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STATE COMPONENT PLAN

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Jharkhand

2008 – 09

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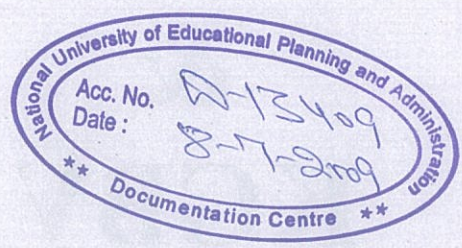


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Chapter – I
INTRODUCTION



INTRODUCTION

Jharkhand – the 28th state of Indian Republic newly carved out state from undivided Bihar came into existence on 15th November 2000. Jharkhand meaning "the forest area", is geographically known as the Chhotanagpur Plateau, forming the north-eastern portion of peninsular plateau of India. It is a region of great unevenness consisting of a succession of plateau, hills and valleys drained by several large rivers such as Damodar, Barakar; Subarnrekha; Brahmani, Baitarani; and Mahanadi. The area of the state is 79714 Sq. Km and is surrounded by Bihar in the North, Orissa in the South, West Bengal in the East and Madhya Pradesh in the West. The state is situated between 21° 58'0" to 25° 30' 30" North latitude and 83° 23' 0" to 87° 53' 30" longitude.

Topography

The State is situated at an altitude of approx 1000 feet above the mean sea level and topography of the state is predominantly undulating in nature. RANCHI – the capital of the state is situated on the Chotanagpur Plateau.

Economy

Development of Jharkhand is getting momentum due to fast industrialization. The famous Jharia coal fields in Dhanbad district are the Jharia, Bokaro, and Karampura coal fields had started in 1856. The beginning of coal mining in Dhanbad area during the second half of the 19th century and the establishment of the Tata Iron and Steel Company in Jamshedpur in 1907 marked the beginning of the large scale exploitation of mineral and other industrial resources in this area.

It is one of the areas rich in minerals with huge re-serves of coal, iron ore, mica, bauxite, and limestone, and has considerable reserves of copper, chromite, asbestos, kyanite, china-clay, fire-clay, statute, uranium, manganese, dolomite, tungsten etc. Coal is found in the Gondwana rocks of the Damodar basin. The famous coal fields of the region are Jharia; Raniganj; Ramgarh etc. It is said that about 44 per cent of the total coal reserves in the country lie in Jharkhand. Damodar valley is famous for coal reserves, while East and West Singhbhum districts is known for the uranium, copper, chromite, asbestos, kaynite, china-clay, manganese etc.

Iron ore is the next important mining industry of the region. A big deposit of good quality iron ore is found in East and West Singhbhum districts. The total production of these mines is about 40 percent of the total production of the country.

East Singhbhum area is famous for copper. It is said that this area was the main mining area for copper from 2000 BC to 6th century AD.

Mica belt of Kodarma, occupied an area of about 150 sq. kms. This region itself supplies about 71 per cent high quality mica production of the world's high quality sheet mica.

Lime stone deposits of Jharkhand are located in Singhbhum, Hazaribagh, and Ranch districts. It is the chief material in cement. Kyanite, an important mineral found mainly in Singhbhum district. Bauxite quarries are located in Pat region in the Ranchi district. China-clay deposits are found in Singhbhum Palamau Ranchi and Santhal Parganas. Fire-clay industries have developed in Jharia and Raniganj area. Manganese, apatite, chromite, quartz, silica, steatite and asbestos processing have developed on a large scale in various parts of Singhbhum district. Uranium processing plant is located at Jadugora in East Singhbhum and mining points for uranium are Bhatin, Narwapahar and Turamdih in Singhbhum district.

Jamshedpur with Tata Iron and Steel Company is the most important industrial centre of the region. Ranchi is another industrial centre which is famous for Heavy Engineering Corporation. Cement factories at Japla in Palamau, Jhinkapani in Singhbhum, Sindri in Dhanbad, Khalari in Ranchi and Rajganjpur. Fertilizer factory at Sindri refractory works at Dhanbad and Ramgarh, glass factories at Kandra (Singhbhum) and Bhurkunda (Hazaribagh), mica industries at Jhumri-Telaiya and Giridih, coal washeries and cokeoven plants in Hazaribagh and Dhanbad districts. Medium and small scale industries are located at various places in the Jharkhand areas like, Chaibasa, Chakradharpur, Daltonganj, Gumla, Muri, Dumka, Latehar, Chatra, Ghat Sila, Kunti, Chandit, etc. are other important features.

Thermal Electricity generating plants of large capacity are located in Bokaro, Patratu, Chandrapura and Sindri in the Damodar basin and at Jamshedpur in East Singhbhum. At Konar, Pachet, Maithon and Telaiya, Hydro-electricity is generated.

Agriculture is the main economy of the state. Industrialisation including mining are the other source of economy.

Tribes

This area was the homeland of aboriginal races such as the Santals Mundas, Oraons, Hos, Gonds, Khairas Bhuiyas, Bhumij, Birhors, Dom, Turi, Sadaus, Kamar, Kumhars, Kurmis, Tamaries, etc. These indigenous people of the area are known as adivasis literally meaning "Original settlers" or the earliest settlers. They mined to preserve. The remaining 10 to 15 per cent of the population of the area are immigrants who have come here for commercial purposes.

Geologically as part of the landmass millions of years ago, Jharkhand as 'ancient' land a part of Gondwanaland. The hills in Jharkhand are older than the Himalayas. The rivers were flowing before the Ganga. Jharkhand has always been strategically important located as it was at the tri-junction of three great kingdoms of the past Magadh in the north. Kalinga in the south and Gauda in the east. For a long time Jharkhand functioned as a buffer the mighty Magadh empire and the powerful Kalinga Kingdom. The area has been known by various names Vanamchal, Jangal Mahal and Jharkhand in different history.

The Jharkhand history and its reference goes back to the 13th century. Jay Singh Deo, king of Orissa, in 13th had declared himself to be the king of Jharkhand. Jharkhand has also been mentioned in the copper plate of the period. In the bio-graphy of the 15th century saint Mahaparabhu Chaitanya Devs also it is mentioned that the great master passed through Jharkhand during his pilgrimage to Vrindavan from Jaganathpuri. In 1585 during the time of Akbar, the king of Chhotanagpur was a tributary ruler under Akbar. In 'Akbarnama' the region of Chhotanagpur is described as Jharkhand (Jangal Pradesh). The Jharkhand region was famous by another name Khukhra during the Mughal period which was famous for its Diamonds.

In 1605, after the death of Akbar, this area has witnessed a very bad law and order situation and was declared independent by local chiefs. In 1616, during the period of Jahangir, Ibrahim Khan was Governor of Bihar. A battle was fought between the then king of Chhotanagpur Raja Durjan Sal and Ibrahim Khan in which Raja Durjan Sal was defeated. Ultimately 1771, Jharkhand came under the East India Company. Some remarkable local revolution continued to take place from time to time e.g., the Munda uprising (1797, 1807 & 1919), the Bhumij revolt of Manbhum (1798 & 1834), the Chero uprising (1800) the kol rebellion (1820), the Santhal insurrection (1835) and the Birsa movement (1895-1900) etc...

No recount of Jharkhand can be taken as complete without paying homage to Birsa Munda who towards the end of 19th Century provided an entirely new direction to the tribal movement. In many ways it was Birsa Munda who sowed the seed of a separate land for the people of the Chotanagpur plateau. Having been exposed to western culture during his association with missionary organisation, Birsa Munda started what he called Ulgulan (revolution) to shake off the British yoke as well as feudal landlordism. His followers identified him with sun-god, a healer and a miracle worker.

There is no doubt that Birsa occupies a truly exalted position as a great protagonist of tribal rights and is the most revered national hero of the Chhotanagpur Plateau. While he could not defeat the British they were forced to recognise the age old 'Khunkatti System' (land of owned by cleaning forests) as being beneficial to the tribals. This gave rise to the 1908 Chhotanagpur Tenacy Act to arrange further alienation of tribal lands. Birsa Munda's anti-raj image was transferred into a silent, yet powerful icon of national resistance, symbolic of a vanishing tribal environmental heritage. His heroism and sacrifice from the theme of many inspiring folk songs sung even today at sunrise and sunset in this land of minerals - his land Jharkhand. With his death, the tribal nationalist agitation instead of subsiding, gathered speed and became even more wide spread which finally culminated in the Parliament passing the Bihar Recognition Bill on August 2, 2000 to create the separate State of Jharkhand. And as a result Jharkhand reached its crowning glory on 15th November 2000 when the state of Jharkhand was actually demarcated on the map of India. 15th November was chosen to mark this momentous since it was Birsa Munda's birth day, it is a happy day for the people of this area.

Cultural Background

This area is the home land of aboriginal races such as the Santhals, Mundas, Oraons, Ho, Gonds, Khairas, Bhuiyas, Birhors, Bhumij, Pahariyas, etc...

These indigenous people of the area are known as adivasis literally meaning "original settlers". All of these have their own distinct culture and identity which they are determined to preserve.

Thus, about 31 different tribes inhabiting the region portray varied cultural traits which form anthropological paradise.

The different cultural aspects of the people of the state is listed in Table 1.1 below.

Table 1.1: Cultural aspects of the people

Langauages	Santhali , Mundari , Kurukh, Khortha, Nagpuria, Sadri, Khariya, Panchparagnia, Ho, Malto, Karmali, Hindi, Urdu, Bangla etc
Festivals	Sarhul, Karma, Sohrai, Badna, Tusu, Id, X-mas, Holi, Dushahra etc
Folk Music	Akhariya Domkach, Dohari Domkach, Janani Jhumar, Mardana Jhumar, Faguwa, Udasi, Pawas, Daidhara, Pahilsanjha, Adhratiya, Vinsariya, Pratkali, Jhumta etc
Folk dance	Paika, Chaw, Jadur, Karma, Nachni, Natua, Agni, Choukara, Santhal, Jamda, Ghatwari, Matha, Sohrai, Lurisayro etc

Folk Singer	Ghasi Ram, Ghasi Mahant, Rungtu, Ledaram, Vasudeo, Shekh Ali aan, Kanchan, Kripal Ram Deogharia, Pandey Durga Nath Rai, Pandey Virendra Nath rai, Prafulla Kumar Rai, Chamu Kamar, Bhawapritanand
Musical	Kadri, Gupijantra, Sarangi, Tuila, Vyang, Anandlahri
Instruments	Bansuri, Arbansi, Salnai, Madanvari, Singa, Sankh Mandar, Dhol, Dhak, Dhamsa, Nagara, Damama, Karha, Tasa, Jurinagra, Visamdhanki, Thapchanchu, Kartal, Jhanjh, Thala, Manjhira, Ghanta
Paintings	Santhali Bhittichitra, Oraon Bhittichitra, Jado Patiya
Rivers	Damodar, Mayurakshi, barakar, Koyal, sankh, Son, Auranga, More, Karo, Bansloi, South Koel, Kharkai, Swarna Rekha, Ganga, Gumani, Batane

AIMS OF SARVA SHIKSHA ABHIYAN

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010 and bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits.

OBJECTIVES OF SARVA SHIKSHA ABHIYAN

- All Children in school, Education Guarantee Centre, Alternate School, 'Back-to-School' camp by 2003.
- All Children complete five years of primary schooling by 2007.
- All Children complete eight years of elementary schooling by 2010.
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
- Universal retention by 2010.

BROAD STRATEGIES TO SSA PROGRAMME

- **Community Ownership** – The programme calls for community ownership of school-based interventions through effective decentralisation. This will be augmented by involvement of women's group, VEC members.
- **Institutional Capacity Building** - Improvement in quality requires a sustainable support system of resource persons and institutions.
- **Improving Mainstream Educational Administration** – Improvement of mainstream educational administration needs institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.
- **Community Based Monitoring with Full Transparency** – The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will be encouraged to share all information with the community, including grants received.
- **Habitation as a Unit of Planning** - Community based approach in planning with habitation (habitation plan) as a unit of planning will be the basis for formulating district plans.
- **Accountability to Community** - Envisages cooperation between teachers, parents and PRIs.
- **Priority to Education of Girls** – Education of girls, especially those belonging to the scheduled castes, scheduled tribes and minorities, will be one of the principal concerns in Sarva Shiksha Abhiyan.
- **Focus on Special Groups** – There will be a focus on the inclusion and participation of children from SC/ST, minority groups, urban deprived children, children of other disadvantaged groups and children with special needs, in the educational process.
- **Thrust on Quality** – Special thrust will be on making education at the elementary level useful and relevant for children by improving the curriculum, child-centered activities and effective teaching learning strategies.

86 Educational Amendments:

- *86th Amendment to the Constitution makes education a Fundamental Right of every child.*

With these three major provisions, the road is clear for reaching every child with a special educational need within a reasonable time-frame

Focus of the AWP & B 2008-09

Government of India has issued guidelines regarding the focus of the AWP & B 2008-09 as well as the priority area to be addressed in the plan. Keeping this in view and considering the state priorities, Programs and interventions under different components have been identified and incorporated in the state plan. It is also mentioned that all out efforts were made to include the block and districts priorities.

It is for the first time a culture of visualizing the purpose of each intervention and component was introduced from block to state level. Therefore the districts have given the vision, its targets, strategies, time frame and accountability against each intervention. This process will help the planning team at different levels to visualize the proposed need based activities to be carried out and implement appropriate strategies in 2008-09 period.

Some of the priority area in the state plan is the follows;

- Access to upper primary education to all eligible habitations.
- Zero single teacher schools.
- Universal enrolment.
- To reduce dropout at least 5 % in comparison to current year.
- To increase achievement level at least 20% in comparison to last year.
- Program for improving reading, writing and competency skills in language and basic mathematics in class 1-3 with regular independent testing.
- Program for improving mathematics and science learning levels in class 6-8 with regular independent testing.
- Strengthening girls education and reduction of gender gap in districts.
- Focus on disadvantaged social groups.
- Concurrent evaluation.
- Research and evaluation study.
- Quality improvement.
- Complete integration of SSA with district and block level machinery of Education Department of the state.

Chapter – II
PROCESS OF PLAN FORMULATION



Planning Process

Participatory Planning

Community mobilization and participation are the corner stone in for the realization of UEE in its true spirit which emphasis active involvement of community in general and SC, ST, BCs and women in particular.

In the context of UEE with reference to proposed 73rd & 74th constitutional amendments where in education, Adult Education, Alternative forms of Education, Early Childhood Education etc., also included in the list. The shift from community partnership to community ownership is being taken up reflecting decentralization in its right way.

The participatory approach was followed in the state during the formulation of District Elementary Education Plans for 2008-09, with the aim of strengthening the process, method and content of community mobilization and capacity building. Further the process reflects involvement of collaborative agencies like Block education committee, includes Block Resource Centre, Cluster Resource Centre, Village Education Committees (VECs) youth groups, NGOs etc.

Planning process

The achievement of Universalisation of Elementary Education is dependent on the quality and the extent of community participation in planning, implementation and monitoring of its various aspects. Until and unless community owns the educational aspects of the children, the UEE cannot be realized in its true spirit. Decentralization without participation i.e., involvement of PRIs and other local groups in the process of providing basic education to all the children will however remain an elusive goal.

Nature of planning in the context of UEE

- ❖ Decentralized, need based, participatory, convergent and context specific planning.
- ❖ Wide discussions at micro level, deliberate on issues, takes stock of existing status, identification of gaps in relation to goals, deliberate on issues, formulate strategies, development of draft plans, implementation schedules, monitoring plans etc.

Formation of planning teams at State, District, Block and school/ Habitation Levels.

- ❖ Capacity Building of Planning teams at various levels through orientation, workshops, exposure visits etc.,
- ❖ Development of material, formats etc., for planning.
- ❖ Development of Habitation-wise database by involving community, Youth groups, Teachers, School Committee Members.
- ❖ Consolidation of school/ habitation Education Plans at cluster and block level, discussion in the Block Education Committees and forwarding to the district.
- ❖ Presentation of Block Plans at district level, selection of activities and development of draft district plans.
- ❖ Discussion of district plans in the District Committees chaired by District Collector and submission to the State Project Office.
- ❖ Sharing of proposed plans at State Level with district officials, at district-level with Block officials and at Block level with habitation / school staff.

Formation of core groups on planning

State Level Core Groups

A state level core group was formed with following members to deliberate on the planning processes and provide guidelines to the district staff

1. State Project Director, Jharkhand Education project council, Ranchi
2. Director of Primary Education, Jharkhand
3. All component in-charge /specialist, State Project Office, Jharkhand.
4. Representative of NGOs
5. Department of Tribal Welfare, Minority Welfare, Women Development and Child Welfare Department.
6. Girls Education Coordinator.
7. Representative of UNICEF
8. Representative of Drinking Water and Sanitation department
9. Representative of Minority/ secretary Madarsa board
10. Representative of Monitoring institution

11. Representative of SC/ST
12. Regional Director IGNOU

District Level Core Groups

A district core group was formed with District Collector as the Chairman and District Educational Officer as a Member secretary with following other members:

- ◆ Deputy Development Commissioner.
- ◆ District Education Officer.
- ◆ Additional Programme officer, all component.
- ◆ Reputed NGO.
- ◆ District Social Welfare Officer.
- ◆ District Tribal Welfare Officer.
- ◆ District Labour Officer.
- ◆ Coordinator Open Schools.
- ◆ Women & Child Welfare Officer.
- ◆ Representative of SC/ST
- ◆ Representative of Minority

The core group met several times under the Chairmanship of District Collector & Chairman and as well as under the direction of District Project Officer to discuss and plan for UEE. Further, it was decided to develop habitation-wise educational plans along with clear list of children name-wise who are in school and out of school. It was also discussed to form planning teams at block level and formed with following members.

Block Core Groups

The Block core groups consists of :

- ◆ Block Education Extension Officer.
- ◆ Block Development Officer.
- ◆ Block Education Committee.
- ◆ Block Resource Persons.
- ◆ Few School Committee Chairpersons.
- ◆ NGOs representative
- ◆ Representative of SC/ST

- ◆ Representative of Minority
- ◆ Selected Headmasters and teachers.

CRC Level Core Groups

The cluster core groups consists of :

- ◆ Cluster Resource Person.
- ◆ Headmaster of concern CRC.
- ◆ President and vice president of concern CRC.
- ◆ Block Resource Persons.
- ◆ NGOs representative
- ◆ Representative of SC/ST
- ◆ Representative of Minority

School/Habitation Level Core Groups

The habitation-level core group consists of following persons:

- ◆ Headmaster of the primary/upper primary school.
- ◆ Members of VEC.
- ◆ Cluster Resource Persons.
- ◆ Non VEC member.
- ◆ Anganwadi worker.
- ◆ Community Health Workers.
- ◆ Activities/ Social worker in the habitation.

Development of Habitation, Block Education Plan through participatory way during 2008–09 and development district and state elementary Education Plans (AWP & B):

An intensive action was taken up during December-January 2008 by way of conducting a series of capacity building programmes at the district, Block, cluster, school and habitation level. Community discussed the habitation educational status and identified the gaps thus developed habitation(school) level educational plans.

The habitation Education plans were discussed and consolidated at cluster, block level and developed district level educational plans. The entire exercises was taken up through participation of community, teachers, parents, and reflected the local aspirations in the plans for improvement of basic education for all.

The district Plans became the basis for the development of District Elementary Education Plans i.e., the presentation of block Level Plans at district level and deliberations on strengths, weaknesses, opportunities, resources and District Elementary Education Plans were developed which are presented at state level for the development of State Level Perspective Plans.

State Level Meeting

Video Conferencing

Planning of Sarva Shiksha Abhiyan for the year 2008-09, State Level Meetings were conducted through video conferencing by State Project Director involving the districts. Block planning teams deliberated on the processes of Plan formulations at the district level. The component officer of state project office discussed the plan in detail with the district planning teams and provided necessary support at a state level planning meeting on 22 November 2007.

Direction to District and Block officials

A clear and exhaustive guidelines have been issued on the process of planning for SSA starting from village/habitation, Cluster, Block and District Level based on the GOI guidelines and State priorities.

