

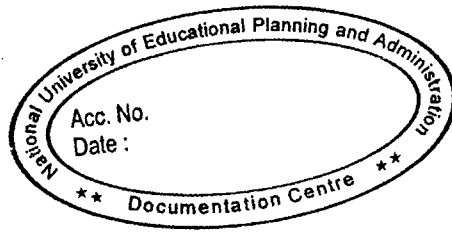
APPRAISAL REPORT OF
ANNUAL WORKPLAN AND BUDGET
2010-11



SARVA SHIKSHA ABHIYAN
(SSA, NPEGEL & KGBV)

BIHAR

In respect of: Araria, Arwal, Aurangabad, Banka, Begusarai, Bhagalpur, Bhojpur, Buxar, Darbhanga, Gaya, Gopalganj, Jamui, Jehanabad, Kaimur), Katihar, Khagaria, Kishanganj, Lakhisarai, Madhepura, Madhubani, Munger, Muzaffarpur, Nalanda, Nawada, pashchim Champaran, Patna (Rural & Urban), Purba Champaran, Purnia, Rohtas, Saharsa, Samastipur, Saran, Sheikhpura, Sheohar, Sitamarhi, Siwan, Supaul, Vaishali & State Component Plan



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Appendices:

Fact Sheet, Results Frame Work, Tables on physical progress, Data Tables and Costing.

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BIHAR-2010-11

1. An Executive Summary of key items should be provided in the given format:-

(I) Progress Overview for 2009-10

(Rs. in lakh)

SNo.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-03-10)		% age Achievements	
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
		1	New Schools				
1.1	New PS	0		0			
1.2	Upgradation of PS to UPS	3013		2346		77.86	
2	Teachers						
2.1	Primary School	0	0.000	0	0.000		
2.2	Upper Primary School	9039	1235.330	780	156.620	8.63	12.678
2.3	Additional teachers	0	0.000	0	0.000		
2.4	Recurring Teachers	251802	136877.460	148925	93848.993	59.14	68.564
	Total	260841	138112.790	149705	94005.613	57.39	68.064
3	Teacher Grant	326524	1632.620	313895	1569.475	96.13	96.132
4	Grants for BRC	537	444.720	483	207.990	89.94	46.769
5	Grants for CRC	4479	924.298	4115	378.073	91.87	40.904
6	Teachers' Training						
6.1	In-service (10 days)	150166	1501.660	83703	936.586	55.74	62.370
6.2	In-service (10 days at CRC)	302273	1511.364	243751	1167.535	80.64	77.250
6.3	Induction training for Newly Recruit Trained Teachers	57333	1719.990	10008	311.143	17.46	18.090
6.4	Refresher Course-Untrained Teachers	59458	3567.480	35097	1946.440	59.03	54.561
6.5	Distance Education	0	0.000	0	0.000		
6.6	Other (DRG/BRG/CRG)	5507	27.535	2433	13.643	44.18	49.548
	Total	424571	8328.029	291289	4375.347	68.61	52.538
7	Intervention for Out of School Children (No. of Children covered)	569800	14299.493	408089	11120.371	71.62	77.768
8	Special Training for children enrolled in age appropriate class	926360	1852.720	754366	1687.044	81.43	91.058
9	Free Text Books	18612145	25228.680	15029061	19949.249	80.75	79.074

SNo.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-03-10)		% age Achievements	
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
10	IED	313500	2194.500	164591	1353.022	52.50	61.655
11	Civil Works						
11.01	BRC	0	77.628	0	22.200		28.598
11.02	CRC	0	177.639	0	20.098		11.314
11.03	Primary School (new)	0	12225.569	0	3586.586		29.337
11.04	Upper Primary (new)	0	73.772	0	3.975		5.388
11.05	ACR for new UPS	8646	25995.124	4526	17224.691	52.35	66.261
11.06	Building Less (Pry)	0	733.505	0	153.897		20.981
11.07	Building Less (UP)	0	958.771	0	46.955		4.897
11.08	New Primary Schools sanctioned in 2006-07 (differed liability of 2008-09)	6286	54257.698	1447	9456.677	23.02	17.429
11.09	Dilapidated Building (UP)	0	3.683	0	3.683		100.000
11.10 (a)	Additional Class Room (without stairs)	6863	55242.947	4329	24080.693	63.08	43.591
11.10 (b)	Additional Class Room (with stairs)	3366	15578.506	2079	7383.246	61.76	47.394
11.11	Toilet/Urinals (Urban)	884	777.617	638	195.576	72.17	25.151
11.12	Separate Girls Toilet	131	49.300	26	32.295	19.85	65.507
11.13	Drinking Water Facility(Urban)	545	410.731	465	95.591	85.32	23.273
11.14	Boundary Wall	0	10.736	0	0.300		2.794
11.15	Separation Wall	0	0.000	0	0.000		
11.16	Electrification	0	10.947	0	0.850		7.765
11.17	Head Master's Room	0	184.264	0	47.999		26.049
11.18	Child Friendly Elements	0	0.000	0	0.000		
11.19	Kitchen Shed	0	0.000	0	0.000		
11.20	Others	0	863.477	0	97.832		11.330
11.21	Fund Required for ACR of Last Year	0	11470.132	0	4526.638		39.465
11.22	Fund Required for NSB of Last Year	0	8559.332	0	2616.483		30.569
11.23	Repair & Maintenance (BRC)	0	0.000	0	0.000		
11.24	Furniture for Upper Primary	0	0.000	0	0.000		
11.25	Major Repairs (Primary)	0	0.000	0	0.000		
11.26	Major Repairs (Upper Primary)	0	0.000	0	0.000		
11.27	Others (Barrier Free	0	0.000	0	0.000		

SNo.	Activity	Sanctioned Budget (2009-10)		Achievements (till 31-03-10)		% age Achievements	
		Phy.	Fin.	Phy.	Fin.	Phy.	Fin.
	Element)						
11.28	Furniture for Govt. UPS	32634	163.170	27701	138.508	84.88	84.886
	Total Civil Works	59355	187824.547	41211	69734.775	69.43	37.128
12	TLE	3013	3279.820	2554	1827.800	84.76	55.729
13	Maintenance Grant	71286	4940.000	53921	3965.354	75.64	80.270
14	School Grant	96052	5316.220	88860	5043.209	92.51	94.865
15	REMS	192104	1248.676	67920	971.455	35.36	77.799
16	Management & LEP						
16.1	Management	37	6730.848	26	4632.302	70.27	68.822
16.2	LEP	38	6056.176	24	3968.249	63.16	65.524
16.3	Community Mobilization	0	0.000	0	0.000		
	Total	37	12787.024	26	8600.551	70.27	67.260
17	Innovations						
17.1	ECCE	37	555.000	37	529.328	100.00	95.374
17.2	Girls Education	37	478.000	37	432.194	100.00	90.417
17.3	SC / ST	37	375.000	36	335.206	97.30	89.388
17.4	Computer Education	37	1839.939	33	1454.034	89.19	79.026
17.5	Others (Minority)	28	316.000	25	256.500	89.29	81.171
17.6	Urban Deprived	11	100.000	9	85.000	81.82	85.000
	Total	37	3663.939	37	3092.262	100.00	84.397
18	Community Trainings	372939	223.764	217606	155.464	58.35	69.477
(19)	SIEMAT	0	0.000	0	0.000		
20	State Component	1	887.478	1	423.540	100.00	47.724
	SSA (TOTAL)	22233581	413189.318	17587730	228460.594	79.10	55.292
20	NPEGEL	3638	3111.480	1934	2162.450	53.16	69.499
21	KGBV	391	15566.413	385	9090.825	98.47	58.400
	GRAND TOTAL	22237610	431867.210	17590049	239713.869	79.10	55.506

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2.3	Additional teachers	0	0.000	0	0.000		
2.4	Recurring Teachers	251802	136877.460	148925	93848.993	59.14	68.564
	Total	260841	138112.790	149705	94005.613	57.39	68.064
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11.16	Electrification	0	10.947	0	0.850		7.765
11.17	Head Master's Room	0	184.264	0	47.999		26.049
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11.19	Kitchen Shed	0	0.000	0	0.000		
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	Element)						
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19	SIEMAT	0	0.000	0	0.000		
20	State Component	1	887.478	1	423.540	100.00	47.724
	SSA (TOTAL)	22233581	413189.318	17587730	228460.594	79.10	55.292
20	NPEGEL	3638	3111.480	1934	2162.450	53.16	69.499
21	KGBV	391	15566.413	385	9090.825	98.47	58.400
	GRAND TOTAL	22237610	431867.210	17590049	239713.869	79.10	55.506

(II)A. Financial Information**(Rs. in lakh)**

Year	Approved AWP&B	Releases		Opening Balance	Funds from Other Sources	Total Funds Available	Expdr.	% of Expenditure against approved outlay	% of Expenditure against available funds	State Share due as per GOI release	Short excess State Sha
		GOI	State								
2001-02	6705.00	2850.00	500.00	0	0.00	3350.00	896.78	13.37	26.77	502.94	-50
2002-03	35135.30	7914.97	2849.78	2453.22	0.00	13217.97	1292.04	3.68	9.77	2638.32	-29
2003-04	76476.60	19448.77	6482.93	11925.93	0.00	37857.63	24689.41	32.28	65.22	6482.92	-29
2004-05	88482.79	30200.00	8590.00	13168.22	0.00	51958.22	38925.62	43.99	74.92	10066.67	-176
2005-06	91777.05	30200.00	67015.13	13032.60	0.00	110247.73	47221.52	51.45	42.83	10066.67	5518
2006-07	255245.76	102629.00	3069.77	63026.21	0.00	168724.98	159901.10	62.65	94.77	34209.67	2404
2007-08	333929.74	132610.12	81600.00	8823.88	0.00	223034.00	194454.55	58.23	87.19	71405.45	1384
2008-09	366415.79	165924.16	93825.21	28579.45	0.00	288328.82	226381.99	61.78	78.52	89343.78	936
2009-10	431867.19	125000	83029.81	133766.97	0.00	341796.78	239713.87	55.51	70.13	83333.33	966
TOTAL		616777.02	346962.63		0.00	1238516.13	933476.88			308049.75	966

(III) Teams to provide information on:

1. Status of State share/ funding pattern, backlog and provision in current year.

- The State is having an excess State Share of Rs. 9667.96 lakh as on 31st March 2010.
- Funding pattern for 2010-11 = 55:45
- Provision of State Share for the current year = Rs. 1500 crore.

2. Information on maintaining the level of expenditure in education as on 2001-2010.

(Rs. in lakh)

Year	Budget of Elementary Education	Expenditure
1999-2000	18528.80	7427.95
2000-2001	11996.70	7617.53
2001-2002	14138.80	10436.60
2002-2003	20500.10	20195.99
2003-2004	23147.60	22709.40
2004-2005	40045.90	39368.70
2005-2006	43867.40	43548.10
2006-2007	303712.00	282550.00
2007-2008	329539.00	318570.00
2008-2009	615377.00	615377.00
2009-2010	805773.00	710050.00

(IV) Proposals & Recommendations for 2010-11:

(Rs. in lakh)

S.NO.	Activity	Spill over		Fresh Proposed		Total		Spill over		Fresh Recommended		Total		Remarks
		Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	
	SSA													
1	New Schools Opening													
1.1	Upgradation of EGS to PS				0		0				0		0	
11.2	New PS				823		823				821		821	As per school less habitations.
11.3	Upgraded/New UPS				1720		1720				1720		1720	
2	New Teachers Salary													
2.1	Primary Teachers (Regular)	0.00	1646	592.56	1646	592.56	0.00	1642	591.12	1642	591.12			As per new PS.
2.2	Upper Primary Teachers (Regular)	0.00	5160	8256.00	5160	8256.00	0.00	5160	8256.00	5160	8256.00			
2.3	New Additional Teachers - PS (Regular)	0.00	16591	5972.76	16591	5972.76	0.00	5611	2019.96	5611	2019.96			As per 1:40 PTR
	Sub Total	0.00	23397	14821.32	23397	14821.32	0.00	12413	10867.08	12413	10867.08			
	Teachers Salary (Recurring)													
2.4	Primary Teachers (Regular)	0.00	37684	27132.48	37684	27132.48	0.00	37684	27132.48	37684	27132.48			
2.5	UP Teachers (Regular)	0.00	54045	129708.00	54045	129708.00	0.00	54045	129708.00	54045	129708.00			
2.6	Additional Teachers - PS (Regular)	0.00	169112	121760.64	169112	121760.64	0.00	169112	121760.64	169112	121760.64			
	Sub Total	0.00	260841	278601.12	260841	278601.12	0.00	260841	278601.12	260841	278601.12			
	SUB TOTAL (New Teachers+Teachers Recurring)	0.00	284238	293422.44	284238	293422.44	0.00	273254	289468.20	273254	289468.20			
3	Teachers Grant													
3.1	Primary Teachers	0.00	161126	805.63	161126	805.63	0.00	161126	805.63	161126	805.63			
3.2	Upper Primary Teachers	0.00	156487	782.44	156487	782.44	0.00	156487	782.44	156487	782.44			
	Sub Total	0.00	317613	1588.07	317613	1588.07	0.00	317613	1588.07	317613	1588.07			
4	BRC													
4.1	Salary of Resource Persons	0.00	4344	1390.08	4344	1390.08	0.00	4344	1390.08	4344	1390.08			
4.2	Furniture Grant	32.24	212	212.00	212	244.24	32.24	0	0.00	0	32.24			As per norms.
4.3	Contingency Grant	0.00	537	268.50	537	268.50	0.00	537	268.50	537	268.50			
4.4	Meeting, TA	0.00	537	161.10	537	161.10	0.00	537	161.10	537	161.10			
4.5	TLM Grant	0.00	537	53.70	537	53.70	0.00	537	53.70	537	53.70			
	Sub Total	32.24	537	2085.38	537	2117.62	32.24	537	1873.38	537	1905.62			
5	Cluster Resource Centres													
5.1	Salary of Resource Persons	0.00	4479	1433.28	4479	1433.28	0.00	4479	1433.28	4479	1433.28			
5.2	Furniture Grant	0.75	3354	369.80	3354	370.55	0.75	0	0.00	0	0.75			As per norms.
5.3	Contingency Grant	0.00	4479	447.90	4479	447.90	0.00	4479	447.90	4479	447.90			
5.4	Meeting, TA	0.00	4479	537.48	4479	537.48	0.00	4479	537.48	4479	537.48			
5.5	TLM Grant	0.00	4479	134.37	4479	134.37	0.00	4479	134.37	4479	134.37			
	Sub Total	0.75	4479	2922.83	4479	2923.58	0.75	4479	2553.03	4479	2553.78			
6	Teachers Training													
6.1	In-service (10 days)	0.00	142811	1428.11	142811	1428.11	0.00	141987	1419.87	141987	1419.87			As per working teachers.
6.2	In-service (10 days at CRC)	0.00	288175	1440.88	288175	1440.88	0.00	288175	1440.88	288175	1440.88			
6.3	Induction training for Newly Recruit Trained Teachers	0.00	58178	1745.34	58178	1745.34	0.00	58178	1745.34	58178	1745.34			
6.4	Refresher Course- Untrained Teachers	0.00	29438	1766.28	29438	1766.28	0.00	29438	1766.28	29438	1766.28			
6.5	Distance Education	0.00	0	0.00	0	0.00	0.00	0	0.00	0	0.00			
6.6	Other (DRG/BRG/CRG)	0.00	7305	29.22	7305	29.22	0.00	7305	29.22	7305	29.22			
	Sub Total	0.00	383096	6409.83	383096	6409.83	0.00	383096	6401.59	383096	6401.59			
	Interventions for OOSC													
7.1	NRBC (Continuing children)	0.00	67556	1542.98	67556	1542.98	0.00	67556	1542.98	67556	1542.98			
7.2	NRBC (1 year - Fresh Children)	0.00	235655	1673.15	235655	1673.15	0.00	235655	1673.15	235655	1673.15			
7.3	Residential Bridge Course (1 year Fresh Children)	0.00	174179	17417.90	174179	17417.90	0.00	174179	17417.90	174179	17417.90			

S.NO.	Activity	Spill over		Fresh Proposed		Total		Spill over		Fresh Recommended		Total	
		Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Phy.	Fin.
7.4	Madarsa/ Maktab - Fresh	0.00	52917	1208.62	52917	1208.62	0.00	52917	1208.62	52917	1208.62		
7.5	RBC (Continuing)	0.00	60943	6094.30	60943	6094.30	0.00	25206	2520.60	25206	2520.60		
7.6	AIE & Others - Continuing Children	0.00	121390	1863.34	121390	1863.34	0.00	0	0.00	0	0.00		
7.7	AIE Center (Migrated children)	0.00	28101	459.73	28101	459.73	0.00	28101	459.73	28101	459.73		
7.8	AIE & Others (Fresh Children)	0.00	77257	1185.89	77257	1185.89	0.00	77257	1185.89	77257	1185.89		
	Sub Total	0.00	817998	31445.918	817998	31445.918	0.00	660871	26008.88	660871	26008.88		
8	Remedial Teaching												
8.1	Remedial Teaching	0.00	1024698	2049.40	1024698	2049.40	0.00	0	0.00	0	0.00		
8.2	Learning Enhancement Programme	0.00	134950	674.75	134950	674.75	0.00	0	0.00	0	0.00		
8.3	Summer Camp	0.00	334968	1737.07	334968	1737.07	0.00	0	0.00	0	0.00		
	Sub Total	0.00	1494616	4461.21	1494616	4461.21	0.00	0	0.00	0	0.00		
9	Free Text Book												
9.1	Free Text Book (P)	0.00	14706304	22059.46	14706304	22059.46	0.00	14759606	17711.53	14759606	17711.53		
9.2	Free Text Book (UP)	0.00	4157352	10393.38	4157352	10393.38	0.00	3968459	8730.61	3968459	8730.61		
	Sub Total	0.00	18863656	32452.84	18863656	32452.84	0.00	18728065	26442.14	18728065	26442.14		
10	Interventions for CWSN (IED)												
10.1	Inclusive Education	0.00	313500	9111.65	313500	9111.65	0.00	313500	5956.50	313500	5956.50		
	Sub Total	0.00	313500	9111.65	313500	9111.65	0.00	313500	5956.50	313500	5956.50		
11	Civil Works												
11.1	BRC	55.43	25	155.60	25	211.03	55.43	0	0.00	0	0.00	55.43	
11.2	CRC	157.54	657	2106.05	657	2263.59	157.54	0	0.00	0	0.00	157.54	
11.3	Primary School (new)	8638.98	512	4198.75	512	12837.73	8638.98	0	0.00	0	0.00	8638.98	
11.4	Upper Primary (new)	69.80	0	0.00	0	69.80	69.80	0	0.00	0	0.00	69.80	
11.5	ACR for new UPS	8770.43	24693	88458.86	24693	97229.29	8770.43	24660	93105.05	24660	101875.48		
11.6	Building Less (Pry)	579.61	0	39.00	0	618.61	579.61	0	0.00	0	0.00	579.61	
11.7	Building Less (UP)	911.82	0	0.00	0	911.82	911.82	0	0.00	0	0.00	911.82	
11.8	New Primary Schools sanctioned in 2006-07 (differed liability of 2008-09)	44801.02	402	2362.19	402	47163.21	44801.02	0	0.00	0	0.00	44801.02	
11.9 (a)	Additional Class Room (without stairs)	31162.25	37320	134845.51	37320	166007.76	31162.25	0	0.00	0	0.00	31162.25	
11.9(b)	Additional Class Room (with stairs)	8195.26	14684	62761.81	14684	70957.07	8195.26	0	0.00	0	0.00	8195.26	
11.10	Toilet/Urinals (Urban)	582.04	426	255.60	426	837.64	582.04	426	255.60	426	837.64		
11.11	Separate Girls Toilet	17.01	1056	633.60	1056	650.61	17.01	1056	633.60	1056	650.61		
11.12	Drinking Water Facility (Urban)	315.14	543	81.45	543	396.59	315.14	543	81.45	543	396.59		
11.13	Boundary Wall	10.44	0	0.00	0	10.44	10.44	0	0.00	0	0.00	10.44	
11.14	Toilet, drinking water, child friendly elements and kitchen sheds for new UPS	0.00	8100	11745.00	8100	11745.00	0.00	8100	11745.00	8100	11745.00		
11.15	Electrification	10.10	100	10.00	100	20.10	10.10	0	0.00	0	0.00	10.10	
11.16	Head Master's Room	136.26	0	0.00	0	136.26	136.26	0	0.00	0	0.00	136.26	
11.17	Child Friendly Elements	0.00	200	10.00	200	10.00	0.00	0	0.00	0	0.00	0.00	
11.18	Others	765.65	228	733.36	228	1499.00	765.65	0	0.00	0	0.00	765.65	
11.19	Fund Required for ACR of Last Year	6943.49	0	0.00	0	6943.49	6943.49	0	0.00	0	0.00	6943.49	
11.20	Fund Required for NSB of Last Year	5942.85	1037	4399.96	1037	10342.81	5942.85	0	0.00	0	0.00	5942.85	
11.21	Repair & Maintenance (BRC)	0.00	130	147.15	130	147.15	0.00	0	0.00	0	0.00	0.00	
11.22	Furniture for Upper Primary	0.00	5000	25.00	5000	25.00	0.00	0	0.00	0	0.00	0.00	
11.23	Major Repairs (Upper Primary)	0.00	1	80.00	1	80.00	0.00	0	0.00	0	0.00	0.00	
11.24	Others (Barrier Free Element)	0.00	269	37.70	269	37.70	0.00	0	0.00	0	0.00	0.00	
	Sub Total of Civil Works	118065.11	95383	313086.59	95383	431151.70	118065.11	34785	105820.70	34785	223885.81		
2	Furniture for Govt. UPS+Library												
2.1	No. of Children in UPS	24.66	936632	4683.16	936632	4707.82	24.66	0	0.00	0	0.00	24.66	

NO.	Activity	Spill over					Fresh Proposed					Total					Remarks
		Spill over		Fresh Proposed		Total		Spill over		Fresh Recommended		Total					
		Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.				
2	Library Books for PS	0.00	22192	665.76	22192	665.76	0.00	21090	632.70	21090	632.70	As per ceiling.					
3	Library Books for UPS	0.00	13902	1390.20	13902	1390.20	0.00	13291	1329.10	13291	1329.10						
	Sub Total(Furniture+Library)	24.66	972726	6739.12	972726	6763.78	24.66	34381	1961.80	34381	1986.46						
	Sub Total (Civil + Furniture+Library)	118089.77	1068109	319825.71	1068109	437915.48	118089.77	69166	107782.50	69166	225872.27						
	Teaching Learning Equipment																
3.1	TLE - New Primary	399.02	980	196.00	980	595.02	399.02	821	164.20	821	563.22	As per new schools					
3.2	TLE - New Upper Primary	970.00	1720	710.50	1720	1680.50	970.00	1720	860.00	1720	1830.00						
3.3	UPS not covered under OBB	0.00	310	155.00	310	155.00	0.00	0	0.00	0	0.00	Not covered under the norms					
	Sub Total	1369.02	3010	1061.50	3010	2430.52	1369.02	2541	1024.20	2541	2393.22						
	Maintenance Grant																
	Maintenance Grant for PS & UPS	0.00	55987	4149.30	55987	4149.30	0.00	52299	3775.30	52299	3775.30	As per data provided.					
	Sub Total	0.00	55987	4149.30	55987	4149.30	0.00	52299	3775.30	52299	3775.30						
	School Grant																
	Primary School	0.00	70248	3512.35	70248	3512.35	0.00	70248	3512.40	70248	3512.40						
	Upper Primary School	0.00	28724	2010.68	28724	2010.68	0.00	28724	2010.68	28724	2010.68						
	Sub Total	0.00	98972	5523.03	98972	5523.03	0.00	98972	5523.08	98972	5523.08						
	Research & Evaluation																
	Research & Evaluation	0.00	98972	1088.69	98972	1088.69	0.00	98972	1088.69	98972	1088.69						
	Sub Total	0.00	98972	1088.69	98972	1088.69	0.00	98972	1088.69	98972	1088.69						
	Management & Quality																
	Management & MIS	0.00	39	6015.04	39	6015.04	0.00	39	6015.04	39	6015.04						
	Dev. & Proc. Of Sc.&Math Kit under LEP	0.00	39	3577.17	39	3577.17	0.00	39	3577.17	39	3577.17						
	Purchase of Graded Learning Material for Class III,IV & V under LEP	0.00	39	1898.53	39	1898.53	0.00	39	1898.53	39	1898.53						
	Community Mobilization	0.00	0	1499.29	0	1499.29	0.00	0	1471.58	0	1471.58	As per ceiling.					
	Sub Total	0.00	39	12990.03	39	12990.03	0.00	39	12962.32	39	12962.32						
	Innovative Activity																
	ECCE	0.00	38	565.00	38	565.00	0.00	38	565.00	38	565.00						
	Girls Education	0.00	38	467.00	38	467.00	0.00	38	467.00	38	467.00						
	SC / ST	0.00	38	425.00	38	425.00	0.00	38	425.00	38	425.00						
	Computer Education	0.00	38	1900.00	38	1900.00	0.00	38	1900.00	38	1900.00						
	Others (Minority)	0.00	29	323.00	29	323.00	0.00	28	323.00	28	323.00						
	Urban Deprived	0.00	10	120.00	10	120.00	0.00	10	120.00	10	120.00						
	Sub Total	0.00	38	3800.00	38	3800.00	0.00	38	3800.00	38	3800.00						
	Community Training																
	Community Training (P+UP)	0.00	0	0.00	0	0.00	0.00	0	0.00	0	0.00						
	VEC/SMCs training of 3 days-Residential	0.00	415248	1245.74	415248	1245.74	0.00	415248	1245.74	415248	1245.74						
	VEC/SMCs training of 3 days-Non-Residential	0.00	415248	622.87	415248	622.87	0.00	415248	622.87	415248	622.87						
	Training of Local Authority-Residential	0.00	33884	101.65	33884	101.65	0.00	33884	101.65	33884	101.65						
	Sub Total	0.00	864380	1970.27	864380	1970.27	0.00	864380	1970.27	864380	1970.27						
	Total of SSA (District)	119491.78	24669240	734308.68	24669240	855704.46	119491.78	21867822	498218.14	21867822	617709.92						
	STATE COMPONENT																
	Management	0.00	1	1706.33	1	1706.33	0.00	1	1208.43	1	1208.43	As per eligible activities.					
	REMS	0.00	98972	197.94	98972	197.94	0.00	98972	197.94	98972	197.94						
	SIEMAT	0.00	0	0.00	0	0.00	0.00	0	0.00	0	0.00						
	Sub Total	0.00	98973	1904.27	98973	1904.27	0.00	98973	1406.37	98973	1406.37						
	STATE SSA TOTAL	119491.78	24768213	736212.96	24768213	855704.74	119491.78	21966795	499624.51	21966795	619116.29						
	NPEGEL																
	Non Recurring grants																
	Civil Works																
	Const. of addl. Classrooms including toilets, drinking water, electrification	571.19	0	13.00	0	584.19	571.19	0	0.00	0	571.19	Opening of new MCS not					

S.NO.	Activity	Spill over					Fresh Recommended				
		Spill over		Fresh Proposed		Total		Spill over		Total	
		Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.	Fin.	Phy.
	Sub Total	571.19	0	13.00	0	584.19	571.19	0	0.00	0	571.19
B	TLE										
21.2	One time grant of TLE, Library, Sports, Vocational training etc.	9.49	0	1.20	0	10.69	9.49	0	0.00	0	9.49
	Total Non Recurring Cost (Fresh + Spill Over)	9.49	0	1.20	0	10.69	9.49	0	0.00	0	9.49
C	Recurring										
21.3	Maintenance of schools, part time instructor to MCS, provision of life skills, bicycles, vocational training, transportation charges etc.	0.00	3991	1596.40	3991	1596.40	0.00	3638	1455.20	3638	1455.20
21.4	Award to best School/teacher	0.00	3991	199.55	3991	199.55	0.00	3638	181.90	3638	181.90
21.5	Learning through Open Schools	0.00	3991	598.65	3991	598.65	0.00	3638	545.70	3638	545.70
	Sub total	0.00	3991	2394.60	3991	2394.60	0.00	3638	2182.80	3638	2182.80
21.6	Community Mobilisation & Management Cost	0.00	3991	263.85	3991	263.85	0.00	3638	139.33	3638	139.33
	Sub Total	0.00	3991	263.85	3991	263.85	0.00	3638	139.33	3638	139.33
	Total (NPEGEL)	580.68	3991	2672.65	3991	3253.34	580.68	3638	2322.13	3638	2902.81
22	KGBV										
	No. of KGBVs sanctioned										
	Non Recurring										
22.1	Construction of Building	3123.09	119	3581.90	119	6704.99	3123.09	0	0.00	0	3123.09
22.2	Last Year Balance Fund	0.00	35	513.98	35	513.98	0.00	0	0.00	0	0.00
22.3	Boundary Wall	300.94	154	286.71	154	587.65	300.94	0	0.00	0	300.94
22.4	Boring/Hanpump	301.21	119	119.00	119	420.21	301.21	0	0.00	0	301.21
22.5	Electricity/water charges	58.82	119	23.80	119	82.62	58.82	0	0.00	0	58.82
22.6	Furniture/Equipment including kitchen equipment	230.84	119	354.50	119	585.34	230.84	0	0.00	0	230.84
22.7	Teaching learning material and equipment including library books	353.19	119	414.00	119	767.19	353.19	0	0.00	0	353.19
22.8	Bedding	98.61	191	143.25	191	241.86	98.61	128	96.00	128	194.61
	Sub Total	4466.69	191	5437.14	191	9903.83	4466.69	128	96.00	128	4562.69
	Recurring Costs per annum										
22.9	Maintenance per girl student per month @ Rs. 900	0.00	508	5470.20	508	5470.20	0.00	391	4222.80	391	4222.80
22.10	Stipend for girl student per month @ Rs. 50	0.00	508	300.00	508	300.00	0.00	391	234.60	391	234.60
22.11	Supplementary TLM, stationery and other educational material	0.00	508	300.00	508	300.00	0.00	391	234.60	391	234.60
22.12	Examination fee	0.00	508	10.16	508	10.16	0.00	391	7.82	391	7.82
22.13	Salaries:	0.00	508	6036.00	508	6036.00	0.00	391	2346.00	391	2346.00
22.14	Vocational training/specific skill training	0.00	508	254.00	508	254.00	0.00	391	195.50	391	195.50
22.15	Electricity/water charges	0.00	508	304.80	508	304.80	0.00	391	234.60	391	234.60
22.16	Medical care/contingencies @ Rs. 750 child	0.00	508	381.00	508	381.00	0.00	391	293.25	391	293.25
22.17	Maintenance	0.00	508	203.20	508	203.20	0.00	391	156.40	391	156.40
22.18	Miscellaneous	0.00	508	203.20	508	203.20	0.00	391	156.40	391	156.40
22.19	Preparatory camps	0.00	508	76.20	508	76.20	0.00	391	58.65	391	58.65
22.20	PTAs/school functions	0.00	508	76.20	508	76.20	0.00	391	58.65	391	58.65
22.21	Provision of Rent	0.00	246	442.80	246	442.80	0.00	246	442.80	246	442.80
22.22	Capacity Building	0.00	508	152.40	508	152.40	0.00	391	117.30	391	117.30
22.23	Clothing for child @ Rs 1200	0.00	508	609.60	508	609.60	0.00	0	0.00	0	0.00
	Sub Total	0.00	508	14819.76	508	14819.76	0.00	391	8759.37	391	8759.37
	Total - KGBV	4466.69	508	20256.90	508	24723.59	4466.69	391	8855.37	391	13322.06
	Grand Total - (SSA, NPEGEL & KGBV)	124539.16	24772712	759142.51	24772712	883681.67	124539.16	21970824	510802.01	21970824	635341.17

(V) Number of small districts getting Rs. 20 lakh should be indicated - NIL

(VI) Provision for 2010-11:

(Rs. in lakh)

Total Outlay	Shortfall of State Share till 2009-10	Required Provision in State Budget	Actual Provision	Shortfall in provision
635341.17	0	285903.53	150000.00	Considering the excess release of State share of Rs.9667.96 lakh the short fall works out to Rs.126235.57 lakh.

(VII) Total Recommended Budget for 2010-11:

(Rs. in lakh)

SNo.	Head	Total Proposals			Total Recommended Outlay		
		Spill Over	Fresh	Total	Spill Over	Fresh	Total
1	SSA	119491.779	736212.956	855704.736	119491.779	499624.511	619116.291
2	NPEGEL	580.682	2672.654	3253.336	580.682	2322.128	2902.810
3	KGBV	4466.695	20256.899	24723.594	4466.695	8855.370	13322.065
	Total	124539.156	759142.509	883681.665	124539.156	510802.009	635341.165

Categorywise Allocation and Percentage to total outlay

State: Bihar (2010-11)

S.N	Category/ Activity	Amount	% total outlay
I	Equity		
1	EGS/AIE	26008.881	5.09%
2	IED	5956.500	1.17%
3	NPEGEL	2322.128	0.45%
4	KGBV	8855.370	1.73%
	Subtotal	43142.879	8.45%
II	O&M		
5	Management Cost (Dist)	6015.038	1.18%
6	Management Cost (State)	1208.430	0.24%
	Subtotal	7223.468	1.41%
III	Infrastructure		0.00%
7	Civil Works	107782.501	21.10%
8	Major Repairs	0.000	0.00%
9	Furniture for Govt. UPS (No. of children)	0.000	0.00%
10	Maintenance	3775.300	0.74%
11	TLE	1024.200	0.20%
	Subtotal	112582.001	22.04%
IV	Quality		
12	Textbook	26442.137	5.18%
13	BRC (other than civil works)	1873.380	0.37%
14	CRC (other than civil works)	2553.030	0.50%
15	School Grant	5523.080	1.08%
16	Teacher Grant	1588.065	0.31%
17	Remedial Teaching	0.000	0.00%
18	Teacher's Training	6401.585	1.25%
19	Innovative Activities	3800.000	0.74%
20	Community Training	1970.268	0.39%
21	Community Mobilization	1471.578	0.29%
22	Research and Evaluation	1286.636	0.25%
23	LEP	5475.702	1.07%
	Subtotal	58385.461	11.43%
24	Teachers Salary	289468.200	56.67%
	Subtotal	289468.200	56.67%
	Grand Total	510802.009	100.00%

Details on the committed Expenditure and variable Components

State: SSA, Bihar

S.No.	Activity	Approved outlay 2009-10	Exp. (2009-10)	% age to outlay	Recommended Outlay 2010-11	% change over previous year	Remarks (Reasons for % change in outlay to previous years outlay)
	Committed Expenditure						
1	Teachers Grant	1632.620	1569.475	96.13%	1588.065	-2.73%	
2	School Grant	5316.220	5043.209	94.86%	5523.080	3.89%	
3	Maintenance Grant	4940.000	3965.354	80.27%	3775.300	-23.58%	
4	Block Resource Centre (BRC)/UBRC	444.720	207.990	46.77%	1905.617	328.50%	
5	Cluster Resource Centres	924.298	378.073	40.90%	2553.780	176.29%	
6	In-service Teachers' Training	3013.024	2104.121	69.83%	2860.745	-5.05%	
7	Other (RPs) training	27.535	13.643	0.00%	29.220	0.00%	
8	Community Training	223.764	155.464	69.48%	1970.268	780.51%	
9	Free Text Book	25228.680	19949.249	79.07%	26442.137	4.81%	
10	Interventions for CWSN	2194.500	1353.022	61.66%	5956.500	171.43%	
11	Research & Evaluation	1248.676	971.455	77.80%	1286.636	3.04%	
12	Management & MIS	6730.848	4632.302	68.82%	6015.038	-10.63%	
13	Community Mobilization	0.000	0.000	0.00%	1471.578	0.00%	
13	Learning Enhancement Prog. (LEP)	6056.176	3968.249	65.52%	5475.702	-9.58%	
14	Innovative Activity	3663.939	3092.262	84.40%	3800.000	3.71%	
15	NPEGEL	3111.480	2162.450	69.50%	2902.810	-6.71%	
16	KGBV	15566.413	9090.825	58.40%	13322.065	-14.42%	
17	Remedial Teaching	1852.720	1687.044	91.06%	0.000	-100.00%	
18	Teachers Salary (Recurring)	136877.460	93848.993	68.56%	278601.120	103.54%	
	Variable components						
19	Civil Works	187661.377	69596.267	37.09%	225847.611	20.35%	
20	Furniture for Govt. UPS	163.170	138.508	0.00%	24.662	0.00%	
21	Teaching Learning Equipment	3279.820	1827.800	55.73%	2393.220	-27.03%	
22	Induction trg for Newly Recruit Trained Teach	1719.990	311.143	18.09%	1745.340	1.47%	
23	Training for Untrained Teachers	3567.480	1946.440	0.00%	1766.280	0.00%	
24	Interventions for OOSC	14299.493	11120.371	77.77%	26008.881	81.89%	
25	New Teachers Salary	1235.330	156.620	12.68%	10867.080	779.69%	
26	STATE COMPONENT	887.478	423.540	47.72%	1208.430	36.16%	
	GRAND TOTAL	431867.210	239713.869	55.51%	635341.165	47.11%	

(2) Issues

Planning & Management

- There is around 8% vacancy at SP level but the vacancy position is very high at DPO level i.e.35%. The overall vacancy percentage is 35.74. The highest vacancies is in Ex. Engineer (70.27%) followed by Asstt Computer Programmer (69.23%), Accountant (47.50%), SRP*/APO (46.22%). Such huge number of vacancies obviously has an adverse implication for implementation of the programme. To remedy the situation these vacancies must be filled at once.
- The key challenges impeding progress on UEE are; non opening of several thousand schools which were sanctioned many years ago, inadequate infrastructure in schools, non/inadequate deployment of teachers in schools which have been opened under SSA , adverse PTR and shortage of trained teachers.
- The capacity on civil works execution in the state is not increasing and as a result progress on infrastructure development is painfully slow.
- Professional qualification of teachers and the large number of teachers required to be recruited, are matters of serious concern. Bihar SSA faces an uphill task in getting adequate number of professionally qualified teachers on a large scale. Very special effort would be needed to address this issue.
- To conclude, it can be said that though SSA in Bihar made good progress between 2005 and 2008 but afterwards it has slipped again and in the last two years no major head way has been made on addressing the most critical issues on infrastructure development and teachers availability etc. The state needs to revitalise its efforts to make tangible progress on resolving the aforesaid issues in the best interest of children and their right to education.

SIEMAT

- Despite a PAB commitment on reviving SIEMAT, the state has not reported any progress during Appraisal 2010-11. Instead the state has informed the Appraisal team that the state Government stands by its decision of closing down the SIEMAT. The matter is placed before PAB for a decision on the funds sanctioned to state for operationalising the SIEMAT.

Financial Management

State society of SSA, Bihar to take action as under:

- To accelerate the expenditure in SSA, NPEGEL and KGBV as as to match it with the approved outlay for 2009-10
- To review the reasons for low expenditure in components such as BRCs, CRCs, teacher training, Out of school children, IED, Civil Works, TLE, REMS, Management and MIS, LEP, Innovative activities, Community training , State component, NPEGEL & KGBV. To take steps to improve the performance.
- Old outstanding advances of Rs. 303249.70 Lakhs needs to be settled on priority basis.
- Ensure refund of unspent balance of Rs. 233.40 Lakhs of pre-project activities to MHRD.

- Settle the audit observations pending from 2005-06 to 2007-08.
- Submit Annual Reports for 2005-06 to 2008-09.
- Ensure preparation of monthly bank reconciliation of all bank accounts.
- Adapt the system of web based monitoring of funds.
- Indicate correct number of SSA implementing agencies to be covered in Internal Audit and complete the Internal Audit of 2009-10.
- Sanction optimum number of positions of staff in finance & accounts and also ensure filling up the vacant positions immediately.
- Ensure submission of comments on IPAI observations of second phase study Report.
- Provide funds for training of accounts and finance staff in AWP&B 2010-11
- There are some vacant posts of Finance and Accounts Staff at SPO and DPO level. The State should ensure filling up of these vacant posts immediately.
- The State is lagging behind in internal audit for a considerable period of time. The State should take urgent steps to strengthen the same by engaging in-house staff or through CA Firms.
- The State's response to the 2nd Phase of IPAI review report is still awaited which should be expedited.

Education Indicators

- The DISE 2009-10 data has not been used while preparing the Annual Work Plan & Budgeting. The indicators presented below are based on AWP&B 2010-11.
- **The state has 73% vacant positions in case of Assistant computer programmers and over all 24% vacant positions in case of EMIS Unit (State & Districts level)**
- The appraisal team finds it strange that the state has provided the data for the year 2009-10 for many indicators without using DISE data (e.g. SCR, PTR, Dropout rate etc.).
- The districts namely; Buxar, Saharsa, Sheohar, Purnea, Sitamarhi, Banka, West Champaran, and Nawada are reporting more than 10 percent dropout rate.
- Gender gap at the primary level and upper primary level are slightly increased from the previous years.

Civil works

- **The physical and financial achievement/progress of the State is declining instead of any improvement. the financial spillover for the last 3 years are as under:**

Table: 23

Financial years	Financial spillover in crores	Components yet to start	Components in progress	Total
2007-08 (ending February 2008)	614.80	12301	48852	61153
2008-09 (ending 31.3.09)	828.27	10083	47840	57883
2009-10 (ending 31.3.10)	1184.00	10056	50458	60514

The spillover has increased from 614 crores in 2007-08 to 1184 crores in 2009-10. State may commit, when the financial spillover works are likely to be normal.

- Physical spillover from 2009-10 are huge as will be seen from table No. 5 In all there are 50458 components in progress and 10056 components not started with a financial spillover of Rs.1184.00 crores. Out of 15000 primary school buildings sanctioned in 2006-07, 5474 primary schools have not been started so far. The State has attributed non availability of land. The State may commit when they are likely to arrange the land so that physical access is completed.
- The supervision structure of the State as will be seen from table No. 16 is grossly inadequate with only 47% strength of the approved technical personals. In a State like Bihar having huge infrastructure gaps of 198000 classrooms, 38842 primary schools and 11992 upper primary schools, the State has to strengthen the supervision structure at all level. At present there are only 2 engineers and 1 Architect at State level which is just not sufficient to monitor 37 districts in the States. The State should have at least 9 more senior engineers 1 each for the division for robust monitoring and increasing productivity.
- State must have planned some strategy for completing huge infrastructure gaps of 198000 classrooms, 11992 upper primary schools, 3482 primary schools as upto 2009-10. In addition there are still large gaps which State has to work out particularly in case of access in primary and upper primary schools. The State has also to meet the requirement of RTE. The strategies may kindly be spelled out for the information of PAB and TSG.

NPGEL

- The state has incurred only 24% expenditure under this head till February, 2010, which implies that the implementations of activities sanctioned are not undertaken in the consistent way.

KGBV

- Capacity of KGBVs not fully utilized (13% seats vacant).
- Construction of 24 KGBVs building not started and large number (286) of buildings are still in progress which were either sanctioned in 2007-08 or before.
- Fund utilization is pretty low (Only 35 %), which effect participation of girls at all levels.
- Post of warden in 29 hostels is vacant which need to be fulfilled at earliest.
- Full time & Part time teachers, need basic training and refresher training for pedagogical support
- Recruitment processes need to be streamlined, capacity building, accounting and procurement, accountancy of VSS, MS and NGOs is must.

ACCESS

- For 18842 sanctioned primary schools, successive PABs have approved recruitment of 37684 teachers at the rate of two teachers for every new primary school. However, state has recruited 31096 teachers only. Among 18579 new primary schools opened, teachers have been deployed only in 15548 primary schools. Rest of the schools are reportedly being provided teachers on deputation.
- **Though state has been preparing separate plan for Patna rural and Patna urban for the last several years but it does not provide disaggregated information about served and unserved habitations in Patna Urban. It was, therefore, difficult to appraise status of access in Patna Urban. The purpose of preparing a separate plan for urban areas is to have a focused thrust on understanding the needs of urban areas which are very different to rural areas, and make adequate planning & provisioning in urban context.**
- Among the total 36,867 schools sanctioned to the state, 1498 schools are yet to be opened. (PS - 263 and UPS - 1235).
- While state component plan on page 12 is showing that out 18015 sanctioned upper primary schools, 15259 have been opened but state team is reporting that 16780 upper primary schools are operational.
- Out of 15000 thousand school buildings sanctioned for primary schools, only 6965 (46%) have been completed. Similarly, construction of additional class rooms for upper primary schools is also very low as only 22% of the target is complete.
- For 18,842 new primary schools, successive PABs have sanctioned 37,684 teachers to be deployed in these schools at the rate of two teachers in each school. State has recruited only 31,096 (82.5%) and 6588 teachers are yet to be recruited which means that 3294 primary schools are yet to be provided with regular teachers. Moreover, none of the 54045 teachers sanctioned for upgraded upper primary schools have been recruited. This is adversely affecting PTR, learning of children and contributing to drop out.
- State has not planned for providing schooling facilities on institutional to 21286 children living in 935 unserved as well as ineligible habitations as per state norms at primary level. Similarly, at upper primary level 1508 habitations are unserved as well as ineligible for upper primary school as per state's norms.
- State has not provided information and/ or plan for providing access in those districts where flood is an annual phenomenon. Similarly, state has admitted that six districts are affected by Left Wing Terrorism but information on how it is affecting schooling of children particularly participation of girls at upper level is not available in the plan.
- State has recognised the prevalence of social barriers in access to schooling facilities for certain sections of children belonging to most marginalised among SCs and Muslims and intends to provide separate schools in habitations having concentration of such groups. Infact, a letter in this regard has already been issued in 2008. It is feared that such practice of providing separate school for certain groups may lead to further exclusion and

fragmentation of society, will be against the values enshrined and the rights protected in our constitution.

Out of Schools

- Identification and coverage of out of school children has emerged as the major of concern.
- While state is reporting 7.84 lakh out of school children, independent survey conducted by IMRB has estimated 13.45 lakh children being out of school in the state.
- Educational indicators such as GER (97.45 at elementary level), NER (90.74 at elementary level) Drop out rate (12.2 primary and 5.3 upper primary) and transition rate of 73% also indicate the presence of much higher number of out of school-children than 3% of the population as reported by the state.
- State had reported 5.22 lakh out of school children in 2009-10. out of this state has covered 3.32 lakh children (332058) which is 63.5 of the target. The financial achievement as on 31st January is 40.80 % only.
- It is a matter of concern that State was unable to cover 1.90 lakh identified out of school children despite a good amount of fund being available at its disposal for this purpose only.
- Despite initially planning for coverage of 37 thousand children in Madaras, State was unable to cover a single out of school child in Madaras/ Maktab although it enjoys tremendous support from the Madarsa Management organisations, willingness and demand for education from the minority community and state's pretty successful past record of coverage of out of school children in Madarsa / Maktab.
- State covered 71 thousand and 25 thousand out of school children in NRBC and RBC respectively in 2009-10 but none of them could acquire age specific competencies in one year and, therefore, all are continuing for one more year in bridge courses.
- Lack of mainstreaming from Residential Bridge Courses is a matter of serious concern because of the resources provided for the intervention as well as due to the fact that children are available for 24 hours in the centres exclusively for the purpose of education. Children should learn quickly in residential mode as they are withdrawn from their home environment which some times may not be conducive for education and there are no hindrances in learning. Under the given circumstances residential intervention must have been most successful in mainstreaming children in regular school but in Bihar per cent age of coverage against the targeted number as well as percentage of mainstreaming against the coverage is very low.

Quality

Summary of Comments on Quality

- Vision, Comprehensive Quality Framework and Harmonisation:
The Bihar team has made a appreciable effort to spell out their vision and outcomes / goals to inform the plan. There is a sense of a broad three year strategy both in the initial section as well as in later sub-sections. This is not an easy task at all and is a major step towards ensuring a good plan. One area where further effort would be needed is to ensure that there is consistency across the goals, and that both the goals and strategies should clearly revolve around the BCF. Since different kinds of inputs have been made over the last few years, occasionally this kind consistency is not maintained.

The state already has a curriculum framework - hence, whether in LEP proposals or in special campaigns or training programmes or textbooks or verifiable learning indicators subject-wise, the underlying principles should be consistent with BCF.

- The state has a vision of 'proactively working against the structures of exclusion' – and this needs to reflect in the choice of strategies and actions [e.g. greater contextualisation of inputs such as curriculum, materials and pedagogy; a spiralling progression that enables more children to 'catch up'; or assessment that uses the performance of the last quartile as a benchmark of quality]. A key focus has to be on increasing the 'time on task' in order to enhance learning among those likely to fall behind – however this is not reflected in the AWP. Suggestions have been provided, but it would help the state to incorporate state level consultation/s in this regard.
- Another aspect of harmonisation of actions across different implementing agencies – such as the SCERT, Dept of Education, SPO, DPO, DIET, DEO and so on. There is a need to incorporate processes that would enable this unity of thought to happen. [Visioning is suggested as an exercise with community at the school level, however greater interaction at other levels also needs to be ensured.]
- Availability of Human Resource: There is clearly a need for additional human resource at district and state levels. However, instead of specific personnel, this would be better conceptualised in terms of task forces or action teams that would have specific roles and responsibilities. It is suggested that a terms of reference be drawn up for these proposed teams in keeping with states needs', along with their capacity building requirements. The latter should be incorporated and budgeted in the AWP.
- Basic Learning Conditions: PTR is a huge issue in Bihar, and various factors have prevented recruitment as well as professional training of teachers. The situation is at an impasse and an 'out-of-the-box' solution is needed. A teacher recruitment and training plan that is likely to work is needed.
 - [E.g. One option is to create a pool of about 2000-2500 teacher educators located at the block level and use the BRC as a training venue, along with some distance education support. The same credit based system can be followed; however there can be some flexibility in terms of time - teachers can take 1-4 years to complete it. Also, assessment can be on basis of both written tests as well as actual classroom performance standards (which can be assessed by BRC staff/teacher educators), with their own classroom serving in place of the 'practicum'. The curriculum would need to be conceptualized, strengthened and rolled out on larger scale. NCTE would have to come on board or RTE will not materialize.]
- Moreover, the State also needs to revisit its teacher recruitment policy, which at present does not provide for subject-specific teachers at upper primary level. This issue needs to be addressed to provide for appropriately trained teachers in all schools, in keeping with RTE.
- Curriculum, textbooks and various quality improvement programmes: While the BCF has been developed (Bihar is one of the few states where such a detailed exercise has been undertaken) and provides a foundation for quality improvement efforts, its dissemination and internalisation is clearly an issue. There have also been comments (e.g. from JRM) that the textbooks developed do not really reflect BCF and tend to be mechanically implemented. As the state acknowledges, understanding the BCF in transactional terms is still to be done – hence strategies towards this need to be incorporated (e.g. large scale field testing through at least a few schools in each block). A vision for effective pedagogy processes desired in each subject area has also been shared – this clearly forms the hub of the quality improvement efforts and has implications for all components (materials, classroom organisation, assessment, teacher training etc.) need to be worked

out. If aligned appropriately with the BCF, these would lend themselves to a strategy for effective implementation for BCF, which also needs to be clearly worked out.

- Textbooks for alternate grades (1, 3, 5) are under development and are being trialled through 'universal piloting' – however, a clear trialling plan (including a research design) is needed so that sufficient information is available by, say, October, so that there is time to incorporate this in the revised additions as well as new textbooks under development. Given its critical nature (and the expense involved), a clear plan for textbook development should be evolved by state with professional inputs (especially on timeline). Costing for textbooks too needs to be backed by more data.
- Development of a 'teacher's edition' is strongly recommended, along with a note for supervisory staff on what to emphasise during school visits in order to enable both BCF and the textbooks to be implemented as they are meant to be.
- Production quality has been commented upon and there is obviously a major problem – an external production review would help the state improve printing, the time taken as well as costs considerably.
- A fair number of special campaigns (e.g. a Reading Improvement Programme) have already been implemented – however, there is no real evidence of the degree to which they have led to quality improvement / enhanced learning. There is a real risk of these different campaigns also not being aligned to each other academically (this appears to be much more in the case of language than other subjects). BCF should clearly serve as the basis for these various efforts.

Academic Support System

- The state has proposed a re-organisation of CRC system in keeping with increased numbers, including drawing personnel from open market. The number of schools per CRC does seem to be on the higher side at present and would merit a reorganisation. While this will reduce the number of teachers withdrawn, the dangers of this are also well known, in that teachers do not take such contractual personnel seriously.
- A strong capacity building plan (built around the specific deliverables / roles / performance indicators expected) is needed for CRC and BRCs (who will probably be responsible for ensuring that the CRC personnel's capacity is developed). The 'roles' included here are more in terms of tasks rather than roles. Perhaps some technical input can be budgeted to help the state develop its Institutional Development Plan.
- Since several new DIETs are to be established, state should develop a clear institutional development plan (covering the CRC, BRC, DIETs, and educational administration offices at block and district levels). Development of the SCERT could also be included, given its many responsibilities.
- Similarly, the resource groups involved at different levels seem to be very occasional in nature. Their roles (as clear task forces for specific outputs, and for ongoing activities such as monthly meeting) should be worked out, along with how to ensure their ongoing development as well as utilisation. Capacity building measures for them also need to be incorporated. Institutionalisation of some of their responsibilities would also need to be considered over time.
- It is also appreciable that ADEPTS indicators have been spelt out for the various levels – however they need to be sharper (some of them contain many indicators in one), be closely linked to one another, and also with the BCF. There is a danger that training programmes have been developed without looking at these indicators – in which case they are not likely to lead to them.

Continuous Assessment:

- The state has proposed a shift to CCE. However, the focus seems to be on periodic question papers (only that they are developed at the cluster level rather than district. However, CCE would require that:
 - Other modes than the written also be used
 - Instead of periodic, it be ongoing in nature, with the teacher using its outcomes to determine classroom process, addressing diversity, assuring quality and ensure equity
 - Non-scholastic aspects are also sufficiently emphasised.

Learning Enhancement Program:

- The state has presented a comprehensive quality improvement plan, within which supportive elements from LEP (which would usually not be funded under the normal quality component) are located. At the primary level, it proposes to continue its earlier activities with material already supplied, increase newspaper supply to schools, undertake visioning with community, and provide teachers with diaries. At the upper primary, subject based programmes are focused upon.
- In the absence of a critical analysis of children's learning levels and their exact learning needs it is difficult to decide exactly what elements LEP should emphasise. Hence it is appropriate that the proposals for the primary are restricted and incorporate a means to involve community (which also serves RTE requirements) and provide support to teachers.
- There is a need to ensure that :
 - The limitations of LEP inputs till now are emphatically addressed
 - There is reliable evidence with regard to the effectiveness of the inputs already made
 - The LEP components retain their supportive role and do not become more critical than the main actions related to BCF implementation
 - In upper primary, the proposals should yield resource teams who can continue the efforts initiated
 - The kits etc supplied are in keeping with BCF.

Teacher Training

- There is a plethora of training programmes. The overall design that binds them, though, needs to be stronger. Training methodology is an issue that the state team might consider working on. The present mode of training, which seems to be centred around readings from important educationists, is not really known to result in improved classroom performance. The issue training of trainers has been identified by the JRM as well.
- The fact that the state is taking a longer term view of training and would like to move towards a 'cafeteria' approach that allows for differential training – is laudable. This now needs to be conceptualised more clearly in order for it to happen. Overall, a holistic approach to teacher training is needed, which also takes into account the barriers that prevent competence from translating into performance and effectiveness. Linkages between BCF, ADEPTS indicators and training should be clearly established.
- It is appreciable that ADEPTS indicators have been spelt out for the various levels. Again, this is a difficult task and they now need to be furthered by being made sharper, more closely linked to one another (especially across echelons), and also with the BCF. There is a danger that training programmes have been developed without looking at these indicators – in which case they are not likely to lead to them. Overall, a clearer sense of training outcomes, methods and modes designed to lead to those outcomes and the kind of follow up support required needs to be spelt out.

Situational analysis

- While analysis of specific issues presented in the document is useful and provides the backdrop to many of the proposals, a more detailed and holistic analysis of the situation in Bihar would be to

make the plan more effective. Many factors that affect quality may not be taken into account to the extent required (e.g. regular floods ensure a large section of children may be missing school; diversity and equity issues; or the fact that even with improved PTR, multi-grade is likely to remain widespread; the impact of conflict on education in affected areas; and so on.) Suggest that a Situational Analysis of Factors Affecting Equitable Quality of Education be commissioned and completed in the coming year. Data from the various surveys, monitoring efforts and so could be thoroughly analysed and inferences drawn for action towards quality improvement. This Situational Analysis It would form the basis of future plans and be renewed on an ongoing basis.

- The reasons for certain critical activities not having been completed in the previous year should be spelt out, along with steps to address these reasons, unless they are not in our hands (e.g. court cases).

(3) **Comments on States commitments and implementation:** Team to ascertain the action taken on the State's commitments made during PAB 2009-10.

Commitment & Action Taken Bihar STATE			
S. No.	Commitment	Achievement	Comments
i)	Take action on the comments made by the PAB on the progress and action taken on the commitments Result Framework of 2008-09 which remained unfulfilled and be reported as per the timelines agreed.	Actions are on to attain the desired result. However, after all efforts we are lagging behind on many indicators.	Complied with. (encl.)
ii)	Develop and use objective and transparent system for teacher deployment and rationalization so that no school has PTR of more than 40:1 and no teachers are single teacher school.	A government order has been issued to rationalise the teacher deployment. Further, the process of 2 nd phase recruitment of about 80000 teachers is likely to be completed and verification of documents is on. Further, in the wake of Supreme Court decision to appoint about 34500 trained teachers on regular post is being worked out by the State	The State still has a PTR of 60.5, with approximately 48402 schools with PTR above 40..

		Govt. In this way PTR will be optimized to large extent.	
iii)	Constitute and holding of regular meetings of districts level monitoring committee for SSA & MDM as specified in the SSA framework for implementation in Para No. 4.13	The district level monitoring committee for 31 districts has been constituted and meeting for monitoring as per SSA frame form is being held. The process of constitution in rest of the districts is under process.	Though action has been initiated but the progress remains limited and as such the commitment has not been met.
iv	Filling the backlog of teacher vacancies by June 2009.	Same as mentioned in (ii)	There are still about 103128 vacancies under SSA and 56404 vacancies under State budget remaining.
v)	Develop and share progress in performance indicators for teachers and trainers every quarter.	The performance indicators for teachers and CRC/BRC have been developed and shared. The reports are being analyzed.	State has developed performance indicators, however findings about performance levels have not been analysed and shared with MHRD.
vi	Improve teacher accountability through performance indicators (e.g ADEPTS) and VEC/SDM supervision by devolving specific powers to them.	1. Tracking of teachers' performance will be assessed and monitored after getting result from analysis of performance indicator report. 2. Teacher accountability through attendance	As above.

		and their performance have found a place in VSS Act 2007. Since the election of VSS will be completed by March 2011, the monitoring of teacher performance will be assessed.	
vii)	State will move towards unified or single system of educational statistics at the elementary level i.e, for DISE & SES. DISE data 2009-10 will be submitted latest by 30 th January 2010 after independent check for data validation.	<ol style="list-style-type: none"> 1. Unified data system is being developed. 2. Final DISE data 2009-10 will be submitted by 15th April, 2010. 	The commitment has been met.
viii)	The Audit Report for 2007-08 has not yet been submitted by the state. They should ensure that the same is submitted immediately without any further delay. The state should also ensure that the audit reports are submitted by the first week of December every year.	The Audit Report for 2007-08 has been finalised and has also been placed before State Executive Committee. The same has been made available to MHRD, New Delhi.	Though delayed action has been taken.
ix)	The annual report for 2005-06, 2006-07 and 2007-08 were	Annual Reports of 2005-06 & 2006-07 has been	The commitment has not been met fully.

	<p>due for submission by December 2006, 2007 and 2008 respectively which are still awaited from the state. The state should take immediate action to submit the same by 30th April 2009.</p>	<p>published and annual report of 2007-08 is under publication and submitted by May, 2010.</p>	
x)	<p>The State not refunded the unspent balances of DPEP and SSA pre-project activities of some of the districts. The state should take immediate action to refund the same by 30th April 2009 failing which the further releases under SSA for the year 2009-10 will be adversely affected.</p>	<p>The state has refunded the unspent balances of DPEP and SSA pre-project activities.</p>	<p>Action seems to have been taken.</p>

Commitment, Action Taken/Achievement and Comments of the PAB held on 25.03.2009

S. No	Commitment	Action Taken/Achievement	Comments of the PAB	Action Taken/Achievement during 2009-10 with respect to PAB Comments
(i)	The State will under take mapping for requirement of primary and upper primary schools in under served areas and prepare a plan phasing the requirements in the next three years. It will also make efforts for providing land for building of all the new schools opened under the SSA. It will provide a supplementary proposal by July 2008, if necessary.	In reference to opening of new primary schools and up-gradation of primary schools into upper primary schools, the State has given following detailed instructions to all districts (vide letter No. SPD/2569 dated 16.06.08) – a. Before opening of primary schools, district must get satisfied that selected tolas/villages do satisfy the criteria of opening of new schools i.e. no. schools exist within the radius of 1 k.m. and has the population of 300 or more. b. Before the upgradation of primary schools into upper primary schools, districts must exercise the process of school mapping of the area so that all upgradation follow the minimum norms of opening of UPS i.e. at least one school in the area of 3 k.ms. and also SSA criteria of PS:UPS to 2:1. c. Request has been made to GOB to make available land. At the same time it is also requested to procure land were public land is not available and people are not voluntarily donating land.	Though some effort seems to have been initiated but the commitment has not been met fully.	Most of the districts have reported conduction of schooling mapping during HHS, 2009, on the basis of which the districts have proposed opening of new primary school and up-gradation of primary into upper primary. The State has also proposing this year to finalize the school mapping exercise through GIS mapping with the help of NIC.
(ii)	All out of school children will be covered through appropriate strategies. The State will also develop a robust monitoring system for tracking out of school children.	To cover all out of school children, different strategies such as RBC namely Uttpreran (for older age group of hardest to reach children) , and Unnayan (for child laborers) , NRBC namely Prayas (for 8-10 age group), Utkarsh (for 11-13 age group), Dini Maktab (for children enrolled in community run Dini	The State has reported around 5 lakh OoSC in the AWP&B 2009-10 as such the commitment has not been met. However, the substantial reduction in OoSC over the years 45	Efforts are being made.

S. No	Commitment	Action Taken/Achievement	Comments of the PAB	Action Taken/Achievement during 2009-10 with respect to PAB Comments
		<p>Maqtabs who are not enrolled in school), Talimee Markaz (for 6-10 age group children of most backward muslims), Centre for urban deprived children (children residing in urban slums, rag pickers and beggars) and AIE namely Utthan (Mushar Children) have been adopted. State has develop a strategy namely "Sankalp" to monitor and track out of school children. The Sankalp strategy has a full fledged structure for the purpose. State Resource Group (SRG) of Pratham, Unicef and MV Foundation personnel, District Resource Group personnel of the same institutions, Block Resource Group, BEP Personnel of the State, Districts & Block level functionaries.</p>	<p>lakh in 2002 to 5 lakh in 2008 is noteworthy. The State should take steps to enroll all out of school children by 2009-10.</p>	
(iii)	<p>All pending civil works under SSA would be completed by December 2008 and KGBV by March 2009.</p>	<p>All pending Civil Works have been completed. Only Deferred Liability of New Primary School Buildings constructions are under progress as only 25% fund was sanctioned previous year. Similarly, unavailability of land has been also affecting the achievement as well. However, only 57 KGBV buildings have been completed and rest will be completed by December, 2009.</p>	<p>The commitment has not been met. The State should complete all civil works sanctioned upto 2008-09 by August 2009.</p>	<p>Nearly 99% of the schemes sanctioned up to 2005-06 are complete. Some schemes are deferring completion as the proposal for the revival of lapsed amount has not been sanctioned yet.</p>
(iv)	<p>Given that the State has large gaps in provisioning of drinking water and toilet facilities. The State will strengthen convergence with TSG and DWM and draw up a district wise/school wise infrastructure plan for three years such that all schools have drinking</p>	<p>The Toilets and Hand Pumps are being provided through convergence by S.S.H.E. under P.H.E.D. The P.H.E.D. has been requested to cover all the schools with Toilets and Hand Pumps. As of now, about 76 % Schools with at least one toilet, 34.2 % Schools with exclusive toilet for girls and boys and 83.7 % Schools with Drinking Water Facility have been covered. A consolidated Convergence plan is enclosed in the State Component Plan. The State has</p>	<p>Action seems to have been initiated but the said plan was not shared in July as per the commitment. The State should ensure convergence of providing drinking water and toilet facilities in all the schools.</p>	<p>The state is under convergence with PHED department, the GOI interference for convergence at national level should be ensured, The progress report of the convergence may be seen. Only 3.5% schools requires drinking water facilities, only 31.5% schools requires separate toilet for girls and nearly 29% schools requires separate toilet for girls and boys.</p>

S. No	Commitment	Action Taken/Achievement	Comments of the PAB	Action Taken/Achievement during 2009-10 with respect to PAB Comments																								
	water, common toilets and girl's toilet facilities. The State will share the plan by July 2008.	proposed targets for coverage as follows during 2009-10: 1. Drinking Water - 100% 2. At least 1 toilet - 80% 3. Separate Girls toilet - 50% The convergence would be made with SSA, Total Sanitation Campaign (TSC) and Unicef in the ratio of 64%, 34% and 2% respectively.																										
(v)	The State should reduce the high PTR rate prevailing in the State by recruitment of new teachers and rationalization of teachers in districts. Particularly, focus on Banka, Munger, Nalanda, Nawada, Sheikhpur which have PTR >60. The State should ensure that these district should be brought down.	State has already undertaken an initiative to recruit teachers in the schools to address the issue. The process of recruitment of teachers is expected to finish by May, 09. PTR of the mentioned districts will be reduced as follows after the recruitment - <table border="1" data-bbox="687 672 1168 937"> <thead> <tr> <th>Sl. No.</th> <th>Name of the District</th> <th>Present PTR</th> <th>PTR after the recruitment</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Banka</td> <td>70</td> <td>38</td> </tr> <tr> <td>2</td> <td>Munger</td> <td>51</td> <td>42</td> </tr> <tr> <td>3</td> <td>Nalanda</td> <td>65</td> <td>37</td> </tr> <tr> <td>4</td> <td>Nawada</td> <td>73</td> <td>41</td> </tr> <tr> <td>5</td> <td>Shekhpura</td> <td>60</td> <td>40</td> </tr> </tbody> </table>	Sl. No.	Name of the District	Present PTR	PTR after the recruitment	1	Banka	70	38	2	Munger	51	42	3	Nalanda	65	37	4	Nawada	73	41	5	Shekhpura	60	40	No efforts has been made on teacher rationalization. As such the commitment has not been met since the PTR remains the same as during the time of the last PAB. The State should take efforts to rationalize teachers in all the districts.	A government order has been issued to rationalise the teacher deployment. Further, the process of 2 nd phase recruitment of about 80000 teachers is likely to be completed and verification of documents is on. Further, in the wake of Supreme Court decision to appoint about 34500 trained teachers on regular post is being worked out by the State Govt. In this way PTR will be optimized to large extent.
Sl. No.	Name of the District	Present PTR	PTR after the recruitment																									
1	Banka	70	38																									
2	Munger	51	42																									
3	Nalanda	65	37																									
4	Nawada	73	41																									
5	Shekhpura	60	40																									
(vi)	The backlog of teacher vacancies (38152 under SSA and 47642 under State budget) should be filled in by July 2008.	The process of teacher recruitment has already been initiated by the State. It is expected to be completed by May 2009. The backlog of teacher vacancies under SSA and state government will be filled up with this on going recruitment process.	The commitment has not been met as the recruitment exercise is running late by around a year. All vacancies should be filled by June 2009.	As mentioned above																								
(vii)	In Inclusive Education, resource teachers should be appointed by June 2008. The State should provide Braille Books to the visually impaired	Out of 759 resource teachers sanctioned in 2008-09, the state could appoint only 335 such teachers after a lot of efforts as there is a dearth of such professionals in the state and in neighboring states as well. 2839 visually impaired children have been provided Braille	335 resource teachers have been appointed till now. 424 resource teachers have been recommended this year, which the state has committed to appoint till	Efforts are on to recruit resource teacher by advertising more than one time. Altogether 489 resource teachers have been recruited so far. The State has increased the honorarium to attract the resource teachers.																								

S. No	Commitment	Action Taken/Achievement	Comments of the PAB	Action Taken/Achievement during 2009-10 with respect to PAB Comments
	children by August 2008. The State should include evaluation guidelines of CWSN as well as the assessment guidelines in the training programme for teachers.	books, which has been procured from NIVH, Dehradun. These have been distributed to all the districts. The evaluation guidelines for CWSN are available in 3 teacher training modules namely Samarth (4 days training), Antardristhi (20 days training) and Sampressan (20 days training).	September 2009.	
(viii)	The drop out rate at primary stage is 24% and 16% at upper primary level (State AWP&B). Also, as per SES 2005 -06 the dropout gap among SCs is 7ppt at elementary level. The State will reduce the drop out rate at primary stage to less than 15 % and at upper primary to less than 10% and the SC gap to less than 5ppt. The State will establish baseline for dropouts in each district and set targets for each district for the next three years; such that at primary stage dropout is eliminated & at elementary stage it is reduced to less than 20%. The State will share details by July 2008.	The efforts are being taken to reduce the dropout rate and targets for each district in next three years. As per DISE data 2007-08, the drop-out rates at primary and upper primary are 25.93 and 8.31 respectively. Further, it seems that dropout rate will be reduced to less than 20% at primary stage in DISE Data 2008-09.	The commitment has not been met as the drop rate is still around 24% at primary. The State should take steps to reduce the drop out rates.	The drop out rate at primary and upper primary is 12.2 and 5.3 respectively during 2008-09. The efforts are being continued to further reduce the drop out rate.
(ix)	To tackle the issue of diversity in the classroom it is important that teachers are oriented and sensitized towards it. The	This issue has already been taken care of through our training modules namely Ujala-I and Ujala-II. Now, we are also revisiting these modules so as to cover these issues. By 10th April, 2009 the 1st revised draft of Ujala I &	Action seems to be underway.	The teacher training module Ujala-I and Ujala -II have been replaced by a module namely Bodhi Samvad. The individual difference amongst children in terms of social categories, gender, CWSN and learning levels

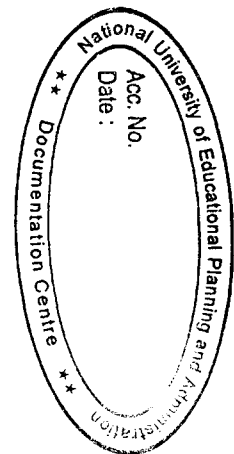
S. No	Commitment	Action Taken/Achievement	Comments of the PAB	Action Taken/Achievement during 2009-10 with respect to PAB Comments
	<p>State will sensitize all its teachers towards diversity in the classrooms, so that the focus on SC children and elimination of any discrimination particularly in seating arrangements etc is ensured.</p>	<p>II modules would be ready and by 20th May, 2009 the filed tested modules would be ready.</p>		<p>have been taken care of.</p>
(x)	<p>The State would strive to achieve gender parity in all the districts to ensure that the share of girls in primary and upper primary reflect their share in population in the State. The percentage of girls enrollment at primary is 48.09% and at upper primary is 46.51 (DISE 2006-07). The State will also identify the Blocks with gender gap more than 5ppt at primary level and more than 10ppt at upper primary level. It will also set targets with timelines block-wise, to eliminate gender gap in two years time. The State will share details by July 2008</p>	<p>The share of girls' enrolment against their population is quite satisfactory. As per DISE data 2007-08, the overall Gross Enrolment Ratio (GER) for Primary Level is 103.67, whereas for Girls it is 104.50. As per DISE data 2007-08, the overall Gross Enrolment Ratio (GER) for Elementary Level is 88.31, whereas for Girls it is 88.86 The gender gap has reduced to 1% and 2 % for primary and upper primary respectively. Instruction has already been issued to all districts to eliminate the little gender gap and efforts are being taken by districts.</p>	<p>No details as mentioned were shared by July 2008, even though there is some decline in the gender gap yet the commitment has not been met.</p>	<p>As per DISE data 2008-09, the overall Gross Enrolment Ratio (GER) for Primary Level is 105, whereas for Girls it is 108. However, As per DISE data 2008-09, the overall Gross Enrolment Ratio (GER) for Elementary Level is 91, whereas for Girls it is 94.</p>
(xi)	<p>The State would ensure</p>	<p>The share of enrolment of Muslim minority</p>	<p>Although some progress</p>	<p>As per DISE data 2008-09, the share of</p>

S. No	Commitment	Action Taken/Achievement	Comments of the PAB	Action Taken/Achievement during 2009-10 with respect to PAB Comments
	that the share of enrollment of Muslim minority children would reflect their share in the population in the State. As per Census 2001, the percentage of Muslim population in the State is 16.53% and the enrolment of Muslim children is 8.95% at primary and 6.60% at upper primary (DISE 2006-07).	children has now been improved. As per the DISE Data 2007-08, the enrolment of Muslim children is 9.4% at primary level and 8.2 % at upper primary level. However, state component plan-2009-10 suggests that the enrolment of Muslim Children is about 12.90% at primary and 11.45% at upper primary. This would be confirmed in DISE data 2008-09.	has been reported but the commitment had not been met. In the absence of the latest DISE data it is not possible to ascertain the updated status.	enrolment of Muslim minority is 13% at primary level and 10% at upper primary level.
(xii)	The PAB raised the issue of high student absenteeism which was found to be the highest in the country by the national study (42.2% in primary and 36.8% in upper primary in 2006-07). The State should take remedial measures to improve students' attendance and teachers' attendance in schools.	Instruction has already been issued to districts concerned to improve students' and teachers' attendance. As decided in its 1 st meeting of the Research Approval Committee held on 28-11-2008, the State has awarded a study on " Teacher & Student Absenteeism " to Jagjivan Ram Institute of Parliamentary Studies and Political Research, Patna, a reputed institution of Bihar. The study report will be submitted by May, 2009.	Some action seems to have been initiated; however, the study has not yet been completed. Moreover, the State has not shared details on any specific strategies implemented for increasing attendance rates.	Teacher accountability through attendance and their performance have found a place in VSS Act 2007. Since the election of VSS will be completed by March 2011, the monitoring of teacher performance will be assessed.
(xiii)	Regarding teacher accountability systems and mechanisms, the State would: a. Provide information on whether bye-laws/rules of VECs/PTAs have been amended to	The Powers and functions of the Vidyalaya Shiksha Samiti have been amended. The amended powers are as follows (a) The Vidyalaya Shiksha Samiti will protect the school building and will ensure that the school building is not used for non-teaching purposes To make general supervision and maintain the	Action seems to have been initiated. The State should take steps to implement the commitments.	3. The performance indicators for teachers and CRC/BRC have been developed and shared. The reports are being analysed. 4. Tracking of teachers' performance will be assessed and monitored after getting result from analysis of performance indicator report.

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	<p>include specific clauses to monitor assessment of parental satisfaction with children's learning levels, frequency of parent teacher meets, sharing of children's report card, class work and homework.</p> <p>b. Provide details of the system for recording teacher attendance with inputs from the community and the Block/ district education officials.</p> <p>c. Provide details of the system for regular monitoring of student's attendance.</p>	<p>works going on the school, and take corrective measures and report to the higher authorities</p> <p>To construct the school building and monitor it as per govt. instructions.</p> <p>To decide the opening and closing time of the school and give prior information to BEEO and DSE. But in no case it shall be less than the prescribed period (hours)</p> <p>The Vidyalaya Shiksha Samiti shall be competent to take such other decisions which it considers necessary to Promote Elementary Education in the village</p> <p>Management and monitoring of education in the BalVarg.</p> <p>For Children to ensure the enrollment of cent percent children of age group 6-14 within the Poshak Kshetra of the school and to ensure their fundamental right given under Article 21'A' of the Constitution of India.</p> <p>To make necessary arrangement with regard to cultural and educational activities for all round development of children.</p> <p>To pay special attention towards security of children during construction of school building, and management of the mid-day-meal (MDM) and other programme and activities.</p> <p>To take necessary decision about the management of the MDM and to supervise it. The Samiti will follow the directions given from time to time by the govt. in this respect.</p> <p>For Teachers to create such environment that the teachers get proper respect for this programme and plans will be prepared.</p> <p>To keep vigil that the teachers are not engaged in non-teaching works.</p>		<p>5. Teacher accountability through attendance and their performance have found a place in VSS Act 2007. Since the election of VSS will be completed by March 2011, the monitoring of teacher performance will be assessed.</p>

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		<p>To ensure that the salary of the teachers is paid regularly. Besides, the samiti will help in solving their service related problems.</p> <p>To report to the competent authority about the continued and habitual absenteeism of teachers, and subjugation, humiliation and discrimination towards children by teachers, after due investigation.</p> <p>Distribution of Annual Report Cards.</p> <p>Organization of National festivals and important dates.</p> <p>Construction of 'Anandai Kaksha' for joyful learning.</p> <p>Involvement of Artisans (Kaamgaars) in class-teaching.</p> <p>(b) Role of VSS (Community) in impacting quality education & the results thereon</p> <p>Assuring regular attendance of teachers.</p> <p>Involvement of community in the preparation/production of TLMs. To ensure the Teachers' accountability, a Govt. order has been issued vide letter no 2828 dated 28/08/2007.</p> <p>Through the aforesaid order, teachers are required to ensure the presence of group of pupil entrusted with them.</p> <p>To tackle this issue, the State also wishes to seek technical assistance from the World Bank for setting up of MIS for teachers. For this purpose the technical proposals of five agencies have been evaluated by the experts of World Bank.</p> <p>c) VSS has been entrusted to monitor the enrolment and regular attendance of students.</p>		
(xiv)	The State should finalize	The performance indicators for teachers,	State has not yet begun	As mentioned above

S. No	Commitment	Action Taken/Achievement	Comments of the PAB	Action Taken/Achievement during 2009-10 with respect to PAB Comments
	<p>performance indicators for teachers and trainers by 31st July, 2008 and use them for tracking and enhancing their performances.</p>	<p>CRCCs, BRC-RPs have been finalized (the same is included in State Component Plan). BRC-RPs & CRCCs have been trained on "Adhar" Module through which these performance indicators are to be in acted upon. The tracking of teachers is yet to taken-up.</p>	<p>tracking and reporting performance levels of teacher and trainers against performance indicators.</p>	
(xv)	<p>The State would implement specific programmes for improving levels of learning of Maths and Science at upper primary level with independent testing (i) to track progress, (ii) to improve the teacher training programmes and (iii) to facilitate remedial teaching. The State will also undertake evaluation of Learning Enhancement</p>	<p>In this financial year (2009-10), state is proposing activities for improving levels of learning of Maths and Science at upper primary level under Learning Enhancement Programmes. The baseline study (Reading Assessment Programme) was conducted in the month of July 2008 to know the language competency of class II children in the State and this was followed up by the launch of Reading Improvement Plan. A study for learning of children of all elementary grades including upper primary level has already been commissioned. Results thereof is likely to be available by the end of May, 2009. Learning enhancement programme for Maths & science at Upper primary level would follow based on the study report.</p>	<p>Action seems to have been initiated.</p>	<p>To improve the learning levels in Maths and Science have been addressed through LEP interventions i.e. through science and maths kit. Workshops have been organized in collaboration with NCERT, New Delhi to develop prototypes of science and maths kit to facilitate the learning of science and maths at upper primary level. The learning achievement survey conducted by SCERT will be taken into consideration in formulating the detailed plan for maths and science teaching at upper primary level in the year 2010-11.</p>



S. No	Commitment	Action Taken/Achievement	Comments of the PAB	Action Taken/Achievement during 2009-10 with respect to PAB Comments
	Programmes such that baselines are available and outcomes can be measured.			
(xvi)	The State will notify measurable and verifiable indicators for all Classes in consonance with the State curriculum. For the purpose of Class III indicators developed by NCERT may be adapted and used	Action will be taken in the financial year 2009-10.	The commitment has not been met as yet.	State has proposed to develop the learning indicators this year.
(xvii)	The State should take action to revive functioning of SIEMAT.	SIEMAT has been closed as decision taken by State Govt.	The commitment has not been met. The employees recruited under the SIEMAT have been absorbed in the BSPP.	-
(xviii)	The State should focus on subject specific teaching at upper primary level.	State has prepared training modules for English & Maths and training is being imparted on these modules.	Action seems to have been initiated, however. More efforts are needed for making meaningful progress.	More subject specific modules in the light of BCF-08 will be prepared. State has started the filling of subject specific i.e. science/maths and social science teachers at upper primary level through promotion as per State norms.
(xix)	For NPEGEL blocks the State will develop targets with time lines on gender indicators which include	The detail plan to reduce gender gap in enrolment, retention, transition from primary to upper primary, attendance in the school and level of learning in NPEGEL blocks has been	The commitment was not met within the desired time frame. Even the AWP&B 2009-10 do has the said	

S. No	Commitment	Action Taken/Achievement	Comments of the PAB	Action Taken/Achievement during 2009-10 with respect to PAB Comments
	interalia, reduction in gender gap in enrolment, dropout, retention, transition from primary to upper primary, attendance in the schools and levels of learning. The State will share the plan, with GoI by July, 2008 and progress in next years PAB.	incorporated in AWP&B-2009-10.	input to the desired extent.	
(xx)	The State will monitor learning achievements of the girls in KGBV schools hostels separately and ensure enhancement in learning levels of these girls.	An evaluation study is being proposed to evaluate the learning achievement of girls studying in KGBVs in 2009-10.	Although some action has been proposed but it is too delayed, more efforts are needed. The BRC/CRCs can also play a role in monitoring students progress in the KGBVs.	An evaluation study to evaluate the learning achievement of girls studying in KGBV has been awarded State Council of Educational Research & Training (SCERT), Patna.
(xxi)	The State shall fund all NGO projects with GIAC approvals only and for this purpose will activate its GIAC.	Process has been initiated to activate GIAC.	The State has still not been able to hold any meeting of the GIAC (2008-09).	In 2009-10, two meeting of GIAC has been conducted.
(xxii)	The State shall constitute the District Level Committees comprising public representatives for monitoring the implementation of the SSA programme in all districts as per the revised norms of SSA framework, conveyed to all States / UTs vide MHRD's OM No. F. 2-3/2005-EE-3,	District Level Committees comprising public representative for monitoring the implementation of the SSA programme has been constituted in 24 districts of Bihar. Out of 24 districts, the meeting of said committee has been held in 21 districts.	Though action has been initiated the commitment has been only partly met.	The district level monitoring committee for 31 districts has been constituted and meeting for monitoring as per SSA frame form is being held. The process of constitution in rest of the districts is under process.

S. No	Commitment	Action Taken/Achievement	Comments of the PAB	Action Taken/Achievement during 2009-10 with respect to PAB Comments
	dated 29.08.2007. The State will also, ensure compliance of Terms of Reference of the District Level Committees including holding the meeting of such Committees on quarterly basis.			
(xxiii)	The State will undertake baseline measurement and evaluation of interventions funded under innovation to measure outcomes. It will share the baseline and outcomes with the GOI.	Evaluation of Computer Aided Learning (CAL) and ECE are being proposed in Financial Year 2009-10.	Though delayed action seems to have been initiated	Evaluation of Computer Aided Learning (CAL) has been awarded to Chandragupt Institute of Management, Patna (CIMP) and completed by August, 2010.
(xxiv)	All vacancies in SPO and DPOs would be filled up by June 2008.	The Process for recruitment of Engineers & Accounts personnel's for SPO and DPOs has been started and likely to be completed after Parliamentary Election.	The commitment has not been met as 45% and 19% vacancies still exist at DPO and SPO levels respectively. The percentage of vacancy is highest in engineering i.e. around 51%. This is affecting progress in infrastructure building.	In 2009-10 following number of post has been filled up:- Accounts Officer – 8 Accountants - 10 Assistant Engineer – 12 & Junior Engineer - 43 Besides, second phase of recruitment for the above post is likely to be completed.

4. Introduction & Planning process:

The desk Appraisal of AWP&B 2010-11 for the State of Bihar was undertaken during the the forth week of March 2010 at TSG, New Delhi. The Members of the Appraisal team were Sh. S.C. Girotra, Sh. K.Gopalan, Sh.Adil Rasheed, Ms. Suzana Andrade, Sh. Altab Khan, Sh. A.Chavan, Sh. R.R Saxena, Sh. K. Girja Shankar, Dr. Anupriya Chaddha, Ms Kiran Dogra, Sh. Jitender . Panda, Sh. Ravi Kant and Asadullah (all from TSG) and Dr. A.K.Jha (MI). A team of SSA functionaries from Bihar facilitated the Appraisal on behalf of the State.

Planning Process

The District AWP&B in respect of 38 revenue districts one urban district as well as the state component plan have given separate chapter on planning process. In addition to description of earlier planning process, plan document has given detailed information about process of 2009-10 plan preparation. This can be considered as positive initiative. Planning teams have been formed at the state, district, block level to prepare plan

The data provided in the Plans has underlined the need for strategies related to access, retention and achievement in the districts which have been proposed.

In the state component plan, it has been mentioned that school wise plans were prepared based on which Panchayat Elementary Education Plans (PEEP) were prepared. Based on PEEP Block Elementary Education plans (BEEP) were prepared to use that finally for DEEP.

The appraisal team is of the opinion that there is an urgent need for focused attention to improve planning. The components which have major weaknesses and needs substantial improvement are access and out of school children, civil works and the Innovations.

Following are the major observations on planning and formulation of AWP&B.

- The most significant aspect of SSA is that it envisages on participation and involvement of parents and community in identifying the local educational needs and accordingly provides inputs in the preparation of annual plan. The plan does not clearly focus on this aspect
- The plan does not specify if the meetings of the Village Education Committee/ ward Councilors were held. Information about the number of such meetings and the outcome of the discussions is also not provided. Therefore the extent of actual participation of community, PTA, VECs in the formulation of plan is not clear from the document.
- Details about the frequency of meetings at various levels and the suggestions made in these meetings have not been mentioned.
- The plan in general describes the planning process but does not specifically mention as to how the planning process was carried out in the preparation of Annual Plan for 2010-11.

Urban Planning

In view of effective planning & implementation in urban areas, states prepare city specific plans with more emphasized to million plus cities. In continuation of this endeavor, state of Bihar has been preparing separate city plan for the million plus city-Patna comprised the necessary inputs taking into account essential components including civil works & quality. **State has submitted separate city specific plan for the million plus city Patna AWP&B 2010-11.**

Urban education development, like all interventions, suffered from a lack of understanding of the quantum and nature of the problem in cities that influence the lives of poor. It was challenged by the overlapping of territorial domains between the city and the state governments with resultant fragmentation of services as also attempts to assess urban education issues using a rural lens.

- The present study is an **endeavour** at understanding the complexities of education service delivery in urban areas with the objective of reading into state urban education policy recommendations that would enable cities to achieve the goal of universal elementary education with the framework of recently promulgated rights.

Planning Team of City Plan Formulation

Level	Team members	Date of Appraisal	Date of Submission
Ward	Ward Councilor, Head teacher, Teachers and community leaders.	Jan. 2010	Jan. 2010
Cluster/Municipality	CRCs coordinators, URCs/BRCs coordinators.	Jan. 2010	Feb. 2010
Zones/Municipal Corporation	-		
Urban Resource Centers	URCs coordinators, Dist. Coordinators, etc.	Feb. 2010	Feb. 2010
District/City	Dist. Coordinators, Resource persons,	Feb. 2010	Mar. 2010
State (SPO)	SPO coordinators, RPs SRG groups.	Mar. 2010	Mar. 2010

A. Population, Enrolment and Out of school children (6-11 and 11-14 years.) – Patna Urban

Indicator	6-11 age, group			11-14 age, group			Grand Total
	Boys	Girls	Total	Boys	Girls	Total	
<i>Population</i>	109113	92403	201516	66640	59554	126194	327710
Enrolment	105007	87896	192903	64348	56950	121298	314201
Out of School	4106	4507	8613	2292	2604	4896	13509

Observation:

As seen in the above table that enrolment at the primary level is 192903 and at the upper primary level is 121298 as per the report provided by the state officials. Status is based on Patna Urban Plan 2010-11. OOSC as observed is 13501.

B. Status of Urban Bodies (Million Plus City)

Table-A

SL. No.	District/City (MPC)	Nagar Panchayat/ Municipality	Municipal Corp.	No. of Zones	No. of Wards
1	Patna	Municipality	01	4	72
Total	01	-	01	4	72

-Only one corporation in million plus city under 72 wards. No municipalities exist in this corporation.

