocational training is also imparted to the student. Science, Math and Computer lab has been established to ensure quality education. Every year capacity building of teachers is going on for class room transactions.

- **Monitoring Mechanism:** Weekly/ fortnightly visit by divisional and block officials. Monthly visit by state officials. Monthly review meeting organized by district officials and divisional officials. State officials also organize monthly review meeting. Day to day monitoring by state and district officials over telephone on sample basis for smooth running of the schools.
- **Infrastructure:** Out of 198 KGBV buildings, 81 have been completed, 67 are under progress and 50 yet to start.

Status of Construction of KGBV through Tender by construction agency:

SL. NO.	DISTRICT	SANCTIONED BLOCKS OF KGBV	SANCTIONED YEAR	STATUS OF WORK
1	Deoghar	Devipur	2004-05	Foundation
2	Deoghar	Deoghar	2005-06	Foundation
3	Deoghar	Sarath	2005-06	Work not started
4	Dumka	Dumka	2007-08	Finishing
5	Deoghar	Jama	2007-08	Finishing
6	Deoghar	Khatikund	2007-08	Foundation
7	Deoghar	Sikaripara	2007-08	Roof Casted
8	Jamtara	Naryanpur	2004-05	Finishing
9	Jamtara	Jamtara	2007-08	Finishing
10	Jamtara	Kundhit	2007-08	Lintle Level
11	Jamtara	Nala	2007-08	Finishing
12	Godda	Thakurgangti	2004-05	Work not started
13	Godda	Meharma	2005-06	Work not started
14	Godda	Boarijor	2005-06	Foundation
15	Godda	Sunderpahari	2008-09	Work not started
16	Sahebganj	Taljhari	2004-05	Lintle Level
17	Sahebganj	Sahebganj	2005-06	Plinth Level
18	Sahebganj	Borio	2007-08	Roof Level
19	Sahebganj	Barhait	2008-09	Foundation
20	Sahebganj	Pathna	2008-09	Foundation
21	Sahebganj	Udwa	2008-09	Foundation
22	Sahebganj	Rajmahal	2005-06	Work not started
23	Pakur	Amrapada	2008-09	Work not started
24	Pakur	Littipara	2008-09	Lintle Level
25	Pakur	Maheshpur	2008-09	Plinth Level
26	Pakur	Pakur	2008-09	Lintle Level
27	Ranchi	Namkum	2005-06	Roof Level
28	Ranchi	Silli	2005-06	Work not started
29	Ranchi	Sonahatu	2005-06	Work not started
30	Khunti	Karra	2005-06	Lintle Level
31	Khunti	Rania	2005-06	Work not started
32	Gumla	Ghaghra	2004-05	Lintle Level
33	Gumla	Sisai	2005-06	Plinth Level
34	Gumla	Kamdara	2005-06	Plinth Level
35	Gumla	Basia	2005-06	Work not started

SL. NO.	DISTRICT	SANCTIONED BLOCKS OF KGBV	SANCTIONED YEAR	STATUS OF WORK
36	Gumla	Gumla	2005-06	Foundation
37	Gumla	Raidih	2005-06	Work not started
38	Gumla	Palkot	2005-06	Plinth Level
39	Gumla	Bishnupur	2005-06	Land Not Available
40	Lohardagga	Senha	2005-06	Roof Casted
41	Lohardagga	Bhandra	2005-06	Roof Casted
42	Lohardagga	Lohardaga	2007-08	Roof Casted
43	Simdega	Bano	2007-08	Work not started
44	Simdega	Bolba	2007-08	Work not started
45	Simdega	Kolebera	2007-08	Work not started
46	Simdega	Jaldega	2006-07	Land Not Available
47	Daltonganj (palamu)	Chainpur	2004-05	Roof Casted
48	Daltonganj (palamu)	Panki	2004-05	Roof Level
49	Daltonganj (palamu)	Pandu	2004-05	Work not started
50	Daltonganj (palamu)	Patan	2004-05	Roof Casted
51	Daltonganj (palamu)	Hussianabad	2005-06	Below Pinith
52	Daltonganj (palamu)	Hariharganj	2005-06	Roof Casted
53	Daltonganj (palamu)	Bisrampur	2005-06	Roof Casted
54	Daltonganj (palamu)	Daltonganj	2007-08	Foundation
55	Daltonganj (palamu)	Lesliganj	2007-08	Foundation
56	Daltonganj (palamu)	Chattarpur East	2007-08	Work not started
57	Dhanbad	Nirsha-Chirkunda	2005-06	Land Not Available
58	Latehar	Manika	2004-05	Lintle Level
59	Latehar	Latehar	2004-05	Roof Casted
60	Latehar	Chandwa	2004-05	Work not started
61	Latehar	Balumath	2005-06	Lintle Level
62	Latehar	Garu	2007-08	Work not started
63	Garhwa	Kharaundhi	2004-05	Work not started
64	Garhwa	Bhawanathpur	2004-05	Roof Casted
65	Garhwa	Garhwa	2004-05	Roof Casted
66	Garhwa	Kandi	2007-08	Brick Work
67	Hazaribagh	Barhi	2005-06	Layout
68	Hazaribagh	Padma	2005-06	Roof Casted
69	Hazaribagh	Kathkamsandi	2005-06	Layout
70	Hazaribagh	Ichak	2005-06	Land Not Available
71	Hazaribagh	Karadari	2005-06	Land Not Available
72	Hazaribagh	Churchu	2005-06	Land Not Available
73	Ramgarh	Mandu	2005-06	work not started
74	Ramgarh	Ramgarh	2005-06	Plinth Level
75	Koderma	Koderma	2005-06	work not started
76	Koderma	Jainagar	2005-06	Foundation
77	Koderma	Satgawan	2005-06	Land Not Available
78	Chatra	Chatra	2005-06	Plinth Level
79	Chatra	Gidhor	2005-06	Foundation
80	Chatra	Tandwa	2005-06	Lintle Level
81	Chatra	Kunda	2004-05	Land Not Available
82	Chatra	Itkhori	2005-06	Land Not Available
83	Chatra	Hunterganj	2006-07	Land Not Available

SL. NO.	DISTRICT	SANCTIONED BLOCKS OF KGBV	SANCTIONED YEAR	STATUS OF WORK
84	Chatra	Simaria	2006-07	Land Not Available
85	Chatra	Pratappur	2008-09	Land Not Available
86	Chatra	Lawalong	2008-09	Land Not Available
87	Bokaro	Gomia	2004-05	Work not started
88	Bokaro	Kasmar	2005-06	Plinth Level
89	Dhanbad	Jharia-sindri	2007-08	Roof Casted
90	Giridih	Gawan	2004-05	Roof Casted
91	Giridih	Deori	2004-05	Work started
92	Giridih	Birni	2004-05	Work not started
93	Giridih	Giridih	2005-06	Work not started
94	Giridih	Pirtand	2006-07	Land Not Available
95	Garhwa	Majhiaon	2004-05	Land Not Available
96	Garhwa	Chinia	2004-05	Land Not Available
97	Garhwa	Nagarutari	2005-06	Land Not Available
98	Garhwa	Ramkanda	2006-07	Land Not Available
99	East Singbhum	Potka	2005-06	Work not started
100	East Singbhum	Musabani	2005-06	work not started
101	East Singbhum	Dhalbhumgarh	2005-06	work not started
102	East Singbhum	Chakulia	2005-06	Foundation
103	East Singbhum	Bahragoda	2005-06	Roof level
104	East Singbhum	Jameshedpur (Golmuri)	2007-08	Lintle Level
105	West Singbhum	Tonto	2004-05	Roof Level
106	West Singbhum	Goikera	2004-05	work not started
107	West Singbhum	Khuntpani	2004-05	Roof Level
108	West Singbhum	Jagannathpur	2005-06	Plinth Level
109	West Singbhum	Sadar chaibasa	2007-08	Work not started
110	West Singbhum	Bandgaon	2008-09	Roof Level
111	West Singbhum	Tatanagar	2004-05	Land Not Available
112	Saraikela	Chandil	2007-08	Below Plinth
113	Saraikela	Ganharria (Adityapur)	2007-08	Work not started
114	Saraikela	Nimdih	2007-08	Below Plinth
115	Saraikela	Rajnagar (Govindpur)	2007-08	Below Plinth
116	Saraikela	Saraikela	2007-08	Below Plinth
117	Saraikela	Kharsawan	2006-07	Land Not Available

Status of un-started buildings:

- Work not started = 30
- Land Not Available = 20

Total = 50

- It is evident from the above table that out of 50 un-constructed KGBV buildings, 26 buildings are of 2004-05 of Deoghar, Jamtara, Godda, Sahebganj, Gumla, Daltonganj, Latehar, Garhwa, Chatra, Bokaro, Giridih, Garhwa and West Singbhum district, 49 buildings are of 2005-06 of Deoghar, Godda, Sahebganj, Ranchi, Khunti, Gumla, Lohardagga, Daltonganj, Dhanbad, Latehar, Hazaribagh, Ramgarh, Koderma, Chatra, Bokaro, Giridih, Garhwa, East Singbhum and West Singbhum districts,

06 buildings are of 2006-07 of Simdega, Chatra, Giridih, Garhwa and Saraikela districts, 25 buildings are of 2007-08 of Dumka, Deoghar, Jamtara, Sahebganj, Lohardagga, Simdega, Daltonganj, Latehar, Garhwa, Dhanbad, East Singhum, West Singhum and Saraikela districts and 11 buildings are of 2008-09 of Godda, Sahebganj, Pakur, Chatra and West Singhum Districts. It's a serious matter of concern. It is recommended that state should give commitment to start these buildings within 3 months.

Other initiatives: All KGBVs are extended up to class X and it is propose up to + 2 level. It is linked with the NPEGEL and Mahila Shikshan Kendra. Girls coming from those centres are taking enrolment in KGBV. Exposure visits are conducted for selected girls to learn the best practices at the state level. Inter district games and sports competition organised and awarded to the best performer.

Financial Progress:

(Rs. in lakh)					
Year	Out lay approved	Total fund available	Expenditure As on 31.03.2010	% of Expenditure against Outlay approved	% of Expenditure against total fund available
2004-05	1780.07	4.00	0.00	0.0%	0.0%
2005-06	1780.07	2460.45	321.99	18.1%	13.1%
2006-07	6636.23	5647.30	1719.71	25.9%	30.5%
2007-08	7511.84	7785.17	3919.18	52.2%	50.3%
2008-09	7205.35	7470.36	4686.24	65.0%	62.7%
2009-10	6712.66	7762.11	4404.14	66%	65.72%

During the year 2009-10, the State was sanctioned a budget of Rs.6712.66 lakh. The achievement is Rs.4404.14 lakh (66%) up to March 2010.

Proposals for 2010-11:

1. Replacement of Bedding for children's studying in all 198 KGBVs sanctioned:

S. No.	District	Name of the Block	Year of Establishment	Model	Enrollment (Class VI - VIII)	Bedding @Rs. 750 per child
1	Bokaro	Gomia	2004-05	I	90	0.68
2		Nawadih	2005-06	I	147	1.10
3		Bermo	2005-06	I	147	1.10
4		Peterwar	2005-06	I	150	1.13
5		Kasmar	2005-06	I	146	1.10
6		Jaridih	2005-06	I	126	0.95
7		Chas	2005-06	I	117	0.88
8		Chandankiyari	2005-06	I	147	1.10
9	Chatra	Kunda	2004-05	I	98	0.74
10		Pathalgada	2004-05	I	100	0.75
11		Chatra	2005-06	I	91	0.68
12		Itkhori	2005-06	I	98	0.74
13		Gidhaur	2005-06	I	127	0.95
14		Tandwa	2005-06	I	100	0.75
15		Hunterganj	2006-07	I	102	0.77
16		Simaria	2006-07	I	100	0.75
17		Pratappur	2008-09	I	90	0.68

S. No.	District	Name of the Block	Year of Establishment	Model	Enrollment (Class VI - VIII)	Bedding @Rs. 750 per child
18	Deoghar	Lawalong	2008-09	I	99	0.74
19		Devipur	2004-05	I	91	0.68
20		Palojori	2004-05	I	70	0.53
21		Mohanpur	2004-05	I	78	0.59
22		Sarwan	2004-05	I	74	0.56
23		Karon	2004-05	I	81	0.61
24		Madhupur	2004-05	I	90	0.68
25		Deoghar	2005-06	I	136	1.02
26		Sarath	2005-06	I	79	0.59
27		Dhanbad	Tundi	2004-05	I	111
28	Topchanchi		2005-06	I	118	0.89
29	Gobindpur		2005-06	I	129	0.97
30	Baliapur		2005-06	I	140	1.05
31	Nirsa-cum-Chirkunda		2005-06	I	150	1.13
32	Jharia-cum-Sindri		2006-07	I	132	0.99
33	Dumka	Ramgarh	2004-05	I	100	0.75
34		Jarmundi	2004-05	I	100	0.75
35		Gopikandar	2004-05	I	100	0.75
36		Saraiyahat	2004-05	I	100	0.75
37		Masalia	2004-05	I ^a	100	0.75
38		Ranishwar	2005-06	I	100	0.75
39		Dumka	2006-07	I	100	0.75
40		Jama	2006-07	I	100	0.75
41		Kathikund	2006-07	I	100	0.75
42		Shikaripara	2006-07	I	100	0.75
43	East singhbhum	Dumaria	2004-05	I	137	1.03
44		Patamda	2005-06	I	100	0.75
45		Ghatshilla	2005-06	I	130	0.98
46		Potka	2005-06	I	127	0.95
47		Musabani	2005-06	I	115	0.86
48		Dhalbhumgarh	2005-06	I	139	1.04
49		Chakulia	2005-06	I	100	0.75
50		Baharagora	2005-06	I	130	0.98
51		Jamshedpur(Golmuri)	2006-07	I	127	0.95
52	Garhwa	Chinia	2004-05	I	102	0.77
53		Dandai	2004-05	I	118	0.89
54		Dhurki	2004-05	I	99	0.74
55		Kharanundhi	2004-05	I	97	0.73
56		Ranka	2004-05	I	99	0.74
57		Ramana	2004-05	I	116	0.87
58		Meral (Pipra Kalan)	2004-05	I	98	0.74
59		Bhandaria	2004-05	I	91	0.68
60		Majhion	2004-05	I	97	0.73
61		Bhawanathpur	2004-05	I	100	0.75
62		Garhwa	2004-05	I	100	0.75
63		Nagar-Untari	2005-06	I	94	0.71
64		Kandi	2006-07	I	100	0.75
65		Ramkanda	2006-07	I	113	0.85

