

DPEP



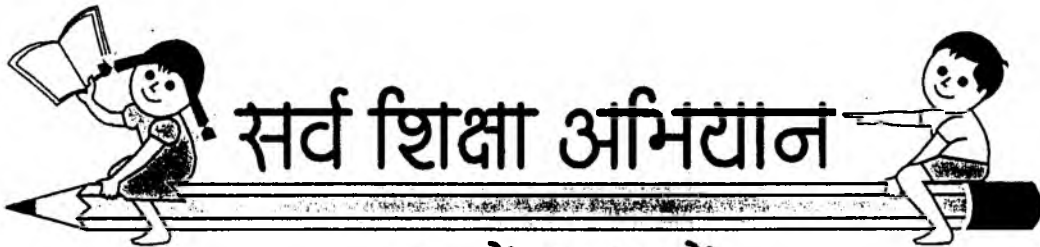
जिला प्राथमिक शिक्षा कार्यक्रम
DISTRICT PRIMARY EDUCATION PROGRAMME

Part - 2

State Reports

18th Joint Review Mission

(November-December, 2003)



सर्व शिक्षा अभियान

सब पढ़ें सब बढ़ें

Contents

| Sl. No. | States | Page No. |
|---------|----------------|-----------|
| 1. | Andhra Pradesh | 1 – 17 |
| 2. | Bihar | 18 – 45 |
| 3. | Gujarat | 46 – 83 |
| 4. | Jharkhand | 84 – 107 |
| 5. | Orissa | 108 – 147 |
| 6. | Uttar Pradesh | 148 – 175 |
| 7. | Uttaranchal | 176 – 187 |
| 8. | West Bengal | 188 – 213 |
| 9. | Rajasthan | 214 – 230 |

MINISTRY OF DISTANCE EDUCATION

NATIONAL INSTITUTE OF EDUCATION

Planning and Administration.

17-B, Ansari Road, Daryaganj,

New Delhi-110015

DCC, No.

Date

D-12121

28-11-2003.

Handwritten mark resembling a stylized 'D' or '2' with a diagonal slash and a small '2' above it.

- The information given in the State Reports is as on June 30th, 2003. However, the latest information has been provided wherever possible.

ANDHERA PRADESH

I) Project Cost

DPEP Coverage:

(Rs. in Lakhs)

| Particulars | Districts covered | Project Baseline Cost | Contingency Amounts | Total Project Cost |
|-------------|-------------------|--------------------------|------------------------|-----------------------|
| | SPO | 1644.791 | 648.652 | 2293.443 |
| | Vizianagaram | 2872.978 | 1133.009 | 4005.987 |
| | Nellore | 3386.519 | 1335.532 | 4722.051 |
| | Kurnool | 2971.927 | 1172.030 | 4143.957 |
| | Karimnagar | 3227.555 | 1272.842 | 4500.397 |
| | Warangal | 3168.834 | 1249.687 | 4418.521 |
| | Sub Total | 17272.604 | 6811.752 | 24084.356 |

(Rs. in Lakhs)

| Particulars | Districts covered | Project Baseline Cost | Contingency Amounts | Total Project Cost |
|-------------|-------------------|--------------------------|------------------------|-----------------------|
| | SPO | 1506.300 | 381.000 | 1912.006 |
| | Srikakulam | 3970.899 | 1005.000 | 5041.943 |
| | Visakhapatnam | 3998.809 | 1012.000 | 5077.407 |
| | Guntur | 3984.500 | 1008.000 | 5059.168 |
| | Prakasham | 4000.006 | 1012.000 | 5078.420 |
| | Chittoor | 4000.837 | 1012.000 | 5079.433 |
| | Cuddapah | 3975.485 | 1006.000 | 5047.009 |
| | Ananthapur | 4002.265 | 1013.000 | 5081.460 |
| | Mahabub Nagar | 3969.210 | 1004.000 | 5038.903 |
| | Ranga Reddy | 3931.659 | 995.000 | 4992.293 |
| | Medak | 3995.474 | 1011.000 | 5072.340 |
| | Nizamabad | 3933.829 | 995.000 | 4994.320 |
| | Adilabad | 3986.510 | 1009.000 | 5062.208 |
| | Khammam | 3957.755 | 1001.000 | 5024.717 |
| | Nalgonda | 3936.847 | 996.000 | 4998.373 |
| | Sub Total | 57150.385 | 14460.000 | 72560.000 |

* Total Civil Works costs is 33.33% of Total Project Cost.

II) **Project Structure**

Vacancy position in SPO and DPO

Vacancy Position at SPO

All positions in the State Project Office except the following (shown in the table) are filled besides these one consultant to each look after the Civil Works, IED Programmes and Accounts are in position.

DPEP I

| No. Planned | No. Filled | Vacant | Particulars of Posts vacant | |
|-------------|------------|--------|-----------------------------|---|
| 53 | 51 | 2 | SPD | 1 |
| | | | Engineers Civil Work | 1 |

DPEP Expansion Districts

| No. Planned | No. Filled | Vacant | Particulars of Posts vacant | |
|-------------|------------|--------|-----------------------------|---|
| 22 | 19 | 3 | Dy. EE | 2 |
| | | | Asst. Engineer | 1 |

DPEP I - Vacancy position at DPOs

Table – 2.

| S. No. | Name of the District | No. Planned | No. Filled | Vacant | Particulars of Posts vacant | |
|--------|----------------------|-------------|------------|-----------|-----------------------------|---|
| 1. | Vizianagaram | 23 | 13 | 10 | Attender | 2 |
| | | | | | Jr. Accountant | 1 |
| | | | | | Data Entry Operator | 2 |
| | | | | | Computer Prog. | 1 |
| | | | | | Assistant Eng. | 1 |
| | | | | | Deputy Eng. | 1 |
| | | | | | Draughtsman | 2 |
| 2. | Nellore | 24 | 18 | 6 | As. Accounts Officer | 1 |
| | | | | | DEE | 3 |
| | | | | | GCDO | 1 |
| | | | | | AMO | 1 |
| 3. | Kurnool | 22 | 14 | 8 | Jr. Assistant | 1 |
| | | | | | Typist | 2 |
| | | | | | Jr. Accountant | 1 |
| | | | | | Prg.cum training officer | 1 |
| | | | | | Data Entry Operator | 1 |
| | | | | | Jr.Engineer(AE) | 2 |
| 4. | Karimnagar | 24 | 17 | 7 | Prg.cum training officer | 1 |
| | | | | | Jr.Programmers | 2 |
| | | | | | Asst.Engineers | 2 |
| | | | | | Draughtaman | 1 |
| | | | | | AMO | 1 |
| 5. | Warangal | 27 | 27 | | | |
| | Total | 120 | 89 | 31 | | |

DPEP-II Expansion districts

| S. No. | Name of the District | No. Planned | No. Filled | Vacant | Particulars of Posts vacant |
|--------|----------------------|-------------|------------|-----------|--|
| 1. | Srikakulam | 34 | 17 | 17 | Typist 2 Ass.Engineer 8 Attender 7 |
| 2. | Visakhapatnam | 20 | 20 | | |
| 3. | Guntur | 34 | 31 | 3 | Typist 1 Sr. Assistant 1 Data Prog.Officer 1 |
| 4. | Prakasam | 26 | 20 | 7 | Draughts Man 1 Data Entry Operator 1 FAO 1 Sr.Accountant 1 Typist 1 Attender 1 MIS Incharge 1 |
| 5. | Chittoor | 26 | 21 | 5 | GCDO 1 Jr. Accountant 1 Sr. Acct 1 JE 1 Draftsman 1 |
| 6. | Kadapa | 19 | 13 | 6 | Superintendent 1 Typist 1 AAO 1 Jr. Accountant 1 AEE 1 Draughtsman 1 |
| 7. | Anantapur | 19 | 09 | 10 | AAO 1 CMO 1 GCDO 1 A.E 1 Draughtsman 1 Sundt. 1 Jr.Asst. 1 Jr.Acct. 1 Typist 1 |
| 4 | Mahabub Nagar | 20 | 16 | 4 | Data Entry Operator 2 Data Enry. cum Prog. 1 GCDO 1 |
| 9. | Ranga Reddy | 21 | 13 | 8 | Sr.Accountant 1 Jr.Accountant 1 Computer Operator. 2 Draughtsman 1 Dy.E.Es 1 A.E.Es 1 Typist 1 |
| 10. | Medak | 24 | 23 | 1 | Attender 1 |
| 11. | Nizamabad | 18 | 15 | 3 | Typist 1 Dy.EE 2 |
| 12. | Adilabad | 38 | 35 | 3 | AE 1 CMO 1 GCDO 1 |
| 13. | Khammam | 22 | 22 | | |
| 14. | Nalgonda | 20 | 16 | 4 | Typist 1 Jr. Asst. 1 Asst. Prog.-cum Trg. Officer 1 Draftsman 1 |
| | Total | 341 | 272 | 71 | |

III) Submission Of Annual / Audit Report

- Annual Report for the year 2001-2002 has been submitted to MHRD, Govt. of India, New Delhi.
- Draft Annual Report for the year 2002-2003 is under preparation .

IV) Expenditure

DPEP – I

Total Expenditure up Sept 2003

Rs. in Crores.

215.031

(Rs. in Crores)

| Expenditure Details | Govt. of India Share (85 %) | Govt. of A.P Share (15%) | Total Share (100%) |
|---|--------------------------------|-----------------------------|-----------------------|
| Out of Total Expenditure up to Sept, 2003 | 182.776 | 32.255 | 215.031 |

DPEP – II

Total Expenditure up to Sept, 2003

Rs. in Crores.

500.471

(Rs. in Crores)

| Expenditure Details | Govt. of India Share (85 %) | Govt. of A.P Share (15%) | Total Share (100%) |
|---|--------------------------------|-----------------------------|-----------------------|
| Out of Total Expenditure up to Sept, 2003 | 425.400 | 75.071 | 500.471 |

V) Progress In Functional Areas

I. Civil Works as on 30.09.2003

DPEP I Districts

Under civil works programme, out of 4903 works sanctioned, 4798 (97.86%) works have been grounded and 3930 (80.16%) works were completed. Remaining works are at various stages.

District Wise Abstract – Progress Of Civil Works

| Sl. No | Item of work | No. of works sanctioned | Works completed | Works in progress | Works not started |
|--------|--------------|-------------------------|-----------------|-------------------|-------------------|
| 1 | Vizianagaram | 894 | 612 | 272 | 10 |
| 2 | Nellore | 1099 | 766 | 245 | 88 |
| 3 | Kurnool | 944 | 816 | 122 | 6 |
| 4 | Karimnagar | 1037 | 1028 | 9 | 0 |
| 5 | Warangal | 929 | 708 | 220 | 1 |
| | Total | 4903 | 3930 | 868 | 105 |

* No. of works including toilets & drinking water facilities

DPEP II Expansion Districts

In DPEP-II expansion districts under civil works programme, out of 21195 works, 21044 works (99.29%) were grounded. 20245 works (95.52%) were completed. 799 works are in progress.

1) Civil Works

District Wise abstract of Civil Works: Progress as on 30.09.2003

| Sl. | Item of work | No. of works sanctioned | Works completed | Works in progress | Works not started |
|------------|---------------------|--------------------------------|------------------------|--------------------------|--------------------------|
| 1. | Srikakulam | 1543 | 1510 | 33 | 0 |
| 2. | Visakhapatnam | 1553 | 1299 | 207 | 47 |
| 3. | Guntur | 1389 | 1325 | 10 | 54 |
| 4. | Prakasam | 1514 | 1486 | 28 | 0 |
| 5. | Chittoor | 1251 | 1245 | 4 | 2 |
| 6. | Cuddapah | 1527 | 1474 | 5 | 48 |
| 7. | Ananthapur | 1526 | 1514 | 12 | 0 |
| 8. | Mahabubnagar | 1493 | 1480 | 13 | 0 |
| 9. | Khammam | 1567 | 1548 | 19 | 0 |
| 10 | Nalgonda | 1545 | 1529 | 16 | 0 |
| 11 | Rangareddy | 1601 | 1587 | 14 | 0 |
| 12 | Medak | 1547 | 1517 | 30 | 0 |
| 13 | Nizamabad | 1756 | 1748 | 8 | 0 |
| 14 | Adilabad | 1383 | 983 | 400 | 0 |
| | Total | 21195 | 20245 | 799 | 151 |

Grand Total

| Item of work | No. of works sanctioned | Works completed | Works in progress | Works not started |
|---------------------|--------------------------------|------------------------|--------------------------|--------------------------|
| DPEP – I | 4903 | 3930 | 868 | 105 |
| DPEP – II | 21195 | 20245 | 799 | 151 |
| Total | 26098 | 24175 | 1667 | 256 |

2. Planning

Workshops

- Proposals for extension of DPEP-I (funded by DFID) for the years 2003-04 and 2004-05 have been prepared and submitted to Government of India.

3. Pedagogy

Teacher Training

I. Trainings

1. Quality Improvement Programme – Phase-I :

- i) KRPs Training - Key Resource Persons Training was conducted at State Level for 4 days from 15th to 18th April'03. 142 KRPs from all the districts under went training. The group comprises of DIET Lecturers and selected District Resource Persons.
- ii) DRPs Training in all the districts – The KRPs oriented 2,962 DRPs across the State at identified centres at district head quarters, from 28th April to 2nd May 2003.
- iii) Teacher Training in all the districts – 1,68,583 Teachers were oriented for 5 days during summer vacation by the DRPs. The MEO acted as course coordinator. This programme continued from 5th to 30th May'03 in four to five cycles. The printed training module was supplied to all the Teachers during the training programme.
- iv) Radio Programme – “*Vindam Nerchukundam*” – During QIP Phase-I implementation, necessary guidance was given to the Teachers on effective implementation of QIP programme, wherein raising the achievement levels of children in Language & Mathematics was the only criterion.
- v) At the beginning of the programme, pre-test was conducted across the state for classes II, III, IV & V in order to asses the entry level competencies of children in Language & Mathematics. Later intensive remedial coaching was taken up in all the schools for 45 working days. Initially grading was done and children were divided into A, B, C, D & E grades. For A & B grades regular syllabus was carried out and for C, D & E grades , special attention was paid by the Teachers to bring children to higher grades. During these 45 days district level and mandal level committees intensively monitored the programme. Mandal level counseling centres were opened to give academic guidance to the Teachers. Frequent Teacher Centre meetings were held to discuss innovative practices and also to provide, necessary guidance for effective implementation of the programme.
- vi) Development of Self Learning Material (SLM) – SLM was developed at State Level in Languages for Class III, IV & V and cards were printed district-wise. These cards were best used during QIP programme.
- vii) Teachers Diary - Teachers maintained diaries and child wise progress was recorded and discussed during Teacher Centre meetings.
- viii) Pre-Test and Post-Test results were compiled from school level to State Level and achievement recorded. There was nearly 40% shift from lower grades to upper grades both in Language & Mathematics.

2. Orientation to DIET Lecturers :

For DIET Lecturers and new recruits of SCERT, a 4 day training was organised by State Project Office in two cycles. This programme was mainly intended to acquaint them with new techniques of teaching Language, Mathematics & EVS.

3. Review Meetings :

- i) AMOs meetings on 3rd June'03 and 6th September'03 were held to review different activities of DPEP and also to give further guidance on planned programmes as per calendar.
- ii) Review meeting with DIET Lecturers and AMOs was held on 6th June 2003, mainly to review monitoring procedures and to plan future programmes for effective monitoring of primary schools.

II) Workshops

- i) Workshop on preparation of calendar during March 2003 – A Training calendar was developed at State Project Office during March 2003 enlisting activities to be taken up during 2003-04. This calendar serves as “Management Tool”, Trainings meant for Teaches, Vidya Volunteers, Alternative school instructors, MRPs, DRPs, Dy. Inspectors, MEOs, Dy. Educational Officers were included in the calendar.
- ii) Workshop on developing QIP module - From 4th to 8th April 2003 – A five day workshop was organised to develop training module for Quality Improvement Programme. Basically Entry Level competencies to be developed for classes II, III, IV & V in Language & Mathematics are developed in the module. Apart from this, child-wise monitoring formats; six-week readiness program, ECE,EVS activities also find a place in the module.
- iii) Workshop on Effective Utilisation on school libraries- on 7th June 2003 – One day workshop was organised at State Project Office for selected DIET Lecturers and DRPs on Effective Utilisation of school libraries ways of and means of strengthening of TCs and MRPs with relevant library books was also discussed. Director of libraries gave his valuable suggestions in effective monitoring of libraries.
- iv) Workshop on Developing SLM for Class III Mathematic from 23rd to 27th June 2003 – Self Learning Material for Class III mathematics was developed in 5 day workshop in Telugu. The same material was also edited (9th to 11th July 2003), printed and supplied to all the Primary Schools. SLM was also simultaneously translated into Urdu and edited along with Telugu material. This material is under print.
- v) Workshop on SLM in Urdu Language classes III, IV & V 23rd – 27th July 2003 - For classes III, IV & V, Urdu Language SLM cards were developed. Followed by this editing workshop was held. This will be got printed and supplied to all Urdu medium Primary Schools shortly.

4. Alternative Schooling

A) Alternative Schools

- At present 1,592 Alternative Schools are functioning in DPEP districts with an enrollment of 26,182.

B) Mainstreaming of 'out of school' children

Material Development

- A manual on Bridge Courses ie., "Every Child in School" has been developed on the strategies aimed at mainstreaming of 'out of school' children to orient the field functionaries at all levels.

Training

- State level and District level training programmes have been organised to orient the field functionaries on the strategies for mainstreaming of out of school children.

Bridge Courses

- **Back to School Programme** : 251 Back to School Centres have been run and 18,429 out of school children have been mainstreamed with the convergence of Social Welfare Department.
- **Non-Residential Bridge Course Centres** : At present 1,890 NRBCs (DPEP & SSA) are functioning with an enrollment of 24,425.
- **Residential Bridge Course Camps** : At present 296 RBCs (DPEP & SSA) are functioning with an enrollment of 23,810.

Some RBCs are being run by NGOs with financial support of DPEP.

Monitoring

Monitoring formats have been developed to monitor all types of ALS and monitoring has been taken up to improve Quality of Education under Alternative Schooling.

5. Community Mobilisation

Social Audit (Grama Sabha Resolutions)

Panchayat Education Committees (PECs) and School Committees (SCs) were involved in the Social Audit of 'out of school' children. during the recently concluded Janma Bhoomi

programme. In the Janma Bhoomi Grama Sabhas that were held at Panchayat level, the names of 'out of school' children in the Panchayats were read out by the MEO concerned for necessary updation by the community members. Thus, the Grama Sabhas verified the particulars of 'out of school' children communitywise and gender wise and also made resolutions on the enrolment of the 'out of school' children by specifying time targets to achieve the goal of 100% enrolment and retention of children at the local level.

School Education committee elections were held in the middle of the year 2003 in a cordial environment . State Project Office and District Project Office, Sectoral officers coordinated with the elections.

6. Girl Child Education and Early Childhood Education

A) **Girl Child Education**

State Level

Convergence

- A convergence meeting with other departments like Social Welfare, Tribal Welfare, Adult Education, Disabled Welfare, WD & CW, SERP, DRDA, NCLP, District Rehabilitation centres, ITDA was conducted to work jointly in creating awareness on Girl Child Education in the community. The objective of meeting was to bring focus on Education of SC, ST and adolescent girls.

Research

- A study on **Classroom culture and processes from gender perspective** was taken up in all districts @ 20 schools based on the pilot study done in Nizamabad district following the guidelines of Ed.CIL. The consolidated state report is under preparation.
- Research study to see the impact of awareness created during BSS programme is planned in the month of Oct./Nov.'03.

Training/Orientation

- A state level meeting for GCDOs was conducted on Girl Child Empowerment Programme "Balika Sadhikarata Sadassu". 5 Grama Panchayats were identified from each mandal with low girl child enrolment for this programme. One-month programme schedule has been given to District Girl Child Officers for conducting all the activities in Grama Panchayats from 8th Feb to 8th March, 2003.

Publication

- State strategy paper on 'Girl Child Empowerment' was developed, printed and distributed.

District / Mandal Level Programme

Convergence

- Meeting with NGOs was conducted to adopt identified mandals/Gram Panchayats for empowerment of girls programme as a part of Balika Sadhikaratha

Research

- A study was taken on "classroom culture and practices in gender perspective" by a team in 20 schools. Except for few districts all other districts have prepared the report. Based on these reports steps will be initiated to create girl friendly atmosphere.

B) Early Childhood Education

Convergence

- State level meeting was held on converging with ICDS inviting all District Project Directors of ICDS and GCDOs of DPEP in strengthening pre-school component of ICDS.
- Joint trainings for Anganwadi instructor and HM of primary school was conducted by MRPs/DRPs and DIET faculty in all the districts.

Trainings

- A State level training for all SRG members which includes instructors of AWTC, CDPOs of WD & CW, DIET staff on new ECE training module was conducted in the month of July'03.
- Training on Early Childhood Education practices was conducted to all ECE Instructors in all districts.
- Joint trainings were conducted to Anganwadi workers and headmasters of primary schools on pre-school component under convergence.

Resource Material

- Workshop to finalize the concepts for printing of school readiness cards will be conducted in the month of Oct'03. Later the cards will be printed and supplied to all ECE centers.
- The story cards and activity banks printed will be reprinted for supply to new ECE centers and Anganwadi centers.

7. Media

- Wide coverage is given to all training programme in terms of Documentation and printing.
- Wide information is collected through paper clipping from different districts on DPEP intervention for dissemination of information.
- New activities were designed for Chaduvula Panduga.

8. Research and Evaluation

Terminal Assessment Survey was (TAS) conducted in DPEP-I districts Kurnool, Karimnagar, Nellore, Vizianagaram and Warangal and the report is submitted to MHRD, in June 2003.

Objectives:

- To measure the average achievement of students in the competency based tests in Language and Mathematics at the end of class-I and class -IV of Primary schooling..
- To compare the performance of students achievement in the MAS tests with that of TAS.
- To study the achievement differences with regard to area (rural and urban), gender & social groups and compare the achievement with BAS, MAS and TAS .
- To study the effect of variable like home, school, teacher, classroom practices, incentive schemes etc., on students achievement.

Findings :

- All the districts have crossed the target of more than 25% increase in TAS over BAS. TAS scores are more than MAS scores in all the districts.
- Kurnool district have achieved the highest mean score among DPEP-I districts.
- The inter-district variations with respect to students achievement may be attributed to a number of factor like the degree of accessibility of schools, political will, community demands, infrastructural facilities and cultural variation

Cohort Study :

Cohort study on enrolment and dropout at Primary (1997-98 to 2001-2002) and upper Primary (1995-96 to 2001 –2002) education stages was taken up in 19 districts in July/August 2003.

- Srikakulam-Nalgonda.

➤

- The study revealed increase in enrolment rates.
- Decrease in repetition rates and dropout rates.

- External evaluation of DPEP of AP was done by Dr. S.Nayana Tara and Dr. Nagadevara of Indian Institute of Management, Bangalore. The evaluation report was submitted under Eight chapters. The report underlines for achievement of DPEP and the measures to be taken to plug the loopholes.

Participations :

- The Research Co-ordinator has attended 10th meeting of R & E of different DPEP states held at Bhubaneswar from April 3rd-5th, 2003.

Publications :

- Question Banks were developed in Telugu, Maths and English subjects for class-I and printed and circulated to all TCs for wider dissemination of data in Sept'03.
- Action Research Abstracts were published and circulated to all the TCs in the state in Sept'03.

9. Children with Special Education Needs

Assessment

- Assessment camps in 10 mandals of Kurnool district have been conducted for children with Visually Impaired, Hearing Impaired, Mentally Retarded & Orthopaedically Handicapped. District Medical Staff consisting of ENT surgeon, Orthopedic Surgeon and Ophthalmologist along with physiologist, audiologist and physiotherapist participated in the camps. 1500 children were assessed in the camps in all categories and 900 children were recommended for aids and appliances. For a few children aids and appliances were supplied by ALIMCO and for rest of the children aids and appliances are being supplied by State Department of Disabled Welfare.
- Aids and appliances were distributed in Kurnool district in April'03. In Kurnool district all mandals were covered for assessment camps for disabled children by March'03. As per the recommendations of the assessment teams the aids and appliances were procured from ALIMCO and distributed to the assessed and deserving children.

Aids and appliances category wise

| | | |
|----------------|---|-----|
| Tricycles | : | 303 |
| Wheel Chairs | : | 26 |
| Braille sticks | : | 340 |
| Hearing aids | : | 999 |
| Crutches | : | 75 |

In addition to the above 6381 children were given concessional bus passes and railway passes. 34 02 cases were recommended as referrals for treatment of ear discharge, cataract and neuromuscular problems.

- A 2 day workshop for district level key Resource Persons was conducted at State level on " Use and maintenance of hearing aids for hearing impaired children in classroom " in May'03.

In Inclusive education children with mild or moderate sense problems are readily admitted in regular schools by giving some advantages for hearing impaired children.

Hearing aids suitable to their hearing loss are given. Children or regular teachers do not know how to maintain the delicate device. But the device should be regularly handled and maintained properly. Children are very likely to damage them. Therefore teachers have to know how to handle them and maintain them so that they can teach the same to the children. The workshop helps the district level KRPs to orient the knowledge about hearing aids to mandal level KRPs and they in turn to teachers in regular classroom. The workshop was video graphed and the copies of the cassettes were distributed to all the districts.

- Interventions were taken up to hearing impaired children with the cooperation of Southern Regional Centre, AYJ National Institute for the Hearing Handicapped, Secunderabad.

Two Audiology-Speech Pathology interns were deputed to DPEP from SRC,AYJNIHH to undergo practical training to work for hearing impaired children and children with other disabilities . They were assigned clinical, administrative, teaching and parent counseling work in Hyderabad, Ranga Reddy, Medak and Nalgonda districts. The first batch of interns were on deputation for 3 months from July'03 to September' 03.

- A module was developed for early identification of CWSN and oriented ECE/ Anganwadi instructors on early identification in ECE workshop in August'03.
- Conduct of assessment camps took place in kadapa, Visakhapatnam, Warangal, Chittoor, Guntur and West Godavari districts @ 3 camps in each district. In each district 3 mandals participated in each camp. These camps excluded those mandals where the assessment camps were conducted in 2002.

10. Distance Education

Workshops

- A 4 day workshop was conducted from 25-28 April'03 on Video script development for class 8th and 9th under MANA TV KU-Band.
- A 4 day workshop was conducted from 26-29th April'03 on Audio script development for class V under Radio Project "VINDAM NERCHUKUNDAM" .
- A 4day workshop was conducted from 27-30th May'03 on video script development for class VIII and IX under MANA TV KU-Band.
- A 4 day workshop was conducted from 31-5-2003 to 3-6-2003 on Audio script development for class III to V English under Radio Project "VINDAM NERCHUKUNDAM" .
- A 4day workshop was conducted from 4-7th Aug'03 on video script development for class VII under MANA TV KU-Band.
- A 2 day workshop on Audio Script refinement from 8-9 Oct'03 under Radio Project "VINDAM NERCHUKUNDAM" was conducted .

Trainings

- A 1-day orientation to MEOs / HMs / Teachers at District / Mandal level on the Radio Broadcast has been organized.
- A 2 day Trial Run(Rehearsal) programme to DIET Lecturer/Creative High School teachers for live telecast under interactive channel MANA TV was organised.

Teleconference

- A Phone-in-Programme was conducted on 25-9-2003 at All India Radio, Hyderabad with District / Mandal/teachers field functionaries on the Radio lessons which were broadcast from 11-7-2003 to 24-9-2003.

Radio Project

- 40,000 feedback responses are received from pupils, parents, School Committee members and teachers on the radio lessons and the responses are being analyzed.
- 30 Audio lessons for class III to V and for teachers have been broadcast from 11-7-2003 to 24-9-2003 from AIR,Hyderabad, Vijayawada, Vishakapatnam and Cuddapah.
- 2000 feedback responses in post cards have been received from the teachers, students and parents.
- From 13-10-2003 onwards, again, these lessons are being broadcast from AIR, Hyderabad,Vijayawada, Vishakapatnam, Cuddapah,Chittoor and Adilabad.

Support to Educational channel

- Preview of 48 video programmes produced by private Producers for channel-I KU-Band, MANA-TV was done.
- Preview and costing of 59 dubbed programmes obtained from Australia & CIET, New Delhi has been taken up under the headship of the Adviser, KU-Band.
- 50 live telecast lessons for class X were transmitted under channel-II KU-Band, MANA-TV involving trained and creative classroom teachers from 1-7-2003 to till today.
- Schedule of video programmes for channel I & II from Nov, 2003 to Dec' 2003 has been prepared and handed over to SAPNET MANA TV.

11. Tribal Education

Visits

The Coordinator and the lecturer in tribal education visited the tribal area in the state. In their visits they interacted with project officer, ITDA, DEO, APC and sectoral officers in DPO, MEO, MRPs and SCRPs at mandal level, Secretary Teacher Centres, teachers, students at school level, Parents community elders and members of school education committee at village level and prominent NGOs in the area concerned. They also visited school complexes, MRCs, TCs, schools and ECE centers in the tribal area.

In their interaction they observed that there should be a tribal specific district/mandal plan for each area keeping the following interventions

- Tribal culture.
- Tribal dialects.
- Tribal habits.
- Tribal festivals.
- Climate in the tribal area.
- Tribal occupation etc.

Based on the discussions the District Collector, Project Officers of ITDAs, District Educational Officers and APCs concerned are going to prepare area specific plan for tribal education.

It is also planned to give training to all the teachers working in GVVVs and Maabadis on par with the Vidya Volunteers

Workshop

- 3-day workshop was conducted at State level to develop strategies to overcome language problem in tribal schools from 23.01.2003 to 25.01.2003. 23 SCRPs / MRPs / strong teachers from 6 – ITDAs attended this workshop.
- The book titled "Kathalu patalu Makistam" containing a number of stories and action songs have been supplied to each participant for tryout in schools along with other strategies discussed in the workshop.

Topics discussed in the book "Kathalu Patalu Makistam"

- Understanding the tribal child (innate abilities and natural learning experiences of tribal child).
- Strategies to overcome language problem in tribal schools (creating telugu atmosphere in classrooms through action songs, stories and day-to-day classroom interaction).

Tryout of strategies in the schools

The book titled "Kathalu Patalu Makistam" is under field trial in tribal schools. After getting the feedback modifications will be made.

12. MIS

Trainings

- A training programme for District Computer Personnel of DEO & APC offices in the state was conducted in the month of May 2003
- State level Training Programme on 'Monitoring Tools' was conducted on 05-09-2003 and 06-09-2003
- District Level and Mandal Level Training Programme on 'Monitoring Tools' was conducted in September /October 2003
- Distribution of PDAs to all districts from 22.09.2003 and 24.09.2003 was done.

Database Maintenance

- DISE data
- Family Survey data
- Childinfo Data
- Cohort Data
- MAS data
- School Committees data
- Radio Feed Back Data
- Attendance monitoring data
- Chaduvu magazine data
- Teachers Data

Web Sites

[http://www.aponline.gov.in/school education](http://www.aponline.gov.in/school%20education)
www.dpepmis.org/webpages/drc/andhrapradesh/adilabad.htm
www.apdpep2000.com
www.schoolsinap.com
www.chiefministerinfo.com
www.aponline.gov.in/schooleducation/childrenlist.aspx
<http://www.aponline.gov.in/apportal/index.asp>
<http://www.dpepmis.org/webpages/drc/AndhraPradesh/Adilabad.htm>
<http://www.aponline.gov.in/> (--Department--School Education-DPEP)
<http://www.aponline.gov.in/apportal/index.asp>

The state MIS wing will function at the state level and take up the following programmes in Sept'03.

- ◆ Basic information on Schools like infrastructure facilities, furniture, Teaching learning materials etc.,
- ◆ Total Children in the age group of 5-15 and child wise list.
- ◆ Name wise particulars of "in school children" and "out of school children"
- ◆ Teacher database
- ◆ Attendance Monitoring through PDAs at mandal level
- ◆ Attendance Data updating at mandal level and district level
- ◆ Updating Attendance data into web at state level
- ◆ Enrolment, Retention and completion rates.
- ◆ School pupil ratio, Class pupil ratio
- ◆ Teacher-pupil ratio.
- ◆ Progress in terms of Project Activities.
- ◆ Progress in terms of SSA Activities
- ◆ Quantitative data and analysis.
- ◆ Pupil achievement level in various schools.

- ◆ Updating of available data base (Family survey) as a result of initiatives of SSA,.

13. Capacity Building :

Workshops :

- A workshop to develop handbook on “ Activities in Primary Science “ has been organized from 6th to 10th May, 2002 at Warangal. About one hundred experiments have been listed out from 7 units of EVS-II of classes III,IV and V.
- A workshop to perform “ Activities in Primary Science” listed out in the previous workshop has been conducted from 3rd to 7th June. 2002.

Inter –State Visit :

Visit to science Centre, Kolkata .

- Science Resource team from Warangal visited Kolkata from 16-6-02 to 23-6-02 to see working models in science city, Birla Industrial and Technological Museum, Energy Park, Nehru Children’s Museum etc., for improving their professional skills.

Visit to Assam, DPEP :

- A group of eleven members from State Project Office and District Project Office visited Assam State to observe the effectiveness of interventions taken up under DPEP. The team visited schools, ECEs, Alternative schools in Bongaigon and Drarang districts of Assam. Lessons learned from the visit and programmes that can be implemented in Andhra Pradesh are
 1. Computerization of all the physical facilities available in the school along with photographs.
 2. Pedagogical input in the training of schools committee Chairpersons.
 3. Mobile teams to monitor the functioning of ECEs.
 4. “Learning book “ programme which is introduced on pilot basis etc.

BIHAR

| | | |
|--|---|----|
| Total No of Districts | : | 37 |
| Total No of Educational Districts | : | 11 |
| Total No of Revenue Districts under DPEP | : | 20 |
| Total No of DLOs in DPEP | : | 11 |

NB: DLOs are in Education's districts.

There are in all 20 Revenue districts in 11 Educational districts.

Period of Project(DPEP-III) : **October,1997 to September,2003**

Extension upto September-2005 has been requested which is under active consideration of GOI and World Bank. Intimation regarding extension of the project up to September, 2004 is received.

A: Project Structure:

(Rs in lacs)

| District Covered | EFC Approved Cost | AWB&B for 2003-2004 | Expenditure in the current financial year-2003-2004 | Cumulative Expenditure for 1997 to 30.09.2003 |
|------------------|-------------------|---------------------|---|---|
| Bhagalpur | 4000.00 | 1257.38 | 309.94 | 2428.24 |
| Bhojpur | 3719.32 | 1692.20 | 255.70 | 2744.86 |
| Darbhangha | 3586.01 | 1580.77 | 301.95 | 1552.50 |
| Gaya | 3928.93 | 1580.10 | 202.46 | 2222.79 |
| Munger | 4000.00 | 1794.07 | 157.43 | 1823.42 |
| Muzaffarpur | 3247.64 | 1106.80 | 149.71 | 2402.31 |
| Purnea | 4000.00 | 1843.72 | 177.11 | 2079.31 |
| Rohtas | 3707.91 | 1595.47 | 138.07 | 2339.96 |
| Sitamarhi | 3280.67 | 1314.79 | 244.45 | 1980.27 |
| Vaishali | 3673.01 | 1489.07 | 291.24 | 1778.44 |
| West Champaran | 3589.50 | 1457.56 | 158.58 | 2003.38 |
| SPO | 2802.35 | 386.43 | 62.76 | 1862.98 |
| Total | 43535.34 | 17098.35 | 2449.40 | 24522.41 |

B: Vacancies of Key Position in SPO and DPOs

| Office | Sanctioned | In Position | Vacant |
|-----------|------------|-------------|--------|
| SPO(SLO) | 20 | 17 | 03* |
| DLOs | 227 | 149 | 78* |
| BRCCs | 152 | 152 | ** |
| CRCCs | 1899 | 1899 | # |

* Reservation has been adopted by BEPC w.e.f. 22.05.03. Roster Clearance as per norms is required before appointment, which is in process.

** BEEOs are ex-officio

Regular Teachers are deputed as CRC Ex- officio

C: Functioning of General Council/ Executive Committee of BSPP (SIS)

- General Council (GC) is in position and fully functional. Last meeting of the GC was held on 13-10-2003 under the chairmanship of Dr. Ram Chandra Purvey, Hon'ble Education Minister, government of Bihar.
- Executive Committee (EC) of the BSPP is also in position and fully functional. Last meeting of the EC was held on 23-08-2003. EC has been meeting at regular quarters.

D: Submission of Annual Report & Audited Accounts.

The Annual Report & Audited Accounts for the year 2001-02 has already been approved by the GC and sent to DPEP Bureau, government of India. The Audited Accounts for the year 2002-03 has already been sent to MHRD,GOI, New Delhi.

E. Utilisation Certificate:

Utilisation Certificate (UC) up to 31-03-2003 has been submitted to GOI.

F. Expenditure

1. Total Planned during the year 2003-04 : Rs 17098.35 lacs
2. Total fund allotted during the year 2003-04 upto 30-09-2003 : Rs 4812.04 lacs
3. Cumulative Expenditure form Arpil-2003 to 30-09-2003 : Rs 2449.40 lacs

| Sl no | Month | Expenditure |
|--------------|----------------|------------------------|
| 01 | April-2003 | Rs 235.20 lacs |
| 02 | May-2003 | Rs 214.74 lacs |
| 03 | June-2003 | Rs 523.19 lacs |
| 04 | July-2003 | Rs 483.25 lacs |
| 05 | August-2003 | Rs 370.91 lacs |
| 06 | September-2003 | Rs 613.11 lacs |
| Total | | Rs 2449.40 lacs |

- Expenditure against AWP&B works out to 14%
- Expenditure against fund allotted works out to 51%

G. Whether 15% share Contributed by the State Government

| Year | Government of India | State Government share due | State Government released | Rs in lacs |
|---------|---------------------|----------------------------|---------------------------|---------------------------------|
| | | | | Remarks |
| 1997-98 | 2717.95 | 480.05 | 480.05 | |
| 1998-99 | 1094.00 | 1500.00 | 1500.00 | Received in next financial year |
| 1999-00 | 4000.00 | 1347.00 | 1347.00 | |
| 2000-01 | 2800.00 | 705.85 | 705.85 | Received in next financial year |
| 2001-02 | 5770.00 | 800.00 | 800.00 | |
| 2002-03 | 4400.00 | | | Not due |
| 2003-04 | 3000.00 | 0.00 | 0.00 | Not due |

II. Claim Submitted/ Disbursement:

Month wise amount claimed.

| Month | Grand Total |
|----------------|------------------------|
| April-2003 | Rs 66.04 lacs |
| May-2003 | Rs 196.28 lacs |
| June-2003 | Rs 315.05 lacs |
| July-2003 | Rs 332.61 lacs |
| August-2003 | Rs 330.05 lacs |
| September-2003 | Rs 549.30 lacs |
| Total | Rs.1789.33 lacs |

Status On ALS/EGS

| | |
|---|---|
| Coverage | Total AS Centres opened – 2975 (Apna - 1354 & Angana – 1621) |
| Current Status | <ul style="list-style-type: none"> • Running AS Centres 1020 (Apna – 395 & Angana – 625) • Running 3188 Balika Shivar/Addl. ALS opened |
| Proposed up to AWPE 2003-04 | <ul style="list-style-type: none"> i. Apna Vidyalayas in small habitations situated in remote Inaccessible areas, and for working/dropout/out of school children of 6 to 11 yrs age group. ii. Angana Vidyalaya for 9+girls (dropouts as well as first generation learners) on the pattern of Jagjagi centres of Mahila Samakhya programme. • 8000 Balika Shivar/Addl. ALS to be opened. |
| Total children covered through AS | Approx. 70,000 |
| Administrative Arrangements | |
| Appointment of AS coordinator (State and district) | AS coordinator at state & district levels in place. |
| Constitution of State Resource Group (SRG) & District Resource Group (DRG) | SRG & DRG constituted. |
| Visioning & strategy building workshop | <ul style="list-style-type: none"> • Completed. |

| | |
|---|---|
| Issue of Equivalence Profile of the group | <ul style="list-style-type: none"> • For 9+girls • <u>Children of SC/ST children not going to school as school is more than 1 km away.</u> • Children helping their parents or engaged in child labour. • Dropouts & highly marginalised children. • Children of schoolless habitation. • Working children and children of migrant class. |
| Duration of the programme | <ul style="list-style-type: none"> i. 3 yrs (for 9+ age group children.) ii. 3 yrs (for 6-8 yrs. age group children.) iii. In four semesters. |
| School hours | <ul style="list-style-type: none"> i. 3 hours (Apna) ii. 3 hours (Angana) iii. Mata Samittee to decide schools timings. |
| No. of learners per centre | <ul style="list-style-type: none"> i. 15-25 (Apna) ii. 15-25 (Angana) |
| Teacher qualification | i. Min. 8 th pass women (Mostly belonging to the disadvantaged section). |
| Honorarium | Rs. 700/- (Apna) per month |
| Training Duration | <ul style="list-style-type: none"> i. 30 days Induction Training ii. 3 days recurrent training after every 3 months iii. 10 days refresher training before every subsequent semester. iv. 10 days training to MTs v. 10 days training to ASRGs vi. Monthly reflections. |
| Opening of EGS | 6120 EGS to be opened |
| Coverage | 1,53,000 children to be covered |
| Current Status | <ul style="list-style-type: none"> i. 2680 EGS opened . ii. Training of Lok Shikshak is going on. iii. All 6120 centres will become operational upto 31.12.2003 |
| Expenditure Per School/Per year (Rs) | <ul style="list-style-type: none"> i. Rs. 9250 (in the first year) ii. Rs. 7650 (in the following year) |
| Expenditure/child/year (Rs) | <ul style="list-style-type: none"> i. Rs. 462 (in the first year) ii. Rs. 382 (in the following year) |
| Academic Support | By Academic Support-cum-Resource Groups (ASRGs) for every 5to 10 centres as the case may be, provision for one ASRG has been made. The ASRGs are drawn from retired school teachers/ minimum matric passed local girls belonging to disadvantaged sections. |
| Honorarium of Supervisors | Rs. 1000/- per month |
| Material used | <ul style="list-style-type: none"> i. Curriculum developed for AS ii. Books developed for semester (I) in Language, Mathematics and EVS printed & |

| | |
|--------------------------------|---|
| | <p>distributed.</p> <p>iii. Books developed for semester (II) in Language, Mathematics and EVS printed & distributed. Books developed for Semester-III in Language, Maths & EVS printed & distributed.</p> <p>iv. The Books so developed for Semester-I & II have been revised after first trialling on the ALS centres and through rigorous participatory workshops.</p> <p>v. Books developed for Semester-III in Language, Maths and EVS distributed.</p> <p>vi. Additional reading writing material has been developed for Angna schools.</p> <p>vii. Books for Semester-IV in Language, Maths & EVS distributed.</p> |
| Collaboration with NGOs | <ul style="list-style-type: none"> • Mata Sammittees fully involved in running the schools. • In material development, collaboration with individuals drawn from NGOs. |
| TLMs | <ul style="list-style-type: none"> • No separate TLM grant given to the instructors. During training of the instructors, lots of TLMs are prepared and carried by instructors to the AS schools. All learners are provided with free textbooks, slate pencils and copies with a cotton bag. |
| Internal evaluation | <ul style="list-style-type: none"> • Concurrent evaluation of the programme through in-house State Evaluation Team undertaken. The report shared with the districts, SCERT, instructors & ASRGs. |
| Pupil's evaluation | <ul style="list-style-type: none"> • At the end of every Semester pupil's evaluation for all the learners are conducted at the district level and report shared is with the parents. Achievement level of most of the children found quite encouraging. |
| Process of phasing out started | <ul style="list-style-type: none"> • AS Centres which have completed the 3 years duration are under the process of phasing out. 1955 Centres have been phased out up to 30.09.2003. |
| Mainstreaming | <ul style="list-style-type: none"> • Collective efforts by ASRG, Instructors and Mata Samiti is being made with the help of VEC to mainstream the AS Children in different classes of nearby Primary/Middle schools. 49,578 children have been mainstreamed up to 30.09.2003 from AS. • Monitoring of mainstreamed children being done by the Mata Samiti, VEC members, Instructors & ASRG's with the help of DLO |

| | |
|-------------------|---|
| | <p>personnel.</p> <ul style="list-style-type: none"> • Test Check on pilot basis to study due achievement level of children coming from AS to Primary Formal Schools has been conducted in every district and report shared at State/ District/ Cluster level. |
| Tagging AS to PFS | <ul style="list-style-type: none"> • All AS Centres have been tagged with due hereby Primary Formal Schools/ Middle School and the teacher of the tagged Primary School/ Middle School is playing the role of Mentor/ Guide to AS. |

Status Report On BRC/CRC

| | |
|-----------------------------------|--|
| Status staffing | <ul style="list-style-type: none"> • 456 BRC-RPs identified and in place @ 3 per centre. The BRC-RPs are school teachers. The BEEO/REO is the BRC co-ordinator. The CRCCs are in place. They are also teachers. |
| Selection procedure & Orientation | <ul style="list-style-type: none"> • 10-15 good primary school teachers were identified for each BRC through a rigorous shortlisting process. The identified teachers were trained as master trainers and capable teachers from amongst the master trainers were shortlisted to work as BRC Resource Persons. The CRC coordinators are selected by the teachers during course of residential teachers training or in special meetings. Thus the BRC resource persons and CRC coordinators are from amongst empowered teachers. • The training of CRC coordinators initiated in the districts. 1899 CRCCs have been trained. • The BRC resource persons and CRC coordinators are deputed for one year and thereafter return back to schools. However, new entrants who are selected and trained as per the procedure outlined above replace them. • BRC-RPs are being imparted 5 days re-current training by SCERT. |

Status On Research & Evaluation

| | |
|--|---|
| 1. Organization & Management (i) Staffing | <ul style="list-style-type: none"> • Two State Resource Persons in place in SPO. |
| (ii) Other Institutions Role | <ul style="list-style-type: none"> • SIEMAT, SCERT and Research Institutions are involved in Evaluation. • State Evaluation Team constituted and trained. The NIRD, Hyderabad |

| | |
|--|--|
| | <p>provided resource support for the training of SET members.</p> <ul style="list-style-type: none"> • 2 RRIs appointed by GOI for monitoring district level activities. |
| (iii) Advisory Group | <ul style="list-style-type: none"> • State Resource Group in place. Further widening of SRG net is in process. |
| 2. Action Research Programmes (i) Operational Levels and Status | <ul style="list-style-type: none"> • Action research training conducted for district level. • <u>State level Action Research Group formed and trained.</u> • <u>District level Action Research Group formed & trained.</u> |
| 3. Promotion of Research in Primary Education (i) Strategy | <ul style="list-style-type: none"> • Draws from the experience of BEP research programme. Priority areas for the year developed in a meeting at SPO with district and state level participants. |
| (ii) Studies Completed by State Level | <ul style="list-style-type: none"> • 8 studies (including baseline) completed. 4 studies planned in current year of which is in progress . • BAS & MAS completed. |
| (iii) Areas in Focus for the Current Year | <ul style="list-style-type: none"> (i) Study on culture & process from Gender Perspective. (ii) Dynamics of Grade-I Enrolment (iii) Cohort Dropout. (iv) Dynamics of grade I enrolment. (v) Grade repetition. (vi) Pupil's evaluation in the current year. (vii) Evaluation of different Component by External Agency. (viii) SIEMAT has separate agenda for research. (ix) Analysis of EMIS Data. (x) Preparation of district/state level Report based on Project Objectives. |
| 4. Impact Assessment (i) Strategy | <ul style="list-style-type: none"> • TOR for all components cleared by MHRD. • State Level Evaluation teams formed. • Matter for advertisement ready. • Formats for EOI and RFP ready. |
| (ii) Evaluations Planned /being Undertaken | <ul style="list-style-type: none"> • MLL evaluation (1998, 1999) completed. • External evaluation of MS complete • Programme evaluation by external agencies initiated • Pupil's evaluation plan in various stages of implementation in the district. • Internal evaluation of MS completed. |

| | |
|------------------------------|---|
| | <ul style="list-style-type: none"> • Evaluation of Programmes by State Evaluation team of 3 components completed. • Programme Evaluation by External Agencies to be taken up. TOR for each component prepared separately & approved by MHRD. • A study of classroom culture and Processes from gender perspective: Data Collection complete, coding complete. Software from MHRD awaited for computer entry of data. • Componentwise assessment and evaluation of the district performance from the point of view of physical & financial achievements being done. • SET report-shared with the districts. • A study on Dynamics of Grade-I enrolment is being taken up. TOR for this study send to MHRD for clearance. • A study on Cohort Dropout has been initiated. • Format developed on quality monitoring of Primary Formal Schools. Phase wise expansion is being done. Implementation is in its 3rd phase covering all schools of 4 BRCs. • Development of Format for Quality Monitoring of AS centres in process. • 1st phase workshop organised with the World Bank representatives & DPCs on Monitoring of the programme. • Teachers training is being already monitored. Impact for training on teacher assessed. |
| 5. Networking | <ul style="list-style-type: none"> • Has a network with R&E institutions. Efforts made for widening the same. • Universities and Educational Institutes are being contacted. |
| 6. Mid-Term Assessment Study | <ul style="list-style-type: none"> • Draft Report of MAS shared with district functionaries. |
| 7. Sustainability Study | To be taken up by GOB. |

Status On SIEMAT

| | |
|---|---|
| <p>Nature of Institution</p> <p>Date of Establishment</p> <p>Appointment of Director and date of appointment</p> <p>Proposed staff structure</p> <p>Staff in position</p> | <ul style="list-style-type: none"> • SIEMAT is a unit located in the SCERT. • The Director of SCERT is also Director of SIEMAT, but SIEMAT is a separate unit with functional autonomy. • Addl. Director, SIEMAT assists Director, SIEMAT in the management of the programmes. • The BEP-SLO and SIEMAT work in close coordination. <p>2nd October 1997.</p> <p>Director, SCERT works as Director, SIEMAT. However, post of Addl. Director, SIEMAT is vacant since 13.11.2001. The Officer of SCERT is functioning Additional Director, SIEMAT</p> <p>21 (Excluding Director)</p> <ul style="list-style-type: none"> • Academic. <p>Addl. Director-0 (Acting Addl. Director is functioning)</p> <p>Lecturer – 1</p> <p>Research Associate – 2</p> <ul style="list-style-type: none"> • Non-Academic – 7 |
| <p>Activities.</p> | <ul style="list-style-type: none"> • All five-research studies are complete. Two more Research studies on BRCC, CRC, DIET inter linkages and on “Enrolment & Cohort” have been completed. • First round Training programmes of educational administrators of the project districts completed. Second round training programme begun, 14 training programmes are completed. Three Training programme. On ‘Plan Preparation’ were completed. • Total no. of 36 training programmes & 1110 Personnel were trained in SIEMAT • AWP&B, Preparation & Appraisal Perspective Plan of DPEP & SSA districts completed by SIEMAT. • DSEs & DEO of Project & Non Project districts imparted training. • Publication of regular quarterly magazine “SIEMAT SAMVAD”. • Training equipment’s such as computers, OHP, slide projectors etc. procured & furnishing of computer room completed. |

| | |
|--|--|
| | <p>Second round purchases of two computers is in progress. Training Hall equipment is completed.</p> <ul style="list-style-type: none"> • Two national seminars organised. • Capacity building of faculty at NRRC, NIEPA, NCERT, Ed.CIL & U.P. SIEMAT, Allahabad were done. • Two books published. • SIEMAT involved in AWP&B preparation and Appraisal of 2003-2004. • SIEMAT involved in different workshops organised by Education Department, GOB & SLO. • SIEMAT also involved in SCERT Activities. |
|--|--|

Status On Gender Interventions

| | |
|---|---|
| Staffing Position State Gender Co-ordinator District Gender Co-ordinator | <ul style="list-style-type: none"> • State Gender Coordinator in place. • Separate ECE Coordinator in SPO in place. • ECE/Gender Coordinator in DPO in place. |
| Resource Groups (Gender & ECE) | <ul style="list-style-type: none"> • State and district resource groups under Mahila Samakhya formed and functional. • MS being an integral part of the BSPP. Highly motivated state and district core teams of MS in place. • SRG and DRG for ECE constituted. • Monitoring of Girls' Education is selected BRC with the help of trained Sanyojikas. |
| Community mobilization Material Development | <ul style="list-style-type: none"> • 'Munia Beti Padhti Jaye' audio Cassettes developed • Quarterly newsletter being published regularly.. • Audio & videocassettes on gender developed/disseminated. • Munia Beti Campaign materials (calendar) developed/disseminated. |
| Interaction at sub-district level | <ul style="list-style-type: none"> • Under MS , 1890 Mahila samoohs in villages functional. • Prabhat Pheris, Padyatras Bal Melas and Ma-Beti Mela at block and district level. • One block in each project district selected for focus gender interventions. • Jagjagi /Bal Jagjagi centres. • MSK at 6 places. |

| | |
|---|--|
| VEC | <ul style="list-style-type: none"> • Women constitute one third of VEC members. The total membership of a VEC 15/21 and the women constitute 5/7 of the same. • One post of chairperson/vice-chairperson of the VECs earmarked for the women. • In the Orientation training, VECs women members take active part. • In the professional training of VECs atleast two women members from each VEC are being imparted training. • The State Govt. has passed the Bihar State Vidyalaya Shiksha Samiti Act 2000 on 16.12.2000. New VEC will be constituted as per this act. |
| Community Participation | <ul style="list-style-type: none"> • The management of Apna/Angana Vidyalayas rest with mothers committees. • Community providing local resources for preparation of TLMs at ECE centres at number of places. • The management of ECE centres opened under the project rest with the mothers committee. |
| Pedagogy Training of academic staff | <ul style="list-style-type: none"> • Gender sensitization training imparted to teachers/programme personnel. • Gender sensitization forms part of all training modules. • 971 Jagjagi teachers trained. • 1220 female ALS instructors/220 ECE instructors trained. |
| Teacher Support Material Workshops/Seminars etc. | <ul style="list-style-type: none"> • 16 MLL based textbooks developed in which gender issues have been properly addressed. • Book on TLM by the name “ Sikhana Ashan Hai” developed which addresses gender issues effectively. • Training modules of BRC resource persons, teachers, VECs, educational administrators and CRC coordinators also include orientation on gender sensitization. • A national seminar on UPE organised, special emphasis was given to gender issues in the said seminar. • A special women issue of SPO quarterly magazine “BEP Ahwan” and “Halchal” newsletter has been brought out. The issue addresses girls education & women empowerment issues. |

| | |
|---|--|
| Textbooks | <ul style="list-style-type: none"> • Gender issues addressed in the revised curriculum and textbooks of primary, formal schools and ALS schooling modalities. |
| <p>Capacity building Preparation of Gender training module.</p> <p>Sensitization programmes for DPEP personnel.</p> | <ul style="list-style-type: none"> • All SPO, DPO and Programme Personnel imparted professional training in which gender sensitization is an integrated part. • Training modules developed <ul style="list-style-type: none"> → ECE/AW workers → ECE programme personnel/ ICDS Supervisors/ → AWTC instructors/ICDS helpers → Mata Samitees → Jagjagi teachers → Sahyoginis → Sanyojikas. |
| Networking | <ul style="list-style-type: none"> • Close linkages with MS/NGOs/ Anganwadi/AWTC. |
| Mahila Samakhya Innovation. | <ul style="list-style-type: none"> • Close operational linkages • 'Friendship Camp' was organized at State Level for the adolescent girls of Urban Schools and rural Jagjaggi. State level Maa-Beti Mela organized. • EMIS captures data on girls enrolment. • The girls enrolment in ALS modalities being monitored • The textbook distribution among girl children being monitored through revised PMIS format. • Mahila Diwas i.e. Women's Day, Balika Diwas i.e. Girls' Day organised in all the project districts in which thousands of women participated and debated on the gender issues. • Mahila Shikshan Kendras for adolescent girls. |
| Alternative Schooling | <ul style="list-style-type: none"> • Special modules for Angana Vidyalaya for 9+girls – modeled after Jagjaggi of MS. • Apna & Angana Vidyalayas have female instructors only & are under the management of Mata Samitees. • 1022 Angana vidyalaya for the 9+girls – Dropouts as well as illiterates opened so far. |
| Research Evaluation | <ul style="list-style-type: none"> • Study on problems in education of Muslim girls completed. |

