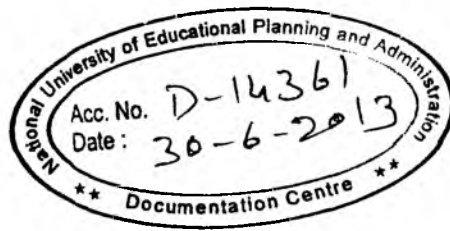


**24th JOINT REVIEW MISSION OF DPEP
7th TO 15th DECEMBER 2006**

**State Reports -
Orissa
Rajasthan**





**FINAL DRAFT INCORPORATING FEEDBACK FROM THE
GOVERNMENT OF INDIA**

**DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP)
TWENTY FOURTH JOINT REVIEW MISSION**

**Orissa State Report
(7th – 15th December 2006)**

1 Introduction

1.1 On behalf of the Twenty-Fourth Joint Review Mission (JRM) of the District Primary Education Programme (DPEP), Professor K K Vashishtha (Government of India) and Dr Michael Ward (DFID) visited Orissa from 8th to 13th December, 2006 to review progress with regard to (a) Enrolment, Retention and Completion, (b) Learning and Quality and (c) Programme Implementation and Enhancing Institutional Capacity. The Mission also reviewed actions taken on the specific recommendations of the 23rd JRM.

1.2 At the State Level, the team met the Honourable Minister of School and Mass Education, Commissioner-cum-Secretary, Department of School and Mass Education, the State Project Director (SPD) and representatives of the State Project Office (SPO) of the Orissa Primary Education Programme Authority (OPEPA), the eight District Programme Coordinators (DPCs) and their representatives, the Director and staff of the State Council of Educational Research and Training (SCERT) and the Principal and SSA Team of the Regional Institute of Education (RIE), Bhubaneswar. The team had detailed meetings with these stakeholders regarding progress towards the achievement of the DPEP objectives and the discussions and follow-up actions agreed are reported on below.

1.3 The team visited formal Primary and Upper Primary schools, Education Guarantee Scheme (EGS) centres, Kasturba Gandhi Balika Vidyalaya (KGBV) residential schools, Block Resource Centres (BRC), Cluster Resource Centres (CRC), the District Institute of Education and Training (DIET) Tikabali (Kandhamal), Teacher Training Programmes (including monthly sharing meetings and Rupantar), a Multi-Lingual Education (MLE) workshop, an IED Training Camp and the District Programme Office (DPO) in **Kandhamal** and interacted with teachers, students and parents, community members and representatives (MTA and VEC) as well as local officials. Detailed discussions were held with the DPCs, District Inspector of Schools (DIs), Sub-Inspectors of Schools (SIs) and BRC Coordinators (BRCC) and CRC Coordinators (CRCC). The mission also had detailed discussions with the District Collector of Kandhamal.

1.4 The Mission thanks the State and district officials for the time, co-operation and hospitality extended during the visit and is especially grateful to the SPD, the members of the SPO who accompanied the team to the district, and the Khandhamal District Collector, the DPC and his staff.

2 Action Taken on the Recommendations of the 23rd JRM

2.1 Utilization of the child census data for addressing high levels of dropout: the SPO and DPOs have completed a thorough analysis of the Child Census data and the database is in the process of being validated and up-dated through re-surveying. The up-dated data-base should be available for use in early 2007. The 2005 Child Census data has been analysed with regard to the causes of non-attendance and drop out and the results have been shared with all District Collectors, and DPCs – it has been noted that dropout among ST children in DPEP districts is 20% higher than the average rate. In addition to this analysis, a study has been designed to examine the causes of dropout among girls. The Mission discussed specific strategies to address enrolment, drop out and retention issues with the staff of the SPO and the eight DPCs. It appears that the main causes of dropout and poor attendance are (i) seasonal work for the children, particularly at harvest time (students can be absent from school for as much as five months during this period); (ii) migration of families after the harvesting season (this is one of the leading causes of dropouts in selected blocks of western & southern Orissa); and (iii) the opportunity costs of keeping a child in school after age 11 appear to be high for the poorest families. In response to these issues, the Programme is implementing a range of interventions designed to improve attendance and reduce dropout and these are described below in Section 3 of this Aide Memoire.

2.2 Implementation of the State's quality improvement plan: the comprehensive plan that had been prepared for educational quality improvement (EQUIP) including building capacity of the coordinators of the BRC and CRC during 2006-07 has not yet commenced. The State submitted the plan to MHRD for approving the use of TC funds for external resource support to EQUIP but approval has not been forthcoming. The State has proceeded to deploy 88 BRCCs and 1,062 CRCCs in the 8 DPEP districts. As noted in the last JRM, all the BRCCs have been given 6 days of orientation training and the CRCCs have received 7 days of orientation training – but there has been little further development of these key staff beyond orientation to the various teacher training programmes that are on-going. In the absence of DPEP TC the State proposes to utilize the resources available to support the implementation of EQUIP/ADEPT but it is not yet clear how the support will be made available within the timescale of DPEP – the interventions supported by ADEPT will come on stream only in FY 2007/08, effectively the last year of DPEP. In the meantime, the State should urgently proceed with capacity building activities for BRCCs and CRCCs as these are currently lacking adequate support and professional development. These issues are discussed further in Section 4 of this Aide Memoire.

2.3 Developing teacher skills and competencies (including remedial teaching) to focus attention on and improve learning achievement of the low performing students: information on weak areas and hard spots is being collected and analyzed through the unit tests and the quality monitoring tools developed by NCERT. These are carried out in all schools but are reported on a sample basis for the first three quarters on a quarterly basis in 8-10 representative schools from each block (in the fourth quarter 100% of schools will be reported on). The results of this monitoring are being fed back to teachers through the BRCCs and CRCCs via cluster level monthly meetings which are treated as training events under SSA/DPEP. Following discussions at the monthly meetings the BRCCs and CRCCs are designing and implementing training programmes that address the content hard spots that have been

identified through the quality monitoring. The impact of the training and monitoring should be observable in future analysis of unit tests and quality monitoring reports. In addition to these interventions, DPEP is also supporting the implementation of two other major initiatives aimed at improving teacher skills and competencies: (i) UNMESH – III – a 7 day programme focusing on multi-grade and multi-level teaching; and (ii) Learning to Read (L2R) – a partnership with PRATHAM that is about to be launched on a pilot basis in four blocks (three of which, Tikabali in Khandamal, Kantamal of Boudh district and Thakurmanda in Mayurbhanj, are DPEP blocks) aimed at ensuring basic literacy and numeracy in Classes I and II. The L2R pilot will be evaluated after three months and if found satisfactory it will be scaled up. The Mission recommends that the DIET in Tikabali in particular seizes the opportunity of L2R with both hands as a means to developing itself as a key resource for the district, and perhaps the State, for supporting effective reading and numeracy strategies in the early years of schooling.

2.4 BRCCs, CRCCs as well as the DIs and SIs to be oriented to all the modules for teacher training on a priority, in order to help them provide effective academic support to the teachers in the classrooms: Many, but not all, of the BRCCs and CRCCs have been exposed to the various teacher training modules and other quality improvement programmes that are being implemented. The Mission is concerned to note, however, that the BRCCs' and CRCCs' roles and responsibilities in respect of training follow-up have not yet been fully established. These issues are discussed further in Section 4 of this Aide Memoire. The SIs have been re-designated as SIs-cum-Additional BRCCs and have each received five days of training on the implementation of SSA/DPEP. These officers are also being trained alongside the Upper Primary teachers in various block level modules. The DIs have been re-designated as DIs-cum-Additional DPCs and have been given several rounds of training and orientation regarding DPEP and SSA, including an overview of the various teacher training interventions that are under way. These officers are also participating in training modules alongside teachers in their districts and zones. While this familiarization of DIs and SIs with DPEP/SSA is welcome, there remain some critical issues outstanding in respect of convergence between DPEP/SSA and the managers of mainstream education – these are discussed in Sections 4 and 5 of this Aide Memoire.

2.5 Implementation of the tribal education plan: the implementation of the plan in the tribal dominated project districts and pockets has proceeded and some improvements in tribal education can be noted as a result of this. The main aspects of the plan that have been implemented to date are: teacher training through *Rupantar* (revised) Attitudinal Training; the Multi-Lingual Education (MLE) Programme that is being initiated in ten tribal languages (Saora, Santal, Kui, Kuvi, Juang, Bonda, Munda, Koya, Kishan and Oroam) in 200 pilot schools from April 2007; and *Srijan*, the cluster approach to tribal education involving the tribal community, PRI members, teachers and tribal resource persons. In addition to these interventions, 7 DIETS have been identified for the development of tribal resource centres – the Mission was able to see the implementation of Attitudinal Training and MLE in Khandamal. These programmes are discussed further in Section 4 of this Aide Memoire.

2.6 Improving programme implementation:: The State's performance has not improved since the last JRM and it continues to register low levels of spend and a

particularly poor performance in the important areas of STs & SCs education and Girls education, ECCE, research and evaluation, media, community mobilization and planning and management. The SPD is acutely aware of these project failings and is in the process of developing a detailed work plan and budget for the remaining two years of DPEP in order to ensure that all resources are used effectively. While the pace of implementation remains slow the Mission appreciates the care that is being taken in respect of the design of programmes and the responsible stewardship of valuable resources. The Mission records further comments and recommendations regarding programme implementation in Section 5 of this Aide Memoire below.

2.7 Strengthening the DPEP delivery mechanism at all levels: while the necessary activities for the year have been prioritised and included in the Annual Work Plan and Budget 2006-07, there has been only limited progress in strengthening the DPEP delivery mechanism. The situation of DIETs has not changed since January 2006, they continue to have many responsibilities, including pre-and in-service training and research projects, while at the same time remaining severely understaffed and under-resourced (in terms of mobility, resource material and opportunities for further development). The SCERT remains weak and has not been in a position to provide adequate technical resource support to DIETs or SPD more generally. The Commissioner-cum-Secretary Education informed the 22nd DPEP/3rd SSA Joint Review Mission in January 2006 that 296 posts for DIETs had just been sanctioned by the Finance Department and these appointments would be made in due course. The 24th JRM is disappointed to note that these appointments have yet to be made. The 23rd Mission recommendation that the state develop a capacity building plan for all DIETs (with special emphasis on better resource and development of those to be newly appointed), along with how the re-vitalized DIETs would be used to further the the work on improving the quality of education in the State has not been taken forward. The Mission has been made aware of the State's work on a longer term strategy, including its plans to develop the academic support structures from SCERT to CRC, including the State Resource Group (SRG), District Resource Groups (DRG) and Block Resource Groups (BRG) over the project period. This strategy should be further developed and implemented as a matter of urgency, and should include regular performance appraisal of all staff of institutions and members of groups.

3 Enrolment, Retention and Completion

Achievements

3.1 The Mission commends the State's efforts to increase enrolment, retention and completion. It is likely that the programme's goals *to reduce differences in enrolment among gender and social groups to less than 5% and to provide, according to national norms, access for all children, to primary education classes (I-V), i.e. primary schooling wherever possible, or its equivalent non-formal education* will be achieved. This steady progress is largely owing to improvements in and the rapid expansion of basic primary school infrastructure (see the table below) - the State estimates that it has been able to provide access to a school within one kilometre to approximately 90% of the 24,892 habitations in the eight districts - this estimate will be confirmed through the GIS survey to be completed by February 2007.

| Districts | No. of Schools | | Pupil Teacher Ratio (PTR) | | Student (Classroom Ratio (SCR) | | % School with Common Toilet | | % School with Drinking Water | |
|--------------|----------------|-------|---------------------------|-------|--------------------------------|-------|-----------------------------|-------|------------------------------|-------|
| | 02-03 | 05-06 | 02-03 | 05-06 | 02-03 | 05-06 | 02-03 | 05-06 | 02-03 | 05-06 |
| Boudh | 632 | 1351 | 42 | 51 | 113 | 43 | 9% | 10% | 62% | 85% |
| Kandhamal | 1394 | 1599 | 34 | 27 | 26 | 25 | 35% | 29% | 67% | 81% |
| Koraput | 1794 | 2114 | 37 | 33 | 36 | 33 | 11% | 17% | 69% | 77% |
| Malkangiri | 978 | 1034 | 38 | 33 | 35 | 31 | 9% | 19% | 63% | 83% |
| Mayurbhanj | 2495 | 3171 | 43 | 36 | 32 | 31 | 16% | 20% | 68% | 85% |
| Nabarangapur | 1257 | 1331 | 52 | 43 | 42 | 37 | 13% | 22% | 71% | 87% |
| Nuapada | 450 | 840 | 45 | 32 | 37 | 32 | 29% | 24% | 66% | 90% |
| Sonapur | 923 | 891 | 38 | 31 | 36 | 32 | 8% | 14% | 68% | 85% |
| DPEP Total | 9923 | 12331 | 44 | 37 | 36 | 34 | 24% | 32% | 71% | 84% |

3.2 With the data now available through the Child Census, which has tracked every child in the age group of 6-14 years by name, status of enrolment, OOSC and reason for dropout, the State is now in a position to address all of the school-age-children's educational needs in a comprehensive manner. In respect of enrolments in the 8 DPEP districts, the current picture provided to the JRM is as follows:

Status of enrolment at Primary level

| Sl | District | SC | ST | | | |
|--------------|-------------|---------------|---------------|---------------|---------------|---------------|
| | | | | Boys | Girls | Total |
| 1 | Boudh | 32942 | 14854 | 27831 | 26818 | 54649 |
| 2 | Kandhamal | 20953 | 25950 | 55065 | 51028 | 106093 |
| 3 | Koraput | 43879 | 30369 | 87247 | 81020 | 168267 |
| 4 | Malkangiri | 10708 | 18806 | 39988 | 34599 | 74587 |
| 5 | Mayurbhanja | 80490 | 22170 | 152088 | 133405 | 285493 |
| 6 | Nabarangpur | 35438 | 24669 | 73207 | 68140 | 141347 |
| 7 | Nuapada | 38552 | 12435 | 40486 | 39113 | 79599 |
| 8 | Sonepur | 38743 | 17567 | 32183 | 30852 | 63035 |
| Total | | 301705 | 166820 | 508095 | 464975 | 973070 |

3.3 As noted in the previous JRM Aide Memoire, the State had earlier reported an increase in enrolment from 988,535 in 2002-03 to 1,115,970 in the year 2004-05 according to DISE data. However, the figures presented in the table above, drawn from the Child Census of 2005, indicate that the total primary enrolment in the 8 districts is 973,070. The SPO explained that the differences in the two data-sets are on account of fake enrolment and duplication in enrolment captured in DISE. The child census data indicates that the Gross Enrollment Rate (GER) at primary level is 93% and the Net Enrollment Rate (NER) is 86% in the 8 districts. As indicated in Section 2 above, the State is in the process of re-surveying and up-dating the Child Census.