S. No.	District	Name of the Block	Year of Establishment	Model	Enrollment (Class VI - VIII)	Bedding @Rs. 750 per child	
66	Giridih	Tisri	2004-05	I	100	0.75	
67		Gawan	2004-05	I	142	1.07	
68		Deori	2004-05	I	100	0.75	
69		Dumri	2004-05	I	100	0.75	
70		Birni	2004-05	I	100	0.75	
71		Gande	2004-05	I	100	0.75	
72		Bengabad	2004-05	I	100	0.75	
73		Dhawar	2004-05	I	120	0.90	
74		Bagodar	2004-05	I	119	0.89	
75		Jamua	2004-05	I	126	0.95	
76		Giridih	2005-06	I	134	1.01	
77		Pirtand	2006-07	I	100	0.75	
78		Godda	Poreyahat	2004-05	I	92	0.69
79			Thakur Gangti	2004-05	I	100	0.75
80	Mahagama		2004-05	I	95	0.71	
81	Meherma		2005-06	I	104	0.78	
82	Boarijor		2005-06	I	100	0.75	
83	Pathargama		2005-06	I	119	0.89	
84	Godda		2005-06	I	108	0.81	
85	Sunderpahari		2008-09	I	100	0.75	
86	Gumla	Ghaghra	2004-05	I	100	0.75	
87		Bishunpur	2005-06	I	91	0.68	
88		Sisai	2005-06	I	98	0.74	
89		Bharno	2005-06	I	95	0.71	
90		Kamdara	2005-06	I	94	0.71	
91		Basia	2005-06	I	94	0.71	
92		Gumla	2005-06	I	95	0.71	
93		Dumri	2005-06	I	95	0.71	
94		Raidih	2005-06	I	83	0.62	
95		Palkot	2005-06	I	93	0.70	
96	Hazaribagh	Barkatha	2004-05	I	99	0.74	
97		Bishungarh	2004-05	I	95	0.71	
98		Chauparan	2005-06	I	100	0.75	
99		Barhi	2005-06	I	97	0.73	
100		Padma	2005-06	I	84	0.63	
101		Ichak	2005-06	I	93	0.70	
102		Katkamsandi	2005-06	I	96	0.72	
103		Keredari	2005-06	I	100	0.75	
104		Barkagaon	2005-06	I	100	0.75	
105		Churchu	2005-06	I	97	0.73	
106	Ramgarh	Patratu	2005-06	I	98	0.74	
107		Mandu	2005-06	I	100	0.75	
108		Ramgarh	2005-06	I	100	0.75	
109	Jamtara	Narayanpur	2004-05	I	155	1.16	
110		Jamtara	2006-07	I	150	1.13	
111		Kundhit	2006-07	I	150	1.13	
112		Nala	2006-07	I	153	1.15	
113	Koderma	Markacho	2004-05	I	100	0.75	

S. No.	District	Name of the Block	Year of Establishment	Model	Enrollment (Class VI - VIII)	Bedding @Rs. 750 per child
114		Satgawan	2005-06	I	100	0.75
115		Kodarna	2005-06	I	100	0.75
116		Jainagar	2005-06	I	100	0.75
117	Latehar	Manika	2004-05	I	121	0.91
118		Latehar	2004-05	I	114	0.86
119		Barwadih	2004-05	I	110	0.83
120		Chandwa	2004-05	I	100	0.75
121		Balumath	2005-06	I	100	0.75
122		Garu	2006-07	I	136	1.02
123	Lohardaga	Kisko	2004-05	I	92	0.69
124		Kuru	2005-06	I	95	0.71
125		Senha	2005-06	I	98	0.74
126		Bhandra	2005-06	I	100	0.75
127		Lohardaga	2006-07	I	95	0.71
128	Pakur	Pakuria	2004-05	I	24	0.18
129		Hiranpur	2004-05	I	104	0.78
130		Amrapada	2008-09	I	95	0.71
131		Littipara	2008-09	I	92	0.69
132		Maheshpur	2008-09	I	96	0.72
133		Pakur	2008-09	I	90	0.68
134	Palamu	Manatu	2004-05	I	75	0.56
135		Chainpur	2004-05	I	74	0.56
136		Panki	2004-05	I	95	0.71
137		Pandu	2004-05	I	99	0.74
138		Satbarwa	2004-05	I	98	0.74
139		Patan	2004-05	I	99	0.74
140		Hussainabad	2005-06	I	99	0.74
141		Hariharganj	2005-06	I	101	0.76
142		Bishrampur	2005-06	I	57	0.43
143		Daltonganj	2006-07	I	95	0.71
144		Lesliganj	2006-07	I	107	0.80
145		Chattarpur East	2006-07	I	93	0.70
146	Khunti	Arki (Tamar II)	2004-05	I	130	0.98
147		Karra	2005-06	I	118	0.89
148		Rania	2005-06	I	116	0.87
149		Murhu	2005-06	I	133	1.00
150		Khunti	2005-06	I	123	0.92
151	Ranchi	Burmu	2005-06	I	147	1.10
152		Kanke	2005-06	I	148	1.11
153		Ormanjhi	2005-06	I	134	1.01
154		Angara	2005-06	I	123	0.92
155		Silli	2005-06	I	120	0.90
156		Sonahatu	2005-06	I	130	0.98
157		Namkum	2005-06	I	140	1.05
158		Mandar	2005-06	I	131	0.98
159		Bero	2005-06	I	139	1.04
160		Lapung	2005-06	I	125	0.94
161		Bundu	2005-06	I	116	0.87

S. No.	District	Name of the Block	Year of Establishment	Model	Enrollment (Class VI - VIII)	Bedding @Rs. 750 per child	
162		Tamar I	2005-06	I	105	0.79	
163		Chanho	2006-07	I	139	1.04	
164	Sahibganj	Taljhari	2004-05	I	75	0.56	
165		Mandro	2004-05	I	108	0.81	
166		Sahibganj	2005-06	I	118	0.89	
167		Rajmahal	2005-06	I	108	0.81	
168		Borio	2006-07	I	92	0.69	
169		Barhet	2008-09	I	89	0.67	
170		Pathna	2008-09	I	95	0.71	
171		Udhwa	2008-09	I	98	0.74	
172		Saraikela	Kuchai	2004-05	I	90	0.68
173			Ichagarh	2004-05	I	95	0.71
174	Chandil		2006-07	I	94	0.71	
175	Gamharia(Adityapur)		2006-07	I	96	0.72	
176	Kharsawan		2006-07	I	103	0.77	
177	Nimdih		2006-07	I	98	0.74	
178	Rajnagar(Govindpur)		2006-07	I	110	0.83	
179	Saraikela		2006-07	I	86	0.65	
180	West singhbhum		Noamundi (Barajamda)	2004-05	I	109	0.82
181		Tonto	2004-05	I	137	1.03	
182		Goilkera	2004-05	I	98	0.74	
183		Manjhari	2004-05	I	96	0.72	
184		Kumandung	2004-05	I	94	0.71	
185		Jhinkpani	2004-05	I	147	1.10	
186		Sonua	2004-05	I	118	0.89	
187		Khuntpani	2004-05	I	103	0.77	
188		Tantnagar	2004-05	I	105	0.79	
189		Majhgaon	2004-05	I	111	0.83	
190		Chakradharpur	2004-05	I	92	0.69	
191		Manoharpur	2005-06	I	111	0.83	
192		Jagannathpur	2005-06	I	108	0.81	
193		Sadar Chaibasa	2006-07	I	150	1.13	
194	Bandgaon	2008-09	I	149	1.12		
195	Simdega	Bano	2006-07	I	99	0.74	
196		Bolba	2006-07	I	103	0.77	
197		Jaldega	2006-07	I	97	0.73	
198		Kolebira	2006-07	I	99	0.74	
		Total			21199	159.17	

2. The state has proposed 14 new KGBVs.

The State has proposed a total amount of **Rs.7860.57 lakh** for 212 KGBVs including spill over of **Rs.861.59 lakh** and **non-recurring grant of Rs.1824.93 lakh** and **recurring grant of Rs.6035.64 lakh.**

Recommendations:

- An amount of Rs.140.25 lakh is recommended towards Replacement of bedding for 187 KGBVs operationalised during 2005-06 to 2006-07 but Replacement of bedding for 11 KGBVs is not recommended as they were operationalised afterwards.

S. No.	District	Name of the Block	Year of Establishment	Model	Enrollment (Class VI - VIII)	Bedding @Rs. 750 per child
1	Bokaro	Gomia	2004-05	I	90	0.75
2	Bokaro	Nawadih	2005-06	I	147	0.75
3	Bokaro	Bermo	2005-06	I	147	0.75
4	Bokaro	Peterwar	2005-06	I	150	0.75
5	Bokaro	Kasmar	2005-06	I	146	0.75
6	Bokaro	Jaridih	2005-06	I	126	0.75
7	Bokaro	Chas	2005-06	I	117	0.75
8	Bokaro	Chandankiyari	2005-06	I	147	0.75
9	Chatra	Kunda	2004-05	I	98	0.75
10	Chatra	Pathalgada	2004-05	I	100	0.75
11	Chatra	Chatra	2005-06	I	91	0.75
12	Chatra	Itkchori	2005-06	I	98	0.75
13	Chatra	Gidhaur	2005-06	I	127	0.75
14	Chatra	Tandwa	2005-06	I	100	0.75
15	Chatra	Hunterganj	2006-07	I	102	0.75
16	Chatra	Simaria	2006-07	I	100	0.75
17	Deoghar	Devipur	2004-05	I	91	0.75
18	Deoghar	Palojori	2004-05	I	70	0.75
19	Deoghar	Mohanpur	2004-05	I	78	0.75
20	Deoghar	Sarwan	2004-05	I	74	0.75
21	Deoghar	Karon	2004-05	I	81	0.75
22	Deoghar	Madhupur	2004-05	I	90	0.75
23	Deoghar	Deoghar	2005-06	I	136	0.75
24	Deoghar	Sarath	2005-06	I	79	0.75
25	Dhanbad	Tundi	2004-05	I	111	0.75
26	Dhanbad	Topchanchi	2005-06	I	118	0.75
27	Dhanbad	Gobindpur	2005-06	I	129	0.75
28	Dhanbad	Baliapur	2005-06	I	140	0.75
29	Dhanbad	Nirsa-cum-Chirkunda	2005-06	I	150	0.75
30	Dhanbad	Jharia-cum-Sindri	2006-07	I	132	0.75
31	Dumka	Ramgarh	2004-05	I	100	0.75
32	Dumka	Jarmundi	2004-05	I	100	0.75
33	Dumka	Gopikandar	2004-05	I	100	0.75
34	Dumka	Saraiyahat	2004-05	I	100	0.75
35	Dumka	Masalia	2004-05	I	100	0.75
36	Dumka	Ranishwar	2005-06	I	100	0.75
37	Dumka	Dumka	2006-07	I	100	0.75
38	Dumka	Jama	2006-07	I	100	0.75
39	Dumka	Kathikund	2006-07	I	100	0.75
40	Dumka	Shikaripara	2006-07	I	100	0.75
41	East singhbhum	Dumaria	2004-05	I	137	0.75
42	East singhbhum	Patamda	2005-06	I	100	0.75

S. No.	District	Name of the Block	Year of Establishment	Model	Enrollment (Class VI - VIII)	Bedding @Rs. 750 per child
43	East singhbhum	Ghatshlla	2005-06	I	130	0.75
44	East singhbhum	Potka	2005-06	I	127	0.75
45	East singhbhum	Musabani	2005-06	I	115	0.75
46	East singhbhum	Dhalbhumgarh	2005-06	I	139	0.75
47	East singhbhum	Chakulia	2005-06	I	100	0.75
48	East singhbhum	Baharagora	2005-06	I	130	0.75
49	East singhbhum	Jamshedpur(Golmuri)	2006-07	I	127	0.75
50	Garhwa	Chinia	2004-05	I	102	0.75
51	Garhwa	Dandai	2004-05	I	118	0.75
52	Garhwa	Dhurki	2004-05	I	99	0.75
53	Garhwa	Kharanundhi	2004-05	I	97	0.75
54	Garhwa	Ranka	2004-05	I	99	0.75
55	Garhwa	Ramana	2004-05	I	116	0.75
56	Garhwa	Meral (Pipra Kalan)	2004-05	I	98	0.75
57	Garhwa	Bhandaria	2004-05	I	91	0.75
58	Garhwa	Majhion	2004-05	I	97	0.75
59	Garhwa	Bhawanathpur	2004-05	I	100	0.75
60	Garhwa	Garhwa	2004-05	I	100	0.75
61	Garhwa	Nagar-Untari	2005-06	I	94	0.75
62	Garhwa	Kandi	2006-07	I	100	0.75
63	Garhwa	Ramkanda	2006-07	I	113	0.75
64	Giridih	Tisri	2004-05	I	100	0.75
65	Giridih	Gawan	2004-05	I	142	0.75
66	Giridih	Deori	2004-05	I	100	0.75
67	Giridih	Dumri	2004-05	I	100	0.75
68	Giridih	Birni	2004-05	I	100	0.75
69	Giridih	Gande	2004-05	I	100	0.75
70	Giridih	Bengabad	2004-05	I	100	0.75
71	Giridih	Dhawar	2004-05	I	120	0.75
72	Giridih	Bagodar	2004-05	I	119	0.75
73	Giridih	Jamua	2004-05	I	126	0.75
74	Giridih	Giridih	2005-06	I	134	0.75
75	Giridih	Pirtand	2006-07	I	100	0.75
76	Godda	Poreyahat	2004-05	I	92	0.75
77	Godda	Thakur Gangti	2004-05	I	100	0.75
78	Godda	Mahagama	2004-05	I	95	0.75
79	Godda	Meherma	2005-06	I	104	0.75
80	Godda	Boarijor	2005-06	I	100	0.75
81	Godda	Pathargama	2005-06	I	119	0.75
82	Godda	Godda	2005-06	I	108	0.75
83	Gumla	Ghaghra	2004-05	I	100	0.75
84	Gumla	Bishunpur	2005-06	I	91	0.75
85	Gumla	Sisai	2005-06	I	98	0.75
86	Gumla	Bharno	2005-06	I	95	0.75
87	Gumla	Kamdara	2005-06	I	94	0.75
88	Gumla	Basia	2005-06	I	94	0.75
89	Gumla	Gumla	2005-06	I	95	0.75
90	Gumla	Dumri	2005-06	I	95	0.75

S. No.	District	Name of the Block	Year of Establishment	Model	Enrollment (Class VI - VIII)	Bedding @Rs. 750 per child
91	Gumla	Raidih	2005-06	I	83	0.75
92	Gumla	Palkot	2005-06	I	93	0.75
93	Hazaribagh	Barkatha	2004-05	I	99	0.75
94	Hazaribagh	Bishungarh	2004-05	I	95	0.75
95	Hazaribagh	Chauparan	2005-06	I	100	0.75
96	Hazaribagh	Barhi	2005-06	I	97	0.75
97	Hazaribagh	Padma	2005-06	I	84	0.75
98	Hazaribagh	Ichak	2005-06	I	93	0.75
99	Hazaribagh	Katkamsandi	2005-06	I	96	0.75
100	Hazaribagh	Keredari	2005-06	I	100	0.75
101	Hazaribagh	Barkagaon	2005-06	I	100	0.75
102	Hazaribagh	Churchu	2005-06	I	97	0.75
103	Ramgarh	Patratu	2005-06	I	98	0.75
104	Ramgarh	Mandū	2005-06	I	100	0.75
105	Ramgarh	Ramgarh	2005-06	I	100	0.75
106	Jamtara	Narayanpur	2004-05	I	155	0.75
107	Jamtara	Jamtara	2006-07	I	150	0.75
108	Jamtara	Kundhit	2006-07	I	150	0.75
109	Jamtara	Nala	2006-07	I	153	0.75
110	Koderma	Markacho	2004-05	I	100	0.75
111	Koderma	Satgawan	2005-06	I	100	0.75
112	Koderma	Kodarma	2005-06	I	100	0.75
113	Koderma	Jainagar	2005-06	I	100	0.75
114	Latehar	Manika	2004-05	I	121	0.75
115	Latehar	Latehar	2004-05	I	114	0.75
116	Latehar	Barwadih	2004-05	I	110	0.75
117	Latehar	Chandwa	2004-05	I	100	0.75
118	Latehar	Balumath	2005-06	I	100	0.75
119	Latehar	Garu	2006-07	I	136	0.75
120	Lohardaga	Kisko	2004-05	I	92	0.75
121	Lohardaga	Kuru	2005-06	I	95	0.75
122	Lohardaga	Senha	2005-06	I	98	0.75
123	Lohardaga	Bhandra	2005-06	I	100	0.75
124	Lohardaga	Lohardaga	2006-07	I	95	0.75
125	Pakur	Pakuria	2004-05	I	24	0.75
126	Pakur	Hiranpur	2004-05	I	104	0.75
127	Palamu	Manatu	2004-05	I	75	0.75
128	Palamu	Chainpur	2004-05	I	74	0.75
129	Palamu	Panki	2004-05	I	95	0.75
130	Palamu	Pandu	2004-05	I	99	0.75
131	Palamu	Satbarwa	2004-05	I	98	0.75
132	Palamu	Patan	2004-05	I	99	0.75
133	Palamu	Hussainabad	2005-06	I	99	0.75
134	Palamu	Hariharganj	2005-06	I	101	0.75
135	Palamu	Bishrampur	2005-06	I	57	0.75
136	Palamu	Daltonganj	2006-07	I	95	0.75
137	Palamu	Lesliganj	2006-07	I	107	0.75
138	Palamu	Chattarpur East	2006-07	I	93	0.75

