

DPEP



जिला प्राथमिक शिक्षा कार्यक्रम
DISTRICT PRIMARY EDUCATION PROGRAMME

Part – 3 (Volume I)

**State Specific Information on
Mission Objectives**

**16th Joint Review Mission
(November-December, 2002)**

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

Contents

S.No.	State	Page No.
1.	Andhra Pradesh	1 - 23
2.	Assam	24 - 38
3.	Bihar	39 - 61
4.	Chhattisgarh	62 - 64
5.	Haryana	65 - 67
6.	Himachal Pradesh	68 - 91
7.	Kerala	92 - 97
8.	Maharashtra	98 - 104
9.	Tamil Nadu	105 - 111
10.	Uttar Pradesh	112 - 122
11.	West Bengal	123 - 138

ANDHRA PRADESH

Focus Area – I

Enrolment, Retention, Completion and Equity

1.1 *Are Village Enrolment Registers and Retention Register maintained in the State – how does the community authenticate school data – steps to make data transparent and freely accessible to all*

The School Census registers are being maintained in every school reflecting the particulars of all the children in the age group of 0 – 15 years. The particulars includes name of the parents, education status of family, child enrolment, class studying, social group, retention / dropout etc.

These registers are kept at the school and will be updated every year in the month of June. The School Committee during its monthly meetings in the school have been reviewing the position of enrolment, retention etc. All School Records are accessible to community for taking necessary steps for improving the schools and making all children in the school and their continuation.

1.2 *Main findings of State specific / district specific studies on enrolment, retention, achievement and completion.*

There is no specific study taken up on enrolment and its trends. However surveys have been taken up to capture the enrolment across all the habitations against the gender and social groups. Further micro planning exercise was taken up as a part of development SSA perspective plans in all the habitations in the state. These plans reflect the status of enrolment against gender and social groups and reflected the gaps. Accordingly strategies have been formulated in the SSA plans.

With regard to retention and completion rates Cohort studies have been taken up in 85 mandals during 2001 – 02 and the position is as follows

The overall position revealed through this cohort study of 97,648 children enrolled in class-I during 1995-96 in the 17 districts of the state is as follows

No. of children enrolled in class-I during 1995-96	: 97,648
No. of children migrated (through record sheets / transfer certificate)s	: 14,716 (15.07%)
No. of children considered in the study including migrated children	: 82,932
No. of children completed class-V by 1999-2000 (5 year period)	: 25,996 (31.34%)
No. of children repeated classes I to IV in the 5 year period (1995-96 to 1999-2000)	: 25,705 (30.99%)
No. of children dropped out in classes I to V in the 5-year period	: 31,231 (37.65%)

If it is assumed that all the children who migrated by obtaining record sheets / transfers certificates from the sample schools might have joined in other schools of their respective mandals or districts, for confirmation of their studies the no. of children completed class-V by 1999-2000 would be 40,712. Then the completion rate works out to be 41.69

The completion rate, repetition rate and dropout rate of the Cohorts in different districts distributed in different ranges of percentage is given in Annexures 1 to 3.

Achievement

The Midterm Assessment Survey that was conducted during January and February 2002 in 14 DPEP expansion districts reveals following findings

Levels of Achievement of Class I Students

Number of districts showing levels of achievement of Class – I Students

Range (%)	Language		Mathematics	
	BAS	MAS	BAS	MAS
90 and up	SKL (90.45)	NZB (90.67) SKL (92.83)		
80 - 90	VSP (82.45)	CTR (86.99) PRK (83.13) GTR (83.48) CDP (82.70) KHM (81.41) MDK (81.26) RR (80.30) VSP (84.51)	VSP (86.25) GTR (85.40) NZB (82.65) SKL (82.50) PRK (81.15) NLG (80.25)	NZB (87.67) KHM (86.67) MDK (85.85) PRK (85.33) SKL (83.58) GTR (87.12) CDP (83.19) CTR (83.11) VSP (87.70) RR (80.02) NLG (82.35)
70 - 80	CDP (77.15) GTR (77.80) KHM (74.90) NLG (72.35) NZB (76.70) PRK (77.70) RR (70.05) MDK (71.30)	ATP (70.34) NLG (74.20)	RR (78.20) CDP (77.40) MDK (76.00) KHM (75.60) ADB (72.50) MBNR (70.60)	ATP (79.39) MBNR (74.96) ADB (73.50)
60 - 70	ADB (63.90) CTR (63.30)	ADB (69.59) MBNR (69.50)	CTR (67.05)	-
50 - 60	MBNR (59.95)	-		
40 - 50	ATP (42.90)	-	ATP (46.10)	
Below 40	-	-	-	-

The information provided in the above table indicates the following results.

- Srikakulam maintained same range in Language and in Mathematics over BAS to MAS.
- Visakhapatnam maintained same range in Language and in Mathematics over BAS to MAS.
- Guntur achieved one range above in Language and maintained the same range in Mathematics over BAS to MAS.
- Prakasam achieved one range above in Language and maintained the same range in the Mathematics over BAS to MAS.
- Cuddapah achieved one range above in Language and Mathematics too over BAS to MAS.
- Anantapur achieved three ranges above in Language and Mathematics too over BAS to MAS.
- Chittoor achieved two ranges above in Language and Mathematics too over BAS to MAS.
- Adilabad maintained the same range in Language and Mathematics too over BAS to MAS.
- Nizamabad achieved two ranges above in Language and maintained the same range in Mathematics over BAS to MAS.
- Mahabubnagar achieved one range above in Language and maintained the same range in Mathematics over BAS to MAS.
- Medak achieved one range above in Language and Mathematics too over BAS to MAS.
- Ranga Reddy achieved one range above in Language and Mathematics too over BAS to MAS.
- Nalgonda maintained the same range in Language and in Mathematics too over BAS to MAS.
- In both Language and Mathematics achievement 10 districts fall in the range of 80 – 100%. Four districts (viz.,) Adilabad, Mahabubnagar, Anantapur and Nalgonda fall below 80%.

Levels of Achievement of Class IV Students

Table portrays the number of districts showing the average of the levels of achievement of class IV students in both the subjects (i.e.,) Language and Mathematics.

Level of achievement of Class IV Students

Range	Language				Mathematics			
	BAS		MAS		BAS		MAS	
90 and up	-		-		-		-	
80-90	-		-		-		-	
70-80	-		-		-		-	
60-70	CDP	60.84	CTR	64.18				
			CDP	63.75				
			PRK	62.16				
			VSP	60.71				

Range	Language				Mathematics			
	BAS		MAS		BAS		MAS	
50-60	PRK	57.47	SKL	59.47	VSP	51.12	PRK	57.18
	MDK	55.94	NZB	57.99	CDP	50.87	CTR	55.52
	VSP	55.58	MDK	56.69			SKL	52.68
	NZB	55.05	KHM	56.42			CDP	51.37
	GTR	54.65	GTR	56.30			VSP	52.35
	SKL	52.31	ADB	52.62				
			NLG	51.16				
40-50	NLG	49.98	RR	49.49	SKL	48.70	NZB	48.72
	KHM	48.7	ATP	49.15	PRK	48.32	GTR	48.33
	RR	47.82	MBNR	46.29	NZB	48.17	KHM	47.63
	ADB	45.64			MDK	47.62	MDK	49.16
	CTR	43.44			GTR	41.47	NLG	41.29
	MBNR	42.04						
Below 40	ATP	35.75			NLG	39.02	ADB	39.67
					RR	37.22	RR	37.44
					CTR	35.05	ATP	37.15
					ADB	33.62	MBNR	34.54
					KHM	32.42		
					MBNR	30.65		
					ATP	23.87		

The information provided in the above table indicates the following results.

- Srikakulam maintained the same range in Language and achieved one range above in Mathematics in MAS over BAS.
- Visakhapatnam achieved one range above in Language and maintained the same range in Mathematics in MAS over BAS.
- Guntur maintained the same range in Language and so also in the case of Mathematics in MAS over BAS.
- Prakasam achieved one range above in Language and so also in the case of Mathematics in MAS over BAS.
- Cuddapah, which is at the top in BAS maintained the same range in Language and so also in the case of Mathematics in MAS over BAS.
- Anantapur, which is at the lowest ebb in language in BAS, achieved one range above and which is also at the lowest ebb in Mathematics maintained the same range in MAS over BAS.
- Chittoor achieved two ranges above in Language and so also in the case of Mathematics in MAS over BAS.
- Adilabad achieved one range above in Language and maintained the same range in Mathematics in MAS over BAS.
- Nizamabad maintained the same range in Language and maintained the same range in Mathematics too in MAS over BAS.
- Mahabubnagar maintained the same range in Language and in Mathematics too in MAS over BAS.
- Medak maintained the same range in Language and Mathematics too in MAS over BAS.

- Ranga Reddy maintained the same range in Language and Mathematics too in MAS over BAS.
- Khammam achieved one range above in Language and so also in the case of Mathematics in MAS over BAS.
- Nalgonda achieved one range above in Language and same is the case in Mathematics too in MAS over BAS.
- In Language only four districts (i.e.,) Chittoor, Cuddapah, Prakasam and Visakhapatnam secured between 60% to 70% mark. None of the districts secured above 70% mark.
- The performance of students in Language is between 40% to 50% mark in Ranga Reddy, Anantapur and Mahabubnagar districts and in Mathematics the performance in these districts is below 40%.

1.3 *How are studies and data used in preparation of Annual Work Plans? What is the consultation process among the School / Gram Panchayat / Block / District and State level?*

The studies and its findings data of surveys is being used in the preparation of Annual Work Plans. The reports of the studies and survey have been communicated to the districts and discussed at SPO as a part of planning process meetings. In view of the findings / gaps necessary strategies have been worked in the perspective plans and as well as annual plans.

Initially habitation plans were developed in the habitation through wider consultation processes among teachers, parents, school committee members, youth and MRPs. These habitation plans were presented at Mandal Level wherein the Mandal-level Core Team discussed and deliberated and developed the Mandal Education Plan through the consolidation of habitation plans reflecting the status, gaps, initiatives, priorities etc. These Mandal Education Plans were discussed at district level where in mandal plans were presented and accordingly the District Planning Teams developed the District Elementary Educational Plans.

Presentation of District Plans at State Level have been made for appraisal and accordingly District Plans were finalised and State Component Plan was developed accordingly and all the plans have been furnished to Govt. of India for appraisal and approval.

1.4 *Arrangements for monitoring progress in enrolment, repetition, achievement and completion with regard to girls, scheduled caste and scheduled tribe children, and children with disabilities.*

The State Government has developed performance indicators on the major indicators of UEE as follows

- ❖ Enrolment
- ❖ Retention – Class I to VII
- ❖ Retention – Class I to X
- ❖ Transition Rates
- ❖ Children appearing Class VII examination
- ❖ Percentage of passes in Class VII

❖ Percentages of passes in Class X

The performance on the above indicators is being reviewed on monthly basis by Hon'ble Chief Minister with all District Collectors, DEOs, APCs in presence of Secretary (Education), Commissioner & Director of School Education and State Project Director. The position is being reviewed on monthly basis alongwith necessary further action in the meetings.

1.5 *How is completion being measured in the State?*

At present the completion is being measured in all the districts in the selected mandals by way of conduct of Cohort Studies. A Cohort Study was taken up during 2001 – 02 in 85 mandals and the completion rates were measured. Completion Rate is number of children in the school completed Class V in a period of 5 years (ACRs) (Primary Cycle).

1.6 *Has any probing been done of high repetition rates in Grade – I?*

The evidence of more enrolment relatively in class I reveals repetitions. Further, enrolment of under aged children in view of sibling care, meagre attention in class I, absenteeism etc leads to non achievement of required competencies among the children which makes repetition of the child in the same class in the successive year.

Therefore the concerted actions have been taken up as follows

- ❖ Promoting all the children from class I to Class II irrespective of their standards.
- ❖ Development of separate workbook for languages and mathematics for the pupil promoted to class II who do not possess minimum required standards.
- ❖ Monitoring and supporting these children

1.7 *Interventions made in the State with regard to the hardest to reach groups – urban deprived children, working children and migrant communities.*

The groups of children identified for such support with reference to access, retention and quality are as follows.

- ❖ Children from urban slums
- ❖ Street children
- ❖ Children of migrated families
- ❖ Children as construction workers
- ❖ Children of prostitutes
- ❖ Girls children of SC/ST
- ❖ Children with Special Educational Needs.

Various initiatives taken up under DPEP for the benefit of children involved in the child labour, urban slums, constructions workers, girls etc. A special main streaming 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, Visakhapatnam Municipality (Gajuvaka) of Visakhapatnam District and Hyderabad (Jhansala programme) etc.

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 etc are being accommodated in the camps and mainstreamed into the regular schools by providing accommodation in the welfare hostels.

A massive programme Chaduvula Panduga (School Festival) was taken up during 2 – 11 August 2002 wherein community mobilisation was taken up on a large scale sensitising the community, parents, employers on child labour and their education. About 4,00,000/- children were relieved from the work in all the areas including urban slums and rehabilitated in the residential and non-residential bridge courses for mainstreaming in addition to enrolment in the regular schools.

1.8 State specific analysis of equity gaps between different social groups and within each social group by gender.

The equity interms of Gender, SC, ST on the major indicators of enrolment, retention and pupil performance is as follows

Enrolment

- ❖ The percentage of GER for SC – 2001 – 02
 - SC Boys – 100.64
 - SC Girls - 98.22
 - Total - 99.43
- ❖ The percentage of GER for STs – 2001 – 02
 - ST Boys – 109.83
 - ST Girls - 105.28
 - Total - 107.56

Retention

- ❖ The percentage of GER for SC – 2001 – 02
 - SC Boys – 67.50
 - SC Girls - 61.79
 - Total - 64.64
- ❖ The percentage of GER for STs – 2001 – 02
 - ST Boys – 54.11
 - ST Girls - 49.39
 - Total - 51.75

Achievement

The achievement results as measured through Midterm Assessment Survey in case of SC and ST students in Class I and Class IV in Language and Mathematics is as follows

Class I Language (Mean Scores)

SC	-	88.70
ST	-	75.48
Others -		85.93

Class I Maths (Mean Scores)

SC	-	92.30
ST	-	70.76
Others -		90.65

Class IV Language (Mean Scores)

SC	-	58.12
ST	-	47.22
Others -		61.80

Class IV Maths (Mean Scores)

SC	-	54.67
ST	-	40.66
Others -		53.16

1.9 *Forms of regional inequality in the state with regard to access, retention, achievement and completion and special efforts made in the more backward regions in terms of teacher deployment and better management of educational administration.*

In terms of regional inequalities on the major indicators of UEE in three regions of A.P i.e., Coastal Andhra, Rayalaseema and Telangana, the Coastal Andhra is relatively better in position in terms of access, retention and quality followed by Rayalaseema and Telangana. Further the sub-plans areas (Tribal areas), which are remote and backward also lagging behind in terms of access, enrolment and quality.

Special efforts have been taken up in filling up of the teacher vacancies in rural, remote and tribal areas was taken up by way of blocking the teacher vacancies in urban areas and filling up of rural areas.

Intensive action is being taken up in monitoring, supervision aspects in remote areas through Mandal Resource Persons and School Complex Resource Persons.

Further a detailed planning exercise was taken up through participatory way right from habitation level and necessary strategies were formulated for the improvement of education facilities in the backward areas under Sarva Shiksha Abhiyan in order to achieve the enrolment and retention by 2005.

Focus Area – II

Quality and Equity

2.1 *Report on systems of assessment of pupil's progress in schools / Alternative Schooling and district wise analysis of findings.*

As per the existing Pupil Evaluation procedures laid down for primary classes after the introduction of non-detention policy at the school level (except in Classes 7 and 10) in 1971, four assignments, four unit tests and three terminal examinations (Quarterly, Half-yearly and Annual Examination) are conducted during an academic year. The weightages being given to these tests for assessing the Pupil performance are as follows.

Assignments & Unit Tests	-	25%
Quarterly & Half Yearly Exams	-	25%
Annual Examination	-	50%

Further, in classes 1 and 2, 70% weightage is given for oral tests and 30% weightage for written tests. These weightages are progressively modified in classes 3 to 5 by increasing weightage to written tests and decreasing weightage to oral tests.

At present, there are no tests at school level for testing performance skills and personality traits of the child. Progress cards are prepared and communicated to the parents indicating only the marks secured by the pupils in school subjects without any assessment on the activity oriented skills and personal qualities of the child.

Survey on Pupil Assessment Procedures in Schools:

In order to develop Pupil Assessment Procedures in tune with the change in pedagogy and textbook development, the AP DPEP has conducted a survey on the existing procedures and practices on Pupil Assessment in 2,260 schools of the 19 DPEP districts. The schools selected for the survey represent schools in Urban, Semi-urban, Rural and Tribal areas in each district. For collection of data from schools, a schedule is prepared and communicated to all the districts.

The analysis of the data is as follows

Conduct of Tests / Terminal Exams:

The different tests conducted in schools during 1999-2000 are as follows :

Conduct of terminal examinations

S.No	Test / Terminal Exam	No. of Schools Conducted	Percentage of Schools
1.	Assignments	911	40.31
2.	Unit Tests	1912	84.60
3.	Quarterly Exams	1952	86.37
4.	Half-Yearly Exams	1939	85.79

5.	Annual Exams (as on 12.04.2000)	691	30.57
----	------------------------------------	-----	-------

It may be noticed from the information in table – 3 that only 40.0% of schools are giving Assignments to pupils of Classes 1 to 5. However, about 85.0% of the schools are conducting Unit tests, Quarterly and Half Yearly exams. It is reported that only 30.57% of schools have conducted Annual Exams. The reason for this low percentage with regard to conduct of annual examination is that survey was conducted from 10th to 12th April, 2000 by which time most of the schools did not conduct Annual Exams. These schools have conducted the exams between 15th and 20th of April, 2000.

With regard to the conduct of the tests, the districtwise position is as follows

District-wise percentage of schools conducted tests / terminal exams

S. No	District	Percentage of Schools Conducted				
		Assignments	Unit Tests	Quarterly Exams	Half Yearly Exams	Annual Exams
1.	Srikakulam	30.32	90.98	90.16	89.34	16.339
2.	Vizianagaram	24.75	90.08	90.08	85.12	4.113
3.	Visakhapatnam	22.76	94.31	94.31	93.49	8.994
4.	Guntur	14.28	93.28	94.12	92.43	5.888
5.	Prakasam	24.17	87.50	90.00	90.83	17.550
6.	Nellore	20.50	90.59	94.87	94.02	11.111
7.	Chittoor	92.50	99.17	99.17	98.33	8.333
8.	Cuddapah	19.05	69.52	74.28	76.19	20.995
9.	Anantapur	38.79	92.24	91.38	91.38	41.338
10.	Kurnool	19.66	86.32	94.87	94.87	43.558
11.	Mahabub Nagar	38.65	68.06	73.11	72.26	58.882
12.	Ranga Reddy	62.18	77.31	81.51	82.35	49.558
13.	Medak	69.35	81.45	83.87	86.29	59.667
14.	Nizamabad	77.77	84.61	84.61	84.61	35.889
15.	Adilabad	49.58	57.02	59.50	58.67	32.223
16.	Karimnagar	68.96	81.03	81.03	77.58	11.200
17.	Warangal	54.13	86.24	87.15	88.07	39.444
18.	Khammam	16.03	95.42	95.42	94.65	58.001
19.	Nalgonda	28.92	81.81	81.81	80.16	55.337
	Total	40.31	84.60	86.37	85.79	30.557

Preparation of Question papers:

The survey revealed that there are different sources for the preparation of question papers at the school level to conduct various tests namely assignments, unit tests, terminal examinations etc., Out of the 2260 schools the percentage of schools that are having different sources are as follows:

Sources of preparation of question papers to conduct tests

S. No	Source	Percentage of Schools availing the Source
1.	Teacher made tests	28.22
2.	Common Examination Board tests	71.47
3.	Private Agency	18.09
4.	Teacher made + common Exam Board	4.07
5.	Common Exam Board + Private Agency	2.43
6.	Teacher Made + Private Agency	14.24
7.	All the above sources	1.02

2.2 *Systems for monitoring learning and completion at the classroom / AS centre level and at the block and district level.*

The Mandal Resource Persons at Mandal Level will be regularly monitoring the learning and completion rates both in formal as well as Alternative Schools at Mandal level. Further a group of 50 District Resource Persons have been selected and their capacities have been developed and involved in the academic monitoring of schools and providing on job support to the teachers and for monitor the progress of the children.

There will be regular reviews on monthly basis at district level with MRPs, MEOs, IRPs and District Project Staff to discuss the learning achievement of the pupil and other indicators of UEE.

The Sectoral Officers of State Project Office often visit the districts and schools and monitor the learning and completion aspects and accordingly further programmes will be planned.

2.3 *Use of achievement survey data for improvement of classroom process and training.*

After having conducted the Baseline Assessment Studies at the beginning of the project, Midterm Assessment Surveys have been taken up in Phase I and Expansion districts. A meeting was conducted with district project staff to discuss the main findings of the survey. As per the survey results training programmes were planned accordingly. Further certain videoconferences were conducted for the district academic support staff on the difficult topics, and training was conducted on the newly developed textbooks.

2.4 *To what extent are there on going efforts in the state to improve system of teacher recruitment, teacher deployment, and teacher attendance.*

There is greater transparency in all the aspects of teacher recruitment and teacher deployment and teacher transfers. Teacher recruitment in the state is only through a written test conducted at state level. Teacher transfers are based on the counselling and credit points achieved by the teachers by virtue of his service in remote areas and their performance on various indicators, which is fully transparent. Further the teacher vacancies in the rural, remote and tribal areas have been filled on priority basis. The teacher deployment to other non departmental activities was minimised except elections, population census etc.

2.5 Interventions for small schools and their efficient management taking into account their specific needs.

With the establishment of Mandal Resource Centres alongwith Mandal Resource Persons an effective monitoring mechanism for all schools was established including smaller schools. Every Primary school in the state now having minimum two teachers with a maximum @ 1:40 Teacher Pupil Ratio. The smaller schools in remote & tribal areas are being monitored by School Complex Resource Persons, Teacher Grant and School Grants are being released to all types of schools on a regular basis.

2.6 Any initiatives towards follow up of teacher training, making teacher training need based, and leading to greater reflection.

There is a well-established monitoring system in the district and mandal level with district resource group and as well as mandal resource persons. These support staff visit the schools and observe the classroom processes and the extent of implementation of the new methodologies as transacted in the training programmes. Further, need analysis was also taken up and accordingly training programmes are being planned. Further the state resource group in its meeting specifically deliberate on the classroom problems and other issues reflecting their field experiences and accordingly suggest to take up certain measures to improve quality classroom processes through conduct of effective teacher training programmes. Ultimately pupil performance and teacher practice will be the basis for evolving training methodologies and teacher training. Further the issues of etc., Girl Child Education, ECE, Child Labour, IED also being incorporated in the training programme.

2.7 Description of State specific systems for monitoring quality in schools.

The quality monitoring at primary stage currently is being taken up through various levels by following agencies / personnel

- a. Academic monitoring of schools by State Project Office Staff and SCERT
- b. Academic monitoring of Schools by District Project Office Staff (APC & DEO)
- c. Academic monitoring of schools by DIET Staff
- d. Categorisation of Schools in to 'A, B, C' categories.
- e. Academic monitoring of schools by District Resource Persons (DRP)
- f. Academic monitoring of schools by MRPs and MEO at mandal level
- g. Conduct of TC Meetings.
- h. Conduct of studies and surveys by state level / district level and mandal level functionaries on quality aspects of schools

a) Academic Monitoring of Schools by SPO and SCERT staff

The staff of SPO and SCERT visit the schools as a part of their field visits and observe the classroom processes, teacher performance, pupil progress alongwith observation of certain evidences for the quality practices such as lesson plans, teacher notes, children assignments, children progress cards, teaching learning material, displays etc. This gives an overall figure of the classroom practices and quality achievement of the pupil. Their experiences will be shared in the meetings conducted at district and state level for taking further necessary steps.

b) Academic Monitoring of Schools by District Project Office staff

The district project staff i.e., DEO, APC, AMO, CMO DGCDO etc., will be visiting the schools as a part of their field visits and observe various school processes and pupil progress. These issues will be shared in the district level meetings with the MEOs and MRPs. Further the district staff will be attending the TC meetings, Mandal Review Meetings and discusses the strengths and weaknesses for further improvement.

c) Academic Monitoring of Schools by DIET staff

It was planned and implemented monitoring of quality of primary schools through DIET staff. All the DIET staff were oriented at state level and developed appropriate systems and processes for academic monitoring of schools.

d) Categorisation of Schools in to 'A, B, C' categories

Each DIET Lecturer is requested to go through all the aspects given in the proformae given below in the school which is assigned to him and categorize the school item-wise for all the items at the time of first visit and monitor the school by way of providing the guidance and work with the school staff for the improvement i.e., to bring 'D' to 'C' 'C' to 'B' 'B' to 'A' category. For each visit the DIET Lecturer should discuss the areas for improvement and give written instructions to the H.M. So that he can review the progress during the next visit on the items focused in earlier visit. (The category 'A' refers to Good, 'B' refers to Satisfactory, 'C' refers to Below Satisfactory and 'D' refers to Nil).

S. No	Item	The category in which the school falls			
		A	B	C	D
1	Maintenance of Database viz., Names of Out of School Children, Dropouts, Irregular Students against Gender and Community from 5 – 15 years age group children and Names of children in the age group of 0 – 5 in the catchment area.				
2.	Out of School Children				
3.	Dropouts				
4.	Regular Pupil attendance				
5.	Pupil performance in Reading				
6.	Pupil performance in Writing (observe pupil notebooks)				
7.	Pupil performance in Arithmetic				
8.	Development of TLM				
9.	Display of Teacher and Pupil work				
10.	School Premises – Clean and Green				
11.	School Committee involvement				
12.	Improvement of infrastructure through community participation				
13.	Regular conduct of exams / tests and correction of scripts and assignments and issue of Progress cards				

S. No	Item	The category in which the school falls			
		A	B	C	D
14.	Conduct of Games and sports competitions				
15.	Conduct of Other non-scholastic activities such as SUPW, Moral Education, Art Education, creative activities etc.,				
16.	Utilization of OBB material such as Maths Kit, Science Kit, Mini Tool Kit and other TLM				
17.	Utilization of Library books and books supplied under OBB and regular issue to children and effective use of 'Chaduvu – Vignanam' Magazine				
18.	Use of Audio Visual Equipment supplied i.e., TV, VCCP, RCCP and Cassettes.				
19.	Teachers role in the enrollment of out of school children i.e., Never Enrolled and Dropped out				
20.	Conduct of Parent Teacher meets – Teachers regular meeting the Parents and appraisals.				
21.	Teacher preparation – Lesson Plans, TLM etc				
22.	Use of School and Teacher Grants				

Note : The basis for the categorization of 'A', 'B', 'C' and 'D' for particular quantitative items are as follows:

- ❖ **Out of School Children:** If the percentage of out of school children is below 10% refers to 'A' category, 10 – 15% for 'B', '15 – 20%' to 'C' and above 20% is 'D' (Calculation = Total No. of Out of Schools children in the age group of 5 – 15 / Total No. of School Children in the age group of 5 – 15 X 100).
- ❖ **Dropouts:** No. of children who are unrolled during 1999 – 2000 in the school dropped out during 2000 – 01 – Less than 10% refers to 'A', 10 – 15% is 'B', 15 – 20% is 'C' 20% and above is 'D'.
- ❖ **Pupil Attendance:** 90% and above is 'A', 80 – 90% is 'B', 70 – 80% 'C', below 70% is 'D'.

e) Identification – Categorisation of schools based on performance.

Further the schools have been categorised in to 'A', 'B' & 'C' categories based on performance on certain selected indicators as a part of identification of schools and teachers and for providing intensive guidance to the 'B' & 'C' categories for improvement. Further this categorisation provided an internal competition between the schools to excel further. The district-wise list of schools against 'A, B, C' categories is given here under.

AP DPEP

Districtwise Categorisation (grading) of Schools

Sl. No.	Name of the district	Grading		
		A	B	C
1	Srikakulam	501	891	1425
2	Vizianagaram	297	826	1230
3	Visakhapatnam	718	1342	1477
4	East Godavari	524	1114	546
5	West Godavari (6 mandals)	29	182	162
6	Krishna	178	871	1272
7	Guntur	581	484	157
8	Prakasham	459	1524	1125
9	Nellore	664	1580	905
10	Chittoor	875	1888	1997
11	Cuddapah	489	1397	1334
12	Anantapur	904	1561	806
13	Kurnool	744	1149	473
14	Mahaboobnagar	680	1112	913
15	Ranga Reddy	360	578	481
16	Hyderabad (4 mandals)	7	27	59
17	Medak	488	802	834
18	Nizamabad	320	441	355
19	Adilabad	439	1182	1625
20	Karimnagar	550	744	750
21	Warangal	429	1064	433
22	Khammam	681	954	836
23	Nalgonda	683	982	747
		11600	22695	19942

f) Academic monitoring of schools by District Resource Persons (DRP)

A team of DRPs (with 50 strong, motivated and committed teachers) was formulated in each district and necessary orientations, exposure visits was conducted for their capacity building for school monitoring and for school effectiveness. These teams have been visiting the schools and providing on job support to the teachers and observing classroom practices, pupil progress and help in the transformation of the schools. There are regular reviews of DRPs at state and district level for reflection and for improvement.

g) Academic monitoring of schools by MRPs and MEO at mandal level

The MRPs and MEOs will be monitoring schools on a regular basis and provide guidance. The strengths and weaknesses are being discussed at district level, mandal level and TC level for further improvement.

h) Conduct of TC Meetings

Teacher Centre is a professional development centres at sub mandal level where in teachers meet once in a month for professional exchange, sharing of innovations, development of teaching learning and other interactive material. Further it is a centre for the conduct of theme specific one-day orientation programmes. These meetings will be attended by MRPs, MEO, DRP and DIET faculty for sharing and for providing further guidance.

i) Conduct of studies and surveys by state level / district level and mandal level functionaries on quality aspects of schools

Certain studies are being conducted by the staff of SPO, SCERT, DIET staff, MMRPs and teachers on classroom practices pertaining to various subject areas, TC Centres, assessment procedures, TLM and interactive material etc. These studies reveals the status of pedagogical renewal system at school level and pupil progress on all aspects of cognitive and non-cognitive areas.

2.8 Efforts made in States for quality improvement in various streams of education – formal, Alternative schooling, bridge courses, etc.

Several initiatives and efforts have been made for the quality improvement of formal schools, alternative schools and bridge courses as follows

Formal Schools and Alternative Schools

The systems as mentioned above i.e., Academic Monitoring of Schools by State Level staff, DIETs, DPO, DRPs, MRPs etc., is in position and regularly being conducted. Further the schools are categories into 'A, B, C' based on performance and as a process of identification and for monitoring 'B', 'C' categories for improvement.

Bridge Courses

Bridge courses are the centres for the mainstreaming of child labour and out of school children. District Level Core Teams were formulated and trained at state level on various aspects of bridge courses i.e., training of bridge course volunteers, Development of TLM and other interactive material, grouping techniques, mainstreaming approaches, community mobilisation and sensitisation, counselling of parents and teachers etc. The responsibility of the District Core Team is to train all the volunteers of the bridge courses alongwith monitoring of the functional aspects of bridge courses and monitoring the mainstreaming of the children into formal schools. These districts teams are very active and took up the training programmes and monitoring the bridge courses i.e., Residential and Non Residential.

Focus Area – III

Institutional capacity and progress of programme implementation

3.1 System of data collection and role of VEC / PTA / Mothers' Committee / SMC etc., in the process.

The data collection is being done by the teachers and Vidya Volunteers and the entire data is being validated in the meetings of the Grama Sabhas during Janma Bhoomi. Further the database on children and other items will be reviewed by the School Education Committee Members in the monthly meetings held in the schools. Presently the data collection is through two processes i.e., DISE and Planning Surveys (Family Survey, SSA Survey etc).

3.2 Extent of data use at School / Cluster / Block and District level.

The DISE data is an annual future and the data will be sent to upward i.e., habitation level to mandal level, district level and state level through computerisation. The data

is being analysed at district and state level through computers and necessary reports is being sent to the downwards and also used for various planning purposes.

Further planning surveys i.e., Family Survey, Multipurpose Household Survey etc., was conducted and the entire database of the children, family background and other socio-economic indicators are presently available and can be linked with DISE and other surveys.

Basically the planning process is a participatory, decentralised, area specific and micro level. At habitation level the database is being taken into consideration and discussed in the Grama Sabhas on the status, gaps and accordingly Habitation Education Plans were developed fixing the priorities and targets etc. Further inputs such as Civil Works, New Schools, Teachers, TLM Grants etc., were planned and released at mandal / district level based on the data that was available.

3.3 *Process of preparation of Annual Work Plans and Budgets and way in which it has improved over the project period in states that have been in the project longer.*

There is a tremendous progress and change in the perspective of the staff that is evident in the development of perspective plans and annual work plans and budgets. The evidence of consultations at habitation level with teachers, community members, MRPs on the status gaps, priorities and planning for the UEE is a mark for participatory process of planning at micro level. Further the MEOs, MRPs and district staff were trained and participated in the development of various kinds of plans over years shows a marked progress in their capacity building.

Conduct of meetings with other departments as a part of planning processes for better convergence and taking into consideration of various research findings, monitoring reports etc., for better planning reflecting the requirements is evident through the plans prepared over time.

Analysis of existing situation, identification of gaps, planning the strategies, fixing the priorities, planning the activities, development of implementation plans, evolving procurement procedures etc., is increasingly becoming focussed each year.

Recent efforts to improve involvement and performance of institutions like SCERT / SIEMAT / DIET / BRC / CRC.

SCERT and SIEMAT

The staff of SCERT are the members of state level resource group and participating in various capacity building programmes of district staff. Further certain studies were sponsored to SCERT which are being taken up. As a part of capacity building programme the SCERT staff is being sent to other states and National Institutes for exposure and for trainings. Necessary support is being provided to SCERT in terms of equipment, furniture, library books, programme support etc., as a part of strengthening of SCERT. Further it is proposed to provide a dubbing studio for the SIEMAT for duplicating the cassettes to make use at Elementary Stage, as a part of Distance Education and transmission of school package through 'MANA TV' channel.

DIETs

Necessary support was provided to DIET for field visits and field interaction. Further academic monitoring of schools was taken up by the DIETs as a part of DPE programme. Since DIETs are used as training centres for providing various kinds of the training to the teachers and other field staff necessary support was provided in terms furniture, equipment, library books, transport etc.

Mandal Resource Centres

Mandal Resource Centres are the professional development centres with required infrastructure at mandal level catering to the needs of the schools and teachers. MRCs were strengthened with infrastructure, furniture, equipment, library books etc. The MRCs capacity building was taken up to a greater extent in all areas for their effective school monitoring and for providing on job support to the teachers and for management of all programmes concerned to UEE.

Teacher Centres

There is recurring orientation to the secretaries of Teacher Centres and a detailed module was developed on the conduct of TC meetings and other items. These TC meetings are being attended by mandal level and district level support staff for providing guidance. It is further planned to take up theme specific one-day orientation during T.C meetings.

3.5 Are functions of BRC / CRC well defined? Any assessment of their functioning and role in improving quality?

The functions of Mandal Resource Centres and Teacher Centres are well defined as follows

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 for the maintenance of database of schools and dissemination point. MRCs are being equipped with library books, TV/VCPs etc., MRC is a venue for conduct of experimental activities, workshops, trainings etc., on various quality issues and for sharing of innovations.

Teacher Centres

Teacher centre is a centre where teachers meet once in a month for the professional growth through exchange of ideas 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.

The functional aspects of MRCs and TCs are regularly assessed through monitoring and reviewed based on the monitoring reports. Further certain studies sponsored transferred on the functional aspects of MRCs and TCs and the reports will be made available during the time of JRM visit.

