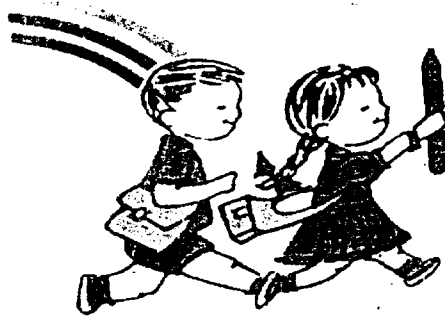


# DPEP

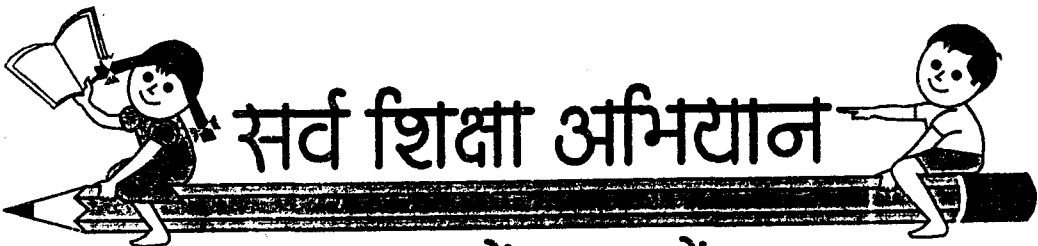
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जिला प्राथमिक शिक्षा कार्यक्रम  
DISTRICT PRIMARY EDUCATION PROGRAMME

## State Report Part 2

20<sup>th</sup> Joint Review Mission  
(November - December, 2004)



सर्व शिक्षा अभियान

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# ANDHRA PRADESH

## A. Progress On Access – Objectives

A.i *What is the progress with reference to the baseline and more particularly since 2003 with regard to outcomes interms of enrolment, attendance, reduction of drop out and completion with special reference to gender, SC, ST, disabled and other socially disadvantaged groups*

Striking progress is observed in DPEP I in the case of enrolment from 76.17% to 112.84% showing an enhancement of 36.66%. The same in DPEP II is 85.51% to 114.33% reflecting 28.83% increase in enrolment.

### Enrolment – All

District	GER - Base year 1995-96 - DPEP I 1997 - 98 - DPEP II			GER - Current year 2003 - 04			Percent of increment		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Vizianagaram	84.06	73.47	78.77	109.84	106.40	108.12	25.78	32.93	29.35
Nellore	78.13	72.61	75.40	97.39	96.63	97.02	19.26	24.02	21.62
Kurnool	92.97	73.01	83.24	122.75	120.65	121.73	29.78	47.64	38.49
Karimnagar	70.34	61.41	65.91	113.97	113.25	113.61	43.63	51.84	47.70
Warangal	84.55	70.27	77.55	123.03	124.42	123.71	38.48	54.15	46.16
<b>Total</b>	<b>82.01</b>	<b>70.15</b>	<b>76.17</b>	<b>113.40</b>	<b>112.27</b>	<b>112.84</b>	<b>31.39</b>	<b>42.12</b>	<b>36.66</b>
Srikakulam	98.57	92.38	95.46	100.87	99.59	100.23	2.30	7.21	4.77
Visakhapatnam	74.27	68.62	71.48	96.45	97.65	97.04	22.18	29.03	25.56
Guntur	71.28	69.45	70.38	81.30	83.82	82.54	10.02	14.37	12.16
Prakasam	102.70	93.99	98.41	108.69	110.32	109.49	5.99	16.33	11.08
Chittoor	79.17	77.26	78.23	101.09	99.91	100.51	21.92	22.65	22.28
Cuddapah	96.93	91.02	94.04	124.76	123.13	123.96	27.83	32.11	29.92
Anantapur	88.28	84.92	86.64	104.93	108.25	106.54	16.65	23.33	19.90
Mahabubnagar	90.12	69.20	81.83	134.35	125.49	130.00	44.23	56.29	48.17
Ranga Reddy	94.67	88.69	90.77	139.11	138.01	138.58	44.44	49.32	47.81
Medak	92.87	78.73	85.91	123.03	122.99	123.01	30.16	44.26	37.10
Nizamabad	83.24	68.71	75.91	121.67	118.62	120.14	38.43	49.91	44.23
Adilabad	99.95	89.65	94.85	134.54	133.12	133.84	34.59	43.47	38.99
Khammam	85.56	78.14	81.93	109.60	110.01	109.80	24.04	31.87	27.87
Nalgonda	96.76	85.49	91.23	124.97	124.96	124.96	28.21	39.47	33.73
<b>Total</b>	<b>89.60</b>	<b>81.16</b>	<b>85.51</b>	<b>114.67</b>	<b>113.99</b>	<b>114.33</b>	<b>25.07</b>	<b>32.83</b>	<b>28.83</b>

### DROPOUT RATE

District	Dropout Rate - Base year 1995-96 - DPEP I 1997-98 - DPEP II			Dropout Rate - Current year 2003 - 04			Percent of Decreasing		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Vizianagaram	55.69	48.77	52.90	25.54	29.10	27.34	30.15	19.67	25.56
Nellore	60.35	64.82	62.53	26.82	27.56	27.19	33.53	37.26	35.34
Kurnool	48.24	49.77	48.87	42.64	47.87	45.19	5.60	1.90	3.68
Karimnagar	45.26	39.32	42.77	47.70	45.45	46.62	-2.44	-6.13	-3.85
Warangal	61.80	58.55	60.51	61.88	62.12	62.00	-0.08	-3.57	-1.49
<b>Total</b>	<b>54.27</b>	<b>52.25</b>	<b>53.52</b>	<b>40.92</b>	<b>42.42</b>	<b>41.67</b>	<b>-13.35</b>	<b>-9.83</b>	<b>-11.85</b>
Srikakulam	30.81	38.58	34.53	30.90	30.67	30.79	-0.09	7.91	3.74
Visakhapatnam	36.92	43.18	39.90	29.59	32.41	31.00	7.33	10.77	8.90
Guntur	37.70	41.70	39.62	38.54	40.16	39.35	-0.84	1.54	0.27
Prakasham	36.54	45.77	40.89	41.52	43.53	42.52	-4.98	2.24	-1.63
Chittoor	44.11	53.29	48.75	15.29	16.34	15.81	28.82	36.95	32.94
Cuddapah	17.90	28.43	22.96	14.77	16.85	15.80	3.13	11.58	7.16
Anantapur	42.02	47.23	44.44	27.74	27.73	27.74	14.28	19.50	16.70
Mahabubnagar	61.54	63.04	62.11	66.04	70.28	68.04	-4.50	-7.24	-5.93
Ranga Reddy	45.64	44.37	45.08	44.08	44.78	44.41	1.56	-0.41	0.67
Medak	59.45	61.34	60.26	61.18	62.45	61.79	-1.73	-1.11	-1.53
Nizamabad	56.02	56.82	56.39	58.59	56.76	57.71	-2.57	0.06	-1.32
Adilabad	62.35	64.61	63.36	55.26	56.82	56.03	7.09	7.79	7.33
Khammam	53.53	56.92	55.09	43.48	46.49	44.97	10.05	10.43	10.12
Nalgonda	50.39	54.75	52.33	53.32	54.51	53.90	-2.93	0.24	-1.57
<b>Total</b>	<b>45.35</b>	<b>50.00</b>	<b>52.45</b>	<b>41.45</b>	<b>42.84</b>	<b>42.13</b>	<b>-3.90</b>	<b>-7.16</b>	<b>-10.32</b>

Marked difference is found in the case of dropout rates when the figures of selected statistics are compared with DISE figures. Efforts are being made for getting the exact dropout figures from DISE 2004.

**Attendance Monitoring** for better enrolment and lesser dropouts in the state. As an innovative strategy fortnightly attendance monitoring is taken up by the Mandal Resource Persons within their clusters. Personal Digital Assistance (PDAs) are provided to all MRPs duly giving them training in getting the fortnightly attendance of all children. The software is developed and placed at the Mandal Resource Centres for consolidation of Pupil and Teacher Attendance. This has enormously help in getting better enrolment and lesser dropouts in schools.

**A.ii** *What is the number and percentage of 6 – 11 year olds still out of school by gender, SC, ST, disabled and other socially disadvantaged groups in the project districts? What is the strategy to bring them to school?*

**District-wise Out of school children & Percentage**

S.No	District	Out of School Children				% of out of school children			
		Girls	SC	ST	Disabled	Girls	SC	ST	Disabled
	<b>DPEP I</b>								
1	Vizianagaram	985	859	505	222	0.93	1.02	0.88	18.14
2	Nellore	1859	2418	741	265	1.44	1.09	0.53	7.66
3	Kurnool	16341	6595	1299	2127	5.86	4.24	11.20	27.88
4	Karimnagar	227	139	46	55	0.11	0.04	0.07	3.45
5	Warangal	1746	1035	795	436	0.90	1.53	0.72	9.79
	<b>Total</b>	<b>21158</b>	<b>11046</b>	<b>3386</b>	<b>3105</b>	<b>1.85</b>	<b>1.58</b>	<b>2.68</b>	<b>13.39</b>
	<b>DPEP II</b>								
6	Srikakulam	1240	1675	838	450	0.86	3.93	1.61	20.12
7	Visakhapatnam	2692	950	1930	375	1.24	1.74	2.26	15.79
8	Guntur	5701	5238	1750	571	2.33	2.53	4.44	15.97
9	Prakasam	3587	7217	1597	435	1.98	2.36	3.97	17.12
10	Chittoor	1042	1724	708	135	0.55	0.49	1.59	3.73
11	Cuddapah	999	1728	524	135	0.61	0.87	1.45	3.88
12	Anantapur	5350	4083	1093	1052	2.65	2.44	2.22	20.39
13	Mahabub Nagar	21887	9024	6595	2860	9.20	8.94	9.58	40.06
14	Ranga Reddy	4759	2497	2639	677	2.19	2.94	11.05	26.15
15	Medak	4781	4542	5102	697	2.53	23.94	38.30	23.85
16	Nizamabad	2700	1138	561	367	1.94	2.19	1.89	4.07
17	Adilabad	2637	1739	1739	357	1.47	1.34	1.83	24.14
18	Khammam	1220	1203	2671	165	0.72	0.77	0.83	6.96
19	Nalgonda	3178	2116	2569	395	1.60	1.65	3.00	8.19
	<b>Total</b>	<b>61773</b>	<b>44874</b>	<b>30316</b>	<b>8671</b>	<b>2.13</b>	<b>4.01</b>	<b>6.00</b>	<b>16.46</b>

**Strategy for bringin out of school children into school:**

- ❖ Campaigns / rallies at Habitation-level sensitizing community, parents on child labour and their education in SC / ST / Minority / Disabled children..
- ❖ Formation of habitation-wise core groups with youth and other self help groups to campaign on child rights and to relieve child labour and mainstream them.
- ❖ Conduct of Residential and Non-Residential bridge course camps as a part of strategy of mobilisation and as well as mainstreaming.
- ❖ Exclusive bridge course are planned and opened for girls and disabled children.
- ❖ Due weightage is given for SC, ST out of school children with a special focus through child-wise approach for bringin them to school.
- ❖ Convergence with other programmes such as NCLP, Back to School Programmes and NGOs for the mainstreaming of Out Of School children.
- ❖ Support to community for their efforts on mobilization for the norm that no child should work - the best place for the child is school.
- ❖ Preparation of modules and literature on the process of mainstreaming – bridge course material.
- ❖ Special strategies for the street children, platform children and other forms of child labour.
- ❖ Exposure visits to the mobilisers, Youth groups and camp volunteers to the successful camps, child labour free habitations to witness and feel the mobilization process and community involvement.

The details of bridge courses opened for girls, SC, ST & Disabled children is as follows

S. No	Type of Children	Target	Achieved
1	Girls	2627	540
2	Disabled	266	130
3	SC Children	23237	8194
4	ST Children	8009	1678

**A.iii** *How many habitations in the project districts are still without school? How many school are still single teacher Schools?*

As many as 233 habitations are without schools as per the state norms. They are

Visakhapatnam	-	60 Habitations
Anantapur	-	10 Habitations
Kurnool	-	27 Habitations
Mahabub Nagar	-	35 Habitations
Karimnagar	-	31 Habitations
Khammam	-	70 Habitations
<b>Total</b>	-	<b>233 Habitations</b>

These are proposed under SSA new schools for 2005 – 06.

As per the state norm all the primary schools are provided with a minimum of two teachers.

**A.iv** *How many 'out of school' children in the project districts have been mainstreamed into formal schools? What measures are in place to encourage their continuance in school?*

As many as 71,846 children are mainstreamed under Alternative Innovative Education (AIE) so far (up to March 2004) under DPEP I. About 2,57,054 children are mainstreamed under DPEP II. All the mainstreamed children are provided with boarding facility in Social Welfare / Velugu / Hostels and Residential schools. They need environment building in the formal stream of education for 2 to 3 months for continuance. For this community volunteers are provided for bridging AIE with formal schooling to overcome the teething problems.

**A.v** *What is the current pupil teacher ratio as against the baseline?*

**District-wise TPR – Base Year and Current Year**

S.No	District	TPR - Baseline Year - 1995 - 96 - DPEP I 1997 - 98 - DPEP II	TPR - Current Year - 2003 - 04
1	Vizianagaram	48	31
2	Nellore	32	26
3	Kurnool	51	39
4	Karimnagar	48	33
5	Warangal	32	35
6	Srikakulam	49	32

S.No	District	TPR - Baseline Year - 1995 - 96 - DPEP I 1997 - 98 - DPEP II	TPR - Current Year - 2003 - 04
7	Visakhapatnam	46	39
8	Guntur	38	34
9	Prakasham	53	34
10	Chittoor	41	27
11	Cuddapah	42	29
12	Anantapur	36	34
13	Mahabubnagar	71	39
14	Ranga Reddy	77	41
15	Medak	54	47
16	Nizamabad	41	37
17	Adilabad	62	37
18	Khammam	39	35
19	Nalgonda	60	37
	<b>Total</b>	<b>43</b>	<b>35</b>

**A.vi** *What measures are being adopted to deal with the issue of underage children in Grade I?*

To avoid the mismatch of underaged children in class I, Early Childhood Education Centres are opened for the children of 3 – 5 in all the habitations wherever ICDS centres do not prevail. In cases where economic strength of 3 – 5 age group is very low, they are designated as 'Sishu class' in the same school avoiding enrolment in Class I.

**A.vii** *To what extent is the expansion of access for UPE*

One of the main objectives is that "All children are in school or Education Guarantee Centre, Alternative School, Back to School Camp by 2003". So as to achieve this objective it is required to provide schooling facility for all the children within a walking distance of 1 K.M,

**Progress Overview**

The access position during beginning of DPEP is about 77% in DPEP districts which has enhanced up to 94% by 2002 by way of opening of 5,200 regular schools in schoolless habitations. Further primary schools have been opened under SSA. The expansion of Access under various programme is given here under.

Stage	Schools			Teachers		
	Sanctioned	Opened	Gap	Sanctioned	Positioned	Gap
<i>Primary</i>						
DPEP	5219	5219	-	6469	6469	Nil
GOAP	7351	7351	-	14702	14702	Nil
SSA	2319	1886	-	3499	2633	973*

*\* Selection of teachers recruitment was held during April 2004 and teachers will be positioned soon after the decision on the case pending with the Supreme Court.*



## Issues and Problems

*The tribal sub-plan areas which are geographically remote where habitations are scattered with less population possess no access for schooling facilities both primary and upper primary stage.*

The tribal dominated districts viz., Visakhapatnam, Adilabad, East Godavari, Vizianagaram, Mahabubnagar, Warangal, Khammam possess more number of schoolless habitations. The tribal area is characterised with habitations with thin population, scattered houses and settlements which are not viable for establishing of formal primary schools. Certain times even starting of EGS also can not be worked out in view of less number of school age children i.e., less than ten in number.

*Urban areas with migrated settlements viz., slums, settlement colonies, basties etc., are a challenge in terms of access*

The Hyderabad metropolitan city possesses highest number of schoolless slums i.e., 330. The problem of space for school building is an issue for providing schooling facilities in urban areas. Further migratory population keep on moving in search of work resulting vanishing of old slums and formation of new slums further became a challenge for opening of regular primary schools.

### **Problem of access for special / disabled children**

The children with severe disability i.e., visual impaired, hearing impaired, mentally retarded are scattered across habitations who requires a school in a central place preferably residential in nature to accommodate them. Majority districts don't possess these type of residential schooling facilities even at district head quarters. Access of schooling facilities for disabled children is critical for ensuing 100% access for all.

Improvement of access from current level of 99% (2003-04) to 100% by (2004 -05) by providing EG centres under SSA and Alternative Schools under DPEP in sporadic habitations.

Year	Total no. of habitations	Habitations with access to primary schooling facility	Target % of Access
2003-04	72,154	71,488	99.00
2004-05	72,154	71,921	99.22
2005-06	72,154	72,154	100.00

The data shown in the above table with regard to rate of access pertaining to the habitations which are eligible for establishing of regular formal primary school i.e., population norm of 250 in case of general habitations and 150 in case of tribal habitations which do not possess primary school in facilities with in a radius of 1 kilometer.

Further as per the data from the district profiles there are about 3126 schoolless habitations out of which, 666 are eligible for providing formal primary schools and accordingly all the 666 formal primary schools are proposed under SSA in a phased manner. In case of remaining habitations, the EGS centers are being functioning wherever the children strength is 10 and above. In case of habitations with less than 10 children or scattered houses the children are proposed to be accommodated in bridge schools nearby and will be mainstreamed into nearby Ashram Schools / Residential Schools or Primary Schools attached with hostels run by Social Welfare / Tribal Welfare Departments.

In view of better basic learning conditions in schools teachers are oriented on Teaching Learning Process, Child Friendly Environment, Space for thinking and learning, availability of teacher during the school hours and improving facilities in school like infrastructure, drinking water, toilets and play material. Utilisation of School Grant and Teacher Grant for better processes of learning. Teaching Learning Material, its preparation and optimum utilisation depending on the learning situations are paid much importance to.

Alternative Schools are opened in remote areas where the children are 10 – 15 and they are totally managed by the community. Where the number of learners is meagre, EGS centres are opened and integrated schools are also proposed addressing 3 – 4 sporadic habitations. Facilities like free books, instructors honoraria are being provided. Soon the completion of Class – III at EGS the learners are mainstreamed into formal schools duly providing them with boarding facilities.

## B. Progress On Ensuring Quality With Equity And Improved Learning Levels Objectives

### Status and initiatives taken for the improvement of quality

#### Pupil Achievement - All DPEP I Districts

District	Baseline Assessment Study (1995-96)				Midterm Assessment Study (1999-2000)				Percent of increment			
	Class I		Class IV		Class I		Class IV		Class I		Class IV	
	Lang	Maths	Lang	Maths	Lang	Maths	Lang	Maths	Lang	Maths	Lang	Maths
Vzm	48.00	43.50	42.07	33.12	71.52	76.51	61.67	52.34	23.52	33.01	19.60	19.22
Nlr	37.00	38.50	39.22	24.80	69.67	74.74	53.13	40.06	32.67	36.24	13.91	15.26
Knl	41.50	40.70	36.23	26.25	78.03	84.52	58.84	50.57	36.53	43.82	22.61	24.32
Krm	50.60	54.00	40.20	28.15	78.28	80.61	56.74	44.62	27.68	26.61	16.54	16.47
Wgl	57.50	62.10	42.48	29.72	82.45	85.87	60.97	45.45	24.95	23.77	18.49	15.73
<b>Total</b>	<b>46.92</b>	<b>47.76</b>	<b>40.04</b>	<b>28.41</b>	<b>75.99</b>	<b>80.45</b>	<b>58.27</b>	<b>46.61</b>	<b>29.07</b>	<b>32.69</b>	<b>18.23</b>	<b>18.20</b>

TAS – 2003

ALL

District	Baseline Assessment Study (1995-96)				Terminal Assessment Study (2002 – 03)				Percent of increment			
	Class I		Class IV		Class I		Class IV		Class I		Class IV	
	Lang	Maths	Lang	Maths	Lang	Maths	Lang	Maths	Lang	Maths	Lang	Maths
Vzm	48.00	43.50	42.07	33.12	74.81	82.95	67.62	56.04	26.81	39.45	25.55	22.92
Nlr	37.00	38.50	39.22	24.80	86.36	88.78	71.32	51.19	49.36	50.28	32.10	26.39
Knl	41.50	40.70	36.23	26.25	92.64	93.81	66.21	52.30	51.14	53.11	29.98	26.05
Krm	50.60	54.00	40.20	28.15	84.74	87.74	67.26	58.17	34.14	33.74	27.06	30.02
Wgl	57.50	62.10	42.48	29.72	82.59	87.39	68.39	54.84	25.09	25.29	25.91	25.42
<b>Total</b>	<b>46.92</b>	<b>47.76</b>	<b>40.04</b>	<b>28.41</b>	<b>84.23</b>	<b>88.13</b>	<b>68.16</b>	<b>54.51</b>	<b>37.31</b>	<b>40.37</b>	<b>28.12</b>	<b>26.10</b>

DPEP II Districts

ALL

District	Baseline Assessment Study (1997 - 98)				Midterm Assessment Study ( 2001 - 02)				Percent of increment			
	Class I		Class IV		Class I		Class IV		Class I		Class IV	
	Lang	Maths	Lang	Maths	Lang	Maths	Lang	Maths	Lang	Maths	Lang	Maths
SKL	90.45	82.40	52.31	48.70	92.83	83.58	59.47	52.68	2.38	1.18	7.16	3.98
VSP	82.45	86.25	55.58	51.12	84.51	87.70	60.71	52.35	2.06	1.45	5.13	1.23
GTR	77.80	85.40	54.65	41.47	83.48	87.12	56.36	48.33	5.68	1.72	1.71	6.86
PRK	77.70	81.15	57.47	48.32	83.13	85.33	62.16	57.18	5.43	4.18	4.69	8.86
CTR	63.30	67.05	43.44	35.05	86.68	83.11	64.18	55.52	23.38	16.06	20.74	20.47
CDPH	77.15	77.40	60.84	50.87	82.70	83.19	63.75	51.37	5.55	5.79	2.91	0.50
ATP	42.90	46.10	35.75	23.87	70.10	79.39	49.15	37.15	27.20	33.29	13.40	13.28
MBNR	59.95	70.60	42.04	30.65	69.50	74.96	46.29	34.54	9.55	4.36	4.25	3.89
RR	75.90	78.20	47.82	37.22	80.30	80.02	49.49	37.44	4.40	1.82	1.67	0.22
MDK	71.30	76.00	55.94	47.62	81.26	85.85	56.69	49.16	9.96	9.85	0.75	1.54
NZB	76.70	82.65	55.05	48.17	90.67	87.67	57.99	48.72	13.97	5.02	2.94	0.55
ADB	63.90	72.50	45.64	33.62	69.59	73.50	52.62	39.67	5.69	1.00	6.98	6.05
KHM	74.90	75.60	48.70	32.42	81.53	86.67	56.42	47.63	6.63	11.07	7.72	15.21
NLG	72.35	80.25	49.96	39.02	74.20	82.35	51.16	41.29	1.85	2.10	1.20	2.27
<b>Total</b>	<b>71.91</b>	<b>75.83</b>	<b>50.37</b>	<b>40.58</b>	<b>80.75</b>	<b>82.89</b>	<b>56.17</b>	<b>46.65</b>	<b>8.84</b>	<b>7.06</b>	<b>5.80</b>	<b>6.07</b>

Pupil Achievement – SC

DPEP I Districts

District	Baseline Assessment Study (1995-96)				Midterm Assessment Study ( 1999-2000)				Percent of increment			
	Class I		Class IV		Class I		Class IV		Class I		Class IV	
	Lang	Maths	Lang	Maths	Lang	Maths	Lang	Maths	Lang	Maths	Lang	Maths
Vzm	-	-	30.38	33.13	62.30	76.03	61.29	51.56	-	-	30.91	18.43
Nlr	-	-	31.66	24.80	68.74	75.97	51.18	38.46	-	-	19.52	13.66
Knl	-	-	31.60	26.25	85.49	88.73	56.39	48.31	-	-	24.79	22.06
Krm	-	-	31.66	28.15	75.49	78.54	55.32	41.35	-	-	23.66	13.20
Wgl	-	-	31.74	29.73	85.03	86.91	61.69	49.09	-	-	29.95	19.36
<b>Total</b>	<b>-</b>	<b>-</b>	<b>31.41</b>	<b>28.41</b>	<b>75.41</b>	<b>81.24</b>	<b>57.17</b>	<b>45.75</b>	<b>-</b>	<b>-</b>	<b>25.77</b>	<b>17.34</b>

TAS – 2003

SC

District	Midterm Assessment Survey (1999-2000)				Terminal Assessment Study (2002 – 03)				Percent of increment			
	Class I		Class IV		Class I		Class IV		Class I		Class IV	
	Lang	Maths	Lang	Maths	Lang	Maths	Lang	Maths	Lang	Maths	Lang	Maths
Vzm	62.30	76.03	61.29	51.56	72.55	80.35	68.06	55.28	10.25	4.32	6.77	3.72
Nlr	68.74	75.97	51.18	38.46	85.78	91.10	70.60	49.80	17.04	15.13	9.03	4.75
Knl	85.49	88.73	56.39	48.31	92.56	92.55	65.42	53.06	7.07	3.82	9.03	4.75
Krm	75.49	78.54	55.32	41.35	84.15	85.26	67.23	58.43	8.66	6.72	11.91	17.08
Wgl	85.03	86.91	61.69	49.09	84.36	87.44	68.21	55.30	-0.67	0.53	6.52	6.21
<b>Total</b>	<b>75.41</b>	<b>81.24</b>	<b>57.17</b>	<b>45.75</b>	<b>83.88</b>	<b>87.34</b>	<b>67.90</b>	<b>54.37</b>	<b>8.47</b>	<b>6.10</b>	<b>10.73</b>	<b>8.62</b>

DPEP II Districts

SC

District	Baseline Assessment Study (1997 - 98)				Midterm Assessment Study (2001 - 02)				Percent of increment			
	Class I		Class IV		Class I		Class IV		Class I		Class IV	
	Lang	Maths	Lang	Maths	Lang	Maths	Lang	Maths	Lang	Maths	Lang	Maths
SKL	90.40	79.05	48.21	41.30	89.46	67.66	53.76	44.68	-0.94	-11.39	5.55	3.38
VSP	80.75	85.55	57.27	55.78	88.70	92.30	58.12	54.67	7.95	6.75	0.85	-1.11
GTR	78.75	84.30	54.84	39.68	79.69	85.52	53.59	45.19	0.94	1.22	-1.25	5.51
PRK	74.00	75.70	59.27	45.55	83.79	85.83	61.62	58.89	9.79	10.13	2.35	13.34
CTR	58.70	63.40	42.14	32.20	87.19	84.47	66.69	57.05	28.49	21.07	24.55	24.85
CDPH	78.75	80.05	57.79	43.08	81.61	85.76	64.61	54.67	2.86	5.71	6.82	11.59
ATP	39.60	43.45	33.10	20.13	68.51	76.04	47.75	32.80	28.91	32.59	14.65	12.67
MBNR	55.25	68.70	41.66	29.75	70.33	74.43	46.06	34.29	15.08	5.73	4.40	4.54
RR	75.10	75.80	46.37	33.90	77.85	78.29	45.59	34.82	2.75	2.49	-0.78	0.92
MDK	66.25	68.35	53.60	48.70	78.61	83.52	53.90	46.88	12.36	15.17	0.30	-1.82
NZB	75.90	84.05	58.84	49.80	88.00	87.06	57.03	46.05	12.10	3.01	-1.81	-3.75
ADB	63.60	69.65	47.50	36.05	68.22	72.45	49.14	37.16	4.62	2.80	1.64	1.11
KHM	77.65	73.80	48.39	31.33	83.85	86.58	57.86	46.09	6.20	12.78	9.47	14.76
NLG	74.55	83.45	50.70	41.00	74.77	83.72	50.26	40.41	0.22	0.27	-0.44	-0.59
<b>Total</b>	<b>70.66</b>	<b>73.95</b>	<b>49.98</b>	<b>39.16</b>	<b>80.04</b>	<b>81.69</b>	<b>54.71</b>	<b>45.26</b>	<b>9.38</b>	<b>7.74</b>	<b>4.74</b>	<b>6.10</b>

Pupil Achievement - ST

DPEP I Districts

District	Baseline Assessment Study (1995-96)				Midterm Assessment Study (1999-2000)				Percent of increment			
	Class I		Class IV		Class I		Class IV		Class I		Class IV	
	Lang	Maths	Lang	Maths	Lang	Maths	Lang	Maths	Lang	Maths	Lang	Maths
Vzm	-	-	35.82	26.48	72.42	79.28	61.16	41.62	-	-	25.34	15.14
Nlr	-	-	27.56	22.18	67.19	71.71	56.45	50.26	-	-	28.89	28.08
Knl	-	-	28.82	28.30	61.67	89.36	62.02	53.50	-	-	33.20	25.20
Krm	-	-	31.60	27.75	70.00	80.17	53.01	37.83	-	-	21.41	10.08
Wgl	-	-	36.64	27.53	79.92	83.68	59.81	46.39	-	-	23.17	18.86
<b>Total</b>	<b>-</b>	<b>-</b>	<b>32.09</b>	<b>26.45</b>	<b>70.24</b>	<b>80.84</b>	<b>58.49</b>	<b>45.92</b>	<b>-</b>	<b>-</b>	<b>26.40</b>	<b>19.47</b>

levels in each class. **Following the six pedagogical principles follows child-wise approach envisages:**

- Providing teacher generated activities
- Promoting learning by doing, discovering and experimenting
- Developing individual, group and whole class work
- Providing for individual differences
- Using local environment
- Creating an interesting classroom by displaying children's work and organising it effectively.

