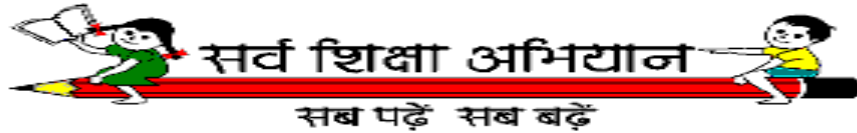


MONITORING REPORT OF  
JAMIA MILIA ISLAMIA, NEW DELHI  
ON SSA FOR  
BIHAR STATE  
FOR THE PERIOD  
1<sup>ST</sup> APRIL 2006 TO 30<sup>TH</sup> SEPTEMBER 2006

**DISTRICTS COVERED**

Aurangabad  
Bhagalpur  
Kishanganj  
Purnea  
Rohtas



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# I

## BACKGROUND

### 1.1 Introduction

Universalisation of elementary education in India has been a cherished educational goal of the nation stipulated to be achieved by the turn of this decade. Considering it a joint responsibility of the center and the states to realize this goal, the Union Government has been extending its generous support to the States to enable them to initiate such steps as would hasten the process of goal achievement and its ultimate realization in the stipulated time frame. With this in view, the Govt. of India launched a massive scheme of Sarva Shiksha Abhiyan (SSA) in a center-state partnership mode according to which both will share financial implications of the programme in the proportion of 75:25.

SSA is a fresh powerful and unique attempt to universalize elementary education by community ownership of the school system and it lays particular emphasis on quality and quantity considerations in education. SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a *mission mode*.

While meticulous planning of any programme is an essential core step for its success, a close and careful monitoring on the entire course of its implementation assures its effective and efficient enforcement. S, in SSA, monitoring of programme implementation was assigned a special significance and a community based monitoring system alongwith monitoring by State Implementation Societies and representatives of

the National Mission for UEE was visualized. It is in this regard that GOI has sought collaboration with various established research and educational organizations of the country to act as Monitoring Institutions (MIs) for SSA. Jamia Millia Islamia as a renowned central university with its oldest and reputed Faculty of Education, was identified to act as one of the MIs for the state of Bihar from the beginning of this programme. Since then Jamia Millia Islamia has been shouldering this responsibility and in this way is trying to contribute to the realization of the objectives of the Mission.

## **1.2 The Monitoring Visit**

The SSA monitoring visit to Bihar for monitoring the implementation of SSA interventions in the State during the first six month of the year 2006-07 (April to September 2006) was conducted during the month of December 2006 by a team of six senior faculty members from the M.I. Jamia Millia Islamia, New Delhi, under the supervision of M.I. Coordinator Prof. Mohd. Akhtar Siddiqui, (Dean, Faculty of Education, Jamia Millia Islamia). This time the monitoring activity was conducted according to the new TOR which required coverage of a sample of 25 percent districts assigned to each M.I. for this purpose and in these districts coverage of about 5 percent or on an average 100 primary/elementary schools/EGS/alternative institutions in each district as a representative sample of the institutions in the sample districts.

Monitoring exercise now was more intensive as well as more extensive. It involved much larger number of schools, teachers, parents, community members, administrators, Vidyalaya Shiksha Samiti (VSS) members and students and was carried through a more structured as well as open ended devices to capture the information from

the schools, clusters, blocks, districts and the state's offices and institutions. The monitoring visit was preceded by a one day planning visit to the SPD, Patna by two senior faculty members including the M.I. Coordinator and also to the other M.I. in the state namely, A.N.Sinha Institute, Patna for better planning and coordination in the monitoring exercise.

Since the M.I. Jamia was allotted 20 districts of Bihar for SSA monitoring, the sample of 25 percent comprised 5 districts which were randomly selected by the M.I. team. These five districts were Aurangabad, Bhagalpur, Kishanganj, Purnea and Rohtas. 5 percent schools/institutions from each district were so selected that the sample had representation from North, South, East, West and central blocks of the selected districts and it provided a more representative and reliable view of the implementation of SSA and other related schemes in each district. Kishanganj being smaller than the other four, all its seven blocks were covered in the sample. In all 27 blocks were covered. Besides SSA, the monitoring team also looked into implementation of other SSA related programmes in each district. As per the new guidelines/revised TOR, during the course of monitoring of SSA implementation, answers to several questions in the following areas were specifically found out in the visited districts, besides looking into the overall implementation of SSA and other schemes in the state. The areas on which information for monitoring purposes was collected are:

- a) Opening of schools (primary and upper primary)
- b) Civil works
- c) Textbooks

- d) School grants
- e) Teachers and teacher training
- f) Teaching learning material(TLM) grants
- g) EGS & AIE/NRBC/RBC
- h) Children with special needs (CWSN)
- i) National Programme of Education of Girls at Elementary Level (NPEGEL)
- j) Kasturba Gandhi Balika Vidyalaya (KGBVs)
- k) DISE
- l) Research and Evaluation
- m) Functioning of VSS/VEC
- n) Staffing at State and District Levels
- o) Mid day Meal
- p) Other items to be checked like, no. of days schools functioned, school environment, sitting arrangement in class rooms, organization of health camps, playground for children, use of play material by students, enrolment and presence of children in schools, reasons of low attendance and measures taken to improve attendance, process of assessment of students' achievement, and level of achievement, dropout of students in 4 or 5 classes, teacher-student rapport, students being retained in a particular class and their continuation of studies in private schools.

The data on monitoring was collected from 27 blocks of 5 sample districts in a period of more than one week spent in the field institutions which included visit to schools, AIE centers, VSS members, CRCs, BRCs , DLOs, SPO, KGBVs, NPEGEL

clusters, etc. and recording direct observations of the state of the institution and various process in progress, scrutiny of records and registers and focused discussions with different groups of persons. Lists of blocks, clusters and villages/schools visited is given at Annexure-I.

**1.3** In the State of Bihar Sarva Shiksha Abhiyan (SSA) of the Central Govt. is being implemented by the State Implementing Society i.e. Bihar Prathmik Shiksha

Pariyojna or Bihar Education Project (BEP) through its State Level Office (SLO) and District Level Offices (DLOs) which was initially set up in 1992 for implementing District Primary Education Programme (DPEP) in the State of Bihar (undivided). After carving Jharkhand State out of Bihar, 37 districts were left in the State. Later on, Patna district was divided into two districts as Patna (Rural) and Patna (Urban). Among these districts, 20 were those where DPEP was implemented. However, the SSA scheme is being implemented in all the districts of Bihar, including the DPEP districts. In fact, the DPEP has now discontinued in the entire State. MI, Jamia Millia Islamia, is responsible for Monitoring and Evaluation of the implementation of SSA in Bihar, now on half yearly basis, in twenty districts. The remaining districts are being monitored by A.N. Sinha Insitute, Patna. Jamia Millia is also a lead Institution in the State for monitoring. During the year 2006-07 the MHRD, New Delhi reformulated the entire process of monitoring of SSA implementation and decided to make it a more thorough and detailed exercise. Being engaged in the process of launching the new guidelines for monitoring, it could release grant to MI for monitoring work for the year 2006-07 around the middle of the financial year. As a

result, the monitoring visit for the first half of the year 2006-07 could be conducted a bit late, only in the month of December, 2006. The previous monitoring visit was conducted for the third and fourth quarters of 2005-06 from 17 to 19 August 2006 and thereafter, its report was submitted to the Director, Elementary Education, MHRD, GOI, New Delhi and the TSG, Ed CIL, New Delhi. The present monitoring visit looked at the SSA performance in Bihar during the period April-September 2006.

**1.4** The five selected DPOs were informed by the SPD, Patna about the ensuing monitoring visit by MI in advance highlighting the points that were to be focused by the MI teams as per new TORs. The M.I. had sent a list of requirements to the DPOs that they were expected to fulfill in order to help in completion of the monitoring exercise by M.I. The monitoring team reached Patna on 13<sup>th</sup> December 2006 and held a meeting and detailed discussion in SLO, Patna on 13<sup>th</sup> December 2006 itself. Jamia Millia Islamia, a Central University in New Delhi is the lead Monitoring Institution engaged for monitoring of SSA implementation in Bihar in 20 districts alongwith the other MI, the A.N. Sinha Institute, Patna which is entrusted with 18 districts in Bihar for this purpose. The A.N. Sinha Institute's Monitoring report for the first half year was expected to be submitted to MHRD with a copy to MI, Jamia for collating the data of the entire state and giving the state's picture of SSA implementation.

1.4. Five monitoring teams from Jamia Millia reached their respective districts as per the earlier drawn schedule on 14<sup>th</sup> December 2006. The teams included the following

1. Prof. M.A. Siddiqui, MI Coordinator
2. Prof. Aejaz Masih
3. Dr. Shoeb Abdullah
4. Dr. Kartar Singh
5. Mr. M. H. Quasmi
6. Mr. Jasim Ahmad

The teams conducted preliminary meetings with the DPO staff and each formed a larger team with qualified and experienced local project investigators who were duly oriented and trained by the M.I. representatives and team leaders on the dimensions of information to be collected from the field through scrutiny of records, interactions, interviews, observations, learning assessment, etc. The teams visited BRCs, CRCs, primary & upper primary schools, AIE centers, DIETs, KGBVs Mahila Samakhya, NPEGEL centers, Apna & Angna Vidyalayas, Madrasas, etc. and interacted in detail with staff, teachers, HMs, Lok Shikshaks/AI Educational Volunteers, PSMs, VSS members/office bearers, community members, parents of children, students in schools and AI centers for their deeper understanding of the SSA activities and interventions as these were in operation in the villages and gathered information to answer the questions raised in the revised TOR for monitoring. The teams also saw for themselves the civil works in progress in schools & KGBVs, the TLM & TLE acquired by schools, the maintenance of school and other buildings and surroundings done by the school authorities and VSSs, textbooks distributed to students, etc. The records available at different levels including attendance registers, teachers duty registers, pass books,

expenditure registers, VSS minutes books, Bal Panji, display boards in schools, etc. Teaching process in progress in classrooms was also observed and interactions with students were held and they were subjected to content based questions and reading of texts to ascertain their learning levels. The MDM cooking places and stores for grains were seen, quality of material/grain was checked and distribution of cooked MDM and its quality was observed. The aids and appliances distributed to CWSN and arrangements made for their barrier free movement in schools were also seen. The teams also tried to ascertain the quality and time of distribution of textbooks to children in schools and other centers. From the available records, they also tried to ascertain the availability of teachers in schools and regularity of students attendance in their classes. A list of villages, clusters, blocks and districts that were visited by the MI teams for data collection on implementation of SSA and other related schemes of the GOI is appended at Annexure-I to this report.

