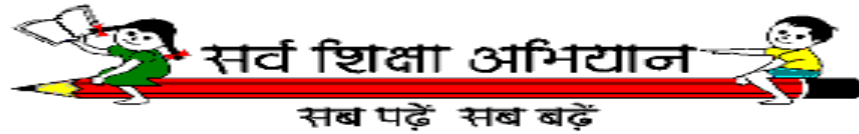


SECOND HALF YEARLY
MONITORING REPORT OF
TATA INSTITUTE OF SOCIAL SCIENCES
ON SSA FOR
MADHYA PRADESH STATE
FOR THE PERIOD
1ST October 2006 TO 31ST March 2007

DISTRICTS COVERED

DEWAS
INDORE
DHAR
JHABUA
BARWANI
BETUL



SSA Monitoring in Madhya Pradesh



Half Yearly Report: October 2006 to March, 2007
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For monitoring of Sarva Shiksha Abhiyan in selected six districts, visits were made to the districts and state office during November 2006 – March 2007. Before starting district field visits, briefing meetings and discussions were held with state programme officials about progress of the Annual Work Plan 2006-07 implemented so far. The district visits involved meetings with the district and sub-district level programme functionaries, such as DPC, APC, BRCCs, CRCCs, PTA members, teachers and community members. The district visits included one representative from Rajya Shiksha Kendra, Bhopal. The review was conducted in an atmosphere of co-operation and cordiality. The support provided by Ms Kamana Acharya and Mr. Sitanshu Shukla are highly appreciated. On the spot feedback was shared with the concerned functionaries. On behalf of the Tata Institute of Social Sciences, as a monitoring institution, I thank both the state and district level SSA office and staff for the logistical support and co-operation extended to our team.

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Executive Summary

Observations

- For the second semester (October 2006 to March, 2007), we conducted monitoring of the implementation of Sarva Shiksha Abhiyan in six districts of Madhya Pradesh. They are Dewas, Indore , Dhar, Jhabua, Barwani and Betul districts. Out of six districts, four districts are predominantly tribal districts.

- Around 3 percent of the schools were visited in the selected six districts. Beside using information schedule and check list, the districts visit involved meetings with the district and sub districts level programe functionaries such as DPC, APCs, BRCCs, CRCCs, PTA members, teachers and community members. The team observed various component of SSA, functioning of the primary and middle schools, head start centers, CRCs and BRCs, DIETs, civil works, teacher appointment, quality of education, textbooks, teacher training, institutional development and capacity building. Besides these, we reviewed the implementation of other schemes, such as Mid Day Meal (MDM), Kasturba Gandhi Balika Vidhyalaya (KGBV), and National Programme for Education of Girls at Elementary Level (NPEGEL). The monitoring was conducted as a field based inquiry. The objective of SSA Monitoring in selected districts was to review the progress of programme implementation vis-à-vis programme objectives and AWP &B targets. Both the qualitative and quantitative information were collected from the field.

- For 2006-07 under the opening of schools, four out of six districts have proposed up-gradation of 386 primary school to middle school level. The target has been achieved to some extent. The filling of the teachers posts has been delayed. 369 new teachers are still to be appointed for the up-gradation. Although schools have been shown as upgraded, teachers have not been appointed in full. During the field visits, lack of teachers and teacher absenteeism were major concerns. At some places, teachers had appointed helper teachers to ease their teaching load. The up-graded schools were found running with one

or two teachers instead of three teachers. There is need to appoint all three teachers for the up-gradation of the schools.

- The progress of the civil work in all the six districts has been slow. As reported, only 41.5 per cent of the primary school targets have been completed and construction of the middle school building has not been completed. Variation can be noticed in the civil works funds released to the Parent Teacher Association (PTA) by the district against the budgetary provision. The expenditure against release also reflects disparities among districts. During field visits, it was observed that the PTA was very active in some places, while at other places such interest was low. The secretary (head master) and particularly president and vice-president were found involved in the activities. This was reflected in the quality of construction and in the timely completion of building. Other issues, which emerged during the fieldwork, were cost escalation in civil works due to excessive rise in the price of cement and other construction material; non-availability of RES engineers on the site when needed; lack of adequate staff (Sub-Engineers); high transportation cost especially in hilly area.
- Under Alternative Education, Residential Bridge Courses (RBC), Non-Residential Bridge Courses (NRBC) and Girls' Hostel have been started in the districts for bringing out-of-school children within the fold of education. The strategies have received good response from the tribal communities in Dhar, Jhabua and Barwani, due to high incidence of migration among these groups. There is however need to monitor the enrolment of the children to give priority, to the needy groups and areas. Mainstreaming should be given due emphasis. If needed, the strategies may be up-scaled to cover more such groups.
- Children with special need have been given special focus given by SSA. The SSA in Madhya Pradesh has opened hostels at the block level for physically handicap and mentally challenged children in selected blocks. The strategy has received good response. There is need to open such hostel for such children in other blocks where such facilities are not available.

- Recognizing the importance of pre-primary education, Shishu Shiksha Kendra (SSK) was introduced for the 3-5 years age group children to inculcate in them appropriate habits of learning and socialization through a proper schooling environment. This also provides an opportunity to those girls engaged in sibling care to enable them to attend a regular school. However, 50 percent of the schools in the selected districts do not have a pre-primary section, the school preparedness component is weak in the school. Although many habitations have ICDS centres, they are not linked to the schools structurally and functionally. Moreover, the education component of the ICDS is weak. Strengthening pre-primary education in the existing schools can enhance the preparedness of the children and implementing child based schemes effectively.

- During 2006-07, textbooks were distributed free of cost and in time. However minor variation may be noticed among the districts. While Barwani and Betul districts showed distribution of 101.5 percent and 102.7 percent of textbooks respectively, Dewas showed only 86 percent of free textbooks distribution. It was also reported that in Betul district at some place books were found lying idle. The team noticed that due to MDM, although schools are showing a large number of enrolled children but in actual terms, many children reported as enrolled are not attending schools. The children's absenteeism varies from 13 to 43 percent on average in the schools.