3.4 In addition to enrolments in primary schools, access to primary education has also been provided through the Education Guarantee Scheme (EGS) and the Alternative and Innovative Education (AIE) programme in remote, inaccessible and sparsely populated areas where due to existing norms primary schools cannot be opened. The status of EGS Centres and AIE programmes is presented in the two tables below:

| Name of District | No. of EGS Centres | Enrolment | No. of EVs |
|------------------|--------------------|---------------|-------------|
| Boudh | 252 | 6173 | 252 |
| Kandhamala | 563 | 9723 | 563 |
| Koraput | 1009 | 20282 | 1009 |
| Malkanagiri | 372 | 7844 | 372 |
| Mayurbhanj | 1643 | 29846 | 1643 |
| Nawarangpur | 852 | 22774 | 1015 |
| Nuapada | 628 | 12796 | 773 |
| Sonepur | 186 | 3879 | 195 |
| Total | 5505 | 113317 | 5822 |

| Name of District | No. of AIE Centres | Enrolment | No. of EVs |
|------------------|--------------------|--------------|------------|
| Boudh | 0 | 0 | 0 |
| Kandhamala | 0 | 0 | 0 |
| Koraput | 0 | 0 | 0 |
| Malkanagiri | 9 | 270 | 9 |
| Mayurbhanj | 287 | 6040 | 287 |
| Nawarangpur | 23 | 510 | 23 |
| Nuapada | 177 | 5502 | 177 |
| Sonepur | 0 | 0 | 0 |
| Total | 496 | 12322 | 496 |

3.5 The analysis of the Child Census data has informed the design of Project *Aarohana* which was launched in September 2006. This comprehensive project aims to bring all of the 603,290 out of school children aged 6-14 years (200,771 of these are in the eight DPEP districts) identified through the Child Census into the education system within one year. In the 1st phase of *Aarohana* out of school children (OOSC) in the age group 5+ and 6+ have been enrolled directly into formal and alternative schools in Class-I. The Mission understands this has been completed by 31st October, 2006. In the 2nd phase of *Aarohana*, to commence shortly, out of school children in the older age group (7+ to 13+) have been targeted for Non-Residential and Residential Bridge Course Centres (NRBC/RBC). It is designed to target 11 districts coming under KBK and scheduled areas having more than 20,000 out of school children in each district. At least 2 NRBCs in each GP and 2 RBCs in each block are to be opened in these districts. The project is also being taken up simultaneously in the other 19 districts of the State. The Mission noted the direct involvement of representatives of Panchayati Raj Institutions (PRI) in *Aarohana*. The Sarpanchs, Samiti members, Councilors and Ward Members are being involved by the managers of DPEP to sensitize the parents of OOSC to bring their children back into school.

3.6 There is also progress in completion rates – a comparison of Grade 1 and Grade 5 enrolments captured in DISE indicates an increase in completion rate from 58% in 2002-03 to 81% in 2005-06. The State's own calculation of primary completion rate suggests a more modest improvement, from 69.01% in 2004-05 to 69.71% in 2005-06 (see the table below):

| District | Completion Rate: 2004-05 | | | Completion Rate: 2005-06 | | |
|---------------|--------------------------|--------------|--------------|--------------------------|--------------|--------------|
| | Boys | Girls | Total | Boys | Girls | Total |
| Boudh | 81.94 | 67.78 | 74.49 | 82.76 | 68.47 | 75.24 |
| Kandhamal | 72.98 | 60.37 | 66.34 | 73.71 | 60.98 | 67.01 |
| Koraput | 73.12 | 60.49 | 66.47 | 73.86 | 61.10 | 67.15 |
| Malkangiri | 91.05 | 75.32 | 82.77 | 91.97 | 76.09 | 83.61 |
| Mayurbhanj | 58.63 | 48.50 | 53.30 | 59.22 | 48.99 | 53.84 |
| Nawarangpur | 80.37 | 66.49 | 73.06 | 81.18 | 67.16 | 73.80 |
| Nuapada | 60.64 | 50.17 | 55.13 | 61.25 | 50.67 | 55.68 |
| Sonepur | 95.22 | 78.78 | 86.57 | 96.19 | 79.57 | 87.44 |
| TOTALS | 75.92 | 62.80 | 69.01 | 76.68 | 63.44 | 69.71 |

3.7 The State's continued efforts both in qualitative as well as quantitative aspects to mainstream disabled children in formal schools continues to deserve a special mention in the JRM Aide Memoire. Of the 28,470 children identified with special needs in the eight DPEP districts through the door to door survey, 24,048 children have been enrolled in primary schools. The mission observed an orientation camp for the parents of children with special needs (CWSN) during the visit to Khandamal. 2,545 teachers have been provided 5 day IED training and 42 teachers have been provided 90 days Rehabilitation Council of India training. The State is also proceeding with its plan to train the appointed IED resource teachers at block level. The Mission observed that parents of students without special needs are likely to have no idea about inclusive classrooms and schools, the rationale for the existence of these programmes, or the impact this approach may have on the students placed in the classroom. This is an area of IED that is now getting attention through the sensitization of parents of students without special needs. These parents are equally important to the success of any inclusion programme.

3.8 Lastly, the Mission is pleased to note the progress in the recruitment of additional para teachers through the PRIs with a total of 64,476 (11,782 in DPEP districts) expected to be in place by the end of the year. The Mission notes that 37,261 teachers (6,792 in DPEP districts) have been recruited to date and a further 27,215 (4,990 for DPEP districts) are under process. The majority of these teachers are qualified and trained to B.Ed. or CT (Diploma Ed.) levels but a small number are untrained SC and ST teachers.

Concerns

3.9 As indicated in Section 2 above, the State is planning or implementing a number of interventions that are contributing to increased enrolment, improved attendance and reduced dropout, including:

- Project Aarohana;
- EQUIP/ADEPTS to improve quality;

- Attitudinal Training (Rupantar) for Teachers, focused initially on the early years of schooling to make schools more child friendly for ST intake to Grade 1;
- Multi-Lingual Education (MLE) to address the needs of ST children in particular – there is a strong correlation between OOSC and linguistic minority learners, suggesting that this sub-programme may be the key strategy for increasing enrolment and reducing dropout among ST;
- The Cluster approach to tribal education (Srijan) that is addressing broader issues related to ST participation in education, such as activation of VEC, tapping community resources, developing school/community interaction, interaction with PRI and traditional tribal leaders and creating a local resource pool in the CRC for tribal education;
- KGBV for ensuring that SC/ST girls are able to continue in education after completion of Class Five;
- NPEGEL to address the needs of girls;
- Remedial teaching in the evenings for students who are absent from school during the day (Nawarangpur);
- Mobilization of parents to motivate them to send their children to school and to keep them in school; and
- Bridge programmes for children that have been absent for long periods.

These interventions are important for reducing dropout but, as previously recommended by the 22nd DPEP JRM/3rd SSA JRM, greater emphasis should be given to the monitoring and follow-up of attendance rates and to further developing strategies to manage periods of predicted low attendance. The Mission is encouraged by the actions that have been taken in respect of a sample survey of enrolment and attendance in six DPEP districts. The findings of this survey suggest that attendance has averaged 84% in these six districts during the first two quarters of session 2006/07 – it is noticeable that ST girls' attendance is much lower than other social categories. Analysis of these attendance rates, as well as those for the third and fourth quarters, should be completed and measures should then be taken to ensure the attendance rate improves in the next session – the SPD suggests a target of 90-95% for session 2007-08. It is clear that without these kinds of measures the Programme's goals *to reduce overall primary dropout rates for all students to less than 10% and to reduce differences in dropout among gender and social groups to less than 5%* will not be achieved. The current status of dropout is presented below:

Drop out Rate at primary level

| Sl | District | 2004-05 | | | 2005-06 (Source OCC' 05) | | |
|----|-------------|---------|-------|-------|--------------------------|-------|-------|
| | | Boys | Girls | Total | Boys | Girls | Total |
| 1 | Boudh | 33.39 | 32.25 | 32.88 | 11.92 | 12.16 | 12.04 |
| 2 | Kandhamal | 47.82 | 50.71 | 49.19 | 5.64 | 5.75 | 5.70 |
| 3 | Koraput | 39.10 | 45.44 | 42.14 | 19.52 | 19.91 | 19.72 |
| 4 | Malkangiri | 43.86 | 52.89 | 48.21 | 23.19 | 23.65 | 23.42 |
| 5 | Mayurbhanj | 54.22 | 51.07 | 52.79 | 45.69 | 46.61 | 46.15 |
| 6 | Nawarangpur | 48.78 | 56.37 | 52.56 | 11.07 | 11.29 | 11.18 |
| 7 | Nuapada | 45.45 | 52.71 | 49.06 | 8.22 | 8.39 | 8.30 |

| | | | | | | | |
|---|---------|-------|-------|-------|------|------|------|
| 8 | Sonepur | 6.03 | 7.31 | 6.65 | 3.18 | 3.25 | 3.22 |
| | Orissa | 31.45 | 32.74 | 32.09 | 9.08 | 9.26 | 9.17 |

3.10 While this table suggests that the goal of reducing dropout to less than 10% for all students may be within reach, the figure for 2005-06 does not represent true dropout, it is a status rate and measures the proportion of students who have not completed primary school and are not enrolled at one point in time, regardless of when they dropped out. When the definition of dropout and the manner in which it is calculated are not consistent, comparisons are difficult to make, and when comparisons are made, interpretations may be faulty. The most reliable method of calculating dropout is through cohort analysis, which measures what happens to a single group (or cohort) of students over a period of time. While the Child Census provides the State with the opportunity to complete cohort analysis in the future, for the next four years the status rate and the approach used by DISE (comparisons of enrolments in various grades year on year) will be the only options for measuring dropout over the whole of the primary cycle. However, the Mission suggests that the State should not wait until 2010 to undertake and report on cohort analysis. It will be possible to identify dropout trends from the Child Census data as each year passes and this should be reported on as a routine from 2007 onwards. As noted above in Section 1, dropout among ST children, particularly ST girls is 20% higher than average dropout and the Child Tracking should therefore be particularly focused on this vulnerable group.

3.11 While the gender gap in respect of enrolment of general children and SC children in the eight districts has reduced significantly, the gap in enrolment of ST boys and girls remains a cause for concern. School uniforms are being supplied free of charge to all school going girls in Classes 1 to 7 and its impact was observed by this mission as it has been on previous JRMs.

3.12 As noted by the last JRM, of those children remaining out of school in the DPEP districts (200,771), 53.43% are girls and 68.18% are STs. These children belong largely to isolated and remote communities and in addition to MLE, Srijan and Rupantar a range of strategies, including EGS, AS, mobile teachers (for migrating children), distance learning, and residential schools are being developed to address their specific needs. These efforts need to be given greater emphasis in the two years remaining.

3.13 Given that the focus of opening AIE centres and bridge programmes is to eventually mainstream out of school children in primary schools, previous Missions have highlighted the importance of monitoring the progress of the mainstreamed children in the regular schools. With the establishment of the Child Census the State has a mechanism in place to track the progress and school completion of these mainstreamed children but it will require a separate code in the data base for these children. In addition, while the systematic tracking of the mainstreamed children is important, as crucial is the development of interventions and strategies for addressing the needs of these children as they are likely to remain vulnerable to dropout for at least one or two years after mainstreaming.

3.14 The State has upgraded 375 primary EGS centres to new primary schools (NPS) after completion of 2 years and meeting the prescribed norms. The State has already

taken action in a phased manner to review the status of all the EGS centres and has identified:

- those that can be up-graded to NPS;
- those that can be closed; and
- those that must be treated as special cases.