The teacher's role is of a facilitator for learning among all. Individual progress is recorded, slow learners are identified and remedial teaching is taken up for achieving the competencies to be attained as per the class and the subject.

Academic monitoring officers like MRPs / MEOs / DIET faculty/ Sectoral Officers of DPOs will provide on site support for teachers and learners through monitoring.

❖ *Is there an annual academic plan at Cluster and Block levels?*

Yes, Annual Academic Plans are prepared as 'Year Plans' from the School, Cluster to the Mandal Levels. Cluster plans reflect the schedule of TC meetings comprising of issues like the community mobilisation on enrolment of school-age children, sensitization to the parents to dropouts and never enrolled children etc.

June	-	• Preparation of year plans & community mobilisation and bringing of out of school children to school – planning for QIP.
July	-	• I Unit test, follow up of slow learners and demonstration • Preparation of TLM on different subject-wise concepts.
August	-	• II Unit Test, analysis of subject-wise and class-wise preparation of question papers and coverage of syllabus.
Sept	-	• Quarterly Exam
Oct – Nov		• Analysis on the performance of learners during Quarterly Exams
December	-	• III Unit test paper preparation and coverage of syllabus
January	-	• Conduct of Half Yearly analysis of children's performance.
February	-	• IV Unit Test – coverage of syllabus
March	-	• Revision of syllabus
April	-	• Conduct of Annual Exams, announcements of results

The TC / Mandal wise academic plans may have little variation but go together theoretically.

❖ *Are teachers supported appropriately by CRC / BRC to facilitate learning and assessment of pupils? Have these institutions emerged as strong institutions with requisite staffing and technical capacity to provide academic support to schools? What are some of the major activities carried out by the BRCs since July, 2004?*

Yes, Teachers are academically supported by the Teachers Centres (CRCs) and Mandal Resource Centres (MRCs). In addition to classroom teaching – learning practices, Assessment of learners is guided through comprehensive continuous evaluation. On job support by the MRPs / MEOs is on one hand and group discussion in the TC meetings on the other hand, teachers are benefited in the areas of assessment of learners basing in the competitions to be achieved and the remedial teaching to be taken up in the case of slow learners.

**Mandal Resource Centre (MRC)** is the nodal institution for primary and upper primary schools in the mandal. It is headed by the Mandal Educational Officer, an experienced teacher promoted to the post with all his experiences and fore sight for the education of his Mandal. He is supported by three Mandal Resource Persons who professionally sound well experienced in teaching. The MEO and MRPs adopt schools in the form of clusters for monitoring

**Teacher Centres (CRCs)** : are the nodal schools covering 5 – 8 schools in the cluster. The Head Master of the School is the Teacher Centre Secretary who is an experienced and guiding force for cluster schools. He is supported by the Centre Asst. Secretary who is a strong teacher chosen from one of the schools in the cluster. He is the convenor for taking up the proceedings of the monthly TC meetings.

Major activities carried out by BRCs since July 2004:

		<ul style="list-style-type: none"> <li>• Monthly meetings with the head masters of Upper / Primary Schools</li> </ul>
June	-	<ul style="list-style-type: none"> <li>• Mainstreaming of V Class children to Class VI in UP / High Schools</li> <li>• Orientation on updating and listing of habitation-wise out of school-children</li> <li>• Preparation of year plans</li> <li>• Sensitisation to the parents and community on enrolling all children</li> <li>• QIP and its implementation</li> </ul>
July	-	<ul style="list-style-type: none"> <li>• Observance of attendance of children and teachers</li> <li>• Monthly reports on enrolment and identification of never enrolled and dropouts</li> <li>• Planning for suitable bridge courses for out of school children in the mandal</li> <li>• Analysis of QIP pre-test results and grading of children and remedial teaching grade-wise.</li> <li>• fort-nightly QIP test and recording of student progress.</li> </ul>
August	-	<ul style="list-style-type: none"> <li>• Administering QIP Post-Test and analysis - reporting</li> <li>• Coverage of syllabus as per the year plans</li> <li>• Celebration of Independence day</li> <li>• On-site support to bridge camps</li> </ul>
Sept	-	<ul style="list-style-type: none"> <li>• Review of syllabus coverage and attendance monitoring</li> <li>• Preparations for quarterly exams and analysis</li> </ul>
Oct	-	<ul style="list-style-type: none"> <li>• In-service teacher training – participation – monitoring</li> <li>• Teacher training – classroom practices</li> </ul>

❖ *What measures are in place to improve the basic learning condition in an alternative schooling system to enhance learning outcomes?*

DPEP is a boon for teachers for tracking children through child-centred practices in the learning process. Not only guiding every child basing on his strengths and weaknesses through remedial teaching, but also children's academic progression is paid much importance to

- Upward improvement of the child from the lower class III in the EGS, Class – V in the primary schools or children in Bridge Courses; are guided in admitting them in to the suitable next academic class in the formal system of schooling. Further mainstreamed children need tracking (child-wise) for 3 – 4 months till they settle in the new classes in achieving the academic progression.

❖ *Are there any mechanisms being instituted / planned to increase accountability of the school to the community in terms of learning outcomes*

In the light of Quality Improvement Programme, the accountability of school and the community have come to lime light. Now the parents as well as teachers are working for the quality of learning.

When the community has come forward for providing facilities to school, enrolling all school-age children and bound for sending them to school regularly, the school has declared its commitment to "SCHOOL GUARANTEE" on the following :

- Let all the children be in school
- Let all children continue in school
- Let all complete 5 years of primary schooling
- Let all attain class-wise competencies of learning
- Let all be treated friendly and joyfully
- Let all teachers be for learners and their well-being
- Let all teachers develop child-wise learning plans
- Let the school be accountable for the local community
- Let all the decisions be taken in consultation with the SEC for the welfare of all children.

C. **Progress On Enhancing Institutional Capacity And On Project Implementation Objectives**

❖ *Is the staffing of positions in state and district offices and institutions adequate?*

- Most of the posts are filled in DPOs by October 2004.
- Vacancies at SPO are meagre. The posts like attenders are substituted with the menial staff taking from private agencies
- Site for SIEMAT is procured. Construction is to take place. For personnel, list of people are identified through a notification and interview.
- Principals and Sr. Lecturers are filled in at DIETs. Filling up of Lecturers, is pending with the case in the Supreme Court.
- MRCs (BRCs) and Teachers Centres (CRCs) are filled in. A few MEOs posts are vacant due to pending court case on Services Rules.

❖ ***Are any specific measures being taken or proposed for regular capacity building of institutions at all levels, particularly at the level of the BRC and CRC?***

The DIET faculty, Mandal Educational Officer and Mandal Resource Persons visit schools and observe the Teaching Learning processes in classes. On job involving themselves in teaching through demonstration lesson also provides support. Monthly/Teachers center meetings are the 1-day sharing workshops in fact! There schools/class/Teacher/Child-wise problems are discussed in detail and the suggestions come out of the participants (under schools teachers). These discussions and deliberations are helping the teachers in classroom learning transactions to a greater extent.

The capacity building of DIET faculty is being built from time-to-time at the SCERT as a part of workshops and training programmes organised for State Level Resource Persons. The MEOs and MRPs of MRCs are focussed for orientation on latest innovative trends in teacher training and learning strategies at the district level. So as to takeup them at the TC / Mandal Level. Teacher Centre (CRC) Secretaries and Asst. Secretaries are exposed to orientation on the role of TCs and activities to be taken up at the mandal level by the district resource persons / DIET faculty.

❖ ***Is there effective coordination between project and mainstream institutions? What measures have been taken to make the coordination effective?***

Structural coordination among SCERT, DIETs, MRCs and Teacher Centers is an existing phenomenon in the following areas.

- o Compilation of data from house hold survey of children
- o Annual plan preparation from village to the state
- o Pre service teachers training
- o In service teachers training
- o Quality improvement programme
- o Development of teaching Learning Equipment
- o Evaluation & assessment studies
- o Curriculum Development. ..etc.

DPEP Programme is considered as an additionality to the regular departmental institutions at the State, District , Mandal, Cluster and School Level. It paves the way the converging the mainstreaming institutions for attaining the goal of UEE.

❖ ***Are the states / districts using research funds to conduct research? if yes, how are the research findings being used?***

Yes. Funds allocated for research at the district and state level are utilised moderately. Totally utilisation has to go a long way by involving external agencies and departmental institutions. Yet action researches are taken up at the school, mandal and district level by the field functionaries like Teachers, MRPs and DIET faculty.

The research findings out of action researches are disseminated to all the districts so as to utilise the findings in the field in achieving quality in education, access, implementation and assessment.



❖ ***Are the planning and monitoring processes becoming more evidence based at State and District levels and is this reflected in AWP & B?***

Yes. The decentralised planning is the core concept of planning and management. The deliberations start from the habitation level to the state level duly involving the stakeholders contributing for UEE. The following levels have the stock of participation in planning as follows

- Habitation Level Meetings with Parents and SEC / PEC members
- Mandal Level with Mandal authorities and MEC members.
- District Level workshop duly involving public representatives, NGOs and officials.
- State Level Meeting with Officials from Education department, Universities, Departments of Social Welfare, Tribal Welfare, Disabled Welfare, Women and Child Welfare, NGOs, District Additional Project Coordinators etc. are invited before finalising the Annual Work Plans and Budget.

❖ ***Is there evidence of new initiatives being introduced in improving system of data collection, validation and use?***

Yes. Data Collection, Stabilization of data, analysis of data and its utilization; have reached to the extent of all School Education Committees. DISE – 2004 has involved the SECs in data collection and cross checking during the SEC meetings. Every school is maintaining the CENSUS REGISTER with lists of school-age children, in school children and out of school children and it is being up dated every year. The SEC is taking the responsibility of declaring their habitation “100% enrollment village” duly meeting the parents of all out of school children and working to get them all to the school:

***Project Implementation***

○ ***Is the fund availability timely against the AWP & B at State and District Levels?***

The funds are available under DPEP I and DPEP II at the state and district levels. Yet DPEP II funds are awaited under the AWP & B 2004 – 05.

○ ***What measures have the states taken to accelerate pace of expenditure specially with reference to Rajasthan, Bihar, AP and Gujarat?***

In Andhra Pradesh, the pace of expenditure has gained momentum due to the Innovative Monthly Monitoring Formats covering all the interventions targets and achievements as per the scheme every month. All the districts are reviewed with reference to targets and achievements through regional review meetings. District-wise constraints in booking expenditure are attended with on site suggestions by the State Project Director and the Sectoral Officers.

○ ***To what extent has the approved AWP & B been implemented as planned? What are the constraints, if any?***

The AWP & B DPEP I & DPEP II for the year 2004 – 05 are being implemented with the monthly action plan aiming at the releases, targets and achievements pertaining to each district.

## **Constraints**

Under DPEP II, the districts like Nizamabad, Khammam, Prakasam, Nalgonda and the State Project Office the proposed budget under "**Project Management**" is not approved with the cause of exceeding allocation cost against Baseline Project Cost but not the 6% of the revised project cost. If the allocation under Project Management is not there running the project is found very difficult as it involves the salaries of employees, vehicles, contingences etc.

It would better if the cost is estimated against the **Project Revised Cost**.

The expenditure under research and evaluation and achievement of targets under out of school children need greater emphasis on sensitisation and implementation.

- *Are revised allocations doing justice to all components of the program?*

Not applicable

# BIHAR

## Mission Objectives

### (A) Progress on Access - Objectives

- (i) to reduce differences in enrolment, dropout and learning achievement among gender and social groups to less than 5%
- (ii) to reduce overall primary dropout rates for all students to less than 10%
- (iii) to provide, according to national norms, access for all children, to primary education classes(I-V), i.e. primary schooling wherever possible or its equivalent non-formal education.

### Issues to Examine:

<ul style="list-style-type: none"><li>• What is the progress with reference to the baseline and more particularly since 2003 with regard to outcomes in terms of enrolment, attendance, reduction of dropout and completion with special reference to gender, SC, ST, disabled and other socially disadvantaged groups.</li></ul>	<p><b><u>Enrolment :</u></b></p> <ul style="list-style-type: none"><li>• Year 2003 has experienced a significant overall increase of 26% enrolment as compared to the year 1998. In the same period Girls &amp; SC enrolment have increased by 36% and 30% respectively.</li><li>• Year 2003 has experienced an overall increase of 6% enrolment as compared to 2002. In the same period Girls &amp; SC enrolment have increased by 7% and 4% respectively.</li><li>• Enrolment data as on 30<sup>th</sup> Sept' 04 of DISE is awaited.</li><li>• The overall Gross Enrolment Ratio(GER) as per DISE data for the year 2003 is about 73% . whereas for Girls &amp; SC are 70% and 78% respectively.</li><li>• The overall Net Enrolment Ratio(NER) as per DISE data for the year 2002 is about 70%. Whereas for Girls &amp; SC are 63% and 74% respectively.</li><li>• <u>Differences in Enrolment among Gender &amp; Social Groups:</u></li></ul> <p style="text-align: center;"><b>(As on 30<sup>th</sup> Sept.1998)</b></p> <table border="1"><thead><tr><th>category</th><th>population</th><th>Enrolment</th><th>%age</th></tr></thead><tbody><tr><td>Total</td><td>5289470</td><td>3789140</td><td>72%</td></tr><tr><td>Boys</td><td>2786887</td><td>2275322</td><td>82%</td></tr><tr><td>Girls</td><td>2502583</td><td>1513818</td><td>60%</td></tr><tr><td>SC</td><td>837777</td><td>619839</td><td>74%</td></tr></tbody></table>	category	population	Enrolment	%age	Total	5289470	3789140	72%	Boys	2786887	2275322	82%	Girls	2502583	1513818	60%	SC	837777	619839	74%
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SC	837777	619839	74%																		

category	population	(As on 30 <sup>th</sup> Sept.2003)	
		Enrolment	%age
Total	6522143	4769172	73%
Boys	3582585	2711597	76%
Girls	2939558	2057575	70%
SC	1035423	805818	78%

Indicators	Status (1998)	Current Status (2003)	Expected Status by 2004-05
Gender Gap:	22%	6%	5%
Social Gap (SC)	-2%	-5%	--

• **Completion :**

- Overall net completion rate has increased from 41% to 48% , Whereas for girls & SC have increased from 40% to 46% and from 36% to 39% respectively as compared to last year.
- Overall grade transition rates in 2003 have increased from 62% to 67% in Class-I to II, 80% to 89% in Class-II to III, 81% to 89% in Class-III to IV and 84% to 91% in Class- IV to V as compared with the year 1998.

• **Dropout Rates(I-V)**

- As per the Annual Report 1998-99, Dept. of Education , MHRD the dropout rates were 59.65% in the State of Bihar. However, there is no separate data for DP EP district.
- As per the DISE data ( base year-1998-99 Cohort) dropout rates in DPEP district comes to 54 % whereas in the 1999-2000 Cohort it comes to 39.59% as per the reconstructive Cohort method.

• **Equity :**

- Index of Gender Equity(IGE) has shown continuous growth over the years. The Index of Gender Equity as per DISE data 2003 is 96%.
- Similar trend has been noticed in Index of Social Equity(ISE). The Index of Social Equity as per DISE

	<p>data 2003 is 106%.</p> <ul style="list-style-type: none"> <li>• Transition of Girls &amp; SC enrolment from Grade-I to II has increased from 61% to 66% and from 59% to 60% respectively w.r.t. 1998. Similar trend have been noticed in Grades II to III, III to IV and IV to V.</li> <li>• Expected status of project performance indicators is at <b>Annexure -I</b></li> </ul>
<ul style="list-style-type: none"> <li>• What is the number and percentage of 6-11 year olds still out of school by gender, SC,ST, disabled and other socially disadvantaged groups in the project districts? What is the strategy to bring them to school ?</li> </ul>	<ul style="list-style-type: none"> <li>• About 6,15,425 children of age group 6-11 are still out of school as on 01.09.2004. The percentage share of SC is about 29% and Girls is about 47%.</li> <li>• These children will be recovered through under EGS/AIE and through Enrolment drive under Formal schooling system.</li> </ul>
<ul style="list-style-type: none"> <li>• How many habitations in the project districts are still without school? How many school are still single teacher schools ?</li> </ul>	<ul style="list-style-type: none"> <li>• In DPEP districts there were about 9,169 unserved habitations as per HHS , 2001. Out of which 6687 habitations were eligible for EGS centres.</li> <li>• Total no. of Single Teacher School is 6686 (12.8%).</li> </ul>
<ul style="list-style-type: none"> <li>• How many 'out of school' children in the project districts have been mainstreamed into formal schools ? What measures are in place to encourage their continuance in school ?</li> </ul>	<ul style="list-style-type: none"> <li>• In Alternative Schooling system evaluation is conducted at the end of each session and assessment is made childwise and centrewise. Efforts for mainstreaming have yielded positive results.. 290720 Children to be mainstreamed in various classes. Periodical test has been conducted to assess / monitor the performance of the mainstreamed children as compared to formal school children.</li> </ul>
<ul style="list-style-type: none"> <li>• What is the current pupil teacher ratio as against the baseline? If above the state norm what steps are being taken to attain the norm especially in UP in UPDPEP III, Rajasthan I and II and DPEP III districts ?</li> </ul>	<ul style="list-style-type: none"> <li>• At present PTR is 72:1 in Bihar which in DPEP districts PTR is 62:1 To bring down the PTR , 19364 Para teachers have been engaged through VSS.</li> </ul>
<ul style="list-style-type: none"> <li>• What measures are being adopted to deal with the issue of underage children in Grade I ?</li> </ul>	<ul style="list-style-type: none"> <li>• To tackle the issue of underage children in grade I <ul style="list-style-type: none"> <li>- Study is proposed to know the dynamics of grade I enrolment</li> <li>- Balvergs are proposed.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>To what extent is the expansion of access for UPE-</li> </ul>	
<ul style="list-style-type: none"> <li>targeted and informed by data on the most difficult to reach children ;</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Most difficult to reach children</u></b> <ul style="list-style-type: none"> <li>➤ Specific gender intervention in two blocks of each district having lowest female literacy rate covering 165 CRCs.</li> <li>➤ Interventions through Sanyojikas for cent percent girls enrolment in the CRC area.</li> <li>➤ Balika Shivirs organised for retention of girls in school and improvement in quality of education.</li> <li>➤ One Month bridge course to mainstream learners from Jagjagi &amp; AS centres.</li> <li>➤ Special drives to mainstream girls from alternative centres.</li> <li>➤ Balika Manch formed of adolescent girls to promote education.</li> <li>➤ Residential tuition centres to mainstream girl children.</li> <li>➤ Mahila Samakhya programme with focus on girls education.</li> <li>➤ NPEGEL programme launched in one block of each district.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>provides diversity of models and how consistent are these with the needs and characteristics of the target group ;</li> </ul>	<ul style="list-style-type: none"> <li>Centres for children under difficult circumstances like working children, urban deprived children etc. have also been opened such as : <ul style="list-style-type: none"> <li>- Children of sex workers in Muzaffarpur</li> <li>- Street/ platform children in Gaya</li> <li>- Nomads in Rohtas and Bhojpur</li> <li>- In Jail in Rohtas &amp; West Champaran / Gaya</li> <li>- Children of parents suffering from leprosy in Bhojpur &amp; West Champaran</li> <li>- Children of Stone Crushers in Rohtas District.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>ensuring basic learning conditions in terms of effective teacher availability and time, school facilities, teaching learning materials ;</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Contributions of the community :</u></b> <ul style="list-style-type: none"> <li>- Community Participation and Environment Building has been top on the agenda for reconstructions of</li> </ul> </li> </ul>

	<p>education sector from the beginning of the project.</p> <ul style="list-style-type: none"> <li>- Ensured text-books distribution , need based utilisation of SDG with the help of teachers.</li> <li>- Preparation of Village Education Programme with the help of VSS.</li> </ul>
<ul style="list-style-type: none"> <li>• provoking an overall longer term vision for alternative schools and EGS centers from the perspective of quality and equity</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Vision , Equity and EGS</u></b> <ul style="list-style-type: none"> <li>- In the Alternative Schooling system, evaluation is conducted at the end of each session and assessment is made childwise and centrewise.</li> <li>- In the Alternative Schooling System, the Academic Support Resource Group (ASRG) plays an important role in context to supervision and monitoring and providing academic support to centres.</li> <li>- EGS centres are running through selected Lok- Shikshaks and are being trained on developed PSM module of 10 and 30 days.</li> <li>- In ALS/ EGS curriculum and textbooks are same as of formal system.</li> <li>- EGS to be upgraded in formal schools / upgraded EGS.</li> </ul> </li> </ul>

(B) Progress on Ensuring Quality with Equity and Improved Learning Levels - Objective

- (i) to raise average achievement levels by at least 25% over measured baseline levels and ensuring achievement of basic literacy and numeracy competencies and a minimum of 40% achievement levels in other competencies, by all primary school children

**Issues to Examine**

<ul style="list-style-type: none"> <li>• What is the extent of district-wise progress with regard to improvement in achievement levels against the baseline, with special reference to gender, SC, ST and other socially disadvantaged groups ? What evidence is there of this progress ?</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>Learning Achievement</u></b></li> </ul> <p>%age Achievement increase from BAS** to MAS***</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Subject</th> <th>Boys</th> <th>Girls</th> <th>Total</th> <th>SC</th> </tr> </thead> <tbody> <tr> <td>I</td> <td>Language</td> <td>10.76</td> <td>14.70</td> <td>14.25</td> <td>25.54*</td> </tr> <tr> <td>I</td> <td>Maths</td> <td>18.46</td> <td>20.29</td> <td>20.80</td> <td>26.93*</td> </tr> <tr> <td>IV</td> <td>Language</td> <td>4.46</td> <td>4.77</td> <td>4.65</td> <td>12.20</td> </tr> </tbody> </table>	Grade	Subject	Boys	Girls	Total	SC	I	Language	10.76	14.70	14.25	25.54*	I	Maths	18.46	20.29	20.80	26.93*	IV	Language	4.46	4.77	4.65	12.20
Grade	Subject	Boys	Girls	Total	SC																				
I	Language	10.76	14.70	14.25	25.54*																				
I	Maths	18.46	20.29	20.80	26.93*																				
IV	Language	4.46	4.77	4.65	12.20																				

	<p>IV Maths 7.30 7.46 7.72 7.37</p> <ul style="list-style-type: none"> <li>- Achievement of Girls is better compared to Boys.</li> <li>- Achievement of SC/ST is comparatively better.</li> <li>* Includes ST</li> <li>** Base Line Assessment Survey(1995-97)</li> <li>*** Mid - Line Assessment Survey (2000-01)</li> </ul>
<ul style="list-style-type: none"> <li>• Are districts monitoring progress in achievement levels ?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, Annual Pupil evaluation in place.</li> </ul>
<ul style="list-style-type: none"> <li>• Are children learning at the grade level and how is learning being monitored in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, Teacher adopt diversifies techniques of learning monitoring</li> </ul>
<ul style="list-style-type: none"> <li>• Is there an annual academic plan at cluster &amp; block levels ?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes.</li> </ul>
<ul style="list-style-type: none"> <li>• Are teachers supported appropriately by CRC / BRC to facilitate learning and assessment of pupils ? Have these institutions emerged as strong institutions with requisite staffing and technical capacity to provide academic support to schools ? What are some of the major activities carried out by the BRCs since July, 2004 ?</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly meeting of teachers at CRC level</li> <li>• Monthly CRC coordinations meeting at BRC level.</li> <li>• Academic support by Resource Person in school.</li> <li>• Training of Resource Person for their strengthening.</li> </ul>
<ul style="list-style-type: none"> <li>• What measures are in place to improve the basic learning condition in a alternative schooling systems in enhanced learning outcomes ?</li> </ul>	<ul style="list-style-type: none"> <li>• Measures to improve basic learning conditions in AS <ul style="list-style-type: none"> <li>- Academic support</li> <li>- Instructor empowerment</li> <li>- Empowerment related to Classroom Activities</li> <li>- Involvement of the community with centre</li> <li>- Management by Mata Samiti</li> <li>- Monitoring and Development of tools</li> <li>- Documentation</li> <li>- Tagging with school</li> <li>- ASRG tagging with CRC</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Are there any mechanisms being instituted/ planned to increase accountability of the school to the community in terms of learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• VSS visited with teacher attendance to discuss Achievement level of learners vis-a-vis teachers achievement .</li> </ul>



(C) Progress on Enhancing Institutional Capacity and on Project Implementation - Objectives

(i) The programme will also strengthen the capacity of national, state and district institutions and organisations in relation to planning, management and evaluation of primary education.

