

# DPEP



जिला प्राथमिक शिक्षा कार्यक्रम  
DISTRICT PRIMARY EDUCATION PROGRAMME

MIS

## Part – 3

### State Specific Information on Mission Objectives

15<sup>th</sup> Joint Review Mission  
(April-May, 2002)

**The volume contains State Specific  
Information on Mission Objectives.**

# ANDHRA PRADESH

## 1. Learning, Completion and Quality

1.1 *What strategies have been adopted to improve retention and completion rates? How are these suited to the need of those children who are more likely to dropout? What roles, if any, have the following been enabled to play towards this improvement – community, VEC, parents, teachers, school heads, and children themselves?*

The strategies that have been adopted to improve the retention and completion rates are as follows:-

- Sensitisation of community and parents for completing the full cycle of primary education of their wards.
- A massive enrolment and retention drive sensitising the community and employers on child labour and their education, discouraging employing child labour in various kinds of occupations through advertisements in local newspapers.
- Conduct of regular attendance monitoring on monthly basis and identifying potential drop-outs and taking up of follow up measures in co-operation with School Committees and parents.
- Monitoring the regular attendance by the community through mobilisers in U.E.E. mandals.
- Regular meetings are being conducted in schools with school committee members to discuss various matters especially retention and completion rates.

The data pertaining to number of dropouts class-wise during 2001-02 shows that there are 80577 dropouts in Class-I and 63491 in Class-II. There are 1.96 lakhs dropouts from class-I to VI during 2001-02. The district-wise distribution of dropouts against each class is at Annexure-1.1

1.2 *What is the extent of repetition? What is the state policy on repetition and how far is it being implemented? With what outcomes (e.g. if the state policy does not allow repetition in primary, and all children are being promoted, is it leading to poor quality? And what is being done to address this (e.g. emphasising that non-detention is not equal to non-evaluation)? Or, if children are being detained, is it leading to wastage or better quality, and to what extent?*

The State Government has adopted the policy of non-detention up to class VI. The teachers and community time and again have been informed not to detain any student in any class in primary stage. However detentions are observed. Further with regard to poor achievements of certain students due to absenteeism and migrations, specific steps have been taken up such as developing and using of specific workbooks in Language and Arithmetic for lower classes and giving

attention to the children during the first months of academic year i.e., June and July, for developing the competencies stipulated for the previous class.

By taking above measures, the dropouts have been arrested to a large extent and as well the competencies of the children appropriate to their stage are maintained.

The data pertaining to detentions against each class from class-I to VI reveals that there are 1.50 lakhs children detained in class-I during 2000-01. There are about 3.06 lakhs children detained from class-I to VI during 2000-01. The district-wise distribution of detained children against class-wise is at Annexure-1.2

1.3 *What improvements have been brought about in terms of evaluating student learning? How was this evaluation method / process / system developed, trialled and introduced in schools? In what way is this evaluation being made use of by teachers to help improve teaching-learning process?*

A strategy of pupil assessment procedures at primary stage has been evolved under DPEP. The assessment process has been developed by conducting series of workshops involving personnel from State level institutions, District level institutions teachers and field functionaries wherein a thorough discussion was taken up on the existing evaluation procedures in various school subjects and drawbacks in the assessment procedures. Accordingly New Assessment procedures for all the school subjects including non-scholastic areas have been developed. The pupil assessment procedures at primary stage i.e., existing procedures, proposed changes and rationale behind it, etc. are furnished at annexure 1.3.

A module on Assessment Procedures on all school subjects along with non-scholastic areas have been developed and all the teachers at the primary stage have been oriented on new pupil assessment procedures.

Accordingly the teachers have been conducted half-yearly examinations by developing competency-based tests on their own reflecting new pupil assessment procedures. There is a lot of appreciation from the teachers on the proposed changes in the pupil assessment procedures. Further the Annual Examinations, which are being conducted in April, 2002, through competency based test items.

1.4 *What quality goals has the programme set for itself in the state? What further initiatives towards these quality goals are now being planned or are in the process of being introduced? How do they build on the earlier initiatives, and what further gaps are they are intended to bridge? Also, how do they incorporate the lessons learned from earlier initiatives in quality improvement?*

The quality goals set for the programme in the State under DPEP are as follows:-

- ❖ Improvement of pupil performance by 25% over the base line.



- ❖ Improved classroom transactions reflecting the pedagogical renewal process under DPEP i.e., implementation of child-centred, activity based, competency oriented approaches.
- ❖ Professional development of teachers and field supervisory staff for ensuring quality classroom practices.
- ❖ Development and use of pupil inter active learning material and other T.L.M. for providing appropriate learning experiences.
- ❖ Capacity building of support staff i.e., SCERT, DIET and MRCs for providing on job support to the teachers and as well as conduct of inservice training programmes, field monitoring etc.

The initiatives planned to achieve the above goals during the current year are as follows.

- i) Orientation to the DIET staff for academic monitoring of schools.
- ii) Development of a strong group of District Resource personnel (DRPs) in each district for academic monitoring of schools.
- iii) Development of modules on competency-wise activities, interactive material and assessment procedures in all the school subjects and classes.
- iv) Improvement of reading and writing skills among children by using library books in the class room (Mobile libraries in certain identified mandals)
- v) To ensure pedagogical renewal basing on rich experience gained during the implementation of APPEP (Andhra Pradesh Primary Education Project), the following procedures of APPEP have continued during DPEP:
  - ❖ The cascade mode of conduct of teacher training programmes
  - ❖ Development of strong resource groups at district and sub-district level
  - ❖ Strengthening of teacher centres for professional growth of teachers
  - ❖ Development of teacher capacity building on the implementation of activity-based Pedagogy approaches, etc.
- vi) The teacher centres established under APPEP have been further strengthened under DPEP along with the increase of frequency of meetings. Further in addition to activity-based, child-centred pedagogy certain other aspects on child centred process such as innate abilities of child, natural learning experiences etc., have additionally been incorporated in the in-service teacher training programmes. Further in addition to the capacity building programmes to the teachers through in-service for quality improvement, additional programme such as textbooks revision at primary stage has been taken up. The new textbooks reflect the entire pedagogical renewal process of DPEP and are very much child-friendly in nature.

- 1.5 *Please list earlier, on-going, and / or planned initiatives specifically with respect to management and deployment of teachers; improvements made in school management and improvements in supervision and educational administration*

The rationalisation of teacher position in all the districts in the State has been taken up during October 2000. Further the teacher position in respect of rural, remote and tribal habitations has been reviewed and necessary posting of teachers in the vacancies was taken up during the General Teacher Recruitment 2001. (DSC 2001) by way of blocking vacancies in the urban and other accessible areas.

Further 38,822 Vidya Volunteers have been appointed to rationalise teacher pupil ratio at the rate of 1:40 in all Primary and Upper Primary schools.

Academic monitoring of schools have been thoroughly discussed at State level by involving DIET staff and district resource groups and teachers. The DIETS and District Resource Group members have been taken up academic monitoring of schools in the districts during 2001-02.

A capacity building programme for M.E.O.s has been planned to provide more understanding on various issues of educational administration, has not taken up during 2001-02 and it is proposed to take up as spill over activity during summer vacation.

- 1.6 *Please share evidence, if available, of increased teacher and pupil attendance. Has teacher absenteeism declined? Has deployment of teachers on non-academic tasks reduced? Is there evidence of the community / parents enabling higher student attendance?*

Data on student Attendance Monitoring is given in Annexure- 1.6.

The Government has taken a decision not to involve teachers in non-academic tasks. Accordingly instructions have been issued to the districts to restrict teachers involvement in other non-academic aspects, except conduct of surveys, evaluations, general census, etc.

- 1.7 *What patterns of low achievements have been observed e.g. are certain categories of children more likely to have low achievement? Is so, what are the strategies to address this?*

The pattern of pupil achievement in the school subjects such as Language and Arithmetic for general and as well as social groups SC/ST as established under base line achievement survey and mid-term achievement survey of DPEP I districts are given at Annexure 1.7. Data of MAS in 14 Expansion districts is under process. The strategies which are being taken up to improve the achievements are as follows:

- (i) Introduction of learning guarantee programme in a more voluntary basis by the schools.
- (ii) Conduct of teacher conventions by groups of motivated teachers to build on teacher participation and taking up of the quality initiatives in the schools.
- (iii) Identification and focus on children with low achievement and providing additional inputs for achieving the competencies (Workbooks on Language and Arithmetic for low achieved children have been developed and provided).
- (iv) Improvement of textbooks to develop interest among children towards studies.

1.8 *What trends have been observed in terms of learning achievement over the last 2-3 years? What does the analysis of these trends reveal? What strategic directions have been adopted by the programme as a consequence of this analysis?*

As a consequence of analysis of learning achievements based on MAS as well as school based examinations, it is decided to take up a massive programme of "Learning Guarantee" with the involvement of motivated teachers and teachers forum. It is a programme where the teachers of a school gives a minimum guarantee to the parents on their ward's learning interms of competencies. This programme has been started experimentally in Tanduru mandal of Ranga Reddy District and gaining momentum in other districts. Further sensitisation of community over the standards of pupils is also being taken up as a part of community mobilisation and awareness campaigns.

1.9 *Please write on school community / VEC linkages established, the processes adopted for the purpose, the difficulties identified and resultant changes brought about in the strategies used, the perceived benefits to have accrued through these linkages, and how these are no envisaged to continue / grow.*

The participation of school committees in all the matters of schools i.e., improvement of enrolment retention and quality and improvement of school infrastructure, etc. is evident. Further, monthly meetings of the school committees with teachers is being organised in the school premises. The school committees are participating in the activities of enrolment and retention drives in the habitations and supporting in the improvement of school infrastructure facilities, such as providing additional class rooms, additional land, white washing of the school building, etc., along with providing additional teachers from the community. School has become a place for conduct of various types of meetings with community on various issues. These meetings brought school closer to the community. The school committees along with H.M.s are being oriented every year on a regular basis to improve their participation in the school improvement activities. Further SADDASUS are being organised for development of awareness on child labour and their education at mandal, division and district levels.

The above programmes resulted in the improvement of enrolment and retention and relieving children from the child labour to a great extent, followed with mainstreaming of them into the school through bridge camps. The community slowly becoming accountable for school developmental activities

*1.10 What is the perceived impact of CRCs and BRCs on the quality of teaching-learning processes, achievement and overall school quality.*

The impact of M.R.C., i.e., Mandal Resource Centres and teacher centres (CRCs) in the State on the quality of teaching learning process are as given here under.

**M.R.Cs**

- ❖ It is a professional support structure at mandal level and venue for various training programmes for the teachers, school committee members, Vidya Volunteers etc.
- ❖ Providing on job support to the teachers through mandal resource persons and DRPs.

It is a centre to maintain database of schools and dissemination. MRCs are being equipped with library books, TV/ VCPs, duplicating machines, computers, etc. MRC is a venue for conduct of experiments, activities, workshops, exhibitions, melas, etc. on various issues.

**Teacher Centres**

Teacher centre is a centre where teachers meet once in a month for professional exchange and sharing of innovations.

Development of teaching learning and other interactive material. It is a centre for the conduct of theme-specific one-day orientation programmes.

**2. Equity**

*2.1 Specify the groups of children identified for special support with reference to access and retention*

The groups of children identified for special support with reference to access and retention are as follows:

- Child Labour
- Children from urban slums
- Street children
- Children of migrated families

- Children of construction workers (construction sites)
- Children of prostitutes
- Girl children
- Children with Special Educational Needs.
- ST/ SC children

2.2 *What special initiatives have been taken to reach out to these categories of children? Give their number and financial achievements.*

With regard to various initiatives taken up under DPEP for the benefit of children involved in the child labour, urban slums, constructions workers, girls etc., a special mainstreaming approach i.e., conduct of residential and non residential bridge courses are being organised. A special programme for the urban deprived children is being organised in a few places such as Warangal Municipality, Suryapet Municipality of Nalgonda district, Visakapatnam Municipality (Gajuvaka) of Visakapatnam District and Hyderabad (Jhansala programme) etc. Further, a programme on massive scale covering majority urban areas in the State is proposed to be taken up during 2002-03.

The programmes that are being conducted in the above centres are very successful and a variety of children i.e., street children, platform children, child labour, children from the shops, hotels, establishments, etc are being accommodated in the camps and main streamed into the regular schools by providing accommodation in the welfare hostels.

2.3 *What strategy is being followed with regard to tribal children? Specify the targets and achievements in physical and financial terms. Please identify the constraints in achieving the targets and ensuring the quality of interventions*

The strategies that are being adopted with regard to the tribal children to achieve the U.E.E. are as follows:-

**Access:**

Opening of alternative schools and Maa Badis in the remote school-less habitations wherever it was not possible to open a formal primary school.

Converting GVVVs into regular primary schools.

Conduct of other Non-formal centres such as E.G.S. primary and EGS Upper Primary for the main streaming of out of school children.

**Enrolment & Retention**

Conduct of residential bridge courses for mainstreaming of out of school children into Ashram schools.

Conduct of back to school programme during summer for mainstreaming of out of school children.

Further close monitoring and supervision is being taken up on the implementation of various initiatives in the tribal sub-plan areas through MRCs, School Complexes and school complex resource persons (SCRPs).

- 2.4 *State the situation regarding the availability of teachers / para teachers in tribal and other special attention areas. What steps have been taken to overcome the problems and shortages if any?*

Special care has been taken up for filling up of the vacancies in tribal sub-plan areas during district teachers recruitment conducted during 2000-01. Further, Vidya Volunteers have been given to the primary and upper primary schools wherever, teacher pupil ratio is more than 1:40. Further, the remote geographical areas of primitive tribal groups have been entrusted to NGOs for providing and implementation of Educational programmes (Visakhapatnam District)

- 2.5 *Has any evaluation or assessment been made about the interventions under DPEP aimed at urban deprived, scheduled castes, tribal, and other categories of disadvantaged children? What indicators have been used in assessing the issues of quality of education and equity?*

Social assessment studies have been taken up as a part of assessment studies on certain specific social groups under DPEP i.e., schedule caste children, schedule tribe children, minorities, deprived backward classes, working children and children in of urban slums. The indicators such as status in terms of access, enrolment and issues in the enrolment and retention etc., have been used in assessment studies of these groups.

- 2.6 *Outline the steps taken to achieve gender equity. Please substantiate the trends by figures of enrolment and retention of girl students.*

The steps taken to achieve gender equity are as follows:

- The programme of model village approach in 25 habitations in each district was taken up
- Conduct of Balika melas in the identified mandals
- Conduct of District level workshops under Mahila Samakya
- Support to Mahila Samakya for the mainstreaming adolescent girls who were child labour and out of school
- Conduct of state level women conventions during Feb, 2002 and formulation of various strategies for the improvement of girls education.

The figures of enrolment and retention of girls for the DPEP districts is given in Annexure-2.7

2.7 *What efforts have been made to integrate children with disabilities into the mainstream? Please give details of the activities meant to harmonise such efforts with IED*

Number of children with Special Education Needs is provided at Annexure-2.8. The efforts that have been made to integrate children with disabilities are (a) Assessment camps to identify in and out of school children with disabilities. (b) Conduct of training programmes to the teachers. (c) Appointment of Resource teachers. (d) Supply of aids and appliances through convergence with other departments. (e) Working with non-Governmental Organisations.

2.8 *Please specify the physical and financial targets and achievements with regard to the children with disabilities. Also specify the steps taken to introduce changes in school buildings to facilitate such children.*

The proposed changes in the construction of school building to make child-friendly for the children of disabilities are as follows

Construction of ramps in the new school building and additional classrooms.

### **3. Planning, Management and Supervision**

3.1 *What steps have been taken for capacity building in the areas of planning and monitoring? What has been planned and provided in the annual plan and what is the achievement?*

The steps that have been planned for capacity building in the organisation of planning and monitoring are as follows

- State level orientation to the district groups for the participatory planning process
- Constitution of state level and district level and mandal level and habitation level planning groups for planning for UEE with community participation
- Orientation to district, mandal and habitation level planning teams
- Review meetings with the district incharge of DPEP and other sectoral officer i.e., academic monitoring officers, girl child development officers, community mobilisation officers, etc. are being organised at state level to discuss the functional aspects of various areas of the DPEP.
- Conduct of review meetings at the district level, with mandal educational officers and MRPs on a regular basis, once in a month to review the progress of various activities of the DPEP in the district.

- The programmes with regard to planning and monitoring sectors under DPEP such as conduct of planning meeting at various levels for the development of habitation plans, mandal plans etc., are being organised.

3.2 *What linkages have been established with the Panchayat Raj institutions in planning and management of primary education? Are there still areas of duplication / non-convergence.*

The nature of planning under DPEP is micro-planning and highly participatory in nature, which is being undertaken by the community duly involving School Committees, Panchayats Presidents, ward members of Municipality etc.

Compilation of habitation plans at mandal level and the plans are being discussed at mandal level by mandal committee chaired by chairman of the Mandal Praja Parishad. The heads of Panchayat Raj Institutions are reviewing the plans and implementation at various levels on a regular basis.

3.3 *What all areas are generally covered under micro planning? How is coordination and leadership ensured in micro planning exercises? To what extent does the micro planning vision gets reflected in the state level plan of DPEP? Comment on the nature, quality and extent of data available for micro planning.*

The areas covered under micro-planning that has been taken up as a part of development of district perspective plan under DPEP and as well as SSA on i.e., district elementary education plans under SSA are as follows:

- Conduct of door-to-door survey has been taken up to develop database i.e., on children in-school and out-of-school.
- Compilation of survey data habitation-wise, school-wise, mandal-wise and district-wise.
- Analysis of data and identification of gaps on the major indicators of UEE such as access, enrolment, retention, quality, capacity building, school infrastructure etc at all levels i.e., habitation to district.
- Discussion on habitation education status in the Grama Sabhas alongwith gaps and identification of resources
- Development of habitation educational plans and discussions in the Grama Sabhas and finalisation of the plans by fixing targets and implementation schedule.
- The community has taken up the ownership of the entire micro-planning exercise and development of habitation education plan in co-ordination with teachers.
- The micro-planning data is being cross-checked before finalisation and ensure for 100% accuracy.
- At habitation-level, various types of data is available, generated over a period of time and collected through various agencies/ departments is available. The data collected through family surveys, micro-planning survey, multi-purpose household survey, etc., (which are basically developed with the participation of teachers) is being cross-checked to establish accuracy.



- All the district elementary plans reflect habitation plan and requirement of mandals.

3.4 *Indicate clearly the monitoring mechanism at the CRC and BRC levels. How many meetings are held at CRC and BRC level during the year.*

The monitoring mechanism at BRC and TC (CRC) levels are as follows:

**BRC / MRC:**

- ❖ Conduct of monthly meeting with HMs of primary schools.
- ❖ Mandal Resource Persons @ 3 per mandal are monitoring the schools on a monthly basis and providing on-job support to the teachers alongwith attendance monitoring of pupils and teachers. The schools in a mandal are divided among three MRPs equally for the purpose of monitoring and supervision. In addition to MRPs, the MEOs are also supervising the schools and providing support to teachers.

**CRC/ TC Centres :** Conduct of monthly meetings at TC centres with 20-25 teachers representing from 8-12 schools. The TC meetings are being conducted once in a month and not more than 8-10 during the academic year.

3.5 *What is the efficacy of the MIS now being followed?*

Efficacy of MIS being followed in the state is as follows

The data that is being generated through MIS is being utilised for planning of various initiatives such as opening of schools, providing teacher training, meeting, infrastructure facilities, etc.

3.6 *How realistic is the annual plan of DPEP? If there had been shortfalls in achievements what are the possible explanations? Has this shortfall been often repeated and if so have the reasons been identified?*

The Annual Work Plan of DPEP shows the targets for each area to be achieved. The targets with regard to access are being achieved every year as was planned. In case of enrolment and quality, it is not upto the mark, as expected. In this regard, it is further planned to involve community in a greater way alongwith conduct of awareness campaigns. Further, motivation and commitment on the part of the teacher is required to improve the quality of pupil achievement as expected. This aspect is also taken care in a very different way from the year 2001-02 i.e., through 'Learning Guarantee' Programme.

3.7 *How effectively has been the various interventions monitored? Please state the reasons for shortfall under each major item.*

The interventions such as access, enrolment, retention, quality, civil works are being monitored by the incharge at SPO and as well as at DPO. Further, time to time review meetings are being conducted at various levels to review the progress.

3.8 *What role have SCERT and DIETs played in achieving the academic and capacity building goals of DPEP? What are the constraints and achievements?*

The SCERT at State Level and DIET at district level are the agencies to conduct various capacity building programmes to the teachers and to provide professional support to field staff, in collaboration with the staff of state project office and district project office. The SCERT alongwith SPO at state level is involved in the revision of textbooks, conduct of various training programme to the Resource Persons, training to the district planning teams etc. Similarly, DIET and DPOs are organising programmes at the district level.

3.9 *Indicate the present state of SIEMAT and elaborate its role*

The establishment of SIEMAT is proposed to be taken up under SSA during 2002-03 and it will be included in SSA plans. Accordingly, the Government of India has been addressed for allocation budget under SSA for the year 2002-03. The proposed role of SIEMAT refers to planning, management and research in school education.

3.10 *Do you find any lacuna in training and capacity building that has affected the implementation of the programme?*

There is no lacuna in training and capacity building. In this regard it is to furnish that care has been taken to avoid transmission loss in conducting programmes in a cascade mode by using teleconference and video conference facilities. Further, strong state resource group has been formed and the same is monitoring all the district level programmes for its effectiveness.

#### 4. Sustainability

4.1 *Has a sustainability plan been prepared? Has it been approved by the State Government?*

In view of completion of DPEP phase-I Districts by March 31<sup>st</sup>, 2003 and March 31<sup>st</sup>, 2004 in case of DPEP Expansion Districts the sustainability plan is proposed to be developed during 2002-03.

4.2 *What are the institutions, interventions, processes, structures and systems set up in DPEP that would be sustained after the project period and how they would be sustained? What are the financial implications for sustaining these?*

The institutions such as Mandal Resource Centres, Teacher centres etc., are proposed to be sustained after the project period as per agreement. The interventions and processes such as participatory planning, maintenance of database, conduct of teacher training programme, monitoring and supervision etc., shall be sustained after the project period.

The issue of financial implications shall be worked out as a part of sustainable plan proposed to be developed during 2002-03.

- 4.3 *Does the sustainability plan spell out strategies and interventions to present a comprehensive plan to achieve UPE?*

Shall be taken up as a part of sustainable plan.

- 4.4 *Whether it is proposed to transfer permanent liabilities – like salaries of SIEMAT staff, BRC / CRC coordinators etc. to the non-plan expenditure of the state?*

Shall be taken up as a part of sustainable plan.

- 4.5 *Whether a transition plan has been prepared? What are the steps proposed for smooth transition to post project period and for integration with the mainstream programme?*

The transition plan shall also be worked out as a part of sustainable plan.

## 5. Status of Programme Implementation

- 5.1 *Civil works : What are the district-wise targets for 9a) the entire project period and (b) for the past financial year separately and (c) what are the corresponding achievements with reference to the different types of civil works that were undertaken.*

The district-wise targets and achievements for the entire project period with reference to different types of civil works such as new school buildings, additional classrooms, buildings to building-less schools, Mandal Resource Centre building etc., is furnished at Annexure 5.1.

- 5.2 *Category-wise and district-wise expenditure : (a) What were the projects original budget allocations for the different categories of expenditure and what is the year wise expenditure to date on these different categories, district-wise. (b) What are the factors responsible for shortfall or reallocations within categories, if any.*

The category-wise and district-wise expenditure is at Annexure 5.2.

- 5.3 *Flow of funds : (a) Has the flow of funds from the GOI / State to the Society and from the society to the districts been timely and sufficient? (b) Has the 15 percent state share been contributed?*

- (a) The flow of funds from the GOI/State to the Society and from the Society to the districts are timely and sufficient.
- (b) 15% state share is being contributed. The following are the details:

Scheme	GOI grants released so far (Cumulative)	Proportionate 15% state share due	State share actually released so far (Cumulative)	Short/ Excess
DPEP-I	130.000	22.941	17.372	(-) 5.569
DPEP-II	331.687	58.533	74.535	(+) 16.002
Total	461.687	81.474	91.907	(+) 10.433

As seen from the above details, it is very clear that the State Government has released an overall excess amount of Rs.10.433 Crores. As far as DPEP is concerned the state government is treating it as one unit, but not phase wise. In the Budget Estimates of State there is only one head of account for DPEP.

- 5.4 *Utilisation of balance funds : Whether funds are available in DPEP-I & II till project closing. Please provide a table with projected expenditure and rationale for this expenditure for each district for the remainder of the project period. This could be provided separately for the new districts in the DPEP-I states.*

Enough funds are available in DPEP-I and II till project closing. Table showing the district wise details of total project cost, expenditure incurred upto 2/02 and the projected expenditure during 2002-03 is enclosed.

Utilisation of balance funds with regard to DPEP Phase-I Districts and Expansion districts is furnished at Annexure 5.4.

## Annexure 1.1

( Dropouts particulars -- District-wise and Class-wise) - 2001 - 02

Sl. No.	Name of the District	No. of mandals in the District	No. of mandals data received	No. of Dropout children (class-wise)						Total dropouts	No. of children admitted or joined in private schools (from dropouts)	Balance dropouts total
				Class 1-2	Class 2-3	Class 3-4	Class 4-5	Class 5-6	Class 6-7			
<i>DPEP I Districts</i>												
1	Vizianagaram	38	35	1714	2254	2344	2105	3547	1331	13295	3033	10262
2	Nellore	46	24	1676	1636	1491	1105	980	748	7636	1736	5900
3	Kurnool	54	48	6287	7618	7690	6468	4873	998	33934	10408	23526
4	Karimnagar	58	58	2159	841	753	622	644	334	5353	1083	4270
5	Warangal	52	52	12034	4029	3289	2380	1737	747	24216	14291	9925
	<b>Total</b>	<b>248</b>	<b>217</b>	<b>23870</b>	<b>16378</b>	<b>15567</b>	<b>12680</b>	<b>11781</b>	<b>4158</b>	<b>84434</b>	<b>30551</b>	<b>53883</b>
<i>DPEP II Districts</i>												
6	Srikakulam	39	39	830	1393	1596	1581	2374	1320	9094	1447	7647
7	Visakhapatnam	45	40	2602	2940	2592	2431	1897	854	13316	5334	7982
8	Guntur	59	59	4664	5306	4488	3683	3274	1363	22778	9637	13141
9	Prakasam	59	59	4466	4958	4542	3945	3250	969	22130	9705	12425
10	Chittoor	70	70	1643	2206	2042	1966	3366	1778	13001	2226	10775
11	Cuddapah	52	52	871	1041	1127	995	1881	904	6819	2691	4128
12	Anantapur	70	70	2940	3851	3929	3513	4302	1596	20131	6050	14081
13	Mahabubnagar	65	44	12138	6537	4082	2590	1873	619	27839	6916	20923
14	Ranga Reddy	37	24	2739	1635	1147	824	721	254	7320	2637	4683
15	Medak	50	50	7592	3913	2931	2271	2127	1068	19902	5938	13964
16	Nizamabad	38	38	4790	3383	2039	1629	1415	757	13993	8044	5949
17	Adilabad	57	57	4389	3209	2786	1969	1767	599	14719	376	14343
18	Khammam	48	48	4795	5452	4509	3057	2656	1352	21821	11404	10417
19	Nalgonda	59	26	2248	1289	899	663	550	595	6244	4398	1846
	<b>Total</b>	<b>748</b>	<b>676</b>	<b>56707</b>	<b>47113</b>	<b>38709</b>	<b>31117</b>	<b>31453</b>	<b>14008</b>	<b>219107</b>	<b>76803</b>	<b>142304</b>
	<b>Grand Total</b>	<b>996</b>	<b>893</b>	<b>80577</b>	<b>63491</b>	<b>54276</b>	<b>43797</b>	<b>43234</b>	<b>18166</b>	<b>303541</b>	<b>107354</b>	<b>196187</b>

**Annexure 1.2**  
**(Children detained particulars -- District -wise and Class-wise)**

Sl. No.	Name of the District	No. of mandals in the District	No. of mandals data received	No. of Detained children (class-wise)						Total	Reasons for detention
				Class-1	Class-2	Class-3	Class-4	Class-5	Class-6		
	<b><i>DPEP I</i></b>										
1	Vizianagaram	38	36	6721	5224	5332	4142	3254	1555	26228	
2	Nellore	46	24	1928	1269	1124	885	578	128	5912	
3	Kurnool	54	48	14171	10362	8928	6180	3925	681	44247	
4	Karimnagar	58	58	7002	293	110	100	108	64	7677	
5	Warangal	52	52	22301	377	138	89	116	55	23076	
	<b>Total</b>	<b>248</b>	<b>218</b>	<b>52123</b>	<b>17525</b>	<b>15632</b>	<b>11396</b>	<b>7981</b>	<b>2483</b>	<b>107140</b>	
	<b><i>DPEP II</i></b>										
6	Srikakulam	39	39	5469	3840	3263	2864	2550	446	18432	
7	Visakhapatnam	45	37	4221	3300	2895	2056	1585	581	14638	
8	Guntur	59	58	11319	8161	6225	4288	3239	456	33688	
9	Prakasam	59	59	8735	6157	5040	3723	3096	410	27161	
10	Chittoor	70	70	709	585	443	312	265	119	2433	
11	Cuddapah	52	52	636	382	271	228	222	37	1776	
12	Anantapur	70	70	5513	4797	3791	2772	2060	411	19344	
13	Mahabubnagar	65	44	12395	1480	666	349	232	97	15219	
14	Ranga Reddy	37	24	2017	293	141	86	89	51	2677	
15	Medak	50	50	18478	2534	1254	708	568	211	23753	
16	Nizamabad	38	38	15949	1701	839	350	293	464	19596	
17	Adilabad	57	57	3137	466	181	103	75	146	4108	(1) Under age admission (2) Under achievement (3) Migration
18	Khammam	48	48	6366	2454	1235	416	314	540	11325	
19	Nalgonda	59	26	3323	753	376	230	294	56	5032	
	<b>Total</b>	<b>748</b>	<b>672</b>	<b>98267</b>	<b>36903</b>	<b>26620</b>	<b>18485</b>	<b>14882</b>	<b>4025</b>	<b>199182</b>	
	<b>Grand Total</b>	<b>996</b>	<b>890</b>	<b>150390</b>	<b>54428</b>	<b>42252</b>	<b>29881</b>	<b>22863</b>	<b>6508</b>	<b>306322</b>	

## DPEP – Initiatives in Pupil Assessment Procedures

## Pupil Assessment Procedures at Primary stage – Proposed changes and logic

<i>Sl. No</i>	<i>Item</i>	<i>Existing procedures</i>	<i>Proposed changes</i>	<i>Logic behind the change</i>
I	Pupil Assessment at Primary Stage	Major emphasis is on the testing of the children cognitive abilities through written tests. There is no much relation between teaching learning process and nature of assessment. Mostly it is meant for marking and grading through testing of children memory. More stress on the children and causing tension, fear and anxiety. The assessment is not comprehensive enough and neglect of affective and psycho-motor aspects of pupil development. The test items do not reflect objectives of the subject and its nature. The test papers reveals limited varieties of test items and mostly the test papers are purchased from other agencies rather than teacher made. Evaluation is considered for grading the students and no reflection of test results on the curriculum and teaching learning process. Test items are limited in its scope to test the over all abilities of the child. Tests do not encourage childrens framing of their own answers are constructing their own ideas. In present system their is less emphasis on the account of creativity, thinking, reasoning along with development of social skills and values.	The proposed assessment models reflects the pedagogical renewal and the nature of children learning. Assessment includes testing of children abilities not only in the form of written but also oral, performance, projects etc. The new frame work includes assessing pupil performance in scholastic (subject) areas and as well as non scholastic areas. Such as health and physical education, work experience, SUPW, art education, moral / value education. There should be close link between type of the test items and nature of the subject and its objectives. There is less stress on memorisation since the tests are oral, written and performance and continuous in nature. Emphasis is given on the concept rather than content or rote memory. Assessment of both process and as well as products will be taken up. Progress reports are proposed to reflect childs overall performance in all areas. All the tests will be developed by the teacher. More importance will be	Assessment should be comprehensive and focus on the entire child profile i.e, different aspects of cognitive, creative, esthetic, physic, psycho motor and attitudinal etc. rather than testing of information acquisition through memorisation. Assessment must reflect childs development and should be objective and approach oriented. Assessment should be diagnostic, remedial and joyful process and review the nature of errors students make and the cause of poor performance. There should be correspondence between instructional process adopted at the primary level and evaluation procedures. Accordingly, assessment has been made as child

<i>Sl. No</i>	<i>Item</i>	<i>Existing procedures</i>	<i>Proposed changes</i>	<i>Logic behind the change</i>
			given to the non scholastic areas upto class-II. The concept of scholastic development need to be expanded so as to include psycho motor skills and socio- emotional traits along with the scholastic dimension. The assessment therefore should be through variety of ways viz., observation, performance, activity testing, written work, problem solving etc.	centred, activity and approach oriented with less emphasis on making and grading without causing anxiety and tension to the children. Evaluation need to be made joyful to the learner, participative and self motivating to further learning. There should be scope for creative expression of abilities of pupil. Therefore assessment at primary stage need to be changed in the lines as proposed.
II	<b>Item wise details :</b>			
1.	Nature of tests	Only written tests which are not continuous and comprehensive in nature. Tests do not reflect the nature of subject and subject objectives.	In the proposed models the tests are in oral, written and performance / projects mode. Test items reflect nature of the subject and subject objectives. Further the test items include creative type, puzzles, subject wise games, picture / word completion, model preparation, drawing, problem solving activities etc.,	The existing methods are not comprehensive enough which alone involves paper pencil type of tests, variety of test items have been introduced to test the overall performance of the children. The changed assessment procedures reveal child performance in all the areas and as well as nature of his learning.



<i>Sl. No</i>	<i>Item</i>	<i>Existing procedures</i>	<i>Proposed changes</i>	<i>Logic behind the change</i>
2	Periodicity and areas	Four unit tests, three terminals (Quarterly, Half yearly, Annually). All the tests are only in the subject areas and no assessment has been in vogue in non-cognitive areas.	In non-language subjects (Maths, EVS-I & II) unit tests will be conducted immediately after completion of each unit. In case of languages i.e., Telugu seven unit tests have been proposed (@ 3 lessons per unit). In case of English four unit tests have been proposed i.e., @ 3 lessons per unit. With regard to terminal examinations two examinations are proposed i.e., one is at mid term (October) and another is at the end of the academic year (March). The total percentage of marks weightage for unit tests is 50 and terminal tests is 50.	Every unit in the curriculum is a compact whole of related sub-concepts and competencies which must be assessed immediately after its completion. With a view to diagnose, students adequacies in - adequacies in learning. Therefore focus of unit wise testing is on diagnose in improvement of students learning. This helps the teacher in identifying the gaps, hard spots and take up remedial action. This ensures continuous assessment and tension free. The achievement of unit wise competencies will be ensured through this type of assessment.
3	Areas of assessment	The assessment reflects products i.e., outcomes in the form of information and acquisition of concepts. In other words it is a form of testing of memory. The testing is subject wise and marks shown for entire subject. There is no reflection of pupil performance in subjects specific competencies / skills.	The assessment is based on the entire learning profile. Assessment involves testing of not only outcomes i.e., what the child learnt but also includes how he learns i.e., process of learning (observation, experimentation, cause and effect, problems solving etc). The performance of the children will be	Assessment must be both process and product oriented. How he learns is also equally important to what he learns. Assessment should necessarily reflect nature of learning, nature of the subject matter and

<i>Sl. No</i>	<i>Item</i>	<i>Existing procedures</i>	<i>Proposed changes</i>	<i>Logic behind the change</i>
			<p>demonstrated skill wise but not subject as a whole.  eg: for languages the assessment will be against skills viz.,  Language : Listening  Speaking  Reading  Writing  Vocabulary  Projects</p> <p>Non Language Subjects :  Maths, EVS-I &amp; II</p> <ul style="list-style-type: none"> <li>- Concept formation, understanding comprehensive</li> <li>- Process skills such as</li> <li>- observation, recording and reporting.</li> <li>- experimentation,</li> <li>- cause and effect / reasoning</li> <li>- analysis, synthesis, discrimination,</li> <li>- Drawing / map pointing</li> <li>- Problem solving</li> <li>- Projects</li> </ul>	<p>achievement of the objectives of the subject. This process of test involves oral written and performance, inquiry and other creative abilities of the children.</p>
4	Development of test papers	At primary stage most of the teachers are purchasing readymade question papers from outside agencies. Test papers are seldom teacher made and there is a common schedule for unit tests and terminals.	In the proposed model the development of tests must be by teachers who taught the children. There is no common schedule for unit tests.	Assessment is a part and parcel of teaching learning process and teachers who ever teaches must develop test paper reflecting actual classroom transaction.

<i>Sl. No</i>	<i>Item</i>	<i>Existing procedures</i>	<i>Proposed changes</i>	<i>Logic behind the change</i>
				Teachers will be doing a lot of creative activity while framing test items reflecting activity based and child centred approach.
5	Assessment of pupil performance in non-scholastic areas	No assessment	<p>Assessment through constant observation and relating the pupil performance / behaviour in following areas viz.,</p> <ul style="list-style-type: none"> <li>- Physical and health education</li> <li>- Work experience / SUPW</li> <li>- Art education</li> <li>- Moral / value education</li> </ul> <p>Assessment will be through observation interview, discussions, socio metry, rating scales, check lists etc.</p>	Assessment must be comprehensive which includes cognitive and as well as non-cognitive areas. An attempt is being made for the assessing of entire pupil profile.
6	Assignments	The assignments are in the form of home work and mostly in the form of written home assignments. Which are mechanical and routine in nature.	Now it is proposed that all assignments must be in the form of projects / performance in nature. The projects reflects nature of the subject and enhance skills among the children. Projects will be assigned to individuals and as well as groups of students based on the needs and interest of the children and as per the childrens pace of learning and participation.	Projects develops confidence among the children and enrich various skills such as cooperation, observation, experimentation, enquiry, reporting etc., Further projects develop basic skills i.e, manipulating skills, communication skills, organisation skills along with development of whole some interests, positive attitudes,

<i>Sl. No</i>	<i>Item</i>	<i>Existing procedures</i>	<i>Proposed changes</i>	<i>Logic behind the change</i>
				cooperative spirit and other social skills. Therefore project work has been introduced in the form of assignments.
7	Progress cards (recording and reporting)	No regular reporting of pupil performance to the parents. The progress card is a single sheet showing pupil marks against subject areas only.	Progress card is in the form of a booklet earmarking a page for each subject area including non-scholastic areas. The marks are shown against competence / ability under both process and as well as products. This also reveals the quality of the pupil on various behavioural traits such as cooperation, honesty, responsibility, kindness etc.	Progress card reflects pupil performance in all the areas. Scholastic and non-scholastic areas. Parents are provided with and information about the kinds of knowledge and skills those students have displayed.

**Annexure-1.6**  
**Students Attendance Monitoring (District - wise consolidation) (Onroll & Present) Abstract**  
**Classes I to X district wise**

Sl. No.	Name of the District	No. of schools								Class - I				Class - II				Class - III				Class - IV				Class - V			
		In the district				Schools Covered				Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls	
		PS	UPS	HS	T	PS	UPS	HS	T	Enrolled	Present	Enrolled	Present	Enrolled	Present	Enrolled	Present	Enrolled	Present	Enrolled	Present	Enrolled	Present	Enrolled	Present	Enrolled	Present	Enrolled	Present
	<b>DPEP-I</b>																												
1	Vizianagaram	2326	357	257	2943	2268	355	251	2878	24123	20822	23720	20718	27508	23993	27904	24301	26546	23047	26681	23212	25971	22722	26375	22962	24378	20659	23574	20528
2	Nellore *	2870	462	289	3621	2866	462	285	3613	22470	18903	22444	18735	23202	19768	23075	19826	22376	19441	23120	19827	22420	19775	22969	19856	22738	20085	22845	20163
3	Kumool *	1866	472	288	2626	1845	469	288	2602	44121	33698	44691	34894	45664	34749	45100	33495	41285	31222	38669	28969	36332	27901	32742	24439	33930	25908	27892	21204
4	Karimnagar	1898	655	424	2977	1869	655	424	2948	31423	26272	31797	26887	30365	25615	32616	27292	21125	18165	23425	20426	19882	17267	21811	19089	20545	17752	21798	18864
5	Warangal	1647	469	330	2446	1625	462	321	2408	27946	24045	28905	24794	25466	22446	28052	24505	17722	15059	18599	16323	15948	13742	16678	14737	15624	13906	15637	13874
	<b>TOTAL</b>	<b>10607</b>	<b>2415</b>	<b>1588</b>	<b>14613</b>	<b>10473</b>	<b>2403</b>	<b>1589</b>	<b>14449</b>	<b>150083</b>	<b>123740</b>	<b>151557</b>	<b>126028</b>	<b>152205</b>	<b>126571</b>	<b>156747</b>	<b>129419</b>	<b>129054</b>	<b>106934</b>	<b>130494</b>	<b>108757</b>	<b>120553</b>	<b>101407</b>	<b>120575</b>	<b>101083</b>	<b>117215</b>	<b>98510</b>	<b>111748</b>	<b>94633</b>
	<b>DPEP-II</b>																												
6	Srikulam	2742	729	242	3713	1234	328	109	1671	10241	8901	10238	8922	13675	11637	13549	11691	13699	11879	13436	11791	13048	11885	12812	11420	12737	11858	12636	11344
7	Vishakhapatnam *	2907	427	341	3675	2578	400	315	3293	28965	26221	28997	26278	34727	31153	34701	31345	29886	27307	29798	27020	30039	26994	28567	26156	27889	25595	26206	23638
8	Guntur *	1738	206	212	2156	520	62	66	648	6524	5202	6680	5292	6594	5199	6860	5420	6196	4890	6134	4818	5580	4537	5620	4535	5343	4567	4989	4142
9	Prakasam	2867	418	329	3614	2797	410	309	3516	31855	26009	32213	26061	37280	30063	37282	30879	34669	28392	34538	28055	31680	26272	30535	24803	29789	24511	27840	23006
10	Chittoor *	4081	667	381	5129	4081	667	381	5129	26136	23917	26876	24529	29812	27542	30739	28138	31828	28971	32993	30279	30351	28267	30714	28168	29082	27192	28965	26707
11	Cuddapah	2967	456	374	3793	2950	454	374	3753	30567	28088	29496	27251	33967	31470	33815	30943	33887	31097	33600	31468	32542	29861	31341	29329	30526	28889	29040	27103
12	Anantapur	3087	530	354	3971	2825	476	295	3596	31369	27115	31563	27267	37375	32561	37751	32871	36792	33136	38378	33827	34427	30452	35003	31274	31975	28369	31031	27210
13	Mahaboobnagar *	729	221	127	1077	720	221	124	1065	17057	12973	15311	11815	14917	11829	13219	10548	3810	7127	7284	5809	7606	6219	5957	4813	7217	5873	5262	4385
14	Rangareddy *	1646	453	245	2346	1473	402	198	2073	32422	27204	31776	27127	28093	24638	29068	24854	19471	16993	20539	18008	17310	15268	17549	15438	15387	13714	15449	13599
15	Medak *	1309	416	242	1967	1290	405	235	1930	34749	28595	32854	26018	24042	20085	29431	20660	17390	15232	17596	15079	14246	12650	14777	12584	14111	12302	13148	11563
16	Nizamabad	1470	471	294	2235	1439	468	293	2200	32610	31550	31962	30948	25843	24481	25250	24092	17347	16225	16663	15585	15345	15335	15158	14767	15100	1472	14432	13999
17	Adilabad	2940	499	261	3700	2672	477	244	3806	28999	24305	29612	24980	35865	30074	37639	31585	25265	21571	26408	22278	19326	20538	19447	16387	16723	14128	16034	13757
18	Khammam	2400	533	303	3236	2320	500	303	3123	26684	22786	26798	22774	24738	21311	25710	22303	26243	22969	27379	23262	24242	21376	22707	20164	20376	18149	18339	16359
19	Nalgonda *	1323	274	228	1825	1303	265	215	1783	27565	21628	27157	21374	21184	16948	21427	17459	18511	15239	18588	15539	16057	13840	15270	13444	15184	13077	13879	11821
	<b>TOTAL</b>	<b>32208</b>	<b>6300</b>	<b>3933</b>	<b>42437</b>	<b>28202</b>	<b>5535</b>	<b>3461</b>	<b>37586</b>	<b>365743</b>	<b>314494</b>	<b>361533</b>	<b>310638</b>	<b>368112</b>	<b>318991</b>	<b>376441</b>	<b>322588</b>	<b>319994</b>	<b>281028</b>	<b>323334</b>	<b>282818</b>	<b>291799</b>	<b>263294</b>	<b>285457</b>	<b>253280</b>	<b>273419</b>	<b>229696</b>	<b>257250</b>	<b>228633</b>
	<b>TOTAL (DPEP-I &amp; II)</b>	<b>42815</b>	<b>8715</b>	<b>5521</b>	<b>57050</b>	<b>38675</b>	<b>7938</b>	<b>5030</b>	<b>52035</b>	<b>515826</b>	<b>438234</b>	<b>513090</b>	<b>438664</b>	<b>520317</b>	<b>445562</b>	<b>533188</b>	<b>452007</b>	<b>449048</b>	<b>387962</b>	<b>453828</b>	<b>391575</b>	<b>412352</b>	<b>364701</b>	<b>406032</b>	<b>354363</b>	<b>390634</b>	<b>328206</b>	<b>368998</b>	<b>323266</b>
	<b>DPEP-III</b>																												
20	East Godavari *	657	129	152	774	476	134	157	529	4221	3449	4306	3454	5158	4308	5593	4651	4581	3941	5005	4305	3972	3428	4316	3670	3528	3038	4014	3422
21	West Godavari	2476	414	387	3277	2475	414	385	3274	32974	27369	33297	28026	33816	28511	34689	29213	32211	27357	33229	28678	34091	29225	35426	30645	33144	28512	34786	30173
22	Krishna *	2348	585	347	3280	2346	585	347	3278	35573	29090	35430	28495	33347	27341	34737	27990	32846	27023	33853	28123	31865	26665	32868	27695	31411	26679	31699	26774
23	Hyderabad				0				0																				
	<b>TOTAL</b>	<b>5481</b>	<b>1128</b>	<b>886</b>	<b>7331</b>	<b>5297</b>	<b>1133</b>	<b>889</b>	<b>7081</b>	<b>72768</b>	<b>59908</b>	<b>73033</b>	<b>59975</b>	<b>72321</b>	<b>60160</b>	<b>75019</b>	<b>61844</b>	<b>69638</b>	<b>58321</b>	<b>72087</b>	<b>61106</b>	<b>69928</b>	<b>59318</b>	<b>72612</b>	<b>62010</b>	<b>68063</b>	<b>58227</b>	<b>70499</b>	<b>60389</b>
	<b>GRAND TOTAL</b>	<b>48296</b>	<b>9843</b>	<b>6407</b>	<b>64381</b>	<b>43972</b>	<b>9071</b>	<b>5919</b>	<b>59116</b>	<b>588594</b>	<b>498142</b>	<b>586123</b>	<b>496639</b>	<b>592638</b>	<b>505722</b>	<b>608207</b>	<b>513851</b>	<b>518888</b>	<b>448283</b>	<b>525915</b>	<b>452681</b>	<b>482280</b>	<b>424019</b>	<b>478644</b>	<b>416373</b>	<b>458717</b>	<b>386433</b>	<b>439495</b>	<b>383635</b>

Note: Warangal - Oct-01, Nalgonda - Nov-01, Ranga Reddy & East Godavari - Dec-01, Vizianagaram, Vishakhapatnam, Guntur & Anantapur - Jan-02, Srikulam, West Godavari, Krishna, Prakasam, Nellore, Cuddapah, Kumool, Mahaboobnagar, Medak, Nizamabad, Adilabad, Karimnagar & Khammam - Feb-02, Chittoor - Mar-02

\* Data yet to be received from few mandals

Sl. No.	Name of the District	Class - VI				Class - VII				I - VII				Class - VIII				Class - IX				Class - X				Total				
		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		
		Enrolled	Present	Enrolled	Present	Enrolled	Present	Enrolled	Present	Enrolled	Present	Enrolled	Present	Enrolled	Present	Enrolled	Present	Enrolled	Present	Enrolled	Present	Enrolled	Present	Enrolled	Present	Enrolled	Present	Enrolled	Present	
	DPEP-I																													
1	Vizianagaram	16938	15138	14430	12717	13541	12331	11019	9965	159005	138912	153703	134423	11945	10542	8500	7480	9665	8520	6955	6109	8378	7732	6126	5592	188993	165706	175264	.....	
2	Nellore *	18168	15452	16978	14792	14208	12428	11945	10542	145582	125852	143376	123741	10773	8923	8789	7753	6427	5521	5261	4768	6654	5932	5651	5027	169436	146228	163077	.....	
3	Kumool *	23330	19978	17345	14226	19297	16973	12377	11268	243959	190429	218816	168495	15377	13459	9072	8168	15036	12087	8112	7376	11402	10229	6897	8024	285774	226204	242897	.....	
4	Kanimganar	19066	16522	19979	17493	16615	14298	15966	14221	159021	135891	167392	144272	15774	13650	13420	11813	13792	11962	11200	10044	12049	11558	9963	9270	200636	173061	202065	.....	
5	Warangal	13803	12567	13656	12139	12589	11455	11672	10327	129098	113220	133199	116699	12232	11227	10220	9315	11441	10511	9166	8372	10603	9782	7626	7008	163374	144740	160211	.....	
	TOTAL	91305	79657	82388	71367	76250	67485	62979	56343	836665	734304	816486	687630	66101	57801	50001	44529	56361	48601	40784	36669	49066	45233	36263	32921	1008213	659938	943534	601.....	
	DPEP-II																													
6	Srikakulam	11513	9991	10466	8821	8964	8350	7373	6639	83877	74501	80510	70628	7102	6263	5002	4389	5991	5519	4436	4006	5530	5352	3876	3765	102500	91635	93824	.....	
7	Visakhapatnam *	23023	21198	19666	18089	20404	20404	17082	15856	194913	178872	185017	168362	17295	16055	13601	12540	14384	13356	10918	10060	12932	12182	9824	9103	239524	220507	219360	.....	
8	Guntur *	3952	3404	3169	2744	3335	2936	2554	2525	37524	30735	36006	29476	3006	2673	2101	1856	2653	2303	1678	1495	2262	2045	1494	1337	45445	37756	41279	34184	
9	Prakasam	18773	15692	14412	12684	14286	12421	10668	9251	198332	163380	187488	154739	12133	10580	8366	7380	10334	9297	7235	6523	9027	8108	6267	5650	229826	191345	209356	.....	
10	Chittoor *	25411	23323	23646	21488	20774	19278	17819	16581	193394	178490	191751	175870	17337	16084	13958	13003	13959	13058	11846	10313	8993	8390	6817	6366	233683	216020	224172	.....	
11	Cuddapah	22759	21211	19432	18096	20134	18739	15866	14772	204382	189355	192590	178962	15278	13893	11292	10385	13128	11319	9367	8370	13034	12116	9592	8546	245822	226683	222841	.....	
12	Anantapur	28033	25262	25331	22466	23221	20566	18747	15758	223192	197461	217804	190673	16263	14115	11791	10534	13919	12309	10134	8910	12277	10906	8664	7716	265651	234791	248393	.....	
13	Mahaboobnagar *	6008	4854	4102	3434	5489	4594	3425	3014	67104	53469	54580	43818	5072	4211	2942	2545	4359	3791	2458	2129	3841	3421	2188	1970	80376	64892	62148	50462	
14	Rangareddy *	13434	11892	13254	11745	11956	10878	10983	10069	138073	120587	138618	120636	10325	9343	8724	7751	7967	7558	6723	6146	6730	6192	5451	5080	163095	143680	159516	.....	
15	Medak *	11944	10296	10407	9270	10108	9057	7899	7136	126590	108217	126112	102310	8722	7826	6542	5831	7592	6561	5399	4785	7089	6489	4213	4097	149993	129093	142266	117023	
16	Nizamabad	13491	13154	12282	12098	11125	10958	9946	9747	130861	113175	125693	121236	10454	10140	7992	7752	8479	8267	7038	6862	8151	7906	5729	5526	157945	139488	146452	.....	
17	Adilabad	13333	11712	12363	10866	11435	10041	9360	8357	152946	132369	150863	128210	9313	8268	7647	6913	6054	7158	6354	5778	7349	6572	5600	5125	177982	154387	170464	.....	
18	Khammam	16770	14773	14133	12563	13431	12005	10290	9128	152484	133369	145356	126553	11246	10158	8442	7669	9313	8136	6542	6235	7637	7007	5320	4655	180680	158670	165680	145412	
19	Nalgonda *	12879	10905	10897	9424	10841	9390	8841	7673	122221	100827	118059	96734	9659	8405	6815	5990	8426	7266	5722	5086	7335	6504	4811	4619	147841	123002	133411	112429	
	TOTAL	221323	197667	193560	173768	185503	169817	150852	138506	2025893	1774787	1948427	1708229	153205	138014	115215	104516	128558	119938	95650	86898	112187	103190	78850	73836	2419843	2131929	2239142	.....	
	TOTAL (DPEP-I & II)	312628	277324	275948	245135	261753	237102	213831	192849	2862558	2479091	2764913	2395899	219306	195815	165216	149047	184919	164539	136434	123367	161273	148423	116113	106757	3428056	2967668	3182876	.....	
	DPEP-III																													
20	East Godavari *	1838	1676	1711	1517	1559	1232	1082	1066	24857	21070	26031	22065	1022	916	653	669	769	676	469	479	671	637	396	372	27319	23299	27549	23605	
21	West Godavari	24762	21429	25267	22023	20459	17955	20616	18083	211457	180358	217312	186841	17463	15237	16386	14588	15180	13245	14185	12581	12658	11595	13419	11290	256758	220435	261262	225300	
22	Krishna *	23204	19666	22598	19403	19134	16463	18130	15746	207380	172927	209315	174216	16680	14283	15303	13186	14647	12396	13414	11581	13136	11276	11421	10240	251843	210882	249453	209223	
23	Hyderabad									0	0	0	0														0	0	0	0
	TOTAL	49804	42771	49580	42943	41152	35650	39828	34895	443694	374355	452658	383142	35165	30436	32342	28443	30596	26317	28048	24641	26465	23508	25236	21902	535920	454616	538284	458128	
	GRAND TOTAL	362432	320095	325528	288078	302905	272752	253659	227744	3306252	2853446	3217571	2779001	254471	226251	197558	177490	215515	190858	164482	148008	187738	171931	141349	128659	3963976	3442484	3720960	3233158	

**Annexure 1.7**

**MIDTERM ASSESSMENT SURVEY, 1999**  
**Mean Achievement Scores in Language and Mathematics of Classes-I and IV**  
**(BAS Vs MAS)**

**Class-I Language**

Sl. No.	District	BAS (M1%)	MAS (M2%)	Difference (M2-M1)
1.	Karimnagar	50.60	78.28	27.68
2.	Kurnool	41.50	78.03	36.53
3.	Nellore	37.00	69.67	32.67
4.	Vizianagaram	48.00	71.52	23.52
5.	Warangal	57.50	82.45	24.95

**Gender-wise Performance**

Sl. No.	District	BAS		MAS	
		Boys	Girls	Boys	Girls
1.	Karimnagar	53.50	52.00	77.42	79.03
2.	Kurnool	44.00	38.00	78.05	77.99
3.	Nellore	38.00	36.00	69.58	69.74
4.	Vizianagaram	49.50	46.50	73.78	69.25
5.	Warangal	58.50	56.50	82.21	82.64

**Class-I Mathematics**

Sl. No.	District	BAS (M1%)	MAS (M2%)	Difference (M2-M1)
1.	Karimnagar	54.00	80.61	26.61
2.	Kurnool	40.70	84.52	43.82
3.	Nellore	38.50	74.74	36.24
4.	Vizianagaram	43.50	76.51	33.01
5.	Warangal	62.10	85.87	23.77

**Gender-wise Performance**

Sl. No.	District	BAS		MAS	
		Boys	Girls	Boys	Girls
1.	Karimnagar	55.00	53.57	82.62	78.78
2.	Kurnool	43.57	28.57	86.06	82.62
3.	Nellore	41.42	32.85	76.29	73.29
4.	Vizianagaram	45.71	32.85	79.58	73.26
5.	Warangal	64.28	59.28	87.80	84.35

### Class-IV Language

Sl. No.	District	BAS (M1%)	MAS (M2%)	Difference (M2-M1)
1.	Karimnagar	40.20	56.74	16.54
2.	Kurnool	36.23	58.84	2.61
3.	Nellore	39.22	53.13	13.91
4.	Vizianagaram	42.07	61.67	19.50
5.	Warangal	42.48	60.97	18.49

### Gender-wise Performance

Sl. No.	District	BAS		MAS	
		Boys	Girls	Boys	Girls
1.	Karimnagar	33.90	33.60	56.48	57.02
2.	Kurnool	31.90	27.60	59.67	57.48
3.	Nellore	33.60	32.60	53.04	53.24
4.	Vizianagaram	34.70	35.10	62.73	60.47
5.	Warangal	37.40	332.60	61.53	60.32

### Category-wise performance

Sl. No	District	SC		ST		OTHERS	
		BAS	MAS	BAS	MAS	BAS	MAS
1	Karimnagar	31.66	55.32	31.60	53.01	34.20	58.18
2	Kurnool	31.60	56.39	28.82	62.02	28.99	58.33
3	Nellore	31.66	51.78	27.56	56.45	33.10	52.62
4	Vizianagaram	30.38	61.29	35.82	61.16	35.62	61.98
5	Warangal	31.74	61.69	36.64	59.81	37.57	61.15

### Area-wise Performance Class-IV Language (Mean %)

Sl. No	District	Urban		Rural		Difference	
		BAS	MAS	BAS	MAS	BAS	MAS
1	Karimnagar	30.66	64.50	34.00	54.39	3.34	10.11
2	Kurnool	28.66	53.29	32.00	61.87	3.40	-8.58
3	Nellore	33.20	54.64	32.90	52.48	0.30	2.15
4	Vizianagaram	26.10	61.14	36.30	61.95	10.20	-0.81
5	Warangal	33.40	61.75	36.10	60.66	2.70	1.09



### Class-IV Mathematics

Sl. No.	District	BAS (M1%)	MAS (M2%)	Difference (M2-M1)
1.	Karimnagar	28.15	44.62	16.47
2.	Kurnool	26.25	50.57	24.32
3.	Nellore	24.80	40.06	15.26
4.	Vizianagaram	33.12	52.34	20.22
5.	Warangal	29.72	45.45	15.73

### Gender-wise Performance

Sl. No.	District	BAS		MAS	
		Boys	Girls	Boys	Girls
1.	Karimnagar	28.50	27.65	43.74	45.55
2.	Kurnool	27.43	24.73	51.78	48.58
3.	Nellore	25.15	24.53	40.11	40.00
4.	Vizianagaram	32.93	33.53	53.20	51.41
5.	Warangal	31.88	26.60	48.10	42.84

### Class IV Mathematics (Mean %) Category-wise performance

Sl. No	District	SC		ST		OTHERS	
		BAS	MAS	BAS	MAS	BAS	MAS
1	Karimnagar	28.15	41.35	27.75	37.83	25.90	46.14
2	Kurnool	26.25	48.31	28.30	53.50	24.25	51.05
3	Nellore	24.80	38.46	22.18	50.26	22.23	39.27
4	Vizianagaram	33.13	51.56	26.48	41.62	28.25	53.83
5	Warangal	29.73	49.09	27.53	46.39	31.45	43.22

### Area-wise Performance

Sl. No	District	Urban		Rural		Difference	
		BAS	MAS	BAS	MAS	BAS	MAS
1	Karimnagar	28.50	56.21	24.00	41.45	4.50	14.76
2	Kurnool	27.25	47.81	19.75	52.25	7.50	-4.44
3	Nellore	24.75	41.56	24.00	39.46	0.75	2.10
4	Vizianagaram	13.30	49.02	22.25	54.10	8.95	-5.08
5	Warangal	31.00	45.98	24.75	45.22	6.25	0.76

## Annexure-2.7

**Girls Education - Status - Gaps (Table)**

S. No	Name of the District	No. of Mandals	Total No. of Girl Children (5-14) Years	Total No. of Girl Children in School (5-14) years	GAP Girl Children out of school (5-14) Years
	<b>DPEP-I Districts</b>				
1	Vizianagaram	34	207205	17929	27676
2	Nellore	46	186775	135540	51235
3	Kurnool	54	323899	248810	75089
4	Karimnagar	58	319684	285390	34294
5	Warangal	51	300709	256797	43912
	<b>Sub Total</b>	<b>243</b>	<b>1338272</b>	<b>944466</b>	<b>232206</b>
	<b>DPEP-II Districts</b>				
6	Srikakulam	38	234907	200849	34058
7	Visakhapatnam	42	229732	185767	43965
8	Guntur	57	288906	273752	15154
9	Prakasam	56	264828	230713	34115
10	Chittoor	70	327475	301930	31098
11	Cuddapah	50	231909	207794	24115
12	Anantapur	63	299331	259855	39476
13	Mahabubnagar	64	320188	214145	106043
14	Ranga Reddy	37	335676	310849	24827
15	Medak	45	262607	218556	44051
16	Nizamabad	38	190799	160133	30666
17	Adilabad	52	230237	200037	30200
18	Khammam	48	231449	197964	33485
19	Nalgonda	59	309827	257841	51986
	<b>Sub Total</b>	<b>719</b>	<b>3757871</b>	<b>3220185</b>	<b>543239</b>
	<b>Grand Total</b>	<b>962</b>	<b>5096143</b>	<b>4164651</b>	<b>775445</b>

## Annexure-2.8

## Children with disabilities

S No	District	PH			Blind			Deaf/ Speech			Mentally retarded			Others			TOTAL		
		In school	Out-of-school	TOTAL	In school	Out-of-school	TOTAL	In school	Out-of-school	TOTAL	In school	Out-of-school	TOTAL	In school	Out-of-school	TOTAL	In school	Out-of-school	TOTAL
1	Srikakulam	774	206	980	137	62	199	308	179	487	214	193	407	651	176	827	2084	816	2900
2	Vizianagaram	1082	250	1332	184	58	242	532	194	726	358	214	572	1544	124	1668	3700	840	4540
3	Vishakapatnam	282	232	514	88	45	133	287	291	578	86	220	306	439	165	604	1182	953	2135
4	East Godavari																		
5	West Godavari																		
6	Krishna																		
7	Guntur	1330	280	1610	110	44	154	594	270	864	631	356	987	1235	226	1461	3900	1176	5076
8	Prakasham	1475	272	1747	145	60	205	616	216	832	489	263	752	253	35	288	2978	846	3824
9	Nellore	648	200	848	61	42	103	282	175	457	240	291	531	112	53	165	1343	761	2104
10	Chittoor	903	155	1058	164	41	205	469	139	608	416	219	635	173	28	201	2125	582	2707
11	Cuddapah	957	235	1192	127	69	196	479	192	671	358	276	634	461	87	548	2382	859	3241
12	Anantapur	1011	173	1184	718	52	770	377	120	497	371	159	530	489	35	524	2966	539	3505
13	Kurnool	2426	666	3092	234	98	332	685	348	1033	630	436	1066	519	242	761	4494	1790	6284
14	Mahabubnagar	1921	707	2628	172	100	272	435	342	777	426	410	836	509	142	651	3463	1701	5164
15	Ranga Reddy	1396	265	1661	189	55	244	451	197	648	427	231	658	464	123	587	2927	871	3798
16	Hyderabad																		
17	Medak	1176	284	1460	123	53	176	376	224	600	368	206	574	414	71	485	2457	838	3295
18	Nizamabad	779	244	1023	67	42	109	241	168	409	240	205	445	109	44	153	1436	703	2139
19	Adilabad	1020	369	1389	196	103	299	450	264	714	337	314	651	329	121	450	2332	1171	3503
20	Karimnagar	1456	379	1835	192	64	256	786	287	1073	847	400	1247	241	62	303	3522	1192	4714
21	Warangal	1978	766	2744	155	115	270	691	520	1211	528	693	1221	820	116	936	4172	2210	6382
22	Khammam	1452	530	1982	107	89	196	403	398	801	432	661	1093	292	165	457	2686	1843	4529
23	Nalgonda	2621	521	3142	182	53	235	691	327	1018	860	509	1369	303	90	393	4657	1500	6157
	TOTAL	24687	6734	31421	3351	1245	4596	9153	4851	14004	8258	6256	14514	9357	2105	11462	54806	21191	75997

**Annexure-5.1**

**DPEP -I&II CIVIL WORKS**

Progress Report as on 31.03.2002

**ORIGINAL WORKS**

Sl. No.	District	ORIGINAL WORKS																											
		New School Buildings				Building to Building less Schools				Additional Classrooms				Mandal Resource Centers				Total											
		P	C	WP	NS	P	C	WP	NS	P	C	WP	NS	P	C	WP	NS	P	C	Works in progress					WP	NS			
																				FL	BL	LL	RL	SL					
<b>DPEP-I</b>																													
1	V'nagaram	117	114	3	0	48	47	1	0	218	218	0	0	38	37	1	0	421	416	2	1	0	2	0	5	0	1		
2	Nellore	204	192	8	4	107	96	8	3	196	196	0	0	49	44	4	1	556	528	0	1	2	3	14	20	8	2		
3	Kurnool	125	124	1	0	40	39	1	0	202	200	2	0	57	50	3	4	424	413	0	0	0	1	6	7	4	3		
4	Warangal	245	237	8	0	120	114	5	1	74	72	2	0	52	50	2	0	491	473	1	4	2	10	0	17	1	4		
5	Karimnagar	213	209	4	0	10	10	0	0	152	146	5	1	58	55	2	1	433	420	0	1	5	5	0	11	2	5		
<b>Total</b>		<b>904</b>	<b>876</b>	<b>24</b>	<b>4</b>	<b>325</b>	<b>306</b>	<b>15</b>	<b>4</b>	<b>842</b>	<b>832</b>	<b>9</b>	<b>1</b>	<b>254</b>	<b>236</b>	<b>12</b>	<b>6</b>	<b>2325</b>	<b>2250</b>	<b>3</b>	<b>7</b>	<b>9</b>	<b>21</b>	<b>20</b>	<b>60</b>	<b>15</b>			
<b>DPEP-II</b>																													
1	Srikakulam	282	272	5	5	131	126	2	3	210	207	0	3	38	36	2	0	661	641	0	1	2	4	2	9	11	1		
2	Vizag	290	236	45	9	118	106	7	5	395	371	22	2	34	31	1	2	837	744	12	7	13	20	23	75	18	2		
3	Guntur	189	173	9	7	199	167	15	17	120	118	2	0	59	49	8	2	567	507	4	1	8	6	15	34	26	3		
4	Prakasham	313	273	30	10	107	94	12	1	175	167	3	5	57	48	6	3	652	582	0	2	1	9	39	51	19	4		
5	Chittoor	185	180	5	0	275	261	14	0	272	268	3	1	70	61	8	1	802	770	1	6	0	5	18	30	2	5		
6	Cuddapah	343	329	2	12	86	84	0	2	307	301	0	6	52	52	0	0	788	766	0	0	1	1	0	2	20	6		
7	Ananthapur	328	324	4	0	89	87	2	0	230	230	0	0	70	70	0	0	717	711	0	0	1	4	1	6	0	7		
8	M'nagar	344	325	19	0	83	77	6	0	262	244	17	1	70	58	10	2	759	704	0	1	1	6	44	52	3	8		
9	Khammam	349	329	19	1	175	169	6	0	84	79	3	2	51	47	3	1	659	624	0	2	1	5	23	31	4	9		
10	Nalgonda	320	290	13	17	145	132	5	8	164	157	4	3	62	61	1	0	691	640	9	0	2	5	7	23	28	10		
11	RangaReddy	301	224	25	52	37	29	1	7	414	359	32	23	37	26	3	8	789	638	7	5	4	14	31	61	90	11		
12	Medak	256	229	14	13	115	99	14	2	274	266	0	8	48	45	3	0	693	639	0	3	6	12	10	31	23	12		
13	Nizamabad	290	286	3	1	53	47	0	6	520	519	0	1	36	36	0	0	899	888	0	0	0	3	0	3	8	13		
14	Adilabad	147	104	40	3	587	348	227	12	17	14	3	0	55	43	12	0	806	509	4	23	39	63	153	282	15	14		
<b>Total</b>		<b>3937</b>	<b>3574</b>	<b>233</b>	<b>130</b>	<b>2200</b>	<b>1826</b>	<b>311</b>	<b>63</b>	<b>3444</b>	<b>3300</b>	<b>89</b>	<b>55</b>	<b>739</b>	<b>663</b>	<b>57</b>	<b>19</b>	<b>10320</b>	<b>9363</b>	<b>37</b>	<b>51</b>	<b>79</b>	<b>157</b>	<b>366</b>	<b>690</b>	<b>267</b>			
<b>Grand Total</b>		<b>4841</b>	<b>4450</b>	<b>257</b>	<b>134</b>	<b>2525</b>	<b>2132</b>	<b>326</b>	<b>67</b>	<b>4286</b>	<b>4132</b>	<b>98</b>	<b>56</b>	<b>993</b>	<b>899</b>	<b>69</b>	<b>25</b>	<b>12645</b>	<b>11613</b>	<b>40</b>	<b>58</b>	<b>88</b>	<b>178</b>	<b>386</b>	<b>750</b>	<b>282</b>			

Note: P - Planned , C -Completed, FL-Foundation Level, BL-Basement Level , LL-Lintel Level, RL-Roof Level , SL-Slab Laid , NS -Not Started, WP - Works Progress

**Annexure-5.1**  
**DPEP - I & II CIVIL WORKS**  
 Progress Report as on 31.03.2002

**ADDITIONAL WORKS**

**Original & Additional Works**

	ADDITIONAL WORKS											Original & Additional Works															
	Building to Building less Schools				Additional Classrooms				Total			Grand Total															
	P	C	WP	NS	P	C	WP	NS	P	C	Works in progress					WP	NS	P	C	Works in progress					WP	NS	
										FL	BL	LL	RL	SL			FL	BL	LL	RL	SL						
<b>DPEP-I</b>																											
V'nagaram	96	47	49	0	0	0	0	0	96	47	17	8	10	14	0	49	0	517	463	19	9	10	16	0	54	0	
Nellore	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	556	528	0	1	2	3	14	20	8	
Kurnool	0	0	0	0	409	16	371	22	409	16	144	123	48	32	24	371	22	833	429	144	123	48	33	30	378	26	
Warangal	39	2	37	0	24	2	22	0	63	4	4	6	7	10	32	59	0	554	477	5	10	9	20	32	76	1	
Karimnagar	0	0	0	0	271	139	118	14	271	139	55	15	30	10	8	118	14	704	559	55	16	35	15	8	129	16	
<b>Total</b>	<b>135</b>	<b>49</b>	<b>86</b>	<b>0</b>	<b>704</b>	<b>157</b>	<b>511</b>	<b>36</b>	<b>839</b>	<b>206</b>	<b>220</b>	<b>152</b>	<b>95</b>	<b>66</b>	<b>64</b>	<b>597</b>	<b>36</b>	<b>3164</b>	<b>2456</b>	<b>223</b>	<b>159</b>	<b>104</b>	<b>87</b>	<b>84</b>	<b>657</b>	<b>51</b>	
<b>DPEP-II</b>																											
Srikakulam	34	31	0	3	860	818	6	36	894	849	0	1	1	4	0	6	39	1555	1490	0	2	3	8	2	15	50	
Vizag	254	160	93	1	462	328	116	18	716	488	8	21	23	45	112	209	19	1553	1232	20	28	36	65	135	284	37	
Guntur	92	67	11	14	730	692	31	7	822	759	13	2	4	7	16	42	21	1389	1266	17	3	12	13	31	76	47	
Prakasham	0	0	0	0	903	845	36	22	903	845	5	4	12	10	5	36	22	1555	1427	5	6	13	19	44	87	41	
Chittoor	201	200	1	0	248	229	11	8	449	429	0	0	1	2	9	12	8	1251	1199	1	6	1	7	27	42	10	
Cuddapah	134	125	1	8	602	575	5	22	736	700	0	0	2	4	0	6	30	1524	1466	0	0	3	5	0	8	50	
Ananthapur	0	0	0	0	810	800	10	0	810	800	0	1	2	5	2	10	0	1527	1511	0	1	3	9	3	16	0	
M'nagar	101	93	8	0	638	592	43	3	739	685	0	6	3	2	40	51	3	1498	1389	0	7	4	8	84	103	6	
Khammam	195	172	22	1	715	676	39	0	910	848	1	1	4	11	44	61	1	1569	1472	1	3	5	16	67	92	5	
Nalgonda	0	0	0	0	884	860	22	2	884	860	5	0	3	9	5	22	2	1575	1500	14	0	5	14	12	45	30	
RangaReddy	0	0	0	0	984	825	77	82	984	825	11	9	9	22	26	77	82	1773	1463	18	14	13	36	57	138	172	
Medak	0	0	0	0	942	836	48	58	942	836	0	3	9	18	18	48	58	1635	1475	0	6	15	30	28	79	81	
Nizamabad	0	0	0	0	870	860	5	5	870	860	0	0	2	3	0	5	5	1769	1748	0	0	2	6	0	8	13	
Adilabad	180	135	44	1	408	326	82	0	588	461	2	7	17	26	74	126	1	1394	970	6	30	56	89	227	408	13	
<b>Total</b>	<b>1191</b>	<b>983</b>	<b>180</b>	<b>28</b>	<b>10056</b>	<b>9262</b>	<b>531</b>	<b>263</b>	<b>11247</b>	<b>10245</b>	<b>45</b>	<b>55</b>	<b>92</b>	<b>168</b>	<b>351</b>	<b>711</b>	<b>291</b>	<b>21567</b>	<b>19608</b>	<b>82</b>	<b>106</b>	<b>171</b>	<b>325</b>	<b>717</b>	<b>1401</b>	<b>558</b>	
<b>Grand Total</b>	<b>1326</b>	<b>1032</b>	<b>266</b>	<b>28</b>	<b>10760</b>	<b>9419</b>	<b>1042</b>	<b>299</b>	<b>12086</b>	<b>10451</b>	<b>265</b>	<b>207</b>	<b>187</b>	<b>234</b>	<b>415</b>	<b>1308</b>	<b>327</b>	<b>24731</b>	<b>22064</b>	<b>305</b>	<b>265</b>	<b>275</b>	<b>412</b>	<b>801</b>	<b>2358</b>	<b>609</b>	

## Annexure-5.2

Statement showing the Original budget allocations and expenditure incurred upto 2/2002

Rs.in lakhs.

### STATE OFFICE

S.No.	Activity/Head of Account	Baseline Cost	Expenditure 3/96 to 3/97	Expenditure 4/97 to 3/98	Expenditure 4/98 to 3/99	Expenditure 4/99 to 3/2000	Expenditure 4/00 to 3/2001	Expenditure 4/01 to 3/2002	Total Expenditure	Balance
1	Civil Works(Original)	480.640	2.339	4.708	37.784	0.166	0.000	3.479	48.476	432.164
2	Civil Works(Additional)	0.000					0.000	0.000	0.000	0.000
3	Furniture	9.533	7.931	2.798	1.493	1.447	0.030	0.529	14.228	-4.695
4	Equipment	20.860	6.319	13.136	9.190	6.411	14.470	5.240	54.766	-33.906
5	Vehicles	26.712	2.172	5.509	16.545	6.038	6.469	5.181	41.914	-15.202
6	Books & Libraries	19.600	0.213	1.199	14.569	0.111	9.334	1.861	27.287	-7.687
7	Training Cost	17.750	9.624	16.324	8.201	6.768	8.152	18.915	67.984	-50.234
8	Work shops & Seminars	27.500	6.724	15.915	4.409	0.633	5.167	18.155	51.003	-23.503
9	Awareness Campaign	109.800	4.854	0.470	13.171	24.374	26.380	22.277	91.526	18.274
10	Staff salaries	250.880	7.635	27.480	55.195	50.236	52.750	54.166	247.462	3.418
11	Consumbles	97.950	7.303	24.346	21.976	11.484	10.127	10.854	86.090	11.860
12	Teaching, Learning Material	0.050				0.010	7.179	3.816	11.005	-10.955
13	Research & Studies	175.000	0.050	0.600	8.189	13.679	6.213	3.907	32.638	142.362
14	Vehicles Operation/ Maintenance	0.000			0.580		0.000	0.000	0.580	-0.580
15	Equipment Operation/Maintenance	12.516	0.196	0.053	6.832	0.587	2.564	5.077	15.309	-2.793
16	Local Consultants	0.000					0.000	0.193	0.193	-0.193
17	Civil Works maintenance	0.000			1.200		0.000	0.000	1.200	-1.200
18	Alternative schooling	0.000			5.100	0.150	0.000	0.000	5.250	-5.250
19	Innovations	120.000				0.235	1.304	0.241	1.780	118.220
20	Honorarium/ALS&C	0.000					5.527	8.528	14.055	-14.055
21	Capacity building	0.000	0.474		7.990	5.428	0.000	0.000	13.892	-13.892
22	Text Book Development	276.000	0.342	7.313	14.815	6.497	0.000	0.000	28.967	247.033
23	Integrated Education Development	0.000			2.489	2.430	0.000	0.000	4.919	-4.919
24	Girl Child Education	0.000					0.000	0.000	0.000	0.000
25	Distance Education	0.000			0.800	1.555	0.142	0.000	2.497	-2.497
	<b>Total</b>	<b>1644.791</b>	<b>56.176</b>	<b>119.851</b>	<b>230.528</b>	<b>138.239</b>	<b>155.808</b>	<b>162.419</b>	<b>863.021</b>	<b>781.770</b>

## Statement showing the Original budget allocations and expenditure incurred upto 2/2002

Rs.in lakhs.

## VIZIANAGARAM

S.No.	Activity/Head of Account	Baseline Cost	Expenditure 3/96 to 3/97	Expenditure 4/97 to 3/98	Expenditure 4/98 to 3/99	Expenditure 4/99 to 3/2000	Expenditure 4/00 to 3/2001	Expenditure 4/01 to 3/2002	Total Expenditure	Balance
1	Civil Works(Original)	615.000	30.450	187.337	258.240	110.740	39.191	69.528	695.486	-80.486
2	Civil Works(Additional)	0.000					0.000	0.000	0.000	0.000
3	Furniture	9.581	1.464		3.490	0.320	-0.030	6.209	11.453	-1.872
4	Equipment	32.360	5.400	0.600		0.470	1.177	-0.940	6.707	25.653
5	Vehicles	36.000	0.737	3.664	4.970	2.880	4.091	4.443	20.785	15.215
6	Books & Libraries	4.810		0.010			0.242	0.998	1.250	3.560
7	Training Cost	330.684	7.219	17.869	51.010	25.720	7.685	25.400	134.903	195.781
8	Work shops & Seminars	2.000	7.791		0.380	0.300	0.533	-0.033	8.971	-6.971
9	Awareness Campaign	7.600	0.619	0.789	1.030	5.910	2.492	3.333	14.173	-6.573
10	Staff salaries	1023.248	9.405	58.590	164.800	279.030	345.892	380.370	1238.087	-214.839
11	Consumbles	49.830	3.169	2.356	7.640	7.670	1.618	1.513	23.966	25.864
12	Teaching, Learning Material	572.805	39.870	98.495	90.050	76.450	35.339	56.049	396.253	176.552
13	Research & Studies	10.500			0.260	0.239	0.057	2.928	3.484	7.016
14	Vehicles Operation/ Maintenance	0.000		0.660	1.720		0.000	0.000	2.380	-2.380
15	Equipment Operation/Maintenance	36.060	1.138	1.461	1.170	1.870	3.295	2.698	11.632	24.428
16	Local Consultants	0.000					0.000	0.000	0.000	0.000
17	Civil Works maintenance	61.500					0.000	0.000	0.000	61.500
18	Alternative schooling	75.000			2.393	5.510	0.000	0.000	7.903	67.097
19	Innovations	6.000					0.000	0.000	0.000	6.000
20	Honorarium/ALS&C	0.000					19.949	30.120	50.069	-50.069
21	Capacity building	0.000					0.000	0.000	0.000	0.000
22	Text Book Development	0.000					0.000	0.000	0.000	0.000
23	Integrated Education Development	0.000			0.100		0.000	0.000	0.100	-0.100
24	Girl Child Education	0.000					0.000	0.000	0.000	0.000
25	Distance Education	0.000					0.000	0.000	0.000	0.000
	<b>Total</b>	<b>2872.978</b>	<b>107.262</b>	<b>371.831</b>	<b>587.253</b>	<b>517.109</b>	<b>461.531</b>	<b>582.616</b>	<b>2627.602</b>	<b>245.376</b>

**Statement showing the Original budget allocations and expenditure incurred upto 2/2002**

Rs.in lakhs.

**NELLORE**

S.No.	Activity/Head of Account	Baseline Cost	Expenditure 3/96 to 3/97	Expenditure 4/97 to 3/98	Expenditure 4/98 to 3/99	Expenditure 4/99 to 3/2000	Expenditure 4/00 to 3/2001	Expenditure 4/01 to 3/2002	Total Expenditure	Balance
1	Civil Works(Original)	640.000	35.935	347.600	330.719	63.120	16.398	13.181	806.953	-166.953
2	Civil Works(Additional)	0.000					0.000	0.000	0.000	0.000
3	Furniture	8.501	1.500	0.700			0.000	0.000	2.200	6.301
4	Equipment	37.000	5.804	0.080		1.682	0.000	0.000	7.566	29.434
5	Vehicles	36.000	0.884	5.273	10.616	3.466	6.899	5.720	32.858	3.142
6	Books & Libraries	5.970					0.028	1.129	1.157	4.813
7	Training Cost	417.658	7.162	38.132	52.995	38.488	2.680	27.971	167.428	250.230
8	Work shops & Seminars	2.000	0.311	0.189	0.365		0.000	0.000	0.865	1.135
9	Awareness Campaign	12.250	4.966	3.315	10.197	5.494	0.153	0.703	24.828	-12.578
10	Staff salaries	1210.880	6.189	60.071	184.819	291.441	390.712	457.087	1390.319	-179.439
11	Consumbles	62.010	0.718	14.615	11.488	8.000	5.508	2.053	42.382	19.628
12	Teaching, Learning Material	762.690	42.690	54.133	53.250	65.027	-0.858	103.095	317.337	445.353
13	Research & Studies	10.500			0.486	0.643	1.288	1.056	2.873	7.627
14	Vehicles Operation/ Maintenance	0.000			0.267		0.000	0.000	0.267	-0.267
15	Equipment Operation/Maintenance	36.060	0.824	3.084	3.855	3.316	3.742	4.322	19.143	16.917
16	Local Consultants	0.000					0.000	0.000	0.000	0.000
17	Civil Works maintenance	64.000					0.000	0.000	0.000	64.000
18	Alternative schooling	75.000			5.224	16.808	0.000	0.000	22.032	52.968
19	Innovations	6.000				4.000	0.000	0.000	4.000	2.000
20	Honorarium/ALS&C	0.000					0.102	0.000	0.102	-0.102
21	Capacity building	0.000			1.000		0.000	0.000	1.000	-1.000
22	Text Book Development	0.000					0.000	0.000	0.000	0.000
23	Integrated Education Development	0.000					0.000	0.000	0.000	0.000
24	Girl Child Education	0.000				0.332	0.000	0.000	0.332	-0.332
25	Distance Education	0.000					0.000	0.000	0.000	0.000
	<b>Total</b>	<b>3386.519</b>	<b>106.983</b>	<b>527.192</b>	<b>665.281</b>	<b>501.217</b>	<b>426.652</b>	<b>616.317</b>	<b>2843.642</b>	<b>542.877</b>



## Statement showing the Original budget allocations and expenditure incurred upto 2/2002

Rs.in lakhs.

KURNOOL										
S.No.	Activity/Head of Account	Baseline Cost	Expenditure 3/96 to 3/97	Expenditure 4/97 to 3/98	Expenditure 4/98 to 3/99	Expenditure 4/99 to 3/2000	Expenditure 4/00 to 3/2001	Expenditure 4/01 to 3/2002	Total Expenditure	Balance
1	Civil Works(Original)	643.000	48.550	158.433	359.536	85.034	19.158	110.656	781.367	-138.367
2	Civil Works(Additional)	0.000					0.000	0.000	0.000	0.000
3	Furniture	7.751	1.000	1.000	0.976	5.884	0.000	3.252	12.112	-4.361
4	Equipment	33.480	10.792		0.025	20.287	0.288	0.020	31.412	2.068
5	Vehicles	36.000	0.743	14.656	6.895	4.881	8.580	8.992	44.747	-8.747
6	Books & Libraries	5.090	0.200				0.971	13.158	14.329	-9.239
7	Training Cost	340.026	7.093	17.904	74.971	49.992	8.837	2.486	161.283	178.743
8	Work shops & Seminars	2.000	0.147		10.806	3.563	0.000	0.226	14.742	-12.742
9	Awareness Campaign	11.200	4.869	0.719	2.543	11.097	1.461	12.646	33.335	-22.135
10	Staff salaries	1119.800	3.630	59.431	148.600	290.079	286.310	210.251	998.301	121.499
11	Consumbles	52.770	0.541	1.542	3.746	5.411	9.444	11.102	31.786	20.984
12	Teaching, Learning Material	528.950	37.120	41.849	35.536	84.028	9.083	90.436	298.052	230.898
13	Research & Studies	10.500				0.038	0.000	0.077	0.115	10.385
14	Vehicles Operation/ Maintenance	0.000					0.000	0.000	0.000	0.000
15	Equipment Operation/Maintenance	36.060	0.712	2.684	2.455	2.676	3.002	2.268	13.797	22.263
16	Local Consultants	0.000					0.602	0.000	0.602	-0.602
17	Civil Works maintenance	64.300			0.148		0.000	0.000	0.148	64.152
18	Alternative schooling	75.000			1.723	17.482	0.000	0.000	19.205	55.795
19	Innovations	6.000					0.000	2.872	2.872	3.128
20	Honorarium/ALS&C	0.000					26.527	29.361	55.888	-55.888
21	Capacity building	0.000	0.043				0.000	0.000	0.043	-0.043
22	Text Book Development	0.000					0.000	0.000	0.000	0.000
23	Integrated Education Development	0.000				0.088	0.000	0.000	0.088	-0.088
24	Girl Child Education	0.000					0.000	0.000	0.000	0.000
25	Distance Education	0.000					0.000	0.000	0.000	0.000
	<b>Total</b>	<b>2971.927</b>	<b>115.440</b>	<b>298.218</b>	<b>647.950</b>	<b>580.540</b>	<b>374.263</b>	<b>497.803</b>	<b>2514.224</b>	<b>457.703</b>

## Statement showing the Original budget allocations and expenditure incurred upto 2/2002

Rs.in lakhs.

## KARIMNAGAR

S.No.	Activity/Head of Account	Baseline Cost	Expenditure 3/96 to 3/97	Expenditure 4/97 to 3/98	Expenditure 4/98 to 3/99	Expenditure 4/99 to 3/2000	Expenditure 4/00 to 3/2001	Expenditure 4/01 to 3/2002	Total Expenditure	Balance
1	Civil Works(Original)	686.000	21.950	153.076	337.785	156.392	48.568	250.031	967.802	-281.802
2	Civil Works(Additional)	0.000					0.000	0.000	0.000	0.000
3	Furniture	12.401	0.944	0.038	0.360	3.774	13.443	0.000	18.559	-6.158
4	Equipment	35.160	8.663	0.423	11.520	8.055	0.528	0.000	29.189	5.971
5	Vehicles	36.000	0.704	4.031	6.236	1.526	4.322	4.399	21.218	14.782
6	Books & Libraries	5.510					0.000	0.108	0.108	5.402
7	Training Cost	289.314	6.051	14.842	66.267	32.682	18.405	37.845	176.092	113.222
8	Work shops & Seminars	2.000	0.020	-0.162			0.000	0.000	-0.142	2.142
9	Awareness Campaign	11.600	1.833	0.830	8.416	4.898	6.730	7.293	30.000	-18.400
10	Staff salaries	1388.720	8.585	46.240	119.054	253.197	266.834	218.271	912.181	476.539
11	Consumbles	57.180	0.467	5.830	6.116	10.844	5.650	2.132	31.039	26.141
12	Teaching, Learning Material	511.010	57.830	74.751	80.184	79.786	80.918	9.119	382.588	128.422
13	Research & Studies	7.000			0.283	0.037	2.243	2.428	4.991	2.009
14	Vehicles Operation/ Maintenance	0.000					0.000	0.000	0.000	0.000
15	Equipment Operation/Maintenance	36.060	0.967	3.604	5.553	7.184	8.777	9.024	35.109	0.951
16	Local Consultants	0.000					0.000	0.000	0.000	0.000
17	Civil Works maintenance	68.600					0.000	0.000	0.000	68.600
18	Alternative schooling	75.000					0.000	0.000	0.000	75.000
19	Innovations	6.000					0.000	0.000	0.000	6.000
20	Honorarium/ALS&C	0.000					0.009	7.508	7.517	-7.517
21	Capacity building	0.000					0.000	0.000	0.000	0.000
22	Text Book Development	0.000					0.000	0.000	0.000	0.000
23	Integrated Education Development	0.000					0.000	0.000	0.000	0.000
24	Girl Child Education	0.000				2.083	-0.037	0.000	2.046	-2.046
25	Distance Education	0.000					0.000	0.000	0.000	0.000
	<b>Total</b>	<b>3227.555</b>	<b>108.014</b>	<b>303.503</b>	<b>641.774</b>	<b>560.458</b>	<b>456.390</b>	<b>548.158</b>	<b>2618.297</b>	<b>609.258</b>

## Statement showing the Original budget allocations and expenditure incurred upto 2/2002

Rs.in lakhs.