C. Status of Access (Million Plus City)

Table- B

Primary Schools					Upper Primary Schools				
Govt. Including local bodies	Govt. aided	Unaided Private		Total	Govt. Including local bodies	Govt. aided	Unaided Private		Total
		Recognized	Unrecognized				Recognized	Unrecognized	
192	4	15	1397	1608	144	10	21	931	1106

District/City (MPC)	PS	UPS	EGS	AIE	PS:UPS	No. of Children enrolled	
						EGS	AIE
Patna	196	154	0	166	1.27 :1	0	4241

Observation:

-As reported 196 PS and 154 UPS are in the Patna Municipal Corporation as observed in the above table. **166 AIE centers are reported in Patna. Mainstreaming is a major problem in patna urban due to over crowded schools and lack of school building in majority of primary & upper primary Govt. schools.**

D. Progress-2009-10 (Primary & Upper primary)-Million Plus City

District/City	Primary & Upper Primary					
	Sanctioned		Operational-Primary		Operational-Upper Primary	
	PS	UPS	Buidg. Less	With buildings	Buidg. Less	With buildings
Patna	0	0	0	0	0	

E. Proposal: Access (Million Plus Cities & Other Urban Areas)

District/City (MPC)	PS	UPS	RBC	NRBC	Maktab Madarsa	Others*	Work Site Center
Patna	0	0	22	200	90	100	310

-No proposal of new schools. 22 RBCs, 200 NRBC, 90 Maktab Madarsa, 100 Others & 310 Work Site Centers for migratory children as seen are proposed in the million plus city which may be recommended under OOSC head.

Enrolment (All Communities)

A. PRIMARY (2006-07 to 2009-10)-Million Plus City

Sl. No.	Name of City	2006-07			2007-08			2008-09			2009-10		
		B	G	Total	B	G	Total	B	G	Total	B	G	Total
1.	Patna	7700 4	7513 1	1521 35	1046 88	8672 6	1914 14	1096 26	730 73	1826 99	11146 8	931 36	20460 4

DISE-2007-08

B. UPPER PRIMARY (2006-07 to 2009-10)-Million Plus City

Sl. No.	Name of City	2006-07			2007-08			2008-09			2009-10		
		B	G	Total	B	G	Total	B	G	Total	B	G	Total
1.	Patna	4920 3	4417 3	9337 6	5481 0	3654 0	9135 0	6554 0	5801 9	1235 59	6855 2	606 20	1291 72

Observation:

Enrolment in the year 2008-09 was 123559 which are increased to 129172 in the year 2009-10.

1.1 Enrolment (Social Category Wise) –Million Plus City

A. Enrolment-SC (Primary)

Sl.No.	Name of District/City	2007-08			2008-09			2009-10		
		B	G	Total	B	G	Total	B	G	Total
1.	Patna	19269	16865	36134	22286	18379	40665	23327	19219	42546

B. Enrolment-ST (Primary)

Sl.No.	Name of District/City	2007-08			2008-09			2009-10		
		B	G	Total	B	G	Total	B	G	Total
1.	Patna	1431	908	2339	775	611	1386	811	639	1450

DISE-2007-08

SC-Upper Primary

Sl.No.	Name of District/City	2007-08			2008-09			2009-10		
		B	G	Total	B	G	Total	B	G	Total
1.	Patna	12538	10456	22994	14333	12772	27105	15002	13356	28358

DISE-2007-08

ST-Upper Primary

Sl.No.	Name of District/City	2007-08			2008-09			2009-10		
		B	G	Total	B	G	Total	B	G	Total

		B	G	Total	B	G	Total	B	G	Total
1.	Patna	1590	1355	2945	1546	1222	2768	1618	1279	2897

DISE-2007-08

Gender Gap in Enrolment (Million Plus City)

District (MPC)	Gender Gap (PS)		Gender Gap (UPS)		Child Pop. (6-14)		OOSC (6-14)	
	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10
Patna	9.31	8.95	6.08	6.14	7.27	7.27	2.81	5.29

Source: AWP&B 2010-11

GER, NER, DROP OUT & RETENTION

A. Primary (2008-09-2009-10)

SL. NO	Name of District	GER		NER		DROP OUT		Retention	
		2008-09	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10
1	Patna	91.52	104.36	22.97	95.28	36.26	35.3	4.20	4.20

Source: AWP&B 2010-11

Observation

As seen the drop-out rate in the year 2008-09 was 36.26 which is decreased to 35.3 last year 2009-10. Retention as shown is 4.20 in both the year as mentioned above.

B. Upper Primary (2008-09-2009-10)-Million Plus Cities

SL. NO	Name of District	GER		NER		DROP OUT		Retention	
		2008-09	2009-10	2008-09	2009-10	2008-09	2009-10	2008-09	2009-10
1	Patna	94.02	95.73	22.41	49.19	5.84	5.84	5.70	5.70

Source: AWP&B 2010-11

Observation:

GER at the U. primary level increased from 94.02 to 95.73% and NER increased from 22.41 to 49.19 in Patna Urban. But, drop out rate remained same in both the year. Similarly, retention rate also remained same in both the year.

COMPLETION RATE AND TRANSITION RATE (Million

Plus City)

Name of the District	Completion Rate		Transition Rate	
	2008-09	2009-10	2008-09	2009-10
Patna	60.54	62.45	90.31	66.17

1.2 OUT OF SCHOOL CHILDREN AND THEIR COVERAGE (Million Plus City-2010-11)

Sl. NO	Name of Cities	No. of OoSC	Strategies for 2010-11				
			Mains streaming	AIE CENTRES			Others
				RBC	Maktab Madarsa	NRBC	
1	Patna	13509	2541	1200	2250	5000	2518

Source-Micro planning-2009

-As seen in the above table 13509 OoSC identified in these million plus cities for which state proposed to cover through mainstreaming, RBC & NRBC, Maktab Madarsa & Others no other strategies interventions proposed as reported by the state. Survey in the cities is not done separately. Migration mapping and inter state/intra state strategy are also not developed.

Position & Progress: AIE CENTRES (Million

Plus City)

Sl. NO	Name of Dist./City	No. of AIE Centers		Enrolment	No. of AIE Centers running for more than 1 years
		Sanctioned	operational		
1	Patna	204	166	4142	NA

Source- Micro planning 2009.

1.3 PLANNING FOR URBAN SLUMS

Following table reflects the status of slums, enrolment in the existing schools and ratio of PS:

UPS:

Strategies to cover for Slums Children-2010-11 (Million Plus City)

District/City	No. of Slums	Ward	Strategies/Intervention	Children to be Covered
Patna	62	72	18	4241

Observation:

As mentioned above in the slums there will be 18 numbers of strategies for the above 4241 children identified. There is data discrepancy or the state unable to find out even the existing schools in the urban slums. As seen strategies proposed are NRBCs, RBCs and mainstreaming which are similar as proposed for other children in the urban areas.

1.4 Urban Deprived Children

Progress-2009-10

In lakhs

No. City/Districts	No. of MC/Councils	Phy	Fin	Achievement	
				Phy	Fin
Patna	01	6681	151.226	4241	62.207

AWP&B 2009-10-City & state Plan

Urban Deprived Innovation

Activities Proposed for 2010-11 in the urban Zones/Municipal Corp.

Municipality

District (MPC)	Name of Cities/Districts	Number of Schools & AIE		Activity	Children to be covered	
		School	AIE		Phy	Fin
Patna	Patna	350	412	R.B.C. NRBC, Talimi Markaj, Work Site Center, Special R.B.C & Other Activity	13509	

-As seen the above interventions are proposed under urban innovation for this year 2010-11.

1.6 URBAN RESOURCE CENTRES

Position & Progress

S.No	Name of the District/City (MPC)	No. of UBRCs-2009-10		No. of CRCs under UBR C	Total	No. of Teacher in URCS		No. of Schools in URCS	
		Sanctioned	Operational			PS	UPS	PS	UPS
1	Patna	NIL	1	42	350	561	1044	196	154

-NO SANCTIONED OF URCS IN THE YEAR 2009-10

-No proposal of URCS in this year in PatnaUrban.

b) SCR

District/City	Zones/Municipality	No. of Schools	SCR-2008-09	SCR-2009-10
Patna	01 M. Corp.	196 primary 154 upper primary	NA	More than 100 both P.S.& ups

c) PTR

District/City	Zones/Municipality	No. of Schools	PTR-2008-09	Teachers Proposed
Patna	01 M. Corp.	196 primary 154 upper primary	on Wrk. Tchs Pry : 35.11 U. Pry 35.11	0

-PTR as reported also seems to be favorable.

d) Teachers Training

District/City (MPC)	Zones/Municipality	Schools	No. of Teachers	In-Service training
Patna	01 M. Corp.	350	1605	186

e) Teachers Recruitment & Training

Table-A

District/City (MPC)	Teachers Sanctioned-2009-10		In Service-2009-10		Proposed-2010-11	
	PS	UPS	PS	UPS	PS	UPS
Patna	0	0	186		678	

-As seen 678 teachers are proposed for AWP&B 2010-11. This proposal may be recommended under the quality component by the appraisal team.

Urban Academic Support Structure

District/City	URCs	No. of Coordinator	Remarks/Observation
Patna	1	1	BLOCK PROJECT COORDINATOR

2. Convergence

District/City	Local Bodies/Institutions/Depart.	Area of Convergence-2009-10	Area of Convergence-2010-11
Patna	1.Labour resource Department. 2.Social Welfare Department 3.NGOs 4. Municipality	1.Education of rescued child labours 2. running schools & centers in remand homes. 3. AIE Centers	1.Education of rescued child labours 2. running schools & centers in remand homes. 3. AIE Centers 4. Availability of land for building less Primary & Upper Primary Schools

NGOs Involvement in Urban Areas

District/City (MPC)	MC/Ward Number	Name of NGOs involved	Intervention
Patna	01 MC	Gyasala Pratham Catholic Mahila Seva Samiti Nidan Dr. B.R.Ambedkar Harijan Klyan Parishad Shrifty Enternational Janklyan Samity Gyan Bharti Siksha Prakshian Sansthan	NRBC, RBC & GIS Mapping of School

5. Education Indicators:

This section focuses on the significant indicators of elementary education. These include GER, NER, Dropout, retention and transition rates etc. The data presented in the tables below is based on the DISE & Household survey.

The DISE 2009-10 data has not been used while preparing the Annual Work Plan & Budgeting. The indicators presented below are based on AWP&B 2010-11.

Enrolment Primary Level

Year	Primary Enrolment : All Categories			% Change in the Enrolment		
	Boys	Girls	Total	Boys	Girls	Total
2009-10	7800022	7124399	14924421	-2%	-1%	-2%
2008-09	7976382	7204836	15181218	2%	6%	4%
2007-08	7818837	6811372	14630209	15%	18%	16%
2006-07	6796197	5762178	12558375	9%	16%	12%
2005-06	6250321	4983267	11233588	2%	4%	3%
2004-05	6136626	4779528	10916154			

The Enrolment at the primary level has decreased by the 2 percent from the previous year. Three districts namely; Nalanda, Gopalganj and Aurangabad depict more than 15% decline in the enrolment at primary level. District Madhepura depict highest increase in enrolment by 9%. Overall percent share of girls in enrolment is 47.7% which is lowest in Purnia (45%).

District wise Enrolment: Primary level

S. No	Name of the District	2008-09			2009-10		
		Boys	Girls	Total	Boys	Girls	Total
1	Araria	229638	204717	434355	221654	204708	426362
2	Aurangabad	183679	177693	361372	190528	185304	375832
3	Banka	153374	134983	288357	153767	135396	289163
4	Begusarai	251516	235304	486820	239342	222347	461689
5	Bhagalpur	216681	197459	414140	217885	202768	420653
6	Bhojpur	245965	209774	455739	250163	212772	462935
7	Buxar	143888	139431	283369	122055	116397	238452
8	Darbhanga	309184	265390	574574	315466	272507	587973
9	East Champaran	420760	360924	781684	416285	358728	775013
10	Gaya	303474	282647	586121	301100	287504	588604
11	Gopalganj	203691	198401	402092	207167	202587	409754
12	Jamui	141676	125980	267656	143640	129640	273280

S. No	Name of the District	2008-09			2009-10		
		Boys	Girls	Total	Boys	Girls	Total
13	Jehanabad	140799	132413	273212	136893	130422	267315
14	Kaimur	135109	122127	257236	127966	113145	241111
15	Katihar	266874	237328	504202	268409	225957	494366
16	Khagaria	141616	123108	264724	104020	92047	196067
17	Kishanganj	150150	144071	294221	141373	137556	278929
18	Lakhisarai	72605	66491	139096	79320	67627	146947
19	Madhepura	187308	150486	337794	197218	170295	367513
20	Madhubani	370606	323367	693973	351802	329215	681017
21	Munger	92957	85298	178255	93833	87579	181412
22	Muzaffarpur	373928	340646	714574	371301	335945	707246
23	Nalanda	185947	168381	354328	187672	174505	362177
24	Nawada	172506	152830	325336	176054	158443	334497
25	Patna (R+U))	287295	272740	560035	272836	263482	536318
26	Purnea	272593	236020	508613	266772	218669	485441
27	Rohtas	199840	194987	394827	200213	195338	395551
28	Saharsa	180411	139747	320158	133258	114074	247332
29	Samastipur	348532	321191	669723	342606	318233	660839
30	Saran	280405	269874	550279	268887	263464	532351
31	Sheikhpura	45580	40088	85668	48165	43355	91520
32	Sheohar	52594	44849	97443	53002	46291	99293
33	Sitamarhi	259216	226611	485827	254854	224562	479416
34	Siwan	222027	220278	442305	240859	238677	479536
35	Supaul	182886	150474	333360	166692	149846	316538
36	Vaishali	264929	253735	518664	247966	240925	488891
37	West Champaran	286143	254943	541086	288999	254090	543089
	Total	7976382	7204836	15181218	7800022	7124399	14924421

Enrolment at Upper Primary level

Year	Primary Enrolment : All Categories			% Change in the Enrolment		
	Boys	Girls	Total	Boys	Girls	Total
2009-10	3034754	2605512	5640266	59%	66%	62%
2008-09	1902753	1568876	3471629	10%	20%	14%
2007-08	1728223	1305790	3034013	15%	22%	18%
2006-07	1500184	1071147	2571331	13%	27%	19%
2005-06	1322578	840875	2163453	10%	15%	12%
2004-05	1205842	730371	1936213			

The Enrolment at the upper primary level has increased by the 62 percent from the previous year. Three districts namely; Saharsa, Patna, and West Champaran depict more than 100 percent increase in the enrolment at upper primary level. District Gopalganj depict lowest increase in enrolment by 3%. Overall percent share of girls in enrolment is 46.2% which is lowest in Katihar (41%).

District wise Enrolment: Upper Primary level

S. No	Name of the District	2008-09			2009-10		
		Boys	Girls	Total	Boys	Girls	Total
1	Araria	41237	31121	72358	75638	66781	142419
2	Aurangabad	55115	49610	104725	73540	69005	142545
3	Banka	34690	25686	60376	59343	50230	109573
4	Begusarai	53815	48233	102048	100933	89459	190392
5	Bhagalpur	47411	38632	86043	81658	70784	152442
6	Bhojpur	74706	55174	129880	98019	79094	177113
7	Buxar	39001	33833	72834	50699	42534	93233
8	Darbhanga	75568	58394	133962	116188	106867	223055
9	East Champaran	81011	59886	140897	149489	123326	272815
10	Gaya	77981	69231	147212	115326	103941	219267
11	Gopalganj	57618	49021	106639	59785	50225	110010
12	Jamui	30120	20705	50825	51625	42829	94454
13	Jehanabad	39956	33350	73306	56736	48399	105135
14	Kaimur	42620	34771	77391	53059	46486	99545
15	Katihar	49606	39533	89139	90964	63884	154848
16	Khagaria	33083	25350	58433	59411	52575	111986
17	Kishanganj	30191	27703	57894	41242	39527	80769
18	Lakhisarai	18716	14933	33649	33077	24842	57919
19	Madhepura	38103	25167	63270	58871	47195	106066
20	Madhubani	91695	69548	161243	135956	117050	253006
21	Munger	25288	23715	49003	38363	33339	71702
22	Muzaffarpur	86877	76630	163507	147836	137764	285600
23	Nalanda	58099	49946	108045	74338	63884	138222
24	Nawada	35159	29488	64647	54290	47107	101397
25	Patna (R+U))	80309	71560	151869	177886	153568	331454
26	Purnea	43299	31273	74572	62624	46679	109303
27	Rohtas	69062	59044	128106	89034	78573	167607
28	Saharsa	32017	19393	51410	74703	54618	129321
29	Samastipur	83239	72428	155667	133659	116046	249705
30	Saran	70441	64457	134898	127478	115792	243270
31	Sheikhpura	11532	9028	20560	18484	15099	33583
32	Sheohar	10295	7872	18167	15962	12765	28727
33	Sitamarhi	49084	38502	87586	78071	64491	142562
34	Siwan	60959	59557	120516	96357	92007	188364

S. No	Name of the District	2008-09			2009-10		
		Boys	Girls	Total	Boys	Girls	Total
35	Supaul	47630	34778	82408	61686	47773	109459
36	Vaishali	74051	67167	141218	112678	98236	210914
37	West Champaran	53169	44157	97326	109746	92738	202484
	Total	1902753	1568876	3471629	3034754	2605512	5640266

Source: DISE Data upto 2008-09, 2009-10 AWPB Data

Enrolment Ratio:

Gross Enrolment Ratio – Primary Level

Gross Enrolment Ratio – Primary Level										
S. No	Name of the District	2007-08			2008-09			2009-10		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Araria	107	112	109	100	111	105	114	114	114
2	Aurangabad	109	112	110	105	113	109	101	106	103
3	Banka	99	102	101	99	101	100	113	112	113
4	Begusarai	97	106	101	95	110	102	94	102	98
5	Bhagalpur	104	103	104	106	113	109	103	106	104
6	Bhojpur	109	107	108	111	108	110	104	100	102
7	Buxar	98	106	101	106	131	117	95	104	99
8	Darbhanga	99	88	93	109	108	109	112	111	111
9	East Champaran	104	100	102	107	110	108	102	100	101
10	Gaya	113	113	113	109	113	111	99	103	101
11	Gopalganj	107	103	105	113	109	111	97	97	97
12	Jamui	103	101	102	101	105	103	104	104	104
13	Jehanabad	106	108	107	105	113	109	100	105	103
14	Kaimur	103	103	103	104	107	105	98	94	96
15	Katihar	103	106	105	104	109	106	102	101	102
16	Khagaria	98	104	101	103	114	108	92	92	92
17	Kishanganj	110	114	112	112	120	116	114	117	115
18	Lakhisarai	106	110	108	107	114	110	116	112	114
19	Madhepura	97	98	97	109	111	110	116	114	115
20	Madhubani	106	106	106	103	106	105	106	108	107
21	Munger	104	104	104	99	103	101	101	109	105
22	Muzaffarpur	98	110	103	99	112	105	100	101	100
23	Nalanda	91	92	92	93	97	95	91	96	93
24	Nawada	93	90	92	98	97	97	94	94	94
25	Patna (R+U))	73	79	76	71	78	74	73	80	76

Gross Enrolment Ratio – Primary Level

S. No	Name of the District	2007-08			2008-09			2009-10		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
26	Purnea	101	107	104	101	107	104	94	94	94
27	Rohtas	98	106	101	99	110	104	99	107	103
28	Saharsa	125	111	119	131	121	127	91	90	91
29	Samastipur	122	124	123	113	120	117	107	108	107
30	Saran	103	111	107	100	111	105	88	89	89
31	Sheikhpura	87	83	85	89	88	88	96	98	97
32	Sheohar	127	111	120	105	101	103	102	103	103
33	Sitamarhi	113	119	116	100	106	103	101	101	101
34	Siwan	101	109	105	93	106	99	98	106	102
35	Supaul	116	104	111	113	107	110	94	93	93
36	Vaishali	108	108	108	105	109	107	96	104	100
37	West Champaran	103	100	102	104	107	105	105	102	103
	Total	103	105	104	102	108	105	100	101	100

The Gross Enrolment Ratio at the primary level has decreased by the 5 percent from the previous year.

Net Enrolment Ratio: Primary level

S. No	Name of the District	2007-08			2008-09			2009-10		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Araria	101	104	102	92	101	96	96	96	96
2	Aurangabad	104	107	105	98	105	101	98	98	98
3	Banka	94	98	96	94	96	95	93	92	93
4	Begusarai	92	100	96	92	106	98	95	95	95
5	Bhagalpur	97	90	94	104	111	107	98	98	98
6	Bhojpur	107	106	107	110	106	108	99	99	99
7	Buxar	96	103	100	103	127	114	97	96	96
8	Darbhanga	93	83	89	105	104	104	95	95	95
9	East Champaran	97	94	96	102	105	103	97	96	96
10	Gaya	106	107	107	104	108	106	95	95	95
11	Gopalganj	90	86	88	104	101	102	100	100	100
12	Jamui	98	89	94	95	99	97	98	98	98
13	Jehanabad	94	96	95	101	108	104	98	98	98
14	Kaimur	91	92	91	98	100	99	97	97	97
15	Katihar	102	105	103	101	106	103	96	96	96
16	Khagaria	86	92	88	76	82	79	94	94	94

S. No	Name of the District	2007-08			2008-09			2009-10		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
17	Kishanganj	100	103	102	103	110	107	98	98	98
18	Lakhisarai	95	100	97	101	108	105	99	99	99
19	Madhepura	91	92	91	104	106	105	94	93	93
20	Madhubani	99	99	99	101	104	102	97	96	96
21	Munger	102	101	101	97	101	99	97	97	97
22	Muzaffarpur	92	93	92	93	105	98	98	98	98
23	Nalanda	82	83	83	88	92	90	95	94	94
24	Nawada	79	76	78	91	91	91	98	97	98
25	Patna (R+U))	69	75	72	66	73	69	95	95	95
26	Purnea	93	98	95	93	97	94	96	96	96
27	Rohtas	94	101	97	97	107	102	99	99	99
28	Saharsa	114	104	109	123	114	119	94	94	94
29	Samastipur	117	120	118	113	120	116	98	98	98
30	Saran	94	101	97	94	104	99	97	97	97
31	Sheikhpura	80	76	78	86	86	86	94	94	94
32	Sheohar	118	104	111	96	92	94	98	98	98
33	Sitamarhi	105	111	108	95	100	97	94	93	94
34	Siwan	95	102	98	91	103	96	99	99	99
35	Supaul	105	95	100	101	97	99	98	98	98
36	Vaishali	101	100	100	103	108	105	99	99	99
37	West Champaran	95	93	94	95	98	97	97	97	97
	Total	96	97	96	97	102	99	97	97	97

The Net Enrolment Ratio at the primary level has decreased from 99 (in 2008-09) to 97 (in 2009-10). This is highest in Gopalganj (100) and lowest in Banka (93).

Gross Enrolment Ratio – Upper Primary Level

Gross Enrolment Ratio – Upper Primary Level										
S. No	Name of the District	2007-08			2008-09			2009-10		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Araria	52	51	52	55	64	59	95	94	94
2	Aurangabad	61	60	61	65	69	67	98	98	98
3	Banka	59	56	58	65	64	65	95	94	94
4	Begusarai	45	54	48	49	63	55	94	93	94
5	Bhagalpur	43	42	43	50	53	51	97	97	97
6	Bhojpur	63	55	59	66	60	64	98	97	98
7	Buxar	74	70	72	59	63	61	97	96	96
8	Darbhanga	50	42	47	57	56	56	95	94	95

Gross Enrolment Ratio – Upper Primary Level

S. No	Name of the District	2007-08			2008-09			2009-10		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
9	East Champaran	48	45	46	51	53	52	96	95	95
10	Gaya	59	57	58	61	64	62	94	93	94
11	Gopalganj	61	56	59	66	67	66	98	96	97
12	Jamui	52	42	48	57	50	54	98	97	97
13	Jehanabad	65	61	63	70	72	71	97	97	97
14	Kaimur	77	68	73	78	74	76	93	93	93
15	Katihar	51	53	52	53	58	55	95	91	93
16	Khagaria	56	50	54	68	68	68	94	94	94
17	Kishanganj	57	55	56	67	71	69	96	96	96
18	Lakhisarai	54	52	54	58	61	60	98	97	97
19	Madhepura	49	44	47	63	61	62	94	92	93
20	Madhubani	69	59	65	73	71	72	96	95	95
21	Munger	58	59	59	63	68	65	96	95	95
22	Muzaffarpur	53	55	53	55	61	58	98	98	98
23	Nalanda	59	57	58	64	68	65	93	91	92
24	Nawada	38	32	35	39	38	38	83	82	82
25	Patna (R+U)	34	33	34	39	41	40	95	94	95
26	Purnea	51	46	49	53	49	51	92	90	91
27	Rohtas	72	73	72	75	79	77	99	98	98
28	Saharsa	44	34	39	44	32	38	90	88	89
29	Samastipur	54	54	54	59	63	61	97	96	97
30	Saran	39	40	40	46	51	48	96	95	95
31	Sheikhpura	63	53	59	72	71	72	93	92	92
32	Sheohar	56	40	48	56	45	51	96	95	95
33	Sitamarhi	46	41	44	46	46	46	91	90	91
34	Siwan	54	56	55	55	63	59	97	97	97
35	Supaul	55	38	48	71	66	69	97	95	96
36	Vaishali	57	51	54	62	61	62	98	99	98
37	West Champaran	45	46	45	47	49	48	97	97	97
	Total	53	50	52	57	58	57	95	95	95

The Gross Enrolment Ratio at the upper primary level has significantly improved 57 (in 2008-09) to 95 (in 2009-10).

Net Enrolment Ratio: Upper Primary level

S. No	Name of the District	2007-08			2008-09			2009-10		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Araria	48	48	48	44	51	47	95	94	94
2	Aurangabad	58	57	57	58	61	59	98	98	98
3	Banka	57	54	56	59	59	59	95	94	94
4	Begusarai	40	49	44	42	55	48	94	93	94
5	Bhagalpur	40	38	39	48	50	49	97	97	97
6	Bhojpur	60	53	57	64	58	61	98	97	98
7	Buxar	70	67	69	55	59	57	97	96	96
8	Darbhanga	48	40	44	52	52	52	95	94	95
9	East Champaran	44	40	42	45	47	46	96	95	95
10	Gaya	56	54	55	56	59	57	94	93	94
11	Gopalganj	51	48	49	56	57	56	98	96	97
12	Jamui	51	41	46	51	45	49	98	97	97
13	Jehanabad	58	54	56	64	67	65	97	97	97
14	Kaimur	67	59	63	63	59	61	93	93	93
15	Katihar	50	52	51	51	56	53	95	91	93
16	Khagaria	51	46	49	44	45	45	94	94	94
17	Kishanganj	53	50	52	57	60	58	96	96	96
18	Lakhisarai	50	48	49	54	55	54	98	97	97
19	Madhepura	47	42	45	56	54	55	94	92	93
20	Madhubani	66	56	61	66	65	66	96	95	95
21	Munger	57	58	58	60	66	63	96	95	95
22	Muzaffarpur	60	50	56	48	54	51	98	98	98
23	Nalanda	53	52	53	58	61	59	93	91	92
24	Nawada	32	26	29	35	34	35	83	82	82
25	Patna (R+U))	33	32	33	36	37	36	95	94	95
26	Purnea	48	43	46	45	41	43	92	90	91
27	Rohtas	69	70	69	69	72	71	99	98	98
28	Saharsa	42	31	37	39	29	34	90	88	89
29	Samastipur	52	52	52	58	61	59	97	96	97
30	Saran	36	37	36	42	46	44	96	95	95
31	Sheikhpura	53	46	50	68	67	67	93	92	92
32	Sheohar	54	38	46	48	40	44	96	95	95
33	Sitamarhi	44	39	42	40	41	41	91	90	91
34	Siwan	52	53	52	50	57	54	97	97	97
35	Supaul	52	36	45	59	52	56	97	95	96
36	Vaishali	51	46	49	60	59	59	98	99	98
37	West Champaran	43	44	43	40	42	41	97	97	97

	Total	50	47	48	51	53	52	95	95	95
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The Net Enrolment Ratio at the upper primary level has significantly improved 52 (in 2008-09) to 95 (in 2009-10).

Gender Gap in Enrolment (Primary & Upper Primary level):

Year	State level Gender Gap at Primary level	Distribution of the districts with various range of Gender Gap : Primary Level			State level Gender Gap at Upper Primary level	Distribution of the districts with various range of Gender Gap : Upper Primary level		
		G. Gap > Above State Average	G. Gap > 20	G. Gap > 5		G. Gap > Above State Average	G. Gap > 20	G. Gap > 5
2004-05	12.4	19	4	35	24.6	20	19	36
2005-06	11.3	19	3	34	22.3	19	16	37
2006-07	8.2	19	1	32	16.7	18	6	34
2007-08	6.9	19	0	28	13.9	19	1	28
2008-09	5.1	18	0	19	9.6	19	0	19
2009-10	4.5	19	0	18	7.6	17	0	9

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

Above mention table also given distribution of the districts within various range of Gender Gap

District wise Gender Gap:

S. No	Name of the District	Gender Gap in Enrolment											
		Primary Level					Upper Primary Level						
		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
1	Araria	21.79	20.26	0.89	8.31	5.74	3.97	33.22	30.99	0.95	22.12	13.98	6.22
2	Aurangabad	5.88	5.12	5.13	3.29	1.66	1.39	20.37	19.13	12.57	9.55	5.26	3.18
3	Banka	14.02	12.90	10.00	6.30	6.38	6.35	30.02	26.89	26.50	17.17	14.91	8.32
4	Begusarai	10.31	9.49	7.04	6.15	3.33	3.68	18.89	17.12	12.17	9.29	5.47	6.03
5	Bhagalpur	12.28	10.26	10.49	8.20	4.64	3.59	17.47	17.52	18.43	14.73	10.20	7.13
6	Bhojpur	9.56	8.22	6.62	7.04	7.94	8.08	24.85	20.15	16.00	16.85	15.04	10.69
7	Buxar	10.68	8.96	9.19	8.56	1.56	2.37	26.42	22.91	18.87	12.55	7.10	8.76
8	Darbhanga	17.11	17.17	14.65	12.75	7.62	7.31	32.53	23.13	20.92	20.32	12.82	4.18
9	East Champaran	17.09	15.20	12.93	10.81	7.65	7.43	33.04	30.45	22.59	19.70	14.99	9.59
10	Gaya	9.18	8.00	6.88	5.38	3.55	2.31	23.66	19.91	15.62	10.39	5.94	5.19
11	Gopalganj	4.32	3.19	3.06	1.54	1.32	1.12	21.51	14.75	10.63	13.15	8.06	8.69

S. No	Name of the District	Gender Gap in Enrolment											
		Primary Level						Upper Primary Level					
		2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
12	Jamui	18.14	15.90	13.62	8.45	5.86	5.12	38.93	31.02	28.87	22.35	18.52	9.31
13	Jehanabad	8.69	8.00	6.31	5.39	3.07	2.42	21.40	21.04	19.21	13.92	9.01	7.93
14	Kaimur	7.99	7.19	5.59	6.23	5.05	6.15	25.30	21.48	14.94	13.40	10.14	6.60
15	Katihar	19.60	17.48	11.51	6.98	5.86	8.59	28.14	27.34	23.59	13.67	11.30	17.49
16	Khagaria	15.60	13.77	10.77	8.93	6.99	6.11	29.62	27.37	21.47	19.78	13.23	6.10
17	Kishanganj	13.90	12.84	8.81	3.96	2.07	1.37	30.71	25.52	15.72	9.39	4.30	2.12
18	Lakhisarai	16.17	13.95	11.80	5.57	4.40	7.96	25.10	22.44	15.00	15.22	11.24	14.22
19	Madhepura	19.84	17.88	14.71	11.45	10.90	7.33	41.44	35.13	25.34	24.30	20.45	11.01
20	Madhubani	14.69	12.48	10.92	8.40	6.81	3.32	31.38	29.44	25.34	19.70	13.74	7.47
21	Munger	7.97	8.95	7.41	6.11	4.30	3.45	17.79	17.92	7.27	6.30	3.21	7.01
22	Muzaffarpur	6.85	5.83	5.75	4.68	4.66	5.00	21.35	19.67	12.98	10.16	6.27	3.53
23	Nalanda	10.98	9.93	5.51	6.43	4.96	3.64	21.03	20.10	11.11	12.00	7.55	7.56
24	Nawada	5.87	10.63	9.36	7.44	6.05	5.26	8.02	25.35	22.81	16.01	8.77	7.08
25	Patna (R+U))	6.42	6.01	5.45	3.60	2.60	1.74	20.74	18.20	15.04	9.64	5.76	7.34
26	Purnea	20.40	18.75	5.31	7.17	7.19	9.91	31.16	29.06	18.29	17.24	16.13	14.59
27	Rohtas	7.05	6.79	4.54	2.22	1.23	1.23	19.35	16.54	12.64	9.08	7.82	6.24
28	Saharsa	25.80	24.80	17.59	14.78	12.70	7.76	42.86	40.83	25.97	22.70	24.56	15.53
29	Samastipur	13.69	11.45	5.58	5.88	4.08	3.69	22.64	20.33	11.11	10.00	6.94	7.05
30	Saran	6.22	4.40	4.36	3.68	1.91	1.02	18.38	14.40	12.07	8.11	4.44	4.80
31	Sheikhpura	17.04	14.05	12.30	8.31	6.41	5.26	23.25	20.90	17.34	19.71	12.18	10.08
32	Sheohar	19.90	19.86	15.01	12.13	7.95	6.76	30.78	26.28	23.17	19.83	13.34	11.13
33	Sitamarhi	17.18	16.27	11.71	7.18	6.71	6.32	29.24	27.54	23.74	18.67	12.08	9.53
34	Siwan	2.76	1.99	1.27	3.51	0.40	0.46	18.77	12.80	9.53	6.69	1.16	2.31
35	Supaul	27.75	26.10	20.66	12.68	9.72	5.32	48.23	47.48	43.11	29.31	15.60	12.71
36	Vaishali	10.38	8.99	7.37	4.45	2.16	1.44	18.74	17.05	13.94	9.76	4.87	6.85
37	West Champaran	18.01	16.19	11.58	8.79	5.77	6.43	30.89	27.85	13.35	10.50	9.26	8.40
	Total	12.43	11.28	8.23	6.89	5.08	4.53	24.56	22.27	16.69	13.92	9.62	7.61

Transition Rate: Primary to Upper Primary (Class V/VI)

Transition Rate : Primary to Upper Primary level					
S. No	Name of the District	2005-06	2006-07	2007-08	2008-09
1	Araria	65%	41%	35%	56%
2	Aurangabad	65%	77%	75%	78%
3	Banka	47%	61%	66%	65%
4	Begusaral	81%	86%	73%	70%
5	Bhagalpur	62%	53%	59%	67%
6	Bhojpur	80%	99%	63%	67%
7	Buxar	82%	92%	90%	75%
8	Darbhangha	65%	71%	73%	75%
9	East Champaran	56%	78%	70%	73%

Transition Rate : Primary to Upper Primary level					
S. No	Name of the District	2005-06	2006-07	2007-08	2008-09
10	Gaya	58%	55%	66%	68%
11	Gopalganj	65%	67%	81%	88%
12	Jamui	66%	66%	64%	69%
13	Jehanabad	76%	73%	81%	82%
14	Kaimur	84%	84%	73%	77%
15	Katihar	62%	47%	51%	66%
16	Khagaria	59%	69%	72%	76%
17	Kishanganj	59%	59%	93%	75%
18	Lakhisarai	69%	85%	65%	81%
19	Madhepura	56%	57%	45%	66%
20	Madhubani	66%	64%	71%	66%
21	Munger	64%	67%	63%	64%
22	Muzaffarpur	72%	77%	67%	68%
23	Nalanda	67%	79%	65%	79%
24	Nawada	43%	56%	65%	64%
25	Patna (R+U))	72%	72%	66%	71%
26	Purnea	54%	50%	33%	49%
27	Rohtas	86%	81%	88%	90%
28	Saharsa	60%	68%	67%	72%
29	Samastipur	75%	87%	55%	66%
30	Saran	71%	74%	71%	70%
31	Sheikhpura	68%	63%	82%	87%
32	Sheohar	68%	60%	73%	63%
33	Sitamarhi	70%	67%	76%	61%
34	Siwan	59%	81%	76%	73%
35	Supaul	50%	59%	65%	79%
36	Vaishali	77%	69%	80%	80%
37	West Champaran	59%	74%	61%	67%
	Total	66%	70%	66%	71%

Source: DISE Data upto 2007-08

Transition rate from primary to upper primary is 71. District Rohtas – 90 shows highest Transition rate among all the districts and Purnia - 49 has the lowest Transition rate. 19 districts have below than the state level average Transition Rate.

Reconstructed Cohort Dropout Rate at Primary & Upper Primary

S. No	Name of the District	Dropout Rate					
		2006-07		2007-08		2008-09	
		P	UP	P	UP	P	UP
1	Araria	53.78	41.36	52.36	-20.18	17.2%	6.8%
2	Aurangabad	14.00	8.92	10.98	8.83	16.0%	2.5%
3	Banka	31.19	12.62	24.98	0.83	12.3%	12.0%
4	Begusarai	3.31	58.68	23.29	21.11	15.0%	9.7%
5	Bhagalpur	39.99	65.43	34.73	5.60	8.1%	9.1%
6	Bhojpur	-10.80	-20.90	29.70	7.07	9.5%	1.7%
7	Buxar	0.80	11.61	1.16	-4.33	-3.6%	26.6%
8	Darbhanga	18.22	1.43	19.26	-9.55	-5.0%	-6.1%
9	East Champaran	4.82	-13.56	20.25	8.41	10.8%	7.7%
10	Gaya	30.99	21.43	29.78	-7.09	16.5%	8.6%
11	Gopalganj	22.37	4.30	14.99	-16.85	6.5%	-2.5%
12	Jamui	22.37	51.17	27.20	5.30	16.0%	2.3%
13	Jehanabad	12.94	23.81	6.98	12.87	10.3%	1.7%
14	Kaimur	-1.84	7.86	18.85	11.22	5.1%	7.9%
15	Katihar	47.10	-9.11	39.19	-20.28	15.1%	8.1%
16	Khagaria	16.19	36.94	15.06	1.58	10.0%	-5.4%
17	Kishanganj	26.31	3.35	1.80	-76.63	12.7%	-8.1%
18	Lakhisarai	2.46	-5.92	31.72	24.75	20.0%	-0.7%
19	Madhepura	27.85	30.74	50.02	34.30	10.7%	-7.1%
20	Madhubani	20.62	-0.86	27.43	4.32	15.0%	6.9%
21	Munger	22.37	27.36	29.49	33.80	12.0%	7.3%
22	Muzaffarpur	9.40	19.94	22.48	8.19	9.6%	8.0%
23	Nalanda	9.33	1.63	25.50	24.12	8.7%	-2.1%
24	Nawada	33.85	33.56	28.35	-7.05	13.6%	10.0%
25	Patna (R+U))	16.12	8.18	25.46	44.18	11.9%	4.6%
26	Purnea	44.42	1.97	55.50	0.90	14.9%	14.4%
27	Rohtas	5.43	17.20	6.12	4.47	5.9%	6.1%
28	Saharsa	19.85	3.63	24.40	13.35	12.2%	17.8%
29	Samastipur	-3.38	9.36	43.47	10.58	20.0%	4.1%
30	Saran	7.92	21.03	15.87	38.06	13.1%	2.1%
31	Sheikhpura	33.01	62.28	6.42	16.08	7.1%	-0.8%
32	Sheohar	27.50	59.25	13.44	-22.35	29.3%	14.8%
33	Sitamarhi	19.25	17.89	6.45	-3.56	21.0%	14.0%
34	Siwan	8.44	-25.54	8.61	19.42	17.7%	6.2%
35	Supaul	31.67	11.10	26.97	-6.34	10.0%	-22.2%
36	Vaishali	14.77	28.24	6.41	-3.35	5.8%	2.5%
37	West Champaran	14.09	-0.53	29.04	-1.71	14.2%	11.2%
	Total	17.63	13.31	25.93	8.31	12.2%	5.3%

The dropout rate at primary level has reduced from 17.63 to 12.2. The drop out rate for upper primary level has also reduced from 13.31 (in 2006-07) to 5.3% (in 2008-09). The State has shown very fluctuating dropout rate in most of the districts and at the state level. The state should make sincere efforts to reduce the dropout. The districts namely; Buxar, Saharsa, Sheohar, Purnea, Sitamarhi, Banka, West Champaran, and Nawada are reporting more than 10 percent dropout rate. Girls dropping out rate exceeds from boy's drop out.

Retention Rate Primary & Upper Primary:

S. No	Name of the District	2005-06		2006-07		2007-08		2008-09	
		RR		RR		RR		RR	
		P	UP	P	UP	P	UP	P	UP
1	Araria	48.93	95.58	456.74	37.27	54.24	165.89	82.8%	93.2%
2	Aurangabad	42.87	78.44	71.50	89.59	76.62	80.55	84.0%	97.5%
3	Banka	41.11	33.13	96.66	70.16	116.17	99.65	87.7%	88.0%
4	Begusarai	56.91	33.92	60.44	32.18	62.43	66.24	85.0%	90.3%
5	Bhagalpur	64.21	49.95	93.34	18.82	61.87	87.15	91.9%	90.9%
6	Bhojpur	53.77	85.26	220.67	145.52	47.93	80.00	90.5%	98.3%
7	Buxar	52.24	111.12	107.17	86.99	76.61	106.62	103.6%	73.4%
8	Darbhanga	56.38	85.54	64.53	95.05	86.16	101.70	105.0%	106.1%
9	East Champaran	25.95	68.15	71.04	118.94	77.83	82.35	89.2%	92.3%
10	Gaya	51.59	110.08	57.44	61.38	73.62	111.66	83.5%	91.4%
11	Gopalganj	47.97	124.99	51.64	86.30	66.79	123.48	93.5%	102.5%
12	Jamui	68.58	45.33	64.94	40.55	70.90	80.63	84.0%	97.7%
13	Jehanabad	63.14	89.85	46.48	67.41	74.74	75.70	89.7%	98.3%
14	Kaimur	58.59	109.15	82.33	85.69	67.84	77.07	94.9%	92.1%
15	Katihar	77.45	77.06	167.89	96.12	124.56	157.86	84.9%	91.9%
16	Khagaria	30.18	32.03	104.51	52.52	137.79	88.26	90.0%	105.4%
17	Kishanganj	61.66	58.25	56.08	83.62	290.41	222.94	87.3%	108.1%
18	Lakhisarai	64.21	80.97	62.76	115.89	51.78	53.98	80.0%	100.7%
19	Madhepura	63.29	58.79	97.39	65.61	65.43	45.14	89.3%	107.1%
20	Madhubani	68.81	81.71	55.78	88.82	112.47	82.68	85.0%	93.1%
21	Munger	82.99	97.02	153.20	67.85	69.72	60.98	88.0%	92.7%
22	Muzaffarpur	49.72	62.12	64.68	74.72	65.54	72.86	90.4%	92.0%
23	Nalanda	47.61	57.08	100.45	104.71	28.68	57.74	91.3%	102.1%
24	Nawada	45.30	18.11	111.17	56.18	94.43	111.25	86.4%	90.0%
25	Patna (R+U))	53.77	96.55	71.27	92.00	50.78	42.99	88.1%	95.4%
26	Purnea	68.79	39.62	215.02	89.70	71.91	84.94	85.1%	85.6%
27	Rohtas	65.56	90.51	57.85	71.40	71.86	89.06	94.1%	93.9%
28	Saharsa	42.48	56.81	99.68	114.82	71.47	85.87	87.8%	82.2%
29	Samastipur	45.68	61.44	226.12	94.70	53.27	76.68	80.0%	95.9%
30	Saran	42.06	79.76	45.22	67.62	91.12	44.93	86.9%	97.9%
31	Sheikhpura	63.48	25.20	48.74	29.26	55.36	66.28	92.9%	100.8%
32	Sheohar	47.50	29.94	60.24	27.03	123.05	123.70	70.7%	85.2%
33	Sitamarhi	58.32	65.17	69.32	64.77	140.61	96.33	79.0%	86.0%
34	Siwan	36.90	41.59	56.44	137.39	85.65	68.37	82.3%	93.8%

S. No	Name of the District	2005-06		2006-07		2007-08		2008-09	
		RR		RR		RR		RR	
		P	UP	P	UP	P	UP	P	UP
35	Supaul	46.58	48.50	61.07	82.73	129.50	98.37	90.0%	122.
36	Vaishali	74.75	66.14	59.01	55.00	97.35	100.77	94.2%	97.
37	West Champaran	41.76	106.97	51.75	106.20	65.68	89.77	85.8%	88.
	Total	51.33	71.99	83.42	79.57	75.53	82.25	87.8%	94.

The retention rate has increased from 51.33 to 87.8 for primary level and also it increase 71.99 to 947 percent for upper primary level.

Educational Development Index:

State	Year	Access		Infra		Teachers		Outcome		Overall	
		Value	Rank	Value	Rank	Value	Rank	Value	Rank	Value	Rank
Primary	2007-08	0.556	12	0.233	35	0.334	34	0.530	30	0.389	35
	2008-09	0.554	15	0.379	30	0.466	29	0.579	31	0.480	32
Upper Primary	2007-08	0.481	33	0.343	35	0.412	34	0.485	30	0.424	35
	2008-09	0.513	32	0.520	30	0.363	33	0.411	35	0.447	35

The EDI ranking of the state is reduced 35 to 34. The value of EDI has shown a marginal increase (0.406 to 0.463). The state should make intense efforts on the weaker sections in order to improve the EDI values. The state may like to target district with the weakest values in the indicator. With the rich availability of data, it is not impossible to do the analysis at micro level.

Pupil Teacher Ratio : Primary and Upper Primary level

Name of the District	2007-08			2008-09			2009-10		
	P	UP	Total	P	UP	Total	P	UP	Total
Araria	88.36	20.75	62.90	85.00	19.45	57.38	83.67	23.44	60.75
Aurangabad	74.61	25.67	53.57	75.13	25.34	52.12	100.76	28.77	64.03
Banka	81.14	32.69	65.80	86.03	27.68	63.03	114.57	24.31	69.01
Begusarai	83.36	18.70	53.92	87.09	18.35	52.81	108.58	26.37	62.88
Bhagalpur	78.26	20.05	53.99	89.16	18.39	53.64	114.25	22.57	62.42
Bhojpur	97.04	32.42	68.32	101.34	30.76	67.17	94.96	43.36	74.73
Buxar	86.57	28.60	56.68	94.24	21.27	55.39	90.87	22.11	53.35
Darbhanga	65.73	24.04	49.85	80.32	23.38	54.99	101.95	21.69	58.86
East Champaran	79.40	21.26	56.75	87.29	23.84	62.06	92.31	26.99	65.56
Gaya	85.64	23.16	57.05	78.31	27.82	57.40	105.52	29.02	66.30
Gopalganj	71.30	25.17	52.26	75.38	25.57	53.53	107.92	23.60	61.41
Jamui	87.70	18.48	56.76	94.48	18.59	57.21	135.89	18.79	63.69
Jehanabad	69.16	21.05	47.83	80.17	19.97	48.96	92.59	21.33	52.45
Kaimur	69.19	25.81	50.11	73.35	25.19	50.86	90.17	31.18	59.15

Name of the District	2007-08			2008-09			2009-10		
	P	UP	Total	P	UP	Total	P	UP	Total
Katihar	74.98	20.42	54.01	77.46	19.63	53.70	87.33	18.38	52.67
Khagaria	71.26	21.77	52.47	82.31	24.58	57.78	87.53	34.22	56.08
Kishanganj	72.27	20.02	52.65	77.53	16.82	48.65	74.56	17.01	46.80
Lakhisarai	52.47	20.51	40.93	53.40	22.60	42.19	56.98	22.01	43.32
Madhepura	60.82	16.74	44.66	70.10	21.14	51.34	82.64	20.12	56.06
Madhubani	80.52	19.85	52.94	79.93	19.92	50.97	84.20	25.17	55.95
Munger	86.10	23.12	56.36	83.26	22.28	52.36	103.02	29.15	63.96
Muzaffarpur	78.44	22.28	54.23	92.69	21.19	56.93	91.74	25.21	60.75
Nalanda	93.54	25.73	59.39	101.01	25.79	60.06	117.82	30.00	70.92
Nawada	74.72	26.82	57.94	88.29	22.38	59.32	113.47	28.55	69.53
Patna (R+U)	89.78	19.87	54.62	91.88	23.54	56.74	68.34	42.60	60.24
Purnea	92.26	21.60	65.99	100.60	17.82	63.12	162.41	16.28	63.50
Rohtas	74.92	27.70	53.23	79.39	26.81	53.63	97.31	34.70	66.26
Saharsa	69.68	14.14	43.85	80.56	12.32	45.60	57.17	33.08	45.97
Samastipur	90.78	24.62	63.12	96.43	23.66	61.03	120.55	23.04	65.30
Saran	67.18	20.42	48.68	68.40	23.74	49.91	76.98	22.68	49.62
Sheikhpura	85.47	20.03	54.94	86.62	20.14	52.85	99.48	27.34	63.71
Sheohar	90.38	18.86	60.20	102.03	15.77	54.87	143.90	16.12	60.58
Sitamarhi	108.74	20.18	68.88	133.32	15.08	60.67	104.93	24.20	65.11
Siwan	65.79	23.23	48.53	65.40	22.42	46.36	73.50	25.65	51.80
Supaul	63.54	20.10	48.33	91.23	19.39	52.61	69.81	34.82	55.78
Vaishali	81.14	21.11	52.55	95.10	19.90	52.58	81.69	27.02	54.83
West Champaran	73.66	23.36	55.67	89.93	16.85	54.13	68.29	38.17	60.37
Total	78.41	22.33	54.78	84.85	21.60	54.91	91.59	25.92	59.61

Single Teacher Schools

Sl.No.	District Name	2005-06	2006-07	2007-08	2008-09	2009-10
1	ARARIA	46	44	73	31	65
2	AURANGABAD	83	38	144	101	80
3	BANKA	195	237	213	169	260
4	BEGUSARAI	111	23	71	45	0
5	BHAGALPUR	176	114	81	45	0
6	BHOJPUR	725	244	100	78	67
7	BUXAR	230	72	147	132	43
8	DARBHANGA	154	49	308	199	157
9	PURBA CHAMPARAN	84	32	109	58	0
10	GAYA	368	426	195	177	156
11	GOPALGANJ	40	17	29	19	0
12	JAMUI	121	106	184	148	137
13	JEHANABAD	78	64	54	50	0
14	KAIMUR	19	9	82	52	44
15	KATIHAR	40	24	38	24	24
16	KHAGARIA	15	12	20	16	16
17	KISHANGANJ	17	20	161	48	50
18	LAKHISARAI	60	44	25	19	0
19	MADHEPURA	8	9	44	30	33
20	MADHUBANI	120	85	245	154	246
21	MUNGER	137	94	103	82	73
22	MUZAFFARPUR	80	78	75	72	74
23	NALANDA	140	106	280	238	342
24	NAWADA	107	79	145	84	0
25	PATNA	402	395	298	382	360
26	PURNIA	16	14	66	112	0
27	ROHTAS	73	26	65	53	81
28	SAHARSA	29	29	71	45	0
29	SAMASTIPUR	55	22	73	47	0
30	SARAN	279	57	222	113	0
31	SHEIKHPURA	68	23	33	20	48
32	SHEOHAR	5	6	13	13	0
33	SITAMARHI	55	42	149	165	0
34	SIWAN	66	35	55	45	0
35	SUPAUL	27	10	87	73	0
36	VAISHALI	102	73	95	103	82
37	PASHCHIM CHAMPARAN	112	45	168	96	86
	TOTAL	4443	2803	4321	3338	2524

Distribution of the districts within various range of PTR:

Year	PTR		Above State Average PTR		No. of Districts with PTR > 100		No. of Districts with PTR > 60		No. of Districts with PTR > 40	
	Pry.	U. Pry.	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry
2009 – 10	91.59	25.92	21	17	15	0	35	0	37	2
2008 – 09	84.85	21.60	20	18	5	0	36	0	37	0
2007 – 08	78.41	22.33	19	15	1	0	36	0	37	0
2006 – 07	100.78	27.21	19	19	21	0	37	0	37	1

As the above table reflects, state level Pupil Teacher Ratio at the primary level is 91.59 which are higher than the previous year. At the primary level 21 districts are having more than state level average of PTR. Also all 35 Districts have more than 60:1 Pupil Teacher Ratio at primary level. At the upper primary level PTR is very comfortable i.e. 26: 1 and only 2 districts have more than 40:1 PTR.

At the primary level the following 15 districts have more than 100:1 PTR; Purnea (162.41), Sheohar 143.90, Jamui 135.89, Samastipur 120.55, Banka 114.57, Bhagalpur 114.25, Nawada 113.47, Begusarai 108.58, Gopalganj 107.92, Gaya 105.52, Sitamarhi 104.93, Munger 103.02, Darbhanga 101.95 and Aurangabad 100.76.

In addition to an adverse situation on PTR at primary level, the state also has 2524 schools which are single teacher. It is however could not be clarified by the state as to whether these schools were primary or upper primary.

Student Class Room Ratio:

Student Classroom Ratio (SCR)												
Name of the District	2006-07			2007-08			2008-09			2009-10		
	P	UP	Total	P	UP	Total	P	UP	Total	P	UP	Total
Araria	217.40	18.65	115.82	217.55	27.93	118.04	158.41	77.40	94.06	69.85	49.08	48.64
Aurangabad	137.24	34.27	84.23	158.34	43.61	102.70	162.27	77.16	102.89	156.73	31.62	59.04
Banka	95.92	27.64	70.73	121.78	36.34	88.89	129.77	79.54	88.99	100.75	77.55	76.20
Begusarai	192.55	26.08	101.90	187.61	33.98	109.47	196.22	83.77	111.32	130.35	95.10	102.39
Bhagalpur	149.41	22.04	90.20	147.50	29.92	91.69	177.82	67.93	95.53	102.32	53.99	67.21
Bhojpur	140.06	41.80	96.32	153.94	40.90	97.26	158.13	71.21	100.48	106.08	48.29	68.33
Buxar	143.06	36.09	84.92	76.86	37.17	60.15	91.56	70.55	70.23	104.40	46.84	64.62
Darbhanga	167.93	25.91	86.71	109.14	30.79	74.39	134.37	70.81	88.30	129.40	87.15	95.56
East Champaran	163.22	31.75	99.16	174.57	36.39	112.32	184.53	97.34	116.14	119.42	55.34	71.86

Student Classroom Ratio (SCR)												
Name of the District	2006-07			2007-08			2008-09			2009-10		
	P	UP	Total	P	UP	Total	P	UP	Total	P	UP	Total
Gaya	131.45	30.58	86.40	148.66	37.41	95.77	134.40	82.84	94.34	231.37	75.11	119.09
Gopalganj	142.43	31.95	87.03	143.03	40.44	95.08	155.13	78.20	99.19	133.69	38.02	61.94
Jamui	152.99	24.65	86.36	162.54	29.74	98.53	180.73	75.48	101.11	101.82	56.41	67.05
Jehanabad	129.69	32.15	80.17	128.97	39.45	89.41	141.93	69.22	90.29	145.44	55.45	82.76
Kaimur	157.56	35.94	89.87	147.48	47.56	99.93	148.78	69.47	95.96	106.88	46.01	70.75
Katihar	157.43	31.47	100.84	183.24	32.02	108.67	183.88	81.22	104.76	123.50	51.30	71.31
Khagaria	150.75	31.98	94.87	159.50	42.58	111.34	186.16	102.08	122.97	91.41	55.18	80.34
Kishanganj	154.10	19.29	79.81	212.44	23.31	98.44	243.36	61.81	99.47	105.69	60.07	68.62
Lakhisarai	146.44	33.31	87.35	123.45	37.97	87.72	120.85	85.68	89.64	66.37	54.32	52.99
Madhepura	165.17	34.82	105.48	157.34	30.84	100.63	183.58	93.12	116.05	128.10	53.92	71.96
Madhubani	158.26	27.81	85.19	178.24	31.33	99.06	166.62	68.16	95.99	101.60	92.97	84.71
Munger	150.63	28.76	82.52	151.51	33.31	89.78	142.95	57.83	83.49	139.01	50.30	78.47
Muzaffarpur	135.14	31.85	87.30	142.21	30.54	86.32	147.09	59.84	83.22	81.12	95.06	71.56
Nalanda	129.32	30.89	77.34	113.70	30.03	70.70	114.19	48.01	69.95	92.60	35.69	53.16
Nawada	129.85	27.78	85.63	128.54	34.90	89.56	160.74	71.28	93.57	86.30	53.06	61.89
Patna (R+U))	137.23	28.00	77.31	144.45	25.16	77.35	134.11	52.89	76.28	98.37	82.18	79.66
Purnea	193.06	38.88	134.04	194.51	39.86	132.13	192.88	103.47	118.58	117.74	54.26	72.04
Rohtas	111.98	30.47	67.52	117.13	34.87	74.89	110.29	59.54	76.28	119.86	69.15	87.23
Saharsa	184.39	35.20	109.39	182.96	35.00	111.98	218.09	77.94	113.94	138.33	70.99	109.50
Samastipur	241.33	34.12	125.79	194.21	37.14	114.93	199.09	75.31	108.19	106.38	47.40	63.90
Saran	122.26	35.01	81.28	126.20	35.82	88.95	128.21	80.85	89.80	65.94	41.63	48.02
Sheikhpura	137.57	21.42	73.83	133.38	24.82	76.49	141.37	55.45	79.93	120.58	65.29	81.70
Sheohar	174.45	25.26	101.78	201.69	27.90	110.61	230.91	55.57	94.07	134.18	45.43	68.30
Sitamarhi	169.36	23.72	89.07	226.48	31.30	124.27	263.46	62.60	104.94	133.84	57.10	78.12
Siwan	140.67	46.59	97.04	174.88	43.41	110.13	171.24	81.13	106.23	100.70	73.89	77.38
Supaul	143.62	27.57	88.09	145.72	29.47	92.56	207.96	54.40	95.16	99.32	60.35	74.48
Vaishali	150.60	40.33	101.41	170.09	42.33	107.81	186.77	64.99	98.77	180.00	34.46	66.45
West Champaran	147.16	23.07	81.17	220.44	20.29	88.86	175.85	67.34	93.02	92.74	166.07	88.20
Total	150.35	30.68	90.45	155.14	33.60	95.69	160.19	71.42	95.34	108.13	57.15	72.08

Source: DISE Data upto 2008-09, 2009-10 AWPB Data

Distribution of the districts within various range of SCR:

Year	SCR		Above State Average SCR		No. of Districts with SCR > 100		No. of Districts with SCR > 60		No. of Districts with SCR > 40	
	Pry.	U. Pry.	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry	Pry	U. Pry
2009 - 10	108.13	57.15	17	14	27	1	37	14	37	33
2008 - 09	160.19	71.42	20	17	36	2	37	29	37	37
2007 - 08	155.14	33.60	18	20	36	0	37	0	37	7
2006 - 07	150.35	30.68	18	19	36	0	37	0	37	3

As the above table reflects that the Student Class Room Ratio is significantly decreased at both level primary and upper, but still it is not up to the mark. At the primary level 12 districts have more than 125:1 SCR. These districts namely; Gaya 231, Vaishali 180, Aurangabad 157, Jehanabad 145, Munger 139, Saharsa 138, Sheohar 134, Sitamarhi, Gopalganj 133, Begusarai 130, Darbhanga 129 and Madhepura 128.

Issues

- The DISE 2009-10 data has not been used while preparing the Annual Work Plan & Budgeting. The indicators presented below are based on AWP&B 2010-11.
- **The state has 73% vacant positions in case of Assistant computer programmers and over all 24% vacant positions in case of EMIS Unit (State & Districts level)**
- The appraisal team finds it strange that the state has provided the data for the year 2009-10 for many indicators without using DISE data (e.g. SCR, PTR, Dropout rate etc.).
- The districts namely; Buxar, Saharsa, Sheohar, Purnea, Sitamarhi, Banka, West Champaran, and Nawada are reporting more than 10 percent dropout rate.
- Gender gap at the primary level and upper primary level are slightly increased from the previous years.

Component wise Appraisal

(I) Access

- State policy on opening of new schools

State has a policy to open school in those habitations where there is population of 300 and there is no primary school within the radius of 1 km.

Habitations without schooling facility within a radius of a radius of 3 km are eligible for opening of an upper primary school

There are 1683 girls' only upper primary schools in Bihar

In 2009-10 state had reported 663 girls' only upper primary schools and in 2010-11 state has reported 1683 girls' only upper primary schools despite no such school being sanctioned to the state during last year.

- Availability of Schooling facilities:

Information on Schools

Category	Govt.	Aided	Private	Total
Primary	42225	82	7979	50286
Up. Primary	27749	975	5217	33941

Habitation and Access (Primary)

Name of District	Total No. of Habitations	Habitations Covered by		Habitations without primary Schools/ EGS (within 1 KM)	Habitations without primary Schools/ EGS			
		Primary School (Within 1 KM)	EGS (Within 1 KM)		Habitations eligible for PS as per State norms	No. of children in such Habitations (Col. 7)	Habitations not eligible for PS/EGS	No. of children in such Habitations (Col. 11)
Araria	2760	2607	0	153	153	7515	0	0
Arwal	608	608	0	0	0	0	0	0
Aurangabad	3498	3410	0	88	88	0	0	0
Banka	3005	2847	0	158	92	5450	66	1805
Begusarai	1335	1266	0	69	0	0	69	1894
Bhagalpur	2100	2015	0	85	12	2798	73	1921
Bhojpur	2085	2085	0	0	0	0	0	0
Buxar	1563	1551	0	12	12	524	0	0
Darbhanga	1891	1891	0	0	0	0	0	0
East Champaran	3539	3442	0	97	97	1920	0	0
Gaya	4386	4257	0	129	57	2280	72	2022
Gopalganj	2341	2299	0	42	0	0	42	1211
Jamui	2190	2035	0	155	73	3315	82	1547
Jehanabad	1122	1122	0	0	0	0	0	0
Kaimur	1733	1628	0	105	0	0	105	1800

Name of District	Total No. of Habitations	Habitations Covered by		Habitations without primary Schools/ EGS (within 1 KM)	Habitations without primary Schools/ EGS			
		Primary School (Within 1 KM)	EGS (Within 1 KM)		Habitations eligible for PS as per State norms	No. of children in such (Col. 7) Habitations	Habitations not eligible for PS/EGS	No. of children in such (Col. 11) Habitations
Katihar	2867	2795	0	72	30	0	42	1397
Khagaria	1169	1145	0	24	24	1899	0	0
Kishanganj	3225	3225	0	0	0	0	0	0
Lakhisarai	698	676	0	22	17	960	5	185
Madhepura	2242	2174	0	68	0	0	68	1412
Madhubani	2779	2779	0	0	0	0	0	0
Munger	1775	1655	0	120	56	1881	64	1622
Muzaffarpur	4194	3977	0	217	0	0	217	3530
Nalanda	2308	2285	0	23	13	0	10	315
Nawada	1908	1908	0	0	0	0	0	0
Patna (Rural)	2923	2923	0	0	0	0	0	0
Patna (Urban)	0	0	0	0	0	0	0	0
Purnea	3607	3445		162	162	10434	0	0
Rohtas	2534	2534	0	0	0	0	0	0
Saharsa	2617	2617	0	0	0	0	0	0
Samastipur	3248	3248	0	0	0	0	0	0
Saran	2791	2678	0	113	100	4312	13	412
Sheikhpura	496	466	0	30	30	1404	0	0
Sheohar	345	345	0	0	0	0	0	0
Sitamarhi	1629	1629	0	0	0	0	0	0
Siwan	3580	3542	0	38	35	1549	3	91
Supaul	4404	4404	0	0	0	0	0	0
Vaishali	2115	2111	0	4	0	0	4	122
West Champaran	3060	3060	0	0	0	0	0	0
Total	90670	88684	0	1986	1051	46241	935	21286

Out of 90 thousand habitations 88 thousand habitations (97.87%) are having primary schooling facilities within a radius of 1 km. In 1986 habitations (2.19%), facilities for primary schooling are not available. Out of 1986 unserved habitations 821 habitations are eligible for regular primary schools.

Habitation and Access (Upper Primary)

Name of District	Total No. of Habitations	No. of Habitations having UPS facility in 3 KM Area	No. of Habitations without UPS facility in 3 KM area	Eligible school less habitations for UPS as per distance and population norms	No. of Primary Schools (Govt. & Govt. Aided)	No. of Upper Primary School (Govt. & Govt. Aided)	Primary and Upper Primary Ratio	No. of UPS eligible as per 2:1 ratio	Gap in UPS
Araria	2760	2607	153	42	1682	638	2.64	841	203
Arwal	608	593	15	0	529	206	2.57	265	59
Aurangabad	3498	3201	297	106	2094	911	2.30	1047	136
Banka	3005	2911	94	31	1974	805	2.45	987	182
Begusarai	1335	1251	84	36	1538	715	2.15	769	54
Bhagalpur	2100	1972	128	0	1889	836	2.26	945	109
Bhojpur	2085	2085	0	0	2013	842	2.39	1007	165
Buxar	1563	1483	80	0	1197	507	2.36	599	92
Darbhanga	1891	1891	0	0	2313	1019	2.27	1157	138
E. Champaran	3539	3347	192	188	3156	1204	2.62	1578	374
Gaya	4386	4038	348	142	3052	1287	2.37	1526	239
Gopalganj	2341	2304	37	0	1774	703	2.52	887	184
Jamui	2190	1989	201	157	1714	783	2.19	857	74
Jehanabad	1122	1085	37	0	901	352	2.56	451	99
Kaimur	1733	1582	151	128	1211	466	2.60	606	140
Katihar	2867	2696	171	112	2002	762	2.63	1001	239
Khagaria	1169	1169	0	0	1039	520	2.00	520	0
Kishanganj	3225	2903	322	152	1517	559	2.71	759	200
Lakhisarai	698	676	22	0	760	314	2.42	380	66
Madhepura	2242	2087	155	111	1485	610	2.43	743	133
Madhubani	2779	2779	0	0	2968	1188	2.50	1484	296
Munger	1775	1645	130	64	1076	418	2.57	538	120
Muzaffarpur	4194	3965	229	214	3098	1220	2.54	1549	329
Nalanda	2308	2294	14	0	2191	851	2.57	1096	245
Nawada	1908	1908	0	0	1679	704	2.38	840	136
Patna (Rural)	2923	2923	0	0	3006	1012	2.97	1503	491
Patna (Urban)	0	0	0	0	350	175	2.00	175	0
Purnea	3607	3445	162	127	2098	856	2.45	1049	193
Rohtas	2534	2534	0	0	2144	836	2.56	1072	236
Saharsa	2617	2617	0	0	1278	533	2.40	639	106
Samastipur	3248	3248	0	0	2525	1026	2.46	1263	237
Saran	2791	2588	203	159	2510	965	2.60	1255	290
Sheikhpura	496	463	33	23	479	220	2.18	240	20
Sheohar	345	343	2	0	420	197	2.13	210	13
Sitamarhi	1629	1629	0	0	2099	942	2.23	1050	108
Siwan	3580	3580	0	0	2135	915	2.33	1068	153

Name of District	Total No. of Habitations	No. of Habitations having UPS facility in 3 KM Area	No. of Habitations without UPS facility in 3 KM area	Eligible school less habitations for UPS as per distance and population norms	No. of Primary Schools (Govt. & Govt. Aided)	No. of Upper Primary School (Govt. & Govt. Aided)	Primary and Upper Primary Ratio	No. of UPS eligible as per 2:1 ratio	Gap in UPS
Supaul	4404	4404	0	0	1776	697	2.55	888	191
Vaishali	2115	2061	54	14	2065	951	2.17	1033	82
W. Champaran	3060	3060	0	0	2511	979	2.56	1256	277
Total	90670	87356	3314	1806	70248	28724	2.45	35133	6409

Out of 90 thousand habitations 87 thousand habitations (96.3%) are having upper primary schooling facilities within a radius of 3 km. In 3314 habitations (3.7%), facilities for upper primary schooling are not available out of which 1806 habitations are eligible for regular upper primary schools. **The ratio of primary to upper primary school is 2.45**

70248 primary schools include 42225 govt. Primary schools, 82 aided primary schools, 26983 upper primary schools having primary sections and 958 Govt. aided upper primary schools having primary sections. Table given below illustrates the situation more clearly.

Govt. Primary schools	Govt. Aided primary schools	Govt. upper schools having primary sections	Govt. aided upper schools having primary sections	Total
42225	82	26983	958	70248

28724 upper primary schools include 26983 Govt. upper primary schools, 975 Govt. Aided upper primary schools and 766 Secondary schools having upper primary sections. Table given below illustrates the situation more clearly.

Govt. Upper Primary schools	Govt. Aided Upper primary schools	Govt. Secondary schools having Upper primary sections	Govt. aided upper schools having primary sections	Total
26983	975	766	28724	70265

A: Primary

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

S. No.	Year	Primary Schools		Upper primary	
		Sanctioned	Opened	Sanctioned	Opened
1.	2001-02	0	0	0	0
2.	2002-03	0	0	1493	
3.	2003-04	0	0	2268	

S. No.	Year	Primary Schools		Upper primary	
		Sanctioned	Opened	Sanctioned	Opened
4.	2004-05	0	0	2166	
5.	2005-06	548	0	1390	
6.	2006-07	15000	15521	822	
7.	2007-08	2753	2780	3722	
8.	2008-09	541	278	3141	
9.	2009-10	0	0	3013	
	Total	18842	18579	18015	16780

- **Construction of School Buildings for Sanctioned Primary Schools:**

For the total 18842 new primary schools sanctioned to the state, 15000 buildings have been sanctioned. These buildings for new primary schools are in different stages of completion. Cumulative progress is given below:

2006-07 & 2007-08	2008-09	2009-10 (Deferred Liability)	Total 2008-09 & 2009-10	Total buildings Sanctioned	Buildings Complete as on 31.3.10	Buildings in Progress as on 31.3.10	Buildings yet to start	% Completed
6657	2057	6286	8343	15000	6965	4549	3486	46.43

- **Teacher Deployment in Sanctioned Primary Schools:**

For 18842 sanctioned primary schools, successive PABs have approved recruitment of 37684 teachers at the rate of two teachers for every new primary school. However, state has recruited 31096 teachers only. Among 18579 new primary schools opened, teachers have been deployed only in 15548 primary schools. Rest of the schools are reportedly being provided teachers on deputation. Cumulative progress is given below:

Recruitment of teachers in new primary schools

Total P.S Sanctioned	Teacher Posts Sanctioned	Teacher Recruited	% of Recruitment
18842	37684	31096	82.51

- **Status of EGS completed/ completing two years**

The state had informed in 2008-09 that all 15428 EGS centres had been upgraded into regular primary schools. Information regarding registration/notification, deployment of teachers, disbursement of TLE, construction of school building etc. is missing in the plan.

B. Upper Primary

- **Status on opening of new upper primary schools sanctioned till 2009-10 under SSA which districts have shortfalls – list them with numbers.**

A total of 18015 Upper Primary Schools have been sanctioned till 2009-10. Out of which 16780 are operational which is 93.14% of the target. The districts which shortfall are highlighted:

S. No.	Name of District	Upper Primary Schools	
		Target	Achievement
1	Araria	351	351
2	Arawal	137	137
3	Aurangabad	652	652
4	Banka	591	591
5	Begusarai	399	354
6	Bhagalpur	501	489
7	Bhojpur	551	551
8	Buxar	302	264
9	Darbhanga	584	584
10	E. Champaran	762	502
11	Gaya	976	976
12	Gopalganj	495	495
13	Jamui	634	594
14	Jehanabad	228	228
15	Kaimur	321	321
16	Katihar	380	380
17	Khagaria	347	347
18	Kishanganj	221	221
19	Lakhisarai	174	174
20	Madhepura	376	376
21	Madhubani	567	411
22	Munger	237	237
23	Muzaffarpur	761	761
24	Nalanda	434	434
25	Nawada	511	464
26	Patna (Rural)	1018	534
27	Purnea	472	472
28	Rohtas	433	433
29	Saharsa	271	271
30	Samastipur	642	642
31	Saran	572	559
32	Sheikhpura	137	137
33	Sheohar	127	126
34	Sitamarhi	632	632
35	Siwan	570	570
36	Supaul	397	397
37	Vaishali	615	615
38	W. Champaran	637	498
TOTAL		18015	16780

- **Status of Building for Upper Primary schools.**

For 18015 upper primary schools sanctioned, 18069 additional class rooms (ACRs) were sanctioned to the state. 3954 ACRs (22%) are reportedly completed and 12026 are in progress and work for remaining 2199 ACRs have not been started yet.

- **Status of TLE**

All primary and upper primary schools that have been opened by the state have been provided by the TLE. However, in 2009-10 PAB had sanctioned 3013 upper primary schools out of which 464 Upper primary schools are yet to be provided with TLE.

- **Teacher Recruitment in sanctioned upper primary schools Sanctioned**

In all, 18015 Upper primary schools have been sanctioned to the state till 2009-10. Accordingly, 54045 teacher's posts were also sanctioned for deployment at the rate of three teachers in each upper primary school. State has not recruited a single teacher for these upper primary schools. Hence, upgraded upper primary schools are being served by the teachers of primary schools. It is adversely affecting PTR and teaching learning process as two teachers of primary schools are taking care of eight classes of an elementary school. State representative has informed that in some upper primary schools teachers on deputation have been provided. The representative, however, could not give the number of such upper primary schools where teachers on deputation have been provided.

Observations

- This is appreciable that State conducted a detail house hold survey in November – December 2009 with the help of school teachers. In the survey, information regarding population of a habitation and distance of primary and upper primary schools from all habitations was also collected. Based on the result of this information state has prepared the status of served, unserved habitations and eligible and ineligible habitations among the unserved habitations.
- There has been a huge expansion of schooling facilities under SSA as 36,867 schools have been sanctioned to the state (18842 primary and 18015 upper primary schools). The sanctioned schools are much more than unserved habitations reported by 7th All India Education Survey in 2002. Despite large number of school being sanctioned to the state, still, there are 1986 and 3314 unserved habitations at primary and upper primary level respectively. Following table illustrates the status.

Comparative Status of Access at Primary Level

Source of Information	Total Habitations	habitations with P.S within 1 KM.	School less habitations	P. Schools provided under SSA till 2009-10
7 th All India Education Survey	72,668	65,635	7,033	18,842
State's AWP&B 2010-11	90,670	88,684	1,986	

Comparative Status of Access at Upper Primary Level

Source of Information	Total Habitations	Habitations with U.P.S within 3 KM.	School less habitations	U.P. Schools provided under SSA till 2009-10
7 th All India Education Survey	72,668	61,722	10,946	18,015
State's AWP&B 2010-11	90670	87,356	3,314	

- C. **Though state has been preparing separate plan for Patna rural and Patna urban for the last several years but it does not provide disaggregated information about served and unserved habitations in Patna Urban. It was, therefore, difficult to appraise status of access in Patna Urban. The purpose of preparing a separate plan for urban areas is to have a focused thrust on understanding the needs of urban areas which are very different to rural areas, and make adequate planning & provisioning in urban context.**
- D. Among the total 36,867 schools sanctioned to the state, 1498 schools are yet to be opened. (PS - 263 and UPS - 1235).
- E. While state component plan on page 12 is showing that out 18015 sanctioned upper primary schools; 15259 have been opened but state team is reporting that 16780 upper primary schools are operational.
- F. Out of 15000 thousand school buildings sanctioned for primary schools, only 6965 (46%) have been completed. Similarly, construction of additional class rooms for upper primary schools is also very low as only 22% of the target is complete.
- G. For 18,842 new primary schools, successive PABs have sanctioned 37,684 teachers to be deployed in these schools at the rate of two teachers in each school. State has recruited only 31,096 (82.5%) and 6588 teachers are yet to be recruited which means that 3294 primary schools are yet to be provided with regular teachers. Moreover, none of the 54045 teachers sanctioned for upgraded upper primary schools have been recruited. This is adversely affecting PTR, learning of children and contributing to drop out.
- H. State has not planned for providing schooling facilities on institutional to 21286 children living in 935 unserved as well as ineligible habitations as per state norms at primary level. Similarly, at upper primary level 1508 habitations are unserved as well as ineligible for upper primary school as per state's norms.
- I. State has not provided information and/ or plan for providing access in those districts where flood is an annual phenomenon. Similarly, state has admitted that six districts are affected by Left Wing Terrorism but information on how it is affecting schooling of children particularly participation of girls at upper level is not available in the plan.
- J. State has recognised the prevalence of social barriers in access to schooling facilities for certain sections of children belonging to most marginalised among SCs and Muslims and intends to provide separate schools in habitations having concentration of such groups. Infact, a letter in this regard has already been issued in 2008. It is feared that such

practice of providing separate school for certain groups may lead to further exclusion and fragmentation of society, will be against the values enshrined and the rights protected in our constitution.

Suggestions/ Actionable Points

1. State must define neighbourhood as per the requirement of RTE Act 2009 and conduct a GIS/GPS mapping of schooling facilities so that universal provisioning is ensured.
2. State must open all the sanctioned primary and upper primary schools immediately with all necessary infrastructures such as building, teachers and TLE being in place. All the opened schools must also be notified by the state.
3. State must augment construction of school building, additional class rooms and recruitment of teachers sanctioned to it under SSA.
4. State should plan for providing schooling facility on institutional basis to children living in unserved and ineligible habitations.
5. State should conduct 'Access Audit' to ascertain the deficit of minimum facilities in schools as admissible under SSA.
6. State should make a systematic attempt to understand social barriers that hamper access to school or effective participation in school for children belonging to any section of the society and should plan to tackle this issue through training of community members, teachers, parents and other stake holders. This issue can also be effectively tackled through Curriculum and activity based learning where traditional/ family knowledge of each child is recognised and appreciated and formation of groups in a class is based on the activity which is to be done and not the socio – cultural background of the child.
7. State should also attempt to identify geographical, cultural and linguistic issues affecting access and effective participation in teaching learning process.
8. State is covering 56457 children belonging to Mushar community since 2008-09 under Uthan programme (programme for social access). Further, 1.26 lakh additional children were covered in 2009-10. State should document and share the impact and change it brought to the community and how successful it has been to change the mind set of the society.
9. State in its Annual Plan has used word 'Dalit' and 'Maha Dalit' for most marginalised sections within scheduled castes. National Commission for Scheduled Castes and Scheduled Tribes has directed against using this term for SCs. The constitutional and official word is Scheduled Caste and should be used in all documents. Though it is a fact that SCs are not a homogenous group and certain groups are more disadvantaged and marginalised within scheduled castes.

Proposal

1. Opening of 821 new primary schools
2. Upgradation of 1720 primary schools to upper primary schools

S. No.	District	New PS Proposed	Distribution of New Schools				
			SC habitation	Minority Habitation	ST Habitation	Mahadalit Habitation	Others habitation
1	Araria	153	39	45	09	54	06
2	Aurangabad	88	31	0	0	57	0
3	Banka	92	12	11	19	21	29
4	Begusarai	0	0	0	0	0	0
5	Bhagalpur	12	2	0	1	5	4
6	Bhojpur	0	0	0	0	0	0
7	Buxar	0	0	0	0	0	0
8	Darbhanga	0	0	0	0	0	0
9	E. Champaran	0	0	0	0	0	0
10	Gaya	57	5	7	0	43	2
11	Gopalganj	0	0	0	0	0	0
12	Jamui	0	0	0	0	0	0
13	Jehanabad	0	0	0	0	0	0
14	Kaimur	0	0	0	0	0	0
15	Katihar	30	2	7	4	14	3
16	Khagaria	24	0	4	0	20	0
17	Kishanganj	0	0	0	0	0	0
18	Lakhisarai	17	0	0	0	17	0
19	Madhepura	0	0	0	0	0	0
20	Madhubani	0	0	0	0	0	0
21	Munger	56	12	21	5	13	5
22	Muzaffarpur	0	0	0	0	0	0
23	Nalanda	13	0	0	0	13	0
24	Nawada	0	0	0	0	0	0
25	Patna (Rural)	0	0	0	0	0	0
26	Patna U	0	0	0	0	0	0
27	Purnea	162	66	25	15	22	34
28	Rohtas	0	0	0	0	0	0
29	Saharsa	0	0	0	0	0	0
30	Samastipur	0	0	0	0	0	0
31	Saran	52	2	21	0	17	12

S. No.	District	New PS Proposed	Distribution of New Schools				
			SC habitation	Minority Habitation	ST Habitation	Mahadalit Habitation	Others habitation
32	Sheikhpura	30	12	3	0	2	13
33	Sheohar	0	0	0	0	0	0
34	Sitamarhi	0	0	0	0	0	0
35	Siwan	35	12	5	0	10	8
36	Supaul	0	0	0	0	0	0
37	Vaishali	0	0	0	0	0	0
38	W.Champaran	0	0	0	0	0	0
39	Total	821	195	149	53	308	116

Recommendations

The proposal of the state is recommended but State should give following commitments to the PAB.

The state will ensure that requirement of 821 new primary and 1720 new upper schools is after taking into account unopened primary and upper primary schools already sanctioned to the state.

No demand for new primary and upper primary schools will be made by the state unless the GIS mapping is complete and all the sanctioned schools are made fully operational with all the facilities available under SSA.

State will ensure provisioning of schooling facilities to all children and make a systematic attempt to address geographical, social and linguistic issues of access.

C. Interventions for Out of School Children

A household survey was conducted in the state during November- December 2009 in which detail of children in age group of 0 to 14 years have been collected. Household survey has reported 7.84 lakh children in the 6-14 years of age group being out of school in the state, which is 3.77 per cent of the eligible population. State has reported that the survey could not be conducted in Patna urban and hence the data regarding out of school children in Patna is based on updation exercise only.

Child population 6-14 years	Out of school children 6-14 Years	% of out of school
2,07,97,574	7,84,900	3.77

Status of Out of School Children

Age in years	2009-10			2010-11					
				Uncovered children from last year			New Identified OOSC as per survey		
	B	G	Total	B	G	Total	B	G	Total
6-10	143518	150407	293925	Data unavailable			250580	242655	493235
11-14	112892	115769	228661				145939	145726	291665
Total	256410	266176	522586				396519	388381	784900

- **Performance during 2009-10**

S. No	Intervention	Children	Achievement	%
1	Direct Enrolment	160391	109333	68.17
Coverage of out of school children in AIE (Fresh)				
2	NRBC 1 year - Fresh	133737	71276	53.30
3	RBC 1 year - Fresh	53471	25206	47.14
4	Madarsa / Maktab - Fresh	37491	0	0.00
5	AIE others - Fresh	137496	126243	91.82
	Total (Fresh Out of School)	362195	222725	61.49
Continuing Children				
6	NRBC 6 months continuing	68244	68244	100.00
7	RBC 6 months continuing	56433	56433	100.00
8	AIE continuing	56457	56457	100.00
9	Madarsa/ Maktab continuing	26471	16309	61.61
10	Total (Continuing Children)	207605	197443	95.11
	Grand Total (1 to 10)	569800	420168	73.74

Observations

State had reported 5.22 lakh out of school children in 2009-10. out of this state has covered 3.32 lakh children (332058) which is 63.5 of the target. The financial achievement as on 31st January is 40.80 % only.

State was unable to cover 1.90 lakh identified out of school children despite a good amount of fund being available at its disposal for this purpose only.

Despite initially planning for coverage of 37 thousand children in Madaras, State was unable to cover a single out of school child in Madaras/ Maktab although it enjoys tremendous support from the Madarsa Management organisations, willingness and demand for education from the minority community and state's pretty successful past record of coverage of out of school children in Madarsa / Maktab.

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

S. No	Intervention	Children covered	Children Mainstreamed	% of mainstreaming
1.	NRBC	139520	62244	44.61
2.	RBC	81639	56433	69.12
3.	AIE	182700	182700	100
4.	Madarsa/ Maktab continuing	16309	16309	100
5.	Total	420168	317686	75.60

All 3.17 lakh children who have been mainstreamed were continuing in AIE centres since 2008-09 except 1.26 lakh children belonging to Mushar community who were provided escort service (Toal Sewak) and some additional support to overcome the social barriers of access.

State covered 71 thousand and 25 thousand out of school children in NRBC and RBC respectively in 2009-10 but none of them could acquire age specific competencies in one year and, therefore, all are continuing for one more year in bridge courses.

- **Team to comment on the mainstreaming strategies of the State.**

Out of school children of 9-10 age group are covered through the activities of Prayas and Utkarsh (NRBC). The children covered through the Prayas are mainstreamed in class- 2 and 3 at the completion of their bridging. Children covered under Utkarsh are mainstreamed in class 3 and 4 after the completion of their bridging. Children covered under residential bridge course of Upreran are mainstreamed in class six after the completion of their bridging.

During the course of bridging the children are evaluated on weekly and monthly basis by the education volunteers and quarterly basis by the school. Children are finally evaluated at the end of the session of the bridge course for their enrolment in regular school. The evaluation of is conducted under the supervision of CRCC, BRCC and Block core team member. The VSS members and the community and the parents of the children are shared with the final evaluation of the children.

- **Steps taken to ensure continuance of mainstreamed children in schools**

The mainstreamed children are tracked by the school in which he has been mainstreamed. The block core team member visits the school and tracked the mainstreamed children. CRCCC and BRCC also support the mainstreaming of the children covered.

- **Data on no. of migratory children & strategies proposed for coverage.**

During Household survey state collected information regarding families who seasonally migrate. These families were broadly divided into three categories according to the duration of their migration with time duration of more than two months, more than four months and more than six months. The household data revealed that amongst the families who migrate for more than six months, 71thousand children are in the age group of 6-14 years. During interaction with migrating families it also came up that Brick-kilns were the major centre of migration where families with their children migrate. Data regarding brick kilns have also been collected from the districts.

On the basis of data of migration collected from house hold survey and the data of brick kilns collected from the districts proposals of work-site schools and seasonal hostels have been made.

In actual sense these work-site centres and the seasonal hostels will be started on the basis of migration mapping which will be conducted from July to October in high migration prone districts and blocks. On the basis of the data of migration mapping seasonal hostels will be started for the children of class 4 and above who are found to be migrating with their families. Survey of brick kilns will also be conducted in October / November. On the basis of the survey the work-site centres will be started.

Details regarding Migration

Number of children seasonally migrating with their families for more than 6 months	Number of Brick-kiln in the state
70154	2083

Proposal of worksite centres:

Brick-kilns in District	Work-site centre Proposed	Children covered	Unit Cost	Total Cost
2083	1129	25311	1225	310.05

Proposal for Seasonal Hostel in the District

No. of Children Migrating	No. of Seasonal Hostel Proposed	Children Covered	Unit Cost	Total Cost
70154	146	6605	5635	372.19

Analysis of out of school Children in 2010-11

Age Group	Population	Enrolment	Out of School	%
6-14 years	20797574	20012674	784900	3.77

Never Enrolled and Drop out

Age Group	NE		DO		Total OOSC
	Number	%	Number	%	
6-11 years	387775	78.62	105460	21.38	493235
11-14 years	163328	56.00	128337	44.00	291665
Total	551103	70.21	233797	29.79	784900

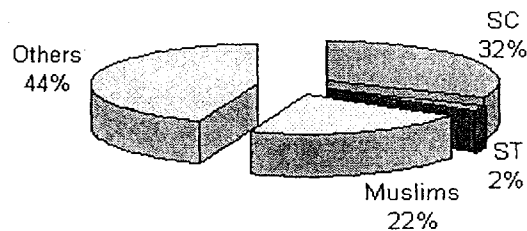
Age Group

Age Group	Boys		Girls		Total OOSC
	Number	%	Number	%	
6-11 years	250580	50.80	242655	49.20	493235
11-14 years	145939	50.04	145726	49.96	291665
Total	396519	50.52	388381	49.48	784900

Social category

Category	Number of out of school children	% of out of school among the total out of school
SC	247830	32
ST	19074	2
Muslims	171344	22
Others	346652	44
Total	784900	100

Social Composition



Proposal for coverage of out of school children

No. of OOSC as per HHS	No. of out of school children (Drop Out) to be covered under different strategies in the next year										
	No. of children to be directly enrolled in School	No. of children to be enrolled in NRBC	No. of NRBC centre	No. of children to be enrolled in RBC	No. of RBC centre	to be enrolled in Madrasa/Makt	No. of Madrasa / Maktab	No. of children to be enrolled in other strategy	No. of centres	No. of children to be enrolled	Total No. of centres
784900	244892	235655	7627	174179	2497	52917	2137	77257	2782	784900	15042

Proposal for coverage of continuing Children under AIE

Intervention	Children	Centres
RBC	25206	504
Talimi Markaz	67556	2910

Proposal for coverage of seasonally migrating children

Children	Work-site centre	Children	Seasonal Hostels
25311	1129	6605	146

Time-Plan & strategy for enrollment in age-specific classes

- Orientation of all DSEs at state level in April regarding the provisions of RTE with special reference to out-of-school children.
- Orientation of all BRCCs and CRCCS at district-level in April after the orientation of DSEs, in which provisions of RTE will be discussed, school-wise planning for the enrollment of out-of-school children in their age-appropriate classes and to start special trainings will be made.
- All BRCC will ensure the enrollment of out-of-school children in their age-appropriate classes in their neighbourhood schools maximum up to June.
- Orientation of all local body members (Panchayat and Panchayat Samiti), VSS members together with head masters/head teachers of Schools regarding the provisions of RTE with focus on out-of-school children in the neighbourhood of schools, their enrollment in age-appropriate classes and starting of special training for them.
- All stake holders will be mobilized to ensure the enrollment of out-of-school children identified in household survey in their age-appropriate classes in the neighbourhood schools maximum up to May and June month.