## 2

### **Some highlights of SSA related activities in Bihar**

#### **2.1 Phasing out of EGS Centres and their total upgradation**

The government of Bihar has decided to phase out all the EGS Centres in the state by 30<sup>th</sup> September , 2006 and upgrade them all to primary schools by this date. Steps have already been taken in this regards. As of date these centers stand converted into primary schools. Land for these schools has been/is being identified, funds for building construction have been released and teachers recruitment is being done. For the initial period of conversion the upgraded schools have some teething problems which is an obvious phenomenon.

#### **2.2 Mass recruitment of teachers**

Recruitment of regular teachers in Bihar was in suspension for many years. Instead, on a large scale Panchayat Shiksha Mitras (PSMs) were appointed or sometimes officials were deputed as teachers to fulfill the school needs in the past. This had seen affecting educational standards at elementary stage in the State.

The Govt. of Bihar has planned to convert the 24469 PSMs out of 34469 PSMs appointed by it in 2002-03 and 70151 PSMs appointed under SSA upto 2005-06 against a sanctioned strength of 80151 PSMs into panchayat

shikshaks as regular teachers. Besides, it will appoint another 2.3 lakh teachers as per following details: 48000 teachers against those posts which it received under SSA for the year 2006-07, 30,000 posts of teachers it got for new schools, 10,000 teachers posts under SSA remaining vacant from last year (2005-06), 82000 teachers & HMs against routine vacancies in primary and middle schools and 60,000 teachers for bringing 24 lakh out of school children to schools at the rate of one teacher per 40 children.  $(48000 + 30000 + 10000 + 82000 + 60000 = 2,30000)$ . Massive recruitment drive is on for this purpose in the district and sub-district offices of the State. Newly appointed teachers have begun to join their services in schools.

### **2.3 Recruitment of other staff**

There have been a large number of vacancies in the State in the SPO and DPOs in different categories of staff including the engineering staff for quite some time. These vacancies are also being filled up on a large scale. Efforts of the State Government in this direction are commendable though many SSA related positions at the district level have yet to be filled up on priority.

### **2.4 Additional Civil works**

In order to meet the requirement of major repairs in many existing old schools and for construction of boundary walls of schools, both of

which are not covered under SSA funding, the State Government has agreed to spend a sum of Rs. 300 crores on these items in addition to its 25 percent commitment of SSA project funding. The idea is that this step will further improve the schools surroundings and its improved appearance will help in making the school more attractive for the children as well for teachers and parents and this may contribute in improving students retention in the school.

## **2.5 State funding of SSA**

The Govt. of Bihar has perhaps taken lead in the country in releasing its share of SSA grant even before the start of the current financial year. The AWP&B for the year 2006-07 for SSA was Rs. 2340.14 crores of which the share of responsibility of GOB was Rs. 585 crores. On 30<sup>th</sup> March 2006 the GOB released a sum of Rs. 538.5 crores to BEP, much before the release of GOI grant. Against the GOI's commitment for SSA of Rs. 1,785 crores for the year 2006-07, its release so far, is to the tune of Rs. 522 crores in two instalments (Rs. 350 + 172 crores).

Govt. of Bihar has also transferred an additional fund of Rs. 300 crores to BEP for construction of school boundary walls and a sum of Rs. 94.99 crores for major repairs, tours and sports facilities in the primary/upper primary schools. The G.O.B has also released its share of KGBV grant of Rs. 5.61 crores against AWP & B of Rs. 22.44 crores.

## **2.6 PRIs involvement in teacher recruitment**

As stated earlier also, the recruitment process to appoint 2,36,000 teachers (2,10,000 primary/upper primary and 26000 secondary teachers) which includes positions created under SSA and vacancies against Government of Bihar sanctioned posts, has been initiated with total involvement of PRIs across the state. The recruitment process has already started and many teachers have taken their positions in schools which has certainly begun to improve PTR in schools.

## **2.7 Looking Forward**

The above highlights do indicate the state administration's concern and proactive role it is trying to play in getting to the goal of universal elementary education in the state. However, the conditions needed for enforcement of the will of the state require an appropriate support of the administrative structures at the district and sub district levels which can translate State's plans into action without loss of time. The State's strong will was reflected in the allocation of funds by it over and above its SSA commitment just to ensure that the elementary schools look better and offer better quality education to all children. The level of expenditure at the end of first six months of the current financial year i.e. 56% of the available grant or hardly one fourth of the approved budget suggests that more strengthening and mobilization of administrative structures is urgently required at all levels.

# 3

## **Performance of SSA in the State**

During the first six months of the financial year 2006-07 progress has been made by the State of Bihar in different interventions related with programmes of SSA, MDM, KGBV and NPEGEL as seen against the annual work plan approved by the PAB for this year. Discussion on the progress made in these programmes has been done in following pages in the sequence of the areas listed in the revised TOR.

### **3.1 Opening of Schools (Primary & Upper Primary)**

i) In the current financial year 15000 primary schools were sanctioned in the state which are scattered over 38 districts as per their estimated requirement. The sanction ranged between 18 primary schools (Dist. Lakhisarai) and 754 primary schools (Dist. Patna-rural). Patna (Urban) was not sanctioned any new primary school this year. All the sanctioned 15000 primary schools were opened by the middle of the year. 822 upper primary schools were also sanctioned in the state for the current financial year but none of these schools could be opened in the first half of this financial year. The state had no spillover in the area of new primary or upper primary schools. In the five sample districts of Aurangabad, Bhagalpur, Kishanganj, Purnea and Rohtas 265, 179, 119, 105 and 69 primary schools were sanctioned this year. As per information

supplied by DPCs all the sanctioned primary schools have been opened in these districts. As per SPOs records, in these districts, Bhagalpur, Purnea and Rohtas were also sanctioned 9, 25 and 107 upper primary schools, respectively. The information supplied by DPOs of Bhagalpur suggests that no upper primary school was sanctioned for this district in this year. However, district records of all the five DPOs do agree with SPOs statement that no new upper primary school has been opened during first half of this year. (Annexure-I)

- ii) Land for all the new primary and upper primary schools has not been identified. It is in progress. In Aurangabad and Bhagalpur it is still in process, in Kishanganj land has been identified only for 50 new primary schools sanctioned last year (2005-06). Only in Purnea land has been identified for all the new primary schools whereas in Rohtas land has been identified only for 34 new primary schools. In Rohtas land for all the new upper primary schools has also been identified. In Bhagalpur and Purnea it is yet to be identified for UPS. During field visits and interaction with VSS members/office bearers in five districts it was further verified that land has been identified in the villages for primary/upper primary schools as mentioned by DPOs for 163 (18.56%) schools

against the sanctioned 737 primary and 141 new primary and upper primary schools in these districts.

- iii) So far as the funds for construction of new school buildings is concerned, the State financial report for first six months itself admits that hardly 0.02 percent of the sanctioned grant of Rs. 514.43 crores (including spillover) for construction of new primary schools has been released to DPOs whereas no grant has been released for construction of upper primary schools to any district. Even this small fraction of grant released to the DPOs has not been released further down to the V.S.S. until 30<sup>th</sup> September, 2006. Hence construction related activity for new schools sanctioned this year has not yet started in any district. However, while visiting 353 schools it was found that building construction activity was on in all the districts but these constructions were related with the last year's sanctioned plan. In the district of Kishanganj, construction work was in progress in 50 new primary schools which were sanctioned during the previous financial year as was reported by DPO. In this district 49 old and new schools were visited. In 27 of them construction of buildings was at different stages. In fact in 13 school work had completed and in the remaining it was in progress.

**iv) Teachers' Posts sanctioned and Appointments made**

According to SPO for the current year, 80522 posts of teachers were sanctioned in different districts of the state barring Patna (Urban) area. Against these posts, 34469 teachers have been appointed and the process of filling up the remaining ones is in progress. While comparing district wise records of sanctioned and filled up posts of teachers at the DPO level it was found that each DPO reported much lesser number of posts sanctioned than what was informed by the SPO. In the districts Aurangabad, Bhagalpur, Kishanganj, Purnea and Rohtas as per SPO records sanctioned posts of teachers, for the year 2006-07 are: 1703, 1577, 1725, 1989 and 1554, respectively whereas the information supplied by DPOs of these districts shows these sanctioned posts as: 776,844, 872, 1122 and 1117, respectively. Similarly, the SPO reported that already appointments of teachers have been made on almost 43 percent of the sanctioned posts in different districts including the five sample districts in the proportion of 1042,759, 544, 815 and 1372 teachers, respectively. However, in all these five districts the DPOs have not reported any final appointment of teachers rather they have informed that the process of appointment is still in progress. This position as reported by the DPOs was found to be correct during visits to sample schools. For example, in middle school i.e. Leela Deep M.S. Pannu chak, Kehelgaon in Bhagalpur

against five sanctioned posts of teachers for some years only one teacher was in position and the remaining 4 posts were lying vacant. Instead, some Panchayat Shiksha Mitras were appointed in this school. Likewise, it was observed in other visited schools also.

v) Teaching-Learning Equipment.

There is a provision of one time grant for purchase of Teaching Learning Equipment (TLE) to be given to schools as per their status i.e. Rs. 10,000 for TLE at primary level and Rs. 50,000 for TLE in upper primary schools. On scrutiny of DPO records, the VSS bank pass books and expenditure registers, etc. it was found out that the TLE grant was generally released in the first half of the year by the SPO to the DPO and, in turn, the DPO had released this fund to the VSS within a fortnight or so. In most cases in all the visited districts TLE money was utilized for purchasing furniture or some play equipment for children as no separate grant for the same is available. The DPOs of Rohtas, Purnea and Aurangabad did not receive any guidelines from SPO for providing particular items to the new schools under the TLE grant and they, in turn, also did not issue any such guidelines to the V.S.S. The schools generally purchased class room furniture like desks and office furniture like steel almirah from this grant. During school visits these items were seen in use in schools. The quality of furniture in class rooms was not satisfactory. The record of

expenditure of these items was maintained by the VSS and school H.M. These records were not systematic and had not followed double entry accounting principles.

### **2.2.2 Civil Works**

- i) For current financial year the SPO fixed a target of construction of 15000 new school buildings and 61000 additional classrooms. Besides these targets, there was an spillover from previous year of some new school buildings, 20742 additional class rooms, 2636 buildingless primary/upper primary schools, 16410 toilets, 5339 water facilities, 193 school boundary walls, 2929 electrification works, 841 headmasters' rooms, 266 BRC buildings and 1214 CRC buildings which were either in progress or not started at the end of the year 2005-06 which was also envisaged to be completed during the current financial year. However, no target for any other additional work like water harvesting, etc. was planned for this year.