- The distribution of free uniforms is a strategy to ensure enrolment of children, especially girls and children in the Below Poverty Line (BPL) category. 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. In the selected district Indore, Jhabua and Barwani have achieved the target for the current year and rests of districts are behind the target in the year 2006-07.

- School and Teacher Grants have been released to the school bank accounts. All the teachers invariably confirmed the receipt of teachers grant. As far as the use of Teacher Grant is concerned, the reply was often mechanical, showing a lack of imaginative ideas

and innovation. Most of the school grant is used in repairs and purchase of stationary items. During the field visits, late receipt of grant was reported in most of the districts.

- Quality issues in SSA at the state level is managed by Senior Manager at SCERT. The issues include curriculum and textbooks, teacher-training and children's learning achievement. During field visits, most of the teachers showed unhappiness with the process and content of training. Some of the teachers expressed that the training was not followed up properly in term of improving class transaction. According to them, master trainers were not up to the mark. More interestingly most of the teachers were not using the training inputs in classroom, which they had learned in the training. In learning achievement, during field visit, it was noticed that the board examination results for standards V and VIII had been declining. The teachers and parents attributed this mainly to poor teacher pupil ratio, untrained teachers and non-availability of teachers and absenteeism on the part of teachers. In addition, we noticed that most of the teachers felt a need for intensive training in English for teachers. Some of the students in 6th and 7th standard were not able to do simple arithmetic calculation such as subtractions.

- Girls' education needs special attention, as there is wide gender disparities in education. Rural girls are specially disadvantaged as many of them are engaged in household activities. Beside this factors rooted in the family or the social-culture milieu of girls, distance to schools and associated threat to security, exclude them from the education system. Looking to the above state of affairs, Govt of India has started the programme known as National Programme for Education of Girls at Elementary level (NPEGEL). The programme is running in the selected districts, as well 973 Model Cluster schools are functioning. Furthermore Kasturba Gandhi Balika Vidhayala (KGBVs) have been opened in selected districts. As far as construction of building for KGBV hostels is concerned, the KGBV are running in abandoned government buildings and in rented buildings.

- Mid Day Meal (MDM) scheme is being implemented under strict administrative supervision. Cooked meals are being provided to the children. In the rural areas the PTA

appoints maid cooks. In urban areas, mid-day-meals are being distributed by NGOs such as Nandi Foundation in Indore district. There is need to monitor the quality of cooked meals distributed to children.

- PTA is responsible for the day-to-day functioning of the schools. The state has brought out changes in the selection criteria of the PTA. Now the president and vice president of PTA would be the parent of children who scored highest marks in the class/school. It was reported that Parent Teacher Association meeting took place quite often. In the meetings, various issues such as quarterly exam, school activities, result improvement, expenditure of fund received by PTA, health and hygiene, educational activities, remedial teaching, less attendance, etc were discussed. Generally meeting was held once in a month. The problems faced by the PTA, mainly are financial procedure, purchase of materials, structure design, record keeping, less participation of members, illiteracy of PTA members etc.

- Children's regular attendance is a precondition for effective school education. During the field visits, absenteeism was noticed in many schools in both rural and urban areas. There is a high incidence of absenteeism among the students at both primary and upper primary levels. The children's absenteeism in schools varied from 13.4 percent in Betul district to 43.8 percent in Jhabua districts. (See Table 31)

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.**
- **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 number 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-coordinators.**
- **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-coordinators.**
- **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.**

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 (Up gradation of Primary Schools to Middle School)

Under 'opening of schools' the state has proposed to upgrade the existing 386 primary schools to upper primary schools by providing additional teachers. Four out of six districts has proposed up gradation of primary school to middle school in 2006-07. The number of new schools to be opened varies from 47 in Dewas to 15 in Barwani. The target has been achieved to some extent. The filling the teacher post has been delayed. 369 new teachers are still to be appointed for the up-gradation. Although schools have been shown as upgraded, teachers have not been appointed in full. During the field visits, lack of teacher and teacher absenteeism were major concerns. At some places, teachers had appointed helper teachers to ease their teaching load. The up-graded schools were found running with one or two teachers instead of three teachers. There is need to appoint all three teachers for the up-gradation of the schools. The up gradation schools and teacher requirement show in Table 1

Table: 1
Up gradation of Primary Schools to Upper Primary

Districts	Target		Achievement	
	Schools	Teachers	Schools	Teachers
Dewas	47	141	47	-
Indore	-	-	-	-
Dhar	-	-	-	-
Jhabua	35	105	35	-
Barwani	15	45	15	-
Betul	26	78	26	-
Total	123	369	123	-
State Total	386	1158	386	-

(Source: RSK, Bhopal, 2007/AWP,2007-08)

2.1 Appointments 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: SPO, 2006)

Table: 2
Teacher Availability, Sanctioned, Position and Vacant posts at primary level (2006-07)

Districts	Sanctioned Post	Teachers in Position	Percent Position	Vacant Posts	Percent Vacant
Dewas	3850	3655	94.9	195	5.1
Indore	3577	3390	94.8	187	5.2
Dhar	7470	7278	91.4	192	8.6
Jhabua	7548	6328	83.8	1220	16.2
Barwani	5309	4388	82.7	921	17.3
Betul	5401	4681	86.7	720	13.3

(Source: AWP, 2007)

Table: 3
Teacher Availability, Sanctioned, In-Position and Vacant posts at Middle level (2006-07)

Districts	Sanctioned Post	Teachers in Position	Position in Percentage	Vacant Posts	Vacant in Percentage
Dewas	2104	2170	103.1	66	3.1
Indore	2450	2403	98.1	47	1.9
Dhar	2248	2194	97.6	54	2.4
Jhabua	2496	2239	81.5	257	10.3
Barwani	1816	1563	86.1	253	13.9
Betul	2748	2054	74.1	694	25.3

(Source: AWP, 2007-08)

In the selected districts, vacant percent varies from 5.1 in Dewas and 17.3 in Barwani at primary level. Similarly at middle level vacant percent varies from 1.9 in Indore and 25.3 in Betul. During the field visits, it was observed that Lack of teacher, lack of teacher in English subject, Teacher attendances and Lack of incentive were area of major concern. At some places, teachers had appointed helper teachers to ease their teaching load. This may adversely affect the teaching quality in the School System. The Teacher Availability, Sanctioned, in position Vacant posts at Primary & Middle level has been show in Tables 2 & 3.