S. No.	District	Name of the Block	Year of Establishment	Model	Enrollment (Class VI - VIII)	Bedding @Rs. 750 per child
139	Khunti	Arki (Tamar II)	2004-05	I	130	0.75
140	Khunti	Karra	2005-06	I	118	0.75
141	Khunti	Rania	2005-06	I	116	0.75
142	Khunti	Murhu	2005-06	I	133	0.75
143	Khunti	Khunti	2005-06	I	123	0.75
144	Ranchi	Burmu	2005-06	I	147	0.75
145	Ranchi	Kanke	2005-06	I	148	0.75
146	Ranchi	Ormanjhi	2005-06	I	134	0.75
147	Ranchi	Angara	2005-06	I	123	0.75
148	Ranchi	Silli	2005-06	I	120	0.75
149	Ranchi	Sonahatu	2005-06	I	130	0.75
150	Ranchi	Namkum	2005-06	I	140	0.75
151	Ranchi	Mandar	2005-06	I	131	0.75
152	Ranchi	Bero	2005-06	I	139	0.75
153	Ranchi	Lapung	2005-06	I	125	0.75
154	Ranchi	Bundu	2005-06	I	116	0.75
155	Ranchi	Tamar I	2005-06	I	105	0.75
156	Ranchi	Chanho	2006-07	I	139	0.75
157	Sahibganj	Taljhari	2004-05	I	75	0.75
158	Sahibganj	Mandro	2004-05	I	108	0.75
159	Sahibganj	Sahibganj	2005-06	I	118	0.75
160	Sahibganj	Rajmahal	2005-06	I	108	0.75
161	Sahibganj	Borio	2006-07	I	92	0.75
162	Saraikela	Kuchai	2004-05	I	90	0.75
163	Saraikela	Ichagarh	2004-05	I	95	0.75
164	Saraikela	Chandil	2006-07	I	94	0.75
165	Saraikela	Ganharia(Adityapur)	2006-07	I	96	0.75
166	Saraikela	Kharsawan	2006-07	I	103	0.75
167	Saraikela	Nimdih	2006-07	I	98	0.75
168	Saraikela	Rajnagar(Govindpur)	2006-07	I	110	0.75
169	Saraikela	Saraikela	2006-07	I	86	0.75
170	West singhbhum	Noamundi (Barajamda)	2004-05	I	109	0.75
171	West singhbhum	Tonto	2004-05	I	137	0.75
172	West singhbhum	Goilkeria	2004-05	I	98	0.75
173	West singhbhum	Manjhari	2004-05	I	96	0.75
174	West singhbhum	Kumandung	2004-05	I	94	0.75
175	West singhbhum	Jhinkpani	2004-05	I	147	0.75
176	West singhbhum	Sonua	2004-05	I	118	0.75
177	West singhbhum	Khuntpani	2004-05	I	103	0.75
178	West singhbhum	Tantnagar	2004-05	I	105	0.75
179	West singhbhum	Majhgaon	2004-05	I	111	0.75
180	West singhbhum	Chakradharpur	2004-05	I	92	0.75
181	West singhbhum	Manoharpur	2005-06	I	111	0.75
182	West singhbhum	Jagannathpur	2005-06	I	108	0.75
183	West singhbhum	Sadar Chaibasa	2006-07	I	150	0.75
184	Simdega	Bano	2006-07	I	99	0.75
185	Simdega	Bolba	2006-07	I	103	0.75
186	Simdega	Jaldega	2006-07	I	97	0.75

S. No.	District	Name of the Block	Year of Establishment	Model	Enrollment (Class VI - VIII)	Bedding @Rs. 750 per child
187	Simdega	Kolebira	2006-07	I	99	0.75
		Total			20106	140.25

- None of the proposed KGBV qualifies the eligibility criteria of the scheme for sanctioning of the KGBVs in the State therefore; the appraisal team has not recommended any proposed KGBV to the State.
- The appraisal team has recommended a total amount of **Rs.6401.30 lakh for 198 KGBVs** including spill over of Rs.861.59 lakh. Out of it, non-recurring grant of Rs.1001.84 lakh and **recurring grant of Rs.5399.46 lakh.**
- The Appraisal team is of the view that on site academic support system is required to improve learning levels of girls. Therefore it is recommended that a cohesive and consistent academic support system should be developed at district level to provide cohesive and consistent academic support to all the KGBVs in the districts.

(IX) Strategies for Community Mobilization:

i. Progress in 2009-10 Community Training as on 31/03/2010

PAB Approval (2009-10)		Achievement		Percentage %	
Phy	Fin	Phy	Fin	Phy	Fin
217592	133.11	204549	119.69	92.17	89.9

Constitutions of VEC: Number of members, representation of women, social group etc.

VEC	ST/SC	Women	Others
(A) VEC in ST dominates areas	At least 50% ST members out of total members	At least 1/3 women out of total members	At least 1/3 members out of tribal members
(B) VEC for Urdu School	-	At least 2/3 women out of total members	At least 1/3 members out of total members
(C) VEC for General School	At least 1/3 are ST/SC out of total members	At least 1/3 members out of total members	At least 1/3 members out of total members
(A) Total members (15)		2	1+4=5
Total members (21)		2	1+6=7
(B) Total members (15)	No SC/ST student in the urdu school. In case SC/ST are studying then	10	1+4=5

VEC	ST/SC	Women	Others
Total members (21)	members way be selected.	14	1+ 6 = 7
Sss(C) Total members (15)	(M) 3 SC/ST (F) others	(M) 3 SC/ST (F) 2 others	1+ 4 = 5
Total members (21)	(M) 4 SC/ST (F) 3 others	(M) ST/SC (F) 3 others	1+ 6 = 7

ii. Activities were taken in financial year 2009-10:

I. Non -Financial Activities:

- **Monthly Meeting:** For the effective implementation of SSA programme regular monthly meeting of VEC were organized. Each meeting were followed by LokVachan under LEP (Buniyad).
- **Aam Sabha:** In every three months VEC has to call a general body meeting of the village in which it has to present its progress and income expenditure report. Every year VEC has to present and discuss an annual village education plan and its income and expenditure of last year before the general body (Aam sabha/gram sabha) of the village.
- **Child Cabinet:** Each school has active Child Cabinet.
- **Up to date Account Keeping by Block Level:** Block level Accountant has to ensure the updation of VEC Account at least twice in a year.

II. Financial Activities:

- **Bal Mela:** The objective behind the event is too aware the community about the program and to create interest among the children towards education. Bal Sammelan helps to develop competitive attitude among the children. Bal Mela was organized at school level on 14th November.
- **VEC Sammelan:** Women participation is an important component of people's participation and empowerment. Adequate representation to women on the one hand brings them into social mainstream, improves their decision taking capacity and thus empowers them, and on the other ascertains their cooperation in improving educational status of children of the region in general and that of the girls in particular. At block level a sammelan organized for women member. Where two from each VEC participated.
- **Special Training on Accounts keeping -** To ensure quality and effective implementation of the programme with developed and transparent accounting system. Special Training on Accounts Keeping was arranged at Block level by the help of Block level Accounts officials.

- **Awareness Campaign:** Awareness Campaign was organized under the leadership of **Hon'ble Governor of Jharkhand** to ensure enrolment and retention of the students.
 - **Dakhila Abhiyan:** During School Challen Hum Abhiyan a state wide campaign for enrolment of out of school children was organized under the leadership of **Hon'ble Governor of Jharkhand**. During the programme various types of activities were organized for attracting the children and their parents towards schools. **Through this drive about 2,69,000. Children have been enrolled.**
 - **Hoardings Posters:** During the **Dakhila Abhiyan, 2009** various types, of posters were published on different issues related to enrolment of educationally deprived children and girls. Hoardings were also installed during the programme at prime location of state capital Ranchi and in district head quarters.
- **Regular Reflection meeting/ Follow up:** The effective implementation would be ensured through regular monthly meetings. State level officials organize review cum reflection meeting of district in charge of the programme.
- **Half Yearly Publication:** Publication is aimed to share the experience of successful VECs so that the best practices can be replicated by others. Districts have published Magazine (Patrika) with different name for Community, which comprises with guideline, common information of Programme, activities done by district and success study of the VEC.

iii. Training Modules used in 2009-10 details are given below-

Title of the Module	Title of the Module	Topics covered
Samvadhan-II	<ul style="list-style-type: none"> • To ensure Community ownership in Elementary Education • To provide an opportunity and awareness among the persons for the development of primary education. • To ensure cent-percent enrolment, retention and continuation of quality education through community. • To ensure the participation of the deprived section of the society like women, ST, SC, labour, farmer and backward class etc. • In ensure transparency of the programme through VEC • To make an awareness on use of grants To ensure role and responsibilities of VECs function 	<ul style="list-style-type: none"> • Different activities under SSA • Role and Responsibility of VEC • Monthly/Gram Sabha Meeting of VEC. • Grant and their utility

iv. Convergence of PRI institution

PRI systems not yet started. A draft copy of 'Jharkhand State School Education Committee Bill-2008' is submitted to the department.

v. Significant steps taken/ programmes conducted to mobilize special focus group such as SC/ST/Minority and other backward marginalized communities

- An orientation programme for Traditional Leaders was organized in the Block level to mobilize the SC/ST community

vi. Strategies to improve community participation in the urban areas

- a. House Hold Survey
- b. Enrollment drive
- c. Formation of ward committee
- d. One day orientation programme for ward parshads was organized at District level

i. Detailed plan of action for 2010-11(Give write up on each activity planned in 2010-11 under community mobilization apart from community leaders training).

Right to Education:-"Right of child to free and compulsory education" emphasizes the need of (school management committee) consisting of the elected representatives of the local authority, parents or guardians of the children admitted in school."

The RTE rules stresses on following functions of (SMC):-

- Prepare and recommend school development plan.
- Implementation of school development plan.
- Monitoring the working of the school.
- Monitor the utilization of the grants released- TLM, TLE, Repair & Maintenance grants, school development Grant.
- The school development plan is the basis for preparation of CRC/BRC & district level AWP & B.

To fulfill the aim of all educational policies, constitutional amendment of free and compulsory elementary education, RTE following Community Mobilization Activities will be taken.

State team informed that the major challenges in the State are as follows:

- Implementation of all programmes through Village Education Committee.
- Accessibility of quality education through Village Education Committee.
- Participation of urban deprived, SC/ST and Women.
- Establishment of effective monitoring mechanism.
- Gender bias and enhancement of Girls Education.
- Effective functioning of VEC as a manager.

To meet above challenges following activities will be taken:-

A. Community Mobilization:-

Social mobilization strengthens participation of community in local decision-making, improves their access to School Development and efficiency in the use of available financial resources, and enhances Quality Education for the all Children.

Community mobilization aims at: -

- Making people aware of their own potential;
- Encouraging them to sustainable use their resources;
- Improving self-help capacities (the ability to act) and capabilities (the knowledge how to act);
- Enhancing local governance; and
- Facilitating the integration into the ownership of the School.

The community develops itself, when we provide - inspiration, stimulation, information, encouragement, training, organizing them. In this connection state proposed following mobilization programme for the community:-

- a. **Awareness Campaign** – Awareness campaign will be done and community member will be sensitized for -
 - i. Effective monitoring of the attendance of enrolled children and attendance of teacher.
 - ii. Completion of elementary education cycle for 6-14 age group children. Community will see the availability of school infrastructure and school accessibility as per SSA norms and RTE guideline.
 - iii. Community will see in schools that no discrimination in term of caste and creed is being done and all children are being given equal opportunity

- b. **Enrollment/Retention Drive** – To ensure all children of 6-14 age Group enrolled in the school, the State has planned to organized School Chalen Hum Namakan Abhiyan for achieving 100 percent enrollments every year. Achievement and returns of this programmes results in enrollment of almost 100 percent children is achieved. But our concern is that every year some students are left out school. So, there is a great need to conduct special enrollment drive for hard to reach children and make sure of retention and continuous presence of student in class room. We proposed special enrollment cum retention drive with the help of community leaders and villagers. For retention of children in school we have promoted community based monitoring system. We are also providing flexible time table for working children. These types of school can be run through well educated community members. Funds and facilities for smoothly running programmes will be provided under SSA scheme and frequently monitoring has been done by APO, BPO, BRP and CRP's.

- c. **Maa Beti Sammelan**– To promoting girls education we propose Training cum orientation programmes of mothers and daughters at cluster level. In this programmes all girls of 6 to 14 age group and her mothers, female guardians will be the participants. This programme will be organized in the chairmanship of successful lady of that area. In this orientation programme we will discuss about promoting girls education in the low enrollment and retention areas. We will try to find out the problems and solution after discussing the matter. In this programmes we will give some valuable information regarding welfare of females carrying out by different department of govt. to empower women.

d. Orientation programmed for Ward Parshad*– The participation of all PRI member for successful implementation of SSA programme, each district will organize one day orientation programme for ward Parshad. In the Orientation programme discussion will be made about all programmes of SSA and right to education for all children in the age group of 6 to 14. During the orientation programme the state will request for Co-operation and contribution for successful implementation and ensuring education for every child without discrimination.

e. Orientation programmed for Traditional Leaders – To mobilize special focus group such as SC/ST/Minority and other backward marginalized communities, state has proposed one day orientation programme for chief person of the village such as Munda Manki, Mahto, Parha Raja, Muslim Leaders etc at block level. In the meeting we will discuss the programmes of SSA to ensure 100 percent education facilities to 6 to 14 age group children, retention, drop out student. It helps to make effective and active VEC and also help to monitor the function of VEC.

f. Bal Mela – To encourage children and to develop competency among children Bal Mela proposed to be organized at School on 14 November, 2010.

g. Strengthen of Bal Sansad- Child cabinet has been formed in all schools. Efforts shall be made for sensitization of community through this institution. It is essential to empower Bal Sansad by capacity building of members of child cabinet. For this purpose one teacher from each school will be trained at block level. The DRG, BRP and CRP will be also trained on effective functioning of child cabinet specially improve the quality of education. State has proposed a 3 days training for member of Bal Sansad with convergence with UNICEF in school level.

ii. Monitoring Mechanism for Community mobilization activities:

a. Quarterly Aam Sabha/ Social Audit :- To ensure and checking the work of VEC quarterly Aam Sabha /Social Audit will be ensure in every three months, i.e. on the month of June, 10, Sept, 10, Dec.10, March, 11 .

In this Aam Sabha /Social Audit VEC President /Secretary Presents –

- Attendance of the Student and teachers,
- Evaluation of the Student
- The activities of the VEC done in the quarter as per Annual Plan,
- Total Income of the VEC in the quarter
- Total Expenditure of the VEC in the quarter

As per common discussion plan will be prepared for next quarter.