- The head masters/head teachers of the schools will be oriented to provide special training of out-of-school children enrolled in their age-appropriate classes till their special training centres will not be started.
- The enrollment activity of out-of-school children school-wise will be monitored and supported by the District Resource Groups and Block Core Team members of their respective blocks.

Time-Plan & strategy for starting special Training

S. N.	Name of special training	Number of centres	Children Covered			Name of Month
			Boys	Girls	Total	
1.	Talimi Markaj	2118	26113	25116	51229	April to June
2	Maktab/Madarsas	414	3970	4427	8397	May to June
3	Prayas	5021	45091	41338	86429	April to June
4	Utkarsh	4700	54181	49232	103413	April to June
5	Utthan	4346	54444	54218	10662	April to June
6	Utpreran (RBC)	4649	118227	118975	237202	May to July
7	Special Urpreran (RBC)	50			2500	June TO July
8	Seasonal Hostel	146			6605	November to December
9	Work-site Centre	1129			25311	November to December

Observation

- Identification and coverage of out of school children has emerged as the major of concern.
- While state is reporting 7.84 lakh out of school children, independent survey conducted by IMRB has estimated 13.45 lakh children being out of school in the state.
- Educational indicators such as GER (97.45 at elementary level), NER (90.74 at elementary level) Drop out rate (12.2 primary and 5.3 upper primary) and transition rate of 73% also indicate the presence of much higher number of out of school children than 3% of the population as reported by the state.
- State had reported 5.22 lakh out of school children in 2009-10. out of this state has covered 3.32 lakh children (332058) which is 63.5 of the target. The financial achievement as on 31st January is 40.80 % only.

- It is a matter of concern that State was unable to cover 1.90 lakh identified out of school children despite a good amount of fund being available at its disposal for this purpose only.
- Despite initially planning for coverage of 37 thousand children in Madaras, State was unable to cover a single out of school child in Madaras/ Maktab although it enjoys tremendous support from the Madarsa Management organisations, willingness and demand for education from the minority community and state's pretty successful past record of coverage of out of school children in Madarsa / Maktab.
- State covered 71 thousand and 25 thousand out of school children in NRBC and RBC respectively in 2009-10 but none of them could acquire age specific competencies in one year and, therefore, all are continuing for one more year in bridge courses.
- Lack of mainstreaming from Residential Bridge Courses is a matter of serious concern because of the resources provided for the intervention as well as due to the fact that children are available for 24 hours in the centres exclusively for the purpose of education. Children should learn quickly in residential mode as they are withdrawn from their home environment which some times may not be conducive for education and there are no hindrances in learning. Under the given circumstances residential intervention must have been most successful in mainstreaming children in regular school but in Bihar per cent age of coverage against the targeted number as well as percentage of mainstreaming against the coverage is very low.
- There are 18 districts which have twenty thousand and more out-of-school children.
- These districts with their out-of-school number is:
- 75% of the total out-of-school children belong to these 18 districts.
- Among these 18 districts, 5 are minority dominated and 8 districts are such which have more SC than other districts and 7 districts are regular flood affected districts.

Recommendation

The proposal of the state is recommended

(II) School Infrastructure: Civil Works

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

The total budget approved by PAB for 2009-10 was Rs.187661.377lakhs (fresh allocation of Rs.101766.022lakhs and spill over of Rs.85895.355 lakhs). The State during the year incurred tentative expenditure of Rs.69261.565 lakhs only **leaving a spill over of Rs.118399.80 lakhs which is a huge sum.** State financial and physical progress during the year has declined instead of any improvement. For the last 3 successive years, the spillover has gradually increased from Rs.615 crores to Rs.859 crores and ultimately to Rs.1184 crores respectively. The physical spillover is equally huge consisting of 50458 components in progress and 10056 components not yet started totaling to 60514 components. The major problem with the State for not achieving UE is that out of 15000 new primary school buildings approved in 2006-07, 5474 are yet to start. In addition 3920 ACRs already approved have not been started during the current financial years. In totality 60514 components are either in progress or not started against the overall 204737 components approved by PAB from inception to date.

Bottleneck

The State has huge gaps of 198000 classrooms, 3482 Primary school buildings and 11992 upper primary school buildings to date besides the large number of spillovers as mentioned above. As per DISE 2008-09, the average student classrooms ratio is 96, the highest in the country. From these figures, the State is nowhere near in achieving physical access of infrastructure in near future. The State is having only 47% of supervision structure and very few technical personals at State level to provide resource support and monitor school infrastructures. **Against huge infrastructure gaps, large spillover, State has been able to complete 2668 primary schools buildings, 27 upper primary schools buildings and 19365 classrooms only during the current financial year.**

The State need to increase supervision structure many fold as per MHRD guidelines to complete the spillover and infrastructure gaps. The State is nowhere near the universalization of elementary education as far as the school infrastructure is concern.

The status of low progress is continuing since long without any improvement although MHRD and TSG are advising the States for improving the supervision structure, capacity buildings and monitoring system.

Table: 1 Cumulative Progress as on 31.12.2009

Sl. No.	Activity	Targets	Completed	In progress	Financial	Expenditure
1	BRC	288	219	69	476968.59	329986.14
	BRC (Urban)	3	0	3		
2	CRC	1475	1429	46		
3	New Primary School	11180	5996	4496		
	Buildingless primary					
4	Deferred Liability Primary	6286	113	1267		
	New school building UPS	544	491	41		
	Buildingless Upper primary					
5	ACR (all type)	139326	89104	43235		
6	Toilet primary	27293	26479	362		

Sl. No.	Activity	Targets	Completed	In progress	Financial	Expenditure
	Separate girls toilet	246	115	131		
7	Drinking Water facility	12613	12118	232		
8	Boundary wall	240	240	0		
9	HM Room	1431	1411	20		
10	Electrification	3812	3812	0		
11	Ramps	0	0	0		
Total		204737	141527	49902		

Source: State Report submitted for 18th review meeting

The cumulative financial allocation shown by State is Rs.476968.59 lakhs against the PAB allocation of Rs.479884.32 lakhs compiled by TSG. The expenditure incurred by the State ending 31.12.2009 is Rs.329986.14 lakhs which is only 69% against the National average of 83%. State is not performing since last many years particularly in civil works. Similarly cumulative physical completion rate is 70% which is also much below the National average of 80%. More than 13000 components are yet to start as on 31.12.2009.

The State needs robust monitoring and adequate supervision structure for carrying out huge civil works already approved and huge gaps to be covered during the project period.

Table: 2 Cumulative Progress till 2009-10 tentative as on 31.03.2010

Sl. No.	Activity	Targets	Completed	In progress	Allocation in lakhs	Expenditure ending 31.03.10 tentative in lakhs
1	BRC	291	223	68		
2	CRC	1475	1430	45		
3	Primary School (all type)	17466	6403	5589		
4	Upper Primary School (all type)	544	501	31		
5	ACR (all type)	139326	91392	44014		
6	Toilet	27293	26519	364	476968.591	349558.60
7	Girl's toilets	246	121	125		
8	Drinking Water facility	12613	12168	205		
9	HM Room	1431	1414	17		
10	Boundary wall	240	240	0		
11	Electrification	3812	3812	0		
12	Child friendly elements					
13	Other components approved by PAB					
Total		204737	144223	50458	476968.591	349558.60

Source: State Report

Against the cumulative allocation of Rs.476968.59 lakhs, State is showing tentative expenditure ending 31.03.10 of Rs.349558.60 lakhs. The %age expenditure works out to 73% which is much below the National average. The completion rate also works out 70%. The

State needs capacity building, robust monitoring system for achieving the financial and physical targets in accordance with approved budget.

Table: 3 Physical and financial progress during 2009-10 (AWP&B 2009-10 fresh works only) as on 31.12.2009

Sl. No.	Activity	Target for 2009-10	Completed	In progress	Financial outlay approved for AWP&B	Expenditure In lakhs
1	ACR for UPS	8646	21	3218	25995.12	11677.73
2	New PS sanctioned in 2006-07 (deferred liability of 2008-09)	6286	113	1267		6930.18
4	ACR (without Stairs)	6863	60	5001	20379.18	14864.700
5	ACR (with Stairs)	3366	42	2427	12295.63	
6	Toilet/Urinals	884	70	362	397.40	152.660
7	Separate Girl's toilets	131	0	131	41.30	30.18
8	Drinking Water facility	545	50	232	122.25	59.665
Total		26721	356	15638	115664.36	33715.11

Source: State Report

Against the fresh approval of Rs.115664.36 lakhs State has incurred expenditure of Rs.33715.11 lakhs on 31.12.2009, which works out to 24% and is quite low as compared to 42% at National average. Similarly completion rate is only 1% against the National average of 8.5%. The completion plus work in progress rate is 60%. The State has taken new primary school in the progress reports which were not part of the fresh works approved in AWP&B 2009-10.

The State need to compare their progress with the National average and increase the supervision structure in accordance with the quantum of approved civil works.

Table: 4 Physical and financial progress during 2009-10 (AWP&B 2009-10 fresh works Tentative as on 31.03.2010)

Sl. No.	Activity	Target for 2009-10	Completed	In progress	Approved Outlay for 2009-10, including spill over	Expenditure till 31. st March 2010
1	BRC				77.628	22.200
2	CRC				177.639	20.098
3	Primary School (new)				12225.569	3586.586
4	Upper Primary School (new)				73.772	3.975
5	ACR for new UPS	8646	444	6105	25995.124	16955.819
6	New Primary schools sanctioned in 2006-07 (deferred liability of 2008-09)	6286	205	1268	54257.698	9456.677
7	Additional class room (Without stairs)	6863	861	5646	55242.947	24080.693
8	Additional class room (With stairs)	3366	543	2541	15578.506	7383.246

Sl. No.	Activity	Target for 2009-10	Completed	In progress	Approved Outlay for 2009-10, including spill over	Expenditure till 31.03.2010
9	Building less (Pry)				733.505	153.897
10	Building less (UP)				958.771	46.955
11	Toilet (Urban)	884	474	164	777.617	195.576
12	Girl's toilets	131	6	125	49.30	32.295
13	Drinking Water facility (Urban)	545	305	160	410.730	95.591
14	HM Room				184.264	47.999
16	Boundary wall				10.736	0.300
17	Electrification				10.947	0.850
18	Child friendly elements				0.0	0.0
19	Other components approved by PAB				863.477	97.832
20	Fund required for ACR of last year				11470.132	4460.810
21	Fund required for NSB of last year				8559.332	2616.483
22	Dilapidated building (UP)				3.683	3.683
Total		26721	2838	16009	187661.377	69261.565

Source: State Report

Against the total budget of Rs.187661.377 lakhs, which include fresh and spillover, the State has incurred tentative expenditure of Rs.69261.56 lakhs ending 31.03.2010. The %age expenditure incurred by State at the end of year is as low as 37%. The financial achievement can not be called reasonable. The spillover for 2010-11 will be tentatively Rs.118399.80 lakhs which is a huge sum. Against 26721 components, State is completing 2838 components tentatively as on 31.03.2010.

Table: 5 Details of Physical and Financial spill over from 2009-10 (as on-1 4 2010)

Sl. No.	Activity	Physical		Total	Financial Rs. In lakhs
		Work in Progress	Work not Started		
1	BRC	68	0	68	The State has not been able to provide component wise spillover.
2	CRC	45	0	45	
3	Primary School (all type)	5589	5474	11063	
4	Upper Primary School (all type)	31	12	43	
5	ACR (all type)	44014	3920	47934	
6	Toilet	364	410	774	
7	Girl's toilets	125	0	125	
8	Drinking Water facility	205	240	445	
9	HM Room	17	0	17	

Sl. No.	Activity	Physical		Total	Financial Rs. In lakhs
		Work in Progress	Work not Started		
10	Boundary wall	0	0	0	
11	Electrification	0	0	0	
12	Child friendly elements				
13	Other components approved by PAB				
Total		50458	10056	60514	

Source: State Report

Physical spillover at the end of the year stand at, 50458 components in progress 10056 components yet to start. The components in progress and not started are 60514 against the total approved target of 204737 components so far. The spillover works out to 30% of the total components approved by PAB so far.

Table: 6 Comparison of spillovers for 2007-08, 2008-09 and 2009-10

Financial years	Financial spillover in crores	Components yet to start	Components in progress	Total
2007-08 (ending February 2008)	614.80	12301	48852	61153
2008-09 (ending 31.3.09)	828.27	10083	47840	57883
2009-10 (ending 31.3.10)	1184.00	10056	50458	60514

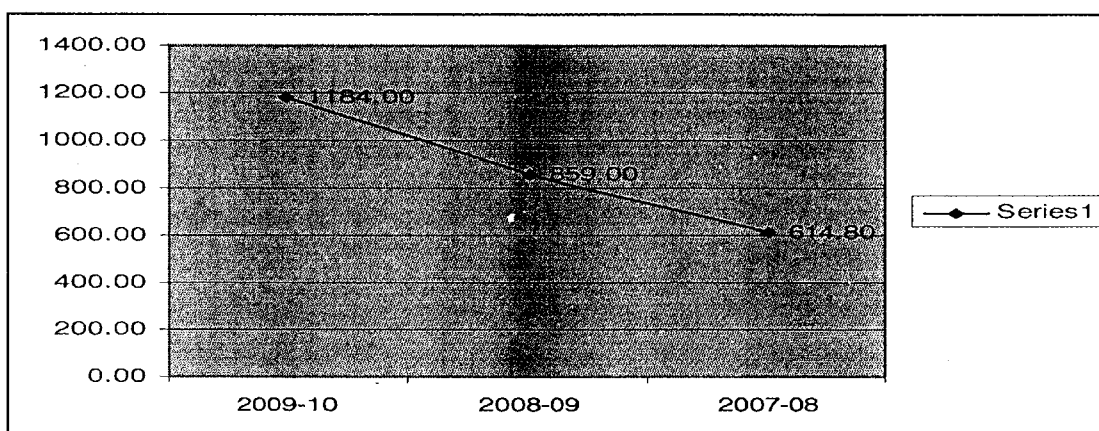
Source: Appraisal reports TSG

Physical Achievement during 2009-10

BRC = 10
 CRC = 11
 PS = 2668
 UPS = 27
 ACR = 19365

If we peruse the successive spillover for financial years 2007-08, 2008-09 and 2009-10, the spillover is increasing every year. The State instead of improving the progress is on the decline as will be seen from above. **Similarly the physical achievement has worked out above is also not commensurating**

Successive increase in financial spillover from 2007-08 to 2009-10 in Rs. crores



Source: Appraisal team TSG

The above table will show successive increase in spillover from Rs.614 crores to 1184 crores from 2007-8 to 2009-10. The State need to arrest the trend for healthy working. The well performing states are almost consuming the annual budget with little spillover.

Requirement/ Gaps in the infrastructure

Table: 7 Assessment of Gap & Proposals (Rs. in lakh)

Sl. No.	Components	Status as on 1-04-2010	Proposed in 2010-11	Recommendation by appraisal team	Gap
1	BRC	25	25	0	0
2	CRC	3004	657	0	2347
3	Primary School (new)	2466	512	0	1954
4	Upper Primary School (new)		0	0	
5	ACR for UPS (consisting of 3 classrooms each)	11992 (UPS)	8231 (UPS) The gaps have been completed from 2004-05 to 2009-10	8231UPS =24693 classrooms	4206
6	New Primary schools sanctioned in 2006- 07 (deferred liability of 2008-09)		402	0	
7	Additional class room (Without stairs)	198346	37320	0	146342
8	Additional class room (With stairs)		14684	0	
9	Building less (Pry)		0	0	
10	Building less (UP)		0	0	
11	Toilet (Urban)		426	426	
12	Girl's toilets		1056	1056	
13	Drinking Water facility (Urban)		543	543	
14	HM Room		0		

Sl. No.	Components	Status as on 1-04-2010	Proposed in 2010-11	Recommendation by appraisal team	Gap
16	Boundary wall		0		
17	Electrification		100		
18	Child friendly elements		200	200	
19	Other components approved by PAB		228	0	
20	Fund required for ACR of last year		0	0	
21	Fund required for NSB of last year		1037	-	
22	Dilapidated building (UP)		0	0	
23	Repair & Maintenance (BRC)	535	130		
24	Major Repair (Primary)		1	0	
25	Other(Barrier free Element)		269	0	
26	Furniture		5000	0	
Total			70376		

Source: State Report

Note: the UPS gaps of 2002-03 and 2003-04 shall be covered in AWP&B 2011-12 and balance gaps up to 2009-10 have been covered in AWP&B 2010-11. The gaps for AWP&B 2010-11 assessed by alternative schooling have not been proposed in the AWP&B 2010-11.

The State has worked out requirement based on district wise assessment and not based on DISE data. The state team had been advised to work out classrooms gaps based on DISE 2009-10 segregated to worst SCR ratio but they have not been able to provide the details so far.

Recommendation by appraisal team:- The appraisal team after careful consideration, going through the over view, physical and financial spillover, supervision structure of the state, achievements of the current year and previous years and financial spillover for the last 3 years has come to conclusion of recommending following components for AWP&B 2010-11.

Table: 8

Component	Recommended by appraisal team
ACR for 8231 UPS, up gradation from PS to UPS @3 classrooms per UPS	24693 classrooms
Facilities like DW, Toilets, Kitchen and child friendly elements for each UPS	8231 schools
Toilets Urban	426
Girls Toilets	1056
drinking water facilities Urban	543
Child Friendly elements	200

Table: 9 PS & PS building approved by PAB since inception including re-appropriation

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
PS sanctioned					548	15000	2753	541		18842
PS school building sanctioned	0	0	0	0	0	15000	0	0	0	15000

Source:- State report

The gape between Primary school sanctioned by PAB and primary school building sanctioned so far works out to 3842 school buildings. These buildings will be recommended as and when, the huge backlog is completed

Table: 10 UPS & UPS building approved by PAB since inception including re-appropriation

	01-02	02-03	03-04	04-05	05-06	06-07	07-08	08-09	09-10	Total
UPS sanctioned		1493	2268	2166	1390	822	3722	3141	3013	18015
Up-gradation from PS to UPS by adding classrooms	0	0	0	0	0	0	0	3141	2882	6023

Source:- State report

There is still gap of 11992 UPS building as on date. Out of this gap, Appraisal team is recommending 7786 UPS building. Because of paucity of land, the state is proposing up gradation of PS to UPS by adding 3 classrooms. The appraisal team is recommending accordingly

Table: 11 Unit cost: The unit cost for all mentioned components has been worked out, based on State/district/region schedule of rates, duly notified by Govt.

Sl.No.	Activity				Unit cost	
	Division	Sl No.	Districts	Item	Approved for 2009-10	Proposed for 2010-11
1.	Bhagalpur	1	Bhagalpur Banka	1 ACR /Unit without Stair	285000.00	334550.00
		2.		1 ACR/Unit with Stair	345000.00	406850.00
				NSB with Kit.Shed, Toilet, Hand pump, Bala Element		1152000.00
2.	Darbhanga	1.	Darbhanga Madhubani Samastipur	1 ACR /Unit without Stair	303750.00	363100.00
		2.		1 ACR/Unit with Stair	370250.00	435400.00
		3.		NSB with Kit.Shed, Toilet, Hand pump, Bala Element		1258400.00
3.	Koshi	1.	Saharsa Supaul Madhapura	1 ACR /Unit without Stair	324000.00	391000.00
		2.		1 ACR/Unit with Stair	397000.00	467150.00

Sl.No.	Activity				Unit cost	
	Division	Sl No.	Districts	Item	Approved for 2009-10	Proposed for 2010-11
				NSB with Kit.Shed, Toilet, Hand pump, Bala Element		1357100.00
4.	Magadha	1.	Nawadha Gaya Aurangabad Jahenabad	1 ACR /Unit without Stair	273500.00	319450.00
		2.		1 ACR/Unit with Stair	331000.00	390100.00
		3.		NSB with Kit.Shed, Toilet, Hand pump, Bala Element		1107600.00
5.	Munger	4.	Munger Lakhisarai Shekपुरा Jamui Kagaria Begusarai	1 ACR /Unit without Stair	294000.00	347100.00
		5.		1 ACR/Unit with Stair	357500.00	425850.00
		6.		NSB with Kit.Shed, Toilet, Hand pump, Bala Element		1198100.00
6.	Patna	1.	Patna Nalanda Bhojpur Buxar Rohtas Kaimur	1 ACR /Unit without Stair	300400.00	355350.00
		2.		1 ACR/Unit with Stair	365000.00	435650.00
		3.		NSB with Kit.Shed, Toilet, Hand pump, Bala Element		1222500.00
7.	Tirhut	4.	Muzaffarpur Sitamarhi Sheohar E.Champaran W.Champaran Vaishali	1 ACR /Unit without Stair	309500.00	371100.00
		5.		1 ACR/Unit with Stair	378500.00	445250.00
		6.		NSB with Kit.Shed, Toilet, Hand pump, Bala Element		1289400.00
8.	Purnia	1.	Purnia Katihar Araria Kishanganj	1 ACR /Unit without Stair	300500.00	358750.00
		2.		1 ACR/Unit with Stair	366500.00	432900.00
		3.		NSB with Kit.Shed, Toilet, Hand pump, Bala Element		1245000.00
9.	Saran	4.	Saran Siwan Gopalganj	1 ACR /Unit without Stair	315000.00	375500.00
		5.		1 ACR/Unit with Stair	384000.00	461900.00
		6.		NSB with Kit.Shed, Toilet, Hand pump, Bala Element		1245000.00

Source: State Report

बिहार सरकार
मानव संसाधन विकास विभाग

आदेश

इस कार्यालय के ज्ञापांक PS/1328 दिनांक 19.02.10 के द्वारा बिहार शिक्षा परियोजना परिषद् द्वारा चलाये जा रहे सर्व शिक्षा अभियान कार्यक्रम अंतर्गत विद्यालय भवन का अद्यतन प्रभावी अनुसूचित दर पर तैयार की गई प्रमंडलवार प्राक्कलित राशि वार्षिक कार्य योजना एवं बजट (AWP&B) 2010-11 के सूत्रण के लिए प्रमंडलवार इकाई लागत (किचन शेड, शौचालय एवं पेयजल को छोड़कर) घोषित की गयी है।

पुनः किचन शेड, शौचालय, पेयजल, बाल हितैशी अवयव एवं बाला अवयव के साथ वार्षिक कार्य योजना एवं बजट 2010-11 के सूत्रण के लिए प्रमंडलवार इकाई लागत घोषित की जाती है, जिसकी विस्तृत विवरणी निम्न प्रकार है:-

क्रम सं.	प्रमंडल का नाम	तीन कमरे का नया विद्यालय भवन/भवनहीन विद्यालय (एक रिसोर्स कमरा के साथ)		किचन शेड (रु० लाख में)	शौचालय (बालक एवं बालिका का अलग-अलग) (रु० लाख में)	पेयजल (रु० लाख में)	बाला अवयव (रु० लाख में)	कुल राशि (रु० लाख में)
		कुसी क्षेत्रफल लागत प्रति वर्गफीट में	कुल प्राक्कलित राशि/इकाई लागत (रु० लाख में)					
1	भागलपुर	533.48	10.070	0.60	0.6	0.15	0.1	11.52
2	दरभंगा	589.84	11.1340	0.60	0.6	0.15	0.1	12.584
3	कोशी	642.13	12.121	0.60	0.6	0.15	0.1	13.571
4	मगध	509.95	9.626	0.60	0.6	0.15	0.1	11.076
5	मुंगेर	557.90	10.531	0.60	0.6	0.15	0.1	11.981
6	पटना	570.83	10.775	0.60	0.6	0.15	0.1	12.225
7	तिरहुत	606.27	11.444	0.60	0.6	0.15	0.1	12.894
8	पूर्णिया	582.75	11.000	0.60	0.6	0.15	0.1	12.45
9	सारण	602.72	11.377	0.60	0.6	0.15	0.1	12.45

ह०/-
(अंजनी कुमार सिंह)
प्रधान सचिव
मानव संसाधन विकास विभाग
कृ.पू.उ.

Note 1: the unit cost worked out for school buildings in notification dated 19.02.10 in case of Saran division is Rs.12.45 lakhs. If we total all the components, it works out to Rs.12.827 lakhs and same should be provided. The State team has committed that notification will be got set right.

Note 2: The facilities for upper primary school where 3 classrooms are being provided are as under.

i. Kitchen	=	0.60
ii. Toilet units for boys and girls	=	0.60
iii. Drinking Waters	=	0.15
iv. Bala Element	=	0.1
Total	=	1.45

The above amount is to be provided for each of the 8231 UPS upgraded with 3 classrooms.

The State has revised unit cost for new school buildings consisting of 3 classrooms with toilets unit for girls and boys separately, drinking water facilities and Bala/Child friendly elements. The State has also revised unit cost of classrooms as given above. The State has complied with MHRD guidelines with required notification.

The unit cost has been arrived at is region wise, Division wise and the same has been recommended

Table: 12 Proposals for Major Repairs for BRC

Sl no	Name of District	Repair & Maintenance of BRC	
		Phy.	Fin.
1	Araria	7	4.20
2	Arwal	0	0.00
3	Aurangabad	0	0.00
4	Banka	8	3.20
5	Begusrai	0	0.00
6	Bhagalpur	7	5.25
7	Bhojpur	0	0.00
8	Buxar	0	0.00
9	Darbhanga	12	12.00
10	E.Champaran	0	0.00
11	Gaya	0	0.00
12	Gopalganj	0	0.00
13	Jamui	5	5.00
14	Jehanabad	0	0.00
15	Kaimur	5	10.00
16	Katihar	0	0.00
17	Khagaria	0	0.00
18	Kishanganj	0	0.00
19	Lakhisarai	0	0.00
20	Madhepura	0	0.00
21	Madhubani	0	0.00
22	Munger	2	3.00
23	Muzaffarpur	13	6.50
24	Nalanda	0	0.00
25	Nawadah	0	0.00
26	Patna Rural	0	0.00
27	Patna Urban	14	2.80
28	Purnea	6	6.00

Sl no	Name of District	Repair & Maintenance of BRC	
		Phy.	Fin.
29	Rohtas	12	60.00
30	Saharsa	0	0.00
31	Samastipur	0	0.00
32	Saran	0	0.00
33	Sheikhpura	2	1.20
34	Sheohar	3	1.20
35	Sitamarhi	8	4.80
36	Siwan	0	0.00
37	Supaul	0	0.00
38	Vaishali	10	6.00
39	W.Champaran	16	16.00
Total		130	147.15

Source: State Report

There are no such norms where major repairs can be given for BRC. Hence appraisal teams do not recommend any major repair to the BRC.

Table: 13 Proposal for Major Repair of Upper Primary school:

Name of the District	Proposal	
	Physical	Financial
Aurangabad	1	80.00
Total	1	80.00

Source:- State report

The State team has not shown any major repair estimates, photographs etc, hence not recommended.

Table: 14 Proposals for Furniture

Name of the District	Proposal		
	Physical		Financial
	No. of Upper Primary Schools	No. of Students	
Darbhanga	338	15553	25.00
Total	338	15553	25.00

Source: State Report

The State has proposed furniture for 338 upper primary school having 15553 students. The unit cost per child is Rs.500/-. The total funds for the furniture worked out as per norms will be Rs.77.76 lakhs against the State proposal of Rs.25.00 lakhs only. The appraisal team do not recommends the furniture in Darbhanga district as it is SFD A districts having large gaps for upper primary school.

Table: 15 SFD A districts and SFD B districts.

Sl. No	Name of the District	SFD A district with PS, UPS ratio >3:1	SFD B district having ACR gaps of above 3000
1.	Araria	1	1
2.	Aurangabad	-	1
3.	Banka	1	-
4.	Begusarai	1	1
5.	Bhagalpur	-	1
6.	Bhojpur	-	1
7.	Buxar	1	-

Sl. No	Name of the District	SFD A district with PS, UPS ratio >3:1	SFD B district having ACR gaps of above 3000
8.	Darbhanga	1	1
9.	East Champaran	1	1
10.	Gaya	1	1
11.	Gopalganj	1	1
12.	Jehanabad	1	-
13.	Kaimur	1	-
14.	Katihar	1	-
15.	Lakhisaria	1	-
16.	Kishanganj	1	-
17.	Madhepura	1	-
18.	Madhubani	1	1
19.	Munger	1	-
20.	Mujaffarpur	1	1
21.	Nalanda	1	1
22.	Nawada	1	-
23.	Patna Rural	1	1
24.	Purnia	-	1
25.	Rohtas	1	1
26.	Saharasha	1	-
27.	Samastipur	1	1
28.	Saran	1	1
29.	Siwan	1	1
30.	Vaishali	-	1
31.	West Champaran	1	1
32.		26	20

Source: MHRD

The financial allocation of civil works for above districts can be up to 50% of the budget subject to priorities given by MHRD guidelines dated 23.11.2009.

Table: 16 Status of supervision structure

Sl No.	State level				District level				Block level			
	Sanction post		Available position		Sanction post		Available position		Sanction post		Available position	
	Designation	No.	Designation	No.	Designation	No.	Designation	No.	Designation	No.	Designation	No.
1	Civil Works Manager	1	Civil Works Manager	1	Executive Engineers	37	Executive Engineers	11				
2	Architect	1	Architect	1	Architect	0	Architect	0				
3	Assistant Engineer	1	Assistant Engineer	1	Assistant Engineer	74	Assistant Engineer	38				
4					Junior Engineer	172	Junior Engineer	82				

Source State Report:

State Report: The recruitment of AEs & JEs is going on. Another letters of appointments for 7 AEs & 47 JEs are going to be issued.

Besides the above staffing pattern of Engineers 882 Technical Supervisors are also providing technical support to Vidyalyaya Shiksha Samiti.

Report by appraisal team: There has been grossly inadequate supervision structure since long. Even now the State is having only 134 technical personals against 286 sanctioned.

State is having only 47% technical personals. The shortage of vacancies in the State is 53% and the position is continuing for the last many years. The State with a budget of Rs.187661.377 lakhs can not deliver with 47% of available strength. The inadequate strength is reflecting on the financial and physical achievement. The financial achievement ending 31st March 2010 is only 37%, which is almost proportional to available strength.

There is no way; the State can execute huge civil works without having appropriate and adequate supervision structure. The state is having 39 districts with huge civil works components and large gaps but only 2 engineers and 1 Architect at State level. The State needs at least 9 senior engineers to give resource support and monitor each of the 9 divisions in the State.

Table: 17 Action taken on commitment made in PAB meeting for AWP&B 2009-10

Sl.No.	Commitment made	Action taken by State	Remarks by TSG
1	The State agreed and also committed that spillover works will be completed by July 09. it was also decided that a special PAB will be held in first week of August to assess the progress of the State on spillover works and States plan for the balance ACRs will be considered after assessing States	Scheme sanctioned up to 2005-06- 99% complete NSB scheme sanctioned in 2006-07& 2007-08 - 50% complete ACR scheme sanctioned in 2006-07 & 2007-08 - 90% complete	10056 components are yet to start and 50458 components are in progress. This includes some components of AWP&B 2009-10.

Table: 18 Status of Third Party Evaluation

Sl. No.	Year since it was initiated 1 st	Status Now	No. of agencies employed	No. of district covered
1.	2009	The consultants are submitting their reports and the works of Third party is going on smoothly.	6	21

Source: State Report

The State has covered 20 districts for third party evaluation of civil works for the first time since inception of SSA. The State has not covered balance 17 districts so far, hence, quality assurance in 17 districts can not be assured. The State is required to take up all the districts for independent third party quality assurance at the earliest possible.

Table: 19 Status of environmental assessment (EA)

Sl. No.	No. of District in the state	No. of school in the states	No. of district covered under EA	No. of schools covered under EA	Remarks
1.	38	69208	33	23131	

Source: State Report

The progress of environmental assessment is not going on in accordance with programme committed by MHRD with funding agencies. The State is required to accelerate the environmental assessment programme to cover all the balance school before ending 31.03.11.

Table: 20 Status of measured school campus plan (MSCP) (School Mapping)

Sl.No.	No. of District in the state	No. of school in the states	No. of district covered under MSCP	No. of schools covered under MSCP	Remarks
1.	38	69208	32	14071	

Source: State Report

The progress is not commensurating as large number of School are yet to have measured campus plan. The efforts need to be accelerated.

Table: 21 Status of Asset Register (AR)

Sl.No.	No. of District in the state	No. of school in the states	No. of district covered under MSCP	No. of schools covered under MSCP	Remarks

Source: State Report

The work of preparing asset register has not commenced so far. From the audit of view this is essential to show that funds are genuinely being spent. The State team has intimated that asset register are being maintained by districts. These are required to be published and submitted to MHRD for record.

Table: 22 Status of Drinking Water Supply and Sanitation Facilities

Sl.No.	Name of District	Total No. of Schools	Total No. of New Schools Sanctioned	Total No. of Schools	Covered up to 2009-10			Balance to be covered through SSA & PHEED			SSA Proposal 2010-11 for Urban schools			Proposal SSIE/PHE D 2010-11		Action plan for balance school		
					No. of schools with Common Toilet facility	No. of schools with Girls toilet	No. of school with D/water facility	Toilet	Separate girls toilet	Drinking water facilities	Toilet(U)	Separate girls toilet	Drinking water facilities	Construction of Separate toilet facilities for girls and boys.(two toilet and four urinal)	Installation of Hand pump (through ARWSP/PHEED)	Toilet(U)	Separate girls toilet	Drinking water facilities
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1	Araria	1614	450	1164	742	551	1483	422	613	0	0	0	0	48	47	422	565	0
2	Arwal	527	0	527	124	268	445	403	259	82	0	0	0	460	24	403	0	58
3	Aurangabad	2089	374	1715	558	866	1785	1157	849	0	0	0	0	335	157	1157	514	0
4	Banka	1949	425	1524	553	287	1534	971	1237	0	0	0	0	83	387	971	1154	0
5	Begusarai	1537	400	1137	931	121	1511	206	1016	0	0	0	0	576	1078	206	440	0
6	Bhagalpur	1847	422	1425	1524	1361	1073	0	64	352	0	0	0	927	173	0	0	179
7	Bhojpur	2006	235	1771	1578	1152	1813	193	619	0	0	0	0	152	0	193	467	0
8	Buxar	1176	287	889	459	459	844	430	430	45	0	0	0	430	257	430	0	0
9	Darbhanga	2309	537	1772	1219	402	1807	553	1370	0	80	0	40	108	278	473	1262	0
10	East Champaran	3155	700	2455	2124	633	1974	331	1822	481	0	0	0	1472	163	331	350	318
11	Gaya	3051	433	2618	475	1613	1435	2143	1005	1183	0	0	0	544	439	2143	461	744
12	Gopalganj	1770	450	1320	559	878	1376	761	442	0	0	0	0	361	14	761	81	0
13	Jamui	1704	358	1346	984	665	1201	362	681	145	0	0	0	283	23	362	398	122
14	Jehanabad	894	270	624	148	552	784	476	72	0	0	0	0	539	52	476	0	0
15	Kaimur	1205	274	931	672	495	1034	259	436	0	0	0	0	613	61	259	0	0

Sl.No.	Name of District	Total No. of Schools	Total No. of New Schools Sanctioned			Covered up to 2009-10			Balance to be covered through SSA & PHED			SSA Proposal 2010-11 for Urban schools			Proposal SSHE/PHE D 2010-11		Action plan for balance school		
			Total No. of Schools	No. of schools with Common Toilet facility	No. of schools with Girls toilet	No. of school with D/water facility	Toilet	Separate girls toilet	Drinking water facilities	Toilet(U)	Separate girls toilet	Drinking water facilities	Construction of Separate toilet facilities for girls and boys.(two toilet and four urinal)	Installation of Hand pump (through ARVSP/PHE)	Toilet(U)	Separate girls toilet	Drinking water facilities		
16	Katihar	1826	575	1251	1411	873	1554	0	378	0	0	0	0	306	88	0	72	0	
17	Khagaria	1034	319	715	905	335	905	0	380	0	0	200	0	420	24	0	0	0	
18	Kishanganj	1281	386	895	573	348	922	322	547	0	0	731	357	117	45	322	430	0	
19	Lakhisarai	756	165	591	258	179	491	333	412	100	0	50	0	497	131	333	0	0	
20	Madhepura	1476	494	982	176	611	619	806	371	353	0	0	0	194	36	806	177	0	
21	Madhubani	2967	545	2422	2506	1339	2916	0	1083	0	0	0	0	235	590	0	848	0	
22	Munger	1062	140	922	413	300	853	509	622	69	0	0	0	1339	230	509	0	0	
23	Muzaffarpur	3092	390	2702	2802	1749	2896	0	953	0	146	0	146	76	339	0	877	0	
24	Nalanda	2159	327	1832	1928	1224	2007	0	608	0	0	0	0	511	73	0	97	0	
25	Nawada	1672	410	1262	670	320	1324	592	942	0	0	0	0	380	184	592	562	0	
26	Patna (Rural)	2999	132	2867	2524	700	2758	343	2167	109	0	0	0	387	775	343	1780	0	
27	Patna (Urban)	336	0	336	161	98	331	175	238	5	0	0	0	0	0	175	238	5	
28	Purnea	1978	457	1521	899	183	1912	622	1338	0	0	0	0	747	121	622	591	0	
29	Rohitas	2109	398	1711	1488	1257	1359	223	454	352	0	0	0	249	97	223	205	255	
30	Saharsa	1276	475	801	502	130	586	299	671	215	0	0	0	328	48	299	343	167	
31	Samastipur	2518	679	1839	964	520	1659	875	1319	180	0	0	0	206	216	875	1113	0	
32	Saran	2501	505	1996	1741	366	1797	255	1630	199	200	0	0	34	416	55	1596	0	
33	Sheikhpura	479	81	398	270	205	408	128	193	0	0	75	0	30	87	128	163	0	
34	Sheohar	417	128	289	284	76	302	5	213	0	0	0	0	29	0	5	184	0	
35	Sitamarhi	2099	569	1530	781	159	1718	749	1371	0	0	0	0	107	146	749	1264	0	
36	Siwan	2120	600	1520	2135	353	1811	0	1167	0	0	0	0	435	94	0	732	0	
37	Supaul	1716	569	1147	997	187	1208	150	960	0	0	0	0	689	46	150	271	0	
38	Vaishali	2057	410	1647	1318	1003	1856	329	644	0	0	0	0	610	1434	329	34	0	
39	West Champaran	2445	631	1814	915	314	1855	899	1500	0	0	0	0	15094	262	899	0	0	
	Total	69208	15000	54208	39271	23132	54146	16281	31076	3880	426	1056	543	29951	8635	16001	17269	1848	

As Per Flash statistic DISE 2008-09 the %age of schools not having common toilets, girls toilets and drinking water facilities are as under.

1. Common toilets = 43% X 54208 = 23309
2. Girls Toilets = 74% X 54208 = 40113
3. Drinking water = 15% X 54208 = 8131

If we compare the no of facilities based on flash statistics and date given by State, there appear to be huge difference. Even otherwise the progress of convergence in the State is not

taking place proportionately, to the gaps. The State has to reassess gaps and accelerate the progress through convergence.

Issues

- The physical and financial achievement/progress of the State is declining instead of any improvement. the financial spillover for the last 3 years are as under:

Table: 23

Financial years	Financial spillover in crores	Components yet to start	Components in progress	Total
2007-08 (ending February 2008)	614.80	12301	48852	61153
2008-09 (ending 31.3.09)	828.27	10083	47840	57883
2009-10 (ending 31.3.10)	1184.00	10056	50458	60514

The spillover has increased from 614 crores in 2007-08 to 1184 crores in 2009-10. State may commit, when the financial spillover works are likely to be normal.

- Physical spillover from 2009-10 are huge as will be seen from table No. 5 In all there are 50458 components in progress and 10056 components not started with a financial spillover of Rs.1184.00 crores. Out of 15000 primary school buildings sanctioned in 2006-07, 5474 primary schools have not been started so far. The State has attributed non availability of land. The State may commit when they are likely to arrange the land so that physical access is completed.
- The supervision structure of the State as will be seen from table No. 16 is grossly inadequate with only 47% strength of the approved technical personals. In a State like Bihar having huge infrastructure gaps of 198000 classrooms, 38842 primary schools and 11992 upper primary schools, the State has to strengthen the supervision structure at all level. At present there are only 2 engineers and 1 Architect at State level which is just not sufficient to monitor 37 districts in the States. The State should have at least 9 more senior engineers 1 each for the division for robust monitoring and increasing productivity.
- State must have planned some strategy for completing huge infrastructure gaps of 198000 classrooms, 11992 upper primary schools, 3482 primary schools as upto 2009-10. In addition there are still large gaps which State has to work out particularly in case of access in primary and upper primary schools. The State has also to meet the requirement of RTE. The strategies may kindly be spelled out for the information of PAB and TSG.

बिहार सरकार
मानव संसाधन विकास विभाग

आदेश

बिहार शिक्षा परियोजना परिषद् द्वारा चलाये जा रहे सर्व शिक्षा अभियान कार्यक्रम अंतर्गत अतिरिक्त वर्गकक्ष का अद्यतन प्रभावी अनुसूचित दर पर तैयार की गयी प्रमंडलवार प्राकृतिक राशि वार्षिक कार्य योजना एवं बजट (AWP&B) 2010-11 के सूत्रण के लिए प्रमंडलवार इकाई लागत घोषित की जाती है, जिसकी विस्तृत विवरणी निम्न प्रकार है:-

प्रमंडल का नाम	एक कमरे का अतिरिक्त वर्गकक्ष की इकाई लागत			
	कुल प्राकृतिक राशि / इकाई लागत सीढ़ी के साथ	कुर्सी क्षेत्रफल लागत प्रति वर्गफीट में	कुल प्राकृतिक राशि / इकाई लागत (बिना सीढ़ी के)	कुर्सी क्षेत्रफल लागत प्रति वर्गफीट में
भागलपुर	406850.00	535.58	334550.00	543.00
दरभंगा	435400.00	573.16	363100.00	589.33
कोशी	467150.00	614.96	391000.00	634.61
मगध	390100.00	513.53	319450.00	518.48
मुंगेर	425850.00	560.59	347100.00	563.36
पटना	435650.00	573.49	355350.00	576.75
तिरहुत	445250.00	586.13	371100.00	602.31
पूर्णिमा	432900.00	569.87	358750.00	582.27
सारण	461900.00	608.05	375500.00	609.45

ह0 / -

(अंजनी कुमार सिंह)

प्रधान सचिव

मानव संसाधन विकास विभाग

ज्ञापक: PS/1327

पटना, दिनांक: 19.02.2010

प्रतिलिपि: 1. संयुक्त सचिव, प्रारंभिक शिक्षा एवं साक्षरता, मानव संसाधन विकास मंत्रालय, भारत सरकार, नई दिल्ली को सूचनार्थ एवं आवश्यक कार्यार्थ प्रेषित।

2. राज्य परियोजना निदेशक, बिहार शिक्षा परियोजना परिषद्, बेल्ट्रॉन भवन, शास्त्रीनगर, पटना-23 को सूचनार्थ एवं आवश्यक कार्यार्थ प्रेषित।

(अंजनी कुमार सिंह)

प्रधान सचिव

मानव संसाधन विकास विभाग

(III) Quality Related Interventions

1. Comprehensive Quality Framework

Comments: The Bihar team has made a appreciable effort to spell out their vision and outcomes / goals to inform the plan. There is a sense of a broad three year strategy both in the initial section as well as in later sub-sections. This is not an easy task at all and is a major step towards ensuring a good plan. One area where further effort would be needed is to ensure that there is consistency across the goals, and that both the goals and strategies should clearly revolve around the BCF. Since different kinds of inputs have been made over the last few years, occasionally this kind consistency is not maintained. Suggestions have been provided in this regard. [Later, during implementation, this consistency will be even more critical.] The state already has a curriculum framework - hence, whether in LEP proposals or in special campaigns or training programmes or textbooks or verifiable learning indicators subject-wise, the underlying principles should be consistent with BCF.

Planning Desired Outcomes, and Required Strategies/Inputs

State- Bihar

Timeframe- 2010-1013 (Three years)

Children/ learning process	Teacher/ School level	Sub-district/ District level	State level
OUTCOMES EXPECTED			
<p>Grade I-V</p> <p>-All children are able to read and write as per their prescribed competence in syllabus</p> <p>-All children are able to do simple mathematical calculations.</p> <p>Grade VI-VIII</p> <p>-Children successfully apply mathematics to daily life</p> <p>-Students develop a scientific temper, to question things and to think for themselves</p>	<p>-All teachers implement the steps needed, in the manner needed, with enthusiasm, to generate reading in all children</p> <p>Ensuring Teacher Availability, Capacity & Effectiveness:</p> <p>-3-yr Long-term plan for needs-based In-service Training to ensure attitudinal & behavioural changes in teachers as per RTE</p> <p>-Training processes are interactive, participatory & experiential, to ensure changes in classroom practices</p> <p>- All untrained teachers to be covered through appropriate D.Ed. (2-yr) equivalent course, over next 3 years</p>	<p>-All individuals, institutions and departments, and RGs at sub-district (CRC, BRC, BEO) and district (DSE, DEO, DIET) levels work towards enabling, motivating and supporting teachers to effectively implement the pedagogy of reading.</p> <p>Academic Support & Monitoring:</p> <p>-All BRC/CRCs are fully functional and supplied with necessary RPs, facilities & resource materials</p> <p>-BRP/CRPs are engaged more in academic tasks and less with administrative load</p> <p>-Linkages strengthened between BRC/CRCs, DIETs, SCERTs, and Resource Groups</p> <p>-Strong monitoring systems in place for measuring changes in classroom processes and learning enhancement</p>	<p>-All individuals, institutions and departments, and RGs at state level develop the needed inputs and capabilities that are then used to enable, motivate and supporting district, sub-district level personnel /institutions and teachers to effectively implement the pedagogy of reading.</p> <p>Comprehensive Quality Vision/ Framework:</p> <p>-State has a clear Quality Vision Document describing its desired outcomes and vision of active learning in different subjects</p> <p>-State has a Comprehensive LEP</p>

<p>Children learn to work cooperatively with others</p> <p>-Able to identify environmental changes and their impact</p> <p>Learning Processes:</p> <p>-Children are fruitfully engaged in active learning tasks.</p> <p>-Learning takes place through activities, discovery and exploration by students</p>	<p>Community & Civil Society Partnerships:</p> <p>-Timely distribution and effective use of grants and TLMs are ensured</p> <p>-CAL materials are effectively utilised to contribute to enhance children's learning</p> <p>-Strong Resource Groups set up at all levels to provide academic & monitoring support</p> <p>-Community members are effectively sensitised and involved in quality improvement initiatives</p>	<p>-Performance of all teachers/trainers/ support institutions are regularly tracked through ADEPTS performance indicators</p> <p>-Monitoring data is analysed at different levels to identify learning difficulties and reasons for low performance</p> <p>-Resource books are provided to all teachers with suggested activities that can be used for each curricular topic</p>	<p>which integrates all core & enabling components (including Curriculum, Training, TLMs, Assessment, Monitoring, etc.) in a harmonised manner towards achieving desired learning processes/ outcomes</p> <p>-State conducts regular external achievement surveys to track learning enhancement in systematic manner</p> <p>-All players in the system (including Teachers, Trainers, Education Administrators, Officials, etc) internalise and are motivated towards achieving the desired pedagogical vision</p> <p>-Strong convergence between different academic bodies (SCERTs, DIETs, SPO, DPE, Textbook Board, etc) towards achieving shared vision</p> <p>Minimum Enabling Conditions:</p> <p>-All teacher vacancies are filled, and PTR at school level ensured as per RTE</p> <p>-Policy/System put in place for transparent deployment & rationalisation of teachers</p>
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ACTIONS/STEPS/COMPONENTS/PROCESS (everything that will lead to the outcome)

<p>1. sufficient classroom time allocated (around 40 % of overall time)</p> <p>2. students</p>	<p>1. Curriculum, textbooks and instructions regarding allocation of time support the 'pedagogy of reading' are provided in time to teachers. The required 'reading kit' or library of graded materials</p>	<p>1. Curriculum, textbooks and instructions regarding allocation of time that enable and support the 'pedagogy of reading' are developed and distributed. The required</p>	<p>1. Development and empowerment of a reasonably large group (SRG with a small and capable 'core team'). It is important that all key</p>
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<p>encouraged to speak in classroom; materials such as charts, pictures, books available that facilitate this.</p> <p>3. plenty of 'pre-reading' and pre-writing work that prepares students to learn to read (initial 2-4 weeks spent in this rather than starting off with the alphabet)</p> <p>4. passive exposure to books and picture reading; sufficient scope for free drawing (as contributing to both reading and writing)</p> <p>5. students' oral work converted into written form and used as pre-known 'text' by teacher to introduce reading (not just as combination of sounds but generation / communication of meaning through the use of symbols that 'capture' language)</p> <p>6. effective use of textbook</p> <p>7. children work in 'reading groups' where all members are responsible for tasks jointly; assessment is in terms of entire groups, thus requiring those ahead to help those falling</p>	<p>etc. are also provided in sufficient quantity and in time.</p> <p>2. A baseline is conducted before implementation, followed later by yearly assessments to measure the degree of improvement.</p> <p>3. District / block personnel analyse the situation regarding reading in their area, identifying local-specific / contextual difficulties that might need to be overcome, and modify the 'received' package if necessary.</p> <p>4. Those responsible for training teachers have not only had thorough exposure to the curriculum and package of materials (including textbook), but have also had opportunity to try out the pedagogy in the field themselves. They have also been sufficiently trained in training methods, especially participatory and experiential training.</p> <p>5. An easy to understand, simple and not bulky manual is provided to teachers, is gone through / referred to during different interactions, and serves as long term guide. This manual provides suggestions for the different stages of learning of reading, including activities and materials that can be used/adapted.</p> <p>6. Classroom organisation, planning and assessment of reading are given particular emphasis, with concrete models/steps being shared with teachers. Monitoring / on-site support also tracks whether teachers are able to implement these, and ensures teachers are successful in these.</p> <p>7. Head Masters, VSS are oriented / involved in supporting teachers towards this.</p> <p>8. This kind of pedagogy is probably new to teachers. Hence the different stages by which it might be introduced are made clear to them (e.g. pre-reading and oral phase, introduction to reading, going further into reading, moving towards fluency). It would be expected that in the first year of</p>	<p>'reading kit' or library of graded materials etc. are also developed in sufficient quantity and in time. It is ensured that all materials are in keeping with the advocated pedagogy and have been field tested.</p> <p>2. Dist / block / cluster / schools observe a reading week or a reading month (towards the latter half of the academic year) in which different kinds of reading promotion activities are conducted. This includes a 'Reading Challenge' where in a school /cluster volunteers to be tested for a level appropriate for them and guarantees that. Special recognition to schools/clusters that successfully pass the reading challenge.</p> <p>3. District and sub-district staff is exposed to / oriented/rigorously trained / sufficiently equipped with regard to</p> <ol style="list-style-type: none"> pedagogy (including opportunity to try it out themselves, along with the material package) materials the 'manual' for teachers; it includes details of classroom organisation, planning and assessment to be used. baseline to be conducted analysis of context for enabling local specific implementation the participatory, experiential training methods to be used steps to be taken to ensure support and involvement of head teachers, parents, community, VSS the stages/phases of implementation in classrooms 	<p>stakeholders at the state level are involved and that they have a joint vision and a shared understanding, especially of the pedagogy advocated.</p> <p>2. The state team undergoes such capacity building as needed (e.g. for material development or baseline development) to develop the various inputs indicated in the earlier columns. The responsibility can be taken by any agency willing to implement it seriously.</p> <p>3. State team evolves / details the pedagogy on basis of research, academic inputs and field testing. This then leads to the development of curriculum, textbooks and other materials, including that for teachers. Thus it prepares a 'Total Learning Package' that is user friendly, field tested and likely to succeed.</p> <p>4. Development and procurement of scientific kits which may be replicated at the district and sub-district level.</p> <p>5. Provision of award to best performing schools</p> <p>6. Development of more PPP models.</p>
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<p>behind. Teacher appreciates every time such help is given, encourages it and also guides as to how such help may be given.</p> <p>8. Availability and effective use of graded materials / library</p> <p>9. During 7-10 above teacher gives special attention to those in danger of falling behind</p> <p>10. Teacher plans to implement the above in keeping with her classroom situation, children's levels and context (e.g. home language, support available at home, material in the environment, etc.)</p> <p>11. Assessment strategies are available to the teacher for the different stages of learning of reading and actually put into use by him</p> <p>12. Special recognition of those who are trying hard or moving at a good pace.</p> <p>At UPS level</p> <p>1. Providing opportunity for 'learning by doing'.</p> <p>2. Sufficient</p>	<p>implementation they might not do everything very well. Hence it is in the second year that full implementation would be expected.</p> <p>9. All monitoring processes being implemented at field level closely observe whether the advocated process is being implemented and track the degree of learning of reading taking place. Those teachers / schools / clusters / block that are not able to progress sufficiently receive special attention and support – till they are seen to be attaining their optimal level.</p> <p>10. Teachers' successes are celebrated. To have successes to celebrate, teachers are given performance 'targets' for short durations such as a month/quarter – i.e. in terms of concrete changes /action they can implement in their classrooms. (This is meant both the generate motivation as well as a graded or phased development in their skills, instead of expecting them to learn everything in one go).</p> <p>11. The exposure to different aspects of the pedagogy of reading is repeated a few times in different interactions – face to face training, monthly meetings, school visits by CRCCs/BRPs, radio/ teleconference programmes, over a period of at least two years</p> <p>12. Opportunities are provided for teachers to discuss their efforts in the teaching of reading and sorting their doubts through peer interaction (e.g. with the school head facilitating discussion among fellow teachers, through monthly meetings at the cluster level, and during teleconference).</p> <p>13. Developing small labs at each school level</p> <p>14. Developing science kits and prototypes of scientific</p>	<p>i. the nature of monitoring and on-site support to be undertaken, including how the data from these will be utilised for on-going improvement and responding to emerging needs of teachers and others (e.g. CRCs)</p> <p>4. The baseline information is collated across districts and used to inform / influence the materials package, the training and later mid-term assessments. It enables state teams to support districts according to their situation and needs.</p> <p>5. An ongoing teacher development programme (and materials) is developed out and implemented over two years, keeping in mind the kind of training related steps indicated in columns 1 and 2.</p> <p>6. Apart from collating, analysing and using the monitoring data from the field to assess progress, esp in terms of children's learning levels and teachers' implementation levels, the state team may also undertake monitoring visits to districts / other steps that involve engagement with the field situation. Districts /blocks not making sufficient progress would be especially supported to ensure that visible improvement actually takes place.</p> <p>7. District and sub-district teams receive repeated exposure over a period of 2-3 years with a view to enabling them to providing continuous and on going teacher development and support inputs.</p> <p>8. Innovative practices by teachers, CRCCs, BRCs, districts that are observed to be helpful in promoting reading, are documented and</p>	
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<p>opportunity to use labs</p> <p>3. Assessment on the basis of mathematical and scientific application.</p> <p>4. Exposure to museum, zoo etc.</p>	<p>experiments</p> <p>15. Training and exposure to teachers</p> <p>16. Exposure visits</p> <p>17. CAL centres will be converted into better learning centres in providing science, maths and environmental examples through audio/video mode.</p> <p>18. Training to HMs to ensure better enabling conditions in school</p>	<p>shared through newsletters, radio, teleconference.</p> <p>9. Developing of science models which will be replicated by the teachers in their schools</p>	
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Quality Parameters	Goals for next 3 years	Strategies to achieve these outcomes (in phased manner)	Timeline	Who will do
<p>1. Learning Enhancement in each subject</p>	<ul style="list-style-type: none"> All children are able to read and write as per their prescribed competence in syllabus Fluent reading of books as per their prescribed class-wise competency All children are able to do simple mathematics (addition, subtraction, multiplication and division) at the primary level (Use of maths kit) At upper primary level children are able to develop scientific temper (Learning science through experience and experiments) development of mathematisation in daily life (Use of mathematics kit for learning) 70% children pass with above 60% marks as per DISE No children achieving D and E categories as per QMF Identifying subject-wise learning difficulties based on analysis of achievement results 	<ul style="list-style-type: none"> Availability of Reading material (graded books) Integration of loud reading in classroom routine Development of prototype of science and maths kit in every school Workbooks for children Preparation of child profile in terms of learning achievements Updating child profile on regular basis Identification of learning indicators on NCERT basis 	<p>1st year</p> <p>1st year</p> <p>By 2nd year</p> <p>By 2nd year</p> <p>By 2nd year</p> <p>Yearly</p> <p>1st year</p>	<p>School/ District/ State</p> <p>do</p> <p>do</p> <p>State</p> <p>School/ District</p> <p>School</p> <p>State</p>
<p>2. Outcome-Based Vision, Curriculum & Syllabus</p>	<ul style="list-style-type: none"> Understanding Curriculum & textbooks in light of NCF 05 and BCF 08 Developing and sharing of common goals and vision of quality outcomes. 	<ul style="list-style-type: none"> Textbook renewal to be completed over next 2 years Base papers for teachers Training design in the light of BCF-08 Visit to States 	<p>By 2nd year</p> <p>By 2nd year</p> <p>1st year</p> <p>Yearly</p>	<p>State</p> <p>do</p> <p>do</p> <p>do</p>

3. Teaching Learning Materials	<ul style="list-style-type: none"> • Understanding activity based learning • Learning by doing 	<ul style="list-style-type: none"> • Effective use of graded Reading materials learning process • Development of proto-types of maths, science kit at primary and upper primary level • Supply of graded reading materials for primary level • TLM melas, science melas and workshops • Availability of learning indicators to all schools • Development of remedial teaching materials 	1 st year By 2 nd year Yearly 1 st year Yearly	State/District State/District/School School/CRC/BRC State State
4. Teachers & Teacher Training	<ul style="list-style-type: none"> • Recruitment of teachers and reducing PTR to 40:1 or as mentioned in RTE-2009 • Teachers are exposed to reading materials and read those materials • Understanding CCE • Integrating remedial teaching with normal teaching • Enabling HMs for better school management • Teachers are trained in and implementing new methodologies 	<ul style="list-style-type: none"> • Recruitment and rationalization of teachers • Teacher training • Lesson Plan and teacher training • Design, module preparation and training • do • Design and training of CCE • Opportunities are provided for teachers to discuss their efforts in the teaching of reading and sorting their doubts through peer interaction (e.g. with the school head facilitating discussion among fellow teachers, through monthly meetings at the cluster level, and during teleconference). • Training and exposure to teachers • Exposure visits • Training to HMs to ensure better 	1 st year do do do do do do	State/District do do do do do

5. Active Learning Processes	<ul style="list-style-type: none"> Active student participation in classroom processes Proficiency in reading with correct pronunciation. Tracking changes in classroom processes Development of subject-wise class-wise verifiable learning indicators Integration of remedial teaching with normal class room teaching Implementation of continuous and comprehensive assessment Providing opportunity for 'learning by doing'. Sufficient opportunity to use labs Assessment on the basis of mathematical and scientific application. 	enabling conditions in school <ul style="list-style-type: none"> Change in classroom process Reading as a routine exercise Training and exposure to learning indicators Preparation and updating child profile Developing CCE Developing prototypes of science and maths kits Developing small labs at each school level Developing science kits and prototypes of scientific experiments CAL centres will be converted into better learning centres in providing science, maths and environmental examples through audio/video mode. 	By 3 rd year By 3 rd year By 2 nd year Yearly 1 st year By 2 nd year	School School State/District/School School State School
6. Continuous Academic Support	<ul style="list-style-type: none"> Operationalisation of DIETs and sub-district structures Constitution of subject-wise Resource Groups at all levels Effective on-site support by BRPs/CRCCs & tracking of children's learning 	<ul style="list-style-type: none"> Strengthening of DIETs and sub-district structures Development of job charts for BRPs and CRCCs Training of Resource groups Training to BRPs and CRCCs Organisations of TLM meals, sc. melas etc at district and sub-district level 	By 3 rd year 1 st year 1 st year Yearly Yearly	State/District State State/District State/District District/BRC/ CRC
7. Community's Active Collaboration	<ul style="list-style-type: none"> Involving community in tracking children's learning Involvement of community in designing School Development Plans for improving school quality Effective and active monitoring of community in the teaching learning process 	<ul style="list-style-type: none"> Developing community consensus on learning Training to community to develop SDPs Developing 	By 2 nd year By 3 rd year	State/District/School State/District

		monitoring tools for community	By year 2 nd	State
8. Decentralised Quality Management	<ul style="list-style-type: none"> Involvement of parents & community members in quality monitoring Development of process indicators to assess different quality-related areas Tracking and enhancing performance of teachers and trainers through performance indicators 	<ul style="list-style-type: none"> Training to community on quality monitoring Training to community to review teachers/ performance 	By year 2 nd	State/District
			By year 2 nd	State/District

Similar indicators will be worked out for classroom management, individualized attention to and use of appropriate materials and methods for teaching children with special needs or children who come from a different language background. There will also be intermediate level outcomes like— each school must develop simple school development plans with 3 development objectives for a short term period (say, six months) and 2 objectives for an intermediate term of 1-2 years. Such indicators would become rallying points for providing operational definitions of the nature of change desired in the classroom processes and students' performance and assessing the efficacy of the interventions designed to bring about the desired improvement.

Specific Issues and Strategies:

Situation Analysis:

Sl. No.	Item	Status
1	No. of Schools	a. PS - 42225 b. UPS - 26983 (including Primary) Total - 69208
2	Enrollment	Total Enrolment - 20012674 Girls - 46.93% against the population share of 46% SC- 19.47% against the population share of 18.08% Minority - 16.10 against the population share of 15.93%
3	PTR	a. Sanctioned - 39.82 b. Working - 60.50
	Teachers	a. Single Teacher School- 3.65% b. Two teacher school - 23.56%
4	Percentage of Lady Teachers	39.64%
4	SCR	70.77 (including all construction in process)
5	Toilet/Hand pump	a. Common Toilet - 56.74% b. Girls Toilet - 33.42% c. Drinking Water Facility - 78.24%
6	Ramp	59.84%
7	PTEC/DIET	a. Sanctioned - 60 b. Functional- 20
8	Curriculum	State specific curriculum in the light of NCF-05
9	Syllabus	Syllabus for classes I-XII in the light of BCF-08
10	Text Books	Renewal in process. New Text Books will be introduced by 2011.
11	BRPs/CRCCs	a. Requirement as per eligibility - 9065 b. In position - 6078

12. Learning Levels of children:

Major findings of learning surveys conducted by agencies like NCERT, SCERT, Pratham and other institutions are given below (details of which have been dealt with in foregoing sections).

- About 20% students get D and E grades (less than 50%) in Hindi, Mathematics and EVS (QMT)
- Percentage of student scoring less than 50 percent marks was less than 30 percent in most of the cases (QMT)
- In comparative analysis, a little improvement in the performance of students of classes VI and VII has been observed in Hindi and Mathematics. However, there was no change in the performance of the students of Upper Primary Classes in the subject of EVS (QMT)
- Regarding achievement levels of SC and ST students and CWSNs, quite similar trend has been observed. (QMT)
- Reading competency of children at the primary level was poor (ASER)
- More than 25 percent are not aware of numbers at grade I and II and about 35 percent children are not able to do subtraction at grade III and IV (ASER)
- At grade III level children performed better on items based on time and found fraction a little more difficult as compared to other competencies (NCERT)
- Children performed better in the items of Mathematics when there was no statement integrated to the item (NCERT)
- In Language, children performed reasonably well in spelling and found items based on close difficult as compared to other competencies (NCERT)
- Survey better learning level for children of grade I-III. But from grade IV onwards situation seems to be reversed (SCERT)
- About 30-37 percent children scored less than 59 percent marks in Mathematics and EVS in grade IV and V (SCERT)
- At upper primary level children scored better in social science but in language, maths and EVS subject's 40-60 percent children scored less than 59 percent marks (SCERT)

On the analysis of above studies/reports the following issues have been emerged:

<i>Issue</i>	<i>Implications (in brief)</i>
<p>Enabling conditions</p> <p>3 Basic enabling conditions in the schools: State has been working to solve the vast requirement to fill the infrastructure gap from SSA and other State resources. The present SCR (State Class Room ratio) is very high. Construction of classroom completion rate is low due to different reasons. Teachers' recruitment process has been not completed due to pending case before the Hon. Supreme Court. The present PTR at the State level is about 60. [Though these aspects definitely impact quality, they are covered in detail in other relevant sections of the AWP]</p> <p>3 In some of the schools the <u>PTR is very high</u>, so much high as to be 80:1. Although the district level PTR in most of the cases is around 55 to 65. So rationalization and recruitment of teachers has been an issue.</p> <p>3 <u>Non-availability of subject teachers</u> especially for maths and science at upper primary stage. This is evident for the in-position statement of teachers and expenditure incurred on their salaries.</p>	<p>Work on enhancing enabling conditions</p> <p>Recruitment planned, under way</p> <p>Rationalisation of teachers are underway</p>

	This will address by making teachers subject specific through identification and training
<p>Curriculum, materials, etc.</p> <ol style="list-style-type: none"> 1. <u>Harmonisation between Curriculum, Syllabus and Text-Books</u>: Bihar has become pioneer in developing State specific curriculum and syllabus and is in process of renewal of text-books in consonance and harmonization of curriculum and text books. This issue has also been raised by last JRM. 2. No due importance is being accorded to <u>co-curricular activities</u> such as sports, value education and art education 	<p>As a basic practice, all components will be developed with reference to BCF</p> <p>Incorporation of yoga, and other</p>
<p>Students</p> <ol style="list-style-type: none"> 1. The recent study on student and teacher absenteeism has found that more than <u>40 percent children are not attending schools</u>. Although teacher attendance has been found to be fairly good. It means that despite the availability of teachers student attendance is not improving. It reflects one of the major reasons would be <u>non-engagement of teachers in teaching activities</u> i.e. students are not getting enjoying the learning process. 2. Thus the <u>diversity</u> issue of multi- level and students coming from different strata of society are not being well catered 3. The <u>assessment system</u> for learners is not a corrective one rather it becomes a repelling force to oust the children from the school system. Moreover the present evaluation system is not the way as defined in BCF-08. 	<p>Making classroom transaction more effective and child oriented</p> <p>Addresses through teacher training</p> <p>Implementation of CCE</p>
<p>Teacher and classroom practice</p> <ol style="list-style-type: none"> 1. It has been also pointed out that <u>approach of teaching</u> is not proper in teachers. [add..] The teachers are not using the <u>TLMs</u> in the way as required in terms contextuality. 2. It has been observed during school visits and also indicated in last JRM report that teachers have <u>no adequate understanding of curriculum and syllabus</u> and thus are not in a position to comprehend what <u>learning outcomes</u> are supposed to be obtained by transacting a particular lesson. 	<p>Teacher Training and proper orientation of new teaching methodologies</p> <p>Sharing and briefing of BCF-08</p>
<p>Community and stakeholders</p> <ol style="list-style-type: none"> 1. It has been observed that the quality of education has not yet been an issue for the community still it looks that there is a recipient-donor relation does exist. The system requires <u>being accountable to community</u> and thus a partnership between school and community is needed. 	<p>Community involvement in monitoring and teaching</p>
<p>Training and academic support system</p> <ol style="list-style-type: none"> 1. <u>Academic support system is not adequate</u>. It has been found in study conducted by UNICEF that CRC and BRC are not functioning as it has been conceived in the State component plan. The major reasons is two fold; firstly in most of the CRC the man power as envisaged in SSA framework is inadequate and secondly the CRCCs and BRPs are not showing interest or they engaged in other than quality related 	<p>CCE</p>

<p>works. Been felt that these support group's needs capacity building to perform the on-site support to the teachers.</p> <p>2. Good practices at school/CRC/BRCs level which appreciates the better performing teachers and boosts up the <u>morale of the teachers</u> requires to be shared amongst fellow teachers and also with community.</p> <p>3. <u>Lack of Teachers' training Institutions</u> in the State: Presently State has 60 government PTECs and DIETs but only 20 has become functional in providing pre-service teachers training. Keeping the vast requirement of teachers in the State (in the light of RTE) <u>non-availability of trained teachers</u> is one of the major issues.</p> <p>4. Preparedness of teachers is being visualized as one of the major issue. Quality and <u>effectiveness of in-service training</u> has to play a major role because there is inadequacy of pre-service training institutions and secondly recruitment of large number of untrained-teachers so the in-service training modules needs to be re-visited and the trainers and training courses be monitored closely to produce required preparedness in teachers.</p>	<p>Effective CRCC and BRPs</p> <p>Strengthening of Institutions</p> <p>Training of teachers</p>
<p>Human resource, institutional development</p> <p>1. Inadequate Human Resources at State and district level: The members of <u>State and district quality teams have not increased in-consonance with the expansion of activities</u> of quality education in the State. At the State level there are three persons looking after the quality education where as at the district level only two. Constitution of quality team at the State level and district level has been realised at all levels. In the last Executive Committee meeting at the State the post has been sanctioned for the quality team. EC has approved additional 5 posts at the State level and additional 2 posts at the district level to look after quality issues.</p>	<p>Recruitment of persons at State and district level</p>

Comment

While this analysis is useful and provides the backdrop to many of the proposals, a more detailed and holistic analysis of the situation in Bihar would be to make the plan more effective. Many factors that affect quality may not be taken into account to the extent required (e.g. regular floods ensure a large section of children may be missing school; diversity and equity issues; or the fact that even with improved PTR, multi-grade is likely to remain widespread; the impact of conflict on education in affected areas; and so on.) Suggest that a **Situational Analysis of Factors Affecting Equitable Quality of Education** be commissioned and completed in the coming year. It would form the basis of future plans and be renewed on an ongoing basis.

Within the overall thrusts of the work for quality improvement outlined above, the specific issues and proposed inputs for interventions for promoting quality are outlined below:

(i) Additional Human Resource Support at the State level and District level:

Human Resource Support: Equitable quality education has been a thrust area for SSA. In recent years it has also become mandatory to provide quality education to all children in the age-group of 6-14 in the light of RTE Act. Plan and implement the quality related activities needs a dedicated professional group at State, district and block levels. At present there are very skeleton in-position available at the State, district and block level.

PROPOSAL FOR 2010-2011

We are proposing to establish Quality Cells comprising seven to eight persons at State level and 4-5 persons at district levels and resource person groups as admissible under SSA framework.

At State level although we are carrying out some of the activities with the help of SCERT, UNICEF, Patna still we require additional 5 Quality Cell members in different areas such as:

1. Teacher Training
2. Academic Monitoring and Supervision
3. Concurrent and Comprehensive Evaluation
4. Classroom Transaction (Teaching methodology), and
5. Teachers' Responsibility and Performance Appraisal

These personnel in addition to existing ones will constitute a Quality Education Cell. The detail TOR is being worked out. This group will work coherently to achieve the goals enshrined in BCF-08 and will help in a manner to achieve the SSA goals and any other requirement as designed and Implementing Society.

There will also be a resource group for each subject and areas of quality education to support the quality education cell.

At district level presently there are only two in-positions available. We are proposing two more position for district quality cell. There will also be District Resource Group to support and guide district quality team at the district.

These persons will be paid within the approved management budget of 6% of SSA budget.

Comment

There is clearly a need for additional human resource at district and state levels. However, instead of specific personnel, this would be better conceptualised in terms of task forces or action teams that would have specific roles and responsibilities. It is suggested that a terms of reference be drawn up for these proposed teams in keeping with states needs', along with their capacity building requirements. The latter should be incorporated and budgeted in the AWP.

(ii) Basic learning conditions should be available in each school

The annual work plans re-prioritise the inputs and available resources to ensure that each school gets the maximum of basic facilities at a given point of time, including teachers as per the norm, usable space per child, textbooks and workbooks, furniture for students, a school library etc.

Another basic learning condition is the regular functioning of the school for the required number of days and hours each day. This would imply

minimizing teacher time on non-academic work.

Monitoring teacher attendance and their accountability for improved learning standards, needs to be made an integral part of SSA framework with clear outcomes.

Frequent supervision by inspecting staff of the education department would help to improve the regularity of functioning of schools.

Deployment of teachers in a rational manner so that the PTR norm is maintained for each school, to be ensured through effective State policies on transfers and deployment. The scourge of single teacher schools, schools with PTRs above 70 or 100 will come to an end after the recruitment teachers get over this year.

State finds variation in minimum enabling conditions in schools. Some have minimum enabling conditions like teachers' positions, class rooms, TLMs, TLEs etc. but others don't have the required minimum enabling conditions.

We find that after many years, one cannot talk of this in a general way nor look for universal implementation – it has to be focused on areas/schools that are deprived of these conditions.

- So State would like to identify the minimum conditions which would increase the learning levels in infrastructure deficient schools in the State.
- Study is proposed to identify the minimum enabling conditions necessary to increase the learning levels in schools which don't have such conditions.

Comment

PTR is a huge issue in Bihar, and various factors have prevented recruitment as well as professional training of teachers. The situation is at an impasse and an 'out-of-the-box' solution is needed.

[E.g. One option is to create a pool of about 2000-2500 teacher educators located at the block level and use the BRC as a training venue, along with some distance education support. The same credit based system can be followed; however there can be some flexibility in terms of time - teachers can take 1-4 years to complete it. Also, assessment can be on basis of both written tests as well as actual classroom performance standards (which can be assessed by BRC staff/teacher educators), with their own classroom

serving in place of the 'practicum'. The curriculum would need to be conceptualized, strengthened and rolled out on larger scale. NCTE would have to come on board or RTE will not materialize.]

A teacher recruitment and training plan that is likely to work is needed.

(iii) Interventions for curriculum/textbook revision, teacher training, on-site academic support, student evaluation and school monitoring and supervision

Various initiatives have been taken up at different points of time in Bihar under DPEP and SSA for curriculum and textbook renewal, development of workbooks and a variety of teacher training programmes. Experience in reform of student evaluation systems is also found.

State has implemented 'Vishesh Vaachan Karyakram' (special campaigns) for learning enhancement under "Bodhi Vriksh" (Reading Improvement Programme). This includes student assessment, a short term intervention and a strategy for post-intervention assessment.

Need is felt to consolidate the programme further and expand it to upper primary classes.

These innovative campaigns will have positive impact on the effort for upgrading teacher competence, setting performance standards, attempting to change classroom processes that could take into account diverse backgrounds and learning strengths of children, reform of regular students' assessment in the classroom etc.

Till 2006-07 State has been struggling with numbers. No comprehensive quality vision has been developed and implemented. Since 2008 State has thinking in terms of comprehensive quality package. Curriculum has been developed, syllabus prepared and detailed teacher training programme have been chalked out. Text Book renewal process has been initiated.

In the year 2010-11 State will try more integrated approach. BCF-08 and syllabus will be distributed and oriented among all stakeholders.

CCE will be developed, tested and implemented and to make trialling of text book more meaningful opinion will be taken from all stakeholders.

This would also mean that effective coordination between SSA, SCERT's, DIET's, BRCs etc. be ensured so that a common vision and orientation encompasses all segments of the elementary education structure and more so that all elements of academic reform processes are included – curriculum, syllabus, textbooks, supplementary material, pre-service & in-service teacher training, classroom processes, student assessment systems, academic support infrastructure, and school / learning outcomes monitoring systems.

Comment

While the BCF has been developed (Bihar is one of the few states where such a detailed exercise has been undertaken) and provides a foundation for quality improvement efforts, its dissemination and internalisation is clearly an issue. There have also been comments (e.g. from JRM) that the textbooks developed do not really reflect BCF and tend to be mechanically implemented. As the state acknowledges, understanding the BCF in transactional terms is still to be done – hence strategies towards this need to be incorporated (e.g. large scale field testing through at least a few schools in each block). A vision for effective pedagogy processes desired in each subject area has also been shared – this clearly forms the hub of the quality improvement efforts and has implications for all components (materials, classroom organisation, assessment, teacher training etc.) need to be worked out. If aligned appropriately with the BCF, these would lend themselves to a strategy for effective implementation for BCF, which also needs to be clearly worked out.

(iii) Academic Support System of BRCs and CRCs and role of DIETs

The unique infrastructure of 533 BRCs and 4479 CRCs with over 6000 resource teachers can be the cutting edge for academic renewal as also regular academic support and monitoring. The performance of these institutions is really varied across the State. These resource teachers have been *selected* on merit basis (merit, experience and group discussions), *intensive training programmes* have been organized for them, where there are *clearly defined roles and responsibilities* of these institutions and where a clear sense of direction or vision for change at school level is shared by the entire system, these institutions have been able to make some impact.

Although State do feel that lack of *clarity on the kind of change desired* in the classrooms, outcomes expected from enhanced quality, and clear performance standards adds to the underutilization of the precious institutional resource available at the State level.

Job Profile of BRPs and CRCCs will be made more relevant and measurable in the year 2010-11.

A quick sample study will be conducted to know the status of BRCs and CRCs also to develop the performance indicators of BRPS and CRCCs.

(iv) Development of Verifiable Learning Indicators class-wise and subject-wise:

State has decided to develop learning indicators for all classes on the line of Appropriate and Verifiable Learning Indicators developed by NCERT for Classes III, V and VIII, as well as to NCERT's Sourcebook on Learning Assessment, in order to design its own learning indicators subject-wise and class-wise. These indicators will measure overall holistic areas of the child's development, including process skills such questioning skills, analysis and deriving inferences, discussion, critical thinking, teamwork, values, concern for environment, etc.

- These indicators will be developed through holding series of workshops at State and district levels during first quarter of 2010-11. State level workshop will involve State level experts, external resource persons.

- These will then be shared with teachers and trainers at district level and during teacher training programs and special Cluster level meetings things will take concrete shape.
- Teachers will keep a profile of each child's progress against these indicators for each subject, in order to track the child's holistic develop on an ongoing basis.

(v) Vision of effective pedagogic processes desired for each subject area:

Language (Hindi and Urdu):

- Language pedagogy should promote opportunities for the child to express her own thoughts and experiences, to read with comprehension through exposure to a wide variety of meaningful, attractive and age-appropriate texts based on the child's own context and surroundings, and maximum opportunities for children to interact with peers, teacher, community members, etc
- Emphasis on reading throughout the primary classes is necessary to give every child a solid foundation for school learning
- Wide variety of graded books to promote a reading habit among children.
- Higher order language skills will be progressively emphasized, along with imagination and reflection.

English:

- Language pedagogy should promote opportunities for the child to express her own thoughts and experiences, to read with comprehension through exposure to a wide variety of meaningful, attractive and age-appropriate texts based on the child's own context and surroundings, and maximum opportunities for children to interact with peers, teacher, community members, etc
- In initial stage English teaching would be bilingual
- Familiarisation of English words which are frequently used in Hindi also will be promoted
- Effective use of Language pedagogy should promote opportunities for the child to express her own thoughts and experiences, to read with comprehension through exposure to a wide variety of meaningful, attractive and age-appropriate texts based on the child's own context and surroundings, and maximum opportunities for children to interact with peers, teacher, community members, etc
- different mediums such as EDUSAT, radio, video films that can help in correct pronunciation and listening and strengthening the communication skills.

Mathematics:

- Teachers should interact with students to really understand what are the conceptual difficulties that students face in understanding mathematical concepts
- Effective use of variety of concrete 3-dimensional and visual TLMs that can help the child understand abstract mathematical concepts
- Application of mathematical operations to real life day-to-day situations in a manner that is interesting and enjoyable to children
- Children encouraged to interact with their peer group and solve problems together

- mathematisation of the child's thinking, promoting the ability to solve meaningful problems, estimation and approximation, visualisation, use of patterns, reasoning and proof, making connections, etc, and Changing modes of assessment to examine students' mathematization abilities rather than procedural knowledge

Science:

- observing changes in the natural surroundings
- nurturing questioning abilities of students, nurture the natural curiosity and creativity of the child in science
- experimentation, exploratory and hands-on activities, analyzing and deriving conclusions
- develop in the learner a concern for life and preservation of environment.

Social Science:

- exploring relationships, cultural practices, history and places of significance, in the child's own local community and surroundings
- nurturing appreciation of diversity in cultural practices, in beliefs, in opinions, etc
- involving the local community and its practices in classroom processes
- bringing in a culture of discussion about existing social practices and issues, to promote a critical understanding of society
- Gender justice and a sensitivity towards issues related to SC and ST communities and minority sensibilities must inform all sectors of the social sciences.

Arts Education:

- children are given opportunities to creatively express their observations, emotions, and topics that are close to their interest, based on their daily lives and surroundings, through enjoyable activities such as drawing, toy-making, sports material, music, dance
- In the context of work, certain radical steps to link learning with work from the primary stage upwards are suggested on the ground that work transforms knowledge into experience and generates important personal and social values, such as self-reliance, creativity and cooperation.

Confidence And Self-Reliance

- Children will be fear free
- Will be able to tell the teacher their difficulties / views with ease - start

Health And Hygiene

- Children will not be malnourished / Children will not remain out of school due to poor nutrition
- Will know of the ways to prevent/overcome ordinary/common illnesses - start
- Identify the illnesses that result from poor hygiene – get a baseline this year.

Values

- Will look after their belongings, arrange / organize them

(vi) School Readiness Programme

To improve the attendance rate and teacher performance State government had issued a letter to all education officials to follow certain steps in a systematic manner to improve school education in the State. Decision was taken to give responsibility of universalisation of education of a feeder area may be given to Head Master of a school. Following steps would help him to achieve universalisation of education in a school feeder area:

- Every school has a feeder area which can be determined by school HM in consultation with school teachers. Notification regarding the feeder area will be issued by panchayat (for primary) and panchayat samiti (for upper primary).
- Minimum distance requirement for primary and upper primary schools are 1 km and 3 km respectively. State government has notified that in the case of physical and social barrier norms of 1 km and 3 km can be relaxed. In some cases feeder area may be extended beyond the minimum norms and as soon as schools are established feeder area may be amended.
- Feeder area is depicted (painted) on the exterior wall of the school Information regarding the feeder area may also be computerized for the benefit of education officials and other stakeholders.
- List of all 6-14 years of age group of children must remain with the schools and this may be updated regularly. List will be prepared by school teachers in a shortest possible period of time.
- Every teacher may be given responsibility of a group consisting of 40 children of a school who generally come from the same locality of a feeder area. In a school where there is shortage of teachers the group may become bigger and with the recruitment of teachers group may be restricted to 40.
- Teacher will remain in touch with parents of a group and regularly monitor the child attendance and achievement in schools. Teacher will also know the reasons for children's absenteeism with parents and will take effort to minimize it.
- All enrolled children will be certified at the school level.
- Dubious and duplicate enrolment may be identified and school register may be cleaned up.

(Ref. Letter No. 2828 dated 28.08.2007)

The effect of this guideline has been enormous:

- Now all schools have in the State has defined feeder area which is painted on the exterior wall of the school.
- All schools have bal panji (list of children) which has list of all children of 5-14 age group.
- Effort have been made for cleaning up of enrolment registers
- Teacher has been permanently allotted in Class I and Class II in every school.

The involvement of parents and the community in the issues of learning outcomes of their children would help increase transparency and accountability of the system and also promote the 'right to learn' perspective. The expected outcomes for each class, especially at the primary stage, should be shared in a simple language with the community. The performance of students should also be shared with the parents/community. An approach of 'mobilising' parents for understanding and

demanding quality would be necessary on the lines of the mobilization strategies implemented in the past decade to secure enrolment and regular attendance of children. This will be institutionalized through SSA interventions.

- For this purpose, in 2010-11, the State will revise its community training modules in order to also incorporate elements of pedagogy and quality-related aspects. This will be important in orienting parents and other community members regarding the shifts intended in classroom processes, in simple terms, so as to create support and involvement from the community in bringing changes in quality.
- In the community training, expected learning outcomes and pedagogy-related goals will be discussed with parents in simple terms. Parents will then be encouraged to be involved in tracking progress against these goals.
- In addition, parents will be involved in developing the School Development Plan in the light of RTE, which will outline simple quality-related goals for each school's improvement on a six-monthly basis. This will also encourage them to be more actively involved in tracking school improvement in quality-related areas.

(vii) State's overall vision & goals regarding quality education and effective classroom processes in each subject

The State believes that schools must proactively work against the structures of exclusion and replace it by structures for inclusion and ensure full participation of children in school. Schools must enable every child to access schooling; and facilitate those who drop out or are pushed out to get back (older children). They must assure children of their continuance in school without any disruption at least until they reach Class VIII.

The State agrees that the meaning of 'improved quality' needs to be defined in operational terms and there must be a shared understanding at all levels about it.

BCF-08 will be the rallying point in defining the quality and verifiable indicators of learning.

State proposes to hold workshops to define develop and share the indicators. A basic shift will be made in the approach to improving quality by remodeling or defining a clear set of verifiable indicators that are indicative of improved quality. The focus on these outcomes would be the starting point for reorienting interventions that have been, in the past, often implemented only as a set of discrete inputs that seem to have the potential of bringing about some desirable change.

These indicators may be related to the following dimensions:

- (a) **Indicators for assessing teacher competence** in the dimensions of subject knowledge, communication skills, dealing with children of diverse categories and needs; and indicators to assess presence during school hours, time on classroom tasks & promotion of active student learning (under ADEPTS – performance indicators for teachers).

- (b) This will also include **indicators for classroom processes** including equity orientation, textbooks and other materials, and students' assessment etc.
- (c) **Indicators for assessing students' performance**, to help assess shift in focus from memorization of texts to the use skills that have been learnt. These could include **indicators for the teaching-learning process**.
- (d) **Indicators of school performance** in respect of basic schooling conditions and student outcomes.
- (e) **Children Engagement and Time-on-task**: Increased engagement of children through planning and providing appropriate tasks i.e. individual, group and whole class.

Comment

The state has a vision of 'proactively working against the structures of exclusion' – and this needs to reflect in the choice of strategies and actions [e.g. greater contextualisation of inputs such as curriculum, materials and pedagogy; a spiralling progression that enables more children to 'catch up'; or assessment that uses the performance of the last quartile as a benchmark of quality]. A key focus has to be on increasing the 'time on task' in order to enhance learning among those likely to fall behind – however this is not reflected in the AWP. Suggestions have been provided, but it would help the state to incorporate state level consultation/s in this regard.

(viii) Harmonization of all components around this Quality Vision:

Status of Renewal of Curriculum & Textbooks in the light of NCF-2005

The Bihar Curriculum Framework 2008 which is based on the NCF 2005 calls for a significant shift in our educational processes, towards classrooms that are child friendly and joyful. It urges our system to put itself in the child's shoes and see things from the child's perspective, to truly understand what needs to be changed in order to make schooling happy experiences for the child. It calls for a shift towards an active learning experience where the child begins by exploring her own surroundings through hands-on activities, based on her own interests, in order to construct knowledge for her.

In the light of Bihar Curriculum Framework 2008 Bihar has initiated changes in the overall learning experiences – not only in text books, but in five key overall areas:

1. Curriculum Content: Includes both cognitive and non-cognitive aspect of knowledge.
2. Teaching Methods: Ensuring that learning shifts rote methods, by training to promote active classroom processes (through exposure visits, demonstrations and experiential teacher training), and rigorous monitoring of classroom processes (through performance indicators)
3. Teaching Learning Materials: Curriculum goes beyond the textbooks, to promote exploration of a range of materials like local resources, subject-wise learning kits, TLMS, workbooks, etc.

4. **Assessment:** Making examinations more flexible and integrating them with classroom life, by making assessment continuous and comprehensive (through learning indicators, NCERT Sourcebooks), and bringing examination reforms.
5. **Diversity:** Bihar has many diverse cultural and language groups. BCF addresses the diversity issue very clearly.
6. **Equity:** Equity in terms of gender and social has very large implications and has been addressed in great detail.

