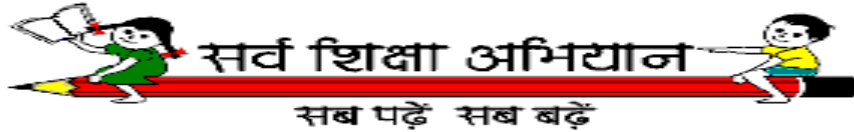


**MONITORING REPORT OF
TATA INSTITUTE OF SOCIAL SCIENCES (TISS)
MUMBAI
ON SSA FOR
MADHYAPRADESH
STATE
FOR THE PERIOD
1ST APRIL 2006 TO 30TH SEPTEMBER 2006**

DISTRICTS COVERED

**Bhopal,
Sehora,
Raisaen,
Vidisha,
Husangabad,
Harda**



SSA Monitoring in Madhya Pradesh



Half Yearly Report: April-September, 2006



**Tata Institute of Social Sciences
Deonar, Mumbai-400088**

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Abbreviations

AIE	-	Alternative Innovative Education
APC	-	Assistant Programme Co-ordinator
BAC	-	Block Academic Co-ordinator
BMT	-	Block Master Trainer
BPL	-	Below Poverty Line
BRC	-	Block Resource Centre
BRCC	-	Block Resource Centre Co-ordinator
CET	-	Combined Eligibility Test
CWSN	-	Children with Special Needs
D.Ed	-	Diploma in Education
DEO	-	District Education Officer
DIET	-	District Institute of Education and Training
DISE	-	District Information of School Education
DPEP	-	District Primary Education Programme
DRG	-	District Resource Group
ECCE	-	Early Childhood Care and Education
EEB	-	Elementary Education Bureau
EGS	-	Education Guarantee Scheme
EMIS	-	Educational Management Information System
GER	-	Gross Enrolment Ratio
GOI	-	Government of India
HDC	-	Human Development Centre
ICDS	-	Integrated Child Development Scheme
IED	-	Integrated Education of the Disabled
JPSK	-	Janpad Shiksha Kendra
JRM	-	Joint Review Mission
JSA	-	Jan Shiksha Adhiniyam
JSK	-	Jan Shiksha Kendra
KGBV	-	Kasturba Gandhi Balika Vidyalay
MIS	-	Management Information System
NCERT	-	National Council of Educational Research and Training
NPEGEL	-	National Programme for Education of Girls at Elementary Level
NRBC	-	Non-Residential Bridge Course
OBC	-	Other Backward Castes
PTA	-	Parent Teacher Association
RBC	-	Residential Bridge Course
RES	-	Rural Engineering Services
SC	-	Scheduled Castes
SCERT	-	State Council of Educational Research and Training
SPO	-	State Project Office
SSA	-	Sarva Shiksha Abhiyan
SSK	-	Shishu Shiksha Kendra
ST	-	Scheduled Tribes
TLM	-	Teaching Learning Material
UEE	-	Universal Elementary Education
UP	-	Upper Primary
VEC	-	Village Education Committee

1. Introduction

This report presents a six monthly report on the progress of SSA implementation in six selected districts in Madhya Pradesh. The analysis contains a review of SSA annual work plans progress reports till date and field observations. The monitoring report has been based mainly on the new terms of reference given by the Elementary Education Bureau (EEB). The report also includes the progress reports submitted by the state and districts. Relevant tables related to the selected districts have been presented as annexure.

2. Opening of Schools (Primary and Upper Primary)

Under 'opening of schools' the state has proposed to upgrade the existing 386 primary schools to upper primary schools by providing additional teachers and classrooms. The number of new schools to be opened varies from 6 in Guna to 47 in Dewas. The activity has been delayed because considerable time has been spent in the selection and placement of teachers. Although the sanction for appointing teachers in the new schools has been issued, the teachers are not in place. On account of the delay in selection and recruitment of new teachers, the process has not taken off. It is hoped that the process will be completed in the coming months.

Table: 1
Upgradation of Primary Schools to Upper Primary

Districts	Target		Achievement	
	Schools	Teachers	Schools	Teacher
Bhopal	-	-	-	-
Sehore	12	36	-	-
Raisen	33	99	-	-
Vidisha	25	75	-	-
Hoshangabad	12	36	-	-
Harda	-	-	-	-
Total	82	246	-	-

(Source: Rajya Shiksha Kendra, Bhopal, Sept. 2006)

The delay in implementation of this activity is linked to the appointment of teachers and construction of additional classrooms. There is need to accord priority to this activity. The suggestions related to the appointment of teachers and civil works are applicable to this activity.

2.1 Appointment and Availability of Teachers

The appointment of teachers has been a major issue in the state for the last two years. The process was held up due to frequent elections in recent years. The state has revised its Teacher Recruitment Policy and has initiated the process of recruiting fresh teachers (See Box 1). In the light of the revised teacher recruitment policy, the selection process has been initiated. The state has declared a moratorium on the recruitment of fresh permanent teachers and is appointing teachers only on a contract basis. According to the new recruitment policy, the existing cadres of permanent teachers are now being treated as dying cadres.

Box 1: Revised Teacher Recruitment Policy

- 50 % of the posts must be reserved for female candidates.
- Combined Eligibility Test (CET) should be conducted by a professional examination board for the selection of teachers.
- Through examination, the candidates should be evaluated on subject knowledge and their teaching aptitude.
- Final selection must be on merit basis, i.e. marks obtained in CET, marks of desired qualification and teaching experience.
- Weightage to professionally trained candidates.
- Appointment by local bodies on three-year contract basis to be renewed after the term's end as per the government policy.

(Source: Sate Project Office, Sept. 2006)

Table: 2
Selection of Contract Teachers (Samvida Shikshak)

Contract Teachers	State level sanctioned Teachers' posts	Sanctioned Teachers' posts of Education Dept.	Issue of recruitment orders
Grade – I	2273	1699	1704
Grade – II	21887	16058	16702
Grade – III	31828	29014	26758
Total	55988	46761	45164

(Source: Sate Project Office, Sept. 2006)

However, under the new selection process, only 60% of the teachers have joined. Many posts have remained vacant due to internal mobility of the teachers. As reported by one education functionary, *'In the new recruitment drive most of the*

EGS gurujis have become contract teachers’. Since weightage is given to teaching experience in the process of selection of teachers, very few fresh candidates have been selected as Samvida Shikshaks (contract teachers).’ The internal mobility of candidates has created the unique problem of unavailability of teachers in many single teacher schools. Furthermore, there are many teachers who are placed at one school, but are attached to another school.

During the field visits, it was observed that the availability of teachers and their attendance was an area of major concern. At some of the places, teachers had appointed helper teachers to ease their teaching load.



Plate 1: Helper Teacher at a school, Panchmarhi

Suggestions

- **The state and districts should review the availability of teachers in the schools in relation to number of students, grades and classrooms.**
- **The state and districts should follow a decentralized mechanism of selection and deployment of teachers.**
- **The interest of the Single teacher schools and new schools proposed should be given priority.**
- **The state should approach the teaching profession from the sustainable development point of view.**

2.2 Civil Work

The progress of civil works has been slow in the state in recent years; for 2006-07 the state has a huge spill over of civil works - 7704 school buildings and 10223 additional classrooms besides fresh proposals.

Table : 3
Civil Works Expenditure: Target and Achievement

District	Total Budget for Civil work	Released for District	Spill over amount	Amount sanctioned by District for PTA	% of Expenditure against		
					Budget 2006-07	Release amount	Spill over amount 2005-06
Bhopal	1556.18	465.06	101.35	465.02	30%	100%	90%
Sehore	1116.77	300.62	28.58	259.27	23%	86%	90%
Raisen	1450.82	413.24	67.38	0.98	0%	0%	1%
Vidisha	1982.43	1048.14	113.84	55.67	3%	5%	49%
Hoshangabad	1076.59	305.05	47.87	292.33	27%	96%	90%
Harda	649.68	201.62	52.26	276.29	43%	139%	90%
Total	7832.47	2733.73	411.28	1349.56	35%	49%	68%

(Source: State Project Office, Sept. 2006)

As reported, only 1.3 per cent of the targets have been completed. Variation can be noticed in the amount released to the Parent Teacher Association (PTA) by the district under the budgetary provision. Hence the expenditure against release also reflects disparities among districts. Unlike Bhopal and Harda where the full amount has been released and spent for civil work, in Raisen spending for civil work appeared nil. Moreover, in Vidisha only 5 percent of the amount allotted for the PTA had been released and used for civil work.

One of the reasons for delay has been weak supervision and monitoring. The task of technical supervision has been assigned to the Rural Engineering Services (RES). As supervision of SSA civil work is an additional responsibility for the RES engineers, the SSA civil works task is not given on priority to the engineers. Recently (on 1st September 2006) sub engineers were appointed on a contract basis at the Block Resource Centre (BRC) level. It is expected that with the appointment of sub-engineers dedicated to SSA, the civil works activity in the state will pick up. But the newly appointed sub engineers have been assigned the tasks of looking after fresh civil works. The old civil works would still be with the RES sub engineers. The construction of buildings (hostels) under the Kasurba Gandhi Balika Vidyalay (KGBV) scheme which has been assigned to the RES, has also been delayed.