**Issues To Examine**

<ul style="list-style-type: none"> <li>• <b>Institutional Capacity</b></li> </ul>	
<ul style="list-style-type: none"> <li>• Is the staffing of positions in state and district offices and institutions adequate ?</li> </ul>	<ul style="list-style-type: none"> <li>• Partial.</li> </ul>
<ul style="list-style-type: none"> <li>• Are any specific measures being taken or proposed for regular capacity building of institutions at all levels, particularly at the level of BRC and CRC ?</li> </ul>	<ul style="list-style-type: none"> <li>• Networking of Academic support developed . capacity building through SIEMAT etc.</li> </ul>
<ul style="list-style-type: none"> <li>• Is there effective coordination between project and mainstream institutions ? What measures have been taken to make the coordination effective ?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, Through State EC Mission Task Force . Zila Karyakarini District Task Force , District head DSE , ADPC , ADMEO, REO.</li> </ul>
<ul style="list-style-type: none"> <li>• Are the states/districts using research funds to conduct research ? If yes, how are the research findings being used ?</li> </ul>	<ul style="list-style-type: none"> <li>• Division of MRE fund at different level . State level, Directorate, District BEP, DM, BEEO .</li> </ul>
<ul style="list-style-type: none"> <li>• Are the planning and monitoring processes becoming more evidence based at State and district levels and is this reflected in AWP&amp;B ?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes.</li> </ul>
<ul style="list-style-type: none"> <li>• Is there evidence of new initiatives being introduced in improving system of data collection, validation and use ?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, 5% Sample Check by DSE/DPC, BEEO, CRCC , PFE Incharge and MIS Incharge and countersigned by VSS President.</li> <li>• Periodical monitoring by the State.</li> <li>• Policy issues emerging out of data such as DISE, HHS are being taken care of in the preparation of AWP&amp;B and various policy decision.</li> </ul>
<ul style="list-style-type: none"> <li>• <b><u>Project Implementation</u></b></li> </ul>	
<ul style="list-style-type: none"> <li>• Is the fund availability timely against the AWP&amp;B at State and district levels ?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes.</li> </ul>
<ul style="list-style-type: none"> <li>• What measures have the states taken to accelerate pace of expenditure specially with reference to Rajasthan, Bihar, AP and Gujarat</li> </ul>	<ul style="list-style-type: none"> <li>• First instalment of civil construction increased to 60%</li> <li>• No. of instalment reduced.</li> </ul>
<ul style="list-style-type: none"> <li>• To what extent has the approved AWP&amp;B been implemented as planned ? What are the constraints, if any ?</li> </ul>	<ul style="list-style-type: none"> <li>• 16.72% expenditure against AWP&amp;B as on 30<sup>th</sup> Sept.2004</li> </ul>
<ul style="list-style-type: none"> <li>• Are revised allocations doing justice to all components of the program ?</li> </ul>	<ul style="list-style-type: none"> <li>• Yes.</li> </ul>

**Annexure-I**

**BIHAR SHIKSHA PARIYOJANA PARISHAD (BSP)**

**Expected status of project performance indicators with an extension of one more year in Bihar**

Development Objectives	Indicators	Bihar			Remarks
		Base Year (1997-98)	Status (2003-04)	Expected Status by (2004-05)	
To provide Access for all children to primary Classes for all students in grade I-V	No. of Uncovered Habitation	11275	Nil	Nil	5,054 EGS Centres & 5,638 ALS Centres opened against targets of 6,687 EGS & 8000 Additional ALS
To reduce differences in enrolment among gender	Difference in GER (Percent Point)	22%	6%	5%	Focussed intervention under GED, MS and NPEGEL programme
To reduce overall drop-out rates to less than 10%	Cohort Drop-out Rate*	NA	39.59%	30.00%	Provision of required infrastructure, Teachers, need based training, Monitoring by VSS etc.
To raise achievement levels by at least 25% over measured base-line levels.#	Increase in achievement levels compared to baseline in Grade II language.	BAS 46.68	MAS 66.93 (Diff.20.2 5 percent points)	78%	To Ensure the impact of Training in classroom process . Analysis of Annual Evaluation , Continuous and Comprehensive Evaluation

Contd.,.....

**BIHAR SHIKSHA PARIYOJANA PARISHAD (BSPP)**

**Expected status of project performance indicators with an extension of one more year**

Development Objectives	Indicators	Bihar			Remarks
		Base Year (1997-98)	Status (2003-04)	Expected Status by (2004-05)	
	Increase in achievement levels compared to baseline in Grade II Mathematics.	BAS 48.35	MAS 69.15 (Diff.20.8 0 percent points)	82%	
	Increase in achievement levels compared to baseline in Grade V language.	BAS 39.36	MAS 43.87 (Diff.4.48 percent points)	65%	
	Increase in achievement levels compared to baseline in Grade V Mathematics.	BAS 34.41	MAS 42.13 (Diff.7.72 percent points)	62%	

## GUJARAT

### (A) Progress on Access- Objectives

Concerted efforts are being made in the DPEP IV districts to ensure universal enrolment of children in primary schools. Towards this end, organizing of the Enrolment Drive, as was so successfully done in DPEP II districts, has been very effective. In fact, inspired by its success, the state Education Department has adopted the programme for implementation in the entire Gujarat.

#### • Enrolment in DPEP IV Districts

The data on enrolment of all children in DPE IV districts in the year 2004-05 shows a clear improvement as compared to the enrolment of all children in 2002-03, as is evident from the following table :

Total Enrolment	2002-03			2003-04			2004-05		
	Total ( Std 1-5)			Total ( Std 1-5)			Total ( Std 1-5)		
District	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
KACHCHH	88369	69609	157978	91464	76041	167505	92130	77681	169811
SABAR KANTHA	111964	101753	213717	120238	108675	228913	121145	109958	231103
SJRENDR ANAGAR	91688	79686	171374	94251	81724	175975	96650	84654	181304
<b>Total</b>	<b>292021</b>	<b>251048</b>	<b>543069</b>	<b>305953</b>	<b>266440</b>	<b>572393</b>	<b>309925</b>	<b>272293</b>	<b>582218</b>

#### Enrolment of SC Children :

The enrolment of SC children is found to have remained steady in the year 2004-05, as compared to the year 2002-03, in Std 1-5 in DPEP IV districts of Kachchh, Sabarkantha and Surendranagar, as shown below :

SC Enrolment	2002-03			2004-05		
	Total ( Std 1-5)			Total ( Std 1-5)		
District	Boys	Girls	Total	Boys	Girls	Total
KACHCHH	12812	11192	23904	15666	13463	29129
SABAR KANTHA	9492	7459	16951	9702	8805	18507
SJRENDRANAG AR	9970	8698	18668	10797	9827	20624
<b>Total</b>	<b>32274</b>	<b>27349</b>	<b>59623</b>	<b>36165</b>	<b>32095</b>	<b>68260</b>

### Enrolment of ST Children

The enrolment of ST children is found to have remained steady in the year 2004-05, as compared to the year 2002-03, in Std 1-5 in DPEP IV districts of Kachchh, Sabarkantha and Surendranagar, as shown below :

ST Enrolment	2002-03			2004-05		
	Total ( Std 1-5)			Total ( Std 1-5)		
District	Boys	Girls	Total	Boys	Girls	Total
KACHCHH	6041	3728	9769	7012	4152	11164
SABAR KANTHA	30161	28829	59040	33403	30342	63745
SURENDRANAGAR	1312	785	2097	1427	976	2403
<b>Total</b>	<b>37514</b>	<b>33342</b>	<b>65616</b>	<b>41842</b>	<b>35470</b>	<b>77312</b>

### Enrolment of OBC Children

The enrolment of OBC children is found to have remained steady in the year 2004-05, as compared to the year 2002-03, in Std 1-5 in DPEP IV districts of Kachchh, Sabarkantha and Surendranagar, as shown below :

OBC Enrolment	2002-03			2004-05		
	Total ( Std 1-5)			Total ( Std 1-5)		
District	Boys	Girls	Total	Boys	Girls	Total
KACHCHH	33801	27922	61723	39715	33082	72797
SABAR KANTHA	69591	61868	131459	70004	64002	134006
SURENDRANAGAR	71693	64861	136554	75623	66200	14823
<b>Total</b>	<b>175085</b>	<b>154651</b>	<b>354736</b>	<b>185342</b>	<b>163284</b>	<b>348626</b>

#### • Disabled Children in DPEP IV Districts

As per the findings of the e survey carried out in December, 2003, there are a total of 10611 children with special needs enrolled in schools , comprising boys and girls, the details are as under :

District	Boys	Girls	Total
Kutch	2039	1337	3376
Sabarkantha	2470	1660	4130
Surendranagar	1861	1244	3105
<b>Total</b>	<b>6370</b>	<b>4241</b>	<b>10611</b>

number of children with special needs (CWSN) in DPEP IV districts are as under

- Category- wise Children With Special Needs in DPEP IV Districts**

As per the findings of the survey, there are 2201 children with visual impairment, 1362 children with hearing impairment, 803 children with mental retardation, 1083 children with orthopedic handicap and 530 children with other disabilities enrolled in the primary schools in the DPEP IV districts. The district-wise details are as under :

Dist.	VI			HI			MR			OH			Others			Total		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
Kutch	337	230	567	279	214	493	413	290	703	707	397	1104	303	206	509	2039	1337	3376
Sabarkantha	453	318	771	300	224	524	730	453	1183	987	665	1652			0	2470	1660	4130
Surendranagar	492	371	863	208	127	335	492	311	803	655	428	1083	14	7	21	1861	1244	3105
	282	919	2201	787	565	1352	1635	1054	2689	2349	1490	3839	317	213	530	6370	4241	10611

- ECCE**

In the DPEP IV districts of Kutch, Surendranagar and Sabarkantha, a total of 452 ECCE centres are operational where the geographical / social condition is difficult or/and ICDS Anganwadis do not exist. A total of 11300 children are enrolled in ECCE centres

- Children Covered Under Alternative Schooling :**

For providing access to out-of-school children in unserved habitations, a total of 546 Alternative Schooling Centers have been opened under the Back-to-School Programme in the three DPEP IV districts. A total of 10,726 out-of-school children are being covered under these AS Centers, the details of which are as under :

No.	District	No. of AS Centers Opened	No. of Children Covered		
			Boys	Girls	Total
1	Sabarkantha	269	2547	2496	5043
2	Surendranagar	147	1303	1529	2832
3	Kutchch	130	1271	1580	2851
	<b>Total</b>	<b>546</b>	<b>5121</b>	<b>5605</b>	<b>10,726</b>

- Mainstreaming**

In the districts of Kutch, Sabarkantha and Surendranagar, a total of 1004 out-of-school children have been successfully mainstreamed by October, 2004, as per the details given below :

No.	District	Boys	Girls	Total
1	Kutch	139	167	306
1	Sabarkantha	203	255	458
2	Surendranagar	123	117	240
	<b>Total</b>	<b>465</b>	<b>539</b>	<b>1004</b>

- **Out-of-School Children in the Age Group of 6-11 Years.**

A total of **29879** out-of-school children in the age-group of 6-11 years , comprising **12227** boys and **17562** girls, are there in the DPEP IV districts of Kutch, Surendranagar and Sabarkantha. A total of 19153 of these children are expected to be covered this year under DPEP. The details are as under :

District	Out of School children as per Survey, 2001 of Age Group 6-11			To be Covered Children		
	Boys	Girls	Total	Boys	Girls	Total
Sabarkantha	3890	4928	8818	1343	2432	3775
Surendranagar	5065	7962	13027	3762	6433	10195
Kutchh	3272	4762	8034	2001	3182	5183
<b>Total</b>	<b>12227</b>	<b>17652</b>	<b>29879</b>	<b>7106</b>	<b>12047</b>	<b>19153</b>

- **Strategy To Bring Out-of-School Children Back To School**

1. **Child Treking Approach** : One cluster in each of the six DPEP districts has been selected where the Child Treking Approach is adopted to monitor their completion of primary education in schools.
2. **Toli Nayak or Team Leader System** : Under this new approach, one child from each habitation is made the Toli Nayak or Team Leader who ensures that all children from his area go to school regularly so that drop-out is prevented. This approach seems to be quite effective in helping the younger children in continuing in schools.

3. **Upscaling of Community Participation in planning**

Micro-planning activities have been up-scaled to ensure regular attendance and retention of children with the help of Village Education Register & School Improvement Plans. Simultaneously, the well-established district management structure consisting of BRCC, CRCC and VEC,etc. ensures that the VER and SIP are maintained and updated regularly, to keep track of every child in village. Updating of the Village Education Registers has been completed in all the revenue villages of the six DPEP IV districts

#### **Enrollment Drive : Kanya Kelavani Rath Yatra**

Kanya Kelavani Rath Yatra, organised as a major component of State-wide Enrollment Drive under the leadership of Hon. Chief Minister, Shri Narendra Modi and under direct supervision of Minister of Education, Smt. Anandiben Patel, has met with tremendous success all over Gujarat.

The magnitude of success of the programme is reflected by the fact that large contributions in cash and kind were received by schools from local donors during the three-day Enrollment Drive

The processions of Kanya Kelavani Rath Yatra, led by all the cabinet ministers, Shree P K Laheri, Chief Secretary, and 268 senior officers, were taken out in 2082 villages with female literacy less than 20 %.As per the strategy adopted, every minister and officer visited at least five such villages everyday, so that during the three-day drive, each one of them had visited at least 15 villages requiring rigorous efforts to improve the female literacy by making efforts for 100 % enrolment of girls.

The Enrollment Drive was celebrated with the festive spirit and amidst joyous atmosphere in primary schools where the children, dressed for the occasion and accompanied by parents were greeted with warm welcome by teachers, members of VEC, MTA & PTA and other villagers. The newly enrolled children were presented with colourful Enrollment Caps and, a tilak applied on their foreheads. They were also offered sweets and confectionery. The efforts were made to make them feel that a school is a place for fun and enjoyment. Intense and enthusiastic participation was reported from everywhere of Village Education Committees, Mother Teacher Association, Parent Teacher Association and self-help groups.

At every school, the message contained in the mailer from Minister of Education, Smt. Anandiben Patel was read out and the members of VEC, MTA & PTA signed the Letter of Oath, pledging their total commitment and support for 100% enrollment and retention of children, especially girls, in primary schools.

Donors presented the newly enrolled children with school bags, slates, pens, pencils, textbooks, notebooks, uniform etc. Under Vidyalaxmi Yojna, in villages with low female literacy, the girls enrolled in Std.I were given Narmada Bonds worth Rs.1000/- which were also collected through local donations. A large number of people participated in the cultural programmes organized in all schools across the state.

Radio Spots hired on AIR stations for broadcast of campaigns on enrolment and retention of children, especially girls, completion of primary education.

Public messages by Hon. Chief Minister and Education Minister aired at prime time on Doordarshan Kendra,Ahmedabad.

Kanya Kelavani Rath Yatra organised in villages with low female literacy.

Phone-in radio programmes for community mobilisation and NPEGEL broadcast state-wide on AIR.

Prabhat Pheries, Mashal Yatras undertaken.

Cultural talent search activities organised



Thematic dramas and folk theatre (Bhavai) used. Bhavai shows organised during enrollment drive.

Stalls set up in local popular fairs.

TLM exhibitions for local communities organised.

District level awareness meetings held to discuss community mobilisation strategies.

Awareness programmes organised.

Praveshotshavs organised.

Special campaign launched for girl's enrolment in tribal area.

Meetings in the community organised for girls' education.

Special Mobilisation campaigns like Mahila Jagruti Shivir, Maa-Beti sammellan organised in 'Gender Focus Areas'.

Special VEC, MTA/ PTA meetings before enrolment drives

Awareness campaigns involving the use of different mass media, viz. Newspaper, radio, TV and side-panels of ST buses and hoarding on S T Bus Depots.

Measures for Retention of Out-of-School Children in AS Centers :

AS. Centers are provided with Books , Pamphlets, charts, Pictures, Geometrical Shapes, Globe, Compass box, Roll-up board, Cards (lesson card, activity card, progress card and evaluation ladder).

Activity books for Alternative Schooling developed. In a special workshop organised at Vav AS academy, activity book for Gujarati Std.I to Std.IV. and at Halol AS academy, activity book for Mathematics and EVS (Std.I to Std.IV.) were developed Lesson Cards for Gujarati, Maths and EVS Multi-Grade Teaching Learning Booklets for Gujarati and Maths A set of 200 Activity Cards.

School Grants of Rs 2000 for AS Centers from which Rs 1000 is allocated for procurement of Learning Material for Children (e.g. slates, pens, compass box, drawing books, color box, etc ) while the remaining Rs 1000 is for Teaching Material for the AS Center ( e.g. black board, chalk sticks, duster, story books, sports goods, musical equipment, etc )

- **Upgradation of Schools**

1. All the single- teacher schools have been converted into two-teacher schools in the DPEP IV districts.

2. At least one lower primary school in every revenue village has been upgraded to upper primary school, so that children do not have to go anywhere else for completion of primary education upto Std VII.

- **Access in Unserved Habitations**

Under DPEP and SSA, access is universal across the state. Where there are no formal schools, opening centers are opened. Even in hard-to-reach areas with scattered habitations with difficult terrain, there are no unserved habitations in DPEP IV districts.

- **Current Pupil Teacher Ratio**

Due to the effective implementation of Vidya Sahayaka Yojana, filling up of teachers' vacancies, the Pupil Teacher Ratio has improved in the DPEP IV districts of Kutch, Sabarkantha and Surendranagar. In each of the three districts, the PTR is much lower than the national average of 40.

District-wise comparison of PTR for the years 2002-03 and 2003-04 is given below :

District	2002-03			2003-04		
	Teachers	No. of Students (1 to 7)	PTR	Teachers	No. of Students (1 to 7)	PTR
Kutch	4909	204994	41.75881	4454	169909	38.14751
Sabarkantha	11027	351794	31.90297	11377	349994	30.76329
Surendranagar	5918	245876	41.54714	6105	240494	39.39296

- **Diversity of Models for Alternative Schooling**

Under DPEP, mostly Back-to-School Programme is used for providing coverage to the never-enrolled and out-of-school children in 6-14 years age-group, while Bridge Course is used for preventing the drop-out of the children. Special A.S. Centers are run in the salt pan areas in Kutch in DPEP IV.

It is found that these models are serving their purpose adequately. The target groups are provided with equal opportunities for access to quality education.

- **Ensuring Basic Learning Conditions**

1. Joint efforts have been intensified by school-teachers, BRC & CRC Co-ordinators and local VEC, MTA, PTA to ensure regular attendance of the children in schools. The emphasis is laid on creation of a joyful environment and basic learning conditions to attract the children to school. Positive attitudinal changes in teachers, use of appropriate TLM and improved pedagogy ensure better classroom transaction leading to regular attendance and subsequent retention of the children.

2. For encouraging retention of the girl child in the school an innovative scheme, Vidya Laxmi Yojna has been launched in the state where in a bond of Rs.1000/- is purchased in the name of the girl and is handed over to the girl child after she passes Std. VII.
3. Gujarat has already defined the Basic Learning Conditions, both in terms of educational and physical facilities that should be available in every school.
4. Under DPEP and SSA, all the school in the state are being provided with the following Desirable Learning Conditions :
  - Well-designed, airy and child friendly classroo- Drinking water facility
  - Toilets for girls and boys
  - Electrification in school to provide fans and facilitate computer education & DEP
  - Compound wall
  - A small playground
  - Head Master's room
  - TLMs, Sports materials, library books, advanced process indicators, etc
5. Efforts are being made to make the TLM child friendly and self learning oriented. The VEC, teachers and children are constantly being motivated with the help of CRCC, BRCC and DIET. It will be ensured with the help of VCWC / VEC that all the schools have the Desirable Basic Learning Conditions.

( B ) Progress on Ensuring Quality With Equity And Improved Learning Levels

#### **District-wise Progress in Improvement in Achievement Level of Models for Alternative Schooling**

As the Mid Term Assessment Survey has not been undertaken, no data is available to compare the achievement levels of children over the Base Line Survey in DPEP IV districts. However, GCERT has sponsored a series of research projects, named " Profiles of Academic achievement of the Primary school children of Gujarat. Research Projects series GAP-1 (98-99), GAP-2 (2000-01) & GAP-3 (2002-03) were conducted by Bhavnagar University, GCERT & DIETs.

The state level average achievements of the students are as follow:

GAP I : 48.08 %                  GAP II : 49.54 %                  GAP III : 54.14 %

#### • **Monitoring the Learning in Classroom**

**Monthly Achievement Tests** : One cluster in each of the six DPEP districts has been selected where Monthly Achievement Tests will be conducted to assess the achievement levels of the children in various subjects in primary schools.

**Multi-faceted strategies** are being adopted involving school teachers, BRC/CRC Coordinators to ensure that children are attracted to school and enrolled children will attend school regularly. The MTAs/PTAs and VEC are being demonstrated initiative in calling meetings and demanding quality performance from the school.

Classroom sitting arrangements are made with a view to provide maximum attention to the irregular children from poor strata. Sitting arrangements are also periodically changed to provide these children with opportunities to interact with others.

Extra care and attention are being given by the teacher on weak students. The parents are also contacted for sending their children regularly to the school.

Joint efforts have been intensified by school-teachers, BRC & CRC Co-ordinators and local VEC, MTA, PTA to ensure regular attendance of the children in schools. The emphasis is laid on creation of a joyful environment and basic learning conditions to attract the children to school. Positive attitudinal changes in teachers, use of appropriate TLM and improved pedagogy ensure better classroom transaction leading to regular attendance and subsequent retention of the children.

### **Annual Academic Plan At Cluster & Block Level**

BRC and CRC Coordinators have their respective Annual Academic Plans that are developed in consultation with the respective DIETs.

### **Academic Support By BRC & CRC Coordinators**

BRC and CRC Coordinators are providing continuous academic support to the teachers during the monthly meetings as well as during their visits to the schools. On-site guidance is provided by them on tackling the issues of hard spots teaching in an effective manner. Over the years, these institutions have gained recognition for academic and professional excellence in DPEP. Inspired by their success, the institution of BRC and CRC are replicated all over the state, which speaks volumes for their efficacy and academic strength.

Data collection for DISE, submission to District Project Offices of the reports in the prescribed format for monitoring and supervision at block, cluster level and school levels, participation in teleconferences, academic planning for the quarter and month, on-site academic support to teachers during field-visits to schools, organising enrolment drive, conducting meetings of VECs, etc are some of the activities performed by the BRC and CRC Coordinators in the DPEP districts.

### **Measures to improve basic learning conditions in Alternative Schooling**

- A booklet on SSA Guidelines in Gujarati developed and distributed to all VECs in Gujarat to facilitate their participation in DPEP and SSA.
- Activity books for Alternative Schooling developed. In a special workshop organised at Vav AS academy, activity book for Gujarati Std.I to Std.IV. and at Halol AS academy, activity book for Mathematics and EVS (Std.I to Std.IV.) were developed
- For Alternative Schooling System, the learning processes are being further refined to make them comprehensive and student – friendly with the help of GCERT, SRG, DIETs, BRGs and CRGs. With their help, Child friendly TLM and self-learning material is being developed.

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New Delhi  
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- ECCE linked A.S Centers are being opened to facilitate girls saddled with sibling care to continue primary education
- For children dropping out due to economic reasons, e.g. parents' migration, suitable Bridge Course Centers ( from the 15 models developed by DPEP - Gujarat) are opened. Also, special campaigns are organised before the exams to ensure that all children appear in them
- For children remaining out-of-school due to social reasons ,e.g. ignorance and negligence of parents, etc. awareness campaigns are carried out at local level with involvement of VEC,MTA,PTA and PC.
- With the benefit of experience in DPEP II, the Alternative Schooling System is being dove-tailed to suit local requirements to cover out-of-school and irregular children from diverse backgrounds.
- Efforts are being made to make the TLM child friendly and self learning oriented. The VEC, teachers and children are constantly being motivated with the help of CRCC, BRCC and DIET.
- Community mobilization campaigns are organised to involve the local community in the running of an Alternative Schooling Center and urged to generate donations in cash and kind for providing provide educational equipment and other facilities for basic learning conditions.

#### **Mechanism to increase accountability of schools to community**

- For transparency in administration and with a view to involve local community in the running of the school, all schools are displaying the details of various grants received ,viz. School grants,TLM grants,maintenance grants, etc
- For monitoring and supervision at school level, VECs are involved for which the Gujarati version of facilitative framework prepared by NIEPA is used.
- Most importantly, all VECs,MTAs,PTAs and local communities are urged to participate actively in the management of schools through advertisement campaigns on radio,TV ,press, side panels of S T Buses and hoardings at S T Bus Depots.
- Meetings of VECs, MTAs and PTAs are held regularly, the minutes of which are recorded in the register maintained in the schools.

#### **( C) Progress on Enhancing Institutional Capacity And On Project Implementation**

- **Institutional Capacity**
- **Staffing Position at state & district level**  
Both at the state and district levels, the manpower requirement is adequately satisfied. There are no major difficulties in project implementation due to paucity of man power at State Project Office or District Project Offices in DPEP IV districts.
- **Capacity Building Measures**
- **The State Coordinators for various functional areas participate in national level workshops ,orientation programmes and project review meetings.Similarly,district level coordinators for various functional areas participate in state level workshops ,orientation programmes and project review meetings.**

**At District level, regular meetings and other capacity building programmes are organized by DPOs wherein BRC and CRC coordinators are trained by DIETs on various functional areas of the project. The BRC and CRC coordinators train the teachers on academic and other aspects related to universalization of elementary education.**

**Teachers Training in DPEP :** By September, 2004, teachers have been trained for a total of **90,995** man-days in the districts of Kutch, Sabarkantha and Surendranagar. The themes of training were Integrated Muligrade Teaching, preparation of TLM, orientation of teachers, VEC,MTA & PTA on their role in enrolment and retention of children in DPEP, regular attendance, remedial teaching and gender education.. The details are as under :

No.	District	No. of Man-Days for Teachers Training
1	Sabarkantha	56,201
2	Kutch	11,728
3	Surendranagar	23,066
	<b>Total</b>	<b>90,995</b>

- **Coordination between project and mainstream institutions**
- There is a smooth coordination between the project and other mainstream institutions such as Directorate of Primary Education, Directorate of State School Text Book Board, GCERT, GIET and DIETs. The institutions are constantly engaged in DPEP activities for universalization of elementary education in Gujarat. Through active participation in the meetings of Executive Committee, Governing Council and State Resource Groups for various functional areas, these mainstream institutions are providing all the support required of them by the project.

- **Use of Funds For Research**

At the district level, DIETs look after capacity building of BRC and CRC Coordinators in project districts. The funds earmarked for research are fully utilized by the districts.

Based on the need of the district, each DIET undertakes 30 Research Studies per year.

A study has been completed on the causes of low enrolment of girls in blocks Sayala, Muli and Chotila in District Surendranagar.

A study has been completed on the causes of low achievement of Std III students in Mathematics in Districts of Kutchh and Junagadh

Students are evaluated and graded A,B,C,D and E in monthly tests conducted in the selected cluster school under NPEGEL.

- **DIETs provide training, guidance and academic support to the 30 Action Researches undertaken every year in the district by BRC & CRC Coordinators, teachers and lecturers.**

- **Planning & Monitoring Processes**

The planning and monitoring processes are becoming more evidence based at State and District levels and this is clearly reflected in AWP & B.

- **Project Implementation**

- **Fund Availability against AWP & B**

The fund availability has been timely most of the time, except for the current year, during which the Government of India share for the year 2004-05 was released only in October, 2004. However, the timely fund release by Government of Gujarat helped the DPEP project to carry out its activities in good time.

- **AWP & B Implementation**

- The implementation of approved AWP & B has been as per the plans, both at the state and district levels. There have been no major constraints.

- **Revised Allocations**

- The revised allocations are doing fair justice to most of the components of the program.

## **JHARKHAND**

### **(A) Progress On Access**

#### Access to School

One of the objectives of DPEP is to provide according to national norms, access for all children, to primary education classes (I-V), i.e. primary schooling wherever possible, or its equivalent non-formal education. To meet the aforesaid objective schooling facility for primary education has been provided to all eligible habitations in all DPEP districts. Public notice in the Newspapers has also been published to this effect by the DPEP districts. This achievement has been suitably appreciated by the 19<sup>th</sup> Joint Review Mission. The excerpts from the 19<sup>th</sup> JRM w.r.t. universalize schooling access is as below-

"These centers have ensured the enrollment of 2,23,992 children in DPEP district.

Progress in providing a diversity of learning opportunities has been made in all States but Jharkhand deserves special commendation for the pace and thoroughness with-which the expansion has taken place"

"All un-served and eligible habitations have been provided now with facilities, mainly in the form of EGS or other alternative measures"

"Notably, to the credit of implementing authorities and teachers, the EGS/AIE centers were observed to be functioning in full strength"

Along with the efforts to universalize primary education in the DPEP districts steps have been taken to universalize access to pre-primary education by setting up pre-primary centers for un-served habitations.

#### Alternative Education

Strategies have been formulated for meeting the challenges arising out of heterogeneous character of out of school children. Accordingly, non-residential bridge courses numbering 1,349 having enrolling 72,359 children have been established to mainstream never enrolled and dropout children. A total of 80 residential camp schools enrolling 3,931 children have been set-up for the schooling of adolescent girls. A total of 22,465 out of school children were mainstreamed into formal schools in 2003-04.

#### Enrolment

The total enrolment at primary stage in the DPEP districts is 20,76,253 as against the estimated child population of 21,06,443 lakhs. The formal and alternative education enrolment accounted for 13,82,655 and 3,50,742 respectively. The enrollment in private schools is 3,42,856. The enrolment in EGS and Bridge Course are 2,78,383 and 72,359 respectively. The GER for DPEP



districts has increased from 77.4% in 2002-03 to 98.56 percent in 2003-04. The gender and social inequities in enrolments have got abridged.