Status On Community Mobilization & VEC Interventions

| | |
|---|--|
| Administrative arrangements | <ul style="list-style-type: none"> • Media/Community Mobilization coordinator in place at SLO and DLOS. • Core team on Community Mobilization, VEC/ VSS functional in every DLO. • SRG/DRG formed. |
| Community Mobilization Material Development | <ul style="list-style-type: none"> • Posters/pamphlets/Banners/calendars developed in every DLO/SLO being made. • Booklets/Brochures on DPEP published & distributed. • Following materials have already been developed; <p><u>A. Books</u></p> <ul style="list-style-type: none"> • Village Education Committee – concept, process of formation training of Utpreak • Microplanning – concept process, etc. • Village Education Committee members training module • Microplanning Training Module • Microplanning Operational Manual • Lok Chetna – Concept, process etc. • Lok Chetna – Training Module • PRI Members Training Module • SANKALP – Training Module • Pahal – Training Module <p><u>B. Audio Cassettes</u></p> <ul style="list-style-type: none"> • Audio Cassettes of Abhiyan Geet for environment building • Audio Cassettes of Muniya Beti Padhati Jaye Campaign • Audio Cassettes of Shiksha Geet Mala for environment building • Audio Cassette on Women Economic Empowerment. • Audio Cassettes of Shiksha Geet Mala in Maithali, Magahi. <p><u>C. Plays</u></p> <ul style="list-style-type: none"> • 4 plays developed, printed and distributed • 1. Eke Upai (Bhojpuri) • 2. Jabhi Jagi Tabhi Bhor • 3. Ghar-Ghar Alakh Jagayenge (Magahi) • 4. Durangi Nitiya (Angika) • Another 38 plays developed and are under production. <p><u>D. Booklets/Brochures/Pamphlets:</u></p> <ul style="list-style-type: none"> • On different issues developed and distributed. |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Material for capacity building through Distance mode developed & distributed in different collegial languages. <p>E. Video Film</p> <ul style="list-style-type: none"> • On Teacher Training (Hum Honge Kamyab) • Alternative Schools/ECE (Nai Dagar) • Civil Works (Neer Ka Nirman) • Community mobilisation (Log Mere Gaon Ke) • ECE (Ankur) • Each of 30 minutes, developed. DD, Patna telecasted once. <p><u>F. Magazine</u></p> <ul style="list-style-type: none"> • Magazine “BEP Ahwan” released every quarter at SLO level. Newsletters published by Munger, Muzaffarpur, Gaya, Rohtas & Bhojpur districts so far. <p><u>G. Campaign and other mobilisation Activities</u></p> <ul style="list-style-type: none"> • Enrolment Drives/ Bal Mela/ Maa-Beti Mela/ Shiksha Mahotsav’2002 • Wall writings • Nukkad Natakas in Plays • Theatre Workshop for capacity building of cultural groups • Environment building and mobilisation activities with VEC formation, Orientation and Microplanning activities. |
| <p>Campaign and other mobilisational activities</p> | <ul style="list-style-type: none"> • Intensive campaigns launched for VEC formation. VEC for every school formed through an intensive process driven exercises. • Munia Beti campaign launched. • Wall writings, Padyatras, Bal Melas,, women’s meet, sports-meet, Ma-Beti Mela, Audit-video campaign, Enrolment Drives, Prabhat Pheries, Street play etc., organized in every district. • Theatre workshops for capacity building of cultural groups in 5 linguistic zones held. • State level Bal Mela organized. • State level Maa-Beti Mela organized/bal melas at district and sub-district level organised. • State level Balika Mela organized. • Praveshotsavas organized in every district. • Jhankhis on UPE being put up on the occasion of Republic Day/Independence Day celebrations at the state and district levels. • A National Seminar on UPE organized. • A State level conference on Sarva Shiksha Abhiyan organized. |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Mahila Day organized at DLO level. • Innovative wall paintings done in Bhagalpur district. • Kala Jathas formed in Gaya, Bhojpur, Muzaffarpur, Rohtas, West Champaran, Sitamarhi, Vaishali, Darbhanga, Bhagalpur, Munger & Purnea districts. • One day Orientation 5 days training of VECs, Lok Chetna, Quarterly Reflection of VEC President and Secretary at block level, 1 day training of PRI Members, 1 day training (Workshop) of Mukhiyas being organised in all districts. • 2 days training of Community Leaders. |
| Community Participation /Community Organizations | <ul style="list-style-type: none"> • All VECs constituted/Reconstituted through a well-orchestrated & process-oriented mobilization campaign in all districts. The campaign is process-based in which community is at the fore. • VECs motivated to run schools during teachers strike in Bihar. • Mata Samitees formed to run ALS & ECE centres. In fact, DPEP is facilitator, & Mata Samitees are the de-facto agencies to run ALS/ECE. • Community providing resource support at grass root levels. • Village committees are constructed under "Bihar State VSS, Act 2000" |
| Empowering Community Organization (VEC, MTA, PTA, Panchayats etc. Materials development) | <ul style="list-style-type: none"> • Training modules for VEC & Micro-Planning developed. • Training module on community construction process developed. • Training module for mata samitis developed • Training Module for PRI Members developed. • Training Module for Community Leader (2 days) |
| Orientation Training/workshops for Community Organization | <ul style="list-style-type: none"> • Workshops to monitor progress of VEC formation organised at different levels. • One-day orientation to newly constituted/re-constituted VECs organized. • Five days training to VEC members initiated. • 1 day training to RPI Members initiated • Quarterly Reflections of VEC President and Secretary at block level organised • 1-day orientation training (workshop) to Mukhiyas initiated. |
| Orientation Training / workshop provided for staff Master | <ul style="list-style-type: none"> • Qtly. State level Resource Persons Training |

| | |
|---|--|
| Trainers | <p>Programme for VECs organised.</p> <ul style="list-style-type: none"> • State Level Workshop on different strategies of VEC formation and its implementation by DLOs organized. • State level workshop organised to review the process of VEC formation. • Districtwise identification of UTPRERAKS and ABIPRERAKS held. • Training for utpreraks organised. • State level workshop on different strategies of VEC. • Monthly reflection of VEC coordinators at State level. • State level workshop on development of TRG Module for Community Leaders. |
| Areas and instance of participation | <ul style="list-style-type: none"> • VECs participating in micro planning. • VEC participating in school improvement and community mobilisation. • VECs were motivated to run schools during teachers strike in Bihar. • VEC participation in Lok Chetna • VEC participation in distribution of textbook • All Civil Works including construction of BRCs entrusted to community through Community Construction procedures. • VSS/VEC participation in house hold survey & preparation of Bal Panji. |
| Other activities to promote Participation and Innovations | <ul style="list-style-type: none"> • Mata Samitees formed to run ALS and ECE centres. • Theatre workshops for capacity building of cultural groups in 5 linguistic zones held. • Innovative usage of local folk forms to spread the message of DPEP. |
| Networking with NGOs, GOs etc. initiated. | <ul style="list-style-type: none"> • Participation of NGO workers, volunteers, youth clubs, social workers, ICDS workers, youth organisations, etc. in VEC formation campaign and other community mobilisation activities. • Networking done with trade unions, NGOs, teachers associations, youth clubs and NYKs. |
| Total No. of VEC constituted | <ul style="list-style-type: none"> • 24856 Village Education Committee constituted. • 20531 Vidyalaya Shiksha Samiti constituted under the VSS Act'2000 • Each VEC usually meets ones in a month. |

Status On Project Management

| SPO | DPO | Staff Development |
|---|---|---|
| <p>Current Status of Key posts in Re-organised Bihar</p> <ul style="list-style-type: none"> • Out of 20 key positions 17 are filled in SLO • Out of 227 planned staff 149 are filled in DLOs. • Reservation has been adopted by BSPP w,e,f 22-05-2003. Roster Clearance as per norms is required before appointment which is in process. • Mission Task Force is in position, meets twice a month to discuss and sort out implementation related issues. • Reflection-cum-Planning Meeting (RPM) of all DPOs is held regularly once in a month in which progress is reviewed, implementation related issues and difficulties are discussed and sorted out and district experiences are shared for mutual benefit of DPOs and SLO. • Apart from monthly RPM of DPOs componentwise RPM is also held from time to time for focussed attention on components. • Senior Personnel from SLO are visiting DPOs to facilitate implementation of programme. | <p>Current Status of Key Posts:</p> <ul style="list-style-type: none"> • Outs of 227 planned 149 are in position. • Some of the BEP personnel have resigned/left for permanent job elsewhere • Appointment advertisement for vacant posts have already been published and application reviewed. A case on reservation issue has been filed in the Hon'ble High court Final outcome of the case is awaited to expedite the process. • DTF meetings held regularly. | <ul style="list-style-type: none"> • Refresher course on Annual Plan Preparation with special emphasis on Data Analysis and Interpretation attended at LBSNAA. • Staff trained in Appraisal of DPEP District Plans. • Staff trained on Preparation of AWP&B at NSDART, Mussoorie. • Staff trained appraisal of AWP&B at NSDART, Mussoorie. • Staff provided orientation training • Civil Works staff imparted professional and hands on training on the practical aspects of CECT. • Regular Reflections of programme staff. • Refresher course on AWP&B preparation attended by all DPCs in December 1999. • Courses on use of quantitative data attended by selected DPCs/ACP in NIEPA. • Selected personnel participated in National workshop on procurement organized by Ed-CIL, New Delhi. • Staff being sent regularly to attend national level workshops. |

Status On Civil Works

| | |
|---|---|
| STAFFING ISSUES | <ul style="list-style-type: none"> Some Engineering staff is required in the districts. Training for the engineers is also complete. |
| Use of new, improved designs | <ul style="list-style-type: none"> CECT designs being used for construction. New designs developed further improving on the earlier designs. |
| Efforts towards cost-effectiveness | <ul style="list-style-type: none"> All constructions are through alternative technologies and significant savings have been achieved, even after maintaining a high quality of construction. There has been a report of demand being created on other agencies to adopt similar cost-effective technologies. |
| Convergence | <ul style="list-style-type: none"> Repairs are proposed to be taken up through convergence. The community is encouraged to rope in JRY/EAS/MLA/MP funds. |
| Training Engineers | <ul style="list-style-type: none"> A 12 day professional training programme followed by 5 day hands-on training has been conducted for engineers. Recurrent hands-on training programme also conducted. |
| VEC | <ul style="list-style-type: none"> The VEC/BNS is imparted training before construction starts. Masons are also trained in CECT. |
| Planned Target BRC - 226+6 PTEC | <ul style="list-style-type: none"> Completed – 126 + 1 PTEC nos, In progress – 13 + 2 PTEC (nearing completion). (103 BRC taken up in 2003-04) |
| CRC/Addl. Class Room – 1778 & 1652 respectively. | <ul style="list-style-type: none"> CRC completed – 910, In progress – 134 /ACR completed – 1050, In progress-453 |
| Target NSB & BLS –1538 & 443 respectively | <ul style="list-style-type: none"> NSB completed 280, In progress 358, BLS completed 167, In progress 44 |
| Target toilet & Handpump 4510 & 5167 respectively | <ul style="list-style-type: none"> Toilet completed 1539 , In progress 674, Hand pump completed 1023, In progress 191 |
| Implementation Agency | <ul style="list-style-type: none"> VEC (Bhawan Nirman Samiti)/BRCCC/VSS |
| Supervision Agency | <ul style="list-style-type: none"> By DLO/State level officials/SRG members. |
| Staffing Position (Supervision & Monitoring SPO) | <ul style="list-style-type: none"> 1 Civil Works Manager, 1 Architect. |
| Site Supervision | <ul style="list-style-type: none"> By DLO Team of Engineers and by supervisors one each for 4 to 5 sites. |
| Staffing Issues | <ul style="list-style-type: none"> Well-qualified AEs/JEs in place in all DLOS/many rounds of professional training imparted. |
| Designs Appointment of Consultants | <ul style="list-style-type: none"> SRG involved in drawing & design preparation & various other related matter of Civil Works. |
| Preparation of designs | <ul style="list-style-type: none"> Pedagogically enriched. BRC/CRC/School Building/ACR designs prepared. Based on CECT. |
| Innovation Fund | <ul style="list-style-type: none"> Child Friendly Element in schools is under construction. |

**Progress report of Civil Works under Bihar Education Project & DPEP
Up to 2003-04**

| Under BEP | | | Under DPEP | | | |
|------------------|-------------------------|--------------------------|----------------------|----------------|-------------|-------------------|
| Type of building | Nos. of scheme taken up | Nos. of completed scheme | Transition into DPEP | Scheme planned | Completed | Total in progress |
| CRC | 355 | 333 | 22 | 1778 | 910 | 134 |
| ACR | 292 | 268 | 24 | 1652 | 1050 | 453 |
| NSB | | | | 1538 | 280 | 358 |
| BLS | 0 | 0 | 0 | 443 | 167 | 44 |
| BRC | 7 | 6 | 1 | 232 | 126 | 13 |
| Total | 654 | 607 | 47 | 5643 | 2533 | 1002 |

Status On Early Childhood Education

| | |
|---|--|
| Staffing Position State ECE Co-ordinator District ECE Co-ordinator | <ul style="list-style-type: none"> • In Place • In place. |
| Resource Groups | <ul style="list-style-type: none"> • State Resource Group and District Resource group constituted. |
| Interaction at village level. | <ul style="list-style-type: none"> • Campaign for opening of ECE centre. • Campaign for formation of Mata Samiti. • Orientation of Mata Samiti. • Bal Mela, Kit exhibition, Sports and Rhyme competition for ECE children • Monthly meeting of Mata Samiti/community. |
| Community Participation | <ul style="list-style-type: none"> • Opening of ECE centre, selection and availability of place for centre, selection of Didi, running of centre, everything is done by community/mata samiti. • Community/Mata samiti has the right to select another Didi in case she is not doing satisfactorily. • Community/Mata samiti provides waste materials for preparation of playing kit. |
| Capacity Building | <ul style="list-style-type: none"> • Orientation of Mata Samiti • Monthly meeting of Mata samiti • Induction training of ECE Didis/AWWS • Reflection meetings of ECE Didis • Induction training of ECE trainers • Induction training of ECE programme coordinators • Reflection meetings of ECE coordinators • AWTC/MLTC principals/instructors training • Workshop for PLM Development • Reflection meetings of SRG • Capacity building of SRG • Induction Training of ICDS Helpers |
| Networking | <ul style="list-style-type: none"> • Linkages with primary school, ICDS and other |

| | |
|------------|---|
| Activities | <p style="text-align: center;">NGOs/programmes related with ECE.</p> <ul style="list-style-type: none"> • Supply of Playing kit to AW centres (Non-World Bank) and ECE centres. • Establishment of 805 ECE centres in all 11 districts. • The trainers team of ECE with specific training on Monitoring of ECE centres work as ASRG who are given Rs. 1000/- per month for 5 to 10 centres. A format is evolved for the same. • Reflection training of ECE trainers. • AWTC/MLTC principals/instructors training • Reflection Meeting of ECE programme coordinators • Development of Helpers and Mata Samitis Training Module. • Three Books published and distributed to AW/ECE & Baljagjagi centres namely : <ul style="list-style-type: none"> - Aao Ganyeen Geet - Aao Kahani Sune - Aao Khelien Khel • Four Training Modules developed and are under process of printing : <ul style="list-style-type: none"> - 15 days ECE/AW/Baljagjagi Didis - 10 days ECE Training - 6 days Lady Supervisor - 4 days AW Helpers - 1 day Orientation Training Module from Mata Samiti • 5 ECE posters developed and are in process of printing. • Children Evaluation Card developed and in process of printing. |
|------------|---|

Status On Curriculum /Textbooks/Tlm

| | |
|--|---|
| Classes covered /Nature of material/ Development process | <ul style="list-style-type: none"> • 27 titles of textbooks developed and approved by GOB, have been introduced in the entire state (Class I & II language books in Hindi, Urdu & Bangla, Class I, II,III,IV & V, Maths in Hindi, Urdu & Bangla, EVS Social Science Class III and EVS Science Class-III in Hindi, Urdu & Bangla) • Books trialled and feedback incorporated, ready to be placed before JAC: Hindi-III, Urdu-III & Bangla-III • Manuscripts developed and sent for print and trial: <ul style="list-style-type: none"> (i) Language Textbooks for Class-IV & V Hindi, Urdu & Bangla (ii) EVS (Social Science & Natural Science) for Class IV & V in Hindi. Total 10 titles. • Revision of curriculum is to be under taken by SCERT. • A TLM guide for teachers by the name of "Sikhana |
|--|---|

| | |
|--|---|
| | <p>Aasan Hai” developed, printed & distributed to every school in the project districts for use.</p> <ul style="list-style-type: none"> • The textbook development work and the teacher training are integrated activities – horizontal & vertical both. • The teachers, trainers, writers, subject experts, community members, DRGs/SRGs and state/national level experts are involved in the development of textbooks through a process of workshops (Regional & State levels) and trials. The SCERT & Textbook Publishing Corporation is also involved in the process. |
|--|---|

Status On IED

| | |
|-------------------|--|
| <p>Activities</p> | <ul style="list-style-type: none"> • 75 IED Resource Teachers have been trained by two recognized NGOs and provided 45 days foundation training. 48 teachers are again under going 45 days foundation course training for IED Resource Leaders. • IED coordinator at SLO/DLOs in place. • 8 blocks in each district identified to launch the programme. • Component of IED incorporated in the Ujala-II training module for general teachers. • CRCC training module has a component on IED. • 3 days training module for CRCC has been developed and all CRCC trained. • House Hold Survey work has been completed and formal categorisation is under process. • Red Cross Societies have been requested to provide aids and appliances as per requirement. • Assessment Camps & follow up camps have been organised in each project district for orthopaedically handicapped children and aids & appliances have been provided by ALIMCO. • In the year 2002-2003, it is planned to provide coverage to the entire district. |
|-------------------|--|

Status On Teachers Training And Support Activities

| | |
|--------------------------------|---|
| <p>Coverage/Rounds/Cascade</p> | <ul style="list-style-type: none"> • One round of teachers training by the name of Ujala-I imparted to all teachers (Nearly 69762). Ujala-I is a 10 days residential teacher training programme focussing children of classes I & II. • The second round of teachers training by the name of Ujala-II is being imparted to all teachers for 10 days and if is near completion. • So far more than 57135 teachers imparted Ujala-II training. |
|--------------------------------|---|

| | |
|--|--|
| | <p>This module is a 10 days residential training & covers the need of students of Classes III to V.</p> <ul style="list-style-type: none"> • 5 days subject specific training module of Hindi, Math and EVS (Natural Sc.) developed and training is being imparted. • So far more than 26541 teachers imparted subject specific training. • Cascade model training process:- <ul style="list-style-type: none"> (i) The SRG trains the BRC-RPs, who in turn train the teachers. (ii) The trainings are conducted at BRCs. Training is residential in nature. • The Ujala I & II training modules were developed through a rigorous participatory process involving teachers/trainers/SRG/DRG and textbook developers. The SCERT/DIET support was also harnessed. After the draft of module was ready, a trial of the same was conducted with empowered teachers & feedbacks were consciously obtained. The final module emerged after incorporating the feedbacks. • The focus is on the following – • Motivational, aspects, attitudinal change, school management, MLL, Language, Maths and EVS teaching, Multigrade Teaching, preparation of TLM and teaching of values (ii) The methodology is participatory & activity based. <ul style="list-style-type: none"> • CRCC training module developed by SCERT. CRCCs being trained at district level. • A 5 days training module (content based) for BRC-RPs have been prepared by SCERT. The training has been initiated. • Regular reflection of BRC-RPs at the district level taking place. • One-day monthly reflection of teachers at CRC level. • A workshop held on monitoring of learning achievement in schools was organised and follow up action started. |
| <p>Status on State Resource Group and District Group</p> | <ul style="list-style-type: none"> • Pedagogical Improvement unit at SPO is working in close association with SCERT. • Depending upon the need, resources from Universities/Institutions being tapped. There are plans to augment the unit by appointing more persons. • The DRGs are fully functional. The members participate in the regional level workshops. These include school & college teachers, NGOs, members of community etc. • BRGs/CRGs also have been formed. |

Status On Micro-Planning In Bihar

| | |
|--|--|
| Name of districts in which micro-planning is being initiated. | <ul style="list-style-type: none"> Muzaffarpur, West Champaran, Sitamarhi, Rohtas , Bhagalpur, Bhojpur, Gaya, Munger, Vaishali, Darbhanga and Purnea. |
| Detailing of activities undertaken and methodology/techniques used alongwith current status in each. | <ul style="list-style-type: none"> PRA techniques is used. DRG is constituted in every district to supervise micro-planning process, which is carried out by facilitators and animators at the village level. An in-house module on micro planning "PRASOON" developed detailing therein the concept, methodology and activities involved. A training module for the Abhipreraks/Prerak (motivators/animators) developed. In every district sufficient number of Abhipreraks/Preraks have been trained. These trained Abhipreraks/Preraks have been engaged in Micro-Planning exercises in one or two block in every district. The preraks are drawn from VECs. Altogether 9451 villages have been covered under Micro-Planning in 11 districts. A new module of Micro Planning 'LOK CHETNA' has been developed in which the microplanning exercise will be completed within 5-7 days. |
| Agency responsible Institution/ NGO/Individual. | <ul style="list-style-type: none"> Groups of individuals identified and trained by DLOs of BEP; namely Abhiprerak & Preraks (Motivators/ Animators). Preraks are drawn from the members of VEC/ VSS. |
| State Level Workshops. | <ul style="list-style-type: none"> State level workshop was organised at Patna (8-9 Sept. 1997, 27-30 December 1997, 17-18 January 1998 & 24-28 March, 1998.) State level Resource Persons Training (TOT) in Micro-Planning at Patna from 12th to 16th January'99. State level Resource Persons Training Programme (TOT) at Sahar (Bhojpur) from 11 to 15 March'99. State level Resource Persons training programme (TOT) at Muzaffarpur in July'99. State Level Resource person training programme (TOT) at Dumka on December'99. State Level Resource person training programme (TOT) at Muzaffarpur on April 2001 Monthly Reflections with Coordinators take place at the State level. |
| Future Plans. | <ul style="list-style-type: none"> Organize quarterly trainings to train the Resource Persons on Micro-Planning. To scale-up Micro-Planning exercises in all districts. Computerisation of data generated through Micro-Planning exercises. Monitoring of the implementation status of the school development plan emerged at the end of Micro-Planning exercises. Use out of school children data and data on enrolment of children in the private schools collected through micro- |

| | |
|--|--|
| | <p>planning exercises for UPE.</p> <ul style="list-style-type: none"> • Cross checking EMIS data with the data generated by Micro-Planning exercises. • People empowerment through Micro-Planning exercises. • Mapping for ALS modalities through micro-planning exercises. |
|--|--|

Status On Media

| | |
|---|---|
| Media Activity | |
| Administrative Arrangement | <ul style="list-style-type: none"> • Media Coordinator in place at SLO/DLOs |
| Publicity material developed (Print) | <ul style="list-style-type: none"> • Pamphlets, folders, posters, newsletter, Calender published. Quarterly magazine BEP Ahwan at state level being published. • Newsletter at Bhojpur, Munger, Muzaffarpur, Gaya, and Rohtas being brought out. |
| Audio Video material | <ul style="list-style-type: none"> • Audio Cassettes of songs in local dialects developed; • 5 films on Civil Works, ECE, ALS, Community Mobilization and Training (PFE) developed each of 30 Minutes. • A set of 6 Audio Cassettes, on Shiksha Geet, Abhiyan Geet, Munia Beti campaign and women empowerment; A set of 2 Audio Cassettes on Shikana Geetmala developed and being used in mobilization. |
| Trainings and workshops | <ul style="list-style-type: none"> • Study tours to other states organized. Training module published. Theatre and music workshops for development of scripts organized. Regional Theatre workshops being organized regularly for capacity building of cultural groups at level of linguistic zones. • Four plays developed during Regional Level workshops printed and disseminated for impromptu performances by local cultural groups. These plays are in four local languages; Vajjica, Angika, Bhojpuri and Magahi. Plays in other three languages; Santhali, Maithili and Khoratha have also been developed. Another 38 plays developed and are under production. |
| Community Mobilization | <ul style="list-style-type: none"> • Local theatre groups identified, drawing competition for children, special campaign for IED, Jhanki on mild to moderate disability. Jhanki on education for all. Muniya Beti Padhati Jayen campaign, Padyatra, Prabhat Pheris, Slogan development programmes organized, Khel Utsav, Bal Melas, Maa Beti Melas organized. Shiksha Mahotsav'2002 organised. |
| Press and Mass Media | <ul style="list-style-type: none"> • Newspapers, radio and doordarshan harnessed for media advocacy. • Success stories on BEP activities published in Newspapers. • The private T.V. channel, – Patna city news, has covered events organized under DPEP. |
| Networking | <ul style="list-style-type: none"> • Political parties, trade unions, NGOs, Teachers Associations Youth Clubs, NYKs established. |

Status On Distance Education Programme

| Activities | Progress |
|---|--|
| <p>Planning:</p> <p>(a) Workshop for DEP intervention for the states for</p> <ul style="list-style-type: none"> • Development of Perspective Plan for DEP • Finalisation of activities for the current year <p>(b) AWP&B proposal for 2000-2001</p> | <ul style="list-style-type: none"> • Completed • Completed • Approved |
| <p>Capacity Building</p> <ul style="list-style-type: none"> • Development of content briefs for DL materials • Training and Development Workshop for Self-Instructional Materials • Development of Scripts/Jingles for Radio Broadcast. • Training & Development Workshop for self Instructional Material <p>Planning:</p> <p>(a) Workshop for DEP intervention for the states for</p> <ul style="list-style-type: none"> - Development of Prespective Plan for DEP - Finalisation of activities for the current year <p>(b) AWP&B proposed for 2000-2001</p> <p>(c) AWP&B proposal for 2001-2002</p> <p>(d) AWP&B proposal for 2002-2003</p> | <ul style="list-style-type: none"> • Need assessment done. 24 brief prepared. • 19 Video scripts completed (Capacity Building & Development Workshop on Video Script Writing) • One workshop completed, 8 Audio Scripts ready for final production. • One workshop completed for orientation of DIET Principals/Media Persons/PIU members on Teleconferencing. Theme selection for Teleconferencing. • One workshop completed. Some videocassettes out of the available one identified for duplication and dissemination at BRC level. • 2701 VHS copies of two Video films prepared under BEP duplicated for All BRC & CRC. The distribution in progress. • MOU signed between BEP & SIET of VIDEO PRODUCTION & Telecasting of Video Programmes developed by BEP. 19 Video scripts developed by BEP have been sent to SIET of final production. • "PAHAL" a Self Instructional Material (SIM) prepared & developed are being sent to BRC, CRC & DIET directly from SPO quarterly. • SIM called 'GUTHI SULJHI' has been developed on 5 topics related to MGT are under process of printing. • 774 VHS Cassettes (129 sets of 6 Cassettes) sent by DEP-DPEP distributed to all 15 DIET & 5 sets to BRC of each district for Teacher Training Programme. • Modalities are being worked out to use SIM in ALS as well by modifications. • 8100 Audiocassettes (2700 sets of 3 cassettes) sent by DEP-DPEP distributed to all DIETs, BRCs & CRCs of each districts for Teacher Training Programme. • 7 DRS facilities provided under Integrated Education Programme. • Training programme for DIET Principals/ Incharge regarding Teleconferencing at SRO. • Preparation of Teleconferencing. |

Status Of DIETS

Staffing Of DIETS

| Activities | Remarks |
|------------|---|
| | GOB is taking steps to operationalize DIETs. Principals and 6 – 8 academic staff members are in position in all DIETs in the project districts. |

Strengthening Of DIETs

| Activities | Remarks |
|------------|--|
| | <ul style="list-style-type: none">• Adequate provisions have been made for strengthening of all DIET in DPEP districts.• Available DIET staff being involved in pupil's evaluation.• All DIET being provided with books for libraries by the project.• DIET, Gaya has already provided a Jeep under DPEP.• 6 DIETs in DPEP districts have been selected for providing DRS facilities under Distance Education Programme. |

Status On Management Information System (MIS)

| | |
|-------------------|---|
| Hardware/Software | Hardware in place. Hardware to be upgraded. |
| Manpower | One Assistant Computer Programmer in place in SLO. One Post of System Analyst vacant. Five vacancies of ACP in DLOs. |
| EMIS | <ul style="list-style-type: none">• DISE data of all 11 DPEP districts is available for the year 2002-03.• Data is also available from 1997-98 to 2001-02• Besides 11 DPEP districts (covering 20 revenue districts), data is available for remaining 17 Non-DPEP districts.• Data are being collected upto Elementary Level i.e. Class I – VIII from 2001-02 onwards. |
| PMIS | <ul style="list-style-type: none">• State is monitoring physical progress in a proforma developed in house.• PMIS system in place. District progress card has also been devised for monitoring, various key activities.• PMIS Report for the quarter ending 30.06.2003 of current Financial year sent to DPEP Bureau/GOI. |

| | |
|---|--|
| SAMIS (Student Attendance Management Information System) | <ul style="list-style-type: none"> • Software has been developed. • Implementation is in progress for the academic year 2003 in two BRCs of each 11 DPEP districts. |
| House Hold Survey/Balpanji Register | <ul style="list-style-type: none"> • House hold survey have been conducted in all the districts. Data based on household is available for the year 2001. • Updation of Bal-Panji register in progress. |

Status On Capacity For Planning And Management

State Project Office:

- SPO is fully functional in terms of personnel and infrastructure
Position of staffing of key posts in SPO is as below:

Key Posts: Sanctioned (20) : Filled in (17)

- State Resource Groups (SRGs) have been formed and are functional in major component areas.
- Internal Supervision Mission (ISM) teams have been constituted comprising of senior personnel from Programme, Civil Works and Management cum Accounts sides in the Bihar Education Project. ISM teams have been visiting some DLOs with a view to having first hand knowledge of programme-related difficulties and facilitation smooth implementation of DPEP activities in the district. These ISM teams have been providing relevant and dependable feedback to SPO thus enabling the SPO to take corrective measures in time.
- Regular RPMs are held at State Level.

District Project Office:

- ❖ All 11 DPOs are fully functional in terms of key programme personnel and infrastructure. Outs of 227 key posts sanctioned 149 posts are filled in. These posts are vacant because (i) some left Bihar Education Project for permanent assignment elsewhere repatriation of deputationist to the parent department. (ii) few were removed from Bihar Education Project on account of lack of adequate performance on their part.
- ❖ District Resource Group (DRGs) have been formed and are functional in major component areas in DLOs

Related programme personnel have been trained at national and state level institutions of relevance and repute in the DPEP related areas.

These institutions are:

- a) N R R C, Mussoorie (UP)
- b) N S D A R T, Mussoorie (UP)
- c) Bihar College of Engineering, Patna

The personnel are regularly sent to attend Seminars/Workshops organised by following institutions

- a) N C E R T, New Delhi
- b) Ed-Cil, New Delhi
- c) PRAXIS-ACTION AID
- d) S C E R T, Gurgaon, Hariyana
- e) NIEPA, New Delhi

Training areas are (i) preparation of Annual Work Plan & Budget (ii) Appraisal of AWP&B (iii) Multi grade teaching (iv) T L M (v) P R A (vi) Procurement procedure, (vii) Supervision of DPEP (viii) Alternative Schooling (ix) Education of urban deprived children (x) Community mobilisation and awareness (xi) Participative Rural Approach (xii) Management Information System.

GUJARAT

Total No. Of Districts in the State : 19 (Now 25)
 Districts under DPEP II : 3 (now bifurcated into 5)
 Districts under DPEP IV : 3 (funded by Netherlands)
 : 3 (funded by Govt. of Gujarat)

Project Structure

DPEP II

(Rs. in lakhs)

(DPEP II - Concluded in June,2003)

| District Covered | EFC Approved Project Cost Revised | Current year AWP & B (2002-03) Approved |
|--------------------------------|-----------------------------------|---|
| State Component | 1200.05 | 2211.51 |
| Banaskantha (& part of Patan) | 5295.88 | |
| Panchmahal (Godhara & Dahod) | 6007.02 | |
| Dangs | 952.52 | |
| Total | 13455.47 | |

DPEP IV

(Rs. in lakhs)

(As on September , 2003)

| District Covered | EFC Approved Project Cost | Current year AWP & B (2002-03) approved |
|------------------|---------------------------|---|
| State Component | 1436.52 | 3286.88 |
| Kutch | 3793.74 | |
| Surendranagar | 3348.58 | |
| Sabarkantha | 3978.66 | |
| Total | 12557.50 | |

A. Vacancies Position in SPO and DPO

State Project Office

Status as on 20-10-2003

| | Posts Sanctioned | Filled up | Vacant |
|------|------------------|-----------|--------|
| SPOs | 56 | 51 | 05 |

DPEP II

(Concluded on June, 2003)

| | Posts Sanctioned | Filled up | Vacant |
|----------|------------------|-----------|--------|
| DPOs | 98 | 76 | 22 |
| BRCC | 23 | 23 | 00 |
| Add.BRCC | 23 | 23 | 00 |
| CRCC | 482 | 482 | 000 |

DPEP IV

Status as on 20-10-2003

| | Posts Sanctioned | Filled up | Vacant |
|------|------------------|-----------|--------|
| DPOs | 96 | 70 | 26 |
| BRCC | 70 | 70 | 00 |
| CRCC | 1002 | 800 | 202 |

SSA

Status as on 20-10-2003

| | Posts Sanctioned | Filled up | Vacant |
|------|------------------|-----------|--------|
| DPOs | 156 | 105 | 51 |
| BRCC | 153 | 140 | 13 |
| CRCC | 2310 | 2015 | 295 |

B. Functioning of GC/ EC : Whether fully constituted, whether due for reconstruction, whether meeting regularly (Annually/Quarterly, Whether participation by all members:

Both GC and EC have been fully constituted. The second meeting of the Governing Council, chaired by Smt. Anandiben Patel, Hon. Education Minister of Gujarat, was held on September 19,'2001. EC has been meeting at regular quarters. **The Twentieth meeting of EC was held on September 18, 2003.**

C. Submission of Annual Reports

The Annual Audited Report for the year ending 2000-2001 has been sent to DPEP Bureau, MHRD, New Delhi. The Annual Audited Report for the year 2001- 2002 already been submitted. The English and Hindi versions of the same were dispatched to Government of India in the second week of October, 2002.

D. Utilisation Certificate

Utilisation Certificate upto September , 2003 has been sent.

DPEP II**Expenditure**

- | | |
|---|-------------------|
| 1. Total Planned during year 2002-03 | Rs. 2261.33 lakhs |
| 2. Cumulative from April' 02 to March '03 | Rs. 1635.77 lakhs |
| 3. Cumulative from April' 03 to June '03 | Rs 1916.79 lakhs |
| 4. Total since inception | Rs 13246.74 lakhs |

| Sl.No. | Month | Expenditure (in Lakhs) |
|--------|------------|------------------------|
| 1. | April-2002 | 66.24 |
| 2. | May-2002 | 77.07 |
| 3. | June-2002 | 73.81 |
| 4. | July-2002 | 117.04 |

| | | |
|--------------|----------------------------|----------------|
| 5. | August-2002 | 87.90 |
| 6. | September-2002 | 115.21 |
| 7. | October-2002 | 208.18 |
| 8. | November-2002 | 100.60 |
| 9. | December-2002 | 283.73 |
| 10. | January-2003 | 129.50 |
| 11. | February-2003 | 200.24 |
| 12. | March , 2003 | 176.22 |
| Total | (April,02-March,03) | 1635.77 |
| 13 | April, 2003 | 108.30 |
| 14 | May, 2003 | 332.87 |
| 15 | June, 2003 | 1475.62 |
| Total | (April,03-June,03) | 1916.79 |
| Total | 1-15 | 3552.56 |

(* DPEP II concluded in June,2003)

Disbursement DPEP II

1. Total planned during the year 85% of AWP & B
2. Cumulative from April'02-March 10,'03 **Rs. 973.52 lakhs**
3. Total since inception of the project **Rs 10621.48 lakhs**

| Sr.No. | Month | Disbursement (in Lakhs) |
|--------|----------------------|-------------------------|
| 1. | April-2002 | 29.04 |
| 2. | May-2002 | 34.55 |
| 3. | June-2002 | 30.95 |
| 4. | July-2002 | 60.65 |
| 5. | August-2021 | 42.83 |
| 6. | September-2002 | 57.34 |
| 7. | October-2002 | 124.94 |
| 8. | November-2002 | 63.50 |
| 9. | December-2002 | 202.13 |
| 10. | January-2003 | 71.72 |
| 11. | February-2003 | 146.05 |
| 12. | March , 2003 | 109.82 |
| | Total | 973.52 |
| 13 | April-2003 | 41.74 |
| 14 | May-2003 | 236.85 |
| 15 | June-2003 | 1376.89 |
| | Total (1-15) | 1655.48 |

(* DPEP-II concluded in June, 2003)

DPEP IV

Expenditure

1. Total Planned during year 2002-03 **Rs.3317.09 lakhs**
2. Cumulative (April'02 – March '03) **Rs. 1388.38 lakhs**
3. Total since inception of the project **Rs 3383.99 lakhs**

| Sr No. | Month | Expenditure (in Lakhs) |
|--------|--------------------------------|------------------------|
| 1. | April- May2002 | 38.01 |
| 2. | June-2002 | 89.79 |
| 3. | July-2002 | 164.32 |
| 4. | August-2002 | 94.57 |
| 5. | September-2002 | 57.48 |
| 6. | October-2002 | 100.07 |
| 7. | November-2002 | 31.47 |
| 8. | December-2002 | 144.79 |
| 9. | January-2003 | 124.57 |
| 10. | February-2003 | 348.42 |
| 12. | March , 2003 | 194.87 |
| | Total | 1388.38 |
| 13 | April-2003 | 49.30 |
| 14 | May-2003 | 88.33 |
| 15 | June-2003 | 116.93 |
| 16 | July-2003 | 133.73 |
| 17 | August-2003 | 1075.46 |
| 18 | September-2003 | 182.92 |
| | Total April 03- Sept 03 | 1646.70 |

Disbursement DPEP IV

- | | |
|--|--------------------------|
| 1.Total planned during the year | 85% of AWP & B |
| 2. Cumulative from April'02-March 10 '03 | Rs. 1086.02 lakhs |
| 3.Cumulative from April' 02-Sept'03 | Rs 2654.41 lakhs |

| Sr.No. | Month | Disbursement (in Lakhs) |
|--------|---------------------|-------------------------|
| 1. | April-May2002 | 35.84 |
| 2. | June-2002 | 81.90 |
| 3. | July-2002 | 154.43 |
| 4. | August-2002 | 86.62 |
| 5. | September-2002 | 49.25 |
| 6. | October-2002 | 84.45 |
| 7. | November-2002 | 27.55 |
| 8. | December-2002 | 126.77 |
| 9. | January-2003 | 113.11 |
| 10. | February-2003 | 291.87 |
| 11. | March , 2003 | 170.19 |
| | Total | 1221.99 |
| 12 | April-2003 | 40.20 |
| 13 | May-2003 | 76.19 |
| 14 | June-2003 | 99.11 |
| 15 | July-2003 | 116.64 |
| 16 | August-2003 | 946.67 |
| 17 | September-2003 | 153.58 |
| | Total | 1432.42 |
| | Total (1-17) | 2654.41 |

DPEP Phase II

(The Project has been concluded in June, 2003 in DPEP II districts)

Plan Implementation and Review of Functional Areas

A. Planning and Management (P & M)

- The posts of OIC (P&M) and Asst. OIC (P&M) are filled.

B. Micro planning

- Micro planning, initiated in a total of 90 villages of three districts on a pilot basis, has been completed.
- Orientation and training of district level officers engaged in planning and management of elementary education was carried out. A two day workshop was held in Banaskantha and Panchmahal districts during February 2001. Participants included BRC, Addl. BRC, CRC Co-ordinators, OICs from districts and Planning and Management personnel from GCERT and DIET. The major objective of the workshop was to orient the participants on decentralised and local level planning concepts, approaches and methodology of micro-planning. This workshop equipped the P & M functionaries with skills to undertake micro-planning exercises.
- Microplanning in 2217 villages in Panchmahal, 32 villages (one village from each CRC) in Dangs and 48 villages in district Banaskantha has been completed involving VEC, MTA, PTA and community. Data generated at various levels have been consolidated and computerized.
- P&M Officials from SPO, GCERT and Districts participated in the National level workshop on Community Participation and Microplanning held at Mumbai. Participants from eight states shared their experience in microplanning under DPEP and received orientation and inputs to improve upon future microplanning activities under DPEP & SSA.
- The Head masters, VEC, MTAs & PTAs members were trained by the respective CRC Co-ordinators on conducting Micro-planning exercises in the schools. Currently most of the schools in six Phase IV districts have developed School Improvement Plan .

C. Community Mobilisation

• VEC Formed & Trained

| Districts | No. of VECs Formed | No. of VEC Members Trained |
|--------------|--------------------|----------------------------|
| Banaskantha | 858 | 6097 |
| Panchmahal | 1876 | 12376 |
| Dang | 309 | 2177 |
| Total | 3043 | 20650 |

- **MTAs, PTAs Formed & Trained**

| Districts | No. of MTAs, PTAs Formed | No. of MTA, PTA Members Trained |
|--------------|--------------------------|---------------------------------|
| Banaskantha | 2039 | 29288 |
| Panchmahal | 3264 | 45729 |
| Dang | 396 | 5670 |
| Total | 5699 | 80687 |

- A total of 20650 VEC members have been given orientation cum training programme. During the same period about 80687 MTA and PTA members were also trained. During this programme they were oriented on how they could organise enrollment drive and work towards 100% enrollment, improving retention and reducing drop-outs.
- They were oriented on other thrust areas of the project, e.g. education of the girl child, SC/ST children, disabled children, etc. The concept of alternative schooling was explained to them. They were also trained on preparing Village Mapping and School Improvement Plan. The local CRC Coordinators provided the training support.
- **The VECs, MTAs, PTAs have been meeting regularly. The focus of the meetings has been on improving retention, especially of girls. The members actively participated in the meetings and discussed the problems and strategies related to retention.**
- **Large contributions, both in cash and kind have been received from the community in all three districts for building school's physical and educational infrastructure. A sense of ownership is evident in the involvement of community, parents and teachers in school construction and management activities.**
- Enrolment drives are DPEP interventions, which have been adopted by the State Education Department for implementation in all the districts of Gujarat. The drives were organized in all the primary schools of the Phase II & IV districts. Processions were taken out in villages to motivate the parents and guardians to enroll the eligible, out-of-school children in Std.I. The details of children enrolled in primary schools following the enrollment drive in the three project districts are given below :

| District | Eligible School going children | | | Children Enrolled during Enrolment Drive | | | |
|-------------|--------------------------------|-------|-------|--|-------|-------|-------|
| | Boys | Girls | Total | Boys | Girls | Total | (%) |
| Banaskantha | 39393 | 36540 | 75933 | 39926 | 33287 | 73213 | 96.41 |
| Panchmahal | 47630 | 47175 | 94805 | 46568 | 47063 | 93631 | 98.76 |
| Dangs | 4930 | 4890 | 9820 | 4675 | 4732 | 9407 | 95.79 |

- Workshop for women and Anganwadi workers organised at the cluster level to orient them on strengthening community participation.
- Monthly meetings of ECCE instructors and AS Supervisors were held at CRC level to review the progress of school readiness programme in DPEP – II districts.

- Convergence with Panchayat has been achieved. The Panchayats are diverting funds towards construction of school boundary walls, urinals and storage tanks for drinking water.

D. Pedagogy/Teacher Training/ Textbooks

- The position of the BRC/CRC Coordinators appointed in the DPEP districts at present is as under:

| District | No. BRC Co-ords. | No. of Add. BRC Coordinators | No. CRC Co-ords. | Total |
|-----------------|-------------------------|-------------------------------------|-------------------------|--------------|
| Banaskantha | 11 | 11 | 225 | 247 |
| Panchmahal | 11 | 11 | 225 | 247 |
| Dang | 01 | 01 | 032 | 034 |
| Total | 23 | 23 | 482 | 528 |

- All Coordinators are in place.

Textbooks

New textbooks for Std. I & Std. II

New textbooks for Std .I have been introduced in all the schools of the state, generating good response from the students and teachers. From June 2001, the new textbooks for Std. II have been introduced all over the state.

New textbooks for Std. III

Gujarat State Board of School Textbooks (GSBSTB) and Gujarat Council of Educational Research and Training (GCERT) have prepared the new textbooks for Std. III, which were put into trial in 2000-2001 in those 400 schools of DPEP districts where the text books of Std. I & II were tried out. From June 2001, these new textbooks have been introduced in all schools of the three DPEP districts after incorporating the feedback following their trial in the earlier phase.

English Workbooks for Std. V.

The final version of English Workbooks (Part I and Part II) and a set of 80 flashcards were provided to all teachers of three project districts. Later, the same process was replicated in the non-DPEP districts. A total of 20 Resource Persons and 125 Master Trainers were trained, who in turn imparted training to 22,000 teachers from non-DPEP districts on new English Workbooks and flash cards. After the training, each teacher was provided with a set of new English workbooks and flash cards. The integration of these study materials into Class V syllabus will go a long way in improving speaking, reading and writing skills of the students of Class V.

Reading Project

In rural areas, it has been found that children studying in primary schools lack reading skills. The Reading Project has been launched in primary schools of all the districts in Gujarat to enhance the reading skills and inculcate reading habit among the children. For this, library facilities are being set up in all the schools, providing periodicals, magazines, comics etc. So far, very encouraging results have been found, with more and more children developing both the reading skills and habit.

Third Party Evaluation will be assigned to assess the efficacy of the Reading Project at a later budget .

Teachers Training

To enhance English teaching skills of primary teachers of Class V, telematerial has been developed by DEP-DPEP Gujarat. In this context, a workshop of core team members was held on August 27-28, 2001 to review the telematerial. The 10-member core team was constituted of primary teachers, DIET lecturers, CRC Co-ordinators and SPO officials.

During the workshop several useful suggestions were received which were incorporated into the final version of telematerial. Copies of the printed telematerial were distributed among primary teachers of class V to be used during the teleconference.

During 2002-03, a total of 3595 teachers were trained in DPEP II districts on new textbooks for Std.I, II & III., activity based joyful learning and TLM preparation. Vidhyasahayak Recruitment & Training

The recruitment of Vidhyasahayaks, under the Vidhyasahayak Scheme of Government of Gujarat, is taking place in phases. As on February 28, 2003, a total of 11600 Vidhyasahayaks have been recruited and given induction training. The new Vidhyasahayaks were oriented on new methods and techniques of activity based joyful teaching/ learning processes in DPEP, their its role and functioning.

The status of recruitment and training of Vidhyasahayaks is as under :

| Districts | No. of Vidyashayaks recruited | No. of Master Trainers (MTs) for Vidyashayaks training | No. of Vidyashayaks given induction training |
|--------------|-------------------------------|--|--|
| Banaskantha | 5940 | 89 | 5905 |
| Panchmahal | 5043 | 118 | 4026 |
| Dangs | 617 | 10 | 459 |
| Total | 11600 | 217 | 10390 |

The pilot training for the new textbooks of Std. III was organised at Malgadh , Deesa in dist. Banaskantha during September 2001. During the training, the CRC Co-ordinators and teachers reviewed and analysed the content of the new textbooks and suggested modifications.

Quality Improvement

Terminal Assessment Survey was conducted in DPEP II districts viz. Banaskantha, Panchmahal and Dangs. As revealed by the findings of TAS, the pedagogical renewal process under DPEP has succeeded in raising the achievement levels as targeted. The following tables illustrate the achievement of children in Std. I & III in Language and Mathematics over those recorded in BAS in project districts.

Std. I

| District | Language | | | Mathematics | | |
|-------------|----------|-------|------------|-------------|-------|------------|
| | BAS | TAS | Gain (T-B) | BAS | TAS | Gain (T-B) |
| Banaskantha | 57.55 | 88.22 | 30.67 | 54.42 | 89.33 | 34.91 |
| Dang | 53.45 | 79.15 | 25.70 | 61.92 | 79.66 | 17.74 |
| Panchmahal | 62.25 | 84.56 | 22.31 | 58.29 | 83.67 | 25.38 |

Std. III

| District | Language | | | Mathematics | | |
|-------------|----------|-------|------------|-------------|-------|------------|
| | BAS | TAS | Gain (T-B) | BAS | TAS | Gain (T-B) |
| Banaskantha | 45.02 | 66.20 | 21.18 | 46.05 | 61.60 | 15.55 |
| Dang | 44.88 | 50.53 | 5.65 | 43.90 | 49.19 | 5.29 |
| Panchmahal | 49.02 | 60.40 | 11.38 | 43.87 | 55.15 | 11.28 |

E Alternative Schooling

- The Back to School programme in Gujarat has completed a full cycle. Out of the proposed 2800 AS centres, a total of 2282 centres were opened viz., 890 centers in Banaskantha, 1334 in Panchmahal and 58 in Dangs, covering 49422 out-of-school children, of which 26657 were girls, constituting 53.94% of the total enrolled children.
- **A total of 32755 children have been mainstreamed into formal schools after completing course under Back-to-School programme. Out of these, 17513 are girls. The detailed status is as under: (March 15, 2003)**

| Districts | Boys | Girls | Total |
|--------------|--------------|--------------|--------------|
| Banaskantha | 6468 | 7170 | 13638 |
| Panchmahal | 8383 | 9840 | 18223 |
| Dang | 391 | 503 | 894 |
| Total | 15242 | 17513 | 32755 |

- By March, 2002, A total of 20714 pupils were mainstreamed into formal schools, out of which 8801 were girls.
- In June- September, 2002, a total of 1377 Bridge Course Centers were opened, covering a total of 25858 children as shown below:

| District | No. of Centers | Children Enrolled |
|--------------|----------------|-------------------|
| Banaskantha | 511 | 9861 |
| Panch Mahals | 769 | 14079 |
| Dangs | 97 | 1918 |
| Total | 1377 | 25858 |

- The repetition rate has been reduced due to implementation of Bridge Course in the project districts.
- In June- September, 2001, a total of 2816 Bridge Course Centers were opened : 1184 in Banaskantha, 1525 in Panchmahal and 107 in Dangs. A total of 58403 drop-out children were enrolled in these centers, out of which, a total of 57421 pupils appeared in the examination. Out of these, 35274 children passed.
- A total of 2427 AS Balmitras, including 495 female members have received pre-service training at the Vav and Varahi AS training centres in dist. Banaskantha and Halol AS training centre in district Panchmahal. Details of Bal Mitras trained in the second, third and fourth phase (15 days) in-service training at the Vav and Varahi AS training centers are as under :

Training of Bal Mitras

| Districts | Phase II | | Phase III | | Phase IV | |
|--------------|-------------|------------|------------|------------|------------|-----------|
| | Male | Female | Male | Female | Male | Female |
| Banaskantha | 601 | 88 | 364 | 48 | 157 | 10 |
| Panchmahal | 782 | 285 | 242 | 105 | 117 | 42 |
| Dangs | 35 | 10 | 10 | 8 | 7 | 4 |
| Total | 1418 | 383 | 616 | 161 | 281 | 56 |

A special training kit has been developed on the basis of textbook content and Minimum Levels of Learning (MLL) which includes Lesson Card, Activity Card, Progress Card and Evaluation Card.

- Competency and Activity based Lesson cards on Language, Maths and EVS have been developed. Teaching learning process at AS centres are being conducted through these cards.
- Articles on Alternative Schooling system in Gujarat have been published regularly in the Gujarati magazine 'Prathmik Shikshan Saravani'.
- A special workshop was organized during December 4-11, 2001 at Vav and Halol to prepare the Activity Book for Alternative Schooling. At Vav, preparation of Activity Book for Gujarati (Std. I to IV) and at Halol Activity Book for Mathematics and EVS (Std. I to IV) were taken up. District AS Co-ordinators and AS Supervisors participated in the workshop. The state AS Officer guided and supervised the workshop.
- The AS SRG meeting was held at Vav and Halol in district Banaskantha and Panchmahal, respectively, during December 9-11, 2001, to review the progress made by Alternating Schooling programme. The district AS Coordinators made the presentation detailing the different aspects, such as access, over-all functioning of Alternative Schooling and future plan of action. The SRG members gave their feedback and suggestions for effective functioning of AS system in Gujarat.
- During December 8-11, 2001, an orientation training programme for the project staff (BRCCs, CRCCs, and Ad. BRCCs CRCCs) was held in all three districts. The District AS Co-ordinators and AS Supervisors imparted training on the entire operational aspect of Alternative Schooling in the state. Issues discussed in the workshop ranged from opening an AS centers to mainstreaming the out of school children into formal schools.

F. Media & Documentation

• Periodical Reports & Documentation

The following periodical reports and documents were produced by the Media & Documentation Unit at State Project Office, between September '02 and March 15, 2003:

1. Quarterly Progress Report , July- September, 2002 & October-December, 2002
2. Qualitative Progress Report for the School Repair & Reconstruction Programme Under DPEP, July- September, 2002 & October-December, 2002
3. English version of Annual Progress Report for 2001-2002 for DPEP II & IV & SSA.
4. Hindi version of Annual Progress Report for 2001-2002 for DPEP II & IV & SSA.

• Publication of Magazines & Press Releases

Following magazines and press releases were produced during the quarter :

- 1 **Preparation of Prathamik Shikshan Sarvani ,Vol. 29,**
- 2 **Preparation of Prathamik Shikshan Sarvani ,Vol. 30**
- 3 **Press releases and hand-outs on project related activities.**

Exhibition on Women's Day celebrations

SPO participated in the state level programme on 8th March, 2003 in Gandhinagar, during which 15000 women took oath to send their daughters to school. The programme was attended by Hon.Chief Minister, Shri Narendra Modi and Hon. Minister of Education, Smt. Anandiben Patel.

SPO organised an exhibition of posters, TLMS, models etc., during the programme Brochures were distributed. Similar exhibition was organized on 12th March, 2003 in Ahmedabad during Mahila Sarpanch Mahotsav.

• Production & Broadcast of Radio Spots:

Three scripts for Radio Jingles on universalization of elementary education developed, which were produced and edited at AIR, Ahmedabad. Two of the Radio Jingles were broadcast on primary channel of AIR from Ahmedabad, Vadodara, Rajkot, Bhuj and Ahwa (Dangs). While the radio spots were made for SSA, DPEP Phase II & IV districts also benefited from the broadcast of the messages encouraging enrolment and retention of children, especially girls, in schools.

• Production of Television Spots:

Ten scripts for TV Jingles promoting enrolment and retention of children, especially girls, in schools and improvement of quality in primary education have

been developed for SSA and DPEP district. Negotiations are on with Doordarshan Kendra, Ahmedabad for production & telecast. Cost estimates are awaited.

- **Video & Photo documentation :**

Video & Photo documentation of Shilanyas Ceremony for construction of GCERT building at Gandhinagar.

- **Press & Mass Media :**

- TV news coverage on Door Darshan Kendra, Ahmedabad, ETV and Alpha TV Gujarati, of the Shilanyas ceremony by Hon'ble Chief Minister of the GCERT building to be constructed under DPEP .
- TV news coverage on Door Darshan Kendra, Ahmedabad, of Conceptual Workshop for DPEOs on Implementation of SSA.
- TV news coverage on Door Darshan Kendra, Ahmedabad, of Video Conference on primary education under DPEP & SSA by Hon'ble Minister for Education, Smt Anandi Ben Patel, using VSAT Mobile Van.
- Press coverage of important workshops and other programmes in major dailies in English (Times of India and Indian Express) and Gujarati (Gujarat Samachar, Sandesh, Jansatta and Gandhinagar Samachar).
- An article on universalization of elementary education written by Shri J P Gupta, State Project Director, published in the pilot issue of a new educational magazine titled Achala, launched on 15th August, 2002.
- Stalls were set up at Haats in Dangs for environment building
- Popular "Bhawai" shows were organised during the period preceding Praveshotsav in all three districts. Parents and community people were exhorted to enroll all the eligible school going children.
- During a State level Media and Documentation workshop, held at Gandhinagar, OIC-Media, BRCCs, Addl.BRCCs and CRCCs from all three districts were oriented on effective media and documentation techniques. This was followed by block level media workshops in all three districts, where CRC Co-ordinators were trained on reporting and documentation skills.
- The quarterly issue of Prathmik Shikshan Sarvani, the magazine for DPEP functionaries and primary teachers of the project districts is regularly published from State Project Office.
- Annual Report, 2000-2001 was prepared and sent to MHRD, New Delhi.
- Major events, Seminars and Workshops were projected through Newspapers and Doordarshan.
- Major processes and events under all the interventions in DPEP were documented. Photo and Video documentations were done.
- The first ever Press Conference under DPEP was organized under the leadership of Hon'ble Minister for Education, Smt, Anandi Ben Patel, on January 13, 2002, at Circuit House Annexee, Ahmedabad , which was attended by Ahmedabad based reporters and correspondents of all the newspapers, as well as Zee News and Door Darshan. It received wide coverage in both the media subsequently.
- Other significant media events for the State Project Office were the detailed reports on civil works under DPEP accompanied by the interview of Shri Avinash Joshi , State Project Director, on Star News and Door Darshan, Ahmedabad.

- Press coverage of Dutch Ambassador's visit.
- An article "GCPE Undertaking Herculean Task" was published in September, 2001, issue of Plain Truth, a newsletter of the Gujarat State Disaster Management Authority (GSDMA).
- English dailies The Times of India, The Indian Express and The Financial Times published news-stories on the extraordinary performance of Gujarat Council of Primary Education in School Repair & Reconstruction Programme in the aftermath of the earthquake.
- The films on earthquake related works were produced by the Gujarat Council of Primary Education in English and Hindi. Both versions were prepared on video and compact disc.

G. Gender Education

- State and District Gender Coordinators in place.
- Materials, e.g. posters, handbooks, brochures have been prepared and used in community mobilisation.
- A sharing workshop on Gender Education was held at State level on 13th June 2002 to review the progress and to discuss the future course of action. Gender OICs from all the 9 districts, both Phase II & Phase IV, participated in the workshop. OICs from Phase II districts shared their experiences with their Phase IV counterparts. The Gender Awareness Modules for MTAs and Teachers those were developed for Phase II districts were discussed and district specific components are incorporated before finalizing the modules.
- An orientation training for Gender – OICs and BRC Co-ordinators is slated to be held shortly.
- From the gender perspective, community structures, viz. VECs, MTAs and PTAs were fully oriented and activated preceding the enrolment drive in the DPEP districts. The first reports indicate that these have resulted in more and more girls being enrolled in primary schools in most of the villages in DPEP II and IV districts
- To activate and motivate MTAs, cross visits of the members were arranged in 22 CRCs of 4 blocks, viz., Palanpur, Deesa, Dhanera and Danta in dist. Banaskantha. The rationale of this exercise was to facilitate dialogue among MTA members and allow them to share their views and experiences on their achievements. Through these visits, they were exposed to the best practices and emulated the same for improving enrollment and retention of students, particularly girls, in their respective village primary schools.
- Blocks and Clusters with low girls literacy rate have been chosen for awareness campaigns. As many as 33 Mahila Jagruti Sammellans were organised in district Panchmahal. Rallies, Prabhat Pheries, Tamasha parties were used for mobilisation.
- The national level research study on "Classroom Culture and Processes with Gender Perspective" was completed and the report submitted to Ed.CIL. A 13 member research team comprising Gender officers, DIET lecturers, CRC Co-ordinators and school teachers carried out the study.
- During July 16 – 19, 2001 Nayak Muslim Jagirdar Mahila Jagruti Sammelan was organised in 8 most backward villages of Tharad Taluka in dist. Banaskantha. The women literacy level of this community is equivalent to nil. Around 60 representatives of this community were contacted and their participation solicited

during the sammelan. At the end of the sammelan the community expressed its desire to send the girl children to school.

- For self-awareness of MTA members and women groups and sensitizing them about their role in girls' education, a handbook and a set of 12 posters in Gujarati have been developed and distributed in all the schools of DPEP districts. The handbook for training of MTA members carries some special features, viz., the information regarding specific schemes to encourage girls education (ECE-AS), guidelines for formation of MTA, MTA meeting schedule and agenda of meeting, role and function of MTA in DPEP, training schedules of MTA and list of activities for gender sensitization.
- A script writers workshop was held for making Audio-Video cassettes from Gender perspective.
- During this period, the volunteers have conducted several women's group meetings at the village level and convinced the parents to send their children regularly to school. They conducted classes for Bridge course. Due to their effort, 13 boys and 10 girls were enrolled under Back to School programme. As many as 70 students got promotion to the next class.
- One day Gender sensitisation training of Mahila Sarpanches and Panchayat members held at CRC level in all three districts.
- Gender awareness training imparted to 3897 female teachers in Panchmahal, 2699 in Banaskantha and 447 in Dangs districts.
- "Tej Punj" : Outcome of Gender Education Programme, district Panchmahal, a Report, was developed.
- The Gender Education Report for 2000-2001 developed.
- Teachers support material on gender awareness, gender sensitive curriculum and gender sensitive attitude of teachers on classroom transaction etc. distributed in every school.
- Adoption of Gender Focus Area approach in plan formulation and budget.
- Gender awareness meeting of CRC Co-ordinators of Gender Focus Areas held for planning and implementation of Gender related activities.
- Opening 231 girl specific AS centres, covering 4117 out of school children - 96 in Banaskantha, 119 in Panchmahal and 16 in Dangs with capacity of 1802, 2140 and 175 girls respectively.
- As on December 31, 2001, from 15 ECCE centres in Panchmahal a total of 92 children were enrolled in Std.I, after completing pre-primary education, out of which 46 were girls.
- Refresher training and kit have been provided to ECCE workers. For regular academic support "Balmandir" - the Gujarati quarterly is provided.
- Gender training modules for teachers, Master Trainers, BRCCs and CRCCs.
- The second meeting of the State Resource Group-Gender was organized on Jan 3, 2002, at the State Project Office, Gandhinagar. The meeting was attended by SRG members, Officer – in - Charge, Gender, from State Project Office and District Project Offices, both Phase II and Phase IV districts. Other participants were Shri Vijay Sherichand, from IIM, Ahmedabad, and representatives from NGOs. Various issues in gender education were discussed and strategies were planned during the meeting.
- Linkages with Government departments, such as Women and Child Welfare, Mahila Samakhya and ICDS.