These issues should be brought to a conclusion in a phased manner over the next two years. In considering these options, the State might also think about other solutions to this issue, such as the development of EGS centres as satellite schools; i.e., the centres might operate as off-shoots of the nearest primary school with the Head Teacher of the parent school responsible for the satellite as if it was part of his/her regular campus.

3.15 During the Mission's field visits it was noted that convergence between DPEP/SSA and ICDS is constrained by the incompatible opening times of the Anganwadi Centre and the Primary Schools. The Mission was informed that while Primary Schools are open from 10.00.a.m. to 4.00.p.m. on weekdays, the Anganwadi Centre operates from 6.30.a.m. to 11.00.a.m. The Mission encourages the managers of DPEP/SSA and ICDS to review these timings and to establish common timings for the future – the availability of ICDS during school times is important for several reasons, not least as a means to keeping older girls in school.

Suggestions

3.16 The successful implementation of Project Aarohana should be given the highest priority. This will require the maximum attention of SPD and his team and the DPCs together with all of the other actors included within the project implementation structure. With regard to the operationalisation of the bridge courses, the delivery of these and the management of the mainstreaming of such a large number of children and the tracking of the 5+ and 6+ children admitted to regular primary schools in the first phase of the project will require the DPEP team's full attention in the months and years ahead. A special code for monitoring mainstreamed children in the Child Census will be required besides developing a strategy for supporting those vulnerable to dropout, particularly those whose attendance is irregular.

3.17 Set and monitor attendance targets for each district, block, cluster and school and consider ways in which attendance monitoring might be improved, such as through analysis of participation in the unit tests. A study tour to Andhra Pradesh to look at how attendance is being monitored in that State might be helpful in this regard, besides studying the success of CRBCs and NRBCs and convergence with other partners.

3.18 Complete the implementation of the strategy for phasing out EGS centres in the medium term.

3.19 Improve convergence between ICDS and DPEP/SSA, particularly in respect of timings of schools and Anganwadi Centres.

3.20 The SPD may appoint technical officers for IED at the State level to ensure that the maximum number of schools are made barrier free.

4 Learning and Quality

Achievements

4.1 During its visit and interactions with SPO, DPO, DIET, BRC, SCERT, RIE the JRM was pleased to notice the elements of quality consciousness at all levels and the issue appeared to be a concern throughout. The State of Orissa has taken certain initiatives since the 23rd JRM towards improving the quality of primary education and some of these are briefly mentioned below:

4.1.1 The Learning Achievement Tracking System (LATS) was modified as per NCERT monitoring tools with the inclusion of variables such as SC, ST & CWSN.

4.1.2 The State has begun implementing the quality monitoring formats developed by the NCERT and the report of the quarter ending September, 2006 was completed and dispatched on time - this was based on the existing unit tests conducted in the State

4.1.3 40 schools of two blocks of Koraput district have been adopted under the quality package (QP) in collaboration with UNICEF, Orissa and these have been equipped with Maths Kits, LCR materials, supplementary readers, reading-writing materials and sanitation kits.

4.1.4 Some teachers' training programmes have been undertaken by the State which deserve appreciation, these include:

- The CRCCs and BRCCs have been exposed to different modules developed for teachers training at the block level.
- The S.Is. have been redesignated as S.Is.-cum-Addl. BRCCs and have been exposed to a five days training module on implementation of DPEP & SSA. They are also being trained along with the Upper Primary teachers on different modules at the block level.
- The D.Is have been redesignated as D.Is-cum-Addl. DPCs and have been exposed several rounds of orientation at the zonal level on successful implementation of DPEP & SSA. During their orientation they have been oriented to the focus points of different teacher training modules. Further, they are also attending different teacher training programmes conducted in their respective education districts as per the training schedule.

4.2 A new project 'Learning To Read' (L2R) has been launched in four blocks one each from four districts (three of them are DPEP districts) on a pilot basis in collaboration with a national level NGO 'PRATHAM' of Maharashtra and Mahavir Yubak Sangha of Thakurmunda, Mayurbhanj. The programme intends to cover all the children of Class-I & II of four blocks eventually, namely, Tikabali (Kandhamal district), Kantamal (Boudh district), Basta (Balasore district) and Thakurmunda (Mayurbhanj district). The project seeks to ensure that:

- 75% of children in Class-I are able to read unfamiliar simple sentences.
- 50% of children in Class-I are able to recognize numbers from 1 – 100 with place value.
- 80% of children in Class-II are able to read unfamiliar sentences.
- 80% of children in Class-II are able to recognize numbers from 1 – 100 and do simple additions and subtractions.

This project has the potential to make a significant contribution to quality improvement in the State and the Mission encourages the SPD, SCERT and DIETs to maximize the opportunity for making literacy and numeracy the central core of the early years of primary schooling.

4.3 The State has developed two major training modules namely UNMESH-I and UNMESH-II for training of teachers at primary level. Each module is for seven days and focuses on teaching learning process, activity based transaction, learners' evaluation and subject upgradation of volunteers at EGS & AIE centres. All teachers (Primary) completed UNMESH-II including 2612 left out teachers. All teachers (Primary) completed subject oriented English training (5 days) including 3,403 previously left out teachers. Also 219 previously left out EVs (Educational Volunteers) were exposed to 5-day training. Another 211 EVs obtained 10-day training and another 442 EVs were exposed to UNMESH-II. Another module, UNMESH-III, of seven-day training capability has been evolved which focuses on strategies for multi-grade and multi-level teaching. This module will be implemented shortly.

4.4 In addition to the training programmes, 398 monthly sharing meetings were conducted at the cluster level covering 10,769 primary teachers, 401 Shiksha Sahayaks (SSs) and 282 EVs. The Mission is pleased to note that the recommendation of the 22nd DPEP JRM has been followed through and the monthly meetings of teachers are now focused on academic issues – the Mission visited a monthly sharing meeting in Phulbani block that was focused on language hard spots and learned that previous meetings had focused on spoken English and geography.

4.5 The State has been providing attitudinal training through 'Rupantar' which focuses on attitudinal change among teachers. Presently it is for Class-I only and emphasizes the importance of ensuring a child-friendly reception for ST intakes. In future years the focus will shift to other classes.

4.6 Another State initiative is in the area of Multi-Lingual Education (MLE) in 10 tribal languages (Saora, Santal, Kui, Kuvi, Juang, Bonda, Munda, Koya, Kishan, and Oroam) under this project to assist transition from mother tongue (tribal language) to Oriya over the five year primary cycle. TLM in local languages is being developed in these events. But the scope is again currently limited to Class-I to be implemented from April, 2007. The Mission visited a Kui MLE workshop in Khandamal and was pleased to note the good quality of materials being produced. However, the resource persons working on the materials were all male and the absence of female resource persons and, more importantly, a gender sensitive process for developing and evaluating the materials needs to be corrected urgently. As noted in Section 2 above,

Rupatar and MLE are being complemented by Srijan which addresses some of the broader areas related to tribal education.

4.7 The State Government is providing training programmes through DIET faculty and other identified resource persons and so far:

- 312 DRG members are in position in 8 DPEP-II districts.
- 899 BRG members are in position in different blocks of 8 DPEP-II districts.

4.8 The success of all these interventions should ensure the achievement of the Programme's goal *to reduce differences in learning achievement among gender and social groups to less than 5%*.

Concerns:

4.9 The 23rd JRM had suggested to the State that its comprehensive quality improvement plan could be initiated with the approval of the Ministry of HRD. The State had submitted the plan titled 'EQUIP' approval of which is still awaited. In the meantime some progress seems to have been made in the programme titled 'Advancement of Educational Performance through Teachers Support' (ADEPTS).

4.10 The field visit to the district of Kandhamal indicated that certain actions are required to derive proper feed back at various levels and to take corrective actions. Some constraints in this regard are:

4.10.1 The number of the schools under the charge of CRCC happens to be around 20 and the same CRCC has to work for SSA. Although the State Government has delivered one round of training to BRCCs, CRCCs, D.Is. of Schools and S.Is. of Schools on completing the quality formats, there is need for further reinforcing the same for proper analysis, feedback, onsite guidance and support to the teachers.

4.10.2 The achievement levels in the State indicate that a sizeable number of the children are low achievers. This calls for proper diagnosis in specific context and appropriate remediation to rectify this situation. This has implications for teacher training.

4.11 The observations by the Mission of various classroom transactions and the interactions with teachers during training sessions provided some limited evidence of the impact of teacher training in the classroom. About 40% of the teachers observed during the Mission were found utilizing methods of teaching encouraged by the training and a similar number were found to be using TLM effectively in their classroom transactions. It is apparent from these observations and from interactions with District staff and other stakeholders that teaching and learning has not yet been transformed through DPEP in Khandamal. The following are the observations of the Mission in this regard:

4.11.1 The training design does not seem to have the inbuilt elements of systematic follow up mechanism and impact studies beyond the agreement of an

action plan for trainees. Many teachers fail to recall the contents of the training received by them in the recent past.

4.11.2 The Rupantar programme is currently limited to Class-I only which appears to be inadequate from the point of view of providing a proper basis for changing the attitudes across the whole school.

4.11.3 In the absence of strong school leadership and community pressure on teachers about quality issues, there is little motivation for the teacher to change his/her practice.

4.12 While emphasizing the collaboration between SPO on one hand and the SCERT and the DIETs on the other, the unfilled vacancies both in the SCERT and the DIETs pose a serious concern. Besides this, the appointment pattern is also lacking in providing competent persons.

4.13 It was noticed that about 40% posts of Headmasters are lying vacant. The Mission also notes that there have been no training modules developed to orient the Headmasters in providing academic and professional leadership and personnel management – the Mission was informed that Headmasters have already been given training on finance. Given that the Headmaster is the first line of quality assurance in the education system, the absence of these professionals in most schools is a major constraint to quality improvement. Studies of effective schools have consistently drawn attention to the importance of strong educational leadership. Good teaching may be possible in a school where there is weak and ineffective educational leadership, but it is harder to achieve.

4.14 While there has been improvements in learning achievement, the MAS results suggest that the Programme objective *to raise average achievement levels by at least 25% over measured baseline levels and ensuring achievement of basic literacy and numeracy competencies and a minimum of 40% achievement levels in other competencies, by all primary school children* will be difficult to fully achieve by the end of the Programme – November, 2008. The SPO is currently planning the implementation of TAS and this should be accorded a high priority. The Mission encourages the SPO and his team to consider the trends apparent in the BAS and MAS and to review these in the light of other results of assessment in the State. The findings of this analysis should inform future training programmes and other quality related interventions.

Suggestions:

4.15 The Mission recommends that the scope of Rupantar and the tribal primers should be extended up to Class II to facilitate tribal children for the whole of the early years of primary schooling.

4.16 The Mission recommends enlarging the scope of the MLE programme up to Class-V as soon as possible (within the timeframe of DPEP and SSA) while ensuring that the development of materials pays due attention to female participation. The Mission's visit to an MLE workshop suggests that its scope should not be limited to

certain hard spots of learning. It has to have both content and pedagogy related discussions as per the local needs.

4.17 In case 'EQUIP' or 'ADEPTS' is to be implemented, proper dovetailing with quality monitoring formats would be required to avoid duplication on one hand and enriching quality through coordinated efforts on the other.

4.18 The CRCC should not be responsible for more than 12 schools/EGS centres. The Mission notes that the State plans to appoint Block Resource Persons (subject specialists) to provide additional academic support for upper primary classes under SSA and this should be expedited as soon as possible. It is important to ensure that the CRCC is able to provide adequate academic support to the primary level in the DPEP districts.

4.19 Having studied the staff strength at the SPD office vis-à-vis the tasks and requirements of DPEP the Mission strongly feels that there is a need to strengthen various sub units by hiring consultants in the areas of pedagogy, quality enhancement, research and evaluation, teacher development, children with special needs and tribal education. These consultants will visualize intervention needs in their respective areas, provide necessary inputs for capacity building in the field, monitoring the progress and conducting and guiding researches. In addition, partnership with credible NGOs may also be sought by the State as per requirements.

4.20 The visit to the Regional Institute of Education (RIE), Bhubaneswar was quite meaningful in terms of the expected cooperation and support in various quality dimensions including research. This needs to be harnessed in full measure.

4.21 The present climate between SCERT and SPO appears to be quite congenial and it needs to be utilized by seeking their involvement in development of teacher training modules, monitoring quality dimensions, undertaking researches and the like.

4.22 The 23rd JRM during their visit in January, 2006 was given an assurance of filling up of the 296 vacancies in DIETs. It has yet to become a reality. Besides this, the qualifications of the DIET personnel should be commensurate with the tasks assigned. Moreover, steps need to be taken on priority basis by the State to operationalise the 17 additional DIETs already approved by MHRD.

4.23 The vacant posts of Headmasters should be filled in at the earliest. Also proper training modules to orient the Headmasters in providing academic and professional leadership and personnel management should be provided. A manual would need to be eventually developed. This will help strengthen supervision and onsite guidance at the school level and may in turn help improve the quality of primary education.

4.24 The follow-up of training and the evaluation of training impact should be more comprehensively built into the design of future programmes from the outset. With regard to the former, a mechanism for achieving effective follow-up might be to make the CRCC a party to an agreed action plan for teacher trainees for implementation following training. With regard to evaluation of training impact, this should be given more emphasis at the time when the training programme itself is being designed and

contracts should be let to SCERT, DIETs and other appropriate research institutions to evaluate the impact of training in the schools and classrooms.