The process may be initiated, facilitated and coordinated by one or more persons. Common designations of these persons are social mobilizes, community mobilizes, community workers, catalysts, change agents, and animators. For this purpose State has proposed the master trainer as a community mobilizes. Apart from training these trainers are act as a facilitator. During Aam Sabha they facilitate the process. Each facilitator responsible for one block. A district component in charge makes rout chart for them. In one day at least 2 School will be covered. Facilitator Hon. per Block at least 10 days. Honorarium of facilitator @ Rs. 300/- per day.

- iii. **Regular monitoring & Follow up of the all activities by State/Divisional /District level:** - Review cum reflection meeting is monitoring tools to assess the strength and weakness of the programme implemented through different functionaries of the district/ block. So, review & reflection is conducted in the 1st week of every month at district level/divisional level and 2nd week of every month in state level.

At District level DRG, Master Trainer BRP, BPO and master trainer participate to share achievement as well as implementing strategies.

At Divisional level component In charge of district level share their target implementation and achievement of the activities.

At State level divisional Programme officer, district component in- charge will participate and share their target implementation and achievement of the activities.

- iv. **Evaluation of the community level institutions:**

State has developed an indicator for grading of VEC. It will help to assess the effectiveness of the VEC according to this evaluation weaker VEC will be strengthen by all functionaries of the project. So that further implementation strategies can be made for speedy implementation of SSA activities.

- v. **Documentation & Publication –**

- a. **Documentation of each activities of the plan** –Documentation of VEC profile, school profile, grading of VEC, VEC training, programmes and all activities will be done in the district, video C.D, Photo etc. Documentation reflects the achievement level in helps to take further corrective measures for improving the quality of the programme implemented.
- b. **Half yearly publication of News letter at State District** – News letter contains all information regarding achievement, educational news, case studies, action research, views of educationist, teachers etc. as well as programme implementer.

- vi. **Detailed processes to be involved in community leaders training for 2010-11**

Proposal for Community Training:

In Jharkhand, purposes of training programme are-

- To ensure Community ownership in Elementary Education
- To provide an opportunity and awareness to the persons for the development of primary education.
- To ensure cent-percent enrolment, retention and continuation of quality education through community.
- To ensure the participation of the deprived section of the society like women, ST, SC, labour, farmer and backward class etc.
- To ensure transparency of the programme through VEC
- To make an awareness on use of grants
- To ensure role and responsibilities of VECs function

Training strategy

In the Financial year 2010-11 around 50% members of each VEC will be trained.

- Level I** State Office will develop 3 days training module, reference material and training Manual for Community Training in the month of May, 2010 through state level workshop.
- Module Development
 - Printing and Distribution of Training module, Reference material and manual
 - Training of two Master trainer of each district at State level
- Level II -** Capacity Building Training of Trainer at District Level
- Level III -** Capacity Building Training of VEC Members at Cluster Level Non Residential and residential training at Block Level. All District have Planned for residential and non residential training.

- **Monitoring of the Village Education Committee Training Programme**
 - i. 5-10 experienced resource persons available in the district will be engaged to monitor and support the training programme
 - ii. BRP/CRP ensures the attendance of the participants and also monitors the training programme.
 - iii. Block Programme Officer keeping the record of the training programme
 - iv. Block Education Extension Officer ensures the proper implementation and monitoring of the training programme.
 - v. District level Component In-charge ensures the proper implementation and monitoring of the training programme.

- **Expected outcome of the trainings**
 - Free and compulsory elementary education to the every child of the age group of 6-14 years.
 - Community based implementation and monitoring of the school.
 - Involvement of Minority/SC/ST/Disadvantage groups
 - Community involvement in improving quality Education.
 - Community mobilizes for girl's education.

Monitoring mechanism planned for community training:-

- 5-10 experienced resource persons available in the district are engaged to monitor and support the training programme
 - BRP/CRP ensures the attendance of the participants and also monitors the training programme.
 - Block Programme Officer keeping the record of the training programme
 - Block Education Extension Officer ensures the proper implementation and monitoring of the training programme.
 - District level Component In-charge ensures the proper implementation and monitoring of the training programme.
- vii. Details of costing of Community Training (3 day Block level Residential for VEC).

Sl	District	No of School	Total No of Existing VEC	Community training to VEC members for 3-day residential training at BRC level @ 2 member from each VEC
1	Hazaribagh	1589	1573	3146
2	Ramgarh	727	714	1428
3	Kodarma	733	726	1452
4	Chatra	1895	1885	3770
5	Bokaro	1720	1714	3428
6	Dhanbad	1995	1989	3978
7	Giridih	3401	3389	6778
8	Ranchi	2429	2423	4846
9	Khunti	913	911	1822
10	Gumla	1840	1840	3680
11	Simdega	886	885	1770
12	Lohardaga	650	643	1286
13	East Singhbhum	2012	1993	3986
14	West Singhbhum	2161	2122	4244
15	Saraikela-Kharsawan	1660	1655	3310
16	Deoghar	2121	2110	4220
17	Dumka	2501	2482	4964
18	Jamtara	1196	1196	2392
19	Godda	1760	1757	3514
20	Pakur	996	995	1990
21	Sahebganj	1395	1390	2780
22	Palamu	2713	2699	5398
23	Latehar	1403	1385	2770
24	Garhwa	1274	1273	2546
Total		39970	39749	79498

viii. Details of costing of Community Training (3 day Cluster level Non Residential for VEC members

Sl	District	Total No of Existing VEC	Community training to VEC members for 3-day Non-Residential training at CRC level @ 8 member from each VEC
1	Hazaribagh	1573	12584
2	Ramgarh	714	5712
3	Kodarma	726	5808
4	Chatra	1885	15080
5	Bokaro	1714	13712

Sl	District	Total No of Existing VEC	Community training to VEC members for 3-day Non-Residential training at CRC level
			@ 8 member from each VEC
6	Dhanbad	1989	15912
7	Giridih	3389	27112
8	Ranchi	2423	19384
9	Khunti	911	7288
10	Gumla	1840	14720
11	Simdega	885	7080
12	Lohardaga	643	5144
13	East Singhbhum	1993	15944
14	West Singhbhum	2122	16976
15	Saraikela-Kharsawan	1655	13240
16	Deoghar	2110	16880
17	Dumka	2482	19856
18	Jamtara	1196	9568
19	Godda	1757	14056
20	Pakur	995	7960
21	Sahebganj	1390	11120
22	Palamu	2699	21592
23	Latehar	1385	11080
24	Garhwa	1273	10184
Total		39749	317992

ix. Proposal for 2010-11 Community Training

S.No	Activity	Unit Cost	Target 2010-11	
			Phy	Fin
1.	3 Days Block level Residential training for 6 from VEC	0.003	79498	238.49
2.	3 Days Cluster level Non-Residential training	0.0015	317992	476.99
Total			397490	715.48

Budget Proposal for Community Mobilization

Target 2010-11	
Phy	Fin
397490	715.48

x. Calendar of Activities planned for 2010-11

S. N.	Activity	Apr' 10	May' 10	Jun' 10	Jul' 10	Aug' 10	Sep' 10	Oct' 10	Nov' 10	Dec' 10	Jan' 11	Feb' 11	Mar' 11
Mobilization Activities													
1	Awareness Campaign		TM										
2	Enrollment/Retention Drive		TM										
3	Maa Beti Sammelan								TM				
4	Orientation Programme for Ward Parsad			TM									
5	Orientation Programme for Traditional Leaders			TM									
6	Bal Mela								TM				
Community Training													
1	State Level Workshop for Module Development, Reference Material and Manual	TM											
2	Printing and distribution of training Module, Reference Material and Manual	TM											
3	Training of Master Trainer at State Level		TM										
4	Training of Trainers at District Level		TM										
5	Implementation of Capacity building Training												
A	Community Training-(Residential)						TM	TM	TM	TM			
B	Community Training-(Non Residential)			TM			TM	TM	TM	TM			
Monitoring													
1	Quarterly Aam Sabha/Social Audit			TM			TM			TM			TM
2	Review cum reflection meeting at state	TM	TM	TM	TM	TM	TM	TM	TM	TM	TM	TM	TM
3	Regular monitoring & Follow up of the all activities by District	TM	TM	TM	TM	TM	TM	TM	TM	TM	TM	TM	TM
Documentation & Publication													
1	Documentation of each community mobilization activities of the plan by					TM	TM					TM	TM

S. N.	Activity	Apr' 10	May' 10	Jun' 10	Jul' 10	Aug' 10	Sep' 10	Oct' 10	Nov' 10	Dec' 10	Jan' 11	Feb' 11	Mar' 11
	state.												
2	Documentation of each community mobilization activities of the plan by district.					TM	TM					TM	TM
3	Half yearly publication of News letter at District/State						TM						TM

xi. Status of District Level Monitoring Committee

State	Total numbers of District in the State/ UTs	Name of districts in which committee stand constituted	Name of districts in which committee has not yet been constituted	Details of No's of meetings held in each district so far	Outcomes of the meetings	Remarks if any
Jharkhand	24	24	NA	District Monitoring Committees meetings held once in a month. Deputy Commissioners have been requested to send the reports regarding meetings convened in the district along with minutes of the proceeding of the meeting.	The basic discussions made in the District Monitoring Committees meeting are: (a) Regarding Enrollment, dropout, Absenteeism of teachers and children. (b) Grants and their utilization (c) Review on civil work includes SSA, NPEGEL & KGBV. (d) Drinking Water and Sanitation facilities available in School from PWD. (e) Scholarship from Welfare Department (f) Midday meal (g) Monitoring of all the component of SSA. Monitoring of KGBV & NPEGEL activity	

xii. Give details of the Community Mobilization activities/ Campaigns to be undertaken or proposed by the districts under the management cost (As per the new norm 0.5% of the district outlay may be utilized for Community Mobilization and campaigns provided that the management cost and community mobilization together does not exceed 4% of the total outlay).

Sl. No.	District	Total Outlay 2010-11 (Fresh) (in lakhs)	Community Mobilization (@ 0.1%) (in lakhs)	Activities proposed
1	Bokaro	10279.81	10.28	<ul style="list-style-type: none"> • Enrollment drive • Bal Mela • Awareness campaign on School health, hygiene and sanitation • Disseminating the message of RTE through different media activities
2	Chatra	9860.55	9.86	
3	Deoghar	11016.52	11.02	
4	Dhanbad	9817.94	9.82	
5	Dumka	10388.39	10.39	
6	East Singhbhum	8468.86	8.47	
7	Garhwa	10194.38	10.19	
8	Giridih	16718.57	16.72	
9	Godda	7646.02	7.65	
10	Gumla	7811.03	7.81	
11	Hazaribag	10042.99	10.04	
12	Ramgarh	4846.22	4.85	
13	Jamtara	6066.02	6.07	
14	Koderma	4594.58	4.59	
15	Latehar	5415.81	5.42	
16	Lohardagga	3710.20	3.71	
17	Pakur	6004.09	6.00	
18	Palamu	12835.09	12.84	
19	Ranchi	12461.25	12.46	
20	Khynti	4673.79	4.67	
21	Sahibganj	7713.79	7.71	
22	Saraikela	7610.10	7.61	
23	Simdega	5176.35	5.18	
24	West Singhbhum	9403.76	9.40	
	Total	202756.13	202.76	

Observation and Recommendation

State has submitted a comprehensive plan for the year 2010-11. As far as the involvement of NGOs is concerned with regard to the Community Mobilization Activities state has not been able to collaborate with such institution in last two years. SSA conceives vibrant partnerships with the CBOs, NGOs, and resource institutions in the area of capacity building of community members. This convergence will increase the effectiveness, transparency of the overall programmes. Therefore the State needs to identify such organizations and collaborate with them while executing the different community mobilization activities.

The State has also proposed number of Community mobilization activities like Enrollment drive, Bal Mela, Awareness campaign on School health, hygiene and sanitation, Disseminating the message of RTE through different media activities under 0.5% of the district outlays which has also been recommended by the Appraisal team.

The state is suggested to design the training module in the light of RTE. RTE has very clearly emphasized on the formulation of School development plan by the SMC. Hence State has to think very critically while designing the content of the training in terms of involvement of the VEC/SMC members for preparation of school based plans.

Appraisal team recommends the proposal

(X) Involvement of NGO

- 2 times GIAC (Grant in Aide Committee) meeting held.

- **Table: - Status of NGO involvement**

Functional Area	No. of NGOs involved during 2009-10	No. of NGOs proposed to be involved during 2010-11
IED	8	24
EGS/AIE intervention	175	100
Pedagogy	0	2
Community mobilization	05	24
Research	50	48
Others	7	9
<i>Total</i>	<i>245</i>	<i>207</i>

The state has to involve the civil societies for the implementation of the various interventions and hold GIAC meetings regularly.

(XI) Project Management

Summary Status of SSA Posts				
Item above	Sanction	Working	Vacant	%
i) SPO	76	61	15	20
ii) DPOs	386	283	53	14
iii) Block Level Office	843	728	120	14
CRC	4240	3346	894	21
Total	5474	4357	1067	19

Observations and Recommendations: The above table shows that 20% at SPO level and 14% at DPO's management level are vacant At BRC level 14 & CRC level 21% vacancies are there. The overall vacancies in the state are 19% the state has also appointed personnel at daily wage basis. The state is advised to appoint the personnel on regular basis. The successful implementation of the programme needs a strong management. Therefore appraisal team recommends that all the vacancies should be filled within a stipulated time.

The state should appoint separate coordinators for same person is working for community mobilization and access and alternative schooling at district level office. The state should appoint qualified persons for EMIS and finance as now same person is working for finance and EMIS at Block office.

The details are given below:

STATUS OF STAFF AT VARIOUS LEVELS						
S N	Level	Functional Area	No. of Sanctioned Post	No. of post Filled up	No. of post Vacant	
					More than 3 Months	More than 6 months
1	SPO	Pedagogy	1	1	0	0
		Civil Works	3	2	0	1
		Finance	10	6	0	4
		Internal Audit	2	2	0	0
		EMIS	10	8	0	2
		Access and Alternative schooling	2	2	0	0
		Inclusive education	1	1	0	0
		Gender equity	1	1	0	0
		Planning and monitoring	1	1	0	0
		Urban planning	1	1	0	0
		Community Mobilization	1	1	0	0
Others	43	35	0	8		
Total post at SPO level			76	61	0	15
2	DPO	Pedagogy	24	22	0	2
		Civil Works	48	22	0	26
		Finance	48	42	0	6
		EMIS	72	65	0	7
		Access and Alternative schooling	24	20	0	4
		Inclusive education	24	20	0	4
		Gender equity	24	22	0	2
		Planning and monitoring	24	23	0	1
		Urban planning	24	23	0	1
		community Mobilization
		Others	24	24	0	0
Total post at DPO level			336	283	0	53
3	BRC	Resource persons(3 per BRC)	212			
		Civil Works	212	159	0	53
		Finance	212	208	0	4
		EMIS
		Inclusive education(BPO)	212	181	0	31
		Others	212	180	0	32
		Total post at BRC level			848	728
4		CRC(Resource person)	4240	3346	0	894
...		Total post of the state	5500	4418	0	1082

STATUS OF STAFF AT VARIOUS LEVELS						
S N	Level	Functional Area	No. of Sanctioned Post	No. of post Filled up	No. of post Vacant	
					More than 3 Months	More than 6 months

Management Information System:

Smooth information flow and the effective analysis of data is the key of success for any project. Corrective measures can be taken well in time based on the analysis of the history and present data so obtained.