3.6 Assess level of decentralisation in management of education and recent efforts in this regard. How are the States measuring the effectiveness of VEC/PTA/SMC in school management?

The Education in Andhra Pradesh is decentralised to a greater extent. At habitational level the school committees are owning and managing the schools. The responsibility of construction of buildings, procurement of various kinds of material through school grant and teacher grants is being taken up by the school committees alongwith head master. School Committees meet regularly in the school @ once in a month to review the school matters. At present monitoring reports are only the basis for measuring the effectiveness of community support structures.

Further the Panchayat President at Panchayati level and Mandal President at mandal-level are being reviewing the programmes of elementary education and utilisation of grants etc. The general body meetings at mandal level and district level focuses on the various issues, gaps at elementary education and discuss for improvement. There is a greater involvement of PR bodies in the allocation of resources such as schools, buildings; teachers etc

Focus Area – IV

Sustainability

4.1 Efforts made to sustain institutions, processes, structures and systems initiated at different levels in DPEP beyond the Project period, particularly in Projects nearing closure, DPEP – I and DPEP – II.

As per the agreement the MRCs and TCs will be continued beyond the project period. During the project period, the capacity building of various field functionaries was enhanced to a greater extent and accordingly the processes that were taken up during the project period will be continued. The processes such as Planning, Implementation, reflection, evaluation etc., have deeply understood and taken up by the field staff which goes a longway for the effective implementation of elementary education programmes beyond DPEP.

4.2 Have sustainability and transition plans been prepared?

In view of proposals furnished to Govt. of India for the extension of DPEP Phase I districts up to 31st March 2004 and closing of DPEP expansion districts by March 2004, the sustainability plan is proposed to be developed during 2003 – 04 keeping in view of overall achievements, gaps etc., for UEE.

4.3 Involvement of mainstream educational institutions in implementation of DPEP.

The educational institutions involved at various levels for the implementation of DPEP are as follows

State Level

Faculty of Education, Osmania University, Hyderabad

Dr. Ambedkar Open University, Hyderabad

SCERT, A.P., Hyderabad

SIET, Hyderabad

IASE, Hyderabad

NGOs

District Level

DIETs,

College of Teacher Educations,

Institute of Advanced Studies in Education

NGOs

4.4 *Any Project evaluation studies conducted at the State level to identify interventions that need to be sustained?*

A study was sponsored by DPEP i.e., external evaluation of DPEP, A.P., taken up by Indian Institute of Management, Bangalore as suggested by 12th JRM. At present data collection processes is being taken up and is in progress

Annexure - 1
Completion rate

Percentage Range	All		SC		ST	
0-10					Mahabubnagar	4.84
					Nizamabad	7.49
10-20	Mahabubnagar	14.44	Mahabubnagar	15.28	Krishna	14.49
	Nizamabad	19.60	Medak	19.26	Rangareddy	17.19
			Nizamabad	17.15	Medak	11.98
					Adilabad	13.02
					Warangal	16.32
					Khammam	17.86
20-30	Krishna	28.83	Guntur	29.29	West Godavari	25.73
	Guntur	29.89	Chittoor	28.4	Guntur	21.84
	Rangareddy	23.79	Rangareddy	25.02	Prakasam	24.81
	Medak	23.81	Karimnagar	27.48	Chittoor	27.8
	Adilabad	22.45	Adilabad	22.61	Karimnagar	25.73
	Warangal	25.62	Warangal	28.13		
	Khammam	25.15	Khammam	26.57		
30-40	West Godavari	31.34	West Godavari	32.30	Srikakulam	32.67
	Prakasam	35.27	Krishna	30.90	Vizianagaram	32.40
	Chittoor	34.83	Prakasam	38.84		
	Anantapur	37.86	Cuddapah	33.11		
	Karimnagar	30.06				
40-50	Vizianagaram	48.77	Ananthapur	44.71	Cuddapah	41.79
	Cuddapah	46.10			Ananthapur	41.00
50-60	Srikakulam	51.60	Srikakulam	53.34		
			Vizianagaram	50.66		

Annexure - 2
Repetition Rate

Percentage Range	All		SC		ST	
10 - 20	Cuddapah	13.02	Cuddapah	15.46	Chittoor	19.00
					Adilabad	14.90
20 - 30	Srikakulam	23.41	Srikakulam	26.32	Srikakulam	20.30
	Vizianagaram	26.59	Vizianagaram	24.53	Prakasam	20.60
	Prakasam	25.33	Prakasam	24.14	Mahabub Nagar	25.20
	Ananthapur	28.97	Ananthapur	28.66	Medak	21.10
	Mahabub Nagar	26.65	Mahabub Nagar	27.97	Nizamabad	26.30
	Adilabad	21.26	Adilabad	23.20	Karimnagar	23.90
30 - 40	West Godavari	34.45	West Godavari	39.47	Vizianagaram	39.60
	Krishna	37.91	Guntur	38.43	West Godavari	37.70
	Guntur	31.71	Rangareddy	39.08	Krishna	37.90
	Chittoor	37.82	Medak	36.64	Guntur	34.40
	Medak	35.60	Nizamabad	31.03	Cuddapah	34.32
	Nizamabad	31.17	Warangal	35.73	Ananthapur	38.40
	Warangal	35.81			Rangareddy	37.50
					Warangal	31.42
40 - 50	Rangareddy	40.16	Krishna	40.93	Khammam	46.80
	Karimnagar	44.11	Karimnagar	45.96		
	Khammam	43.68	Khammam	44.67		
			Chittoor	45.38		

Annexure - 3
Dropout Rate

Percent age Range	All		SC		ST	
10-20	-		Srikakulam	18.33	-	
20-30	Srikakulam	24.97	Vizianagaram	24.80	Vizianagaram	27.93
	Vizianagaram	24.74	West Godavari	28.22	Cuddapah	23.88
	Chittoor	27.33	Krishna	28.16	Ananthapur	20.51
	Ananthapur	23.56	Chittoor	26.22		
	Karimnagar	25.82	Ananthapur	24.18		
			Karimnagar	26.65		
		Khammam	28.74			
30-40	West Godavari	34.20	Guntur	32.27	West Godavari	36.54
	Krishna	33.25	Prakasam	37.01	Khammam	35.25
	Guntur	38.38	Rangareddy	35.88		
	Prakasam	39.38	Warangal	36.13		
	Rangareddy	36.03				
	Warangal	38.56				
	Khammam	31.16				
40-50	Cuddapah	40.87	Medak	44.08	Srikakulam	47.01
	Medak	40.57			Krishna	47.58
	Nizamabad	49.22			Guntur	43.67
					Rangareddy	45.24
50-60	Mahabubnagar	58.9	Cuddapah	51.41	Prakasam	54.54
	Adilabad	56.27	Mahabubnagar	56.73	Chittoor	53.17
			Nizamabad	51.8	Karimnagar	50.29
			Adilabad	54.18	Warangal	52.25
60-70	-		-		Mahabubnagar	69.85
					Medak	66.82
					Nizamabad	66.11
70-80	-		-		Adilabad	72.06

Focus Area-I		
Enrolment, Repetition, Completion and Equity		
Sl No.	Question	Reply
1	Are village education registers and retention regulation is maintained in the state how does the community another school data stay to make data transparent and freely accessible to all.	<ul style="list-style-type: none"> • Village Education Register (VER) is maintained by VFC in all districts of the state. The VER includes information on all children of 0-13 years age group. The name, age, whether school going, non enrolled or dropout etc. are clearly indicated in the VER. Moreover there is a process of quarterly updating of the VER. In updating process the attendance of the children in class ism also recorded. The children having minimum attendance of 60% or above percentage are identified as regular student and those having attendance lower than 60% are identified as irregular student. VECs discuss the reasons of irregularities of children with the help of the VER and takes necessary measures to make them regular. The VER also helps in identifying the prospective drop out in advance and takes measures to prevent that. • VEC as a representative body of community is closely in resolved in preparing and updating of the VER Necessary modifications in VER are made by the VEC itself during the updating process (once in every quarter of the year). • VER is always with the VEC. It is freely accessible to all. Moreover all efforts to bring and keep all children in school is made using the VER.
2	Main finding of state specific / district specific studies on enrolment, retention achievement and completion and its use in planning process.	<ul style="list-style-type: none"> • During the year 2002-03 cohort study on pilot basis ads study on "cleaning of Class-I enrolment" have been conducted. Both the study is done in 5 randomly selected schools in each block of 9 DPEP districts. In addition to the above, the Terminal Assessment Survey has been conducted in three DPEP-I districts to assess the overall raise in the achievement level of students of class-I and III. • As per the TAS out of three districts two districts viz. Darrang and Morigaon has achieved the targeted 25% raise in the achievement level of students of Class-I in both language and Mathematics while in case of Class-III, the raise in mathematics is below 20%(on baseline achievement level). The achievement level indicated in TAS has already been reported in the

		<p>national synthesis Report published by Ed.,CILs TSG.</p> <ul style="list-style-type: none"> • The findings of studies conducted (previous to 2002-03) on enrolment, attendance, achievement and Cohort studies have been shared initially at districts level followed by sharing at state level. In the district level sharing the concerned BRCCs, CRCCs, selected teachers, DPOs DIET faculties participate while at state level SCERT faculties, SPOs, DIET principals participated. • The study findings have been taken into consideration while finalizing interventions in the Annual Work Plan.
3	<p>Arrangements for monitoring progress in enrolment, repetition, achievement and completion with regard to girls, scheduled caste and scheduled tribe children. and children with difficulties.</p>	<ul style="list-style-type: none"> • This is being carried out basically with a well grounded Monitoring structure in the district and sub divisional level which comprised of both academic and administrative personal responsible for improvement of quality in primary education. This structure operates from block to state level. The major role of the group at various levels is to collect first hand data regarding the status in enrolment, repetition, achievement and completion in schools. The data have been analyzed in the monthly meeting, held in Block, District and state level and necessary measures initiated to address the problems. This effort has helped to locate the disadvantaged schools in remote and in accessible areas. Special drive has also been initiated to assist the teachers in such areas to improve the quality education. For instance in Bongaigaon District, under operation Bul- Bul targeted and time bound measures have been initiated to improve performance of all identified schools in a time bound manner. • VEC and PTA locally monitor all schools and VER is being maintained in all the schools. Information is updated monthly, VEC, BACG, DACG and SACG meetings. • The achievement level of children of both the gender. different caste like SC, ST, OBCs and others have been judged through the achievement surveys (BAS, MAS& TAS) conducted over the years during the Programme. In addition to the above surveys districts are encouraged to conduct achievement surveys on their own. The results are shared with stakeholders for taking suitable remedial measures. • To assist the state and district consultants (IED)in the State level there are State Resource Groups (SRG)

	<p>and in the district level there are District Resource groups (DRG) through which monitoring of the interventions for children with special needs are done.</p> <ul style="list-style-type: none"> • Monthly meeting of SRGs and DRGs are held. The detailed profile of children with disabilities as per the survey (both out of school and in school) has been prepared and VEC wise, school wise figures of children is available with district/block officials. The state office is having the total number of children both in schools and out of schools district wise, disability wise and circle wise. In the monthly meeting held at district level the position of both enrolment and retention is followed. The monitoring is enrollment of children who do not need any aid/ appliances & school readiness package (including parental counseling), enrollment of children, who need aid appliances before they can be enrolled, and enrollment of the left-over children (mopping up), parental counseling, maintaining child-wise case studies. follow-up enrollment with school (taking the children to school with parents / pre-discussion with Head teacher of the school) and environment building in school amongst the peer (fellow-students / teachers).
<p>Intervention made in the state with regard to hardest to reach group, urban deprived children, working children and migrant communities.</p>	<ul style="list-style-type: none"> • Interventions for out of school children: The children which are still out of school and are in the age group of 5-7 years, 935 short term bridge courses has been conducted in the month of June-July, 2002 and after completion of the bridge course approximately 31,000 children have been enrolled in formal primary schools. To bring the elder children who are out of schools (8-13Years) DPEP Assam plans to conduct around 1000 long term (6 months) bridge courses in 9 DPEP districts from the month of November 2002. • Migrant Children: Collection of information of from district regarding area and no of families with children migrated to other places including the period of migration. • The future plan for interventions for migrant children includes: <ul style="list-style-type: none"> (a) Issues of certificate by the Head Teachers to children migrate with parents so that they can enroll themselves in the schools nearest to the place of migration. (b) Capsule / condensed course for those children.

		<p>(c) If possible community based hostels for the children of migrated families</p> <ul style="list-style-type: none"> • Urban Deprived & Working Children: • Locating the deprived urban children that included all out of schools (both working & non-Working) is going on in 8 major urban areas of districts under DPEP. • Enrolment drive, bridge courses for elder children of age group 8-14 years of age. • For hardest to reach group of children amongst the urban deprived children i.e. street children (of the street and on the street) drop in centres is also planned. • For the adolescent girls between they age group 11-14 years will be a specials focus. • NGO will be engaged as partner for implementation of the Programme. • District resource persons to deal specifically the urban deprived children have been engaged. Their orientation has also been completed(for one batch). • Special Resource groups to deal with the deprived children both in towns as well as in the district is being planned.
5	<p>Efforts made in states for quality improvement in various streams of education formal, Alternate, bridge courses, etc.</p>	<p>Formal Schools:</p> <p>Following efforts have currently been made to improve quality in education.</p> <p>1) School specific programs are being initiated to Work on specific identified needs.</p> <ul style="list-style-type: none"> ➤ Attempts are made to harness early language development with new inputs from other projects working on it. For this, one block of Bongaigaon District has been selected for experimentation and this will be expanded to other districts. ➤ 'Learning Book has been introduced in 56 clusters of 9 Districts to help the single and double teacher schools. Both internal & external evaluations have been launched to revise and suggest measures to improve the strategy. ➤ ECE component has completed training of teachers of all mono- grade schools to help the teacher to handle newly introduced. 'Ka-Sreni' in schools along with a material package. <p>2. Several general efforts are also made to improve quality in education both Primary and Elementary sector:</p> <ul style="list-style-type: none"> ➤ New Textbooks for class-III and IV have been recently developed and this completes the process of developing all the text books in primary level.

Attempts are made to adapt the new textbooks in all other important language recognized in the state. Handbooks' for teacher are also being developed.

- A separate body has been formed to review and develop textbooks in upper primary level and the process is on.
- School reform initiatives regarding the change of present academic session, and increase of learning days in schools along with streamlining the evaluation system for continuous support to children have been taken up.
- More than 1400 schools are adopted by the members of Block and District academic resource group to transform these into Model schools within this academic year.
- In order to increase participation of children in learning, 'student council' is formed and activated in all the schools.
- Efforts are also made to categorize the schools in terms of efficiency giving more emphasis on performance of children.
- TLM list for each grade specifying the essential TLMs for effective classroom transaction has been prepared for class I & II so that teachers may use school start of Rs. 500 /- meaningfully.

Bridge Course:

- Competency based instructional sheets were developed and used during training as well as for classroom transactions to prepare class wise weekly progress sheets for every child.
- Weekly unit test were conducted to evaluate the children. Head teacher of the mainstreamed schools were made responsible for that
- Individual (weekly) progress sheets were prepared and used which helps in assessing the progress of the child and to take remedial measures to be taken for every child.
- The regular support visits by DIET faculties and Educational functionaries of state Govt. & DPEP helps in maintaining the quality of the teaching learning practices.
- All relevant materials were developed at state and distributed to districts after the training/orientation programs for KRPs were organized at state level.
- Lesson based training were organized for districts for as workers to support them to use classroom transaction more activity based.

		<p>Alternative Schooling:</p> <ul style="list-style-type: none"> ➤ In selected As Centres Learning books were introduced (5 centres/block). Training had been organized on use of learning books. ➤ The future plan is the orientation of supervisors at state level on classroom practice, classroom management and monitoring of children achievement and support visit to As Centres. ➤ Orientation of As workers on Evaluation and lesson based teaching learning practices
6	Efforts made to meet special needs of very small schools in small habitations.	<ul style="list-style-type: none"> ➤ Efforts are also made to see the efficiency of 'Learning book intervention' in schools with very low population. ➤ Under As component – Learning materials – with multi level implications are being tried out in Bridge course and As schools.
7	State specific analysis of equity gaps between different social groups and within each social group by gender.	<ul style="list-style-type: none"> • During the year 2001-02 in the gender front the gap between population and enrolment is 0% in case of ST while the same in case of SC it is (-) 1%. • The ISE for SC during the year 2001-02 for the whole state is 124% while for ST it is 113%. • The detail of ISE is given in the annexure-A.
8	Forms of regional inequality in the state with regard to access, retention, achievement and completion and special efforts made in the more backward regions in terms of teacher development and better management of educational Administration.	<ul style="list-style-type: none"> • The areas with in- equality in terms of access, retention, achievement have been identified through house to house educational survey(2001) and enrolment drive during the initial month of the current year and special effort is made to address the issues . • Special areas in blocks needing special attention have been identified and resource persons engaged for the areas have constantly visited the areas. The DPOs have also adopted one Block and some selected clusters in the block for close supervision & monitoring. • The total teacher rationalization could not be achieved. However, the VECs have been activated to deal with the shortage of teachers in individual schools through employment of village resource person. • The mainstream educational administration have been streamlined with the formation of DACG, BACG . joint visit of schools, use of resource persons etc.
Focus Area-2		
Quality and Equity		
1	Report on systems of assessment of pupil's progress in schools and district wise analysis of findings.	<ul style="list-style-type: none"> ➤ Pupils evaluation is an integral and indispensable part of teaching learning and should provide information to the pupils, parents, teachers and schools regarding the pupils performance regarding and his /her abilities. ➤ The entire evaluation system is being re-oriented with

		<p>the following major decisions:</p> <ul style="list-style-type: none"> ➤ Introduction of public examination at the end of Class-IV and Class-VII ; ➤ 4 Unit tests are planned to be conducted which will have equal weightage and there will be no annual and half yearly examination; ➤ Standard tests materials (model question bank) for each and every subjects is proposed to be prepared that stressed application and concept building; ➤ Child wise progress card is proposed to be maintained; ➤ The academic session is to be from April to march as in all India pattern instead pf the present January to December.
2	Comparison of achievement in formal and other forms of schooling.	No comparison of achievement level of children of formal school with those in other forms of schools like, venture, private schools have been done under DPEP Assam.
3	Systems for monitoring learning and completion at the class room level and at the block and district level.	<p>(i) A database for schools has been prepared in the education deptt. For initiating the process of teacher-nationalization.</p> <ul style="list-style-type: none"> • (ii) The education calculators of small schools like the alternative schooling centres have been given long-term as well as short term training Programme. • Samal-sambhar, a kind of holistic pedagogical strategy, which integrates the essentials of teachings handbook, pupil's activities book, and the textbook is provided to these small schools. • A TLM-book for class-I is also provided to these schools. <p>During 2002, Sikon-Puthi - a multi grade friendly book has been introduced in some selected A/S as a pilot basis the school academic calendar prescribes holding of unit tests. Efforts and under was</p> <ul style="list-style-type: none"> • To systematize the holding of quality and uniform unit test and monitoring live upon by DACG/BACG • To strengthen record-keeping like-progress card, pupil profile etc. • To initiate the growing of schools on the basis of pupils achievement and completion rate (cohort) .
4	Use of school data for teacher redeployment.	<ul style="list-style-type: none"> • From the EMIS data , the pupil teacher ratio and nos. of teacher available school wise is brought out and submitted the Govt. of Assam for rationalization of teacher. Block wise teacher position is also brought out so that inter block transfer of teacher could be done.
5	Interventions for small schools and their efficient management..	<ul style="list-style-type: none"> • The education volunteers of small schools like the Alternative Schooling centres have been given long term as well as short-term training programme.

		<ul style="list-style-type: none"> • Samal Sambhar a kind of holistic pedagogical strategy which integrates the essentials of teachers handbook, pupils activity book and the text book is provided to these small schools; • A TLM book for class –I is also provided to these schools. • During 2002, Sikon Puthi- a multi grade friendly book has been introduced in some selected AS centres on pilot basis. The school academic calendar prescribed holding of unit tests. Efforts are under way. • Holding of systematic quality and uniform unit test and monitoring by BACG and DACG. • Strengthening record keeping like progress card, pupil profile etc. • Initiate grading of school on the basis of pupils achievement and completion rate(Cohort).
6	Description of state specific systems for monitoring quality in schools.	<ul style="list-style-type: none"> • A concerted effort for quality monitoring and on- site support to school has been initiated in all districts by constituting district Academic care group (DACG) and Block Academic come group (BACG). The DACG is comprised of the Principal, DIET/BTC/DRC; DEEO; Is, DIs, DIET-faction members; BTC-personnel, BEEOs, SIs; BRCCs (in DPEP-districts) and two co-opted personal having experience in primary stage of education. The BACG comprised of BEEO; CRCC, BRCC (in DPEP-districts); SIS, and two co-opted persons. The principal, DIET and the BEEO and the coordinators of these two groups respectively. <p style="text-align: center;">The flow of information and linkage is as follows: SACG (state Academic course group) DACG(District Academic Core Group) BACG(Block Academic Core group)</p> <p style="text-align: center;"><u>Few points to be noted:</u></p> <ul style="list-style-type: none"> • The DACG-meeting and the BACG-meetings and held once in a month. • In the BACG-meetings the next month's course monitoring & support plan is formulated, which are shaved in the subsequent DACG-meetings. • Support plan is formulated, which are shaved in the subsequent DACG-meetings. • Individual as well as joint support visits to schools are made by the DACG/BACG-members.

		<ul style="list-style-type: none"> • Each member provides school support by utilizing a school observation format. Formats are also used by members for reporting to BACG/DACG, and by BACG to DACG; and by DACG to SACG. • Each DACG/BACG-members adopts one school. • The DACG/BACG formation has facilitated the department officials, DIET/BTC, DPEP-functionary to work from a common forum.
--	--	--

Focus Area-III

Institutional Capacity and Progress of Programme Implementation

1	Systems of data collection and role of VEC/PTA in the process.	<ul style="list-style-type: none"> • The data are collected through the VEC members(except the DISE which is collected through school teachers) as the VER are to be kept and updated by the VEC. The data are also kept with the VEC on the child of 6-14 years of age, enrolment in primary and upper primary schools, drop out students, repeaters etc.
2	Extent of data use at school/ Cluster/Block and District level.	<ul style="list-style-type: none"> • The data are use extensively for the planning g process as well as the school development activities by the VEC, CRCC, BRCC and in the District project office.
3	Process of preparation of Annual Work Plans and Budgets.	<ul style="list-style-type: none"> • The process started with the discussion at village level where the VEC in a meeting with community members identified the educational needs of the village as well as all the schools within it. The needs idcntified are then processed at cluster level where workshops are held with all teachers of the cluster and the Cluster VEC forum members. This data are again discussed with all the CRCCs, Block VEC Forum members, DIET functionaries who are in charge of the particular block and the major activity and sub-activities are identified. No budgeting is done at these levels. • The Block wise activity and sub-activities are scrutinized and budgeted at state level in workshop where the DIET faculties, BTC Instructors, DLRG members and all the DPO functionaries are present. The feasible activities and sub-activities are kept in the budget. • The district draft Annual Plan with detailed write up with information on child population in different age groups, enrolment status, teachers status on training, VECs status etc. are submitted to the state project office where a series of workshop held for finalization of the activities and sub-activities to be incorporated in the final plan.

		<ul style="list-style-type: none"> When the draft final plan are prepared, appraisal teams are formed with faculties drawn from SCERT, DIET principals, SIE faculties, SEBA, Directorate of Elementary education etc. and sent to districts for appraising the plans.(during 2002-03 the appraisal team sits in state project office and appraise the plans in consultation with the District functionaries. On the basis of the appraisal the plans are finalized and sent to MHRD for approval.
4.	Recent Efforts to improve performance of institutions like SCERT/SIEMAT//DIET/ BRC/CRC.	<ul style="list-style-type: none"> The SCERT has been fully integrated with the DPEP . A State Academic Core Group(SACG) has been formed with the Director, SCERT Assam as the Chairman of the group and all the members of the SCERT as members. The SACG is coordinating the entire spectrum of academic support for DPEP. The SACG members also visits the districts and supervise the activities on quality improvement. In the line of SACG, DACG (District Academic Core Group) has been fo4med in the districts with the principal DIET as the chairman of the DACG. The DACG members include the DPO(TT) , DLRG members in the TT Component and jointly visits the field with DEEO, DI, etc. There are also individual visits. Every month there is one DACG and SACG meet where principally academic discussion takes place. In the Blocks BACG has been formed where all the SI of schools, BRCC, BEEO are members. The BACG meets once in every month, visits jointly as well as individually to the field. Each DIET faculties has adopted one block each for monitoring and close supervision. One cluster of the block is also taken as adopted cluster to be developed as model for demonstration effect for others.
5.	Are functions of BRC/CRC well defined?	<ul style="list-style-type: none"> Yes. Detailed role and functions have been prepared and given to BRCC and CRCC.
6.	Assess level of decentralization in management of education and recent efforts in this regard.	<ul style="list-style-type: none"> The management of education in the districts is well defined as different institutions work in tandem as well as in their individual capacity. Both mainstream education department and DPEP are working together.
Focus Area-IV		
Sustainability		
1	Efforts made to sustain institutions, processes,, structures and systems	<ul style="list-style-type: none"> The structures like BRC and CRC will be maintained under SSA, which has been launched in the state recently. While the Block Education Officer will be the

	initiated at different levels in DPEP beyond the project period , particularly in projects nearing closure, DPEP-I and II.	<p>BRCC also, resource teacher is planned to be engaged both from upper primary & primary level at BRC and CRC level. The DPO as existed at present will not be existed, as the District Elementary Education office will be designated as District Mission Office. Persons will be brought to SSA Mission on deputation/placement basis. No deputation allowance will, however be given.</p> <ul style="list-style-type: none"> • The monthly meeting at BRC, CRC, and District level will continue. • The AS Centres in un-served habitations will have to be continued. However, considering the covering of all blocks of the districts under ICDS Programme of S.W department, a very few ECE Centres will function in the remote/special areas.
2	Have sustainability and transition plans been prepared?	<ul style="list-style-type: none"> • The Sustainability plan has been prepared long back in the year 2000-01 and submitted to the GOA. The transition plan from DPEP to SSA in the districts now under DPEP is being prepared soon.
3	Involvement of mainstream educational institutions in implementation of DPEP.	<ul style="list-style-type: none"> • The functionaries of mainstream education department including the officials belonging to DEE, SCERT, DIETs etc. have fully been integrated in the activities of DPEP.

Gender Gap In Population & Enrolment [SC]

Districts	1995-96			1996-97			1997-98			1998-99			1999-2000			2000-01			2001-02		
	Population	Enrolment	Gap	Population	Enrolment	Gap	Population	Enrolment	Gap	Population	Enrolment	Gap	Population	Enrolment	Gap	Population	Enrolment	Gap	Population	Enrolment	Gap
Darrang	4.22%	9.39%	-5.17%	4.22%	8.94%	-4.72%	4.22%	6.98%	-2.76%	4.22%	6.52%	-2.30%	4.22%	7.02%	-2.80%	4.22%	6.42%	-2.20%	4.22%	5.63%	-1.42%
Dhubri	2.48%	12.05%	-9.57%	2.48%	7.59%	-5.11%	2.48%	7.51%	-5.03%	2.48%	5.59%	-3.11%	2.48%	4.84%	-2.36%	2.48%	6.06%	-3.58%	2.48%	4.90%	-2.42%
Morigaon	3.85%	6.92%	-3.07%	3.85%	5.12%	-1.27%	3.85%	4.54%	-0.69%	3.85%	3.76%	0.09%	3.85%	4.63%	-0.78%	3.85%	3.05%	0.80%	3.84%	4.33%	-0.48%
Karbi Anglong	4.96%			4.96%	#DIV/0!	#DIV/0!	4.96%	6.24%	-1.28%	4.96%	5.69%	-0.73%	4.96%	7.50%	-2.54%	4.96%	7.46%	-2.50%	4.96%	4.52%	0.44%
Phase-I	9.65%	8.81%	0.84%	3.52%	7.18%	-3.66%	3.67%	6.30%	-2.63%	3.67%	5.36%	-1.69%	3.67%	6.04%	-2.37%	3.67%	5.74%	-2.07%	3.67%	4.80%	-1.13%
Barpeta	4.42%			4.42%			4.42%	7.21%	-2.79%	4.42%	4.90%	-0.48%	4.42%	5.54%	-1.12%	4.42%	6.40%	-1.98%	4.42%	4.61%	-0.19%
Bongaigaon	4.86%			4.86%			4.86%	8.49%	-3.63%	4.86%	8.07%	-3.21%	4.86%	6.95%	-2.09%	4.86%	6.66%	-1.81%	4.86%	8.07%	-3.21%
Goalpara	2.72%			2.72%			2.72%	4.05%	-1.33%	2.72%	4.45%	-1.73%	2.72%	2.40%	0.32%	2.72%	3.06%	-0.34%	2.72%	3.44%	-0.72%
Kokrajhar	4.05%			4.05%			4.05%	5.84%	-1.79%	4.05%	4.71%	-0.66%	4.05%	5.46%	-1.41%	4.05%	2.93%	1.12%	4.04%	7.11%	-3.07%
Sonitpur	4.86%			4.86%			4.86%	6.97%	-2.12%	4.86%	8.83%	-3.98%	4.86%	6.95%	-2.09%	4.86%	5.76%	-0.90%	4.86%	3.50%	1.36%
Phase-II	4.41%			4.40%			4.40%	6.97%	-2.57%	4.40%	6.59%	-2.19%	4.40%	5.97%	-1.58%	4.39%	5.58%	-1.19%	4.39%	5.40%	-1.01%
State	6.55%	8.81%	-2.26%	4.04%	7.18%	-3.14%	4.08%	6.66%	-2.58%	4.08%	6.03%	-1.95%	4.08%	6.00%	-1.92%	4.08%	5.66%	-1.58%	4.08%	5.12%	-1.04%

Gender Gap In Population & Enrolment (ST)																					
Districts	1995-96			1996-97			1997-98			1998-99			1999-2000			2000-01			2001-02		
	Population	Enrolment	Gap	Population	Enrolment	Gap	Population	Enrolment	Gap	Population	Enrolment	Gap	Population	Enrolment	Gap	Population	Enrolment	Gap	Population	Enrolment	Gap
Darrang	0.96%	3.72%	-2.76%	0.96%	1.85%	-0.89%	0.96%	3.59%	-2.63%	0.96%	1.67%	-0.71%	0.96%	-2.35%	3.31%	0.96%	1.23%	-0.27%	0.96%	-0.12%	1.08%
Dhubri	2.48%	7.99%	-5.51%	2.48%	2.31%	0.17%	2.48%	0.67%	1.81%	2.48%	0.24%	2.24%	2.48%	2.86%	-0.38%	2.48%	2.67%	-0.19%	2.48%	3.60%	-1.12%
Morigaon	0.48%	5.20%	-4.72%	0.48%	2.96%	-2.47%	0.48%	3.03%	-2.54%	0.48%	2.66%	-2.18%	0.48%	3.43%	-2.95%	0.48%	2.82%	-2.33%	0.48%	3.44%	-2.96%
Karbi Anglong	4.96%			4.96%			4.96%	3.16%	1.80%	4.96%	3.86%	1.10%	4.96%	4.13%	0.83%	4.96%	2.94%	2.02%	4.96%	2.89%	2.07%
Phase-I	3.14%	4.63%	-1.49%	3.14%	2.23%	0.91%	3.14%	3.15%	-0.01%	3.14%	2.89%	0.25%	3.14%	2.24%	0.90%	3.15%	2.47%	0.68%	3.15%	2.27%	0.88%
Barpeta	-0.12%			-0.12%			-0.12%	0.16%	-0.28%	-0.12%	1.09%	-1.21%	-0.12%	1.49%	-1.61%	-0.12%	0.73%	-0.85%	-0.12%	0.25%	-0.37%
Bongaigaon	0.79%			0.79%			0.79%	2.70%	-1.90%	0.79%	3.09%	-2.30%	0.79%	2.28%	-1.49%	0.79%	2.30%	-1.51%	0.79%	2.17%	-1.38%
Goalpara	2.72%			2.72%			2.72%	1.19%	1.53%	2.72%	0.92%	1.80%	2.72%	1.68%	1.04%	2.72%	2.40%	0.32%	2.72%	0.32%	2.40%
Kokrajhar	1.89%			1.89%			1.89%	2.22%	-0.33%	1.89%	1.69%	0.20%	1.89%	3.39%	-1.50%	1.89%	3.82%	-1.93%	1.89%	2.74%	-0.85%
Sonitpur	0.79%			0.79%			0.79%	5.06%	-4.27%	0.79%	4.73%	-3.94%	0.79%	3.89%	-3.10%	0.79%	3.36%	-2.57%	0.79%	2.42%	-1.63%
Phase-II	1.39%			1.39%			1.39%	2.31%	-0.92%	1.39%	2.12%	-0.74%	1.39%	2.68%	-1.29%	1.39%	2.77%	-1.38%	1.39%	1.69%	-0.30%
State	2.24%	4.63%	-2.39%	2.24%	2.23%	0.01%	2.24%	2.69%	-0.45%	2.24%	2.50%	-0.25%	2.25%	2.46%	-0.21%	2.25%	2.61%	-0.36%	2.25%	1.99%	0.26%