District Level Workshop:

In all the Districts, meetings were conducted during November-December 2007 with District Collector and other District-level functionaries, BEEO, BRP and selected NGOs, Public Representatives. District officials of other departments also discussed on the proposed programme of SSA and its scope along with objectives. The district planning team discussed the status and problems, challenges on the major indicators of UEE viz., Access, Enrolment, Retention and Quality. Further the group discussed the Educational Status and the thrust areas of the districts and priorities. Further it was also discussed on the process of planning through participatory way from Habitation Level, Cluster Level to Block and District Level. Further it is suggested to go ahead with the planning exercises from school/Habitation Level.

Block Level Workshop:

In all the Blocks, meetings were conducted during last week of December 2007 with Block Level functionaries includes BEEO, BRP, member of block education committee and selected NGOs, Public Representatives, block officials of other departments also discussed on the proposed programme of SSA and its scope along with objectives. The block planning team discussed the status, problems and challenges on the major indicators of UEE viz., Access, Enrolment, Retention and Quality. Further the group discussed the Educational Status and the thrust areas of the districts and priorities. Further it was also discussed on the process of planning through participatory way from school/Habitation Level, Cluster Level and block Level. Further it is suggested to go ahead with the planning exercises from cluster and school/Habitation level.

Cluster Level Workshop:

In all the clusters, meetings were conducted during first week of January 2008 of with cluster level functionaries includes CRPs, Headmasters of all the school of that cluster, member of NGOs, and discussed on the proposed programme of SSA and its scope along with objectives. The cluster planning team discussed the status and problems, challenges on the major indicators of UEE viz., Access, Enrolment, Retention and Quality. Further the group discussed the Educational Status and the thrust areas of the districts and priorities. Further it was also discussed on the process of planning through participatory way from school/Habitation Level.

School/Habitation Level Meeting:

For preparation of school/Habitation Level Educational Plan, meetings were conducted during 2nd week of January 2008 at the School with VEC members, Parents and other members of village to prepare the Habitation Level Plans.

Plan has been prepared by school/habitation 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 DEEP at district level.

Use of data

Census 2001, DISE 2006-07, House hold survey and Bal Panji(child register).

Following are the major databases established, updated and used for the development of district level and as well as State Level Plans

*Habitation Plan
Prep. - Process*

- Census 2001 – the data on population, literacy have been taken up from Census 2001 and projections have been made for planning purpose.
- DISE 2007 - 08 - The required information have been taken up from the DISE.
- Education Department – The data used for the calculation of Teacher requirement at Primary and Upper Primary Stage.
- Updation of Bal panji to know the child population, enrolment and out of schools of 6-14 years age group children during December-January 2008.

Preparation of State and District AWP & Bs – District Elementary Education Plans - Chronology of activities

Preparation of AWP&B 2008-09

Table 2.1 : Schedule of Activities

Date	Activity	Venue
22-12-2007 – 28-12-2007	Organize Training Programme for District Planning Team with all BEEO, BPO's & at least one BRP of each block.	District head quarter
29-12-2007- 02-01-2008	Organize Training Programme for block level Planning Team with all CRP's & 8-10 Head Master of Elementary School.	Each Block
03-01-2008- 05-01-2008	Organize Training Programme for CRC level Planning Team with all Head Master/In-charge of the CRC.	Each CRC
06-01-2008- 10-01-2008	Organize Training Programme for School level Planning Team. Collection of data if required, in listing the required activity & sent it to respective CRC.	Each school
11-01-2008- 13-01-2008	School wise plan to be compiled in respective CRC includes CRC activity & details implementation strategies. Compiled Plan to be sent to respective BRC.	
14-01-2008- 17-01-2008	CRC wise plan compiled in respective BRC includes BRC activity & details implementation strategies. Compiled Plan sent to respective districts office.	
18-01-2008-	Prepared detailed district plan as per guide line	

*Participatory Exercise?
at various levels*

24-01-2008	includes block wise compiled plan, rationalised block plan as per SSA norms.	
25-02-2008	Discussion/Appraisal on district draft plan in State project Office. Finalisation of draft plan and submission of final plan at state level office. (brought in one soft and five hard copy)	

On site support to district planning Teams:

Four teams of experts (two members each), visited the districts and had discussion at five regional centres. They provided necessary guidance to the district planning team and need based and contextual plans with details of implementation strategies. They also made sample check of data and information being used in plan formulation.

Review of districts Plans:

All district presented their plan in state project office before the State Project Director and a team of experts in last week of February .The suggestion made by the reviewing teams where incorporated in the district plans. Again in First week of March, State Project Director with all Component- in- charge of State Project office reviewed the district plans and provided suggestions to the respective districts. On 17-18 March 07, all districts made their district plan presentation before the State Project Director and all component- in- charge and made necessary corrections in their plans.

Taking in to consideration the district plans as well as the state plan and budget, the AWP &B 2008-08 has been formulated.

Chapter – III
STATE PROFILE



STATE PROFILE**Administrative and other features****Population**

The state population is 2.69 crore according to Census, 2001 and the decennial growth rate (1991 – 2001) of population is 23.19%. The density of population is 338 persons per square kilometer. The ratio of female to male is 941 female per 1000 male. The total male population is 1.39 and that of female is 1.30 crore.

Table 3.1 : STATE HIGHLIGHTS : CENSUS-2001

Number of Districts	22
Area in (sq. km.)	79714
Number of Divisions	5
Number of Subdivisions	33
Number of CD Blocks	212
Number of Towns	152
Number of Urban Agglomerations	11
Number of Villages	32,615
Total Population	2,69,09,428
Decadal Population Growth Rate	23.19
Population Density	338
Sex Ratio	941
Literacy Rate (In %)	ALL 53.6
	MALE : 67.3
	FEMALE : 38.9

Administratively, the State has 22 Districts and 5 Divisions. Every district comprises of number of sub-division and the Block is the lowest administrative unit. There are 212 Blocks in the State.

The State has several linguistic Zones. Though official language is Hindi, the local dialects/ languages spoken are Santhali, Mundari, Nagpuri and Ho. All these languages / dialects have District / Region – specific linguistic variations.

All these languages have rich literature and tradition. The Nagpuri language comprises of number of local Tribal languages. In parts bordering West Bangal and Orissa there are Bengali and Oriya speaking population in sizeable numbers also. Every linguistic Zone possess distinctly rich cultural heritage including folklores, ragas, music, festivals, customs, rituals etc.

State Education Profile : At a glance

Table 3.2 : Demographic Profile

Name of District	Population 2001			Decadal growth rate		Sex ratio		Density	
	Persons	Males	Females	1981-91	1991-01	1991	2001	1991	2001
A	B	C	D	E	F	G	H	I	J
Jharkhand	26,909,428	13,861,277	13,048,151	24.03	23.19	922	941	274	338
Garhwa	1,034,151	534,433	499,718	32.07	29.05	926	935	198	256
Palamu	2,092,004	1,079,829	1,012,175	25.87	26.80	932	937	190	240
Chatra	790,680	402,565	388,115	32.43	29.05	952	964	165	213
Hazaribagh	2,277,108	1,167,526	1,109,582	28.63	24.02	914	950	299	370
Kodarma	498,683	249,276	249,407	28.08	26.32	986	1,001	301	380
Giridih	1,901,564	958,904	942,660	28.92	27.09	966	983	301	382
Deoghar	1,161,370	606,688	554,682	31.64	24.46	911	914	376	468
Godda	1,047,264	543,784	503,480	20.71	21.61	922	926	408	496
Sahibganj	927,584	477,366	450,218	19.69	25.89	924	943	461	580
Pakur	701,616	358,414	343,202	21.57	24.34	954	958	312	388
Dumka	1,754,571	894,849	859,722	23.05	17.31	955	961	241	282

Dhanbad	2,394,434	1,277,516	1,116,918	22.70	22.82	819	874	950	1,167
Bokaro	1,775,961	937,188	838,773	32.57	22.11	865	895	508	621
Ranchi	2,783,577	1,436,423	1,347,154	21.42	25.72	921	938	288	362
Lohardagga	364,405	184,405	180,000	25.72	26.14	971	976	194	244
Gumla	1,345,520	674,455	671,065	13.44	16.60	987	995	127	148
West Singhbhum	2,080,265	1,052,711	1,027,554	20.58	16.35	965	976	180	210
East Singhbhum	1,978,671	1,024,945	953,726	16.98	22.66	906	931	457	560

Migration

Many families migrate seasonally in search of work during agricultural seasons when labour requirements are high or migrate in search of job. There are certain communities who by nature migrate from one to another place. Migration are of inter district, intra district, interstate or intrastate types. Gumla, Lohardaga, Pakur, Garhwa, Palamu, Simdega, Latehar are the main migrating districts where families migrate for work as agricultural labours, brick kilns workers, etc.

Jamshedpur, Ranchi, Dhanbad, Bokaro are the main receiving migrating districts, where migrating families come to search in jobs with their children.

Many migrate outside the state also.

Demographic profile:

The demographic profile of the state is illustrated in tables 3.3 to 3.6

Table 3.3 : Category wise Population (Census -2001)

Name of District	Population All			Total Population SC			% of SC			Total Population ST			% of ST
	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females	Persons	Males	Females	
Jharkhand	26,909,428	13,861,277	13,048,151	3,189,249	1,640,583	1,548,737	11.85	7,087,068	3,566,960	3,521,108	26.34		
Garhwa	1,034,151	534,433	499,718	247,280	127,685	119,595	23.91	158,959	81,605	77,354	15.37		
Palamu	2,092,004	1,079,829	1,012,175	539,701	278,598	261,103	25.80	392,325	199,311	193,014	18.75		
Chatra	790,680	402,565	388,115	252,809	129,001	123,808	31.97	30,384	15,571	14,813	3.84		
Hazaribagh	2,277,108	1,167,526	1,109,582	342,059	173,992	168,067	15.02	268,333	136,409	131,924	11.78		
Kodarma	498,683	249,276	249,407	71,685	35,241	36,454	14.37	4,067	2,153	1,914	0.82		
Giridih	1,901,564	958,904	942,660	248,339	124,282	124,117	13.06	184,469	94,005	90,464	9.70		
Deoghar	1,161,370	606,688	554,682	146,863	76,313	70,550	12.65	142,717	72,780	69,937	12.29		
Godda	1,047,264	543,784	503,480	89,678	46,555	43,123	8.56	247,538	124,716	122,822	23.64		
Sahibganj	927,584	477,366	450,218	59,750	31,091	28,659	6.44	270,423	135,222	135,201	29.15		
Pakur	701,616	358,414	343,202	22,919	11,724	11,195	3.27	312,838	157,777	155,061	44.59		
Dumka	1,754,571	894,849	859,722	129,318	66,150	63,168	7.37	701,903	353,306	349,597	40.00		
Dhanbad	2,394,434	1,277,516	1,116,918	382,969	202,708	180,261	15.99	202,729	103,100	99,629	8.47		
Bokaro	1,775,961	937,188	838,773	236,472	124,065	112,407	13.32	218,600	112,184	106,416	12.31		
Ranchi	2,783,577	1,436,423	1,347,154	144,116	74,529	69,587	5.18	1,164,624	585,582	579,042	41.84		
Lohardaga	364,405	184,405	180,000	12,811	6,456	6,355	3.52	203,053	101,888	101,165	55.72		
Gumla	1,345,520	674,455	671,065	66,757	33,302	33,455	4.96	920,597	459,243	461,354	68.42		
West Singhbhum	2,080,265	1,052,711	1,027,554	101,629	50,850	50,779	4.89	1,111,322	553,903	557,419	53.42		
East Singhbhum	1,978,671	1,024,945	953,726	94,094	48,041	46,054	4.76	552,187	278,205	273,982	27.91		

Table 3.4 : District wise Total population & child population in the age group 0-6,

(Census – 2001)

Name of District	Total population			Child population in the age group 0-6		
	Persons	Males	Females	Persons	Males	Females
A	B	C	D	E	F	G
Jharkhand	26,909,428	13,861,277	13,048,151	4,796,188	2,440,025	2,356,163
Garhwa	1,034,151	534,433	499,718	220,490	112,504	107,986
Palamu	2,092,004	1,079,829	1,012,175	413,844	209,604	204,240
Chatra	790,680	402,565	388,115	160,519	80,902	79,617
Hazaribagh	2,277,108	1,167,526	1,109,582	413,203	210,276	202,927
Kodarna	498,683	249,276	249,407	99,116	50,258	48,858
Giridih	1,901,564	958,904	942,660	397,889	202,907	194,982
Deoghar	1,161,370	606,688	554,682	220,003	111,492	108,511
Godda	1,047,264	543,784	503,480	198,457	99,448	99,009
Sahibganj	927,584	477,366	450,218	189,070	95,899	93,171
Pakur	701,616	358,414	343,202	141,520	71,901	69,619
Dumka	1,754,571	894,849	859,722	306,331	155,010	151,321
Dhanbad	2,394,434	1,277,516	1,116,918	368,048	188,486	179,562
Bokaro	1,775,961	937,188	838,773	280,195	143,977	136,218
Ranchi	2,783,577	1,436,423	1,347,154	442,563	225,819	216,744
Lohardaga	364,405	184,405	180,000	69,948	36,013	– 33,935
Gumla	1,345,520	674,455	671,065	241,135	121,963	119,172
W. Singhbhum	2,080,265	1,052,711	1,027,554	361,636	183,300	178,336
E. Singhbhum	1,978,671	1,024,945	953,726	272,221	140,266	131,955

Table 3.5 : TRIBAL POPULATION PROFILE

TRIBES	POPULATION	% in Tribal population	literacy within Tribe
Asur	7783	0.13	10.62
Baiga	3553	0.06	4.22
Banjara	412	lowest	12.38
Bathaudi	1595	0.03	16.93
Bedia	60445	1.04	10.82
Bhumij	136110	2.35	16.45
Binjhia	10009	0.17	14.52
Birhor	4057	0.07	5.74
Birjia	4057	0.07	10.50
Chero	52210	0.09	17.30
Chick Baraik	40339	0.69	20.17
Gond	96574	1.66	20.00
Gorait	5206	0.09	16.61
Ho	536524	9.23	17.71
Karmali	38652	0.66	13.30
Kharia	141771	2.44	24.86
Kharwar	222758	3.83	17.22
Khond	1263	0.02	15.99
Kisan	23420	0.40	13.41
Kora	33951	0.58	9.28
Korba	21940	0.38	6.14
Lohar	169090	2.91	12.71
Mahli	91868	1.59	12.74
Mal Paharia	79322	1.37	7.58
Munda	845887	14.56	22.16
Oraon	1048064	18.05	23.28
Parhaiya	24012	0.41	15.30
Santhal	2060732	35.47	12.55
Sauria Paharia	30269	0.68	6.87
Savar	3014	0.05	9.55
Unspecified	6660	0.1	3.94
TOTAL	5810867	100.00	16.99

Source : Census 2001

Table 3.6 : DISTRICTWISE DEMOGRAPHIC DATA

POPULATION, 2001					
Sl. No.	Name of District	Area in Sq. km	Total Population	ST Population	SC Population
1.	RANCHI	7573.68	2214088	964422	123239
2.	LOHARDAGGA	1490.80	288886	162964	10919
3.	GUMLA	5320.94	707555	493563	25608
4.	SIMDEGA	3756.19	446421	323425	35691
5.	PALAMU	4015.16	1182770	106254	324223
6.	LATEHAR	3660.47	467071	211580	99507
7.	GARHWA	4044.22	801350	125432	190830
8.	WEST SINGHBHUM	5290.21	1080780	717708	49385
9.	SARAIKELA KHARSAWAN	2724.55	707175	260361	40111
10.	EAST SINGHBHUM	3533.35	1613088	466572	77194
11.	DUMKA	3716.36	950853	443285	52763
12.	JAMTARA	1801.98	544856	178199	51331
13.	SAHEBGANJ	1705.98	736835	228990	49304
14.	PAKUR	1805.59	564253	278331	21484
15.	GODDA	2110.45	861182	216047	72893
16.	HAZARIBAGH	5965.35	1836068	223571	280700
17.	CHATRA	3706.22	612713	23487	198668
18.	KODERMA	1311.63	394763	3528	57789
19.	GIRIDIH	4887.05	1496189	148342	202084
20.	DHANBAD	2074.68	1949526	171741	312467
21.	BOKARO	2860.82	1454416	177123	197365
22.	DEOGHAR	2478.61	933113	119085	115697

Chapter – IV
EDUCATIONAL SCENARIO

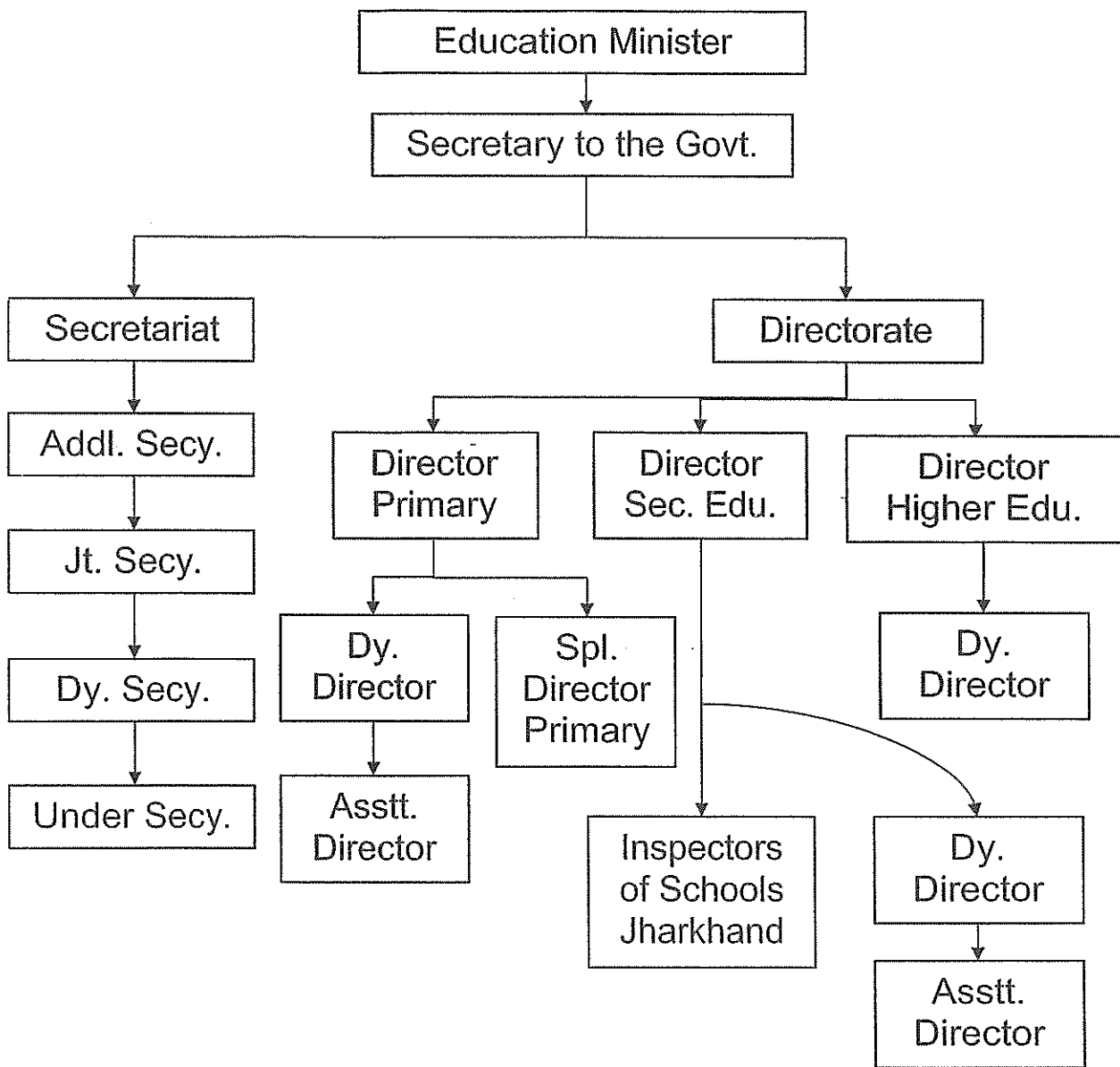
Elementary Education Scenario

Elementary education is the foundation of the entire education system. The State is firmly confirmed regarding three basic goals of elementary education, viz. Enrollment, Retention and Quality of Education. The enrolment has increased and retention also has been progressively increasing since couple of years. To achieve the goal of quality education, the state has introduced various schemes and programmes in elementary education sector. These schemes and programmes include Learning without Burden, Training, research, TLM, development and arability of Physical facilities in schools, Up-gradation of schools, distribution of Free Textbooks, Child Friendly Classrooms, organization of Bal Melas and Sport festivals, Science exhibitions, Provision of Mid Day Meal, scholarships etc. specifically introduced for encouraging girls' education etc.