## WARANGAL

S.No.	Activity/Head of Account	Baseline Cost	Expenditure 3/96 to 3/97	Expenditure 4/97 to 3/98	Expenditure 4/98 to 3/99	Expenditure 4/99 to 3/2000	Expenditure 4/00 to 3/2001	Expenditure 4/01 to 3/2002	Total Expenditure	Balance
1	Civil Works(Original)	697.000	24.500	111.912	255.209	278.811	80.961	97.860	849.253	-152.253
2	Civil Works(Additional)	0.000					0.000	0.000	0.000	0.000
3	Furniture	13.001	1.002	0.758	0.145	28.867	0.394	0.000	31.166	-18.165
4	Equipment	36.760	3.711	2.117	0.087	9.834	5.508	0.000	21.257	15.503
5	Vehicles	36.000	0.605	6.706	10.084	3.807	6.482	5.299	32.983	3.017
6	Books & Libraries	5.910		0.600	1.000		0.000	8.258	9.858	-3.948
7	Training Cost	392.324	6.708	25.388	65.262	55.635	23.852	71.159	248.004	144.320
8	Work shops & Seminars	2.000	0.675	0.309	0.215	24.071	0.009	0.408	25.687	-23.687
9	Awareness Campaign	10.400	2.219	2.449	3.834	4.994	7.755	7.022	28.273	-17.873
10	Staff salaries	1128.944	10.329	66.772	202.815	355.502	441.218	423.738	1500.374	-371.430
11	Consumbles	55.260	13.530	4.198	6.075	16.220	5.320	7.674	53.017	2.243
12	Teaching, Learning Material	595.375	55.859	99.159	54.685	93.651	9.308	89.680	402.342	193.033
13	Research & Studies	8.500		0.050	0.178	0.144	0.510	0.050	0.932	7.568
14	Vehicles Operation/ Maintenance	0.000					0.000	0.000	0.000	0.000
15	Equipment Operation/Maintenance	36.660	0.353	3.651	5.611	5.102	3.745	0.983	19.445	17.215
16	Local Consultants	0.000					0.000	0.000	0.000	0.000
17	Civil Works maintenance	69.700					0.000	0.000	0.000	69.700
18	Alternative schooling	75.000			1.503	3.550	0.000	0.000	5.053	69.947
19	Innovations	6.000			2.000	3.700	0.000	0.000	5.700	0.300
20	Honorarium/ALS&C	0.000					23.085	93.260	116.345	-116.345
21	Capacity building	0.000					0.000	0.000	0.000	0.000
22	Text Book Development	0.000					0.000	0.000	0.000	0.000
23	Integrated Education Development	0.000					0.000	0.000	0.000	0.000
24	Girl Child Education	0.000					0.000	0.000	0.000	0.000
25	Distance Education	0.000					0.000	0.000	0.000	0.000
	<b>Total</b>	<b>3168.834</b>	<b>119.491</b>	<b>324.069</b>	<b>608.703</b>	<b>883.888</b>	<b>608.147</b>	<b>805.391</b>	<b>3349.689</b>	<b>-180.855</b>

## Annexure 5.2

### DPEP-Expansion Districts

Statement showing the original budget allocations and expenditure incurred upto 2/2002

Name of the District: State Project Office

(Rs.in lakhs)

Category	Baseline Cost	1997-98	1998-99	1999-00	2000-01	2001-02	Total Exp.	Balance
<b>1 (a) Civil Works</b>								
Civil Works	46.000	0.000	1.556	3.215	5.365	1.688	11.824	34.176
<b>Total 1 (a)</b>	<b>46.000</b>	<b>0.000</b>	<b>1.556</b>	<b>3.215</b>	<b>5.365</b>	<b>1.688</b>	<b>11.824</b>	<b>34.176</b>
<b>1 (b) Goods, Furniture, Equipment, Books &amp; Materials</b>								
1. Goods / Consumables	143.500	0.861	10.231	12.643	19.984	13.020	56.739	86.761
2. Furniture	23.250	0.000	0.864	1.987	6.263	0.396	9.510	13.740
3. Vehicles	36.000	0.000	0.000	0.000	4.725	6.362	11.087	24.913
4. Equipment	62.550	0.972	38.845	6.406	27.273	0.320	73.816	-11.266
5. Books & Libraries	17.000	3.898	7.283	0.989	3.190	0.154	15.514	1.486
6. Teaching Learning Material	220.000	0.000	0.000	34.830	11.833	8.070	54.733	165.267
<b>Total 1 (b)</b>	<b>502.300</b>	<b>5.731</b>	<b>57.223</b>	<b>56.855</b>	<b>73.268</b>	<b>28.322</b>	<b>221.399</b>	<b>280.901</b>
<b>1 (c) Consultant Services &amp; Training</b>								
1. Local Consultants	284.100	0.000	0.000	0.020	0.000	0.000	0.020	284.080
2. Workshops & Seminars	138.950	30.240	2.918	25.331	33.144	3.609	95.242	43.708
3. Research & Evaluation	115.000	0.500	8.827	6.871	4.052	4.002	24.252	90.748
4. Innovations	0.000	0.000	0.000	0.000	0.000	0.806	0.806	-0.806
5. Awareness & Campaign	71.000	0.000	106.090	19.042	37.627	89.557	252.316	-181.316
6. Training Cost	158.700	29.677	14.484	26.379	38.919	29.724	139.183	19.517
<b>Total 1 (c)</b>	<b>767.750</b>	<b>60.417</b>	<b>132.319</b>	<b>77.643</b>	<b>113.742</b>	<b>127.698</b>	<b>511.819</b>	<b>255.931</b>
<b>1 (d) Incremental Operational Costs &amp; Incremental salaries</b>								
1. Salaries	177.250	1.386	22.324	35.404	38.926	38.223	136.263	40.987
2. Vehicle Hire Charges	0.000	0.000	0.848	6.647	0.000	0.000	7.495	-7.495
3. Equipment Operation Maintenance	13.000	0.000	0.000	1.603	0.895	8.970	11.468	1.532
4. Honorarium	0.000	0.000	0.000	0.000	3.523	4.035	7.558	-7.558
<b>Total 1 (d)</b>	<b>190.250</b>	<b>1.386</b>	<b>23.172</b>	<b>43.654</b>	<b>43.344</b>	<b>51.228</b>	<b>162.784</b>	<b>27.466</b>
<b>Grand Total 1 (a+b+c+d)</b>	<b>1506.300</b>	<b>67.534</b>	<b>214.270</b>	<b>181.367</b>	<b>235.719</b>	<b>208.936</b>	<b>907.826</b>	<b>598.474</b>

**Statement showing the original budget allocations and expenditure incurred upto 2/2002**

Name of the District: Adilabad

(Rs.in lakhs)

Category	Baseline Cost	1997-98	1998-99	1999-00	2000-01	2001-02	Total Exp.	Balance
<b>I (a) Civil Works</b>								
Civil Works	962.250	0.000	670.020	612.481	170.337	70.243	1523.081	-560.831
<b>Total 1 (a)</b>	<b>962.250</b>	<b>0.000</b>	<b>670.020</b>	<b>612.481</b>	<b>170.337</b>	<b>70.243</b>	<b>1523.081</b>	<b>-560.831</b>
<b>1 (b) Goods, Furniture, Equipment, Books &amp; Materials</b>								
1. Goods / Consumables	301.561	0.162	32.327	12.069	11.166	7.661	63.385	238.176
2. Furniture	31.000	0.692	0.359	27.450	0.000	0.014	28.515	2.485
3. Vehicles	26.000	0.000	0.000	0.000	8.103	8.967	17.070	8.930
4. Equipment	51.850	0.110	0.733	0.083	0.355	5.139	6.420	45.430
5. Books & Libraries	30.000	0.000	0.038	0.185	0.000	0.753	0.976	29.024
6. Teaching Learning Material	299.740	0.000	0.000	0.000	74.620	2.757	77.377	222.363
<b>Total 1 (b)</b>	<b>740.151</b>	<b>0.964</b>	<b>33.457</b>	<b>39.787</b>	<b>94.244</b>	<b>25.291</b>	<b>193.743</b>	<b>546.408</b>
<b>1 (c) Consultant Services &amp; Training</b>								
1. Local Consultants	6.000	0.000	3.091	0.282	0.074	0.253	3.700	2.300
2. Workshops & Seminars	125.475	0.000	0.105	0.000	0.077	1.066	1.248	124.227
3. Research & Evaluation	27.000	0.000	0.000	0.000	0.000	5.527	5.527	21.473
4. Innovations	4.000	0.000	0.000	0.000	0.000	0.000	0.000	4.000
5. Awareness & Campaign	382.950	0.000	0.248	21.664	4.972	1.993	28.877	354.073
6. Training Cost	735.455	1.860	71.756	73.625	34.274	44.498	226.013	509.442
<b>Total 1(c)</b>	<b>1280.880</b>	<b>1.860</b>	<b>75.200</b>	<b>95.571</b>	<b>39.397</b>	<b>53.337</b>	<b>265.365</b>	<b>1015.515</b>
<b>1 (d) Incremental Operational Costs &amp; Incremental salaries</b>								
1. Salaries	510.620	1.261	95.446	288.834	108.229	63.674	557.444	-46.824
2. Vehicle Hire Charges	0.000	0.000	5.162	11.711	0.000	0.000	16.873	-16.873
3. Equipment Operation Maintenance	31.400	0.000	0.862	1.184	1.341	2.717	6.104	25.296
4. Honorarium	461.210	0.000	0.000	1.587	46.369	95.488	143.444	317.766
<b>Total 1 (d)</b>	<b>1003.230</b>	<b>1.261</b>	<b>101.470</b>	<b>303.316</b>	<b>155.939</b>	<b>161.879</b>	<b>723.865</b>	<b>279.365</b>
<b>Grand Total 1 (a+b+c+d)</b>	<b>3986.511</b>	<b>4.085</b>	<b>880.147</b>	<b>1051.155</b>	<b>459.917</b>	<b>310.750</b>	<b>2706.054</b>	<b>1280.457</b>

**Statement showing the original budget allocations and expenditure incurred upto 2/2002**

Name of the District: Ananthapur								
								(Rs.in lakhs)
Category	Baseline Cost	1997-98	1998-99	1999-00	2000-01	2001-02	Total Exp.	Balance
<b>I (a) Civil Works</b>								
Civil Works	964.050	0.000	843.755	654.223	102.726	31.149	1631.853	-667.803
<b>Total 1 (a)</b>	<b>964.050</b>	<b>0.000</b>	<b>843.755</b>	<b>654.223</b>	<b>102.726</b>	<b>31.149</b>	<b>1631.853</b>	<b>-667.803</b>
<b>1 (b) Goods, Furniture, Equipment, Books &amp; Materials</b>								
1. Goods / Consumables	328.420	0.150	5.811	10.538	71.462	2.366	90.327	238.093
2. Furniture	37.500	0.405	1.372	31.518	0.000	0.000	33.295	4.205
3. Vehicles	25.000	0.000	0.000	0.000	3.955	4.304	8.259	16.741
4. Equipment	63.100	0.000	0.852	9.883	0.091	0.601	21.427	41.673
5. Books & Libraries	34.500	0.000	0.000	0.000	7.150	-6.900	0.250	34.250
6. Teaching Learning Material	359.990	0.000	58.000	37.711	44.772	1.268	141.751	218.239
<b>Total 1 (b)</b>	<b>848.510</b>	<b>0.555</b>	<b>66.035</b>	<b>99.650</b>	<b>127.430</b>	<b>1.639</b>	<b>295.309</b>	<b>553.201</b>
<b>1 (c) Consultant Services &amp; Training</b>								
1. Local Consultants	6.000	0.000	0.000	0.000	0.000	0.000	0.000	6.000
2. Workshops & Seminars	230.860	0.230	0.782	10.789	0.329	0.184	12.314	218.546
3. Research & Evaluation	33.000	0.000	0.000	0.313	0.250	0.330	0.893	32.107
4. Innovations	4.000	0.000	0.000	0.159	0.016	-0.060	0.115	3.885
5. Awareness & Campaign	239.520	0.000	21.295	7.581	3.244	6.051	38.171	201.349
6. Training Cost	594.554	0.868	110.196	43.163	12.566	35.189	201.982	392.572
<b>Total 1 (c)</b>	<b>1107.934</b>	<b>1.098</b>	<b>132.273</b>	<b>62.005</b>	<b>16.405</b>	<b>41.694</b>	<b>253.475</b>	<b>854.459</b>
<b>1 (d) Incremental Operational Costs &amp; Incremental salaries</b>								
1. Salaries	693.099	1.260	102.710	179.758	100.343	36.659	420.730	272.369
2. Vehicle Hire Charges	0.000	0.046	7.972	9.900	0.000	0.000	17.918	-17.918
3. Equipment Operation Maintenance	38.600	0.000	0.955	0.891	0.280	0.106	2.232	36.368
4. Honorarium	350.075	0.000	2.119	45.319	56.357	55.897	159.692	190.383
<b>Total 1 (d)</b>	<b>1081.774</b>	<b>1.306</b>	<b>113.756</b>	<b>235.868</b>	<b>156.980</b>	<b>92.662</b>	<b>600.572</b>	<b>481.202</b>
<b>Grand Total 1 (a+b+c+d)</b>	<b>4002.268</b>	<b>2.959</b>	<b>1155.819</b>	<b>1051.746</b>	<b>403.541</b>	<b>167.144</b>	<b>2781.209</b>	<b>1221.059</b>

**Statement showing the original budget allocations and expenditure incurred upto 2/2002**

Name of the District: Chittoor

(Rs.in lakhs)

Category	Baseline Cost	1997-98	1998-99	1999-00	2000-01	2001-02	Total Exp.	Balance
<b>I (a) Civil Works</b>								
Civil Works	962.300	62.545	721.104	817.207	55.067	19.345	1675.268	-712.968
<b>Total 1 (a)</b>	<b>962.300</b>	<b>62.545</b>	<b>721.104</b>	<b>817.207</b>	<b>55.067</b>	<b>19.345</b>	<b>1675.268</b>	<b>-712.968</b>
<b>1 (b) Goods, Furniture, Equipment, Books &amp; Materials</b>								
1. Goods / Consumables	480.400	0.085	78.027	94.738	96.666	101.574	371.090	109.310
2. Furniture	37.500	0.500	0.000	0.150	22.299	0.000	22.949	14.551
3. Vehicles	26.000	0.000	0.000	0.000	4.000	3.567	7.567	18.433
4. Equipment	63.100	0.223	0.194	0.482	12.551	17.011	30.461	32.639
5. Books & Libraries	30.250	0.000	0.000	0.000	5.600	-5.600	0.000	30.250
6. Teaching Learning Material	426.000	0.000	0.000	43.789	46.512	10.355	100.656	325.344
<b>Total 1 (b)</b>	<b>1063.250</b>	<b>0.808</b>	<b>78.221</b>	<b>139.159</b>	<b>187.628</b>	<b>126.907</b>	<b>532.723</b>	<b>530.527</b>
<b>1 (c) Consultant Services &amp; Training</b>								
1. Local Consultants	6.000	0.000	1.567	0.025	0.075	0.100	1.767	4.233
2. Workshops & Seminars	131.200	0.000	0.000	8.318	9.499	2.882	20.699	110.501
3. Research & Evaluation	12.000	0.000	0.000	0.271	2.755	2.387	5.413	6.587
4. Innovations	4.000	0.000	0.000	0.296	1.000	3.129	4.425	-0.425
5. Awareness & Campaign	166.200	0.000	0.000	24.637	24.269	37.924	86.830	79.370
6. Training Cost	559.049	5.935	81.575	44.022	27.117	71.896	230.545	328.504
<b>Total 1 (c)</b>	<b>878.449</b>	<b>5.935</b>	<b>83.142</b>	<b>77.569</b>	<b>64.715</b>	<b>118.318</b>	<b>349.679</b>	<b>528.770</b>
<b>1 (d) Incremental Operational Costs &amp; Incremental salaries</b>								
1. Salaries	681.288	6.175	109.215	212.979	113.314	36.646	478.329	202.959
2. Vehicle Hire Charges	0.000	0.272	4.972	8.775	0.000	0.000	14.019	-14.019
3. Equipment Operation Maintenance	35.000	0.000	0.417	0.160	0.143	-0.092	0.628	34.372
4. Honorarium	380.550	0.000	0.000	53.042	60.097	53.242	166.381	214.169
<b>Total 1 (d)</b>	<b>1096.838</b>	<b>6.447</b>	<b>114.604</b>	<b>274.956</b>	<b>173.554</b>	<b>89.796</b>	<b>659.357</b>	<b>437.481</b>
<b>Grand Total 1 (a+b+c+d)</b>	<b>4000.837</b>	<b>75.735</b>	<b>997.071</b>	<b>1308.891</b>	<b>480.964</b>	<b>354.366</b>	<b>3217.027</b>	<b>783.810</b>

**Statement showing the original budget allocations and expenditure incurred upto 2/2002**

**Name of the District: Cuddapah**

**(Rs.in lakhs)**

<b>Category</b>	<b>Baseline Cost</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>Total Exp.</b>	<b>Balance</b>
<b>I (a) Civil Works</b>								
Civil Works	960.300	0.000	668.711	855.059	143.159	22.330	1689.259	-728.959
<b>Total 1 (a)</b>	<b>960.300</b>	<b>0.000</b>	<b>668.711</b>	<b>855.059</b>	<b>143.159</b>	<b>22.330</b>	<b>1689.259</b>	<b>-728.959</b>
<b>1 (b) Goods, Furniture, Equipment, Books &amp; Materials</b>								
1. Goods / Consumables	304.340	0.280	5.754	53.485	6.326	8.155	74.000	230.340
2. Furniture	29.500	1.000	0.370	26.317	0.000	0.000	27.687	1.813
3. Vehicles	26.000	0.000	0.000	0.000	3.604	3.937	7.541	18.459
4. Equipment	49.600	0.000	0.610	0.000	1.221	1.954	3.785	45.815
5. Books & Libraries	28.500	0.000	0.022	0.062	0.097	0.000	0.181	28.319
6. Teaching Learning Material	297.630	0.000	29.319	47.578	1.021	0.611	78.529	219.101
<b>Total 1 (b)</b>	<b>735.570</b>	<b>1.280</b>	<b>36.075</b>	<b>127.442</b>	<b>12.269</b>	<b>14.657</b>	<b>191.723</b>	<b>543.847</b>
<b>1 (c) Consultant Services &amp; Training</b>								
1. Local Consultants	6.000	0.000	0.000	0.045	33.113	0.183	33.341	-27.341
2. Workshops & Seminars	143.900	0.000	0.670	2.197	0.000	0.299	3.166	140.734
3. Research & Evaluation	25.800	0.000	0.000	0.000	0.270	0.226	0.496	25.304
4. Innovations	4.000	0.000	0.000	0.000	0.000	0.282	0.282	3.718
5. Awareness & Campaign	77.440	0.030	8.479	15.348	7.629	14.781	46.267	31.173
6. Training Cost	830.843	2.380	62.768	29.878	60.824	143.403	299.253	531.590
<b>Total 1(c)</b>	<b>1087.983</b>	<b>2.410</b>	<b>71.917</b>	<b>47.468</b>	<b>101.836</b>	<b>159.174</b>	<b>382.805</b>	<b>705.178</b>
<b>1 (d) Incremental Operational Costs &amp; Incremental salaries</b>								
1. Salaries	771.072	3.950	83.200	137.201	119.598	76.681	420.630	350.442
2. Vehicle Hire Charges	0.000	0.140	8.047	9.985	0.000	0.000	18.172	-18.172
3. Equipment Operation Maintenance	29.960	0.320	3.447	0.918	5.445	18.071	28.201	1.759
4. Honorarium	390.600	0.000	0.000	47.497	27.822	34.484	109.803	280.797
<b>Total 1 (d)</b>	<b>1191.632</b>	<b>4.410</b>	<b>94.694</b>	<b>195.601</b>	<b>152.865</b>	<b>129.236</b>	<b>576.806</b>	<b>614.826</b>
<b>Grand Total 1 (a+b+c+d)</b>	<b>3975.485</b>	<b>8.100</b>	<b>871.397</b>	<b>1225.570</b>	<b>410.129</b>	<b>325.397</b>	<b>2840.593</b>	<b>1134.892</b>



**Statement showing the original budget allocations and expenditure incurred upto 2/2002**

Name of the District: Guntur

(Rs.in lakhs)

Category	Baseline Cost	1997-98	1998-99	1999-00	2000-01	2001-02	Total Exp.	Balance
<b>I (a) Civil Works</b>								
Civil Works	961.950	0.000	554.950	873.623	109.631	91.470	1629.674	-667.724
<b>Total 1 (a)</b>	<b>961.950</b>	<b>0.000</b>	<b>554.950</b>	<b>873.623</b>	<b>109.631</b>	<b>91.470</b>	<b>1629.674</b>	<b>-667.724</b>
<b>1 (b) Goods, Furniture, Equipment, Books &amp; Materials</b>								
1. Goods / Consumables	323.400	0.063	2.124	2.839	3.159	6.939	15.124	308.276
2. Furniture	33.000	0.708	1.027	0.000	0.000	-0.388	1.347	31.653
3. Vehicles	26.000	0.000	0.000	0.000	4.261	5.808	10.069	15.931
4. Equipment	54.850	0.000	1.049	1.240	0.016	5.443	7.748	47.102
5. Books & Libraries	32.000	0.000	0.000	0.000	0.263	0.012	0.275	31.725
6. Teaching Learning Material	390.500	0.000	51.460	41.200	12.628	10.535	115.823	274.677
<b>Total 1 (b)</b>	<b>859.750</b>	<b>0.771</b>	<b>55.660</b>	<b>45.279</b>	<b>20.327</b>	<b>28.349</b>	<b>150.386</b>	<b>709.364</b>
<b>1 (c) Consultant Services &amp; Training</b>								
1. Local Consultants	6.000	0.000	0.000	0.000	0.000	0.000	0.000	6.000
2. Workshops & Seminars	166.300	0.000	0.127	3.956	3.821	0.196	8.100	158.200
3. Research & Evaluation	28.600	0.015	0.035	0.221	2.574	0.215	3.060	25.540
4. Innovations	4.000	0.000	0.000	0.000	0.000	0.000	0.000	4.000
5. Awareness & Campaign	346.300	0.000	18.562	6.560	3.686	10.297	39.105	307.195
6. Training Cost	450.707	3.035	86.891	46.243	6.187	22.501	164.857	285.850
<b>Total 1(c)</b>	<b>1001.907</b>	<b>3.050</b>	<b>105.615</b>	<b>56.980</b>	<b>16.268</b>	<b>33.209</b>	<b>215.122</b>	<b>786.785</b>
<b>1 (d) Incremental Operational Costs &amp; Incremental salaries</b>								
1. Salaries	628.548	2.153	91.565	204.324	109.679	52.790	460.511	168.037
2. Vehicle Hire Charges	0.000	0.000	5.349	9.635	0.000	0.000	14.984	-14.984
3. Equipment Operation Maintenance	33.320	0.163	2.302	4.912	3.151	1.574	12.102	21.218
4. Honorarium	499.025	0.000	0.000	0.312	45.874	11.272	57.958	441.067
<b>Total 1 (d)</b>	<b>1160.893</b>	<b>2.316</b>	<b>99.216</b>	<b>219.683</b>	<b>158.704</b>	<b>65.636</b>	<b>545.555</b>	<b>615.338</b>
<b>Grand Total 1 (a+b+c+d)</b>	<b>3984.500</b>	<b>6.137</b>	<b>815.441</b>	<b>1195.565</b>	<b>304.930</b>	<b>218.664</b>	<b>2540.737</b>	<b>1443.763</b>

**Statement showing the original budget allocations and expenditure incurred upto 2/2002**

**Name of the District: Khammam**

**(Rs.in lakhs)**

Category	Baseline Cost	1997-98	1998-99	1999-00	2000-01	2001-02	Total Exp.	Balance
<b>I (a) Civil Works</b>								
Civil Works	966.100	0.000	1069.360	565.232	167.350	25.233	1827.175	-861.075
<b>Total 1 (a)</b>	<b>966.100</b>	<b>0.000</b>	<b>1069.360</b>	<b>565.232</b>	<b>167.350</b>	<b>25.233</b>	<b>1827.175</b>	<b>-861.075</b>
<b>1 (b) Goods, Furniture, Equipment, Books &amp; Materials</b>								
1. Goods / Consumables	221.400	0.000	0.994	45.079	15.499	67.882	129.454	91.946
2. Furniture	27.500	0.000	0.619	14.682	0.000	3.385	18.686	8.814
3. Vehicles	26.000	0.000	0.000	0.000	8.190	5.716	13.906	12.094
4. Equipment	46.600	0.000	0.653	0.016	1.040	0.015	1.724	44.876
5. Books & Libraries	27.000	0.003	0.027	1.788	4.514	9.880	16.212	10.788
6. Teaching Learning Material	231.815	0.000	38.407	33.605	49.083	5.687	126.782	105.033
<b>Total 1 (b)</b>	<b>580.315</b>	<b>0.003</b>	<b>40.700</b>	<b>95.170</b>	<b>78.326</b>	<b>92.565</b>	<b>306.764</b>	<b>273.551</b>
<b>1 (c) Consultant Services &amp; Training</b>								
1. Local Consultants	6.000	0.000	0.126	0.087	0.369	0.416	0.998	5.002
2. Workshops & Seminars	263.959	0.000	1.212	1.020	0.111	0.280	2.623	261.336
3. Research & Evaluation	24.200	0.000	0.000	0.834	3.459	0.478	4.771	19.429
4. Innovations	4.000	0.000	0.000	0.000	0.037	0.344	0.381	3.619
5. Awareness & Campaign	411.200	0.000	10.049	15.727	3.314	23.963	53.053	358.147
6. Training Cost	667.688	3.574	64.716	44.819	10.109	86.556	209.774	457.914
<b>Total 1 (c)</b>	<b>1377.047</b>	<b>3.574</b>	<b>76.103</b>	<b>62.487</b>	<b>17.399</b>	<b>112.037</b>	<b>271.600</b>	<b>1105.447</b>
<b>1 (d) Incremental Operational Costs &amp; Incremental salaries</b>								
1. Salaries	673.728	1.340	82.107	161.432	112.098	67.259	424.236	249.492
2. Vehicle Hire Charges	0.000	0.258	10.627	8.198	0.000	0.000	19.083	-19.083
3. Equipment Operation Maintenance	28.040	0.495	2.971	1.336	0.486	0.016	5.304	22.736
4. Honorarium	332.525	0.000	0.000	59.169	155.838	115.407	330.414	2.111
<b>Total 1 (d)</b>	<b>1034.293</b>	<b>2.093</b>	<b>95.705</b>	<b>230.135</b>	<b>268.422</b>	<b>182.682</b>	<b>779.037</b>	<b>255.256</b>
<b>Grand Total 1 (a+b+c+d)</b>	<b>3957.755</b>	<b>5.670</b>	<b>1281.868</b>	<b>953.024</b>	<b>531.497</b>	<b>412.517</b>	<b>3184.576</b>	<b>773.179</b>

**Statement showing the original budget allocations and expenditure incurred upto 2/2002**

Name of the District: Mahabubnagar

(Rs.in lakhs)

Category	Baseline Cost	1997-98	1998-99	1999-00	2000-01	2001-02	Total Exp.	Balance
<b>I (a) Civil Works</b>								
Civil Works	962.450	0.025	859.720	859.720	137.243	68.993	1925.701	-963.251
<b>Total 1 (a)</b>	<b>962.450</b>	<b>0.025</b>	<b>859.720</b>	<b>859.720</b>	<b>137.243</b>	<b>68.993</b>	<b>1925.701</b>	<b>-963.251</b>
<b>1 (b) Goods, Furniture, Equipment, Books &amp; Materials</b>								
1. Goods / Consumables	273.180	0.064	4.748	4.748	15.342	12.609	37.511	235.669
2. Furniture	36.000	0.000	1.493	1.493	4.861	0.000	7.847	28.153
3. Vehicles	26.000	0.000	0.000	0.000	6.064	7.089	13.153	12.847
4. Equipment	59.350	0.000	0.000	0.000	5.015	0.314	5.329	54.021
5. Books & Libraries	35.500	0.000	0.000	0.000	0.000	0.000	0.000	35.500
6. Teaching Learning Material	315.350	0.000	34.866	34.866	27.990	31.941	129.663	185.687
<b>Total 1 (b)</b>	<b>745.380</b>	<b>0.064</b>	<b>41.107</b>	<b>41.107</b>	<b>59.272</b>	<b>51.953</b>	<b>193.503</b>	<b>551.877</b>
<b>1 (c) Consultant Services &amp; Training</b>								
1. Local Consultants	6.000	0.000	0.000	0.000	0.000	0.000	0.000	6.000
2. Workshops & Seminars	146.600	0.000	0.000	0.000	0.012	0.217	0.229	146.371
3. Research & Evaluation	7.000	0.000	0.000	0.000	0.018	5.160	5.178	1.822
4. Innovations	4.000	0.000	0.000	0.000	0.459	-0.002	0.457	3.543
5. Awareness & Campaign	273.340	0.035	8.955	8.955	0.813	2.985	21.743	251.597
6. Training Cost	658.060	7.765	72.425	72.425	8.725	24.982	186.322	471.738
<b>Total 1(c)</b>	<b>1095.000</b>	<b>7.800</b>	<b>81.330</b>	<b>81.380</b>	<b>10.027</b>	<b>33.342</b>	<b>213.929</b>	<b>881.071</b>
<b>1 (d) Incremental Operational Costs &amp; Incremental salaries</b>								
1. Salaries	796.380	12.383	34.441	112.400	118.004	45.523	322.751	473.629
2. Vehicle Hire Charges	0.000	0.207	4.648	4.648	0.000	0.000	9.503	-9.503
3. Equipment Operation Maintenance	36.200	0.224	3.709	3.709	0.146	2.060	9.848	26.352
4. Honorarium	333.800	0.000	4.487	4.487	52.967	79.742	141.683	192.117
<b>Total 1 (d)</b>	<b>1166.380</b>	<b>12.814</b>	<b>47.285</b>	<b>125.244</b>	<b>171.117</b>	<b>127.325</b>	<b>483.785</b>	<b>682.595</b>
<b>Grand Total 1 (a+b+c+d)</b>	<b>3969.210</b>	<b>20.703</b>	<b>1029.492</b>	<b>1107.451</b>	<b>377.659</b>	<b>281.613</b>	<b>2816.918</b>	<b>1152.292</b>

**Statement showing the original budget allocations and expenditure incurred upto 2/2002**

Name of the District: Medak

(Rs.in lakhs)

Category	Baseline Cost	1997-98	1998-99	1999-00	2000-01	2001-02	Total Exp.	Balance
<b>I (a) Civil Works</b>								
Civil Works	962.310	0.000	415.537	749.914	304.436	180.470	1650.357	-688.047
<b>Total 1 (a)</b>	<b>962.310</b>	<b>0.000</b>	<b>415.537</b>	<b>749.914</b>	<b>304.436</b>	<b>180.470</b>	<b>1650.357</b>	<b>-688.047</b>
<b>1 (b) Goods, Furniture, Equipment, Books &amp; Materials</b>								
1. Goods / Consumables	206.260	0.091	2.195	4.331	6.057	69.037	81.711	124.549
2. Furniture	28.500	0.000	1.545	0.956	0.000	0.000	2.501	25.999
3. Vehicles	26.000	0.000	0.000	0.000	4.392	4.780	9.172	16.828
4. Equipment	48.100	0.000	1.240	0.087	0.783	2.870	4.980	43.120
5. Books & Libraries	23.000	0.000	0.000	0.012	0.266	0.038	0.316	22.684
6. Teaching Learning Material	212.580	0.000	0.000	11.800	0.020	29.613	41.433	171.147
<b>Total 1 (b)</b>	<b>544.440</b>	<b>0.091</b>	<b>4.980</b>	<b>17.186</b>	<b>11.518</b>	<b>106.338</b>	<b>140.113</b>	<b>404.327</b>
<b>1 (c) Consultant Services &amp; Training</b>								
1. Local Consultants	6.000	0.000	0.000	0.636	0.000	0.120	0.756	5.244
2. Workshops & Seminars	132.040	0.002	0.253	4.782	1.584	0.017	6.638	125.402
3. Research & Evaluation	25.000	0.000	0.000	0.000	0.172	2.030	2.202	22.798
4. Innovations	4.000	0.000	0.000	0.000	0.000	0.000	0.000	4.000
5. Awareness & Campaign	465.840	0.204	1.098	1.038	6.641	2.445	11.426	454.414
6. Training Cost	773.771	6.418	29.862	44.971	5.012	16.430	102.693	671.078
<b>Total 1(c)</b>	<b>1406.651</b>	<b>6.624</b>	<b>31.213</b>	<b>51.427</b>	<b>13.409</b>	<b>21.042</b>	<b>123.715</b>	<b>1282.936</b>
<b>1 (d) Incremental Operational Costs &amp; Incremental salaries</b>								
1. Salaries	650.448	2.730	65.899	107.857	67.159	48.497	292.142	358.306
2. Vehicle Hire Charges	0.000	0.509	3.409	6.332	0.000	0.000	10.250	-10.250
3. Equipment Operation Maintenance	29.000	0.002	0.659	4.107	0.061	0.084	4.913	24.087
4. Honorarium	402.625	0.000	0.000	66.468	53.519	52.743	172.730	229.895
<b>Total 1 (d)</b>	<b>1082.073</b>	<b>3.241</b>	<b>69.967</b>	<b>184.764</b>	<b>120.739</b>	<b>101.324</b>	<b>480.035</b>	<b>602.038</b>
<b>Grand Total 1 (a+b+c+d)</b>	<b>3995.474</b>	<b>9.956</b>	<b>521.697</b>	<b>1003.291</b>	<b>450.102</b>	<b>409.174</b>	<b>2394.220</b>	<b>1601.254</b>

**Statement showing the original budget allocations and expenditure incurred upto 2/2002**

Name of the District: Nalgonda

(Rs.in lakhs)

Category	Baseline Cost	1997-98	1998-99	1999-00	2000-01	2001-02	Total Exp.	Balance
<b>I (a) Civil Works</b>								
Civil Works	962.690	0.000	550.917	786.794	231.699	69.225	1638.635	-675.945
<b>Total 1 (a)</b>	<b>962.690</b>	<b>0.000</b>	<b>550.917</b>	<b>786.794</b>	<b>231.699</b>	<b>69.225</b>	<b>1638.635</b>	<b>-675.945</b>
<b>1 (b) Goods, Furniture, Equipment, Books &amp; Materials</b>								
1. Goods / Consumables	238.680	0.098	7.836	2.135	3.219	48.045	61.333	177.347
2. Furniture	34.500	0.568	0.271	0.339	0.000	12.089	13.267	21.233
3. Vehicles	26.000	0.000	0.000	0.000	5.617	6.249	11.866	14.134
4. Equipment	57.100	0.012	0.103	2.653	0.192	7.371	10.331	46.769
5. Books & Libraries	30.900	0.000	0.000	0.053	1.600	0.000	1.653	29.247
6. Teaching Learning Material	283.965	0.000	41.520	34.665	-0.035	0.970	77.120	206.845
<b>Total 1 (b)</b>	<b>671.145</b>	<b>0.678</b>	<b>49.730</b>	<b>39.845</b>	<b>10.593</b>	<b>74.724</b>	<b>175.570</b>	<b>495.575</b>
<b>1 (c) Consultant Services &amp; Training</b>								
1. Local Consultants	6.000	0.000	0.000	1.325	0.208	0.120	1.653	4.347
2. Workshops & Seminars	155.720	0.000	0.000	5.927	0.000	3.586	9.513	146.207
3. Research & Evaluation	29.800	0.000	0.000	0.000	0.000	0.000	0.000	29.800
4. Innovations	4.000	0.000	0.000	0.000	0.307	1.354	1.661	2.339
5. Awareness & Campaign	313.560	0.000	6.503	16.790	23.824	72.850	119.967	193.593
6. Training Cost	652.922	4.242	69.419	51.117	108.793	68.799	302.370	350.552
<b>Total 1(c)</b>	<b>1162.002</b>	<b>4.242</b>	<b>75.922</b>	<b>75.159</b>	<b>133.132</b>	<b>146.709</b>	<b>435.164</b>	<b>726.838</b>
<b>1 (d) Incremental Operational Costs &amp; Incremental salaries</b>								
1. Salaries	775.320	3.922	119.077	157.513	53.297	69.778	403.587	371.733
2. Vehicle Hire Charges	0.000	0.176	4.766	9.578	0.000	0.000	14.520	-14.520
3. Equipment Operation Maintenance	34.760	0.128	0.935	3.493	1.250	5.367	11.173	23.587
4. Honorarium	330.930	0.000	0.000	64.338	68.599	151.296	284.233	46.697
<b>Total 1 (d)</b>	<b>1141.010</b>	<b>4.226</b>	<b>124.778</b>	<b>234.922</b>	<b>123.146</b>	<b>226.441</b>	<b>713.513</b>	<b>427.497</b>
<b>Grand Total 1 (a+b+c+d)</b>	<b>3936.847</b>	<b>9.146</b>	<b>801.347</b>	<b>1136.720</b>	<b>498.570</b>	<b>517.099</b>	<b>2962.882</b>	<b>973.965</b>

**Statement showing the original budget allocations and expenditure incurred upto 2/2002**

Name of the District: Nizamabad

(Rs.in lakhs)

Category	Baseline Cost	1997-98	1998-99	1999-00	2000-01	2001-02	Total Exp.	Balance
<b>1 (a) Civil Works</b>								
Civil Works	963.780	0.000	937.381	576.147	145.988	48.767	1708.283	-744.503
<b>Total 1 (a)</b>	<b>963.780</b>	<b>0.000</b>	<b>937.381</b>	<b>576.147</b>	<b>145.988</b>	<b>48.767</b>	<b>1708.283</b>	<b>-744.503</b>
<b>1 (b) Goods, Furniture, Equipment, Books &amp; Materials</b>								
1. Goods / Consumables	144.840	0.000	1.152	2.075	7.456	13.022	23.705	121.135
2. Furniture	21.500	0.000	0.142	16.770	0.000	0.348	17.260	4.240
3. Vehicles	26.000	0.000	0.000	0.000	3.762	5.383	9.145	16.855
4. Equipment	37.600	0.000	0.189	10.675	0.312	7.274	18.450	19.150
5. Books & Libraries	20.500	0.000	0.000	0.000	0.000	0.500	0.500	20.000
6. Teaching Learning Material	176.545	0.000	26.440	46.555	2.993	65.745	141.733	34.812
<b>Total 1 (b)</b>	<b>426.985</b>	<b>0.000</b>	<b>27.923</b>	<b>76.075</b>	<b>14.523</b>	<b>92.272</b>	<b>210.793</b>	<b>216.192</b>
<b>1 (c) Consultant Services &amp; Training</b>								
1. Local Consultants	6.000	0.000	0.000	0.000	3.271	7.926	11.197	-5.197
2. Workshops & Seminars	111.100	0.000	0.124	2.860	2.636	3.227	8.847	102.253
3. Research & Evaluation	23.000	0.000	0.000	3.154	0.294	0.838	4.286	18.714
4. Innovations	4.000	0.000	0.000	0.000	0.000	0.000	0.000	4.000
5. Awareness & Campaign	669.870	0.000	0.665	7.102	6.435	21.945	36.147	633.723
6. Training Cost	813.820	3.671	53.961	29.200	1.654	21.508	109.994	703.826
<b>Total 1(c)</b>	<b>1627.790</b>	<b>3.671</b>	<b>54.750</b>	<b>42.316</b>	<b>14.290</b>	<b>55.444</b>	<b>170.471</b>	<b>1457.319</b>
<b>1 (d) Incremental Operational Costs &amp; Incremental salaries</b>								
1. Salaries	568.584	0.080	59.589	120.676	75.674	37.711	293.730	274.854
2. Vehicle Hire Charges	0.000	0.160	6.427	6.837	0.000	0.000	13.424	-13.424
3. Equipment Operation Maintenance	22.280	0.085	2.093	1.805	0.045	0.007	4.035	18.245
4. Honorarium	324.410	0.000	0.000	47.395	15.434	34.552	97.381	227.029
<b>Total 1 (d)</b>	<b>915.274</b>	<b>0.325</b>	<b>68.109</b>	<b>176.713</b>	<b>91.153</b>	<b>72.270</b>	<b>408.570</b>	<b>506.704</b>
<b>Grand Total 1 (a+b+c+d)</b>	<b>3933.829</b>	<b>3.996</b>	<b>1088.163</b>	<b>871.251</b>	<b>265.954</b>	<b>268.753</b>	<b>2498.117</b>	<b>1435.712</b>

**Statement showing the original budget allocations and expenditure incurred upto 2/2002**

Name of the District: Prakasam

(Rs.in lakhs)

Category	Baseline Cost	1997-98	1998-99	1999-00	2000-01	2001-02	Total Exp.	Balance
<b>I (a) Civil Works</b>								
Civil Works	963.030	0.000	597.637	854.811	193.497	46.796	1692.741	-729.711
<b>Total 1 (a)</b>	<b>963.030</b>	<b>0.000</b>	<b>597.637</b>	<b>854.811</b>	<b>193.497</b>	<b>46.796</b>	<b>1692.741</b>	<b>-729.711</b>
<b>1 (b) Goods, Furniture, Equipment, Books &amp; Materials</b>								
1. Goods / Consumables	301.040	0.520	1.260	3.523	6.591	4.509	16.403	284.637
2. Furniture	32.000	0.600	0.170	0.000	6.193	0.758	7.721	24.279
3. Vehicles	26.000	0.000	0.000	0.000	4.830	2.940	7.770	18.230
4. Equipment	53.350	0.980	0.380	0.501	0.525	1.065	3.451	49.899
5. Books & Libraries	25.800	0.000	0.000	0.000	0.250	0.000	0.250	25.550
6. Teaching Learning Material	322.310	0.000	48.690	112.449	112.350	73.569	347.058	-24.748
<b>Total 1 (b)</b>	<b>760.500</b>	<b>2.100</b>	<b>50.500</b>	<b>116.473</b>	<b>130.739</b>	<b>82.841</b>	<b>382.653</b>	<b>377.847</b>
<b>1 (c) Consultant Services &amp; Training</b>								
1. Local Consultants	6.000	0.000	0.000	0.000	0.000	0.150	0.150	5.850
2. Workshops & Seminars	156.200	0.000	15.881	1.050	0.731	0.220	17.882	138.318
3. Research & Evaluation	27.800	0.000	0.000	0.000	1.000	0.422	1.422	26.378
4. Innovations	4.000	0.000	0.000	0.000	0.000	0.000	0.000	4.000
5. Awareness & Campaign	238.940	0.000	0.862	6.708	5.719	3.853	17.142	221.798
6. Training Cost	713.861	3.080	100.889	65.668	0.813	35.435	205.885	507.976
<b>Total 1(c)</b>	<b>1146.801</b>	<b>3.080</b>	<b>117.632</b>	<b>73.426</b>	<b>8.263</b>	<b>40.080</b>	<b>242.481</b>	<b>904.320</b>
<b>1 (d) Incremental Operational Costs &amp; Incremental salaries</b>								
1. Salaries	753.300	0.000	97.337	190.800	141.609	132.172	561.918	191.382
2. Vehicle Hire Charges	0.000	0.000	5.367	10.844	0.000	0.000	16.211	-16.211
3. Equipment Operation Maintenance	32.360	0.000	3.512	3.738	4.146	2.491	13.887	18.473
4. Honorarium	344.015	0.000	0.000	30.800	49.354	47.231	127.385	216.630
<b>Total 1 (d)</b>	<b>1129.675</b>	<b>0.000</b>	<b>106.216</b>	<b>236.182</b>	<b>195.109</b>	<b>181.894</b>	<b>719.401</b>	<b>410.274</b>
<b>Grand Total 1 (a+b+c+d)</b>	<b>4000.006</b>	<b>5.180</b>	<b>871.985</b>	<b>1280.892</b>	<b>527.608</b>	<b>351.611</b>	<b>3037.276</b>	<b>962.730</b>

**Statement showing the original budget allocations and expenditure incurred upto 2/2002**

Name of the District: Rangareddy

(Rs.in lakhs)

Category	Baseline Cost	1997-98	1998-99	1999-00	2000-01	2001-02	Total Exp.	Balance
<b>1 (a) Civil Works</b>								
Civil Works	961.990	0.000	336.452	689.881	193.497	162.240	1382.070	-420.080
<b>Total 1 (a)</b>	<b>961.990</b>	<b>0.000</b>	<b>336.452</b>	<b>689.881</b>	<b>193.497</b>	<b>162.240</b>	<b>1382.070</b>	<b>-420.080</b>
<b>1 (b) Goods, Furniture, Equipment, Books &amp; Materials</b>								
1. Goods / Consumables	168.740	0.405	4.326	2.697	6.591	15.580	29.599	139.141
2. Furniture	22.000	0.438	1.403	0.000	6.193	5.485	13.519	8.481
3. Vehicles	26.000	0.000	0.000	0.000	4.830	4.904	9.734	16.266
4. Equipment	38.350	0.000	1.700	1.486	0.525	0.228	3.939	34.411
5. Books & Libraries	21.000	0.000	0.000	0.000	0.250	0.009	0.259	20.741
6. Teaching Learning Material	180.745	0.000	27.980	41.950	112.350	83.710	265.990	-85.245
<b>Total 1 (b)</b>	<b>456.835</b>	<b>0.843</b>	<b>35.409</b>	<b>46.133</b>	<b>130.739</b>	<b>109.916</b>	<b>323.040</b>	<b>133.795</b>
<b>1 (c) Consultant Services &amp; Training</b>								
1. Local Consultants	6.000	0.000	0.000	0.000	0.000	0.000	0.000	6.000
2. Workshops & Seminars	112.200	0.000	0.878	0.784	0.731	0.000	2.393	109.807
3. Research & Evaluation	19.800	0.000	0.000	0.150	1.000	0.738	1.888	17.912
4. Innovations	4.000	0.000	0.000	0.000	0.000	0.000	0.000	4.000
5. Awareness & Campaign	639.760	0.000	3.746	2.590	5.719	1.930	13.985	625.775
6. Training Cost	699.932	0.400	26.095	26.859	0.813	14.800	68.967	630.965
<b>Total 1(c)</b>	<b>1481.692</b>	<b>0.400</b>	<b>30.719</b>	<b>30.383</b>	<b>8.263</b>	<b>17.468</b>	<b>87.233</b>	<b>1394.459</b>
<b>1 (d) Incremental Operational Costs &amp; Incremental salaries</b>								
1. Salaries	604.692	1.269	50.270	70.455	68.344	36.938	227.276	377.416
2. Vehicle Hire Charges	0.000	0.231	5.046	8.221	0.000	0.000	13.498	-13.498
3. Equipment Operation Maintenance	22.760	0.100	2.178	2.376	4.146	0.095	8.895	13.865
4. Honorarium	403.690	0.000	0.000	0.000	49.354	50.741	100.095	303.595
<b>Total 1 (d)</b>	<b>1031.142</b>	<b>1.600</b>	<b>57.494</b>	<b>81.052</b>	<b>121.844</b>	<b>87.774</b>	<b>349.764</b>	<b>681.378</b>
<b>Grand Total 1 (a+b+c+d)</b>	<b>3931.659</b>	<b>2.843</b>	<b>460.074</b>	<b>847.449</b>	<b>454.343</b>	<b>377.398</b>	<b>2142.107</b>	<b>1789.552</b>



**Statement showing the original budget allocations and expenditure incurred upto 2/2002**

Name of the District: Srikakulam

(Rs.in lakhs)

Category	Baseline Cost	1997-98	1998-99	1999-00	2000-01	2001-02	Total Exp.	Balance
<b>I (a) Civil Works</b>								
Civil Works	961.450	0.000	510.955	885.859	197.235	28.879	1622.928	-661.478
<b>Total 1 (a)</b>	<b>961.450</b>	<b>0.000</b>	<b>510.955</b>	<b>885.859</b>	<b>197.235</b>	<b>28.879</b>	<b>1622.928</b>	<b>-661.478</b>
<b>1 (b) Goods, Furniture, Equipment, Books &amp; Materials</b>								
1. Goods / Consumables	310.000	0.514	3.380	6.260	6.702	7.640	24.496	285.504
2. Furniture	22.500	0.415	1.238	0.824	6.540	2.282	11.299	11.201
3. Vehicles	26.000	0.000	0.000	0.000	6.529	6.109	12.638	13.362
4. Equipment	39.100	0.228	0.000	0.337	0.505	0.170	1.240	37.860
5. Books & Libraries	22.000	0.000	0.006	0.000	0.000	1.370	1.376	20.624
6. Teaching Learning Material	282.770	0.000	0.720	91.266	98.138	69.071	259.195	23.575
<b>Total 1 (b)</b>	<b>702.376</b>	<b>1.157</b>	<b>5.344</b>	<b>98.687</b>	<b>118.414</b>	<b>86.642</b>	<b>310.244</b>	<b>392.126</b>
<b>1 (c) Consultant Services &amp; Training</b>								
1. Local Consultants	6.000	0.000	0.000	0.210	16.604	1.008	17.822	-11.822
2. Workshops & Seminars	305.600	0.000	0.000	14.483	0.378	0.189	15.050	290.550
3. Research & Evaluation	20.200	0.000	0.000	0.000	0.280	4.968	5.248	14.952
4. Innovations	4.000	0.000	0.000	0.051	0.000	28.680	28.731	-24.731
5. Awareness & Campaign	466.360	0.303	8.572	8.725	2.198	24.062	43.860	422.500
6. Training Cost	519.349	2.958	69.423	44.839	15.460	49.402	182.082	337.267
<b>Total 1(c)</b>	<b>1321.509</b>	<b>3.261</b>	<b>77.995</b>	<b>68.308</b>	<b>34.920</b>	<b>108.309</b>	<b>292.793</b>	<b>1028.716</b>
<b>1 (d) Incremental Operational Costs &amp; Incremental salaries</b>								
1. Salaries	616.200	0.731	64.655	150.188	119.928	95.375	430.877	185.323
2. Vehicle Hire Charges	0.000	0.284	6.073	9.587	0.000	0.000	15.944	-15.944
3. Equipment Operation Maintenance	23.240	0.300	1.458	1.649	0.064	0.000	3.471	19.769
4. Honorarium	346.130	0.000	0.000	76.130	64.721	95.026	235.877	110.253
<b>Total 1 (d)</b>	<b>985.570</b>	<b>1.315</b>	<b>72.186</b>	<b>237.554</b>	<b>184.713</b>	<b>190.401</b>	<b>686.169</b>	<b>299.401</b>
<b>Grand Total 1 (a+b+c+d)</b>	<b>3970.899</b>	<b>5.733</b>	<b>666.480</b>	<b>1290.408</b>	<b>535.282</b>	<b>414.231</b>	<b>2912.134</b>	<b>1058.765</b>

**Statement showing the original budget allocations and expenditure incurred upto 2/2002**

**Name of the District: Visakhapatnam**

**(Rs.in 'lakhs)**

<b>Category</b>	<b>Baseline Cost</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>	<b>2000-01</b>	<b>2001-02</b>	<b>Total Exp.</b>	<b>Balance</b>
<b>I (a) Civil Works</b>								
Civil Works	966.700	0.000	449.247	807.318	476.447	21.523	1754.535	-787.835
<b>Total 1 (a)</b>	<b>966.700</b>	<b>0.000</b>	<b>449.247</b>	<b>807.318</b>	<b>476.447</b>	<b>21.523</b>	<b>1754.535</b>	<b>-787.835</b>
<b>1 (b) Goods, Furniture, Equipment, Books &amp; Materials</b>								
1. Goods / Consumables	354.420	0.040	2.386	44.732	4.848	5.517	57.523	296.897
2. Furniture	26.500	0.000	1.984	0.313	0.000	0.000	2.297	24.203
3. Vehicles	26.000	0.000	0.000	0.000	6.699	7.732	14.431	11.569
4. Equipment	45.100	0.000	1.269	0.000	0.099	1.682	3.050	42.050
5. Books & Libraries	39.000	0.000	0.000	3.558	4.658	0.000	8.216	30.784
6. Teaching Learning Material	330.320	0.000	53.360	28.994	54.293	92.260	228.907	101.413
<b>Total 1 (b)</b>	<b>821.340</b>	<b>0.040</b>	<b>58.999</b>	<b>77.597</b>	<b>70.597</b>	<b>107.191</b>	<b>314.424</b>	<b>506.916</b>
<b>1 (c) Consultant Services &amp; Training</b>								
1. Local Consultants	6.000	0.000	0.000	1.440	0.150	0.126	1.716	4.284
2. Workshops & Seminars	158.200	0.000	0.000	3.342	9.056	7.605	20.003	138.197
3. Research & Evaluation	41.000	0.000	0.050	0.366	1.288	0.648	2.352	38.648
4. Innovations	4.000	0.000	0.000	0.000	0.000	0.000	0.000	4.000
5. Awareness & Campaign	219.800	0.000	17.471	16.798	7.615	36.613	78.497	141.303
6. Training Cost	664.801	6.215	58.023	49.698	0.572	25.462	139.970	524.831
<b>Total 1 (c)</b>	<b>1093.801</b>	<b>6.215</b>	<b>75.544</b>	<b>71.644</b>	<b>18.681</b>	<b>70.454</b>	<b>242.538</b>	<b>851.263</b>
<b>1 (d) Incremental Operational Costs &amp; Incremental salaries</b>								
1. Salaries	676.363	1.066	51.188	171.858	76.496	60.922	361.530	314.838
2. Vehicle Hire Charges	0.000	0.000	6.265	6.562	0.000	0.000	12.827	-12.827
3. Equipment Operation Maintenance	59.000	0.184	2.565	1.842	0.328	0.282	5.201	53.799
4. Honorarium	381.600	0.000	0.000	67.783	46.704	37.457	151.944	229.656
<b>Total 1 (d)</b>	<b>1116.968</b>	<b>1.250</b>	<b>60.018</b>	<b>248.045</b>	<b>123.528</b>	<b>98.661</b>	<b>531.502</b>	<b>585.466</b>
<b>Grand Total 1 (a+b+c+d)</b>	<b>3998.809</b>	<b>7.505</b>	<b>643.808</b>	<b>1204.604</b>	<b>689.253</b>	<b>297.829</b>	<b>2842.999</b>	<b>1155.810</b>

**Annexure-5.4****DPEP - I****Statement showing the districtwise Total Project Cost and expenditure incurred****Rs.in lakhs**

<b>S.No.</b>	<b>Name of the District</b>	<b>Total Project Cost</b>	<b>Expenditure incurred upto 2/02</b>	<b>Balance to be incurred during 2002-03 &amp; 2003-04</b>
1	Vizianagaram	4005.987	2627.603	1378.38
2	Nellore	4722.051	2843.642	1878.41
3	Kurnool	4143.957	2514.224	1629.73
4	Karimnagar	4500.397	2618.2971	1882.10
5	Warangal	4418.521	3349.689	1068.83
6	State Office	2293.443	863.021	1430.42
	<b>Total</b>	<b>24084.356</b>	<b>14816.476</b>	<b>9267.88</b>

**DPEP - II****Statement showing the districtwise Total Project Cost and expenditure incurred****Rs.in lakhs**

<b>S.No.</b>	<b>Name of the District</b>	<b>Total Project Cost</b>	<b>Expenditure incurred upto 2/02</b>	<b>Balance to be incurred during 2002-03 &amp; 2003-04</b>
1	Adilabad	4996.000	2706.054	2289.946
2	Ananthapur	5015.000	2781.209	2233.791
3	Chittoor	5013.000	3217.027	1795.973
4	Cuddapah	4981.000	2840.593	2140.407
5	Guntur	4993.000	2540.737	2452.263
6	Khammam	4959.000	3184.576	1774.424
7	Mahabubnagar	4973.000	2816.918	2156.082
8	Medak	5006.000	2394.220	2611.780
9	Nalgonda	4933.000	2962.882	1970.118
10	Nizamabad	4929.000	2498.117	2430.883
11	Prakasam	5012.000	3037.276	1974.724
12	Rangareddy	4927.000	2142.107	2784.893
13	Srikakulam	4976.000	2912.134	2063.866
14	Visakhapatnam	5011.000	2842.999	2168.001
15	State Office	1887.000	907.826	979.174
	<b>Total</b>	<b>71611.000</b>	<b>39784.675</b>	<b>31826.325</b>

## Objective : 1 Learning, Completion and Quality

### 1. Strategies to improve retention and completion rates.

- DPEP, Assam has over the years evolved a holistic strategy of school improvement with the involvement of teachers, community members and students.
- While working on the basic principle of promoting activity based learning in classrooms, a lot of effort has gone into incorporating several other elements that constitute to school effectiveness.

At the center of the teaching-learning strategy is the development and use of activities and materials for every topic/lesson of the textbooks from class I to IV. This strategy based on a “whole school approach” defines the learning points, activities to be conducted, TLMs to be collected and produced, evaluation and indications about individual and group learning activities etc. (Samal Sambhar) has taken roots in most of the classrooms in the past 2 years. Teachers have made materials that help to conduct activities in the classroom, largely for children.

This helped a teacher to visualize a complete lesson plan. Children’s workbooks are developed for each subject for class III & IV and introduced in the 2000 academic session. This workbook helped to reduce the workload of the teachers for preparing a huge amount of TLM.

Based on the work of the past 2 years with ‘Samal Shambhar’ and children’s workbook, a strategy evolved for multi-grade situations (1 and 2 teacher schools which constitute more than 60% of the schools in DPEP districts) – “the learning Book” or “Sikan Puthi”. This contains lesson plans in a modular form and large parts of this book can be handled by children without the teacher’s involvement. The activities in each step are graded and include a) principal b) practice & c) application activities.

This strategy is now being tried out in multi-grade teaching schools of selected clusters of each of the 56 blocks in the 9 DPEP districts.

#### *Other elements of the classroom level changes included :*

- Learning corner ☞ Place in the classroom where TLMs are kept arranged as per sequence of activities of the lesson for each subject. The community has been actively involved in contributing to materials kept in the learning corner.
- Preparation of monthly and daily routine for teaching-learning ☞ Also a flexible routine for each day to be prepared in advance for each period.
- Student’s Government ☞ Involved in various school activities, but specially in preparation of TLM and facilitation of group learning activities.

Group based sitting arrangement of children facilitates group activities & learning

However, as mentioned earlier there is a clear understanding in DPEP, Assam that the content and methodology of the teaching-learning process is only one part of the entire range of work of school improvement. Mothers, parents, VEC members, the community in general and children have become an integral part of the strategy of school improvement. This has also helped to provide a contextual flavour to the classroom transaction. This has been attempted in the following ways :

Involvement of VEC & community in teaching learning process

- The resource materials require children to seek answers or get materials from community members. In some schools community members regularly come to school to speak to/read out to children.

VEC involved in preparation & monitoring of school development plan.

- The school development plan follows a comprehensive approach of school improvement strategy.

- ↔ Frequent communication between teachers, parent and students.
- ↔ Community contribution to infrastructure improvement in schools.
- ↔ Involvement of mothers' group.
- ↔ Feedback of children's progress to parents/VEC

School development plan as the basis for a forward-looking strategy for school improvement.

- It Includes
  - ↔ Parent and community support to school.
  - ↔ Active participation of children in learning.
  - ↔ Participation of children in organisation of learning in classes.
  - ↔ Academic discussion at school level.
  - ↔ Preparation of detailed plan for the month & every day.
  - ↔ Use of activities and TLM
  - ↔ Use of additional reading materials.
  - ↔ Frequent assessment of children's performance and feedback to parents.

## Repetition

Repetition rates are higher, especially in Class-I. About 42% in Class-I and decreasing to 15% in Class IV (2000-01). While overall repetition rates have come down marginally in DPEP-I districts, in some DPEP-II districts, the trend is not clear.

Sl. No.	Particular	State Total			
		1997-98	1998-99	1999-2000	2000-01
1	Enrolment	1243770	1198535	1197372	1070534
2	GER	94.07%	88.37%	86.06%	75.00%
3	% Girls Enrolment	47%	48%	48%	48%
4	% SC Enrolment Versus	9%	9%	9%	9%
5	% SC Population	7%			
6	% of ST Enrolment Versus	21%	20%	20%	20%
7	% ST Population	18%			
8	Repeaters (Avg. of All Grade)	23%	25%	27%	21%

Kokrajhar (44% to 18%), Goalpara (41% to 21%), Bongaigaon (36% to 27%) have reported significant reduction in repetition rates in Class-I.

While officially, there is a no detention policy for Class-I, but teachers do not allow children who are going (4-5 years) or very irregular to take the annual examination and detain them in Class-I. The high repetition rate in Class-I is also on account of some inflated enrolment of Class-I.

With the introduction of a pre-primary class (call 'Ka-Sreni'), it is expected that only children of appropriate age would be enrolled in Class-I which will result in lower repetition rates of Class-I.

However, during 2002, as a result of an enrolment drive for 5-7 years children, the enrolment into Class-I is likely to be higher than last year (figures are being compiled) and unless the schools are able to function effectively to ensure their regular participation, there could be high dropout or repetition in Class-I. Traditionally in Assam a significant proportion of the repeaters are actually occasionally attending children who are "virtual drop-out".

*The introduction of a comprehensive package for young children (Ka-Sreni, Pre-Primary including training of teachers, organised curriculum and play & learning materials for children in selected schools (1,500 currently in DPEP districts) is likely to help significantly in checking repetition or drop-out during Class-I.*

### 3. Student's Learning Evaluation

Student's learning evaluation is an area where much more work needs to be done in Assam. Traditionally, there is a system of unit tests at the end of 3 months period, in addition to an annual examination. These assessments are not carried out regularly or systematically and not used by teachers in any constructive manner. There is no system of sharing children's performance with the parents. Under DPEP the progress is on two fronts :

- (i) Group based, activity oriented teaching strategy helps a teacher keep an overall track of children's performance based on their ability to complete activities as per the plan.
- (ii) The children's workbook and learning book (recently introduced) have an inbuilt element of evaluation because the child has to herself complete the activities/ exercises. The "application exercises" in a way provides a scope for summerising evaluation. The progress of each child can be mentioned by the teachers and these could also be a regular feedback to the parents.

However, this system is yet to be institutionalised. The annual examination is still a traditional, content based and written and has not changed much based on the other changes implemented in teaching methods.

SCERT, several DIETs and BRCCs are working on modification of the annual examination system. In some districts, changes have been made successfully.

As mentioned earlier, the introduction of the 'Learning book' is in a way a culmination of a 3-4 evaluation process of making classroom teaching practices learner centered.

The feedback after introduction of 'Samal Sambhar' (the resource materials which provided lesson plan along with activities and materials for each lesson of the textbook) was that in 1 & 2 teacher schools, teachers are not able to get time to prepare adequate TLM and undertaken effective advance planning for the day's teaching. This lead to the introduction of the children's workbook and now the learning book. The learning book has been given to children in multi-grade schools and to teachers in school with 3-4 teachers.

#### 4. Quality Goals

During 2002 the emphasis will be on a consolidation of the strategies already introduced. This would mean.

- (i) Materials
  - ⇒ Identification of ineffective/ uninteresting/ infeasible activities from Samal Sambhar package and making a comparative package of 'good actions' class wise.
  - ⇒ Developing and introduction of textbooks for all recognised language groups upto Class-IV from 2003 onwards. Ensuing a rigorous trialling process also a comparative plan for training of teachers on new textbooks and on-site academic support.
  - ⇒ On-line classroom observations and more elaborate research on the 'learning book' to ensure proper feedback for modification of the books, identifying need for re-orientation of teachers etc.
  - ⇒ Development of context specific TLM

(ii) Consolidation of whole range of school improvement activities :

- ❖ Student Government
- ❖ School community interaction
- ❖ Learning corners

The stress will be on schools that are yet way down in the set of school development indicators. There is currently a comprehensive list of indicators that define a good school. The teacher & VEC members prepare plan for school development to more towards achievement of more of the school development indicators. The indicators are of a recent origin and need to be refined further in several ways. However, they are finding wide spread acceptability. It is common to find VEC members talking about these indicators.

A categorisation of schools based on these indicators has been attempted by several districts.



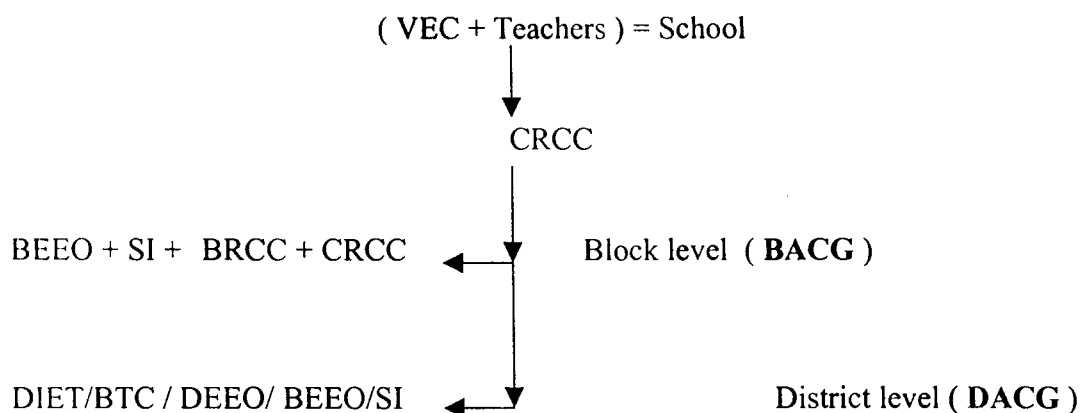
During 2002, the effort would be to focus a school level need, through frequent school visits, activation of VECs, PTAs, Mothers group etc.

- (iii) **Strengthening School Support and Supervision : -**                      **Strengthening of all sub-divisional and divisional support structure**

**Functioning of self-monitoring system at school level.**

- A Strengthening of monthly meeting at VEC.
- B Strengthening of CRC level teacher meeting.
- C Strengthening of BACG (Block Academic Core Group)
- D Strengthening of DACG (District Academic Core Group)
- E Identification of areas (academic and co-academic) where community can actually take part and contribute.
- F Identification of activities that can be taken up by CRCCs and facilitators to help teachers while developing the school.
- G Identification of core indicators that determine the school effectiveness.
- H Development of a teacher Resource team in each cluster.
- I Self-monitoring mechanism.
  - (i) Development of 'School Development Plan'
  - (ii) Student government and parents meeting.
  - (iii) Teacher's own assessment on development through the set of indicators at the teacher meet.
  - (iv) Teachers' support group to convene special discussion meet on identical needs inviting facilitators to suggest and participate in the remedial exercises.




The BACG/DACG have helped in mobilisation of the educational administrators like BEEOs, SI of Schools who had till now in several districts kept themselves aloof from the school and classroom changes attempted by DPEP. Currently they have understood the DPEP interventions and are also advocating classroom changes based on these strategies. This is likely to have a very good impact. Each BACG/DACG member would also adopt a school to bring it to the level of a "good school".



The focus is entirely on school improvement. A detailed presentation on school support visits would be made during the JRM visit.

- (iv) **Strengthening and activation of CRC – BRC meetings and involvement of DIETs:**

**By enhancing professional skills.**

-  By directing the entire focus on development of schools.
-  Conduct of action research to review the existing inputs/ processes.
-  Development of institutional development plans by DIETs based on actual needs emerging from field visits and action research, giving priority to school improvement.

- (v) Implementation of a quality improvement strategy for the 'Pre-Primary' – 'Ka-sreni' in the primary school.

Thus 2002-2003 will be a year of consolidation and institutionalisation of the processes and strategies that have already been implemented. The stress will be on sharing results in classroom and schools. The set of school indicators would be fine-tuned and every district/block/cluster would be required to move up the categorisation ladder.

The school focussed approach would be supported by greater involvement of DIETs in getting concrete feedback in implementation of key inputs like 'Learning Book', new textbook and also ensuring that there is much greater ownership of strategies and processes initiated by DPEP within institutions like SCERT/DIETs and the mainstream education system.

Further work will be required on :

- (ii) Pupil assessment
- (iii) DIET capacity building
- (iv) Review of "Learning Books" and their implementation and deciding a future strategy for multi-grade situation.

#### **Some concerns still remain despite these classroom school based indicators:**

- There are schools with high PTR. There are almost 16% schools in DPEP districts, which have only 1 teacher (analysis of Appendix – I). No. meaningful classroom strategy can be introduced in single or 2 teacher schools with very high enrolment.
- Teacher absenteeism is still a worry especially in interior & remote areas, like forest & char (riverine) areas.
- The strategies for supporting children who have a mother tongue different from the medium of instruction have not been implemented comprehensively.
- The number of school working days is still below the required number of 200 days. In certain flood-affected areas, the number of working days is low.
- Irregular attendance of children in some areas especially in particular seasons.

Several policy changes are being considered by the State Government to address some of these issues. Also some steps have been initiated by the Elementary Education Mission.

- (i) Rationalisation of teachers' postings and introduction of a transparent criteria based teacher recruitment & transfer policy.
- (ii) Regular visits of educational administrators to schools (BACG/DACG), which would check absenteeism to some extent.
- (iii) Change in school session, which could increase, the number of working days. In different districts/blocks the calendar of holidays could be modified locally to ensure that they are appropriate to that area – local festivals, harvesting season etc.
- (iv) Reconstitution of Village Education Committees and function of Tea Garden Education Committees & Gaon Panchayat Education Committees. The transfer of powers to PRIs for elementary education is yet to be finalized.

## 5. Pupil Attendance

Pupil attendance has not been assessed or monitored regularly-except though some sample studies. While BRCC & CRCC do record attendance of children during school visits, this has not been analysed systematically.

Attendance of children is an important indicator of the school development plan and BRC/CRC made it a point to contact parent, teachers, and mother's groups regarding attendance of children. Now the visits of BACG/DACG members would document children's attendance, which will provide a clearer assessment of the situation.

The role of women's group in promoting enrolment & attendance of girl children is really powerful in some areas. Many women's SHG also work on savings and credit and income generation activities.

Now every VEC would be preparing a Village Education Register (VER) to monitor enrolment and attendance of each child in each of the habitations of the village. This exercise was delayed because the VECs are now being reconstituted. A quarterly assessment of children's attendance would be available from the VERs.

## 6. Patterns of achievement of special categories of children

To have a comparative picture of the achievement level of children of different communities, a study has been conducted in five districts where one block each was selected on the basis of predominant population belongs to different communities.. Same set of questions was administered for Class-II and IV students in both Language and Mathematics and the difference of achievement level has been examined and analyzed. The mean achievement of different categories of children are as below;

Sl. No	District	Block	Area	Language Class – I		Mathematics Class- I		Language Class – IV		Mathematics Class- IV	
				Mean Score	Rank	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank
1	Barpeta	Chenga	Char	68.7	3 <sup>rd</sup>	75.7	1 <sup>st</sup>	48.7	5 <sup>th</sup>	53.4	4 <sup>th</sup>
2	Goalpara	Balijana	ST(Garo)	70.4	1 <sup>st</sup>	66.7	2 <sup>nd</sup>	62.4	1 <sup>st</sup>	58.9	2 <sup>nd</sup>
3	Bongaigaon	Bongaigaon	SC	66.3	4 <sup>th</sup>	58.3	4 <sup>th</sup>	52.5	3 <sup>rd</sup>	51.9	2 <sup>nd</sup>
4	Kokrajhar	Sidli	ST(Bodo)	68.3	3 <sup>rd</sup>	54.4	5 <sup>th</sup>	61.2	2 <sup>nd</sup>	66.4	1 <sup>st</sup>
5	Sonitpur	Dhekiajuli	Tea Tribe	69.4	2 <sup>nd</sup>	65.8	3 <sup>rd</sup>	52.2	4 <sup>th</sup>	57.7	3 <sup>rd</sup>

### Reasons of difference in achievement amongst communities:

- The number of actual instructional days which was very minimum during 2000-01 affected the achievement of students ;
- The achievement of students of class-IV ( mathematics)is related to the periods per day taken in school and the high PTR effected the achievement level in all communities.

- The teachers qualification especially in Language is one of the prime factor to effect teaching and ultimately the achievement of students. Higher the qualification of teacher, the higher the achievement of students and vice-versa.
- The achievement of student s of class-II is effected if the TLMs are not used by teachers and vice versa;
- The performance of students of class-II is effected by the factor like the correction of assignment given for home, class-work etc .If the teacher does not correct the answer scripts of home work, class work etc. the performance goes down;
- The factors like whether the language spoken at home is the medium of instruction in schools, availability of help in home, availability of lighting facility at night & availability of study material effects the achievement level of students of all communities;
- Other reasons like parents reluctant attitude in study of their child, interest of children, to earn for livelihood, lack of supply of study materials by parents, distance to school from home etc. also effects the achievement level of students of different communities.

#### **The Strategy adopted to remedy the situations are as follows**

- The study has been instituted very recently and therefore, though the draft report has been submitted by the researcher it could not be formally shared with all. However, in the recently held meting with BRCCs, the findings of the study have been informally shared.
- As a measure, it has been instructed that the instructional days should be as prescribed by the Govt. School should function in the allotted time fully.
- The performance of Class-IV students in mathematics is low mainly due to inadequate number of period s taken per day on mathematics. The DPCs and DEEO have been informed about the matter and requested to issue suitable instructions to all school Head teachers to increase the number period for mathematics teaching per day.
- The in-adequacy of the qualification to teach Language have been identified in the need assessment of teachers and in the teachers training modules , the lacunae is sought to be reduced.

Learning corners have been established in all most all schools and teachers who have not yet used TLMs prepared by them in classroom have been induced to use them.

#### **7. Learning Achievement**

*From the Terminal Assessment Survey conducted for three Phase-I districts viz. Darrang, Dhubri and Morigaon, conducted in 2001 it has been observed that the Class-I the achievement level of girl students in both Language and mathematics are lower in comparison to boys in the range of 1.32% to 3.07% in Dhubri district, while in class III girls outperform the boys.*

In the same way while in case of class-I the rural area students achievements is lower by 5.26% , the rural area students outperform the boys in case of class-III.

From the achievement difference between SC and others and between ST and others , it has been observed that both SC and ST students outperform other students in Darrang &

Morigaon in the range of 1.01% to 9.88 while in Dhubri except in Class-III language, where ST students perform better by 4.5% than others, both SC & ST students achievements are lower than other categories. ( **Detailed tables in the Annexure- I** )

In the DPEP Phase-II districts the terminal Assessment survey will be conducted during the current year( 2002-03) only. However, from the Mid term Survey it has been observed that five of the total six districts where the survey was conducted in 2000 have registered significant hike in Language achievement. The hike varies from 6.02% in Bongaigaon to 29.57 % in Barpeta. However, Kokrajhar displayed a significant decline to the tune of 6.14% from the Baseline.

**Strategy adopted:**

- ❖ *As a follow up actions to remedy the situation in the field, the BRCCs & District programme Officers of the concerned districts have been called for a workshop where a detailed discussion took place on the findings of the study . The researcher presented the study including her experience in the field.*
- ❖ *The BRCCs and CRCCs have on their part sensitized the teachers about the hard spots identified in the study .*
- ❖ *In the teachers training modules , the need of the teachers to teach the hard spots have been included so that teachers find it easy to transact in the classroom.*
- ❖ *The VECs in Kokrajhar district and VECs of some areas of other districts where the irregularities of teachers attendance is one of the significant variable for low achievements of students have also been sensitized .*

**8 Contribution of VEC in overall school quality and school community linkages**

The VEC member were trained on role and responsibilities, overall environment building activities holistic approach, whole school approach, school development plan and need based issues since its inception.

The whole school approach aim at making school a social system. The society must realize the need for the school ; the school on the other hand must be able to fulfill the requirements of the society. In this approaches teacher are encouraged to develop a whole day school planning which includes the responsibilities of student government, community and the teacher herself. The members of the VEC are also made to realize the efforts required from them for the development of the school. VECs have in most places taken an active role in assessing the developmental needs of the school, identifying availability of human and financial resources available locally and then prioritized the activities to be taken up in the short and long term for the school development plan. The utilization of Rs. 2000/- is made with in this framework. As mentioned earlier parent teacher association, mothers group and self-help groups are also active.

DPEP Assam in taking utmost care to involve the community in school. In additional providing materials for school by the community skilled persons of community are invited by the children to share their experiences with them. Adequate provisions for participation for parents and other member of community are clearly made in the Resource Materials work book and learning books already in use in schools. There are many project work given in the workbook where children have to go to the particular community member and involve him/her by asking support as desired by the activity. The progress card used in the workbook gives the parents a scope to monitor the development of the children. Some schools have

already taken efforts to invite literate community members for a reading session of library books. The community members come and read out some interesting children books and explain the contents to the children once in a month.

Children are part of the community and school is a community centre and participation of children in learning process and school management is integral to education student Govt. or sishu sadan has become a like between the school and the community and also for several class work and school process.

## 9. Impact of CRCs and BRCs

In Assam from the very beginning CRCs & BRCs have been the parts of the entire strategy for bringing about pedagogical change. Two studies have been conducted by the EdCIL, New Delhi regarding the impact and functioning of the BRC& CRC.

This is a vast area and could be discussed at length with the JRM team.

### Objectives : 2 Equity

#### • Special Support for

1. Children of National & International boarder areas.
2. Isolated char areas & hilly areas, Tea Garden areas (specially for working group of children)
3. Reserved forest areas & recognized forest villages.
4. Children of Relief camps.
5. Children of Urban Slum areas specifically child labours.

#### • Special Initiatives

- a) Providing access facility through Alternative Schooling.

Altogether there are 2390 numbers of AS centers are functioning in the state covering all 9 districts of DPEP Phase I & II districts) as on 28<sup>th</sup> Feb '02

The district wise distribution of AS centers are as follows-

Darrang	Dhubri	Morigaon	Karbi-Anglong	Barpetta	Bonggaigaon	Goalpara	Kokrajhar	Sonitpur	Total
460	282	260	300	82	182	255	246	323	2390

The district wise distribution of enrollment in AS centers are as follows:

Darrang	Dhubri	Morigaon	Karbi-Anglong	Barpetta	Bonggaigaon	Goalpara	Kokrajhar	Sonitpur	Total
23036	12846	8137	7678	11097	6288	8925	7380	13942	99329

In addition to these, Construction and repairing grants for construction of school buildings, additional class rooms been provided to these areas which has an over all impact on access and retention facility. Also considering the availability of resource strength of relief camp inhabitants 10 AS centers are constructed in relief camps.

- B) Material support has been provided to the AS centers in terms of learning material, center material, contingencies for TLMS etc. These are—

1. Learning materials like states/pencils/Pens/Exercise Khatas/Drawing book etc
2. Centre materials like Register khata, trunks for storage of materials, sitting arrangements, Black boards dusters chinks etc.
3. Learning books are provided to selected AS centers on trial basis.
4. Contingency to AS Siksha Mitras have been provided to prepare necessary TLMs for better classroom transaction.

### **Special Teacher Training Programme :**

One Missionary organization, LWS, has started primary and upper primary schools in relief camps to provide access facilities to camp children. These schools are commonly known as LWS school. The teachers are also from the camp community. No training has been organized for those group of teachers by the Missionary Organization.

As per suggestion of the Deputy Commissioner, Kokrajhar, a 5-day teacher training programme has been organized for the 78 nos. of LWS teachers of Relief camps by DPEP, Kokrajhar with assistance of DIET, kokrajhar.

### **Community related activities**

- Special Enrolment Drive has been conducted to enroll the children of age group 5-7 years and also to identify habitation wise total number of out of school of 5-7 years age.
- Some special meetings has been organized in different pocket areas for motivation of the parents/ community towards the educational needs of their wards. The main object is to bring out of school children in school/ AS centres, to increase the attendance of the children in schools, to retain them in school till becomes a primary graduates. It is a known fact that all those areas are of poor economical status, poor road infrastructures, and having insurgency related problems.

*Special meetings were organized with parents/Teachers/DPEP functionaries in forest and boarder areas (Bhutan boarder) of Kokrajhar district children meeting, selected tea-garden areas of Balipara and Biswanath Chariali blocks of Sonitpur district, forest & boarder & char areas of Dudhnoi, and Balijana blocks of Goalpara districts*

### **Special Programme for urban deprive children :**

- 20 AS are functioning for urban deprive children. These group of children are engaged either as household labour, rat pickers, tea stalls, small scale industries etc.
- Recently steps have been taken to cover the urban deprive group of children of greater Guwahati city by Don Bosco Youth And Educational services, Guwahati. Decision has been taken to incorporate and expand the this programme as a part of SSA. Presently, the programme has been designed for the city area of Guwahati only and planned to cover all other bigger city areas under this programme. The Mission will function as the co-ordinating agency.

### **Strategy with regard to tribal children.**

In Assam, the dominant tribal groups are Bodos, Karbis, Missing, Garos, Ravas etc. In addition to them large group of Adibashis, Tea Tribes) are also there.

### **Special efforts has been taken for them are –**

- Alternative Schooling Centres are opened for these hardest to reach group of children.
- Considering the Multi Level And Multi Grade Situation of AS centers Strategy been adopted to implement Learning in selected AS centers on Trail basis And all other As centers to covered under Samal Sambhar based approached. Already training been conducted for AS Sikhsha Mitras.
- Different strategies has been adopted to cover the younger age group of children of age 5-7 in formal schools where as elderly age group of children of age 8-13 under bridge courses. The out of school children of unserved areas would be covered under EGS.

### **Teaching Learning Materials development:**

- Translation and Adaptation of Resource Materials (Samal Sambhar), Workbooks (Karma Puthi) to Bodo & Garo langages .
- Translation & Adaptation of Learning books are under process implementation of New textbooks in Bodo medium schools for class-I.
- Development & implementation of Karbi language book Lam-Chilli for Class-I & II as an additional, irrespective of medium of instruction.
- *Development of Lam-Chilli Pt.-III & IV for class-III & IV, Karbi Grammer book, Karbi—Assamese-English wordbook.*
- Special TLMs has been developed at selected clusters/blocks for Tea Tribe Community Child:en, Nepali Community children reading in Assamese medium schools.

### **Assessment or Evaluation been made under DPEP:**

- Studies have conducted to assess the achievement level of the children of different communities (.Ref- Category wise analysis of BAS, MAS, TAS.)
- The Study reveals that children of Char Communities of class-III level achieve less than that of tribal children. (Study on Comparative studies on learning achievement of children of different community)

### **Para Teachers**

At present there is no para teacher in Assam.

The policy of engaging the para teachers in primary formal schools is being finalised . The teacher rationalization is under process and after that necessary steps would be taken work out the requirement of para teachers/ community teachers.

### **Integrated Education (IED. )**

#### **Coverage**

The IED programme was launched initially as a pilot project in four districts viz. **Darrang , Morigaon, Goalpara , Sonitpur. & Karbi Anglong** district in later part of 1999 in one block - 5 clusters each. It was intended to mobilise the general education system to make it responsive to the specific education requirement of children with special needs. While the situation has improved, the change has been slow on account of lack of awareness and acceptability, in-adequate infrastructure,



## **Initiatives Undertaken**

- ❖ Formation of core group in both state and districts.
- ❖ Orientation of Core Group, VEC, HT's and other community members- 718 persons.
- ❖ Orientation of ECE & AS workers
- ❖ District Resource Persons selected – 15 in each district
- ❖ DRP's given intensive training to handle different situations related to disability :
- ❖ Survey done for identification of disabled children:
- ❖ Medical Camps held
- ❖ Regular Home visits
- ❖ Parent & Family Counselling
- ❖ Parents involvement in planning academic activities
- ❖ Social and emotional interaction with disabled children, Informal integration through public awareness programmes& Peer involvement
- ❖ Opening of readiness centres to impart pre-integration skills
- ❖ Liaising with special schools & other Govt./ Non-Govt. agencies and institutions
- ❖ Ceremonial observance of the World Disabled Day in all districts in support of NGO's
- ❖ Enrolment of disabled children in regular schools, ECE and AS centers
- ❖ Children Enrolled in Formal Schools from Readiness Centers
- ❖ Orthopaedic, Hearing, Locomotors, Visual Aids given
- ❖ Special TLM developed for children in readiness centers and regular school students
- ❖ Ramps and hand rail put up in all CRC buildings and a few schools
- ❖ AIR Broadcasting of awareness on disability and IED in DPEP

Audio – Visual on IED prepared

SIM developed on different kinds of disability

## **Obstacles Encountered:**

- ❖ Inadequacy of perceptions
- ❖ Disability still a charitable venture –a welfare programme
- ❖ Administrative and professional categorization divides the educational community into special and regular
- ❖ Dearth of trained manpower/ professionals in the sector
- ❖ **Inadequate infrastructure for identification and assessment** : Infrastructure facilities like electricity, soundproof rooms, audiometer, disabled friendly buildings with ramps and hand-rails, proper toilets, transport and communication system to accommodate disabled children is also a hindrance faced which discourages and disqualifies the system of identification and assessment of persons with disability.

## **The Way Forward :**

The experience so far leads DPEP Assam for a defined future plans as way forward. Despite a number of systematic deficiencies it is believed strongly by DPEP that a holistic plan of action will enable a breakthrough in this special area of activities. Accordingly after a series of discussions at different levels and based of field survey and demand of the community at large following action plan has been identified to be acted upon by DPEP and concerned related departments.

- ❖ Harnessing of activities related with expansion of coverage area

- ❖ Supply of Aids & Appliances
- ❖ Strengthening of Readiness centers
- ❖ Enhancing direct support to home and schools
- ❖ Widening of support network and convergence
- ❖ Broadening resource support both physical and human
- ❖ Training of general school teachers
- ❖ Focused awareness building exercises
- ❖ Conduct 45 days RCI foundation course

### **Special Initiative for Special Support :**

#### **Readiness Center : An Innovative Effort**

A Readiness Centre is a center to prepare the child with disability to join the mainstream of education. This effort has been very highly appreciated by the national level functionaries and all other DPEP states has been asked to replicate this initiative to bring disabled childrer to mainstream of education.

#### **Objectives of the initiative :**

- ❖ To ensure elementary education to maximum children with disability
- ❖ To reach out to all children with disability who are not in school and impart pre-requisite skills for mainstream education.
- ❖ To give additional academic support to children who are already in school but require special support

#### ***Support Structure of a Readiness Center***

The readiness centers are opened in the districts with the objective to prepare out of school children with disability for formal schools and to provide necessary support to the in school children with disability if required. Since Integrated / Inclusive Education is a relatively new and innovative concept in our country, the inclusion of disabled children seems to be ambiguous as well as difficult for the general teachers. Hence these centers will assist to prepare the children with disability for school – formal or non- formal –with the pre – requisite skills

Readiness Center are set up to help the children, teachers and parents before joining a neighbourhood regular school and **not denied admission**. It also serves as guide not only to **encourage admission** but also **retention** of the child.

Ensure sustenance of learning so that learner having acquired the skill continues to perform the skill

#### **Objectives 3 : Planning , Management and supervision:**

##### **1. Capacity Building**

- For capacity building of the project personnel's in the areas of planning and monitoring, the EMIS data has been shared amongst all in workshop starting from State level to Cluster level where the data has been analysed and discussion took place in the areas of access, enrolment & retention, quality improvement. The study

findings ( conducted during the year) has also been discussed in details and strategy to be adopted in the next year is finalized.

## 2. Involvement of PRIs in Planning & Management of Primary Education

- The PRIs have been established only very recently in Assam and till date there is no direct linkage established with PRI for planning and management of Primary education. However the government has issued notification for reconstitution of VECs and the advisory committees of DPEP at Block & district level to include the Gao- Panchayat members, G.P. Presidents in the Cluster level, the Anchalik Panchayat presidents and A.P. members at Block level, the Zilla parishad members at district level .