Overall Social Equity Index For SC Girls																					
Districts	1995-96			1996-97			1997-98			1998-99			1999-2000			2000-01			2001-02		
	% Of SC Population	% Of SC Enrolment	ISE	% Of SC Population	% Of SC Enrolment	ISE	% Of SC Population	% Of SC Enrolment	ISE	% Of SC Population	% Of SC Enrolment	ISE	% Of SC Population	% Of SC Enrolment	ISE	% Of SC Population	% Of SC Enrolment	ISE	% Of SC Population	% Of SC Enrolment	ISE
Darrang	4.94%	8.87%	179.56%	4.94%	8.68%	8.91%	4.94%	10.95%	221.78%	4.94%	8.73%	176.73%	4.94%	8.66%	175.27%	4.94%	8.65%	175.25%	4.94%	6.81%	137.00%
Dhubri	4.82%	4.25%	86.13%	4.82%	4.55%	4.62%	4.82%	4.63%	96.15%	4.82%	4.77%	99.04%	4.82%	4.14%	85.89%	4.82%	4.33%	89.76%	4.82%	4.47%	92.00%
Morigaon	13.67%	17.03%	124.61%	13.67%	14.65%	15.00%	13.67%	13.51%	98.86%	13.67%	14.13%	103.43%	13.67%	14.55%	106.44%	13.67%	14.14%	103.48%	13.66%	14.63%	107.00%
Karbi Anglong	4.22%			4.22%			4.22%	12.29%	291.35%	4.22%	12.28%	291.16%	4.22%	11.41%	270.47%	4.22%	11.43%	271.08%	4.22%	11.45%	271.00%
Phase-I	5.66%	8.92%	157.47%	5.66%	8.19%	8.34%	6.30%	9.21%	146.15%	6.29%	8.66%	137.56%	6.28%	8.24%	131.16%	6.28%	8.53%	135.81%	6.28%	8.10%	135.00%
Barpeta	6.46%			6.46%			6.46%	7.34%	113.51%	6.46%	7.43%	114.97%	6.46%	7.30%	112.92%	6.46%	7.49%	115.83%	6.46%	7.26%	112.00%
Bongaigaon	13.02%			13.02%			13.02%	13.03%	100.11%	13.02%	13.31%	102.23%	13.02%	13.36%	102.61%	13.02%	12.85%	98.68%	13.01%	12.59%	96.00%
Goalpara	5.50%			5.50%			5.50%	7.24%	131.67%	5.50%	6.12%	111.22%	5.50%	5.16%	93.77%	5.50%	6.16%	111.96%	5.50%	6.28%	114.00%
Kokrajhar	3.76%			3.76%			3.76%	5.03%	133.53%	3.76%	7.39%	196.47%	3.76%	6.22%	165.52%	3.76%	5.70%	151.39%	3.76%	4.71%	125.00%
Sonitpur	5.59%			5.59%			5.59%	11.43%	204.70%	5.59%	11.16%	199.79%	5.59%	11.11%	198.87%	5.59%	10.44%	186.92%	5.58%	9.02%	161.00%
Phase-II	6.58%			6.58%			6.58%	8.90%	135.16%	6.59%	8.87%	134.68%	6.59%	8.57%	129.96%	6.59%	8.62%	130.66%	6.59%	8.04%	135.00%
State	6.17%	8.92%	144.60%	6.17%	8.19%	8.34%	6.46%	9.04%	139.97%	6.46%	8.77%	135.89%	6.45%	8.42%	130.44%	6.45%	8.57%	132.89%	6.45%	8.07%	125.00%
Overall Social Equity Index For Others (Excluding SC)																					
Districts	1995-96			1996-97			1997-98			1998-99			1999-2000			2000-01			2001-02		
	% Of (Other) Population	% Of Enrolment	ISE	% Of (Other) Population	% Of Enrolment	ISE	% Of (Other) Population	% Of Enrolment	ISE	% Of (Other) Population	% Of Enrolment	ISE	% Of (Other) Population	% Of Enrolment	ISE	% Of (Other) Population	% Of Enrolment	ISE	% Of (Other) Population	% Of Enrolment	ISE
Darrang	77.19%	64.84%	84.00%	77.19%	69.13%	89.55%	77.19%	62.31%	80.72%	77.19%	69.17%	89.61%	77.19%	68.08%	88.19%	77.19%	69.00%	89.39%	77.21%	71.78%	82.00%
Dhubri	92.76%	91.92%	99.09%	92.76%	91.94%	99.12%	92.76%	91.98%	99.15%	92.76%	92.69%	99.93%	92.76%	92.69%	99.92%	92.76%	92.14%	99.33%	92.76%	91.26%	98.00%
Morigaon	70.53%	67.71%	96.00%	70.53%	67.24%	95.34%	70.53%	70.62%	100.12%	70.53%	69.41%	98.41%	70.53%	68.64%	97.32%	70.53%	68.62%	97.29%	70.54%	68.68%	97.00%
Karbi Anglong	28.76%			28.76%			28.76%	21.10%	73.36%	28.76%	19.93%	69.27%	28.76%	19.66%	68.36%	28.76%	21.83%	75.91%	28.81%	22.57%	78.00%
Phase-I	74.92%	77.02%	102.80%	74.93%	78.48%	104.74%	74.28%	68.66%	92.43%	74.29%	70.73%	95.20%	74.30%	69.71%	93.81%	74.31%	68.06%	91.59%	74.33%	68.99%	93.00%
Barpeta	85.29%			85.29%			85.29%	83.12%	97.46%	85.29%	85.01%	99.67%	85.29%	85.19%	99.89%	85.29%	84.95%	99.61%	85.29%	84.84%	92.00%
Bongaigaon	69.04%			69.04%			69.04%	66.60%	96.46%	69.04%	69.71%	100.97%	69.04%	70.74%	102.46%	69.04%	70.66%	102.35%	69.05%	70.18%	101.00%
Goalpara	77.27%			77.27%			77.27%	64.02%	82.85%	77.27%	65.95%	85.35%	77.27%	68.71%	88.93%	77.27%	66.26%	85.76%	77.28%	65.04%	84.00%
Kokrajhar	54.67%			54.67%			54.67%	52.64%	96.29%	54.67%	54.69%	100.03%	54.67%	53.13%	106.32%	54.67%	59.02%	107.54%	54.70%	58.65%	107.00%
Sonitpur	83.45%			83.45%			83.45%	72.47%	86.85%	83.45%	73.28%	87.82%	83.45%	73.40%	87.95%	83.45%	73.96%	88.62%	83.46%	76.70%	91.00%
Phase-II	76.50%			76.52%			76.54%	69.86%	91.28%	76.56%	71.89%	93.90%	76.58%	73.02%	95.36%	76.59%	73.11%	95.45%	76.61%	73.28%	95.66%
State	75.79%	77.02%	101.62%	75.80%	78.48%	103.53%	75.53%	69.32%	91.79%	75.54%	71.35%	94.45%	75.55%	71.51%	94.64%	75.57%	70.77%	93.65%	75.58%	71.29%	94.32%

Overall Social Equity Index For ST Girls

Districts	1995-96			1996-97			1997-98			1998-99			1999-2000			2000-01			2001-02		
	% Of ST Population	% Of ST Enrolmen	ISE	% Of ST Population	% Of ST Enrolmen	ISE	% Of ST Population	% Of ST Enrolmen	ISE	% Of ST Population	% Of ST Enrolmen	ISE	% Of ST Population	% Of ST Enrolmen	ISE	% Of ST Population	% Of ST Enrolmen	ISE	% Of ST Population	% Of ST Enrolmen	ISE
Darrang	17.87%	26.29%	147.12%	17.87%	22.19%	124.19%	17.87%	26.74%	149.63%	17.87%	22.10%	123.70%	17.87%	23.27%	130.21%	17.87%	22.34%	125.03%	17.86%	21.41%	119.92%
Dhubri	2.42%	3.84%	158.56%	2.42%	3.51%	145.20%	2.42%	3.39%	140.08%	2.42%	2.53%	104.74%	2.42%	3.17%	131.19%	2.42%	3.54%	146.10%	2.42%	4.27%	176.65%
Morigaon	15.80%	15.26%	96.57%	15.80%	18.11%	114.60%	15.80%	15.87%	100.44%	15.80%	16.46%	104.14%	15.80%	16.81%	106.38%	15.80%	17.24%	109.09%	15.79%	16.69%	105.69%
Karbi																					
Anglong	67.02%			67.02%			67.02%	66.61%	99.39%	67.02%	67.79%	101.16%	67.02%	68.93%	102.85%	67.02%	66.73%	99.58%	66.97%	65.98%	98.51%
Phase-I	19.42%	14.07%	72.43%	19.42%	13.33%	68.62%	19.42%	22.13%	113.98%	19.42%	20.61%	106.17%	19.41%	22.05%	113.59%	19.41%	23.42%	120.63%	19.40%	22.91%	118.12%
Barpeta	8.25%			8.25%			8.25%	9.54%	115.66%	8.25%	7.56%	91.68%	8.25%	7.51%	91.04%	8.25%	7.56%	91.65%	8.25%	7.90%	95.80%
Bongaigaon	17.94%			17.94%			17.94%	20.37%	113.53%	17.94%	16.99%	94.66%	17.94%	15.91%	88.65%	17.94%	16.49%	91.92%	17.93%	17.23%	96.10%
Goalpara	17.23%			17.23%			17.23%	28.74%	166.79%	17.23%	27.93%	162.11%	17.23%	26.13%	151.64%	17.23%	27.58%	160.07%	17.22%	28.68%	166.55%
Kokrajhar	41.56%			41.56%			41.56%	42.33%	101.84%	41.56%	37.91%	91.22%	41.56%	35.64%	85.75%	41.56%	35.29%	84.90%	41.54%	36.64%	89.21%
Sonitpur	10.96%			10.96%			10.96%	16.09%	146.78%	10.96%	15.56%	141.90%	10.96%	15.49%	141.32%	10.96%	14.28%	109.61%	10.96%	14.28%	130.33%
Phase-II	16.92%			16.90%			16.88%	21.24%	125.85%	16.86%	19.24%	114.14%	16.83%	18.41%	109.37%	16.81%	18.27%	108.68%	16.80%	18.67%	111.16%
State	18.04%	14.07%	77.96%	18.03%	13.33%	73.91%	18.02%	21.64%	120.11%	18.00%	19.88%	110.41%	17.99%	20.07%	111.58%	17.98%	20.66%	114.90%	17.97%	20.64%	114.90%

Overall Social Equity Index For Others (Excluding ST Girls)

Districts	1995-96			1996-97			1997-98			1998-99			1999-2000			2000-01			2001-02		
	% Of (Other) Population	% Of Enrolmen	ISE	% Of (Other) Population	% Of Enrolmen	ISE	% Of (Other) Population	% Of Enrolmen	ISE	% Of (Other) Population	% Of Enrolmen	ISE	% Of (Other) Population	% Of Enrolmen	ISE	% Of (Other) Population	% Of Enrolmen	ISE	% Of (Other) Population	% Of Enrolmen	ISE
Darrang	77.19%	64.84%	84.00%	77.19%	69.13%	89.55%	77.19%	62.31%	80.72%	77.19%	60.17%	89.61%	77.19%	68.08%	88.19%	77.19%	69.00%	89.39%	77.21%	71.78%	92.97%
Dhubri	92.76%	91.92%	99.09%	92.76%	91.94%	99.12%	92.76%	91.98%	99.15%	92.76%	92.69%	99.93%	92.76%	92.69%	99.02%	92.76%	92.14%	99.33%	92.76%	91.26%	98.38%
Morigaon	70.53%	67.71%	96.00%	70.53%	67.24%	95.34%	70.53%	70.62%	100.12%	70.53%	69.41%	98.41%	70.53%	68.64%	97.32%	70.53%	68.62%	97.29%	70.54%	68.68%	97.35%
Karbi																					
Anglong	28.76%			28.76%			28.76%	21.10%	73.36%	28.76%	19.93%	69.27%	28.76%	19.66%	68.36%	28.76%	21.83%	75.91%	28.81%	22.57%	78.35%
Phase-I	74.92%	77.02%	102.80%	74.93%	78.46%	104.74%	74.28%	68.66%	92.43%	74.29%	70.73%	95.20%	74.30%	69.71%	93.81%	74.31%	68.06%	91.59%	74.33%	68.99%	92.82%
Barpeta	85.29%			85.29%			85.29%	83.12%	97.46%	85.29%	85.01%	99.67%	85.29%	85.19%	99.89%	85.29%	84.95%	99.61%	85.29%	84.84%	99.47%
Bongaigaon	69.04%			69.04%			69.04%	66.60%	96.46%	69.04%	69.71%	100.97%	69.04%	70.74%	102.46%	69.04%	70.66%	102.35%	69.05%	70.18%	101.63%
Goalpara	77.27%			77.27%			77.27%	64.02%	82.85%	77.27%	65.95%	85.35%	77.27%	68.71%	88.93%	77.27%	66.28%	85.78%	77.28%	65.04%	84.16%
Kokrajhar	54.67%			54.67%			54.67%	52.64%	96.29%	54.67%	54.69%	100.03%	54.67%	58.13%	106.32%	54.67%	59.02%	107.94%	54.70%	58.65%	107.23%
Sonitpur	83.45%			83.45%			83.45%	72.47%	86.85%	83.45%	73.28%	87.82%	83.45%	73.40%	87.95%	83.45%	73.96%	88.62%	83.46%	76.70%	91.90%
Phase-II	76.50%			76.52%			76.54%	69.86%	91.28%	76.56%	71.89%	93.90%	76.58%	73.02%	95.36%	76.59%	73.11%	95.45%	76.61%	73.28%	95.66%
State	75.79%	77.02%	101.62%	75.80%	78.48%	103.53%	75.53%	69.32%	91.79%	75.54%	71.35%	94.45%	75.55%	71.51%	94.64%	75.57%	70.77%	93.65%	75.58%	71.29%	94.32%

BIHAR

Focus Area I

Enrolment, Retention, Completion and Equity

Village Enrolment Register and Retention Register

- “Bal Panji” Children’s Register is maintained in each school and has been updated based on the House Hold Survey Report, which reflects the enrolment / retention position.
- Village Education Committee (VEC) / Vidyalaya Shiksha Samiti (VSS) assists in upgrading of Bal Panji Registers. The data is shared in the monthly meeting of VEC/VSS.

State specific findings on enrolment/retention achievement and completion

- Some analysis of DISE data has been done districtwise . DISE data has been enclosed as Annexure I (I-11)which reflects classwise enrolment of child, girls and SC, completion rate, and repetition rate.
- Mid-Term Assessment Study (MAS) completed in the year 2000-01 The findings are : (figures and graph enclosed as Annexure - II (1-4).
- MAS Study conducted in un-bifurcated Bihar reveals that learning achievement gap among gender area and social group has reduced to less than 5% in case of rural vs urban boys vs girls and OBC vs others.It is marginally high in case of SC vs other and ST vs others.
- A comparison of MAS over BAS shows that there has been an increase in achievement of Class II students in language by 14.25% in maths by 20.8% and of Class V students in language by 4.51%, in maths by 7.72%.
- Rate of increase in performance of girls is better than that of boys both Class II & Class V.
- Cohort study has been conducted in the two districts of Bihar to study the completion rate of students. Field work and data collection have been completed. The data is being analysed.
- DISE data are collected through teachers, CRCs and BRCs and DLOs and is shared at all stages. MAS report has been shared from the state level to the CRC level.

Use of data in preparing Annual Work Plan & Budget AWP&B)

- The data collected from DISE and MAS studies are fully made use of in the preparation of Annual Work Plan & Budget (AWP&B) and interventions and strategies are worked out accordingly. The AWP&B is prepared based on the feed-back received from VEC/VSS and in the meeting of the District Planning Committee. Based on the requirements of the districts, State Component Plan is prepared in consultation with SCERT, SIEMAT and Primary Directorate of Govt.. of Bihar with a view to provide necessary support to the districts.

Systems of Monitoring

- Arrangements have been made for continuous monitoring of the progress in enrolment, retention and completion through the following system.

- Monthly meetings of the VEC/VSS.
- Monthly meetings at CRC
- Monthly meetings at BRC
- Monthly meetings at DIET/DLO.
- Fortnightly meeting of District Task Force at the DLO.
- Monthly Reflection cum Planning meetings at the State Level Office.
- Weekly meetings of the Mission Task Force at the SLO.
- Quarterly meeting of the State Executive Committee.

Measurement of completion rate

- The completion rate is being measured through DISE data. COHORT Study is being conducted in the two DPEP III districts.
- A study on 'Dynamics of Grade I Enrolment' has been proposed. TOR has been prepared and sent to the World Bank through Govt. of India for approval. A study on 'Grade Reptition' has also been initiated.

Interventions for hardest to reach children

- A number of centres have been opened under Alternative Schooling system to reach the unreached and deprived children.
 - 1374 Apna Vidyalaya catering 34350 boys and girls of 6-11 age group children .
 - 1601 Angana Vidyalayas enrolling 32020 9+ age group girls till date.
 - 5407 Jagjagi centres enrolling 14089 9+ girls.
 - Mahila Shikshan Kendras.
- Centres for children under difficult circumstances have also been opened. For e.g. centers for children of sex workers in Muzaffarpur street/platform children in Gaya, Centres for Nomads in Rohtas and Bhojpur and a Jagjagi Centre in a Jail in Rohtas, a centre for children suffering from leprosy in Bhojpur.

Analysis for equity gaps between different social groups

- Mid-term Assessment Study (MAS) data has been analysed districtwise on the basis of social and gender groups.
- DISE data has been enclosed.
- A districtwise report is being prepared at the state level based on project objectives.

Regional equality in state with regard to access / retention, achievement and completion and special efforts in backward regions in terms of teacher deployment and management of educational administration

- Under DPEP, the AWP&B is prepared district based, keeping in view the context and requirement of the district. Strategies and interventions are also planned accordingly with a view to remove the imbalances of the PTR in the urban and remote rural areas. A special drive was made for re-deployment of teachers in all DPEP districts.

Focus Area II

Quality and Equity

Mechanism of pupils progress in schools. AS and districtwise analysis of findings

- A formalised system of Annual Evaluation is in place for the Formal School System. Records are maintained at the school, CRC, BRC and the district level. Analysis of annual reports of consecutive years are being made in the districts to assess the increase in achievement level of students. Reports of some districts are available at the state level office.
- In the Alternative Schooling System evaluation is conducted at the end of each session and assessment is made childwise and centerwise. Efforts for mainstreaming have yielded positive results. Till 31.8.2002, 3731 children have been mainstreamed in various classes. A test has been conducted in the districts to assess the performance of the mainstreamed AS children as compared to the formal school children. Detailed report is available in SLO.
- It has been planned that the pupil's learning shall be assessed by the CRCC and BRC Resource Persons during their school visits with a view to provide academic support to the working teachers.
- In the Alternative Schooling System, the Academic Support Resource Group (ASRG) plays a similar role.
- Based on the findings of MAS and Annual Evaluation, special interventions have been planned to provide need-based, subject-specific training to teachers and inputs on multi-grade teaching has also been provided.
- With a view to recruit teachers with adequate knowledge, the teacher is being recruited through Bihar Public Service Commission's based on written test.
- The new transfer rule has been framed by the state to keep teachers within 5 kms. outside of their home Panchayat. The absentee statement of the teachers prepared by the Head Master/Head Teacher of the school are to be countersigned by the chairperson of the VSS and the salary to be drawn only on this basis as per the VSS Act.

Initiatives for the follow up Teachers trainings

- 10 days in-service training have been provided to all working teachers followed by one-day monthly recurrent training at the CRC level. Initially, they were given training based on Ujala I training module emphasising more on motivation, attitudinal change and child-centered pedagogy, primarily for Class I & II children.
- Teachers who were trained through Ujala I training module were also provided 10 days training based on Ujala II training module stressing more on multigrade teaching and content areas of the relevant subjects. In the last financial year, need-based subject-specific training modules 'UTKARSH' were developed and the needy teachers are being provided 5 days training on Language, Maths and EVS Science.

Quality Monitoring

- First workshop was held in the West Champaran district with the teachers, master trainers, resource persons, Govt. functionaries etc. Parameters for Quality Monitoring were developed on the basis of which a schedule was finalised. Each district conducted

the study in four formal schools. A few reports are available at SLO. Due to this intervention the schools picked up in performance and showed signs of improvement. But the schedule appeared to be too elaborate to replicate in all the schools of the districts. In order to further fine tune the schedule, another workshop was organised at the state level with district representative, resource persons, representatives of SCERT, SIEMAT, NGOs, UNICEF, etc. The ideas that emerged were further consolidated and the schedule was given a final shape after discussion with the DPCs in the RPM. Presently, the schedule has been prepared with detailed guidelines for implementation and grading. It is being run on pilot basis in each of the districts.

- Another workshop was conducted on 'Quality Monitoring' of the programme with the World Bank representatives as Resource Person. Another workshop is to follow. In the meantime, follow-up activities for prioritising the areas of focus is being done.
- Regular school visits of the CRCCs/BRC Resource Persons help in quality improvement in education. One-day recurrent training of teachers at CRC level helps clear doubts of the teachers and ensure quality improvement in them.
- In the Alternative Schooling (AS) System, need specific text-books are developed for the learners. Regular and periodic trainings to instructors are imparted as and when required. ASRGs regular visit to the centres also provide on the spot academic support to these centres. Academic Calendar is developed and followed to ensure the pace of progress. The instructors of AS centres are tied up with the nearby CRCs for up gradation of their teaching skills. Skills are also developed for preparation of TLMs and activity based training. Management of the centres are done by the Mata Samities who keep a constant watch on the children's performance.

Focus Area III

Institutional Capacity and Progress of Programme Implementation

Methods of data collection, its authenticity and use

- The data collection is done through the following methods ;
- DISE
- Lok Chetna
- Bal-Panji - regular updation
- House Hold Survey (Periodically).
 - The DISE data collected is countersigned by the VEC/VSS. VEC/VSS members actively participate in the updation of Bal Panji. Collection of data is also done through Lok Chetna. The House Hold Survey was conducted with the help of ward representative and VEC/VSS members.
- Data related to out-of-school children is being processed and individual teachers are made responsible and accountable for getting them enrolled in the school. Special efforts are being made to mainstream the children with special needs.
- The data collected through House Hold Survey helped in obtaining the needs of each village and age specific information regarding out-of-school children. It enabled to make specific interventions for improving enrolment and retention.
- Unserved habitations have been pin-pointed and plan developed to open AS centres.
- Through House Hold Survey, it is for the first time that categorywise detailed information has been collected about children with special needs. This has helped us in formulating suitable plan interventions.

- Active involvement of SIEMAT and SCERT in conducting research and evaluation studies of the project. Increased participation in the planning process, training workshops, meetings and development of module for Panchayat Shiksha Mitras (PSMs).
- The faculty of each DIET has been strengthened by placing 7-9 lecturers in each DIET by the state government. They are being involved in the training processes.
- At BRC and CRC level, Block and Cluster Resource Groups have been made functional.
- The role and functions of BRC and CRC have been well-defined in the Perspective Component Plan of DPEP III .
- The Govt. of Bihar has given statutory powers to VSS by formulation of Bihar state VSS Act 200 which provides an effective process for school management. They are as follows:
- To get all children fit to be admitted in school residing in the feeder areas of the school enrolled into the school cent-percent and render the necessary assistance to the teachers in the preparation of Students Roll (Bal Panji)
- To make necessary decisions in respect of the Mid-day meal programme and supervision of the distribution of food grains/meals.
- To sanction and supervise the distribution of the incentive allowance for regular attendance.
- To decide the opening and closing time of the school and give prior information to BEEO, REO and DSE.
- To ensure attendance of the teacher.
- If the Head master/Head Teacher/Assistant Teacher remains absent without information or without adequate sufficient reason, VSS shall be competent to mark his absence for the day.
- The drawing and disbursing officer shall deduct the salary for such day/days of unauthorised absence.
- The absentee statement prepared by the Head Master/Head Teacher of the school shall be countersigned by the Chairperson and the salaries shall be drawn only on its basis.

Measuring yardsticks for the effectiveness of VEC/VSS

- The measuring yardsticks for the effectiveness of VEC/VSS are
 - (i) Quality of completion of the work assigned to them including civil works.
 - (ii) Quality performance of schools.
 - (iii) Enrolment/dropout status
 - (iv) Convergence with PRI
 - (v) Physical status of school.
 - (vi) Contribution of community towards school.

Physical & Financial Report

It is enclosed as annexure-III (1 to 6)

Sustainability of recurring cost under DPEP after the project closing

Sl. No.	Component	Physical Number	Estimated Annual Recurring Expenditure	Sustainability Report

			after closure of DPEP	
1	Salary of Additional Teachers	3566		Posts of these teachers will continue under SSA after project period
2	Project Office Expenditure	12		SPO and 11 DPOs will continue under SSA after project period
3	BRCs	151		All these BRCs will continue under SSA after project period
4	CRCs	1895		All these CRCs will continue under SSA after project period
5	School Improvement Grant @ Rs. 2000/- per school	24747		This will continue under SSA after project period
6	TLM Grant @ Rs. 50/- per teacher	53,498		This will continue under SSA after project period
7	EGS/AS Centers	2975		There is no EGS under DPEP. AS centers will phase out by the end of project period
	Total			As above

Other Points as per the TOR of the 16th JRM

New initiatives and progress on on-going activities

- Efforts have been made to improve the classroom transactions by providing need-based subject specific training and techniques of multi-grade teaching. New MLL based Text Books have been developed which also have Work Book as part of it.

Institutional Strengthening

- With efforts made under DPEP, BRCs, CRCs and SIEMAT have been satisfactorily strengthened where as DIETs and SCERT are being improved.

Capacity Building

- All DPEP personnel have been given orientation training and professional training including hands-on-training, which is necessary at the entry point. Key programme personnel have been deputed to attend/participate in national seminars, workshop, and training programmes to enable them to update and upgrade their knowledge and skill in programme implementation. Programme personnel related to quality activities have been sent on study tours of other DPEP state to have on the spot knowledge of programme implementation in other states which has benefited programme implementation here.
- At the district level all programme personnel have been trained and encouraged to actively participate in fortnightly DTF meetings so that there may be inter component discussion and sharing of difficulties and problems experienced in course of implementation and to find out possible solutions jointly. They have also been given adequate inputs to ensure convergence with Departments of State Governments within the approved Annual Work Plan & Budget (AWP&B)
- They have been doing well in programme implementation, inspite of shortage of key personnel, which programme in social/developmental sectors have to encounter.

Recruitment and deployment of teachers...

- Under DPEP, 1873 new primary schools were proposed with two teacher units in each school. All proposed schools have been sanctioned by Govt. of Bihar with two teacher units. Effective steps have been taken by the state to get teachers posted in all DPEP and primary schools.
- All schools have been provided School Development Grant and working teachers were given TLM grant. Consequently, facilities have improved which enable teachers in improving classroom transactions. Vidyalaya Shiksha Samiti Act 2000 has been enacted in Bihar which has placed effective community control and support system. PRI institutions have also been entrusted to look after the school activities.

Disticts Primary Education Programme -III Bihar **Part-II For 16th JRM**

A: Project Structure :

(Rs in Lakh)

Districts Covered	EFC Approved Project Cost	AWP&B for 2002-2003	Expenditure in the current financial year 2002-2003	Cumulative Expenditure form 1997 to 30-09-2002.
1. Bhagalpur	4000.00	944.363	203.37	1775.81
2. Bhojpur	3719.32	1394.444	224.44	1941.82
3. Darbhanga	3586.01	1398.693	113.91	918.87
4. Gaya	3928.93	1378.023	175.58	1658.19
5. Munger	4000.00	1223.210	150.43	1313.13
6. Muzafferpur	3247.64	913.855	129.23	1784.08
7. Purnea	4000.00	1056.274	139.78	1595.63
8. Rohtas	3707.91	1047.934	98.04	1679.69
9. Sitamarhi	3280.67	978.550	978.55	1477.15
10. Vaishali	3673.01	1339.914	120.47	1083.43

11. West Champaran	3589.50	1085.471	207.18	1463.10
12. State Component	2802.35	488.356	77.24	1862.98
TOTAL =	43535.33	13249.357	2071.37	18607.23

B: Submission Of Annual Report & Audited Accounts:

The Annual Report & Audited Accounts for the year 2000-2001 has already been approved by the CG and sent to DPEP Bureau, MHRD: GOI, New Delhi.

The Audited Accounts for the year 2001-2002 has already been sent to MHRD, GOI, New Delhi.

C: Utilisation Certificate:

Utilisation Certificate UC) upto 03/2002 has been submitted to GOI.

D. Expenditure

1. Total Planned during the year 2002-2002 : Rs 13249.357 Lakh
2. Total Fund allotted during 2002-2003 upto August-2002 : Rs 4582.97 Lakh
3. Cumulative Expenditure from April-2002 to September-2002 : Rs 2071.37 Lakh

l no	Month	Cumulative Expenditure
1	April-2002	Rs 168.93 Lakh
2	May-2002	Rs 388.53 Lakh
3	June-2002	Rs 681.17 Lakh
4	July-2002	Rs 956.20 lakh
5	August-2002	Rs 1400.30 Lakh
6	September-2002	Rs 2071.37 Lakh

Expenditure against AWP&B works out to 16%
Expenditure against funds allotted comes to 47%

E. Whether 15% share Contributed by the State Government.

Rs in Lakh

Year	GOI Release	State share due	State share released	Remarks
1997-98	2717.95	480.05	480.05	
1998-99	1094.00	1500.00	1500.00	Received in next financial year
1999-2000	4000.00	1347.00	1347.00	
2000-2001	2800.00	705.85	705.85	Received in next financial year
2001-2002	5770.00	800.00	800.00	
2002-2003	4400.00			Not due

II. Claim Submitted/ Disbursement:

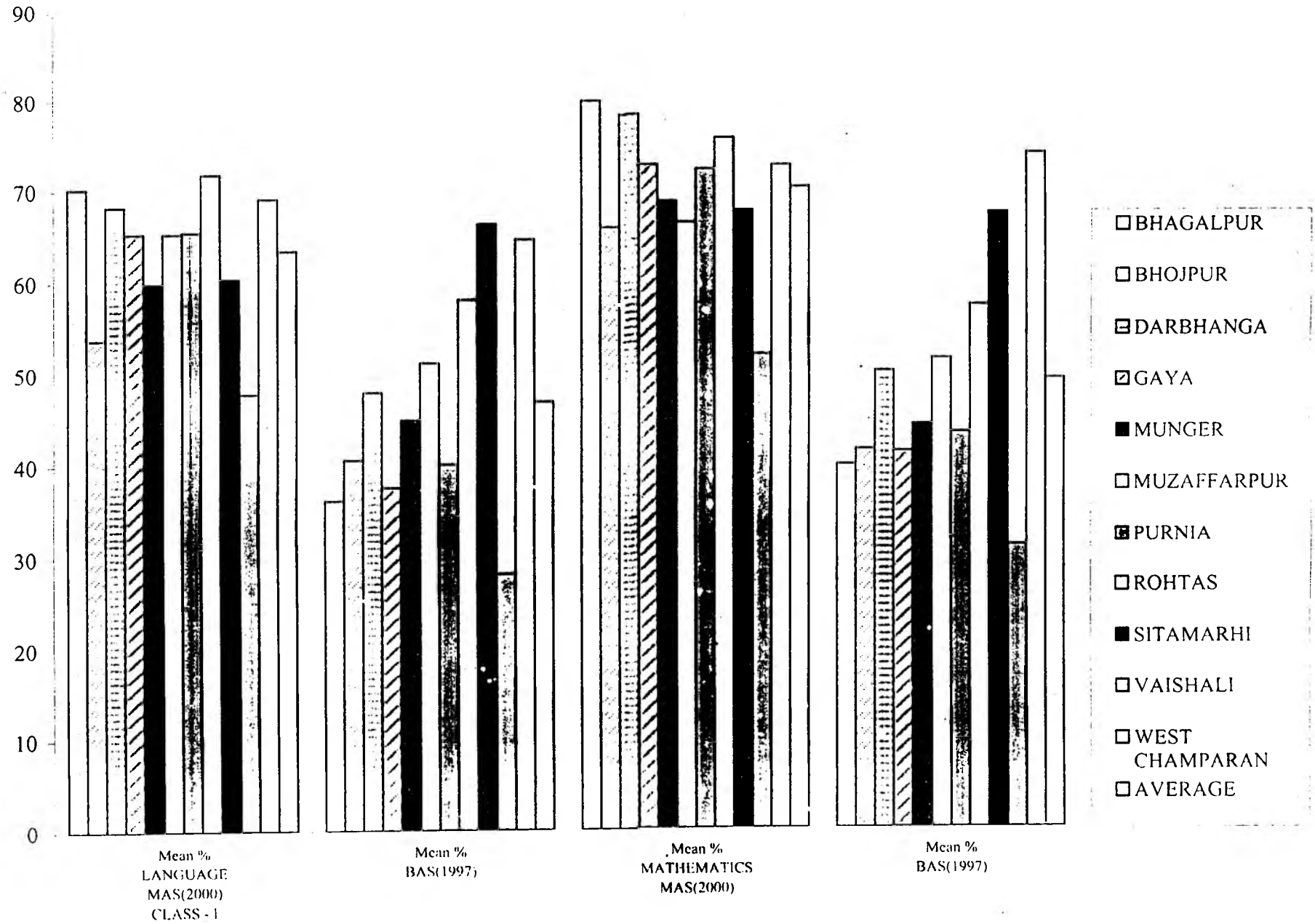
1 Claim submitted :	Rs 1921.03 Lakh
2. Claim Allowed :	Rs 842.5445 Lakh
3. Claim Disallowed	Rs. Nil

Month Wise Amount Claimed. Rs in Lakh

Month	Grand total
April -2002	0.95
May-2002	185.38
June-2002	309.56
July-2002	232.61
August	394.97
September-2002*	658.05
Total amount claimed	1921.03
Total Disbursement	842.54

Note: * Disbursement awaited from GOI.