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.

Suggestions

- **The state and districts should review the availability of teachers in the schools in relation to number of students, grades and classrooms and take suitable measures.**
- **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 sustainability 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 7374 primary & 330 in middle school buildings and 25357 additional classrooms including the spill over besides fresh proposal

Table: 4
Civil Works of Primary and Middle School building: Target and Achievement

Districts	Primary				Middle			
	Spill Over	Fresh CWs	Fresh + Spill Over	Achievement Till Feb 2007	Spill Over	Fresh CWs	Fresh + Spill Over	Achievement Till Feb 2007
Dewas	32	28	60	0	0	112	112	0
Indore	73	-	73	39	0	110	110	0
Dhar	192	-	192	105	0	213	213	0
Jhabua	425	47	472	127	0	236	236	0
Barwani	483	-	483	241	0	316	316	0
Betul	153	-	153	82	0	218	218	0
Total	1358	75	1433	594	0	1205	1205	0
State Total	7374	2284	9658	2929	330	8017	8347	393

(Source: State Project Office, 2007)

The progress of the civil work in all the six districts has been slow. As reported, only 41.5 per cent of the primary school targets have been completed and construction of the middle school building has not been completed. Variation can be noticed in the civil works funds released to the Parent Teacher Association (PTA) by the district against the budgetary provision. The expenditure against release also reflects disparities among districts. During field visits, it was observed that the PTA was very active in some places, while at other places such interest was low. The secretary (head master) and particularly president and vice-president were found involved in the activities. This was reflected in the quality of construction and in the timely completion of building. Other issues, which emerged during the fieldwork, were cost escalation

in civil works due to excessive rise in the price of cement and other construction material; non-availability of RES engineers on the site when needed; lack of adequate staff (Sub-Engineers); high transportation cost especially in hilly area. The Target and Achievement of Civil Works Primary and Middle School building are show in Table 4.

Table: 5
Construction of Additional Classrooms for Primary and Middle Schools 2006-07

Districts	Primary				Middle			
	Spill Over	Fresh CWs	Fresh + Spill Over	Achievement till Feb 2007	Spill Over	Fresh CWs	Fresh + Spill Over	Achievement till Feb 2007
Dewas	65	358	423	20	0	343	343	38
Indore	207	293	500	226	0	110	100	0
Dhar	168	0	168	0	13	121	134	83
Jhabua	685	447	1132	713	50	117	167	112
Barwani	223	343	566	122	4	56	60	13
Betul	247	320	567	208	14	30	44	50
Total	1595	1761	3356	1289	81	777	848	296
State Total	8952	11789	20750	8315	1271	3336	4607	2206

(Source: State Project Office, 2007)

The construction of 4204 additional classrooms has been planned for both primary and middle schools in the selected districts. But so far only 1289 have been completed (38.4%) for the primary level. At the middle school level 848 additional rooms were planned for the current year and 296 were completed (34.9%). In Jhabua 63% primary buildings have been completed. At the same time in Indore none of the planned works has been completed in middle school additional classroom. In Dhar there is no fresh target, however the spill over is not yet achieved. The Construction of Additional Classrooms for Primary and Middle Schools are shown in Table 5. In civil work for the model cluster schools, out of 453 only 118 building has been completed so far. In addition Jhabua & Dhar district not even one Model cluster School building is completed. The present position of Model cluster schools Building are shown in Table 6.

Table: 6
Model Cluster school building (Civil Works) 2007-06

District	Buildings	Achievement
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Dewas	60	30
Indore	32	7
Dhar	78	-
Jhabua	92	-
Barwani	84	35
Betul	107	46
Total	453	118
State Total	2864	931

(Source: RSK 2007)

One of the reasons for this delay has been perceived as 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 engineers do not give the SSA civil works task on priority. Recently sub engineers were appointed on 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.

The PTAs have been assigned the role of supervising and monitoring construction of school buildings and classrooms. The nature and extent of the PTA involvement in construction activities differs from school to school, and from habitation to habitation depending on the interest of the individual. The state already decided to appoint sub engineers for monitoring the civil work. The process of filling the post was started; the number of posts for sub engineers announced in the six districts was 48. Out of the 48 posts only 23 were appointed and the remaining 25 posts were vacant. Indore district data is not available. The new appointment of sub engineers against the number of post sanctioned is given in Table 7.

Table: 7
Status of Newly Appointed Sub Engineers

Districts	Post Sanctioned	Filled	Vacant
Dewas	6	3	3

Indore	-	-	-
Dhar	13	10	3
Jhabua	12	3	9
Barwani	7	4	3
Betul	10	3	7
Total	48	23	25

(Source: AWP 2007-08)

The overall expenditure are Rs.10599.99lac.in the selected districts. In the expenditure pattern varies between the district such as 89.8 percent of the total budget in Jhabua and 93.6percent of the total budget in Dewas. Besides quantitatively achievement is good but lot of qualitative work is require. The total budget and expenditure on civil work for the selected districts is show in Table 8

Table: 8
Total budget and expenditure of civil work 2006-07

Districts	Total Budget in lac.	Expenditure in lac.	Expenditure in (%)
Dewas	1855.40	1737.26	93.6
Indore	1169.81	1053.91	90.0
Dhar	1506.46	1374.84	91.2
Jhabua	3220.12	2892.69	89.8
Barwani	2202.77	2044.04	92.7
Betul	1660.03	1497.25	90.1
Total			91.3

(Source: AWP 2007-08)

Suggestions

- **The state and district project officers together should review the approved civil works unit costs 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.**

- **There should be speedy completion of Spill over Civil work.**

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 the opening of 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 949 Residential Bridge Course centres and this has surpassed the planned target. As far as NRBC (Non Residential Bridge Course) Centres are concerned, the state has opened 4637 NRBC Centres against the target of 6325 NRBC centres planned for this year. Moreover, in collaboration with Pratham, the state has also opened 389 Human Development Centres out of 500 Human Development Centres (HDCs) planned for this year. In selected districts out of six districts four districts is tribal inhabited. Main tribal are Bhil, Bhilala, Korku and Gond. These tribals are mostly small time peasants involved in marginal agriculture. The children belonging to the villages in the districts are still educationally far behind when compared to children in other area of the district. The topography of the district is such that a large number of habitations are isolated and scattered.