4.25 The Mission recommends constructive and pro-active use of the media in spreading awareness about the importance of basic education, inclusive education, quality issues and the importance of giving parental quality time to children so that school experiences can be shared, particularly those related to teachers, social interactions and learning. The L2R project might be a useful vehicle for launching a media campaign around literacy and numeracy in schools, particularly in terms of how parents can join with teachers to help the students learn to read.

5. Institutional capacity building and Programme Implementation

Achievements

5.1 Institutional capacity building is proceeding and implementation of DPEP is improving in general and there is clearly discernible progress against some of the physical targets of the Programme, in particular, the following have been completed:

- A significant proportion of civil works have been completed: such as, 48 BRC buildings; 400 CRC buildings; 304 building-less schools; 1,041 additional classrooms; 592 NPS; 3,463 child friendly elements; 8 MIS rooms; 7 training halls; 208 toilets; 1,480 tube wells; 126 schools connected to the electricity supply; 281 schools having major repairs; and 87 schools having minor repairs.
- The girls' education programme has been implemented to some extent with 11,700 MTAs formed and trained; 7,515 teachers' trained on girls' education; 76 remedial teaching centres opened for the benefit of 1,002 girls to date.
- IED has been successfully implemented with good results, such as high enrolment of CWSN; distribution of aids and appliances to 2,912 CWSN; surgical correction facilities provided to 1,577 CWSN; 1,013 schools having been made barrier free; and so on.
- Pedagogical improvement has been advanced through training almost all of the primary school teachers EVs, BRCCs and CRCCs in the 8 districts under various programmes.
- Access and alternative schooling has been progressed through the opening of 1,390 NPS, hiring of 1,487 para teachers; opening 5,505 EGS centres and 496 AIE centres.
- Many communities have been mobilized to support education and 8,888 VECs have been formed out of which 949 have been trained.

5.2 There has also been considerable progress with the development of educational data, particularly in respect of the Child Census. This new data base is complementing DISE to a large extent and is helping the State to correct some of the apparent inaccuracies in the latter. The Child Tracking System validation and updating which

will be completed in early 2007 will enhance OPEPA's management still further. The Mission is also impressed with the work that is being done to establish an Education Personnel Information System (EPIS), a Geographical Information System (GIS) and a web-based Intervention Monitoring System (IMS). Given the excellent use already being made of the Child Census data, the Mission has confidence that these new information sub-projects will be fully utilized for the benefit of children's education in the future.

5.3 The audit report for the year 2005-06 has been received and is satisfactory. The audit reported a difference of Rs. 116.87 lacs between the Expenditure Statements and the Financial Statements certified by the auditor – the SOE was less than the audited statement. This difference arises mainly because of the creation of a liability provision for Rs. 104.73 lacs in the text book development head for the year 2005-06 and other minor differences in various sub-heads. The difference has now been corrected and OPEPA has submitted a claim for the differential amount to MHRD which has in turn been forwarded to DEA for onward transmission to DFID for reimbursement. There is no outstanding audit work for the preceding years. The Auditors for the year 2006-07 have already been appointed.

Concerns

5.4 While the achievements noted above are considerable, the pace of implementation continues to be slow. The financial picture for the period 2001-02 to 2005-06 is presented below.

| Financial Achievement Year wise in Rs Lacs | | | | | | |
|---|---|----------------------------|------------------------|----------------|-----------------|--------------------|
| Year | EFC cost | AWP&B(P AB) | Amount received | | | Expenditure |
| | | | GOI | GOO | Total | |
| 2001-02 | 31380.30 + 10294.54 (Contingen cy) = 41674.84 | 6593.00 | 1500.00 | 63.00 | 1563.00 | 187.46 |
| 2002-03 | | 6000.00 | 1600.00 | 150.00 | 1750.00 | 2508.44 |
| 2003-04 | | 6428.00 | 5175.58 | 765.29 | 5940.87 | 3813.04 |
| 2004-05 | | 8168.00 | 2991.03 | 482.10 | 3473.13 | 4373.92 |
| 2005-06 | | 10213.60 | 2706.50 | 723.01 | 3429.51 | 4574.49 |
| 2006-07 | | 10270.18 | 3601.14 | 809.43 | 4410.57 | 2702.54 |
| Total | | 47672.78 | 17574.25 | 2992.83 | 20567.08 | 18159.89 |

5.5 The performance of the programme to date relative to the EFC cost is 58% (excluding the contingency). If this trend continues the programme will close under spent in November 2008 and will be assessed as either over-budgeted or poorly performing. There are clearly huge unmet educational needs in the 8 districts and it is therefore difficult to conclude that the programme is over-budgeted.

5.6 As noted by previous JRM's, it is also a grave concern that key areas of the programme such as SC and ST Education, Girls Education, Early Child Care Education, Planning & Management, Distance Education and interventions for disabled children are hardly registering any expenditure to date. These sub-programmes have continued to be neglected in 2006-07 also with some districts registering zero expenditure to date on some budget lines, see the table below. While the 22nd and 23rd JRM's noted intensified efforts in respect of improved budget, financial management and procurement and civil works these do not appear to have borne fruit in terms of actual spend.

Orissa Primary Education Programme Authority Government of Orissa

Expenditure as per AWP&B during the Year 2006-2007 (up to 30.11.2006)

| Name of the District | Civil works | Project Management | SC/ST Education | Girls Education | SC/ST | Planning & Management | Distance Education | EE | Health | Paragana In-service | Books & Reference Training | Research & Evaluation | Computer & Network | HR | Total |
|---|---------------|--------------------|-----------------|-----------------|-------------|-----------------------|--------------------|--------------|-------------|---------------------|----------------------------|-----------------------|--------------------|-------------|----------------|
| B.P.O. | | 19.08 | | | | | | | 0.76 | | | | | | 19.85 |
| Boudh | 78.16 | 18.15 | 1.35 | 0.19 | | | | 0.25 | 0.14 | 87.19 | 5.91 | 3.61 | | 0.49 | 193.44 |
| Kandhamal | 54.92 | 20.28 | | 0.14 | | | 0.21 | 2.75 | 1.01 | 157.83 | 184.87 | | 0.20 | 0.08 | 422.20 |
| Koraput | 83.13 | 17.98 | | 0.40 | | | | 0.38 | 0.11 | 145.89 | 35.55 | 0.23 | 0.25 | 0.24 | 293.94 |
| Malikangiri | 205.15 | 5.10 | 0.39 | | | 0.12 | 0.33 | 6.95 | 2.95 | 132.70 | | 0.22 | | 0.13 | 354.05 |
| Mayurbhanj | 82.58 | 21.36 | 0.12 | 0.40 | 0.14 | 0.08 | | 2.75 | 0.46 | 83.68 | 129.69 | 8.94 | 0.16 | | 330.36 |
| Nabarangpur | 152.46 | 7.08 | | | | 0.23 | 0.03 | 8.29 | 0.08 | 210.28 | 46.73 | 0.12 | 3.16 | 0.23 | 428.85 |
| Nuapada | 61.40 | 12.81 | | 5.00 | | 1.31 | 0.45 | 1.40 | 0.12 | 91.89 | 54.36 | | 2.17 | 1.28 | 232.17 |
| Sonepur | 30.61 | 19.87 | | 0.12 | | | 0.04 | 1.83 | 0.11 | 66.94 | 5.99 | 1.13 | 0.51 | 0.63 | 127.88 |
| Total | 758.41 | 139.72 | 1.98 | 6.25 | 0.14 | 1.74 | 1.06 | 24.68 | 5.73 | 975.98 | 463.18 | 14.25 | 6.45 | 3.08 | 2402.54 |
| Contingency for purchase of Text Books to the 8 CPSE Districts during | | | | | | | | | | 300.00 | | | | | 300.00 |
| C Total | 758.41 | 139.72 | 1.98 | 6.25 | 0.14 | 1.74 | 1.06 | 24.68 | 5.73 | 1275.98 | 463.18 | 14.25 | 6.45 | 3.08 | 2702.54 |

8/12/2006 24

5.7 The State has requested (see SPD's letter of 6 September 2006 to MHRD) that the share of the remaining EFC cost for DPEP-II be re-allocated on the basis of number of blocks and ULBs in the district to ensure full utilization of this resource. The SPD has also requested MHRD approval for the utilization of 50% of the Rs10,294.54 lacs contingency fund available under DPEP-II. After deducting the actual cumulative expenditure up to 31.3.06 the balance amounts to Rs 25,300 lacs – the SPD has allocated most of this amount across the 8 districts for the remainder of FY 2006-07 and FY 2007-08. The Mission notes that the redistribution of the remaining EFC cost and the utilization of contingency will not increase the AWP&B for 2006-07 and the proposed AWP&B for 2007-08 will be Rs. 9,955.66 lacs – a reduced amount relative to 2006-07- this will leave a balance of some 5,200 lacs remaining for utilization in 2008/09. The Mission has reviewed the SPD's proposed redistribution of this resource and considers that it has considerable merit -- the current allocations among districts are not proportional to the size of the district or the child population in the districts. As per the grant available, the State should now formally propose expenditure of Rs 25,300 lacs, through to November 2008, including 21,503 lacs in respect of the DFID share and Rs 3,797 lacs in respect of the GoO share.

5.8 If the allocations proposed by SPD are agreed, performance against EFC cost (including the contingency) may be close to 90-95% by programme end, provided the

pace of implementation increases significantly. The Mission notes the DPEP II project agreements between GoI and DFID, in particular that DFID's contribution will comprise 85% of the costs of the project with GoO funding the remaining 15% in accordance with DPEP guidelines. The Mission recommends that GoI and DFID consider the SPD's proposals in the light of these agreements and costs shares to date and reach a satisfactory conclusion on this as a matter of urgency. The key point in all of this should be to ensure that the EFC amount of Rs. 31,380.30 lacs (DFID contribution of GBP 41.21 million plus 15% from GoO) plus the contingency of Rs.10,294.54 lacs is utilized fully and effectively by November 2008 across all sub-programmes, not just civil works, pedagogical improvement and alternative systems. The Mission notes in connection with EQUIP in Section 4 above that an amount of GBP 4 million of TC remains unspent also. The Mission suggests that these TC funds could also be utilized in support of the development of the Head Teacher training and manual recommended at para. 4.23 of this Report, including the use of international expertise, study tours and training of trainers.

5.9 The fund flow between GoI and the State has been problematic in 2006-07. The first installment of the Central share was received by the State Implementation Society only on 21 November 2006 – fully seven months after the commencement of the financial year. The reasons for delay are related to the need to clear Utilization Certificates (UC) for Financial Years 2001-02, 2002-03 and 2005-06 and others relating to PN-DPEP-III and EE.8. There has been considerable correspondence and activity between MHRD and OPEPA regarding these UCs and the matters were finally resolved in November. The delay in the release of this installment of Rs 3,601.14 lacs has constrained programme implementation in 2006-07. It is hoped that this problem will not recur in future. The Mission notes, however, the fund flows between the SPO and DPOs has been relatively problem free.

5.10 While the State is much better equipped today in terms of infrastructure and human resources, the programme is still suffering from vacancies in key posts at State and district levels and also from staff turnover. The Mission is concerned to note that five DPEP DPCs have changed since the last JRM. As noted by the 23rd JRM, it is *very crucial that all key personnel at the State and the project Districts level have assured tenure to ensure continuity*. The programme comes to a halt when key personnel are changed often as it takes a long time to internalize the processes involved. If further staff turn over and vacancies are inevitable, a compensating strategy might be for SPD to hire specialist consultants in key areas of the programme, particularly procurement, finance, pedagogy, tribal education, girls' education and civil works utilizing project management resources or sub-programme resources to ensure continuity across the programmes and to intensify efforts to increase the pace of implementation.

5.11 In Khandamal the team visited the Office of the DPC and had discussions with some of the staff. In addition to this the team also had detailed discussions with the officials of the Block Resource Centres and the Cluster Resource Centres. During discussions it was revealed that though the institutions of the State Project Office and the District Project Office and the Cluster Resource Centre had been established as part of the decentralized framework envisaged in DPEP, the efforts to strengthen the capacity of these staff within these mechanisms are not adequate in terms of interpersonal, planning, management and collaborative skills. The 23rd Mission

recommended that orientation and sensitization of the officials of the SPO, DPO, BRC and CRC be taken up on an urgent basis in these areas. In addition, the 24th Mission suggests that the annual appraisal process of BRCCs and CRCCs incorporates academic feedback on these personnel's performances from DIET faculty members.

5.12 As noted by previous JRMs the progress regarding the establishment and operationalisation of the State Institute of Educational Management & Training (SIEMAT) has been weak. Only the construction component has been completed for SIEMAT. As suggested in previous JRMs, the State should take measures to make SIEMAT operational.

5.13 As discussed in Sections 2, 3 and 4 of this Aide Memoire there remains some critical and unresolved issues of convergence between the DPEP/SSA structures and the mainstream education management and other complementary schemes, such as ICDS and the Total Sanitation Campaign (TSC). These issues will require further attention in the months ahead.

Suggestions

5.14 As per the grant available, the State should now formally propose expenditure of Rs 25,300 lacs, through to November 2008, including 21,503 lacs in respect of the DFID share and Rs 3,797 lacs in respect of the GoO share. The Mission recommends that GoI and DFID agree the SPD's proposals in this regard, including for the remaining EFC cost (including contingency) for DPEP-II to be re-allocated on the basis of number of blocks and ULBs in the district to ensure full utilization of this resource.