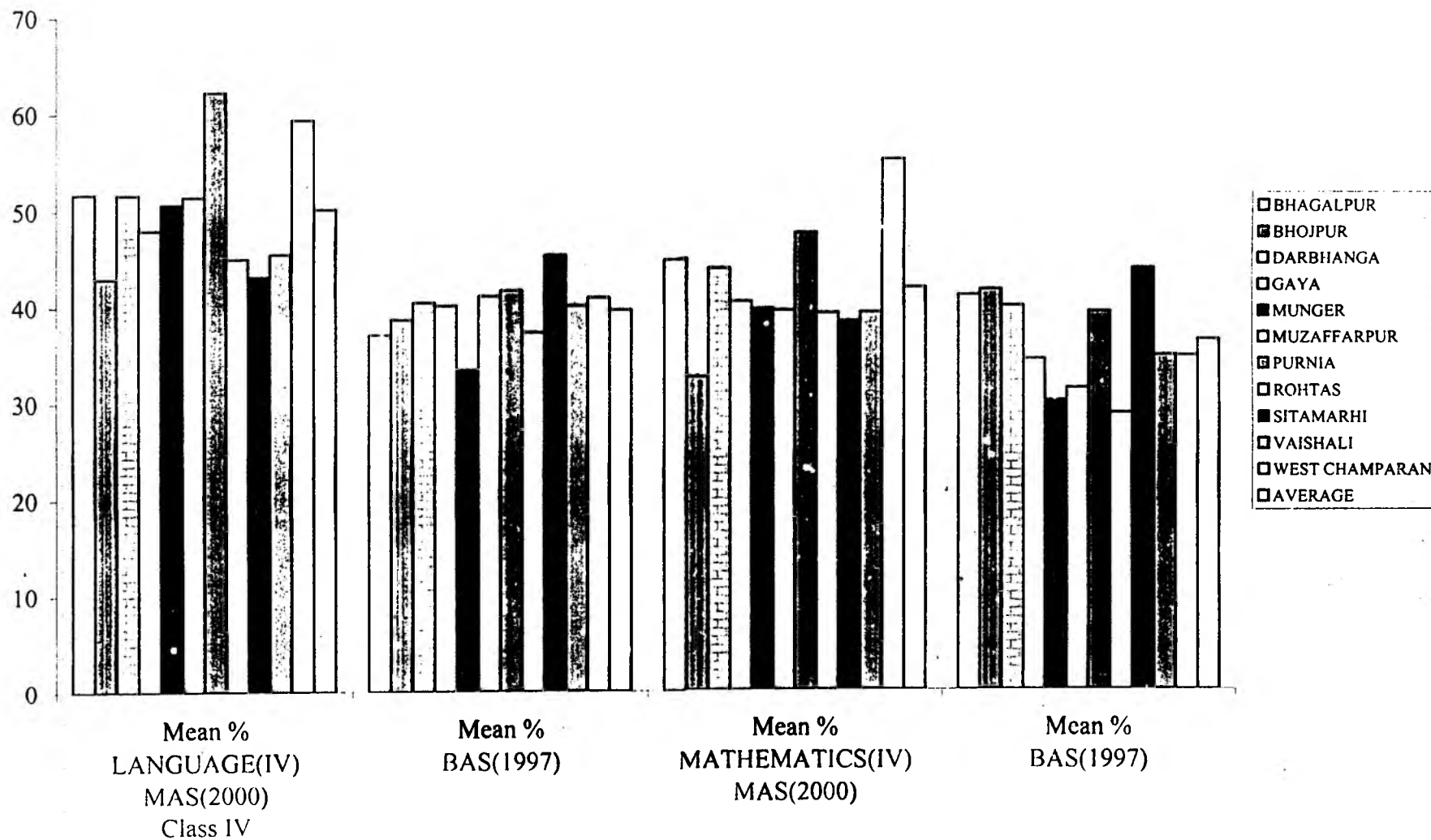
Achievement of Gr. I Learners in Lang. & Maths. in MAS & BAS



Achievement of Class I Learners in Language and Mathematics during

SL. NO	CLASS - I						
		MAS(2000)	BAS(1997)	DIFFERENCE(MAS vs BAS)	MAS(2000)	BAS(1997)	DIFFERENCE (MAS vs BAS)
		LANGUAGE			MATHEMATICS		
	DISTRICTS	Mean %	Mean %	Mean %	Mean %	Mean %	Mean %
1	BHAGALPUR	70.15	36.10	34.05	79.62	39.71	39.91
2	BHOJPUR	53.76	40.50	13.26	65.65	41.36	24.29
3	DARBHANGA	68.23	47.85	20.38	78.04	49.93	28.11
4	GAYA	65.27	37.50	27.77	72.47	41.14	31.33
5	MUNGER	59.83	44.85	14.98	68.42	44.07	24.35
6	MUZAFFARPUR	65.26	51.10	14.16	66.10	51.28	14.82
7	PURNIA	65.41	40.00	25.41	71.86	43.21	28.65
8	ROHTAS	71.65	57.90	13.75	75.35	57.00	18.35
9	SITAMARHI	60.29	66.15	-5.86	67.40	67.07	0.33
10	VAISHALI	47.73	28.00	19.73	51.82	30.86	20.96
11	WEST CHAMPARAN	69.00	64.45	4.55	72.29	73.57	-1.28
	AVERAGE	63.33	46.76	16.56	69.91	49.02	20.89

Achievement of Gr.IV Learners in Lang. & Math. in MAS & BAS



Achievement of Class IV Learners in Language and Mathematics during

SL. NO	CLASS - IV						
		MAS(2000)	BAS(1997)	DIFFERENCE(MAS(2000)	BAS(1997)	DIFFERENCE(
		LANGUAGE		MAS vs BAS)	MATHEMATICS		MAS vs BAS)
	DISTRICTS	Mean %	Mean %	Mean %	Mean %	Mean %	Mean %
1	BHAGALPUR	51.68	37.02	14.66	44.76	40.95	3.81
2	BHOJPUR	42.92	38.61	4.31	32.47	41.53	-9.06
3	DARBHANGA	51.63	40.37	11.26	43.74	39.83	3.91
4	GAYA	48.00	40.04	7.96	40.28	34.25	6.03
5	MUNGER	50.65	33.29	17.36	39.57	29.98	9.59
6	MUZAFFARPUR	51.43	41.02	10.38	39.38	31.27	8.11
7	PURNIA	62.18	41.64	20.54	47.48	39.20	8.28
8	ROHTAS	44.98	37.23	7.75	39.09	28.67	10.42
9	SITAMARHI	43.11	45.29	-2.18	38.25	43.72	-5.47
10	VAISHALI	45.47	40.02	5.45	39.16	34.63	4.53
11	WEST CHAMPARAN	59.30	40.84	18.46	54.98	34.57	20.41
	AVERAGE	50.12	39.58	10.54	41.74	36.24	5.51

**BIHAR EDUCATION PROJECT (DPEP-III)
PHYSICAL & FINANCIAL ACHIEVEMENT
PHYSICAL TARGET & ACHIEVEMENT (DPEP-III Bihar)**

District : West Champaran

As On September - 2002

Sl. No.	Description	Project Target	Target upto 31.03.02	Achiev. Upto 31.03.02	% w.r.t. 31.03.02	% w.r.t. Project Target	Target for the Year 2002-03	Ach. Till September Against AWP&B 2002-03	% age Achievement against AWP&B 2002-03	Ach. Against Project Target	% Ach. against Project Target
A	B	C	D	E	F	G	H	I	J	K=E+I	L
1	Alternative Schooling										
a	Apna Vidyalaya	2370	1354	1354	100.00	57.13	0	0	#DIV/0!	1354	57.13
b	Angana Vidyalaya	2960	1621	1621	100.00	54.76	0	0	#DIV/0!	1621	54.76
	TOTAL	5330	2975	2975	100.00	55.82	0	0	#DIV/0!	2975	55.82
2	Early Child Education										
	ECE Centre	555	767	765	99.74	137.84	57	0	0	765	137.84
3	Civil Works										
a	Block Resource Centre	139	139	106	76.26	76.26	33	14	0	120	86.33
b	Cluster Resource Centre	1104	987	676	68.49	61.23	508	164	0	840	75.18
c	Additional Classroom	1652	969	402	41.49	24.33	983	242	0	644	38.92
d	New School Building	1538	482	94	19.50	6.11	972	65	0	159	10.34
e	Buildingless School	443	192	60	31.25	13.54	245	47	0	107	24.15
f	Toilet	4510	1312	568	43.29	12.59	1840	353	0	921	20.44
g	Drinking Water	5167	947	413	43.61	7.99	1513	250	0	663	12.83
h	Mahila Kutir	179	27	7	25.93	3.91	60	10	0	17	9.50
4	Village Education Committee										
a	VEC Formation	25244	25417	24856	97.79	98.46	135	0	0	24856	98.46
b	1 day Orientation Trg	0	49966	58932	117.94	NA	21512	9018	0	67950	NA
c	5 day Training	25244	5924	8851	89.19	35.06	4930	136	0	8987	35.60
d	Micro Planning	22050	8322	6955	83.57	31.54	4268	1440	0	8395	38.06
e	VEC grant	122932	97706	78621	80.47	63.95	25452	1850	0	80471	65.54
5	Training										
a	Ujala - I	123326	72614	68785	94.73	55.77	1760	504	0	69289	56.16
b	Ujala - II	219526	74810	51334	68.62	23.38	9359	4146	0	55480	25.27
c	5 days Sub. Spec. Trg.	0	22536	6186	NA	NA	57824	11710	0	17896	NA
6	Primary Formal Schooling										
a	Opening of New Schools	1783	1783	1473	82.61	82.61	310	78	0	1551	87.05
b	No. of Sahyogi Teacher	3566	3566	1870	52.44	NA	483	17	0	1887	NA
c	No. of Regular Teacher	3566	3566	804	22.55	2.80	2762	0	0	804	23.00
d	No. of TLM Grants	342852	154828	124870	80.65	36.42	60285	6754	0	131624	38.00
7	DISE										
a	1997-98	11	11	11	100.00	100.00	0	0	#VALUE!	11	100
b	1998-99	11	11	11	100.00	100.00	0	0	0	11	100
c	1999-2000	11	11	11	100.00	100.00	0	0	0	11	100
d	2000-2001	11	11	11	100.00	100.00	0	0	0	11	100
e	2001-02	11	11	11	100.00	100.00	0	0	#DIV/0!	11	100
8	Mahila Samakhya										
a	Mahila Samooch Trg.	1280	819	813	99.27	63.52	295	104	0	917	71.64
b	Jajjagi Centre	883	794	789	99.37	89.35	266	222	1	1011	114.51
c	Balajjagi Centre	544	492	535	108.74	98.35	220	238	1	773	142.09

* Total Enrolment *

Sl.No.	Districts	Year	Total Enrolment						Transition/Completion			
			I	II	III	IV	V	Total	I-II	I-III	I-IV	I-V
1	Bhagalpur	1996-97	148613	83248	69894	60575	55693	418023				
		1997-98	127985	104214	76826	63392	55408	427825	Base year			
		1998-99	115539	101942	91497	67740	56209	432927	80%	65%	51%	42%
		1999-00	95176	86224	83539	73792	58511	397242	75%	67%	54%	
		2000-01	103054	82590	77190	65894	55089	383817	87%	74%		
		2001-02	121635	80431	70751	62951	54336	390104	78%			
2	Bhojpur	1996-97	122286	63698	52356	44828	40492	323660				
		1997-98	166205	73838	58104	49015	43212	390374	Base year			
		1998-99	167342	79828	63136	50269	43743	404318	48%	39%	33%	15%
		1999-00	131113	83812	64461	51857	42886	374129	50%	41%	20%	
		2000-01	123710	77152	68857	54103	44681	368503	59%	28%		
		2001-02	90819	44368	36821	32749	25250	230007	36%			
3	Darbhanga	1996-97	99200	53518	42676	34977	32064	262435				
		1997-98	126187	74478	51284	38259	31780	321988	Base year			
		1998-99	88972	77571	59864	42839	34358	303604	61%	43%	36%	28%
		1999-00	67559	60347	54754	42718	31788	257166	68%	59%	46%	
		2000-01	71183	56253	52737	45514	37073	262760	83%	70%		
		2001-02	87413	55805	47029	40934	35536	266717	78%			
4	Gaya	1996-97	101018	47737	41486	37094	34973	262308				
		1997-98	150040	56018	44292	37690	32832	320872	Base year			
		1998-99	129494	62160	46227	37621	32345	307847	41%	32%	30%	24%
		1999-00	124150	61706	47998	37421	30621	301896	48%	44%	35%	
		2000-01	137796	71521	56449	44265	34920	344951	58%	46%		
		2001-02	144252	71384	57461	45243	35551	353891	52%			
5	Munger	1996-97	124665	63943	56249	51107	47763	343727				
		1997-98	126064	72325	57432	50339	45911	352071	Base year			
		1998-99	115129	73002	63729	51527	44779	348166	58%	54%	49%	41%
		1999-00	133119	80386	68280	57814	48173	387772	70%	63%	52%	
		2000-01	122142	89827	72859	61296	52231	398355	67%	54%		
		2001-02	117640	80353	71770	60376	52217	382356	66%			

Class-wise Retention and Overall Completion rate (Class I to IV/V)

*** Total Enrolment ***

Sl.No.	Districts	Year	Total Enrolment						Transition/Completion			
			I	II	III	IV	V	Total	I-II	I-III	I-IV	I-V
6	Muzaffarpur	1996-97	153662	81186	61995	51695	42084	390622				
		1997-98	173608	83192	64641	51159	44283	416883	Base year			
		1998-99	160870	89645	64580	49270	39544	403909	52%	41%	32%	27%
		1999-00	160131	90123	70863	52800	40944	414861	56%	45%	35%	
		2000-01	162573	94028	71791	55031	43235	426658	59%	42%		
		2001-02	150858	80796	67299	55572	47687	402212	50%			
7	Purnea	1996-97	128820	84101	71738	61127	53541	399327				
		1997-98	123948	93286	75860	63347	53077	409518	Base year			
		1998-99	108026	92548	80217	64668	54258	399717	75%	65%	53%	40%
		1999-00	120004	94981	80806	65462	52007	413260	88%	77%	60%	
		2000-01	120229	97131	83097	65976	53146	419579	81%	66%		
		2001-02	126060	97835	78731	64666	50061	417353	81%			
8	Rohtas	1996-97	124446	71225	59306	51220	45989	352186				
		1997-98	127611	76102	61556	53092	47423	365784	Base year			
		1998-99	111905	77649	64195	53758	47459	354966	61%	49%	46%	39%
		1999-00	124299	79217	63040	53641	48834	369031	71%	62%	50%	
		2000-01	127399	83286	69515	58170	48916	387286	67%	53%		
		2001-02	116266	77393	65505	56471	49183	364818	61%			
9	Sitamarhi	1996-97	158223	67263	47750	37465	28947	339648				
		1997-98	150749	78577	53244	39205	32418	354193	Base year			
		1998-99	116030	72212	49097	33963	27657	298959	48%	39%	30%	23%
		1999-00	98135	69029	58489	42209	32897	300759	59%	49%	37%	
		2000-01	102098	70400	57377	45966	34815	310656	72%	56%		
		2001-02	95366	67523	54531	43080	35056	295556	66%			
10	Vaishali	1996-97	107228	59852	43745	36324	32702	279851				
		1997-98	96752	64144	51420	39114	31076	282506	Base year			
		1998-99	89223	60267	52201	41974	34000	277665	62%	48%	43%	31%
		1999-00	70510	55696	46638	38239	30874	241957	62%	57%	41%	
		2000-01	82019	55785	50525	41464	34777	264570	79%	62%		
		2001-02	85718	56510	43947	36804	30355	253334	69%			

*** Total Enrolment ***

Sl.No.	Districts	Year	Total Enrolment					Transition/Completion				
			I	II	III	IV	V	Total	I-II	I-III	I-IV	I-V
11	West Chamaparan	1996-97	101157	80230	61484	50909	27036	320816				
		1997-98	126300	57076	42435	32611	27011	285433	Base year			
		1998-99	100281	58759	41792	31991	24239	257062	47%	33%	26%	17%
		1999-00	84439	50291	41728	31109	24176	231743	50%	40%	28%	
		2000-01	98163	50465	40501	32976	25381	247486	60%	50%		
		2001-02	120548	69716	42169	28445	21347	282225	71%			
TOTAL ::		1996-97	1369318	756001	608679	517321	441284	3692603				
		1997-98	1495449	833250	637094	517223	444431	3927447	Base year			
		1998-99	1302811	845583	676535	525620	438591	3789140	57%	46%	38%	29%
		1999-00	1208635	811812	680596	547062	441711	3689816	62%	54%	40%	
		2000-01	1250366	828438	700898	570655	464264	3814621	69%	53%		
		2001-02	1256575	782114	636014	527291	436579	3638573	63%			

Completion rate (Class I to IV/V)

* Girls Enrolment *

Sl.No.	Districts	Year	Girls Enrolment						Transition/Completion			
			I	II	III	IV	V	Total	I-II	I-III	I-IV	I-V
1	Bhagalpur	1996-97	64451	32128	25769	21748	19389	163485				
		1997-98	53926	43098	29716	23304	20015	170059	Base Year			
		1998-99	50136	43192	37542	26170	20705	177745	80%	65%	50%	43%
		1999-00	40208	36911	35206	30044	22632	165001	74%	64%	54%	
		2000-01	44416	34827	31934	26787	21422	159386	87%	76%		
		2001-02	51924	34918	30723	27283	23076	167924	79%			
2	Bhojpur	1996-97	51140	25451	20328	17082	14495	128496				
		1997-98	73179	30623	22895	18748	15887	161332	Base Year			
		1998-99	76203	34880	26265	19875	16510	173733	48%	38%	32%	14%
		1999-00	59127	37422	27612	21459	16750	162370	49%	40%	18%	
		2000-01	55369	34826	30404	23077	18294	161970	59%	27%		
		2001-02	40724	19520	16110	13494	10257	100105	35%			
3	Darbhanga	1996-97	38204	18877	14503	11930	10244	93758				
		1997-98	51504	28254	18532	13214	10595	122099	Base Year			
		1998-99	35360	30620	22548	15405	11822	115755	59%	40%	33%	25%
		1999-00	25884	23264	20722	15563	11149	96582	66%	57%	44%	
		2000-01	27184	21325	20252	17091	13888	99740	82%	68%		
		2001-02	34462	21291	17523	15409	13062	101747	78%			
4	Gaya	1996-97	40891	18804	16197	13867	12454	102213				
		1997-98	63603	22645	17325	14495	12290	130358	Base Year			
		1998-99	56323	26096	18749	14767	12396	128331	41%	32%	29%	23%
		1999-00	54929	27006	20302	15110	12030	129377	48%	43%	35%	
		2000-01	61732	31426	24422	18739	14241	150560	57%	46%		
		2001-02	64497	31402	25160	19688	14924	155671	51%			
5	Munger	1996-97	48876	24109	20929	18727	16780	129421				
		1997-98	50290	27920	21422	18555	16427	134614	Base Year			
		1998-99	47862	29611	24869	19402	16130	137874	59%	54%	49%	42%
		1999-00	55411	33476	27238	22001	17854	155980	70%	63%	52%	
		2000-01	51908	37837	30000	24450	19880	164075	68%	54%		
		2001-02	49793	34135	30179	24928	21019	160054	66%			
6	Muzaffarpur	1996-97	62814	32859	25791	20338	15836	157638				
		1997-98	72581	34048	26351	21065	17499	171544	Base Year			
		1998-99	69325	37826	26586	19874	16193	169804	52%	41%	32%	29%
		1999-00	69028	38863	29710	21740	16414	175755	56%	44%	36%	
		2000-01	72184	41269	30316	23410	18108	185287	60%	44%		
		2001-02	68095	36140	30258	25194	21156	180843	50%			
7	Purnea	1996-97	48909	28790	23591	19557	16521	137368				
		1997-98	43765	32888	25640	20748	16751	139792	Base Year			

* Girls Enrolment *

Sl.No.	Districts	Year	Girls Enrolment						Transition/Completion			
			I	II	III	IV	V	Total	I-II	I-III	I-IV	I-V
		1998-99	40121	33077	27695	21300	17320	139513	76%	64%	52%	42%
		1999-00	45439	34590	28134	22042	16750	146955	86%	74%	61%	
		2000-01	46375	35614	29582	22583	17415	151569	78%	66%		
		2001-02	50585	37973	29938	24384	18419	161299	82%			
8	Rohtas	1996-97	53767	29559	24543	20783	17995	146647				
		1997-98	55519	32155	25457	21974	18794	153899	Base Year			
		1998-99	50123	33762	27251	22118	19401	152655	61%	48%	45%	39%
		1999-00	57332	34087	26612	22288	19867	160186	68%	61%	50%	
		2000-01	57934	37128	30520	24911	20665	171158	65%	51%		
		2001-02	54231	35588	29465	24997	21644	165925	61%			
9	Sitamarhi	1996-97	63442	24702	17623	12117	9100	126984				
		1997-98	60831	29103	19153	14084	10581	133752	Base Year			
		1998-99	47234	27191	17695	12136	9562	113818	45%	36%	28%	21%
		1999-00	39073	27195	21829	15540	11407	115044	58%	47%	35%	
		2000-01	41273	27327	21989	17065	12827	120481	70%	54%		
		2001-02	38610	26645	21096	16496	13040	115887	65%			
10	Vaishali	1996-97	43987	23572	16879	13732	12024	110194				
		1997-98	39410	25937	20304	15150	10623	111424	Base Year			
		1998-99	38152	25545	21379	16788	13085	114949	65%	50%	44%	33%
		1999-00	30275	23870	19564	15688	12209	101606	63%	57%	42%	
		2000-01	35714	23864	21739	17523	14299	113139	79%	63%		
		2001-02	37998	25020	19201	15938	12930	111087	70%			
11	West Chamaparan	1996-97	34887	28140	21299	17097	14944	116367				
		1997-98	44960	18970	13442	10125	7996	95493	Base Year			
		1998-99	37779	20857	13698	9929	7378	89641	46%	32%	25%	18%
		1999-00	30765	17776	14343	10202	7584	80670	47%	38%	28%	
		2000-01	36920	18212	14248	11292	8338	89010	59%	54%		
		2001-02	49397	28588	16466	10751	7877	113079	77%			
TOTAL ::		1996-97	551368	286991	227452	186978	159782	1412571				
		1997-98	609568	325641	240237	191462	157458	1524366	Base Year			
		1998-99	548618	342657	264277	197764	160502	1513818	56%	45%	37%	29%
		1999-00	507471	334460	271272	211677	164646	1489526	61%	52%	40%	
		2000-01	531009	343655	285406	226928	179377	1566375	68%	52%		
		2001-02	540316	331220	266119	218562	177404	1533621	62%			

Completion rate (Class I to IV/V)

* SC Enrolment *

Sl.No.	Districts	Year	SC Enrolment						Transition/Completion			
			I	II	III	IV	V	Total	I-II	I-III	I-IV	I-V
1	Bhagalpur	1996-97	22561	10978	8850	7259	6540	56188				
		1997-98	17088	14407	9450	7795	6502	55242	Base Year			
		1998-99	17138	12584	11868	8081	6631	56302	74%	52%	48%	37%
		1999-00	12790	9851	8810	7904	5857	45212	57%	58%	45%	
		2000-01	13106	10756	10004	8225	7036	49127	84%	70%		
		2001-02	16310	10301	8904	7683	6397	49595	79%			
2	Bhojpur	1996-97	20194	9089	7070	5774	4988	47115				
		1997-98	30085	11431	8422	6683	5357	61978	Base Year			
		1998-99	28688	13322	9308	6866	5601	63785	44%	34%	26%	13%
		1999-00	23277	13708	10303	7500	5581	60369	48%	37%	22%	
		2000-01	21799	12423	10882	7901	5956	58761	53%	26%		
		2001-02	16916	7421	5958	6286	4049	40630	34%			
3	Darbhanga	1996-97	16843	8019	6200	5348	5007	41417				
		1997-98	19652	11331	7086	5400	4556	48025	Base Year			
		1998-99	13677	12137	9610	5669	4538	45631	62%	44%	38%	25%
		1999-00	11409	9472	8710	6477	4346	40414	69%	61%	39%	
		2000-01	12890	9385	8399	7391	5713	43778	82%	55%		
		2001-02	14055	7966	6270	5338	4823	38452	62%			
4	Gaya	1996-97	34894	14771	11952	10720	9819	82156				
		1997-98	46232	16146	12715	10228	8480	93801	Base Year			
		1998-99	38525	18305	12979	10363	8180	88352	40%	29%	27%	21%
		1999-00	39568	17760	13521	10274	8199	89322	46%	43%	33%	
		2000-01	43803	22494	16433	12391	9382	104503	57%	44%		
		2001-02	49396	21706	17215	12725	9770	110812	50%			
5	Munger	1996-97	20554	9820	8160	7226	6605	52365				
		1997-98	21210	11232	8161	6931	6097	53631	Base Year			
		1998-99	18067	11142	9398	6915	5763	51285	53%	50%	43%	28%
		1999-00	22867	12362	10509	8267	6188	60193	68%	59%	39%	
		2000-01	21469	14059	10719	9134	7171	62552	61%	39%		
		2001-02	17213	10466	8957	7024	6040	49700	49%			
6	Muzaffarpur	1996-97	26739	13201	10815	9487	7408	67650				
		1997-98	29611	13048	10177	8208	7675	68719	Base Year			
		1998-99	28314	14582	10050	7737	6393	67076	49%	38%	30%	24%
		1999-00	31060	15078	11347	8236	5951	71672	53%	42%	29%	
		2000-01	27876	15953	11751	8996	6574	71150	51%	32%		
		2001-02	23214	11837	9942	8266	7219	60478	42%			
7	Purnea	1996-97	18143	12134	10166	8165	7230	55838				
		1997-98	15623	12464	10075	8595	6648	53405	Base Year			

* SC Enrolment *

Sl.No.	Districts	Year	SC Enrolment						Transition/Completion			
			I	II	III	IV	V	Total	I-II	I-III	I-IV	I-V
		1998-99	14588	12273	11100	8861	7459	54281	79%	67%	58%	47%
		1999-00	16117	12071	10512	8917	6976	54593	83%	74%	64%	
		2000-01	19872	13125	10766	8995	7235	59993	81%	70%		
		2001-02	19062	15024	11314	9319	7319	62038	76%			
8	Rohtas	1996-97	27893	14343	11171	9257	7908	70572				
		1997-98	28251	15115	11417	9389	8121	72293	Base Year			
		1998-99	24387	15697	11881	9604	7950	69519	56%	43%	40%	38%
		1999-00	29313	16591	12229	9801	8267	76201	68%	58%	52%	
		2000-01	30986	18657	14085	11196	8653	83577	64%	52%		
		2001-02	27228	17814	15131	12777	10862	83812	57%			
9	Sitamarhi	1996-97	20643	8706	7168	7095	4253	47865				
		1997-98	18469	9705	6713	5705	5188	45780	Base Year			
		1998-99	13310	7825	5222	4049	3700	34106	42%	38%	31%	20%
		1999-00	12619	8456	7073	5213	4158	37519	64%	54%	35%	
		2000-01	14162	9353	7219	5638	4123	40495	74%	50%		
		2001-02	11502	7921	6289	4716	3727	34155	56%			
10	Vaishali	1996-97	23375	11974	8275	6688	5623	55935				
		1997-98	19981	12821	9594	6851	4023	54070	Base Year			
		1998-99	19071	11742	9504	7156	5405	52878	59%	45%	41%	29%
		1999-00	15172	11307	9066	7270	5326	48141	59%	53%	38%	
		2000-01	20116	11840	10141	8245	6830	57172	78%	60%		
		2001-02	19595	12108	9106	7237	5724	53770	60%			
11	West Chamaparan	1996-97	14401	15685	11900	9917	9071	60974				
		1997-98	16605	8131	6033	4687	3954	39410	Base Year			
		1998-99	13402	8900	6274	4601	3447	36624	54%	39%	34%	14%
		1999-00	12164	7456	6488	4726	3416	34250	56%	46%	22%	
		2000-01	16327	7913	6127	5594	4100	40061	65%	45%		
		2001-02	18916	11490	5491	2912	2256	41065	70%			
TOTAL ::		1996-97	246240	128720	101727	86936	74452	638075				
		1997-98	262807	135831	99843	80472	67401	646354	Base Year			
		1998-99	229167	138509	107194	79902	65067	619839	53%	41%	36%	26%
		1999-00	226356	134112	108568	84585	64265	617886	59%	51%	37%	
		2000-01	242406	145958	116326	93706	72773	671169	64%	46%		
		2001-02	233407	134054	104577	84283	68186	624507	55%			

sf

REPEATERS BY CLASSES (2000)

11 DPEP-III districts covering 20 revenue districts

DISTRICTS	C L A S S					TOTAL
	I	II	III	IV	V	
Bhagalpur	12.15	8.71	8.87	7.62	4.97	8.94
Bhojpur	21.76	4.74	2.84	1.76	1.32	9.21
Darbhanga	17.96	9.34	7.83	4.95	3.87	9.75
Gaya	40.23	8.17	4.69	3.00	2.07	19.12
Munger	25.26	7.26	5.64	4.88	3.53	11.68
Muzaffarpur	10.17	1.11	0.67	0.36	0.35	4.32
Purnea	22.74	13.73	12.96	10.98	8.09	15.02
Rohtas	21.75	4.11	2.40	1.37	0.35	8.73
Sitamarhi	27.96	11.75	9.72	6.73	4.69	15.11
Vaishali	30.61	10.75	7.23	5.47	3.33	14.45
West Champaran	24.90	5.10	3.63	2.39	1.64	12.10
AVERAGE	23.23	7.71	6.04	4.50	3.11	11.68

Source : EMIS data 2000

REPETITION RATE (Trend)

11 DPEP-III districts covering 20 revenue districts

DISTRICTS	REPETITION			
	1997	1998	1999	2000
Bhagalpur	9.74	8.59	9.46	8.94
Bhojpur	12.03	14.58	11.84	9.21
Darbhanga	5.41	5.47	9.12	9.75
Gaya	13.80	20.59	16.29	19.12
Munger	9.99	11.05	10.41	11.68
Muzaffarpur	12.15	12.76	10.28	4.32
Purnea	8.34	12.58	12.46	15.02
Rohtas	13.37	12.33	10.93	8.73
Sitamarhi	15.15	14.36	13.51	15.11
Vaishali	17.04	15.16	12.49	14.45
West Champaran	5.88	11.55	10.89	12.10
AVERAGE	11.17	12.64	11.61	11.68

Source : EMIS data

CHHATTISGARH

Chhattisgarh emerged out of Madhya Pradesh on 1-11-2000. In the erstwhile state MP DPEP was initiated in two phases. In the first phase 4 districts (Bilaspur, Rajnandgaon, Raigarh & Surguja) and in the second 2 districts (Bastar, Raipur) of Chhattisgarh were covered under DPEP. In April 1998 the districts were bifurcated and 9 more districts were formed. As a result now DPEP is implemented in 15 districts of state. Only Durg being the non- DPEP district in the state.

Specific Objectives

1. Learning Completion and Quality

DPEP in the state has been concentrating on improving the quality of primary education not forgetting the goals of total enrolment and retention of all children up to class V. The state, had in the year 98-99, achieved the target of 100 % access but due to closure of NFE centres and emergence of new habitations the access percent dropped and is presently 98%. The enrolment during the years has increased considerably and the present GER is 95%. Various programmes for capacity building of teachers, CACs, BRCCs, DIET faculty DPO Staff have been done also academic discussions that are continuously done have helped to put down, to certain levels, the blame of low level of achievement.

In 94-95 new pedagogical process was initiated in the state books were reorganised and this was further strengthened by adopting new books for Alternative Schools. The success of new books in improving the levels of achievement was experimented in all the EGS of the state and satisfactory results were attained. The new pedagogy emphasised the need of joyful learning and child centred approach. All the students of AS (now EGS) & EGS are given these new books free of cost. The state also felt the need of English in all round development of child and it was decided that English will be made compulsory from Class I itself. Thus, in the new CHHATTISGARH state new ENGLISH books not only for the students of class I and II were developed but also the Teachers' and parents handbooks were developed.

- DPEP developed Teachers' handbook incorporating innovative projects for students.
- DAG/BAG/CAG were formed who were entrusted the responsibility of academic monitoring.
- Capacity Building courses were organised not for all the regular teachers teaching in primary schools but for the newly appointed SKIII and EGS Gurujis as well.
- Orientation on the basis of continuous and comprehensive evaluation was given to teachers. They were also trained to manage Multi-grade classes, to prepare effective teaching aids.
- Learning corners in schools were introduced to enhance and strengthen the learning habits in students.
- Rs 500 /- teachers grant is given to teachers (maximum 2 teachers in a school) for preparing TLM. This has helped generating wide variety of TLMs to enhance students learning.

- Para teachers appointed to solve the problem of non-availability of teachers.
- BLIs developed for tribal areas.
- VECs are established in panchayat level to monitor the academic activities of schools.

2. Equity

In the state the position of girls education in regards of enrolment, retention and achievement is not a serious problem, it was found, when critically examined, that gender discrimination was present in classrooms. Relation with tribal community was another area where the same feeling was found existing. Last but not least is the area relating to Physically Handicapped, here not many initiatives were taken to bridge the gap and bring the children into the main stream of education. The state realised this and recently the programmes for the differently able children are being made.

- Gender gap reduced to 3.36% in terms of Enrolment.
- Gender Co-ordinator in every DPEP district is appointed.
- Free text books to given to all girls and boys of EGS.
- To provide impetus to Girls Education free textbooks are given to all girl students and those boys belonging to backward and SC/ST community.
- A thorough scrutiny to identify the portions in textbooks reflecting gender discrimination is proposed in the month of December. Accordingly all textbooks will be revised to remove the gender discrimination.

3. Institutional Capacity Building

DIETs are strengthened to provide academic support to various academic institutions. Faculty members of DIETs are made responsible for blocks and they act as academic co-ordinator for the block. They remain present in block meetings of CACs and give their guidance to improve the situation, each DIET member is given the task to visit schools and give *on the job* training to the teachers through demonstration lesson or any other suitable means. The faculty members of DIET are closely associated action research and other research programmes of the project they are also the member of state and district academic groups. Financial help has been given to DIETs.

- Strengthening of DIETs has been done.
- Dish antennas have been installed in DIETs to have an access to teleconferencing mode of training.
- All the 1949 CRCs are effectively functioning in all the DPEP districts. DIET faculty is integrated to CRC activities for training of trainers and teachers.
- All 134 BRCs are functioning effectively. They are made responsible for monitoring academic and other activities of for school education. They build up rapport with PRIs and monitor civil works with VEC , VNSs participation. They are also responsible for deployment of trainers and providing on the job training to teachers at school level. BRCCs plans review and monitor all the academic activities.

4. Programme Management

The success of DPEP in the state lies in the decentralised planning and grassroots programme management. The districts prepare AWP & Bs taking into account the needs of grassroots functionaries as expressed by them. They keep in mind the need of each and every school. The schools discuss their needs during gram sabhas and Panchayat level conventions which are then discussed at cluster level and then to block level where the Janpad Panchayat approves them and then they are send to district which incorporates them in their AWP after scrutiny and approval of DAG and DIET. Simultaneously the state level plans are also formulated at SPO level by different project functionaries.

HARYANA

Focus Area – 1

Enrollment, Retention, Completion and Equity

- 1.1 Village enrollment registers are updated every year on the basis of survey conducted by teachers of the primary schools in the village. Village Education Committees discuss the issue of enrollment and retention in their various meetings. Data is authenticated in these meetings. Proceedings of the meetings are maintained regularly.
- 1.2 Terminal Assessment Survey has been conducted in DPEP Phase –I districts in the year 2001. The following tables show the comparison between BAS, MAS and TAS.

Comparison of Achievement Tests of Class I/II in BAS, MAS and TAS in DPEP – I districts

Test	District	BAS Mean%	MAS Mean%	TAS Mean%	Differences of MAS & TAS Mean%	Differences of BAS & TAS Mean %
Languages	Hisar	53.10	69.73	71.47	+ 1.74	+ 18.37
	Jind	55.30	63.28	70.19	+ 6.91	+14.89
	Kaithal	53.30	71.47	70.96	- 0.51	+17.66
	Sirsa	50.95	73.75	71.12	- 2.63	+20.17
Mathematics	Hisar	56.93	74.13	78.67	+ 4.54	+ 21.74
	Jind	39.29	70.90	78.63	+ 7.73	+39.34
	Kaithal	58.64	81.03	79.63	- 1.40	+20.99
	Sirsa	47.38	80.58	79.55	- 1.03	+32.17

Comparison of Achievement Tests of Class IV/V in BAS, MAS and TAS in DPEP – I districts

Test	District	BAS Mean%	MAS Mean%	TAS Mean%	Differences of MAS & TAS Mean%	Differences of BAS & TAS Mean %
Languages	Hisar	41.99	38.30	58.61	+ 20.31	+16.52
	Jind	46.33	37.58	56.40	+18.82	+10.07
	Kaithal	46.42	42.67	48.35	+5.68	+1.93
	Sirsa	41.15	46.89	44.55	-2.34	+3.40
Mathematics	Hisar	38.15	43.31	47.80	+4.49	+9.55
	Jind	39.55	39.73	46.60	+6.87	+7.05
	Kaithal	39.13	45.02	44.75	-0.27	+5.62
	Sirsa	34.65	60.64	59.95	-0.69	+25.30

The State has conducted house –to- house survey in 16 districts of the State including the four DPEP Phase –I districts. The survey shows that enrollment, retention rate has gone up. A recent study in Hisar district has revealed that the completion rate is near six years for primary schooling.

- 1.3 The studies and data collected, is utilized in the preparation of Annual Work Plans. Enrollment, retention and completion rates are discussed in the meetings held at various level and strategies are formulated for the purpose. Enrollment drives are undertaken every year before the start of academic session.
- 1.4 As already stated, Village Education Committees discuss the issues relating to enrollment, retention and completion in its monthly meetings with a purpose to contact the concerned parents.
- 1.5 Specific studies are conducted for measuring the completion rate. As mentioned earlier a study conducted in Hisar district revealed that the completion rate was near about six years. This was a tracers study .
- 1.6 No retention policy is applicable in the State in classes first and second. Hence the repetition rate in class –I is almost nil.
- 1.7 Alternative Schooling centers have been established to reach the urban deprived children, working children and children belonging to migrant communities.
- 1.8 The index of social equity and gender equity in the State is about 100%.
- 1.9 No regional inequalities exist in the State with regard to access. Some pockets in Gurgaon district need teacher deployment which is being taken care of .

Focus Area – II

Quality and Equity

- 2.1 Monthly/unit testing is done for assessing the pupils' progress. Reporting is made to the parents and the problems are discussed in the meetings of Parent Teachers Associations at the school level/A.S centre level. 30% weightage is given to the monthly/quarterly tests at the time of promotion to the next higher class. It means that comprehensive and continuous assessment of children is made at the school level/A.S. Centre level.
- 2.2 Educational supervision by authorities at various levels is done and academic support is provided to the teachers by the sub district academic support centers. Monitoring is regularly done in the monthly meetings.
- 2.3 Achievement Survey Data is discussed in the meetings held at CRC, BRC and district level to identify the issues to be taken up in the class room situations and teacher training programme.
- 2.4 Department of Primary Education has undertaken a rationalization exercise for deployment of teachers as per requirement of enrollment.
- 2.5 Arrangements have been made for providing at least two teachers in every primary school.
- 2.6 The teacher training programmes are followed up with classroom supervisions to assess the impact of the training programmes.
Feed back of the training programme is taken to make the teacher training need based. Studies are also undertaken to identify the training needs of the teachers.
- 2.7 School performance index system is being implemented in the schools for monitoring quality in schools. Self appraisal has been added and suitable changes have been made in the proforma meant for Annual Confidential Report to make the teachers accountable.

- 2.8 The system of continuous evaluation of the children, preparation of Annual Calendar for the school, development of Annual School Plan, monthly distribution of syllabi, house system, strengthening of programmes like morning assembly, bal sabha etc. and strengthened educational supervision with accountability have been introduced in the schools with focus on quality.

