INDIA
SARVA SIKSHA ABHIYAN (SSA)
19th JOINT REVIEW MISSION

STATE REPORT: Madhya Pradesh
January 14 -18 2014

1.1. Introduction

As part of the19th SSA Joint Review Mission (JRM) a team consisting of Ms Sarojini Ganju Thakur(nominee of the Government of India) and Ms Manisha Solanki (nominee of the European Union), visited the state of Madhya Pradesh from January 14 –18, 2014.during which period they visited Damoh and Umaria districts

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

The Mission members interacted and had useful discussions with a large number of stakeholders including the Principal Secretary, Mission Director, Additional Mission Director, Deputy/Joint/Additional Directors, SCERT academic staff at state level. At district level the Mission met the District Collectors, Chief Education Officers, Block Education Officers, Assistant Director and Joint Director Finance, Heads of Schools, Diet Principal, BRC and CRC Resource Persons, teachers, SMC members, and representatives from Gram Panchayat, parents and students.

The Mission members would like to warmly thank the Principal Secretary, Education, Mr S.R. Mohanty and Mission Director, Mrs Rashmi Arun Shami (Commissioner) and her team for facilitating the visit; Additional Mission Director Dr Aruna Gupta, Mr D.V. Prasad, Joint Director, Mr V.S. Saxena, Joint Director, S.P.Srivastava who helped us throughout the visit and the District Magistrates Mr Swatantra ,Kumar Singh and Mr S.K. Upadhaya who facilitated our visit in Damoh and Umaria districts respectively.

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

1.2   Overview and Key Issues

Achievements

Madhya Pradesh has 51 districts out of which two districts Damoh and Umaria were visited (enclosed the numbers of school). The Mission looked into various aspects however concentrated on following elements:

- Status of identification and coverage of out of school children;
- Status of retention and completion, and tracking mechanisms;
- Status of inclusive education and progress in bridging gaps in enrolment and retention;
- Status of quality interventions – in-service teacher training arrangements and strategies, nature of on-site academic support structures, availability of required number of teachers and classrooms, progress in teacher recruitment, production and distribution of free textbooks.

It deserves to be noted that whereas quality issues related to SSA are currently main area of focus; however Madhya Pradesh requires equal impetus on the issues related to enrolment and retention.

Issues for consideration going forward

Specific issues identified by the Mission and raised in the wrap up session with the Principal Secretary and Mission Director and her team included:

Access and Retention

- Critical to identify and reduce the number of children that are not classifiable as 'out of school' and or 'drop out' but who are nevertheless habitually absent – migration, ill-health etc, and develop a strategy for continuous and effective monitoring;

- Specific study/ research into decline of enrolment and boys' enrolment.

Equity

- Greater focus on identifying CWSN and sensitisation and training at various levels to mainstream them into effective elementary education;

- Development of a strategy to ensure enrolment of Muslim children at par with census share, especially of Muslim girls.

Quality

- At state level strong commitment and focus on introducing and monitoring quality through initiatives such as Pratibha Parv, and pilots for training, CCE etc , and introduction of new pedagogies – ABL, ALM; however there is a need to consolidate and scale up;

- At district level, the 'mission spirit' – the vibrancy and enthusiasm was not evident in the visited districts, and routinization of functioning was observed.

- Despite the large number of in-service training programs being available, the lack of effective teaching and learning at the school level is a core issue together with the need to identify appropriate and practical training programs with child-centred pedagogy;

- Priority needs to be given to meeting the shortfall in teachers and ensure their training. Emphasis on recruitment of large number of subject-based teachers for UPS in Maths, Science and English and to be able to deploy them into the more remote and rural communities.

Monitoring

- The state has multiple interventions to monitor the quality of teaching and learning – Pratibha Parv, Dakshata Samwardhan, pilots on CCE, but the challenge is to use the information and work out a strategy to work with the weakest students, schools, districts to improve teaching performance and learning achievement.

Governance

- While SMCs have been constituted their participation in functions related to monitoring the quality of education is low. Greater focus on their training is required;

- Programme management – The large number of vacant posts at all levels is highlighted in the report. These vacancies include senior management positions as well as block and cluster level officials;

- Financial management – The state government has highlighted the huge predicament faced by them in implementation of SSA on account of the non release of Go I share.

All data provided in this Report has been drawn from the Madhya Pradesh Overall Programme Implementation Report and documentation drawn from the presentations made in Bhopal, Damoh and Umaria to the Mission.

Progress towards the achievement of Goals

Goal 1 and Goal 3: All Children in School and retained in the elementary education system

Achievements for Access

Year	Government Primary schools	Government Upper Primary schools
Before SSA	56147	12415
2012-13	83516	29365
2013-14	84057	30266

- In 2013-2014, 645 new PS and 984 UPS were opened (50 sanctioned in 2013/2014). An intensive school relocation exercise has resulted in notification of neighborhood schools by the State Government based on the norms of primary schools with 1 km with a minimum of 40 children, and UPS within 3 km with a minimum of 12 children and 5th pass.
- As a result of this endeavor, hundred percent access has been achieved at Primary Level but eighty schools are required at the upper primary level.
- In the light of The Right of Children to Free and Compulsory Education Act 2009 the state has made provisions that - where no school exists within the area or limit of neighbourhood -

adequate arrangements, such as free transportation, residential facilities etc. for providing elementary education in a school, are provided.

- In terms of residential facilities the provision for boys is of 1522 places, whereas for girls a combination of the KGBVs and girls hostels provides 50.451 places.
- There has been a noteworthy improvement in infrastructural facilities with provision of the toilet for the girls reaching to 98911 and toilet for boys are 96697; however, there is still a need for
- *Rooms:* 20055 additional classrooms, 9426 primary HM rooms;
- *Facilities*: Toilet provision in 13736 schools for boys and, most critically, toilet provision in 19585 schools toilets for girls and drinking water in 5327 schools.
- In accordance with the RTE Act, which mandates minimum 25% free admission of children from disadvantaged group and weaker section in unaided private schools, 4.23 lakh children have been admitted during the last three academic years:

  - 2011-12 - 1.37 lakh
  - 2012-13 - 1.38 lakh
  - 2013-14 - 1.48 lakh

  Schools have been reimbursed fee against children admitted by the State as per provision of the RTE Act.