Comments

Textbooks for alternate grades (1, 3, 5) are under development and are being trialled through 'universal piloting' – however, a clear trialling plan (including a research design) is needed so that sufficient information is available by, say, October, so that there is time to incorporate this in the revised additions as well as new textbooks under development. Given its critical nature (and the expense involved), a clear plan for textbook development should be evolved by state with professional inputs (especially on timeline). Costing for textbooks too needs to be backed by more data.

Development of a 'teacher's edition' is strongly recommended, along with a note for supervisory staff on what to emphasise during school visits in order to enable both BCF and the textbooks to be implemented as they are meant to be.

Production quality has been commented upon and there is obviously a major problem – an external production review would help the state improve printing, the time taken as well as costs considerably.

(ix) Continuous & Comprehensive Evaluation (CCE) and School Grading System (SGS)

Continuous and comprehensive evaluation refers to a particular process of evaluation which is school based and aims at all round development of the student. This process includes continuity of testing with reasonable intervals and covering different aspects of curricular and co-curricular areas so as to help the students. In 2006-07, State authorities were decided to organize decentralize the annual evaluation system completely at Cluster Resource Center (CRC) Level. Accordingly CRCs were responsible for setting of question papers and fixing of modalities.

Continuous and comprehensive evaluation system will be introduced in all districts from the academic year 2010-11. The main objectives of CCE are as follows:-

- To make evaluation an integral part of teaching-learning process.
- To use evaluation for improvement of students achievement through diagnosis and remediation.
- To make sound judgment and take timely decisions for learner's growth, learning process, learning pace learning environment.
- To maintain desired standard of attainment.
- To provide scope for self-evaluation

Competency based continuous and comprehensive evaluation of learner's will be conducted for class I-VIII. A sum of Rs. 20 lakhs is being proposed at state level for the year 2010-11 under said activity.

The results obtained by the schools annually will be compared block wise, district wise, caste category and gender wise.

Comments

The state has proposed a shift to CCE. However, the focus seems to be on periodic question papers (only that they are developed at the cluster level rather than district. However, CCE would require that:

- **Other modes than the written also be used**
- **Instead of periodic, it be ongoing in nature, with the teacher using its outcomes to determine classroom process, addressing diversity, assuring quality and ensure equity**
- **Non-scholastic aspects are also sufficiently emphasised.**

Shared Vision and pedagogical understanding in the State

To share the vision developed in Bihar Curriculum Framework (BCF-08), NCF-05 and content of new syllabus workshops have been organised by SCERT in all districts. BRPs and CRCCs have participated in the workshop.

It has been decided to hold more workshops to develop common shared vision and deeper pedagogical understanding across all stakeholders.

One such workshop was organised at the State level to draw the road map for the implementation of RTE in the State.

Such workshop will be organised in the districts as well.

It was decided to orient teachers and parents about the learning levels for each class. In the above paragraphs it is mentioned that State would develop learning indicators for each class and for subject on the line of NCERT. This will certainly help in envisioning and planning for bringing about shifts in classroom processes and learning enhancement in each subject area. However at present the majority of classrooms and teachers may not be adequately tuned to the above vision of classroom processes in each subject. This requires a significant shift in teachers', trainers' and administrators' understanding of effective pedagogical processes for different subjects, similar to the above points.

This will also be facilitated by providing teachers with increased exposure to innovative pedagogy for different subjects, through experiential teacher training programs, providing resource materials for teachers, inspiring articles and base papers.

State will develop Quality Vision-2020 this year.

For this inputs received in the Regional Workshops on 'Education of Equitable Quality' held by MHRD at Kolkata in July 09. Team constituted at the State level visited districts and held meeting with all concerned stakeholders. They included teachers, BRPs, CRCCs, members of teachers association, parents etc.

Comment

Another aspect of harmonisation of actions across different implementing agencies – such as the SCERT, Dept of Education, SPO, DPO, DIET, DEO and so on. There is a need to incorporate processes that would enable this unity of thought to happen. [Visioning is suggested as an exercise with community at the school level, however greater interaction at other levels also needs to be ensured.]

State has decided to include RTE provisions in the discussions to be followed in coming months before deciding on the Quality Vision of the State.

State has also decided to revise the curriculum in the light of RTE. Corresponding changes will be made in syllabus and text books.

RTE addresses about the minimum enabling conditions at the School level. It also speaks about the teacher preparedness, involvement of stakeholders and community management in large extent. Curriculum has to revise in these terms. State has constituted a Committee which will try to make model rules in the line of Government of India to implement RTE in the State. These positions taken at the State level will be shared with different stakeholders across the State.

Proposals for 2010-11

1. Recruitment of Human Resource in the districts and at the State level:
State proposes 2 persons to look after quality (CCE and Teachers' training) education at the district level in addition to the person looking after EFE in the district. These persons will be at the rank of Assitant Programme Officer. Proposal has been made to recruit 5 persons at the rank of Additional Programme Officer to work as a quality team at the look after Quality State level.
The additional burden will be borne with the 6% of management fund.
2. Development of verifiable indicators: state proposes to organize different workshops to work on the learning indicators.
3. To develop the CCE Rs. 20 lakhs have been proposed in the State budget.
4. Workshops to develop common quality vision 2020 (keeping in view of BCF-08, NCF-05 and RTE) and sharing of the vision with different stake holders will be made

Comprehensive Learning Enhancement Plan:

Comment

The state has presented a comprehensive quality improvement plan, within which supportive elements from LEP (which would usually not be funded under the normal quality component) are located. At the primary level, it proposes to continue its earlier activities with material already supplied, increase newspaper supply to schools, undertake visioning with community, and provide teachers with diaries. At the upper primary, subject based programmes are focused upon.

In the absence of a critical analysis of children's learning levels and their exact learning needs it is difficult to decide exactly what elements LEP should emphasise. Hence it is appropriate that the proposals for the primary are restricted and incorporate a means to involve community (which also serves RTE requirements) and provide support to teachers.

There is a need to ensure that :

- **The limitations of LEP inputs till now are emphatically addressed**
- **There is reliable evidence with regard to the effectiveness of the inputs already made**
- **The LEP components retain their supportive role and do not become more critical than the main actions related to BCF implementation**
- **In upper primary, the proposals should yield resource teams who can continue the efforts initiated**
- **The kits etc supplied are in keeping with BCF.**

Progress in LEP Activities in 2009-10

Learning Enhancement Programme (LEP)

Under LEP it is proposed to focus literacy and numeracy at primary stage. The programme taken up in 2008-09 and 2009-10 needs consolidation and recurring emphasis. Programme initiated in previous years like Reading Improvement Programme for classes I-V has some positive effect in learning and school attendance. Some of the positive effects of LEP at primary and upper primary schools levels are listed below:

Language:

(Hindi)

- Reading Improvement Programme under the name of Bodhi Vriksh started in February 2009 has positive effect on reading of children at the primary level, more particularly for classes 1 and 2.
- 20 weeks integrated lesson plan developed for classes 1 and 2. Two teachers of class 1 and 2 received 2 days training at CRC level.
- Two round of 4 days special campaign was launched in a State to involve all stakeholders like parents, community members, teachers and brothers and sisters of children enrolled in schools.

- Graded books procured by VSS under LEP were made accessible to children for reading in the class.
- A short duration (of five weeks) lesson plan was developed to promote reading habit of children enroll in grade III-V.

In collaboration with Hindi daily news paper 'Dainik Jagran' 4 pager fortnightly children newspaper was published and distributed in all schools of 10 Sankalp districts. A Committee was formed consisting of teachers, educators, cartoonist, and writers etc. to decide on the topic for the news paper.

Under the scheme 5 copies of news papers were distributed in every school.

(Urdu)

- Committee was formed to select books in Urdu language for urdu learning children. Committee has selected books and has graded it class wise. Books will be procured in coming days.
- To develop the reading skills of muslim children enrolled in the primary schools set of 355 books were selected by the Committee constituted from all sections of society.
- Grade wise selection of the books are the following:
- It was decided to procure Urdu books through concerned VSS depending upon the muslim children enrolled in the school.

Mathematics

- Three teachers from each district have been given exposure to kit developed by NCERT. These teachers trained as master trainers in turn trained one teacher from every school.
- Four teachers got training at NCERT on maths teaching in schools. These teachers worked as Key resource persons
- 3500/- is given to all schools to develop prototype of kit develop by NCERT

Upper Primary

Science Teaching

- One set of Science and Maths kit procured from NCERT, New Delhi
- Science and Maths kit developed by NCERT was exposed to teachers of every district.
- Three teachers from every district were trained to develop prototypes of science and maths kit at the State level.
- Head of workshop department attended the training workshop for three days.
- Trained was organized for two teacher of upper primary section to develop prototypes of science and maths kit at the school level.
- Rs. 7500/- was sent to every school for the procurement of raw materials to develop the prototype of the kit
- 3-days training module was developed at the State level.

Monitoring and Supervision

- All CRCCs and BRPs were trained on Reading Improvement Programme and Science Promotion Programme at the division level. Division level training was organized for better structure and supervision.
- Training equipped them in better monitoring of the programme

Sl. No.	Activities approved under LEP	Progress against Activities in 2009-10	Coverage (no. of a. districts / b. schools / c. children covered)	Financial Target	Financial Achievement	Outcomes achieved
I	Primary Level					
1.	Reading material for grade III-V	Children News paper	10 districts all schools (each school received 5 copies)	2098.979		
2.		Selection of Urdu Books	Procurement not made			
3.		Procurement of Barkha Series of Books	1 set (40 books) to each school		214.7220	
II	Upper Primary Level					
1.	Science Kit to all UPS	Amount have been made to all UPS	23946	3924.446	3924.446	Teachers have been trained to develop prototype of science and maths kit Trained to do experiment based teaching

Impact of LEP:

- Good nos. of books made available to schools in the form of graded learning materials in Hindi. For the first time children were made access to the books.
- Reading has become part of time-table in schools
- Teachers and children made aware of the importance of reading
- With the 2 round of 4 days 'Vachan Unnayan' programme parents and community were also made aware of the programme.
- All UPS given amount and training to enable them to establish small labs in the schools. They got training to develop prototypes of the kit develop by NCERT.
- It is expected that now training will be more experiment based and concept oriented.
- The progress made by children in Reading Improvement Programme can be known from the impact study awarded recently

Issues Faced in effectively implementing LEP activities

- Head masters were reluctant to display books in classroom. They had fear of tearing and lifting of books.
- Due to insufficient number of teachers in the school the programme suffered
- Delay in selection of books in Urdu causes non-procurement of books in Urdu
- Non-availability of Science and Maths kit in time initially and later in large numbers (at each BRC level) delayed in science improvement programme
- Non-availability of raw materials at local level to develop prototypes of science and maths kit

Strategy for 2010-11

State has decided to consolidate the on-going programme running under LEP. These programme include:

- A. Reading Improvement Programme for primary grades (I-V)
- B. Mathematics improvement programme for grades III to V
- C. Science and Mathematics improvement programme for classes VI to VIII

In addition to above in the year 2010-11 State proposes programme to increase English improvement programme for I-VIII

Comprehensive Learning Enhancement Program in 2010-11:

LEP

Comprehensive Learning Enhancement Plan:

Following are the key strategies and activities as a part of the framework for Quality Enhancement Programme during 2010-11

1. Comprehensive Quality Initiative- Learning Enhancement Program – Primary and Upper Primary

A comprehensive quality programme has been planned to address quality in a holistic and sustainable way. The focus is to address children's achievement of basic competencies in all subject areas from class I to VIII, meaningful engagement of children in learning processes and appropriate professional support to the teachers for improved classroom processes. Following are the major components of LEP:

- a. Achievement of class specific, subject specific essential learning competencies – Expected outcomes. Implementation of Reading Improvement Programme, early maths programme and Science improvement programme.
- b. Improved Teaching Learning Process – 100% utilization of learning time and engagement of children- time -on-task
- c. Improved Assessment Procedures which are competency based
- d. Performance Indicators – Institutions and Individuals – Teacher, Head master and other stakeholders and other functionaries at system level making them accountable with role clarity

- e. Improved participation of community in school matters – Making VSS functional and vibrant

The LEP is a comprehensive quality initiative prepared with teachers to address quality from multiple perspective. Necessary material, modules have been developed on the LEP as above and adequate training to all the teachers and field functionaries to implement the programme is planned.

2. Grading of Schools: Performance Indicators have been worked out for schools and will be displayed for public reference.
3. Community based quality monitoring – Monitoring of children performance in various school subjects by the Committee (formed from community) on monthly basis will be strengthened through appropriate monitoring support.
4. Community Resource Persons: Resource pool will be created from the persons having different vocational background from the community, who will provide learning tools in the class room.
5. ADEPTS: Appropriate performance indicators will be worked out for individuals and institutions across system i.e. teachers, Head Masters, MRPs, CRCCs, BRPs, DIETs, DLO staff etc. Posters reflecting performance indicators have been developed and provided to institutions for self appraisal and as well as for external monitoring and appraisals.
6. Trainers Development: As part of improving and strengthening the teacher training programme and orientations, it is proposed to develop a strong trainer's cadre of 50-60 persons at the State level and similarly at the district level.
7. Sharing of Curriculum and syllabus: Workshops and meeting will be organized to share the major features and shift from old teaching methodology. Posters and teachers' diary will be printed and distributed at the school and teachers level.
8. Assessment Reforms: It is proposed to collaborate with SCERT and other stakeholders to develop and implement CCE in the State.
9. Subject specific learning Enhancement Programmes- Upper Primary: Subject based LEP addressing the objectives, indicators of teaching and learning process, evaluation viz,
 - a. Language development programme – English
 - b. Mathematics Abilities Acquisition Programme
 - c. Science through experiments and projects
10. Institution Development and Capacity building: Strengthening of BRC and CRC will be worked out.

Progress in LEP Activities in 2009-10

Learning Enhancement Programme (LEP)

Under LEP it is proposed to focus literacy and numeracy at primary stage. The programme taken up in 2008-09 and 2009-10 needs consolidation and recurring emphasis. Programme initiated in previous years like Reading Improvement Programme for classes I-V has some positive effect in

learning and school attendance. Some of the efforts made under LEP at primary and upper primary schools levels are listed below:

Language:

(Hindi)

- Reading Improvement Programme under the name of Bodhi Vriksh started in February 2009 has positive effect on reading of children at the primary level, more particularly for classes 1 and 2.
- 20 weeks integrated lesson plan developed for classes 1 and 2. Two teachers of class 1 and 2 received 2 days training at CRC level.
- Two round of 4 days special campaign was launched in a State to involve all stakeholders like parents, community members, teachers and brothers and sisters of children enrolled in schools.
- Graded books procured by VSS under LEP were made accessible to children for reading in the class.
- A short duration (of five weeks) lesson plan was developed to promote reading habit of children enroll in grade III-V.

In collaboration with Hindi daily news paper 'Dainik Jagran' 4 pager fortnightly children newspaper was published and distributed in all schools of 10 Sankalp districts. A Committee was formed consisting of teachers, educators, cartoonist, and writers etc. to decide on the topic for the news paper.

Under the scheme 5 copies of news papers were distributed in every school.

(Urdu)

- Committee was formed to select books in Urdu language for urdu learning children. Committee has selected books and has graded it class wise. Books will be procured in coming days.
- To develop the reading skills of muslim children enrolled in the primary schools set of 355 books were selected by the Committee constituted from all sections of society.
- Grade wise selection of the books are the following:
- It was decided to procure Urdu books through concerned VSS depending upon the muslim children enrolled in the school.

Mathematics

- Three teachers from each district have been given exposure to kit developed by NCERT. These teachers trained as master trainers in turn trained one teacher from every school.
- Four teachers got training at NCERT on maths teaching in schools. These teachers worked as Key resource persons
- 3500/- is given to all schools to develop prototype of kit develop by NCERT

Upper Primary

Science Teaching

- One set of Science and Maths kit procured from NCERT, New Delhi
- Science and Maths kit developed by NCERT was exposed to teachers of every district.
- Three teachers from every district were trained to develop prototypes of science and maths kit at the State level.
- Head of workshop department attended the training workshop for three days.
- Trained was organized for two teacher of upper primary section to develop prototypes of science and maths kit at the school level.
- Rs. 7500/- was sent to every school for the procurement of raw materials to develop the prototype of the kit
- 3-days training module was developed at the State level.

Monitoring and Supervision

- All CRCCs and BRPs were trained on Reading Improvement Programme and Science Promotion Programme at the division level. Division level training was organized for better structure and supervision.
- Training equipped them in better monitoring of the programme

Sl. No.	Activities approved under LEP	Progress against Activities in 2009-10	Coverage (no. of a. districts / b. schools / c. children covered)	Financial Target	Financial Achievement	Outcomes achieved
I	Primary Level					
1.	Reading material for grade III-V	Children News paper	10 districts all schools (each school received 5 copies)	2098.979	213.732	Children have access to graded books and are able to read books
2.		Selection of Urdu Books	Procurement not made			Access to books
3.		Procurement of Barkha Series of Books	1 set (40 books) to each school		214.722	Access to books
			Total	2098.979	428.504	
II	Upper Primary Level					
1.	Science Kit to all UPS	Amount have been made to all UPS	23946	3924.446	3924.446	Teachers have been trained to develop prototype of science and maths kit Trained to do experiment based teaching

Impact of LEP:

- Good nos. of books made available to schools in the form of graded learning materials in Hindi. For the first time children were made access to the books.
- Reading has become part of time-table in schools.
- Teachers and children made aware of the importance of reading
- With the 2 round of 4 days 'Vachan Unnayan' programme parents and community were also made aware of the programme.
- All UPS given amount and training to enable them to establish small labs in the schools. They got training to develop prototypes of the kit develop by NCERT.
- It is expected that now training will be more experiment based and concept oriented.
- The progress made by children in Reading Improvement Programme can be known from the impact study awarded recently

Issues Faced in effectively implementing LEP activities

- Head masters were reluctant to display books in classroom. They had fear of tearing and lifting of books.
- Due to insufficient number of teachers in the school the programme suffered
- Delay in selection of books in Urdu causes non-procurement of books in Urdu
- Non-availability of Science and Maths kit in time initially and later in large numbers (at each BRC level) delayed in science improvement programme
- Non-availability of raw materials at local level to develop prototypes of science and maths kit
- Procurement procedures and non-awareness at community level made procurement of books difficult

Strategy for 2010-11

A comprehensive quality programme has been planned to address quality in a holistic and sustainable way. The focus is to address children's achievement of basic competencies in all subject areas from class I to VIII, meaningful engagement of children in learning processes and appropriate professional support to the teachers for improved classroom processes. Following are the major components of LEP:

- f. Achievement of class specific, subject specific essential learning competencies – Expected outcomes. Implementation of Reading Improvement Programme, early maths programme and Science improvement programme.
- g. Improved Teaching Learning Process – 100% utilization of learning time and engagement of children- time -on-task
- h. Improved Assessment Procedures which are competency based
- i. Performance Indicators – Institutions and Individuals – Teacher, Head master and other stakeholders and other functionaries at system level making them accountable with role clarity
- j. Improved participation of community in school matters – Making VSS functional and vibrant

The LEP is a comprehensive quality initiative prepared with teachers to address quality from multiple perspective. Necessary material, modules have been developed on the LEP

as above and adequate training to all the teachers and field functionaries to implement the programme is planned.

Class-wise, subject-wise expected learning outcomes and competencies expected in 2010-2011

Class	Subject	Competencies	Specifications & Impact
I-II	Language	Reading	Reading fluently (words and simple sentences) and authority on sight vocabulary express in his own words (Ex; Big books, Small books Story cards etc.)
		Writing	Expression in writing. One / Two sentences
		Speaking	Expression with confidence, participation in structured conversations, purposeful talk in new situations
	Maths	Number concept	Upto three digit numbers understanding about numbers, place values, ordering etc.
		Oral Maths (addition & Subtraction)	Problem solving & expose to various types of problem solving Application of operations contextually
		Verbal problems (Addition & Subtraction)	Application to real life situations
	English	Reading	Alphabets and words

Class	Subject	Competencies	Specifications & Impact
III to V	Language	Reading	Fluent Reading, Authority on sight vocabulary, Reading Comprehension & expression in different ways. Ensuring saying in own words, questioning, and understanding of small story books, story cards etc.
		Writing	Expression in writing, one / two paras on their own words on given item Ex: Flower, friends, fruits, animals, incidents, functions, story, etc. Writing small stories, biodata, letter writing, drawing picture for given text, etc.
	Maths	Fundamental Mathematical – Addition, Subtraction, Multiplication & Division	Fundamental operations and solving problems, usually in written.
		Oral / Mental & Written, Problem solving	Estimation, problem solving, use of algorithm, application in real life situation, based on various units / concepts.
	English	Reading with comprehension	Reading sentences with confidence

1. Sharing of vision of quality education among stakeholders: Quality vision enshrined in curriculum will be shared with the community, schools, CRC and BRC. Sufficient and attractive IEC material will be developed and printed at the State and district levels.

For this activity Rs 3000@ per school is proposed. This includes Hon. To resource persons and organizing a meeting at various level.

2. Establishing Reading Cell and publishing children magazine at district level

For two consecutive years priority has been given for the development of literacy skills at primary level by way of developing improved reading material to develop reading skills and make children as independent readers. This year we propose to establish reading cells at state project office and DIETs to focus on the development of appropriate children literature reflecting district specific culture and context. Further the children literature in Hindi and Urdu languages also proposed to be developed. The reading cells focus on the collection of children writings and writings from teachers and other community members and develop a variety of children literature by involving writers engaged in the development of children literature. Appropriate strategies may also be developed on the strengthening of school libraries and utilisation of children literature for the development of reading skills and make all children read fluently with comprehension.

News paper which is being distributed in 10 districts will be made available to all schools in the State. Space will be created for English learning for the children. The grade I-V competency level will be maintained in the news paper.

It is planned to distribute 5 Newspapers in each class (25 in a school) with a unit cost of 3 Rs. each News paper.

3. Development and Printing of Teachers' Diary: Diary in the form of planner cum guideline will be prepared with easy reference tools to teachers.

Teachers Diary is proposed under the LEP scheme. This will provide teacher a ready made reference guide of teaching methodologies, curriculum, learning indicators and space for planning in the class-room

Unit cost proposed for this scheme is Rs. 200 @ per teacher.

LEP – Upper Primary Level:

Special subject specific programmes have been developed to focus Science, Maths and English (Second Language Acquisition) Improvement Programme at Upper Primary Stage. Special strategies and activities have been worked out to focus on nature of the subject and its objectives i.e., nature of mathematics and science and its objectives etc. The critical literacy's of science and mathematics may be focused as a part of improvement programmes. The activities and classroom processes may represent the nature of the subject i.e., experimentation and field enquiries, projects etc in Science Education and development of number properties, mathematic logic, problem solving, logical thinking, estimation and application of mathematics and science in real life situations. Appropriate projects may also be worked out like Projects in Science, Projects in Mathematics to learn concepts through participation.

Basic competencies decided under the LEP mentioned below:

Class	Subject	Competencies	Specification & Impact
VI & VII	The curriculum at U P level is more specifically subject oriented and increasingly becoming abstract. the children are little more matured when compared to primary level. Each subject has the various concepts & different processes and it is required to focus on the nature and objectives of the subject. Therefore subject specific programme focusing on the nature of the child, classroom processes, subject objectives. Therefore subject specific programmes have been proposed. Major focus on Science, Maths, English as follows.		
	Science	Development of scientific temper and learning through experiments	Science through experiments and projects
	English	Simple sentences and comprehension	English Learning Programme
	Maths	Learning through practical experiences and development of kits	Maths Improvement Programme.

It is proposed to focus in the areas of Science, Maths and English VI, VII & VIII standards during 2008 - 09. The programme is as follows.

Science Improvement Programme – A programme promoting spirit of enquiry, scientific temper and attitudes, critical thinking is proposed viz., Science Teaching through Experiments and Projects (STEP) at Upper Primary Level.

Basic features

- Planning for grade specific / concept specific experiments and field investigations.
- Development of Modules / Models / TLM for learning science through experiments and projects.
- Focus on nature of science and history of scientific discoveries.
- Focus on popular science & application of science in daily life situation study linking environmental process & Issue to science.
- Extension of science activities through mobile science labs. Conduct of Vigyana Melas with active children participation in Vigyana Mela & Science fairs.
- Providing exemplary science material on history of scientific discoveries etc., and inventions that transformed human life may be provided to children in the form of children literature.
- Projects as one of the major mode of curriculum transaction etc.
- Constituting and capacity building of Science Forums at state, district, mandal level for professional sharing and development.

Expected outcomes

- Conceptual clarity through conducting experiments / field investigations
- Science Projects – Children learn science through projects
- Children proficiency in Science process skills to learn science i.e., observation, measurement, clarification, estimation etc
- Conceptual understanding
- Questioning in Science
- Scientific temper

Maths Improvement Programmes:

Programme to develop mathematical, logical and problem solving capabilities among children and helping all children as confident doers of Mathematics.

The programme address the issues and development of Maths testing & Learning in primary and upper primary level and focus on the approaches of constructivism, cooperate group learning, drill, practice, context building for understanding of various concepts with local examples and contexts.

Learning Outcomes:

- Development of Maths concepts & procedures i.e., number concept & number sense.
- Develop meaning for the operations and help children to master the basic facts & operations.
- Development of mental computations & estimations alongwith paper & pencil computations with whole numbers.
- Developing measurement concepts & geometric thinking & geometric concepts.
- Developing logical reasoning, attribute & pattern activities.

Process

- Improving classroom process providing first hand concrete experiences to children to explore what it mean to do mathematics.
- Provide conceptual clarity through contextual examples, illustrations for developing mathematical concepts & understanding.
- Teaching through problem solving and building assessment into instruction.
- Development of procedures for the developing of various maths concept at primary & upper primary level.
- Tasks / activities to reflect Maths nature & approaches and facilitate teachers for effective maths instruction, using Technology.
- Developing Maths lab at every school i.e., Primary school & U P S by way of development of appropriate TLM by teachers during trainings / CRC meetings.
- Development of material for teacher & pupil workbook – work sheets – puzzles, maths games etc.

- Organizing Maths melas demonstrating / sharing variety of maths tasks / activities for conceptual understanding.

Unitcost proposed for science and maths kit is @10000Rs per school. This includes recurring expenses of 1000/- for maintain the Lab.

English Teaching in schools

Bihar has introduced English learning from class I. Books have been introduced and effort has been taken up to use radio interactive programme English learning in schools. State proposes training of one teacher both at primary and upper primary level in the State.

State will try to build up its own resource. For developing a resource material for teachers and preparing master trainers in each district support of outside expert agencies may be taken.

Teacher Source book will be developed.

Unit cost for this activity is Rs. 1000 per school.

Si. No.	Activities approved under LEP	Unit cost	Heads through which funding will be arranged
I			
	(i) Identification of one English teacher at primary and upper primary level	-	No finance involved
	(ii) Preparation and developing resource support	-	LEP
	(iii) Teacher Training		Teacher Training
	(iv) Development and printing/procurement of learning material	1000/- per school	LEP

Salient features of the Learning Enhancement Programme in 2010-11

Level/ Subject	Major Current Issues identified	Expected outcomes of LEP	Proposed Strategies/ Activities	Responsibility	Timeline
Curriculum/ Quality vision	Lack of common vision	Common shared vision of Quality	Sharing of common vision and curriculum (teaching methodology)	CRC, BRC, School	1 year
Language	Reading skills	Reading comprehension with	Establishing Libraries Reading as a part of routine	School, CRCC, BRPs, Dist, state	1 year

(Hindi)			(Time Table)		
			Intensive monitoring		
Language (Urdu)	Reading skills	Reading comprehension with	Establishing Libraries Reading as a part of routine (Time Table) Intensive monitoring	School, CRCC, BRPs, Dist, state	1 year
Language (English)	Identifying words and reading simple sentences	Reading comprehension with	Providing print rich environment	School, CRCC, BRPs, Dist, state	2 year
Maths	Able to do simple calculations	Will do simple calculations	Maths kit in all schools	School, CRCC, BRPs, Dist, state	1 year
Sc. + Maths (UPS)	Are not able to relate sc. with daily life	To develop scientific temper More experiment based learning	Small Science lab in every school Mobile Lab	School, CRCC, BRPs, Dist, state	2 year
English	Teachers not well versed Reading skills of children	Teacher are equip to handle English class	Teacher training and print rich environment	School, CRCC, BRPs, Dist, state	2 years

Coverage and Budget for Learning Enhancement Programme in 2010-11

	Major activities under LEP	Type of materials required	Coverage			Unit Cost	Total Cost	Head (Intervention)
			No. of districts	Schools	Children			
I	Primary Level							
1.	Sharing of quality vision plan	Trg and IEC materials	38	69208	-	3000	2076.24	LEP
2.	Reading Improvement Programme	News paper	38	69208	14924421	3.00	1245.744	LEP
3.	Printing and distribution of Teachers' diary	Diary/planner which has detailed guidelines and teaching methodology	38	69208	307274 teachers	200	614.55	LEP

	Major activities under LEP	Type of materials required	Coverage			Unit Cost	Total Cost	Head (Intervention)
			No. of districts	Schools	Children			
		points						
					Sub-Total (1+2+3)	3936.534		
II	Upper Primary Level							
4.	Developing prototype of Sc.+Maths kit	Materials for development	38	26983	4009859	9000	2428.47	LEP
5.	Maintenance of Labs	Recurring	38	26983	-	1000	269.83	LEP
					Sub-Total (4+5)	2698.3		
					Total (I+II)	6634.834		

5. Vision-based Curriculum and Teaching Learning Materials

Bihar Curriculum Framework 2008 (BCF-2008)

For the first time in 2005 workshop was organized in the SCERT-SIEMAT to discuss the issues raised in the draft volume of NCF-2005. Points raised in the workshop were sent to NCERT and on this basis 5th principle was added in the final draft of the National Curriculum Framework- 2005 (NCF 2005). This was really encouraging for the SCERT. After that decision was taken at the State level to formulate the curriculum on the basis of NCF-2005 and responsibility to develop the curriculum was given to SCERT.

This was the first time that State was developing the State School Curriculum. Curriculum construction-Committee was constituted in the Chairmanship of Prof. Vinay Kanth. Committee has submitted its first draft report on 3rd December 2006. The draft copy in a printed form was made available to different Institutions, subject experts, parents, teachers and other persons who had interest in the education. In all 37 districts 4-days workshop was organized with active support of Bihar Education Project Council. Teachers Associations actively involved in the discussion and gave valuable suggestions. These suggestions were collected and discussed. In this collection Digantar, Jaipur, Vidyabhawan Society, Udaipur and Eklavya, Hoshangabad provided important academic inputs. On the basis of inputs received from the different district workshops the draft copy of BCF-2006 was amended and finally BCF-2008 came into existence which was duly approved by the State Education Department.

Some of the important features in developing BCF-2008 are:

- Formation of strong subject expert groups to contribute to visioning and drafting of new Curriculum framework.
- Close involvement of experts from National Level, particularly those who were involved in drafting NCF-05.
- Proper structure with active SCERT and close coordination with other educational bodies.
- Decentralization process with a great deal of interaction and dialogue and diverse stakeholders at different levels
- Strong visioning exercises to enable different stakeholders to understand and internalize the essential ideas of NCF 05.
- Development of tools at the State level for obtaining feedback and comments from students, community, teachers etc.
- Workshops held at State level to compile and consolidate the feedback and finalise the BCF 08

Syllabus

Human Resource Department, Bihar has approved the new curriculum for different classes of school education. Responsibility to revise the syllabus accordingly was given to SCERT. In 2008 new syllabus was approved. This new syllabus has vastly departed from the old traditions. Some of the listed points mentioned in the syllabus gave new dimensions to the school education perspective:

Earlier we perceived	Now we accept
1. What children will be taught?	What children will learn?
2. Emphasis on rote learning	Emphasis on learning
3. Teacher centered	Child centered
4. Knowledge can be enforced	Knowledge can be independently experienced
5. School: a knowledge shop	Knowledge : exist all around us
6. Regionalism is not encouraged	Regionalism: main resource
7. Language conservatism	Multi-linguistic used as resource

It is on the basis of earlier perceptions we believed that children are clean slate and teacher teaches him in order to make him knowledgeable. There is a clear shift from the earlier position of 'children are clean slate', now we accept that children come to the school with lot of experience and vocabulary. We just facilitate him to learn things in better way.

Revision of curriculum in the light of RTE: New State Curriculum BCF-2008 was developed and approved is in tune with NCF-05. A workshop was organized on 18-19th February at Patna to discuss the road map to implement RTE in the State. Need was felt to tune BCF-08 in the light of RTE in coming days.

5.1. Textbooks and other TLMs

Comment (as before)

Textbooks for grades 1, 3, 6 are under development and are being trialled through 'universal piloting' – however, a clear trialling plan (including a research design) is needed so that sufficient information is available by, say, October, so that there is time to incorporate this in the revised additions as well as new textbooks under development. Given its critical nature (and the expense involved), a clear plan for textbook development should be evolved by state with professional inputs (especially on timeline). Costing for textbooks too needs to be backed by more data.

Development of a 'teacher's edition' is strongly recommended, along with a note for supervisory staff on what to emphasise during school visits in order to enable both BCF and the textbooks to be implemented as they are meant to be.

Production quality has been commented upon and there is obviously a major problem – an external production review would help the state improve printing, the time taken as well as costs considerably.

Process of textbook development :

Bihar Curriculum Framework 2008 is developed, finalized and printed. On that basis syllabus is finalized. Text book renewal in the light of BCF 08 and new syllabus has been taken up in the leadership of SCERT.

SCERT has been given responsibility to develop new textbooks in the light of BCF-2008 and Syllabus. As textbook renewal process takes time so it was decided to do this in 2 phases. In the first phase textbook renewal was taken up for classes 1, 3 and 6. And in the second phase all other classes will be taken up for text book renewal. It was decided that in the academic session of 2011-12 all new books will be introduced.

Basic guidelines to prepare the textbooks are laid down in the syllabus. It is suggested that the textbook be attractive, not repulsive; the printing should be excellent. The quality of the cover page should be such that the book lasts for the whole academic session. Moreover, the pictures should be aesthetically pleasing and integrated with the text. As the book is for the children, at least four colours should be used and especially the rainbow should be given in seven colours because the concept of colour is culturally conditioned and has to be presented visually. There can be no joyful learning from text which does not stimulate a child aesthetically.

The subject specific committee was constituted for each class. The committee comprises the members who have participated in developing Curriculum and Syllabus. Members of the committee included teachers, writers and book designers. Altogether 4-5 workshops were organized for detailed discussion. Persons belonging to different regions and stakeholders participated in the workshops. After the consensus on the topics and theme draft of the book was

prepared. The book was reviewed in a Review Committee constituted by SCERT. And after the approval of the Committee book in printed form goes for trial in selected districts.

In the first phase books for classes I, III and VI are developed and printed. In the academic session 2010-11 books are ready for trial.

To provide text books as per Bihar Curriculum frame work (BCF) with the support of Bihar Text Book Corporation Pvt Ltd to all category of children from class I to VIII before starting of session every year is a challenging task for elementary formal education component. Every year as per requisition of the respective district needful arrangement is done to supply quality text books class-wise and subject-wise to all children before starting of session.

The strategy has been adopted for supplying of text books in time is mentioned hereunder.

- **School Level:** As per enrollment of children in the respective school, collection of data is started in the month of July-Aug. every year. Assuming the new enrollment, the no of books are projected class wise. Deducting the number of books class wise available in the store, the requisition of text book for the coming session is prepared student wise/class wise/ language wise and handed over the requisition to the cluster resource centre co-coordinator (CRCC).
- **Cluster Resource Centre (CRC) LEVEL:** The Co-coordinator of the respective CRC compiles the requisition of each school and deducts the no. of books available in the stock and the final requisition CRC wise is handed over to the block resource centre co-coordinator in the month of July-August every year.
- **Block Resource Centre Level:** Like wise compilation of books is done at block level by the BRCC and handed over to the dist level office in the month of August.
- **Dist-Level:** The Text book co-coordinator at dist level deducting the Text Book available in the stock, compiles requisition.
- **State-Level:** Compiled requisition by the respective dist is received in the month of mid September at state level office and compiled requisition is sent to Bihar Text-Book Corporation for printing and supplying under unilateral system of tender before starting of session dist wise.
- **Bihar Text Book Corporation Ltd:** Bihar Text Book Corporation Ltd, a registered Govt undertaking organization under companies act does the printing works of text books which has been prepared by SCERT and approved by Govt. of Bihar. The preparation of printing books like tender, meeting with concerned officials etc. are started by Text Book Corporation even before receiving of requisition of text books. The rates of books are finalized by Text Book Corporation through open tender after receiving requisition from Bihar Education Project Council every year. After finalizing the rate from open tender, approval regarding rate is taken from the council. After that printing of books is started from different printers and after printing of books, the same is sent to the store of corporation. Then books are sent directly to the respective blocks as per requisition. Books

are sent to the respective school in a mass occasion at block level as per requisition of respective schools.

- **Monitoring:** The monitoring of quality of books is done at each level. The monitoring of quality at higher level is done by State Project Director and Managing Director, Text Book Corporation. Similarly monitoring at district level is done jointly by DM cum Chairman SSA and DSE cum DPC, BEEO at block level and CRCC at CRC level and headmasters/teachers at school level. Immediate action is taken at each level after receiving of complain from the respective officers.
- **New Initiative:** It has been perceived from the previous experience that it was difficult for the corporation to send books to the district as per requisition class wise/language wise/subject wise. Hence decision has been taken to send the books to schools class/Sub/language wise through Set making. Hence all the books during the year 2008-09 and 2009-10 have been sent in different colors packets. Children were quite happy in receiving books in colorful packets.
- **Achievement 2009-10:** During the session 2009-10 **1,67,69,624** beneficiaries were benefited out of **1,86,12,145** who were girls, SC/ST and general children.

Languages in which textbooks are published:

1. Hindi, 2. Urdu, and 3. Bangla

Medium of instruction at primary and upper primary levels:

1. Hindi, 2. Urdu, and 3. Bangla

Information about Textbooks

Development of textual materials:

The following table throws light on the status of textbooks.

Information about Textbooks

Class	Textbooks developed by	Year of Publication	Year of renewal	No. of Books			Cost of total set of textbooks*			Plans for renewal
				H	U	M	H	U	M	
Class I	BEP & BSTBPC	2000	2010	2	2	2	48.00	44.00	44.00	Yes
Class II		2000	2011	2	2	2	48.00	45.00	45.00	Yes
Class III		2000	2010	5	6	6	118.00	157.50	144.50	Yes
Class IV		2000	2011	6	6	6	145.50	173.50	160.00	Yes
Class V		2000	2011	8	6	6	172.50	147.00	146.00	Yes

Class VI	BSTBPC & SCERT	1993-94	2010	9	9	9	172.50	167.50	165.00	Yes
Class VII		1993-94	2011	10	11	11	193.50	201.50	195.00	Yes
Class VIII		1993-94	2011	11	12	12	192.00	216.00	211.00	Yes

- excludes workbooks.
- H- Hindi, U- Urdu, M- Mixed

Timeliness of Distribution of Free Textbooks

Stage	Academic session begins from	Date of distribution in 2009-10	Proposed date for distribution in 2010-11	Monitoring mechanisms	Issues related to timely distribution	Strategies to address issues
PS	April 1	April-Sept	April 10	External monitors in addition to CRCCs and BRPs	Printing and Set Making	Delivery direct to the BRC initially it was DLO
UPS	April 1	April-Sept	April 10	External monitors in addition to CRCCs and BRPs	Printing and Set Making	Delivery direct to the BRC initially it was DLO

Target, Achievement & Proposal

Stage	Target for 2009-10		Achievement during 2009-10		Proposal for 2010-11	
	Physical	Financial	Physical	Financial	Physical	Financial
PS	14994515	1799.34	13361056		12152845	1822.93
UPS	3617630	723.52	3408568		3302911	825.73
Total	18612145	2522.86	16769624		15455756	2648.66

Proposal: The State has proposed a budget for free textbook distribution for all children in the State, at the rate of Rs. 150 at primary level and Rs. 250 at upper primary level.

State has decided to have tripartite agreement between BEPC, UNICEF and SCERT for text book renewal as per BCF-08, NCF-05 and RTE. SCERT will coordinate the committee and UNICEF

will provide the support by mobilizing technical experts known in the field of text book writing and designing.

Availability & use of materials other than textbooks

	No. of schools		% of total schools		Details about nature of materials	Extent to which materials are actively used	Source/ Monitoring mechanism
	Pry.	U Pry.	Pry.	U Pry.			
Schools using TLMs other than textbooks	All	-	100	-	Maths and Hindi Workbook for class I and II	Used by all children	CRCC and BRPs
Availability of Library in each school	53000	-	75	-	Graded books	Used by all-most particularly grade I and II	Same as above
Availability of play material, games and sports equipment	-	-	-	-	-	-	-

Nature of TLMs developed :

Graded books have been made available to schools from LEP fund in the year 2008-09. In addition some districts have procured books from TLM fund. This has enriched the library established in the schools. Graded books were selected by NCERT. Barkha series of books is in the process of procurement. One set of book will be provided to all schools from the fund made available from LEP.

Workbooks in maths and Hindi developed for grade I and II has been made available to all children enrolled in grade I and II.

Amount made available to all UPS to develop prototypes of science and maths kit developed by NCERT. The list of items has been made available to them.

Rs. 500 per teacher was also made to the VSS to develop/procure TLMs. Good number of TLMs have been developed out of the fund and used by teachers.

Steps to ensure that TLMs being handled by children during the learning process :

Under Reading Improvement Programme detailed instruction was provided to all schools about the methodology of using the graded books. Child Cabinet was given responsibility of up keeping and indexing of books. Pustalaya Mantri (Library minister) was in particular made responsible for the books. Monitoring team constituted by the State also visited schools to see that the books are being used.

Two rounds of 'Vishesh Vachan Abhiyan', campaign to make parents, community and teachers aware been useful in the programme.

Under the present system where TLM fund is provided to VSS also being helpful in better community monitoring of TLM use.

BRPs and CRCCs in their visit to schools see the use of TLMs.

6. Teacher Effectiveness

There is a plethora of training programmes. The overall design that binds them, though, needs to be stronger.

It is appreciable that ADEPTS indicators have been spelt out for the various levels. Again, this is a difficult task and they now need to be furthered by being made sharper, more closely linked to one another (especially across echelons), and also with the BCF. *It is important to emphasize that these indicators will be used to assess the degree of success attained and provide direction to the year's efforts.* There is a danger that training programmes have been developed without looking at these indicators – in which case they are not likely to lead to them. Overall, a clearer sense of training outcomes, methods and modes designed to lead to those outcomes and the kind of follow up support required needs to be spelt out.

Training methodology is an issue that the state team might consider working on. The present mode of training, which seems to be centred around readings from important educationists, is not really known to result in improved classroom performance. The issue training of trainers has been identified by the JRM as well.

The fact that the state is taking a longer term view of training and would like to move towards a 'cafeteria' approach that allows for differential training – is laudable. This now needs to be conceptualised more clearly in order for it to happen. Overall, a holistic approach to teacher training is needed, which also takes into account the barriers that prevent competence from translating into performance and effectiveness. Linkages between BCF, ADEPTS indicators and training should be clearly established.

It would help the state to:

- Incorporate a review of teacher training, along with accessing best training practices from elsewhere
- Establish a training resource centre
- Upgrade the skills of trainers
- Incorporate an rigorous online as well as impact assessment process.

3.1 Teacher Performance tracking

State has integrated ADEPTS in the job chart of BRPs and CRCs. The indicators in the form of formats have been compiled in the training module of CRCCs and BRPs named as 'Aahar'. This is a five day training module which has special guideline and methodology for school visits and assessing the performance of teachers.

State has planned to develop detail teacher performance indicators by integrating relevant quality provisions mentioned in the RTE. This may be an enabling tool for implementing the performance standards, by phasing them over 2 levels against which teachers can grade their performance level as Level 0, 1 or 2. Against each indicator, specific activities will be designed which teachers can undertake in order to develop themselves further and move on to the higher level. Workshops will be held to finalise these enabling tools by April-May 2009. Thereafter these will be implemented for teachers to assess their own performance, which will be verified by concerned CRPs/BRPs. This will be tracked every 3 months, starting from July 2009. Data regarding performance levels will be compiled and analysed in order to suggest strategies for enhancing these performance levels. Based on analyzing the areas of low performance of teachers, additional inputs will be given through cluster level trainings and on-site support, on those specific areas.

Performance Indicators for teachers and trainers

Major performance indicators identified for school teachers in 2010-11	Major performance indicators identified for school HM in 2010-11	Major performance indicators identified for CRC Personnel in 2010-11	Major performance indicators identified for BRC Personnel in 2010-11
First Six Months	First Six Months	First Six Months	First Six Months
Teacher to come to school in time	Ensure teacher come to school in time	CRCCs have quarterly action plan along with school visit plan.	CRC wise updated information available and displayed in the BRC
No social and gender discrimination is made in class (in seating arrangement etc.)	Ensure school has a time table	CRCC shares his plan in CRCC meeting	Block level chart of teachers training for the whole academic year is available
Regularly checking and correcting the written work of children	Time table is followed	CRCC regularly visiting schools	Training schedule is followed
Teacher is cordial with children and gives them due respect	No social and gender discrimination is found particularly in seating arrangement.	Providing academic support to the teachers	Impact of training is seen in the classroom transaction
Teacher has thorough	Ensure no child is	Monthly meetings at	Field visit plan of

knowledge of textbooks, teacher guides and TLM	mentally or physically harassed by teacher	CRC are well structured	BRCC is available
Next Six months	Children are free to do in the school	academic issues like use of teacher guides and TLM ; discussion on difficulties faced in classroom and pedagogy in multi grade and multi level situations	Field visit plan is followed.
Teachers are using TLM while teaching	Suggest subject specific teachers and teachers are trained in a subject	Next Six Months	Next Six Months
Teacher gives opportunity to children for individual experience	Text book are distributed and are available with all children	Community is briefed about their role in school management	Field visit reports are being collected, analyzed and strategies and action plan for learning enhancement of children is prepared
Teacher have understanding of group work	Next six months	Taking feedback from parents	Field visit report is shared in monthly BRC meeting
Teacher shares children's performances with parents in PTA/VSS meetings	Teachers correct and check the written work	CRCC support teachers in preparation of relevant TLMs	BRPs are aware of on-going programmes under SSA
Teacher identifying lagging children and	Ensure teachers use TLM in class	Encourage and support teachers to use them.	BRPs are trained explaining the use of laboratory, library, TLM
Identifying reasons of lagging behind and trying to solve them through remediation	VSS meeting is held regularly	Take regular feedback	Are able to cater to the academic needs of teachers
Teacher is giving ample opportunity to girls for their overall development	Children progress is shared with the VSS	Establish proper linkages with teachers and community	Regular meetings of BRG are held
	Individual child profile is available to	Ensuring community participation	Minutes of these meetings are

	teachers	in organizing academic and co-curricular activities	available and shared at district and CRC level
	Teachers are updating the child profile regularly.	School wise strategy for learning enhancement of children is available with the CRC	BRC establishes linkages with CRC, DIET and District level office
		Schools are being graded by CRCC on the basis of indicators	Mechanism of CCE is ensured at the block level
		Development plan for schools being followed	CRC wise children assessment is available at the block level

3.2 In-service Teacher Training:

Process of Module Development:

Teacher training is always been an important tool to improve class room transaction process. Teacher performance and effective teaching could achieve only through capacity building of teachers through training. Exposure to new teaching methodology, new TLMs and effective assessment tools are necessary for teachers at different intervals. After the revision of curriculum and syllabus followed by new text books need was felt to give teachers proper orientation regarding shift in teaching methodology and require change in teachers' attitude towards children.

Training modules have been developed by the State in the year 2009-10 are listed below:

1. Bodhi samvad (Bhag 1):

In August 2008 first meeting was held to give proper thinking on teacher training modules. SCERT, UNICEF, BEPC and persons from Vidya Bhawan Society and Eklavya participated in the meeting. It was decided to have induction training modules contextualized for all classes. A thought was given to the training modules prevalent at that time. These were:

1. Prerna : Induction training module having special emphasis in class I and II
2. Ujala I : 10 days training modules for class I and II
3. Ujala II : 10 days training module for class III, IV and V
4. Ujala III : 10 days training module for class VI, VII and VIII

It was decided to give a re-look to the modules and revise it in the context of BCF-08, NCF-05 and new syllabus. After detail discussion consensus emerged that instead of four modules there could be only three 10 days modules for classes I to VIII.

1. Prerna : Induction training module integrated with subject content of in class I and II
2. Bodhi Samvad (Bhag 1) : 10 days training module for class III, IV and V
3. Bodhi Samvad (Bhag 2) : 10 days training module for class VI, VII and VIII

Two groups were formed to work on Bodhi samvad (Bhag 1) and Bodhi Samvad (Bhag II). Group worked on topics and content continuously for more than a year. In between 6 workshops were held in Patna and Gaya and topics and contents were finalized in larger group.

Trail workshop was conducted with teachers from each district from 2 December to 11 December 2009. After the trial Bodhi Samvad (Bhag I) was finalized and went for printing.

Some features of Bodhi Samvad (Bhag-1) are the following:

- Emphasis was given on constructivist approach i.e. children's experience is given importance in building up his knowledge. The notion that child is an empty pot is negated and it duly emphasized that children knowledge can be constructed over his experience and vocabulary.
- Self learning of teachers is duly emphasized. Additional reading material has been developed along with training module. This reading material is collection from BCF-08, NCF-05 and other articles written by known educationists.
- It was also felt that residential form of training may be converted into non-residential training to cope with vast requirement of training conducted in the districts. As pressure of training has increased many fold and infrastructure to conduct this at decentralized level.
- Technique of continuous and concurrent evaluation is emphasized
- A section each was given on theme based teaching and creative learning in the module

2. Bodhi samvad (Bhag 2):

First draft of Bodhi Samvad (Bhag II) has already been finished and by June trail of the module will be conducted before the final draft. This is done on the line of Bodhi Samvad (Bhag I).

3. Patanjali:

To promote mental and physical fitness of children in school Yoga training was conceptualized in all middle schools. This will make school more stress free academic. It was decided that all physical teacher employed in upper primary schools would provide yoga training to children in schools. To make teachers more equipped 7 days training module was developed with the help of yoga experts, education experts, teachers and SCERT.

This training module was developed in the light of BCF-08 and syllabus designed for upper primary classes. Workshops have been organized and Yoga postures and write up prepared by teachers in consultation with 'yogacharyas' (representatives of Yoga Institutions working in Bihar).

4. Module for science training:

Three day teacher training module was prepared in consultation with NCERT to develop prototype of science and maths kit. This module gives an insight to teachers about the experiment based teaching in science at upper primary level.

5. Training module for remedial teaching:

Two days teacher training module was developed in consultation with UNICEF, SCERT and Vidya Bhawan Society to transact remedial teaching in schools.

Details of modules presently available with the State is given below:

Sl. No.	Name of the Module	Classes for which it is contextualised	Training Days	Feature of the module
01	DPE module	Non-trained teachers who have been recruited in schools in the absence of trained persons	2 years (distance mode)	<ul style="list-style-type: none"> • Training for untrained teachers • Distance Mode
02	Prerna	Classes I & II Induction training module	51 days (30 days + 21 days field)	<ul style="list-style-type: none"> • Induction training with special emphasis on class I and II • Motivational aspect emphasized • Field/class experience shared
03	Bodhi Samvad Bhag-1	Classes III-V	10 days	<ul style="list-style-type: none"> • Emphasis on giving importance to children's experience • Emphasis on self learning • Emphasis on new teaching methodology given in curriculum and syllabus
04	Utkarsh (Subject Specific)	Primary		
4.a	Mathematics	Classes I-V	5 days	<ul style="list-style-type: none"> • Subject specific content with special emphasis on hard spots
4.b	Science	Classes I-V	5 days	<ul style="list-style-type: none"> • Subject specific content with special emphasis on hard spots
4.c	English (Concept)	Classes I-V	5 days	<ul style="list-style-type: none"> • Subject specific content with special emphasis on hard spots
4.d	Sanskrit	Classes I-V	5 days	<ul style="list-style-type: none"> • Subject specific content with special emphasis on hard spots
4.e	Urdu (Firojan)	Classes I-V	5 days	<ul style="list-style-type: none"> • Subject specific content with special emphasis on hard spots
05	Bodhi Vriksh	Class I & II	2 days	
06	Bodhi Samvad Bhag-2	Classes VI-VIII		<ul style="list-style-type: none"> • Content enrichment • Emphasis on new teaching methodology given in curriculum and syllabus
07	Utkarsh II	Upper Primary		

7.a	Mathematics	Classes VI-VIII	5 days	<ul style="list-style-type: none"> • Subject specific content with special emphasis on hard spots
7.b	Hindi	Classes VI-VIII	5 days	<ul style="list-style-type: none"> • Subject specific content with special emphasis on hard spots
08.	Patanjali	Classes VI-VIII	7 days	<ul style="list-style-type: none"> • Yoga training to teachers for physical and mental alertness
09	Science and Maths	Classes VI-VIII	3 days	<ul style="list-style-type: none"> • Developing prototypes of science and maths kit in schools similar to one developed by NCERT • Experiment based classroom teaching
10	Adhar	BRPs & CRCC	5 days	<ul style="list-style-type: none"> • Training to BRPs and CRCCs with special emphasis on performance indicators of teachers

In-service Trainings conducted during 2009-10

Sl No.	Focus Areas	Target Group of Teacher)	Duration/ In which month conducted	Physical Target	Achievement
1	Remedial Teaching	2 teacher and HM from each school	June 09	-	1.4 lakhs were given trg. For 2 days
2	Bodhi Samvad (Bhagl)	Teacher teaching in classes III-V	January-March 10	-	31080
3	Subject specific trainings and UJALA	For primary and upper primary classes	April 09 to March 10	-	19323
4	Science and Maths teaching	2 teacher from upper primary classes	January to March 10	-	3200
5	Yoga Training	Physical Teacher from UPS	December to March 10	-	2200

Training Processes:

In the year 2009-10 special emphasis was given for preparing master trainers at the district level. It was the conscious belief that if any training has to be successful then transmission loss must be minimized. The first thing which the State did was to minimize the level of cascade.

In the year different methodology was adopted for different types of training. The process/method employed are mentioned below:

1. **Bodhi Samvad (Bhag 1):**

One good teacher/trainer from each district was participated in the trail workshop. These teachers along with master trainer formed 13 groups of three each. The training schedule was prepared at the State level and 13 groups sent to 13 districts to train master trainers consisting of 45 teacher trainer in each district. In round two 13 trainer group moved to 13 more districts and by third round of training all districts have pool of 45 teacher trainers. 45 trainers in a district formed 15 groups and imparted training to teachers in 15 batches of 40 teachers in one round. Depending upon the target the district the round of training was decided.

2. **Training of teachers in Remedial Teaching and Reading Improvement Programme:**

Second methodology the State employed was to train all CRCC and BRPs at 9 division levels in the State. This ensured better monitoring and supervision of training. These CRCCs in turn provided 2 day training to all teachers at CRC level. BRPs did the effective monitoring of the training.

3. **In the case of yoga training to physical teachers, Master Trainers were trained by the 'yogacharyaas' involved in module preparation. These master trainers provided training to physical teachers in the district.**

Impact:

The methodology employed helped in transmission loss in training. Training to BRPs and CRCCs ensured better monitoring and academic supervision of the programme.

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

- Assessment of need of the teachers becomes difficult
- Lack of infrastructure to provide large number of training (from all components)
- No integration within components, this make difficult to follow cafeteria approach to the training
- Training inputs are not translated into classroom transaction
- Lack of training of BRPs and CRCCs on new methodology, which makes difficult in tracking of training inputs
- Lack of teachers in many schools, this makes it difficult for cafeteria or need based training to teachers

Strategy for 2010-11

- Requirement of teacher training from all components have been calculated before deciding EFE training

- It will be ensured that no teacher will take more than 10 days of training in addition to 10 days training at the CRC level
- To cater more batches of training Bodhi Samvad training will be made non-residential
- For effective monitoring and tracking of training inputs in class room all BRPs and CRCCs will be given training of a particular training

Plan for Teacher Training in 2010-11:

A systematic exercise of need assessment on a regular basis would be necessary to ensure that teachers attend the training they actually require. *Training has to become more differentiated* to be able to address identified needs. Providing a 'cafeteria' approach where teachers opt for the training they need, rather than attending all training programmes. The stipulation of each teacher attending centrally developed training programmes for 20 days each year needs a change.

Issues like multi-grade teaching, children's language and cultural backgrounds, building teacher attitudes for addressing plurality and diversity in the classroom need to find place in the training agenda based on specific conditions. Girls, scheduled caste and tribal children often face discrimination within the classroom. It is a challenge to address such issues through pre and in-service training programmes.

The training programmes implemented year after year should follow a pattern and a direction so that they reinforce each other. Thus, State has taken into consideration of *longer term perspective in the training agenda*. Alternative practices of providing school based training will be considered in due course. The aspect of *teacher competence* at the upper primary level as well as for subjects like Math, Science and English needs to be addressed. For the upper primary stage, linkage with secondary/higher secondary schools and good subject teachers could prove useful for upgrading skills of upper primary teachers.

Training Table					
Sl. No.	Name of Component	No. of teachers proposed for training	Days of training	Days left for EFE	Remark
1	IED (1)	20147	20	0	
2	IED (2)	42634	4	6	
3	VSS	3040	4	6	
4	CAL	1371	6	4	
5	AIE (1)	5021	7	3	
6	AIE (2)	4700	20	0	
EFE Training					

Sl. No.	Name of the Module	Classes for which it is contextualised	Training Days	Training proposed for No. of teachers
01	DPE module	Non-trained teachers who have been recruited in schools in the absence of trained persons	2 years (distance mode)	38005
02	Prerna	Classes I & II Induction training module	51 days (30 days + 21 days field)	50178
03	Bodhi Samvad Bhag-1	Classes III-V	10 days	36279
04	Utkarsh (Subject Specific)	Primary		
4.a	Mathematics	Classes I-V	5 days	-
4.b	Science	Classes I-V	5 days	-
4.c	English (Concept)	Classes I-V	5 days	69208
4.d	Sanskrit	Classes I-V	5 days	-
4.e	Urdu (Firojan)	Classes I-V	5 days	-
05	Bodhi Vriksh	Class I & II	2 days	-
06	Bodhi Samvad Bhag-2	Classes VI-VIII	10 days	26983
07	Utkarsh II	Upper Primary		
7.a	Mathematics	Classes VI-VIII	5 days	26983
7.b	Hindi	Classes VI-VIII	5 days	26983
08.	Patanjali	Classes VI-VIII	7 days	
09	Science and Maths	Classes VI-VIII	3 days	26983
10	Adhar	BRPs & CRCC	5 days	9065

3-Year plan for Teacher Training in 2010-2013

Changes desired in teachers (ADEPTS benchmarks)	Topics of Training to be offered	Training Processes/ methodology	Timeframe (over next 3 years)	Follow-up mechanism to ensure impact on classrooms
Teacher are able to de-learn the old methods and learn new pedagogy	Motivation, BCF-08, RTE	Cascading mode but effort for less transmission loss	In 2 years	Better monitoring

Subject specific teachers in schools	Content specific in the light of new methodology of teaching	Cascading mode but effort for less transmission loss	In 3 years	Better monitoring
Head Master are able to manage schools and are well equipped in new curriculum	Management of schools and new curriculum along with RTE	District level	In 2 years	Better monitoring
BRPs and CRCCs are able to do performance appraisal of teachers	Monitoring tools and subject content of above	Division level	In 1 year	Better monitoring
Education officials are able to understand BCF-08, NCF-05 and RTE provisions	RTE, BCF-08 and NCF-05	State level	In 1 year	Better monitoring

Strategy to be followed in 2010-11:

Teacher training has certainly been an important input for effective class classroom learning of children. Following changes are required at different levels in the teacher training process:

- **Identification of participants:** State has designed a mechanism by which no teacher can get more than 20 days of training. This will help system in two ways, 1. Release the pressure by which one teacher gets training from all components and virtually he stays at the site of training itself, and 2. Satisfy the RTE by which minimum no. of teaching hours by a teacher can be ensured.
- **Design of Training:** State will provide options to districts about different need based training. Details about the training modules have been given in a table above.
- **Teacher Educators:** State has already taken an initiative by which teacher educators are selected on the basis of merit and no encroachment will be allowed. The selection criteria will help in developing specialized cadres in the training. Performance indicators will be finalized for the educators this year. These teacher educators will be oriented on a regular basis at the State level. To keep this cadre motivated honorarium payment will be revised.
- **Basic facilities for training :** Training will be organized only at the place where sufficient training facilities are available for the training.

- **Tracking:** This year tracking will be given more importance. It will be ensured that inputs of training must be translated in the class room and changes in the attitude and in teaching methodology must be observed by fellow teachers and children.
- **Teacher Manual:** State has decided to develop and print teacher manual for all teachers.

As mentioned above the need of the teacher will be identified in the beginning of the year and in 3 years of time all teachers will be prepared and subject specific and need based specialization will be ensured. CRCCs and BRPs will be equipped to provide regular orientation of teachers and also to observe the classroom transaction in the schools.

Training of Head Masters

The State has not developed any training module for the Head Masters. A training module for Head Masters/Head teachers on School Management shall be developed separately with the help of SIEMAT/SCERT and other experts.

3.3 Induction Training

Progress of Induction Teacher Training (during 2009-10)

Stage	Target for Induction Training in 09-10	Teachers recruited (up to end March 2009)	Teachers trained (up to end March 2009)	Percentage of Achievement	Duration of training (detailed break up)
Primary	57333	No recruitment made	10008 (back log)	17.46%	51 days (30 days +21 days)
Upper Primary	Bihar does not has different cadre				

There was some backlog of teachers who have been recruited, but have not received induction training. This means that many teachers, most of whom do not have a pre-service training qualification begin teaching in schools without any orientation. State has addressed this issue and has developed a module for induction training, known as Prerna Module. This module has provision for 30 days classroom training, and 21 days on site training. This training focuses on motivation and basic content of Classes I and II, since majority of new teachers are recruited for lower primary level.

As new recruitment was not materialize in the State so the target could not be achieved.

3.4 Untrained teachers

Year	Target	Enrolment	% of achievement
2007-08	40370	32690	80.98
2008-09	61005	47594	78.02
2009-10	59458	50142	83.06

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

Stage	No. of Untrained teachers as of Mar 2009	Target for 60 days training in 2009-10	Teachers trained during 2009-10	Percentage of achievement	Present number of untrained teachers (Mar 2010)
Primary	59458	59458	50142	83.06	
Upper Primary	-	-	-	-	-

The Government of Bihar and IGNOU has signed an MOU to train untrained teachers by offering them DPE programme. The programme is delivered through a network of 37 PSCs (one in each district) and about 400 Cluster Resource Centres (CRCs).

A joint Task Force, is co-chaired by VC IGNOU and the Commissioners-cum-Secretary and with two and three members respectively from Govt. of Bihar and IGNOU. This supervises all activities pertaining to the programme. It was decided to organize meeting of the Task force at least twice a year.

The in charge of PSC has been designated as District Coordinator and monitoring all the activities of DPE programme in their district including that of CRCs.

DPE Programme

- Diploma in Primary Education (DPE) is teacher education programme designed for in-service untrained/under trained teachers working in primary/elementary schools.
- The curriculum of this programme has been framed in keeping with special needs of primary/elementary school teachers and expectations of the present day Indian society for them.
- The programme has a modular approach, and is the first of its kind offered in the country.

Eligibility for DPE programme

The untrained /under-trained permanent teachers working in recognized primary/elementary schools with minimum two years teaching experience and having passed, atleast, matric/HSC/+2 standard (under new pattern of education).

Cources Structure of DPE programme

The course structure of all the three modules of the programme along with other relevant details are mentioned below:

Module – 1: Certificate in Primary Teaching (CPT)

Credi Weightage : 16 credits

Course Titles:

ES-201	Teaching Language	4 credits
ES-202	Teaching of Mathematics	4 credits
ES-203	Teaching of Enviornmental Studies	4 credits
ES-204	Teaching Health, Physical Education, Art and Work Experience	4 credits

Module – 2: Certificate in Primary Curriculum and Instruction (CPC)

Credi Weightage : 18 credits

Course Title:

ES-211	Teaching-Learning at Primary Level	4 credits
ES-212	Integrated Learning and Teaching in Primary School	4 credits
ES-2B	Foundation in Subjects	6 credits
ES-2B	School Based Activities	4 credits

Modue-III: Diploma in Primary Education (DPE)

CreditWeighthage : 30 credits

Cours: Tittles:

ES-221	Understanding the Primary School Child	4 credits
ES-222	Education in Emerging Indian Society	4 credits
Practical	School Based Activities	4 credits
	Workshop Based Activities	8 credits
	Practice of Teaching	10 credits

Special Features of DPE Programme

1. For Bihar, the University may have an integrated model of DPE. The learner may earn a full-fledged Diploma in Primary Education after the successful completion of all the three modules
2. The programme focuses on practical component, which is 40% of the total programme. This is envisaged to aim at development of essential pedagogical and managerial skills and competencies relating to teaching in the classroom along with managing activities of students and school outside the classroom.

Instructional System

The DPE programme delivery system includes the multi-media approach as mentioned below:

- Self-instructional print material
- Audio/video competencies
- Assignments
- Counselling sessions
- Practical work in school
- Workshops

Assignments are an integral and compulsory component of the instructional system. Assignments are for Module-III only. Teacher students will have to work on two assignments per course of Module-III. These assignments are to be submitted to the programme centre in accordance with the submission schedule to be provided by the PSC/District Coordinator.

Evaluation

The system of evaluation, both for the theory and practical work of DPE is as follows:

- Theory (38 credits): For theory courses evaluation comprises three aspects:
- Self-evaluation exercises within each unit of study (non-credit)
- Continuous evaluation in the form of periodic assignments. This carries a weightage of 30% for module-III
- The term-end and examination has a weightage of 70% for module-III, and 100% for module-I and Module-II.

Term end examination is held in June/December every year.

- Practical (26 credits): For practical courses, evaluation comprises three aspects:
 - a. Continuous evaluation of practical assignments, school-based activities and practice of teaching (8 credits)
 - b. Evaluation in practical workshops (8 credits)
 - c. Term-end final evaluation of practice of teaching (10 credits)

The teacher student will have to obtain at least D grade in each course in both continuous and terminal evaluation separately. However, the overall average should be at least C grade for the successful completion of a course.

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

The State has very few numbers of training institutions which can provide pre-service training of teachers. Only 20 (DIETs and PTECs) training institutions are providing pre-service training. Further, the capacity of these institutions is only 50 each except one which can enroll 100 students.

Out of the newly recruited teachers about 65% were untrained whereas only 35% were trained. It is not possible to train this number of teachers through distance mode. This was an exceptional and short time measure and was not meant to replace the conventional in house capacity of teacher training.

Session starting from 2007-09 to 2009-10 about 1,29,000 untrained teachers have been enrolled in this two year Diploma in Primary Education (DPE) course. IGNOU is also facing problem in training these huge number of teachers, hence, it could not be advisable to enroll more teachers to this course in coming years. This measure was taken up as a shot intervention to train huge number of teachers in one go.

1,40,000 teachers were found to be untrained out of total 2,14,000 teachers recruited, if this ratio prevails in another 3,04,516 which are required in light of Right to Education Bill, the number of untrained teachers would be around 1,99,216. Again, this will be huge number of untrained teachers would not be possible to get trained through existing set-up of training institutions.

State has taken up this issue on a priority basis and is reviving its training institutions. The state has altogether 60 basic training institutions inclusive of DIETs. If these all training institutions become operational which would be very ideal situation, then too only 3,050 teachers would be admitted for training in each session. It is evident, thus, that would be very difficult to achieve this target in a short period of time.

There are 60 Primary Education Colleges (PTEC) in Bihar. Out of which the department has requested the MHRD to sanction 33 DIETs. The Government of India has approved 24 DIETs only. Two installments for infrastructure have been released for 7 DIETs.

The Government of Bihar has released 26 lacs each to 27 PTECs (60-33) for infrastructure development and also fund for library, furniture, labs and computers has been released by the Government of Bihar.

A proposal for strengthening of existing SCERT and 6 colleges of teacher education (B. Ed.) has been sent to Government of India for approval. Thus the Government of Bihar has taken initiatives for improvement of existing training institutions.

How will the State ensure convergence with the Teacher Education Scheme

This year (2010-11) State has decided to converge with all components to make training exclusive and effective. Targets have been taken from all components and after that calculation have been made for EFE. Effort has been made that no teacher should take more than 20 days training simultaneously it is been tried that no teacher remain with out any type of training.

Overall progress and targets for teacher training

S.N o.	Activity	2009-2010						Proposal (2010-2011)	
		Target		Achievement					
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin. (%)	Phy.	Fin.
1	Teachers Training								
1.1	In-service (10 days)	15016 6	1501.6 60	8370 3	936.58 6	55.74 %	62.37 %	1429 61	1413.4 70
1.2	In-service (10 days at CRC)	29969 8	1511.3 64	2437 51	1151.1 19	81.33 %	76.16 %	2886 42	1405.1 09
1.3	Induction training for Newly Recruit Trained Teachers	57333	1719.9 90	1000 8	311.14 3	17.46 %	18.09 %	5817 8	1625.5 74
1.4	Refresher Course- Untrained Techers	59458	3567.4 80	4938 8	2370.6 24	83.1 %	66.5 %	3800 5	2261.5 05
1.5	Other (DRG/BRG/CRG)	5507	27.535	2433	13.643	44.18 %	49.55 %	7305	79.784
	Total	57216 2	8328.0 29	3749 92	4358.9 31	65.54 %	52.34 %	5372 06	6785.4 42

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

The State has very few numbers of training institutions which can provide pre-service training of teachers. Only 20 (DIETs and PTECs) training institutions are providing pre-service training. Further, the capacity of these institutions is only 50 each except one which can enroll 100 students.

Out of the newly recruited teachers about 65% were untrained whereas only 35% were trained. It is not possible to train this number of teachers through distance mode. This was an exceptional and short time measure and was not meant to replace the conventional in house capacity of teacher training.

Session starting from 2007-09 to 2009-10 about 1,29,000 untrained teachers have been enrolled in this two year Diploma in Primary Education (DPE) course. IGNOU is also facing problem in training these huge number of teachers, hence, it could not be advisable to enroll more teachers to this course in coming years. This measure was taken up as a shot intervention to train huge number of teachers in one go.

1,40,000 teachers were found to be untrained out of total 2,14,000 teachers recruited, if this ratio prevails in another 3,04,516 which are required in light of Right to Education Bill, the number of untrained teachers would be around 1,99,216. Again, this will be huge number of untrained teachers would not be possible to get trained through existing set-up of training institutions.

State has taken up this issue on a priority basis and is reviving its training institutions. The state has altogether 60 basic training institutions inclusive of DIETs. If these all training institutions become operational which would be very ideal situation, then too only 3,050 teachers would be admitted for training in each session. It is evident, thus, that would be very difficult to achieve this target in a short period of time.

There are 60 Primary Education Colleges (PTEC) in Bihar. Out of which the department has requested the MHRD to sanction 33 DIETs. The Government of India has approved 24 DIETs only. Two installments for infrastructure have been released for 7 DIETs.

The Government of Bihar has released 26 lacs each to 27 PTECs (60-33) for infrastructure development and also fund for library, furniture, labs and computers has been released by the Government of Bihar.

A proposal for strengthening of existing SCERT and 6 colleges of teacher education (B. Ed.) has been sent to Government of India for approval. Thus the Government of Bihar has taken initiatives for improvement of existing training institutions.

Govt. Teacher Education Institutions in Bihar

Sl. No.	Institution	Number	Course offered
1.	DIET	24	D.Ed. Course in 8 DIETs
2.	DRC	-	
3.	PTEC	27	In-service training, D.Ed Courses in 2 PTECs

Annual Intake Capacity of TEIs

Sl. No.	Courses offered	Type of Institution	Total Institutions	Annual Intake Capacity
1.	D. Ed.	DIET	12	700
2 (a)	B. Ed.	Affiliated with different universities		
(b)	B. Ed.	Distance mode	03 Univ.	1500
3.	M. Ed.	Deptt. of Edu., Patna Univ.	01	100
4.	Any other	B.Ed. (Special Education)	02	150

Requirement of Pre-Service Teachers Training in the State.

In Bihar teacher attrition rate is not very high. Teacher leave the system only due to retirement and for more than 15 years major recruitment by the government has not been made.

Non-recruitment for many years virtually made training institutes defunct. Out of 60 pre training colleges in the State only two to three remained functional. Recently 20 more training colleges have been revived with 50 students in a batch. Although annual attrition may be addressed through passouts from these institutions. Major problem is arises when more than 3 lakh teachers are to be recruited.

Government is trying to revive all 60 institutions (DIET and PTECs) which could provide trained teachers on a regular basis. Under RTE more than 3 lakh teachers are to be recruited in coming years to fulfill the requirement of pupil teacher ratio 1:30 or more.

Bihar is trying to fill the gap of training institutions through IGNOU. Presently IGNOU is providing training to about 1,40,000 untrained teachers in the State. Although IGNOU has committed to provide the necessary infrastructure and distance mode inputs all over the State to provide better training in the State, but State experience in this regard has not been very good. State is exploring more avenues on the line of PPP to cater the need of the State.

State has already revised its pre-service teacher education curriculum in the light of NCF-05 and BCF-08. New syllabus has been prepared and study materials developed are on the line of new curriculum.

SIEMAT has been closed because State government could not able to sustain it.

7. Academic Support & Monitoring Systems

Pedagogy Teams and Resource Groups:

Information about Resource Groups at different levels

Sl. No.	Resource Groups (RGs)	Whether constituted (how many)	Number of members per RG	Number of meetings held this year	3 Key activities undertaken by the Resource Groups this year
1.	State Resource Group (SRG)	Constituted, 1	33	1	Guidelines for effective monitoring of training, Selection of graded books for reading improvement programme, development of text books

Sl. No.	Resource Groups (RGs)	Whether constituted (how many)	Number of members per RG	Number of meetings held this year	3 Key activities undertaken by the Resource Groups this year
2.	District Resource Groups (DRGs)	Constituted, 37	5-7	2 in each district	Improvement of classroom transaction, Proper utilization of TLM, TLE and books
3.	Block Resource Groups (BRGs)	Constituted, 472	3	0	Constituted, but not yet functional
4.	Cluster Resource Groups (CRGs)	No	2	-	Constituted, but not yet functional

Name of Members of State Resource Groups: Subject-wise

Sl. No.	Name	Designation/Address	Expert Subject
1	Prof. R. Amritwalli	CIEFL, Hyderabad	English
2	Sri Imtiyaz Ahmad	SCERT, Patna	English
3	Sri S.K. Jha	Principal, PTEC, Patna	English
4	Dr. S.P. Sharma	Lecturer, G.G.Singh College, Patna	English
5	Mrs. Gita Sinha	Bankipur Girls School, Patna	English
6	Sri Subodh Jha	Lecturer, Punpun College, Patna	English
7	Sri Kamlendu Narayan Singh	Teacher, Vaishali	English
8	Sri Ajay Kumar	Teacher, Darbhanga	English
9	Sri Sashi Kant Karna	Teacher, Sitamarhi	English
10	Ms. Kumari Priya	Teacher, Darbhanga	English
11	Sri Gyan Dev Mani Tripathi	Principal, TAPENDU, Education C, Patna	Hindi
12	Sri A.N. Tripathi	Teacher, West Champaran	Hindi
13	Dr. Anil Kumar Rai	Principal, Private School	Hindi
14	Dr. Hemant Kumar Himanshu	Editor, Gyan-Vigyan	Hindi

15	Ms. Bhola Dube	Retired Teacher, Patna	Hindi
16	Sri Ajay Kumar	Teacher, Patna	Hindi
17	Suman Kumar Singh	Teacher, Siwan	Hindi
18	Sri Raj Mangal Tiwary	Teacher, Bhojpur	Hindi
19	Sri Sandeep Kumar	Teacher, Saran	Hindi
20	Dr. Kasim Khursheed	HOD, SCERT, Patna	Urdu
21	Dr. Ali Imam	Retired Principal, DIET	Urdu
22	M. Jahangir	Teacher, Patna	Urdu
23	Ms. Noorjahan	Teacher, Patna	Urdu
24	M. Umar Shabnam	Teacher, Patna	Urdu
25	Dr. Subhash Chandra Jha	Researcher, Darbhanga	Sanskrit
26	Sri Neelesh Mishra	Principal, Private School	Sanskrit
27	Ms. Neelam	Teacher, Patna	Sanskrit
28	Dr. Sita Ram Jha	Teacher, Darbhanga	Sanskrit
29	Sri Manoj Kumar Pandey	Teacher, Patna	Sanskrit
30	Sri Prakash Jha	Teacher, Supaul	Sanskrit
31	Dr. Snehashish Das	SCERT, Patna	Maths
32	Sri Tej Narayan Prasad	SCERT, Patna	Maths
33	Dr. Arun Kumar	Teacher, Patna	Maths
34	Sri Manoj Kumar Jha	Teacher, Bettiah	Maths
35	Sri Umashankar Sharma	Teacher, Patna	Maths
36	M. Kamil Raza	Teacher, Patna	Maths
37	Sri Binay Kishore Singh	Teacher, Bettiah	Maths
38	Sri Awadhesh Prasad Singh	BRP, Teacher, Muzaffarpur	Maths
39	Sri Anil Kumar Singh	Teacher, Supaul	Maths
40	Sri Santosh Kumar Jha	Teacher, Madhubani	Maths
41	Sri Ram Ganesh Rav PalS	Teacher, Madhubani	Maths
42	Dr. Archana	SCERT, Patna	Science
43	Prof. N.N. Pandey	Retired Director, SIET, Patna	Science
44	Dr. Arvind Kumar Jha	Lecturer, Darbhanga	Science

45	Sri Upendra Nath Verma	Retired Teacher, Bettiah	Science
46	Ms. Gajala Praveen	Teacher, Patna	Science
47	Sri Sashi Kant Sharma	Teacher, Patna	Science
48	Sri Stendra Singh	Teacher, Patna	Science
49	Sri Manoj Kumar Tiwary	Teacher, Bhojpur	Science
50	Sri Subodh Kumar	Teacher, Patna	Science
51	Sri Manoj Kumar	Teacher, Vaishali	Science
52	Mr. Kumari Mina	Teacher, Darbhanga	Science
53	Ms. Bindu Pandey	Teacher	Science
54	Sri Pranay Kumar	Teacher, Patna	Science
55	Dr. Archana Verma	SCERT, Patna	EVS
56	Ms. Veer Kumari Kujur	SCERT, Patna	EVS
57	Prof. Rajendra Jha	Lecturer, Madhubani	EVS
58	Sri Manish Ranjan	Teacher, Patna	EVS
59	Sri Aditya Nath Thakur	Teacher, Patna	EVS
60	Sri Sanjay Kumar	Teacher, Patna	EVS
61	Sri Ram Kripal Sah	Teacher, Muzaffarpur	EVS
62	Sri Dinesh Raut	Teacher, Madhubani	EVS
63	Sri Oj Kumar Singh	Teacher, Bhagalpur	EVS
64	Sri Ashok Kumar	Teacher, Jamui	EVS
65	Ms. Sunita Prasad	Lecturer, PTEC, Patna	EVS
66	Sri Rajendra Nath Jha	Teacher, Muzaffarpur	EVS
67	Sri Akhilesh Kumar Singh	Teacher, Vaishali	EVS
68	Sri Bindeshwar Mishra	Retired Teacher, Madhubani	EVS
69	Dr. Jyotsna Tiwary	Lecturer, New Delhi	Art Education
70	Ms. Madhuri Lata	Teacher, Vaishali	Art Education
71	Sri Lalji Prasad Arya	Teacher, Patna	Art Education
72	Prof. Anunaya Chaube	Principal, Art College, Patna	Art Education
73	Sri Amitabh Pandey	Consultant, UNICEF	Art Education
74	Sri Shyam sharma	Retired Principal, Art College, Patna	Art Education

75	Sri Vipin Kumar	Teacher, Patna	Art Education
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Criteria for selection of Resource Persons at different levels:

Comment

The resource groups involved at different levels seem to be very occasional in nature. Their roles (as clear task forces for specific outputs, and for ongoing activities such as monthly meeting) should be worked out, along with how to ensure their ongoing development as well as utilisation. Capacity building measures for them also need to be incorporated. Institutionalisation of some of their responsibilities would also need to be considered over time.

State Resource Group is formed among the qualified and experienced subject specialist (preferably Master degree).

Bihar has followed a very extensive procedure to select CRCC, BRPs and member of Resource Groups. Guidelines to select CRCCs and BRPs have been made available to all districts. Qualification laid down for CRCCs and BRPs were the following:

Special meeting of teachers were called at their respective CRCs. Teachers gathered select/elect three teachers among themselves. Selected teachers were expert of any one of the subject from Language, Science/Maths, EVS and Gender. Among these three teachers one teacher was a lady teacher.

All three democratically selected teachers from each CRC meet at their respective BRC to select 3 subjects specific BRPs, one block gender coordinator and one CRCC for every respective CRC. Districts were instructed to nominate one senior education officials to oversee the selection process at the CRC and also at BRC level.

Other persons who were not selected as BRPs and CRCCs were nominated as Resource Persons at their respective BRC and CRC level.

- a. Among selected teachers, one teacher must be a lady
 - b. Three selected teacher must belong Language, Maths and EVS subjects respectively
 - c. Minimum qualification of the teacher must be graduate and professionally trained (M.Ed/B.Ed/2 years diploma)
 - d. Minimum required experience is 8-10 years as a teacher. If this is not found then only relaxation in experience may be given.
 - e. Maximum age for selection is 55 years and teacher must be fit to visit schools
 - f. In a CRC where Urdu teachers are in majority one additional Urdu teacher may be selected.
- How Resource Groups will be involved in Quality Improvement in 2010-11 (roles and activities)

Comment on Academic Support System

The state has proposed a re-organisation of CRC system in keeping with increased numbers, including drawing personnel from open market. The number of schools per CRC does seem to be on the higher side at present and would merit a reorganisation. While this will reduce the number of teachers withdrawn, the dangers of this are also well known, in that teachers do not take such contractual personnel seriously.

A strong capacity building plan (built around the specific deliverables / roles / performance indicators expected) is needed for CRC and BRCs (who will probably be responsible for ensuring that the CRC personnel's capacity is developed). The 'roles' included here are more in terms of tasks rather than roles. Perhaps some technical input can be budgeted to help the state develop its Institutional Development Plan.

Since several new DIETs are to be established, state should develop a clear institutional development plan (covering the CRC, BRC, DIETs, and educational administration offices at block and district levels). Development of the SCERT could also be included, given its many responsibilities.

Plan for revamping SCERT and DIETs, and strengthening linkages

Out of 37 districts, only 24 have functioning DIETs that have been recognized by NCTE. 9 additional ones have been proposed, and are yet to be recognised. In the remaining 4 districts, no DIETs have been set up as yet.

The State in collaboration with Pedagogy Unit, TSG and other resource agencies had designed a D. Ed. curriculum to initiate D. Ed. course in 12 DIETs. These 12 D.Ed. courses (two years duration) have been initiated in 2008-09 in 8 DIETs and 4 PTECs.

The remaining DIETs have not been fully operationalised to impart D.Ed training courses as yet. At present they are mostly engaged in some in-service training programs, monitoring and supervision, and other SSA activities. It is planned that the remaining 16 DIETs as well as 9 new ones will also be fully operationalised to offer D.Ed courses in a phased manner in the next 2-3 years.

The State has also defined the role of DIETs the following way.

- Training on Multigrade teaching for CRCCs/Master Trainers/ Resource Persons
- Training of BRPs and their Annual Refresher training.
- Development of DIET/PTEC as Resource centres.
- Training/Recurrent training for CRCC
- Development of Resource of material for ECE
- Training & Recurrent training of ECE trainers/ strengthening of pre school activities
- Action Research
- Holding of monthly meetings of BRCC
- Visit to CRCC meetings at BRC every month by faculty members.
- Each faculty member visits at least 10 schools every year and attends monthly meeting at BRC.
- Supervision, Monitoring and Evaluation of ECE/AWW trainers.

- Assistance in preparing Annual Work-Plan.

The following table throws light on the status of Block Resource Centers. It is seen that the State has 533 BRCs with good number of RPs who keep on visiting the schools on regular basis.

Information about Block Resource Centers

Total no. of blocks	BRCs sanctioned	BRCs functional	BRPs sanctioned	BRPs on expedite	Posts to be filled	BRC mtgs. held in 2009-10	CRC/ School visits in 2009-10
533	533	533	1599	1599	0	10	4 schools a month

The structure of BRC in Bihar is as follows:

These centres work under the leadership of BRCC who is supported by three RPs and two BRG members and auxiliary staff. To make BRC more effective & deliverable the BRPs have been trained through module "Aadhar". BRC now can really be a resource centre in terms of extending support to teachers, monitoring of teachers, capacity building exercises and also the classroom deliveries. In the light of new guidelines circulated by MHRD 4 new BRCs in urban areas are being proposed, thus, the total no. of BRCs will be 5. For all the CRCs in a Block, one BRC has been established. There is one BRC coordinator besides three Resource Persons (Math, Language and EVS) in each BRC. An officer of Subordinate Education Service is acting as a Coordinator. Resource Persons are chosen from amongst elementary teachers.

Major role and functions of BRC:

Following role has been assigned to the BRPs in Bihar.

- Each BRP shall visit all schools in his allotted area at least once in a year.
- BRCC shall adopt one school in each CRC area.
- The Block Resource Centre shall provide : 10 days Bodhi Samvad, Bhag-1&II /subject specific training to elementary teachers, Recurrent/Refresher training for elementary teachers, Assistance in holding of monthly meetings of CRCCs, Guidance and technical support to CRC.
- Visit by BRPs to monthly recurrent training at CRC.
- Visit to all schools by all RPs at least once in a year.
- Adoption of one school in each CRC by BRCC for bringing desired improvement.
- Holding of Monthly meetings of CRC coordinators.

At present, there are 4479 CRCs in the State. We are of the view that CRCs should be co-terminus with the Panchayats. In Bihar PRIs have been playing very important role in school education system in so much so that teachers are being appointed by them. The CRCs will be carved out for every Panchayat, will facilitate not only quality of education but also help in monitoring & planning at Panchayat level.

A CRC will have one CRCC full time along with one CRG. They will provide a on-site support to teachers in addition to conducting one day recurrent training at CRCs. CRCs will play very important role in establishing close linkage between block, school, panchyats and other related development programmes such as ICDS, NGOs working in education field and communities.

Information about Cluster Resource Centers

Total no. of clusters (Panchayats)	CRCs sanctioned	CRCs functional	CRCCs sanctioned	CRCCs in position	Posts to be filled	CRC mtgs. held in 2009-10	School visits in 2009-10
8463	4479	4479	4479	4479	-	10	Each school a month

A batch of 100 teachers approximately from elementary schools will constitute a cluster in BEP. The number of schools and teachers in a cluster may vary on account of the special geographical features that categorize districts and recruitment of teachers on a large scale.

- The CRC Coordinator will necessarily be an elementary school teacher.
- The coordinator will be a teacher from one of the cluster schools and will have undergone the CRCC training. The selection of CRCC will be done by a selection committee.
- Is a proclaimed Govt. teacher.
- Has the capacity to provide Academic Support to teachers
- Is a good organizer.
- Will hold the monthly CRC meetings, be a trouble shooter and visit all the schools in a cluster once a month.
- Will adopt one school every year (school having poorest rate of enrolment/retention of children in general and focus group children in particular)
- Shall attend monthly meeting of VSS on the day of his school visit.

Role and functions of CRCC:

Major role and functions of CRC personnel are as follows.

- Capacity building of teachers through provision of pedagogic support and academic counseling to teachers;
- Providing a forum for sharing of experiences enabling peer group-interaction and learning;
- Sharing of local resources;
- A continuing extension service for schools and teachers;
- Development of teaching-learning materials which are location specific;
- Support base for VSSs
- To establish close linkages between Government schools and other educational institutions in the cluster and establishing a system of feedback.

- Holding of monthly recurrent training for cluster teachers.
- To impart computer education to children of classes 6-8 of that CRC.
- Evaluation works of students of class I to VIII (Half yearly and annual).

Details about status of CRPs:

Total No. of Clusters:	Total no. of CRPs in each Cluster	No. of CRPs in each Cluster	no. of pry schools per Cluster	Total no. of UPS	PS/UPS teachers
Average Per Cluster:	01	01	15.57	5.14	69.83 (as per working teacher) 102.11(as per sanctioned strength)
Total in the State:	4479	4479			

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

As an induction training to BRPs and CRCCs 5 day training on Adhar module is given to all BRPs and CRCCs. Generally tenure of BRPs and CRCCs remain for 3 years so Adhar training is given one time to all resource persons.