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. In addition there are centres run by HDC for urban deprived children. Dewas and Betul are behind against the target of HDC as compared to other districts. In Dhar and Jhabua districts HDC is not proposed in the year 2006-07. 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, 73.3 percent of the targeted centres were started. In Jhabua more centres were started than targeted RBC in the selected six districts. In the Residential Bridge Course 28762 children have been enrolled. In a non-residential bridge course, 17344 children were enrolled. In these districts, a large number of the NRBC children

have been mainstreamed. Dewas district is behind the achievement targets in RBC, NRBC and HDC as compare to other selected districts.. The details about the number of RBCs, NRBCs and HDC its target, achievement and enrollment are show in Table 9.

Table: 9
R B C, NRBC and HDC Target and Achievement (2006-07)

District	R B C (50+100 seater)			NRBC (25 children)			HDC (50 children)		
	Target	Achiev.	Enrolment	Target	Achiev.	Enrolment	Target	Achiev.	Enrolment
Dewas	10	9	481	60	12	2315	10	3	125
Indore	3	3	242	100	100	2475	50	50	1466
Dhar	108	108	5715	119	119	3097	-	-	-
Jhabua	277	399	16241	501	201	4329	-	-	-
Barwani	101	100	4786	203	203	4477	12	12	244
Betul	25	25	1297	61	37	651	10	7	280
Total			28762			17344			2115
State Total	872	949	51144	6325	4637	96475	500	389	13444

(Source: State Project Office, 2007)

Besides bridge course, other activities such as Shiksha Ghar (mainly for migration affected area) have been opened in some selected districts to cater to the educational needs of the needy children. In selected districts large numbers of tribal are migrating 2 times in a year. The period of migration is from October to December and February to April at time of sowing and harvesting. These tribal are particularly from Bhil, Bhilala, Korku and Gond communities. Due to this migrant life style the children are not able to continue school earlier. In Shiksha Ghar parents keep their children while they were out of village in the search of livelihood. School provides all things including accommodation. In Dhar Jhabua and Indore districts the Shiksha Ghar were not proposed in 2006-07 while Betul achieved the set target of Shiksha ghar while Dewas and Barwani were behind the expected Shiksha Ghar. The enrolment in Shiksha ghar is about 1244 in three districts. The target, achievement and enrolment in the select districts are shown in Table 10.

Table: 10
Target Achievement and Enrolment in Sikhsha Ghar 2006-07

Districts	Shiksha Ghar Enrolment	Target	Achievement
Dewas	142	10	5
Indore	-	-	-

Dhar	-	-	-
Jhabua	-	-	-
Barwani	272	23	13
Betul	1244	35	35

(Source: AWP 2007-08)

All together 27328 children have been mainstreamed in the select districts. A wide variation has been noticed among the districts especially in numbers of children mainstreamed. In Jhabua 14182 children were mainstreamed at the same time only 1587 children were mainstreamed in Betul. The children mainstreamed during the year 2006-07 have been shown in Table 11.

Table: 11
Children Mainstreamed: 2006-07

District	Mainstreamed in numbers
Dewas	1972
Indore	1696
Dhar	4820
Jhabua	14182
Barwani	3071
Betul	1587
Total	
State Total	119246

(Source: State Project Office, 2007)

During the field visits the RBCs is functioning in Kachha building; lack of infrastructure facilities and lack medical facilities was a major area of concern in RBCs in selected districts. In Alternative Education, Residential Bridge Courses (RBC), Non-Residential Bridge Courses (NRBC) and Girls' Hostel have been started in the districts for bringing out-of-school children within the fold of education. The strategies have received good response from the tribal communities in Dhar, Jhabua and Barwani, due to high incidence of migration among these groups. There is however need to monitor the enrolment of the children to give priority, to the needy groups and areas. Mainstreaming should be given due emphasis. If needed, the strategies may be up-scaled to cover more such groups.

2.3.2 Educational Guarantee Scheme (EGS)/Alternative Innovative Education (AIE)

The Educational Guarantee (EGS) centers have been running in Madhya Pradesh since 1997 with 40 children in one centre. By opening 25968 EGS centers make the universal access to primary education facilities within a one km distance has been effected. In the case of tribal areas, the norm was 25 children per centre. During 2005-06, 25968 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. Since all the existing EGS were upgraded to primary school in the year 2005-06 as per the outlined 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. In the selected district over all 5158 upgraded EGS to PS till 2005-06 and 5561 Guruji were working in selected district. There is no new proposal for the year 2006-07 in this category. The total EGS upgraded to PS till 2005-06 are shown in Table 12.

Table: 12

Total EGS upgraded to PS till 2005-06

District	Total EGS upgraded to PS	No. of Existing Gurujis
Dewas	282	325
Indore	154	164
Dhar	1326	1491
Jhabua	1860	1908
Barwani	1117	1142
Betul	419	531
Total		
State Total	25968	22659

(Source: State Project Office, 2007)

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.**
- **There should be permanent infrastructure for residential bridge course.**
- **There is permanent monitoring system form mainstreaming student pass from RBC courses**

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 children with disability. The districts have sanctioned massive identification drives for locating these children and appropriate interventions have been proposed. In the sampled districts there was 13322 children have been identified, among them 7531 were boys and 5791 were girls. 10903 children were enrolled, among those enrolled 6272 were boys and 4631 were girls. The numbers of children Identified and Enrolled are shown in Table 13.