5.15 The aim for the next two years should be to ensure that the EFC amount of Rs. 31,380.30 lacs (GBP 41.21 million plus 15% from GoO) and the contingency is utilized fully and effectively by November 2008 across all sub-programmes, not just civil works, pedagogical improvement and alternative systems.

5.16 The SPD should hire additional specialists/consultants in key areas of the programme, particularly procurement, finance, pedagogy, tribal education, IED, girls' education and civil works utilizing project management resources or sub-programme resources to (i) ensure continuity across the programmes and to counter staff turn over and vacancies; (ii) to intensify efforts to increase the pace of implementation; and (iii) to support greater convergence between DPEP/SSA structures and mainstream education management and complementary schemes, such as ICDS and TSC.

5.17 The SPD should work out and agree with the 8 DPCs a detailed work plan and budget through to November 2008 and then allocate responsibilities for budget monitoring and budget execution clearly across the 8 districts and sub-programmes. There should be monthly meetings of finance and planning personnel in particular to review progress in implementing all of the sub-programmes, not just the three or four where expenditures are currently taking place, and SPD and DPCs should be alerted to districts or sub-programmes that are lagging behind. It is clear that unless this kind of intensified effort is made, the programme will fail to achieve its main goals.

6 Next Steps

Enrolment and Completion

6.1 The successful implementation of Project Aarohana should be given the highest priority. This will require the maximum attention of SPD and his team and the DPCs together with all of the other actors included within the project implementation structure. With regard to the operationalisation of the bridge courses, the delivery of these and the management of the mainstreaming of such a large number of children and the tracking of the 5+ and 6+ children admitted to regular primary schools in the first phase of the project will require the DPEP team's full attention in the months and years ahead. A special code for monitoring mainstreamed children in the Child Census will be required besides developing a strategy for supporting those vulnerable to dropout, particularly those whose attendance is irregular.

6.2 Set and monitor attendance targets for each district, block, cluster and school and consider ways in which attendance monitoring might be improved, such as through the monitoring of participation in unit tests. A study tour to AP might be helpful in this regard.

6.3 Complete the implementation of the strategy for phasing out EGS centres in the medium term.

Learning and Quality

6.4 The Rupantar programme is currently limited to Class-I only which appears to be inadequate from the point of view of providing a proper basis for changing the attitudes of teachers across the whole school. The Mission recommends extending the scope of Rupantar and the MLE programme up to Class-V as soon as possible (within the timeframe of DPEP and SSA) while ensuring that the development of materials pays due attention to female participation in this process.

6.5 In case 'EQUIP' or 'ADEPTS' is to be implemented, proper dove-tailing with quality monitoring formats would be required to avoid duplication on one hand and enriching quality through coordinated efforts on the other.

6.6 The CRCC should not be responsible for more than 12 schools/EGS centres. The Mission notes that the State plans to appoint Block Resource Persons (subject specialists) to provide additional academic support for upper primary classes under SSA and this should be expedited as soon as possible. It is important to ensure that the CRCC is able to provide adequate academic support to the primary level in the DPEP districts.

6.7 The vacant posts of Headmasters should be filled in at the earliest. Also proper training modules to orient the Headmasters in providing academic and professional leadership and personnel management should be provided. A manual would need to be eventually developed. This will help strengthen supervision and onsite guidance at the school level and may in turn help improve the quality of primary education. DPEP TC funds are available to support the development of Headmaster training and the Mission supports this.

6.8 Fill the vacant posts in SCERT and DIETs with appropriately qualified and competent persons on a priority basis. With adequate human resources in place the DIETs' work may be extended and enhanced. The state should also operationalise the 17 new DIETs already approved by MHRD so that eventually there is one in every district. The expertise of RIE may also be utilized for quality enhancement, teacher development and research and evaluation.

6.9 The follow-up of training and the evaluation of training impact should be given more emphasis during the design of future programmes and managers of training should have a clear idea of the desired training impact from the outset. Contracts should be let to SCERT, DIETs and other appropriate research institutions to evaluate the impact of training in the schools and classrooms.

Institutional Capacity Building and Programme Implementation

6.10 The Mission recommends that GoI and DFID agree the SPD's proposals for the remaining EFC cost (including contingency) for DPEP-II to be re-allocated on the basis of number of blocks and ULBs in the district to ensure full utilization of this resource by November 2008. The aim for the next two years should be to ensure that the EFC amount of Rs. 31,380.30 lacs (GBP 41.21 million plus 15% from GoO) and the contingency is utilized fully and effectively by November 2008 across all sub-programmes, not just civil works, pedagogical improvement and alternative systems.

6.11 The SPD should hire additional specialists/consultants in key areas of the programme, particularly procurement, finance, pedagogy, tribal education, girls' education, quality enhancement, research and evaluation, IED and civil works utilizing project management resources or sub-programme resources to ensure continuity across the programmes and to intensify efforts to increase the pace of implementation.

6.12 The SPD should develop and agree with the DPCs a detailed work plan and budget through to November 2008 and then allocate responsibilities for budget monitoring and budget execution clearly across the 8 districts and sub-programmes. There should be monthly meetings of finance and planning personnel in particular to review progress in implementing all of the sub-programmes, not just the three or four where expenditures are currently taking place, and SPD and DPCs should be alerted to districts or sub-programmes that are lagging behind. It is clear that unless this kind of intensified effort is made, the programme will fail to achieve its main goals.

INDIA

DISTRICT PRIMARY EDUCATION PROGRAM 24th Joint Review Mission Rajasthan State Report December 7-15, 2006 Aide Memoire

1. Introduction

- 1.1 On behalf of the Twenty-fourth Joint Review Mission (JRM) of the District Primary Education Program (DPEP), Nalin Jena (World Bank) and Dr. Pramila Menon (GOI) visited Rajasthan from December 8-13, 2006 to review and assess the progress on (i) Enrolment and Completion; (ii) Learning and Quality, (iii) Institutional Capacity Building and Program Implementation. The Mission also reviewed actions taken on the specific recommendations of the twenty-third Joint Review Mission.
- 1.2 At the State level, the Mission met and had intensive discussions with the State Project Director and his team, all the District Project Coordinators/ Additional District Project Coordinators from the DPEP II Districts at the State head-quarter. The team had detailed discussions with stakeholders regarding the progress towards achievement of DPEP objectives.
- 1.3 The team also visited formal schools, Bridge Course, Alternative Schools, Block Resource Center (BRC), Cluster Resource Centers (CRC), and the District Project Office (DPO) in Sawai Madhopur and interacted with BRC and CRC facilitators, teachers, students, parents, community members, and representatives of the SDMCs. Detailed discussions were also held with the District level officials i.e. District Project coordinators and his team, including the MIS in-charge.
- 1.4 The Mission wishes to thank the state and district officials for their cooperation and hospitality during the visit. Special thanks are due to the State Project Director for facilitating the review and sending the official of the State Project Office, who deserves special appreciation, accompanying the Mission to the field. The Mission would like to place on record its appreciation for the Department of School Education and Literacy, Government of India and the Technical Support Group for making available all the documents and briefing the mission. The Mission shared and discussed the draft Aide Memoire with the State Project Director and his team in a wrap up meeting held on December 13, 2006 at the State Office. The Mission also discussed the key observations with the Principal Secretary, Sanskrit and School Education, and Secretary, Elementary Education, Government of Rajasthan (GoR).

2. Actions taken on the Recommendations of the 23rd JRM

- 2.1 *DISE Improvement*: Progress on this action is described in section-5 of this report.
- 2.2 *Sample cohort study to assess progress on key educational indicators*: The State undertook this sample study in all the 32 districts. Data has been collected and is in the process of being computerized. The State was advised to analyze the data of nine districts

on a priority basis and share the draft report with the Government of India (GOI) and the World Bank by December 31, 2006.

- 2.3 **Concerted efforts for drop out rate reduction:** A number of interventions such as enrollment drive, school environment improvement, free textbooks to all children, free bus passes to girls, and bridge courses, are reported to have been strengthened in order to enhance retention and reduce drop out.
- 2.4 **Strategic institutional plan for State Institute of Educational Management and Training (SIEMAT):** The State shared an institutional plan for SIEMAT. Mission's comments on the plan and status of SIEMAT are provided in Section-5 of this report and the detailed comments are in Annex-5.
- 2.5 **Revised extension plan and reallocation request to be submitted to MHRD by July 31, 2006:** The State has submitted a revised extension plan and reallocation, which was sent to the World Bank by DEA through its letter dated November 28, 2006.
- 2.6 **Rapid achievement survey in three DPEP districts:** The mission compliments the State for completing the survey and sharing a draft report with it. The findings of the survey are discussed in Section-4 in this report.
- 2.7 **Conduct of Terminal Assessment Survey (TAS):** The State is advised to complete the TAS and share the report with the GOI and the World Bank by March 15, 2007.
- 2.8 **Cluster Resource Centers' strengthening:** A nine-day training of CRCFs is scheduled to be held in January 2007. More observations on CRC are provided in Section-5.
- 2.9 **Change in School Development and Management Committee (SDMC) composition:** The State has drafted a Bill for Universal Elementary Education, in which a new composition with a parent as the chairperson of SDMC has been proposed. The Bill is yet to be put before the state legislature. This procedure may be expedited. The State Project Director informed the Mission that the State would be involving Panchayati Raj, in accordance with the directions issued by the EC of SSA, more deeply in planning and monitoring.

3. Enrollment and Completion

Progress:

3.1 Enrollment, drop out, and out of school children

The State reported that DISE 2006-07 data from the school level had been collected. Currently the districts are computerizing the data. DISE data will be available for use in February 2007. In the absence of DISE 2006-07 data, no new information on enrollment was available to the mission for assessment of progress. However, the progress achieved in enrollment in 2005-06, which was reported by the previous JRM (June 2006), is placed in Annex-1. During the last JRM, the State committed to conduct a rapid sample cohort study to assess progress on some key educational indicators such as retention, repetition, drop out, and transition rate and share the finding with the current JRM. The Mission was informed by the State that the report of the sample study would be completed by

December 31, 2006. The State is advised to share the draft report with the GOI and the World Bank by December 31, 2006.

Bridging the gender gap is an important objective of DPEP, as the program was targeted towards the districts, which had low female literacy rates. Rajasthan, where girls' education is a major issue in the context of its traditional socio-cultural milieu, narrowing gender gap by attracting more girls to schools is a formidable challenge. The Mission noted that the issue of girls' education had been consistently addressed through the adoption of a number of strategies like *Mukhya Mantri Shiksha Sambal Maha-Abhiyaan*, *Praveshotsavas*, Rallies, *Kala Jathas*, *Bal Melas*, and sensitization programs held at district, block, cluster, and school levels from time to time. Active involvement of the School Development and Management Committees (SDMC), Mother-Teacher Association (MTA), and *Mahila Manches* in the schools has contributed significantly to promotion of girls' education under DPEP II.

The above strategies have resulted in further narrowing gender gap. Sawai Madhopur has reduced gender gap by 15.3 percent; Dholpur, Karauli, Dausa and Bundi have reduced by more than 7 percent in about four years. District-wise progress on gender gap reduction is presented in the table below:

Progress in Bridging Gender Gap

(in thousands)

| S.NO. | Distt. | 2001-02 | | | | 2005-06 | | | |
|-------|----------------|---------|-------|-------|----------------|---------|-------|-------|----------------|
| | | Boys | Girls | Total | Gender Gap (%) | Boys | Girls | Total | Gender Gap (%) |
| 1 | Bhartpur | 193 | 154 | 347 | 11.24 | 193 | 170 | 363 | 6.34 |
| 2 | Bundi | 82 | 61 | 143 | 14.69 | 86 | 76 | 162 | 6.17 |
| 3 | Churu | 121 | 98 | 219 | 10.50 | 146 | 131 | 277 | 5.42 |
| 4 | Dausa | 109 | 87 | 196 | 11.22 | 127 | 117 | 244 | 4.10 |
| 5 | Dholpur | 98 | 72 | 170 | 15.29 | 105 | 90 | 195 | 7.69 |
| 6 | Hanumangarh | 103 | 84 | 187 | 10.16 | 112 | 101 | 213 | 5.16 |
| 7 | Jaipur | 306 | 245 | 551 | 11.07 | 314 | 290 | 604 | 3.97 |
| 8 | Karauli | 102 | 78 | 180 | 13.33 | 104 | 93 | 197 | 5.58 |
| 9 | Sawai Madhopur | 96 | 63 | 159 | 20.75 | 96 | 86 | 182 | 5.49 |
| | | 1210 | 942 | 2152 | 12.45 | 1283 | 1154 | 2437 | 5.29 |

Source : 2001-02 Shiksha Ki Pragati

Source : 2005-06 DISE

The State has made good progress in extending access to primary education, resulting in moving a large number of out-of-school (drop outs and never-enrolled) children into schools. According to Rajasthan's Child Tracking System (CTS), which is based on household survey, total number of out-of-school children in 2005-06 is 59,533 (in 6-14

age group), which has come down to 14,497 because of an intensive enrollment drive called *Mukhya Mantri Shiksha Sambal Maha-abhiyaan* carried out by the State Government involving all the departments. This is an impressive drive.