In 2009-10 CRCCs and BRPs were given 2 days training about the remedial teaching implemented in all schools in the State. This training helped them in better monitoring and supervision of the programme.

In the month of January 09 BRPs and CRCCs were trained on the module of Reading Improvement Programme. This enabled them to give training to teachers and also helped them in monitoring of the programme.

Details about activities of BRPs and CRPs in 2009-10 :

Major role and functions of BRC:

- BRPs attended one day monthly CRC meeting in their block. Three BRPs has adopted equal number of CRC in their block
- Conduct one day monthly CRC meeting BRC
- Helped in designing training schedule in their block
- BRCC shall adopt one school in each CRC area.
- Visits schools on a regular basis and compile the data receive from the CRCs
- Ensure the collection of various formats distributed for the purpose of data collection
- Collection and compilation of DISE, House hold survey, QMF formats, ADEPTs etc.
- Adopt at least one school in each of their allotted CRCs in the block

Role and functions of CRCC:

- Capacity building of teachers through provision of pedagogic support and academic counseling to teachers
- Providing a forum for sharing of experiences enabling peer group-interaction and learning;
- Sharing of local resources
- A continuing extension service for schools and teachers
- Development of teaching-learning materials which are location specific
- Support base for VSSs
- To establish close linkages between Government schools and other educational institutions in the cluster and establishing a system of feedback
- Holding of monthly recurrent training for cluster teachers
- Evaluation works of students of class I to VIII (Half yearly and annual)

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

- More emphasis on data collection
- BRPs are busy in administrative work than in academic work
- No. of schools and teacher in most of the CRCs have become unmanageable
- CRCs often find it difficult to give academic advice to their fellow teachers
- Non-structured evaluation pattern makes it difficult for better assessment of children
- Lack of capacity building to monitor specific programmes
- Difficulties in integrating different programmes run by different components in schools

Strategies:

Reorganization of Clusters in the State.

S.No.	District	No. of CRCCs in the district	No. of Blocks in the district	No. of Schools	No. of present BRPs in the State	No. of Eligible BRPs	Deficiency of BRPs in the district against eligibiliy	No. of BRP Posts sanctioned during DPEP & being funded by state (In case of DPEP Distt.)	No. of BRPs eligible under SSA	Amount may be sanctioned for 4 months @ 8000 PM
1	Araria	86	9	1614	113	180	67	27	153	48.960
2	Arwal	33	5	527	48	80	32	0	80	25.600
3	Aurangabad	115	11	2085	148	220	72	0	220	70.400
4	Banka	100	11	1948	133	260	127	33	227	72.640
5	Begusarai	135	18	1537	189	280	91	0	280	89.600
6	Bhagalpur	108	17	1847	159	290	131	48	242	77.440
7	Bhojpur	131	14	2006	173	280	107	42	238	76.160
8	Buxar	73	11	1176	106	180	74	33	147	47.040

S.No.	District	No. of CRCCs in the district	No. of Blocks in the district	No. of Schools	No. of present BRPs in the State	No. of Eligible BRPs	Deficiency of BRPs in the district against eligibility	No. of BRP Posts sanctioned during DPEP & being funded by state (In case of DPEP Distt.)	No. of BRPs eligible under SSA	Amount may be sanctioned for 4 months @ 8000 PM
9	Darbhanga	180	19	2309	237	360	123	57	303	96.960
10	East Champaran	207	27	3157	288	440	152	0	440	140.800
11	Gaya	149	24	3051	221	420	199	72	348	111.360
12	Gopalganj	120	14	1770	162	270	108	0	270	86.400
13	Jamui	77	10	1704	107	180	73	30	150	48.000
14	Jehanabad	59	7	894	80	110	30	0	110	35.200
15	Kaimur	70	11	1205	103	190	87	33	157	50.240
16	Katihar	114	16	1817	162	270	108	0	270	86.400
17	Khagaria	84	7	1034	105	130	25	0	130	41.600
18	Kishanganj	49	7	1279	70	170	100	21	149	47.680
19	Lakhisarai	48	7	756	69	120	51	21	99	31.680
20	Madhepura	96	13	1485	135	230	95	0	230	73.600
21	Madhubani	180	21	2959	243	410	167	0	410	131.200
22	Munger	78	9	1060	105	170	65	27	143	45.760
23	Muzaffarpur	169	16	3092	217	320	103	48	272	87.040
24	Nalanda	187	20	2159	247	310	63	0	310	99.200
25	Nawada	96	14	1672	138	240	102	0	240	76.800
26	Patna (Rural)	219	23	2999	288	420	132	0	420	134.400
27	Patna (Urban)	42	1	336	45	20	0	0	20	6.400
28	Purnea	113	14	1978	155	260	105	42	218	69.760
29	Rohtas	200	19	2109	257	290	33	57	233	74.560
30	Saharsa	110	10	1276	140	190	50	0	190	60.800
31	Samastipur	181	20	2518	241	390	149	0	390	124.800
32	Saran	174	20	2510	234	370	136	0	370	118.400
33	Sheikhpura	40	6	479	58	70	12	18	52	16.640
34	Sheohar	21	5	417	36	80	44	15	65	20.800
35	Sitamarhi	110	17	2099	161	280	119	51	229	73.280
36	Siwan	132	19	2120	189	320	131	0	320	102.400
37	Supaul	94	11	1717	127	200	73	0	200	64.000
38	Vaishali	182	16	2053	230	280	50	48	232	74.240
39	West Champaran	117	18	2445	171	320	149	54	266	85.120
	Total	4479	537	69199	6090	9600	3535	777	8823	2823.360

Justification for increasing the numbers of RPs and re-organization of clusters

- No. of schools have increased in recent years
- No. of teachers increased due to recruitment

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- No. of blocks have increased

The above table indicates that there is a need to revamp the existing structure of CRC in the state. It is indicated that as per the eligibility norms total number of requirement of BRPs in the State is 9600 whereas the existing number of BRPs in the State are only 6090. There is shortfall of 3510 RPs in the State.

State proposes the re-organization which may be useful in academic supervision and monitoring of the programme. State is also thinking in terms of employing qualified persons as a BRPs and CRCCs. The qualification for Resource persons may be decided. Taking Resource persons from outside will help in following way:

- Withdrawing teachers from the system will be stopped
- Specialized cadre of resource persons may be created
- More accountability may be ensured
- Local politics in terms of selection and seniority conflict in the rank of teachers may be avoided

Detailed TOR will be prepared for selection of Resource persons and job-chart will be prepared with in-built appraisal system.

State proposes 8000 Rs. per month salary for eligible resources. As recruitment process will take some time so State proposes salary for 4 months. District wise proposed salary is mentioned in the table.

Blocks having more than 20 schools in a CRC:

Sl. No.	District	Block	No. of Schools	No. of CRC	No. of schools per CRC in the block
1	Kishanganj	Thakurganj	202	5	40
2	Gaya	Atri	80	2	40
3	Sitamarhi	Bokhara	75	2	38
4	Khagaria	Chautham	145	4	36
5	Gaya	Dobhi	104	3	35
6	Kishanganj	Kishanganj	101	3	34
7	Jamui	Sono	201	6	34
8	West Champaran	Bagaha II	222	7	32
9	Kaimur	Adhaura	91	3	30
10	West Champaran	Piprasi	30	1	30
11	Sitamarhi	Belsand	90	3	30
12	Gaya	Dumariya	120	4	30
13	Aurangabad	Aurangabad	209	7	30
14	Purnia	Baisi	119	4	30
15	Sitamarhi	Choraut	59	2	30
16	Kishanganj	Pothia	205	7	29
17	Jamui	Chakai	315	11	29

Sl. No.	District	Block	No. of Schools	No. of CRC	No. of schools per CRC in the block
18	Gaya	Banke Bazar	85	3	28
19	Bhagalpur	Goradih	112	4	28
20	Banka	Banka	195	7	28
21	West Champaran	Jogapatti	167	6	28
22	West Champaran	Bhitahan	55	2	28
23	Bhojpur	Udwantnagar	137	5	27
24	Kishanganj	Kochadhaman	246	9	27
25	Gaya	Barachatti	107	4	27
26	Sitamarhi	Bairgania	79	3	26
27	Kishanganj	Dighalbank	158	6	26
28	Aurangabad	Navinagar	288	11	26
29	Kishanganj	Terhagachh	129	5	26
30	Kishanganj	Bahadurganj	176	7	25
31	Muzaffarpur	Mushahari	225	9	25
32	Sheohar	Sheohar	98	4	25
33	Jamui	Jhajha	244	10	24
34	Araria	Kursakanta	122	5	24
35	Gaya	Gurua	146	6	24
36	Banka	Banka	219	9	24
37	Katihar	Hasanganj	48	2	24
38	Gaya	Paraiya	96	4	24
39	Jamui	Barhat	95	4	24
40	West Champaran	Madhubani	71	3	24
41	Bhagalpur	Rangrachowk	47	2	24
42	Gaya	Tankuppa	93	4	23
43	West Champaran	Chanpatia	184	8	23
44	Sheohar	Tariyani	115	5	23
45	Kishanganj	Bahadurganj	23	1	23
46	Jamui	Sikandra	138	6	23
47	Gaya	Mohanpur	161	7	23
48	Gaya	Imanganj	138	6	23
49	Bhojpur	Bihiya	92	4	23
50	Sitamarhi	Parihar	183	8	23
51	West Champaran	Nautan	137	6	23
52	Banka	Belher	159	7	23
53	Purnia	Jalalgarh	68	3	23
54	Bhagalpur	Narayanpur	68	3	23
55	Begusarai	Khodawandpur	68	3	23

Sl. No.	District	Block	No. of Schools	No. of CRC	No. of schools per CRC in the block
56	Supaul	Raghopur	203	9	23
57	Nawada	Meskaur	90	4	23
58	Aurangabad	Daudnagar	157	7	22
59	Purnia	Srinagar	67	3	22
60	Purnia	Baisa	134	6	22
61	Gaya	Belaganj	178	8	22
62	Muzaffarpur	Bochahan	199	9	22
63	Sitamarhi	Runnisaidpur	309	14	22
64	Supaul	Chhatapur	176	8	22
65	Supaul	Saraigarh	132	6	22
66	Bhojpur	Garahani	88	4	22
67	Begusarai	Chhaurahi	110	5	22
68	Supaul	Basantpur	131	6	22
69	Gaya	Manpur	109	5	22
70	Bhagalpur	Jagdishpur	109	5	22
71	Muzaffarpur	Paroo	261	12	22
72	Gaya	Fatehpur	152	7	22
73	Araria	Jokihat	217	10	22
74	West Champaran	Majhulia	195	9	22
75	Gaya	Bathani	86	4	22
76	Darbhanga	K.Asthan East	86	4	22
77	Gaya	Guraru	107	5	21
78	West Champaran	Bairiya	128	6	21
79	Sheohar	Purnahiya	64	3	21
80	Siwan	Ziradei	106	5	21
81	Madhepura	Gwalpara	106	5	21
82	West Champaran	Gaunaha	169	8	21
83	Banka	Katoriya	190	9	21
84	Supaul	Treveniganj	273	13	21
85	Siwan	Nautan	84	4	21
86	Muzaffarpur	Marwan	105	5	21
87	Gaya	Sherghati	84	4	21
88	Muzaffarpur	Aurai	209	10	21
89	Madhubani	Bisfi	209	10	21
90	Madhubani	Khutauna	167	8	21
91	Araria	Sikty	125	6	21
92	Kaimur	Rampur	83	4	21
93	Muzaffarpur	Gaighat	228	11	21

Sl. No.	District	Block	No. of Schools	No. of CRC	No. of schools per CRC in the block
94	Katihar	Balrampur	124	6	21
95	Samastipur	Tajpur	103	5	21
96	Banka	Phulidumer	144	7	21
97	Aurangabad	Rafiganj	266	13	20
98	Madhubani	Jhanjharpur	143	7	20
99	Bhojpur	Sandesh	102	5	20
100	Banka	Amarpur	163	8	20
101	Madhubani	Babubarhi	183	9	20
102	Bhagalpur	Gopalpur	61	3	20
103	Nawada	Rajauli	142	7	20
104	Madhubani	Laukhi	142	7	20
105	West Champaran	Ramnagar	162	8	20
106	Siwan	Barharia	182	9	20
107	Purnia	Kasba	101	5	20
108	Gaya	Wazirganj	161	8	20
109	Araria	Forbesganj	161	8	20
110	Banka	Dhuraiya	201	10	20
111	West Champaran	Bagahai	200	10	20
112	Purnia	Amour	180	9	20
113	Kaimur	Bhagwanpur	80	4	20
114	East Champaran	Paharpur	140	7	20
115	Buxar	Chougai	40	2	20
116	Muzaffarpur	Sahebganj	179	9	20
117	Madhubani	Madhepur	179	9	20
118	Buxar	Rajpur	179	9	20
119	East Champaran	Madhuban	99	5	20
120	Araria	Araria	198	10	20
121	Araria	Palasi	158	8	20
122	Jamui	Khaira	217	11	20
123	East Champaran	Kotwa	138	7	20
124	Aurangabad	Deo	156	8	20

State proposes the re-organisation which may be co-terminus with panchayats in the State. State is also thinking in terms of employing qualified persons as a BRPs and CRCCs. The qualification for Resource persons may be decided. Taking Resource persons from outside will help in following way:

- Withdrawing teachers from the system will be stopped
- Specialised cadre of resource persons may be created

- More accountability may be ensured
- Local politics in terms of selection and seniority conflict in the rank of teachers may be avoided.

In the year 2009-10 unit cost of CRC meeting had been revised and made it more academic oriented. For the convenience unit cost is mentioned below:

Sl. No.	Item	Unit cost (in Rs.)	Remarks
1	Breakfast/Tea	18	
2	Magazine printing	12	
3	Stationary	10	
4	Awards	5	
5	TLM	5	
	Total	50	

This unit cost makes CRC more academic oriented. In the budgetary allocation certain amount was kept for magazine printing at the CRC level. The best performing schools are awarded and choice was made democratically by the teachers themselves.

It is encouraging to note that many CRCs have started publishing magazines on their own. Similarly, TLM amount also helped them in preparing and developing TLMs at the CRC level.

Although performance indicators have been decided in terms of ADEPTs by the State, but proper tracking could not be done. This year (2010-11) State has planned to do more intensive work on performance indicators of BRPs and CRCCs and would make it more meticulous and fruitful.

As mentioned above this year training would be provided to BRPs and CRCCs which could make them more academic oriented.

- Training on 'Adhar Module' to equip them about the performance indicators
- Training about different modules which will enable them about the teaching methodology and course content
- Exposure with concept papers and base papers
- Monthly orientation at BRC level, this will be made more academic oriented

State is also planning to organize 3 days residential training for BEEOs at the division level. Module will be developed with the emphasis on focus of shift from old curriculum to new curriculum. Tools will be developed for school monitoring. State will also make effort to give grades on the basis of their performance and this will be shared with Education officials.

Plan for Training of BRP/CRPs in 2010-2011

Target Group	Topics of Training to be offered	Training Processes/ methodology	Timeframe (which month)	Follow-up mechanism to ensure impact
BRCC	Teaching methodology, RTE and tools of monitoring	3 days residential training at division level	September-October	School readiness and ach. of children and % of SSA fund utilisation
BRPs	Monitoring, Training, gradation of schools and compilation of data	5 'Adhar' module, 10 days inservice training and 10 days (monthly) training at district level	May-July (Adhar and 10 days module) Monthly meeting at district level	Frequency of school visit, changes in adopted school and performance of CRCC, availability of TLMs at BRC
CRCC/CRPs are	School visit, gradation of schools, formation of subject specific groups and their demonstration	5 'Adhar' module, 10 days inservice training and 10 days (monthly) training at BRC level	May-July (Adhar and 10 days module) Monthly meeting at BRC level	Frequency of school visit, changes in adopted school and performance of teachers, availability of TLMs at CRC and school level

• Activity Calendar of BRC

Activity	Month	Venue
Monthly meeting of CRCC	Every month	BRC
Training of teachers (all type)	Through-out the year	BRC
Meeting of BRGs	Every month	BRC
Bal Mela	November 09	BRC
Planning by compilation of SEEP/PEEP/BEEP	December-January	BRC
Compilation QMF	Every quarter	BRC
School gradation and adoption	June/July	BRC

• Activity Calendar of CRC

Activity	Month	Venue
Monthly recurrent training to teachers	Monthly	CRC
School visit by CRCC	Daily	School
Collection of QMF	Quarterly	CRC
Checking error of DISE	September 09	School

Collection of SEEP/BEEP for planning	Dec/Jan 09	CRC
Monitoring and supervision of Reading Improvement Programme	Regular	School

To reduce the administrative load on BRPs and CRCCs following mechanisms are established:

1. Guru Gosthi: Monthly meeting of Head Masters which will address administrative issues at the school level. Administrative grievances of teachers will be addressed in these forums.
2. Monthly meeting at BRC level: This meeting would be attended by BRPs and CRCCs and would address academic problems arising at the school and CRC level.
3. CRC meeting: This will purely be an academic forum to address difficulties faced by teachers in teaching.
4. BRPs and CRCC would be purely an academic post and effort would be made to make them more academic oriented
5. In independent cadre will be created for BRPs and CRCCs.

Overall physical progress and targets for BRC/CRC grants

S.No	Activity	2009-2010						Total Proposal	
		Target		Achievement					
		Phy	Fin	Phy.	Fin.	Phy. (%)	Fin. (%)	Phy	Fin.
1	Circle Level Resource Centre (BRC)/UBRC	537	444.72 0	483	199.45 0	89.94 %	44.85 %	538	669.247
2	Cluster Resource Centres	447 9	924.29 8	4115	368.19 3	91.87 %	39.83 %	496 7	1439.36 6

Different types of mechanism will be employed to train educational administrators:

- District level officials will be briefed about RTE, BCF-08 and NCF-05 at the State level along with different stakeholders.
- BRCCs/BEEOs will be trained at division level
- District level meetings will be organized for BRPs and CRCCs.

Comment on Data from Monitoring

A fair amount of information from various sources is presented in the sections that follow – however, the implications of this in terms of action for quality improvement is not clear. A more thorough analysis of this information could be incorporated in Situational Analysis mentioned earlier.

Nature of Quality monitoring in the State

To ensure better quality in terms of inputs and outcome related to quality, the different processes are monitored by state resource groups, district level SSA functionaries and other educational department officials. The State has a support system on regular basis to monitor and support through BRPs and CRCCs. Further, different elements of quality parameters are monitored with the help of Quality Monitoring Formats (QMFs) developed by NCERT, on a quarterly basis.

NCERT has given a feedback on the State Report on Monitoring data received from State:

- About 20% students get D and E grades (less than 50%) in Hindi, Mathematics and EVS
- Percentage of student scoring less than 50 percent marks was less than 30 percent in most of the cases
- In comparative analysis, a little improvement in the performance of students of classes VI and VII has been observed in Hindi and Mathematics. However, there was no change in the performance of the students of Upper Primary Classes in the subject of EVS
- Regarding achievement levels of SC and ST students and CWSNs, quite similar trend has been observed.

Proposal:

- Reorganising CRCs in the State
- Appointing all CRCCs and BRPs from outside and salary will be paid @ 10000/- per month
- Training will be done to BRPs and CRCCs on monitoring indicators, performance appraisal and content enrichment
- Performance appraisal system will be in place

8. Changes in Learning Processes and Learning Outcomes

1. Information about Learning Achievement Surveys:

- **Nature and frequency of Learning Achievement Surveys in the State**

The State has indicated that the following sources of information regarding children's learning achievement are currently available in the State:

- i. Learning Achievement Study was initiated by SCERT in 2008-09 to assess learning levels of students in all elementary grades (Classes I to VIII), in Language, Mathematics and Environmental studies, in all 37 districts of Bihar and all blocks, on a sample basis. Provisional results have been compiled and final draft is awaited.
- ii. Results of regular internal assessment (half yearly and annual evaluation) is captured through Quality Monitoring Formats
- iii. Results of annual examinations is captured through DISE
- iv. NCERT Surveys conducted in Class V (Round I) and Class III and VIII (Round II)
- v. Findings from ASER Report
- vi. Report on Teacher and Student Absenteeism under SSA in Bihar in Bihar

Observation:

The regular internal assessment (captured through QMF, DISE) is useful for the concerned teacher and schools to track the learning achievement of students on a regular basis. At the same time, the reliability and usefulness of these findings for analysis and planning purpose is limited, since the tests are different from each other, and they are undertaken by the regular teachers of concerned schools.

SCERT's sample survey on learning achievement may be more useful since it covers different students and class levels across the State, and aims to provide some critical analysis of the findings by highlighting the learning difficulties of students and some of the likely factors contributing to them. However the findings are not available now and may take some time. Moreover the sample size is small and thus it does not give us a comprehensive profile of students' learning levels across the State, which can be used to systematically track learning enhancement in the State to ensure that each child is learning well.

On the whole, at present the State does not have a comprehensive and comparative picture of learning levels of all children in the State captured through an external study. Thus it is impossible to track the learning levels of students across the State, to identify which schools/clusters/blocks are performing well or which need more support, to identify the learning difficulties faced by students in each subject, and the factors contributing to these learning difficulties. Thus the CRCs, BRCs, DIETs, etc. may not be able to accurately analyse the issues affecting student learning achievement, and design suitable strategies to address them in an organized and integrated manner. This lacks the direction needed for integrating inputs for quality improvement in a focused manner, and tracking learning enhancement in the State in a systematic way.

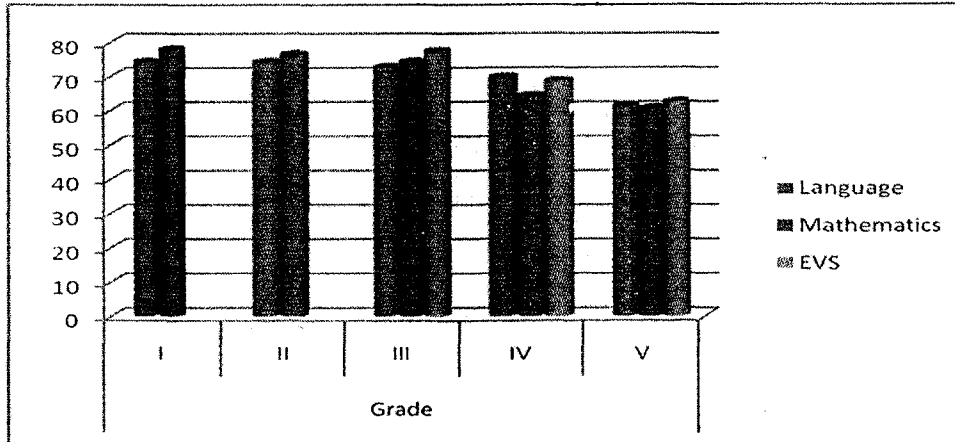
- **Findings from learning achievement surveys in the State:**
 - i. **Information about SCERT's Learning Achievement Survey:**

The Study is still in progress, and results are expected by May 2009. 10% of the schools were selected from each block/urban area, with maximum of 100 schools from each district. The objectives of the study include:

- 1) To study the achievement of students in Language, Mathematics and Environmental studies for all grades of elementary schooling.
- 2) To analyze social category, area and gender wise achievement of students - in all 37 educational districts of the State.
- 3) To achieve information on essential competencies and test items on which the performance is poor.
- 4) To examine how the school characteristics, teachers' variables and home background are related to achievement.
- 5) To provide feedback to administrators, teacher educators, teachers and other user groups on the learning outcomes for getting suggestive measures to be adopted for improvement (which skills, knowledge, competency, understanding, interest and attitude need to be strengthened)

- 6) To know the status of achievements comparing with different Achievement Survey (BAS, MAS, TAS, Diagnostic Study and NCERT Studies) carried out at different stages of programme to scale the learners' achievement.

Subject	Grade				
	I	II	III	IV	V
Language	74.27	74.19	72.71	69.8	61.28
Mathematics	77.88	76.46	74.22	64.23	60.58
EVS			77.34	68.65	62.55



A cursory look at the above table and graph made it clear that grade I learners of all 37 districts in both language and mathematics showed consistent performance. However, performance in mathematics was found relatively better. Not any district has secured less than 67 percent (Saharsa) in language and 70 percent (Madhubani) in mathematics. The state mean percentage in language and mathematics centered around 74 and 78 respectively.

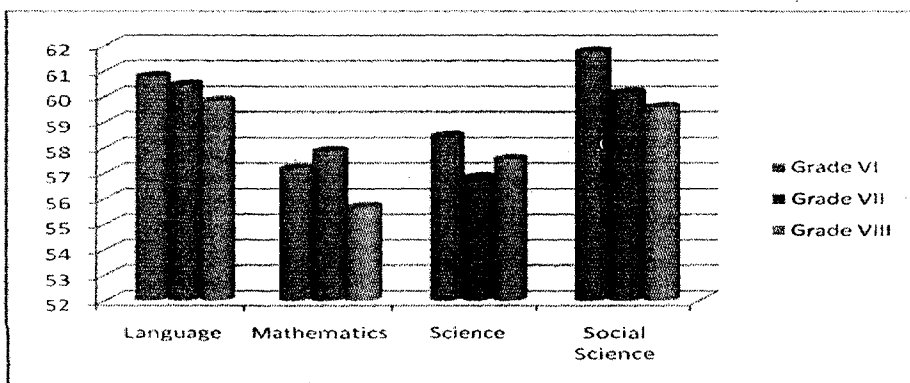
The overall mean percentage of achievement in language and mathematics of grade II learners was 74 and 76 respectively. All districts secured not less than 70 percent marks in both the subjects.

An overall achievement of grade III learners in language and mathematics was found 73 and 74 percent respectively. In case of EVS they secured 77 percent marks which were more in core subjects (language and maths). In language Aurangabad scored about 65 percent whiiwan in mathematics secured 64 percent. The remaining districts, by and large, showed consistent performance in all three subjects. Munger followed by Rohtas districts had secured 80 percent in EVS.

There existed a declining trend in mean percentage of grade IV learners in comparison to grade III. An overall achievement in language, mathematics and EVS was recorded 70, 64 and 69 percent respectively. Mean percentage in mathematics was less than what they scored in language. District like Madhepura has less than 60 percent whereas, learners in Sheohar secured around 70 percent marks in mathematics.

At the terminal level of primary graduate cycle the performance of grade V got declined as compared to grade IV. Mean percentage in both core subjects (language and maths) did not exceed more than 61 percent. Of them Nalanda and Saharsa secured only 54 and 56 percent in language whereas Nawada and Siwan scored 49 and 52 percent marks in mathematics. However, performance in EVS was marginally better (63 percent) with an exception of Madhepura which scored 55 percent marks in EVS.

Subject	Grade		
	VI	VII	VIII
Language	60.77	60.45	59.81
Mathematics	57.16	57.86	55.66
Science	58.44	56.82	57.54
Social Science	61.75	60.14	59.57



Learners of grade VI in all districts could achieve around 61 percent marks in language and 57 percent in urangabad were found mathematics. Similarly, they secured 58 and 62 percent in science and social science. Nawada and Aurangabad were found lowest performers (57 percent) in language whereas, Aurangabad and Saran scored less in mathematics (52 percent). Of all districts only 17 districts could achieve about 60 percent in science. This was not true in case of social science.

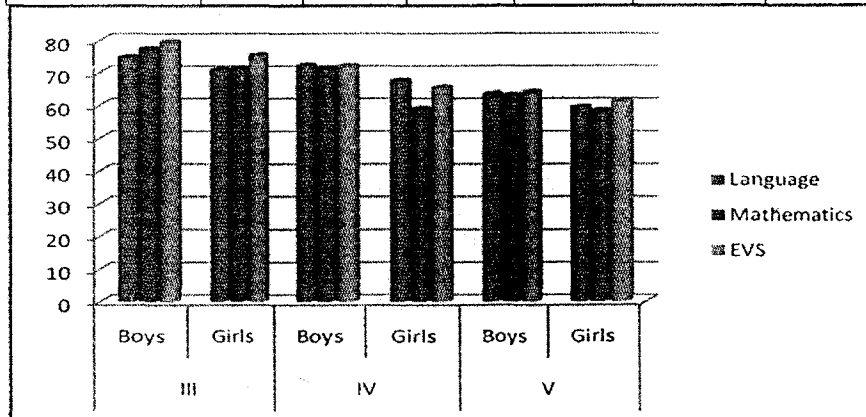
The trend of performance of grade VII was more or less similar to grade VI. Performers could secure 60 and 58 percent marks in language and mathematics respectively. Districts like Saran, East Champaran and Madhepura could not bag more than 57 percent marks in language. In mathematics only 10 districts could achieve around 60 percent. Saharsa and Supaul scored 51 and 54 percent in maths. In science only Vaishali and Bhojpur could achieve around 60 percent marks whereas other other districts scored less than 60 percent. Performance in social science was relatively better. Baring few all districts scored more than 60 percent marks.

Mean percentage of achievement of grade VIII in language and mathematics centered on 60 and 56 respectively. An overall achievement in science and social science was found 57 and 60 percent. A few districts like Sheohar, Sitamarhi, Munger and Darbhanga had 63 percent in language. In mathematics Saharsa followed by Madhubani scored around 51 percent. In science performance of many districts revolved around 50-52 percent. Of them, Saharsa emerged as poor performer (50

percent). In social science all districts achieved around 60 percent other than Madhepura and Nawada (55 and 57 percent respectively).

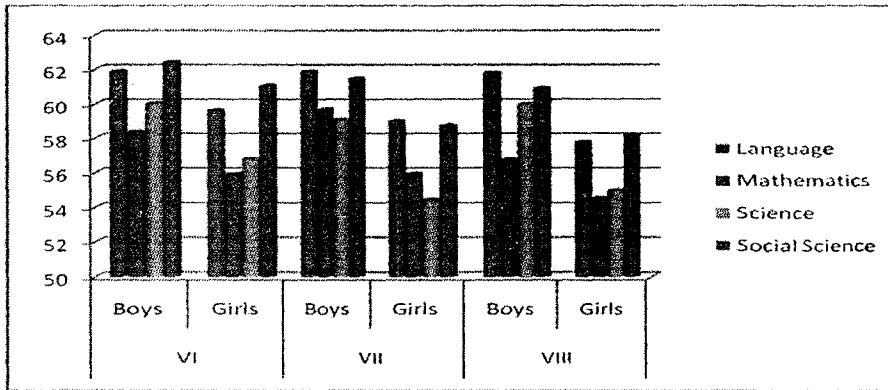
Gender differences in achievement

Subject	III		IV		V	
	Boys	Girls	Boys	Girls	Boys	Girls
Language	74.63	70.75	72.11	67.5	63.3	59.29
Mathematics	77.25	71.19	71.19	58.8	62.93	58.28
EVS	79.39	75.27	71.94	65.3	63.9	61.2



- Girls student scored less than their counterpart
- In comparison to language girl students could achieve more in mathematics in grade I and II.
- However, it was not true in case of grade III, IV and V. They secured less score in mathematics, language and EVS.
- As the grade increased their percentage of scoring in all subjects for primary grade gradually decreased.

Subject	VI		VII		VIII	
	Boys	Girls	Boys	Girls	Boys	Girls
Language	61.89	59.61	61.89	58.98	61.8	57.76
Mathematics	58.36	55.92	59.67	55.93	56.75	54.53
Science	60.03	56.78	59.08	54.44	60.01	54.97
Social Science	62.43	61.06	61.48	58.72	60.9	58.21



e. At the elementary level both boys and girls could score less in all subjects in comparison to primary grade.

f. In science and mathematics both boys and girls could hardly achieve 60 percent

g. at the elementary level of schooling (VI-VIII) learners across gender showed consistent pattern of achievement.

h. There existed a fairly good variation of score within and between districts.

Results captured through Quality Monitoring Formats

Class	Grade	Language				Maths			
		Boys	Girls	SC	ST	Boys	Girls	SC	ST
I	A	6.20	4.91	13.61	9.02	6.61	5.50	13.92	10.32
	B	16.05	14.61	29.89	25.83	16.84	14.74	30.68	30.53
	C	19.14	17.70	37.13	43.04	18.14	16.85	35.30	39.45
	D	8.64	7.98	15.02	15.69	8.64	7.63	16.26	15.90
	E	2.46	2.32	4.34	6.42	2.55	2.50	3.85	3.80
II	A	6.01	4.94	13.69	7.75	6.56	5.24	11.99	8.30
	B	16.30	14.31	27.75	28.77	16.66	14.55	29.46	30.98
	C	19.04	17.24	36.74	44.36	17.47	15.49	36.62	36.91
	D	9.28	8.08	16.72	15.21	10.45	9.16	17.08	19.96
	E	2.43	2.36	5.10	3.90	2.15	2.26	4.85	3.86

Class	Grade	Language				Maths				EVS				S.St			
		Boys	Girls	S	ST	Boys	Girls	S	ST	Boys	Girls	S	ST	Boys	Girls	S	ST
III	A	6.4	5.1	2.0	6.9	6.4	5.8	10.2	7.8	6.8	5.5	11.6	8.0	6.4	5.8	10.2	7.8
	B	16.	13.	6.	29	16.	14.	29	29	16.	14.	33	31	16.	14.	29	29

Class	Grade	Language				Maths				EVS				S.St			
		Boys	Girls	S	ST	Boys	Girls	S	ST	Boys	Girls	S	ST	Boys	Girls	S	ST
		0	7	4	.4	9	2	.8	.5	8	2	.5	.8	9	2	.8	.5
	C	19.4	17.1	86.9	41.1	18.5	16.4	36.9	45.4	16.3	14.1	34.0	42.7	18.5	16.4	36.9	45.4
	D	9.3	8.0	3.6	18.9	9.1	7.9	16.9	12.8	13.1	7.1	16.3	14.2	9.1	7.9	16.9	12.8
	E	2.5	2.4	1.1	3.7	2.4	2.5	6.2	4.4	2.1	4.1	4.6	3.2	2.4	2.5	6.2	4.4
IV	A	6.1	4.7	8.8	7.2	6.5	5.1	10.1	5.1	6.3	5.0	6.0	3.7	5.9	4.4	9.7	7.3
	B	15.8	14.2	29.9	29.7	17.1	14.1	28.6	20.2	16.5	13.8	53.7	57.1	17.9	12.7	29.1	28.3
	C	19.8	16.7	38.1	46.9	19.2	16.3	37.2	62.1	18.8	16.6	25.1	28.3	19.9	16.9	37.8	48.7
	D	9.9	8.1	18.4	13.0	8.8	7.8	18.9	10.0	9.2	8.7	12.2	9.0	10.1	8.5	19.8	13.0
	E	2.4	2.4	4.8	3.2	2.6	2.5	5.2	2.7	2.7	2.4	3.0	1.9	1.7	2.0	3.6	2.6
V	A	6.4	5.0	7.9	5.9	7.0	5.3	10.0	7.1	6.2	4.7	8.2	5.3	5.5	3.9	8.8	8.1
	B	16.9	13.9	25.2	21.2	17.7	14.2	28.7	29.7	16.8	13.5	25.9	22.3	22.1	13.9	30.8	27.6
	C	19.7	16.0	41.2	45.9	19.8	14.3	32.3	24.7	20.3	16.0	39.2	45.5	18.7	14.3	36.8	44.4
	D	9.7	7.2	19.3	18.5	9.5	7.4	22.6	27.5	9.9	7.6	20.4	19.1	10.0	8.0	19.4	16.2
	E	3.0	2.1	6.4	8.5	2.6	2.2	6.4	11.0	2.6	2.3	6.4	7.8	1.7	1.9	4.1	3.7

Class	Grade	Language				Maths				EVS				S.St			
		B	G	S	ST	B	G	S	ST	B	G	S	ST	B	G	SC	ST
VI	A	6.5	7.4	8.7	6.8	7.2	5.1	10.0	7.3	6.4	4.5	9.1	7.0	6.3	4.0	8.4	7.1
	B	16.1	13.2	27.1	25.6	17.0	13.2	28.4	25.3	16.3	13.0	27.7	23.9	17.5	13.5	26.4	22.8
	C	18.8	14.9	38.0	44.9	18.9	15.2	37.6	44.5	18.1	15.7	38.2	47.8	19.6	15.5	32.8	45.6
	D	9.9	8.1	21.3	17.6	9.9	8.3	19.1	18.1	10.1	10.6	20.2	16.7	10.7	8.4	18.1	20.9
	E	2.5	2.5	4.9	5.0	2.6	2.6	4.9	4.8	2.7	2.5	4.8	4.6	1.9	2.4	14.3	3.6
	A	6.0	4.5	9.9	8.8	6.4	8.2	10.8	8.5	6.2	4.4	10.6	6.2	6.4	4.3	9.8	6.2

Class	Grade	Language				Maths				EVS				S.St			
		B	G	SC	ST	B	G	SC	ST	B	G	SC	ST	B	G	SC	ST
				8	3			.7			7	.1		0			
VII	B	16.4	15.9	28.7	27.4	16.4	13.2	28.7	25.6	16.5	13.8	27.7	22.3	16.8	14.0	30.2	22.8
	C	19.3	15.1	36.0	40.1	18.8	14.8	35.5	41.4	19.1	15.5	35.0	36.5	18.7	15.1	34.4	47.1
	D	9.7	8.2	20.4	19.5	9.6	7.9	20.0	19.8	9.3	8.1	20.9	30.4	11.0	9.4	21.4	20.9
	E	2.5	2.4	5.1	4.7	2.3	2.3	5.0	4.8	3.8	3.0	6.2	4.6	2.1	2.6	4.2	3.0
	A	6.8	4.9	11.3	7.3	7.0	7.6	11.2	7.5	6.9	5.0	10.5	8.1	6.7	4.5	11.3	8.1
VII I	B	15.7	13.5	28.3	22.5	16.9	13.3	29.0	24.4	17.6	14.0	29.5	25.8	20.1	14.4	29.7	23.8
	C	19.6	16.5	35.7	46.6	17.9	14.2	34.8	42.2	18.7	14.4	33.3	44.1	16.9	14.1	34.0	45.1
	D	9.9	8.1	19.8	20.0	9.9	8.0	19.4	21.5	9.4	7.9	20.7	17.4	9.9	8.4	20.0	18.6
	E	2.7	2.4	4.9	3.6	2.5	2.5	5.6	4.4	3.4	2.8	5.9	4.6	2.2	2.7	5.1	4.4

% of students in D and E categories

Class	Grade	Language			Maths			EVS			S.ST.		
		Total	SC	ST	Total	SC	ST	Total	SC	ST	Total	SC	ST
I	D	16.62	15.02	15.69	16.27	16.26	15.90						
	E	4.77	4.34	6.42	5.05	3.85	3.80						
II	D	17.37	16.72	15.21	19.62	17.08	19.96						
	E	4.79	5.10	3.90	4.42	4.85	3.86						
III	D	17.31	3.6	18.9	17.01	16.9	12.8	20.1	16.3	14.2	17.0	16.9	12.8
	E	4.91	1.1	3.7	4.86	6.2	4.4	6.25	4.6	3.2	4.9	6.2	4.4
IV	D	18.00	18.4	13.0	16.61	18.9	10.0	17.8	12.2	9.0	18.6	19.8	13.0
	E	4.79	4.8	3.2	5.08	5.2	2.7	5.08	3.0	1.9	3.7	3.6	2.6
V	D	16.89	19.3	18.5	16.92	22.6	27.5	17.6	20.4	19.1	18.0	19.4	16.2
	E	5.16	6.4	8.5	4.72	6.4	11.0	4.86	6.4	7.8	3.5	4.1	3.7
VI	D	18.09	21.3	17.6	18.15	19.1	18.1	20.7	20.2	16.7	19.2	18.1	20.9

Classes	Grade	Language			Maths			EVS			S.ST.		
		Total	SC	ST	Total	SC	ST	Total	SC	ST	Total	SC	ST
	E	4.98	4.9	5.0	5.16	4.9	4.8	5.25	4.8	4.6	4.4	14.3	3.6
VII	D	17.84	20.4	19.5	17.51	20.0	19.8	17.4	20.9	30.4	20.4	21.4	20.9
	E	4.94	5.1	4.7	4.63	5.0	4.8	6.83	6.2	4.6	4.6	4.2	3.0
VIII	D	17.98	19.8	20.0	17.96	19.4	21.5	17.3	20.7	17.4	18.3	20.0	18.6
	E	5.07	4.9	3.6	5.01	5.6	4.4	6.12	5.9	4.6	5.0	5.1	4.4

Clearly, the achievement levels of students are low. For example, approximately 20% of students have scored below 50% (D and E categories) at primary level in both Language and Maths. Similarly at upper primary level, this figure increases to approximately 23-24% of students who are not able to score higher than 50% in language, maths and EVS. This is more clearly reflected in the table below.

ii. Feedback from DISE

The Department also utilizes the DISE data that provides information about the proportion of students to score more than 60% marks in class V or class VIII in State / districts. This indicator, however, does not offer comparability across districts.

Learning achievement as per DISE

DISE Year	refer.	Class V				Class VIII			
		Passed		Passed with >60%		Passed		Passed with >60%	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
DISE 2003 - 04		96.62	96.41	30.49	29.73	96.90	96.16	21.87	22.67
DISE 2004 - 05		96.60	96.55	35.69	35.23	96.07	96.36	22.61	23.70
DISE 2005 - 06		93.66	93.39	34.81	34.70	93.44	94.02	20.65	21.25
DISE 2006 - 07		96.25	95.53	37.27	37.57	97.08	96.99	22.06	23.79
DISE 2007 - 08		96.48	96.38	38.60	33.58	97.30	95.97	33.58	35.33
DISE 2008 - 09		96.83	96.64	40.44	40.43	97.54	96.62	35.50	34.32

DISE results have shown a decline over the last few years in percentage of students scoring above 60% marks in Class V level. While this figure has increased slightly at Class VIII level, the

achievement is still very low. The data reveals that in 2008-09, about 60% of students were unable to score above 60% marks in Class V, and about 65% were unable to score above 60% marks in Class VIII. This is a matter of concern.

iii. Findings of NCERT study on learning achievement (BAS and MAS)

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

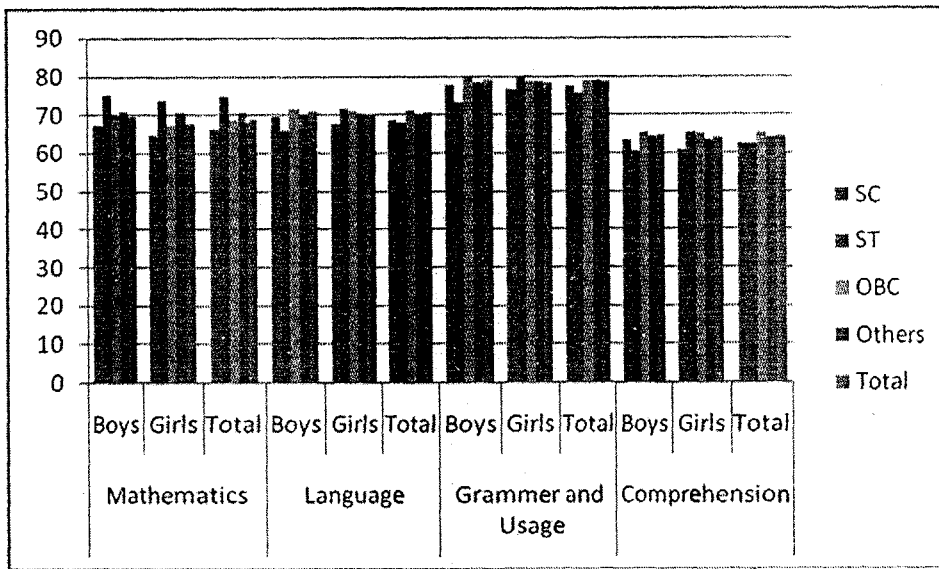
	Language		Maths		EVS		Social Science	
	Round I	Round II	Round I	Round II	Round I	Round II	Round I	Round II
Class III		68		67	--	--	--	--
<i>National Average</i>	63.12	67	58.25	60	-	-	-	-
Class V	65.22		62.62		65.97			
<i>National Average</i>	58.57	60.31	46.51	48.46	50.30	52.19	-	-
Class VIII		64.84		57.98		54.14		55.32
<i>National Average</i>	52.45	56.13	38.47	41.50	40.54	41.75	45	46.94

Source : NCERT's BAS and MAS

Since the NCERT Survey Rounds I and II have not be conducted in a consistent manner in the State of Bihar, it is not possible to compare the increases in learning achievement levels from Round I to Round II. However the available data indicates that while the achievement in Class III and VIII have been higher than the national average, it stills requires further improvement.

Table concerning mid-term achievement test conducted for class III children in Bihar

Category	Mathematics			Language			Grammer and Usage			Comprehension		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
SC	67.29	64.66	66.17	69.53	67.56	68.69	77.72	76.58	77.23	63.38	60.79	62.28
ST	75.07	73.81	74.59	65.81	71.59	68.02	73.1	80	75.74	60.34	65.28	62.23
OBC	69.88	67.4	68.7	71.41	70.74	71.09	79.45	78.5	78.99	65.39	64.92	65.16
Others	70.69	70.55	70.62	70.22	70.34	70.28	78.16	78.49	78.83	64.26	63.48	63.87
Total	69.64	67.71	68.72	70.84	70.23	70.55	78.87	78.45	78.67	64.81	64.07	64.46



Learning achievement

State Level Achievements

- Overall, mean achievement in Mathematics was 68.72% and for language, it was 70.55%.
- Overall, mean achievement in Grammar & Usage was 78.67% and for Reading Comprehension, it was 64.46%
- Rural children scored better in mathematics and urban children in language
- Category wise, ST children scored better in Mathematics and OBC children in Language
- Urban children scored better in both Grammar and Usage and Reading Comprehension
- Categorywise, OBC children scored better in both Grammar and Usage and Reading Comprehension

2. Level of Achievement in Mathematics and Language

- Nearly 13% children in Mathematics and 20% children in Reading Comprehension scored less than 40% marks
- In Language, 37% children scored more than 80% marks and nearly 10% scored less than 40% marks
- About 52% children in Grammar & Usage scored more than 80% marks and in mathematics, it was 34%
- The percentage of low performers was less in language as compared to mathematics

iv. ASER Findings

The survey carried out by *Pratham* called ASER 2009 has also brought out the inadequate abilities of students in the primary grades to read and carry out simple mathematical operations.

District	% of children (Std I &II) who CAN READ letters, words or more	% of children (Std I &II) who CAN RECOGNISE NUMBERS 1 to 9 or more	% of children (Std I &II) who CAN READ letters or more in English	% of children (Std III & V) who CAN READ level I (std. I text) or more	% of children (Std III & V) who CAN DO SUBTRACTION or more	% of children (Std III & V) who CAN READ sentences in ENGLISH
Araria	71.1	68.1	39.2	53.3	54.8	10.2
Aurangabad	71.9	71.5	53.4	76	73.8	25.4
Banka	68.1	58.4	33.1	44.5	46.7	10.7
Begusarai	70.5	77.4	48.4	63.5	69.6	25.8
Bhagalpur	67.1	68.8	53.9	64.6	67.3	21.3
Bhojpur	91.9	91	72.2	74	77	27.9
Buxar	79.3	76.1	56	66.9	60.7	14.9
Darbhangha	86.8	84.5	72.1	73.9	74.7	30.3
East Champaran	60.3	59.8	37.3	42.2	40.8	9.3
Gaya	76.3	77.3	56.3	68.7	67.8	30.6
Gopalganj	84.2	89.9	69.7	75.3	79.8	35.7
Jamui	62	59.7	31.7	63	63	22.3
Jahanabad	80.8	82.6	51.9	65.5	63	20.7
Kaimur	89.1	90.7	62.7	79.3	74.5	17.7
Katihar	73.9	73.4	44.1	56.6	60	11.3
Khagaria	85.5	85.7	57.8	76.7	79.3	31.4
Kishanganj	72.5	77.8	46.7	56.6	53	7.3
Lakhisarai	66.1	73	38.7	58.2	71.1	11.3
Madhepura	54.5	59.3	30.7	51.3	57.2	17.6
Madhubani	69.5	69.3	40	69.4	70.2	16.4
Munger	63.7	64.8	40.1	61.4	65	22.3
Muzaffarpur	59.8	62.1	37	52.9	51.8	8
Nalanda	67	70.3	45.2	71.9	73.2	20.5
Nawada	63.9	70.1	41.3	61.5	62.2	21.6
Patna	73	76.2	55.2	62	61.1	27.4

Purnia	77.5	77.8	51.5	59.9	60.7	10.8
Rohtas	94.3	92.8	71.3	71.2	66.7	14.1
Saharsa	73.3	69.9	47.4	53.1	66.9	11.3
Samastipur	60.3	60.1	37.7	50.9	52.3	13.4
Saran	70.6	74	47.2	76.7	81.4	22.8
Shekhpura	80.6	87.1	51.3	79.6	79.9	30.8
Sheohar	63.8	62.9	38.3	57.8	62.9	15.6
Sitamarhi	74.5	71	53.4	63.1	55.5	13.8
Siwan	53.4	56.2	32.2	51.2	48.6	9.2
Supaul	70.9	71.9	45.3	74	80.7	23.3
Vaishali	77.7	82.5	63	57.7	58.3	21
West Champanan	67	74.8	45.9	58.2	69.5	16.3
Total	71.6	72.9	47.8	63.4	65.2	89.9

Year-wise ASER comparison

Year	% of children (Std I & II) who CAN READ letters, words or more	% of children (Std I & II) who CAN RECOGNISE NUMBERS 1 to 9 or more	% of children (Std III & V) who CAN READ level I (std. I text) or more	% of children (Std III & V) who CAN DO SUBTRACTION or more
2009	71.6	72.9	63.4	65.2
2008	68.2	70	67.7	62.2
2007	74.7	72.1	53	68.8
2006	70.1	56	70.6	72.4

Learning difficulties identified in different subjects where children score low and need more academic support:

Although State has not identified common learning difficulties faced by students in each subject, some indications can be drawn on the basis of different surveys conducted by different sources mentioned above.

- ASER survey found that reading competency of children at the primary level was poor.
- Children not aware of numbers at grade I and II are 28.1 percent.
- ASER report indicates that more than 35 percent of children are not able to do subtraction at grade III-V level.
- NCERT mid- term study of grade III found Children performed better on items based on time and found fraction a little more difficult as compared to other competencies
- Children performed better in the items of Mathematics when there was no statement integrated to the item

- In Language, children performed reasonably well in spelling and found items based on close difficult as compared to other competencies
- SCERT learning survey indicated better learning level for children of grade I-III. But from grade IV onwards situation seems to be reversed.
- About 30-37 percent children scored less than 59 percent marks in Mathematics and EVS in grade IV and V.
- At upper primary level children scored better in social science but in language, maths and EVS subject's 40-60 percent children scored less than 59 percent marks.

Once these factors are carefully analysed at different levels, then the Pedagogy Teams at different levels should use all existing inputs and processes in order to strengthen each intervening variable and address each factor in a systematic way. For example, they can focus training programs on these specific competencies, help teachers design appropriate TLMs for these, demonstrate innovative teaching methods that can help students better understand those concepts, develop additional resource material and learning kits for teachers and students for those topics, use the ongoing support through BRC/CRCs for addressing these learning difficulties, and track children's improvement in these competencies in a systematic manner.

The State will gear up in this mode to strengthen its pedagogical interventions in an integrated and focused manner. At present an average teacher may not be able to do much except repeating the ongoing teaching learning processes in a more rigorous manner, which may not be sufficient for bringing in changes in the understanding and learning achievement of students in different classes. Instead, if analysis of learning surveys can identify what factors led to students' poor performance in specific competencies, and adequate support is provided to teachers to help them address these factors, this can lead to improved performance for teachers and students.

Major Factors affecting Learning Achievement (home, school, teacher, TLMs, training, pedagogy, assessment, remedial...):

An attempt was made to map out a profile of learners studying in schools. The survey done by SCERT mainly focused on educational background of father and mother, their occupational status, assistance from other source while studying, teaching learning process, various inputs received during the survey, etc.

1. Educational Status of Parents
 - Nearly 54 percent fathers of the learners were literate. Only 5 percent of them were graduate.
 - In case of mother 72 percent were illiterate of them.
 - The distribution of school education did not go beyond 5 percent.
2. Occupational Status of Parents
 - About 64 percent were labourers
 - Only 7 percent were found skilled labourers
 - Looking at the occupational status of the mother it was noted that more than 90 percent were housewives doing domestic work
 - About 4 percent were found unskilled labourers
3. Assistance from other source in studying
 - Nearly 76 percent learners admitted that they sought assistance in studying from others
 - 45 percent learners approached any coaching or tuition centre

- 86 percent of them admitted that they used to follow time table in their schools
4. Teaching-Learning Process
- Learners were frequently asked to engage classes for the time being (83 percent). During this period teachers either sat in the classroom or left the classroom after giving the instruction to them.
 - Learners had more choice of language than mathematics.
 - Only 9 percent learners had a choice of science.
5. Inputs received by Students
- Most of the respondents admitted that they were getting the cooked mid-day meal (84 percent)
 - 20 percent learners received school. There existed districtwise variation in school uniform distribution. Kishanganj, for instance, had 50 percent school uniform while hardly 7 percent learners in Araria could receive it.
 - More than 80 percent learners had text books and got progress report after examination.

9. Learning Assessment Systems

Learning assessment system

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

State has decided to follow continuous and comprehensive system of evaluation in the State. BCF-08 and syllabus also elaborates about the assessment system of children which is in the pattern of continuous and comprehensive evaluation. RTE also made provisions to implement CCE in the Schools.

A team was constituted and members had visited Uttaranchal State to see the progress made by them in the field of continuous and comprehensive evaluation.

In the first step in this direction, State has instructed to make child profile of each student in the School. State is aware that this child profile will have both cognitive and non-cognitive aspects of every enrolled children.

The present system of two exams (half yearly and final) children is not being evaluated on the basis of their competence and generally has threatening effect on children. In the first step teachers and Headmasters were being briefed about the continuous and comprehensive evaluation. Training

Module Bodhi samvad (Bhag-1) has an element of CCE and teachers are being briefed about the CCE in the training.

Need is felt to develop tools of learning indicators for all classes for every subjects. State had planned the workshop in the month of February but due to the workshop of RTE the same has been postponed. The State will organize the workshop on developing learning indicators on the line of NCERT in the month of May 09. Same workshop will discuss on the implementation of CCE in the schools.

State has also decided to adapt the Source books developed by NCERT. The source book will be translated in Hindi and then adaptation will be done by the State keeping in view of BCF-08 and RTE provisions.

Continuous & Comprehensive Evaluation (CCE) and School Grading System (SGS)

Continuous and comprehensive evaluation refers to a particular process of evaluation which is school based and aims at all round development of the student. This process includes continuity of testing with reasonable intervals and covering different aspects of curricular and co-curricular areas so as to help the students. In 2006-07, State authorities were decided to organize decentralize the annual evaluation system completely at Cluster Resource Center (CRC) Level. Accordingly CRCs were responsible for setting of question papers and fixing of modalities.

Continuous and comprehensive evaluation system will be introduced in all districts from the academic year 2010-11. The main objectives of CCE are as follows:-

- To make evaluation an integral part of teaching-learning process.
- To use evaluation for improvement of students achievement through diagnosis and remediation.
- To make sound judgment and take timely decisions for learner's growth, learning process, learning pace learning environment.
- To maintain desired standard of attainment.
- To provide scope for self-evaluation

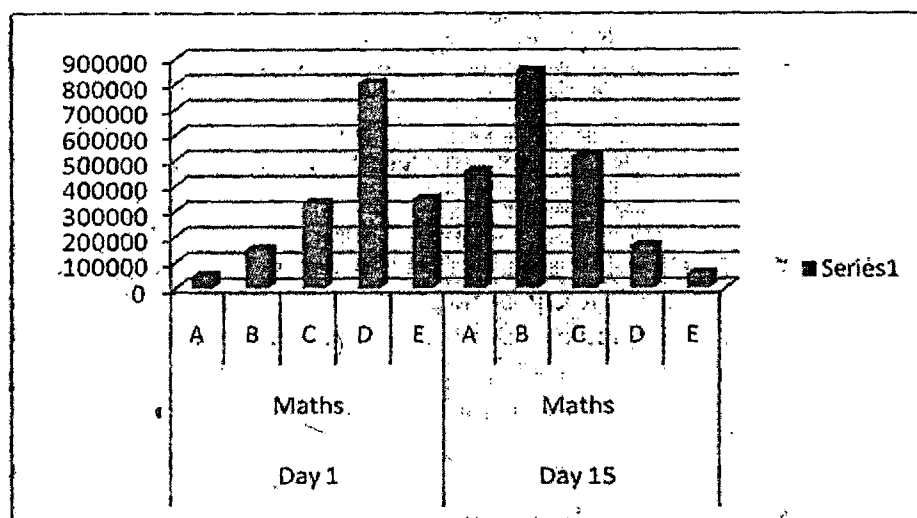
Competency based continuous and comprehensive evaluation of learner's will be conducted for class I-VIII. The results obtained by the schools annually will be compared block wise, district wise, caste category and gender wise.

Remedial teaching:

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

No. of Schools	No. of Children covered	Day 1					Day 15				
		Language					Language				
		A	B	C	D	E	A	B	C	D	E
68719	1877082	53556	124392	279984	860892	367626	464364	908334	476370	158706	37554

No. of Schools	No. of Children covered	Day 1					Day 15			
		Maths					Maths			
		A	B	C	D	E	A	B	C	D
68719	1877082	44898	148800	329946	804438	345492	455724	851454	516588	163038



- Plan for age appropriate training in school is mentioned in AIE section of the Plan

10. Minimum Enabling Conditions

10.1. Teacher Recruitment and Deployment systems

Information on Teachers (as on Dec end 2009)

	Sanctioned Post			Working			Vacancies		
	By State	Under SSA	Total	By State	Under SSA	Total	By State	Under SSA	Total
PS	205965	260841	466806	149561	157713	307274	56404	103128	159532
UPS	-	-	-	-	-	-	-	-	-

The selection process got delayed due to Supreme Court intervention. Now the court has cleared the list of 35000 trained candidates which government has agreed with some amendments in the recruitment rules.

Out of 92512 vacancies under SSA indicated above, 45006 are upper primary posts including HMs and graduate trained teachers. Recruitment of these teachers have not been completed because these are promotional posts, and after the High Court ruling State has given instruction to district to expediate the process of promotion of teachers. This process may be completed by June 2010.

Of the remaining , 6588 teachers are for new primary school sanctioned in 2007-08 and 2009-10. 40928 are additional teachers sanctioned to reduce the PTR to 40:1.

Out of the 51074 teacher vacancies from the State quota, 32494 will be filled this year. The remaining 18580 will be surrendered and new posts will be created if required

Present Recruitment policy of the State is to recruit teachers through decentralized process against vacancies:.

- Panchayat recruit teachers for primary schools in their respective panchayats
- Block Development Committee recruit teachers for upper primary schools
- Town panchayats and Municipal corporation recruit teachers under their jurisdiction

Minimum qualification laid down for the appointment are:

- At least 2nd division in Intermediate or +2 level
- Trained and if trained persons are not available then untrained are considered

Salary scales for teachers of different categories/ levels:

- Presently 5000 Rs. Per month is given to trained and 4000 Rs. is given to untrained teachers. 10% increment is provided to those who have qualified departmental exam conducted centrally by SCERT

Teachers' terms and service conditions:

- After initial probation teachers are considered as permanent

Mechanisms for redressal of grievances:

- Appellate authority at the district level has been created to redressal of teachers' problem related to their recruitment
- Under RTI it is being considered to make forums of redressal at different level.

Information on PTR

Number of schools in respect of PTR						State PTR
>40	>50	>60	>70	>80	>100	
10172	10796	11079	6389	9966	-	60.5

Districts with higher PTR:

S.No	Name of District	Sanctioned Posts			Working			PTR w.r.t. Sanctioned Posts	PTR w.r.t. Working Posts
		State	Under SSA	Total	State	Under SSA	Total		
1	2	3	4	5	6	7	8	9	10
1	Bhojpur	5776	7435	13211	3520	4096	7616	44.77	77.67
2	Banka	4705	4700	9405	2873	2044	4917	37.09	70.95
3	Nalanda	8199	4123	12322	5077	1436	6513	37.30	70.58
4	Nawada	3575	7195	10770	2988	3120	6108	39.35	69.38
5	Rohtas	5738	7175	12913	3315	4628	7943	41.00	66.66
6	Gaya	6152	10757	16909	3764	7681	11445	44.88	66.30
7	Patna (Rural)	9974	6432	16406	7066	2148	9214	37.13	66.10
8	Samastipur	6138	10703	16841	5115	7403	12518	49.04	65.98
9	Muzaffarpur	7411	12028	19439	5396	7822	13218	44.72	65.77
10	Munger	3232	2311	5543	2424	1213	3637	43.12	65.72
11	Sitamarhi	5993	9289	15282	4791	4225	9016	38.41	65.11
12	East Champaran	8910	13906	22816	6806	7413	14219	40.57	65.10
13	Purnea	4883	7826	12709	4160	4272	8432	42.86	64.60
14	Sheikhpura	1333	1878	3211	921	904	1825	36.21	63.71
15	Jamui	3154	6485	9639	2345	2900	5245	34.65	63.69
16	Bhagalpur	5536	7294	12830	4561	3538	8099	40.07	63.48
17	Aurangabad	5097	6620	11717	3691	3894	7585	40.89	63.17
18	Begusarai	5461	8313	13774	4252	5316	9568	43.67	62.87
19	West Champaran	7943	8701	16644	5340	5175	10515	39.14	61.95
20	Gopalganj	5490	7770	13260	2881	5558	8439	38.91	61.13
21	Araria	4482	7752	12234	3750	4229	7979	39.83	61.08
22	Madhepura	4718	5778	10496	3728	3499	7227	41.03	59.58
23	Kaimur	3203	5216	8419	1776	3864	5640	39.62	59.15
24	Sheohar	1487	2117	3604	1165	818	1983	32.52	59.09

S.No	Name of District	Sanctioned Posts			Working			PTR w.r.t. Sanctioned Posts	PTR w.r.t. Working Posts
		State	Under SSA	Total	State	Under SSA	Total		
		25	Darbhanga	7982	8411	16393	5589		
26	Supaul	4410	5722	10132	3345	3700	7045	40.00	57.53
27	Khagaria	4121	3387	7508	3282	2154	5436	40.80	56.36
28	Madhubani	9048	11775	20823	7042	7532	14574	39.38	56.27
29	Vaishali	6473	9873	16346	5711	6022	11733	39.26	54.70
30	Buxar	3205	4853	8058	2351	3244	5595	37.06	53.38
31	Kishanganj	4745	3882	8627	2983	2819	5802	35.65	53.00
32	Siwan	6912	9700	16612	5622	6059	11681	37.23	52.94
33	Arwal	1621	1777	3398	1245	1302	2547	39.40	52.56
34	Jehanabad	2648	2702	5350	2157	1908	4065	39.80	52.38
35	Saran	8909	10362	19271	5200	8222	13422	35.89	51.53
36	Katihar	7208	7704	14912	5891	4347	10238	35.35	51.50
37	Saharsa	5578	5460	11038	3544	4414	7958	33.68	46.71
38	Lakhisarai	2183	3161	5344	1728	2467	4195	34.30	43.70
39	Patna (Urban)	2332	268	2600	2166	0	2166	29.25	35.11
Total		20596	26084	46680	14956	15771	30727	39.82	60.50
		5	1	6	1	3	4		

Presently State does not have the policy to recruit subject specific teachers. The qualified teachers are being promoted against the vacant position at the upper primary level. As it is already mentioned above those vacancies at the upper primary level could not be filled up due to High Court intervention. Now after the clearance from the Court process has been initiated to fill up the vacancies through promotion.

Steps for rationalization:

State has given clear guidelines for districts to complete rationalization of teachers before advertisement of the posts. Most of the districts have completed the process of rationalization. In some districts the district has yet to complete the process. To make teacher posting and transfer more transparent and meaningful State has formulated a policy whereby teachers can be posted as per their will depending upon the existence of vacancies.

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

The State has 23946 upper primary schools. Out of these, 15002 UP schools have been created under SSA. At present these SSA schools do have HMS or science and maths trained teachers. Recruitment of these teachers have not been completed because these are promotional posts, and State is awaiting decision by High Court. SSA has proposed to the State government that these posts may be filled up on temporary basis through deputation of qualified trained teachers (science and maths graduates) working on matric trained scale. This decision has yet to be taken by the

State. For the approximately 9000 UP schools pre-existing in the State before SSA, only approximately 2200 schools have science and maths trained teachers.

State has a recruitment policy which cannot allow direct recruitment of trained teachers against the post of HMs and trained teachers. These are promotional post. So these posts can be filled through promotion only.

7.2 Teacher and student attendance

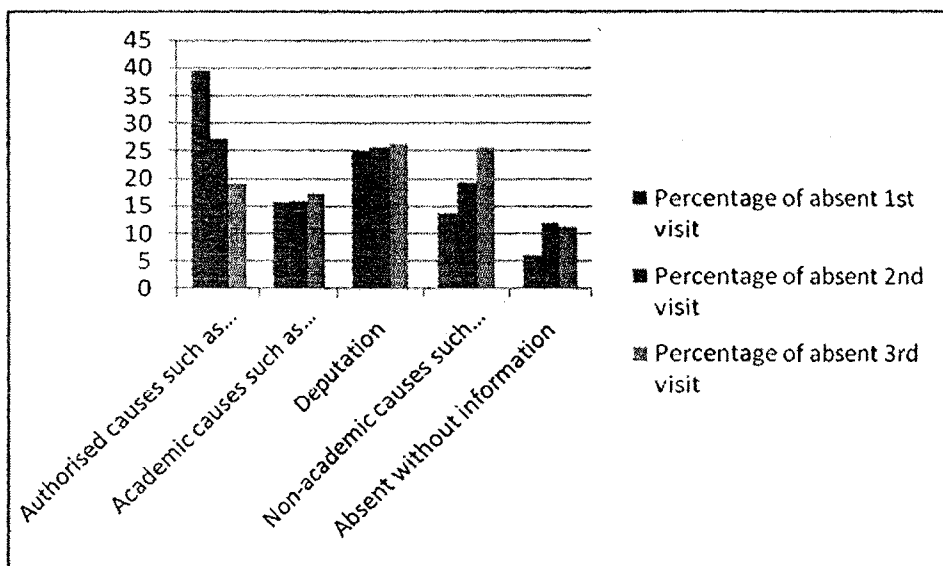
Report on Teacher and Student Absenteeism under SSA in Bihar

The main objective of this study were:

- (1) To assess the number and percentage of teacher days lost due to teachers remaining absent from schools
- (2) To find out the average number of teachers present on a typical working day in relation to the number of teachers posted in school and number of teachers required according to norms.
- (3) To find out the difference between absence rate of male and female teachers, regular teachers and panchayats/prakhand/nagar teachers, primary and upper primary, teachers and teacher belonging to different social groups in primary and upper primary school.
- (4) To know the dynamics of students and teachers absenteeism and reasons behind it
- (5) To assess the effects of socio economic, socio cultural and seasonal factors barriers on student absenteeism
- (6) To know the impact of school infrastructure, availability of adequate number of teachers, female teachers, physical and geographical barriers on student absenteeism
- (7) To know the instruction hours available to learners per day/per month/year

Causes of Absenteeism	Percentage of absent 1 st visit	Percentage of absent 2nd visit	Percentage of absent 3rd visit
Authorised causes such as CL/ML/MAL/SPL	39.5	27.21	19.19
Academic causes such as meetings/training/exam duty	15.7	15.94	17.39
Deputation	24.96	25.65	26.41
Non-academic causes such as BPL/Voter list/Mid-day meal	13.72	19.24	25.73
Absent without information	6.12	11.96	11.28
Total percentage	100	100	100

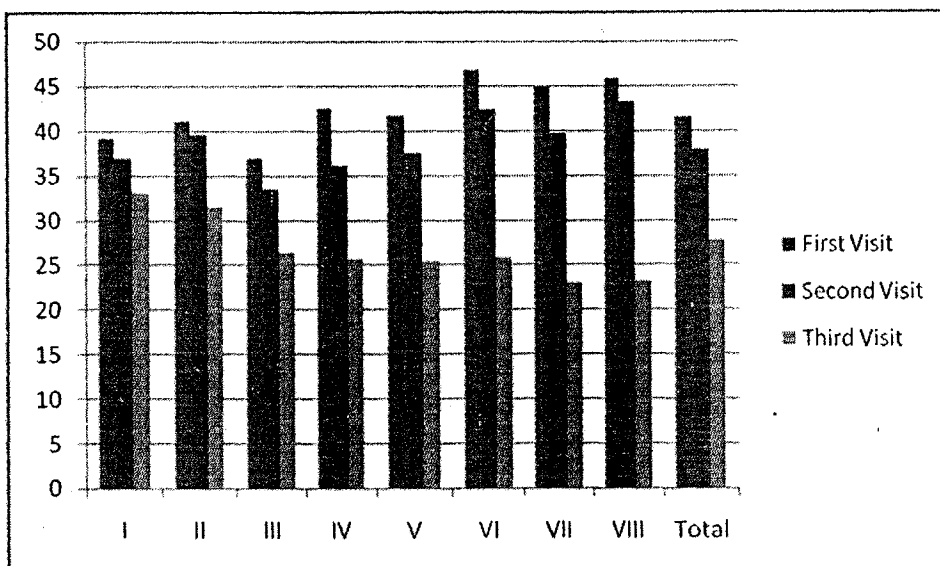
202



The above table indicates the decreasing trend in rate of absenteeism for authorized causes during the three visits while there had been an increasing trend in case of other causes. It clearly indicates that due to the fear of inspection teachers started being absent for other causes.

Total Absenteeism at class level (in percent)

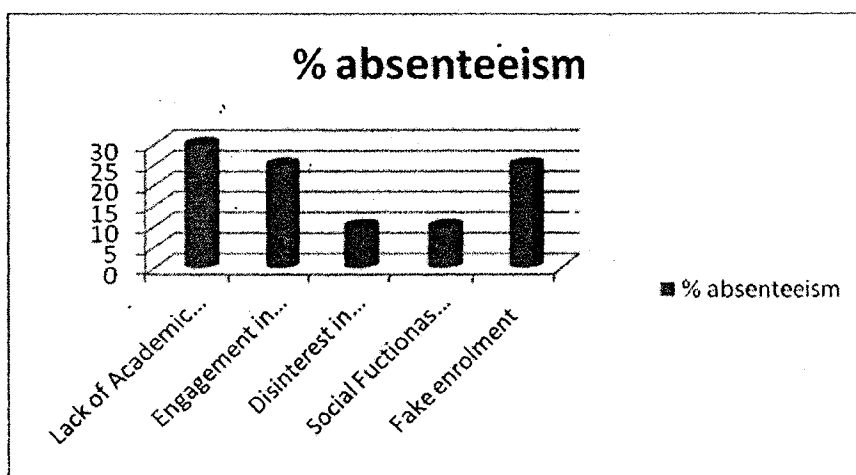
Class	First Visit	Second Visit	Third Visit
I	39.16	36.9	33.02
II	41.15	39.53	31.52
III	36.97	33.38	26.26
IV	42.47	36.12	25.67
V	41.67	37.48	25.4
VI	46.79	42.4	25.83
VII	44.88	39.63	22.95
VIII	45.88	43.12	23.12
Total	41.49	37.93	27.75



Graph above indicates 41.49%, 37.93 and 27.75% were found absent in three consecutive visits.

Thus in all cases it was found that during first visit, percentage rate of absenteeism was high and consequently it has decreased during second visit. During third visit percentage rate of absenteeism was found lowest in respect of both two consecutive visits.

Sl. No.	Reasons for absenteeism	% absenteeism
1	Lack of Academic Atmosphere	30
2	Engagement in Agriculture work	25
3	Disinterest in Education	10
4	Social Functions and Personal illness	10
5	Fake enrolment	25



So far as the rate absenteeism of students for specific causes is concerned, it has been drawn on the basis of personal observations of the research team. At first, it was observed that 25% student's enrollment was fake especially in class one to three. 30% students were found absent due to the lack of academic atmosphere in schools. About 25% students were found absent due to their engagement in agricultural work. 10% student never goes to school due to their disinterest in education. Rest 10% student were found absent due to the social functions and personal illness etc.

7.3 Grants: timely delivery and effective utilization

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

S.No.	Activity	2009-2010						Total Proposal 2010-2011	
		Target		Anticipated Achievement as on 31.03.2010					
		Phy.	Fin	Phy.	Fin.	Phy. (%)	Fin.(%)	Phy.	Fin.
1	Teachers Grant								
1.1	Primary Teachers	178810	894.050	162543	852.230	90.90%	95.32%	166104	830.520
1.2	Upper Primary Teachers	147714	738.570	129237	678.925	87.49%	91.92%	154447	772.235
	Sub Total	326524	1632.620	291780	1531.155	89.36%	93.79%	320551	1602.755
2	Teaching Learning Equipment								
2.1	TLE - New Primary	0	540.820	0	112.300		20.76%	1214	605.020
2.2	TLE - New Upper Primary	3192.27	2735.000	2666	1653.500	83.51%	60.46%	4666	3206.500
2.3	UPS not covered under OBB	8	4.000	8	4.000	0.00%	0.00%	310	155.000
	Sub Total	3200	3279.820	2674	1769.800	83.56%	53.96%	6190	3966.520
3	School Grant								
3.1	Primary School	70371	3518.550	61041	3297.832	86.74%	93.73%	65689	3284.850
3.2	Upper Primary School	25681	1797.670	21546	1611.427	83.90%	89.64%	28090	1966.300
	Sub Total	96052	5316.220	82587	4909.259	85.98%	92.34%	93779	5251.150

Effective utilization of Grants

	Teacher Grant	School Grant	TLE Grant
Date of distribution and reaching to school in 2009-10	June-September	June-September	Only after completion of building in case of PS and after the up-gradation at the UPS
Issues related to timely distribution	Non-availability of utilization certificate	Non-availability of utilization certificate	Non-completion of building at the PS level
Mechanisms to ensure	Collection of	Collection of	Cheque distribution to

timely distribution	utilization by organizing school melas at the block level	utilization by organizing school melas at the block level	schools
Whether guidelines have been issued regarding utilization	Yes	Yes	Yes
What the grant was utilised for in 2009-10	Yes	Yes	Yes
Feedback on effective use of grants in 2009-10; issues identified	Books and other teaching aid Monitoring needed	Beautification of school building and procurement of teaching aids.	Things are procured Better monitoring required
What the grant will be utilised for in 2010-11	Books and other teaching aid	Beautification of school building and procurement of teaching aids.	Same as above
Mechanisms to ensure effective use of grants	Effective monitoring and use of TLMs in class room	Effective monitoring by the Community	Effective monitoring by the Community

Requirement of Teachers and the financial implications worked out in the context of Bihar is given below:

(1) Number of Teachers (Recurring)									
S.No	Item	Estimated No. of Children	Entitlement of Teachers	Teachers in Position (Govt.+Govt.Aided)	Net Requirement of Teachers	Teachers Category	Phy. Unit	Unit Cost (in Lacs)	Pe
(a)	Primary (For first class to fifth class)	14472796	407162	T of 326524	304516	Head Master/ Graduate Trained Teacher.	77043	0.35000	12 n
(b)	Upper Primary (For sixth class to eight class)	6038044	223878			Regular Teacher including Aided School	105829	0.25000	12 n
						Panchayat/ Prakhand/Nagar Shikshak	448168	0.05000	12 n
Total		20510840	631040	326524	304516		631040		

(3) Teacher Training (Recurring)							
S.No.	Item	Total	Trained/ Functional	Untrained	Descriptions	Phy. Unit	Unit (in L)
(a)	Training of recruited untrained Teacher	326524	313721	12803	For recruited untrained Panchayat/Prakhand/Nagar Shikshak	12803	0.0
(b)	Training for newly recruit untrained teacher	304516	182710	121806	For newly recruit untrained Panchayat/Prakhand/Nagar Shikshak	121806	0.0
(c)	Induction training for Newly Recruit Trained Teachers	182710	0	182710	For newly recruit trained Panchayat/Prakhand/Nagar Shikshak	182710	0.0
(d)	In-service teacher training (10 Days)	631040	0	631040	For all Teacher	631040	0.0
(e)	In-service (10 days at CRC)	631040	0	631040	For all Teacher	631040	0.0
(f)	Cost of revival of DIET/PTEC	62	12	50	Per DIET/PTEC	50	200.0
Total							

Number of working days and working hours

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

	Item	RTE Requirement	Present status	Steps to be taken to meet RTE requirement	How will this be monitored?
	in a year		200-240 days	RTE	officials
2.	Number of instructional hours in a year	<ul style="list-style-type: none"> • 800 for Pry. • 1000 for Up. Pry. 	Not mentioned	State has to notify RTE	VSS and education officials
3.	Number of working hours per week	45 teaching hours per teacher per week, including preparation hours	33 hours in week. Preparatory hours not mentioned	State has to notify RTE	VSS and education officials
4.	No. of days involved in non-educational activities	No teacher deployed for non-educational purpose except census, disaster relief, or election duty	Varies school to school	State has to notify RTE	VSS and education officials
5.	Involvement in private tuitions	No teacher shall be engaged in private teaching activity	Private tuition is not banned	State has to notify RTE	VSS and Education officials

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

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

State has a policy to recruit trained teachers in schools. In case where trained teachers are not available non-trained qualified teachers are recruited by the recruiting authority.

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

BCF-08 has emphasized on prevention of corporal punishment. State has taken a firm view that no child should be subject to the physical and mental harassment.

- Status of policy on no detention or expulsion at elementary level?

State has no-detention policy till grade VIII.

- Status of policy on no board examinations at elementary level?

State has policy of no board examination till grade-VIII.

- Whether primary cycle till Class V and upper primary cycle till Class VIII?

Yes

- Policies or strategies for ensuring availability of education in the child's mother tongue?

State has policy to ensure books in following languages on demand-

Hindi, Urdu, Bengali, Maithili

8. Community and Civil Society Partnership

Bihar has a tradition of community participation in school affairs. In Bihar process of community participation started with the constitution of VEC (Village Education Committee) for schools. VEC had been given wide powers in terms of school management and reconstruction. Later on VEC was converted into VSS and in 2007 VSS Act was passed. It was decided whichever VSS has completed its term of 3 years have to be reconstituted on the basis of Act. Act has made the provision for election of VSS by the electoral body constituted in the school feeder area. Presently most of the VSS have completed its term and are waiting for the constitution through election. Government has decided to hold elections in the last quarter of this year.

Meanwhile there is an ad-hoc committee to look after schools.

Efforts have been made through VSS Act to establish a partnership with the community and schools.

8.1 Collaborative School-level planning with involvement of community

VSS Act 2007 envisages a greater role of VSS in planning, management and monitoring of quality related issues. This Act also provides greater participation of women and parents belonging to weaker sections of society.

Participation of VSS members in planning is ensured by involving them in SEEP (School Elementary Education Plan).

8.1.1 Steps towards establishing School Management Committee in each school and their role

VSS Act provides the greater role for community in School management. Some of the roles are as follows:

- Assist the teacher in ensuring the attendance of the children
- Ensure enrolment and retention of all the children
- Hold meeting of parents who fail to send their children to the school
- Ensure excellence in the overall performance of the school and the children
- Help, augment infrastructure facilities needed by the school

- Distribute incentives such as text-books, mid-day meals etc. and whatever felt required to provide uniforms and other incentives.

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

Presently SEEP is being prepared with the help of VSS as already being elaborated above. This SEEP is being compiled at the panchayat level and then at the block level. So community level planning is ensured which is monitored with the help of VSS.

8.2 Community contribution to quality improvement

Community has taken an interest in enhancing the performance level of children. Special campaign was launched with community support where community members themselves got involved in the campaign. Community was involved in procurement of books also.

8.2.1 Community contribution to learning in 2009-10

- Community was involved in reading enhancement programme
- Children performance in reading, writing, arithmetic etc. is being demonstrated to the parents.

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

Steps have been taken to notify the feeder area of schools. This will constitute the electoral roll for the election of VSS.

Election will certify the community involvement in management and quality monitoring of schools.

8.3 Nature of partnership with private/NGO sector

Public private partnership (PPP) for quality improvement – their nature and effectiveness – quality of classroom processes and children achievement.

State is of the firm opinion that resource persons has to be build from the system and if programme has to sustain then capacity of mainstream has to be improved. Implementation of the programme cannot be given to the NGOs and support is required if any then partnership has to be build in the area of capacity building of the system, technical support and preparing of resource persons.

Overview of Quality Progress in 2009-10

S.No.	Activity	2009-2010				
		PAB Approval by MHRD, GoI (including spillover)		Anticipated Achievement as on 31		
		Phy.	Fin	Phy.	Fin.	Phy. (%)
1	New Teachers Salary					
1.1	Upper Primary Teachers (Regular)	6026	783.380	520	,99.320	862.93%
1.2	Upper Primary Teachers - Head Master	3013	451.950	260	57.300	8.63%
	Sub Total	9039	1235.330	780	156.620	0.00%
2	Teachers Salary (Recurring)					
2.1	Primary Teachers (Regular)	37684	16957.800	15831	8077.987	42.01%
2.2	UP Teachers (Regular)	30004	11701.560	3910	2437.920	13.03%
2.3	UP Teachers - Head Master	15002	6750.900	1830	1198.350	12.20%
2.4	Additional Teachers - PS (Regular)	169112	101467.200	120695	76332.136	71.37%
	Sub Total	251802	136877.460	142266	88046.393	56.50%
3	Teachers Grant					
3.01	Primary Teachers	178810	894.050	162543	852.230	90.90%
3.02	Upper Primary Teachers	147714	738.570	129237	678.925	87.49%
	Sub Total	326524	1632.620	291780	1531.155	89.36%
4	Circle Level Resource Centre (BRC)/UBRC	537	444.720	483	199.450	89.94%
5	Cluster Resource Centres	4479	924.298	4115	368.193	91.87%
6	Teachers Training					
6.1	In-service (10 days)	150166	1501.660	83703	936.586	55.74%
6.2	In-service (10 days at CRC)	299698	1511.364	243751	1151.119	81.33%
6.3	Induction training for Newly Recruit Trained Teachers	57333	1719.990	10008	311.143	17.46%
6.4	Refresher Course- Untrained Techers	59458	3567.480	35097	1946.440	59.03%
6.5	Other (DRG/BRG/CRG)	5507	27.535	2433	13.643	44.18%
	Sub Total	572162	8328.029	374992	4358.931	65.54%
7	Remedial Teching	926360	1852.720	754366	1633.964	81.43%
8	Free Text Book					
8.1	Free Text Book (P)	14994515	17993.420	12078751	13109.309	80.55%
8.2	Free Text Book (UP)	3617630	7235.260	2950310	5303.095	81.55%
	Sub Total	18612145	25228.680	15029061	18412.404	80.75%
9	Teaching Learning					

	Equipment						
9.1	TLE - New Primary	0	540.820	0	112.300		2
9.2	TLE - New Upper Primary	3192.27	2735.000	2666	1653.500	83.51%	6
9.3	UPS not covered under OBB	8	4.000	8	4.000	0.00%	
	Sub Total	3200	3279.820	2674	1769.800	83.56%	5
10	School Grant						
10.1	Primary School	70371	3518.550	61041	3297.832	86.74%	9
10.2	Upper Primary School	25681	1797.670	21546	1611.427	83.90%	8
	Sub Total	96052	5316.220	82587	4909.259	85.98%	9
11	LEP						
11.1	Dev. & Proc. Of Sc.&Math Kit under LEP	514	3087.312	514	3087.000	100.00%	10
11.2	Purchase of Graded Learning Material for Class III,IV & V under LEP	134057	2968.865	24	1699.188	0.00%	
	Sub Total	134607	12787.024	74	8532.956	0.05%	6

Broad recommendations for Quality improvement in 2010-11

Basing on the above discussion the Appraisal recommends the following way for activities related to quality improvement under SSA.

Recommendation for activities related to quality

S.No.	Activity	Proposal/Recommended				Remarks
		Unit Cost	Phy.	Period	Fin.	
1	New Teachers Salary					
1.1	Primary Teachers (Regular)	0.06000	1642	6	591.120	
1.2	Upper Primary Teachers (Regular)	0.25000	3440	6	5160.000	
1.3	Upper Primary Teachers - Head Master	0.30000	1720	6	3096.000	
1.4	New Additional Teachers - PS (Regular)	0.06000	5611	6	2019.960	
	Sub Total (1.1-1.4)		12413		10867.080	
2	Teachers Salary (Recurring)					

2.1	Primary Teachers (Regular)	0.06000	37684	12	27132.480	
2.2	UP Teachers (Regular)	0.25000	36030	9	81067.500	
2.3	UP Teachers - Head Master	0.30000	18015	9	48640.500	
2.4	Additional Teachers - PS (Regular)	0.06000	169112	12	121760.640	
	Sub Total (2.1 to 2.4)		260841		278601.120	
	SUB TOTAL (New Teachers+Teachers Recurring)		273254		289468.200	
3	Teachers Grant					
3.1	Primary Teachers	0.00500	161126		805.630	
3.2	Upper Primary Teachers	0.00500	156487		782.435	
	Sub Total		317613		1588.065	
4	Circle Level Resource Centre (BRC)/UBRC					
4.1	Salary of Resource Persons	0.08000	8823	4	2823.360	
4.2	Furniture Grant	1.00000	0		0.000	
4.3	Contingency Grant	0.50000	537		268.500	
4.4	Meeting, TA	0.30000	537		161.100	
4.5	TLM Grant	0.10000	537		53.700	
	Sub Total		537		1063.260	
5	Cluster Resource Centres					
5.1	Salary of Resource Persons					included in BRC column
5.2	Furniture Grant	0.10000	0		0.000	
5.3	Contingency Grant	0.10000	4479		447.900	
5.4	Meeting, TA	0.12000	4479		537.480	
5.5	TLM Grant	0.03000	4479		134.370	
	Sub Total		4479		2730.030	
6	Teachers Training					
6.1	In-service (10 days)	0.00100	142961		1413.470	
6.2	In-service (10 days at CRC)	0.00050	288642		1405.109	

6.3	Induction training for Newly Recruit Trained Teachers	0.00100	58178	1625.574
6.4	Refresher Course- Untrained Techers	0.00100	40120	2261.505
6.5	Distance Education	0.00100	0	0.000
6.6	Other (DRG/BRG/CRG)	0.00100	7305	79.784
	Sub Total		394245	6785.442
9	Free Text Book			
9.1	Free Text Book (P)	0.00120	14759606	17711.527
9.2	Free Text Book (UP)	0.00220	3968459	8730.610
	Sub Total		18728065	26442.137
10	Teaching Learning Equipment			
10.1	TLE - New Primary	0.20000	821	164.200
10.2	TLE - New Upper Primary	0.50000	1720	860.000
10.3	UPS not covered under OBB	0.50000	0	0.000
	Sub Total		2541	1024.200
11	School Grant			
11.1	Primary School	0.05000	70248	3512.400
11.2	Upper Primary School	0.07000	28724	2010.680
	Sub Total		98972	5523.080
12	Management & Quality			
12.1	Sharing of Quality Vision Plan under LEP	0.03000	69208	2076.240
12.2	Reading Improvement Programme	0.01800	69208	1245.744
12.3	Printing and distribution of Teachers' diary	0.00200	307.274	0.615
12.4	Developing prototype of Sc.+Maths kit	0.09000	26983	2428.470
12.5	Maintenance of Maths Kit	0.01000	26983	269.830
	Sub Total			6020.899

Grand Total

340645.312

Budget for State level Activities

Activity	Fresh Proposal for 2010-11	
	Phy	Fin
	HON. FOR RESOURCE GROUP MEMBERS	
SEMINAR/WORKSHOP/MEETING		5.00000
DEVELOPMENT OF TRAINING MODULES FOR UPPER PRIMARY LEVEL		2.00000
DEVELOPMENT & PRINTING OF CCE MODULE/GUIDELINE		20.00000
DEVELOPMENT OF PERFORMANCE INDICATORS		5.00000
REVISION AND PRINTING OF UJALA MODULES/OTHER SUBJECT OF UP CLASSES		10.00000
FINLSN., FIELD TRIAL, TRG. OF MTs ON SS MODULES FOR U.P. TEACHS. ON MATHS SC.HIN. S.S.		5.00000
PRINTING OF MODULES/FORMATS		5.00000
TRG. OF BRCCs AND LECTRS.		2.00000
REVIEW OF EXISTING U-1,U-II & S.S.MODULES FOR PR.TEACHS.		2.00000
TRAINING OF EDUCATIONAL OFFICERS		5.00000
TRAINING OF HEAD MASTERS		5.00000
TRG. OF MTs/TRAINERS		2.00000
STUDY TOUR/TRG. PROGRAM.		2.00000
REVISION AND DEVELOPMENT OF TEXTBOOKS		10.00000
MONITORING OF TEACHER TRAINING		10.00000
OTHERS		0.50000
TOTAL	0.00000	83.50000

Summary of Comments on Quality

- Vision, Comprehensive Quality Framework and Harmonisation:
The Bihar team has made a appreciable effort to spell out their vision and outcomes / goals to inform the plan. There is a sense of a broad three year strategy both in the initial section as well as in later sub-sections. This is not an easy task at all and is a major step towards ensuring a good plan. One area where further effort would be needed is to ensure that there is consistency across the goals, and that both the goals and strategies should clearly revolve around the BCF. Since different kinds of inputs have been made over the last few years, occasionally this kind consistency is not maintained. The state already has a curriculum framework - hence, whether in LEP proposals or in special campaigns or training programmes or textbooks or verifiable learning indicators subject-wise, the underlying principles should be consistent with BCF.
- The state has a vision of 'proactively working against the structures of exclusion' – and this needs to reflect in the choice of strategies and actions [e.g. greater contextualisation of inputs such as curriculum, materials and pedagogy; a spiralling progression that enables more children to 'catch up'; or assessment that uses the performance of the last quartile as a benchmark of quality]. A key focus has to be on increasing the 'time on task' in order to enhance learning among those likely to fall behind – however this is not reflected in the AWP. Suggestions have been provided, but it would help the state to incorporate state level consultation/s in this regard.
- Another aspect of harmonisation of actions across different implementing agencies – such as the SCERT, Dept of Education, SPO, DPO, DIET, DEO and so on. There is a need to incorporate processes that would enable this unity of thought to happen. [Visioning is suggested as an exercise with community at the school level, however greater interaction at other levels also needs to be ensured.]
- Availability of Human Resource: There is clearly a need for additional human resource at district and state levels. However, instead of specific personnel, this would be better conceptualised in terms of task forces or action teams that would have specific roles and responsibilities. It is suggested that a terms of reference be drawn up for these proposed teams in keeping with states needs', along with their capacity building requirements. The latter should be incorporated and budgeted in the AWP.
- Basic Learning Conditions: PTR is a huge issue in Bihar, and various factors have prevented recruitment as well as professional training of teachers. The situation is at an impasse and an 'out-of-the-box' solution is needed. A teacher recruitment and training plan that is likely to work is needed.