### Out of School Children

The actions in the direction of ensuring access have facilitated an increase in enrolments and in reducing the number of out of school children. The facts pertaining to enrolment and out of school children as on 31-10-2004 are as below-

i)	Child Population (6-11)	-	21,06,443
ii)	No. of children enrolled	-	20,76,253
iii)	No. of Out of School Children	-	30,190
iv)	Share of out of school Children (in %)	-	1.43

### Dropout

The drop out rate in 2003-04 came down to approximately 44% as compare to 54.73% in 2002-03. A striking feature is that the dropout rates of SC/STs and girls have declined significantly in 2003-04 over that in 2002-03. The transition rates from one grade to the next have shown improvement in the past few years.

#### Dropout Rate till Grade V

Year	Dropout Rate till Grade V				
	Boys	Girls	All	SC	ST
As on 30.09.2002	53.91	55.94	54.73	58.10	55.45
As on 30.09.2003	42.20	46.50	44.20	51.60	46.40

### Basic Learning Conditions

Appropriate interventions have been made to improve basic learning conditions in terms of school facilities, teacher availability and TLM. Schools have been provided with 8,219 para teachers to ensure a favorable teacher pupil ratio. In addition, 5,570 government teachers have been appointed against the vacant post of teachers. The PTR which was 1: 42 in 2002-03 came down to 1: 39 in 2003-04.

### Long term vision for EGS

EGS/AIE centres have been set up in order to meet the goals of universalization of access. However, it is just an evolutionary step towards formal primary schools. The Project Approval Board, GOI in their 47<sup>th</sup> meeting have directed to convert all viable EGS centres into formal schools by 2007. Accordingly, 3,945 EGS in the state as a whole and 1,430 centres in DPEP districts are being converted into primary school with a facility of minimum 2 teachers and 3 room school building along with required teaching learning equipments.

## **(B) Progress On Ensuring Quality with Equity and Improved Learning Levels**

### Measures to improve learning outcomes

On the basis of need assessment a comprehensive programme of teacher training has been developed. The objective is to address both the cognitive and non-cognitive domain of the children. While developing training programme care has been taken to keep in mind the need of regular teacher and para teachers. Strategies and interventions initiated during last two years of the project are as follows:

#### (i) Training of formal school teacher

- a) Subject Specific training modules in English, Maths and Science have been developed.
- b) Master trainers numbering 41,35 and 26 have been trained in Maths, English and Science respectively with the help of whom the CRCCs are being developed for further training and monitoring.
- c) Progress in teacher's training-
  - 13918 teacher have been trained in addressing hard spots in Maths.
  - 8852 teacher have received training in life skill based science training
  - 6813 teachers have received training for effectively teaching English using the direct approach.
  - 68 teachers trained on bridge materials developed in tribal language.
  - 10557 Schools/centers have been covered under worksheet based training.

#### (ii) Training of Community teacher

- a) A 10 day foundation training module has been developed.
- b) A comprehensive classroom based training in worksheets has been prepared.
- c) Para teachers have been tagged with the nearest cluster resource centre.
- d) Para teacher and 7025 EGS teacher have been trained in foundation training.
- e) 141 EGS teachers trained on bridge material developed in tribal language.
- f) 10557 schools/centers have been covered under worksheet based training.

#### (iii) Training in Distance Mode

##### a) Distance Education Courses

Training and capacity building is an on-going process and with a view to supplement training strategies as described above measures have been taken to link the capacity building of teachers with distance education courses of IGNOU. A brief description of progress is as below-

- b) 1255 teachers are receiving training under Certificate In Teaching Primary Mathematics.
- c) 402 teachers are getting trained in English under Certificate In English
- d) 2982 teachers have been enrolled in Certificate In Guidance.
- e) Oriented Para Teachers being enrolled in DPE course & IGNOU

(iv) Radio Programme

Our quality improvement strategies recognize the importance of radio programme in building the capacity of the teachers. Radio programmes aimed at improving the capacity of teacher include a training programme 'Tarang' for community teachers and supporting the monthly recurrent training of teacher at CRC through 'Prerna'.

(v) Developing non-cognitive domain

A balanced development of child requires the proper development of the affective and psychomotor domain. For this teachers and children are trained in yoga, vipasyana and value education. 920 teachers have been trained in Vipasyana Yoga and 30 teachers trained in other Value education. Children course of vipasyana has been conducted in Ranchi and West Singhbhum districts.

For addressing the psychomotor domain, co-curricular activities has been introduced in the school curriculum. These activities start at school level and through the CRC, BRC and District reaches the state level.

(vi) Teaching learning materials

As a support to activity based and child centered teaching & learning, schools have procured kits for science and maths teaching. Similarly, to promote co-curricular activities kits are being procured by the schools.

(vii) Innovative activity

The classroom interaction are being supplemented by following interventions-

- a) Exposure Visit.
- b) Introduction of library hours.
- c) Radio programme of Learning English, Yoga and story- telling.
- d) Life skill based science experiments.
- e) Co-curricular activities
- f) Yoga and meditation.

Monitoring Achievement Levels

Introduction of Curriculum coverage plan, use of worksheet, weekly test, quality tools etc. are measures to ensure accountability towards improving and monitoring of achievement in learning. A number of measures like curriculum coverage plan, subject specific training, life skill based science training and worksheet based training have been undertaken. Teaching aids and kits worth Rs 128.88 lakh has been procured by districts during 2003-04 to improve the quality of teaching and learning. To make teaching and learning child centered, innovative activities like exposure visit, library hour, science day, computer education etc. have been introduced in the

schools. Further, the introduction of calendar of co-curricular activities and yogabhyas / vipasyana/ value education are expected to address psychomotor and affective domain respectively. With a view to ensure the implementation of aforesaid interventions tools for monitoring the quality including learner's achievement have been introduced and are being scaled up in a phased manner.

### Improvement over baseline achievement levels

In order to assess the impact of inputs Mid-term Assessment Survey (MAS) in all project districts was completed in the year 2000-01. An overall increment in learning achievement of grade I and grade V learners both in Language and Mathematics over BAS is given below:

Gender wise Learning Achievement in %

	Grade-I				Grade-V			
	Boys		Girls		Boys		Girls	
	Lang.	Math	Lang.	Math	Lang.	Math	Lang.	Math
BAS	47.80	48.93	44.63	44.51	39.61	34.34	63.35	31.83
MAS	79.49	78.58	78.00	76.07	57.96	49.67	56.50	48.49
<b>Improvement in %</b>	<b>31.69</b>	<b>29.66</b>	<b>33.37</b>	<b>31.56</b>	<b>18.35</b>	<b>15.32</b>	<b>20.15</b>	<b>16.66</b>

### Role of CRC & BRC

The teachers are being appropriately supported by CRC/BRC through

- (i) Capacity building of teachers in the monthly CRC meeting through Distance Education mode in collaboration with AIR.
- (ii) Quality monitoring tools involving CRC, BRC, district & state designed to monitor curriculum coverage plan and addressing hard spots at CRC/BRC level.
- (iii) Trainings at CRC/BRC level.
- (iv) Maintenance of teacher development register by the CRCC.

Measures have been taken to build the capacity of BRC and CRC through following interventions-

- (i) A new module including quality interventions and quality monitoring, tools for training of BRCC has been developed and district level Resource Persons have been trained who in turn are training the BRCCs.
- (ii) A new training module including quality interventions and quality monitoring tools for CRCC developed. 434 CRCCs have been trained on the basis of aforesaid module.

### Pronoting Accountability towards community

Folbwing measures have been taken to improve accountability towards community –

- Constitution of VEC in all Schools/EGS centers.
- Constitution of Mata-Samiti/Mahila Samooh who manage ECE/Jagjagi centers.
- Constitution of Panchayat Education Committee (PEC).
- Constitution of Block Education Committee.

- Orientation of the members VEC, MS, PEC & BEC.
- Training (5 days/7days) of the members of VEC.
- Exposure visit of community members.
- Devolution of power to VEC.
- Launching of innovative programme Navabihan for capacity building and interaction with VEC. Relayed once in a week through All India Radio.
- VEC training for capacity building to function as managers and recurrent one day reflection at PEC level initiated.
- Distribution of 'Kits' to VEC (EGS/GSA) which includes printed material (booklets) on UPE, Role of VEC, Use of grants etc.

### **(C) Progress on Enhancing Institutional Capacity**

#### Staffing Position

District Primary Education programme is being implemented under the overall supervision of State Project Office headed by the State Project Director and six District Project Offices headed by full time District Programme Co-ordinators.

Staff Position (Key personnel):

State Project Office	: Sanctioned - 12	District Project Office	: Sanctioned - 121
	: In position - 12		: In position - 93

Structures have been created right from school level to state level. State resource group, District resource group, Block resource group and Cluster resource groups are support-structures created under DPEP, Jharkhand to institutionalize academic support respectively at State, District, Block and Cluster levels. As a policy initiative full time CRC co-ordinator in CRC and full time resource persons in BRC have been placed to deliver services expected from them.

#### Capacity Building

New modules developed for the training of BRCCs, CRCCs and VEC members have focus on monitoring of quality indicators. The system put in place by DPEP works on the principle of appropriate and timely delivery of academic support to sub-structures below.

#### Institutionalizing Process

Regular reflection cum-planning meeting/recurrent training at school, cluster, block, district and state level gives primacy to collective decision making which is another measure to institutionalize the DPEP processes and initiatives.

Creating and strengthening the vertical as well as lateral linkages in DPEP structures further help ensure the institutionalization of the academic processes. Quality tools developed have an objective of monitoring the curriculum coverage, identification of hard spots and monitoring of their redressal at various levels. Teacher development register formats are so designed as to

monitor how the inputs in various training are being used by the teacher to improve classroom interaction. Distance Education Courses of IGNOU serve to support and provide the necessary continuity to the trainings organized.

Another step towards institutionalizing the academic support is the use of distance education mode. Following Radio Programmes are used for strengthening of support structures created under DPEP

i) Tarang:

The weekly programme 'Tarang' is broadcast under the distance education programme for this purpose. The teachers of alternative schools are benefited by this programme too. Each episode is followed by questions which the teacher is expected to share in the CRC meetings.

ii) Prerna :

Under DPEP, SSA, Janshala and Aus-aid every month a one day training for teachers/ community teachers are organized. The broadcast of "Prerna" is done twice a month for rendering regular support to such programmes.

### Planning process & structure

DPEP is a multifaceted programme for ensuring primary education of satisfactory quality to all children in project districts. Partners in this programme include community at one end and the government on the other. Approaches and strategies to realize goals include several packages of interventions to address the issues of access, retention and quality. This requires a decentralized and participatory system of decision making and delivery mechanism. This requirement is being met through creating appropriate structure and process at different levels.

State project offices provide required technical support for planning and implementation of AWP&B to districts.

District project office with the support of BRC, CRC and VEC ensures the implementation of annual work plan and budget. DPO is fully equipped and well staffed to meet its responsibility.

BRC is headed by the Block education officer and has all facilities for residential training. BRCs have resource persons and a couple of staff. BRCCs as well as resource persons are well trained to implement and monitor the activities approved under plan.

CRCs are having full time co-ordinator and their proximity with schools places them in unique position. CRCCs have been trained on monitoring quality indicators, organizing CRC meeting and providing on-job support to teachers.

VEC is the key community institution and school/village level activities are implemented by them. The training of VEC is an exercise in developing them as managers of school.

### Management Information System (MIS)

The Management Information System units both in SPO and DPOs are adequately equipped and staffed. Collection, compilation and validation of DISE data is a annual feature. The activities associated with the system of data collection, compilation and analysis are as below-

- a) Printing and distribution of data capture format (DCF).
- b) Training to teachers and CRC co-ordinators on DCF.
- c) Collection of DCF and cross checking the data at CRC and BRC level.
- d) Computerization of DISE data at district level.
- e) Removal of inconsistencies and compilation of data.
- f) Report generation and forwarding it to SPO.
- g) Compilation at state level and generation of report and forwarding it to GOI.
- h) Sharing of DISE data at different levels.

DISE data are used for analyzing the situation and preparing the work plan. It is also used for evaluating the changes in educational indicators like gender and social indexes, retention rate, enrolment ratios, achievement levels etc.

### Fund Release

The position of central and state shares due and corresponding releases against them is as below-

Approved Budget (2004-005)- 14184.09 lakhs

### Share due

Central - 12056.48 lakhs  
State - 2127.61 lakhs

### Datewise Releases

(Rs. In Lakhs)			
Date of receipt	GOI Releases	Releases GOJ	TOTAL
24/08/2004	6145.00	-	6145.00
29/10/2004	-	1680.00	1680.00
<b>Total</b>	<b>6145.00</b>	<b>1680.00</b>	<b>7825.00</b>

### Improving Expenditure

On receipt of releases the state project office disburses the funds to districts without any delay. Availability of adequate funds at the disposal of districts has been one of the important factors in accelerating the pace of expenditure during previous years. Month-wise target setting and participatory review mechanism along with filling up of key vacant post under DPEP have further helped in accelerating the pace of expenditure.

### Year wise Expenditure Status (Rs. In Lakh)

Name of Implementing agency					
Bihar Education Project Council, Patna			Jharkhand Education Project Council, Jharkhand		
1997-98	-	169.24	2001-02	-	1676.10
1998-99	-	1321.63	2002-03	-	5028.58
1999-00	-	2022.49	2003-04	-	7187.18
2000-01	-	1272.36	2004-05	-	4009.54 (As on 31-10-2004)

## ORISSA

### A. Progress on Access Objectives:

In order to fulfil the three objectives towards universalisation of access to primary education, DPEP, Orissa has made progress in different frontiers in the eight DPEP Phase-II district during 2003-04 over the previous year 2002-03 as detailed below :

#### □ Enrolment:

The enrolment figures in the DPEP-II districts given in Table-I shows slight increase in the total enrolment (0.10%) during 2003-04 session over that of the previous year. While four districts record more than 10% rise in enrolment figures the other four districts decline in enrolment is observed. During 2004-05, these later four districts have been focussed for enhancing the enrolment figures.

**Table - 1**  
**Increase in Enrolment of Primary Schools of DPEP-II districts in 2002-03 and 2003-04.**

District	Enrolment in 2002-03	Enrolment in 2003-04
Boudh	49740	56306
Kandhamala	153499	119807
Koraput	171192	189950
Malkanagiri	110826	94617
Mayurbhanj	338175	332209
Nabarangpur	144429	165871
Nuapada	79298	93051
Sonepur	77284	73642
<b>Total</b>	<b>1124443</b>	<b>1125453</b>

Although the increase in enrolment seem to be quite meager (0.10%) during the last year, but the overall increase in enrolment over the base year of 2001-02 has been around 21.9%.

#### □ Girls Enrolment:

There has been an increase of 1.74% in the overall girls' enrolment in one year. The increase in girls enrolment figure in Nuapada, Nabarangpur, Koraput and Boudh were more than 10%.

**Table - 2**

**Enrolment of Girls in Primary School of DPEP-II districts in 2002-03 and 2003-04**

District	Enrolment in 2002-03	Enrolment in 2003-04
Boudh	24263	27563
Kandhamala	71695	56695
Koraput	78488	87427
Malkanagiri	48986	43212
Mayurbhanj	153102	152478



Nabarangpur	66003	78400
Nuapada	37375	44890
Sonepur	38004	36254
<b>Total</b>	<b>517916</b>	<b>526919</b>

The total increase comes to merging 1.74%, while the increase from the base year of 2001-02 has been 11.48%.

□ **Enrolment of Tribal Children**

In contrast to the overall enrolment trend, the enrolment of tribal children during 203-04 recorded an impressive 21.89% increase over that in the previous year.

District	Enrolment in 2002-03	Enrolment in 2003-04	Increase (in %)
Boudh	7049	7084	0.50
Kandhamala	67530	66210	-1.95
Koraput	76852	104347	35.78
Malkanagiri	62284	57191	-08.18
Mayurbhanj	150944	206724	36.95
Nabarangpur	75895	93636	23.38
Nuapada	25038	33892	35.36
Sonepur	7647	7721	01.00
<b>Total</b>	<b>473239</b>	<b>576805</b>	<b>21.89</b>

□ **Reducing Gender gap in Enrolment:**

DPEP's efforts in reducing gender gap in enrolment has been effective as can be observed from the following table. During one year there has been considerable decrease and nearly all of the districts are in a position of achieving the project objective in this regard.

**Table-4**  
**Gender Gap in Enrolment in DPEP-II districts in 2002-03 and 2003-04.**

District	Gender Gap in 2002-03	Gender Gap in 2003-04
Boudh	2.44	2.10
Kandhamala	6.59	5.36
Koraput	8.30	7.95
Malkanagiri	11.60	8.66
Mayurbhanj	9.45	8.20
Nabarangpur	8.60	5.47
Nuapada	5.74	3.52
Sonepur	1.65	1.54
<b>STATE</b>	<b>5.45</b>	<b>4.48</b>

□ **Extent of out-of-school children in 6-11 years age group:**

The extent of out-of-school children out of the total 72,41,940 children in the age group of 6-14 (in Orissa it is 5+ to 13+) have been estimated to be 3,16,479 during 2003-04 i.e. about 4.4.% of the total school-age children were out of school. Out of this 44,291 were in 6-11 (in Orissa 5+ to 10+) age group, i.e., nearly 14% of the total out of school children were of primary school going age. Again out of the school children in 5 to 10 years age group 10,513 i.e., about 24% were in the DPEP expansion districts.

**Table - 5**

Sl. No.	Districts	Child Population (2003-04)								
		5-10 Yrs.			11-13 Yrs.			5-13 Yrs.		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
	<b>DPEP-II</b>									
1	<b>BOUDH</b>	27630	26261	53891	11026	9375	20401	38656	35636	74292
2	<b>KANDHAMAL</b>	57283	50238	107521	26972	22576	49548	84255	72814	157069
3	<b>KORAPUT</b>	88445	75765	164210	42425	30909	73334	130871	106673	237544
4	<b>MALKANGIRI</b>	44276	37088	81364	23032	18043	41075	67308	55131	122439
5	<b>MAYURBHANJ</b>	166895	140602	307497	69104	55734	124838	235999	196336	432335
6	<b>NAWARANGPUR</b>	75837	67905	143742	40724	31431	72155	116561	99336	215897
7	<b>NUAPADA</b>	41742	38618	80360	24351	19955	44306	66093	58573	124666
8	<b>SONEPUR</b>	38897	37437	76334	14076	12958	27034	52972	50396	103368
	<b>Total</b>	<b>541005</b>	<b>473914</b>	<b>1014919</b>	<b>251710</b>	<b>200981</b>	<b>452691</b>	<b>792715</b>	<b>674895</b>	<b>1467610</b>
	<b>State TOTAL</b>	<b>2654587</b>	<b>2422455</b>	<b>5077042</b>	<b>1163601</b>	<b>1001297</b>	<b>2164898</b>	<b>3818186</b>	<b>3423754</b>	<b>7241940</b>

Sl	Districts	Enrollment (Including Egs)								
		5-10 Yrs.			11-13 Yrs.			5-13 Yrs.		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
<b>DPEP-II</b>										
1	BOUDH	27372	26019	53391	9280	7847	17127	36652	33866	70518
2	KANDHAMAL	56629	49662	106291	22544	19139	41683	79173	68801	147974
3	KORAPUT	87444	74931	162375	36120	26098	62218	123564	101029	224593
4	MALKANGIRI	43462	36407	79869	17828	13810	31638	61290	50217	111507
5	MAYURBHANJ	165450	139394	304844	59798	48140	107938	225248	187534	412782
6	NAWARANGPUR	74707	66913	141620	33335	25696	59031	108042	92609	200651
8	NUAPADA	41629	38515	80144	23589	19311	42900	65218	57826	123044
9	SONEPUR	38661	37211	75872	12730	11644	24374	51391	48855	100246
<b>Total</b>		<b>535354</b>	<b>469052</b>	<b>1004406</b>	<b>215224</b>	<b>171685</b>	<b>386909</b>	<b>750578</b>	<b>640737</b>	<b>1391315</b>
<b>STATE TOTAL</b>		<b>2631269</b>	<b>2401482</b>	<b>5032751</b>	<b>1017022</b>	<b>875688</b>	<b>1892710</b>	<b>3648291</b>	<b>3277170</b>	<b>6925461</b>

SL. NO.	DISTRICTS	<b>OUT OF SCHOOL CHILDREN</b>								
		5-10 Yrs.			11-13 Yrs.			5-13 Yrs.		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
<b>DPEP-II</b>										
1	BOUDH	258	242	500	1746	1528	3274	2004	1770	3774
2	KANDHAMAL	654	576	1230	4428	3437	7865	5082	4013	9095
3	KORAPUT	1001	834	1835	6305	4811	11116	7307	5644	12951
4	MALKANGIRI	814	681	1495	5204	4233	9437	6018	4914	10932
5	MAYURBHANJ	1445	1208	2653	9306	7594	16900	10751	8802	19553
6	NAWARANGPUR	1130	992	2122	7389	5735	13124	8519	6727	15246
7	NUAPADA	113	103	216	762	644	1406	875	747	1622
8	SONEPUR	236	226	462	1346	1314	2660	1581	1541	3122
<b>Total</b>		<b>5651</b>	<b>4862</b>	<b>10513</b>	<b>36486</b>	<b>29296</b>	<b>65782</b>	<b>42137</b>	<b>34158</b>	<b>76295</b>

The number of Out of School children in the state as on 1<sup>st</sup> April 2004 was 316479. However with the additional enrollment of 79360 children (Formal Pry. Schools-29257, Formal Upper Pry. Schools-9352, EGS centers-40505 and AIE Centres -516) between 1<sup>st</sup> April and 31<sup>st</sup> August 2004. The number of out of School children of the state as on 1<sup>st</sup> September 2004 has been reduced to 236849.

Providing access to 3,16,479 out-of-school children a strategy as outlined below is being pursued in the state both at primary and elementary level.

- \* opening of 55 NPS targeting to enroll 1650 more children
- \* opening of 1404 NUPS targeting to enroll 2015 (45,198 existing enrolment) more children.
- \* EGS centres to provide enrolment to 1,00,215 children
- \* AIE centres to provide enrolment to 1,58,627 children
- \* out of the remaining 54, 472 children
  - 33,157 are to be enrolled in 43,618 primary schools and
  - 21,315 are to be enrolled in 14,171 Upper Primary Schools

### Target Enrolment in AIE Centres

Type of AIE centres	Targeted Enrolment
Back to School (Non-Residential)	78,881
Bridge Course (Non-Residential)	37,527
Bridge Course for Boys (Residential)	5400
Bridge Course for Girls (Residential)	10015
Bridge Course for Girls (Non-Residential)	6384
Adolescent Girls Camp (Residential)	4687
Residential camp for children of Migrant families	9915
AIE for Urban Children, Platform Children, Mini School	5818
<b>Total</b>	<b>158627</b>

□ **Status of single teacher schools:**

There are 6949 nos. of primary schools with single teacher in the state i.e. nearly 20% of the total number of primary schools. In the eight DPEP expansion districts 2582 number of out of total 9549 primary schools (i.e. around 27%) are single teacher schools. Steps have already been initiated to provide at least another teacher during this calendar year.

□ **Mainstreaming of out-of-school children:**

Since the EGS programme which were launched in 2001-02 session, the graduates from these centres are expected to come to the mainstream at the beginning of 2005-2006 academic session. However, with the upgradation of 56 EGS centres to primary and upper primary school during 2003-04 in the 8 DPEP-II districts 2536 children have automatically come into the mainstream.

□ **Pupil-Teacher Ratio (PTR)**

**The Pupil-Teacher Ratios (PTR) in the DPEP-II districts during 2003-04 are given in Table - 6.**

**Table - 6  
Pupil-Teacher Ratio in DPEP-II districts**

District	Enrolment in primary classes	Teacher in position	PTR
Boudh	56306	1234	45.63
Kandhamala	119807	2902	41.28
Koraput	189950	3312	57.35
Malkanagiri	94617	1837	51.51
Mayurbhanj	332209	6231	53.32
Nabarangpur	165871	2652	62.55
Nuapada	93051	1799	51.72
Sonapur	77284	1627	47.50
Total	1125453	21594	52.12
State	4543800	97213	46.74

To obviate these adverse ratios in the districts, teacher rationalisation and engagement of additional 22000 teacher is now in final stage and is expected to be completed within a month or two.

□ **Expansion of Access for Difficult-to-reach children:**

- The identification of difficult to reach children has been based on household survey conducted during 2003 and all the strategy planning for such children are based on these data. Estimated number of such children so far identified are 2,58,842 in 5 to 13 years age group i.e. nearly 4% of the total child population in this age group throughout the state.
- Several categories of the out of school children have been identified such as,
  - \* school drop outs
  - \* Adolescent girls
  - \* Children of migratory families
  - \* Working children in urban areas
  - \* Platform children

To meet the educational needs of various types of such children different AIE strategies have been adopted in the state like :

- Back-to-school (non-residential)
- Bridge courses (Residential and Non-residential for different age groups)
- Bridge courses for Girls
- Adolescent girls camp (Residential)
- Mini schools for scattered habitations
- Platform schools, schools for children in red-light areas

The choice of model is contingent upon the typical needs and characteristics of a particular group. The detailed outline of the strategy for providing access have been given earlier.

□ **Basic learning conditions are addressed with the starting of AIE/EGS centres:**

- Teachers (EVs) are selected by VEC from its locality to ensure regular attendance and community control.
- Teachers (EVs) are provided 30 days induction training followed by 30-days inservice teaching-learning process in these centres.
- CRCC, Headmaster/Senior Teacher of the nearby formal school and BRGs are being engaged in continuous monitoring and providing academic support to these centres.
- Timing of these centres are determined as suitable to the target group subject to the norm of minimum four working hours a day.
- The community gives written undertaking to ensure adequate learning space and essential facilities like safe drinking water for the centre

- Provision of teaching-learning materials including free textbooks, reading writing material is a part of the total assistance provided by DPEP/SSA as a prior condition to start such a centre.

**A. Progress on Ensuring Quality with Equity and Improved Learning Levels :**

□ **Extent of district-wise progress against the baseline levels :**

The Mid Term Assessment Study (MAS) which has been entrusted to the Directorate of Teacher Education and SCERT, Orissa is under progress, the results of which are yet to be finalised and are expected by the end of this calendar year. Thereafter, the required information on the progress in learning achievements in each district-gender-wise, category-wise (i.e., SC & ST and other socially disadvantaged groups) and locality-wise - can emerge in exact quantitative terms.

□ **Monitoring progress in Achievement Levels in the districts :**

At the district level, the progress in achievement levels are being monitored in three ways.

- the results of the common annual examination which is being conducted in each district with a common set of questions are compiled, cluster and block-wise, using a system called Learning Achievement Tracking System (LATS). This becomes the base-line for the academic year for monitoring the progress at the school and cluster levels. The LATS records the average scores in each subject in each grade in every school along with classifying the learners in different classes and in each subject in four levels of achievement school-wise so that it becomes convenient to use for regular monitoring.
- Using LATS as the baseline, the continuous evaluation through unit tests in each subject at regular intervals are being conducted so that the learning progress can be monitored on monthly basis by the concerned CRCCs and other supervising personnel. The focus is being given on poor performing schools for close monitoring.
- The quarterly review of quality aspects including the progress of learning achievement has been initiated through EMIS introduced in SSA.

Although the multigrade situation is prevalent in quite a large number of the schools, the conduct of unit and annual examinations are done subject-wise and grade-wise in which the teachers have been trained as stated above. Information from LATS combined with the results of unit tests and the records of non-cognitive evaluation are being used for monitoring the learning progress in such situations.

□ **Annual Academic Plan at Cluster and Block-levels :**

Each school has been categorised as A,B,C or D according to the existing infrastructural facilities as well as academic activities using a School Categorisation Format developed at the state level. Combined with the information from the Categorisation Format the

information provided by the LATS are used to prepare institution based activity schedule for the academic session. Basing on the activity schedule, academic plans, at the cluster and block levels are being developed which help in development of the AWP & B for the respective year.

The BRCCs & CRCCs have been trained and are now encouraged for preparation of such academic plans at cluster and block levels.

□ **Support of CRC & BRC for facilitating learning and assessment of people:**

BRCs and CRCs are now emerging as resource centres to provide academic support to teachers. It has been made mandatory for each CRC Coordinator to visit each school and EGS in his area of function at least 2 complete working days in a month. Similarly, BRCC is also to visit at least 20% of the schools preferably the poor performing schools during each month in which the coordinator is to provide onsite support in facilitating teaching learning process in the classroom and also to develop Teaching Learning Materials as well as in assessing pupils' learning progress.