- Collaboration with Early Child Development Learning Resource Centre, MS University, Baroda for developing training module and kit for Anganwadi workers.
- The Anganwadi workers of ICDS have been given handbook in Gujarati and an educational kit. A module for pre-primary education for ICDS officers and master trainers has been prepared. As on February 2001, around 3200 ICDS Anganwadi workers and supervisors have been trained on activity based pre-primary education at the block level in Panchmahal and Dangs districts.
- As on January 2002, around 5500 ICDS Anganwadi workers and supervisors have received refresher training on activity based pre-primary education and school readiness at the block level in three project districts.
- Formation and strengthening of Mahila Mandals for economic empowerment of women.
- Starting of Std.V in 'Focus Area' village schools have been started as a result of which a substantial number of dropout children have been re-enrolled. These are some of the innovations.
- Gender sensitisation training was imparted to male teachers at Saputara, Dangs. The objective of the training was to orient the conduct and attitude of the male teachers towards the girl students in classroom transaction. The focus was on changing the gender-bias attitude, including a deem view of the abilities and potentials of the girl child. To begin with, master trainers were prepared, who later imparted training to the male teachers.
- To address the problem of dropout, particularly girls, the Rajput Sammelan was organised in Vav, dist. Sabarkantha to mobilise the parents to allow their girls to complete their primary education.
- Similarly, Maa-Beti Sammelan was organised in Dhanera Taluka, where retention of girls is a problem.
- MTA members in all Phase IV districts have sensitized on Gender related issues through a Gender Awareness training programme.
- Maa-Beti Sammellan in Sabarkantha and Mahila Sammellan in Surendranagar districts have been organised successfully. Large no of women participated in these sammellans.
- To elicit the support of Panchayat Raj Institutions (PRIs) and to articulate demand for girls education, Mahila Sarpanch training has been conducted in Bhavanagar and Sabarkantha districts.
- **During November and December 2003 MTA exposure visits were organised at CRC level in district Panchmahal to encourage the members for greater involvement in all round school development. Around 11,500 members of MTAs took part in the exercise. Following the exposure visit, tangible benefits such as activation of MTAs with regard to enrolment, retention and mobilization of community contribution, school improvement were accrued.**
- **During February 2003, Adivasi Mahila Sammellan was organised at Bhathiwada in Dahod, Junawadiya and Dhanpur in Limkheda blocks with lowest literacy rates for women. Focus was on creating awareness among community members particularly women about girls education. Around 1000 community members including parents, children, teachers, Doctors, community leaders and DIET staff participated in the sammellan.**
- **To improve awareness of women about girls education, women's group meetings were organised in Gender focus areas at CRC level in district Panchmahal. Around 1500 women took part in the meeting. During such**

meetings issues such as girls enrolment, retention and achievement level were discussed.

- **International Woman's Day have been celebrated in all the schools of DPEP Phase II & Phase IV districts.**
- **During January-February, 2003, around 70 Master trainers (MTs) of Multigrade teaching (MGT) were trained at DIET, Santrampur, district Panchmahal. The attempt was on removing Gender bias in classroom culture and processes.**
- **Around 100 MTs of CRG (Pedagogy) have been trained at the CRC level on removing Gender bias in classroom culture and processes in district Panchmahal.**

H. SC/ST/Minorities/ Tribal Education

- During the quarter the Master Trainers' Module for tribal education was developed.
- Mobilization programmes were held in the tribal areas of Banaskantha, Panch Mahals and Dangs, to promote enrolment of maximum number of tribal children who would, otherwise, remain out of the fold of primary education.
- A set of 3 posters for mobilization in tribal area schools were developed and distributed.
- To mainstream the never enrolled and drop-out children, as many as 1210 tribal - specific AS Centres were opened under Back to School programme enrolling 25623 out of school children out of which 13823 were girls.
- In district Dangs, 94 centres have been opened for conducting Bridge Course. A total of 2311 migrant students have been regularised under Bridge Course (April-June 2001).
- As in Dangs, dictionaries were compiled for local dialects (Bhili) in Panchmahals. A local word glossary in Dangi dialect prepared for class I-IV textbooks in Dang and a local word glossary in Adivasi dialect is prepared for class I - IV in Banaskantha district and distributed in schools.
- A cassette on cultural activities has been developed in Dangi language. It contains 'Dhak Vadan', and 'Thali Katha' - tribal dramas in local language. The cassette is shown in Cluster Resource Centres in district Dangs.
- During December 4-8, 2000, a workshop was held at Saputara, in district Dangs, for developing TLM and contextual literature for class I-IV in tribal area schools. Around 50 BRC, CRC coordinators and expert teachers participated in the workshop. In district Banaskantha, the TLM workshop was held at Sarvodaya Ashram, Sanali. Similar workshop was held in Panchmahal district during January 9-13, 2001.
- To improve the quality of teaching, dictionaries and glossaries of local words were developed. Contextual literature has been developed using the locally available resources. While explaining the concepts, illustrations and examples were drawn from tribal festivals, ceremonies and tribal culture and their socio-cultural environment. Tribal songs, folk tales, legends and riddles from tribal oral traditions are increasingly used in classroom transaction. Lesson cards have been developed based on the formal text books. Activities like story telling, action songs, puppets etc, are extensively used at the centre.

- Content-based supplementary material in local dialects, viz., Adivasi in Banaskantha, Bhili in Panchmahal and Dangi in Dangs using local context, were printed and distributed in all the schools of tribal areas of project districts.
- Newly recruited Vidyasahayaks and teachers transferred from non-tribal areas schools were trained on pronunciation of local words those included in local word glossaries developed by DPEP. The one day training at cluster level has already been completed in Panchmahal and Dangs districts, during which a total of 386 teachers in Panchmahal and 62 teachers in Dang district were trained. A total of remaining 529 teachers in district Banaskantha will be given training in the coming months.
- In lieu of the introduction of new textbooks of Std I, II and III, it was required to supplement the local word glossaries. During 9-11 December 2001, workshops were arranged in Banaskantha and Dang districts during which supplementary local word equivalents were incorporated into the glossaries.

I. Disabled Children

- SRG in place
- IED Coordinators at the district level in place
- Thirteen vacant posts of Resource Teachers in all 23 blocks have been filled. The current staff position of Resource Teachers is as follows:

| Districts | HI | VI | MR |
|------------------|-----------|-----------|-----------|
| Banaskantha | 3 | 3 | 2 |
| Panchmahal | 4 | 4 | - |
| Dang | - | 1 | - |
| Total | 7 | 8 | 2 |

- A set of five books titled Apang Nahin Ashakt (Disabled , Not Weak) on success-stories of disabled personalities were given to BRCs, CRCs, Resource Teachers and all schools of the project districts.
- A set of 6 posters (awareness material) for Locomotor Disability, Visual Impairment (VI), Mentally Retarded (MR) & Hearing Impairment (HI) have been printed and distributed in all schools of 3 project districts. These posters carry messages on developing a positive attitude towards disabled children by parents, family members' etc. This awareness material will be used during Parent Council, VEC, MTA, PTA meetings.
- Parents of disabled children nominated as member of VEC in 2511 villages in three DPEP districts, all of whom have undergone intensive training. To mobilise the parents and teachers, a bunch of posters has been developed by the Resource Teachers and IED officers. These posters carry messages, both in Gujarati and corresponding local dialects, exhorting parents to understand the problems of children with special needs.
- In a Parent Council meeting organised on February 15, 2001, at Ahwa BRC, dist. Dang, it was declared that the Social Welfare Department, Govt. of Gujarat, will be giving scholarships to children with special needs.
- VEC, MTA and PTA members pledged to motivate the parents to send the disabled children to school. In Dangs, they organised meetings with Parent Councils to discuss various disability related problems and their remedies. Teachers expressed

their willingness to help the disabled children in acquiring special aids. The event drew adequate local media attention.

- The week starting on the eve of 'Birth of Braille', - January 4, 2002, was celebrated as an awareness building week. Competitions for essay, posters, songs and slogans were organised on issues related to special needs of the children in all three districts.
- A comprehensive strategy has been developed for identifying various categories of disabilities all over the state. A questionnaire for each kind of disability (VI, HI, MR, OH and LD) has been prepared by Ed.CIL. The questionnaire will be given to the disabled children through which the exact nature and extent of disability could be identified. Camps will be organised in every district where the medical consultant will check the disabled child. Those with 40% and above disability will be sent to District Health Officer (DHO), who will issue a certificate enabling the child in availing special benefits given by the Government agencies and NGOs. For those with below 40% disability, DPEP will provide the necessary aids and appliances.
- As per the guidelines of Rehabilitation Council of India (RCI) and MHRD, a 45 days teachers training programme is planned. The training would help the teachers in TLM development and its use and equip them with other specialised skills and bring about an overall change in approach of teachers towards children with special needs.
- Under the centrally sponsored IEDC Scheme implemented by the IEDC Cell, GCERT, the NGOs were assigned the responsibility of identification, categorization, quantification and certification of children with special needs. The selected NGOs have already completed the certification of disabled children with more than 40% disability, who will be provided with aids and appliances.
- Teacher's training module was developed and distributed in all the schools of DPEP districts. The module will guide the teachers in Classroom transaction and in changing their attitude towards the disabled children. In addition, the content of the module will enable the teachers to design co-curricular activities, content-based teaching methods to suit the needs of children with various disabilities, use of literature in TLM (both standard and subject wise) and use of special aids.
- Master Trainers' Training module was developed and distributed to BRC and CRC levels. Teacher's training module was developed and distributed in all the schools of DPEP districts. The module guides the teachers in Classroom transaction and in changing their attitude towards the disabled children. In addition, the content of the module enables the teachers to design co-curricular activities, content-based teaching methods to suit the needs of children with various disabilities, use of literature in TLM (both standard and subject wise) and use of special aids.
- A one - day training programme for teachers of disabled children in formal schools was organized in three project districts at the cluster level. The main objectives of the training were :
 - Raising awareness level of teachers on various kinds of disabilities.
 - Designing co-curricular activities for various kinds of disabilities and
 - Content based teaching methods
- The Master Trainers, viz., Resource Teachers and experts from NGOs, imparted the training. The MTs used Teachers Training Module, and various IED Awareness Materials during the training.

- Besides, effecting attitudinal changes in teachers, the training would build the special skills in them to address specific problems of children with special needs (VI, MR, HI and Locomotor Disability) in classroom transaction.
- SPD and the state IED officer attended the National Workshop on Creating Supportive Learning Environment for children with Special Needs was held at Kovalam, Trivandrum, Kerala from September 12-14, 2001. Gujarat made a presentation on the status of IED, strategies adopted and future of DPEP in Gujarat. Participants shared data, modules and materials.
- **To inform and educate the teachers relevant articles, stories, and dialogues on IED are regularly published in Prathmik Shikshan Sarvani ,the quarterly magazine from the State Project Office, Gandhinagar.**

J. Distance Education

- A state level workshop for capacity building in Radio Script Writing was held on Sep 3 - 4, 2002, at Gandhinagar, for District OICs, DIET lecturers, BRC & CRC Co-ordinators and primary teachers. A total of 16 radio scripts for DEP were developed during the workshop.
- The teleconferences were held on Sept 7 & 9, 2002, from RESECO Studio, Gandhinagar, during which roles of BRC & CRC Co-ordinators in efforts for universalization of elementary education under DPEP & SSA were discussed with BRC & CRC Co-ordinators who were present at the BRCs across the state. Also, discussed were issues related with use of School & Teachers Grants, etc. The roles of MTAs and PTAs were discussed in detail with the grass-root functionaries. The resource support was provided by State Project Director and his team of officers in charge of various functional areas.
- Video programmes for gender sensitization and use of TLM from gender perspective were produced.
- Training of SIM and audio cassette manual was organized in 11 blocks of Panchmahal and Dahod districts during which a total of 6443 primary teachers were trained while, In Banaskantha 7656 teachers, and in Dangs 645 teachers were trained.
- AWP & B for 2002-03 was prepared for State and National Components of DEP.
- Nine video programmes on Mathematics and Science obtained from GIET were transferred from Betacam and given for duplication for subsequent distribution to BRCs..
- Meeting of SRG-DEP was held on 1st May '02
- Poster Development Workshops were held at district level and posters were developed on different themes i.e Girls Education, Importance of Education, Distance Education, Integrated Education for Disable Children (MR, HI, VI, and LD), Content based Posters (EVS, Maths, Language of Class I to V), Mobilization (Enrollment Drive), Community Participation in school.
- Video Programmes -3 of English, 3 of Maths, 3 of Science, 3 of IED, 2 of ALS, 2 of Gender, and 2 of Tribal Education produced and given for duplication for subsequent distribution to CRC level.
- A Users' Manual for Video Programme was produced.
- Meeting for pre-planning of Radio Project held at SPO Gandhinagar on 13th June'02.

- The teachers' trainings have been adequately supplemented by Distance Education Programme (DEP). Suitable Distance Learning (DL) interventions have been undertaken to support the ongoing training activities. Efforts are made to develop a multimedia training package (print, audio & video) primarily through capacity building activities.
- For effective use of Self-Instructional Material and Audio cassette manual, along with a set of three cassettes (Multimedia package), two-day training programmes were held at Sarvoday Ashram, Sanali, Banaskantha (April 20-21,2001), at Saputara, Dangs (April 24-25,2001),and at BRC Halol, Panchmahal (April 27-28,2001s),. During these programmes, 108 Master Trainers comprising BRC, CRC, DIET teachers, DPO officials and primary teachers were trained.
- With an intention to improve the awareness of teachers and field functionaries about various disabilities and provide them with guidance for integration of these children in general schools, IED awareness material has been prepared in Gujarati and distributed in primary schools, BRCs, CRCs, DPO, DIET in three project districts and DPEP offices in new districts. The English version of IED awareness material has also been prepared and distributed to other DPEP states.
- A brochure featuring objectives and activities of DEP has been developed, printed and distributed to inform and educate BRC, CRC Co-ordinators and primary teachers about DEP-DPEP Gujarat.
- A workshop of facilitators of 49 receiving centres and panelists was held at Din Dayal Institute, Gandhinagar on September 21, 2001 in which issues related to handling of teleconference both at teaching and learning ends were discussed. Guidance was given to facilitators for maintenance of DRS sets. Other technical aspects were also discussed in detail.
- On September 27-28, 2001, a teleconference was organised at RESECO, Gandhinagar to provide necessary guidance to DIET lecturers, BRC & CRC Co-ordinators and teachers of Class V on the effective use of the newly developed telematerial for teaching English in Class V. During the teleconference, demonstrations and discussions took place on various skills, viz., listening, speaking, reading and writing in English. The teachers' problems related to teaching of English were solved during the live interaction with experts.
- A total of 50 CRC centers have been installed with Digital DRS, which were utilised during the teleconference. To increase the coverage of the teleconference, all DRS sets at Block Resource Centers have been converted from analogue to digital.
- An action research module has been developed and distributed to all primary schools, BRCs, CRCs, DPEOs, and DIETs in the three project districts. This module will help the teachers and education administrators in solving the routine classroom problems faced by them.
- Video programmes such as 'Colours and Numbers' and 'Different professionals' in English, 'Pashabhai Ni Vadi' in Science and 'Different types of angle' in Mathematics have been developed in Gujarati. These are programmes on hard spots of Class V, which will be used during teachers training programmes and teleconferences in future.
- A three day training programme was organized on December 19-21, 2001, on the conducting of interactive training programmes at DECU-ISRO, Ahmedabad. A total of 21 DEC-DEP Co-ordinators and DIET lecturers from different DPEP states participated in the workshop. Experts from DECU imparted training on various

technical and management aspects of teleconferencing. The training emphasized the specific role of anchor persons, resource persons, panelists and facilitators.

- A workshop of facilitators from 73 receiving centers was held at Din Dayal Institute, Gandhinagar on 27th December, 2001. The agenda was to orient the facilitators on smooth conduct of teleconferencing at the receiving centres. A total of 85 participants including 50 CRCCs, 18 BRCCs and 17 IED Resource Teachers received training during the programme.. Major issues discussed during the workshop were technical aspects of teleconferencing, maintenance of DRS sets, role of facilitators during interactive television programme and use of IED modules.

K. MIS

MIS units of SPO as well as districts have been fully equipped with manpower and basic infrastructure.

Staffing

| | | |
|-----|---------------------|----------|
| SPO | Officer | 1 |
| | Programmer | 1 |
| | Data Entry Operator | 2 |
| DPO | Officer | 1 (Dang) |
| | Data Entry Operator | 2+1+1(4) |

Equipment

| | | |
|-----------|------------------|-----------------------|
| SPO | Pentium Computer | 6 |
| DPO | Pentium Computer | 3+3+2 (BK, PM, Dangs) |
| BRC (All) | Pentium computer | 23 (11+11+1) |

- **The data collection and computerization for the year 2001-02 has been completed in Banaskantha, Panch mahals and Dang districts. The same were submitted to MHRD, New Delhi, on 13/5/2002.**
- **Annual Work Plans & Budget for the year 2002-2003 for State Project Office and the districts Banaskantha,Panch Mahal and Dangs were prepared and submitted to MHRD, New Delhi.**
- Continuous support to BRCCs by the state and district MIS personnel with regard to day to day use of computer in the office work. The state team also supervised and monitored the computer usages in the routine as well as specific works.
- The revised DISE 2001 software was implemented at state level.
- Training on DISE data collection in the existing as well as expansion DPEP districts was organised at state level. The same have been carried out at district, block and cluster levels.
- The training on revised DISE software for the district MIS personnel was organised at state level.
- The revised DISE softwares have been installed at District level.

L. Research & Evaluation

- The study on Causes of High Repetition Rates was taken up during this period following the first meeting on the issue organised by RESU, Ed.CIL, New Delhi on 18th March 2002. Gujarat also participated in the workshop along with 8 other states with incidence of high repetition rates of children in primary schools.. The objective was to estimate actual class-wise repetition rate and to find out the discrepancy, if any, between these rates and the rates reported officially for DISE, among others.
- The follow up workshop of Research and Evaluation Co-ordinators on “Grade Repetition” was held during 24-26 June, 2002 at Shimla to finalise the tools of the study. Representatives from Gujarat participated in the workshop.
- **Terminal Assessment Survey (TAS)**
By June 2003, DPEP Phase II is to be concluded in districts of Banaskantha, Panch Mahals and Dangs. As per the conditions of the Project Agreement, the Terminal Assessment Survey (TAS) is to be conducted before the project comes to an end in these districts. The study has been assigned to CASE, M. S. University, Vadodara. The study is completed and the report has been submitted to NCERT and MHRD.
- State Resource Group for Research & Evaluation has been already created.
- **During 2002-03, a total of 93 Action Research studies in Banaskantha and 24 in Panchmahal are currently under progress. The teachers and CRC Coordinators are doing the studies.**
- 12 areas announced for research through newspaper advertisement. Proposals being received. Application for 8 more subjects for research and further details have been invited from the scrutinized institutes. After discussion and evaluation of their proposals, various research works have been assigned to particular institutes and individuals
- The final report of Social Assessment Study has been submitted to MHRD.
- A study on Student Achievement Profile in all subjects (Class III-VI) conducted throughout the state. The final report was submitted during the last academic year.
- Case Studies of DIETs, ICDS/ECCE schemes, migrating tribes, Multigrade teaching, teacher laziness, social activities and gender bias, optional schooling, out of school children, low retention of girls are under progress.
- During December 13-15, 2000, NCERT, New Delhi organised an International workshop on "Transformation of Schools into Successful Schools and role of the State and local community in school governance". All DPEP states including Gujarat participated in the workshop. Hon'ble Minister for Human Resource Development, Govt. of India, inaugurated the workshop. Representatives from Bangladesh, Netherlands and UK shared their experiences. As many as 25 papers were presented on Indicators of "Quality Education at Elementary Stage".
- **The research study entitled “Role of teachers grant and school grant in school improvement” has been completed. The study was undertaken by ECD – LRC Centre, The M. S. University of Baroda. The findings and recommendations have been disseminated among the districts, BRCs, CRCs and teachers.**
- **Currently, 5 research studies are in progress which are as under:**
 1. **Relationship between enrolment and completion rate**

2. Causes of grade repetition rate in primary education
3. Role of VEC, MTA, PTA in school improvement
4. Impact of teachers training
5. Social acceptability of primary schools in comparison to other schools working in the same area.

- A total of 33 Action Researches and 11 case studies have been undertaken by CRC Co-ordinators in district Banaskantha on various issues related to pedagogy, teachers training and Gender education.

M. Civil Works

i) Staffing

| | | | |
|--------------|---------------------------------|--------------------|----------------------|
| SPO | State Engr. Asst.Engr (AE) | 1 post 3 post | 1 filled 2 filled |
| Panchmahals: | District Engr. And AE TRP | 2 posts 3 | 2 filled 3 filled |
| Banaskantha | District Engr, and AE TRP | 2 posts 3 posts | 2 filled 3 filled |
| Dangs | District Engr. TRP | 1 post 2 | 1 filled 2 filled |

(ii) Repair Works

The progress in repair is as follows:

| District | Targeted | Completed | In-Progress |
|--------------|------------|------------|-------------|
| Banaskantha | 354 | 354 | 0 |
| Panchmahal | 391 | 391 | 0 |
| Dangs | 188 | 188 | 0 |
| Total | 933 | 933 | 0 |

(iii) Construction of New school:

As per the targets set, construction of all 253 new schools has been completed in DPEP Phase II districts of Banaskantha, Panch Mahals and Dangs. The detailed break-up is as under :

| District | Targeted | Completed | In Progress |
|--------------|------------|------------|-------------|
| Banaskantha | 133 | 133 | 0 |
| Panchmahal | 111 | 111 | 0 |
| Dangs | 9 | 9 | 0 |
| Total | 253 | 253 | 0 |

(iv) Additional classrooms:

As per the targets set, construction of all 346 additional classrooms has been completed in DPEP Phase II districts of Banaskantha, Panch Mahals and Dangs. The detailed break- up is as under :

| District | Targeted | Completed | In Progress |
|--------------|------------|------------|-------------|
| Banaskantha | 110 | 110 | 0 |
| Panchmahal | 168 | 168 | 0 |
| Dangs | 173 | 68 | 105 |
| Total | 451 | 346 | 105 |

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

As per the targets set, construction of all 859 toilets has been completed in DPEP Phase II districts of Banaskantha, Panch Mahals and Dangs. The detailed break- up is as under :

| District | Targeted | Completed | In Progress |
|--------------|------------|------------|-------------|
| Banaskantha | 357 | 357 | 0 |
| Panchmahal | 364 | 364 | 0 |
| Dangs | 138 | 138 | 0 |
| Total | 859 | 859 | 0 |

(vi) Innovation fund

- Use of pre-fabricated technologies for remote locations where basic materials/water/labour not available.
- Research and planning for all the 3 districts for cost effective technology using locally available materials.
- Engineer training for use of cost effective technologies.

(vii) Any Other

- Under DPEP, the construction of buildings for 21 BRCs has been completed in the three existing project districts. So far, the construction of buildings of 10 BRCs in Panchmahal, 10 BRCs in Banaskantha and 1 BRC in Dangs has been completed. The construction of building for 1 BRC in Banaskantha is at ground level one BRC at Panchmahal is at finishing level.

Systemic Issues

A. Position of Overall Teachers' Vacancies in the Districts:

The overall position of the teachers in the three project districts is as under:

| District | No. of Post of Teachers | | No. of posts of Vidya Sahayak filled in |
|-------------|-------------------------|------------------------|---|
| | No. Posts Sanctioned | No. of Posts Filled in | |
| Banaskantha | 10938 | 10165 | 5905 |
| Panchmahal | 16942 | 14650 | 4500 |
| Dangs | 1399 | 1193 | 471 |

B. Functioning of DIETs

- There are three DIETs, one each in the DPEP districts of Banaskantha (Palanpur), Panchmahal (Santrampur) and Dangs (Waghai).
- All the three DIETs are fully staffed and equipped with latest Audio - Visual and electronics aids, and a well-developed library with reference books and magazines, telephones, fax - machines, Xerox - machines, as well as computers.
- The lecturers are oriented about the role and functions in their respective branch.
- The DIETs are working intimately with the respective DPOs and SPO with good coordination.
- Rs. 1 crore received from State Govt. for building of the DIETs.

C. Functioning of SCERT

- **The land for GCERT Campus has been allotted by the State Govt. of Gujarat. Shila Nyas ceremony has been already organised. Under DPEP, the construction work of GCERT building has been started already.**
- GCERT has been granted autonomy formally by the State Govt.

D. Innovation: Nil

DPEP Phase IV

Plan Implementation and Review of Functional Areas

A. Planning and Management (P & M)

- The posts of OIC (P&M) and Asst. OIC (P&M) are filled.
- Environment building activities are being carried out in all the new districts (Phase IV) for generating participation and establish coordination with Taluka Panchayat officials, Sarpanches and other local officials and community organizations.
- Officers from SPO conduct meetings with BRCCs from time to time to review the status of environment building at grass-root levels. Necessary guidance and support inputs are provided for establishing and consolidating the cooperation and support of officials and community

B. Micro-Planning

- **School Improvement Plan**

A workshop for reviewing Microplanning activities and undertaking School Improvement Plan was held at Gandhinagar with following objectives

- 1. Updating of VER**
- 2. New School by school mapping**
- 3. SIP for construction works, training and No. of teachers**
- 4. Monthly tests are organised in one cluster of each districts based on Monthly planning**

As a follow-up, following activities are to be taken up :

- 1. VER to be maintained**
- 2. SIP for construction works, training and no. of teachers**
- 3. New schools by School mapping**

Monitoring and Supervision

- 1. Monitoring and Supervision workshops are completed in State, Block and Cluster level by Cascade model**
- 2. Monitoring and Supervision module was prepared for training of Resource Persons**

Micro planning

Micro-planning is an integral part of the decentralized planning effort initiated under DPEP. In fact, micro-planning is an essential step to operationalise the district plans. They are to be seen as a continuous process to ensure local specificity through wider participation in planning and management of primary education.

Participatory microplanning requires local capacity building. In lieu of this, a 2 day workshop on community participation and microplanning was organised at district level in all the Phase IV DPEP districts during April 2002.

The training was conducted through cascade mode. The Resource Persons (RPs) from P&M, SPO, those received training at the National level on Microplanning imparted the training to Master Trainers (MTs). Resource support in terms training was sought from UNICEF. The district level training of MTs comprised of BRC Co-ordinators and BRG members was followed by training CRC Co-ordinator and CRG members during May-June 2002. Later, the trained CRC Co-ordinators and CRG members imparted training to headmasters, VEC, MTA, PTA members.

Besides conceptual understanding, the training focused on operational aspects of village mapping, school mapping, preparation of School Improvement Plan (SIP) and Village Education Plan (VEP). Strengthening community management and monitoring of school and generating community contribution for school development were the basic thrust areas Village mapping and School Mapping have been completed. Preparation of School Improvement Plan is in progress.

C. Community Mobilization

- Formation of VEC, VCWC, MTA & PTA**

VEC, VCWC, MTA and PTA, which are village-based, grass-root structures, have been already formed across the six Phase IV DPEP districts.

| No. | District | VEC formed | MTA formed | PTA formed |
|-----|---------------|-------------|-------------|-------------|
| 1 | Sabarkantha | 715 | 2344 | 2344 |
| 2 | Surendranagar | 624 | 915 | 915 |
| 3 | Kutchch | 947 | 1340 | 1340 |
| 4 | Junagadh | 1176 | 1431 | 1431 |
| 5 | Jamnagar | 710 | 1297 | 1297 |
| 6 | Bhavnagar | 918 | 1288 | 1288 |
| | Total | 5090 | 8615 | 8615 |

- All the members of 8615 MTAs and PTAs have been trained in DPEP IV districts.

D. Pedagogy, Teacher Training, Text Books

• Primary Schools Upgraded

In DPEP IV districts, most of the schools teaching upto Std V have been upgraded to Std VII. The detailed district-wise picture is as under :

| District | Schools Sanctioned | Schools Upgraded |
|---------------|--------------------|------------------|
| Sabarkantha | 916 | 916 |
| Surendranagar | 282 | 282 |
| Kutchch | 174 | 99 |
| Junagadh | 286 | 286 |
| Jamnagar | 172 | 172 |
| Bhavnagar | 187 | 187 |
| Total | 2017 | 1942 |

• Orientation Workshop

The first Orientation Workshop for BRC Co-ordinators from 6 expansion DPEP districts (Phase IV) was organised on November 2-3, 2001 at Din Dayal Institute, Gandhinagar. A total of 70 BRCCs participated in the workshop. They were oriented about the objectives and goals of DPEP. Respective OICs from SPO provided the details about their respective functional areas.

• Position of BRC & CRC Co-ordinators

Appointments have been already made to the posts of BRC and CRC Co-ordinators. Following is the position of these grass-root functionaries in the six project districts in DPEP IV :

Appointment of BRC Co-ordinators (Status as on 30/09/03)

| No. | District | Total No. of BRCCs | No. of BRCCs In Position | No. of BRCs Vacant |
|-----|---------------|--------------------|--------------------------|--------------------|
| 1 | Sabarkantha | 13 | 13 | 0 |
| 2 | Surendranagar | 10 | 10 | 0 |
| 3 | Kutchch | 10 | 10 | 0 |
| 4 | Junagadh | 15 | 15 | 0 |
| 5 | Jamnagar | 10 | 10 | 0 |
| 6 | Bhavnagar | 12 | 12 | 0 |
| | Total | 70 | 70 | 0 |

Appointment of CRC Co-ordinators**(Status as on 30/09/03)**

| No. | District | Total No. of CRCCs | No. of CRCCs In | No. of CRCs Vacant |
|-----|---------------|--------------------|-----------------|--------------------|
| 1 | Sabarkantha | 214 | 168 | 46 |
| 2 | Surendranagar | 135 | 134 | 01 |
| 3 | Kutchch | 176 | 94 | 82 |
| 4 | Junagadh | 182 | 156 | 26 |
| 5 | Jamnagar | 144 | 115 | 29 |
| 6 | Bhavnagar | 151 | 133 | 18 |
| | Total | 1002 | 800 | 202 |

- **Exposure Visits by New BRC Co-ordinators**

In January, 2002, exposure visits were organized for 70 newly recruited BRC Co-ordinators from all the blocks of Phase IV DPEP districts to Deesa in Dist. Banaskantha and Bariya and Halol in Dist Panch Mahals, the Phase II DPEP districts. The BRC-coordinators were given field experience of ideal Block Resource Centres, model schools and good practices at grass-root level in DPEP.

- **Sharing Workshop**

A sharing workshop was organized on Jan 1-2, 2002, at the Entrepreneurship Development Institute, Village Bhat, Ahmedabad. Under the leadership of Shri Varesh Sinha, Secretary, Education, sharing of experiences and information on the implementation of DPEP in Phase IV districts was undertaken. The DPEOs, DIET Principals and District coordinators of the six districts participated in the residential workshop. Guidance in functional areas was provided by State Project Director and other State level officers. This event officially marked the launching of the DPEP project in the Phase IV districts.

Teachers Training

- During 2002-03, a total of 9818 teachers in Phase IV were trained on new textbooks for Std.I, II & III, activity based joyful learning, preparation of TLM and project implementation.

- **Vidhyasahayak Recruitment**

A total of 15011 Vidhyasahayaks i.e. in Surendranagar 1697, Kutch 2436, Sabarkantha 2920, Bhavnagar 3955, Jamnagar 1974 and Junagadh 2029 have been recruited in DPEP Phase IV districts. Induction training is imparted in phases. The new Vidhyasahayaks have been oriented on new methods of activity based joyful learning in DPEP, their role and functioning in the project. Besides 3945, teachers received in-service training in DPEP IV.

- **Enrolment Drive**

Enrolment drives are DPEP interventions, which have been adopted by the State Education Department for implementation in all the districts of Gujarat. In June, 2002, the enrolment drives were organized in all the primary schools of the Phase IV

districts. Processions were taken out in villages to motivate the parents and guardians to enroll the eligible, out-of-school children in Std. I. The details of children enrolled in primary schools following these enrollment drives in June, 2002, are being collected in the six project districts, viz. Sabarkantha, Surendranagar, Kutchchh, Jamnagar, Junagadh and Bhavnagar.

- **Visioning Workshop**

The first year of the Phase IV focused on setting up of the infrastructures in the districts. Now the attempt was to be shifted towards the key elements related to teaching learning process in the classroom and the other related matters in the project.

A visioning workshop was organized on May 15-17, 2002 for the Block Resource Co-ordinators and Officer-In-Charge of various functional areas from six districts. The intention was to orient the grassroots functionaries strongly so that the spirit of DPEP is carried to the school and catalyses the overall achievement rate. The plan for the workshop was chalked out in consultation with the Technical Support Group (DPEP), New Delhi. Apart from providing understanding about the various functional areas of DPEP in greater details, the workshop aimed at improve quality specifically, in Curriculum Development, Textbook, TLMs, Teaching Learning Process, Evaluation Mechanism, Remedial practices, School Improvement Plan and Quality monitoring.

The Resource Persons included Consultant-TSG (Pedagogy), Ed.CIL, New Delhi, and Senior Programme Co-ordinator, DEP-DPEP, New Delhi.

The Workshop was inaugurated by the State Project Director. A session on curriculum development, textbook, Quality monitoring, Remedial practices was taken by the Director, GCERT and his teams. Secretary, Education, delivered the concluding address highlighting the State's future plan to improve quality of primary education and steps to achieve the Vision 2010.

A follow up workshop was organised in January 2003 on Pedagogy for the state level on effective classroom teaching, training need assessment and development of TLM using local context. Technical resource support was provided by Consultant – TSG (Pedagogy), Ed.CIL, New Delhi.

A reading project has been undertaken across the state to enhance the reading skills of the pupils. Besides, the intervention intends to inculcate reading habits among students, teachers and teachers educators.

E. Alternative Schooling

Under DPEP Phase IV, Alternative Schooling interventions are being initiated. Since Sarva Shiksha Abhiyan is also being launched by the Gujarat Council of Primary Education, orientation programmes for SSA functionaries is also undertaken simultaneously.

Back to School Programme

Following the success in DPEP II districts, the Back to School Programme has been replicated in DPEP IV districts, also. The following table shows the status of Alternative Schooling Centers opened under Back to School programme in the six DPEP IV districts.

A.S. Centers under Back to School Programme in DPEP IV

| No. | District | A.S. Centers | | Children Enrolled | | |
|-----|----------------------|--------------|-------------|-------------------|-------------|-------------|
| | | Planned | Opened | Boys | Girls | Total |
| 1 | Sabarkantha | 613 | 110 | 1308 | 1832 | 3140 |
| 2 | Surendranagar | 461 | 66 | 621 | 795 | 1416 |
| 3 | Kutch | 468 | 49 | 463 | 453 | 916 |
| 4 | Bhavnagar | 417 | 28 | 277 | 387 | 664 |
| 5 | Junagadh | 435 | 65 | 623 | 656 | 1279 |
| 6 | Jamnagar | 246 | ---- | ---- | ---- | ---- |
| | Total | 2640 | 318 | 3292 | 4123 | 7415 |

Conceptual Workshop on Alternative Schooling

A Conceptual & Visioning Workshop on Alternative Schooling was organised on June 25-29, 2002 in which a total of 110 persons were given comprehensive training. During the workshop, 24 persons from DPEP IV districts comprising Officer-in-Charge of A.S., 1 BRC and 2 CRC Co-ordinators from each district, and 42 persons from SSA districts, comprising 1 BRC and 2 CRC Co-ordinator from each district, were oriented on various issues in Alternative Schooling and how to tackle them effectively.

The resource support was provided by the experienced functionaries from DPEP Phase II districts comprising District Officer in Charge of AS and Supervisors. The guidance was provided by State Project Director and State Co-ordinator for A.S.

Hand Book for Alternative Schooling

The Hand book for Alternative Schooling has been developed at the state level, which is also a the Trainers' Training Module for Alternative Schooling for project staff, Resource Persons and Bal Mitras.

Trainers' Training Module

A Trainers' Training Module on Alternative Schooling has been distributed to BRC and CRC Co-ordinators and Master Trainers in all the six DPEP IV districts.

A.S. Training Centers

- 3950 AS centres have been proposed in DPEP IV districts during 2002-03, which would be covering 79000 out of school children. Training Centers for Alternative Schooling were started from 1st August, 2002, at Nava Chotila in Dist. Surendranagar and Pavapuri in block Idar in Dist. Sabarkantha. A total of 330 AS

Bal Mitras have received 60 days induction training on Alternative Schooling. As of now, 300 AS centres have been opened.

- Training of Resource Persons, Master trainers, Head Masters and members of VECs has been completed in all the DPEP Phase IV districts. The training imparted by the Key Resource Persons those were trained earlier during June 2002.

F. Media & Documentation

Advertisements on ST Buses & Hoardings

For ensuring that all children in externally aided DPEP – IV districts are in primary schools by 2003, i.e. the current year, the media activities have been upscaled . Motivational advertisements on DPEP are being displayed on side-panels (20' X 3.5') of 700 ST Buses plying in the rural areas of DPEP IV districts. Similar advertisements are being displayed on hoardings (20' X 10') at the bus stations of 33 block head-quarters in the districts of Sabarkantha (13), Surendranagar (10) and Kutch (10).

Advertisements in Press

An advertisement was developed in-house for promotion of enrolment of all children, especially girls, in 6-14 years age group, in primary school. The advertisement in Gujarati was of 240 column cms (8 columns x 30 cms) and it was published on 16/5/2003 in state-wide editions of four of the most popular Gujarati newspapers viz., Gujarat Samachar, Sandesh, Jansatta and Sambhav. The advertisement, published one month before the start of next academic year, urged parents, teachers and opinion-leaders to ensure that all children were in school.

Posters & Stickers

Posters were developed for generating awareness about importance of primary education in the rural masses. During the Enrollment Drive in June, 2003, a set of three posters and stickers, featuring Hon'ble Chief Minister, Shri Narendra Modi and Hon'ble Minister of Education Smt. Anandiben Patel, canvassing for education of the girl child and other disadvantaged , out-of -school children were distributed to the primary schools.

Periodical Reports & Documentation

The following periodical reports and documents were produced by the Media & Documentation Unit at State Project Office, between April 1 and September 30, 2003 :

1. The Implementation Completion Report (ICR) for DPEP II districts
2. Qualitative Progress Report for the School Repair & Reconstruction Programme Under DPEP for the quarter January – March, 2003,
3. Qualitative Progress Report for the School Repair & Reconstruction Programme Under DPEP for the quarter April – June, 2003

4. **Qualitative Progress Report for the School Repair & Reconstruction Programme Under DPEP for the quarter July - September, 2003 .**
5. **Progress Reports for XVIIIth & XIXth Meetings of the Executive Committee of Gujarat Council of Primary Education.**

- **Publication of Magazines & Press Releases**

Following magazines and press releases were produced during the quarter :

1. **Prathamik Shikshan Saravani ,Vol. 31**
2. **Press releases and hand-outs on project related activities.**

- **Production & Broadcast of Radio Spots:**

Three scripts for Radio Jingles on universalization of elementary education developed, which were produced and edited at AIR, Ahmedabad. The Radio Jingles were broadcast in July- August, 2003, on primary channel of AIR from Ahmedabad, Vadodara, Rajkot, Bhuj and Ahwa (Dangs). While the radio spots were made for SSA, DPEP Phase II & IV districts also benefited from the broadcast of the messages encouraging enrolment and retention of children, especially girls, in schools.

- **Production of Television Spots:**

Ten scripts for TV Jingles promoting enrolment and retention of children, especially girls, in schools and improvement of quality in primary education have been developed for SSA and DPEP district. Negotiations are on with Doordarshan Kendra, Ahmedabad for production & telecast. Cost estimates are awaited.

- **Video & Photo documentation :**

Video & Photo documentation of Shilanyas Ceremony for construction of GCERT building at Gandhinagar.

Video & Photo documentation of Orientation Workshop for BRC Co-ordinators from DPEP IV districts organized at Din Dayal Institute, Gandhinagar

- **Press & Mass Media :**

- TV Gujarati, of the Shilanyas ceremony by Hon'ble Chief Minister of the GCERT building to be constructed under DPEP .
- TV news coverage on Door Darshan Kendra, Ahmedabad, ETV and Alpha news coverage on Door Darshan Kendra, Ahmedabad, of Conceptual Workshop for DPEOs on Implementation of SSA.
- TV news coverage on Door Darshan Kendra, Ahmedabad, of Video Conference on primary education under DPEP & SSA by Hon'ble Minister for Education, Smt Anandi Ben Patel, using VSAT Mobile Van.
- Press coverage of important workshops and other programmes in major dailies in English (Times of India and Indian Express) and Gujarati (Gujarat Samachar, Sandesh, Jansatta and Gandhinagar Samachar).

- An article on universalization of elementary education written by Shri J P Gupta, State Project Director, published in the pilot issue of a new educational magazine titled Achala, launched on 15th August, 2002.
- Exhibitions on Women's Day Celebration

SPO participated in the state level programme on 8th March, 2003 in Gandhinagar, during which 15000 women took oath to send their daughters to school. The programme was attended by Hon.Chief Minister, Shri Narendra Modi and Hon. Minister of Education, Smt. Anandiben Patel.

SPO organised an exhibition of posters, TLMs, models etc., during the programme Brochures were distributed. Similar exhibition was organized on 12th March, 2003 in Ahmedabad during Mahila Sarpanch Mahotsav.

G. Gender Education

• Sharing workshop on Gender Education

A sharing workshop on Gender Education was held at State level on 13th June 2002 to review the progress and to discuss the future course of action. Gender OICs from all the 9 districts, both Phase II & Phase IV, participated in the workshop. OICs from Phase II districts shared their experiences with their Phase IV counterparts. The Gender Awareness Modules for MTAs and Teachers those were developed for Phase II districts were discussed and district specific components are incorporated before finalizing the modules.

- An orientation training for Gender – OICs and BRC Co-ordinators is slated to be held shortly.
- Proposal for opening ECCE centres has been invited from six DPEP Phase IV districts
- From the gender perspective, community structures, viz. VECs, MTAs and PTAs were fully oriented and activated preceding the enrolment drive in the DPEP districts. The first reports indicate that these have resulted in more and more girls being enrolled in primary schools in most of the villages in DPEP II and IV districts.
- Gender Awareness training has been imparted to all the CRC Co-ordinators in 6 DPEP Phase IV districts.

H. SC/ST/Minorities & Tribal Education

• Supplementary Material in Tribal Dialect

Content-based supplementary material in local tribal dialect, viz Kutchi , using local context, has been developed in the district of Kutch. Flash cards in Kutchi have been already developed.

- A CONCEPTUAL WORKSHOP ON Tribal Education was organised on June 4-6. 2002, at Idar in Dist. Sabarkantha. During this workshop general teachers and BRC and CRC Co-ordinators were oriented on various aspects of Tribal Education.

The focus was on identifying the local issues in Tribal Education and effectively resolving them.

- At state level, a Hand Book on Tribal Education titled “ Darshanika “ was developed and distributed in District Sabarkantha.
- Trainers’ Training Module was also developed and distributed in District Sabarkantha.
- A handbook on Tribal Education titled ‘ Darshanika ’ developed and distributed in Sabarkantha. Also, Trainers’ Training Module for Tribal Education distributed to schools in district Sabarkantha.

I Disabled Children

- Children with less than 40 % disabilities are being covered under the project in DPEP IV districts. Children with more than 40 % disabilities are being covered under IEDC by GCERT.
- Teachers’ Training Module for IED has been developed and distributed to all schools in the six project districts in DPEP IV.
- Trainers’ Training Module has been developed and distributed to Master Trainers, Resource Persons, BRC and CRC Co-ordinators the six project districts in DPEP IV.
- Awareness Material for IED has been developed and distributed to all schools in the six project districts in DPEP IV.
- One Resource teacher each at the district head quarter block was appointed in all the DPEP IV districts.
- Training of Key Resource Persons, MTs has been completed. The training was supplemented by a teleconference organised during October 2002. Issues addressed during the teleconference included classroom transaction, attitudinal change of teachers, classroom management, co-curricular activities and aids and appliances for various kinds of disabilities. Experts from NGOs imparted the training and responded to intriguing questions posed by the participants.

L Distance Education Programme

Following activities were undertaken by the Distance Education Programme Unit during April - September, ‘2003 :

- **Poster Development Workshop on Theme Praveshotsav at Scout bhavan, Ahmedabad for Ahmedabad Municipal Corporation on 9th April, 2003**
- **Preparation of AWP&B 2003-04**
- **Paper “Radio Broadcast as a tool for distance learning” sent to DEP-DPEP, New Delhi.**
- **Preparation of state report of DEP activities 1997-2003**
- **National Teleconferencing on SSA held on 3rd April, 2003**
- **Teleconference guide prepared**
- **Preparation of scripts for tribal videos and its shooting at Makdi, Datta Banaskantha**
- **Installation of 58 DRS sets in DPEP Phase IV districts**
- **Orientation of BRCs for teleconference held at district level**

| Date | Districts | No. of participants |
|----------------|----------------------|----------------------------|
| 20-6-03 | Junagadh | 15 |
| 21-6-03 | Jamnagar | 13 |
| 24-6-03 | Surendranagar | 13 |
| 27-6-03 | Sabarkantha | 31 |
| 30-6-03 | Kuchchh | 13 |
| 4-7-03 | Bhavnagar | 15 |

Training for organising of teleconference included the topics on Role of facilitators in teleconferencing, operation and function of DRS set and Integrated Receive Decoder

- **Teleconferencing (IRS) on SSA held on 28th July, 2003**
- **The posters on eight themes developed and distributed till CRC level in DPEP & BRC level in SSA districts**
 - 1. Girls education**
 - 2. Importance of Education**
 - 3. Distance Education**
 - 4. Praveshotsav**
 - 5. Community participation**
 - 6. IED**
 - 7. School Environment**
 - 8. ALS**
- **SRG Distance Education Programme have been formed for SSA .**
- **Distribution of Video cassettes**
 - 1. Teaching of English in Class V teleconference Part I & Part II**
 - 2. TLM teleconference**
 - 3. VCWC teleconference**

The above cassettes have been distributed in SSA districts till CRC level.

- **The scripts of mobilization programme and classroom transaction for Dang district for tribal education has been prepared.**
- **A state level workshop for capacity building in Radio Script Writing was held on Sep 3 - 4, 2002, at Gandhinagar, for District OICs, DIET lecturers, BRC & CRC Co-ordinators and primary teachers. A total of 16 radio scripts for DEP were developed during the workshop.**
- **The teleconferences were held on Sept 7 & 9, 2002, from RESECO Studio, Gandhinagar, during which roles of BRC & CRC Co-ordinators in efforts for universalization of elementary education under DPEP & SSA were discussed with BRC & CRC Co-ordinators who were present at the BRCs across the state. Also, discussed were issues related with use of School & Teachers Grants, etc. The roles of MTAs and PTAs were discussed in detail with the grass-root functionaries. The resource support was provided by State Project Director and his team of officers in charge of various functional areas.**
- **AWP & B 2002-03 State and National Component of DEP submitted to GoI.**
- **Meeting of SRG-DEP held on 1st May '02 for reviewing AWP&B 2002-2003. 15 members were present in the meeting.**

- Nine video programmes were produced from source material from GIET on teaching of Mathematics and Science in Class – V. The VHS copies were distributed to all the BRCs.
- Poster Development Workshops were held at district level and posters were developed on different themes i.e Girls Education, Importance of Education, Distance Education, Integrated Education for Disable Children (MR, HI, VI, and LD), Content base Posters (EVS, Maths, Language of Class I to V), Mobilization (Enrollment Drive), Community Participation in school. BRC, CRC, ATD teachers and OICs participated in the workshop. The participants were very enthusiastic and worked in groups for poster development.
- Orientation of BRC about DEP- DPEP, its objectives, project activities and its implementation at field level for Phase IV districts Kuchchh, Jamnagar, Surendranagar, Bhavnagar and Junagadh completed.
- Produced and distributed to BRCs Video Programmes -3 of English, 3 of Maths, 3 of Science, 3 of IED, 2 of ALS, 2 of Gender, and 2 of Tribal Education produced
- A set of seven video cassettes on teaching of hard spots in Std V and others based on special groups were produced and distributed to all BRCs in DPEP IV districts. Video programmes based on Hard spots of Class V
- A Video Programme Users' Manual has been prepared. It was reviewed along with the video programmes at the orientation workshop of BRCs in Kutch. It is under printing and will be distributed with video programmes.
- Meeting for pre-planning of Radio Project held at SPO Gandhinagar on 13th June'02. It was decided to broadcast 4 programmes of 30 minutes in a month during the school timing. For these programmes, radio scripts will be developed in the workshop. The production and broadcast of the programmes will take place with the help of AIR.
- DEP pamphlet has been redesigned and it is under printing. It will be helpful in creating awareness of Distance Education Programme among field functionaries and teachers.
- IED awareness material has been redesigned and it is under printing. It will be useful for creating awareness among BRCs, CRCs, teachers and field functionaries about different areas of disability, i.e. MR, HI, VI, LD and Learning Disability. It will help in integration of disabled children in normal school.
- On 7th September, 2002 a teleconference on role of BRC, School Grant and Teacher Grant was held with the support of RESECO, Gandhinagar. Around 1000 BRC, CRC Co-ordinators, DIET lecturers and District Co-ordinators participated in the teleconference.
- On 9th September, 2002 a teleconference on formation and role of CRC, VEC, MTA and PTA was held in which around 1600 members actively participated.
- A teleconference on effective use of Video programme was held on 7th October, 2002 involving 1000 BRCs, CRC Co-ordinators, DIET Lecturers and District Co-ordinators.
- A teleconference on English grammar was organised on 30th October, 2002 in which around 1750 BRC, CRC Co-ordinators, DIET lecturers and Local teachers participated.

K. Management Information System (MIS)

- MIS units of SPO as well as districts have been fully equipped with manpower and basic infrastructure.

- Annual Work Plans & Budget for the year 2003-2004 were prepared for State Project Office and Phase IV districts, viz. Surendranagar, Kutchh, Sabarkantha, Bhavnagar, Junagadh & Jamnagar are in progress. The same were submitted to MHRD, New Delhi.

Training for filling up DISE DCF (Data Capture Format) forms has been given in cascade mode from State Project Office down to School Head Masters levels in DPEP districts.

Data collection and cross checking for veracity has been completed in all the nine DPEP districts. Computerization of the data has been completed in all the DPEP IV districts.

- Continuous support was provided to BRC Co-ordinators by the state and district MIS personnel with regard to day- to- day use of computer in the office work. The state team also supervised and monitored the computer usage in routine as well as specific works.
- Routine data entry of letters and other documents.
- Modifications were made on the web-site (dpepgujarat.topcities.com) of DPEP Gujarat
- A detailed Damage Assessment Report on earthquake affected schools spread across several districts has been generated for repair and reconstruction

L. Research & Evaluation

- Under Research & Evaluation, several Action Researches are being undertaken in DPEP IV districts.

M. Civil Works

Under DPEP Phase IV, civil works have been started in the project districts of Kutchchh, Jamnagar, Junagadh, Bhavnagar, Sabarkantha & Surendranagar. The VCWCs have been already formed and duly trained on undertaking civil works under the project.

The following table shows the status of various civil works in DPEP Phase IV districts :

| DPEP IV : CIVIL WORKS | | | | | Status as on 30/09/2003 | | | | | |
|-----------------------|-----------------------|-------------|------------|------------|-------------------------|-------------|-----------|------------|-------------|------------|
| District | Additional Classrooms | | | | New School | | | Repair | | |
| | Target | In Progress | Finishing | Completed | Target | In Progress | Completed | Target | In progress | Completed |
| Kutchchh | 69 | 18 | 44 | 7 | - | - | - | 10 | - | 10 |
| Sabarkantha | 39 | - | 5 | 34 | 15 | 11 | 2 | 125 | 29 | 96 |
| Surendranagar | 46 | - | 3 | 43 | 10 | 9 | - | 23 | 1 | 22 |
| Jamnagar | 54 | 6 | 12 | 36 | 10 | 5 | 4 | 24 | 6 | 18 |
| Junagadh | 96 | 60 | 21 | - | 30 | 22 | - | 56 | 56 | - |
| Bhavnagar | 50 | 2 | 24 | 24 | 5 | 4 | 1 | 59 | 27 | 32 |
| Total | 354 | 86 | 109 | 144 | 70 | 51 | 7 | 297 | 139 | 178 |

| DPEP IV : CIVIL WORKS | | | | | | | | Status as on 30/09/2003 | | | |
|-----------------------|---------------|--------------|------------|------------|----------------|--------------|------------|-------------------------|-----------|-------------|-----------|
| District | Toilet Blocks | | | | Water Facility | | | | BRC | | |
| | Target | Work Started | Finishing | Completed | Target | Work started | Finishing | Completed | Target | In Progress | Completed |
| Kutchchh | 70 | 41 | 22 | 2 | 143 | 105 | 31 | - | 3 | 3 | - |
| Sabarkantha | 100 | 12 | 75 | 12 | 86 | 14 | 66 | 6 | 9 | 5 | 4 |
| Surendranagar | 100 | 33 | 40 | 27 | 63 | 41 | - | 22 | 5 | 3 | 2 |
| Jamnagar | 200 | 26 | 25 | 149 | 70 | - | 13 | 57 | 8 | 2 | 5 |
| Junagadh | 100 | 31 | 54 | - | 112 | 37 | 60 | - | 6 | 2 | 4 |
| Bhavnagar | 100 | 27 | 68 | 5 | 90 | 24 | 59 | 7 | 6 | 4 | 1 |
| Total | 670 | 170 | 284 | 195 | 564 | 221 | 229 | 92 | 37 | 19 | 16 |

Systemic Issues

A. Position of Overall Teachers' Vacancies in the Districts:

The overall position of the teachers in the six project districts is as under:

| District | No. of Post of Teachers | | | No. of posts of Vidya Sahayak filled in |
|--------------------------|-------------------------|-----------------|-------------|---|
| | Posts Sanctioned | Posts Filled In | Post vacant | |
| Sabarkantha | 10302 | 9785 | 517 | 2822 |
| Surendranagar | 6488 | 5510 | 978 | 1627 |
| Kutchchh | 6409 | 4997 | 1412 | 2806 |
| Jamnagar | 6663 | 5399 | 1229 | 1795 |
| Junagadh (& Porbandar) | 9503 | 8386 | 1117 | 384 |
| Bhavnagar | 9737 | 8164 | 1573 | 3416 |
| Total | 49102 | 42241 | 6826 | 12850 |

B. Functioning of DIETs

- There are six DIETs, one each in the DPEP districts of Kutch (Bhuj), Surendranagar, Sabarkantha (Idar), Jamnagar, Bhavnagar and Junagadh. All the six DIETs are fully staffed and equipped with latest Audio - Visual and electronics aids, and a well-developed library with reference books and magazines, telephones, fax - machines, Xerox - machines, as well as computers.
- The lecturers are oriented about the role and functions in their respective branch.
- The DIETs are working intimately with the respective DPOs and SPO with good coordination.

JHARKHAND

No. of districts covered under DPEP : 06

Approved Perspective Budget

(Rs. In lakh)

| Particulars | Name of the Districts | EFC Approved Project Cost | EFC approved Civil Works cost | EFC approved Management cost |
|-------------|-----------------------|---------------------------|-------------------------------|------------------------------|
| DPEP-III | Chatra | 2591.696 | 621.810 | 155.500 |
| | Dumka | 3834.698 | 908.104 | 177.089 |
| | E. Singhbhum | 3819.235 | 846.570 | 202.800 |
| | Hazaribagh | 3664.560 | 875.000 | 219.859 |
| | Ranchi | 3873.838 | 927.500 | 179.973 |
| | W. Singhbhum | 3797.228 | 910.844 | 177.899 |
| | Total | | 21581.26 | 5089.82 |

Project Structure :

1. Vacancy position in SPO and DPOs (In respect of key posts only).

| Sl.No | Name of unit | Post Sanctioned | In Position | Vacant |
|-------|--------------|-----------------|-------------|--------|
| 01 | S.P.O. | 12 | 11 | 01 |
| 02 | D.P.O. | 121 | 92 | 29 |

2 Functioning of E.C. and G.C.

- The E.C. and G.C. are constituted.
- 12 meetings of EC have been held.
- First Meeting of GC held in February 2003.

3 Submission of Annual/Audit Report :

- Audited account along with audit report for the Financial Year 2002-2003 submitted to GOI in the month of September, 2003.

4 Utilization Certificate :

Utilization report for the year 2002-03 submitted to GOI.

5 Position of GOI and State Share releases : Year- 2002-2003

(Rs. in lakhs)

| | |
|---------------|----------------|
| Fund From GOI | 5100.00 |
| Fund From GOJ | 642.02 |
| Total | 5742.02 |

6 **Expenditure** : (1.04.2002 to 31.03.2003)

(Rs.in lakhs)

| Year | Approved budget | Expenditure (As per claim reimbursement) |
|-----------|-----------------|--|
| 2002-2003 | 6183.98 | 5028.58 |

7 **Position of GOI and State Share releases :Year- 2003-2004**

(Rs. in lakhs)

| Date of receipt | Fund From GOI | Fund From GOJ | TOTAL |
|-----------------|----------------|---------------|----------------|
| 6/8/2003 | 1000.00 | | 1000.00 |
| 1/10/2003 | 1150.00 | | 1150.00 |
| 19/09/2003 | | 728.06 | 728.06 |
| Total | 2150.00 | 728.06 | 2878.06 |

8 **EXPENDITURE** : (1.04.2003 to 31.10.2003)

(Rs.in lakhs)

| Year | Approved budget | Expenditure (As per claim reimbursement) |
|-----------|-----------------|--|
| 2003-2004 | 11191.754 | 2850.539 |

9 **Comparative Expenditure** (April-October 2002-03 & 2003-04)

(Rs.in lakhs)

| Year | Approved budget | Expenditure (As per claim reimbursement) |
|-----------|-----------------|--|
| 2002-2003 | 6183.98 | 2071.70 |
| 2003-2004 | 11191.754 | 2850.54 |

10. **Disbursement**

Submitted to GOI up to September, 2003.

8. **Plan Implementation: Review of Functional Areas:**

(A) **Pedagogical Renewal:**

(1) **Quality Improvement**

i) **Development of Training Module & Teachers Training**

Development of Training Module

- Preparation of subject-specific (Eng, Math and Science) Training modules in the light of the training requirement and need of the teachers.
- On Job training aspect incorporated in all training modules.

Field trial of modules and Training of RPs:-

- Modules of teachers training in English, Maths & Science fine tuned after field trial.
- Resource persons trained at the State level.
- Training of 35 Master Trainers in English held at State level.
- Training of 41 Master Trainers in Math held at State level.
- Training of 26 Master Trainers in Science held at State level.
- Training of BRC/RPs in Eng., Math and Science held at District level.
- Resource persons trained in MULTIGRADE TEACHING in collaboration with Rishi Vally, Hyderabad.

Math's Training

- State level core group of master trainers has been constituted for identification of hard spots and preparation of remedies.
- Diagnostic testing procedure adopted to identify the difficult learning areas.
- Suitable remedial prepared.
- 41 Master trainers trained.
- 2089 teachers have been trained at district level.

Science Training-

Life skill based science training module developed. The module aims at-

- Inculcating scientific attitude among children and relating education to life.
- Promoting creativity in children.
- Learning science through activity/experiments/projects.
- 26 Master Trainers Trained at the State Level in March, 2003.
- 278 teachers have been trained at district level.

English Training-

A 5 day Module for training of prepared keeping in view the following objectives:-

- Developing teacher's proficiency in English
- Developing teacher's professional competency.
- 35 Master Trainers Trained at the State Level.
- 1387 teachers have been trained at district level.
- Training through distance education mode (Radio Program- "AAO ANGREJEE SEEKHEN "

Training of community teachers

- Preparation of Induction training module of 10 days for community teachers of EGS / CBS / GSA through a series of Workshops.
- Resource Persons trained at the State Level.
- 6083 Sahyogi teachers have been trained.
- Sahyogi Teachers tagged with CRC.
- Distance Education programme 'Tarang' used to facilitate community teacher's.