- [E.g. One option is to create a pool of about 2000-2500 teacher educators located at the block level and use the BRC as a training venue, along with some distance education support. The same credit based system can be followed; however there can be some flexibility in terms of time - teachers can take 1-4 years to complete it. Also, assessment can be on basis of both written tests as well as actual classroom performance standards (which can be assessed by BRC staff/teacher educators), with their own classroom serving in place of the 'practicum'. The curriculum would need to be conceptualized, strengthened and rolled out on larger scale. NCTE would have to come on board or RTE will not materialize.]
- Moreover, the State also needs to revisit its teacher recruitment policy, which at present does not provide for subject-specific teachers at upper primary level. This issue needs to be addressed to provide for appropriately trained teachers in all schools, in keeping with RTE.
- Curriculum, textbooks and various quality improvement programmes:
While the BCF has been developed (Bihar is one of the few states where such a detailed exercise has been undertaken) and provides a foundation for quality improvement efforts, its dissemination and internalisation is clearly an issue. There have also been comments (e.g. from JRM) that the textbooks developed do not really reflect BCF and tend to be mechanically implemented. As the state acknowledges, understanding the BCF in transactional terms is still to be done – hence strategies towards this need to be incorporated (e.g. large scale field testing through at least a few schools in each block). A vision for effective pedagogy processes desired in each subject area has also been shared – this clearly forms the hub of the quality improvement efforts and has implications for all components (materials, classroom organisation, assessment, teacher training etc.) need to be worked out. If aligned appropriately with the BCF, these would lend themselves to a strategy for effective implementation for BCF, which also needs to be clearly worked out.
- Textbooks for alternate grades (1, 3, 5) are under development and are being trialled through 'universal piloting' – however, a clear trialling plan (including a research design) is needed so that sufficient information is available by, say, October, so that there is time to incorporate this in the revised additions as well as new textbooks under development. Given its critical nature (and the expense involved), a clear plan for textbook development should be evolved by state with professional inputs (especially on timeline). Costing for textbooks too needs to be backed by more data.
- Development of a 'teacher's edition' is strongly recommended, along with a note for supervisory staff on what to emphasise during school visits in order to enable both BCF and the textbooks to be implemented as they are meant to be.
- Production quality has been commented upon and there is obviously a major problem – an external production review would help the state improve printing, the time taken as well as costs considerably.

- A fair number of special campaigns (e.g. a Reading Improvement Programme) have already been implemented – however, there is no real evidence of the degree to which they have led to quality improvement / enhanced learning. There is a real risk of these different campaigns also not being aligned to each other academically (this appears to be much more in the case of language than other subjects). BCF should clearly serve as the basis for these various efforts.

Academic Support System

- The state has proposed a re-organisation of CRC system in keeping with increased numbers, including drawing personnel from open market. The number of schools per CRC does seem to be on the higher side at present and would merit a reorganisation. While this will reduce the number of teachers withdrawn, the dangers of this are also well known, in that teachers do not take such contractual personnel seriously.
- A strong capacity building plan (built around the specific deliverables / roles / performance indicators expected) is needed for CRC and BRCs (who will probably be responsible for ensuring that the CRC personnel's capacity is developed). The 'roles' included here are more in terms of tasks rather than roles. Perhaps some technical input can be budgeted to help the state develop its Institutional Development Plan.
- Since several new DIETs are to be established, state should develop a clear institutional development plan (covering the CRC, BRC, DIETs, and educational administration offices at block and district levels). Development of the SCERT could also be included, given its many responsibilities.
- Similarly, the resource groups involved at different levels seem to be very occasional in nature. Their roles (as clear task forces for specific outputs, and for ongoing activities such as monthly meeting) should be worked out, along with how to ensure their ongoing development as well as utilisation. Capacity building measures for them also need to be incorporated. Institutionalisation of some of their responsibilities would also need to be considered over time.
- It is also appreciable that ADEPTS indicators have been spelt out for the various levels – however they need to be sharper (some of them contain many indicators in one), be closely linked to one another, and also with the BCF. There is a danger that training programmes have been developed without looking at these indicators – in which case they are not likely to lead to them.

Continuous Assessment:

- The state has proposed a shift to CCE. However, the focus seems to be on periodic question papers (only that they are developed at the cluster level rather than district. However, CCE would require that:
 - Other modes than the written also be used
 - Instead of periodic, it be ongoing in nature, with the teacher using its outcomes to determine classroom process, addressing diversity, assuring quality and ensure equity
 - Non-scholastic aspects are also sufficiently emphasised.

Learning Enhancement Program:

- The state has presented a comprehensive quality improvement plan, within which supportive elements from LEP (which would usually not be funded under the normal quality component) are located. At the primary level, it proposes to continue its earlier activities with material already supplied, increase newspaper supply to schools, undertake visioning with community, and provide teachers with diaries. At the upper primary, subject based programmes are focused upon.
- In the absence of a critical analysis of children's learning levels and their exact learning needs it is difficult to decide exactly what elements LEP should emphasise. Hence it is appropriate that the proposals for the primary are restricted and incorporate a means to involve community (which also serves RTE requirements) and provide support to teachers.
- There is a need to ensure that :
 - The limitations of LEP inputs till now are emphatically addressed
 - There is reliable evidence with regard to the effectiveness of the inputs already made
 - The LEP components retain their supportive role and do not become more critical than the main actions related to BCF implementation
 - In upper primary, the proposals should yield resource teams who can continue the efforts initiated
 - The kits etc supplied are in keeping with BCF.

Teacher Training

- There is a plethora of training programmes. The overall design that binds them, though, needs to be stronger. Training methodology is an issue that the state team might consider working on. The present mode of training, which seems to be centred around readings from important educationists, is not really known to result in improved classroom performance. The issue training of trainers has been identified by the JRM as well.
- The fact that the state is taking a longer term view of training and would like to move towards a 'cafeteria' approach that allows for differential training – is laudable. This now needs to be conceptualised more clearly in order for it to happen. Overall, a holistic approach to teacher training is needed, which also takes into account the barriers that prevent competence from translating into performance and effectiveness. Linkages between BCF, ADEPTS indicators and training should be clearly established.
- It is appreciable that ADEPTS indicators have been spelt out for the various levels. Again, this is a difficult task and they now need to be furthered by being made sharper, more closely linked to one another (especially across echelons), and also with the BCF. There is a danger that training programmes have been developed without looking at these indicators – in which case they are not likely to lead to them. Overall, a clearer sense of training outcomes, methods and modes designed to lead to those outcomes and the kind of follow up support required needs to be spelt out.

Situational analysis

- While analysis of specific issues presented in the document is useful and provides the backdrop to many of the proposals, a more detailed and holistic analysis of the situation in Bihar would be to make the plan more effective. Many factors that affect quality may not be taken into account to the extent required (e.g. regular floods ensure a large section of children may be missing school; diversity and equity issues; or the fact that even with improved PTR, multi-grade is likely to remain widespread; the impact of conflict on education in affected areas; and so on.) Suggest that a Situational Analysis of Factors Affecting Equitable Quality of Education be commissioned and completed in the coming year. Data from the various surveys, monitoring efforts and so could be thoroughly analysed and inferences drawn for action towards quality improvement. This Situational Analysis It would form the basis of future plans and be renewed on an ongoing basis.
- The reasons for certain critical activities not having been completed in the previous year should be spelt out, along with steps to address these reasons, unless they are not in our hands (e.g. court cases).

Comments on REMS Component for Bihar.

1 Achievement of 2009-10

1.1 In 2009-10, the approved budget for REMS was Rs.1248.676 lakhs out of which Rs. 866.018 lakhs was spent up to Feb. 2010 which is 69.35% of the budget.

1.2 The state proposed 12 research studies for 2009-10. Except the four survey type research studies listed at (A), none of the 8 studies is complete. The PAB team shared the major findings of the completed studies.

(A) Research studies completed or at the stage of drafting of report during 2009-10

Title	Coverage (no. of Districts)	Agency	Status
5 % Sample Checking of DISE Data 2008-09	6	Chandragupt Institute of Management, Patna	Completed
Study on Teacher and Student Absenteeism	6	Jaggiwan Ram Institute of Parliamentary Studies and Political Research, Patna	Completed
Evaluation of "SANKALP" strategy for Out of School Children.	7	Asian Development Research Institute (ADRI), Patna	Draft Report Submitted
Learners' Achievement Survey (LAS) of Students learning in Elementary Classes	37	State Council of Educational Research & Training (SCERT), Patna	Draft Report Submitted

(B) Status of research studies proposed during 2009-10 but not complete

S. No.	Title	Agency	Status
1	Impact of Teacher Training on Classroom Transaction Process.	A. N. Sinha Institute of Social Studies, Patna	Survey is going on
2	Evaluation of "Bodhivriksha" - a Quality Intervention	Indian Adult Education Association (IAEA), New Delhi-2	Tools developed
3	Evaluation of Block Information Centres (BICs)	Indian Institute of Public Administration (IIPA), Bihar Regional Branch	Tools developed
4	Evaluation of Textbook Distribution and their Utilisation	Association for Social Science Engineering Research & Training (ASSERT), Patna	Tools developed
5	Evaluation of Computer Aided Learning Centres (CALs)	Chandragupt Institute of Management, Patna (CIMP)	Tools developed
6	A study on tracking children studying at Alternative & Innovative Centres	Skill Development Institute, Locknow	Tools developed
7	Evaluation of learning achievement of girls studying in KGBVs	State Council of Educational Research & Training (SCERT), Patna	TOR is under Progress
8	Impact of Teacher Training , especially designed learning materials, village volunteers and regular monitoring on learning achievement.	Pratham, J-PAL, MIT and BEPC	Data Collection Completed & Report writing is in progress

- 1.3 The incomplete studies listed below are at stage only finalization tool. All the studies address the various quality components. Had these studies completed within time, findings of these studies would have been utilized in the implementation of the programmes. The state PAB team informed that these studies will be completed in 2010-11.

2 Proposal for 2010-11

- 2.1 The state has proposed an outlay of Rs. 1286.636 lakhs under REMS at a unit cost of Rs 1300 per school for 98972 schools.
- 2.2 The break up of proposed budget for F.Y. 2010-11 in respect of broad activities of REMS is as follows

State Level '@ Rs. 200/- per school	District Level '@ Rs. 1100/- per school	Total proposed funds
Rs. 169.604 lakhs '@ Rs. 171/- per school for R &E	Rs. 765.062 lakhs '@ Rs. 773/- per school R&E	Rs. 934.666 lakhs
Rs. 28.340 lakhs '@ Rs. 29/- per school for M & S	Rs. 323.630 lakhs '@ Rs. 327/- per school for M & S	Rs. 351.970 lakhs
TOTAL		1286.636

- 2.3 Of the 9 research studies proposed to be conducted during 2010-11, 8 studies proposed in the F.Y. 2009-10 are to be completed in F.Y. 2010-2011. The proposed budget for these activities is Rs. 55 lakhs at 1.4 in the Table given below.
- 2.4 The MHRD requested all the states to replicate in their state the study on time on task of students and teachers conducted by TSG.. It is recommended that this study is proposed to be included in proposal of 2010-11. The state team is advised that the study can be outsourced under supervision of SCERT. The state can also take help of TSG, Delhi
- 2.5 As envisaged in the 11th JRM, it is recommended to conduct a research study on social and gender discrimination within the schooling system by entrusting it to an experienced institution. It is recommended that the study may be conducted by stratifying the state into four strata on the basis social structure of the districts, ST, SC, OBC and other than these. This study is included in the following table at 1.6.

2.6 The details of REMS activities proposed to be undertaken during 2010-11 are as follows.

Rs. In Lakhs

Research & Evaluation					
State Level			District Level		
S. No	Activities	Fin.	S. No	Activities	Fin.
1.1	For development of guidelines and scheme of evaluation for annual school Learners Evaluation	5	1.1	Learners Evaluation for annual school evaluation	755.312
1.2	Continuous & Comprehensive Evaluation (CCE)	10	1.2	Small Research Studies/Action Research	9.75
1.3	Provision for SCPCR	34.604			
1.4	On going Research / Evaluation Studies of F. Y. 2009-10 listed at annex	55			
1.5	Time-on task-study of students and teachers	10			
1.6	Gender & social discrimination in the school system	10			
1.7	5% Sample Checking of DISE Data	10			
1.8	Third Party Evaluation of Civil Works	20			
1.9	Teachers Evaluation for teachers appointed on merit basis	15			
Sub-total		169.6			

2.7 The monitoring and supervision activities proposed at state and district levels are as follows

Rs. In Lakhs

Supervision & Monitoring					
State Level			District Level		
S. No	Activities	Fin.	S. No	Activities	Fin.
2.1	Software development for data validation and data Updation of Household Survey Data	10	2.1	Modification and Updating of Household Survey Data	34.604
2.2	Monitoring of Quality Dimensions	6	2.2	Data collection, training of DISE for all types of schools (Recognized as well as Unrecognized)	7.938
2.3	Time-on task-study of students and teachers	5	2.3	Monitoring of Quality Dimensions by DIETS,BRC,CRC ,etc	17.302
2.4	Others (Workshop/Meeting/Traveling & other expenses of MIs Representatives/ Quarterly & Half Yearly Evaluation of Learners (CCE) / Updating of Balpanji/ activities of SEEP/PEEP/BEEP/DEEP etc	4.34	2.4	Resource Support/Meeting of DRG,SRG/ Honr. of Resource Persons	9.75
2.5	Monitoring based on Performance Indicators of Teachers	3	2.5	Hiring of the Expert for School Mapping/Whole School Development Planning	41.525
			2.6	Updating of Balpanji	41.525
			2.7	Quarterly & Half Yearly Evaluation of Learners (CCE)	73.05
			2.6	Others(Workshop/Meeting/TA/DA of MIs Representatives/// activities of SEEP/PEEP/BEEP/DEEP Etc.)	97.936
<i>Sub-total</i>		28.34	<i>Sub-total</i>		323.63
Total		197.94	Total		1088.692

2.8 The budget of Rs. 1286.636 lakhs under REMS at a unit cost of per school for 98972 schools as detailed above may be consid approval

(IV) SIEMAT

SIEMAT was established on 2nd October, 1997 under DPEP programme. It was envisaged that after DPEP is over State will take decision regarding sustainability of this organization. DPEP was over on 31-03-2006. BSP constituted a committee to propose different modalities for the sustenance of SIEMAT. The committee had also proposed under the light of SSA guidelines that till issue of sustainability is finalized SIEMAT will continue under SSA with the balance amount of Rs. 3.00 crore allocated for SIEMAT and out of management cost if need be. Accordingly AWP&B of 2006-07 of SIEMAT was approved by PAB, Government of India. Issue of sustainability was under consideration, by this time SIEMAT had already consumed Rs. 2.18 crore. During the PAB for 2008-09 the State had given a commitment that it will operationalise SIEMAT but during Appraisal for 2009-10 the state had taken a stand that it no longer wants to operationalise SIEMAT as it can not be sustained hence it has decided to close the SIEMAT. **Despite a PAB commitment on reviving SIEMAT, the state has not reported any progress during Appraisal 2010-11. Instead the state has informed the Appraisal team that the state Governement stands by it decision cloing down the SIEMAT. The matter is placed before PAB for a decision on the funds sanctioned to state for operationalise the SIEMAT.**

V) Inclusive Education (IE)

The State of Bihar was a slow starter in IE. However, in the past 3 years, the State has shown considerable improvement on all aspects of IE. The State has developed a suitable strategy and has started to conduct bridge courses and established resource rooms for IE. The State should be commended for this effort. **However, the expenditure on IE is still an area of concern. Enrollment and coverage of CWSN also needs to be improved.**

Progress in 2009-10:

In the year 2009-10, the State had identified 313500 CWSN and the total budget provided the State was Rs. 2194.5 lakh. The physical and financial progress of the State is given below:

- **313500 CWSN have been identified (1.61%)** and 241995 enrolled in schools.
- **Coverage of CWSN is 82.90% and enrollment is 77.19%**
- 94296 CWSN (65.32%) provided aids and appliances.
- One day orientation programme has been organised for 179499 teachers.
- 3-6 day training given to (139557) teachers.
- **2.97% (7662) teachers have undergone three-month foundation course by RCI.**
- **1.70 (489) resource teachers per block.**
- 41416 (59.80%) schools have been provided with ramps.

Educational and vocational rehabilitation of CWSN is provided in the whole state under the below mentioned programme:

- Identification and Survey with the help of trained teachers and resource teacher.
- Assessment of CWSN with the help of experienced rehabilitation professionals.
- Distribution of aids and appliances as per need.
- Training of teachers for adopting methodologies for education to CWSN in class room situation.
- Establishment of Resource Centre with all needful diagnostic equipments.
- 30 days Residential Bridge Course for enrolled and out of the school CWSN.
- Long term, residential bridge course for severely disabled children with support of NGO's.
- Home based education programme for severely disabled children with the support of resource teachers and trained volunteers.
- Engagement of Resource Teachers, Physiotherapist, Audiologist for educational rehabilitation of CWSN.
- Repair maintenance of aids and appliances.
- Vocational training through residential bridge course.
- Seven days non residential training for Parents of CWSN for educational sensitization.
- Community leaders training for community awareness.

Strategies:

The below mentioned strategies have been adopted for proper implementation of programme for educational and vocational rehabilitation of CWSN during the year 2009-10.

1. **Engagement of Resource Teachers** in each district to provide technical support to schools where CWSN are admitted and therapeutic management and education during residential bridge course. 489 nos. of resource teachers have been engaged in different districts but still 270 nos. of resource teachers are to be engaged. The honorarium of resource teachers have been increased up to Rs.-9600/- including fixed TA. They are engaged as District Resource Group and the honorarium has been increased with an motive to engage the requisite no of resource teachers as per approval of Govt. of India. Up to March 2010, the all 759 no of resource teachers will be engaged. The status of resource teachers district wise is given below.

Status of Resource teachers during the year 2009-10.

Srial.No	District Name	Approved Physical Target for Resource Teachers 2009-10	Selection done during the year- 2009-10	Left Physical Target for 2009-10
1	ARARIA	21	12	09
2	AURANGABAD	21	11	10
3	BANKA	21	13	08
4	BEGUSARAI	21	04	17
5	BHAGALPUR	21	10	11
6	BHOJPUR	21	17	04
7	BUXAR	21	18	03
8	DHARBHANGA	21	19	02
9	E. CHAMPARAN	21	19	02
10	GAYA	21	17	04
11	GOPALGANJ	21	12	09
12	JAMUI	21	14	07
13	JEHANABAD	21	18	03
14	KAIMUR	21	10	11
15	KATI HAR	21	18	03
16	KHAGARIA	21	14	07
17	KISHANGANJ	21	14	07
18	LAKHSARAI	21	16	05
19	MADHEPURA	21	10	11
20	MADHUBANI	21	17	04
21	MUNGER	21	10	11
22	MUZAFFARPUR	21	17	04
23	NALANDA	21	10	11
24	NAWADA	21	06	15

Srial.No	District Name	Approved Physical Target for Resource Teachers 2009-10	Selection done during the year- 2009-10	Left Physical Target for 2009-10
25	PATNA	25	19	06
26	PURNIA	21	16	05
27	ROHTAS	21	10	11
28	SAHARSA	21	14	07
29	SAMASTIPUR	21	09	12
30	SARAN	21	16	05
31	SHEIKHPURA	12	09	03
32	SHEOHAR	8	06	02
33	SITAMARHI	21	08	13
34	SIWAN	21	16	05
35	SUPUAL	21	12	09
36	VAISHALI	21	18	03
37	W.CHAMPARAN	21	10	11
Total		759	489	270

2. Assessment-cum-distribution camp for aids & appliances is organized in each district with the support of state level team of rehabilitation professionals and ALIMCO, Kanpur. Status of distribution of aids & appliances district wise is given below.

Distribution of Aids & Appliances during the year 2009-10.

Srial.No	District Name	Ready to use/	Braille Books	orthosis/ Prothesis	Hearing aids	Braille Kits
1	ARARIA	678	100	87	129	100
2	AURANGABAD	431	89	101	210	100
3	BANKA	408	89	67	127	100
4	BEGUSARAI	743	90	96	0	100
5	BHAGALPUR	721	64	143	287	100
6	BHOJPUR	201	64	34	210	100
7	BUXAR	284	64	64	0	100
8	DHARBHANGA	170	64	15	239	100
9	E. CHAMPARAN	368	64	29	139	100
10	GAYA	482	64	83	402	100
11	GOPALGANJ	71	64	29	0	100
12	JAMUI	534	64	146	169	100
13	JEHANABAD	600	90	56	210	100
14	KAIMUR	31	90		0	100
15	KATI HAR	223	90	67	210	100

Srial.No	District Name	Ready to use/	Braille Books	orthosis/ Prothesis	Hearing aids	Braille Kits
16	KHAGARIA	351	90	54	0	100
17	KISHANGANJ	175	90	21	109	100
18	LAKHSARAI	423	90	90	203	100
19	MADHEPURA	351	100	34	0	100
20	MADHUBANI	614	100	67	103	100
21	MUNGER	375	100	67	69	100
22	MUZAFFARPUR	340	100	79	169	100
23	NALANDA	1321	100	133	0	100
24	NAWADA	396	100	103	0	100
25	PATNA	1095	100	89	210	100
26	PURNIA	491	100	231	279	100
27	ROHTAS	179	64	45	0	100
28	SAHARSA	340	64	21	0	100
29	SAMASTIPUR	553	64	68	310	100
30	SARAN	361	64	114	0	100
31	SHEIKHPURA	239	64	55	239	100
32	SHEOHAR	104	64	47	0	100
33	SITAMARHI	196	64	64	221	100
34	SIWAN	311	64	107	0	100
35	SUPUAL	145	64	10	0	100
36	VAISHALI	810	64	195	189	100
37	W.CHAMPARAN	284	64	66	0	100
Total		15399	2924	2777	4433	3700

3. Repair and maintenance camp of aids and appliances is organized in each district and repair is done by trained technicians with the support of resource teachers.
4. One day non-residential Community leaders training is organized at each cluster resource centre (CRC) for creating awareness in the common mass under "Pahal" module.
5. Four days teacher training under "Samarth" module for class room management and 20 days teacher training under "Sampresion" module in the field of hearing impairment and "Andertrishti" module in the field of visual impairment.
6. 30 days residential bridge course is organized in each district for each category of CWSN with the support of resource teachers and after completion of RBC, and the CWSN are enrolled in schools.
7. Long term bridge course for Visually and Mentally Retarded children is organized for severally disabled is organized for severely disabled children with the support of good NGO's working in field of disability.
8. The empowerment of teachers is done by doing foundation course training through Indira Gandhi Open University.

9. In the year 2009-10, talking books as per curriculum of Bihar Govt.(BCF-2008) is being prepared in collaboration with Radio Mirchi, Patna, so that all the visually impaired children may be provided audio books.
10. Disability Certificate is provided to children with the support of district administration to enrolled CWSN during Residential Bridge Course.
11. World Disability Day on 3rd December is celebrated everyday to create awareness in the common mass for educational and vocational rehabilitation of CWSN.
12. Assessment & Distribution of Aids & Appliances: 103 nos. of assessment-cum-distribution camp have been organized for orthopaedically impaired children with the help of rehabilitation professionals of ALIMCO, Kanpur in which 29,332 children have been diagnosed, out of which 16387 children are found fit for Ready to use Aids & Appliances and 4933 CWSN were diagnosed for prosthetic appliances and out of 2833 were found for calipers to whom distribution was done by the district concerned. 48 nos. of assessment camp for hearing impaired children have been organized with the support of state level team 8,243 cases of hearing impairment have been diagnosed out of which 4,433 were found fit for hearing Aids and the distribution of hearing Aids will be done by the end of March 10.
13. Establishment of Resource Centre: 30 nos. of resource rooms well furnished with all diagnostic equipments have been established in the districts of Bhojpur, Gaya, Gopalganj, E. Champaran, Katihar, Khagaria, Kishanganj, Purnea, Patna, Darbhanga, Sitamarhi, Rohtas, Samastipur, Sitamarhi, Siwan, Supaul, Modhubani, Araria, Banka, Buxar, Jahanabad, Munger, Muzaffarpur, Saran, Gopalganj & W. Champaran where therapeutic management is done for all categories of CWSN with the help of resource teachers.
14. Establishment of Ear Mould Laboratory: 07 nos. ear mould laboratory have been established in the districts of Khagaria, Saran, Bhojpur, Gaya, sitamarhi, Muzaffarpur & Patna and up till now 2,150 ear moulds have been provided to the hearing impaired children.
15. Teachers training under 'SAMARTH MOUDLE' : 33,047 nos. of teachers have been trained in cross disability & class room management under "Samarth Module" in all districts.
16. Community leaders training under "PAHAL MOUDLE": 60,322 nos. of community leaders & parents of the CWSN have been provided sensitization training under "Pahal Module" in all districts.
17. 30 days RBC: 14,322 nos. of CWSN in the category of orthopaedically, hearing, visually impaired have been covered under 30 days RBC and after completion of RBC all of them have been enrolled in general schools for educational rehabilitation.
18. Long term RBC with the help of NGO's: 773 nos. of hearing, visually impaired & mentally retarded children have been covered under long term RBC with the help of NGO's
19. Engagement of Resource Teachers: 489 nos. of resource teachers have been engaged in all districts who are working in itinerant mode at block level for educational rehabilitation of CWSN & training of general teachers.
20. 20 days teachers traing under "SAMPRESHAN & ANTERDRISHTI MODULE": 9722 nos. of general teachers have been provided 20 days training in the field of hearing & visual impairment under Sampreshan & Anterdrishti Module with the help of resource teachers.

21. 90 days foundation training: 1210 general teachers are under going 45 days foundation training in the field of disability under Madhya Pradesh Bhoj Open University, Bhopal.

22. Summer camp : During the year 2008-09, residential bridge course have been organized with the support of resource teachers and general teachers in summer vacation and 3022 orthopaedically impaired children have been covered under the programme. After completion of RBC, all the children have been enrolled.

District Wise Progress in IE

S. No.	Districts	No. of NGOs involved	Target No. of CWSNs	In Schools	No. of camps conducted	No. of CWSNs			No. of Children in Home based care	No. of Bridge Courses functioning	No. of Beneficiaries in Bridge Courses	No. of Schools with Barrier Free	Percentage of Schools made Barrier Free	No. of Special Teacher appointed	Brail Books Beneficiaries	
						ALIMCO Devices	Other than ALIMCO	Surgery								
1	Araria	1	14648	9300	6	317	76	0	399	54	2	80	547	33.8	12	10
2	Aurangabad	0	11657	7930	4	663	10	0	771	68	3	120	130	62.2	11	89
3	Banka	0	6452	5189	6	373	10	0	488	170	2	80	112	57.7	13	89
4	Begusarai	1	16383	10378	5	420	18	0	609	62	3	120	667	43.4	04	90
5	Bhagalpur	1	10723	7956	6	533	84	0	623	168	4	160	153	83.3	10	64
6	Bhojpur	1	5572	5810	4	536	74	0	614	160	6	140	931	46.4	17	64
7	Buxar	0	6915	5058	6	279	76	0	361	145	3	180	878	74.6	18	64
8	Dharbhang	0	6246	5678	4	468	10	0	576	90	2	80	437	18.9	19	64
9	E.	1	20475	19824	6	172	18	0	362	72	4	240	257	81.5	19	64
10	Gaya	1	9620	8312	6	791	18	0	985	177	5	300	470	15.4	17	64
11	Gopalganj	0	5137	4583	6	108	18	0	294	140	6	140	137	77.8	12	64
12	Jamui	0	11619	12109	4	384	17	0	564	72	7	420	111	65.3	14	64
13	Jehanabad	0	3894	3612	5	622	16	0	795	96	6	140	242	17.0	18	90
14	Kaimur	0	6168	6084	6	312	16	0	486	62	2	80	689	57.1	10	90
15	Katihar	0	4367	4087	6	689	16	0	864	72	4	140	148	81.2	18	90
16	Khagaria	0	5521	4400	5	254	17	0	434	92	5	150	905	87.5	14	90
17	Kishanganj	0	6903	5713	5	384	13	0	526	104	6	140	369	28.8	14	90
18	Lakhsarai	2	10070	8015	4	462	14	0	611	108	6	420	678	89.6	16	90
19	Madhepura	0	6485	3713	4	56	16	0	229	148	2	80	107	72.7	10	10
20	Madhubani	0	7650	7549	4	151	15	0	314	104	3	120	235	79.4	17	10
21	Munger	1	4524	4536	4	217	15	0	371	59	6	40	760	71.5	10	10
22	Muzaffarpur	1	7635	5674	4	319	10	0	432	168	3	120	263	85.2	17	10
23	Nalanda	0	19844	15753	6	435	11	0	552	155	4	160	140	65.0	10	10
24	Nawada	2	8298	6926	6	325	16	0	492	168	3	120	546	32.6	06	10
25	Patna	1	8519	7341	3	754	16	0	922	155	2	80	132	39.6	19	10
26	Purnia	2	13297	8826	4	1175	16	0	1345	126	2	80	114	57.9	16	10

Districts	No. of NGOs involved	Target No. of CWSNs	In Schools	No. of camps conducted	No. of CWSNs				No. of Children in Home based care	No. of Bridge Courses functioning	No. of Beneficiaries in Bridge Courses	No. of Schools with Barrier Free	Percentage of Schools made Barrier Free	No. of Special Teacher appointed	Brail Books Beneficiaries
					ALIMCO Devices	Other than ALIMCO	Surgery	Total							
Rohtas	0	6828	3975	4	193	17	0	372	96	4	240	333	15.7	10	64
Saharsa	0	5110	3482	4	152	13	0	289	148	3	120	732	57.3	14	64
Samastipur	1	13535	9405	6	554	14	0	704	145	4	160	181	71.9	09	64
Saran	0	6423	4219	6	200	13	0	339	133	2	80	255	101.	16	64
Sheikhpura	1	5226	3696	6	471	14	0	621	155	2	80	209	43.6	09	64
Sheohar	0	2088	1846	4	42	13	0	179	140	6	50	193	46.2	06	64
Sitamarhi	0	5621	5290	4	263	16	0	433	144	4	280	165	78.7	08	64
Siwan	0	4458	4037	4	307	15	0	466	180	2	100	158	74.5	16	64
Supaul	0	5692	5537	3	187	16	0	359	133	3	240	140	81.6	12	64
Vaishali	1	11190	11690	3	324	16	0	487	133	3	140	153	74.4	18	64
W. Champaran	2	8707	7496	3	149	14	0	295		2	140	853	34.8		
TOTAL	20	31350	255029	176	14041	53	0	1956	4592	136	5560	414	59.8	489	29

48319 CWSN yet to be covered.

Category Wise Progress in IE in 2009-10

S. No	Category	No. identified	No. enrolled in schools	No. enrolled in Bridge courses	No. covered through HBE
1	Low Vision	10304	6932	782	241
2	Totally Blind	37092	29410	1304	987
3	Hearing Impairment	42310	25551	2800	344
4	Speech Impairment	20340	20340	0	0
5	Orthopaedic Impairment	135211	135211	0	0
6	Cerebral Palsy	3632	1610	110	756
7	Mental Retardation	36662	20732	564	1054
8	Multiple Disabilities	21791	15243	0	1210
Total		313500	255029	5560	4592

Expenditure on IE in 2009-10

S. No.	Activities	Fin. (Rs. in Lacs)	Exp	% Exp
1.	Salary of resource teachers (335 existing teachers for 12 months and 424 teachers for 6 months)	656.40	294.40	75.32
2.	Provision of aids & appliances and distribution of Braille books	341.15	261.57	76.60
3.	Training of community leaders	31.859	22.42	70.37
4.	20 days teachers training (visually impaired + hearing impaired+ mentally retarded)	240.040	176.42	73.50
5.	Strengthening/ equipments for resource centre	140.000	48.50	34.64
6.	Teachers training (on Samarth module)	56.918	42.91	75.39
7.	Organization of assessment camps	36.200	15.98	44.13
8.	Residential bridge course for CWSN by NGOs for one year	249.594	25.98	10.41
9.	30 days residential bridge course for CWSN through DLO	203.087	135.56	66.75
10.	R & M of aids & appliances	11.400	2.25	46.05
11.	Home based educational programme	13.68	2.87	20.98

	for severe CWSN through care-givers @ 1 care-giver for 10 CWSN for 6 months			
12.	Foundation training	90.990	16.78	18.44
13.	7- day training of parents of CWSN	48.626	18.39	37.82
14.	Vocational training through DLO	44.478	4.45	10.00
15.	Others (workshops/meetings etc.)	30.078	12.75	42.39
	TOTAL	2194.5	1284.27	58.52

The State has been able to spend Rs. 1284.27 lakh (58.52%) of the total budget sanctioned in IE i.e. Rs. 410/- per child. 9 activities out of the 15 sanctioned in 2009-10 have shown less than 50.00% expenditure.

Expenditure of Bihar in IE since 2005-06

Year	Outlay	Exp	% Exp
2005-06	1349.66 lakh	368.47 lakh	27.30%
2006-07	1096.28 lakh	0.00 lakh	0.00%
2007-08	1455.62 lakh	622.76 lakh	42.78%
2008-09	1881.00 lakh	1174.64 lakh	62.45%
2009-10	2194.5 lakh	1284.27 lakh	58.52%

The above table reflects a gradual increasing trend in IE expenditure. But the expenditure on IE is still low. The state should expedite its expenditure on IE.

District wise Number of CWSN Identified in 2010-11

The State has identified 313500 CWSN (shown below), which is 1.51 % of the total child population (20797574). As per Census 2001, there is a gap of 144452 CWSN. Census 2001 mentions that there are 457952 CWSN (2.38%) in the State. 5 out of 38 districts have identified more than 2.38% identified CWSN.

Sl. No.	District	Total Child Population	Total CWSN identified	% CWSN
1	Araria	525548	14648	2.79
2	Arwal	137145	1304	0.95
3	Aurangabad	509342	11657	2.29
4	Banka	373096	6452	1.73
5	Begusarai	675334	16383	2.43
6	Bhagalpur	561149	10723	1.91
7	Bhojpur	632781	5572	0.88
8	Buxar	337953	6915	2.05
9	Darbhanga	762514	6246	0.82
10	East Champaran	1052285	20475	1.95
11	Gaya	817087	9620	1.18
12	Gopalganj	535547	5137	0.96

Sl. No.	District	Total Child Population	Total CWSN identified	% CWSN
13	Jamui	359990	11619	3.23
14	Jehanabad	231174	2590	1.12
15	Kaimur	357676	4367	1.22
16	Katihar	653224	6168	0.94
17	Khagaria	332457	5521	1.66
18	Kishanganj	325895	6903	2.12
19	Lakhisarai	188161	10070	5.35
20	Madhepura	434132	6485	1.49
21	Madhubani	901000	7650	0.85
22	Munger	248300	4524	1.82
23	Muzaffarpur	995078	7635	0.77
24	Nalanda	537584	19844	3.69
25	Nawada	477864	8298	1.74
26	Patna (Rural)	723795	7563	1.04
27	Patna (Urban)	327710	956	0.29
28	Purnea	636870	13297	2.09
29	Rohtas	555890	6828	1.23
30	Saharsa	417502	5110	1.22
31	Samastipur	874599	13535	1.55
32	Saran	855046	6423	0.75
33	Sheikhpura	130687	5226	4.00
34	Sheohar	126813	2088	1.65
35	Sitamarhi	631610	5621	0.89
36	Siwan	665463	4458	0.67
37	Supaul	452507	5692	1.26
38	Vaishali	703723	11190	1.59
39	West Champaran	733043	8707	1.19
	Total	20797574	313500	1.51

Category- wise Number of CWSN Identified in 2010-11

S. No.	Category	Number of CWSN
1	Visually Impaired	47396
2	Hearing Impaired	62650
3	Mentally Retarded	40294
4	Orthopedically Handicapped	135221
5	Learning Disability	6148
6	Multiple Disabilities	21791
	Total	313500

Children with orthopaedic handicaps are the maximum in number followed by children with hearing impairment.

District- wise coverage Plan for CWSN

S. No.	District Name	No. of CWSN Identified	% CWSN against child pop	No. of CWSN enrolled in Schools	No. of CWSN Proposed to cover through Bridge Courses	No. of CWSN to be enrolled through mainstream	No. of CWSN Proposed to cover through HBE
1	Araria	14648	2.73	9300	465	4833	50
	Arwal	1304	1.72	996	50	158	100
2	Aurangabad	11657	2.38	8456	400	2451	350
3	Banka	6452	1.69	5189	350	693	220
4	Begusarai	16383	2.47	13425	800	1818	340
5	Bhagalpur	10723	1.96	7956	688	1672	407
6	Bhojpur	5572	0.9	4810	300	422	40
7	Buxar	6915	1.91	6058	300	347	210
8	Dharbhanga	6246	0.82	5678	150	388	30
9	E. Champaran	20475	2.06	19824	100	451	100
10	Gaya	9620	1.25	8312	600	606	102
11	Gopalganj	5137	0.98	4583	200	234	120
12	Jamui	11619	3.28	11345	50	204	20
13	Jehanabad	2590	1.1	2245	40	305	0
14	Kaimur	6168	1.26	6084	40	4	40
15	Katihar	4367	0.97	4087	40	200	40
16	Khagaria	5521	1.67	4400	300	438	383
17	Kishanganj	6903	2.04	5713	300	480	410
18	Lakhsarai	10070	5.5	8015	500	1350	205
19	Madhepura	6485	0.86	3713	400	2098	274
20	Madhubani	7650	1.8	7549	50	11	40
21	Munger	4524	0.79	3546	50	298	630
22	Muzaffarpur	7635	3.68	4657	40	677	2261
23	Nalanda	19844	1.65	15753	40	447	3604
24	Nawada	8298	0.86	6926	450	642	280
25	Patna	8519	0.75	7341	340	738	100
26	Purnia	13297	2.09	11234	400	1413	250
27	Rohtas	6828	1.25	4657	300	1701	170
28	Saharsa	5110	1.32	3482	250	1378	0
29	Samastipur	13535	1.63	9405	1500	2578	52
30	Saran	6423	0.8	4219	350	1594	260
31	Sheikhpura	5226	4.16	2876	40	177	2133
32	Sheohar	2088	1.6	1846	100	142	0
33	Sitamarhi	5621	0.85	4409	40	633	539
34	Siwan	4458	0.68	4037	300	121	0

S. No.	District Name	No. of CWSN Identified	% CWSN against child pop	No. of CWSN enrolled in Schools	No. of CWSN Proposed to cover through Bridge Courses	No. of CWSN to be enrolled through mainstream	No. of CWSN Proposed to cover through HBE
35	Supual	5692	1.35	5537	40	27	88
36	Vaishali	11190	1.57	9870	40	1280	0
37	W. Champaran	8707	1.21	7496	500	181	530
	Total	313500	1.53	255029	10903	33190	14378

The State plans to cover 255029 CWSN through regular schools, 14378 through HBE, 33190 through direct mainstreaming and 10903 through RBCs.

Category- wise coverage Plan for CWSN

S. No	Category	No. identified	No. enrolled in schools	No. enrolled in Bridge Course	No. covered through HBE	Direct Mainstreaming
1	Low Vision	10304	15746	2200	2341	0
2	Totally Blind	37092	29410	135	1243	2354
3	Hearing Impairment	42310	29876	3124	4357	8767
4	Speech Impairment	20340	30939	1342	1903	564
5	Orthopaedic Impairment	135211	130473	2450	2383	0
6	Cerebral Palsy	3632	1610	110	455	1457
7	Mental Retardation	36662	10732	240	856	6785
8	Learning Disabilities	0	0	0	0	0
9	Multiple Disabilities	21791	6243	1302	840	13263
	Total	313500	255029	10903	14378	33190

The focus of this year on IE would be on the following:

- Salary of resource teachers
- Conduct of medical camps
- Provision of aids and appliances
- Bridge courses.

Proposals

- **Workshop for module development (HBE)**- 7 days workshop comprising experienced rehabilitation professionals from State/ NGOs/National institutions will be organized for preparation of a module for resource teachers/volunteers/parents for severally disabled children who are to be provided training under home based education programme. The approximate expenditure for the said workshop will be **Rs. 1,00,000/-** only. 30-35 professionals will be requested to participate in the said workshop, the prime objective is to develop a module under which sufficient nos. of teachers can get training who can take care of severally disabled children under home based education programme.
- **Orientation training programme for IE Coordinators**- 5 days state level orientation training programme for IE Coordinators will be organized to provide total technical and official inputs for proper implementation of programme for CWSN during the year 2010-11. The sole objective is to provide complete exposure in terms of theoretical and practical experience to the district level coordinators for proper implementation of the programme for the less privileged target group. The total approximate expenditure towards the training programme will be **Rs. 1,00,000/-** only.
- **Workshop for module development of vocational training**- 4 days residential workshop will be organized at state level for preparation of a module for skill development among CWSN through vocational training. Experts, rehabilitation professionals of national level will be requested to participate in the programme. The sole objective of the programme is to develop skill among the grown up CWSN, which can become a source for earning their bread & butter. The approximate expenditure for the said workshop will be **Rs. 80,000/-** only
- **Printing of 3-folder information brochure**- During the year 2010-11 an information brochure for awareness among the parents of severely disabled children for developing life skills among severely disabled children under home based education programme. An expenditure of **Rs.1,00,000/-** only will be incurred on the said work.
- **Exposure-cum-training educational trip to Andhra Pradesh, Tamil Nadu.** - Educational exposure-cum-training trip will be organized for all district level I.E. Coordinators, for four days training for home based education programme. An approximate expenditure of **Rs.1,50,000/-** only will be incurred on the said work.
- **Workshop/training on cross disability to resource teachers** - During the year 2010-11 a state level 10 days training on cross disability for resource teachers will be organized in collaboration with NIH, Mumbai, NIVH, Deharadun & NIMH, Secunderabad. An approximate expenditure of **Rs. 2,50,000/-** only will be incurred for this workshop.
- **Monthly meeting of Coordinators/resource teachers/SRG/NGOs** - Like previous year monthly meeting of Coordinators/resource teachers/SRG/NGOs will be organized at state level.. An expenditure of **Rs. 70,000/-** only will be incurred on this head.

- **Documentation of different activities of IED** : It is necessary to prepare a documentary film of different activities of IED of different districts which can be displayed at a national level quarterly meeting. Hence, a budgetary provision of Rs.2,00,000/- only has been kept.
- **Talking Books for VI Children** : In the year 2010-11, talking books as per curriculum of Bihar Govt.(BCF-2008) is being prepared in collaboration with Radio Mirchi, Patna, so that all the visually impaired children may be provided audio books. In the state budget, a provision of Rs. 4,00,000/- only has been kept for audio books.
- **Cultural competition for VI children** : A state level Cultural competition for VI children will be organized for talented visually impaired children with an objective for their personality development. The programme will be launched with the support of Radio Mirchi, Patna. A Budgetary provision of Rs. 3,00,000 has been kept in the state budget.

The State has planned to provide resource support through parents, regular teachers, special teachers and volunteers. The State has planned to appoint 1659 fresh special educators thus making a total of 2148 @ 4 resource teachers per block in the State. The weekly calendar of a resource teacher is shown below. Further the State has planned to appoint 4479 care-givers that would be assisting in HBE programme. The state also plans to train 2148 teachers through the 90- day training programme, thus making a total of 9810 such trained teachers. 58758 general teachers would be given 5- day training through the in-service teacher training on the basic handling of children with mild disabilities. The focus of this training would be on screening of CWSN, basic tips on classroom management, tips on regular maintenance of aids and appliances, updating IEPs and peer sensitization. All these are steps that would be taken up by the state to strengthen academic support for CWSN. With all these forms of resource support, the PTR would be 1: 5 for the school going CWSN and 1:4 for the HBE CWSN.

Further peers would be oriented and sensitised to the needs of CWSN through exposure visits. Teachers would also be oriented to peers sensitization techniques through the proposed 5 day training.

Tentative Work Schedule of a Special Educator in a Week

Day & Time	Place of visit	9.30 am - 11.00	11.00 - 11.10	11.10 - 12.40	12.40 - 2.00	2.00 - 3.20	3.20 - 3.30	3.30 - 5.00 pm
Monday	Block Level 2 nos. of school where CWSN enrolled	Model class for teachers as well as students.	Model class for teachers as well as students.	Therapeutic management	Therapeutic management	Model class for teachers as well as students.	Model class for teachers as well as students.	Therapeutic management
Tuesday	do	do	do	do	do	do	do	do
Wednesd	do	do	do	do	do	do	do	do

Day & Time	Place of visit	9.30 am - 11.00	11.00 - 11.10	11.10 - 12.40	12.40 - 2.00	2.00 - 3.20	3.20 - 3.30	3.30 - 5.00 pm
ay								
Thursday	do	do	do	do	do	do	do	do
Friday	Block Level 2 nos. of Home visit	Therapeutic management for development of life skills.	Therapeutic management for development of life skills.	Parents training.	Parents training.	Therapeutic management for development of life skills.	Therapeutic management for development of life skills.	Parents training.
Saturday	do	do	do	do	do	do	do	do

Tentative Work Schedule of a Volunteer in a week

Day & Time	Place of visit	9.30 am - 11.00	11.00 - 11.10	11.10 - 12.40	12.40 - 2.00	2.00 - 3.20	3.20 - 3.30	3.30 - 5.00 pm
Monday	Home visit	Therapeutic management	Therapeutic management	Parents training	Parents training	Therapeutic management	Therapeutic management	Parents training
Tuesday	do	do	do	do	do	do	do	do
Wednesday	do	do	do	do	do	do	do	do
Thursday	do	do	do	do	do	do	do	do
Friday	do	do	do	do	do	do	do	do
Saturday	do	do	do	do	do	do	do	do

Class-wise Break up of Braille Books Required

Class	Braille Books Required
I	2400
II	1500
III	800
IV	400
V	400
Total	5500

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Plan for 2010-11

S. No.	Activities	Phy.	Unit cost	Fin. (Rs. in Lacs)	Time
1.	Salary of the existing 489 resource teachers	489	0.12	704.16	All year for the existing teachers
2.	Salary of the existing 489 resource teachers for 6 months	1659	0.12	1194.48	For 6 months
3.	Provision of aids & appliances and distribution of Braille books	17605	0.02 for equipment (including Rs. 1000/- for Braille Books for 5500 children)	352.087	September 2010- March 2011
4.	1 day Training of community leaders on identification of CWSN @ Rs. 50/- per person	150230	0.0005	75.12	January 2011 onwards
5.	5 % sample check and web enabling the data of CWSN	38	0.75	28.50	September 2010 onwards
6.	Strengthening/ equipments for resource room	74	0.88	65.30	September-December 2009
7.	Upgrading of a resource room into a RCI study centre with a disabled friendly toilet @ 1 per district	38	1.00	38.00	July 2010 onwards
8.	5 day Teachers training (on Samarth module) @ Rs. 100/- per day	58758	0.005	293.792	July 2009- January 2010
9.	Organization of assessment camps	537	0.20000	107.40	August 2009 & January 2010
10.	Residential bridge course for CWSN by NGOs for one year	2000	0.10000	200.00	All year
11.	30 days residential bridge course for CWSN through DLO	8903	0.01260	112.178	June-December 2010
12.	Home based educational programme for severe CWSN through care- givers @ 1 care-giver per cluster for 6 months	4479	0.03000	806.22	Till October 2010
13.	Foundation training @ 4 teachers per block	2148	0.04500	96.66	August 2010
14.	7- day training of care- givers of CWSN @ Rs. 100/- per day	4479	0.0001	31.353	October 2010
15.	Workshops /meetings etc.	38	0.50	19.00	As per requirement

16.	Ramps in the existing buildings	11224	0.10	1122.40	All year
17.	Existing toilets to be upgraded	4479	0.015	671.85	All year
18.	Inclusive Sports, Celebration of World Disabled Day	38	1.00	38.00	November 2010- March 2011
TOTAL				5956.5	

Recommendation:

The Appraisal Team recommends a total of Rs. 5956.50 lakh/- for 313500 CWSN @ Rs. 1900/- per child based on the State's has shown only 57.58% actual expenditure on IE in 2009-10 i.e. Rs. 410/- per child. Further, the following should be taken up by the State:

- Coverage of CWSN is 82.90% and enrollment is 77.19%
- 48319 CWSN of 2009-10 not covered.
- The State has identified 313500 CWSN, which is 1.51 % of the total child population (20797574). As per Census 2001, there is a gap of 144452 CWSN. Census 2001 mentions that there are 457952 CWSN (2.38%) in the State.
- Undertake an authentic survey on CWSN as the State has been reporting the same figure from 2007-08
- 41416 (59.80%) schools have been provided with ramps.
- The State has been able to spend Rs. 1284.27 lakh (58.52%) of the total budget sanctioned in IE i.e. Rs. 410/- per child.
- Appoint 1659 resource teachers by September 2010 and 4479 care-givers from parents by October 2010
- Provide Braille books to visually impaired children by July- August 2010

(VI) Innovative Activities

a) Computer Aided Learning (CAL)

1. Total no. of Government Upper Primary Schools: 26983
2. Total no. of Teachers in Government Upper Primary Schools: **159332**
3. Implementation record of CAL since start in the State/ UT (Year wise achievement including last years to be mentioned in separate rows)

Sl.	Financial Year	Implementation Model (by SSA/ PPP, if in PPP model please mention the Private Partners name)	Approved Outlay (In Lacs)	Financial Achievement (at the end of the financial year)	Physical Achievements		
					A. Schools covered	B. No. of content titles developed	C. No. of Teachers trained
I	II	III	IV	V	VI	VII	VIII
1.	2009-10		1839.939	1233.693	Nil	171	2064
2.	2008-09	BOOT (BSEDC)	1110.00	784.678	244		
3.	2007-08	BOOT (at Dist level)	591.440	173.27	141		503
4.	2006-07	BEP Model	417.60	200.92	234	20	
Total					619	191	2567

4. List of Contents/ Teaching-Learning Materials developed/ available/ used so far

Sl.	Title	Medium (Language)	Target Class
1	लिखना आसान है।	हिन्दी	वर्ग-6
2	आओ पढ़ने चलें।	हिन्दी	
3	मैं विशेष अर्थ देता हूँ।	हिन्दी	
4	मैं हमेशा पीछे रहता हूँ।	हिन्दी	
5	पढ़ना आसान है।	हिन्दी	
6	वाक्य के प्रकार	हिन्दी	
7	नाम के बदले मैं आता हूँ।	हिन्दी	
8	शब्द भण्डारण कैसे करें।	हिन्दी	
9	अक्षरों का उच्चारण	हिन्दी	
10	अनुस्वार की समझ	हिन्दी	
11	अनुस्वार एवं चन्द्र बिन्दु	हिन्दी	
12	एकवचन एवं बहुवचन की समझ	हिन्दी	
13	पुल्लिंग और स्त्रीलिंग शब्दों की पहचान	हिन्दी	
14	'र' की उछल-कूद	हिन्दी	
15	मैं काम करने वाला हूँ।	हिन्दी	
16	मैं हमेशा पीछे रहता हूँ।	हिन्दी	
17	पढ़ना आसान है।	हिन्दी	
18	वाक्य के प्रकार	हिन्दी	

19	नाम के बदले 'मैं' आता हूँ।	हिन्दी	वर्ग-8
20	शब्द भण्डारण कैसे करें।	हिन्दी	
21	अक्षरों का उच्चारण	हिन्दी	
22	अनुस्वार की समझ	हिन्दी	
23	अनुस्वार एवं चन्द बिन्दु	हिन्दी	
24	एकवचन एवं बहुवचन की समझ	हिन्दी	
25	पुल्लिंग और स्त्रीलिंग शब्दों की पहचान	हिन्दी	
26	'र' की उछल-कूद	हिन्दी	
27	मैं काम करने वाला हूँ।	हिन्दी	
28	अव्यय की समझ	हिन्दी	
29	हम दो मिलकर एक हो जाते हैं।	हिन्दी	
30	मैं दो वर्णों का मेल हूँ।	हिन्दी	Class-6
31	मैं हमेशा आगे रहता हूँ।	हिन्दी	
32	Listen Carefully	English	
33	Preposition of Location	English	
34	Preposition of Direction	English	
35	Preposition of Time	English	
36	Picture Composition	English	
37	Blue fox	English	
38	Play with sentences	English	
39	Teaching Poetry	English	
40	National Festivals	English	
41	Alphabets	English	
42	Comprehension	English	
43	Play with Words	English	
44	Stop! Look! Go!	English	Class-7
45	Saying words the right way	English	
46	Group Discussion - Environment	English	
47	Troublesome words	English	
48	Teaching Poetry	English	
49	Words and Special Words	English	
50	Say it in your own words	English	
51	Opposites and More	English	
52	Invitation and Application	English	
53	The Fox and The Tiger	English	
54	Are you a Good Listener	English	
55	Yesterday	English	
56	Today	English	
57	Tomorrow	English	
58	A, An, The	English	Class-8
59	Past Present Future	English	
60	Degrees of Comparison	English	
61	Group Discussion	English	
62	The Swing	English	
63	Modal Auxillaries	English	
64	Active Voice	English	
65	Passive Voice	English	

66	I am Word Bridge	English	
67	Word Bridges in Pairs	English	
68	Adjective Clause	English	
69	More about Clause	English	
70	Change of Sentences	English	
71	Environment	English	
72	Olympic Games	English	
73	Listening for facts.	English	
74	Homonyms	English	
75	Content words stressed	English	
76	प्रार्थना / मंगजाचारण	संस्कृत	वर्ग-6
77	नीति-श्लोक	संस्कृत	
78	वार्त्तालापः	संस्कृत	
79	शब्दकोश	संस्कृत	
80	संस्कृत संख्यावाची पद	संस्कृत	
81	वाक्य-रचना	संस्कृत	
82	वाक्य-रचना	संस्कृत	
83	शब्दरूप क्यों?	संस्कृत	
84	धातुरूप (तिङ्त)	संस्कृत	
85	स्वर संधि	संस्कृत	
86	नीतिश्लोक	संस्कृत	वर्ग-7
87	वार्त्तालाप	संस्कृत	
88	उच्चारण स्थान	संस्कृत	
89	वाक्य रचना	संस्कृत	
90	शब्दरूप (सुबन्त पद)	संस्कृत	
91	धातुरूप (तिङन्त पद)	संस्कृत	
92	यण् और अयादि	संस्कृत	
93	उपसर्ग - प्रत्यय	संस्कृत	
94	नितिपदानि	संस्कृत	वर्ग-8
95	व्यंजन संधि एवं विसर्ग	संस्कृत	
96	वाक्य रचना	संस्कृत	
97	सर्वनाम (इदं, तत्)	संस्कृत	
98	कारक-विभक्ति-ज्ञान	संस्कृत	
99	शब्द कोश	संस्कृत	
100	संस्कृत संख्याओं को जानें	संस्कृत	
102	वार्त्तालाप	संस्कृत	
103	1-पूर्ण संख्याओं के गुण	गणित	वर्ग-6
104	1-भिन्न को दशमलव व दशमलव को भिन्न में बदलना	गणित	
105	1- एकिक नियम	गणित	
106	2- अनुपात व समानुपात	गणित	
107	1-खुली व बन्द आकृति- एक परिचय	गणित	
108	2-वृत्त के केन्द्र, व्यास, अन्तः एवम् वाह्य भाग	गणित	
109	1-त्रिविमीय आकृतियों की पहचान व उनके अवयव	गणित	
110	1-सममिति	गणित	
111	1-ज्यामितीय रचनायें	गणित	
112	1-क्षेत्रमिति- आयत व वर्ग का क्षेत्रफल	गणित	
113	1- आँकड़े की अवधारणा व चित्रालेख	गणित	

114	1-घातांक के नियम	गणित	वर्ग-7
115	1-त्रिविमीय व द्विविमीय आकृतियों के विभिन्न अवयवों की पहचान व गणना	गणित	
116	1- त्रिभुज की रचना	गणित	
117	1-वृत्त की परिमिति व पाई की अवधारणा	गणित	
118	1-आयत व दो संकेन्द्रीय वृत्तों के बीच का क्षेत्रफल ज्ञात करना	गणित	
119	1-वर्गमूल निकालने की दीर्घ विभाजन विधि	गणित	वर्ग-8
120	1-समीकरण आधारित व्यावहारिक समस्यायें	गणित	
121	1-लाभ - हानि व बट्टे से सम्बन्धित व्यावहारिक समस्यायें	गणित	
122	2- कर व अवमूल्यन से सम्बन्धित व्यावहारिक समस्यायें	गणित	
123	1-द्विविमीय व त्रिविमीय की प्रस्तुति	गणित	
124	1-विभिन्न दी गई स्थितियों में चतुर्भुज की रचना	गणित	
125	1-बहुभुज व समलम्ब चतुर्भुज का क्षेत्रफल निकालना	गणित	
126	2-घन, घनाभ व बेलन की धारिता निकालना	गणित	
127	1-दण्डालेख व वृत्तालेख	गणित	
128	1- अक्ष, नियामक व कार्टेशियन समतल की अवधारणा	गणित	
129	2-बिन्दु निर्धारण व आलेख देखकर आँकड़ों का प्रहस्तन	गणित	
130	Talafuz	उर्दू	Class-6
131	Hamsot	उर्दू	
132	Jins	उर्दू	
133	Motazaat	उर्दू	
134	Fail	उर्दू	
135	Sifat	उर्दू	
136	Harf	उर्दू	
137	Ism	उर्दू	
138	Sabqa	उर्दू	
139	Rumzo Aukaf	उर्दू	
140	Motradiv	उर्दू	
141	Mohawara	उर्दू	
142	Jamul Jama	उर्दू	
143	Zameer	उर्दू	Class-7
144	Harf	उर्दू	
145	Alm	उर्दू	
146	Zoo maney	उर्दू	
147	Lawz ka Ishtekak	उर्दू	
148	Tashwih wa Isteyara	उर्दू	
149	Fail	उर्दू	Class-8
150	Asnafe Sukan	उर्दू	
151	Harf	उर्दू	
152	Talkibe Nahwi	उर्दू	
153	Talkibe Nahwi	उर्दू	

5. Visionary initiatives supported by pedagogic measures taken by the state to strengthen the CAL mechanism (like formation of State Resource Group/ Subject Specific Teachers Resource Group for assessment, evaluation & support/ Expert Master Trainers Group/ Technical Support Teams etc.) and ensure it's proper delivery.

The State has a pool of Resource Persons from SCERT and Schools who has identified topics which are hard to visualize in Language and Mathematics. Based on these topics e-content have been developed through IL&FS –ETS. The State has identified and trained Two master trainers from each district on use of e-TLMs. These MTs in turn would train the teachers of those schools having CAL and would provide on-site technical support.

6. Detailed Description of Activities in 2009 – 10 (Row 1 to 3 are Fresh Activities, Row 4 is about Recurring Activities)

Sl.	Activities	Details	Achievement	
			Phy	Fin
1.	Infrastructure	No new school has been taken up	Nil	Nil
2.	Capacity Building of Teachers under CAL	6 days training programme on use of CAL resources @Rs.0.001/- for 2064 teacher	2064	12.384
3.	Content/ Teaching Learning Material	171 Titles (Language & Mathematics)	171	58.00
4.	Recurring Activities	Cost of CAL schools under BEP & BOOT Model	619	1163.30 9
Total (Anticipated)				1233.69 3

7. Proposal for 2010-11:

a. Physical -

- No. of schools to be covered : 457
- No. of targeted beneficiaries
 - ⇒ Students : 68550
 - ⇒ Teachers : 1371

b. Detailed Activity Wise break up for 2010-11 - (Row 1 to 4 are Fresh Activities, Row 5 is about Recurring Activities)

Sl.	Activities	Details	Target	
			Phy	Fin
1.	Infrastructure	Desktop-3, UPS-3, CVT-1, Generator-1, Laser Printer-1, LCD Projector	457	1257.664
	• Technology Infrastructure			
	• Non Technology Infrastructure	Furniture & fixtures, flooring, electrical fittings & small LAN	457	45.700
2.	Capacity Building of Teachers under CAL	10 days teacher training on use of CAL resources @Rs.0.001/- per day	1371	13.710
3.	Content/ Teaching Learning Materials Development	E.V.S/Science	100	60.000
4.	Any other activities	Hiring of Expert/SRG/ASRG etc.		15.278
5.	Recurring Activities	Cost of CAL schools in BOOT model @Rs.0.3 lacs - BEP model Schools @Rs.0.8 lacs - BOOT-1(06-07 & 07 - 08) Schools	1076	507.648

Sl.	Activities	Details	Target	
			Phy	Fin
		@Rs.0.648 lacs for BOOT-2 (2008-09) Schools @Rs.0.648 lacs for BOOT-3 (2009-10) model Schools		
Total				1900.00

8. Time Frame

Activity	Apr' 10	May' 10	Jun' 10	Jul' 10	Aug' 10	Sep' 10	Oct' 10	Nov' 10	Dec' 10	Jan' 11	Feb' 11	Mar' 11
Site Selection & Furnishing		*	*									
Infrastructure in place			*	*								
Teachers Training					*	*	*	*				
Content Development	*	*										

9. Observations:

- As per the information provided by the state the Computer Aided Learning programme has been operational in the state since 2006 – 07 & by now covers a total of 619 schools only (that is around 2% of the total government upper primary schools in the state) with 2567 trained teachers only which is around 1.6% only of the total teachers in government upper primary schools.
- The state has tied up with BSEDC, a government of Bihar agency for delivery of services.
- 171 digital teaching learning titles in Language subjects (Urdu, Hindi, Sanskrit & English) and Mathematics have been developed in language in collaboration with SCERT & ILFS-ETS have been distributed to all covered schools/ centers.
- To strengthen & ensure the CAL activities are implemented & resources utilized effectively, the following initiatives have been taken, The State has a pool of Resource Persons from SCERT and Schools who has identified topics which are hard to visualize in Language and Mathematics. Based on these topics e-content have been developed through IL&FS –ETS. The State has identified and trained Two master trainers from each district on use of e-TLMs. These MTs in turn would train the teachers of those schools having CAL and would provide on-site technical support.

In 2009-10, the state has reported to achieve financial target up to 67% and physical target 0% (in terms expansion of CAL activities to new schools). Even the expenditure reported does not seem to be very factual and varies highly from the allocation and approvals made by the PAB in 2009-10. The state's method of utilizing funds & reporting expenditures under this intervention has been very confusing. Allocation, expenditure & reporting have been done over the years.

The state's plan for 2010 - 11, proposes to expand the CAL activities to 457 schools which will be provided with three desktop computers with three UPSs, One CVT & Generator with a LCD Projector. The state had not provided unit cost wise breakups for items, particularly for the LCD projector. Over all, though the state has proposed to develop digital TLMs in the subjects of E.V.S & Science, the plan gives an impression of being an infrastructure oriented plan without having much focus on quality side (empowerment of teachers).

In this context it is worthy to mention here the observation of 11th JRM in respect of CAL activities in Bihar. The JRM's view on use of CAL, underlines that the states are lacking the conceptual clarity on how CAL should be used & it's core objective. The observation of JRM on use of CAL resources in Bihar particularly suggests for revisiting the strategy & evaluating the activities, elements including the vetting of the educational modules within the intervention.

The above observation gives the impression that though the state has been implementing this activity & some digital TLMs have been developed but probably the state has not been able to implement the activity on a need based plan & strategy which are integrated with pedagogic vision. It also appears that the state has not been able to have the involvement & participation of the teacher's on large scale so as to derive benefits from the technology based resources. The effective integration of ICTs into the educational system is a complex, multifaceted process that involves not just technology, indeed, given enough initial capital, getting the technology is the easiest part!—but also curriculum and pedagogy, institutional readiness, teacher competencies.

The experience of introducing different ICTs in the classroom and other educational settings over the years suggests that the full realization of the potential educational benefits of ICTs is not automatic. It needs to be understood that, the biggest challenge in implementation of technology integrated teaching learning activity is the involvement & empowerment of teachers. The teachers need to be motivated & convinced that they can design & develop digital teaching learning material for any subject on their own, irrespective of the location of the school whether it is in urban location or rural location. This requires the change in attitude, behavior & actions of the teachers. This really needs a series of activities to create the desired momentum & sustain it. The state plan doesn't reflect such efforts at all. The state needs to organize a series of workshops involving interactions, participatory discussions, brainstorming to empower teachers & enable them play a very active & involved role within the technology integrated delivery mechanism which could more bring positive results aligned to quality goals.

On the proposal of the state, it is pointed out that since maintaining projectors at the school level is difficult & getting onsite service at the schools for any damage to the equipment is not easy, the interest of the project hamper severely in such cases. It is advised therefore, rather than going for LCD projectors, the state may provide 40" LCD/ TFT monitors which could be more cost effective & maintainable onsite. Secondly the state may go for free and open source software & should exercise the option of proprietary free software. The state should adopt use of free and open software with vetted modules in respect of digital teaching learning material. These will be cost effective, aligned to quality goals and above all allow the state for larger expansion of the technology integrated teaching learning activities with better results, which at present only 2%.

10. Recommendation:

The appraisal team recommends the amount of Rs.1900.00 lacs @ Rs.50.00 lacs per district, however strongly suggests that the state should relook at the present scenario and consider the above suggestions for deriving quality aligned positive outcomes. Necessary measures must be taken to ensure resources and materials are judiciously used as a part of the quality activities.

- If necessary, the state may reconstitute the SRG to bring in subject teachers with experience/ interest in technology aided teaching learning & resource persons from educational institutions/ PG colleges/ universities/ SCERT/ SIET/ DIETs/ technical organizations like NIC and state technical bodies etc. This resource group should be properly sensitized on priority basis & then may plan for better implementation of CAL activities so as to derive positive outcomes in terms of SSA quality goals.
- In view of the changing strategies, the state should also develop adequate number of Master Trainers or reorient them for further capacity building programmes at district, block and cluster level.
- The state also should ensure that adequate steps are taken for safety of these equipments in the respective schools where these are placed/ installed.

b) Early Childhood Care & Education (ECCE)

Early childhood education was assigned a special place in recognition of the fact that many boys & girls remained out of school because of sibling care responsibilities and domestic chores. ECCE facilities have been brought in geographical proximity to the primary school to enable primary school boys & girls to attend school which has dramatically improved boys & girls' participation, facilitated transition to Grade-1 from the ECE Centres, prepared the new learners for formal schooling and helped in better retention rates.

The state has appraised that Early Child Care & Education is largely being address by the integrated child development services (ICDS) of Bihar but there are some areas where ICDS services has not being reached so far. At present SSA Bihar is running 5180 centers in Non-ICDS areas covering 207200 children.

Status of ECCE Centers:

YEAR	No. of District	ICDS run Centres Supported by SSA		ECCE Centres Run by SSA in non ICDS area		Centres run under NPEGEL Programme	
		No. of Centres	No. of Children's	No. of Centres	No. of Children's	No. of Centres	No. of Children's
2007-08	37	--	--	5180	210000	--	--
2008-09	37	--	--	5180	207200	--	--
2009-10	37	--	--	5180	207200	--	--

Progress Overview (Activity-wise) of ECCE:**(Rs. in lakh)**

S. No.	Activities	Total Budget Sanctioned for 2009-10		Achievements	
		Physical	Fin	Physical	Fin
1	Honorarium to ECCE workers	37	555.00	37 Districts	410.408
2	Play Kit				25.90
3	Health Kit				36.26
4	Training and Meeting of ECCE Workers				48.84
	Total	37 districts (207200 children's)	555.00	37 districts (207200 children's are covered)	521.408

Financial Status of ECCE:

During the year 2009-10, the State was sanctioned a budget of **Rs.555.00 lakh**. The achievement is **Rs.521.408 lakh (93.94%)**.

Proposal for year 2010-11: The state proposed to replicate same activities of the previous year,

S. No.	Activities	Total Budget Sanctioned for 2009-10	
		Physical	Fin
1	Honorarium to ECCE workers	38	565.00
2	Play Kit		
3	Health Kit		
4	Training and Meeting of ECCE Workers		
	Total	38 districts (212800 children's)	565.00

- **Monitoring Mechanism :** Academic Support and Resource Group of SSA will monitor at least 20 ECCE centers

Outcomes:

- Support would help ECCE worker to overcome the difficulties faced during educational interaction with children.
- Better understanding of the behavior and psychology of children and impart education accordingly.
- Provide help in bringing better prepared children to class I and improve their learning pace.
- The children would be preparing for primary schools.

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Recommendation:

- The appraisal team has support the above proposal and recommends an amount of Rs.15.00 lakh per districts and total amounting to **Rs.565.00 lakh for 38 districts in the year 2010-11 for undertaking the ECCE activities in the State covering 212800 children.**

c) Education of SC/ST Children

As such State of Bihar does not have SC & ST concentrated districts except one ST district i.e. Khammam under the special focus districts categories. Following is the proposal under innovation for 2010-11:

Progress of 2009-10

Against the target of Rs. 375.00, altogether 335.206 for the 98700 children has been achieved under this innovation.

Objective

In Bihar alternative and Innovative Education has proven a major intervention for bringing education to all such children of SC/ST group who are not able to participate fully in formal schooling due to its rigidities with respect to time, duration and curriculum etc.

Among Schedule Caste / Schedule Tribe community despite continuous efforts for achieving the goal of UEE through formal school system such as KGBV, NPEGEL, AIE Several social economic and cultural factors have prevented the realization of the goal.

In fact it is a great challenge for our State that even after sixty years of independence, children belonging to the Schedule Caste / Schedule Tribe have remained out side the ambit of Elementary Education contributing to the non attainment of Universalisation of Elementary Education (UEE).

During the Financial year 2009-10 two Residential Bridge Courses for the period of six month has been allowed at every district of Bihar. This intervention was very successful and every district has achieved the target. In the year 2010-11 we will also achieve the target under this intervention.

Focus Group (Number Targeted)

- Govt. of India as well as Govt. of Bihar has full commitment for universalisation of Elementary Education in the State of Bihar.
- Education is very necessary for self-growth as well as for the development of an area. Hence, for equity in society, the focus of education must also be on girls. Children of SC/ST.
- All children have a right to good quality schooling if both the formal and alternative systems of education are made available in all areas to all children irrespective of caste, colour, religion, sex in all rural, remote, hilly and urban areas, only then it would finally make the UEE happen in its true spirit.

- Education must cease to be equated to mere schooling. Both formal and alternative channels need to be fully developed in a coordinated way. In each and every area, both these systems should be present so that children can select any one of these systems for schooling depending on their local needs, interests and the time available with them for reading and writing.
- Under this intervention our main focus group is children belonging to SC/ST of age group 6-14 within this our special focus would be mainly girls children. In our State SC/ST girls are enrolled in schools in less number in comparison to other States. Hence this dimension of gender cum social gap needs to be addressed.

Problems and Issues

In fact Schedule Caste/Schedule Tribe Education is great challenge in our State. A large number of S.C. / S.T. girls come under illiterate category even after several efforts the situation at present is deplorable. We have to sustain a time bound programme for achieving the goal.

The main problems may be stated as below:-

- Due to social constraints, marginalised communities like Birhors, Musahars, Doms etc. have remained deprived of education. Still because of social stigma children belonging to these communities are not accepted by the children of higher communities in playing, reading and working together.
- There are still several pockets/hamlets in which the entire tribal population both adults and children is illiterate. Children can be found assisting their parents in their works inside the house or in the fields for economic gains or can be found busy in taking care of the cattle.
- Early marriage, social and family chores/customs/traditions are the main reasons for poor literacy rate of girls. Girls are enrolled in schools in less numbers in comparison to boys.
- Working children find it quite difficult to attend the full time schools. Also the time of formal schools does not suit the working children engaged in economically gainful activities.

Situation Analysis and Rationale

For achieving the Goal of UEE in Bihar, there is an urgent need of a variety of workable alternative channels of Education so that needs of all the children of 6 to 14 age group of SC/ST are fully met through one or the other approach.

In Bihar alternative and Innovative Education has proven a major intervention for bringing education to all such children of SC/ST group who are not able to participate fully in formal schooling due to its rigidities with respect to time, duration and curriculum etc. Further under Innovative activities of SSA for SC/ST children a lot of small activities is being envisaged for improving education in this group.

Even then, there is an urgent needs of workable alternative channels of Education so that needs of all the children of 6 to 14 age group of SC/ST are fully met through one or the other approach.

In fact the support under innovative activities intervention is necessary for improving the condition of all the children of 6-14 age group of S.C. / S.T. It is quite clear that for equity in society the focus of Education must also be on girls.

Quality

Education was perceived as crucial to processes of planned change. It was seen as the key instrument for bringing about a social order based on value of equality and social justice. Expansion and democratization of the education system was sought, the two primary egalitarian goals of which were the universalisation of elementary education and the educational “upliftment” of disadvantaged groups. The State’s special promotional efforts have undoubtedly resulted in educational progress for the SC/ST.

Reducing the load of non-comprehension by facilitating child-centered and activity-based learning will be attempted. Learning by doing, learning by observation, work experience, art, music, sports and value education shall be made fully integral to the learning process. Appropriate changes will be made in the evaluation system to make it more continuous and less threatening. Performance of children will be constantly monitored in consultation with parents but shall not be restricted only to cognitive areas.

Issues related to quality education are:

- Improving the quality and equity in education
- Providing reach out programmes for children of disadvantaged sections of society and physically challenged children
- Contextualising the content and process of education
- Encouraging effective participation of people in planning and management of education.

Expected out-comes of the programme

- Children will develop interest in education and there by actively participate in cocurricular, extra-curricular and educational activities.
- To attract 6th and 7th std. students towards school and that will be to check drop out rate.
- To strengthen the economically backward children and girls to visit the real environment of distant places.
- To develop competitive attitude among the children
- To enable the children to achieve competencies to the expected level by exposing them to the real environment
- To induce a strong urge in the children to take up project work associated with trimestrial system in groups or individually
- To develop the skill of observation and documentation among the children.
- To develop curiosity, a sense of exploration and to give conceptual clarity for the children

Methodology & Strategy

As we have discussed earlier that several activities has been started for SC/ST girls and boys during previous years but situation is still far from satisfactory till now. Under AIE component of SSA special focus on girls and boys especially SC/ST girls & boys is given. Hence with uncovered areas/pockets SC/ST students especially girls are given especial focus under

SC/ST intervention establishing special coaching classes, Asha Vidyalaya, Mobile school, providing bicycle, Umbrella, School bag etc. the out of school girls of 6-14 years will be catered.

Thus, the focus in the year 2010-11 will be on all the uncovered girls of 6-14 years.

The following activities have been proposed for SC/ST children during the year 2010-11.

At the base of SC/ST Population in 15 Districts (Namley -Aurangabad, Banka, Begusrai, Buxar, E.Champaran, Gaya, Jamui, Jehanabad, Kaimur, Khagaria, Lakhisarai, Madhepura, Muzaffarpur, Saharsa and Supaul)) a sum total of Rs. **15 lacs** and 22 Districts (Namley Araria, ,Bhagalpur, Bhojpur, Darbhanga Gopalganj, Katihar, Kishanganj, Madhubani, Munger, Nalanda, Nawada, Patna, Purnea, Rohtas, Samastipur, Saran, Sheikhpura ,Sheohar, Sitamarhi, Siwan, Vaishali and W. Champaran) a sum total of Rs. **10 lacs** have been proposed for this purpose.

- Vocational Training at upper primary classes.
- Remedial Teaching /Special Coaching at upper primary classes.
- Provision of School bags, Shoes etc.
- Residential Bridge Course (RBC).

Sr. No.	Activity	Phy. Target	Rs. In Lakhs
			Fin. Target
1	Vocational Training at upper primary classes.	11	0.55
2	Remedial Teaching /Special Coaching at upper primary classes.	26	1.30
3	Provision of School bags, Shoes etc	15	0.75
4	Residential Bridge Course (RBC).	37	1.85
Total	Total	-	4.45 Crore

State Level Activities:

- Convergence meetings with social welfare and other concerned
- Development of awareness materials/ folders/Posters.
- Workshop/Training for coordinators/ DRGs
- Exposure Visits to other States.
- Preparation of puppets/scripts etc.
- Organising puppets show for community's awareness.
- Monitoring and oversight of activities conducted in districts.

Monitoring and Supervision Mechanism

At village level school management committee (VSS) is there to monitor the activities. Further block gender coordinator at block level and district gender coordinator at district level are there to monitor the activities. During the year 2009-10 a team at State level will be constituted to monitor the activities.

Expected outcomes

During year 2009-10 About 98700 Children of SC/ST have been benefited under this scheme. Out of this 50% are Mahadalit girls. During year 2010-11 more than about 98,700 SC/ST children will be covered through these activities.

Each district has proposed a sum of Rs. 15 to 10 lac for the year 2010-11. At State level a sum of Rs. 5, 90,000 (Five lac and ninety thousand) has been proposed for year 2010-11.

Linkage with universal enrolment, Retention and quality

Through establishing Residential Bridge Course, Vocational Training, Remedial Teaching Providing, School bag, shoes etc. an effort is being made to enroll & retain children and also improvement of their achievement level in school

Recommendation/Observation

As seen in the above table that the state of Bihar has done 90% expenditure under the SC&ST innovation. After looking into the need based analysis, the appraisal team recommended the proposed amount of Rs. 4.45 crore for the 37 districts.

d) Urban Deprived Children Children

Objective

After the independence, we have been trying to reframe our social, economic and education status continuously. There are many areas such as Agriculture, Industry, Health, Road Construction, Education, Sanitation, Poverty Eradication, Unemployment etc. where lot of achievements are visible on development parameters. Among these, Education is the field that provides the base for development in every walk of life. We are concentrating more and more on universalization of Education.

In fact it is a great challenge for our State that even after sixty three years of independence, children belonging to the Schedule Caste/ Schedule Tribe and Minority have remained out side the ambit of Elementary Education contributing to the non attainment of Universalization of Elementary Education (UEE).

In Bihar alternative and Innovative Education has proven a major intervention for bringing education to all such children of SC/ST and Minority group who are not able to participate fully in formal schooling due to its rigidities with respect to time, duration and curriculum etc. Among Schedule Caste / Schedule Tribe and Minority community despite continuous efforts for achieving the goal of UEE through formal school system such as KGBV, NPEGEL, AIE Several social economic and cultural factors have prevented the realization of the goal.

Focus Group (Number Targeted)

- All children have a right to good quality schooling if both the formal and alternative systems of education are made available in all areas to all children irrespective of caste,

colour, religion, sex in all rural, remote, hilly and urban areas, only then it would finally make the UEE happen in its true spirit.

- Education is very necessary for self-growth as well as for the development of an area. Hence, for equity in society, the focus of education must also be on on girls, children of SC/ST and Minority.
- There are still several pockets/hamlets in which the entire population both adults and children are illiterate. Children can be found assisting their parents in their works for economical gains inside the house or in the fields or can be found busy in other activities.
- Working children find it quite difficult to attend the full time schools. Also, the time of formal schools does not suit to the working children, engaged in economically gainful activities.

Situation Analysis and Rationale

For achieving the Goal of UEE in Bihar, there is an urgent need of a variety of workable alternative channels of Education so that needs of all the children of 6 to 14 age group of SC/ST and Minority are fully met through one or the other approach.

In Bihar alternative and Innovative Education has proven a major intervention for bringing education to all such children of SC/ST and Minority group who are not able to participate fully in formal schooling due to its rigidities with respect to time, duration and curriculum etc. Further under Innovative activities of SSA for SC/ST and Minority children a lot of small activities is being envisaged for improving education in this group.

Even then, there is an urgent need of workable alternative channels of education so that needs of all the children of 6 to 14 age group of SC/ST and Minority are fully met through one or the other approach.

In fact the support under innovative activities intervention is necessary for improving the condition of all the children of 6-14 age group of SC/ST and Minority. It is quite clear that for equity in society the focus of education must also be on girls.

Quality

The needs of urban poor children are different because of the complex relationships between developmental, social, legal, political and economic issues linked to governments, institutions, communities and individuals in cities. Of particular concern is the category of the 'nowhere' children, who are neither going to school nor are they accounted missing as child labour. In urban areas, the divide between government and private schools is large. More poor people are using government schools where infrastructure and basic amenities, teaching, learning material and processes, are weak.

Reducing the load of non-comprehension by facilitating child-centered and activity-based learning will be attempted. Learning by doing, learning by observation, work experience, art, music, sports and value education shall be made fully integral to the learning process. Appropriate changes will be made in the evaluation system to make it more continuous and less threatening. Performance of children will be constantly monitored in consultation with parents but shall not be restricted only to cognitive areas.

Vocational education is also seen as an equity measure. As an antidote to urban-biased elite education, vocational education will promote equity with a rural bias and serve the needs of relatively poor people. Vocational education has been seen as the answer to an enrolment problem: the tendency of some students (especially children of weaker section) to drop out of schools

without occupational skills -- a problem that vocational education promises to resolve by providing a more interesting and job-relevant curriculum. More specifically, it is believed to be an effective answer to rural problems, "to alleviate unemployment; to reorient student attitudes towards rural society," to halt urban migration; to transmit skills and attitudes useful in employment and as an important measure of development for disadvantaged youth in rural and urban areas.

Methodology & Strategy

In fact the support under innovative activities intervention is necessary for improving the condition of all the children of 6-14 age group for Urban deprived children. As we have discussed earlier that several activities has been started for Urban deprived children during previous years but situation is still far from satisfactory till now.

Under AIE Component of SSA special focus for Urban deprived children is given. Hence with uncovered areas/pockets SC/ST and Minority girls will be given special focus under this intervention.

Thus the focus in the year 2010-11 will be on all the uncovered children of 6-14 years.

The following activities have been proposed for Urban Deprived Children during the year 2010-11:-

At the base of Urban Deprived Population in 4 District (Namley Bhojpur, Patna, Munger and Nalanda) a sum total of Rs. 15 lacs and 6 districts (Namley Begusrai, Bhagalpur, Gaya, Muzaffarpur, Jamui and Supaul) a sum total of Rs. 10 lacs have been proposed for this purpose.

- Vocational Training at upper primary classes.
- Remedial Teaching / Special Coaching at upper primary classes.
- Provision of School bags, Shoes etc.
- Residential Bridge Course (RBC).

Detail Costing Detail Proposal and Costing of the activities - 2010-11

Sl. No.	District	Funds Proposed (in lakhs)	Innovative activities	No. of School and Centres			No. of Children
				Special Coaching	Vocational Training	RBC	
	Bhojpur	15.00	Special Coaching, Vocational Training RBC	100	16	2	3400
	Gaya	10.00	Special Coaching, Vocational Training	100	16		3300
	Patna	15.00	Special Coaching, Vocational Training RBC	100	16	2	3400

Sl. No.	District	Funds Proposed (in lakhs)	Innovative activities	No. of School and Centres			No. of Children
				Special Coaching	Vocational Training	RBC	
	Supaul	10.00	Special Coaching, Vocational Training	100	16		3300
	Jamui	10.00	Special Coaching, Vocational Training	100	16		3300
	Munger	15.00	Special Coaching, Vocational Training RBC	100	16	2	3400
	Muzaffarpur	10.00	Special Coaching, Vocational Training	100	16		3300
	Nalanda	15.00	Special Coaching, Vocational Training RBC	100	16	2	3400
	Begusarai	10.00	Special Coaching, Vocational Training	100	16		3300
	Bhagalpur	10.00	Special Coaching, Vocational Training	100	16		3300
	Total	120.00		1000	160	8	33400

State level Activities

- Convergence meetings with social welfare and other concerned.
- Workshop/ Training for coordinators/ DRGs.
- Workshop/Training for DRG/ CRP.
- Exposure Visits to other States.
- Monitoring of activities and oversight conducted in districts.

Monitoring and Supervision Mechanism

District Gender Coordinator at district level are there to monitor the activities. During the year 2010-11 a team at state level will be constituted to monitor the activities.

Expected outcomes

Under this activity ten districts of Bihar has proposed a sum of Rs. 15 to 10 lacs for the year 2010-11. At State level a sum of Rs. 4,25,000 (Four lacs twenty five thousand) has been

proposed for year 2010-11. It is expected that about 27,500 Urban Deprived Children will be covered through this activities.

Linkage with universal enrolment, retention and quality

Through establishing RBC, Vocational Training, Remedial Teaching & Provision of School bags, shoes etc., and an effort is being made to enroll and retain children and also improvement of their achievement level in School.

Recommendation

After thorough analysis by the appraisal team into the success of activities under the urban innovation in the year 2009-10 and its expenditure. The appraisal team recommended the proposed activities for the 10 districts under the urban innovation for 2010-11 i.e. Rs. 120.00 lakhs.

e) Innovation for Children of Minorities

**Innovation : Minority
Progress Report 2009-10**

Sr. No.	District	No. of Children Proposed	Sanctioned Budget	Achievement	
				Phy (Child)	Fin.
1	Araria	3400	15.00	3400	15.00
2	Aurangabad	3400	15.00	3400	15.00
3	Banka	3400	15.00	3400	15.00
4	Bhagalpur	3300	10.00	3300	10.00
5	Buxar	800	5.00	800	5.00
6	Darbhanga	3600	13.00	3600	13.00
7	East Champaran	3600	13.00	3600	13.00
8	Gopalganj	3300	10.00	3300	10.00
9	Jehanabad	3300	10.00	3300	10.00
10	Kaimur	3300	10.00	3300	10.00
11	Katihar	3300	10.00	3300	10.00
12	Khagaria	3300	10.00	3300	10.00
13	Kishanganj	3400	15.00	3400	15.00
14	Lakhisarai	800	5.00	800	5.00
15	Madhepura	800	5.00	800	5.00
16	Madhubani	3300	10.00	3300	10.00
17	Nawada	3300	10.00	3300	10.00
18	Purnea	3400	15.00	3400	15.00
19	Rohtas	3400	15.00	3400	15.00
20	Saharsa	3300	10.00	3300	10.00
21	Samastipur	3300	10.00	3300	10.00
22	Saran	3400	15.00	3400	15.00
23	Sheikhpura	3300	10.00	3300	10.00

24	Sheohar	800	5.00	800	5.00
25	Sitamarhi	3400	15.00	3400	15.00
26	Siwan	3400	15.00	3400	15.00
27	Vaishali	3300	10.00	3300	10.00
28	West Champaran	3400	15.00	3400	15.00
	Total	84000	316.00	84000	316.00

Activities carried out in 2009-10

The districts having 15.00 lakh :

1. 2 Residential Bridge Course (RBC) in each concerned district
2. 100 batches Remedial teaching / Special coaching in each concerned district
3. 16 batches Vocational training in each concerned district

The districts having 13.00 lakh :

1. 2 Residential Bridge Course (RBCs) in each concerned districts
2. 110 batches Remedial teaching / Special coaching in each concerned districts
3. 16 batches Vocational training in each concerned district

The districts having 10.00 lakh :

1. 100 batches Remedial teaching / Special coaching in each concerned district
2. 16 batches Vocational training in each concerned district

The districts having 5.00 lakh :

1. 16 batches Vocational training in each concerned district.