## 3. Efficacy of MIS

The Management Information System (MIS) was initially set up during 1995 with a Computer System and an operator. Gradually the MIS Unit has turned into a vital component of the Project, for the overall Project Monitoring & Evaluation. Today, all the nine DPEP districts do have a complete MIS set-up with adequate Infrastructure and Man Power support. All these district units are hyper linked to the State MIS Unit, which acts as the central information kiosks for the state level stakeholders to mould the Project dynamically as per needs and paving the way to meet the 'Project Goals'.

*Introduction of MIS has brought remarkable change in the database management concept and planning based on data. Planning has become much more realistic and contextual. So far information has been extensively used in the filed of collected for three times during the project period the last one being in January 2001. In order to streamline the collection, compilation and analysis software has been developed. To make it a regular yearly exercise all project functionaries including teachers and VEC members were oriented and engaged for collection of household information.*

The implementation of DISE at the school level has been institutionalised. The school's are now in a position to supply required information for planning purpose, policymaking and quality improvement. The training provided to the teachers on DISE has yielded positive result in terms of cross verification, sharing and monitoring purpose.

EMIS Data has been used extensively for.

**Opening of AS Centers:** The opening of Alternative Schooling centers in Assam were initially initiated based on the EMIS Data. Categorized lists on some of the indicators were generated through query mode, which leads to the idea of inception of AS Centers based on some selected criteria's. viz School less villages, Schools with Single Teacher and PTR more than 80:1, Schools with high enrolment. All the above lists were generated from EMIS data shared with the district stakeholders, and after field verification and advocacy visits the villages are selected for opening up of new centers.

**Rationalization of teachers:** Various categorized school lists were generated based on the PTR rate. Schools with abnormal PTR are pointed out and extensive discussions were held on resolving the rationalization problems. The issue was discussed in the EC meetings and finally discussed with the Chief Minister of State and Education Minister and decided that actions will be initiated on this issue and the Directorate of Elementary Education was

entrusted to take necessary action. District wise-School wise PTR list were generated under various PTR scales and submitted to the department for needful action. The probable deployment of teachers was also pointed in those lists.

**Gender Study:** Based on the EMIS data of '97-98 a segregated study was conducted in close co-ordination with Gender Co-ordinators and Resource Persons to find out the reasons behind "why enrolment share of Girls' is less than 50% in schools". The school list with low Girls' Enrolment rate were generated from EMIS and based on these lists field survey was conducted on sample basis and reasons were jotted down. After the sample study survey forms were formulated to have a detail study in all the districts. All the District Gender Co-ordinators were provided with the categorized list and from which they are to select schools with low Girls' Enrolment Rate. After selection of the schools along with the District resource persons a field level survey is to be conducted during which the survey form is to be filled up. During this process many indicators and reasons were known to the respective Gender Co-ordinators, which helped a lot to frame the activities during the next Annual Work Plan and Budget.

**Infrastructure upliftment and renovation:** Schools without basic infrastructure facilities like Black Board, Toilets, Girls Toilets, and Drinking Water facilities. These generated lists were directly send to the CRCCs for field level verification and to access the actual needs. These lists with remarks were received back and compiled to assess the actual needs and to reflect in the next year planning. One of the usage is providing a Book Bank worth Rs 1500/- were given to all the recognized schools of the nine DPEP districts. Supply of Printed Resource Materials [Lesson Plans] for all the four standards to all the primary school teachers, CRCCs and BRCCs to facilitate the classroom transaction process.

**Field Visits:** During the field visits the concerned District or State Programme Officer carry along with them the basic EMIS data along with the school level report, to have a cross check of the data and also to ascertain the rise and fall in some of the basic indicators like Enrolment, Repeaters and Basic Infrastructures besides observing other relevant factors.

Besides EMIS have been used for preparation of school directory and commissioning Research studies on the issues emerged out of EMIS data viz. decrease in enrolment, high repetition.

### **Constraints:**

The quantitative indicators derived from EMIS data were found to be less useful for monitoring purpose & target setting. However, extensive orientation is required for setting target based on quantitative indicators. After collection of EMIS data every year, it was observed that there persist errors in the data, which are pointed out, and then being analyzed from various point of views to satisfy different needs from different end users. EMIS is an annual activity as a result of which dynamic indicators in the filed of regular monitoring cannot be obtained. Thus EMIS needs to be a dynamic form of system instead of being a one-time activity. Moreover, many of the state and local specific indicators cannot be captured which needs special intervention to be intervene. As a result state has to design in its own a system, which can meet such specific needs. The main constraint in doing so is the linkage with the existing database; since the source code is not available many of the EMIS data collected through DISE cannot be linked to the state specific software. Earlier PMIS was instituted, but it seems that it is also too like a static information base which gives the

quantitative indicators but not qualitative. As a result it has been decided to stop the PMIS activity.

Another area of constraint is in the area of data analysis and linking it to varied sources of information viz. data collected Yearly, Monthly and on demand. Though data collection mechanisms are in place, yet data analysis remains grey area, due to a number of reasons.

**Dissemination Of Data:** Another major area of concern is the dissemination of the information compiled. It is felt that much of the information are not shared on time across the various platforms as a result of which the use and on time reaction to the projected indicators can't be made. The information compiled and dissemination should not be more than a half-quarter for a time bound project like DPEP. Many a times it was felt that the information are out dated and rather can't be used for real-time models and can only be used for projection. This limit ness can be eradicated by changing the dissemination mode to electronic instead of having only through meetings and workshops. Periodical statistical handbooks are also one of the mediums for larger dissemination of the information. Publicity of the availability of the various type of information across the various forums can also open a greater sphere for usage and analysis of the available data. The larger the dissemination the larger will be the use and also new scopes for updating and incorporating of new ends in the process.

#### Future Plans

**PMIS related issues:** Under the process and integrated online mechanism will be adopted for close monitoring from various ends.

**GIS Monitoring:** Steps on implementation of a geographical based monitoring system through GIS.

**Online Network:** Plan has been made to have an internal electronic network connecting all the nine DPEP districts for instant transmission of educational statistics and providing information base support to the existing Education Department even till Block Level.

**IT In Schools:** Another area of intervention already initiated by the Mission is -“Computer Aided Learning in Elementary Schools” (CALES), where in the effective use of information technology in schools to reduce the risk of failure; to provide students with immediate access to a richer source of materials; to present information in new, relevant ways which help students to understand, assimilate and use it more readily; to motivate and stimulate learning as well as encourage analytical and divergent thinking; to enhance learning for students with special needs encourage teachers to take a fresh look at how they teach and ways in which students can learn has been visioned. A State Level Core Team is working in the filed of design and selection of course materials for digitizing where in IT can play a vital role.

An in-house multimedia production center is proposed to meet the state specific needs where in modules will be developed based on the local context making the classroom more interactive and friendly.

An Education Network providing students, educators, administrators and parents with access to vital information and resources.

#### 4. Annual Work Plan

- The Annual Plan of DPEP Assam has been most realistic in terms of the activities included component wise, unit cost and the targets fixed. However, the non receipt of the whole amount approved in the plan in time is hindering the fulfillment of the target fixed. For example, during the year 2000-01 the total budget for both DPEP-I and II was fixed at Rs. 8508.84 Lacs. However, the total release of fund from both GOI and GOA was to the tune of Rs. 4936.00 Lacs which was fully spent. The shortfall is also repeated during the current year where against the total approved AWP&B of Rs. 6853.25 Lacs the total fund release from both GOI and GOA for DPEP-I & II till March, 2002 is Rs. 4492.70 Lacs. Against this amount the total amount spent till February, 2002 is Rs. 3534.79 Lacs. In addition to the non receipt of the total allocated fund, there is the time lag in the release of fund. Bulk of the amount is released only very recently and some activities could not be done due to the late release of fund.
- Late approval of the AWP&B every year is a significant factor for non-fulfilment of the target fixed.
- The matter has been brought to the notice of the Govt. of India and Govt. of Assam.

#### Objectives –4: Sustainability:

- A sustainability plan has been prepared through an external agency. Subsequently a state level workshop was also arranged to discuss and fine tune the plan. The interventions and structures which has been found suitable and strategically important for sustenance have been submitted along with a detailed financial requirement to the Govt. of Assam way back in 2000-01.
- No communication has yet been received from the Govt. of Assam on the plan till date.
- The structures and systems, institutions, interventions, processes that have been identified in the plan on sustainability in details.
- The sustainability Plan spell out the institutions, structures and processes, interventions etc. that have to be sustained if the gains made during the project(DPEP) is to be sustained for UPE. The sustainability of these structures, processes, institutions etc. are essential ingredients to supplement the mainstream education department programmes for UPE.
- The sustainability plan computed the amount that will be required to sustain the institutions, structures like BRC, CRC etc. However, as the BRCCs and CRCCs will be drawn from teachers cadres, no additional liability has been envisaged for salaries. The Plan, clearly spells out the liability for the state Government to maintain SUEMAT. (Not yet established fully)
- Transition plan is yet to be finalised. The Sarva Siksha Abhiyan which is also implemented in the districts under DPEP from the year 2001-02 will cover most of the activities presently implemented under DPEP. However, the year 2002-03 which is practically the last year for the project, will be the year for consolidation of the interventions and certainly look to the transition of most of the activities to be taken under mainstream programmes.

#### Objective 5 –Status of Programme Implementation:

##### Civil Works

Details in tabular form is given at annexure

## **Category wise and district wise Expenditure**

Details in tabular form is given at annexure -II

### **Flow of Funds:**

The flow of fund from GOI has not been very smooth because of the delay in releasing state share. At present there is a balance of around Rs.5 crores of state share. The release to the districts of the state society has never been a problem. However, due to the poor banking facilities the encashment of cheques for below district and village level activities takes a longer time.

### **Utilisation of Balance Fund**

- The EFC cost approved for the DPEP-I will not be sufficient to run the programme till June, 2003 due to the reason that the tenure of the programme has been extended from September, 2001 to June, 2003.. In the DPEP Phase-II districts also the EFC cost will not be sufficient to continue the programme in its full vigor till June, 2003.
- Plans have been submitted to the GOI for sanction of more amount to both DPEP-I and II and the GOI has sanctioned Rs. 29.90 crores as additional amount for DPEP-I( diverting the amount planned to be used for non-DPEP districts before the SSA was crystallized in GOI) while no additional amount has been sanctioned for DPEP-II yet.
- The reason for more amount needed in DPEP II is the raising of ceiling in Civil Works from 24% to 33.3% as well as to meet the huge burden for payment of Leave Salary and Pension contribution payable to employees like BRCCs and CRCCs on deputation to DPEP from GOA.
- The small amount approved as EFC Cost for the districts is also one of the reason for requirement of additional amount for DPEP-II.
- The detailed break –up of the Utilisation plan is given at Annexure - III.

**Table-I Area wise comparison of achievements differences of class-I students performances in Language & Mathematics in Baseline(BAS), Mid term(MAS) and Terminal Assessment Test (TAS).**

District	Survey	Class-I ( Language)			Class-I( Mathematics)		
		Urban	Rural	Achievement Diff.(Urban -- Rural)	Urban	Rural	Achievement Diff.(Urban -- Rural)
Morigaon		Mean %	Mean %		Mean%	Mean %	
	BAS	68.50	66.50	2.00	66.43	64.29	2.14
	MAS	90.20	74.85	15.35	88.60	74.85	13.75
	TAS	83.11	86.01	(-) 2.90	76.45	83.93	(-) 7.48
Darrang	BAS	50.50	59.00	(-) 8.50	69.29	68.57	0.72
	MAS	87.95	71.60	16.35	83.10	71.25	11.85
	TAS	86.97	83.19	3.78	83.18	77.43	5.75
Dhubri	BAS	62.50	59.00	3.50	79.29	77.86	1.43
	MAS	79.30	64.45	14.85	76.70	70.35	6.35
	TAS	85.21	79.95	5.26	90.77	92.10	(-) 1.33
Barpeta	BAS	32.80	41.70	(-)8.90	54.00	40.83	13.17
	MAS	75.54	72.46	3.08	75.00	77.71	(-)2.71
	TAS						
Bongaigaon	BAS	44.35	41.75	2.60	39.75	38.00	1.75
	MAS	69.59	67.44	2.15	71.14	70.79	0.35
	TAS						
Goalpara	BAS	38.10	35.00	3.10	36.67	35.36	1.31
	MAS	76.44	77.57	(-)1.13	87.03	80.85	6.18
	TAS						
Kokrajhar	BAS	60.55	56.15	4.40	41.40	44.55	3.15
	MAS	63.41	64.90	(-)1.49	74.55	73.02	1.53
	TAS						
Sonitpur	BAS	34.00	37.20	21.90	42.30	36.40	5.90
	MAS	69.56	66.96	8.54	76.54	69.82	6.72
	TAS						
Karbi Anglong	BAS	22.00	16.50	5.50	27.50	21.50	6.00
	MAS	75.42	75.21	0.21	79.87	73.92	5.95
	TAS						



**Table -2 Gender wise comparison of achievements differences of class-I students performances in Language & Mathematics in Baseline(BAS), Mid term(MAS) and Terminal Assessment Test (TAS).**

District	Survey	Class-I ( Language)			Class-I( Mathematics)		
		Boys	Girls	Achievement Diff.(Boys - Girls)	Boys	Girls	Achievement Diff.(Boys -- Girls)
Morigaon		Mean %	Mean %		Mean%	Mean %	
	BAS	69.50	64.00	5.50	65.71	63.57	2.14
	MAS	77.90	78.25	(-)0.35	78.40	77.15	1.25
	TAS	85.46	84.99	0.47	79.73	83.67	(-)3.94
Darrang	BAS	60.50	56.00	4.50	71.42	65.00	6.42
	MAS	76.90	74.00	2.90	74.60	88.50	(-)13.90
	TAS	84.36	83.94	0.42	78.82	78.98	(-)0.16
Dhubri	BAS	61.00	56.60	4.40	81.42	73.57	7.85
	MAS	68.55	66.00	2.55	73.20	79.85	(-)6.65
	TAS	82.56	79.49	3.07	92.46	91.14	1.32
Barpeta	BAS	32.80	41.70	(-)8.90	39.06	31.79	7.27
	MAS	75.54	72.48	3.08	81.03	72.61	8.42
	TAS						
Bongaigaon	BAS	44.35	41.75	2.60	37.35	39.05	1.70
	MAS	69.59	67.44	2.15	73.52	67.84	5.68
	TAS						
Goalpara	BAS	38.10	35.00	3.10	36.94	35.42	1.52
	MAS	76.44	77.57	(-)1.13	82.99	82.05	0.94
	TAS						
Kokrajhar	BAS	60.55	56.15	4.40	46.30	42.40	3.90
	MAS	63.41	64.90	(-)1.49	73.32	73.64	(-)0.32
	TAS						
Sonitpur	BAS	34.00	37.20	(-)3.20	37.80	36.90	0.90
	MAS	69.56	66.96	2.60	74.43	68.81	5.62
	TAS						
Karbi Anglong	BAS	22.00	16.50	5.50	23.50	21.50	2.00
	MAS	75.42	75.21	0.21	75.76	74.86	0.90
	TAS						

**Table – 3. Category -wise comparison of achievements differences of class-I students performances in Language & Mathematics in Baseline(BAS), Mid term(MAS) and Terminal Assessment Test (TAS).**

District	Survey	Class-I (Language)					Class-I (Mathematics)				
		SC	ST	Others	Achievement Difference (SC with Others)	Achievement Difference (ST with Others)	SC	ST	Others	Achievement difference.. Between SC with others	Achievement difference.. Between ST with others
Morigaon		Mean %	Mean %	Mean %			Mean %	Mean %			
	BAS	NA	NA	70.00	NA	NA	NA	NA	66.43	NA	NA
	MAS	79.65	75.55	78.25	1.40	(-) 2.70	76.05	73.85	79.30	(-)3.25	(-)5.45
	TAS	86.40	85.77	84.76	1.64	1.01	82.81	84.44	80.75	2.06	(-)1.82
Darrang	BAS	NA	NA	70.00	NA	NA	NA	NA	70.00	NA	NA
	MAS	81.80	61.55	77.30	4.50	(-) 15.75	78.85	56.20	76.95	1.90	(-)20.75
	TAS	85.83	84.63	83.86	1.97	0.77	78.98	67.55	81.41	(-) 2.43	(-) 13.86
Dhubri	BAS	NA	NA	60.50	NA	(-)6.35	NA	NA	79.29	NA	NA
	MAS	74.25	60.55	66.90	7.35	(-) 5.88	66.60	72.55	72.00	(-)5.40	0.55
	TAS	80.38	75.33	81.21	(-)0.83		90.38	90.33	91.93	(-) 1.55	(-)1.60
Barpeta	BAS	NA	NA	33.80	NA	NA	NA	NA	40.00	NA	NA
	MAS	64.04	69.29	75.74	(-)11.60	(-)6.45	71.57	81.07	77.71	(-)6.14	3.36
	TAS										
Bongaigaon	BAS	NA	NA	40.55	NA	NA	NA	NA	38.65	NA	NA
	MAS	69.01	77.86	65.37	3.64	12.49	72.69	81.12	66.90	5.79	14.22
	TAS										
Goalpara	BAS	NA	NA	34.90	NA	NA	NA	NA	36.33	NA	NA
	MAS	77.14	69.29	79.46	(-)2.32	(-)10.17	81.96	75.22	84.94	(-)2.98	(-)9.72
	TAS										
Kokrajhar	BAS	NA	NA	53.30	NA	NA	NA	NA	45.30	NA	NA
	MAS	65.00	67.13	60.00	5.00	7.13	77.50	75.02	71.08	6.42	3.94
	TAS										
Sonitpur	BAS	NA	NA	35.40	NA	NA	NA	NA	37.33	NA	NA
	MAS	63.91	65.00	70.87	(-)6.96	(-)5.87	73.26	69.15	73.08	0.18	(-)3.93
	TAS										
Karbi Anglong	BAS	NA	NA	17.00	NA	NA	NA	NA	22.50	NA	NA
	MAS	80.31	75.49	73.40	6.91	2.09	77.81	73.62	76.63	1.18	(-)3.01
	TAS										

**Table – 6. Category -wise comparison of achievements differences of class-III students performances in Language & Mathematics in Baseline(BAS), Mid term(MAS) and Terminal Assessment Test (TAS).**

District	Survey	Class-III Language					Class-III ( Mathematics)				
		SC	ST	Others	Achievement Difference (SC with Others)	Achievement Difference (ST with Others)	SC	ST	Others	Achievement differ.. Between SCwith others	ment differ. Between ST with others
Morigaon		Mean %	Mean %	Mean %			Mean %	Mean %			
	BAS	48.45	46.95	47.32	1.13	(-)0.37	48.15	43.15	45.48	2.67	(-)2.33
	MAS	55.55	51.76	61.12	(-) 5.57	(-)9.36	53.42	51.97	57.30	(-)3.88	(-)5.33
	TAS	67.50	78.54	68.66	(-)1.16	9.88	67.91	67.85	66.38	1.53	1.47
Darrang	BAS	49.84	55.91	49.45	0.39	6.46	53.83	59.88	51.31	2.50	8.55
	MAS	53.80	61.87	57.81	(-)4.01	4.06	49.40	63.50	60.00	(-)10.60	3.50
	TAS	63.59	65.85	66.68	(-)3.09	(-)0.83	66.88	66.83	67.77	(-)0.89	0.94
Dhubri	BAS	58.75	55.27	50.86	7.89	4.41	62.90	49.65	54.70	8.20	(-)5.05
	MAS	58.15	46.48	57.78	0.37	(-)11.30	60.25	49.38	61.78	(-)1.53	(-)12.40
	TAS	57.91	63.08	58.58	(-)0.67	4.50	64.05	65.35	67.22	(-)3.17	(-)0.87
Barpeta	BAS	45.10	47.70	46.70	(-)1.60	1.00	40.70	43.50	42.50	(-)1.80	1.00
	MAS	50.37	50.87	56.37	(-)6.00	(-)5.51	45.18	44.86	58.51	(-)9.33	(-)13.65
	TAS										
Bongaigaon	BAS	42.08	37.64	41.56	0.52	4.93	47.32	37.67	37.10	9.37	0.57
	MAS	41.43	51.07	45.89	(-)4.46	5.18	46.10	46.38	45.97	(-)0.13	0.41
	TAS										
Goalpara	BAS	47.20	40.60	38.00	9.20	2.60	41.50	43.10	43.10	(-)5.71	0
	MAS	67.34	65.81	66.65	0.68	(-)0.75	62.07	60.02	67.78	15.52	(-)7.76
	TAS										
Kokrajhar	BAS	65.83	48.76	51.03	14.57	2.50	62.92	49.97	47.40	(-)0.79	2.57
	MAS	47.48	55.83	48.74	(-)1.26	7.09	45.54	77.02	46.33	2.70	0.69
	TAS										
Sonitpur	BAS	36.50	26.90	33.00	3.50	(-)3.40	40.90	42.20	38.20	2.70	4.00
	MAS	47.32	48.92	54.62	(-)7.30	(-)5.70	44.71	42.23	52.84	(-)8.73	(-)10.60
	TAS										
Karbi Anglong	BAS	18.34	18.00	19.73	(-)20.55	(-)1.73	20.69	15.78	16.69	4.00	(-)0.91
	MAS	57.14	59.75	56.80	0.34	2.95	58.50	56.30	57.60	0.81	(-)1.59
	TAS										

Annexure-II  
DPEP I

<b>STATEMENT OF YEAR WISE EXPENDITURE</b>											
STATE	CATEGORY	Project Cost	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-2001	2001-02 upto February 2002	GRAND TOTAL
	1 CIVIL WORKS	301.03	0	2.05	0.50	0	7.84	35.9	27.46	0	73.75
	2 EQUIPMENT/FURNITURE	N/A	8.19	39.7	25.62	29.59	4.01	8.07	0.14	0.51	115.83
	3 TRAINING/CONSULTENCY	N/A	3.82	27.64	22.72	31.95	24.22	12.26	2.57	19.38	144.56
	4 OPERATIONAL/MAINT. COST	N/A	14.5	120.04	119.45	175.97	95.91	52.37	9.34	14.91	602.49
	<b>TOTAL</b>	<b>1170.47</b>	<b>26.51</b>	<b>189.43</b>	<b>168.29</b>	<b>237.51</b>	<b>131.98</b>	<b>108.60</b>	<b>39.51</b>	<b>34.80</b>	<b>936.63</b>
DARRANG	1 CIVIL WORKS	1046.17	0	252.33	296.65	161.23	12.07	2.67	20.78	25.92	771.65
	2 EQUIPMENT/FURNITURE	N/A	4.52	38.15	37.16	65.58	23.19	14.82	27.72	0.03	211.17
	3 TRAINING/CONSULTENCY	N/A	0.10	11.96	7.46	43.22	20.67	54.89	30.4	15.67	184.37
	4 OPERATIONAL/MAINT. COST	N/A	1.03	71.38	159.71	251.1	223.09	375.43	419.35	254.63	1755.72
	<b>TOTAL</b>	<b>3236.95</b>	<b>5.65</b>	<b>373.82</b>	<b>500.98</b>	<b>521.13</b>	<b>279.02</b>	<b>447.81</b>	<b>498.25</b>	<b>296.25</b>	<b>2922.91</b>
DHUBRI	1 CIVIL WORKS	1001.21	0	206.77	242.66	177.63	64.77	3.64	11.63	9.09	716.19
	2 EQUIPMENT/FURNITURE	N/A	2.68	38.82	50.1	89.21	30.2	23.63	16.63	0	251.27
	3 TRAINING/CONSULTENCY	N/A	0.39	22.09	28.24	24.95	51.85	45.63	18.07	8.23	199.45
	4 OPERATIONAL/MAINT. COST	N/A	0.63	58.03	175.58	195.2	260.55	460.10	375.48	256.42	1781.99
	<b>TOTAL</b>	<b>3230.57</b>	<b>3.70</b>	<b>325.71</b>	<b>496.58</b>	<b>486.99</b>	<b>407.37</b>	<b>533.00</b>	<b>421.81</b>	<b>273.74</b>	<b>2948.90</b>
MORIGAON	1 CIVIL WORKS	973.28	0	177.00	189.15	128.77	106.36	29.42	24.94	22.61	678.25
	2 EQUIPMENT/FURNITURE	N/A	4.63	18.70	35.22	32.23	62.27	32.80	2.48	0.2	188.53
	3 TRAINING/CONSULTENCY	N/A	0	12.16	7.07	26.15	43.08	30.13	17.21	2.11	137.91
	4 OPERATIONAL/MAINT. COST	N/A	1.14	35.75	132.8	121.95	225.2	347.51	317.25	210.6	1392.2
	<b>TOTAL</b>	<b>2887.99</b>	<b>5.77</b>	<b>243.61</b>	<b>364.24</b>	<b>309.10</b>	<b>436.91</b>	<b>439.86</b>	<b>361.88</b>	<b>235.52</b>	<b>2396.89</b>
KARBI- ANGLONG	1 CIVIL WORKS	991.03	0			9.97	187.66	100.34	75.38	52.08	425.43
	2 EQUIPMENT/FURNITURE	N/A	2.68			31.87	108.98	40.55	90.61	20.98	295.67
	3 TRAINING/CONSULTENCY	N/A				0.16	4.48	22.31	27.94	5.75	60.64
	4 OPERATIONAL/MAINT. COST	N/A				51.10	134.62	283.11	418.89	272.19	1159.91
	<b>TOTAL</b>	<b>2711.39</b>	<b>2.68</b>	<b>0</b>	<b>0</b>	<b>93.10</b>	<b>435.74</b>	<b>446.31</b>	<b>612.82</b>	<b>351.00</b>	<b>1941.65</b>
	<b>GRAND TOTAL-</b>		<b>44.31</b>	<b>1132.57</b>	<b>1530.09</b>	<b>1647.83</b>	<b>1691.02</b>	<b>1975.58</b>	<b>1934.27</b>	<b>1191.31</b>	<b>11146.98</b>

**STATEMENT OF YEAR WISE EXPENDITURE- DPEP-II**

	CATEGORY	Project Cost	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-2001	2001-02 upto February 2002	GRAND TOTAL
STATE	1CIVIL WORKS	301.1			0	0	0	0.07	3.22	2.67	5.96
	2EQUIPMENT	225.89			0	0.76	7.72	70.74	27.17	5.96	112.35
	3CONSULTENCY	33.14			11.51	10.54	22.06	9.17	13.76	6.87	73.91
	4TRAINING	123.88			0.71	0.88	17.58	37.03	18.71	18.66	93.57
	5OPERATIONAL/MAINT.COST	610.49			2.23	13.45	54.60	116.12	167.07	134.87	488.34
	<b>TOTAL</b>	<b>1294.5</b>			<b>14.45</b>	<b>25.63</b>	<b>101.96</b>	<b>233.13</b>	<b>229.93</b>	<b>169.03</b>	<b>774.13</b>
BARPETA	1CIVIL WORKS	761.25					198.62	148.36	200.68	99.76	647.42
	2EQUIPMENT	571.1				19.68	172.28	111.39	95.37	8.57	407.29
	3CONSULTENCY	83.78				0	0.17	0.43	0	0	0.6
	4TRAINING	313.22				0.29	27.49	48.76	23.92	6.87	107.33
	5OPERATIONAL/MAINT.COST	1543.45				0.84	86.47	268.93	333.49	264.84	954.57
	<b>TOTAL</b>	<b>3272.8</b>				<b>20.81</b>	<b>485.03</b>	<b>577.87</b>	<b>653.46</b>	<b>380.04</b>	<b>2117.21</b>
BONGAIGAO N	1CIVIL WORKS	630.59				0	145.2	186.22	130.51	98.71	560.64
	2EQUIPMENT	473.07				21.9	129.85	96.2	64.87	26.5	339.32
	3CONSULTENCY	69.4				0	0.16	0.46	0	0	0.62
	4TRAINING	259.44				0	16.15	43.96	32.26	10.18	102.55
	5OPERATIONAL/MAINT.COST	1278.52				1.05	68.88	236.84	294.64	220.32	821.73
	<b>TOTAL</b>	<b>2711.02</b>				<b>22.95</b>	<b>360.24</b>	<b>563.68</b>	<b>522.28</b>	<b>355.71</b>	<b>1824.86</b>
GOALPARA	1CIVIL WORKS	588.21				0	162.88	139.20	149.42	65.31	516.81
	2EQUIPMENT	441.28				39.22	127.05	93.86	57.71	34.59	352.43
	3CONSULTENCY	64.74				0	0	0.00	0	0	0
	4TRAINING	242.01				0.36	31.37	30.76	19.48	15.84	97.81
	5OPERATIONAL/MAINT.COST	1192.6				0.94	96.19	249.68	284.39	222.86	854.06
	<b>TOTAL</b>	<b>2528.84</b>				<b>40.52</b>	<b>417.49</b>	<b>513.50</b>	<b>511.00</b>	<b>338.60</b>	<b>1821.11</b>
KOKRAJHAR	1CIVIL WORKS	625.22				0	146.05	141.57	153.39	62.19	503.2
	2EQUIPMENT	469.05				5.83	134.52	97.91	114.96	67.97	421.19

	3CONSULTENCY	68.81				0	0	0	0.17	0	0.17
	4TRAINING	257.25				0	23.17	27.91	61.14	21.74	133.96
	5OPERATIONAL/MAINT.C OST	1267.65				1.88	69.64	270.35	288.68	218.73	849.28
	<b>TOTAL</b>	<b>2687.98</b>				<b>7.71</b>	<b>373.38</b>	<b>537.74</b>	<b>618.34</b>	<b>370.63</b>	<b>1907.8</b>

**STATEMENT OF YEAR WISE EXPENDITURE- DPEP-II**

	<b>CATEGORY</b>	<b>Project Cost</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-02 upto February 2002</b>	<b>GRAND TOTAL</b>
SONITPUR	1CIVIL WORKS	729.96				0	124.75	85.39	202.97	136.74	549.85
	2EQUIPMENT	547.63				47.51	97.22	64.12	104.2	27.48	340.53
	3CONSULTENCY	80.33				0	0.16	0.54	0	0	0.7
	4TRAINING	370.33				0.95	7.07	32.67	44.25	5.63	90.57
	5OPERATIONAL/MAINT.C OST	1480.01				6.46	40.87	170.04	353.02	211.22	781.61
	<b>TOTAL-</b>	<b>3208.26</b>				<b>54.92</b>	<b>270.07</b>	<b>352.76</b>	<b>704.44</b>	<b>381.07</b>	<b>1763.26</b>
	<b>GRAND TOTAL-</b>					<b>14.45</b>	<b>172.54</b>	<b>2008.17</b>	<b>2778.68</b>	<b>3239.45</b>	<b>10208.37</b>

**Annexure-**

**Utilisation of balance & additional Fund 2001-02 and 2002-03 in DPEP- Phase -I districts of Assam**

**State component-I**

**( Rupees in Lacs)**

<i>Sl. No</i>	<i>Component /Activities.</i>	<i>2002-03</i>	<i>2003-04 upto 30/6/2003)</i>
1	Salary of SPOs/Consultants	16.05	4.00
2	Office expenses, Rent & Taxes, Telephone, Fax, AMC for machineries etc.	1.95	0.50
3	Pension & Leave Contributions for deputed employees( 5 nos) since 1994	1.50	0.40
4	TLM( Workbooks, Learning Books printing etc. preparation of modules etc.	20.00	5.00
5	SCERT Assam	35.00	8.00
6	Teacher training	5.00	1.25
7.	Management Information Services	5.00	1.25
8	Research & Evaluation	4.50	2.00
9	Special Focus Groups	2.00	1.00
	<b>Total</b>	<b>91.00</b>	<b>23.40</b>

(Rupees in Lacs)

Sl. No	Component /Activities.	2002-03	2003-04( upto 30/ 6/2003)
1	Salary of DPO and Staffs	22.524	5.63
2	Pension contribution & Leave Salary contribution of D,P.Os(4 Nos.) since 1994-95	1.14	0.29
3	Office Expenses , AMC, Telephones, AMC for machineries etc.	1.70	0.43
4	Salary of BRCC& Staffs.	15.67	3.92
5	Pension Contribution & Leave salary Contribution for 12 BRCCs&ABRCCS ( Pension=14.57+ Leave salary 9.24 Lacs)	3.40	0.85
6	Arrear pay	-	-
7.	Programs under BRC component	2.89	0.75
8	Salary of CRCCs(108 Nos)	139.	35.00
9	Pension & Leave Salary Contribution for CRCCs) Pension 131.17 + Leave Salary 83.16 Lacs)	30.62	7.70
10	Arrear pay for CRCCs	-	-
11	Programme under CRC component	5.10	1.30
12	Civil Works		
	Already budgeted Rs. 780.43 Lacs	-	-
	Spent till 31/12/2001 Rs. 761.33 Lacs	-	-
	Committed Rs. 19.10 Lacs	-	-
	Additional Amount to make CW 33.3% of original EFC Rs. 265.75 Lacs	265.75	-
13	School Infrastructure grant 1700Schools	34.00	-
	Teachers grant 4510 teachers	22.55	-
	Work Book for Class-III&IV to 138064 students(2books each)@ I 14/-book	13.01	-
	▪ Learning Book for Class-I&II ,III and IV students	46.22	-
14	Other programme		
	Alternative schooling	85.08	21.27
	ECE	30.39	7.60
	MIS	5.00	1.25
	<b>Total</b>	<b>724.53</b>	<b>85.99</b>



( Rupees in Lacs)

Sl/ No	Component /Activities.	2002-03	2003-04 up to 30/6/2003
1	Salary of DPO and Staffs	16.85	4.21
2	Pension contribution & Leave Salary contribution of D,P.Os(6 Nos.) since 1994-95	1.75	0.45
3	Office Expenses , AMC, Telephones, AMC for machineries etc.	8.74	3.00
4	Salary of BRCCs	25.10	4.10
5	Pension Contribution & Leave salary Contribution for 7BRCCs&ABRCCS (Pension 17.00+ Leave salary 10.78 Lacs)	3.97	1.00
6	Arrear pay	-	-
7.	Programs under BRC component	5.09	1.30
8	Salary of CRCCs(112Nos)	161.50	40.40
9	Pension & Leave Salary Contribution for CRCCs( Pension 136.03 + Leave salary 86.24 Lacs)	31.76	7.94
10	Arrear pay for CRCCs	-	-
11	Programme under CRC component	3.00	0.75
12	Civil Works		
	Already budgeted Rs. 721.59 Lacs	-	-
	Spent till 31/12/2001 Rs. 715.46 Lacs	-	-
	Committed Rs. 6.13 Lacs	-	-
	Additional Amount to make CW 33.3% of original EFC Rs. 285.75 Lacs	285.75	-
13	School Infrastructure grant 1501schools	30.02	-
	Teachers grant 4100 teachers	20.50	-
	Work Book for Class-III &IV students	15.82	-
	Learning Book for all classes	58.54	-
14	Other programme		
	Alternative schooling	42.47	10.75
	ECE	52.95	13.25
	MIS	5.35	1.35
	Teachers training	11.28	3.00
	<b>Total</b>	<b>780.44</b>	<b>91.50</b>

Sl/ No	Component /Activities.	2002-03	2003-04 up to 30/6/2003
1	Salary of DPO and Staffs	23.46	6.00
2	Pension contribution & Leave Salary contribution of D,P.Os(4 Nos.) since 1994-95	1.14	0.30
3	Office Expenses , AMC, Telephones, AMC for machineries etc.	3.50	0.80
4	Salary of BRCCs	13.00	3.25
5	Pension Contribution & Leave salary Contribution for 7BRCCs&ABRCCS ( Pension 8.50 + Leave salary 5.39 Lacs)	1.99	0.50
6	Arrear pay	-	-
7.	Programs under BRC component	11.90	3.00
8	Salary of CRCCs(68 Nos)	80.00	20.00
9	Pension & Leave Salary Contribution for CRCCs( Pension 82.59 + Leave Salary 52.36 Lacs)	19.28	4.82
10	Arrear pay for CRCCs	-	-
11	Programme under CRC component	5.59	1.40
12	Civil Works		
	Already budgeted Rs. 696.84 Lacs	-	-
	Spent till 31/12/2001 Rs. 668.50 Lacs	-	--
	Committed Rs. 28.34 LKacs	-	-
	Additional Amount to make CW 33.3% of original EFC Rs. 276.44	276.44	-
13	School Infrastructure grant 848 Schools	16.96	-
	Teachers grant 2400 teachers	12.00	-
	Work Book for class-III&IV	8.60	
	Learning Book for all classes	28.36	-
14	Other programme		
	Alternative schooling	72.01	18.00
	ECE	52.89	13.22
	MIS	11.25	2.30
	Teachers training	12.56	3.00
	<b>Total</b>	<b>659.53</b>	<b>77.09</b>

Sl. No	Component /Activities.	2002-03	2003-04 Upto 30/6/2003
1	Salary of DPO and Staffs	30.30	7.60
2	Pension contribution & Leave Salary contribution of D,P.Os( all contractual)	Nil	Nil
3	Office Expenses, AMC, Telephones, AMC for machineries etc.	4.86	1.25
4	Salary of BRCCs	35.84	8.96
5	Pension Contribution & Leave salary Contribution for 1BRCC ( Pension 0.87 + Leave Salary 0.55 Lacs)	0.28	0.07
6	Arrear pay	Nil	Nil
7.	Programs under BRC component	10.00	2.50
8	Salary of CRCCs(130Nos)	132.60	33.15
9	Pension & Leave Salary Contribution for CRCCs( Pension 112.78 + Leave Salary 71.50 Lacs)	36.86	9.25
10	Arrear pay for CRCCs	-	-
11	Programme under CRC component	18.40	4.60
12	Civil Works		
	Already budgeted Rs. 841.16	-	-
	Spent till 31/12/2001 Rs. 415.51	-	-
	Committed Rs. 128.62	-	-
	Additional Amount to make CW 33.3% of original EFC Rs. 446.90	446.90	
13	School Infrastructure grant (1400) Schools	28.00	-
	Teachers grant 3000 teachers	15.00	-
	Work Book for Class III& Iv students	8.56	-
	Learning Books for all Classes	32.01	-
14	Other programme		
	Alternative schooling	60.00	15.00
	ECE	60.00	15.00
	MIS	11.70	2.50
	Teachers training	30.00	7.50
	Dev. of Karbi Language	23.80	6.00
	<b>Total</b>	<b>985.11</b>	<b>113.38</b>

<b>Cumulative all districts.</b>	<b>3276.61</b>	<b>391.36</b>
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# CHHATTISGARH

## **Objective 1: Learning, Completion & Quality**

### **Strategies to improve Retention & Completion rates**

**Active participation of VEC/ SMCs:** These grassroot level institutions are doing tremendous job to retain the child in schools. Some of the members take personal interest to see whether all the children are going to school or not.

**Distribution of Teaching- learning Materials:** As per the norms, the children are provided with free textbooks. The State Govt. is taking utmost care to distribute the textbooks well in time to children.

**Mass Mobilization Campaign:** In the beginning of the session, a mass enrolment drive has been successfully accomplished. In all the villages, the villagers took oath to send all the children to school regularly. To bring the girls to school regular " Mahila Shiksha Abhiyan", "Maa-Beti mela" & "Baal-Mela" etc were arranged.

**Improved Curriculum:** the textbooks are developed through participatory methods with the focus on incorporating the cardinal principles of promoting joyful, content-based, activity- based, environment friendly and contextual learning without sacrificing quality.

**Setting up of Resource Centres :** in every block & cluster for academic supervision and monitoring, Block & Cluster Resource Centres were established & made functional.

**Mid Day meals:** as per the scheme, the children are given the grain only if she or he has the satisfactory attendance. This has been regularly monitored through DPEP. In tribal areas children are provided with the cooked food. The state Govt. is doing efforts to supply the cooked food to all children from the next academic session.

**Padhna - Badhna movement :** inorder to make the community aware of the benefits of education, the Padhna-Badhna movement has been organized. This also made the teachers closure to the community. They started sending their wards to school & monitored the progress of their wards.

### **Role of community, teachers, VEC, parents, school heads & Children to improve retention & completion**

Sense of ownership of schools  
The Village bodies made accountable  
Door to door survey  
Monitoring  
Proper use of school grant  
Updating of Village Education Register

**Extent of repetition**

20-25%

**State policy on repetition & how far is it implemented**

The state follows the non-detention policy. In the EGS Schools, multi-level teaching is followed in which the children are moved to the next book only if the earlier one is complete. If children continuously can't get success in two successive attempts in some particular class, he is to join in a different school.

**Are children evaluated in each class at Primary level?**

Yes, the children are evaluated in each class. Infact, the teachers follow the continuous & comprehensive evaluation system. A system of periodic unit tests is put in place.

**Impact of non-detention policy**

The non-detention policy has reduced the dropout rate to a great extent. In order to prevent the negative aspect of non-detention policy, the weaker children are provided remedial measures through various strategies like extra care in the next session, peer tutoring or cooperative learning.

**Improvements in students evaluation**

Innovative techniques are being used for student evaluation. Children are provided with graded in the test exams. The results are declared in front of the community. The system of evaluation is inbuilt with the teaching-learning process. The teachers follow the assessment system to record the progress of child in class 1 - 3.

**How evaluation is used by teachers to help improve teaching-learning process**

Evaluation is used by teachers as a tool to evaluate their own work. They can easily identify the children who need special attention & design specific strategies for remedial teaching.

**Quality goals set in the state**

The state has set the goal to achieve the target of plus 25-30 from the baseline.

Ensure quality teaching with trained teachers

Quality textbooks.

Basic infrastructure made essential.

Decentralized management.

Effective Monitoring & Supervision mechanism.

**Further initiatives towards these quality goals**

Quality Improvement Programme.

Regular Academic Support.

Capacity building at various levels.

**What further gaps are intended to bridge**

Enhance the attendance of children.

Community partnership in school management.

To bring the positive work attitude among teachers.

### **How do they incorporate the lessons learnt from the earlier initiatives in Quality Improvement?**

Identification of local needs gives better outcome.

2. Initiatives to start the programme from the beneficiaries can develop ownership approach.
3. Curriculum suited to local needs pay rich dividends.
4. Community participation is possible if the project starts out based on local needs & conditions.
5. Appointing local teachers ensures regularity, better understanding.
6. Drawing professional groups into the educational challenge can build the capacity at various levels.
7. Decentralization, Collaboration/ Convergence & Partnerships are the keywords for the success of any project.
8. Sharing of experiences at various levels prevents failure.
9. Better use of available resources minimizes the costs.
10. Staff development is a powerful tool for classroom improvements.

### **On-going/ planned initiatives with respect of management & deployment of teachers**

Deployment of teachers through PRIs.

Local teachers preferred.

Deployment only on contractual basis.

Rationalization of teachers as per the PTR.

Provision of additional Gurujis on enrolment more than 50.

### **Improvements made in school management**

Decentralized Management.

Community partnership ensured.

Deprived Group & ladies given proper importance.

Use of software for management.

### **Improvements made in school supervision**

Strong networking for supervision of school related activities.

Community authorized to supervise the school-related activities.

### **Improvements made in educational administration**

Capacity building at different levels.

Collector as the Mission leader of the project.

District Project Office & Block Resource Centres in place.

State project office made fully functional.

### **Share evidence of increased teacher & pupil attendance**

Kasdol - a very Remote block in Raipur district, faced the problem of low enrolment & low attendance. The block coordinator, while visiting a school saw some children playing cricket instead of attending the school. Through discussion he found that most of them

were dropout & some were regular but didn't attend the school in order to play cricket. The BRC, with the help of community asked the children that if they want to play cricket in the school premises then they have to come to school regularly otherwise he will not allow them to play cricket. Later when the children started attending the school regularly, he got cricket kit in school from school contingency for these children.

In the same way, Gariaband, a tribal block, teacher absenteeism was a big problem. But when the responsibilities were given to the community, a lady who run a small tea stall used to see the timings of the teachers coming from the nearby town. She through her efforts made the teachers come to school regularly & in time.

#### **Has teacher absenteeism declined?**

Yes, to a great extent. It declined due to the community acting as a watchdog for the betterment of schools.

#### **Has deployment of teachers on non-academic task reduced?**

Govt. has issued orders from time to time in this regard. Lot of works has to be done in this regard.

#### **Evidence of community/ parents enabling higher student attendance**

In most of the villages were the community is aware of the benefits of education make efforts to send their children regular to school. In most of the villages in Chhattisgarh, children are engaged to look after the cattle grazing activities. When this problem was brought in front of the VEC, it arranged funds to make some unemployed youth to look after this activity so that children can attend the school regularly.

#### **Patterns of low achievement observed in certain categories of children**

Children who are irregular due to various reasons tend to show low achievement. Some mentally retarded children are also identified who show low achievement. Children in overcrowded classes where the teacher is not skilled to manage these types of classes also tend to produce low results.

#### **Strategies adopted to address these problems**

Identifying the schools, which perform below 30% results.

Specific & intensive monitoring of these schools by CRC/ BRC/ DIET/ B.Ed. College & Education Department.

Regular Academic Support to these schools.

Identifying the schools performing below 50% next year.

Organizing camps & other strategies to enhance the quality.

Focus on the low performing schools in a phased manner.

#### **Trends observed in learning achievements over the last 2-3 years**

During last 2-3 years, there is a regular monitoring & focus on the learning achievement related issues. Special programmes were implemented in schools, which performed low results. The achievements of students are regularly increasing. The efforts in this field were tested during the recently conducted TAS. The results of TAS suggest that there has

been a great improvement in the achievement levels of learners. The test was applied on the students of class I and class IV.

#### **What does the analysis of these trends reveal?**

The analysis of the results of the various evaluation presents a clear picture of students competencies in different levels. Most of the children are weak in Maths & English. The reason for this is the lack of teachers competencies in this subject. All the DIETs are conducting studies under School Improvement Programme. Through their study we are getting the detailed analysis of the learning achievement.

The analysis of the results of TAS is in progress.

#### **What strategic directions the programme as a consequence of this analysis has adopted?**

The SPO has decided to impart need- based training in the state. A meeting of the Principals DIET was taken in this regard. The SPO met the experts from NCERT & studied the report of the need-based training. A state specific question paper is designed & being tried out on the teachers in all the districts. This will give an idea of the gaps & all the DIETs will design the training programme as per the gaps identified.

#### **School-community / VEC linkage**

Take active participation in DPEP related activities like enrolment, retention, girl education & women development programmes etc. Day to day problems are solved with the help of this linkage. Community ready to provide all sort of help for the betterment of school.

#### **Difficulties identified in proper networking**

Inactiveness of the elected Committee.

Poverty of the community.

Engaged in livelihood activities.

Lack of leadership quality in teachers to seek cooperation.

#### **Changes brought about in the strategies used**

Janbhagidari Samitis to be formed in the state.

Community partnership in place of participation.

School Committee made accountable.

#### **Benefits through these linkages**

Better supervision of schools.

School related problems could be solved at the local level.

Ownership Approach developed.

#### **How this linkage can be sustained?**

The DPEP experiences have shown that this grassroot component is the easiest one to be sustained in the future without any financial burden. In fact this can divert or bring resources to schools itself. The community once made aware of their role in a proper way can sustain the efforts for the betterment of the school.



**Impact of CRC/ BRC on the quality of teaching-learning process**

Regular sharing of ideas.

Academic support through these institutions.

On the job training.

Guidance in a nearby place.

Functioning as sub- DIET.

**Impact of CRC/ BRC on achievement**

After the formation of these structures in the grassroot level a close monitoring of school related activities are possible. The progress or achievement of students can be easily monitored. The CACs & BRCCs can provide remedial measures for different academic problems or seek guidance through DIET. They also provide on the site training to teachers & assess the achievement of students. These all support activities have increased the achievement level of students.

**Impact of CRC/ BRC on overall school quality**

DPEP activities are possible to be monitored closely with the help of these Institutions. The capacity of these institutions is regularly built to look after the overall quality of schools. They support, suggest the various academic issues & solve the administrative problems through networking.

**Planning, management & Supervision****Steps taken to build capacity in the area of Planning & Monitoring**

The DPEP related human resources were provided regular inputs to build their capacity either through direct training cum orientation or with the help of media.

**Implementation as per the Annual Plan in this regard**

during last few years due to the lack of fund or delay in getting the funds , implementation of some of the programme component is slightly delayed.

**Linkages established with the Panchayati Raj Institutions in planning & management of primary schools**

The PRIs take active participation in different school related activities. They are actively involved in micro-planning exercise & support the day to day activities of the schools.

**Are there still areas of duplication / non-convergence?**

No

**areas covered under micro-planning**

Opening of schools, required number of teachers, strategies to enroll & retain the children in schools, use of school Contingency, Community partnership, teacher & student attendance etc.

**Coordination & leadership ensured in micro-planning exercises**

There is coordination at every level during the micro-planning exercise whether it is state or the district. Training for the DPEP staff is provided on how to take the help of the PRIs or the community members during micro-planning exercise.

**To what extent micro-planning vision get reflected in the state level plan of DPEP?**

The micro-planning exercise gives a clear-cut picture of the needs & demand of the community. They are compiled at every level. Efforts are done to respect the demand of the community but to some extent like issues related to Ceiling, norms, the district level planning group has to moderate the outcomes of the micro plans.

**Comment on the nature , quality & extent of data available for micro-planning**

They are quite relevant.

**Monitoring mechanism at CRC & BRC level**

CRC monitors the schools under his cluster minimum twice in a month & the BRC observes some of the schools of his block. Effective feedback mechanism is in the process of development for better output of these monitoring system. A new software to address this is in pipeline and will be implemented in the coming session.

**Meetings held at CRC/ BRC level during the year**

Monthly meetings are held.

**How realistic is the Annual Work Plan of DPEP?**

As the Annual Work Plans are prepared by the district functionaries & there is a pressure to accomplish the goals as per the Annual Work Plans, they are realistic & need based. In the year 2001-02, however, because of lack of fund the implementation has been delayed.

**Shortfalls in achievements**

Delay in completion of civil works.

**Possible explanations**

Lack of funds

**Has the shortfall been often repeated. If so the reasons?**

No

**Role of DIET/ SCERT in achieving the academic/ capacity building goals of DPEP**

DIETs have been given the goals of teachers training & monitoring of academic issues. They have trained the number of teachers as per the perspective plan. They have also worked in the area of capacity building of different DPEP related functionaries. DIETs & SCERT has to work more in the area of strong monitoring & feedback mechanism.

**Constraints & Achievements in the above area**

Monitoring & feedback mechanism, self initiative capacities, capacity to develop local specific material & identify local needs.

**Indicate the present state of SIEMAT**

no decision as regards the formation of SIEMAT has yet been taken.

**Do you find any lacuna in training & Capacity building that has affected the implementation of the programme ?**

Need for the training in the area of action research, need based training programme designing. It has been felt that in the training modules enough place and emphasis should be given for bringing change in teachers' attitude. These areas are worked out by the State Project Office.

**Sustainability**

**Has the sustainability plan prepared?**

No, however a study for the effect has been planned. The study will begin in the month of May and will submit its finding to the state government in 2 months duration. A committee then will give its recommendations on the basis of the study report.

**Has it been approved by the state Govt.?**

A committee has been formed to make the sustainability plan.

**What are the institutions, interventions, processes, structures & systems set up in DPEP that would be sustained after the project period?**

The decision will be taken on the basis of the report of the study. However, the state government, as per MoU is prepared to sustain the PS and other interventions which can't be covered under SSA.

**How they would be sustained?**

Decided only after the plan is finalized.

**What are the financial implications for sustaining these?**

Decided only after the plan is finalized.

**Does the sustainability plan spell out strategies & interventions to present a comprehensive plan to achieve UPE?**

Decided only after the plan is finalized.

**Whether it is proposed to transfer permanent liabilities - like salaries of SIEMAT staff, BRC/ CRC Coordinators etc. - to the non-plan expenditure of the state?**

Decided only after the plan is finalized.

**Whether a transition plan has been prepared?**

No

# GUJARAT

## Objective 1 – Learning, Completion and Quality

- **What strategies have been adopted to improve retention and completion rates? How are these suited to the needs of those children? Who are more likely to drop out? What roles, if any, have the following enabled to play towards this improvement – community, VEC, parents, teachers, school heads and children themselves?**
  - Upgradation of schools with Std.I to Std.V and schools with Std.I to Std.VI.
  - Students are issued migration certificate to continue/complete their studies at the place of migration.
  - Girls specific AS centres have been opened in remote and small habitations.
  - During 2001-02 against a target of 2870 Bridge course centres 2659 Bridge course centres (1259 in Banaskantha, 1385 in Panchmahal and 115 in Dang) have been opened since June 2002 covering 49500 irregular children.
  - A total of 5 personnel from GCERT, SPO, DIET participated in the capacity building training in how to organise teleconferences. A 3 day training programme was held in collaboration with DECU-ISRO, Ahmedabad and DEP, IGNOU, New Delhi.
  - A multi-media package involving 6 Self Instructional Material, Audio Cassette manual and 3 Content based Audio cassettes (Class I to V) containing Group songs, Drama etc. have been developed and distributed in all the schools of DPEP districts. A total of 108 MTs were prepared who in turn trained approx. 6443 primary teachers (645 in Dang and 2500 in Banaskantha)
  - 9 Video programmes based on hard spots of Maths, Science and English of Class V have been produced and will be duplicated for distribution till CRC level which will be ultimately utilized in teacher training interventions.
  - Women's group meeting and Sammelans were organized in which participants were urged to look into the fact that the children have enrolled should appear in the examination and get promotion to the next class. Special mobilization campaigns were launched in Dangs and tribal pockets of Banaskantha and Panchmahal to improve retention among children belonging to ST, SC and children with special needs.
  - VEC, MTA, PTA meetings organised in all three districts to review issues related to retention and completion of primary cycle, particularly of children belonging to special groups viz., ST, SC and girls.
- **Please share evidence, if available, of increased teacher and pupil attendance. Has teacher declined? Has deployment of teachers on non-academic tasks reduced? Is there evidence of the community/parents enabling higher student attendance?**
  - Attendance registers for students as well as teachers are maintained. If the child is absent for four consecutive days, a home visit is made by the teacher to find out the reasons. Similarly, if the teacher is absent without leave, deduction from salary is made..
  - Gujarat has been following a transparent transfer system for teachers. Every year camps are held for in for block and inter-district transfer of teachers. Due

to this teachers have got the benefit serving their native schools or schools within a short distance. This has reduced significantly teacher absenteeism.

- Teachers deployment in non-academic task has not reduced.
  - VEC, MTA and PTA members are regularly monitoring student attendance registers in the schools.
  - MTA/PTA members meet the parents of irregular children and convince them to send their wards to school regularly.
- 
- **Please write on school-community/VEC linkages established, the process adopted for the purpose, the difficulties identified and resultant changes brought about in the strategies used, the perceived benefits to have accrued through these linkages, and how these are now envisaged to continue grow.**
    - DPEP Gujarat has set up 3043 VECs with representation of SC/ST and OBCs and women. A total of 22009 VEC members have received training. These local bodies have been delegated specific powers, functions and resources under DPEP. Active cooperation is extended by these institutions to specials in planning, implementation and monitoring.
    - VECs have either undertaken or assisted the advocacy and environment building for enrolment, retention and reduction in dropout.
    - Active role of VEC in planning, implementation and monitoring of village school.
    - Regular checking of attendance register.
    - VECs are effectively using school improvement grant.
    - VECs have generated large contributions, both in cash and kind, for providing physical and educational infrastructure in schools.
    - VECs have been given the power to appoint Balmitras for Alternative Schools. The Supervision of the same has been delegated to them.
    - VECs, MTAs and PTAs in their regular meeting review issues related to retention, particularly of girls and ST, SC students, who have a greater chance of dropping out.
    - Feedback from the field has shown encouraging indications of community participation in primary education. Community, which earlier was indifferent to school, is very much ready to take a proactive stand in shouldering some of the responsibilities of school management.
    - Convergence with Panchayat has been achieved. The Panchayats are diverting funds towards construction of school boundary walls, constructing urinals and drinking water facility.
    - VECs, MTAs and PTAs have been playing an important role in bring about an attitudinal changes in parents/ community toward basic education especially on education of girls. They have been playing a commendable role with regard to regular attendance of teachers, students in schools.
    - Taking the leaf from the Phase II districts. VECs have been constituted presently; training of VECs is in progress in 6 phase IV DPEP expansion districts. Given their role and importance, all capacity building training will be imparted to the VECs so that they could deliver their responsibilities to the best of their abilities.
  
  - **What is the extent of repetition? What is the state policy on repetition and how far is it being implemented ? With what outcomes. If the state policy does not allow repetition in primary and all children are being promoted, is it**

lending to poor quality? And what is being done to address this (e.g. emphasizing that non-detention is not equal to non-education)?

**Repetition rate : Dangs**

Classes	1997-98		1998-99		1999-2000		2000-2001	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
I	22	24	29	32	34	33	33	36
II	20	21	18	21	18	21	19	20
III	18	20	20	20	16	16	17	19
IV	18	18	18	19	16	16	15	15
V	13	11	16	13	12	12	16	16
Total	19	20	21	23	21	22	21	23

**Panchmahals**

Classes	1997-98		1998-99		1999-2000		2000-2001	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
I	25	26	26	28	21	23	20	21
II	18	20	15	17	13	14	13	14
III	17	17	14	15	12	13	12	13
IV	13	13	11	12	10	11	10	11
V	16	15	15	14	12	11	12	11
Total	19	20	17	19	14	16	14	15

**Banaskantha**

Classes	1997-98		1998-99		1999-2000		2000-2001	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
I	22	22	31	37	24	27	23	26
II	14	14	12	13	14	16	12	15
III	17	16	16	16	14	14	16	17
IV	17	15	15	14	13	12	10	9
V	14	11	14	12	13	11	9	9
Total	18	17	19	19	16	18	15	17

- The state policy does not allow repetition in class I & II and all children are being promoted on the basis of 80% attendance. However, quarterly assessment comprising of oral tests, activity test is taken in format, hence, quality is ensured.
- The state has set a 25% more achievement level of students in 5 years than baseline assessment level.

**Initiatives taken up by the state are:**

1. Textbook reforms.
2. English workbook.
3. Teleconference
4. Orientation training headmaster
5. Metric Mela
6. Training if MTs to carryout
7. 33 action researches, case studies

8. Multi-standard and subjects (MSS) training for Std. IV & V teachers
9. Content based supplementary material in local dialects viz., Adivasi, Bhili and Dangi developed and distributed in all tribal area schools.

• **What is the perceived impact of CRCs and BRCs on the quality of teaching learning processes, achievement and over all school quality?**

**Perceived impact of CRCs :**

1. Solved subject wise hard spots faced by teachers.
2. Implementing various training programmes at the school and community level.
3. Ensured the regular attendance of students and teacher.
4. Ensured a conducive learning environment at school including physical facilities, TLM etc.
5. Monitored the effective utilisation of school grant and teachers' grant.
6. Supervising timely completion of syllabus on equipping the Std.I to various teachers on specialized subjects and various methods of content based teaching.
7. Ensuing classroom teaching child centered, joyful and effective
8. Facilitated the preparation of TLM and ensuring their demonstration at the cluster level.
9. Facilitated the creation of learning corners in schools
10. Supported teachers in preparing action research proposal.

**Perceived BRC impact**

- Organising various need based residential training programme
- Provided subject wise orientation for English, Mathematics, EVS and Social Science.
- Provided training on new syllabus of activity based joyful learning
- Academic supervision and guidance at CRC level.
- Organised TLM exhibition at BRC level.
- Organised group redressal of hard spots of various subjects at CRG meeting: Introduced various teaching methods and solving hard spots through demonstration lessons.
- Organized science fair, metric mela and Balmela at BRC level.
- Organized CRC cross visits/exposure visits, where CRCs/teachers shared the subject expertise and special skills.

Both BRCs and CRCs are functioning effectively and discharging their responsibility with efficacy which has resulted in improved teaching learning process, achievement and overall school quality.

**Objective 2 - Equity**

- **Specify groups of children for special support with reference to access and retention.**  
Groups of children requiring special support with regard to enrolment and retention include SC, ST, girls and children with special needs.
- **What special initiatives have been taken to reach out to these categories of children:**

- 248 new schools have been constructed
  - A total 2082 back-to-school centres under AS system have been opened enrolling 49422 out of school children.
  - Two video programmes involving the training of AS Balmitras at AS centres and community mobilization for Alternative Schooling have been developed and will be duplicated and distributed till CRC level.
  - “A success story of Natubhai Patel : a visually impaired teacher”
  - To increase the awareness of general teachers about different areas of disability IED cum teleconference was organised at 19 receiving centres imparting training to approx. 9500 primary teachers including BRC, CRC Co-ordinators. The teleconference covered even the Phase IV six expansion districts of DPEP.
  - A video programme on use of various teaching aids of IED involving HR, MR, VI has been produced and will be duplicated to distribute at CRC level.
  - 3 Video programmes in Gender Awareness, Gender sensitization and use of TLM from gender perspective are developed and will be distributed.
- **What strategy is being followed with regard to tribal children. Specify the targets in physical and financial terms. Please identify the constraints in achieving the targets and ensuring the quality of interventions.**
    - As many as 1210 Tribal-specific AS centres have been opened under Back-to-school programme enrolling 25623 out of school children out of which 13823 were girls.
    - To ensure quality of interventions, dictionaries, glossaries of local words, contextual literature, have been developed to improve quality of teaching content-based supplementary material in local dialects, viz., Adivasi in Banaskantha, Bhili in Panchmahal and Dangi in Dangs using local context were printed and distributed in all the schools of tribal areas of three DPEP districts.
    - Local ward glossaries were supplemented as per the contents of new textbooks.
    - Tribal songs, folk tales, legends and riddles from oral traditions are increasingly used in classroom transaction.
    - Newly recruited Vidhyasahayaks and teachers transferred from non-tribal area schools were trained on pronunciation of local words these included in local word glossaries developed by DPEP.
    - Two Video programmes such for community mobilization and classroom transaction in Bhili language were developed. The content of the letter includes dramatization of songs involving interaction of a child with different birds. Viz. Picklock, Parrot, Sparrow, Pigeon etc.
  - **State situation regarding the availability of teachers/para-teachers in tribal and other special attention areas. What steps have been taken to overcome the problems and shortages if any?**
    - In tribal areas Back-to-school centres have been opened under Alternative Schooling system local AS ‘Balmitras’ are running these centres. There is no shortage of such local teachers and no problems have been faced by the state in deployment of ‘Balmitras’.



- **Has any evaluation or assessment been made about the interventions under DPEP aimed at Urban-deprived, Scheduled Caste, tribal and other categories of disadvantaged children. What indicators have been used in assessing the issues of quality education and equity?**
  - No evaluation or assessment been made in this regard.
  
- **Outline the steps taken to achieve gender equity. Please substantiate the trends by figures of enrolment and retention of girl students.**
  - a) **Mobilization** : Community mobilization campaigns such as Thakore, Rabari, Rajput, Choudhary, Macchi, Muslim Jagirdar Sammellans, Maa-Beti Melas, Mahila Sarpanch Sammellans on those related to girls enrolment and retention.
  - b) **Pedagogical** : Removal of gender stereo types from textbooks.
  - c) **Gender sensitization training** : Gender sensitization training imparted to male and female teachers, BRC, CRC Co-ordinators, MTA members and Panchayat members etc.
  - d) **Development of Gender Awareness Module and materials** : Various Gender awareness and training modules and materials (Posters, handbook, brochures) have been developed and distributed for imparting gender sensitization training.
  - e) **Gender Focus Area approach**: Gender Focus Area Approach has been adopted to focus attention in those Blocks, Clusters, Villages and Schools with poor enrolment and retention rates.
  - f) Networking with ICDS and Mahila Samkhaya.
  - g) Opening of ECCE-AS centre to relieve elder girls form taking care of younger siblings and household action.
  - h) Opening of girl specific-AS centres.
  
- **What efforts have been made to integrate children with disabilities into the mainstream? Please give details of the activities to harmonize such efforts with IED.**
  - Thirteen Resource teachers in all 23 blocks have been filled.
  - Parents of disabled children in VEC in 2511 villages, all of whom have undergone training.
  - Posters and awareness material on VI, HI and MR have been developed, printed and distributed in 3 project districts.
  - VEC, MTA, PTA and Parent councils organising meeting to discuss various disabilities related problems and their remedies.
  - Under the centrally sponsored IEDC scheme implemented by IEDC Cell, GCERT, the NGOs were assigned the responsibility of identification, categorization, quantification and certification of children with special needs. Certification has already completed who will be provided with aids and appliances.
  - Master Trainers' Training module and Teachers' Training module were developed and distributed in schools of DPEP districts to enable the teachers to design co-ordinators activities, content-based teaching methods to suit the needs of children with special needs.

### Objective 3 – Planning, Management and Supervision

- **What steps have been taken for capacity building in the areas of planning and monitoring? What has been planned and provided in the annual plan and what is the achievement?**
  - The Annual Plan (2001-2002) was prepared through a participatory process involving the structures from the village community level, onwards. The plans have taken into account findings of micro-planning exercise and various studies conducted at district and block levels. EMIS data for 2000-2001 has also been used for developing strategies.
  - **Achievement :**
  - 2816 Bridge course centres have been opened during year 2001-2002 against a target of 2600 in Banaskantha, Panchmahal and Dangs for mainstreaming temporary migrating children.
  - Retention and quality improvement are the focus areas of this year. Community mobilization campaigns such as Muslim Jagirdar Sammellan in Banaskantha MTA cross visits, in 22 CRCs of 4 Gender Focus Blocks viz., Palanpur, Deesa regular meetings women groups (547) in Gender Focus Areas in Panchmahal, sensitization training of MTA members and Women group through hand book and a set of 12 posters in Gujarat are some of the major interventions for improving retention.
  - Gender awareness programme, Sarpanch Sammellans, Maa-Beti Mela were organised. Parent awareness programme held at Satsana Village of Zat CRC in Dhanera blocks in district Banaskantha where retention was a problem especially that of girls.
  - To encourage girls for completing the primary cycle, an innovative strategy has been implemented in which the girls with highest percentage of mark from each CRC is awarded with a medal and a certificate.
  - Metric mela was organised in tribal focus of Radhanpur, Palanpur and Danta blocks in district Banaskantha.
  - To strengthen the student evaluation, both internal and half-yearly and early examination for Std III to Std.V. Each CRC has prepared a content and competency based evaluation paper and used for evaluation. Grading system, oral test, proficiency in activity based learning are some of the mechanisms used to measure the levels of learning by the students of Std.I & II.
  - Capacity building of teacher, BRCs and CRC and DIET lecturers was one of the focuses of AWP&B 2001-2002.
  - Teleconference on teaching of English in Std.V involving 4 basic skills viz., listening, speaking, reading and writing imparting training to a total of 14835 of Class V English teachers in 5 district through 50 receiving centres.
- **What linkages have been established with Panchayat Raj institutions in Planning and management of primary education ? Are there still areas of duplication / non-convergence.**
  - Sarpanch is the chairman of VEC
  - Sarpanches as VEC Chairman, 'Talati', Mahila Sarpanches, youth groups, active women group were involved in DPEP's planning at village level.
  - Mahila Sarpanch Sammellans organised to make them an active part of Micro-planning process.
  - However, areas of convergence need to be strengthened further.

- **What all areas generally covered under micro planning ? How is co-ordination and leadership ensured in micro planning exercises? To what extent does the micro-planning vision gets reflected in the State level plan of DPEP ? Comment on the nature, quality and extent of data available for micro planning.**

Areas under micro planning covers, opening of AS centres, gender related intervention in Gender Focus Areas, IED intervention, enrolment and retention etc. Effective co-ordination was established from the district down to the school level. Data generated from household survey was extensively used to enlist the number of children to be enrolled, number of AS centres to be opened and physical infrastructures to be provided.

Micro planning in 2221 villages in Panchmahal, 32 villages in Dangs and 48 villages in Banaskantha has been completed. Data generated at village, CRC, BRC and district level have been consolidated.

- **Indicate clearly the monitoring mechanism at the CRC and BRC levels. How many meetings are held at CRC and BRC level during the year.**

**Monitoring at CRC level:** Weekly meeting (Friday) by teachers of various states is being held at the CRCs. Schedule of the meeting is as under.

1<sup>st</sup> Friday : Std. I & II

2<sup>nd</sup> Friday : Std. III & IV

3<sup>rd</sup> Friday: Std.V

4<sup>th</sup> Friday: Std. VI & VII and final consolidation of the training

programmes.

Coverage of monthly syllabus, content discussion, locating hardspots and addressing those through demonstrating lessons by the subject experts from the Cluster Resource Groups are the focus areas of the monthly meetings.

**Monitoring at BRC level:** Monthly meetings of BRCs are held regularly during which the interventions undertaken were assessed, hardspots are addressed and future training interventions decided.

- **What is the efficacy of the MIS how being followed?**
- The MIS unit maintains desegregated data on Gender, ALS, Tribal Education which are being used for planning.
- **How realistic is the annual plan of DPEP? If there had been shortfalls in achievements. What are the possible explanations? Has this shortfall been often repeated and if so have the reasons been identified?**
  - Efforts are being made to make the annual plan as much realistic as possible, if any activity is left out in the AWP&B are taken up in the following AWP&B as spillover activities.
- **How effectively have been the various interventions mentioned? Please state the reasons for shortfall under each major item?**
  - Regular visit by the concerned OICs from SPO to district
  - OICs from district make visit to the Block Cluster level to monitor and supervise various interventions.
  - BRCs and CRCs meet in regular interval to discuss the ongoing interventions and decide on future strategies.

- **What role have SCERT and DIETs played on achieving the academic and capacity building goals of DPEP? What are the constraints and achievement?**
  - GCERT has been playing an important role in monitoring the quality of modules prepared by different DIETs. It has been taking initiatives in designing new types of programmes, such as training of Head masters for School management, addressing the needs of specific target groups, e.g. education of adolescent girls etc.
  - Besides training at the district level DIET faculties are involved in the text book development process. They have the responsibility of creating teachers' training modules and preparing Master trainers under DPEP. DIET faculty is represented in the SRG and DRG and also with the BRGs that are being set up. Each DIET faculty member is linked with one block as a liaison officer, and he/she is expected to provide guidance to BRCs and CRCs.
  - DIETs in Gujarat has taken pioneering steps in giving DIETs the freedom to design their own district specific teacher training modules. DIETs in Gujarat prepare their own modules for different types of training, including new initiatives such as Vidyasahayak programme. There is a sharing of training modules between DIETs.
- **Indicate the present state of SIEMAT and elaborate its role.**
  - The issues of setting up GIEMAT (SIEMAT) is pending with the State Government. The P&M Unit at the State level is strengthened with filling of OIC and Asst. OIC, P&M.

#### **Objective 4 – Sustainability**

- **Has the sustainability plan been prepared ? Has it been approved by the State Government ? &**
- **What are the institutions, interventions, processes, structures and systems set up in DPEP that would be sustained after the project would be sustained? What are the financial implications?**
  - The Government of Gujarat has agreed to continue to maintain the essential activities of the project beyond the project period. Gujarat has found several of the DPEP innovations useful and has done statewide. DPEP structures have extended the decentralisation of educational responsibility right down to the communities. BRC & CRC structures have been found to be useful in offering local teacher support and have now been created in non-DPEP districts those come under SSA. Similarly VECs, MTAs and PTAs have been formulated in all the districts including Ward Education Committees in urban areas.
  - With SSA being implemented in remaining the non-DPEP districts and Phase II DPEP districts with the due participation from the State Government, the issue of sustainability is solved. This means, the institutional structures and systems evolved over the years will be sustained. As per the SSA, the sharing arrangement during IX plan is 85:15, 75:25 sharing arrangement during X plan and 50:50 sharing thereafter between the central and the State Government, which the State Government has accepted.

## Objective 5 – Status of programme implementation

### Construction of New school:

District	Targeted	Completed	In Progress
Banaskantha	133	131	2
Panchmahal	111	108	3
Dangs	9	09	0
<b>Total</b>	<b>253</b>	<b>248</b>	<b>5</b>

### Additional classrooms:

District	Targeted	Completed	In Progress
Banaskantha	110	108	2
Panchmahal	168	164	4
Dangs	68	67	1
<b>Total</b>	<b>346</b>	<b>339</b>	<b>7</b>

**Toilets and Urinals:** Schools, having 1 to 7 standard but without toilets and urinals, have been provided with the same. All the new schools have been provided with toilets and water supply as they are in remote areas with difficult access. The status is as under:

District	Targeted	Completed	In Progress
Banaskantha	357	354	3
Panchmahal	364	364	0
Dangs	138	138	0
<b>Total</b>	<b>859</b>	<b>856</b>	<b>3</b>

### Construction of Buildings for BRC:

Under DPEP, the construction of buildings for 18 BRCs have been completed in the three existing projects districts. So far, the construction of buildings of 10 BRCs in Panchmahal, 7 BRCs in Banaskantha and 1 BRC in Dangs has been completed. The construction of building for 1 BRC in Banaskantha is at slab level.

### Repair

District	Targeted	Completed	In Progress
Banaskantha	354	354	0
Panchmahal	391	391	0
Dangs	188	188	0
<b>Total</b>	<b>933</b>	<b>933</b>	<b>0</b>

As shown above, all the targeted 933 repair works have been completed.

- **Category-wise and district-wise expenditures (a) What were the project's original budget allocations for the different categories of expenditure and what is the year-wise expenditure to date on these different categories, district-wise. (b) What are the factors responsible for shortfall or reallocations within categories, if any. Again a separate table for the new districts in the DPEP I states (even if expenditure to date is 0) could be provided.**
  - Projects original budget allocations for the different categories of expenditure statement year-wise and district-wise is furnished as under:

**Year-wise consolidated expenditure statement (SPO+BK+PMS+Dangs)**

**(Rs. In lacs)**

Category	Project Budget	Expenditure						Total (Upto Feb' 2002)	Percent of Budget Expended
		Year1	Year2	Year3	Year4	Year5	Year6		
		1996-97	1997-98	1998-99	1999-2000	2000-2001	2001-2002		
							(Upto Feb2002)		
Civil Works	1934.30	3.71	222.60	402.38	596.59	647.37	232.05	2104.70	108.81
Equipment, Vehicles & Furniture	2314.11	159.25	271.07	258.62	781.22	495.17	356.52	2321.85	100.23
Consultant	127.60	0.89	2.22	3.35	4.85	18.60	1.97	31.88	24.98
Fellowships, Training	1903.96	9.45	194.65	128.82	264.60	292.39	48.41	938.32	49.28
Incremental Staff salaries, Honoraria and O&M Costs	3287.50	19.06	343.76	973.72	900.44	1000.76	887.01	4124.75	125.47
<b>Total</b>	<b>9567.47</b>	<b>192.36</b>	<b>1034.30</b>	<b>1766.89</b>	<b>2547.70</b>	<b>2454.29</b>	<b>1525.96</b>	<b>9521.50</b>	<b>99.52</b>

Expenditure data (State Project Office, SPO)

(Rs. In lacs)

Category	Project Budget	Expenditure						Total (Upto Feb' 2002)
		Year1	Year2	Year3	Year4	Year5	Year6	
		1996-97	1997-98	1998-99	1999-2000	2000-2001	2001-2002	
							(Upto Feb2002)	
Civil Works	115.00	3.71	3.23	1.32	5.35	9.32	10.00	32.93
Equipment, Vehicles & Furniture	200.20	35.80	30.72	15.33	124.43	51.46	4.00	261.74
Consultant	75.00	0.89	2.22	3.35	4.85	15.61	1.97	28.89
Fellowships, Training	186.06	7.83	17.93	15.44	76.32	16.62	7.21	141.35
Incremental Staff salaries, Honoraria and O&M Costs	154.80	13.22	47.08	96.48	108.39	130.05	71.72	466.94
<b>Total</b>	<b>731.06</b>	<b>61.45</b>	<b>101.18</b>	<b>131.92</b>	<b>319.34</b>	<b>223.06</b>	<b>94.91</b>	<b>931.86</b>

Expenditure data (Banaskantha)

(Rs. In 'lacs)

Category	Project Budget	Expenditure						Total (Upto Feb' 2002)
		Year1	Year2	Year3	Year4	Year5	Year6	
		1996-97	1997-98	1998-99	1999-2000	2000-2001	2001-2002	
							(Upto Feb2002)	
Civil Works	837.50	-	119.09	153.93	276.11	226.76	112.77	888.65
Equipment, Vehicles & Furniture	1065.61	65.28	84.50	88.31	245.10	184.35	134.91	802.45
Consultant	8.00	-	-	-	-	1.77	-	1.77
Fellowships, Training	752.39	1.09	56.95	52.69	98.49	115.11	15.30	339.63
Incremental Staff salaries, Honoraria and O&M Costs	1278.99	1.99	98.39	353.05	333.93	360.72	328.45	1476.53
<b>Total</b>	<b>3942.49</b>	<b>68.36</b>	<b>358.91</b>	<b>647.98</b>	<b>953.63</b>	<b>888.71</b>	<b>591.42</b>	<b>3509.02</b>



## Expenditure data (Dang)

(Rs. In lacs)

Category	Project Budget	Expenditure						Total (Upto Feb' 2002)
		Year1	Year2	Year3	Year4	Year5	Year6	
		1996-97	1997-98	1998-99	1999-2000	2000-2001	2001-2002	
							(Upto Feb2002)	
Civil Works	223.30	-	13.65	46.48	53.61	64.68	42.77	221.19
Equipment, Vehicles & Furniture	161.34	11.71	27.04	14.50	41.00	32.12	20.89	147.26
Consultant	34.60	-	-	-	-	1.12	-	1.12
Fellowships, Training	280.52	-	14.40	14.99	18.44	26.33	5.59	79.75
Incremental Staff salaries, Honoraria and O&M Costs	213.23	1.60	39.74	84.20	61.33	57.74	52.26	296.87
<b>Total</b>	<b>912.99</b>	<b>13.31</b>	<b>94.83</b>	<b>160.17</b>	<b>174.38</b>	<b>181.99</b>	<b>121.51</b>	<b>746.19</b>

Expenditure data (Panchmahal)

(Rs. In lacs)

Category	Project Budget	Expenditure						Total (Upto Feb' 2002)
		Year1	Year2	Year3	Year4	Year5	Year6	
		1996-97	1997-98	1998-99	1999-2000	2000-2001	2001-2002 (Upto Feb2002)	
Civil Works	758.50	-	86.64	200.64	261.51	346.61	66.51	961.94
Equipment, Vehicles & Furniture	886.96	46.46	128.81	140.48	370.68	227.24	196.73	1110.40
Consultant	10.00	-	-	-	-	0.10	-	0.10
Fellowships, Training	684.99	0.53	105.36	45.70	71.35	134.33	20.31	377.58
Incremental Staff salaries, Honoraria and O&M Costs	1640.48	2.25	158.56	440.00	396.78	452.25	434.58	1884.42
<b>Total</b>	<b>3980.93</b>	<b>49.24</b>	<b>479.37</b>	<b>826.82</b>	<b>1100.32</b>	<b>1160.53</b>	<b>718.12</b>	<b>4334.40</b>

- **Flow of funds : (a) Has the flow of funds from the GOI/State to the Society and from the Society and from the Society of the districts been timely and sufficient? (b) Has the 15 percent state share been contributed?**
  - Flow of funds from GOI/State to the Society has been released from time to time and is sufficient. Release of funds from Society to the districts is timely and sufficient. The timely release of 15% state share has contributed towards smooth implementation of the project. The details of funds released by the GOI and the State Government since the inception of the project is as under.

#### **Funds released from GOI**

<b>Date</b>	<b>Amount in Rs.</b>
30-Jan-96	5,000,000.00
7-Feb-97	46,867,000.00
30-Sep-97	53,200,000.00
31-Mar-98	52,400,000.00
30-Dec-98	100,000,000.00
3-May-99	70,000,000.00
17-Nov-99	100,000,000.00
29-Mar-2000	30,000,000.00
28-Apr-2000	20,000,000.00
31-May-2000	70,000,000.00
3-Jan-2001	50,000,000.00
5-Mar-2001	100,000,000.00
6-Jun-2001	70,000,000.00
<b>Total</b>	<b>767,467,000.00</b>

#### **Funds released from GOG**

<b>Date</b>	<b>Amount in Rs.</b>
12-May-97	22,500,000.00
4-Oct-97	11,250,000.00
1-Jan-98	11,250,000.00
2-Apr-98	15,000,000.00
27-Oct-98	19,500,000.00
10-Dec-98	3,000,000.00
22-Feb-99	7,500,000.00
29-Jul-99	10,000,000.00
26-Oct-99	1,667,000.00
24-Nov-99	3,333,000.00
31-Jan-2000	1,667,000.00
8-Mar-2000	3,333,000.00
28-Aug-2000	6,902,000.00
4-Sep-2000	5,000,000.00
7-Sep-2000	3,098,000.00
12-Sep-2000	5,000,000.00
28-Sep-2001	12,500,000.00
25-Feb-2002	1,000,000.00
<b>Total</b>	<b>143,500,000.00</b>

- **Utilisation of balance funds: Whether funds are available in DPEP I and II till project closing. Please provide a table with projected expenditure and rationale for this expenditure for each district for the remainder of the project period. This could be provided separately for the new districts in the DPEP I states.**

**Projected Expenditure (Banaskantha)**

Category	Total (Upto Feb'2002)	March 2002	2002-03	UPTO June2003
Civil Works	888.65	10.00	110.00	51.06
Equipment, Vehicles & Furniture	802.45	13.00	135.00	125.84
Consultant	1.77	0.00		
Fellowships, Training	339.63	1.50	10.00	26.47
Incremental Staff Salaries, Honoraria and O&M Costs	1476.53	25.00	325.00	145.13
<b>Total</b>	<b>3509.02</b>	<b>49.50</b>	<b>580.00</b>	<b>348.50</b>

**Projected Expenditure (Panchmahals)**

Category	Total (Upto Feb'2002)	March 2002	2002-03	UPTO June2003
Civil Works	961.91	5.00	60.00	17.75
Equipment, Vehicles & Furniture	1110.40	25.00	150.00	37.13
Consultant	0.10	0.00		
Fellowships, Training	377.58	15.00	15.00	3.03
Incremental Staff Salaries, Honoraria and O&M Costs	1884.42	200.00	450.00	88.13
<b>Total</b>	<b>4334.40</b>	<b>245.00</b>	<b>675.00</b>	<b>146.04</b>

**Projected Expenditure (Dang)**

Category	Total (Upto Feb'2002)	March 2002	2002-03	UPTO June2003
Civil Works	221.19	2.00	40.00	9.05
Equipment, Vehicles & Furniture	147.26	1.50	20.00	2.16
Consultant	1.12	0.00		
Fellowships, Training	79.75	0.50	5.00	0.31
Incremental Staff Salaries, Honoraria and O&M Costs	296.87	5.00	50.00	8.55
<b>Total</b>	<b>746.19</b>	<b>9.00</b>	<b>115.00</b>	<b>20.07</b>

## HARYANA

### *Objective 1 - Learning Completion and Quality*

S.no		
1.	What strategies have been adopted to improve retention and completion rates? How are these suited to the needs of those children who are more likely to drop out? What roles, if any, have the following been enabled to play towards this improvement – community, VEC, parents, teachers, school heads, and children themselves?	The constitution of VECs coupled with participation of community in various educational activities has the main strategies for ensuring retention and completion rates. Parent Teacher Association and MTAs were involved for keeping the children in schools and ensuring their completion of primary setup. Girls and other deprived section of the society have been the main focus point.
2.	What is the extent of repetition? What is the state policy on repetition and how far is it being implemented? With what outcomes (e.g. if the state policy does not allow repetition in primary, and all children are being promoted, is it leading to poor quality? And what is being done to address this (e.g. emphasising that non-detention is not equal to non-evaluation)? Or, if children <i>are</i> being detained, is it leading to wastage or better quality, and to what extent?	Repetition rate which was 8.7 in 1995-96 has gone down to 6.1 in the year 1998-99. Non retention policy is applicable in classes 1st & 2nd but evaluation is down in these classes also. Children are detained in classes 3rd to 5th. It is leading to a better quality.
3.	What improvements have been brought about in terms of evaluating student learning? How was this evaluation method / process / system developed, trialled and introduced in schools? In what way is this evaluation being made use of by teachers to help improve teaching-learning process?	Continuous comprehensive evaluation system has been adopted for evaluation purposes. Evaluation forms a inbuilt part of text books. The textbooks with inbuilt system of evaluation were trialled before introduction in schools. The aims of the system is to diagnose the learning gaps and to take the remedial measures. Besides, system of weekly, monthly and unit test is also there and all the testing is given weightage at the time of promotion to the next class.
4.	What quality goals has the programme set for itself in the state? What further initiatives towards these quality goals are now being planned or are in the process of being introduced? How do they build on the earlier	Keeping in view the objectives of DPEP, quality of education being imparted in the classroom has been the main focus. Initiative like Action Research, Strengthening of morning

	<p>initiatives, and what further gaps are they are intended to bridge? Also, how do they incorporate the lessons learned from earlier initiatives in quality improvement?</p>	<p>assembly, Annual calendar, celebration of various days, strengthening of educational supervision, continued in service training inputs, motivational programmes for teachers, introduction of school proformas in index, regular contact with parents and other stake holders have been taken for achieving the quality goals. Lessons learned from previous experiences were incorporated.</p>
5.	<p>Please list earlier, on-going, and/or planned initiatives specifically with respect to management and deployment of teachers; improvements made in school management; and improvements in supervision and educational administration.</p>	<p>With the launching of DPEP, rationalisation exercises for making the teacher available as per requirement have been taken up regularly so that teachers are hosted keeping in view the prescribed teacher –pupil ratio of 1 : 45.</p> <p>CRCs and BRCs have been asked to visit each and every primary schools atleast once in a month. They are required to surprise all the classes and spend atleast 3 to 4 hours in the schools and provide academic support and guidance as per the need.</p>
6.	<p>Please share evidence, if available, of increased teacher and pupil attendance. Has teacher absenteeism declined? Has deployment of teachers on non-academic tasks reduced? Is there evidence of the community / parents enabling higher student attendance?</p>	<p>Due to strengthening of educational supervision teachers absenteeism has declined. Parents and other stakeholders are ensuring higher students attendance.</p>
7.	<p>What patterns of low achievements have been observed e.g. are certain categories of children more likely to have low achievement? If so, what are the strategies to address this?</p>	<p>It has been observed that the children belonging to scheduled caste and other deprived section are low achiever. The reason being there first generation learners scheme like coaching them after school hours have been started in Sirsa district on pilot basis.</p>
8.	<p>What trends have been observed in terms of learning achievement over the last 2-3 years? What does the analysis of these trends reveal? What strategic directions have been adopted by the programme as a consequence of this analysis?</p>	<p>In the assessment survey it has been observed that differences in learning achievements – category wise and gender wise have declined.</p>

9.	Please write on school-community / VEC linkages established, the processes adopted for the purpose, the difficulties identified and resultant changes brought about in the strategies used, the perceived benefits to have accrued through these linkages, and how these are envisaged to continue / grow.	VECs have been established in every village and their regular meetings are held to discuss various educational problems, civil works are mostly got completed through VCCs. The school grant is also utilized by a committee consisting of community members.
10.	What is the perceived impact of CRCs and BRCs on the quality of teaching-learning processes, achievement and overall school quality.	Continued and strengthened academic support provided by BRCs and CRCs has led to improvement of teaching learning process, achievement and over- all school quality. It may be mentioned that CRCs are also master trainers for the in service training imparted to the teachers.