Achievements for **Enrolment and retention**

- The state annually conducts a "School Chalen Hum Abhiyan" to identify and enroll Out of School Children (OSC) with involvement of senior officers from all departments.

- The GER for PS/UPS is 119.13 and of UPS is 116.94, while the NER for PS/UPS is 99.00 and 99. 27. It needs to be mentioned here that the figures supplied by the State department are at variance with DISE figures.

Indicators	2009-10	2010-11	2011-12	2012-13
Enrolment in govt. and aided primary schools	7620738	7532120	7006212	6620839
Enrolment in govt. and aided upper primary schools	3046390	3308416	3417096	3462357
Enrolment in private unaided primary schools	3306885	3059213	3239317	3235342
Enrolment in private unaided upper primary schools	1510976	1456650	1479103	1591232

There is an array of specific interventions that include:

- Free text book distribution to all children;
- Provision of a mid-day meal but it is managed by the Rural Development and Panchayati Raj Department;
- Distribution of bicycles for girls and boys(recently introduced) from Grade 6;
- Scholarship scheme to the socially and economically weaker sections;
- Distribution of two sets of uniforms and the entitlement of 400 Rps is directly transferred to the parent's bank account;

- A toll free number 155343 has been provided to report teacher absenteeism;
- The community can report directly the names of absentee teachers;
- Monitoring of teacher attendance in school by SMC, JSK, JPSK & ZSK;
- SMC has been entrusted with the responsibility of ensuring teacher attendance.

Dropout rate

Dropout rate	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Primary	15.6	11.9	9.8	9.7	8.2	3.4
Upper primary	14.7	11.0	9.3	9.2	7.4	2.5

- The dropout rate has decreased however there are still 74000 students who are out of school.

Concerns for Enrolment

- DISE (2012-13) reported 1.65 percent decline in enrolment;
- There are still gaps persisting between primary and upper primary enrolments; the transition rate for 2011-2012 for Madhya Pradesh was 87.58 with no marked difference between boys and girls;

Age Group	Never Enrolled Children			Dropout Children			Out of School Children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
6 to 8	7968	7070	15038	3856	3005	6861	11824	10075	21899
8 to 11	9423	8449	17872	7671	6274	13945	17094	14723	31817
11 to 14	8824	7947	16771	2077	1851	3928	10901	9798	20699
6 to 14	26215	23466	49681	13604	11130	24734	39819	34596	74415

- Boys' enrolment is going down drastically and boys are dropping out more as compared to girls. The visited districts have lesser boys attending schools as compared to girls.

Concerns for Retention

- In view of the level of attendance it needs to be further investigated what proportion of students are enrolled and absent from class for long periods and are not caught in the definitions of being OOSC or dropout
- The absentee rate is still high – around 70 % (DISE 2012) and this fact was borne out by the mission's visit to schools;
- It was found in many schools that entitlement for the uniforms has not been utilized for the purchase of the uniform;
- M. P. Institute of Social Science Research, Ujjain, Madhya Pradesh reported for the period of 01.04.2012 to 30.09.2012 for the year 2011-12. No Special Training Centres are not functioning in Katni, Jabalpur, Gwalior, Seoni, and Dewas districts for mainstreaming of out of school children into age appropriate classes;
- During the visit, the team did not see any NRST/RST and felt that a specific focus on addressing the drop-out rates for STs and learning levels for STs.

Recommendations

i. State should ensure standardization of buildings, their size and design to ensure adequate living and classroom space, safe location, adequate and clean toilets, bathroom facilities;

ii. It is very crucial to reduce the number of children that are not classifiable as 'out of school' and /or 'drop out' but who are nevertheless habitually absent on such a regular basis or absent due to other reasons;

iii. Specific research/study needs to find out the reasons for decline in boys' enrolment, and also to explore whether residential facilities require to be extended;

iv. More concentrated efforts to include disadvantaged children in institutions, (children of sex workers, domestic child workers etc);

v. Appropriate residential and non-residential special training strategy needs to be formulated and decision to provide special training in residential/non residential mode should be based on the need of the child rather than the 'choice' of the parents;

vi. There is a need for more consolidated effort to map the extent & pattern of seasonal migration so as to cater to the educational needs of children who migrate with their families different districts;

vii. Given the state's comprehensive registration of OOS children with their profiles – which is in turn supported by the comprehensive family-wise survey of all children aged 0-14 that includes identification of OOS children – micro level data can be used to evaluate the different levels of impact of different interventions for OOS;

viii. Consider apportioning some more interventions towards overall retention of students through quality;

ix. It must be noted that there seems a tilt in society for boys to go to private schools and girls to govt. schools and the a gender mapping for the 25 percent admission in the private could be conducted to analyse the situation;

x. Using the portal compile and monitor the absenteeism on a monthly and quarterly basis and publicize at the block level good and poor performers.

xi. During the year using the modality of School 'Chalen Hum Abhiyan' verify the actual number of children attending PS/UPS at various points.

Goal 2: Bridging Gender and Social Gaps

A. Gender gaps

Achievements

		Percentage girls to total enrolment and GPI in enrolment				
Indicator	**Level**	**2008-09**	**2009-10**	**2010-11**	**2011-12**	**2012-13**
% Girls to total enrolment	Primary	49.3	49.3	49.2	48.8	48.3
	Upper Primary	47.2	48.5	49.4	50.1	49.86
Gender Parity Index(GPI)	Primary	0.97	0.97	0.97	0.95	0.93
	Upper Primary	0.89	0.94	0.98	1.01	0.99

- Motivation camps like Maa - Beti Melas have been organized for mobilizing out of school girls and their mothers. Motivation camps of community members, door-to-door contact, and orientation of PTA members were also organized;

- The state reported following specific incentives have been continued such as:
  i. Distribution of Uniforms & Bicycles
  ii. Higher Scholarship to girls
  iii. 50% reservation for women in teacher recruitment and SMC
  iv. More than 45% Schools have Female Teachers
  v. 90% Schools have girls toilets, remaining in progress
  vi. Gender training for teachers, teacher educators and administrators
  vii. Review of curriculum and textbooks ('**with a gender lens'**) from the gender perspective to create appropriate content based on NCF

Operationalisation and functioning of KGBVs

Madhya Pradesh is following Model 1 and 3 of GoI guidelines. All 207, KGBVs are functional.