During the district field visit, the following issues emerged:

- Cost escalation in civil works due to excessive rise in the price of cement and other construction materials;

- Non availability of RES engineers on the site when needed.



Plate 2: Delay in the construction of KGBV hostel building

Table : 4
Construction of Additional Classrooms for Modal Cluster Schools

District	Target			Total	Completed	% of Completion	Work Started	Target 2006-07
	2003-04	2004-05	2005-06					
Bhopal	2	2	12	16	9	56%	2	12
Sehore	4	5	30	39	23	59%	0	30
Raisen	2	7	42	51	0	0%	15	42
Vidisha	7	7	42	56	0	0%	0	42
Hoshangabad	6	6	36	48	13	27%	5	36
Harda	3	3	18	24	4	17%	14	18
Total	24	30	180	234	49	21%	36	180

(Source: Sate Project Office, Sept. 2006)



Plate 3: Completed building for a Middle school

The construction of additional classrooms has been planned for selected modal cluster schools. But so far only 72 have been completed (26.2%). In Bhopal and Sehore districts, 56 percent and 59 percent respectively of the additional classrooms targets have been completed so far. In Raisen and Vidisha, work has not yet started. Altogether one of 180 additional classrooms planned for 2006-07 the work has been started and as at slow pace.

The PTAs have been assigned the main role in construction of school buildings and classrooms. The nature and extent of involvement in construction activities differs from school to school, and from habitation to habitation depending on the interest of the individual. During field visits it was observed that the PTA was very active in some places while at other places such interest was low. This was reflected in the quality of construction and in the completion of building.



Plate 4 : A KGBV hostel under construction

The state had decided to appoint sub engineers for 2006-07. For the current academic year, the number of posts for sub engineers announced in the six districts were 31. Out of the 31 posts only 12 were appointed and the remaining 19 were vacant. This has already been advertised in some of the districts and in other districts it is in the process of advertisement. The vacant posts will be filled within a few months.

Table: 5
Status of Newly Appointed Sub Engineers

District	Sub Engineers			
	No. of Posts	Appointed	Vacant	Present Status
Bhopal	2	2	-	-
Sehore	5		5	Advertised
Raisen	7	2	5	Advertised
Vidisha	7		7	No information
Hoshangabad	7	7		Appointed on 31/8/2006
Harda	3	1	2	Advertised on 26/7/2007
Total	31	12	19	

(Source: Sate Project Office, Sept. 2006)

Suggestions

- **The state and district project officers together should review the approved unit costs civil works and chalk-out strategies to avoid delay in the completion of buildings.**
- **There should be joint intensive orientation of the newly appointed SSA sub-engineers and the RES sub engineers.**
- **There should be speedy disposal of completion certificates to the buildings that have been completed so far.**
- **There should be intensive orientation of the PTA members on the construction processes and procedures, to enable them to play a proactive role in civil works.**

2.3 Alternative Education

Madhya Pradesh has been implementing alternative education schemes successfully. The state is a pioneer in formulating Education Guarantee Scheme (EGS) strategy for universalizing access to primary schools in the state. In recent years, the state has given priority to open Residential Bridge Course (RBC) and Non Residential Bridge Course (NRBC) centres for children from more disadvantaged groups and locations. In 2006-07, the state has opened 829 Residential Bridge Course centres. As far as NRBC (Non Residential Bridge Course) Centres are concerned, the state has surpassed the planned targets, it has opened 8224 NRBC Centres against the target of 6325 NRBC centres planned for this year. Moreover, in collaboration with Pratham, the state has also opened 306 Human Development Centres out of 500 Human Development Centres (HDCs) planned for this year

Table : 6
RBC/NRBC and HDC: Target and Achievements

AIE Centres	Target	Achievement	Balance
Residential Bridge Course (RBC)	872	829	43
Non Residential Bridge Course	6325	8224	- 1899
Human Development Centres	500	306	194

(Source: Sate Project Office, 2006)



Plate 5: Residential Bridge Course Centre, Bawai Block, Hoshangabad

2.3.1 Bridge Courses

The bridge course centres have been opened in order to bring out of school children into the educational fold. There are two streams of bridge courses: i) residential and ii) non residential. During the year 2005-06, both non-residential and residential bridge courses were conducted with the intention of enrolling out of school children in the mainstream schools. In the non-residential stream, 24 percent of the targeted children were enrolled. In some districts, such as Hoshangabad and Rajgarh the children of the NRBC have already mainstreamed into regular formal schools for further education. In the remaining districts, children will be put into the mainstream schools within a month or two. The process of mainstreaming the students has already started.

In the selected six districts, out of 1200 children targeted for residential bridge courses, only 939 have been enrolled. In a non residential course out of 29300 children targeted for NRC, only 12796 were enrolled. The children enrolled in bridge course centres, only a few have been mainstreamed. In the districts of Hoshangabad, a large number of the

NRBC children have been mainstreamed. Other districts such as Bhopal, Raisen and Vidisha have not reported the cases of mainstreaming.

Table : 7
Bridge Course

District	Residential		Non Residential		No. of Children enrolled in Mainstreaming schools
	Target	Enrolled	Target	Enrolled	
Bhopal	200	0	5650	0	0
Sehore	100	50	6575	1186	0
Raisen	100	0	4300	2146	0
Vidisha	300	300	4825	4808	0
Hoshangabad	300	548	3925	3928	2338
Harda	200	41	4025	728	9
Total	1200	939	29300	12796	2347

(Source: Sate Project Office, 2006)

Besides bridge course, other activities such as Shiksha Ghar (seasonal hostel) and Human Resources Centres (mainly in urban areas) have been opened to cater to the educational needs of the needy children.

Table: 8
Targets of RBC, NRBC, and Shiksha Ghars for 2006-07

District	RBC (100 Seater)	RBC (50 Seater)	NRBC	HR Centre (50 Seater)	Targeted Children	Shiksha Ghar 4 months	Shiksha Ghar 6 months
Bhopal	1	3	200	25	6500	-	-
Sehore	-	3	44	-	1250	-	-
Raisen	4	2	45	10	2125	5	-
Vidisha	5		193	2	5425		-
Hoshangabad	3	4	160	15	5250	25	-
Harda	2	0	150		3950		-
Total	15	12	792	52	24500	30	-

(Source: Sate Project Office, 2006)



Plate 6: Residential Bridge Course Centres, Hoshangabad

2.3.2 Early Childhood Care and Education (EGS)/Alternative Innovative Education (AIE)

The Early Childhood Care and Education (EGS) centers have been running since 1997 with 40 children. By opening 25968 EGS centers make the universal access to primary education facilities within a 1 km distance has been effected. In the case of tribal areas, the norm was 25 children. During 2004-05, 25693 EGS schools were upgraded to primary schools according to SSA guidelines. The number of children enrolled in these upgraded EGS schools is 12.20 lakh. From among the remaining EGS schools, 275 schools were upgraded to primary schools in 2005-06 subject to the fulfillment of the criteria. The criteria outlined were that the EGS schools should be continuously functional for at least two years. And the schools should have classes from Standards I to V. Under the scheme of GOI sponsored EGS – AIE, a total of 20 EGS in different districts have been taken up by NGOs in which 1210 children were enrolled.

Suggestions

- **Mainstreaming should be given priorities in residential bridge courses.**
- **There is need to monitor enrolment of children in the residential bridge courses.**
- **Health problems in the residential bridge course centres should be given due attention.**

2.4 Children With Special Needs (CWSN)

Drawing from the experiences of implementing DPEP, Madhya Pradesh has adopted important measures to promote the education of the disabled. The districts have sanctioned massive identification drives for locating these children and interventions have been proposed.

Table: 9
Number of CWSN Children 2005-06

District	Target 6 to 14 age group children	Number of CWSN children as per 2 %	Number of CWSN children Identified	% of CWSN	Number of enrolled CWSN children
Bhopal	440516	8810	1137	0.3%	970
Sehore	315201	6304	1767	0.6%	1355
Raisen	293937	5879	1438	0.5%	1148
Vidisha	320189	6404	2482	0.8%	2079
Hoshangabad	250865	5017	1548	0.6%	764
Harda	129608	2592	886	0.7%	752
Total	1750316	35006	9258	0.5%	7068

(Source: State Project Office, 2006)



Plate 7: Hostel for Children With Special Needs

The programme interventions include the following:

- 79 camps were conducted through out the state. In these camps, 10284 children were assessed and 3428 children were given on the spot assistance.
- Arrangements were made with Bhoj University to conduct a ninety - day foundation training for teachers, and 312 teachers are enrolled in the training programmes.
- The five - day training programme, trained 6325 teachers on inclusive education.
- 627 administrators were given training on inclusive education.
- 68 teachers registered for a nine - month course on Integrated Education of the CWSN.
- Two pages of appropriate material on CWSN have been added to the text books,
- For the benefit of visually disabled students, some textbooks in Braille have also been prepared.
- 7832 ramps have also been constructed in the schools for these children with disabilities since 2002.
- Training on IED components was given to 1.60 lakh teachers since the year 2002.
- Arrangements were made to advise the regular class teacher and provide necessary support on problems encountered by CWSN in the regular classroom.
- Training for special skills given to the CWSN by the functionaries/ Resource Teachers during their regular visits.