### *Objective 2 - Equity*

S.no		
1.	Specify the groups of children identified for special support with reference to access and retention.	The group of children living in urban slums, migrant laborers, working in Dhabas have been identified for access retention.
2.	What special initiatives have been taken to reach out to these categories of children? Give their number and financial achievements.	Alternative schools have been started for the access & retention of these children. So far, 1105 alternative schooling centers have been set up and 24483 students are enrolled at these centers.
3.	If there is a special programme for urban deprived children specify the areas and specify the targets in physical and financial terms. Describe the nature of intervention and comment on their effectiveness.	N.A
4.	What strategy is being followed with regard to tribal children? Specify the targets and achievements in physical and financial terms. Please identify the constraints in achieving the targets and ensuring the quality of interventions.	Not applicable in the case of Haryana because there is no tribal population in Haryana.
5.	State the situation regarding the availability of teachers / para-teachers in tribal and other special attention areas. What steps have been taken to overcome the problems and shortages if any?	We have already surplus teachers and there is no concept of para teachers in Haryana. All the teachers are regular trained teachers.
6.	Has any evaluation or assessment been made	Any Evaluation or assessment for

	about the interventions under DPEP aimed at urban-deprived, scheduled castes, tribal, and other categories of disadvantaged children? What indicators have been used in assessing the issues of quality of education and equity?	urban deprived, scheduled caste, tribal and other category of disadvantaged children has not been carried out. These children is evaluated with the general children.
7.	Outline the steps taken to achieve gender equity. Please substantiate the trends by figures of enrolment and retention of girl students.	Massive campaigns have been launched to create awareness about the need and importance of girls education through Maa-Beti Melas, by forming Mother Teacher Associations, nomination of women as members of VECs and VCCs, gender sensitization, special enrolment drives for girls and celebration of special days on girls education through Dholak Manjira, Mahila Sashaktikaran Saptah, Abhibhavak Shala Samagam, Dhamal Ghumar etc. All the textbooks for classes I-V have been got reviewed with a view to eliminating gender bias and suggesting positive steps for incorporation of materials on women achievers as role models. Gender Sensitisation of project personnel has been done through training package DASHA & DISHA.
8.	What efforts have been made to integrate children with disabilities into the mainstream? Please give details of the activities meant to harmonise such efforts with IED.	Following efforts has been made for the integration of children with disability into the main stream. <ul style="list-style-type: none"> <li>• Nineteen thousand general teachers in seven blocks have been trained.</li> <li>• Formal Medical check-up of more than 16900 disabled children has been undertaken in all seven districts.</li> <li>• A five-day long training programme has been conducted for all the CRCs.</li> <li>• A Two-day long training programme has been conducted to equip teachers with skills in Integrated Children.</li> <li>• Training has been given to three VECs of Gurgaon Districts regarding Integrated Education for Disabled Children.</li> </ul>



		<ul style="list-style-type: none"> <li>• Disabled Children have been enrolled in regular schools</li> <li>• 10635 children have been provided with helping aids in collaboration with NGOs and DPEP.</li> <li>• Survey have been done in all the districts to identify disabled children.</li> <li>• Two-day long orientation programme has been organised for VECs and parents of disabled children at Gurgaon.</li> <li>• Photo Identity Scheme for children with Disabled Children.</li> <li>• Sports meet(State/District/block) level for integrated children.</li> <li>• Teleconferencing has been organised on IED from 18<sup>th</sup>-19<sup>th</sup> December, 2000.</li> <li>• State level sports meet has been organized at Narnaul from 1-3 December 2001.</li> </ul>
9.	Please specify the physical and financial targets and achievements with regard to the children with disabilities. Also specify the steps taken to introduce changes in school buildings to facilitate such children.	Ramps have been constructed in the schools for the orthopedic hadicapped children. Child friendly environment in the school has been created with the constriction of open theatres, Zig-Zag, open chabutras for the children with disability.

**Objective 3 – Planning, Management and Supervision**

S.no		
1.	What steps have been taken for capacity building in the areas of planning and monitoring? What has been planned and provided in the annual plan and what is the achievement?	Training has been given for planning and monitoring to the State Resource Planning Group by the NIEPA and NSDART, Mussoorie. These SRGs then trained our district as well as block level functionaries for planning and management. We have planned in AWP&B about the capacity building of the planning group working at district as well as block level and the target has been achieved.

2.	What linkages have been established with the Panchayat Raj institutions in planning and management of primary education? Are there still areas of duplication/non-convergence.	Micro planning has been carried out with the collaboration with the Panchayati Raj Institutions . A number of meetings have also been held with the Panchayati Raj Institutions and the many findings of the meetings have been incorporated in our Annual Plans. So, there is a convergence with the Panchayati Raj Institutions in planning.
3.	What all areas are generally covered under micro planning? How is co-ordination and leadership ensured in micro planning exercises? To what extent does the micro planning vision gets reflected in the state level plan of DPEP? Comment on the nature, quality and extent of data available for micro planning.	Under micro planning we have covered the following key indicators – Enrolment, Retention, drop out and non starter category wise and sex wise classification of data. enrolment related to Government aided and unrecognized schools. Micro planning is completed in phase – I districts and in Phase – II process is going on.
4.	Indicate clearly the monitoring mechanism at the CRC and BRC levels. How many meetings are held at CRC and BRC level during the year.	We have 55 BRCs in DPEP I & II districts and 483 CRCs in DPEP districts. BRC took the meeting of CRC every month at the block and CRC took ETT meetings at cluster level of the teachers on every fortnight.
5.	What is the efficacy of the MIS now being followed?	A new version of MIS have been introduced in the State. This MIS covers class – I to VIII and more components like IED. We will be able to use this MIS system in the forthcoming months.
6.	How realistic is the annual plan of DPEP? If there had been shortfalls in achievements what are the possible explanations? Has this shortfall been often repeated and if so have the reasons been identified?	Annual Work Plan of DPEP is almost realistic because it is prepared with the grass root level functionaries. Some of our targets have been spilled over to next years for some reasons.
7.	How effectively has been the various interventions monitored? Please state the reasons for shortfall under each major item.	Every intervention is monitored by the component incharge. Key indicators is also monitored by EMIS and PMIS reports. There is no major shortfall under major items.
8.	What role have SCERT and DIETS played in achieving the academic and capacity building	SCERT and DIETs played key roles in the capacity building. Key Resource

	goals of DPEP? What are the constraints and achievements?	Persons have been trained by the SCERT and then, these Resource Persons provide the training to the other district as well as block functionaries. Both the institutes provide us resource support for the development of training module and other resource material.
9.	Indicate the present state of SIEMAT and elaborate its role.	<p>SIEMT is functioning as an independent educational management institute as part of Haryana Prathamik Shiksha Paraiyojna Parishad, Chandigarh. It is located at Bhiwani. It has its own building.</p> <p>The institute is focusing on the areas of planning, management and educational research especially action research.</p> <p>SIEMT has conducted various programmes concerning the above areas for the benefit of head teachers of primary schools, CRC coordinators, BRC coordinators, DIET/GETTI lecturers and different supervisory officers functioning at various levels.</p> <p>The institute has encouraged action research especially in classroom situations for improving the quality of education.</p>
10.	Do you find any lacuna in training and capacity building that has affected the implementation of the programme?	No.

#### **Objective 4 – Sustainability**

S.no		
1.	Has a sustainability plan been prepared? Has it been approved by the State Government?	Sustainability plan has been prepared. The Executive Committee has already approved it.
2.	What are the institutions, interventions, processes, structures and systems set up in DPEP that would be sustained after the project period and how they would be	We propose to retain the following structures, methods and procedures besides maintenance of Cluster Resource Centre and Block Resource Centre

sustained? What are the financial implications for sustaining these?

buildings.

- a) 543 Cluster Resource Coordinators
- b) 55 Block Resource Centres to be merged with Block Education Office under the supervision of Additional Block Education Officer (Academic and technical).
- c) At the level of the District Project Office to sustain one District Project Coordinator and three member team of MIS unit. The officer shall be designated Deputy Primary Education Officer (Academic and technical).
- d) 4992 additional teachers posted under the DPEP programme to be retained and the cost shall be borne by the Government of Haryana.
- e) The maintenance cost of school buildings developed under the DPEP programme shall be borne by the Community.
- f) At the level of the State DPEP Bureau a small cell comprising of two Deputy Directors , 4 technical (Computer personnel) and two administrative and supporting personnel shall be sustained to provide guidance and maintain the programmes.
- g) The following methods and processes shall be sustained.

**- Training :** 7000 teachers shall be given training in pedagogy and other academic issues every year. It is proposed that all the teachers shall be given inservice training of at least 10 days at least every three years.

**Gender :** Programmes for achieving a basic change in the education of girls and a positive interventionist role in the empowerment of women.

		<p><b>Decentralisation :</b> Involvement of the community through the Village education Committee to implement the programmes of good general education.</p> <p><b>Alternative schooling:</b> Provision of education for working children, street children and socially disadvantaged groups on part time basis with the involvement of Panchayati Raj Institutes and Voluntary agencies.</p> <p><b>Disabled children :</b> Provision of education for children with mild to moderate disability, common with all children shall be sustained in 55 Blocks with the assistance of one Resource Person for each block.</p> <p><b>Media :</b> Selected activities for mobilization of community and to ensure the participation of parents in the education of their children and school improvement programme.</p> <p><b>Research and development :</b> Action research studies to improve the class room practices at grass root level shall be sustained.</p> <p><b>Consultancy :</b> Some sort of consultancy services from experts shall be required in the area of action research, alternative schooling, gender, disabled children at the level of the district. One consultant per district may be provided.</p> <p><b>TLM grant :</b> TLM grant of Rs.500 per teacher is recommended on continuing basis so as to produce instructional material relevant to changes in the context and processes of primary education.</p> <p>Financially implications involved amount to Rs. 1288.8 lacs per year. Details are available in <i>Annexure - A</i></p>
3.	Does the sustainability plan spell out	Yes. Strategies and interventions have

	strategies and interventions to present a comprehensive plan to achieve UPE?	been mentioned under point 2.
4.	Whether it is proposed to transfer permanent liabilities – like salaries of SIEMAT staff, BRC/CRC coordinators etc. – to the non-plan expenditure of the state?	Yes. There is a proposal to transfer permanent liabilities as covered under Sustainability Plan.
5.	Whether a transition plan has been prepared? What are the steps proposed for smooth transition to post project period and for integration with the mainstream programme?	Transition plan is under preparation.

**Objective 5 – Status of Programme Implementation**

1.	<b>Civil works:</b> What are the district-wise targets for (a) the entire project period and (b) for the past financial year separately and (c) what are the corresponding achievements with reference to the different types of civil works that were undertaken. A separate table could be provided with reference to the non-DPEP districts where DPEP activities are being implemented in the DPEP I states, out of savings.	<b>At Annexure B</b>
2.	<b>Category-wise and district-wise expenditures:</b> (a) What were the project's original budget allocations for the different categories of expenditure and what is the year-wise expenditure to date on these different categories, district-wise. (b) What are the factors responsible for shortfall or reallocations within categories, if any. Again a separate table for the new districts in the DPEP I states (even if expenditure to date is 0) could be provided.	<b>At Annexure C &amp; D</b>
3.	<b>Flow of funds:</b> (a) Has the flow of funds from the GOI/State to the Society and from the Society to the districts been timely and sufficient? (b) Has the 15 percent state share been contributed?  }	Yes  - <b>15 % contribution by the State upto 28.02.2002</b>  <b>DPEP-I</b> <b>AWP&amp;B (including spill over Funds released by GOI</b> <b>State Share due against GOI releases</b> <b>State share received</b>

		Upto 2000-2001
		19843.11
		8448.11 + 50.00*
		*For pre-project activities entirely borne by GOI.
		1490.84
		1473.20
		2001-2002 (till 28-02-2002)
		5200.00
		917.65
		458.82
		Total
		19843.11
		13698.11*
		2408.49
		1932.02
		Note : A balance of Rs. 476.47 lacs is due from State Government against the Government of India releases of Rs. 27.00 crores during February, 2002 and is expected to be received by 31-03-2002.
		<b>DPEP-II</b>
		<b>AWP&amp;B (including spill over Funds released by GOI State Share due against GOI releases State share received</b>
		Upto 2000-2001
		9547.25
		3919.84
		691.74
		621.15
		2001-2002 (till 28-02-2002)
		1400.00

		247.06
		317.65
	<b>Total</b>	
		9547.25
		5319.84
		938.80
		938.80
	<b>- Expenditure during 2001-2002 (upto 28.02.2002)</b>	
	<b>Total planned during the year</b>	<i>(Rs. in Lacs)</i>
	<b>DPEP-I</b>	
	<b>DPEP-II</b>	
	<b>Total planned during 2001-2002 (AWP&amp;B) including spill over</b>	
		Rs. 8369.76 (includes Rs. 2684.0 lacs for Non-DPEP districts)
		Rs. 3925.82
	<b>Expenditure during 2001-2002 (upto 28-02-2002)</b>	
		Rs. 2178.08
		Rs. 1885.12
	♦ Cumulative expenditure upto 28-02-2002 for DPEP-I is Rs. 11930.69 lacs which is 60.72% of total approved EFC cost (19843.41 Lacs). For DPEP – II, the cumulative expenditure is Rs. 6119.27 lacs which is 64.10% of total approved EFC cost (9547.25 Lacs).	
	<b>- Disbursement upto 28.02.2002</b>	
	<b>Total planned during the year</b>	<i>(Rs. in Lacs)</i>
	<b>DPEP-I</b>	
	<b>DPEP-II</b>	
	<b>Total planned during 2001-2002</b>	



		<p>(Fresh proposal) Rs. 4702.72 Rs. 1439.44</p> <p>Reim- Bursement during 2001-2002 (1-04-2001 to 28-02-2002) Rs. 1608.86 Rs. 1331.28</p> <ul style="list-style-type: none"> <li>• Cumulative disbursement upto 28-02-2002 is Rs. 9938.77 lacs for DPEP-I and Rs. 4873.37 lacs for DPEP-II</li> </ul>
4.	<p><b>Capacity in newly formed states:</b> (a) What is the staffing situation in the newly formed states vis-à-vis the stipulated strength? (b) What is the status of staffing for planning and management, including financial management?</p>	N.A
5.	<p><b>Utilisation of balance funds:</b> Whether funds are available in DPEP I and II till project closing. Please provide a table with projected expenditure and rationale for this expenditure for each district for the remainder of the project period. This could be provided separately for the new districts in the DPEP I states.</p>	Utilisation plan is being prepared for DPEP-I and II on the actual requirement basis. The unspent budget will be utilized in this financial year.

**ESTIMATED EXPENDITURE FOR SUSTAINABILITY OF DPEP PROJECT****Maintenance of Buildings**

Maintenance of buildings	OLD DISTRICT		NEW DISTRICT		
	Number	Expenditure 2001 onwards per year	Number	Expenditure 2002 onwards per year	Total (Rs. In Lacs)
1. CRCs	266	10.50	277	11.50	22.00
2. BRCs	28	30.00	27	30.00	60.00
<b>Sub Total</b>	<b>294</b>	<b>40.50</b>	<b>304</b>	<b>41.50</b>	<b>82.00</b>
<b>Structures ( Salaries)</b>					
1. CRC Co-ordinators	266	211.95	277	216.57	428.52
2. BRCs	28	22.31	27	25.69	48.00
3. MIS Unit DPIU ( 3 per districts)	21	12.74	9	9.53	22.27
4. MIS Unit of SPIU	4	4.89	3	3.23	8.12
5. Drivers of vehicles SPIU	4	3.22	--	--	3.22
SPIU Staff( 2+4+2)	8	5.97	3	2.23	8.20
DPIU	4	7.50	3	5.55	13.05
6. Additional Teachers	2950	192.00	2042	128.00	320.00
<b>Sub Total</b>	<b>2966</b>	<b>460.58</b>	<b>2042</b>	<b>390.80</b>	<b>851.38</b>
<b>Programmes and Processes</b>					
1. Training( 7,000 teachers per year)		40.00		28.00	68.00
2. State Bureau		--		8.00	8.00
3. Alternative Schools		46.00		25.00	71.00
4. Media		4.00		3.00	7.00
5. VEC		2.00		1.50	3.50
6. Gender		2.00		1.50	3.50
7. IED ( Asst. Coordinator ( 55 blocks) & Aids etc.	28	22.30	27	21.11	43.41
8. Consultancy		4.00		3.00	7.00
9. Action Research		4.00		3.00	7.00
10. TLM grant ( 20,000 teachers) @ Rs. 500/- per teacher		53.65		38.62	92.27
11. Distance Education Infrastructure ( 5 Laacs)		20.00		15.00	35.00
12. Early childhood education		4.00		3.00	7.00
		2.00		0.80	2.80
<b>Sub Total</b>	<b>28</b>	<b>203.95</b>		<b>151.53</b>	<b>355.48</b>
<b>Grand Total</b>		<b>705.03</b>		<b>583.83</b>	<b>1288.86</b>

*Annexure - B*

**STATUS PROGRAMME IMPLEMENTATION**

**District - Kaithal**

S. No.	Name of Component	Target for Entire Project Period		Achievement during last financial year 2001-2002		Up to Date Achievement (Upto 28/2/02)	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
1.	Toilets	425	23.70	-		372	27.76
2.	Water Facilities	228	18.94	-		199	18.11
3.	Repair of School Building	598	17.10	-		1400	13.55
4.	Boundary Walls	23	30.19	4		6	9.07
5.	Additional Single Class Room	100	138.15	-		32	84.99
6.	Additional Two Class Room	102	268.58	-		57	175.11
7.	Additional Three Class Room	6	20.46	-		6	24.27
8.	Computer Room	1	1.10	-		-	-
9.	Cluster Resource Centre	46	53.34	-		46	53.36
10.	Block Resource Centre	5	66.84	-		5	54.44
11.	New School Building	40	224.00	-		39	217.73
12.	Existing Running School Building	33	160.82	-		14	112.21
13.	Child Friendly Elements	2	2.00	-		-	-
<b>Total</b>		<b>1609</b>	<b>1025.22</b>	<b>-</b>	<b>111.86</b>	<b>1176</b>	<b>790.60</b>

STATUS PROGRAMME IMPLEMENTATION

District - Jind

S. No.	Name of Component	Target for Entire Project Period		Achievement during last financial year 2001-2002		Up to Date Achievement (Upto 28/2/02)	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
1.	Toilets	466	31.34	-		334	28.72
2.	Water Facilities	322	26.15	-		252	21.71
3.	Repair of School Building	20	10.21	-		10	4.97
4.	Boundary Walls	64	42.88	-		11	37.83
5.	Additional Single Class Room	60	82.80	-		24	57.67
6.	Additional Two Class Room	38	103.29	-		10	81.74
7.	Additional Three Class Room	2	8.83	-		1	7.09
8.	Computer Room	1	1.11	-		1	1.15
9.	Cluster Resource Centre	55	59.95	-		55	60.05
10.	Block Resource Centre	6	69.00	-		6	56.91
11.	New School Building	78	496.09	1		78	497.79
12.	Existing Running School Building	45	245.50	-		-	-
13.	Child Friendly Elements	-	-	-		-	-
<b>Total</b>		<b>1157</b>	<b>1177.15</b>	<b>1</b>	<b>176.89</b>	<b>782</b>	<b>855.63</b>

**STATUS PROGRAMME IMPLEMENTATION**

District - Hisar

S. No.	Name of Component	Target for Entire Project Period		Achievement during last financial year 2001-2002		Up to Date Achievement (Upto 28/2/02)	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
1.	Toilets	1208	68.50	122		926	60.44
2.	Water Facilities	-	-	-		-	-
3.	Repair of School Building	267	48.66	-		1	7.47
4.	Boundary Walls	255	253.13	6		155	191.76
5.	Additional Single Class Room	136	174.32	-		70	149.86
6.	Additional Two Class Room	181	436.37	-		140	395.32
7.	Additional Three Class Room	10	43.52	-		-	8.98
8.	Computer Room	-	-	-		-	-
9.	Cluster Resource Centre	110	129.80	-		112	127.34
10.	Block Resource Centre	11	109.92	-		11	109.87
11.	New School Building	1	6.02	-		1	7.49
12.	Existing Running School Building	10	55.00	-		-	5.97
13.	Child Friendly Elements	22	22.00	-		-	-
14.	BRC Dormitory	7	42.00	-	-	-	8.42
<b>Total</b>		<b>2218</b>	<b>1389.24</b>	<b>128</b>	<b>189.34</b>	<b>1416</b>	<b>1072.92</b>

STATUS PROGRAMME IMPLEMENTATION

District - Sirsa

S. No.	Name of Component	Target for Entire Project Period		Achievement during last financial year 2001-2002		Up to Date Achievement (Upto 28/2/02)	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
1.	Toilets	681	28.82	17		511	34.95
2.	Water Facilities	489	38.30	-		368	35.90
3.	Repair of School Building	167	59.70	33		41	13.86
4.	Boundary Walls	158	140.10	12		121	121.85
5.	Additional Single Class Room	212	269.07	7		163	245.85
6.	Additional Two Class Room	26	66.44	-		16	40.40
7.	Additional Three Class Room	18	76.45	8		8	51.71
8.	Computer Room	1	1.11	-		1	1.03
9.	Cluster Resource Centre	55	63.25	-		55	57.49
10.	Block Resource Centre	6	75.30	-		6	74.23
11.	New School Building	13	73.45	-		13	71.27
12.	Existing Running School Building	53	295.99	-		28	197.37
13.	Child Friendly Elements	12	12.00	2		2	1.40
<b>Total</b>		<b>4425</b>	<b>1199.98</b>	<b>79</b>	<b>173.87</b>	<b>1333</b>	<b>947.31</b>

**STATUS PROGRAMME IMPLEMENTATION**

District - Bhiwani

S. No.	Name of Component	Target for Entire Project Period		Achievement during last financial year 2001-2002		Up to Date Achievement (Upto 28/2/02)	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
1.	Toilets	600	48.00	51		352	33.51
2.	Water Facilities	185	18.50	18		157	15.52
3.	Repair of School Building	200	23.00	10		136	27.13
4.	Boundary Walls	120	90.00	14		106	83.64
5.	Additional Single Class Room	107	143.41	33		82	145.60
6.	Additional Two Class Room	-	-	-		-	-
7.	Cluster Resource Centre	81	105.45	13		66	99.61
8.	New School Building	9	32.40	1		8	32.49
9.	Existing Running School Building	25	136.80	3		17	115.22
10.	Block Resource Centre	8	92.00	-		8	92.49
11.	Matching grant fro Additional single Room	2	1.20	-		-	-
12.	Child Friendly Elements	8	3.60	8		8	2.06
<b>Total</b>		<b>1345</b>	<b>694.36</b>	<b>151</b>	<b>98.00</b>	<b>940</b>	<b>647.27</b>

STATUS PROGRAMME IMPLEMENTATION

District - Mohindergarh

S. No.	Name of Component	Target for Entire Project Period		Achievement during last financial year 2001-2002		Up to Date Achievement (Upto 28/2/02)	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
1.	Toilets	450	36.00	77		400	36.80
2.	Water Facilities	225	30.74	61		157	20.80
3.	Repair of School Building	125	14.55	15		88	11.07
4.	Boundary Walls	30	32.64	6		6	13.65
5.	Additional Single Class Room	100	135.00	23		52	124.11
6.	Additional Two Class Room	-	-	-		-	-
7.	Cluster Resource Centre	81	109.35	19		56	103.24
8.	New School Building	20	70.00	-		8	51.40
9.	Existing Running School Building	38	137.82	-		23	132.18
10.	Block Resource Centre	7	80.50	3		6	72.08
11.	Auditorium Building	1	-	-		-	-
12.	Child Friendly Elements	9	1.35	-		-	0.32
13.	Honorarium to TRP	-	4.00	-		-	1.25
<b>Total</b>		<b>1086.00</b>	<b>651.95</b>	<b>204</b>	<b>134.38</b>	<b>796</b>	<b>566.90</b>



**STATUS PROGRAMME IMPLEMENTATION**

District - Gurgaon

S. No.	Name of Component	Target for Entire Project Period		Achievement during last financial year 2001-2002		Up to Date Achievement (Upto 28/2/02)	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
1.	Toilets	860	68.80	150		356	62.87
2.	Water Facilities	332	37.76	61		190	23.55
3.	Repair of School Building	10	1.50	3		7	0.90
4.	Boundary Walls	70	35.00	-		26	15.10
5.	Additional Single Class Room	102	137.70	5		35	110.95
6.	Additional Two Class Room	28	70.00	1		12	64.33
7.	Cluster Resource Centre	116	156.60	5		35	140.74
8	New School Building	9	36.00	5		8	43.50
9.	Existing Running School Building	18	99.00	5		6	34.50
10.	Block Resource Centre	10	115.00	1		9	115.00
<b>Total</b>		<b>1555</b>	<b>757.36</b>	<b>236</b>	<b>119.01</b>	<b>684</b>	<b>611.44</b>

## STATUS PROGRAMME IMPLEMENTATION

District - Panipat

S. No.	Name of Component	Target for Entire Project Period		Achievement during last financial year 2001-2002		Up to Date Achievement (Upto 28/2/02)	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
1.	Toilers	60	5.10				
2.	Water Facilities	15	1.80	Our work started in the month of March 2002.			
3.	Repair of School Building	2	0.60	The progress report has been received till date.			
4.	Additional Single Room	19	28.50				
5.	Existing Running School Building	3	16.50				
Total		99	52.50				

## STATUS PROGRAMME IMPLEMENTATION

District - Rewari

S. No.	Name of Component	Target for Entire Project Period		Achievement during last financial year 2001-2002		Up to Date Achievement (Upto 28/2/02)	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
1.	Toilets	60	5.10				
2.	Water Facilities	50	6.00	Our work started in the month of March 2002.			
3.	Repair of School Building	40	6.40	The progress report has been received till date.			
4.	Additional Single Room	22	33.00				
5.	Existing Running School Building	5	27.50				
<b>Total</b>		<b>177</b>	<b>78.00</b>				

STATUS PROGRAMME IMPLEMENTATION

District - Ambala

S. No.	Name of Component	Target for Entire Project Period		Achievement during last financial year 2001-2002		Up to Date Achievement (Upto 28/2/02)	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
1.	Toilets	60	5.10				
2.	Water Facilities	60	7.20	Our work started in the month of March 2002.			
3.	Repair of School Building	25	6.50	The progress report has been received till date.			
4.	Additional Single Room	24	36.00				
5.	Existing Running School Building	5	27.50				
<b>Total</b>		<b>174</b>	<b>82.30</b>				



## STATUS PROGRAMME IMPLEMENTATION

District - Faridabad

S. No.	Name of Component	Target for Entire Project Period		Achievement during last financial year 2001-2002		Up to Date Achievement (Upto 28/2/02)	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
1.	Toilets	120	10.20				
2.	Water Facilities	100	12.00	Our work started in the month of March 2002.			
3.	Repair of School Building	45	9.90	The progress report has been received till date.			
4.	Additional Single Room	37	55.50				
5.	Existing Running School Building	9	49.50				
<b>Total</b>		<b>311</b>	<b>137.10</b>				

## STATUS PROGRAMME IMPLEMENTATION

District - Jhajjar

S. No.	Name of Component	Target for Entire Project Period		Achievement during last financial year 2001-2002		Up to Date Achievement (Upto 28/2/02)	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
1.	Toilets	60	5.10				
2.	Water Facilities	50	6.00	Our work started in the month of March 2002.			
3.	Repair of School Building	20	4.25	The progress report has been received till date.			
4.	Additional Single Room	28	42.00				
5.	Existing Running School Building	6	33.00				
<b>Total</b>		<b>164</b>	<b>90.35</b>				

**STATUS PROGRAMME IMPLEMENTATION**

District - Sonapat

S. No.	Name of Component	Target for Entire Project Period		Achievement during last financial year 2001-2002		Up to Date Achievement (Upto 28/2/02)	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
1.	Toilets	60	5.10				
2.	Water Facilities	50	6.00	Our work started in the month of March 2002.			
3.	Repair of School Building	10	2.50	The progress report has been received till date.			
4.	Additional Single Room	22	33.00				
5.	Existing Running School Building	5	27.50				
<b>Total</b>		<b>147</b>	<b>74.10</b>				



## STATUS PROGRAMME IMPLEMENTATION

District - Karnal

S. No.	Name of Component	Target for Entire Project Period		Achievement during last financial year 2001-2002		Up to Date Achievement (Upto 28/2/02)	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
1.	Toilets	60	5.10				
2.	Water Facilities	15	1.80	Our work started in the month of March 2002.			
3.	Repair of School Building	15	3.00	The progress report has been received till date.			
4.	Additional Single Room	28	42.00				
5.	Existing Running School Building	6	33.00				
<b>Total</b>		<b>124</b>	<b>84.90</b>				

## STATUS PROGRAMME IMPLEMENTATION

District - Yamuna Nagar

S. No.	Name of Component	Target for Entire Project Period		Achievement during last financial year 2001-2002		Up to Date Achievement (Upto 28/2/02)	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
1.	Toilets	50	4.25				
2.	Water Facilities	25	3.00	Our work started in the month of March 2002.			
3.	Repair of School Building	7	1.40	The progress report has been received till date.			
4.	Additional Single Room	26	39.00				
5.	Existing Running School Building	4	22.00				
<b>Total</b>		<b>112</b>	<b>69.65</b>				

## STATUS PROGRAMME IMPLEMENTATION

District - Rohtak

S. No.	Name of Component	Target for Entire Project Period		Achievement during last financial year 2001-2002		Up to Date Achievement (Upto 28/2/02)	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
1.	Toilets	60	5.10				
2.	Water Facilities	50	6.00	Our work started in the month of March 2002.			
3.	Repair of School Building	2	0.50	The progress report has been received till date.			
4.	Additional Single Room	25	37.50				
5.	Existing Running School Building	4	22.00				
<b>Total</b>		<b>141</b>	<b>71.10</b>				

## STATUS PROGRAMME IMPLEMENTATION

District - Kurukshetra

S. No.	Name of Component	Target for Entire Project Period		Achievement during last financial year 2001-2002		Up to Date Achievement (Upto 28/2/02)	
		PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL	PHYSICAL	FINANCIAL
1.	Toilets	438	37.23				
2.	Water Facilities	15	1.80	Our work started in the month of March 2002.			
3.	Repair of School Building	-	-	The progress report has been received till date.			
4.	Additional Single Room	10	15.00				
5.	Existing Running School Building	5	27.50				
6.	Pay etc.	-	0.77				
<b>Total</b>		<b>468</b>	<b>82.30</b>				

XXXXII

## Annexure - D

HARYANA PRATHMIK SHIKSHA PARIYOJNA PARISHAD

IDA Credit No.2876-IN(DPEP-II)

## STATEMENT OF PROJECT RECEIPTS AND EXPENDITURE -HARYANA-PERIOD Cumulative to 28.2.2002

	State Project Office	SCERT.Hr	DPEP,Gurgaon	DPEP,Bhiwani	DPEP,M/Garh	Total	
	Chandigarh	Gurgaon					
Receipts	Engineering Cell	SPIU					
Grant from Central Govt.		53,19,84,200				53,19,84,200	
Grant from State Govt.		9,38,79,712.00				9,38,79,712.00	
	5,53,68,423.00	-61,48,83,794.42	68,66,091.00	21,31,23,286.00	17,01,70,747.00	16,93,55,253.42	
From DPEP-I (Loan)		10,87,77,074.00				10,87,77,074.00	
I) Bank Interest on deposits	25,973.00	57,72,146.50	-	6,31,259.00	5,93,378.50	13,89,343.00	
II) Income Tax	-	40,270.00	-	-	-	40,270.00	
Sales of Tenders/NCB documents	71,200.00	-				71,200.00	
Security	10,07,890.00	3,12,604.00	-	-	3,000.00	13,23,494.00	
Govt. remittances/Misc. income/receipts	43,513.00	51,878.00	-	-	11,458.00	5,253.00	
1,12,102.00	5,65,16,999.00	12,59,34,090.08	68,66,091.00	21,37,54,539.00	17,07,78,583.50	17,07,49,849.42	
74,46,00,152.00							
Accounts	CATEGORY "A"						
Code	Activity Description						
AO1	CIVIL CONSTRUCTION & MAJOR REPAIRS						
AO1(1)	Construction of additional Class Rooms	-	-	1,94,41,346.00	1,45,59,772.00	1,28,18,762.00	4,68,19,880.00
AO1(2)	School Building for existing school without build.	2,32,72,452.00	-	4,27,747.00	28,31,201.00	52,18,160.00	3,17,49,560.00
AO1(3)	New School Building	89,56,321.00	-	7,93,657.00	4,04,817.00	33,24,281.00	1,34,79,076.00
AO1(4)	Drinking Water in School	-	-	12,30,068.00	15,51,833.00	19,18,623.00	47,00,524.00
AO1(5)	Toilets in School	-	-	17,61,788.00	33,51,499.00	33,94,181.00	85,07,468.00
	Toilets in BRC's	-	-	-	-	-	-
AO1(6)	Const. Of Residential School/Special schools	-	-	-	-	-	-
AO1(7)	Construction of other Building(BRC/CRC/Other	2,39,18,903.00	-	-	6,82,618.00	24,36,209.00	2,70,37,730.00
	Training Institute. CRC	-	-	1,10,58,677.25	99,61,422.00	1,00,02,231.00	3,10,22,330.25
	DIET	12,800	-	-	-	-	12,800.00
	SIEMT	-	-	-	1,57,698.00	-	1,57,698.00
AO1(8)	Repairs & Maintenance of School Building	-	-	9,82,776.75	27,13,056.00	11,54,374.00	48,50,206.75
	Boundry Wall	-	-	-	43,68,855.00	9,45,162.00	53,14,017.00
AO1(9)	Repairs & Maintenance of Office & other Building	-	-	18,80,881.75	-	-	18,80,881.75
AO1(A)	Electrification in Schools	-	-	-	-	-	-
Total	CATEGORY "A"	5,61,60,476.00	-	3,75,76,941.75	4,05,82,771.00	4,12,11,983.00	17,55,32,171.75
XXXXIII	State Project Office		SCERT.Hr	DPEP,Gurgaon	DPEP,Bhiwani	DPEP,M/Garh	Total
	Chandigarh		Gurgaon				
	Engineering Cell	SPIU					
Account	Category "B"						
Code	Activity Description						
BO1	EQUIPMENT(CAPITAL INVESTMENT ONLY)						
BO1(1)	Equipment -Computer Hardware	-	2,07,130	3,15,930.00	4,66,930.00	5,64,171.00	15,54,161.00
BO1(2)	Equipment-Computer Software	-	56,474.00	-	19,930.00	17,280.00	93,684.00
BO1(3)	Equipment Fax, Telephone	-	-	-	10,000.00	8,600.00	18,600.00
BO1(4)	Equipment Air Conditioner, Air Cooler, Fan	-	1,93,284.00	32,649.00	22,000.00	57,840.00	3,05,773.00
BO1(5)	Equipment Duplicating Machine	-	-	-	-	-	-
BO1(6)	Equipment Photocopier	-	-	11,99,772.00	1,26,990	-	13,26,762.00
BO1(7)	Equipment Television VCR	-	-	2,98,701.00	2,42,874.00	2,15,888.00	7,57,463.00
BO1(8)	Equipment other office Equipments	-	7,47,347.00	21,19,612.00	1,41,784.00	5,56,319.00	35,65,062.00
BO1(9)	Training Equipments	-	-	-	4,180.00	3,36,801.00	3,40,981.00



XXXXV		State Project Office		SCERT, Hr	DPEP, Gurgaon	DPEP, Bhiwani	DPEP, M/Garh	Total
		Chandigarh		Gurgaon				
Account Code	Activity Description	Engineering Cell	S.P.I.U					
<b>CO4</b>	<b>Training</b>							
CO4(1)	Training For Master Trainer/Resource Persons	-	-	5,26,390-00	1,14,045-00	40,377-00	1,26,257-00	8,07,069.00
CO4(2)	Training For Instructors(ALS & NFE)	-	-	-	6,05,982.00	4,82,094-00	2,36,678-00	13,24,754.00
CO4(3)	Training For Faculty Members/Co-Ordinators	-	-	-	-	-	1,24,082-00	1,24,082.00
CO4(4)	Training for Field Workers	-	-	-	-	-	2,93,034-00	2,93,034.00
CO4(5)	Training For Teachers/Shiksha Karmis	-	-	-	45,04,588.00	84,97,389.50	53,95,428.00	1,83,97,405.50
CO4(6)	Trg.for Panchayat Members/VEC/NonOfficial/NGO	-	-	-	22,12,659.00	23,79,179.00	3,53,600-00	49,45,438.00
CO4(7)	Training For Eduonai Administrators	-	-	-	-	-	-	-
CO4(8)	Training of Project Staff	-	-	-	99,809-00	78,467-00	-	1,78,276.00
CO4(9)	Salary For Training Staff (Including BRC	-	-	-	10,50,941.00	6,22,901.00	6,60,251.00	23,34,093.00
	CRC.DIET.SCERT.SIEMT, CRC	-	-	-	3,07,06,689.00	2,72,25,373.00	2,54,69,466.00	8,34,01,528.00
	DIET	-	-	-	3,14,824.00	15,55,114.00	8,37,068.00	27,07,006.00
	SIEMT	-	-	-	-	1,06,805-00	-	1,06,805.00
CO4(A)	Training Of Head Masters	-	-	-	-	1,99,317-00	-	1,99,317.00
CO4(B)	Training Any Other Not Covered Above.	-	-	-	2,82,740-00	1,84,655-00	3,68,630-55	8,36,025.55
<b>CO5</b>	<b>Workshop/Seminar/Conference including TA/DA</b>							
CO5(1)	Workshops (Any Type)	-	1,15,929.00	1,63,968.00	6,00,716.00	3,88,088.00	2,82,352.00	15,51,053.00
CO5(2)	Seminar & Conference(Any Type)	-	-	-	8,48,670-00	5,25,138.00	1,53,867.00	15,27,675.00
CO5(3)	Preparation of DPEP Work Plan	-	17,881-00	-	25,173-38	78,510-00	43,803-00	1,65,367.38
<b>CO6</b>	<b>Grants</b>							
CO6(1)	Grants To NGO's	-	-	-	-	-	-	-
CO6(2)	Grants to Mahila Samakhya Society	-	-	-	-	-	-	-
<b>CO7</b>	<b>Research &amp; Evaluation/Surveyer/ Microplanning/Documentation</b>							
CO7(1)	Research	-	20,02,800.00	15,355.00	2,46,800.00	1,17,022.00	1,67,141.00	25,49,118.00
Co7(2)	Evaluation	-	-	-	5,83,730-00	-	-	5,83,732.00
CO7(3)	Survey	-	2,47,650	-	5,36,114-00	1,16,153-00	-	8,99,977.00
CO7(4)	Appraisal	-	-	-	-	-	12,370-00	12,370.00
CO7(5)	Micro Planning/Planning	-	-	-	3,10,649-00	-	59,034-00	3,69,683.00
CO7(6)	Documentation	-	-	-	-	-	22,627.00	22,627.00
<b>Total</b>	<b>Category "C"</b>	-	<b>31,15,690.00</b>	<b>13,32,192.00</b>	<b>5,00,49,689.38</b>	<b>4,43,17,362.50</b>	<b>3,51,08,836.55</b>	<b>13,39,23,770.43</b>
XXXXVI		State Project Office		SCERT, Hr.	DPEP, Gurgaon	DPEP, Bhiwani	DPEP, M/Garh	Total
		Chandigarh		Gurgaon				
		Engineering Cell	S.P.I.U					
	<b>CATEGORY "D"</b>							
<b>Account Code</b>	<b>Activity Description</b>							
<b>DO1</b>	<b>SALARY</b>							
DO1(1)	Salary For teachers/Honorarium For Shiksha Karmis	-	-	-	3,48,06,751.00	1,10,13,586.00	1,72,93,395.00	6,31,13,732.00
DO1(2)	Remuneration For Instructors & Supervisors	-	-	-	12,63,944.00	29,99,800	57,03,491.00	99,67,235.00
DO1(3)	Salary For Officers	-	37,60,328.80	-	13,13,905.00	-	1,80,206.00	52,54,439.80
DO1(4)	Salary For Staff	-	49,33,081.00	-	39,64,264.00	72,94,279.00	50,98,272.00	2,12,89,896.00





**HARYANA PRATHMIK SHIKSHA PARIYOJNA PARISHAD IDA CREDIT NO. 2661-IN (DPEP-I)  
STATEMENT OF PROJECT RECEIPTS AND EXPENDITURE -CUMULATIVE PERIOD TO 28-2-2002**

	Receipts	State Project Office	SCERT	SIEMT	DPEP	DPEP	DPEP	DPEP	Total	
		Engineering Cell	S.P.I.U	Gurgaon	Bhiwani	Hisar	Sirsa	Kaithal		Jind
	Grant from Central Govt.		1,36,98,11,000						1,09,98,11,000	
	Grant from State Govt.		19,32,02,147						16,67,31,559	
	<b>Total</b>	14,59,90,535.71	(-)1,25,64,01,989.91	6,67,80,000.20	1,36,65,280	34,42,47,713	24,42,02,059	18,85,51,427	20,46,16,975	
	<b>Other Miscellaneous Receipts (DPEP II)</b>									
I)	Bank Interest on deposits	1,28,959.79	3,34,23,209.31	3,24,173.68	71,960.00	23,44,386.91	16,01,848.73	12,31,299.42	12,10,582.69	4,03,36,420.53
II)	Income tax	-	3,55,883	-	-	-	-	-	-	3,55,883.00
III)	Sales of Tenders/NCB documents	5,40,000.00	-	-	-	-	-	400.00	-	5,40,400.00
	Security	1,92,692.70	14,86,011.00	-	-	-	-	1,981.00	-	16,80,684.70
	Earnest Money	-	60,000.00	-	-	-	-	-	-	60,000.00
	Misc. receipts/income/Govt. remittances/	73,728.00	1,60,330.30	-	984.00	21,400.00	1,17,672.00	16,250.30	8,000.00	3,98,364.60
	Sundry Creditors to SSA	-	1,36,02,000.00	-	-	-	-	-	-	1,36,02,000.00
	<b>Total Receipts</b>	14,69,25,916.20	35,61,08,741.70	6,71,04,173.68	1,37,38,224.00	34,66,13,499.91	24,59,21,579.73	18,98,01,357.72	20,58,35,557.69	1,57,20,49,050.83
	<b>EXPENDITURE</b>									
<b>Account</b>	<b>CATEGORY "A"</b>									
<b>Code</b>	<b>Activity Description</b>									
<b>AO1</b>	<b>Civil Construction &amp; Major Repairs</b>									
AO1(1)	Const. Of additional Class Rooms	42,73,906.10	-	-	-	5,42,79,435	3,05,71,512.08	2,70,87,299.74	1,30,07,846.60	12,92,19,999.52
AO1(2)	School Building for existing school without building	31,01,356.00	-	-	-	1,05,197.00	-	20,95,100.70	-	53,01,653.70
AO1(3)	New School Building	9,77,17,607.10	-	-	-	-	16,44,605.00	2,48,741.30	18,90,722.40	10,15,01,675.80
AO1(4)	Drinking Water in School	-	-	-	-	-	36,55,322.70	18,27,030.10	21,11,560.05	75,93,912.85
AO1(5)	Toilets in School	-	-	-	-	62,51,413.00	34,29,254.09	27,43,338.00	23,93,500.20	1,48,17,505.29
AO1(6)	Const. Of Residential School/ Special Schools	-	-	-	-	-	-	-	-	-
AO1(7)	Construction of other building BRC /CRC/other Training Institute) CRC	2,79,28,340.00	-	-	-	1,92,513.50	23,902.00	1,23,141.40	81,283.83	2,83,49,180.73
		-	-	-	-	1,32,58,155	55,86,862.60	56,06,720.56	60,29,000	3,04,80,738.16
		SIEMT 1,39,04,707.00	-	-	5,89,671.00	-	-	-	-	1,44,94,378.00
AO1(8)	Repair & maint. Of school building Boundry Wall	-	-	-	-	-	-	15,34,051.90	5,23,974.50	20,58,026.40
		-	-	-	-	1,95,85,888.85	1,21,93,053.70	-	19,79,950.00	3,37,58,892.55
AO1(9)	Repair & maint. Of office & other building (Computer Room)	-	-	-	-	7,33,014.00	16,40,376.00	-	9,950.00	23,83,340.00
		-	-	-	-	20,770.00	1,53,833.00	4,654.00	1,15,115.00	2,94,372.00
AO1(A)	Electrification in Schools	-	-	-	-	-	-	-	-	-
<b>Total</b>	<b>CATEGORY "A"</b>	14,69,25,916.20	-	-	5,89,671.00	9,14,26,386.35	5,88,98,721.17	4,12,70,077.70	2,81,42,902.58	37,02,53,675.00
XXXVI		State Project Office		SCERT	SIEMT	DPEP	DPEP	DPEP	DPEP	Total
		Engineering Cell	S.P.I.U	Gurgaon	Bhiwani	Hisar	Sirsa	Kaithal	Jind	
	<b>CATEGORY "B"</b>									
<b>Account</b>	<b>Activity Description</b>									
<b>Code</b>										
<b>BO1</b>	<b>EQUIPMENT (CAPITAL INVEST- MENT ONLY)</b>									
BO1(1)	Equipment- Computer Hardware	-	14,39,552.00	5,26,343.00	-	7,46,076	7,90,111.00	6,04,806.00	11,54,139.60	52,61,027.60
BO1(2)	Equipment- Computer Software	-	2,49,468.00	4,500.00	5,624.00	1,69,802.00	3,500.00	250.00	3,46,715.00	7,79,859.00
BO1(3)	Equipment Fax, Telephone	-	-	7,162.00	-	56,424.00	64,975.49	-	81,824.00	2,10,385.49
BO1(4)	Equipment Air Conditioner, Air Cooler, Fan	-	41,732.13	2,45,711.00	14,700.00	37,242.00	1,91,901.90	1,01,249.57	32,730.25	6,65,266.85
BO1(5)	Equipment Duplicating Machine	-	-	-	-	16,095.00	-	-	38,299.50	54,394.50
BO1(6)	Equipment Photocopier	-	-	2,20,345.00	-	1,17,260.17	3,41,387.67	4,88,126.00	6,79,232.00	18,46,350.84
BO1(7)	Equipment Television VCR	-	-	68,800.00	26,986.00	3,23,832.00	4,51,948.00	1,61,916.00	2,49,892.00	12,83,374.00

DO6(6)	Meeting Press & Propaganda of DPEP	-	16,065	16,600-00	15,997-00			48,662.00
DO6(7)	Wall Writing/Hoarding/Cutouts	-	-	-	10,97,970	28,41,645-00	31,60,320.00	70,99,935.00
DO6(8)	Mela of Any Type	-	-	-	17,42,618.00	7,62,025-00	34,516-00	25,39,159.00
DO6(9)	Making & Showing of Films (Any Type)	-	7,000-00	19,41,225	51,000-00	-	20,11,215-00	40,73,440.00
DO6(B)	Promotion of Education Exhibition	-	-	-	-	30,198.00	-	30,198.00
DO6(c)	Demonstration & Documentation	-	-	-	-	-	28,718-00	28,718.00
DO6(D)	Production & Supply of Awareness Material (includes Audio)	-	13,655-00	73,928.00	-	4,89,913.00	-	5,77,496.00
XXXXVIII		State Project Office Chandigarh Engineering Cell	S.P.I.U	SCERT, Hr. Gurgaon	DPEP, Gurgaon	DPEP, Bhiwani	DPEP, M. Garh	Total
<b>Account</b>								
<b>Code</b>	<b>Activity Description</b>							
DO7	Awards/Incentives							
DO7(1)	Award(Any Type)	-	-	-	-	4,00,000-00	-	4,00,000.00
DO7(2)	Competition/Debate (Any Type)	-	2,79,292-00	-	14,36,469.00	4,36,330-00	14,51,470.00	36,03,561.00
DO8	REPAIR & MAINTENANCE							
DO8(1)	Repairs & Maintenance Equipment	-	4,42,994.00	5,500-00	22,770.00	39,925.00	-	5,11,189.00
DO8(2)	Repairs & Maintenance Furniture	-	15,346.00	-	1,650	7,151.00	2,290.00	38,437.00
DO8(3)	Repairs & Maintenance Vehicle	-	7,87,541.00	-	2,178-00	18,369.00	-	8,08,088.00
<b>Total</b>	<b>Category "D"</b>	<b>3,56,523.00</b>	<b>2,06,79,714.80</b>	<b>48,36,262.00</b>	<b>7,39,17,560.73</b>	<b>5,09,45,851.50</b>	<b>5,80,23,030.50</b>	<b>20,87,58,942.53</b>
	Gross Expenditure-"Category"A" + "Category"B" +"Category "C" + "Category"D"	5,65,16,999.00	2,60,97,552.13	61,68,454.00	20,43,66,452.06	16,02,79,619.50	15,84,97,637.47	61,19,26,714.16
	Temporary Advances	-	6,44,985.00	-	48,96,451.90	12,39,149.00	37,53,803.95	1,05,34,389.85
	Cash in Banks	-	9,65,43,957.03	6,97,511.00	30,02,868.45	71,90,469.00	62,42,597.00	11,36,77,402.48
	Cash in Hand	-	29,392.92	126.00	9,554.59	1,978.00	-	41,051.51
	Telephone Security	-	2000.00	-	-	-	-	2,000.00
	SSA	-	26,16,203.00	-	-	-	-	26,16,203.00
	Funds/Vouchers under TRANSIT	-	-	-	14,79,212.00	20,67,368.00	22,55,811.00	58,02,391.00
<b>Total</b>	<b>(Expenditure+ Temporary Advances+Cash Cash in Banks+ Cash in Hand</b>	<b>5,65,16,999.00</b>	<b>12,59,34,090.08</b>	<b>68,66,091.00</b>	<b>21,37,54,539.00</b>	<b>17,07,78,583.50</b>	<b>17,07,49,849.42</b>	<b>74,46,00,152.00</b>

BO1(8)	Equipment other office Equipments	-	24,00,716.87	7,14,578.00	1,560.00	1,41,319.74	3,36,197.52	7,33,247.42	6,21,878.77	49,49,498.32
BO1(9)	Training Equipments	-	-	16,58,650.00	42,115.00	14,67,064.40	17,77,834.75	1,89,227.00	2,50,790.00	53,85,681.15
BO2	<b>FURNITURE</b>									
BO2(1)	School	-	-	-	-	15,32,469.00	44,11,226.00	20,32,486.04	2118052.75	1,00,94,233.79
BO2(2)	Office	-	22,99,031.63	13,09,371.00	-	4,43,120.56	3,91,549.83	13,39,792.36	4,15,054.46	61,97,919.84
BO2(3)	Training Institutes	-	-	-	-	27,74,445.31	14,08,365.50	-	9,60,481.00	51,43,291.81
BO3	<b>LIBRARY BOOKS/BOOKS/ JOURNALS(PERIODICAL/NEWS- PAPER SUBSCRIPTION</b>									
BO3(1)	Educational Magazines including periodical & Journal	-	1,69,225.00	14,34,464.00	9,40,200.00	22,34,439.00	36,405.80	2,23,495.40	4,47,532.00	54,85,761.20
BO3(2)	Books & Educational Material	-	2,13,685.17	2,74,077.00	17,60,051	75,53,131.59	96,00,262.83	34,77,928.15	11679766.70	3,45,58,902.44
BO3(3)	Textbooks for SC/ST & Girl students	-	-	-	-	2,65,80,719.15	81,15,582.75	15,04,657.80	1,50,35,907.00	5,12,36,866.70
BO4	<b>VEHICLES</b>									
BO4(1)	Purchase of Vehicle									
	State Level	-	8,55,305.62	3,27,397.00	-	-	-	-	-	11,82,702.62
	Distt. Level	-	9,03,471.93	-	-	8,06,707.00	9,33,360.00	5,88,532.00	6,89,891.00	39,21,961.93
	Bicycles	-	4,885.00	-	-	-	77,470.00	-	-	82,355.00
<b>Total</b>	<b>CATEGORY "B"</b>	-	<b>85,77,073.35</b>	<b>67,91,398.00</b>	<b>27,91,236.00</b>	<b>4,50,00,146.92</b>	<b>2,89,32,079.04</b>	<b>1,14,45,713.74</b>	<b>3,48,02,186.03</b>	<b>13,83,39,833.08</b>
XXXVII		<b>State Project Office</b>		<b>SCERT</b>	<b>SIEMT</b>	<b>DPEP</b>	<b>DPEP</b>	<b>DPEP</b>	<b>DPEP</b>	<b>Total</b>
		<b>Engineering Cell</b>	<b>S.P.I.U</b>	<b>Gurgaon</b>	<b>Bhlwani</b>	<b>Hisar</b>	<b>Sirsa</b>	<b>Kaithal</b>	<b>Jind</b>	
	<b>Category "C"</b>									
<b>Account Code</b>	<b>Activity Description</b>									
CO1	<b>Development of Education &amp; Study Material (Through Work- Shop, Seminar</b>									
CO1(1)	Development of Awareness Material (Includes Audio/Visual also)	-	12,963.00	23,520.00	-	5,50,331.00	55,800.50	11,414.00	-	6,54,028.50
CO1(2)	Development/printing for trial of Text-books(includes translation cost)	-	-	22,80,128.00	7,850.00	8,17,072.00	-	11,50,085.00	-	42,55,135.00
CO1(3)	Development of Curriculum/MLL	-	-	12,657.00	-	1,49,488.00	-	1,200.00	5,939.00	1,69,284.00
CO1(4)	Development of training module (any type)	-	-	16,74,707.00	15,150.00	-	-	-	-	16,89,857.00
CO1(5)	Development of supplementary teaching learning material	-	-	3,570.00	-	-	-	-	-	3,570.00
CO1(6)	Development of Manual/Handbook/ Guide for teachers.	-	1,48,400.00	12,57,039.00	-	-	-	-	-	14,05,439.00
CO1(7)	Development of Teaching Learning Aids	-	-	88,93,881.00	-	-	-	57,31,301.40	-	1,46,25,182.40
CO1(8)	Development of awareness material for teachers	-	-	-	-	-	-	-	-	-
CO1(9)	Development of work book	-	-	6,02,826	-	-	39,48,839.00	1,03,70,373.00	-	1,49,22,038.00
CO1(A)	Development of Evaluation/Test material for students	-	-	-	-	-	-	4,73,400.00	-	4,73,400.00
CO1(B)	Development of training material (any Type)	-	5,45,066.00	10,19,179.00	-	-	-	-	22,000.00	15,86,245.00
CO2	<b>Consultants Local/Foreign</b>									

CO2(2)	Foreign Consultants	-	-	-	-	-	-	-	-	-
CO3	Fellowship Local/Foreign	-	-	-	-	-	-	-	-	-
CO3(1)	Local Fellowship	-	-	-	-	-	-	-	-	-
CO3(2)	Foreign Fellowship	-	-	-	-	-	-	-	-	-
Account										
XXXVIII		State Project Office		SCERT	SIEMT	DPEP	DPEP	DPEP	DPEP	Total
		Engineering Cell	S.P.I.U	Gurgaon	Bhiwani	Hisar	Sirsa	Kaithal	Jind	
Code	Activity Description									
CO4	Training									
CO4(1)	Training for Master Trainer/Resource Persons	-	-	9,86,837.00	-	3,44,043.85	2,90,638.00	1,05,444.00	61,000.10	17,87,962.95
CO4(2)	Training For Instructors(ALS & NFE)	-	-	2,58,002.00	-	86,385.00	4,51,800.75	1,12,626.00	2,79,400.00	11,88,213.75
CO4(3)	Training for faculty member/cordinator	-	-	1,48,134.00	-	25,265.00	2,80,978.50	-	-	4,54,377.50
CO4(4)	Training For Field Workers	-	-	25,198.00	-	18,52,028.70	-	4,14,715.00	-	22,91,941.70
CO4(5)	Training for teachers shiksha karmis	-	-	16,11,265.00	-	1,63,54,772.10	92,18,701.99	66,56,300.75	1,00,41,355.95	4,38,82,395.79
CO4(6)	Training for Panchayat Members/VEC/Non-Official/NGO	-	94,604.00	-	-	9,91,730.55	14,41,110.00	8,34,456.50	13,23,164.80	46,85,065.85
CO4(7)	Training for educational administrator	-	-	-	-	-	-	-	-	-
CO4(8)	Training of Project Staff	-	-	-	27,282.00	74,308.00	2,69,377.25	-	-	3,70,967.25
CO4(9)	Salary for training staff(including BRC	-	-	-	-	1,08,67,895	64,17,844.40	65,90,712.00	65,95,284.60	3,04,71,736.00
	CRC.DIET.SCERT.SIEMT)	CRC	-	-	-	7,16,65,300	4,07,28,822.95	3,31,43,573.85	3,66,38,783.15	18,21,76,479.95
		DIET	-	-	-	23,61,678.10	16,95,448.00	19,87,748.00	26,41,870.30	86,86,744.40
		SCERT	-	-	10568037	4571979	-	-	-	1,51,40,016.00
CO4(A)	Training of Head Masters	-	-	-	-	-	-	-	-	-
CO4(B)	Training any other not covered above	-	-	-	-	-	2,16,387.00	-	9,07,906.63	11,24,293.63
CO5	Workshop/Seminar/Conference									
	Including TA/DA									
CO5(1)	Workshops (any Type)	-	9,83,151.83	65,23,630	15,33,342	6,23,793.27	4,46,863.50	3,03,792.00	6,62,641.30	1,10,77,213.90
CO5(2)	Seminar & Conference(any type)	-	-	2,45,588.00	-	1,80,089.00	4,01,917.25	5,25,032.50	18,382.00	13,71,008.75
CO5(3)	Preparation of DPEP Work Plan	-	27,436.00	17,454.00	-	-	8,089.59	8,751,5000	11,450.00	73,181.09
CO6	Grants									
CO6(1)	Grants to NGO's	-	-	-	-	-	-	-	-	-
CO6(2)	Grants to mahila samakhya soceity	-	-	-	-	-	-	-	-	-
CO7	Research & Evaluation/Surveys/									
	MicroPlanning/Documentation									
CO7(1)	Research	-	1,03,756.00	2,10,444	-	1,01,778	89,954.50	41,030.75	53,241.00	6,00,204.25
CO7(2)	Evaluation	-	3,24,000.00	2,18,688.00	-	2,800.00	15,531.50	-	5,970.00	5,66,989.50
CO7(3)	Survey	-	2,27,000.00	6,86,682.00	14,89,441.00	4,90,215	-	2,990-00	-	28,96,328.00
CO7(4)	Appraisal	-	-	-	-	-	-	-	-	-
CO7(5)	MicroPlanning/Planning	-	-	39,040.00	-	37,384.00	45,700.00	55,253.00	76,713.00	2,54,690.00
CO7(6)	Documentation	-	-	10,952.00	-	-	-	-	6,37,740.00	6,48,692.00
Total	Category "C"	-	24,66,376.83	3,90,03,518	77,70,060	10,76,99,141.57	66023804.68	68535199.25	60071441.83	35,15,69,542.16

XXXIV		State Project Office		SCERT	SIEMT	DPEP	DPEP	DPEP	DPEP	Total
		Engineering Cell	S.P.I.U	Gurgaon	Bhiwani	Hisar	Sirsa	Kaithal	Jind	
	Category "D"									
Code	Activity Description									
DO1	Salary									

DO1(1)	Salary for Teachers/Honorarium For Shiksha Karmis	-	-	-	-	1,86,06,602.00	83,20,739.00	1,65,53,522	1,55,90,325	5,70,71,188.00
DO1(2)	Remuneration for instructors & supervisors	-	-	-	-	26,28,627	4,426,208.00	-	23,57,495.00	94,12,330.00
DO1(3)	Salary For Officers	-	53,15,252.20	-	-	46,61,057.95	19,57,367.20	27,30,555.25	38,59,545.85	1,85,23,778.45
DO1(4)	Salary For Staff	-	57,12,972.15	-	-	68,82,845.45	69,13,799.87	68,03,909.25	57,44,813.00	3,20,58,339.72
DO2	<b>Grants to Schools</b>									
DO2(1)	Annual grant @Rs.2000/- per school	-	-	-	-	1,44,03,570	82,55,837.60	53,24,234.70	54,47,217.00	3,34,30,859.30
DO2(2)	Annual grant @ Rs.500/- per teacher	-	-	-	-	1,27,43,500	65,68,884.00	49,91,157.25	71,95,426.72	3,14,98,967.97
	Health Check-Up	-	-	-	-	10,60,346.00	17,66,617.50	1,31,322.00	26,94,583	56,52,868.50
	Improvement in school existing facilities	-	-	-	-	19,64,710.00	-	-	-	19,64,710.00
DO3	<b>Teaching Aids</b>									
DO3(1)	Printing/supply of Curriculum/MLL	-	-	-	-	-	-	2,300.00	-	2,300.00
DO3(2)	Printing/supply of training module(any type)	-	-	3,30,054.00	21,450.00	-	-	-	-	3,51,504.00
DO3(3)	Printing/supply of supplementary teaching learning material	-	-	8,74,015.00	-	7,000.00	1,93,571.00	-	44,25,060.00	54,99,646.00
DO3(4)	Printing/supply of manual/handbook/guide guide for Teachers	-	-	1,31,09,479	-	6,03,985.00	-	-	10,20,738.00	1,47,34,202.00
DO3(5)	Printing/supply of Teaching Learning Aids	-	-	54,399.00	-	-	31,48,696.70	13,80,000.00	-	45,83,095.70
DO3(6)	Printing/Supply of Awareness Material for Teachers	-	52,224.00	-	-	-	97,803.00	3,02,500.00	-	4,52,527.00
DO3(7)	Printing/Supply of Work Book	-	-	-	-	-	19,32,454.00	23,70,422.00	15,85,071.00	58,87,947.00
DO3(8)	Printing/Supply of Evaluation/Test Material For Students	-	-	-	-	17,15,200.00	6,91,200.00	-	-	24,06,400.00
DO3(9)	Printing/supply of training material(any type)	-	-	6,24,998.00	-	-	-	6,251.00	-	6,31,289.00
DO3(A)	Printing/Supply of Material (Not specified above)	-	-	37,020.00	-	17,83,263.00	52,53,933.00	-	1,47,352.00	72,21,568.00
DO4	<b>Innovation</b>									
DO4(1)	Innovation Facility	-	-	-	-	-	-	-	-	-
DO4(2)	Innovations for school design(Civil Works)	-	-	-	-	-	1,39,993.00	2,69,120.00	-	4,09,113.00
XXXX		State Project Office	SCERT	SIEMT	DPEP	DPEP	DPEP	DPEP	DPEP	Total
		Engineering Cell	S.P.I.U	Gurgaon	Bhiwani	Hisar	Sirsa	Kathal	Jind	
DO5	<b>Office Expense</b>									
DO5(1)	Rent	-	36,12,261.27	5,34,347.00	-	2,64,484.40	1,14,351.90	5,84,791.00	2,50,384.99	53,60,620.56
DO5(2)	Taxes	-	-	-	-	-	-	-	-	-
DO5(3)	Vehicle Pol	-	19,40,927.31	3,79,262.00	1,33,802.00	10,68,867.19	6,33,179.33	4,71,648.51	8,12,027.14	54,39,713.48
DO5(4)	Consumable office expense(stat etc)	-	29,55,236.19	1,61,953.00	3,94,066.00	12,22,124.60	9,79,528.90	2,77,326.05	2,24,122.85	62,14,357.59
DO5(5)	Meetings Arrangements	-	2,93,967.00	15,762.00	-	8,75,807.40	1,99,524.00	1,60,545.50	2,01,328.55	17,46,934.45
DO5(6)	Telephone(includes installation cost)	-	20,49,752.63	2,94,696.00	39,012.00	1,94,444.82	3,95,345.90	2,13,758.10	2,38,905.22	34,25,914.67
DO5(7)	Electricity & Water	-	2,42,918.00	4,43,598.00	-	4,02,961.20	2,91,208.67	1,15,456.65	2,53,872.50	17,50,015.02
DO5(8)	Contingency	-	44,34,028.21	15,38,114.00	1,21,995.00	29,29,759.94	16,48,172.02	13,88,666.01	25,51,508.96	1,46,12,244.14
DO5(9)	TA/DA other then Workshop/ Seminar/Training	-	9,26,133.50	5,92,696.00	2,59,580.00	22,62,108.90	18,34,343.25	14,71,634.80	21,62,882.50	95,09,378.95
DO5(A)	Honorarium other then Workshop/ Seminar/Training	-	6,900.00	-	-	7,30,891.00	5,58,408.00	60,04,496.00	80,289.00	73,80,984.00
DO6	<b>Non -Curricular &amp; Media Activities (NGO Participation)</b>									
DO6(1)	Puppet Show/Street Play of Any type(Jan Jantha Kalpathaka)	-	3,41,573.00	-	-	-	25,35,265.50	17,380.00	5,72,917.00	34,67,135.50
DO6(2)	Organising Cultural Programmes & Local Visits	-	-	84,378.00	-	2,672.00	9,03,356.50	66,811.50	-	10,57,218.00

	Backward/Tribal Areas, Women									
DO6(5)	Mobilization (Panchayat Functionaries, MLAs, NGOs, VEC)	-	1,54,054.00	8,860.20	-	6,92,413.25	1,02,637.00	9,82,897.90	36,75,542.60	56,16,404.95
DO6(6)	Meeting Press & Propegenda of DPEP	-	7,57,654.00	98,509.00	-	-	10,42,006.37	30,814.50	16,900.00	19,45,883.87
DO6(7)	Wall writing/hoarding/posters/cutouts	-	90,000.00	-	-	9,58,661.32	8,54,170.50	17,33,564.00	10,92,825.23	47,29,221.05
DO6(8)	Mela of any type (Ex.shishu Mela, Bal Mela, MA- Beti)	-	-	11,13,652.00	-	25,25,963.25	41,32,601.66	3,77,721.40	11,98,091.85	93,48,030.16
DO6(9)	Making & Showing of films(any type)	-	75,83,300.00	42,600.00	-	-	-	9,771.00	3,75,613.00	80,11,284.00
DO6(B)	Promotion of Education Exhibition	-	-	-	-	15,399.00	5,684.00	-	2,34,680.00	2,55,763.00
DO6(c)	Demonstration & Documentation	-	-	-	-	-	-	-	56,181.00	56,181.00
DO6(D)	Production & Supply of Awareness Material (Includes Audio)	-	5,26,985.00	72,560.00	-	4,96,000.00	-	-	-	10,95,545.00
XXXXI		State Project Office		SCERT	SIEMT	DPEP	DPEP	DPEP	DPEP	Total
		Engineering Cell	S.P.I.U	Gurgaon	Bhiwani	Hisar	Sirsa	Kaithal	Jind	
Account	Activity Description									
Code										
DO7	Award/Incentives									
DO7(1)	Awards(any Type)	-	21,732.00	-	-	-	-	-	-	21,732.00
DO7(2)	Competition/Debate (Any Type)	-	6,26,255.00	-	-	9,84,580.00	27,25,724.45	4,19,494.50	10,99,600.23	58,55,654.18
DO8	Repair & Maintenance									
DO8(1)	Repairs & Maintenance Equipment	-	4,02,630.00	40,090.00	640.00	1,49,570.00	1,19,670.00	1,30,738.00	1,37,562.26	9,80,900.26
DO8(2)	Repairs & Maintenance Furniture	-	54,000.00	-	-	9,938.00	-	-	-	63,938.00
DO8(3)	Repairs & Maintenance Vehicle	-	7,67,157.08	83,083.00	27,054.00	2,77,724.60	2,27,537.05	2,46,315.00	5,09,177.00	21,38,047.73
Total	Category "D"	-	38867912.54	20534125.20	997599.00	81486337.27	69639164.87	55569163.87	65812038.45	332906341.20
	Gross Expenditure-"Category "A"+	146925916.20	49911362.72	66329041.20	12148566.00	328612012.11	223493769.76	176620154.56	166626566.89	1193089391.44
	Category "B" + Category "C" +									
	Category "D"									
	Temporary Advances		1,97,915.00	8,000.00	4,397.00	7,97,236.85	19,50,941.61	3,03,356.48	58,81,343.50	91,43,190.44
	Cash in Banks	-	19,71,80,004.26	6,64,183.68	10,28,452.00	1,19,66,173.64	1,32,44,297.54	1,13,32,595.68	73,67,944.55	24,27,83,651.35
	Cash in Hand	-	9,125.72	20,659.00	175.00	239.31	67,144.82	137.00	1,059.75	98,540.60
	To DPEP II	-	10,87,77,074.00	-	-	-	-	-	-	10,87,77,074.00
	Telephone/Electricity Security	-	8,000.00	-	-	1,050.00 (ele)	-	-	-	9,050.00
	TO DEP	-	25,260.00	-	-	-	-	-	-	25,260.00
	Funds/Vouchers under TRANSIT	-	-	82,290.00	5,56,634.00	52,36,788.00	71,65,426.00	13,45,114.00	37,56,641.00	1,81,42,893.00
	Gross Total	14,69,25,916.20	356108741.70	67104173.88	13738224.00	#####	245921579.73	189801357.72	205835557.69	1572049050.83

## KARNATAKA

### 1. Learning, Completion and Quality:

- Assess interventions and strategies to improve completion rates and to address repetition, drop-out and low achievement

#### Completion Rates:

A maiden attempt was made during 2000-01 on cohort analysis of all the schools from 1st to 4th standards in all the DPEP districts. The districts have computerized the data and analyzed. The average completion rate for the DPEP districts stood at 67.50. The continuation of a child even in the same school for four years does not mean that he/she will graduate successfully without repetition. The students could face different situation in four years of their stay in the school system. Besides, repetition the students could also fail in the final examination in penultimate grade due to poor academic performance. Therefore, the completion rate would tend to be lower than the proportion of children studying in Grade 4. Completion rate, district wise, by gender is given in the following table.

Sl. No.	District	Completion Rates		
		Boys	Girls	All
1	Banagalore Rural	79.6	80.6	80.1
2	Belgaum	72.9	71.3	72.1
3	Bellary	70.0	68.9	69.4
4	Bijapur	65.1	64.0	64.6
5	Dharwad	64.6	63.4	64.0
6	Gulbarga	52.0	48.8	50.5
7	Kolar	76.6	76.1	76.3
8	Mandya	85.0	85.2	85.1
9	Mysore	77.7	79.4	78.5
10	Raichur	59.3	55.4	57.5
	Average for ALL	67.9	67.1	67.5

The completion rate is extremely low in the case of Gulbarga district in which nearly half of the students entering Grade 1 fail to complete primary education in a period of four years. In contrast to this is the district of Mandya with 85.1 as completion rate. The gender related differentials in completion rate are not significantly different. However, large variations between the completion rates of SC, ST and others exist. The overall completion rate for SC, ST and OBC students were lower than that of the students general category. The average completion rate for SC students was 63.7 as compared to 73.7 for students belonging to the general category. The students belonging to SC showed a better average than those belonging to ST.

To understand the school level variations in completion rates, the schools are classified on the basis of the following parameters.

CATEGORY	Schools with Completion Rates	EFFICIENCY
A	75% and above	Most efficient
B	Between 60-75%	Highly efficient
C	Between 45-60%	Average
D	Between 30-45	Low
E	Less than 30%	Very low

A very positive indication of school efficiency is reflected in Mandya district where more than 75% schools had more than 75% completion rates followed by Bagalore rural and Mysore districts. On the other extreme are the districts like Gulbarga and Raichur where 25% of schools could surpass 75% completion rate. Gulbarga district, in particular, has one fourth of schools had less than 30% completion rates. District wise classification of schools based on the completion rates is given below.

Sl. No.	District	% Of schools with completion rates					TOTAL
		<30%	30-45%	45-60%	60-75%	>75%	
1	Banagalore Rural	2.1	4.2	9.7	17.0	67.1	100
2	Belgaum	3.0	6.7	17.0	24.9	48.5	100
3	Bellary	5.5	11.1	16.5	21.1	45.9	100
4	Bijapur	15.6	6.6	13.7	18.3	45.8	100
5	Dharwad	12.1	7.1	16.2	24.4	40.1	100
6	Gulbarga	26.2	18.6	17.1	12.9	25.2	100
7	Kolar	3.2	6.0	13.3	20.2	57.2	100
8	Mandya	0.6	2.7	5.4	15.4	75.9	100
9	Mysore	2.7	4.7	9.9	22.0	60.7	100
10	Raichur	15.8	19.4	22.1	17.9	24.9	100
	Average for ALL	8.4	8.3	14.1	19.8	49.4	100

### Strategies:

- A new Directorate at Gulbarga has been established to cater to the needs of seven districts of North Karnataka, which are educationally backward. This is one of the major steps towards initiating the reforms in improving school efficiency.
- Remedial teaching has been undertaken to improve completion rates in the low performing schools.

### Repetition:

There is no detention policy in the state up to 4th standard; however, it depends on putting 75% of attendance. Repetition rate has been considerably decreased. Standard-wise repetition rates are given for the year 200-01. Quality may not suffer since competency based evaluation is undertaken in the schools.



### Repetition Rates (I-IV)

Standard	BOYS		GIRLS	
	1997-98	2000-01	1997-98	2000-01
I	11.15	4.70	11.61	4.80
II	8.73	3.80	8.75	3.90
III	10.15	4.80	10.38	4.90
IV	8.79	4.50	7.30	4.50
I-IV	9.79	4.45	7.30	4.53

#### Strategies:

- Remedial teaching during the annual vacation is proposed in the schools to help children to continue without wasting a year.
- A district-wise study is proposed to be taken in coordination with RESU of TSG during 2002-03.

#### Retention:

Retention rates have considerably increased vis-à-vis decreasing the dropout rates. The increase in retention rate among girls is significant. The following table gives a bird's eye view of the retention rates.

YEAR	I – IV		I-VII	
	BOYS	GIRLS	BOYS	GIRLS
1993-94	71.71	66.01	49.62	44.64
2000-01	85.72	87.68	61.32	56.73

#### Strategies:

The following interventions are undertaken by the DPEP to improve retention of children by providing attractive school environment through community participation, and also through activity based and participatory teaching-learning process.

- '**school Adoption Programme (SAP)**': The state has launched SAP in convergence with the institutions / trusts / non-government organisations / philanthropists aiming at the all-round development of the institutions. These organisations can take either one school or more school or all the schools in a particular area / block / district. The department enters into a ToR with such an organisation.

#### Low Achievement:

The following strategies are adapted to improve low achievement among learners.

➤ **Providing Progress cards:** Continuous and comprehensive evaluation is a must to keep a watch on the acquirement of necessary competencies; as the Teaching-Learning (T-L) processes are competency oriented and activity-cum-workbooks provided are based on the Minimum Levels of Learning (MLLs). This helps not only to assess the students' attendance and attainment but also reflects the impact of Teaching-Learning processes. With this in view, Progress Cards were provided to students studying in classes I to V in DPEP districts with the following objectives.

- \* To identify the learning levels of children both cognitive and non-cognitive
- \* To provide information to parents on the learning attainment and progress of their wards
- \* To help competency-wise analysis and to grade the difficulty level based on the child's performance
- \* to provide remedial teaching
- \* To enhance self esteem of children

A first hand information is provided to the parents on the educational levels of their wards and share the shortcomings and progress with them in the programme - 'Samudayadatta Shaale'. Is it only a ritual? How many parents take follow up action to improve the performance of their ward? - are the questions still to find an answer.

#### *Supplementary Inputs to improve learning levels:*

- 'KELI-KALI' – a radio programme launched during 2000-01, provided a support for the students' learning. This programme launched with the convergence of AIR and DEP-DPEP-IGNOU has provided 60 episodes with a focus on language, mathematics and environmental sciences for the 3<sup>rd</sup> standard students. However, the target group was the children and teachers of Raichur and Gulbarga districts. Huge efforts had gone in its planning, script development, facilitation and monitoring. A phone-in programme launched after the completion of the programme, has provided a considerable feed back. It also affirms that the programme has been received wholeheartedly by the entire target group – children, teachers and the community.

Based on its success, a similar programme for the benefit of 4<sup>th</sup> standard students has been launched through AIR, Dharwad and Gulbarga to have a wider coverage. Beaming of the first set of episodes is over by the end of September 2001 and the second set goes on air from November 2001. A feedback is obtained by having a teleconference with the clientele. Due to the demand from the clientele, DPEP is beaming the 60 episodes for the benefit of 3<sup>rd</sup> students from AIR, Dharwad and Gulbarga from November 2001. Totally 'Keli-Kali' will be on AIR on all the six days, except Sunday.

As per the recommendation of the 14<sup>th</sup> JRM, it has been decided to extend to V standard during the year 2002-03 throughout the state with convergence with Department of Public Instruction.

- **Examine the progress in developing systems for evaluating students' learning for use by teachers in schools**

Teachers have been empowered to evaluate students' learning continuously and comprehensively at school level based on the competencies and mark on the progress chart student-wise. A method of self-evaluation by the child is also incorporated in the schools. But, much work has to go in this direction.

- **Assess new initiatives and progress on ongoing initiatives to improve quality of primary schooling with respect to management and deployment of teachers, teacher development, development of textbooks and other materials, teaching and learning in multigrade situation, teaching learning process and teacher and pupil attendance**

The following strategies are the ongoing initiatives to improve quality of primary schooling.

- **Teacher Recruitment:** Karnataka is the front-runner in bringing reforms in teacher recruitment. The State has brought in transparency in recruiting and posting and also in transfers by counseling. As recruitment is done only on the basis of the marks obtained in the qualifying examinations, the candidates may not be having any aptitude for teaching. The computerized counseling introduced for efficiency and transparency in postings and transfers, always keeps the vacancies existing in remote places vacant. To avoid, a Common Entrance Test has been introduced for recruitment and the recruitment is at the block level.
- **Teacher Deployment:** Deployment of teachers is done judiciously with a view to improve 'Active Instruction Time' (AIT) in the schools. However, 'Pupil Teacher Ratio' (PTR) and 'Standard Teacher Ratio' (STR) are also kept in mind while deployment. For this purpose EMIS is made use of. Accordingly, during 2000-01, 4867 primary school teachers were identified as superfluous and redeployed to the needy schools within the districts. Even after doing this exercise, there were identified 2663 primary school teacher posts as superfluous and were shifted to the districts of North-East Karnataka region for bring equality among the districts.

#### **Teacher development:**

- '**SHIKSHANA SAMVADA**' – a bimonthly teachers' magazine provides an ongoing communication network; through which many issues are shared with the teachers without communication losses, through editorial, articles, stories, and anecdotes. Besides, the magazine contains present issues on education, teaching, learning, evaluation techniques, experience of retired teachers, book reviews, a page for children to '*learn by doing*'. This not only motivates teachers but also influences their attendance and professional competencies.

- **'CHAITHANYA'** – a new training package developed by the department, incorporating the approach and ethos of DPEP; provides a complementary thrust on the content.
- **'TEACHER INTERACTIVE SESSIONS'** – provided a forum to exchange their experiences and seek suggestions for the hard spots, which they have identified during practice. Sessions have also been provided to improve their self-reading habits.
- **'JNANA VAHINI'** - A programme to improve the academic and professional competence of teachers through distance education mode is on cards. This provides on line training to in-service teachers through a 'Cafeteria Approach' using print, audio and video media.

#### Teaching and learning in multigrade situation:

- **'Nali-Kali'**: Multi level and Multigrade teaching approach on the basis of HD Kote experience has been extended to one Block each in 4 DPEP-I districts. Programme has been extended from standard 2 to standard 3 in Soundatti block (Belgaum district), Chikkabllapur block (Kolar District), Malavalli block (Mandya district) and Lingasugur block (Raichur district) in DPEP Phase-1 and in respect of six blocks of Mysore district in DPEP phase-2 and teachers handling 3rd standard have been trained in preparation and usage of T-L materials.

Programme has been upscaled to one additional block in each of DPEP phase-1 districts; i.e. Raibagh block (Belgaum district), Sidhlagatta block (Kolar district), KR Pet block (Mandya district) and Deodurg block (Raichur district) and in one cluster of each of DPEP Phase-2 districts as given under:

Sl. No.	District	Block	Cluster
1	Bangalore Rural	Doddaballapur	Basettihalli
2	Bellary	Bellary	Koppanagudi
3	Bidar	Bhalki	Halahalli
4	Bijapur	Bijapur	Trikota
5	Bagalkot	Hungund	Kammatagi
6	Dharwad	Dharwad	Nigadi
7	Gadag	Shirahatti	Doddura
8	Haveri	Hirekerur	Chikkerur
9	Gulbarga	Aland	Chinchanasura
10	Chamarajanagar	Chamarajanagar	Mangala

The programme is extended from 3<sup>rd</sup> standard to 4<sup>th</sup> standard in single teacher schools of Mysore district. The approach has been extended to 3<sup>rd</sup> standard in four blocks of phase-1 districts and integrated the children to mainstream of instruction at 4<sup>th</sup> standard by introducing activity-cum-workbooks. UNICEF has evaluated 'Nali-Kali'; and the report is shared with districts and others for feed back.

### Teacher and pupil attendance:

- Karnataka is the pioneer in bringing several reforms in education system. One of them being – formation of ‘School Development & Monitoring Committees’ (SDMCs). These committees have been vested with more powers and responsibilities. They are authorised to sanction casual leave to the institutional heads and recommend other kinds of leave for the teachers in their schools. This helps in monitoring teachers’ attendance in the schools.
- ‘MINCHINA SANCHARA’ – surprise visits undertaken by the district and block functionaries have improved sufficiently the teachers’ and students’ attendance, avoiding fake attendance of children in the name of ‘Compulsory Primary Education’ (CPE). This is an ongoing exercise. Sufficient number of children of age group 6-11 whose names were on rolls in spite of not attending the school for some years on the pretext of CPE were removed from rolls and surplus teachers have been redeployed to the needy schools.
- Many teachers do face problems in rural areas and try to take a change to the urban / block head quarters, due to need for a better and higher education for their children.
- The movement of teachers has been curtailed, by introducing the taluk level recruitment from this year.

- **Progress towards improving learning achievement**

Terminal Assessment Survey (TAS) has been conducted for the DPEP Phase-I districts during 2001-02. The results show that an overall steadiness of achievement compared to BAS and MAS except in the district of Raichur. Eventhough, the expected level of achievement (80%) is not observable, the achievement is nearer the target.

Standard	Subject	Overall mean percentage		
		BAS	MAS	TAS
I / II	Language (Kannada)	55.49	70.75	73.25
	Numeracy	49.80	70.00	71.70
III / IV	Langauge (Kannada)	35.67	46.65	51.25
	Mathematics	39.75	45.52	44.56

- **Examine the contribution of VEC and other grass root level structures in overall school quality and school-community linkages**

Samudayadatta Shaale and SDMCs are contributing for quality education in the schools and also providing rapport between the community and the school.

- **'SAMUDAYADATTA SHAALE':** This programme brings the community nearer to school and develops a sense of ownership among the community "**our village – our school - our children**" and strengthens the **sense of belonging**. The programme envisages conduct of VEC meeting and Gram Sabha once a month in which atleast one departmental officer shall participate. The officer observes all the activities of the school right from morning to evening. The officer stays in the village and discusses the strengths and weaknesses of the schools with the community and teachers and provides a forum to come out with an action plan to improve the overall function of the school. A first hand information by issuing progress cards is provided to the parents on the educational levels of their wards and share the shortcomings and progress with them. Cultural activities in the evening provide an opportunity to the children to exhibit their talents.
- **School Development & Monitoring Committees (SDMCs):** SDMCs which replaced VECs have been vested more powers and responsibilities to see that a quality education is provided in their schools.

## 2. *Equity:*

- **Assess the progress in providing education to children in special groups and the hardest to reach groups and urban deprived children**
- **Girls' Education:** To improve the participation of girls in education, they are provided with free education up to +2 stage.
- **Tribal Education:** Soliga tribes, like any other primitive tribe, have a dialect of their own and collection of forest produces as their main occupation. Though Ashram schools are established by Tribal Welfare Dept, the education imparted in these schools are not different from mainstream schools. With a view to bring education more closer to their distinct way of life, it was decided to produce text books in Soliga language. Soliga Siddi-1, a text book for standard-1 was prepared through a series of workshops. The book is written with an integrated approach. The book was introduced in the year 1999-2000 and the text book produced for standard-2 was tried out during 2000-01. The mix of Soliga dialect with the regional language is 75:25 in 1st standard and 50:50 in second standard. Gradually, the regional language component gets increased, so that, a child entering standard IV will be receiving education through Regional Language. Along with the workshops meant for preparation of text book for Standard-1, a hand book on Soliga Culture and an audio cassette containing the tribal folk songs was also produced. Thus a holistic approach has been adopted for the education of soligas.
- **Migrant Children:** To provide education without a break, all the children belonging to migrant families have been provided with '**identity cards**', which facilitate children to continue schooling at the places, where they go.
- **Disabled children:** With the enactment of '**Persons with Disability Act**' every child, irrespective of the nature and severity of disability, has a right to receive appropriate form of education. Considering the number of children with special needs and their distribution over large geographical area, **Inclusive Education has become a necessity and a compulsion**. Though there are institutions of Special Education, they are far and few in number and inaccessible to majority of rural children. It is estimated that about 6% of children in the school age group constitute children with special needs for whom Inclusive Education is to be provided. As per data available in Education Management

Information System (EMIS), there are only 29,000 children with special needs already studying in our schools. This means that about 1 lakh children with special needs continue to be unattended by the school system.

DPEP Karnataka formulated a pilot project for implementation of Inclusive Education and the same was tried out in Magadi block of Bangalore rural district. The salient features of the project include positioning of two trained Resource Teachers in each cluster with support materials. A very intensive 2-month training in three phases. Inputs during the training include, facility for functional assessment, parent counseling, community awareness programmes, through songs and street plays, training for arranging medical assessment, sensitization of general teachers and preparation of special teaching aids. These trained Resource Teachers visited every school and were able to identify 759 special children during the first year itself and a medical camp was organised.

Based on the Magadi experience, the programme is extended to all DPEP districts and proposed to train 400 resource teachers through Rehabilitation Council of India (RCI) recognised institutions. With this there shall be one trained resource teacher for every three clusters.

A vision document is being developed with ultimate vision of *'having every disabled child in the school and to receive appropriate form of education – formal, community and resource room based, etc'*.

#### **Out Of School Children:**

In spite of increase in total enrolment, during the house-to-house survey conducted during January 2001, still 11.12% of children of age group 6-14 are found to be out of school, and 5.06% belong to the age group of 6-11. However, inter-district variations exist. Raichur and Gulbarga districts capture the first and second places having 26.73% and 25.76% of children of age group 6-14 out of school, which causes much concern and warranted immediate measures to bring these children back to school.

**'HOUSEHOD SURVEY' – KARNATAKA'S INITIATIVE:** During the month of January 2001, an intensive **'House-to-House Survey'** was launched to identify the

- 0-14 age group population
- Number of school going children
- Out of school children – both non-entrants and drop-outs; and
- Population of the children with disability

As a result, a vast data is available which flagged many concerns for immediate interventions. One being the existence of a large number of out of school children in the districts ranging from 1.14% in Udupi district to 26.73% in Raichur district. Overall, the state has 11.12% of children of 6-14 years of age out of school. Now, each habitation / village has child-by-child profile which has been documented. A set has been given to the Gram Panchayat, one to Cluster Resource Centre (CRC) and the other to the School for further monitoring. The Data Capture Format (DCF) and the training was designed

by the DPEP and supported by the Department of Public Instruction. With the data on hand, the department went with an ambitious plan of bringing 11 lakh of these out of school children to formal stream through '**CHINNARA ANGALA**' – A SUMMER BRIDGE COURSE PROGRAMME.

The target for DPEP districts was 80,000, out of which 71071 were on rolls and 67242 of them have been inducted to the formal schooling system. Their retention and achievement is being monitored continuously.

In its second phase, Chinnara Angala covered 611 centres in the seven districts of North-East Karnataka to bring 22,244 out of school children of age group 7-11 to the formal schooling system during this October-November 2001. There is a constant vigil over these children to see that all the enrolled attend the formal school regularly and thus 100% enrolment and 100% retention could be achieved.

### **Bottle-necks:**

Some of the bottlenecks in reaching out of school children as identified are as under:

- Spatial range is too large
- These are the children of marginalized groups
- Demand for labour
- 40% of population are self-employed – artisans, shop keepers, who do not see value for education and take the help of their children right from their childhood
- 35% of labourers are land-less, who take the help of their children for supplementing their wages

In its third phase, it is proposed to enrol 105050 out of school children through 4319 centres during summer 2002.

- **Assess the quality of education provided to these groups with an equity perspective**

Education provided to disadvantaged groups when assessed its quality with an equity perspective, the following findings could be seen in TAS.

- The gap between performance of boys and girls in very minimum.
- There is improvement successively in language at I / II standard level except the ST category in Raichur district. Whereas, in standard III / IV level there is a mixed reaction. SC category shows steady progress in three districts excepting Raichur, but the ST category shows progress only in Mandya and in all the other three districts the performance is poor. However, the variations are marginal among categories.



### 3. *Planning, management and supervision:*

- **Assess interventions for capacity building of personnel at various levels and institutional strengthening for planning and management of primary education**
  - The state and district level institutions were provided ample chances to improve their capacities in planning and management of primary education. Some of them are highlighted below:
    - Provided training at NSDART, Mussorie in planning and appraisal
    - Several workshops were conducted at the state level with the help of NSDART and TSG / Ed CIL.
    - Besides, several regional and national level workshops were also conducted to provide a
- **Progress in collecting and using data including that obtained through micro planning in planning for quality, access and retention**
  - **School Information (EMIS):** EMIS, which has been stabilized in the State, is providing information on several indicators, which is analysed and shared with the state, district and block functionaries. This is used not only in judicious redeployment of teachers, but also in improving PTR, institutional infrastructure. The data is also being used to generate GER, NER, Retention Rates and in developing AWP & B of the districts. However, the bottleneck is that, the information is not getting disseminated beyond the block.
  - **Household Information:** With an objective to identify 6-14 age group child population by gender, social group, and to identify in school and out of school children, a household survey was conducted during January 2001. The major findings of this survey were:
    - \* Child population of age group 6-14 was 104.23 lakhs
    - \* 10.53 lakh children of age group 6-14, amounting to 11.72% were out of schools
    - \* More than 60% of out of school children were found in 7 North-Eastern districts of Karnataka
    - \* Inter-district variations exist - The percentage of out of school children vary from 1.14% (in Udupi district) to 26.73% (in Raichur district)

With this information on hand, efforts have been made to provide access to all these out of school children in a phased manner through – Chinnara Angala programme.