Enrolment (Social category-wise) of KGBVs							
	SC	ST	OBC	BPL	Muslims	Others	Total
Number	4586	15898	6579	4641	362	1123	28548
%	16.1%	55.7%	23.0%	16.3%	1.3%	3.9%	100.0%

Concerns

- The persistence of low share of the Muslim girls as compared to their population share;
- In the KGBVs and Girls hostels, the sanitation and hygiene conditions of toilets need an improvement. No proper drainage system exists in the visited KGBV and girls' hostel;
- None of the remedial teachers in KGBVs and Girls' hostel have undertaken training.

Recommendations

i. KGBVs are the success story of India to ensure – enrolment and retention of girls in school and instilling self confidence among girls; therefore the relevant aspects/lessons could be mainstreamed in all schools for all girls;
ii. Concentrated strategies to enroll, retain, achieve learning levels in boys including provision of hostel facilities for boys;
iii. State must ensure that the enriched curriculum includes all the components of gender issues, rights of children and women, adolescent life skills, adolescent sexual and reproductive health;
iv. Cooperation with Agencies like UNICEF, Mahila Samakhya and other NGOs may be encouraged as partners for training purposes especially in gender and adolescent and hygiene issues but SSA should take primary responsibility for training and capacity building;
v. Conduct a tracer study/survey to assess which of the interventions – KGBVs, hostels, scholarships – have the best rate of success in completion, mainstreaming and then ongoing academic success;
vi. Ensure greater equality across the types of provision – girls hostel, KGBV etc – since there is a disparity between these types of provision and in the funding allocated to each (e.g., Per child expenditure for girls' hostel is lesser compared to per child expenditure for KGBVs).

vii.   State must ensure that the remedial teachers in KGBVs are provided with regular training along with the other SSA teachers by DIETS on activity based learning , CCE, preparation of teaching learning materials, enriched curriculum particularly gender issues, KGBV management etc.

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

Achievements

- The social gap in enrolment across the different social categories is narrowing. For SCs the GER goal is achieved GER while there is a small gap for STs at Upper Primary level (94%).
- Enrollment of Muslim minority children in Primary schools has increased from 2.3% in 2006-2007 to 5.1% in 2012-2013.

The state reported following interventions strategies for SC/ST children:

- Hostels and Ashram Shalas for tribes/PTGs;
- Priority in enrollment of SC/ ST girls in KGBV and Girls hostels;
- Migratory Hostels for tribal children;
- Teachers have been trained to interact with children in their mother tongue;
- Scholarship for SC/ST Children

The state reported following interventions strategies for Muslim children:

- Share of Minority (Muslim) population is 6%;
- Share of Minority children in enrolment at Elementary schools has increased from 2.43% in 2006-07 to 4.7% in 2011-12 and 5.1 in 2012-2013;
- Residential Hostels for Muslim Children are provided;
- 1988 Registered Madarsas are covered under SSA:
    - o   Free text books to enrolled children,
    - o   Annual School Grants,
    - o   Teacher grant to two teachers,
    - o   Teachers training
    - o   MDM
- Urdu language books to children and Urdu medium books to Urdu medium schools.

Recommendations

i.   Specific strategy to ensure the better education attainment for the minority; focused on Muslim population.

C. Children with Special Needs

Achievements

The status of Population, Enrolment and NER of children belonging to Children with Special Needs (CWSN) in the year 2012-13 is as under:

Population, Enrolment and NER of CWSN children (2012-13)

Age Group (in years)	Population (in No.)			Enrolment (in No.)			GER (in %)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
6 to 14 year	57676	41162	98838	55459	39592	95051	96.16	96.19	96.17

Specific interventions include:

- 98838 CWSNs were identified and of these 95051 were covered
- Medical assessment camps organized at 221 blocks of 37 districts
- 8424 teacher training conducted for the current year;
- 58 hostels for CWSN run by SSA functioning with the help of approved NGOs
- CWSN covered through Homes Based- 2091
- No. of schools with ramps and railing- 73135
- Identified CWSN for Aids and Appliances– 11131
- Free Braille books to 1157 Visually Impaired Children
- Mobile Resource Consultants- 446 , Volunteers- 201
- A page on disability related issues for awareness in text books

Other supporting interventions include:

- Annual Village Education Tracking (VET) survey provides the state with robust mapping data on enrolment and retention of all excluded categories and enables specific efforts to reduce the numbers. In addition this online tracking system (http://www.educationportal.mp.gov.in) of OOSC and CWSN children is in place.

Concerns

- CWSN identification in the state is just 0.65 %, a gap of 1.63 lakh CWSN as compared to Census 2001;
- **During the field visit, the team did not observe any integration of the CWSN in the class room practices;**
- All 101 assessment camps conducted for the year 2013-14, but the State has provided only 28.17% aids and appliances for the current year;
- Only 44.0% Braille books provided however not timely;
- information on large print books is missing;
- Only 12.82% expenditure incurred in IE for 2013-14.

- Record maintenance on IE at all levels weak. The state maintains only the inspection register at the cluster level and resource room register and inspection registers at the district level. At the school level it maintains only 4 registers, CWSN child register, medical examination register, SMC Meeting register and inspection registers however the team did not observed in visited schools.
- Only 24.39% Individualised Education Plans developed. This needs to be strengthened
- Assessment camps have begun from 1st Jan to 6th February 2014. Distribution camps will begin after that.

Recommendations

i. Special efforts during 'School chailen hum abhiyan' to meet CWSN gap at state and district levels;
ii. Ensure enrolment, retention and learning levels for the CWSN;
iii. Evaluation of foundation course done by different institutions;
iv. Focused efforts to sensitize the trainer, teacher and project managers during the trainings
v. Use the portal to analyse what programmes are the most efficient and cost effective for the different types of CWSN;
vi. Ensure inclusion of sensitization training at the community level for the new SMC training programmes and use the services of persons with relevant experience in special needs and social inclusion to develop and deliver this component of the SMC training.