Administrative Structure of Education Department

The state education department is managed by various agencies at different levels. At the State level, there are two independent wings: General Education and Technical Education. The general Education Under the ministry of HRD is Principal Secretary of HRD, Jharkhand State, who looks after primary, secondary & higher education and mass literacy. Principal Secretary is the controlling authority for all other field level offices and directorates.

Organizational Structure (HRD, Jharkhand)



The Director of Primary Education Jharkhand state is over all in-charge of primary teachers, training colleges in the state, (PTEC). The RDDE, DSE, AEO, BEEO are Region, District and field level functionaries.

At cluster level one cluster resource coordinator is functioning under SSA.

VEC has been formed in each village of the state as per the state government's resolution. In addition to that, MTA and PTA have also been formed.

Jharkhand Academic Council (JAC) is a statutory autonomous body, which looks after academic norms in Secondary Schools and holds Secondary and Higher Secondary (+2) Examinations in the State.

Implementation of New Education Policy

Development of Teaching learning material (TLM) and in-service training etc. is being organized by Jharkhand Education Project Council (JEPC) under SSA & DPEP Department of Primary Education whenever required, independently take the support of talented subject experts, and educationists, from NCERT, NIEPA, UNICEF, etc. to develop teaching learning materials, teachers training modules, curriculum development, Text-books and curriculum developed by NCERT is adopted by the State up to secondary level education.

More concentration is given to the core development of students in primary schools. Along with all above institutions BRCs and CRCs also are actively involved to improve quality of education. The encouraging results are now seen in the state because of efforts done by education department and JEPC.

Trend in literacy rates

All the beginning of the present century i.e. 1901, 7.93% of the population of Jharkhand was literate. The progress in the spread of literacy until 1931 was very slow. Only 11.98% of the population was returned as literate. The progress there after was comparatively faster. Literacy rates in Jharkhand from 1951 to 2001 are presented below in Table 4.1

TABLE 4.1 : Trends of Literacy in Jharkhand (1901 to 2001)

Sl.No.	Census Year	Literacy Rate (%)
1	1951	12.93
2	1961	21.14
3	1971	23.87
4	1981	35.03
5	1991	41.39
6	2001	54.13

The literacy rate was 12.93% in 1951. After independence, there has been remarkable progress in the spread of literacy in the state. In 1951 the state along with the country ushered in an era of all round planned economic development. As set out in the directive principles of state policy in the constitution, all children up to 14 years of age are to be provided free and compulsory education. The State Government has therefore given high priority to the development of primary education. As a result of successful implementation of various programmes for spread of primary and adult education the gross literacy rate has gone up from 12.93% in 1951 to 54.13% in 2001.

The definition of "Literate" for Census of India 2001 is the same as was adopted in 1991 Census. A person is considered literate if she/he is able to read and write with understanding in any language. One who can merely read but cannot write is not considered literate. However, to qualify as a literate is not necessary that a person should have received any formal education. As in 1991 census, all the children below 7 years of age have been treated as illiterates during Census of India 2001.

Keeping in view the definition of "Literate", the literacy rate has been calculated for population in the age group of 7 years and above.

Sex-wise Literacy Rates

At the beginning of the present century, female literacy was very low. Only one out of every hundred females was able to read and write. The male literacy rate was 14.5% in 1901. Until 1931, the progress of female and male literacy was very slow. However, the progress thereafter was fast.

It can be observed from the above table that during the period 1931 to 1951, there was a significant rise in the female literacy, resulting in an increase in the proportion of the female literates. This progressive

trend in female literacy continued during the next four decades of planned development in the State and literacy rates for males and females have significantly increased during the period from 1951 to 2001. During this period, while the male literacy rate increased from 30.17% in 1951 to 61.03 in 1991, the female literacy rate has increased from 12.79% in 1951 to 48.64% in 1991. Total literacy campaigns were completed in all the districts of the state by April 1995, these have added 27 lacs literates in the four year since in 1991 census, 9 lakhs males and 19 lakhs females. The campaigns covered persons in the age group of 15 to 35 only.

TABLE 4.2: Area and gender wise literacy rate

Year	Total	Male	Female
1961	21.14	33.27	6.18
1971	23.87	35.56	11.36
1981	35.03	49.71	19.13
1991	41.39	55.8	25.52
2001	54.13	67.94	39.38

(Source : Census of India)

The literacy rate in the rural areas of the State has increased from 24.09% in 1961 to 62.06% in 2001, whereas it has been increased from 34.51% to 74.95% in respect of males and from 13.19% to 48.52% in respect of females in the rural areas during the same period.

In the urban areas of the State, the literacy rate has increased from 48.77% to 82.57% during 1961-2001. The male and female literacy rates in the urban areas have been increased from 59.6% to 89.01% and 36.69% to 75.30% respectively during 1961-2001.

This shows that there is a wide gap between rural and urban literacy rates. The rural literacy rate is 62.06% against 82.57% in urban areas while the female literacy rate of rural areas is 48.52% against 75.30% that of urban areas.

District wise literacy rates

The literacy rate of the district of Pakur, 30.6% is the lowest while E. Singhbhum with literacy rate of 68.8 % is the highest . The female literacy rate in Pakur district is abnormally low at only 20.6%. The district-wise literacy rates are given in the following table.

Literacy rate of Jharkhand as per 1991 & 2001 Census

Sl.No.	Name of the District	Literacy Rate (in %)					
		1991			2001		
		Male	Female	Total	Male	Female	Total
1	RANCHI	65.12	36.56	51.52	76.6	51.7	64.6
2	E. SINGHBHUM	71.18	45.50	59.05	79.4	57.3	68.8
3	W. SINGHBHUM	54.75	22.44	38.92	65.6	34.4	50.2
4	SARAIKELA	As Per W. Singhbhum					
5	HAZARIBAGH	56.54	24.13	41.21	71.8	42.9	57.7
6	KODERMA	58.12	18.61	38.52	70.9	33.6	52.2
7	CHATRA	40.45	14.39	27.84	55.6	30.2	43.2
8	DUMKA	49.29	17.91	34.02	62.9	32.4	47.9
9	JAMTARA	As Per Dumka					
10	DHANBAD	67.82	37.00	54.24	79.5	52.4	67.0
11	PALAMU	47.57	18.21	33.52	58.9	29.9	44.9
12	LATEHAR	As Per Palamu					
13	GIRIDIH	49.81	13.91	32.24	62.1	26.6	44.5
14	BOKARO	66.48	32.85	51.14	76.0	46.3	62.1
15	GUMLA	51.70	27.48	39.67	63.5	40.0	51.7
16	SIMDEGA	As Per Gumla					
17	DEOGHAR	54.12	19.74	37.92	66.4	32.0	50.1
18	GARHWA	39.03	11.85	26.06	54.4	22.9	39.2
19	SAHIBGANJ	39.51	18.27	29.37	47.9	26.6	37.6
20	PAKUR	33.56	13.80	23.96	40.2	20.6	30.6
21	LOHARDAGA	54.99	26.11	40.79	67.3	39.6	53.6
22	GODDA	48.56	18.00	34.02	57.5	27.4	43.1
Jharkhand		55.80	25.52	41.39	67.3	38.9	53.6

Source : Census of India 2001 (final)

Teacher Training Institutions

There are 22 districts in Jharkhand and number of PTECs existing right now is 24. These colleges have been established several decades ago and had not received funds from the state govt. for physical & academic development since last 10-15 years.

However, out of 24, nine, (9) PTECs in Jharkhand, had been upgraded as DIETs and one institute i.e. Ratu, Ranchi is running as a project DIET funded under DPEP at present. Proposals for remaining 7 PTECs are under way of upgradation and will be submitted to GOI by 15 April 2005. 3 New DIET and one new DRC with have to be created. There are 5 PTECs, which needs to be closed down because of duplication in one district and for other reasons such as carving of further new districts like Jamtara, Latehar, Saraikela etc. The left out of districts are Koderma, Dumka & Pakur where there is no existing PTECs and state will have establish an institution like DIET, everything has to be initiated from scratch in these 3 districts. One district Koderma do not have any training institute and No of teacher in this district in less than 2500. Proposal for construction of new DRC is being proposed.

Physical Conditions of PTECs

- Land availability in 16 PTECs (67%)
- Existing Buildings in bad shape in 6 PTECs (28%)
- Immediate repairs required in 14 PTECs (58%)
- One PTEC running in High School Building

PTECs upgraded as DIET before 1994

<i>Sl.No.</i>	<i>District</i>	<i>Name of the place where situated</i>	<i>year</i>
1.	Godda	Gumma	1994
2.	Saraikela- Kharsawan	Gamharia	1992
3.	Deoghar	Jasidih	1993
4.	Dhanbad	Govindpur	1992
5.	Gumla	Gumla	1993
6.	Giridih	Bagodar	1994
7.	Chatra	Simaria	1993
8.	Jamtara	Pabia	1992
9.	Latehar	Latehar	1993

Upgradation of PTEC into DIET in 2006-07

<i>Sl.No.</i>	<i>District</i>	<i>Name of the place where situated</i>
1.	Ranchi	Ratu established under DPEP
2.	Palamu	Medninagar/ Daltonganj
3.	East Singhbhum	Chakulia
4.	West Singhbhum	Chainpur
5.	Bokaro	Pindrajore
6.	Garhwa	Garhwa
7.	Sahebganj	Barhet
8.	Hazaribagh	

Districts having sanctioned DRC

<i>Sl.No.</i>	<i>District</i>	<i>New Proposal</i>
1.	Koderma	DRC
2.	Lohardagga	DRC
3.	Simdega	DRC

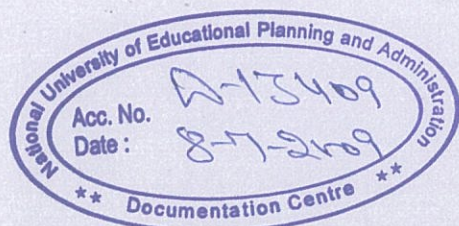
Retention in primary schools

Retention of students in primary schools is always been focused since last decade. Even after achieving around 88% enrollment, retention still remained the area of thrust.

Quality related Indicator

Quality of Education includes many indicators although here only achievement level of primary school students is considered as a main and focused indicator. The State has conducted student's achievement survey with the help of standardized achievement tests. This is known as Base Line Achievement Survey in class VII and I. Following table shows the achievement of students in grade I and grade VII pass students in language and Math.

Trends in pupil Achievements.



An Overall Achievement in %age

An Overall Achievement in %age					
District	Grade I		District	Grade VII	
	Lang	Math		Lang	Math
Bokaro	46.75	50.71	Bokaro	54.07	33.08
Chatra*	72.90	77.45	Chatra*	40.80	34.58
Deoghar	57.45	66.50	Deoghar	39.80	32.22
Dhanbad	52.10	52.93	Dhanbad	28.25	25.60
Dumka*	72.05	74.75	Dumka*	41.18	37.25
E. Singhbhum*	77.60	81.05	E. Singhbhum*	43.68	37.45
Garhwa	48.95	50.14	Garhwa	42.20	36.72
Giridih	55.85	59.36	Giridih	44.08	38.48
Godda	46.60	51.93	Godda	45.80	35.52
Gumla	52.05	50.36	Gumla	39.07	33.82
Hazaribagh*	72.20	75.35	Hazaribagh*	41.20	33.42
Jamtara	59.55	64.29	Jamtara	42.15	35.58
Koderma	64.35	64.14	Koderma	43.00	33.80
Latehar	57.50	50.36	Latehar	43.28	33.23
Loherdaga	51.45	58.86	Loherdaga	37.13	30.43
Palamu	55.10	60.36	Palamu	41.85	31.70
Pakur	57.10	58.29	Pakur	41.02	33.35
Ranchi*	76.70	83.60	Ranchi*	40.20	31.88
Saraikela	69.65	69.21	Saraikela	40.98	38.57
Sahibganj	55.35	63.43	Sahibganj	40.52	35.07
Simdega	55.15	51.29	Simdega	35.90	28.08
W. Singhbhum*	71.40	75.35	W. Singhbhum*	35.02	33.73
State Total	62.15	65.29	State Total	41.17	32.82

* DPEP Districts

It can be seen from the above table that improvement has been found in the student's achievement level in language and Math of class II student. It shows overall improving trends in quality education in the districts. Where the achievement level of class VII student in Language and Math is shown not up to the mark.

The BAS line Survey has been under taken during 2003.

Educational Programmes for quality improvement

Looking to the quality & quality related indicators the government of Jharkhand has launched various educational programmes for the quality improvement of primary education. The details of which is given as under.

Enrollment Drive

School enrollment drive has improved enrollment drastically and retention in the primary schools of the state has grown up. The enrollment drive has made a concrete triangle of School, Teacher and Community because of various activities performed by different groups during enrollment drive like school readiness programmes, stories telling, action songs, cultural activities, community mobilization etc. These programmes have got very good response in all the villages of the state. The programme organised by the children for the children to encourage children who were out of school to come to school and it has created an eminent bondage of attachment between children school and society. This has been resulted in high rate of retention, too.

Figures of Enrollment

Year	No. of Student enrolled	Increment w.r.t. base year 2002 - 07
2006-07	5820683	3094288
2005 -06	5649478	1827922
2004 - 05	3821556	404144
2003 - 04	3417412	691017
2002 - 03	2726395	

Mid-day meal scheme

The GOJ has launched the scheme of national programme for nutritional support primary education during 2004 to give a boost to UEE, specifically improving enrolment and retention, covering all government schools in the State. Now the rice distribution under the scheme has been changed to providing mid-day meals to all the children in Government Schools up to Primary Stage. This has impact on enrolment and as well as regular attendance in the children at Elementary Stage.

A impact study has been conducted through external agency to appraise the positive impact of the programme. Some of the findings are as follows

- **No Students involvement in MDM**
- **Increase in Enrolment and Attendance in classroom**
 - The average attendance has increased in majority of the schools
 - Variability in attendance has decreased for girls after MDM
 - Participation of Parents and community increased attendance in the schools.
- **Helped in retention of students in the classroom.**
- **Involvement of teachers has impacts upon educational process.**

Free Text book :

Free text book is distributed to all children up to elementary level through SSA and state government. Text book distribution to all girls and SC/ST boys through SSA and rest of the boys through state government has been ensured.

Incentives:

State government provides stipend to all SC/ST students through Welfare Department. State government provides bicycle to all girls to studying in class VI to VIII to reach the school to continue their education in upper primary. It is very successful programme to continue and retain the girl child in the schools.

Kasturba Gandhi Balika Vidyalaya:

Government of India has sanctioned 187 such school in the state to provide elementary education to girl child residing in the rural areas, SC/ST girls, and girls from families below poverty line.

All such school have 100 bedded residential facilities to run class VI to VIII. These schools are running well and provide opportunity to deprived / drop out girls.

The state government has sanctioned opening of classes IX AND X in all these KGBVs from April 2008 from the state budget. This will help all these girls complete their education upto class X at KGBVs itself and prevent their drop-out after class VIII.

State Council of Educational Research and Training:

State government has constituted the said institution. It will be fully functional in 2008-09.

State Institute of Educational Management and Training:

To establish the above institution in the state cabinet approval is awaited. The Department of HRD, Govt. of Jharkhand has selected the land for building construction. Building design has been finalized and after approval of the central government building construction work will start.

Chapter – V

Activity wise State Plan

Activity wise State Plan

1 New Schools Opening

1.01 Up-gradation of EGS to Primary School

Till the end of 2007-08 17,412 EGS have already been upgraded in PS, While 105 are in the process of up gradation to PS. This activity will be completed by end of 2008.

District	No. of EGS Centre Opened	Re-appropriation	No. of EGS Centre after re-appropriation	No. of EGS Centre Closed/ Merged	No. of EGS Centre Upgraded into Primary Schools	Rest No. of EGS Centre
Bokaro	810	0	810		810	0
Chatra	1010	17	1027		1027	0
Deoghar	1196	-105	1091	53	1038	0
Dhanbad	716	39	755		755	0
Dumka	1097	-53	1044	25	1019	0
East Singhbhum	522	0	522	14	508	0
Garhwa	536	193	729		729	0
Giridih	1760	166	1926		1926	0
Godda	595	53	648		595	53
Gumla	837	0	837	35	802	0
Hazaribagh	909	33	942		942	0
Jamtara	497	0	497		497	0
Koderma	230	15	245		245	0
Latehar	618	7	625		625	0
Lohardagga	360	-48	313		313	0
Pakur	306	0	306	1	305	0

Palamu	1808	-273	1535	78	1430	27
Ranchi	1494	-45	1449	38	1411	0
Sahebganj	841	-100	741	47	669	25
Saraikela	754	0	754	35	719	0
Simdega	362	45	407		407	0
West Singhbhum	584	56	640		640	0
Total	17842	0	17843	326	17412	105

1.02 New Primary School

In 2007-08 one (01) Primary school was opened. 100 Primary Schools will be opened in 2008-09.

District wise Data requirement:

1.03 Upgraded New Upper Primary School

Till the end of 2007-08 7,273 PS have already been upgraded in UPS, While 367 are in the process of up gradation to UPS. This activity will be completed by August 2008.

1,771 Primary Schools will be upgraded into UPS in 2008-09.

District	Cumulative Target Till 2007-08	Cumulative Achievement	Rest Target	Fresh Proposal (08-09)
Hazaribagh	408	408	0	
Koderma	225	225	0	
Chatra	599	599	0	
Bokaro	324	324	0	
Dhanbad	289	289	0	
Giridih	885	839	46	
Ranchi	309	309	0	
Gumla	206	206	0	
Simdega	197	197	0	
Lohardagga	95	95	0	
East Singhbhum	316	316	0	

West Singhbhum	373	373	0
Saraikela	225	225	0
Deoghar	305	301	4
Dumka	372	372	0
Jamtara	320	320	0
Godda	372	372	0
Pakur	215	215	0
Sahebganj	406	370	36
Palamu	659	378	281
Latehar	299	299	0
Garhwa	241	241	0
Total	7640	7273	367

2 New Teachers Salary

2.01 Primary Teachers (Regular)

NA

2.02 Primary Teachers (Para)

NA

2.03 Upper Primary Teachers (Regular)

NA

2.04 Upper Primary Teachers (Para)

1771 primary schools will be upgraded into upper primary school therefore 5,313 para teachers are being proposed for 2008-09.

2.05 Upper Primary Teachers - Head Master

NA

Additional Teacher Against PTR

- 2.06 New Additional Teachers - Primary School (Regular)
NA
- 2.07 New Additional Teachers - Primary School (Para)
NA
- 2.08 New Additional Teachers-Upper Primary School (Regular)
NA
- 2.09 New Additional Teachers - Upper Primary School (Para)
NA
- 2.10 Teachers under Operation Block Board
NA
- 2.11 New Others
NA

Teachers Salary (Recurring)

- 2.12 Primary Teachers (Regular)
NA
- 2.13 Primary Teachers (Para)

Out of total 36,932 sanctioned post, 33,206 para teacher have been placed in primary schools. This year since no fresh teacher is being proposed and salary for all 36,932 para teachers has been kept for 12 months @5000/- per month.

- 2.14 UPS Teachers (Regular)
NA
- 2.15 UPS Teachers (Para)
Out of total 22920 sanctioned, 15280 para teacher have been placed in upper primary schools. Salary for total 22920 para teachers has been kept for 12 months @4500/- per month.
- 2.16 UPS Teachers - Head Master
NA
- 2.17 Additional Teachers - PS (Regular)
NA
- 2.18 Additional Teachers - PS (Para)
NA

2.19 Additional Teachers - UPS (Regular)

NA

2.20 Additional Teachers - UPS (Para)

Out of total 28836 sanctioned, 25796 para teacher have been placed as per 1:40 ratio. This year no new para teacher is being proposed in this category as the state wishes to rationalized the teachers first as per the requirement. Salary has been proposed for total 28836 para teachers @4500/- per month.