The BRCCs & CRCCs who have been engaged have been provided intensive orientation on how to provide support to the teachers and to increase the resources of the centres. Time to time they have been oriented on different types of academic interventions. The BRCCs have also been encouraged to develop need-based short-term training packages with the help of DRGs & BRGs after identifying the needs of the teachers. The need assessment is being done by the BRCCs and CRCCs through use of the LATS and the experience gathered during school visit. Basing on the identified hard-spots and developing short term modules they are also making efforts to conduct short term orientation programme on the hard spots with the help of DRGs and DIETs.

**Some of the major activities carried out by the BRCCs since July, 2004 are**

- Compilation and sharing of LATS at the block and cluster level
- Identification of hard spots and development of time based modules with the help of DRGs and BRGs
- Development of activity plans for the blocks through compilation of the cluster level plans.
- Conducting TLM workshop and developing model TLMs to be kept at BRCCs as an effort to strengthen the resource centres.

Besides, these activities, they are making regular visits to the schools to provide onsite support as stated earlier.

□ **Improving basic learning conditions in the alternative schooling system in enhancing learning outcomes:**

For maintaining quality of learning and enhancing learning outcome in the alternative schooling system like EGS & AIE, so as to bring them at par with the learners in the formal system following measures have been adopted in such institutions.

- Community involvement in providing adequate learning space, ensuring enrolment and regular attendance by all eligible children and regular attendance of

teacher/EVs, providing support to teachers in preparation and collection of TLMs and periodical sharing of learners' progress are being ensured.

- Basic learning materials like textbooks, contextual TLMs, minimum equipments have been provided to these centres.
- Bridge course materials ('Samyukta') appropriate for AIE centres have been developed and the EVs have been oriented in using these materials by the learners.
- The EVs engaged in these centres are regularly oriented on learning management processes particularly in multigrade and multi-level situation.
- The learning achievement of the learners in these centres are monitored through LATS and EMIS. Besides, the BRCC and CRCCs, the headmaster or senior teacher of the nearby primary or upper primary school has been authorised to visit these centres at least once (on full working day) in a month to assess learners progress and to provide onsite support to the EV.

□ **Accountability of the schools to the community in terms of learning outcomes:**

It has been a part of the school activity to share the results of each test with the parents and VEC members whether it is annual or an unit test. This is being pursued vigorously and is expected to institutionalise this practice in near future, once the community is empowered through the above process.

**B. Progress on Enhancing Institutional Capacity and on Project Implementation:**

□ **Enhancing Institutional capacity**

- **Staffing position at the State and District Project Offices:**

Staff Position				
SI No	Proposed post (SSA)	No of Sanction Post	In Position	Vacancies
1	State Project Director	1	1	
2	Additional Director (Gen)	1	1	
3	Additional Director (Planning)	1	1	
4	Additional Director (TT)	1	1	
5	Administrative Officer	1	1	
6	Joint Director EGS&AIE	1	1	
7	FA&CAO	1	1	
8	State Project Engineer	1	1	
9	Asst. Director (Planning)	1	1	
10	Asst. Director (Pedagogy/TB&C)	1	1	
11	Asst. Director (EGS&AIE)	1		1
12	Asst. Director/System Analyst (MIS)	1	1	
13	Asst. Director ( Girls Education)	1		1
14	Asst. Director (SC&ST Educatiion.)	1		1



15	Asst. Director (Media & Community Mobilisation)	1	1	
16	Asst. Project Engineer	1	1	
17	Junior Engineer	1	1	
18	Distance Education Coordinator	1	1	
19	Finance Officer Level-II	1		1
20	Programmer (MIS)	3	3	
21	Programmer (Computer Maintenance)	1	1	
22	Private Secretary	1	1	
23	Stenographer	4	4	
24	Senior Programme Asst.	5	5	
25	Data Entry Operator	3	2	1
26	Accountant	4	4	
27	Senior Office Asst.	5	3	2
28	Peon	5	5	
29	Night-watchman	1		1
30	Sweeper	1		1
31	Driver	3	3	
<b>SIEMAT</b>				
32	Director SIEMAT	1		1
33	Deputy Director/Asst. Director Edn.	1		1
34	Research Associate	1	1	
35	Training Asst.	3	3	
36	P.S. to Director	1		1
37	Librarian	1		1
38	Peon	2	2	
39	Watchman	1		1
40	Driver	1	1	
41	Sweeper	1	1	
	<b>Total</b>	<b>68</b>	<b>54</b>	<b>14</b>
<b>Staff Structure Under DPEP</b>				
Sl No	Name of the Post	No. of Post	In Position	Vacancies
1	Dy. Director R&E	1	1	
2	Office Asst.	4		4
3	Accountant	4	4	
4	Cashier	1	1	
5	Programmer-cum-Training Officer	1	1	
6	Data Entry Operator	3	3	
7	Media Coordinator/Consultant	1		1
8	Despatcher	1	1	
9	Driver	2	2	
10	Night Watchman-cum-	1		1

	Chawkidar			
11	Sweeper	1	1	
12	Dak Peon	1	1	
13	Peon	3	2	1
	<b>Total</b>	<b>24</b>	<b>17</b>	<b>7</b>

**Reconstruction of School Building Programme (RSBP) (Till 31.5.2005)**

Sl No	Name of the Post	No. of Post	In Position	Vacancies
1	Financial Advisor	1		1
4	Technical Consultant (JE)	2	2	
5	Programmer	1	1	
6	Data Entry Operator	1		1
7	Stenographer-cum-DEO	1		1
8	Peon	2		2
	<b>Total</b>	<b>8</b>	<b>3</b>	<b>5</b>

**Additional Staff at SPO for DPEP Expansion Districts**

Sl No	Name of the Post	No. of Post	In Position	Vacancies
1	<b>Dy. Director R&amp;E</b>	<b>1</b>	<b>1</b>	
2	<b>Office Asst.</b>	<b>4</b>		<b>4</b>
3	<b>Accountant</b>	<b>4</b>	<b>4</b>	
4	<b>Cashier</b>	<b>1</b>	<b>1</b>	
5	<b>Programmer-cum- Training Officer</b>	<b>1</b>	<b>1</b>	
6	<b>Data Entry Operator</b>	<b>3</b>	<b>3</b>	
7	<b>Media Coordinator/ Consultant</b>	<b>1</b>		<b>1</b>
8	<b>Despatcher</b>	<b>1</b>	<b>1</b>	
9	<b>Driver</b>	<b>2</b>	<b>2</b>	
10	<b>Night Watchman-cum- Chawkidar</b>	<b>1</b>		<b>1</b>
11	<b>Sweeper</b>	<b>1</b>	<b>1</b>	
12	<b>Dak Peon</b>	<b>1</b>	<b>1</b>	
13	<b>Peon</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>Total</b>	<b>24</b>	<b>17</b>	<b>7</b>

• **Staff Position in DPO in DPEP-II (Expansion District)**

Name of the Posts	No. of Sanctioned Posts	Boudh		Kandhamal		Koraput		Malkangiri		Mayurbhanj		Nawarangpur		Nuapada		Sonepur	
		In Position	Vacancies	In Position	Vacancies	In Position	Vacancies	In Position	Vacancies	In Position	Vacancies	In Position	Vacancies	In Position	Vacancies	In Position	Vacancies
District Project Coordinator	1	1		1		1		1		1		1		1		1	
Coordinator, Civil Works	1		1	1			1		1	1	1	1			1	1	
Coordinator, P.I.&SC&ST Education	1		1		1	1		1		1		1		1			1
Coordinator, Planning	1	1		1		1		1		1		1		1		1	
Coordinator IED, Media	1	1		1		1			1	1			1	1		1	
Coordinator Girls Education ECCE	1	1		1		1		1		1		1		1		1	
Community Mobilisation																	
Programmer - MIS	1	1		1		1		1		1		1		1		1	
Financial Consultant	1	1		1		1		1		1		1		1		1	
Jr.Engineer	1 per Block	3		6		6		7		11		6		4		4	
Data Entry Operator	2/3	1	1	1	1	3		2		3		2		1	1	2	
Accountant	1		1		1	1		1		1	1	1		1		1	
Cashier	1	1			1	1		1		1		1		1			1
Jr. Steno	1	1			1	1		1		1			1	1			1
Office Asst.	2	1	1	2		2		2			2	1	1		2	2	
Programme Asst.	2	2		2		2		2		2		2		1		2	
Peon	2	2			2	2		1	1	2		2		2		1	1
Sweeper-cum-Watchman	1	1			1	1		1		1		1		1		1	
<b>Total</b>		<b>17</b>	<b>6</b>	<b>18</b>	<b>8</b>	<b>25</b>	<b>2</b>	<b>20</b>	<b>7</b>	<b>23</b>	<b>10</b>	<b>18</b>	<b>8</b>	<b>17</b>	<b>8</b>	<b>20</b>	<b>4</b>

• **Regarding Capacity Building of Institutions:**

- **SCERT & DIETs**

Conduct of all the types of teaching training under DPEP and SSA have been entrusted to SCERT-DIET/STS network in the state. To facilitate this, an unit 'State Resource Unit in Pedagogy (SRUP)' has been created at SCERT with funding from OPEPA.

With support from DPEP & SSA, SRUP is not engaged in involving faculty members of SCERT and DIETs in the quality enhancement efforts in elementary education of the state.

The faculty members of DIETs are exposed to various interventions of DPEP and SSA in and out of the state with the objective of their empowerment.

- **BRC & CRC**

For strengthening the resource centres (BRC & CRC) at the grassroot level, the following activities have already been undertaken.

- \* Building for BRCs & CRCs are completed or are in process of completion which shall provide adequate space for the resource centre.
- \* The BRCCs & CRCCs have been oriented regarding their roles and responsibilities particularly the process of strengthening a resource centre.
- \* Selected BRCCs have been exposed to innovative practices like Rishi Valley Model of multigrade & multi-level teaching, community mobilisation of MV Foundation.
- \* Several BRCCs have conducted TLM workshops for developing innovative TLMs as resource materials.
- \* Data base for the respective block and cluster has been created at each BRC and CRC.
- \* The CRCCs & BRCCs are also developing Annual Activity Schedules as well as the cluster and block Level Annual Plan.

□ **Coordination between project and main-stream Institutions:**

• **At the State Level**

Institutions at the state level like Directorate of Elementary Education, Directorate of TE & SCERT are closely associated with day-to-day activities of project. Incidentally, the State Project Director at present holds the charge of Directorate of Elementary Education which held in accelerating the project implementation on different fronts.

Other state level institutions at the Govt. and Non-Govt. sectors are also actively converging with the State Project Office for holistic implementation of the programme.

• **At the district Level**

At the district level the main-streaming institutions like the District Inspectorate of Schools are being provided adequate support by the project for proper coordination and implementation of the project activities at the grassroot level. The support that has been provided by the District Project Offices includes, mobility, Rs.300/- per month towards maintenance of mobile phones and Rs. 1000/- per month towards contingent expenses.

All the D.I. of Schools of the State have been provided one-day orientation on different project interventions vis-à-vis their roles and responsibilities by the State Project Office. In the monthly review meeting taken up at the State level, both DI and DPCs participated.

At the block level, the BRCCs and the mainstreaming Sub-Inspector of Schools are now interchangeable posts in the state so that both the officers are taking equal interest in the project activities.

□ **Research**

Several short-term projects and action research have been conducted by the DIET faculty members and teachers at the district level. At the state level major research studies including Mid Term Assessment are being funded by the project. The research findings are being used at two levels :

1. While preparing Annual Work Plans particularly in planning pedagogic activities.
2. For enriching the practices at the school level.  
For this purpose sharing of the research findings are done both at the state and district level.

### Planning & Monitoring Process:

Besides, the extensive use of data for planning and monitoring, these two processes are now becoming more evidence-based like

- participation of stake-holders from the grassroot level and making the plan more contextual and need-based through the process like micro-planning, focussed group discussion and sharing of Stake-holders, analysis etc. This percolates to the district level and is used in the preparation of Annual Work Plan and Budget ultimately.

### New initiatives in MIS :

- While DISE, PMIS and EMIS have been the basis for data collection for different purposes using the prescribed formats. DPEP Orissa is ensuring different processes for data validation. It includes 100% data checked at the CRC level, 20% at the BRC and 5-10% by the district and state monitoring groups.

### Project Implementation:

#### Funds released by GOI & GOO upto 31.10.2004

(Rs. in lakhs)

Year	GOI	GOO	Total
2001-02	1500.00	63.00	1563.00
2002-03	1600.00	150.00	1750.00
2003-04	5175.58	765.29	5940.87
2004-05	991.03	482.1	1473.13
<b>Total</b>	<b>9266.61</b>	<b>1460.39</b>	<b>10727</b>

#### Year-wise funds released to districts under DPEP-II

(Rs. in lakhs)

Sl No	District	EFC approved cost	2001-02	2002-03	2003-04	2004-05	Total
1	Boudh	3161.77	59.95	166.9	361.96	75.23	664.04
2	Kandhamala	3994.15	93.73	223.58	550.41	200.00	1067.72
3	Koraput	3999.86	189.2	319.19	791.53	143.24	1443.16
4	Malkanagiri	3763.05	104.97	282.19	639.19	87.66	1114.01
5	Mayurbhanj	3999.98	145.43	376.76	740.63	242.78	1505.60
6	Nawarangpur	3939.08	126.57	502.42	602.43	130.00	1361.42
7	Nuapada	3143.32	76.76	216.34	434.61	280.00	1007.71
8	Sonepur	3433.39	112.86	191.38	347.91	71.00	723.15
	<b>Total</b>	<b>31380.30</b>	<b>909.47</b>	<b>2278.76</b>	<b>4468.67</b>	<b>1229.91</b>	<b>8886.81</b>

# RAJASTHAN

## Introduction :

The District Primary Education Programme (DPEP) in Rajasthan is being implemented with the sole objective to help achieve the objective of Universal Primary Education (UPE) through developing and implementing a replicable, sustainable and cost-effective programme in all the 19 DPEP districts. The specific objectives designed under DPEP are -

- (i) To reduce differences in enrolment, dropout and learning achievement among gender and social group to less than 5%.
- (ii) To reduce overall primary dropout rates for all students to less than 10%.
- (iii) To raise average achievement levels by at least 25% over measured baseline levels and ensure achievement of basic literacy and numeracy competencies and a minimum of 40% achievement levels in other competencies by all primary school children.
- (iv) To provide according to national norms, access for all children to primary education classes (I- V), i.e. primary schooling wherever possible, or its equivalent non-formal education.

In addition, the programme focuses on strengthening the capacity of state and district institutions and organizations in relation to planning, management and evaluation of primary education.

The State has made all possible efforts through various strategies and interventions to achieve the objectives mentioned above. The principle of community participation and convergence with other Government and social agencies has been followed very strictly in all the areas, i.e. school infra structure (including school buildings, additional class rooms, rooms for EGS Centres/ ASs, buildings for BRCs and CRCs, toilets, drinking water facilities, minor and major repairs, ramps, railings, etc.), enrolment, retention, quality education, capacity building of teachers and institutions, etc. A lot of work has been done under different components of the programme in all the 19 DPEP districts. However, more specifically, the following objectives have been focused :

- (A) Expanding access for all 6-11 age group children to primary education classes (1 to V).
- (B) Ensuring quality with equity and improved Learning Levels,
- (C) Enhancing Institutional Capacity.
- (D) Making project implementations result oriented.

The detailed progress on the status of the DPEP outcomes in terms of TOR is given at annexures I to IV.

### (A) Progress on Access- Objectives

- (i) *to reduce differences in enrolment, dropout and learning achievement among gender and social groups to less than 5%*
- (ii) *to reduce overall primary dropout rates for all students to less than 10%*

- (iii) *to provide, according to national norms, access for all children, to primary education classes (I-V), i.e. primary schooling wherever possible, or its equivalent non-formal education.*

#### **Issues :-**

The progress with reference to the base line year 2003 with regard to outcomes in terms of enrolment and reduction of drop-out with reference to Gender, SC, ST shows considerable improvement in these fields. Tables are **annexed A-D**.

An Innovative CTS has been introduced in Rajasthan to track each and every child. The child wise survey has been completed. On the basis of the information collected so far efforts are being made to enroll each & every child in formal and alternative schooling system. The details of the targets and achievements are as follows :-

- ◆ The main strategies to enroll them are as follows and tables annexed E, F, G:-
- ◆ Alternative schooling, Shiksha Mitra Kendras, Residential and Non-residential Bridge Courses (6 months), Mobile schools etc.

**In the project districts 2736 habitations are without schools as shown by the tables annexed H.**

#### **Measures are in place to encourage children's continuance in Formal school**

In DPEP following measures have been taken to encourage children's attendance and their continuance in formal schools: -

- Through effective teachers' training, classroom interaction is being made interesting, joyful and qualitative with the use of TLM. This type of joyful, interesting & quality based teaching ensures higher enrolment, retention & better achievement level.
- Rajasthan DPEP provides TLM grant of Rs. 500/- to each and every Govt. teacher/para teacher teaching class I to V in all the 19 DPEP districts. The objective of this grant is to develop the creativity of the teachers and students, so that they can prepare teaching learning material for interesting, joyful and effective teaching in the classroom.
- A grant of Rs. 2500/- is provided for cultural kit. This kit consists of Harmonium, P.T. Drum, Ghunghuru, Manjeere etc. It helps in joyful learning & promotes cultural activities among the students.
- A grant of Rs. 1000/- is provided to each P.S. under DPEP for quality kit. It consist of Science kit, Mathematics Kit, Geography Kit etc. This kit also encourages attendance and achievement level of students.
- In order to create child friendly environment each Primary School is provided Rs. 2000/- under school improvement fund. This amount can be used for white wash and painting on the walls. This fund can also be used in fulfilling the daily school needs.
- For awareness of students' health, a grant of Rs. 500/- is provided to each Primary School for health & hygiene kit. A first aid box & cleaning materials can be purchased with this amount.
- In a single or double teacher school when teachers' go on leave or for any other important duty. it becomes difficult to run school. So in DPEP, there is a provision to keep community teachers in place of regular teachers as an alternative arrangement. a grant of Rs. 3000/- per P.S. per year is provided for these community teachers. It decreased drop-out rate and improved retention of students.

- In DPEP Districts there is a considerable budget provision for preparation of subject-wise work books for students of class I to V. Workbooks were developed last year and they were distributed to all govt. primary schools in July, 2004. The feedback is very encouraging. It also helps to encourage the interesting & joyful learning, resulting in improvement in Retention.

The current teacher pupil teacher ratio in DPEP Phase - I and II Districts is **annexed -I** . Recruitment of teachers by the Govt. of Rajasthan is under process. A written examination has been taken by RPSC in the month of Sept., 04. Result is awaited due to legal complication. As soon as result is declared, recruitments will be made to attain the PTR to as per the norms.

### Early Child Education programme

#### No. of Centres

S.No.	District	AWC (ICDS)	ECE (DPEP)
<b>Phase - I</b>			
1	Alwar	2079	142
2	Bhilwara	1344	100
3	Jhalawar	830	97
4	Jhunjhunu	1232	94
5	Kota	848	150
6	Nagaur	1564	200
7	Sikar	1509	98
8	Sirohi	575	36
9	Sri Ganganagar	1170	100
10	Tonk	797	175
	<b>Total</b>	<b>11948</b>	<b>1192</b>
<b>Phase - I</b>			
1	Bharatpur	1305	45
2	Bundi	619	93
3	Churu	1170	49
4	Dausa	865	43
5	Dholpur	478	34
6	Hanumangarh	830	197
7	Jaipur		50
8	Karauli	786	44
9	Sawai Madhopur	698	47
	<b>Total</b>	<b>6751</b>	<b>602</b>

In order to strengthen the existing provisions for pre schooling through Anganwadis/ Balwadis/ ECE Centres, a linkage has been forged between AWW/ ECE Centres and Primary Schools by relocating them to Primary Schools. Not only this, even the timings of Anganwadis/ ECE Centres have been synchronized with those of the Primary Schools so that the duration of stay of 3-6 age-group- children at these centres may remain the same as that of 6-11 age-group children at Primary/ Upper Primary Schools. In fact, it has solved the problem of girl children, who were for mally detained at home to do the job of sibling care.



In addition to, the quality of Pre-schooling, component under ICDS has also been improved by imparting training/ orientation to the AWWs and AWHs and supporting resource kits and play materials to these centres. The strategy of development and dissemination of region specific material for children Anganwadi workers, Anganwadi helpers and parents has been adopted and as a result of it, the programme has become not only interesting but also effective

An additional honorarium of Rs. 150/- and Rs. 50/- per month to each and every Anganwadi worker and Anganwadi helper respectively is given to compensate for the extended timings from 2 hours to 4 hours. An honorarium of Rs. 400/- is given to each and every Anganwadi/ Balwadi/ ECE worker working at the centre.

**In schools less habitations following arrangements have been made to provide the facility for these children . Tables annexed J, K.**

- 1567 Shiksha Mitra Kendras have been opened/are functioning.
- DPCs have been instructed to arrange alternative strategies such as Shiksha Mitra Kendras, residential and non-residential bridge courses, madaras for boys & girls of the age of 9+
- Efforts are being made at the level of Govt. of Rajasthan to provide schools to each habitation within 1 k.m. radius as per state norms.
- On the basis of above arrangements, efforts are being made to achieve universalisation of primary education.
- 35,000 teachers are being recruited through Rajasthan Public Service Commission by GOR. Competitive examination for the recruitment of teachers has been conducted but result is awaited due to court stay.
- To ensure the effective teacher availability and time, the following efforts are being made:-
  - ◆ Monthly visit to each school by CRCF and regular supervision & support of schools by BEEOs, BRCFs and other functionaries of Education Department.
  - ◆ Continuous support in school functioning and class room transaction by Cluster Resource Group (CRG)
  - ◆ Effective organization of teacher capacity building programme to ensure the attendance and punctuality.
    - ◆ Ensuring the active role of SDMCs and teachers through community supervision.

**TLM grant of Rs. 500 per teacher per year is provided under DPEP to develop TLM to promote classroom interaction activities.**

- To ensure effective use of TLM through observation and support activities by CRCF & BRCF, CRG and other functionaries of Education department.
- School facility grant OF Rs 2000 is provided per school per year. In meetings of SDMCs, the needs of schools are being identified and priorities are fixed.
- The members of SDMCs are supposed to ensure the proper use of school grant in the interest of school. With the proper use of facility grant the schools are functioning in a better way in comparison to the base year at project.
- CRCFs, BRCFs and other functionaries of education departments are regularly monitoring proper use of School Facility Grant (SFG).

**Overall long time vision for alternative schools and EGS centers from the perspective of quality and equity. Following are the main points:-**

- Efforts are being made to mainstream the children through alternative strategies with formal system.
- In remote, tribal and scattered population areas where according to state norms opening of formal school is not possible, the alternative strategies /EGS centers have been opened.
- Special efforts are being made to identify deprived children through CTS. Each and every child is identified with the reasons of being out of school/ non enrolled.
- The identified boys & girls of 6 to 11 age group are enrolled in formal and alternative schools and performance of male and female and socially, economically backward groups is being monitored
- Special incentives in the form of TLM are being given to the children of disadvantaged groups.
- Community is motivated. SDMCs have been activated to promote being of school by the community or running the school by the community with the facility provided under DPEP.
- After continuous and comprehensive evaluation, efforts are being made for remedial teaching in the deficient areas of the children.
- Computer Aided learning is being promoted to make the class room transaction effective and joyful. The curriculum has been revised according to the need of the community and demand and supply trend of the society.

**(B) Progress On Ensuring Quality With Equity and Improved Learning Levels  
Objectives :-**

- (i) *to raise average achievement levels by at least 25% over measured baseline levels and ensuring achievement of basic literacy and numeracy competencies and a minimum of 40% achievement levels in other competencies, by all primary school children.*

**Issues to examine –**

- ◆ Various types of trainings, workshops and orientations are conducted to improve the learning standards of children of SC/ST/OBC class and girl children. The workshops of parents are conducted regarding learning based Bal Melas, Gender Sensitivity and disabled sensitivity areas. The learning standards have improved according to the base line. The following table shows the status of achievement levels.

Subject Class-I	BAS					MAS				
	ST	SC	B	G	T	ST	SC	B	G	T
Maths	598.7 0	585.9 0	608.4 0	582.8 5	598.0 5	617.2 2	585.7 1	613.3 0	609.8 4	611.1 5
Hindi	585.9 0	598.7 0	565.5 0	568.8 5	566.8 0	585.7 1	617.2 2	604.9 0	594.1 4	599.7 9

District-wise BAS & MAS Data are Annexure L

- ◆ An officer at district and block level monitors the follow up work of achievement level. Efforts are being made to improve the achievement level of children by various types of workshops and teachers trainings at BRC level.

- ◆ In Rajasthan, the children are promoted according to their percentage and not by grading. Hence their learning level is measured according to percentage of marks obtained. For follow up of learning in the CRC there is a CRCF at cluster level. At cluster level CRCF visits the schools every month. These CRCF's are trained in academic support. This group at CRC has subject specialist teachers of each subject who visit the schools according to monthly visit programme. CRCF visits at least 15 schools per month and does follow up of teaching learning process.
- ◆ In the beginning of the year, annual work plan is prepared at district, block and cluster level. In the work plan all the activities and related sub activities are divided month wise. In it there are activities related to meetings at CRC. The job of BRCF is to strengthen the schools academically. He provides academic strengthening by visiting the schools every month. Like wise CRCF does the same in his area (Educational Reference of BRC and CRC are annexed- Annexure-M)
- ◆ Orientation Programmes of teachers are conducted at BRC and CRC level. In them there are teachers' trainings and different types of sensitisation training. Different subjects related to formal education as enrolment, dropout etc are discussed during these trainings.
- ◆ Since July, 2004, many activities like Praveshotsav, SDMC training, teachers' training, sensitivity towards disabled and gender training have been organised. TLM grant, TLE grant and books to SC/ST boys have been distributed. Meetings related to CTS are held with SDMC. Teachers' monthly meetings have been organized at cluster level. TLM exhibitions have been arranged at block level.
- ◆ SDMC at Community level co-ordinates between the village and the school regarding educational arrangement, enrolment, dropouts etc. as all the educational and physical facilities are made available through SDMC, so SDMC is consciously responsible towards the school. There is representation of each class of society in SDMC Discussions related to children's progress and learning are held at village level SDMC workshops.

**(C) Progress On Enhancing Institutional Capacity and On Project Implementation Objectives :**

- (i) *The programme will also strengthen the capacity of national, state and district institutions and organization in relation to planning, management and evaluation of primary education.*

**Issues : Institutional Capacity :**

**Staffing Position :**

The position of Staff at SPO, DPO and institutions is satisfactory. Interviews to fill up the vacancies at DPO level were held on 1<sup>st</sup> Oct., 2004 but due to court stay the posts could not be filled up. As soon as clearance from the court is obtained, the posts will be filled up.

**Phase I**

S.No.	Level	Post Planned	No. in position	Vacant
1.	SPO	45	44	1
2.	DPO	260	246	14

**Overall long time vision for alternative schools and EGS centers from the perspective of quality and equity. Following are the main points:-**

- Efforts are being made to mainstream the children through alternative strategies with formal system.
- In remote, tribal and scattered population areas where according to state norms opening of formal school is not possible, the alternative strategies /EGS centers have been opened.
- Special efforts are being made to identify deprived children through CTS. Each and every child is identified with the reasons of being out of school/ non enrolled.
- The identified boys & girls of 6 to 11 age group are enrolled in formal and alternative schools and performance of male and female and socially, economically backward groups is being monitored
- Special incentives in the form of TLM are being given to the children of disadvantaged groups.
- Community is motivated. SDMCs have been activated to promote being of school by the community or running the school by the community with the facility provided under DPEP.
- After continuous and comprehensive evaluation, efforts are being made for remedial teaching in the deficient areas of the children.
- Computer Aided learning is being promoted to make the class room transaction effective and joyful. The curriculum has been revised according to the need of the community and demand and supply trend of the society.