Table: 10
CWSN Children at a Hostel, Hoshangabad

Category	Boys	Girls	Total
Hearing Impaired	5	2	7
Locomotor	20	15	35
Blind / low vision	6	1	7
Total	31	18	49

The hostel is looking after 49 children of differing disabilities from different blocks. The activity has received due attention from various people - administration, school management PTA, teachers and NGOs. The activity has caught the imagination of both the administration and the people. This is need to upscale the activity and create more such facilities at the block level.

Madhya Pradesh has started an innovative activity, that is hostel for children with special needs. We had the opportunity to observe one such hostel at Hoshangabad. The hostel facilities were provided to children mainly in the age group of 11-14 years (for standard VI-VIII).



Plate 8: Children with Special Needs at a hostel

Suggestions

- **Hostel facilities for handicapped children are needed at the block level.**
- **Supplementary aids for each type of disability should be supplied in adequate numbers and in functional condition.**
- **There should be provision for appointing Resource Teachers at such schools/ hostels.**
- **Transport facilities should be provided at the site.**

2.5 ECCE and Anganwadi Centres

The pre school learning and early childhood care are critical inputs in improving the enrolment and participation of children in formal schooling. The early years are the most significant period in a person's life, because this is when the foundation is laid for motor, sensory, cognitive, language, social and personality development. Under the Integrated Child Development Scheme (ICDS) 44805 Anganwadi centers are functional, which cater to early childhood care and education in the state. However, the health and nutritional components are given more importance than education in the ICDS centers.



Plate 9: ECCE Centres at a primary school, Hoshangabad

Recognizing the importance of pre-primary education, Shishu Shiksha Kendra (SSK) was introduced for the first time in a few rural schools which gave attention to the 3 - 5 years age group children to inculcate in them appropriate habits of learning and socialization through a schooling environment. This also provides an opportunity to those girls engaged in sibling care to enable them to attend a regular school. The success of the SSK programme has led to the view that the pre primary education component of Anganwadi needs to be strengthened. The habitations not covered by ICDS facilities have been getting the benefit of ECCE facilities under SSA and NPEGEL. The PTAs look after management of ECCE such centres.

**Table: 11
ECCE Centres : Targets and Achievements**

District	Target			Achieved			Remaining
	SSA	NPEGEL	Total	SSA	NPEGEL	Total	
Bhopal		134	134	0	0	0	134
Sehore	250	222	472	250	222	472	0
Raisen	210	280	490	0	280	280	210
Vidisha	0	300	300	0	300	300	0
Hoshangabad	24	240	264	24	240	264	0
Harda	50	120	170	41	108	149	21
Total	534	1296	1830	315	1150	1465	365

(Source: Sate Project Office, Sept. 2006)

The ECCE centers are organized under two different schemes, namely under SSA and NPEGEL (See Table 11). Although the targets set for 2006-07, have not been achieved, a recent government declaration points out that all the habitations would be covered under the ICDS scheme.

Suggestions

- The convergence between the Anganwadi Centres and the schools should be attempted in the following areas- timing, space, management and pre-primary education components.
- The SSK and Anganwadi workers should be given joint training on the various components of pre primary education, health, hygiene etc.

2.6 Distribution of Textbooks, Uniforms, School and Teacher Grants

2.6.1 Distribution of Textbooks

For 2006-07, free textbooks (of all subjects) were distributed to all the children including SC, ST and girls in the month of July 2006. While textbooks for all the SC, ST children and girls general category of Standards I-VIII were funded by SSA, those for boys at the primary level and the Below Poverty Line (BPL) boys at the upper primary level were funded by the state. The textbooks were distributed free of cost in every district. But a variation may be noticed in the rate of distribution among the districts (See Table 12). In Vidisha and Hoshangabad districts, while 106 percent and 101 percent students respectively were provided with free textbooks, in other districts such as Raisen only 86 percent of the targeted students were provided with free textbooks (See Table 12).

Table: 12

Distribution of Textbooks

District	Target	Distribution	Distribution (%)
Bhopal	194351	189128	97%
Sehore	241240	224821	93%
Raisen	262641	226208	86%
Vidisha	234030	246902	106%
Hoshangabad	184021	186435	101%
Harda	81464	78574	96%
Total	1197747	1152068	96%

(Source: Sate Project Office, Sept. 2006)

Suggestions

- There is need to monitor the distribution of textbooks in districts such as Raisen where the actual distribution falls much below the expected distribution.
- Additional copies should be provided to the teachers, for their own preparation and library.

2.6.2 Distribution of Free Uniforms

Distribution of free uniforms is a strategy to ensure enrolment of children, especially girls and children in the Below Poverty Line (BPL) category. For promoting decentralization in decision-making, procurement and distribution of uniforms to children especially girls, the PTAs were provided the required funds through the district level offices to purchase uniforms. At some places, PTAs pooled in to supplement additional resources raised at the local level to add to the standard uniforms like socks, ties and even belts. For the non-National Programme for Education of Girls at Elementary Level (NPEGEL) blocks, the state has taken initiatives to provide uniforms to girls during 2006-07. A study was conducted to find out what was the impact of uniform in a selected district, and the major findings of the study are:

- The girls attendance improved by 16%
- Enthusiasm and a sense of ownership among community was generated
- The community took the initiative to generate additional resources to add socks, ties and belts etc. to standard uniforms
- It highlighted the priority of ‘girl education’ in the community.

2.6.3 Grants: School and Teacher Grants

School and Teacher Grants have been released to the school bank accounts. During a field visit to Hoshangabad district, some of the teachers confirmed that they had read in the newspaper that the School and Teacher Grants have been deposited in a bank account. The teachers have yet to verify and utilize the grant. As far as the use of Teacher and School Grant is concerned, the reply was often mechanical, showing a lack of imaginative ideas and innovation. Most of the teachers, when asked about the use of Teacher Grants, replied that they used this money for purchasing dictionaries and maps. They were not clear about how the School and Teacher Grants would be utilized in the future. Most of the Teaching Learning Material (TLM) prepared by the teachers were kept in cupboards. Proper guidelines should be given for using the grants, and moreover the teachers should be oriented on the use of such grants for different purposes. The use of Teacher /TLM grants should be linked to the classroom transaction process.

Suggestions

- **There is need to orient the teachers and PTA members towards the proper utilization of School and Teacher Grants.**
- **The notion of innovation and flexibility should be promoted in utilization of such grants.**
- **There should be a handbook for this purpose and it should be given to all the teachers and PTA members.**

2.7 Quality Issues

The state has a pedagogy cell headed by a Deputy Manager, which looks after quality issues in SSA. Quality issues, mainly curriculum and textbook, teacher training children's learning assessment are also monitored through quarterly progress reports. Untrained teachers are being trained under 'Operation Quality', a two-year, D.Ed. (Diploma in Education) programme. The module and content of the training programme has been developed by the SCERT, Bhopal. The training is being conducted through distance learning mode. Currently 36,960 untrained teachers are enrolled in this programme. It was found that 50 percent of the existing teachers at the primary level and 44 percent of the middle school teachers in the state are professionally untrained. Hence the need to provide professional training to the existing teachers. Arrangements were made to encourage the teachers who were untrained to enroll in the D.Ed course through distant mode.

The state has planned different types of training for both existing and new teachers. Long duration training programmes are held during the school vacations. For fresh newly recruited teachers, the state has started thirty-day induction training programme in two stages (9 days +21 days). We had the opportunity to observe the on-going induction training programme at the DIET, Panchamarhi of Hoshangabad district. The training consisted of 156 trainees per batch. The training was conducted with sincerity by the faculty and staff, but it had limitations because of the large number of trainees in each batch.

Suggestions

- **There should be 40 per batch, for each training session with opportunities of forming small groups for group exercises.**
- **It was encouraging to see that a large number of trainees, that is newly recruited teachers were from private schools. Their previous experience would be of great help in making training and school teaching more effective.**

2.7.1 In-service Teacher Training

For the benefit of the existing teachers, a 20-day intensive in-service training was given. In 2005-06, the 20-day training was given in two phases. In the first phase, a 15-day residential training at the block level and the DIET level was given. In the subsequent phase, a one-day training at the cluster level was given every month.