2.21 Teachers under OBB

NA

2.22 Others (Recurring)

NA

3 Teachers Grant (New Teachers + Teachers Recurring)

Teaching Learning material is an effective tool in teaching process. It makes the classroom teaching learning environment joyful & easy. It ensures the quality of education among the children. Most difficult concepts can be made understood to children in very easy way by using TLMs.

A sum of Rs. 500.00 is given to all Government & Para teachers for developing & using TLMs according to competencies & lesson of the curriculum.

Rationale of TLMs:-

- Making healthy class room transaction and easier in multigrade situation.
- Creating joyful learning environment.
- Developing Creativity among children and teachers.
- Build up child friendly environment.
- Developing analysis power among teachers & children.
- Making the concept simple and easy.

Focus:

1. Developing TLMs by teachers & Children.
2. Regular use of TLMs in classroom activities.
3. Use of cost effective, simple & attractive materials.

Thrust

- Developing TLMs as a supportive tool.
- Access to child
- Retaining TLMs in Schools as a demonstrative way.

- TLM use according to the competencies of children.

Strategy to ensure the use of TLMs:

- Step I :-** Releasing TLM grants to all teachers.
Step II:- Developing TLM handbook for teacher.
Step III:- Access of TLM handbooks in schools.
Step IV:- Sensitization program for teachers. Organizing TLM/ TLE mela and incorporating the TLM handbooks in different teacher training modules and sensitizing and providing information to teachers regarding the use of TLMs.

Plan for Teaching Learning Material – "The Constructive approach of learning" advocates regarding creating a learning environment for children to learn the things. In this learning environment child gain the knowledge by themselves looking/observing things. So, initiative must be to develop different appropriate, usable and attractive TLM one hand and proper TLM keeping in demonstrative mode and proper use of the other hand. This will provide a learning environment to develop children's creativity. Here, it has felt need of developing class wise, subject wise and theme wise TLM development. Developing chapter wise TLM for a financial year is a broader sense of TLM development. The following activities are planned to carried out in the financial year of 2008-2009 under TLM component

1. **TLM Development workshop** - 40 resource person will be identified from all over the state who will develop TLM class wise, Subject wise and theme wise. The workshop will be held at 3 phase. The tentative expenditure estimate of each workshop is 45000/-. Thus the State requires Rs. 1,35,000.00 for TLM development workshop at Management cost of SPO.
2. **Developing TLM handbook** – The tentative list identified from TLM workshop will be compiled and do finally documented as the TLM handbook. This TLM handbook will be guide book for the teachers. This will help the teacher to Use the TLM in specific class. Specific chapter in specific learning circumstances. Here, it is need to print the TLM handbook for the state requires a sum of Rs. 10 Lac. Developing TLM corner has been felt as a crucial need to ensure the proper keeping of TLM materials in a demonstrative model at Management cost of SPO.
3. **Developing TLM/TLE corner** – Developing TLM corner has been felt as a crucial need to ensure the proper keeping of TLM materials in a demonstrative mode. It has been found that lack of proper keeping place the developed TLMs are often destroyed. Actually, TLMs should be kept in some appropriate place at demonstrative mode. So, the TLMs can be long lasting as well as will be available for children at all time to look the TLMs and learn the things more & more. Development of TLM/TLE corner will meet this objective.

Each classroom can be used to develop a TLM/ TLE corner .TLM corner will be of wooden shelves with fabricate closed system. Each class room will be having at least 8 shelves (size 2' X 10').

This will meet under School Development Grant & R&M Grant of the concerned schools.

4. **Organizing TLM/TLE mela** – The talents must be interring changed to enhance the knowledge of children & teachers. The objective of organizing TLM mela is the demonstration of different selective TLMs & TLEs and interchanges the knowledge of different techniques of TLM development & usage of that. District will organize half yearly TLM mela at cluster level. For this district require 2079 @ Rs. 1000/- per cluster under CRC head
5. **State Level TLM/TLE mela** – State has planned to organize TLM mela twice in financial year 2008-09. For this state require a financial support of a sum of Rs. 40000/- at Management cost of SPO.

3.01 Primary Teachers

In primary schools there are total 64532 teachers out of which are govt. regular teacher and Para teachers. In 2008-09 teacher grant is being proposed for 64,532 primary school teacher.

3.02 Upper Primary Teachers

In upper primary schools there are total 77,127 teachers out of whichgovt. regular teacher and Para teachers. In 2008-09 teacher grant is being proposed for 77,127 upper primary teachers.

4 Block Resource Centre (BRC) / UBRC

(Organizational Structure of Block)

(District wise Status of All BRCs including Post wise Manpower & Infrastructure available)

Activities Proposed at BRC- Teachers Training

1 day CRPs Training (combining 4-5 CRCs)

VEC members Training

Management of All activities of Cluster level

Activity Calendar of BRC

Activity	Month	Venue
In service teacher training Residential (4 days) Phasewise	April	BRC/Block Level Alternative Institution
Induction Training for para teachers Residential (15 days)	April	BRC/Block Level Alternative Institution
Monthly meeting of CRCC & CRPs for Monitoring and Academic Support	Monthly	BRC
Programme for disabled children – Evaluation/Remedial	May	BRC
Workshop on MLE	May	BRC
Science/ Math/ TLM/ Mela	June	BRC
Workshop on Reading Development	July	BRC
Monitoring of Quality Education	Monthly	
Sharing of different issues-Action of disability – Learning Tracking Plan & Implementation-Learners Evaluations-Classroom Management-Radio Programme-Common Grammar Related Discussion-Subject Specific TLM Preparation-Math Related Tricks-Learners Record Keeping & It's uses	Monthly / Quarterly	BRC

4.01 Salary of Resource Persons

There are total 212 blocks in which 636 posts of BRPs has been sanctioned. Honorarium for there 636 BRPs @90000/- per year per BRP has been proposed in 2008-09.

4.02 Furniture Grant

Since all the 212 blocks have got there furniture grant earlier, so no new furniture grant is being proposed for any BRC.

4.03 Contingency Grant

Contingency grant for all 212 functional BRCs is being proposed @ 20000/- per BRC per year.

4.04 Meeting, TA

Meeting, TA grant for all 212 functional BRCs is being proposed @ 9000/- per BRC per year.

4.05 TLM Grant

TLM grant for all 212 functional BRCs is being proposed @ 5000/- per BRC per year.

5 Cluster Resource Centres

(Organizational Structure of Cluster- **Coordinator, CRPs**)

(District wise Status of All CRCs including Post wise Manpower & Infrastructure available)

Activities Proposed at CRC- Teachers Recurrent Training (**What Activity has to take place**)

1 day CRPs Training (combining 4-5 CRCs)

Management of All activities of School level (Visits, Detailed

Monitoring plan with date Vehicle)

Activity Calendar of CRC

Activity	Month	Venue
Teachers Training / CRC Meeting 1 day non-residential	April	CRC
Programme for disabled (CWSN) – Evaluation / Remedials	May	CRC
Science / Math / TLM Mela / Competitions	May	CRC
Monitoring of Quality Education	Monthly	CRC
Sharing of different issues – Out of school children – action of disability- Low Attendance – Teachers Absenteeism – Community Participation – Grammatical Errors – Learning Tracking Plan & Implementation – Learners Evaluations – TLM Preparation – Math Related Tricks-Learners record keeping	Monthly	CRC

5.01 Salary of Resource Persons

There are total 2079 clusters in which 4845 posts of CRPs has been sanctioned. Honorarium for there 4845 CRPs @60000/- per year per CRP has been proposed in 2008-09

5.02 Furniture Grant

Since all the 2079 clusters have got there furniture grant earlier, so no new furniture grant is being proposed for any CRC

5.03 Contingency Grant

Contingency grant for all 2079 functional clusters is being proposed @ 3000/- per CRC per year.

5.04 Meeting, TA

Meeting, TA grant for all 2079 functional CRCs is being proposed @ 3600/- per CRC per year.

5.05 TLM Grant

TLM grant for all 2079 functional CRCs is being proposed @ 1000/- per CRC per year.

6 Teachers Training

Database creation time frame

Different types of Training in Physical & Financial terms

Resources Available for training & to be developed

Training of Master Trainers outside state

Induction Training for Para teachers

3R Training to 74,000 Para teachers at block level with Calendar- 3days

3R Training for Primary School Teachers

Module wise Subject specific Training for Upper primary Teachers

Training for Regular Teachers

DPE course

Training Calendar

Month	Activity (Type of Training)	Venue
April	4 days training for para teachers (Phase-I) Residential-Buniyad, Buniyad Plus	All BRCs
May	4 days training for Govt. teachers (Phase-I) Residential-Buniyad, Buniyad Plus	BRC/Block Level Alternative Institutions
April- December	1 day teachers training (Phase-I – 10 days)	All CRCs
May	4 days training for para teachers (Phase-II)- Buniyad, Buniyad Plus (Residential)	All BRCs
June	4 days training for Govt. teachers (Phase-II)- Buniyad, Buniyad Plus (Residential)	All BRCs
May- February	1 day teachers training (Phase-II – 10 days)	All CRCs
July	Induction Training - 15 days Newly Recruited Para Teachers (Residential)	All BRCs

July-February	1 day meeting/training at CRC for newly recruited para teachers	All CRCs
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Pedagogical Improvement and Teachers Capacity Building (State intervention in Quality assurance of the learners)

Sarva Shiksha Abhiyan (SSA) aims to improving efficiency of the delivery system for quality basic education at elementary level (up to class VIII) and bridging social, regional and gender gaps with active participation of the community in the management of the schools.

The component pedagogy includes curriculum, syllabus, text books, teachers training, methodology, use of teaching learning material, teaching learning equipment, monitoring and supervision, evaluation, regular educational support, innovations etc that leads to quality improvement in teaching learning process. In view of aforesaid concept and available modern education technologies the council has taken a number of initiatives for ensuring quality teaching and learning in schools. It includes provisions of adequate teaching aids and materials that supplements to text books apart from that it also includes capacity building of teachers and support staffs placed at CRC and BRC levels. In last several years the council has also taken measures for creating appropriate environment to facilitate such initiatives. The key activities those have has been undertaken in last years for ensuring quality and pedagogical improvement in schools are as follows :-

Development of need based / subject specific training modules for primary and upper primary class based on 3Rs, BINIYAD for class I & II, English, Math, Science and motivational and content based training modules.

Capacity building of teachers / other field functionaries using appropriate modules.

- Inclusion of more focused classroom based on job / on site training including practice session with children.
- Incorporation of pre-test and post-test component in various training modules and innovative intervention techniques.
- Facilitation of participatory method of classroom teaching.
- Use of quality monitoring tools which facilitates implementation of curriculum coverage plan and re-addressed of hard spots of learning.
- Provision of teaching aids.
- Provision teaching learning materials grants.
- Availability of Science kits, Math kits and Games kits.
- Continuous and comprehensive evaluation.
- Modules for development of life skill based science teaching.
- Usage of library books, field or exposure visit.

- Introduction of value education, Yoga in schools.
- Preparation of teacher's development plan at CRC level.

Apart from the above activities one major consideration while designing and implementing the programme was that quality teaching depends not only on the knowledge of teachers but depends upon many other factors like communication, patterns used in class room, class room management, type of monitoring and supervision adopted by the BRC / CRC, evaluation process adopted, technological devices and practical techniques used in the class rooms.

In Year 2008-09 the state office will enforce for the imparting quality based quality education to the children, these are the area where our thrust will be apply –

A. JEPC Intervention

Module designed, development and re-look the developed for module the different grades/classes and subject base for teachers training.

Re-look the existing materials for strengthen of Block Resource Centre and Cluster resource centre for the smooth and effective implementation of project.

Third Party evaluation of this programme for quality assurance especially in training programme and classroom transaction.

Stress on monitoring and continuous support to the districts by organizing reflectors and review of the programme.

Student learning tracking system will be introduced for each learner by concerned teacher.

Strengthen quality cell for developing quality tools for the schools and Quality cell introduce in each district.

Use of ADEPTS indicators in selected CRC of the State.

Joint intervention of Unicef and JEPC

Apply MGML With the collaboration of UNICEF Multi Grade and Multilevel teaching (MGML) for class I & II and

Finalization of materials of SLM for class III & IV will be introduced.

To lead the quality assurance of schools and learners third party evaluation will be introduced in the model clusters for replication in rest schools of the state next year

A. JEPC Intervention

Capacity Building of Teachers/ Personnel

Module design, development and re- look the developed materials for the different grade/classes of coursed on content and subject base for teachers training. The workshops, orientation programme, training reflections on jobs training academic support, hands on experience etc, have been used thoroughly at different levels for capacity building for functionaries involved in ensuring quality aspects at school level.

The following modules will be re-looking and redesigned for capacity building of teachers.

I. Para teachers (Newly Selected)

A number of Para teachers every year selected by Village Education Committee for up graded middle schools especial focus on Maths and Science. Where as in upgraded Primary Schools (New Primary Schools) a numbers of new Para teachers also selected apart from these in regular Primary and Middle schools to maintain 1:40 PTR para teachers also selected as per need. The Situation of newly para teachers are visited some are trained and some and untrained and purely raw in the area of teaching. Keeping in mind about the inexperienced and untrained the council has decided that before joining to schools or classroom they must go through the 15 days residential Inductions training.

Aadhar a motivation programme concept, content based, managerial & leadership based training module was develop by the council last year, a good experience and result shown in schools. The same module will be used this year with minor modification to add with support and supervision mechanism by the teachers to the students. The Programme will be implemented by the districts.

The strategy being used to implement will be same as per last year Master Resource Person (MRP) development work will be done by the state office for each district. The district master resource person will be developing resource person for district and state will be monitor and support as used.

II. Teachers training for Classes I, II, III, IV, IV and VI to VIII (In service training)

Presently we have these teachers training modules for the in-service training.

BUNİYAD – A learning improvement techniques and Teachers hand (reference) book for class I & II

PARIVARTAN – A content base motivation teachers training for primary level, which covers language, math & science.

JET – I – Joyful English teaching – I is a primary level English language Teachers training module.

SARAL – A mathematics teachers training module for Class VI to VIII

PROYAG - A science teachers training module for class VI to VIII.

The result of these materials and training module is quite positive. The teachers were appreciated the same module and implementing content base and subject specific teaching learning processes among the child.

Based on experiences of last year and as per requirement of teachers this year too the content based and subject specific teachers training, process and materials will be replicate after minor modification and some new initiation will be also taken place. For enhancing competencies in basic reading, writing and comprehensive skills, as well as in basic mathematics the early primary grades I, II and III and IV will be taken as priority basis the BUNİYAD; which is meant for class I and II is purely based on 3Rs (Reading,

writing and Arithmetic's) will be replicate after minor modification and some new initiation will be also take place for Enhancing competencies in basic reading, writing and comprehensive skills, as well as in basic mathematics the early primary grades I, II, III and IV will be taken as priority basis. The BUNIYAD, which is meant for Class I & II is purely based on 3R (Reading, writing and Arithmetic) will be re-used in effective way. This year this programme will be implemented in more systematic way. The learning tracking format out come, monitoring and on site support by CRP, BRP and CRCC will be main effort. After minor modification through workshop the programme will be start in al district.

Based on BUNIYAD experience, a new programme BUNIYAD PLUS for level III & IV will be developed by the state level office. A group of experience teaches, NGOs representative and reference from NCF 2007 the new material will be developed. It will be again based on 3R but more thematic approach. The content will be slightly wider than BUNIYAD. The teachers and resource person who were contributed last year will be the part of workshop.

A separate Teacher hand book (Self learning material) will be also developed by the team for ready reference. The text book of the class I, II, IV, III & IV will be main source of development.

Apart from that the field reality it is slightly different. The BUNIYAD team visited several schools for need assessment the situation is very worst among the students. They cannot simply read, write and explain. Therefore, keeping in mind the baseline the BUNIYAD may also be implementing in 1st quarter to improve their capacity in the direction quality learning. In first round 5 days training module will be prepared or developed, which will cover BUNIYAD PLUS also. The 1st round training will be finishing the entire district by the 15 may or before summer vacation. The training must be started by 1st week April 08. Another second round training cover 5 day's period will be started by 1st week of Nov 08 and covered by Dec 08. Accordingly the district will be develop the training Venues, resource person and other things for training.

Keeping in mind the quality teaching a systematic and rigorous monitoring and support from CRP, CRCC, BRP and Academic support group will be done.

BUNIYAD AND BUNIYAD PLUS will cover all the requirement of primary children no other training will be imparted this year. Parivartan and JET-I will not be implementing this year.

For grade V to VIII this year no new strategy will make since for quality improvement and subject wise teaching. We have already very good experience with SARAL, PRAYOG and JET-I. This training will also be divided into 2 parts in 5 -5 days period with little modifications..

This year after incorporation of support and supervision in training modules the training will be imparted to the teachers. Based on BUNIYAD PLUS implementation strategy the training will be organize two different session 5-5 days for the selected teachers in different venue of the district. The first round teachers training will be completed before summer vacation which will be started by 1st week of April 08.

And 2nd round training will be started in 1st week of Dec 08 and completed by 15th Jan 09. The gap between both phases must be 4-5 months.

Before impart training the district will complete these non-financial activities, which will accelerate the implementation in time, are as follows:

(A)Preparation of name wise teachers list, CRC wise Block wise and venue wise for training. This list will be developed on the basis of training modules.

All newly selected Para teacher - Aadhar group

All teachers old Para and Govt. teacher BUNYAD & BUNYAD PLUS GROUP

(Who are teaching in Class I to V)

All math teaching teachers – SARAL

(All Govt. and Para teachers for upper primary classes)

All science teaching teachers – PRAYOG

(All Govt. and old Para teacher for upper primary classes)

(e)All English teaching teacher – JET-I & JET – II

(All Govt. and old Para teacher for upper primary classes)

Selection and development of teachers training venues.

Prepare list for Master Resource Person, who will get training from State Level.

4	Upper primary level	JET-I & JET – II All English teaching teacher (All teachers old Para and Govt. teacher)	8 days	4-4 days in two stages
Sl#	Level	Name of training Module	Duration	Remarks
1	Primary and upper primary level	Aadhar (newly selected para teachers)	15 days	
1	Primary level	Buniyad and Buniyad Plus (All teachers old Para and Govt. teacher)	8 days	4-4 days in two stages
2	Upper primary level	SARAL -All math teaching teachers (All teachers old Para and Govt. teacher)	8 days	4-4 days in two stages
3	Upper primary level	PRAYOG All science teaching teachers(All teachers old Para and Govt. teacher)	8 days	4-4 days in two stages

Prepare list for the Resource Person who will deliver the training in different training venues.
Organize Resource Person training. The resource person includes CRP and BRP too.

Summary of training programme

STRATEGY FOR DEVELOPMENT OF TRAINING MODULES AND MATERIAL

Workshops, orientation programmes trainings, reflection and try-out session will be organized for the development of training module and materials. The experience teacher, trainers' resource person and other experts from outside will contribute for quality module development. The quality cell will coordinate all the efforts. In training module subject specific content, effective class room teaching technique, classroom mgt, informing teaching skills, enriching the teaching methodology and process of teaching, follow up action, learner's mgt informing teaching skills, enhancing the teaching methodology and process of teaching follow up action learners evaluation will be incorporate. A system for serving of individual learners will be involved and teachers will keep the entire related information.

To acquaint and familiarize teachers with self learning reading materials in each training module a teacher handbook will be developed which includes daily routine discussion module as well as variety of literature. The objective of the SLM (Self Learning Teachers reference materials) will improve reading skills, developing self learning habit and full of course curriculum. Due to lack of time or any cause some part may not be discussed during training period, the participant's (teachers) can easily understand about the theme, concept, methodology and process. It also facilitates teachers to conduct multi level concept and children will be ultimately benefited.

2. Re-look the existing materials for strengthen of Block Resource Centre and Cluster resource centre for the smooth and effective implementation of project- a very sound and healthy structure exist in Block cluster level, who are regularly support in quality learning of learners. In the structure of Block level there is a Block Resource Centre (BRC) which is a key institution of project implementation unit. A group of master degree holder three Resource people are working in the area of science , math's and English language and at the CRC level the same structure is also working.