**(B) Progress On Ensuring Quality With Equity and Improved Learning Levels  
Objectives :-**

- (i) *to raise average achievement levels by at least 25% over measured baseline levels and ensuring achievement of basic literacy and numeracy competencies and a minimum of 40% achievement levels in other competencies, by all primary school children.*

**Issues to examine –**

- ◆ Various types of trainings, workshops and orientations are conducted to improve the learning standards of children of SC/ST/OBC class and girl children. The workshops of parents are conducted regarding learning based Bal Melas, Gender Sensitivity and disabled sensitivity areas. The learning standards have improved according to the base line. The following table shows the status of achievement levels.

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Hindi	585.9 0	598.7 0	565.5 0	568.8 5	566.8 0	585.7 1	617.2 2	604.9 0	594.1 4	599.7 9

District-wise BAS & MAS Data are **Annexure L**

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- ◆ Orientation Programmes of teachers are conducted at BRC and CRC level. In them there are teachers' trainings and different types of sensitisation training. Different subjects related to formal education as enrolment, dropout etc are discussed during these trainings.
- ◆ Since July, 2004, many activities like Praveshotsav, SDMC training, teachers' training, sensitivity towards disabled and gender training have been organised. TLM grant, TLE grant and books to SC/ST boys have been distributed. Meetings related to CTS are held with SDMC. Teachers' monthly meetings have been organized at cluster level. TLM exhibitions have been arranged at block level.
- ◆ SDMC at Community level co-ordinates between the village and the school regarding educational arrangement, enrolment, dropouts etc. as all the educational and physical facilities are made available through SDMC, so SDMC is consciously responsible towards the school. There is representation of each class of society in SDMC Discussions related to children's progress and learning are held at village level SDMC workshops.

**(C) Progress On Enhancing Institutional Capacity and On Project Implementation Objectives :**

- (i) *The programme will also strengthen the capacity of national, state and district institutions and organization in relation to planning, management and evaluation of primary education.*

**Issues : Institutional Capacity :**

**Staffing Position :**

The position of Staff at SPO, DPO and institutions is satisfactory. Interviews to fill up the vacancies at DPO level were held on 1<sup>st</sup> Oct., 2004 but due to court stay the posts could not be fill up. As soon as clearance from the court is obtained, the posts will be filled up.

**Phase I**

S.No.	Level	Post Planned	No. in position	Vacant
1.	SPO	45	44	1
2.	DPO	260	246	14

3.	BRC	504	454	50
4.	CRC	1036	932	104

## Phase II

S.No.	Level	Post Planned	No. in position	Vacant
1.	SPO	8	8	0
2.	DPO	189	172	17
3.	BRC	432	389	43
4.	CRC	792	674	118

**Note:-** Interview for the aforementioned vacant posts were held on 01-10-04. Due to court stay the matter is pending. As soon as court stay is vacated, these posts shall be filled up.

## Staffing position in DIET -

S.No.	Name of District	Principal		Vice Principal		Sr. Lecturer		Lecturer / Supporting staff	
		In Position	Vacant	In Position	Vacant	In Position	Vacant	In Position	Vacant
<b>Phase - I</b>									
1	Alwar	0	1	1	0	1	3	11	2
2	Bhilwara	0	1	1	0	0	4	13	0
3	Jhalawar	0	1	1	0	0	4	13	0
4	Jhunjhunu	0	1	1	0	2	2	13	0
5	Kota	0	1	1	0	1	3	12	1
6	Nagaur	0	1	1	0	0	4	12	1
7	Sikar	1	0	1	0	1	3	12	1
8	Sirohi	0	1	1	0	0	4	6	7
9	Sri Ganganagar	0	1	0	1	1	3	11	2
10	Tonk	0	1	1	0	0	4	12	1
	<b>Total</b>	<b>1</b>	<b>9</b>	<b>9</b>	<b>1</b>	<b>6</b>	<b>34</b>	<b>115</b>	<b>15</b>
<b>Phase - II</b>									
1	Bharatpur	0	1	1	0	0	4	13	0
2	Bundi	0	1	1	0	0	4	12	1
3	Churu	0	1	1	0	0	4	10	3
4	Dausa	0	1	0	1	0	4	7	6
5	Dholpur	0	1	1	0	0	4	12	1
6	Hanumangarh								
7	Jaipur	0	1	1	0	2	2	10	3
8	Karauli	0	1	1	0	0	4	11	2
9	Sawai Madhopur								
	<b>Total</b>	<b>0</b>	<b>7</b>	<b>6</b>	<b>1</b>	<b>2</b>	<b>26</b>	<b>75</b>	<b>16</b>

## Institutional Capacity Building :

BRCF who is an important pivot in DPEP, establishes a liaison between Cluster and district, tramper all kinds of information received from districts to clusters and work as a link officer to implement each & every programme or activity in the field. BRCF organizes teachers' training camps, holds monthly review meeting of CRCFs.

supervise & supports schools & CRCFs, make coordination with public representatives, DIET, DPC, Cluster, School & NGO to achieve target laid down in the district plan. He also collects & disseminate the information related to educational field and other areas. Every year training camp is organized to increase the capacity, work efficiency, up date the knowledge to know how the procedure of implementation of different activities for BRCFs. The main factors of BRCF training is to train them in responsibilities & activities at block level. The BRCFs and CRCFs are imparted training for 10 days (foundational) and 6 days (refresher) respectively every year. This year those working BRCF (26 in No.) who have not yet got 10 days foundational training were trained. The monthly review & planning meeting is utilized for capacity building.

Root level of all activities of DPEP is Cluster level. CRCF is that responsible member who carries out the impact of implementation at the last corner of the field. Hence, the responsibilities of successful implementation of the activities lies up on CRCF. CRCF is mainly concerned with parents, public representatives and children & link them with programmes. Main duties & responsibilities of CRCF are supervision of schools, efforts for enrolment & retention, teachers training & their guidance public contact & coordination, maintain record and delivery of information, to higher officers, review & planning. The main aim of project is to increase quality of elementary education. To acquaint the main factors of quality education, training camps for CRCFs are organized every year. The main points of CRCF training are difficult areas of curriculum, finance & accounts, Management Information System, different kinds of letter correspondence, topics related to different activities of the projects. Efforts are made to empower the CRCF to carry out the project activities timely and successfully at root level. This year 595 CRCF were provided 6 days refresher training at District level the process of training of CRCFs is still going on.

#### **Coordination with mainstreaming institutions :**

Different committees to ensure proper planning, implementation, monitoring and coordination between different departments are constituted at different levels. The regular meetings of the committees are being conducted to ensure coordination and convergence between different departments. The follow-up actions are being taken accordingly to implement the DPEP activities effectively in the field. The DPEP activities in the area of access, enrolment, retention, quality education and institutional capacity building are being conducted after rigorous discussion with officers of Elementary Education & SIERT. The details of committees are as follows:

#### **At state level**

- Governing Council headed by Hon' able Education minister consisting of The Secretaries or Directors of different departments like Elementary & Secondary Education, Finance, PHED, PWD, Mahila Bal Vikas, Panchyat Raj, is constituted for policy framing and reviewing the implementation of the DPEP activities. Director, DPEP happens to be the member secretary of this council.
- Executive committee headed by Secretary, Education comprising of Directors of Elementary, Secondary education, Mahila Bal Vikas, SIERT, representative of finance, secretary of RSTB, Secretary of Shiksha Karmi Board, state coordinator of

Janshala is constituted to monitor the functioning of DPEP activities in Rajasthan. Director, RCPE (DPEP) is the member secretary of the Executive Committee.

#### **At District level**

- Governing Council headed by Zila pramukh is constituted comprising of representatives of different departments in the district to ensure the proper and need based planning, prioritising the needs of the districts, implementation, monitoring the programme and coordination with different departments.
- Executive Committee headed by district collector is constituted comprising of representatives of different departments in the districts to monitor the proper implementation of programme.

#### **At Block level**

- Block Education Committee is constituted under the chairmanship of Pradhan (elected PRI) consisting of representatives of different departments working at block level to ensure the coordination and convergence.

#### **At Village/Ward level**

- School Management & Development Committees (SDMC) is constituted in each school in the chairmanship of headmaster of the school consisting of functionaries of different departments working in the village/ward, PRIs and guardians of the children/students.

#### **Research & Evaluation :**

- **Administrative Arrangements –**
  - ◆ Research and Evaluation officer at SPO is in position.
  - ◆ At State level, SIERT having separate wing for research and evaluation is working as guiding institute.
  - ◆ At district level, District Educational Researchers Forum is working under the guidance of the principal, DIET and the DEO.
- **Capacity Building of staff for conducting research -**
  - ◆ Orientation workshops in research methodology have been organized at state level to build the capacity of researchers
- **Research Studies Conducted -**
  - ◆ 112 Action Research Studies have been completed and received from 19 districts in the year 2003-04
- **Status of Evaluation Studies -**
  - ◆ Five MTR Studies have been sponsored and completed under DPEP Phase-I during 2002-03 and submitted to GOI.
    1. Classroom observation study in AS & PF.



2. Retention Study in AS & PFS.
3. Utilisation of Teacher Grant of Rs. 500/-.
4. Functioning of SDMC, BRC & CRC.
5. Mid Term Achievement survey by SIERT.

These five studies have been disseminated in all the 19 DPEP districts at all levels i.e. district, Block, Cluster and School through organising dissemination workshops/ Review & planning meetings.

- ♦ The following Mid Term studies for Phase II have been completed.
- ♦ Classroom observation study in AS & PFS.
- ♦ Retention Study in AS & PFS.
- ♦ Utilisation of Teacher Grant of Rs. 500/- for preparing TLM.
- ♦ Functioning of SDMC, BRC & CRC.
- ♦ Mid Term Achievement survey by SIERT.
- ♦ Orientation workshops in research methodology have been organized at state level to build the capacity of researchers

#### Dissemination of MTR studies:

- ♦ Five MTR studies (Phase-II) have been completed and the reports are being submitted to the 20th JRM for discussions and these reports have been sent to GOI and World Bank. The remaining two studies are under process and draft/interim reports will be submitted to JRM at the time of Rajasthan visit.
- ♦ The dissemination of the findings of these five studies has been planned and findings will be discussed at various levels during the month of Dec., 2004.
- ♦ The action plan for dissemination of findings is being prepared and accordingly a workshop will be held at state level. The district and block level workshops will be organized and findings will be disseminated at all levels.
- ♦ An English version of Research Abstract namely "Shoudh Saar" for the year 2002-03 has been sent to Ed.CIL to include in GOI publication.

#### ➤ Status of Action Research -

- ♦ 112 Action Research Studies have been completed and received from 19 districts in the year 2003-04
- ♦ Block-wise action research studies are being conducted in the current year (2004-05).

S.NO.	Name of the Study	Conducting Agency	Status	Budget Approved	Expenditure (Rs. in lacs)
1	Classroom observation study	Sandhan, Jaipur	The study has been completed.	3.52	3.52
2	Study of Functioning of BRC CRC and SDMC	I.D.S., Jaipur	The study has been completed.	2.43	2.43
3	Study of Retention	I.D.S., Jaipur	The study has been completed.	3.5	1.75
4	Utilization of Teacher Grant of Rs. 500/- to prepare TLM	SIERT, Udaipur	The study has been completed.	2.78	1.39

5	Study of Mid Term Achievement level	SIERT, Udaipur	The study has been completed.	20.62	10.31
6	Evaluation for Civil Works	Center for Development and Communication Studies, Jaipur.	The report writing is in progress and the draft report will be submitted at the time of JRM visit of Rajasthan State.	4.91	2.455
7	Evaluation Study of Early Childhood Education Centers	SIERT, Udaipur	The Study work is in process.	4.505	-
Total				42.265	21.855

**District-wise Position of Research/ Action Research Studies Conducted from 2001-02 to 2003-04**

S.No.	District	No of Research / Action Research Studies completed			Total
		2001-02	2002-03	2003-04	
<b>Phase - I</b>					
1	Alwar			12	12
2	Bhilwara	4	11	16	31
3	Jhalawar		2	4	6
4	Jhunjhunu	5	4	9	18
5	Kota		6	5	11
6	Nagaur	1	1	6	8
7	Sikar	3	2	6	11
8	Sirohi		1		1
9	Sri Ganganagar	3	2	3	8
10	Tonk	1	4	6	11
<b>Total</b>		<b>17</b>	<b>33</b>	<b>67</b>	<b>117</b>
<b>Phase - II</b>					
1	Bharatpur			3	3
2	Bundi			4	4
3	Churu			5	5
4	Dausa		1	5	6
5	Dholpur			2	2
6	Hanumangarh		4	8	12
7	Jaipur			1	1
8	Karauli		6	13	19
9	Sawai Madhopur		4	4	8
<b>Total</b>		<b>0</b>	<b>15</b>	<b>45</b>	<b>60</b>
<b>G. Total</b>		<b>17</b>	<b>48</b>	<b>112</b>	<b>177</b>

**Planning :**

A planning team was formed at the habitation level. It comprised of the headmaster/teachers, SDMC member and at least two PRI's out of which one was a female PRI. It was the grass root level planning team which planned at the grass root level. It identified the needs of the habitation and prepared the plan accordingly.

Similarly, at the cluster level, the planning team comprising of CRCF, two headmasters-one each from PS and UPS, two teachers and two PRI's prepared the plan for the cluster. Likewise, at the block level, the Block Planning team comprising BEEO, BRCF, Pradhan, accountant, two headmasters, two teachers and two PRIs prepared the plan for the block on the basis of the identified needs and priorities.

Then, at the district level, the planning team headed by the District collector comprised the DEO (EE), DPC, AAO, APC, one BEEO, two BRCFs, one CRCF, two head masters - one each from PS and UPS, two teachers and PRIs, NGO and DLOs from Health, Public Works, Social Welfare, Women & Child Development Departments. This team identified the problems and needs and priorities of the district and thereafter, prepared the district plan. All the plans prepared at the habitation, cluster and block level were taken into consideration and looking at the varying needs of different habitations, clusters and blocks of the district plans.

### **Supervision & Monitoring :**

To support the deficient areas, review of the progress of different activities performed under DPEP & SSA and for the follow up action the following arrangements of supervision and monitoring have been made: -

- ◆ District OICs visit the allotted districts twice a month to review the different activities at DPO and in the field i.e. at BRC, CRC and schools. They support to improve the weaker areas. After their visit they submit the report. The reports are analyzed by monitoring section and follow up actions are taken at different levels.
- ◆ MIS Incharge submits monthly progress reports of the districts to the monitoring cell. MPRs are analyzed and instructions for follow up actions are issued to the DPCs and officers concerned. Continuous monitoring is also being done.
- ◆ The secretary Education and the Director DPEP/SSA continuously pursuing the progress of different activities in DPEP with District Collectors.
- ◆ DPCs Visit at least 5 BRC offices along with CRCs, schools, alternative schools in a month. They review every activity and provide them support to improve the weaker areas and submit their report to the SPO. Here the visit reports are analyzed and follow up actions are taken accordingly.
- ◆ In the same manner, BRCFs also visit and observe the CRCs & schools and submit their visit report to the higher officers. CRCFs visit the schools, alternative schools, ECE centers and SDMCs also. They are supposed to observe the activities which are being conducted and provide support in the deficiency areas. Follow up action is also taken accordingly. They also arrange monthly review and planning meeting of teachers and submit their report to the higher officers.

### **Monthly review meeting**

#### **AT SPO Level**

- ◆ Monthly meeting of the officers working at SPO is organised under the chairmanship of the Director, SSA to review the progress of each & every activity.
- ◆ Monthly review meeting of DPCs is also organised at the SPO. Deep and detailed discussions are made on each activity performed in the districts. The spot support is also provided a by the state officials, wherever it is needed.

## At DPO level

- ♦ Monthly meeting of different employees working at the DPO are conducted under the chairmanship of DPC, to review the process and plan for the next month.
  - ♦ At BRC, monthly meeting of CRCFs are also organized regularly. Weaker areas are identified and follow-up actions are taken accordingly.
  - ♦ At DPO, meeting of AEn. /JEns. and accounts officers is organized to review the progress of civil works and ensure effective financial management.
  - ♦ CRCs also organize the monthly meeting of headmasters and teachers to review the progress and provide support in different areas. The plan for next month is also chalked out
- DPCs consolidate the meeting reports and with their note send this report to the SPO. The reports are analysed and in weaker areas follow up actions are also taken accordingly.

## MIS :

Keeping in view the significant role of information system in data-based planning processes as well as the decision-making processes; a separate component under the name of MIS has been put in the system in Rajasthan DPEP.

Various processes would introduce to improve the quality of data. MIS has been adopted with the following initiatives -

- Use of E-mail for communication from district to state & state to district. Fast and electronic method of data collection is followed regularly checking the information sent by DPO. For required information all the desired format is sent via E-mail in proper shape.
- To drive planning processes by databases which are more reliable and effective mode of keeping the data
- To make information base two directional at both levels (State and District).
- To finalize decision-making processes with the use of the information base.
- To monitor each and every activity of the programme effectively.
- To make management effective, efficient and result oriented.

## Major Components of Information system

In order to strengthen planning, management and monitoring of activities in the programme, the task of developing a comprehensive model of information flow for each activity has been completed. Various crucial areas of information gathering viz. financial, educational, infrastructural, and project monitoring have been identified in all the 19 DPEP districts of Phase-I and II. EMIS has been designed for collecting the information relating to educational scenario, educational facilities, enrollment of children, drop out of enrolled children, infrastructure facilities in schools, pupil teacher ratio, GER, NER and village data. Child tracking system has also been adopted for this purpose of educational data. It has been used for generating required information related to educational data in Rajasthan. It has been implemented in all the 32 districts of Rajasthan. The major components of MIS are as follows :-

## **Educational Management Information System (EMIS)**

EMIS is an annual activity to collect school level as well as village level data. It is implemented through a computerized software called District Information System for Education (DISE). In DISE the following types of information are collected :- Educational Facilities, enrollment of children, drop out of enrolled children, infrastructure facilities in schools, pupil teacher ratio, GER, NER and village data viz. number of teachers, status of teachers, classwise-enrolment, etc. The record date of these data is 30<sup>th</sup> September. DISE includes all types of educational data.

### **MIS Operations at SPO and District Levels:-**

The MIS Incharges are already in position at SPO and all the DPEP districts of Phase-I & II. EMIS reports were generated for the year 2003-04 for all the 19 DPEP districts. Monthly and Quarterly reports are being generated and sent to GOR & GOI regularly. EMIS system is operational in all the 19 Districts of DPEP – Phase I and II.

### **Capacity Building Workshops Organised to improve the data collection , validation and use.**

Series of workshops have been conducted to improve collection, validation and utilization of data..

- One-Day-EMIS-Workshop was conducted for DPCs, BRCFs and MIS Incharges working in all the 19 districts of Phase-I & II at SIAM, Durgapura in month October, 2003. In this workshop detailed discussions were held among all the participants and the personnel from SPO. EMIS formats were also distributed. The total number of participants in this workshop was 141.
- 2-Day-Workshop on EMIS for DPCs, BRCFs and MIS Incharges working in all the 19 districts of DPEP Phase-I & II was conducted at SIAM, Durgapura, Jaipur in October, 2003.
- 1-Day-Workshop on CTS for MIS incharges working in all the districts of SSA was conducted at Head office to better utilizing the data at district level and validating data in October, 2004.
- 1-Day-Workshop on quarterly information Formats for MIS incharges working in all the districts of SSA was conducted at Head office to better utilizing the data at district level and validating data in October, 2004.
- 1 Day workshop was conducted dissemination of DISE data for MIS incharges at SIAM in Nov 2004.

### **Project Implementation**

- The fund availability has been timely from GOI to the state and from the state to the Districts. This has enabled to complete the different activities under various components Annexure-N
- After this month's review meeting the balance physical and financial targets have been spread over the remaining months of the financial year.
- Vigorous monitoring of all the components is being undertaken and officers of the SPO are also touring the districts to ensure maximum possible success of the project.
- Appointment of new parateacher of in Alternative Schooling due to legal complications has dilled conduction of activities

- AWP&B 2004-05 - 92.78 crores
- Expenditure upto Sept.04 - 35.18 crore
- % Against AWP&B - 37.92
- % Against Releases - 75.23
- We will try our level best to achieve the targets in time.
- No allocation has been revised due to completion of DPEP Phase-I in Dec., 04

**(D) Mid-Term Review For Rajasthan DPEP - II**

The Component of Research & Evaluation plays a major role to ascertain the degree of success and provide findings and suggestions, so that corrective measures for weaker areas can be taken in time. It is very useful in running a project successfully and playing a role in policy decision to achieve the goals in given time frame. We can adopt better strategies for better implementation.

The following seven MTR studies were assigned by GOI in the year 2004 -

- 1- Classroom observation in Formal & Alternative Schools
- 2- Utilization of Teacher Grant for Teaching Learning Material
- 3- Assessing the functioning of BRC , CRC & SDMC
- 4- Retention Rate among children at Primary level
- 5- Mid-Term Achievement Survey
- 6- Evaluation of Civil Works
- 7- Evaluation of ECE Centers

Out of these seven studies, four studies (Sl. No. 1-4) have been submitted to GOI for 20<sup>th</sup> JRM discussions. The remaining two (Sl. No. 5-6) MTR studies will be submitted to GOI by 25<sup>th</sup> November, 2004 . The last study namely "Evaluation of ECE Centers" is under process and will be completed by Jan 2005

S.NO.	Name of the Study	Conducting Agency	Status
1	Classroom observation study	Sandhan, Jaipur	The study has been completed.
2	Study of Functioning of BRC CRC and SDMC	I.D.S., Jaipur	The study has been completed.
3	Study of Retention	I.D.S., Jaipur	The study has been completed.
4	Utilization of Teacher Grant of Rs. 500/- to prepare TLM	SIERT, Udaipur	The study has been completed.
5	Study of Mid Term Achievement level	SIERT, Udaipur	The study has been completed.
6	Evaluation for Civil Works	Center for Development and Communication Studies, Jaipur.	The report writing is in progress and the draft report will be submitted at the time of JRM visit of Rajasthan State.
7	Evaluation Study of Early Childhood Education Centers	SIERT, Udaipur	The Study work is in process.

**District-wise Position of Research/ Action Research Studies Conducted from 2001-02 to 2003-04**

S.No.	District	No of Research / Action Research Studies completed			Total
<b>Phase - II</b>					
1	Bharatpur			3	3
2	Bundi			4	4
3	Churu			5	5
4	Dausa		1	5	6
5	Dholpur			2	2
6	Hanumangarh		4	8	12
7	Jaipur			1	1
8	Karauli		6	13	19
9	Sawai Madhopur		4	4	8
	<b>Total</b>	<b>0</b>	<b>15</b>	<b>45</b>	<b>60</b>
	<b>G. Total</b>	<b>17</b>	<b>48</b>	<b>112</b>	<b>177</b>

## District-wise Enrollment (Gender, SC, ST) 6-11 age-group Year 2004-05

S.No.	Name of District	SC			ST			OBC			General			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
<b>Phase - I</b>																
1	Alwar	64180	55101	119281	25690	22209	47899	133344	198654	331998	41730	34791	76521	232757	195478	428235
2	Bhilwara	29341	23311	52652	15894	12038	27932	83101	68364	151465	25868	23399	49267	154204	127112	281316
3	Jhalawar	18463	15477	33940	12433	10495	22928	56786	48591	105377	11720	10185	21905	99402	84748	184150
4	Jhunjhunu	30455	27140	57595	3442	2959	6401	109258	92020	201278	25445	21235	46680	168600	143354	311954
5	Kota	21520	19181	40701	109907	9760	119667	35844	32748	68592	14265	12945	27210	82536	74634	157170
6	Nagaur	58080	47237	105317	599	515	1114	144920	124309	269229	37893	33062	70955	241489	205083	446572
7	Sikar	33318	27911	61229	6263	5146	11409	109253	93335	202588	37175	31626	68801	186009	158018	344027
8	Sirohi	17491	12541	30032	21906	15135	37041	27674	23318	50992	11713	8879	20592	78784	59873	138657
9	Sri Ganganagar	50932	46718	97650	443	367	810	52640	42808	95448	18108	13801	31909	121583	10364	131947
10	Tonk	20149	16578	36727	15309	10897	26206	49356	40159	89515	15249	13012	28261	100063	80646	180709
	<b>Total</b>	<b>343929</b>	<b>291195</b>	<b>635124</b>	<b>211886</b>	<b>89521</b>	<b>301407</b>	<b>802176</b>	<b>764306</b>	<b>1566482</b>	<b>239166</b>	<b>202935</b>	<b>442101</b>	<b>1465427</b>	<b>1139310</b>	<b>2604737</b>
<b>Phase - II</b>																
1	Bharatpur	46630	38181	84811	4350	3911	8261	121482	99238	220720	25301	21439	46740	197763	162769	360532
2	Bundi	14568	13909	28477	15273	14746	30019	30117	30242	60359	3335	3609	6944	63293	62506	125799
3	Churu	23162	20586	43748	1447	1287	2734	102780	91351	194131	17372	15439	32811	144761	128663	273424
4	Dausa	28698	24933	53631	36750	31740	68490	45612	38069	83681	17477	15096	32573	128248	108754	237002
5	Dholpur	23042	17992	41034	5250	4277	9527	50562	40354	90916	26032	21751	47783	104886	84374	189260
6	Hanumangarh	37073	31555	68628	588	480	1068	68277	57560	125837	16147	13343	29490	122085	102938	225023
7	Jaipur	49152	41485	90637	34190	28653	62843	141325	123487	264812	48353	42838	91191	269162	233609	502771
8	Karauli	24534	18970	43504	34691	27725	62416	45461	34331	79792	15955	13563	29518	120578	96972	217550
9	Sawai Madhopur	19922	16222	36144	20951	17358	38309	38557	29989	68546	10215	8821	19036	89645	72390	162035
	<b>Total</b>	<b>266781</b>	<b>223833</b>	<b>490614</b>	<b>153490</b>	<b>130177</b>	<b>283667</b>	<b>644173</b>	<b>544621</b>	<b>1188794</b>	<b>180187</b>	<b>155899</b>	<b>336086</b>	<b>1240421</b>	<b>1052975</b>	<b>2293396</b>
	<b>G. Total</b>	<b>610710</b>	<b>515028</b>	<b>1125738</b>	<b>365376</b>	<b>219698</b>	<b>585074</b>	<b>1446349</b>	<b>1308927</b>	<b>2755276</b>	<b>419353</b>	<b>358834</b>	<b>778187</b>	<b>2705848</b>	<b>2192285</b>	<b>4898133</b>



## Enrollment SC Students (Year 2003-04)

S.N.	District	Total Enrollment			Enrollment SC			% SC		
		B	G	T	B	G	T	B	G	T
1	Alwar	258884	233256	492140	41475	40639	82114	16.02	17.42	16.69
2	Bhilwara	160153	130709	290862	26507	21151	47658	16.55	16.18	16.39
3	Jhalawar	101717	101273	202990	18661	17104	35765	18.35	16.89	17.62
4	Jhunjhunu	164453	153115	317568	29403	29015	58418	17.88	18.95	18.40
5	Kota	123235	114478	237713	22093	20755	42848	17.93	18.13	18.03
6	Nagaur	196418	166950	363368	17320	10960	28280	8.82	6.56	7.78
7	Sikar	205040	184724	389764	35176	30179	65355	17.16	16.34	16.77
8	Sirohi	95073	65422	160495	28003	17908	45911	29.45	27.37	28.61
9	Sri Ganganagar	112066	112835	224901	56627	49511	106138	50.53	43.88	47.19
10	Tonk	92776	87585	180361	20655	17870	38525	22.26	20.40	21.36
<b>Total Phase - I</b>		<b>1509815</b>	<b>1350347</b>	<b>2860162</b>	<b>295920</b>	<b>255092</b>	<b>551012</b>	<b>19.60</b>	<b>18.89</b>	<b>19.27</b>
1	Bharatpur	167947	149659	317606	34870	33980	68850	20.76	22.70	21.68
2	Bundi	97591	68484	166075	18075	14757	32832	18.52	21.55	19.77
3	Churu	150383	123041	273424	2203	1863	4066	1.46	1.51	1.49
4	Dausa	97044	76250	173294	17457	7793	25250	17.99	10.22	14.57
5	Dholpur	94766	80727	175493	20387	16307	36694	21.51	20.20	20.91
6	Hanumangarh	110417	103568	213985	36004	26345	62349	32.61	25.44	29.14
7	Jaipur	226750	227166	453916	36610	33673	70283	16.15	14.82	15.48
8	Karauli	12033	106709	118742	11370	10069	21439	94.49	9.44	18.06
9	Sawai Madhopur	70545	72459	143004	15390	14199	29589	21.82	19.60	20.69
<b>Total Phase - II</b>		<b>1027476</b>	<b>1008063</b>	<b>2035539</b>	<b>192366</b>	<b>158986</b>	<b>351352</b>	<b>18.72</b>	<b>15.77</b>	<b>17.26</b>