The previous Mission observed high drop out rate in the DPEP II districts. According to the information provided by the State, the drop out rate was 40 percent. The sample conort study, which is being carried out by the State, would provide information on drop out rate. The State has adopted strategies to reduce drop out rate, as recommended by the previous missions. This Mission also advises the State to continue with their strategies.

3.2 *Alternative schooling*

Access to education to the vulnerable and never-enrolled children, particularly girls, have been provided through alternative schooling of 4 hours and 6 hours, Education Guarantee Scheme Schools (locally named *Rajiv Gandhi Swarn Jayanti Pathshalas* (RGSJP), *Siksha Mitra Kendras* and residential as well as non-residential bridge courses. 26,198 children are enrolled in Alternative Schools (AS). Six and four hourly Alternative Schools have enrolled 17,029 children belonging to marginalized sections of the society. For details refer Annex-2. All the Education Guarantee Scheme Schools {locally named *Rajiv Gandhi Swarn Jayanti Pathshalas* (RGSJP)} have been converted into formal primary schools. As soon as the planned 30,000 teachers are recruited, these single-teacher schools will get an additional teacher. This is indeed an impressive step taken by the State Government.

The Mission noted that there are a few Alternative Schools, particularly 6-hourly ones, where more than 40 children of different age-groups are enrolled. The lone teacher in the AS center is also responsible to go house to house in the morning to collect children. AS teachers also work as social motivators and are bestowed with a challenging job of teaching children from different age-groups, including never-enrolled and drop out. The Mission recommends that an additional teacher/social motivator be placed in the AS with more than 40 children enrolled.

3.3 *Integrating children with special needs*

Integration of children with special needs (CWSN) has been attempted through their identification, medical camps, induction training of in-service teacher on integrated education for disabled children (IED), 3-days IED teacher/head teachers training, and distribution of aids and appliances. The previous missions had observed that the number of CWSN was low. Subsequently, in Phase II districts, through a special identification drive, 40,078 children (in 6-14 age group) with different types of special needs were identified in 2005-06, where as the number in 2004-05 was 11,338 (in 6-11 age group). Out of the total 40,078 CWSN, 38,504 (as against 38,233 reported in the last mission) children have been enrolled in special centers as well as in the formal primary schools, and 519 children (271 children in June, 2006) have been enrolled in 6-month bridge course. The detailed data on progress made in this area is presented in Annex-3.

The GoR is in the process of recruiting 250 special teachers for the whole State out of SSA funds, and 56 of them will be posted in nine DPEP II districts. In all blocks, resource rooms for CWSN are being set up and aid for visually impaired children being supplied through National Institute of Visual Handicaps, Dehradun. First time, braille books have been supplied in May-June 2006, to all the districts as per need. While there

is evidence of intra-departmental convergence and involvement of NGOs, there is a need to ensure that the CWSN enrolled in the formal primary schools are coping adequately and appropriately in terms of learning at par with other children. Their learning needs and academic process are monitored carefully. Most BRCFs and CRCFs were trained to support and monitor the coping process and learning outcomes. In some of the districts, special teachers at the Block level have been appointed and are providing support to BRC and CRC facilitators. The State Project Office has already initiated the process of preparing individualized educational plan for these children. On this, all the headmasters will be trained in July 2006.

The State is taking help of Spastic Society of India for training of IED resource teachers. And a proposal on this has been sent to MHRD for consideration.

Concerns and Suggestions:

- The previous mission raised its concern over the high drop out rate. Although the State has adopted strategies to reduce drop out rate, this Mission reiterates the concern with the advice that the State should continue to take adequate measures to arrest the drop out rate.
- Large number of single teacher schools (4631) still exists. Although the GoR is in the process of recruiting another 30,000 teachers afresh, rationalization of teachers' deployment would also help further to address the issue. Various JRMs have observed schools with less than 1:25 PTR in the State. The Mission advises the State to closely examine and follow up the deployment of teachers in the nine districts.
- The previous mission recommended strengthening the system of following up and monitoring of participation and performance of the children of Alternative Schools. The State has developed a format for tracking the AS children's performance, but proper use and analysis of the information generated through these formats need to be ensured.
- Children mainstreamed from the alternative streams should be followed up and monitored systematically.

4. Learning and Quality

4.1 *Progress in Learners' Achievement:*

Based on the findings of the mid-term assessment of students' achievement, the previous JRM pointed out that:

- Out of the nine districts of phase II, achievement level of the students of Class II in Language has increased in most of the districts except Sawai Madhopur and Jaipur, where it has dropped significantly. Similarly two districts Churu and Sawai Madhopur are lagging behind in Mathematics in Class II.
- The Class V results show a significant improvement in all districts except Jaipur, which has shown a decrease of about 2% in both Language and Mathematics (Maths).

The State was not convinced with the findings of the Mid-term Assessment showing decline in achievement levels of students in three districts, and, therefore, committed to conduct a rapid assessment to verify the progress in students' achievement. The draft was shared with the mission. Annex-4 presents comparative tables on baseline assessment

survey (BAS), mid-term assessment survey (MAS) and the repeat rapid assessment survey (RAS). Some of the key findings are as follows:

In Churu, achievement level of class II children in Language has increased by 12.76 percentage points and in Mathematics, achievement level has increase by 6.71 over the baseline; in Jaipur, the increase is of 5.76 percentage points and 5.50 percentage points in Language and Mathematics respectively; in Sawai Madhopur, achievement level has declined by 0.9 percentage points in Language and 0.01 percentage points in Mathematics.

In Churu, achievement level of class V children in Language has increased by 28.04 percentage points and in Mathematics, achievement level has increased by 33.17 over the baseline; in Jaipur, the increase is of 9.92 and 9.42 in Language and Mathematics respectively; in Sawai Madhopur, the increase is of 9.30 and 8.36 percentage points in Language and Mathematics respectively.

In Churu, for Scheduled Castes (SC), the over all achievement level of class II children in Language and Mathematics has increased by 13.89 and 7.06 percentage points respectively over the baseline. In Churu, for ST, achievement level has decreased by 1.10 percentage points. In Maths, there is an increase by 14.85. In Jaipur, in Language for SC and ST class II children the achievement levels have decreased by 1.81 and 3.20 percentage points respectively. In Jaipur, achievement levels in class II Maths has decreased by 1.91.

The sample of the rapid assessment survey has also included private schools. As BAS and MAS did not include private schools in their samples, it is advised that the State should analyze the data from government schools only.

The State has launched a Quality Assurance Program (QAP) under which the achievement levels of class IV students are being assessed. The Mission was informed that the large scale QAP has generated awareness among teachers as well as BRCFs and CRCFs to look at quality more seriously. The results of the QAP will be shared with the schools and analyzed and discussed at all levels. This would be diagnostic in nature. Systems and formats for monitoring quality have been developed and are now at a stage when they can be used effectively to improve student learning achievement, but it will require further strengthening of management to make full use of these systems and resources. The academic support structures are largely in place, but there are issues of capacity and quality of intervention that needs to be addressed.

4.2 *Pupil Evaluation*

The Government of Rajasthan has closely associated the academic support institutions like the SIERT, IASE's, CTE's and DIET's for achieving the goals of UPE. These institutions have been assigned the areas of curriculum revision, developing teaching learning material, and imparting training to the teacher's from time to time.

SIERT has introduced a new evaluation system in which the pupils will be tested through three intermittent tests, half yearly and yearly examinations. The marks assigned to the tests are- 15% to three intermittent tests, 35% to half yearly and 50% yearly to each subject. For classes I and II, there is only half yearly and yearly tests. Both oral and written tests form part of the new pattern of evaluation. Peer group evaluation has been

introduced for classes VI to VII. Both half yearly and yearly examinations are conducted through the Common Paper Scheme at district level. The unit tests conducted by the teachers and remedial measures adopted however continue as regular activities at the school level.

The Rajasthan Council of Elementary Education has also introduced a Quality Assurance Program in all the 32 districts. Through this program, the State organized achievement tests for classes 4 and 7 to assess achievements of the children.

While the larger efforts at improving the quality of inputs towards raising the learning levels of children are commendable, and should begin to show a positive impact in learning, the state-wide functionaries, especially the district functionaries, BRCFs and CRCFs have to gear up to focus their energies on understanding the need to systematically evaluate the students performance at every stage, analyzing the results of students performance at various levels and then take appropriate measures to improve the learning outcomes. While the mission found a lot of enthusiasm in focusing on the processes, there is a perhaps a greater need to focus on the impact.

4.3 *Teaching and Learning Materials*

The Mission appreciates the State's efforts in distributing free text books to children in the beginning of the academic year. In Sawai Madhopur district, the Mission found children having the text books for the current academic year. The workbooks have also reached the block and clusters, but are yet to reach every school. In one school, where workbooks have been given to the children, the mission was pleased to see that the children were using the workbooks. However, the teachers had not started verifying the work done by children in the workbooks. The BRCFs and CRCFs need to ensure that the teachers pay adequate attention to the use of workbooks by children.

During the school visits undertaken in district Sawai Madhopur, the Mission noted with concern the absence of proper utilization of teaching learning materials in the classrooms. It was further noted that the materials were very often procured from the market. The Mission would like to stress the importance of the use of teaching learning materials in the classroom, and the role of the teacher in preparing the TLM both in terms of relevance and facility in classroom transaction. The conceptual clarity in the children through the use of teaching learning materials however cannot be underestimated. The State is planning to organize 3-day training on proper use of TLM in collaboration with UNICEF and SANDHAN.

Procurement of library books for schools has been completed, but the books are yet to reach the schools. TLM grants for 2006-07 were released by the State to the districts in November, 2006. Therefore, the teachers are yet to receive the grants. The State must ensure that teachers receive TLM grants in the first three months of the beginning of the academic year.

4.4 *Teachers Training*

- A major achievement has been that about 95% of the total teachers in DPEP II districts attended the nine-days training conducted during the summer vacation. This nine-days training based on the hard spots identified in all subjects and linked to their textbooks content and pedagogy is nearing completion.

- Teachers' training has been conducted through a cascade model- SIERT resource persons trained the DIET personnel, who in turn trained the District Resource Persons.
- Three-day refresher training will be undertaken for CRCFs and BRCFs in January 2007. In response to the previous mission's observations on capacity of CRCFs, this activity should have been undertaken on a priority basis.

4.5 *Pupil-teacher ratio (PTR)*

As per DISE data 2005-06, the current average PTR for nine DPEP II districts is 47. Dholpur with an average PTR of 61, Churu with 49, and Dausa with 48 need attention. Rationalization of teachers' deployment would contribute towards addressing the issue of high PTR in some of the districts.

Concerns & Suggestions

- The mission noted that new evaluation system is being followed in every school. According to the new system, two tests are conducted in August and September state has put in place a sound evaluation strategy for schools. However, a regular feedback on learning among children must be followed with a systematic process of collation, analysis, and diagnosis to plan and intervene with focused school specific strategies for improving learner achievements. This should be initiated by the CRCFs at the cluster level with the help of the teacher, but initially BRCFs may have to support CRCFs and develop their capacity on the required skills.
- The previous mission had suggested putting in place a systematic procedure to analyze and evaluate the feedback of the training. The State proposed to organize workshops involving the resource persons, teachers, DIET faculty and other district officials to assess and analyze the impact of trainings.
- The mission has been informed that many Alternative Schools have been upgraded to formal Primary Schools, but a well laid out strategy to improve the quality of these, and the existing AS needs to be addressed. The AS teachers needs to be trained on multi-grade and multi-age teaching.
- Systematic researches and impact studies for inputs like new TLM and trainings on learning outcomes need to be a priority.

5. **Institutional Capacity Building and Program Implementation**

5.1 **Institutional Capacity Building**

Progress:

The position of the Director, SIEMAT is currently lying vacant as the appointed Director took voluntary retirement. Although, the Mission was informed about the State's plan to appoint SIEMAT staff and specialists on deputation shortly, currently SIEMAT does not have a single full-time staff. The Mission is concerned to note the delay in recruitment of key staff for SIEMAT. The State has prepared an institutional plan for SIEMAT. The Mission reviewed the plan and found that the plan is incomplete on many grounds. The detailed comments are in Annex-5.

The Mission recommends that the State fine tunes the institutional plan based on an understanding of the needs of the system and the training requirements of its functionaries in planning and management at district and sub-district levels. The plan must clearly reflect the vision of the State in setting up this institution, and the achievement of the goals of elementary education.

5.1.1 *Extended teacher support system & Effectiveness of BRC/CRCs*

- Almost all BRCs and CRCs are in place. The mission interacted with all the BRC facilitators and some CRC facilitators in Sawai Madhopur District and a reasonable level of understanding of the DPEP program objectives, their role, as well as their performance was observed. However, the CRC facilitators felt that they were not able to focus their energies on quality issue, since most of their time was being used for data collection and transmission to the next level. CRCs and BRC are engaged in QAP and quality monitoring in which classroom observation is also a part. This process of engagement is also strengthening their capacity. The State recognizes that unless these institutions are strengthened and their role in quality monitoring and improvement is facilitated, it is difficult to expect quality outcomes.
- The few times when CRCs and BRCs visit the schools, they do try to extend support to the teachers. Besides checking the attendance and other routine matters, the opportunity is used to follow up on teacher training and observe the classrooms for transaction of lessons. Depending on the felt need, they demonstrate lessons in the classes point out and correct gaps, if any, in teaching. However, the Mission recommends that the BRCs and CRCs are to be made to focus on their primary agenda.
- The mission was informed that a monthly meeting at cluster level is held with teachers, but it does not necessarily address academic issues. Most of their time is spent in sharing and filling information in Performa.