At the end of second quarter of the current financial year, no progress was made in construction of new school buildings except two buildings in Sheohar. However, construction of 2878 additional class rooms had already completed and work on another 41,402 additional class rooms was in progress. Similarly, construction of 21 BRCs, 210 CRCs, 654 buildingless schools,

2770 toilets, 1293 water hand pumps, 76 boundary walls, 626 electrification, and 200 HMs rooms was completed and activity in quite a large number of these civil works was also in progress with construction going on at different stages(see annexure-III). But the completed civil works and most of the work in progress during the last six months was from the previous year's spillover. No civil work (except two school buildings) approved for the current financial year could be completed in the first six months.

Further verification of these activities reported by SPO was done at the district level. DPOs of Aurangabad, Bhagalpur and Rohtas informed that no new school building was sanctioned for their districts whereas SPO record suggested that 374, 422 and 398 new school buildings were sanctioned for them. Also a discrepancy in the number of additional class rooms sanctioned for the current year was noticed in Aurangabad, Bhagalpur and Purnea districts which reported a sanction of 967, 898 and 1468 additional class rooms, respectively whereas the SPO reported a corresponding sanction of 1440, 1524 and 2202 additional classrooms for these districts, respectively. These targets do not include any spillover.

- ii) Physical check of various construction works in the district in the presence of VSS and CRC/BRC staff in the districts was conducted. In district Purnea in a two storey BRC building in

Digarwa Block super structure was completed with good finishing and flooring work was in progress. The quality of civil work was good. However, the design of toilet block was too clumsy and dingy. It was finished with brick work jali which was obstructing passage of light and air from outside into these toilets. A KGBV building in the same block was also under construction with preparation on for laying the first slab. The quality of civil work in this building and in one NPEGEL room recently finished in the Digarwa Middle School campus, was also satisfactory. Some portions of walls in this NPEGEL room were left unfinished. The teacher & VSS members reported that the junior engineer has been supervising the construction work regularly though he complained of heavy load of work on his shoulders. In Kishanganj district the experience was different. In Terhagachh block the construction of BRC and KGBV buildings was in progress. The quality of construction was not found satisfactory. The junior engineer was not taking serious interest in proper construction of these buildings and hence quality was being affected. The community members and teachers reported that the BEEO concerned was not allowing the VSS members/teacher to supervise this work. The junior engineer visits were also rare. During the MI visit to the construction site neither the BEBO nor the JE were present despite prior information.

- iii) No satisfactory level of training was reportedly received by the VSS members and teachers for supervising the civil works. Only 29.18 per cent VSS members were found having received training in this regard.
- iv) Community manual for civil works has been prepared and it was available with VSS. Though in some cases like the one in Kishanganj influential officials do not allow the V.S.S. to seek adherence to this manual by engineers and construction workers.
- v) Ramps have been constructed in 23.80 per cent new as well as existing buildings but railings along these ramps have not been erected. In some cases low side wall has been erected alongwith the ramp.
- vi) Generally VSSs is not maintaining a separate bank account for funds received for construction. They are maintaining account of this fund and materials purchased from this fund separately though at times the record keeping is too crude. Only 34.56 per cent VSS in the visited schools were found maintaining such accounts for civil works. The V.S.S. members have received brief training in maintaining accounts of expenditure which seems insufficient.
- vii) In the districts of Purnea and Kishanganj district level technical supervisors have been deputed for supervision of civil work. The community members and other stakeholders reported their varied

experiences about the technical persons' supervision of construction work. In Purnea, the deputed junior engineer despite his heavy work load, ensures frequent visits to the construction sites and guides the construction works technically and is also present at every important phase of this work i.e. foundation, lintels, roofing, etc. In Kishanganj district a junior engineer is deputed for the entire district. His presence at the construction site is reported to be quite rare and hence, not much technical supervision and guidance is available from him. The quality of BRC and school buildings under construction/or completed in Kishanganj seemed to have affected due to limited visits of the engineer. At the state level a retired Chief Engineer of CPWD has been appointed as in-charge of civil works in the State. Also a State Resource Group has been constituted to monitor the construction work in the districts.

- ix) Convergence with Swajaldhara scheme was reported at SPO and DPO levels except in district of Aurangabad. However, during visits it was found that this convergence has happened only in 6.23 per cent schools.
- x) This year no fresh proposal for drinking water facility was made. Only last year's spillover work for drinking water facility in schools is in progress. It is being done by specialized agencies. The V.S.S. is supervising its construction in the school. In

majority of the cases i.e. 63.46 per cent schools this is deep bore based hand pump, in only 5.67 per cent schools tap water is available and in two per cent schools stored water is used for drinking.

- xi) Convergence with TSC has been reported by SPO and DPOs. This was found happening only in less than ten per cent schools. The exact amount of funds available for TSC was not readily available. Despite convergence and in place where it is not there the condition of toilets was not satisfactory. In Rohtas in schools toilet w.c.s. were broken and rubble was dumped in them. There was general lack of water facility for maintaining these toilets.
- xii) The MI has a mixed impression about the quality of construction in sites visited. As mentioned earlier, the quality of construction was satisfactory in B.R.C., KGBV and NPEGEL buildings seen in completed and under construction forms in one district except that the design of toilet/bath in BRC needed modification in order to allow more natural light and better ventilation. The M.I team during its visit to Kishanganj was not satisfied with the quality of construction seen in progress in one block which was due to poor supervision and undue influence of the BEEO on construction work. In schools and other sites it was reported that technical supervision by district staff was being done at three stages of construction i.e. foundation, lintel and roofing. This was mostly

done by a junior engineer and sometimes by an assistant engineer also.

- xii) In S.P.O. a senior person who has retired as Chief Engineer from PWD has been appointed as in-charge of the civil works. He obtains quarterly reports from the districts on progress of civil works which is based on a format of phased completion of civil works and he reviews progress on its basis. In S.P.O. a State Resource Group (SRG) has also been constituted to regularly monitor the construction in the state. Third party evaluation of civil work is yet to be organized.

### **2.2.1 Text books**

In elementary classes for children textbook is an important source of learning besides the other experiences. Its availability with children throughout their study period helps them in regular study and progress in their studies.

- i) Free textbooks are distributed to all focus group children viz all girls, and all SC/ST boys from SSA and State government funds. In the current financial year distribution of 60,61,051 and 15,14,067 free textbooks at primary and upper primary levels, respectively was envisaged. During first six months funds were released for 48,48,031 textbooks for both levels and 84,957 textbooks were actually distributed in the first quarter of financial

year. The bulk of books were distributed just after the end of the second quarter.

- ii) In the state the academic year till this year started in the month of January. However, as reported by DPOs books were received in the district from June, 2006 in separate lots and their supply from the BTBDC, Patna continued upto October/November 2006. Distribution of these books to BRC and further to the schools followed immediately from July itself and continued until the stock was received from the State. In Bhagalpur some left over textbooks from last year were distributed in the month of January, 2006 itself. Textbooks were distributed to both Hindi medium and Urdu medium students in schools. These books were also distributed in those recognized aided madrasas which are covered under S.S.A. Teachers and children in schools also reported that only 38.42 per cent students could get all the prescribed textbook. Other could receive some of them only. DPOs have received circular/instruction from SPO in regard to distribution of free textbooks.
  
- iii) There was a general delay in the distribution of free textbooks to eligible children in all the districts. Generally these were not distributed within one month of the opening of schools rather their

distribution began almost six months of the start of the session and that too could not be done in a single lot in any district/block/school. Maximum number the distribution entirely depended on the supply time and number of books supplied by the Bihar Text Book Development Corporation which began its supply only in June/July 2006 for the current financial year. Delay in supply of textbooks by BTBDC was found to be the main reason in their delayed distribution to children which obviously affects their studies. Children also get their books in bits , sometimes in two subjects, some other time in another one subject and, so on. Delay in distribution of textbooks was also noticed from BRC down to the schools. In one B.R.C. at Kehelgaon in Bhagalpur it was found that a large stock of textbooks received from the DPO in October 2006 was stacked until Dec. 2006. These books were not collected by CRCCs for distribution in schools causing further delay in distribution of these books among children of the block.

- iv) Free textbooks have not been distributed for all classes and subjects to all eligible students. In Bhagalpur DPO informed that BTBDC, Patna did not supply books for all classes. In other cases students and VSS members informed of distribution of books but at a much delayed time in the year. It was repeatedly pointed out that besides SC/ST boys and all girls there are large number of

boys from weaker sections and BPL group who can not afford to buy these books from the market. They also deserve free distribution of textbooks. It was also pointed out that these books are not easily available in the open market. So even if one wants to purchase these books he would not get them for this reason and thus will continue to suffer in his studies on account of non-availability of textbooks.

#### **2.2.4 School Grant**

- i) School grant is provided to primary and upper primary schools at the rate of Rs. 2000 per school every year. In the current year school grant was approved for 50,754 primary schools and 19,420 upper primary schools for 37 districts. By the end of second quarter of the current financial year school grant of Rs. 10.07 crores or 71.77 percent of the approved budget was released to DPOs for 39,493 primary and 10,335 upper primary schools. This grant was released to districts after the lapse of prescribed time of two months from the opening of school, mainly in the second quarter i.e. between July and September, 2006. By this time DPOs reported that only 74 per cent of the eligible grant was received by them. From DPO to schools distribution of grant was further delayed and its disbursement to schools continued after September 2006.

Information obtained from five DPOs suggests that in districts Bhagalpur, Purnea and Rohtas the number of approved schools for this grant was quite different than what was reported by S.P.O. The S.P.O. reported approval of grant for 1400, 1240 and 1605 primary and 612, 526 and 583 upper primary schools, respectively whereas DPO reported that approval has been granted for 480, 1183 and 1169 primary and 199, 907 and 435 upper primary schools respectively for the current financial year. The discrepancy in these figures could not be explained.

- ii) School grant was released to these five DPOs for 1515, 509, 1098, 761 and 1444 primary schools, respectively and for 462 and 286 upper primary schools in Aurangabad and Purnea, respectively. The progress in release of this grant at primary level is better than at the upper primary level DPOs at Bhagalpur, Kishanganj and Rohtas have not received school grant for any upper primary school in the district till the end of second quarter of the year. DPOs have also released school grant to the VSS under their jurisdiction as per its availability from the S.P.O. Guidelines were issued by SPO to DPOs for utilization of school grant and from DPO to VSS for this purpose. However, out of 353 school 199 (56%) reported that they did not receive any guidelines from DPO for utilization of this grant.