As the 60% of out of school children were found in 7 North-Eastern districts of Karnataka - Bellary, Bidar, Bijapur, Bagalkot, Gulbarga, Raichur and Koppal. To have a close monitoring and implementation of different strategies in achieving the goals of Universalisation of Elementary Education (UEE) a separate Directorate has been established at Gulbarga.

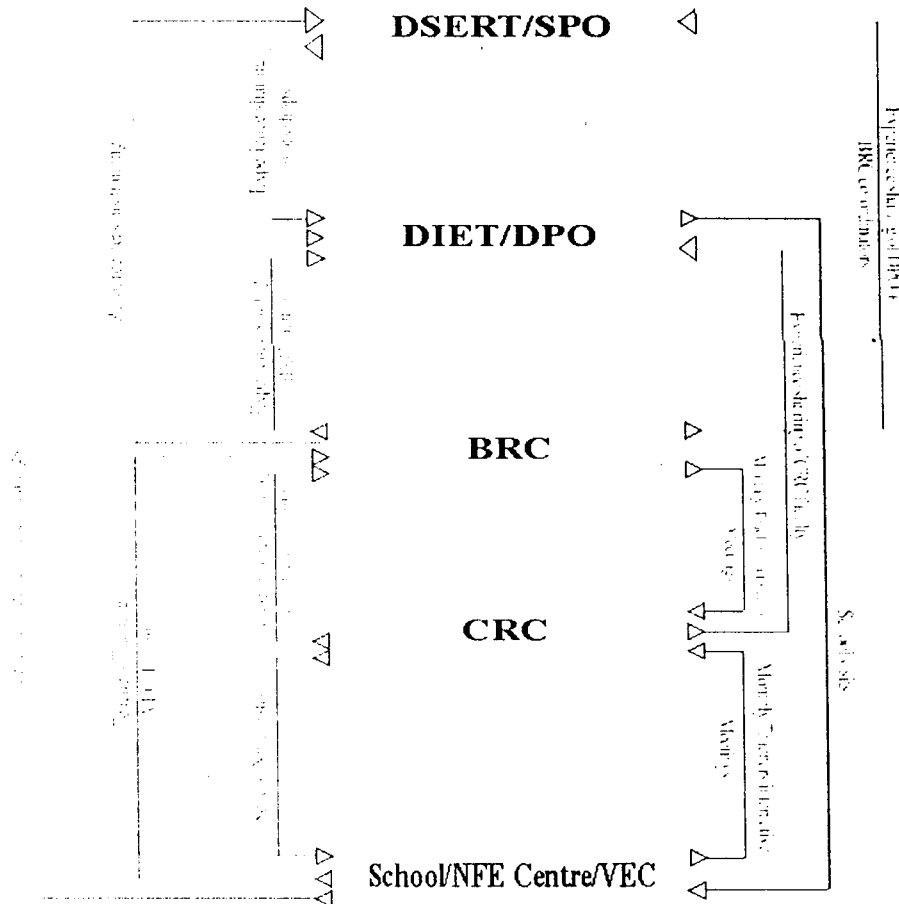
- Assess the effectiveness of the monitoring and supervision structures and support systems including SPO, DPOs, BRCs, CRCs, etc.

There is a constant monitoring offices at the State level to the sub-district level. Using PFMS (Physical & Financial Monitoring System) developed in-house. It is a quite effective system.

Monitoring is also done once in a month conducting a meeting at the State level. Besides, such meetings are also conducted at the District level for BRCs and at the Block level for the CRCs.

- Evaluate the convergence and coordination among structures of district

District Academic Structure (DAS) has been created for providing academic support with inbuilt monitoring mechanism.



- Assess the extent of autonomy and decision making powers at district and sub-district level structures

Powers have been decentralized and delegated to the district and sub-district structures as per the decisions of the EC and the Financial Regulations of the Society.

- **Assess the extent and effectiveness of the institutional strengthening with regard to SCERT, SIEMAT and DIETs**

Karnataka has gone in strengthening of DSERT (SCERT) in lieu of establishing SIEMAT under DPEP. Planning & Monitoring wing is proposed to be added to the DSERT. Cadre & Recruitment Rules for SCERT and DIETs are published in the State Gazette and are to be finalised.

#### **4. Sustainability:**

*To assess the extent to which efforts are made to sustain DPEP activities and processes beyond the project period particularly in DPEP-I & II in terms of:*

Sustainability plans have been drawn and submitted to the Govt. of Karnataka for continuation of several district and sub-district posts beyond the project period and also to sustain the programmes in DPEP phase-1 districts. In terms of financial requirement, it amounts to Rs. 2450.24 lakhs, which can be absorbed by the State under plan expenditure. It is expected to receive the approval by the end of December 2001. However sustaining the tempo, motivation and commitment needs special focus. As the DPEP interventions in phase-1 is getting extended from time to time, it is not very clear when the State has to take over the responsibility of sustaining the interventions; and also it is not clear what may be the interventions which will be governed under SSA.

However, all the structures and systems initiated at different levels in DPEP will be continued beyond the project period. Government has issued an order to this effect already.

#### **5. Status of programme implementation:**

*To assess the status of the programme implementation and the extent to which funds have been utilized with regard to:*

- **Progress of programme implementation in physical and financial terms with respect to specific components in DPEP and non-DPEP districts where DPEP activities are being implemented with savings in DPEP-I**
  - No programmes were undertaken in non-DPEP districts with the savings in DPEP-I, as no savings were available.
- **Progress of infrastructure development and optimum utilization of facilities created**
  - Construction of BRCs, CRCs and school buildings were taken up and progress of these structures has been discussed in the State Report. These structures are put to optimum use for improvement of quality in education.

- **Comparison between actual expenditure and original budgeted amount for main expenditure categories and analysis of shortfalls in fund utilization and what types of expenditure have been easy or difficult**
  - Category-wise expenditure against the original project outlays is given in the Progress Overview; however copies are appended to this.
- **Flow of funds to the project and regular transfer of 15% of state share**

Flow of funds to the project is given in the following format. However, 15% of State share is being received regularly.

(Rs. In lakhs)

	DPEP-I	DPEP-II
Total allocation (DPEP-1: 1994-2003) (DPEP-2: 1997-2003)	21480.180	24077.320
<b>Total expenditure up to 31.01.2002</b>	<b>17601.700</b>	<b>22532.800</b>
<b>Allocation (2001-02)</b>	<b>2887.014</b>	<b>7340.320*</b>
Expenditure during 2001-02 up to 31.01.2002	1897.50	4155.800
Funds released during 2001-02 (as on 31.01.2002)	2191.764	3394.240
Reimbursement up to March, 2001	14766.300	15407.700
<b>Reimbursement during 2001-02 up to 31.01.2002</b>	<b>1464.400</b>	<b>3119.300</b>
<b>Total</b>	<b>16230.700</b>	<b>3119.300</b>

\* Limited to Rs. 5458.00 lakhs

- **Preparedness of newly formed states for management and implementation of the project**

Not applicable

- **Estimation by DPEP-I and II states of availability of funds for remaining period of programme and plans for unutilized funds**

Funds are available for the DPEP Phase-1 till 31<sup>st</sup> March 2003; however, there are no funds available for the DPEP Phase-2. A proposal requiring additional funds has been sent to Govt. of India.

**DISTRICTWISE EXPENDITURE IN KARNATAKA**

	<b>EFC Approved Project Cost</b>	<b>Expenditure till 31.3.2001</b>	<b>AWP&amp;B for 2001-02</b>	<b>Expenditure during 2001-02 till Feb-02</b>	<b>Cumulative Expenditure till Feb-02</b>	<b>% Utilised till Feb-02</b>
<b>Karnataka Phase-I</b>						
Belgaum	2933.45	4049.688	621.289	555.033	4604.721	156.973
Kolar	3657.34	4006.334	708.448	442.607	4448.941	121.644
Mandya	3035.32	3060.853	541.904	415.178	3476.031	114.519
Raichur+Koppal	3311.65	3795.529	727.382	584.653	4380.182	132.266
State Component	560.23	792.328	290.991	97.267	889.595	158.791
<b>Total Phase-I</b>	<b>13497.99</b>	<b>15704.732</b>	<b>2890.014</b>	<b>2094.738</b>	<b>17799.470</b>	
Addition outlay approved by EFC at its meeting on	7982.00					
<b>Karnataka Phase-II</b>						
Bangalore (Rural)	3438.13	2432.68	930.17	615.934	3048.615	88.671
Bellary	3115.16	2536.46	845.29	512.382	3048.844	97.871
Bidar	2413.12	1782.39	737.26	484.491	2294.773	95.096
Bijapur+Bagalkote	3666.25	2826.06	1136.65	726.787	3552.849	96.907
Dharwad+Gadag+Heveri	3646.80	3338.95	1173.50	729.284	4068.236	111.556
Gulbarga	3646.80	2700.74	978.90	763.630	3464.366	94.997
Mysore+Chamarajanagar	3659.20	2691.02	1224.26	717.676	3408.694	93.154
State Component	494.95	202.84	316.28	48.410	251.248	50.762
<b>Total Phase-II</b>	<b>24080.41</b>	<b>18511.14</b>	<b>7342.32</b>	<b>4598.594</b>	<b>23137.63</b>	
<b>Karnataka</b>	<b>37578.40</b>	<b>34215.87</b>	<b>10232.33</b>	<b>6693.33</b>	<b>40937.10</b>	108.938

**DPEP-I**  
**STATE - KARNATAKA**  
**Financial Information**

Project Starting Date: 1994-95

Status upto: February 2002

Sl No.	Category	Project Budget including 3% Contingency	Expenditure	% Budget Expended
1	Civil works	3239.38	2855.46	88.15
2	Equipment, Vehicles books and Furniture	866.12	2662.20	307.37
3	Consultant Services Fellowships and Training	1813.31	1393.21	76.83
4	Incremental Salaries Honoraria for Volunteers Consumables teaching materials and operation and maintenance costs	7579.17	10888.58	143.66
	<b>Total</b>	<b>13497.98</b>	<b>17799.47</b>	

**DPEP-II**  
**STATE - KARNATAKA**  
**Financial Information**

**Project Starting Date:**

1997-98

**Status upto: February 2002**

SI No.	Category	Project Budget including 3% Contingency	Expenditure	% Budget Expended
1	Civil works	5658.80	3667.70	64.81
2	Equipment, Vehicles books and Furniture	4376.93	2561.94	58.53
3	Consultant Services	229.81	9.11	3.96
4	Fellowships and Training	1545.82	997.01	64.50
5	Incremental Salaries Honoraria for Volunteers Consumables teaching materials and operation and maintenance costs	12265.96	15901.87	129.64
	<b>Total</b>	<b>24077.32</b>	<b>23137.63</b>	

## **KERALA**

### **Objective – I**

#### **Learning, Completion and Quality**

Activity based, and child centred curriculum developed by DPEP for primary school children, during 1997-'98 has itself helped the state in decreasing the dropout rate, thereby improving the retention and completion rates. Apart from this, a different strategy of Multi-grade Learning techniques was employed in Alternate Schools of the State. This had an added advantage over the mainstream curriculum in that, it took into consideration, the learning pace of each child. VEC had been vigilant towards school dropout. This had been undertaken through making available tribal / coastal volunteers in all project districts during major period of the programme. Parent Teacher Associations, Mother PTAs, School Support Groups (SSGs) etc. were activated and made functional by entrusting them the monitoring activities of all schools including the completion rates and retention. Monthly Class PTAs ensured that the progress of each child is closely observed, monitored and corrective measures discussed and suggestions implemented jointly by teachers and parents. Child friendly classroom practices have also minimised the drop out rate to a great extent. At the very initial stage of project implementation, the exercise of Total Enrolment Drive was made in all DPEP districts, which has reduced the percentage of 'Non enrolment'.

The State policy with regard to detention is that, in Class I no one is detained since Class I and II are considered as integrated units. From Class 2, upto Class 4 at least 90% children are to be promoted as per the State policy. Although, this is the policy, regular evaluation of children's achievement is undertaken through the maintenance of 'Ente Kuttikal' (My Children).

Evaluation process has been developed by DPEP-Kerala in a long drawn out method of development of tools, trialing them, improving the tools, again trialing and so on. In each subject, various areas were identified and these areas were evaluated using teacher made tools (activities) against the indicators already developed. Thus, children were graded in each area. It may be noted that the grading employed by DPEP-Kerala was qualitative as well as quantitative one. Apart from these regular terminal evaluation activities at the school level, teachers were provided with a document called 'Ente Kuttikal' (My Children) for recording the continuous track details of all children (for continuous and comprehensive evaluation).

DPEP-Kerala has visioned the various components in learning process of primary education like, the teacher, the classroom, the child, the parent, the headmaster etc. All activities planned by the project are to see that their visions are realised to the best possible extent in the classrooms. There are schools in the state where school level year plans have been developed as a part of total school approach by involving the PTAs/MTAs/SSG.

As part of improving the quality in primary education, all HMs have twice been oriented in democratic school management and supervision procedures. In addition to this, the educational functionaries like AEOs, DEOs and DDEs at various levels, have also been given friendly and qualitative orientation courses.



Teacher / pupil attendance is not a major issue in Kerala. However, in tribal and coastal belts of the project districts, pupil attendance does pose certain problems, although its percentage is less. In order to overcome this, tribal / coastal volunteers had been in position during the early period of the project.

The Mid-term Assessment Surveys in districts of DPEP-I and DPEP-II have shown increase in the achievement levels of children. Also Terminal Assessment Survey conducted in DPEP-I districts have shown significant increase in the achievement level of all children in various subjects.

PTAs/MTAs in schools are very active in Kerala. As a part of the project activities these bodies were energised and another body called School Support Group (SSG) was formed in all schools. Any individual interested in education can find a place in this body. VECs have become more active since the introduction of decentralised planning in the State. Slowly, but surely, the elected representatives of the Grama Panchayats have identified their role in primary education.

BRCs have been conceived as an extended arm of DIETs. It is a place where teachers can meet and their major academic issues are resolved through training and where there are 10 to 15 Trainers who can give on-site support to teachers. It is also a centre where there are resource materials like, books for reference, computer facility etc. are available. CRCs are also resource centres where teachers meet regularly and share their findings and problems so that, professional training by colleagues happens in the most participatory and democratic way. Every months, CRC meetings are held in all the project districts.

## **Objective – II**

### **Equity**

In order to address the problems of unenrolled / dropout / deprived groups, accessibility has been provided through construction of New Schools and Multigrade Learning Centres / Alternate Schools in all DPEP districts.

Special attention is given to tribal and coastal children with regard to access and retention. The starting of Alternative Schools have been undertaken as a special programme. In the State, there are 297 Alternate schools where 6262 children are studying. Out of these, 4522 children are from Tribal areas and 986 children from Coastal areas and 754 are working children. They have been provided with Self Learning Materials for use in AS centres.

No evaluation has been undertaken about interventions under DPEP aimed at SC/ST and other deprived sections.

Gender equity is also not a major issue as far as Kerala is concerned. No parent discriminates his/her child, in providing education, just because the child is a girl. But discriminatory practices may exist in home environment and class rooms which are being addressed through regular teacher training and PTA/MTA meetings. Gender sensitisation programmes have also been organised at regional levels.

IED components have got a boost with regard to its implementation during the last two years. All children of 1 to 4 classes of the project districts have been scanned for any physical and mental deficiencies. Detection Camps have been conducted to identify exact nature of deficiencies. For physical deficiencies, spectacles, hearing aids, crutches etc. have been provided to the needy children and for addressing those with learning disabilities and Mental Retardation, teachers have been provided with special hand books and training. Resource teachers have also been posted in all BRCs after giving them RCI approved foundation courses. They give on-site support to needy children, their parents and teachers.

The disabled groups have been identified by the specialists in the fields such as clinical and psychological. The numbers of disabled children in various categories are 22085. The appliances given to the needy children are obtained through the convergence with local agencies.

### **Objective III**

#### **Planning, Management and Supervision**

During March 1998, the Annual Work Plan and Budget for 1998-'99 was developed through a process of decentralised educational planning. A School Plan was developed after visioning the requirements of the school to ensure the quality of Primary Education. The School Plans were consolidated at the Grama Panchayat level which were then consolidated at Block level and later at District level to form District Plans of DPEP. This was done through an in-depth training of SSG members including the teachers. The same process of planning is continued every year.

There has been proper convergence with Panchayat Raj Institutions with regard to the educational planning. Most of the academic activities and innovations in the field have been initiated by DPEP. Now, many PRIs have emulated their modules and have included them in their own plans. Construction of Activity Centres, Pedagogy Parks, providing funds for the purchase of library books etc. are a few examples.

In Kerala, the function of CRC is only for giving monthly cluster level training to teachers. All the other functions with regard to the development training modules, Annual teacher training, on-site support to teachers, monitoring by VECs etc. are undertaken by BRCs.

SCERT and DIETs have played a major key role in achieving capacity building in DPEP. All academic activities have been conceptualised at the State level through joint sitting of State Resource Group (SRG) of the DPEP and faculty members of SCERT. The major chunk of the SRG members belong to faculties of DIETs. All the 55 BRCs have been provided with a DIET faculty as an Academic Co-ordinator. It is the Academic Co-ordinator who helps the BRCs in their planning, implementation and monitoring of all academic activities. These processes of 'really working at the grass root level' have increased the academic quality of faculty members of DIETs and thereby their confidence in taking up any future plans.

The State Government have accepted in Principle the establishment of SIEMAT. But instead of establishing it as an independent body, it has now been proposed to set up under SCERT.

## Objective – IV

### Sustainability

A sustainability plan has been developed by DPEP. There are elaborate suggestions on the continuance of DPEP interventions after the expiry of the project period.

The regular yearly teacher training process, monthly cluster level training providing on site support, interventions with regard to AS etc. are some of the interventions suggested for sustainance. Also institutions like, BRCs, CRCs, VEC, SRG, SSG, MTA/PTA etc. are proposed for post project periods also It is also proposed to sustain all above intervention through SSA implementation.

The major interventions in DPEP Kerala focus on the development of the new child centred and activity based primary school curriculum. It has been implemented in six DPEP districts since 1997-'98. Sustaining DPEP interventions very much means, continuing the new pedagogy in those districts and other districts also. Hence in terms of sustainability, the new pedagogy was introduced in all non-DPEP districts of the State during 1998-'99.

## Objective – V

### Status of Programme Implementation

#### I. Coverage

Total No. of Districts in the State : 14

Districts covered under DPEP : 6

Particulars	Districts covered	EFC approved project cost (Rs. In lakhs)
DPEP - I	1994 - 2003 June	*9448.83
	State Component	1019.95
	i) Kasargod	2478.29
	ii) Malapuram	4435.7
	iii) Wayanad	1514.89
DPEP - II	1997 – 2003	9498.53
	State Component	1016.40
	iv) Thiruvananthapuram	3132.61
	v) Idukki	2291.06
	vi) Palakkad	3058.46

\* EFC revised - vide G.O. No. 13(II) PF/11/ 2001 dt: 5.3.2002 of Ministry of Finance (Department of Expenditure)

## II. Project Structure

### a. Vacancies in State Project Office/District Project Office

#### Phase - I

Sl. No	Name	No. Planned	No. Filled	Vacant	Particulars of vacant/progress in filling the same
1.	State Project Office	18	16	2	
2.	District Project Office	77	68	9	

#### Phase - II

Sl. No	Name	No. Planned	No. Filled	Vacant	Particulars of vacant/progress in filling the same
1.	State Project Office	32	29	3	
2.	District Project Office	83	77	6	

#### b. Functioning of EC/GC

- Meetings of EC are being held regularly. GC meeting was held on 20/04/1999 .G.B. meeting was held on 5.4.2002
- Nominations to PEDSK were made in December 1994/ January 1995. In accordance with the MOA and rules of the Society, the term of the non-official members is 3 years. **EC has been reconstituted during July 2001.**

#### c. Submission of Annual Report/Audit Report

- Audit Report for 2000 – 2001 has already been sent to MHRD, Govt. of India. Annual Report for 2000 – 2001 is printed and copies will be forwarded to MHRD.

#### d. Utilisation Certificates

- Utilisation Certificates for 2000 - 2001 have already been sent to MHRD and World Bank.

## III. Expenditure & Disbursement

### a. Expenditure

#### Total planned/actual during the year

Particulars	DPEP-I	DPEP-II
Total Planned during 2001-2002	1858.86	2806.5
Actual Exp. 2001 – 2002 up to 28.2.2002	746.80	1059.20
Total cum exp. upto Feb 2002	8336.47	7105.94

### b. Disbursement (including State share)

#### Total achieved during the year

Particulars	DPEP-I	DPEP-II
Reimbursement upto March 2001	6861.21	5364.77

Reimbursement during 2001-02 upto Feb 2002	620	800
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#### IV. Plan Implementation/Review of Functional Areas

##### 1. Planning and Management

- SIEMAT has been renamed as SOEMAT and is being setup as part of SCERT.
- Ever since the formation of the DPEP, two workshops on accounting and procurement for the benefit of ministerial staff and officers of SPO, DPC, and BRCs were conducted - one at Kottayam on 27th and 28th February 2001 for DPEP II districts and the other at the Kozhicode on 7th and 8th March 2001 DPEP-I districts. 65 persons participated in the DPEP II workshop and 50 persons in the DPEP I workshop.
- Personnel from the SPO and districts attended various training programmes and workshops at National level
- Two days training on plan implementation was conducted for BRC co-ordinators.

Plan Appraisal Team (SPAT) was constituted comprising of Financial & Accounts Officer, A.O., J.A.O and A.A. SPAT while apprising proposals had intensive interactions with Programmes Officers with a view to ensure feasibility of the proposals.

Plan appraisal teams were constituted for each districts to examine and process the proposals at micro level. The draft proposals from each district were closely examined by the SPAT and made observations and suggestions so as to make them more realistic. After that the draft is finalised with necessary changes.

Research books and journals were produced to enriched the library .

##### 2. Community Mobilisation

Structures like SSG, PTA, CPTA, MPTA and VEC empowered the community participation.

MPTA's help sought in many schools in the preparation of TLMs.

PRIs have taken keen interest in conducting Pravesanotsavam.

Panchayat Monitoring Committees regularly monitor all the activities of the school including academic activities.

Living together camp ( Sahavasa Camp) for students, teachers and parents for 3 days conducted with the help of PTAs and School support Groups.

Developed and distributed Parent's Hand Book "Amma Ariyan" (Mother to Know) to equip and empower parents in helping their children in the new child centred and activity based curriculum.

Oriented the newly constituted VECs after the new PRIs came in to being. Distance mode of education has been employed to empower people with regard to the new curriculum.

##### 3. Early Childhood Care and Education ( ECCE)

ECCE for 3 to 6 years old emerges as a significant intervention for providing appropriate stimulating environment to the children. That nurtures some Pre- requisite,

cognitive, linguistic at social competencies in the child along with preparedness for the school situation and curriculum .

A module for Joyful learning was developed for this.

Cascade training was conducted for equipping DRGs, BRGs and ECCE workers.

Developed strategy for monitoring the Pre - school education component of Anganwadi centres.

Convened statelevel convergence meeting with officers of DPEP and ICDS for development of TLM.

Developed a pre - school kit for Pre- schoolers by DPEP in a workshop involving Pre - primary experts and distributed to Pre- primary centres.

Pre primary Teacher training is given in all the DPEP districts, based on the modified training modules.

Enhancing the skills of ECCE in the DPEP districts 5080 Anganwadi workers and 264 other nursery and pre primary teachers have been trained.

A hand book for the ECCE workers was developed and distributed among ECCE workers and to all BRCs.

An orientation programme for the teacher trainers of Pre- primary teacher training institutes in the private sector was conducted for 2 days to disseminate the message of joyful learning.

Nutritious food is supplied by local bodies and voluntary organizations ensuring community participation in ECCE.

A study on the 'State of Pre- primary education in Kerala' is entrusted to an external agency - " Centre for Socio-economic and environmental studies, Cochin - and draft report submitted by the agency. Conducted a state level workshop to develop a module for the Anganwadi helpers training programme. State Programme officers visited Anganwadi centres in different ICDS projects.

#### **4. Pedagogical Improvement**

The major thrust of DPEP Kerala has been quality improvement of primary education. A new primary school curriculum was developed. Continuous training and on site - support were given to 30000 teachers of the Project districts.

New SRG consisting of 79 members has been formed ensuring participation of all the 14 districts - maintains sustainability of curriculum renewal process. DRG has been reconstituted by including all faculty members of DIETs and under takes academic, monitoring and planning activities, Developed printed and distributed to all schools pedagogically designed Visitors Books for schools called " School I saw".

The children's materials - English Teachers Companion of SLAP were refined, printed and supplied. Conducted orientation for SRGs of SLAP for conducting teacher training.

Developed a resource book for Pedagogy Park.

Class specific Parents hand book developed and distributed to all parents.

Printed and distributed three monographs about the theoretical basis of the new primary school pedagogy.

Ente Kuttikal ( My children) - the continuous and comprehensive track record of children - was revised, printed and supplied.

Conducted SRG training in story Telling at State level.

Changed the one - day on-site support to schools by trainers for 3 or 4 days of continuous support to backward schools to achieve the goal of an ideally visioned school system.

The project districts have developed some reading materials for Arabic studying children to be used in Reading Corners.

Distributed TLM grant @ Rs. 500/- per teacher for preparing TLMs to be used in classroom according to the guidelines given.

Distributed school grant @ Rs. 2000/- to all schools for children's black board, development of gradient etc.. to be used with the participation of PTAs.

All schools have utilised the library grant of Rs. 2000/- each to purchase children's books to be used in library / Reading Corners.

Class specific parents hand book namely ' Amma Ariyan' (For the information of Mother) developed, printed and distributed to all parents.

An amount of Rs. 25,000/- have been given to all BRCs, for establishing Pedagogy Park as a resource Centres.

SPD conducted a 'morale boosting' exercise by meeting and interacting with all project staff.

## **5. Distance Education**

The District Education components was introduced in DPEP with the major objective of empowering Primary Education personnel with in the limited time frame of the DPEP plan period.

Different methods of training such as workshops, contact programmes, teleconferencing etc.. are being continuously employed for teachers, parents students and community Peoples scattered over wide areas were brought together to share their experiences and clear their doubts using this high technology communication device.

Installed Dish Antennae in 35 centres including all the DIETs, selected BRCs, SPO and DPI office.

Teleconferencing was organised from Ahmedabad for 33 centres in Kerala for 3 days on issues like classroom practices, awareness of Panchayat Raj functionaries, PTA, MPTA members and parents of disabled children. Developed video clippings for creating awareness among parents and PRIs about DPEP.

Established an interactive, educational website which was inaugurated by the Hon. Minister of Education, Govt. of Kerala on 2nd January, 2002. A training Programme in computer / Internet education for BRC trainers was conducted.

Conduct a workshop from 29th January to 29th January to 2nd February 2002 at Trivandrum for the development of Distance Learning Materials.

## **6. Alternative Schooling**

DPEP is committed to provide quality primary education to every child between 5- 14 years of age to achieve the objectives of Universal Primary Education. During 1997- 98 it was realised that efforts towards strengthening the existing system was not sufficient enough to achieve the objectives of DPEP. A large number of children remained out of school in certain deprived pockets mainly in the tribal and coastal areas of Kerala. The reasons for children reaming out of school are many- Physical inaccessibility, cultural difference in the society, bonded labour, prevalence of child labour and soon.

To solve this problem - DPEP started 59 new LPS in six DPEP districts in remote areas and 297 A.S in which 6262 children were enrolled. Initially in all A.S of DPEP I district permanent buildings were constructed but later DPEP went for temporary constructions involving community participation.

### Number of Alternative School and Pupils in DPEP districts

District	Tribal Area		Coastal Area		Working Children		Total	
	Number of Alternate Schools	Number of children	Number of Alternate Schools	Number of children	Number of Alternate Schools	Number of children	Number of Alternate Schools	Number of children
Kasaragod	30	931	9	158	-	-	39	1089
Wayanad	22	567	-	-	45	754	67	1321
Malappuram	27	623	3	144			30	767
Palakkad	30	594	-	-	-	-	30	594
Idukki	79	1640	-	-	-	-	79	1640
Thiruvananthapuram	10	167	42	684	-	-	52	851
<b>Total</b>	<b>198</b>	<b>4522</b>	<b>54</b>	<b>986</b>	<b>45</b>	<b>754</b>	<b>297</b>	<b>6262</b>

Library books worth Rs. 1000 each issued to all MGLCs.

'Graha Sadas' (Family Groups) were formed in inhabitations where MGLCs are functionally. Took over 40 single teacher schools run by Tribal Development Department in Idukki district. Workshop conducted to prepare IVth Std SLM for MGLC for MGLC completed Self Learning Materials for Tamil Language Grade I are developed.

About 140 pupils of AS/ MGLCs of phase I districts completed their 4th year of study and appeared for IVth standard test in order to enrol them in normal upper primary school in Std V.

A clear cut strategy was formulated for the effective functioning of AS/ MGLC by state Advisory Group consisting of 24 members. Workshop on "Comprehensive Tribal Education Project" was conducted with the Co-operation of Tribal Welfare Department.

Exposure trip conducted for SAG to HD Kotte, Karnataka where SLM cards, were used in normal schools.

'Centre for Socio - Economic and Environment studies, Kochi has been identified as the Research Agency for the study regarding the evaluation of EGs/ AS strategies under DPEP. They accepted the terms of reference and The agreement will be executed immediately.

## 7. Gender

Kerala holds a position of eminence in the field of education with its high literacy rates. The problem of Gender in primary education needs to be seen from a different perspective. Girls have to be empowered to break the shackles of negative socialisation and realise their potential in changing their own lives. Education has to provide girls with the capacity to analyze their situation by exposing them to new roles building up aspirations to see the different feature.

DPEP Kerala initiated a package of interventions in girls education based on the new requirements. The technical support group of Ed. CIL, New Delhi is conducting.

1. National level study on classroom culture and process from gender perspective is conducting by EdCIL's New Delhi. The technical support group. First sharing workshop held at Delhi. The second workshop held at Chennai and the third national level workshop on data analyse and report writing was held at Jaipur. State programme Officer and District Resource groups participated the above programmes.
2. Conducted a state level consolidation workshop in connection with the National level study.



3. DPEP - conducted a seminar on gender discrimination- Elimination through education at Ernakulam. 165 participants from different Institutions attended the seminar. Four papers were presented in the seminar.
  1. Gender discrimination elimination through education Smt. Padma Ramachandran IAS.
  2. Women and Law - Ad. Lekha suresh
  3. The status of women - in family & society- Smt. Radhamany & Smt. Rema
  4. Women and health - Dr. Sushama
4. Gender sensitisation programmes through media - conducted a 3 days state level workshop and developed theme's to prepare spots to telecast 15 minutes media.
5. Conducted a workshop to prepare a module for gender sensitisation training programmes.

Developed materials for parental awareness and integrated with the Hand book which has been released recently.

Palakkd DRG developed a booklet for gender sensitisation. Gender sensitisation training given for all teachers during 2000-2001.

Conducted one day regional level seminar to TVM on " Gender Discrimination Elimination Through Education.'

Prepared and released a study report on Girls education in Kerala.

Conducted an evaluation study about the changes in attitudes of the teachers towards children.

Through an orientation given to PTAs, parents were made aware of the fact that girls and boys needed to be treated a like and given equal opportunities.

Free text books and note books have been supplied to all girls students of primary classes.

## 8. Integrated Education for Disabled Children (IEDC)

As a part of equalisation of educational opportunities, DPEP initiated IEDC programme with focus on educational needs of children with disabilities. It is an in built programme in the mainstream of school education. IEDC Programme in extending equal opportunities for children with mild and moderate disabilities, which is appropriate special to their needs, in a least restrictive environment along with other normal children.

IEDC Programme is conceived in all 55 blocks in all DPEP districts.

Medical Detection camps have been conducted in all DPEP Districts

No.of Disabled Children identified though survey in 6 DPEP districts.

### a. Number of Disabled Children identified through Survey in 6 DPEP Districts :

VI			HI			OI			LD			MR			Grand Total		
B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
198	167	365	153	116	27	95	67	16	778	528	130	134	950	229	129	918	2208
1	6	7	7	8	05	0	2	22	4	8	72	3	3	3	03	2	5

### b. Total number of Disabled Children enrolled in 6 DPEP districts

VI			HI			OI			LD			MR			Grand Total		
B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
98	167	365	153	116	27	95	67	16	778	528	130	134	950	229	129	918	2208
3	6	7	7	8	05	0	2	22	4	8	72	3	3	3	03	2	5

**c. Total Number of Disabled Children out of schools in 6 DPEP districts**

VI			HI			OI			LD			MR			Grand Total		
B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
		Nil			Nil			Nil			Nil			Nil			Nil

National Institute of speech and Hearing ( NISH) has submitted a proposal for financial assistance to provide resource support to DPEP Kerala, As apart of community mobilisation - Sayanthana VEDI ( Evening Get together) camps for the parents and teachers of disabled children are conducted in every BRC.

As part of parental Education Programme remedial teaching to the children with disabilities are conducted with the help of Resource Teachers.

In order to improve the capacity of officials at lower levels, field trips were conducted in all DPEP districts.

Modules for Teleconferencing was developed.

Review Meeting of District level officials. ( 2 times)

In order to assess the progress of implementation of IEDC programme, a State level Review Meeting of district level officials was conducted on 28.2.2001.

National Conference of IED Co-ordinators - Organised

In order to review the implementation of IEDC Programme in DPEP states, a National level Conference of IED Co-ordinators was organised here from 12-14th September 2001 as per the direction of MHRD Govt. of India.

State level DRG/ SRG Training on Patana Pravarthana Sahayi

In order to uplift the academic achievement of children with disabilities, the Teaching Learning Materials now being used in Stds I-IV have been modified in terms of the special needs of children with disabilities.

As a part of above attempt a State level DRG / SRG training on Patana Pravarthana Sahayi was conducted to familiarize the transactional strategies to the above resource Group in turn to disseminate the out put to the lower level through the CRCs.

Development of Materials for CPTT and CL- MIG

In order to develop the materials of techniques for peer tutoring and Co-operative learning system, a creative workshop for 5 days was conducted.

The developing materials are totally meant for the integrated disabled group.

Development of Materials for Guidance on Operating Technical Appliances

In order to create awareness to parents and teachers about the functional operation of Technical Appliances that being used by children with Special needs a 5 day creative workshop conducted.

**9. Media**

Media plays a very important role in giving visibility to the various interventions of DPEP. Media packages are devised at the state, District, BRC, CRC and school level, aiming at making the DPEP interventions effective and acceptable to the society.

**Publicity materials developed**

- Wayanad district has designed and printed posters on IEDC and ECCE and printed a booklet on VEC monitoring.
- Wayanad district has also published issues of news letter.
- Palakkad district has published one newsletter each at district and BRC level.

- Malappuram district has brought out the 7<sup>th</sup> issue of its news letter 'Mukkutty'.
- Idukki district regularly publishes its news letter.

#### Audio, Video materials

- Telecast a video film in Doordarsan on classroom activities highlighting pedagogical improvement under DPEP.
- Two days video filming was done in Malappuram district on the involvement of local bodies in education.
- Doordarsan telecast half an hour video film on MGLCs in Thiruvananthapuram district.

#### Training and workshops

- Arranged a two-day seminar on "School Education-Trend, Prospects and Problems" in Thiruvananthapuram on 20<sup>th</sup> and 21<sup>st</sup> March, 2001.
- Seminar and exhibition were held at VEC level along with Sahavasa Camps.

#### Press and Mass Media

- Three press conferences were held in Palakkad district for giving visibility to DPEP activities.
- Visit of media persons arranged to MGLCs in the district.

#### Exposure Trips

Fifty students of MGLCs from Thiruvananthapuram taken to the city for exposure and interaction with mainstream people and media.

### 10. Research & Evaluation

Research is an in built component of all DPEP interventions.

In order to ensure the quality in Primary Education sector, DPEP Kerala has proposed to conduct a number of Research studies and Action Researches in the AWPB of State level interventions during 2000 - 2001 & 2001- 2002. As such, 14 studies have been initiated as detailed below:

S.No	Title of the Study	Chief Investigator	Date of Completion
1.	"Integrative approaches in class room transaction of Poothiri Texts, Sub texts, Inter texts and Contexts – Problems, Solutions and Practical Models".	Dr. Vedamani Manual Professor of Edn (Rtd) University of Kerala.	Completed
2.	"Impact of DPEP Interventions on Tribal Education Progress in DPEP, Kerala".	Dr. Bindu University of Kannur	Completed
3.	"Learning Environment provided for developing process skills through Environmental study in Primary Classes – An Analytical study".	Mrs. Gladis Ponbala Researcher, Mathanpala	Completed
4.	"Multilevel status of Parents and the Academic Progress envisaged in DPEP Kerala – A Critical Study".	Sri.K.Puram Sadanandan Malappuram	Interim report submitted
5.	"People's participation in the implementation of DPEP in Kerala - 'A Critical Assessment".	Mr.Paily Kurian Trivandrum	Completed
6.	"A study on the functional efficiency of	Dr. Vijayaleskhmi	Completed

	Schools in DPEP districts”.	WHI, Trivandrum	
7.	“Community Participation in the development of Primary Education- Recent Experiences and Emerging Issues - ‘An Analytical study”	Dr.P.M.Mathew Ernakulam	Completed
8.	“Classroom Climate and Student Behaviour Outcomes: A comparative Study of Classrooms under DPEP and Non – DPEP Districts in Kerala”	Dr. Saratchandra Raj Principal NSS College Changanassery	Draft report submitted
9.	“A Study on Time Management Practices of Primary School Headmasters”	DIETs Kasargod & Wayanad	Draft submitted
10.	“Mid Term Assessment Survey – DPEP II districts”	Dr.P.Kelu Dept. of Edn University of Calicut	Completed
11.	" A study on Gender concerns in school Activities and classroom practices in Primary School"	Dr. Vasantha Ramkumar	Draft submitted
12.	"Study on redesigning the Anganwadies in Kerala"	Research Institute Rajagiri college Kalamassery	Draft submitted
13.	Terminal Assessment Survey - DPEP I Districts	A Group of Consultants	Completed
14.	External Evaluation of Pedagogical Interventions in DPEP, Kerala	Dr. Mohan B. Menon Dr. Anitha Rampal	In Progress

### 11. Civil Works

Civil works have been stream lined on the same basis as the new pedagogy with the need of the child in mind. All the constructions in civil works in DPEP districts were done through school PTA/ VEC. The constructions being carried out in terms of cost effective technology and child friendly in nature.

#### *Status of Civil Works as on 31/03/2002 - DPEP Phase I*

Sl. No	Item	Kasargod		Wayanad		Malappuram	
		Completed	Target	Completed	Target	Completed	Target
1.	Additional Classroom	141	143	31	83	478	479
2.	Major repairs	0	0	7	12	1	1
3.	New Schools	7	7	20	25	4	5
4.	Replacement of dilapilated / thatched / buil	136	138	0	0	0	0
5.	Replacement rented building	25	25	4	4	18	19
6.	MGLC	10	10	10	10	9	10
7.	Drinking water	7	7	4	4	75	75
8.	Separation Wall	124	124	0	0	372	377
9.	Toilet	1	1	0	10	107	107
11.	Construction of BRC	7	7	3	3	15	15
12.	Construction of CRC	79	79	38	38	61	62
14.	Compound Wall	5	5	0	0	0	0

**Status of Civil Works as on 31/03/2002 - DPEP Phase II**

Sl. No		Kasargod		Wayanad		Malappuram	
		Completed	Target	Completed	Target	Completed	Target
1.	Additional Classroom	177	186	26	85	47	97
2.	Major repairs	33	35	77	126	49	89
3.	New Schools	3	8	0	16	0	0
4.	Replacement of dilapidated / thatched / buil	0	0	0	0	0	4
5.	Replacement rented building	17	25	0	0	0	0
6.	MGLC	0	0	0	0	4	7
7.	Drinking water	29	40	51	108	71	211
8.	Separation Wall	0	0	75	110	63	204
9.	Toilet	67	76	67	106	79	266
10.	Minor Repair	18	19	165	225	76	272
11.	Construction of BRC	11	11	14	14	10	12
12.	Construction of CRC	74	75	52	63	72	131
14.	Compound Wall	0	0	0	0	0	1

**Financial Achievement**

Sl.No.	Phase	Financial Target in Lakhs	Financial Achievement in lakhs
1.	I	1789.19	1796.36
2.	II	1848.30	1442.40
	<b>Total</b>	<b>3637.49</b>	<b>3238.76</b>

**12. MIS**

MIS is an integral part of DPEP, which provides vital data that will help in decision making, monitoring and planning process, MIS offers integration of various levels of activities.

- Developed a software that supports expenditure & receipts and generate Financial Statements and registers (Voucher, Receipt, Cheque Issue Register, Advance Register, Ledger, SoE etc.).
- A workshop was conducted in July 2001 for all district programmers on the analysis of EMIS data (2000-01). Training has been given to the programmers at districts to generate useful reports using Structured Query Language and Crystal Reports to disseminate the EMIS data at the district and lower level more efficiently.
- A workshop was conducted in June for the analysis and dissemination of EMIS 2000-01. Mr. Mukul Thalukdar, Chief Consultant, EdCil participated in the meeting. Many presentations were carried out by personnel from district and state MIS unit based on EMIS data.
- State level Consolidation & Analysis reports of EMIS data was generated.
- In order to share EMIS data to the lower levels and hence used for educational planning, blockwise, schoolwise reports were generated and shared with national, state, blocks, VECs and schools.

- Conducted State level training to the District Project Co-ordinator, Program Officer in-charge of EMIS data collection and programmers at district level for collecting EMIS data 2001-02.
- State level training has been given to the programmers to use new version of DISE using oracle platform.
- The Data Capture forms were translated to Local language – Malayalam for better communication.
- District level training for EMIS data collection was given to the block level officials under the supervision of state monitoring team. Data collection is in process.
- The data collected has been cross-checked by national team (In Trivandrum district by Mr.Talukdar, Ed.CIL & Mr. Agarwal, NIEPA), State monitoring team (All districts) and district officials.

## **MAHARASHTRA**

**Objective 1 :**

**Strategies adopted to improve retention and completion rates :**

1. **Use of cohort data :** A study to identify the completion rate was conducted on cohort of students admitted in class 1 in June, 1966. With the help of this the school with low completion rate of less than 30% have been identify. In the study conducted by Parishad the data from 1326 schools and 553169 students was collected and analysed. Distribution of schools according to completion rates is as below :

**Statement Showing Distribution of Schools according to Completion Rate**  
**4 Year Cycle**

Sr. No.	District	0-30%	30-45%	45-60%	60-75%	75% above	Total
1.	Aurangabad	7.9	6.8	16.3	25.8	43.2	100
2.	Parbhani	10.7	12.4	21.6	25.8	29.4	100
3.	Nanded	15.4	13.0	19.5	23.2	28.9	100
4.	Latur	16.4	7.1	12.5	16.8	47.3	100
5.	Osmanabad	6.1	6.7	14.6	24.6	48.0	100
6.	Beed	19.9	9.9	13.9	21.9	34.4	100
7.	Dhule	14.9	14.2	20.7	22.4	27.9	100
8.	Gadchiroli	18.3	6.0	8.0	12.0	55.7	100
9.	Jalna	23.0	15.0	17.3	21.7	23.0	100

**Statement Showing Distribution of Schools according to Completion Rate**  
**5 Year Cycle**

Sr. No.	District	0-30%	30-45%	45-60%	60-75%	75% above	Total
1.	Aurangabad	7.46	8.03	25.43	26.77	32.31	100
2.	Parbhani	9.28	16.9	29.22	28.12	16.48	100
3.	Nanded						100
4.	Latur	9.54	6.24	13.87	26.84	43.51	100
5.	Osmanabad	6.62	8.12	21.15	30.56	33.55	100
6.	Beed	11.68	13.07	23.37	24.20	27.68	100
7.	Dhule	22.44	18.45	23.19	20.94	14.96	100
8.	Gadchiroli	3.81	6.50	12.78	23.77	53.14	100
9.	Jalna	13.55	18.18	27.63	25.31	15.33	100

The schools with less than 30% have been identified and the districts have done the physical verification of the schools. The special input to these schools is being planned from next academic year.

2. **Use of gradation tool :** Govt.of Maharashtra has developed gradation tool for all primary schools. These gradation tool will be used extensively from next academic year.
3. **Retention :** The mother teacher association formed in all these schools. Issues related to attendance, retention are discussed in these meetings. The list of irregular students is handed over to these mother groups who in turn are given the responsibility of bringing the child in the schools.

**Extent of repetition:** In the state of Maharashtra, no detention policy was implemented at class I & II level upto April, 2001. From June, 2001 this facility has been withdrawn. Now there is annual examination at class I & II level and children would be detained if they do not achieve the desired competency. September, 2000 EMIS data reveals that the repetition rate all across the DPEP districts are in the range of 3% to 4%.

**Districtwise Repetition Rate in Percentage of Class I – EMIS 2000-01**

Sr. No.	District	Repetition Rate
1.	Aurangabad	4.26
2.	Nanded	6.16
3.	Parbhani	5.52
4.	Latur	2.91
5.	Osmanabad	3.3
6.	Gadchiroli	2.11
7.	Jalna	2.28
8.	Bccd	5.76
9.	Dhule	4.5

As per Annexure - 2 enclosed.

The state has changed no detention policy after receiving petitions from parents. Since no annual examination was misinterpreted as non evaluation.

**Evaluation System :** With the introduction of competency based curriculum competency based evaluation also was introduced in the entire state including DPEP districts from 1997. The tools for childrens evaluation was tested by SCERT and circulated to all the districts. It includes students observation sheet, individual child performance on each competency and child's progress cards. The remedial teaching programme is expected to be organised on the basis of the performance of majority children in the class. After every test, the school is supposed to conduct remedial teaching programme.

Since the evaluation is competency based teachers make an attempt to ensure that competencies are learned properly.

**Quality goals :** In improving the quality following approaches have been tried :



1. **To improve the learning of children in multigrade schools :** The teachers from selected school were trained to handle two class simultaneously one by reorganizing the school time table and by using self learning material. 114 schools from Bhoom block in Osmanabad district and 125 Nandadeep schools from Latur district have shown better results viz-a-viz childrens attendance, participation in the classroom processes and achievement level. The state intends to expand use of these methods in all the schools (monograde or multigrade) for effective classroom transaction. One teleconference on use of self learning methods was arranged between 15<sup>th</sup> to 17<sup>th</sup> March, 2001, which was followed by teleconference on teaching of language from class I to IV organized in November, 2001. Two more conferences on teaching of Maths at primary level is planned during 2002-03.
2. **To improve quality of Gatsammelan and strengthen BRCs to provide onsite support both to Kendrapramukh and teachers :** Special inputs were given to staff appointed at BRC from 2001-02 so that they are able to give inputs for improving quality of Gatsammelan. Gatsammelan is a teachers monthly meet forum at cluster level. In this forum teachers discussed various academic issues related to quality in education. In this experiment BRCs were helped to build up resources, material, books and teaching aids. This resource is shared with Kendrapramukh and every month one new teaching learning material is discussed in the BRC meeting. The Subject Experts in BRC were oriented in : 1. Conducting Balbhavan activities 2. Teaching of Maths 3. Project method and environment study. A special teleconference for this group was organized on 29<sup>th</sup> December, 2001.

**Use of project method :** Use of project method was initiated in 10 selected schools in Latur from July, 2001 on a experimental basis. The strategy of project method would be used to address multigrade situation.

**Management and deployment of teachers :** The deployment increased significantly due to large number of teachers vacancies. In the state teachers vacancies could not be filled since the matter was in the Supreme Court. Now the appointment of Shikshak Sevak has been cleared and the deployment would also improve. The number of single teacher school in the state from 1997-98 onwards is as below.

**Statement Showing Single Teacher Schools**

<b>Phase-I</b>			
<b>1997-98</b>	<b>1998-99</b>	<b>1999-2000</b>	<b>2000-01</b>
305	445	945	921
<b>Phase-II</b>			
<b>1997-98</b>	<b>1998-99</b>	<b>1999-2000</b>	<b>2000-01</b>
1282	1003	1341	1154

In phase-I during 1997-98 the percentage of single teacher school was 3.19%. During 2000, it was 9.31%. Similarly in Phase II in 1997 percentage of single teacher school was 15.92%. It was reduced to 13.86% in 2000. The districtwise position is enclosed at Annexure II.

**Pattern of low achievement :** The pattern of low achievements has emerged from the data of assessment studies. The comparison of achievement scores between baseline, mid term and terminal shows overall low achievements are generally found in children belonging to ST in case of class I Language. In case of Mathematics except for Osmanabad and Parbhani the performance of ST children is lower than SC.

In case of Class -II Language performance of ST children is better in Aurangabad, Nanded and Parbhani and is slightly less in case of SC in Osmanabad. The performance of ST children in class III Mathematics is comparable with others. It is more than SC children in Latur, Nanded and Parbhani and in Osmanabad it is less than SC and other students also. In these districts negligible gender difference is observed. The detailed comparison of phase – I scores in respect of BAS, MAS and TAS is enclosed at Annexure III. There is overall improvement in the achievement level in Language in class I & class III except Jalna for Phase – II and class III Language and Mathematics overall. The performance of ST children in these districts is as shown in Annexure-IV.

The self learning strategy being promoted through teleconference and teachers handbook when used in school would help in improving the achievement level.

Two to three video programmes on the problem of low achievers and strategies to address this problem have been circulated upto BRC level.

**Trend in learning achievement :** The baseline achievement survey, mid term achievement survey and terminal assessment survey indicates that there is definite improvement in the learning achievement both in DPEP I & DPEP II districts except for Jalna in DPEP II and in Aurangabad urban in DPEP I district. This is because corporation schools included in the sample did not get adequate inputs from the programme. It will be necessary to maintain these levels of achievement across all the districts. A special capacity building programme for urban areas like Aurangabad, Jalna is urgently needed.

**School – community VEC linkages :** In the state the school-community linkages are very strong. They are in existence even before the launch of the programme. VECs have been constituted for all the rural primary schools and Chairman of this committee is the Sarpanch. In the urban schools there is School Improvement Committee or School Committee which has a representation from parents and community leaders. Both these committees are generally active and participate in the school transactions. All the school grants are deposited in a joint account of the VEC. The amount is utilised by obtaining consent from the VEC committee through a joint account. The construction of schoolrooms, repairs, electrification, construction of toilets, utilisation of school grant are some of the programmes which are implemented by VEC. As a result, VECs feel responsible for the school and also resulted in better and transparent dealings. The VECs are formed through a government resolution and therefore is a permanent structure although the tenure of VEC after its selection is two to three years.

**Impact of CRCs and BRCs on teaching process :** The CRC structure is not new to the state since they are in operation prior to DPEP. The programme has help in improving and streamlining the functioning of CRCs. The majority of trainings conducted at state level have gone upto teachers through CRCs. Lot of audio and video material has also distributed to CRC level.

**BRCs :** The BRCs have provided a platform for teachers meet at taluka level for various purposes. The development of resources viz-a-viz books, materials, charts, teaching aids etc, has created a possibility of sharing services and a permanent arrangement for quality inputs to CRCs on a continual basis

### **Objective 3 :**

**Planning, Management & Supervision :** Through a process of annual workplan and budgeting under the programme, the capacity of programme personnel in planning has immensely improved. The progress of various interventions is monitored regularly once in three months at the time of Executive Committee Meeting. This also provide a check on the implementation progress. However, achievements compared with plan outlay has always comparatively low due to inadequate funds.

### **Table indicating expenditure percentage with respect to availability of funds.**

**Linkages on the Panchayat Raj Institution :** In the State, the programme is implemented as a integral part of the Panchayat Raj Institution. The Chief Executive Officer of the Zilla Parishad is the Project Co-ordinator and the District Education Officer (Pri) is the Project Officers of the programme. As a result, DPEP is completely integrated to Zilla Parishad structurally. Moreover, at district level through various committes like Executive Committee, Purchase Committee the elected members are involved in the decision making. At the grassroot level, the utilisation of funds allotted to schools is done through VEC which is also headed by elected representative namely Sarpanch. The construction programme in DPEP I and II was executed by Grampanchayat while in Beed district it was executed by Village Education Committee. The state has also avoided duplication by ensuring that in DPEP activities not covered by the state government are only proposed. For example – ‘Distribution of free textbooks under the scheme’. All children in class I to IV from the backward 103 blocks received free textbooks and writing material through government scheme. These blocks are not proposed for supply of free textbooks under DPEP. Moreover, through the existing scheme of supply textbook to ST & SC children, the beneficiaries of these scheme are not proposed under DPEP. In order to achieve convergence of different departments specially ECCE, Balwadies although initially open under the programme were not proposed since ICDS programme was expanding and only villages, habitations not covered by ICDS programme were proposed for opening of Balwadi. The annual health check up of children at primary level I to IV is conducted by the Health Department. Follow up camps for further identification only has been proposed under DPEP.

**Areas covered under microplanning :** Microplanning exercise was initiated in DPEP districts from the inception of the programme itself. Detailed microplanning exercise was subsequently taken during 1997 and 1999. Thereafter the data was updated through house visits. Till 2001 the microplanning was more or less restricted to rural areas and it dealt with information about disabled children, out of school children with reasons and the physical and educational facilities available in the village. Village Mapping was conducted through PRA technique. The comparison conducted during 1998-99 revealed that the data collected through microplanning co-relates with EMIS with data less than 5% variations. A comparison of classwise drop out of Osmanabad district obtained from cohort study and microplanning conducted during December, 2001 is given below.

**Statement Showing Comparison of Classwise dropout by Mircoplanning & Cohort Method of Aurangabad District**

<b>Classwise Dropout – Microplanning</b>			
<b>Class-I</b>	<b>Class-II</b>	<b>Class-III</b>	<b>Class-IV</b>
586	822	1138	1641
<b>Classwise Dropout – Cohort Study</b>			
<b>Class-I</b>	<b>Class-II</b>	<b>Class-III</b>	<b>Class-IV</b>
2543	752	603	420

**Meetings at BRC and CRC Level :** Meeting of CRC Incharge at BRC twice in a month and meeting of teachers at CRC once a month.

**MIS :** MIS has provided a strong information base for deployment of teachers, identifying infrastructural facilities for schools such as toilets, drinking water, repairs, electrification, etc. It has given data about classwise transfer rate, percentage of gender, repetition rate and drop out and participation of various groups viz-a-viz retention, drop out.

**Annual Plan for DPEP :** Annual plans of DPEP have generally remained ambitious with the noble intention of completing maximum activities in the given year. There has been shortfall in achievements viz-a-viz annual plan and targets due following reasons :

1. Frequent personnels of Chief Executive Officers, who is the Project Co-ordinator.
2. Inadequate release of funds from the state to districts due to non-availability of funds from GOI to district.
3. Very slow progress in construction work – one room school building as it was implemented through community participation.
4. Tedious Procedure of Procurement (Procurement of material and procurement of services)

**Shortfall in each major item :**

**ALS :** A shortfall in ALS has been mainly due to the migration of children during October to March. It is difficult for the districts to know in advance the place of migration since the major migration takes place suddenly without adequate information

and notice at times. Secondly, the population of out of school children although large is spread over a wide area. Therefore, in any given village, number of out of school children is very small (inadequate) to start class at the school level.

**Construction :** Shortfall of achievements in respect of construction has been due to 1. Inadequate funds and 2. Implementation of the programme through community participation.

**Role of SCERT & DIETs in achieving academic and capacity building goals of DPEP :** SCERT has played a major role in providing academic and capacity building goals of DPEP. The designing of the programme and the training module in respect of capacity building of VECs, Women Development Programme, ECCE & Action Research done by SCERT. The implementation of SMART PT programme which was based on training of teachers for competency based teaching approach also help in improving the quality of schools. DIETs could not be involved at the expected level since most of the DIETs are not yet fully functional. However, through DEP Dish Antennas have been installed at DIETs and a new phase of teacher training programme through teleconference mode has begun. So far the state has completed this teleconference targeted to various groups in two years time. The state would like to explore this communication media to the fullest and involve DIETs in providing necessary academic leadership to the district.

**SIEMAT (MIEPA) –** SIEMAT has been established and is functional. The building has been renovated.

The 11 faculty members have been posted in the institution every year. However, the prescribed limit of three crores for the SIEMAT is very inadequate and has raised sustainability issue.

#### **Objective 4 :**

**Sustainability Plan of DPEP :** A sustainability plan of Rs.                    has been submitted to GOM on                    . A revised sustainability in view of extension granted to DPEP programme is being submitted to GOM and place before Executive Committee.

**Planning :** Preparation of annual plan with necessary interactions to the grassroots level will be sustained even after the programme. Programme like Bal Anand Melawa, Maths Mela, etc. will be sustained. Microplanning will be sustained in SSA. Formation of BRC in regular interactions for teachers in the cluster will be sustained. Bal Bhavan like activities will be sustained and training through distance mode, teleconference and radio broadcast will be sustained even after the programme. These programmes can be easily sustained in SSA.

## **Objective : Equity**

### **Outline the steps taken to achieve gender equity.**

The component of gender equity is introduced in teachers training under SMART- PT.

The 10 commandments which help teachers in classroom process is introduced and emphasized throughout the project period.

Sankalp/ Agenda 1998 : Following ten Commandments for the classroom to ensure girls' participation :

- Let a girl be the monitor of the Class and the School.
- Let roll-call be in an alphabetical order irrespective of sex and girls called by their first name.
- Let the daily prayer and pledge be led up by a girl in the prayer assembly.
- Let a girl call the roll.
- Let the girls occupy front rows in the classroom.
- Let a girl also lead the mass P.T.
- Let girls participate actively in the school activities including sports.
- Let girls have equal status, equal opportunity and equal treatment.
- Let girls be given preference in all activities including sports.
- Let the girls participate actively in the school gatherings.

### **Enrollment and Retention of girl students.**

Children with disabilities are identified districtwise first in microplanning and later through medical assessment camps with the help of medical experts. The no. of children identified through assessment camp is as follows :

<b>Sr. No.</b>	<b>District</b>	<b>No. of children required aids &amp; appliance</b>	<b>No. of children provided aids &amp; appliance</b>
1.	Aurangabad	1441	521
2.	Parbhani	1391	9
3.	Nanded	1639	429
4.	Latur	1527	763
5.	Osmanabad	2222	1140
6.	Gadchiroli	918	221
7.	Jalna	1042	358
8.	Beed	2303	899
9.	Dhule	419	66
<b>Total.....</b>		<b>12902</b>	<b>4406</b>

- \* 45 day general teachers training was arranged. 3 teachers from each block is trained with the help of NGO's. The 45 day training syllabus is approved by RCI. These 3 teachers train the remaining teachers in the block in cascade manner. The booklet for the help of general teachers is developed at State Project Office.

**Category-wise and district-wise expenditures :**

The budget allocations for the different categories of expenditure and cumulative expenditure upto February,2002 is as under. Year-wise and district-wise details are enclosed. (Statement 1 to 9 )

Sr. No.	Category	Original Budget Allocation	Revised Budget Allocation	Cumulative Expenditure till Feb., 2002 (Reimbursement )
<b>A) Phase - I</b>				
1.	Category No. 1 - Civil work	4462.17	6924.594	4038.240
2.	Category No. 2 - Procurement	652.04	1218.348	1088.32
3.	Category No.3 - Consultancy and Training	1037.08	991.541	1078.910
4.	Category No. 4 - Operation, Maintenance & Salary	12441.08	14457.661	11552.60
	<b>Total</b>	<b>18592.37</b>	<b>23592.144</b>	<b>17758.07</b>
<b>B) Phase - II</b>				
1.	Category No. 1 - Civil work	3511.10	-	2080.30
2.	Category No. 2 - Procurement	2204.752	-	495.54
3.	Category No.3 - Consultancy	56.72	-	10.14
4.	Category No.4 - Training	1592.606	-	523.95
5.	Category No. 5 - Operation, Maintenance & Salary	8406.618	-	5884.97
	<b>Total</b>	<b>15771.796</b>	<b>-</b>	<b>8994.90</b>
<b>C) Phase I (Additional District)</b>				
1.	Category No.1	-	943.145	-
2.	Category No.2	-	684.889	-
3.	Category No.3	-	594.763	-
4.	Category No.4	-	1303.657	-
	<b>Total</b>	<b>-</b>	<b>3526.454</b>	<b>-</b>

**Flow of Funds :**

(a) The flow of funds from the GoI / State to the society till 31.03.2002 is a follows :

(Rs.in lakhs)

Sr. No	Particulars	Approved outlay	Share due		Actual Receipt of Funds		Balance		Statement (enc)
			GoI 85%	State 15%	GoI 85%	State 15%	GoI	State	
1.	DPEP-I	23592.144	20053.322	3538.822	16251.51	2788.86	3801.812	749.62	
2.	DPEP-I (Extended Districts)	3526.454	2997.486	528.968	700.00	-	2297.486	528.968	
3.	DPEP-II	15771.796	13406.027	2365.769	8708.866	1421.39	4697.16	944.38	

As against the above GoI/State share, year-wise actual receipt of the funds vis shown in statement (II). The flow of funds from the state society to the Districts is shown in statement III.

**Utilisation of balance funds :**

Statement showing the revised EFC sanctioned for each district, expenditure upto 31.03.2002 and the balance EFC available for planning for the remainder of the project period is enclosed.



## I) SINGLE TEACHER SCHOOLS

State - Maharashtra

TR-9

DPEP- I

Districts	No. of Schools				No. of Single Teacher Schools				Percentage to Total Schools			
	1997-98	1998-99	1999-00	2000-01	1997-98	1998-99	1999-00	2000-01	1997-98	1998-99	1999-00	2000-01
Aurangat	2050	2063	2040	2080	73	116	233	218	3.56	5.62	11.42	10.48
Nanded	2482	2490	2525	2578	90	173	278	305	3.63	6.95	11.01	11.83
Parbhani	2053	2091	2120	2129	54	77	178	179	2.63	3.68	8.40	8.41
Latur	1741	1790	1789	1823	26	46	185	87	1.49	2.57	10.34	4.77
Osmanab	1248	1264	1274	1281	62	33	71	132	4.97	2.61	5.57	10.30
Phase-I	9574	9698	9748	9891	305	445	945	921	3.19	4.59	9.69	9.31

DPEP- II

Districts	No. of Schools				No. of Single Teacher Schools				Percentage to Total Schools			
	1997-98	1998-99	1999-00	2000-01	1997-98	1998-99	1999-00	2000-01	1997-98	1998-99	1999-00	2000-01
Beed	2204	2291	2325	2342	247	162	317	350	11.21	7.07	13.63	14.94
Jalna	1409	1417	1426	1436	279	63	128	70	19.80	4.45	8.98	4.87
Dhule	2951	2848	2987	3013	275	292	336	358	9.32	10.25	11.25	11.88
Gadchiro	1490	1486	1485	1533	481	486	560	376	32.28	32.71	37.71	24.53
Phase-II	8054	8042	8223	8324	1282	1003	1341	1154	15.92	12.47	16.31	13.86
Total	17628	17740	17971	18215	1587	1448	2286	2075	9.00	8.16	12.72	11.39

**Enrolment, Repeaters and Overall Repeation Rate in Different Grades - All**

**Table- 1**

State : Maharashtra

DPEP-I

Enrolment	Class		Aurangabad				Nanded				Parbhani				Latur				Osmanabad			
			1997-98	1998-99	1999-00	2000-01	1997-98	1998-99	1999-00	2000-01	1997-98	1998-99	1999-00	2000-01	1997-98	1998-99	1999-00	2000-01	1997-98	1998-99	1999-00	2000-01
			B	52168	47304	45495	43876	56431	51019	51264	50082	49231	44115	42777	40917	36861	34611	34128	34284	24377	21580	20666
G	49932	44402	41328	39342	53159	47873	47541	44573	46181	41990	39400	37538	34968	32930	31852	31327	23076	20356	16943	18379		
I	B	46352	47975	43638	40767	46576	50042	46918	46445	43405	44898	41361	38598	33766	34013	31873	31637	21937	21679	19489	19018	
	G	44496	46329	41209	37600	43420	47922	44147	43126	41082	44534	38903	36087	32140	32253	30093	29776	20643	20921	18850	17545	
II	B	43939	46394	46775	41771	46574	45156	47875	46954	40797	43540	43909	40170	31949	33478	32899	31158	22179	21274	20584	19384	
	G	40607	43911	44708	39604	42792	42425	45912	44255	36845	40704	42221	37808	29817	32055	31022	29242	20913	20100	20008	16503	
III	B	40476	41413	45101	43575	41308	41276	41622	45639	37419	39121	43226	41389	29446	30612	31781	32639	21147	21243	21048	20216	
	G	36007	37735	41536	40820	38220	38468	39553	44045	32975	34292	38516	39458	27979	28809	30438	30299	20128	19954	19416	19371	
IV	B	35600	39129	37296	38879	30935	34954	36890	35902	28773	32221	34353	36889	25777	27904	29522	31538	17144	19774	21106	20759	
	G	30116	34408	33186	35353	29184	31829	33589	33288	24239	27015	28713	31819	24169	25937	27072	29126	15922	18545	19444	18783	
V	B	218535	222215	218305	208868	221824	222447	224569	225022	199625	203895	205626	197963	157799	160818	160203	161256	106784	105550	102893	99527	
	G	201158	206785	201967	192719	206775	208517	210742	209689	183322	188535	187753	182710	149073	152014	150477	149770	100682	99876	96663	92581	
(I-V)	B	218535	222215	218305	208868	221824	222447	224569	225022	199625	203895	205626	197963	157799	160818	160203	161256	106784	105550	102893	99527	
	G	201158	206785	201967	192719	206775	208517	210742	209689	183322	188535	187753	182710	149073	152014	150477	149770	100682	99876	96663	92581	
I	B	4524	3546	3244	3016	3839	1808	2371	3065	3687	2386	2202	2457	1870	1268	1438	1515	1163	871	677	811	
	G	4006	3234	2810	2494	3620	1762	2238	2624	3389	2348	2005	2079	1741	1288	1270	1289	1186	751	607	674	
II	B	2725	2085	2042	1759	3215	1156	1430	1946	2664	1626	1523	1527	1244	810	740	864	845	464	464	576	
	G	2447	1958	2030	1671	3135	1118	1326	1671	2486	1443	1458	1500	1297	707	731	783	634	477	507	494	
III	B	2716	2623	1891	1974	3968	2115	1827	3169	3260	3266	2045	2690	1584	1113	852	918	840	807	382	759	
	G	2376	2237	1831	1813	4020	1847	1733	2975	3157	3102	1838	2606	1364	1078	738	791	808	680	349	615	
IV	B	1255	1622	1897	1501	2337	1597	1411	3279	2901	3429	3285	2876	1029	961	662	857	696	658	373	604	
	G	895	1244	1419	1257	2459	1679	1474	3513	2522	2989	2410	2639	1024	1045	660	687	602	621	389	562	
V	B	1487	1735	1603	1318	1362	795	1236	2219	1324	1535	1794	1720	874	810	870	780	488	523	843	842	
	G	1061	1215	1286	1125	1360	814	1284	2354	929	1216	1447	1426	724	700	765	591	418	404	568	665	
(I-V)	B	12707	11611	10677	9568	14721	7471	8275	13678	13836	12242	10849	11270	6601	4962	4562	4934	4014	3323	2739	3592	
	G	10785	9888	9376	8360	14594	7220	8057	13137	12483	11098	9158	10250	6150	4818	4164	4141	3848	2933	2420	3010	
I	B	6.60	6.86	6.63		3.20	4.65	5.98		4.85	4.99	5.74		3.44	4.13	4.44		3.57	3.14	3.92		
	G	6.48	6.33	6.03		3.31	4.67	5.52		4.87	4.77	5.28		3.68	3.86	4.05		3.25	2.96	3.56		
II	B	4.50	4.26	4.03		2.46	2.86	4.15		3.75	3.39	3.69		2.40	2.18	2.71		2.12	2.14	2.96		
	G	4.40	4.38	4.05		2.57	2.77	3.79		3.51	3.27	3.86		2.20	2.27	2.60		2.31	2.42	2.62		
III	B	5.97	4.08	4.22		4.54	4.05	6.62		8.01	4.70	6.13		3.48	2.54	2.79		3.64	1.60	3.69		
	G	5.51	4.17	4.06		4.32	4.06	6.48		6.42	4.52	6.17		3.62	2.30	2.55		3.25	1.74	3.07		
IV	B	4.01	4.58	3.33		3.87	3.42	7.88		9.16	8.40	6.65		3.26	2.16	2.70		3.11	1.76	2.87		
	G	3.45	3.76	3.03		4.39	3.83	6.68		9.06	7.03	6.85		3.73	2.29	2.26		3.09	1.95	2.69		
V	B	4.87	4.10	3.53		2.57	3.54	6.02		5.33	5.57	5.01		3.14	3.12	2.64		3.05	4.26	3.99		
	G	4.03	3.74	3.39		2.79	4.03	7.01		5.02	5.36	4.97		2.90	2.95	2.18		2.54	3.06	3.42		
(I-V)	B	5.31	4.80	4.38		3.37	3.72	6.09		6.13	5.32	5.48		3.14	2.84	3.08		3.11	2.59	3.49		
	G	4.92	4.53	4.14		3.49	3.86	6.23		6.05	4.86	5.40		3.23	2.74	2.75		2.91	2.42	3.11		

1) Overall Repeation Rate in Phase-I Districts is increased except Aurangabad District.

**Enrolment, Repeaters and Overall Repeation Rate in Different Grades - All**

DPEP-II

Table-2

	Class		Gadchiroli				Jalna				Beed				Dhule				
			1997-98	1998-99	1999-00	2000-01	1997-98	1998-99	1999-00	2000-01	1997-98	1998-99	1999-00	2000-01	1997-98	1998-99	1999-00	2000-01	
E n r o l m e n t	I	B	12985	12473	13085	13482	33093	28927	27075	26276	47914	39857	38707	37839	48151	45167	47020	45750	
		G	12120	11594	12277	12348	33494	27524	24746	24439	48153	38512	36283	34582	43613	41028	42759	40746	
	II	B	12300	12389	11981	12611	30085	30294	26146	24767	39869	40949	36868	33850	47256	41091	41769	42075	
		G	11310	11328	11167	11736	29045	30502	25399	22987	36749	41452	35995	31978	43247	37631	37841	38171	
	III	B	14978	13998	12403	11590	26277	30308	28834	25865	33772	37678	39635	34915	39138	42969	38756	38825	
		G	13961	13040	11379	10848	22458	28677	28337	24803	29520	34880	39036	33641	34795	39517	35684	35210	
	IV	B	11848	12456	13392	11757	21689	23699	27632	26690	30766	32194	36052	37286	34553	36230	40390	37380	
		G	10458	11501	12426	10767	17747	19842	25315	25694	26006	28382	32977	35681	30418	31827	36962	33489	
	V	B	10533	11165	12360	12107	19637	20381	23132	25176	26301	27678	31161	33200	29450	27869	32947	34146	
		G	9669	9996	11373	10920	14789	16038	18306	22412	21403	22846	26295	29161	24161	23202	27972	30173	
	(I-V)	B	<b>62644</b>	<b>62481</b>	<b>63221</b>	<b>61547</b>	<b>130781</b>	<b>133609</b>	<b>132819</b>	<b>128774</b>	<b>178622</b>	<b>178356</b>	<b>182423</b>	<b>177090</b>	<b>198548</b>	<b>193326</b>	<b>200882</b>	<b>198176</b>	
		G	<b>57518</b>	<b>57459</b>	<b>58622</b>	<b>56619</b>	<b>117533</b>	<b>122583</b>	<b>122103</b>	<b>120335</b>	<b>161831</b>	<b>166072</b>	<b>170586</b>	<b>165043</b>	<b>176234</b>	<b>173205</b>	<b>181218</b>	<b>177789</b>	
	R e p e a t e r s	I	B	302	232	177	262	3801	2826	2333	920	3048	3261	3137	3569	4284	2893	2941	2871
			G	265	213	169	203	3730	2763	2136	928	2890	3531	3383	3427	3804	2603	2442	2500
II		B	390	177	137	163	1992	1707	1479	472	1167	1251	1654	1817	2329	1897	1832	1760	
		G	263	159	109	124	1771	1606	1448	530	1072	1352	1941	2124	1988	1674	1539	1532	
III		B	1988	1812	285	359	2026	2301	1389	729	960	1230	1221	2002	2781	2409	1640	1598	
		G	1886	1791	212	292	1931	2116	1382	723	875	1222	1258	2245	2433	2121	1399	1380	
IV		B	1069	685	162	357	1044	1187	822	414	1022	1251	852	1485	3111	2516	1071	1948	
		G	881	659	163	288	758	936	586	390	863	1241	765	1462	3013	2511	933	1787	
V		B	780	595	424	319	1430	1293	1481	414	702	853	855	1140	1100	1033	1268	994	
		G	851	693	451	217	879	927	996	286	521	667	775	1047	895	821	810	831	
(I-V)		B	<b>4529</b>	<b>3501</b>	<b>1185</b>	<b>1460</b>	<b>10293</b>	<b>9314</b>	<b>7504</b>	<b>2949</b>	<b>6899</b>	<b>7846</b>	<b>7719</b>	<b>10013</b>	<b>13605</b>	<b>10748</b>	<b>8752</b>	<b>9171</b>	
		G	<b>4146</b>	<b>3515</b>	<b>1104</b>	<b>1124</b>	<b>9069</b>	<b>8348</b>	<b>6548</b>	<b>2857</b>	<b>6221</b>	<b>8013</b>	<b>8122</b>	<b>10305</b>	<b>12133</b>	<b>9730</b>	<b>7123</b>	<b>8030</b>	
O R R		I	B	1.79	1.42	2.00		8.54	8.07	3.40		6.81	7.87	9.22		6.01	6.51	6.11	
			G	1.76	1.46	1.65		8.25	7.76	3.75		7.33	8.78	9.45		5.97	5.95	5.85	
	II	B	1.44	1.11	1.36		5.67	4.88	1.81		3.14	4.04	4.93		4.01	4.46	4.21		
		G	1.41	0.96	1.11		5.53	4.75	2.09		3.68	4.68	5.90		3.87	4.09	4.05		
	III	B	12.10	2.04	2.89		8.76	4.58	2.53		3.64	3.24	5.05		6.16	3.82	4.12		
		G	12.83	1.63	2.57		9.42	4.82	2.55		4.14	3.61	5.75		6.10	3.54	3.87		
	IV	B	5.78	1.30	2.67		5.47	3.47	1.50		4.07	2.65	4.12		7.28	2.96	4.82		
		G	6.30	1.42	2.32		5.27	2.95	1.54		4.77	2.70	4.43		8.25	2.93	4.83		
	V	B	5.65	3.80	2.58		6.58	7.27	1.79		3.24	3.09	3.66		3.51	4.55	3.02		
		G	7.17	4.51	1.91		6.27	6.21	1.56		3.12	3.39	3.98		3.40	3.49	2.97		
	(I-V)	B	<b>5.59</b>	<b>1.90</b>	<b>2.31</b>		<b>7.12</b>	<b>5.62</b>	<b>2.22</b>		<b>4.39</b>	<b>4.33</b>	<b>5.49</b>		<b>5.41</b>	<b>4.53</b>	<b>4.57</b>		
		G	<b>6.11</b>	<b>1.92</b>	<b>1.92</b>		<b>7.10</b>	<b>5.34</b>	<b>2.34</b>		<b>4.95</b>	<b>4.89</b>	<b>6.04</b>		<b>5.52</b>	<b>4.11</b>	<b>4.43</b>		

**Tabel 4.1 : Areawise Comparison of Achievement Differences of Class I/II Students Performance in Language exhibited on the Baseline, Mid-term and Terminal Achievement Tests**

District	Survey	Urban			Rural			Ach. Differences (Urban-Rural)	CR Values
		N	Mean %	SD	N	Mean %	SD		
Aurangabad	BAS	222	66.80		452	47.41		19.39	
	MAS	158	65.73	32.50	687	71.75	28.80	-6.02	2.14
	TAS	132	51.06	24.34	678	71.36	25.99	-20.30	8.67
Latur	BAS	150	47.15		606	52.90		-5.75	
	MAS	181	70.41	38.30	683	63.17	34.90	7.24	2.30
	TAS	118	86.48	17.71	762	86.89	19.92	-0.41	0.23
Nanded	BAS	186	26.45		448	42.20		-15.75	
	MAS	220	74.64	28.10	542	52.81	31.10	21.83	9.43
	TAS	196	91.66	10.27	663	88.14	9.21	3.52	4.30
Osmanabad	BAS	139	61.35		580	40.65		20.70	
	MAS	187	76.66	28.90	643	79.71	25.50	-3.05	1.31
	TAS	189	88.62	19.61	642	82.31	23.13	6.31	3.73
Parbhani	BAS	148	60.10		566	55.65		4.45	
	MAS	180	66.69	37.50	684	56.51	33.20	10.18	3.34
	TAS	180	74.72	27.87	743	74.19	28.35	0.53	0.23

**Table 4.2 : Genderwise Comparison of Achievement Differences of Class I/II Students Performance in Language exhibited on the Baseline, Mid-term and Terminal Achievement Tests**

District	Survey	Boys			Girls			Ach. Differences (Boys- Girls)	CR Values
		N	Mean %	SD	N	Mean %	SD		
Aurangabad	BAS	374	54.70		300	51.55		3.15	
	MAS	380	73.00	28.10	465	68.68	30.70	4.32	2.14
	TAS	433	71.00	25.55	377	64.22	27.68	6.78	3.81
Latur	BAS	389	51.30		367	46.85		4.15	
	MAS	449	68.18	35.90	415	63.08	35.50	5.10	1.27
	TAS	435	86.00	19.49	445	87.16	19.80	-1.16	0.50
Nanded	BAS	345	36.65		289	38.70		2.05	
	MAS	412	60.25	31.50	350	57.77	32.20	2.48	1.07
	TAS	410	89.00	9.30	449	89.00	9.83	0.00	0.16
Osmanabad	BAS	375	45.85		344	43.45		2.40	
	MAS	469	79.74	25.60	361	78.09	27.20	1.65	0.89
	TAS	413	85.00	20.87	418	82.38	23.99	2.62	1.76
Parbhani	BAS	376	60.30		338	54.45		5.85	
	MAS	445	60.98	32.10	419	56.15	34.20	4.83	2.14
	TAS	478	75.00	27.55	445	73.06	28.93	1.94	1.29

**Tabel 4.3 : Categorywise Comparison of Achievement Differences of Class I/II Students Performance in Language exhibited on the Baseline, Mid-term and Terminal Achievement Tests**

District	Survey	SC			ST			Others*			Ach. Diff. (SC-Others)	CR * Values	Ach. Diff. I(ST-Others)	CR * Values
		N	Mean %	SD	N	Mean %	SD	N	Mean %	SD				
Aurangabad	BAS	157	52.15					517	54.05		1.90			
	MAS	144	65.73	31.10	218	72.41	28.75	483	71.27	29.41	5.54	1.90	1.14	0.48
	TAS	109	64.36	25.28	32	69.53	27.79	669	68.58	26.95	-4.22	1.60	0.95	0.19
Latur	BAS	242	49.30					514	52.85		3.55			
	MAS	195	57.15	39.10	222	66.15	34.80	447	67.26	34.20	10.11	3.13	1.11	0.39
	TAS	238	81.68	23.35	68	88.75	16.83	574	88.74	17.81	-7.06	4.18	0.01	0.01
Nanded	BAS	281	37.95					353	37.35		0.60			
	MAS	304	61.74	31.80	230	56.78	31.50	228	57.96	31.90	3.78	1.35	1.18	0.40
	TAS	178	89.92	11.06	155	86.94	9.91	526	89.21	8.83	0.71	0.77	-2.27	2.57
Osmanabad	BAS	239	43.20					480	45.40		2.20			
	MAS	193	75.98	26.80	185	78.90	26.50	452	80.35	25.90	4.37	1.92	1.45	0.61
	TAS	157	77.99	27.66	31	75.16	29.44	643	85.56	20.32	-7.57	3.22	-10.40	1.94
Parbhani	BAS	284	54.60					430	59.45		4.85			
	MAS	204	58.99	35.10	95	62.79	32.20	565	57.81	32.70	1.18	0.42	4.98	1.39
	TAS	243	76.67	27.97	75	67.80	31.20	605	74.15	27.85	2.52	1.19	-6.35	1.68

**Tabel 4.4 : Areawise Comparison of Achievement Differences of Class I/II Students Performance in Mathematics exhibited on the Baseline, Mid-term and Terminal Achievement Tests**

District	Survey	Urban			Rural			Ach. Differences (Urban- Rural)	CR Values
		N	Mean %	SD	N	Mean %	SD		
Aurangabad	BAS	222	57.00		452	43.14		13.86	
	MAS	158	58.06	32.90	687	68.38	29.00	-10.32	3.63
	TAS	130	45.04	31.96	668	67.21	26.37	-22.17	7.43
Latur	BAS	150	30.93		606	39.57		-8.64	
	MAS	181	75.66	31.40	683	63.47	33.20	12.19	4.58
	TAS	118	85.34	17.98	764	83.47	23.52	1.87	1.01
Nanded	BAS	186	41.43		448	42.64		-1.21	
	MAS	220	64.48	30.80	542	45.18	32.20	19.30	9.75
	TAS	196	91.99	8.21	663	87.20	10.10	4.79	6.78
Osmanabad	BAS	139	56.64		580	33.64	23.00	23.00	
	MAS	187	75.53	32.80	643	74.98	29.50	0.55	0.21
	TAS	188	83.16	23.99	643	79.60	24.57	3.56	1.78
Parbhani	BAS	148	49.43		566	49.71		-0.28	
	MAS	180	59.61	36.40	684	57.46	32.60	2.15	0.72
	TAS	180	68.33	32.58	743	69.17	29.06	-0.84	0.31

**Tabel 4.5 : Genderwise Comparison of Achievement Differences of Class I/II Students Performance in Mathematics exhibited on the Baseline, Mid-term and Terminal Achievement Tests**

District	Survey	Boys			Girls			Ach. Differences (Boys-Girls)	CR Values
		N	Mean %	SD	N	Mean %	SD		
Aurangabad	BAS	374	50.42		300	44.29		6.13	
	MAS	380	70.21	29.40	465	63.38	30.2	6.83	3.32
	TAS	424	66.00	29.37	374	61.04	27.35	4.96	2.41
Latur	BAS	389	41.21		367	33.14		8.07	
	MAS	449	67.35	33.20	415	64.59	33.1	2.76	1.22
	TAS	436	84.00	22.30	446	83.06	23.38	0.94	0.87
Nanded	BAS	345	45.64		289	38.14		7.50	
	MAS	412	53.39	32.40	350	50.79	34.9	2.60	1.06
	TAS	410	88.00	9.08	449	88.36	10.6	-0.36	0.21
Osmanabad	BAS	375	40.71		344	24.75		15.96	
	MAS	469	76.76	28.60	361	72.95	32.1	3.81	1.77
	TAS	413	82.00	23.72	418	79.04	25.14	2.96	1.62
Parbhani	BAS	376	53.64		338	45.21		8.43	
	MAS	445	61.74	33.10	419	53.84	33.4	7.90	3.49
	TAS	479	70.00	29.73	444	67.8	29.79	2.20	1.18



**Tabel 4.6 : Categorywise Comparison of Achievement Differences of Class I/II Students Performance In Mathematics exhibited on the Baseline, Mid-term and Terminal Achievement Tests**

District	Survey	SC			ST			Others*			Ach. Diff. (SC-Others)	CR * Values	Ach. Diff. I(ST-Others)!	CR * Values
		N	Mean %	SD	N	Mean %	SD	N	Mean %	SD				
Aurangabad	BAS	157	46.29					517	48.14		1.85			
	MAS	144	59.76	29.7	218	63.51	30.4	483	69.78	29.5	10.02	3.56	6.27	2.55
	TAS	106	63.35	31.19	32	60.94	26.14	661	63.79	28.2	-0.44	0.14	-2.85	0.6
Latur	BAS	242	31.79					514	39.86		8.07			
	MAS	195	63.59	34.4	222	66.15	32.4	447	67.02	33.1	3.43	1.18	0.87	0.33
	TAS	240	81.31	23.64	68	78.16	25.29	574	85.38	22.02	-4.07	2.29	-7.22	2.26
Nanded	BAS	281	39.89					353	44.14		4.28			
	MAS	304	55.64	32.3	230	50.26	33.8	228	49.54	34.8	6.1	2.06	0.72	0.22
	TAS	178	90.37	8.81	155	87.16	8.94	526	87.93	10.41	2.44	3.04	-0.77	0.9
Osmanabad	BAS	239	36.07					480	39.14		3.07			
	MAS	193	70.29	32.7	185	75.76	30.1	452	76.89	29.05	6.6	2.43	1.13	0.44
	TAS	157	75.38	27.75	31	77.1	24.49	643	81.8	23.44	-6.42	2.67	-4.70	1.05
Parbhani	BAS	284	44.93					430	49.14		4.21			
	MAS	204	55.34	35.1	95	62.79	31.2	565	58.02	33.1	2.68	0.95	4.77	1.37
	TAS	241	68.96	32.13	75	73.8	23.86	607	68.43	29.42	0.53	0.22	5.37	1.79

**Tabel 4.7 : Areawise Comparison of Achievement Differences of Class III / IV / V Students Performance in Language exhibited on the Baseline, Mid-term and Terminal Achievement Tests**

District	Survey	Urban			Rural			Ach. Differences I(Urban- Rural)I	CR Values
		N	Mean %	SD	N	Mean %	SD		
Aurangabad	BAS	222	66.8		452	47.4		19.40	
	MAS	242	41.19	17.3	878	48.37	22.8	-7.18	5.3
	TAS	195	34.3	15.05	812	45.88	19.54	-11.58	9.02
Latur	BAS	150	47.15		606	52.9		-5.75	
	MAS	261	44.36	22.7	856	38.95	17	5.41	3.56
	TAS	171	61.9	23.98	917	61.39	20.61	0.51	0.26
Nanded	BAS	186	26.45		448	42.2		-15.75	
	MAS	272	43.48	22	724	36.03	20.2	7.45	4.86
	TAS	243	85.62	7.26	813	85.68	7.03	-0.06	0.11
Osmanabad	BAS	139	61.35		580	40.65		20.70	
	MAS	260	48.74	15.61	831	42.08	17.64	6.66	5.82
	TAS	229	58.43	18.63	796	60.74	19.42	-2.31	1.64
Parbhani	BAS	148	60.1		566	55.65		4.45	
	MAS	275	43.3	17.6	754	33.66	12.4	9.64	8.33
	TAS	284	50.34	24.53	914	54.47	23.98	-4.13	2.49

**Tabel 4.8 : Genderwise Comparison of Achievement Differences of Class III / IV / V Students Performance in Language exhibited on the Baseline, Mid-term and Terminal Achievement Tests**

District	Survey	Boys			Girls			Ach. Differences  (Boys-Girls)	CR Values
		N	Mean %	SD	N	Mean %	SD		
Aurangabad	BAS	396	38.42		350	34.57		3.85	
	MAS	580	48.3	22.2	540	45.25	21.6	3.05	2.34
	TAS	594	45.82	19.81	410	40.53	18.11	5.29	4.38
Latur	BAS	442	31.61		373	38.39		-6.78	
	MAS	549	43.36	18.4	568	40.09	18.9	3.27	0.25
	TAS	542	63.07	20.62	546	49.88	21.59	13.19	2.49
Nanded	BAS	333	38.2		277	35.8		2.40	
	MAS	518	40.15	20.1	478	35.82	21.7	4.33	3.26
	TAS	479	85.44	7.47	577	85.84	6.73	-0.40	0.91
Osmanabad	BAS	446	30.43		396	30.93		0.50	
	MAS	498	44.95	16.9	597	42.62	17.76	2.33	2.21
	TAS	500	59.03	18.99	525	61.37	19.47	-2.34	1.94
Parbhani	BAS	480	40.73		310	36.48		4.25	
	MAS	540	36.34	14.2	489	36.13	16.1	0.21	0.23
	TAS	589	54.14	24.1	609	53.02	24.17	1.12	0.8