5.1.2 *School Development and Management Committees (SDMCs):*

7649 SDMCs of the 7684 primary schools have been formed in 9 DPEP districts. 79277 out of 89922 SDMC members have been trained during the current year. There are anecdotal instances of contribution from local community in the form of cash and kind. For example, local communities in many places have come forward to support the residential bridge courses for girls.

5.1.3 *Improvement in MIS/DISE:*

The Mission complements the State for setting up the Management Information System (MIS) to consolidate the District Information System on Education (DISE) on a regular basis. Two officials from RajCom (the State Government-owned Information Technology agency) have been deputed to work on MIS at the State level. Two technically qualified personnel, interviewed and approved by a panel constituted by the State Project Office have been recruited in the district office. These personnel are the employees of a private agency, which have been given the contract to feed the DISE data with their own machines and data entry operators. In a way, the State has outsourced management of MIS, although quality control remains with the District Project Offices and the State Project Office. It is reported that DISE 2006-07 data entry is in process and the data would be available for use by February, 2007.

The Elementary Education Bureau needs to closely examine the future implications of the system that has been put in place by the State for managing MIS/DISE.

Concerns & Suggestions:

- The earlier missions have recommended that institutional strengthening of CRCs and rationalization of their work-load is a priority area for the State to pay attention to. The 23rd JRM also suggested strengthening CRCs in a big way to develop them as hubs of academic activities in the long run. The current mission once again emphasizes the point in the long-term interest of quality improvement in the State.
- The primary head teacher is the Chairman and another teacher is the Secretary of the SDMCs, which can encourage centralization of power and thus hinder the spirit of community involvement. The mission is informed that a bill for Universal Elementary Education has been drafted and waiting to be placed before the State Legislature. The draft bill contains a proposal for reconstitution of SDMCs with parents as the head of such bodies. The State needs to expedite this process.
- The State needs to reformulate the plan based on a deeper understanding and analysis of the needs of the system and the training requirements of its functionaries in planning and management at district and sub-district levels.

Program Implementation

Progress:

Progress in civil works is highly satisfactory. 95% of the total outlay for civil works has been spent as of October 2006. Out of 54 BRCs to be built, 42 have been completed and 11 are in progress, which will be completed by December 2006. Out of 678 CRCs targeted to be constructed, 675 have been completed and 3 are in progress. Out of 731 buildings for building less schools, 702 have been completed, and the rest 29 are in progress. Out of 3263 major repairs, 3218 have been completed, and 45 are in progress. All the planned civil works will be completed before the current closing date of the project. (Detailed progress is in Annex-6)

The Mission visited Goner to see the SIEMAT building under construction. The Mission was pleased to see the quality control mechanism and supervision carried out by the project engineers. The work is progressing as per the schedule and expected to be completed by April, 2007.

Out of the total Expenditure Finance Committee (EFC) approved outlay of INR 372.42 crore, INR 297 crore (79% of the total outlay) has been spent as of October, 2006. Out of 2006-07 total outlay of INR 89.87 crores for DPEP II, only 21% has been spent as of October, 2006. The State, however, claims that about INR 40 crore (approximately USD 9 million) are committed expenditure for the current calendar year.

According to the World Bank's Integrated Controller's System data, 70% of the total Credit has been disbursed as of December, 2006, which is only one percent increase in disbursement over the disbursement figure reported by the 23rd JRM in June 2006. About USD 33 millions (including are left un-disbursed in the Credit. Category-wise disbursement as of December, 2006 is in Annex-7

The Previous JRM had recommended that the State submits a revised plan for extension of the project closing date by July 31, 2006. (The Plan was submitted to World Bank in the month of August 2006.) The World Bank asked further details on the plan which was submitted to it by the month of November 2006. In view of certain short-comings in the plan, the representative of Bank has shown willingness to an interim extension of three months (from January 1, 2007 to March 31, 2007) with the expectation that the State would submit through the GOI a comprehensive plan spelling out the time-targeted activities to achieve the project development objectives and to optimally utilize the remaining funds in the Credit. The comprehensive plan for further extension should reach the World Bank by January 31, 2007.

6. Next Steps

- 6.1 The State should complete the draft report of the sample cohort study to find out gender and social category-wise information on dropout, repetition, transition and completion rates and complete at the earliest and share the report with the GOI and the World Bank by December 31, 2006.
- 6.2 The State should continue to pay more attention to reducing drop out rate.
- 6.3 Based on the Mission's analysis of the draft institutional plan of SIEMAT, which is presented in Annex-5, the State will fine-tune the plan and take necessary steps to operationalize SIEMAT. The plan must clearly reflect the vision of the State in setting up this institution, and the achievement of the goal of universal elementary education.
- 6.4 CRCs and BRCs need to be further strengthened in order to make them effective resource institutions.
- 6.5 The Mission was informed that the State has drafted a bill for Universal Elementary Education, which contains a revised composition of SDMC with parent as the head of this school level body. The bill is waiting to be placed before the State Legislature. The State needs to expedite this process.
- 6.6 The State is advised to complete the TAS and share the report with the GOI and the World Bank by March 15, 2007.

Primary School Enrollment By Year and Gender

| S.No | Districts | 2001-02 | | | | | | 2005-06 | | | | | | Progress Over baseline |
|------|----------------|----------------|---------------|----------------|--------------|--------------|----------------|----------------|----------------|----------------|--------------|--------------|----------------|------------------------|
| | | Boys | Girls | Total | Boys (%) | Girls (%) | Gender Gap (%) | Boys | Girls | Total | Boys (%) | Girls (%) | Gender Gap (%) | |
| 1 | Bhartpur | 193000 | 154000 | 347000 | 55.62 | 44.38 | 11.24 | 193000 | 170000 | 363000 | 53.17 | 46.83 | 6.34 | 4.6 |
| 2 | Bundi | 82000 | 61000 | 143000 | 57.34 | 42.66 | 14.69 | 86000 | 76000 | 162000 | 53.09 | 46.91 | 6.17 | 13.3 |
| 3 | Churu | 121000 | 98000 | 219000 | 55.25 | 44.75 | 10.50 | 146000 | 131000 | 277000 | 52.71 | 47.29 | 5.42 | 26.5 |
| 4 | Dausa | 109000 | 87000 | 196000 | 55.61 | 44.39 | 11.22 | 127000 | 117000 | 244000 | 52.05 | 47.95 | 4.10 | 24.5 |
| 5 | Dholpur | 98000 | 72000 | 170000 | 57.65 | 42.35 | 15.29 | 105000 | 90000 | 195000 | 53.85 | 46.15 | 7.69 | 14.7 |
| 6 | Hanumangarh | 103000 | 84000 | 187000 | 55.08 | 44.92 | 10.16 | 112000 | 101000 | 213000 | 52.58 | 47.42 | 5.16 | 3.9 |
| 7 | Jaipur | 306000 | 245000 | 551000 | 55.54 | 44.46 | 11.07 | 314000 | 290000 | 604000 | 51.99 | 48.01 | 3.97 | 9.6 |
| 8 | Karauli | 102000 | 78000 | 180000 | 56.67 | 43.33 | 13.33 | 104000 | 93000 | 197000 | 52.79 | 47.21 | 5.58 | 9.4 |
| 9 | Sawai Madhopur | 96000 | 63000 | 159000 | 60.38 | 39.62 | 20.75 | 96000 | 86000 | 182000 | 52.75 | 47.25 | 5.49 | 14.5 |
| | | 1210000 | 942000 | 2152000 | 56.23 | 43.77 | 12.45 | 1283000 | 1154000 | 2437000 | 52.65 | 47.35 | 5.29 | 13.2 |

Source: 2001-02 data from Directorate of Elementary Education (Shiksha ki Pragati), GoR; 2005-06 data from DISE

District wise SC and ST Gender wise Enrollment

| S.No | Districts | ST | | | | | | SC | | | | | |
|------|-------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | | 2001-02 | | | 2005-06 | | | 2001-02 | | | 2005-06 | | |
| | | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| 1 | Bhartpur | 5129 | 4210 | 9339 | 5169 | 4751 | 9920 | 29052 | 18553 | 47605 | 47339 | 41684 | 89023 |
| 2 | Bundi | 17379 | 12526 | 29905 | 18131 | 16014 | 34145 | 16528 | 11965 | 28493 | 17798 | 15748 | 33546 |
| 3 | Churu | 734 | 671 | 1405 | 1384 | 1191 | 2575 | 28640 | 20042 | 48682 | 39857 | 33654 | 73511 |
| 4 | Dausa | 32068 | 26213 | 58281 | 35585 | 33869 | 69454 | 26474 | 20304 | 46778 | 28781 | 26141 | 54922 |
| 5 | Dholpur | 5174 | 3493 | 8667 | 5703 | 4764 | 10467 | 20322 | 13571 | 33893 | 22286 | 18888 | 41174 |
| 6 | Hanumangarh | 564 | 466 | 1030 | 697 | 619 | 1316 | 35763 | 30942 | 66705 | 37297 | 34441 | 71738 |
| 7 | Jaipur | 38330 | 28661 | 66991 | 38673 | 35340 | 74013 | 66901 | 53127 | 120028 | 62108 | 56710 | 118818 |
| 8 | Karauli | 25543 | 21268 | 46811 | 24629 | 23316 | 47945 | 30638 | 19433 | 50071 | 29402 | 24657 | 54059 |
| 9 | Sawai Madhopur | 21525 | 14912 | 36437 | 20993 | 19056 | 40049 | 21778 | 13661 | 35439 | 20687 | 18653 | 39340 |
| | Total | 146446 | 112420 | 258866 | 150964 | 138920 | 289884 | 276096 | 201598 | 477694 | 305555 | 270576 | 576131 |

Source: 2001-02 date from Directorate of Elementary Education (Shiksha ki Pragati), GoR; 2005-06 data from DISE

Number of Alternate Schooling Centers with Enrollment and Para Teachers Year 2005-06

| Type of Alternate School | Para Teachers | Centers | Enrollment | | | Total no of Children Mainstreamed |
|---------------------------|---------------|---------|------------|-------|-------|-----------------------------------|
| | | | Boys | Girls | Total | |
| Madarsa | 30 | 30 | 1230 | 1515 | 2745 | 181 |
| AS 6 Hourly | 272 | 272 | 7814 | 9883 | 15933 | 2090 |
| AS 4 Hourly | 26 | 26 | 413 | 683 | 1096 | 111 |
| Residential Bridge Course | 108 | 108 | 2596 | 3828 | 6424 | 918 |

Note :- AS 6 Hourly and Madarsa's are very much like regular Primary Schools, thus, the children in these centers complete class V and then move to class VI.

Progress on Integrated Education for Disabled Children

| S.No. | Name of District | No. of Identified CWSN | No. of Enrolled CWSN | Non- Enrolled CWSN | No. of Functional Assessment Camps organized | No. of Beneficiaries | Free distribution of Aids & Appliances | No. of Beneficiaries under Education Voucher Scheme | Residential Bridge Courses | | No. of Working Resource Teachers | Beneficiaries under Home Based Education | No. of Tournament Organized for CWSN | No. of Participants in the Tournaments | Construction of RAMP | 45 Days Training for General Teachers |
|-------|------------------|------------------------|----------------------|--------------------|--|----------------------|--|---|----------------------------|----------------------|----------------------------------|--|--------------------------------------|--|----------------------|---------------------------------------|
| | | | | | | | | | No of Camps | No. of Beneficiaries | | | | | | |
| 1 | Bharatpur | 4892 | 4758 | 134 | 127 | 3002 | 1123 | 23 | 1 | 17 | 5 | 16 | 9 | 650 | 659 | 30 |
| 2 | Bundi | 7777 | 7771 | 6 | 163 | 2399 | 144 | 40 | 9 | 255 | 4 | 18 | 4 | 290 | 1080 | 9 |
| 3 | Churu | 6384 | 6334 | 50 | 234 | 6418 | 715 | 27 | 1 | 40 | 2 | 0 | 5 | 385 | 413 | 15 |
| 4 | Dausa | 3148 | 3090 | 58 | 18 | 1271 | 534 | 16 | 1 | 26 | 5 | 27 | 5 | 370 | 314 | 20 |
| 5 | Dholpur | 2066 | 1941 | 125 | 90 | 2189 | 741 | 12 | 0 | 0 | 0 | 17 | 5 | 420 | 386 | 22 |
| 6 | Hanumangarh | 3699 | 3170 | 529 | 69 | 1445 | 170 | 17 | 1 | 25 | 2 | | 3 | 230 | 216 | 10 |
| 7 | Jaipur | 5069 | 4753 | 316 | 144 | 2613 | 46 | 15 | 0 | | 13 | 20 | 14 | 1230 | 3232 | 40 |
| 8 | Karouli | 4401 | 4401 | 0 | 32 | 4264 | 506 | 11 | 3 | 105 | 5 | 16 | 5 | 380 | 568 | 12 |
| 9 | S.Madhopur | 2642 | 2286 | 356 | 103 | 1867 | 313 | 7 | 2 | 51 | 5 | 20 | 3 | 225 | 881 | 24 |
| | TOTAL | 40078 | 38504 | 1574 | 980 | 25468 | 4292 | 168 | 18 | 519 | 41 | 134 | 53 | 4180 | 7749 | 182 |