- iii) No DPO in the sample districts has made any centralized purchases from the school grant released to the V.S.S. The V.S.Ss themselves have utilized this grant as per the guidelines for this grant. In a large number of cases, schools have purchased utensils for cooking mid day meal from this grant. In some other cases chairs/mats were acquired from this money. Some have also utilized these fund in white wash of the school.
- iv) The V.S.S. received school grant after some time lag due to transfer process delays and long time taken by Gramin and other Banks in clearing grant cheques.
- v) In most cases the school grant once received in the V.S.S. account in bank, it is spent by V.S.S. after consultation and discussion among V.S.S. members. Generally, in 99 percent cases, the grant being a small amount is readily utilized to fulfill the emergent small needs of the school. The transfer of a grant to V.S.S. account and its withdrawal for use was verified from pass books. The grant cheques , as pointed out by V.S.S., takes about three to four weeks to clear from the banks causing further delay in rendering the grant actually usable. Schools are keeping record of

expenditure made out of this grant. Absence of electronic transfer system is a major reason of multilevel delays in transfer of funds.

### **2.2.5 Teachers and Teacher Training**

- i) In the current financial year 80522 posts for primary and upper primary schools were sanctioned for additional teachers in these schools. This may be mentioned here that from this financial year all the EGS centers have been upgraded to primary schools and all the PSMs are being absorbed as full fledged teachers. The State has planned to appoint 236000 teachers – 26000 in secondary schools having upper primary classes attached to them. Out of the 80522 sanctioned posts for additional teachers, 34469 teachers (42.8%) have already been appointed in the first half of the financial year in different districts. In the five sample districts 1703, 1577, 1725, 1989 and 1554 posts of additional teachers, respectively were sanctioned and against these posts 1042, 759, 544, 815 and 1372 teachers, respectively were appointed in these districts.
- ii) In all the districts recruitment of teachers is being done in a decentralized mode by involving PRIs for this purpose. Three categories of teachers are being appointed through the present mass recruitment campaign viz Panchayat Shikshaks (primary teachers in rural areas), Prakhand Shikshaks (upper primary

teachers in rural areas) and Nagar Shikshaks (primary and upper primary teachers in urban areas). Nagar Palika in urban areas will receive applications and process them for Nagar Shikshaks for primary and upper primary schools, Block level Panchayat Samiti will receive and process applications for Parkhand teachers for upper primary schools and Gram Panchayat will receive and process the applications for Panchayat Shikshaks. All the 104520 P.S.Ms working in schools will be converted into and appointed as Panchayat Shikshaks. The appointment is being made on the basis of a common score earned by each eligible applicant which is calculated on the basis of his/her qualifications and division in each qualification and pre-service teacher training done by him/her. Selection is being done on the basis of a cut off score after placing all the applicants in their merit order in each PRI. No screening test or interview is being conducted for recruitment purpose. For those selected teachers who do not possess any pre-service teacher training qualifications, arrangements will be made for their training through distance mode in collaboration with IGNOU.

In all the districts visited by MI hectic recruitment activity was observed at block and lower levels and the staff was found preoccupied in this task for quite some time.

- iii) The appointments of teachers are being made on regular basis but they are not being offered the full scale of pay rather a time frame has been prepared within which they will gradually be given the full scale of pay. Salaries of these teachers are, however, much higher than the remuneration earlier offered to P.S.Ms who were previously doing the same work as they are doing now but at a lesser remuneration. The recruited teachers at all levels will be the employees of the government of the State.
  
- iv) The procedures for decentralized recruitment as explained above have been laid down by the State Department of Education and these are being adhered to at the Panchayat and Parkhand levels. The local community is considering it a good job opportunity and is satisfied mostly (56.7%) with the process of recruitment. Scattered cases of some individual officers or candidates having indulged in any malpractice. are dealt with by the administration. However, in course of interaction with VSS members only 52.12 per cent felt that they have been empowered. The rest did not feel like that.
  
- (v) The districtwise lists of teachers' positions, appointed teachers, number of teachers present on the day of visit and the names of habitual absentee teachers may be seen from Annexure IV. Against 1841 sanctioned posts of teachers in the visited 353

schools in five sample districts, 1608 (87.3%) teachers were appointed which includes PSMs. On the days of school visit by MI teams out of these in position teachers 1255 or 78 per cent were present in schools. A few habitual absentee teachers were reported in the visited schools who would remain absent from school for long spells without any proper authorization.

- (vi) On an average rapport between the children and the teachers in visited schools was restricted to delivery of subject matter by the teacher and a limited opportunity of question answer based interaction which was observed in most of the schools.
- (vii) A target to provide in-service training to 152302 teachers was approved for the current financial year at a cost of Rs. 15.2 crores. By the end of second quarter, only 29382 (19.29%) teachers were provided inservice training. The QPR puts this figure at a slightly higher level of 30311 (19.9%) teachers. In the five districts visited by the MI, against the inservice education target of 6207, 3098, 1897, 2700 and 4600 (18502) teachers, respectively only 00, 697, 1715, 674 and 804 (3890) teachers were trained till September, 2006 which comes only to 21 per cent of the target for inservice training for these districts.

Inservice training programmes for teachers are arranged at district and subdistrict levels in the form of sequential training courses of Ujala I, II & III and subject centred refresher courses and general

orientation courses. Each DPO draws its own training calendar of the year for inservice training programmes to be organized at BRCs for teachers and other functionaries associated with SSA implementation. Among the five districts visited training calendar was prepared by DPOs at Aurangabad, Bhagalpur, Purnea and Kishanganj for this year. The trainings are imparted by a mix of general resource persons and the resource teachers appointed in the BRCs. These training programmes are generally supervised and monitored by BRCCs and occasionally by the DPCs and REOs also. Content of these training programmes is decided at the BRC level except for the content of subject centred training programme in which resource persons from the district office also participate. For Ujala training and subject refresher training courses modules have been developed at the state level which are adapted at lower levels. During the course of training, feedback is taken from the participants on a programme but there is no regular system to take much feedback from other sources after the trainees joining back their regular teaching.

Training programmes were organized for PSMs, and English language teachers in Digarwa Block, NPEGEL's Sanyojika Training and IED Bridge course. A 30 day orientation training for CRC core group was in progress in Chhapra block. In Purnea block 30 days training of newly appointed Nagar Shikshaks was about to

start and a 10 day training of Apna/Angna Vidyalaya volunteers had completed. A 10 day training programmes for PSMs in three batches were organized by BRC, Kehelgaon, Bhagalpur. BRC Dehri Rohtas had started 3 days training programme of special education for the hearing impaired for Resource Teachers. A 5-day subject centred training in Maths was in progress in Dehri, BRC.

- (viii) Against a target of inservice training to 152302 teachers, only 29382 have been trained in different short term programmes till September 2006. For all the newly recruited 80,495 teachers in different districts a 30 day orientation programme was approved. Only 704 such teachers have been provided this training by master trainers drawn from DIETs and Resource teachers in BRCs which was monitored by BRCC, REOs and DPCs training in four districts.
- (ix) 60 days refresher training for 23112 working teachers was also approved for the current year. However, till the end of second quarter of this year no teacher could be trained in this category. These trainings were to be organized at BRC level by Resource Persons available in each BRC and in the DIETs. The mode of training for these teachers was planned to be in face-to-face mode at institutional level. But now this training is being proposed to be arranged through distance mode in cooperation with IGNOU.

There are as many as 40000 untrained teachers in the state who need to be given detailed training in teaching. The SPO has entered into an agreement with IGNOU for imparting them training through distance mode. In the visited five districts two districts namely, Aurangabad and Kishanganj reported 3465 and 875 untrained teachers, respectively who are left out from training and need to be covered now.

- (x) The SPO has also appointed Quality Coordinators to monitor the teacher training programmes in the State. The Education Officers in the state have been assigned the responsibilities to act as quality coordinators for monitoring teacher training programmes in the State. The DPCs in the visited districts expressed their satisfaction towards the quality of different programmes organized, though they were not highly satisfied with these programmes. Participants of some training programmes were satisfied with their training.

Teachers in visited schools were generally satisfied with the training programmes like Ujala I/II and refresher courses which they have attended. Though they were facing difficulties in dealing with various issues arising out of intermittent long absence of children from class, extra academic responsibilities assigned to them, poor abilities of students in language skills and mathematical

concepts, etc., they were not able to articulate their need of training to face these problems successfully.

(xi) The MI teams also visited 27 BRCs and 50 CRCs as mentioned in the enclosed list at Annexure V.

(a) BRCs are organizing inservice training of teachers, para teachers (PSMs), Sanyojikas and other personnel for varying durations ranging from 3 days to 30 days. They are organizing training for subject teachers, special education personnel and for community leaders. Untrained para teachers were also provided training by BRCs. For example BRCs in Rohtas organized subject specific programme for teachers in Maths, orientation programme for resource teachers for inclusive education, training programme for teachers for Sankalp; BRC, Purnea organized 5 day training programme for para teachers (PSMs) 8 Ujala I, II and III programmes of 10 days each, many cycles of 30 days orientation programme for newly appointed teachers, 2 days programmes for NPEGEL, 4 day programmes for IEd and 5 day subject specific programme in English, etc.

Similarly, CRCCs also help in training teachers and para teachers working in the cluster schools by organizing monthly reflection meetings and one day trainings in hard spots in the subjects taught by them. There are not structured trainings rather these are comparative learning exercises of teachers.

BRCs and CRCs are responsible to maintain a regular contact with their area schools and coordinate their activities. In each BRC a monthly meeting of all the CRCCs is held on a fixed date every month, say in Rohtas on 18<sup>th</sup> of every month. In these meetings generally administrative matters and directions received from DPO/SPO are discussed. Issues concerning teaching-learning are not discussed so frequently in these meetings. BRCCs sometimes also visit CRCs and participate in their meetings. Like BRCs, CRCs also organize monthly meetings of cluster schools' teachers in which academic discussion on a given theme takes place. Generally in this meeting one of the teachers teaches a difficult topic for others benefit which is followed by discussion. Interestingly, none of the BRCCs or CRCCs could show minutes of the monthly BRC/CRC meetings which could have thrown better light on the proceedings and outcome of these meetings.

The BRCs and CRCs follow a calender of training and monthly meetings as decided at the DPO level. The hard spots in the syllabus of different subjects/classes, other issues like, preparation of TLM, etc. identified during meetings and these are followed by discussions, demonstrations, workshops and model teaching, etc. But as pointed out by some teachers, monthly meetings generally have become a routine affair and limited academic development is caused by them.