Goal 4: Education of Satisfactory Quality

Madhya Pradesh has launched a comprehensive quality monitoring initiative Pratibha Parv in 2011-2012, which assesses the academic performance of students, schools, teachers and districts. In addition, it is piloting a project for developing the School Quality Assessment Framework for the state and set up a School Assessment Agency to enable these assessments. Focus of the Assessment is on identifying the most common issues at the school level and providing the schools with a clear road map for improvement. There are also continuous efforts /pilots at state level to improve various systems e.g.CCE/training/pedagogy. The mission has also enclosed the excerpts of the key recommendations from the recent Teacher Education JRM in Annexure 1.

4.1 Curricular reforms

Achievements

- The state compared the learning continuum with the NCF-05 and identified the linkages and gaps between them. From this process the elementary level syllabuses has been revised and a draft curriculum has been prepared for classes I to XII.
- Comparison of State's curriculum with CBSE, ICSE, and IGCSE/IB is in process and a Curriculum to be developed as per RTE clause 29 (2)
- To include various activities related to transaction of concepts and CCE, the syllabus has been converted into a matrix form;
- Desk analysis of textbooks of class 1, 2, 3, 4, 6 and 7 has been completed and it would be used to improve textbooks with reference to RTE.

Specific activities under the Learning Enhancement programme include:

- In order to improve the quality of teaching-learning processes, each district prepares **a district academic improvement plan** involving all stake-holders of the district. **Each plan incorporates**:
    - Class and subject wise district curricular transaction strategy;
    - Plan of providing additional teaching-learning hours, to students who have not achieved desired competencies;
    - Monitoring and on-site support plan of DIET faculty, SRGs, DRGs and BACs;
    - Plan to ensure use of TLM and classroom activities;
    - Plan to ensure and activate school library;
    - Plan to ensure extra-curricular and co-curricular activities;
    - Strategy for the dissemination of good classroom practices and success stories.

Under Primary:

- To reduce the gaps in attainment of class appropriate competencies (Math & Language) the Dakshata Samvardhan programme has been implemented in classes II to V. in 50 districts in all the 82000 Schools;

- The Activity Based Learning (ABL) Methodology has been adopted in classes I, II and III in one block of 50 districts. Training of DRGs and teachers was organized to ensure effective implementation.

Upper Primary

- The Active Learning Methodology (ALM) has been adopted in upper primary Schools in one block of 50 districts;
- In 2000 the State initiated the *Headstart* programme using computers as a teaching-learning tool at elementary education level. During the years 2008-10, the Headstart centres of 3052 upper primary schools were upgraded by providing additional three PCs and one UPS. 3441 schools are covered under CAL. Since the financial year 2013-14, MHRD has stopped providing further financial assistance to CAL in almost all States (Except 4 States). This has further raised maintenance (Insurance, AMC and battery) and operational issues (Power bills) in CAL Centres. Educational digital content developed by NCERT was provided to all the schools which have CAL project. Besides this, digital content developed by RSK has been provided to these schools;

- With CAL turned to Technology Enabled Learning, and due to technical and managerial issues associated with CAL, the State has now decided to provide LED Panel and Laptops to Upper Primary schools, these schools will be developed as Smart Classrooms. These schools will also be connected with SWAN and Edusat (RGPEEE, Jabalpur) Network.

Concerns

- Discussions with teachers and perceptions of children indicated that the ABL and ALM methodologies were making a difference in both levels of motivation and attainment by teachers and students alike. The challenge is how to rollout these different programmes equitably and quickly across the state as presently the funding for such programmes is limited.

- Due to problems such as lack of power, funds and loss of equipment, 'Headstart/CAL' has not had the necessary impact, although getting computers into these schools for administrative, teaching and indeed enhancing the status of the public education provision school, is a priority.

Recommendations

    i. Introduction of the pilot ABL and ALMs had clearly been a success however it is necessary to monitor and support the teacher continuously in order to transact effectively.

    ii. Effective monitoring of programmes like 'virtual class' and its regular assessment will be required.

4.2 Teacher availability

Achievements

- According to the DISE , the PTR at primary level is 30 and at upper primary level is 46.1 in 2012-13, with the state PTR being at 32. The overall figure for single teacher schools stands at 15.3% (DISE data). This is linked to the position of teachers vacancies which is depicted below:

	Sanctioned	**Working**	**Vacancies**
State	181387	165143	16244
SSA	173855	169591	4264
Total	355242	334734	20508

    Source: AWP & B 2013-14

The state informed during the de-briefing meeting regarding orders are to be issued for 9.357 teachers' appointments shortly.

Concerns

- State has large number of vacancies of teachers at the elementary level. Data shows that the state sanctioned posts have been decreasing over the last three years and SSA sanctioned posts have been increasing;
- There is large number of single teacher schools (14357 primary schools and 4940 upper primary schools) and the total number has increased to 18542 (2012-13) from 17941 (2010-11);
- Increasing dependency on Guest teachers and non- existence of accountability system;
- Under the RTE ruling a proportion of teachers that have Grade 12 qualifications and are teaching in UPS will have to be transferred to PS as they do not meet the qualification mandate;
- Remedial teachers in the KGBVs may not have required qualifications and training.