Table : 13
Summer Vacation Teacher Training Status

DRG		BMT		Primary Teacher		Upper Primary Teacher	
Target	Achieve	Target	Achieve	Target	Achieve	Target	Achieve
1152	967	15000	14483	170015	148692	68651	67142
83%		96%		87%		97%	

(Source: Sate Project Office, Sept. 2006)

The following observations were made from the feedback from the teachers about training needs.

Most of the teachers felt a need for:

- Intensive training in English language.
- Training in Mathematics and teaching methodology.
- For using TLM in classes, for many teachers, despite being aware of its efficacy, still did not use it.
- Training in facilitation skills
- Maintaining proper records for students' monthly tests.
- Improving learning in English, Mathematics and Sanskrit for on-the-spot testing revealed poor performance.
- Installing room monitoring and observation system.
- In the districts, where DIET does not exist, the targets for teacher's training were also not achieved (4th JRM, State Report 2006)



Plate 10 : Training of newly recruited teachers, DIET, Panchamahi

2.7.2 Textbooks, Teaching Learning Materials (TLMs) and *Pustak Melas*

By retaining the local context, the state is revising the curriculum for elementary education in line with the NCERT formulated national curriculum framework for school education. The state has undertaken the preparation of textbooks and has taken the following into consideration:

1. Student friendly materials in terms of content, language and activities.
2. Teacher friendly texts in terms of learner's level, context, and scope for flexible use with different groups of children.
3. Textbooks with the elements of workbooks.
4. Multicolor pages for primary level textbooks.

Field trials were being conducted to get the right feedback about all aspects of the textbooks from experts in the subjects, DIETs faculty, teachers, students and parents for the purpose of improving the textbooks, and reviewing and reforming the curriculum. Care had been taken to distribute the text books on time and the use of teaching learning aids by the teachers was encouraged to make the process of learning and teaching interesting enjoyable and effective.

Teaching learning material (TLM) and teaching aids play an important role in the classrooms to inculcate desired knowledge, concepts, understanding and skills in children. It was observed earlier that the teacher grant has not been utilized effectively by some teachers. A multi pronged strategy was adopted to solve this problem.

1. The use of teaching aids was dealt with thorough teacher training programmes
2. The districts developed “*TLM Pothi*” (a collection of subjects and lesson-wise proposed teaching aids, detailing their development process and suggesting ways for its effective use in the classrooms). These *pothis* have been developed with the help of teachers and cluster coordinators. The copies of “*TLM Pothi*” are being used as training material for teachers.

The *Pustak Melas* are conducted every year to expose teachers to learning materials and teaching aids. Publishers from all over the country are invited to exhibit books, TLMs and teaching aids. Two-day *melas* are held in every district. These are sufficiently advertised in the local newspapers, so that PTA members can come and see the variety of teaching learning material before deciding to buy the same for their schools and students. These *melas* also attract children from the nearby places.

2.7.3 Learning Assessment

The policy of non-detention till the upper primary level and District Board Examinations being conducted only at the end of the Standards V and VIII was followed. This policy on non-detention was changed during 2000-2001 and an annual examination had to be cleared for promotion to the next level. The new policy of student evaluation followed the

monthly and quarterly tests conducted internally. Marks obtained in quarterly tests are added to the marks in the annual examination.

Review of assessment outcomes is followed by remedial action. This is to be done at all levels, school to Jan Shiksha Kendra (JSK), blocks, districts and state to evolve clear methods to provide academic support in schools. Difficulties captured through the analysis of student evaluation are expected to enable the teachers to focus on problem areas so that remedial action can be taken at the school level. Periodic external evaluations are introduced in order to create a more detailed understanding of factors that promote quality of learning. Periodic evaluation can also give the students as well as teacher feedback about their progress and performance. It helps them to review the learning attainment and the need for further attention and plan of action. During a field visit, it was found that the board examination results for standards V and VIII have been declining. The teachers and parents attribute this mainly to poor teacher pupil ratio, untrained teachers and non-availability of teachers and absenteeism on the part of teachers.

2.8 Implementation of other Schemes

2.8.1 National Programme for Education of Girls at Elementary Level (NPEGEL)

For the effective implementation of NPEGEL, a number of model clusters schools were targeted. One school in each cluster in an educationally backward block was selected for developing as a Model Cluster school for girls. These schools were instructed to enroll more number of girls especially from SC, ST, OBC and minority groups. A girl child friendly environment is provided by teachers in these schools. In order to develop their self-confidence, observation skills and motivate them for further learning, a number of interventions have been introduced. Some of them are:

1. Frequent visits to nearby historical places, parks, museums, hospitals and post offices.
2. Peer group “experience sharing” sessions were conducted once a month. Girls with vocational skills were allowed or encouraged to train other girls in those skills.
3. Meetings professional women, such as doctors, engineers, journalists, social workers, sportswomen, lawyers, etc were arranged frequently.

Table: 14
NPEGEL Budget

District	Sanctioned budget	Release to district	Expenditure till 31 st Aug	% of expenditure against		
				Release 2006-07	Budget 2006-07	Budget 2005-06
Bhopal	166.84	105.2	80.82	77%	48%	97%
Sehore	247.75	138.15	111.3	81%	45%	89%
Raisen	308.41	153.91	111.95	73%	36%	92%
Vidisha	344.39	165.12	123.09	75%	36%	82%
Hoshangabad	235.21	113.74	134.18	118%	57%	91%

Harda	125.65	64.73	44.94	69%	36%	79%
Total	1428.25	740.85	606.28	82%	42%	88%

(Source: State Project Office, Sept. 2006)

Under NPEGEL, girls' education related various activities have been initiated. The uniforms provided under NPEGEL have provided a separate identity to the girls going to schools and boosted their morale. The model cluster approach is also an important activity.

2.8.2 Kasturba Gandhi Balika Vidyalaya (KGBV)

The KGBVs are residential schools which have been proposed to cover "hard to reach" girls especially the deprived ones from SC, ST, OBC and minority communities. Seventy KGBV, are currently running, 35 more are in the process. Out of 105 KGBVs, 35 were in ST dominated areas and 38 in SC dominated areas. In those facilities 707 SC, 1678 ST and 261 OBC girls have benefited. The scenario for KGBV has been encouraging. In the sample districts, all the targeted KGBVs are started. In Vidisha, Hoshangabad and Harda districts, six KGBVs are functioning, catering to the educational needs of 273 girls.

Table: 15
Kasturba Gandhi Balika Vidyalaya (KGBV)

District	KGBVs		Number of Girl Children	
	Target	Started	Target	Enrolled
Vidisha	2	2	100	100
Hoshangabad	3	3	150	161
Harda	1	1	50	18
Total	6	6	300	279

(Source: Sate Project Office, 2006)



Plate 11: Kasturba Gandhi Balika Vidyalaya (KGBV)

As far as construction of building for KGBV hostel is concerned, the provision for buildings have been made for all the KGBVs. However, the construction is at different stages. There is need to speed up the construction activity.

Table: 16
KGBV Building Status

District	Target	Started	Level
Vidisha	2	2	1 Roof Comp., 1 Roof level
Hoshangabad	3	3	3 Plinth (Slow Progress)
Harda	1	0	New KGBV AS/TS not issued
Total	6	5	

(Source: Sate Project Office, Sept. 2006)

For the benefit of girls, hostel facilities have been proposed. Altogether 34 hostels have been proposed to be constructed in the selected six districts. Till the completion of the construction, the students are kept in the hostels on rent. Out of 34 KGBV hostels planned, 32 hostels were functioning. In Bhopal, out of proposed 2, 1 is functioning; and in Harda, out of 3 hostels, 2 were functioning. Out of total 1700 girls targeted for enrolment in such hostels, 1405 girls have been enrolled in the hostels in the selected districts. Thus 82.6 percent of the targeted have been achieved although achievement level varies among districts.

Table: 17
Girls' Hostel: Target and Achievement

District	Girls Hostel		No. of Girls	
	Target	Started	Target	Enrolled
Bhopal	2	1	100	15
Sehore	5	5	250	250
Raisen	6	6	300	280
Vidisha	7	7	350	343
Hoshangabad	6	6	300	274
Harda	3	2	150	72
Total	29	27	1450	1234

(Source: Sate Project Office, Sept. 2006)



Plate 12 : Rekha, a student of KGBV, Kamalipur

2.8.3 Mid Day Meal Scheme

Mid Day Meal scheme is being implemented under strict administrative supervision. Cooked meals are being provided to the children with the help of Self Help Groups. Recently the government has increased the unit cost of meal per child. PTA support is compulsory. The teachers however often complain that this take major part of their teaching time.



Plate 13: Midday Meals served to the children



Plate 14: The cooking of Mid Day Meals by SHG members

Suggestions

- **There is need to strengthen monitoring mechanism of distribution of meals on a regular basis.**
- **Sustainability issues should also be examined by conducting a state-wide external evaluation of the Mid Day Meal scheme.**

2.9 Community Mobilization and Participation (PTAs and VECs)

Mobilization is an important strategy for enrolment of children. During the household survey, the community members were involved to trace “out of school” children.