(b) According to 80 per cent DPCs, BRCCs and CRCCs pay weekly visits to every school in their jurisdiction. Only Bhagalpur DPC seemed comparatively more realistic who informed that BRCCs are expected to pay monthly visit to every school and CRCCs visit their schools on weekly basis. These visits are being conducted on monthly and weekly basis BRCCs and CRCs, respectively but in case of BRCs it is less frequent and less regular due to heavy amount of work assigned to him in the Block administration. The CRCC are generally following the weekly visits.

In these visits they interact with teachers, check their classes and records and discuss with them academic as well as administrative issues. It is more so in case of BRCCs. As stated earlier, the visits as well as meetings of BRCCs are more of administrative nature and issues concerning teaching learning improvement occupy low priority in these visits. The BRCCs and CRCCs in a few cases, also give model lessons. They try to resolve academic problems faced by teachers during their visits as well as during monthly meetings with teachers and provide them academic support as and when required. Sometimes they arrange lessons on hard spots/difficult topics/concepts for teachers, during monthly meetings. 40 per cent teachers say that these officials also conduct random tests of students in the schools during their visits to schools. DPC and

teachers have not reported any innovative steps taken by BRCCs/CRCCs in order to improve teacher performance and children's learning in their schools.

- (c) DIETs in Bihar are almost completely defunct and non operational except in those cases where a few inservice courses are organized in their campuses or some of their faculty is involved in organizing any inservice training programme in BRC or at other levels. It was reported that in some inservice programmes DIET faculty is involved as resource persons where they help in capacity building, academic supervision and guidance, action research and monitoring.

Except Bhagalpur DPO, all other DPOs and BRCs/CRCs feel that there is no interaction with DIET for capacity building of teachers and in academic supervision and guidance and action research. Bhagalpur DPC feels that training programmes are frequently organized at DIET and DIET personnel are involved in capacity building of Didis, PSMs, etc. Once DIETs in Bihar are brought back on rails, they can play much important role in capacity building of teachers and improving teaching learning in the district schools.

- (d) CRCs are also extending their academic support to AIE centers falling in their area, as was reported by Kishanganj and Bhagalpur DPOs. They informed that EGS/ AIE center instructors also attend

the CRC monthly meetings and share their problems and learn from the interactions held there. Other three district officials feel that BRCs/ CRCs are not linked with EGS/AIE centers and feel that their area of operation relates to schools only. This may not be wholly true as BRCs are involved in training instructors for these centers and supplying aid/material to them as per provisions.

- (xii) Education officers in the state have been assigned the responsibility of Quality Coordinator. Their role at present is basically restricted to monitor the teacher training programmes organized across the state so that these programmes result in improvement in quality of teaching-learning in schools. Not much seems to have been done in this direction. The idea is in its early stage of implementation and is likely to take shape gradually.

### **2.2.6 TLM Grant**

Teaching Learning Material grant is given to schools according to the number of teachers and para teachers appointed in a school at the rate of Rs. 500 per teacher per annum with the basic object to facilitate teacher to improve quality of teaching-learning process and make the teaching learning exercise more interesting, motivating and facilitative for learners.

- (i) For the current financial year BEP identified 222752 (216036 primary and 6716 upper primary) teachers who are eligible for receiving TLM grant in 37 districts. The requirement varied between 958 teachers (lowest) in Patna urban and 12313 teachers

in Muzaffarpur. By the end of first six months of the financial year, TLM grant for 1,12,272 (50.4%) teachers was released by the SPO. In the districts of Aurangabad, Bhagalpur, Kishanganj, Purnea and Rohtas this grant was received in the months of August & September 2006 and it was released to schools by the DPOs from the end of August to end of October 2006. Against the targets of TLM for these five districts of 6207, 6255, 3783, 5971 and 8544 (30760) teachers the DLOs received TLM grant for 6824, 6255, 3783, 1203 and 6435 (24500 or 79.6%) teachers, respectively. However, in the sample schools out of 1608 eligible teachers hardly 245 (15%) teachers had received TLM grant till September 2006 and a yet lesser number was found using this TLM in their classes. The wide gap between the proportion of TLM grant received by DLOs (79.6%) and teachers in sample schools (15%) suggests that the dispersal of this grant to actual users reaches after the loss of a substantial part of the academic year and that the process of dispersal of grant is quite slow. All the teachers contacted during school visits reported that they had received instructions in respect of utilization of TLM grants from DPO.

Out of 353 classes visited by the MI, TLM material was displayed in 60.4% classes and in the remaining classes it was stored separately. The TLM generally included charts concerning different subjects, maps, globes, carbon paper, staplers, flash cards,

chalk board, pencil, eraser, etc. Only 44% teachers in the visited classes were found using these TLM in their teaching. Hardly any good example of TLM use could be found in the visited classes. Most of the teachers (92.11%) had received training in preparation and use of the TLM, mostly at the CRCs monthly meets and sometimes at BRCs during the Ujala training programme attended by them. The CRC level training of one day duration was sometimes repeated as per need by converting some of the reflection meetings into TLM development workshop.

#### **2.2.7 EGS and AIE centres and NRBC/RBC centres**

- (i) The state of Bihar has phased out all EGS centres in the first half of the current financial year and on 30<sup>th</sup> September 2006 all EGS centres stand converted into primary schools. AIE centres are organized in the form of Apna Vidyalaya and Angna Vidyalaya by NGOs. Apna Vidyalays are meant for 6-11 years children and are gradually being reduced in number. Angna Vidyalayas are meant for girls of 9-14 yrs and are expanding in number. Under supervision of Mahila Samakhya also these are organized as Bal Jagjagi centres meant for children of 3-6 years age and Jagjagi centres for girls of 9-18 years age. AIE centres are also run in maktabas for minority community children.

The state also makes other interventions for out of school children like Back to school vidyalaya chalo camps, Bridge courses and

residential camps for a short durations in one year. For example, Vidyalaya Chalo camp duration is of 3 months to prepare the child to come to the fold of school.

The SPO has not provided any figure OF THESE AIE centres proposed for this year and the ones actually opened. Targets and achievements have instead been specified in terms of number of children proposed to be enrolled and children actually enrolled in EGS/AIE/NRBC/RC centres.

At the close of the previous financial year as per QPR 2006 of BEP (see Annexure VII) large number of children were enrolled in the EGS/AIE centres as shown below. Also shown below is the number of children targeted to be enrolled in the current year (2006-07) and actually enrolled in these centres till the end of September 2006.

#### **Children in BGS/AIE Centres**

	<b>Children enrolled till the end of the previous year</b>	<b>Targeted no. of children to be enrolled</b>	<b>Actual No. of children enrolled till 30.9.06</b>
EGS Centres	3,76,080	11,69,660	6,41,842
Bridge Course	37,618	1,26,820	6,85,599
Residential Camps	1660	8910	666249
AIE Centres & others	129938	122862	639852
<b>Total</b>	<b>5,45,296</b>	<b>14,28,252</b>	<b>26,33,562</b>

There seems to be a discrepancy in figures of actually enrolled children under these interventions as supplied by the SPO on the MI questionnaire.

The figures shown in Data Capture Devices of MI are higher than the ones shown in QPR. Analysis and comparison between SPO and DPO data here have been done on the basis of data supplied by these offices on the MI Questionnaires because these are in disaggregated form for all the districts which makes comparisons easy.

- (ii) By the end of 30<sup>th</sup> September 2006 26,33,562 children were enrolled in EGS, 4AIE, NRBC and RBC centres against the target of 1428252 children. Districtwise details of targeted and actual enrolment in all the four types of centres as per Data Capture Device are shown in Annexure VI. When these figures of targeted and enrolled children in these interventions for out of school children for five sample districts were compared with the figures supplied by the five DPOs several discrepancies of substantial size were noticed as may be seen from the table given below:

District	Intervention	SPO supplied data		DPO supplied data	
		Targeted No. of children	Actually enrolled	Targeted No. of children	Actually enrolled
Aurangabad	(a) EGS	45798	2763	35870	-
	(b) AIE	350	540	17370	1987
	(c) NRBC	3150	14790	22600	9028
	(d) RBC	3669	00	10323	00
	(e) School Camps	-	-	-	-
Bhagalpur	(a) EGS	40536	1767	-	-
	(b) AIE	8732	745	Nil	8412
	(c) NRBC	7184	11507	8219	9453
	(d) RBC	00	00	00	00
	(e) School Camps	-	-	-	-

Kishanganj	(a) EGS	17568	2268	14280	16784
	(b) AIE	6423	175	-	-
	(c) NRBC	243	6603	-	-
	(d) RBC	00	00	-	-
	(e) School Camps	-	-	-	-
Purnea	(a) EGS	19597	2041	-	16320
	(b) AIE	00	200	-	10257
	(c) NRBC	00	19263	-	-
	(d) RBC	00	00	-	-
	(e) School Camps	-	-	-	-
Rohtas	(a) EGS	29616	1921	21000	21000
	(b) AIE	2788	200	17000	17000
	(c) NRBC	6480	6109	-	-
	(d) RBC	3680	575	-	-
	(e) School Camps	-	-	-	-
<b>Total</b>					

A look at the above table suggests that there is no congruence between the data supplied by the SPO of targeted children and enrolled children and the one supplied by DPOs for four different interventions for out of school children. The discrepancies are so wide and varied that it is difficult to reach to any conclusion. One thing however is clear that in all the districts enrolment in these interventions has certainly taken place on a fairly large scale.

(iii) During visits to different centres, except the EGS which stands upgraded to primary schools, the children were found attending these centres. On an average fifty per cent of the rolled children were generally present in their classes. For upgradation of all the EGS centres into primary schools necessary instructions have been issued by the SPO.

(iv) In Aurangabad, Bhagalpur, Purnea and Rohtas districts 533, 639, 819 and 7902 EVs, respectively are working and almost all of them have been trained for

their role barring only 16 in Purnea. Kishanganj DPO did not report any EV working in the district. In Aurangabad, Purnea and Rohtas they have been given 30 days training which has been described as induction level training. These are non residential training programmes generally organized by the BRCs. In these trainings PSM, ALS and Samarpan modules were used. For EGS/AIE instructors these modules seem to be appropriate. EVs are generally found satisfied with their training and the modules used during their training.

(v) During interaction with EVs in general it was revealed that they do not get any support from BRC/CRC regularly. Occasionally only some are contacted by CRCCs of the area. No specific instruction in this regard has been issued by the DPO.

(vi) The EVs are generally at least senior secondary school passed or some of them are graduates and postgraduate but generally they have no formal training in teaching. The only training in teaching they have is the one that is arranged on their induction as EV. They are generally without any academic support from any quarter. Rarely they receive support from BRC/CRC.