Table: 13
Children with Special Needs CWSN by gender 2006-07: Identified and Enrolled Children

District	Identified Children			Enrolment status of CWSN		
	Boys	Girls	Total	Boys	Girls	Total
Dewas	1321	724	2045	1145	620	1765
Indore	674	515	1189	641	485	1126
Dhar	1493	1157	2650	1199	932	2131
Jhabua	1947	1797	3744	1421	1190	2611
Barwani	737	542	1279	595	422	1017
Betul	1359	1056	2415	1271	982	2253
Total	7531	5791	13322	6272	4631	10903

(Source: AWP, 2007-08)

The programme interventions include the following:

- Camps were conducted through out the state. In these camps, 13322 children were assessed and 10903 children were given on the spot admission in the selected districts.
- Arrangements were made with Bhoj University to conduct ninety - day foundation training for teachers.
- One batch of 50 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.
- 10 days on the job training on Braille were given to 30 teachers.
- 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.
- The five-day training on inclusive education has been given to the batch of teachers of 60 per block.
- 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.

1365 children with hearing handicap (12.3%) have been enrolled in various schools in the selected districts. 1408 children with visual handicap (12.7%), 7213 children with orthopedic handicapped (64.8%) and 1141 children with mental disabilities (10.3%) have been enrolled in various schools. We had the opportunity to observe two such hostels. The hostel facilities were provided to children mainly in the age group of 11-14 (for standard VI-VIII). In a hostel in Barwani hostel 9 boys were staying with visual handicap one child with mental disability and as expected majority of the boys were orthopedic handicapped were staying. The hostel is looking after 49 children of differing disabilities from different villages of the blocks. In another hostel in Indore 67 girls were enrolled 42 girls were present at time of visit; the hostel warden is professionally trained. This hostel is functioning in a Hospital compound and well equipped with aid and appliances for handicap children. This kind of facilities are needed every at block. The categories wise distribution of CWSN children are shown in Table.14.

Table: 14
Category wise distribution of CWSN Children

District	Category				Total
	Hearing Handicap	Visual Handicap	Orthopedic Handicap	Mental Disability	

Dewas	244	159	1171	191	1765
Indore	186	104	644	255	1189
Dhar	305	268	1437	121	2131
Jhabua	109	187	2261	54	2611
Barwani	138	181	655	42	1017
Betul	383	509	1045	478	2415
Total					
Percentage	12.3	12.7	64.8	10.3	100

(Source: Districts Annual Work Plan 2007-08)

Children with special need have been given special focus given by SSA. The SSA in Madhya Pradesh has opened hostels at the block level for physically handicap and mentally challenged children in selected blocks. The strategy has received good response. There is need to open such hostel for such children in other blocks where such facilities are not available.

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.**
- **The parents of such children were provided with training for the method of motivating and encouraging the children.**
- **There is need of equipment, aids and appliances for handicaps hostel.**

2.5 ECCE and Anganwadi Centres

The pre school learning and early childhood cares 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) 14809 Anganwadi centers are functioning, which cater to the need of early childhood care and education of the children in the state. However, the health and nutritional components are given more importance than education in the ICDS centers.

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. However, 50 percent of the schools in the selected districts do not have a pre-primary section, the school preparedness component is weak in the school. Although many habitations have ICDS centres, they are not linked to the schools structurally and functionally. Moreover, the education component of the ICDS is weak. Strengthening pre-primary education in the existing schools can enhance the preparedness of the children and implementing child based schemes effectively. 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 are entrusted to look after management of those ECCE such centres.

Table: 15
ECCE/SSKs AWP 2006-07

District	NPEGEL		SSA		Total (SSA+NPEGEL)	
	Target	Achievement	Target	Achievement	Target	Achievement
Dewas	300	300	-	-	300	300
Indore	244	244	-	-	244	244
Dhar	310	310	-	-	310	310
Jhabua	480	480	-	-	480	480
Barwani	272	272	250	250	522	522
Betul	340	-	83	-	423	423
Total	1946	1606	333	250	2279	
State Total	11306	10776	4496	4033	15802	14809

(Source: State Project Office, 2007/ AWP2007-08)

The ECCE centers are organized under two different schemes, namely SSA and NPEGEL (Table 15). Although the targets set for 2006-07, has been achieved under both (SSA+NPEGEL). A recent government declaration pointed 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.**
- **The role of PTA in the monitoring should be strengthened.**
- **There should be attractive incentive for ECCE worker.**
- **There should be an increase in toys grant for ECCE centres.**

2.6 Distribution of Textbooks, Uniforms, School and Teacher Grants

2.6.1 Distribution of Textbooks

For the year 2006-07, free textbooks (of all subjects) were distributed to all the children including SC, ST and girls of all category in the month of July 2006. While textbooks for all the SC, ST children and girls of general category of Standards I-VIII were funded by SSA, those for boys at the primary level and boys from the Below Poverty Line (BPL) at the upper primary level were funded by the state. While Barwani and Betul districts showed distribution of 101.5 percent and 102.7 percent of textbooks respectively, Dewas showed only 86 percent of free textbooks distribution. It was also reported that in Betul district at some place books were found lying idle. The team noticed that due to MDM, although schools are showing a large number of enrolled children but in actual terms, many children reported as enrolled are not attending schools. The children's absenteeism varies from 13 to 43 percent on average in the schools. The distribution of free Text books in various districts were shown in Table.16

Table: 16

Distribution of Free Textbooks 2006-07

District	Target	Distribution	Distribution (%)
Dewas	244863	210657	86.03
Indore	224000	212135	94.70
Dhar	372925	368480	98.81
Jhabua	394093	389793	98.91
Barwani	238037	241608	101.50
Betul	283784	291524	102.72
Total			97.52

(Source: State Project Office, 2007)

Suggestions

- **There is need to monitor the distribution of textbooks in districts such as Dewas where the actual distribution falls much below the expected distribution.**
- **Attempt should be made to distribute the books on time especially in interior tribal areas.**
- **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. In the selected district Indore, Jhabua and Barwani have achieved the target for the current year and rests of districts are behind the target in the year 2006-07. The target and achievement of the distribution of uniform is shown in Table 17.

Table: 17
Distribution of Uniform 2006-07

District	Target	Achievement	Distribution (%)
Dewas	102876	101514	98.7
Indore	99568	99568	100.0
Dhar	176545	169701	96.1
Jhabua	159985	159985	100.0
Barwani	112560	112560	100.0
Betul	150211	131128	87.3
Total	801745	774456	96.6

(Source: Districts AWP, 2007-08)

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.