At CRC level there is provision for 10 one day orientation cum training provision for each teacher. This year this forum will be used in more systematically and result oriented. Other than subject specific discussions some common topics and issues will also be discussed for all the teachers every month like information and action of disability, Learning tracking plan and implementation, learners' evaluation, class room management, radio programme, common grammar related discussion, subject based TLM preparation, math related tricks, learners' record keeping and their uses etc. For this a common schedule will be prepared and accordingly implement in the district. A issue wise and topic wise material will be develop and accordingly the master resource person will be trained at state level and they will trained all the resource

persons, CRP and BRP for the imparting training at cluster level. During the field visit of monitoring and support team will review and support at school level for the better implementation and result at school level.

IV. Third party evaluation for ensuring quality among the learners

For imparting quality and meaningful training to the teachers and quality learning to the learners, apart from mainstream monitoring support and evaluation third party evaluation will also done by the external agencies. Third party may be NGOs and individual expert or may be a group of retired people. Who have enough experience in area of planning, implementation, monitoring and evaluation of education programmes. This activity will support the council to judge the effort is doing either in right or wrong direction. Accordingly the corrective measures will be done by the council. The council will review the programme centrally of at commissionaire level. The evaluation will be done in the selected urban and rural school of each district. Before visit to the school the team will prepare detailed plan of action/ indicators which will be introduced in the monitoring work.

V. Thrust on monitoring and continuous support to the district.

Since in financial Year 2008-09 is purely working of quality assurance in learning among the learners the thrust will be given to sincere monitoring and continuous support to the district and block from state office.

This intervention will be done by the group of people from district and state. A team of selected person from the entire district will work for the same. They will visit to the district to monitor and support the team who are working for quality education. A screening process will be organized by the state to select the person; this work will be done by the state office in many stages. After selection of team , training will be organize to build their capacity. This training will be done by state or out side of organization. The team will visit training center, school and monitor the intervention at the same time they will support them also.

In each quarter a reflection and review meeting will be organized at district level, in which personnel of district, block, CRC and teachers training along with master resource person will participate. The report of each district will be compiling at state level and discussed with Secretary Education, SPD, DPOs in the Quality Reflection Meeting(QRM) at district level. This effort will give a new direction to the state in assuring the quality education among the learners to support of teacher Para teachers, CRP and BRPs.

VI. Introduce Students learning tracking system for each learner

Based on Buniyad experience this year at school level the individual learners tracking system will be introduced. Different formats will be developed for the different subject at state level quality cell. In the teachers reference book (Self Learning materials for teachers) the each and every formats will be mentioned accordingly teacher will prepare the same apply in their respective subject. A monthly meeting will be organising at school level and the data and finding will be discussed among the teachers and find out the corrective measure at their end. The same will also be discussed in the CRC and BRC level meeting by the teachers, CRP. The complied data will be sent to the district and state. Since the year 2008-2009 is

dedicated for ensuring quality learning among the learner a Separate Reflection cum planning Meeting will be organised at Block, District and State level . The decision taken in meeting will be implementing at every stage.

VII. Strengthen quality cell for the development of quality materials and tools for the quality schools.

With the collaborations with UNICEF and JEPC (jointly) quality cell is running from Jan'07. A group of person will be worked for the material development of quality initiatives, last year a series of workshop has been organized .For the capacity building of Para teachers, Govt. teachers, Personnel working at CRC and BRC motivational, subject specific and need base training module has been developed. Buniyad a learning improvement programme for class I and II have also been developed.

This year the effort will be given to redesigned and re-look the same materials in the context of our need and work has been done so far, accordingly the material will be develop at quality cell. Not only materials but developed materials will be also demonstrated and replicate in the district. As per planning the materials will be developed and Master Resource person training will be organized for the district, they will organise Resource person training at the district level.

Apart from master Resource person training the quality cell also be involved in the process of monitoring and evaluation of the intervention in selected school through specific personnel.

The cell will continuously support the district in developing monitoring tools and their implementation and results in the real field.

VII) Use of ADEPTS indicators _ a series of workshop has been organize by the NCERT for the state for developing the indicators for quality assurance at different stages. This year in 4 CRC of Ranchi and East Singhbhum district the intervention will be applied. Last year 13 indicators have been selected by the State for the same. The same indicators will be used in the selected schools. The strategy behind the selection of 4 CRC is to replicate the same in other CRC of the different district next year.

Strategy for quality assurance

Training programme and orientation courses for educational management at the State Regional District and Block Levels including:

Council has only the text books for the school going children for their learning enhancement but during the next financial year i.e. 2008-2009, it has been proposed for self learning materials for their activity based learning. So that children can learn the things with joy and fun. They will get a friendly environment in their learning. In the present situation Math and Science kits are provided for the class V to VIII in new upgraded primary and middle schools but so far classes I to IV are concerned no such kits are provided. This year it has been planned to provide math and science kits to the classes I to IV along with classes V to VIII in the Jharkhand state. There are many organization like Eklavya, Jan shiksha sansthan,

Ramanajun center working in the field of education have introduced various self learning materials for children's activity based learning in order to increase the learning enhancement of children. Those used materials may be effectively used in SSA context.

In the month of Nov. 07 A team consisting of some state level officers including State Project Director visited Tamil Nadu in order to see and learn the initiative of state based on Activity Based Learning and Self Learning methodology in the class rooms. Looking into the importance and affects of ABL and SLM, state Jharkhand is highly inspired to take up the same methodology in the Jharkhand context.

B Joint intervention of Unicef and JEPC

A. Introducing multi grade and Multi level teaching in selected schools of the state.

For ensuring equity base quality educating among the learner of class I and II in collaboration with UNICEF a series a workshop has been organized for preparation and development of materials of multi-grade and multilevel teaching technique. In Financial year 2008-09 total 200 schools will be undertaken for introducing the same, 150 schools from East Singhbhum, 50 from Ranchi will be taken. The master resource persons and monitoring and fallow up support will given by UNICEF at the same time the entire training related cost will be bear by district offices, under SSA teachers training head. The basis of selection of schools will be CRC and facilities wise.

B. Development of self learning materials for class III and IV.

For ensuring the equity and quality learning among the learners of level of class III and IV A thematic based approach self learning materials development process has been in progress. A series of workshop has been organized last year This year also with the collaboration of UNICEF and JEPC the material development process will be continue and demonstration the same in selected school of Ranchi and East Singhbhum in last quarter of Financial year 2008-09. The entire expenses will be bear by UNICEF.

To lead the quality assurance of schools and learners third party evaluation will be introduced: In collaboration with Unicef the JEPC will do third party evaluation work in the selected schools where the Unicef initiated programme will be introduced, This work will be done over the period of four years. After four years some model cluster will be evolved. These clusters will be model cluster for the replication of the programme into the rest schools of the state. A series of workshop and training will be organized in collaborations with UNICEF to develop the indicators, understanding of concepts etc. For this at various level different types of indicators will be developed with the close cooperation of Unicef. The developed

indicators will be applied in the selected schools and accordingly the work will be monitor and support by the resource team of Unicef and JEPC.

6.01 In-service Teachers' Training

10 days in service teachers training has been proposed for 136346 teachers (Govt.+Para) @1000/- per teacher per year.

6.02 Induction training for Newly Recruit Trained Teachers

Induction training for 5313 new teachers being recruited in 2008-09 has been proposed @3000/- per teacher per year.

6.03 Training for Untrained Teachers

There are total Untrained para teachers working in the system out of which have already been enrolled in IGNOUs DPE course. This year 20000 more para teachers will be enrolled for DPE course. For this budget is needed @600/- per teacher.

6.04 Other (DRG/BRG/CRG)

In 2008-09 4500 BRPs/CRPs are planned to trained on different quality related issues.

7 Interventions for OOSC

The education of children in the 6-14 years age group has been recognized as a fundamental right and SSA has set time bound targets for achievement of UEE. Planning is needed to be done in a comprehensive manner to cover all children (6-14 age groups) through schools or alternative arrangements.

The focus would be on ensuring participation of all out of school children living in small, unserved habitations and other categories of children like working children, migrating children and deprived urban children. In addition considerable stress on quality issues and introduction of appropriate child-centred, multi-level teaching strategies through intensive teacher training, development of appropriate TLM and pupil evaluation practices, regular academic support to Education Volunteers needs to be implemented. Besides this innovative education component may take the support of NGOs to run non-residential/residential bridge courses and innovative education centers. The groups of out of school children is a heterogeneous one. Such diverse conditions and differing needs of each group of out of school children

cannot be addressed through a single strategy. Therefore Strategy for heterogeneous group of out of school children with their differing characters/needs are to be formulated separately. The nature of out of school children can be categorized as follows:

Out of School Children



Nature of the group	children living in remote / access less habitations/never enrolled
	children of families who migrate
	children engaged in non-wage earning labour
	children engaged in wage earning labour
	children from deprived urban communities
	drop outs

It would be essential to undertake collection of information required for AIE intervention.

STEPS THAT MAY BE FOLLOWED TO DEVELOP STRATEGIES FOR OUT OF SCHOOL CHILDREN

(House hold survey has been carried out in the districts)

- i) Determining block wise/ urban agglomeration area wise number and % of out of school children with age and gender breakup and updation of village Education Register (VER) has to be ensured at school level.
- ii) Identify the pockets within each block and urban areas concentration of these out of school children
- iii) Determining the social categories of these out of school children (ST/SC/OBC/Muslim)
- iv) Assessing their need, reasons for being out of school and other background details of these out of school children to formulate their education intervention & strategies.
- v) In addition, estimating children who are attending the following types of schools like: madarsa/makhtab in which only Dini Talim/Majhabi Talim/ religious education is being given.
- vi) Try to prioritizing your interventions in following habitations/pockets and for below specified categories of children :-
 - a) habitations with high concentration of ST/SC/OBC out of school children
 - b) out of school children of Muslim communities especially adolescent girls, children involved in carpet making, bidi making etc.
 - b) Habitations/pockets where the enrolment rate of girls is very low
 - c) Habitation/pockets where the proportion of out of school children is very

high compared to district average

d) Children belonging to the most vulnerable groups. e.g.- hard core wage earning child labour, migrant children from rural areas, deprived urban children (street children, rag pickers/beggars/hawkers, railway platform children, children working in shops/dhabas/hotels in cities and towns)

This form may be filled up for better clarity.

Name of block	Name of the pockets/areas	Total out of school children	Boys	Girls	Age	One major reason for being out of school	Category of children + (refer note below)	Strategy required as per characteristic and need * (refer note below)

Footnote: *

- Non residential bridge course for different duration (3 / 6 / 9 months) for rural children who are out of school (9-14) and for slum children (9-14) of urban areas
- Residential camp for 9, 12 months for both boys and girls (9-14 years)
- **Hostel facilities** for schools with migrant children (6-14 years)
- **Village based net schools** for migrant children (6-14 years) when their parents have migrated outside
- **Drop In centre** (non residential) for hard core wage earning child labourers
- **Contact centres or drop in centres** for urban deprived children – rag pickers, railway platform children, children staying in bus stands
- **Night shelters** for street children, railway platform children, abandoned/orphan children staying in bus stands, children working in shops & establishments/ dhabas/ garages
- **Other need based innovative centres**

Foot note +

- Out of school children staying in rural areas who are not working
- Out of school children in rural areas who are involved in non wage earning work

- Out of school children in rural areas who are wage earning hard chore child labourer (specify the type of work: like whether the child is involved in carpet weaving, bauxite mining, bidi making, colliery, stone crushers etc)
- Migrant children of rural areas
- Deprived urban children (rag pickers/hawkers/beggars, railway platform/bus stand children, children staying in slums, children working in shops/dhabas/hotels/garages & stay with employers)

Strategies

In view of heterogeneity among out of school children this demands diversified approaches and strategies for their education which may be:-

- a) **Setting up of EGS in school less habitations** – opening of EGS centres in every 1km. achieved therefore state is not envisaging for opening of new EGS centres this year.
- b) **AIE Component –**
 - i) **Bridge Courses** may be both residential and non-residential which support mainstreaming of children into formal schools followed by their admission appropriate grades through age appropriate competency level. (children of 8+-11 and 11+-14)
 - a) Children of age group 5+ to 8 who will be directly mainstreamed in formal school system.
 - b) "School Chale Hum Abhiyan" will be launched in April, 2008.
 - c) Girls (age group 8+-11) will be covered through RBC. (duration-12 months) The children and the teacher stay at the centre. At the end children sit for the Class V exam. And join class vi
 - d) Boys (age group 8+-9) will be covered through NRBC (duration-12 months).The children will be prepared for admission in appropriate classes. Boys (age group 10-11) will be covered through RBC to provide age specific learning before mainstreaming. (duration-12 months) where a common examination will be conducted The children after completion of the exam continue their studies.
 - e) Girls ST/SC (age group 11-14) will be covered through RBC. (duration-12 months) where varieties of activities will be conducted to create interest in the learners. Apart from preparing them for class v and vii curriculum for them will cover issues related to empowerment of girls. Boys ST/SC (age group 11-14) will be covered in rural area through RBC. (duration-12 months)
 - ii) **Intervention for mainstreaming of out of school children** – viz. bridge courses, back to school camps.
 - iii) **Strategies for very specific, difficult group of children who can not be mainstreamed.**

iv) **Strategies for education of children who migrate**– mapping of migration pockets (inter district/intra district, inter state /intra state) through NGO is underway. Residential camps/Hostel facilities can be provided in sending and receiving end. For this provision of a teacher will also be made who will be educated and interested to remain with the migrating families and children.

Condensed bridge courses may be organized for children on their return to village to make up the course lost during the period of migration.

Linkage with K.G.B.V.

After the completion of bridge courses for girls] they can be mainstreamed in K.G.B.V. to continue their education.

EDUCATION INTERVENTION STRATEGIES FOR OUT OF SCHOOL CHILDREN

Enrollment drive:

Out of school children (6-14) staying in the catchments areas of the schools should be enrolled and registered with the concerned schools. Children of age group 6-8 years will be directly put in to classes I, II, III. For children of 7 and 8 years if required, the head teacher should run a motivation centre for two to three months within the school compound and give them required academic inputs along with other activities like various types of games, songs that will act as motivating factors. Regular mothers meeting should also be organised to make them understand that children must be sent to schools regularly. Children who will belong to 9-14 years should be enrolled to non residential bridge course to be run in the schools (stated below in details).

Bridge Course Centres:

These are the temporary centres (attached to schools) where overage out of school children of age group 9 to 14 years are motivated to join. They are helped to acquire their age specific competencies through an accelerated teaching learning method within a short duration so that they can be mainstreamed to age appropriate classes in the formal schools with which it is attached. These type of centres can run in rural areas and in urban slums for non wage earning out of school children.

Migratory Children:

1. Hostel facilities for schools with migrant children:

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.

2. Village based net schools

These schools will be set up in villages where there is high concentration of migrant population. Their children due to regular migration every year have become out of school. These schools will act like a net to stop migration of the children. Any old village member selected by the parents of these children will act as the guardian and will prepare 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.

Child Labourers:

1. Drop In Centres for hard core wage earning child labourer:

These centres target hard core wage earning child labourers who are unwilling to leave their jobs. Out reach workers should interact with their employers and request them to send the children to drop in centres that must near the work site. These drop in centres should run for atleast 8 hours. Initially children will be motivated to drop in whenever they feel like as per their convenience. However, only educational inputs given in traditional method will not be able to keep the children in the centres. Hence, the social worker at the centre should build rapport with these children and introduce various attractive activities like games, art & craft, origami, excursion. Method of teaching will be activity based and through project mode based on the minimum competencies that they are required to acquire. Please note that all children may not come to the centre at one time. The name explains the nature of the centre i.e. children can drop in whenever they feel like.

2. Residential rehabilitation centre

Some hard core child labourers who are willing to give up job may be weaned away from their existing work and put to a residential rehabilitation centre located away from the work site. Here, other than education the children must enjoy other facilities like various types of co-curricular activities like sports, gardening, art, music, theatre, music etc. The centres will have provision of health check up, counselling, bathing facilities. Regular counselling and health check up will help them to overcome their physical and mental problems. They will be given educational inputs based on the academic package specially developed for them. The mode of teaching will be entertaining, activity oriented and through various project works.

The aim of the centre will be to reunite the child with their families or to put them in hostels. After 14 years they may be introduced to suitable vocational training.

Deprived Urban Children:

1. Contact centres or drop in centres:

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

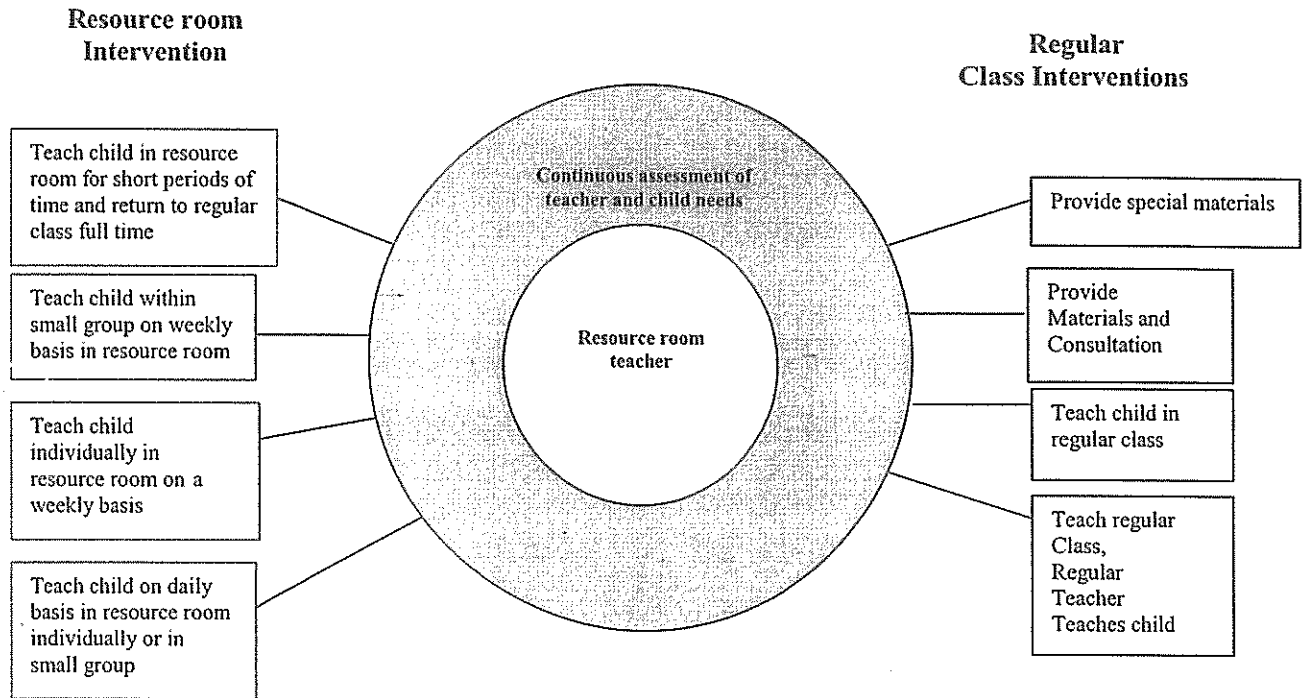
2. Night Shelters

These centres 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 should also be brought in to night shelters. Like drop in centre, these centres will provide space to children to sleep, relax, take rest. In addition there will be facilities for bathing, food, health check up, first aid facilities. Other than these like all the other above mentioned centres these must 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 needs to be 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 centres or bridge course centres during day time.

Work Education Programme (WEP)

Work education programme under AIE centers for 11-14 years age group children will be started in well formulated manner. Certain skills during education will be developed to prepare them for world of work which will develop a sense of dignity of labour. It will ensure special skill in children for better life

SERVICE ALTERNATIVES FOR THE RESOURCE ROOM TEACHER



Role of Resource Teachers

Resource teachers are specially trained teachers for teaching children with special needs in all settings. Their main role is to provide remedial assistance to a child in those content areas in which s/he is having comprehension problems in a regular classroom. This assistance is ideally provided in a resource room. A resource teacher also advises the general teacher on how to cope with the needs of special children in the regular classroom. These resource teachers can either be appointed by the state and district authorities to function at the block level or their support can be obtained through special school, competent NGOs or IEDC scheme of MHRD. Some general teachers could also be given long-term training to provide to the CWSN those support services that they may require.