Focus Area – III

Institutional Capacity and progress of Programme Implementation

- 3.1 Annual surveys are conducted with the help of VEC/PTA/MTA for identifying the out of school children in the habitations.
- 3.2 The collected data is used at the school level and discussed in the meeting of Village Education Committees for bringing the out of school children into the school fold.
- 3.3 Annual Work Plans and Budgets are prepared from bottom to the top. First of all Village Educational Plans are drawn. Then plans are made at cluster, block and district level.
- 3.4 The various institutions like SCERT/SIEMT/DIET/BRC/CRC work in close coordination for improving the academic performance in the schools.
- 3.5 Functions of BRC and CRC are clearly defined. A study has been conducted by DIET Mahendergarh on the working of CRCs. The findings have been discussed at the State level and these are being used for improving their role.
- 3.6 A study is being conducted for measuring the effectiveness of Village Education Committees. It is proposed to assess the level of decentralization of education in the State through an evaluative study. It may be added that the Government has transferred the control of primary schools to PRIs/Municipal Committees in 2001.

Focus Area – IV

Sustainability

- 4.1 Sustainability plans have been prepared. These have been submitted to Government of India.
- 4.2 Mainstream educational institutions like SCERT and DIETs have been involved in the implementation of DPEP in the State.

HIMACHAL PRADESH

Focus Area-I

Enrolment, Retention, Completion and Equity.

- The Primary Schools are being provided with the environment which could be attractive for the children for joyful learning for their retention in the schools. In order to improve completion rates, the children are being imparted quality education with continued comprehensive approach in a planned way. Their performance is continuously and comprehensively evaluated.

In Sarahan Block of Sirmaur District a study was under taken in 21 schools for 51 teachers during 2000-2001 regarding the time spent on teaching and Non-teaching activities by Primary Schools teachers. From the study, it has been observed that, on an average the teachers have spent 79.58% of their working-days time in school related activities despite the pressure for spending their time on Seminars/workshops/meetings etc and other non teaching activities. The problem of teachers absenteeism in the schools of remote and distance areas is being addressed by way of providing local para –teachers namely (Gram-Vidya-Upasaks) in the schools by way of community participation. In a study undertaken in Kullu and Sirmaur districts during 1998-99 it has been observed that the attendance rate of children in Kullu districts has been found to be 90.9% and that in Sirmaur district as 91.2% which reveals that the attendance in majority of DPEP districts is considerably high. Parents and community help is also being sought to improve the attendance in schools in DPEP districts. There is no documentation/ data on the role of community in ensuring better school attendance.

In Himachal Pradesh there is hardly any problem of drop-outs, however even for stray cases, efforts are being made to bring such students in main stream of education after understanding their problems. The participation of Community is institutionalized through Panchayats, VECs and MTAs.

The district –wise and class-wise and year wise repetition rate in the state is as follows:-

Class	Kullu (Repetition rates)											
	96-97		97-98		98-99		99-2000		2000-01		2001-02	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
I	15.8	15.17	17.31	14.33	21.05	20.99	18.93	17.72	12.34	12.04	12.63	12.44
II	13.71	11.74	13.19	11.82	11.38	9.95	20.8	19.07	10.45	10.44	10.77	10.55
III	13.89	10.36	13.18	11.65	12.78	10.34	13.55	9.80	15.64	13.77	17.43	15.88
IV	12.61	10.02	13.05	11.84	12.21	9.59	12.11	8.99	11.64	10.21	14.92	12.03
V	10.39	7.56	9.29	7.47	8.22	6.46	4.93	4.44	5.40	4.89	8.92	7.45
All	13.3	10.97	13	11.42	11.47	11.47	14.39	12.33	11.27	10.46	13.05	11.73

Chamba (Repetition rates)												
	96-97		97-98		98-99		99-00		2000-01		2001-02	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
I	22.17	20.49	24.4	22.88	24.58	23.99	31.07	30.12	29.97	29.76	29.78	29.24
II	13.62	12.4	10.95	9.21	9.69	8.72	20.41	19	20.10	20.65	20.82	19.40
III	11.28	9.28	7.98	7.58	7.65	6.9	11.43	9.04	15.21	13.35	17.48	15.85
IV	9.58	8.68	6.83	6.96	7.19	6.31	9.51	6.84	10.31	7.67	13.48	11.61
V	6.13	7.87	6.98	5.7	4.51	4.34	3.66	2.84	5.10	3.77	7.47	6.16

Lahaul-Spiti(Repetition rates)												
	96-97		97-98		98-99		99-00		2000-01		2001-02	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
I	3.29	3.26	9.09	8.99	6.89	6.43	9.54	9.45	6.12	9.18	3.69	4.41
II	0.61	1.24	4.84	6.37	5.49	7.09	9.84	11.5	9.27	7.55	4.42	4.81
III	1.45	0	3.69	3.86	6.03	6.82	6.67	6.88	6.80	12.72	4.97	3.10
IV	0.6	0.38	6.31	7.44	5.14	5.72	4.47	5.12	7.02	4.93	5.34	6.27
V	1.82	0	5.4	5.71	3.96	3.23	3.77	1.83	6.10	3.63	7.92	5.18

Sirmour (Repetition rates)												
	96-97		97-98		98-99		99-2000		2000-01		2001-02	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
I	21.8	17.85	18.87	22.03	19.16	18.64	23.26	21.97	15.99	14.02	13.54	12.00
II	16.3	14.05	15.32	13.53	14.44	12.22	21.79	18.78	14.03	12.43	9.55	8.06
III	13.81	12.31	12.27	8.4	11.28	9.91	13.51	11.49	11.21	8.98	9.27	9.13
IV	13.64	10.08	10.65	8.58	10.4	8.13	12.19	9.3	10.34	7.75	16.31	14.87
V	5.07	3.87	7.6	5.83	4.02	4.03	5.75	4.35	6.66	5.37	10.75	8.45

Source : DISE data

- Teachers have a tendency to detain children in lower classes so that the results in class V board exam show a high success rate. Although the policy of no-detention is prevalent in Primary Schools of Himachal Pradesh even then repetition of children in Primary classes is still there. This problem needs to be addressed. The problem of repetition in class-I is more where the children of under-age also take admission because of the reason that the admission in the Primary Schools continues through-out the year. In classes-II onwards the repetition rate is low. Efforts are being made that the performance of these children could be improved so that these students may not repeat in the same class.
- The findings and observations of Second Internal Review Mission which visited in Tribal Areas in District Lahaul-Spiti and Education Blocks of Pangi and Bharmour of District Chamba September 9-13, 2002 are important and are as follows:-
 - The objective of physical access to school has been successfully achieved.
 - The target of 100% enrolment of children in primary schools in the age group 6-11 has been achieved.
 - The enrolment of the girls is higher in comparison to that of the boys in most of the schools visited by the mission.
 - The learning achievement level of class – I students is 57 % where as in class-IV students it is 58%.

Sufficient infra-structural material has been provided to the schools.

The library books in some of the schools are displayed for the use by the student. However, the library books in some of the school were found locked in the almirah and thus rarely issued to the students.

In almost all the schools diaries were maintained by the students in which the teachers generally communicate their suggestions to the students regarding the homework.

It was heartening to note that the children observed perfect discipline during the morning assembly.

The schools have been supplied science kits but the mathematics kits were available in few schools only. The quality and the relevance aspect of the items need to be given due consideration in future by the authorities when purchases are made. This applies to the purchase of quality books for the school library also.

TLM is available in all the schools, it has either purchased or prepared by the teacher for use in the classroom, but proper training is required in this field.

The impact of training programmes / workshops organised by DPEP assessed were through observations and interview with the teachers in the classroom settings in the schools. In this connection it may be pointed out that the impact of these programmes has not been to the satisfactory level.

Regular medical checkup of the children is being conducted by the health department of the district.

It is praise worthy that DPEP has been conducting various MGT workshops so as to equip the teachers particularly for the schools where the number of the teachers is one or two.

The teacher pupil ratio in all the schools is satisfactory.

The awareness about the local specific issues relating to historical events, geography, environment, culture etc. need special emphasis by the school.

Necessary training and other inputs should be provided for effective use of CCE to improve the achievement level of the students.

Schools should prepare school improvement plan on annual basis in order to bring about qualitative change in the functioning of schools.

- The SIEMAT in H.P. undertook a sample study of 539 students of Cohort 94-95 from 31 primary schools in Sarahan block of Sirmour district in October- November, 2001. The results of the study are as follows.

Period of study - 1994-95 to 2001-02 session

Category of children	No. of children	Dropouts	Children still continued	Primary graduates
Overall	539	15	16	508
Boys	262	7	10	245
Girls	277	8	6	263
SC	241	5	9	227
ST	1	0	0	1
General	297	10	7	280

Indicators of efficiency and Cohort dropout rate

Category of children	Years/graduate	Input-Output ratio	Coefficient of efficiency	Cohort dropout rate	Average duration of study
Overall	6.23	1.25	0.80	2.78	5.89
Boys	6.43	1.29	0.78	2.67	6.03
Girls	6.05	1.21	0.83	2.89	5.76
SC	6.34	1.27	0.79	2.07	5.96
ST	5.00	1.00	1.00	0.00	5.00
General	6.15	1.23	0.81	3.37	5.84

Completion rate

Category of children	Percentage of Primary graduates in			
	Five yrs	Six yrs	Seven yrs	Eight yrs.
Overall	40.94	77.95	92.32	100.00
Boys	35.51	74.29	87.35	100.00
Girls	46.01	81.37	96.96	100.00
SC	37.44	76.21	90.75	100.00
ST	100.00	-	-	-
General	43.57	79.29	93.57	100.00

The above study reveals that there is a overall drop out of 2.78% in Sarahan Block of Sirmour district and on an average 6.23 years are taken by the students who completed the five year of schooling, while 5.89 years on an average are spent in primary school by the students. The study further revealed that only 40.94 % students completed primary schooling in five years and all the students who entered in the system in 1994 could complete schooling in eight years. There is no marked difference of the performance amongst special focus groups like SC, ST, girls on these parameters.

Similarly the SIEMAT in H.P. undertook a study of 689 students of Cohort 94-95 from 33 primary schools in Banjar block of Kullu district in October- November, 2001. The results of the study are as follows.

Category of children	No. of children	Dropouts	Children still continued	Primary graduates
Overall	689	23	9	657
Boys	375	17	6	352
Girls	314	6	3	305
SC	205	12	3	190
ST	1	0	0	1
General	449	9	6	434
OBC	34	2	0	32

Indicators of efficiency and Cohort dropout rate

Category of children	Years/graduate	Input-Output ratio	Coefficient of efficiency	Cohort dropout rate	Average duration of study
Overall	6.00	1.20	0.83	3.34	5.78
Boys	6.15	1.23	0.81	4.54	5.87
Girls	5.81	1.16	0.86	1.91	5.68
SC	6.23	1.25	0.80	5.85	5.91
ST	5.00	1.00	1.00	0.00	5.00
General	5.87	1.17	0.85	2.00	5.70
OBC	6.28	1.26	0.79	5.88	6.18

Completion rate

Category of children	Percentage of Primary graduates in			
	Five yrs	Six yrs	Seven yrs	Eight yrs.
Overall	48.71	81.89	91.17	100.00
Boys	46.31	77.56	88.92	100.00
Girls	51.48	86.89	93.78	100.00
SC	41.05	77.37	90.53	100.00
ST	100.00	-	-	-
General	52.53	85.02	92.62	100.00
OBC	40.63	65.63	75.01	100.00

The above study of Banjar block of Kullu district reveals that the overall drop out rate in the above block is 3.34% and on an average the students in the block complete primary schooling in six years while overall duration of time given by average student in primary school is 5.78 years. 48.71% of overall students completed five years schooling in five years while all the students could complete schooling in eight years. Other focus groups like girls, SC, ST have not shown much variations on these parameters.

- A study conducted by SCERT, H.P. "Enrolment trends in class-1 for UPE in DPEP districts Himachal Pradesh – A status survey (1996-1999)" has also recommended that the practice of enrolling of children through out the year in schools should be discouraged especially after 30th September to reduce wastage and heterogeneity of children's learning abilities
- To evaluate student learning, the method of Continuous Comprehensive Evaluation (CCE) is being followed in DPEP districts of Himachal Pradesh, for which various workshops have been organised at district level wherein teachers have been trained in the field of Continuous Comprehensive Evaluation. However, in Shillai block of Sirmour district, Kiani block of Chamba district and Kullu-I and II blocks of Kullu district this process has been introduced on pilot basis. Pupil Progress Report Card are also shared with the parents in these blocks.
- The programme in the state has the objective of reducing repetition rates, improving achievement in languages and mathematics and empower teachers through trainings to make teaching and learning pedagogy based. A fifteen days training capsule is planned in the last year of DPEP to cover all aspects of child-centered learning for all the teachers in the DPEP districts. The Sarva

Shiksha Abhiyan started in the state would help ensure financial support to sustain quality. To facilitate teaching of class I book developed under DPEP, Gyan Kalash programme on Radio for aiding teachers is being started from 16th April 2002. The teachers initial resistance to the book is now giving away to increasing acceptance of the theory and philosophy of the consolidated book. The MAS study has already documented significant rise in achievement in language and mathematics over baseline (1995-96) and this rise would be maintained in future too. There is increased emphasis in IED trainings to enable teachers to handle disabled children better.

- The department of primary education in the state had taken up a rationalisation exercise in 1999-2000 wherein the teachers vacancies in the schools were fixed as per the state norms. After this exercise 1275 teachers were redeployed from the teachers surplus schools to teacher deficient schools.
- Since the inception of DPEP two studies on pupil performances in language and mathematics were undertaken. First study was BAS which was conducted in 1996 and the second study was MAS which was conducted in 1999.

The MAS study conducted by Dr. Lokesh Koul, Department of Education, H.P. University during October, 1999, throws substantial light on achievement levels.

Gender difference in achievement –MAS (October, 1999)

Class	Subject	Chamba		Kullu		Lahual-Spiti		Sirmour	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
II	Language	83.32	84.79	79.25	77.60	84.75	82.40	76.45	74.00
	Mathematics	83.57	86.17	77.30	76.51	85.25	81.05	75.25	75.50
V	Language	63.02	65.37	58.50	58.15	62.52	64.58	59.83	60.92
	Mathematics	52.44	56.30	42.10	42.45	51.98	53.50	46.93	47.47

Social difference in achievement

Percentage mean achievement of the students during MAS (Oct.,1999)

Class	Subject	Chamba			Kullu			Lahual-Spiti			Sirmour		
		SC	ST	Gen	SC	ST	Gen	SC	ST	Gen	SC	ST	Gen
II	Language	86.41	83.02	82.28	78.60	81.20	78.20	83.35	83.00	92.10	73.10	71.90	75.95
	Maths	88.94	86.77	80.52	79.80	89.10	75.10	84.08	82.30	92.10	71.05	83.15	75.75
V	Language	62.31	59.37	58.12	51.11	53.88	53.17	57.03	60.08	57.63	52.20	49.43	58.94
	Maths	51.24	53.13	53.12	37.93	46.48	44.05	49.90	53.48	46.25	44.87	37.13	49.10

Increase in achievement over Baseline.

Comparison of achievement of class V students in Language on the BAS test administered during the initial survey (BAS) 1996 and Mid –term (MAS) 1999 survey

District	Survey	Boys (Mean %)	Girls (Mean %)	SC(Mean %)	ST(Mean %)
Chamba	BAS	46.07	44.83	44.32	46.04
	MAS	63.02	65.37	65.35	66.32
Kullu	BAS	42.96	41.90	40.79	49.94
	MAS	58.50	58.15	56.66	63.66
Lahaul Spiti	BAS	49.77	49.38	44.44	48.89
	MAS	84.75	82.40	62.26	63.92
Sirmour	BAS	44.24	45.38	43.24	58.33
	MAS	59.83	60.92	56.93	54.13

The above figures indicate that the achievements of students after second study are reasonably good for all categories including SC, ST and girls.

- Comparison of achievement of class V students in Mathematics on the BAS test administered during the initial survey (BAS) 1996 and Mid-term (MAS) 1999 survey

Table -I

District	Survey	Boys (Mean %)	Girls (Mean %)	SC (Mean %)	ST (Mean %)
Chamba	BAS	40.50	36.83	37.73	40.38
	MAS	52.44	56.30	51.24	57.13
Kullu	BAS	38.50	36.80	35.80	38.73
	MAS	42.10	42.45	37.93	46.48
Lahaul Spiti	BAS	43.05	41.55	30.80	43.13
	MAS	51.98	53.50	49.90	53.48
Sirmour	BAS	37.60	38.45	36.63	45.13
	MAS	46.93	47.73	44.87	37.13

Table I indicates that the increase in the learning achievement level in mathematics of district Kullu is low as compared to other three DPEP districts. The mean percentage of girls in mathematics is better than the boys.

Comparison of achievement of class II students in Language on the BAS test administered during the initial survey 1996 and Mid-term (MAS) 1999 survey

Table -II

District	Survey	Boys (Mean %)	Girls (Mean %)	SC (Mean %)
Chamba	BAS	72.85	72.50	72.80
	MAS	83.73	76.29	84.25
Kullu	BAS	63.55	71.35	63.20
	MAS	79.25	77.60	78.79
Lahaul Spiti	BAS	81.45	71.25	76.65
	MAS	84.75	82.40	83.05
Sirmour	BAS	64.30	71.25	64.40
	MAS	76.45	82.40	73.83

Table II indicates that the achievement level of MAS (1991) is better as compared to BAS (1996). Comparison of achievement of class II students in Mathematics on the BAS test administered during the initial survey (BAS) 1996 and Mid-term (MAS) 1999 survey.

Table -III

District	Survey	Boys (Mean %)	Girls (Mean %)	SC (Mean %)
Chamba	BAS	68.21	63.79	66.71
	MAS	83.57	86.17	87.56
Kullu	BAS	63.93	65.07	62.79
	MAS	77.30	76.50	80.49
Lahaul Spiti	BAS	72.57	64.36	68.71
	MAS	85.25	81.05	82.57
Sirmour	BAS	66.07	60.86	61.86
	MAS	75.25	73.50	71.45

District Kullu identified the hard spot in mathematics due to which the learning achievement level in mathematics was low during MAS (1999) and conducted a follow up in May-June, 2000. Corrective measures were taken by the districts after the MAS and now the follow up achievement study shows a marked improvement in the performance of pupils as indicted below:

Results of Follow up achievement study in Kullu district (Mathematics)in 2000.

Table -IV

MAS Follow up study	Mean achievement level						
	Class II			Class V			
	Boys	Girls	SC/ST	Boys	Girls	SC	ST
	77.30	76.50	80.49	42.10	42.45	37.93	46.48
	83.37	79.38	81.79	63.62	63.20	63.84	60.51

Table IV indicates that the achievement level in mathematics during follow up of MAS (2000) is better than MAS (1999)

The results pertaining to category-wise comparison of class II and V students' performance in language and mathematics as per MAS indicate that :

- i. There are no significant differences in language achievement of SC/ST and other category students of Chamba and Sirmour, both during BAS and MAS, whereas the significant difference in language achievement of class II students of Kullu in favour of other category group during BAS turns out to be non-significant during MAS. However, the non-significant category wise difference in language achievement of class II students of Lahaul & Spiti during BAS turns out to be significant in favour of other category students during MAS.
- ii. The non-significant categorywise differences in mathematics achievement of class II students of all the four DPEP districts during BAS turned out to be significant in favour of SC/ST class II

students of Chamba and Kullu and in favour of other category class II students of Lahaul_Spiti and Sirmour during MAS.

- iii. There are no significant categorywise differences i.e. SC & others and St & others in language and mathematics achievement of class V students of Lahaul & Spiti during BAS and MAS.
 - iv. There are no significant difference between SC and other category class V students of Chamba in language and mathematics achievement during BAS and MAS. The significant mean differences in language achievement in favour of other category class V students of Kullu but accentuate in Sirmour during MAS. Further, the difference in mathematics achievement among SC and other class V students of Kullu and Sirmour get accentuated in favour of other category group from BAS to MAS.
 - v. The non-significant differences among ST and other category class V students of Chamba in language and mathematics during BAS turns out to be significant in favour of ST class V students of Kullu in comparison to other category counterparts in language is found during BAS and MAS, whereas such difference in mathematics achievement is non-significant during BAS and MAS. On the other hand, significantly higher performance of St class V students of Sirmour in comparison to other category students in language and mathematics during BAS turns out significantly in favour of other category class V students during MAS.
- Access has been addressed to a large extent in convergence with DPEP by the State Govt. Over all figures in enrolment have also shown a considerable increase in access. The impact of various steps and incentives taken by the State Govt. in terms of retention and completion proves the fact that it has helped a lot in achieving the desired results. The enrolment rate of SCs and STs especially the girls have also shown a considerable rise. Together with the increase in access and enrolment of the children in the state, suitable measures have been taken to ensure every child in the school completes the full cycle of primary education. Efforts are also going on to ensure that children do not dropout from school after initial enrolment. Quarterly information is also being collected from the districts regarding enrolment, out of school children, students enrolled in alternate schools etc. The Research Project on causes of high repetition rate at primary level in the State is also in progress. Himachal Pradesh has also recorded a quick progress in recent years in lowering the dropout of the girls.
 - Himachal Pradesh has about 3037 Panchayats. The election to these Panchayats have been held on a regular basis and they are the formal forum to facilitate community participation. There are no conflicts between VECs and Panchayats standing committee on school education or between Panchayats and the school teachers. Mahila Mandals & MTAs play an active role in school activities especially organising Kala Jathas, Melas etc. Panchayats are now being empowered to control the schools directly in the

form of appointment of water carriers, allocation of finances for schools etc., although the process is going on with a few hiccups in between. Panchayats have however even now little control over teachers attendance, deployment or to hire and fire them.

33 BRCs have been established in the 4 districts. All 33 BRC coordinators are in position, linkage with DIETS is being strengthened. BRCCs have been involved in the development of training modules, curriculum development and text book renewal process. Block Resource Groups (BRGs) formed at the block level to take up pedagogical renewal.

Cluster Resource Centres provide academic and management support at the cluster/centre and school level. 260 Cluster Resource Centres have been established so far out of total of 399 envisaged in the perspective plan for DPEP in Himachal Pradesh. Cluster Resource Groups have been formed at the cluster level to take up pedagogical renewal.

Focus Area-II

Quality and Equity

- The National Policy on Education (NPE) 1986 as updated in 1992 emphasised upon universal access and enrolment To evaluate student learning, the method of Continuous Comprehensive Evaluation (CCE) is being followed in DPEP districts of Himachal Pradesh, for which various workshops have been organised at district level wherein teachers have been trained in the field of Continuous Comprehensive Evaluation. However, in Shillai block of Sirmour district, Kiani block of Chamba district and Kullu-I and II blocks of Kullu district this process has been introduced on pilot basis. Pupil Progress Report Card are also shared with the parents in these blocks.
- The programme in the state has the objective of reducing repetition rates, improving achievement in languages and mathematics and empower teachers through trainings to make teaching and learning pedagogy based.
- Universal Elementary Education(UEE) can not be achieved unless all children are brought into schools and provided with equitable education. The goal of "Education for All" will remain elusive if certain disadvantaged groups remaining out of the fold of formal education system. One such group is 'disabled' who have received inadequate attention. Even today a large majority of the population of school age children with special educational needs are either not enrolled in the schools or do not receive an appropriate need based education finally dropping out of the school system and adding to the already sizeable out of school population. Chapter V (Section 26-29) of the Persons with Disabilities (Equal opportunities, Protection of Rights and Full Participation) Act 1995 has also mandated for the free education of disabled children upto the age of 18 years in an appropriate environment.
- Use of achievement survey data for improvement of classroom process & Training Baseline study was conducted in the year 1996. The data obtained therein has been analysed and used for improvement in classroom transactions. The teachers were duly trained as per the findings of the study. The finding of the Mid-term assessment study reveals that there has

been improvement in classroom transactions in all the DPEP districts. The said studies specific content have been conducted to compare the biases if any in the achievement depending upon gender, Rural /Urban divide, tribal and caste basis. Each primary school has atleast a sanctioned strength of two teachers in the far flung and interior areas where teachers are reluctant to serve.

- To overcome this problem a scheme of para-teachers mainly Gram Vidya Upasaks has been introduced in the state and atleast two teachers are available in each and every school. These Gram Vidya Upasaks serve in the village of which he is the permanent resident. This has not only improved the deployment but also ensured regular attendance of the teacher in the school. State govt. has also ordered for interview of newly trained JBT teachers to fill up all vacancies by Nov. 2002.
- At the onset of the project the need of the teacher's was assessed and a 10 days general teachers training module was developed. This training was imparted to all the primary teachers of DPEP districts. The feed back of the training was collected and finalised and as per need of the teachers, the training module in the areas of TLM school readiness, evaluation, IED, Gender, MGT and content based were developed and the training was imparted to all the teachers of DPEP districts. Again the new feed back was analysed and another two days teacher training module was developed which the first seven days dealt with theoretical aspects, next seven days theory and practice of classroom transaction and the last seven days were devoted to actual classroom transaction. The feed back of DIET faculty and CRCCs who were actively involved in in-service teachers trainings conducted by DPEP formed the basis of developing teachers training module for Vidya Upasaks and Gram Vidya Upasaks.
- The monitoring of quality in schools is carried out by CRCCs and BRCCs, pedagogy wing of district and state and by DIET faculty on regular basis. CRCCs have been provided monitoring performance which they fill up on regular basis for each school under the incharge. The feed back so obtained is sent to districts through BRCCs, here this data is analysed for appropriate action. Administrators also do monitoring and take corrective measures for improving quality in schools.
- Entry qualification of regular JBT has been upgraded from matriculation to +2 level. More para-teachers have been recruited as per need. Induction trainings imparted to all Vidya Upasaks. Vidya Upasaks are being imparted teachers training on yearly basis for five years. In-service teachers trainings being imparted to al the teachers as per the need assessed. The TLM grant of Rs. 500/- being made available to each teacher in DPEP districts. To cope with the problem of MGT in an effective manner, a pilot project has been initiated in the DPEP districts. Community based organisation like VEC and MTA have been empowered to provide a helping hand in classroom transaction as per need of the concerned schools. Curriculum was developed by active participation of teacher educators, subject experts, practicing teachers and educational administrators on the basis of national curriculum frame work developed by NCERT. The curriculum is need based, contextual and as per multigrade teaching situation of the state have been supported. Class I and II integrated text book have been developed and class III-V are in developmental stage.

- The new curriculum for the following grades and levels has been developed and finalised :

Level 1	Grade 1 and 2 (Hindi, Mathematics, EVS, Art and Value Education in an integrated manner)
Level 2	Grade 3 and 4 (Hindi, Mathematics, EVS Education as separate subjects. Oral English at grade 3 and English as a separate at Grade 4)
Level 3	Grade 5 (Hindi, Mathematics, EVS and Art Education as separate subjects.)

- Teacher training module developed for ALS instructors and training has been imparted to them.
- The role of alternative schools in the overall context of UEE in terms of equitable provision of quality education have been visualised to cater to the educational needs of the children in the age group 6-9 years (grade I-III) in those habitations which are isolated due to certain topographic reasons like dense forests, high altitudes, glaciers, avalanche sites, rivulets etc. from the formal schools and the younger kids who are unable to cross these geographical barriers. State government had decided to activate 25 alternative schools in each of the DPEP districts of Himachal Pradesh. The selection process for ALS instructors have been completed in Kullu district, while district Sirmour has initiated the process substantially. In Chamba it has not possible to make alternative schools functional because of certain local problems in selection of ALS instructors.

District	Notified	Approved	Functional
Chamba	125	25	Nil
Sirmour	25	25	23
Kullu	25	25	25
L&S	Nil	Nil	Nil

- Teachers have been duly trained in the development of teaching- learning material to facilitate children's learning. It has been emphasised during different trainings that material should be of low cost and handy which is readily available to the students. It is also being kept in mind that teachers are able to use the same material to facilitate learning of different concepts. The ability to use the same material for students learning in different settings in multi-grade situation is also being developed. The material is not only used for making learning effective and consistent but also being used for continuous evaluation in class room situation.

There is an urgent need to carry forward quality improvement efforts to an ever-growing number of schools in the State. Keeping this in view the State government has adopted five fold strategy:-To improve provision of infrastructure and human resources for primary education.

To further improve the existing curriculum and teaching learning material .This exercise of improving the curriculum and TLM is being guided by the following principles:-
to increase a two-way interaction between teacher and the child to promote learning to be child centred and activity based

to be bias free in terms of gender, ethnic, social and cultural considerations
to be attractive and interesting to children
to be related to children's context of learning and living.
to avoid information which is overburdened

- The State has appointed a para teachers (Vidya Upasaks and Gram Vidya Upasaks) in lieu of regular teachers. The emphasis is on to ensure that the most needy children are given quality education. The appointed para teachers are being provided training at regular intervals for their capacity building.
- The District Primary Education Programme (DPEP) in Himachal Pradesh took an initiative to integrate the disabled children with mild and moderate disabilities in the normal school settings at the primary level in December, 1998 when identification, medical assessment and enrolment efforts for mild to moderately disabled children were initiated. 5958 mild to moderately disabled children have so far been integrated into the normal schools in the four DPEP districts of Sirmour, Chamba, Kullu and Lahaul-Spiti as on September, 2002. Since adequately trained and oriented teachers were required in the schools to handle the differently able children therefore following initiatives were taken up for the skill development of primary school teachers in H.P. under DPEP. For the effective implementation of IED programme different State, District and Block level committees have been formed.
- The total number of disabled children in 4 DPEP districts are 5958 in 2002-2003 and 170 children are out of school. The home based programme is being chalked out for these out of school disabled children. The IEP of the disabled child have been maintained. 1893 IEPs have been developed. Medical assessment of the disabled children were made by the Chief Medical Officers. There are 1273 IED schools, 128 resource persons and 128 resource centres in the 4 DPEP districts. 283 disabled were provided aids and appliances and 1138 children with disabilities were given financial incentives. 2988 general teachers were trained through mass training and 2323 teachers were trained on 3 days module. 8 district level and 68 block level workshops have been organised during the year.
- Himachal Pradesh Govt. has made the education of disabled children with 40% or more disabilities free upto university level w.e.f. 2000-2001. Educational Programming for the disabled children- An IEP of educational programme for disabled children has been developed by the HPPES. 15 Special Educators were duly trained through specialised institutes in the Secondary Education Department of the State. To increase the number of resource persons, tie ups were made with NIMH, New Delhi and NIOH, Calcutta branch at Dehradun to provide resource support for trainings. Educationists trained in the field of special education and working in the H.P. University, Shimla, DIETs and institutions for the disabled / NGOs were also enlisted for resource support.
 - (ii) Training of core staff- The core staff posted at State Project Office and District Project Office of Sirmour, Chamba, Kullu and Lahaul-Spiti were exposed to different trainings.
 - (iii) The staff of the State Project Office and District Offices have also been exposed to various IED activities and interventions in different pedagogy workshops .
 - (iv) Training of resource persons and master trainers for IED

Since the trained resource persons to take up IED trainings were not available in the state. To overcome this deficiency various initiatives were taken up through State level workshops, Bridge Courses, Training and Capacity building.

Thrust areas and future plan of action

Following areas have been identified by the DPEP, Himachal Pradesh for IED intervention in the state.

General orientation of teachers, VEC members and Mother Teacher Associations in the field of IED.

Awareness generation to enlist the support of community, parents and NGOs.

Training and posting of five IED trained resource teachers in each education block in the DPEP districts.

Training of Psychology Lecturers working in the DIETs for Psycho-educational assessment of disabled children.

Preparation of training manuals for resource teacher training module and general orientation of teachers.

Building further the capacity of BRCs, CRCs and DIETs in the field of IED.

Effective utilization of resource teachers for the benefit of disabled children.

Focus Area III

Institutional Capacity and Progress of Programme Implementation

- The Village Education Committees have been constituted under the chairmanship of the Pradhan / Ward Panch of the respective Panchayats. State Government has also empowered the Gram Panchayats by giving them powers to appoint the Para teachers and water carriers. These committees are responsible for enrolment and retention of the children in the catchment area of the schools and helping in management of the various incentive schemes of the State Government. The ownership of the Primary Schools has been transferred in the name of the Panchayats. The VECs constituted under Compulsory Primary Education Act have also been protected and recognized under the Panchayati Raj Act. For Upper Primary Section, every gram panchayats from amongst its members constituted by election a Standing Committee i.e. Village Education Committee for performing functions relating to education to be headed by the Pradhan. These committees consist of two and not more than three members from Gram Panchayats including Pradhan. These committees also co-opt two members from Gram Sabha having knowledge in the field of Education.

Creation of community based structure

Setting of school specific Village Education Committees (VECs)

Composition of VEC

1. President / Vice President / Member of Gram Panchayat - President
2. Member of Teacher - Parent Committee - Member

3. Member of SC/ST/O BC/IRDP community - Member
4. Worker of Aganwari Centre of the concerned Panchayat - Member
5. Members of the concerned Panchayat who takes keen interest in the field of education - Member
6. Ward Member of Panchayat - Member
7. Parent of a Handicapped child - Member
8. Member of Mother-Teacher Association - Member
9. Head teacher of a school of concerned Panchayat - Member Secretary tuted.

- Training on the Module of the NIEPA are being imparted thorough SIEMAT to ensure the participation of the all concerned in Micro Planning and School Improvement Planning. It is stressed during the training programmes that the Village Education Committees should be involved in such exercises. The Districts are asked to use the data from micro planning exercise in the Annual Work Plans and Budgets of the districts.
- The DPEP districts have developed a mechanism for the monthly meetings of BRCCs and DIET faculties at the district level, wherein various teachers training issues are discussed and tie ups for resource support are made. Likewise, the CRCCs of the districts meet at their BRC level once in a month and quarterly at the district level to discuss the issues related to the implementation of DPEP at the cluster level. BRG and CRG have been constituted. The BRG,s are supposed to monitor the working of CRCs and the CRG monitors the functioning of schools under their jurisdiction.
- The DISE software of MIS under DPEP was introduced in 8 non-DPEP districts of the state in the year 2000-01. The reports generated through this have been utilized in development of pre-project activities and AWP&B plans for Sarva Shiksha Abhiyan (SSA).The DPEP districts have also tried to base the AWP&B on the EMIS reports to the extent possible. Besides this Deptt. of Primary Education is also using the DISE data in their planning strategies. As such, the effectiveness of MIS is being felt and full fledged MIS wings are being established in each district under Sarva Shiksha Abhiyan (SSA) at the first instance. Moreover, the revised DISE 2001 software has been implemented in DPEP districts from the year 2001-02 and it will be introduced in all the non-DPEP districts as well from the session 2002-03.
- The substantial data generated by DPEP (i.e. DISE data) is being put into effective use at village, district and State level. DISE data is being used for civil work activities, planning and management at village and district level. Department of Primary Education Himachal Pradesh has also used this data in a new project viz., Sarswati Bal Vidya Sankalp Yojana which was launched in Himachal Pradesh on 15th April, 1999. Under this scheme 13,600 additional rooms were to constructed on the similar guidelines as that of DPEP and this target has been met to the extent of over 95 per cent.DISE data is being used in the formation of Annual Work Plans and Budgeting, SSA planning and management, conducting research studies etc. at State level.
- Continuous comprehensive evaluation is in progress in specific DPEP blocks to improve the quality of education in Himachal Pradesh. The following aspects have been undertaken
 - Scholastic aspects- to see the academic achievements of the students
 - Co-Scholastic Aspects- to see the achievements of the students in respect of the other co-curricular activities like health, habits, attitude, co-operation, interest etc.

Different tools and techniques for scholastic and non-scholastic aspects have been undertaken and shared with teachers.

Pupil progress report cards prepared and shared with the parents.

Cumulative record cards have also been prepared.

Students attendance register has been modified.

Different measurement tools have been developed at State level to measure the learning achievement level of the students.

Comprehensive evaluation has been undertaken in the programmes/fields like Teacher's attitude

Impact of teacher training (in-service and pre-service)

Support from various institutions like DIET, SCERT,SIEMAT,HPU, NCERT, NGOs etc.

Various capacity building programmes have been launched at state level. Evaluation of these programmes/workshops has been undertaken to improve the quality of education in H.P.

To see the impact of change in the classroom process.