During the field visits we were told that the amount received by PTA for girls uniform is inadequate especially for girls studying in VI- VIII class which is affecting the quality of dress.

2.6.3 Grants: School and Teacher Grants

School and Teacher Grants have been released to the schools bank accounts. All the teachers invariably confirmed the receipt of teachers grant. As far as the use of Teacher Grant is concerned, the reply was often mechanical, showing a lack of imaginative ideas and innovation. Most of the school grant is used in repairs and purchase of stationary. During the field visits late receipt of grant is reported in most of the districts. In Jhabua, the school did not receive schools grant. In the selected districts 13152 primary schools were received grants out of 13694-targeted primary schools. Similarly in middle school 3487 school were received grant out of the targeted 3584 middle schools. Out of six selected districts Jhabua Barwani and Betul is behind the target. The details of school grant distribution are shown in Table 18.

Table: 18
School Grant

Districts	Primary Schools				Middle Schools			
	Target		Achievement		Target		Achievement	
	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
Dewas	1488	29.76	1467	29.3	501	10.02	501	10.02

Indore	1178	23.56	1178	23.6	585	11.70	585	11.70
Dhar	3212	64.24	3212	64.2	681	13.62	681	13.62
Jhabua	3690	73.80	3653	73.1	561	11.22	526	10.52
Barwani	2142	42.84	2020	40.4	484	9.68	466	9.32
Betul	1984	39.68	1982	39.6	772	15.44	728	14.56
Total								

(Source: State Project Office, 2007)

During the visits, most of the teachers, when asked about the use of teacher grants, replied that they used this money for purchasing dictionaries, chart, globe and maps. They were not clear about how teacher grants would be utilized in the future. The grants are not fully utilized by teacher due to late receipt. However the teacher did not understand the concept of grant. In the selected districts, 28000 teachers were received teacher grant out of 32041- those targeted teacher in 2006-07 at primary level. Similarly at middle level 11766 teachers received the grant out of 15358-targeted teachers in year 2006-07. The details of teacher grant show in Table.19

Table: 19
Teachers Grant

District	Teacher's Grant (Primary level Schools)				Teacher's Grant (Upper Primary Middle)			
	Target		Achievement		Target		Achievement	
	Physical	Financial	Physical	Financial	Physical	Financial	Physical	Financial
Dewas	4078	20.39	3437	17.19	2247	11.24	2010	10.05
Indore	3371	16.86	2713	13.57	3646	18.23	3332	16.66
Dhar	7503	37.52	7503	37.52	2257	11.29	2257	11.29
Jhabua	7380	36.90	7380	36.90	2650	13.25	1132	5.66
Barwani	4308	21.54	2645	13.23	1816	9.08	1216	6.08
Betul	5401	27.01	4322	21.61	2742	13.71	1819	9.10
Total								

(Source: Sate Project Office, 2007)

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. If needed training should be provided to teachers in this area.**
- **There should be a handbook for this purpose and it should be given to all the teachers and PTA members.**
- **There problem related to transferring of money to PTA account should be solved.**

2.7 Quality Issues

The state has a pedagogy cell headed by a senior Manager at SCERT, which looks after quality issues in SSA. Quality issues are mainly curriculum and textbook, teacher-training and children's learning assessment are also monitored through quarterly progress reports. Untrained teachers are being trained under 'Operation Quality', in 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 96960 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. The teachers enrolled for quality operation programme show in Table 20.

Table: 20
Untrained Teachers enrolled for Training (Operation Quality)

District	Enrolled
Dewas	1748
Indore	1728
Dhar	5158
Jhabua	3636
Barwani	2800
Betul	2919
Total	
State Total	96960

(Source: State Project Office, 2007)

The state has planned different types of training for both existing and new teachers. Long duration training programmes are held during the school vacations. We had the opportunity to

observe the on-going Operation Quality programme at the DIET, Dhar district. The training consisted of 72 trainers. 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, who 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 2006-07, 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. As per teacher training Indore, Jhabua and Betul district are behind and yet to achieve the target for year 2006-07. In other district are about the nearing the target. The only district, which is fully attaining the target in service training for current year is, Dewas. The target and achievement of teacher training are shown in Table 21.

Table: 21
Teacher Training Status

District	Target	Achievement	Percentage (%)
Dewas	4925	4925	100.
Indore	6090	5317	87.3
Dhar	8379	8096	96.6
Jhabua	7997	7006	87.6
Barwani	4436	4248	95.8
Betul	6627	5901	89.0
Total			92.3

(Source: State Project Office, 2007)

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)

During field visits, most of the teachers showed unhappiness with the process and content of training. Some of the teachers expressed that the training was not followed up properly in terms of improving class transaction. According to them, master trainers were not up to the mark. More interestingly most of the teachers were not using the training inputs in classroom, which they had learned in the training.

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 some teachers have not utilized the teacher grant effectively. 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. In learning achievement, during field visit, it was noticed that the board examination results for standards V and VIII had been declining. The teachers and parents attributed this mainly to poor teacher pupil ratio, untrained teachers and non-availability of teachers and absenteeism on the part of teachers. In addition, we noticed that most of the teachers felt a need for intensive training in English for teachers. Some of the students in 6th and 7th standard were not able to do simple arithmetic calculation such as subtractions. In selected districts 5th Board exam results varies from 68.7 percent in Dhar and 91.1 percent in Indore. Similarly in 8th Board exam results varies from 51.8 percent in Betul and 75.1 percent in Indore. The Board examination results are shown in Table 22.

Table: 22
Board Examination Result Percentage of student passed (2005-06)

Districts	5th Standard	8th Standard
Dewas	76.7	73.0
Indore	91.1	75.1
Dhar	68.7	63.0
Jhabua	78.8	65.2
Barwani	73.9	66.6
Betul	74.3	51.8

(Source: AWP 2007-08)

2.8 Implementation of other Schemes

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

Girls' education needs special attention, as there is wide gender disparities in education. Rural girls are specially disadvantaged as many of them are engaged in household activities. Beside this factors rooted in the family or the social-culture milieu of girls, distance to schools and associated threat to security, exclude them from the education system. Looking to the above state of affairs, Govt of India has started the programme known as National Programme for Education of Girls at Elementary level (NPEGEL). 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. The girl child friendly environment is provided teachers in these schools in

order to develop their self-confidence, observation skills and motivate them for further learning have introduced a number of interventions. Some of them are listed below.