(vii) The EVs in Aurangabad, Bhagalpur, Purnea & Rohtas districts (other than Kishanganj) have reported that they get an honorarium of Rs. 1000 per month. In Kishanganj they get Rs. 1500 per month as PSM. Honorarium is paid by cheque. However, payment of their monthly honorarium is not regular. Sometimes it is delayed by two to three months and even more. For example in Kishanganj they got their last honorarium in June 2006.

(viii) EVs, as reported by the VSS members are regular in their attendance. During field visits they were found present in their centres.

(ix) The DPOs have a designated district coordinator for EGS/AIE centres in each district. These designated officers are generally of the rank of ADPCs or APOs who are coordinating the activities of EGS/AIE centres. They have been given orientation training for this role. Interaction with them in Kishanganj, Purnea and Bhagalpur districts revealed that they are quite involved in their work and understand the problems of children coming these centres.

(x) The DPOs have developed a format for monitoring the AIE/EGS centres operating in the district. In all the districts the concerned authorities/officials make use of this monitoring format during their visit to the centres. The information collected through this format is submitted to the SPO on quarterly basis.

(xi) As stated earlier, in the state of Bihar the Govt has already taken a decision that all the EGS centres will be converted into primary schools. As of date (30.9.2006) there is no EGS centre in the State.

In Bhagalpur 422 EGS centres have been upgraded to equal number of primary schools. In Kishanganj, 386 EGS centres have been raised to the status of primary schools. Similarly, in Rohtas also all the EGS centres have been phased out. In Aurangabad and Purnea districts no upgradation of such centres has been reported by the DPO.

(xii) Necessary instructions have been issued by the SPO to DPOs for upgradation of EGS centres to primary schools and funds for the same have been

released though only in ten per cent cases funds have reached the VSS level for implementing this upgradation.

- (xiii) In districts of Bhagalpur and Kishanganj 422 and 386 EGS centres have been upgraded into primary schools. In all the districts EGS centres have been phased out and necessary instructions and funds for the same have been issued. All these centres have been converted into government primary schools. SPO has sanctioned 2466 posts of teachers for upgraded EGS centres. Neither SPO nor some DPOs could exactly inform about the actual number of EGS centres upgraded to primary schools in each district and the amount of funds released for this purpose from the SPO to DPOs and further down to the VSS.
- (xiv) As was reported by the SPO and DPOs, upgradation of EGS centers into primary schools has actually taken place. This was verified during visits to the field. Land for upgraded EGS centers has reportedly been identified. In five districts 808 EGS centers have been upgraded and land has been identified for all of these upgraded primary schools by visiting 43 upgraded EGS centres/schools. The fact was verified during the field visits with the help of VSS members. It was found that in visited six districts in more than 67 per cent (29 out of 43) schools land has been notified. SPO has released funds for all the upgraded EGS centers to the DPO which have in turn transferred these funds to VSS. It was found that almost all (95%) cases the VSSs have received funds for construction of new schools but in part only. Construction has started in more than 44 per cent

upgraded EGS centers. Among those 29 schools where construction has started in almost 63 per cent cases, construction is complete, foundation has been laid in schools 26 per cent and roofing done in remaining 11 per cent structures of the upgraded schools. (See Table 7)

(xv) The SPO has sanctioned 2466 posts of teachers for the newly upgraded EGS centres in the entire state. Among the five sample districts, in Kishanganj 772 posts of teachers have been sanctioned for upgraded EGS centers. No such posts as reported by DPOs were sanctioned for other districts. In the entire state process of recruitment of these teachers is in progress.

(xvi) Only 236 children have been mainstreamed the 35 AIE centers visited by MI. In Aurangabad district there are 52 AIE centres, 40 being run by Sampurn Vikas Samiti and 12 by DAV society. 13 of these centres are located in Naxal affected areas. In 40 centres run by SVS 1220 children are enrolled. 120 of these children were mainstreamed this year, though the DPO had informed that 60 per cent children were mainstreamed in the district.

(xvii) AIE centers are being provided with infrastructure like durries, books, black boards, TLM, and mid-day meal. In the visited 35 AIE centers in 5 districts 1125 children were enrolled. 55 per cent children were present in these centers at the time of MI visit. Achievement level of children studying in AIE centers on a four point scale of very good, good, average and poor, centred around

good and average with 82 per cent children falling in these grades. Educational volunteers were found maintaining close rapport with the children and were calling many of them by their names. AIE centers were using formal school textbooks specially developed for them by the BEP. Children have received these specially developed textbooks though quite late. These books could not be made available within a week of starting the AIE center due to time lag in delivery from the SPO down to the DPO and BRC levels. During visits it was also found that though some children had been given books they did not carry them while coming to the center. EVs need to ensure this.

An important observation made during AIE centre visits particularly in Aurangabad district was that very little or no monitoring of these centres was being done, though in DPO a person had been made responsible for this task. In Aurangabad district the person concerned in DPO could not visit AIE centres due to non availability of vehicle for months and as a result the grant of some AIE centres could not be released, as was informed by the NGO concerned.

### **3.8 Children with Special Needs (CWSN)**

( i ) Equity and social justice demands that CWSN should also be given equal opportunity to acquire education. Attempts in this direction have been made in the state. The SPO has identified 182655 children as

CWSN in 38 districts in the state. Their number in each district ranges between 907 in Sheohar district and 12159 in Purnea district. The SPO could not report with certainty as to how many of them have been enrolled in schools. The picture became more clear during MI visit to DPOs and schools. In five districts as many as 40704 children were identified with special needs. 26478 or almost 65 per cent of them were enrolled in schools during the current financial year. The highest number of CWSN was reported in Purnea by SPO and DPO. However, the second highest number of CWSN i.e. 11657 was found in Aurangabad as per DPO records whereas as per SPO records CSWN in this district was only 3476 and second highest number of CWSN according to SPO was in Jamui district with 10327 CWSN.

(ii) In the entire state 50034 CWSN were provided with aids and appliances during the current financial year. With highest number of 5275 having been distributed in the district of Purnea as per SPO record. However, as per DPO record in this district in the current financial year only 1325 CWSN could be provided with aids and appliances which revealed a serious discrepancy in the information provided by the two offices. In fact, in the other four districts also this kind of discrepancy was observed. In the field visit children were found using the aids and appliances supplied to them by the school.

There was a mixed response from the DPO and lower level functionaries regarding any difficulty in getting and utilizing the aids and

appliances. Some DPOs found no difficulty in getting and utilizing these aids and appliances. Some others felt that difficulty arises when parents conceal the nature of disability suffered by their children. Proper assessment of the requirement of aids and appliances in these cases becomes difficult. However, this was not a frequent kind of problem.

**Table showing CWSN and Aids and Appliances provided to them and Ramps constructed in schools in 5 sample Districts (as per DPO)**

	Aurangabad	Bhagalpur	Kishanganj	Purnea	Rohtas	Total
No. of CWSN identified	11657	8912	2512	12152	5471	40704
No. of CWSN enrolled	7178	5531	890	9890	2989	26478
No. of CWSN provided aids & appliances	1126	619	365	1325	1216	4651 (18%)
No. of schools	1527	1360	643	1238	1604	6372
Schools with Ramps	121	202	35	220	500	1078

Source: DCD II for Districts Aurangabad, Bhagalpur, Kishanganj, Purnea & Rohtas

- (iii) In the entire state 100 Resource Teachers have been identified according to SPO records. These RTs have been provided with detailed guidelines about their role towards CWSN. The state is working in partnership with of NGOs for the fulfillment of the needs of these children. NGO representatives were met in field visits in some places. The Resource Teachers visit the schools at different frequencies, sometime in a couple of weeks and mostly times in more than a month's time.
- (iv) Each district in the state has reportedly appointed an IED coordinator. In the 5 sample districts, except Kishanganj, the DPOs have appointed an IED Coordinator. These Coordinators are amply qualified persons possessing

postgraduation and sometimes a Ph.D. degree. Two of them also have done a foundation course for children with special needs from Bhojpur Open University, M.P. However, all of them have been provided detailed orientation by the DPOs with the help of specialized experts during the course of their induction training.

The State has prescribed a monitoring format for capturing the quarterly progress data concerning the area of special needs of the children. At the level of SPO no IE Coordinator has been appointed. However, one officer at BEP has been given the responsibility to look after the area of CWSN.

As per the district records children friendly unobstructive structures have been created in the schools. Accordingly, out of 6372 schools, ramps have been constructed in 1078 (16.9%) schools in Aurangabad, Bhagalpur, Kishanganj, Purnea and Rohtas. The number of schools left without ramps in these districts is much higher. All of them need these ramps to be constructed at the earliest. The MI team visited 353 schools and ramps were found constructed in only 86 (24.36%) schools. Moreover, even in these schools having ramps, no railing was erected to provide support to CWSN while they climb onto the ramp making the ramp risky. Also in many schools the structure of these ramps was found defective as these had a very steep slope again making CWSN movement on it quite difficult and risky. Sometimes lack of space was mentioned as an excuse for constructing such steep ramps which should be discouraged by supervisory authorities.

Approximately 35000 children CWSN, as reported by the SPO, have been provided with house based support during the current financial year. Similarly, 650 parents of CWSN in the entire state have also been given counseling during the current financial year as was confirmed by some parents. During school visits 15.8% parents of CWSN were found to have received counseling. However, the coverage of parents needs to be drastically enhanced so that they are able to learn to cope with the needs of CWSN children in their houses.

The SPO does not have any data on CWSN enrolled in the schools. However, as per the DPO records, as cited earlier also, it was reported that 26478 CWSN were enrolled in schools in five districts. During visits to 353 schools it was found that out of 2161 enrolled CWSN 1351 (62.5%) were present in the schools.

### **3.9 National Programme of Education for Girls at Elementary Level (NPEGEL)**

Girl child has generally lagged behind the boys in the process of education for various social and educational reasons. In order to bring girls at par with boys in access and achievement in education special schemes have been formulated, one of them being the NPEGEL.

- (i) The BEP has targeted 3669 clusters for launching NPEGEL scheme in them. 2036 or more than 55 per cent of them have been made functional. In five surveyed districts 76 per cent of these targeted centers have been made functional. However, as per DPO record in Aurangabad, Bhagalpur, Kishanganj and Purnea all the targeted centers have been made functional and in case of Rohtas 81 of them are functional. During field visits to 80

such centers as indicated in the lists supplied by DPOs all were found functional.