1. Manpower Structure in MIS:

Man Power is the key resource for any management. The details of manpower at different levels are as follows:

Level	Posts	Sanctioned	Filled	Vacancy
State Level Office	MIS Coordinator	1	1	0
	Expert EMIS	1	0	1
	Computer Programmer	1	0	1
	Asst. Computer Programmer	1	1	0
	Computer Operator	4	0	4
Sub Total		8	2	6
Divisional Level Office	Divisional Computer Programmer	5	4	1
District Level Office	Asst. Computer Programmer	24	16	8
	Computer Operator	48	14	34
Sub Total		77	34	43
Jharkhand Total		85	36	49

State feels a block level MIS unit should be setup in 260 blocks of Jharkhand so that the gap between CRC and District can be filled in terms of information and data. It will smoothen the process of data collection, storage, analysis and monitoring of different activities being implemented at school level through various sources. MIS at block level will be a resource hub for correct and accurate. State seeks MHRD, Govt. of India advise and recommendation for setting block level MIS unit.

2. Infrastructure Development:

MIS units at State, division and District level offices are fully equipped with all the necessary Hardware and software.

State office is fully equipped with necessary hardware and softwares which include – IBM Xeon Server, P4 desktop computers, Broadband connectivity, SPSS software, Oracle 10g, 8i, MS Sql Server, Reporting services, etc. State office computers and other devices are fully connected to LAN and to the internet. The Wi-Fi zone is being created inside the office to provide internet facility, network resource sharing using Cisco Switces, Firewall etc.

Latest P4 core 2 Duo computers along with Oracle 10g and 8i are available throughout the Division and districts. Districts are having computers based on criteria:-

If no. of Blocks is upto 10 then 4 computers for MIS and 6 computers for programme and accounts along with all necessary software

If no. of Blocks is more than 10 then 6 computers for MIS and 6 computers for programme and accounts along with all necessary software

Each districts are equipped with Internet facility through BSNL's Broadband or Jharnet(SWAN).

3. *Capacity Building:*

Capacity building of the MIS personals at State, District & Sub district level is found very essential. They are sent to participate in different training workshops at National / Sate level.

- State has organized 4th Quarterly National Review Meeting on MIS at Ranchi.
- State programmer and planning coordinators attended the 5th Quarterly National Review Meeting on MIS.
- State programmers attended the various workshop organized by NUEPA on educational Indicators, DISE s/w and DCF along with district programmers.
- State has organized one state level training workshop on DISE
- State has organized one day training on Oracle DBA for all division and division programmers.
- State has organized one day training on Web-Portal to train & equip the district & sub district level personals.
- Further every district has also organized training to train their Block & field level functionaries.on functioning and uses of MIS, DISE DCF, etc

The major aspects of Management Information System are -

1. Educational Management Information System (EMIS)
2. Project Management Information System (PMIS)
3. Financial Management Information System (FMIS)

In order to make the MIS more effective On-line MIS is developed. It includes following modules -

1. **Child Tracking System (CTS)** – (www.jepc.nic.in - *Web based MIS*) - A web based module helps in collecting, Storing, Analyzing and disseminating the Household Data, where each & every child of the state can be monitored centrally. Presently data has been captured from house to house survey through ICR (Intelligent Character Reader) form. More than 40 Lakhs house hold has been covered and data so collected is validated and transferred to the central server. Module helps in locating children of different category (*OOSC, CWSN, Migratory etc.*) and plan for them.
2. **Web enabled DISE** – All the school related data collected annually through DISE & their reports are made available to all the persons throughout the world.

3. **Project Management Information System (PMIS)** – To monitor each & every activity of the project at a level where it has been planned for.
4. **GIS Mapping of Schools** – More than 40,000 schools were plotted in GIS environment with their individual information coming through DISE. In future profile of individual schools including their civil map, environmental analysis report, photographs and information coming from DISE is planned to put over Internet.

Educational Management Information System (EMIS)

Under the Educational Management Information System data are collected, compiled and analyzed on yearly basis. Taking 30th Sept. as reference date every year, information regarding students, teachers and schools at the district level (**proposed at Block Level in 2010-11**) is compiled and analyzed through software (District Information System for Education). The data are shared at the district, block and school level so that the status could be known to all stakeholders and intervention be planned to overcome the shortcomings. Data received from Educational Management Information System is being utilized to prepare the Annual Work Plan.

The challenge before the project was to implement EMIS in districts. Following activities were under taken to build the capacity of districts.

- a) Provision of computer hardware and software in Blocks.
- b) Training to Districts and Blocks level MIS personnel on Data Analysis, Oracle working of MIS.
- c) Training to District level Computer personnel on DISE-2001 software (Ver. 2.1) & DCF.
- d) Training to BPOs, CRC & BRC coordinator on using data for effective planning, implementation and monitoring at block and cluster level.
- e) Ensuring support from District unit of National Informatics Centre (NIC).
- f) Regular monitoring of the MIS work.

DISE data 2009-10 has been collected from all 24 districts and is being analyzed at state level. The first draft data has already been submitted and the final data will be submitted by 10 April 2010. The schedule for 2010-11 DISE is as follows:

Sl. No.	Activity	Level	Time Frame	Responsibility	(Working Members), Participants
1	Sharing and presentation of DISE 2009-10 Data with Major Educational Indicators at State Level	State	19-24 April 2010	State MIS Coordinator	State MIS Team
2	Sharing and presentation of DISE 2009-10 Data with Major Educational Indicators at District Level	District	26-30 April 2010	Assistant Computer Programmer	RDDE, DEO, DPO, ADPO, BEEO's & BPO's
3	Appropriate modification in DISE Software for 2010-11	State	21-26 June. 2010	MIS Coordinator	(State MIS Team & NUEPA)

Sl. No.	Activity	Level	Time Frame	Responsibility	(Working Members), Participants
4	Finalization of School list and initialization of new schools for 2010-11	District	01-15 July 2010	District Programme Officer	(ACP), BEEO's, BPO's, BRP's & CRP's
5	State level Training workshop to facilitate districts.	State	26-31 July 2010	MIS Coordinator	(State MIS Team), NUEPA & ACP's
6	Appropriate modification in DISE Software at District Level for 2010-11	District	02-07 Aug. 2010	District Programme Officer	(ACP & ADPO)
7	Printing of DISE DCF.	District	09 Aug. -04 Sept. 2010	Assistant Computer Programmer	(ACP)
8	District level training workshop for Block and Cluster Persons	District	06-11 Sept. 2010	District Programme Officer	(ACP, ADPO), BEEO's, BRP's & CRP's
9	Cluster level training workshop for School headmaster	Cluster	13-25 Sept. 2010	Block Education Extension Officer	(BEEO, BPO), CRP's, Head Master / Head Teacher of all schools
10	Checking of each and every filled format by Cluster Resource Person	Cluster	1-15 Oct. 2010	Cluster Resource Person	(CRP's)
11	Collection of Filled formats at Block level	Cluster	16 Oct. 2010	Cluster Resource Person	(CRP's)
12	25% Sample checking and verification of filled DCF by Block Authorities	Block	17-26 Oct. 2010	Block Education Extension Officer	(BEEO, BPO & BRP's)
13	Collection of Filled formats at District Office	Block	27 Oct. 2010	Block Education Extension Officer	(BEEO)
14	5% Sample checking and verification of filled DCF by District Authorities	District	29 Oct.-03 Nov. 2010	District Programme Officer	(ACP, ADPO, APO's)
15	Data entry at District Level	District	upto 30 Nov. 2010	District Programme Officer	(ACP & Computer Operator's)
16	Sharing and presentation of Compiled data with Block Authorities	District	01-02 Dec. 2010	District Programme Officer	(ACP & Computer Operator's)
17	Correction of Data at district level	District	02-15 Dec. 2010	District Programme Officer	(ACP & Computer Operator's)
18	Submission of filled data at state level	District	17 Dec. 2010	District Programme Officer	(DPO)
19	Compilation and analysis of data at state level	State	18-31 Dec. 2010	State MIS Coordinator	(State MIS Team)

Sl. No.	Activity	Level	Time Frame	Responsibility	(Working Members), Participants
20	Necessary correction of data through District	State	Upto 15 Feb. 2011	State MIS Coordinator	(State & District MIS Team)
21	Submission of final data to National level	State	28 Feb. 2011	SPD	(State MIS Coordinator)
22	5 % sample checking through monitoring institution (Process starts)	State	15 October 2010 - 25 March 2011	SPD	Monitoring Agency
23	5 % sample checking through monitoring institution (Process ends)	State	15-April 2011	State MIS Coordinator	Monitoring Agency

Data Validation & Sample Checking:

Before data entry at district level following checks are imposed in the process of collecting the data –

- Checking of each and every filled format by Cluster Resource Person
- 25% Sample checking and verification of filled DCF by Block Authorities
- 10% Sample checking and verification of filled DCF by District Authorities
- Between all these processes state also does a 5 % sample checking through monitoring institution independently. Final report for 2008-09 has been received by state and will be submitted by 30th March 2010.

Data Sharing & Data Dissemination Strategies

It is made compulsory for the entire district to first share the collected DISE data with the district & sub district officials before submitting the same to state level. State also shares the district wise data with the State & District officials. Cluster & School wise status is shared in the meeting / workshop with school teachers & CRCCs/CRPs.

School Report Cards are shared at Cluster level meeting. Previous year School Report Cards of schools are also sent to individual schools along with next year DCFs & Manual.

Now all the time series DISE data are made available for anyone through web (www.jepc.nic.in).

Data Entry in Web-Portal

The responsibility of data entry into web portal of SSA is been given to following persons at district level-

- Data Entry- Asst. Computer-Programmer & Accounts Officer
- Data Approver- Addl. District Program Officer

EDI

District wise EDI had been calculated at state level. Block wise EDI will be calculated with DISE 2009-10.

GIS & Infrastructure Mapping-

More than 42,000 schools of Jharkhand are mapped through Geographical Information System. Exact Geo reference (Longitude & Latitude) is being captured for individual schools. In future

profile of individual schools including their civil map, environmental analysis report, photographs and information coming from DISE is planned to put over Internet.

Plan Proposal for 2010-11:

District wise financial requirement for MIS under different activities for the year 2010-11 is as follows –

Particulars		Amt.
Computer & Other Hardware Procurement	District office	53
	Old & New Block offices	189.5
AMC Cost	District office	21.55
	Old Block offices	52.75
Cost towards Consumables	District office	24
	Old & New Block offices	110.3
Internet, Contingencies & Others	District office	14.4
	Old & New Block offices	93.24
DISE DCF & Manual Printing @ Rs.22/-		10.47
25% Sample Check @ 50/- per school by district		5.41
10% Sample Check @ 200/- per school by district		8.65
DISE Data dissemination & Training on DCF at District & Cluster level @ 50/- per participant		26.43
Publication Printing		15.14
Capacity Building Training		18.95
Upgradation of HHS Data		71.09
Total		714.87

Proposal for State Office Under MIS for 2010-11

SNo.	Activities at State level	Financial Proposal 2010-11 (in lakh)
1	Web based MIS Development	45.00
2	Updation of Household Survey	2.00
3	Preparation of school profile	70.00
4	Purchase of SPSS software for district & division	10.00
5	Purchase of Equipments, Computers, Laptop & Consumables including AMC	15.00
6	Training / workshop of MIS personal	2.00
7	Information dissemination and Publication	1.00
8	Exposure Visit of State, Division & District MIS personal	1.00
9	Training of JEPC Personals on Computers	1.00
10	5 % Sample Check, Consultancy & Documentation	20.00
11	Purchase of Photocopier & Printers	5.00
12	Network Management including AMC of equipment	15.00
Sub Total		187.00

Project Management Information System (PMIS):

Timely and effective implementations of the activities are the prime concerns of the project. Structures and processes for monitoring the progress against given target are as hereunder. Annual targets are broken into monthly targets both in physical and financial terms. This process ensures the close and effective monitoring and gives scope for mid-course corrections. The progress against target is reviewed every month at State level meeting known as Reflection-cum-Planning Meeting (RPM). Besides reviewing the progress, problems are shared and sorted out in this meeting and strategies arrived at for bettering achievement. Following reports are generated at the state level for use by the management-

- Monthly physical progress report was used by the project to monitor the progress of districts against month wise financial and physical targets.
- Quarterly progress report was prepared at the state level in the format prescribed by the government of India
- Civil works progress report as per requirement of State & Government of India.

Districts are being assisted to provide the required information to GOI through Web based MIS developed and maintained by NIC.

The staff position at various levels in the State is given below:

Financial Management Information System (FMIS):

District and State MIS unit helps to ensure the following financial practices -

- 1) State has started sending funds directly to the schools, BRCs, CRCs as per their Budget & requirement.
- 2) Fund flow - The state office releases the fund to district, block or directly to the school as per the approved AWP&B.
- 3) Monthly review meetings - The districts are required to prepare and submit accounts on monthly basis. The monthly account is appraised and reconciled in a meeting held at state level every month.

(XII) Media

It is observed that during 2009-10 State has conducted lot of media activities for the awareness of all stakeholders of SSA. The organized activities as follows

1. School Chalen Hum Abhiyan-2009-

In the continuation of last year experience, Jharkhand State has organized School Chalen Hum Abhiyan-2009. The objective of this programme is to ensuring participation of state level all machinery to fulfill the target of cent per cent enrollment. This programme is the most encouraging programme in our state.

In the Year 09-10, State has enrolled 2, 64,889 children in the schools through this programme series of workshop is held at all level from state to cluster level. State government takes this programme in priority and circular is issued to all from Chief Secretary to Panchayat level workers. A seven days programme held at school level followed by workshop. Calendar of activities is prepared at state level and it is organized at school level in which children are welcome by the teachers.

2. Development of Audio Jingles/video Films-

In the year 09-10, State SSA has developed 8 video jingles and 8 Audio jingles based on Gender sensitization as well as on other interventions. It was broadcasted in Pvt. Channels/Doordarshan/AIR and also on Private Radio. It has given tremendous opportunity to disseminate SSA's main message among the people.

3. Voice Message-

In the year 2009-10 State has experimented this programme and really it has given positive strength to SSA wing. The recorded voice of Secretary, SPD, and celebrity and it was broadcasted on mobile of 10 lakhs number belonging to this state only.

In this message there was an appeal to all regarding the enrollment of children, encouraging education of children with special need, girl's education and discouraging the child labour.

4. Development of Banner/Hoardings/Posters etc.-

In the year 2009-10, State has developed above mentioned materials and used it as the campaign tools. In the poster/hoarding and banner, there was an appeal to community to send their children to school. All the major issues were covered under these materials. It was distributed in all the schools across State with the help of sponsorship from Industrialists, Bankers & UNICEF.

5. Development & printing of quarterly Magazine on Inclusive Education named "INCLUSION"-

In the year 2009-10 State has started the publication of quarterly magazine on Inclusive Education. It was started on the eve of World Disabled Day i.e. 03/12/2009.

This Magazine was distributed up to school level with this hope that a general teacher can understand the disability and they will be able to handle CWSN in their Classes.

6. Advertisement in News Paper/ Magazines etc.-

In the Year 2009-10, SSA has advertised in news paper as well as in magazines regarding programme objective. Some advertisement as an appeal also given to ensure the participation.

7. Stall at Local Mela/Hat-

In the year 2009-10, State SSA also exhibited programme interventions in Mela/Local Hat etc. It is organized in the entire districts of the State.