Findings of learners' Achievement Surveys
Gender-wise Achievement of Class II Students in Language

| Name of District | Gender | BAS | MAS | RAS | Diff. between RAS-BAS |
|------------------|--------|-------|-------|-------|-----------------------|
| Churu | Boys | 69.60 | 69.18 | 80.29 | 10.69 |
| | Girls | 66.40 | 70.66 | 81.73 | 15.33 |
| | Total | 68.15 | 69.81 | 80.91 | 12.76 |
| Jaipur | Boys | 75.20 | 75.37 | 83.35 | 8.15 |
| | Girls | 75.50 | 73.13 | 78.76 | 3.26 |
| | Total | 75.35 | 74.23 | 81.11 | 5.76 |
| Sawai Madhopur | Boys | 68.35 | 61.48 | 70.96 | 2.61 |
| | Girls | 69.35 | 59.84 | 68.38 | -0.97 |
| | Total | 68.75 | 60.73 | 69.66 | 0.91 |

Category-wise Achievement of Class II Students in Language

| Name of District | Category | BAS | MAS | RAS | Diff. between RAS-BAS |
|------------------|----------|-------|-------|-------|-----------------------|
| Churu | SC | 63.30 | 72.06 | 77.19 | 13.89 |
| | ST | 71.85 | 78.33 | 70.75 | -1.10 |
| | Others | 69.15 | 68.67 | 82.64 | 13.49 |
| Jaipur | SC | 79.60 | 74.15 | 77.79 | -1.81 |
| | ST | 86.50 | 67.25 | 83.30 | -3.20 |
| | Others | 71.85 | 75.37 | 82.21 | 10.36 |
| Sawai Madhopur | SC | 68.70 | 58.02 | 71.48 | 2.78 |
| | ST | 64.00 | 57.75 | 71.79 | 7.79 |
| | Others | 69.80 | 63.14 | 68.24 | -1.56 |

Gender-wise Achievement of Class II Students in Mathematics

| Name of District | Gender | BAS | MAS | RAS | Diff. between RAS-BAS |
|------------------|--------|-------|-------|-------|-----------------------|
| Churu | Boys | 76.70 | 71.52 | 81.27 | 4.57 |
| | Girls | 72.35 | 67.89 | 81.74 | 9.39 |
| | Total | 74.75 | 69.99 | 81.46 | 6.71 |
| Jaipur | Boys | 76.70 | 75.59 | 81.42 | 4.72 |
| | Girls | 75.05 | 74.93 | 80.96 | 5.91 |
| | Total | 75.90 | 75.25 | 81.40 | 5.50 |
| Sawai Madhopur | Boys | 72.25 | 71.59 | 72.82 | 0.57 |
| | Girls | 71.50 | 65.61 | 71.11 | -0.39 |
| | Total | 71.95 | 68.87 | 71.96 | 0.01 |

Category-wise Achievement of Class II Students in Mathematics

| Name of District | Category | BAS | MAS | RAS | Diff. between RAS-BAS |
|------------------|----------|-------|-------|-------|-----------------------|
| Churu | SC | 73.80 | 67.79 | 80.86 | 7.06 |
| | ST | 73.40 | 76.67 | 88.25 | 14.85 |
| | Others | 75.00 | 70.98 | 81.49 | 6.49 |
| Jaipur | SC | 78.45 | 73.86 | 76.54 | -1.91 |
| | ST | 82.10 | 77.61 | 85.96 | 3.86 |
| | Others | 73.90 | 75.47 | 82.75 | 8.85 |
| Sawai Madhopur | SC | 72.55 | 67.09 | 75.43 | 2.88 |
| | ST | 73.25 | 67.13 | 75.46 | 2.21 |
| | Others | 71.40 | 70.38 | 69.43 | -1.97 |

Gender-wise Achievement of Class V Students in Language

| Name of District | Gender | BAS | MAS | RAS | Diff. between RAS-BAS |
|------------------|--------|-------|-------|-------|-----------------------|
| Churu | Boys | 50.76 | 55.75 | 78.81 | 28.05 |
| | Girls | 50.97 | 58.97 | 78.74 | 27.77 |
| | Total | 50.84 | 57.20 | 78.88 | 28.04 |
| Jaipur | Boys | 61.49 | 56.75 | 69.93 | 8.44 |
| | Girls | 59.20 | 60.40 | 70.83 | 11.63 |
| | Total | 60.47 | 58.51 | 70.39 | 9.92 |
| Sawai Madhopur | Boys | 54.86 | 57.85 | 64.01 | 9.15 |
| | Girls | 53.93 | 58.77 | 63.58 | 9.65 |
| | Total | 54.53 | 58.24 | 63.83 | 9.30 |

Category-wise Achievement of Class V Students in Language

| Name of District | Gender | BAS | MAS | RAS | Diff. between RAS-BAS |
|------------------|--------|-------|-------|-------|-----------------------|
| Churu | SC | 49.39 | 53.90 | 81.79 | 32.40 |
| | ST | 47.99 | 57.41 | 86.81 | 38.82 |
| | Others | 51.19 | 58.37 | 77.57 | 26.38 |
| Jaipur | SC | 57.77 | 59.11 | 67.68 | 9.91 |
| | ST | 58.69 | 59.96 | 70.91 | 12.22 |
| | Others | 61.59 | 58.10 | 71.31 | 9.72 |
| Sawai Madhopur | SC | 48.84 | 57.13 | 58.33 | 9.49 |
| | ST | 58.03 | 56.10 | 68.04 | 10.01 |
| | Others | 55.20 | 59.53 | 63.82 | 8.62 |

Gender-wise Achievement of Class V Students in Mathematics

| Name of District | Gender | BAS | MAS | RAS | Diff. between RAS-BAS |
|------------------|--------|-------|-------|-------|-----------------------|
| Churu | Boys | 38.08 | 45.50 | 69.83 | 31.75 |
| | Girls | 36.25 | 51.88 | 70.61 | 34.36 |
| | Total | 37.17 | 48.37 | 70.33 | 33.17 |
| Jaipur | Boys | 51.35 | 47.63 | 58.96 | 7.61 |
| | Girls | 48.98 | 49.51 | 60.17 | 11.19 |
| | Total | 50.17 | 48.53 | 59.58 | 9.42 |
| Sawai Madhopur | Boys | 45.95 | 49.05 | 54.49 | 8.54 |
| | Girls | 42.88 | 45.80 | 50.39 | 7.51 |
| | Total | 44.42 | 47.70 | 52.77 | 8.36 |

Category-wise Achievement of Class V Students in Mathematics

| Name of District | Category | BAS | MAS | RAS | Diff. between RAS-BAS |
|------------------|----------|-------|-------|-------|-----------------------|
| Churu | SC | 39.88 | 49.05 | 74.91 | 35.03 |
| | ST | 36.60 | 49.45 | 77.65 | 41.05 |
| | Others | 36.45 | 48.05 | 68.41 | 31.96 |
| Jaipur | SC | 50.45 | 50.85 | 59.48 | 9.03 |
| | ST | 44.93 | 46.93 | 62.20 | 17.27 |
| | Others | 51.00 | 47.92 | 59.13 | 8.13 |
| Sawai Madhopur | SC | 44.55 | 49.17 | 45.93 | 1.38 |
| | ST | 45.18 | 44.48 | 55.46 | 10.28 |
| | Others | 44.85 | 48.36 | 53.80 | 8.95 |

BAS: Baseline Assessment Survey

MAS: Mid-term Assessment Survey

RAS: Rapid Assessment Survey

Strategic Institutional Plan for SIEMAT – An Analysis

Vision of SIEMAT

At the outset, the plan has highlighted the need for an institution of this kind based on the recommendations of the National Policy on Education, which, while recommending the training of educational planners and administrators, also proposed the need of a separate identity and separate attention to Educational Planning and Management. It, therefore, recommended the development of specialized institutions at the national and state levels. The budgetary support for setting up this institution was first provided through the Guidelines of the District Primary Education Program

According to the institutional plan submitted by the State to the Mission, SIEMAT would provide support in the field of Policy, Planning, Management, Finance and Information Technology in Education at all levels. The initial conceptualization of the institution by the State therefore appears to be correct. However the proposal diverts immediately to the Health, Environment and Development sectors, which are really not areas under its purview. It is probably inaccurate to state that “the principles of planning and management do not undergo change.” The rest of the vision statement has no bearing on the initial mandate for SIEMAT. While spelling out the functions of SIEMAT, the proposal reveals a complete absence of clarity when it begins to spell out its operations in terms of sectors.

The Plan also attempts to delineate its objectives by assigning it the responsibility to plan, organize and sponsor programs of training and professional development and technical support for planning and management of education. Its role in strengthening educational management has been brought out, but needs further elaboration. The objectives need to be more specific and relevant for the State. The last objective stated in the plan-“to coordinate and establish linkage between the activities of existing institutes like SIERT, DIETS, etc.”, is clearly not a function of SIEMAT.

In order to make SIEMAT functional, the Plan has envisaged six cells, Policy and Planning, Educational Management, Administration, Finance, Research, Evaluation & Educational Innovation and Management Information System. Though the areas identified have relevance for the institution as a whole, the corresponding need for faculty members who could manage these cells as well as administrative staff need to be identified and put in place. The Director of this institute also needs to be selected keeping in mind his background in planning and management, as well as his ability to provide leadership to the institution.

On the whole the plan requires fine-tuning on many grounds. The State government may like to constitute a committee which will reformulate the plan based on an understanding of the needs of the system and the training requirements of its officers in planning and management at district and sub-district levels. The plan must clearly reflect the vision of the State in setting up this institute, and the achievement of the goals of elementary education. The proposal must also reflect the responsibility of the State to meet all the recurring expenses. The larger question of sustainability will be clear only when the operational dimensions of the institute are taken over completely by the State.

IL WORKS – PHYSICAL AND FINANCIAL STATUS AS ON 30.10.2006

PHYSICAL STATUS

| Sl. No. | Item | Total Planned | | Achievements | |
|---------|------------------------------------|----------------|------------------------------|--------------|-------------|
| | | Initial Target | Total Sanctioned Up to 06-07 | Completed | In Progress |
| | BRCs | 54 | 54 | 42 | 12 |
| | CRCs | 678 | 678 | 675 | 3 |
| | New School Building | - | - | - | |
| | Building for building less Schools | 560 | 731 | 702 | 29 |
| | Addl. Class Room | 3140 | 3419 | 3341 | 78 |
| | Toilets | 6548 | 4734 | 4703 | 31 |
| | Hand Pump | 1855 | 1527 | 1501 | 26 |
| | Water Connection | 670 | 789 | 788 | 1 |
| | Total DWF | 2525 | 2316 | 2289 | 27 |
| | Major repair | 2547 | 3263 | 3218 | 45 |
| | Minor repair | 3424 | 3130 | 3099 | 31 |
| | Total Repair | 5971 | 6393 | 6317 | 76 |
| | SIEMAT | 1 | 1 | - | 1 |
| | DIETs | | 7 | 0 | 7 |
| | Alternative School (Small) | 352 | 250 | 243 | 7 |
| | Alternative School (Big) | 61 | 48 | 47 | 1 |
| | ECE Room | 611 | 564 | 563 | 1 |
| | Play Element | 0 | 402 | 402 | 0 |
| | Maintenance of BRC | 0 | 9 | 9 | 0 |
| | Maintenance of CRC | 0 | 415 | 396 | 19 |
| | Construction of Ramps | 0 | 45 | 0 | 45 |
| | Kitchen Shed | 0 | 87 | 0 | 87 |

FINANCIAL STATUS

| Approved Project Outlay (Rs. in Lakhs) | Approved Revised Outlay (Rs. in Lakhs) | Expenditure (Rs. in Lakhs) |
|--|--|----------------------------|
| 12285.98 | 12285.98 | 11629.80 |

Status of Category-wise Disbursement as of December 14, 2006

| Category | Category Description | Allocated SDR | Disbursed SDR | Undisbursed SDR |
|----------|-----------------------------|---------------|---------------|-----------------|
| 1 | CIVIL WORKS | 15,000,000.00 | 15,578,173.17 | -578,173.17 |
| 2 | GOODS | 1,200,000.00 | 567,192.35 | 632,807.65 |
| 3 | BOOKS/LRs | 7,900,000.00 | 691,874.67 | 7,208,125.33 |
| 4 | CONSULTANCY/TRAINING | 18,600,000.00 | 7,908,567.22 | 10,691,432.78 |
| 5 | INCREMENTAL OPERATING COSTS | 12,300,000.00 | 11,426,553.16 | 873,446.84 |
| 6 | UNALLOCATED | 3,500,000.00 | 0.00 | 3,500,000.00 |
| SA-A | SPECIAL ACCOUNT | 0.00 | 4,612,262.35 | -4,612,262.35 |
| TOTAL | | 58,500,000.00 | 40,784,622.92 | 17,715,377.08 |

INR equivalent of Total undisbursed is 1,196,293,856.77 (excluding the amount in Special Account)