Proposal for Innovative Activities (Minority) Financial Year -2010-11

Sr. No.	District	Proposal for 2010-11 (Rs. In lakh)
1	Araria	15.00
2	Aurangabad	10.00
3	Banka	10.00
4	Buxar	10.00
5	Darbhangha	15.00
6	East Champaran	10.00
7	Gopalganj	15.00
8	Jehanabad	10.00
9	Kaimur	10.00
10	Katihar	15.00
11	Khagaria	10.00
12	Kishanganj	15.00
13	Lakhisarai	10.00
14	Madhepura	10.00
15	Madhubani	15.00
16	Nawada	15.00
17	Purnea	15.00
18	Rohtas	15.00
19	Saharsa	10.00

20	Samastipur	15.00
21	Saran	15.00
22	Sheikhpura	15.00
23	Sheohar	15.00
24	Sitamarhi	15.00
25	Siwan	15.00
26	Vaishali	15.00
27	West Champaran	15.00

The districts that proposed 15.00 lakh, will perform following activities :

1. Residential Bridge Course (RBC)
2. Remedial teaching / Special coaching
3. Vocational training

The districts that proposed 10.00 lakh, will perform following activities :

1. Residential Bridge Course (RBC)
2. Remedial teaching / Special coaching

(VII) Girls Education

Quality still remains a cause of concern in the country likewise in the state of Bihar. Bihar educational scenario shows that the State is still struggling to tackle the first generation problems of illiteracy, low girls enrolment/retention in schools, gender gaps and gap among different social groups in some part of the state. States female literacy rate is 33.67%, which is pretty low, compared to the national female literacy rate. However, the DISE data of 2008-09 has shown that in the course of time the gender gap, has to some extent closed in government schools and with enrolment and attendance rates now more favoring girls. Gaps are closing for SC/ST and minority children too. Now the state has only two districts Madhepura and Saharsa, having gender gap in enrollment at PS and UPS level.

Despite good enrolment, retention and transition of girls in the schooling system there are some grey areas. The SCERT, Patna has conducted a study on Learners' Achievement (LAS) of Students learning in Elementary Classes with shows poor performance of girls as detailed out below:

Main findings: Gender-wise Achievement:

- It was apparent that boys of grade I outscored girls in the both language and mathematics by maintaining a gap of about 7 and 9 percentage points respectively. Mean percentage of achievement in language and mathematics of girl students radiated between 71 and 74 whereas, boys had 78 and 82 per cent in the same subjects.
- By following the same pattern boys in grade II scored 76 and 80 per cent in language and mathematics. On the other hand, girls could secure 72 and 73 per cent in the same subjects suggesting a gap of 4 and 7 percentage points respectively. Learners across districts in both grade I and II did fairly well in the core subjects
- The mean achievement percentage of grade III learners in terms of gender it was observed that boys did fairly well than their counterpart in language and mathematics by securing 75 and 77 per cent. Girl students could achieve 71 per cent in the both subjects. In EVS the both boys and girls performed well by securing more than 75 per cent.
- Gender wise achievement of grade IV learners revealed that girls scored 68 and 59 per cent marks in language and mathematics. In EVS their performance centered around 65 per cent. Boys, on the other hand, in all three subjects secured more than 70 per cent showing a gap of 4, 10 and 6 percentage points.
- A cursory look at mean percentage of grade V students made it obvious that girl students achieved less than their counterpart in the both subjects (language and mathematics). They scored 59 and 58 per cent in language and mathematics whereas; their counterpart had 63 per cent in the same subjects. In EVS girls secured 61 per cent.
- Both boys and girls of grade VI secured 62 and 60 per cent in language and 58 and 56 per cent in mathematics. By the same token, they scored 60 and 57 per cent in science and 62 and 61 per cent in social science.
- Gender-wise achievement of grade VII students made it apparent that boys and girls obtained 62 and 59 per cent in language and 50 and 56 per cents in mathematics. They scored 59 and 54 per cent in science and 61 and 59 per cent in social science.
- While analyzing the trend of achievement of grade VIII students in all four subjects it was noted that girls scored less than their counterpart. In language and mathematics girls could achieve 58 and 55 per cent as compared to boys (62 and 57 per cent respectively). Girls scored 55 and 58 per cent whereas; their counterpart had 60 and 61 per cent in

science and social science. There existed a gap of 4 and 2 percentage points in language and mathematics and 5 and 3 percentage points in science and social science.

The Emerging Trend in Achievement among girls shows that:

- Girl students scored less than their counterpart.
- As the grade increased their percentage of scoring in all subjects for primary grade got gradually decreased.
- At the elementary level the both boys and girls could score less in all subjects in comparison to primary grade.
- At the elementary level of schooling (VI-VIII) learners across gender showed consistent pattern of achievement.
- By the same token, 63 per cent schools had common toilet. Of them, 32 per cent schools had a separate toilet for girls.
- 52 per cent schools had gender-wise seating arrangement

Above study is a clear reflection of gender discrimination prevailing in the schooling system. State need corrective measures through strategies be formulated at state level in the participatory workshops and in some instances at District level visioning workshops is required. State need to chalk out a agenda for the integration of a gender perspective in all aspects of planning and implementation processes is to be ensured to bridge learning levels among girls.

The thrust of girl's education has been eliminating gender disparities and uplift the positive emotional level of the girl child. Parental /Social orientation and training for teachers will anchor on eliminating disparities and activities like training in life skills and training in counseling techniques for teachers will help to address the mental health problems of the children.

Under girl's innovation, Meena Manch members have been ensuring enrolment and retention of girls in school and working actively against social issues like child marriage, female infanticide, child labour, etc. These members have been organizing remedial teaching for young children and also adult education for the mothers. These young members of Meena Manch have come out to be a powerful group in the society who strongly put their voice against the atrocities of society. Every Meena Manch conducts a range of activities leading to empowerment, participation and involvement of adolescent girls. This includes:

- **Meena Reading room:** Meena members meet every Saturday and read and discuss Meena stories. They discuss on social issues like child marriage, dowry, health, sanitation etc.
- **House Visit:** Meena Manch members with the facilitator visit each house in the village, collect information on out of school girls, and persuade parents to send girls to school.
- Meena Manch members escort newly enrolled girls and children in the marginalized communities to school for ensuring regular attendance. In some villages, the Manch members are fondly called as "**Meena Police**".
- **Meena Attendance Chart:** Meena Manch members monitor attendance of students with the help of a chart in every class. Students with high attendance are rewarded by the Manch.

- Organizes meeting in the village to promote girls education.
- Organizes Grandma Melas (where grandmas recount old folk stories and songs), enrollment and retention drives and children's rallies.
- Organizes remedial teaching for weaker children and conducts adult education classes.
- **Meena Manch Life Skill Training:** With the support of UNICEF a 4-day life skill module developed for Meena Manch. It was field tested and master trainers trained to impart life skill training to all the Meena Manch members across the state. 20,000 girls of more than 1,000 Meena Manch trained on life skill across the state.
- 6 days training of girls organized on health, sanitation and production of sanitary napkin

Activity-wise progress during 2009-10:

(Rs. in lakh)				
S. No.	Activity	Physical Number	AWP&B 2009-10	Expenditure
1	<p>Meena Manch: Meena Reading room - They discuss on social issues like child marriage, dowry, health, sanitation etc.</p> <p>House Visit – Meena Manch members with the facilitator visit each house in the village, collect information on out of school girls, and persuade parents to send girls to school.</p> <p>Meena Attendance Chart - Meena Manch members monitor attendance of students with the help of a chart in every class. Students with high attendance are rewarded by the Manch.</p> <p>Meena Manch Life Skill Training - With the support of UNICEF a 4-day life skill module developed for Meena Manch. It was field tested and master trainers trained to impart life skill training to all the Meena Manch members across the state. 20,000 girls of more than 1,000 Meena Manch trained on</p>	300000	250.00	235.50
2	Preparation of Sanitary Napkins by the girls and training and material will be provided.	5000	-168.00	162.50
3	Health Education. / First Aid Training - Conducting Health and Hygiene programmes to promote awareness on children's' health which accelerates the rate of enrolment and retention	5000	40.00	20.00
4	Vocational Education will be provided to the girls from class 6 th to 8 th in non NPEGEL Blocks they will be trained in vocational skills like tailoring, preparation of soft toys, computer education etc.	5000	20.00	14.194
Total		4.5 lakh	478.00	432.194

The state was sanctioned an amount of Rs.478.00 lakh, out of which Rs.432.194 lakh (90.41%) has been utilized, up to January 2010-11 and 4.12 lakh girls are covered

Proposal for State Level Activities:

State Level Interventions:

- Training and Capacity Building of District Level Programme Personnel and other functionaries
- Workshops/ Meetings/ Seminars/ Conventions
- **Documentation:** The following activities are proposed for the documentation:
 1. Production of gender sensitive posters, hand bills etc.
 2. Efforts will be made to compile the success stories and experiences with the help of print and electronic-media
 3. Mopped show.
 4. Training of Master Trainers.
 5. Development and printing of newsletter.
 6. Development & printing of 4 days life skill training Module for Adolescent girls.

The state has proposed total budget of Rs.467.00 lakh for 38 districts to replicate same activities conducted in the previous year.

Recommendations:

The appraisal team recommends total budget of **Rs.467.00 lakh for 38 Districts** to conduct activities under this component. **State level activities proposed under this head could be met from project management to cover 5 lakh girls.**

a. NPEGEL

NATIONAL PROGRAMME FOR EDUCATION OF GIRL'S AT ELEMENTARY LEVEL (NPEGEL)

NPEGEL is an attempt to provide an opportunity for improving human capabilities to all children including the girl child, through provision of community-owned quality education in a mission mode. NPEGEL in the state is being implemented in 462 EBBs and 3638 model cluster schools of 37 Districts. Out of these 976 clusters of 9 Districts are being run by Mahila Samakhya.

Physical Progress in 2009-10:

Observation

- **Meena Activities:** The state has been able to accelerate and scaled up Meena activities and more than 21,123 'Meena Manch' have been established at MCS and Primary Schools. 35,794 girls have become members of Munches. It is commendable that girls are playing key role in creating environment in the favor girl child, ensuring enrollment and retention of girls in schools and also working actively at MCS level on social issues like child marriage, gender discrimination, and child labour prevention.

- Gyan Jyoti (Vocational training on local tread): Under the vocational training courses on local trades like madubani painting, siki- mauni work, making leaf file, candle making, toy making, etc. the state has trained 72000 girls. Inturn it helped them in gaining self confidence and facilitated in enrollment and retention. Basically the main objective of the training was to develop interest towards education amongst girls in the age group of 11- 14 years, who are either drop outs or had never been to school.
- Award to best Meena Team: The award was given to girls who have participated in Meena talent hunt competition. Total 3638 schools were awarded during 2009-This activity created eagerness among girls to learn more and more.
- Coaching for Navodaya Vidyalaya Entrance Examination: It was observed that the enrollment of girls in Jawahar Navodaya Vidyalaya is not up to the desired mark. In order to get admission in these Vidyalayas proper capacity building of girls for competing in the entrance test needed to be enhanced by providing special coaching to these girls. The State has provided coaching to more than 16,302 girls against target of 18,190 girls, and they were provided residential coaching. This activity has strengthen the confidence amongst rural students to take part and get selected in Navodaya Vidyalayas
- Residential Camps on spoken English: The state has also arranged residential camps for girls on the Knowledge on spoken English and 16302 girls provided residential spoken English course. This activity has developed confidence among girls.
- Hunar Programme The state has provided certified vocational training to Minority, SC, ST and EBC, who has left school in between the learning and vocational certification through open school would serve as an incentive for these higher age largely drop out Muslim minority, SC, ST and EBC girls to be main streamed in upper primary schools. This activity has provided them an additional skill with learning potential. The state has been to cover 36000 girls under Hunar.
- An in-depth study on the impact of NPEGEL programme needs to be done to know the effect of NPEGEL programme on the girls' education as under all surveys done like ASER 2009 'Gender Gap's reduced in Bihar from 11% is recommended .

Financial progress:

(Rs. in Lakh)					
Year	Out lay approved	Total Fund Available	Expenditure	% of Expenditure against Outlay Approved	% of Expenditure against Total Fund Available
2004-05	4900.11	1837.54	1275.53	26.03	69.42
2005-06	5733.18	3512.57	2578.01	44.97	73.39
2006-07	7393.03	7402.16	3393.39	45.90	45.84
2007-08	4806.04	4931.98	2443.75	50.85	49.55
2008-09	3867.67	3745.29	1122.878	29.03	29.98
2009-10	3111.48	10379.21	740.93	23.81	7.14

During the year 2009-10, the State was sanctioned a budget of Rs.3111.48 lakh. The achievement is Rs.740.93 lakh (23.81%), which is pretty low expenditure.

Proposal for 2010-11: The state has proposed to replicate more or less same activities conducted during previous year for bridging gender and social category gaps to increase girl's participation in education:

Non- recurring grant: The state has proposed construction for additional class room with water supply, toilet facility and electrification in old MCS where the construction is in progress and will complete in next financial year. Expected expenditure will be booked as spill over.

Recurring Grant:

Gyan Jyoti (Vocational Training): The state has proposed this activity for 11-14 age groups out of school, never enrolled and in school girl's @Rs.5000/- per MCS. The focus would be to use the training in traditional crafts of the area which would also be welcomed by girls and motivate them to remain in school. (The craft identified are Madhubani Painting, Lac work, Jute work, Siki work) etc.

Judo Karate: This activity is very much popular among girls. The state has proposed to launch Judo karate training for all 6 to 8 class Girls and Rs. 15000/- would be spent.

Award to School: On the basis of enrolment, regular presence of students and the educational result one school of every cluster were awarded till 2008-09. In financial year 2009-10 this award will be given to girls for their school in Meena talent hunt programme which is convergence with media component. Rs. 5000 has been made for this activity.

Special classes for Navodaya Vidyalayas entrance test: Financial year 2009-10, 16000 girls appear in Navodaya Vidyalayas entrance test after special one month special class. This program is welcome by girls, teachers and parents also.. As last year the state would conduct same activity. In light of RTE in this year this special classes will organized at school level provision of Rs.10000 has been made for this activity.

Special classes for girls, who are enrolled in age specific class but need to special teaching to cover gap: After Notification of Right to Education bill, every child should be in school and in age appropriate class. Therefore to be in age appropriate class, every child needs special teaching which will support to cover gaps in study. In NPEGEL the state has proposed to make these girls comfortable and develop their interest in studies. Provision of Rs.10000/- has been made for this activity.

HUNAR: Provision of 15,000 per MCS for certified vocational training to Minority, SC, ST and EBC, who has left school in between the learning and vocational certification through open school would serve as an incentive for these higher age largely drop out Muslim minority, SC, ST and EBC girls to be main streamed in upper primary schools. This would also provide them an additional skill with learning potential.

Additional Entitlements:

- Free text book to all the children studying in class 1 to 8. earlier this scheme was there only for children from SC,ST and Minorities

- Boys and Girls studying in class 3 to 5 will get Rs. 500 to purchase uniform under Mukhyamantri poshak Yojna.
- Students studying in class 9th will be given Rs. 2000 each to purchase cycle under Mukhya Mantri cycle yojna. Earlier this provision for only girls.

Community Mobilization and Management: For Monitoring, Documentation, Contingency etc. of Rs. 3600/- which is 6 % of the outlay.

Community Mobilization (Convergence with SSA):

- **Meeting, Workshop, Training:** For purpose of capacity building of CRC core team, Sugamkarta, Block gender Coordinator, HM of MCS and workers of program, provision of Rs. 2,000/- per MCS has been made.
- **Meena Theater/ Operation of Bank account by Meena Manch:** Provision of Rs. 6500/- per cluster has been made for Meena Theater. This amount will use by Meena Manch through bank/past office account. This process will give them confidence and owner ship of the program.
- **Meena Teaching Material:** For the study material at MCS provision of Rs.1500/-has been made.

The State has proposed an amount of Rs.3146.942 lakh for undertaking cluster level interventions under NPEGEL for the year 2010-11 in 4035 model cluster schools.

(Rs. in lakh)

S. No.	Activities (in details)	Target	Unit Cost	Financial Proposal	Recommendation
Non-recurring Grant (Spill Over)					
1	Civil Work	428	--	571.194	571.194
2	TLE	293		9.488	9.488
Sub-Total		--	--	580.682	580.682
Recurring Grant					
3	Part Time Instructor, Life Skill/ Cycle/ Vocational Training/ T.A./ D.A.:- Provision of Rs. 20,000.00 per MCS under this head Rs. 5000/- for Gyan Jyoti Yojna ,and Rs. 15000/- for Judo karate training.	4035 (242100 girls to be covered)	0.20	807.00	1455.200
4	Award to School: like this financial year 2009-10 this award will be won by girls for their School in Competition. A provision of Rs.5.000.00 has been made for this activity.	4035 (All girls enrolled in MCS)	0.05	201.750	181.900
5	Navodaya Vidyalayas Entrance:- Special Coaching for admission in Navodaya Vidyalayas through Entrance Test / Provision of Rs. 10,000.00 per MCS has been made and Rs. 100000 Special classes for age appropriate admitted girls.	4035 (80700 girls to be covered)	0.20	807.00	--
6	Vocational Training Provision of Rs. 15,000.00 per MCS for certified vocational Training to SC, ST & Minority Girls, who has left school in between. This learning and vocational certification through	4035 (36000 girls to be covered)	0.15	605.250	545.700

	open school would serve as an incentive for these higher age largely drop out Muslim minority, SC & ST girls to be mainstreamed in upper primary schools. This would also provide them an additional skill with earning potential. II- Part time learning, talent hunt etc activities for out of school older age group girls				
7	Community Mobilization & Management: For Monitoring, documentation, contingency etc. provision of 6% of the budget. ▪ Sanyojika Reflection / Block Gender Coordinator Reflection ▪ Quarterly one day reflection meeting and training with Dist. Coordinator / DRG / Teacher ▪ Monitoring and Documentation	3902	--	145.26	139.328
8	Meena Theatre: Provision of Rs. 6,500.00 per cluster has been made for Meena Theatre.	72760 girls to be covered	--	--	--
9	Meeting / Work Shop / Training :- For purpose of capacity building of CRC Core Team, Sanyojika, Sugamkarta, Block Gender coordinator, HM of MCS and workers of program, provision of Rs. 2,000.00 per MCS has been made.	--	--	--	--
10	Meena Teaching Material: For the study material at MCS provision of Rs. 1500/- has been made.	All girls enrolled in MCS	--	--	--
	Sub-Total			2566.26 lakh	2322.128 lakh
	Grand Total			3146.942 lakh	2902.810 lakh

Recommendation for 2010-11:

- The appraisal team has recommended an amount of **Rs.2902.810 lakh for 3638 MCS of 37 districts** with the condition that state should execute the proposed activities within the time frame as fixed for the said interventions for current year 2010-11.
- The State is advice to provide management cost of 6% to Mahila Samakhya for the management of MS run clusters.

Issues:

- The state has incurred only 24% expenditure under this head till February, 2010, which implies that the implementations of activities sanctioned are not undertaken in the consistent way.

b. KGBV

KASTURBA GANDHI BALIKA VIDYALAYA (KGBV)

Under the scheme of Kasturba Gandhi Balika Vidyalaya (KGBV), residential schools at upper primary level (Class VI to VIII) are set up for out of school girls predominantly belonging to SC, ST, OBC and minority communities in educationally backward blocks of the country.

Status of category wise enrolment of KGBVs

Model	No. of KGBVs sanctioned	No. of KGBVs operational	No. of girls enrolled					
			SC	ST	OBC	BPL	Min	Total
III	391	385	15032	2322	8957	2899	4990	34200
% of Enrolment			44%	7%	26%	8.48%	15%	87.47%

Observations:

- Out of 391 KGBVs, 385 are made operational comprising 87.47% of the targeted enrollment.
- Out of 391 KGBVs, 207 run through SSA Society, 111 by NGOs and 67 by Mahila Samakhya in the State.
- Enrollment Status in Muslim concentration blocks of Muslim girls is 25% and in SC concentration blocks of SC girls is 60 %.
- The state has recruited warden and 3 full time and 3 part time teachers. **Post of warden in 29 hostels is vacant which need to be fulfilled at earliest.**
- The warden and teachers of the KGBVs are imparted training for 15 days on Uddan Module through SCERT Patna.

Other Initiatives:

- KGBV Girls are covered under special group insurance scheme. The term of coverage is for two years, and amount of insurance cover is Rs.1.00 lakh per girl @ Rs.315/- per girl, a one time premium payment to cover 7542 girls.
- The girls are being trained in cycling, Judo- karate etc.

- **Infrastructure:** The state has reported that out of 391 KGBV buildings, 81 have been completed, 286 are under progress and 24 buildings are yet to start. **The state has not been able to provide KGBV wise and year wise construction status of buildings to the appraisal team .Hence in absence of that it is difficult to draw a conclusion that for how long the construction is being delayed.**
- **Community Mobilisation:** The community leaders are also coming forward to support in selection of girls especially Muslim girls Some times they are also providing dress material, Durries, Blankets etc. for the hostels. Community is participating in the construction activities of KGBVs.
- **NGOs involvement:** In Madhubani district with support of CARE, India 8 month duration 'Bridge Course' is introduced on pilot basis for newly enrolled girls. This strategy has proved successful and the state is going to replicate. This will be replicated in other districts in the year 2010-11. On the persistent demand of outgoing girls & their parents. The State is also going to upgrade KGBVs up to class 10 in the year 2010-11 through the support of State Government.
- **Other initiatives: Safety & Health Issues:** (a) Group Insurance policies through Life Insurance of India for the girls of KGBV is being done for the safety of the girls in which Rs.314.60 is being deposited as premium for two years against which Rs.1.00 lakh claim is given by the LIC.(b) Regular Health check-up through PHC/Sub centers is being conducted and health card of girls also maintained
- The state has developed Academic Support Resource Group at State level who is for enhancing learning achievement through teacher's orientation, TLM development and monthly assessment of students. There is also a system of monthly evaluation in KGBVs of students in the KGBVs. **The state is advise to take an account of that if action is been taken on the observation of the academic resource group.**
- Monthly meeting conducted with parents & teachers of KGBV in which several issues relating to girls health, learning achievement are shared with parents.
- The community leaders are also coming forward to support in selection of girls especially Muslim girls, some times they are also providing dress material, Durries, Blankets etc. for the hostels.
- Solar light installed in near about fifty percent hostels through Mukhiya (Gram Pradhan) & District Magistrates under Mukhymantri vikas yojna.
- In Madhubani district with support of CARE, India 08 month duration 'Bridge Course' is introduced on pilot basis for newly enrolled girls. This strategy has proved successful and the state is going to replicate. This will be replicated in other districts in the year 2010-11. On the persistent demand of outgoing girls & their parents. The State is also going to upgrade KGBVs up to class 10 in the year 2010-11 through the support of State Government.

Financial Progress

(Rs. in lakh)

S. No.	Year	Outlay Approved	Total Fund Available	Expenditure	% of Expenditure against Outlay Approved	% of Expenditure against Total Fund Available
1	2005-06	1769.83	1561.63	213.25	12.05	13.66
2	2006-07	2244.66	2244.66	1549.19	69.02	69.02
3	2007-08	12974.40	5800.15	4101.35	31.61	70.71
4	2008-09	22504.59	10528.22	4945.94	21.98	46.98
5	2009-10	15566.41	--	5453.78	35.04	-

During the year 2009-10, the State was sanctioned a budget of Rs.15566.41 lakh. The achievement is Rs.5453.78 lakh (35.04%), which is low expenditure.

Proposals for 2010-11:

- The state has proposed study on learning achievements of the girls of KGBVs in the AWP&B 2010-11:
1. Replacement of Bedding in 128 KGBVs sanctioned in 2004-05 and operationalised from 2005-06 onwards are given below:

(Rs. in lakh)

S. No.	District	No. of EBBs	No. of KGBV	Bedding @ Rs.750 per child
1	Araria	7	7	5.25
2	Aurangabad	11	1	0.75
3	Banka	11	5	3.75
4	Begusarai	15	1	0.75
5	Bhagalpur	12	1	0.75
6	Bhojpur	14	3	2.25
7	Buxar	11	1	0.75
8	Darbhanga	17	16	12.00
9	East Champaran	26	1	0.75
10	Gaya	24	4	3.00
11	Gopalganj	14	2	1.50
12	Jamui	10	3	2.25
13	Jehaniabad	12	2	1.50
14	Kaimur	11	1	0.75
15	Katihar	10	5	3.75
16	Khagaria	7	1	0.75
17	Kishanganj	6	6	4.50
18	Lakhisarai	6	1	0.75
19	Madhepura	13	1	0.75
20	Madhubani	21	4	3.00
21	Munger	7	1	0.75
22	Muzaffarpur	14	1	0.75
23	Nalanda	20	1	0.75
24	Nawada	14	1	0.75
25	Patna (R)	22	2	1.50

26	Purnea	11	9	6.75
27	Rohtas	18	1	0.75
28	Saharsha	10	2	1.50
29	Samastipur	19	5	3.75
30	Saran	20	3	2.25
31	Sheikhpura	6	1	0.75
32	Sheohar	2	1	0.75
33	Sitamarhi	11	8	6.00
34	Siwan	19	8	6.00
35	Supaul	11	1	0.75
36	Vaishali	16	1	0.75
37	West Champaran	17	16	12.00
	Total	495	128	96.00

2. Rent for 246 KGBVs for in completed building@ Rs15, 000/- per month in the following districts:

S. No.	District	No. of KGBVs	Rent (Rs. in lakh)
1	Arwal	1	1.80
2	Banka	4	7.20
3	Begusarai	6	10.80
4	Bhojpur	9	16.20
5	Buxar	3	5.40
6	Darbhanga	3	5.40
7	East Champaran	4	7.20
8	Gaya	24	43.20
9	Gopalganj	14	25.20
10	Jamui	7	12.60
11	Jehanabad	1	1.80
12	Kaimur	6	10.80
13	Khagaria	2	3.60
14	Kishanganj	10	18.00
15	Lakhisarai	7	12.60
16	Madhubani	21	37.80
17	Munger	4	7.20
18	Muzaffarpur	9	16.20
19	Nalanda	20	36.00
20	Nawada	5	9.00
21	Patna (Rural)	21	37.80
22	Rohtas	8	14.40
23	Saharsa	4	7.20
24	Samastipur	5	9.00
25	Saran	2	3.60
26	Sheikhpura	6	10.80
27	Siwan	19	34.20
28	Supaul	12	21.60
29	Vaishali	5	9.00
30	West Champaran	4	7.20
	Total	246	442.80 lakh

3. The state has proposed KGBVs in 119 blocks.

4. The total proposal of the state is **Rs.24723.594 lakh for 508 KGBVs. Out of these, non-recurring of Rs.5437.139 lakh including spill over of Rs.4466.695 lakh and Recurring cost is Rs.14819.760 lakh.**

Recommendations for year 2010-11:

1. The State has a total of 391 KGBVs managed through 3 different agencies (SSA,MS and NGOs). As a result of this there is no coherence or consistency in the academic support system for KGBVs as an institution. The appraisal team therefore, recommends that a cohesive and consistent academic support system should be developed at district level to provide cohesive and consistent academic support to all the KGBVs in the districts.
2. **Replacement of bedding is recommended for 128 KGBVs who have been operationalised during 2005-06 as per norms as per norms amounting to Rs.96.00 lakh.**
3. **Rent for 246 KGBVs is recommended@15000/- per month for 12 months amounting to Rs.442.80 lakh.**
4. None of the proposed KGBV qualifies the eligibility criteria of the scheme for sanctioning of the KGBVs in the State. Hence the appraisal team has not recommended any proposed KGBV to the State.

The appraisal team has recommended a total amount of Rs. 13322.065 lakh for 391 KGBVs. Out of this, Rs. 4562.695 Non-recurring grant including spill over of Rs.4466.695 lakh and recurring grant of Rs. 8759.370 lakh with the condition that state should accelerate its expenditure during 2010-11.

Issues:

- Capacity of KGBVs not fully utilized (13% seats vacant).
- Construction of 24 KGBVs building not started and large number (286) of buildings are still in progress which were either sanctioned in 2007-08 or before.
- Fund utilization is pretty low (Only 35 %), which effect participation of girls at all levels.
- Post of warden in 29 hostels is vacant which need to be fulfilled at earliest.
- Full time & Part time teachers, need basic training and refresher training for pedagogical support .
- Recruitment processes need to be streamlined, capacity building, accounting and procurement, accountancy of VSS, MS and NGOs is must.

(VIII) Strategies for Community Mobilization & Media

a) Community Mobilization

Progress in 2009-10

i.

Community Training

PAB Approval (2009-10)		Achievement		Percentage %	
Phy	Fin	Phy	Fin	Phy	Fin
372939	223.764	258185	153.791	69.22%	68.73%

Structure of Committee:-

Committee	Reference	Structure
Vidyalaya Shiksha Samiti (VSS)	"Bihar Prarambhika Vidyalaya Shiksha Samiti Adhiniyam - 2007"	<p>(1) A Vidyalaya Shiksha Samiti shall be constituted separately for each primary, middle and basic schools consisting of the following members.</p> <p>(a) Parents elected as per the prescribed procedure; provided that only one of the parents will be elected as a member – Nine (9)</p> <p>(b) Elected members from among the non-parents - Three (3)</p> <p>This category will consists of the following members</p> <p>(i) One member from the elected non-parent members will necessarily be a retired govt. teacher/ officer/employee. If not available in the same Poshak Kshetra of a school, he/she will be taken from the adjacent Poshak Kshetra. But such person will not be a member of more than three Vidyalaya Shiksha Samitis.</p> <p>(ii) One such donor who himself or whose ancestors have donated land for the school will be one of the elected members from the among non-parent members. Care will be taken to elect a person with clean and undisputed reputation under this category. If such person is not available, a general member will be duly elected.</p> <p>(iii) One other member from the Poshak Kshetra of the School.</p> <p>(c) Elected member of the territorial area of the Gram Panchayat or the Panchayat Samiti or Ward of the Urban Body (ex-officio) – one (1)</p> <p>(d) Member nominated by Mukhiya of Gram Panchayat, Pramukh of Panchayat Samiti</p>

		<p>of Chairperson of Nagar Panchayat or Nagar Parishad or Mayor of the Municipal Corporation – one (1)</p> <p>(i) The Mukhiya of the Gram Panchayat will nominate a member of the Shiksha Samiti of Gram Panchayat, but the person will not be a member of more than three schools.</p> <p>(ii) The Pramukh of the panchayat Samiti will nominate a member of the Shiksha Samiti of the Panchayat Samiti, but the person will not be a member of more than three schools.</p> <p>(iii) The Chairman/Mayor of the Urban Body will nominate a member of the Shiksha Samiti of the Urban body, but the person will not be a member of more than three schools.</p> <p>(e) Headmaster/Head teacher of the school (ex-officio-member) – one (1)</p> <p>(2) At least 50 % (fifty percent) of the elected members will be women. Among the elected members, at least one member will be elected from the Scheduled Caste, one member from the Scheduled Tribes, one member from Extremely Backward Caste and one member from the Backward Caste category.</p> <p>(3) In case of non-availability of the members of either of the two categories, i.e. Schedule Caste/Tribes (SC/ST), the member shall be elected from the other category. In case of non-availability of these two categories, the members shall be elected from the other Backward Caste.</p> <p>(4) Elected or nominated members shall be only from the Poshak Kshetra of the school, and only parents of the children enrolled from the Poshak Kshetra shall have right to caste votes.</p> <p>(5) Membership of the parents in the samiti shall continue so long as children are studying in the school. Vacancies arising as a consequent to it would be filled in by nominations from the same category from among the parents of the newly enrolled children as per the prescribed procedure, by the Samiti.</p>
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		<p>(6) There shall be a chairperson and a secretary from among the elected members. If an elected member from among the parents is literate and has some knowledge of accounts, he/she will be elected as the secretary of the Samiti.</p> <p>(7) Other teachers of the school may take part in the meeting but they shall have no voting rights.</p>
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Activity undertaken in 2009-10.

- School Development Grant - upto Jan, 2010 81743 School Grants were released against the target of 96052. The Anticipated achievement till March, 2010 will be 89328.
- TLM Grant – against target of 326524 altogether 293955 TLM Grants were released upto Jan, 2010. The Anticipated achievement till March, 2010 will be 303667.
- R & M Grants – against target of 71286 the achievement is 51582 upto Jan, 2010. The Anticipated achievement till March, 2010 will be 67948.
- Two Days Community Training - up to Jan, 2010 111416 members of VSS / PRI/ Community in districts have been provided two days community leaders training against the target of 372939. The Anticipated achievement till March, 2010 will be 258185.
- One Day Orientation – 70566 members of VSS have been imparted one day orientation in SSA districts against the target 69208 up to Jan, 2010. The Anticipated achievement till March, 2010 will be 65458.
- Half Yearly Orientation - 36586 members of VSS/PRI/NGO/Community in districts have been imparted one day orientation against the target 251468 up to Jan, 2010. The Anticipated achievement till March, 2010 will be 62516.
- In financial year 2009-10 several routine activities have been completed but four land mark media activities named Interactive Radio Instructions "English is Fun", Cultural/Academic/Sports meet for Mahadalit (Musahar) Children & Capacity Building of Mahadalit Community, Capacity building of Bal-Sansad and success story of best practices.

1. IRI Programme- "English is Fun" Level - 1 is a series of 120 programmes and 2 Introductory Programmes - Total no. of series is 122 for one academic session. Each programme of 30 minutes developed for teaching basic English in the Primary level classes (class I & II). "English is Fun" Level - 2 is a series of 80 programmes for one academic session. Each programme of 30 minutes developed for teaching basic English in the Primary level classes (class III & IV).

2. **Child Cabinet (Bal Sansad)** - The Cabinet which is organised by children at school to look after entire school activities is termed as Child Cabinet. It provides a open dais for children/learners to discuss all issues pertaining to school, society, health, hygiene and education . Child right is discussed and actions are taken accordingly.
3. **Environment building and Empowerment program for Musahar Community/ Child to bring them in mainstream** - In every Musahar Tola, three-day environment building, process sports and cultural activities were organized. During these Orientations, parents, members of Vidyalaya Shiksha Samitee/ Ad-hoc Committee and Panchayats were mobilized/awared to bring Musahar Child into educational institutions keenly. Prizes / Awards were also distributed among Children to encourage them.
4. **Success Story of best practices** - The Success story of best practices “ Safalta ki Kahaniyan” has been developed and distributed among all VSS, CRCCs & BRCCs and a specific handbook namely “ Prarambhik Shiksha, Sabki Jimmewari Sabki Bhagidari” has been developed and circulated among all MPs, MLAs and PRIs members to know about ‘Sarva Shiksha Abhiyan’ Programme and other programmes initiated in Bihar by State Govt.

ii. Training Modules used in 2009-10 and training plan for 2010-11, give details:

S.No.	Title of the Module	Purpose	Topics covered
a.	Abhiyan	One Day Orientation of VSS Members / Community Leaders	a. Orientation of VSS on school affairs. b. To develop ownership towards schools c. To oversee different Civil works undergoing in the school premises d. Look after Mid-day meal. e. To maintain overall development of school f. Strategies for covering out of school children in the feeder area of the school g. Better Education for Children and the responsibility of community. h. Role of Community to ensure regular attendance of teachers and Children in school.
b.	Pahal	Two day training of community leaders	i. Training of Community leaders for developing good School & School Development Plan. j. To develop a sense of “Our Children, our School, our Responsibilities.”

			<p>k. Detailed strategies for covering out of school children in the feeder area of the school</p> <p>l. To make effort for Value education for Children and the responsibility of community.</p> <p>m. To oversee different Civil works undergoing in the school premises</p> <p>n. Training of Accounts keeping and store keeping.</p> <p>o. Role of Community to ensure regular attendance of teachers and Children in school.</p> <p>p. Role of Community to develop co-curricular activities among children.</p> <p>q. Hygiene & Sanitation in schools and our responsibilities.</p> <p>r. Proper utilization of School grants through community.</p> <p>s. Role of community to ensure elementary education among CWSN.</p>
c.	Samvad	Half yearly block level orientation of PRIs	<ul style="list-style-type: none"> • Orient Community leaders on aims and objectives of SSA • Sharing of different activities of SSA • Overall supervision of schools for better development of educational environment • Sharing different programmes of government on education for upliftment of status of education

iii. Convergence of PRI institution with VEC/PTA/SDMC for better supervision and monitoring of SSA programme at Panchayat, block and district level)

- **The responsibilities of elementary education is given to PRIs.**
- **VSS is a sub body of PRI institutions and hence strong linkage has been established between VSS and PRI**
- **Aam Sabha are organised regularly for proper monitoring of school based activities at school level.**

- All PRIs are requested to have close vigil on each activities being implemented by SSA.
 - Teacher recruitment (Panchayat, block and district level), opening of new primary school (Panchayat and district level) and upgradation of primary to upper primary (block level) are also the responsibilities of PRIs
 - Salaries of PRIs recruited teachers have been also released by PRI themselves.
- iv. Significant steps taken/ programmes conducted to mobilize special focus group such as SC/ST/Minority and other backward marginalized communities
- At least two members from SC/ST in VSS formation
 - Opening of Utthan (Mushar Children) and Unnayan kendra for covering difficult SC and ST Children.
 - Enrolment drive in each SC,ST and Minority Tola.
 - Special awareness campaign (Sports, cultural activities) in each mushar tolas to mobilise themselves towards education.
 - Talimee markaz intervention for Minority children
 - "HUNAR" a Programme for the Empowerment of Minority Muslim Girls has been launched in collaboration with NIOS.
 - About 13,768 minority girls are benefiting through vocational training in 298 centres in the first phase.
- v. Significant steps taken by the States/UTs with the involvement of community members for the following aspects:
- a. **Improvement of Quality education** : Formation of Resource group from community to suggest better ways for quality and area centered education
 - b. **Improving Teacher attendance**: VSS has been entrusted to monitor the attendance of teachers. To create such environment that the teachers get proper respect for this programmes proper training is given. To keep vigil that the teachers are not engaged in non-teaching works. To ensure that the salary of the teachers is paid regularly. Besides, the samiti will help in solving their service related problems. To report to the competent authority about the continued and habitual absenteeism of teachers, and subjugation, humiliation and discrimination towards children by teachers, after due investigation.
 - c. **Improving Student attendance** : VSS is entrusted to ensure the enrollment of cent percent children of age group 6-14 within the Poshak Kshetra of the school and to ensure their fundamental right given under Article 21'A' of the Constitution of India. To make necessary arrangement with regard to cultural and educational activities for all round development of children. To pay special attention towards security of children during construction of school building, and management of the mid-day-meal (MDM) and other programme and activities. To take necessary decision about the management of the MDM and to supervise it. The Samiti will follow the directions given from time to time by the govt. in this respect.

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- d. **Reduction in dropouts** : VSSs members are involved in school management and necessary steps has taken to reduce dropout with the help of Balpanji Register.
- e. **In designing monitoring mechanism of VEC/PTA/MTA for management of the schools** : Community leaders are included in the School Level Planning Committee for formulation of School Elementary Education Plan (SEEP).
- f. Improvement of Girls education
- g. Strategies to improve community participation in the urban areas

vi. Detailed plan of action for 2010-11(Give write up on each activity planned in 2010-11 under community mobilization apart from community leaders training).

STATE LEVEL INTERVENTIONS

- Identification and formation of State Level Resource Group for Community Participation.
- Capacity Building of State Level Resource Group for Community Leaders training.
- Visits of the SRG in the districts to appraise and monitor the impact of capacity building and reflections.
- Organizing State Level training/ Reflection Meeting of Programme Personnel.
- Study Tours / Visits of SSA / BEP/ Non-BEP personnel to other states to acquaint them with the latest development in the field of Community Participation and their impact on elementary education.

MEETING/SEMINAR/WORKSHOP

For environment building and encourage peoples participation in Sarva Shiksha Abhiyan and for the capacity building of the persons associated with it. Meeting / Seminar has been proposed.

DEVELOPMENT/REVISION/EVALUATION OF TRG. MODULE

The feedback from the field during the programme implementation necessitates revision, correction, addition in the existing training module. Hence budgetary provision is made for this activity.

COMMUNICATION

To build up educational environment meetings may be arranged with the Community Leaders, Artist, Professionals, Govt. employees, Scholars, NGOs, Journalist, Poet, Writer, Trade Union, Groups and the Community.

ORIENTATION OF VSS MEMBERS/ VIDYALAYA SHIKSHA SAMITI

Orientation is an important activity tool for the Management, Monitoring, Support and evaluation of Vidyalaya Shiksha Samiti, which will be implemented by the Cluster Resource Centre Coordinator. It will be non-financial activity, which will be given time to time by the teachers, CRCC, BRCC and District Programme Personnel.

CONVERGENCE WITH PRIs

To achieve the goal of UEE, it is important to coordinate and introduce the objectives of SSA with the representatives of PRIs, Village Panchayat, Panchayat Samiti, District Council. It will be non-financial activity.

OTHER PROGRAMMES AND ACTIVITIES

To ensure the peoples participation and environment building working groups may be used in capacity building and different programmes like Pad Yatra, Prabhat Pheri, formation of Human Chain, different types of rallies, Bal Mela, Maa-Beti Mela, different types of Seminars, Rural meeting, wall writing and Mashal Julus.

- vii. Detailed processes to be involved in community leaders training for 2010-11(State to Grassroot level).
 - a. Content of trainings – As mentioned above.
 - b. Monitoring mechanism planned for community training – State and district resource groups have been constituted to monitor the activities
 - c. Involving civil societies/ NGOs/ institution, experts as resource persons/ monitoring/ evaluating training programmes. – Experts and resource persons are engaged to monitor the on-going activities of community mobilisation.

- viii. If any Action taken in (2009-10)/planned for (2010-11) by State/UTs on issues of social access/ social discrimination through mobilization activities.
All VSS and teachers keep close vigil to curb such practices. However, such issue is now a major issue.

ix. Details of costing of Community Training (3 day Block level Residential for VEC/ SMC/ SDMC and PRI members etc.)

Sl	District	No. of Schools	Total No. of Existing VSS's / Tadarth Sammittee	Total No of Panchayats	Total No of Municipal Corporation	Community training to VEC members for 3-day residential training at BRC level		Totals members to be trained
						Total No. of VSS in the district x 6 members form each VSS	(4 Members from local authority)	6 from VSS + 4 from local authority representatives
1	Araria	1614	1614	218	0	9684	872	10556
2	Arwal	527	527	68	0	3162	272	3434
3	Aurangabad	2089	2089	203	0	12534	812	13346
4	Banka	1949	1949	185	0	11694	740	12434
5	Begusarai	1537	1537	257	0	9222	1028	10250
6	Bhagalpur	1847	1847	242	1	11082	972	12054
7	Bhojpur	2006	2006	228	1	12036	916	12952
8	Buxar	1176	1176	142	0	7056	568	7624
9	Darbhanga	2309	2309	330	1	13854	1324	15178
10	East Champaran	3155	3155	409	0	18930	1636	20566
11	Gaya	3051	3051	333	1	18306	1336	19642
12	Gopalganj	1770	1770	234	0	10620	936	11556
13	Jamui	1704	1704	153	0	10224	612	10836
14	Jehanabad	894	894	93	0	5364	372	5736
15	Kaimur	1205	1205	152	0	7230	608	7838
16	Katihar	1826	1826	238	0	10956	952	11908
17	Khagaria	1034	1034	129	0	6204	516	6720
18	Kishanganj	1281	1281	126	0	7686	504	8190
19	Lakhisarai	756	756	80	0	4536	320	4856
20	Madhepura	1476	1476	170	0	8856	680	9536
21	Madhubani	2967	2967	399	0	17802	1596	19398
22	Munger	1062	1062	101	0	6372	404	6776
23	Muzaffarpur	3092	3092	387	1	18552	1552	20104
24	Nalanda	2159	2159	249	1	12954	1000	13954
25	Nawada	1672	1672	187	0	10032	748	10780
26	Patna (Rural)	2999	2999	331	0	17994	1324	19318
27	Patna (Urban)	336	336	0	1	2016	4	2020
28	Purnea	1978	1978	251	0	11868	1004	12872
29	Rohtas	2109	2109	246	0	12654	984	13638

Sl	District	No. of Schools	Total No. of Existing VSS's / Tadarth Sammittee	Total No. of Panchayats	Total No. of Municipal Corporation	Community training to VEC members for 3-day residential training at BRC level		Totals members to be trained
						Total No. of VSS in the district x 6 members from each VSS	(4 Members from local authority)	
30	Saharsa	1276	1276	153	0	7656	612	8268
31	Samastipur	2518	2518	381	0	15108	1524	16632
32	Saran	2501	2501	330	0	15006	1320	16326
33	Sheikhpura	479	479	54	0	2874	216	3090
34	Sheohar	417	417	54	0	2502	216	2718
35	Sitamarhi	2099	2099	273	0	12594	1092	13686
36	Siwan	2120	2120	293	0	12720	1172	13892
37	Supaul	1716	1716	180	0	10296	720	11016
38	Vaishali	2057	2057	290	0	12342	1160	13502
39	West Champaran	2445	2445	315	0	14670	1260	15930
Total		69208	69208	8464	7	415248	33884	449132

x. Details of costing of Community Training (3 day Non Residential only for: VEC/ SMC/ SDMC etc) at CRC level

S. No.	Districts	Total No. of Existing VSS's/ Tadarth Sammittee	Community training to VSS members for 3-day residential training at CRC level
			For 6 members
1	Araria	1614	9684
2	Arwal	527	3162
3	Aurangabad	2089	12534
4	Banka	1949	11694
5	Begusarai	1537	9222
6	Bhagalpur	1847	11082

S. No.	Districts	Total No. of Existing VSS's/ Tadarth Sammittee	Community training to VSS members for 3-day residential training at CRC level.
			For 6 members
7	Bhojpur	2006	12036
8	Buxar	1176	7056
9	Darbhanga	2309	13854
10	East Champaran	3155	18930
11	Gaya	3051	18306
12	Gopalganj	1770	10620
13	Jamui	1704	10224
14	Jehanabad	894	5364
15	Kaimur	1205	7230
16	Katihar	1826	10956
17	Khagaria	1034	6204
18	Kishanganj	1281	7686
19	Lakhisarai	756	4536
20	Madhepura	1476	8856
21	Madhubani	2967	17802
22	Munger	1062	6372
23	Muzaffarpur	3092	18552
24	Nalanda	2159	12954
25	Nawada	1672	10032
26	Patna (Rural)	2999	17994
27	Patna (Urban)	336	2016
28	Purnea	1978	11868
29	Rohtas	2109	12654
30	Saharsa	1276	7656
31	Samastipur	2518	15108
32	Saran	2501	15006
33	Sheikhpura	479	2874
34	Sheohar	417	2502
35	Sitamarhi	2099	12594
36	Siwan	2120	12720
37	Supaul	1716	10296

S. No.	Districts	Total No. of Existing VSS's/ Tadarth Sammittee	Community training to VSS members for 3-day residential training at CRC level.
			For 6 members
38	Vaishali	2057	12342
39	West Champaran	2445	14670
Total		69208	415248

xi. **Proposal for 2010-11 Community Training**

S.No	Activity	Unit Cost	Target 2010-11	
			Phy	Fin
1.	3 Days Block level Residential training for 6 from VEC + 4 from local authority representatives	0.003	449132	1347.396
2.	3 Days Cluster level Non- Residential training	0.0015	415248	622.872
	Total		864380	1970.268

xii. **Budget Proposal for Community Mobilization**

Target 2010-11	
Phy	Fin
864380	1970.268

xiii. **Calendar of Activities planned for 2010-11**

State has not provided Activities Planned for 2010-11

xiv. Status of District Level Monitoring Committee

State	Total numbers of District in the State/UTs	Name of districts in which committee stand constituted	Name of districts in which committee has not yet been constituted	Details of No's of meetings held in each district so far	Outcomes of the meetings	Remarks if any
1.	2.	3.	4.	5.	6.	7.
Bihar	38	31	7	One each	<ol style="list-style-type: none"> 1. Opening of New Primary School 2. Construction of New Primary school and Additional Classrooms 3. Midday Meal 4. Teacher recruitment 5. Construction of toilets, hand pumps, Boundary wall etc. 6. Improvement in Quality of Education. 7. Empowerment of Community & PRIs. 8. Power, role & functions of PRIs/VSSs. 	

- xv. Give details of the Community Mobilization activities/ Campaigns to be undertaken or proposed by the districts under the management cost (As per the new norm 0.5% of the district outlay may be utilized for Community Mobilization and campaigns provided that the management cost and community mobilization together does not exceed 4% of the total outlay).

S. No.	Name of District	Proposed activity	Time period	Proposed Month	Fin. (Rs. In lakh)	District specific issues
1	All District	Half Yearly workshop of VSS/PRI/NGO at Block Level	One Day	August - March	96.69790	
		Identification Workshop	One Day	June	2.90000	
		1 Day non-residential training of trainers/RPs	One Day	July	4.93500	
		4 Days residential training of trainers/RPs	Four Day	August	12.69200	
		2 days non Residential Technical Training to VSS	Two Day	September to March	194.46860	
		Total				311.69350

The Appraisal team recommends that the state should strengthen community participation with focus on social aces so as to ensure inclusion of the most marginalized groups of people in the state e.g. Maha Dalilts and minorities

B) Media

Media activities undertaken by the Bihar State in 2009-10 as follows:

In 2009-10 Bihar State has conducted the number of mobilization activities.

The list is given as follows:

1. Bal Mela organized at District, BRC and CRC level
2. Enrolment Campaign
3. IEC done through the Hoarding, Poster, Pamphlets, Wall Writings, Handbills, Calender etc.
4. Educational Magazine/Newsletters published and distributed.
5. All activity Documented.
6. Demonstration & Capacity Building of Cultural groups/Team for Mobilization
7. Educational awareness Message transmitted through cable channel.
8. Strengthening of Bal-Sansad
9. Intervention / Strengthening of Mushar Children/Community.
10. Development & Printing of "BEP Ahwan" (Quarterly Magazine of STATE)
11. At state level different melas organized (Shiksha/Mahila Mahotsava, Maa Beti/Bal Mela, Sports Meet, and
Mela for CWSN / Strengthening of Mushar Children
12. Telecasted Fee (Regional Channel/AIR) SPOT also Telecasted Fee (Regional Channel/AIR) BUGS
13. Production of FILMS/SPOT/BUGS/SLIDES
14. Environment Building for SSA Activities (Cultural Group etc.)
15. Library at SLO
16. Workshops/Seminar/Conference etc.

Proposed action plan of Media activities for 2010-11

District & State Level Activities action Plan

Sr.no	Media Activity	Theme of the Activity	Place of The Activity	Rural / Urban Area	Date/ Period	Expected Expenditure (In Lakhs)	Expected outcome
1	Press Conference / Press Release	Information about ongoing activities/ time to time urgent information regarding implementation of	CRC, BRC & District	Rural/ Urban	Time to Time	Press Conference / Press Release	Awareness, Information dissemination

Proposed action plan of Media activities for 2010-11

District & State Level Activities action Plan							
Sr.no	Media Activity	Theme of the Activity	Place of The Activity	Rural / Urban Area	Date/ Period	Expected Expenditure (In Lakhs)	Expected outcome
		information regarding implementation of different activities.				are routed through District Public Relations Dep't.	
2	Advertisements (Print / TV / AIR)	Wide Publicity for Programme Implementation	CRC, BRC & District	Rural/ Urban	Time to Time	20.00	Mass Awareness regarding Programme.
3	Exhibitions / Fairs/ Mela Participation	Extra Curricular Activities like sports meet. cultural meet etc	CRC, BRC & District	Rural/ Urban	Within one year.	25.00	Confidence level of Children goes upward.
4	Distribution of Flyers /Posters / Flipcharts etc.	Information regarding training and different activities.	CRC, BRC & District	Rural/ Urban	Within one year.	18.50	
5	Film Show / Demonstration/Street Play cum Demonstration	Educational message through cultural programmes.	CRC, BRC & District	Rural/ Urban	Within one year.	10.00	People like the programmes and get motivated.
6	Folk Media-Tribal Awareness Plan (Intervention / Strengthening of Mushar children/ community)	Providing Mushar children daily use materials like Comb, Hair Oil, Nail Cutter, and Soap etc. through VSS in presence of PRI Representatives.	Panchayat/CRC Level.	Rural/ Urban	Within one year.	45.00	Mushar Children/Community get motivate and they will send their children to the school daily.
7	Innovative activities like: a. Banners b. Wall Paintings (Talking wall) c. Street Plays d. Puppet Show e. Talk show -- f. IEC programs/ g. Communication skill training h. Web Media	Strengthening of Bal- Sansad for Divisional Head Quarter District Community Mobilization for Girls Education	CRC Level. CRC Level	Rural/ Urban Rural/ Urban	Within one year. Within	15.00 7.00	School Children get acquainted with how to take part in Bal-Sansad as different responsibilities. Community get

Proposed action plan of Media activities for 2010-11

District & State Level Activities action Plan

Sr.no	Media Activity	Theme of the Activity	Place of The Activity	Rural / Urban Area	Date/ Period	Expected Expenditure (In Lakhs)	Expected outcome
	communications				one year.		motivated for Girls education
8	State/UT focused innovative activities	Broadcasting of "English is Fun" programme for Children of Class I&II, III & IV for 30 minutes for Four days in a week.	School Level	Rural/ Urban	Within one year.	20.00	School Children get acquainted with spoken English and get developed their level of understanding of English Language.
9	Publications (Newsletter, Books etc)	"BEP Ahwan" Quarterly magazine for State level and other different types of books and magazines for District level.	District & State Level	Rural/ Urban	Within one year.	15.00	Awareness and information dissemination of Progress of SSA programme at various level.
						175.50 Lakhs	

Observations and recommendation

It is observed that in the year of 2009-10 media activities were organized for the awareness of community in Bihar. State SSA is facing problems in the schooling of out of school children's, identifying CWSN, Enrollement and Retention of students in rural area etc. Higher authority should plan for solving the above problems. State should also focus on the implementation of IEC (Information Education and Communication) activities with the help of Total Sanitation Campaign for enhancing

the awareness on SSHE (School sanitation and Hygiene Education) Programme among students in rural area.

State has requested total amount of 1631.96200 lakhs under media plan for the year 2010-11, the requested amount is very huge as compare to the management cost. So the Appraisal team has recommended total amount of 175.5 Lakhs for media plan.

State proposal for strategies pertaining to media activities is recommended.

1. School Chalen Hum Abhiyan-2009-

In the continuation of last year experience, Jharkhand State has organized School Chalen Hum Abhiyan-2009. The objective of this programme is to ensuring participation of state level all machinery to fulfill the target of cent per cent enrollment. This programme is the most encouraging programme in our state.

In the Year 09-10, State has enrolled 2, 64,889 children in the schools through this programme series of workshop is held at all level from state to cluster level. State government takes this programme in priority and circular is issued to all from Chief Secretary to Panchayat level workers. A seven days programme held at school level followed by workshop. Calendar of activities is prepared at state level and it is organized at school level in which children are welcome by the teachers.

2. Development of Audio Jingles/video Films-

In the year 09-10, State SSA has developed 8 video jingles and 8 Audio jingles based on Gender sensitization as well as on other interventions. It was broadcasted in Pvt. Channels/Doordarshan/AIR and also on Private Radio. It has given tremendous opportunity to disseminate SSA's main message among the people.

3. Voice Message-

In the year 2009-10 State has experimented this programme and really it has given positive strength to SSA wing. The recorded voice of Secretary, SPD, and celebrity and it was broadcasted on mobile of 10 lakhs number belonging to this state only.

In this message there was an appeal to all regarding the enrollment of children, encouraging education of children with special need, girl's education and discouraging the child labour.

4. Development of Banner/Hoardings/Posters etc.-

In the year 2009-10, State has developed above mentioned materials and used it as the campaign tools. In the poster/hoarding and banner, there was an appeal to community to send their children to school. All the major issues were covered under these materials. It was distributed in all the schools across State with the help of sponsorship from Industrialists, Bankers & UNICEF.

5. Development & printing of quarterly Magazine on Inclusive Education named "INCLUSION"-

In the year 2009-10 State has started the publication of quarterly magazine on Inclusive Education. It was started on the eve of World Disabled Day i.e 03/12/2009. This Magazine was distributed up to school level with this hope that a general teacher can understand the disability and they will be able to handle CWSN in their Classes.

6. Advertisement in News Paper/ Magazines etc.-

In the Year 2009-10, SSA has advertised in news paper as well as in magazines regarding programme objective. Some advertisement as an appeal also given to ensure the participation.

7. Stall at Local Mela/Hat-

In the year 2009-10, State SSA also exhibited programme interventions in Mela/Local Hat etc. It is organized in the entire districts of the State.

Financial progress (2009-10)

Sl.No.	Activities	Approved Budget (09-10)	Exp. (28/02/10)	% of Exp.
1	Documentation & Publication, print/Video Film etc.	25.00	25.00	100%
2	Organizing Namankan Pakhwara (Enrollment/Retention Drive)	50.00	50.10	100.20%
3	Advertisement/Publicity	50.00	47.41	94.81%
Total		125.00	122.51	98%

Proposed plan of Media activities for 2010-11

Sr	Medial Activity	Theme of the Activity	Place of The activity	Rural / Urban Area	Date /Period	Expected Expenditure (in Lakhs)	Expected outcome
1.	Press conference /press release	Awareness trough Media	State/ District	Both	All Year	2.00	General awareness among masses
2.	Advertisements (Print/TV/AIR)	Awareness trough Media	State/ District	Both	As per requirement	55.00	Specific Dissemination of the programme
3.	Exhibitions/ fairs/Mela participation	Dissemination & Public awareness	State/ Division / District/ Block/ Cluster	Both	Oct-Jan 11	50.00	Providing information on RTE
4.	Distribution of	Enrolment/	School/	Both	April-	100.00	Providing support

	Flyers /Posters/ Flip charts etc.	Retention/ Gender Sensitization/ CWSN/	Model Cluster Centers/ ECE/ KGBV/ Resource Room		Sept. 10		in implementation of activities/general awareness
5.	Film Show	Documentary based on Intervention	State	Both	Oct-Dec.10	8.00	Presenting our interventions & best practices
6.	Folk Media-Tribal awareness Plan	Strengthening Awareness among Tribals	District/ Block/ Village	Rural	All Year	75.00	Involvement of tribals in education
7.	Innovative activities like						
a	Banners						
b	Wall paintings (Talking wall)	SSA interventions	District/ Block	Both	All Year	10.00	Informative for the passers
c	Street plays	Gender/ CWSN	Block/ Cluster	Urban	All Year	7.00	Presentation of theme in play mode
d	Puppet Show	Gender/ CWSN	Block/ Cluster	Rural	All Year	7.00	Presentation of theme in play mode
e	IEC programme /IEC mobile van	Printing & development of reading materials	State	Both	All Year	5.00	Providing materials in distance mode
f	Communication skill training	Training of Local Folk groups	District	Both	All Year	5.00	Capacity building of local groups
g	Web Media communications					2.00	Dissemination globally
8.	State focused-Innovative activities	School Chalen Hum Abhiyan-2010/ Retention Drive-2010	State/ Division / District /Block/ School	Both	April /May 2010	93.00	Ensuring participation and active involvement of state machinery towards RTE.
9.	Publications (Newsletter books etc)	Quarterly Magazine on SSA	State	Both	June/ Sept/ Dec/ March	20.00	To provide information on going activities in a transparent mode
	Total					449.00 Lakhs	

Observations and recommendations

State has submitted the balanced media plan by allocating the money for various awareness activities. It is observed that in the year 2009-10 state has implemented and

executed the various awareness activities. Now for the year of 2010-11 State has focused on the awareness of tribals, weaker sections and minority communities. State should ensure that media and communications activities can build the strong bridge of awareness between grass root level functionaries and SSA officials. So, more focusing on that State should effectively execute this plan in 2010-11 for the awareness of all stakeholders of SSA programme.

State proposal for strategies pertaining to media activities is recommended

(IX) Involvement of NGO

The State has reported that the GIAC met twice during 2009 (03.06.2009 & 10.12.2009) A total of 183 proposals were considered . Out of the total proposals considered for support 76 NGO proposals were approved for support during 2009-10.. the position on involvement of NGOs in the State during 2009-10 and the involvement likely n 201-11 is presented in the tale below.

Functional Area	No. of NGOs involved during 2009-10	No. of NGOs likely to be involved during 2010-11
1. IED	20	25
2. AIE/AS interventions	97	290
3. Pedagogy	01	01
4. KGBV	97	103
5. MIS	01	02
6. CAL	32	21
7. Girls Education (including NPEGEL)	32	38
Total	280	480

(X) Project Management

The position on staffing at difrent levels and in different components is presented blew. The table on overview of staffing in the state indicates the sanctioned and filled staffing at state, district and sub-district levels.

	Staff sanctioned	Staff filled	Vacancy
SPO	28	23	5 (8%)
DPO	733	466	267 (36%)
BRC + CRC	6611	6611	0

According to the above table, there is around 8% vacancy at SP level but the vacancy position is very high at DPO level i.e.36%, Such huge number of vacancies obviously have and adverse implication for implementation of the programme. To remedy the situation these vacancies must be filled at once.

It has also emerged during appraisal that there is a felt need for revamping the management structure as its si not adequate for managing a programme as huge as SSA. Therefore, more posts need to be sanctioned to provide for adequate personnel, especially, in the technical areas like engineering, accounts and programme components.

The following table indicates staffing position in different components in Bihar SSA.

Component wise position on staffing in SSA Bihar

S.No	Name of Post	Total Sanctioned Post	Total Working Post	Total Vacant	% Vacancy
1	State Project Director	1	1	0	0.00%
2	Programme Officer/ Administrative Officer	7	5	2	28.57
3	Civil Works Manager	1	1	0	0.00
4	Chief Accounts Officer	1	1	0	0.00
5	Architect	1	1	0	0.00
6	Ex. Engineer	37	11	26	70.27
7	ADPC/Addl.PO*	55	46	9	16.36
8	SRP*/APO	119	64	55	46.22
9	Asst. Engineer	75	41	34	45.33
10	Accounts Officer	39	34	5	12.82
11	Asstt. Resource Person	174	120	54	31.03
12	Asstt. Computer Programmer	39	12	27	69.23
13	Accountant	40	21	19	47.50
14	Junior Engineer	172	131	41	23.84
Total		761	489	272	35.74

As can be seen in the table above, the overall vacancy percentage 35.74. The highest vacancies is in Ex. Engineer (70.27%) followed by Asstt Computer Programmer (69.23%), Accountant (47.50%), SRP*/APO (46.22%).

PMIS AND EMIS

MANAGEMENT INFORMATION SYSTEM (MIS)

1. About MIS

A **management information system (MIS)** is a subset of the overall internal controls of a business covering the application of people, documents, technologies, and procedures by management accountants to solve business problems such as costing a product, service or a business-wide strategy. Management information systems are distinct from regular information systems in that they are used to analyze other information systems applied in operational activities in the organization.

The management information system consists of three sub-components. The three sub-components – Management, Information and System together constitute a holistic view of an effective system. *Information* refers to the processed data readily available for the end users. The word *Management* here focuses on the use of information system for managerial decision making and not for mere technological namesake.

2. Role of MIS in SSA

Besides, acting as Decision Support System (DSS), the scope of MIS in general would be collection, compilation, analysis and dissemination of data and integration in the planning process.

The MIS would primarily assist the agencies implementing SSA by providing information on:

- ✓ Access, retention and quality related issues
- ✓ Intervention-wise progress of SSA implementation
- ✓ Schooling scenario of children in the target group
- ✓ Progress of EGS/AIE related issues

2.1 Specific Objectives of MIS under SSA

To implement major aspects namely Educational Management Information System (EMIS), Project Management Information System (PMIS), Financial Management Information System (FMIS), Student Attendance Management Information System (SAMIS), Child Tracking Systems etc.

3. MIS at State, Districts & Sub-District Level

Under SSA, beside MIS setup at State level, MIS setup is in place both at Districts and Block Level equipped with latest hardware & software to support MIS activities effectively. The details of Manpower and Infrastructure are as under:-

Manpower Structure in MIS:

Level	Posts	Sanctioned	Filled	Vacancy
State Level Office	MIS Coordinator	1	1	0
	Asst. Computer Programmer	2	2	0
	Computer Operator	4	2	2
Sub Total		7	5	2
District Level Office	Asst. Computer Programmer	37	10	27
	Computer Operator	37	37	0
Sub Total		74	47	27
State Total		81	52	29

Infrastructure Status:

The Status of Infrastructure at State, District and Sub-District MIS units are as under:-

At Least 3 Computer Sets in each District with One Printer, Generator & adequate software available at District Level. Two Computer Sets, 1 Printer, 1 Scanner, 1 Generator & One Operator is available in 428 Blocks across the State.

- **State Office** is fully equipped with a Server and about 40 PIV computers, peripherals and software like Oracle 8i, Power Builder, MS-Office, etc. These systems and peripherals are fully connected via Intranet (LAN) and Internet (Broadband).
- **District Offices** are equipped with at least 3 Computer Sets in each District with One Printer, Generator & adequate software like Oracle, MS-Office and DISE.
- **Block Level Offices (BICs)** Two Computer Sets, 1 Printer, 1 Scanner, 1 Generator & One Operator is available in 497 Blocks across the State.

3.1 Educational Management Information System (EMIS)

As a part of the SSA Programmes Implementation Strategy, the Educational Management Information System (EMIS) is being implemented & used which provides information regarding educational issues and management of schools. The national level EMIS package popularly

known as District Information System for Education (DISE) is being implemented in all 37 districts across the State.

DISE includes many features, which facilitates the day-to-day management task of educational planners and administrators and also provides a variety of decision support services. At State level these data are further consolidated and maintained using **STEPS** (State Educational Planning System) software.

Policy issues arising out of DISE data makes the basis of the educational decision making process and are being taken care while formulating Annual Work Plan & Budgets (AWP&Bs). Following Steps have been taken to during 2009-10 to strengthen the EMIS System is the State:-

- ✓ Provision of Hardware and Software up to Block level.
- ✓ Training to Districts and Blocks level MIS personnel on DISE-2001 software & DCF.
- ✓ Training to CRC & BRC coordinator on DISE DCF and use of School Report Cards for effective planning, implementation and monitoring at sub-district level.
- ✓ Ensuring support from National Informatics Centre (NIC) at District level.
- ✓ Monitoring of MIS Activities on a sustained basis.

Way Forward

The DISE mandate is to collect data from all Govt./Govt. Aided and Private recognized schools. However, in absence of data from unrecognized schools it is difficult to get the true picture of Universalisation of Elementary Education (UEE) in the State. Therefore, efforts would be made to cover all types of schools irrespective of its recognition status in future.

Strategies for Implementation:

- ✓ To improve the quality & consistency of data, the State has started printing DCF through DISE Software itself which minimizes the inconsistencies with respect to those parameters which are of fixed nature. School Report Card is also shared with DCF with each school for use and feedback. The same would be replicated during the year 2010-11 also.
- ✓ In order to keep uniformity across the State, MIS personnel of all 37 districts would be trained at State Level Office with the support of NUEPA & Ed.CIL.

- ✓ District and sub-district level sharing and capacity building workshop would be organized on various educational indicators of DISE. The participants of the workshop would be BEEOs, BRCCs, CRCCs and CRC RPs.
- ✓ Detailed guidelines for training, data collection, scrutiny, report generation and its sharing at all level would be discussed with the district MIS units on a sustained basis. The tentative Implementation Schedule of DISE during 2010-11 would be as under:-

Sl. No.	Activity	Level	Time Frame	Responsibility	(Working Members), Participants
1	Sharing and presentation of DISE 2009-10 Data with Major Educational Indicators at State Level	State	15-20 April 2010	State MIS Coordinator	State MIS Team
2	Sharing and presentation of DISE 2009-10 Data with Major Educational Indicators at District Level	District	25-30 April 2010	Assistant Computer Programmer	DEO, DSE-cum-DPCs, BEEO's, BIC Coordinator & Programme Personnel
3	Appropriate modification in DISE Software for 2010-11	State	By June, 2010	MIS Coordinator	(State MIS Team & NUEPA)
4	Finalization of School list and initialization of new schools for 2010-11	District	01-15 July 2010	DPC	ACP, BEEO's, BIC Coordinators BRCC's & CRCC's
5	State level Training workshop to facilitate districts.	State	26-31 July 2010	MIS Coordinator	(State MIS Team), NUEPA & ACP's
6	Appropriate modification in DISE Software at District Level for 2010-11	District	02-07 Aug. 2010	DPC	District MIS I/C, BIC Coordinator
7	Printing of DISE DCF & Dissemination of School Report Card.	District/ BIC	09 Aug. - 31 Aug. 2010	District MIS IC/BIC Coordinators	District MIS I/C, BIC Coordinator
8	District level training workshop for BRC and CRC Persons	District	01-30 Sept. 2010	DPC	ACP, BEEO's, BRP's & CRP's
9	Checking of each and every filled format by Cluster Resource Person	Cluster	01-15 Oct. 2010	Cluster Resource Person	(CRP's)

Sl. No.	Activity	Level	Time Frame	Responsibility	(Working Members), Participants
10	Collection of Filled formats at Block level	Cluster	16-23 Oct. 2010	Cluster Resource Person	(CRP's)
11	In House Sample checking and verification of filled DCF	District/Block	17-31 Oct. 2010	District MIS Coordinator/BEEOs	(ACP, BEEO & BRP's)
12	Data entry at Block Level	Block	Up to 30 th Nov. 2010	District MIS Coordinator/BIC Coordinator	(ACP & Computer Operator's)
13	Sharing and presentation of Compiled data with Block Authorities	District	1 st Week Dec. 2010	District MIS Coordinator	(ACP & Computer Operator's)
14	Correction of Data at district level	District	2 nd Week Dec. 2010	District MIS Coordinator	(ACP & Computer Operator's)
15	Submission of filled data at state level	District	3 rd Week Dec. 2010	District Programme Coordinator	ACP
16	Compilation and analysis of data at state level	State	4 th Week Dec. 2010 – 2 nd Week January, 2011	State MIS Coordinator	(State MIS Team)
17	Correction/Alteration of Data	District	16-31 st January, 2011	State MIS Coordinator	(State & District MIS Team)
18	Submission of final data along with DISE Certificate by Districts	District	01-15 th Feb., 2010	DPC	(District MIS Coordinator)
19	Submission of final data along with DISE Certificate by State	State	28 th Feb., 2010	SPD	(State MIS Coordinator)
20	5% sample checking through monitoring institution (Process ends)	State	15-April 2011	State MIS Coordinator	Monitoring Agency

3.2. Project Management Information System (PMIS)

The basic objective of PMIS is to monitor project activities in terms of physical & financial achievement against the targets. It generates monthly/quarterly/yearly progress reports, which are required at sub-district, district, state & national level for monitoring of project activities. This generates various types of reports based on budget, expenditure, reimbursement categories, physical vs financial etc.

Strategies for Implementation:

- ✓ A format has been devised & are in place to monitor the progress of all types of programmes including SSA, NPEGEL & KGBV based on the Performa 'A' and 'B' as suggested by Ministry along with few in-house monitoring tools.
- ✓ Reports are being generated on the basis of these formats and are shared at each level for monitoring, support and planning. Based on the reports available from the districts, Monthly, Quarterly & Half-Yearly reports would be shared with the State & National Level.
- ✓ Besides national portal, the State has developed its own web-enabled PMIS software and has been hosted with a URL <http://bicssabihar.org>. This software would be implemented side by side as per State needs during 2010-11 for reporting.

5.3. Financial Management Information System (FMIS)

During 2008-09, the Finance & Accounts department had procured a Double Entry accounting System for State as well as District Level Offices named "*Tally*". The software has already been implemented after imparting training to the Accounts Personnel. The same software would be used during the FY: 2010-11 to maintain day-books and books of accounts.

5.4 Web-enabled/e-governance Services

The State Implementation Society, has developed an Unicode, bilingual & dynamic web-portal named <http://www.bsppssa.org>, which is running various education schemes/programme in the State of Bihar such as **Sarva Shiksha Abhiyan (SSA)**, **District Primary Education Programme (DPEP)**, **National Programme for Education of Girls at Elementary Level (NPEGEL)**, **Kasturba Gandhi Balika Vidyalaya (KGBV)** to name a few. The State has placed

all its relevant information about the various programme/schemes being run for the common masses for easy access resulting in more transparency and manageability of the projects/schemes. Besides, other information, the web-portal provides a dynamic interface to retrieve the data/information about each & every school of the State in the form of School Report Card. Besides, disaggregated data on each & every indicator can be retrieved for the State which is available under DISE.

5.5 Child Tracking System(CTS)

The State has completed Household survey during 2009. This would pave way for the Child Tracking System, as information has been collected for each individual child in the age group 0-13+ through a well devised format. This information would be entered into a database through software designed by the State in partners with the private agency to whom the work of implementing BICs have been assigned on a turnkey basis. Once the database would be ready, the same would be validated and would be placed on a web-server. A web based module would help in collecting, storing, analyzing and disseminating the Household Data, where each & every child of the state can be monitored centrally. The system would share the individual child information related to their demography, Social Status, Economical Status, Educational Profile, disability and migration to the govt. as well as common masses. It would help identify individual child & plan specific strategies accordingly. It would minimize the redundant enrollment of child in the system. The database would have information about nearly 20 million children across the State.

6. Block Informatio Centres (BIC)

6.1. Background/Vision

The basic necessity for the success of any sustained reform is to have a continuous and unbiased assessment of the system by clearly identifying its strengths and weaknesses. The need for efficient collection, analysis and sharing of information among various users is not possible through the manual processes.

Moreover, in a large State like Bihar, where multi-level planning is inevitable and the demands for information increase many-fold. To coordinate various management functions and to improve planning processes, not only a variety of information is needed but is needed in a form that suits the requirements of educational administrators, planners, decision-makers and researchers at various geographical and administrative hierarchies. It will not only provide the right type of signals to planners and administrators but also help in more sharply focusing the scarce resources for areas/activities where these are most needed. It is in context that computerized Information System becomes an essential tool for providing decision support to educational planners and administrators at all levels.

As a part of decentralized planning and management strategy, Bihar Shiksha Pariyojana Parishad (BSPP), have taken initiatives such as implementation of a School Information System, popularly known as District Information System for Education (DISE), right from its inception of District Primary Education Programme- III (DPEP-III), with the help of National level institution, NUEPA.

A full fledged MIS system is already in place at State & District Level Unit of BSPP. Now it is proposed, to take the MIS down to the Block level for better impact, preservation and sharing of the information. Block Information Centres (BIC) has been envisaged at the Block level. These Centres will primarily function as information centres and there will not be much of processing involved. Besides functioning as MIS units for Decision Support Services at Block Level, BIC will be utilized for (a) day-to-day functioning (b) Capacity building for the teachers for providing Computer Aided Learning (Education for life) and (c) creating environment for use of Information and Communication Technology, use of Internet and web-enabled services at the grass-root level. (d) The facility will also be open other Government departments, teachers and students.

6.2. Rationale for Private Partnerships

The establishment of Block Information Centre under DPEP/SSA was conceived during 2004-05, in a decentralized manner, from District Level Offices of the BSPP. About 50% districts had procured & installed the necessary Hardware, Software & Peripherals at various blocks. However, due to some reasons or other the centres could not be made fully functional so far to achieve the desired objective of this scheme. Still there were about 50% Blocks left where the process of procurement and provision of manpower could not be made. As such, to maintain homogeneity across the State, the services have been outsourced on the basis of BOOT model for an initial period of three years.

6.3. Models adopted

Keeping in view the scenario of the State, two types of model have been adopted.

Model-I: Under this model, complete outsourcing, i.e. supply, installation, maintenance & commissioning (including softwares to be developed by the agency) is being carried out by the Private Agency.

Model-II: Under this model, hardware, basic software (except software to be developed by the agency), generator & peripherals (Printer, Scanner, UPS) only would be provided by the District Level Offices of BSPP. The cost of supplementary services such as installation and commissioning of fax machine, telephone, internet, intranet, installation, maintenance & commissioning which also include trained manpower is the responsibility of the Private Agency.

6.4 Infrastructure Support

The work at BIC would primarily be information based and involves handling of voluminous quantities of information. Hence adequate infrastructure in terms of

Hardware, Software, and manpower would be a necessary condition precedent to the operationalisation of BIC.

Following minimum basic infrastructure has been provided under **Model-I:**

Sl.No.	Items	Quantity
01.	Computer System - (P4 or equivalent) with Basic Softwares & UPS	
02.	Printer – Laser	One
03.	Scanner – Flatbed	One
04.	Generator – 2 KVA	One
05.	Fax Machine	One
06.	Manpower – Trained Personnel.	One
Rem: Besides above, private agencies shall provide: telephone, internet, intranet, and furnishing of the Information Centre with adequate furniture, consumables as per need at the location provided by BSPP.		

6.5. Scope of the Work

Information Centre will collect information from different educational intuitions/PRIs within the block and report to District Level Offices/State Level Office as per the requirements through phone, fax, internet (wherever available), etc. It will help in implementing MIS i.e. EMIS, PMIS & FMIS, Computerization of Survey information, etc. at Block Level either through the application softwares provided by the society, or by developing the software by the private agency as per the suitability & need of the society.

6.6 Present Status & Proposal

At present, 263 BICs under Model-I (Includes 1 DIC) and 234 BICs under Model-II are functional. These centres are being run in partners with M/s. Prakriti Enterprises (the Private Partner) through outsourcing. District wise Status of BICs is given in the Table below.

In order to maintain homogeneity across the State, remaining 36 Blocks would be taken-up during the FY: 2010-11. A budgetary provision of Rs. 14,500/- for Model-I and Rs. 10,000/- per month per BIC for Model-II has been made by districts.

District Wise Status of Block Information Centres (BICs)						
Sl.	Block Name	Number of Blocks	Model		Blocks Covered	Remaining Blocks
			I	II		
1	अररिया	9	0	9	9	0
2	औरंगाबाद	11	0	11	11	0
3	बाँका	11	9	0	9	2
4	बेगूसराय	18	1	15	16	2
5	भागलपुर	16	16	0	16	0
6	भोजपुर	14	0	14	14	0
7	बक्सर	11	5	6	11	0
8	दरभंगा	18	5	12	17	1
9	पूर्वी चम्पारण	27	25	0	25	2
10	गया	24	22	0	22	2
11	गोपालगंज	14	0	14	14	0
12	जमुई	10	0	10	10	0
13	जहानाबाद	12	12	0	12	0
14	कैमुर	11	0	11	11	0
15	कटिहार	16	9	0	9	7
16	खगड़िया	7	0	7	7	0
17	किशनगंज	7	3	4	7	0
18	लखीसराय	6	4	0	4	2
19	मधेपुरा	13	0	13	13	0
20	मधुबनी	21	21	0	21	0
21	मोरे	9	9	0	9	0
22	मुजफ्फरपुर	16	15	0	15	1
23	नलंदा	20	0	20	20	0
24	न्वादा	14	14	0	14	0
25	पटना	23	23	0	23	0
26	पूर्णिया	14	14	0	14	0
27	श्रोहतास	19	0	19	19	0
28	स्हरसा	10	0	10	10	0
29	समस्तीपुर	20	17	0	17	3
30	सारण	20	0	20	20	0
31	शेखपुरा	6	0	6	6	0
32	शिवहर	5	0	5	5	0
33	सीतामढ़ी	17	0	17	17	0
34	सीवान	19	7	0	7	12
35	सुपौल	11	0	11	11	0
36	वैशाली	16	14	0	14	2
37	पश्चिम चम्पारण	18	18	0	18	0
कुल योग		533	263	234	497	36

7. Progress Overview & Financial Proposals under Districts Plan:

7.1. Progress Overview:-

Under MIS, against a budgetary approval of Rs. 929.92 lakhs, during 2009-10, expenditure of Rs. 371.79 lakhs has been incurred upto January, 2010. The trend suggests that an anticipated amount of about 697.44 lakhs would be incurred by March, 2010 across the State. Following major activities were taken up during the AWP&B 2009-10:-

- (a) Procurement/Upgradation of H/ware & S/ware.
- (b) Furnishing of Computer Rooms.
- (c) Training of BEEOs/CRCCs/Head Teachers.
- (d) Establishing & Opertaing Block Information Centres.
- (e) Procurement of Consumables

7.2. District Proposal:-

A budgetary provision of Rs. 823.310 lakhs has been made by districts under AWP&B 2010-11 within the 6% management cost. The details of activities proposed are as under:-

Sn.	Activity	Phy.	Fin (In Lakhs)
[i]	Establishment of MIS at Block Level(BIC) - MODEL-I	299	462.41
[ii]	Establishment of MIS at Block Level(BIC) - MODEL-II	234	216.60
[iii]	Upgradation/Strengthening of MIS	38	39.30
[iv]	Computer Equipment(Hardware etc.) for DLO	40	27.55
[v]	Purchase/Upgradation of Computer Software for DLO	37	9.75
[vi]	Computer Consumables	37	24.75
[vii]	Dev./Maint. Of Website at DLO	37	7.95
[viii]	Preparation of AWP&B	37	9.50
[ix]	Contingency & Others	37	25.50
	Total Districts Proposal:	37	823.31

8. Progress Overview & Financial Proposals under State Component:

8.1 Progress Overview:-

Besides generic issues like up gradation/maintenance of H/ware, Software, Internet/intranet rentals and procurement of consumables, in order to strengthen the MIS activities across the State, both at Districts and Block levels, following activities were carried out on a regular basis:-

- (1) Capacity Building of MIS Personnels at District Level
- (2) Capacity Building of BIC personnel being engaged by the Private Partners in all 37 districts and also at the State level.
- (3) Monitoring of MIS activities in districts.
- (4) Monthly reflection cum orientation meeting at the State Level.
- (5) Planning Meeting.

An anticipated expenditure of Rs. 5.71 lakhs would be utilized against the State Component

Budget of Rs. 21.35 Lakhs approved during 2009-10 within 6% management cost.

8.2, State Component Proposal:

A budgetary provision of Rs. 21.85 lakhs has been made under State Component for AWP&B 2010-11 within the 6% management cost. The details of activities proposed are as under:-

Activity	Proposal	
	Phy	Fin
Internet/Intranet Rentals	1	1.00000
Contingency/Operating Expenses (Including Honorarium to ASRGs/SRGs)	1	1.00000
Procurement-Hardware & Peripherals	1	2.00000
Procurement of Computer Software	1	1.00000
Software Consultancy/R&D	1	0.50000
Procurement-Computer Consumables	1	2.00000
Repair & Maintenance/AMC-Computer& Peripherals	1	2.50000
Seminar/Conference/Workshop/Meeting at State	1	2.00000
Development/Maintenance of Web-Portal	1	1.00000
Capacity Building of MIS Personnel/ASRGs/SRGs etc.	1	1.85000
Operating & Monitoring Cost for BIC	1	5.00000
Formation of AWP&B	1	2.00000
Total		21.85000

A total budgetary provision of Rs. 21.85 Lakhs is being proposed under State MIS component during the year 2010-11 for appraisal and approval.

Status of Progress in Web-portal

Sl No.	State Name/UT's	No. of Districts	Status of Data Entry		
			Completed	In Progress	Yet to Start
Bihar					
1	Quarter I	38	36	1	1
2	Quarter II	38	35	2	1
3	Quarter III	38	11	17	10
As on 27 March 2010					

District wise Detail of Data Entry in Web Portal(ssamis.nic.in)

Sl No.	District Name	i003				1				2				Quarter - II				9				1003			
		Status of Data Entry				Status of Data Entry				Status of Data Entry				Status of Data Entry				Status of Data Entry							
		Approved	Waiting for Approval	Rejected	Pending	Approved	Waiting for Approval	Rejected	Pending	Approved	Waiting for Approval	Rejected	Pending	Approved	Waiting for Approval	Rejected	Pending	Approved	Waiting for Approval	Rejected	Pending				
1	Araria	51	0	0	0	51	0	0	0	22	7	0	22												
2	Aurangabad	0	0	0	51	0	0	0	51	0	0	0	51												
3	Banka	51	0	0	0	50	0	0	1	50	0	0	1												
4	Begusarai	51	0	0	0	51	0	0	0	0	19	0	32												
5	Bhagalpur	51	0	0	0	51	0	0	0	48	1	0	2												
6	Bhojpur	51	0	0	0	51	0	0	0	19	0	0	32												
7	Buxar	51	0	0	0	51	0	0	0	0	0	0	51												
8	Darbhanga	51	0	0	0	51	0	0	0	51	0	0	0												
9	Gaya	51	0	0	0	51	0	0	0	51	0	0	0												
10	Gopalganj	51	0	0	0	51	0	0	0	51	0	0	0												
11	Jamui	51	0	0	0	51	0	0	0	51	0	0	0												
12	Jehanabad	51	0	0	0	51	0	0	0	0	0	0	51												
13	Kaimur	51	0	0	0	51	0	0	0	51	0	0	0												
14	Katihar	51	0	0	0	51	0	0	0	0	0	0	51												
15	Khagaria	50	0	0	1	50	0	0	1	26	0	0	25												
16	Kishanganj	51	0	0	0	51	0	0	0	0	0	0	51												
17	Lakhisarai	51	0	0	0	51	0	0	0	0	0	0	51												
18	Madhepura	51	0	0	0	51	0	0	0	10	40	0	1												

19	<u>Madhubani</u>	51	0	0	0	51	0	0	0	20	0	0	31
20	<u>Munger</u>	51	0	0	0	30	0	0	21	9	0	0	42
21	<u>Muzaffarpur</u>	51	0	0	0	51	0	0	0	26	0	0	25
22	<u>Nalanda</u>	51	0	0	0	51	0	0	0	0	0	0	51
23	<u>Nawada</u>	51	0	0	0	51	0	0	0	0	0	0	51
24	<u>Pashchimi Champan</u>	51	0	0	0	51	0	0	0	33	4	0	14
25	<u>PATNA - Rural</u>	51	0	0	0	51	0	0	0	24	11	0	16
26	<u>PATNA - Urban</u>	51	0	0	0	51	0	0	0	0	23	0	28
27	<u>Purbi Champan</u>	51	0	0	0	51	0	0	0	51	0	0	0
28	<u>Purnia</u>	51	0	0	0	51	0	0	0	48	0	0	3
29	<u>Rohtas</u>	51	0	0	0	51	0	0	0	51	0	0	0
30	<u>Saharsa</u>	51	0	0	0	51	0	0	0	0	0	0	51
31	<u>Samastipur</u>	51	0	0	0	51	0	0	0	22	0	0	29
32	<u>Saran</u>	51	0	0	0	51	0	0	0	0	31	0	20
33	<u>Sheikhpura</u>	51	0	0	0	51	0	0	0	22	0	0	29
34	<u>Sheohar</u>	48	0	0	3	19	0	0	32	0	0	0	51
35	<u>Sitamarhi</u>	51	0	0	0	51	0	0	0	0	2	0	49
36	<u>Siwan</u>	51	0	0	0	51	0	0	0	51	0	0	0
37	<u>Supaul</u>	51	0	0	0	51	0	0	0	49	0	0	2
38	<u>Vaishali</u>	51	0	0	0	51	0	0	0	23	8	0	20

As On Sat Mar 27 19:04:01 IST 2010

The State has been consistently providing data in SSA web-portal. However, we have analyzed the data for each State and communicated to them about the discrepancies between the data reported in web-portal and through QPRs. The state is requested to verify the data at their level and have it corrected, wherever necessary.