**Tabel 4.9 : Categorywise Comparison of Achievement Differences of Class III / VI / V Students Performance in Language exhibited on the Baseline, Mid-term and Terminal Achievement Tests**

District	Survey	SC			ST			Others*			Ach. Diff. (SC- Others)	CR * Values	Ach. Diff. I(ST- Others)I	CR * Values
		N	Mean %	SD	N	Mean %	SD	N	Mean %	SD				
Aurangabad	BAS	95	35.86		21	40.39		566	37.18		1.32		3.21	
	MAS	154	42.97	20.7	23	50.97	17.7	942	47.39	22.2	4.42	2.43	3.58	0.96
	TAS	183	42.25	20.27	38	48.24	19.98	783	43.77	19.01	-1.52	0.93	4.47	1.35
Latur	BAS	237	28.73		73	30.3		506	31.03		2.3		0.73	
	MAS	241	39.66	19.5	70	36.38	17.3	806	40.7	18.5	1.04	0.74	4.32	1.85
	TAS	301	58.83	22.51	79	60.18	20.64	706	62.74	20.52	-3.91	2.58	-2.56	1.05
Nanded	BAS	134	33.52		52	54.57		327	34.28		0.76		20.29	
	MAS	238	38.8	23.1	143	38.22	20.8	615	37.75	20.2	1.05	0.62	0.47	0.25
	TAS	240	85.75	7.33	181	87.14	5.66	635	85.21	7.29	0.54	0.97	1.93	3.78
Osmanabad	BAS	160	28.93		143	26.73		539	33.75		4.82		7.02	
	MAS	228	40.83	15.2	41	43.19	19.7	822	44.48	17.8	3.65	3.08	1.29	0.41
	TAS	180	62.52	21.79	50	58.82	16.17	794	59.85	18.76	2.67	1.52	-1.03	0.43
Parbhani	BAS	181	43.45		38	38.14		524	36.18		7.27		1.96	
	MAS	178	35.74	15.9	64	34.23	14.9	787	36.52	14.3	0.78	0.6	2.29	1.18
	TAS	291	51.81	24.54	80	59.92	26.05	829	53.51	23.35	-1.70	1	6.41	2.12

**Tabel 4.10 : Areawise Comparison of Achievement Differences of Class III / IV / V Students Performance in Mathematics exhibited on the Baseline, Mid-term and Terminal Achievement Tests**

District	Survey	Urban			Rural			Ach. Differences (Urban- Rural)	CR Values
		N	Mean %	SD	N	Mean %	SD		
Aurangabad	BAS	324	31.25		422	23.65		7.60	
	MAS	240	29.71	18.3	880	38.27	26.2	-8.56	5.79
	TAS	191	28.7	15.01	811	39.72	21.99	-11.02	8.27
Latur	BAS	171	24.33		645	25.85		-1.52	
	MAS	260	26.74	19.1	857	26.91	17.1	-0.17	0.13
	TAS	171	51.71	20.41	918	55.35	27.01	-3.64	2.03
Nanded	BAS	179	28.3		431	30		-1.70	
	MAS	272	28.06	22	724	23.6	18	4.46	2.98
	TAS	272	84.75	9.2	814	86.67	8.26	-1.92	3.05
Osmanabad	BAS	174	32.5		668	23.63		8.87	
	MAS	260	38.25	17.2	833	29.81	16.6	8.44	6.96
	TAS	229	50.68	23.01	796	55.3	24.01	-4.62	2.65
Parbhani	BAS	327	32.4		463	24.55		7.85	
	MAS	276	30.96	16.7	753	20.68	11.8	10.28	9.39
	TAS	282	40.37	28.52	913	46.1	26.42	-5.73	3

**Tabel 4.11 : Genderwise Comparison of Achievement Differences of Class III / IV / V Students Performance in Mathematics exhibited on the Baseline, Mid-term and Terminal Achievement Tests**

District	Survey	Boys			Girls			Ach. Differences (Boys-Girls)	CR Values
		N	Mean %	SD	N	Mean %	SD		
Aurangabad	BAS	396	28.2		350	26.8		1.40	
	MAS	579	37.12	25.1	541	35.71	24.9	1.41	0.94
	TAS	590	38.56	22.11	412	36.27	19.97	2.29	1.74
Latur	BAS	443	26.08		373	24.38		1.70	
	MAS	550	27.11	17	567	26.44	18.2	0.67	0.45
	TAS	547	55.92	25.71	542	53.63	26.47	2.29	1.44
Nanded	BAS	333	30.28		277	28.55		1.73	
	MAS	518	26.9	18.6	478	22.57	19.9	4.33	3.54
	TAS	481	85.69	8.92	605	86.58	8.22	-0.89	1.69
Osmanabad	BAS	446	58.85		396	25.00		33.85	
	MAS	493	32.7	18.3	600	31.1	16.1	1.60	1.52
	TAS	500	53.83	23.73	525	54.67	24	-0.84	0.56
Parbhani	BAS	480	32		310	28.78		3.22	
	MAS	540	22.89	13.8	489	24.05	14.3	-1.16	1.32
	TAS	585	43.23	26.55	610	46.19	27.44	-2.96	1.9

**Tabel 4.12 : Categorywise Comparison of Achievement Differences of Class III / IV / V Students Performance in Mathematics exhibited on the Baseline, Mid-term and Terminal Achievement Tests**

District	Survey	SC			ST			Others*			Ach. Diff. (SC- Others)	CR * Values	Ach. Diff. I(ST- Others)I	CR * Values
		N	Mean %	SD	N	Mean %	SD	N	Mean %	SD				
Aurangabad	BAS	95	26.65		21	27.85		566	28.56		1.91		0.71	
	MAS	154	32.33	23.8	23	32.61	20.9	943	37.2	25.2	4.87	2.33	4.59	1.04
	TAS	182	36.24	22.05	38	36.84	22.62	782	37.98	21.02	-1.74	0.97	-1.14	0.3
Latur	BAS	237	22.8		73	17.73		506	27.09		4.29		9.36	
	MAS	241	24.84	15.7	70	25.85	15.7	806	27.57	18.3	2.73	2.28	1.72	0.86
	TAS	299	50.74	25.84	79	55.38	25.32	709	56.48	26.12	-5.74	3.21	-1.10	0.36
Nanded	BAS	134	26.68		52	38.98		327	26.85		0.17		12.13	
	MAS	238	26.48	20.7	143	20.96	18.6	615	25.07	18.8	1.41	0.91	4.11	2.37
	TAS	253	86.25	8.03	184	88.33	6.81	649	85.56	9.06	0.69	1.11	2.77	4.5
Osmanabad	BAS	160	21.45		143	31.8		539	27.48		6.03		4.32	
	MAS	229	29.88	15.8	41	32.98	17	823	32.3	17.4	2.42	2.01	0.68	0.25
	TAS	180	54.14	26.87	50	49.8	22.82	794	54.61	23.17	-0.47	0.22	-4.81	1.44
Parbhani	BAS	181	30.93		38	31.58		524	39.36		1.57		2.22	
	MAS	177	22.82	13.8	64	24.39	14	788	23.5	14.1	0.68	0.59	0.89	0.47
	TAS	290	44.16	27.73	80	51.38	27.97	823	44.32	26.64	-0.16	0.09	7.06	2.16

**MAHARAHSTRA PRATHAMIK SHIKSHAN PARISHAD**  
**FINANCIAL INFORMATION 1994 - 2002 ( DPEP - I)**

Statement : I (a)

(Rs. in Lakhs)

YEAR	APPROVED SAR FOR 7 YEARS	APPROVED OUTLAY (A.V.P.)	SHARES		ACTUAL RECEIPT OF FUND		BALANCE (+) OR (-)		FOR REIMBURSEMENT			REMARK
			G.O.I. 85%	STATE 15%	G.O.I. 85%	STATE 15%	G.O.I.	STATE	EXPENDITURE	EXPRDT. REPORTED FOR SOE	CLAIMED	
1994 -2001	18411.34											
	18050.84											
1994-95	*18592.37	1965.559	1670.725	294.834	826.880	229.860	843.845	64.974	360.824	52.760	47.480	
Balance From : 1994-95	*(With 3% Price/		843.845	64.974								
Sanctioned : 1995-96	Phy. Contingency)	3446.960	2929.916	517.044								
Net Amount 1995-96			3773.761	582.018	1293.830		2479.931	582.018	1457.160	1600.060	1406.830	
Balance From : 1995-96			2479.931	582.018								
Sanctioned : 1996-97		2931.810	2492.038	439.772								
Net Amount 1996-97			4971.969	1021.790	2529.920	545.690	2442.049	476.100	3598.150	3435.900	3082.980	
Balance From : 1996-97			2442.049	476.100								
Sanctioned : 1997-98		2784.394	2366.735	417.659								
Net Amount 1997-98			4808.784	893.759	2201.880	422.320	2606.904	471.439	2657.430	2581.170	2253.250	
Balance From : 1997-98			2606.904	471.439								
Sanctioned : 1998-99		2614.382	2222.225	392.157								
Net Amount : 1998-99			4829.129	863.596	2699.000	394.180	2130.129	469.416	2177.786	2156.780	1792.820	
Balance From : 1998-99			2130.129	469.416								
Sanctioned : 1999-2000		4151.778	3529.011	622.767								
Net Amount : 1999-2000			5659.140	1092.183	1500.000	349.220	4159.140	742.963	2757.941	2662.160	2155.840	
Balance From : 1999-2000			4159.140	742.963								
Sanctioned : 2000-2001	Restriected to EFC Cost	697.487	592.864	104.623								
Net Amount : 2000-2001	For Claim of Fund	3491.253	4752.004	847.586	2200.000	207.190	2552.004	640.396	2605.601	2523.640	1827.860	
Balance From : 2000-2001			2552.004	640.396								
Sanctioned : 2001-2002	Restriected to EFC Cost	4999.774	4249.808	749.966								
Net Amount : 2001-2002	For Claim of Fund	5515.076	6801.812	1390.362	3000.000	640.400	3801.812	749.962	2902.720	2745.600	1904.280	
<b>TOTAL :</b>		23592.144	20053.322	3538.822	16251.510	2788.860	3801.812	749.962	18517.612	17758.070	14471.340	
Extension Districts		3526.454	2997.486	528.968	700.000	0.000	2297.486	528.968	45.790	0.000	0.000	
<b>GRAND TOTAL :</b>		27118.598	23050.808	4067.790	16951.510	2788.860	6099.298	1278.930	18563.402	17758.070	14471.340	
						\$			*		#	

\* Expenditure upto : 28.2.2002

# Expenditure & Reimbursement upto : 28.2.2002

\$ Actual Receipt of Fund upto : 27.3.2002



**MAHARAHSTRA PRATHAMIK SHIKSHAN PARISHAD**  
FINANCIAL INFORMATION 1996 - 2002 ( DPEP - II)

YEAR	APPROVED SAR FOR 7 YEARS	APPROVED OUTLAY (A.W.P.)	SHARES		ACTUAL RECEIPT OF FUND		BALANCE (+) OR (-)		FOR REIMBURSEMENT			REMARK	
			G.O.I. 85%	STATE 15%	G.O.I. 85%	STATE 15%	G.O.I.	STATE	EXPENDITURE	EXPRDT. REPORTED FOR SOE	CLAIMED		
1996-2002	15771.796												
1996-97		22.000							11.670	11.670	11.500		
Balance From : 1996-97													
Sanctioned : 1997-98		1762.300	1497.955	264.345	988.866		509.089	264.345	465.370	454.920	415.530		
Balance From : 1997-98			509.089	264.345									
Sanctioned : 1998-99		3998.100	3398.385	599.715									
Net Amount : 1998-99			3907.474	864.060	620.000	256.740	3287.474	607.320	1626.650	1616.780	1422.630		
Balance From : 1998-99			3287.474	607.320									
Sanctioned : 1999-2000		3868.090	3287.876	580.214									
Net Amount : 1999-2000			6575.350	1187.534	1900.000	533.740	4675.350	653.794	1873.462	1864.880	1565.760		
Balance From : 1999-2000			4675.350	653.794									
Sanctioned : 2000-2001		3198.461	2718.692	479.769									
Net Amount : 2000-2001			7394.042	1133.563	2300.000	225.040	5094.042	908.523	2908.772	2889.250	2229.760		
Balance From : 2000-2001	Restricted To EFC		5094.042	908.523									
Sanctioned : 2001-2002	Cost For Claim of Fund	2944.845	2503.118	441.727									
Net Amount : 2001-2002		3645.104	7597.160	1350.250	2900.000	405.870	4697.160	944.380	2240.200	2157.400	1369.270		
<b>GRAND TOTAL :</b>		15771.796	15771.796	13406.027	2365.769	8708.866	1421.390	4697.160	944.380	9126.124	8994.900	7014.450	
							\$			*	#		

\* Expenditure upto : 28.2.2002

# Expenditure &amp; Reimbursement upto : 28.2.2002

\$ Actual Receipt of Fund upto : 31.3.2002

MAHARASHTRA STATE  
**STATEMENT SHOWING THE FUNDS RECEIVED FROM GOVT. OF INDIA  
 & GOVT. OF MAHARASHTRA**  
 DPEP - I

(Rs. in Lakhs)

Sr.No.	Date of Receipt	Amount Received from		
		G.O.I.	G.O.M.	Total
1	2	3	4	5
1	June 6, 1994	50.00		50.00
2	December 23, 1994	776.88		776.88
3	May 27, 1994		5.00	5.00
4	January 11, 1995		50.00	50.00
5	March 31, 1995		174.86	174.86
	<b>Total for 1994-95</b>	<b>826.88</b>	<b>229.86</b>	<b>1056.74</b>
6	June 9, 1995	893.83		893.83
7	March 26, 1996	400.00		400.00
	<b>Total for 1995-96</b>	<b>1293.83</b>		<b>1293.83</b>
8	April 18, 1996	2529.92		2529.92
9	April 4, 1996		545.69	545.69
	<b>Total for 1996-97</b>	<b>2529.92</b>	<b>545.69</b>	<b>3075.61</b>
10	April 7, 1997		36.32	36.32
11	April 19, 1997	626.88		626.88
12	June 11, 1997		386.00	386.00
13	July 28, 1997	835.00		835.00
14	January 20th 1998	740.00		740.00
	<b>Total for 1997-98</b>	<b>2201.88</b>	<b>422.32</b>	<b>2624.20</b>
15	April 6th 1998		353.77	353.77
16	April 17th 1998	2470.00		2470.00
17	Jan. 25th 1999	229.00		229.00
18	March., 31st 1999		40.41	40.41
	<b>Total for 1998-99</b>	<b>2699.00</b>	<b>394.18</b>	<b>3093.18</b>
19	April., 23rd 1999	300.00	0.00	300.00
20	Dec., 18th 1999		53.09	53.09
21	Dec., 29th 1999	1200.00		1200.00
22	Mar., 29th 2000		70.63	70.63
23	Mar., 31st 2000		42.50	42.50
24	Mar., 31st 2000		183.00	183.00
	<b>Total for 1999-2000</b>	<b>1500.00</b>	<b>349.22</b>	<b>1849.22</b>
	<b>Total Fund Received : 31.3.2000</b>	<b>11051.51</b>	<b>1941.27</b>	<b>12992.78</b>

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**MAHARASHTRA STATE**  
**STATEMENT SHOWING THE FUNDS RECEIVED FROM GOVT. OF INDIA**  
**& GOVT. OF MAHARASHTRA**  
**DPEP : II**

(Rs. in Lakhs)

Sr.No.	Date of Receipt	Amount Received from		
		G.O.I.	G.O.M.	Total
1	2	3	4	5
1	Oct. 29, 1997	549.370		549.370
2	Feb. 02, 1998	439.496		439.496
	<b>Total for 1997-98</b>	<b>988.866</b>		<b>988.866</b>
3	April 6th 1998		147.330	147.330
4	Jan. 25th 1999	620.000		620.000
5	March., 31st 1999		109.410	109.410
	<b>Total for 1998-99</b>	<b>620.000</b>	<b>256.740</b>	<b>876.740</b>
6	May., 03rd 1999	1200.000	0.000	1200.000
7	Dec., 21st 1999		211.910	211.910
8	Dec., 29th 1999	700.000		700.000
9	Mar., 29th 2000		141.830	141.830
10	Mar., 31st 2000		180.000	180.000
	<b>Total for 1999-2000</b>	<b>1900.000</b>	<b>533.740</b>	<b>2433.740</b>
1	April, 28th 2000	700.00		700.00
2	May., 12th 2000	300.00		300.00
3	June., 26th 2000	1300.00		1300.00
4	Dec., 13th 2000		30.07	30.07
5	Mar., 23rd 2001		194.97	194.97
	<b>Total for 2000-2001</b>	<b>2300.00</b>	<b>225.04</b>	<b>2525.04</b>
1	April, 21st, 2001	700.00		700.00
2	July, 5th, 2001	1500.00		1500.00
3	Dec., 12th, 2001		405.87	405.87
4	Feb., 4th, 2002	700.00		
	<b>Total for 2001-2002</b>	<b>2900.00</b>	<b>405.87</b>	<b>3305.87</b>
<b>Total Fund Received Upto : 31.03.2002</b>		<b>8708.866</b>	<b>1421.390</b>	<b>10130.256</b>

**MAHARASHTRA STATE ... (DPEP : I)**  
**FLOW OF FUNDS, SUMMARY From : 1994-95 To 31.03.2002**

**Statement- III (a)**  
 (Amount in Rs.)

Sr. No.	Date	Flow of Funds from Parishad to Institute/Districts									
		MIEPA	SCERT	Text Book	Aurangabad	Parbhani	Hingoli	Nanded	Osmanabad	Latur	Total
1	1994-95	354267	898000		7816000	8057000		7994500	9691000	8703000	43513767
2	1995-96	2144417	1950000	2413727	21238000	34379000		38382000	27959000	22500000	150966144
3	1996-97	2050000	3200000	1000000	73381000	78721000		85474000	24955000	48384000	317165000
4	1997-98	3300000	16351395	6917115	38200000	44000000		60493000	47200000	40000000	256461510
5	1998-99	2524000	19491000	8087205	41735000	37500000		45000000	27500000	34500000	216337205
6	1999-2000	5500000	676000		57300000	46500000		75800000	27000000	39000000	251776000
7	2000-2001	3100000	910000		56400000	68000000		28000000	20000000	45000000	221410000
8	2001-2002	3006500	636000	9453.26	61000000	59000000	15000000	78500000	45000000	66000000	328151953.26
<b>GRAND TOTAL..</b>		<b>21979184</b>	<b>44112395</b>	<b>18427500.26</b>	<b>357070000</b>	<b>376157000</b>	<b>15000000</b>	<b>419643500</b>	<b>229305000</b>	<b>304087000</b>	<b>1785781579.26</b>

**MAHARASHTRA STATE ... (DPEP : II)**  
**FLOW OF FUNDS, SUMMARY From : 1996-97 To 31.03.2002**

**Statement- III(b)**  
 (Amount in Rs.)

Sr. No.	Date	Flow Of Funds From Parishad To Institute / Districts							Total
		SCERT	Text Book	Dhule	Nandurbar	Gadchiroli	Jalna	Beed	
1	1996-97			50000		50000	50000	50000	200000
2	1997-98	18220448	488900	11780000		8940000	15676000	9856000	64961348
3	1998-99	4822000	4001941	42500000		26500000	33800000	33500000	145123941
4	1999-2000	1670532		38500000		33000000	54000000	46500000	173670532
5	2000-2001	1580000		56000000		59000000	74000000	80000000	270580000
6	2001-2002	300000	2960.50	41000000	28000000	57500000	74000000	84000000	284802960.50
<b>GRAND TOTAL..</b>		<b>26592980</b>	<b>4493801.50</b>	<b>189830000</b>	<b>28000000</b>	<b>184990000</b>	<b>251526000</b>	<b>253906000</b>	<b>939338781.50</b>

# Maharashtra Prathamik Shikshan Parishad, Mumbai

FLOW OF FUNDS - 2001-2002... DPEP : I ( Upto : 31.3.2002)

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(Amount in Rs.) (Detail-Fund-1)

		Flow of Funds from Parishad to Institute/Districts									
Sr. No.	Date	MIEPA	Text Book	SCERT	Aurangabad	Parbhani	Hingoli	Nanded	Osmanabad	Latur	Total
1	2	3	4	5	6	7	8	9	10	11	12
1	17th April,2001							5,000,000			5,000,000
2	20th April, 2001								5,000,000		5,000,000
3	2nd May, 2001									10,000,000	10,000,000
4	10th May, 2001							10,000,000			10,000,000
5	25th May, 2001	1,000,000			10,000,000	10,000,000					21,000,000
6	28th June, 2001			236,000							236,000
7	10th July, 2001				6,000,000			10,000,000			16,000,000
8	16th Aug, 2001		9,453.26			10,000,000			10,000,000		20,009,453.26
9	17th Aug., 2001									10,000,000	10,000,000
10	10th Sept.,2001				7,000,000			10,000,000			17,000,000
11	24th Oct., 2001					5,000,000		10,000,000		10,000,000	25,000,000
12	29th Oct., 2001				6,000,000						6,000,000
13	1st Nov., 2001	1,600,000									1,600,000
14	12th Nov., 2001								10,000,000	6,000,000	16,000,000
15	3rd Dec., 2001	406,500				4,000,000		5,000,000			9,406,500
16	19th Dec., 2001						1,000,000				1,000,000
17	31st Dec.,2001			400,000	10,000,000	10,000,000				10,000,000	30,400,000
18	11th, Jan, 2002						4,000,000	8,000,000			12,000,000
19	17th, Jan, 2002				10,000,000				10,000,000		20,000,000
20	15th, Feb., 2002					10,000,000	10,000,000	14,500,000		10,000,000	44,500,000
21	20th, Feb., 2002				6,000,000				10,000,000		16,000,000
22	19th,Mar., 2002				6,000,000	10,000,000		6,000,000		10,000,000	32,000,000
<b>TOTAL..</b>		<b>3,006,500</b>	<b>9,453.26</b>	<b>633,000</b>	<b>61,000,000</b>	<b>59,000,000</b>	<b>15,000,000</b>	<b>78,500,000</b>	<b>45,000,000</b>	<b>66,000,000</b>	<b>328,151,953.26</b>

Statement- III (c)  
(Amount in Rs.)

Sr. No.	Date	Flow of Funds from Parishad to Institute/Districts					TOTAL
		Sangli	Solapur	Jalgaon	Ahmadnagar	Buldhana	
1	2	3	4	5	6	7	9
1	5th, Nov., 2001	5,000,000	5,000,000	5,000,000	5,000,000	5,000,000	25,000,000
2	20th, Feb., 2002		3,000,000				3,000,000
3	2nd, Mar., 2002	3,000,000				2,500,000	5,500,000
	<b>TOTAL...</b>	<b>8,000,000</b>	<b>8,000,000</b>	<b>5,000,000</b>	<b>5,000,000</b>	<b>7,500,000</b>	<b>33,500,000</b>

# Maharashtra Prathamik Shikshan Parishad, Mumbai

## FLOW OF FUNDS - 2001-2002... DPEP : II ( Upto : 31.3.2002)

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(Detail-Fund-2)

Sr. No.	Date	Flow of Funds from Parishad to Institute/Districts							Total
		SCERT	Text Book	Dhule	Nandurbar	Jalna	Beed	Gadchiroli	
1	2	3	4	5	6	7	8	9	10
1	9th, April-2001					2,000,000		1,500,000	3,500,000
2	20th, April-2001			1,000,000			1,000,000		2,000,000
3	2nd, May-2001						9,000,000		9,000,000
4	10th, May-2001			10,000,000		10,000,000			20,000,000
5	11th, May-2001							10,000,000	10,000,000
6	17th, June-2001						10,000,000		10,000,000
7	26th June-2001	100,000							100,000
8	17th, July-2001							10,000,000	10,000,000
9	2nd, Aug- 2001			10,000,000					10,000,000
10	4th, Aug-2001						10,000,000		10,000,000
11	16th, Aug-2001		2,960.50			10,000,000			10,002,960.50
12	30th, Aug-2001						10,000,000		10,000,000
13	6th, Oct-2001							10,000,000	10,000,000
14	11th, Oct-2001						10,000,000		10,000,000
15	29th, Oct-2001				1,000,000	15,000,000			16,000,000
16	1st, Nov -2001				9,000,000				9,000,000
17	26th, Nov-2001					6,000,000	5,000,000		11,000,000
18	31st, Dec-2001	200,000		10,000,000		5,000,000	5,000,000	6,000,000	26,200,000
19	14th, Jan., 2002				10,000,000	8,000,000			18,000,000
20	16th, Jan., 2002						10,000,000		10,000,000
21	15th, Feb., 2002							10,000,000	10,000,000
22	20th, Feb., 2002					10,000,000			10,000,000
23	19th, Mar., 2002			10,000,000			6,000,000	10,000,000	26,000,000
24	28th, Mar., 2002				8,000,000	8,000,000	8,000,000		24,000,000
<b>TOTAL...</b>		<b>300,000</b>	<b>2,960.50</b>	<b>41,000,000</b>	<b>28,000,000</b>	<b>74,000,000</b>	<b>84,000,000</b>	<b>57,500,000</b>	<b>284,802,960.50</b>



**STATEMENT SHOWING CATEGORY-WISE & DISTRICT-WISE EXPENDITURES .... (DPEP : I)**

CATEGORY : 1

(Rs. in Lakh)

Sr. No.	District / Institute	Original Budget Allocation	Revised Budget Allocation	EXPENDITURE								Total
				1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02 (Upto : Feb.,02)	
DISTRICTS...												
1	AURANGABAD	970.690	1536.600	0.000	39.54	417.800	60.88	46.990	41.810	78.990	231.150	917.160
2	PARBHANI	967.820	1428.470	0.000	72.91	398.300	185.83	6.650	31.720	28.520	109.060	832.990
3	NANDED	971.820	1593.404	0.000	122.58	435.150	172.21	14.000	12.540	29.650	150.390	936.520
4	LATUR	738.940	1137.040	0.000	29.68	261.870	110.79	75.080	7.260	0.450	150.580	635.710
5	OSMANABAD	592.180	902.360	0.000	76.14	122.430	120.14	44.900	23.570	46.480	95.450	529.110
TOTAL (1)..		4241.450	6597.874	0.000	340.850	1635.550	649.850	187.620	116.900	184.090	736.630	3851.490
STATE COMPONENT...												
1	STATE SOCIETY, Mumbai	0.000	0.000	0.000	0.000	65.920	36.230	2.680	0.010	48.830	32.940	186.610
2	SCERT, Pune	0.000	6.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
3	MIEPA, Aurangabad	220.720	320.720	0.060	0.000	0.000	0.000	0.080	0.000	0.000	0.000	0.140
4	T.B.B., Pune	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
TOTAL (2)..		220.720	326.720	0.060	0.000	65.920	36.230	2.760	0.010	48.830	32.940	186.750
EXTENSION DISTT.												
1	SOLAPUR	0.000	189.300									
2	SANGLI	0.000	189.130									
3	JALGAON	0.000	188.000									
4	AHMADNAGAR	0.000	189.280									
5	BULDHANA	0.000	187.435									
TOTAL (3)..		0.000	943.145									
GRAND TOTAL (1+2+3)..		4462.170	7867.739	0.000	340.910	1701.470	686.080	190.380	116.910	232.920	769.570	4038.240

Statement-2

**STATEMENT SHOWING CATEGORY-WISE & DISTRICT-WISE EXPENDITURES .... (DPEP : I)**

CATEGORY : 2

(Rs. in Lakh)

Sr. No.	District / Institute	Original Budget Allocation	Revised Budget Allocation	EXPENDITURE								Total
				1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02 (Upto : Feb.,02)	
DISTRICTS...												
1	AURANGABAD	137.520	365.670	0.700	66.250	33.170	12.890	5.910	23.830	22.850	0.220	165.820
2	PARBHANI	130.870	203.442	0.770	90.320	31.330	9.130	3.800	14.010	1.330	0.150	150.890
3	NANDED	78.620	160.650	0.630	75.560	42.740	24.730	6.460	4.880	2.310	8.060	165.370

4	LATUR	154.950	175.280	0.470	43.560	30.970	10.680	11.670	19.870	4.860	22.920	145.000
5	OSMANABAD	66.260	172.090	0.020	51.880	21.790	31.160	14.520	3.640	13.130	14.890	151.030
<b>TOTAL (1)..</b>		<b>568.220</b>	<b>1077.132</b>	<b>2.590</b>	<b>327.570</b>	<b>160.000</b>	<b>88.640</b>	<b>42.360</b>	<b>66.230</b>	<b>44.480</b>	<b>46.240</b>	<b>778.110</b>
<b>STATE COMPONENT...</b>												
1	STATE SOCIETY, Mumbai	41.110	87.491	6.810	59.220	113.650	4.220	1.730	3.880	8.720	20.770	219.000
2	SCERT, Pune	12.150	14.630		3.060	5.280	0.010	0.020	0.000	0.470	0.000	8.840
3	MIEPA, Aurangabad	16.360	24.895		0.200	1.620	3.240	3.640	0.180	0.010	0.000	8.890
4	T.B.B., Pune	14.200	14.200		21.130	2.750	9.460	40.140	0.000	0.000	0.000	73.480
<b>TOTAL (2)..</b>		<b>83.820</b>	<b>141.216</b>	<b>6.810</b>	<b>83.610</b>	<b>123.300</b>	<b>16.930</b>	<b>45.530</b>	<b>4.060</b>	<b>9.200</b>	<b>20.770</b>	<b>310.210</b>
<b>EXTENSION DISTT.</b>												
1	SOLAPUR	0.000	127.820									
2	SANGLI	0.000	119.490									
3	JALGAON	0.000	162.650									
4	AHMADNAGAR	0.000	175.281									
5	BULDHANA	0.000	99.648									
<b>TOTAL (3)..</b>		<b>0.000</b>	<b>684.889</b>									
<b>GRAND TOTAL (1+2+3)..</b>		<b>652.040</b>	<b>1913.237</b>	<b>9.400</b>	<b>411.180</b>	<b>283.300</b>	<b>105.570</b>	<b>87.890</b>	<b>70.290</b>	<b>53.680</b>	<b>67.010</b>	<b>1088.320</b>

Statement- 3

**STATEMENT SHOWING CATEGORY-WISE & DISTRICT-WISE EXPENDITURES .... (DPEP : I)**

CATEGORY : 3

(Rs. In Lakh)

Sr. No.	District / Institute	Original Budget Allocation	Revised Budget Allocation	EXPENDITURE								Total
				1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02 (Upto : Feb.,02)	
<b>DISTRICTS...</b>												
1	AURANGABAD	293.975	194.220	2.190	16.370	35.960	41.640	45.280	38.770	4.310	4.400	188.920
2	PARBHANI	188.670	164.107	2.630	10.240	19.760	40.270	36.580	6.440	6.710	2.980	125.610
3	NANDED	158.200	153.970	1.340	20.870	35.360	68.780	49.070	5.850	4.230	5.020	190.520
4	LATUR	183.220	177.870	0.320	5.450	35.530	41.690	38.920	7.760	2.970	7.650	140.290
5	OSMANABAD	142.650	178.922	1.800	15.210	32.140	51.850	28.050	3.700	1.540	7.380	141.670
<b>TOTAL (1)..</b>		<b>966.715</b>	<b>869.089</b>	<b>8.280</b>	<b>68.140</b>	<b>158.750</b>	<b>244.230</b>	<b>197.900</b>	<b>62.520</b>	<b>19.760</b>	<b>27.430</b>	<b>787.010</b>
<b>STATE COMPONENT...</b>												
1	STATE SOCIETY, Mumbai	30.815	43.628	0.160	2.800	13.290	17.170	5.240	4.660	92.770	2.000	138.090
2	SCERT, Pune	16.100	16.154	0.880	4.870	7.440	10.640	0.740	0.650	0.350	1.420	26.990
3	MIEPA, Aurangabad	14.450	53.670		2.940	6.380	6.140	6.170	4.360	4.490	0.770	31.250
4	T.B.B., Pune	9.000	9.000		0.370	4.120	59.320	31.760	0.000	0.000	0.000	95.570
<b>TOTAL (2)..</b>		<b>70.365</b>	<b>122.452</b>	<b>1.040</b>	<b>10.980</b>	<b>31.230</b>	<b>93.270</b>	<b>43.910</b>	<b>9.670</b>	<b>97.610</b>	<b>4.190</b>	<b>291.900</b>
<b>EXTENSION DISTT.</b>												

1	SOLAPUR	0.000	106.390									
2	SANGLI	0.000	130.140									
3	JALGAON	0.000	93.510									
4	AHMADNAGAR	0.000	110.166									
5	BULDHANA	0.000	154.557									
<b>TOTAL (3)..</b>		<b>0.000</b>	<b>594.763</b>									
<b>GRAND TOTAL (1+2+3)..</b>		<b>1037.080</b>	<b>1586.304</b>	<b>9.320</b>	<b>79.120</b>	<b>189.980</b>	<b>337.500</b>	<b>241.810</b>	<b>72.190</b>	<b>117.370</b>	<b>31.620</b>	<b>1078.910</b>

Statement- 4

**STATEMENT SHOWING CATEGORY-WISE & DISTRICT-WISE EXPENDITURES .... (DPEP : I)**

**CATEGORY : 4**

(Rs. in Lakh)

Sr. No.	District / Institute	Original Budget Allocation	Revised Budget Allocation	EXPENDITURE								Total
				1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02 (Upto : Feb.,02)	
<b>DISTRICTS...</b>												
1	AURANGABAD	2642.345	2970.760	4.380	116.840	209.840	261.170	330.990	503.430	396.640	314.870	2138.160
2	PARBHANI	2745.210	2927.655	4.170	185.400	279.270	276.950	344.130	458.050	565.010	447.190	2560.170
3	NANDED	2840.610	3476.810	2.190	188.370	312.230	374.060	403.350	732.660	315.020	440.060	2767.940
4	LATUR	2001.810	2325.670	1.960	130.940	199.930	220.530	252.870	355.680	494.900	330.390	1987.200
5	OSMANABAD	1666.340	1749.839	4.610	91.770	167.900	231.620	191.990	225.390	205.240	236.070	1354.590
<b>TOTAL (1)..</b>		<b>11896.315</b>	<b>13450.734</b>	<b>17.310</b>	<b>713.320</b>	<b>1169.170</b>	<b>1364.330</b>	<b>1523.330</b>	<b>2275.210</b>	<b>1976.810</b>	<b>1768.580</b>	<b>10808.060</b>
<b>STATE COMPONENT...</b>												
1	STATE SOCIETY, Mumbai	260.925	582.333	13.080	32.330	60.980	61.190	76.400	84.110	108.030	93.420	529.540
2	SCERT, Pune	65.300	74.755	1.680	12.430	13.910	8.060	6.360	5.320	6.870	5.700	60.330
3	MIEPA, Aurangabad	57.470	188.769	1.970	8.130	13.970	18.050	21.540	38.130	27.960	9.700	139.450
4	T.B.B., Pune	161.070	161.070	0.000	2.640	3.120	0.390	9.070	0.000	0.000	0.000	15.220
<b>TOTAL (2)..</b>		<b>544.765</b>	<b>1006.927</b>	<b>16.730</b>	<b>55.530</b>	<b>91.980</b>	<b>87.690</b>	<b>113.370</b>	<b>127.560</b>	<b>142.860</b>	<b>108.820</b>	<b>744.540</b>
<b>EXTENSION DISTT.</b>												
1	SOLAPUR	0.000	280.190									
2	SANGLI	0.000	252.420									
3	JALGAON	0.000	286.860									
4	AHMADNAGAR	0.000	225.437									
5	BULDHANA	0.000	258.750									
<b>TOTAL (3)..</b>		<b>0.000</b>	<b>1303.657</b>									
<b>GRAND TOTAL (1+2+3)..</b>		<b>12441.080</b>	<b>15761.318</b>	<b>34.040</b>	<b>768.850</b>	<b>1261.150</b>	<b>1452.020</b>	<b>1636.700</b>	<b>2402.770</b>	<b>2119.670</b>	<b>1877.400</b>	<b>11552.600</b>
<b>GATEGORY-WISE GR.TOTAL..</b>		<b>18592.370</b>	<b>27118.598</b>	<b>52.760</b>	<b>1600.060</b>	<b>3435.900</b>	<b>2581.170</b>	<b>2156.780</b>	<b>2662.160</b>	<b>2523.640</b>	<b>2745.600</b>	<b>17758.070</b>

## Statement- 5

**STATEMENT SHOWING CATEGORY-WISE & DISTRICT-WISE EXPENDITURES .... (DPEP : II)****CATEGORY : 1**

(Rs. in Lakh)

Sr. No.	District / Institute	Original Budget Allocation						Total	
			1996-97	1997-98	1998-99	1999-2000	2000-01		2001-02 (Upto : Feb.,02)
<b>DISTRICTS...</b>									
1	JALNA	891.400			139.200	116.520	147.140	151.860	554.720
2	BEED	843.800			121.060	155.590	194.720	139.410	610.780
3	DHULE	839.500			176.300	118.080	138.740	67.180	500.300
4	GADCHIROLI	800.400			130.010	45.130	170.320	60.980	406.440
<b>TOTAL (1)..</b>		<b>3375.100</b>			<b>566.570</b>	<b>435.320</b>	<b>650.920</b>	<b>419.430</b>	<b>2072.240</b>
<b>STATE COMPONENT...</b>									
1	STATE SOCIETY, Mumbai	34.000			0.810	0.180	6.350	0.720	8.060
2	SCERT, Pune	102.000			0.000	0.000	0.000	0.000	0.000
3	T.B.B., Pune	0.000			0.000	0.000	0.000	0.000	0.000
<b>TOTAL (2)..</b>		<b>136.000</b>			<b>0.810</b>	<b>0.180</b>	<b>6.350</b>	<b>0.720</b>	<b>8.060</b>
<b>GRAND TOTAL (1+2)..</b>		<b>3511.100</b>			<b>567.380</b>	<b>435.500</b>	<b>657.270</b>	<b>420.150</b>	<b>2080.300</b>

**STATEMENT SHOWING CATEGORY-WISE & DISTRICT-WISE EXPENDITURES .... (DPEP : II)****CATEGORY : 2**

(Rs. in Lakh)

Sr. No.	District / Institute	Original Budget Allocation	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02 (Upto : Feb.,02)	Total
			<b>DISTRICTS...</b>						
1	JALNA	412.143		0.000	29.390	1.700	0.030	8.580	39.700
2	BEED	495.130		0.000	43.020	1.880	6.680	13.030	64.610
3	DHULE	962.289		12.740	53.110	6.130	16.590	47.090	135.660
4	GADCHIROLI	237.790		0.000	2.950	5.180	15.420	88.150	111.700
<b>TOTAL (1)..</b>		<b>2107.352</b>		<b>12.740</b>	<b>128.470</b>	<b>14.890</b>	<b>38.720</b>	<b>156.850</b>	<b>351.670</b>
<b>STATE COMPONENT...</b>									
1	STATE SOCIETY, Mumbai	25.200		0.000	16.690	57.820	6.560	22.100	103.170
2	SCERT, Pune	51.500		0.000	0.080	1.000	1.500	0.470	3.050
3	T.B.B., Pune	20.700		4.890	32.760	0.000	0.000	0.000	37.650
<b>TOTAL (2)..</b>		<b>97.400</b>		<b>4.890</b>	<b>49.530</b>	<b>58.820</b>	<b>8.060</b>	<b>22.570</b>	<b>143.870</b>
<b>GRAND TOTAL (1+2)..</b>		<b>2204.752</b>		<b>17.630</b>	<b>178.000</b>	<b>73.710</b>	<b>46.780</b>	<b>179.420</b>	<b>495.540</b>

## Statement- 7

**STATEMENT SHOWING CATEGORY-WISE & DISTRICT-WISE EXPENDITURES .... (DPEP : II)****CATEGORY : 3**

(Rs. in Lakh)

Sr. No.	District / Institute	Original Budget Allocation							Total
			1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02 (Upto : Feb.,02)	
<b>DISTRICTS...</b>									
1	JALNA	27.480			0.000	0.000	0.000	0.000	0.000
2	BEED	0.000			0.000	0.000	0.000	0.000	0.000
3	DHULE	0.000			0.000	0.000	0.000	0.000	0.000
4	GADCHIROLI	9.240			0.000	0.000	0.000	0.000	0.000
<b>TOTAL (1)..</b>		<b>36.720</b>			<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>	<b>0.000</b>
<b>STATE COMPONENT...</b>									
1	STATE SOCIETY, Mumbai	20.000			2.050	1.700	2.710	3.680	10.140
2	SCERT, Pune	0.000			0.000	0.000	0.000	0.000	0.000
3	T.B.B., Pune	0.000			0.000	0.000	0.000	0.000	0.000
<b>TOTAL (2)..</b>		<b>20.000</b>			<b>2.050</b>	<b>1.700</b>	<b>2.710</b>	<b>3.680</b>	<b>10.140</b>
<b>GRAND TOTAL (1+2)..</b>		<b>56.720</b>			<b>2.050</b>	<b>1.700</b>	<b>2.710</b>	<b>3.680</b>	<b>10.140</b>

## CATEGORY : 4

(Rs. in Lakh)

Sr. No.	District / Institute	Original Budget Allocation							Total
			1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02 (Upto : Feb.,02)	
<b>DISTRICTS...</b>									
1	JALNA	360.020		13.350	25.680	5.140	6.690	10.420	61.280
2	BEED	220.560		21.430	34.170	13.990	17.790	5.080	92.460
3	DHULE	450.750		26.860	43.020	12.010	18.370	23.610	123.870
4	GADCHIROLI	360.734		11.560	51.630	14.720	31.410	39.130	148.450
<b>TOTAL (1)..</b>		<b>1392.064</b>		<b>73.200</b>	<b>154.500</b>	<b>45.860</b>	<b>74.260</b>	<b>78.240</b>	<b>426.060</b>
<b>STATE COMPONENT...</b>									
1	STATE SOCIETY, Mumbai	137.862	0.690	3.880	3.490	2.210	62.820	3.710	76.800
2	SCERT, Pune	62.280	9.380	1.590	3.170	3.740	3.000	0.210	21.090
3	T.B.B., Pune	0.400	0.000	0.000	0.000	0.000	0.000	0.000	0.000
<b>TOTAL (2)..</b>		<b>200.542</b>	<b>10.070</b>	<b>5.470</b>	<b>6.660</b>	<b>5.950</b>	<b>65.820</b>	<b>3.920</b>	<b>97.890</b>
<b>GRAND TOTAL (1+2)..</b>		<b>1592.606</b>	<b>10.070</b>	<b>78.670</b>	<b>161.160</b>	<b>51.810</b>	<b>140.080</b>	<b>82.160</b>	<b>523.950</b>

## Statement- 9

**STATEMENT SHOWING CATEGORY-WISE & DISTRICT-WISE EXPENDITURES .... (DPEP : II)****CATEGORY : 5**

(Rs. in Lakh)

Sr. No.	District / Institute	Original Budget Allocation	1996-97	1997-98	1998-99	1999-2000	2000-01	2001-02 (Upto : Feb.,02)	Total
			<b>DISTRICTS...</b>						
1	JALNA	2156.227	0.270	140.860	177.160	429.640	590.780	397.150	1735.860
2	BEED	2059.478	0.000	87.810	168.150	297.360	600.420	514.670	1668.410
3	DHULE	1745.984	0.000	100.170	181.960	275.480	392.970	309.500	1260.080
4	GADCHIROLI	1986.840	0.000	29.000	163.150	274.100	410.100	218.030	1094.380
<b>TOTAL (1)..</b>		<b>7948.529</b>	<b>0.270</b>	<b>357.840</b>	<b>690.420</b>	<b>1276.580</b>	<b>1994.270</b>	<b>1439.350</b>	<b>5758.730</b>
<b>STATE COMPONENT...</b>									
1	STATE SOCIETY, Mumbai	368.539	1.330	0.620	12.460	18.990	45.530	29.070	108.000
2	SCERT, Pune	43.950	0.000	0.160	4.510	6.590	2.610	3.570	17.440
3	T.B.B., Pune	45.600	0.000	0.000	0.800	0.000	0.000	0.000	0.800
<b>TOTAL (2)..</b>		<b>458.089</b>	<b>1.330</b>	<b>0.780</b>	<b>17.770</b>	<b>25.580</b>	<b>48.140</b>	<b>32.640</b>	<b>126.240</b>
<b>GRAND TOTAL (1+2)..</b>		<b>8406.618</b>	<b>1.600</b>	<b>358.620</b>	<b>708.190</b>	<b>1302.160</b>	<b>2042.410</b>	<b>1471.990</b>	<b>5884.970</b>
<b>CATEGORY-WISE GR.TOTAL</b>		<b>15771.796</b>	<b>11.670</b>	<b>454.920</b>	<b>1616.780</b>	<b>1864.880</b>	<b>2889.250</b>	<b>2157.400</b>	<b>8994.900</b>



# UTILISATION OF BALANCE FUNDS ... (DPEP : I)

## Statement- IV (a)

(Rs. in Lakh)

Sr. No.	District / Institute	Revised EFC	Expdt. Upto 31.3.2001	Expdt. Upto 31.3.2002 (Anti.)	Balance EFC	AWP&B - 2002:2003		
						Spillover	Fresh Proposal	Total
<b>A. District Level..</b>								
1	AURANGABAD	5067.250	3098.360	605.030	1363.860	679.710	680.210	1359.920
2	PARBHANI	2739.734	3284.049	638.625	-1182.940	174.917	170.484	345.401
3	HINGOLI	1983.940	0.000	110.130	1873.810	207.770	137.699	345.469
4	NANDED	5384.834	3649.236	983.770	751.828	0.000	752.100	752.100
5	LATUR	3815.860	2535.306	681.400	599.154	352.654	246.500	599.154
6	OSMANABAD	3003.211	1969.912	786.416	246.883	0.000	247.159	247.159
<b>TOTAL (A) ..</b>		<b>21994.829</b>	<b>14536.863</b>	<b>3805.371</b>	<b>3652.595</b>	<b>1415.051</b>	<b>2234.152</b>	<b>3649.203</b>
<b>B. State Component..</b>								
1	MPSP, Mumbai	713.452	544.043	113.279	56.130	25.955	82.980	108.935
2	SCERT, Pune	111.539	87.134	6.330	18.075	1.640	15.100	16.740
3	T.B.B., Pune	184.270	184.270	0.000	0.000	0.000	0.000	0.000
4	MIEPA, Aurangabad	588.054	262.582	75.121	250.351	29.447	65.730	95.177
<b>TOTAL (B) ..</b>		<b>1597.315</b>	<b>1078.029</b>	<b>194.730</b>	<b>324.556</b>	<b>57.042</b>	<b>163.810</b>	<b>220.852</b>
<b>TOTAL (A) + (B) ..</b>		<b>23592.144</b>	<b>15614.892</b>	<b>4000.101</b>	<b>3977.151</b>	<b>1472.093</b>	<b>2397.962</b>	<b>3870.055</b>
<b>C. Additional District...</b>								
1	SOLAPUR	703.700	0.000	58.380	645.320	556.350	88.970	645.320
2	SANGLI	691.180	0.000	67.640	623.540	273.130	350.410	623.540
3	JALGAON	731.020	0.000	36.620	694.400	474.720	214.440	689.160
4	AHMADNAGAR	700.164	0.000	64.310	635.854	417.590	218.260	635.850
5	BULDHANA	700.390	0.000	51.540	648.850	325.470	323.380	648.850
<b>TOTAL (C) ..</b>		<b>3526.454</b>	<b>0.000</b>	<b>278.490</b>	<b>3247.964</b>	<b>2047.260</b>	<b>1195.460</b>	<b>3242.720</b>
<b>TOTAL (A) + (B) + (C) ..</b>		<b>27118.598</b>	<b>15614.892</b>	<b>4278.591</b>	<b>7225.115</b>	<b>3519.353</b>	<b>3593.422</b>	<b>7112.775</b>

**UTILISATION OF BALANCE FUNDS ... (DPEP : II)****Statement- IV (b)**

(Rs. in Lakh)

Sr. No.	District / Institute	EFC	Expdt. Upto 31.3.2001	Expdt. Upto 31.3.2002 (Anti.)	Balance EFC	AWP&B - 2002:2003		
						Spillover	Fresh Proposal	Total
<b>A. District Level..</b>								
1	JALNA	3847.270	1864.660	1004.450	978.160	270.430	1301.320	1571.750
2	BEED	3618.968	1810.456	876.840	931.672	432.060	1423.130	1855.190
3	DHULE	1663.553	896.666	390.230	376.657	255.980	474.770	730.750
4	NANDURBAR	2334.970	737.860	352.520	1244.590	341.870	764.780	1106.650
5	GADCHIROLI	3395.004	1387.100	808.894	1199.010	387.906	1039.032	1426.938
<b>TOTAL (A)..</b>		<b>14859.765</b>	<b>6696.742</b>	<b>3432.934</b>	<b>4730.089</b>	<b>1688.246</b>	<b>5003.032</b>	<b>6691.278</b>
<b>B. State Component..</b>								
1	MPSP, Mumbai	585.601	99.736	52.577	433.288	31.248	39.860	71.108
2	SCERT, Pune	259.730	32.836	12.515	214.379	118.751	35.500	154.251
3	T.B.B., Pune	66.700	44.940	0.000	21.760	0.000	0.000	0.000
<b>TOTAL (B) ..</b>		<b>912.031</b>	<b>177.512</b>	<b>65.092</b>	<b>669.427</b>	<b>149.999</b>	<b>75.360</b>	<b>225.359</b>
<b>GRAND TOTAL (A) + (B) ..</b>		<b>15771.796</b>	<b>6874.254</b>	<b>3498.026</b>	<b>5399.516</b>	<b>1838.245</b>	<b>5078.392</b>	<b>6916.637</b>

**MAHARASHTRA STATE**  
**STATEMENT SHOWING THE FUNDS RECEIVED FROM GOVT. OF INDIA**  
**& GOVT. OF MAHARASHTRA**  
**DPEP - I**

(Rs. in Lakhs)

Sr.No.	Date of Receipt	Amount Received from		
		G.O.I.	G.O.M.	Total
1	2	3	4	5
	<b>B. F.....</b>	<b>11051.51</b>	<b>1941.27</b>	<b>12992.78</b>
1	April, 26th 2000	800.00		800.00
2	May., 12th 2000	200.00		200.00
3	June., 26th 2000	1200.00		1200.00
4	Mar., 23rd 2001		104.63	104.63
5	Mar., 31st 2001		102.56	102.56
	<b>Total for 2000-2001</b>	<b>2200.00</b>	<b>207.19</b>	<b>2407.19</b>
1	April, 21st, 2001	1000.00		1000.00
2	July, 5th, 2001	1000.00		1000.00
3	Dec., 12th, 2001		640.40	640.40
4	Feb., 4th, 2002	1000.00		1000.00
5	Mar., 27th, 2002	700.00		700.00
	<b>Total for 2001-2002</b>	<b>3700.00</b>	<b>640.40</b>	<b>4340.40</b>
<b>Total Fund Received upto: 27.3.2002</b>		<b>16951.51</b>	<b>2788.86</b>	<b>19740.37</b>

**Statement showing progress of civil works under DPEP Maharashtra**

**Status upto 31-1-2002**

District	Additional Classroom					New School Building				
	TARGET		Achievements			TARGET		Achievements		
	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	Completed in this year	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	Completed in this year
<b>DPEP-I</b>										
Aurangabad	137	364	84	100	16	154	159	143	154	11
Parbhani	336	336	306	321	15	72	72	58	62	4
Nanded	334	407	333	353	20	100	109	94	99	5
Latur	150	304	150	150	0	75	79	72	74	2
Osmanabad	113	243	109	110	1	40	48	40	40	0
<b>Total</b>	<b>1070</b>	<b>1654</b>	<b>982</b>	<b>1034</b>	<b>52</b>	<b>441</b>	<b>467</b>	<b>407</b>	<b>429</b>	<b>22</b>
<b>DPEP-II</b>										
Jalna	220	220	40	50	10	100	100	16	20	4
Beed	134	134	30	75	45	150	150	22	56	34
Dhule	136	58	61	27	2	77	19	26	12	2
Nandurbar		78		48			58		16	
Gadchiroli	0	0	0	0	0	93	93	16	30	14
<b>Total</b>	<b>490</b>	<b>490</b>	<b>131</b>	<b>200</b>	<b>69</b>	<b>420</b>	<b>420</b>	<b>80</b>	<b>134</b>	<b>54</b>
<b>Grand Total</b>	<b>1560</b>	<b>2144</b>	<b>1013</b>	<b>1234</b>	<b>121</b>	<b>881</b>	<b>887</b>	<b>487</b>	<b>563</b>	<b>76</b>

**Statement showing progress of civil works under DPEP Maharashtra**

**Status upto 31-1-2002**

District	Toilets					Borewells				
	TARGET		Achievements			TARGET		Achievements		
	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	Completed in this year	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	Completed in this year
<b>DPEP-I</b>										
Aurangabad	525	1108	278	287	9	260	511	179	209	30
Parbhani	490	876	488	488	0	515	815	406	431	25
Nanded	499	590	499	499	0	50	216	51	66	15
Latur	500	790	500	500	0	200	500	209	252	43
Osmanabad	649	715	500	571	71	340	397	277	373	96
<b>Total</b>	<b>2663</b>	<b>4079</b>	<b>2265</b>	<b>2345</b>	<b>80</b>	<b>1365</b>	<b>2439</b>	<b>1122</b>	<b>1331</b>	<b>209</b>
<b>DPEP-II</b>										
Jalna	300	300	232	267	35	300	300	255	288	33
Beed	150	150	10	33	23	150	150	90	109	19
Dhule	700	280	384	207	90	100	32	44	18	1
Nandurbar		420		267			68		27	
Gadchiroli	500	500	165	333	168	350	600	165	240	75
<b>Total</b>	<b>1650</b>	<b>1650</b>	<b>791</b>	<b>1107</b>	<b>316</b>	<b>900</b>	<b>1150</b>	<b>554</b>	<b>682</b>	<b>128</b>
<b>Grand Total</b>	<b>4313</b>	<b>5729</b>	<b>3056</b>	<b>3452</b>	<b>396</b>	<b>1965</b>	<b>3589</b>	<b>1676</b>	<b>2013</b>	<b>337</b>

**Statement showing progress of civil works under DPEP Maharashtra**

**Status upto 31-1-2002**

District	School Repairs					Wire Fencing				
	TARGET		Achievements			TARGET		Achievements		
	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	Completed in this year	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	Completed in this year
<b>DPEP-I</b>										
Aurangabad	193	484	180	262	82	61	59	59	59	0
Parbhani	140	640	140	140	0	0	0	0	0	0
Nanded	280	394	280	280	0	0	0	0	0	0
Latur	0	328	0	0	0	53	75	53	53	0
Osmanabad	225	385	225	225	0	174	175	104	161	57
<b>Total</b>	<b>838</b>	<b>2231</b>	<b>825</b>	<b>907</b>	<b>82</b>	<b>288</b>	<b>309</b>	<b>216</b>	<b>275</b>	<b>59</b>
<b>DPEP-II</b>										

	0	251	0	0	0	50	0	0	0	0
	70	70	21	39	18	0	0	0	0	0
	500	200	18	30	89	0	0	0	0	0
		268		77						
	0	0	0	0	0	0	0	0	0	0
	570	789	39	146	107	50	0	0	0	0
<b>Grand Total</b>	<b>1408</b>	<b>3020</b>	<b>864</b>	<b>1053</b>	<b>189</b>	<b>338</b>	<b>309</b>	<b>216</b>	<b>275</b>	<b>59</b>

**Statement showing progress of civil works under DPEP  
Maharashtra  
Status upto 31-1-2002**

District	B.R.C.				
	TARGET		Achievements		
	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	Completed in this year
<b>DPEP-I</b>					
Waranangabad	8	8	1	3	2
Waranbani	7	7	0	1	1
Warananded	8	8	1	8	7
Waranapur	5	5	0	0	0
Warananabad	6	6	1	1	0
<b>Total</b>	<b>34</b>	<b>34</b>	<b>3</b>	<b>13</b>	<b>10</b>
<b>DPEP-II</b>					
Waranaha	8	8	0	0	0
Waranabad	9	9	0	0	0
Waranahule	10	4	0	0	0
Waranandurbar		6		0	
Waranachiroli	12	12	0	0	0
<b>Total</b>	<b>39</b>	<b>39</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Grand Total</b>	<b>73</b>	<b>73</b>	<b>3</b>	<b>13</b>	<b>10</b>

Jrm

**Statement showing progress of civil works under DPEP Maharashtra**

**Status upto 31-1-2002**

District	Additional Classroom				New School Building			
	Target		Achievements		Target		Achievements	
DPEP-I	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)
Aurangabad	137	364	84	91	154	159	143	154
Parbhani	336	336	306	321	72	72	58	62
Nanded	334	407	333	353	100	109	94	99
Latur	150	304	150	150	75	79	72	74
Osmanabad	113	243	109	110	40	48	40	40
<b>Total</b>	<b>1070</b>	<b>1654</b>	<b>982</b>	<b>1025</b>	<b>441</b>	<b>467</b>	<b>407</b>	<b>429</b>
<b>DPEP-II</b>								
Jalna	220	220	40	50	100	100	16	20
Beed	134	134	30	75	150	150	22	56
Dhule	136	58	61	27	77	19	26	12
Nandurbar		78		48		58		16
Gadchiroli	0	0	0	0	93	93	16	30
<b>Total</b>	<b>490</b>	<b>490</b>	<b>131</b>	<b>200</b>	<b>420</b>	<b>420</b>	<b>80</b>	<b>134</b>
<b>Grand Total</b>	<b>1560</b>	<b>2144</b>	<b>1013</b>	<b>1234</b>	<b>881</b>	<b>887</b>	<b>487</b>	<b>563</b>

## Statement showing progress of civil works under DPEP Maharashtra

Status upto 31-1-2002

District	Toilets				Borewells			
	Target		Achievements		Target		Achievements	
	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)
<b>DPEP-I</b>								
Aurangabad	525	1108	278	287	260	546	179	209
Parbhani	490	876	488	488	515	815	406	431
Nanded	499	589	499	499	50	216	51	66
Latur	500	790	500	500	200	500	209	252
Osmanabad	649	715	500	571	340	397	277	373
<b>Total</b>	<b>2663</b>	<b>4078</b>	<b>2265</b>	<b>2345</b>	<b>1365</b>	<b>2474</b>	<b>1122</b>	<b>1331</b>
<b>DPEP-II</b>								
Jalna	300	300	232	267	300	300	255	288
Beed	150	150	10	33	150	150	90	109
Dhule	700	280	384	207	100	32	44	18
Nandurbar		420		267		68		27
Gadchiroli	500	500	165	333	350	600	165	240
<b>Total</b>	<b>1650</b>	<b>1650</b>	<b>791</b>	<b>1107</b>	<b>900</b>	<b>1150</b>	<b>554</b>	<b>682</b>
<b>Grand Total</b>	<b>4313</b>	<b>5729</b>	<b>3056</b>	<b>3452</b>	<b>1965</b>	<b>3589</b>	<b>1676</b>	<b>2013</b>

## Statement showing progress of civil works under DPEP Maharashtra

Status upto 31-1-2002

District	School Repairs				Wire Fencing			
	Target		Achievements		Target		Achievements	
DPEP-I	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)
Aurangabad	193	579	180	262	61	59	59	59
Parbhani	140	640	140	140	0	0	0	0
Nanded	280	394	280	280	0	0	0	0
Latur	0	328	0	0	53	75	53	53
Osmanabad	225	385	225	225	174	175	104	161
<b>Total</b>	<b>838</b>	<b>2326</b>	<b>825</b>	<b>907</b>	<b>288</b>	<b>309</b>	<b>216</b>	<b>275</b>
<b>DPEP-II</b>								
Jalna	0	251	0	0	50	0	0	0
Beed	70	70	21	39	0	0	0	0
Dhule	500	200	18	30	0	0	0	0
Nandurbar		268		77		0		
Gadchiroli	0	0	0	0	0	0	0	0
<b>Total</b>	<b>570</b>	<b>789</b>	<b>39</b>	<b>146</b>	<b>50</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Grand Total</b>	<b>1408</b>	<b>3020</b>	<b>864</b>	<b>1053</b>	<b>338</b>	<b>309</b>	<b>216</b>	<b>275</b>



**Statement showing progress of civil works under DPEP  
Maharashtra**

**Status upto 31-1-2002**

District	B.R.C.			
	Target		Achievements	
DPEP-I	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)	For the past financial Year (MAR'01)	For the entire Project Period (JAN'02)
Aurangabad	8	8	1	3
Parbhani	7	7	0	1
Nanded	8	8	1	8
Latur	5	5	0	0
Osmanabad	6	6	1	1
<b>Tctal</b>	<b>34</b>	<b>34</b>	<b>3</b>	<b>13</b>
<b>DPEP-II</b>				
Jalna	8	8	0	0
Beed	9	9	0	0
Dhule	10	4	0	0
Nandurbar		6		0
Gadchiroli	12	12	0	0
<b>Total</b>	<b>39</b>	<b>39</b>	<b>0</b>	<b>0</b>
<b>Grand Total</b>	<b>73</b>	<b>73</b>	<b>3</b>	<b>13</b>

**Statement showing No. of Schools constructed under DPEP Maharashtra**

**Status upto 31-1-2002**

District	Additional Classroom		New School Building		Toilets		Borewells		School Repairs		Wire Fencing		B.R.C.	
	Proposed	Completed	Proposed	Completed	Proposed	Completed	Proposed	Completed	Proposed	Completed	Proposed	Completed	Proposed	Completed
Aurangabad	364	100	159	154	1108	287	511	209	484	262	59	59	8	3
Parbhani	336	321	72	62	876	488	815	431	640	140	-	-	7	1
Nanded	407	353	109	99	590	499	216	66	394	280	-	-	8	8
Latur	304	150	79	74	790	500	500	252	328	0	75	53	6	0
Osmanabad	243	110	48	40	715	571	397	373	385	225	175	161	5	1
<b>Total</b>	<b>1654</b>	<b>1034</b>	<b>467</b>	<b>429</b>	<b>4079</b>	<b>2345</b>	<b>2439</b>	<b>1331</b>	<b>2231</b>	<b>907</b>	<b>309</b>	<b>275</b>	<b>34</b>	<b>13</b>
Jalna	220	50	100	20	300	267	300	288	251	-	-	-	8	0
Beed	134	75	150	56	150	33	150	109	70	39	-	-	9	0
Dhule	58	27	19	12	280	207	32	18	200	30	-	-	4	0
Nandurbar	78	48	58	16	420	267	68	27	268	77	-	-	6	0
Gadchiroli	-	-	93	30	500	333	600	240	-	-	-	-	12	0
<b>Total</b>	<b>490</b>	<b>200</b>	<b>420</b>	<b>134</b>	<b>1650</b>	<b>1107</b>	<b>1150</b>	<b>682</b>	<b>789</b>	<b>146</b>	<b>-</b>	<b>-</b>	<b>39</b>	<b>0</b>
<b>Grand Total</b>	<b>2144</b>	<b>1234</b>	<b>887</b>	<b>563</b>	<b>5729</b>	<b>3452</b>	<b>3589</b>	<b>2613</b>	<b>3020</b>	<b>1053</b>	<b>309</b>	<b>275</b>	<b>73</b>	<b>13</b>

## Statement showing progress of civil works under DPEP Maharashtra

Status upto 31-1-2002

District	Additional Classroom					New School Building				
	Proposed		Completed			Proposed		Completed		
	MAR'01	JAN'02	MAR'01	JAN'02	THIS YEAR	MAR'01	JAN'02	MAR'01	JAN'02	THIS YEAR
<b>DPEP-I</b>										
Aurangabad	137	364	84	100	16	174	159	143	154	11
Parbhani	336	336	306	321	15	72	72	58	62	4
Nanded	334	407	333	353	20	100	109	94	99	5
Latur	150	304	150	150	0	75	79	72	74	2
Osmanabad	113	243	109	110	1	40	48	40	40	0
<b>Total</b>	<b>1070</b>	<b>1654</b>	<b>982</b>	<b>1034</b>	<b>52</b>	<b>461</b>	<b>467</b>	<b>407</b>	<b>429</b>	<b>22</b>
<b>DPEP-II</b>										
Jalna	220	220	40	50	10	100	100	16	20	4
Beed	134	134	30	75	45	150	150	22	56	34
Dhule	136	58	61	27	2	77	19	26	12	2
Nandurbar		78		48			58		16	
Gadchiroli	0	0	0	0	0	93	93	16	30	14
<b>Total</b>	<b>490</b>	<b>490</b>	<b>131</b>	<b>200</b>	<b>69</b>	<b>420</b>	<b>420</b>	<b>80</b>	<b>134</b>	<b>54</b>
<b>Grand Total</b>	<b>1560</b>	<b>2144</b>	<b>1013</b>	<b>1234</b>	<b>121</b>	<b>881</b>	<b>887</b>	<b>487</b>	<b>563</b>	<b>76</b>

## Statement showing progress of civil works under DPEP Maharashtra

Status upto 31-1-2002

District	Toilets					Borewells				
	Proposed		Completed		THIS YEAR	Proposed		Completed		THIS YEAR
DPEP-I	MAR'01	JAN'02	MAR'01	JAN'02		MAR'01	JAN'02	MAR'01	JAN'02	
Aurangabad	525	1108	278	287	9	260	511	179	209	30
Parbhani	490	876	488	488	0	515	815	406	431	25
Nanded	499	590	499	499	0	50	216	51	66	15
Latur	500	790	500	500	0	200	500	209	252	43
Osmanabad	649	715	500	571	71	340	397	277	373	96
<b>Total</b>	<b>2663</b>	<b>4079</b>	<b>2265</b>	<b>2345</b>	<b>80</b>	<b>1365</b>	<b>2439</b>	<b>1122</b>	<b>1331</b>	<b>209</b>
<b>DPEP-II</b>										
Jalna	300	300	232	267	35	300	300	255	288	33
Beed	150	150	10	33	23	150	150	90	109	19
Dhule	700	280	384	207	90	100	32	44	18	1
Nandurbar		420		267			68		27	
Gadchiroli	500	500	165	333	168	350	600	165	240	75
<b>Total</b>	<b>1650</b>	<b>1650</b>	<b>791</b>	<b>1107</b>	<b>316</b>	<b>900</b>	<b>1150</b>	<b>554</b>	<b>682</b>	<b>128</b>
<b>Grand Total</b>	<b>4313</b>	<b>5729</b>	<b>3056</b>	<b>3452</b>	<b>396</b>	<b>1965</b>	<b>3589</b>	<b>1676</b>	<b>2013</b>	<b>337</b>

## Statement showing progress of civil works under DPEP Maharashtra

Status upto 31-1-2002

District	School Repairs					Wire Fencing				
	Proposed		Completed			Proposed		Completed		
DPEP-I	MAR'01	JAN'02	MAR'01	JAN'02	THIS YEAR	MAR'01	JAN'02	MAR'01	JAN'02	THIS YEAR
Aurangabad	193	484	180	262	82	61	59	59	59	0
Parbhani	140	640	140	140	0	0	0	0	0	0
Nanded	280	394	280	280	0	0	0	0	0	0
Latur	0	328	0	0	0	53	75	53	53	0
Osmanabad	225	385	225	225	0	174	175	104	161	57
<b>Total</b>	<b>838</b>	<b>2231</b>	<b>825</b>	<b>907</b>	<b>82</b>	<b>288</b>	<b>309</b>	<b>216</b>	<b>275</b>	<b>59</b>
<b>DPEP-II</b>										
Jalna	0	251	0	0	0	50	0	0	0	0
Beed	70	70	21	39	18	0	0	0	0	0
Dhule	500	200	18	30	89	0	0	0	0	0
Nandurbar		268		77			0		0	
Gadchiroli	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>570</b>	<b>789</b>	<b>39</b>	<b>146</b>	<b>107</b>	<b>50</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Grand Total</b>	<b>1408</b>	<b>3020</b>	<b>864</b>	<b>1053</b>	<b>189</b>	<b>338</b>	<b>309</b>	<b>216</b>	<b>275</b>	<b>59</b>

**Statement showing progress of civil works under DPEP  
Maharashtra**

**Status upto 31-1-2002**

District	B.R.C.				
	Proposed		Completed		
DPEP-I	MAR'01	JAN'02	MAR'01	JAN'02	THIS YEAR
Aurangabad	8	8	1	3	2
Parbhani	7	7	0	1	1
Nanded	8	8	1	8	7
Latur	5	5	0	0	0
Osmanabad	6	6	1	1	0
<b>Total</b>	<b>34</b>	<b>34</b>	<b>3</b>	<b>13</b>	<b>10</b>
<b>DPEP-II</b>					
Jalna	8	8	0	0	0
Beed	9	9	0	0	0
Dhule	10	4	0	0	0
Nandurbar		6		0	
Gadchiroli	12	12	0	0	0
<b>Total</b>	<b>39</b>	<b>39</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Grand Total</b>	<b>73</b>	<b>73</b>	<b>3</b>	<b>13</b>	<b>10</b>

## Statement showing progress of civil works under

### District :-AURANGABAD

Sr. No.	Activities	Physical Target		Status of Work as on Mar-2001		Status of Works in Progress as on Feb-2002	
		MAR'01	FEB'02	Roof Level	Roof Cast	Roof Level	Roof Cast
1	One room School	137	364	0	0	26	21
2	Two room School	154	159	0	10	0	5
3	Toilets	525	1180	0		0	
4	Borewells	260	546	0		70 Works in progress	
5	School Repairs	193	579	2 Works in progress		27 Works in progress	
6	BRCs	8	8	0	0	4	1

### District :-PARBHANI

Sr. No.	Activities	Physical Target		Status of Work as on Mar-2001		Status of Work as on Feb-2002	
		MAR'01	FEB'02	Roof Level	Roof Cast	Roof Level	Roof Cast
1	One room School	336	336	2	27	0	11
2	Two room School	72	72	0	14	0	16
3	Toilets	490	876	0		0	
4	Borewells	515	815	12 Works in progress		72 Works in progress	
5	School Repairs	140	640	All works (old target) completed		200 Works in progress	
6	BRCs	7	7	0	0	1	3

### District :-NANDED

Sr. No.	Activities	Physical Target		Status of Work as on Mar-2001		Status of Work as on Feb-2002	
		MAR'01	FEB'02	Roof Level	Roof Cast	Roof Level	Roof Cast
1	One room School	334	407	0	1	7	4
2	Two room School	100	109	1	3	0	1
3	Toilets	499	590	All works (old target) completed		0	
4	Borewells	50	216			0	
5	School Repairs	280	394			0	
6	BRCs	8	8	0	0	0	0

### District :-LATUR

Sr. No.	Activities	Physical Target		Status of Work as on Mar-2001		Status of Work as on Feb-2002	
		MAR'01	FEB'02	Roof Level	Roof Cast	Roof Level	Roof Cast
1	One room School	150	304	0	0	26	6
2	Two room School	75	79	1	0	4	0
3	Toilets	500	790	All works (old target) completed		0	
4	Borewells	200	500			0	
5	School Repairs	0	328			0	
6	BRCs	5	5	2	0	0	1

### District :-OSMANABAD

Sr. No.	Activities	Physical Target		Status of Work as on Mar-2001		Status of Work as on Feb-2002	
		MAR'01	FEB'02	Roof Level	Roof Cast	Roof Level	Roof Cast
1	One room School	113	243	3	0	2	1
2	Two room School	40	48	0	0	0	0

3	Toilets	615	715	96 works (old target) in progress	0
4	Borewells	340	397	0	0
5	School Repairs	225	385	All works (old target) completed	0
6	BRCs	6	6	0	0

**Statement showing progress of civil works under**

**DPEP-II**  
**District :- JALNA**

Sr. No.	Activities	Physical Target		Status of Work as on Mar-2001		Status of Work as on Feb-2002	
		MAR'01	Feb'02	Roof Level	Roof Cast	Roof Level	Roof Cast
1	One room School	220	220	18	0	45	35
2	Two room School	100	100	11	0	22	19
3	Toilets	300	300	69 works in progress		33 works in progress	
4	Borewells	300	300	9		12 works in progress	
5	School Repairs	0	251	0			
6	BRCs	8	8	0	0	4	0

**District :- BEED**

Sr. No.	Activities	Physical Target		Status of Work as on Mar-2001		Status of Work as on Feb-2002	
		MAR'01	Feb'02	Roof Level	Roof Cast	Roof Level	Roof Cast
1	One room School	134	134	33	14	11	34
2	Two room School	150	150	38	32	12	56
3	Toilets	150	150	55 works in progress		59 works in progress	
4	Borewells	150	150	0		0	
5	School Repairs	70	70	26 works in progress		5 works in progress	
6	BRCs	9	9	0	0	1	3
						Remaining 4 works in progress	

**District :- DHULE / NANDURBAR**

Sr. No.	Activities	Physical Target		Status of Work as on Mar-2001		Status of Work as on Feb-2002	
		MAR'01	Feb'02	Roof Level	Roof Cast	Roof Level	Roof Cast
			D+N			D+N	D+N
1	One room School	136	58+78=136	6	2	4+6=10	9+7=16
2	Two room School	77	19+58=77	6	1	4+13=17	3+3=6
3	Toilets	700	280+420=700	200 works in progress		5+40=45	12
4	Borewells	100	32+68=100	0		45 works in progress	
5	School Repairs	500	200+268=468	183 works in progress		201 works in progress	
6	BRCs	10	10	0	0	4 works in progress	

**District :- GADCHIROLI**

Sr. No.	Activities	Physical Target		Status of Work as on Mar-2001		Status of Work as on Feb-2002	
		MAR'01	Feb'02	Roof Level	Roof Cast	Roof Level	Roof Cast
1	Two room School	93	93	15	18	21	20
2	Toilets	500	500	42	20	44	13
3	Borewells	350	600	12 works in progress		129 works in progress	
4	School Repairs	0	0	0	0	0	0
5	BRCs	12	12	0	0	2	5



## DPEP Maharashtra

Completed			Since when Funds not Available	Financial Status Today
MAR'01	FEB'02	THIS YEAR		
84	100	16		
143	154	11		
278	287	9		
179	209	30		
180	300	120		
1	3	2		

Completed			Since when Funds not Available		Financial Status Today	
MAR'01	FEB'02	THIS YEAR	PARBHANI	HINGOLI	PARBHANI	HINGOLI
306	321	19	Funds not available from Jan - 2002	Funds not available from Nov - 2001	Funds not available	Funds not available
56	56	0				
488	488	0				
431	431	0				
140	140	0				
0	1	1				

Completed			Since when Funds not Available	Financial Status Today
MAR'01	FEB'02	THIS YEAR		
333	355	22		
96	99	5		
499	499	0		
51	66	15		
280	280	0		
1	8	7		

Completed			Since when Funds not Available	Financial Status Today
MAR'01	FEB'02	THIS YEAR		
150	150	0	From Feb- 2001 to Dec - 2001 & From Feb- 2002 to Mar - 2002	Funds are not yet available
73	74	1	From Feb- 2001 to Oct - 2001	
500	500	0	Funds are not yet available	
209	271	62	From Feb- 2001 to Nov - 2001	
0	0	0	Funds are not yet available	
0	0	0		

Completed			Since when Funds not Available	Financial Status Today
MAR'01	FEB'02	THIS YEAR		
109	110	1		
40	40	0		

245

500	571	71
277	373	96
225	225	0
1	1	0

### DPEP Maharashtra

Completed			Since when Funds not Available	Financial Status Today
MAR'01	Feb'02	THIS YEAR		
40	60	20	Funds were not available in the month Jan - 2002	Sufficient Funds available
16	25	9		
232	267	35		
255	288	33		
	0	0		
	0	0		

Completed			Since when Funds not Available	Financial Status Today
MAR'01	Feb'02	THIS YEAR		
30	84	54	Sufficient Funds available	Sufficient Funds available
22	60	38		
10	39	29		
90	133	43		
21	42	21		
0	0	0		
		0		

Completed			Since when Funds not Available		Financial Status Today	
MAR'01	Feb'02	THIS YEAR	DHULE	NANDURBAR	DHULE	NANDURBAR
	D+N		Funds were not available from 3.11.2001 to 3.01.2002		Funds available	
61	28+48=76	15				
26	12+16=28	2				
384	207+267=474	90				
44	28+27=55	11				
18	40+77=117	99				
0	0	0				

Completed			Since when Funds not Available	Financial Status Today
MAR'01	Feb'02	THIS YEAR		
16	33	17		
165	338	173		
165	240	75		
0	0	0		
0	0	0		

**District :-PARBHANI**

Sr. No.	Activities	Physical Target		Status of Work as on Mar-2001		Status of Work as on Feb 2002	
		MAR'01	FEB'02	Roof Level	Roof Cast	Roof Level	Roof Cast
1	One room School	336	149	2	27	0	11
2	Two room School	72	39	0	14	0	16
3	Toilets	490	876	0		0	
4	Borewells	515	815	12 Works in progress		72 Works in progress	
5	School Repairs	140	640	All works (old target)		200 Works in progress	
6	BRCs	7	7	0	0	1	3

**HINGOLI**

Sr. No.	Activities	Physical Target		Status of Work as on Mar-2001		Status of Work as on Mar 2002	
		MAR'01	Mar'02	Roof Level	Roof Cast	Roof Level	Roof Cast
1	One room School	336	187	2	27	0	49
2	Two room School	72	33	0	14	0	13
3	Toilets	490	506	0		0	
4	Borewells	515	343	12 Works in progress		72 Works in progress	
5	School Repairs	140	260	All works (old target)		200 Works in progress	
6	BRCs	7	3	0	0	1	3

**HINGOLI**

Sr. No.	Activities	Physical Target		Status of Work as on		Status of Work as on Feb	
		MAR'01	FEB'02	Roof Level	Roof Cast	Roof Level	Roof Cast
1	One room School	336	149	2	27	0	11
2	Two room School	72	72	0	14	0	16
3	Toilets	490	876	0		0	
4	Borewells	515	815	12 Works in progress		72 Works in progress	
5	School Repairs	140	640	All works (old target)		200 Works in progress	
6	BRCs	7	7	0	0	1	3

Completed			Since when Funds not Available		Financial Status Today	
MAR'01	FEB'02	THIS YEAR	PARBHAN	HINGOLI	PARBHAN	HINGOLI
306	321	19	Funds not available from Jan 2002	Funds not available from Nov - 2001	Funds not available	Funds not available
56	56	0				
488	488	0				
431	431	0				
140	140	0				
0	1	1				

Completed			Since when Funds not Available		Financial Status Today	
MAR'01	Mar'02	THIS YEAR	PARBHAN	HINGOLI	PARBHAN	HINGOLI
306	136	19	Funds not available from Jan 2002	Funds not available from Nov - 2001	Funds not available	Funds not available
56	23	0				
488	488	0				
431	431	0				
140	140	0				
0	1	1				

Completed			Since when Funds		Financial Status	
MAR'01	FEB'02	THIS YEAR	PARBHAN	HINGOLI	PARBHAN	HINGOLI
306	138	138	Funds not available from Jan 2002	Funds not available from Nov - 2001	Funds not available	Funds not available
56	56	0				
488	488	0				
431	431	0				
140	140	0				
0	1	1				

**Statement showing progress of civil works under DPEP Maharashtra**

**District :-AURANGABAD**

Sr. No.	Activities	Physical Target		Status of Work as on Mar-2001		Status of Work as on Mar-2002		Completed			Since when Funds not Available	Financial Status Today
		MAR'01	MAR'02	Roof Level	Roof Cast	Roof Level	Roof Cast	Mar'01	Mar'02	THIS YEAR		
1	One room School	137	364	0	0	27	21	84	102	18	Sufficient Funds available	Sufficient Funds available
2	Two room School	154	159	0	10	0	5	143	154	11		
3	Toilets	525	1180	0		0		278	287	9		
4	Borewells	260	546	0		70 Works in progress		179	209	30		
5	School Repairs	193	579	2 Works in progress		27 Works in progress		180	300	120		
6	BRCs	8	8	0	0	4	1	1	3	2		

**District :-PARBHANI**

Sr. No.	Activities	Physical Target		Status of Work as on Mar-2001		Status of Work as on Mar-2002		Completed			Since when Funds not Available		Financial Status Today	
		MAR'01	MAR'02	Roof Level	Roof Cast	Roof Level	Roof Cast	Mar'01	Mar'02	THIS YEAR	Parbhani	Hingoli	Parbhani	Hingoli
			PAR + HIN											
1	One room School	336	149+187=336	2	27	0	11	306	325	19	Funds not available from Jan - 2002	Funds not available from Nov - 2001	Funds available	Funds not available
2	Two room School	72	39+33=72	0	14	0	16	56	56	0				
3	Toilets	490	370+506=876	0		0		488	488	0				
4	Borewells	515	472+343=815	12 Works in progress		72 Works in progress		431	468	0				
5	School Repairs	140	380+260=640	All works (old target) completed		200 Works in progress		140	140	0				
6	BRCs	7	4+3=7	0	0	1	3	0	1	1				

District :-NANDED

Sr. No.	Activities	Physical Target		Status of Work as on Mar-2001		Status of Work as on Mar-2002		Completed			Since when Funds not Available	Financial Status Today
		MAR'01	MAR'02	Roof Level	Roof Cast	Roof Level	Roof Cast	Mar'01	Mar'02	THIS YEAR		
1	One room School	334	407	0	1	7	4	333	356	23	Funds were not available from Nov,2001 to Dec.2001 & from Feb,2002 to March 2002	Funds available
2	Two room School	100	109	1	3	0	1	96	100	4		
3	Toilets	499	580	All works (old target) completed		0		499	502	3		
4	Borewells	50	216			0		51	72	21		
5	School Repairs	280	394			0		280	280	0		
6	BRCs	8	8	0	0	0	0	1	8	7		

District :-LATUR

Sr. No.	Activities	Physical Target		Status of Work as on Mar-2001		Status of Work as on Mar-2002		Completed			Since when Funds not Available	Financial Status Today
		MAR'01	MAR'02	Roof Level	Roof Cast	Roof Level	Roof Cast	Mar'01	Mar'02	THIS YEAR		
1	One room School	150	304	0	0	26	6	150	151	0	From Feb- 2001 to Dec - 2001 & From Feb- 2002 to Mar - 2002	Funds are not yet available
2	Two room School	75	79	1	0	4	0	73	74	1	From Feb- 2001 to Oct - 2001	
3	Toilets	500	790	All works (old target) completed		0		500	500	0	Funds are not yet available	
4	Borewells	200	500			0		209	273	64	From Feb- 2001 to Nov - 2001	
5	School Repairs	0	328	0		0		0	0	0	Funds are not yet available	
6	BRCs	5	5	2	0	0	1	0	2	2		

District :-OSMANABAD

Sr. No.	Activities	Physical Target		Status of Work as on Mar-2001		Status of Work as on Mar-2002		Completed			Since when Funds not Available	Financial Status Today
		MAR'01	MAR'02	Roof Level	Roof Cast	Roof Level	Roof Cast	Mar'01	Mar'02	THIS YEAR		
1	One room School	113	243	3	0	2	1	109	110	1	Funds were not available from Sept,2001 to Jan. 2002	Funds available
2	Two room School	40	48	0	0	0	0	40	40	0		
3	Toilets	615	715	96 works (old target) in progress		23	0	500	571	71		
4	Borewells	340	397	All works (old target) completed		0		277	373	96		
5	School Repairs	225	385			0		225	225	0		
6	BRCs	6	6	0	0	0	2	1	1	0		

Statement showing progress of civil works under DPEP Maharashtra

DPEP-II  
District :- JALNA

250

Sr. No.	Activities	Physical Target		Status of Work as on Mar-2001		Status of Work as on Mar-2002		Completed			Since when Funds not Available	Financial Status Today
		MAR'01	MAR'02	Roof Level	Roof Cast	Roof Level	Roof Cast	Mar'01	Mar'02	THIS YEAR		
1	One room School	220	220	18	0	41	34	40	81	20	Funds were not available in the month Jan - 2002	Sufficient Funds available
2	Two room School	100	100	11	0	27	19	16	28	9		
3	Toilets	300	300	68 works in progress		33 works in progress		232	267	35		
4	Borewells	300	300	0		0		255	300	45		
5	School Repairs	0	251	0		0		0	0	0		
6	BRCs	8	8	0	0	4	0	0	0	0		

**District :- BEED**

Sr. No.	Activities	Physical Target		Status of Work as on Mar-2001		Status of Work as on Mar-2002		Completed			Since when Funds not Available	Financial Status Today
		MAR'01	MAR'02	Roof Level	Roof Cast	Roof Level	Roof Cast	Mar'01	Mar'02	THIS YEAR		
1	One room School	134	134	33	14	11	34	30	84	54	Sufficient Funds available	Sufficient Funds available
2	Two room School	150	150	38	32	12	56	22	60	38		
3	Toilets	150	150	55 works in progress		59 works in progress		10	39	29		
4	Borewells	150	150	0		0		90	133	43		
5	School Repairs	70	70	26 works in progress		5 works in progress		21	42	21		
6	BRCs	9	9	0	0	1	3	0	0	0		
						Remaining 4 works In progress				0		

**District :- DHULE / NANDURBAR**

Sr. No.	Activities	Physical Target		Status of Work as on Mar-2001		Status of Work as on Mar-2002		Completed			Since when Funds not Available	Financial Status Today
		MAR'01	MAR'02	Roof Level	Roof Cast	Roof Level	Roof Cast	Mar'01	Mar'02	THIS YEAR		
			D+N			D+N	D+N		D+N		Funds were not available from 3.11.2001 to 3.01.2002	Funds available
1	One room School	136	58+78=136	6	2	3+4=7	10+8=18	61	31+48=79	18		
2	Two room School	77	19+58=77	6	1	3+16=19	4+3=7	26	12+17=29	3		
3	Toilets	700	280+420=700	200 works in progress		2+40=42		384	214+273=487	103		
4	Borewells	100	32+68=100	0		45 works in progress		44	28+27=55	11		
5	School Repairs	500	200+268=468	183 works in progress		267 works in progress		18	52+85=137	111		
6	BRCs	10	10	0	0	4 works in progress		0	0	0		

**District :- GADCHIROLI**

Sr. No.	Activities	Physical Target		Status of Work as on Mar-2001		Status of Work as on Mar-2002		Completed			Since when Funds not Available	Financial Status Today
		MAR'01	MAR'02	Roof Level	Roof Cast	Roof Level	Roof Cast	Mar'01	Mar'02	THIS YEAR		
1	Two room School	93	93	15	18	21	20	16	33	17	Funds were not available from Dec 2001 to Jan 2002	Funds available
2	Toilets	500	500	42	20	44	13	165	338	173		
3	Borewells	350	600	12 works in progress		129 works in progress		165	240	75		
4	School Repairs	0	0	0	0	0	0	0	0	0		
5	BRCs	12	12	0	0	2	5	0	0	0		

**Statement showing progress of civil works under DPEP Maharashtra**

**Status upto 28-2-2002**

District	B.R.C.						
	Proposed		Completed			In progress	Not Started
DPEP-I	MAR'01	Feb'02	MAR'01	Feb'02	THIS YEAR		
Aurangabad	8	8	1	3	2	5	0
Parbhani	7	7	0	1	1	6	0
Nanded	8	8	1	8	7	0	0
Latur	5	5	0	0	0	3	2
Osmanabad	6	6	1	1	0	5	0
<b>Total</b>	<b>34</b>	<b>34</b>	<b>3</b>	<b>13</b>	<b>10</b>	<b>19</b>	<b>2</b>
<b>DPEP-II</b>							
Jalna	8	8	0	0	0	4	4
Beed	9	9	0	0	0	8	1
Dhule	10	4	0	0	0	2	2
Nandurbar		6		0		2	4
Gadchiroli	12	12	0	0	0	8	4
<b>Total</b>	<b>39</b>	<b>39</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>24</b>	<b>15</b>
<b>Grand Total</b>	<b>73</b>	<b>73</b>	<b>3</b>	<b>13</b>	<b>10</b>	<b>43</b>	<b>17</b>



**Statement showing Target of Civil Works in Non DPEP Districts  
under DPEP , Maharashtra**

**Buldhana** –

<b>Sr.No.</b>	<b>Activities</b>	<b>Target</b>
1.	One Room School	41
2.	Two Room School	131
3.	Pipe Line	131
4.	Toilet	131
5.	Electrification	131
6.	Minor Repair	131
7.	Major Repair	132

**Jalgaon** –

<b>Sr.No.</b>	<b>Activities</b>	<b>Target</b>
1.	One Room School	119
2.	Borewell	31
3.	Pipe Line	--
4.	Toilet	30
5.	Electrification	121
6.	Major Repair	27

**Sangali** -

<b>Sr.No.</b>	<b>Activities</b>	<b>Target</b>
1.	One Room School	120
2.	Borewell	18
3.	Pipe Line	12
4.	Toilet	135
5.	Electrification	134

253

**Ahamadnagar -**

<b>Sr.No.</b>	<b>Activities</b>	<b>Target</b>
1.	One Room School	91
2.	Borewell	117
3.	Toilet	117
4.	Electrification	117
5.	Major Repair	33

**Solapur -**

<b>Sr.No.</b>	<b>Activities</b>	<b>Target</b>
1.	One Room School	27
2.	Borewell	126
3.	Toilet	470
4.	Electrification	403
5.	Major Repair	96
6.	Minor Repair	65

## Annexure - IV

District	Gender	School Caste			Scheduled Tribe			Others			Total			CR	CR
		N	Mean	Sd	N	Mean	Sd	N	Mean	Sd	N	Mean	Sd	Value *	Value **
Beed	Boys	67	64.55	16.43	14	63.96	19.98	526	59.68	20.90	607	60.31	20.50	2.21	0.79
	Girls	58	64.03	18.59	16	61.06	18.82	489	58.44	20.07	563	59.09	19.97	2.15	0.55
	Total	125	64.31	17.47	30	62.41	19.42	1020	58.92	20.74	1175	59.58	20.45	3.19	0.97
Dhule	Boys	32	53.03	24.52	271	64.21	17	194	67.33	19.83	497	64.71	19.01	3.13	1.77
	Girls	20	60.08	18.83	213	64.93	16.52	156	67.28	19.92	389	65.62	18.16	1.60	1.2
	Total	52	55.74	22.76	484	64.53	16.79	353	67.08	19.95	889	65.03	18.67	3.41	1.95
Gadchiroli	Boys	75	53.97	18.18	81	52.00	16.87	241	50.65	17.72	397	51.55	17.69	1.39	0.62
	Girls	61	54.63	17.11	81	50.77	15.64	222	51.90	17.90	364	52.10	17.34	1.09	0.53
	Total	136	54.26	17.71	162	51.39	16.28	467	51.15	17.79	765	51.75	17.51	1.80	0.16
Jalna	Boys	124	43.09	21.43	15	38.26	15.79	408	49.27	21.79	547	47.57	21.78	2.80	2.61
	Girls	101	43.61	20.5	31	42.78	20.95	428	47.43	20.61	560	46.48	20.68	1.68	1.19
	Total	225	43.32	21.02	46	41.30	19.54	837	48.32	21.20	1108	47.02	21.23	3.16	2.36

Others include OBC

\* CR Values for (i) SC Boys Vs Others Boys (ii) SC Girls Vs Others Girls and (iii) SC Total Vs Others Total

\*\* CR Values for (i) SC Boys Vs Others Boys (ii) SC Girls Vs Others Girls and (iii) SC Total Vs Others Total

255

**Statemnet Showing Genderwise and Categorywise Mean Achievemnet of Class IV Students in Mathematics**

**Annexure-IV**

District	Gender	School Caste			Scheduled Tribe			Others			Total			CR Value *	CR Value **
		N	Mean	Sd	N	Mean	Sd	N	Mean	Sd	N	Mean	Sd		
Beed	Boys	67	55.63	21.20	14	52.14	23.32	525	51.47	25.51	606	51.95	25.06	1.48	0.11
	Girls	58	57.28	24.76	16	51.09	21.65	491	49.59	24.08	565	50.42	24.2	2.24	0.27
	Total	125	56.40	22.94	30	51.58	22.45	1021	50.41	24.96	1176	51.08	24.76	2.73	0.28
Dhule	Boys	32	46.95	22.71	271	59.38	19.81	194	65.81	22.39	497	61.09	21.59	4.36	3.20
	Girls	20	63.88	20.38	213	63.33	18.79	156	63.17	23.27	389	63.3	20.78	0.14	0.07
	Total	52	53.46	23.34	484	61.12	19.46	353	64.56	22.78	889	62.04	21.25	3.21	2.29
Gadchiroli	Boys	75	43.93	22.23	81	39.85	20.32	241	37.52	20.08	397	39.21	20.70	2.23	0.89
	Girls	61	40.25	19.13	81	37.16	20.61	223	37.46	19.78	365	37.86	19.89	1.00	0.11
	Total	136	42.28	20.98	162	38.50	20.51	468	37.43	19.87	766	38.52	20.29	2.40	0.58
Jalna	Boys	123	34.57	20.30	15	25.17	9.46	405	38.70	25.46	543	37.39	24.22	1.85	4.92
	Girls	102	35.74	22.39	30	30.50	21.73	423	38.21	22.18	555	37.34	22.28	1.00	1.88
	Total	225	35.1	21.28	45	28.72	18.74	829	38.44	23.83	1099	37.36	23.25	2.03	3.34

Others include OBC

\* CR Values for (I) SC Boys Vs Others Boys (ii) SC Girls Vs Others Girls and (iii) SC Total Vs Others Total

\*\* CR Values for (I) SC Boys Vs Others Boys (ii) SC Girls Vs Others Girls and (iii) SC Total Vs Others Total

## **RAJASTHAN**

The objectivewise state specific information's is as follows –

### **Objective 1 – Learning, completion and quality**

In 1997-98, The average retention rate in state was 44.65 % which was 46.02 % and 41.90 % for boys & girls respectively.