- To improve the quality of teaching learning process through the introduction of child centred pedagogy. Efforts are also being made to improve teacher capacity building through various trainings, work-shops, exposure visits, seminars etc. These activities are being organised by the institutes like BRCs, DIETs, SCERT, SPO, NIEPA etc.
- There is already a defined and clear role of BRCs and CRCs in monitoring the quality of education at the Block, Cluster and Village level. They are continuously seeking the co-operation and coordination of Village Education Committees. Better linkages are being established with main stream institutions like BPEO, CHTs under SSA.
- Systematic evaluations have been carried out to ensure the better linkages between students and the teachers. Following steps have been taken to improve the systematic evaluation:-
 - Learning gaps have been identified
 - Remedial actions and solutions have been given/ suggested.
 - On the basis of feedback, further remedial actions are being taken.
 - Different activity based programmes were shared with the teachers to improve the quality of education at the primary level.
 - Different studies/ surveys have been conducted/ launched to know the learning achievement level of the students.
 - Validity and reliability of the tools (question papers) has been ensured to improve the quality of education.
 - Instructional objectives like knowledge, understanding, application, skill development etc. have strictly been followed in the evaluation of the text books.
 - Evaluation is integral part of the teaching –learning process hence proper weightage has been given during the development of curriculum.
- The department of primary education in Himachal Pradesh carried out an exercise of rationalisation regarding the postings of teachers in schools as per the State norms in October-November, 1999. Wherein 1175 teachers in the State were shifted from the schools with surplus teachers to the schools with deficient teachers and the posts of 985 teachers were found otherwise surplus. Over and above the approved norms, the posts of the teachers were abolished/ held in abeyance by the government of Himachal Pradesh.

- The district planning teams have been imparted training in planning and monitoring. State Institute of Educational Management and Training has been established as a part of State Project Office during the year 2000-01. The SIEMAT is imparting training so that the planning and monitoring could be made realistic.
- Civil Works interventions have been monitored extremely well especially through the Panchyats and VECs and is a success of the DPEP in H.P. This is an inclination of the decentralisation philosophy of the State. The work on development of text books is still to be accomplished with regard to Class III, IV and V and is being expedited. Class I & II books have been prepared. A number of consultancies are proposed in this year to meet the shortfall in this field so far. We propose to do consultancies on:
 - Documentation of good building practices.
 - On functioning of Mid day meal scheme.
 - Preparation of Primary Education code.
 - Preparing of documentary films on various aspects of DPEP.
- DPEP cell has been constituted under the SCERT and DIETs to achieve the academic and capacity building goals of DPEP. The salary of these faculty members are borne by the DPEP.

- **SCERT**

SCERT is functional at Solan and it has constituted a DPEP cell to take up DPEP interventions. It has also started participating to certain extent in curriculum development and development of teachers training modules. SCERT had taken up the study on decline in class-I enrolment in respect of Chamba and Sirmour district.

- **DIETs**

DIETs are functional in all the four DPEP districts and are fully staffed. DIETs have taken up the pre-service and in-service training in the districts. They also provide resource support for teachers training at the block and cluster level. DIET faculties are participating in the preparation of training modules, curriculum and other pedagogical renewal activities. The planning and management and curriculum units are housed in the DIETs but are yet to be activated fully. Additional staff strength has been provided to DIETs under DPEP as follows:

DIETs	Chamba	Kullu	Sirmour	Total
Posts created	4	4	4	12
Posts filled	4	3	4	11

Kullu district has taken an initiative to link DIETs, BRCs and CRCs for continuous academic support by fixing a regular monthly meeting of BRCs and CRCs with the DIET faculty at DIET complex to discuss pedagogical issues and arrange for the resource persons to take up training. DIET Kullu and DIET Sirmour have now taken an initiative to activate curriculum development units with the help of District Project Offices. DIETs

have adopted certain schools as laboratory schools to take up teachers training and related activities. DIET Sirmour has created a DPEP Cell from amongst the DIET faculties to take up DPEP interventions. DIET Sirmour developed draft curriculum in Mathematics for Class III, IV and V.

DIET Una has taken up the EVS Text Book development work for class – III. A series of workshops have been organised in this regard. A State level workshop in this series was organised at DIET Una w.e.f. 8th to 12th April, 2002 wherein 34 participants from all over the state participated. Several other workshops too were held subsequently and book is now in the final stage.

- The SIEMAT has been established as a wing of the State Project Office during the year 2000 with limited faculty members. SIEMAT is imparting training to the Educational Administrators in Planning and Management, Financial Management, Micro Planning, School Development Planning and Research and Evaluation. SIEMAT is also involved in development of SSA plans.
- Training and capacity building had only a limited role in shaping attitude of teachers. The MAS study conducted in 1999 gave its findings on the impact of training on teachers in term of (i) gain of useful knowledge (ii) improvement in language teaching skills & (iii) improvement in math teaching skills.

MAS conclusions are as follows:

- In case of training the effective use of text books majority of teachers from Sirmour and Chamba districts rate its utility as average. In Kullu district, the utility has been rated as 'high', 'Average' and 'Low' by almost equal percentage of teachers. It may be pointed out that in Lahaul & Spiti district, it has been rated low by the majority of teachers.
- Utility of training programme in effective use of work book / worksheet and teacher's hand book has been rated as average in Chamba and Sirmour district and Low in Kullu and Lahaul-Spiti district by majority of selected teachers.
- Utility regarding the effective use of teaching aids has been rated as average by majority of selected teachers in Chamba & Sirmour districts, high in Kullu district and low in Lahaul-Spiti district

However, the experience drawn from numerous trainings & Capacity building workshops of DPEP would be used gainfully under the Sarva Shiksha Abhiyan (SSA).

Focus Area-IV

Sustainability

- The District Primary Education Programme was launched in the State of Himachal Pradesh as a Centrally Sponsored Scheme in 1996-97, under phase-II with an approved outlay of Rs. 129.28 (now revised to Rs. 125.86 crores) in comparatively educationally backward districts of Chamba, Kullu, Sirmour and Lahaul-Spiti for primary level education. The (DPEP) Programme is being implemented and is on the verge of completion with the assistance of the

world bank. The World Bank assistance is committed up to December 2002 with a wind up period up to June 2003. With a view to implement constitutional obligation of free and compulsory education, Sarva Shiksha Abhiyan (SSA) was launched in the State. The purpose of the programme was to improve the performance of the school system and provide community owned quality elementary education in the mission mode. It is planned and targeted that SSA will subsume and sustain all the existing programmes including externally aided programmes within its overall framework. In the 8 non –DPEP districts, it is catering to the children of up to upper level, whereas in DPEP districts it is being implemented for the 6th to 8th class children.

- With the winding up of DPEP in June, 2003, SSA will take over the mantle in all the districts of the State. The achievements of the DPEP have not only to be sustained but also are required to be strengthened and enlarged in the long run. There is substantial difference in the methodology and implementation strategy of DPEP especially the manpower in status quo to SSA. With the rational activation of the SCERT, DIETs etc. the maximum activities of DPEP can smoothly be transferred to SSA.
- After the winding up of DPEP in June, 2003, only 86 filled up and 11 vacant posts will be clearly transferable as such to SSA and rendering about 391 posts surplus. Out of these 391 employees, 230 are Cluster Resource Centre Co-ordinators (CRCCs) and 32 Block Resource Co-ordinators (BRCCs) (all incumbents are on deputation). In SSA, Centre Head Teachers (CHTs) are to take up the role of CRCCs and only para teachers emoluments are proposed to be reimbursed for each BRCC. The built up capacities of the incumbents can be utilised as resource persons or in resource groups if they (who do not fulfil the criteria under SSA) repatriated. Of the rest 129 incumbents 111 are employed on contract basis and rest 18 on deputation. All these incumbents are placed in Districts Offices and Block Resource Centres.
- The assets other than vehicles can be transferred as such to SSA. The only stipulation in the agreement for DPEP is that the assets can not be sold off without consent. The assets will be transferred/ taken on book value in the society books after the winding up of DPEP.
- SSA will totally subsume all the existing programmes including externally aided programmes within its overall framework with a district as the unit of programme implementation. In order to make the approach totally holistic and convergent, efforts will be made to dovetail programme implementation at the district level with other departments. SSA is meant for the children of upto 14 years of age i.e. to upper primary level whereas the DPEP was catering to the children up to primary level. In DPEP districts, SSA will fully take over the responsibility of primary level children after cessation of DPEP and after the culmination of SSA, the State/Central Government will have to take on the onerous responsibility of sustaining the long time continuous gains achieved from the two projects.

Institution wise sustainability Issues

Cluster Resource Centres- Cluster Resource Centres (CRC) is grass level institution housed in the school building of the cluster centre and manned by a single Resource Coordinator. Out of the total of 399 CRC'S planned in the perspective plans 4 DPEP districts, 240 are established with 230 Cluster Resource Centre Co-ordinators in place. In SSA, the Cluster Resource Centre as an institution will be sustained. The Centre Head Teachers are proposed to be positioned as CRCC'S in their ex-officio capacity. Thus the present 230 CRCC's will have to be repatriated back to the Primary Education

Department. However, their services will be utilised in carrying out the SSA activities at the Cluster, Block, District and State resource group.

Block Resource Centres (BRC)- Block Resource Centre were set up under DPEP to provide support to the Block Education Officer and to improve the quality of education by providing academic and pedagogical guidance to the primary teachers. The main function of the BRCs is capacity building, upward linkages with districts and State Office and down ward linkage with CRCs. Under DPEP, 33 BRCs in 4 DPEP districts were catering to the class I to 5, in SSA there is a substantial difference in the norms for BRC in SSA. SSA being implemented upto elementary level, initially only two posts of BRCs, one for primary level and one for elementary level have been envisaged. One of the BRCs will be a JBT teacher and the other a TGT for upper primary. It is apparent from the above that the institution of BRC will be playing a major role in SSA.

District Project Office- The apex level officer looking after the project office in a district is District Project Co-ordinator. It is planned that under SSA the District Project Office is to be housed in the premises of DIET of the district. All these institutions and interventions will be sustained under SSA to the extent possible and depending on resources available. The state has achieved near universalization in primary education in the state.

State Project Office- Established in 1996, The State Project of DPEP is headed by the State Project Director, with Director Primary Education as Mission Director and head of the programme ex-officio. Team of academic, technical and administrative personnel assists the State Project Director. It is proposed to transfer the SPO manpower and infrastructure under DPEP as to SSA within the limitation of expenditure restriction of 2% of the management cost. Keeping in view the overall function under SSA, the SPO office will be strengthened under SSA. The HPPES Society that was looking after DPEP is also looking after SSA which is an important step to ensure a smooth transition from the limited sweep of DPEP to a more encompassing SSA programme.

State Institute of Educational Management & Training (SIEMAT)- One of the main emphasis of the National Policy on Education, 1986 revised in 1992 has been improvement of educational Management and training programmes. SCERT has been catering to training needs of primary teachers and master trainers but it does not have any separate arrangement for training needs of the educational planners and administrators working at various levels of education. SIEMAT is in infancy stage at present. SIEMAT will therefore be sustained and strengthened under SSA and afterwards. The salaries of the SIEMAT staff, Block Resource Coordinators and Cluster Resource Coordinators will be booked under SSA, where such provision exist. Transition plan has been prepared. However, DPEP will subsume under SSA which will be helpful in smooth transition to post project period.

- **Sustainability plan has been prepared and submitted to the Govt. and would be shared with the 16th JRM visiting the State.**

Status of programme implementation in Civil Works

The progress of civil works under DPEP in Himachal Pradesh remained slow in the initial years, however, it was accelerated from the year 1998-99 onwards. The consolidated and

district wise targets and progress of different civil works is reflected in the tables below and State is hopeful of completing the entire civil works within the stipulated time frame.

Consolidated Status Of Civil Works Under DPEP HP As On 31-08-2002

Name of work	Project Target	Taken up so far	Completed	In Progress					Total
				Preparatory Stage	Plinth Level	Lintel Level	Roof Level	Finishing Level	
New School Building	808	794	660	4	20	17	38	55	134
BRCs	342	275	221	1	7	10	11	25	54
Repairs	802	369	318	6	0	0	0	45	51
Toilets	612	533	483	19	1	0	1	29	50
Water Supply	505	463	405	24	0	0	0	34	58
Electrification	375	345	309	26	0	0	0	10	36
BRCs	33	18	8	1	2	0	5	2	10
Add. Class room	50	25	19	1	1	1	3	0	6
Mini DIET	1	1	0	0	0	0	0	1	1
SCERT	1	1	1	0	0	0	0	0	0
Society Office	1	1	1	0	0	0	0	0	0
SIEMAT	1	1	0	1	0	0	0	0	1
Total	3531	2826	2425	83	31	28	58	201	401

District Kullu

Name of work	Project Target	Taken up so far	Completed	In Progress					Total
				Preparatory Stage	Plinth Level	Lintel Level	Roof Level	Finishing Level	
New School Building	250	248	212	3	5	6	6	16	36
BRCs	50	50	43	1	0	0	0	6	7
Repairs	240	127	94	3	0	0	0	30	33
Toilets	100	100	95	0	0	0	0	5	5
Water Supply	0	36	30	2	0	0	0	4	6
Electrification	0	63	62	1	0	0	0	0	1
BRCs	6	4	1	1	0	0	1	1	3

District Chabma

Name of work	Project Target	Taken up so far	Completed	In Progress					Total
				Preparatory Stage	Plinth Level	Lintel Level	Roof Level	Finishing Level	
New School Building	235	226	170	0	10	11	11	24	56
CRCs	155	129	92	0	7	8	8	14	37
Repairs	240	90	83	0	0	0	0	7	7
Toilets	200	199	185	0	0	0	0	14	14
Water Supply	200	200	180	0	0	0	0	20	20
Electrification	0	33	33	0	0	0	0	0	0
BRCs	13	7	6	0	0	0	0	1	1

District Sirmour

Name of work	Project Target	Taken up so far	Completed	In Progress					Total
				Preparatory Stage	Plinth Level	Lintel Level	Roof Level	Finishing Level	
New School Building	300	297	256	0	5	0	21	15	41
CRCs	126	88	80	0	0	2	1	5	8
Repairs	200	112	106	3	0	0	0	3	6
Toilets	200	199	168	19	1	0	1	10	31
Water Supply	200	200	168	22	0	0	0	10	32
Electrification	200	199	174	25	0	0	0	0	25
BRCs	10	6	0	0	2	0	3	1	6
Add. Class room	50	26	23	0	1	1	0	1	3

District Lahaul Spiti

Name of work	Project Target	Taken up so far	Completed	In Progress					Total
				Preparatory Stage	Plinth Level	Lintel Level	Roof Level	Finishing Level	
New School Building	23	23	22	1	0	0	0	0	1
CRCs	11	8	6	0	0	0	2	0	2
Repairs	122	40	35	0	0	0	0	5	5
Toilets	112	35	35	0	0	0	0	0	0
Water Supply	105	27	27	0	0	0	0	0	0
Electrification	175	50	40	0	0	0	0	10	10
BRCs	4	1	1	0	0	0	0	0	0
Mini DIET	1	1	0	0	0	0	0	1	1

Financial Status upto 30.9.02

15% contributed by the State.

(Rs. in lacs)

Year	GOI release	State share due	State share released	Total fund received from GOI and State Govt.	Exp. Upto 30.9.02	Unspent Balance
1995-96	50.00	8.82		50.00	5.11	44.89
1996-97	729.22	128.69	128.69	857.91	156.50	701.41
1997-98	1874.46	330.79	246.31	2120.70	1492.58	628.12
1998-99	1476.00	260.47	172.24	1648.24	1735.21	-86.97
1999-2000	1000.00	176.47	172.71	1172.71	1972.26	-799.55
2000-01	1900.00	335.29	511.76	2411.76	2187.38	224.38
2001-02	1700.00	300.00	185.29	1885.29	1743.64	141.65
1-4-02 to 30-9-02	1000.00	176.47	123.53	1000.00	727.07	272.93
Total	9729.68	1717.00	1540.53	11146.61	10019.75	1126.86

Expenditure

Year wise expenditure

Rs. in Lacs

Year	AWP&B provision	Expenditure	Exp. as % of AWP&B	Reimbursement	
				Claimed	Received
1995-96	50.00	5.11	10.22	4.82	4.82
1996-97	1498.45	156.50	10.44	131.48	131.48
1997-98	3330.64	1492.58	44.81	1303.83	1303.83
1998-99	3602.98	1735.21	48.16	1511.74	1511.74
1999-2000	3605.97	1972.26	54.69	1666.99	1666.99
2000-01	4274.81	2187.39	51.19	1716.28	1716.28
2001-02	4125.29	1743.64	42.27	1028.18	1028.18
2002-03 up to 30.9.2002	3293.81	727.07	22.07	534.74	397.54
Total as on 30.9.2002	12586.49 Revised EFC Cost	10019.75	79.61 of Revised EFC	7898.06	7760.86

Activity –wise Financial Progress

S. No.	Name of the Activity	Revised Project Provision	Exp. Upto 31.3.2002	% age	Budget Provision 2002-03	Exp. up to 30.9.2002	%age
1	Civil Works	3619.10	2174.95	60.10	1379.56	214.57	15.55
2	Equipment, Vehicle, Books, Furniture	1428.80	1296.00	90.71	254.73	86.54	33.97
3	Consultancy Services, Development of Text Books & curriculum	41.65	41.45	99.52	21.40	1.43	6.68
4	Fellowship training and workshop	884.36	377.26	42.66	478.57	53.34	11.15
5	Incremental staff salary and operational & maintenance cost	6612.58	5403.02	81.71	1159.55	371.19	32.01
	Total	12586.49	9292.68	73.83	3293.81	727.07	22.07

Heads of Exp	Revised Total outlay for the Project	Expenditure in financial years									
		95-96	96-97	97-98	98-99	99-2000	2000-01	2001-02	2002-03 upto 30-9-02	Cumulative Exp. as on 30.9.02	% exp.
Civil Works	3619.10		2.04	381.30	328.21	509.92	609.94	343.54	214.57	2389.52	66.03
Equipment, Vehicle, Books, Furniture	1428.80		102.39	450.11	187.42	174.50	162.00	219.58	86.54	1382.54	96.76
Consultant Services	41.65	1.25	0.22	2.15	2.78	2.71	2.39	29.95	1.43	42.88	102.95
Fellowship, training and workshop	884.36	0.32	6.77	107.00	102.72	47.97	61.11	51.37	53.34	430.60	48.69
Incremental staff salary & Operational & Maintenance cost	6612.58	3.54	45.08	552.02	1114.08	1237.16	1351.94	1099.20	371.19	5774.21	87.32
Total	12586.49	5.11	156.50	1492.58	1735.21	1972.26	2187.38	1743.64	727.07	10019.75	79.61

KERALA

Introduction

The 1st phase of DPEP was started in the state during 1994-95 in the districts of Kasaragod, Wayanad and Malappuram. The 2nd Phase was launched in the districts of Palakkad, Idukki, and Thiruvananthapuram during 1996-97. The new curriculum was implemented simultaneously in all the six project districts during 1997-98. The thrust area of DPEP activities in Kerala was to increase the achievement level of children in primary classes.

Objective – I

1. Enrolment, Retention, Completion and Equity

The trend regarding the Enrolment Boys, Girls and SC / ST Students, Repeaters is give below:

Enrolment

Class	1997-'98			1998-'99		
	Boys	Girls	Total	Boys	Girls	Total
I	97990	95045	193035	97969	95738	193708
II	109778	104925	214703	105674	100830	206504
III	111030	106547	217577	111926	107288	219214
IV	112641	107700	220341	114433	108791	223224
Total	431439	414217	845656	430002	412647	842650

Class	1999-2000			2000-2001			2001-2002		Total
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	
I	94242	92221	186463	94752	92479	187231	99831	97133	196964
II	102714	99130	201844	102501	98639	201140	102901	98508	201409
III	106107	100779	206886	105476	101430	206906	104346	99594	203940
IV	112569	107599	220168	109611	103444	213055	107877	102668	210545
Total	415632	399729	815361	412340	395992	808332	414955	397903	812858

Enrollment - SC & ST

Class	1997-'98		1998-'99		1999-2000		2000-2001		2001-2002	
	SC	ST	SC	ST	SC	ST	SC	ST	SC	ST
I	23357	6469	23219	5294	22248	5064	21800	4422	23744	5911
II	27165	6849	24692	5698	23572	5648	23535	5030	22985	5357
III	27816	6062	27559	5602	24542	5731	23876	5143	23514	5661
IV	27709	5447	27883	4871	27365	5582	24720	5246	23847	5788
Total	106047	24827	103353	21465	97727	22025	93931	19841	94090	22717

Repeaters

Class	1997-'98			1998-'99		
	Boys	Girls	Total	Boys	Girls	Total
I	178	172	350	95	83	178
II	6714	4893	11607	6459	4784	11243
III	7184	5175	12359	6893	4934	11827
IV	7175	5163	12338	6864	4982	11846
Total	21251	15403	36654	20311	14783	35094

Class	1999-2000			2000-2001			2001-2002		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	117	115	232	29	28	57	301	279	580
II	5642	4400	10042	6202	4486	10688	5547	4066	9613
III	6293	4531	10824	6640	4554	11194	5632	3882	9514
IV	6126	4629	10755	6812	4913	11725	6091	4197	10288
Total	18178	13675	31853	19683	13981	33664	17571	12424	29995

Trend in Enrolment over the years

Class	1998-'99			1999-2000			2000-2001			2001-2002		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	-0.02%	0.73%	0.35%	-3.80%	-3.67%	-3.74%	0.54%	0.28%	0.41%	5.36%	5.03%	5.2%
II	-3.74%	-3.90%	-3.82%	-2.80%	-1.69%	-2.26%	-0.21%	-0.50%	-0.35%	0.39%	-0.13%	0.1%
III	0.81%	0.70%	0.75%	-5.20%	-6.07%	-5.62%	-0.59%	0.65%	0.01%	-1.07%	-1.81%	-1.4%
IV	1.59%	1.01%	1.31%	-1.63%	-1.10%	-1.37%	-2.63%	-3.86%	-3.23%	-1.58%	-0.75%	-1.1%
Total	-0.33%	-0.38%	-0.36%	-3.34%	-3.13%	-3.24%	-0.79%	-0.93%	-0.86%	0.63%	0.48%	0.4%

Enrollment - SC & ST

Class	1998-'99		1999-2000		2000-2001		2001-2002	
	SC	ST	SC	ST	SC	ST	SC	ST
I	-0.59%	-18.16%	-4.18%	-4.34%	-2.01%	-12.68%	8.92%	33.67%
II	-9.10%	-16.81%	-4.54%	-0.88%	-0.16%	-10.94%	-2.34%	6.50%
III	-0.92%	-7.59%	-10.95%	2.30%	-2.71%	-10.26%	-1.52%	10.07%
IV	0.63%	-10.57%	-1.86%	14.60%	-9.67%	-6.02%	-3.53%	10.33%
Total	-2.54%	-13.54%	-5.44%	2.61%	-3.88%	-9.92%	0.17%	14.50%

Trend of Repeaters

Class	1998-'99			1999-2000			2000-2001			2001-2002		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	-46.63%	-51.74%	-49.14%	23.16%	38.55%	30.34%	-75.21%	-75.65%	-75.43%	937.93%	896.43%	917.54%
II	-3.80%	-2.23%	-3.14%	-12.65%	-8.03%	-10.68%	9.93%	1.95%	6.43%	-10.56%	-9.36%	-10.06%
III	-4.05%	-4.66%	-4.30%	-8.70%	-8.17%	-8.48%	5.51%	0.51%	3.42%	-15.18%	-14.76%	-15.01%
IV	-4.33%	-3.51%	-3.99%	-10.75%	-7.09%	-9.21%	11.20%	6.14%	9.02%	-10.58%	-14.57%	-12.26%
Total	-4.42%	-4.03%	-4.26%	-10.50%	-7.50%	-9.24%	8.28%	2.24%	5.69%	-10.73%	-11.14%	-10.90%

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).

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.

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.

2. *Quality and Equity*

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.

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. Self Learning Materials were developed and distributed to all the centers for utilizing in the Alternative School Classroom. These materials provide a chance to the pupils to move ahead according to their learning pace. These centers really act as a mainstreaming educational institution particularly in the remote tribal hamlets.

An efficient monitoring system is in place at all levels. State Monitoring Team at State level, District Monitoring Teams at District levels, Block Monitoring Teams at BRC level. Panchayat Monitoring Teams at VEC level were constituted. Well defined monitoring formats were developed at all levels with a vision to support the functioning of school as a system. In addition to this, the headmasters of all the schools were given training with an objective of developing capacity to monitor the activities in the school. The committees formed at different levels such as VECs, School Management Committees, PTA / MPTAs etc. also act as a strong system of monitoring and social auditing.

The project has made innumerable initiatives towards the improvement of quality of primary schooling. The major these of DPEP-Kerala has been quality improvement of primary education.

In order to see that teachers are empowered to be professionals addressing / solving the classroom problems, continuous training and onsite support were given to all teachers. Regular monthly cluster trainings have been institutionalised in which the participation of the teachers is about cent percent. Recently massive training was given on Communicative English Std. III to all the practicing teachers. Handbooks and Audio Cassettes were developed on Communicative English and distributed to all the schools.

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. The VECs contributed a lot for the overall quality improvement of schools. There are notable instances of convergence from the part of PRIs in the training of teachers, appointment of teachers, providing facilities to schools and monitoring of schools level activities.

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.

3. *Institutional Capacity and Progress of Programme Implementation*

There is a strong system of collecting, compelling, analyzing and utilizing the data with reference to Special Focus Groups. In the beginning of every academic year school based survey is being organized to identify the children with disability in different areas. The Data Collected will be used as the basic indicator for conducting medical detection camps, supplying of Aids and appliances and placement of Resource teachers at block level etc. Like wise the girl children will be provided with free text books. The enrolment data at the beginning of the year is used for this purpose. The Instructors working in Alternative Schools conduct hamlet based survey every year to identify the unenrolled and dropout children. Intensive enrolment campaign is being made every year to enroll all there children in the existing Alternative Schools. 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. The Planning and Management Capacity at different level has been developed through this process. The educational plans developed at school levels are being used while formulating PRIs plans through out the Project Districts itself indicate this aspect.

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.

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.

4. 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.

Now the Sarva Shiksha Abhiyan (Sarva Shiksha Abhiyan) is being implemented in the State as a continuation of DPEP. The systems developed during DPEP will be upscaled to all the districts as a part of SSA. The good lessons learnt will also be continued.

The reforms initiated by DPEP has enabled to obtain convergence from various departments and agencies towards the course of primary education. The PRIs, NGOs, Social Welfare Department, Health Department, Tribal Department etc. have come forward with concrete suggestions of convergence.

MAHARASHTRA

Focus Area No. I :

Enrolment, retention, completion & Equity

School Data : Microplanning was conducted in Nov.-Dec., 2001 for Phase I districts and in March to June, 2002 for DPEP II districts. Following VERs have been maintained in all districts.

1. VER I - for school going (6 to 14 age group) children
2. VER II - for out-of-school children (7 to 14 age group)
3. VER III - for 0 to 5 age group children
4. VER IV - for disabled children in age group 5 to 14

Computerization of VER II & IV completed in Phase I districts & in Phase II districts, it is under process. The VERs will be used for monthly review by VECs.

Completion and repetition : The cohort study was conducted in 2001 to find out the school efficiency. The data shows that the overall completion rate upto class IV is 62%, whereas at class V it is 54%. The list of schools with low completion rate has been shared with the districts to undertake special focus programmes. The schools with low completion rates were checked for infrastructure facilities and teachers availability. These were also shared with districts and the districts have planned infrastructure & teacher deployment for these schools.

Enrolment

EMIS data of the past four years shows slight decline in the enrolment at primary level. The state intends to undertake study to investigate decline in enrolment. The proposal for the study has been submitted to GoI for approval. After receipt of the approval from GoI, the same will be undertaken.

AWPB 2002-03 : The annual plans for 2002-03 mainly focuses on **bringing out-of-school** children in the school system, retaining seasonal migrating children in the school through strategies like short term bridge courses, seasonal hostels, summer courses and seasonal ALS schools. Similarly, capacity building of teachers through DIETs and BRCs is proposed in the current year's plan. 33 Dish Antennas have been installed at district headquarters and two block headquarters in each project district so far. At state level Dish Antennas have also been installed at SCERT & SPO. The state is using **teleconference** as a major strategy for training district resource persons. Training of teachers in teaching Maths and conduction of action research were organized through this mode. The annual workplans for 2002-03 were prepared on the basis of school plan which were consolidated at cluster and block level. The block plans are reflected in annual workplan 2002-03. The Mother Teacher Association and Village Education Committees are involved in preparation of school development plan, monitoring, enrolment as well as regular attendance. The strategies to arrest seasonal migration which is the major reason for repetition is also evolved in consultation with parent groups and VECs.

ALS Interventions for working / migrating children : So far, following ALS centres were opened for the out-of-school children in 9 to 14 age group.

Phase Districts	Period	No. of Centres	No. of Pupils
I	1996-2001	1877	41,592
II	1998-2001	1174	32,804

All these children appeared for class IV exam and successful candidates were mainstreamed in Class V.

- For out-of-school & working children in 6-14 age group 1696 MPEGS centres were opened in the year 2001-02 for 47,032 children.
- For wards of migrant communities sugar schools, bricks kiln schools were opened. Condensed courses were conducted in Aurangabad district & Parbhani city. One seasonal hostel building was constructed at Nagapur in Beed district and several seasonal hostels were opened.
- Summer bridge courses (45 days) for drop outs of Class II to IV were conducted in Dhadgaon (tribal) block of Nandurbar district, during 02.05.2001 to 16.06.2001
No. of centres – 28 with boys and girls – 840
These pupils were mainstreamed – similar bridge courses were arranged in May, 2002 in Dhule district.
- In Parbhani & Aurangabad cities, with the help of NGO named SETU ALS centres (Prerana Centres) were opened for children working in slaughter houses.
- **Interventions for school less habitations**
- Contract schools were functioning for Class I & II upto year 2001. In the year 2001-02, Vastishalas (1617) were opened in DPEP districts for classes I to IV. They are continued in the year 2002-03 also. New Vastishalas (1128) have been opened in the year 2002-03.

Completion rate and high repetition rate : The completion rate was calculated on the basis of the cohort study. In this study cohort of children enrolled in Class I in 1996 were tracked every year upto year 1999-2000 / 2000-2001. The list of schools with less than 30% completion rates was shared with the districts. The overall repetition rate as per cohort study was 14.5% upto Class IV and 11.9% at Class V. The high repetition rate is mainly due to irregular attendance of the children on account of seasonal work and seasonal migration. The state has proposed seasonal alternative schools at the place of migration (Sugarcane factory, brick kiln / construction sites) and construction of seasonal hostel and community support at the place of their residence.

Focus Area No. II : Quality and Equity

Quality improvement programme is implemented in all DPEP districts during the current year with the convergence of the state programme. The districts, besides the routine evaluation have undertaken quarterly diagnostic test. The results of these diagnostic tests are shared with schools, cluster and block functionaries and on the basis of their performance, targets for schools are set. Some districts have also taken gradation exercise through the convergence with the state government programme. The state has with the help of SCERT and Text Book Bureau has prepared gradation tool, considering various school related matters. After completion of gradation exercise the schools with C grade (low achievement levels and low completion rates) will be taken up for special focus programmes. BRC Subject Experts were given special inputs

for improving quality of Gatsammelan. The resources such as learning material, library books, locally available learning material and teaching aids were built up at the BRCs.

MSCERT is One of the major state level institutions planning for improving of quality mainly through 'training' of various functionaries.

SMART-PT : The programme was launched at from May-June, 1997 for implementation of competency based curriculum (1995) through substantial support from other state level institution like TBB, SIEM, SIET.

About 4 lac teachers were oriented through 12 days residential, participatory training programmes in three cycles viz. May June 1997-98-99. Emphasis was given on competency based teaching and testing of language, Maths & Science. English was given due weightage for Class V along with other subjects.

Maharashtra is the first state to organize such a massive programme. It was appreciated at the national level.

Another round of SMART-PT cycles was launched from May-June 2000 for effective implementation of the decision of State Government to induct English from Class – I (Excluding Non-English medium schools).

The training was imparted through 6 days' residential and participatory programmes. About 4 lac teachers were oriented in 3 cycles organized in May-June 2000-01-02.

Every year extensive follow-up was taken by SCERT officers and district level officers to gather feedback and make necessary improvements in the succeeding cycles.

65 action research projects have been completed till this date under DPEP. MSCERT has developed gradation tool for action research reports. It is expected that 17 projects will be completed by March, 2003. Apart from conventional training programmes for promotion of AR, SCERT has organized teleconference on AR supported by reference booklet developed for the purpose. Compendium of abstracts of selected 10 ARs is under printing. It will be useful for recognition, promotion and dissemination.

Primary School Certificate Examination : A state initiative

As per GR dated 16th August, 2002, Primary School Certificate Examination will be conducted for all the (non-English medium school) students at the end of Class IV. Primary School Certificate Examination is proposed for Class IV students in April, 2002. The examination is expected to extend equal opportunity for all the students of Class IV for quality education and universalisation of quality. On the basis of the results the performance of teachers will be evaluated. Infrastructure support and new based training will be designed on this exam.

MSCERT aims at orienting all the teachers to Class IV on organizing day-to-day teaching-learning process.

A team of RPs has been oriented at the district level who in turn will orient teachers by the end of November, 2002. Training module has been developed for RPs. The two days' training for teachers will be further continued through four montly meetings (Gat – Sammelans) at the cluster level.

Monitoring of academic transactions :

Orientation of supervisors :

Meaningful need-based and demonstrative visits of supervisors to primary classes is one of the crucial factors for monitoring of Quality. SCERT has developed print material for this cadre with special focus on cluster co-ordinators. Training programmes organised for the supervisor include the component of monitoring.

Competency based record : format

Contiguous and comprehensive evaluation is necessary for monitoring quality. Format for competency based evaluation was developed by MSCERT and disseminated through SMART. The format is useful to find out subjectwise / studentwise / groupwise and competencywise deficiencies in leaving and thus helps to undertake focused remedial measures. The format also provides for day-to-day selective verbal record of performance of students. Thus, this format, in general is very useful in monitoring of quality.

Tool for gradation of primary schools :

MSCERT has developed a tool which gives comprehensive profile of school. The booklet is available to all primary schools. It is useful for self-evaluation as well as external evaluation of a primary school. The evaluation of a school can be made in 2 parts with total 500 marks divided in the following areas :

- a) Input 50 marks
- b) process 300 marks
- c) Feedback 50 marks
- d) Output 100 marks

Appropriate grade can be ascertained using following table :

<u>Marks</u>	<u>Grade</u>
81-100%	A
61-80%	B
46-60%	C
35-45%	D
below 35%	E

Self-evaluation tool has been developed for primary teachers. It is also useful for monitoring of quality.

Teacher recruitment, Teachers attendance, School development : The state has taken decision to appoint Shikshan Sevaks on contract basis, who will be in due course be absorbed against permanent vacancies. No recruitment could be done during 2001-02 since the matter was subjudiced. The matter is now settled and the appointments of the Shikshan Sevaks will be taken on top priority.

The VEC has been given powers to monitor the attendance of teachers in school. However, the teacher attendance is not a serious issue and thus not been taken for intense probing.

The whole school approach for the overall improvement of the school is proposed with the support from Ed.CIL. The use of library material in improving, language skills is planned in the second term in Jalna, Dhule and Parbhani. The exhibition of library books was held during Sept.-Oct., 2002 in these districts and the readers club have been formed at school level with the help of NBT. This year Dish Antennas were installed in two blocks from each district, Organized listening of the Radio broadcast on teachers once in a month at CRC is being implemented from July, 2002. So far, four radio broadcasts have been aired throughout the state.