The main functions of these teachers will be:

- Identification and assessment of CWSN;
- Teach special skills like Braille to a visually impaired child, use of hearing aids etc.;
- Advise the regular class teacher on problems encountered by children with special needs;
- Suggest necessary curricular modifications or adaptations and classroom strategies;
- Provide remedial teaching to CWSN during or after school hours;
- Undertake parent counseling and community mobilization; and
- Be in charge of the resource room, if available, at the BRC.

Resource Room

The main function of the resource room is to provide extra remedial assistance required by children having special needs. Whenever the child is unable to comprehend the lesson in a regular classroom, s/he is taken to the resource room and a skilled teacher provides remedial tutoring. One or two examples will illustrate this point. A visually impaired child may not be able to read from the blackboard what the teacher writes, when teaching mathematics. S/he may then be taken to the resource room and taught the use of pertinent equipment and explained the methodology of solving a particular problem. Similarly, a hearing impaired child may not be fully able to comprehend a language lesson. S/he may be taken to a resource room, where by using visual aids and sign language, the resource teacher may be able to explain to the child the concept or words, s/he could not grasp in the regular classroom.

In SSA, a resource room could be set up at the BRC/CRC. There is no separate construction of a resource room for IE under SSA. But a small room or space within the already existing BRC/CRC structure is proposed. This room or space can be used as a resource room for CWSN for the following purposes:

- Keeping some basic equipments, resource books and materials;
- Providing additional help to a child with a special need by a resource or a regular teacher, if possible;

- Joint problem solving between the resource teacher and the general teacher;
- Preparation of teaching learning material by the resource teacher;
- Pre-integration training to CWSN;
- Parental counseling on a one-to-one basis;
- Teacher training; and
- Any other activity suitable for CWSN

List of materials required at resource room is enclosed on appendix.....

The resource teacher should be in charge of all the work that is to be undertaken in the resource room. The BRCC should monitor, supervise and ensure smooth functioning of the resource room.

Village level Structure

In SSA, there is a provision of constitution of grass-root structures like the Village Education Committee (VEC) or a School Management Committee (SMC) or similar forum at village/school level. The SSA State Mission Societies should consider having parent of a child with special needs as the member of the VEC or the SMC. The 2-day training of community leaders should have an essential component on issues related to CWSN.

The VEC could:

- Monitor implementation of plan at the local school level;
- Monitor the records of CWSN in the Village Education Register;
- Provide service delivery to children with special needs;
- Provide an escort to a child having a special need; and
- Identify volunteers from the locality for the purpose of conducting surveys, community awareness and providing support to teacher in the classroom having CWSN.

School Level Structure

At the school level, headmasters, general teachers and other non/disabled children will have a crucial role to play in the education of children with special needs. Their roles are described briefly below.

Role of Headmasters/Head teachers

- Encourage positive acceptance of children with special needs in school;
- Keep a record of the visits made by resource teachers to their school;
- Organise the delivery of resource support required by the child;
- Suggest ways to adopt the evaluation system according to the needs of CWSN; and
- Motivate general teachers to adopt good pedagogical practices conducive to the learning of children with special needs.

Role of General Teachers

- To assess the child's current level of functioning, based on his/her classroom performance and work samples;
- Learn the use of aids and appliances to be used by these children, i.e., handling of the equipment;
- Collaborate with the resource teacher to make necessary modifications in the classroom and curriculum;
- Use strategies/instructional interventions that would help children with special educational needs learn better;
- Modify teaching and learning material to learner needs;
- Act as a change agent and model acceptance of these children; and
- Help in bringing about peer (other children in the classroom) sensitization.

Role of Peers

- Help a child having special needs in learning and offer remedial tutoring, if required; and

- Also offer general assistance like helping a locomotor impaired child in carrying his/her material.

These are the important structures that would be required at the state, district, block/cluster, village and school level. After the appropriate structures have been setup, the following activities like identification of CWSN, assessment, providing aids and appliances, etc. should be focused upon.

Formal and Functional Assessment

Formal assessment is undertaken to determine the nature, type and extent of disability. Functional assessment means to get an idea of the child's current level of functioning. Both formal and functional assessment should be done by a competent team comprising doctors, eye specialist, ENT specialist, resource teachers and general teachers. Appropriate referrals should also be provided through this assessment. This means the team doing the assessment feels that a particular child cannot come to school at this point in time account of his/her disability, then alternative educational placement should be suggested. The team should also specify what aids and appliances the child requires. Assessment could be done with the help of PHCs, National Institutes, Composite Resource Centres and District Disability Rehabilitation Centres, ALIMCO team. An assessment certificate for age group can be issued along with disability certificate attached on appendix.....

Maintaining individual records and documents of each CWSN in a file at school

Maintaining individual records and documents of each CWSN like case history, Individualized Education Plan (IEP), educational interventions, special curriculum, evaluation, support services, photographs, Current level, assessment report, Activities of daily living, family needs etc.

Preparation of Individualized Education Plan-IEP

Once it is assessed that a child has some kind of special need, then an Individualized Education Plan (IEP) should be prepared for the child. An IEP is a statement stating the needs, special services required and the possible achievement of a child having special needs within a specified time frame. It should also state the most appropriate learning environment for the child. This should be jointly prepared by the special teacher as well as the general teacher and constantly reviewed by the district/block level functionaries to monitor the individual performance of each child. An IEP should also state whether or not a child having special needs requires pre-integration training. IEP should be prepared for all CWSNs studying in school, special bridge course or home based education or special school. The Performa is enclosed on appendix.....

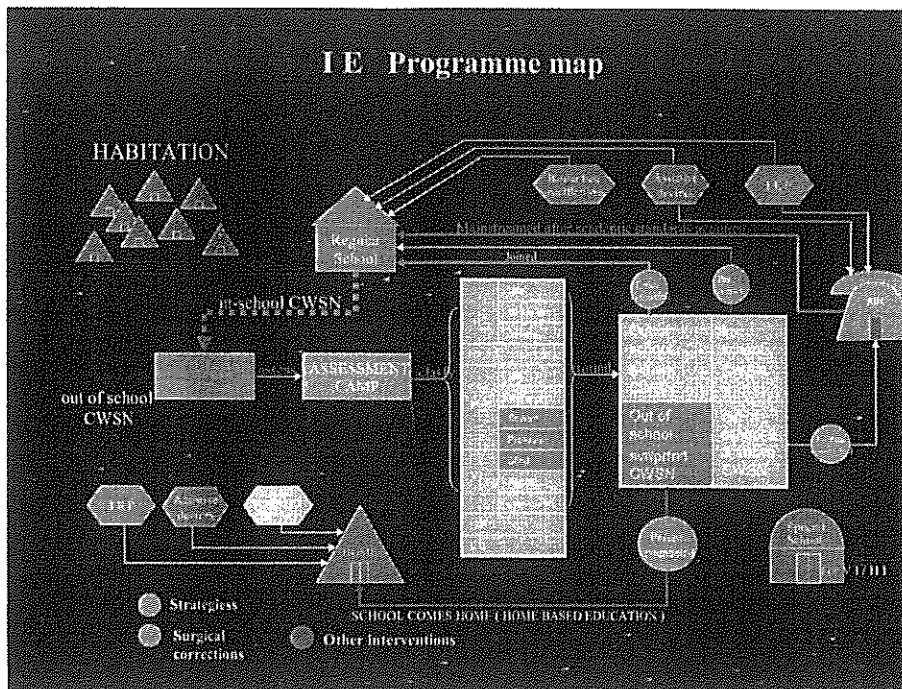
Pre-integration Training

Some children with special needs may require some prior training, before they are placed in a regular school, known as pre/integration training. This can be provided by a resource teacher or a general teacher, who has been trained on disability management. The children could receive this training in special schools available in the district or with the help of resource teachers. The pre-integration training can be provided in resource room, special bridge course/AIE, or Home based education.

Educational Placement

In the assessment camp, the decision regarding appropriate educational placement for every child with a special need should be made. As far as possible, effort should be made to place CWSN in regular schools with all the support they would require. However, owing to a severe disability or special need, a child might not be able to attend a regular school. Nor would it be feasible for a regular school to provide all those special service, such as

physiotherapy, occupational therapy and speech therapy that might be required by this child. Hence, in these circumstances, the team doing the assessment should suggest some other alternative educational options such as Alternative Innovative Education (AIE) and home-based education or RBC as explained below.



AIE/Bridge Course

EGS/AIE/Bridge courses are being increasingly used to reach out children in remote habitations or for those children who, for some reason, cannot attend the formal school system. This might also include CWSN. Hence, the environment has to be so designed as to be more accessible for CWSN. Provision will have to be made to provide adequate support service to those children with special needs who are being enrolled through AIE. These support services could be given either by developing a learning corner in the EGS/AIE centre, where CWSN could be provided extra support, or by providing a teacher trained on inclusive education. Efforts would also be made to make AIE centres barrier free. However, it would be important that the teacher running the centre or the course is provided a slight orientation to the needs and problems of CWSN.

Under AIE, residential bridge courses could be conducted for CWSN at the cost of RS.6800/ per child per annum. However, for special support for CWSN (assistive devices, physiotherapy, occupational therapy etc.), IE funds can also be used. Bridge courses for CWSN can also be conducted using IE funds. It should be ensured that the CWSN, after completing these courses, are mainstreamed effectively in regular schools with appropriate support.

Home-based Education

Chapter V of the Persons with Disabilities Act, 1995, enjoins upon the State Governments and local authorities to provide education to CWSN in an appropriate environment. This implies, among other things, home based education to children with severe disabilities, who are not able to go to school. Instead of the child going to the school, the school comes to the child. Under SSA, resource teachers/specially trained teachers, or para-resource teachers located in the village as a part of their job, could also visit the homes of children with special needs to impart pre-integration training to them or even to do parental counselling. Severely disabled children, as a part of their home-based education programme, may also require services like physiotherapy (PT), occupational therapy (OT) and speech therapy. The National Institutes, District Rehabilitation Centres, District Disability Rehabilitation Centres and Composite Regional Centres offer these services. Further, the National Trust Act under the MoSJ&E also trains care-givers, who provide specialized services to disabled person within their families and communities. These care-givers are being trained through various organizations throughout the state. Convergence could be established with all these organizations to provide such support to severely CWSN.

Parents Training

A special parent training programme can be organized for the parents of the disabled children based on requirement. In this regard services of IGNOU can be taken.

Surgical Correction

Some children with special needs require intensive medical check up and surgical correction such as orthopaedically handicapped or other disabled children to treat the disability. The SSA fund can be used for this purpose for some children. Through convergence this activity can be undertaken.

Provision of Aids and Appliances

After the assessment and educational placement, the SSA State Mission Society would chalk out an appropriate strategy to provide assistive devices to CWSN. The aids and appliances needed by CWSN are those that enhance their functional capacity. A few examples might be a hearing aid for a child having hearing impairment, glasses and lenses for a low vision child and calipers, crutches for a child having orthopedic impairment. The possible sources of obtaining such aids and appliances, through convergence are:

- Scheme of Assistance to Disabled Persons for Purchase/Fitting of Aids and Appliances (ADIP) Scheme under the Ministry of Social Justice and empowerment.
- Integrated Education of Disabled Children under Department of School Education, MHRD
- District Blindness Control Society under Ministry of Health & Family Welfare
- Artificial Limb Manufacturing Company-ALIMCO, Kanpur and its regional branches
- District Disability Rehabilitation Centre - DDRC
- Red Cross Societies
- National Institutes
- Composite Regional Centres - CRC
- NGOs/Voluntary Organization

If aids and appliances cannot be provided through convergence, then SSA funds could be used for this purpose.

Braille Text books and Audio books for Visually Impaired children

For the visually impaired children, textbooks will have to be provided in Braille either through NIVH- Dehradun, 17 Braille Presses or NGOs, in different part of the country. Further books on tape/CDs can also be made available to these children with the help of audio book production centres.

Facilities to CWSN

Other than aids and appliance, CWSN in regular schools, can be provided with all the necessary required support, which may be in the form of books, dress, stationery, transport allowance, escort allowance, hostel allowance, reader allowance, equipment allowance, resource room, helper and an assistant for locomotor impaired children. All these incentives could be provided to the identified CWSN either through the IE funds under SSA or through convergence with the IEDC Scheme.

Teacher Training

Teacher training is the backbone of providing quality education to children with special needs. In SSA, a 20-day teacher training is being envisaged for all in-service teachers. It has an essential component/module on classroom management of CWSN in this teacher-training programme. The teacher training would be more effective if the selected teacher of the school where the particular disabled child is studying would be provided skill based training on specific disability on priority basis. The teacher training can be provided as follows:

VISUAL IMPAIRMENT

- (a) Teachers training on orientation of visual impairment (2 days)
(Materials required for training: manuals and various aids and appliances used by visually impaired children)

- (b) Teacher training on reading and writing of Braille(10 days)
(Materials required for training: Slate, stylus, Braille sheet, Braille learning manual in Hindi and English)

- (c) Teachers training on use of equipments like abacus and Taylor frame (4 days)
(Materials required for training: Abacus, Taylor frame, manual for learning)

- (d) Teachers training on sensory training, daily living skills, social skills, orientation and mobility (3 days)
(Materials required for training: White cane, mobility aids, various tactile materials, concept development materials)

HEARING IMPAIRMENT

- (e) Teachers training on teaching of hearing impaired and speech and language impaired children (5 days)
(Materials required for training: manuals and various aids and appliances used by hearing and speech impaired children)

MENTAL RETARDATION

- (f) Teachers training on teaching of mentally retarded children (5 days)
(Materials required for training: manuals and various aids and appliances used by mentally retarded children)

ORTHOPEDICALLY HANDICAPPED

- (g) Teachers training on teaching of orthopaedically handicapped children (5 days)
(*Materials required for training: manuals and various aids and appliances used by orthopaedically handicapped children*)

LEARNING DISABILITY

- (h) Teachers training on teaching of children with learning disability (5 days)
(*Materials required for training: manuals and various aids and appliances used by mentally retarded children*)

Special Training

Special training on Autism, Cerebral Palsy, Deaf Blind and Multiple Disability can be provided to specific teachers.

Long-term training for resource support

Another type of teacher training would be long-term training of teachers i.e. foundation course with the assistance of RCI and M. P. Bhoj Open University, Bhopal. This training can be imparted to few teachers at the block level. After being trained for a longer duration, these teachers can provide some resource support to CWSN. The foundation course is an introductory course for training teachers on how to teach CWSN. The completion of this course entitles a teacher for provisional registration with RCI, subject to the condition that within a period of five years, the concerned teacher will obtain a regular diploma or degree in education of CWSN. This course is conducted through face-to-face and distance mode. RCI, in collaboration with Madhya Pradesh Bhoj Open University (MPBOU), has developed a 90-day foundation course for teachers, which can be transacted through the distance mode.

Master Trainer Approach

The capacities of Block or Cluster Resource Centre Coordinators can be strengthened to deliver resource support to CWSN. General teachers can also be given an intensive training to develop them as master trainers. They in turn, will sensitize other teachers. These can then

sensitize general teachers on disability management, in order to provide quality education to CWSN in regular schools.

Providing Support Services

Children with special needs not only requires aids and appliances as per their need but also requires support services such as speech therapy, physiotherapy, behaviour therapy, special educational services, doctors consultations, paramedical services, counseling services etc. as per individual need. This can be provided at block level on scheduled dates.

Academic Resource Support

There are various modes by which this support could be provides. These are:

Appointment of Resource Teachers at BRC and CRC level

As far as possible, these resources teachers should be appointed from each area of disability that is visual impairment, hearing impairment and mental retardation. Since, children with orthopedic impairment usually do not require any educational support, they might not require a specially trained teacher. These teachers should function at the block level under the Block Resource Centre Coordinator. The number of teachers needed in a block would depend on the size of the block and the number of CWSN enrolled/identified in a block. These teachers may have to work in an itinerant or mobile mode, in which they would travel from school to school in a block/cluster according to need. The salary of these resource teachers could be borne through Rs. 1200/- per disabled child per annum, which is being used for planning of IE activities at the district level or management cost. The modalities of appointment of resource teacher should be chalked out by the SSA State Mission Societies.

The resource teachers will be expected to do the following:

- Pre-integration training to CWSN;

- Assessment of CWSN;
- Teach the use of aids and appliances;
- Prepare teaching learning material;
- Suggest adaptations in transacting the curriculum;
- Make important suggestions and recommendations;
- Provide remedial teaching and design specific teaching activities;
- Undertake parental counseling;
- Prepare Individual Educational Plan;
- Suggest adaptation in the evaluation system; and
- Monitor the performance of CWSN.

Exposure to good practices, special schools, institutions

The exposure visit for teachers, resource persons and other functionaries can be provided to implement the IE programme. Exposure to good practices, special schools, and institutions can facilitate the programme effectively.

NGO Participation

Resource teachers for CWSN can also be provided with the help of competent NGOs. In this case, the SSA State Mission Society will undertake the monitoring and supervisory role. It is important to ensure that the NGOs undertaking to provide resource support to CWSN do have qualified and competent teachers to ensure optimal learning on the part of children with special needs covered under SSA.

Special Schools as Resource Centres

Practically, every state has one or more special schools dealing with the education of CWSN. With some assistance from the SSA State Mission Societies, they could be asked to undertake the task of providing consultative resource support to regular schools enrolling these children. They could also assist in many other areas or steps required for implementing inclusive education in SSA, such as teacher preparation or providing aids and appliances. Special schools may also assist in implementing IE activities in remote and difficult to access blocks and regions in a particular state.

NGOs/special schools can also entirely implement the programme of inclusive education under SSA. In this case, the State SSA Mission Society will have to sign a formal Memorandum of Understanding with the NGO, clearly specifying the tasks to be undertaken by the selected organization. The SSA State Mission Society would then have a monitoring and supervisory role and have continuous dialogues with these organizations. The NGOs could also be used by the SSA Societies in specific areas of inclusive education like teacher training, Development of material/modules, provision of aids and appliances, monitoring and evaluation of the programmes etc. Lastly, the NGOs can also assist the State SSA Mission Society in implementing inclusive education in remote areas.

Special Provision in the Examination System for CWSN

Academic resource support to each child with special needs also implies adapting the way by which the child is evaluated on his/her performance. So, while taking care of the special educational needs of CWSN, it is necessary to consider some changes in examination and evaluation system for these children. Some suggestions are providing writer/amanuenses to the visually impaired or physically challenged children, allowing additional time for writing a paper to blind, physically handicapped and dyslexic students and permitting the hearing impaired children to study only one language. SSA State Mission Societies may request the concerned State Board/Examination authority to consider extending such concessions to CWSN. Evaluation of CWSN should form an important part of teacher

training on inclusive education under SSA. A detailed description is attached on appendix..... An special evaluation/result card can be used for CWSN.

Vocational Training

Another form of resource support for CWSN is in the form of vocational training. SSA State Mission Society may also plan for vocational training of the children at upper Primary Level. Vocational training could be provided depending on the nature of the disability and needs of every child. This could be partly integrated in the general classroom activities and partly given in the resource room with the help of courses already developed by Central Institute of Vocational Education (CIVE), especially for CWSN.

Games, cultural development and co curricular activities

For implementing co curricular activities for CWSN activities related to games, sports, cultural development can be undertaken at school, Cluster, Block, District level.

Removal of Architectural Barriers

A child with a special need can make use of all the above-mentioned support services only if the schools are made barrier-free. Thus, removal of architectural barriers in schools should be undertaken for easy access of children with special needs, especially those with locomotor problems. Simultaneously efforts should be undertaken to provide disabled-friendly facilities in schools for all kinds of CWSN. Development of innovative designs for schools to provide an enabling environment for CWSN should also be a part of the programme. This activity could be under taken jointly with the Civil Works component under SSA. All new school buildings being constructed under SSA should have ramps, handrails and other such modifications to provide easy access. Some provisions could also be made so that the existing school buildings are also made barrier-free. Once these essential items are provided to CWSN, the next step should be to monitor and evaluate the progress of inclusive education under SSA. A special training can be provided to civil engineers to make barrier free environment in school and other supporting institutions.