Curriculum and material development for bridge course

- Curriculum & training module finalized.
- Resource persons trained at state level.

ii) Distance Education

- Teleconferencing facilities via v-sat provided in all DPEP districts.
- Enrolment of 5817 Regular as well as community teachers for training through Distance education courses in association with IGNOU.
 - 1080 Teachers enrolled in Certificate in Teaching Mathematics.
 - 882 Teachers enrolled in Certificate in Teaching English.
 - 3855 Teachers enrolled in Certificate in Guidance.
- Radio Program TARANG relayed weekly from 6 radio broadcasting centers give support to community teachers.
- Capacity building of CRC through Bi-weekly Radio program PRERNA.
- Radio Program SUNE KAHANI & YOGA-AVHYAS relayed daily from Monday to Friday every week.
- Radio Program NAWA-BIHAN relayed weekly for strengthening of VEC
- Foundation training to teachers/resource persons on IED in collaboration with Bhujh Open University.
- A 5-day capacity building programme-cum-workshop was organized on preparation of self learning materials on IED organized between 5-9, March, 2003 in which 38 resource persons have been trained.
- Draft of 10 self learning materials on IED prepared.

iii) Teaching Learning Material (TLM)

- Science, Maths and Games kits finalized & Procurement/distribution started.
- Resource Persons trained at the State Level.

iv) Promotion of Co-curricular Activity

- First state level Bal-Utsav organized on 27th & 28th Feb'2003.
- Weekly "Bal-Partiyogita"(Co-curricular activities) at school/CRC/BRC level and monthly at district & State level.

v) Innovative Activities

- Exposure Visit once in a month at School Level for information on local Institutions.
- Worksheet based teaching at School Level for daily Monitoring & facilitating curriculum converge plan.
- Science day once in a week at School Level to facilitate development of life skill and scientific attitude.
- Library hours for learners of all classes each day at School Level.

vi) Developments of Tools

- A joint workshop for Bihar and Jharkhand was organized by the World Bank on 'Quality issues ' in which DPC's of DPEP Jharkhand participated.

- As a follow-up second workshop was organized at Ranchi in August, 2002 in which BRC Co-ordinator, CRC Co-ordinator, member of VEC, teachers and DPCs participated. This Workshop was facilitated by the resource person from the Bank.
- Important outcomes of the workshop were developments/identification of 'Quality indicators' and tools for monitoring the indicators.
- Based on the outcomes of the workshop, the DPEP districts have prepared the action plan for quality improvement.
- First draft of tools prepared and it was shared in all 6 district with teachers CRCC's/BRCCs.
- A workshop on the sharing of feed back on the 1st draft organized at State Level.
- Relevant modifications made in the quality monitoring tools.
- A training programme was organized to orient the District Level team on quality monitoring tools.
- For pre-testing of tools, 2 CRC identified in each district and it is being field trialed.
- A workshop at State Level organized for CRCC's to get the feed back on pre-testing of tools.
- Tools are being fine tuned for introduction in a planned manner in the entire district.

(2) Curriculum/Textbooks/TLM

i) Curriculum Coverage Plan

The State government has adopted CBSE Curriculum and NCERT text books for Class I-X. Curriculum Coverage Plan has been prepared to ensure that the curriculum is fully transacted by the schools. This plan has been made available to all the schools. In addition, the curriculum is being supplemented by following interventions for joyful learning:-

- Science workshop-** To promote scientific outlook in children.
- Child friendly worksheets-** To promote self learning as well as monitoring the attendance.
- Activity based learning-** To make learning a two-way process.
- Exposure visit-** To link education with immediate environment and to promote life skills.
- Math training-** To prepare remedial in the light of diagnostic test for identification of hard spots.
- English Training-** To facilitate the teachers in teaching English through interactive process.
- Library Hours-** To facilitate value education and development of fluency in the language.

ii) Teaching Learning Material (TLM)

- Science, Maths and Games kits finalized and procurement/distribution under way.
- Resource persons trained in using the kits.

(3) Innovative Activity

i) Introducing library-hours in schools-

Workshops were organized at state level in which children selected the library books. Schools are establishing the library & inculcating the habit of self learning by earmarking library hours for each class on all days. The objectives are-

- To improve reading skills and fluency in language.
- To develop comprehension skills.
- Exposure to variety of literature.
- To facilitate the teachers in multi-grade situation.
- To facilitate the children in self-learning.
- Introducing value education.

ii) **Introducing Exposure visit in schools.**

The focus is –

- To provide opportunity to children for learning in real situation out side the class-room for better understanding of natural and social environment.
- To link education to real life situations and development of life skills in children.
- Indicative list of Exposure visit sites have been made so that a school can plan their exposure visits as per the need of different classes (I-V)

iii) **Worksheets based Learning-Training**

Worksheets developed for full academic year in language, Math, and EVS for Class I-V through a Series of Workshops held between August 2002 to March 2003. The focus has been

- Integration of worksheet with curriculum and text-books
- On job training of teachers.
- Monitoring attendance of the students
- Preparation of lesson-plan. As per the lesson plan worksheets are designed.
- Use of work-sheet for faster learning in joyful manner.
- Making learning activity based.
- 1325 schools/centers covered under worksheet based teaching learning.

iv) **Status on State Resource Group and District Group**

- SRG constituted at the state Level.
- DRG constituted at the district Level.

(4) **Block Resource Centre/Cluster Resource Centre.**

i) **Staffing Status**

Block Resource Centre (BRC)

- The BEEO is Ex-officio co-ordinator.
- BRC-Resource Persons (RPs) are from among the master trainers/CRC co-coordinator.

Cluster Resource Centre (CRC)

- Full time CRCCs (formal school teachers) are in place as a new initiative to Strengthen CRCs.

ii) Selection Procedure & Orientation

Selection Procedure

The CRC coordinators are selected by the teachers during course of residential teachers training or in special meetings. The CRC coordinators are resource full teacher's trained in specific areas like English, Math, Science, Yoga, Vipasna, Worksheet based teaching training etc. The services of CRC coordinators who have been trained as master trainers are utilized by the BRC for training of teachers.

iii) Capacity Building of BRC/CRC (Fresh Initiative)

A new module for the training of CRCC and BRCC developed which aims at

- Making BRCC and CRCC capable enough to administer and monitor the tools prepared for quality intervention and concurrent and continuous assessment of student, school, VEC, CRC and BRC.
- Providing necessary resource support to School / VEC.
- Resource persons trained at the state level.

a) Block Resource Centre

- A new module including quality interventions for training to BRCC has been developed
- District level resource persons trained at the State Level.
- BRC coordinators have been trained at State / District level.

b) Cluster Resource Centre

- A new training module including quality interventions and teacher development plan prepared at the State Level for strengthening of CRCCs.
- Training of district level resource person RPs completed at the State Level.
- 279 CRCCs trained on the basis of newly developed module during 2003-04.

(B) Media

i) Administrative Arrangement

- Media Coordinator in place at SLO/DPO

ii) Publicity material developed (Print)

- Pamphlets, folders, posters printed and distributed.
- Monthly magazines at Districts level being printed.

iii) Publicity material developed (Audio)

- Audio Cassettes of Abhiyan Geet for environment building
- Audio Cassettes of Shiksha Geet Mala for environment building
- Audio Cassette on Economic Empowerment of Women.
- Audio Cassette on Yoga.
- Audio cassettes on gender sensitization developed/disseminated.

iv) Publicity material developed (Video)

- On Teacher Training (Hum Honge Kamyab)
- Alternative Schools (Nai Dagar)
- Civil Works (Neer Ka Nirman)
- Community mobilisation (Log Mere Gaon Ke)
- Early Child Education (Ankur)
- On herbal treatment
- On education of Urban deprived children
- Video cassettes on gender sensitization developed/disseminated.

v) Community Mobilization

- Local theatre groups identified and trained, special campaign for IED, Jhanki on mild to moderate disability. Different Campaign like Padyatra, Prabhat Pheris, Slogan writing etc organized.
- Exposure Visit of VEC organized at the State Level on the occasion of Jharkhand Shtaphana Divas on 15th November.
- Participated in Republic day & Independence day functions.

vi) Press and Mass Media

- Newspapers and Doordarshan harnessed for media advocacy.
- Success stories on DPEP activities published in Newspapers.
- Audio and video conferencing facilities created in DPEP districts.
- T.V. channels covered events organized under DPEP.
- Distance Education programme- Nava Bihan- relayed regularly through All India Radio (AIR).

vii) Networking

- NGOs, Teachers Associations, Clubs, Youth Clubs and NYKs are have been involved.

(C) Community Mobilization

i) Administrative Arrangement

- Community based monitoring mechanism has been initiated by constituting PEC / BEC in all districts.
- Media/Community Mobilization coordinator in place at SLO and DLOs.
- DRG on Community Mobilization/VEC constituted in all DLOs.
- SRG for Community mobilization Constituted at State level.

ii) Community Mobilization: Material Development

1. Module/Manuals

- Development of Concept paper towards effective mobilization, implementation of VEC training, formation of SRG, DRG, BRG & program monitoring. Micro planning – concept process, etc.

- Microplanning Training Module / Microplanning Operational Manual.
- Revised training module (5 days/7 days/9 days) prepared for strengthening of VEC in the areas of-
 - ❖ Management of schools.
 - ❖ Quality aspects to be monitored by VEC.
 - ❖ Retention and Completion aspects to be monitored by VEC.
- 9 days training module prepared for strengthening of VEC constituted in remote or difficult areas.
- State level Workshop on material development has been organized on 8-13 September 2003 for developing poster/Brochure/pamphlet/booklets etc.

2. Audio Cassettes

- Audio Cassettes of Abhiyan Geet for environment building
- Audio Cassettes of Shiksha Geet Mala for environment building
- Audio Cassette on Economic Empowerment of Women.

3. Booklets/Brochures/Pamphlets:

- Print material developed on DPEP goals, programme components, use of grants, etc.
- Material for capacity building through Distance mode developed & distributed in different languages.
- Pamphlets on different radio programs under Distance education developed & distributed.

4. Video Film

- Community mobilisation (Log Mere Gaon Ke)

5. Audio & Video Conferencing

- Teleconferencing facilities via V-sat provided in all DPEP districts.
- Organised teleconferencing program for VEC in all DPEP districts.
- Nava-Bihan program for capacity building and interaction with VEC being relayed every week through AIR.

6. Magazine & Other Activities

- Monthly magazine being published by districts.
- Enrolment Drives/Bal Mela etc.
- Wall writings
- Nukkad Natakas and Plays
- Theatre Workshop for capacity building of cultural groups
- Environment building and mobilization activities during VEC formation, Orientation and micro planning.
- Developed Co-curricular activities like-Sports in school/CRC/BRC/District/State level

iii) Campaign and other Mobilization activities

- Intensive campaigns launched for VEC formation. VEC for every school formed through an intensive process driven exercises.
- No of school covered- Formal School-10848 & EGS-6469.

- Panchayat Education Committee (PEC) constituted as a representative body of VEC.
- Total PEC constituted 4569.
- Wall writings, Padyatras, Bal Melas, Women's meet, Sports-meet, Maa-Beti Mela, Audio-video campaign, Enrolment Drives, Prabhat Pheries, Street play etc., organized in every district.
- Theatre workshops for capacity building of cultural groups in 7 linguistic zones held.
- Praveshotsavas organized in every district.
- Jhankhis on UPE being put up on the occasion of Republic Day/Independence Day celebrations at the state and district levels.
- Mahila Day organized at DLO level.
- Innovative wall paintings done.
- Kala Jathas formed in Chatra, Dumka, East Singhbhum, Hazaribagh, Ranchi, West Singhbhum, districts.
- Exposure Visit of VEC members on Jharkhand Sthapna Divas (15 November' 2002) in which nearly 10,000 members participated.

iv) Community Participation /Community Organizations

- All VECs constituted/reconstituted through a well-orchestrated & process-oriented mobilization campaign in all districts.
- Participation of VEC in preparation of Village education register / Data updation.
- Calendar for monthly meeting of the general body & VEC meeting have been prepared and circulated.
- With a view to involve parents in school activities, a minimum of 50% members from among parents made mandatory.
- VECs motivated to run schools during teachers strike.
- Mata Samitees formed to run ECE centres.
- Community providing resource support at grass root levels.

v) Empowering Community Organization (VEC, MTA, PTA, Panchayats etc)

Material Development

- New training module (5days/7 days/9 days) developed for capacity building of VEC
- New training module aims at empowering VEC to act as Manager of school and monitor attendance and quality indicators.
- Training module on community construction process developed.
- Training module for Mata Samitis developed.

vi) Orientation Training/workshops for Community Organization Orientation Training / workshop provided for staff/ Master Trainers.

- State Level Workshop organized to train master trainers.
- 84 Master Trainers trained at State Level.
- One-day orientation for all 17317 VECs.
- 5 / 7 days training to 2299 VECs (20180 VEC members).
- 9 days training to 1662 VEC members.

vii) Areas and instance of participation

- VECs are providing space for establishing EGS centers and managing those centers
- VECs participating in micro-planning, school improvement and community Mobilization.
- VECs took initiative to run schools during teachers strike.
- All Civil Works including construction of BRCs entrusted to community through Community Construction procedures.
- Helping in management of school affairs
- Donation of land for construction of school building
- Upkeep of school building, ensuring enrollment and attendance of children in schools, ensuring attendance of teacher in school.
- Providing voluntary teachers
- As a new initiative VEC are being trained to manage schools and monitor the development indicators like retention, completion, quality etc.
- Mata Samitee to target gender issues, ECE and mid day meal.
- MSK girls being used as resource persons for constituting and training the Mata Samitee

viii) Networking with NGOs

- Participation of NGO workers, volunteers, youth clubs, social workers, ICDS workers, youth organizations, etc. in VEC formation campaign and other community mobilization activities.
- Networking done with NGOs, teachers associations, youth clubs and NYKs.
- NGOs involved in campaign based training f VEC.

ix) Total No. of VEC constituted

- 17,317 Village Education Committee constituted.

(D) Research & Evaluation

i) Organization & Management

- Staffing - State Co-ordinator in place at SPO.
- Other Institutions Role - UNICEF and University support sought for analysis of data.
- Advisory Group - State Resource Group constituted.

ii) Action Research Programmes

- Operational Levels and Status- District level action research Group formed & trained.

iii) Promotion of Research in Primary Education

Strategy

- State Level Evaluation teams formed.
- Orientation Workshop on Research and Evaluation with District level functionaries.
- District specific key issues identified.

- District level core team constituted and oriented.
- Feed back workshop held with District team.

Studies Completed

- Classroom observation in selected districts.
- Study of household data by DLO Hazaribag.
- Impact of Worksheet on students Attendance and achievement by DLO Ranchi, Dumka and West-Singbhum.
- Dropout from Class I to II, its reason by Dumka.

Areas in Focus for the Current Year

- Achievement level assessment study.

iv) Networking

- Networking with XISS, Ranchi, XLRI, Jamsedpur, UNICEF, Patna, etc.

v) Mid-Term Assessment Study

- Initiated & completed by December, 2000

vi) Sustainability Study

- To be undertaken as and when required.

(E) Gender Intervention

i) Staffing Issues

- State Gender Co-ordinator- Gender/ECE Coordinators are in place in SPO.
- District Gender Co-ordinator- ECE/Gender Coordinators in DPO in place.

ii) Resource Groups (Gender & ECE)

- State level core group formed for ECE and Mahila Samakhya.
- District Resource Groups under Mahila Samakhya formed.
- DRG for ECE constituted.

iii) Community Mobilization Material Development

- Audio & Video cassettes on gender sensitization developed/disseminated.

iv) Mahila Samakya

- Under MS 1848 Mahila samoohs formed at Habitation/Village level .
- State level 30 days training of 79 Kishori completed in August-September, 2003.
- 257 Jagjagi center for education of girls and women established
- 340 Bal Jagjagi centres for young children (3 to 6 yrs) established.
- Residential Mahila Shikshan Kendra for adolescent girls in five district.

- Special Residential Courses (30 Centers) for main-streaming of adolescent girls.
- Three batches of training in herbal treatment (Jadi-Booti) organized in September, 2002, February –March & July 2003.
- 56 Mahila resource persons trained in herbal treatment.
- Training of 57 MS Resource persons on gender sensitization completed with the help of Mahila Chetna Kendra, Patna..
- Training of 42 women in midwifery completed with the help of Mahila Chetna Kendra, Patna.
- State level workshops organized one each in August and October, 2002 for publication of News letter (Mahila Samakhya).
- Two issues of Mahila samakhya News letter published.
- State level training for Sahyogini (2nd phase) organized in June, 2003 in which 20 Sahyogini were trained.
- State level MSK sammelan organized in February, 2003 for MSK Kishories numbering 250.
- Ex-MSK Kishories trained to Mata Samittee.

v) Village Education Committee (VEC)

- Women constitute one third of VEC members.
- One post of chairperson/vice-chairperson of the VECs earmarked for the women.
- In the Orientation training of VECs women members took active part.
- In the professional training of VECs at least two women members from each VEC are trained.

vi) Community Participation

- The management of Jagjagi/Bal jagjagi rest with the Mahila Samooh.
- Community provides support for establishing the learning centers, resources for preparation of TLMs etc.
- The management of ECE centres rests with the mothers committee.
- Women take initiative to build shades for children's' education.

vii) Pedagogy training of academic staff

- Gender sensitization training imparted to 25128 teachers during teacher training programme.
- 72 Resource persons trained on gender issues with the help of Mahila Chetna Kendra, Patna.
- 257 Jagjagi instructors trained.
- MSK girls are used as resource person for constituting and training Mata Samitee.

viii) Teacher Support Material

- Jagjagi Manual.
- Kh.lauri.
- Support Material on Health.

ix) Workshops/Seminars etc.

- Two days workshop of Jagjagi supervisors & trainers held in October-November, 2002.

x) **Textbooks**

- Formal School text book in Jagjagi supported by teacher support material.

xi) **Sensitization programme for DPEP personnel.**

- All Programme Personnel imparted professional training in which gender sensitization is an integral part.
- Kits on Women physiology and life related education for girls being introduced in school on Saturday.

xii) **Preparation of Gender training module.**

- State level workshop held to prepare training module for sensitization on gender issues.

xiii) **Networking**

- Close linkages with Block/NGOs/Anganwadi/AWTC.

xiv) **Innovation.**

- Training on use of medicinal plants
- Training in catering.
- Training in Mid-wifery.

xv) **Alternative Schooling**

- Jagjagi & Bal Jagjagi have female instructors only & are under the management of Mahila Samooh.
- Mahila Shikshan Kendra in five DPEP districts provide residential course of 9 months to adolescent girls.
- Mahila Shikshan Kendra for primitive tribe girls in Hazaribagh and Chatra.
- Residential camp school of 6 - 9 months duration for dropped out/out of school adolescents.

(F) **Alternative Schooling**

i) **Proposed upto AWPB 2003-2004**

- No. of unserved habitation (as on 01.04.2001) – 6541
- No. of Out of School children (6-11) - 3,26,296 (as on 30.09.2002)
- EGS- 6541
- AIE- 1229
- Camp School- 69

ii) **Current Status**

- No. of unserved habitation - 72 (as on 30.09.2003)
- EGS- 6469 (as 30.09.2003)
- AIE- 464
- Camp School- 41

iii) Total children covered through ALS/EGS

- No. of out of school children (6-11) - 3,26,296 (as on 30.9.2002)
- Total children admitted (1-04-2002 to 30-09-2003) - 2,65,701
- EGS- 2,55,804
- AIE- 2,480
- Camp School- 2,050
- Others (Jajgagi / Bridge course etc.) -- 5,367

Administrative Arrangements

iv) Appointment of AS coordinator (State and district)

- AS coordinator at state & district levels in place

v) Constitution of State Resource Group (SRG) & District Resource Group (DRG)

- SRG constituted.
- DRG constituted

vi) Visioning & strategy building workshop

- Completed.

v) Profile of the group

- Children of SC/ST.
- Children helping their parents or engaged in child labour.
- Drop outs & highly marginalized children.
- Children of school-less habitation.
- Working children and children of migrant family's.
- Adolescent Girls
- Slum Children/Street Children.

vi) Duration of the programme

- EGS - Regular Schooling arrangement.
- AIE- 6-12 months

vii) School hours

- EGS- 4-5 hours.
- AIE- 4-5 hours

viii) No. of learners per centre.

- EGS – 30 – 48

ix) Teacher qualification

- EGS/AIE- Min Matriculate.

x) Honorarium

- EGS/AIE-Rs. 1000/- Per month

xi) Training Duration

a) EGS/AIE

- 10 days induction training
- 3 days recurrent training (per quarter)
- On job worksheet training
- Training through Distance Education Mode & Radio Programme “Prerna”

xii) Expenditure Per School/Per year

a) EGS/AIE

- Rs. 21250/-

xiii) Expenditure/child/year

a) EGS

- Rs. 845/-

b) AIE (Non Residential)

- Rs. 845/-

c) AIE (Residential)

- Rs. 3000/-

xiv) Academic Support

- Academic Support-cum-Resource Groups (ASRGs) for every 10 centres.
- BRC/CRC

xv) Honorarium of Supervisors

- EGS/AIE- Rs. 1500/- per month

xvi) Material used

a) EGS/AIE

- NCERT Text/Work Book.
- Teaching aids
- Worksheet Developed by JEPC.

xvii) Collaboration with NGOs

- Collaboration with NGOs as resource person for supervision, training and material development.

xviii) Pupil's evaluation

a) EGS/AIE

- Weekly test
- Half Yearly and Annual Exam.

xix) TLMs

- TLM grant given to teachers/instructors
- TLM prepared by teachers.

(G) Integrated Education Of The Disabled

- State level core group constituted.
- IED coordinator at SLO/DLOs in place.
- Component of IED incorporated in the ongoing general teacher training programme .
- CRCC training module has a component on IED.
- 10 days Ujala-II training module also provided adequate input on IED.
- 3 days training module for CRCC has been developed and trailed. 3 Resource Persons identified and trained in each project district.
- 47 resource teachers/RPs completed 45 days training.
- Foundation Course through distance education for teacher started.
- 21 teachers given training in IED through distance education in First round.
- 29 teachers given training in IED through distance education in Second round.
- 623 Teacher/RPs trained at District Level on IED.
- Sensitization camps organized for teachers and community members.
- 13,711 (6-14) Children suffering from disability identified.
- Aid & appliances given to over 1667 children.
- Ramps constructed in 260 schools.
- First draft of self learning material on IED developed with the help of IGNOU.
- Script writing workshop on IED held.
- Workshop held to finalize the self learning materials on IED.

(H) Civil Works

i) Staffing Issues

- Civil Engineer SPO- Sanctioned – 1 : In position- 0
- AEs – Sanctioned – 12 : In position- 6
- J.Es – Sanctioned – 24 : In position –23

ii) Use of new/ improved designs

- CECT designs being used for construction

iii) Efforts towards cost-effectiveness

All constructions are through alternative technologies and significant savings have been achieved even after maintaining a high quality of construction. There has been reports of demand being created on other agencies to adopt similar cost-effective technologies.

iv) Convergence

- The district is encouraged to rope in JRY/EAS/MLA/MP funds.

v) Training

Engineers

- A 12 day professional training programme followed by 5 day hands-on training has been conducted for engineers.
- Recurrent hands-on training programme also conducted.

VEC

- The VEC/BNS is imparted training before construction starts. Masons are also trained in CECT.

vi) Implementation/Agency

- VEC (Bhawan Nirman Samiti) / Block Resource Centre Construction Committee.

vii) Supervision Agency

- District Level Office/AE/JE/

viii) Staffing Position (Supervision & Monitoring)

Site Supervision

- Site Supervision by Engineers and site supervisors.

Staffing Issues

- Well qualified AEs / JEs in place in all DLOs. Many rounds of professional training Imparted to AE/JE.

ix) Designs

a) Appointment of Consultants

- Consultant identified.

b) Preparation of designs

- Pedagogically enriched. BRC/CRC/School Building/ACR designs prepared.

c) Innovation Fund

- Used for providing child friendly elements in schools.

d) Workshop on School Development plan

- Workshop held and Strategies Finalized
- Child friendly Element will be included in the Design/ Drawing of - ACR, CRC, NSB.
- Need Based construction design specially flat roof, traditional proto-type construction, double story building construction etc will be taken up.

xi) Progress of Civil Works under DPEP –III 1998-99-2003-04 (upto 30 September 2003)

| Type of building | Scheme planned | Completed | Total in progress |
|--------------------------|----------------|-----------|-------------------|
| Block Resource Centre | 52 | 52 | - |
| Cluster Resource Centre | 396 | 333 | 49 |
| Additional Class Room | 1304 | 733 | 433 |
| New School Building | 761 | 332 | 186 |
| Toilet | 1094 | 476 | 142 |
| Handpump | 1466 | 477 | 39 |
| Field centre | 4 | 1 | 2 |
| Mahila Kutir | 68 | 38 | 7 |
| Child Friendly Element | 474 | 137 | 337 |
| Barrier Free Environment | 294 | 87 | 207 |

(I) Management Information System (MIS)

i) Hardware/Software

Hardware & Software are in place at SLO & DLO.

- All DPEP districts have sufficient numbers of P-IV terminals & other peripherals/Software.
- LAN connectivity is provided in the State Project Office.
- Setup of state WAN is under process.

ii) Manpower

- Specialist EMIS in place in SPO.
- Assistant Computer Programmer (ACP) in place in four district.

iii) Capacity Building

- Training for district level MIS personnel (No-21) on DCF of DISE-2001 organized in July' 2002.
- Training for district level Computer personnel (No-15) on DISE-2001 software organized in November' 2002.
- Training for district level MIS personnel (No-16) on MIS (EGS) organized in December' 2002.

- State level training to CRCCs (No-29) & BRCCs (No-26) on MIS organized in February & March' 2003 respectively.
- State level training on UPDATION OF HOUSE HOLD SURVEY DATA organized in January' 2003.

iv) EMIS

- EMIS Data of 1997-98, 1998-99, 1999-2000, 2000-2001, 2001-2002 & 2002-2003 compiled, analyzed and reports generated.
- Compilation of DISE data 2002-03 (10835 schools spread over 9 DPEP districts) is Completed & data sent to Ed. Cil., New Delhi.
- Authentication checkup / Compilation of DISE & MIS for EGS data 2003-04 is under way.

v) PMIS

- PMIS report up to IInd quarter ending September' 2003 sent to DPEP bureau.

(J) Micro Planning/Child Education Plan

i) Name of districts in which micro- planning initiated.

- Chatra, Dumka, East Singhbhum, Hazaribagh, Ranchi, West Singhbhum

ii) Detailing of activities undertaken and methodology/techniques used alongwith current status in each.

- PRA techniques is used. DRG/BRG is constituted in every district to supervise micro- planning process which is carried out by facilitators and animators at the village level.
- An in-house module on micro-planning "PRASOON" developed detailing therein the concept, methodology and activities involved.
- A training module for the Abhipreraks/Prerak (motivators/animators) developed.
- In every district sufficient number of Abhipreraks/Prerak have been trained.
- These trained Abhipreraks/Prerak have been engaged in Micro-Planning exercises in all blocks in every district.
- Altogether 13,686 villages/tolas have been covered under Micro-Planning in 6 districts.

iii) Agency responsible Institution/ NGO/Individual.

- Groups of individuals/ NGO's identified and trained by DLOs.

iv) State Level Workshops.

- State level workshop was organised at Patna.
- State level Resource Persons Training (TOT) in Micro-Planning at Patna.
- State level Resource Persons Training Programme (TOT) at Sahar (Bhojpur)..
- State level Resource Persons training programme (TOT) at Muzaffarpur.
- Monthly Reflections with Coordinators at the State level.

- State level workshop on Child Education plans organised at Ranchi.
- Training of Resource persons organized at Ranchi.
- Modules developed for training of VEC (5days/7days/9days).

The New Modules aims at empowering VEC to

- Manage Schools effectively.
- Monitor development indicators like retention, completion and achievement levels.
- Resource person trained at state level and training of members started by the districts.

v) **Future Plans.**

- Computerisation of data generated through Micro-Planning/ Household survey data.
- Prepare local specific strategies for mainstreaming of out of school children.
- Updating of Household survey data.

(K) **Distance Education**

Enrolment of 5817 Regular as well as community teachers for training through Distance education courses in association with IGNOU.

- 1080 Teachers enrolled in Certificate in Teaching Mathematics.
- 882 Teachers enrolled in Certificate in Teaching English.
- 3855 Teachers enrolled in Certificate in Guidance.
- Radio Program TARANG relayed weekly from 6 radio broadcasting centers give support to community teachers.
- Capacity building of CRC through Bi-weekly Radio program PRERNA.
- Radio Program SUNE KAHANI & YOGA-AVHYAS relayed daily from Monday to Friday every week.
- Radio Program NAWA-BIHAN relayed weekly for strengthening of VEC
- Foundation training to teachers/resource persons on IED in collaboration with Bhujh Open University.
- Draft of 10 self learning materials on IED prepared.
- Two state level workshop on Radio-Script writing held in 2003.

(L) **EARLY CHILDHOOD EDUCATION (ECE)**

i) **Staffing Position**

- State /District ECE Co-ordinator - In place.

ii) **Resource Groups**

- State Resource Group has been constituted.
- District Resource group constituted.

iii) **Interaction at village level.**

- Campaign for opening of ECE center & formation of Mata Samiti.
- Orientation of Mata Samiti.

- Bal Mela, Kit exhibition, Sports and Rhyme competition for ECE children
- Monthly meeting of Mata Samiti/community.

iv) Community Participation

- Opening of ECE centre, selection and availability of place for centre, selection of Didi, running of centre, etc.
- Community/Mata samiti has the right to select another Didi in case she is not performing satisfactorily.
- Community/Mata samiti provides materials for preparation of playing kit.

v) Capacity Building

- Orientation of Mata Samitee.
- MSK girls being used as Resource Persons.
- Mata Samitee geared up for managing Mata Samitee as well as crèche.
- Monthly meeting of Mata samitee Induction training of ECE Didis/AWWS
- Reflection meetings of ECE Didis
- Induction training of ECE trainers & programme coordinators
- ECCE core team members numbering (3) got 10 days training by NCERT, New Delhi in December, '02.
- Reflection meetings of ECE coordinators

vi) Networking/Covergence.

- **Meeting with ICDS department at the State level resulted in resolving the issues of**
 - ❖ Providing ECE facility in uncovered habitations
 - ❖ Package of inputs to be given to ICDS/ECE centers
 - ❖ Preparation of standard PLM kit for ICDS/ECE centers

vi) Activities

- Establishment of 805 ECE centers.
- Finalization of PLM for ECE centre through State Level workshop.
- Supply of Playing kits to 405 centers and Heath kit to 269 ECE centers.
- Foundation and recurrent training of ECE trainers.
- Reflection Meeting of ECE programme coordinators
- Training of Helpers and Mata Samitis.

(M) Tribal Education

i) Staffing and Orientation

- At the State level the MS and ECCE co-ordinator is looking after this component as well.
- Core group has been constituted at the state level.
- Workshops/meeting of the core group have been organised at the state level
- Co-ordinator, tribal education is in place in each district.

ii) Community Involvement

- In tribal areas 1/3rd members of Village Education Committee belongs to the tribal communities.
- In scheduled areas in Jharkhand districts half of the VEC members are tribals and the President is generally a tribal.
- The Mothers Committee/ Mahila Samooh in tribal areas consist of tribal mothers and run ECE, Bal Jagjagi, and Jagjagi centres.
- Mahila Samooh formed in 1848 habitations.

iii) Access

- Emphasis has been laid on opening up of ECE, Bal Jagjagi, Jagjagi and EGS centers in tribal dominated villages.
- School sanctioned under DPEP have been generally opened in tribal dominated areas.
- Residential course for primitive tribe children like Birhor, Khadia has been started in MSK at Hazaribagh & Chatra.
- MSK in other districts have children mainly from ST.
- Camp school have children in large number belonging to ST/SC.

iv) Training/sensitization

- Curriculum development workshop has been organized at State Level.
- Teachers sensitized on tribal issues during teachers training programme.

v) Material Preparation

- Workshop on material development organised at the state level between 23-28 September, 2002.
- Follow up workshops for preparing material in Mundari, Orwoan, Ho, Khadya, Santhali organized between October' 2002 to March 2003.
- Bridge course material developed in Mundari, Orwoan, Ho, Khadya, and Santhali and teachers training on these materials started (Santhali)/ under way (Others).

(N) Capacity For Planning And Management

i) State Project Office (SPO)

- SPO is functional in terms of implementation of project activities
- Full time State Project Director has been posted by the State Government
- State Resource Groups (SRGs) have been formed.
- Persons are in place against 11 key positions out of total 12 key position.
- Mission task force has been constituted and meets regularly.
- Reflection- cum- planning meeting are held every month to review the progress of the districts.
- Technical Support as required by the district are being provided with.
- All senior programme personnel of SPO/DPO trained in time management, team building etc., at XLRI, Jamsedpur.
- 13 meetings of the Executive Committee, JSPP have been held.
- First meeting of General Council convened in February, 2003.

ii) District Project Office (DPO)

- All DPOs are functional in terms of key programme personnel and infrastructure.
- Out of 121 key posts 92 persons are in position.
- District Resource Group (DRGs) as well as Block Resource Groups (BRGs) have been formed and they are playing key role in implementing project activity at district and block level respectively .

(O) Filling Up Of Teacher Post

- Likely to be filled up by 15 November, 2003.

(P) District Institute Of Education And Training (DIETs)

- DIET has been established in 9 districts.

(Q) SCERT/SIEMAT

- SCERT has been sanctioned by the state government.

ORISSA

Introduction

The District Primary Education Programme (DPEP), launched in five districts Orissa during 1996-97 and extended to three more districts in 1997-98 and expanded to eight more districts in 2001-2002, in the second phase has made considerable impact in achieving the goal of Universalization of Primary Education in the State.

The beginning of 2003-04 has been very crucial for DPEP for providing a strong thrust towards actualisation of UEE because of the three important reasons / endeavours:

- i) DPEP-I in 8 districts came to close in June, 2003.
- ii) Implementation of DPEP in eight expansion districts is going through third year of its implementation. It is expected that the interventions are strongly anchored in the experience of DPEP already gained.
- iii) Sarva Shiksha Abhiyan (SSA) has been launched and its impact is being felt everywhere in the State. SSA is going to strengthen the drive towards UEE by adopting "School Chala Abhiyan" and other well thought-out strategies and the sustainability of efforts made under DPEP. SSA marks the beginning of the twin and intertwined processes of extending the benefits of DPEP interventions to the elementary stage while at the same time strengthening and deepening the sustainability of the efforts made under DPEP.

At this point of time, the major areas of achievement in DPEP need to be realized which may provide directions for enriching interventions in the expansion and non-DPEP districts.

- Huge data-base of schools, school-age children (both schooled and out of school), teachers and all related aspects has been created which is being regularly updated and disseminated in a user friendly manner among stake holders.
- Basic indicators of schooling such as enrolment, rates of retention, transition and completion for each school are being generated every year and used for improvement of processes of schooling.
- Resource Groups for planning, pedagogy and monitoring activities are now constituted, strengthened and made functional at the district and block levels.
- Community Mobilization programmes are now more focused as per the specific community issues related to elementary education.
- Community based institutions like VEC, MTA, PTA etc. are being continually reinforced with the ultimate objective of community owning the educational efforts and institutions.
- Activity-based pedagogy has been anchored and is being continually strengthened by direct involvement of teachers through sharing successful and innovative ideas.
- Providing access through alternative schooling has provided rich experience in implementing EGS & AIE programmes and within a very short span of time. 7985 centres have been opened.
- Innovative programmes such as short-term bridge courses, adolescent girls' residential school etc. have been conducted. So far 1600 children are in such innovative camps.

- A strong network of resource groups has been created for training of in-service teachers and 4 rounds of training to nearly 30,000 teachers have been provided which is quite unprecedented.
- Enormous awareness has been created for education of girl children and children belonging to SC & ST communities. The gender gap and gap between disadvantaged children with other children have been reduced to a large extent.
- The disabled children have been provided with assertive devices in addition to parents counselling.
- Key resource institutions like SCERT, DIETs, BRCs and CRCs are being strengthened to become effective resource centres.

Coverage

Out of total 30 districts of Orissa, DPEP is being implemented in 16 districts. The total plan outlay for DPEP is given below.

Coverage of DPEP in Orissa

| Phase | Districts | EFC Approved Project cost CRs in lakhs) | Project period |
|--------------|--|---|---------------------------------------|
| I | Bolangir, Dhenkanal, Gajapati, Kalahandi, Rayagada. | 14649.82 | 1996-2001(Extended up to June, 2003) |
| II | Bargarh, Keonjhar, Sambalpur. | 8287.27 | 1997-2002 (Extended up to June, 2003) |
| Total | (Including outlay of 550.30 for SPO) | 22975.08 | Programme closed w.e.f. 30.06.03. |
| III | Boudh, Kandhamal, Koraput, Malkangiri, Mayurbhanj, Nabarangpur, Nuapada, Sonapur | 31382 | 2001-2008 |

I. Project Structure:

Vacancy provision as on 04.04.2003

| POSTS | DPEP-I | | DPEP-II EXPANSION | |
|--------------|------------|----------|-------------------|----------|
| | Sanctioned | In place | Sanctioned | In place |
| SPO | 44 | 42 | 44 | 42 |
| SIEMT | 18 | 12 | 12 | 12 |
| DPO | 176 | 176 | 128 | 68 |
| BRCCs | 87 | 87 | 70 | 64 |
| CRCCs | 1132 | 887 | 779 | 0 |

After the DPEP-I came to an end on 31st June, 2003 the SPO staff under DPEP have been brought under DPEP-II (Expansion).

- Vacancies are due to resignation/transfer.
- State Institute of Educational Management and Training (SIEMT) is still a part of SPO. Steps are being taken to register SIEMT as an autonomous society after the approval of the state Government Vide G.O. No.9549/SME Dt.9.4.2001.

II. Release of Funds:

The position of Government of India and State Government share release to State Society is given below:

- Utilization certificate has been prepared up to 2002-2003.
- Annual Report and Audited Account will be submitted upto 2002-03 to the Government of India.

A. For Existing DPEP districts:

(Rs. in lakhs)

| Year | GOI | Govt Orissa | Total |
|--------------|-----------------|----------------|-----------------|
| 1995-96 | 50.00 | | 50.00 |
| 1996-97 | 872.50 | | 872.50 |
| 1997-98 | 1145.64 | 153.97 | 1299.61 |
| 1998-99 | 2469.75 | 202.17 | 2671.92 |
| 1999-2000 | | 417.00 | 417.00 |
| 2000-2001 | 4100.00 | 327.66 | 4427.66 |
| 2001-2002 | 4000.00 | 864.71 | 4864.71 |
| 2002-2003 | 4700.00 | 150.00 | 4850.00 |
| 2003-2004 | 1962.59 | 1290.45 | 3253.04 |
| Total | 19300.48 | 3405.96 | 22706.44 |

B. For Expansion Districts:

| Year | G.O.I | State Govt | Total |
|------------------------------|----------------|---------------|----------------|
| 1999-2000 | 0 | 63.00 | 63.00 |
| 2000-2001 | 0 | 0 | 0.00 |
| 2001-2002 | 1500.00 | 0 | 1500.00 |
| 2002-2003 | 1000.00 | 150.00 | 1150.00 |
| 2003-2004 (upto October, 03) | 3043.67 | 228.18 | 3271.83 |
| Total | 5543.67 | 441.18 | 5984.85 |

Phase-I

Percentage Of Cumulative Expenditure Upto June, 2003 2003-04 (From 1996-97 to 2002-2003)

(Rs. in lakhs)

| SPO/ Districts | E.F.C. Approved Cost | Expenditure |
|----------------|----------------------|-------------|
| S.P.O | 713.00 | 804.37 |
| Baragarh | 2603.00 | 2667.95 |
| Bolangir | 3496.00 | 3387.31 |
| Dhenkanal | 2405.00 | 2442.52 |
| Gajapati | 1934.63 | 1904.03 |
| Kalahandi | 3164.90 | 3100.15 |
| Keonjhar | 3545.53 | 3571.74 |

| | | |
|------------------|-----------------|-----------------|
| Rayagada | 2893.00 | 2890.79 |
| Sambalpur | 2220.02 | 2207.03 |
| Total | 22975.08 | 22975.89 |

DPEP Expansion

(Rs. In lakhs)

| SPO/ District | NSAR Provision | 2001-2002 | | 2002-2003 | | 2003-04 (upto Set-03) | |
|---------------|-----------------|----------------|---------------|----------------|----------------|-----------------------|---------------|
| | | Budget | Expenditure | Budget | Expenditure | Budget | Expenditure |
| SPO | 1945.66 | 248.92 | 80.43 | 171.58 | 197.18 | 229.19 | 31.92 |
| Boudh | 3161.77 | 498.88 | 12.10 | 375.32 | 196.15 | 410.80 | 59.66 |
| Kandhamal | 3994.15 | 733.68 | 40.88 | 761.38 | 191.27 | 777.04 | 108.68 |
| Koraput | 3999.86 | 1186.36 | 154.23 | 1157.92 | 322.13 | 1132.05 | 211.74 |
| Malkanagiri | 3763.05 | 826.29 | 27.95 | 583.48 | 390.49 | 733.94 | 103.67 |
| Mayurbhanj | 3999.98 | 997.62 | 40.40 | 1002.71 | 372.37 | 1219.53 | 133.75 |
| Nawarangpur | 3939.08 | 790.92 | 55.13 | 938.88 | 530.77 | 828.99 | 121.51 |
| Nuapada | 3143.32 | 690.64 | 35.32 | 529.44 | 199.34 | 598.38 | 85.08 |
| Sonepur | 3433.39 | 619.82 | 15.17 | 479.29 | 163.40 | 498.12 | 61.04 |
| Total | 31380.30 | 6593.13 | 461.62 | 6000.00 | 2563.13 | 6428.04 | 917.05 |

Phase – II

EFC Approved Cost and Cumulative Expenditure up to August 2002

| SPO/Districts | E.F.C. Approved Cost | Expenditure (Upto Sept-03) | % Of Expenditure |
|---------------|----------------------|----------------------------|------------------|
| SPO | 1945.66 | 309.53 | 15.91 |
| Boudh | 3161.77 | 267.92 | 8.47 |
| Kandhamal | 3994.15 | 340.83 | 8.53 |
| Koraput | 3999.86 | 688.10 | 17.20 |
| Malkanagiri | 3763.05 | 522.11 | 13.87 |
| Mayurbhanj | 3999.98 | 546.52 | 13.66 |
| Nawarangpur | 3939.08 | 707.41 | 17.96 |
| Nuapada | 3143.32 | 319.77 | 10.17 |
| Sonepur | 3433.39 | 239.61 | 6.98 |
| Total | 31380.30 | 3941.80 | 12.56 |

Invervention Wise Progress: -

Civil Works

DPEP, Orissa has been strengthening the physical infrastructure of the primary school system as per need subject to fund limitations. All the constructions are planned and taken up in convergence with other Departments depending on availability of resources.

- ❖ Activities of civil works are need based and focused on items like, Additional Classrooms, Buildings for New Schools and Buildingless schools, major and minor repairs of existing buildings, Cluster Resource Centres, Toilets and Drinking Water facilities.

- ❖ Except for major construction like BRC buildings all the civil works are directly taken up through VECs.
- ❖ Out of 86 BRC Buildings 84 numbers have been completed so far, remaining 2 building are likely to be completed by end of October, 2003.
- ❖ Local specific alternative technologies have been adopted in several buildings, some of these are STUB foundations, brick arches, slanting pyramidal roof, filler slabs, corbelled arches and roofs etc.
- ❖ Alternative designs have also been used in buildings in place of regular rectangular hexagonal room in new primary schools. Savings made through use of alternative designs could produce additional room for head masters in schools.
- ❖ To encourage regular attendance of the children through improving school climate, Child friendly elements like slides, swings, and sea-saws etc. have been constructed in 5763 out of targeted 5782 schools which is an encouraging results.
- ❖ Construction of SIEMT building at Bhubaneswar is completed.
- ❖ The districts have developed District Infrastructure Plans taking schools as the unit. This includes Infrastructure Plan for Primary Schools in Urban areas also.
- ❖ Alternative designs with different floors areas for the BRC Buildings and school buildings have been prepared and sent to the districts for construction.
- ❖ The masons training have been conducted in all the districts before start of the work. These types of training are being undertaken by constructing some model constructions at suitable places simultaneously.
- ❖ There has been convergence with R.D. Department for construction of toilet and drinking water facilities under Total School Sanitation Campaign Scheme.
- ❖ Site selections of new primary schools and building for buildingless schools have been completed and work started.
- ❖ The procurement procedure in civil work constructions is as per the guideline prescribed by the World Bank similar to the DPEP norm.
- ❖ School environment has been made child friendly by putting the element such as fixing of grills, depicting interested geometrical shapes, chalkboard for students as well as for teachers. Contrasting colours to culminate an idea of recognition of colours, ramps and playing materials like slides, wings, sea-saws, chabutaras and platform under the open sky.
- ❖ A random test of building materials is also made in order to ensure quality control assessment. Engineers deployed to the district have been trained to put the technical know how for constructing foundation section in different type of soils, different type of English bond, Flemish bond, rat trap bond, stone masonry granite and laterite slabs of different shapes i.e. folded, flat, various arches etc.
- ❖ Cost effective technologies has also been given to have maximum number of infrastructure within the available of funds.
- ❖ Prioritisation has also been made activity wise keeping the buildingless schools at and new school buildings at the top and the secondly additional classroom, toilets, drinking water, electrification etc.
- ❖ Ramps with handrails have been constructed wherever IED children have been identified.

Progress report of civil works in DPEP district up to end of September 2003

| SL. No. | Name of the District | BRC | | | CRC | | | Building less schools | | | Additional classroom | | | New primary school | | | Repair | | | Child friendly element | | | MIS | | | Training Hall | | | Toilet | | | Tubewell | | | Electrification | | |
|---------|----------------------|--------|-----------|-----------|--------|---------|-----------|-----------------------|---------|-----------|----------------------|---------|-----------|--------------------|---------|-----------|--------|---------|-----------|------------------------|---------|-----------|--------|---------|-----------|---------------|---------|-----------|--------|---------|-----------|----------|---------|-----------|-----------------|-----|-----|
| | | Target | Take up | Completed | Target | Take up | Completed | Target | Take up | Completed | Target | Take up | Completed | Target | Take up | Completed | Target | Take up | Completed | Target | Take up | Completed | Target | Take up | Completed | Target | Take up | Completed | Target | Take up | Completed | Target | Take up | Completed | | | |
| | | 1 | Kalahandi | 13 | 13 | 13 | 125 | 125 | 125 | 67 | 67 | 62 | 77 | 77 | 65 | 31 | 31 | 29 | 1095 | 1045 | 1045 | 450 | 450 | 450 | 1 | 1 | 1 | | | | 262 | 262 | 262 | 72 | 72 | 72 | |
| 2 | Gajapati | 7 | 7 | 7 | 48 | 48 | 48 | 38 | 38 | 35 | 175 | 175 | 170 | 116 | 111 | 111 | 140 | 140 | 135 | 365 | 365 | 365 | 1 | 1 | 1 | | | | | | | | | | | | |
| 3 | Samabalpur | 9 | 9 | 9 | 111 | 111 | 109 | 13 | 11 | 11 | 114 | 114 | 113 | 101 | 101 | 101 | 318 | 318 | 318 | 1858 | 1858 | 1858 | 1 | 1 | 1 | 1 | 1 | 1 | | | | | | | | | |
| 4 | Bargarh | 12 | 12 | 12 | 140 | 140 | 139 | 15 | 15 | 15 | 131 | 131 | 125 | 99 | 96 | 94 | 93 | 93 | 93 | 759 | 759 | 759 | 1 | 1 | 1 | | | | | | | 18 | 18 | 18 | | | |
| 5 | Dhenkanal | 8 | 8 | 8 | 130 | 130 | 129 | 26 | 26 | 24 | 201 | 201 | 201 | 84 | 84 | 83 | 206 | 206 | 206 | 319 | 319 | 319 | 1 | 1 | 1 | 1 | 1 | 1 | 302 | 302 | 254 | | | | | | |
| 6 | Rayagada | 11 | 11 | 11 | 128 | 128 | 126 | 37 | 37 | 34 | 202 | 202 | 195 | 72 | 72 | 72 | 218 | 218 | 218 | 407 | 407 | 407 | 1 | 1 | 1 | | | | 273 | 273 | 269 | 12 | 12 | 12 | 96 | 96 | 96 |
| 7 | Bolangir | 14 | 14 | 14 | 154 | 154 | 150 | 15 | 15 | 14 | 525 | 525 | 454 | 51 | 46 | 45 | 101 | 57 | 55 | 905 | 905 | 905 | 1 | 1 | 1 | | | | 422 | 421 | 419 | 192 | 192 | 192 | | | |
| 8 | Keonjhar | 13 | 13 | 13 | 200 | 200 | 200 | 26 | 25 | 23 | 211 | 195 | 185 | 166 | 157 | 151 | 445 | 396 | 396 | 719 | 719 | 700 | 1 | 1 | 1 | 1 | 1 | 1 | | | | 6 | 6 | 6 | 4 | 4 | 4 |
| Total | | 60 | 60 | 60 | 600 | 600 | 595 | 120 | 115 | 110 | 600 | 550 | 500 | 400 | 350 | 300 | 1000 | 800 | 800 | 1000 | 1000 | 1000 | 8 | 8 | 8 | 8 | 8 | 8 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

Progress report of civil works in DFID district up to end of September 2003

| SL. No. | Name of the District | Building less School | | | New primary school | | | Additional classroom | | | CRC | | | MIS | | | Major/minor repair | | | BRC | | | Toilet | | | Tubewell | | | Training hall | | | Electrification | | |
|---------|----------------------|----------------------|----------|-----------|--------------------|----------|-----------|----------------------|----------|-----------|--------|----------|-----------|--------|----------|-----------|--------------------|----------|-----------|--------|----------|-----------|--------|----------|-----------|----------|----------|-----------|---------------|----------|-----------|-----------------|--|--|
| | | Target | Taken up | Completed | Target | Taken up | Completed | Target | Taken up | Completed | Target | Taken up | Completed | Target | Taken up | Completed | Target | Taken up | Completed | Target | Taken up | Completed | Target | Taken up | Completed | Target | Taken up | Completed | Target | Taken up | Completed | | | |
| 1 | Boudh | 18 | 7 | | 72 | 72 | | 225 | 44 | 13 | 45 | 9 | 1 | 1 | 1 | 1 | 392 | 152 | 15 | 3 | 1 | | | | | | | | 1 | | | 100 | | |
| 2 | Kandhmal | 43 | 19 | | 57 | 43 | | 192 | 49 | 4 | 105 | 73 | 5 | 1 | 1 | 1 | 219 | 4 | 0 | 12 | 3 | | | | | | | 2 | | | 120 | | | |
| 3 | Malkangiri | 20 | 17 | | 99 | 43 | | 144 | 99 | 6 | 79 | 50 | 8 | 1 | 1 | | 204 | 0 | 0 | 7 | 4 | | | | | | | | | | 60 | | | |
| 4 | Koraput | 30 | 21 | 10 | 226 | 82 | 5 | 6 | 6 | 5 | 130 | 14 | 12 | 1 | 1 | 1 | 30 | 4 | 3 | 14 | 14 | | | | | | | | | | 150 | | | |
| 5 | Mayurbhanj | 21 | 21 | | 131 | 129 | 4 | 41 | 41 | 6 | 166 | 2 | 1 | 1 | 1 | 1 | 301 | 100 | 10 | 13 | 12 | | | | | | | | | | | | | |
| 6 | Nuapada | 24 | 10 | | 44 | 38 | | 57 | 30 | 5 | 88 | 48 | 3 | 1 | 1 | 1 | 865 | 20 | 10 | 5 | | | | | | | | 3 | | | 50 | | | |
| 7 | Sonepur | 15 | 11 | 5 | 79 | 52 | 7 | 230 | 38 | 3 | 60 | 24 | 3 | 1 | 1 | 1 | 170 | 23 | 10 | 6 | | | | | | | | | | | | | | |
| 8 | Nawarangpur | | | | 95 | 62 | 10 | 150 | 47 | 12 | 78 | 62 | 7 | 1 | 1 | 1 | 252 | 47 | 30 | 10 | 7 | | | | | | | 1 | 1 | 1 | 250 | | | |

Pedagogical Improvement

Major efforts of the Pedagogical Interventions in DPEP have been in the following areas:

- Strengthening Resource Groups
- Teacher Development
- Material Development
- Capacity Building of Key Institutions
- Textbook Development
- Learners' Evaluation
- Monitoring and Academic Support
- Sharing Good Practices.

Achievements:

□ Strengthening Resource Groups :

- Resource groups for pedagogical activities have been created at the State, District and Block levels and are continually strengthened.
- State Resource Group, otherwise called Core Trainer Team (CTT) is a group of very resourceful members involved in planning pedagogical activities like teacher training, material development, development of textbooks and supplementary materials, learners evaluation, monitoring and providing onsite support to teachers and other resource groups.
- The District & Block Resource Groups are involved in conducting training programmes, monitoring and providing onsite support to teachers and development of TLM and supplementary materials for teachers.
- **District Resource Groups in Pedagogy have been constituted in all of the expansion and non-DPEP districts (under SSA) through a series of 2 day visioning workshops. In the process 349 members have been selected as DRG members in the 8 expansion districts and 472 in 14 SSA districts.**
- **Block Resource Groups in Pedagogy have been constituted in each block of the DPEP expansion and non-DPEP (SSA) districts with 10-15 experienced teachers after exposing the participants to rigorous seven days' training programme. However, districts having six or less than six blocks, sufficient representations from the blocks have been made in the DRG which also act as BRGs in the districts.** Care has been taken to identify DRG and BRG members with expertise in content areas taught at elementary schools. In each group of DRG and BRG at least two members with expertise in one of the five subject areas.
- **The following table shows the distribution of DRGs and BRGs in the DPEP-Expansion and non-DPEP (SSA) districts.**

District and Block Resource Groups

| District | No. of Blocks | No. of DRG members | No. of BRG members |
|-------------|---------------|--------------------|--------------------|
| Boudh | 3 | 35 | |
| Kandhamala | 12 | 45 | 105 |
| Koraput | 14 | 37 | 98 |
| Malkanagiri | 7 | 37 | 49 |
| Mayurbhanj | 26 | 30 | 249 |
| Nawarangpur | 10 | 20 | 50 |
| Nuapada | 4 | 75 | - |
| Sonepur | 6 | 32 | - |

- All the member of DRGs & BRGs in all the districts have been exposed to a seven days training on activity-based approach of teaching learning process.

□ **Teacher Development :**

- **Teacher Training :**

Almost all categories of primary school teachers both in Govt. and private sectors, CRC & BRC Coordinators, S.I.s of Schools and Headmasters have been exposed to four rounds of teacher training in DPEP-I districts.

In the 8 DPEP-II districts, short term theme specific (as per the needs and demands of the teacher) training programmes like content enrichment programmes as content hard spots classroom transaction, learner evaluation, school improvement programmes were held at cluster and block levels on a monthly basis.

Teacher Training in DPEP Expansion and non-DPEP districts:

- A new package for 7-day induction training of teachers in the new Pedagogy 'UNMESH' for teachers in the DPEP expansion and non-DPEP (SSA) districts has been finalised after try-out. The major focus of this package is
 - Understanding children and their learning process
 - Activity and its components
 - Transaction of activity-based textbooks
 - Learners' Evaluation
 - Planning for school improvement
- Teacher training in the new module has been completed in Nuapada, Nabarangpur, Boudh and Sonapur and Malkanagiri districts. The coverage of teacher training in DPEP (Expansion) districts upto end of August, 2003 is given in the following table.

**Coverage Of Teacher Training In DPEP Expansion Districts During 2003-2004
(Upto 31st August, 2003)**

| District | Teacher in position | No. of Teacher Trained |
|-------------|---------------------|------------------------|
| Boudh | 1605 | 1350 |
| Kandhamal | 3611 | 330 |
| Koraput | 4532 | 1570 |
| Malkanagiri | 2677 | 1524 |
| Mayurbhanj | 8180 | 3028 |
| Nawarangpur | 2895 | 2240 |
| Nuapada | 2175 | 2111 |
| Sonepur | 2058 | 2057 |

□ **Material Development :**

- A list of standard teaching-learning materials has been developed and circulated among the districts.
- Teachers (atleast one from each school) have been exposed to the process of developing activity-based TLMs.

- Six posters based on six different themes like learning of alphabets and numbers through activities, birds and animals, physiology of human body have been developed by teachers in the TLM workshops. These posters have been printed and supplied to all schools.
- Supplementary reading materials for children and teacher in kind of 223 books with varying themes like stories, poems, scientific topics, mythology, travelogues, land and people, folklores & folk songs, art and culture and reference materials have been provided to all primary schools. This forms an inalienable component of the holistic vision of pedagogical transformation.
- Block level TLM workshops to develop contextual and durable TLMs have been held in selected blocks of 8 phase-I DPEP district.
- At the district level supplementary materials on activities in classroom have been developed with the efforts of DRG member. The examples of such efforts are 'Indradhanu' in Kalahandi district, 'Sandipani' in Sambalpur district.

□ **Wall Activities :**

- Activities in pictures, matrices etc. are being developed and painted on the walls of the school building the inside and outside of the classroom. Even in several schools, activities in the open air have been created. Increasing involvement of students in group learning are being observed through this.

□ **Capacity building of Key Institutions:**

- Strengthening of key institutions like SCERT, DIETs, BRCs & CRCs is being pursued with the intention of empowering those for sustainability of DPEP inputs and to develop the potentials for future responsibilities in the context of UEE.

□ **Strengthening of SCERT & DIETs :**

- An institutional development strategy has been worked out for infrastructural and Human Resource Development of SCERT and DIETs in the DPEP districts of the State.

□ **Involvement of SCERT and DIETs :**

After exhaustive interaction with the State Govt. at the behest of OPEPA, it has been decided to entrust to plan, conduct and monitor all types of teacher training programme and pedagogical improvement activities in the State. In this regard the following steps have already been taken :

- **Creation of SRUP** : A cell in the SCERT entitled 'State Resource Unit in Pedagogy(SRUP)' with eight resource members, a mix of fresh and experienced persons has been created with two Programme Assistants. The unit is working under direct control of the Director, TE & SCERT with funding support from DPEP.

□ **DPEP-SCERT-DPO-DIET/STS Network :**

- **35 centres in all 13 DIETs in the state and 22 STS (ETTI)s have been identified as district level resource centres for providing all types of teachers training and**

academic support plans for development of these centres have been drawn with DPEP-SCERT convergence.

- All the 13 DIETs are now planning and conducting teacher training programmes of DPEP and SSA with help of DRGs & BRGs constituted the district and block levels.

□ **Human Resource Development :**

As a part of developing capacities of faculty members of DIETs of the state, collaborative efforts have been made by DPEP and SCERT, Orissa.

- **A seven-day training on new pedagogy, management issues, community and academic support system has been imparted to all the 165 faculty members of 13 DIETs of the state.**
- State Govt. has decided that Faculty members of DIETs are to visit primary schools on regular basis as a part of their job in persuasion of DPEP. To facilitate this, they have been included in the Block level and District level monitoring teams. They are now visiting schools at least 15 days a month and are providing onsite academic support to teachers.
- **Faculty members of DIETs have also been involved in several Pedagogical improvement activities like developing textbooks, teachers' handbooks, training packages for different categories of target groups, material development, etc.**
- Representative faculty members of SCERT and DIETs have been exposed to National level workshops on Resource Enhancement Programme (in second and third workshops), Multigrade Teaching.