- (ii) Additional classrooms have been provided in 649 (17.69%) centers against a target of 3669 classrooms. In the five visited districts against a target of 478 additional classrooms SPO reported that only 109 (22.8%) classrooms have been constructed whereas 5 DPOs record suggested that work has started only in 65 classrooms. Field visit was conducted to 80 centres. It was revealed that work has completed in 51.25% additional classrooms and it is in progress in 8.25%. Work had also completed in 68.25% clusters for water facility and 52.5% for toilets and 65 per cent for electrification of the additional class room. In general the quality of work was found to be satisfactory. The additional classrooms were also provided with a ramp. VSS members and local women groups expressed their satisfaction with the progress in these works except in a few places. In a few completed classrooms inner walls were partly plastered in Purnea which was pointed out to the junior engineer present at the time of visit.
- (iii) Though the SPO reported that gender sensitized teaching-learning material has been provided in all the functional NPEGEL centres, three of the five DPOs (Aurangabad, Kishanganj, Rohtas) informed that it could not be done so far. Similarly, it was reported by SPO that all the centres have started vocational/ bridge courses, but three DPOs (Aurangabad, Bhagalpur and Rohtas) informed that these courses have not yet been introduced. However, gender sensitization of teachers was reported to

have been done in all the five districts by the DPOs. Additional efforts have also been made in districts Aurangabad, Bhagalpur, Kishanganj and Rohtas to mobilize community members and women's groups in favour of girls' education. In this regard in district Kishanganj Cluster Core Groups, Block Core Groups and District Core Group have been formed. Other DPOs though reported mobilization of community and women's groups, they could not specify these efforts. DPO, Purnea has yet to start any action in this direction.

- (iv) Funds for NPEGEL have been released by SPO to all the districts amounting to Rs. 37.48 crores. Aurangabad, Kishanganj, Purnea and Rohtas DPOs have received these funds though there is a discrepancy between the funds released and funds received by DPOs. Bhagalpur DPO has yet to receive his share of NPEGEL grant for the current year. DPOs have also released funds to the VSS in all the districts including the one which has not received its grant from SPO in this regard.
- (v) District gender coordinator has been appointed in all the districts. She is generally an experienced and sensitized lady teacher from the respective district who is deputed for this responsibility. Also, monitoring system to check progress in the implementation of the interventions for girls education has been developed in all districts except Rohtas. For this purpose District Resource Groups have been formed. A mechanism of monthly meetings with Sanyojikas has been evolved wherein monthly progress of the programme is reviewed. However, this mechanism has yet

to be evolved and implemented in the district of Rohtas. Other DPOs have developed an NPEGEL Progress Monitoring Format (See Annexure VIII) which collects information on several aspects concerning the implementation of the programme in the district by comparing targets with achievements.

- (vi) Under the Innovation Head Funds of Rs. 15 lakhs which is meant for girls education, 948 ECCE centres are operational in 336 NPEGEL blocks of the 28 districts, of the state. Though there is a target to open 2556 such centres in 454 blocks. ECCE centres visited by MI team in Madanpur, Aurangabad was working in morning hours with an enrolment of 40 children in the age group 3-6 years. The Centre had a T-L kit with several items which was in use by children. The health kit contents were found already consumed without further replenishment. SPO has developed a monitoring format for this activity to be used at the district level.

### **3.10 Kasturba Gandhi Balika Vidyalaya (KGBV)**

- (i) Kasturba Gandhi Balika Vidyalaya is another special scheme supplementing the SSA focusing on education of those deprived girls of the society who need multi dimensional attention and assistance for their education. Through a dedicated residential girls school such girls are taken out from their community and kept in KGBV where besides acquiring education, all round development of their personality is ensured through involving them in extra curricular activities, sports, etc. In the entire state out of 495 identified centres 123 have formally been sanctioned and 110

of them are already functional. Sometimes these KGBVs are being run in temporary accommodation while their buildings are under construction. In Kishanganj two KGBVs in Tehragachh and Kochadhamon blocks and one each in Rohtas and Aurangabad districts in Dehri and Goh blocks were found functional, all in temporarily arranged accommodation as their own buildings were under construction. While there is a sanctioned strength of 50 girls, in both Kishanganj KGBVs 67 and 68 girls were admitted. Girls admitted in excess of 50 are being charged at Rs. 350 per month. All KGBVs are working quite effectively as could be seen from their routine of activities and interaction with the girls. While Dehri KGBV was being run by the Mahila Samakhiya, the other three were being organized by NGOs. Many Muslim girls admitted in three of these centres were feeling equally confident and satisfied with their education and training in these schools.

Land for all the sanctioned KGBVs has been identified. SPO has drawn up detailed guidelines for running these vidyalayas. All formalities of construction have been completed in these schools. The quality of construction was found generally satisfactory. In Dehri Mahila Samakhiya the KGBV of Nauhatta block was operational as its building was in final stage of construction. However, the KGBV building under construction in Tehragachh was not of satisfactory quality as it was not being supervised properly by the Junior Engineer or the community due to excessive influence of BEEO.

Number of teaching and non teaching posts sanctioned for a KGBV varied from district to district as per the report of the DPOs. It ranged between 3 to 6 persons each for teaching and non teaching staff. But all the staff as per sanctioned strength in a given KGBV was in place and present at the time of MI visit. In fact, in Kishanganj three teachers and three non teaching staff were appointed in addition to the sanctioned staff strength in order to look after the extra load of work created due to additional enrolment of girls over and above the sanctioned seats.

In the visited KGBVs students were admitted as per the prescribed strength of 50 girls. In two KGBVs in Kishanganj their number exceeded to 67 and 68 girls due to heavy demand from the community.

### **3.11 District Information System for Education (DISE)**

EMIS is in place in all the DPOs. Each DPO has been provided with computers and computer operators and EMIS is functional in all the districts. The MIS Incharge at SPO is a well qualified person. He is a Ph.D. He was trained by NUEPA in a two day training programme for DISE. CRC/BRC Coordinators have been assigned the task of verification of the data collected through some other resource. SPO also has been engaged in data verification. Last year it got the data verification done from A.N. Sinha Institute, Patna. After data collection by district offices it is immediately passed on to the State on quarterly basis within 30 days of the end of each quarter of the year. Data Caputre formats have been supplied by all schools latest by August. Teachers are imparted training for filling up the data capture format in the BRC. At State level there is an MIS incharge who is

fully conversant with MIS. He has been fully trained in a workshop organized by NUEPA and is now a very experienced person in this task. Maintenance of data at DPO is not very regular. The response to the data capture format of the MI was received with great difficulty and after continuous cajoling particularly in Aurangabad and Rohtas districts. Some block level information still could not be obtained from there. The BRCs do not have computer facility.

### **3.12 Research and Evaluation**

No research studies have been undertaken at the district level during this year or in the previous year. At SPO, an officer is incharge of research who looks after research and evaluation activities in the State. State has weak and non performing DIET and SIEMAT structures. The condition of SCERT is somewhat better though it is also understaffed. SPO maintains rapport with SCERT and other agencies. It has its own state level committee for sanctioning of research projects which receives research proposals and after their evaluation decides about their allotment/commission. There is no prescribed contract format for commissioning of research studies. The committee also conducts in house research. At SPO level following six studies have been done:

1. Cohort Study of all districts;
2. Student and Teacher Absenteeism in 4 districts;
3. Utilization of Grants in four districts;
4. Sample checking of DISE data in six districts;
5. Grade I enrolment in 2 districts; and
6. Grade I repetition in 2 districts.

### **3.13 Functioning of the VEC/VSS**

For decentralized planning and management of elementary education and implementation of SSA at panchayat and village levels, the State of Bihar has Vidyalaya Shiksha Samitis instead of VEC which are formed under the PRI Act of the State. These VSSs are more broad based, representative of the larger villages and school community and its membership is through a democratic process. It also provides adequate representation to women and weaker sections of the community. Among the 5213 VSS members in 353 schools there were 27.18 per cent SC/ST members and 37.66 per cent women members who became members by open elections. Detailed guidelines for the role and functions and powers of the VSS have been prepared. Some DPOs have got these guidelines properly printed and distributed among the VSS members. This booklet also contains procedures and formats of letters and requisitions for obtaining various documents, grants, etc. Among 353 VSS these guidelines were found available only with 258 (73.09%) samitis. The tenure of VSS members and office bearers is of three years from their election to the Samiti. There are 50148 VSS in Bihar. The VSS members once elected are provided training in their expected role as community leaders in education. However, it was found out that only 7.27 per cent VSS members were given training so far. Those who were trained pointed out that the training of one day and that too once in the entire period of three years of their tenure, was highly insufficient and of little use. It was also reported by DPOs that due to the element of election in VSS and involvement of statutory powers, a large number of politically motivated people want to join the VSS which brings up rival groups into the election campaign. As a result of this

hyperactivity sometimes elections are disturbed and VSS are not formed in time. In some districts VSS have not been formed for this reason for quite sometime. VSS members have expressed their desire for longer and frequent trainings in their roles. VSS members have shown varying degrees of interest in village school activities. About 60 per cent VSS are maintaining record of funds though in a less organized manner. Minutes of VSS meetings which are held at varying intervals of one month to three months are maintained. In 40 per cent VSS meetings are held in one to two months, in 32 per cent cases these are held between 3 to 4 months and in 25 per cent Samitis these meetings are organized at 5 to 6 months interval. A look at minutes books of these VSS suggests that many a time members do not attend these meetings regularly. They do participate in community mobilization for enrolment (56.6%) and supervision of school (66.5%) which is generally confined to ensuring teachers' presence in school and in their classes, civil works, and discipline in school.

### **3.14 Staffing at State and District Levels**

Most of the staff sanctioned in the SPO is in position. Specific programme coordinators for quality, pedagogy, training; gender and girls education; civil work; inclusive education; EGS/AIE interventions; financial management; MIS; Planning and Community Mobilization/participation have been appointed. Some officers have been assigned varied functional areas of responsibility. Programme coordinators are well oriented and knowledgeable about their tasks. A copy of the office order regarding distribution of work among programme coordinators and staff of SPO is

attached at Annexure IX. General body and EC meetings are held as per norms. DPOs do not have all the sanctioned staff in place rather these are heavily under staffed.

A look at the actual staff position in the five districts of Aurgangabad, Bhagalpur, Kishanganj, Purnea and Rohtas revealed that each DPO is surviving on a skeleton staff. In all these offices 58 per cent to 80 per cent sanctioned positions of class I to III employees are lying vacant. The positions of Ex Engineer, AE and JE are generally vacant except one or two of them being in position in each district. The district wise positions and vacancies in five districts with class I, II, III employees & engineers taken together are as under:

**Class I, II, III, & Engineers Positions sanctioned & filled in 5 DPOs**

<b>District</b>	<b>Positions sanctioned</b>	<b>Positions filled including Engineers</b>
Aurangabad	30	06
Bhagalpur	31	10
Kishanganj	28	05
Purnea	27	09
Rohtas	24	10

Source: DCD II of 5 districts project offices

Shortage of staff is adversely affecting the work in DPOs and efficiency of the staff in position. Lack of engineering staff has also started affecting quality of construction in the district. It is reported that attempts are being made to recruit engineers for DPOs on priority. Those who are in position have to shoulder wider area of responsibility. Due to the nature of appointment and service conditions there is a sense of insecurity among many staff members. Similar is the staffing position in BRCs. Action has reportedly been taken to fill up vacant positions at

SPO, DPO and BRC levels. SPO has laid down rules/regulations for filling up posts of SSA.