Recommendations

    i. Shortage of teachers - recruitment needs to be done at the earliest;

    ii. As in any education system, there is a need for ongoing rationalization of schools, but administrative measures still need to be taken at the district level to ensure that re-deployed staff remain in underserved areas;

iii. Guest teachers number needs to be assessed and accountability - greater or more than 40 %. Possible set up of a teacher supply scheme for those cases in which a teacher from a single school is absent for acceptable reasons for a long period of time;
iv. More rigorous Monitoring teacher attendance and pupil attendance and link with child tracking ;
v. There is a need to determine not just the supply requirements generally but more specifically at UPS to ensure supply to meet specific subject based requirements;

4.3   Teacher training

Achievements

- Special training of teachers of class 1 and 2 to enhance the reading, writing and numeracy skills of students. Around 40 thousand teachers were trained with a Pratham module;
- Head Master capacity building in the area of academic support and leadership to effectively use these resources in collaboration with UNICEF;
- Capacity building program for leaders of all teacher educational institutions in leadership and management;
- SCERT academic persons have been extensively used for various trainings and academic monitoring.
- As per Teacher Education Plan 2013-14, the trainings of Head Masters was taken up by the state. The major areas covered are :
    - o Leadership
    - o Academic support
    - o Classroom practices
    - o Documentation
    - o Community mobilisation
    - o School Management
- The DRG training at state level will be organised by last week of January 2014;
- It is planned to train 20000 Head Masters with TE convergence at DIET level.
- The indicative range of training activities conducted at a DIET include:
    - o D.Ed. through regular and/or correspondence course
    - o Certificate courses conducted by IGNOU
    - o Induction training based on content and methodology
    - o In service teacher training based on hard spot and general topics
    - o Other trainings including: Needs based – ABL training – ALM training – Science and Math kits – Madarsa training – Microsoft computer training – Edusat training – Orientation of CAC – Inclusive Education – Teleconferencing

Issues

- Overall completion of scheduled teacher training low compared to targeted/planned activities. Trainings disrupted as a result of elections, but in view of continuing disruption some planning to ensure geographical distribution of trained teachers.
- There has been an effort to include ABL and ALM based teaching however its understanding among the teachers found be limited in the visited schools;
- Children are tracked on a monthly basis for performance and learning levels, not very clear how teaching performance and children performance is correlated and whether there is a feedback to teachers etc;
- The training is overly focused on theory rather than practice in the classroom;

- The days allocated for training inputs are often led by the budget rather than responding to the needs analysed on the ground;
- There was no indication of provision of context-specific performance indicators for the teacher trainers although the e-portal and the monthly assessment tests provide the instruments for developing such indicators;
- Needs analysis training for teachers that have been noted to deliver poor results is a focused and commendable addition.
- DIETs are very short staffed, and not in a position to directly perform their role vis a vis training, dev. of TLA

Recommendations

i. There is a need for more sustained training so that teachers transact curriculum with confidence;
ii. There should be is a feedback mechanism to teachers and need based trainings could be linked to it.

4.4   Availability of teaching learning materials

Achievements

- Textbook Standing Committee" having 16 members of various expertise constituted by State Govt. recommends curriculum and textbooks to State Government. Curriculum of 1 to 8 Class designed and developed by SCERT.
- As per the State policy Free Text Books are distributed to all children enrolled in all government primary and upper primary schools, Madarsa and Sanskrit schools
- The MP Government provides additional funds to the SSA funds.
- The Free Text Books are provided to the block directly by the Madhya Pradesh Text Book Corporation in the month of March every year and these books are then distributed by PTAs in the first week of April.
- Total 198 textbooks in 5 mediums designed and developed as under:

Classes	Hindi	English	Marathi	Urdu	Sanskrit	Total
1-5	16	18	9	16	0	71
6-8	18	18	15	18	3	69
9-10	10	14	0	4	4	32
11-12	4	8	0	4	4	20
Total	48	58	24	42	11	198

- "Science and Mathematics Kits" have been given to Upper Primary Schools;

Concerns

- The textbooks still required to be more child-friendly in content and presentation/format;
- The number of textbooks provided is still considerable in number;

- 'Science and Mathematics Kits' were not be seen utilized in general during the visit;
- During the school visit, it was found that TLM (cards) for the ABL and ALM have been used as the text books.

Recommendations

i. Besides teacher qualifications and school facilities, another important determinant of quality of education is the teaching and learning materials. It is crucial for quality, TLM to be made available to the teachers and students in adequate quantities and motivate to use them to support the teaching and learning processes.

4.5 Teacher support and academic supervision

Achievements

- "Resource Book" for primary school teachers has been prepared;
- "Teacher Training Module" at EE Level is provided;
- "Teacher's Manuals" for ABL & ALM have been revised and a concerted focus is seen on the provision of pre-service and in-service training that supports use of child-centric methodologies;
- DIETs have developed "Monographs" for teachers ;
- On-site support by DIET faculty and monthly review meetings in DIETs and regular feedback on support material is a continuous process;

Concerns

- The identity and capability of the SCERT, SIEMAT and DIETs as academic institutions are in need to greater visualisation and strengthening.

Recommendations

i. Vacant positions in SCERT and DIETs need to be filled at the earliest so that it could be of some help in teacher training and issues related to curriculum and books.
ii. Need to enhance means of measuring, monitoring and publicizing the effectiveness of BRC/CRC in academic supervision and improving school performance. It is suggested that measurement could include the following indicators: performance against agreed roles and functions - extent to which the tasks are being done – extent of on-site support given to schools/teachers - the content and quantum of training given – the perception of the teachers, parents and students.
iii. SCERT, SIEMAT and DIETs needs to be strengthened as academic institutions.

4.6 Pupil Assessment

Achievements

- With the school-wise achievement levels of children being monitored through monthly tests that are maintained on the education portal, the education system has an excellent means at hand for student and teacher performance tracking. These tests are independent and reliable pupil assessment grade wise, there are subject-wise competency based Question Papers provided and competency based, unit based Question Banks have been developed for all classes and all subjects;

- Special training programs for capacity building of SRG's and DRG's for CCE pilot in two district in the state in collaboration with Azim Premji Foundation;

- The state is now monitoring monthly the achievement of class VI, VII and VIII in Math, Hindi, English, Sanskrit, Social Sciences and Science in all 50 Districts, 26,928 schools for 30,84,688 children;

- The state has started a very interesting motivational tool for communities - *Sampurn Shikshit Gram Yojana* – whereby different amounts are paid based on the % of students attaining defined learning levels (i.e., 90% receive Rs 5000 per class and 80% receives Rs 2,500 per class. This incentive system could use different measures of achievement to access the reward depending on what was a key quality area of focus for improvement.

Concerns

- At the state level voiced a concern and a need for more understanding and incorporating Continuous and Comprehensive Evaluation (CCE) though the state is piloting CCE in two districts.