□ **Curriculum & Textbook Development :**

- In 2000-2001 six textbooks for Classes I to III were developing by DPEP, Orissa. These were activity-based, profusely illustrated, filled with activities and were also intended to be workbooks.

These were developed after going through a series of activities like collection of opinions from teachers, parents and educated person, developing curricular frame work, orientation of writers, drafting the texts, trialling and reviewing the tests, preparation of art design etc.

- Teachers' handbooks, one for each textbook were developed, used in the training programmes and were distributed to schools.
- These textbooks were introduced in the schools by DPEP districts during 2001-2002 academic session on experimental basis.
- After collecting feed back from teachers, parents and other educated persons, their books the State Govt. has adopted these textbook have been revised **and have now introduced in all the 30 districts of the state during the current academic session i.e. 2003-2004)**
- **Eight activity-based textbooks-cum-workbooks have been developed for classes IV and V (four for each class) following the above mentioned procedures. These were introduced in DPEP districts during 2002-2003 on experimental basis and after modification these have been introduced in all schools of the State from 2003-04.**
- **Eight activity-based textbooks in Language, Mathematics, Science, History and Geography were drafted in an workshop held from 18-27 September, 2003. The texts were developed basing on the revised curriculum.**

- The coverage of distribution of free textbooks can be visualised from the following table.

Distribution of Free Textbooks in 2002-2003

| | Primary | Upper Primary | Total |
|--|----------------|----------------------|--------------|
| No. of Girls Students | 1662530 | 939149 | 2601679 |
| No. of SC(Boys) student | 298859 | 208862 | 507721 |
| No. of ST (Boys) student | 323998 | 204843 | 528841 |
| Total (No. of students) | 2285387 | 1352854 | 3638241 |
| No. of supplied books (2002-2003) | 6856161 | 14881394 | 21737555 |

□ **Curriculum Renewal**

- In the lines of the National Curricular Framework, 2000 developed by NCERT, the curriculum for elementary stage i.e. for Classes I to VII were drafted in a workshop held 17-23 June,2003 in collaboration with SCERT.
- The draft curriculum was sent to all the districts where it was duplicated and distributed among teachers and educationists (at least 50 in each district). District level workshops were held to discuss the provisions in the draft curriculum and the observations were received at the state level.
- A tele-conference to discuss the draft curriculum was held on 3-4 September, 2003 in which 1050 participants which mostly included teachers and educated parents took part.
- On the light of the opinion and proposals received the draft curriculum was revised and the final draft was prepared in a workshop held during to 9-10 September, 2003.

□ **Learners' Evaluation :**

Enhancing learners' achievement both in terms of level and quality has been continuously stressed. This year three specific steps have been taken to ensure in the regular school activity.

- **Special focus has been given in the Fourth Round of teacher training in 2001 for DPEP-I districts and in induction training for the rest 22 districts on how to evaluate the learning outcomes through use of unit tests and observing students' activities in and out of classroom.**
- **A format for recording and reporting evaluation outcomes has been developed, discussed in the training programme and distributed among teachers for regular use in the schools.**
- **As a reinforcement of the training inputs, a user-friendly handbook on learners' evaluation 'MULYAYANA' has been developed for teachers with elaborate examples for effective evaluation in classroom situation.**

□ Common Annual Primary School Examination

- The Common Annual Primary School Examination, 2002 was conducted throughout the State from class-I to V with model question-cum-answer booklets supplied free of cost by DPEP/SSA. The unique features of this examination were
 - written and oral examinations were conducted in each subject areas of classes I to V. The bad on oral component was more (70% to 80%) in class-I which gradually decreased to 20% to 25% in class-V.
 - Introduction of more open ended items encouraging responses from children.
 - varieties of items (with use of pictures, diagrams) used.
 - Question with space provided to answer were in built in one booklet.
 - The answer booklets after scoring were shared with students and their parents.
 - Remedial programmes for weak performers were conducted during the vacation in some places.
- **The Common Annual Primary School Examination,2003 was also conducted in all districts following the above procedures except that the question papers were developed at the district level by the respective DRGs.**

□ Monitoring

Two mechanisms are now used to categorize the schools. First, the basic indicators like enrolment, rates of retention, completion and transition are being provided to each school. Second, a self-rating scale which includes several parameters like activity-based practices, use of TLM, classroom and school environment, teacher empowerment and community involvement has been developed. Using both the mechanisms, the teachers of a school rate the school as Extremely Good (A) Good (B) Average (C) or poor (D).

Development of School plan and monitoring are being done basing on the data gathered through the above mentioned mechanisms.

- For continuous and effective monitoring the EMIS formats developed by .NCERT are being adopted for use.
- DIET-BRC-CRC linkage is being made functional for effective pedagogical monitoring.
- **BRCCs:**
 - **Following a rigorous process of two-days' visioning workshop BRCCs in all the 30 districts have been recruited from among the level-III officers of Elementary Education Cadre of the State. The number selected is as per the SSA norms i.e., 3 BRCCs in each block having more than 100 schools and 2 BRCCs in blocks having 100 or less than 100 schools.**
 - **A six days' module 'Samjojika' for induction training of selected BRCCs has been developed by the SRG. The major components of this module are :**

* SSA programme

- * **Educational problems of the block**
- * **Types and sources of data**

- * Dimension and preparation of a block level plan
- * Plan Implementation in the block with focus on Pedagogical activities
- * Monitoring and academic support
- * Duties and responsibilities of BRCC
- * Visioning of a good BRC.

- Selected BRCCs have been exposed to the six days' induction training with the above stated module. The coverage of such training in DPEP (Expansion) districts is given in the following table.

Status of BRCC in DPEP (Expansion) Districts

| Sl. No. | Name of the District | | | |
|---------|----------------------|------------|------------|------------|
| 1 | Boudh | 9 | 9 | 9 |
| 2 | Kandhamala | 36 | 34 | 34 |
| 3 | Koraput | 42 | 24 | 42 |
| 4 | Mayurbhanj | 78 | 78 | 71 |
| 5 | Nabarangpur | 27 | 27 | 27 |
| 6 | Nuapada | 15 | - | - |
| 7 | Malkanagiri | 20 | 7 | - |
| 8 | Sonepur | 18 | - | 18 |
| | | 245 | 179 | 201 |

CRCCs :

- Coordinators for 5257 Cluster Resource Centres in the State are being selected from among the experienced teachers in the elementary schools. Excellent performers in the in-service-teacher training have been short-listed and were exposed to one day visioning workshop basing on which final selection is being made. The selection of CRCCs in all districts is expected to be complete by November, 2003.

□ **Sharing Good Practices:**

Sharing good practices is stressed upon for continuous enrichment of teaching and school practices. Three strategies are being pursued in this respect.

- (i) A periodical news letter 'AROHA' containing informations on good practices is being published by the Pedagogical Improvement Unit of the State Project Office. The teachers and institutions are provided sufficient scope to expose their activities in school and to be exposed to good efforts elsewhere.
- (ii) Cluster and block level monthly meetings are made regular where sharing is becoming important feature. District level monthly meetings at DIETs also planned to be made regular from this year.
- (iii) Sharing of good practices is going to be effective through regular tele-conferencing programmes. The four such programmes, on activity methods of teaching learning process, academic support services, quality textbooks and sharing Base-line and Mid-term Assessment Survey outcomes have already been completed with encouraging response from the teachers.

□ **Immediate Future Activities :**

- **Capacity building of DIET faculty members and DRG members in developing training modules on contextual pedagogical issues and conducting training programmes at the district and sub-district levels on regular basis.**
- **Training of CRCCs**
- **Anchoring EMIS in the districts**
- **Strengthening system for sharing of good practices.**

Access: EGS/AIE

Education Guarantee Scheme and Alternative & Innovative Education (EGS/AIE), a centrally sponsored scheme are being implemented with effect from 6.7.2001 after state level launching. It is implemented in both Government and Non-Government sectors in Orissa. The target in Government sector is 21537 with 20099 and 2247 Upper Primary Centres. So far 14424 centres are operational with 13175 and 1249 Primary & Upper Primary Centres. The NGO Sectors has opened 1554 Primary Centres out of 2807 approved centres. The enrolment position in EGS is 410460 with 21695 boys 193665 girls.

As regards opening of AIE centres there are 6 centres in SSA districts with 195 enrolment. In 8 DPEP districts 179 centres have opened enrolling 6641 children. Similarly in 8 DFID districts 107 centres have opened with enrolment of 3592. The state figures in AIE are: total number of centres operational 292 with 10,428 enrolment.

In case of engagement of Para Teachers (i) through Zilla Parishad – 7769 out of 10023 target, (ii) through VEC 1978 out of target of 2600 have been engaged.

In case of opening of New Primary Schools the 8 DPEP districts have completed target opening 734 schools. In 8 DFID districts 830 New Primary Schools have opened out of 844 targets. The enrolment figures in DPEP and expansion districts are 27472 and 23225 respectively. No New Primary Schools has opened in 14 SSA districts so far.

EGS & AIE STATUS OF ORISSA

| District | No. of centres planned (Tentatively) | | | No. of centres made operational | | | | | | | | | No. of Students enrolled in Govt. Sector | | | No. of Students enrolled in NGO Sector | | | Total no. of Students Enrolled | | |
|--------------------|--------------------------------------|-------------|--------------|---------------------------------|-------------|--------------|-------------|----------|-------------|--------------|-------------|--------------|--|---------------|---------------|--|--------------|--------------|--------------------------------|---------------|---------------|
| | | | | Govt. Sector | | | NGO Sector | | | Total | | | | | | | | | | | |
| | Pry | U.Pry | Total | Pry | U.Pry | Total | Pry | U.Pry | Total | Pry | U.Pry | Total | Boys | Girls | Total | Boys | Girls | Total | Boys | Girls | Total |
| Bargarh | 358 | 0 | 358 | 324 | 153 | 477 | 32 | 0 | 32 | 356 | 153 | 509 | 4737 | 4872 | 9609 | 421 | 376 | 797 | 5158 | 5248 | 10406 |
| Bolangir | 716 | 0 | 716 | 441 | 239 | 680 | 0 | 0 | 0 | 441 | 239 | 680 | 9948 | 8116 | 18064 | 0 | 0 | 0 | 9948 | 8116 | 18064 |
| Dhenkanal | 519 | 0 | 519 | 328 | 4 | 332 | 11 | 0 | 11 | 339 | 4 | 343 | 6454 | 5790 | 12244 | 179 | 151 | 330 | 6633 | 5941 | 12574 |
| Gajapati | 737 | 0 | 737 | 435 | 28 | 463 | 74 | 0 | 74 | 509 | 28 | 537 | 6219 | 6412 | 12631 | 941 | 909 | 1850 | 7160 | 7321 | 14481 |
| Kalahandi | 1413 | 0 | 1413 | 1285 | 128 | 1413 | 0 | 0 | 0 | 1285 | 128 | 1413 | 28226 | 26508 | 54734 | 0 | 0 | 0 | 28226 | 26508 | 54734 |
| Keonjhar | 407 | 0 | 407 | 262 | 1 | 263 | 83 | 0 | 83 | 345 | 1 | 346 | 4175 | 3847 | 8022 | 1054 | 955 | 2009 | 5229 | 4802 | 10031 |
| Rayagada | 885 | 0 | 885 | 834 | 0 | 834 | 21 | 0 | 21 | 855 | 0 | 855 | 12978 | 11098 | 24076 | 265 | 239 | 504 | 13243 | 11337 | 24580 |
| Sambalpur | 716 | 0 | 716 | 538 | 116 | 654 | 82 | 0 | 82 | 620 | 116 | 736 | 9308 | 8035 | 17343 | 1061 | 989 | 2050 | 10369 | 9024 | 19393 |
| Total | 5751 | 0 | 5751 | 4447 | 669 | 5116 | 303 | 0 | 303 | 4750 | 669 | 5419 | 82045 | 74678 | 156723 | 3921 | 3619 | 7540 | 85966 | 78297 | 164263 |
| Boudh | 319 | 50 | 369 | 150 | 17 | 167 | 30 | 0 | 30 | 180 | 17 | 197 | 2285 | 2035 | 4320 | 535 | 481 | 1016 | 2820 | 2516 | 5336 |
| Kandhamal | 650 | 0 | 650 | 396 | 95 | 491 | 0 | 0 | 0 | 396 | 95 | 491 | 7478 | 7805 | 15283 | 0 | 0 | 0 | 7478 | 7805 | 15283 |
| Koraput | 903 | 102 | 1005 | 622 | 1 | 623 | 70 | 0 | 70 | 692 | 1 | 693 | 9261 | 7976 | 17237 | 986 | 624 | 1610 | 10247 | 8600 | 18847 |
| Malkanagiri | 475 | 45 | 520 | 205 | 0 | 205 | 0 | 0 | 0 | 205 | 0 | 205 | 3382 | 2844 | 6226 | 0 | 0 | 0 | 3382 | 2844 | 6226 |
| Mayurbhanj | 1297 | 120 | 1417 | 619 | 0 | 619 | 0 | 0 | 0 | 619 | 0 | 619 | 7448 | 7070 | 14518 | 0 | 0 | 0 | 7448 | 7070 | 14518 |
| Nawarangpur | 742 | 92 | 834 | 602 | 66 | 668 | 0 | 0 | 0 | 602 | 66 | 668 | 10926 | 8276 | 19202 | 0 | 0 | 0 | 10926 | 8276 | 19202 |
| Nuapada | 521 | 0 | 521 | 181 | 19 | 200 | 0 | 0 | 0 | 181 | 19 | 200 | 3860 | 2007 | 5867 | 0 | 0 | 0 | 3860 | 2007 | 5867 |
| Sonepur | 163 | 33 | 196 | 107 | 43 | 150 | 29 | 0 | 29 | 136 | 43 | 179 | 2413 | 2501 | 4914 | 398 | 298 | 696 | 2811 | 2799 | 5610 |
| Total | 5070 | 442 | 5512 | 2882 | 241 | 3123 | 129 | 0 | 129 | 3011 | 241 | 3252 | 47053 | 40514 | 87567 | 1919 | 1403 | 3322 | 48972 | 41917 | 90889 |
| Anugul | 565 | 70 | 635 | 353 | 57 | 410 | 0 | 0 | 0 | 353 | 57 | 410 | 6523 | 6080 | 12603 | 0 | 0 | 0 | 6523 | 6080 | 12603 |
| Balasore | 1030 | 0 | 1030 | 203 | 0 | 203 | 340 | 0 | 340 | 543 | 0 | 543 | 2165 | 2066 | 4231 | 4944 | 4936 | 9880 | 7109 | 7002 | 14111 |
| Bhadrak | 915 | 0 | 915 | 156 | 6 | 162 | 150 | 0 | 150 | 306 | 6 | 312 | 1876 | 1262 | 3138 | 2264 | 1943 | 4207 | 4140 | 3205 | 7345 |
| Cuttack | 411 | 160 | 571 | 303 | 11 | 314 | 40 | 0 | 40 | 343 | 11 | 354 | 5847 | 5571 | 11418 | 623 | 637 | 1260 | 6470 | 6208 | 12678 |
| Deogarh | 276 | 32 | 308 | 194 | 28 | 222 | 0 | 0 | 0 | 194 | 28 | 222 | 847 | 899 | 1746 | 0 | 0 | 0 | 847 | 899 | 1746 |
| Ganjam | 592 | 170 | 762 | 303 | 37 | 340 | 0 | 0 | 0 | 303 | 37 | 340 | 4882 | 4556 | 9438 | 0 | 0 | 0 | 4882 | 4556 | 9438 |
| Jagatsinghpur | 647 | 120 | 767 | 251 | 0 | 251 | 100 | 0 | 100 | 351 | 0 | 351 | 2911 | 3292 | 6203 | 1742 | 1538 | 3280 | 4653 | 4830 | 9483 |
| Jajpur | 959 | 41 | 1000 | 18 | 0 | 18 | 150 | 0 | 150 | 168 | 0 | 168 | 219 | 239 | 458 | 2551 | 2177 | 4728 | 2770 | 2416 | 5186 |
| Jharsuguda | 117 | 31 | 148 | 84 | 6 | 90 | 0 | 0 | 0 | 84 | 6 | 90 | 1281 | 1427 | 2708 | 0 | 0 | 0 | 1281 | 1427 | 2708 |
| Kendrapara | 808 | 57 | 865 | 203 | 3 | 206 | 184 | 0 | 184 | 387 | 3 | 390 | 3044 | 2833 | 5877 | 2862 | 2498 | 5360 | 5906 | 5331 | 11237 |
| Khurda | 591 | 0 | 591 | 111 | 0 | 111 | 18 | 0 | 18 | 129 | 0 | 129 | 1321 | 1464 | 2785 | 272 | 232 | 504 | 1593 | 1696 | 3289 |
| Nayagarh | 463 | 98 | 561 | 205 | 19 | 224 | 43 | 0 | 43 | 248 | 19 | 267 | 3256 | 2872 | 6128 | 637 | 524 | 1161 | 3893 | 3396 | 7289 |
| Puri | 449 | 0 | 449 | 193 | 7 | 200 | 0 | 0 | 0 | 193 | 7 | 200 | 3040 | 3059 | 6099 | 0 | 0 | 0 | 3040 | 3059 | 6099 |
| Sundergarh | 489 | 132 | 621 | 588 | 0 | 588 | 200 | 0 | 200 | 788 | 0 | 788 | 7429 | 7458 | 14887 | 2723 | 2406 | 5129 | 10152 | 9864 | 20016 |
| Total | 8312 | 911 | 9223 | 3165 | 174 | 3339 | 1225 | 0 | 1225 | 4390 | 174 | 4564 | 44641 | 43078 | 87719 | 18618 | 16891 | 35509 | 63259 | 59969 | 123228 |
| Grand Total | 19133 | 1353 | 20486 | 10494 | 1084 | 11578 | 1657 | 0 | 1657 | 12151 | 1084 | 13235 | 173739 | 158270 | 332009 | 24458 | 21913 | 46371 | 198197 | 180183 | 378380 |

**District Level Compilation Format
SCHOOL CHALA ABHIYAN**

| Sl. No. | District | Total no. of Out of School Children before "School Chala Abhiyan" 6-14 Years | Now admitted during the campaign | | | Centres proposed and expected enrolment | | | |
|---------|---------------|--|----------------------------------|--------------|-------------|---|--------------------------------|--------------|--------------------------------|
| | | | Formal School | EGS | AIE | EGS Proposed | No. of Children to be enrolled | AIE Proposed | No. of Children to be enrolled |
| 1 | Angul | 17126 | 4311 | 3040 | 0 | 182 | 5669 | 121 | 2252 |
| 2 | Balasore | 51931 | 11637 | 4144 | 11 | 1091 | 33968 | 46 | 832 |
| 3 | Bargarh | 9594 | 1985 | 572 | 0 | 39 | 982 | 66 | 1629 |
| 4 | Bhadrak | 27643 | 6889 | 3909 | 0 | 412 | 13790 | 160 | 3055 |
| 5 | Bolangir | 27967 | 3888 | 1042 | 0 | 102 | 2990 | 759 | 20047 |
| 6 | Boudh | 8221 | 1970 | 342 | 0 | 120 | 3038 | 115 | 2482 |
| 7 | Cuttack | 26261 | 6488 | 884 | 28 | 422 | 13978 | 50 | 998 |
| 8 | Deogarh | 4038 | 980 | 344 | 49 | 81 | 2361 | 22 | 392 |
| 9 | Dhenkanal | 8427 | 1494 | 749 | 55 | 149 | 4532 | 90 | 1543 |
| 10 | Gajapati | 16683 | 2686 | 2164 | 61 | 165 | 3454 | 169 | 5428 |
| 11 | Ganjam | 94732 | 13181 | 2193 | 0 | 475 | 14420 | 854 | 36517 |
| 12 | Jagatsinghpur | 16290 | 6134 | 207 | 0 | 82 | 2160 | 36 | 533 |
| 13 | Jajpur | 27400 | 6514 | 1273 | 0 | 604 | 17040 | 289 | 2573 |
| 14 | Jharsuguda | 6679 | 10959 | 1380 | 240 | 0 | 0 | 0 | 0 |
| 15 | Kalahandi | 45843 | 18005 | 5998 | 98 | 273 | 8986 | 344 | 12555 |
| 16 | Kandhamal | 15690 | 3590 | 731 | 0 | 215 | 5719 | 185 | 4593 |
| 17 | Kendrapara | 20545 | 7855 | 2196 | 0 | 244 | 6713 | 217 | 3781 |
| 18 | Keonjhar | 22328 | 11035 | 1750 | 0 | 296 | 8153 | 59 | 1390 |
| 19 | Khurda | 15921 | 4183 | 453 | 0 | 134 | 4114 | 11 | 333 |
| 20 | Koraput | 49558 | 16571 | 15068 | 235 | 134 | 4068 | 132 | 5325 |
| 21 | Malkangiri | 40880 | 14110 | 8539 | 0 | 321 | 8464 | 219 | 9537 |
| 22 | Mayurbhanj | 57306 | 18333 | 10322 | 0 | 570 | 15997 | 403 | 11388 |
| 23 | Nawarangpur | 72130 | 18036 | 8582 | 0 | 296 | 8054 | 1012 | 33090 |
| 24 | Nayagarh | 20884 | 2233 | 1387 | 0 | 204 | 5418 | 301 | 6986 |
| 25 | Nuapada | 3279 | 999 | 874 | 339 | 32 | 618 | 12 | 245 |
| 26 | Puri | 20841 | 5204 | 816 | 0 | 573 | 14734 | 5 | 87 |
| 27 | Rayagada | 19243 | 2905 | 1605 | 0 | 204 | 6206 | 382 | 8521 |
| 28 | Sambaipur | 6480 | 1732 | 668 | 28 | 99 | 2202 | 38 | 673 |
| 29 | Sonepur | 9687 | 3406 | 338 | 0 | 69 | 1781 | 136 | 4162 |
| 30 | Sundergarh | 35629 | 9173 | 17187 | 2977 | 0 | 0 | 0 | 0 |
| | | 799236 | 216486 | 98757 | 4121 | 7588 | 219609 | 6233 | 180947 |

319364

62

400556

Education For SC/ST Children

Access:

- DPEP, Orissa during the year 2002-2003 has provided access facilities to the SC/ST children through opening of EGS/AIE Centres in hilly areas.
- To ensure the access of ST girl children in KBK Districts, DPEP Orissa provided monthly stipend of Rs.450/- per girl child per month in 40 seated Kanyashram. Total 369 Kanyashrams in KBK Districts were operational and DPEP provided funds 14760 ST girl children of 6-11 age group.
- Jati Mahasabha is organized in the 16 Districts to involve the traditional special organization to generate educational awareness among the tribal people.
- Community mobilizers were engaged at the GPs with high tribal population to ensure retention in the schools, with high dropouts.

Addressing Pedagogical Issues in Tribal Areas:

- Six tribal Oriya bilingual primers were introduced since last 2001 to bridge the gap of home language and school language.
- The Headmasters of 40 seated Girls Hostel were trained on organizational climate of Kanyashram.
- MIS unit spelt out the tribe-wise and language-wise child data base for tribal districts to prepare specific plan for pedagogical improvement of tribal children.

Future Activities:

- Preparation of primers for Class-I in Munda, Gadaba, Didayi & Sadri, Desia.
- Opening of special schools in 17 micro-project areas (Primitive tribes) which are highly inaccessible areas.
- Preparation of supplementary reading materials.
- Training of District Resource Groups on Tribal Education.

Activities to be taken up by SC/ST Education Unit, OPEPA during 2003-2004:

DFID Expansion Districts:

Activities:

October 2003

- Formation of State Resource Group and District Resource Group/Block Resource Group on SC/ST Education.
- State level workshop on tribal education in Orissa in the context of DPEP and SSA, strategies for Intervention.
- Orientation of District Resource Group on SC/ST education.
- Meeting of DWOs on functioning of 40 seated Kanyashrams.

November 2003

- Sharing workshop of use of bilingual primers in six tribal languages in DPEP / expansion districts.
- Development of training module on use of bilingual primers in tribal area schools.

- Orientation of DRG on use of bilingual primers.
- Orientation of DRG on motivational/attitudinal aspects of tribal area teachers (preparatory: overview of training module, finalization and printing<training of teachers in the district level).
- Study on effectiveness of using the bilingual primers in the tribal areas.

December 2003

- Community mobilization programme in tribal areas
- Jati Mahasabha in different tribal groups to ensure retention and forging linkages between school and community.
- Workshop with the DRGs of tribal districts.
- Planning for engagement of educated tribal youths in high tribal populated GPs and training of master trainers.
- Monitoring of 40 seated Girls Hostels: Training of Headmasters on development of organizational climate of ST girls school.

January 2004

- Ensuring retention of micro project areas (about 2100 small habitations with children below 15) of primitive tribes through educated tribal youths/community mobilizes.
- Linguistics mapping in DFID expansion district.
- Mahasabha in tribal areas.

February 2004

- Convergence with NGOs on adoption of micro-project areas on ensuring access and retention of schools.
- Making the school child friendly by using folklore: story telling festivals and linking education with culture.

March 2004

- Meeting of SRG/DRG on SC/ST education: review of progress activities by the SRG and taking up next steps.
- Review of Headmasters and S.Is. of SC/ST Department on functioning of ST girls schools and development of organizational climate in those Kanyashrams..
- Training of community mobilizes.
- Follow up of District level activities on SC/ST education.

April 2004

- Follow up of ongoing activities.
- Documentation and preparation of Annual Action Plan and Budget.

SSA: Districts:

Innovation of Rs.50.00 lakhs per annum: Replicate the good practices of DPEP in SSA Districts as per the local needs. Rs.15 lakhs for SC/ST education in TSP areas and Rs.10 lakhs for non-TSP areas. The successful activities of DPEP will be replicated in the SSA districts in view of the need of the clusters and Blocks.

Girls Education

Provision of educational opportunities for girl child has been an important part of national endeavour in the field of education. Though these endeavour did yield significant results, gender disparities persist with uncompromising tenacity among disadvantaged communities, more so in areas. A girl suffers the consequences of her gender. In recognition of this, special focus on girls education has become an imperative for universalisation of primary education.

State Intervention in Gender Perspective

Community Mobilisation activities, enrolment drives etc., have emphasized the need for education for Girls. Efforts have been made to bring each & every child into the fold of schooling.

- ❖ Out of School Girl Children have been identified by child tracking & DISE Data.
- ❖ Girls enrolled till 15th Sept. 2003 in EGS Centres.

| | | |
|---------------|---|-------|
| DPEP Phase –I | - | 81591 |
| Phase – II | - | 74553 |
| SSA | - | 85652 |

- ❖ Textbooks have been revised for primary classes with special care to remove gender bias.
- ❖ Teachers hand books have been provided with the inclusion of activities increasing the involvement of girls in classroom transaction.
- ❖ Gender component are included in the training of teachers and in orientation of BRCC. Teachers have been sensitized to remove gender discrimination in classroom situation.
- ❖ Support have been provided to 40 beded girls hostel in KBK district in convergence with Deptt. of SC/ST. Number of students will be increased to sixty to accommodate more girls.
- ❖ Non residential adolescent girls camps are organized to facilitate the education of adolescents.

| District | No. of Camps | No. of Enrollment |
|-------------|--------------|-------------------|
| Puri | 5 | 163 |
| Sambalpur | 15 | 461 |
| Kalahandi | 17 | 682 |
| Nawarangpur | 1 | - |

Future Plans

- ❖ Developing strategies for further enrichment of girls education basing on the findings of the study on classroom culture & process from gender perspective.
- ❖ Increasing the number of students in SC/ST hostels.
- ❖ Engagement of community mobiliser & lady teacher.

Integrated Education For The Disabled (IED)

With the inclusion of Integrated Education for the Disabled Children in the DPEP guidelines, it was implemented in 8 pilot blocks of the project districts with one State Coordinator at SPO, one District Resource Coordinator in each district, and three Special Teachers (having

Diploma in HI, VI, OI & MR) per block. Resource Groups were constituted at State, District and Block levels. Resource Centres were identified for convergence. Disabled children were enrolled in schools after identification survey and screening camps. VEC/MTA/Community Sensitization Programmes incorporated IED component. IED component was also added to on going teacher training, VEC training and CRC training programmes. Linkages were established with TE & SCERT, Social Welfare Department and leading NGOs. 5-day teacher training on IED is being conducted in a phased manner.

Subsequently, with effect from 1.1.2000, the programme was up scaled to all the 87 blocks. The present status of progress in IED implemented in 8 DPEP districts is given in the following section.

Progress:

- Total of 8156 number of primary school teachers have been trained for 5 days on IED. Teacher Training on IED is being conducted in a phased manner.
- 950 AS Instructors have been trained on IED.
- 16 resource centres have been supplied with equipment to extend resource support to IED implementation.
- Parents of hearing impaired children have been oriented on the use and maintenance of hearing aids.
- After distribution of aids and appliances the second phase fitment camps are being conducted at district level in convergence with ALIMCO and TCTD.
- 33700 children were identified and medically screened. 22979 disabled children were enrolled in primary schools.
- 227 learning corners with special TLM for disabled children have been developed in primary schools.
- 428 ramps, 270 hand-rails have been constructed in selected primary schools having children with locomotor disability.
- Total 4636 aids and appliances have been distributed among the enrolled disabled children in convergence with ALIMCO, NIRTAR, Indian Red Cross Society and DRC out of which 2400 Hearing Aids have been supplied to hearing impaired children 72 aids have been supplied to visually impaired children, 724 aids have been supplied to the children with Locomotor impairment in 60 fitment camps.
- Total 115 Medical Assessment camps had been organized at the district level.
- Theme based camps are being organised on a monthly basis at GP/Block level for 40-50 disabled children along with parents for development of their potentialities and self esteem. 872 such camps have already been organised at block level and 27597 disabled child have participated in these camps.
- 82 teachers have been trained on 45-days Foundation Course on IED to work as special teachers in blocks.
- Some special schools at the district level have been strengthened with special equipment for providing resource support to IED implementation, supervision and monitoring.
- State Resource Directory has been prepared
- Speech training camps for the HI children and their mother are also being organized at the District/Block level. A 3-days module has been developed and tried out for Speech and Auditory Training. The training is being conducted at the district level
- Free textbooks are distributed to disabled children in general as well as children enrolled in recognized special schools run by NGOs.

- A meeting of representatives of W & C. D., VRC, NIRTAR, TCTD, TCTVH and OPEPA was held to finalize the strategy for signification programme on IED in the 14 non-DPEP (SSA) districts. The programme in these districts has been scheduled to be conducted from 19th March to 18th April, 2002.
- A booklet (Oriya) on IED has been developed for distribution during the programme in the 14 SSA districts.
- TLM development workshop conducted in Keonjhar.
- 8359 VEC members have been trained on IED.
- The SRG on IED met on 14.5.2002 to discuss on various issues relating to IED under DPEP.
- Identification of children in Upper Primary School is in progress.
- Collection of information regarding the NGOs working in the field of disability in 30 districts.
- **Convergence meeting with NGOs running special schools has already been organised on 11.3.2003 at State Project Office to chalk out a plan for providing financial support to the NGOs to bring all disable out of school children to the mainstream.**
- **Two teachers from all 8 expansion DPEP districts and 14 SSA districts have been oriented for 5-days i.e. from 12.3.2003 to 16.3.2003 regarding different activities on IED to enable them to implement different programmes on IED in their districts.**
- **In convergence with W & C D door to door survey for identification of IED children in all 30 districts have been completed by engaging 34201 AW workers.**
- **AW workers engaged in survey work have been paid @ Rs.100/- each towards their remuneration.**
- **An amount of Rs.10,43,400/- has been paid to W & C D Deptt. for computerisation of data.**
- **A research study is being conducted by Action Aid to evaluate the impact of activities undertaken at district level for the education of children with special need.**
- **IED Co-ordinators in 26 districts have been posted.**

Future Steps:

- Medical assessment of the identified children, certification and supply of aids and appliances in 8 expansion and 14 SSA districts.
- Medical assessment and supply of aids and appliances of children reading in upper primary schools.
- Parent counselling and teacher training in expansion and SSA districts.
- Providing barrier free access to primary and upper primary schools for the disabled children in SSA districts.
- Procurement of Brailee Printer
- Establishment of earmould laboratory in each districts.
- Provision of loop induction system in some selected schools.

Early Childhood Care And Education (ECCE)

Early Childhood Care and Education has an important place in the NPE (1986) and the revised POA (1992). Researchers and educationists are unanimous with regard to the significance of ECCE for achieving universal primary education. ECCE, in general and pre-

primary education in particular acquires greater importance in the context of declaring primary education a fundamental right of the child.

The state had adopted the dual strategy of experimentation and strengthening with regard to ECCE. So far, (i) training module has been developed, (ii) AWWs have been trained on preschool education, (iii) Preschool Education Kit with User's Manual has been developed and supplied to AW Centres on experimental basis, (iv) Supervision Format has been developed, tried out and supplied to districts for use by field functionaries to monitor preschool activities at AW Centres, (v) VEC/MTA have been oriented in on going programmes, and (vi) enrolment drive includes enrolment of preschoolers in AWCs.

Progress:

- **For strengthening of the AW Centres an amount of Rs.2000/- has been provided to each AWCs in 16 DPEP districts.**
- **One meeting of the field functionaries of ICDS had been arranged in the State Project Office to discuss various issues relating to pre-primary education in AW centres.**
- **A survey has been conducted by the AW workers in the entire state to identify the disable children and a sum of Rs.100/- has been paid to each AWW as remuneration.**
- **A draft Activity calendar for 96 days has been developed scheduling the various components of preschool education. The activity calendar is being circulated by the Women & Child Development Department for use by the AW Workers. The CDPOs and Supervisors have been oriented on the use of the activity calendar.**

Media & Community Mobilisation & Participation Activities In DPEP Orissa

District Primary Education Programme (DPEP), is a community based Programme for Universalisation of Primary Education, aims at providing useful and relevant primary education to all children in the age group of 6-11 years. It is also an initiative to universalise quality education in a mission mode through district based decentralised context specific planning and implementation strategy. It is a significant attempt to bridge social, regional and gender gaps with the active participation of community in all aspects of planning and implementation of the programme.

Media plays an important role in generating public demand for education specially in the deprived areas. DPEP, Orissa has been emphasising both traditional and modern medium of creating awareness. It involves also direct communication. Improvement in special focus group as designed in the programme objectives depend more on successful and frequent media campaign.

Media is the vehicle of message. It helps to send the message of SSA to the target groups, hence help in mobilising people participation. Also it determines public issues, helps gain access to opinion leaders who are influenced by print and electronic media. Even in the present day, there are pockets where traditional media has to play a vital role in changing the perception of people. In order to bring a greater awareness and motivation among people towards Universal Primary Education and their participation in a meaningful manner, DPEP, Orissa encompasses all kinds of media approaches.

Goal:

Goal of media in DPEP is to ensure dissemination of new methods and approaches used in achieving Universalisation of Primary Education in local specific approaches and to reflect on the issues (to be raised by various user groups) in a shared manner to find a way out (to achieve the goal of Universal Primary Education).

Objectives:

While the immediate objectives are to reinforce that primary education is a necessity for all and to generate awareness about the programme among the stakeholders and ensure their participation, the long term objectives are to

- raise the visibility of DPEP as the programme of national importance which would help the process of universalisation of primary education.
- mobilise opinion makers, legislators and policy makers.
- motivate the state, district and sub-district level implementing agencies to take the responsibility at all levels.
- motivate the community, NGOs, PRI members and other local bodies to participate in the programme.

Strategies :

- information dissemination of the programme which will equip all concerned for effective participation.
- giving visibility to the programme
- evolving media package which will act as strong advocacy materials in support of the programme.
- capacity building of the state, district and sub-district structures in effective use of media.

Activities Undertaken:

- State and District Media Resource Groups have been formed and oriented.
- Audio cassettes about tribal children retention and enrolment of girl children have been prepared and distributed among the districts.
- Video cassettes have been prepared highlighting DPEP activities and distributed among the districts.
- Media conventions were organised in each districts to draw the strategy of media interventions in the districts.
- Workshops on development of posters, folders, flash cards for creating general awareness among public are organised.
- Writing of articles in news papers.
- State and districts have published materials including brochures, booklets, handbills, posters, folders and palmlets for creating awareness among the general public.
- The state and district level conventions and orientation programmes for different field functionaries, peoples' representatives, NGOs are being organised to help generating genuine public demand for the educational opportunities.
- Press releases on the activities of DPEP has helped in formation of realistic strategies.

- Frequent articles, audio, video shows, TV and Radio talks, Tele-conferencing programme through Gramsat Pilot Project are organised at State Level. Wider range of participants are invited at the State, district and sub-district level to participate in the programme. Also VECs, Sarpanches, Teachers, BRCCs, CRCCs, PRI members and other stakeholders having participants at the learning ends.
- Organisation of State Level launching programme on EGS & AIE has helped spreading awareness of the programme in the entire state.
- **In DPEP Orissa, VEC, PTA and MTA have been formulated in all the 30 districts of Orissa.**
- **VEC & MTA members are trained in two rounds on construction, community mobilisation**
- The Resource Groups have been formed at State, District and Sub-district level on Media and Community Mobilisation. These groups have been trained and they are ready to assist in the programme as and when required, guidelines and handbooks have been prepared to organise training and orientation of stake-holders at various levels.
- Orientation of DIs and SIs of all the 14 Non-DPEP districts of Orissa on Sarva Shiksha Abhiyan.
- **School Committee (VECs) are in place in all the 8 DPEP districts, 8 expansion districts and in almost all the 14 non-DPEP districts after issuance of Govt. circular on Orissa School Education (community participation) ules, 2000.**
- To sensitize the Panchayat Raj functionaries regarding roles in universalising elementary education, training programme for Sarpanches of all Gram Panchayats of DPEP districts have been conducted.
- **Release of SSA advertisement in 8 leading Regional dailies on 28.5.2003.**
- A workshop to develop the Media strategies for SSA was held on 13.5.2003 taking resourceful Information and Public Relation Officers of Govt. of Orissa and other media persons as participants.
- **DPEP stalls have been organised in the district level fares and exhibitions in most of the districts in order to create general awareness about the programme.**
- **District Media Coordinators are in position in 26 districts out of 30 districts.**
- A series of tele-conferencing programme, radio talk, panel discussion in Doordarshan have been conducted in connection with DPEP/SSA activities.
- Organisation of Ratha Yatra on Sarva Shiksha Abhiyan has helped a lot to create general awareness about the programme.
- A special tele-conference programme on **SCHOOL CHALA ABHIYAN** has been conducted on 11.8.2003 through Gramsat Pilot Project for all the districts of Orissa in which Director, DEP-SSA, IGNOU, National level Programme Coordinator DEP-SSA, IGNOU, Commissioner-cum-Secretary, School & Mass Education Department, Director, DPEP, Director, SIEMAT, State Media Coordinator and Distance Education Coordinator attended the programme as Resource Persons. Near about 1500 participants attended the said programme at district level.
- **A special awareness campaign-cum-enrolment drive "SCHOOL CHALA ABHIYAN" has already been launched at State, District and Block levels on 15th August, 2003. The said programme was continued till 5th September, 2003 in order to ensure 100% enrolment of all the children in the age group 6-14. 3,19,364 student have been enrolled in this School Chala Abhiyan.**
- Sarva Siksha Abhiyan logo along with the message of SSA in Oriya Language has been disseminated in each primary and upper primary schools of Orissa receiving maintenance and repair grant.

Distance Education

The DEP-SSA Project has been sponsored by Ministry of Human Resource Development, Government of India which is implemented by IGNOU in collaboration with all States/Union Territories in India.

Distance Education mode is an important input in the in service education of teachers and other personnel in the areas of Elementary Education. It supplements the face-to-face training by using multi media package like audio-video programmes, radio broadcast, teleconferencing etc. The programme is to focus on “strengthening the training through distance learning”.

Distance Education activities include capacity building and development of Distance Learning Materials of following nature.

- Development of self-instructional print materials
- Video programmes
- Audio programmes
- Radio programmes
- Orientation of DIET Personnel, BRC, CRC personnel and other resource persons in conducting Teleconference Programmes.
- Capacity building of personnel in DIETs and SCERT in conducting evaluation and Research Studies.

Distance Education made significant efforts in the following areas:

1. Sharing through interactive media
2. Production and dissemination of Distance Learning Material.
3. Capacity Building.

Sharing through Interactive Media:

Providing support to training inputs, sharing ideas and informations.

- Radio Programme
- Doordarsan Programme
- Teleconference

- **Radio Programmes:**

Radio as a medium of Distance Education has been appreciated from the point of view of dissemination of information development of imagination of learners and curiosity among teachers to raise several queries.

A series of Radio Programmes have been organized in DPEP through local Radio Stations (AIR Cuttack, Jeypore) in different content and contextual issues as follows:

| Sl.No. | Topic | Type of Programme | Target Audience | AIR Stations | Resource Persons | Date |
|--------|---|-------------------|-----------------|--------------------------------------|--|---------|
| 1 | Evaluation in Primary Education of Orissa | Discussion | Entire State | AIR Cuttack, Sambalpur, Bhawanipatna | Addl. Director, (TT), EFA Coordinator | 21.5.02 |
| 2 | Activity based teaching learning process in primary education programme | Discussion | Entire State | AIR Cuttack, Sambalpur, Bhawanipatna | Addl. Director, (TT), Asst. Director, Textbook | 22.5.02 |
| 3 | Role of Education Committce in Management of Primary Schools of Orissa | Discussion | Entire State | AIR Cuttack, Sambalpur, Bhawanipatna | Asst. Director, School Management, DEC | 24.5.02 |
| 4 | Sarva Shiksha Abhiyan for UEE a new concept | Discussion | Entire State | AIR Cuttack, Sambalpur, Bhawanipatna | Addl. Director, (TT), Addl. Director, (P), | 19.8.02 |
| 5 | Community participatory in SSA | Discussion | Entire State | AIR Cuttack, Sambalpur, Bhawanipatna | DEC, Media Coordinator | 20.8.02 |
| 6 | Planning for qualitative improvement of primary education in SSA | Discussion | Entire State | AIR Cuttack, Sambalpur, Bhawanipatna | Addl. Director, (TT), Asst. Director, (Textbook) | 21.8.02 |
| 7 | Education for SC/ST and Girls in SSA | Discussion | Entire State | AIR Cuttack, Sambalpur, Bhawanipatna | DEC & Tribal Coordinator | 22.8.02 |

▪ **Phone in programme:**

| Sl.No. | Topic | Type of Programme | Target Audience | AIR Stations | Resource Persons | Date |
|--------|--|----------------------------------|-----------------|--------------------------------------|---|---------|
| 1 | Educational Management and Community Participation | Phone in programme (Interactive) | Entire State | AIR Cuttack, Sambalpur, Bhawanipatna | Addl. Director, (TT), Media Coordinator, DEC, Asst. Director, School Management | 24.5.02 |
| 2 | Sarva Siksha Abhiyan: What and why | Interactive | Entire State | AIR Cuttack, Sambalpur, Bhawanipatna | Addl. Director, (TT), Addl. Director, (P), DEC, Asst. Dir, SM | 23.5.02 |

- A Radio Bridge Programme:

National Network Programme one live interactive programmes.

10. Gramin Bharat Mein Saksharata – 10 linked AIR stations of outside State – State project Director, DPEP was one of the Resource Person.

- Entire State benefited.
- Broadcasted in 4 AIR Stations (Cuttack, Sambalpur, Bhawanipatna, Jeypore)
- Date of broadcast dated 2.9.2002.

Radio Programmes on Tribal Issues:

| Sl. No. | Topic | Type of Programme | Resource Persons | Target | Date |
|---------|---|-------------------------------------|--------------------------------|---------------------|------------|
| 11 | Tribal Education in DPEP of Orissa | Kondh Dialect Discussion | BRCC, CRCC Rayagada | 10 Tribal Districts | 6.9.2003 |
| 12 | Education for Tribal Children for DPEP Orissa | Kondh Dialect Discussion | BRCC, CRCC Rayagada | 10 Tribal Districts | 7.9.2003 |
| 13 | Inter-relationship of Education and Tribal culture | Discussion in Soura Dialect | D.I., S.I. of Schools, Koraput | 10 Tribal Districts | 29.9.2003 |
| 14 | Role of Primary School Teachers in Teaching Tribal Language | Discussion in Soura Dialect | D.I., S.I. of Schools, Koraput | 10 Tribal Districts | 30.9.2003 |
| 15 | Sarva Shiksha Abhiyan in Orissa | Discussion in Kondh & Soura Dialect | RPs Jeypore Air Station | 10 Tribal Districts | 26.10.2003 |
| 16 | EGS & AIE in Orissa | Discussion in Kondh & Soura Dialect | RPs Jeypore Air Station | 10 Tribal Districts | 27.10.2003 |

DOORADARSAN PROGRAMMES

Two programmes in DD national Channel to be telecast on “Sarva Siksha Abhiyan” (under process)

| SIN o. | Topic | Type of Programme | Target Audience | Dooradarsan Kendra DD-I BBSR | RPs | Date |
|--------|---------------------------------------|-------------------|-----------------|------------------------------|---|-------------------------------|
| 1 | Sarva Siksha Abhiyan (What and Why?) | Interview | Entire State | Dooradarsan Kendra DD-I BBSR | Addl. Director (T.T) Distance Education Coordinator | 14.10.02 6.40 to 6.55 P.M. |
| 2 | Sarva Siksha Abhiyan (Quality Issues) | Interview | Entire State | Dooradarsan Kendra DD-I BBSR | Addl. Director (T.T) Distance Education Coordinator | 30.10.02 6.40 to 6.55 P.M. |
| 3 | Sarva Siksha Abhiyan | Interview | Entire State | Dooradarsan Kendra DD-I BBSR | State Project Director & DEC | 6.45 TO 7.00 p.m. |

Teleconferencing

| Programme Title | Participants & Outcome |
|---|---|
| District planning for the year 2002-2003 on 8.04.02 for DPEP districts of Orissa | 400 numbers of BRCCs, CRCCs, SIs DIs ,DIET faculty. Developed an effective planning at district level, Block level and village level. |
| Education Committee in effective school management during 18-25 April 2002 | 1760 numbers of VEC members, president SIs, DIs, participated in 16 DPEP districts of Orissa Community ownership effective school management Ama school. |
| “Sarva Siksha Abhiyan in Orissa” on 18.9.2002 | 1115 number of participants DWO, AWW Lady Sarpanches NGO, SIs, DIs, CDPO,PRI were sanitized regarding Sarva Siksha Abhiyan and implementation in Orissa. |
| Implementation of EMIS on 28.11.2002 | 835 number of participants |
| National level Teleconferencing on SSA during 3.7.2003 | BRCCs, CRCCs, SIs & DIET faculty + SPD – Director 20 persons TE & SCERT, DPCs, DEC, Addl. Director, (P), State Persons. |
| Universalization of Elementary Education in Orissa on 25.4.2003 | 1235 numbers of participants DPCs, BRCCs, DIs, SIs, CDPO, Government Officers, DIET faculty oriented. |
| Teleconferencing programme on District Information System in Education for EGS & EMIS during 23-24 May, 2003. | 975 numbers of programmes DIs, SIs, of schools, BRCCs & CRCCs etc. were oriented. |
| Sarva Shiksha Abhiyan (School Chala Abhiyan) for UEE in Orissa on 11.8.2003 | 1135 numbers of participants. Community mobilization for hundred percentage enrolment of 6-14 years out of school children. |
| Curriculum Development for Primary and Upper Primary classes of Orissa during 3-4 September, 2003. | 2142 numbers of Teachers, parents, subject experts, Rtd. Teachers, opinions received for construction of curriculum. |
| DISE Monitoring, Supervision for the year 2003-04 on 27.9.2003. | 1053 numbers of teachers programmes, DIs, DPCs, BRCCs, CRCCs Implementation of DISE |
| Training-cum-Orientation of BRCCs for all 30 districts 21.10.2003 | All BRCCs of the Districts, DIs, DIET faculty to be taken up. |

Audio & Video Programmes:

1. Duplication of Audio Cassettes developed in FTI studio Cuttack.
2. 11 audio programmes developed and 1000 copies duplicated and distributed in the districts.
3. 8 Video scripts developed on “Activity based curriculum on monograde and multigrade situations” during the workshop 5-10 October 2002 14 participants attended the programme.

Capacity Building:

DEP-DPEP has been making persistent for capacity building of primary school teachers and others in various areas at state, district and sub-district levels. The emphasis is on district specific needs through material input in the form of print video and teleconferencing.

Radio Script Writing:

- A 3-day workshop on Training-cum-development of radio script writing was held during 9-11 January, 2003. 25 participants developed 15 draft scripts (DIET, CTT, BRCC, Teachers SIET, FTI)
- Next workshop on Review and Finalization of Radio Scripts for production was held on 10-11 February, 2003. Fifteen participants (DIET, BRCC, CTT, School Teachers, SIET, FTI,) attended and 13 scripts finalized on content and contextual issues for Broadcast.
- 14 participants (Teachers, DIET faculty, BRCCs) developed 8 video scripts during 5-10 October, 2002.
- Importance of stories in teaching and learning and sharing of views on textbook from Class-I to IV produced by DPEP Orissa 20-22 December, 2002 at Ahmedabad attended by Asst. Director, Textbook.

Strengthening of Institutions:

- Distribution of D.L. Materials, Video Cassettes distributed to the districts to DIETs/STs and BRCCs.
- Installation of DR systems in Institutions like DIETs/STs.

DEP has upgraded the among DR systems into Digital/ and installed new DR systems in the State at 17 centres.

Success Stories and Good Practices (Video Programmes):

1. Activity based Multi-grade Teaching (Class-III, IV, V) science, Maths, EVS, Teacher Educator DIET Bolangir.
2. Activity based Teaching (Class-IV-Oriya) Teacher Educator DIET Bolangir.
3. Activity based Teaching (Class-IV Mathematics) Primary School Teacher, Bhubaneswar.
4. Activity based Teaching Class-I language organization SIs Kalahandi.
5. Activity based Teaching Class-III Dhenkanal Teachers.
6. Activity based Teaching Class-III Class-I Math, EVS.
7. Activity based Teaching Dhenkanal Teachers.
8. Activity based Teaching Class-III Math.

BRCC, Community Mobilization Karlamunda, Kalahandi.

Feedback Studies on DE Programme:

1. Feedback study on the USE of SIM on Mathematics (hand spots)

Others:

- Planning meeting on SRG formation in Distance Education component 12.08.2003.

- Planning-cum-Development of Multi-media package Girls Education Community Mobilization during 18-20 September 2003 district specific.
- Review and finalization of MMP on Girls Education/Community Mobilization 14-17 October, 2003.

Future Activities

As part of Distance Education the following activities are proposed in future.

- Preparation of Distance Learning materials.
- Capacity building on audio and video script writing in SSA districts.
- Supply of Audio Video cassettes to districts.
- Supply of VCD player, computer to facilitate distance learning.
- Documentation of best performing teachers on subjects in monograde and multi-grade situation.
- Capacity building activities on distance mode delivery in SSA districts.
- Training through Teleconferencing programme.
- Radio programmes on curricular and contextual areas (Production & broadcast).
- Adoption and duplication of video audio programme and distribution of the same.
- Conducting feedback and impact studies on distance mode of learning.
- Strengthening of Institutions – equipping SCERT, DIETs, CRCs, BRCs, etc with print materials, audio-video materials.
- Development of multi-media package.
- Revision of SIM “EKALAVYA” production and distribution.
- Community News letter ‘Aroha’ printing and distribution.

State Institute Of Educational Management & Training

The State Institute of Educational Management and Training (SIEMT) is conceived as an autonomous institute for planning and conducting training and research on issue of educational management particularly for persons associated with elementary school management.

At present SIEMT, Orissa is functioning as a part of OPEPA with four departments i.e.

- Educational Planning
- Educational Management
- Research and Evaluation
- The Bye-laws for the society for SIEMT has been approved by the State Government. The society is going to be registered very soon.

Educational Planning

One of the major thrust areas of DPEP has been the formulation of decentralized, need-based, local-specific and participatory plans. The participation of district-level and sub-district level structures and stakeholders in plan formulation, especially in school mapping and micro planning, is the uniqueness of DPEP planning. The district is the basic unit of plan formulation. State level appraisal is a supportive process.

DPEP plans are two types: the Perspective Plans and the Annual Work Plans. While Perspective Plans are prepared for the entire project period spelling out the overall strategies, AWP are for one year only.

An important dimension of planning in DPEP is capacity building and community mobilization. Capacity Building programmes are undertaken for the continuous development i.e. acquisition of skills, techniques and capabilities of district and sub-district level functionaries. District & Block level planning teams have been and trained in the planning process. Community awareness programmes are an in-built feature of district plans, which elicit wider participation of stakeholders in the programmes.

Programme Overview:

- The well-planned strategy is worked out to enroll all the out of school children in the age-group of 6-14 years in the forth coming year and to ensure retention of all in school children.
- 7 to 8 members from each of the 16 DPEP districts (8 Existing + 8 New) have been trained in the planning process.
- Block and GP level issues and gaps are being reflected in the plans.
- Out of school children in all the GPs have been identified. They are the main focus groups.
- 100% access is the main thrust for the year 2002-2003.
- District and block planning teams have been formed in the other 14 non-DPEP districts.
- 8 to 10 members of each districts have been given 3 rounds of training.
- The teams have prepared the district perspective plans and two-month DPEP for the year 2001-2002.
- The AWP & B for 8 DPEP Districts was approved for Rs.71.51 Crores and for 8 DPEP (Expansion) Districts for Rs.60.00 Crores for 2002-03.
- Household survey and micro-planning is completed in these districts. The findings have been incorporated in the plans.
- Information regarding all the deserving habitations for the formal schools and EGS schools and the no. of different type of AIE camps required have been collected. They are now being verified by the special task force at the district and block level.
- The state also proposes for individual child monitoring through computerization.
- 10 days Motivational camps, mini-school concept upto Class-IV (for habitations with 10-15 children), repeater camps, bridge courses are to be organized in the forth-coming year.
- ❖ **Perspective Plans for 14 non-DPEP districts r SSA** were prepared and submitted to Government of India and have been approved by PAB, GOI for **Rs.944.20 crores**.
- ❖ **Perspective Plans for 16 DPEP districts under SSA** were prepared and submitted to Government of India and have been approved by PAB, GOI for **Rs.771.22 crores**.
- ❖ **The Annual Work Plan & Budget for 2003-04 for 30 districts under SSA** has been approved for **Rs.379.74 crores**.
- ❖ For the first time the State Project Office had to perform the herculian task of preparing, appraising and consolidating the AWPS of 30 districts under SSA.
- ❖ **The Annual Work Plan and Budget, 2003-04 of 8 DPEP-II (Expansion) districts** has been approved for **Rs.64.28 crores**.

The magnitude of the approved plans, both Perspective & Annual is the measure of the success of the planning process and the functionaries engaged in it.

Educational Management

The major objective of Educational Management wing of SIEMAT to build the capacity of personnel engaged in management of primary and elementary education of the State at different levels like VEC, headquarters, BRCCs, CRCCs, inspecting officers at the block and district levels. Besides this, efforts to encourage participatory management of school system with active involvement of community and PRIs is being attempted.

Activities taken up by OPEPA :

Some activities initiated by OPEPA to achieve the above objectives are as follows :

- Two round training of VEC of 8 DPEP districts on effective school management.
- Training of Sarpanches, PRI members & NGO representative through tele-conferencing about their role in Universalisation of Elementary Education.
- One-day orientation of MLAs on the norms and planning process of SSA.
- Two-days orientation of BRC Coordinators of DPEP districts on classroom management and academic support to teachers.
- Two round training of CRC Coordinators of DPEP districts on Educational Management.
- Training of Headmasters of Upper Primary Schools and S.I. of Schools of 16 DPEP districts on Educational Management.
- Five days orientation of D.I. of Schools on Educational Management.
- Preparation of draft rule for establishment, registration, recognition of private managed schools to provide scope for opening of schools in private sectors.
- **Three modules have been developed for two days training of VEC members, one for active VECs, one for average VECs and one for weak VECs.**
- **A six days' module for training of BRCCs entitled 'Samyojika' has been developed and the newly selected BRCCs are being trained with this module.**

Proposed activities for the future :

- **Training of Headmasters & S.I. of Schools of SSA districts on Educational Management.**
- **Training of BRCC/CRCC/BRPS on Educational Management in 30 districts.**
- **Training of D.I. of Schools/C.I. of Schools on classroom management.**
- **Training of VEC members in 22 districts and VEC members of upper primary schools in 8 DPEP districts.**
- **Training of Sarpanches & PRI members on different strategies of UEE/SSA.**
- **Training of Headmasters of elementary schools on school mapping and micro-planning.**

Research And Evaluation

Progress Overview:

Research & Evaluation activities which were included at the district level were completed and steps were taken for wider dissemination of the findings of the studies during May-October, 2003.

Research studies completed are:

- Evaluation of the use of the SIG & TLM grant in Dhenkanal, Bargarh, Kalahandi, Rayagada, Gajapati & Sambalpur.
- Village Education Committee initiatives in primary school management – A status study in Kalahandi, Bolangir, Sambalpur, Keonjhar and Dhenkanal districts.
- A feedback study on the use of self-instructional Materials entitled Effectiveness of self-instructional material on Mathematics for primary school teachers.

Research studies initiated during August, 2003 include:

- Evaluation of functioning of Education Guarantee Scheme (EGS) centre of Nuapada district.
- Role of VEC in school management and quality education in Malkanagiri district and Kandhamal district.
- Status of residential schools for children of scheduled tribe community of Koraput district.
- Effectiveness of integrated textbook on pupil achievement in Class-I trends, analysis of transactional process and comparative prospects.
- Role of VEC and community in infrastructural development as a function of DPEP intervention in Kandhamal district.

Workshop/Training programmes:

- The 10th Research and Evaluation Coordinators of different DPEP states was held at Bhubaneswar from April 3-5, 2003. The theme selected for discussion in this meeting was “Teachers and Teacher Effectiveness”.
- Four days workshop was organized at the State Project Office from 4th – 6th September, 2003 to develop and finalise the questionnaires of the research studies commissioned.
- One-day meeting of State Advisory Group on Research & Evaluation was held on 22nd August, 2003 to chalk out plan and strategies for Research & Evaluation activities under SSA.

Material Development:

Research Abstract volume – IV, V were developed and printed. The findings were shared with the field level functionaries for wider dissemination and implementation.

Activities Planned:

- To organize a workshop for selecting the priority areas of Research and Evaluation activities at the elementary level.

Management Information System (MIS) in SSA, Orissa

Background

MIS plays a key role in the District Primary Education Programme. Managing information better, became an unceasing quest for making a critical requirement for leadership in each and every sphere. **District Primary Education Programme is first amongst the social**

sector projects in India that is being so closely monitored through a management information system. Various data are being collected, computerised and compiled in a systematic process for effective planning and progress monitoring. Two major parts of MIS are: Educational Management Information System and Project Management Information System. The EMIS provides detail educational indicators for time series and single year down from individual school level up to the national level. Where as PMIS provides intervention wise financial & physical targets and achievements of different institutions down from VEC up to the SPO level.

The key objective is making contact with the ground realities and responding to the challenges of educational planning and management. The aim is to form the complete backbone of the educational information system from the state level down to the school level. As a result the system would work according to each administrators requirement.