Model Inclusive School

A model inclusive school for CWSN can be developed at district headquarter. This may include Resource Teacher, Resource room, Availability of equipments, Additional and support services, Transport facility/allowance, Special monitoring, Incentive to teachers, Full time attendant, Medical assessment, Appointment of specially trained teachers, Barrier free environment, Adapted furniture, Adapted curriculum, Adapted TLM, Resource book, MDM, Special play materials, Outdoor/indoor games, Special tournaments, Aids and appliances, Adapted clothing, Adapted activity of daily living materials, Skill development in prevocational training

Monitoring

Monitoring is simply the process of compiling and collecting essential information at all levels. It is important to continually monitor and evaluate every programme in order to ensure that it meets the objectives for which it was launched. Hence, mid-course correction should be carried out from time to time. Monitoring helps in identifying the strengths and weaknesses of the programmes as well as assessing its progress.

In SSA, monitoring on inclusive education could be done by receiving periodical feedback from district level functionaries, block level functionaries, resource teachers, headmaster, classroom teachers, parents and others involved in the process of education of these children. This information could be collected from direct observation of the students performance, evaluation of student' academic achievement, their attendance and through interaction with the teachers, parents, community and all others involved. All functionaries at the state/district/block and village level could be involved in the monitoring process.

Monitoring on the following major variables will show the effectiveness and the impact of the IE programme in SSA:

- Identification and enrolment of CWSN
- Teacher training on IE through Various training programmes
- Supply of aids and appliances
- Curricular accommodations
- Teaching-learning material
- Barrier-free access.

1. Civil Works

- Civil works in Jharkhand education Project council plays an important role as a catalyst in achieving the goal of universalisation of elementary education. Civil works in SSA is not just construction of School Building or educational institutions rather it is a process of community awareness, capacity building of the community through community involvement. Construction work in SSA is carried out through Village Education Committee (VEC), hence community involvement, to develop the sense of ownership among the community for the building being constructed.
- 1. New School Building: Total no. of EGS upgraded till FY07-08 is 17412. Total no. of New School Building sanctioned for these schools till FY 07-08 is 15080. Hence total no. of New School Buildings to be covered during FY 08-09 is 2332. The unit cost of NSB is Rs..... The unit cost includes provision for ramp, water facility, two sets of toilet with urinal (one set for boys and one set for girls). The New School Buildings during F.Y 08-09 will be covered through 12th finance commission. District wise details are as given below:

Sl. No.	District	Target up to 2008-08 for upgradation of EGS	Achievement till 2008-08	Total no. of Building sanctioned till FY 07-08	No. of building sanctioned through other fund (MP/MLA/DRDA/StateGovt./12th finan./etc.)	No. of NSB reqd. during 08-09	Requirement given by district
1	Bokaro	810	810	551		259	
2	Chatra	1027	1027	942		85	164
3	Deoghar	1038	1038	1074		0	12
4	Dhanbad	755	755	496		259	177
5	Dumka	1019	1019	580		439	430
6	East Singhbhum	508	508	416		92	
7	Garhwa	729	729	865		0	
8	Giridih	1926	1926	1560		366	653
9	Godda	648	595	549		46	
10	Gumla	802	802	536		266	
11	Hazaribagh	942	942	862		80	
12	Jamtara	497	497	312		185	
13	Koderma	245	245	211		34	54
14	Latehar	625	625	453		172	
15	Lohardagga	313	313	307		6	
16	Pakur	305	305	254		51	
17	Palamu	1457	1430	1487		0	
18	Ranchi	1411	1411	800		611	661
19	Sahebganj	694	669	669		0	
20	Saraikela	719	719	444		275	
21	Simdega	407	407	362		45	
22	West Singhbhum	640	640	530		110	
	Total	17517	17412	14260	0	3381	2151

2. **New Building for Upgraded Primary Schools:** Number of primary schools upgraded during F.Y 07-08 is Total no. of building sanctioned for upgraded PS during FY 07-08 is 1196. During FY08-09 there is proposal for upgradation of no. of PS to MS. Hence there is proposal for construction of building for no. of upgraded PS during FY 08-09 . Each unit will consist of three classroom of size 18' x 22' with 8' wide verandah having unit cost of Rs.....The unit cost includes provision for ramps and installation of lightning conductors. District wise detail is as given below: _

3. Additional Classroom:

The gap in infrastructure as assessed based on the data of DISE 2006, and the targets sanctioned during FY 06-07 & 07-08 is as shown in the table below. The detailed assessment district wise is as given below. The unit cost of ACR incorporates provision for ramp facilities and lightning conductor installation.

Sl. No.	District	Reqd as per DISE	No. of ACR sanctioned in 06-07 & 07-08	No. of rooms sanctioned through NSB in 06-07 & 07-08	No. of rooms sanctioned for UPS in FY07-08	Total no. of classrooms sanctioned in FY 06-07 & 07-08	No of rooms to be covered through NSB buildings during FY 08-09	Gap in classrooms	Requirement given by district	Less no. of rooms sanctioned through other funds (MP/MLA/State Govt./ DRDA, etc.)	Proposal for ACR in FY 08-09
1	Bokaro	5456	260	922	0	1182	518	3756			
2	Chatra	7413	130	1784	0	1914	170	5329	1672		
3	Deoghar	8116	770	2018	30	2818	0	5298	900		
4	Dhanbad	5988	225	932	0	1157	518	4313	610		
5	Dumka	9590	375	910	0	1285	878	7427	2400		
6	East Singhbhum	6376	405	712	0	1117	184	5075			
7	Garhwa	3540	700	1680	108	2488	0	1052			
8	Giridih	12816	1375	2900	0	4275	732	7809	1536		
9	Godda	6490	650	1038	705	2393	92	4005			
10	Gumla	5681	631	972	0	1603	532	3546			
11	Hazaribagh	6927	350	1444	921	2715	160	4052	429		
12	Jamtara	4891	575	584	0	1159	370	3362	704		
13	Koderma	2316	200	412	0	612	68	1636			
14	Latehar	3962	400	856	384	1640	344	1978			
15	Lohardagga	2043	210	574	156	940	12	1091			
16	Pakur	3039	787	458	129	1374	102	1563			
17	Palamu	9768	1000	2814	306	4120	0	5648			
18	Ranchi	11557	425	1350	0	1775	1222	8560	900		
19	Sahebganj	5503	800	1238	486	2524	0	2979			
20	Saraikela	5820	490	798	0	1288	550	3982			
21	Simdega	2964	140	700	363	1203	90	1671	1506		
22	West Singhbhum	7746	800	960	0	96	1760	5766			
	Total	138002	11698	26056	3588	41342	6762	89898	12312		

4. **Major Repair:** During the F.Y. 08-09 major repair will be undertaken by the districts as per district and school specific repairs proposed by the districts based on technical sanctioned accorded for the estimate of repair work to be undertaken by the competent authority.

5. Activities Proposed at State level

The activities to be taken up at the state level are as given below:

- A. In order to achieve the completion of building within the schedule time period it is necessary that the engineers (AE / JE) should be enriched with training for capacity building and development of better managerial skill. Such training should be organized at renowned technical institution in a batch of 30 persons for at least 5 days.
- B. **District specific & site specific design & estimate as required by district:**-Often it has been observed that due to lack of available space within the existing school campus site specific design is required in the district. Hence considering such requirement as 4-5 nos. per district, total no. of 100 nos. site specific design & estimate need to be developed.
- C. **Third Party Evaluation:**- From the point of achieving quality construction work third party evaluation has been made mandatory. Since the work is to be finalized during March' 08 and the work will be executed during April' 08 to June' 08 for all complete & ongoing schemes till F.Y 07-08, its payment will be done during F.Y. 08-09. Again Third Party Evaluation for work being planned during F.Y 08-09 will be carried out during Dec' 08 to Feb' 09. Hence an average of Rs. 2000/- per site for about 30,000 sites has been proposed.
- D. **School Mapping** :- In order to have a well planned School infrastructure development within the school campus school mapping of each school has been made mandatory. And hence expenditure of Rs. 1000/school for 44000 nos. of school in the state has been proposed.
- E. **Review meeting of Engineers:**- In order to have a proper monitoring & expedite of Civil works monthly review meeting of engineers at state level & half yearly review meeting of engineers at division level has been planned.
- F. **Field Visit / Monitoring of Civil works:**- Technical personnels from state level office will visit the site at the district. Presently two civil works manager & one Assistant Engineer is in position at state level. On an average each person will spend 8-10 days in a month in the field on rotation basis.

- G. **Exposure visit of Engineers:-** In order to provide awareness regarding updated technologies being used in different construction work & the methodologies adopted in different states, engineers should be sent on exposure visit in batches of atleast 10-12 persons. Such 4 batches has been proposed in the present AWP&B 08-09.
- H. **Repair & Maintenance of SPO:-** In order to have a working environment in the office building, time to time repairs & maintenance is required to be carried out in the building & its campus i.e. due to the newly appointed staffs in full capacity, lack of seating arrangement is being faced which need to be extended to provide proper working area to each and every staff. And hence repair and maintenance proposal of SPO office is proposed in the AWP&B 08-09.
- I. **Operating Expenses:-** Very often copy of design, drawing, estimates & miscellaneous stationary item etc. are required to be provided to district & other development for proper planning & implementation of Civil works.

Sl. no	Activity	Unit Cost (Rs. in Lacs)	Physical	Financial (Rs. in Lacs)
A	Training of Engineers for Capacity building and managerial skill development.	1.00	7 batches	7.00
B	District specific and site specific design & Estimate as required.	0.05	100 nos.	5.00
C	Third Party Evaluation	0.02	30000 sites	600.00
D	School Mapping	0.01	44000 nos.	440.00
E	Review meeting of engineers	0.05	22 times	1.10
F	Field visit / Monitoring of civil works	0.40	12 months	4.8

G	Exposure visit of Engineers to different States / Institutions for capacity building & awareness of updated technologies	2.00	4 batches	8.00
H	Repair & Maintenance of SPO	Lump sum		50.00
I	Operating expenses	0.10	12 months	1.20
	Total			1117.10

Implementation Schedule of CIVIL WORKS

Sl.no	Activities	April' 08	May' 08	June '08	July'08	Aug' 08	Sept' 08	Oct' 08	Nov' 08	Dec' 08	Jan' 08	Feb' 08	Mar' 08
A	Training of Engineers for Capacity building and managerial skill.												
B	District specific and site specific design & Estimate as per required.												
C	Third Party Evaluation												
D	School Mapping												
E	Conducting Monthly review meeting at State level												
F	Field visit by State Engineers to Districts												
G	Exposure visit of Engineers to different States / Institutions for capacity building												
H	Repair & Maintenance of SPO												
I	Operating expenses												

Block Resource Centre :- The total no of blocks exists in the state of Jharkhand is 212. At present total BRC sanctioned 206 no. There is a gap of 6 BRC @ 1 BRC per Block. Each BRC consists of two training hall with verandah having unit cost of Rs. 8.00 lacs. The unit cost includes provision of ramps, office room, kitchen-cum-store, separate toilet with urinals for ladies and gents, dinning hall and water facilities.

District wise details given below:-

Sl. No.	District	Total no. of Blocks	No. of BRC sanctioned till 07-08 (SSA)	No. of BRC sanctioned till 07-08 (DPEP)	Total	Gap in BR
1	Bokaro	8	8		8	0
2	Chatra	10	0	7	7	3
3	Deoghar	8	8		8	0
4	Dhanbad	8	8		8	0
5	Dumka	10	0	13	13	-3
6	East Singhbhum	9	0	8	8	1
7	Garhwa	14	14		14	0
8	Giridih	12	12		12	0
9	Godda	8	8		8	0
10	Gumla	11	11		11	0
11	Hazaribagh	15	1	18	19	-4
12	Jamtara	4	1		1	3
13	Koderma	5	1		1	4
14	Latehar	7	7		7	0
15	Lohardagga	5	5		5	0
16	Pakur	6	6		6	0
17	Palamu	13	13		13	0
18	Ranchi	20	0	18	18	2
19	Sahebganj	9	9		9	0
20	Saraikelela	8	0		0	8
21	Simdega	7	7		7	0

22	West Singhbhum	15	0	23	23	-8
	Total	212	119	87	206	6

Cluster Resource Centre:- Total no CRC created in state of Jharkhand is 2095. Total no. of CRC sanctioned upto 07-08 is 2095 nos. Hence there is a gap of 566 nos. CRC in state of Jharkhand which sanction is essential. The unit cost of CRC is 2.75 lacs. Each CRC consists of one training hall, one office room, verandah, ramps and toilets with urinals.

District wise detail is given below:-

Sl. No.	District	Total no. of CRC	No. of CRC sanctioned till 07-08 (SSA)	No. of CRC sanctioned till 07-08 (DPEP)	Total	Gap in CRC
1	Bokaro	103	110		110	-7
2	Chatra	75	0	42	42	33
3	Deoghar	82	82		82	0
4	Dhanbad	105	86		86	19
5	Dumka	116	22	120	142	-26
6	East Singhbhum	149	0	40	40	109
7	Garhwa	94	73		73	21
8	Giridih	178	120		120	58
9	Godda	114	114		114	0
10	Gumla	91	48		48	43
11	Hazaribagh	114	25	135	160	-46
12	Jamtara	42	0		0	42
13	Koderma	30	4		4	26
14	Latehar	50	49		49	1

15	Lohardagga	40	3		3	37
16	Pakur	47	47		47	0
17	Palamu	215	112		112	103
18	Ranchi	156	0	61	61	95
19	Sahebganj	91	48		48	43
20	Saraikela	53	24		24	29
21	Simdega	59	59		59	0
22	West Singhbhum	91	0	105	105	-14
	Total	2095	1026	503	1529	566

NPEGEL (ACR):- Total sites for NPEGEL in state of Jharkhand are 2975. Total sanctioned NPEGEL upto 07-08 is 2977. Hence sanctioned requirement of CRC in 2008-09 is NIL.

12 Furniture for Govt. UPS

12.01 No. of Children

13 Teaching Learning Equipment

13.01 TLE - New PS

NA

13.02 TLE - New UPS

TLE Grant –

Out of total sanctioned of 7,640 Upgraded Upper Primary Schools , 6,294 schools have received their TLE Grant till the Financial year 2007-08. Rest 716 will be given in 2008-09 as Spill over Fresh TLE has been proposed for 1,771 new PS proposed to be upgraded as UPS in 2008-09.

TLE mela –

TLE mela will be held simultaneously with TLM mela within same budget.

Monitoring of Use of TLM/TLE –

Monitoring of use of TLM/TLE is must to ensure the proper use of TLM/TLE grants as well as use of TLM/TLE in class sessions. For this district will make the team of BPOs, BRPs & CCs. who will visit school to school to ensure the use of TLMs/TLEs They will be responsible to provide Quarterly report on that. Apart from the district level monitoring team. State will hire third party expert organization to do the monitoring as well as evaluate the things. The third party organization will do the monitoring of 25% schools received TLE/TLM Grant of each district. A sum of Rs. 2 lakh is required to do the third party evolution in the financial year of 2008-09 under Management cost of SPO.

13.03 Others

14 Maintenance Grant

14.01 Maintenance Grant for PS & UPS

15 School Grant

15.01 PS

School Grant has been proposed for total 30,041 primary schools @ 5,000/= per school.

15.02 UPS

School Grant has been proposed for total 10,259 upper primary schools @ 7,000/= per school.

16 Research & Evaluation

12 months Plan with Physical Activities & Finance Involve

Evaluations- Attendance of Children & Teacher

MLE

16.01 Research & Evaluation

17 Management & Quality

17.01 Management

17.02 Learning Enhancement Programme (LEP) & Quality

Value Added education

Value Added education – Apart from the General classroom learning, extra curriculum activities must be for the overall development of children. State has planned to incorporate the following extra curriculum activities in the class routine:

Sports – Football, Hockey, Cricket

Yoga & Karrate.

Drawing & Painting.

Dance, Music & Singing.

Sanitation Day.

Gardening.

Moral Study

Speech & Quiz competition.

School excursion.

Craft

The all above topics will be made mandatory in class routine. For this calendar will be formulated.

It has been planned to organize inter district level football/Hockey/Cricket tournament, painting competition speech & Quiz competition, karate Competition. Each type of competition will be organized once in a year. A sum of Rs. 1 Lakh is required for each district. Thus state requires a sum of Rs. 24 lakh to organize above programs.

Organizing School excursion – Once in a year school excursion is required for each school. The children must take some important visiting sports within the block. For this sum of Rs. 4000.00 is required for each school.

State Level Extra Curriculum Activities Program – The state will also organize sports competition, painting competition, speech & Quiz competition, Dance and music competition & program for demonstration of science innovative items. The state has planed to organize each item once in a year. This kind of initiatives will encourage the children & enhance overall development of children. The state requires a sum of Rs. 5 lack to organize all above mentioned activities.

School Library - Reading is important for proficiency, academic studies, professional success and personal development. It has been seen that reading is limited to textbooks and preparation of examinations. The objective of reading is to explore information and developing personal interest in reading. Different kind of books like ancient talents, information , Moral value added books , adventure/ mystery, fiction/ stories , Punctantra, our leaders, biographies, wildlife/ environment, historical books , books related to " How it works", picture and comic will be in library . Each school will also keep one newspaper necessarily.

The each school needs at least Rs. 1000.00 to procure school library books in schools. The state can also take initiatives to select the school library books and procure the books at mass level & distribute in each school.

Documentation – Proper documentation of any program is key affecting factor of success of program. It enable the implementer to have a clear cut picture of any ongoing program & help to monitor/ evolutes the things to make the program more successful. The state has planned to do/collect case studies of good practices as well as bad practices of different component of SSA, NPEGEL, KGBV and Civil works. Videography documentation of each component is planned in next financial year. For this a sum of Rs. 2 lakh is required in state.

18 Innovative Activity

18.01 ECCE

Budget has been proposed @ 15 lakhs per district per year for 24 districts as per SSA norms.

District will prepare the child (3-6 age group) for School readiness.

18.02 Girls Education

In 2008-09, we have planned to cover 187 Kasturba Gandhi Balika Vidyalayas under Computer Education & Computer Aided Education under Girls Education. Districtwise No of KGBVs is as follows:

Sl. No.	Name of District	No. of schools to be covered
1	Ranchi	18

2	Chatra	08
3	Hazaribagh	13
4	Gumla	10
5	East Singhbhum	09
6	West Singhbhum	14
7	Dumka	10
8	Jamtara	04
9	Kodarma	04
10	Saraikela-Kharsawan	08
11	Simdega	04
12	Lohardaga	05
13	Deoghar	08
14	Giridih	12
15	Bokaro	08
16	Dhanbad	06
17	Godda	07
18	Pakur	02
19	Sahibganj	05
20	Palamu	12
21	Latehar	06
22	Garhwa	14
	TOTAL	187

Budget has been proposed @ 20 lakhs per district per year for 24 districts as per SSA norms.

18.03SC / ST

Budget has been proposed @ 20 lakhs per district per year for 24 districts as per SSA norms.

Districts have proposed different activities to cover primitive tribe childrens.

18.04 Computer Education

Presently 206 Govt. Middle Schools is being covered under SSA. In the year 2008-09 additional 424 schools are proposed to be covered under Computer Education & CAL.

District wise number of schools & number of beneficiaries proposed to be covered in 2008-09 is as follows :

Sl. No.	Name of District	No. of schools proposed to be covered in 2008-09	No. of beneficiaries
1	Ranchi + Khunti	40	9750
2	Chatra	20	5788
3	Hazaribagh + Ramgarh	30	7543
4	Gumla	8	2897
5	East Singhbhum	18	4834
6	West Singhbhum	30	7631
7	Dumka	20	5905
8	Jamtara	8	2571
9	Kodarma	10	2567
10	Saraikela-Kharsawan	16	4980
11	Simdega	14	3500
12	Lohardaga	10	5625
13	Deoghar	16	4250
14	Giridih	24	6450
15	Bokaro	16	4500
16	Dhanbad	16	4120
17	Godda	16	4200
18	Pakur	12	3100
19	Sahibganj	18	4550
20	Palamu	26	6580
21	Latehar	14	3550
22	Garhwa	28	7200
	TOTAL	424	112091

18.05 Others

NA

19 Community Training

19.01 Community Training

Community participation and environment building is the major intervention in SSA. State has carried out various activities through District to sensitize and orient the community with respect to the elementary education. Hence as per the SSA norms to ensure community involvement in programme, JEPC has constituted village education committee in all the school having primary and middle sections. At present there are 38699 VEC functioning in the elementary education system and discharging their role in school management.