Recommendation

i.   More handholding for the CCE at state, district and block levels.

4.7   Student learning levels

Achievements

On the following national rating levels, it is evident that while the state has shown considerable gains in academic achievement at Class III level at other levels the gains have been negligible, as evidenced from the following four tables of the State Learning Outcomes from achievements survey:

State/ UT	Class III				Class V					
	Maths		Language		Maths		Language		EVS	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
Madhya Pradesh	36.94	52.12	45.21	61.06	49.03	46.52	58.25	58.82	54.09	56.62

State/ UT	Class VIII							
	Maths		Language		Science		Soc. Sc.	
	R1	R2	R1	R2	R1	R2	R1	R2
Madhya Pradesh	36.24	37.00	50.76	50.82	41.67	38.07	43.56	43.73

State/ UT	Round 3 (on 500 scale)						
	Class V			Class VIII			
Madhya Pradesh	Maths	Language	EVS	Maths	Language	Science	Soc. Sc.
	265	250	264	270	246	260	266

The 9th Annual Status of Education Report (ASER) 2013 showed that Madhya Pradesh had a much higher learning level five years back. The percentage of Std III-V children who can read Std I text shows that Madhya Pradesh has slipped to 23.7% as against 75.7% in 2009. It is also observed that learning levels in private schools have also gone down.

Year	% Children in Std III who can read at least Std I level text			% of Children in Std V who can read Std II level text		
	Govt	Pvt	Govt & Pvt*	Govt	Pvt	Govt & Pvt*
2009	74.1	85.5	75.7	76.0	87.2	77.4
2010	42.9	59.6	45.6	55.2	66.0	56.7
2011	21.4	52.9	27.2	33.4	65.9	38.3
2012	15.9	53.8	23.3	27.5	64.5	33.1
2013	15.7	51.4	23.7	25.9	57.7	31.8

*This is the weighted average of govt. and pvt. schools only

The percentage **of** Children in Std III who can do at least subtraction has fallen to 6.6 % as against 66.7 % in 2009. It is also observed that learning levels in Mathematics in private schools have also gone down.

Year	% of Children in Std III who can do at least subtraction			% of Children in Std V who can do division		
	Govt.	Pvt.	Govt & Pvt*	Govt.	Pvt.	Govt & Pvt*
2009	66.7	75.8	68.0	64.9	76.9	66.4
2010	31.2	49.1	34.1	38.0	50.7	39.8
2011	11.5	31.5	15.2	14.8	35.5	17.9
2012	6.8	31.7	11.7	8.9	31.2	12.3
2013	6.6	28.9	11.6	10.4	30.9	14.2

Concerns

- The mission found that the lack of effective teaching and learning at the school level in all visited schools;
- The Mission has also observed low learning in Hindi language, which is the basis for understanding other subjects;
- The shortfall of subject-based teachers for UPS in Maths, Science and English ;
- Discussions with teachers and perceptions of children indicated that the ABL, ALM and the CAL methodologies were making a difference in both levels of motivation and attainment by teachers and students alike. The challenge is how to rollout these different programmes equitable and quickly across the state as presently the funding for such programmes is limited.

Recommendations

i. To conduct independent studies within a tight defined timeframe to find out the learning levels at Class 3, 5, and 8 on languages, mathematics, and science.

I. Research and Evaluation

- The state has a Research Advisory Committee that looks into the screening and selection of research proposals to be conducted both at the state and district levels;
- There is also an empanelled list of agencies and organisations which includes renowned Universities such as TISS, Mumbai; IASEs, College of Teacher Education and DIETs;
- State level learning Achievement Survey (SLAS): PAB approved a budget of Rs. 500.00 lakhs (Rs. 350.00 lakhs for Partibha Parv plus Rs. 150.00 lakhs for Achievement Survey) conducting state level achievement survey. State has submitted its model action plan for conducting SLAS according to which it is covering Class III and ite expected to submit its final report by April, 2014.
- The State informed that the Research Areas/Topics for the year 2013-2014 have already been finalized and the studies are in the process of data analysis.

5 Civil Works Progress & Finances

As per the cumulative progress received from the State for the period ending 31.10.13 the State has achieved good progress. The details of progress achieved are given below.

Activity	Target	Completed	In progress	Not taken up	National Average	%age completed
Primary School	26355	25772	575	8	87	98
Upper Primary	18828	17240	1564	24	91	92
Additional Classrooms	127309	102388	24428	493	84	80
Drinking water	18381	18381	0	0	95	100
Toilet facilities	82515	81361	539	615	80	99
Financial allocation	559801.91					
Expenditure	528225.09				85	94

Provision for toilets facilities to schools were alone approved by PAB for the year 2013-14. The details of progress achieved for the period ending 31.10.13 approved for 2013-14 is given below.

Activity	Target	Completed	In progress	Not taken up	National Average	%age completed
Additional Classrooms	0	0	0	0	0	0
Drinking water	0	0	0	0	5	0
Toilet facilities	1311	0	194		4	0
Financial allocation	930.81					
Expenditure	138.12				36	15

The PAB 2013-14 approved a spill over outlay of Rs. 7765.90 lakhs towards BRC, Boundary wall, Office cum HM Rooms, Augmentation of BRC, Furniture and Major Repair considering priority items in compliance to RTE Act, 2009.

Recommendations

i. There is a need to meet the shortfall in infrastructure through convergence with other schemes as has already been done for drinking water. State can take cue from the innovative practices started by the District Collector, Umaria to solve the infrastructure, entitlement and attendance issues.