1. Frequent visits to nearby historical places, parks, museums, hospitals and post offices.
2. Peer group “experience sharing” secessions were conducted once a moth. 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.

In the selected districts 973 model cluster school are functioning and the target is achieved in all selected districts for the year 2006-07. The target and functioning model cluster schools are shown in Table 23.

Table: 23
Model Cluster Schools

District	Target	Functional
Dewas	150	150
Indore	122	122
Dhar	155	155
Jhabua	240	240
Barwani	136	136
Betul	170	170
Total		
State Total	5653	5653

(Source: AWP 2007-08)

2.8.2 Kasturba Gandhi Balika Vidyalaya (KGBV)

Futhermore Kasturba Gandhi Balika Vidhayala (KGVBS) have been opened in selected districts. As far as construction of building for KGBV hostels is concerned, the KGVBS are running in abandoned government buildings and in rented buildings The KGVBS 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 were functioning at the year 2004-05. 35 more were added during 2005-06. Out of 105 KGVBS, 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 Dewas, Indore, Jhabua. In other districts it is in the process of starting the remaining KGBV with in a few month and it is catering the educational need of 782 girls.

Altogether 22 hostels have been proposed in the year for construction in the selected six districts in the current year. Out of 22 KGBV hostels planned, 15 hostels were started and functioning. There is need to speed up the construction activity. The status of KGVB buildings and girls enrollment are shown in Table 24.

Table: 24
KGBV Building Status and Girls Enrollment 2006-07

District	Target	Started	Girls Students
Dewas	2	2	107
Indore	2	2	100
Dhar	11	4	200
Jhabua	3	3	225
Barwani	-	-	-
Betul	4	3	150
Total	22	15	782
State Total			

(Source: State Project Office, 2007)

Girls' Hostels

Special strategy for ensuring girls retention at upper primary level, besides factors rooted in the family or socio cultural milieu of girl child, distance to schools and the associated threats to security have been reasons for low GER of girls at elementary level. The main objective of girls hostel are: To provide opportunities for education to the girls of disadvantaged groups of society at upper primary level, to remove gender disparities in the fields of education at upper primary, to setting up of residential facility. In the selected districts 48 girls hostels is functioning in the year 2006-07 with the total enrolment of 2353 girls. The target and achievement of girls hostel and enrollment are shown in Table 25.

Table: 25
Girls' Hostel Target and Achievement 2006-07

Districts	Target	Functional	Enrolment
Dewas	4	4	167

Indore	4	4	165
Dhar	10	10	500
Jhabua	12	12	625
Barwani	8	8	400
Betul	10	10	496
TOTAL			

(Source: AWP 2007-08)

NPEGEL Budget & Expenditure

In the selected districts most of the inhabitants are tribal. The geographical features uneven topography like hillocks and forests, prevent girls to reach their educational institutions especially in Barwani, Betul, Dhar and Jhabua districts. Girls have got to perform various types of household duties, such as sibling care, fetching fuel and fodder, cattle grazing and cooking etc. These are perceived to reasons for dropping out non-enrolment amongst girls. Looking into the above state of affairs, Govt of India have started the programme known as National Programme for Education of Girls at Elementary level. Under NPEGEL, various activities related to girl's education have been initiated. The uniforms provided under NPEGEL have provided a separate identity to the girls those who attend schools and boosted their morale. As per the expenditure is concerned only the district Jhabua has been utilizing the full amount. The other districts are not fully utilized the budget till February 2007. The district wise details of NPEGEL are shown in Table 26.

Table: 26
District wise Details of NPEGEL Budget & Expenditure

District	Opening Balance as on 1.04.06	Total Amount disbursed to districts in current year	Total funds available at Districts (including O.B.)	Spillover Budget	Fresh Budget 2006-07	Total Budget for 2006-07	Expendi. In current year till Feb- 07	Budget Balance
Dewas	35.65	182.60	218.25	20.18	283.71	303.89	197.26	106.63
Indore	35.44	145.86	181.30	12.20	231.77	243.97	172.89	71.08

Dhar	122.43	251.94	374.37	0.00	449.79	449.79	359.84	89.95
Jhabua	59.79	59.79	310.31	370.10	7.83	484.22	492.05	-7.83
Barwani	31.12	170.78	201.90	11.00	292.99	303.99	189.19	114.81
Betul	0.72	278.22	278.94	0.21	390.85	391.06	287.83	103.24
Total								
State Total			9810.81	553.64	12668.25	13221.89	9036.64	4185.25

(Source: State Project Office, 2007)

2.8.3 Mid Day Meal Scheme

Mid Day Meal (MDM) scheme is being implemented under strict administrative supervision. Cooked meals are being provided to the children. In the rural areas the PTA appoints maid cooks. In urban areas, mid-day-meals are being distributed by NGOs such as Nandi Foundation in Indore district. Recently the government has increased the unit cost of meal per child. The teachers however often complain that this take major part of their teaching time. In almost all the schools visited the mid day meal scheme is functioning well. The quantity of food and taste of the food is up to the standard expected by the students. The students are satisfied with the quality of food served. Protein in the form of 'Dall' is also being served in the school. There is a need to modernize the kitchen facilities even though the functionaries were expressed their satisfaction. In Jhabua districts biscuits also distributed as snacks with the support of World Food Programme. There is need to monitor the quality of cooked meals distributed to children.

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 statewide external evaluation of the Mid Day Meal scheme.**
- **There should be need to appoint a person or create job for take whole in charge of MDM in school beside teacher.**
- **There should serious need to review the MDM distribution in schools**

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

Vacant Posts

As per the teaching and academic posts such as APC, Block resources coordinator, programmes etc. the number of posts were 360 and out of this 293 were filled in the six districts and still 67 posts were vacant. The district level filled and vacant post show in Table 27.