SSA initiated the process and activities to promote community ownership through the following approach-

- To motivate Community through various advocacy measures for participation like campaigns and awareness generation activities.
- To empower communities to play an effective role in universalization of elementary education through
 - Constituting / reconstituting VEC and facilitate capacity building of these organizations.
 - Facilitate convergence of available resources and networking with various agencies.

Community participation and environment building programme are essential that requires area specific and contextual plan to resolve the community related issues

Objectives

The objectives of the programme:

- To build up the community and to create zeal, inspiration and motivation to VEC for successful implementation of different SSA programme.
- To generate a pool of resource persons at State and District level for constant and continuous technical support to the programme.
- To develop the feeling of ownership among the VEC to look after the school infrastructure, protecting assets, availing various facilities and developing institutional character and effective functioning of the school
- To ensure transparency in implementation of SSA

- To make the Community aware of education for hard to reach children such as Child labour, migrant, minority and children with special needs.(CWSN)
- To ensure programme implementation related to community empowerment and VEC strengthening at grass root level, so that participation of VEC in school management could be ensured.

STRATEGIES TO BE IMPLEMENTED

1. Formation of Resource Group and ensuring capacity building at state/divisional level

A resource group of five members will be formed in each district by the DRP to support the capacity building programme at district level to empower the community.

2. Providing training on "Samvardhan" and follow-up

The state has introduced four day training module namely "Samvardhan" to impart training to the community leaders with the objective to ensure capacity building of them. This training will be imparted at district level with the technical support of state.

3. Selection of weak VECs for their strengthen as pilot project

The objective behind this capacity building is to introduce role model of VEC Strength, with the help of selected active VEC Presidents. Initially twenty active VEC President will be selected to start the work in one block of each district.

4. Grading system of VEC

Indicators have been determined at the state level to grade the VEC. The grading system will help in making substantial plan to upgrade weaker VECs. This will be done all over the state.

5. Reconstitution of VECs

For the effective functioning of VEC, a campaign for reconstitution of VECs will organize at district level. This programme will mainly focus to those VEC which has completed three years period of their formation.

6. Regular Reflection meeting/ Follow up

The effective implementation would be ensured through regular monthly review cum reflection meeting followed by the activity calendar.

7. Quarterly organization Aam Shabha

The effective implementation would be ensured through regular General Body meeting (Aam Sabha) followed by the activity calendar.

8. Organizing awareness campaigns for the universalization of elementary education.

To ensure the enrolment and retention of the students Awareness Campaign would be organized under the leadership of Hon'ble Chief Minister and HRD Minister.

9. Organizing workshop on development of manuals, module and material for environment building at state level.

The objective behind Organizing workshop for developing manuals is to incorporate the suggestions and views in developing more effective manuals, models and materials to ensure quality and effective implementation of the programme with developed and transparent accounting system.

10. Organizing State/Divisional/District level events/ Sammelan/ Bal Mela for mobilization purpose.

The objective behind this is to aware the community about the program and to create interest among the children towards education. Bal Sammelan will help to develop competitive attitude among the children. The Sammelan will also be a motivating event and will encourage the students to retain in their classes.

11. Transparent Implementation System

A mechanism will be developed for Social Audit System through VEC to ensure the transparency in implementation of SSA.

12. To introduce Intensive and innovative community empowerment programmes in selected blocks.

The idea behind this program is to intensify the empowerment programme in the selected blocks. The district will be responsible to select one block from each district. This programme will include following activities --

- Awareness generating campaign – Traditional campaign, Nukar Natak etc.
- Special Training on up keeping Account.
- Exposure Visit
- Sammelan/Orientation
- Special Training for women members
- Ensuring Child Cabinet

13. Quarterly Publication

Publication is aimed to share the experience of successful VECs to replicate the things over other VECs and to provide timely guidance to resource person, VECs.

14. Documentation.

The documentation system will include timely printing of documents, videography, still photography for the monitoring and evaluation purposes.

PROPOSED ACTIVITY AND IMPLEMENTATION SCHEDULE

Sl. No.	Activity	Level	Duration
1.	Formation of Resource Group	District	March '08
2.	Capacity building training at state/divisional level.	State/District	April' 08 & August '08
3.	Selection of weak VECs for their strengthen as pilot project	State	Feb' 09 & March' 09
4.	Grading system of VEC.	Divisional	April' 08 to May,08
5.	Reconstitution of VECs	District	Through out the year

6.	Regular Reflection meeting/ Follow up	State/District	Through out the year
7.	Quarterly organization Aam Shabha	District	June'08,Sept.'08,Dec.'08 and April '09
8.	Organizing awareness campaigns for the universalization of elementary education.	State/District	20 th April' 08 to 1 st May '08 1 st Sept'08 to 15 th Sept '08
9.	Organizing workshop on development of manuals, module and material for environment building at state level.	State/District	June '08
10.	Organizing State/Divisional/District level events/ Sammelan/ Bal Mela for mobilization purpose.	State/District/Block/ Cluster /Village/School	Jan.'09
11.	Organising capacity building training of selected VEC President/Vice President at divisional level.	State/District	Feb., March, 09
12.	To introduce Intensive and innovative community empowerment programmes in selected blocks.	State/District	Feb., March, 09
13.	Publication and News Letter	State/District	Quarterly
14.	Documentation	State/District	Through out the year

**Calendar for implementation of Environment building
&
Community participation Activities from 2008-2009.**

S. N.	Activity description	Month											
		April 2008	May 2008	June 2008	July 2008	August 2008	Sept. 2008	Oct. 2008	Nov. 2008	Dec. 2008	Jan. 2009	Feb. 2009	March, 2009
1	Monthly reflection meeting of Component Incharge at State level	9	9	10	9	12	9	15	11	11	9	10	10
2	Monthly reflection meeting of Resource group at District level	7	6	5	7	7	4	1	7	8	6	6	6
3	Aam Shabha of VEC			7			6			6			
4	Grading System of VEC	✓	✓										
5	Capacity building training of Resource group on VEC Training at State level.	1-4	--	--	--	18-21	--	--	--	--	--	--	--
6	Capacity building training of trainers for VEC training at District level.	11-14	--	--	--	25-28	--	--	--	--	--	--	--
7	Implementation of 4 days capacity building training of VEC.	15-18 22-25 28-1	5-8 12-15	--	--	--	1-4 6-9 15-18 22-25 29-2	14-17 20-23 30-2	10-13 17-20 24-27		5-8 12-15		

Community Participation & Environment Building

Proposed AWP & B 2008-09 (State Component Plan)

Sl. No.	Activity Description	Unit Description	Unit Cost	Target		Remarks
				Physical	Financial	
1	Organising State level capacity building Training of resource person/master training	per batch 40 persons	0.25	2	0.50	
2	Organising State level capacity building training of selected VEC President/Vice President at Division level	per batch 40 persons	0.14	10	1.40	
3	Organisation of State/Divisional level VEC Sammelan/Bal Utsav etc.	per year	5.00	1	5.00	
4	Development & production of Audio/video publicity material(Jingles,songs, documentary & films)	per year	1.00	5	5.00	
5	Development, publication and dissemination of VEC training module & Manuals	per year	0.50	1	0.50	
6	State level workshop on material development	per year	0.25	2	0.50	
7	Exposure visit	per year	0.75	1	0.75	
8	Publication of News letter	Quarterly	0.50	4	2.00	
9	Organising special campaign (Enrolment Retention)	Half yearly	5.00	2	10.00	
10	Development/Publications/Di ssemination of materials	Yearly			25.00	
11	Advertisement/Publicity/ Documentation.	as per need	--	--	25.00	
Total					75.65	



Chapter – VI
CONVERGENCE & LINKAGES



CONVERGENCE & LINKAGES:-

The issue of convergence with on-going schemes of other departments, particularly those which have relevance to children in the school going age apart from schemes for SC/ST was a major concern of the planning team during process of plan formulation.

In order to make the interventions of SSA sustainable it has become mandatory that convergence with district administration & various educational programme implementing agencies be made and consequence thereof be formulated in form of plan of action in the coming years.

Jharkhand Education Project, has already taken initiative in this direction by holding regular meeting with district education officials and various education programme implementing authorities. STF is held under the chairmanship of State Project Director. As a result of these meetings following convergence has already been made for Universalization of elementary Education. To ensure convergence, the district level functionaries of important department such as SC/ST development, Social welfare, Water and sanitation department & DRDA will be approached for convergence in various activities.

Under SSA convergence is planned with department of welfare, department of Total Sanitation Campaign, DRDA, ICDS, UNICEF Child Labor Society, District blind control society, Health department etc for getting better out come.

A) Civil Works : Civil works in close association with district administration. Seeing the large number of requirement for construction work and budget limit to 33% in non focus district and 50-55% to Focus district. District administration has constructed several school building, kitchen shed and several major repairing in convergence with Zila Yojna.

Convergence with ICDS Programme :

- ✦ Under ICDS Programme Anganwari Centre are functioning in all the districts which prepare the children for cent per cent enrollment in schools.
- ✦ Through the convergence with ICDS districts are able to organize medical camps for functional assessment of disabled children in all districts.

Convergence with Welfare Department:

Welfare department runs residential schools for ST children Departments also provide bicycle for girl child studying in class VI to VIII to attend the class.

Convergence with TSC :

Total Sanitation Campaign have provide toilets and hand pump in schools. Toilet will be constructed as per the map of health model and it will be connected with lift force pump.

Convergence with health department:

It has been discussed with civil surgeon of the district and finalized that free medical service will be provided for all the camp schools and KGBV. It is also finalized that every fortnightly medical team will visit these schools for medical check up. Under NPEGEL, there will be guest lecture on health issues by the medical team.

Convergence with SSHE

A new programme on Schools Sanitation and Health Education in two district Ranchi and West Singhbhum in phased manner. At present it is decided in those panchayat which are undertaken by the TSC for the "Nirmal Gram Yojna". The major activities are as follows :-

1. Formation and Training of trainers at block level.
2. Training of VEC.
3. Training of Teachers.
4. Training of Child cabinet.

UNICEF Collaboration with JEPC in 2008

The UNICEF Education programme seeks to contribute to the achievement of MDGs 2 and 3, as well as to MDG 7 on sanitation and the Millennium Declaration on Child Protection. The Education Project will contribute to strengthening the capacity of the Education sector to be more effective and inclusive, and to that end will support the JEPC with technical assistance in fine-tuning policies, strategies and interventions implemented to increase the enrolment, retention, achievement and completion rates in elementary. A particular area of focus will be reaching SC/ST children, with a special emphasis on girls, and developing strategies and norms to ensure that SC/ST children can effectively transition up to secondary education. It will provide technical support for establishment of DIETs as well as the strengthening of linkages between the AWWs and the primary school teachers for AWCs located in these schools. The Programme's objectives are in line with improving learning outcomes, completion rates and literacy levels amongst disadvantaged groups.

In 2008 the Education programme of UNICEF will work specifically on the following key areas:-

1. **Systems Strengthening and Capacity Building through** advocacy, capacity building of resource pools, material development, exchange visits and expanding partnerships for implementing multi-lingual, multi-grade and modes of teaching and learning Strengthen concurrent monitoring and joint reviews of districts at state level for qualitative feedback and improved utilization of JEPC budgets.
2. **Equity & Quality promotion. This will be done through**
 - Supporting the Quality monitoring of KGBVs & Girls centres
 - Partnership building & strategies to address difficult to reach children in 2 urban cities:- This has already begun. It was carried out successfully in Jamshedpur. UNICEF is facilitating its expansion in Ranchi. It is under expansion in Ranchi. 10 elite private schools have come forward to partner

with JEP. These schools will provide their infrastructure and all required support to provide quality education to the out of school children in and around their wards/slums. JEP in turn will provide the cost per child as per its norms under innovations and Education Guarantee schemes. UNICEF will support through the JEP, all technical inputs, MGML and SLM material, mobility cost for monitoring and evaluation along with documentation of the process.

- Multi lingual language policy will be supported with material development in the tribal languages and its printing along
- Child participation in school management through fresh inputs to child cabinets in the districts of Ranchi & East Singbhum. Advocacy will be on using the highly successful module for training of Child Cabinets across the State by JEPC. In 2007 an entire pool of 50 master Resource Persons was created. These people were trained on a variety of soft skills and training methodologies. This team is ready to take up training for JEPC. They comprise of teachers from Jharkhand.

Advocacy & Social Monitoring

Improved VEC / youth participation for reduced dropouts & enhanced retention:-

The youth Literacy program in collaboration with the NCC and the ZSS is already under way. This will be continued this year to produce tangible results. Enhanced components will be added to ensure behaviour change amongst communities in getting children into school at the appropriate ages and support their retention.

Integrated District (East Singbhum – which is a part of UNICEF's mandate)

Child friendly schools & environment:-

Components of the SWASTHH PLUS programme will be supported this year too.

1. Introduction of Multigrade in 200 schools :-

Resource persons from the state have already sifted through the curriculum and completed the following steps of material development

1. Units of the curriculum converted into SLM format for classes III & IV.
2. Reviewed material for classes I & II in the Nali Kali format.
3. Steps of the Learning ladder modified to incorporate writing and reading exercises.

They are aware and comprehend the crucial process of implementation and monitoring and have knowledge of the principles on which the material has been developed.

In keeping with the advocacy from MHRD Multi grade and multi level teaching methodologies will be introduced in 200 schools of East Singhbhum and Ranchi and in all KGBVs for classes one and two. In the KGBVs it will help girls who join at zero levels inspite of having completed the 5th and 6th grades.

2. Introduction of SLM in 25 schools of integrated district The second activity is the development of Self Learning Material (SLM) on the lines of the material used in Escuela Nueva for III & IV. The material is almost in its finishing stages. This has been developed by a group of Teachers from Jharkhand following an exposure cum training visit to Karnataka last year.

Bio intensive gardens established to supplement mid day meals in 300 schools:-

The bio intensive gardens while imparting the rudiments of sustainable livelihood, providing an outlet for inherent interests, teaching respect for plants and the environment provides the major component of micro nutrients to mid day meals supplied in schools. Developing these gardens is a part of the holistic development of the school environment. Gardening implements are already being supplied by UNICEF.

This method will be replicable when taken to scale.

Bio Intensive Gardens are deep dug garden beds in a small area where organic matter is added to the soil in form of compost every cropping season. This makes the soil healthy and it yields healthy plants. At the highest level of productivity these small gardens yield continuously for more than five years.

To reduce pest problems, indigenous varieties of greens , legumes, root , fruit and vegetables are planted where the particular combinations keep away pests. To add to the effectiveness, herbal concoctions are prepared and stored in plastic drums and applied to the plants to further repel pests. This method eliminates any health hazard to gardeners or consumers since no chemicals are used.

The small patch of land is cultivated intensively using natural ingredients that help to rebuild and then maintain soil fertility.

The Bio Intensive Gardens approach differs from conventional kitchen garden because of the following:-

1. Deep bed preparation
2. Nutrient recycling
3. Building up of the soil's biological base.
4. Diversified cropping.
5. Use of local/indigenous cultivars or locally adapted varieties of fruits and vegetables.
6. Stress on a balanced and integrated eco system.

As a result Bio Intensive Gardens provide:

- ❖ Sustainability:- this is done by intensive cultivation of the plot adding to the soil ingredients like humus, pound egg shells, dried madre de cacao leaves or ipil-ipil leaves, wood ash, liquid manure and inclusion of nitrogen crops. This gives forth-healthy plants and crops.

- ❖ Recycling of plants and animal wastes and residues:-
- ❖ Self-reliance in production inputs.
- ❖ Ideal use of small spaces
- ❖ Labour intensive work
- ❖ Small capital
- ❖ Water and soil conservation
- ❖ Conservation of plant genetic resources.
- ❖ Pest control
- ❖ Elimination of pest related health problems
- ❖ Improved nutrition in families.
- ❖ Income generation
- ❖ Ecologically sound.

Over a four day training session, Trainers and individuals who wish to develop such gardens are trained on site selection, bed preparation and the four options available. Sample beds of all four types are prepared as part of the training.

Preparation of organic fertilizers and its application is taught.

Crop planning and companion planting is explained along with crop/plant identifying for family nutrition, timing of planting and crop compatibility are also explained.

Utilization of fence line in planting

Soil and water conservation are part of the training.

Instruction on weeding and pest control through preparation of botanical materials is followed by information on seed collection, methods of doing this and demonstration of simple nursery techniques

Nutrition in food in terms of quality, quantity and maintaining nutrition in food combinations is explained

These bio intensive gardens are ideal for small spaces and hence could be ideal in houses where space restrictions can be stifling especially in villages where housing patterns are not always planned.

The need to supplement the mid day meals with fresh vegetables and enhance the nutritional component of food being served to children provides a strong reason to develop kitchen gardens in schools that have garden space.. It would be worthwhile to provide planned and scientific direction to teachers and Master trainers along with SHGs along with mothers who support the preparation of Mid day meals. Vegetables that are preferred by the locals along with introduction of other varieties that add to the nutritional component could be taken up.

The possibility of this concept filtering into the community through the SHGs is exciting as it will only reinforce the school to community flow of information and practices towards healthier families.

The bio intensive farms make use of only organic fertilizers and compost is prepared in flat beds. This will be easier to handle in primary schools where with the help of very small children and a lady teacher, digging of traditional compost pits may not be easy.

Options could be made available.

The organic nature of pest control of crops and fertilizing the soil will eliminate and danger from the use, overuse or misuse of chemicals by teachers and children who are not really gardeners.

Schools from the blocks of Ranchi, east Singbhum and the KGBV centres that have compounds/fencing, water and toilet facilities could be

Annual Work Plan 2008	
PLANNED ACTIVITIES	EXPECTED CP OUTPUTS
System Strengthening & Capacity Building	
Technical & Monitoring support to Q Cell	001: Systems Strengthening and Capacity Building 1. Quality Cell strengthened 10 monthly reviews held 70% data from KGBVs and schools from integrated district analysed
Capacity building of Govt. counterparts for indicator based planning & implementation	2. Capacity of Government counterparts enhanced for indicator based planning 1. 25% New JEPC staff trained on management by objs & indicators 2. Advocated with JEPC for printing of tools & formats from SSA funds next year.
Equity & Quality Promotion	
Support to Quality monitoring of KGBVs & Girls centres	102: Equity & Quality promotion 102. JEPC equipped to monitor school quality in each RPM of based on norms and standards that will be established leading to 50% Teachers and wardens having acquired skills to transact life skills based teaching & learning in KGBVs and NPEGELS
Partnership building & strategies to address difficult to reach children in 4 urban cities & children in conflict areas	103. Strategies in place to address hard to reach children and children in conflict areas through NGOs with evidence of public private partnerships
Multi lingual language policy influenced	104 Multi lingual education introduced in select tribal areas.
Child participation in school management	105 Advocated with JEPC for incorporating Child Cabinet trainings as part of SSA trainings.
Advocacy & Social Monitoring	
Improved VEC / youth participation for reduced dropouts & enhanced retention	121. Advocacy & Social Monitoring 3.1. Participation of 25% of VECs in selected districts for improved enrolment, retention and monitoring & Advocated for introduction of Third party monitoring introduced
Integrated District	
Child friendly schools & environment	201. Integrated District 201.1 Child friendly learning environment established leading to 1. Reduction of dropouts by 20% from current rates of 69.15 for boys and 72.04 % for girls.

Introduction of Multigrade in 300 schools	201.2 Multigrade methodology for classes I & II in place in 200 schools & KGBVs
Introduction of SLM in 50 schools of integrated district	201.3 SLM in place in 50 schools & in KGBVs
Bio intensive gardens established to supplement mid day meals in 300 schools	201.4. Bio intensive gardens in 200 schools & in KGBVs
Fresh inputs to Child cabinets in 2700 schools	201.5 Refresher for Child Cabinets conducted
	201.6 Strengthened district managements for child friendly assessment & quality monitoring
	along with advocating with JEPC to integrate MGML supplies as SSA component

Chapter – VII

BUDGETING