- *School Chale Hum*, a statewide campaign has been carried out in every village at the beginning of the academic year to maximize the enrolment of children.
- Immediately after the election of PTAs, the members are trained to build their capacity to participate and contribute to the process of enrolment and retention of children in schools.

The statewide campaign, ‘*School Chale Hum*’, has been conducted in two phases. With this campaign, the village education registers have been updated through a survey done with the involvement of PTAs, the functionaries of Panchayat Raj Institution and children. In the second phase, an intensive communication campaign was launched and its

main objective was to maximize the enrollment of children in school. To achieve these objectives, the following activities were carried out:

- A letter was sent to all schools and PTAs by the Chief Minister requesting parents and community to ensure the enrolment of every child;
- Boards, hoardings, jingles, etc were used with messages on enrolment;
- Textbooks were distributed to all the children on the first day of schooling;
- To welcome children to school, *Praveshotsav* (initiation ceremony) was conducted.

PTAs have been formed for all the schools for better interface between parents and teachers. The parents of all children studying in the school and teachers are members of PTA. The PTAs will be responsible for the implementation and monitoring of the day-to-day activities of the school. They shall also take decisions for bringing about improvement in their schools. To support the institutional reform initiated by the state, the *Jan Shiksha Abhiyan* has been approved by the Legislative Assembly for enactment under the legislative framework. Capacity development and strengthening the infrastructure of these integrated units are essential to enable them to function effectively. The state's proposal on Universal Elementary Education (UEE), therefore focuses primarily on these critical areas. A comprehensive plan of capacity building of all key agencies, managers, teachers, local bodies and community groups' is a key element of the UEE. The PTAs were formed in nearly all the schools. But the participation is restricted only to the head teachers, presidents and vice presidents.

For school education based literacy, it needs to be pointed out that a village may have more than one habitation / hamlet and many schools and Padma Badna Andolan Societies. Their activities require continuous support and supervision on a daily regular basis that cannot be done by a VEC which will be meeting periodically and have a representative character. The stakeholders for schools are parents. Therefore a level below the VEC is needed, which gives authority and responsibility to the stakeholders particularly parents, directly on a large collective basis over the school. For this a PTA has formed for each school. The PTA is the local monitor for the school and will implement decisions for the improvement of the school. In order to equip the PTA to work efficiently for the school, a one-day orientation programme will be conducted. The training module will be prepared at the district level following the guidelines from the state. The orientation of the PTA members will be held at the cluster level. The regular contingency needs of the upper primary schools are proposed to be supplemented by recurring annual school grants to the PTA. Primary and upper primary schools will be provided with an annual school contingency of Rs.3000/- (Rs.2000/- per school and Rs.

500/- to two teachers will be given every alternate year). Because of the budget ceiling proposed for SSA, the teachers' grant will be given every alternate year.

Village Education Committee (VEC)

To orient VECs about their roles and responsibilities for the management of schools, a one-day orientation programme was undertaken every year. A need for more intensive field based orientation was felt and therefore, it was decided to provide VECs with more interactive training, making use of a variety of strategies, interpersonal discussions and orientations, exchange visits, open educational reviews with the community and panchayats and teachers.

2.10 Institutional Development and Capacity Building



Plate 15: Block Resource Centre (BRC), Bawai block, Hoshangabad

Vacant Posts

As per the teaching and academic posts such as APC, Block resources coordinator, programmes etc. the number of posts were 204 and out of this 169 were filled in the six districts and still 39 posts were vacant.

Table: 18
District level status of filled and vacant posts

District	Total	Appointed	Vacant	Vacant Posts	Vacant for IED Resource person
Bhopal	18	14	4	APC(1), BRCC(1), BAC (2)	-
Sehore	30	21	9	APC (3), Acct. Programmer, DEO (1), BRCC (1), BAC (2)	1
Raisen	38	33	5	APC (4), DEO (1)	1
Vidisha	38	28	10	APC (3), BRCC (2), BAC (5)	6
Hoshangabad	38	37	1	Programmer	3
Harda	22	12	10	APC (3), Acct., Programmer, DEO, BAC (4)	3
Total	184	145	39		14

(Source: Sate Project Office, Sept. 2006)

Capacity building of Staff

District program coordinators have been recurrently trained on different aspects through face-to-face mode and teleconference from time to time on different activities and issues relating to their work and SSA. 314 Janpad Shiksha Kendra (BRC) and 6176 Janshiksha Kendra have been established for academic monitoring. One BRCC and 3 BACs per JPSK were appointed at the block level for the smooth functioning of the BRC and to provide academic support to the schools. BRCCs and BACs were provided with intensive training in English for one month at RSK by ELT. Subject-wise training was organized for BACs. The above mentioned personnel were also trained through teleconference from time to time on various aspects of SSA, - NPEGEL, Bridge course, PTA election and Training, Quality Education, Mobilization, Planning and Monitoring Mechanism Evaluation techniques. The distribution of uniforms and free textbooks was monitored. Nine districts have been developed as recourse centers for field training. DPC, GC, BEO, BRC, BACs have trained in these resource centers.

Management Information Systems

The computerized MIS, which was developed under DPEP, has been further upgraded to cover upper primary school needs. Thus the improved “Integrated Programme Monitoring System” generates a database required for quality and equity indices for regular periodical review. Besides this, the programme monitoring information system and the EMIS are the base for data based monitoring. The data pertaining to different aspects of elementary education are collected at a particular interval and analysed to identify the problems at different levels so as to formulate measures to address the

problems at the earliest. Status information related to SSA objectives is being used for preparation of plan, monitoring implementation of planned activities, Management Information System and Decision Support Systems etc. Data related to outcome indicators, that is age group wise caste and gender wise, enrollment at primary, upper primary level, out of school never enrolled children, dropout children, reasons for being out of school, children with special needs, their needs, their enrolment status is being indicated, computerized and used for plan preparation. It is also used to prioritize the activities for problem area, infrastructure, availability and requirement for policies, decision making.

The data collection format is devised, they are a part of integrated monitoring system. Initially it was a quarterly format but now it is converted into monthly format. Through this format the following information is collected at a particular interval and analysed to identify the problems at different levels so as to formulate measures to address the problems

- Enrolment and attendance on a monthly basis
- Incentives distribution on a quarterly basis
- Status of out of school children on a monthly basis
- Village level school information on a monthly basis
- Block level coordinator analysis the information
- Annual report in the GOI prescribed format by DISE.

Field based monitoring is an instrument for improving quality in schools through school improvement plan for rigorous monitoring has been developed and implemented throughout the state in all the districts. Through the school improvement programme the functionaries involved in SSA adopt schools for improvement in quality. Early Jan Shikshak (CRCC) has to adopt 2 schools and all BRCC, BRC, BGC, DPC, DGC, APCs, DIET personnel have to adopt one school. They have to visit at least two times in a month in each adopted schools. This ensures follow up on school supervision as well as cross checking on the quality of school visit at each level. It is expected that a full day visit at school in which supervisor assists the teacher, does learner assessment, guide teacher to improve achievement level of children. Every Jan Shikshak has to visit all schools of the cluster and all BRCC, BAC, BGC, DPC, DGC, APCs, have to visit at least seven villages in a month. DIET personnel have to visit four schools in a month. t state level one officer has been given responsibility to support the district and should visit at least once in a month. In 2006-07 a special training programme has been prepared for Jan Shikshak to improve their academic performance. CRISP institution is involved in preparation of training module for conducting training.

A monthly review at all levels provides an opportunity to discuss the problems and source solutions. Based on data, villages with low enrollment of girls, number of out of school girls below average, and number of CWSN are identified as backward pockets. A meeting with these backward pocket communities and teachers is held at the block level.



Plate 16: SDM meeting progress of SSA implementation at Bawai block, Hoshangabad district

2.11 Monitoring Outcome Indicators

2.11.1 Enrolled and Out of School Children

The Gross Enrolment Ratio (GER) is 100 for Bhopal at the upper primary level. For the primary level, the GER for Hoshangabd is 98.5 and at the upper primary level the GER for Harda is 80.1. The drop out rate for Harda at the primary level is 25.3 and for Vidisha it is 14.8. These is a wide variation in the levels of drop outs in the sampled districts.

Table: 19
Select Indicators: GER and Drop-out Rate (2005-06)

District	GER (P)	GER (UP)	Drop-out Rate (P)	Drop-out Rate (UP)
Bhopal	102.2	100.0	22.0	17.9
Sehore	99.5	99.1	12.1	11.2
Raisen	112.0	87.7	18.8	22.0
Vidisha	103.4	82.8	14.8	17.4
Hoshangabad	98.5	85.9	20.1	9.9
Harda	102.7	80.1	25.3	18.1

(Source: Sate Project Office, Sept. 2006)



Plate 17 : An over-aged child in Standard IV

During the year 2005-06 the out of school children were identified and efforts were made to enroll them in schools. This was fully achieved in some districts. But in some districts it was not yet fully achieved. Efforts are being made to enroll the left out children. The analysis from the data of the selected villages shows on an average 86.4 percent of the out of school children were enrolled in schools. But the remaining 13.6 percent of the children were still in out of school categories. Wide differences among districts were found in the process of enrolment of out of school children. It may be due to the impact of some regional factors.