Table: 27
District level status of filled and vacant posts

Districts	Total	Filled	Vacant	Vacant posts
Dewas*	240	207	33	APC (Mob) (1) Draftsman (1) Data Entry Operator (1) Clerk (2) Programmer (1) BAC (1) Accountant (3) DEO (6)
Indore	-	-	-	-
Dhar	43	35	8	APC (Mob) (1) Sub Eng(5) Accountant(1) LDC (2)
Jhabua	28	17	11	APC (Mob) (1) Asst. Eng. (1) Jun. Eng. (9)
Barwani	23	19	4	Programmer (1) Clerk (2) Watchman (1)
Betul	26	15	11	AE (1)JE (1) Clerk (2) Watchman (1)

*Include DIET and BRCC

(Source: AWP 2007-08)

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. 318 Janpad Shiksha Kendra (BRC) and 6330 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. The 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.

2.11 Monitoring Outcome Indicators

2.11.1 Enrolled and Out of School Children

The Gross Enrolment Ratio (GER) is more than 100 for Dewas, Indore and Betul at the upper primary level. For the primary level, the GER for Jhabua is 97.5 and at the upper primary level the GER for Dewas is 80.9. The drop out rate for Dhar at the primary level is 7.2 and for Jhabua it is 32.5. There is a wide variation in the levels of dropouts in the sampled districts. The GRE and Dropout show in Table 28.

Table 28
Select Indicators: GER and Drop-out Rate (2006-07)

Districts	GER(P)	GER(M)	Drop-out Rate (P)	Drop-out Rate (M)
Dewas	103.0	80.9	17.5	15.1
Indore	103.2	100.5	24.2	19.6
Dhar	101.5	94.6	7.2	14.7
Jhabua	97.5	83.3	32.5	31.0
Barwani	98.4	68.7	21.5	29.4
Betul	103.9	88.4	22.1	8.6

Source: (AWP, 2007-08)

During the year 2006-07 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 97.7 percent of the out of school children were enrolled in schools. But the remaining 2.3 percent of the children were still in out of school categories at primary level. 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 1816499 children who were identified in the selected districts and out of this 1775729 were enrolled in various schools spread over the selected six districts. 40770 children were still out of school at primary level. In Indore and Betul almost all children identified last year have been enrolled. But in Barwani still a large number of children need to be enrolled in both primary and secondary level. The enrolment and out of school children at both primary and middle level are shown in Table 29 & 30.

Table: 29
Enrollment and out of school children at primary level (2006-07)

Districts	Enrollment (class 1 to 5)			Out of School (age 5 to 11)			
	Boys	Girls	Total	Boys	Girls	Total	% of Child population
Dewas	114643	103791	218434	1256	1236	2492	1.17
Indore	204604	195123	399727	1360	1434	2794	0.72
Dhar	195453	179124	374577	2026	2149	4175	1.13
Jhabua	171369	150093	321462	5186	6382	11568	3.51
Barwani	112281	105771	218052	8941	8672	17613	7.94
Betul	125054	118423	243477	1131	996	2127	0.91
Total							2.29

(Source: State Project Office, 2006)

Table: 30
Enrollment and out of school children at Middle school level

Districts	Enrollment (class 6 to 8)			Out of School (age 11 to 14)			
	Boys	Girls	Total	Boys	Girls	Total	% of Child population
Dewas	40959	32200	73159	611	726	1337	1.48
Indore	96783	91984	188767	833	866	1699	0.90
Dhar	66659	52599	119259	2004	2237	4241	4.08
Jhabua	24274	19090	43364	2680	2902	5582	4.83
Barwani	28796	24382	53178	4536	4723	9259	11.96
Betul	50424	45469	95893	605	611	1216	1.12

Total						4.06
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(Source: APW 2006-07)

Absenteeism

Regular attendance is an important part in the process of school education. During the **field visits** less attendance were noticed in many school in both rural and urban area. There is a high incidence of absenteeism among the student at both primary and upper primary level. During the field visit absenteeism among students also widely spread it varies across districts. Students absenteeism rate is 43.8 percent in Jhabua and 13.4 percent in Betul. The absenteeism seems to be influenced by some local and regional factors such as, hilly and difficult terrain etc. The absenteeism rate in various districts shown in Table.31

Table: 31
Student Absenteeism

Class	Dewas	Indore	Dhar	Jhabua	Betul	Barwani
1	24.3	32.6	42.5	57.0	19.5	25.2
2	27.9	29.1	35.7	48.5	10.4	23.6
3	20.1	28.5	34.8	34.9	9.2	21.0
4	20.7	26.7	30.8	40.5	8.1	22.2
5	20.2	27.3	17.8	41.1	10.3	22.0
6	32.4	19.9	34.5	38.0	13.4	24.3
7	30.7	34.7	31.2	36.7	18.1	23.3
8	24.3	30.3	7.6	35.3	15.7	19.3
Total	20.8	28.7	30.9	43.8	13.4	23.1

(Source: Field Data)

The problem of teachers absenteeism was also widely felt. On an average 24 percent of the teachers were absent on the day of the visit to schools (See Table 32). It is based on the primary data from 361 schools in the selected districts. Apart from these absenteeism teachers were reported to be engaged in non teaching duties.

Table: 32
Teacher's attendance and absenteeism

District	Teachers	Present	(%)	Absent	(%)
Dewas	149	128	85.9	21	14.1
Indore	748	506	67.6	242	32.4
Dhar	156	147	94.2	9	5.7
Jhabua	175	146	83.4	39	16.4
Barwani	198	153	77.3	45	22.7
Betul	169	131	77.5	38	22.5
Total	1595	1211	75.9	384	24.1

(Source: Field Data)

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 and in term of quality we have to done more serious work. The SSA budget and expenditure for 2006-07 are shown in Table 33.

Table: 33
SSA Budget and Expenditure (2006-07)

Districts	Total Budget	Expenditure till March-2007	Percentage
Dewas	3598.56	2102.65	58.4
Indore	2923.79	2422.13	82.8
Dhar	4967.00	3691.00	74.3
Jhabua	8032.02	4977.14	61.9
Barwani	5180.63	2820.15	54.4
Betul	4181.70	3219.24	76.9

(Source: APW 2006-07)

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.
- 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 number 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-coordinators.
- 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-coordinators.
- 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.