□ **District Information System for Education (DISE)**

The District Information System for Education (DISE) is a computerized and systematic educational monitoring system, designed by NIEPA. DISE has been implemented in 127 DPEP districts of India. The uniqueness of DISE is:

❖ Systematic and Standardized :

- Collected through standard Data Collection Format through out the country.
- Standard Definition for each field
- Reference date is as on 30th. September every year

❖ Computerised :

- Data entry, consistency checking, compilation and report generation every year through Software

❖ Data Dissemination :

- Yearly and Time-Series report generation with all possible school based indicators for effective planning and progress monitoring

MIS Activities

| | | |
|---------------------------------|---|----------------|
| DISE | - | “A” of Annex-I |
| Household Survey | - | “B” of Annex-I |
| Teachers Details | - | “C” of Annex-I |
| GIS | - | “D” of Annex-I |
| Other Areas of Operation | - | “E” of Annex-I |
| Usages of data | - | “F” of Annex-I |
| Supervision & Monitoring of SSA | - | “G” of Annex-I |
| Web BASED pmis | - | “A of Annex-II |

Part – A**DISE: Spot Data Collection**

Understanding, the need of quality and authentic data, SSA, Orissa has adopted a unique method for data collection for DISE. The SI of Schools, Block Resource Center Coordinator (BRCCs), Cluster Resource Center Coordinator (CRCCs) and the teachers have been trained thrice; twice through Teleconferencing programme and once at the Block level training programme, about the features and data collection technique of DISE 2001. The Video document of DISE data collection procedure has made and sent in terms of CDs to the districts for the proper collection of DISE data.

The DISE data are collected by the local educated youths and retd. teachers of the locality, directly from the school/village. The District Resource Group (DRG) consisting of MIS persons (Programmer, Data Entry operator), Pedagogy In-charge, retd. Teachers/headmaster have been trained for 4 days about the data collection procedure, including two days practical at the field level. These DRG member collected the Scholl level and village level data by spot filling of the formats at pre scheduled centres, with the help of the teachers/BRCCs/SI of schools etc. The school-based information collected also crosschecked by direct field visit. Thus a 100% crosschecking is also being done.

The BRCC and the SI of Schools have visited 70-80% of the schools for random checking of the data. The Data Collector, Schools Headmaster, CRCC, BRCC and SI of Schools countersign in the Data Collection formats. Apart from this, the members of the District Resource Group, including the DPC visit 20-30% schools (in random) for ensure the quality of the data. A state level team also visited 10-20% schools randomly. Finally, the DPC provides a certificate that “100% schools have been covered in DISE and all the data provided are authentic”.

Part-B**Household Survey for 30 Districts**

To achieve the goal of universalisation of elementary education, the detail information of out of school children (both never enrolled and drop out category) s required. For the preparation of village level need based plan for Sarva Siksha Abhiyan, the Government of India has suggested to undertake a household survey to get a clear picture of every the economical and educational status of each household and the status of out of school children (both never enrolled and drop out category) of the districts.

In the first phase the household survey was conducted in 14 SSA districts in July 2001 at Educational district level under the guidance of the concerned DI of schools. Then the 2nd phase covered the 30 SSA districts in total. The survey format and the VER (Village Education Register) has thoroughly analysed and translated to the regional language (Oriya) so as to maintain it in simpler and clear way.

- o **The household survey covers:**
- o Parent's name
- o Parent's Educational Qualifications

- o Parent's Economical Condition (BPL or APL, Earning Source etc.)
- o Name of each child (from 0 to 14 years & above)
- o Whether disabled? And the kind of disability (i.e. Visually Impaired (VI), Orthopodically Impaired (OI) etc)
- o Enrolled? If yes then which class?
- o If Dropped Out? Reason for dropping out
- o If Non-enrolled? Reason for never enrolled
- o Suitable timing for schooling for never enrolled & drop out children
- o Detail Information about tribal children regarding their language etc.

Part - C

Teachers database

The Service Books & Gradation list of all the teachers both Primary and Upper Primary of all 30 district of Orissa has been computerised. This helps the administrator for teachers, rationalisation, Transfer- Posting, disbursement of salary, imparting training, Selection of BRCC and CRCC and Resource Mapping etc. This database is a big databank for the Pedagogy Unit and the SCERT.

Part - D

(GIS) Geographical Information System

A Geographical Information System for DPEP, Keonjhar is being developed in a pilot basis by DPEP, Orissa. The village boundary-wise block maps of all DPEP & expansion districts have been digitized through ORSAC. A Global Positioning System (GPS) Survey to get the exact location of the all the educational institutions have been conducted at DPEP, Keonjhar. All the existing databases including DISE have been linked with the GIS. The digital photographs of all the educational institutions have also been taken and linked with the GIS. The opening of EGSC, teacher's rationalization, educationally backward GPs were identified through the GPS. A sample analysis has been done through the GIS & GPS to strengthen the Welfare Schools (residential). The GIS of rest of the districts are going to be finished within a very short period.

Part – E

Other areas of Operation

Multimedia Applications:

- (a) Alphabet learning : In the in-house studio of the SPO, a multimedia alphabet learning system has been developed in sample basis using text, audio & animation. The MIS Unit will develop small-animated films on curriculum soon.
- (b) Multimedia Presentation: Different types of Multimedia Presentations for presenting to the different types of delegates are being produced by the in-house Studio, using audio, video and graphics.

Internet & Intranet

DPEP, Orissa has launched their website in 1998 by Sri R.S.Pandey, IAS, J.S., MHRD, GoI. The result of the Secondary Education of Orissa has been published in this website. **This is the first website of DPEP in India.** The SPO of DPEP, Orissa has been connected to the INTERNET through 64KBPS-leased line, provided by Software Technology Park, Dept. of IT, and Govt. of India. All the DPOs are connected to the net through dial up line. Data & Mail sharing is being done through the system for a quick, economical & secured service. The Online connection of DPOs has been tested. Voice Conferencing will be a major objective of this service. As the web based Project Management Information System is under development. A dynamic website of DPEP, Orissa is going to be hosted by the end of April.

Office Automation System:

The offices of SPO, DPOs, Department of School and Mass Education, Directorate of Elementary Education have been computerized and networked for office automation purposes. All the above offices are equipped with the DISE, Children Profile, Teachers' Profile and GIS etc. for quick decision-making. All the **Court cases of the department** have been computerized, which will reduce the burden of the decision maker as well as help the Administrators for effective monitoring of pending cases.

The SCERT, DIET, DI of Schools and BRCC/SI of Schools will be computerized very soon.. All the Block Resource Centers will be connected with the District Project Office as well as with the State Project Office for smooth implementation and monitoring of project.

Part-F

Usages of Data:

- The DISE/ COHORT data are being used for :
 - ✓ Selection of weak school, VEC, cluster and block on the basis of high repetition rate, low transition rate, high drop out rate etc for special intervention.
 - ✓ Preparation of village and school based planning as well as AWP & B.
 - ✓ Rationalization of teachers and engagement of Para Teachers
 - ✓ Distribution of Textbooks & other materials.
 - ✓ To address Repeaters Issue
 - ✓ Civil work i.e. construction of building for building less schools, toilets, additional classroom, drinking water and major repair.
 - ✓ Random sampling in BAS & MAS.
 - ✓ Action Research Projects.
 - ✓ Planning for special programmes like 'NINAD', engagement of "Community Mobiliser", "Tribal Educated Youths' and "Escort Mother"
 - ✓ Conducting Common Annual Examination in 2001-02.

The Child data are being used for:

- ✓ Selection of educationally backward villages, GPs, Blocks on the basis of out of school children
- ✓ Selection for opening of EGS, AIE, Adolescent Girls' Hostel, Tribal hostel etc.

- ✓ Identification disabled children.
- ✓ Identification of parents having more than 3 children: used by Health Department

The Teachers' data are being used for:

- Rationalisation of teachers
- Posting of BRCC and CRCC in expansion districts
- Teacher Training
- Selection of Resource Person

The House hold data are being used for :

- o Out of school and the reason for never enrolled and drop out has been shared with all VECs.
- o The GP, Block and District level abstracts have shared with all DI of schools/ DPCs .
- o Targeting out of school children and opening of EGS/AIE centres.

The information systems are quite compatible. The data from all the existing databases are linked to make intensive analysis cross verification as well as for a realistic micro level planning.

1. For example, the shadow areas are identified linking the DISE, Child Tracking and COHRT database, in terms of high drop out rate, high repetition rate, more out of school children and high PTR.
2. The viability of opening of EGS and AIE Centers are crosschecked linking the DISE, Child Tracking databases.

Annex-I

Part-A

WEB Based Project Monitoring System

Orissa Primary Education Programme Authority (OPEPA) which is responsible for reformation and management of Primary Education sector in Orissa, has made a step ahead with launching of its website. The website is not only a source of information pertaining to different activities to Project Monitoring system which enables users at different level to supply and share information effectively on the soft portal. Project planners, managers and administrators can envisage the data in different dimensions as per the requirement.

It is expected that this effort would materialize in making the dream of true of “Effective data sharing in organizations and transparency of the data”.

The Project Management Information System has been implemented to indicate two major factors : the quarterly financial status and the physical achievement against the allocation provided in the AWP&B of all the interventions for proper planning and monitoring. This system could not manage to monitor the micro level implementation of different interventions; it only indicates the level of the expenditure and the achievement of physical target as planned in the AWP&B.

From our previous experience, it was observed that the submission of quarterly PMIS data regarding physical and financial achievements from different intervention was tedious. It is quite obvious that it is difficult for implementers to provide the information of last financial quarter.

To shootout these problems, a state specific on-line project monitoring system has been designed. It is decided to implement the PMIS at BRC level first, though the CRC is the grassroots level institution. The new system will be paperless and a real time (on line) system. Where, the BRCs will be connected through the DPEP's INTRANET. The BRCC has to fill up few online forms in the computer once in a day/week. The DPC can monitor the programme made by the BRCs every day/weekend. Similarly, the SPD can also monitor the progress made by the BRCs every day/weekend. Similarly, the SPD can also monitor the progress made by the DPOs everyday/weekend.

In this system, regular and close monitoring will be done for different level of implement agencies, i.e. at CRC, BRC, DPO, DIET etc. The system includes major intervention wise achievement wise achievement (both financial and physical), monthly statement of expenditure, advance monitoring system, teacher training monitoring and civil work monitoring system at different level.

UTTAR PRADESH (DPEP-III)

Coverage:

Total number of districts : 36 (Agra, Ambedkarnagar, Azamgarh, Unnao, Bagpat, Ballia, Bijnor, Bulandsahar, Etah, Faizabad, Farrukhabad, Fatehpur, Gautam Budh Nagar, Ghaziabad, Ghazipur, Hamirpur, Jalaun, Jaunpur, Jhansi, Kannauj, Kanpur Dehat ,Mahoba, Mainpuri, Mathura, Mau, Meerut, Mirzapur, Muzaffarnagar, Padrauna, Pratapgarh, Raebareli, Sultanpur, Rampur, Barabanki, Bahraich and Sravasti)

(Rs. In lacs)

| Particulars | District covered | EFC Approved Project Cost | Annual Work Plan 2003-2004 |
|-------------|------------------|---------------------------|----------------------------|
| 1 | Agra | 3149.22 | 748.02 |
| 2 | Ambedkar Nagar | 2063.64 | 306.81 |
| 3 | Azamgarh | 3380.34 | 498.62 |
| 4 | Bagpat | 1277.08 | 208.33 |
| 5 | Balia | 2656.05 | 490.55 |
| 6 | Bijnor | 2576.39 | 463.15 |
| 7 | Bulandsahar | 2803.60 | 559.76 |
| 8 | Etah | 2409.51 | 526.80 |
| 9 | Faizabad | 1982.19 | 313.07 |
| 10 | Farrukhabad | 1873.94 | 351.26 |
| 11 | Fatehpur | 2436.45 | 449.73 |
| 12 | G B Nagar | 1155.44 | 235.81 |
| 13 | Ghaziabad | 1919.05 | 369.67 |
| 14 | Ghazipur | 2560.44 | 546.05 |
| 15 | Hamirpur | 1546.47 | 288.33 |
| 16 | Jalaun | 1969.59 | 386.50 |
| 17 | Jaunpur | 3158.67 | 614.06 |
| 18 | Jhansi | 1717.30 | 256.77 |
| 19 | Kannauj | 1714.14 | 281.26 |
| 20 | Kanpur Dehat | 2349.17 | 395.51 |
| 21 | Mahoba | 1396.61 | 341.61 |
| 22 | Mainpuri | 1828.76 | 349.32 |
| 23 | Mathura | 1880.17 | 405.82 |
| 24 | Mau | 1901.20 | 420.31 |
| 25 | Meerut | 1882.07 | 396.88 |
| 26 | Mirzapur | 2525.76 | 585.82 |
| 27 | Muzaffarnagar | 2677.96 | 503.51 |
| 28 | Padrauna(K Ngr) | 2424.67 | 382.53 |
| 29 | Pratapgarh | 2602.33 | 460.62 |
| 30 | Raibareli | 2465.78 | 432.63 |
| 31 | Sultanpur | 2924.59 | 529.36 |
| 32 | Unnao | 2389.37 | 366.53 |
| 33 | Rampur | 735.93 | 394.02 |
| 34 | Barabanki | 1201.98 | 693.51 |
| 35 | Baharaich | 930.81 | 549.08 |
| 36 | Sravasti | | 239.16 |
| | State Component | 4828.24 | 1614.63 |
| | Total | 79294.91 | 16955.40 |

Utilization Certificate

(Rs in lacs)

| Fund released by GOI upto 30/09/2003 | Fund released by STATE upto 30/09/2003 | Total | Percentage (%) State Share |
|--------------------------------------|--|----------|----------------------------|
| 50000.00 | 8813.21 | 58813.21 | 14.99% |

Expenditure & Disbursement

(Rs in lacs)

| Particulars | DPEP-III |
|--|----------|
| Actual expenditure upto 31.03.2003 | 50400.39 |
| Total planned in 2003-2004 | 16955.40 |
| Expenditure during 2003-2004 upto 30/09/2003 | 2114.91 |
| Total expenditure upto 30/09/2003 | 52515.30 |
| Disbursement | |
| Reimbursement claimed upto 31.03.2003 | 42085.24 |
| Reimbursement claimed upto 30/09/2003 | 48451.01 |

Project Structure :

Vacancies position in SPO and DPO

| Name | No. Planned | No. filled | Vacant | Particulars of posts* vacant/progress in filling the same |
|------|-------------|------------|--------|--|
| SPO | 62 | 61 | 01 | |
| DPOs | 396 | 328 | 68 | 1. Distt. Coordinator: Community Participation-06 Gender -06, Training-02, Alternative Schooling-04, IED-03 2. Accountant - 16 3. Steno - 16 4. Typist /Clerk - 13 Total vacancies = 68 Efforts are being made to fill the vacancies |

* Details of posts are given in Annexure I&II

**Staffing in DIETs of 26 project districts is given in Annexure III.

Functioning of EC/GC :

- Meetings of EC are being held regularly. **Last EC meeting was held on 20th August, 2003.**
- Nominations to the General Council as well as the Executive Committee of UP Sabhi Ke Liye Shiksha Pariyojana were revised on 16^h June, 1999. The proposal for nomination is under consideration of the State Govt. As the tenure of GOI nominees had expired, fresh nominations have been made by GOI. The General Council as well as the Executive

Committee of UP Sabhi Ke Liye Shiksha Pariyojana Parishad looks after the work of DPEP-III.

Submission of Annual/Audit Report:

The Annual report along with the Audit Report for the year 2000-01 & 2001-02 has been submitted to GOI to lay in the Parliament. The Annual Report and Audit Report for the year 2002-03 are under preparation and will be completed timely.

Visioning of DPOs & DIETs

To orient the DPEP staff towards different activities of the project and pedagogical aspects, visioning workshops were held in SIEMAT, Allahabad. From April 2000 to August 2000, 8 workshops were organised. A Core Team of 7 persons viz. Principal, DIET, Senior Lecturer, Expert Basic Shiksha Adhikari, Deputy BSA, District Coordinator, Head Master & Assistant teacher from each district participated in these workshops.

A state level orientation workshop for members of SRG was held on 18-19 July 2000 at NEDA, Lucknow.

The above trained Core Team have organised district level visioning workshops for all lecturers of DIET, BRC/NPRC Coordinators, ABSAs, SDIs and all district coordinators.

A Training module for DIET's Staff named "Sanyojya" has been prepared by SIEMAT. Training programme has been organised in Allahabad DIET in September 2003 and now the process is going on for all DIETS of the state.

Pedagogical improvement

Pedagogical renewal processes, under UP DPEP III include the extension of the UP Pedagogical renewal plan of 1997 to these 32 districts as well. The learning and capacity building achieved in the UPBEP and UP DPEP II programmes has most directly benefited the UP DPEP III districts.

By the time UP DPEP III opened, the curriculum for classes I-V has been revised and the new textbooks developed in UPDPEP-II. Supplementary readers under UP BEP were in use and a new teacher training module based on the new textbooks under preparation along with the teacher guides. Thus, UPDPEP-III focused on the following more intensively:-

1. Immediately put to use the tried and tested materials & training programmes already developed.
2. Orient through "visioning" workshops all UP DPEP-III districts with the new pedagogical renewal design of U.P.
3. Invest in capacity improvement of SCERT and State Textbook Office for better quality of production of materials.
4. Strengthen academic supervision, with specified indicators of change.
5. Focus on headmasters training for school improvement.
6. Include a marked focus on multi-grade classroom teaching and management.
7. Seek to directly impact class-room processes more effectively.

Visioning Workshops

To develop a common pedagogical among district level functionaries e.g. DIET staff, DPO staff and to orient them on project objectives and interventions, series of visioning workshops have been organized. A core team of 7 persons from the districts comprising Principals of DIETs, Senior Lecturers, Expert BSA's, Deputy BSA's, All District Coordinators, ABSA's, Head Masters and Assistant teachers of primary schools participated in visioning workshops organized at SIEMAT, Allahabad during April to August 2000. In this continuation, a state level orientation workshop for the SRG for Pedagogy was also organized during 18-19 July 2000 at NEDA Lucknow to entrust them with the newer responsibilities & needs of UPDPEP-III. A set of 4 day visioning workshops for district and block level functionaries including ABSA, SDI, BRC and District Coordinators were organized at the DIET level in all 32 UPDPEP-III districts.

Teacher Training

DPEP-II experiences in teacher training influenced the planning for training under UP DPEP-III. The training strategy has taken into account the post training support and organizational support at district & sub-district levels.

New textbooks based on the revised curriculum for primary classes were introduced in schools from July 2000. Therefore proper orientation of teachers for effective use of the textbooks was needed in UP DPEP III districts. The training package developed under UP DPEP II was extended to UP DPEP III also. The package 'SAADHAN' primarily focussed on the new textbooks in addition to MGT, classroom interaction etc. It was an 8 day package for teachers and 2 days additional input for BRC, NPRC coordinators. The module focussed on:

- better and effective use of textbooks in classrooms,
- up gradation of content knowledge of teachers,
- use of new transactional methodologies,
- handling multi-grade and multi level classroom situations,
- preparation and use of content specific TLM's,

The DIETs selected Master Trainers for the purpose through a merit-based process. Selection tests including a written test, group discussions and interviews through participant observation processes, were organised at the district level. The selection & training of 1608 trainers was done at the district level. The training of M.Ts. was organised at the State level and Training Of Trainers was done at the regional level. The first batch of training was organized for BRC,NPRC coordinators at DIET level to give them exposure to the package and an additional input of 2 days follow up was given to them. During teacher training at block level,16 sessions in the training hall and 30 practice sessions in actual classroom situations were planned and organized.

This round of training is now almost over and 107724 teachers out of 108276 have been trained so far.

Second Round of Teacher Training :

While conceptualizing training inputs for the second round of teacher training, due consideration has been given to the feedback received during online supervision of teacher training in the first round and from the Study on Teacher Training Inputs under DPEP-II (covering round I & II) conducted by independent evaluators in 2000. The study had revealed the minimal impact of teacher training inputs in actual practice. It had further disclosed the need to strengthen the DIET-BRC-NPRCs to reinforce their academic leadership in providing support to teacher & schools. In addition, the introduction of teacher guides in all primary schools and the introduction of the new Comprehensive and Continuous Evaluation System as well as revised Indicators for Academic Supervision by the BRC & NPRC were important factors which have influenced the second teacher training round.

First & foremost a re-look at the whole design, content and methodology of in service training was generated. The focus areas being targeted through the second round of teachers training are:-

- a. Aim to make a difference in actual classroom situations.
- b. Use of teacher handbooks/guides by the teachers to be emphasized – use of lesson plans, TLM's
- c. practice teaching in actual classroom situations
- d. Enable teachers to understand & practice remedial teaching.
- e. Help teachers use multigrade management techniques in live school situations & implement pedagogic materials in textbooks conducive to multigrade situations.
- f. Make NPRCs more active by conducting training sessions in classrooms of primary schools in its jurisdiction by rotation. NPRC coordinator & 1 RP to conduct school based trainings.
- g. Orient teachers with CCE & maintenance of pupil evaluation cards, PTA meetings etc.

During training sessions, participant-teachers will prepare detailed lesson plans, develop TLM, do practice teaching in actual classroom situations. This will be followed by a reflection session in which teachers will share their teaching experiences with each other.

This round of training has been further decentralized to cluster level where trainings will be organised every month in actual school situations. The training, facilitated by trainers would be supported by SRG, BRG members - cluster coordinators and DIET mentors. The trainers who have worked earlier at the block level, facilitate the cluster level trainings.

Apart from enhancing in-service capability and skill development of teachers and focusing on how to use textbooks effectively the highlight during the training is on hard spots of language, Maths & EVS, multigrade teaching strategies and the comprehensive and continuous evaluation system.

At the district level, DIETs have been assigned responsibility for preparing cluster wise detailed training schedules/rosters which are school-based, nominate Resource Persons to assist NPRCC's and identify BRG & DRG/SRG members for monitoring of actual training programmes.

Teacher training has been launched at the cluster level in Feb ,02 initially in 2 blocks of the districts due to the fact that DPEP-III districts have not much experience of organising

decentralized teacher training. Once the training in 2 blocks gets stabilized it would be expanded to cover the rest of the blocks.

Currently following training programmes are under implementation :-

- 1- Training of Head Teachers**
- 2- Training of teachers for IED**
- 3- Subject specific training of teachers at upper primary level under SSA.**

DIETs have been instructed to get the training video documented on a sample basis. This is aimed at using it as a base material for review and reflection at the district/State level.

(i) Curriculum and textbook development :

Curriculum for primary classes (I-V) has been revised and new textbooks based on this have been developed. Text books of Maths (class 2 & 3) were introduced statewide from July, 1999. Rest of the textbooks were then introduced in Primary schools across state from July 2000. UP DPEP-III districts benefited by use of the new textbooks in the very first year of the project itself.

Teacher handbooks based on new textbooks have been developed, printed and distributed (one set) to all the schools, BRC and DIETs. A copy of the new curriculum document has been supplied to all primary schools, BRC, NPRC and DIETs.

In a logical sequence of the pedagogical renewal process under DPEP and in accordance with the Pedagogy Plan of 1997, the final piece in the mosaic of curriculum renewal , after textbook development and regular training of teachers , was to draw up a systemic pupil evaluation system based on the new pedagogic precepts introduced into the classrooms . For primary schools ,a system of continuous & comprehensive pupil's evaluation has been developed by SCERT through its Bureau of Psychology, experts from TSG EdCIL and NCERT - New Delhi members of the SRG, teachers , DIET faculty members etc. The package was developed through a participatory workshop mode, and field trialled in 3 districts. CCE has been finalized and introduced in schools statewide from Dec, 2001.

The package consists of:

- (i) Teachers' handbook
- (ii) Work plan
- (iii)Format to maintain cumulative record of each child's progress
- (iv)Progress report card

The first three components have been printed by the State Textbook Office and progress cards at the district level; from where they are being distributed to the districts and schools. Orientation of teachers on CCE has been started through training of MT's at the state level. SCERT has organized the training of MTs, who will in turn orient RPs, DIET faculty members, BRC, NPRC Coordinators at the district level.

The Training of teachers on CCE has been completed.

ii. Academic Support and Supervision

Academic Support and Supervision system is perceived as the provider of professional guidance and support to schools particularly teachers, with the DIETs providing academic leadership. The objective is to improve the functioning of schools and classroom processes as well as achieving better academic levels amongst children. This is being done by providing vital linkages between the school and district (DIET-BRC-CRC-School) and by operationalizing a system of regular school visits and periodic TLM workshops at the block and cluster level. Parameters for rigorous monitoring of performance of schools, BRCs & NPRCs have been developed to make the academic supervision system, responsive, accurate and deliverable.

The academic support & supervision system developed in UP DPEP II has been extended to UP DPEP III also. It is incorporated in the foundation training of BRC-C, CRC-C from the very beginning. The parameters developed for school performance and BRC, CRC evaluation are being used not only for the performance assessment of these institutions but also as a tool for the development of these institution from the inception stage.

The first step was to build capacity of DIET, DPO, BRC-C and CRC-C for academic support & supervision. Three regional level workshops were planned (to orient district level teams comprising of 6 members from DIET & DPO) and organised at DIET, Jaunpur and Agra and Muzaffar Nagar during 19-23 April, and 6-8 May and 19-22 August 2001.

These workshops were aimed at building capacity for:

- ◆ Planning & managing academic inputs for schools/teachers.
- ◆ Undertaking effective school visits and hold demonstration lessons.
- ◆ Grading schools/NPRC's/BRC's on the basis of defined parameters.
- ◆ Providing feedback and planning for follow-up/remedial action.
- ◆ Organising trainings/workshops for teachers in response to the areas of difficulty identified.

These workshops were followed by a series orientation workshops at districts for all DPO, DIET, BRCC-CRCC staff.

In DPEP-III Academic Support & Supervision System is perceived as the provider of professional guidance and support to school, particularly to teachers and children. Therefore 38 school parameters that show the performance of school are followed. The 38 school performance parameters were developed and institutionalized by G.O.No.: 2314 / 15-05-2001 - 346 / 2001 dated 11 July 2001 followed by a revised version of 38 parameters, which was institutionalized by G.O. No.: Edu - 5 / 3759 / 15-05-2001 - 346 / 2001, dated 13 Sept 2001. Subsequently another revision of 38 parameters took place that was institutionalized by G.O. No.: Edu - 5 / 4300 / 15-05-2001 - 346 / 2001 dated 3 January 2002.

The feedback received from the field strongly reflected the need of VEC playing a responsible role in the monitoring of school performance of schools, which resulted into issuing of another G.O. No.: 4384 / 15-05-2002 - 346 / 2001 dated 7 Oct. 2002 making VEC accountable for monitoring of performance of schools.

Reactions from field functioning reverberated the need for further improvement in the parameters. It was strongly felt that since all schools were well equipped and infra-structurally well built, it was time to give more weightage to the academic environment of school i.e. - classroom process, teaching learning interventions, children's evaluation - than to its physical infrastructure.

Another reaction, which was strongly raised was that it was lengthy and duplicity was found in parameters. Therefore 38 parameters were again revised and redeveloped into 10 parameters. These new 10 parameters for school grading has been institutionalized by the Govt. of UP vide G.O. No.: 4082 / 79 - 5 - 346 / 2003 dated 11 August 2003. These new 10 parameters would be used from the new academic session i.e. July 2003.

Grading Of Schools

Very clear guidelines have been developed and issued by the SPO for the regular and continuous assessment of School performance. The DIET Mentor, BRC-C/NPRC assess the school on the basis of school performance parameters and allot grade A, B, C & D to schools, on the basis of total marks obtained by the school.

At NPRC level NPRC coordinator classifies schools according to a set of parameters. The parameters look at issues of infrastructure, teacher performance & classroom environment. On the basis of the total mark obtained by schools. Schools are put under four different categories A, B, C & D. The purpose of categorizing the schools is to identify such schools, which require more academic support and educational guidance. Efforts are carried out to bring all schools under category 'A'. For this, continuous academic support and supervision is provided to each school by NPRC-C who visits at least one school each day. S/he stays in that school for a full day and provides academic support to teachers.

At Block level, Block coordinator and Assistant coordinator visit to 20-20 schools each in a month for academic support & supervision. They also review the allotment of categories of schools. Asstt. Basic Shiksha Adhikari (A.B.S.A.) at block level takes care of physical environment of schools (building, white washing etc.) and checks maintenance of the records of schools. Being the administrative officer, the ABSA also solves the administrative problems faced by teachers. Schools are also visited by DIET mentors for educational reinforcement. They also allot categories to schools as per their quality performance.

At district level there are Dy.BSA and BSA who visit to schools for academic supervision and monitoring of school records. They also allot categories to schools.

School Grading

Rating of schools is done on the basis of the performance done viz-a-viz specifically developed 38 parameters and schools are awarded grades A,B,C or D accordingly. Parameters include:

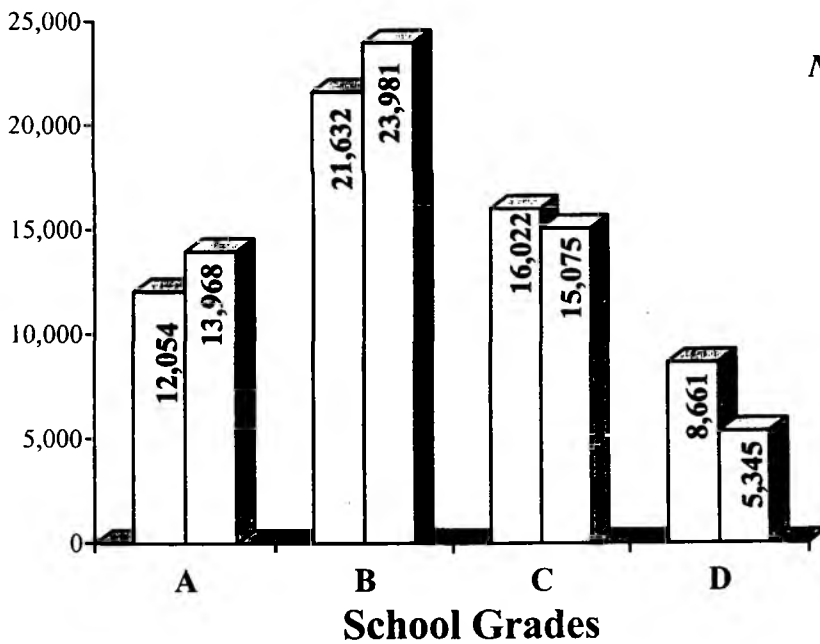
- *physical infrastructure*
- *teacher performance*
- *classroom environment*
- *learning environment*
- *seating arrangement*
- *use of textbooks and TLM*
- *teaching-learning methods practiced*
- *time utilisation*
- *teachers' participation in classroom transactions*
- *implementing the evaluation and feedback mechanism for pupil assessment*

All the formats of categorizing the schools filled at NPRC & Block levels & by Dy.BSA & BSA are sent to ABSA for providing final shape to the allotment of categories of the schools. This process helps in crosschecking the allotment of categories to schools. If any deviation is found in the allotment of category of the same school, the necessary action is taken by ABSA.

It is mandatory for the NPRC incharge, BRC coordinators and other concerned officials that they pay monthly visits to at least two different schools of 'C' and 'D' categories and provide academic guidance to them. It is worth mentioning that the grading system, has helped in identifying non-performers and not so good schools' and as a result focus on such schools is helping them to move one grade higher and finally become A grade schools. The SPO also goes through the performance of schools in its monthly meeting with DIET Principals & BSAs. The agenda of this meeting is predecided by the BRC on the basis of the school visit reports and monthly reports. The discussion revolves around the academic environment of school. The NPRC Coordinator entrusts few teachers of the school with action research. The areas of action research are identified during monthly meetings.

A Comparative Status of School Grading

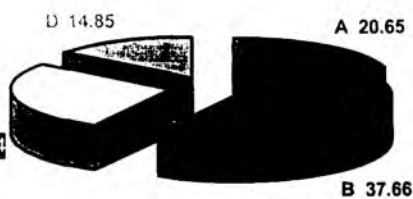
□ August'02
 □ February'03



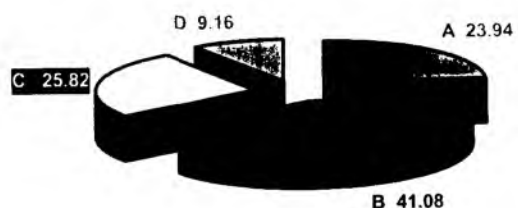
No. of School : 58369

| | |
|---|-----------------|
| A | Best |
| B | Average |
| C | Below |
| D | Improve ment |

August'02



February'03



The current round of teacher training at NPRC level is aimed at increasing emphasis on the role of the NPRC Coordinators in providing on site support to teachers & schools. Coordinators have to develop the schedule of training ,organize monitor and report.

Selection of BRC, Asstt. BRC & NPRC Coordinators was done at district level through a merit-based selection process. Those who applied in response to the advertisement, were invited for a written test, a group discussion and an interview at the DIET's.

Current Status of BRC / NPRC Coordinators under DPEP-III

| | BRC-C | ABRC-C | NPRC-C |
|------------------------|--------------|---------------|---------------|
| Sanctioed Posts | 432 | 864 | 4276 |
| Filled Posts | 428 | 818 | 4144 |

BRC, NPRC coordinators in UP DPEP III districts have undergone a 6 day training on their roles and responsibilities, based on the SAMARTHAN module (developed in UP DPEP-II). In addition, they have inputs on academic support and supervision systems.

A monthly despatch *SAMVET*, developed at the state level has been sent to BRCs regularly , to build their capacity , enrich knowledge base and update skills. The latest issue has focussed on 'science and its practice'.

SIEMAT Allahabad has developed a BRC handbook for financial management, which has been approved, printed and distributed to all BRC's & NPRC's. The chief features of the manual are to acquaint the BRC's in fund management, maintenance of records etc. considering the devolution of funds & activities to that level. SIEMAT has trained 5 Master Trainers per district, including the Asstt. Accounts Officers of the districts, who are imparting training & orientation to all BRC's & NPRC's in the district.

In addition, SIEMAT has also brought out a ready reckoner. "SAMBAL" for BRC, NPRC coordinators, which incorporates various inputs aimed at improving the skills of coordinators to perform their envisaged role:

- School visits and academic support
- School grading
- organizing training programmes, workshops, competitions, meetings, seminars
- Innovations at the school level
- Action research
- Administrative role & responsibilities
- Checklist for BRC, NPRC

This handbook has been printed by the SIEMAT and distributed to BRCs and NPRCs.

District Resource Group (DRG):

A District Resource Group for Pedagogy or Academic Resource Group has been constituted in all the DPEPIII districts. This group has been strengthened and made functional.

Institutional Capacity Building of DIETs

- A 3 day workshop was organised by SCERT at Allahabad during 8-10 March 2000. The participants in the workshop were DIET Principals and faculty members, representatives from various institutions of SCERT e.g. SI&SISE. During the workshop participants were exposed to different aspects of institutional capacity building, vision of an institution, task analysis etc. This exercise helped in developing an insight amongst the participants on how to view an institution as a whole, with respect to its long term goals and objectives, roles and responsibilities and how to formulate institutional plans for its' capacity building. It was also realized that the basis of an organisation is characterised by leadership, functions & services being provided to the beneficiaries, efficiency, effectiveness and evaluative assessment of its processes and outcomes.

The key concepts, discussed during this workshop were:

- ♦ leadership
- ♦ organisation structure
- ♦ financial capacity
- ♦ human and material resources
- ♦ management and work practices
- ♦ improving productivity
- ♦ utilization and efficiency of resources

For the DIETs as academic support institutions, some capacity gaps were identified:-

- ☞ Lacking academic experience for primary section
- ☞ Uncertainty of tenure of personnel
- ☞ Right people not at the right place
- ☞ Lacking required expertise
- ☞ Lack of area specific placement
- ☞ Lack of logistical planning
- ☞ Lack of evaluation/feedback programmes

About DIET's leadership role the observations were as follows:

- ♦ The principals are not clear about the goal for which DIET as an institute has been created.
- ♦ The principals do not formulate the objectives in term of the broad vision of DIET.
- ♦ DIET staff is not in the habit of deciding about the appropriate strategies for the targets to be achieved in the areas of concern.

This workshop was followed by the exercise of developing institutional capacity building plans at DIET level. Planning for institutional capacity building required:

- ☞ Capacity of staff
- ☞ Tools to achieve objectives
- ☞ Strategies to realize goals
- ☞ Vision of change

The draft plans thus emerged were shared on 22.12.2000 at the State Level amongst DIET representatives, faculty from SCERT, SIEMAT and SPO. The suggestions thus received in the review process, helped in revising the plans and finalizing them. The UP DPEP-III DIETs have all prepared their Institutional Plans.

Although the institutional plans are really institution specific, however there are common elements worth noting:

- ◆ DIETs have developed their own vision regarding their roles & responsibilities as on apex institution for academic excellence at the district level.
- ◆ Clarity in perspectives has emerged.
- ◆ Suitability & coherence of interventions has been kept in mind.
- ◆ Optimisation of resources, physical, financial and human has been attempted.
- ◆ cognizance of barriers was taken, further analysed and suggestions for overcoming them listed.

Some tasks: identified can broadly be divided into three subgroups. e.g.

1. Capacity building exercises to plan for the qualitative change.
2. Capacity building for implementation of programmes.
3. Capacity building for follow-up, review and modifications.

Another 3 day state level academic support & supervision training was organised in February 2003 at Lucknow. The training aim at providing a fresh perspective on academic support system and strengthening academic proficiency and supervision skill to SRG members, DIET mentors, BRC/NPRC coordinators.

A 4 day state level training on Project Monitoring Information System and monitoring format for quality dimensions under SSA, was conducted from 23 to 25 September 2003. The training was conducted for the representatives from DIETs & DPOs who, in turn, will conduct trainings at district level for BRC/NPRC.

Academic support & supervision is an integral part of quality improvement programme. Therefore, a training of primary school headmasters on 'Leadership' is going on in districts. For this training, Master Trainers (MTs) were trained by SIEMAT, Allahabad. These MTs, in turn, trained TOTs. This training is being conducted in districts in different phases by TOTs. Training was started in September 2003 & is scheduled to be completed by November 2003. This training is of 6 days which is based on 'Sankalp' module, developed by SIEMAT. This module talks comprehensively about the leadership qualities and role & responsibilities of headmaster as a leader of the school.

The evaluation & assessment of these training in districts is being conducted by SRG (Pedagogy) members who have been given one day orientation on the training based on 'Sankalp' module.

Supplementary Materials: The supplementary reading material, Indradhanush developed for Class 1-5, under BEP has been provided to all UP DPEP-III schools'. These materials have a strong gender element. Clear messages encouraging girls to participate in primary

education, their mobility and participation in non-traditional pursuits are very subtly woven in the text and illustrations. The response to these materials, has been very encouraging from students and teachers alike. The UP DPEPIII districts have received 5 sets of Indradhanush books per school.

School Improvement Grant

The project provides an annual grant of Rs 2000/- to each primary school of the districts covered under UP DPEP-III, for improving school environment - for school beautification, routine maintenance and purchase of consumables. The grant for the year 2001-2002 has been released to the districts. In addition a Rs. 5000/-grant for furniture etc has also been given to schools.

Teacher Grant

Each primary school teacher in 32 project districts is provided annual grant of Rs. 500/- for development of locally suitable teaching learning material. In UP DPEP-III, the teacher grant has been made available to teachers after in-service training organized at BRC level; as the training focuses on preparation and use of content specific TLM.

Teacher Guides

The introduction of new textbooks has demanded a shift both in content and methodology of teaching. The expectations from the teacher to perform effectively can be matched only through up-gradation of content knowledge of teacher and practice of new transactional methodologies. Therefore it was felt necessary to develop teacher handbooks to support and guide teachers. UPDPEP-III districts have benefitted greatly from the distribution of these guides (one set per school) in 2001-2002, i.e. the second year of the project itself. These handbooks provide teachers an insight into the new pedagogy and the underlying spirit in the making of new textbooks alongside the instructions, explanations and additional inputs for teachers and in this way making more user friendly.

These handbooks provide lesson-wise and comprehensive details of :

1. aims and objectives
2. ways of finding out about children's previous knowledge of the topic being introduced.
3. TLM to be used.
4. teaching methodologies and activities that could be used to transact the content area.
5. the 'concept' outlined in the lesson
6. additional inputs regarding the topic for the teacher.
7. exercises and tools for evaluating child's performance.
8. extension of the lesson
9. application of knowledge

Distance Education

- ◆ DIET lecturers given training in use of audio and radio programmes and orientation in audio-radio script writing.

- ◆ Newsletter enrichment workshop held - Guidelines on newsletter publication prepared- "Abhivyakti" printed and distributed in all districts for use at school, NPRC, BRC and DIET level.
- ◆ Self Instructional Material on hard spots in mathematics "Sopan" printed, distributed to all teachers.
- ◆ Installation of Digital DRS in all districts completed.
- ◆ Distance Education co-ordinator, SIET Officer, DIET Principal and SIEMAT Officer attended workshop at Space Application Centre, ISRO, Ahmedabad for the effective conduct and use of teleconferencing.
- ◆ DEC attended National workshop for effective use of libraries for developing reading and writing skills at Pune. Its outcomes have been shared with DIET principals.
- ◆ Head Masters Training module developed by SIEMAT with assistance from CEMD, New Delhi & DEP - IGNOU. MT's trained. Training of Head Teachers begins.
- ◆ Two faculty members from all DIETs given training as Learning End Managers by ISRO, Ahmedabad for effectively conducting teleconferencing.
- ◆ Demo video conferencing with four districts organized on various issues pertaining to education and literacy and also to familiarise people with video conferencing as a mode of distance learning.
- ◆ Workshop on 'story telling' organised on 10-13 Sept, 2002 to sensitize SRG (textbook & training) and professional community teller for effective use of story telling in classroom situations.
- ◆ Three teleconferencing to address various important issues held -
 - 1- School Chalo Abhiyan - July 22, 2002.
 - 2- Literacy issues - September 6, 2002.
 - 3- Community Participation - November 1, 2002.
- ◆ **A teleconferencing has been organized on 11-09-2003 in which Secretary, MHRD had interactions with the Village Heads.**

Alternative Schooling & EGS Centres

District Co-ordinators (AS) have been posted in DPEP-III districts. They have been oriented regarding their roles & responsibilities on 27-30 June, 2000, 13-16 Sept'2000, 12-15 Feb. 2001 and 28-30 Dec 2001 in SPO, Lucknow. The district coordinators were also oriented about the selection process of Acharyaji/Instructors, supervisors & system of supervision, monitoring & evaluation of Alternative Schooling & Education Guarantee Scheme centres. EGS envisages opening of a centre for class 1 & 2 in such habitations which do not have a primary school within the radius of 1 Km. & 30 children in the age group of 6-11 years should be available.

In order to foster ownership of the scheme, the community has been assigned the responsibility to provide space & accommodation for the centre. Formal curriculum & textbooks are used in these centres.

The SCERT has developed training module for Acharyaji of EGS. The training of the Acharyaji is conducted in the DIETs. Key resource persons have already been trained at SIE, Allahabad.

- ◆ Child labour intensive districts of Mirzapur, Jaunpur, Bulandshahar, Meerut and Etah have prepared plans for providing schooling facilities for working children. Networking with NGO's in this field is being done.
- ◆ Survey has been conducted by Labour Department for identifying child labour in Jalesar (District Etah). According to the survey report (August 2001) 2955 children have been identified as out of school in which 1526 are child labour. An action plan has prepared for primary education of these out of school children. Similar surveys for identifying child labour (out of school children) completed in Khurja (Bulandshahar), Mirzapur and Etah through the Labour deptt.
- ◆ According to survey, the following children identified :-

| District | Total out of school children | Child Labour | Centre Opened in the District | Total Enrolment including Child Labour |
|-----------------------------|------------------------------|--------------|-------------------------------|--|
| Mirzapur | 40509 | 33383 | 200 | 6308 |
| Bulandshahar (Khurja Block) | 6298 | 2223 | 98 | 3136 |
| Etah (Jalesar Block) | 2955 | 1615 | 149 | 4570 |

- ◆ Survey in Jaunpur and Meerut is nearing completion.
- ◆ Teachers of NCLP schools are being trained by DPEP.

Under DPEP-III, 2950 EGS & 2714 AS centres are operational with a total enrolment 184853 including 99843 Boys & 85010 girls. 362 centres are in the process of opening.

Initiative for education of children engaged in Carpet Industry

District Mirzapur & Jaunpur comes under the carpet weaving belt of Uttar Pradesh. This industry is largely concentrated in Mirzapur district but it has spread to certain blocks of district Jaunpur also. Children have been identified as working on the carpet weaving looms or doing other activities related to the weaving process. Department of education, GOUP in collaboration with GOI organised a workshop at SIEMAT, Allahabad on 11-12 January 2000 to formulate an appropriate plan of action for ensuring universal elementary education of children working in carpet industry.

In furtherance of this objective, UPDPEP III's launch in Mirzapur & Jaunpur districts since 2000 July has entailed conducting of surveys through the Labour Deptt. to pinpoint the number of children & their locations. Now survey is completed in district Mirzapur. Coordination with NCLP schools & other NGO's was also attempted through a workshop on working children organized on 18 Jan 2002 & 9 Feb. 2002 respectively with NGOs and concerned departments. Coordinated action planning is emerging. 200 EGS centres have been set up in Mirzapur.

State Resource Group

SRG members meet at SPO for providing academic guidance in preparation of district action plans, review and preparation of teaching learning material and evolving strategies for systematic pupil evaluation and monitoring systems in AS/EGS. Last SRG meeting was on 26th Mar. 2003. Refresher training module has been revised with the help of SRG (AS).

Workshops have been organized on 21-24 Jan 02, 28-31 Jan 02, 11-14 Feb 02 and 4 - 7 March 02 for this purpose.

Progress in A.S. Programme.

| S.No. | Name of District | AS centres | EGS Centres | Total |
|-------|------------------|-------------|-------------|-------------|
| 1 | Agra | 72 | 91 | 163 |
| 2 | Ambedkar Ngr. | 81 | 84 | 165 |
| 3 | Azamgarh | 170 | 175 | 345 |
| 4 | Baghpat | 64 | 47 | 111 |
| 5 | Balia | 62 | 68 | 130 |
| 6 | Bijnor | 50 | 47 | 97 |
| 7 | Bulandshehar | 49 | 49 | 98 |
| 8 | Etah | 74 | 75 | 149 |
| 9 | Faizabad | 50 | 49 | 99 |
| 10 | Farukhabad | 50 | 50 | 100 |
| 11 | Fatehpur | 175 | 200 | 375 |
| 12 | Gautambudh Ngr. | 35 | 62 | 97 |
| 13 | Ghaziabad | 165 | 165 | 330 |
| 14 | Ghazipur | 74 | 57 | 131 |
| 15 | Jalaun | 35 | 35 | 70 |
| 16 | Hameerpur | 77 | 89 | 166 |
| 17 | Jaunpur | 75 | 74 | 149 |
| 18 | Jhansi | 10 | 50 | 60 |
| 19 | Kannauj | 50 | 50 | 100 |
| 20 | Kanpur Dehat | 75 | 121 | 196 |
| 21 | Kushi Ngr. | 51 | 50 | 101 |
| 22 | Mahobad | 100 | 82 | 182 |
| 23 | Manpuri | 56 | 55 | 111 |
| 24 | Mathura | 20 | 20 | 40 |
| 25 | Mau | 102 | 151 | 253 |
| 26 | Meerut | 94 | 29 | 123 |
| 27 | Mirzapur | 100 | 100 | 200 |
| 28 | Muzaffar Ngr. | 130 | 40 | 170 |
| 29 | Pratapgarh | 116 | 117 | 233 |
| 30 | Raibareilly | 118 | 117 | 235 |
| 31 | Sultanpur | 47 | 50 | 97 |
| 32 | Unnao | 39 | 38 | 77 |
| 33 | Bahraich | 26 | 60 | 86 |
| 34 | Srawasti | 37 | 68 | 105 |
| 35 | Barabanki | 128 | 230 | 358 |
| 36 | Rampur | 57 | 105 | 162 |
| | Total | 2714 | 2950 | 5664 |

NPRC Co-ordinators Training

NPRC Co-ordinators were also trained about their roles and responsibilities in the context of monitoring and supervision of A.S. Centres. In five day (3+2) training they were oriented with regard to their responsibilities in providing academic support to the instructors, upgrading their competencies and in seeking community help for enrichment of A.S. Centres. They have been given simple supervision formats as well.

Academic Support to AS

- An experienced consultant has been appointed for AS at SPO.
- Training of supervisors - BRC/ NPRC coordinators in 32 districts completed.
- TLM grants being made available to AS centres.
- Teacher guides distributed to Instructors/ Acharyajis.
- Additional reading material - Indradhanush and local specific materials made available to centres.
- Collaboration with NGOs: Nalanda, Bodh, CREDA, MVF, Loreto school Sealdah, RVEC, Pratham ensured.

Teachers Appointment:

In UP DPEP-III 36 districts, 2378 posts of Head Teacher & 4756 Shiksha Mitra have been created & filled for the new primary schools up to now.

Due to increase in enrolment, provision for 6498 Shiksha Mitra has been made. The process of recruitment by VEC's in the UP DPEP-III districts have been almost completed. In addition, Government of U.P. (GOUP) has provided for 3543 Shiksha Mitras in the UP DPEP III districts who have completed their one month training and are teaching in schools

District wise details of teacher & Shiksha Mitras provided in UP DPEP-III districts up to 2002 is as follows:

| Sl. | District | No. of B.Ed/L.T. trained candidate appointed | Shiksha Mitra (by State Project Office) Sanctioned | Shiksha Mitra by Basic Directorate |
|-----|-------------------|--|--|------------------------------------|
| 1. | Bijnor | 175 | 333 | 110 |
| 2. | Muzaffar Nagar | 0 | 590 | 0 |
| 3. | Meerut | 0 | 197 | 0 |
| 4. | Ghaziabad | 0 | 436 | 0 |
| 5. | Gautam Budh Nagar | 0 | 153 | 0 |
| 6. | Bulandshahar | 120 | 493 | 78 |
| 7. | Mathura | 0 | 165 | 0 |
| 8. | Agra | 200 | 224 | 0 |
| 9. | Etah | 250 | 376 | 358 |
| 10. | Mainpuri | 500 | 211 | 89 |
| 11. | Unnao | 600 | 501 | 66 |
| 12. | Rae-Bareli | 560 | 239 | 400 |

| | | | | |
|-----|----------------|--------------|--------------|-------------|
| 13. | Farrukhabad | 600 | 247 | 32 |
| 14. | Kanpur Dehat | 250 | 325 | 51 |
| 15. | Jalaun | 105 | 297 | 0 |
| 16. | Jhansi | 125 | 410 | 0 |
| 17. | Hamirpur | 42 | 240 | 0 |
| 18. | Fatehpur | 750 | 285 | 118 |
| 19. | Pratapgarh | 600 | 255 | 477 |
| 20. | Faizabad | 200 | 217 | 465 |
| 21. | Sultanpur | 600 | 480 | 900 |
| 22. | Mau | 180 | 199 | 47 |
| 23. | Azamgarh | 900 | 500 | 335 |
| 24. | Jaunpur | 500 | 454 | 85 |
| 25. | Ballia | 100 | 367 | 0 |
| 26. | Ghazipur | 300 | 238 | 58 |
| 27. | Mirzapur | 500 | 622 | 127 |
| 28. | Kushinagar | 800 | 331 | 500 |
| 29. | Mahoba | 40 | 235 | 0 |
| 30. | Ambedkar Nagar | 0 | 240 | 0 |
| 31. | Baghpat | 0 | 185 | 0 |
| 32. | Kannauj | 0 | 186 | 47 |
| 33. | Rampur | 175 | 534 | 200 |
| 34. | Barabanki | 350 | 552 | 494 |
| 35. | Shrawasti | 400 | 273 | 402 |
| 36. | Bahraich | 600 | 1009 | 721 |
| | Total | 10522 | 12599 | 8159 |

- State Government is launching a special drive to fill existing 20692 post of teachers in the State.
- 347 new posts of Head Masters and 347 Shiksha Mitras have been sanctioned for new primary schools opened under DPEP-III during 2002-2003.
- 370 additional Shiksha Mitras have been sanctioned for Barabanki district to improve teacher pupil ratio.

Awareness Building & Community Mobilization

Success of DPEP depends on participation and involvement of the local community. Therefore, conscious efforts have been made to involve the local community in implementation and management of the programme at the village level.

Village Education Committee / Ward Education Committee

The VEC/WEC is expected to play a major role in bringing positive attitudinal change in people towards education and to play an important role in mobilising the community for the following purpose:

- to bring un-enrolled children into formal school.
- to retain children in schools especially girls and children from disadvantaged groups.
- to bring children with disabilities into the mainstream.
- to supervise and ensure that children in the age group of 3-6 come to the ECCE centres for pre schooling.
- to encourage and enroll out of school children especially girls, working children in primary education.

In order to promote community participation in primary education the VEC's have been constituted by the State Govt. as statutory bodies. In urban areas Ward Education Committees have been constituted.

Community / VEC participation

The community through VECs / WECs are actively involved in the following activities:

- Micro-planning, school mapping & preparation of Village Education Plan.
- Drive for enrolment and retention of children.
- School improvement/development.
- School construction works, purchase of material, maintenance and repair of school building.
- Opening of AS/EGS Centres.
- Appointment of Shiksha Mitras & Acharyaji.
- Ward Education Committees in urban areas have been constituted and oriented.

Administrative Support

- One Senior Professional at the SPO nominated to look after and coordinate the programme.
- District coordinators of Community Mobilisation, have been appointed and were trained at a state level visioning workshop.
- A three day PRA training programme held for District Coordinators.
- DRG/BRG/VECs constituted in all districts.
- Ward Education Committees have been constituted in urban areas.
- District Resource Groups have been constituted and trained in 8 batches & Block Resource Groups have been constituted and trained in the district by DRG members.
- **24795 VECs have been trained. Training is going on.**
- **4065 Ward Education Committees have been constituted. Training is going on.**

Material Development

- A training module for VEC training and Gram Shiksha Yojna hand-book have been revised and made available to DPOs & by them to the VEC's.
- The training module has been printed and distributed for BRG/VEC trainings.
- **Instruction brochures to orient Ward Education Committees have been developed and disseminated.**

Training Programme

- District Resource Groups have been constituted in all the 36 districts.
- A 4 day training/orientation programme was organised for 236 DRG members in 8 rounds at SPO.
- Block Resource Groups have been formed in the districts and a 4 day training programme was organised in districts. 3308 BRG's were trained at DIET.
- 3 days training programme of VEC members has been organised at Gram Sabha level in 2002-03.
- 2 days re-orientation of VEC is in process.
- **24795 VEC's have been trained so far.**
- **Training of Ward Education Committees is in process.**

Campaign and other mobilisation activities

- House Hold Survey was conducted with the help of VEC/WEC to identify out of school children.
- At the start of academic session 2003-2004, School Chalo Abhiyan was organised in the State between July 1-31, 2003. Prabhat Pheris were organised with slogans of School Chalo Abhiyan. The Abhiyan actually proved very useful specially for DPEP-III districts.
- Banners/Posters and wall writing undertaken in all the districts of DPEP-III.
 - in order to motivate parents to send their daughters to schools, Meena campaigns were organised.
- Districts organised rallies, meetings, cultural activities, pad yatras etc. at district, block and village level.
- Slides on the School Chalo Abhiyan were shown in Cinema halls to create public awareness and build an environment for the campaign.
 - Orientation programmes held for the newly elected Pradhans, members of VECs conducted at the Nyaya panchayat level, on issues in primary education and their role in the development of primary schools
- Solemn resolves were made by Pradhan's and VEC's members to work towards total enrolment in the village.
- **Kala Jathas in DPEP III were trained through state level theatre workshops. These groups performed in 736 villages.**
- **Intensified community mobilization & women's participation in the Model Clusters done in low female literacy pockets.**
- **Website for UP DPEP has been developed and launched.**

Girls Education

- SRG formed.
- District Coordinators in all districts are in place
- Training of District Coordinators (girl's education) is complete.
- District specific plans developed for girls' education.
- Free Text Books distribution to all girls in 32 districts has been done.

- 25 Model Clusters for adopting intensive approach for promoting girl's education have been identified in the districts on the basis of low female literacy & girl's enrolment. **A total of 800 MCDA are in the process.**
- **24795 VECs have been trained, with special emphasis on girls education.**
- A 3 days training packages for sensitizing teachers called 'Anant' was developed.
- 320 MTs for the purpose have been trained from 3rd Oct. 2001 to Dec. 2001. 400 TOT's in districts & 19827 teachers, BRC,NPRC's have been trained so far.
- 1092 summer camps organised for 9+ drop out girls and 28274 children mainstreamed through the camp.
- In MCDA areas, TOT for Mother Teacher Association, PTAs and WMGs have been trained in 'Aseem' and 'Muktakash' respectively.
- 1108 Women Motivator Groups and 2819 MTA/PTA have been trained.
- Gender sensitization in classroom process study has been completed and data analysis is under process.
- To sensitize community 736 village covered under "Pad le munna – pad le muniya" campaign.
- **In MCDA, 2091 villages are drop out free and 2357 village have 100% enrollment.**
- **Strategy for promoting girls education and women's empowerment in 5 DPEP-III districts under Mahila Samakhya programme is underway.**
- **1420 Meena campaign and 1619 Maa-Beti mela organized with the help of women motivator group.**
- **Special programme for education of girls NPEGEL is being launched in all districts of State under Sarva Shiksha Abhiyan.**

ECCE

1. 1653 ECCE centres identified in 31 districts are operational in DPEP-III districts for the first phase. 2189 centres have been identified in 2nd phase.
2. 99 Master Trainers for training of ECCE workers have been trained by State Institute of Education.
3. 1649 ECCE workers were provided orientation training of 7 days in first phase and 2189 ECCE workers were provided 10 days training based on pre-school concept.
4. **Training package "Aadharshila" for ECCE workers has been revised to incorporate more hands -on-practice, centre management and early stimulation activities.**
5. A training package for supervisors has also been developed by SPO, with the help of SCERT.
6. State level training organized to revise Kilkari and for developing handbook for ECCE centre held.
7. For strengthening ECCE in district Unnao, Society for Action Vision and Enterprises (SAVE) an NGO has been involved. To strengthen and improve quality of ECCE centres SAVE has adopted 125 centres and provided additional input regarding quality, monitoring and supervision.
8. **The evaluation of ECCE centres are under process.**

Integrated Education

In year 2002-03, four blocks of each district have been selected for integrated education. But in 2003-04 all the blocks of districts have covered under IED.

Placement of District coordinators (IED) has been completed in all the districts. State Resource Group has been formed.

An NGO Pawhari Smrati Parishad, Ghazipur is working in Ghazipur. An NGO Amar Jyoti had finished the work at G.B. Nagar

- 1,29,461 CWSN have been identified through House Hold Survey.
- 65970 CWSN have been integrated in primary schools . Data is being collected.
- Till now 734 master trainers have been trained.
- 169 ABRC/NPRC coordinators have completed 45 days foundation course in Chetna Institute in Lucknow & U. P. Institute for hearing Handicapped in Allahabad.
- 28456 Primary school teachers have completed their 5 days training for IED.
- 569 medical assessment camps have been organised and 53415 CWSW have been assessed.

14428 children with special needs were provided free aids and appliances such as crutches, tricycles, calipers, artificial limbs, hearing aids, blind sticks etc. through convergence with District Handicapped Welfare Officer, Kalyanam Karoti, Manglam District Fitment Centers and CRRC Lucknow and other NGOs. Their approximate cost was Rs.7.0 crore.