Financial Management

The PAB approved the AWP&B for 2013-14 Rs. 369535.47 Crore as under: -
(Rs. In lakh)

Outlay approved	13th FC award	Net outlay	GoI share	Break up of GoI share		
				Capital	General	Total
369535.47	52300.00	317235.47	206203.0536	19962.75	186240.31	206203.0

Provision in State Share: Net Shortfall / Excess in State share releases w.r.t GOI releases including adjustment of funds. **The State has an excess release of State Share of Rs. 1135 crore as on 30th November 2013.**

Achievements

- Expenditure (upto 30th September 2013) is Rs.163302.776 lakhs;
- Regular periodic Financial reviews and trainings have taken place;
- Concurrent & Internal Audit have been carried out and reports have been received;
- The State Government Expenditure on Elementary Education in the year 1999-2000 is to be maintained in subsequent years;
- There are no bottlenecks, as electronic- transfer right up to the block level. The banks at the village level have core facilities and e-transfer facilities.
- Fund flow has been managed using E-FM and Web based Fund-flow and Finance management system;
- Accounts of all Panchayats and Urban Bodies in Nationalised banks are having core banking facilities;
- Transfer of funds directly from State level to Grass root Level in these accounts;
- SBI has given facility to view status of all the accounts, which helps in better financial management;
- SMS alert for all the concerned officers and approx 2 lakh teachers regarding release of various grants/funds.

Concerns

- State government facing shortage of funds for teacher training, payment of salary etc;
- Releases made to SMCs and the main obstacle to release of Central Share relates to procedure of adjustments of UCs;
- A concurrent audit is carried out at district & block level there is need to strengthen the maintenance of books and the preparation of Books such as the Register of Assets and preparation of statements like the Bank Reconciliation statement at the village level.

Audit Status and Paras:

- Outstanding audit paras major key pending issues – There are paras involving procedural lapses such as non maintenance of books of accounts or improper maintenance. Deficiencies have been found in accounting.
- Bank reconciliation not being done every month in all units.
- CA Audit – Paras for 2008-2009 to 2011-2012 pending The SSA, Madhya Pradesh has sent follow up action on observations made by the Chartered Accountant in the Audit Report and submitted action taken report to MHRD on 06/01/2014.
- Outstanding Advances:-The total outstanding advances against which Utilization have become due stood at Rs.711.30 crores as on 30th September 2013 out of this Rs.691.00 crores belong to the period up to 2011-12.
- Of sanctioned posts in Finance and Vacancies is enclosed. Action to fill up the vacancies is already under way. The persons in position have also received training.

Post	Sanctioned Post	Filled Post	Vacant Post	Cadre	Qualification
State Office					
Manager Finance	1	1	Nil	Class-I MP Govt. Officer, Joint Director Finance	M.Com, LLB CA (Inter)
Deputy Manager	1	1	Nil	Retired Officer from school education Department MP Govt.	
Assistant Manager	1	1	Nil	Class-II Officer Asstt. Director Finance, FD	
03 Accountant	3	3	Nil		Accountant training pass
01 Clerk	1	1	Nil		
Internal Audit Cell at SPO					
Auditors	3	3	Nil	Class-III Officer of Finance Department	Subordinate accountant Services of state treasury
District Level					
Assistant Project Coordinator (Fin.)	50	46	04	SAS Officer of Finance Department	Subordinate account ser vies of state treasury
Accountant	50	40	10		Account training pass
Block Level					
Accountant cum Clerk	322	240	82		Account training pass
Accountant One per 50 schools	2208	nil	2208		

- Process of filling of 2208 vacancies has been initiated who will first conduct written test and then posting will be given during current year.

- Admission of children belonging to disadvantaged groups/weaker section under 12(1) (c) of the RTE Act: - Madhya Pradesh has issued notification under 12(1) (c) and admissions have been started and funds are being disbursed. The number of children admitted during 2012-13 is 151020 and 2013-14 is 164065 respectively.
- State has constituted the State Advisory Council.
- Decentralized Grievance Redressal System has been established. Madhya Pradesh has notified a mechanism to register all grievance cases at SMC level and forward it to block level (Time line is not specified) where Local Authority Officer will decide up on the compliant within 30 days , District Level Grievance Redressal Committee headed by DM is designated as an appellate authority to disposed off the case in 3 months . State level appellate authority is yet to decide with its time line.
- With a view to ensuring compliance of various provisions of the RTE Act detailed instructions have been issued to the district level officials. It has been instructed that no teachers should be engaged in non teaching tasks and on line mechanism has been developed to track deviations.
- The provisions of non-detention of children at elementary level and ban on holding board examinations under the Act have been communicated to the district officials.
- Similarly instructions have been issued that no child should be punished mentally or physically. Any violation of this instruction will attract punishment under the conduct rules.
- An online mechanism for redressal of grievances of teachers has been developed. Similarly the school teachers have been informed that the out of school children should be enrolled in the schools at age appropriate classes and should be mainstreamed after providing special training.
- The Act provides maintenance of records of children at the age group of 6 – 14 years by the local authority. To carry out this responsibility household survey has been organized in the state and data of children up to the age group of 14 years have been collected. This data has been collected in habitation-wise.   This will help in chalking out strategy to provide access, teachers and infrastructure support in habitations where interventions are needed.
- The exercise of rationalization of teachers has been undertaken in the state and school-wise teachers' requirement has been calculated on the basis of PTR prescribed under the Act. Similarly the infrastructure gaps have also been calculated. The suitable provisions are being made in the AWP to fulfill the gap.

Program Management

The overall composition and number of vacancies at   programme management level can be seen at Annex 1. The salient features are as under:

- Out of 157 posts at the level of the State Project Office, 28 posts are vacant of which several are at senior management level –Additional mission Director (Quality), two Additional Director, 1 chief Engineer / other engineers, 1 Deputy Director Finance , the rest being predominantly at the level of clerks, drivers /peons/ stenos.
- At field level too there are a large number of vacancies 13/50 District Programme Coordinators and of 203 other vacant posts , 77 are of APCs – IED , mobilization etc
- At Block level offices also almost 25 % of the posts are vacant, which includes 26/322 of BRCC, 368 of 1610 Block Academic Coordinator and 167/280 Block Gender coordinators, 64/322 of MIS coordinators.