There were 24435 children who were identified in the selected districts and out of this 22470 were enrolled in various schools spread over the selected six districts. 1965 children were still out of school. In Bhopal and Hoshangabad nearly all the children identified last year were enrolled.

Table: 20
Number of Out of School Children (2005-06)

District	Out of school in 2005-06	Out which enrolled	Identified last year but still out of school
Bhopal	2766	2766	0
Sehore	292	110	182
Raisen	308	122	186
Vidisha	6543	5965	578
Hoshangabad	12236	12236	0
Harda	2290	1271	1019
Total	24435	22470	1965

(Source: Sate Project Office, 2006)

3. Concluding Remarks

With the valuable experience of DPEP implementation in the state, the implementation of Sarva Shiksha Abhiyan is on sound footing. The state has built its DPEP experience into SSA implementation. The progress of implementation, however, cannot be captured by the increase in expenditure as shown in Table: 21.

Table: 21
SSA Budget and Expenditure

District	Sanctioned budget	Release to district	Expenditure till 31 st Aug	% of expenditure against		
				Release 2006-07	Budget 2006-07	Budget 2005-06
Bhopal	2980.91	934.42	800.28	86 %	27 %	69 %
Sehore	2743.61	836.96	609.4	73 %	22 %	81 %
Raisen	3592.86	1293.99	576.67	45 %	16 %	76 %
Vidisha	3951.59	1782.77	614.41	34 %	16 %	72 %
Hoshangabad	2711.16	822.41	776.68	94 %	29 %	80 %
Harda	1605.7	532.65	536.14	101 %	33 %	71 %
Total	17585.83	6203.2	3913.58	63%	22%	75%

(Source: Sate Project Office, Sept. 2006)

The state has taken up various innovative steps such as up-scaling, bridge course centres, hostel for CWSNs, operation Quality, Head Start, and so on. It has started using the national monitoring format. The consolidated report should be available very soon. The state needs to intensify internal monitoring. It is heartening to see that SSA is on the priority agenda of the state and district administration as well.

Suggestions and Recommendations

- The state and districts should review availability of teachers in the schools in relation to number of students, grades and classrooms..
- The state and districts should follow a decentralized mechanism of selection and deployment of teachers.
- Priority should be given to Single teacher schools and new schools.
- The state should approach the teaching profession from the sustainable development point of view.
- The state and district project officers should review the approved unit cost and chalk-out a strategy to avoid delay in the completion of buildings.
- There should be a joint intensive orientation of the newly appointed SSA sub-engineers and the RES sub engineers.
- There should be speedy disposal of completion certificates to the buildings completed so far.

- There should be intensive orientation to the PTA members on the construction processes and procedures, to enable them to play a proactive role in civil works.
- Mainstreaming should be given priority in residential bridge courses.
- There is need to monitor the enrolment of children in the residential bridge courses.
- Health problems in the residential bridge course centres should be given due attention.
- Hostel facilities for handicapped children are needed at block level.
- Supplementary aids for each type of disability should be supplied in adequate numbers and in functional condition.
- There should be provision for appointing Resource Teachers at such schools/ hostels.
- Transport facilities should be provided at the site.
- The convergence between the Anganwadi Centres and the schools should be attempted in the following areas- timing, space, management and pre-primary education components.
- The SSK and Anganwadi workers should be given joint training on the various components of pre primary education, health and hygiene.
- There is need to monitor the distribution of textbooks if districts such as Raisen where the actual distribution falls much below the expected distribution.
- Additional copies should be provided to the teachers, for their own preparation and library.
- There is need to orient the teachers and PTA members towards the utilization of School and Teacher Grants.
- The notion of innovation and flexibility should be promoted in the utilization of such grants.
- There should be a handbook for this purpose and it should be given to all the teachers and PTA members.
- The member of teachers selected for training should not go beyond 40 per batch with opportunities of forming small groups for group exercises.
- It was encouraging to see that a large number of trainees that is newly recruited teachers were from private schools. Their previous experience would be of great help in making training and school teaching more effective.
- There is need to strengthen the monitoring mechanism of distribution of meals on a regular basis.
- Sustainability issues should be examined by conducting a state-wide external evaluation of the Mid Day Meal scheme.
- Review of the current selection and recruitment process and rational deployment of teachers.
- Orientation of PTA members and advocacy campaign for improving the students' attendance.

- Joint orientation of newly appointed SSA and RES Sub-Engineers.
- Intensive orientation of PTA members and monitoring of their activities by JSK Co-ordinators.
- Strengthening of DIET in terms of staff, equipment and their active involvement of DIET faculty members in quality activities.
- Flexibility in terms of TA/DA provisions to CRC and BRC Co-ordinators.
- Orientation and training of teachers and PTA members on the use of Teacher and School Grants.
- Rigorous monitoring and review of technical support provided by the RES technical staff to civil works activities.

Annexure- I

Visit to Hoshangabad District **Visit to Hoshangabad District**

A team consisting of Dr. Avinash K. Singh (TISS, Mumbai) and Dr. Rakesh Dubey (RSK, Bhopal) visited Hoshangabad district for reviewing the progress of SSA programme being implemented in the district, from 16th-18th September, 2006. The meetings and discussions were held with District Programme Co-ordinator, Assistant Programme Co-ordinator, BRC Co-ordinator (Janpad Shiksha Kendra Co-ordinator) CRC Co-ordinators (Jan Shiksha Kendra Co-ordinator), PTA members, teachers, community members, and others. The team also observed the functioning of the primary and middle schools, headstart centres, CRCs and BRCs. Besides these, we reviewed the implementation of other schemes, such as Mid Day Meal (MDM), Kasturba Gandhi Balika Vidyalaya (KGBV), National Programme for Education of Girls at Elementary Level (NPEGL). Although observations and comments arising from the district field visits have been integrated into the main report, some of the district specific problems and suggestions are listed as below:

A: Concerns (Problems and Issues)

1. Availability of teachers in the schools
2. Students' attendance problems
3. Slow pace of construction
4. PTA involvement limited to upto President, Vice President and Head Teacher
5. Inadequacy of staff at DIET and isolation of the existing staff in quality related activities
6. Mechanical use of Teacher and School Grants

7. Weak technical monitoring of civil works in the district.

B: Suggestions

1. Review of the current selection and recruitment process and rational deployment of teachers
2. Orientation of PTA members and advocacy campaign for improving the students' attendance
3. Joint orientation of newly appointed SSA and RES Sub-Engineers
4. Intensive orientation of PTA members and monitoring of their activities by JSK Co-ordinators
5. Strengthening of DIET in terms of equipment, staff and their active involvement of DIET faculty members in quality activities
6. Flexibility in terms of TA/DA provisions to CRC and BRC Co-ordinators
7. Orientation and training of teachers and PTA members on the use of Teacher and School Grants
8. Rigorous monitoring and review of technical support provided by the RES technical staff to civil works activities.

Annexure- II

List of Person Contacted

State Headquarters

1. Mr. Shitanshu Shukla, RSK, Bhopal
2. Ms. Karmana Acharya, RSK, Bhopal
3. Mr. Mahesh Mulchandani, RSK, Bhopal
4. Dr. Rakesh Dubey, RSK, Bhopal
5. Mr. Deepak Verma, RSK, Bhopal
6. Mr. Neeraj Saxena, RSK, Bhopal
7. Mr. Sisodia, RSK, Bhopal

District: Hoshangabad

1. Mr. Sanjay Mishra, District Programme Co-ordinator
2. Mr. S.D. Chug, Administration and Accounts officer
3. Ms. Amita Dubey, APC, Gender
4. Ms. V.S. Saxena, Head Teacher, Middle School, SPM, Hoshangabad
5. Mr. Madhu Sharma
6. Jan Shiksha Kendra, Co-ordinator, Anchal Khera
7. Mr. Narendra K. Malvia, PTA president, KGBV, Managaon.
8. Ms. Asha Thakur, Warden, KGBV Hostel, Managaon.
9. Ms. Chhaya Mudgale, Assistant, KG BV Hostel
10. Ms. Manorama Prajapati, Warden, KGBV Hostel
11. Ms. Jyoti Tiwari, Assistant Warden, KGBV Hostel
12. Mr. Ueke, PTA, President, Kamate

DIET, Panchamarhi

1. Mr. S.S. Patel, DIET Principal, (In-charge)
2. Mr. Naresh Gupta, Faculty, DIET, Panchamarhi
3. Mr. M.K. Gupta, Faculty, DIET, Panchamarhi
4. Mr. G.S. Thakur, Faculty, DIET, Panchamarhi
5. Mr. K.K. Daniel, Faculty, DIET, Panchamarhi
6. Mr. Sanjay Bhatt, Faculty, DIET, Panchamarhi

Head teacher, PTS Primary school Panch Mashi

1. Mr. N.S. Raghu, BRCC, Piparia
2. Mr. Mukesh BRCC, Piparia
3. Ms. Geeta Sahu, BRCC Gender Co-ordinator, Piparia
4. Mr. Dikshit, Executive Engineer, RES, Hoshangabad.