## Enrollment ST Students (Year 2003-04)

S.N.	District	Total Enrollment			Enrollment ST			% ST		
		B	G	T	B	G	T	B	G	T
1	Alwar	258884	233256	492140	14097	15919	30016	5.45	6.82	6.10
2	Bhilwara	160153	130709	290862	14444	10437	24881	9.02	7.98	8.55
3	Jhalawar	101717	101273	202990	13738	12596	26334	13.51	12.44	12.97
4	Jhunjhunu	164453	153115	317568	3886	3450	7336	2.36	2.25	2.31
5	Kota	123235	114478	237713	11808	10609	22417	9.58	9.27	9.43
6	Nagaur	196418	166950	363368	1357	993	2350	0.69	0.59	0.65
7	Sikar	205040	184724	389764	6429	5663	12092	3.14	3.07	3.10
8	Sirohi	95073	65422	160495	28864	15762	44626	30.36	24.09	27.81
9	Sri Ganganagar	112066	112835	224901	231	216	447	0.21	0.19	0.20
10	Tonk	92776	87585	180361	13457	11628	25085	14.50	13.28	13.91
<b>Total Phase - I</b>		<b>1509815</b>	<b>1350347</b>	<b>2860162</b>	<b>108311</b>	<b>87273</b>	<b>195584</b>	<b>7.17</b>	<b>6.46</b>	<b>6.84</b>
1	Bharatpur	167947	149659	317606	2556	2355	4911	1.52	1.57	1.55
2	Bundi	97591	68484	166075	20524	17559	38083	21.03	25.64	22.93
3	Churu	150383	123041	273424	133	109	242	0.09	0.09	0.09
4	Dausa	97044	76250	173294	22969	11387	34356	23.67	14.93	19.83
5	Dholpur	94766	80727	175493	4378	4497	8875	4.62	5.57	5.06
6	Hanumangarh	110417	103568	213985	350	114	464	0.32	0.11	0.22
7	Jaipur	226750	227166	453916	25559	24754	50313	11.27	10.90	11.08
8	Karauli	12033	106709	118742	9397	8334	17731	78.09	7.81	14.93
9	Sawai Madhopur	70545	72459	143004	13046	15680	28726	18.49	21.64	20.09
<b>Total Phase - II</b>		<b>1027476</b>	<b>1008063</b>	<b>2035539</b>	<b>98912</b>	<b>84789</b>	<b>183701</b>	<b>9.63</b>	<b>8.41</b>	<b>9.02</b>

## RETENTION RATE OF PRIMARY CLASSES 2003-04

S.N.	District	Enrollment in Class I (Year- -1999-2000)			Enrollment in Class V (Year- 03-04)			RETENTION RATE			DROP OUT RATE		
		B	G	T	B	G	T	B	G	T	B	G	T
<b>Phase - I</b>													
1	Alwar	84443	66582	151025	38044	27834	65878	45.05	41.80	43.62	54.95	58.20	56.38
2	Bhilwara	57938	38983	96921	23977	13445	37422	41.38	34.49	38.61	58.62	65.51	61.39
3	Jhalawar	33406	26664	60070	16220	11114	27334	48.55	41.68	45.50	51.45	58.32	54.50
4	Jhunjhunu	36976	33203	70179	19757	18963	38720	53.43	57.11	55.17	46.57	42.89	44.83
5	Kota	25972	22747	48719	17313	14391	31704	66.66	63.27	65.08	33.34	36.73	34.92
6	Nagauar	55399	33354	88753	25253	13887	39140	45.58	41.64	44.10	54.42	58.36	55.90
7	Sikar	50632	44921	95553	31610	24465	56075	62.43	54.46	58.68	37.57	45.54	41.32
8	Sirohi	23854	20805	44659	12000	6572	18572	50.31	31.59	41.59	49.69	68.41	58.41
9	Sri Ganganagar	54433	46978	101411	19240	16903	36143	35.35	35.98	35.64	64.65	64.02	64.36
10	Tonk	36151	25606	61757	15070	8404	23474	41.69	32.82	38.01	58.31	67.18	61.99
	<b>Total</b>	<b>459204</b>	<b>359843</b>	<b>819047</b>	<b>218484</b>	<b>155978</b>	<b>374462</b>	<b>47.58</b>	<b>43.35</b>	<b>45.72</b>	<b>52.42</b>	<b>56.65</b>	<b>54.28</b>
<b>Phase - I</b>													
1	Bharatpur	56008	43236	99244	28182	22867	51049	50.32	52.89	51.44	49.68	47.11	48.56
2	Bundi	34077	23172	57249	12144	7634	19778	35.64	32.94	34.55	64.36	67.06	65.45
3	Churu	49211	41190	90401	21132	15898	37030	42.94	38.60	40.96	57.06	61.40	59.04
4	Dausa	38023	31631	69654	14035	9749	23784	36.91	30.82	34.15	63.09	69.18	65.85
5	Dholpur	35439	27814	63253	17436	12881	30317	49.20	46.31	47.93	50.80	53.69	52.07
6	Hanumangarh	30823	26726	57549	17149	13911	31060	55.64	52.05	53.97	44.36	47.95	46.03
7	Jaipur	100268	86701	186969	53507	43300	96807	53.36	49.94	51.78	46.64	50.06	48.22
8	Karauli	32159	24014	56173	18880	12445	31325	58.71	51.82	55.77	41.29	48.18	44.23
9	Sawai Madhopur	38088	25964	64052	15662	9130	24792	41.12	35.16	38.71	58.88	64.84	61.29
	<b>Total</b>	<b>414096</b>	<b>330448</b>	<b>744544</b>	<b>198127</b>	<b>147815</b>	<b>345942</b>	<b>47.85</b>	<b>44.73</b>	<b>46.46</b>	<b>52.15</b>	<b>55.27</b>	<b>53.54</b>

## RETENTION RATE OF PRIMARY CLASSES 2003-04

S.N.	District	Enrollment in Class I (Year- -1999-2000)			Enrollment in Class V (Year- 03-04)			RETENTION RATE			DROP OUT RATE		
		B	G	T	B	G	T	B	G	T	B	G	T
Phase - I													
1	Alwar	84443	66582	151025	38044	27834	65878	45.05	41.80	43.62	54.95	58.20	56.38
2	Bhilwara	57938	38983	96921	23977	13445	37422	41.38	34.49	38.61	58.62	65.51	61.39
3	Jhalawar	33406	26664	60070	16220	11114	27334	48.55	41.68	45.50	51.45	58.32	54.50
4	Jhunjhunu	36976	33203	70179	19757	18963	38720	53.43	57.11	55.17	46.57	42.89	44.83
5	Kota	25972	22747	48719	17313	14391	31704	66.66	63.27	65.08	33.34	36.73	34.92
6	Nagaur	55399	33354	88753	25253	13887	39140	45.58	41.64	44.10	54.42	58.36	55.90
7	Sikar	50632	44921	95553	31610	24465	56075	62.43	54.46	58.68	37.57	45.54	41.32
8	Sirohi	23854	20805	44659	12000	6572	18572	50.31	31.59	41.59	49.69	68.41	58.41
9	Sri Ganganagar	54433	46978	101411	19240	16903	36143	35.35	35.98	35.64	64.65	64.02	64.36
10	Tonk	36151	25606	61757	15070	8404	23474	41.69	32.82	38.01	58.31	67.18	61.99
	<b>Total</b>	<b>459204</b>	<b>359843</b>	<b>819047</b>	<b>218484</b>	<b>155978</b>	<b>374462</b>	<b>47.58</b>	<b>43.35</b>	<b>45.72</b>	<b>52.42</b>	<b>56.65</b>	<b>54.28</b>
Phase - I													
1	Bharatpur	56008	43236	99244	28182	22867	51049	50.32	52.89	51.44	49.68	47.11	48.56
2	Bundi	34077	23172	57249	12144	7634	19778	35.64	32.94	34.55	64.36	67.06	65.45
3	Churu	49211	41190	90401	21132	15898	37030	42.94	38.60	40.96	57.06	61.40	59.04
4	Dausa	38023	31631	69654	14035	9749	23784	36.91	30.82	34.15	63.09	69.18	65.85
5	Dholpur	35439	27814	63253	17436	12881	30317	49.20	46.31	47.93	50.80	53.69	52.07
6	Hanumangarh	30823	26726	57549	17149	13911	31060	55.64	52.05	53.97	44.36	47.95	46.03
7	Jaipur	100268	86701	186969	53507	43300	96807	53.36	49.94	51.78	46.64	50.06	48.22
8	Karauli	32159	24014	56173	18880	12445	31325	58.71	51.82	55.77	41.29	48.18	44.23
9	Sawai Madhopur	38088	25964	64052	15662	9130	24792	41.12	35.16	38.71	58.88	64.84	61.29
	<b>Total</b>	<b>414096</b>	<b>330448</b>	<b>744544</b>	<b>198127</b>	<b>147815</b>	<b>345942</b>	<b>47.85</b>	<b>44.73</b>	<b>46.46</b>	<b>52.15</b>	<b>55.27</b>	<b>53.54</b>

## SCHOOL LESS HABITATIONS

S.N.	District	No.
1	Alwar	214
2	Bhilwara	80
3	Jhalawar	61
4	Jhunjhunu	430
5	Kota	50
6	Nagaur	230
7	Sikar	117
8	Sirohi	50
9	Sri Ganganagar	15
10	Tonk	88
	<b>Total</b>	<b>1335</b>
1	Bharatpur	103
2	Bundi	87
3	Churu	31
4	Dausa	56
5	Dholpur	97
6	Hanumangarh	306
7	Jaipur	600
8	Karauli	75
9	Sawai Madhopur	46
	<b>Total</b>	<b>1401</b>

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## Pupil Teacher Ratio

S.No.	Name of District	Total Enrollment			Total Teacher			PTR
		PS	UPS	Total	PS	UPS	Total	
<b>Phase - I</b>								
1	Alwar	344554	56160	400714	4590	3370	7960	50.34
2	Bhilwara	214608	64159	278767	3462	3295	6757	41.26
3	Jhalawar	87707	31274	118981	2357	2047	4404	27.02
4	Jhunjhunu	290683	132274	422957	2989	3854	6843	61.81
5	Kota	169046	69652	238698	1977	2141	4118	57.96
6	Nagauar	327280	163524	490804	3881	4559	8440	58.15
7	Sikar	253154	134580	387734	3843	3460	7303	53.09
8	Sirohi	150258	34175	184433	1298	1291	2589	71.24
9	Sri Ganganagar	189430	62317	251747	2507	2504	5011	50.24
10	Tonk	138263	22525	160788	2334	2502	4836	33.25
	<b>Total</b>	<b>2164983</b>	<b>770640</b>	<b>2935623</b>	<b>29238</b>	<b>29023</b>	<b>58261</b>	<b>50.39</b>
<b>Phase - II</b>								
1	Bharatpur	246709	39326	286035	3331	3404	6735	42.47
2	Bundi	125030	24094	149124	1799	1367	3166	47.10
3	Churu	213992	50934	264926	1936	2916	4852	54.60
4	Dausa	150098	85733	235831	1904	2108	4012	58.78
5	Dholpur	108716	28347	137063	1529	1549	3078	44.53
6	Hanumangarh	114816	23685	138501	1510	2626	4136	33.49
7	Jaipur	453916	83444	537360	5742	5224	10966	49.00
8	Karauli	145340	35330	180670	1793	1940	3733	48.40
9	Sawai Madhopur	110548	22867	133415	1513	1663	3176	42.01
	<b>Total</b>	<b>1669165</b>	<b>393760</b>	<b>2062925</b>	<b>21057</b>	<b>22797</b>	<b>43854</b>	<b>47.04</b>

## SCHOOLS

S.N.	Districts	Schools in 2002-03			School opened in 2003-04			School in 2003-04		
		PS	UPS	Total	EGS to PS	UPS	Total	PS	UPS	Total
1	Ajmer	943	444	1387	26	17	43	952	461	1413
2	Alwar	1596	686	2282	59	29	88	1626	715	2341
3	Banswara	1068	411	1479	155	9	164	1214	420	1634
4	Baran	609	249	858	25	12	37	622	261	883
5	Barmer	1498	486	1984	234	51	285	1681	537	2218
6	Bharatpur	1086	495	1581	26	36	62	1076	531	1607
7	Bhilwara	1214	543	1757	89	57	146	1246	600	1846
8	Bikaner	730	339	1069	66	24	90	772	363	1135
9	Bundi	627	245	872	40	14	54	653	259	912
10	Chittorgarh	1306	517	1823	68	57	125	1317	574	1891
11	Churu	696	419	1115	24	0	24	720	419	1139
12	Dausa	632	306	938	47	16	63	663	322	985
13	Dholpur	525	211	736	42	3	45	564	214	778
14	Dungarpur	862	332	1194	105	32	137	935	364	1299
15	Hanumangarh	554	313	867	30	0	30	584	313	897
16	Jaipur	1912	845	2757	96	141	237	1867	986	2853
17	Jaisalmer	497	159	656	74	9	83	562	168	730
18	Jalor	661	331	992	96	0	96	757	331	1088
19	Jhalawar	867	297	1164	43	53	96	857	350	1207
20	Jhunjhunu	1033	446	1479	34	58	92	1009	504	1513
21	Jodhpur	1114	543	1657	195	21	216	1288	564	1852
22	Karauli	568	283	851	86	0	86	654	283	937
23	Kota	571	257	828	25	17	42	579	274	853
24	Nagaur	1239	586	1825	117	19	136	1337	605	1942
25	Pali	878	452	1330	50	0	50	928	452	1380
26	Rajsamand	691	308	999	70	36	106	725	344	1069
27	Sawai Madhopur	566	240	806	42	15	57	593	255	848
28	Sikar	1116	466	1582	61	77	138	1100	543	1643
29	Sirohi	328	215	543	43	0	43	371	215	586
30	Sri Ganganagar	1135	454	1589	39	35	74	1139	489	1628
31	Tonk	716	320	1036	35	38	73	713	358	1071
32	Udaipur	1640	635	2275	175	90	265	1725	725	2450
	Total	29478	12833	42311	2317	966	3283	30829	13799	44628

Rajasthan Council of Primary Education

Annexure

A7 1-2 Annexure

Statement of districtwise different information regarding enrolled children (on the basis of CTS ) Review Date 15-10-04

S.No.	Name of District	No. of Children who will be enrolled in class -1 in July 04		Remaining targets	Achv. %	No. of Dropped-out children (6-14 Age group)		Remaining targets	Achv. %	No. of never enrolled children of 6-14 Age group		Achv. %
		Total Target	Total Achiv			Total Target	Total Achiv.			Total Target	Total Achiv.	
<b>PHASE-Ist</b>												
1	Alwar	59442	58735	707	98.81	3108	2021	1087	65.03	7707	4375	56.77
2	Bhilwara	41377	38621	2756	93.34	20343	17215	3128	84.62	5726	3584	62.59
3	Jhalawar	25110	24988	122	99.51	5986	5374	612	89.78	1941	1523	78.46
4	Jhunjnu	41377	39545	1832	95.57	868	839	29	96.66	750	628	83.73
5	Kota	27544	26397	1147	95.84	3030	1981	1049	65.38	1163	569	48.93
6	Nagour	58535	53602	4933	91.57	15633	7911	7722	50.60	5560	3368	60.58
7	S. Ganganagar	30729	30673	56	99.82	9486	6774	2712	71.41	2362	958	40.56
8	Sikar	39766	39504	262	99.34	2133	1880	253	88.14	891	883	99.10
9	Sirohi	21962	16023	5939	72.96	9229	1822	7407	19.74	8241	2037	24.71
10	Tonk	24072	22378	1694	92.96	8618	2795	5823	32.43	2142	762	35.58
<b>TOTAL</b>		369914	350466	19448	94.74	78434	48612	29822	61.98	36483	18687	51.24
<b>PHASE-IIInd</b>												
1	Bharatpur	41927	40668	1259	97.00	1987	876	1111	44.09	752	276	36.70
2	Bundi	16416	16491	-75	100.46	4866	3118	1748	64.08	1850	917	49.57
3	Churu	43015	38295	4720	89.03	4419	3668	751	83.01	2899	1990	68.64
4	Dausa	28472	25379	3093	89.14	2954	1612	1342	54.57	1552	884	56.98
5	Dholpur	25270	25427	-157	100.62	3330	1020	2310	30.63	1988	1035	52.06
6	Hanumangarh	27995	27392	603	97.85	2958	1990	968	67.28	1901	1388	73.01
7	Jaipur	80236	70764	9472	88.19	6212	2160	4052	34.77	2849	1712	60.09
8	Karouli	25196	24407	789	96.87	2290	1596	694	69.69	1086	691	63.63
9	S.madhopur	20655	18973	1682	91.86	4840	1392	3448	28.76	2008	916	45.62
<b>TOTAL</b>		309182	287796	21386	93.08	33856	17432	16424	51.49	16885	9809	58.09
<b>GRAND TOTAL</b>		679096	638262	40834	93.99	112290	66044	46246	58.82	53368	28496	53.40

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The following tables show the comparative status of BAS and MAS :-

**Table 2.1.2-Comparative Statement Status of BAS and MAS**

**Phase - I**

**Class - I-Maths**

Name of District	BAS						MAS					
	ST	SC	Other	B	G	T	SC	ST	Other	B	G	T
Alwar	68.50	63.70	62.80	65.30	62.30	64.15	53.62	62.26	67.10	65.65	64.18	64.42
Bhilwara	50.60	52.50	52.75	52.30	52.30	52.30	52.67	50.81	62.00	61.88	61.15	61.56
Jhalawar	61.40	52.00	62.15	61.50	59.25	60.65	47.63	58.32	47.46	45.84	47.38	46.60
Jhunjhunu	71.10	66.75	72.20	72.25	70.95	71.70	68.65	72.93	70.67	70.27	70.55	70.41
Kota	48.70	46.10	49.20	50.70	46.05	48.55	54.14	53.35	61.19	61.71	60.72	61.19
Nagaur	60.70	66.25	54.80	57.20	54.45	55.90	80.54	88.64	78.08	78.29	78.29	78.29
Sikar	71.70	58.95	67.95	66.50	68.35	67.30	61.55	65.00	66.48	68.05	64.97	66.65
Sirohi	53.40	49.25	54.00	54.60	50.30	53.00	50.06	50.35	48.59	46.36	47.13	46.68
Sriganganagar	61.75	73.75	69.45	68.30	63.40	66.20	57.44	64.77	60.80	63.32	63.49	63.40
Tonk	50.85	56.65	62.30	59.75	55.50	58.30	59.41	50.79	52.07	51.93	51.98	51.95
Total	598.70	585.90	607.60	608.40	582.85	598.05	585.71	617.22	614.44	613.30	609.84	611.15
Average	59.87	58.59	60.76	60.84	58.29	59.81	58.57	61.72	61.44	61.33	60.98	61.12

**Class - I-Hindi**

Name of District	BAS						MAS					
	ST	SC	Other	B	G	T	SC	ST	Other	B	G	T
Alwar	63.70	68.50	57.95	59.55	61.20	60.20	62.26	53.62	66.25	62.36	61.44	61.90
Bhilwara	52.50	50.60	50.20	49.20	50.00	49.55	50.81	52.67	53.98	54.45	51.46	53.01
Jhalawar	52.00	61.40	60.95	59.15	57.60	58.55	58.32	47.63	52.49	52.87	52.51	52.69
Jhunjhunu	66.75	71.10	71.10	67.90	69.95	68.80	72.93	68.65	70.90	69.76	71.24	70.51
Kota	46.10	48.70	41.05	40.40	39.10	39.80	53.35	54.14	55.81	56.08	53.91	54.93

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	ST	SC	Other	B	G	T	SC	ST	Other	B	G	T
Nagaur	66.25	60.70	53.95	56.25	54.40	55.35	88.64	80.54	80.37	81.05	80.55	80.82
Sikar	58.95	71.70	62.05	63.00	63.05	63.05	65.00	61.55	65.93	65.65	64.23	65.02
Sirohi	49.25	53.40	54.90	54.15	54.95	54.45	50.35	50.06	49.76	50.60	49.33	50.07
Sriganganagar	73.75	61.75	63.05	59.25	62.10	60.45	64.77	57.44	55.53	57.47	56.56	57.06
Tonk	56.65	50.85	63.25	56.65	56.50	56.60	50.79	59.41	52.87	54.61	52.91	53.78
Total	585.90	598.70	0.00	565.50	568.85	566.80	617.22	585.71	603.89	604.90	594.14	599.79
Average	58.59	59.87	0.00	56.55	56.89	56.68	61.72	58.57	60.39	60.49	59.41	59.98

**Table 2.1.3—Comparative Statement Status of BAS and MAS**

**Phase - I**

Class - IV-Maths

(22)

Name of District	BAS						MAS					
	ST	SC	Other	B	G	T	SC	ST	Other	B	G	T
Alwar	41.28	36.43	37.88	38.18	38.63	38.33	49.96	47.72	50.62	51.21	48.34	49.93
Bhilwara	36.78	31.75	37.25	34.05	41.23	36.83	30.88	29.15	27.84	28.86	27.69	28.47
Jhalawar	28.58	28.05	30.18	29.63	29.85	29.70	27.32	27.73	27.31	28.01	26.68	27.37
Jhunjhunu	37.20	38.03	44.88	43.75	43.00	43.58	52.52	56.15	47.97	51.74	47.59	49.35
Kota	24.95	29.70	26.70	27.35	25.93	26.65	33.82	29.64	32.75	32.91	32.58	32.78
Nagaur	36.05	37.50	39.25	40.45	36.40	38.90	50.43	72.50	50.65	51.25	50.24	50.82
Sikar	36.65	38.28	38.33	37.73	38.43	38.00	48.06	58.38	45.40	47.82	44.99	46.42
Sirohi	29.58	25.53	31.98	32.28	27.15	30.83	23.95	24.16	30.60	28.11	25.04	27.04
Sriganganagar	34.90	32.50	37.53	37.63	35.48	36.73	42.44	35.23	37.02	40.59	38.89	39.81
Tonk	34.50	37.05	40.80	36.68	43.08	38.98	18.19	18.54	20.08	19.79	18.83	19.44
Total	340.45	334.80	364.75	357.70	359.15	358.50	377.57	399.20	370.24	380.29	360.87	371.43
Average	34.05	33.48	36.48	35.77	35.92	35.85	37.76	39.92	37.02	38.03	36.09	37.14

Name of District	BAS						MAS					
	ST	SC	Other	B	G	T	SC	ST	Other	B	G	T
Alwar	52.23	47.90	48.59	49.46	48.53	49.16	49.98	52.61	58.48	56.71	52.68	54.91
Bhilwara	47.00	44.80	46.90	45.56	48.73	46.77	45.62	40.19	40.22	40.75	41.81	41.1
Jhalawar	42.46	43.71	44.43	44.36	43.39	44.04	38.75	38.10	41.66	40.22	41.07	40.63
Jhunjhunu	48.20	49.17	57.19	54.84	56.26	55.47	64.10	57.64	58.36	59	60.16	59.67
Kota	39.23	42.84	42.01	42.14	40.66	41.43	48.02	45.09	47.08	46.72	47.53	47.15
Nagaur	49.86	49.29	46.89	48.67	44.91	47.21	57.06	62.14	59.17	58.91	58.52	58.75
Sikar	48.10	46.60	51.04	49.17	51.90	50.24	50.76	53.36	54.58	54.17	53.29	53.74
Sirohi	44.74	37.13	46.60	46.34	42.17	45.16	37.61	37.73	40.80	39.65	38.07	39.1
Sriganganagar	47.24	49.76	50.69	49.97	49.29	49.69	55.40	50.52	50.81	53.01	53.41	53.19
Tonk	45.81	49.60	58.50	50.63	61.61	54.59	29.43	30.92	32.81	32.1	31.28	31.8
Total	464.87	460.80	492.83	481.14	487.44	483.76	476.73	468.30	483.97	481.24	477.82	480.04
average	46.49	46.08	49.28	48.11	48.74	48.38	47.67	46.83	48.40	48.12	47.78	48.00

**(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- Responsible for all the trainings and other activities which are to be conducted at Block Level.
- 2- Holding monthly review and planning meetings of CRC facilitator to know the impact of training in the field & review the progress of interventions with feedback.
- 3- She/He acts as liaison 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- BRCF will help DPC in conducting training programmes and organize monthly review meetings.