Focus Area No. III :

Institutional capacity and progress of Programme Implementation

VEC takes active part in data collection. During the current year, house to house survey was conducted to identify and locate out-of-school children. The members of VECs/ mother groups / youth members participated in the process. The village level consolidation with respect to out-of-school children was shared with the community and the names of the to be enrolled children was shared with community. This helped in enrolment drive and on the basis of this data new Vastishalas (EGS centres) were opened. During the current year, 1128 Vastishalas were opened in the schoolless habitation. Similarly, data collected in the household survey was also used for sanctioning MPEGS centres. These centres recommended by VECs were subsequently scrutinized at blocks and approved by district communities. The MPEGS centres for the year 2002-2003 are being approved by the Zilla Selection Committee constituted at the district level. The appointments of voluntary teachers in Vastishalas and MPEGS centres are made locally by VEC / Grampanchayat.

The process of annual work plan preparation has undergone lot of improvement. This year, the focus was on planning need-based programmes for the specific groups and to improve the capacity of BRCs and CRCs in planning. From 2001 onwards, strengthening of BRC to support CRCs and provide inputs as resource centre has been focused. Series of workshops were taken for BRCs. BRC has also been participating in preparation of block plans which are then consolidated at district level. BRCs are used as a main training centre for different activities like preparation of EMIS, conduction of cohort study, development of block plans, supporting CRCs, visiting schools and providing guidance at selective level and conducting book exhibition, etc.

Decentralising the process of decision making :

- The preparation and finalisation of AWP&B report starts with school, cluster, block and district level and is completed at SPO in consultation with districts and.

- Financial powers have been given to districts / blocks and school level to make expenditure as per the norms of DPEP. Powers have also been given to VEC with reference of monitoring and supervision of civil works, utilisation of infrastructure grant, construction of toilets, supply of electrification, major repairs etc.

Focus Areas No. IV :

Sustainability

Efforts to sustain institutions like SIEMAT have been initiated at the state level. The structure at district and block level management unit created in DPEP is adopted with some modifications under SSA. The transition plans for taking the liability of teachers and transferring assets has began. As regard curriculum renewal and textbooks production, sustainability has been ensured as the same was extended to all schools in the state even during the project period. Training of all primary teachers on competency based teaching, and teaching of English from Class I were undertaken in convergence with DPEP and State Government and GoI's existing scheme. The strategy of self learning method used in multigrade teaching project implemented in DPEP in 450 schools is being evaluated by SNDT university to understand its effectiveness and evaluate replicability for upscaling. Training module developed by MSCERT on training of VECs, training of ECCE and Balwaditais and IED would be used with revision where even necessary under SSA, in the state. The DIETs are also been trained to undertake district level action researches conduct teleconferences.

Following programmes and activities will be sustained even after the project period.

- Preparation of Annual Plan with necessary interactions upto grass root level.
- Programme like Bal Anand Melawa, Math Mela
- Microplanning and community training
- Training of 3 RPs on foundation course in IED
- Strengthening of BRCs
- Use of library books
- Bal Bhawan like activities
- Self learning strategy, particularly for multigrade schools
- Training through Distance Mode – Teleconferencing, Radio Broadcasting Programmes, Use of Audio-Video Programmes, etc.
- Sensitization of general teachers
- Building EMIS for formal as well as alternative schools
- Use of Activity Method, development of question banks, remedial teaching, etc.

MSCERT :

Responsibility of developing and revising elementary education curriculum, developing training modules, Action Research is handed over to MSCERT, Pune.

MSCERT also conducts training programmes for teachers. These will continue under SSA.

MIEPA :

MIEPA conducts various training programmes for Class I, II & III officers in the field of education to build their capacities in planning and management. This will be sustained under SSA.

DIET :

To conduct the training programmes of in-service pre-service teachers on the different topics is an important role of the DIETs. The faculties of DIETs also undertake the surveys like Baseline Assessment Studies, etc. and visit schools for follow-up the programmes. The DIETs are actively involved in conducting the training through distance mode like teleconferencing. All these programmes and approaches will be sustained.

CRCs :

The structure of CRC is well established in the State. 4860 clusters are functioning. Gatsammelan (monthly meets) has become a forum of teachers where not only ideas are exchanged and information is shared but also important peer learning takes place. These meetings provide motivation to all teachers. This innovative programme will be sustained.

BRCs :

BRCs provide training input to CRCs and schools on the topics like preparation of TLM / SLM, organisation of innovative teaching methods, collection of books and use of library, etc. which will be sustained.

List of Abbreviations

1.	MIEPA	Maharashtra Institute of Educational Planning & Administration
2.	MSCERT	Maharashtra State Council of Educational Research & Training
3.	CRC	Cluster Resource Centre
4.	BRC	Block Resource Centre
5.	IED	Integrated Education for Disabled
6.	DIET	District Institute of Education & Training
7.	EMIS	Educational Management Information System
8.	VER	Village Education Register
9.	VEC	Village Education Committee
10.	AWP&B	Annual Work Plan & Budget
11.	SIEMAT	State Institute of Educational Management Administration & Training
12.	SPO	State Project Office
13.	ALS	Alternative Schooling
14.	MPEGS	Mahatma Phule Education Guarantee Scheme
15.	NGO	Non Government Organization
16.	TBB	Text Book Bureau
17.	SMART - PT	Statewise Massive And Rigiuous Training for Primary Teachers
18.	EGS	Education Guarantee Scheme
19.	ECCE	Early Childhood Care & Education
20.	SSA	Sarva Shiksha Abhiyan
21.	RP	Resource Person
22.	TLM	Teaching Learning Material
23.	SLM	Self Learning Material

TAMIL NADU

Reply to Draft Questions

Focus Area - 1 Enrolment, Retention, Completion and Equity

- ◆ Yes. Village Education Registers are maintained. The Register is updated annually by school census during vacation. The school headmaster as member secretary of VEC takes active part in getting the co-operation of other members in updating the school registers and in ensuring enrolment and retention of school age children.
- ◆ A study on the declining trend in class room enrolment has been undertaken by Prof. Pannerselvam, a retired director, DTERT under instruction from Government of India and the report submitted to the Government. Findings of the study were analysed.
- ◆ Village Education Register and school census provide the data for the preparation of school development plans. Community is involved in the preparation of School Development Plans and consolidated at the cluster, block and district levels. Planning teams are in place with the due representation for the community elected representatives and women.
- ◆ DISE data and Village Education Register help in monitoring the enrolment and retention of children. Cohort study and achievement test conducted help in assessing the progress in completion, retention and achievement levels.
- ◆ Completion rate is measured by State by conducting cohort study.
- ◆ Repetition rate in Stds. I & II are higher when compared other three standards.
- ◆ Special coaching classes and development of Items Banks for all subjects and for Stds. I to V enhance the achievement levels of children. Alternate Schooling Centres cater to the needs of hard to reach group, deprived children and migrant community.
- ◆ Gender and social equity has been reduced to less than 5% in DPEP districts because of DPEP interventions.
- ◆ Regional inequalities in access, retention and completion are attended to by programmes like deployment of teachers, strict academic supervision and assistance, opening new schools and other special inputs.

Focus Area - 2 Quality and Equity

- ◆ Continuous comprehensive evaluation of the achievement levels of children provided in the textbooks helps to assess the achievement levels of children. Likewise annual examinations conducted in the school level, cohort study and common achievement test for Std.V children also assess the performance of children.
- ◆ Allocation of schools in the block to the various DPEP staff of the district and block at rate of five or six officers help in the close monitoring of schools and to render academic assistance to teachers.
- ◆ Classroom practices are modified and suitable TLM developed to teach children the hard spots analysed by the achievement tests. Action research programmes undertaken by the teachers help them to undertake remedial measures. The findings

of the studies are analysed and disseminated at the cluster meetings. Training programmes are also organised based on the requirement of teachers.

- ◆ Teacher deployment and decentralised recruitment of teachers reduce the teacher vacancies and likewise supervision in increasing the teacher attendance.
- ◆ 80% of the schools are single or double teacher schools and hence training on multigrade teaching, activity based teaching and learning corners in schools increase the efficiency of small schools.
- ◆ Need based training programmes are organised at the district and block level and the requirements of teachers are met.
- ◆ Block level and district level officers frequently visits the schools along with the State Team.
- ◆ Details regarding the efforts made to improve the quality is provided in the narrative notes.

Focus Area - 3 Institutional Capacity and Progress of Programme Implementation

- ◆ Annual collection of data in the DISE format and school census provide the planners the required statistical information. VECs and Teachers play an active role in the collection of data and in the preparation of school development plans.
- ◆ School development plans are based on the DISE and census data and likewise cluster, block and district level plans consolidate the plans prepared at the grass root level.
- ◆ Planning at the grass root with the community participation and preparation of school development plans has become a major thrust area linking the community, teachers and schools the important beneficiary being the school age children. Functioning of VLCs and involvement of the community in all the school activities have brought the community closer to school making the community own the school.
 - ◆ Effective convergence with DTERT and DIET in all the training programmes and empowerment of teachers at the CRCs improve the performance of schools.
 - ◆ The role of BRCs and CRCs are well defined. A module has been prepared in organising CRC meetings and on the roles and responsibilities of BRC staff.
 - ◆ Decentralised planning is secured right from the grass root level giving due importance to regional imbalances and requirements.

Focus Area - 4 Sustainability

- ◆ DPEP in both the phases has been extended after 30.06.2003 and all the programmes and activities of the DPEP will be subsumed under SSA. The institutions and process will be used in implementing SSA.
- ◆ DPEP and SSA will be executed concurrently in DPEP districts - DPEP catering to the needs of primary education and SSA to upper primary education and hence transition will be smooth and effective.
- ◆ Mainstream educational institutions like DTERT, NIEPA, NCERT are involved in the implementation of DPEP and hence will also assist SSA programmes. Capacity

buildings programmes and research and evaluation studies will be undertaken by National and State level institutes.

- ◆ Mid-Term Assessment Studies in Phase II, Terminal Assessment Studies in Phase I, External Evaluation Studies have revealed that all the intervention of DPEP are to be sustained and continued under SSA.
- The GER has gone up in all the districts except DPI during 2001-02
- An increasing trend is noticed in NER in all the districts except Dharmapuri
- There is no significant changes in the CR
- There is a marginal decline in RR in all districts except Dharmapuri
- DR has come down in all the districts
- There is a reduction in TPR in all the districts

Areas of success in implementation of DPEP in Tamil Nadu

1. Introduction

DPEP is introduced in Tamil Nadu with the assistance of Government of India and Government of Tamil Nadu to provide quality primary education to all school age children in the active involvement of the community. Besides providing education to all school age children the enrolment and retention of children till they complete primary schooling, it aims at decentralised planning with community support and involvement and capacity building of all for giving qualitative education.

2. Innovative Cost-effective technology in class room construction

In DPEP, Tamil Nadu the innovative concept of civil construction work is being articulated progressively. The community is seen taking a keener interest in meeting the infrastructural needs of the school. Cost effective innovative design with child friendly elements provide an attractive and conducive learning atmosphere to children. Besides the cost of construction being low, locally available materials are put into use by the community Engineers and skilled labourers are also trained the innovative practices. Moved by the success of the process, the PWD is also attempting the innovative measures in their own constructions.

3. Interactive Video technology in the field of primary education

Teleconferencing is now used in many fields like, rural development, health, business and social welfare for purposes of awareness building and dissemination of information. In DPEP this technology is put to use in imparting in-service training to primary school teachers and other personal connected with primary education administrators and teachers. Receivers have been installed in all the DIETs and Indira Gandhi Open University is extending technical assistance. So far six video teleconferencing programmes have been successfully completed.

4. Research Studies

5. Media Activities and Publications

To achieve the goals of Universalisation of Primary Education and to secure the cooperation of the society, media activities played a key role in DPEP. Metric melas and awareness campaigns enable the community and the schools to come closer in all activity of the schools. Posters, handbooks etc prepared by DPEP has spread the goals and programmes of DPEP to the society.

Publication of Sudar for every quarter by the State and Then Thuli every month by the districts empowered the DPEP officials and teachers to write articles for the issues. Articles on novel teaching practices, use of TLMs, research findings and other materials prepared by teachers find place in the publications. The articles are discussed at the monthly meetings and hence wide publicity is given to the contents of the magazines.

6. Conclusion

DPEP has given the right approach to all the problems and deficiency faced by the society in carrying out the constitutional mandate of providing primary education to all children.

The results and findings of the programme have been an eye opener to eradicate illiteracy from the soil of Tamil Nadu in general and DPEP districts in particular. The impact of DPEP is such that the Government have included all the programmes of DPEP under Sarva Siksha Abiyan Scheme that is going to be implemented throughout Tamil Nadu in the days to come.

7. Progress Report on :

(i) DPEP Activities

1. Achievements of DPEP in various areas during 2001-02

DPEP would implement in the districts selected a replicable, sustainable and cost-effective programme to achieve the goal of universal primary education and to reduce differences in enrolment, dropout and learning achievement among gender and social groups to less than 5%, to reduce dropout rates to less than 10% and to raise the achievement levels by at-least 25% over the measured baseline levels.

Strenuous exercises like frequent academic support visits to low performing schools, child-centred approach in classroom practices, increased use of teaching-learning materials in classrooms, special trainings for multigrade handling teachers, orientation to teachers with activity-based teaching have been initiated to remedy the untoward trend in Repetition Rates. Desirable results are expected to be revealed by the subsequent cohort study.

2. Main Activities of 2002-2003 Highlighting the Thrust Areas

Completion of all civil works sanctioned with the amounts available due to enhanced ceiling is to be undertaken. School based academic supports have been planned to enhance the achievement levels of children. Teacher specific and student specific interventions to low performance schools have been proposed. Teachers are to be given in-service training on multigrade and activity based teaching. A comprehensive training to facilitate the teachers in the techniques of continuous and comprehensive evaluation. Eligible school less habitations are to be provided with new primary schools. For ineligible habitations as per the State norms Alternative Schools are to be opened under EGS. Diagnostics studies have been proposed to conduct in the areas of learner achievement subject content and classroom transactions. Research and Evaluation activities are to be undertaken. Schools are to be graded with specific reference to their performance. Teacher empowerment will gain special attention through the CRCs. BRC manual envisaged comprehensive academic support to the practising teachers is to be prioritised.

Particulars of the Review Meeting Of DPEP On 05.09.2002

ii. Quality Enhancement

- New activity based child friendly textbook prepared / revised utilising the services of practising teachers after giving training in textbook writing.
- Textbooks in minority languages and subjects prepared and introduced.
- Inservice training given to teachers on preparation of TLM, joyful activity based teaching method, multigrade teaching practices, IED, teaching of English and training in the handling of new textbooks.
- Teleconferencing on Integrated Education of hearing disability, teaching of Maths and Tamil in primary classes, roles and responsibilities of CRC co-ordinators and orientation training to VEC/PTA members conducted.
- Conduct of CRC monthly meetings to empowerment of Teachers.
- Establishment of BRCs for academic support and supervision of the schools.

iii. Special Focus Groups

- Special coaching classes to SC/ST girls,
- Integrated Education for the Disabled
- Girls Education

iv. Research Activities

- Capacity Building exercises undertaken
- 179 Action Research projects completed
- Seven district based projects have been launched
- Formal research programmes undertaken with the help of Educationists and Professor of Colleges.

v. Evaluation Programmes

- Conduct of cohort study (1994-95, 1995-96 and 1996-97)
- Conduct of achievement tests to all pupils of Std. V during April 2000 and April 2001.
- Conduct of Baseline Studies for Phase II, Mid Term Assessment Study for Phase I and Phase II & Terminal Assessment Study for Phase I.
- Development of educational indicators.
- Continuous and comprehensive evaluation of the achievement levels of children.

vi. Media Activities

- Awareness programmes and Metric Melas conducted.
- Printing of quarterly magazine "Chudar" and District monthly newsletter "Thenthuli".
- Preparation of documentary video films on various programmes of DPEP.
- Publishing of Annual Reports and Audited Accounts of the Society.
- Orientation training to VLC members.
- Community mobilisation programmes

vii. Achievements of DPEP

- Access Ratio has increased and nearly 99% of the eligible habitations are having primary schools.
- Gross Enrolment Ratio has increased and it ranges from 93% to 102%.
- Teacher Pupil Ratio has been lowered from 1:49 to 1:39.
- Completion Rate ranges from 55%-65% as per the 1996-97 cohort study.
- Dropout Ratio has been reduced. Two districts have dropouts below 10, two districts have 10 and the Dropout Rate in the other three districts is between 12%-16%.
- Repetition Rate is high and steps are being taken to bring down the Repetition Rate.
- The Achievement Tests conducted for class V students indicate an improvement in the achievement levels of children.
- Comparison of BAS, MAS and TAS in Phase I Districts reveals that the achievement levels has risen from BAS to TAS by more than 25%.
- Comparison of BAS and MAS in Phase II Districts reveals that in all the four test situations there is increase in the average scores in all the three districts.
- The ultimate objective of DPEP of raising the average levels of achievement by 25% has been realised.
- There is gender equity in enrolment and completion.

- Social equity exists in enrolment, completion between All and SC children (ST population in Tamil Nadu is negligible and is below by 2%).
- Integrated Education for the Disabled is implemented in six blocks in each of the seven DPEP districts with the help of NGOs qualified to handle children with disability.
- The achievement levels of IED children has increased after the implementation of IED programme in the selected blocks.

viii. Financial Achievement

- The revised project outlay for Phase I districts will be fully utilised before 31.03.2003 and it is expected that nearly Rs.13 crores will remain unspent after 30.06.2003 in Phase II districts.
- Tamil Nadu Government have released its share for the grants sanctioned by Government of India.
- Additional activities to the tune of Rs.500 lakhs have been proposed during 2002 - 2003 for Phase II districts.
- The programmes and activities of DPEP will be sustained. They will be subsumed under SSA after the closure of DPEP in both the Phases.
- Sufficient funds have been provided in the budget proposals of Tamil Nadu to release its share.

UTTAR PRADESH

Focus Area - I

Enrolment, Retention, Completion and Equity

<i>Questions</i>	<i>Responses</i>
<ul style="list-style-type: none"> Are Village Enrolment Registers and Retention Registers maintained in the State - how does the community authenticate school data - steps to make data transparent and freely accessible to all 	<ul style="list-style-type: none"> Enrolment Registers and Attendance Registers are maintained in schools. These registers are open to Village Education Committees. Enrolment and attendance is monitored and on its basis the children are given mid-day-meal. Those having attendance less than 80% are not eligible for food grains. Village Education Committees have access to school level data. Besides, micro-planning data obtained through household survey is maintained by VEC.
<ul style="list-style-type: none"> Main findings of State specific /district specific studies on enrolment, retention, achievement and completion 	<ul style="list-style-type: none"> SIEMAT, Allahabad conducted a sample study in 2000-01 to find drop out rate in DPEP-II districts. The study was undertaken in 5 districts viz. Maharajganj, Hardoi, Barabanki, Moradabad & Lalitpur. The results of the study show that overall drop out rate is 32.9%. Boys drop out rate is 34.3% and girls drop out rate is 31.0%. SC Drop out is 29.3%.
<ul style="list-style-type: none"> How are studies and data used in preparation of Annual Work Plan ? What is the consultation process among the School/Gram Panchayat/Block/District and State level ? 	<ul style="list-style-type: none"> Findings of studies and EMIS data is used in preparation of next year Annual Work Plan & Budget. Some specific programmes where these data have been regularly used are text book distribution, deployment of teachers and Shiksha Mitras (Para Teachers), additional classrooms, toilets, selection of clusters for Model Cluster Approach Development for girls education. The EMIS data report is shared with SCERT, SIEMAT, DIETs & DPO. DPO shares the information with block level functionaries. A series of 2 day workshops is scheduled from 12-10-2002 to 25-10-2002 in SIEMAT, Allahabad. 7 persons for each district - DPO, DIET, ABSA will participate in these workshops.

<ul style="list-style-type: none"> • Arrangements for monitoring progress in enrolment, repetition, achievement and completion with regard to girls, scheduled tribe children, and children with disabilities. 	<ul style="list-style-type: none"> • DISE based EMIS is operational in all the 54 DPEP districts. EMIS report is prepared each year and analysis is done by SIEMAT, Allahabad. The analysis gives various indicators - aggregates as well as disaggregated information for gender, social groups. Information on children with disabilities is also now collected.
<ul style="list-style-type: none"> • How is completion being measured in the State? 	<ul style="list-style-type: none"> • EMIS is being used to monitor completion of primary education of 5 yearly the learners.
<ul style="list-style-type: none"> • Has any probing been done of high repetition rates in Grade - I ? 	<ul style="list-style-type: none"> • The analysis of EMIS data for 2001-02 is being carried out by the SIEMAT, Allahabad. Based on the analysis further action will decided.
<ul style="list-style-type: none"> • Interventions made in the State with regard to the hardest to reach groups - urban deprived children, working children and migrant communities. 	<ul style="list-style-type: none"> • 3149 AS centres and 4399 EGS centres have been established. 1184 AS centres for working children have been provided in child labour infested urban areas - Firozabad, Moradabad, Mirzpur, Jaunpur, Etah, Bulandshahar, Meerut & Azamgarh. Total 3149 AS centres & 4399 EGS centres are operational in 54 DPEP districts with enrolment 2.71 lakh including 1.21 lakh girls. 1184 AS centres are running for working children with enrolment 44105. Besides, 20 bridge courses (Residential Camps) have been organized which benefitted 1825 children.
<ul style="list-style-type: none"> • State specific analysis of equity gaps between different social groups and within each social group by gender. 	<ul style="list-style-type: none"> • One of the objectives of DPEP was to reduce social and gender gaps in enrolment, retention and achievement. The EMIS data shows that total enrolment at primary level in DPEP districts has increased from 39.76 lakh to 57.52 lakh during 1997-98 to 2001-02. The enrolment of SC children was 11.52 lakh in 1997-98 which has become 16.71 lakh in 2001-02. This shows that proportion of SC students has become 29%. Similarly, girls enrolment was 15.59 lakh in 98-99 which has become 25.69 lakh in 2001-02 which shows that girls participation has increased from 39.2% to 44.6%.

	<p>A sample study was undertaken by SIEMAT, Allahabad in 5 DPEP-II districts to find out dropout rate in 2000-01. The results of this sample dropout study show that total dropout rate is 32.9%. Boys dropout is 34.3% and girls dropout is 31.0%. The study also shows that SC dropout is 29.3%.</p> <p>Thus social and gender gap in enrolment has reduced in DPEP-II districts while social and gender gap in retention has almost been abridged.</p> <p>Like wise, achievement levels of SC students have also increased. Mean score of SC students Vth class in Maths was 30.66 in 1997 which has increased to 70.09 in 1999-2000. Mean score of SC students Vth class in language has increased from 40.51 to 65.45 during the same period. Mean Score of Class II students in Math has increased from 37.88 to 70.09 and in Language from 40.99 to 65.45</p> <p>Achievement levels of girls have also increased. Mean score of girls students Vth class in Maths was 31.37 in 1997-98 which has increased to 72.73 in 99-2000. Mean score of girls students Vth class in language was 42.15 in 97-98 which has increased to 68.45 in 99-2000. Mean Score of Class II students in Math has increased from 38.03 to 72.73 and in Language from 44.53 to 68.45</p> <p>Thus, social and gender gap in achievement levels has also been reduced.</p>
<ul style="list-style-type: none"> Forms of regional inequality in the State with regard to access, retention, achievement and completion and special efforts made in the more backward regions in terms of teacher deployment and better management of educational administration. 	<ul style="list-style-type: none"> District has been taken as unit and most of the programmes are of uniform nature - norms to open new school/centres, unit cost of civil work, teacher training, norms to provide additional posts of teachers, Shiksha Mitras (Para Teachers). Some districts are, of course, educationally backward and more inputs in terms of new schools/ centres, teachers/ Shiksha Mitras, summer camps for girls etc. are provided.

Focus Area - II

Quality and Equity

<ul style="list-style-type: none">• Report on system of assessment of pupils' progress in schools/ Alternative Schooling and district wise analysis of findings.	<ul style="list-style-type: none">• 'No detention Policy' is followed in class 1 & 2, but monthly tests are conducted and on the basis of the marks obtained by children, their evaluation is done. Half -yearly exams are also conducted of which records are maintained at school level. Progress reports are distributed to children in the annual function of the school in the presence of parents & guardians.• Headmaster conducts home exams from class 1 to 4 at school level. Class 5 annual examination is held as External Examination. Assistant Director (Basic) of the concerned region, prepares the question papers for class 5. But examination is conducted under the supervision of block level, Asstt. Basic Shiksha Adhikari. The examination records from class 1 to 4 are maintained at school level whereas class 5 examination record is maintained at block as well as at district level.<p>The district-wise analysis of findings of class 5th examination will be shared with the Mission.</p>• Under Alternative Schooling monthly & annual tests are given by the Instructors for class I-IV. For class V learners of AS Centres, annual examination is conducted alongwith the class V learners of formal schools.
--	--

<ul style="list-style-type: none"> • Systems for monitoring learning and completion at the class room/AS Centre level and at the block and district level. 	<ul style="list-style-type: none"> • For monitoring learning & completion in the classroom at the block level, there are Block Resource Coordinator, Assistant BlockResource Coordinator, and cluster level coordinator at cluster level. • BRC-C & ABRCC supervise at least 20 schools of the block in a month. NPRC coordinator supervises all schools of the cluster atleast once in a month. These coordinators prepare their assessment reports of the schools visited by them and send their reports to DIET. ABSA and SDI also visit schools. <p style="text-align: center;">The agenda of monthly meetings at BRC& Cluster levels is set on the reports sent by the coordinators.</p> • At district level the monitoring of classroom situation is conducted under the leadership of DIET. DIET faculty are appointed as 'Mentors' of the blocks allotted to them. They are fully responsible in the classroom. There are also District Coordinator (training) at DPO who monitor classroom process. District level officers - BSA, Dy. BSA also visit schools.
<ul style="list-style-type: none"> • Use of achievement survey data for improvement of classroom process and training 	<ul style="list-style-type: none"> • The Baseline Assessment studies revealed low achievement levels of children in language & mathematics. The major causes were identified as unattractive school environment and uninteresting textbooks. <p style="text-align: center;">In order to provide a conducive learning environment to all children in schools & facilitate quality education the integrated pedagogical plan was evolved.</p> <p style="text-align: center;">For implementing the Pedagogical Plan & activising the process of reform a State Resource Group was put in place comprising both experts & experienced practitioners. Members of the SRG were provided a range of core inputs to equip them with conceptual clarity, updated skills for implementation so as to enable to effectively contribute in curriculum</p>

	<p>textbooks and teacher training modules development.</p> <p>The Pedagogical Plan also concerned multi-grade situation (MGS) as almost 80% schools perform classroom transaction in MGS. Therefore to handle is effectively, the SRG undertook a collaboration exercise and introduced many pedagogical reforms, a brief note on which, is given below -</p> <ol style="list-style-type: none"> a. Revision of Curriculum from class 1 to 8. b. Development of teacher training modules I, II, III c. Text book development from class 1 to 8. d. Development of teachers guides from class 1 to 5 and development of teachers guides from class 6 to 8 is under process.
<ul style="list-style-type: none"> • To what extent are there on going efforts in the state to improve system of teacher recruitment, teacher deployment, and teacher attendance. 	<ul style="list-style-type: none"> • The following actions have been taken to improve the teacher recruitment and their deployment - <ol style="list-style-type: none"> a. Initially minimum qualification for recruitment of teachers was intermediate which has been raised upto graduation level to get more qualified teachers. b. As special drive B.Ed trained teachers have also been appointed in primary schools to mitigate shortage of teachers. They have been given one month induction training. c. Arrangement for Shiksha Mitras has been done for single teacher schools and in those schools which have adverse PTR. A total of 5860 teachers & 27007 Shiksha Mitras have been provided. d. To ensure teacher attendance, ABSA, SDI, BRCC, ABRCC & cluster coordinator visit schools and check teachers attendance at block level. e. At district level, district coordinators,

	<p>BSA, Dy. BSA, DIET mentor also visit schools & check the attendance of the teachers.</p> <p>f. Village Education Committee also keep vigil on the attendance of teachers. Special drives for checking teachers attendance are also undertaken.</p>										
<ul style="list-style-type: none"> Interventions for small schools and their efficient management taking into account their specific needs. 	<ul style="list-style-type: none"> All primary schools are of uniform nature and norms conducting composite class I-V. However, there are Education Gurantee Centres in small habitations to provide education to small children for class 1 & 2. The EGS centres are also managed & supervised by Village Education Committee who take into account their specific needs. 										
<ul style="list-style-type: none"> Any initiatives towards follow up of teacher training, making teacher training need based, and leading to greater reflection. 	<ul style="list-style-type: none"> Follow-up of teacher training has been taken up. Formats for internal evaluation of Teacher Training Module 'Sabal' & Sadhan were developed. Regular monitoring of teacher training is done through NPRC-BRC-DIET. Review with the DIETs is done regularly by the State Project Office. <p>On the basis of the observation reports, a need-based assessment study was done and accordingly academic inputs & support were provided through workshops/training.</p>										
<ul style="list-style-type: none"> Description of State specific systems for monitoring quality in schools. 	<ul style="list-style-type: none"> Quality in schools is being monitored through Academic Support & Supervision mechanism in which 38 parameters related to quality of teaching-learning have been developed. Based on the marks allotted to each parameter, the schools are categorized on 100 point scale in category 'A','B','C' & 'D' by NPRC-C, BRC-C & DIET faculty. <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;"><i>Marks</i></th> <th style="text-align: center;"><i>Category</i></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">81-100</td> <td style="text-align: center;">A</td> </tr> <tr> <td style="text-align: center;">51-80</td> <td style="text-align: center;">B</td> </tr> <tr> <td style="text-align: center;">31-50</td> <td style="text-align: center;">C</td> </tr> <tr> <td style="text-align: center;">0-30</td> <td style="text-align: center;">D</td> </tr> </tbody> </table>	<i>Marks</i>	<i>Category</i>	81-100	A	51-80	B	31-50	C	0-30	D
<i>Marks</i>	<i>Category</i>										
81-100	A										
51-80	B										
31-50	C										
0-30	D										
<ul style="list-style-type: none"> Efforts made in States for quality 	<ul style="list-style-type: none"> A few efforts made to improve quality of 										

<p>improvement in various streams of education - formal, Alternative schooling, bridge courses, etc.</p>	<p>education are — Revision of curriculum, Revision of textbooks, development of teacher guides based on new textbooks, teacher training 3 rounds in DPEP-II, 2 rounds in DPEP-II, TLM, Academic Support & Supervision mechanism, Continuous and Comprehensive Evaluation of Learners, Training of BRC-C & NPRC-C for support & supervision of schools.</p> <p>In Alternative Schooling, systematic efforts made to improve quality are induction training of instructors, refresher of instructors, textbooks of formal schools, provision of TLM, and extension of Academic Support and Supervision system to AS also.</p>
--	--

Focus Area - III

Institutional capacity and progress of Programme Implementation

<ul style="list-style-type: none"> • System of data collection and role of VEC/PTA Mothers' Committee /SMC etc. in the process. 	<ul style="list-style-type: none"> • Household surveys are conducted by VEC every three year and updated annually. VECs are given 3 days training initially and there after 2 day orientation. VEC is headed by Gram Pradhan. School headmaster is the secretary. During training the VEC is familiarized with survey formats and how to collect information about the child from each house. District Coordinator (Community Mobilization) facilitates this work. After collection of data Village Education Plans are prepared.
<ul style="list-style-type: none"> • Extent of data use at School/Cluster/Block and District level. 	<ul style="list-style-type: none"> • Micro-planning data obtained through household survey and EMIS data are used at school, block & district level as well as State Level for planning activities for the next year. School Chalo Abhiyan for out of school children, location of AS/EGS Centres, ECCE centres MCDA for girls education, summer caps for girls, deployment of teachers & Shiksha Mitras, provision for additional classrooms, toilets, hand pump,

<ul style="list-style-type: none"> • Process of preparation of Annual Work Plans and Budgets and ways in which it has improved over the project period in states that have been in the project longer. 	<p>textbook distribution are a few examples.</p> <ul style="list-style-type: none"> • Distribution Core Planning Team consisting 6 persons of the district - BSA, Principal DIET, Lecturer, DIET, Asstt. Accounts Officer, District Coordinator, Asstt. Basic Shiksha Adhikari are formed in each district. These district core planning teams are trained and oriented SIEMAT Allahabad each year. The progress & overview of previous year activities is discussed and guidelines are provided to formulate next year's Annual Plan & Budget. Adequate capacity building of district level officers has been done over years in this regard. There is improvement in preparation of AWP&B each year. This is clearly an exclusive benefit from the project. Prior to the project, there was no such exercise in the district to prepare next year's Plan & Budget.
<ul style="list-style-type: none"> • Recent efforts to improve involvement and performance of institutions like SCERT/SIEMAT/ DIET/BRC/CRC. 	<ul style="list-style-type: none"> • SCERT & SIEMAT are actively involved in the project programmes since start of the DPEP. Infact, these State Level Resource Institutes were involved in UP-Basic Education Project prior to start of DPEP. SCERT plays key role in implementation of quality improvement related activities. SIEMAT is actively involved in conducting Planning and Management training programmes for district & block level functionaries. SIEMAT carries out the appraisal of AWPBs. Besides, SIEMAT conducts important studies & researches under DPEP. Analysis of EMIS data is done by SIEMAT each year and dissemination workshops organised for district level project officers. <p>DIET, BRC & NPRC are integral part of the project implementing structure. All quality improvement related activities are implemented through DIET - BRC - NPRC chain. They are spearheading the Academic Support and Supervision process to improve classroom teaching learning and school environment as a whole.</p>

<ul style="list-style-type: none"> • Are functions of BRC/CRC well defined ? Any assessment of their functioning and role in improving quality ? 	<ul style="list-style-type: none"> • Roles and duties of BRCs and NPRCs are clearly defined in UPDPEP. Visioning and orientation of all BRCC and NPRCCs was done. Recently training on financial management aspects has also been provided based on new module developed. These institutions are mainly involved in quality improvement activities. They are integral part of DIET-BRC-NPRC chain and are playing important role in Academic Support & Supervision process. Assessment of BRC & NPRCC is done by DIET. On the basis of 38 quality parameters, BRCs & NPRCs are categorised in categories A, B,C,D and follow up is done.
<ul style="list-style-type: none"> • Assess level of decentralisation in management of education and recent efforts in this regard. How are the States measuring the effectiveness of VEC/PTA/ SMC in school management? 	<ul style="list-style-type: none"> • UPDPEP is being implemented on decentralised management basis. DIET, at the district level. BRCs at the block level and NPRCs at the Nyaya Panchayat Level have been delegated administrative as well as financial powers to carry out the project programmes/activities. Teachers training, VEC training etc. are organised at BRC/NPRC level. Village Education Committee are mainly responsible for school management and development. Project interventions like school construction, school improvement & maintenance, EGS,ECCE,AS engaging Shiksha Mitras, AS/EGS instructor, etc. are being done by VECs. On the basis of progress monitoring in various activities VECs have been found effective.

Focus Area - IV

Sustainability

<ul style="list-style-type: none"> • Efforts made to sustain institutions, processes, structures and systems initiated at different levels in DPEP beyond the Project period, particularly in Projects nearing closure, DPEP - I and DPEP - II. 	<ul style="list-style-type: none"> • DPEP-II in Uttar Pradesh will close in June 2003. The District Elementary Education Plans developed under SSA have already been submitted to GOI. GOI has appraised the first year 2003-03 Annual Plan & Budget for DPEP districts in its Project Approval Board meeting on 19-9-2002. GOI has approved upper primary level
--	---

	<p>activities in DPEP districts under SSA during 2002-03. Formal sanction is awaited.</p> <ul style="list-style-type: none"> • The Perspective Plans (2002-07) of DPEP districts under SSA are under consideration of the GOI
<ul style="list-style-type: none"> • Have sustainability and transition plans been prepared ? 	<ul style="list-style-type: none"> • Institutions, process, structures and systems initiated under DPEP will be sustained under Sarva Shiksha Abhiyan after DPEP closure. Estimated annual sustainability cost has been submitted to Govt. of India.
<ul style="list-style-type: none"> • Involvement of mainstream educational institutions in implementation of DPEP. 	<ul style="list-style-type: none"> • UPDPEP is being implemented mainly through mainstream educational institutions. Divisional, District and block level officers of the mainstream educational department have been entrusted the project implementation. They have been designated ex-officio Project Officers in their respective jurisdiction. Directorate of Basic Education and SCERT have been integrally associated in project programmes. No parallel structure has been installed. A bare minimum project staff has been provided at district & division level to facilitate and assist the mainstream education department officers.
<ul style="list-style-type: none"> • Any Project evaluation studies conducted at the State level to identify interventions that need to be sustained ? 	<ul style="list-style-type: none"> • Sustainability study was not conducted for UPDPEP-II. However, Evaluation Studies have been completed for Alternative Schooling, Model Cluster Development Approach for girls education, ECCE and Teacher Training Programmes . Findings will be shared with the mission.