School Health Checkup Programme

In the year 2001-02, the health check-up of 43,25,896 children have been done out of which 14498 children were provided disability certificates. For year 2002-03, the health check up of 4451490 children have been checked.

For year 2003-04 a Government Order by State Health Department has been issued on 10 July 2003 for health checkup. Health checkup of children studying in primary schools and upper primary schools is going on. Till now health checkup of 8,14,11 children have been completed.

MIS

- Hardware with UPS and software is in place in all the 36 project districts & SPO.
- Data entry operators are in position in all the districts.
- Systems are fully operational.
- DISE was revised in 2001-02 by NIEPA/GOI. Consequently data capture format and software was changed. Now the ORACLE software is being used for EMIS. Training on revised format was given to SPO & DPO computer personnel and district coordinators (community mobilization) in SIEMAT during 21-22 August 2001. In addition one week professional training on ORACLE was provided to SPO personnel by Regional Computer Centre, Lucknow during 16-21 July, 2001. Training of DPO computer personnel was conducted during 15-31 October, 2001. The revised DISE software was received from GOI in January 2002. On receipt of the update DISE system the final round of training was organised at SPO on 11.3.2002. Necessary hardware have also been procured. The revised DISE has now been operationalised.

- **EMIS - 2000-01, 2001-02 and 2002-03 reports have been generated for all the districts and shared with TSG/GOI. Analysis has been done by SIEMAT and shared with DIETs, DPO, SCERT, and Director Basic Education.**
- **Formulation of EMIS 2003-2004 on revised DISE was started in month of August 2003. Printing of DCF is in progress.**

Capacity Building of Institutions

- Computerization of service & financial matters of teachers & Education Deptt. Officers has been undertaken, under UP DPEP-III.
- A technical Committee was constituted by GOUP to decide specifications of Computer Hardware/ Software and other equipments for SIE & State textbook office. The committee examined the matter in its meeting and decided the specifications for both the organizations. The procurement process has been completed and systems have been installed.
- DPEP cell has been established in each Division in Asstt. Director, Basic Education Office. 7 Dy. Divisional Project Officers are in place. Dy. Divisional Project Officers have been provided 3 days orientation-training during 8-10 January 2002 by SIEMAT, Allahabad. Computer operators were appointed in their offices and training provided to them in April 2001.
- Regular Review meetings with Divisional officers at SPO on 7th of every month. They are rendering an active role in monitoring, problem-solving, field inspections.
- Block level ABSAs declared Block Project officers for implementation & monitoring of project.

Project Financial Management System

As per the agreed minutes of Negotiations of District Primary Education Programme-III the first PMR based on CFMS which was developed by M/s Compare InfoBase Pvt. Ltd. for the quarter ending March 2002 and upto I quarter of 2003-04 has already been submitted.

Now C.F.M.S. is operational in DPEP-III and accounts are being prepared on the basis of C.F.M.S.

Civil works

- ◆ Against the civil work target of project period the sites of all works have been selected & work is in progress. The progress of civil works are given in Annex.
- ◆ Dovetailing of funds with PMGY to the tune of Rs. 59.77 crores for schools and Rs. 2.28 crores under SRY in 5 districts has been ensured.
- ◆ Newly developed designs of schools under DPEP-II have been mainstreamed. Commensurate Construction manuals are available with the districts.
- ◆ As per Executive Committee decision, District Magistrates have nominated local RES/MI engineers for technical supervision of civil work on honorarium basis.
- ◆ SPO & EdCIL professionals have provided technical training to District level engineers in all the districts of U.P.
- ◆ District level engineers have provided technical training to all concerned VECs.

- ◆ For the construction of 2198 school building (new) against the target of 2502 (87.85%), 2621 school building (reconstruction) were completed against the target of 2977 (88.04%), 9424 classrooms out of 10140 (92.9%) and 3667 NPRC against 3854 (95.14%) have been completed. Remaining are at different stages of construction.
- ◆ C&DS division of UPJal Nigam has been contracted to construct & supervise BRC's. 376 BRCs have been planned out of which 360 BRCs have been completed and the rest are in progress.
- ◆ An SCERT hostel is being constructed in DPEP-III. The work is completed.
- ◆ An additional Training Hall is being constructed in SIEMAT, Allahabad. Work is completed.

AWP&B

- ◆ AWP & B for 2003-2004 for DPEP III districts and four extension districts of DPEP-II has been sanctioned by GOI. The AWP&B for 2003-04 is 169.554 crore which includes spill over of Rs. 12.616 crore and Fresh Plan of Rs.156.938 crore.
- ◆ Training and orientation programme for the core team of all 36 DPEP-III districts regarding the preparation of AWP&B (2004-05) is proposed in November 2003.

Research & Evaluation

Under DPEP-III the following Researches /Evaluations studies are underway.

1. Cohort study in 32 districts of DPEP-III. This study has been conducted by SCERT and completed. Dr. Yash Agarwal from NIEPA, Dr. K.P. Pandey Ex. V.C. Kashi Vidhyapeeth, Dr. A.B.L. Srivastava from Ed-CIL T.S.G. provided expert help to formulate the proposal & T.O.R. for the Cohort Study.
2. M.A.S. (Mid-term Assessment Survey) for DPEP-III has been Completed.
3. Following evaluation studies are planned for which action has been initiated by SIEMAT, Allahabad. The studies are expected to be completed soon.
 - a. Para teachers
 - b. Alternative Schooling
 - c. ECCE
 - d. Teacher Training & Support System
 - e. VEC School Management.

**Staffing Position At State Project Office
Under DPEP-III**

| S.No. | Post/Designation | Sanctioned Posts | In Post |
|--------------|---------------------------------|-------------------------|----------------|
| 1 | State Project Director | 1 | 1 |
| 2 | Additional Project Director | 1 | - |
| 3 | Additional Project Director III | 1 | 1 |
| 4 | Chief Finance & Account officer | 1 | 1 |
| 5 | Senior Professional | 6 | 6 |
| 6 | Senior Finance Accounts Officer | 2 | 2 |
| 7 | Professional | 5 | 5 |
| 8 | Purchase Officer | 1 | 1 |
| 9 | System Analyst | 1 | 1 |
| 10 | Administrative Officer | 1 | 1 |
| 11 | Computer Programmer | 1 | 1 |
| 12 | Asst. Accounts Officer | 1 | 1 |
| 13 | Office Superintendents | 1 | 1 |
| 14 | Senior Accountant | 1 | 1 |
| 15 | Computer operator | 3 | 3 |
| 16 | Steno | 6 | 6 |
| 17 | Accountant | 2 | 2 |
| 18 | Auditor | 1 | 1 |
| 19 | Junior Auditor | 2 | 2 |
| 20 | Senior Clerk | 6 | 6 |
| 21 | Asst. Clerk | 2 | 2 |
| 22 | Cashier | 1 | 1 |
| 23 | Driver | 5 | 5 |
| 24 | Peon | 7 | 7 |
| 25 | Watchman | 2 | 2 |
| 26 | Distance Education Coordinator | 1 | 1 |
| | Total | 62 | 61 |

DPO Staffing Position
DPEP-III

Annexure -II

| Sl. | Name of Post | No. of Post Created | No. of post filled |
|------------|--|----------------------------|---------------------------|
| 1 | Expert(BSA) | 36 | 36 |
| 2 | Asstt. Accounts Officer | 36 | 36 |
| 3 | District Coordinator (Training) | 36 | 32 |
| 4 | District Coordinator (AS) | 36 | 32 |
| 5 | District Coordinator (Community Participation - 4) | 36 | 30 |
| 6 | District Coordinator – (IED) | 36 | 33 |
| 7 | District Coordinator (Gender) | 36 | 30 |
| 8 | Computer Operator | 36 | 36 |
| 9 | Accountant | 36 | 20 |
| 10 | Steno | 36 | 20 |
| 11 | Typist/Clerk | 36 | 23 |
| | Total | 396 | 328 |

Staffing In DIETS - UP DPEP-III

| S.No. | Districts Sanctione-Posts | Principal (1) | Vice- Principal 1) | Senior- Lecturer (6) | Lecturer (17) | Work-Exp. Teacher (1) |
|-------|------------------------------|------------------|-----------------------|-------------------------|------------------|--------------------------|
| 1. | Ghaziabad/ G.B.Nagar | 1 | 1 | 2 | 14 | 1 |
| 2. | Mainpuri | 0 | 0 | 0 | 7 | 1 |
| 3. | Bulandshahar | 1 | 1 | - | 9 | 1 |
| 4. | Meerut/ Baghpat | 1 | 1 | 1 | 6 | 1 |
| 5. | Etah | - | 1 | 2 | 7 | 1 |
| 6. | Agra | 1 | 1 | 0 | 17 | 1 |
| 7. | Bijnor | - | 1 | - | 1 | - |
| 8. | Muzaffar Nagar | 1 | 1 | 1 | 11 | 1 |
| 9. | Jalaun | - | 1 | - | 2 | 1 |
| 10. | Mahoba/Hamirpur | 1 | 1 | 1 | 2 | 1 |
| 11. | Unnao | 1 | 1 | 1 | 16 | 1 |
| 12. | Jaunpur | 1 | 1 | 2 | 11 | 1 |
| 13. | Sultanpur | 1 | 1 | 2 | 10 | 1 |
| 14. | Raibareilly | 1 | 1 | 1 | 13 | - |
| 15. | Kanpur Dehat | 0 | 1 | 0 | 12 | 1 |
| 16. | Jhansi | - | - | 1 | 15 | 1 |
| 17. | Mathura | 1 | 1 | 1 | 8 | 1 |
| 18. | Azamgarh | - | 1 | 1 | 5 | 1 |
| 19. | Ballia | 1 | - | - | 9 | 1 |
| 20. | Faizabad/ Ambedkar Nagar | - - | 1 1 | - - | 12 | - |
| 21. | Farukhabad/ Kannoj | 1 | - | 1 | 3 | 1 |
| 22. | Fatehpur | 1 | 1 | 0 | 14 | 1 |
| 23. | Ghazipur | - | - | 2 | 13 | - |
| 24. | Mau | - | 1 | 1 | 10 | 1 |
| 25. | Mirzapur | - | - | 1 | 3 | - |
| 26. | Pratapgarh | - | 1 | 0 | 5 | 1 |
| | Total | 14 | 21 | 21 | 235 | 21 |

- Figures shown in brackets are no. of sanctioned posts.
- Kushinagar (Padrauna) is looked after by DIET Deoria.

U.P. District Primary Education Programme-III

Civil Works - Physical And Financial Status Report On 30-09-2003

PHYSICAL STATUS

| S.No | Item | Project Target | Planned So Far | Completed | In Progress | Not Started |
|------|---------------------------------------|----------------|----------------|-----------|-------------|-------------|
| 1. | BRCs | 388 | 377 | 360 | 17 | 3 |
| 2. | CRCs | 3852 | 3854 | 3667 | 170 | 17 |
| 3. | New Primary School | 2442 | 2502 | 2198 | 284 | 20 |
| 4.* | Reconstruction of Primary School | 3020 | 2977 | 2621 | 335 | 21 |
| 5.* | Additional Class Rooms | 11640 | 10140 | 9424 | 640 | 76 |
| 6.* | Toilets | 13958 | 12352 | 12118 | 164 | 70 |
| 7. | Drinking Water | 4397 | 100 | 90 | 10 | -- |
| 8.* | Repairs | 7920 | 1400 | 980 | 380 | -- |
| 9. | MIS Centres | 32 | 32 | 32 | -- | -- |
| 10. | Hostel Construction in SCERT, Lucknow | 01 | 01 | -- | 01 | -- |
| 11. | Training Hall in SIEMAT, Allahabad | 01 | 01 | -- | 01 | -- |

* 4 & 6 Funds released in April, 2001 for 1320 primary school (reconstruction) and 6998 toilets due to shortage of funds in 2000-01.

* 5 & 6 Funds were made available for 4253 additional classroom and 5354 toilets in 2002-03 instead of 2001-02 due to shortage of funds.

* 8 Funds were made available for repairs of Primary school in Jan 2003, due to shortage of funds

Financial Status

(Rs. in lakhs)

| Total Approved Project | Released Till 30-09-2003 | Expenditure Till 30-09-2003 |
|------------------------|--------------------------|-----------------------------|
| 18251.00 | 17942.14 | 17905.72 (99.79 %) |

UTTARANCHAL

Coverage:

Total number of districts: 06
(Tehri Garhwal, Haridwar, Uttarkashi, Bageshwar, Pithoragarh and Champawat)

(Rs. In lacs)

| Particulars | District Covered | EFC Approved Project Cost | Annual Work Plan 2003-2004 Including Spill Over |
|-------------|------------------|---------------------------|---|
| DPEP-III 1 | Bageshwar | 898.16 | 237.30 |
| 2 | Champawat | 847.83 | 207.12 |
| 3 | Haridwar | 1660.75 | 499.54 |
| 4 | Pithoragarh | 1264.14 | 376.50 |
| 5 | Tehri Garhwal | 1833.66 | 634.66 |
| 6 | Uttarkashi | 1213.94 | 385.81 |
| 7 | SPO | 584.58 | 330.23 |
| | Total | 8303.06 | 2670.16 |

(Rs. In Lakhs)

| Fund released by GOI upto 30/09/2003 | Fund released by State Government upto 30/09/2003 | Total | Percentage (%age) State Share against total fund received |
|--------------------------------------|---|---------|---|
| 5511.25 | 1146.18 | 6657.43 | 17.22 |

❖ Rs.1172.02 lakhs through UPEFA & 5485.41 to Uttaranchal Sabhi Ke Liye Shiksha Parishad.

| | |
|--|------------|
| Cumulative expenditure upto 30/09/2003 | 4891.68 * |
| Actual reimbursement claimed by Uttaranchal Sabhi Ke Liye Shiksha Parishad | 3089.55 ** |

❖ Rs.869.87 lakhs by UPEFA Rs.4021.81 lakhs by Uttaranchal Sabhi Ke Liye Shiksha Parishad.

❖ Only against expenditure incurred by Uttaranchal Sabhi Ke Liye Shiksha Parishad i.e. Rs.4021.81 lakhs.

Audit and Audit Report

- Expenditure statements for reimbursement are being sent regularly. Accounts have been submitted for 2000-2001, 2001-2002 and 2002-2003 by Chartered Accountants. The audit report of 2001-2002 and 2002-2003 has been submitted to the Government of India.
- Procurement and disbursement audit has been made by World Bank audit team.
- SOE Audit for 2001-2002 & 2002-2003 has also been completed by A. G. UP Allahabad.

Project Structure :-

Staff position in SPO & DPOs...

| Name | No. Planned | No. filled | Vacant | Particulars of posts vacant/progress in filling the same |
|--------------|-------------|------------|--------|--|
| SPO Dehradun | 30 | 22 | 08 | 06 personnel attached from education department |
| DPOs | 60 | 57 | 03 | Computer operator - 02 Coordinator (C.P.) - 01 |

* Details of posts are given in Annexure I(A) & I(B).

** Staffing in DIETs of 05 project districts is given in Annexure II.

Orientation & training of DPOs & DIETs

To orient & trained the DPEP staff towards different activities of the project and pedagogical aspects, workshops were held in DPEP districts.

In these workshop the lecturers of DIET, BRC/NPRC Co-ordinators, ABSAs, SDIs and all district Co-ordinators were oriented & trained.

Functioning of Executive Committee

- Meetings of Executive Committee are being held regularly. Last meeting of Executive Committee was held on 13 August 2003. The meeting of General body was held on 29 Oct 2003.
- Meeting of programme committee held in the month of February 11,2003 and March 5, 2003.

Pedagogical Improvement

- District Coordinators (Trg.) are in place in all the DPEP districts.
- All District Coordinators (Trg.) have been oriented & trained.
- SRG, DRGs & BRGs have been constituted & oriented.
- Visioning workshop for SRG was held at DIET Roorkee, DIET Bhimtal respectively.
- 38 BRCs & 280 NPRCs are in function.
- 38 BRCc, 76 ABRCc & 280 NPRCc have been selected.
- 08 Days foundation training for BRCc & NPRCc organised.
- 10 Days training on self instructional module on Hard spots has been completed.
- 190 master trainers for Teacher's training were trained.
- 32 Resource persons from each district trained for II nd round teacher training.
- 8145 teachers have been trained in the 1st round Teacher training programme.
- 7939 teachers have been trained in the second round teachers training programme.

- 1st round Teacher training programme was mainly focussed on new Text Books (class I to V) developed under UPDPEP.
- Teacher training module (II round training) on Hard spots in Maths, Language and environmental science developed in a workshop held at DIET Dehradun. Besides this the emphasis has been given for promoting Girls Education and Education for disabled children under IED.
- Curriculum development workshop on EVS was organised with the collaboration of “Uttarakhand Seva Nidhi Almora” (NGO).
- Project functionaries & DIET’s lecturers participated in these workshop.
- MT trained for the training of teachers how to teach the the book Hamari Dharti Hamara Jeevan.
- Supervisory staff trained for monitoring and effective evaluation.
- School improvement grant provided to 4329 school @Rs.2000 per schools in the year 2001-02.
- School improvement grant have been provided to 4390 school in 2nd round and 4427 schools in 3rd round @ Rs.2000 per school.
- Text books for class VI to VIII in four subjects- Language, Science, Geography & History developed by SRG.
- Master trainers have been trained on the concepts of newly developed text books for class VI to VIII.
- Workshops on new textbooks revision were organized.
- 8345 teachers have got TLM grant @ of Rs.500/- per teacher in year 2001-02.
- 8465 teachers have got TLM grant @ Rs. 500 per teacher in the year 2002-03.
- 7939 teachers have got TLM grant @ Rs. 500 per teacher in the year 2003-04.
- 701 Shiksha Mitra (Para teacher) under DPEP & 411 Shiksha Mitra under State Govt. Scheme trained by DIETs.
- A training programme regarding Environment Education Conducted in all DIETs of the State.
- A workshop for development of tool for School grading was organized at State Resource Centre, Dehradun.
- A multigrade and activity based Kunjapuri model developed on Rishi Velly Pattern implemented in 10-10 schools of Tehri, Uttarkashi & Pithoragarh district.
- School grading formats developed and used by the schools & coordinators.
- ECO clubs are established under the scheme of National Green Corps.
- Training need identification of DIETs and district level functionaries on management issues conducted with the help of NIEPA, New Delhi.
- Training programme on awareness of health and hygiene organized in DIETs.
- A training for GLOBE was organized under the environment education.
- Training programme on “Management Development” conducted for DIETs personnel & district level functionaries by NIEPA at Academy of Administration, Nainital.
- Curriculum for class I-V has been revised.
- Internal mission comprises of DIET principal, Lecturer, DPO & SPO faculty visited the programme in the DPEP covered districts.
- A Continuous and comprehensive evaluation tool has been implemented in selected blocks of Bageshwar district by DIET Almora.

- A Continuous and comprehensive evaluation programme is also being implemented in one block (namely Champawat) of district Champawat.

Distance Education Programme

- 03 lecturers each from DIET, Roorkee, Tehri and Almora have been trained in workshop organized by NID, Ahmedabad on "Use of New Media in Primary Education".
- 01 lecturer from DPEP-DIETs participated in 05 days module writing workshop on SLM for open and distance learning mode in CEE, Ahmedabad.
- 05 DR-Sets were installed at DIET, Roorkee, Tehri, Barkot, Didihat and SPO, Dehradun.
- Self learning material for distance education developed in a workshop organized with the collaboration of DEP-DPEP at SRC, Dehradun.
- Capacity building-cum-development workshop on Audio/Radio script writing has been organized by DEP-DPEP, New Delhi and 15 Script were developed on various contextual issues at SRC, Dehradun.
- DEC Uttaranchal participated in orientation programme for DEC was held at DEP office Delhi.
- Capacity Building –Cum-Development workshop on Video Script Writing was held on 19-23 May 2003 at DIET, Roorkee. 17 video scripts were developed.
- A one day Teleconferencing programme was organized on " Quality Improvement and School grading " on 10th June 2003.
- Prior to the conduct of teleconferencing on One day training programme for facilitators and panelist was organized at SPO on 4th June 2003.
- **SRG meeting for distance education programme was held on Aug 19, 2003 at SRC (RLEK) Dehradun.**

Alternative Schooling & EGS Centers

- District coordinators (AS) are in place.
- District coordinators have been oriented regarding their role & responsibilities.
- District coordinators (AS) oriented about the selection process of Acharyaji/ Instructors, system of supervision, monitoring and evaluation of AS and EGS centers.
- EGS envisages opening of the centers for class 1 & 2, in such habitations which do not have any primary school within radius of 1 km. and 20 children available in the age group of 6-11 years.
- The community has been assigned the responsibility to provide space and accommodation for the AS and EGS centers in order to foster the ownership.
- 509 EGS and 47 AS centers are in operation.
- 520 Acharyaji and Instructors have been selected.
- 514 Acharyaji and Instructors oriented and trained.
- Formal school text books are used in AS and EGS centers.
- BRCc and NPRCc are monitoring and supervising the programme.
- SRG & DRGs have been constituted.
- SRG oriented and bimonthly meetings held.
- TLM workshop for EGS & AS Acharyaji/Instructors organized at DIET Roorkee, Haridwar.

- 10460 children are enrolled in EGS centers.
- 1308 children are enrolled in AS centers.
- DCF developed for EGS and AS centers.
- SRG and District functionaries trained for filling the DCF.
- Tools development by the districts for Gradation and categorization of EGS and AS centers.

Teacher Appointment

- 701 Shiksha Mitra selected and trained under DPEP.
- 439 Shiksha Mitra selected and 411 trained under state govt. scheme.
- 299 teachers appointed in formal schools under DPEP.

Awareness Building & Community Mobilisation

Conscious efforts are made for the participation and involvement of local community in implementation and management of programme at village level.

Village Education Committee

In order to promote proper involvement of community in primary education, the VECs' have been constituted.

The VEC is expected to play an important role in mobilizing the community and bringing positive attitudinal change in people towards education. The community would take part in :

- to bring un-enrolled children into formal schools.
- to retain children in schools especially girls and children from disadvantaged groups.
- to bring children with disabilities into the mainstream.
- to supervise and ensure that children in the age group of 3-5 come to the ECCE centres for pre schooling.
- to encourage and support out of school children especially girls & working children for primary education.

School management committees are constituted in every school. These committees are helping the VEC in school management & implementation of Mid-Day-Meal scheme.

Community/VEC participation

The community through VECs are actively involved in the following activities :

- Micro-planning, school mapping & preparation of Village Education Plan.
- Drive for enrolment and retention of children.
- School improvement/development.
- School construction, maintenance and repair of school buildings and purchase of materials.
- Opening of AS/EGS Centres.

- Purchase of educational materials in AS/EGS & ECCE centers.
- Appointment of Shiksha Mitra and Acharayaji/ Instructors.
- Free text books and scholarship distribution.
- In preparation of cooked meal under Mid Day Meal scheme.

Interventions

Following measures have been undertaken to gear up the process of community involvement in 06 project district :

- 2674 VECs constituted and trained in 06 DPEP districts.
- 67437 members of VECs and community members trained.
- In these villages “Village Education Plan” completed.
- 1310 MTAs and 335 WMGs formed.
- 13745 MTA & 4802 WMGs members have been trained.
- 1424 teacher and motivator association formed & 10141 member trained.
- SMCs have been constituted in all schools vide State Government order dated March 30, 2002.

1. Administrative arrangements

- District co-ordinators (community mobilization) have been appointed and trained in a state level workshop.
- 03 days training programme for D.Co.(C.M.) held at SPO level regarding community participation and PRA etc.
- DRG, BRG, VECs constituted and trained.
- Training on micro planning and school mapping organized at NIAR, Mussoorie.
- Training on data capture format(Survey format) for district level functionaries organized at SPO level.
- A training module for VEC training and Gram Shiksha Yojna hand-book have been revised and made available to DPOs for printing and distribution.
- The training module has been printed by the districts and distributed to BRGs/VECs for training.
- Training module developed for the orientation of VECs and SMCs.

2. Training Programme

- District resource groups have been constituted in all the 06 DPEP districts.
- A 4 days training/orientation programme for DRG members was organized at SPO level.
- Block Resource Groups have been formed in all the 38 blocks.
- All 38 BRG’s have been trained.
- 2674 VECs have been trained.
- 84 MTA and 109 WMG trained in school tracking programme in model clusters.

3. Campaign and other mobilisation activities

- At the start of academic session 2003-2004, School Chalo Abhiyan was organised in the state from July 1-15, 2003. Prabhat Pheries were organised with slogans of School Chalo Abhiyan. The Abhiyan actually proved very useful specially for DPEP-III districts and marked its formal launching.
- Banners/Posters and wall writing undertaken in all the districts of DPEP-III.
- Rallies, meetings, cultural activities, pad yatras etc. organized at state, district, block and village level.
- Formal school grading and student achievement tools developed for the purpose of community.

Activities performed under School Chalo Abhiyan

- In order to motivate parents to educate their daughters, Meena film developed by UNICEF shown in 430 villages.
- Orientation programmes conducted for the Gram Pradhans and members of VECs, at the Nyay panchayat level, on the issues of primary education and their role and responsibilities in the management and improvement of primary schools.
- For the success of School Chalo Abhiyan, support has been received from various Departments at the district. Public representative inaugurated the School Chalo Abhiyan programme at the district and block levels.
- Distt level, Block level, and village level rallies were organised.
- Children's enrolment, with specific emphasis on girl's education, retention and enrolment drives were conducted with the help of street plays and folk songs, using the services of local cultural troupes.
- Free text books were distributed to SC, ST boys and all girls.
- In addition to this State government has taken initiative to distribute free text books for the children of general category, who did not covered DPEP/SSA under the above schemes.

Girl's Education

- District Coordinators (Girl's Education) in 06 DPEP districts are in place.
- District Coordinators (Girl's Education) have been oriented about their role and responsibility.
- SRG & DRGs formed.
- SRG & DRGs have been oriented and regular meetings held.
- 80 model clusters have been identified in 12 blocks having low female literacy rate.
- Intensive approaches have been adopted in model clusters to promote girls education.
- 2630 VECs have been sensitized and trained.
- **1424** mother teacher and motivator associations formed. **10141** members trained.
- **Mother teacher and motivator association sensitization module ASHA developed and distributed in all cluster school.**
- 335 WMG and 1310 MTA formed.
- 4802 WMG and 13745 MTA members trained.
- Meena film developed by UNICEF shown in **430** villages.
- **Meeting with MAMTA regularly held.**

- Kala Jatha/ Nukar Natak performed in **62 villages** in model clusters.
- Maa-Beti Melas organized in **110 villages**.
- **Bal melas organized in 307 villages.**
- 619 ECCE centers are running in convergence with ICDS department.
- **176 new Anganwadi** centers are covered under ECCE in 2003-04.
- 619 ECCE workers trained.
- Monthly calender developed for ECCE workers, which included songs, games, stories, poems, Shanti Khel and Bal karyas **is under Printing processes.**
- **A 17 minutes film developed for training/motivation of ECCE workers.**
- **Bal Khel Sanklan “Chiriyā Uri Furr” published by Uttarakhand Seva Nidhi is distributed to use for ECCE centres.**
- **Boucher is developed on different activities of model clusters for Girls Education.**
- Audio cassettes of Bal songs, poems and stories prepared under DPEP programme.
- 22 Resource person of the state core group trained for the next training programme of ECCE worker.
- SRG members visited 17 balwadis of “Uttarkhand Seva Nidhi, Almora” in the month of February 2003.
- 05 ECCE with EGS are running in non ICDS district Champawat.
- **7939 teachers have been trained under gender sensitization training programme.**
- Video film on ECCE centers & balwadi’s of “Uttarkhand Seva Nidhi, Almora” developed by the SPO & DPO viz Uttarkashi, Pithoragarh and Tehri.
- **One mints film/sport developed for motivation of girl’s education.**
- **88 VEC workshop organized in model cluster villages.**
- **220 selected women orientated in one day workshop.**
- **Training module “ASHA” developed for training of mother teacher and motivator association. Module distributed all model clusters school.**
- A regional workshop for 5 days organized at SRC, Dehradun to trained the State Resource Team working for the study on classroom culture and processes from the gender perspective.
- Study on class room culture and processes was conducted in 17 formal schools and 4 AS centres of Haridwar and Tehri district.
- Data feeding for study on class room culture & processes has been completed.
- 1.91 lakh girls have been provided free text books from class I to V in year 2003-2004.
- **NPGEEL programme launched in district Haridwar on 1st Oct 2003.**
- **Computer education started in Haridwar District.**

Integrated Education

- One professional looks after the IED programme at SPO level.
- SRG, DRGs and BRGs constituted.
- SRG oriented and trained.
- 4342 children in age group 6-14 with special needs identified in 06 DPEP districts.
- During Door to Door survey conducted by VEC and school teachers convergence made at the state and district level with different Departments such as NIVH, NIOH, Social Welfare, ICDS, Medical and Health.

- With the assistance of the NIVH, NIOH and Health department 19 camps for the medical examination of disabled children organized at the following districts :-
 1. BRC Bhagwanpur, BRC Bahadrabad, BRC Roorkee, BRC, laksar in district Haridwar.
 2. Primary School Takana in district Pithoragarh
 3. Primary School (P.S.) Chamba, P.S. Jakholi, P.S. Dagarpatti, P.S. Anjanisain and Bhuwanshawari Mahila Ashram, Anjani Sain in district Tehri.
 4. BRC Khatikhan, BRC Tanakpur and BRC Champawat in District Champawat.
 5. Ramlila Ground Uttarkashi in Uttarkashi District
 6. BRC Kapkot & Bageshwar in Bageshwar District.
- For creating general awareness a folder and four video films on VCD developed.
- A collection of success story and a guide for disabled children prepared by SPO.
- 2344 children were medically examined.
- 1323 children were identified for getting aids and appliances.
- 1083 children were given disability certificates by the team of chief medical officer.
- Aids and appliances to 1323 children provided free of cost by NIVH and NIOH, Dehradun.
- 2856 parents of disabled children were provided counselling regarding the health of children and their proper development, physical and mental status.
- Training modules for the training of teachers prepared for IED
- 8700 teachers oriented for IED.
- IED coordinators, DIET lecturer, NPRCc, Headmasters/teachers sensitized under IED programme.
- Participation in National IED Programme Puri, Orissa and Review meeting at Gurgaon, Hariyana and DSERT Bangalore.
- A tool for IEP developed.
- IED component included in school grading format.
- Incentives like free text books and scholarship provided by the State Government.
- General teachers being sensitized in 90 day correspondent course by RCI.
- Joyful learning material prepared for children with special needs with coordination of Ed. CILs, National consultant IED.
- Reports of IED programme regularly published in state project's quarterly magazine "KOSHISH".

MIS

- Hardware installed and operational in all DPEP district.
- Computer Operators in 04 districts and SPO are in place and trained.
- ORCALE training for Computer operators completed in all the districts.
- Training of district functionaries for filling the DCF organized at State, District, Block level.
- DCF (2003-04) printed by the DPOs and distributed.
- Data collection for EMIS 2003-2004 is in progress completed in all districts.
- Data entry work for EMIS 2002-03 is completed in all districts.

Civil Work

- The progress of the civil works targeted for the year 2000-01, 2001-02 & 2002-03, are given as annexure III 'B'.

**Staffing Position At SPO, Uttaranchal
Under DPEP-III**

| S.No. | Post/Designation | Sanctioned Posts | In Place |
|-------|--|------------------|-----------|
| 1. | State Project Director | 01(Ex-Officio) | 01 |
| 2. | Additional Project Director | 01 | 01 |
| 3. | Finance controller/Senior Professional | 01 | 01 |
| 4. | Senior Professional | 02 | 02 |
| 5. | Professional | 02 | 02 |
| 6. | Administrative officer | 01 | 01 |
| 7. | Accounts Officer | 01 | 01 |
| 8. | Computer Programmer | 01 | - |
| 9. | Computer Operator | 02 | 02 |
| 10. | Senior auditor | 01 | - |
| 11. | Accountant | 01 | 01 |
| 12. | Steno | 04 | 02 |
| 13. | Senior Clerk | 01 | 01 |
| 14. | Astt. Clerk | 01 | 01 |
| 15. | Driver | 04 | 03 |
| 16. | Peon | 05 | 03 |
| 17. | Sweeper cum chokidar | 01 | - |
| | Total | 30 | 22 |

(04 personnel attached from Education Department)

**DPO Staffing Position
DPEP-III**

| S.No. | Name of Post | No. of Post Created | No. of Post Filled |
|-------|---|---------------------|--------------------|
| 1. | Expert(BSA) | 06 | 06 |
| 2. | Asst. Accounts Officer | 06 | 06 |
| 3. | District Coordinator (Training) | 06 | 06 |
| 4. | District Coordinator (AS) | 06 | 06 |
| 5. | District Coordinator (Community Participation) | 06 | 05 |
| 6. | District Coordinator (Gender) | 06 | 06 |
| 7. | Computer Operator | 06 | 04 |
| 8. | Accountant | 06 | 06 |
| 9. | Steno | 06 | 06 |
| 10. | Typist/Clerk | 06 | 06 |
| | Total | 60 | 57 |

Staffing In DIETS - Uttarakhand DPEP-III

| S. No | Districts | Principal | Vice-Principal | Senior-Lecturer | Lecturer | Work-Exp. Teacher | Statistion | Tech. assistant |
|-------|------------------------|-----------|----------------|-----------------|-----------|-------------------|------------|-----------------|
| | Sanctioned-Posts | (1) | (1) | (6) | (17) | (1) | (1) | (1) |
| 1. | Bageshwar(Almora) | - | 1 | 03 | 17 | 1 | 1 | 1 |
| 2. | Haridwar(Roorkee) | - | 1 | 04 | 19 | 1 | 1 | 1 |
| 3. | Pithoragarh | 1 | - | 03 | 16 | 1 | 1 | - |
| 4. | Champawat ⁴ | - | - | - | - | - | - | - |
| 5. | Tehri Garhwal | 1 | - | - | 17 | 1 | 1 | - |
| 6. | Uttarkashi | 1 | - | 02 | 13 | 1 | - | 1 |
| | Total | 3 | 2 | 12 | 82 | 5 | 4 | 3 |

- Figures shown in brackets are no. of sanctioned posts.

Selection of MTs and appointment of BRC/NPRC Coordinators - DPEP-III

| S. No. | Districts | No. of Blocks | No. of Selected MTs | No. of BRC-C in place | No. of ABRC-C in place | No. of NPRCs | No. of NPC-C in place |
|--------|---------------|---------------|---------------------|-----------------------|------------------------|--------------|-----------------------|
| 1. | Bageshwar | 05 | 27 | 05 | 10 | 35 | 35 |
| 2. | Champawat | 04 | 18 | 04 | 08 | 23 | 23 |
| 3. | Pithoragarh | 08 | 40 | 08 | 16 | 64 | 64 |
| 4. | Tehri Garhwal | 09 | 45 | 09 | 18 | 76 | 76 |
| 5. | Uttarkashi | 06 | 30 | 06 | 12 | 36 | 36 |
| 6. | Haridwar | 06 | 30 | 06 | 12 | 46 | 46 |
| | Total | 38 | 190 | 38 | 76 | 280 | 280 |

**Civil Works-Physical and Financial Status as on 30.09.2003
(DPEP-III) Uttaranchal**

Physical Status Year 2000-2001

| S. No. | Item | Planned so far (2000-01) | Completed | In progress | % of Comp. & IP |
|--------|-----------------------------------|--------------------------|-----------|-------------|-----------------|
| 1. | BRC | 5 | 5 | - | 100 |
| 2. | CRC | 131 | 131 | - | 100 |
| 3. | New primary schools | 130 | 129 | 1 | 100 |
| 4. | Additional Classroom | 118 | 118 | - | 100 |
| 5. | Reconstruction of primary schools | 113 | 107 | 06 | 100 |
| 6. | Toilets | 749 | 749 | - | 100 |
| 7. | MIS center | 6 | 6 | - | 100 |

Physical Status Year 2001-2002

| S. No. | Item | Planned so far (2001-02) | Completed | In progress | % of Comp. & IP |
|--------|----------------------------------|--------------------------|-----------|-------------|-----------------|
| 1. | BRC | 27 | 22 | 05 | 100 |
| 2. | CRC | 149 | 146 | 02 | 99.3 |
| 4. | New primary schools | 121 | 93 | 27 | 99.2 |
| 4. | Additional Classroom | 448 | 425 | 21 | 99.5 |
| 5. | Reconstruction of primary school | 123 | 77 | 42 | 97 |
| 6. | Toilets | 469 | 460 | 08 | 99.8 |

Physical Status Year 2002-2003

| S. No. | Item | Planned so far (2002-03) | Completed | In progress | % of Comp. & IP |
|--------|----------------------------------|--------------------------|-----------|-------------|-----------------|
| 1. | BRC | - | - | - | - |
| 2. | CRC | - | - | - | - |
| 4. | New primary schools | 48 | 08 | 36 | 91.7 |
| 4. | Additional Classroom | 120 | 71 | 19 | 75 |
| 5. | Reconstruction of primary school | 73 | 14 | 59 | 100 |
| 6. | Toilets | 200 | 96 | 03 | 49.5 |

WEST BENGAL

1. DPEP Coverage

Existing: Districts

Project Period: 2003 - 2004

| Districts covered | EFC approved cost |
|----------------------|-------------------|
| Bankura | 3629.563 |
| Birbhum | 3447.477 |
| Cooch Behar | 3569.286 |
| Murshidabad | 3700.560 |
| South 24 Parganas | 3978.683 |
| State Component Plan | 1304.771 |
| Total | 19630.339 |

(Rs. in lakhs)

Expansion: Districts

Project Period : 2000-2001 to 2006 to 2007.

| Districts covered | EFC approved cost |
|----------------------|-------------------|
| Purulia | 3999.71 |
| Malda | 3999.53 |
| Uttar Dinajpur | 3999.70 |
| Dakshin Dinajpur | 3999.09 |
| Jalpaiguri | 3999.73 |
| State Component Plan | 1430.20 |
| Total | 21427.96 |

(Rs. in lakhs)

2. Project Structure

a) Vacancy position in SPO and DPOs (as on 28.02.2001):

| Name | No. planned | No. filled | Vacant |
|------------------|---|------------|--------|
| SPO | 61 (excluding clerical cadre & Group – 'D') | 55 | NIL |
| DPOs (Existing) | 100 (excluding LD clerical cadre & Group – 'D') | 92 | 8 |
| DPOs (Expansion) | 100 (excluding LD clerical cadre & Group – 'D') | 88 | 12 |

Existing District:

The post of DPO & Dy. DPO of existing DPEP districts were filled up by the existing pool of officers of the Education Department, Govt. of West Bengal on full-time basis. Other posts were filled up by the incumbents from open market on contract basis.

Expansion District:

The post of DPO & Dy. DPO of existing DPEP districts have been filled up by the existing pool of officers of the Education Department, Govt. of West Bengal except Uttar Dinajpur. Other posts vacant are mainly of co-ordinators of different field.

b) Functioning of EC/GC:

- The West Bengal DPEP Society has so far organised eight meetings of General Council and ten meetings of Executive Committee. The last GC meeting was held on 19.03.2002.

c) Submission of Annual / Audit Report:

- The Annual Report and Accounts for 2001 – 2002 have been prepared and sent to all the concerned authorities.

3. Annual Work Plan & Budget 2003-2004

| Existing (Phase I) | | (Rs. in lakhs) |
|---------------------------------|--------------------|----------------|
| District | AWPB amount | |
| Bankura | 1469.82 | |
| Birbhum | 1521.65 | |
| Cooch Behar | 1340.78 | |
| Murshidabad | 2163.46 | |
| South 24 Parganas | 1295.89 | |
| State Component Plan (existing) | 178.22 | |
| Total | 7969.82 | |

| Expansion (Phase II) | | (Rs. in lakhs) |
|-----------------------------|--------------------|----------------|
| District | AWPB amount | |
| Purulia | 2121.51 | |
| Jalpaiguri | 2150.00 | |
| Malda | 2084.63 | |
| Dakshin Dinajpur | 1535.62 | |
| Uttar Dinajpur | 1810.88 | |
| State component (expansion) | 283.96 | |
| Total | 9986.60 | |

The district-wise cumulative expenditure is as below (upto 30.09.03)

Existing:

| | | (Rs. in lakhs) |
|--------------------|----------|-----------------|
| SPO | - | 1347.72 |
| Bankura | - | 2666.89 |
| Birbhum | - | 2685.56 |
| Cooch Behar | - | 2439.75 |
| Murshidabad | - | 2972.43 |
| South 24 Parganas. | - | 4191.03 |
| Total | - | 16303.38 |

The district-wise cumulative expenditure is as below (upto 30.09.03)

Expansion :

| | | (Rs. in lakhs) |
|------------------|----------|----------------|
| SPO | - | 455.45 |
| Dakshin Dinajpur | - | 1118.35 |
| Jalpaiguri | - | 1617.80 |
| Malda | - | 1282.11 |
| Purulia | - | 533.77 |
| Uttar Dinajpur | - | 1170.42 |
| Total | - | 6177.90 |

☆ Financial Status as on 30.09.03

Phase I

- a) Expenditure (Existing) incurred upto 28.02.03 : Rs. 16303.98 lakhs
b) Expenditure (Existing) incurred during 2003 - 2004 (upto September, 2003) : Rs. 1129.78 lakhs

Phase II

- a) Expenditure (Expansion) incurred upto 30.09.03 : Rs. 6177.90 lakhs
b) Expenditure (Expansion) incurred during 2003 -2004 (upto September, 2003) : Rs. 686.91 lakhs

4. Review of Functional Areas: (upto 31.08.2003)

i) Planning And Management

- Developed a database collected from different sources (Including DISE) and used for the formulation of annual plan documents of 2003-04 for each DPEP district and also state components for phase-I and phase-II DPEP districts.
- The database validated and authenticated at different levels of the DPEP districts.

- A comprehensive guideline for the preparation of DPEP plan documents circulated to the district officials.
- Continuous discussions with district functionaries took place for finalisation of DPEP plan documents.
- Plan documents for each DPEP district (Phase-I and II) along with state components for 2003-04 already approved by MHRD, GoI and communicated through the letter dated 3rd, September, 2003 issued by MHRD, GoI.
- All plan documents pertaining to DPEP intervention revised on the line of the letter dated 18th September 2003 issued by MHRD, GoI.
- Revised plan documents handed over to the DPOs of concerned DPEP districts on 23.10.2003 for implementation of DPEP intervention as per approved plan document.

Habitation Planning:

For SSA in particular, **Habitation Planning** is regarded as a pre-requisite of District Elementary Education Plan. But in our state we have not been able to proceed much in the matter of initiating planning for elementary education from habitation level.

Recently, we have introduced Habitation Planning exercises in order to establish linkage between ILIP schools and the concerned communities. Some more experiments have been done in this regard in Uttar Dinajpur, Malda, Murshidabad, Dakshin Dinajpur, Cooch Behar and Jalpaiguri districts.

(a) Habitation Planning with ILIP Communities : Micro-planning exercises have been initiated in the education sector in West Bengal by application of a few PLA methods / techniques in order to involve communities in the on-going ILIP (Integrated Learning Improvement Programme) under Pedagogy interventions in classroom transactions for improving quality of education (in selected DPEP districts). It is heartening to note that such micro-planning exercises being undertaken with the aim of empowering and involving communities in ILIP interventions are coming out successful. The outcomes of such micro-planning exercises with ILIP-school communities are indeed *habitation plans* with thrust on quality of education.

(b) Habitation Planning at Uttar Dinajpur : A micro-planning exercise was undertaken at Islampur sub-division of Uttar Dinajpur between 18th – 22nd February, 2002, through a field-based training-cum-workshop organised by SPO with support from the District Project Office. The participants in this workshop were District Co-ordinators on Community Mobilization, Gender Issues, Integrated Education for the Disabled and Early Childhood Care & Education from the 10 DPEP districts. The main objective of this programme was to orient the District Co-ordinators with the methodology of formulating ‘Habitation Plans’ by applying PLA techniques. At the end of the workshop, 6 Habitation Plans were formulated, and the District Co-Ordinators were motivated to take up this intervention intensively and extensively in their respective district in order to formulate educational plans for each habitation.

(c) Habitation Planning at Malda : Another habitation planning exercise was undertaken at Malda on April 22-24, 2002 through a workshop which was attended by 2 Resource Persons from each Block. The programme was organised by District Project Officer, SSA & DPEP,

Malda with consultancy support from SPO, PBRPSUS. The programme was conducted jointly by a team comprising 2 officials from SPO and 2 Key Resource Persons trained at Kalna. The programme was designed with the objective of capacity-building of about 2 Key Resource Persons (External Facilitators) coming from each Block on habitation planning for UEE through first hand working experience; capacity-building of about Animators from selected habitations and Chairman and Secretary of each of the concerned VECs (Internal Facilitators); and preparation of 3 *Habitation Plans for UEE* at the end of the programme.

(d) Habitation Planning at Dakshin Dinajpur : Micro-planning exercise was undertaken at district level of Dakshin Dinajpur between 5th-7th Dec.2002, through a field based training cum workshop by State Project Office with support from the District Project Office. The participants in this workshop were Sub-Inspector of Schools, who are the Co-ordinator of CLRC, Resource Teacher, Member of the Gram Panchayat and District Resource Persons. The main objectives of this workshop was to orient of the District Resource Persons with the methodology of formulating **Habitation Level Plan** by applying PLA techniques.

Similar micro-planning exercise was undertaken at Jalpaiguri, Murshidabad and Cooch Behar districts on 25th-27th Nov,2002, 24th-26th Nov,2002 and 24th-26th Oct,2002.

ii) Civil Work:

- 767 new school buildings 1678 addl. Rooms & 196 CLRC buildings planned till date involving approximately Rs. 6406.25 lakhs. More than 95% of civil construction of these buildings have already been completed as on 31.08.2003 of phase I and districts 540 new schools buildings, 921 additional classrooms and 130 CLRC buildings planned till date, involving approximately Rs. 2823.81 lakhs for phase II districts. About 40% of progress has been achieved so far.
- Construction of Prototype building in each district has been completed to provide Theoretical & Practical training on CET to local engineers, masons and VCC members on non-effective technology.
- Child friendly elements have been constructed in around 600 member of schools out of a target of 783 no. of schools.
- Convergence plans formulated at district level to provide basic minimum building support to all primary schools including toilet and drinking facility, site development etc. within next 3 years.
- CFEs are being constructed in various schools in the expansion districts. Malda has taken a strong initiative in this regard. This has been proposed that three floors (3rd floor or wards) of the WBBPE building may be utilised for SCERT. The relevant proposal has been forwarded the GoI for further processing. The proposed work involves an expenditure to the tune of around Rs. 200 lakhs.

Cumulative Report (Physical Progress)
Under Dpep
As On 31.08.2003

Existing Districts (Civil Works)

New School Buildings

| DISTRICT | TOTAL TARGET | COMPLETED | IN PROGRESS | <u>NOT STARTED</u> |
|--------------------------|--------------|------------|-------------|--------------------|
| <i>Birbhum</i> | 136 | 112 | 23 | 01 |
| Bankura | 178 | 158 | 11 | 09 |
| Cooch Behar | 183 | 117 | 66 | 00 |
| Murshidabad | 113 | 88 | 23 | 02 |
| South 24 Parganas | 157 | 76 | 73 | 8 |
| Total | 767 | 551 | 196 | 20 |

Additional Room

| DISTRICT | TOTAL TARGET | COMPLETED | IN PROGRESS | NOT STARTED |
|--------------------------|--------------|-------------|-------------|-------------|
| <i>Birbhum</i> | 283 | 262 | 19 | 03 |
| Bankura | 259 | 171 | 70 | 18 |
| Cooch Behar | 299 | 295 | 04 | 00 |
| Murshidabad | 341 | 332 | 8 | 01 |
| South 24 Parganas | 496 | 389 | 93 | 14 |
| Total | 1678 | 1449 | 194 | 36 |

Circle Resource Centre

| DISTRICT | TOTAL TARGET | COMPLETED | IN PROGRESS | NOT STARTED |
|--------------------------|--------------|------------|-------------|-------------|
| <i>Birbhum</i> | 32 | 31 | 01 | 00 |
| Bankura | 45 | 45 | 00 | 00 |
| Cooch Behar | 23 | 23 | 00 | 00 |
| Murshidabad | 41 | 36 | 05 | 00 |
| South 24 Parganas | 55 | 51 | 0 | 04 |
| Total | 196 | 186 | 06 | 04 |

**Cumulative Report (Physical Progress)
Under DPEP
As On 31.08.2003**

Expansion Districts (Civil Works)

New School Buildings

| DISTRICT | TARGET | COMPLETED | IN PROGRESS | NOT STARTED |
|------------------|------------|------------|-------------|-------------|
| Jalpaiguri | 218 | 107 | 52 | 59 |
| Dakshin Dinajpur | 75 | 16 | 43 | 16 |
| Uttar Dinajpur | 33 | 11 | 19 | 03 |
| Malda | 150 | 67 | 61 | 22 |
| Purulia | 64 | 01 | 38 | 25 |
| Total | 540 | 202 | 213 | 125 |

Additional Rooms

| DISTRICT | TARGET | COMPLETED | IN PROGRESS | NOT STARTED |
|---------------------|------------|------------|-------------|-------------|
| JALPAIGURI | 86 | 59 | 17 | 10 |
| DAKSHIN DINAJPUR | 287 | 95 | 126 | 66 |
| UTTAR DINAJPUR | 275 | 84 | 127 | 64 |
| MALDA | 188 | 62 | 86 | 40 |
| PURULIA | 85 | 04 | 37 | 44 |
| TOTAL | 921 | 304 | 393 | 224 |

Circle Resource Centre

| DISTRICT | TARGET | COMPLETED | IN PROGRESS | NOT STARTED |
|---------------------|------------|-----------|-------------|-------------|
| JALPAIGURI | 27 | 13 | 12 | 02 |
| DAKSHIN DINAJPUR | 16 | 12 | 03 | 01 |
| UTTAR DINAJPUR | 17 | 09 | 06 | 02 |
| MALDA | 28 | 05 | 14 | 09 |
| PURULIA | 42 | 10 | 29 | 03 |
| TOTAL | 130 | 49 | 64 | 17 |

iii) Quality Improvement

A) Training & Workshops at District Level

| | | | |
|----|--|--------|--|
| 1. | Teachers' training on 3 rd pedagogy module of Phase – I districts | 6 days | Cooch Behar & South 24 Pgs. completed, Murshidabad completed |
| 2. | Teachers' training on 3 rd pedagogy module of 2 nd phase (Phase – II district) | 6 days | Jalpaiguri completed and Uttar Dinajpur, Malda, Dakshin Dinajpur, Purulia partly completed |
| 3. | Teacher's training on science teaching | 4 days | Phase I & II districts completed |

b) **Reading Materials developed out of those workshops**

Module:

- Module III on Pedagogy developed, KRP training completed in most of the districts RP training completed even in some districts teachers training completed

Reading Materials:

- Reading Materials on IED
- Reading Materials on MTA
- Material on Multigrade teaching developed
- Material on large size classroom teaching
- Material on uses of library books for developing reading and writing skill
- activity, worksheets and TLM developed for pedagogy 3rd module training

C) **Materials used in these workshops :**

- Hate Kalame Sekha O Sekhano, a guidebook on use of TLM
- Kajer Madhyeme Sekha O Sekhano a guidebook on activity based teaching learning process
- Nirbachita Path - I, Reading Material (Gender)
- Nirbachita Path - III, Reading Material (IED)
- Books on IED sensitisation
- Kajer Madhyame 'Sekha o Sekhano - Path III (Pedagogy)
- Sishu Kanya Theke Sampurna Manush – resource material on Gender issues
- Shikshan Prashikshan Karma Shuchi (Balikader Shiksha - I)
- Video film developed on micro intervention in class room to be displayed during training of 3rd Module

D) **Text Book Renewal**

The process of renewal of textbook has started. Tasks has been undertaken by WBBPE as targeted, the renewal and revision of class-I, II, III and IV textbooks on language,

Mathematics, Science and History-Geography have been completed and the printed books have been distributed free of cost among the school going children.

The work related to revision and renewal of textbooks of Class V has been started. Draft books are being tried out and final printed books will be available from next academic session 2004-05.

E) CLRC Functioning

Unlike other States, West Bengal has designed a unique field level Resource institution at sub-district level called Circle Resource Centre (CLRC) to support, aid and facilitate the pedagogical renewal activities undertaken in and out of schools to improve teaching-learning processes adding to quality of education in fulfilling the objectives of Universalisation of Primary education. It is an arrangement of institutionalization of resource support to the existing system in terms of building up capacity as well as adding to the infrastructure of education at sub-district level.

F) Initiation of CRCs

Preparatory activities have been undertaken to set up Cluster Resource Centres (CRC) at the GP level. One CRC will be formed for every 10-15 schools and will be housed in one of the primary or upper primary schools situated in the GP. Each CRC will have one coordinator and one RT for coordinating the activities of the schools within the concerned CRCs. This new institutional arrangement will focus on improving the teaching learning process by intensively monitoring the formal and the alternative schools within its catchment area. The process has already been initiated with a state level workshop for developing the module on the functioning of CRCs. The process of engagement of RTs has also been initiated at district level.

G) Institutional Arrangement

The following arrangements are made for functioning of CLRCs

- The Sub-Inspectors of Schools of the Circles are the CLRC in-charge in their capacity of being the ex-officio Circle Project Co-ordinators.
- Each CLRC has two Resource Teachers (RT) selected from either the practicing primary school teachers or retired primary teachers.
- The CLRCs are supposed to have their own building having a Workshop-cum-Training Hall, Resource Room and Office accommodation.
- The CLRCs has been furnished with resource materials like books and journals on academic and pedagogical issues, reports on various studies and researches, etc.
- The CPCs and RTs are being oriented on role and functions of CLRCs since SSA has been launched.

H) *Following are the activities undertaken.*

Workshops :

- Orientation and training of teachers
 - All the training of teachers are being held at CLRCs. Teachers' training on Science & Pedagogy II and III, on IED & Gender are going on. DPEP Phase I districts have completed teacher's training on 3rd pedagogy module.

Innovative Approach:

Two different types of Fort-nightly workshops are being held after assessing the need of the targeted community i.e., teachers and VEC members.

- (i) Noon workshops for VEC members
This included:
 - Enrolment drive
 - Data compilation of out of school children
 - Retention activity

Several workshops were held in the following issues: Use of school grant, Maintenance of Child Register, VEC Reporting system where as the existing districts have arranged these workshops of their own as per their need.

- (ii) Afternoon workshops are being held for all primary school teachers for better application of training methodologies in classroom transaction. The districts have also designed several numbers of issues for these types of workshop. All these issues are taken up by expansion districts, where as the existing districts have arranged their workshops as per need of the teachers.

(1) **Visit to School & VECs by CPC & RTs :**

- Normally visiting 3 schools per weak per Resource Teacher
- Visit provides support to
 - Classroom transaction
 - Preparation and usage of TLMs
 - Utilisation of school grant & TLM grant

Supervising activities of VEC. It includes

- Regular meeting
- Updation of Children Register
- Issue-specific activities on Community Mobilisation like enrolment drive and retention. Use of school grant and tree plantation, school environment building etc.
- Formation of MTA and meeting thereof.

(2) Collection of information of Schools & VECs :

Collection of information on school functioning through –

- DISE
- Monthly Meetings with Head Teachers

Collection of information on Community-based activities through –

Monthly Meeting of VEC/WEC Chairman & Secretary
Regular feedback from VEC members through RPs

(3) Compilation & Reporting System :

- Compilation and updation of data on schools and community are documented through maintaining School Information Register as well as Community Information Register.
- Those reports are submitted to District Project Office on a regular basis.
- PMIS reports from CLRC are coming regularly to the District Office.

(4) Pilot project

To pilot projects have been initiated, one in Kashipur Block of Purulia District on tribal children and another in Islam Block of Uttar Dinajpru district on linguistic minority children. This project has been taken up for the all-round development of special focus group.

Integrated Learning Improvement Programme (ILIP)

Micro level learning improvement was launched by WBDPEP as FLIF (covering 25 schools) in 2000-01 and then as SLIP (covering 435 schools in 6 DPEP districts). This aimed to improve learning outcome of the students from the foundational stage by introducing special technique in classroom truncation.

Objectives

- To ensure elimination of gap in learning achievements existing between "advantaged" and "disadvantaged" groups of children - social and gender gaps.
- To ensure elimination social and gender gaps in enrolment and retention too.
- To visibly reduce the gap in the performance of the top and bottom 20% students
- To qualitatively improve students' reading and independent writing competencies in all grades
- To qualitatively improve students' mental computing and systematic problem-solving abilities
- To develop students' competencies to answer to open-ended questions
- To improve students' oral articulation, team spirit and interpersonal, social and life skills
- To systematically develop self-learning and study skills and healthy reading habit among all

Target

- To eliminate grade repetition by students who have more than 70 percent attendance
- To improve school attendance by more than 5 percentage points on an average
- To bring down the drop out rate at the end of each grade to 50 percent of the present figure
- To drastically improve the grade four cohort completion rates and eliminate ECR6 and above
- To improve PTR by rational distribution of teachers and to ensure 4 teachers for 4 Grades and by engaging community teachers.
- To improve achievement level of 80% of the children to 'Ka' grade.
- In this way this programme has directed to improve quality in child's learning but also in community activities teachers performance and support system.

ILIP is an outcome of expansion of SLIP operating in 435 schools of 57 circles covering 26000 students of Class I in the academic year 2001-02. in convergence with WBBPE, DSE, SCERT and UNICEF. The programme was initiated in Bankura, Birbhum, Murshidabad, South 24 Parganas, Jalpaiguri, Cooch Behar. In the year 2002-03 ILIP was expanded to 13 districts which included Bankura, Birbhum, Murshidabad, South 24 Parganas, Jalpaiguri, Cooch Behar, Uttar Dinajpur, North 24 Parganas, Siliguri, Kolkata, Howrah, Hooghly, Burdwan covering 3138 schools of 423 circles, 215329 students of Class I, 26000 students of Class II, 3556 of Class I teachers, 435 of Class II teachers and 1544 of VRPs. In the year 2003-04 ILIP is to be expanded in 16 districts namely Bankura, Birbhum, Murshidabad, South 24 Parganas, Jalpaiguri, Cooch Behar, Uttar Dinajpur, North 24 Parganas, Siliguri, Kolkata, Howrah, Hooghly, Burdwan, Nadia, Malda and Purba Medinipur.

Certain activities of the programme

A) Functioning at district and sub district level

- The QMTs have been formed at the district level
- The CRTs have been formed in certain districts and are under process in the remaining
- The teachers have been entrusted with the activities of class I in the concerned school

B) Workshop

- Two state level workshop have been conducted along with exposure visits were made in SLIP / ILIP schools. – one in Birbhum on management issues on 24th and 25th January 2003 and other one in Uttar Dinajpur on issues given emphasis on feedback, sharing and review activities on SLIP / ILIP activities on 26th and 27th January
- Workshop have been conducted with CPCs to ensure their involvement and providing CLRC level leadership to improve the programme in some districts.
- District level sharing workshops are on process in all the districts.
- Phase wise sensitization and orientation have been conducted in district and sub-district level.

✂ State level workshop was conducted in SPO from 24th June 25th June 2003 on pedagogical issues given major emphasis on sharing feedback and review activities on ILIP.

✂ State level Workshop has been conducted with district functionaries on the role of CLRCs and CRCs from 30th October to 31st October 2003.

C) Training

✂ Training programme have been conducted in different districts with class I teachers, Head Teacher, RPs RTs, QMTs and SRPs, VRPs.

D) Survey and Evaluation

✂ Baseline study has been completed in all the 13 districts. District level compilation of baseline is on process.