Recommendations

- There is a need to revitalize the 'mission spirit' at the district level – the vibrancy and enthusiasm need to be brought to districts and blocks;
- Supervision and effective monitoring of SSA is through the programme management team. It is critical given the nature of challenges that the number of vacant posts is filled and that the incumbents are appropriately trained to carry out their tasks;

Monitoring and Supervision arrangements, monitoring institutions

- State reported that regular periodic reviews through meetings and Video Conferencing have been done;
- State has been utilizing of Education Portal and DISE data for optimization, rationalization of available resources and monitoring implementation of the programmes and their impact;
- Tele Samadhan is in place, "Parakh"
- Regular field visits have been arranged at every level;
- Use of DISE data is being used for Selected Educational Statistics formats, other statistics and Planning purposes

Data issues, EMIS etc

- The System portal is of course a major highlight of the SSA program and works at all levels to ensure the achievement of the goals of SSA. The system has the potential to develop further to provide individual student attendance and results.

Community Mobilization and Management

Achievements

Enhanced role of the Community in governance and supervision:

- The Madhya Pradesh Jan Shiksha Adhiniyam 2002 provides for constitution of a village level Education Committee in accordance with the provisions of Madhya Pradesh Panchayati Raj evam Gram Swaraj Adhiniyam 1993.
- In the rural areas, the PTA functions as a unit of the Village Education Committee under Madhya Pradesh Jan Shiksha Adhiniyam 2003.
- The aforementioned provisions fulfill the aim of community ownership of schools.
- As per RTE 2009, SMCs are being constituted.

Concerns

- The criteria for selection of Parents/Guardian as SMC members is based on the performance of the student in the class which is against the spirit of the RTE Act;
- The State was to provide capacity building training to 450644 SMC members out of which only 16.16% were trained.
- School Management committees in the visited schools have not really been integrated into managing the school.

Recommendations

i.   School Management committee training manual needs to be revisited, as it is over loaded with information;
ii. Continuous interactions will be required to facilitate community involvement in the various aspects of the school program under the RTE through two channels – the Panchayat for the civil works program and the SMCs primarily for the social audit, attendance, teaching and learning and accountability functions.
iii. Ensure inclusion of sensitization training at the community level for the new SMC training programmes and use the services of persons with relevant experience in gender and social inclusion to develop and deliver the gender and social equity component of the SMC training

Conclusion

It deserves to be noted that whereas quality issues related to SSA are currently main area of focus; however Madhya Pradesh requires equal impetus on the issues related to enrollment and retention. Similarly there is a need to rejuvenate the 'mission spirit' at the district and block levels – the vibrancy and enthusiasm need to be brought to districts and blocks.

Abbreviations

ABL   Activity Based Learning
ALM   Active Learning Method
BRC: Block Resource Centre
CAL   Computer Based Learning
CCE: Continuous and Comprehensive Education
CRC: Cluster Resource Centre
DIET   District Institute for Education Training
KGBV: Kasturba Gandhi Balika Vidyalaya
MP: Madhya Pradesh
RBC: Residential Bridging Course
SIS: State Implementation Society
SSA: Sarva Shiksha Abhiyan
UPS: Upper Primary School

Excerpts of some Key Recommendations from Teacher Education JRM-2013

   i.   Creation of posts and recruitments to fill vacant positions-. The new Teacher Educator cadre to be used to draw more people with academic qualifications and insights into this domain and encourage those with rich experience to continue;

  ii.   A policy of teachers' transfer only after completing a significant period (say, 3 years) could be considered;

 iii.   The state could consider the creation of the full complement of academic posts per DIET(1 Principal,1 Vice–Principal, 6 Senior lecturers,14 lecturers and adequate support staff including Bursar and Librarian) instead of the current structure in MP with 15 academic faculty;

  iv.   Need to enhance the autonomy of teacher education/resource institutions at all levels from the State to the District level. DIETs need to be restructured as the apex academic authority for the district and develop vision for their district in consultation with schools, community and resource institutions;

   v.   It would be useful to take the idea of school vision further and help co-create academic visions for the cluster, block, district and region. The state could get support from experts to create action plans and road maps and concretely tie activities to objectives and vision. This would also led to stronger skills of education leadership and management across all institutions;

  vi.   Quality of PSTE of B.Ed. and D.Ed. Institutions and curricula: Coordination of the School Education Department with Higher Education is essential for long term quality in teacher education;

 vii.   A strong framework of quality standards for Teacher Education related to processes (Teaching-learning and Governance) and structure (Infrastructure, Organization departments and Resources) will be necessary to have in place in order to effectively oversee and monitor quality of the newly mushrooming Teacher Education Institutions (TEIs) across the state;

viii.   Formal coordination mechanisms and involvement of the SCERT and colleges of teacher education/IASEs with the University Departments of Education will be essential for both improvement of quality of B.Ed., and innovation, and effective involvement and growth of IASEs, CTEs and the SISE to play a role in in-service teacher education at the secondary level;

  ix.   Formal coordination mechanisms with the +2 Board will also be necessary for quality and reform of the D.Ed. curriculum;

   x.   The quality of the distance education D.Ed. needs to be examined for its quality and effectiveness of transaction and impact on conceptual understanding and capabilities of teachers;

  xi.   Quality of in-service education: The state requires comprehensive approach to the quality issues in in-service teacher education. At present, the focus of training of in-service programs is determined by 'needs assessment' carried out through a simple form and then shared through the web portal. Use of Training Management System (TMS) which could help guide decision making is also essential;

 xii.   Status and development of teacher educators: exposure visits, information about and opportunities to participate in programmme outside the state, participation in short and long term programme that introduce teacher educators to contemporary ideas in education are all necessary;

xiii.   The identity and capability of the SCERT as an academic institution is in need to greater visualization and strengthening;

xiv. The development of unique institutions for teacher education of the state, the Pre- Primary Teacher Training Institute of Jabalpur, and the IASE at Jabalpur have a unique history and have contributed significantly to the establishment of teacher education in the state in the past. The idea of Model DIETs could be developed with stronger university linkage and supported for such innovative work;

xv. Current government institutions of the state are all meeting the backlog of untrained teachers in the system, and while they are providing PSTE programs, this is in ISTE situations to existing teachers. It is urgent and imperative that a percentage of seats in all these institutions be kept open for fresh intake so that there is a continued investment in teachers for the future;

xvi. The use of ICT must lead to the empowerment of teacher educators and student teachers and teachers themselves and not fall into either outsourcing or micro management.

http://www.teindia.nic.in/Files/jrm/JRM_Reports/MP-TE-JRM-24March.pdf