WEST BENGAL

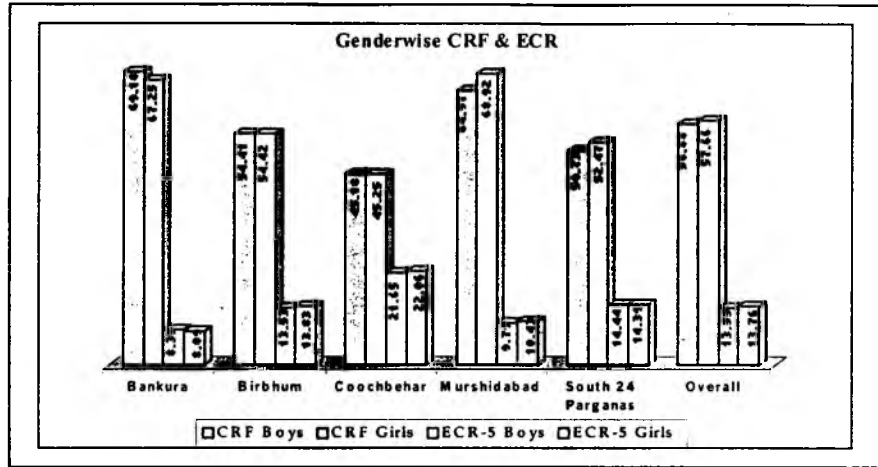
Enrolment, Retention, Completion And Equity

- A) On the issues of data on enrolment and retention and its sharing
- a) The village education committee maintains child registers, which keep track of all children with a samsad, in the primary education age group.
 - b) The attendance registers in schools facilitate in understanding the retention trends in the schools. On further compiling these data samsad wise figures can be attained.
 - c) The data collected through the child registers is compared with the school data maintained through the Admission and Attendance registers in order to authenticate the data during the VEC meetings in the schools
 - d) Dissemination of reports upto the school level is ensured to cross check the gathered data with the data already available in the schools ie child registers , admission registers, midday meal registers, attendance registers etc
- B) Main findings of State specific completion rates have been covered through the cohort studies emerging from these studies in the phase I districts are thus follows:

Gender wise Analysis

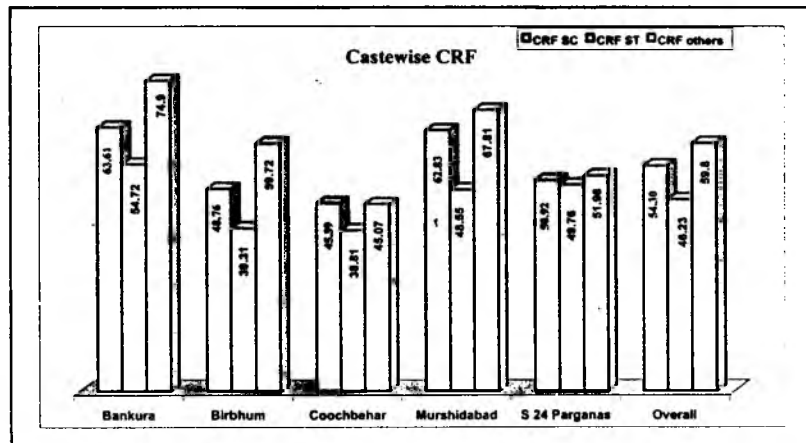
The genderwise intervention stresses on the equity factors indicative of quality education

Name of the District	CRF		ECR-5		% continuing	
	Boys	Girls	Boys	Girls	Boys	Girls
Bankura	69.18	67.25	8.35	8.09	7.5	8.09
Birbhum	54.41	54.42	13.53	13.83	11	15.65
Coochbehar	45.18	45.25	21.65	22.06	16.07	16.59
Murshidabad	64.91	68.92	9.79	10.43	5.14	4.95
South 24 Parganas	50.73	52.47	14.44	14.39	12.44	12.77
Overall	56.88	57.66	13.55	13.76	10.43	11.61



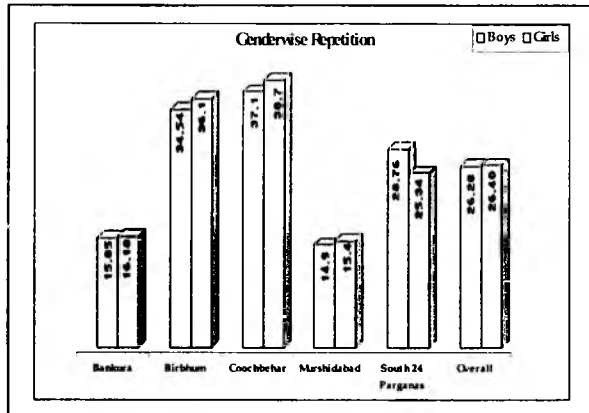
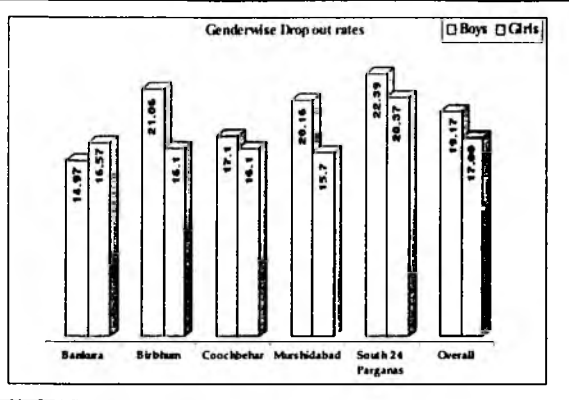
Castewise Analysis

District	CRF			ECR-5			% continuing		
	SC	ST	others	SC	ST	others	SC	ST	others
Bankura	63.61	54.72	74.9	8.19	11.53	7.13	8.55	13.51	6.38
Birbhum	48.76	39.31	59.72	14.84	11.28	13.29	16.6	15.81	16.53
Coochbehar	45.39	38.81	45.07	22.22	23.18	21.33	16.76	19.7	17.2
Murshidabad	62.83	48.55	67.81	11.32	9.01	9.93	7.15	8.94	13.31
S 24 Parganas	50.92	49.76	51.98	14.94	11.01	14.23	13.41	13.72	15.89
Overall	54.302	46.23	59.8	14.3	13.2	13.18	12.49	14.33	13.86



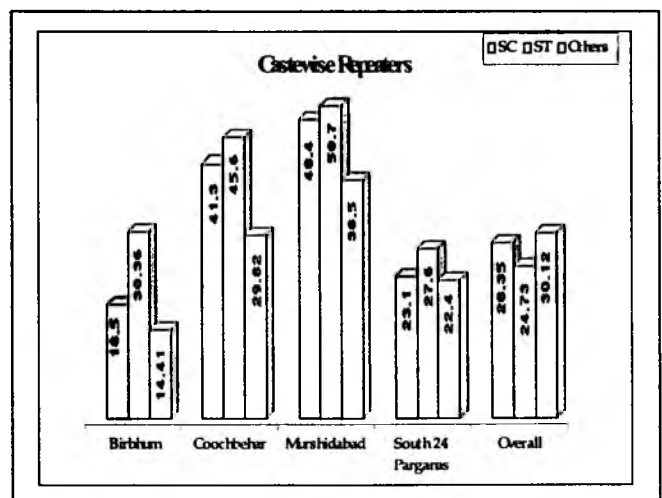
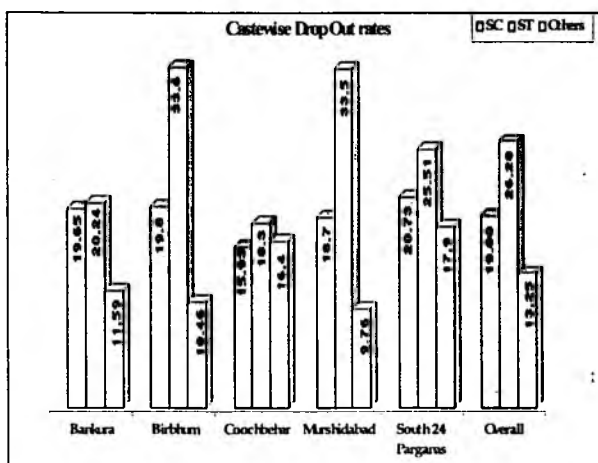
Genderwise Analysis – educational wastage

District	DO		Re	
	Boys	Girls	Boys	Girls
Bankura	14.97	16.57	15.85	16.18
Birbhum	18.83	18.23	34.54	36.1
Coochbehar	17.1	16.1	37.1	38.7
Murshidabad	20.16	15.7	14.9	15.4
South 24 Parganas	22.39	20.37	28.76	25.34
Overall	19.07	17.74	26.77	26.88



Castewise Analysis :

Name of the District	DO			Re		
	SC	ST	Others	SC	ST	Others
Bankura	19.65	20.24	11.59	18.5	30.36	14.41
Birbhum	19.8	33.6	10.46	41.3	45.6	29.82
Coochbehar	15.93	18.3	16.4	48.4	50.7	38.5
Murshidabad	18.7	33.5	9.76	23.1	27.6	22.4
South 24 Parganas	20.73	25.51	17.9	28.35	24.73	30.12
Overall	19.00	26.28	13.25	31.99	35.87	27.10



C) Use of findings from various studies

- a) On the basis of emerging status of concerned issues relating to primary education, strategies are developed with certain goals to be reached over a period of time. These are further set out in an yearwise manner and included in the AWP&Bs, in district and state specific manner.
- b) Micro planning initiated through habitation plans, conducted at the samsad level forms an ideal consultation process, through the direct participation of the community at large. Compilation of each habitation plan gradually reveals the next level scenario / profile in an ascending order. Thus the consultation process has an bottom up approach.

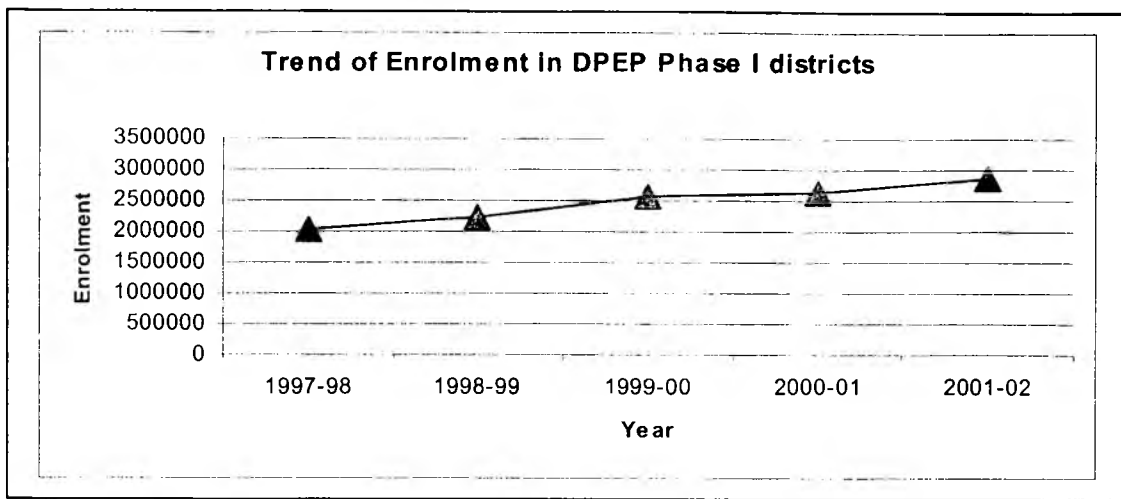
Various monitoring feedback formats are used to check the pace of activities initiated at different levels. There are district specific strategies to check activities initiated at their level, similarly there are the State level processes for the same. The state level activities for monitoring has the following

- a) VEC format to followup on VEC activities
 - b) Cohort follow up formats as a feedback on activities initiated in specific schools with low school efficiency, differences in gender and social equity
- Cohort study covering 90% schools in the phase I districts and circle in intensive study certain purposively sampled circles in the phase II districts have been completed to highlight issues of gender and social equity.
 - On the basis of data emerging from the cohort studies schools with high repetition have been identified, and school specific reasons for high repetition at different grades is being initiated.
 - Forms of regional in equity lead to following trends,
 - a. Riverine – South 24 Parganas
 - b. Forest - Jalpaiguri, Purulia , Cooch-behar
 - c. Tea garden - Jalpaiguri, Cooch-behar
 - d. Stone Quarries – Birbhum, Bankura
 - e. Hilly Areas – Jalpaiguri, Purulia , Cooch-behar

D) Trends in overall Gross Enrolment (Class I to Class IV)

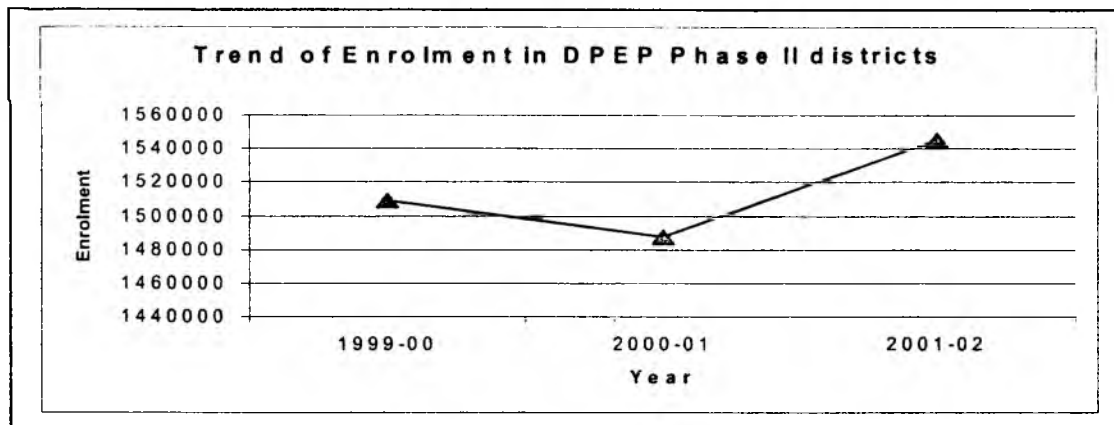
DPEP Phase I

District	1997-98	1998-99	1999-00	2000-01	2001-02
Bankura	328905	292150	319874	322815	344592
Birbhum		240469	358502	357541	398698
Cooch Behar	328441	337733	347421	348106	383502
Murshidabad	590347	614836	694352	732864	816368
South 24 Parganas	798716	756591	845308	884363	931810
	2046409	2241779	2565457	2645689	2874970



DPEP Phase II

District	1997-98	1998-99	1999-00	2000-01	2001-02
Dakshin Dinajpur			204233	202923	211285
Jalpaiguri			408898	424519	255732
Malda			352836	344958	275147
Purulia			267385	235697	365900
Uttar Dinajpur			275964	279752	437444
	0	0	1509316	1487849	1545508



- ✓ The above table reflects that in the case of DPEP Phase I districts there has been a consistent rise in the overall gross enrolment.
- ✓ In case of DPEP Phase II districts the performance during 2001-02 has started showing as upward trend.
- ✓ Increase in overall gross enrolment in case of DPEP Phase I districts between 2000-01 and 2001-02 is 229281 with an overall growth rate of 8.67%. On the contrary, increase in overall gross enrolment in case of DPEP Phase II districts is 57659, figuring a growth rate of 3.87%

E) Grade I enrolments over the intervention years for the districts are as follows

DPEP Phase I

District	1997-98	1998-99	1999-00	2000-01	2001-02
Bankura	114403	85010	105074	110328	117771
Birbhum		92586	140367	133708	149099
Cooch Behar	136596	120832	122404	116061	127862
Murshidabad	219918	216173	231723	244313	272151
South 24 Parganas	334168	298907	310777	339525	357741
	805085	813508	910345	943935	1024624

DPEP Phase II

District	1997-98	1998-99	1999-00	2000-01	2001-02
Dakshin Dinajpur			93064	87416	83324
Jalpaiguri			170271	177106	169809
Malda			133479	129690	150849
Purulia			94876	83013	100864
Uttar Dinajpur			143209	141169	183802
	0	0	634899	618394	688648

- ✓ The same observations follow for Class I enrolment also. Here the main focus should be to ensure quality in order to attract more and more students.
- ✓ Increase in overall gross enrolment in case of DPEP Phase I districts for Class I from 2000-01 to 2001-02 is 80689 with an overall growth rate of 8.54%. On the contrary, increase in overall gross enrolment in case of DPEP Phase II districts for Class I is 70254, figuring a growth rate of 11.36%.

F) Caste wise enrolment trends are as follows

SC Enrolments

District	1997-98		1998-99		1999-00		2000-01		2001-02	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Bankura	62811	47342	58651	44068	64438	50314	65146	52877	64363	53734
Birbhum			44216	38602	64439	57430	63374	57999	64514	59862
Coochbehar	95951	86817	96207	89388	98782	93586	95413	91266	88634	86585
Murshidabad	42898	37447	42289	37688	47442	43373	45073	42489	46653	44830
S - 24 Parganas	147771	131825	136690	124085	140209	128672	150586	141518	138050	132450

D Dinajpur		37835	35413	33952	32324	35361	34172
Jalpaiguri		102047	96171	103227	98415	100475	97523
Malda	Data not available	38642	35037	35632	33039	37223	36165
Purulia		31947	24500	27512	20917	30024	23540
U Dinajpur		57601	49467	52728	46716	60159	55119

ST Enrolment

District	1997-98		1998-99		1999-00		2000-01		2001-02	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Bankura	23030	19190	18458	15822	20157	17845	20580	18673	20328	19007
Bhadrachal			10323	7620	13941	10786	14215	11661	15039	12704
Bokschbehar	1072	970	1381	1241	960	956	1174	1068	1150	1055
Bardhaman	3635	2437	3475	2969	4145	3458	3645	3109	4836	4569
24 Parganas	6045	4926	6878	5980	2840	2483	5150	4473	5621	4951
Dinajpur					16367	15257	15248	14316	16871	16172
Paiguri					42580	35580	44772	38076	45073	39849
Malda	<i>Data not available</i>				8652	6769	8376	6727	10464	8795
Mulana					31580	24382	26097	20506	29836	24357
Dinajpur					7100	5434	8355	6611	8269	6716

Source: DISE

G) Trends in Attendance of the children

Considering that overall total no of working days on an average is 210 days, findings from a cohort study covering 90% of the WBDPEP schools in phase I has revealed the following trends in attendance status,

Attendance	I	II	III	IV
< 44%	10.51%	5.47%	5.22%	4.36%
45 % -70%	24.30%	18.58%	16.68%	14.27%
71% – 90%	49.16%	54.90%	55.93%	63.25%
> 90%	16.03%	21.05%	22.17%	18.12%

Attendance of students on an average is found to be between 60% to 70 % varying district wise. On the basis of the attendance of the students the promotion rates have been as follows

Attendance	Pro II%	Pro III%	Pro IV%	Average
< 44%	33.68%	48.87%	53.38%	45.31%
45 % -70%	69.82%	83.90%	84.97%	79.56%
71% – 90%	85.67%	92.74%	93.43%	90.61%
> 90%	91.13%	95.99%	95.77%	94.30%
Total	78.72%	89.02%	89.32%	85.69%

The drop out rates of the girls as per DISE data available for 2001 –2002 give the following status from the point of view of equity.

<i>Name of the District</i>	<i>Overall DISE</i>		<i>Girls DISE</i>	
	<i>DO</i>	<i>Re</i>	<i>DO</i>	<i>Re</i>
Bankura	24.7	9.12	19.4	31.3
Birbhum	23.17	10.88	33.65	37.4
Coochbehar	11.6	27.4	17.07	93.2
Murshidabad	16.5	9.05	14.39	30.6
South 24 Parganas	22.6	16.21	45.31	50.15
Dakshin Dinajpur	28.12	14.67	53.96	42.23
Jalpaiguri	36.95	22.45	29.80	77.54
Malda	42.06	17.68	26.83	63.38
Purulia	40.38	16.67	25.39	55.65
Uttardinajpur	35.5	17.81	51.91	58.51

H) Deprived Urban Children (SFG)

As a special focus group the *Deprived Urban Children* is one of the hard to reach groups. Shikshalaya Prkalpo had been launched in Kolkata for the group concerned in collaboration with the UNICEF. A few baseline studies had also been conducted to estimate the situation in the district counterparts. The districts of Bankura , Birbhum, Murshidabad in the phase I and Jalpaiguri & Malda in the phase II were covered in the study. On the basis of the findings emerging from the study strategies to universalize primary education have been initiated in the districts of Murshidabad is phase I and Jalpaiguri in phase II districts. Other findings emerging from the study reveal the following,

- Children going to school in the age group 5 – 8 are **451 (65%)**
- Children not going to school in the age group 5 – 8 are **244 (35%)**

At the upper primary levels the out of school children are estimated to be even higher.

Reasons identified for children remaining out of school are as follows

- Most of the slums donot have a school within their vicinity.
- Children found the attitude of the teacher harsh and indifferent – tendency to discriminate.
- Many parents donot send children to school considering the distance to be covered is always not safe as accidents with fatal consequences have taken place in the past.
- The lack of toilet facilities is a disadvantage especially for the girls at the higher grades.
- Many children start working at an early age to contribute towards home economy to enable parents to repay their loans.

2. Quality & Equity:

a) *System in place for monitoring learning and completion both in class and at the block and district level*

- ❖ RTs are working at the CLRC level. They visit at least 12 schools per month.

- ❖ Formation of Circle Resource Team (CRT) going on. Members inducted from retired capable teachers from each Gram panchayet.
- ❖ A format has been introduced to track information on learning achievement of children. This year all the schools of 1st phase DPEP districts and sampled schools in phase II DPEP districts are covered under Cohort study.
- ❖ School Sampark Abhiyan is a joint venture of SSA and UNICEF where it was decided that all the key functionaries of the district starting from Sabhadhipati and DM to G.P Pradhan will visit the schools. The data captured from there visits will be discussed in a district level workshop in december.

b) *New initiatives and progress on ongoing initiatives to improve quality of primary schooling.*

- ❖ Management & deployment of teachers.

Name of the District	No. of sanctioned posts	In position	Vacancy
Bankura	9776	8821	955
Birbhum	8426	7519	907
Cooch Behar	7453	6743	710
Murshidabad	11677	11377	300
South 24 Parganas	14802	13349	1453
D. Dinajpur	4359	4023	336
U. Dinajpur	5032	3955	1077
Malda	7229	6342	887
Purulia	7779	5960	1819
Jalpaiguri	7628	6577	1051

- ❖ Development of Text Books
 - ✓ Text books for Class I, II & III have been renewed and introduced in respective classes
 - ✓ Renewal of text book for class IV is on process and will be in the introduced in the next academic session.
 - ✓ Renewal of text book for class V will be taken up this year in the month of Nov' 2002.
 - ✓ This activity is being done by WBDPEP.
- ❖ Multi-grade & multi-teaching situation.
 - ✓ An integrated module has been developed in collaboration with WBBPE on effective transaction of lessons in multi-grade and multi-teaching situation.
 - ✓ The teachers sit together in Afternoon Workshops, follow the material prepared for this purpose, review their own class-room situation and make try-out and feedback against CLRC
 - ✓ Multi level situation is being addressed by SLIP interventions. Here the use of multicompetency package of learning has been developed at the state level and supplemented by the District Team.

- ❖ Teaching learning process :
 - ✓ Shift has been made from teaching to learning, from the teacher's initiative to learner centered activities.
 - ✓ Activities and use of Teaching Learning Materials have been emphasised in the process of class-room transaction.
 - ✓ In SLIP, use of specially designed worksheet is made. It introduced self-learning methodology in the class-room.
 - ❖ People's attendance
 - ✓ From cohort study it is seen that people's attendance is increasing with the introduction of the programme.
 - ✓ There is a direct link of promotion with attendance.
 - ✓ In SLIP schools the attendance study was made. It is seen that 76% of the children attended the classes due to the changed methodology of teaching learning process in the class-room.
- c) *System put in place by the State to monitor comprehensively the implementation of quality intervention.*
- ✓ District Resource Group was formed in districts. The Team visits the CLRCs and the concerned schools and gives feedback to DPO.
 - ✓ The RTs of CLRCs monitor each school within their jurisdiction once in two months. They use a specific format and give feedback to the CPCs.
 - ✓ In SLIP intervention, the monitoring has been emphasised. Here the Circle Resource Team is being formed in each CLRC. It consists of RTs, RPs of certain intervention and a group of complement retired persons capable of monitoring schools in the line of SLIP.
- d) *Contribution of VEC, School-Community linkages and progress regarding the use of Village Education Registers in schools.*
- ✓ VEC members hold meetings on improvement of schools.
 - ✓ Recently the agenda of them contain issues like quality awareness and allied.
 - ✓ Focus-group discussions (FGD) with mothers have been conducted in SLIP schools. Here the participation of mothers are ensured. Mothers generally discuss on :
 - * Home support
 - * Awareness on quality
 - * Abolition of private tuition and others
- e) *Report on system of assessment of Pupils progress in school / Alternative Schooling and district wise analysis of findings.*
- ✓ Continuous Comprehensive Evaluation followed in all schools.
 - ✓ The teachers maintain registers on data of learner's achievement.
 - ✓ External Evaluation are conducted by the District office through CLRCs for the children completing class III.

- ✓ Publication of Kajerpata for remedial teaching.
 - ✓ SLIP Evaluation conducted in 435 school of 6 DPEP districts.
Separate data base was created for tracking the same. It includes not only Paperpen test, but also observation, activity assessment and daily performance report.
- f) Use of Achievement Survey data for improvement of classroom process and training.
- ✓ MAS conducted in 10 DPEP districts. Item analysis of questionnaires was done. Accordingly afternoon workshop for the teachers were arranged.
 - ✓ SLIP evaluations are the indicators of the extent of progress.
Workshops and other TLM are developed on the basis of result and analysis of those evaluations.
 - ✓ On the basis of the result of External Evaluations, the WBBPE develops Kajerpata, a workbook for class II.
- g) Any initiatives towards follow-up of teacher training, Making teacher training need based and leading to great reflection.
- ✓ As an initiative to the follow-up action of first two modules of Teachers training. The 3rd Module was initiated. It concentrates on class-room specific teaching learning process giving fullest focus on each child. It deals with Micro-interventions and micro learning concept. Accordingly the RTs and RPs and DRG member with start monitoring the classes after the training completes.
 - ✓ Each CLRCs is conducting short time sharing workshops with the teachers on the issues coming up as hard spots wing actual class-room transaction.
- h) Efforts made in states of Quality improvement is various stream of education formal, Alternative Schooling bridge course etc.
- ✓ New initiatives in Quality Improvement in formal education.
 - School Based Learning Improvement Programme (SLIP) was initiated in 430 schools of 6 DPEP districts.
 - It concentrates on improvement of learning of the children on the way of self-learning methods in the classroom.
 - It targets specific goal of Language, Math and EVS as prescribed by WBBPE in terms of development language, concept, attitude and behavior.
 - Last year it was started in class I and whereas this year it is upgraded to class II.
 - Community people sply. mothers were tagged with this programme.
 - Different types of evaluation was adopted i.e. paperpen test, observation and daily performance record.
 - Last year the following is e result district wise (Paperpen test)

(Districtwise Compilation of Evaluation Report)

Districts	1st TERM				2 nd TERM				3rd TERM			
	Language		Maths.		Language		Maths.		Language		Maths.	
	DEF	ABC	DEF	ABC	DEF	ABC	DEF	ABC	DEF	ABC	DEF	ABC
Bankura	16.3	83.72	19	81	10.8	89.23	15	84.19	6.42	93.57	7.15	92.89
Murshidabad	17.1	82.33	11	88.9	12.2	87.78	5.53	94.46	9.49	90.1	7.34	92.65
South 24 Parganas	18.3	68.70	13	82.8	16.5	81.1	11.6	87.37	25.52	74.54	20.76	79.23
Jalpaiguri	34.2	62.19	23	78.00	34.5	66.26	18	81.55	31.43	68.56	14.21	85.78
Cooch Behar	40.4	59.61	33	67.5	32.6	67.35	16.5	83.45	27.89	72.1	27.91	72.08

3. Institutional Capacity And Progress Of Programme Implementation

(a) System's progress and efficiency in collecting, compiling, analysing and utilising data.

- ✓ Reporting system from VEC to State office has been designed. Here both the data on financial and physical progress is being tracked. Each CLRC compiles data of VECs and reports to DPO.
- ✓ DISE conducted regularly. Data of DISE compiled at the District level and disseminated to the lower offices and schools.
- ✓ PMIS has been introduced. Data on financial progress gets updated and compiled at the district level.
- ✓ Separate data bank on SLIP has been developed. Through this tool data is collected and compiled the same at the CLRC and District level. These data help the sub-district level workers to plan, execute and monitor the same.
- ✓ A separate software on progress of civil work has been developed and is being implemented.
- ✓ Cohort study is being conducted in all schools of Phase-I districts. This has supplied certain data on attendance, promotion and efficiency of the school.

(b) Planning and management capacity

- ✓ Planning teams have been formed at the district level.
- ✓ Certain researches and studies are being conducted at the district and state level and the study reports are used in planning.
- ✓ Current data on DISE, H2H survey, child registers and VEC reports are being utilised in the time of planning at the micro level as well as district level.
- ✓ The planning team at the state level has been strengthened. All the updating, correction and re-appropriation activities are being done very minutely at the state office.

(c) Capacity Building of personnel at the district and sub-district level.

- ✓ Capacity Building of District functionaries and sub-district level personnel like Sub-Inspector of schools and Resource Teachers (RTs) is being conducted regularly on different components.

- ✓ Monthly Review Meeting is being conducted in each month at the district level where the sub-district level officers and other personnel participate and give feedback. This enhance the capacity of these people also.
- ✓ There are CLRCs at the sub-district level, where in certain teams are working on different issues like conducting study, orienting teachers, VEC members and conducting different campaign activities. Team members are being oriented at the CLRC time to time.

(d) *Physical & Financial progress*

DPEP Phase - I-Bankura,Birbhum.Murshidabad,Cooch Behar,S-24 Pgs.	
Detailed Expenditure Statement from April'2002 to August'2002	
ACTIVITY	TOTAL
PROJECT MANAGEMENT	
SALARY OF STAFF	37.12
FURNITURE & EQUIPMENT	6.00
CAPACITY BUILDING	19.09
CONSUMABLES & VEHICLE	12.75
TOTAL	74.96
COMMUNITY MOBILISATION	
CAPACITY BUILDING	20.61
CAMPAIGN ACTIVITY	58.67
TOTAL	79.28
CIVIL WORKS	
CONSTRUCTION	36.54
CAPACITY BUILDING	10.10
SALARY & OTHER ACTIVITY	14.26
TOTAL	60.90
PEDAGOGY	
CAPACITY BUILDING	47.72
CLRC/CRC COST	112.30
LINK LIBRARY PROGRAMME	33.09
SCHOOL IMPROVEMENT GRANT	45.50
MICRO INT.-ILIP	42.10
TOTAL	280.71
ALTERNATIVE SCHOOLING	
CAPACITY BUILDING & OTHS.	57.84
TOTAL	57.84
GIRLS' EDUCATION	
CAPACITY BUILDING	13.60
CAMPAIGN ACTIVITY & OTH ACTIVITY	4.54
TOTAL	18.14
EARLY CHILDHOOD CARE & EDUCATION	

CAPACITY BUILDING	11.46
CAMPAIGN ACTIVITY & OTH ACTIVITY	3.83
TOTAL	15.29
EDUCATION FOR CHILDREN WITH SPECIAL NEEDS	
SURVEY & SCREENING	3.83
CAPACITY BUILDING & RESOURCE SUPP.	14.75
CAMPAIGN ACTIVITY	5.02
AIDS & APPLIANCES	5.89
TOTAL	29.49
PLANNING,RESEARCH,MONITORING & MIS	
PLANNING & MANAGEMENT	1.68
RESEARCH & STUDIES	9.18
MIS	8.51
MEDIA & DOCUMENTATION	9.39
TOTAL	28.76
GRAND TOTAL	645.37

DPEP Phase - II - Jalpaiguri,Malda,U.Dinajpur,D.Dinajpur,Purulia & SPO

Detailed Expenditure Statement from April'2002 to August'2002

ACTIVITY	TOTAL
PROJECT MANAGEMENT	
SALARY OF STAFF	47.19
FURNITURE & EQUIPMENT	8.00
CAPACITY BUILDING	22.20
CONSUMABLES & VEHICLE	16.98
TOTAL	94.37
COMMUNITY MOBILISATION	
CAPACITY BUILDING	7.44
CAMPAIGN ACTIVITY	20.12
TOTAL	27.56
CIVIL WORKS	
CONSTRUCTION	147.70
CAPACITY BUILDING	39.36
SALARY & OTHER ACTIVITY	59.11
TOTAL	246.17

PEDAGOGY	
CAPACITY BUILDING	35.31
CLRC/CRC COST	82.80
LINK LIBRARY PROGRAMME	13.65
SCHOOL IMPROVEMENT GRANT	44.82
MICRO INT.-ILIP	31.15
TOTAL	207.73
ALTERNATIVE SCHOOLING	
CAPACITY BUILDING & OTHS.	0.34
TOTAL	0.34
GIRLS' EDUCATION	
CAPACITY BUILDING	2.39
CAMPAIGN ACTIVITY & OTH ACTIVITY	0.80
TOTAL	3.19
EARLY CHILDHOOD CARE & EDUCATION	
CAPACITY BUILDING	0.45
CAMPAIGN ACTIVITY & OTH ACTIVITY	0.16
TOTAL	0.61
EDUCATION FOR CHILDREN WITH SPECIAL NEEDS	
SURVEY & SCREENING	0.49
CAPACITY BUILDING & RESOURCE SUPP.	1.76
CAMPAIGN ACTIVITY	0.60
AIDS & APPLIANCES	0.67
TOTAL	3.52
PLANNING,RESEARCH,MONITORING & MIS	
PLANNING & MANAGEMENT	3.68
RESEARCH & STUDIES	4.21
MIS	13.69
MEDIA & DOCUMENTATION	12.39
TOTAL	33.97
GRAND TOTAL	617.46

4. SUSTAINABILITY

→ The 1st phase DPEP District are going to end the programme by March 2004.

→ A huge amount (as budget in Perspective Plan) is lying unutilised due to certain reason

:

- West Bengal has no policy decision of recruiting teacher for primary schools to be founded by DPEP.
- No new schools were established out of DPEP fund

- Funding for Alternative Schooling is very low due to lack of proper policy decision at the State Level.

However, the third one has been finalized. Out of the first two points, the first one has been substituted by the engagement of volunteers at the SLIP schools. The number of which of this year is nearly 2500.

In this way, the problem is being solved. Still the state is far away from the goal.

→ The utilisation of the unspent balance may be made in the following manner

- Extending the programme for another one year above the scheduled period of time.
- Introducing SLIP in all the districts.
- Expenditure for Alternative Schooling which includes Bridge Course, SSKs etc. will be made from DPEP fund from the this year.
- With the increase of expenditure in non-civil activities, the ceiling of expenditure in civil work may be enhanced. This will help the expenditure more steady in the coming years.