E) Material Development

✂ Designing of material is in process for Class III and Class IV in the academic subjects : Bengali, English, Maths, History, Geography and Science.

✂ Each district team is also preparing a lot of learning materials for the programme

F) Media & Documentation

✂ District wise data, are analyzed and report is being made on their basis

G) Community Ownership Programme

✂ PLA is carried in different districts

✂ Formation and functioning of MTA are on process

H) Reporting System

✂ An intensive reporting is being made for monitoring and networking

✂ Developing action plan on the basis of the feedback is of above.

iv) Community Mobilisation & VEC Interventions

Administrative Arrangements

- State and district co-ordinators are in place.
- DRG formed in the districts.
- SRG formed in the state.

Material Development :-

- Developed training manual for the RPs / KRPs for conducting VEC/WEC training in the perspective of SSA.
- Developed Hand Book for VEC / WEC members.
- Developed campaign slogan for wider dissemination of SSA & DPEP messages to the community through state level Workshop.
- Developed format of child register for preparing Micro level data-base at Gram Sansad / Ward Level.
- Developed compilation format for capturing the data of Child Register.
- Preparation of monthly reporting format for VEC / WEC in the perspective of SSA.
- Training module for VEC training – ‘Prasikshan Sahayika.’
- Construction Manual for VCC training.
- Handbook on community participation in primary education for grass root level functionaries including, VEC members – ‘Sangathakder Prati.’
- Lesson Poster for VEC level participatory training.
- One manual for the stake holders and policy makers.

Campaign and other mobilisation activities.

- District completed wall writing at different public places like Panchayat Building, Block Offices etc.
- District completed wall writing in every school.
- Developed poster & hoarding and displayed in different important places of the districts.
- Folk campaign done in different spots of districts for ensuring enrolment of hardest to reach group.

Monitoring system :-

- VEC/WEC sends report to CLRC reporting system every month.
- Bi monthly review meeting with district CM Coordinators at state level.
- SRG members visit districts for monitoring the activities.
- DRG members visit school / VEC & WEC / CLRC etc. for monitoring the activity.

Data Bank :-

- Prepared Child Register at Gram Samsad and Ward Level for ensuring Micro Level database in view of Micro Planning exercise namely habitation planing, enrolment and retention drive etc. In an around 40551 Gram Samsad and 2532 Ward have completed child register. Compilation of Child Register has also been done at Gram Samsad and Ward level.

Training :-

- Training of KRPs at state level.
- Training of RPs for imparting training to VEC / WEC members at district level.
- Training of RPs for imparting training to the enumerator of Child Register.

v) *Alternative Schooling*

In West Bengal Alternative Schooling (AS) has been divided into the following parts:

Shishu Shiksha Kendra (SSK): Running under the control of Panchayat & Rural Development Deptt.

Bridge Course Centre (BCC) : The BCC aims to enroll the dropout children into formal schools after providing them with remedial teaching.

NGO run centre: To cater the needs of the children who are left out of schools even after the opening of either AS components. NGO run centers are opened for them. In urban areas Shikshalaya Prakalpas are run by NGOs. In rural areas EGS & AIE centers are opened to cater the out of school children.

Bridge Course :-

For mainstreaming of all overaged, never enrolled and dropped out children, Bridge Course programme has been started in four districts namely Burdwan, Murshidabad, North 24 Parganas & Jalpaiguri on pilot basis in collaboration with UNICEF.

Total number of Bridge Course Centres : 105

Total number of learners : 2503

Total number of Bridge Course Instructors : 105

Bridge course started from December 2002.

Total 2108 children mainstreamed in formal schools after bridge course

Administrative set-up :-

1. Four State Support Team members are engaged at state level.
2. Four District Support Team members are engaged in each district.
3. One Siksha Sebi is engaged in each Bridge Course Centre.

Material Development :-

1. Developed study materials for children of Bridge Course centers for primary level (from class I – IV.)
2. Developed training materials for Sikshashebi (teacher) of Bridge Course Centre.
3. Developed study materials for children of Bridge Course Centres for upper primary level.

Training / Workshop:-

1. A two day workshop at State level with the experts of different Organisations, Institutions, NGOs etc. for formulating Bridge Course strategy all over the state.
2. Organised 15 days workshop in batches with the writers group for preparation of study materials for the children of Bridge Course Centres (from Class I-IV.)
3. Sensitised key functionaries of four pilot districts on Bridge Course.
4. Organised 5 day training of the District Support Members.
5. Organised meeting with all DPOs on Bridge course at the state level.

Sishu Siksha Karmasuchi : -

- Sishu Siksha Kendra under Sishu Siksha Karmasuchi launched by P&RD Deptt. has been in the alternative schooling model of the State.
- Children not attending existing primary schools due to various socio-economic reasons and the children of unserved havitations are covered by SSKs in West Bengal.
- Memorandum of understanding (MOU) has been made between PBRPSUS and P&RD for effective implementation of the programme.

The following strategy has been taken up in the MOU :

1. Shikhu Shiksha Karmasuchi (SSK), implemented by Panchayats & Rural Development Department through Paschim Banga Rajya Shishu Shiksha Mission (PBRPSUS), will be considered as a Government-supported EGS (Education Guarantee Scheme) component for primary education under Sarva Shiksha Abhiyan (SSA) & District Primary Education Programme (DPEP) in West Bengal.
2. PBRSSM along with PRIs under administrative control of the P&RD Department will be responsible for planning, monitoring, supervision and administration of SSKs in all the districts of West Bengal.
3. Financial resources for running Shishu Shiksha Karmasuchi will be mobilised by PBRSSM from DPEP/SSA under EGS norms stipulated by Government of India, State Budget of Panchayats & Rural Development Department and external agencies like UNICEF.
4. For the purpose of funding Shishu Shiksha Karmasuchi implemented through PBRSSM, Paschim Banga Rajya Prarambhik Shiksha Unnayan Sanstha (PBRPSUS) will receive (a) the Central share of the project cost from MHRD, Government of India to the extent admissible under SSA/DPEP norms and (b) the matching State share from Panchayats & Rural Development Department, Government of West Bengal. After receiving such grants, PBRPSUS will provide funds for running Shishu Shiksha Karmasuchi in instalments as per approved Annual Work Plan & Budgets for SSA / DPEP.
5. PBRSSM will submit district-wise requisition of funds to PBRPSUS for running Shishu Shiksha Kendras subject to the ceiling under EGS norms. On receipt of such requisition, PBRPSUS will examine the same and ask the District Project Office for SSA / DPEP to place funds out of the approved budgets of the concerned districts required for running SSK in instalments in favour of Zilla Parishad or any other subsidiary agency (viz. DRDC) of the district for channelising the fund through such other sub-district level offices / institutions as may be determined by Panchayats and Rural Development Department / PBRSSM. The District Project Office for SSA / DPEP will take approval of District SSA Committee before releasing funds to the district authority as mentioned above.
6. Curriculum, syllabus and text books for SSK will be the same as in formal education and all pedagogical issues relating to SSK including quality assurance will be addressed by PBRSSM in consultation with expert organisations like West Bengal Board of Primary Education and PBRPSUS. Training of Sahayikas, Supervisors and the functionaries on SSK with special emphasis on quality assurance will be provided by PBRSSM independently.
7. There shall be strong linkage between PBRSSM and PBRPSUS in all relevant issues including planning for SSK, quality issues, data generation, MIS etc. There shall also be

linkage at the district and sub-district levels and more particularly between Managing Committee (MC) of SSKs and VECs.

8. All financial activities at the SSK level will be executed by the Managing Committee of the SSK and progress of work and utilisation of funds will be reported by the MC to the VEC. Proposal for opening new SSKs will be initiated by guardians of out of school children and the concerned Gram Panchayat will obtain of the concerned VEC to determine the need of opening the proposed SSK.
9. PBRSSM will collect from each district utilisation certificates along with break-up of expenditure for the funds utilised for running SSK in the district and submit the same to PBRPSUS at the end of every quarter along with break-up of expenditure separately for each district.
10. Part of the funds out of the state component budget meant for administering Shishu Shiksha Karmasuchi in the state will be placed by PBRPSUS in favour of PBRSSM and the Mission will duly furnish reports and utilisation certificates along with break-up of expenditure to the Sanstha for utilisation of such funds.
11. Any modification or change in this Memorandum of Understanding shall be done on bilateral negotiations between PBRPSUS and PBRSSM.
12. 487178 no. children are presently enrolled in existing SSKs.
13. 17636 no. academic supervisor are engaged in academic monitoring activities.
14. In order to ensure enrolment of all out of school children both in existing and alternative schools the districts have prepared child register for capturing the data of the children 0-14 yrs. This helps a lot the VEC/ WEC for making enrolment plan at the micro level.
15. 18530 no. Gram and 720 no. Municipal ward have prepared Child Register.

vi) **Integrated Education For Disabled**

- WBDPEP had begun IED programme in one block each of the 5 existing districts. Now the coverage of IED programme has been expanded to all the Blocks in the Phase - I Districts.

Phase – II

Activities of Integrated Education for Disabled (IED) has been taken up in 4 blocks in Jalpaiguri, U. Dinajpur, D. Dinajpur and two blocks in Purulia.

- Screening and assessment camp conducted in all the intervening blocks. Numbers of in school & out of school children are -
- Following children integrated in the selected blocks.

| District | Intervening Block | No. of children Screened/Assessed | Children already in School | Children still out of school |
|-------------|-------------------|-----------------------------------|----------------------------|------------------------------|
| Bankura | 22 | 4562 | 2642 | 1920 |
| Birbhum | 19 | 5698 | 3356 | 2342 |
| Murshidabad | 26 | 5339 | 3275 | 2064 |
| Coochbehar | 12 | 5438 | 2544 | 2894 |

| | | | | |
|-------------------|------------|--------------|--------------|--------------|
| South 24-Parganas | 29 | 9614 | 5794 | 3820 |
| Jalpaiguri | 7 | 2261 | 1160 | 1101 |
| Uttar Dinajpur | 7 | 3142 | 1809 | 1333 |
| Malda | 4 | 1876 | 1002 | 874 |
| Dakshin Dinajpur | 4 | 2542 | 1383 | 1159 |
| Purulia | 1 | 490 | 234 | 256 |
| Total | 131 | 40962 | 23199 | 17763 |

- ❖ Activities of State Level Resource Organisation (SLRO) started.
- ❖ Intensive training for one teacher of each school from IED intervening block
- ❖ 5 days Intensive refresher course for Special Educators of DLRO
- ❖ District Level Resource Organisation (DLRO) working in different intervening blocks through its Special Educators except the district Purulia, Cooch Behar and Dakshin Dinajpur.

| Name of the district | No. of DLRO |
|----------------------|-------------|
| Bankura | 3 |
| Birbhum | 5 |
| South 24 Parganas | 2 |
| Kochbehar | 1 |
| Uttar Dinajpur | 1 |
| Murshidabad | 4 |
| Jalpaiguri | 1 |

- KRP training completed in the districts namely, Birbhum, Bankura, Kochbehar, South 24 Parganas, Malda and Uttar Dinajpur. Other four districts are in process of conducting district level KRP training.
- Aids and Appliances (only ready to use items) have been distributed to few blocks except in Malda and Purulia.
- Teachers sensitization (primary level) has been completed for 6 districts namely Bankura, Birbhum, Murshidabad, South 24 Parganas, Uttar Dinajpur and Jalpaiguri.
- A compendium is printed containing all the relevant Govt. circular of GoI & GoWB, pertaining to disability for circulation at different levels at district administration & others.
- A module on IED developed & published for general teachers' sensitisation programme
- A suggested reading called "Bishesh Path" on IED for all publishing primary school teachers
- Free Distance Learning Materials on IED printed and distributed among the parents, siblings and teachers and
- General teachers sensitisation programme completed for all teachers of intervening blocks on different aspects of Integrated Education for Disabled. Training of 40 KRPs (8 KRPs X 5) at the existing district completed on the basis at module developed. The cascade of training as SLRO-KRP-Teachers for one blocks and SLRO-KRP-RP-Teachers for whole districts.

| District | Teachers |
|-------------------|-----------------|
| Bankura | 4446 |
| Birbhum | 8002 |
| Cooch Behar | 1714 |
| Murshidabad | 10580 |
| South 24 Parganas | 11361 |
| Uttar Dinajpur | 1577 |
| Jalpaiguri | 6571 |
| Malda | 4016 |
| Dakshin Dinajpur | 1577 |
| Total | 49844 |

- Awareness materials on early identification of children and motivation of parents for sending their children to school.
- Developed Assessment Kit in the field of MR, VH, MH & OH and distributed to Special Educators of DLRO
- Resource Kit developed and distributed among the SLIP schools and schools where disabled children integrated.
- Intensive training for one teacher from each school going on in different block of existing districts Module & materials for the training have been developed by SLRO. The said training has already been completed in few block at each district. The training mode is directly from SLRO to teachers. The said training will be organised in the other intervening blocks shortly.
- Convergence made with ALIMCO, AYJ, NIHH and accordingly following aids & appliances distributed.

| | |
|-----------------------------|-------------|
| Aids for visually Impaired | 435 |
| Aids for Hearing Impaired | 2936 |
| Aids for Locomotor Impaired | 4782 |
| Total | 8153 |

vii) Gender

- State and District Gender Coordinators are in place
- State Resource Group actively participating in preparing reading materials on gender issues. District Resource Groups actively taking part in monitoring of field-based interventions.
- Regular meetings being organised with District Gender Coordinators at the SPO and DPO to discuss about the various activities undertaken
- Gender intervention extended to all blocks in Phase – I districts, Malda and Jalpaiguri among the Phase II districts. In rest of the Phase II districts, activities have been expanded to 5 blocks in Uttar Dinajpur, 3 blocks in Dakshin Dinajpur and 10 blocks in Purulia.
- Workshop with female Panchayet members completed in all blocks of Malda. Training of Block level Resource Persons conducted in Uttar and Dakshin Dinajpur for working more intensively in the Gender Focus Blocks

- Regular Block / CLRC level meetings with Head Teachers and Panchayet functionaries being held in all districts
 - Ma-O-Meye Melas conducted at CLRC and GP level in Bankura, Birbhum, Malda, Uttar Dinajpur and South 24 Parganas.
 - Short visual aid on MTA developed for training of KRPs and RPs.
 - 3-day district level training programme held with Resource Persons, on the process of Formation, Roles and Responsibilities of Mother Teacher Associations in all districts except Cooch Behar.
 - Approximately 11084 MTAs already formed in all DPEP.
 - Gender sensitization of 50586 teachers completed.
- i) Innovative workshop at block level in all blocks of Malda on Convergence of Self Help Groups with MTA/ VEC.

viii) **Early Childhood And Care Education (ECCE)**

The component of Early Childhood Education under WBDPEP gained importance ever since its realisation as a significant input for universalisation of primary education. As per the State Policy adopted, a convergence plan has been developed by WBDPEP in consultation with Social Welfare Department and accordingly following activities have been started both at the State and District levels

- | | | |
|--------------------------------------|---|--|
| Formation of District Resource Group | : | A District Resource Group (DRG) has been constituted at the district level with representatives from Social Welfare Department, Sabhapaties of Panchayet, CDPO from each Block, NGO active member on ECCE-Primary School teachers, for smooth and proper functioning of ECE activities |
| Meeting | : | One-day State level Meeting with SW officials have been occurred for once within this period. DRG members meet on a bi-monthly basis in meeting held by districts and as pre-need basis. |

- Workshop / Training : A two-day state level Workshop has been held with ICDS & SSA approvals of non-DPEP districts. District level Sensitization workshop has been held for Kolkata, Howrah, Bardwan and Siliguri.
- Sensitization programmes with DPO of ICDS, DSWO, CDPOs, Anganwadi Supervisors, RTs and CPCs have been completed in Jalpaiguri, Cooch Behar/ and Purulia
- 10 days ECCE training programme organized by NCERT has been attended by two representatives from West Bengal.
- Four convergence issues have been agreed among the working group member on ECCE:
- 1) Providing TLM support to AWCs @ Rs. 500/- per centre
 - 2) Providing infrastructure support with matching grant
 - 3) Development of pre-school database and
 - 4) Sensitising on SSA for ICDS workers.
- Material Development : Training material on pre-schooling has been finalised by South 24 Parganas and Malda- SSA office. Total 300016 AWCs have received pre-school TLM.
- Awareness Generation : Campaign materials have been developed at state level, districts have also developed more campaign materials.

ix) **MIS**

- EMIS data for 1999-2000, 2000-2001, 2001-2002 and 2002-03 DISE for existing districts are completed and sent to Delhi.
- DISE data for 1999-2000, 2000-2001, 2001-2002 and 2002-03 for expansion DPEP districts are completed and sent to Delhi.
- DISE for non-DPEP districts 2001-2002 and 2002-03 is completed and sent to Delhi.
- Preparation work for the 2003-04 DISE is already started and the data entry is expected to be completed within 2nd week of February 2004.
- PMIS has been implemented for all DPEP districts. The training has been completed and reports generated on a periodic basis for effective Project Monitoring. In house PMIS software has been developed by SPO MIS and implemented on all Non DPEP districts.
- In house software for Pre Primary Education has been developed and implemented on all DPEP and Non DPEP districts. Data entry on this software for all DPEP districts is going on and some of them have sent their database to SPO. This software will help to extract all the information regarding AWCs i.e. structural get up, enrolment of children etc.
- In house software for compilation of Child Register has been developed and implemented by state MIS cell on all DPEP and Non DPEP districts. Data entry for this software for all

DPEP and Non DPEP districts is going on and completed database has been submitted from some districts.

- In house software for Quantum Study and Study on VEC/WEC have been completed. Implementation and data entry on this software on all DPEP district are going on This software will help to extract all the information regarding expenditure formal bear by the parents from 100 selected schools from each districts and 6 students from each class.
- A software for purchase and inventory monitoring system has been developed in the MIS cell, SPO. This software is in the testing phase and after successful completion of the development, it will be used in the SPO for monitoring the purchase and inventory maintenance.
- Another software is being developed at MIS cell to maintain a database for the base line assessment study in the district as well as in the state level.

x) Link Library Programme

Link Library Programme is a major intervention of WBDPEP having two pronged objectives viz. inculcating reading habit in children from an early age and enriching classroom transaction by using library book during teaching learning processes. The intervention envisages setting up of libraries in primary schools on one hand and developing a network of rural libraries and primary schools with a rural library functioning as link libraries for the schools tagged with them.

a) Library Grant to schools:

WBDPEP had organised mobile book exhibition in the districts in collaboration with the National Book Trust during 1998-99. The success of this programme encouraged WBDPEP to organise library activities in schools. Under the scheme Rs. 500/- was provided to each school in the AWP&B of 2002-2003. Attempts have been made to ensure that every school develops a facility to store library books appropriately and to display the same in the classrooms as and when required. Each school have been provided book @ Rs. 500/- Selection process for the current at SPO level will be started soon.

b) Book Review Teams:

A Book Review Team has been formed at the State level to select suitable books from amongst the titles available with NBT and other publishers. The job of this team is to enlist the recommended books with the final selection of books to be made by the book review teams of the districts. During the year 20 titles of the NBT books were selected and recommended to the Districts Project Offices, which placed order with the NBT for supplying of books. The process of selection of books published by agencies other than NBT has been completed during the year at SPO & DPO level. Another set of books @ Rs. 500/- per school are purchased this year also.

c) **Membership of NBTs Readers Club:**

All the schools following within the 10 DPEP districts (23408) are being made members of the readers' club of the NBT during the year. NBT started sending journals to the schools. Moreover, NBT started sending 'Sapla', a quarterly journal to the school under Readers' club.

d) **Orientation Workshops:**

In order to implement the 'Link Library Programme' more effectively a small change was brought in its management part. A pilot project has been initiated where the group of children would play the role of 'Librarian'. Teachers would be facilitator only. Teachers would be there to clarify the doubts, to support them if necessary and to empower them to sustain the programme.

District level workshop was organised at each DPEP district except Purulia to disseminate the new idea among all district functionaries including the teachers of selected schools.

e) **Library Mapping:**

The process of library mapping i.e., tagging nearby schools to the link library also got intervened during the year. The link library programme of WBDPEP has started functioning in a full-fledged manner.

x) **CLRC Book Fair:**

Instead of organising a mobile book exhibition it was decided to organise CLRC book fair in collaboration with NBT. These book fairs were organised for awareness generation on library activities in schools and also for exposing children of primary schools to a variety of children literatures. The programme of CLRC book fair spread over 3 months starting July '2003 involved 60% CLRCs existing in the DPEP districts participated in the book fair. The duration of book fair at each CLRC was supposed to be for 3 days. Book fairs were organised accompanied by cultural programmes in the evening.

xi) Research & Evaluation

Research & Evaluation

State Research Cell constituted for Phase I & Phase II districts

District Action Research Group (DARG) constituted at districts this consists of RTs (one from each CLRC for Phase I districts only).

Studies completed

- 1) Study on the transition pattern between Primary Schools to Elementary schools – ISSS conducted study

- 2) Independent studies have been identified by the RTs of respective circles constituting DARG and success-stories developed by HT/any other teacher interested in the work – being documented.
- 3) Completed Midterm Assessment study in Phase-II districts

Study initiated & in process

- Reasons for repetition in certain selected districts of Phase I + II districts
- District specific action research
- Study on the impact of VEC on ensuring quality education
- Study focussing SC/ST/Expenditure patterns on education in upper primary education in Phase I + II districts
- Causes for drop-out rates in certain selected districts – NIAS
- Impact of certain school specific indicators on school efficiency
- Reasons for not conducting the reoriented school visits by the SI's

6. External Agencies conducted studies

- Reasons for inadequate contact hours with P.S. children- A teachers perspective.
- The transition rate to grade V after completing grade IV under primary school journal report awaited.

xii) Distance Education Programme

1. Development of video film for pedagogy teachers training module three.
2. Development of teacher training modules in Hindi, Urdu & Nepali in collaboration with SCERT is complete.
3. Development of module on multigrade teaching completed.
4. Development of module on CLRC level afternoon workshops completed.

No progress has been made in the last quarter for this intervention since the Distance Education Coordinator (DEC) was not in position. At present the DEC is in position and the steps have been taken to run this intervention.

5. **Systemic Issues**

Teacher in position in phase – I DPEP districts

| Name of district | Post sanctioned | Post filled in | Addl. Posts proposed under DPEP (yet to be sanctioned) |
|-------------------|-----------------|----------------|--|
| Bankura | 10122 | 10120 | |
| Birbhum | 8117 | 7943 | |
| Cooch Behar | 6517 | 6402 | |
| Murshidabad | 11461 | 10840 | |
| South 24 Parganas | 14079 | 11379 | |
| Total | 50296 | 46684 | |

Teacher in position in phase – II DPEP districts

| Name of district | Post sanctioned | Post filled in | Addl. Posts proposed under DPEP (yet to be sanctioned) |
|------------------|-----------------|----------------|---|
| Dakshin Dinajpur | 4359 | 4315 | |
| Jalpaiguri | 7628 | 6685 | |
| Malda | 7229 | 5497 | |
| Purulia | 7779 | 6042 | |
| Uttar Dinajpur | 5032 | 3840 | |
| Total | 32027 | 26379 | |

**Staffing Under WBDPEP
State Project Office**

| Name Of The Post | No. | Status | |
|--------------------------------------|-----|--------|--|
| SPD | 1 | F | |
| ASPD | 1 | F | |
| FA | 1 | F | |
| AO | 1 | F | |
| DY. SPD | 1 | F | |
| PA TO SPD | 1 | F | |
| PA TO ASPD | 1 | F | |
| FAO | 1 | F | |
| SPE-I | 1 | V | |
| SPE-II | 1 | F | |
| SPE-III | 1 | F | |
| MIS IN-CHARGE-I | 1 | V | |
| MIS IN-CHARGE-II | 1 | V | |
| DEO | 6 | F | |
| MIS-PERSONNEL-SPL MONITORING CELL | 4 | F | Extremely On Temporary Basis Specially For H2hs |
| PMIS CO-ORDINATOR | 1 | F | |
| ASST. AUDIT OFFICER | 1 | F | |
| STATE GENEDER COORDINATOR | 1 | F | |
| CONSULTANT- MEDIA&DOCU. | 1 | V | |
| STATE IED CO-ORDINATOR | 1 | V | |
| RESEARCH & STUDIES CO- ORDINATOR | 1 | V | |
| STATE DUC COORDINATOR | 1 | F | |
| ACCOUNTANT-SENIOR | 1 | F | |
| ACCOUNTANT-JUNIOR | 1 | F | |
| CASHIER | 1 | F | |
| STENOGRAPHER | 1 | F | |
| STATE ECCE CO-ORDINATOR | 1 | F | |

| | | | |
|-------------------------------------|----|---|--|
| PROGRAMME COORDINATOR PLANNING | 4 | F | |
| STATE PEDAGOGY COORDINATOR | 1 | F | |
| STATE ILIP COORDINATOR | 1 | V | |
| STATE COORDINATOR – LINK LIBRARY | 1 | F | |
| CONSULTANT – CM&AS | 1 | V | |
| PROGRAMME COORDINATOR – CM&AS | 3 | F | |
| GROUP-D | 4 | F | |
| TECHNICAL ASSISTANT | 2 | F | |
| ADMINISTRATIVE ASSTT. | 1 | V | |
| PERSONNEL IN SLIP CELL | 15 | F | |

Note :

*Distance Education Co-ordinator in SPO is coming under the purview of IGNOU
F-Filled & V-Vacant*

| Manning in the District Project Office, DPEP | | |
|---|---|---------------------------------|
| 1. | District Project Officer | DI/ADI of Schools |
| 2. | Addl. District Project Officer | AI of Schools |
| 3. | Dy. District Project Officer (2) | SI of Schools |
| 4. | TTIC | Retd.Govt. Employee/Open Market |
| 5. | Finance & Accounts Officer | Retd.Govt. Employee/Open Market |
| 6. | U.D.(Accounts) | Retd.Govt. Employee/Open Market |
| 7. | U.D. Cashier | Retd.Govt. Employee/Open Market |
| 8. | U.D. General | Retd.Govt. Employee/Open Market |
| 9. | L.D.A. cum Typist(English) | Retd.Govt. Employee/Open Market |
| 10. | L.D.A. cum Typist (Bengali) | Retd.Govt. Employee/Open Market |
| 11. | Group 'D' (4) | Retd.Govt. Employee/Open Market |
| 12. | Assistant Engineer | Open Market |
| 13. | Junior Engineer | Open Market |
| 14. | MIS Incharge | Open Market |
| 15. | DEO | Open Market |
| 16. | IED Coordinator | Open Market |
| 17. | Gender Coordinator | Open Market |
| 18. | CM & AS Coordinator | Open Market |
| 19. | Research & Planning Coordinator | Open Market |
| 20. | PMIS Coordinator | Open Market |
| 21. | District Research Fellows (DRFs) for SLIP programme in 6 districts | Open Market |

RAJASTHAN

1. Coverage:

- a. Total Number of districts - 32
- b. Districts covered under DPEP Phase-I - 10 Phase-II - 09
 Phase - I - Alwar, Bhilwara, Jhunjhunu, Jhalawar, Sikar, Sirohi, Sriganganagar, Tonk, Kota, Nagaur
 Phase- II - Dausa, Jaipur, Dholpur, Bharatpur, Karauli, Bundi, Sawaimadhapur, Hanumangarh, Churu

2. **Project Period** - Phase - I - 30.09.1999 to 31.12.2004
 Phase -II - 05.09.2001 to 31.12.2006

3. **Project Cost** - **Phase - I**

| Districts Covered | EFC approved project cost | Districts Covered | EFC Approved Project Cost |
|---------------------|---------------------------|-------------------|---------------------------|
| Sriganganagar | 3999.354 | Alwar | 3999.520 |
| Nagaur | 3993.257 | Sirohi | 3491.131 |
| Jhalawar | 3995.717 | Bhilwara | 3997.038 |
| Jhunjhunu | 3996.928 | Sikar | 3996.867 |
| Tonk | 3999.525 | Kota | 3982.379 |
| State Interventions | 1662.746 | | |
| | | Total | 41114.466 |

Phase - II

| District Covered | EFC approved project cost | Districts Covered | EFC Approved Project Cost |
|---------------------|---------------------------|-------------------|---------------------------|
| Bharatpur | 3999.30 | Bundi | 3845.43 |
| Churu | 3999.44 | Dausa | 3964.79 |
| Dholpur | 3999.83 | Hanumangarh | 3947.14 |
| Jaipur | 3999.93 | Karauli | 3981.97 |
| Sawaimadhapur | 3996.13 | | |
| State Interventions | 1508.84 | | |
| | | Total | 37242.79 |

4. **Staffing position at SPO and DPOs**

Phase I

| S.No. | Level | Posts Planned | No. in position | Vacant |
|-------|------------|---------------|-----------------|--------|
| 1. | SPO | 45 | 36 | 9 |
| 2. | DPO | 260 | 233 | 27 |
| 3. | BRC | 504 | 374 | 130 |
| 4. | CRC | 1036 | 992 | 44 |

Phase II

| S.No. | Level | Posts Planned | No. in position | Vacant |
|-------|------------|---------------|-----------------|--------|
| 1. | SPO | 8 | 7 | 1 |
| 2. | DPO | 189 | 172 | 17 |
| 3. | BRC | 432 | 307 | 125 |
| 4. | CRC | 792 | 737 | 55 |

5. Functioning of GC/EC

Nominations of EC GC from GOI are yet to be finalised.
Project Review Meeting with Chairman GC held on 1.8.2002.
Eight EC Meeting held in March 22, 2003
Fourth General Council Meeting was held on 06-05-2003
Nomination by GOR has been done.

6. Submission of Annual Report/Audit Report

Annual report for the year 2001 - 02 has been submitted. Report for the year 2002-03 is in process.

7. Annual Work plan and Budget 2003-04

Annual work plans were submitted as below and were revised by the Project Board.

| S.No. | State/District (Phase-I) | AWP&B submitted | State/District (Phase-II) | AWP&B submitted |
|-------|--------------------------|------------------|---------------------------|------------------|
| 1. | State Project Office | 519.77 | State Project Office | 282.718 |
| 2. | Alwar | 1790.73 | Bharatpur | 1247.454 |
| 3. | Bhilwara | 1258.76 | Bundi | 1017.651 |
| 4. | Jhalwara | 1370.69 | Churu | 1253.552 |
| 5. | Jhunjhunu | 1340.41 | Dausa | 1431.128 |
| 6. | Kota | 1242.08 | Dholpur | 1133.270 |
| 7. | Nagaur | 1347.44 | Hanumangarh | 1265.896 |
| 8. | Sirohi | 1301.81 | Jaipur | 1266.741 |
| 9. | Sriganganagar | 1471.834 | Karauli | 1221.342 |
| 10. | Sikar | 1497.63 | Sawaimadhopur | 1211.693 |
| 11. | Tonk | 1218.81 | | 0 |
| | Total | 14359.964 | Total | 11331.445 |

8. Expenditure and disbursement up to October, 2003 (Rs. in crores)

Phase - I

| No. | YEAR | AWP&B | STATE SHARE AS PER PLAN (15%) | PROVISION STATE BUDGET | RELEASES BY STATE GOVT. | GOI SHARE AS PER AGREEMENT (85%) | GOI RELEASE | Total Releases (7+9) | EXP. |
|-----|--------------------|---------------|-------------------------------|------------------------|-------------------------|----------------------------------|---------------|----------------------|---------------|
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| | 1999-2000 | 36.83 | 5.52 | 5.50 | 2.10 | 31.31 | 30.50 | 32.60 | 1.87 |
| | 2000-2001 | 54.68 | 8.20 | 8.20 | 8.20 | 46.48 | 15.00 | 23.20 | 35.60 |
| | 2001-2002 | 118.82 | 17.82 | 8.00 | 8.00 | 101.00 | 65.00 | 73.00 | 73.40 |
| | 2002-2003 | 108.92 | 16.34 | 14.00 | 11.60 | 92.58 | 59.00 | 70.60 | 67.58 |
| | 2003-04 up to Oct. | 143.60 | 21.54 | 12.50 | 0 | 122.06 | 60.00 | 60.00 | 70.92 |
| | Total | 462.85 | 69.43 | 48.20 | 29.90 | 393.42 | 229.50 | 259.40 | 249.37 |

(Rs. In crores)

Phase-II

| No | YEAR | AWP&B | STATE SHARE AS PER PLAN (15%) | PROVISION STATE BUDGET | RELEASES BY STATE GOVT. | GOI SHARE AS PER AGREEMENT (85%) | GOI RELEASE | Total Releases (7+9) | EXP. |
|----|-------------------|---------------|-------------------------------|------------------------|-------------------------|----------------------------------|---------------|----------------------|---------------|
| 2 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | |
| | 2001-2002 | 49.33 | 7.40 | 0.00 | 0.00 | 41.93 | 25.00 | 25.00 | 10.03 |
| | 2002-03 | 106.18 | 15.93 | 12.50 | 13.05 | 90.25 | 54.00 | 67.05 | 67.55 |
| | 2003-04 up to Oct | 113.31 | 17.00 | 12.50 | 0 | 96.31 | 40.00 | 40.00 | 51.48 |
| | Total | 268.82 | 40.32 | 25.00 | 13.05 | 228.50 | 119.00 | 132.05 | 129.06 |

9. Review of Functional Areas

I. Initiatives towards pedagogical improvement

Salient features:

- ♦ 107316 schools have been provided with school facility grant of Rs. 2000 for the year 2003-04. Like every year this has enabled the schools to improve their learning environment in their set up.
- ♦ 295521 Teachers have been provided with TLM grant in the year 2003-04.
- ♦ A teachers' guidebook titled 'Shivam' (TLM guide book) has been developed by the state distributed among the teachers across the DPEP districts. This year this book has been further revised by the RCPE on the basis of the teachers from different districts during their training programmes and monthly meetings. The TLM related publications and orientations have encouraged the different clusters to develop their

pedagogical museums / TLM corners in all the CRCs. Some clusters have gone up to developing these museums extensively.

- ♦ Subject wise teachers' guidebooks for class I-V have been developed on the basis of curriculum and have been distributed. The resource persons from different districts, subject experts from the SIERT and the DIETs have worked together to develop these guidebooks. They are based on the state's curriculum. Several methods have been suggested in these guidebooks for the teachers for effective classroom practices.
- ♦ Learner's Evaluation book has been developed. This book basically attempts to orient the teachers towards assessing the performance of the learners in the co-curricular areas. Around 5240 resource teachers from all the DPEP blocks have been trained to use this book effectively. Teachers were trained about how to set the examination papers in different subjects for classes III to V. Experts from the DIETs oriented the teachers in their districts.
- ♦ Workbooks for class I to V have been developed and are in printing process. Altogether sixteen workbooks have been developed by a team of resource persons including the experts selected from different districts along with the SIERT subject experts. After printing these workbooks are to be distributed free of cost among all the children of the DPEP districts, hopefully by the end of December this year.
- ♦ 35000 copies of the new curriculum (2001) have been distributed to each primary school which includes formal schools, Shiksha Karmi schools, alternative schools, Sanskrit *vidyalayas*, Madrasas, etc. The primary school textbooks of the state developed by SIERT are based on this curriculum. The salient features of the curriculum have been incorporated in the training module of BRCFs which is to be used for the refresher training of the BRCFs every year.
- ♦ Recently a workshop for preparation of multi-grade and multi-level teacher training modules was organized in September and the module was finalized in another workshop in October. This module tries to address the problems related to multi grade conditions with respect to classroom management, development and use of self-learning materials and peer cooperation in the classrooms. The state plans to orient the teachers at the cluster level about the philosophy, pedagogy, and materials of this approach for their better preparations towards attending this problem. Competency based materials for different classes are to be developed by the state in future to address this issue more effectively.
- ♦ Quality indicators for enhancing the standard of schools have been developed and circulated to the districts. These quality indicators have been designed in the areas of school infrastructure, academics, teacher preparation, children's learning and teacher support system at block and cluster levels. Experts from the state and outside were invited to reflect their views on these indicators. These indicators are to be used to grade the schools and identify elements for enhancing their infrastructural and academic quality.
- ♦ Quarterly Review and planning meeting with APC has been organized. This helps the districts to understand the importance of contextual planning and monitoring at different levels.

- ◆ Cluster Resource Group (CRG)s have been constituted in all DPEP districts. All the subject experts have been trained for monitoring and extending academic support to the schools and teachers. These groups in different districts have been playing crucial role in assessing and attending the school and learning related problems (content and pedagogy) on a regular basis. CRG training modules & handbooks have been developed and distributed in all the DPEP districts.

Some other aspects of pedagogical improvement:

(A) Teacher training:

1. Coverage – Phase I:

| Trainings | Teachers in position | No. of teachers trained |
|--------------------|-----------------------------|--------------------------------|
| First round | 38264 | 33476 |
| Second round | 38264 | 30230 |
| Third round | 33640 | 13557 |

Coverage – Phase II:

| Trainings | Teachers in position | No. of teachers trained |
|--------------------|-----------------------------|--------------------------------|
| First round | 25342 | 19583 |
| Second round | 22151 | 15460 |
| Third round | 22151 | 10398 |

First and Second round training for nine and six days respectively have been given to all working teachers. The gap seen in the above table is due to vacancies of teachers.

Refresher training programme for the session 2003-04 will be completed by the end of November, 2003 and remaining teachers will be provided training in next two months. There were approximately 8330 posts of teachers lying vacant in the schools, out of which 4333 post have been filled up recently and now only 3997 posts are vacant. These posts are to be filled up soon.

2. Effectiveness of the training programmes :

To make training programme effective following steps have been taken:

a) Advance planning for training:

Yearly plan for Refresher training programme is being prepared in the beginning of the session in consultation with District Project Coordinators, master trainers and SRG members. Due to advanced and collective planning these quality related orientation exercises are completed in time also.

b) Process of preparation and review of the Modules:

Selection of subject matter for modules (Need assessment) - Two days workshop has been organized to find out the subject based needs of the training programmes. In

the workshop the teachers who teach the subject in the schools designed the outlines of the module more realistically. The resource persons working at the block / district levels were also invited to give their suggestions in the area of topic selection in different subjects. In addition to above, educationists and subject experts, members of SIERT, State Resource Group & Ed. CIL have also been invited to give guidance to enrich the subject matter of the previous training modules of different subjects. State resource group in consultation with the GOI constituted a review committee of three members, viz., Sh. Binay Pattanayak, Miss Sushmita. Banerjee, Sh. Lalit Kishore Lohmi. The committee reviewed the module and as per their recommendations the module has been revised this year.

Module writing:

On the basis of the recommendations of the group subject wise needs were assessed and the modules have been reviewed & improved by the different group of subject experts.

Finalization of freshly prepared module.

The modules prepared by the group of subject experts have been finalized in one day workshop.

c) Training of Master trainers:

From each district two master trainers in each subject have been given 2 days training by subject experts. They will act as Master trainers in their districts to prepare Resource Persons. Prepared modules have also been made available to DPCs.

d) Field training:

- i) District project coordinators have been authorized to organize six-days Refresher training for regular working teachers in Govt. primary schools as per training calendar.
- ii) Supervision To make the training effective, following attempts have been made –
 - a. DPC, BRC & CRC have authorized to look after the training programme & give their full support for better organization of the training programme. At the time of supervision necessary academic assistance have also been provided by DPCs & BRCs.
 - b. To give academic support & to improve the efficiency of the practicing teachers officers of State Council have also been nominated to supervise the training camps.
 - c. Subject experts & module writers have also been sent to supervise the training camps. They have been given academic support to Resource persons on the spot and motivated the teachers to use TLM in the classroom to create interest of the students in the subject. There were some occasions where they also demonstrated the lessons before the teachers.
 - d. They also collected the future needs for the subject to improve the module for the next year. Experts discussed about the effectiveness of the training

programme with the trainees who emphasized the need of such programme for the betterment of the content and methodology as well as boosting up of the standards of teaching learning process / devices.

iii) Participation of teachers:

Every teacher has to take six days training in every year. Accordingly as per plan every teacher was deputed by district education officer to take part in the training programme. It is attempted by the state and district authorities carefully to encourage the teachers in different districts to participate in these training programmes.

iv) Monthly Review meeting:

To know the effect of training programme monthly meetings were organized at cluster level by CRCFs. BRCFs also review the monthly report of training programme and send the report to DPCs. At State level also workshop was organized to review the training reports. The participants are writers, trainers, RPs, APCs, members of State Resource Group etc.

3 Content of teacher training module:

- 1- Content of the module is based on the curriculum prescribed by State Institute of Educational Research and Training, Udaipur, Rajasthan.
- 2- Topics of the module have been taken from the textbooks from class I-V prepared by SIERT, Udaipur.
- 3- Selection of the topics:
 - a. A workshop was organized to select the topics for the module.
 - b. Members of the workshop were teachers teaching in the schools, resource persons working at block / district level offices, subject experts, educationist, member of the SIERT.
 - c. As per need of the teachers, subject wise hard spots of the content have been enlisted. All the members of the workshop discussed the utility of the topics for the training.
 - d. Write up of module
 - Subject experts prepared the module using the latest technique. Main emphasis was given on methodology. Different teaching, learning, techniques have been involved to present subject matters like activity – based teaching, group teaching, interactive teaching, simulated teaching and use of TLM etc.
 - Chapters have been written on the following major heads.
 - Aims of education
 - Teaching points.
 - Material required
 - Teaching learning process. $\frac{1}{4}fdz;kfof/k\frac{1}{2}$
 - Learners' evaluation.
 - Consolidation.
 - Presentation of the subject matter includes
 - Creation of atmosphere about the topic so trainees know the importance of the selected topic.
 - Discussion on teaching techniques.
 - Steps have been presented how the material will be transmitted to trainers.
 - Maximum participation of trainees has been sought.

- Different teaching learning techniques have been involved to present subject matter.
- The suggestion for effective use of TLM has been given in the module.

4. Extent of the up gradation of the pedagogic knowledge:

The main objectives of the teacher training programmes related to any subject have been to equip the practicing teachers with the content of the subject and the methodology of transacting the same to the learners in an interesting and effective way. The training programmes have emphasized on the enhancement of the understanding level of the teachers in the content areas and change in their attitude towards students across the classes.

5. Innovative practices:

With a view to making learning a joyful and interesting experience, sufficient innovative practices such as play way method, learning by doing, role playing, dramatization, riddles, different games, multi grade teaching, child centered training have been given due place in the modules beside this other innovative practices such as recitation of rhymes, giving dictation, developing communicative skills through conversation dialogue practice, drilling of the language items and various languages games have been given due place in the modules related to Hindi and English subjects.

(B) Various types of TLM:

Various types of TLMs have been prepared in the different subjects, the modules, charts, pictures action charts, tables, diagrams, flash cards, the flannel boards, the periodicals, sound, Charts, Puppets masks, T.V. games, the slides, the cassettes from the TLM in different subjects. Thus a variety of TLM has been prepared in different subjects.

Module writing for TLM:

Modules for the preparation of the TLM different subjects have been written in the 3days module writing workshop, conducted by the RCPE Jaipur. The Methodology of preparing different types of TLM has been elaborately discussed along with the uses of the TLM in the Modules.

(C) Role and effectiveness of the State Resource Group

The state resource group has been constituted on 19.03.2003 for supervision and monitoring of various project activities. This group consists of expert members from the field of training, pedagogy and community mobilization etc. Members are retired officers, teachers and members of local NGOs.

The first meeting of the state resource group was held on 29.3.03 in which the group has decided to visit the interventions in the field and accordingly suggest the measures for improvement.

The members of the state resource group visited different districts and observe different intervention and gave suggestions

(D) Role of Academic Resource Centres

BRCs: They have been authorized to do the following jobs to facilitate the training programme and give academic support to schools:

- 1- In charge of Induction & Refresher training.
- 2- Holding monthly meetings of CRC fascinator to know the impact of training in the field & other work related to the field.
- 3- S/he acts as liason officer between DPEP & DIET/SIERT for various training programmes.
- 4- Academic support to schools by visiting the institution at least once in a month and to observe that teacher is using different techniques of teaching Methodology in classroom teaching.
- 5- To develop a school as model school in a block so better training practices may be transmitted to other school. This school will work as a model.
- 6- BRC will help DPC in conducting training programmes.

CRCs: They have been authorized to do the following jobs to facilitate the training programme and give academic support to schools:

- 1- Arrangement of training programmes.
- 2- To give feed back in the monthly meeting at BRC level.
- 3- To collect information's for the participation of teachers in the training programmes.
- 4- Distribution of TLM & other educational material to enrich the teaching – learning process.
- 5- To give academic support in the schools.
- 6- Follow up of training programmes

(E) Progress of Institutional Development:

(i) SIERT:

- Institutional Development Plan has been received from Director, SIERT. The Strengthening will be done for following activities to be performed by SIERT:
 1. Review of curriculum on quality aspects
 2. Subject wise Review of Text books for Class 4 & 5
 3. Subject wise Development of Training Module for Learner Evaluation
 4. Development of Camera Copy of Subject wise Training Module for Learner Evaluation
 5. Workshop for Teaching Learning Material (TLM)
 6. Development of Camera Copy of Workbook
 7. Feedback & follow up of Teachers Training
 8. Exposure Visit of Other States
 9. Equipment for Computer Education
- Rs. 6 laes has been transferred to Director, SIERT for performing above Activities.

(ii) DIETs:

- DIET is the institute in every district that supervises, monitors and follows up the pedagogical quality activities. The main areas & activities performed are -
 1. Teachers Training at the District level
 2. Planning for Continuous Evaluation for Learners
 3. TLM Development and Its use in Class room Teaching
 4. Workshop for development of Model Question paper.
 5. Health & Hygiene awareness Programme
 6. Action Research
 7. Feedback & follow up of different type of Teachers Training
- For performing the above activities the DIET's will be strengthened.
- A Workshop will be organised for personnel of DIET from 29th to 30th September. 2003 to decide their role and responsibilities in DPEP

(iii) SIEMAT:

- 1- SIEMAT established at IASE, Bikaner By the State Govt. Order No. F-P-13 (9) /RCPE/SIEMAT /PFE/2003/14583 dated 05.07.2003
- 2- Principal, IASE has been designated as Director of SIEMAT
- 3- Posting of Staff for SIEMAT is in process

Progress in filling up of teacher vacancies:

- Total number of vacancies – **8330** (Phase-I **4901** + Phase-II **3429**)
- Advertisement has been published for the filling up of Vacancies by GOR
- By the Order of GOR No. P-1(3)Shiksha-1/Pra.shi./2002 dated 08.09.2003 – Filling up of vacancies by the Guest faculties

Training:

Trainings have been organized as follows:

| S.No. | Training | Personnel Trained |
|-------|--|-------------------|
| 1. | KRPs | 380 |
| 2. | RP's | 760 |
| 3. | CRCF | 915 |
| 4. | Induction Training for teachers. | 52772 |
| 5. | BRCF | 78 |
| 6. | Refresher Training of Teachers. | 25214 |
| 7. | Refresher Training of Para teachers. | 3181 |
| 8. | Content Based Training of Para teachers. | 1762 |
| 9. | Foundational Training of Para teacher | 4519 |

II. ECE & Gender

- State Coordinator is in position.
- SRG has been constituted and regular meeting are being held.
- Gender orientation workshops for SPO & DPO functionaries were conducted.
- 636 Girl child motivators have been selected & trained.
- Training Module for AWW/ECE worker has been developed.

- ♦ Training Module for Girl child Motivators have been printed and distributed.
- ♦ Audio cassettes of songs have been prepared.
- ♦ **13153 Anganwari workers have been trained regarding Early Child Education.**
- ♦ **14349 AW Helpers have been imparted training of ECE.**
- ♦ **ECE kit has been developed for ECE Centres and Successful procurement at DPO level accomplished. 1011 ECE kit has been distributed.**
- ♦ **1461 ECE Centres have been opened. Additional Centres wherever required have been sanctioned, for example, Hanumangarh District is successfully running over 250 Centres.**
- ♦ Class I to V textbooks have been revised from Gender perspective and Gender bias areas have been identified and dealt with.
- ♦ 6-day Trainings of Early child Education worker have been imparted.
- ♦ 2829 teachers have been imparted gender sensitization training at district, Block & Cluster level held.
- ♦ To ensure girls retention at Primary Schools by relieving them of sibling care, ECE Centres and Anganwadi Centres under DPEP are fully operational.

III. Girl Child Education

Convergence:

A convergence meeting with other departments such as Women and Child Development, Social welfare, NGOs TADA was held to discussed about the girl child education and community involvement. The main focus was to enroll SC/ST and minority girls.

Research:

A study on classroom culture and processes from gender perspective was taken up in three districts viz – Bhilwara, Nagaur and Ganga nagar in collaboration with Ed.CIL. The consolidated state report has been prepared and submitted.

Training and Orientation:

The training programme at state and district level has been organized to orient presents for girl child empowerment. To motivate the girl child in the rural areas girl child motivator have been selected and imparted training. In all 636 Girl child motivator have been selected & trained.

Publication:

For training of girl child motivator 3-Day- training module has been prepared, printed and distributed to the district.

IV. Early Childhood Education:

Convergence:

A convergence meeting with ICDS department was held at the state level to discussed the modalities regarding education of 3-5 years age-group children under ICDS. The

main objective was to ensure convergence in educational pattern and similarities in course run by ICDS and DPEP.

Training and support:

To strengthen the educational component in Anganwari Centers DPEP provided additional support to Anganwari Worker and Helper and imparted trainings as follows :

- ♦ 13153 AW Workers have been trained regarding Early Child Education.
- ♦ 14349 AW Helpers have been imparted training of ECE.
- ♦ ECE kit has been developed for ECE Centres and Successful procurement at DPO level accomplished. 1011 ECE kit has been distributed.
- ♦ 1461 ECE Centres have been opened. Additional Centres where ever required have been sanctioned, for example Hanumangarh District is successfully running over 250 Centres.

V. Alternative Schooling

Strategies for Coverage:

At present following strategies have been adopted to enroll hard cases such as SC/ST, migratory child and minority children:

| Strategies | Achievements |
|----------------------|--------------|
| 6 hourly AS | 1525 |
| 4 hourly AS | 562 |
| Bridge Course | 153 |
| Migratory Hostel | 118 |
| Madrasa | 223 |
| Bridge Course by NGO | 15 |
| Mobile School | 25 |
| Shiksha Mitra | 12470 |

Module Development:

- A training module for para-teachers has been revised, printed and distributed.
- The teacher guidebook for para teachers training has been developed and distributed.
- The packages for bridge course has been developed. In all four packages has been developed as follows:
 Package One - Class I and II
 Package Two - Class III
 Package Three – Class IV
 Package Four - Class V
- These packages contain the class wise course material by condensing the formal school curriculum.

Trainings:

Para teachers for 223 madrasas , 1525 6 hourly AS , 562 AS 4 hourly have been selected and trained.

Mainstreaming:

Children enrolled in bridge courses, AS 4 Hourly and *Shiksha Mitra* are plan to mainstream after completion of the class course in all 250 children have been mainstream in formal schools in class III-VI

Monitoring:

All the Alternative Schools and Bridge Courses are being closely monitor and supervise by the state and district level officials. At the same time academic monitoring is also provided by CRG. The monitoring pattern is as follows:

| | | |
|---------------|---|----------------------------|
| CRCF | - | Twice a month |
| BRCF (BEEO) | - | whenever visit the village |
| PO, AS at DPO | - | 10% AS per month. |
| DPC | - | 5% AS per month |

Collaboration with NGOs:

- NGOs like IDS, Bodh and Digantar have been involved in policy framing, supervision and academic support.
- Residential Bridge Courses for girls and shiksh mitra kindra are being run in by NGOs.

Evaluation:

A performance study in first phase district was conducted by Sandhan to evaluate the functioning of different types of Alternative Schools in collaboration with Ed.CIL. The report has been submitted

Strategies for SC/ST/Minorities:

- ♦ Awareness meetings for minority were held.
- ♦ Condensed Course, adoption of Madarsa and alternative school, (6 & 4 hourly) started. Training for para teachers of Madarsas completed.
- ♦ **223 Madrasa and mostly AS 6 hourly and AS 4 hourly started in minority & SC/ST areas.**

VI. Community Mobilisation**Formation of Groups:**

The village level groups to mobilize and ensure participation of the community SMC, MTA, PTA have been constituted.

The members of these groups have been imparted trainings.

- 1,12,899 SMCs have been constituted
- 32307 MTA have been constituted

Material Development:

Training module for SMC have been revised and finalized.

- DPEP magazine is being launched in December.
- PRIs training module is being revised.
- School mapping and micro planning training module have been finalized.
- Brochures and pamphlets for awareness have been prepared and distributed by different districts.

- Video and Audio documentation and dissemination have been under taken on a large scale

Mobilisation Activities :-

- 25210 Bal melas, 28784 Kala Jathas and 32236 Mahila Meetings have been organised in the year 2002-03
- 'Raksha Bandhan' was celebrate as "Shiksha Bandhan".

Workshops and Seminar :-

- 4 day workshop on school mapping and micro planning for state RPs have been conducted

Formation of SDMC:

- KRPs are being prepared for SDMC training at cluster level.
- Inter state study teams have studied UEE at micro level

VII. Media & Awareness Generation

- ♦ DPEP brochure containing general information prepared and released on 2nd October, 1999.
- ♦ Advertisements published in various newspapers
- ♦ Radio talks, TV coverage.
- ♦ Audio Video CD have been developed on different Programmes.
- ♦ **Bal Filmotsav has been organised to enroll children and create awareness every year.**
- ♦ Enrollment drive under '*Shiksha Apke Dwar*' have launched in July & Aug. 2002.
- ♦ For awareness teleconferencing programme on '*Shiksha Apke Dwar*' and hard spots content of mathematics class IV have been conducted through IGNOU.
- ♦ **A workshop on film-making has been organized at Jaipur and Sikar in which about 80 students were benefited.**

VIII. Integrated Education for Disabled (IED)

- ♦ State Coordinator is in position.
- ♦ Survey and Identification of disabled children have been completed
- ♦ **178 Medical check up camps have been organized.**
- ♦ IED concepts have been incorporated in all training module.
- ♦ **Aid and Appliances have been given to 8982 children through NGOs.**
- ♦ Resource person from all the 19 districts have been trained.
- ♦ **32129 handicapped children out of 44761 have been enrolled in different schools.**
- ♦ **7654 teachers have been trained in IED concepts in all the 19 districts.**
- ♦ Tournament for disabled children have been organized in ten districts of Phase Ist.

IX. Distance Education

- ♦ Post of State Coordinator is vacant.
- ♦ SRG group was constituted and its first meeting was held in April 2002.

Workshops and seminar:

- ◆ Two day visioning workshop organized.
- ◆ One day need identification workshop held.
- ◆ For preparation of book for teachers and school children on educational poems and songs - 3 days workshop "SUR Sangam" have been organised.
- ◆ Collection and Editing Workshop for DPEP Songs & Poems organized. Printing is in process.
- ◆ Five days capacity building video script writing workshop was held at RIE Ajmer in which CRCFs and Primary teachers participated.
- ◆ Brochure on DEP and personal health and sanitation was developed for children, primary teachers and DPEP personnel. Printing is in process.

Teleconferencing:

- ◆ Teleconference programme was organized on 'Shiksha Apke Dwar' and hard spot areas on mathematics class IV in collaboration with EMPC IGNOU. The clientele for the programme were PRI members, primary teachers, DIET personnel, and district DPEP staff.
- ◆ Teleconferencing on research and evaluation was organized in collaboration with IGNOU on 18 June, 2003.
- ◆ Installation of Dish Antenna in all 17 DIETs of Ist and IInd Phase.

Radio Programme:

- ◆ Three days Radio script writing workshop for the broadcast of primary education programme for community and parents through radio media was organized and script has been prepared.
- ◆ In collaboration with All India Radio 8 sponsored programmes were prepared and broadcasted in the month of May to July 2003

Material Development:

- ◆ *Madhyam* for teacher, *Chahak* for children and *Parikalpana* book has been published in the year 2003.
- ◆ Documentation of DEP activities conducted in the states since the beginning has been done.

X. MIS

- ◆ **The post of MIS in charge is vacant and the work is looked after by consultant.**
- ◆ EMIS & PMIS perform finalised.
- ◆ EMIS data collection completed and report have sent to GOI.
- ◆ **FMIS training module have been finalised.**
- ◆ In all 19 district consultants are working as MIS in charge.
- ◆ FMIS is made regular at all the districts of DPEP.
- ◆ EMIS Training to MIS In charges given. workshop on quality use of EMIS data have been scheduled.
- ◆ Computer training to all the SPO staff MIS in charge have been successfully completed.

XI. Research & Evaluation

- ♦ Research & Evaluation officer is in position.
- ♦ **Action Research projects have been invited from each district in all 95 projects have been sponsored for the year 2003-04.**
- ♦ 19 Action Research have been completed and reports have been send to Ed CIL.
- ♦ The following Mid Term studies for Phase I have been completed.
 1. Classroom observation study in AS & PFS.
 2. Retention Study in AS & PFS.
 3. Utilisation of Teacher Grant Rs. 500/- and school facility grant.
 4. Functioning of SMC, BRC & CRC.
 5. Base line survey by SIERT (MTR study).
- ♦ Orientation workshops in research methodology have been organized.
- ♦ **A synthesis report of findings of all studies have been prepared by Sandhan, Jaipur.**
- ♦ **TOR and proposals for Mid Term studies of Phase – II have been sent to GOI for approval.**

Dissemination of MTR studies:

- All the MTR studies have been completed and the reports were submitted to the 17th JRM for discussion.
- The dissemination of the findings of the studies has been planned and findings have been discussed at various level.
- The work of synthesizing the five MTR studies through SANDHAN has been completed and the synthesis report has been received on 22.05.2003
- The action plan for dissemination of findings has been prepared and accordingly workshop was held at state level. The district level workshops have been also planned and are in process.

XII. Civil Works

- ♦ **The total progress since inception of the project has been achieved up to Rs. 8513.29 lacs, against the total initial provision of Rs. 8596.90 lacs which is around 99% of total provision of civil works in phase-I.**
- ♦ **The targets of Phase I districts have been revised to the extent of 24% of the perspective plans, thus the new targets have been fixed as Rs. 9705.92 Lacs. The achievements against the revised targets is 87.10%**
- ♦ **Physical progress of Phase-I Construction of 738 buildings for building-less school, 1730 Additional Classrooms, 1436 PHED Connections, 7052 toilets, 4988 repairs, 1216 hand pumps, 1040 CRC buildings, 80 BRC buildings & 334 AS rooms,109 ECE Centers have been constructed.**
- ♦ **The total progress since inception of the project has been achieved up to Rs. 5457.05 lacs, against the total provision of Rs. 9723.7 lacs which is around 56.12% of total provision of civil works in phase-II.**
- ♦ **Physical progress of Phase-II Construction of 731 buildings for building-less schools, 2125 Additional Classrooms, 505 PHED Connections, 3665 toilets, 3660 repairs, 843 hand pumps, 648 CRC buildings, 20 BRC buildings & 221 AS rooms, 570 ECE Centers have been constructed.**

- ◆ So far convergence of Rs 475.00 lacs have been received from famine relief and food for work schemes in civil works in phase I and II districts in the current year.
- ◆ School Health & Sanitation programme in collaboration with UNICEF in two pilot districts, namely- Alwar and Tonk has been launched. Amount of Rupees 150.00 lacs have been received through convergence from UNICEF for providing sanitation facilities in the schools

Director of Primary Education
Directorate of Educational
Plans and Administration,
17-B, Sector 10, Gurgaon,
New Delhi-122001
DOC, No. _____ D-1212
Date _____ 28-11-2003