Financial progress made so far (2009-10)

Sl.No.	Activities	Approved Budget (09-10)	Exp. (28/02/10)	% of Exp.
1	Documentation & Publication, print/Video Film etc.	25.00	25.00	100%
2	Organizing Namankan Pakhwara (Enrollment/Retention Drive)	50.00	50.10	100.20%
3	Advertisement/Publicity	50.00	47.41	94.81%
Total		125.00	122.51	98%

Proposed plan of media activities for 2010-11

Sr	Media Activity	Theme of the Activity	Place of The activity	Rural / Urban Area	Date /Period	Expected Expenditure (in Lakhs)	Expected outcome
1.	Press conference	Awareness trough	State/ District	Both	All Year	2.00	General awareness

S r	Media Activity	Theme of the Activity	Place of The activity	Rural / Urban Area	Date /Period	Expected Expenditure (in Lakhs)	Expected outcome
	/press release	Media					among masses
2.	Advertisements (Print/TV/AIR)	Awareness through Media	State/District	Both	As per requirement	30.00	Specific Dissemination of the programme
3.	Exhibitions/fairs/Mela participation	Dissemination & Public awareness	State/Division / District/Block/Cluster	Both	Oct-Jan 11	30.00	Providing information on RTE
4.	Distribution of Flyers /Posters/ Flip charts etc.	Enrolment/Retention/Gender Sensitization/CWSN/	School/Model Cluster Centers/ECE/KGBV/Resource Room	Both	April-Sept. 10	25.00	Providing support in implementation of activities/general awareness
5.	Film Show	Documentary based on Intervention	State	Both	Oct-Dec.10	5.00	Presenting our interventions & best practices
6.	Folk Media-Tribal awareness Plan	Strengthening Awareness among Tribals	District/Block/Village	Rural	All Year	40.00	Involvement of tribals in education
7.	Innovative activities like						
A	Banners						
B	Wall paintings (Talking wall)	SSA interventions	District/Block	Both	All Year	10.00	Informative for the passers
C	Street plays	Gender/CWSN	Block/Cluster	Urban	All Year	7.00	Presentation of theme in play mode
D	Puppet Show	Gender/CWSN	Block/Cluster	Rural	All Year	7.00	Presentation of theme in play mode
E	IEC programme /IEC mobile van	Printing & development of reading materials	State	Both	All Year	5.00	Providing materials in distance mode

S r	Media Activity	Theme.of the Activity	Place of The activity	Rural / Urban Area	Date /Period	Expected Expenditure (in Lakhs)	Expected outcome
F	Communication skill training	Training of Local Folk groups	District	Both	All Year	5.00	Capacity building of local groups
G	Web Media communications					2.00	Dissemination globally
8.	State focused-Innovative activities	School Chalen Hum Abhiyan-2010/Retention Drive-2010	State/ Division / District /Block/ School	Both	April /May 2010	15.00	Ensuring participation and active involvement of state machinery towards RTE.
9.	Publications (Newsletter books etc)	Quarterly Magazine on SSA	State	Both	June/ Sept/ Dec/ March	10.00	To provide information on going activities in a transparent mode
	Total					193.00 Lakhs	

Observations and recommendations

State has submitted revised and balanced media plan by allocating the money for various awareness activities. It is observed that during 2009-10 state has implemented and executed various awareness activities at urban and rural level. For the year of 2010-11 State has focused on the awareness of tribals, weaker sections and minority communities. State should ensure that media and communications activities can build the strong bridge of awareness between grass root level functionaries and SSA officials. So, more focusing on that State should effectively execute this plan in 2010-11 for the awareness of all stakeholders of SSA. There is a strong need of launching Interactive Radio Instruction Programme (IRIP) so that it will be helpful to all students of remote areas. It is also need to develop the convergence with Total Sanitation Campaign (TSC) and National Rural Health Mission (NRHM) for the better implementation of School Sanitation and Hygiene Education (SSHE) programme so that the general awareness of students will enhance. Higher authority should plan to organize awareness based 'Shiksha Gram Sabha' at village and habitation level.

State proposal for strategies pertaining to media activities is recommended

7. Special Focus Districts (SFDs)

There are 18 special focus districts in Jharkhand mostly on account of adverse PS:UPS ratio, shortfall in classrooms, poor retention rate, and concentration of SC/ST > 25%, minority & muslim concentration and naxal affected areas.

District wise issues and strategies are given below:

Districts	Issues	Strategies
Bokaro	There are 1144 habitations without primary school facility and 918 habitations without upper primary school facilities There are > 25% ST children.	There is a proposal to create 927 new primary schools and 5107 upper primary schools. Provision of Rs. 10 lakh has been made under innovative activities for SC/ST head. The provision seems to be inadequate for the development of ST children.
Chatra	The district has more than 25% Schedule Castes population and is naxal affected.	A provision of Rs. 10 lakh has been made under SC/ST head in innovative activity. Provision seems to be inadequate for the development of SC children. No special provision has been made for education being affected in naxal areas.
Dumka	It is a Schedule Tribe concentrated district having more than 25% ST population	A budget provision of Rs. 10 lakh for the whole district has been made under innovative activity head which is not adequate for the development of ST children.
East Singhbhum	It is an ST concentrated district having more than 25% ST population and is affected by naxal activities.	The State has provided Rs. 10 lakh under the innovative activity head for development of ST children. This seems to be an inadequate provision. There are no special strategies for naxal affected areas in the plan document.
Garhwa	It is a naxal affected area. The elementary education of children suffers because of naxal activities.	Nothing specific has been provided in the AWP&B for the district.
Giridh	The PS:UPS ratio is adverse. There is a gap in classrooms. Retention rate of children is poor and it is also a muslim population concentrated district.	State has proposed 83 primary schools and 367 upper primary schools. 1815 ACRs have also been proposed. To improve the retention rate various measures have been initiated including provision of RBCs and NRBCs. The retention rate in 2009-10 has been indicated as 61.52. The position of Rs. 11.50 lakhs has been made under innovative activities for the development of muslim children.
Godda	The district has more than 25% STs and considerable muslim population.	For the development of ST and muslim children the State has provided Rs. 10

Districts	Issues	Strategies
		lakhs and Rs. 11.50 lakhs respectively under the innovative activity head.
Gumla	The district has more than 25% STs and considerable muslim children. The retention rate needs improvement.	State has provided for NRBCs and RBCs. The retention rate in 2009-10 is 70.52. State has made provision of Rs. 10 lakh and Rs. 11.50 lakhs for the development of ST and muslim children under innovative activity head.
Hazaribagh	It is SFD on account of gap in classrooms and poor retention rate of children in the schooling system.	The retention rate is 40.58 in 2009-10. State has provided for RBCs and NRBCs and other interventions relating to enrolment and access with a view to improve the retention rate. 914 ACRs have been provided in the AWP&B 2010-11.
Lohardaga	It has more than 25% STs and considerable muslim children and is affected by naxal activities.	State has made provision of Rs. 10 lakh and Rs. 11.50 lakh for development of ST and muslim children under innovative activity head.
Pakur	It has more than 25% STs and considerable muslim children. The retention rate needs further improvement.	State is taking measures by providing RBCs and NRBCs and other interventions relating to enrolment and access for bringing improvement in retention rate. In 2009-10 the retention rate is 63.24. State has provided Rs. 10 lakh for STs and Rs. 11.50 lakhs for the development of muslim children under innovative activity head.
Palamu	It has more than 25% SC population and is affected by naxal activities.	State has provided Rs. 10 lakh for the development of SC children under innovative activity head. It is not an adequate provision for the whole district.
Ranchi	It has shortage of classrooms and considerable children belonging to minority.	State has provided 1060 additional classrooms and Rs. 11.50 lakhs for the development of muslim children.
Sahebganj	It has adverse PS:UPS ratio. It has more than 25% STs and considerable muslim children.	State has proposed up gradation of 203 upper primary schools to bring ratio of upper primary schools within the accepted norms and has also provided for the development of children belonging to STs, muslims and minorities @ Rs. 10 lakhs, 11.50 lakhs and Rs. 7.5 lakhs respectively under innovative head.
West Singhbhum	It has more than 25% ST children and is affected by naxal activities.	State has made a provision of Rs. 10 lakhs for the development of ST children under innovative activity.

NAXAL PROBLEMS IN JHARKHAND

Out of 24 district of Jharkhand State 11 are naxal affected as per central list. Apart from these 11 districts some other districts are also affected from naxal. In these districts problems are being faced due to frequent disturbance of left wing extremists (LWE). Major issues regarding implementation of educational activities in these districts are mentioned below:

School Related

- Due to small and scattered habitations in hilly and forest areas of the LWE districts, access and construction of school building is difficult.
- The schools remain not functional due to fear of LWE's.
- Teacher absenteeism.
- School buildings are in use of army / police picket for law and order problems.
- As a result Children avoid coming to school.
- Parents adopt distraction view to send their children to school due to fear of LWEs.
- Schools are frequently closed due to non-cooperation call given by Naxalites. .
- Extortion problem demanded
- Fearful and suspense scenario in society.
- The socio economic conditions are very week.

Teachers

- Recruitment/posting of teachers done but many do not go to extreme LWE suspense areas
- Teachers' unwillingness to teach in these districts. As a result leave posting places and apply for new one.
- Weak support from community for teacher who comes from outside .
- local language and cultural barrier
- No extra incentive for those posted in extreme LWE affected areas
- Present recruitment process does not give preference to locals

STUDENT

- Low achievement due to cut off from outer world / interaction
- Ineffective implementation of various incentive schemes
- Poverty and lack of parental interest
- Curriculum is not relevant and does not cover the cultural issues
- Psychological distress due to continual exposure to violence and fear
- Lack of adequate role model
- High dropout rates

MONITORING

Lack of proper monitoring due to

- Lack of access to these areas
- Fear
- Difficulty in construction of school building
- Remote access less area / difficult terrain
- LWE objection / threats for construction of RCC buildings

- Delay in construction due to frequent disturbance
- Unable to motivate teachers / provide security assurance
- Overcrowding of residential schools / prefabricated schools
- Unable to provide life skills / vocational training for further strengthening students
- Lack of system for quick redressal of problem faced by teachers
- Lack of proper policy (definite time frame) regarding transfer of teachers from naxal to safer area

COMMUNITY

- Under conflict
- Migration to neighboring areas / safer places due to fear (camps in neighboring town)
- Lack of progress / developmental work in their area leading to migration, extreme poverty cannot afford children to send schools (children engaged in cattle grazing, collection of Minor Forest produce)
- Ignorance and lack of awareness
- Non functional school committees
- Preference of the community for residential schools

In spite of the problems the state is striving hard to overcome the problems:

Strategy to cover children in LWE district in view of the RTE Act.

In such a situation of suspense or threat of LWEs, it is difficult to maintain the records which can give the details of the number of children deprived of school access.

Although problems are there in LWE districts even our educational machinery try to solve the problem at the ground level to achieve the overall achievement of Universalize Elementary Education.

State government has initiated different stimulus programme for LWEs to take them back to mainstream of the society.

Operation GREEN HUNT is now initiated in Jharkhand to maintain wash out the extremist in guise

In view of the RTE Act which stipulates that all the children of the age group of 6-14 would be enrolled in age appropriate classes in the school is a challenge in most of the habitations of LWE affected areas the state

8. Comment on the State's overall direction/ preparedness towards meeting the expected outcomes identified for 2010-11

(I) Universal Access: The state has progressed well in and state is determined to address the issue of social access In 2010-11

(II) Bridging Gender and Social Category Gaps: There has been significant progress in narrowing gender and social category gaps in enrolment and retention.

(i) Girls Education: The KGBV and NPEGEL components of SSA are functioning well in States where Mahila Samakhya has contributed to their functioning. In the case of

NPEGEL, there is need for focus on effective community mobilization, support to disadvantaged girls, particularly out-of-school older girls (who should be mainstreamed into age appropriate class), and special vocational training with clear targets and outcomes. NPEGEL centre has been run by the Mahila Samakhya in six districts. In the case of KGBV, operationalization and optimum utilization of KGBV capacity has been a key factor in planning and estimating cost.

- (ii) Children from disadvantaged groups and weaker sections: No discrimination against marginalized groups (girls, SC, ST, Muslim minorities, children with special needs) has been dealt with systemically and in all aspects.
 - (iii) Urban deprived children: As per the recommendation of 10th JRM effort has been made to identify urban deprived children and implement specialized strategies to enroll and retain them in school.
 - (iv) Inclusive Education: In the case of Children with Special Needs (CWSN), the key priority areas are (a) strengthening identification system of CWSN, (b) full coverage of CWSN, (c) strengthening the resource support team for regular and effective academic support to the CWSN and (d) barrier free access, particularly the availability of ramps and barrier free toilets.
- (III) **Universal Retention**: There has been consistent decline in dropout rates both at primary and elementary level, though the decline in dropout rates at elementary level has been somewhat slow.
- (V) **Readiness for RTE**:
1. The state has shown readiness to implement RTE act in the state. . The state has to adopt measures to ensure that children will be free from fear, stress, anxiety, prohibiting corporal punishment in the school.
 2. SSA provides for training of educational administrators at all levels and it will be undertaken re-orientation and training of educational administrators to the "child rights under SIEMAT.
 3. To ensure the RTE Act the academic responsibilities of teachers, and teacher accountability systems under SSA will be ensure that children are learning and that their right to learning in an environment that is free from stress and anxiety is not violated.
 4. The state has to maintain Pupil teacher ratios (PTR) in each school, and teacher recruitment, transfer and deployment has to be done in all the schools.

9. The major findings of Monitoring Institutes on implementation of the programme in the State

MI Observations for Appraisal 2010-11

(i)	Name of the monitoring Institution	Xavier Institute of Social Service, Ranchi.
(ii)	Period of the report	1 st February 2009 to 31 st July, 2009
(iii)	Districts Monitored:	Jamtara, Deoghar, godda, Sahibganj, Pakur and Dumka
(iv)	Date of Visits to the Districts:	District 1 (Jamtara) – 29.10.09 to 31.10.09 District 2 (Deoghar) – 01.11.09 to 04.11.09 District 3 (Godda) – 05.11.09 to 07.11.09 District 4 (Sahibganj) – 05.11.09 to 07.11.09 District 5 (Pakur) – 08.11.09 to 10.11.09 District 6 (Dumka) – 08.11.09 to 10.11.09

(a) Opening of Schools (both primary & upper primary)

District 1: (Jamtara)	• Not applicable as no school has been sanctioned.
District 2: (Deoghar)	• Not applicable as no school has been sanctioned.
District 3: (Godda)	• Not applicable as no school has been sanctioned.
District 4: (Sahibganj)	• Not applicable as no school has been sanctioned.
District 5: (Pakur)	• Not applicable as no school has been sanctioned.
District 6: (Dumka)	• Not applicable as no school has been sanctioned.

(b) Civil Works

District 1: (Jamtara)	<ul style="list-style-type: none"> • Construction works are on progress only for ACR. • The quality of ongoing construction is by and large satisfactory.
District 2: (Deoghar)	<ul style="list-style-type: none"> • Construction works are on progress for school building, ACR I & III, toilet, drinking water facility and kitchen shed etc. • The quality of ongoing construction is by and large satisfactory.
District 3: (Godda)	<ul style="list-style-type: none"> • Construction works are on progress for school building, ACR I & III, toilet, drinking water facility and kitchen shed etc. • The quality of ongoing construction is by and large satisfactory.
District 4: (Sahibganj)	<ul style="list-style-type: none"> • Construction works are on progress for school building, ACR I & III, toilet, drinking water facility and kitchen shed etc. • The quality of ongoing construction is by and large satisfactory.
District 5: (Pakur)	<ul style="list-style-type: none"> • Construction works are on progress for school building, ACR I & III, toilet, drinking water facility and kitchen shed etc. • The quality of ongoing construction is by and large satisfactory.
District 6: (Dumka)	<ul style="list-style-type: none"> • Construction works are on progress for school building, ACR I & III, toilet, drinking water facility and kitchen shed etc. • The quality of ongoing construction is by and large satisfactory.