### **3.15 Mid day Meal Scheme**

Mid day meal scheme is again an independent scheme which is supplementing the efforts launched under SSA and this intervention is considered very crucial for creating conditions for realization of SSA goals.

Interaction with students, teachers and parents in all sample schools revealed that hot cooked meal (80%), generally khichri, is being served to students by the school. Almost seventy per cent students, teachers and parents informed that there is a weekly menu that is followed in cooking the meal but there is limited variety in it. 30 per cent of them reported that it is the same everyday. Green vegetables are included in the mid day meal as was reported by almost sixty per cent students, teachers and parents. Five to ten per cent teachers, students and parents informed that sometimes mishaps also occur like fire in the kitchen, post eating sickness, theft of kitchen utensils, theft of the MDM grains, etc. which is very rare. Students are not served fruit or egg in the mid day meal. So far as the quality of food is concerned, seventy to eighty per cent children were found happy with its quality but for quantity of meal hardly one third of them found it to be adequate. Very few students informed that micronutrients like iron, folic acid, vitamin A and deworming medicines are administered on them. The school record did not speak much about it.

Almost hundred per cent children in the visited schools took MDM. In fact, in many instances children would bring their younger siblings to feed them as well on the MDM and the school administration being from the same locality finds it very difficult to turn them away while distributing MDM.

Cooking-help is preparing meal in all the schools and it is also distributed by her under the supervision of a school teacher and sometimes VSS members. In almost ninety per cent cases cook/helper is an underprivileged person and preferably a woman. Schools engage the cook/helper directly on the basis of 50 paise per child or on monthly remuneration of Rs. 1500 which is met from the MDM grant as per the norms. Remuneration is generally paid regularly. In almost half of the cases only pucca sheds are available for cooking food. In rest of the cases it is cooked in the open or under a thatched cover. Generally food grains are kept at safe places in the village either in CRC building or at the residence of Mukhiya of the village. Rare cases of theft of grains have been reported. In most cases firewood is used as fuel. In less than ten per cent cases gas was also being used for cooking. In two three per cent cases kerosene oil is also being used.

General impression of the environment with particular reference to safety, hygiene, cleanliness and discipline among students is fair to good. Hygiene and cleanliness among students varies from village to village and the socio-economic background they are coming from. In most of the

cases (80 per cent), they are encouraged to wash hands, conserve water and collect and eat meal in orderly manner. Generally (95 per cent) no discrimination is observed in distribution of MDM either on the basis of caste or gender or disability. In more than fifty per cent cases parents and VEC members participation in MDM programme is quite good and occasionally (10-15 per cent cases) they have also contributed in the MDM programme both in cash and kind. MDM programme is not regularly supervised from the BRC office.

### **3.16 Miscellaneous Issues**

In this section we have discussed such other factors concerning school education which could not be covered in the earlier discussion.

- (i) Only 143 schools out of 353 visited by MI could tell the number of days school functioned during the last academic year. More than 53 per cent schools functioned for 225 to 250 days. As many as 24.5 per cent also worked even for more than 250 days during the last academic year. It may be noted that though schools were functioning for these many days, there have been occasions when students attendance would be negligible in the schools due to melas, festivals, poojas, local events, natural disasters, etc. in the community. In such situations schools would not be able to conduct any teaching learning activity.
- (ii) As far as the overall environment of the visited schools is concerned, it was noticed that generally schools did not have boundary walls and plantation around their buildings. Cleanliness was also not always a

priority. However, buildings were in satisfactory condition in almost 60 per cent cases whereas in 29 per cent schools these were in poor state. Only in 11 per cent schools these were found quite good. Again, in more than 57 per cent schools class rooms were in satisfactory condition and in 33 per cent cases these were not so good. 44 per cent schools had playgrounds but not of ample size or well maintained. In 53 per cent cases there were either no playgrounds or these were in bad shape due to encroachment by community members in different forms. In more than 62 per cent schools classroom flooring was in satisfactory condition but in 30 per cent schools floorings were quite poor and needed repair. Similarly, in almost 36 per cent schools roofs of classrooms were in poor condition, generally these were either made of old Khaprail, corrugated sheets or other material and had problem of seepage. However, in remaining schools classroom roofs were in good condition.

In most of the schools (67%) visited by the MI ventilation and light in classrooms was found to be quite satisfactory though in 23 per cent it was quite poor and needed immediate attention.

- (iii) More than 61 per cent classrooms had good sitting arrangement for students in the form of desks, etc. which were mostly acquired by many schools during the last few years from the teaching learning equipment grant. However in 25 per cent classes this arrangement was quite poor.
- (iv) During the last six months ending 30<sup>th</sup> September, 2006 medical facility was made available to children in schools through organization of health

camps in only 12 (.3.4%) of the 353 schools which was a very poor record of provision of this facility for children.

- (v) So far as play material in schools is concerned more than 53 per cent schools had poor availability of play material for children and about 43 per cent had good arrangement of this material. Most schools need substantial improvement in the provision of these facilities for better physical development of children.
- (vi) Though quite impressive enrolments were made in all classes during the year, on the day of visit by MI around 45 per cent of the enrolled children were absent from their classes from I to VIII. In primary classes 57.74 per cent children were found present in the five districts in 353 schools whereas in upper primary classes their presence was much less at 48.43 per cent. So, on an average, their presence in I to VIII classes was almost 56 per cent.
- (vii) The teachers and head masters were of the view that due to severe cold during the last more than a week and engagement of them in collecting firewood they were not coming to school in full strength. Teachers also felt that otherwise also, for one reason or the other many children remain absent on other days also. There is a need of general mobilization and sensitization among parents so that they can send their children to schools regularly.

(viii) Occasionally, this issue is discussed in the VSS meetings and steps to mobilize parents by door to door visits are resolved. Sometimes follow up action is taken to solve this problem.

(ix) At present students achievement in different classes in all the visited districts is evaluated through two major modes of assessment namely, oral examination and written examination. In all the schools written examination is the main method of evaluating students' achievement. However, in twenty five per cent of them oral examination is also conducted along with written tests. In only one school it was reported that evaluation is done through some practical work also. No school evaluates its children on the basis of any activity.

Evaluation in all schools is based on half yearly and annual examination of children's achievement. Only about 4 per cent schools conduct monthly tests and around 15 per cent give quarterly tests to their students. All tests are organized in cognitive areas. Some schools particularly in Pune have reported that they are conducting evaluation in non cognitive areas in order to make students' evaluation more broad based.

The concept of continuous and comprehensive evaluation in scholastic and non scholastic areas of learning is yet to find a place in school evaluation system in the entire State.

(x) If we look at the achievement levels of students of all these classes (I-III) a mixed picture emerges. The MI looked into the school records of students performance in last year's annual examination and divided them into four

categories viz. unsatisfactory or poor if marks obtained are between 35-45%, satisfactory if these marks are between 45-55%, good if the range of marks is 55-65% and very good if the score obtained is above 65%.

In this light, in language (mother tongue) it was found that 58 per cent students fell in the category of good performance and only 12.5 per cent were found at unsatisfactory level. Whereas in language learning of English the situation was quite different. More than 35 per cent children had unsatisfactory performance and 40 percent had only satisfactory level of learning. Only one fourth of the students were having a good level of achievement in English language. In case of Mathematics and Environmental Studies/Social Studies and Science the situation was almost similar to each other. In these subjects 11-12 per cent students were performing at unsatisfactory level, 35-39 per cent had done these subjects satisfactorily and 40-45 per cent had shown good achievement in these subjects.

- (xii) In general, students' rapport with their teachers was good particularly of those students who are attending school regularly. Schools had some underage and overage children in almost all the classes from standard I to VIII. However, as one moved from standard I to higher standards this number gradually dwindled.

All classes (I – VIII) taken together in 353 visited schools, among 112363 enrolled children there were 7380 or 5.56 per cent under and overage children. While a large number of underage children concentrated in class

I the overage children scattered almost evenly from classes I to III and thereafter their number started coming down.

- (xiii) Drop out was noticed in every class in all the schools and it ranged between 14.01% (class V) and 2.42% (Class VIII). In class I it was 7.53% and it went up in II to 9.46%. Then slightly came down in III to 7.41% and again went up to 9.41% then touched the highest rate of 14.01% in class V. In classes VI & VII, it was almost at the same level i.e. 6.30% and 6.73% and then in class VIII it suddenly came down to 2.42%.
- (xiv) The number of children who were retained in one class for more than one academic year was almost negligible. If we take total number of such students in all classes in 353 schools against total enrolments in these classes, the number comes to only 4951 children which is only 4.41 per cent of the 112363 children enrolled. If we see classwise retention of children its incidence is found to be highest in class I i.e. 7.01% and lowest in class VIII i.e. 0.88%

The SSA, KGBV, NPEGEL and MDM schemes were found implemented in Bihar quite enthusiastically during the first six months of the financial year 2006-07. Due to increased interest being taken in SSA implementation the state's AWP&B has gone up steadily. This year it stands at Rs. 2340.14 crores for SSA. However, rate of expenditure in I & II quarters of this year has not been too encouraging as less than 25 per cent of the budgted funds or 56 per cent of the released grant available with SPO for this year, has been disbursed to DPOs until

30<sup>th</sup> September 2006. Expenditure of this grant at DPO and VSS levels is likely to be lesser due to time lag in transfer of funds. This requires more efficient financial management at SPO and DPO levels. With DPOs strapped with severe shortage of staff, many activities may not possibly be taken up on time and with the degree of impact these activities deserve, despite sincere desire in this regard at the level of SPO.

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## **List of Annexures**

<u>Annexure No.</u>	<u>Title</u>
II	New Schools Sanctioned and Opened in 2006-07
IV	Districtwise Teachers Posts sanctioned and appointments
III	Civil Work in Progress QPR 2006-07
V	Names of Habitual Absentee Teachers
I	List of BRC visited and Schools visited by M.I.
VII	Children Targeted and enrolled in AIE Centres during 2006-07
VI	QPR for 2006-07
VIII	NPEGEL Progress Monitoring Format Purnea
IX	Distribution of work in SPO, Patna