Project Management

State Project Office

(Rs in lakh)

SI No	Details	Outlay approved
1	Salary of Staff	300.000
2	Office Expenditure	208.000
3	Furniture, Equipment & computer	33.000
4	MIS	40.330
5	Documentation & Media activities	143.500
6	Resource Support to other Components	273.100
7	Capacity Building of staff including Finance and Accounts, Workshops, Orientation, Meetings etc	144.000
8	POL/Hiring of vehicles	35.000
9	Repair/Maintenance	31.500
	Total	1208.43

The details of the management cost at DPO is as follows:

District Project Office

(Rs in lakh)

SI No	Details	Outlay approved
1	Salary of Staff	3512.430
2	Office Expenditure	287.381
3	Furniture, Equipment & computer	122.000
4	MIS	850.947
5	TA/DA	82.90
6	Audit Fee	17.50
7	Capacity Building, Workshops, Orientation, Meetings etc	359.820
8	POL/Hiring of vehicles	208.940
9	Repair/Maintenance	57.600
10	Resource Support to AIE	515.52
	Total	6015.038

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7 - Special Focus Districts and Minorities

There are 34 districts of the state that come under the special focus districts identified by the MHRD. Total 26 districts come under 'A' category of the PS & UPS gaps, 20 districts are under SFD 'B' of ACR gap and 14 districts under the 'C' category of >20.000 OOSC group, 02 districts are under the C category again of gender gaps and only 6 districts are minority concentrated districts (Including PMO) and 5 districts of Naxalite affected. Following are the categories of SFD in the state of Bihar.

SFD-A	SFD-B	SFD-C (>20000 OOSC)	SFD-C (Gender gaps)	SFD-D (Minority 20% & above)	SFD-E Naxalite Districts
Banka	Aurangabad	Aararia	Madhepura	Darbhanga	Aurangabad
Buxar	Begusarai	Begusarai	Saharsa	Katihar	Gaya
Darbhanga	Bhagalpur	Darbhanga		Kishanganj	Jamui
E. Champaran	Bhojpur	E. Champaran		Purnea	Jehanabad
Gaya	Darbhanga	Katihar		W. Champaran	Rohtas
Gopalganj	E. Champaran	Nalanda		Sitamarhi	
Jehanabad	Gaya	Nawada		Araria	
Kaimur	Gopalganj	Patna rural			
Katihar	Mujaffarpur	W. Champaran			
Kishanganj	Madhubani	Gaya			
Lakhesaria	Nalanda	Khagaria			
Madhepura	Patna rural	Madhubani			
Madhubani	Purnea	Purnea			
Mungair	Rohtas	Medhepura	2		
Muzaffarpur	Samastipur				5
W. Champaran	Saran			7	
Nalanda	Siwan				
Nawada	Supaul				
Patna Rural	Vaishali				
Rohtas	West Champaran	14			
Saharsa					
Saran					
Samastipur	20				
Siwan					
26					

Source: State Plan

ISSUES & STRATEGIES IN THE SFD

District	Issues	Strategies	Remarks
Araria	<ul style="list-style-type: none"> The district is affected by flood every year. This problem renders school inaccessible to children for four months every year. Girls are not allowed by their parents because of non-availability of female teachers and basic infrastructure for girls in schools resulting that 10884 girls are out of school. 250 NPS are still landless. 22188 children are out of school 14648 children of age group 6-14 year with mild to moderate, physical or mental handicap 	<ul style="list-style-type: none"> Temporary camps are running to cater the need All out of never enrolled children will be covered by NRBC, RBC and other AIE strategies Observance of any kind of discrimination. It has been decided to increase the frequency of teacher - parent counseling. The guardians have to be made more sensitive to the education of their children. 	Mentioned strategies are planned to cover the mentioned said issues in this year 2010-11. Further advised the state to expedite the interventions within the timeframe.

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District	Issues	Strategies	Remarks
	<p>require appropriate facilities for joining school.</p> <ul style="list-style-type: none"> o Drop out rates of SC/ST and Minority children are very high. o 637 Primary and 335 Middle schools having no toilet facilities. o 664 Primary and 399 Middle schools have no girl's toilet facilities. 		
Aurangabad	<p>District requires land for constructing 271 new primary schools. 10086 are out of school children To obtain 40: 1 ratio, 3718 ACRs are required In middle schools graduate teachers are required Headmasters are required in middle schools</p> <ul style="list-style-type: none"> • 10086 are out of school children • To obtain 40: 1 ratio, 3718 ACRs are required • In middle schools 1304 graduate teachers are required • 652 Headmasters are required in middle schools 	<ul style="list-style-type: none"> • Efforts are being made to procure land by GOB. • Under different strategies (NRBC, RBC and other AIE centers') OOSC will be covered. • New ACRs are being proposed taking care of ceiling of civil works. • The process of recruitment is going on 	The planned strategies are proposed to cover against the mentioned issues for the year 2010-11
Begusarai	<ul style="list-style-type: none"> • There are 309 landless and building less schools in this district. • There are 20067 OOSC. Out of which 8969 SC children. It is major concern • 9282 ACR required. 	<ul style="list-style-type: none"> • Efforts are being made to get land through VSSs. Govt. should initiate to provide land for such landless school 	State is trying to cover the said issues with various strategies as mentioned.
Bhagalpur	<ul style="list-style-type: none"> • 5448 ACRs required to bring SCR 40: 1 • Children working in difficult circumstances require innovative AIE Centres • Retention is a issue for the district 	<p>Adequate ACR are being proposed</p> <p>Different strategies are being proposed to cover out of school children</p>	More focus is needed on involving community in the said interventions.
Bhojpur	<ul style="list-style-type: none"> • There are still 23 land less PS and 6 land less UPS • There are 11599 OOSC • 6018 ACRs required to bring SCR 40: 1 • Children working in difficult circumstances require innovative AIE Centres 	<p>Efforts are being made to get land through VSSs. Govt. is also taking steps to procure land for such landless school</p> <p>Different strategies such as RBC, NRBC and different innovative AIE centres are being proposed</p> <p>ACRs are being proposed to address this issue</p>	Land is emerging as a major impediment in providing access. Despite efforts by the state, there is little outcome in this regard.

District	Issues	Strategies	Remarks
Darbhanga	<ul style="list-style-type: none"> Lack of infrastructure & school facilities Socio-economic Factors There are still 37903 OOSC. This is major concern for the district 4731 ACRs required to bring SCR 40: 1 	<ul style="list-style-type: none"> Interventions under AIE have been planned. ACRs are proposed to bridge the gaps. 	<p>Need specific strategies should be developed with clear focus on mainstreaming children into formal schools.</p> <p>Monitoring mechanism should be strengthening.</p>
East Champaran	<p>This is boarder district</p> <p>There are 41320 OOSC. 10170 ACR required.</p> <p>PTR is 65 against working teachers</p>	<ul style="list-style-type: none"> Different strategies such as RBC, NRBC and other innovative AIE centers' are being proposed to cover OOSC. ACRs are being proposed to address this issue keeping in view the ceiling of civil works The process of recruitment is going. 	<p>There is a need to see the UEE from a holistic point of view. Mainstreaming of children from AIE to formal schools needs greater emphasis.</p>
Gaya	<ul style="list-style-type: none"> Mainstreaming for Madarsa/Maktab's students are so challenging due to social barrier specially girls. 178 Schools are building-less with new primary. Large number of SC Community children specially Manjhi / Mushar are out of school. Social and Attitudinal barriers towards the education of girls and SC/ST among parents and teachers. There are 43623 OOSC. 14664 more ACR required. PTR with respect to working teachers is 66.2 	<ul style="list-style-type: none"> In the training of community leader the issue related to Muslim and SC children will be focused and accordingly parents will be mobilised to send their issues in schools To cover out of school children different strategies under AIE are being proposed. Specially Uthhan centres are being proposed for Mahadalit children Adequate ACRs are being proposed. The process of recruitment is going 	
Gopalgang	<ul style="list-style-type: none"> Major area of the district remains under water logging during three to four months in a year. A number of children are unable to cross the river or 'Chaur' to reach the school. There are 5338 OOSC in the district. Out of this approx 2500 children belongs to minority The PTR is 53 : 1 4503 ACRs are still required to reduce to SCRs 	<ul style="list-style-type: none"> Different strategies such as RBC, NRBC and other innovative AIE centers are being proposed to address OOSC. The process of recruitment is going ACRs are being proposed to address this issue keeping in view the ceiling of civil works 	<p>More holistic approach is needed to bridge the gaps.</p>
Muzaffarpur	<ul style="list-style-type: none"> Schedule castes constitute about 10% of the total population. The major castes among them are 	<ul style="list-style-type: none"> Different strategies such as RBC, NRBC and other innovative AIE centres are 	

District	Issues	Strategies	Remarks
	<p>Paswan, Mushars, Chamars and Mehtars.</p> <ul style="list-style-type: none"> • 16223 children are still not attending school. • Socially they are backward and economically very poor. • There are 2281 sanctioned post (including PSMs) of teachers and only 14218 teachers are working. Thus PTR is 65 against working teachers. • The main cause underlying the low level of schooling is due to non-realization of the values of education among those parents who's children are first generation learners. 	<p>being proposed to cover OOSC. Special strategies to cover Mahadalit children.</p> <ul style="list-style-type: none"> • The process of recruitment is going • ACRs are being proposed to address this issue keeping in view the ceiling of civil works • Community training is being proposed to mobilize parents to send their children to schools for their betterment 	<p>More holistic approach is needed to bridge the gaps.</p>
Kaimur	<ul style="list-style-type: none"> • Still 28 Primary schools are still building less including new P.S. • 4.3% children are out of school as per HHS 2009. • 3625 ACR required. • Children who work in difficult circumstances/working required Alternative and innovative centre (AIE). • Out of 4402 children with mild, moderate & severe disabilities require appropriate facilities as per survey 2009-10. • Sanctioned post is still vacant. • Additional classrooms required 		<p>There is no strategy as such planned against the issues mentioned.</p>
Katihar	<ul style="list-style-type: none"> • Specific issue as such has been identified in matters of gap in additional classrooms of more than 3000. The given chapter (vi), on 'problems and issues' is silent as this account. • A specific identification of the issue of 'out of school children' can be found in the chapter (vi) on 'problems and issues'. • There is a specific need emphasized in relation to the status of large disadvantaged social groups such as SC/ST and minority population of the district. 	<ul style="list-style-type: none"> • Additional classrooms were supposed to be constructed as per national norms. • Problems with regard to out of school children shall be addressed specially in relation to minority group children 	<ul style="list-style-type: none"> • On question of 'out of school children' a clear cut strategy for general group of population should be very categorically marked out. It is missing. • Even on matters of children belong to socially disadvantaged group, a comprehensive programme of implementation is needed. This is also missing.

District	Issues	Strategies	Remarks
	<ul style="list-style-type: none"> • 4772 ACR required. • Large number of OOSC (33178). • PTR is 52.50 against working post. 		
Nawada	<ul style="list-style-type: none"> • Geographical barrier in 5 blocks of the district • Lack of adequate classrooms, toilet for girls • Lack of urdu teachers in minority concentrated schools • High PTR against working teacher i.e. 73 • 30110 OOSC in the district • 4772 more ACRs are required 		There is no strategy as such planned against the issues mentioned
MadhubaniPS to UPS	<ul style="list-style-type: none"> • 3530 children are OoSC. • 418 UPS require graduate trained teachers and headmasters. • As per 2:1 ratio of PS to UPS, 296 PS require up-gradation to UPS. • 3.56 % OoSC are in 6-11 years age group, 4.77% OoSC are in 11-14 years age group. 30.39% of total OoSC are in 6-8 years age group. 19.95% in at 8-11 years age group, 49.65% of OoSC in 11-13+ years age group. • 238 schools are without classrooms. • Student classroom ratio is 81.9. • 10256 additional classrooms are required to maintain 40:1 SCR. The number of OoSC is 35307 consisting of 17002 boys and 18305 girls in 6-13+ years age group. • The number of OoSC never enrolled and drop-out is 26715 (boys 12686, girls 14029) in 6-13+ age group. • The reasons for OoSC are household work (3575) and earning compulsion (9584). • 10256 ACR required. 	<ul style="list-style-type: none"> • 100% enrolment of children in age group 6-11. In formal and AIE scheme. • Ensuring 80% regular attendance. • Priority for completion of ACRs sanctioned up to 2008-09 by July 2009. • Focus on OoSC to ensure their enrolment including migrating children, street children and adolescent girls. • Decentralized and participatory planning process. • Focus on SC, ST disadvantaged group, gender issues and disabled children. • Co-ordination and convergence between DEEP/SSA efforts and other services like ICDS, TLC, and NCLP etc. • To increase enrolment by 5%. • Making schools and learning more attractive. 	<p>There is a need for focus to mainstream OoSC of Minority and SC/ST and their retention in school which may involve the following</p> <ul style="list-style-type: none"> - special drives for enrolment and retention. - special camps and bridge courses - opening of Madrasas & Maktabas - community mobilization - remedial /coaching classes - Development of RBCs/NRBCs <ul style="list-style-type: none"> • There is a need for up-gradation of PS to UPS for improving PS to UPS ratio to 2:1. <p>There is a need for expeditious completion of civil work as 10137 Additional Class Rooms are required to maintain 40:1 SCR</p>
Nalanda	<ul style="list-style-type: none"> • 33487 OOSC; • 70.58 PTR against the working post. • 62 schools are landless. • 2691 ACR required. 		
Purnea	<p>Weakness /</p> <ul style="list-style-type: none"> • Teacher recruitment is not done by the district • Free text books were distributed to only 60% of the total targeted children • Retention rate is very low. • District is proposing 909 	<p>Strategies Proposed by the District</p> <ul style="list-style-type: none"> - The district is admitting the issue - 	<ul style="list-style-type: none"> • Suggestions of appraisal team for further improvement • Keeping in view the higher PTR the district should expedite the process of teacher recruitment • Free text books should have been distributed to the whole targeted group. The district should plan

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District	Issues	Strategies	Remarks
	<ul style="list-style-type: none"> new teachers as per 1:40 PTR. Results framework not present. 30472 OOSC. 		<p>strategies to comply to it this year.</p> <ul style="list-style-type: none"> District should do the micro level analysis to find out the target areas and plan accordingly District should first do the rationalization of existing teachers and remove the access teachers from the schools. State is requested to get the results framework from all the districts.
Patna rural	<p>Weakness</p> <ul style="list-style-type: none"> Higher PTRs Large number of schools do not have toilet facility <p>Primary – 275 schools Upper Primary – 200 schools</p> <ul style="list-style-type: none"> Retention rate of districts is very less (62) OOSC is 38113. 	<p>Strategies Proposed by the District</p> <p>None</p> <p>-</p>	<p>Suggestions of appraisal team for further improvement</p> <p>District should do the teacher rationalization exercise to remove access teachers from schools</p> <p>District should have firm plan to provide the toilet facility in all the schools.</p> <p>District should do the micro level planning and identify the weaker area. District should also plan strategies to overcome the problem.</p>
Patna urban	<p>Weakness</p> <ul style="list-style-type: none"> The plan is not supported upon the evidences and data The results framework is not available Progress and achievements of 2009-10 are not presented Plan should focus more on the urban deprived 	<p>Strategies Proposed by the District</p> <p>-</p> <p>-</p> <p>-</p>	<p>Suggestions of appraisal team for further improvement</p> <p>The district should have used the available data to support the argument and demand.</p> <p>State is requested to get the results framework from all the districts.</p> <p>State is requested to check the plan of each district to include the progress and achievements</p> <p>Being an urban area district has to form different strategies to tackle various issues.</p>
Rohtas	<ul style="list-style-type: none"> 35 % habitation belongs to labour class in the district Two blocks are surrounded by mountains generate hindrance in access There are necessity of 7230 ACRS in the district to bring SCR 40:1. There are still 66.66 PTR against working teachers 5625 children are not attending schools 		<p>There is no strategy as such planned against the issues mentioned</p>
Samastipur	<ul style="list-style-type: none"> 24047 children is presently out of school due to different reason Geographical barrier. Lack of adequate classroom to hold all learners 18221 children are still out of school PTR is 64 against working children 	<ul style="list-style-type: none"> More children will be covered under Alternative & Innovative education NRBC, RBC, Madarasa/ Maktab, Innovation and others will be covered under AIE 	<p>There is a need to see the UEE from a holistic point of view. Mainstreaming of children from AIE to formal schools needs greater emphasis.</p>

District	Issues	Strategies	Remarks
	<ul style="list-style-type: none"> 9102 more ACRs are required to bring SCR 40: 1 		
Saran	<ul style="list-style-type: none"> District is still facing to hold all children in schools. 30656 children are still out of schools 2731 more ACRs are required to bring SCR 40: 1 Rate of literacy is only 51.80% Female are more illiterate i.e. 35.82% Rural Female percentage is very poor i.e 33.89% 	<ul style="list-style-type: none"> AIE centers' are being proposed to cover the said issues. Programme under NPEGEL & KGVB are proposed to strengthen the education of the girl child. 	Such efforts are needed to ensure the better outcome.
Siwan	156 School without land.		
Sitamarhi	<ul style="list-style-type: none"> 383 existing primary schools are still building less. and landless also. 45100 number of children is still out of school. Children who work in difficult circumstances/ working required Innovative centre (AIE). All 632 Upper Primary Section/School requires graduate trained subject specific Teacher and Headmaster. The female teacher is only 34 percent. As per 2:1 ratio of primary and upper primary school, 108 primary schools will be required for up gradation of upper primary school. 7161 schools having no toilet facilities. 848 schools having no drinking water facilities. 1940 schools having no separate toilet for girls. 	<p>Efforts are under process to build the gaps. AIE centers' are proposed to cover the OOSC.</p>	<p>Strategies need to focus more holistically.</p> <p>There is no strategy as such planned against the issues mentioned</p>
Vaishali	<ul style="list-style-type: none"> Scheduled Castes: They constitute about 10% of the total population. The major castes among them are Paswan, Mushars, Chamars and Mehtars. 6337 ACRs are necessary for better SCR The PTR is 55 in the district. 		There is no strategy as such planned against the issues mentioned

District	Issues	Strategies	Remarks
Khagaria	<ul style="list-style-type: none"> With regard to out of school children, the issue has been identified analyzing its reasons. It is argued that many children especially girls, end up not joining schools more because of socio-economic and attitudinal constraints of their parents. The contention has been vindicated by placing some reasonable arguments. OOSC is 21378 151 teachers required to bring PTR 40:1. 129 schools are landless. 	<ul style="list-style-type: none"> To combat this issue state proposes to provide alternative and innovative education to such children in addition. This would be in addition to other efforts being already employed in this direction 	<p>The proposal put forward by the state is good. It would be, however, better, if some concrete strategy with a detailed comprehensive plan on 'alternative and innovative education' could be spelt out which also includes the 'package of the curriculum' for 'out of school children'. Such curriculum should finally integrate with the mainstream education at the higher level of SSA.</p> <p>Apart from providing alternative and innovative education to 'out of school children', an <i>awareness campaign</i> to enlighten parents should also be launched explaining why it was necessary to send their children to school.</p>
1.Kishanganj-A	<ul style="list-style-type: none"> With regard to the status of adverse PS"UPS ratio the state is silent. On the issue of deficit infrastructure in schools, however, it has been identified that a serious attention was needed to be given. Additional classrooms would be required. Many schools were found without having separate toilets for girl. 	<ul style="list-style-type: none"> With regard to correcting the status of adverse PS: UPS ratio a clear strategy was needed. The state is silent on this. With regard to infrastructure improvement the strategy presented speaks of providing 1517 primary schools Rs. 5000/- per school per year; and Rs. 7000/- per school per year to upper primary schools. It will be Provided to them in terms of development grant. 	<ul style="list-style-type: none"> The issue of correcting the balance of PS"UPS ratio should be seriously addressed to. Before that, however, an exact status of adverse PS: UPS ratio should be figured out. On the issue of deficit infrastructure in schools the state support planned to be provided in terms of development grant does not seem to be adequate. Needs to be addressed more pragmatically. It
2.Kishanganj -D	<ul style="list-style-type: none"> Kisangani districts have a large concentration of SC/ST and minority population who are on disadvantaged footing in terms of their miserable socio-economic status. It adversely affects elementary education of children falling in this social group. Kishanganj also happens to be a border district with its own border specific problems of illegal migration from trans border area. 	<ul style="list-style-type: none"> Towards educational participation of children from SC/ST and minority social groups innovative actively at lower level and computer education, vocational training etc. are some of the proposed strategy to be adjusted. 	<ul style="list-style-type: none"> More and more precise programmes along with set targets to be achieved should have been presented to ameliorate the conditions of education among the SC/ST and minority group children. Problems in elementary education arising out of specific reasons should be spotted out; and a clear strategy to meet the challenge need to be formulated
Madhepura OoSC > 20000 Gender gap >10at PS and > 20 at UPS	<ul style="list-style-type: none"> There is a problem of gender gap in enrolment in 6-10 years age group. The girls' enrolment is 139038 as against 160267 boys out of total enrolment of 299305 in 6-10 years 	<ul style="list-style-type: none"> Direct enrolment of 4740 OoSC in 6-8+ years age group, 6726 OoSC in 8+-10+ years age group. Out of which 1340 are boys and 834 are girls. 	<p>There is a need for context specific innovative intervention for girls education which can include special enrolment and retention drives, Special camps and bridge courses,</p>

District	Issues	Strategies	Remarks
	<p>age group. The enrolment of SC children is 73734 ST 3052 and minority 42313</p> <ul style="list-style-type: none"> The enrolment of girls is 47195 as against enrolment of 58871 out of total enrolment of 88839 in 11-13+ years age group. The enrolment in case of SC is 21011, ST 1333 and minority 14593. Out of School Children the number of OoSC in all communities is 28761 (0.82%), SC 1227 (2.19%), ST 330 (16.79%), Minority 347 (1.26%) in 6-10 years age group. The number of OoSC in all communities is 13091 (12.84%), SC 1950 (10.54%), ST 188 (25.54%), Minority 635 (3.92%). 	<ul style="list-style-type: none"> Total 1854 OoSC are to be enrolled through Talimi Markaz. 966 OoSC are to be enrolled in 11-13+ years age group through Dini Madarasas and Maktabs. Decentralized and participatory planning process. Focus on SC, ST disadvantaged group, gender issues and disabled children. Co-ordination and convergence between DEEP/SSA efforts and other services like ICDS, TLC, NCLP etc. To increase enrolment by 5%. Making schools and learning more attractive. 	<p>community mobilization, intervention of ECCE, Remedial coaching classes, Identification of girls who are OoSC in the course of micro planning, special interventions need to be designed to address learning needs of girls and relating education to their life</p> <p>Motivation and mobilization of Parents of the community in enhancing the role of woman and mothers relative activities and participation in school committee.</p> <p>Increase in residential school at upper primary level for girls to increase their retention in schools</p> <p>There is a need for up-gradation of PS to UPS for improving PS to UPS ratio to 2:1.</p>
West Champaran	<ul style="list-style-type: none"> The composition of district is very peculiar. Approx. 6 blocks are totally surroundings by jungles and mountains The district has so many DON and DIARA areas. These geographical barrier make a hindrance in universal education The district has more population of tribes who more illiterate. The OOSC is still 19722 in the districts The PTR is 62 against the working teachers 970 more ACRs are required to reduce SCR 		<p>There is no strategy as such planned against the issues mentioned.</p>
Munger PS UPS ratio > 3:1 OoSC > 20000	<p>There are only 347 UPS against the requirement of 470 UPS as per norms of PS to UPS, ratio of 2:1. There is a shortage of 117 UPS in the District.</p> <p>There are 1801 OoSC under different categories who need enrolment:</p> <ul style="list-style-type: none"> Direct enrolment f: 447 Enrolment in NRBC: 329 Enrolment in Madarasas: 798 Enrolment through other strategies: 227. 	<p>There is a proposal for up-gradation of 123 PS to UPS. It is proposed to open 56 new schools.</p> <p>Maintaining of continuing children of AIE center and ensuring their regular attendance.</p> <p>Construction of ACRs with Verandah and electrification.</p> <p>Organisation of Cultural, Sports and Educational Activities (Bal Mela) at schools BRC, CRC and District level.</p> <p>Decentralized and participatory planning process.</p> <p>Focus on SC, ST disadvantaged group, gender issues and disabled children.</p>	<p>There is a need for focus to mainstream OoSC of Minority and SC/ST and their retention in school which may involve the following</p> <ul style="list-style-type: none"> special drives for enrolment and retention. special camps and bridge courses. opening of Madarasas & Maktabs. community mobilization remedial /coaching classes. Development of RBCs/NRBCs. <ul style="list-style-type: none"> There is a need for up-gradation of PS to UPS for

District	Issues	Strategies	Remarks
		Co-ordination and convergence between DEEP/SSA efforts and other services like ICDS, TLC, and NCLP etc. To increase enrolment by 5%. Making schools and learning more attractive.	improving PS to UPS ratio to 2:1.

Naxalite Districts of Bihar State

Sl.No.	Districts	Eligible habitations without PS	PS, UPS Ratio	PTR	Retention Rate	Transition Rate from PS to UPS	Vacancies of Teachers	New Schools proposed for 2010-11		Single Teacher Schools	ACRs Gaps	Remarks
								PS	UPS			
1	Aurangabad	88	2.30:1	63.17	84.0	78.0	2726	88	136	80	3718	There is need to focus to reduce ACR and teachers vacancies.
2	Gaya	57	2.37:1	66.30	83.5	68.0	3076	57	239	156	14664	Large number ACR & teacher's gap need to be reduced.
3	Jamui	73	2.19:1	63.69	84.0	69.0	3585	73	74	137	3369	
4	Jehanabad	0	2.56:1	52.38	89.7	82.0	794	0	99	0	2760	
5	Rohtas	0	2.56:1	66.66	94.1	90.00	2547	0	236	81	7230	

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8. Comment on the State's overall direction/ preparedness towards meeting the expected outcomes identified for 2010-11

- It is satisfying to observe that the state of Bihar is making significant incremental progress on all most all major components of UEE. The general concern for improving the scenario for universal education in Bihar has shown marked improvement both at Government level and at the level of beneficiaries.
- Attendance of children and teachers in school has been steadily growing over past years, thought at a stumbled speed in different districts. The drop out rate has declined . It is worth noting that the number of out of school children has been reduced from 45 lakhs in 2001-02 to around 5 lakhs .
- Students have been provided with free text books almost on time. These are all welcome sign.
- These things, however, do not suggest that Bihar State has achieved on all fronts. In fact , state needs to employ all its resources to further improve the situation.
- The retention rate of children in schools need to be improved much more. Presently, it is still lying at around 60s , and in some districts it has shown even lower rate of retention which goes below 50s .
- The key challenges in access and retention are; non opening of several thousand schools which were aanctoned many years ago, inadequate infrastructure in schools, non/inadequate deployment of teachers in schools which have been opened under SSA , adverse PTR and shortage of trained teachers.
- The status of progress in civil construction work of schools is is much below the desired level. Same is the case with regard to facilities available for toilets and drinking water in schools. The capacity on civil works execution in the state is not increasing andf as a result progress on infrastructure development is paionfully slow.
- .Professional qualification of teachers and the large number of teachers required to be recruited, are matters of serious concern. Bihar SSA faces an uphill task in getting adequate number of competent teachers on a large scale. Very special effort would be needed to address this issue.
- It should also be noted that status of UEE in urban areas is not encouraging. It warrants special drive.
- To conclude, it can be said that thugh SSA in Bihar made good progress between 2005 and 2008 but afterwards it has slipped again and in the last two years no major heaway has been made on addressing the most critical issues on infrastructure development and teachers availability etc. the state needs to reitalise its efforts to make tangible progress on the issues for the best interest of cildren and their right to education.

9. The major findings of Monitoring Institutions on implementation of the programme in the State may be detailed out.

MI Observations for Appraisal 2010-11

I. General Information:

(i)	Name of the monitoring Institution	Jamia Millia Islamia, Delhi
(ii)	Period of the report	1 st February 2009 to 31 st July, 2009
(iii)	Districts Monitored:	1. Banka 2. Bhojpur 3. Buxar 4. Kaimur 5. Nalanda
(iv)	Date of Visits to the Districts:	1. Banka – 17 – 23 rd August, 2009 2. Bhojpur – 24 – 31 st October, 2009 3. Buxar – 17 – 23 rd August, 2009 4. Kaimur – 17 – 23 rd August, 2009 5. Nalanda – 18 – 24 th August, 2009

II. Key observations of the MIs report (executive summary of one District - Banka)

1. Opening of Schools (both primary and upper primary):

- As per SPO record 92 upper primary schools have been sanctioned to the district of Banka but none of them is opened till September 2009. However as per DPO record 66 primary and 122 upper primary schools (including spill over) sanctioned in the district and all have been opened i.e 100% of the sanctioned schools have been opened.
- Out of 24 sampled new schools in the district, the VSS/SMC of 14 schools (58.3%) has received funds for construction of new schools. The VSS/SMC of 10 schools (41.7%) has not yet received the fund for construction.
- As per DPO record land is identified for 80 schools in the district. Out of 24 sampled new schools in the district monitored by MI, land for construction of 20 (83.3%) schools has been identified. Only 4 schools (16.7%) are left for which land is yet to be identified.
- As per DPO record, in all the 80 schools building construction has started and progress of work is at different level. Out of these 49 schools (61.25%) are at foundation stage, the construction in 13 schools (16.25%) has reached to lintel level and in 18 schools (22.5%) it has reached to roofing stage. However the progress of construction is more satisfactory among the sampled new schools. Out of 24 schools, 4 schools (16.7%) have been completed, 7 schools (29.16%) have reached to the roofing stage, one school (4.1%) has reached to the lintel level and 2 schools (8.33%) are at foundation stage. In the remaining 10 schools (41.7%) construction work yet to be started
- In the district of Banka, 504 teaching posts sanctioned in the current financial year while the spill over of the previous year was 230. The sanction has been issued for these. But no appointment has been made till September 2009.
- In the 24 sample school of Banka 49 teachers have been sanctioned out of which 43 teachers (93.78%) have been appointed.
- Out of 24 sample new schools, 10 schools (41.7%) have received guideline.

2. Civil Works:

1. In the district of Banka, 213 school buildings were targeted for construction in 2008-09 out of which construction of 80 (37.56%) school buildings is in progress. out of 816 ACR, 200 drinking water and 200 toilets targeted for construction in the current financial year, 100% work is in progress in all 816 ACR, 200 drinking water and 200 toilets till the previous quarter. DPO has not mentioned any construction work for BRC or CRC or any target for rain water harvesting.
2. In the sample check of 103 school building in Banka, 36 (35.0%) buildings have been completed, 12 (11.7%) have reached to roofing stage, one (1.0%) has reached to lintel level and one has laid its foundation. Ten school buildings (9.7%) are yet to start their construction work. Remaining 43 (41.7%) buildings are old one.
3. In case of ACRs 23 (22.3%) are completed, in 13 ACRs (12.6%) construction work has reached to the roofing stage, one ACR has reached to lintel stage and in 15 (14.6%) schools construction of ACR is yet to start. The construction of toilet is complete in 15 schools, it has reached to roofing stage in 2 (1.9%) schools and it is yet to start in 18 (17.5%) schools.
4. One BRC building and 10 CRC buildings have completed recently in the previous quarter while the construction of one CRC building has reached to its roofing stage. Two CRC buildings are yet to start their construction.
5. 11 schools (10.7%) have reported that they are in the process of rain water harvesting.
6. the VSS members of 46 (44.7%) schools have reported that they have been trained by technical person to execute the civil work.
7. the VSS/SMC of 43 (41.7%) schools have stated that community manual for civil work is prepared and is available with them
8. Out of 103 sample schools in the district, ramp has been constructed in 43 (41.7%) schools
9. Visiting the construction sites MI found that the VEC/SMC of only 18 (17.5%) school in the district have reported that they are maintaining a separate account of funds and materials for construction. On the other hand VSS of 82.5% schools are not maintaining a separate account. They plead that bank has not allowed to open a separate account for the same school. So they are depositing and withdrawing the amount from the school fund account.
10. In the district of Banka, 48 schools (46.6%) have Junior Engineer, 10 Schools (9.7%) have Assistant Engineer and 6 (5.8%) schools have other person designated as technical supervisors. The Junior Engineer is working at block level while the Assistant Engineer is working at District or Sub-District level.
11. The frequency of visit by technical supervisor at foundation level is reported by 48 schools out of 103 schools. They are as follows: only one time visit in 14 (13.7%) schools, twice in 12 (11.8%) schools, thrice in 6 (5.9%) schools, 4 times in 6 schools, 5 times in 5 (4.9%) schools and 6 times in 4 (3.9%) schools.
12. The frequency of visit by technical supervisor at lintel level is reported by 43 schools out of 103 schools. They are as follows: only one time visit in 9 (8.7%) schools, twice in 16 (15.5%) schools, thrice in 8 (7.8%) schools, 4 times in 3 schools (2.9%), 5 times in 5 (4.9%) schools, and 6 times in one (1.0%) schools.
13. The frequency of visit by technical supervisor at roofing stage is reported by 40 schools out of 103 schools. They are as follows: only one time visit in 11 (10.7%) schools, twice in 11 (10.7%) schools, thrice in 11 (10.7%) schools, 4 times in 4 (3.9%) schools, 5 times in 4 (3.9%) schools and 6 times in 4 (3.9%) schools.
14. The frequency of visit by technical supervisor at completion stage is reported by 28 schools out of 103 schools. They are as follows: only one time visit in 7 (6.9%) schools, twice in 8 (7.8%) schools, 4 times in 4 schools (3.9%), 5 times in 4 (3.9%) schools and 6 times in 5 (4.9%) schools.

15. There are 14 (13.6%) schools out of 103 where a provision of convergence of Swajaldhara and Total Sanitation Campaign (TSC) for providing drinking water is going on. Neither DPO Banka has provided any data about the quantum of fund available from TSC and SSA nor do any of these 14 schools have details about the quantum of fund.
16. Out of 103 sample schools, 67 (65%) schools have reported about the construction of drinking water facilities. Only in 9 (8.7%) schools specialized agency has constructed the water facilities. In 25 (24.3%) schools VSS has taken the charge of constructing water facilities and in 33 (32.0%) schools any other person/contractor has constructed for the drinking water facilities.
17. Not a single school has mentioned about the convergence with TSC and construction of toilet facilities.
18. In the district of Banka, M I representative found that the quality of construction is excellent at 3 sites (2.9%), it is good at 42 (40.8%) schools, satisfactory at 20 (19.4%) schools and poor in 8 (7.8%) schools. In most of the cases the materials used were of standard quality.
19. A civil work in charge is appointed at both SPO and DPO level. Yes, he is an engineer person. A format has been developed by SPO to review the progress of the district and to keep quality control in civil works. The format is attached with annexure (please see annexure II). No third party evaluation is done except by the monitoring team of the center.

3. Textbooks:

1. From the sampled 103 schools it is evident that 11654 students were given free textbooks. Out of which 2212 (19.0%) students belong to SC/ST category, 565 (4.8%) belong to minority community, 7283 (62.5%) girls and 1594 (13.7%) belonging to general category received the free text book. From the above data it seems that free text books have been distributed judiciously in proportion of category wise enrolment.
2. In the district of Banka, the date of book distribution range from January to December. Out of 103 sample schools, 21 (20.4%) schools have received and distributed free textbooks in first quarter April – June, 54 (52.4%) schools have received and distributed in second quarter July to September, 7 (6.8%) received and distributed in third quarter October – December of the current session while 3 schools have reported that they have distributed the books received in Jan-March of the previous session and 18 (17.5%) schools have reported that they have neither received nor distributed any free text books
3. There is a delay in the distribution of the textbooks. Only 21 schools have received and distributed within the first quarter of the session whereas the distribution was delayed in 64 schools. The date of opening of school was 1st April 2009 for the current session while books have been distributed till December 2009. the reasons for delayed distribution are stated as:
 - late delivery by SPO to the DPO offices
 - late delivery by DPO to the BEO offices
 - Communication gap between CRCC, BRCC and DPC about the arrival of Books
 - Delay in collection of books by CRC.
4. Out of 103 sampled schools free textbooks have been distributed to all eligible students in 43 (41.7%) schools where as in remaining 60 (58.3%) schools complete sets of textbooks could not be distributed to all the eligible students as textbooks of some subjects were not available to them or textbooks were less than the required numbers. For example MS NAUVADIH has reported that they did not receive the books for all the subjects.

4. School grants:

1. As per SPO record school grant was approved to 1974 primary schools and 713 upper primary schools in the current financial year.
2. As per DPO record, school grant was released to all the 1832 schools in October 2008.□
3. In the sampled 103 schools 65 (63.1%) have reported that they have received the amount of Rs. 2000/= as school grant where as 38 (36.9%) have reported that they have not received the said grant (till September 09).
4. DPO has reported that they have circulated the concerned guide lines whereas among the 103 sampled schools only 27 (26.2%) have reported that they have received the said guidelines.
5. DPO has not provided no data regarding centralized purchasing, however out of 103 sampled schools only 14 (13.6%) have reported that centralized purchasing was made in their schools. The item of purchase was lime and snowsem (geru).
6. Among 103 schools, 24 were new schools and thus this grant was not sanctioned to them. Out of the remaining 79 schools 27 have not received it by September 09, and 12 schools received it in April June, 18 during July – September, 5 during October – December and 17 during January – March, 09.
7. In banka, 38 schools have reported that they used the grant for repair and maintenance of the school building where as 41 schools have reported that they have used it for purchasing other items as well.
8. Out of the of the 52 schools who have received the grant 13 schools have not utilized the grant at all, whers as 5 schools have utised 10 – 50 % of the amount, 15 schools have utilized 51 – 99% of the amount and 19 schools have used 100% grant

5. Teachers and Teachers Training:

1. As per DPO records of Banka 568 additional teachers have been sanctioned and all are in position.
2. By the order of State Govt. Block level and Panchayat level teachers are appointed. A clear procedure of appointment is laid down by the DPO where candidates are sorted out on the basis of merits followed by a written test and interview. Selection list is prepared as per the rank of the candidate determined by the grade points of merits, written test and interview.
3. Block teachers are appointed on regular basis whereas Panchayat teachers are appointed on contract basis.
4. In the district of Banka 52 (50.5%) schools among the sampled schools of 103 have reported that VEC/Panchayat members are empowered for decentralized recruitment whereas 51 schools have satated that VSS/Panchayat members are not empowered for decentralized recruitment. The 52 schools have also reported that they have a clear procedure of recruitment of teachers by inviting application and scrutinizing them to call for interview or written test in case of larger number of candidates.
5. Out of 315 VEC members 325 teachers, 218 (69.2%) members and 233 (71.7%) teachers have expressed satisfaction with such recruitment.
6. Among the sampled schools of the district Banka, 367 teaching posts were sanctioned out of which 352 (95.9%) teachers appointed and 310 (88.1%) teachers were present on the day of visit. In 30 schools of Banka teachers were found absent. Most of them were on duty to prepare BPL list or electoral list. Four teachers were absent in MS Rajaun Girls of Rajaun block and three teachers were absent in each of MS Jitarpur, MS Bounsi Girls, MS Dhauni and MS Lakdikila Banka East. Three teachers were found as habitual absentees.
- 7.

SL.No.	District name	Block name	School name	Name of absentee Teachers
1	BANKA	AMARPUR	MS ATHMAHA	ARCHANA JHA MANOHAR KUMAR
2	BANKA	AMARPUR	MS SHOBHANPUR	SUNIL P YADAV REKHA KUMARI
3	BANKA	AMARPUR	MS JANAKPUR	ARCHANA
4	BANKA	AMARPUR	MS KATHEL	UGNESHWAR PRASAD
5	BANKA	AMARPUR	PS PAHARPUR	SANJAY KUMAR CH
6	BANKA	AMARPUR	PS ENGLISH	SHEKHAR PRASAD SINGH
7	BANKA	KATORIA	MS KATORIA ADARSH	NITESH KUMAR
8	BANKA	BANKA	MS JITARPUR EAST	SMT RENUKA KUMARI SMT RUBY RANI KAILASH HARIJAN
9	BANKA	BANKA	MS LAKDIKILA BANKA EAST	KAILASH P SHAH BRAHMANAND CHAUDHARY SURENDRA P DASS
10	BANKA	BANKA	MS RENIA	SANJAY KUMAR AMIT KUMAR SINGH
11	BANKA	BANKA	PS BAIJNATHPUR	MANORANJAN KUMAR
12	BANKA	BANKA	MS CHAKKADIH BANKA EAST	CHHABILAL DASS NUTAN KUMARI
13	BANKA	RAJAUN	MS BAIJNATH MAVDIA BAMDEV	JAWAHAR LAL MANDAL
14	BANKA	RAJAUN	MS MURADPUR	SUMIT KUMAR
15	BANKA	RAJAUN	PS BAL BHARTI RAJAUN	SANYUKTA KUMARI ANJANA KUMARI
16	BANKA	RAJAUN	PS CHAKSAFIA	MUKESH K YADAV
17	BANKA	RAJAUN	MS KHAIRA	KRISHNA CHANDRA DASS LALAN DEV KUMAR
18	BANKA	RAJAUN	MS DHAUNI	SADANAND YADAV Y YADAV MANOJ KUMAR
19	BANKA	RAJAUN	MS PUNSLA BAZAAR	MAMTA YADAV

SL.No.	District name	Block name	School name	Name of absentee Teachers
20	BANKA	RAJAUN	PS KATIA (JAGDISHPUR)	ANURADHA KUMARI
21	BANKA	RAJAUN	MS RAJAUN GIRLS	BABITA KUMARI SANJAY K RAJAK SHYAM SUNDER THAKUR JAWAHAR P AZAD
22	BANKA	RAJAUN	MS BARAUNI	SOPEN K RAI MANAHAR P CHAUDHARY
23	BANKA	DHAURAIYA	MS URDU KADMA	MOHD JAHANGIR ANSARI M MAHMOOD ALAM ANSARI
24	BANKA	DHAURAIYA	PS GAURA	CHHOTELAL MANDAL
25	BANKA	DHAURAIYA	MS JAGANKITTA	MOHD FAIZ ALAM
26	BANKA	DHAURAIYA	MS GAZIA	MEERA KUMARI
27	BANKA	BARAHAT	PS URDU KHARHARA	MOHD IRSHADUL KADRI
28	BANKA	BOUNSI	MS GIRLS BOUNSI	UPENDRA SHARMA SACHCHIDANAND JHA SMT PRIYANKA KUMARI
29	BANKA	CHANDAN	NPS KATON	SMT SANGITA
30	BANKA	KATORIA	NPS KURAWA	SHARMISHTA KUMARI

Name of Habitual Absentees

ID	District name	Block name	School name	Name of absentee Teachers
1	BANKA	AMARPUR	MS ATHMAHA	MANOHAR KUMAR
2	BANKA	CHANDAN	MS TETRIA	SANGITA KUMARI
3	BANKA	KATORIA	NPS KURAWA	SHARMISHTA KUMARI

8. MI observed that out of 103 sampled schools the rapport between teachers and students was good in 78 (71.7%) schools, satisfactory in 3 (2.9%) schools and poor in 2 (1.9%) schools.
9. As per SPO record the targeted number of teachers for in service training was 2500 out of which only 35 (1.4%) teachers trained till September 2009. According to DPO 1800 teachers were targeted for in service training during 2008-09 out of which 1465 (81.38%) teachers were given in service training till September 2009.

10. There is no training calendar prepared by DPO of Banka, the in-service training is provided as per the need of the teacher. In most of the cases BRC is the venue of training.
11. The training modules are based on the content and text book teaching method. In each lesson child friendly elements are kept in view of child psychology and according to the arising needs.
12. Modules are mostly developed at state level office by Bihar Education Project Coordinator, Patna. Among the resource persons, trained personnel are available at every BRC.
13. To check the quality of these trainings, supervision and monitoring are done both by State and District level Officers.
14. To get the feedback from the teacher a format has been developed which is to be filled up every trainee and to be checked and countersigned by BRPs or BRCCs.
15. MI visited MS Kathel where a training programme was going on with cooperation with IGNOU in the adjacent building of secondary school. The participant teachers expressed their satisfaction with training programme and the contents of training.
16. SPO has mentioned that 1000 newly appointed teachers are targeted for 30 days orientation training but no teacher has received such training till September 2009. As per DPO record 378 teachers have been provided 30 days orientation out of targeted 370 teachers. Thus the achievement is 102%.
17. Among the sampled schools 115 regular teachers and 221 Panchayat teachers were targeted for 30 days orientation training out of which only 14 (12.2%) regular teachers and 203 (91.9%) Panchayat teachers were provided orientation training of 30 days. 7 regular teachers and 154 Panchayat teachers have reported that their venue of training was BRC whereas 3 regular teachers and 6 panchyat teachers has mentioned the venue as CRC.
18. The orientation training was of 30 days and in most of the training centers BRP and CRCC have worked as resource person and Master Trainers.
19. To ensure the quality of the training DPC has assigned it to the respective BEO of the block where training is going on to monitor the training on daily basis.
20. SPO has mentioned that 600 teachers are targeted for 60 days Refresher training but no teacher has received such training till September 2009. On the other hand DPO has neither mentioned the targeted number of teachers nor the actual numbers of teachers who have received refresher training till September 09.
21. Among the sampled schools 115 regular teachers and 221 Panchayat teachers were targeted for 60 days orientation training out of which only 113 (11.3%) regular teachers and 34 (15.4%) Panchayat teachers were provided Refresher training of 60 days. All the teachers have reported that their venue of training was BRC.
22. The mode of training was institutional.
23. The training modules are based on the content and text book teaching method. In each lesson child friendly elements are kept in view of child psychology and according to the arising needs.
24. Modules are mostly developed at state level office by Bihar Education Project Coordinator, Patna. Among the resource persons, trained personnel are available at every BRC.
25. In most of the training centers BRP and CRCC have worked as resource person and Master Trainers.
26. The monitoring and supervision are done by BRCC and occasionally by DPC.
27. The DPO has not mentioned the number of untrained teachers still left to be covered in district visited nor SPO has mentioned any planning for it.
28. Out of 27 regular teachers who have received training 20 (74.1%) teachers have expressed their satisfaction with the on going training programme. Similarly out of 237 Panchayat teachers receiving training 159 (67.1%) have expressed their satisfaction. 37.3% of Panchayat teachers have stated that it is very good for capacity building.

29. Additional inputs required by regular teachers are as follows:
30. Training manual to be given to all participants – (40% respondents), RP to be appointed on rotation basis – (13.3% respondents), Subject wise RP to be appointed - (13.3% respondents), More lessons to be covered in training – (20.0% respondents), TA of participants to be increased – (13.3% respondents), Additional inputs required by Panchayat teachers are as follows:
- More illustrations from each lesson required – (17.9% respondents)
 More lessons from different subjects required – (43.3% respondents)
 Urdu RP required – (1.5% respondents)
29. BRC/CRC is providing training to new recruits and organize refresher training for general teachers in which they try to clear the new concept inducted in curriculum. The task for which they are responsible for are given below:

Task performed by BRC

Sl. No.	(A) Administrative
1	Recruiting Teachers
2	Recruiting non teaching staff
3	Inspecting Schools
4	Disbursing Salaries
5	Attendance of teachers
6	Conducting Meetings
7	Circulating notices/informations
8	Monitoring School Offices
9	Distributing Textbooks
10	Supervising Constructions
11	Help in constituting VEC
12	Monitoring MDM

Sl. No.	(B) Academic
1	Providing Training to Teachers
2	Developing TLM
3	Resolving academic problems
4	Conducting research
5	Conducting Examination in clusters
6	Observing Classroom Teaching
7	Providing Academic Support
8	Preparing Calender for Training
9	Collecting 5% data

Sl. No.	(C) Pedagogic
1	Identifying Innovative Teaching Practices
2	Diffusing Innovative Teaching Practices
3	Teaching Difficult Topics
4	Developing Test materials
5	Preparing modules of self learning

30. Most of the BRC have prepared calendar for training and meeting dates with CRCCs. The difficult topics of the concerned subjects are delivered in a workshop mode. The issues and problems of schools are solved in a monthly meeting of CRC and BRC. Many a time BRCC and RPs of BRC visit schools and provide academic as well as pedagogic support to them. Most BRCC and RPs have expressed that school visit is a very good for effective implementation of SSA programme. But they often face difficulty in visiting schools as they don't have vehicle facilities at BRC.
31. CRCC is expected to visit all schools in his clusters at least once in a month. There are 10 to 18 schools under one CRC. The RPs at BRC level are expected to visit at least one or two schools in each clusters of their block. Most RPs have not maintained record of their school visit. CRCCs have maintained their records of meetings and school visits. Most of them teachers have expressed that their school is visited by CRCC and RPs.

Task performed by CRC

Administrative

1	Conducting Cluster level Meeting Every month
2	Enrolment Drive
3	Inspecting Schools
4	Circulating notices/informations
5	Distributing Textbooks
6	Supervising Construction work

Academic

1	Providing Training to Teachers
2	Developing TLM
3	Resolving academic problems
4	Observing Classroom Teaching
5	Providing Academic Support

Pedagogic

1	Identifying Innovative Teaching Practices
2	Diffusing Innovative Teaching Practices
3	Teaching Difficult Topics
4	Observing Classroom Teaching

32. Most CRCCs and RPs have reported that they are conducting model lessons in the class room was not verified by the teachers of the concerned school. Difficult topics are discussed at CRC in monthly meetings and help is taken from BRC.
33. They do not conduct random tests. Neither they have developed any question bank for such tests.
34. Many innovative activities have been carried out both at CRC and BRC level and these activities are being experimented and discussed in the classroom as well as in the workshop of teachers.
35. There is no DIET working in the district so there is no interaction with DIET for the capacity building or the academic supervision and guidance.
36. BRC/CRCs are extending their academic support to EGS/AIE centres. Out of 32 EVs, 14 (73.8%) have reported that BRC/CRC are extending their support to them both in terms of academic and training.

6. Teaching Learning Material (TLM) grants:

1. As per SPO record, 6093 teachers found eligible for granting teaching learning material (TLM). Out of which TLM grant was released to 890 (14.6%) teachers. According to DPO 5199 teachers were found eligible to receive TLM grant. Out of which TLM grant was released 5059 (97.3%) teachers.
2. Among the sampled schools of 103, the teachers of 56 (54.3%) schools have reported that they have received TLM while 47 (45.6%) schools have not received TLM till September 2009.
3. As per DPO record, date of release of TLM grant to school was October 2008. 5059 teachers were covered under TLM grant. The instructions were given for utilization of TLM grant by DPO.
4. Out of 56 schools who have received TLM grant: The teachers of 16 (15.5%) schools received in Oct-Dec. 2008, teachers of 20 (19.4%) schools have received it in the month of Jan-March 2009, teachers of 11 (10.7%) schools have received TLM in the month April-June 2009 and the teachers of 9 (8.7%) schools have received TLM in July-Sept. 2009.
5. Out of 103 schools MI found that TLM was available in the class rooms of 78 (75.75%) schools and it was not available in 25 (24.3%). Similarly, MI found that teachers were using TLM in the classrooms in the 76 (73.8%) schools and it was not being used in 27 (26.2%) schools.
6. Most of the TLM consists of maps, charts, globes and illustrations prepared by DEP. In the district of Banka, 60 teachers have been trained for the development of TLM in the six months. Duration of training was 1 day for 11.11% teachers, 2 days for 16.67% teachers, 30 days for 66.67% teachers and 10 days for 5.56% teachers.
7. The venue of training was BRC for 21 (63.64%) teachers and CRC for 11 (33.33%) teachers and DLO for 1 (3.03%) teachers.
8. The names of trainers are DEVENDRA VAP, BINDU BABU, SUBASH YADAV, RAMVILAS PASWAN, GIRIRAJ SHEKHAR, and ANAND KUMAR.
9. As discussed with the teachers MI found that there was cross sharing and demonstration of good practices among teachers.

7. EGS & AIE:

1. As most of the AIE centres have been upgraded to primary schools. However, MI found 48 AIE centres during his visit. Out of which 4 were RBC for Mahadalit, 38 were for Uttankendra, 2 for Utprenakendra.
2. MI found that in the district of Banka 1192 (632 boys and 560 girls) were enrolled at different centres.
3. MI found that 619 students (349 (56.4%) boys and 270 (43.6%) girls) were actually attending the centre on the day of visit. Thus, out of 632 boys, 349 (52.2%) were present and out of 560 girls enrolled, 270 (48.2%) were actually present on the day of visit.
4. Out of 48 EVs working at different centres 28 have been given training at BRC by RPs and CRCC. The duration of training was 10 days for 15 teachers and 30 days for 13 teachers. The training was provided BRC and CRC. Module of training used Paryas at 4 centres, Uthan Setu at 2 centres and Utkarsh Setu at 4 centres.
5. MI found that these modules were found appropriate according to the need of the students for bridging the gap.
6. Out of 32 EVs, 14 (43.8%) have said that these trainings were adequate for them whereas 18 (56.3%) have stated it was not so appropriate and it should be revised to cater the needs of newly enrolled children who are not familiar with any alphabet.

7. Out of 32 EVs, 5 (15.5%) were graduate, 16 (50%) were XIIth pass and 11 (34.4%) were matric (Xth pass).
8. The amount of monthly honorarium received by EVs ranges from Rs. 1000 to Rs. 2500. Out of 32 EVs, 25 (78.1%) have stated that they are getting Rs. 2000/- 2 have stated that they are getting Rs. 2500/-. One is taking Rs. 2200/-, 2 have stated that they are taking Rs. 1500/- and 2 have stated that they are getting only Rs. 1000/-
9. Out of 32 EVs, 25 (78.8%) have reported that they are getting their honorarium by cheque while 7 have stated that they are getting in cash.
10. Out of 32 Evs, 26 stated that there is a delay in getting the honorarium every month. One EV has not got it since Dec. 2008. 4 EVs have reported that their last payment was made in March 2009. One each have reported that their last payment was made in April and May 2009. 3 EVs have reported that their last payment was done in June 2009 while 10 EVs have reported that their last payment was made in July 2009.
11. As reported by the Principal of the school where AIE is running, out of 32 EVs, 50% are regular and 50% are irregular in the district.
12. Monitoring format for AIE/EGS centres is not available in the district. However, monitoring format is being developed for monitoring Mahadalit RBC and Uttharkendra.
13. MI found that out of 959 AIE centres in district 431 have recently been upgraded to primary school.
14. MI found that among the sampled centres 182 students were mainstreamed.
15. All these mainstreamed has been done in government schools.
16. In the district of Banka, there is no difficulty in mainstreaming of students. Out of 48 centres, 32 (70.8%) centres have reported that daries are available and in 14 (29.2%) centres daries are not available , in 28 (58.3%) centres books are available and at 20 (41.7%) centres books are not available. At 32 (66.7%) centres blackboard and chalk dusters are available and at 16 (33.3%) centres black boards and chalk dusters are not available. Similarly, in 32 (66.7%) centres TLM, charts, map, etc. were available on the other hand at 16 (33.3%) centres TLM is not available.
17. MI found that in the district of Banka 1192 (632 boys and 560 girls) were enrolled at different centres.
18. MI found that 619 students (349 (56.4%) boys and 270 (43.6%) girls) were actually attending the centre on the day of visit. Thus, out of 632 boys, 349 (52.2%) were present and out of 560 girls enrolled, 270 (48.2%) were actually present on the day of visit.
19. Out of 48 centres visited by MI the achievement level of students was good at 30 (62.5%) centres, and it was average at 18 (37.5%) centres.
20. At every centre MI found that rapport between EVs and children was good.
21. MI found that out of 48 centres, school text books were being used at 40 (83.3%) centres and Prayas text books were used at 8 (16.7%) centres.
22. All children were not given free text books as only the remaining books were distributed to them after distributing to focused groups children.

8. Children with Special Needs (CWSN):

1. As per DPO record, 6452 children were identified as CWSN. Out of which 4903 (76%) were enrolled CWSN during upto March 2009.
2. As per DPO record, out of 4903 CWSN in 34 (4.77%) CWSN were provided with aids and appliances. MI found that out of 103 sampled schools CWSN have received aids and appliances in 12 (11.7%) schools.
3. Different types of aids and appliances are not available in the district to be provided to all CWSN.
4. MI found that 34 teachers have been identified as resource teacher for CWSN.

5. In sampled schools of 103 no school was attached to any NGO.
6. Out of 103 sampled schools, the resource teachers of 11(10.7%) have received guidelines and detail of working. Guidelines circular and format for CWSN is attached in annexure.
7. DPO has stated that 1 IED coordinator is appointed in the district. He is graduate in Economics and has gone through a six-days training in Gaya district for Specially needed children.
8. There is no monitoring format prescribed by the state. As per SPO record there is an IED coordinator at the state level but his qualification and details of training and workshops attended by him is not provided.
9. As per DPO record, out of 1832 schools ramp is provided in 415 (22.6%) schools.
10. MI found that out of 103 sampled schools in Banka, 41 (39.8%) schools have constructed ramps and 62 (60.2%) have not yet constructed it.
11. As per DPO record there is no provision of providing home based support to CWSN by the DPO or IED coordinator. However, MI during his field visit found that out of 272 CWSN enrolled in class I to VIII, 13 (4.8%) CWSN were provided home based support by the resource teachers.
12. MI found that out of 103 sampled schools parents counseling was provided in 21 (20.4%) schools.

9. National Programme for Education of Girls at Elementary Level (NPEGEL):

1. As per DPO record, the number of clusters targeted in the district during 2008-09 was 72. Out of which 62 (86.11%) have been made functional.
2. As per DPO record, 72 additional class rooms, 72 drinking water, 72 toilets and 72 electrifications were targeted. Out of which 62 additional classrooms, 62 drinking water, 62 toilets and 62 electrifications works are going on. They are all in progress.
3. Out of 103 sampled schools, 20 (19.4%) MCS have NPEGEL. Among these, additional class rooms are complete in 11 (57.9%) schools and in 8 (42.1%) schools are yet to start. In case of construction of toilets, 9 (47.4%) schools have completed and 10 (52.6%) have not yet started.
4. In case of drinking water facilities, 13 (65%) schools have completed and 7 (35%) schools have yet to start drinking water facility.
5. As per DPO record, gender sensitized teacher learning material is provided. MI found that out of 103 sampled schools, teachers are trained for gender sensitization in 39 (37.9%) schools and in 51 (49.5%) schools additional efforts is put forth and communities are mobilized for girl education. Similarly, women are also mobilized for girls education. Women groups and community mobilization for girls education is done through Meena Munch. For this a training based on Meena theatre group was organized at MCS level for 4 days. Besides marshal art training was given for one month at all MCS through trained personnel of selected NGOs.
6. As per DPO record, funds are released to cluster schools under NPEGEL programme.
7. MI found that funds have been released to 8 (40%) NPEGEL out of 20 schools.
8. District Gender Coordinator has been appointed.
9. Monitoring system for girls education interventions is developed. It is reviewed after every six months.
10. During his visit MI found that ECCE centres were operational in 4 (20%) NPEGEL.

10. Kasturba Gandhi Balika Vidyalaya (KGBV):

As per DPO record 9 KGBVs are sanctioned in the district and all of them are operational. One KGBV is operational in each of 9 blocks namely, Banka, Belhar, Bousni, Chandan, Dhoraiya, Fullidumar, Katoriya, Rajaun and Shambhuganj. Their status are as follows:

S. No.	Block	No. of KGBV	Land identified	Buildind Constructed	School is Functional
1	Banka	1	Yes	In Progress	Yes
2	Belhar	1	Yes	In progress	Yes
3	Bousni	1	Yes	In Progress	Yes
4.	Chandan	1	Yes	In Progress	Yes
5.	Dhoraiya	1	Yes	In progress	Yes
6.	Fullidumar	1	Yes	In Progress	Yes
7.	Katoriya	1	Yes	In progress	Yes
8.	Rajaun	1	Yes	In Progress	Yes
9.	Shambhuganj	1	Yes	Land not available	Yes

MI visited 8 KGBVs in the district.

1. As per DPO record, land has been identified for 8 KGBVs and for KGBV in Shambhuganj land is not available.
2. MI found that land identified for 7 KGBVs and for one KGBV land has not been identified.
3. Two KGBVs are running in their own buildings. One is running in rented building and two are running in school building. 3 KGBVs are running in BRC buildings. As per DPO record guidelines for running the KGBVs has been drawn up and distributed among the KGBVs.
4. As per DPO record for 8 KGBVs all formalities for construction have been completed. MI found that construction work is going on in 7 KGBVs and no construction process has started in 1 KGBV. MI also found that in district of Banka construction work is completed in 3 KGBVs. It has reached in roofing stage in 2 KGBVs and 3 KGBVs are at foundation stage.
5. As per DPO record, 1 post of warden, 6 posts of teaching and 6 posts of non teaching staff have been sanctioned for each KGBV. Besides, 4 teaching staff for all KGBVs have been recruited whereas 3 part time teachers for each KGBV has been recruited. 54 supporting staff have been recruited and 36 staff are working on daily wage basis.
6. MI found that 8 posts of warden, 27 posts of teachers and 45 posts of subordinate staff have been sanctioned in the district. Out of which 8 wardens, 25 teachers and 29 subordinate staff have been appointed.
7. MI found that 68 girls students of primary level and 632 girl students at upper primary level were enrolled thus totaling 700 students. Out of which 62 (91.2%) at primary level and 560 (88.6%) at upper primary level were present on the day of visit.

11. District Information System for Education (DISE):

1. As per DPO record, EMIS setup is established in the district. Computer operators have been in position. Data Capture Format is supplied to each school by March 2009. Teachers have been trained for filling up the data capture format (DCF). For this one day workshop

was organized at BRC level. BIS system is also developed in every BRC except in Chandan and Fullidumar.

2. DPO has provided any time schedule.
3. Data capture format have been supplied to each school by August 2009.
4. Teachers have been trained for filling up the data capture format (DCF). For this one day workshop was organized at BRC level. As per DPO record, CRC/BRC coordinators have not been given task of verifying 5% of data collected. However MI found that in some BRC/CRC coordinators have record of verification of 5% data collected.
5. As per DPO record, the completed data record was passed on to State by DPO by November 2009.
6. DPO has given charge of MIS to Programme Coordinator, Mr. Sobhit Paswan, and Area Officer of Banka. No information has been provided about the training of MIS incharge.

12. Research and Evaluation:

1. As per DPO record, no research has been undertaken during current financial year i.e. 2008-09 in the district. No research studies sanctioned during the previous year 2008-09.
2. There is a prescribed contract format for commissioning of research studies.

13. Functioning of the VEC:

1. SPO has not provided any information. As per DPO record, VSS/SMC is formed in all 1832 schools but in most schools VSS has completed their term and ad hoc committee is working.
2. VSS was constituted in 80 (77.7%) schools but were operational in 47 (45.6%) schools. Guidelines regarding the constitution of VSS/SMC are available in the DPO
3. MI found that out of 103 sampled schools, guidelines are available in 54 (52.4%) schools. MI found that among 1067 VSS members, 102 (9.6%) were male SC/ST, 108 (10.1%) female SC/ST, 540 (54.65%) others male and 317 (29.7%) other females representatives were there in VSS formation, thus women representation 425 i.e 40%.
4. In the district of Banka, 72 schools have reported about meetings held in the last six months. Out of which only 1 meeting was held in 32 (47.2%) schools, 2 times meetings were held in 9 (12.5%) schools, 3-4 times meetings held in 23 (31.9%) schools and 5-6 times meetings were held in 6 (8.3%) schools: In these meetings, out of 1067 VSS members, 681 (63.8%) members attended the meetings. Among the total members of SC/ST, 115 (54.8%) members attended the meeting and out of 425 women members, 246 (57.9%) women members attended the meeting.
5. MI found that out of 1067 VSS members, only 80 (7.5%) members have received training. These trainings were held at BRC/CRC and DLO level. Training was conducted by BRCC, CRCC and DPC. Most of the members have got training at CRC level. The training was organized at different periods running from November 2003 to June 2008. 14.49% of VSS members have reported that training was very good, 50% said that it was good and 34.87% said it was satisfactory. Out of 103 sampled schools, 67 (65%) schools have stated that VSS is partaking in quality improvement of schools, 68 (66%) schools have stated their participation in civil work, 73 (70.9%) schools have stated that VSS is participating in maintaining discipline. 70 (68%) schools have stated that VSS is participating in enrolment drive and reducing drop out.
6. 77 (74.8%) schools have stated that their participation in preparation of MDM and 68m (66%) schools have stated that VSS is participating in distribution of MDM. MI found that

out of 103 schools, VSS of 67 (65%) schools have maintained a proper record of funds while in 36 (35%) schools the VSS have not maintained a proper record of funds.

7. SPO has not provided any information about programme officer incharge for community mobilization and participation at SPO level.

14. Staffing at State and District Level:

1. As per DPO record, 53 posts have been sanctioned for DLO and BRC level, out of which 25 posts are filled and 28 are vacant.

15. Outreach of primary/upper Primary educational facilities to SC, ST, Minority groups and to girls as well, especially in special focus districts.

16. Additional items to check during school visit by MI:

1. MI found that out of 103 sampled schools, only 55 have reported about the number of days the school has functioned during the last academic year. Out of which 7 (12.7%) schools functioned for 200-225 days. 31 (56.4%) schools functioned for 226-250 days and 17 (30.9%) schools functioned for 251-275 days.
2. Out of 103 sampled schools 5 (4.9%) schools have very good flooring, 67 (65%) schools have good flooring whereas in 31 (30.1%) schools flooring were in poor condition.
3. Out of 103 sampled schools 9 (8.7%) schools have very good roofs of classrooms, 64 (62.1%) schools have good roofing in classrooms whereas in 30 (29.1%) schools roof in classrooms were in poor condition.
4. Out of 103 sampled schools 13 (12.6%) schools have very good ventilation and light, 76 (73.8%) schools have good ventilation and light whereas in 14 (13.6%) schools ventilation and light were in poor condition.
5. MI found that out of 103 sampled schools 4 (3.9%) schools have very good seating arrangement, 65 (63.1%) schools have good seating arrangement whereas in 34 (33%) schools seating arrangement was in poor condition.
6. MI found that out of 103 sampled schools 6 (5.8%) schools have very good blackboard, 82 (79.6%) schools have good black board whereas in 15 (14.6%) schools black boards were in poor condition.
7. MI found that out of 103 sampled schools 8 (7.8%) schools have very good TLM, 77 (74.8%) schools have good TLM whereas in 18 (17.5%) schools TLM was in poor condition.
8. MI found that in no sampled school any health camp facility was organized during the previous six months.
9. Out of 103 sampled schools 3 (2.9%) schools have very good play material, 54 (52.4%) schools have good play material whereas in 46 (44.7%) schools play materials were in poor condition.
10. 36 schools of the district Banka have mentioned reasons for low attendance. Out of which 23 (63.8%) schools have stated that households works and harvesting season is main reason for low attendance. 6 (16.67%) have stated rain and flood as the main cause of low attendance. 3 (8.33%) schools have stated that non availability of teachers is the main reason for low attendance. 2 (5.55%) schools have stated that closure of MDM is a reason for low attendance whereas 2 (5.55%) schools have stated that insufficient classrooms is the reason for low attendance.
11. Out of 36 schools 7 (19.4%) schools have stated that remedial teaching should be done to promote attendance. Another 7 (19.4%) schools have stated that outreach programme can promote attendance. 9 (25%) schools have stated that PTA meeting and counseling of

- individual parents can be taken to promote attendance. 8 (22.2%) schools have stated enrolment drive should be promoted for attendance. 5 (13.9%) schools have stated that creative awareness through cultural programme should be promoted to increase the attendance.
12. The present process of assessing the achievement level of students is oral test, oral/written test, practical examination and written examination. MI found that out of 103 sampled schools, 54 (52.4%) schools conduct written test only whereas 21 (20.4%) schools conduct both oral and written test. 19 (18.4%) schools conduct oral test and 9 (8.7%) schools conduct practical examination.
 13. Monthly, quarterly, half yearly and annual examination is carried out for continuous and comprehensive evaluation.
 14. Out of 103 sampled schools, 10 (9.7%) schools conduct monthly test, 87 (84.5%) conduct quarterly test, 72 (69.9%) schools conduct half yearly test and 84 (81.6%) schools conduct annual examination.
 15. Out of 103 sampled schools, 60 (48.3%) schools have introduced CCE and grading system in cognitive areas and 34 (33%) schools have introduced CCE and grading system in non cognitive areas.
 16. The achievement level of children in Mathematics was very good in 7 (6.8%) school, good in 47 (45.6%) schools, satisfactory in 48 (46.6%) schools and unsatisfactory in 1 (1%) school.
 17. MI found that out of 103 sampled schools rapport was very good in 7 (6.8%) schools, good in 47 (45.6%) schools, satisfactory in 48 (46.6%) schools and unsatisfactory in 1 (1%) school.

17. Any other issues relevant to SSA implementation

1. Insufficient no. of teachers is the major setback in the implementation of SSA programme. MI found that in most of the schools posts of teachers lying vacant in case of M.S. Jitarpur, M.S. Rajaun, M.S. Dhauni, the number of teachers were insufficient and primary level classes were combined due to insufficient no. of teachers.
2. MI found that there is a large no. of teacher absentees which hampers the teaching process in school. In many cases the teachers were assigned duty other than academic one. For example, 4 teachers in M.S. Rajaun and 3 teachers each in M.S. Jiterpur, M.S. Bounsi Girls, M.S. Lakdikila Banka East were on duty to prepare BPL list.
3. Insufficient class rooms are another drawback in the implementing the SSA programme. In most of the schools specially at primary level only two rooms were available and classes were combined in those rooms and also children were sitting in verandah.
4. In many schools, constructions of buildings and ACRs have been sanctioned since 2002 but the construction work has not started till now. MI found that rate of materials have gone up and no contractor is ready to construct building/ACRs at the old rate. This issue should be immediately resolved both at DPO/SPO level.
5. The KGBVs attached to upper primary schools are short of staff and school teachers work as part time teachers in KGBVs due to which teaching work in school suffers.

18. Mid-Day Meal Scheme:

1. As per DPO record, MDM scheme is operational in the district of Banka in 1264 (68.9%) schools out of 1832 schools. But the scheme is not continuously operational in all the schools because rice is not available in schools, which adversely affects the regularity and also attendance of children.

MI Observations for Appraisal 2010-11

I. General Information:

(i)	Name of the monitoring Institution	A.N. Sinha Institute of Social Studies, Patna
(ii)	Period of the report	1 st February 2009 to 31 st July, 2009
(iii)	Districts Monitored:	Begusarai, Jamui, Katihar, Sitamarhi and Siwan
(iv)	Date of Visits to the Districts:	Siwan and Sitamarhi (19 th to 26 th August 2009), Begusarai (31 st August to 5 th September 2009), Jamui (7 th to 12 th September 2009) and Katihar (14 th to 19 th September 2009)

II. Key observations of the MIs report only one district (Begusarai)

a) Opening of Schools (both primary and upper primary):

District 1: (Begusarai)	<ul style="list-style-type: none">• As per the SPO data, 279 NUPS have been sanctioned in Begusarai district including spillover as on 31st March 2009 and out of them 228 (81.7%) sanctioned NUPS have been opened in this district as on 31st March 2009.• As per the DPO data, 450 NPS and 184 NUPS have been sanctioned in Begusarai district including spillover as on 31st March 2009. But in this regard only 49 NPS and 138 NUPS have been opened in this district as on 31st March 2009.• The land identification has been completed by 49 NPS while the land identification is not necessary for NUPS because all are upgraded NUPS and it will be opened in identified old Primary Schools.• The funds for building construction have been released for 49 NPS & 120 NUPS in 2008-09.• As per the DPO data, 4 NUPS were completed their building construction work, in 63 NUPS the building construction work was on progress and the building construction work was not started in 53 NUPS.• The sanctioned post of new teachers post has not been filled in Begusarai district in 2008-09.• As per the DPO of Begusarai district, one-time grant for TLE has been released for 200 NPS and 108 NUPS to the concerned VSS/Schools.
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(b) Civil Work:

District 1: (Begusarai)	New School Building: <ul style="list-style-type: none">• As per the SPO data, the physical target of NSB (including spill over) as on 31st March 2009 in Begusarai district was 400. The completion rate of NSB construction is 10.3% in the district.• As per the DPO data of Begusarai district, the physical target of NSB including spill
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over as on 31st March, 2009 was 49. But none of the schools has completed their school building upto 31st March, 2009.

Construction of Additional Classroom:

- As per the SPO data, the physical target of ACR (including spill over) as on 31st March 2009 in Begusarai district was 2563. The completion rate of ACR construction is 38.1% in the district.
- As per the DPO data, the physical target of ACR (including spill over) for the 2008-09 in Begusarai district 925. The completion rate of ACR construction is 3% in the district.

Drinking Water Facility:

- As per the SPO & DPO, no physical target was set on drinking water in Begusarai district during 2008-09.

Toilet Facility:

- As per the SPO data, the physical target of toilets construction (including spill over) as on 31st March 2009 in Begusarai district was 34. The completion rate of toilet construction is 100% in Begusarai district.
- As per the information provided by the DPO, no physical target was set on toilet construction in Begusarai district.

Construction work of Compound walls:

- As per the SPO & DPO, no physical target was set on the construction work of compound walls in Begusarai district during 2008-09.

Construction work of Child Friendly Structure:

- As per the SPO and DPO data, no physical target was set on the construction work of child friendly structure in Begusarai district 2008-09.

Construction work of Ramp:

- As per the SPO and DPO data, no physical target was set on the construction work of ramp in Begusarai district during 2008-09.

Electrification:

- As per the SPO and DPO data, no physical target was set on electrification in Begusarai district during 2008-09.

Construction work of BRC Building:

- As per the SPO data, the physical target of BRC building (including spill over) as on 31st March 2009 in Begusarai district was 2. All the given targets have been completed in this regard by the district as per the SPO data.
- As per the DPO data, no physical target was set on the construction work of BRC building in Begusarai district during 2008-09.

Construction work of CRC Building:

- As per the SPO data, the physical target of CRC building (including spill over) as on 31st March 2009 in Begusarai district was 7. All the given targets have been completed in this regard by the district as per the SPO data.
- As per the DPO data, no physical target was set on the construction work of CRC building in Begusarai district during 2008-09.

Rain Water Harvesting:

- As per the SPO & DPO, no physical target was set on the Rain Water Harvesting in Begusarai district.

Other Related Issues:

The MI observers have found that –

- The physical progress of NSB & ACR construction in sampled schools of Begusarai district was very poor because none of the sampled schools have

	<p>completed this work till on the day of visit.</p> <ul style="list-style-type: none"> • The VSS of the sampled schools have not received any formal training for execution of civil work by technical persons in Begusarai district. • Majority of sampled VSS (72.7%) of Begusarai district have not received the community manual for civil work. • The ramp has not been constructed by any sampled new schools of this district. • None of the sampled schools of this district has maintained separate account of funds and construction materials of civil work. • About 73.9% of sampled VSS of Begusarai district reported that Technical person have visited and guided during construction of civil work at foundation stage, lintel and roof stage. • The DPO of Begusarai district reported to MI that the hand pump has been installed in 144 schools through PHED under Swajaldhara and Total Sanitation Campaign in respect of drinking water facilities. • The DPO of Begusarai district reported to MI that toilets construction has been completed in 600 units in different schools through PHED under Total Sanitation Campaign (TSC) in respect of toilets facilities in 2007-08. • In respect of the civil work especially the buildings, compound wall and child friendly elements; the quality of construction appears good in majority of schools of the district.
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(c) Textbooks:

District 1: (Begusarai)	<ul style="list-style-type: none"> • As per SPO and DPO data, the free textbooks are distributed among 188185 girls and 32210 SC students from SSA fund in Begusarai district. • As per the SPO and DPO Data, the free textbooks are not distributed from State Government funds in the district during 2008-09. • The free text books have been distributed among the schools in Begusarai district from March to September 2008. • Majority of sampled schools of this district distributed the books among the eligible children after passing of the half session of the current year. • Majority of sampled schools (72.7%) of this district have not been given the FTB for all subjects, in all classes to all eligible students.
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(d) Schools Grants:

District 1: (Begusarai)	<ul style="list-style-type: none"> • As per SPO data, the total number of primary and upper primary schools approved for school grant 2008-09 was 2060 but out of them this grant has been released for 1990 schools in Begusarai district. The date of release of School Grant was not given by SPO. • The DPO data was not provided by Begusarai district on approval and release of school grant. • The school grant was released by the district on 22.11.2008. • The DPO has not made the centralized purchase of any item utilizing the school grant in Begusarai district. • The VSS of each school has been given full power to utilize these grants. • All sampled schools of this district have fully utilized the School Development Grants. • Only 13.6% sampled schools of Begusarai district has mentioned correctly the receipt and expenditure of School Grant in Cash Book.
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(e) Teachers and Teachers Training:

District 1: (Begusarai)	<ul style="list-style-type: none">• As per the SPO data, the total number of additional teachers sanctioned in Begusarai district was 935.• As per the DPO data, the total number of additional teachers sanctioned in Begusarai district was 2214.• No recruitment has been made in respect of additional teachers by Begusarai district.• The process of recruitment of teachers in this state is being done by the State Government through the help of Panchayati Raj Institutions (PRIs).• Selection of teachers is being done on the marks basis. Preference is given to the B.Ed. degree holder's candidate. The reservation criteria are followed in the appointment.• In a few of the sampled schools (31.8%) in Begusarai district where all teachers were present on the day of visit.• The rapport between teachers and students in all the sampled schools were found satisfactory.• As per the SPO data, the target number of teachers to be given in service training in Begusarai district was 1000 in 2008-09. In this regard, the in service training was given to 800 teachers by the district as on 31st March 2009.• According to the DPO of Begusarai district, the target number of teachers to be given in-service training was 6000. Out of them 5892 (98.2%) teachers have given such training in 2008-09.• As per the SPO data, the target number of teachers to be given orientation training of 30 days in Begusarai district was 2641 in 2008-09. In this regard, the orientation training was given to 680 teachers by the district as on 31st March 2009.• As per the SPO data, the target number of teachers to be given orientation training of 30 days in Begusarai district was 2641 in 2008-09. In this regard, the orientation training was given to 680 teachers by the district as on 31st March 2009.• As per the SPO data, the target number of teachers to be given refresher training of 60 days in Begusarai district was 3056 in 2008-09. In this regard, the refresher training was given to 430 teachers by the district as on 31st March 2009.• According to the DPO data Begusarai district, the target number of teachers to be given refresher training of 60 days was 3056 in 2008-09. In this regard, the orientation training was given to 2786 teachers by the district as on 31st March 2009.• BRCCs and CRCCs arrange and look after the in service/induction training for new recruits/training of untrained teachers. They are responsible for create and maintained academic environment of entire schools of their block/area. They also arrange BRC and CRC meeting every month to meet the problems of schools and also for improving teaching quality in the schools.• The visitor register is not available in any sampled schools of Begusarai district.• During the field visit of sampled schools the MI has found that BRCCs and CRCCs don't visit the schools frequently.
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(f) Teaching Learning Material (TLM) grants:

District 1: (Begusarai)	<ul style="list-style-type: none">• As per the SPO data, the total number of teachers eligible to receive TLM grants in Begusarai district was 9689. But in this regard, the TLM grants were released for 9681 teachers in this district.• The date of release of TLM grants was not provided by the SPO.• The DPO data was not given by Begusarai district on date of release of TLM grant from DPO and the number of teachers covered.• The TLM was not released by the DPO in time in 2008-09.• The SPO & DPO has claimed that a copy of Instructions have been issued in respect of utilization TLM grants to each school. But a copy of such instructions was not provided by them.• During the field visit of sampled schools MI observers asked about the TLM guidelines to the HM and teachers whether they have received TLM guidelines or not. In response of this question, the HM and teachers replied that they have not received any guidelines in this regard.• TLM was not made out by the teachers in any sampled schools of the Begusarai district as reported by the teachers and HM. It has been purchased by the teachers from market. On the other hand, as informed by many teachers of the sampled schools of Begusarai district, the TLM are being purchased by the VSS president or Secretary and HM of the sampled schools from the market as per the requirement.• Physical verification of the classroom teaching in the sampled schools of Begusarai district disclosed that majority of sampled schools were not displayed TLM in the classroom.• Teachers reported to MI members that they have not received any formal training for preparation and use of TLM.
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(g) EGS & AIE:

District 1: (Begusarai)	<ul style="list-style-type: none">• As per the SPO data, the EGS, AIE centres, NRBC, RBC and school camps was not sanctioned in 2008-09.• The DPO of Begusarai district has also not provided data in this regard.
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(h) Children With Special Needs (CWSN):

District 1: (Begusarai)	<ul style="list-style-type: none">• As per the SPO data, the number of CWSN identified in Begusarai district in 2008-09 was 16383 and out of them 10128 (61.8%) CWSN have been enrolled in different schools of this district.• As per the DPO data, the number of CWSN identified in Begusarai district in 2008-09 was 16383 and out of them 3135 (19.1%) CWSN have been enrolled in different schools of this district.• As per the DPO data of Begusarai district only 420 (4.1%) CWSN children have been given aids and appliances during 2008-09.• MI observers found that out of them (total enrolled CWSN in sampled schools) only 12.2% CWSN in Begusarai district have actually received aids and appliances.• The MI has crosschecked several schools where CWSN children have been enrolled and found that in only few of them 10.2% in Begusarai district RTs has been recruited for the CWSN.• About 2.3% sampled CWSN parents have been counseled in Begusarai district during 2008-09.• In Begusarai district, about 16.3% CWSN were present on the days of visits of the MI to the sampled schools.
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(i) National Programme for Education of Girls at Elementary Level (NPEGEL):

District 1: (Begusarai)	<ul style="list-style-type: none">• As per the SPO data, the total number of MCS targeted for functioning in Begusarai district in 2008-09 was 114. All the targeted MCS made functional in this district.• As per the SPO data, the total number of MCS targeted for functioning in Begusarai district in 2008-09 was 114. Out of these targets, 112 MCS made functional in this district.• As per the DPO data, the total number additional classrooms, drinking water, toilet and electrification etc. sanctioned for MCS in Begusarai district during 2008-09 was 114. Out of them 81 MCS has completed their construction work of additional classrooms, drinking water and toilet, the work was progress in 29 MCS and the work was not started in 4 MCS. But the electrification work was not started in any targeted MCS of the district.• As per the DPO data, the vocational training facilities have been provided to all MCS of Begusarai district. But gender sensitizes teaching learning materials and bridge courses facilities have not been given in this MCS. The gender sensitization training was given to 420 teachers of different MCS. But the additional effort to mobilize community and women's groups in favour of girl's education was not done in this MCS.• The MI observers have found that actual progress was unsatisfactory regarding construction of MCS and other related issues in Begusarai district.• According to the DPO of Begusarai district; the progress of NPEGEL data was sent on monthly basis to the SPO during 2008-09.• Under the NPEGEL programme, Early Childhood Care and Education (ECCE) Centers have not been set up in Begusarai district.
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(j) Kasturba Gandhi Balika Vidyalaya (KGBV):

District 1: (Begusarai)	<ul style="list-style-type: none">• As per the SPO data, the KGBV was not sanctioned for Begusarai district during 2008-09.• As per the DPO data, 9 KGBV have been sanctioned in Begusarai district during 2008-09.• All sanctioned KGBV has been made operational in different blocks namely Bakhri, Naokothi, Garhpura, Cheriya Bariyarpur, Khodabandpur, Sahebpur Kamal, Birpur and Dandari of the district of Begusarai.• The SPO and DPO have not provided information in respect of land identification for the operational KGBV of Begusarai district.• As per DPO data, 63 teachers and 54 other staff post has been sanctioned for all the operational KGBV in Begusarai district. In respect of these sanctioned posts, 61 teachers and 42 other staff post was filled by this district.• According to the DPO of Begusarai district, 900 girls have been admitted in all operational KGBV. But MI team members have visited in different KGBV of this district and found the total number of students in these schools is less than 100.• The facilities like meals, bedding and consumables have been provided to the enrolled children in Begusarai district.• Furniture is not provided by the DPO.
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(k) District Information System for Education (DISE):

District 1: (Begusarai)	<ul style="list-style-type: none">• An Educational Management Information System (EMIS) has been existed in Begusarai district in 2008-09.• The requisite number of computers has been available in Begusarai DPO but the requisite number of computer operators has not been in position. Due to lack of requisite number of computer operators the DPO of this district are not maintained all type district data in a proper manner.• The SPO and DPO have not provided data on time schedule of DISE activities.• But the MI has observed that all the information of schools up to 30th September 2008 has been collected by Begusarai district through the help DISE format.• The time schedule on DISE activities has been deviated in Begusarai district.
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	<ul style="list-style-type: none"> • The data capture format (DCF) has not been supplied to the schools in month of August 2008. The HMs of sampled schools Begusarai district reported that it has been received by them in the month of December 2008 while others reported that they have received it in the month of January 2009. • According to the DPO of Begusarai district, the BRCCs and CRCCs have been given the task of verifying DISE formats of 5% schools randomly. • According to the DPO of Begusarai district, the BRCCs, CRCCs and teachers of the schools are oriented/ trained on DISE activities. But the orientation date was not given by the DPO to MI. • The HM and teachers of sampled schools reported that the DISE format is rarely checked and verified by the BRCs and CRCs. • The DISE formats were collected at district level during January and February 2009.
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(l) Research and Evaluation:

District 1: (Begusarai)	<ul style="list-style-type: none"> • The SPO has not been provided data on research and evaluation. • In Begusarai district, there is no research studies have been targeted to be undertaken in 2007-08 and 2008-09. Therefore, no research grant has been sanctioned for the above said period.
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(m) Functioning of VSS:

District 1: (Begusarai)	<ul style="list-style-type: none"> • As per the SPO and DPO Data, in 452 schools out of 1528 schools the VSS was constituted in Begusarai district. In rest schools the Adhoc Committee has been constituted to look after the construction work and other school activities. • The VSS/Adhoc Committee guidelines were not found in any sampled schools of Begusarai district. • In all sampled schools of this district where VSS was available have prescribed number of women members in the VSS. • About 31.4% of women members of VSS were associated with VSS and also attending the VSS meeting regularly. • The average number of members attended VSS meetings during this period is 8.4 in Begusarai district. • In this district, 33.8% of the sampled VSS women and SC/ST members have attended all the VSS meeting regularly. • As per the SPO data, 452 constituted VSS have been oriented in Begusarai district. But the DPO of Begusarai district was not provided data in this regard. • The VSS members do not help in improving the enrolment of children in schools as well as in raising students' attendance. • The VSS of sampled schools of Begusarai district are not maintaining proper record of funds received by them.
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(n) Staffing at State and District Level:

District 1: (Begusarai)	<ul style="list-style-type: none"> • The SPO & DPO data was not given on how many staff sanctioned category wise in Begusarai district and position of staff in respect of sanctioned post. • The separate Coordinators for BRC and CRC have not been recruited yet. The BEEO of concern block is looking after the BRC while the senior teachers are looking after the CRCs. Steps are not being taken to fill up the vacant post of BRCCs and CRCCs.
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(o) Outreach of primary/upper Primary educational facilities to SC, ST and Minority groups and to girls as well as, especially in special focus districts.

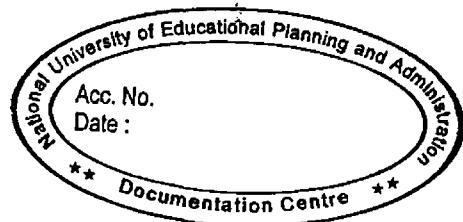
District 1: (Begusarai)	No special efforts have taken by the Begusarai district in this regard.
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(p) Additional items to check during school visit by MI:

District 1: (Begusarai)	<ul style="list-style-type: none">• The average number of days, the sampled schools functioned in Begusarai district, was 243 days in last academic year.• Clean environment was seen in 48.9% sampled schools.• About 29.5% sampled schools of Begusarai district have good school building.• About 12.5% sampled schools have a playground.• About 37.5% sampled schools of Begusarai district have classrooms with proper flooring, roof and window.• About 61.4% sampled schools of Begusarai district have class rooms with proper lightening i.e. natural light.• The Blackboard facilities were available in majority of sampled schools (88.6%) of Begusarai district.• Lack of proper sitting arrangements was found in 77.3% sampled schools of Begusarai district.• The TLM displayed in the classrooms was very rare. It was kept in the almirahs of HMs only and occasionally teachers used them in classrooms.• The health camp facilities were not organized in majority of sampled schools (97.7%) of Begusarai district during 2008-09.• About 23.9% sampled schools of Begusarai district have adequate play material like carom board, footballs, skipping ropes, ludo, badminton, bat-ball etc.• The average attendance of boys and girls in Begusarai was 58.5% & 60.5% respectively on the day of visit.• No steps are taken by the VSS/MTA members and school teachers to increase the enrolment in sampled schools of Begusarai district.• Number of schools whose children is <30% of achievement level as assessed by MI, constitute 19.3% in Begusarai district.• Number of schools having children >60% achievement level as assessed by the MI, constitutes 15.9% in Begusarai district.• The number of overage children enrolled in the sampled schools of Begusarai district was 0.2%.• The Underage, dropout and retained children were not found in any sampled schools of Begusarai district.
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(q) Any other issues relevant to SSA implementation:

District 1: (Begusarai)	-----
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