(c) Text Books

District 1: (Jamtara)	<ul style="list-style-type: none"> • No delay has been reported for the distribution of books. • On the whole, free text books have been provided for all subjects and for all classes.
District 2: (Deoghar)	<ul style="list-style-type: none"> • No delay has been reported for the distribution of books. • On the whole, free text books have been provided for all subjects and for all classes.
District 3: (Godda)	<ul style="list-style-type: none"> • No delay has been reported for the distribution of books. • On the whole, free text books have been provided for all subjects and for all classes.
District 4: (Sahibganj)	<ul style="list-style-type: none"> • No delay has been reported for the distribution of books. • On the whole, free text books have been provided for all subjects and for all classes.

District 5: (Pakur)	<ul style="list-style-type: none"> No delay has been reported for the distribution of books. On the whole, free text books have been provided for all subjects and for all classes.
District 6: (Dumka)	<ul style="list-style-type: none"> No delay has been reported for the distribution of books. On the whole, free text books have been provided for all subjects and for all classes.

(d) School Grants

District 1: (Jamtara)	<ul style="list-style-type: none"> All the schools have been provided with the school grant in time. Moreover, most of the schools were reported to have utilized more than 80 per cent of the grant.
District 2: (Deoghar)	<ul style="list-style-type: none"> All the schools have been provided with the school grant in time. Moreover, most of the schools were reported to have utilized more than 80 per cent of the grant.
District 3: (Godda)	<ul style="list-style-type: none"> All the schools have been provided with the school grant in time. Moreover, most of the schools were reported to have utilized more than 80 per cent of the grant.
District 4: (Sahibganj)	<ul style="list-style-type: none"> All the schools have been provided with the school grant in time. Moreover, most of the schools were reported to have utilized more than 80 per cent of the grant.
District 5: (Pakur)	<ul style="list-style-type: none"> All the schools have been provided with the school grant in time. Moreover, most of the schools were reported to have utilized more than 80 per cent of the grant.
District 6: (Dumka)	<ul style="list-style-type: none"> All the schools have been provided with the school grant in time. Moreover, most of the schools were reported to have utilized more than 80 per cent of the grant.

(e) Teachers & Teachers Training

District 1: (Jamtara)	<ul style="list-style-type: none"> 3798 teachers are in position in the district and none of them has been trained. 92 per cent teachers are in position in the schools monitored. Teachers feel that the training should be focused on the subjects under the syllabus. However, no training has been organized in this financial year.
District 2: (Deoghar)	<ul style="list-style-type: none"> 7137 teachers are in position in the district and none of them has been trained. 73 per cent teachers are in position in the schools monitored. Teachers feel that the training should be focused on the subjects under the syllabus. However, no training has been organized in this financial year.
District 3: (Godda)	<ul style="list-style-type: none"> 5859 teachers are in position in the district and none of them has been trained. 90 per cent teachers are in position in the schools monitored. Teachers feel that the training should be focused on the subjects under the syllabus. However, no training has been organized in this financial year.
District 4: (Sahibganj)	<ul style="list-style-type: none"> 3997 teachers are in position in the district and 34 per cent of them have been trained. 78 per cent teachers are in position in the schools monitored. Teachers feel that the training should be focused on the subjects under the syllabus. However, no training has been organized in this financial year.
District 5: (Pakur)	<ul style="list-style-type: none"> 3815 teachers are in position in the district and none of them has been trained. 78 per cent teachers are in position in the schools monitored. Teachers feel that the training should be focused on the subjects under the syllabus. However, no training has been organized in this financial year.
District 6: (Dumka)	<ul style="list-style-type: none"> 7512 teachers are in position in the district and 19 per cent of them have been trained. 76 per cent teachers are in position in the schools monitored. Teachers feel that the training should be focused on the subjects under the syllabus. However, no training has been organized in this financial year.

(f) Teaching Learning Materials (TLM) Grants

District 1: (Jamtara)	<ul style="list-style-type: none"> All the eligible teachers are provided with the TLM grants. TLMs are displayed in 65 per cent schools, kept separately in 25 per cent and no TLM were found in 10 per cent schools visited.
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District 2: (Deoghar)	<ul style="list-style-type: none"> All the eligible teachers are provided with the TLM grants. TLMs are displayed in 81 per cent schools, kept separately in 10 per cent and no TLM were found in 09 per cent schools visited.
District 3: (Godda)	<ul style="list-style-type: none"> All the eligible teachers are provided with the TLM grants. TLMs are displayed in 73 per cent schools, kept separately in 14 per cent and no TLM were found in 13 per cent schools visited.
District 4: (Sahibganj)	<ul style="list-style-type: none"> All the eligible teachers are provided with the TLM grants. TLMs are displayed in 79 per cent schools, kept separately in 13 per cent and no TLM were found in 08 per cent schools visited.
District 5: (Pakur)	<ul style="list-style-type: none"> All the eligible teachers are provided with the TLM grants. TLMs are displayed in 77 per cent schools, kept separately in 14 per cent and no TLM were found in 09 per cent schools visited.
District 6: (Dumka)	<ul style="list-style-type: none"> All the eligible teachers are provided with the TLM grants. TLMs are displayed in 84 per cent schools, kept separately in 10 per cent and no TLM were found in 06 per cent schools visited.

(g) EGS & AIE

District 1: (Jamtara)	<ul style="list-style-type: none"> EGS/AIE centre is nonexistent in the district as all of them have been upgraded. No centers have been at the proposal phase.
District 2: (Deoghar)	<ul style="list-style-type: none"> EGS/AIE centre is nonexistent in the district as all of them have been upgraded. However, 20 RBC, 57 NRBC and 10 Innovative centers have been at the proposal stage.
District 3: (Godda)	<ul style="list-style-type: none"> EGS/AIE centre is nonexistent in the district as all of them have been upgraded. No centers have been at the proposal phase.
District 4: (Sahibganj)	<ul style="list-style-type: none"> EGS/AIE centre is nonexistent in the district as all of them have been upgraded. No centers have been at the proposal phase.
District 5: (Pakur)	<ul style="list-style-type: none"> EGS/AIE centre is nonexistent in the district as all of them have been upgraded. No centers have been at the proposal phase.
District 6: (Dumka)	<ul style="list-style-type: none"> EGS/AIE centre is nonexistent in the district as all of them have been upgraded. However, 15 RBC, 41 NRBC and 13 Innovative centers have been at the proposal stage.

(h) Children with Special Needs (CWSN)

District 1: (Jamtara)	<ul style="list-style-type: none"> Out of 2215 CWSN identified 33 per cent enrolled and 25 per cent are benefited so far. No CWSN has been provided home based support and no parents were reported as given counseling. In the absence of the trained resource teachers, the component is largely lagging behind than the expected.
District 2: (Deoghar)	<ul style="list-style-type: none"> Out of 2331 CWSN identified 86 per cent enrolled and 28 per cent are benefited so far. No CWSN has been provided home based assistance and no parents were reported as given counseling. In the absence of the trained resource teachers, the component is largely lagging behind than the expected.
District 3: (Godda)	<ul style="list-style-type: none"> Out of 2176 CWSN identified, neither of them has been enrolled nor been provided with aids and appliance. Hence, providing home based assistance and counseling of parents do not apply. In the absence of the trained resource teachers, the component is largely lagging behind than the expected.
District 4: (Sahibganj)	<ul style="list-style-type: none"> Out of 1939 CWSN identified, 96 per cent enrolled and 12 per cent are benefited so far. No CWSN has been provided home based assistance and no parents were reported as given counseling. Due to lack of the trained resource teachers, the component is largely lagging behind than the expected.
District 5: (Pakur)	<ul style="list-style-type: none"> Out of 1703 CWSN identified, 100 per cent enrolled and 19 per cent are benefited so

	<p>far.</p> <ul style="list-style-type: none"> No CWSN have been provided home based assistance and no parents were reported as given counseling. Due to lack of the trained resource teachers, the component is largely lagging behind than the expected.
District 6: (Dumka)	<ul style="list-style-type: none"> Out of 1499 CWSN identified, 00 per cent enrolled and 00 per cent are benefited so far. No CWSN have been provided home based assistance and no parents were reported as given counseling. In the absence of the trained resource teachers, the component is largely lagging behind than the expected.

(i) National Programme for Education of Girls at Elementary Level (NPEGEL)

District 1: (Jamtara)	<ul style="list-style-type: none"> The vocational courses are being conducted, but the centers are largely lacking physical amenities and training equipments. The irregular payment of the coordinators is severely affecting the progress of the centers.
District 2: (Deoghar)	<ul style="list-style-type: none"> The vocational courses are being conducted, but the centers are largely lacking physical amenities and training equipments. The irregular payment of the coordinators is severely affecting the progress of the centers.
District 3: (Godda)	<ul style="list-style-type: none"> The vocational courses are being conducted, but the centers are largely lacking physical amenities and training equipments. The irregular payment of the coordinators is severely affecting the progress of the centers.
District 4: (Sahibganj)	<ul style="list-style-type: none"> The vocational courses are being conducted, but the centers are largely lacking physical amenities and training equipments. The irregular payment of the coordinators is severely affecting the progress of the centers.
District 5: (Pakur)	<ul style="list-style-type: none"> The vocational courses are being conducted, but the centers are largely lacking physical amenities and training equipments. The irregular payment of the coordinators is severely affecting the progress of the centers.
District 6: (Dumka)	<ul style="list-style-type: none"> The vocational courses are being conducted, but the centers are largely lacking physical amenities and training equipments. The irregular payment of the coordinators is severely affecting the progress of the centers.

(j) Kasturba Gandhi Balika Vidyalaya (KGBV)

District 1: (Jamtara)	<ul style="list-style-type: none"> Most of the KGBVs do not have their own full-fledged campus till date. They are run on the rented/hired buildings/campus with no basic facilities i.e. no separate class rooms and hostels to stay on. Staffing is very poor as against the strength of the students.
District 2: (Deoghar)	<ul style="list-style-type: none"> Most of the KGBVs do not have their own full-fledged campus till date. They are run on the rented/hired buildings/campus with no basic facilities i.e. no separate class rooms and hostels to stay on. Staffing is very poor as against the strength of the students.
District 3: (Godda)	<ul style="list-style-type: none"> Most of the KGBVs do not have their own full-fledged campus till date. They are run on the rented/hired buildings/campus with no basic facilities i.e. no separate class rooms and hostels to stay on. Staffing is very poor as against the strength of the students.
District 4: (Sahibganj)	<ul style="list-style-type: none"> Most of the KGBVs do not have their own full-fledged campus till date. They are run on the rented/hired buildings/campus with no basic facilities i.e. no separate class rooms and hostels to stay on. Staffing is very poor as against the strength of the students.

District 5: (Pakur)	<ul style="list-style-type: none"> • Most of the KGBVs do not have their own full-fledged campus till date. • They are run on the rented/hired buildings/campus with no basic facilities i.e. no separate class rooms and hostels to stay on. • Staffing is very poor as against the strength of the students.
District 6: (Dumka)	<ul style="list-style-type: none"> • Most of the KGBVs do not have their own full-fledged campus till date. • They are run on the rented/hired buildings/campus with no basic facilities i.e. no separate class rooms and hostels to stay on. • Staffing is very poor as against the strength of the students.

(k) District Information System for Education (DISE)

District 1: (Jamtara)	<ul style="list-style-type: none"> • The EMIS has been set up in the district. • The teachers have been trained to collect data and the formats have been supplied.
District 2: (Deoghar)	<ul style="list-style-type: none"> • The EMIS has been set up in the district. • The teachers have been trained to collect data and the formats have been supplied.
District 3: (Godda)	<ul style="list-style-type: none"> • The EMIS has been set up in the district. • The teachers have been trained to collect data and the formats have been supplied.
District 4: (Sahibganj)	<ul style="list-style-type: none"> • The EMIS has been set up in the district. • The teachers have been trained to collect data and the formats have been supplied.
District 5: (Pakur)	<ul style="list-style-type: none"> • The EMIS has been set up in the district. • The teachers have been trained to collect data and the formats have been supplied.
District 6: (Dumka)	<ul style="list-style-type: none"> • The EMIS has been set up in the district. • The teachers have been trained to collect data and the formats have been supplied.

(l) Research & Evaluation

District 1: (Jamtara)	<ul style="list-style-type: none"> • No information available.
District 2: (Deoghar)	<ul style="list-style-type: none"> • No information available.
District 3: (Godda)	<ul style="list-style-type: none"> • No information available.
District 4: (Sahibganj)	<ul style="list-style-type: none"> • No information available.
District 5: (Pakur)	<ul style="list-style-type: none"> • No information available.
District 6: (Dumka)	<ul style="list-style-type: none"> • No information available.

(m) Functioning of the VEC

District 1: (Jamtara)	<ul style="list-style-type: none"> • 54 per cent VEC members have been oriented. • Most of the VECs are not contributing substantially, as the deserving candidates are remaining outside due to selfish and divided election/nomination process. • Often the affluent could be seen as dominating the platform for their vested interests.
District 2: (Deoghar)	<ul style="list-style-type: none"> • 47 per cent VEC members have been oriented. • Most of the VECs are not contributing substantially, as the deserving candidates are remaining outside due to selfish and divided election/nomination process. • Often the affluent could be seen as dominating the platform for their vested interests.
District 3: (Godda)	<ul style="list-style-type: none"> • 97 per cent VEC members have been oriented. • Most of the VECs are not contributing substantially, as the deserving candidates are remaining outside due to selfish and divided election/nomination process. • Often the affluent could be seen as dominating the platform for their vested interests.
District 4: (Sahibganj)	<ul style="list-style-type: none"> • 68 per cent VEC members have been oriented. • Most of the VECs are not contributing substantially, as the deserving candidates are remaining outside due to selfish and divided election/nomination process. • Often the affluent could be seen as dominating the platform for their vested interests.
District 5: (Pakur)	<ul style="list-style-type: none"> • 82 per cent VEC members have been oriented. • Most of the VECs are not contributing substantially, as the deserving candidates are remaining outside due to selfish and divided election/nomination process. • Often the affluent could be seen as dominating the platform for their vested interests.
District 6: (Dumka)	<ul style="list-style-type: none"> • 84 per cent VEC members have been oriented. • Most of the VECs are not contributing substantially, as the deserving candidates are remaining outside due to selfish and divided election/nomination process.

	<ul style="list-style-type: none"> • Often the affluent could be seen as dominating the platform for their vested interests.
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(n) Staffing at State & District Level

District 1: (Jamtara)	<ul style="list-style-type: none"> • BRC/CRCs are severely facing staffing challenges against the sanctioned posts. • Moreover, their deputation for various other administrative purposes largely responsible for hampering the smooth going of the programme. • Their current payment structure is not at all encouraging and matching to the work load they carry out.
District 2: (Deoghar)	<ul style="list-style-type: none"> • BRC/CRCs are severely facing staffing challenges against the sanctioned posts. • Moreover, their deputation for various other administrative purposes largely responsible for hampering the smooth going of the programme. • Their current payment structure is not at all encouraging and matching to the work load they carry out.
District 3: (Godda)	<ul style="list-style-type: none"> • BRC/CRCs are severely facing staffing challenges against the sanctioned posts. • Moreover, their deputation for various other administrative purposes largely responsible for hampering the smooth going of the programme. • Their current payment structure is not at all encouraging and matching to the work load they carry out.
District 4: (Sahibganj)	<ul style="list-style-type: none"> • BRC/CRCs are severely facing staffing challenges against the sanctioned posts. • Moreover, their deputation for various other administrative purposes largely responsible for hampering the smooth going of the programme. • Their current payment structure is not at all encouraging and matching to the work load they carry out.
District 5: (Pakur)	<ul style="list-style-type: none"> • BRC/CRCs are severely facing staffing challenges against the sanctioned posts. • Moreover, their deputation for various other administrative purposes largely responsible for hampering the smooth going of the programme. • Their current payment structure is not at all encouraging and matching to the work load they carry out.
District 6: (Dumka)	<ul style="list-style-type: none"> • BRC/CRCs are severely facing staffing challenges against the sanctioned posts. • Moreover, their deputation for various other administrative purposes largely responsible for hampering the smooth going of the programme. • Their current payment structure is not at all encouraging and matching to the work load they carry out.