**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
- 7- Environment building activities etc.

## RELEASE OF FUNDS FROM GOI & GOR (DPEP RAJASTHAN)

### Phase - I

#### GOI Releases - 2003-04

S.NO.	Sanction No.	Amount
1.	4-3/03 DPEP.4 Dt. 20-06-03	Rs. 30.00 Crore
2.	4-3/03 EE-8 / EE-15 Dt. 19-09-03	Rs. 30.00 Crore
3.	4-3/03 EE-8 / EE-15 Dt. 19-12-03	Rs. 30.00 Crore

#### 2004-05

1.	4-3/03 EE-8 / EE-15 Dt. 22-03-04	Rs. 10.00 Crore
2.	9-5/04-EE.16 dated 21.05.04	Rs. 10.00 Crore
3.	9-10/2004-EE.16 dated 06.08.04	Rs. 25.00 Crore

### GOR Releases -

1. No. matching share is pending up to Sept.2004

### Phase - II

#### GOI Releases -

##### 2003-04

S.NO.	Sanction No.	Amount
1.	4-4/03 DPEP.4 Dt. 20-06-03	Rs. 30.00 Crore
2.	4-4/03 EE-8 / EE-15 Dt. 29-09-03	Rs. 10.00 Crore
3.	4-4/03 EE-8 / EE-15 Dt. 17-12-03	Rs. 40.00 Crore

##### 2004-05

1.	4-4/03 EE-8 / EE-15 Dt. 22-03-04	Rs. 5.00 Crore
2.	9-11/2004-EE.16 dated 06.08.04	Rs. 15.00 Crore

### GOR Releases -

1. No. matching share is pending up to Sept.2004

90-91

## UTTAR PRADESH

MISSION OBJECTIVES	STATUS / PROGRESS
<b>(A) Progress On Access - Objectives</b>	
<b>Issues to Examine</b> <ul style="list-style-type: none"> <li>▪ What is the progress with reference to the baseline and more particularly since 2003 with regard to outcomes in terms of enrolment, attendance, reduction of drop out and completion with special reference to gender, SC, ST, disabled and other socially disadvantaged groups.</li> </ul>	<b>EMIS Data 2003-04 (Primary Level)</b> <ul style="list-style-type: none"> <li>• GER overall - 95.25</li> <li>• GER (Girls) - 97.77</li> <li>• GER (Boys) - 93.17</li> <li>• NER overall - 84.92</li> <li>• NER (Girls) - 87.26</li> <li>• NER (Boys) - 82.92</li> <li>• GER (SC) - 113.91</li> <li>• Drop-out (sample study) 32.9% by SIEMAT (2000-01).</li> <li>• Gender gap in drop out is very nominal.</li> <li>• Drop out studies are being conducted in 5 districts to find out latest drop out rate.</li> <li>• EMIS for 2004-05 is under process</li> </ul>
<ul style="list-style-type: none"> <li>▪ What is the number and percentage of 6-11 year olds still out of school by gender, SC, ST, disabled and other socially disadvantaged groups in the project districts? What is the strategy to bring them to school?</li> </ul>	<ul style="list-style-type: none"> <li>▪ In DPEP-III districts, 23390 children of age group 6-11 years are still out of school in which 11604 are girls and 11786 are boys.</li> <li>▪ 7120 disabled children of age group 6-14 years are out of school.</li> <li>▪ Out of total out of school children, 50.39 % are boys, 49.61 % are girls and 30 % are disabled children.</li> <li>▪ Efforts are being made to enroll them in EGS/AS centres.</li> </ul>
<ul style="list-style-type: none"> <li>▪ How many habitations in the project districts are still without school? How many school are still single teacher schools?</li> </ul>	<ul style="list-style-type: none"> <li>▪ In the workshop on preparation of AWP&amp;B for 2005-06, district level officers have been given instructions to find out the unserved habitations fulfilling the norms to open new schools. Number of such habitations will be available after December, 2004.</li> <li>▪ As per EMIS data 2003-04, 27% primary schools are single teacher schools. Meanwhile, recruitment of special BTC teachers and Shiksha Mitras has been done on large scale and redeployment of teachers has been taken place. The current data on single teacher schools will be captured in EMIS-2004-05 likely to be available by February-March, 2005.</li> </ul>
<ul style="list-style-type: none"> <li>▪ How many 'out of school' children in the project districts have been mainstreamed into formal schools? What measures are in place to encourage their continuance in school?</li> </ul>	<ul style="list-style-type: none"> <li>▪ There were total 7,46,318 out of school children in DPEP-III districts as revealed by house hold survey in June, 2004. Out of these, 722928 children have been enrolled till 30-09-2004.</li> <li>▪ Recently cooked mid-day-meal scheme has</li> </ul>

	<p>been started in U.P. which is expected to increase their retention in schools.</p>
<ul style="list-style-type: none"> <li>▪ What is the current pupil teacher ratio as against the baseline? If above the state norms what steps are being taken to attain the norm especially in UP in UPDPEP-III, Rajasthan I and II and DPEP-III districts?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Baseline teacher-pupil ratio was 1:67. It has become now 1:58.</li> <li>▪ More Shiksha Mitras are being recruited under SSA which will further improve teacher pupil ratio.</li> </ul>
<ul style="list-style-type: none"> <li>▪ What measures are being adopted to deal with the issue of underage children in Grade I?</li> </ul>	<ul style="list-style-type: none"> <li>▪ In U.P., minimum age prescribed for admission in grade-I is 6 years. Proportion of underage children in class - I has been decreasing over the years.</li> </ul>
<ul style="list-style-type: none"> <li>▪ To what extent is the expansion of access for UPE- <ul style="list-style-type: none"> <li>➤ targeted and informed by data on the most difficult to reach children;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ 2502 new primary schools planned in DPEP-III have been opened and are functional</li> <li>○ 5289 EGS/AS centres have been opened in scattered habitations for hard to reach children.</li> </ul>
<ul style="list-style-type: none"> <li>➤ provides diversity of models and how consistent are these with the needs and characteristics of the target group;</li> </ul>	<ul style="list-style-type: none"> <li>○ EGS centres are targeted in small and scattered habitations for younger children.</li> <li>○ AS centres have been opened as per local need - working children, drop outs.</li> </ul>
<ul style="list-style-type: none"> <li>➤ ensuring basic learning conditions in terms of effective teacher availability and time, school facilities, teaching learning materials;</li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher availability has been increased over the last year. Special recruitment drive for B.Ed. trained teachers was undertaken by the State Govt. About 46000 teachers have been recruited for the entire state.</li> <li>○ More Shiksha Mitras have been provided under SSA.</li> <li>○ School infrastructure has been strengthened.</li> <li>○ School grant and Teaching-learning material grant has been provided to all schools.</li> </ul>
<ul style="list-style-type: none"> <li>➤ provoking an overall longer vision for alternative schools and EGS centers from the perspective of quality and equity.</li> </ul>	<ul style="list-style-type: none"> <li>○ EGS/AS centres have been started as transitory learning centres with ultimate aim of mainstreaming the learners in to formal schools at appropriate stage.</li> <li>○ Planned efforts have been made to upkeep the quality of education in EGS/AS centres. The textbooks prescribed in formal schools have been adopted for EGS centres.</li> <li>○ The academic support and supervision system DIET - BRC - NPRC set up for formal schools has been entrusted responsibility for EGS/AS centres also.</li> <li>○ One month training is given to EGS/AS instructor.</li> </ul>
<p><b>Issues to Examine</b></p> <ul style="list-style-type: none"> <li>▪ What is the extent of district-wise</li> </ul>	<ul style="list-style-type: none"> <li>▪ MAS has been completed. Findings:- <b>Grade - 5</b></li> </ul>

<p>progress with regard to improvement in achievement levels against the baseline, with special reference to gender, SC, ST and other socially disadvantaged groups? What evidence is there of this progress?</p>	<p>Language : 57.52%  Mathematics : 47.31%  % Improvement in language : 11.75  % Improvement in Mathematics : 16.98  <b>Grade - 2</b>  Language : 76.85%  Mathematics : 79.29%  % Improvement in language : 18.60  % Improvement in Mathematics : 17.24</p>
<ul style="list-style-type: none"> <li>▪ Are districts monitoring progress in achievement levels?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Districts are monitoring leaching-learning situation in schools by classifying the schools in A, B, C, D categories on the basis of performance on prescribed 10 parameters. This has direct impact on achievement levels of the students.</li> <li>▪ Achievement levels of students are assessed through examinations and periodic assessment surveys - BAS, MAS, FAS.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Are children learning at the grade level and how is learning being monitored in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learning in the classroom is being monitored through visits of BRC/NPRC coordinators in the schools.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Is there an annual academic plan at cluster &amp; block levels?</li> </ul>	<ul style="list-style-type: none"> <li>▪ There are instructions to BRC and NPRC to prepare annual work plan for academic monitoring of schools in their respective areas. This is being done at BRC &amp; NPRC levels.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Are teachers supported appropriately by CRC/BRC to facilitate learning and assessment of pupils? Have these institutions emerged as strong institutions with requisite staffing and technical capacity to provide academic support to schools? What are some of the major activities carried out by the BRCs since July, 2004?</li> </ul>	<ul style="list-style-type: none"> <li>▪ All BRCs &amp; NPRCs are functional. BRC-NPRC coordinators have been given training on Academic Support &amp; Supervision. Besides BRC-NPRC coordinators have been given training on financial management &amp; maintenance.</li> <li>▪ All BRC coordinators meet at the DIET level to provide feedback of school and receive directions/guidelines which in turn are passed to NPRC &amp; schools.</li> <li>▪ All teachers meet every month at NPRC to provide feedback and discuss classroom teaching-learning process.</li> <li>▪ BRCs are providing continuous support to schools.</li> </ul>
<ul style="list-style-type: none"> <li>▪ What measures are in place to improve the basic learning condition in a alternative schooling systems in enhanced learning outcomes?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Instructors of EGS/AS centres are given one month training at DIETs.</li> <li>▪ BRC-NPRC provide academic support to these centres.</li> <li>▪ Learners of these centres appear in class-V examination of the formal schools.</li> <li>▪ Evaluation study shows that achievement levels of EGS/AS centres are encouraging.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Are there any mechanisms being instituted / planned to increase accountability of the school to the</li> </ul>	<ul style="list-style-type: none"> <li>▪ In UP elementary education is very much decentralized. Powers have been given to VECs for most of the activities - construction</li> </ul>

<p>community in terms of learning outcomes.</p>	<p>work, recruitment of Shiksha Mitras, instructors of EGS/AS, payment of honorarium, TLM grant, school grant, maintenance grant. Schools are more accountable to the local community in U.P. Head of the Gram Sabha is the chairperson of VEC which is a statutory body.</p>
<p><b>Issues to Examine</b></p> <p><b>Institutional Capacity</b></p> <ul style="list-style-type: none"> <li>▪ Is the staffing of positions in state and district offices and institutions adequate?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staffing in SPO and DPOs is adequate.</li> <li>▪ At SPO, 61 posts are filled out of planned 62 posts.</li> <li>▪ At DPOs, 291 posts are filled out of planned 363 posts.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Are any specific measures being taken or proposed for regular capacity building of institutions at all levels, particularly at the level of the BRC and CRC?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Capacity building of BRCs and NPRCs is being done on continuous basis by SIEMAT, SCERT and DIETs.</li> <li>▪ Training of BRC &amp; NPRC staff has been planned under SSA during 2004-05.</li> </ul>
<ul style="list-style-type: none"> <li>▪ Is there effective coordination between project and mainstream institutions? What measures have been taken to make the coordination effective?</li> </ul>	<ul style="list-style-type: none"> <li>• In UP, project management is very much integrated with the mainstream institutions.</li> <li>• Project management works in complete coordination with the Director of Basic Education including State Text Book Office.</li> <li>• SIEMAT, Allahabad established under Basic Education Project has been strengthened under UP DPEP-III and has been entrusted with the responsibility of training Educational Planners and Administrators. SIEMAT-UP is fully functional. The Institute conducts training-cum-workshops for district level planning teams for preparation of AWP &amp; B., analysis and dissemination of EMIS, theme based training programmes etc. SIEMAT also carries out appraisal of AWP &amp; Bs each year.</li> <li>• SIEMAT have developed capacity of good quality of evaluations &amp; action research. The institute has carried out studies/evaluation in DPEP-III.</li> <li>• The SCERT at State level works closely with the State Project office in areas of all quality related issues- developing modules for training of teachers, Shiksha Mitras, instructors of EGS/AS, revision of curricula and textbooks, teachers guide. The SCERT conducts BAS, MAS and FAS also in the project districts. It also conducts other studies, which are suggested by the JRMs from time-to-time. SCERT provides guidance to UP Education</li> </ul>



	For All Project in all quality related issues.
<ul style="list-style-type: none"> <li>Are the states / districts using research funds to conduct research? If yes, how are the research findings being used?</li> </ul>	<ul style="list-style-type: none"> <li>UP Education For All Project Board gets various studies conducted through SIEMAT/SCERT and other agencies, when required.</li> <li>The suggested topics are placed in the meeting of Project Research Advisory Committee headed by the Principal Secretary/Secretary Basic Education.</li> <li>The findings of each study are discussed and used in planning various interventions.</li> </ul>
<ul style="list-style-type: none"> <li>Are the planning and monitoring processes becoming more evidence based at State and district levels and is this reflected in AWP&amp;B?</li> </ul>	<ul style="list-style-type: none"> <li>Core planning teams for AWP&amp;B are constituted in each districts.</li> <li>Planning is done in decentralized manner in the districts.</li> <li>MIS data is used in planning various interventions adequately.</li> </ul>
<ul style="list-style-type: none"> <li>Is there evidence of new initiatives being introduced in improving system of data collection, Validation and use?</li> </ul>	<ul style="list-style-type: none"> <li>DISE software has been operationalised in all districts.</li> <li>House hold survey data of out of school children has been computerized.</li> <li>MIS has been implemented for EGS/AS also.</li> <li>Recently digitized GIS has been started for 10 districts of the state under SSA. This is likely to be done for all the districts soon.</li> </ul>
<p><b>Project Implementation</b></p> <ul style="list-style-type: none"> <li>Is the fund available timely against the AWP&amp;B at State and district level?</li> </ul>	<ul style="list-style-type: none"> <li>Funds against AWP&amp;B become timely available from Govt. of India and State Govt. The same are released to districts timely. There is no problem in this regard.</li> </ul>
<ul style="list-style-type: none"> <li>What measures have the states taken to accelerate pace of expenditure especially with reference to Rajasthan, Bihar, Andhra Pradesh and Gujarat?</li> </ul>	Not applicable in U.P.
<ul style="list-style-type: none"> <li>To what extent has the approved AWP&amp;B been implemented as planned? What are the constraints, if any?</li> </ul>	<ul style="list-style-type: none"> <li>Out of planned AWP&amp;B 2004-05 of Rs. 15613.44 lacs, an amount of Rs. 8972.85 lacs has already been spent till 30-09-2004 which is 57.46%. The entire planned outlay is most likely to be utilized during 2004-05.</li> </ul>
<ul style="list-style-type: none"> <li>Are revised allocations doing justice to all components of the programme?</li> </ul>	<ul style="list-style-type: none"> <li>Revised allocations from the Govt. of India are awaited.</li> </ul>

## **UTTARANCHAL**

### **(A) Quality of Access :-**

#### **(a) Expansion of Access for UPE :-**

In order to provide access to school to all children in the age group 6-11 years in DPEP district, the project envisages provision of a primary school within a radius of 1.5 km in plains and 1.0 km. in hills for a habitation with population of 300 or more in conformity with the State Government norms.

There are 10493 habitations in 06 DPEP district. In 8685 habitations primary schools are available in the radius of 1.0 km. In 1808 habitations schools are available beyond one Km. (A habitation is a distinct cluster of houses with population less than 25 in the plain areas or with population less than 10 in hilly/ sparsely populated areas wherein convenient walking distance between them is more than 200 meters).

In small and scattered habitations, where children do not have access to school facilities within a radius of 1.0 km. and have 15 children in the age group of 6 to 11 years (for hilly areas minimum of 10 children), Education Guarantee Scheme (EGS) centers are being provided. At present 560 EGS centers and 77 Alternative Schooling (AS) centers/ camps are functional in 6 DPEP district.

Most of the unserved habitations in 05 hill districts covered under DPEP are scattered and sparsely populated, therefore they do not qualify the norms prescribed by Government of India for Education Guarantee Scheme (EGS) and Alternative and Innovative Education (AIE) guideline for opening an EGS and AIE centers. In the light of above, it was proposed in the Executive committee of "Uttaranchal Sabhi Ke Liye Shiksha Parishad" put from that the EGS can be opened if 5 children (6-11 age group) are available in a habitation. The Project Approval Board of GOI approved this proposal in its meeting of May 19, 2004

#### **(b) Diversifying learning opportunities by a diversifying access needs**

Despite efforts to improve access and quality in formal schools, certain categories of children have not been able to participate in the formal schooling system due to various factors such as, social, traditional or economic reasons. Under the programme various innovative models/ Strategies have been adopted to bring the dropouts, working children, street children and migratory children in the field of primary education. These are as follows:

##### **(i) Shiksha Ghar (ASC):-**

Shiksha Ghar is an alternative model of school to cover out-of-school children of 6-11 years age, which provides a flexible, sensitive and child friendly school

managed by the Village Education Committee (VEC). At present 66 Shiksha Ghar /AIE centers are functional in 06 DPEP districts.

(ii) **Bridge Course/Condense course :-**

Bridge course, condensed course, non-residential camps are aimed at addressing the learning need of dropouts, migratory, street children and children engaged in domestic works in the age group 6-11 years. A bridge course camp for 90 days was organized at Chauras, Srinagar(Garhwal) for the children of laborers working at the construction site of Garhwal university campus. A total of 48 children participated in this camp. A total of 14 children were linked with school mainstream in P.S. Sankvo and P.S. Mangsu in Kirti Nagar, Tehri. A total of 7 camps were conducted in slums and adjacent areas to brick kilns in district Haridwar. A total of 142 boys and 159 girls total 301 children have been enrolled in these camps.

(iii) **Maktab/Madarsa strengthening :-**

The DPEP district Haridwar has more than 25 % of Muslim population. To ensure the greater participation of Muslim children in schools, the steps to strengthen Maktab/Madarsa have been adopted in Laksar and Bhagwanpur block. A total of 04 Maktab/Madarsas have been covered under the project. 319 boys and 152 girls total 471 children are enrolled in these Maktab. Under the programme, they have been provided free text books, educational materials, additional training for teachers. The Maulviji, who imparts religious instruction to the children for 2 or 3 hours, is now also responsible for teaching the mainstream school curriculum. The Maulviji is being provided a monthly honorarium of Rs.1000/ per month for his additional services. EGS centers and AS centers have also been opened in other Muslim populated blocks of Haridwar such as Khanpur and Bhagwanpur.

(iv) **ECCE with EGS :-**

To enable girls to attend primary education and unbound them from sibling cares Early Childhood Care and Education (ECCE) with EGS centers are functional in district Champawat. The girls in age group 6-11 are enrolled in EGS centers and their younger brother/sisters in the age group 3-6 year, are kept in ECCE centers which prepare them for entry into primary schools.

**Upgrading of EGS :-**

There is a plan for conversion of EGS school/Center into formal school under DPEP and SSA project, if it qualifies the norm for the opening of new primary school. A total of 15 EGS centers have been converted to formal school from April, 2000 to March 31, 2004. These have been provided school buildings, one Head Master and one Para-teacher from DPEP. The EGS teacher/Acharyaji of the converted EGS center can be selected as

Shiksha Mitra (Para teacher) by the VEC, if the candidate fulfills qualification prescribed selection of a Para teacher, that is recruited in the formal school.

**(c) Basic learning conditions :-**

**School Facilities**

New primary schools have been opened in unserved habitations, which fulfilled the norms of State Government for opening of new primary school. The dilapidated school buildings have been reconstructed. Additional classrooms have been provided to primary schools which had only 1 or 2 classrooms or overcrowded classroom. The schools requiring major repair work have been provided maintenance grant. Toilets and drinking water facilities have been provided in schools. A plan has been made for universal coverage of drinking water and sanitation facilities in all primary schools with the collaboration of Swajal scheme under “Pradhan Mantri Twarit Gramin Peyajal Yojana”, Total Sanitation Scheme, PMGY, rain water harvester Scheme of UREDA and DPEP/SSA. The detail breakup is as follow :-

	<b>Target upto March. 2004</b>	<b>Under construction</b>	<b>completed</b>	<b>% of completed</b>
New Primary School	356	71	266	74.71
Additional Classroom	831	73	697	83.87
Reconstruction of PS	341	71	264	77.41
Toilets	1618	58	1532	94.68
Drinking Water	1220	249	640	52.45
Major repairs of PS	1022	120	871	85.22

**Teaching learning material**

1. TLE grant @ Rs.10000/- per school released to 356 new primary schools to purchase teaching learning equipments.
2. School Improvement Grant @ Rs.2000/- per school has released of 4454 primary schools in 2003-04 for beautification of school building and maintenance of infrastructure available in the school.
3. TLM grant @ Rs. 500/- per teacher provided to 8429 teachers in 2003-04. The TLM grant is used by the teacher in preparation of low cost, locally available teaching learning aids, which assist the teachers in class room transaction.

Learning corners developed in every primary school for the use of children. Revised text books having specific local contents distributed to SC/ST boys, all girls under DPEP/SSA and boys of general category filling under State Government scheme.

### **Availability of teachers :-**

Efforts has been made by the State Government and Project to provide minimum 02 teachers in primary schools and maintain teacher pupil ratio of 1:40. The present status in 6 DPEP district is as follows:-

S.No	District	Post Sanctioned	Post filled	Post vacant
1	Bageshwar	1378	811	567
2	Champawat	948	568	380
3	Pithoragarh	2295	1732	563
4	Tehri	2893	2571	322
5	Uttarkashi	1309	1168	141
6	Haridwar	1903	1765	138

Steps taken to recruit Shiksha Mitra (para teacher) in remote areas to ensure the presence of teachers in schools. A total of 5000 posts of para teacher have been sanctioned by the state government. So far 701 Shiksha Mitra selected and trained under DPEP and 411 Shiksha Mitra selected and trained under the State Government scheme.

Due to non availability of Basic Teacher Course (BTC) trained teacher in the State, provision of "Vishisht BTC" have been made for Bachelor of Education (B.Ed), License of teaching (LT) etc. candidates by providing them six months training for teaching in basic schools. 2600 Vishisht BTC teachers are under go it training in DIETs. The State Government has also sanctioned 2400 posts of Vishisht BTC teachers for filling as the vacant posts in primary schools. Teachers trained under Vishisht BTC would be posted for a minimum of 3 years in remote areas during the first posting.

### **(B) Quality of Learning**

#### **(a) Learning of children and their assessment**

- (i) Curriculum for class I to V is revised by the SRG (Pedagogy) according to the curriculum developed by NCERT.
- (ii) Text books of class I to V revised with according to reference to newly created state of Uttaranchal, have been printed & used for academic session of 2003-04.
- (iii) Curriculum for environmental education for class 3-5 developed by the "Uttarakhand Seva Nidhi Paryawaran Shiksha Sansthan, Almora"
- (iv) Learning corners developed in schools for use of children.
- (v) Teaching learning materials are available in classrooms for the use of the children.
- (vi) Kunjapuri model is providing card based self and peer group learning.
- (vii) Exercise and self evaluation practices (Kitna Seekha) developed in school text books to evaluate the children. Student learning is also evaluated through continuous evaluation through oral tests and on the basis of

assignments in class I and II. Monthly, quarterly, half yearly and annual examination are held in class III to V.

- (viii) School grading tool part 'b' developed, which helps in evaluation of student's achievement level in educational and co-curricular activities.
- (ix) Continuous and comprehensive evaluation system is developed by the DIET, Almora with the help of SCERT and it was tried in Bageshwar, Champawat and Almora district. The DIET faculty of Bhimtal(Nainital), Tehri and Uttarkashi have been trained about continuous and comprehensive evaluation methodologies.

#### **(b) Change in classroom practices fulfilling the diverse learning needs**

The teachers have been trained every year on their subject specific needs. First round of teacher training mainly focused on new text books (class I-V) & second round focused on hard spots (Math and Language), gender sensitization of teachers and addressing the problems of differently abled children. Training need assessment by DIETs for preparation and use of TLM, training for ABSA/SDI/Coordinators for using school grading tools, training of teachers, NPRCc and BRCc for continuous and comprehensive evaluation of students.

#### **(c) Academic support by BRC/CRC**

The BRC coordinator visits 10 schools including EGS/AS and ECCE centers per month, while the NPRC coordinator visits 15 schools per month. They are providing support to teachers in terms of school visits, demonstrating lesson plan and getting the feed back. They also assist in TLM preparation and its use and discuss specific problems. The NPRCs are arranging monthly meetings of all the teachers of the cluster for sharing their experience and discussion on pedagogical issues. The BRC organized the monthly meeting of NPRC coordinators and is also collaborating and coordinating with ABSA/SDI and DIET. The DIETs provide training to block resource persons and master trainers. They also supervise training at the BRCs and assess the effectiveness of teacher's training and undertake school visits and assist teachers in classroom situation. The para teacher and Acharyaji/Anudeshka of EGS/AS also participate in monthly meetings with formal school teachers and share their experiences. The BRCc, NPRCc and DIET faculty also providing support to these centers regularly. The Government of Uttaranchal has restructured the framework of Education Department recently. Now there is integration between basic and secondary education. The primary, Upper primary, secondary and senior secondary schools shall work in the form of school complex. The intermediate college (Senior secondary school if not available then secondary school) will be the nucleus of the school complex. The principal of Intermediate college will be the Area Education Officer along with CRC coordinator. He will look after all the schools primary as well as secondary schools of the complex. Similar pattern has been adopted at the block level. The senior most principal of block level Government senior secondary school will be the Block Educational Officer. An Assistant Education officer, BRC coordinator and Astt. BRC coordinator will support him in education administration as well as in academic supervision.

School grading started by the CRC and BRC for effective monitoring, supervision and assistance.

#### **(d) Academic support from CRC/BRC/DIET/SCERT**

The DIETs are working as the nodal institutions at district level for action research, training and academic support to schools. With the aim of providing region based instructional material, DIETs are building up a data base of local facts, folklore, dialects etc. DIET Almora, Bhimtal (Nainital), Pithoragarh and Haridwar have prepared region specific supplementary reading material. DIET, Roorkee (Haridwar) developed a test paper for the evaluation of teacher to assess the need of training. They also conducted research/pilot studies on working of para teacher. The DIET, Didihat (Pithoragarh) conducted a number of action research and developed need based supplementary reading materials.

DIET lecturers are nominated as mentors for each blocks for close and regular monitoring. Academic assistance have been given to low performing schools by NPRCc, BRCc, ABSA/SDI and DIETs. Monthly progress review meeting are held at the NPRC, BRC, DIET, DPO, SPO and SCERT level. The SCERT has developed training module for Area Education Officers, BRCc and NPRCc.

Teacher education plan has been developed by the SCERT. The SCERT review and monitor the activities going on under project every month.

### **(C) Quality of Implementation**

#### **(a) Planning process at State and District Level**

The district level planning core team is oriented and trained in preparation of plans. The block level planning team prepared the plan and submit it to district level core team, who compile and appraise it and put up it before the District Education Project committee for approval. The plan prepared by the DPEP districts appraised by the NIAR, Mussoorie and MHRD team has appreciated the plan prepared by the districts in its appraisal note.

#### **(b) Staffing in SPO and DPO**

State Project Office setup for implementation of DPEP and SSA project under "Uttaranchal Sabhi Ke Liye Shiksha Parishad".

The State Project Office is responsible for day to day management, administration, implementation and monitoring of project activities. District project office has been established in all the 06 DPEP district for proper implementation of District Primary Education Programme-III in the district. The overall key staffing position in the State Project Office and District Project Office in 06 DPEP district is as follows : -

**STAFFING POSITION AT SPO, UTTARANCHAL**

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	01
5.	Professional	02	01
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	04
16.	Peon	05	04
17.	Sweeper cum chokidar	01	-
	<b>Total</b>	<b>30</b>	<b>23</b>

**STAFFING POSITION IN DPO**

S. No.	Name of Post	Post Sanctioned	Post Filled
1.	Expert(BSA)	06	06
2.	Asst. Accounts Officer	06	05
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
	<b>Total</b>	<b>60</b>	<b>56</b>

**(b) Effectiveness of institutional support for timely implementation of AWP&B**

A core team has been constituted at the district level which comprises a Principal DIET, EBSA, Assistant Finance and Account Officer, one ABSA, BRC coordinators, Senior Lecturer of DIET and NPRC coordinator. The team is oriented at SPO level for preparing AWP&B and implementation thereof.



This team has been substantially effective since the beginning of the project period till this date. The AWP&B at the district level as well as at the state level was prepared in time and was approved by the Project Approval Board. Consequently the AWP&B was implemented annually.

The DIETs have been assigned all the training programme such as in-service training of teachers, orientation training of para teachers, TLM preparation, textbooks writing and also capacity building programmes etc. These programmes are planned in advance and implemented over the year.

The NIAR, LBSNNA, Mussoorie is closely associated with the society regarding DPEP III and has been involved in some of the vital training programmes and review studies of the project activities.

The Village Education Committee (VEC), School Management Committee (SMCC), Mother and Motivation Teacher Association (MAMTA), Woman Motivator Group (WMG) have been formed in the State with their guidelines and they are actively engaged in promoting all the activities of the society under DPEP III.

The National Institute for Visually Handicapped (NIVH), National Institute of Orthopedically Handicapped (NIOH), NASHIO etc are providing active support to identify handicapped/impaired children, helping them to have appliances and enabling them to easily carry out their studies either in the regular schools or EGS/AIE centers.

The large numbers of such children have been benefited by the society.

#### **(d) DISE data collection and validation**

DISE data for the year 2003-04 has been collected and data entry work is completed in all the 06 districts. The data has been provided to Ed.CIL, New Delhi for final analysis.

#### **(e) Fund flow from GOI/State Government to the State implementing society**

For the financial year 2000-2001, 2001-2002, 2002-2003 and 2003-2004, the State government released Rs. 12.09 crore against the total release of Rs 70.72 crore. This amount comes to 17.09% which is adequate as compared to the norm of 15%.

The GOI released Rs 58.63 crore for the above mentioned period. The amount was received by the society in two or three installments in every financial year. As a result of adequate and timely available funds, the society could function effectively and implement the plans in a time bound manner.

The details of the fund flow is shown below-

(Rs. In Crore)

S. No.	Year	Approved AWP&B	Releases			% state share against total release
			GOI	State Govt	Total	
1	2000-2001	16.07	9.11	2.61	11.72	22.27
2	2001-2002	28.74	18.00	3.56	21.56	16.51
3	2002-2003	26.41	20.00	3.00	23.00	13.04
4	2002-2003	26.71	11.52	2.92	14.44	20.22
	<b>Total</b>		<b>58.63</b>	<b>12.09</b>	<b>70.72</b>	<b>17.09</b>

**Fund flow from state society to the districts.**

The state society released funds time, accordingly to their requirement and approved AWP&B for the financial year in question.

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