1.1 To improve over this retention and completion rate among boys and girls, following specific strategies have been introduced in primary schools of all the districts.

- The class rooms has been made attractive and colourful. In classrooms of I & II standard, the lower walls have been painted black to be used by children as their own blackboard. The upper portion of the walls is depicted with pictorial stories.
- Activity based teaching involving children has been started in primary schools.
- The toilets, water facility specially in the schools where girls are more in number, have been made available.
- On priority construction of school buildings, additional classrooms and repair in schools have been started.
- Female teachers/para teachers in all the schools have been deployed on priority basis.
- Free text books to all boys & girls in primary classes are distributed every year.
- TLM to SC/ST and minority girls have been provided.
- ECE centres have been started in the school campus to reduce the drop out rate due to sibling care.
- Angan Bari centres are strengthened by providing Rs. 150/- to AWW and Rs. 50/- to Helper for providing education & retaining the children
- Provide Mid day meal is provided to reduce drop out rate.

All these strategies are devised on the basis of need and reasons of drop out children. Hence, these are well suited and they reduce the drop out rate.

Community, Parents and members of school management committee work together. They own the responsibility of sending the children regularly to school. They watch the progress and functioning of the school. At the same time, they also watch the achievement of children through monthly meetings.

Head masters and teachers play positive role in imparting quality education and in making school environment attractive. The children themselves own the system and help each other in coming to school regularly.

1.2 There is no problem of repetition at the primary level. The State policy at primary level is of “no detention”. The children are promoted on the basis of internal continuous evaluation by teachers in class I & II. In III & IV standard, there is

partly external & partly internal evaluation through district level common paper scheme, where no detention policy is followed. From this year (2001-02) the children of V standard will be evaluated through "Primary Board". The examination will be conducted through DIET's. So no detention policy applies upto IV standard. The 'No Detention Policy' does not lead to poor quality because the quality depends on teaching. Through DPEP interventions the quality of teaching is increased. The teaching becomes activity based and joyful. 'No Detention' does not mean no evaluation, because there is continuous internal evaluation of performance by class teachers. At primary level if the children are detained, it definitely lead to wastage and psychologically mal-adjustment which leads to drop out of children.

1.3 The evaluation system in the state is based on district level scheme of examination in which common papers are distributed by district education officer. Subject wise papers are prepared at district level by subject experts. To keep uniform standard evaluation, children are examined through common papers. Sometimes answer books are evaluated by school teachers and sometimes they are evaluated centrally. No study has been conducted on the prevailing system of evaluation and its improvement. The marks obtained in periodical test form the basis of improvement in the teaching learning process. Teachers classify the students according to their pace of learning into weak and good students or make groups and give teaching accordingly.

1.4 As per Baseline Achievement Survey, the district wise achievement level and target set for the project period are given below :-

**Class -I**

S.No.	Name of District	Subject wise Achievement %		Target set for Project Period	
		Language	Maths	Language	Maths
1	2	3	4	6	7
1.	Alwar	60.20	64.15	85.20	89.15
2.	Bhilwara	49.55	52.30	74.55	77.55
3.	Ganganagar	60.45	66.20	85.45	91.20
4.	Jhalawar	58.55	60.65	83.55	85.65
5.	Jhunjhunu	68.80	71.70	93.80	96.70
6.	Kota	39.80	48.55	64.80	73.55
7.	Nagaur	55.35	55.90	80.35	80.90
8.	Sikar	63.05	68.30	88.05	93.30
9.	Sirohi	54.45	53.00	79.45	78.00
10.	Tonk	56.60	58.30	81.60	83.30

## Class –IV

S.No.	Name of District	Subject wise Achievement %		Target set for Project Period	
		Language	Maths	Language	Maths
1	2	3	4	6	7
1.	Alwar	49.15	38.32	74.15	63.32
2.	Bhilwara	46.77	36.92	71.77	61.92
3.	Ganganagar	49.68	36.72	74.68	61.72
4.	Jhalawar	44.04	29.77	79.04	54.77
5.	Jhunjhunu	55.47	43.42	80.47	68.42
6.	Kota	41.42	26.65	66.42	51.65
7.	Nagaur	47.21	38.90	82.21	63.90
8.	Sikar	50.24	38.00	75.24	63.00
9.	Sirohi	45.15	30.82	80.15	55.82
10.	Tonk	54.58	38.97	79.58	63.97

To achieve the quality targets following interventions have been introduced :-

1. Provision of continuous teachers' trainings.
2. Joyful and activity based teaching.
3. Rs. 500/- to every teacher for preparation of teaching learning material.
4. Improvement in School Environment.
5. Revision of curriculum-based on needs.
6. Supply of work book to the children and teachers guide to the teachers.
7. Introducing board examination at V standard for improving quality.

These initiatives will improve the School Environment and build the teachers, capacity for imparting quality education, hence this will increase the achievement level.

- 1.5 The State Govt. transferred the elementary education system to improve the educational administration, School Management and supervision to the Panchayat Raj Department. Now Community has its positive role in management & supervision of School. For deployment of teachers, education department is rationalizing the posts on the basis of number of children in each school.

Under DPEP new structures like BRC and CRC have been created for effective monitoring and supervision. BRC will serve as a Mini training centre at the block level.

- 1.6 Due to involvement of Panchayat Raj institutions and community at local level, the teacher and pupil attendance have increased considerably. At the same time the teachers absenteeism and their deployment in non academic work have declined. Govt. have issued circular not to use teachers in non academic work except census and elections. Regular meetings of school management committee

have positive effect on regularity of teachers. Though no studies have been conducted but school records are evident to prove it.

- 1.7 There is no definite pattern of low achievers. There are no studies available on this aspect. Children of SC,ST and minority are generally low achievers. Sometimes low achievement also depends on home environment and poverty.

**Some of the measures undertaken for low achiever children are –**

- (i) Supply of free text books.
  - (ii) Group teaching
  - (iii) Joyful & activity based learning
  - (iv) Extra Classes
  - (v) Special attention & motivation to weak students.
- 1.8 Due to environment building activities and regular meetings of SMC's, there is a positive school community linkage in the field. The community have owned the school and thus monitor and supervise the school activities. Community participate in meetings, fair, construction and repair of building etc. The main difficulty in this intervention is to keep interest alive all the time. Every year some people become indifferent and, thus, effect the work. But it is clear that due to involvement of community people teacher absenteeism and teaching learning process in remote areas have improved.
- 1.9 The establishment of new institutions like BRC & CRC have definitely improved the weak supervision and monitoring system of the education department. Through continuous supervision & Training teaching learning process has improved which, in turn, has improved the quality.

**Objective No. 2 - Equity**

- 2.1 The specific groups identified under DPEP Phase-I with reference to access and retention are SC, ST, Minority, Girl child and Migratory Families.

**2.2 Universalisation of Education –**

**A. Facilities for the children belonging to weaker sections –**

- Free Learning Material (@ Rs. 65/- per child) including free textbooks, exercise books, pencil, slate etc. will be given to such girls.
- Alternative Evening schools will be opened, considering the conditions observed during survey campaigns.
- Food grains will be distributed to the enrolled children on the basis of attendance.
- Short term camps or residential educational facilities will be made available to such children.



**B. Facilities for the children of Migratory Families –**

- During the survey campaign the nomadic tribes will be identified.
- Residential/Alternative Schools will be opened.
- The children of such tribes will be given identity cards along with written document mentioning about their education so that they may get admission at any other place at any time.
- Short term courses will be organized for the children who lag behind in their studies.

**C. Educational Facilities for Minority boys/girls -**

- Meetings with the community will be organized to create awareness so that all the minority children specially the girls may be linked with education, In such meetings the respected persons of the community will positively be invited.
- Madarasas will be modernized and linked with general education.
- Arrangements for teaching Urdu in Govt. Schools will be made.
- Bridge Courses will be started.
- One Para teacher will be given for general education to each of the selected madarasas.

**D. Educational Facilities for SC/ST children-**

- To collect the number of such families and their children in each and every village during the campaign and also to prepare a list of it.
- To organize meetings in particular areas and create awareness by conducting environment building programmes in such areas.
- Evening schools, Bridge courses, Alternative schools and Residential educational facilities will be provided as per the need of the area.

**E. Educational Facilities for SC/ST children-**

- To start on priority construction of school buildings, additional class rooms and repairs in schools.
- To make available Toilets, Water facility specially in girls schools.
- To make classrooms attractive.
- To provide activity based teaching in schools.

2.3 Identification of the Urban deprived children has been made through comprehensive survey of the urban areas . As per the urban survey the total number of non enrolled children is 1.17 lacs which have been fixed as the target to be fulfilled by 2003 AD. The intervention to be used for it will include Evening classes, Shiksha Mitra centrrs and Bridge Courses for girls.

- 2.4 As per the survey, the 6-14 age group tribal children are approximately 2.5 lacs. The following strategies have been adopted to have their cent percent enrollment and retention :-
- Awareness campaign
  - Opening of AS/Evening Schools
  - Opening of short duration residential/non residential Courses
  - Development of Language Inventory.
  - Provision of free of cost TLM
  - Provision of Girl Child Motivator
  - Opening of ECE centres.
- 2.5 There is no such problem of availability of teachers and para teacher in the State, though in districts like Sirohi, Karauli and Dholpur there is shortage of teachers and para teachers in remote and far flung areas. To overcome the problem, the State Govt. has relaxed academic and professional qualifications bringing them down to class XII pass.
- 2.6 No. internal or external evaluation of the intervention used for the urban deprived and SC,ST, Minority, girl children and Migratory Families has been conducted so far.
- 2.7 In order to have Gender Equity the following activities have been conducted :-
- Review of text books has been done.
  - Gender sensitization workshop for DPEP functionaries and teachers has been conducted.
  - There is an input of Gender Sensetization in all the Trainings conducted in DPEP.
- 2.8 Identification of the disabled children has be done through Shiksha Darpan-2000 the details of which are given in the following table :-

S.N o.	Name of District	Disabilities				Total
		VI	HI	OI	MR	
1.	Alwar	332	701	3460	597	5090
2.	Bhilwara	232	415	1913	406	2966
3.	Jhalawar	185	286	1211	218	1900
4.	Jhunjhunu	125	384	1251	344	2104
5.	Kota	110	199	942	205	1456
6.	Nagaur	334	717	2925	531	4507
7.	Sikar	190	492	1603	416	2701
8.	Sirohi	200	214	1002	183	1599
9.	Sri Ganganagar	171	394	1314	556	2435
10.	Tonk	138	302	1368	228	2036
<b>Total</b>		<b>2017</b>	<b>4104</b>	<b>16989</b>	<b>3684</b>	<b>26794</b>

- 2.9 Ramps reaching the class room gates have been built in primary schools to link the disabled children to the main stream of education.

**Objective No. 3                      Planning, Management and Supervision**

3.1

- The State and District Teams have been trained in plan preparation (Planning Area) through National Academy, Mossourie-
- The State and District level officials have been trained in School Mapping and micro-planning in NIEPA, Delhi.
- Series of capacity building workshops conducted by Ed-CIL, New Delhi have been attended by various field officials working under Rajasthan, DPEP.
- 10 day orientation workshops for CRCF's have been conducted at all the blocks.

- 3.2 Elementary Education as a whole has been put under the administrative control of Panchayat Raj Institutions in Rajasthan. All the committees at various levels working under DPEP are headed by the PRIs. There are no areas of duplication or non-convergence in DPEP.

- 3.3 In the State, **Shiksha Darpan Survey** was conducted in 2000 AD which was updated along with urban survey in the year 2002. The areas for micro planning include house to house survey and school facility survey. The task of survey was completed through the teachers and PRIs. Rajasthan DPEP State and District plans are based on the data and issues emerged through micro planning exercises.

The data gathered through Shiksha Darpan survey are reliable and update.

- 3.4 Monitoring Mechanism by CRCF : Under each CRC There are 15 to 20 Pimary and Alternative Schools which are supervised once a month by the concerning CRCF. During his visit to the school, the CRCF mobilizes the community, supervises teaching and meets the SMC members to provide support and guidance as per the need. The monthly planning and review meeting is held at each CRC. The meetings bring improvement in the programme and, in turn, adds to the quality education.

BRC is the new structure created in DPEP at the block level to provide trainings to the in service teachers and para teachers.

A monthly meeting is held at the BRC in which all the CRCFs participate and discuss their problems and issues.

- 3.5 MIS has helped the programme in plan formation at the SPO and district levels. FMIS has facilitated Accounts Maintenance and automatic PMR generation. EMIS comes a long way to know the year wise achievement in actual terms which, in turn, helps a lot in planning for the coming years.

- 3.6 Annual Plan is based on actual grass root needs identified through survey, planning meetings, discussions with PRIs and convergence with different Govt. Departments, Lack of staffing is a shortfall in achieving the targets. The required staff is not provided either on deputation or on contract and it, consequently, comes in the way of fulfilling the targets.
- 3.7 All the interventions are being monitored regularly Monthly meetings are held at the SPO and district levels.
- 3.8 SIERT, Udaipur is playing its role very well by developing curriculum and text books. In workshops and orientations, the SIERT and DIETs are providing academic support to achieve the academic goals of DPEP.
- 3.9 The SIEMAT building is under construction. The staffing process for it is under progress.
- 3.10 The non-availability of Resource Persons on deputation at the proper time and non-deployment of teachers in trainings at certain times are the constraints in conducting the training programmes and achieving the targets.

**Objective No. 4 - Sustainability**

- 4.1 The academic institutions like BRCs and CRCs will be sustained by GOR by merging them into the formal educational structure after the programme is over. Alternative schools opened under DPEP will be given status of formal schools as per the need. The additional para teachers provided by DPEP will be merged into the Formal Education Department.
- 4.2 The sustainability and transition plans will be prepared shortly.

**Objective No. 5 - Status of Programme Implementation**

- 5.1 Progress of programme implementation in physical and financial terms with specific components in DPEP I & II Annexure-1 and 2.
- 5.2 Category wise and district wise expenditure vis-a vis original budget estimate are at Annexure- 3. There was no reallocation.
- 5.3 The comparison between actual expenditure and original budget amount is at Annexure- 3.

**The easy expenditure were :-**

- TLM distribution
- School Facility Grant
- Civil Works

**The difficult expenditure were :-**

- Innovation
- Research & Evaluation
- Awareness
- Trainings

5.4 **Flow of Funds** :- The flow of funds from the GOI/State to the society and from the society to districts have been timely and the programme activities never suffered due to lack of funds. In the year 2001-02 GOI released Rs. 55 crores for Phase-I & Rs. 25 crores Phase-II. The GOI released Rs. 8.0 crores in the year 2001-02.

## ACHIEVEMENTS OF CIVIL WORKS UPTO 31st March, 2002

S. No.	Name of Activities	Unit Cost	ALWAR		BHILWARA		JHALAWAR		JHUNJHUNU		KOTA		NAGOUR		SIKAR		SIROHI		GANGANAGAR		TONK		TOTAL	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
<b>A</b>	<b>CIVIL WORKS MAINTENANCE</b>																							
1	Major repairs of Schools	0.50	0	0.00	200	144.66	203	80.45	95	39.45	53	32.84	0	12.94	99	26.99	65	30.33	34	12.98	116	48.20	865	428.835
2	Minor Repairs	0.25	232	52.63	4	0.00	41	16.86	94	15.88	12	5.96	0	3.70	267	23.56	10	3.34	11	2.33	19	9.42	690	133.680
	<b>SUB TOTAL</b>		<b>232</b>	<b>52.63</b>	<b>204</b>	<b>144.66</b>	<b>244</b>	<b>97.31</b>	<b>189</b>	<b>55.33</b>	<b>65</b>	<b>38.80</b>	<b>0</b>	<b>16.64</b>	<b>366</b>	<b>50.55</b>	<b>75</b>	<b>33.67</b>	<b>45</b>	<b>15.31</b>	<b>135</b>	<b>57.62</b>	<b>1555</b>	<b>562.52</b>
<b>B</b>	<b>CIVIL WORKS</b>																							
1	Construction of School for buildingless Schools	2.56	10	13.08	51	113.90	62	141.07	9	31.15	24	72.36	105	182.75	75	122.45	22	38.93	57	110.52	73	133.58	488	959.786
2	Construction of Toilets (S.S.P.)	0.04	390	29.85	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	264	10.58	654	40.430
3	Construction of Toilets (DPEP)	0.08	0	0.00	190	21.20	253	17.28	381	32.57	182	15.04	503	17.41	395	12.34	124	9.58	25	0.00	0	0.00	2053	125.417
4	Additional Class Room	1.25	54	33.75	66	75.16	118	107.76	51	82.10	144	131.90	60	47.46	124	66.67	211	220.99	50	78.28	81	77.42	959	921.489
5	Hand Pump	0.45	0	0.00	0	0.00	40	8.00	0	0.00	91	31.12	0	0.00	47	15.84	124	35.46	0	0.00	0	0.00	302	90.420
6	Hand Pump (S.S.P.)	0.35	99	30.14	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	151	40.75	250	70.890
7	PHED Connection	0.15	0	0.00	0	0.00	0	0.00	257	32.76	13	1.39	40	4.00	171	13.85	0	0.00	50	5.67	11	1.34	0.32	59.004
8	Construction of BRC building	7.40	9	33.30	7	25.90	0	0.00	4	14.94	3	13.69	9	27.00	6	19.76	4	14.00	9	33.30	5	18.50	56	200.385
9	Construction of CRC building	1.75	6	136.80	7	66.78	34	84.64	62	68.30	12	41.78	5	64.67	38	63.91	20	57.79	28	109.06	30	92.00	242	785.727
10	Civil Works in DIET	0	0	0.00	0	0.00	0	0.00	0	0.00	1	0.56	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	226	0.560
	<b>SUB TOTAL</b>			<b>276.92</b>		<b>302.94</b>		<b>358.75</b>		<b>261.81</b>		<b>307.84</b>		<b>343.29</b>		<b>314.81</b>		<b>376.75</b>		<b>336.82</b>		<b>374.17</b>		<b>3254.108</b>
<b>C</b>	<b>INNOVATION</b>																							
	Innovation at SPO	3.16	1	2.18	1	2.87	1	2.64	1	2.38	1	3.16	1	2.70	1	3.16	1	3.16	1	2.68	1	2.18	10	27.106
1	Innovation at DPO	1.00	0	0.00	11	0.81	2	0.38	5	0.96	6	1.00	0	0.00	6	0.76	0	0.00	5	0.94	0	0.00	35	4.838
	<b>SUB TOTAL</b>			<b>0.00</b>		<b>0.81</b>		<b>0.38</b>		<b>0.96</b>		<b>1.00</b>		<b>0.00</b>		<b>0.76</b>		<b>0.00</b>		<b>0.94</b>		<b>0.00</b>		<b>4.842</b>
	<b>TOTAL</b>			<b>331.73</b>		<b>451.28</b>		<b>459.08</b>		<b>320.48</b>		<b>350.80</b>		<b>362.63</b>		<b>339.28</b>		<b>413.58</b>		<b>355.75</b>		<b>433.97</b>		<b>3848.571</b>
	Total Targets			<b>487.89</b>		<b>477.194</b>		<b>501.08</b>		<b>574.06</b>		<b>596.94</b>		<b>603.4</b>		<b>471.92</b>		<b>441.96</b>		<b>444.95</b>		<b>494.77</b>		<b>5094.161</b>
	Percent achievement			<b>67.99</b>		<b>94.5689</b>		<b>91.617</b>		<b>55.83</b>		<b>58.766</b>		<b>60.1</b>		<b>78.25</b>		<b>93.58</b>		<b>79.954</b>		<b>87.71</b>		<b>75.54867</b>

## ACHIEVEMENTS OF CIVIL WORKS UPTO 31st March, 2002 of PHASE-II

Rs. In Lacs

S. No.	Name of Activities	Unit Cost	BHARATPUR		BUNDI		CHURU		DAUSA		DHOLPUR		ANUMANGAR		JAIPUR		KARAULI		SAWAI MADHOPUR		TOTAL	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
<b>A</b>	<b>CIVIL WORKS MAINTENANCE</b>																					
1	Major repairs of Schools	0.50	0	0.00	124	14.27	4	1.80	63	14.19	15	11.54	0	0.00	0	0.00	80	20.10	86	33.04	372	<b>94.940</b>
2	Minor Repairs of schools	0.25	0	0.00	0	0.00	25	5.26	36	6.38	58	17.99	0	0.00	0	0.00	83	9.05	80	12.48	282	<b>51.160</b>
	<b>SUB TOTAL</b>		<b>0</b>	<b>0.00</b>	<b>124</b>	<b>14.27</b>	<b>29</b>	<b>7.06</b>	<b>99</b>	<b>20.57</b>	<b>73</b>	<b>29.53</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>	<b>163</b>	<b>29.15</b>	<b>166</b>	<b>45.52</b>	<b>654</b>	<b>146.100</b>
<b>B</b>	<b>CIVIL WORKS</b>																					
3	Construction of Toilets	0.10	346	25.95	75	5.67	74	5.34	0	0.00	84	6.30	0	0.00	0	0.00	300	18.48	157	9.42	1036	<b>71.160</b>
4	Additional Class Room	1.20	0	0.00	38	25.09	35	18.29	27	13.96	21	12.60	0	0.00	0	0.00	36	21.30	14	5.81	171	<b>97.050</b>
7	Water Connection	0.20	0	0.00	0	0.00	93	8.30	18	2.13	0	0.00	0	0.00	0	0.00	40	3.87	1	0.07	152	<b>14.570</b>
	<b>SUB TOTAL</b>			<b>25.95</b>		<b>30.76</b>		<b>31.93</b>		<b>16.09</b>		<b>18.90</b>		<b>0.00</b>		<b>0.00</b>		<b>43.65</b>		<b>15.30</b>		<b>182.580</b>
	<b>TOTAL</b>			<b>25.95</b>		<b>45.03</b>		<b>38.99</b>		<b>36.66</b>		<b>48.43</b>		<b>0.00</b>		<b>0.00</b>		<b>72.80</b>		<b>60.82</b>		<b>328.680</b>
	Total Targets			174.90		112.63		132.2		117.7		137.82		108.83		135		183.4		127.73		1230.210
	Percent achievement			14.84		39.9805		29.493		31.15		35.14		0		0		39.69		47.616		26.72

# Financial target & Achievement 2001-2002

Annexure -3

Rs. In Lacs.

Head	Alwar		Bhilwara		Jhalawar		Jhunjhunu		Kota		Nagour		Sikar		Sirohi		Sringanganagar		Tonk		SPO		Total	
	Bud.	Exp.	Bud.	Exp.	Bud.	Exp.	Bud.	Exp.	Bud.	Exp.	Bud.	Exp.	Bud.	Exp.	Bud.	Exp.	Bud.	Exp.	Bud.	Exp.	Bud.	Exp.	Bud.	Exp.
Civil Work	487.89	241.282	477.194	376.678	501.086	357.443	574.062	188.161	596.941	269.859	603.410	326.863	471.915	194.108	441.966	333.094	444.950	290.792	494.772	371.390	50.000	0.784	5144.186	2950.254
Furniture	37.414	0.253	27.888	11.701	21.148	10.718	24.122	0.000	3.692	7.151	24.000	12.591	14.122	10.263	13.624	5.727	32.602	5.947	18.816	5.950	7.250	30.550	224.878	100.851
Equipment	14.029	0.000	0.229	0.698	0.628	0.099	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.211	0.089	0.000	0.000	14.500	16.060	29.597	16.946
Vehicle	22.8	0.002	16.720	7.949	11.520	2.996	15.200	0.000	10.032	4.122	9.000	0.000	15.200	0.000	8.208	0.487	21.584	0.792	11.555	1.630	0.000	0.000	141.819	17.978
Books & Library	41.2	2.905	4.900	0.325	29.420	20.887	19.087	4.230	8.880	0.029	6.900	0.000	7.100	2.408	3.140	5.435	11.160	0.302	19.110	0.030	4.000	0.290	155.197	36.841
Local Consultant	56.988	0.458	49.560	5.699	40.464	0.758	34.176	0.350	27.240	15.545	58.232	41.850	43.184	7.041	28.326	4.213	39.027	31.443	33.516	2.100	11.000	22.580	421.713	132.037
Research & Evaluation	1.4	0.000	1.100	0.062	0.600	0.000	0.800	0.000	0.600	0.000	1.100	0.000	0.800	0.000	0.500	0.000	0.900	0.000	0.600	0.000	85.380	55.480	93.700	55.542
Training	229.693	27.365	197.736	58.722	147.301	16.186	121.898	8.473	108.655	30.696	211.700	109.300	175.755	25.960	151.987	8.660	190.253	82.854	149.207	41.860	81.033	79.680	1765.218	489.756
Innovation	1	0.000	1.000	0.0000	1.0000	0.810	1.000	1.219	1.000	0.000	1.000	0.050	1.000	0.000	1.000	0.212	1.000	0.714	1.000	0.000	31.800	0.000	41.800	3.005
Awareness	22.822	0.079	16.724	3.929	20.526	2.820	20.883	2.339	14.386	3.583	25.459	21.636	18.566	1.256	10.380	0.905	21.834	7.580	19.767	3.000	20.900	39.113	212.247	86.240
Salaries of Staff	298.284	165.598	231.126	125.222	176.076	97.862	196.368	121.762	143.678	84.139	247.326	158.417	184.848	129.409	122.730	62.789	249.714	155.113	178.236	107.430	57.188	89.870	2085.552	1297.811
Consumables	49.345	4.708	35.790	9.514	32.738	7.420	30.598	3.925	21.089	19.004	36.796	21.562	33.975	4.397	22.784	4.692	39.292	17.556	39.325	18.530	52.112	40.150	393.844	151.458
Teaching Learning Material	114.49	55.825	126.560	89.736	75.005	45.188	70.135	36.685	60.035	53.986	121.170	81.670	103.335	54.662	71.770	27.940	84.450	61.182	75.310	27.360	27.250	2.000	929.510	536.234
Vehicle Operation and Maintenance	12.5	2.751	12.500	2.116	10.000	3.638	10.000	3.886	10.000	5.975	12.500	4.916	10.000	4.281	10.000	5.733	12.500	4.224	10.000	3.920	8.800	6.870	118.800	48.312
Equipment Operations and Maintenance	1.288	0.007	1.012	1.117	0.552	0.098	2.132	0.000	0.692	0.474	1.012	0.647	0.736	0.162	0.460	0.460	0.828	0.810	0.552	0.550	0.600	6.850	9.864	11.175
Honorarium	7.2	0.660	16.944	50.638	8.640	7.710	5.652	1.176	6.480	0.000	13.248	2.534	10.800	5.220	4.320	0.150	14.964	9.076	26.766	9.400	0.000	0.000	115.014	86.564
<b>Total</b>	<b>1393.343</b>	<b>501.893</b>	<b>1216.983</b>	<b>744.106</b>	<b>1076.704</b>	<b>574.633</b>	<b>1126.113</b>	<b>372.206</b>	<b>1013.398</b>	<b>494.563</b>	<b>1372.853</b>	<b>781.836</b>	<b>1091.336</b>	<b>439.167</b>	<b>891.195</b>	<b>460.497</b>	<b>1165.769</b>	<b>668.474</b>	<b>1078.532</b>	<b>593.150</b>	<b>451.593</b>	<b>390.277</b>	<b>11882.819</b>	<b>6020.804</b>



## TAMIL NADU

### Learning, Completion and Quality

Orientation training has been given to all the teachers in Phase I and Phase II Districts on evaluation techniques in the month of April 2002. Necessary guidelines were issued to prepare question papers by teachers themselves at the Block level, administer the tests, and evaluate the children at the block level. Instructions have been given to take remedial measures.

The teachers have been oriented for continuous and comprehensive evaluation. Teachers are encouraged to give weightage of marks in non-scholastic areas like moral education, health education, value education and physical education.

Teachers are also oriented to give small projects which are subject oriented. All these will enhance the completion rate and achievement levels. Based on the achievement tests and other indicators such as enrolment, retention and completion as per the cohort study, schools in the blocks were classified as low performance/high performance schools.

The Block level supervisory staff namely BRC, AEEO, Teacher Educators had been entrusted to adopt low performance schools and monitor them for improvement. Each staff will be in charge of five low performance school and they will visit the schools frequently to monitor the academic performance by giving on site support.

To Enhance learning process all the teachers have been oriented to tackle the problem of multigrade situation and to handle the classes through various activities such as activity based methods, joyful learning, child centered teaching etc.,

#### I. Rise in Percentage Achievement Levels from BAS to TAS in Phase I Districts

Districts	Language - Std. I			Mathematics - Std. I			Language - Std. IV			Mathematics - Std IV		
	BAS	TAS	Diff.	BAS	TAS	Diff.	BAS	TAS	Diff.	BAS	TAS	Diff.
Charmapuri	39.55	82.72	43.17	35.29	82.50	47.21	38.47	70.75	32.28	26.18	61.26	33.08
Chidambaram	40.25	89.74	49.49	34.79	91.68	56.89	36.50	86.08	49.58	27.67	84.96	57.29
Chiruvannamalai	32.45	91.24	58.79	30.64	93.13	62.49	33.73	91.90	58.17	28.83	90.16	61.33
Chitambaram	40.25	76.13	35.88	34.79	81.18	46.39	36.50	67.79	31.29	27.67	62.49	34.71

#### J. Rise in Percentage Achievement Levels from BAS to MAS in Phase II Districts

Districts	Language - Std. I			Mathematics - Std. I			Language - Std. IV			Mathematics - Std IV		
	BAS	MAS	Diff.	BAS	MAS	Diff.	BAS	MAS	Diff.	BAS	MAS	Diff.
Perambalur	48.90	83.94	35.00	33.85	80.05	46.20	46.13	69.37	23.24	37.55	56.77	19.22
Pudukkottai	54.50	72.42	17.92	36.10	74.01	37.91	40.94	60.90	19.96	33.38	51.86	18.48
Ramanathapuram	60.75	76.47	15.72	41.15	75.39	32.24	48.54	59.42	10.88	45.48	48.14	2.66

**Equity** – Already the SC/ST girl children were being given special coaching classes after school hours for 1 1/2 hours to enhance their learning achievements through which their achievement level was raised in par with other children. Now SC/ST boys and all IED children are also being given special coaching to enhance their academic quality. Thus the quality of the special focus group has been enhanced.

Integrated Education for the disabled children has been extended to all the Blocks, in the 7 DPEP Districts.

Equity has been attained and gender disparity eliminated in enrolment, retention and completion.

**Planning, Management and Supervision** – Annual work plan Budget for 2002-2003 is prepared by participatory process from gross-root level institution involving community, Teachers and Educational Administrators.

Indicators like GAR, GER, NER, Achievement levels by pupils, and cohort studies are used in preparation of planned documents. Planning team at state level, district level, cluster level, Block level are all involved in the planning process. The members of Village Level Committees, Teachers and Headmasters joined together to develop the plan for the school.

**Sustainability** – The training for primary teachers, supervision, on- site support, TLM will continue as in the previous years.

#### **Status of Programme Implementation**

Phase I : All works have been completed

Phase II : Out of 441 works, 439 works have been completed. Two works are nearing completion.

#### **Additional works:**

Phase I: Out of 361 works, 227 works have been completed. Balance 40 works are in progress.

Phase II: Out of 79 works 61 works have been completed. Balance 18 works are in progress.

Community Participation- Additional works in Phase I and Phase II Districts - Out of 54 works 12 works have been completed. Balance 42 works are in progress.

**Flow of funds** – 15% of State funds has been released fully.

Utilization of Balance of funds – The Balance funds will be utilized in the 2002-2003 Annual Work Plan and Budget. Separate Annual work plan Budget for the balance amount has been prepared.

# UTTARANCHAL

## Learning, completion & quality

### Teacher /student attendance

- Student & teacher attendance registers are maintained.
- Periodical visits by the state & district officials to supervise the schools.
- Block education officers visit the schools regularly for close monitoring.
- Visit reports are sent to the district officials for follow up action & remedial measures.
- Periodic checking of attendance registers carried out by the block & district level officers.
- Teacher's presence ensured in remote areas through the provision of recruitment of para teachers.
- 1<sup>st</sup> appointment of teachers in remote areas for three years.
- In case of non availability of BTC trained teachers in the state, provision of "Vishisht BTC" has been made for B.Ed, ET, D.PEd etc. candidates by providing them and 06 months training for teaching in basic school.
- Provision of Parateachers in hard to reach areas.
- Minimum 2 teachers in primary schools and teacher pupil ratio in 1:40.

### School completion :-

- School tracking and monthly attendance charts have been prepared in all primary school in 80 model clusters.
- Grading of schools according to their performance for effective monitoring, supervision & assistance.
- DIET lecturers are nominated as mentors for each block for close and regular monitoring.
- Academic assistance has been given to low performing schools by NPRC coordinators, BRC coordinators and ABSA.
- All the Assistant Basic Education Officers and Sub Deputy Inspectors have been trained for evaluation of school and children learning achievement through school grading system.
- It has been decided to convene review meetings of DPEP functionaries by state mission in all the DPEP districts itself. During this period internal mission comprising of all the participating members will visit primary school, of the district in small groups. These team will study the education scenario and achievement levels at the school and share their findings in the meeting.
- Two such internal mission have visited schools in Pithoragarh and Haridwar district. The mission members were from the cross sections of the educational gamut secondary school, principal, DIET faculty, inspector and supervisors, district coordinators, DPEP functionaries and personnel from the directorate. At Haridwar school-grading tool was also applied on trial basis. Sharing of experiences helped to built the concept of an effective school and ways to transform the vision into reality.

### **Student Achievement :-**

- Distribution of supplementary reading material “Runjhun” and “Pankhuria” developed by SIE, Allahabad & UNICEF.
- Use of self-learning material.
- Teacher training in activity based teaching, preparation and use of teaching learning material.
- How to transact in classroom, content training in teaching and new textbooks were introduced under DPEP.
- Teacher’s guide (Shikshak Sandarshika) provided to every teacher in the state.
- Introduced reading corners in schools.
- Each teacher in all the primary school is given Rs. 500/- every year for preparing TLM. It help them in preparing wide variety of TLM to enthuse the student learning.
- ECCE and Anganwari workers were trained in DIETs. Educational toys and play material developed and distributed to ECCE and Anganwari workers.

### **Curriculum development:**

- A 06 day curriculum development workshop was organized from 18-23 Feb 2002 at DIET, Raipur Dehradun
- During the development of new curriculum integrated approach was adopted and the main focus was on :-
  - a) Subject wise conceptualization
  - b) Objectives
  - c) Expected learning outcomes
  - d) Transactional strategies
  - e) Evaluation.
- Class 1 - Languages, Mathematics and EVS (Single book)
- Class 3,4 & 5 - Science and Social Studies integrated
- Art, music, physical education and work experience in an integrated form.
- The newly developed curriculum would be submitted to Government/ Education Board for approval.
- A primary level local environment based curriculum has been developed in a 06 day workshop held at “Uttarakhand Seva Nidha, Paryawaran Sansthan”, Almora.
- It is based on the local environment of the child, the history, geography, water, resources and conservation, culture and literature, life style, health and hygiene, disaster management in local context and of future for the villages in Uttaranchal. It ensures development of awareness about the inter relationship between the human beings and the environment

### **Student Evaluation**

- Exercises and self-evaluation practices (Kitna Shikha) developed in school textbooks.
- Evaluation of school status and children learning achievement through school grading system thrice a year involving teachers, inspectors, NPRC coordinators and guardians as well.

- Continuous evaluation and feedback regarding the functioning of a school, and based on this evaluation award of grades may help school system to improve its performance and functioning. For this purpose school-grading tool was developed with the help of various stakeholders in primary schooling. This tool evaluates the functioning of the school at micro level in two aspects the first being the infrastructure and other activities on the school and the second, the most important part of it is children achievement. The tool has been so designed that it could be used by school teachers for self evaluation and improvement, by the supervisors for assistance, by the NPRC coordinators for awarding grades and even by moderately educated parents to assess the level of the child's performance in academic areas.
- School evaluation will be done thrice in a year and a comparative report would be made available at the block and district level. The tool has been tried out in 2 districts. Now these tools have been printed and distributed to school, NPRC, BRC and DIETs in all DPEP districts.
- Student's learning evaluated through continuous evaluation verbal and on assignment basis in class 1 and 2 and monthly, quarterly, half yearly and annual examinations in class 3-5.

### **Teacher Development :-**

- 02 years pre service Basic Teacher Certificate (BTC) course.
- Special training provided for all untrained primary school teachers and para teachers.
- The 1st round of teacher training mainly focused on the approach and methodology adopted in the newly developed primary textbooks. These textbooks were to be used in an activity-based mode, giving emphasis to regular exercises and evaluation.
- During school visits, discussion with BRC, NPRC and DIET faculty and visits of the internal mission, difficulties faced by school teachers in the transaction of the curriculum percolated. Hence the need of a training programme on hard spots was felt. The classroom study on gender perspective brought out the need for proper gender sensitization of teacher. The problems of differently able children were also to be addressed. It was decided to prepare the training module for second phase of teacher training based on hard spots, gender and IED issues.
- Difficult curricular areas were identified through discussion with the teacher, teacher trainers and supervisors. The NIVH (National Institutes for Visually Handicapped), NIOH (National Institute for Orthopedically Handicapped) and other NGOs working for the cause of disabled helped to develop the training material for differently abled children. An integrated training module based on the above aspects has been developed. Teacher training will commence in the month of May and June (during summer vacations).

### **Multigrade :-**

- Exposure visits organized for DIET lecturer, BRC coordinators, NPRC coordinators and teacher to Rishi Valley Education Society Andhra Pradesh and exposed to Digantar, Bodh & Eklavya experiences.
- Preparation for try out of multigrade methodology in 10 school each in Uttarkashi, Pithoragarh and Tehri districts.

## Linkages with VEC

- 2674 VECs constituted in 06 DPEP districts.
- 67917 members of 2617 VECs and community trained.
- 1310 MTAs and 335 WMG formed.
- 84 MTA and 109 WMG trained.
- In order to promote community participation in primary education the community through VECs are actively involved in the following activities :-
- Door to Door survey, micro planning, school mapping and preparation of Village Education Plan.
- To bring unenrolled children into formal schools through School Chalo Abhiyan and retained them in the school.
- In school construction, maintenance, repairs of school buildings and purchase of materials.
- Opening of AS/EGS centers.
- Purchase of educational materials in AS/EGS and ECCE centers.
- Appointment of Shiksha Mitra (Para Teacher) in formal schools and Acharyaji/ Anudeshak in EGS/AS centers.
- Free text book and scholarship distribution to children in schools.
- One VEC is constituted for all primary and upper primary schools situated in the Village Panchayat. The Gram Pradhan is the Chairman and the senior most head teacher is the member secretary. 03 parents are the members of the VEC. Generally there are more than one primary and upper primary schools within a village Panchyat, resulting inadequate participation of parents and village people in the VEC.
- The Government of Uttaranchal vide G.O.No. M.S/06/Basic Edu/2002 dated 30 march 2002 has constituted different committees at school, Block, district and state level for monitoring of the DPEP an SSA programme.
- A school management committee has also been formed for each school vide the above mentioned government order with the purpose of proper participation of the mothers, village people, NGOs working in the village area.

## Equity :-

### E.G.S and A.S. centers :-

- 395 EGS and 26 AS centers have been opened in 06 DPEP district.
- Textbooks and other educational materials are provided free of cost to children enrolled in these centers.
- Flexibility in admission to formal school for the children learning in EGS and AS centers.
- Formal school textbooks are introduced in the EGS and AS centers.
- The Acharyaji/ Anudeshaka have given 30 days induction training and 15 days refresher training in DIETs.
- Regular academic support to Acharyaji/ Anudeshak provided by the NPRC coordinators and BRC coordinators.
- Monthly meeting held at NPRC with the formal schoolteachers to share their experiences.

**Enrolment in Alternative Education Centre  
(Year 2001-02)**

S. No	Name of District	No. of AS centers	Enrolment												
			General			SC			ST			Total			
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	Bageshwar	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2	Champawat	5	34	48	82	34	38	72	-	-	-	68	86	154	
3	Haridwar	8	109	107	216	37	49	86	-	-	-	146	156	302	
4	Pithoragarh	13	86	93	179	33	37	70	29	19	48	148	149	297	
5	Tehri	-	-	-	-	-	-	-	-	-	-	-	-	-	
6	Uttarkashi	-	-	-	-	-	-	-	-	-	-	-	-	-	
	<b>Total</b>	<b>26</b>	<b>229</b>	<b>248</b>	<b>477</b>	<b>104</b>	<b>124</b>	<b>228</b>	<b>29</b>	<b>19</b>	<b>48</b>	<b>362</b>	<b>391</b>	<b>753</b>	

**Enrolment in E.G.S centre  
(Year 2000-01 & 2001-02)**

S. No	Name of District	No of EGS centers	Class	General			SC			ST			Total		
				Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Bageshwar	50	1	278	265	543	121	115	236	1	-	1	400	380	780
			2	95	84	179	59	57	116	-	-	0	154	141	295
2	Champawat	21	1	146	149	295	14	18	32	-	-	0	160	167	327
			2	90	95	185	19	9	28	-	-	0	109	104	213
3	Haridwar	20	1	239	230	469	87	65	152	-	-	0	326	295	621
			2	13	11	24	21	7	28	-	-	0	34	18	52
4	Pithoragarh	77	1	348	475	823	110	109	219	22	20	42	480	604	1084
			2	164	225	389	58	59	117	17	14	31	239	298	537
5	Tehri	189	1	1423	1504	2927	350	293	643	-	-	0	1773	1797	3570
			2	406	428	834	99	91	190	-	-	0	505	519	1024
6	Uttarkashi	38	1	291	317	608	76	64	140	1	1	2	368	382	750
			2	126	160	286	34	51	85	-	-	0	160	211	371
	<b>Total</b>	<b>395</b>	<b>1</b>	<b>2725</b>	<b>2940</b>	<b>5665</b>	<b>758</b>	<b>664</b>	<b>1422</b>	<b>24</b>	<b>21</b>	<b>45</b>	<b>3507</b>	<b>3625</b>	<b>7132</b>
			<b>2</b>	<b>894</b>	<b>1003</b>	<b>1897</b>	<b>290</b>	<b>274</b>	<b>564</b>	<b>17</b>	<b>14</b>	<b>31</b>	<b>1201</b>	<b>1291</b>	<b>2492</b>
	<b>Grand Total</b>			<b>3619</b>	<b>3943</b>	<b>7562</b>	<b>1048</b>	<b>938</b>	<b>1986</b>	<b>41</b>	<b>35</b>	<b>76</b>	<b>4708</b>	<b>4916</b>	<b>9624</b>

**Girls Education**

- 80 model clusters have been selected under model cluster development approach in low female literacy pockets/blocks.
- 335 WMG and 1310 MTA constituted in the model clusters.
- 1150 members of 192 WMG and 3820 member of 112 MTAs trained at NPRC and Village level.
- To incorporate the gender sensitization component in general teacher-training programme, a 02 days training package developed in a workshop held at DIET Dehradun on 20-28 Jan 2002.
- 1930 VECs have been trained and sensitized about the girls education.
- Meena film developed by UNICEF shown in 363 villages of model clusters.
- Kala Jatha/ Nukkad- Natak organized in 105 villages in model clusters.
- Maa- Beti mela and Bal melas organized in 57 model clusters.
- 621 ECCE centers are in operation in convergence with ICDS department.
- 10 ECCE with EGS centers are running in non-ICDS district Champawat.
- Principal, DIETs were trained under "Udisha" training programme at NIPCCD, Delhi and Lucknow.

- 07 days training programme organized for Anganwari workers in DIETs.
- 239 ICDS workers have been trained.
- 07 formats developed for school tracking and monitoring of monthly attendance of student in model clusters.
- Study for class room culture and processes in gender perspective conducted in 09 schools of Muslim dominated area of Haridwar(Plains) and 08 schools of hilly areas topographically different in Tehri district.
- 2<sup>nd</sup> round teacher training based on gender issues and differently able children.

## IED

- 3624 children in the age group (6-11 years) with special needs identified in 06 DPEP district through door to door survey.
- Resource group constituted comprising of representatives of National Institute of Visual Handicapped, National Institute for orthopaedically handicapped, National Institute Of Hearing Impaired, representatives from NGOs working in this field, primary school teachers and doctors.
- Camps for disabled children organized at BRC, Bagwanpur, Haridwar and Primary School Bin, Pithoragarh for :-
  - a) Medical examination
  - b) Providing disability certificate.
  - c) Providing income certificate to enable them to get aids and appliance free of cost from National Institutes.
  - d) Parent counselling.
- To incorporate the IED component in the general teacher training programme, a 02 day training package developed at DIET Dehradun 21-22 January 2002.
- 490 children medically examined in camps organized in Bhagwanpur, Haridwar and Bin, Pithoragarh.
- 209 children identified for getting aids and appliances.
- 145 children were given a disability certificate.
- 471 parents of disabled children provided counselling regarding their health and physical, mental status and awareness about the Government scheme.
- State Resource Group (IED) decided to incorporate IED component in pre service teacher training.
- 40 Primary teachers, district coordinators and SRG members visited Sharp Memorial School for Blind, acquainted themselves with the special TLM designed for low vision disabled children.
- IED component included in school grading system.
- Convergence with Social Welfare Department, Women and child development department.
- Efforts were made to provide scholarship to disabled children from Social Welfare Department.
- Sensitization of 40 teachers for the barrier free environment to the disabled children.



## Planning, Management and supervision

### Capacity Building

- A core team has been constituted at the district level comprising of principal DIET, EBSA, Assistant Accounts officer, One ABSA, BRC coordinators, senior lecturer of the DIET and NPRC coordinators.
- The core team was trained and oriented in SIEMAT, Allahabad and SPO, Dehradun.
- Core team has prepared the Annual Work Plan & Budget for DPEP. The MIS data and micro planning data available at the district level was used for preparation of AWP&B.
- The members of village Education Committee are involved in door-to-door survey, micro planning, school mapping and also in the preparation of Village Education Plan.
- For the sensitization and orientation of VECs training programmes have been organized in the areas of civil work, local level plan preparation, school management, enrolment drive and girls' education.
- The following points were covered under micro planning exercises :-
  - a) 3-5 age group children.
  - b) 6-11 and 11-14 age group school going children.
  - c) Out of school children, both non-entrants and dropouts.
  - d) Children with different kind of ability.
  - e) Documentation & child profile a set of handbooks, which contain compilation of habitation/village data is available at the panchayat level.
- Management Development Programme for field level Education Officers and faculty of DIETs was organized in collaboration with NIEPA on 15-20 Oct 2001 at Academy of Administration, Nainital.
- Regular monthly visits of NPRC coordinators and BRC coordinators to formal schools, EGS/AS and ECCE centers to provide academic support.
- Parameters for rigorous monitoring of performance of school, clusters, blocks, teachers and students have been developed and tried out in the district Uttarkashi and Pithoragarh to make supervision responsive, accurate and deliverable.
- The BRC coordinator and CRC coordinators have been given 08 day training in the DIETs. These coordinators giving supports to teacher in the following way.
- Identify the problems of teachers in teaching learning process in terms of subject matters, teaching process, problems in preparation and utilization of support material in teaching.
- Help in grading of schools.
- Training of VEC members.
- Organize inter school competition in terms of sports, painting, cursive writing.
- Collection of various items of teaching aids.
- Organize monthly meetings of teachers, Acharyaji and Anudeshak.
- The monthly meeting provides a forum for sharing experiences and ideas on successful teaching practices, methods and activities. They also share difficulties and seek mutual solution.

### **EMIS :-**

- The district information system for education (DISE-2001) developed by NIEPA has been adopted for gathering school statistics on annual basis.
- The data collection formats developed by NIEPA translated in Hindi and made available to all districts.
- Orientation and training programmes regarding the DISE-2001 organized for teachers, ABSA/SDI, BRCc & CRCc & DPO functionaries.

### **Convergence :-**

- Health checkup up of 269517 children of primary school completed with the help of Health Department.
- Under IED programme medical examination was conducted and the National Institute has provided appliances For Visually Handicapped (NIVH) and National Institute For Orthopaedically Handicapped (NIOH).
- Income certificate for disabled children has been provided by the Revenue Department, in the camps organized under DPEP.
- Under ECCE strategy dovetailing of the existing ICDS centers (Anganwari Kendra) with the formal schools.
- Dovetailing of funds with JRY/ SRY/ PMGY in school building construction and other civil works.
- 

### **Status of programme implementation :-**

- The Government of India has sanctioned 30 posts in State Project Office under DPEP vide its letter no. 18-3/2001-DPEP-IV dated September 2001. The Government of Uttaranchal has also issued its letter for post creation in the State Project Office. The State Project Office, Uttaranchal has sent proposals to State Government for filling up the concerned posts on deputation. Applications have been invited for the post of Computer Operator & Computer Programmer from National Information Center, Dehradun, NSDART, Mussoorie & HILTRON, Uttaranchal. However keeping in view the urgency and time bound nature of the activities in the project, experts/officials, who were available in the education department have been attached with the project board by the department as full time worker.

## District wise Project Cost

1. District wise total EFC cost is as under: -

(Rs in Crore)

S.No	District Name	Project Cost
1	Bageshwar	8.98
2	Champawat	8.48
3	Haridwar	16.61
4	Pithoragarh	12.64
5	Tehri	18.33
6	Uttarkashi	12.14
7	State Component	05.85*
	<b>Total</b>	<b>83.03</b>

\* Revised proposal of Rs. 9.67 crore has been submitted to the Govt of India.

### Financial Status of 2000-2001

Total approved work plan	-	Rs. 16.07 crore
85% GOI share	-	Rs. 13.66 crore
15% State share	-	Rs. 02.41 crore
Amount received from GOI	-	Rs. 09.11 crore
Amount received from State Government	-	Rs. 02.61 crore
Total amount received	-	Rs. 11.72 crore

### District wise detail is as under –

S. No	Office /District name	Approved Work Plan 2000-01			Amount released	Expen-diture 2000-01	Unspent balance on 31.03.01
		Centre share	State Share	Total			
1	Bageshwar	2.04	0.36	2.40	1.76	1.15	0.61
2	Champawat	1.47	0.26	1.73	1.13	0.91	0.22
3	Haridwar	2.11	0.37	2.48	2.16	1.63	0.53
4	Pithoragarh	2.47	0.44	2.91	2.29	1.55	0.74
5	Tehri Garhwal	2.48	0.44	2.92	2.35	1.85	0.50
6	Uttarkashi	2.06	0.36	2.42	1.65	1.46	0.14
7	State Component	1.03	0.18	1.21	0.20	0.02	0.18
8	AD(Basic) Pauri	-	-	-	0.09	-	0.09
9	AD(Basic) Nainital	-	-	-	0.09	-	0.09
	Total	13.66	2.41	16.07	11.72	8.57	3.15

\* Rs. 2.22 crore spill over for 2001-2002 and Rs. 0.93 crore saving.

**Financial Status of 2001-2002**

Spill over from 2000-2001	-	Rs. 02.22 crore
Fresh proposals for 2001-2002	-	Rs. 26.52 crore
Total approved AWP&B for 2001-2002	-	Rs. 28.74 crore

**District wise detail is as under –****Annual Work Plan & Budget 2001-2002**

S. No	Office /District name	Approved Annual Work Plan 2001-02		
		Spill Over from 2000-01	New proposals	Total
1	Bageshwar	0.28	2.81	3.09
2	Champawat	0.16	2.99	3.15
3	Haridwar	0.45	3.42	3.87
4	Pithoragarh	0.60	4.59	5.19
5	Tehri Garhwal	0.54	6.40	6.94
6	Uttarkashi	0.15	4.39	4.54
7	State Component	0.04	1.92	1.96
	<b>Total</b>	<b>2.22</b>	<b>26.52 *</b>	<b>28.74</b>

\* **GOI share Rs. 22.54 Crore. State Government share Rs. 3.98 Crore.**

**Released amount: -**

- Central share From GOI, sanctioned Rs. 18.00 crore, actual release Rs 16.00 crore ( Rs. 6.00 crore on 27.06.2001, Rs. 5.00 crore on 10.11.2001 and Rs. 5.00 Crore on 16.03.2002)
- State share Rs. 3.56 crore .

**District wise detail as on 31 March 2002 is as under**

S. No	Office /District name	Approved Work Plan 2001-02			amount released	Un spent amount of 2000-01	Total	Expenditure upto 31.03.2002	Balance
		Centre share	State Share	Total					
1	Bageshwar	2.39	0.42	2.81	1.82	0.61	2.43	2.18	0.25
2	Champawat	2.54	0.45	2.99	2.00	0.22	2.22	1.52	0.70
3	Haridwar	2.91	0.51	3.42	2.37	0.53	2.90	2.56	0.34
4	Pithoragarh	3.90	0.69	4.59	3.14	0.74	3.88	3.22	0.66
5	Tehri	5.44	0.96	6.40	4.58	0.50	5.08	4.36	0.72
6	Uttarkashi	3.73	0.66	4.39	2.93	0.19	3.12	2.14	0.98
7	S.P.O.	1.63	0.29	1.92	1.56	0.36	1.92	0.45	1.47
8	C&D Jal Nigam Lko	-	-	-	1.16	-	1.16	1.16	-
	<b>Total</b>	<b>22.54</b>	<b>3.98</b>	<b>26.52</b>	<b>19.56 *</b>	<b>3.15</b>	<b>22.71</b>	<b>17.59</b>	<b>5.12</b>

\* **GOI share Rs. 16.00 crore & State share Rs 3.56 crore.**

**Cumulative position of fund release and expenditure  
(Year 2000-01 & 2001-02)**

(Rs. In crore)

Total WP&B approved	Releases			% of state share		expenditure	% of expenditure	
	GOI share	State share	Total	Against WP&B	Against release		Against WP&B	Against release
42.59	25.11	6.17	31.28	14.49	19.73	26.16	61.42	83.63

\* Reimbursement claims submitted upto 08.03.2002 Rs. 22.95 Crore (Rs. 8.70 Crore by UPEFA and Rs. 14.25 crore by Uttaranchal EFA)

The state project offices maintain date wise details/records of funds released from GOI and state government. The fund received by the SPO is transferred to DPO and DIETs according to their plan approved by GOI. The DPO transferred it to BRCs, NPRCs and VECs for different activities. There is no problem of fund release from state government for the activities proposed in the plan.

**Civil works under project**

S. No	Item	Total target for Project period	Year 2000-01 and 2001-02		
			Target up to 31 march 2002	Complete	Under construction
1	New primary school	350	251	113	138
2	Re construction of PS	236	236	49	187
3	Additional class room	631	452	109	343
4	NPRC	280	280	182	98
5	BRC	29	29	05	24
6	Toilet	1631	1218	663	555

New primary school, reconstruction of PS, additional class room, NPRC and toilets are constructed by VEC. The BRC in DPEP district of Uttaranchal has been constructed with the help of C&DS Unit, UP Jal Nigam, Lucknow.

## **WEST BENGAL**

### **I. Learning, Completion & Quality**

#### **◆ Strategies to improve retention & completion rates and to address repetition, drop-out and low-achievement:**

- ❖ Incorporation of child friendly elements inside & outside the school building makes the school attractive to the children. Outside play elements like slip, swing, see saw, outside learning elements as amphitheatre, chabutara etc. and animal-shaped chalkboards, alphabets in the grills etc. make the classroom more interesting to the child. Feedback from VECs teachers and visits by different team indicate that children spend more time in school and are interested to come to school.
- ❖ Through the years VEC members have started participating in the process of primary education. Thus VEC training has been considered as an important activity of WBDPEP. It has been observed that the trained VEC members take active part in tackling drop-out problems of their area using the interpersonal communication by door to door visit.
- ❖ Similarly regular noontime workshop at CLRC has helped the VEC members to tackle the problem of dropout in their local area.
- ❖ Need-based Mother Teacher & Parent Teacher Association (MTA/PTA) meetings held as decided by VECs in order to develop strategy for retaining children & tackling drop-out.
- ❖ Several folk campaigns were organised by the districts in pockets have hard to reach groups.
- ❖ With the usage of TLMs and CFE in classroom, the transaction has become more joyful. This contributes towards retention as well as completion rates of children.
- ❖ Usage of 'Pari Parai Annande' has enhanced the capacity of teachers thus providing positive inputs for making the classroom more joyful to the children. It is an important step for retaining children in school through quality education.
- ❖ Monitoring of activities has been taken up for improving retention, low achievement levels, reduction of drop-out through strengthening of activities at CLRC level. RTs are visiting schools regularly & providing necessary academic support to the teacher for achieving quality education.
- ❖ In order to generate awareness about the performance of students the results of Purbik Mulayan as well as External Evaluation have been shared with the parents & community. In South 24 Parganas, Panchayet has taken initiative in collaboration with DPEP for publishing the results on a board outside the office. It has been observed, the parents take initiative in improving the status of education of their children.
- ❖ Regular Head teacher meet organised at CLRC helped enhancing the retention & completion rate of children in school by formulating & implementing area specific strategy.
- ❖ For disabled children at school, special educators have been engaged by the selected DLRO at the schools. Thus drop-out of disabled children have been

reduced. It has been observed that significant changes have been noticed in retention and completion rates of students as well as it has also addressed the low-achievement problems.

- ❖ Reporting system of VEC has been introduced by CLRC to have an update on the enrolment, retention of drop-out of students on a monthly basis. Compilation of the forms done at CLRC & feed back is given through noon workshop for tackling problem of drop-out, retention, completion etc.
- ❖ For tackling the problem of low achievement External Evaluation has been conducted by West Bengal Board of Primary Education on a yearly basis. It enables to identify weak school as well as weak children in a district specific manner. Kajer Pata has been introduced to improve the low achievement of identified children.
- ❖ Item wise analysis of questions of external evaluation has enabled in identification of hard spots in learning. These problems are discussed in afternoon workshops accordingly to improve the low achievement of students.
- ❖ To identify gaps in terms of completion and retention, a cohort study (1996 – 2001) has been conducted in 4 phase I DPEP districts in all the schools among 22657 children. The findings of the study indicate the followings:

#### OVERALL – Cohort – 2001

Covering all schools in the Phase – I districts established before 1996

District	Enrolment	Overall CRF	Overall ECR	Completion	Overall DO	Overall Rep	% Continue
Bankura	80803	68.3	8.09	76.39	13.01	17.63	10.6
Birbhum	61355	54.41	13.67	68.08	18.58	35.5	13.34
Cooch Behar	59144	45.21	21.84	67.05	16.6	47.67	16.35
Murshidabad	126073	66.87	10.10	76.97	17.93	18.9	5.1
	<b>226575</b>						

**Findings from the study indicates that completion rate of Primary Education within 5 years is between – 67% - 76%**

The district of Murshidabad has the largest completion rates, which is almost 77%

The drop-out figures vary between 13% to 18% with Bankura having the lowest dropout at 13.01%

A certain percentage of students are found to continue in the Primary Education system even after 5 years. This figure varies between 5% to 16.35%.

- ◆ **Developing systems for Evaluating students learning for use by teachers in schools.**
  - ❖ A systematic effort has been undertaken by WBBPE over the years to make evaluation an effective tool to assess quality in education. The External Evaluation is conducted in all schools of the State at the end of class-II. Analysis of the results of the External Evaluation in DPEP districts have enabled to identify hard spots in teaching – learning. Accordingly remedial measures like Kajar-Pata-Workbook developed by WBBPE & DPEP focus on the learning needs identified.

- ❖ A study on external evaluation has been conducted to analyse trends in students progress. This will be shared with teachers through CLRC based workshops. Teachers can use the information to plan lessons for slow learners and grade lessons accordingly.
- ❖ School based Learning Improvement Programme has been initiated in 435 schools covering 57 CLRCs. Evaluation is an integral part of the programme to ensure effectiveness of the intervention. Analysis of results of two terminal examinations shows improvement in the learning achievement of each child. Evaluation is no more a pen- pencil and paper activity. Rather each child's spontaneity, reading skill, oral skill, active participation in the classes, leadership quality discipline is being emphasised.

*The following tools have been employed in SLIP schools:-*

- a. Concurrent Evaluation on a regular basis.
- b. Teachers Diary for weak students.
- c. Maintenance of Childs' profile for all children.

The SLIP school has also taken up activity of analysis of result of each child's performance in concurrent and terminal evaluation and accordingly tracking the progress of each child. Review of the methods adopted to make evaluation more effective is also done through workshops on a periodical basis. Accordingly hardspots have been identified, feedback analysed and worksheet, workbooks, child specific competency wise packages being developed as remedial measures. A positive impact of the activity has been the preparation of teachers themselves to make evaluation a tool to address the quality issue.

#### ◆ Progress on Ongoing Initiatives to improve Quality in Primary Schooling

1. Detailed and intensive Pedagogy Module developed by SPO in consultation with WBBPE. The module is further split into three modules. Module I: General Pedagogy, Module II: Activity based T.L. Process, Module III: Microintervention Techniques.
2. Teachers Training on Pedagogy Module I completed in all districts, module II completed in Phase I districts and incase of phase II 40 % of the activity completed.
3. Text Book Renewal completed for all classes. New TextBook distribution completed in class I & II. In case of III & IV new books to reach all schools from coming academic session.
4. Subject wise teachers training programme conducted in collaboration with WBBPE. The subject covered are English, Maths and Science. Teachers of all 10 districts have undergone training.
5. TLM grant released by all districts. Afternoon workshops on use TLM grant and preparation of TLM conducted in all districts.
6. Role of library books in teaching learning is being emphasized. Afternoon workshops conducted on use of books. CLRC Book Fair conducted in all CLRCs of the DPEP districts. Parents and community have shown great interest and involvement.



7. Teachers and pupil attendance is being monitored by the active help of VEC members.
8. The third module on pedagogy has been developed focusing micro level intervention on **whole school approach**. The good practices of the School Based Learning Improvement Programme (SLIP) which are replicable in terms of school administration, commitment of teachers classroom management are being incorporated in the module. Training to begin by May 2002.
9. A video film on Good Practices going on in the school developed for teacher training programme on behalf of Distance Education Cell of SPO.
10. Teaching and learning in multigrade situation has been addressed through development of a module on the same by the Distance Education Component. This will be an additional reading material along with the 3<sup>rd</sup> module on Teachers Training.
11. In order to address the training needs of the primary school teachers in Hindi, Urdu and Nepali medium schools modules on the same have been developed in collaboration with SCERT by the Distance Education Cell of SPO. Training to begin from May 2002.
12. Teachers training programme for primary teachers in senior Madrash is being organised in collaboration with WBBME.
13. Support has been extended to WBBPE in the areas of Text Book Renewal, conducting of external evaluation, sports & games.
14. The quality issues have been regularly addressed through Yogsutra to all schools of 10 DPEP districts.
15. A comparative analysis of the External Evaluation reports for the 10 WBDPEP districts over three years have revealed that
  - There is a significant increase in the percentage of students achieving above 60% in all districts except in Malda. Automatically there is a decline in the percentage of children achieving below 40%.
  - There is an evidence of increasing number of school participating in the evaluation test
  - Enrolment of students have increased over the years, but data (for 1999 & 2000) show a significant decline in the percentage of students enrolled, participating in the test.
  - An increase in the percentage of students in >60% is on an average between 5-10 percent in Mathematics. The percentage increase in Language is comparatively low.

The detailed table is given below :-

Year	DISTRICT	NO. OF SCHOOLS	FIRST LANGUAGE			ARITHMATIC		
			% of <40	% of 40-60	% of >60	% of <40	% of 40-60	% of >60
1998-99	BANKURA	3370	28.59	26.48	44.93	24.42	25.90	49.69
1999-00		3429	23.44	25.52	51.04	18.82	24.99	56.20
2000-01		3429	20.50	23.80	55.70	20.44	24.66	54.90
1998-99	MURSHIDABAD	2973	47.84	25.19	26.97	36.15	26.94	36.91
1999-00		3053	43.76	25.79	30.45	32.42	26.98	40.59

000-01		3099		34.55	25.59	39.86	32.76	27.29	39.95
998-99	<b>COOCH BEHAR</b>	1706		43.70	26.91	29.39	36.42	29.90	33.69
999-00		1782		26.80	30.38	42.82	22.10	29.09	48.81
000-01		1810		21.86	29.90	48.24	22.64	28.82	48.54
998-99	<b>BIRBHUM</b>	2279		36.92	29.25	33.83	25.47	28.71	46.22
999-00		2333		27.98	27.64	44.38	24.55	27.05	48.40
000-01		2334		26.51	26.45	47.04	26.69	27.83	45.48
998-99	<b>SOUTH 24 PARGANAS</b>	3732		32.49	26.11	41.40	25.88	25.88	48.25
999-00		3732		20.07	23.84	56.09	22.76	25.29	51.95
000-01		3732		18.90	23.70	57.40	20.60	25.48	53.92
998-99	<b>MALDA</b>	1877		41.94	30.49	27.57	32.05	29.96	37.99
999-00		1877		41.90	28.14	29.96	34.34	29.07	36.59
000-01		1877		35.78	28.77	35.45	38.66	28.55	32.79
998-99	<b>PURULIA</b>	2953		41.10	31.09	27.81	28.81	29.96	41.23
999-00		3012		27.01	30.56	42.43	21.62	29.29	49.09
000-01		3012		27.09	31.68	41.23	21.46	26.00	52.54
998-99	<b>U. DINAJPUR</b>	1390		34.98	30.39	34.13	32.73	29.69	37.58
999-00		1421		37.00	32.34	30.66	25.00	28.56	46.45
000-01				36.38	31.95	31.67	21.46	26.00	52.54
998-99	<b>D. DINAJPUR</b>	NA		NA					
999-00		1140		26.46	26.36	47.18	26.20	27.42	46.38
000-01		1221		21.24	25.82	52.94	22.54	30.52	46.94
998-99	<b>JALPAIGURI</b>			NA					
999-00		2186		40.04	27.35	32.61	35.15	27.33	37.52
000-01		2186		34.74	28.69	36.57	28.69	27.49	43.82

16. Mid Term Assessment Survey ( MAS-I) has been conducted in 1999 and MAS-II was conducted in 2001. A comparative study of both the assessments are given below:

Following tables reveal the comparison between MAS-I & MAS-II for Class -I

Table: I

District	Language		Mathematics	
	MAS(1999)	MAS (2001)	MAS (1999)	MAS (2001)
Bankura	88.56	86.50	88.69	85.00
Birbhum	84.51	80.38	84.51	76.39
Cooch Behar	53.98	82.21	64.75	84.19
Murshidabad	70.01	81.18	73.97	86.35
S. 24- Parganas	79.17	77.21	82.89	76.85

- Difference in percentage of average marks in language & Mathematics is marginal except in Cooch Behar and Murshidabad.

For class – III the comparison is as follows -

**Table – II**

District	Language		Mathematics	
	MAS(1999)	MAS (2001)	MAS (1999)	MAS (2001)
Bankura	66.35	69.90	65.89	66.40
Birbhum	59.75	67.93	56.75	58.44
Cooch Behar	38.29	62.67	30.78	54.76
Murshidabad	53.24	72.71	51.44	65.84
S. 24- Parganas	52.70	54.09	48.83	38.38

- ❖ The class-III language achievement are comparatively better with higher achievements in MAS-II though achievements is lower than MAS-I
- ❖ In mathematics of class –III achievements have gone down for Bibhum and South 24 Parganas in MAS-II! though Bankura, Cooch Behar and Murshidabad are found to have done better in MAS-II.

*The following Quality Issues have been Addressed through Yogsutra ( The bi-monthly published by the SPO for capacity building of Primary School Teachers in DPEP Districts.)*

- ❖ Articles on teaching learning – role of teachers in the life of the child (November edition)
  - ❖ Article on role of value education in primary years (January edition)
  - ❖ Rhymes use by teachers during classroom transaction (January edition ,March edition)
  - ❖ Article on Cooperative Learning (March edition)
  - ❖ Feedback from teachers on teachers-training programme and SLIP (November edition, January edition)
  - ❖ Article on Activity based learning FLIP/SLIP (November edition)
  - ❖ Feedback on SLIP activity in the districts
  - ❖ Sharing of results of Parbik Mulyayan and External evaluation with parents through display boards at panchayat office (January edition)
  - ❖ Article on puppet drama by teachers used during classroom transaction. (March edition)
  - ❖ Article on Participatory Learning Action to address quality issue
- ◆ **New Initiatives in improving Quality of Primary Education**

To bridge the gap developed between the training inputs provided and the field reality, a new initiative called School based Learning Improvement Programme (SLIP) was launched in 435 schools.

The programme addresses the challenges of quality improvement in a slightly different manner.

- **Teachers** : High PTR is reduced by engaging one volunteer per school from community.
- **Infrastructure**: This challenge is addressed by organizing Class I (SLIP Class) in the morning shift in the same building.
- **Management** : One teacher has been given the charge of Class –I and both the teacher and VRP maintain certain registers to track the record of evaluation and progress of an individual child.
- **Support System**: Graded materials in the form of worksheet and workbook addressing competency of an individual child have been prepared and used by the children. CLRC is made strengthened to provide support of RTs' to school regularly.
- **Community involvement** :Through Participatory Learning & Action (PLA) methodology, parents are involved in ensuring quality education out side the class room through :
  - Paying proper attention to Children
  - Reducing the tendency for private tution
  - Sending children regularly to schools

#### **Inputs Provided to the Child :**

- ◆ Graded workbooks on language, Mathematics, EVS, Handwriting
- ◆ Slate, pencil & other materials

#### **Inputs provided to the teachers**

- ❖ Handbook for classroom transaction

#### **Salient feature of SLIP**

- Self-learning emphasised
- Bottom – up approach initiated instead of top down approach
- Joyful environment created
- Activity emphasised in the classroom
- Use of graded learning materials
- Sharing of experience among teachers
- Role of CLRC for providing resource support ensured.

A few positive indicator of improvement:

✓ **Attendance**

*School wise % of Attendance rate for class I*

District	Name of Circle	Name Of Schools	Nov.'01	Dec'01	Jan'02	Feb'02
Cooch Behar	Baxirhat	Jhatkuti C.S.Primary School	53.82%	70.52%	76.27%	65.00%
	Mekhliligang	New Jamaladaha Primary School	62.75%	60.87%	71.30%	70.10%
	Cooch-Behar Sadar III	Sashinath Vidyamandir	57.27%	73.28%	56.47%	75.00%
	Baxirhat	Taterkuthi F.P. School	47.76%	52.10%	52.04%	52.31%
	Mathabhanga- I	Bhangamore No.2 Aided Primary	55.82%	61.69%	51.39%	55.56%
	<i>Average</i>		<i>55.48%</i>	<i>63.69%</i>	<i>61.49%</i>	<i>63.59%</i>
Murshidabad	Sargachi	Bhavta Primary School	81.67%	80.95%	81.54%	85.76%
	Suti – I	Bahutali Primary School	67.80%	85.14%	92.00%	85.71%
	Sadar West	Muktinagar Primary School	73.52%	72.53%	85.94%	88.22%
	Murshidabad	Srishnagar Primary School	88.89%	83.82%	81.86%	87.65%
	Raninagar	Chak Kalitala Primary School	42.88%	82.20%	75.92%	71.92%
	<i>Average</i>		<i>70.95%</i>	<i>80.93%</i>	<i>83.45%</i>	<i>83.85%</i>
	<i>Overall Average</i>		<i>63.22%</i>	<i>72.31%</i>	<i>72.47%</i>	<i>73.72%</i>

This has been conducted among 308 student in Cooch behar district 293 student in Murshidabad district it is revealed from the table that the percentage has been enhanced to more than 10% ( from 63.22% to 73.72%) at the end of fourth month after launching of SLIP in the selected schools.

- **Achievement**

Achievement of children in SLIP schools ( Class-I) – Evaluation (1<sup>st</sup> & 2<sup>nd</sup> term) - Language

District	Enrolment	Appeared	A (81 - 100%)	B (65 - 80%)	C (51 - 64%)	DEF (below 50%)	Appeared	A (81 - 100%)	B (65 - 80%)	C (51 - 64%)	DEF (below 50%)
Bankura	2941	2366 (80.4%)	1061 (44.8%)	498 (21.1%)	422 (17.8%)	385 (16.3%)	2536 (86.2%)	1492 (58.8%)	564 (22.2%)	207 (8.2%)	273 (10.8%)
Jalpaiguri	3115	2569 (82.5%)	486 (18.9%)	598 (23.3%)	573 (22.3%)	912 (35.5%)	2742 (89.1%)	686 (25.0%)	643 (23.5%)	474 (17.3%)	939 (34.2%)
Coochbehar	3605	2608 (72.3%)	952 (36.5%)	447 (17.1%)	340 (13.0%)	860 (33.4%)	2650 (73.5%)	893 (33.7%)	549 (20.7%)	357 (13.5%)	851 (32.1%)
Murshidabad	5117	4506 (88.1%)	1530 (34.0%)	1430 (31.7%)	750 (16.6%)	796 (17.7%)	4518 (87.3%)	2001 (44.3%)	1236 (27.4%)	729 (16.1%)	552 (12.1%)

➤ Achievement of children in SLIP schools( Class-I) – Evaluation (1<sup>st</sup> & 2<sup>nd</sup> term) - Mathematics

District	Enrolment	Appeared	A (81 - 100%)	B (65 - 80%)	C (51 - 64%)	DEF (below 50%)	Appeared	A (81 - 100%)	B (65 - 80%)	C (51 - 64%)	DEF (below 50%)
Bankura	2941	2559 (87.0%)	916 (35.8%)	683 (26.7%)	473 (18.5%)	487 (19.0%)	2536 (86.2%)	1389 (54.8%)	5104 (20.1%)	253 (10.0%)	384 (15.1%)
Jalpaiguri	3115	2781 (89.3%)	1067 (38.4%)	669 (24.1%)	402 (14.4%)	543 (23.1%)	2721 (89.0%)	1106 (40.6%)	681 (25.0%)	442 (16.3%)	492 (18.1%)
Coochbehar	3605	2753 (76.4%)	1506 (54.7%)	489 (17.8%)	311 (11.3%)	447 (16.2%)	2655 (73.6%)	1428 (53.8%)	485 (18.3%)	291 (11.0%)	451 (16.9%)
Murshidabad	5117	4087 (79.9%)	2885 (70.6%)	386 (9.4%)	363 (8.9%)	453 (11.1%)	4370 (85.4%)	2708 (62.0%)	978 (22.4%)	442 (10.1%)	242 (5.5%)

The above results show that in all the 4 phase I districts the number of children having grade ABC is higher than those who have obtained DEF grades in both the subjects of language and mathematics. Only in Jalpaiguri and Cooch Behar neraly 30% of the children have obtained below 50% marks

◆ **Contribution of VEC in overall school quality and school community linkage**

Community has a definite role in ensuring quality in primary education. Sometimes it is from outside the school ; sometimes from and within the school. Considering the role of the community this time it is the VEC who have taken a positive leadership in this respect. Following are the areas where through the leadership of VEC community has taken an active role in achieving the quality of education in primary schools.

Monitoring of teachers' attendance

- ◆ VEC members are on an average visiting school once a month to observe teachers attendance and also send a report regarding teachers attendance to CLRC every month through VEC reporting format.

Monitoring of students' attendance

- ◆ VEC during their visit to school or based on discussion during VEC meetings is identifying children with irregular attendance. They are forming small team & visiting homes of such children to interact with the parents and help in evaluating regular attendance.

Sharing of result with parents

- ◆ To share achievement of the students with VEC members guardian meetings are organised.

School infrastructure

- ◆ Ensuring community contribution for construction of new school buildings and additional classroom in cash and kind in addition to Govt. grant.
- ◆ Supervise and monitor civil works through VEC.

School beautification

- ◆ To make school environment conducive for education, "School Beautification" week has been organised during January.

Organisation PTA & MTA

- ◆ PTA & MTA are being organised regularly to generate awareness among parents for ensuring regular attendance of the students and also to ensure quality education. Around 2000 MTAs have been formed till date.

Disbursement of TLM grant

- ◆ VEC members monitor regular and proper utilisation of TLM grant as well as proper utilisation of TLM.

### Campaign / awareness building exercise

- ◆ Displaying of achievement reports through hoarding at Gram Panchayat Office.

### Retention of children

- ◆ Organising enrolment drive to prevent dropout.
- ◆ Arrangement of cultural programme to attract the teachers & parents to school like Ma-O-Meye-Mela.

### School Community Linkage on Quality Issue through SLIP

- ◆ Brain storming session with parents through Participatory Learning and Action methodology involving community people on the issue related to enrolment and retention by village mapping and identification of unserved area, hard spot and hardest to reach families and children.
- ◆ Sharing of achievement reports of students with the parents as well as with community.
- ◆ Regular interaction between teachers and students regarding day to day progress.

## II. EQUITY

To maintain equity in terms of enrolment, retention & quality certain additional inputs are provided to the section of children who are in need of special care. Those children are categorised as Deprived Urban Children, Disabled Children, Girls and SC/ST Children.

### A. DEPRIVED URBAN CHILDREN

Keeping in mind the sociologically disadvantaged and economically backward children, several steps have been taken to integrate Deprived Urban Children under primary education in the State, beginning with Kolkata Municipal Area. A State Resource Group has been formed.

#### Implementing Strategy

A strategy for coverage of these 44,646 DUCs has been drawn up, with the following targets:

#### Where formal schools exist with vacancies

- Direct admission** of about 2,500 DUCs aged 5-6 years into formal schools(CMC/DPSC/Pvt) at Class I level through community mobilization and parental counseling
- Bridge course** for about 7,500 DUCs aged 7-9 years before admitting them to appropriate classes in formal schools through volunteers at 300 Bridge course centres.



Where formal schools do not exist/schools are overcrowded

- I. 600 **Shikshalayas** (50 DUCs and two para teachers per Shikshalaya) to be set up and run by NGOs to take care of about 30,000 DUCs aged 5-9 years, providing primary education upto class IV. The project is expected to run for 4 years.
- II. 100 **Shishu Shiksha Kendras** run by CMC (under Shishu Shiksha Karmasuchi of GoWB) to provide primary education upto class IV to about 5000 DUCS aged 5-9 years.

CINI-ASHA has been identified as the Apex NGO for the administration of the Shikshalaya project and its fund management. 244 shikshalayas were operational in the 1<sup>st</sup> phase, reaching 11,624 children aged 5-9 years (5564 boys, 6060 girls). 110 shikshalayas were operational in the 2<sup>nd</sup> phase, reaching 4289 children in the age group 5-9 years (2139 boys, 2150 girls). 517 para teachers have been trained by TTI, Loreto Day Sealdah in Bengali, Hindi and Urdu. 93 NGO personnel and 24 RC teachers trained..

The bridge course has already started functioning for enabling entry of DUC into formal schools within 2002. 253 Bridge Course Centres were run by 28 NGOs with support from UNICEF to reach out to 5286 children so far. CMC and DPSC Kolkata have agreed to relocate their schools and deploy additional teachers to cater to the locality-based needs of DUCs.

The quality aspect for Shikshalayas has been addressed or planned through :

- i. Provision of the same textbooks, curriculum and syllabi as formal schools to facilitate easy transition to class V
- ii. Radically different methodology of instruction to attract the DUCs to attend regularly
- iii. Meticulous daily, weekly and monthly planning and classroom management to be a part of the training of para teachers at TTI, Loreto Day School, Sealdah
- iv. Monthly reporting system by NGOs on enrollment, attendance of children and para teachers, timings and meetings held.
- v. Resource centers to provide on-site support in classroom transaction
- vi. Each shikshalaya to be visited twice a month by resource teachers
- vii. Members of Community management Committees and parents to visit the centers once every three months
- viii. Inputs for co-curricular activities
- ix. Zonal and mobile health camps
- x. TLM distributed
- xi. Sports & Parental counseling

In Jalpaiguri, Siliguri, Berhampore, pre-programme awareness campaigns and preparatory measures have been undertaken.

## B. Integrating challenged children

### ❖ Status of different districts

District	No. of IED intervening Block	No. of children screened / assessed	Children already integrated in school	Children still out of school	
				Integrable	Not Integrable
Bankura	10	3191	1022	1257	912
Birbhum	10	5270	3445	931	894
Murshidabad	10	4575	2475	1193	907
Cooch Behar	10	5511	2574	1698	1239
South 24 Pgs.	10	8811	5316	1717	1778
Jalpaiguri	2	639	313	156	170
U.Dinajpur	2	1692	901	432	359
D. Dinajpur	2	502	232	124	146
Malda	1	475	222	139	114
<i>Total</i>	<i>57</i>	<i>30666</i>	<i>16500</i>	<i>7647</i>	<i>6519</i>

❖ Special efforts are to be given to integrate 7647 children in school. Retention is one of the major concerns here. For this the following measures have been taken care by the district.

### ❖ Capacity Building of Teachers:

- 2 day all teachers sensitisation & 40 hours intensive training for teachers in the selected blocks.

Districts	Sensitisation on IED issues	Intensive training
Bankura	2024	104
Birbhum	1522	65
Murshidabad	10580	162
Cooch Behar	1714	211
South 24 Paraganas	11361	148
Uttar Dinajpur	1430	
Dakshin Dinajpur	72	
Malda	524	
Jalpaiguri	4500	
<i>Total</i>	<i>33727</i>	<i>690</i>

❖ Orienting teachers on IED & IEDC at afternoon workshops

❖ Resource Support:

a) District Level Resource Organisation

Instead of appointing 3 Resource Teacher per Block, district level NGOs identified to render necessary services to the integrated / integrable children. The District level NGOs (DLRO) ensures the availability of 3 special educators from the areas of mental disability, hearing disability and visual disability.

Total no. of DLROs working in 7 districts are 19 and total no of special educators are 690.

b) State Level Resource Organisation

State level NGOs working in the field of disabilities engaged as State Level Resource Organisation (SLRO) from 4 different areas of disabilities.

c) Aids & Appliances

Convergence made with ALIMCO and AYJNIHH for providing Aids & Appliances to the identified disabled children.

Total no. of appliances provided to children are 5258.

d) Resource Kit : Developed and provided to the schools which are under IED intervention blocks.

e) Creation of a barrier free environment:

❖ All NSBs and ACRs are provided with 'Ramp' (1:12 slope) facility, including sharp edge free handrail. Ramp width is sufficient maneuver wheel chairs.

❖ Action has been taken to provide both ways door swing system, so that door operational hazard is minimised.

❖ The same action has been taken for CLRC buildings also.

f) Community Mobilisation and Awareness Campaign:

❖ Sensitisation of VEC members on disability. VEC members to take up the issues with community through group meeting and personal contact.

❖ Orienting the local administrators and panchayat members on disability.

❖ Distribution of leaflets / pamphlets, posters, wall writing at the GP level of all IED intervening blocks.

❖ Van miking and using other modes before screening & assessment camp.

❖ Observation of World Disabled Day on 3<sup>rd</sup> December.

❖ Involvement of parents and family members of the disabled children as a resource person to mobilise the community and creation of a conducive environment.

g) Development of materials:

- ❖ Developed and printed several booklet, leaflet, posters and compendium related to IED issues for the teachers, VEC members and other community members. Special packages for afternoon and noon workshops are also developed.
- ❖ Development of distance learning material related to IED issues is under way

h) IEDC benefit to integrable children:

An in-depth school survey was conducted throughout the Phase-I district to bring them under the IEDC benefit. A proposal for 18995 integrated children has been sent to GoI.

District	No. of children
Bankura	684
Birbhum	3182
Murshidabad	4500
Cooch Behar	2907
South 24 Pgs.	7722
<b>Total</b>	<b>18995</b>

i) Supervision and monitoring:

The State has Developed a 3-tier monitoring and supervision system to monitor the IED activity in State.

- j) Study Undertaken : The state has also planned to undertake an impact study on the effectiveness of interventions provided for integration of challenged children.