Others

Teachers, Parents, and others.

Annexure – III**Relevant Tables****(a) Opening of new Schools (Both Primary and Upper Primary) AWP 2006-07**

District	EGS to Primary Schools up gradation		EGS to Primary Schools up gradation		Upgradation of Primary Schools to Middle Schools		
	Target		Achievement		Target		
	New Schools	New Teachers	New Schools	New Teachers	New Schools	New Teachers	
Gwalior							
Guna					6	18	
Ashoknagar							
Dewas					47	141	
Indore							
Dhar							
Jhabua							
Khargone							
Barwani					15	45	
Khandwa							

Burhapur							
Bhopal							
Sehore						12	36
Raisen						33	99
Rajgarh						11	33
Vidisha						25	75
Betul						26	78
Hoshangabad						12	36
Harda							
Jabalpur						10	30
Katni							
Narsinghpur						13	39
Chhindwara							
Balaghat						17	51
All 24 Districts							
State Total	Nil	Nil	Nil	Nil	Nil	227	681

(Source: SPO, 2007)
Annex-II

School Buildings (Primary)

Sr.No.	Districts	Spill over	Fresh CWs	Total (Fresh + Spill over)	Achievement till June
		Construction Works (Annual Target) Financial Year 2006-07			
1	Gwalior	112	65	177	
2	Guna	233	118	351	
3	Ashoknagar	160	14	174	
4	Dewas	32	28	60	
5	Indore	73		73	6
6	Dhar	192		192	
7	Jhabua	425	47	472	
8	Khargone	235	72	307	
9	Barwani	483		483	
10	Khandwa	59		59	
11	Burhapur	50		50	3
12	Bhopal	71	22	93	
13	Sehore	70	49	119	
14	Raisen	142	20	162	4
15	Rajgarh	140	28	168	
16	Vidisha	184		184	9
17	Betul	153		153	

18	Hoshangabad	162	35	197	
19	Harda	75	22	97	
20	Jabalpur	165		165	
21	Katni	131		131	
22	Narsinghpur	238	19	257	13
23	Chhindwara	215	90	305	
24	Balaghat	111	35	146	
Total 24 Districts		3911	664	4575	35
Total 48 Districts		7374	2284	9658	135

(Source: SPO, 2006)

Annex-III

Sr. No.	Districts	School Buildings (Middle)			Achievement till June 2006
		Spill over	Fresh CWs	Total (Fresh + Spill over)	
		Construction Works (Annual Target) Financial Year 2006-07			
1	Gwalior	13	54	67	1
2	Guna	0	149	149	
3	Ashoknagar	10	136	146	1
4	Dewas	0	112	112	
5	Indore	0	110	110	
6	Dhar	0	213	213	
7	Jhabua	0	236	236	
8	Khargone	0	405	405	
9	Barwani	0	316	316	
10	Khandwa	1	156	157	
11	Burhapur	0	105	105	
12	Bhopal	0	98	98	
13	Sehore	0	191	191	
14	Raisen	50	166	216	
15	Rajgarh	0	125	125	
16	Vidisha	0	339	339	
17	Betul	0	218	218	
18	Hoshangabad	7	169	176	
19	Harda	0	70	70	
20	Jabalpur	3	168	171	
21	Katni	0	100	100	
22	Narsinghpur	0	100	100	
23	Chhindwara	0	240	240	

24	Balaghat	0	192	192	
Total 24 Districts		84	4168	4252	2
State Total		330	8017	8347	21

(Source: SPO, 2006)
Annex-IV

Sr. No.	Districts	Additional Rooms in Primary Schools			Achievement till June 2006
		Spill over	Fresh CWs	Total (Fresh + Spill over)	
		Construction Works (Annual Target) Financial Year 2006-07			
1	Gwalior	254	152	406	6
2	Guna	31	100	131	
3	Ashoknagar	72	160	232	
4	Dewas	65	358	423	
5	Indore	207	293	500	14
6	Dhar	168	0	168	
7	Jhabua	685	447	1132	5
8	Khargone	300	474	774	6
9	Barwani	223	343	566	
10	Khandwa	328	700	1028	15
11	Burhapur	156	107	263	4
12	Bhopal	90	267	357	
13	Sehore	25	160	185	
14	Raisen	230	180	410	
15	Rajgarh	100	350	450	5
16	Vidisha	418	317	735	2
17	Betul	247	320	567	5
18	Hoshangabad	102	112	214	5
19	Harda	80	150	230	
20	Jabalpur	66	220	286	
21	Katni	332	194	526	
22	Narsinghpur	93	210	303	6
23	Chhindwara	152	300	452	14
24	Balaghat	121		121	
Total 24 District		4545	5914	10459	87
State Total		8952	11798	2075	190

0

(Source: SPO, 2006)

Annex-V

Additional Rooms in Middle Schools

Sr. No.	Districts	Spill over	Fresh CWs	Total (Fresh + Spill over)	Achievement till June 2006
		Construction Works (Annual Target) Financial Year 2006-07			
1	Gwalior	7	39	46	1
2	Guna	21	0	21	
3	Ashoknagar	0		0	
4	Dewas	0	343	343	
5	Indore	0	110	110	
6	Dhar	13	121	134	
7	Jhabua	50	117	167	3
8	Khargone	12	180	192	1
9	Barwani	4	56	60	
10	Khandwa	116	14	130	3
11	Burhapur	30	76	106	2
12	Bhopal	0	170	170	
13	Sehore	0		0	
14	Raisen	123	65	188	
15	Rajgarh	0	40	40	
16	Vidisha	0	103	103	
17	Betul	14	30	44	1
18	Hoshangabad	5	30	35	
19	Harda	0		0	
20	Jabalpur	0	70	70	
21	Katni	0	80	80	
22	Narsinghpur	34		34	3
23	Chhindwara	10	50	60	2
24	Balaghat	0	180	180	
Total 24 Districts		439	1874	2313	16
State Total		1271	3336	460	84

(Source: SPO, 2006)

Annex-V

Additional Rooms in Middle Schools

Sr. No.	Districts	Spill over	Fresh CWs	Total (Fresh + Spill over)	Achievement till June 2006
		Construction Works (Annual Target) Financial Year 2006-07			
1	Gwalior	7	39	46	1
2	Guna	21	0	21	
3	Ashoknagar	0		0	
4	Dewas	0	343	343	
5	Indore	0	110	110	
6	Dhar	13	121	134	
7	Jhabua	50	117	167	3
8	Khargone	12	180	192	1
9	Barwani	4	56	60	
10	Khandwa	116	14	130	3
11	Burhapur	30	76	106	2
12	Bhopal	0	170	170	
13	Sehore	0		0	
14	Raisen	123	65	188	
15	Rajgarh	0	40	40	
16	Vidisha	0	103	103	
17	Betul	14	30	44	1
18	Hoshangabad	5	30	35	
19	Harda	0		0	
20	Jabalpur	0	70	70	
21	Katni	0	80	80	
22	Narsinghpur	34		34	3
23	Chhindwara	10	50	60	2
24	Balaghat	0	180	180	
Total 24 Districts		439	1874	2313	16
State Total		1271	3336	4607	84

(Source: SPO, 2006)

Annex-XV

Sr.No.	District	Model Cluster Schools	
		Target	Functional
1	Gwalior	100	100
2	Guna	119	119
3	Ashoknagar	86	86
4	Dewas	150	150
5	Indore	122	122
6	Dhar	155	155
7	Jhabua	240	240
8	Khargone	205	205
9	Barwani	136	136
10	Khandawa	115	115
11	Burhanpur	47	47
12	Bhopal	67	67
13	Sehore	111	111
14	Raisen	140	140
15	Rajgarh	120	120
16	Vidisha	150	150
17	Betul	170	170
18	Hoshangabad	120	120
19	Harda	60	60
20	Jabalpur	112	112
21	Katni	129	129
22	Narsinghpur		
23	Chhindwara	162	162
24	Balaghat	35	35
Total 24 Districts		2851	2851
Total State		5653	5653

(Source: SPO, 2006)

Annex-XVI

Sr. No.	District	Model Cluster (Civil works)	
		Physical	Achievement
1	Gwalior	48	
2	Guna	60	
3	Ashoknagar	48	10
4	Dewas	72	12
5	Indore	48	16
6	Dhar	156	78
7	Jhabua	144	52
8	Khargone	96	