(o) Outreach of Primary/upper primary educational facilities to SC, ST, Minority groups and to Girls as well, especially in special focus districts.

District 1: (Jamtara)	<ul style="list-style-type: none"> • Efforts have been made to enroll students/children from such groups.
District 2: (Deoghar)	<ul style="list-style-type: none"> • Efforts have been made to enroll students/children from such groups.
District 3: (Godda)	<ul style="list-style-type: none"> • Efforts have been made to enroll students/children from such groups.
District 4: (Sahibganj)	<ul style="list-style-type: none"> • Efforts have been made to enroll students/children from such groups.
District 5: (Pakur)	<ul style="list-style-type: none"> • Efforts have been made to enroll students/children from such groups.
District 6: (Dumka)	<ul style="list-style-type: none"> • Efforts have been made to enroll students/children from such groups.

(p) Any other issues relevant to SSA implementation

District 1: (Jamtara)	<ul style="list-style-type: none"> • Lack of personnel has resulted into a number of dual charges creating challenges on the way to achieve the goals envisaged. • The program should not be a number game of target alike many other Govt. ventures in the past. • It is a mission and demands commitment from all the stakeholders, rather than an administrative approach, so far unable to bear the intended fruits. • The personnel with the 'Abhiyan' have genuine grievances in terms of their recruitment/deputation, payment structure, workload, security and future prospect largely impeding the success of the program. • The overall attitude/approach of the person sitting on the driving seat matters a lot.
District 2: (Deoghar)	<ul style="list-style-type: none"> • Lack of personnel has resulted into a number of dual charges creating challenges on

	<p>the way to achieve the goals envisaged.</p> <ul style="list-style-type: none"> • The program should not be a number game of target alike many other Govt. ventures in the past. • It is a mission and demands commitment from all the stakeholders, rather than an administrative approach, so far unable to bear the intended fruits. • The personnel with the 'Abhiyan' have genuine grievances in terms of their recruitment/deputation, payment structure, workload, security and future prospect largely impeding the success of the program. • The overall attitude/approach of the person sitting on the driving seat matters a lot.
District 3: (Godda)	<ul style="list-style-type: none"> • Lack of personnel has resulted into a number of dual charges creating challenges on the way to achieve the goals envisaged. • The program should not be a number game of target alike many other Govt. ventures in the past. • It is a mission and demands commitment from all the stakeholders, rather than an administrative approach, so far unable to bear the intended fruits. • The personnel with the 'Abhiyan' have genuine grievances in terms of their recruitment/deputation, payment structure, workload, security and future prospect largely impeding the success of the program. • The overall attitude/approach of the person sitting on the driving seat matters a lot.
District 4: (Sahibganj)	<ul style="list-style-type: none"> • Lack of personnel has resulted into a number of dual charges creating challenges on the way to achieve the goals envisaged. • The program should not be a number game of target alike many other Govt. ventures in the past. • It is a mission and demands commitment from all the stakeholders, rather than an administrative approach, so far unable to bear the intended fruits. • The personnel with the 'Abhiyan' have genuine grievances in terms of their recruitment/deputation, payment structure, workload, security and future prospect largely impeding the success of the program. • The overall attitude/approach of the person sitting on the driving seat matters a lot.
District 5: (Pakur)	<ul style="list-style-type: none"> • Lack of personnel has resulted into a number of dual charges creating challenges on the way to achieve the goals envisaged. • The program should not be a number game of target alike many other Govt. ventures in the past. • It is a mission and demands commitment from all the stakeholders, rather than an administrative approach, so far unable to bear the intended fruits. • The personnel with the 'Abhiyan' have genuine grievances in terms of their recruitment/deputation, payment structure, workload, security and future prospect largely impeding the success of the program. • The overall attitude/approach of the person sitting on the driving seat matters a lot.
District 6: (Dumka)	<ul style="list-style-type: none"> • Lack of personnel has resulted into a number of dual charges creating challenges on the way to achieve the goals envisaged. • The program should not be a number game of target alike many other Govt. ventures in the past. • It is a mission and demands commitment from all the stakeholders, rather than an administrative approach, so far unable to bear the intended fruits. • The personnel with the 'Abhiyan' have genuine grievances in terms of their recruitment/deputation, payment structure, workload, security and future prospect largely impeding the success of the program. • The overall attitude/approach of the person sitting on the driving seat matters a lot.

(q) Mid Day Meal

District 1: (Jamtara)	<ul style="list-style-type: none"> • MDM is being served, but menu is not followed due to indiscriminate price hike of the food stuff recently. • It appears that it has no impact on attendance, resulting in very low percent of children actually availing MDM. • VECs/Village Communities are reported to have been indulged in bungling and
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	misleading record keeping.
District 2: (Deoghar)	<ul style="list-style-type: none"> • MDM is being served, but menu is not followed due to indiscriminate price hike of the food stuff recently. • It appears that it has no impact on attendance, resulting in very low percent of children actually availing MDM. • VECs/Village Communities are reported to have been indulged in bungling and misleading record keeping.
District 3: (Godda)	<ul style="list-style-type: none"> • MDM is being served, but menu is not followed due to indiscriminate price hike of the food stuff recently. • It appears that it has no impact on attendance, resulting in very low percent of children actually availing MDM. • VECs/Village Communities are reported to have been indulged in bungling and misleading record keeping.
District 4: (Sahibganj)	<ul style="list-style-type: none"> • MDM is being served, but menu is not followed due to indiscriminate price hike of the food stuff recently. • It appears that it has no impact on attendance, resulting in very low percent of children actually availing MDM. • VECs/Village Communities are reported to have been indulged in bungling and misleading record keeping.
District 5: (Pakur)	<ul style="list-style-type: none"> • MDM is being served, but menu is not followed due to indiscriminate price hike of the food stuff recently. • It appears that it has no impact on attendance, resulting in very low percent of children actually availing MDM. • VECs/Village Communities, are reported to have been indulged in bungling and misleading record keeping.
District 6: (Dumka)	<ul style="list-style-type: none"> • MDM is being served, but menu is not followed due to indiscriminate price hike of the food stuff recently. • It appears that it has no impact on attendance, resulting in very low percent of children actually availing MDM. • VECs/Village Communities are reported to have been indulged in bungling and misleading record keeping.



Fact Sheet – 2010-11

State:	Jharkhand
No. of Districts:	24
No. of Revenue Blocks:	259
No. of Clusters:	2074
No. of villages / wards :	30757 / 1368
Total population:	2,69,45,829

Literacy Rate: 53.56 (P)
67.30 (M)
38.87 (F)

Child Population:

6-11 years	: 52,41,549
11-14 years	: 18,68,235
6-14	: 71,08,784

% of children passing with 60%:	Class V	Boys-43.66	Girls-41.44	Total- 41.96
	Class VIII	Boys-44.96	Girls-55.01	Total- 53.00

Educational Indicators:

Enrolment I-V			Enrolment VI - VIII			Enrolment I – VIII		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
2615544	2549950	5165494	871753	821000	1692753	3487297	3370950	6858247

(Source DISE 2009-10)

	GER			NER			Dropout rate			Retention Rate (I – V)/(VI-VIII)			Retention Rate (I – VIII)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
PS	97.50	99.65	98.55	84.52	86.22	85.35	29.96	29.59	29.78	60.23	60.60	60.41			
UPS	89.97	91.39	90.66	79.26	80.46	79.84	9.68	6.73	8.30	83.05	85.7	84.29	50.99	54.22	52.49

(Source DISE 2009-10)

Student Attendance Rate			Completion rate			Transition rate (Class V to VI)		
Pri	U. Pri.		Boys	Girls	Total	Boys	Girls	Total
63.10	63.93		65.47	65.66	65.56	87.51	90.72	89.06

(Source DISE 2009-10)

Out of school Children								
6-11 years			11-14 years			6-14 years		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
41973	37082	79055	24920	23155	48075	66893	60237	127130

	Target for 2009-10	Target Achieved	Target for 2010-11
1. Coverage of Out of school children	60000	32056	127130
2. Dropout rate	7.0 (Pr) 15 (UP) 35.0 (Ele)	29.78 (Pr) 8.30(UP) 39.89 (Ele)	15.0 (Pr) 7.0 (UP) 20.0 (Ele)

	Target for 2009-10	Target Achieved	Target for 2010-11
3. Attendance rate			
(i) Student Attendance rate - Primary	70	NA	80.00
(ii) Student Attendance rate – Upper Primary	70	NA	80.00
4. Achievement level			
(i) Primary (>60% marks)	70%	41.96%	70%
(ii) Upper Primary (>60% marks)	60%	53.00%	60%
5. Teacher Attendance Rate	90%	NA	95%
6. No of single teacher school (P)	1179	2701	0
7. No of single teacher school (UP)		314	0
8. No of schools with PTR > 50	8000	7584	5000

Recommendation for 2010-11:

New Primary schools (including upgradations)					
Sanctioned till 2009-10	Opened till march. 2010	Recommendation for 2010-11	Buildings completed	Teachers provided	TLE provided
18285	18177	927	14403	35203	17972
Up gradation of PS to UPS					
Sanctioned till 2009-10	Opened till Feb. 2010	Recommendation for 2010-11	Buildings completed	Teachers provided	TLE provided
9733	9681	441	4634	23698	9171

EGS									
Approved till 2009-10		Centers running as on Feb., 2010		Centers to be upgraded to PS		Centres to be continued in 2010-11		Centers to be closed	
Centers	Children	Centers	Children	Centres	Children	Centres	Children	Centres	Children
17843	0	0	0	0	0	0	0	0	0

Sub-District Structures functioning	Target for 2009-10	Achievement till Feb. 2010	Recommendation for 2010-11
No. of BRCs	247	247	259
No. of URCs	4	4	4
No. of CRCs	2094	2074	2176
Resource persons (BRP/CRP)	544 (BRP) 3776 (CRP)	293 (BRP) 3346 (CRP)	789 (BRP) 4471 (CRP)

Teachers under SSA					
	Sanctioned till 2009-10	In position	Recommendation for 2010-11		
			Against new schools	Additional teachers	Total
PS	36570	35203	927x2=1854		
UPS	29199	23698	441x3=1323		
Add. Teachers	28836	25285			

Total	94605	84186		
Teacher Training				
Type of training	Progress for 2009-10		Duration (No. of day) of the training	Recommendation for 2010-11
	Target	Ach.		
a In service	135873	77746*	20 Days	101611
b New recruits	1439	428	10 Days	13596
c Untrained	30376	12426*	60 Days	0
d. Others	4320	3903	7 Days	4650

Interventions for Out of school children Strategy	Achievement of 2009-10		Targets for 2010-11	
	No. of centers	No. of children	No. of centers	No. of children
1. Direct Admission				47463
2. EGS – Primary				
3. EGS - Upper Primary				
4. Resdl Bridge course	245	8532	548	18319
5. Non resdl Bridge Course	577	21815	1658	33214
6. Maktab/Madarsa			146	6043
7. Drop In Centre	-	-	139	3484
8. Innovative- Night shelter/Evening Centre	374	6050	365	2103
9. Public-Private Partnership			60	2417
Coverage of OOSC girls through NPEGEL				10027
Coverage of OOSC girls through Girls Education				4060
			Total	127130

Remedial Teaching

Target for 2009-10	Achievement till Feb., 2009	Target for 2010-11
289197	230625	0

Inclusive Education

No. of children identified	Covered till March., 2010	Target for 2010-11 (No. of children to be covered)
47312	40720 (40004 in formal school and 15691 in special school)	80210

Civil Works

	Sanctioned till 2009-10	Completed till March, 2010	Recommendation for 2010-11	
			Physical	Financial
School buildings (PS)	17989	15311	995	7960
School buildings (UPS)- 3 ACR	9157	4634	1017	7932.60
Additional Classrooms	43511	30773	11140	31192.00

	Sanctioned till 2009-10	Completed till March, 2010	Recommendation for 2010-11	
			Physical	Financial
Drinking Water	6090	5697	5	3.00
Toilets	7811	6876	73	25.55
Toilet Girls	978	153	495	173.25
Residential Hostel	-	-		
Electrification	-	-		
Toilet For CWSN	-	-		
Ramps	-	-		
BRC Building Repair Old	-	-		
BRC Building	155	119	0	0
CRC Building	1024	922	0	0

REMS

	No. of research studies carried out during 2009-10	No. of research studies recommendation/Approval for 2010-11
Research	9	9

Innovation:

ECCE

(Rs. in lakh)

Progress for 2009-10			Recommendation for 2010-11		
No. of centers	No. of children enrolled	Financial	No. of centers	No. of children	Financial
2693	12962	76.89	1147		102.22

Girls Education

(Rs. in lakh)

Progress for 2009-10		Recommendation for 2010-11	
Physical	Financial	Physical	Financial
17 district	172.54	24	312.74

SC/ST

(Rs. in lakh)

Progress for 2009-10		Recommendation for 2010-11	
Physical	Financial	Physical	Financial
14 district	94.44	24district	240.00

CAL

(Rs. in lakh)

Progress for 2009-10			Recommendation for 2010-11		
No. of schools covered	No. of children covered	Financial	No. of new schools to be covered	Total no. of children to be covered	Financial
688	161470	893.41	161	200000	1200.00

Urban Deprived Children

(Rs. in lakh)

Progress for 2009-10		Target for 2010-11	
No. of Beneficiaries	Financial	No. of Beneficiaries	Financial
1581	16.58	11 districts	114.40

Minority

(Rs. in lakh)

Progress for 2009-10		Target for 2010-11	
No. of Beneficiaries	Financial	No. of Beneficiaries	Financial
2930	25.57	19 districts	209.00

Community Mobilization

	Target for 2009-10	Progress till Feb., 2010	Recommendation for 2010-11
No. of VECs	41108	40984	47142
No. of SMCs/PTA/MTA	0	0	0
No. of VEC members to be trained	217592	204563	294278 (NR) 35269 (Res)

NPEGEL

(Rs. in lakh)

Major Activities	Target for 2009-10		Progress for 2009-10		Recommendation for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial
Non Recurring	0	664.25	0	208.85	0	455.40
Recurring	2975	1898.88	2975	1642.85	2975	1492.02

KGBV

(Rs. in lakh)

Target till 2009-10		Operational till March 2010		Construction of KGBV till Feb., 2010			Target for 2010-11	
No. of KGBV	Enrollment	No. of KGBV	Enrollment	Completed	In progress	Yet to be start	No. of KGBVs	Enrollment
198	39600	198	21199+10306= 31505	84	64	50	14 new	2800

Letter No. 9/वि-01/2005 / 27

Government of Jharkhand
Human Resource Development Department

From,
Mridula Sinha
Secretary to the Government

To,
Ms. Neelam Rao
Ministry of Human Resource Development,
Govt. of India,
Shastri Bhawan, New Delhi.

Ranchi Dated- 25/3/2010

Sub.: Provision of State Share for SSA (Including NPEGEL) regarding.

Madam,

With reference to above mentioned subject I am to inform that State has made a provision of Rs. 415.00 crore in the state budget for the financial year 2010-11. However, in case of further requirement of state share the same will be arranged through supplementary budget.

Thanking you,

Yours Sincerely,



(Mridula Sinha) 25/3

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