### C. GIRLS' EDUCATION

Access and Enrolment:

In 2001-2002, the figures for enrolment have been calculated on the basis of enrolment in Primary schools as well as SSKs. NER in almost all the districts in Phase-I districts have crossed 90%, except Bankura, which continues to be the focus district for Girls' Education inspite of crossing the 80% landmark. NER in the Phase II districts vary between 71% (Purulia) and 96.75% (Dakshin Dinajpur). All districts except Dakshin Dinajpur will have to be worked upon intensively from the gender perspective. The figures for GER and NER for the 10 districts are as follows: -

Phase-I		
District	Girls GER 2001-2002	Girls NER 2001-2002
Bankura	89.20	82.92
Birbhum	107.32	97.77
Cooch Behar	128.78	95.36
Murshidabad	118.44	98.83
South 24 Parganas	93.48	92.96
<b>Total</b>	<b>105.71</b>	<b>94.02</b>

Phase-II		
District	Girls GER 2001-2002	Girls NER 2001-2002
Dakshin Dinajpur	119.37	96.75
Jalpaiguri	117.69	79.57
Malda	107.91	81.86
Purulia	87.16	71.74
Uttar Dinajpur	114.15	80.51
<b>Total</b>	<b>108.76</b>	<b>80.79</b>

## Retention

As per the data derived from Cohort –2001, the figures for Drop-out Rate for girls has been found to be slightly higher than the previous figures. It is also true for the overall Drop-Out Rate. Possible reasons for this could be the increase in enrolment resulting in inadequate space in the existing schools.

### DROP-OUT RATE FOR GIRLS

District	Overall	Girls
Bankura	15.77	16.57
Birbhum	18.58	18.23
Cooch Behar	16.60	16.08
Murshidabad	17.93	15.76

Rate of repeaters have also increased slightly though the figure for girls is much lower than the overall repeaters percentage in case of Bankura, and almost equal for both boys and girls for the other districts.

### REPEATERS' PERCENTAGE FOR GIRLS

District	Overall	Girls
Bankura	25.47	18.42
Birbhum	35.50	36.00
Cooch Behar	47.67	48.05
Murshidabad	23.08	18.69

### Achievement Levels:

The Cohort study conducted in 2001 reveals the CRF for girls is marginally higher than the overall CRF for all districts except Bankura. The same conclusion may be drawn from the data available on ECR.

### CRF FOR GIRLS

District	Overall	Girls
Bankura	68.30	67.25
Birbhum	54.41	54.42
Cooch Behar	45.21	45.25
Murshidabad	66.87	68.92

### ECR FOR GIRLS

District	Overall	Girls
Bankura	8.23	8.09
Birbhum	13.67	13.83
Cooch Behar	21.84	22.05
Murshidabad	10.10	10.43

Achievement Levels As revealed By Mid-Term Assessment (1999-2001)

Achievement Level of Class-I in Language & Mathematics (Gender-wise)

<u>District</u>	Lang. (MAS-99)		Lang. (MAS-2001)		Maths.(MAS-99)		Maths.(MAS-2001)	
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
Bankura	89.59	87.45	87.50	85.20	89.79	87.49	85.20	84.80
Birbhum	84.92	84.09	81.13	79.47	84.92	84.09	78.20	74.19
Cooch Behar	54.69	53.32	83.33	81.00	64.82	64.61	85.64	82.66
Murshidabad	71.40	68.68	83.39	78.86	77.25	70.86	88.82	84.07
South 24 Parganas	81.20	76.99	77.75	76.63	85.63	79.95	77.75	76.08

- ❖ All the districts have crossed the 75% landmark, though the achievement level has fallen slightly in Bankura, Birbhum and South 24 Parganas, when compared to MAS-99.
- ❖ Cooch Behar and Murshidabad have registered remarkable recoveries, though the gender gap is very prominent in Murshidabad.

Achievement Level of Class III students (Gender wise)

<u>District</u>	Lang. (MAS-99)		Lang. (MAS-2001)		Maths.(MAS-99)		Maths. ( MAS-2001)	
	Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
Bankura	68.37	63.81	69.10	68.30	68.72	62.33	65.40	67.80
Birbhum	60.11	59.32	64.08	62.86	60.09	59.79	58.13	58.77
Cooch Behar	40.15	36.41	64.26	60.79	33.11	28.43	56.40	53.23
Murshidabad	53.71	52.91	72.69	72.74	52.51	50.67	66.51	65.12
South 24-Parganas	54.66	50.53	53.43	53.74	50.67	46.79	39.35	37.52

- ❖ Achievement levels for both boys and girls in class-III stands between 55% -65% at an average except for South 24-Parganas district, where the achievement level for both boys and girls have fallen drastically in case of Mathematics.
- ❖ Cooch Behar also recovered remarkably in both the subjects, though a gender gap of around 3-4 % continues to remain.
- ❖ Achievement level in Mathematics has fallen by almost 10% both for Boys and Girls in MAS-2001 in South 24-Parganas. Studies will be taken up shortly to determine the cause for this fall.

Initiatives undertaken to bridge the gaps:

Following strategies have been adopted after the data from the Cohort Study 2001 revealed a reducing retention rate and completion rate for girls:

- i. 27201 teachers have been covered by the Teachers' Sensitization Programmes on Gender Issues with emphasis on Girls' Education Phase-I districts. 6526 teachers have been covered so far in the Phase-II districts.
- ii. Intensive retention drives in weaker pockets in the form of micro-level community meetings, especially in districts of Bankura and Uttar Dinajpur.
- iii. Micro-intervention based in the principles of Participatory Learning and Action adopted in selected weak areas of Bankura, Malda and Uttar Dinajpur.
- iv. School-based Mother-Teacher Association are being formed which will work under the overall guidance of the VEC to monitor the retention and quality issues.
- v. Regular meetings are being conducted with teachers, female panchayat members, Anganwadi workers, Shiksha Sahayikas and female VEC members to facilitate the process of MTA formation.
- vi. Routine activities for awareness generation through the folk-media, padayatras, fairs etc. are being continued to sustain the girl-child friendly environment in the community.

#### Monitoring and Evaluation:

- ❖ Members of the State Resource Group and the District Resource Groups are making field-visits from time-to-time to monitor the interventions at micro-level.
- ❖ A Qualitative Study on the classroom culture and processes from Gender Perspective have been conducted in selected schools of Birbhum and South 24-Parganas. It is expected that the findings of this study will throw light on the position of the girl-child vis-à-vis the boy-child in the teaching-learning process inside and outside the classroom.

Report has been generated for the first phase of this study, which is mainly based on classroom observation. Codification of observation receive from interview with the Teachers, Parents VEC members and children is in progress.

#### **D. SC and ST Children**

Children from weaker sections of the society, including children from scheduled castes and scheduled tribes are among the special focus group children.

Table - 1

District	GER (%) of SC	NER (%) of SC	Overall NER (%)	Equity Status
Bankura	104.35	89.64	88.88	100.86
Birbhum	116.68	93.34	97.07	96.15
Cooch Behar	126.85	94.50	96.70	97.73
Murshidabad	105.23	90.09	96.73	93.20
South 24 parganas	123.51	93.82	94.69	99.09
Total	117.25	92.64	94.61	97.58

Table -II

District	GER (%) of SC	NER (%) of SC	Overall NER (%)	Equity Status
Dakshin Dinajpur	140.61	95.03	97.30	97.96
Jalpaiguri	144.46	90.20	85.94	104.9
Malda	105.41	80.32	83.31	96.35
Purulia	103.98	72.91	74.83	97.46
Uttar Dinajpur	132.73	89.84	89.63	100.24
Total	128.93	86.54	86.20	101.67

The following observation revealed from the above tables are :

- The gross enrolment on SC student is relatively on higher side.
- The Net Enrolment scenario of SC student is found to be nearing the State average NER for overall children.
- The equity status SC student is relatively better in relation to the proportion of NET enrolment Vis-à-vis population

Enrolment & Equity status of ST children

Table -I

District	GER (%) of ST	NER (%) of ST	Overall NER (%)	Equity Status
Bankura	106.60	97.92	88.88	110.27
Birbhum	109.96	94.16	97.07	97.54
Cooch Behar	132.33	91.32	96.70	94.91
Murshidabad	109.28	95.06	96.73	98.42
South 24 parganas	81.80	70.44	94.69	74.59
Total	105.45	93.25	94.61	98.19

Table -II

District	GER (%) of ST	NER (%) of ST	Overall NER (%)	Equity Status
Dakshin Dinajpur	114.51	96.15	97.30	98.87
Jalpaiguri	110.66	69.09	85.94	80.39
Malda	105.40	50.24	83.31	60.24
Purulia	92.22	72.25	74.83	96.56
Uttar Dinajpur	148.72	71.20	89.63	79.40
Total	108.33	71.73	86.20	84.30



- ◆ The gross enrolment of ST students is relatively on the higher side except South 24 pargarnas & Purulia.
- ◆ The net enrolment scenario of ST students of 4 Phase I district is almost at par or even higher than that of the State average of NER for all children. But in case of South 24 Parganas it shows decreasing trend. In phase II districts except Dakshin Dinajpur, all the district show a lower net enrolment scenario as the drive towards increasing enrolment has just started off.
- ◆ The equity status of ST students is relatively better in phase I districts in relation to the proportion of net enrolment vis-à-vis population.

The cohort study 2001 reveals that Birbhum and Cooch Behar should be considered as the districts requiring special attention in this respect. Repeaters' percentage for both these districts is very high, where as Birbhum again, has the highest Drop-Out Rate for ST children.

#### Drop-Out (SC/ST)

District	Overall	SC	ST
Bankura	15.77	19.65	20.24
Birbhum	18.58	19.85	33.63
Cooch Behar	16.60	15.63	18.33
Murshidabad	17.93	18.74	33.50

#### Repeater's % (SC/ST)

District	Overall	SC	ST
Bankura	25.47	18.56	30.36
Birbhum	35.50	41.32	45.61
Cooch Behar	47.67	48.39	50.67
Murshidabad	23.08	23.04	27.58

#### ACHIEVEMENT LEVEL:

Birbhum and Cooch Behar once again have the lowest completion rate in 4 years for both SC and ST categories, whereas Bankura tops the list in both. \_\_

#### CRF OF SC & ST CHILDREN

District	Overall	SC	ST
Bankura	68.30	63.61	54.72
Birbhum	54.41	48.76	39.31
Cooch Behar	45.21	45.39	38.81
Murshidabad	66.87	62.83	48.55

ECR FOR SC & ST CHILDREN

District	Overall	SC	ST
<b>Bankura</b>	<b>8.23</b>	<b>8.31</b>	<b>11.57</b>
<b>Birbhum</b>	<b>13.67</b>	<b>14.84</b>	<b>11.28</b>
<b>Cooch Behar</b>	<b>21.84</b>	<b>22.22</b>	<b>23.18</b>
<b>Murshidabad</b>	<b>10.10</b>	<b>11.32</b>	<b>9.01</b>

Achievement of Class – I Students in Mathematics (Caste-wise)

District	Lang. (MAS-99)			Lang. (MAS-2001)			Maths. (MAS-99)			Maths. MAS (2001)		
	SC	ST	Others	SC	ST	Others	SC	ST	Others	SC	ST	Others
Bankura	86.81	84.19	89.98	84.40	81.20	88.40	87.02	86.29	89.85	82.20	79.80	87.80
Birbhum	87.02	86.29	83.51	80.69	75.00	80.54	87.02	86.29	83.51	70.51	80.51	76.52
Cooch Behar	52.16	21.00	55.75	80.31	85.94	83.50	62.86	46.00	66.43	80.00	80.00	85.43
Murshidabad	80.33	64.44	68.79	85.53	45.00	80.66	80.42	73.89	27.85	87.08	70.00	86.42
S. 24 - Parganas	78.41	61.00	79.63	81.49	81.84	75.02	84.54	91.00	82.12	34.21	84.21	73.28

- ❖ Achievement levels for all sections have been found to be between 75% - 90% except in Murshidabad, where the figures for ST students have turned out to be lower.

Achievements of Class – III Students in Language and Mathematics (Caste- wise)

District	Lang. (MAS -99)			Lang. (MAS-2001)			Maths.(MAS-99)			Maths.(MAS-2001)		
	SC	ST	Others	SC	ST	Others	SC	ST	Others	SC	ST	Others
Bankura	64.00	52.31	68.52	64.20	79.10	69.90	67.25	48.27	66.79	63.90	70.40	67.00
Birbhum	59.61	64.44	59.30	55.39	66.34	67.93	62.52	56.93	59.03	51.78	50.08	61.99
Cooch Behar	36.34	48.76	39.36	61.91	46.67	62.67	28.45	40.11	32.17	51.94	64.38	57.25
Murshidabad	54.02	71.59	52.53	67.19	50.00	73.45	52.42	69.29	50.72	59.57	42.50	66.73
S. 24 - Parganas	55.09	54.87	51.70	52.75	52.62	54.09	50.59	47.50	48.10	38.68	28.39	38.43

- ❖ Achievement levels for both SC and ST categories vary from 50% - 70% in case of Mathematics except South 24 Parganas where the figures are much lower. Murshidabad has also scored badly for ST category.
- ❖ Achievement levels in Language vary from 50%- 79% for all the districts except Cooch Behar, where the figures for ST children is 46.67% .

Special Initiatives Undertaken:

- ❖ Importance of children from SC and ST categories as children requiring special attention are inbuilt in all training and sensitization programmes for the teachers and the community.

- ❖ Workshop on 'Alchiki' conducted in Birbhum district for teachers from tribal block.
- ❖ Infrastructural facility available through convergence with Integrated Tribal Development Project.

### III. PLANNING & MANAGEMENT

#### ◆ Capacity Building of Personnel For Planning and Management

- ↳ SPO has an Separate Planning & Management Cell.
- ↳ A number of workshops / training programme have already been organized for developing the capacities of SPO personnel
- ↳ Data / Information is shared on regular basis among SPO personnel and also with functionaries of different government departments and NGOs.
- ↳ At district level, District Planning Team under District Level Coordination Committee along with DPO personnel formulates the AWP and B under DPEP.
- ↳ A number of workshops / training organized on the issue of planning and management at each district by involving DPO personel, DI's (Primary) personnel, DPSC / PRIs and functionaries of different government and non-government sectors.
- ↳ Month / Quarter wise activity plan vis-a-vis expenditure plan on different interventional areas developed at district level.
- ↳ Data / Information collected through DISE and the child register exchanged by the VEC / WEC member teachers, local residents, officials at noon-time and afternoon workshops at CLRC level.
- ↳ Local needs / requirements identified by the local participants through the workshops at CLRC level for formulating the district plan.
- ↳ SI's (Primary) are ex-officio Circle Project Coordinators (CPC). Prepares a consolidated financial report at CLRC level for requisition of further fund.
- ↳ Different sets of groups in micro-planning are formed at district and CLRC level and also SLIP CLRCs. Similar group worked in formulation of ' Habitation plan' in other district also. Capacity building of these groups were done through State & District level workshops.

#### ◆ Progress in collecting and using data that is obtained through Micro-Planing in Planning for Quality, Access and Retention.

- ⇒ School based data / information collected through DISE format checked / verified thoroughly with help of data / information collected / updated through other sources such as the child register at VEC / WEC level, H2H survey and other secondary sources.
- ⇒ Thorough verification / cleansing process of the data bank initiated aiming at using of data in planning for access, retention and quality education which would be reflected in AWP and B under DPEP.
- ⇒ In recent period the micro-level planning process taken up in 230 Gram-sansads with schools under 'SLIP' intervention.
- ⇒ The result of that process strengthened and streamlined the process of individual child tracking in following ways.

- ❖ Continuous exchange of data / information and feed back mechanism in the manner VEC/WEC/School CLRC.
- ❖ Gradual improvement competency based teaching learning process in classroom situation by adopting different innovative method / techniques
- ❖ Continuous and comprehensive evaluation by adopting different methods / techniques to understand the level of learning of each child viz. each school.
- ❖ Identified the hard-spots in the lessons / curriculum during class-room transaction through close observation and the remedial actions already taken up by the RTs / CPCs / the members of QMT for enhancing the quality level.

- ⇒ Regular school visit by RTs/CPCs/members of QMT ensure the retention of every child by thorough inspection of attendance register and their feed back thereafter.
- ⇒ Similarly habitation level plan developed in Malda for generating data information on school-infrastructure lack of child-friendly environment in schools, heavy enrolment in schools etc.
- ⇒ The end result of those micro-planning / habitation level planning in SLIP and Non-SLIP areas would be utilized for taking up local level intervention by the local residents such as community contribution in cash or kind for developing school infrastructure, placing demand for rational distribution / deployment of teachers and or opening of formal / alternative schools etc. These identified local level needs / requirements also reflected in AWP&B under DPEP intervention.

◆ **Assess the Effectiveness of the Monitoring and supervision structures and support systems including SPOs, DPOs, CLRCs etc.**

- ☞ The project monitoring and supervision structure and support systems at different levels maintain an effective liaison for implementing DPEP activities in the following line.

**SPO ↔ DPO ↔ CLRC ↔ VEC / WEC / School**

- ☞ The policy decision taken up at state level gradually move down the line and the activities taken up at the grass-root level reported to the state level on monthly or quarterly basis.
- ☞ Effective reporting system on physical / financial progress through computers help the decision in making future plan and sharing of the same at the district level for effective implementation of the programme.
- ☞ The existing monitoring and supervision system helps the district and sub-district functionaries to change the decisions already in vogue independently if need arises.
- ☞ The effective monitoring and supervision structures and support systems helps to evaluate the physical progress vis-a-vis the financial progress at different levels at regular interval.

◆ **Evaluate the Convergence and Co-ordination Among Structures of Districts**

- ❖ The members of District Level Coordination Committee, District Programme Implementation Committee and District Pedagogy And Training Committee regularly meet with specific agenda for detailed discussion.
- ❖ The committees structured by itself have institutionalized convergence and coordination by involving Sabhadhipati (Head of PRI), the DM (Head of Dt. Admn.) and Chairman DPSC among themselves. .
- ❖ Similarly the DPOs and other officials disseminate the guidelines down the line and instruct BLCC/MLCC and CLRCs. Each tier again has an integrating mechanism through its different committees.
- ❖ The functionaries of BLCC / MLCC (includes the functionaries of different government departments) assess the performance of activities at block / Municipal levels and put necessary suggestions.
- ❖ The CLRC, as the nodal agency for implementing DPEP activities at grass root level formulate the action plan vis-a-vis proposed expenditure for VECs / WECs and associated schools under its jurisdiction.
- ❖ Certain activities like Civil Works, Library, ECCE, Balika Shiksha Karmasuchi and resource organisation in IED are being done through convergence among different departments and schemes like MPLAD, JGSY, BMS, Social Education Deptt, Mass Education Deptt. Health Deptt. etc.

◆ **Assess the extent of Autonomy and Decision – making Powers at District and Sub-District Level Structures.**

- ❖ DPO and selected functionaries of sub-district offices can independently operate the bank account.
- ❖ DPO and his associates independently take decisions in changing the activity plan, if local need arises on fund allocation/ distribution are modified accordingly.
- ❖ At block/municipality level, the functionaries of BLCC/MLCC handle funds for CLRC construction, supervision and monitoring workshops, seminars at block/municipality level.
- ❖ SI's(Primary) as ex-officio circle Project Coordinator (CPC) at CLRC level and his supporting staff independently take decisions for implementing DPEP activities at grass root level such as workshop/ training book-fair etc.
- ❖ The authority to handle the fund through independent bank account conferred to SI's(Primary ) as ex-officio CPC at CLRC level.
- ❖ The members of VEC/WEC members enjoy the authority for taking the decision on the local level issues relating to access, enrolment, retention and quality education.
- ❖ VEC/WEC members independently organize meeting with parents teachers, teachers etc. and also campaign activities.
- ❖ VEC/WEC members supervise the utilisation of school improvement grant (Include school grant and teacher's grant) through an independent bank account.
- ❖ At grass root level panchayet representatives community members teachers and guardians raise community contribution for developing school-infrastructure and other activities.

- ❖ Local residents also actively participate in the construction work of school building repair work etc.
- ❖ Still the whole functioning requires much more autonomy and much more decision making power at different levels. Some times the systems wait for beaurocratic decision from above.

#### IV. Sustainability

No sustainability plan envisaged till date. However intervention-wise sustainability activities already initiated. The major reason behind this is the launching of Sarva Shiksha Abhijan (SSA) in West Bengal. Since UPE itself is a major component in SSA it is expected that SSA will cater to sustainability of all DPEP activities. Thus the activities already initiated or to be initiated within the next 2 years are likely to be incorporated in the process of SSA. Following are the list of institutions, interventions, processes, structures and systems set up which are likely to be sustained after the project period is over: -

- |      |                       |   |   |   |
|------|-----------------------|---|---|---|
| i.   | Institutions          | → | : | CLRC                                      |
|      |                       |   | : | DIETS                                     |
| ii.  | Interventions         | → | : | Good practices inside and outside         |
|      | classroom             |   |   |   |
|      | Inside the classroom  | → | : | Group learning                            |
|      |                       |   | : | Peer learning                             |
|      |                       |   | : | Competency based packages                 |
|      |                       |   | : | Teachers orientation through              |
|      |                       |   | : | Practice instead of formal training       |
|      |                       |   | : | Usage of library                          |
|      |                       |   | : | Usage of TLM                              |
|      | Outside the classroom | → | : | Community visit, discussion, sharings of  |
|      |                       |   | : | results with parents Adoption of CET for  |
|      |                       |   | : | infrastructure development                |
| iii. | Structure             | → | : | VEC                                       |
|      |                       |   | : | DLCC or similar structure (District       |
|      |                       |   | : | SSA Committee)                            |
|      |                       |   | : | MTA / PTA                                 |
| iv.  | System set up         | → | : | VEC Reporting system                      |
|      |                       |   | : | DISE                                      |
|      |                       |   | : | Child Register                            |
| v.   | RTs in CLRC           |   | : | They are likely to continue their         |
|      |                       |   | : | activities as CLRC will be more likely to |
|      |                       |   | : | be sustained for implementing SSA .       |
| vi.  | Capacity Building     |   | : | Different institutions and the community  |
|      |                       |   | : | itself will be empowered to demand and    |

ensure sustainability. Panchayat Raj institutions, development functionaries, NGOs and district administration are sensitized enough to place EE on the top of development agenda.

## V. STATUS OF PROGRAMME IMPLEMENTATION

### I. FLOW OF FUNDS

Last financial year, problem of flow of funds was due to delay in release of funds by GOI matching rather than from GoWB in release of share.

- ❖ Requisition of fund of Rs. 1682.00 lakhs for Phase-I DPEP districts & Rs.1184.00 lakhs for Phase-II DPEP districts placed before GOI on 22.09.2001 for the period of Sept'2001 to Feb'2002 and subsequently revised and submitted the final amount of Rs.2303.00 lakhs for Phase-I and Rs.1695.00 lakhs for Phase-II covering Sept'01 to Mar'02 on 01.11.2001.
- ❖ The amounts sanctioned by GOI Rs.1000.00 lakhs each both for Phase-I & Phase-II districts on 03.01.2002. But the funds actually transferred to the Society's account on 15.02.2002.
- ❖ The amounts sanctioned by GOI are 43.42% of the total requirement for Phase-I DPEP districts and 58.99% of the total requirement for Phase-II DPEP districts. So the amount sanctioned against total requirement by GOI is nearly 50% for both Phase-I and Phase-II DPEP districts.
- ❖ Matching share of GoWB of Rs.176.47 lakhs each both for Phase-I and Phase-II DPEP districts during Mar'02 just after the intimation regarding the release of fund from GOI.
- ❖ Due to paucity of fund Society was unable to place the fund in time and in sufficient quantum to both Phase-I & Phase-II DPEP districts from Dec'01 to mid Feb'02. The districts could not undertake any further activities for about 3 months due to lack of funds.
- ❖ Society already placed the requisite amount accordingly based on needs and requirements just after receiving the amount from GOI.

### Position regarding release of GOI & State share under WBDPEP till 31-03-2002

#### Upto 2000-2001

Sl.No.	Fund released by GOI		State Share Due	State Share released	
	Sanction Order No. & Date	Amount		G.O. No. & Date	Amount
A.	<u>Existing</u>				
1.	F.1-3/95-Desk (PN IV) 15.03.1995	5000000	882353	323(2)-SE(P) 30.03.1995	5000000
2.	F.4-3/97-PN IV	140000000	24705882	191-SE(Pry)	24700000

	10.06.1997			04.03.1998	
	4-3/97-PN IV 24.03.1998	50000000	8823529	290-SE(P) 24.03.1999	7500000
	F.2-5/98-PN IV 16.03.1999	61000000	10764705	901-SE(Pry) 27.07.1999	11500000
	2-5/98-PN IV 26.03.1999	69279000	12225705	2446-SE(Pry) 14.12.1998	4500000
	2-2/99-PN IV 09.11.1999	60000000	10588235	129-SE(Pry) 01.02.2000	4200000
	2-2/99-PN IV 28.12.1999	50000000	8823529	308-SE(Pry) 08.03.2000	19400000
	2-2/99-PN IV 29.02.2000	80000000	14117646	409-SE(P) 24.03.2000	14131580
	2-2/99-PN IV 27.03.2000	60000000	10588235	861-SE(Pry) 07.06.2000	10588240
	F.1-3/2000-DPEP-IX 03.05.2000	150000000	26470590	1148-SE(Pry) 19.07.2000	26470588
	F.1-3/2000-DPEP-IX 10.11.2000	50000000	8823529	1921-SE(Pry) 22.12.2000	8823529
	F.1-3/2000-DPEP-IX 06.02.2001	76200000	13447059	476-Se(Pry) 28.03.2001	7500000
	<b>T O T A L ---&gt;</b>	<b>851479000</b>	<b>150260997</b>		<b>144313937</b>
	<b>2001-2002 Till 31.03.2002</b>				
	F.1-4/2001-DPEP IX 10.05.2001	100000000	17647058	1114-SE(Pry) 13.08.2001	23594058
	F.1-4/2001-DPEP.IX 03.01.2002	100000000	17647059	296-SE(Pry) 21.3.2002	17647059
	<b>T O T A L ---&gt;</b>	<b>200000000</b>	<b>35294117</b>		<b>41241117</b>
	<b>Gr.Total as on 31.03.02</b>	<b>1051479000</b>	<b>185555114</b>		<b>185555054</b>
	<u>Expansion</u>				



**CHILD FRIENDLY ELEMENTS**

DISTRICT	TOTAL TARGET	COMPLET ED	IN PROGRES S	NOT STARTED	Progress since last JRM
		AS ON 15.03.02			
BIRBHUM	120	120	00	00	+12
BANKURA	120	61	59	00	+24
COOCH BEHAR	101	30	71	00	+09
MURSHIDABAD	163	145	02	16	+35
SOUTH PARGANAS 24	170	115	55	00	+75
<b>TOTAL</b>	<b>674</b>	<b>471</b>	<b>187</b>	<b>16</b>	<b>155</b>

*Civil works under wbdpep in expansion districts Status as on 31.03.02  
As per construction status at sites*

**NEW SCHOOL BUILDINGS**

District	Total target	Target 2001-2002	Completed	In progress	Not started
			As on 31.03.02		
Jalpaiguri	-	152	34	84	34
Dakshin dinajpur	-	37	00	36	01
Uttar dinajpur	-	28	00	18	10
Malda	-	67	06	27	34
Purulia	-	58	00	13	45
<b>Total</b>	-	<b>342</b>	<b>40</b>	<b>178</b>	<b>124</b>

**ADDITIONAL ROOMS**

District	Total target	Target 2001-2002	Completed	In progress	Not started
			As on 31.03.02		
Jalpaiguri	-	56	33	20	03
Dakshin dinajpur	-	77	00	68	09
Uttar dinajpur	-	92	01	73	18
Malda	-	75	25	13	37
Purulia	-	25	00	16	09
Total	-	325	59	190	76

**CIRCLE RESOURCE CENTRE**

DISTRICT	TOTAL TARGET	TARGET 2001-2002	COMPLETE	IN PROGRESS	NOT STARTED
			D AS ON 15.03.02		
JALPAIGURI	-	27	08	18	01
DAKSHIN DINAJPUR	-	16	04	09	03
UTTAR DINAJPUR	-	17	02	10	05
MALDA	-	28	00	08	20
PURULIA	-	42	02	20	20
TOTAL	-	130	16	65	49

**b. Teachers Training :-**

The teacher training programme on module I has been completed in all ten DPEP districts. Teacher training on module II has been completed in phase I district and partially complete in phase II districts. Printing of the teacher training module III is underway and KRP training to begin by May 2002 for the phase-I districts.

Teachers Training on Gender, IED issues (3 day package)	27201 teachers covered in phase I districts 6526 teachers covered in phase II districts except
---	--

	Purulia.
Teacher Training Module I	All teachers covered in phase I & phase II districts;
Teacher Training Module II	Phase I –all teacher covered. Phase II –all teachers covered in Uttar Dinajpur, Dakshin Dinajpur Jalpaiguri. In case of Purulia only RP training completed. In case of Malda only KRP training completed.
Teachers Training on science (in collaboration with WBBPE)	Phase I –all teachers covered. Phase II –all teachers covered except Purulia.
Teachers Training on English (in collaboration with WBBPE)	All teachers covered in all DPEP districts.

School Based Learning Improvement Programme at present is successfully conducted in 435 schools under 57 CLRC of 6 DPEP districts. The following progress has been made by the intervention :-

- 1) 435 teachers have been trained.
- 2) 435 head teachers have been oriented.
- 3) 435 community teachers have been trained.
- 4) Capacity Building of district research fellows(DRF) for conducting the programme at the district level.
- 5) Capacity Building of the Quality Management Team (QTM) for material development, monitoring conducting awareness programmes.
- 6) Capacity Building of Circle Resource Team(CRT) consisting of RPs &RTs on support to be extended to schools undertaking SLIP
- 7) 150 RTs, 52 CPCs and 100 district personnel were sensitised on SLIP
- 8) At the state level 15 SRFs were trained to assist in conducting the school based learning improvement programme in 435 schools. Similarly two DRFs are working at the district level.

**c. Link Library Programme :-**

The Link Library Programme has been a major intervention in DPEP and library grant is provided to all schools to organise library activities. Along with this efforts are being made to link rural libraries with primary schools. Book Review Team has been formed at both state & district level to select books amongst titles available. Accordingly collaboration with NBT has been worked out. CLRC Book Fairs have been conducted in selected CLRCs of phase II district's and all CLRCs of phase I districts. All schools in the 5 DPEP districts are being made members of the NBT Readers club. Orientation workshops of school teachers SI/S & district personnel have been conducted on use of books & organisation of CLRC Book Fair.

**d. Distance Education Programme.**

- Development of Integrated Workbooks & Teacher's Handbook.
- Development of Teacher Training Module in Hindi, Urdu and Nepali.
- Development of Module on Multigrade Teaching.

- Development of video film on classroom transaction for Teacher Training Module III.
- Publication of Yogsutra.
- Printing of 'Pari Parai Anande' for expansion districts & distribution to CLRCs & schools.
- Resource support.

**e. Community Mobilisation :**

- In Phase I districts 12385 VEC/WECs have been constituted
- In Phase II districts 7341 VEC/WECs have been constituted
- No. of VEC members trained (3 day programme) in Phase I & Phase II districts were 126388 & 36084 respectively
- 8 Posters have been developed on community participators
- 1783 & 1139 KRPs are trained in Phase I & Phase II districts respectively for imparting training to VEC members in a cascade mode
- State level workshop for district functionaries on community mobilisation 1783 participants attended the programme
- Rs.2,000/- as school improvement grant was released and utilised by VECs. Furthermore, community has provided building support.
- Noon workshops organised on enrolment, retention & school beautification
- Regular meeting of VECs were organised listed below :

No. of VECs constituted	VECs holding meeting upto 3 times / year	%	VECs holding meeting upto 5 times / year	%
21308	5603	26	15705	74

**f. Early Childhood and Care Education (ECCE)**

As per the State Policy adopted, a convergence plan has been developed by WBDPEP in consultation with Social Welfare Department and accordingly following activities have been started both at the State and District levels :-

- Formation of State Working Group on ECCE
- Formation of District Resource Group
  - 3 meetings of the Working Group have been held at the state level, two on convergence issue identification and one on TLM identification.
  - Sensitization programmes with DPO of ICDS, DSWO, CDPOs, Anganwadi Supervisors, RTs and CPCs have been completed in Birbhum, Bankura, South 24 Parganas, Murshidabad, Jalpaiguri and Uttar Dinajpur.
  - Two-day Sensitization Workshop on pre-schooling for supervisors and CDPOs and another workshop with AWW and AWH have been conducted in Dakshin Dinajpur.
  - Training of all Anganwadi Supervisors at district level and Anganwadi Workers at block level on 2nd module on pre-schooling has been completed in Cooch Behar.

- Wall-Writing on ECCE has been completed in Birbhum
- 9 Anganwadi Melas on convergence under ECCE have been held in Dakshin Dinajpur in 8 blocks and also in Balurghat Municipality.
- A model plan for infrastructural support has been drawn up under convergence, amounting to Rs.1.25 lakhs per AWC. In this connection, provision for financial aid @ Rs.50,000/- per AWC has been made on condition of matching contribution from other sources and community support in cash or kind.

#### ***g. Integrated Education for Disabled***

- ❖ In selected blocks after intervention 16500 children integrated in school during the year.
- ❖ Total 33727 teachers have been sensitized.
- ❖ Total 690 teachers have gone through 40 hours of intensive training.
- ❖ 19 DLROs are functioning in 7 districts and 69 special educators are providing support to schools with disabled children.
- ❖ Aids and appliances produced to 5258 students.
- ❖ All NSBs and ACRs are produced with Ramp facility
- ❖ Adequate campaigning activities have been taken up by each district.
- ❖ IEDC benefit has been produced to 18995 children.

#### ***h. Girls' Education***

- ❖ Awareness generation programmes in the form of 'Meena' and 'Ma-O-Meye Mela' have been conducted at GP, CLRC and Block level in both phase-I and phase-II Districts. Such programmes have often been organized on a community demand, or on need basis .
- ❖ Field based Training and workshops have been organized at State-Level for capacity building of DRG members and Districts coordinators on:
  - i. Strategy formulation for need-based Gender intervention
  - ii. Micro-interventions and habitation planning through the techniques of Participatory Learning and Action.
- ❖ Meetings conducted at District, block, circle and GP level for general sensitization of female members of the Panchayat, VEC, teachers, Anganwadi Workers and Siksha Sahayikas on gender issues
- ❖ Micro-interventions taken up in the form of 'Balika –Shiksha Karmasuchi' in 50 schools of Bankura, 30 schools of Uttar Dinajpur and 11 schools of Malda.
- ❖ 27201 teachers in phase-I and 6526 teachers in phase-II districts covered in the 'teachers sensitization programme' on gender issues with focus on Girls' Education.
- ❖ State level study on 'Classroom Culture and Processes from Gender perspective' conducted in 19 schools of Birbhum and South 24 Parganas.
- ❖ Reading materials on Gender issues with special emphasis on Girls education developed by Bankura, Birbhum, Cooch Behar, Murshidabad, Malda, Jalpaiguri and Uttar Dinajpur.

- ❖ World Women's Day observed on 8<sup>th</sup> March at block and district level by all districts except Purulia.

### ***i. Research and Studies***

#### ***Studies completed***

1. Role of Panchayat at Primary Education- report yet to be approved by EC
2. Conducted the Midterm Assessment Survey in Phase I districts
3. Conducted the Baseline Assessment Survey in SSA districts
4. Baseline study was conducted in selected circles in each districts to identify level in School Based Learning Improvement Programme (SLIP).
5. Rapid Assessment study pertaining to quality of Primary Education in selected schools of 6 districts, Reports complete.
6. Completed data collection on cohort study in the Phase I districts covering all the schools in each district – Reports awaited
7. Study being conducted among the slums in Urban Cities/Towns in selected 5 districts (Phase I & II) to understand the challenges of universalizing P.E. among the Deprived Urban Children- Reports awaited
8. Study on classroom culture and processes - from gender perspective- Reports awaited

### ***j. Media & Documentation***

- Publication of Yogsutra for 23,848 schools
- Documentation on awareness generation and event-wise activities
- Hoarding and walling were undertaken by the DPEP districts. In Dakshin Dinajpur 12 hoarding & more than 300 walling done throughout the district. In Murshidabad, 5 hoarding & 300 walling done.
- 1500 copies of Annual Report Printed and distributed
- publicity material on civil works prepared
- 3 video films on SLIP developed
- Still photography for 5 districts (Phase I & II) and photobank prepared
- Districts like Uttar Dinajpur, Murshidabad, Birbhum, Bankura started publishing the Zilla Prakalpa barta.

### ***k. MIS***

- EMIS data for 1996-97, 1997-1998, 1999-2000, 2000-2001 DISE.
- DISE collected for 1999-2000, 2000-2001 for expansion DPEP districts & sent to Delhi .
- DISE for non-DPEP districts and Kolkata collected for 1999-2000. Except Siliguri all databases is with the SPO
- DISE for all district will be covered in the year 2001-2002 with revised format devised by NEIPA. Data entry for DISE 2001 has started in almost all DPEP districts. Non-DPEP districts will start data entry soon.

- PMIS has been implemented for all DPEP districts. The training has been completed and reports generated on a periodic basis for effective Project Monitoring.
- Cohort 2001 was launched in all the schools of Phase – I districts and some Circles / CLRCs of Phase II DPEP districts. The application software was indigenously developed in the MIS Cell of the SPO. The data entry is in progress in South 24 Parganas and in the Phase II districts. The databases are ready for Bankura, Birbhum, Cooch Behar and Murshidabad.

## ACHIEVEMENTS OF CIVIL WORKS UPTO 31st March, 2002

S. No.	Name of Activities	Unit Cost	ALWAR		BHILWAPA		JHALAWAR		JHUNJHUNU		KOTA		NAGPUR		SIKAR		SIROHI		GANGANAGAR		TONK		TOTAL	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
<b>A</b>	<b>CIVIL WORKS MAINTENANCE</b>																							
1	Major repairs of Schools	0.50	0	0.00	200	144.66	203	80.45	95	39.45	53	32.84	0	12.94	99	26.99	65	30.33	34	12.98	116	48.20	865	428.635
2	Minor Repairs	0.25	232	52.63	4	0.00	41	16.86	9	15.88	12	5.96	0	3.70	267	23.56	10	3.34	11	2.33	19	9.42	690	133.680
	<b>SUB TOTAL</b>		<b>232</b>	<b>52.63</b>	<b>204</b>	<b>144.66</b>	<b>244</b>	<b>97.31</b>	<b>189</b>	<b>55.33</b>	<b>65</b>	<b>38.80</b>	<b>0</b>	<b>16.64</b>	<b>366</b>	<b>50.55</b>	<b>75</b>	<b>33.67</b>	<b>45</b>	<b>15.31</b>	<b>135</b>	<b>57.62</b>	<b>1555</b>	<b>562.52</b>
<b>B</b>	<b>CIVIL WORKS</b>																							
1	Construction of School for buildingless Schools	2.56	10	13.08	51	113.90	62	141.07	9	31.15	24	72.36	105	182.75	75	122.45	22	38.93	57	110.52	73	133.58	488	959.786
2	Construction of Toilets (S.S.P.)	0.04	390	29.85	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	264	10.58	654	40.430
3	Construction of Toilets (DPEP)	0.08	0	0.00	190	21.20	253	17.28	381	32.57	182	15.04	503	17.41	395	12.34	124	9.58	25	0.00	0	0.00	2053	125.417
4	Additional Class Room	1.25	54	33.75	66	75.16	118	107.76	51	82.10	144	131.90	60	47.46	124	66.67	211	220.99	50	78.28	81	77.42	959	921.489
5	Hand Pump	0.45	0	0.00	0	0.00	40	8.00	0	0.00	91	31.12	0	0.00	47	15.84	124	35.46	0	0.00	0	0.00	302	90.420
6	Hand Pump (S.S.P.)	0.35	99	30.14	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	151	40.75	250	70.850
7	PHED Connection	0.15	0	0.00	0	0.00	0	0.00	257	32.76	13	1.39	40	4.00	171	13.85	0	0.00	50	5.67	11	1.34	0.32	59.004
8	Construction of BRC building	7.40	9	33.30	7	25.90	0	0.00	4	14.94	3	13.69	9	27.00	6	19.76	4	14.00	9	33.30	5	18.50	56	200.385
9	Construction of CRC building	1.75	6	136.80	7	66.78	34	84.64	62	68.30	12	41.78	5	64.67	38	63.91	20	57.79	28	109.06	30	92.00	242	785.727
10	Civil Works in DIET	-	0	0.00	0	0.00	0	0.00	0	0.00	1	0.56	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	226	0.560
	<b>SUB TOTAL</b>			<b>276.92</b>		<b>302.94</b>		<b>358.75</b>		<b>201.81</b>		<b>307.84</b>		<b>343.29</b>		<b>314.81</b>		<b>376.75</b>		<b>336.82</b>		<b>374.17</b>		<b>3254.108</b>
<b>C</b>	<b>INNOVATION</b>																							
	innovation at SPO	3.16	1	2.18	1	2.87	1	2.64	1	2.38	1	3.16	1	2.70	1	3.16	1	3.16	1	2.68	1	2.18	10	27.106
1	Innovation at DPO	1.00	0	0.00	11	0.81	2	0.38	5	0.96	6	1.00	0	0.00	6	0.76	0	0.00	5	0.94	0	0.00	35	4.838
	<b>SUB TOTAL</b>			<b>0.00</b>		<b>0.81</b>		<b>0.38</b>		<b>0.96</b>		<b>1.00</b>		<b>0.00</b>		<b>0.76</b>		<b>0.00</b>		<b>0.94</b>		<b>0.00</b>		<b>4.842</b>
	<b>TOTAL</b>			<b>331.73</b>		<b>451.28</b>		<b>459.08</b>		<b>320.48</b>		<b>350.80</b>		<b>362.63</b>		<b>369.28</b>		<b>413.58</b>		<b>355.75</b>		<b>433.97</b>		<b>3848.571</b>
	Total Targets			487.89		477.194		501.08		574.06		596.94		603.4		471.92		441.96		444.95		494.77		5094.161
	Percent achievement			67.99		94.5689		91.617		55.83		58.766		60.1		78.25		93.58		79.954		87.71		75.54867



## ACHIEVEMENTS OF CIVIL WORKS UPTO 31st March, 2002 of PHASE -II

Rs. In Lacs

S. No.	Name of Activities	Unit Cost	BHARATPUR		BUNDI		CHURU		DAUSA		DHOLPUR		ANUMANGAR		JAIPUR		KARALI		SAWAI MADHOPUR		TOTAL	
			Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin	Phy	Fin
<b>A CIVIL WORKS MAINTENANCE</b>																						
1	Major repairs of Schools	0.50	0	0.00	124	14.27	4	1.80	63	14.19	15	11.54	0	0.00	0	0.00	80	20.10	86	33.04	372	94.940
2	Minor Repairs of schools	0.25	0	0.00	0	0.00	25	5.26	36	6.98	58	17.99	0	0.00	0	0.00	83	9.05	80	12.48	282	51.160
	<b>SUB TOTAL</b>		<b>0</b>	<b>0.00</b>	<b>124</b>	<b>14.27</b>	<b>29</b>	<b>7.06</b>	<b>99</b>	<b>20.57</b>	<b>73</b>	<b>29.53</b>	<b>0</b>	<b>0.00</b>	<b>0</b>	<b>0.00</b>	<b>163</b>	<b>29.15</b>	<b>166</b>	<b>45.52</b>	<b>654</b>	<b>146.100</b>
<b>B CIVIL WORKS</b>																						
3	Construction of Toilets	0.10	346	25.95	75	5.67	74	5.34	0	0.00	84	6.30	0	0.00	0	0.00	300	18.48	157	9.42	1036	71.160
4	Additional Class Room	1.20	0	0.00	38	25.09	35	18.29	27	13.96	21	12.60	0	0.00	0	0.00	36	21.30	14	5.81	171	97.050
7	Water Connection	0.20	0	0.00	0	0.00	93	8.30	18	2.13	0	0.00	0	0.00	0	0.00	40	3.87	1	0.07	152	14.370
	<b>SUB TOTAL</b>			<b>25.95</b>		<b>30.76</b>		<b>31.93</b>		<b>16.09</b>		<b>18.90</b>		<b>0.00</b>		<b>0.00</b>		<b>43.65</b>		<b>15.30</b>		<b>182.580</b>
	<b>TOTAL</b>			<b>25.95</b>		<b>45.03</b>		<b>38.99</b>		<b>36.66</b>		<b>48.43</b>		<b>0.00</b>		<b>0.00</b>		<b>72.80</b>		<b>60.82</b>		<b>328.680</b>
	Total Targets			174.90		112.63		132.2		117.7		137.82		108.83		135		183.4		127.73		1230.210
	Percent achievement			14.84		39.9805		29.493		31.15		35.14		0		0		39.69		47.616		26.72

Head	Alwar		Bhilwara		Jhalawar		Jhunjhunu		Kota		Nagour		Sikar		Sirohi		Sriganganagar		Tonk		SPO		Total	
	Bud.	Exp.	Bud.	Exp.	Bud.	Exp.	Bud.	Exp.	Bud.	Exp.	Bud.	Exp.	Bud.	Exp.	Bud.	Exp.	Bud.	Exp.	Eud.	Exp.	Bud.	Exp.	Bud.	Exp.
Civil Work	487.89	241.282	477.194	376.678	501.086	357.443	574.062	188.161	596.941	269.859	603.410	326.663	471.915	194.108	441.966	333.094	444.950	290.792	494.772	371.390	50.000	0.784	5144.186	2950.254
Furniture	37.414	0.253	27.888	11.701	21.148	10.718	24.122	0.000	3.692	7.151	24.000	12.591	14.122	10.263	13.624	5.727	32.802	5.947	18.816	5.950	7.250	30.550	224.878	100.851
Equipment	14.029	0.000	0.229	0.698	0.628	0.099	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.211	0.089	0.000	0.000	14.500	16.060	29.597	16.946
Vehicle	22.8	0.002	16.720	7.949	11.520	2.996	15.200	0.000	10.032	4.122	9.000	0.000	15.200	0.000	8.208	0.487	21.584	0.792	11.555	1.630	0.000	0.000	141.819	17.978
Books & Library	41.2	2.905	4.900	0.325	29.420	20.887	19.087	4.230	8.880	0.029	6.900	0.000	7.100	2.408	3.140	5.435	11.460	0.702	19.110	0.030	4.000	0.290	155.197	36.841
Local Consultant	56.988	0.458	49.560	5.699	40.464	0.758	34.176	0.350	27.240	15.545	58.232	41.850	43.184	7.041	28.326	4.213	39.027	31.443	33.516	2.100	11.000	22.580	421.713	132.037
Research & Evaluation	1.4	0.000	1.100	0.062	0.600	0.000	0.800	0.000	0.600	0.000	1.100	0.000	0.800	0.000	0.500	0.000	0.900	0.000	0.600	0.000	85.380	55.480	93.780	55.542
Training	229.693	27.365	197.736	58.722	147.301	16.186	121.898	8.473	108.655	30.696	211.700	109.300	175.755	25.960	151.987	8.660	190.253	82.854	149.207	41.860	81.033	79.680	1765.218	489.756
Innovation	1	0.000	1.000	0.0000	1.0000	0.810	1.000	1.219	1.000	0.000	1.000	0.050	1.000	0.000	1.000	0.212	1.000	0.714	1.000	0.000	31.600	0.000	41.600	3.005
Awareness	22.822	0.079	16.724	3.929	20.526	2.820	20.883	2.339	14.386	3.583	25.459	21.636	18.566	1.256	10.380	0.905	21.834	7.580	19.767	3.000	20.900	39.113	212.247	86.240
	298.284	165.598	231.126	125.222	176.076	97.862	196.368	121.762	143.676	84.139	247.326	158.417	184.848	129.409	122.730	62.789	249.714	155.113	178.233	107.430	57.168	89.870	2085.552	1297.611
	49.345	4.708	35.790	9.514	32.738	7.420	30.598	3.925	21.089	19.004	36.796	21.562	33.975	4.397	22.784	4.692	39.292	17.556	39.325	18.530	52.112	40.150	393.844	151.458
	114.49	55.825	126.560	89.736	75.005	45.188	70.135	36.685	60.035	53.986	121.170	81.670	103.335	54.662	71.770	27.940	84.450	61.182	75.310	27.360	27.250	2.000	929.510	536.234
	12.5	2.751	12.500	2.116	10.000	3.638	10.000	3.886	10.000	5.975	12.500	4.918	10.000	4.281	10.000	5.733	12.500	4.224	10.000	3.920	8.800	6.870	118.800	48.312
	1.288	0.007	1.012	1.117	0.552	0.098	2.132	0.000	0.692	0.474	1.012	0.647	0.736	0.162	0.460	0.460	0.828	0.810	0.552	0.550	0.600	6.850	9.864	11.175
	7.2	0.660	16.944	50.638	8.640	7.710	5.652	1.176	6.480	0.000	13.248	2.534	10.800	5.220	4.320	0.150	14.964	9.076	26.766	9.400	0.000	0.000	115.014	86.564
	1398.343	501.893	1216.983	744.106	1076.704	574.633	1126.113	372.206	1013.398	494.563	1372.853	781.838	1091.336	439.167	891.195	460.497	1165.769	668.474	1078.532	593.150	451.593	390.277	11882.819	6020.804

## **STATE SPECIFIC INFORMATION ON THE 15<sup>TH</sup> JRM OBJECTIVES - UTTAR PRADESH**

<b><u>MISSION OBJECTIVES</u></b>	<b><u>INFORMATION</u></b>
<p><b>1. Learning, Completion and Quality</b></p> <ul style="list-style-type: none"> <li>Assess interventions and strategies to improve completion rates and to address repetition, drop-out and low achievement.</li> </ul>	<p>To improve learning improvement a pedagogical renewal package has been implemented which consists: curriculum revision, development of textbooks and teacher guides, decentralized training of teachers, support structures at district and sub district levels, comprehensive and continuous pupil's evaluation system. These inputs as part of a holistic design had been planned, developed and implemented at primary level in the state. Apart from this, academic support and supervision system, quality monitoring based on well-defined parameters, in the form of 'school-grading' system have also been institutionalized. Results of these interventions are visible in the classroom and particularly in increase of children's achievement level, measured through MAS.</p>
<ul style="list-style-type: none"> <li>Examine the progress in developing systems for evaluating students' learning for use by teachers in schools.</li> </ul>	<p>For primary schools, a system of continuous and comprehensive pupil's evaluation was developed by the SCERT through its Bureau of Psychology, experts from TSG, Ed-CIL, NCERT New Delhi, members of the State Resource group, Teachers DIET faculty etc. The package was developed through a participatory workshop mode. A teacher handbook on the scheme of pupil's evaluation formats for keeping each students record and detailed methodology for evaluation have been developed and was field trialled in three districts before being finalized in July 2001. The CCE system has been introduced in the Schools. Training of MTs for training on use of CCE package has been organized at the State level by the SCERT and actual teacher training will be organized at NPRC level.</p>
<ul style="list-style-type: none"> <li>Assess new initiatives and progress on ongoing initiatives to improve quality of primary schooling with respect to management and deployment of teachers, teacher development, development of textbooks and other materials, teaching and learning in multigrade situation, teaching learning</li> </ul>	<p>A State resource group established for pedagogical renewal has been instrumental in (a) revision of curriculum for primary classes (b) development of new textbooks, (c) development of teacher guides, (d) development of CCE package for pupil's evaluation. Regular trainings for in-service teachers has been organized at BRC and this year it has been further decentralized to NPRC level which mainly focus on-competence renewal of teachers, transactional methodologies, management of material, classroom and time especially strategies to handle multi-grade and</p>

<p>process and teacher and pupil attendance.</p>	<p>multilevel situations. The focus of this decentralized training is on actual classroom improvement &amp; effective use of teacher handbooks.</p>																			
<ul style="list-style-type: none"> <li>Progress towards improving learning achievement.</li> </ul>	<p>MAS in DPEP-II districts was completed by SCERT in 99-2000 according to which the learning achievement levels show substantial improvement as given below.</p> <table border="1" data-bbox="478 436 1213 600"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Class II</th> <th colspan="2">Class V</th> </tr> <tr> <th>Language</th> <th>Maths</th> <th>Language</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>BAS</td> <td>46.69</td> <td>27.08</td> <td>41.41</td> <td>32.39</td> </tr> <tr> <td>MAS</td> <td>69.61</td> <td>74.51</td> <td>50.48</td> <td>44.96</td> </tr> </tbody> </table> <p><b>The SCERT has conducted a Classroom Observation Study for DPEP II districts which has been completed in April 2002. The report is under preparation.</b></p>		Class II		Class V		Language	Maths	Language	Maths	BAS	46.69	27.08	41.41	32.39	MAS	69.61	74.51	50.48	44.96
	Class II		Class V																	
	Language	Maths	Language	Maths																
BAS	46.69	27.08	41.41	32.39																
MAS	69.61	74.51	50.48	44.96																
<ul style="list-style-type: none"> <li>Examine the contribution of VEC and other grass root level structures in overall school quality and school-community linkages.</li> </ul>	<ul style="list-style-type: none"> <li>VEC's have played a major role - <ul style="list-style-type: none"> <li>to bring out of school children in formal schools and alternative centres.</li> <li>to retain children in schools.</li> <li>to supervise children and teachers attendance.</li> <li>to observe class room teaching learning process.</li> <li>to supervise the use of TLM grant by teachers.</li> <li>to organize regular meetings for upliftment of school.</li> <li>to provide community teacher in single teacher schools.</li> <li>in actively participating in free text book distribution.</li> <li>to monitor the attendance of children and their achievement level.</li> <li>participate in activities related to school improvement.</li> <li>construction, repair and maintenance of school buildings.</li> <li><b>The Basic Shiksha Parishad of UP, has decided to set up PTAs in all govt, primary schools, seeing the success of the initiatives in DPEP. The rules of PTAs are under draft.</b></li> </ul> </li> <li>There are some other grass root level groups developed in 550 Nyaya Panchayats in DPEP-II and 480 in DPEP -III districts. These groups are Women motivator Groups (WMG) and Mother Teacher</li> </ul>																			

	<p>Association (MTA). These groups are also participating in school quality by -</p> <ul style="list-style-type: none"> <li>○ participating in school level activities.</li> <li>○ observing teaching learning processes.</li> </ul> <p>WMG's and PTAs are not only raising the quality issues during their discussions but are also providing very positive and creative support at the school level -</p> <ul style="list-style-type: none"> <li>○ in developing TLM</li> <li>○ checking the exercise books of children</li> <li>○ ensuring the home work is done by children</li> <li>○ supporting the teaching learning activities by sharing local stories, poems and songs.</li> </ul>
<p><b>2. Equity</b></p> <ul style="list-style-type: none"> <li>• Assess the progress in providing education to children in the special groups and the hardest to reach groups and urban deprived children.</li> </ul>	<p>169 Rishi Valley Model Centres are in operation in scattered habitations for special group as hardest to reach children. These centres are running with the help of community in 4 districts (Sonbhadra, Lakhimpur Khairi, Siddarthnagar and Barabanki). 3840 children are enrolled in these centres, out of these 1830 are girls.</p> <p>In Firozabad and Moradabad districts, 111 Alternative Schooling Centres are running for urban deprived children. 5001 children specially Muslims, SCs and working children, are getting education in these centres.</p> <p>Under A.S. some special inputs are added to the limited religious content base of these organizations so that the boys and girls attending Maktab / Madarsas are able to acquire learning competencies that their counterparts achieve in Formal Schools. An initiative has been taken to integrate additional content areas with the existing curriculum of these institutions in the natural and balanced way. The strengthening of Maktab / Madarsas including building up an environment that would facilitate educational reform in desirable direction.</p> <p>412 Maktab/Madarsas have been strengthened under DPEP. 14006 children of these Maktab are getting formal curriculum based primary education through this strategy.</p> <p>Progress in providing education to children in special groups and hardest to reach groups and urban deprived children is as follows :</p>

No. of A.S. Centres (Rishivally Model)	Enrolment		
	Boys	Girls	Total
169	2010	1830	3840

No. of A.S. centres for urban deprived children / working children	Enrolment		
	Boys	Girls	Total
111	2550	2451	5001

No. of Maktab / Madersas	Enrolment		
	Boys	Girls	Total
412	7812	6194	14006

In district Lalitpur, block Birdha has a substantial population of the Sahariya community. The children of this community are engaged in stone cutting and wood collection business.

A 90 day Bridge course camp was held in Block Birdha (Lalitpur). 75 children (47 Boys and 28 girls) participated in this camp and mainstreamed as follows -

Period	Participated			Mainstreamed						A.S. centres		
				Primary School			Upper Primary					
	B	G	T	B	G	T	B	G	T	B	G	T
90 days	47	28	75	24	17	41	10	07	17	6	4	10

8 similar sixty days Bridge Course Camps were organised in Barabanki, Siddharth Nagar, Firozabad and Moradabad districts. In addition one bridge course camp in Barabanki is going on.

No. of Bridge Courses	Enrolment			Mainstreamed
	Boys	Girls	Total	
9	245	212	457	323

- Assess the quality of education provided to these groups with an equity perspective.

For quality education, self-learning material is developed for Rishi Valley model centres. Material prepared for class I and II consists of cards, flash cards, board games, rubber cut-outs, number cards, picture on walls etc. Each of these cards and activities are graded. Children identify

	<p>the competency level of the activity on the basis of the symbol marked on each card.</p> <p>Free textbooks and other T.L.M. has been supplied to the AS and EGS centres situated in remote areas. Instructors of these centres are trained in multigrade teaching situations and effective teaching learning process. They are also oriented on How to conduct Bridge Course Camps, system for use of the T.L.M. in class room teaching, monitoring and evaluation of children attending the A.S. centers and Bridge Course Camps.</p> <p>An independent evaluation study of the A.S. strategy in DPEP II is in progress. The main objective of the study is to carry out an assessment of the over all AS strategy with focus on the quality of training provided to A.S. instructors, efficiency of teaching learning materials and along with the level of achievement of learners and comparing it with the formal primary school outputs.</p>
<p><b>3. Planning, management and supervision</b></p> <ul style="list-style-type: none"> <li>• Assess interventions for capacity building of personnel at various levels and institutional strengthening for planning and management of primary education.</li> </ul>	<ul style="list-style-type: none"> <li>• SIEMAT Allahabad is fully functional since 1995. Provides training to Education Department Officers in Planning &amp; Management.</li> <li>• SPO has planing &amp; monitoring unit which is fully functional.</li> <li>• District core planning teams of 4 persons constituted in all the 54 DPEP districts and are given training by SIEMAT, Allahabad each year.</li> <li>• The District Core teams prepared the AWP&amp;B of the district which is appraised by the SIEMAT Allahabad</li> <li>• Newly recruited officers of Education Department are given training by SIEMAT in Planning &amp; management.</li> <li>• New module for training of Asstt. Basic Shiksha Adhikaris' (ABSAs) developed and training programme conducted by SIEMAT.</li> <li>• 28391 VECs (DPEP-II - 16563, DPEP-III - 11828) were given orientation-cum-training for household survey, micro-planning and developing village education plans. 25646 Village Education Plans were made by VECs. 2nd round of training in DPEP-II districts is currently going on.</li> </ul>
<ul style="list-style-type: none"> <li>• Progress in collecting and using data including that</li> </ul>	<ul style="list-style-type: none"> <li>• EMIS data is collected, computerised and analyzed every year.</li> </ul>

<p>obtained through micro planning in planning for quality, access and retention.</p>	<ul style="list-style-type: none"> <li>• Micro planning data is obtained every three year through household survey. The data gives important information on out of school children and reasons thereof.</li> <li>• EMIS data and micro-planning data is being used in AWP&amp;B for deciding important interventions: Addl. Classrooms, repairs, drinking water facility, model clusters for girls education, Shiksha Mitras, AS/EGS Centres, summer camps for high girls drop out areas.</li> </ul>
<ul style="list-style-type: none"> <li>• Assess the effectiveness of the monitoring and supervision structures and support systems including SPOs, DPOs, CRCs etc.</li> </ul>	<ul style="list-style-type: none"> <li>• SPO holds monitoring and review meetings of districts level officers BSAs, Principal DIETs, Accounts Officers and divisional level officers Asstt. Director (Basic) every month regularly. Besides, monitoring &amp; review meetings of district coordinators- AS, community mobilization, training, IED &amp; Gender are held bi-monthly at SPO level. In these meetings itemwise progress is reviewed and problems resolved.</li> <li>• At the district level, monitoring review meetings of block level ABSAs are held every fortnight and progress is reviewed by the DPOs.</li> <li>• DIETs hold monitoring meetings of BRCs every month and review the supervision work of NPRC &amp; Schools by BRC staff on specific parameters.</li> <li>• At BRC level, NPRCs work is reviewed twice in a month on fixed dated. Progress of school supervision is reviewed on the basic of specific parameters on the basis of which schools are allotted A,B,C,D category. Follow up is done in the next meetings.</li> </ul>
<ul style="list-style-type: none"> <li>• Study the efforts made to strengthen capacities for planning at district and sub district levels and appraisal at state and district levels.</li> </ul>	<ul style="list-style-type: none"> <li>• District level core planing team consisting of Expert Basic Shiksha Adhikari, Asstt. Accounts Officer, One District Coordinator, Principal DIET, already constituted are trained every year by SIEMAT in carrying out preparation of AWP&amp;B of the district.</li> <li>• District core planning teams give orientation to ABSAs &amp; BRC staff.</li> <li>• At the state level appraisal of AWP&amp;B is carried out SIEMAT, Allahabad which is fully functional with Planning &amp; Policy Department.</li> </ul>
<ul style="list-style-type: none"> <li>• Evaluate the convergence and co-ordination among structures of district.</li> </ul>	<p>At the district level, District Education Project committee is constituted under the chairmanship of the District Magistrate. This committee includes Education Department Officers and officers of other related evelopment Departments like DRDA, ICDS, Health</p>



	<p>Department, District Social Welfare Officer, District Handicap Welfare Officer, Rural Engineering Service, PWD etc. Convergence and coordination among various departments and structures is ensured by the DEPC at the district level.</p>
<ul style="list-style-type: none"> <li>Assess the extent of autonomy and decision-making powers at district level structures.</li> </ul>	<ul style="list-style-type: none"> <li>The District Education Project Committee has been empowered to prepare and execute Annual Work Plan &amp; Budget of the district. The DEPC is authorized to carry out all approved activities of the AWP&amp;B. District Magistrate as chairman of DEPC has been delegated financial process of the Head of the Department by the UP Education for All Project Board. The matters which involve powers more than that of Head of the Department are referred by the districts to the state level. Thus the district level structure have been given substantial autonomy to carry out project activities in the districts. DEPC meets regularly.</li> <li>Expert Basic Shiksha Adhikari, who is District Project Coordinator has been delegated administration and financing powers of Head of Office.</li> <li>Recently necessary financial powers have been delegated to BRC/NPRC coordinators also to execute work relating to teachers training programmes etc. at BRC/NRC level.</li> <li>There is adequate decentralization and delegation of process to the district level structures and decision making is largely done at the district level.</li> </ul>
<ul style="list-style-type: none"> <li>Assess the extent and effectiveness of the institutional strengthening with regard to SCERT, SIEMAT and DIETs.</li> </ul>	<ul style="list-style-type: none"> <li>SCERT is working very closely with the District Primary Education Programme specially in quality related activities. SCERT has been strengthened under DPEP-II. A DPEP cell was constructed in SCERT, which is staffed and fully functional. Besides, a 20 bedded hostel has been constructed in State Institute of Education, a unit of SCERT for elementary education.</li> <li>Further strengthening of SCERT has been undertaken under DPEP-III. Computer and additional staff has been provided. The SIE of SCERT has also been strengthened with Desk Top Printing facility by providing computers and other necessary equipments.</li> <li>SCERT has begun publishing "Shaikshik Prekshak" newsletter for DIETs, BRCC, NPRCC &amp; teachers for dissemination of good practices</li> </ul>

**topical issues etc.**

- Strengthening of SCERT has improved its effectiveness in providing academic leadership in quality related activities. All BAS, MAS, FAS have been conducted by SCERT. SCERT is also doing cohort study in one DPEP-II & 32 DPEP-III districts. SCERT is also conducting class room observation study in DPEP-II districts.
- SIEMAT was established in 1995 under the UP. Basic Education Project and is fully functional SIEMAT is playing key role in capacity building of DPOs in preparing AWP&Bs, Action Research, Supervision. SIEMAT has also given DPEP orientation to district level staff, ABSAs.
- SIEMAT analyses EMIS data of DPEP district each year and derives key indicators which are used in preparation of next year's AWP&B.
- SIEMAT conducts training / refresher programme for all the DPO computer personnel. Training on revised DISE has been imparted to all 54 computer operators & 54 district coordinators (community mobilization) during August-September 2001.
- SIEMAT has been strengthened under DPEP-III. A training complex is being constructed. Besides, facility of hiring experts, exposure of faculty, computerization has been provided.
- SIEMAT also conducts evaluation studies, researches, theme based training programmes
- SIEMAT has been doing appraisal of AWP&Bs since 1999-2000.
- **Strengthening of STO with computerization for inventory, stock control and distribution of books. Computers are under purchase through DGS&D rate contracts. STO also strengthened through paper testing machines which are being purchased through World Bank procedure before July.**
- DIETs are integrated in the District Project structure. The quality related programmes are implemented in the districts under supervision of the DIETs. DIETs are functional in all the districts. DIETs have been strengthened under DPEP by way of providing for necessary equipments, material and running cost for various training programmes. There are some vacancies in DIETs for which matter is being pursued with the State Government.

	<ul style="list-style-type: none"> <li>• DIET-BRC-NPRC chain has been activated for providing Academic support &amp; supervision to schools. Specific parameters of Academic Support &amp; Supervision System have been laid down and weightage allotted by issuing a Government order across the state. DIETs supervise BRC through monthly regular meetings &amp; BRCs in turn supervise NPRCs which supervise schools and allot category A,B,C,D to schools on the basis of school/teacher performance on specific parameters. Follow up is done in next meetings. The academic support &amp; supervision system has been fully operationalised in all the districts.</li> <li>• Under DPEP III, provision was made for improving management through computerization of teachers records &amp; that of PES Officers. A software 'DEMIST' has been used to complete data entry of 2,200 officers &amp; 2,57,000 teachers in the state. Data Entry of officers is nearing completion. 10 districts have completed data entry of teachers. The work is in progress in the remaining districts.</li> </ul>
<p><b>4. Sustainability</b></p> <p><i>To assess the extent to which efforts are made to sustain DPEP activities and progresses beyond the project period particularly in DPEP-I &amp; II in terms of :</i></p> <ul style="list-style-type: none"> <li>• Institutional support, capacity building and teacher development (training, supervision, on site support, TLM).</li> </ul>	<p>SCERT, SIEMAT, DIETs are the key institutions which are providing institutional support and doing capacity building of personnel at different levels. These key institutions were already functional before start of DPEP and will continue to provide institutional support and assist in capacity building of education department functionaries. DIET-BRC-NPRC chain has been entrusted the Academic Support &amp; Supervision of schools &amp; teachers. These district &amp; sub district level institutions will continue to exist and cater to teacher training, TLM requirement &amp; on site support to teachers.</p>
<ul style="list-style-type: none"> <li>• Efforts to sustain institutions, processes, structures and systems initiated at different levels in DPEP.</li> </ul>	<p>BRCs at the block level and NPRCs at the Nyaya Panchayat level have been established in DPEP. These sub-district level institutions will continue to exist and SSA will sustain these institutions. The pedagogy reforms initiated under DPEP, e.g., curriculum, textbook revision, teachers guide, continuous &amp; comprehensive pupil evaluation, Academic Support &amp; Supervision</p>

	System has been implemented across the state and will be sustained.
<ul style="list-style-type: none"> <li>Strategies to ensure smooth transition to post-project period and time-bound plan based on sustainability study to consolidate DPEP gains and sustain the change processes.</li> </ul>	The UP DPEP II has planned for sustainability through the SSA for which 10 year perspective plans have already been submitted to GOI in Jan 2002. The project has also evaluated its various components so that future planning was realistic eg. teacher training (2000-2001), ECCE, MCDA, AS (2001-2002).
<ul style="list-style-type: none"> <li>Long-term support of the reforms introduced by DPEP, including issues of convergence.</li> </ul>	The reforms introduced by DPEP like pedagogy reforms-curriculum, textbook revision, teachers guide, Academic Support & Supervision System, DIET-BRC-NPRC, continuous and comprehensive pupil evaluation have been implemented state wide and will continue even after DPEP closure. Convergence in school construction dovetailing of funds & Health check ups will also continue. Scheme of Shiksha Mitra & EGS have also been implemented statewide and will get long term support. SSA resourcing will continue the initiatives upto 2010.
<p><b>5. Status of programme implementation</b></p> <p><i>To assess the status of the programme implementation and the extent to which funds have been utilised with regard to :</i></p> <ul style="list-style-type: none"> <li>Progress of programme implementation in physical and financial terms with respect to specific components in DPEP and non-DPEP districts where DPEP activities are being implemented with savings in DPEP-I.</li> </ul>	Not applicable for U.P.
<ul style="list-style-type: none"> <li>Progress of infrastructure development and optimum utilization of facilities created.</li> </ul>	<p>In DPEP-II, the following infrastructure has been developed since 97-98. These facilities are being utilized fully for universalization of primary education.</p> <ul style="list-style-type: none"> <li>To provide access 3704 new primary schools have been opened out of which the building of 2510 primary schools completed.</li> <li>To improve retention 2375 school building, 7474 additional class rooms, 16108 toilets have been</li> </ul>

targeted. Out of which 1040 primary schools, 4634 additional rooms, 11463 toilets have been completed and remaining are in different stage of constructions.

- Provided drinking water facilities, the installation of 3520 hand pumps were targeted. Out of which 3051 were installed and remaining are in progress.
- To provide academic support to teachers resource-cum-training centres had been proposed at block and cluster. Out of 2510 NPRC building, 2466 were completed and remaining are in different stage of construction. Out of 250 Block Resource buildings, 184 were completed.
- As large no. of existing school buildings require some degree of repairs. A sum of Rs. 406.2 lacs has been released. The works are in progress.

Under civil works component the following infrastructure have been provided in DPEP-III -

- To provide access 1099 and 1080 new primary schools have been sanctioned in 2000-01 & 2001-02 respectively. Out of which 685 of 2000-01 were completed and remaining are in different stage of construction.
- To improve retention 2693 school buildings reconstruction were sanctioned - 1320 and 1373 in year 2000-01 & 2001-02 respectively. But the funds were released in 2001-02 only due to non-availability of funds. Out of which 442 buildings were completed and remaining are in different stages of construction.
- For 1325 and 2762 additional class rooms the funds were provided in 2000-01 and 2001-02 respectively. Out of which 3088 classrooms have been completed.
- Out of targeted 6998 toilets, 3623 have been completed. Remaining are under progress.
- For academic support 376 buildings of Block Resource Centre have been sanctioned. Out of which 285 were completed and remaining are under progress.
- At Nyaya Panchayat level 1886 NPRCs were planned in 2000-01. Out of which 1709 were completed. In 2001-02 for 1752 NPRC rooms, the funds have been provided to the districts. The construction work is in progress.

<ul style="list-style-type: none"> <li>• Comparison between actual expenditure and original budget amount for main expenditure categories and analysis of shortfalls in fund utilization and what types of expenditure have been easy or difficult.</li> </ul>	<p>District wise and category wise details are attached , UP DPEP-II at Annexure - 1 UP DPEP-III at Annexure - II</p>
<ul style="list-style-type: none"> <li>• Flow of funds to the project and regular transfer of 15% state share.</li> </ul>	<ul style="list-style-type: none"> <li>• During the financial year 2001-02, funds under DPEP-II were released timely by GOI to SPO and from SPO to the districts. Under UP DPEP-III the second installment of Rs.90 crores could not be released by the GOI due to which funds for civil work, salary of teachers &amp; coordinators, Alternative Schooling &amp; Teachers Training could not be released to the districts.</li> <li>• State Government has released its 15% share timely for both the projects DPEP-II &amp; UP DPEP-III. Under DPEP-II total funds released so far is Rs. 522.98 crore out of which State Government released 78.99 crore which is 15.10%. Under UP DPEP-III total amount released so far is Rs. 352.44 crore, out of which State Government released Rs. 66.44 crore which is 18.85%.</li> </ul>
<ul style="list-style-type: none"> <li>• Preparedness of newly formed states for management and implementation of the project.</li> </ul>	<p>Uttaranchal State was formed out of Uttar Pradesh in 2000. Bifurcation of funds, personnel and other related items was completed in March 2001. Separate society has been constituted and new SPO of Uttaranchal has become fully functional.</p>
<ul style="list-style-type: none"> <li>• Estimation by DPEP-I and II of availability of funds for remaining period of programme and plans for unutilized funds.</li> </ul>	<p>Under UP DPEP-II, funds amounting to Rs. 155 crore are available (with respect to original EFC approved cost, i.e., Rs. 629.87 crore) for the remaining period of the Project. Annual Work Plan &amp; Budget of the districts &amp; SPO have been prepared for the year 2002-03 providing for the activities up to the limit of EFC approved cost only. The amount available during 2002-03 will be fully utilized as per AWP&amp;B.</p>

**U.P.DISTRICT PRIMARY EDUCATION PROGRAMME - II**

Annexure - 1

**DISTRICTWISE & CATEGORYWISE EXPENDITURE FROM 1997-98 To 2001-2002( 10 Mar'2002)**

(Rs. In Lacs)

S.No.	Districts	EFC Approved Cost	CATEG-01	CATEG-02	CATEG-03	CATEG-04	CATEG-05	Total	Estimat.Budget 2002-2003
1	Maharajganj	3640.202	894.84	435.89	0.00	132.74	1181.16	2644.63	652.92
2	Siddharth Nager	3968.423	883.32	515.94	0.75	140.31	1349.35	2889.67	926.47
3	Gonda*	3953.034	793.78	567.65	0.00	170.23	1176.27	2707.93	686.02
4	Balrampur	0	77.91	182.45	0.00	13.56	415.16	689.08	370.62
5	Badaun	3916.572	1051.76	711.93	0.00	165.57	1009.43	2938.69	807.55
6	Lakhimpur	3977.019	858.98	764.84	0.00	151.94	1115.83	2891.59	994.12
7	Lalitpur	2381.103	492.02	322.41	0.00	84.98	636.30	1535.71	503.44
8	Pilibhit	3027.462	684.53	407.23	0.00	91.74	861.24	2044.74	685.89
9	Basti**	3995.767	823.41	390.52	0.00	172.99	1011.90	2398.82	647.49
10	Sant Kabir Nager	0	196.96	166.90	0.00	3.48	311.24	678.58	47.06
11	Moradabad***	3893.006	846.64	769.89	0.00	237.55	893.17	2747.25	570.19
12	J.B.Phule Nager	0	148.80	215.77	0.00	5.52	265.06	635.15	26.27
13	Shahjahanpur	3935.223	1132.70	719.22	0.06	155.08	1080.38	3087.44	1112.53
14	Sonebhadra	3141.245	676.52	370.75	0.00	77.83	861.41	1986.51	1097.57
15	Deoaria	3878.019	955.04	598.45	0.00	135.59	1195.63	2884.71	768.2
16	Hardoi	3937.625	972.73	825.93	0.00	199.89	1296.82	3295.37	110.51
17	Bareilly	3795.631	819.39	737.45	0.00	169.37	1064.03	2790.24	903.07
18	Firojabad	2765.004	435.45	400.62	0.00	104.88	849.84	1790.79	640.86
19	Rampur	1437.06	557.25	282.11	0.00	51.34	219.77	1110.47	779.40
20	Barabanki	2297.626	797.24	517.59	0.00	107.83	456.92	1879.58	1087.53
21	Bahraich****	2497.87	642.43	380.32	0.00	109.73	302.91	1435.39	578.20
22	Shrawasti	0	456.17	232.70	0.00	10.59	225.56	925.02	304.43
23	SPO	2549.709	28.00	237.22	210.41	333.88	484.46	1293.97	1201.39
	<b>TOTAL</b>	<b>62987.600</b>	<b>15225.87</b>	<b>10753.78</b>	<b>211.22</b>	<b>2826.62</b>	<b>18263.84</b>	<b>47281.33</b>	<b>15501.73</b>

\* Gonda also includes the EFC cost of Balrampur.

\*\* Basti also includes the EFC cost of Sant Kabir Nager.

\*\*\* Moradabad also includes the EFC cost of J.P. Nager.

\*\*\*\* Bahraich also includes the EFC cost of Shrawasti.

UPDPFP-III

Annexure-II

CATEGORY-WISE EXPENDITURE STATEMENT  
(UPTO FEB'2002)

(RS IN LACS)

SL	DISTRICT	EFC COST	CATE-01	CATE-02	CATE-03	CATE-04	CATE-05	TOTAL
1	AGRA	3149.22	311.35	5.79	114.43	53.61	448.94	934.12
2	AMBEDKAR NAGAR	2063.64	316.87	3.67	96.64	41.93	416.16	875.27
3	AZAMGARH	3380.34	429.82	11.93	217.76	99.41	630.70	1389.62
4	BAGPAT	1277.08	177.81	6.10	29.52	21.19	164.78	399.40
5	BALIA	2656.05	405.13	39.55	121.39	49.77	556.58	1172.42
6	BIJNOR	2576.89	300.72	6.82	146.67	45.86	446.89	946.96
7	BULANSAHAR	2803.6	443.85	16.50	113.54	47.22	447.40	1068.51
8	ETAH	2409.51	198.56	23.26	145.85	58.47	468.48	894.62
9	FAIZABAD	1982.19	326.34	21.21	106.85	33.80	336.47	824.67
10	FARRUKHABAD	1873.94	468.54	2.75	67.59	36.25	354.35	929.48
11	FATEHPUR	2436.45	384.16	10.83	122.93	50.87	435.34	1004.13
12	G B NAGAR	1155.44	182.01	4.03	36.47	20.06	146.41	388.98
13	GHAZIABAD	1919.05	346.17	4.99	64.85	45.58	292.24	753.83
14	GHAZIPUR	2560.44	286.57	5.41	155.86	60.90	511.81	1020.55
15	HAMIRPUR	1546.47	380.53	7.25	65.01	21.39	234.80	708.98
16	JALAUN	1969.59	128.26	21.57	92.43	31.94	287.07	561.27
17	JAUNPUR	3158.67	585.00	50.90	255.72	72.77	570.93	1535.32
18	JHANSI	1717.3	291.68	19.05	93.05	36.38	337.22	777.38
19	KANNAUJ	1714.14	344.20	29.85	77.79	35.92	315.54	803.30
20	KANPUR DEHAT	2349.17	554.40	27.77	99.01	37.15	489.68	1218.01
21	MAHOBA	1396.61	149.64	6.31	34.06	28.87	181.24	400.12
22	MAINPURI	1828.76	303.65	7.08	86.14	33.59	376.03	806.49
23	MATHURA	1880.17	164.52	6.19	76.73	34.80	265.96	548.20
24	MAU	1901.2	308.35	30.65	83.58	40.59	343.69	806.86
25	MEERUT	1882.07	260.65	12.20	79.82	46.72	299.20	698.59
26	MIRZAPUR	2525.76	296.42	26.59	130.37	32.00	375.86	861.24
27	MUZAFFARNAGAR	2677.96	376.50	30.20	122.90	47.41	375.51	952.52
28	PADRAUNA(K NGR)	2424.67	584.78	31.96	114.58	57.65	518.89	1307.86
29	PRATAPGARH	2602.33	418.04	33.86	171.90	40.25	507.74	1171.79
30	RAEBARELI	2465.78	380.68	22.39	184.73	55.40	517.15	1160.38
31	SULTANPUR	2924.59	297.75	4.76	209.37	59.09	555.32	1126.29
32	UNNAO	2389.37	387.26	42.86	145.08	66.53	492.17	1133.90
33	UTTRANCHAL (*)	8297.39	304.57	51.15	103.81	45.82	364.52	869.87
34	BARABANKI (**)	1554.57						0.00
35	RAMPUR (**)	962.65						0.00
36	BAHRAICH+SRAWASTI(**)	1489.2						0.00
37	SPO (LUCKNOW)	4828.24	20.79	180.95	1.86	382.45	359.45	945.50
	<b>TOTAL</b>	<b>88730</b>	<b>11125.57</b>	<b>806.38</b>	<b>3768.29</b>	<b>1871.67</b>	<b>13424.52</b>	<b>30996.43</b>

(\*) At the time of start of UPDPEP-III ie April' 2000 Uttranchal was part of Uttar Pradesh.

Therefore expenditure during 2000-2001 includes expenditure relating to Uttranchal districts (6) also.

Uttranchal was taken out from U.P. during 2001, and thereafter funds & personnel were bifurcated from April'2001 onwards. From 2001-2002, expenditure relates only to U.P. (32 districts)

(\*\*) Four districts Barabanki,Rampur,Bahraich,Shrawasti are currently funded from DPEP-II and will be funded from UPDPEP-III after closure of DPEP-II. Therefore no expenditure has been shown under DPEP-III for these 04 (four) districts



**GUIDELINES FOR PROVIDING STATE SPECIFIC INFORMATION ON 15<sup>TH</sup> JRM OBJECTIVES**

1. The report should be analytical in style and should include selected data and information on strategies, actions taken and proposed plans. It should be prepared with a view to facilitate discussion on background, trends, difficulties and achievements and assessment of impact of DPEP interventions. Special attention should be paid to those issues raised in the state reports of the 13<sup>th</sup> and 14<sup>th</sup> JRMs.
2. Data should, as far as possible, be disaggregated to reflect the programme's specific objectives, focus groups (girls, boys, SC girls, SC boys, ST girls, S1 boys) and the particular context of each district or sub-district. Information from a variety of sources can be used, for example, from NGOs working with disabled or working children, from other departments on tribal children, or from the examination boards on children appearing in the exams and actually passing them. Not all data needs to be complete: local sample studies or micro-planning data, for example, can also provoke rich discussion.
3. To arrive at trends and assess the impact, data should be presented over several years if possible, ideally from baseline studies updated regularly over the period of the programme and with targets clearly indicated. Graphical presentation is often more helpful than columns of figures.
4. Specific Information to be provided, as far as possible disaggregated district-wise.
5. Material submitted to earlier missions may be used/summarized in addressing some of the following questions, with recent developments/additions being highlighted. While the questions themselves are focused more on strategies, data related to the issues indicated may kindly be provided. It would also help if the difficulties encountered in the efforts made could be included, since this would provide mission members a perspective.

**Objective 1 – Learning, Completion and Quality**

- What strategies have been adopted to improve retention and completion rates? How are these suited to the needs of those children who are more likely to drop out? What roles, if any, have the following been enabled to play towards this improvement – community, VEC, parents, teachers, school heads, and children themselves?
- What is the extent of repetition? What is the state policy on repetition and how far is it being implemented? With what outcomes (e.g. if the state policy does not allow repetition in primary, and all children are being promoted, is it leading to poor quality? And what is being done to address this (e.g. emphasising that non-detention is not equal to non-evaluation)? Or, if children are being detained, is it leading to wastage or better quality, and to what extent?
- What improvements have been brought about in terms of evaluating student learning? How was this evaluation method / process / system developed, trialled and introduced in schools? In what way is this evaluation being made use of by teachers to help improve teaching-learning process?
- What quality goals has the programme set for itself in the state? What further initiatives towards these quality goals are now being planned or are in the process of being introduced? How do they build on the earlier initiatives, and what further gaps are they are intended to bridge? Also, how do they incorporate the lessons learned from earlier initiatives in quality improvement?

- Please list earlier, on-going, and/or planned initiatives specifically with respect to management and deployment of teachers; improvements made in school management; and improvements in supervision and educational administration.
- Please share evidence, if available, of increased teacher and pupil attendance. Has teacher absenteeism declined? Has deployment of teachers on non-academic tasks reduced? Is there evidence of the community / parents enabling higher student attendance?
- What patterns of low achievements have been observed e.g. are certain categories of children more likely to have low achievement? If so, what are the strategies to address this?
- What trends have been observed in terms of learning achievement over the last 2-3 years? What does the analysis of these trends reveal? What strategic directions have been adopted by the programme as a consequence of this analysis?
- Please write on school-community / VEC linkages established, the processes adopted for the purpose, the difficulties identified and resultant changes brought about in the strategies used, the perceived benefits to have accrued through these linkages, and how these are envisaged to continue / grow.
- What is the perceived impact of CRCs and BRCs on the quality of teaching-learning processes, achievement and overall school quality.

## Objective 2 – Equity

- Specify the groups of children identified for special support with reference to access and retention.
- What special initiatives have been taken to reach out to these categories of children? Give their number and financial achievements.
- If there is a special programme for urban deprived children specify the areas and specify the targets in physical and financial terms. Describe the nature of intervention and comment on their effectiveness.
- What strategy is being followed with regard to tribal children? Specify the targets and achievements in physical and financial terms. Please identify the constraints in achieving the targets and ensuring the quality of interventions.
- State the situation regarding the availability of teachers / para-teachers in tribal and other special attention areas. What steps have been taken to overcome the problems and shortages if any?
- Has any evaluation or assessment been made about the interventions under DPEP aimed at urban-deprived, scheduled castes, tribal, and other categories of disadvantaged children? What indicators have been used in assessing the issues of quality of education and equity?
- Outline the steps taken to achieve gender equity. Please substantiate the trends by figures of enrolment and retention of girl students.

- What efforts have been made to integrate children with disabilities into the mainstream? Please give details of the activities meant to harmonise such efforts with IED.
- Please specify the physical and financial targets and achievements with regard to the children with disabilities. Also specify the steps taken to introduce changes in school buildings to facilitate such children.

### Objective 3 – Planning, management and supervision

- What steps have been taken for capacity building in the areas of planning and monitoring? What has been planned and provided in the annual plan and what is the achievement?
- What linkages have been established with the Panchayat Raj institutions in planning and management of primary education? Are there still areas of duplication/non-convergence.
- What all areas are generally covered under micro planning? How is co-ordination and leadership ensured in micro planning exercises? To what extent does the micro planning vision gets reflected in the state level plan of DPEP? Comment on the nature, quality and extent of data available for micro planning.
- Indicate clearly the monitoring mechanism at the CRC and BRC levels. How many meetings are held at CRC and BRC level during the year.
- What is the efficacy of the MIS now being followed?
- How realistic is the annual plan of DPEP? If there had been shortfalls in achievements what are the possible explanations? Has this shortfall been often repeated and if so have the reasons been identified?
- How effectively has been the various interventions monitored? Please state the reasons for shortfall under each major item.
- What role have SCERT and DIETS played in achieving the academic and capacity building goals of DPEP? What are the constraints and achievements?
- Indicate the present state of SIEMAT and elaborate its role.
- Do you find any lacuna in training and capacity building that has affected the implementation of the programme?

### Objective 4 – Sustainability

- Has a sustainability plan been prepared? Has it been approved by the State Government?
- What are the institutions, interventions, processes, structures and systems set up in DPEP that would be sustained after the project period and how they would be sustained? What are the financial implications for sustaining these?
- Does the sustainability plan spell out strategies and interventions to present a comprehensive plan to achieve UPE?

- Whether it is proposed to transfer permanent liabilities – like salaries of SIEMAT staff, BRC/CRC coordinators etc. – to the non-plan expenditure of the state?
- Whether a transition plan has been prepared? What are the steps proposed for smooth transition to post project period and for integration with the mainstream programme?

#### Objective 5 – Status of Programme Implementation

- *Civil works:* What are the district-wise targets for (a) the entire project period and (b) for the past financial year separately and (c) what are the corresponding achievements with reference to the different types of civil works that were undertaken. A separate table could be provided with reference to the non-DPEP districts where DPEP activities are being implemented in the DPEP I states, out of savings.
- *Category-wise and district-wise expenditures:* (a) What were the project's original budget allocations for the different categories of expenditure and what is the year-wise expenditure to date on these different categories, district-wise. (b) What are the factors responsible for shortfall or reallocations within categories, if any. Again a separate table for the new districts in the DPEP I states (even if expenditure to date is 0) could be provided.
- *Flow of funds:* (a) Has the flow of funds from the GOI/State to the Society and from the Society to the districts been timely and sufficient? (b) Has the 15 percent state share been contributed?
- *Capacity in newly formed states:* (a) What is the staffing situation in the newly formed states vis-à-vis the stipulated strength? (b) What is the status of staffing for planning and management, including financial management?
- *Utilisation of balance funds:* Whether funds are available in DPEP I and II till project closing. Please provide a table with projected expenditure and rationale for this expenditure for each district for the remainder of the project period. This could be provided separately for the new districts in the DPEP I states.

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