9	Barwani	84	
10	Khandawa	84	37
11	Burhanpur	24	
12	Bhopal	24	5
13	Sehore	60	20
14	Raisen	84	42
15	Rajgarh	72	21
16	Vidisha	84	
17	Betul	120	13
18	Hoshangabad	72	17
19	Harda	36	
20	Jabalpur	60	15
21	Katni	72	
22	Narsinghpur		
23	Chhindwara	108	
24	Balaghat	36	
Total 24 District		1692	338
State Total		3408	544

(Source: SPO, 2006)

Districtwise details of NPEGEL Budget & Expenditure As on 31.7.2006

Rs. in Lakhs

District	Opening Balance as on 1.04.06	Budget Disbursed on 22-6-06 (as per notesheet)	Budget Disbursed on 20-7-06 (as per notesheet)	Total Funds available at Districts (including O.B.)	Spill over Budget	Fresh Budget 2006-07
Gwalior	24.07	106.1	5.40	135.57	2.00	229.50
Guna	98.45	29.35	3.30	131.10	11.75	247.05
Ashoknagar	78.18	18.71	1.92	98.80	9.00	186.32
Dewas	35.42	99.22	4.76	139.40	20.18	283.71
Indore	48.23	70.18	6.25	124.65	12.20	231.77

Dhar	51.60	185.75	8.29	245.64	0.00	449.79
Jhabua	59.80	177.02	2.88	239.70	7.83	484.22
Khargone	20.89	163.64	5.06	189.59	2.23	380.91
Barwani	50.58	97.74	3.66	151.98	11.00	292.99
Khandawa	0.30	138.59	3.75	142.63	9.00	271.10
Burhanpur	36.44	27.75	2.54	66.73	1.00	111.28
Bhopal	1.57	99.57	4.06	105.20	2.00	164.84
Sehore	23.60	109.92	4.63	138.15	0.00	247.75
Raisen	0.11	148.96	4.84	153.91	9.90	298.51
Rajgarh	53.84	103.07	6.16	163.06	20.73	291.02
Vidisha	25.65	133.98	5.49	165.12	27.60	316.79
Betul	0.56	199.94	9.29	209.79	0.21	390.85
Hoshangabad	10.35	99.86	3.53	113.74	1.00	234.21
Harda	39.36	23.36	2.02	64.73	1.00	124.65
Jabalpur	9.43	78.25	3.38	91.06	1.35	204.03
Katni	64.98	77.53	4.67	147.19	13.27	276.81
Narsinghpur	0.00	0	0.00	0.00	0.00	0.00
Chhindwara	60.34	150.83	9.15	220.32	5.13	398.32
Balaghat	44.60	0	1.38	45.98	7.50	88.88
State Level Budget					10.00	110.80
GRAND TOTAL				6778.53	553.64	12668.25

(Source: SPO,

ECCE/SSKs AWP 2006-07

Sr.No.	District	NPEGEL		SSA		(SS
		Target	Achiev.	Target	Achiev.	Target
1	Gwalior	200	184	10	100	30

				0		
2	Guna	238	242	100		33
3	Ashoknagar	172	168	50		22
4	Dewas	300	290		30	30
5	Indore	244	244			24
6	Dhar	310	310			31
7	Jhabua	480	400		25	48
8	Khargone	410	410			41
9	Barwani	272	190	250		52
10	Khandawa	230	145			23
11	Burhanpur	94	94			9
12	Bhopal	134	127			13
13	Sehore	222	222	250		47
14	Raisen	280	268	210		49
15	Rajgarh	240	224	250		49
16	Vidisha	300	300			30
17	Betul	340	340	83	83	42
18	Hoshangabad	240	240	24		26
19	Harda	120	95	50	41	17
20	Jabalpur	224	334	250	93	47
21	Katni	258	258	102		36
22	Narsinghpur			220	102	22
23	Chhindwara	324	364	30		35
24	Balaghat	70	110	85	50	15
Total 24 District		5702	5559	2054	1376	775
Total State		11306	11109	4496	2796	1580

**Annex-
XIX**

(k) Kasturba Gandhi Balika Vidyalaya (Status as on 30 July 2006)

Sr.No.	Districts	2004-05	2005-06			
		Target	Achievement	Target	Achievement	Not Started yet
1	Gwalior	1	1			
2	Guna	2	2			
3	Ashoknagar	1	1			
4	Dewas	2	2			
5	Indore			2	2	
6	Dhar	1	1	3	3	
7	Jhabua	3	3			
8	Khargone					
9	Barwani					
10	Khandwa	3	3	1	1	
11	Burhapur	2	2			
12	Bhopal					
13	Sehore					
14	Raisen					
15	Rajgarh	2	2			
16	Vidisha	2	2			
17	Betul	3	3			
18	Hoshangabad	3	3			
19	Harda			1	1	
20	Jabalpur			1	1	
21	Katni	6	6			
22	Narsinghpur					

1
2
1
2
2
4
3

4
2

2
2
3
3
1
1
6

23	Chhindwara	2	2	3	3	
24	Balaghat			2	2	
Total 24 Districts		33	33	13	13	
Total State		70	70	35	34	

5

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* 70 KGBVs were sanctioned by GOI in Feb 2005 and these were started in July 2005.

** 35 KGBVs were sanctioned by GOI in Feb 2006 and these were started in July 2006.

(Source: SPO, 2006)

Annexure – IV

State Project Office (SPO) Report

Networking with NGO/Individuals/Institution

Name of the NGO/Institutions	Name of the district covered by the NGO
Digdarshika Institute of Rehabilitation, Bhopal	Hoshangabad, Seopur, Morena, Bhind, Harda
MP welfare association for the Bhind, Indore	Gwalior, Huna, Datia, Shivpuri, Ashoknagar
Deaf & Dumb Association, Indore	Indore, Dhar, Badwani, Burhanpur
Avsar Punarwas avem anusandhan, Sagar	Sagar, Panna, Damoh, Chattarpur, Tikamgarh
JTMRI Jabalpur	Jabalpur, Seoni, Mandla, Dindori, Katni, Chindwara, Narsinghpur
Welfare Association for the disabled, Indore	Jhabua, Khandwa, Khargone
MP Viklang Samiti, Bhopal	Vidisha, Rajgarh, Sidhi, Satna
Pooja Viklang Samiti, Indore	Ujjain, Dewas, Ratlam, Shajapur, Mandsaur, Neemuch
Shiv Kalyan Samiti, Bhopal	Rewa, Shahdol, Umaria, Anuppur, Sidhi, Satna

Annex-13

Sno	District	Model Cluster Schools	
		Target	Functional
1	Sheopur	61	61
2	Morena	138	138

3	Bhind	98	98
4	Gwalior	100	100
5	Shivpuri	172	172
6	Guna	119	119
7	Ashoknagar	86	86
8	Datia	60	60
9	Dewas	150	150
10	Ratlam	120	120
11	Shajapur	138	138
12	Mandsaur	80	80
13	Neemuch	51	51
14	Ujjain	136	136
15	Indore	122	122
16	Dhar	155	155
17	Jhabua	240	240
18	Khargone	205	205
19	Barwani	136	136
20	Khandawa	115	115
21	Burhanpur	47	47
22	Bhopal	67	67
23	Sehore	111	111
24	Raisen	140	140
25	Rajgarh	120	120
26	Vidisha	150	150
27	Betul	170	170
28	Hoshangabad	120	120
29	Harda	60	60
30	Sagar	200	200
31	Damoh	140	140
32	Panna	120	120
33	Chhatarpur	145	145
34	Tikamgarh	147	147
35	Jabalpur	112	112
36	Katni	129	129
37	Narsinghpur		
38	Chhindwara	162	162
39	Seoni	73	73
40	Mandla	112	112
41	Dindori	119	119
42	Balaghat	35	35
43	Rewa	157	157
44	Shahdol	96	96

45	Anooppur	80	80
46	Umaria	59	59
47	Sidhi	150	150
48	Satna	150	150
Total		5653	5653

Networking with NGO/Individuals/Institution

Name of the NGO/Institutions	Name of the district covered by the NGO
Digdarshika Institute of Rehabilitation, Bhopal	Hoshangabad, Seopur, Morena, Bhind, Harda
MP welfare association for the Bhind, Indore	Gwalior, Huna, Datia, Shivpuri, Ashoknagar
Deaf & Dumb Association, Indore	Indore, Dhar, Badwani, Burhanpur
Avsar Punarwas avem anusandhan, Sagar	Sagar, Panna, Damoh, Chattarpur, Tikamgarh
JTMRI Jabalpur	Jabalpur, Seoni, Mandla, Dindori, Katni, Chindwara, Narsinghpur
Welfare Association for the disabled, Indore	Jhabua, Khandwa, Khargone
MP Viklang Samiti, Bhopal	Vidisha, Rajgarh, Sidhi, Satna
Pooja Viklang Samiti, Indore	Ujjain, Dewas, Ratlam, Shajapur, Mandsaur, Neemuch
Shiv Kalyan Samiti, Bhopal	Rewa, Shahdol, Umaria, Anuppur, Sidhi, Satna