

DPEP



जिला प्राथमिक शिक्षा कार्यक्रम
DISTRICT PRIMARY EDUCATION PROGRAMME

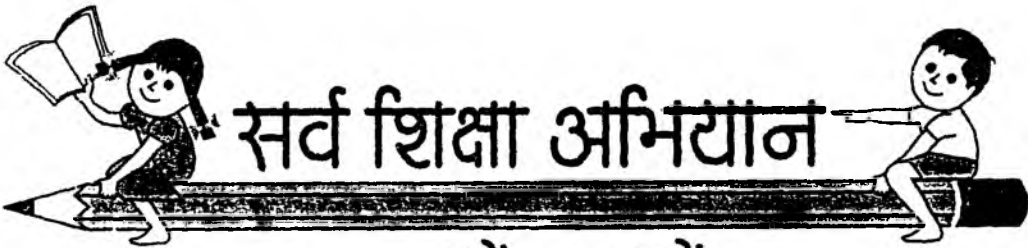
NIEPA DC



D12588

State Report Part 1

20th- Joint Review Mission
(November - December, 2004)



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ANDHRA PRADESH

1. Project Cost and DPEP Coverage DPEP-I (1996-97 to 31-03-2005)

(Rs. in Lakhs)

Particulars	Districts covered	Project Baseline Cost	Total Project Cost	Revised Project Cost till Mar'05
	SPO	1644.791	2293.443	1885.370
	Vizianagaram	2872.978	4005.987	5805.987
	Nellore	3386.519	4722.051	7022.051
	Kurnool	2971.927	4143.957	6443.957
	Karimnagar	3227.555	4500.397	6800.397
	Warangal	3168.834	4418.521	7318.521
	Sub Total	17272.604	24084.356	35276.283

DPEP-II (1998-99 to 30-09-2005)

(Rs. in Lakhs)

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

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

2. *Project Structure*

Vacancy position in SPO and DPO

Vacancy Position at SPO

All positions in the State Project Office are filled in except the post of attenders.

DPEP I

No. Planned	No. Filled	Vacant	Particulars of Posts vacant	
50	38	12	Attenders	7
			System Analyst	1
			Computers Operators	2
			Lec. in Tribal Education	1
			Asst. Engr. Civil Works	1

DPEP Expansion Districts

No. Planned	No. Filled	Vacant	Particulars of Posts vacant	
25	21	04	AGCDO	1
			Associate Fellow Tr. Trg.	1
			Sr. Fellow Tr. Trg.	1
			AE, Civil Works	1

DPEP I - Vacancy position at DPOs

Table - 2.

S. No.	Name of the District	No. Planned	No. Filled	Vacant
1.	Vizianagaram	37	20	17
2.	Nellore	37	24	13
3.	Kurnool	37	23	14
4.	Karimnagar	37	32	5
5.	Warangal	37	33	4
	Total	185	132	53

DPEP-II Expansion districts

S. No.	Name of the District	No. Planned	No. Filled	Vacant
1.	Srikakulam	37	25	12
2.	Visakhapatnam	37	17	20
3.	Guntur	37	24	13
4.	Prakasam	37	19	18
5.	Chittoor	37	34	3
6.	Cuddapah	37	20	17
7.	Anantapur	37	26	11

S. No.	Name of the District	No. Planned	No. Filled	Vacant
8.	Mahabub Nagar	37	22	15
9.	Ranga Reddy	37	23	14
10.	Medak	37	32	5
11.	Nizamabad	37	22	15
12.	Adilabad	37	21	16
13.	Khammam	37	32	5
14.	Nalgonda	37	25	12
	Total	518	342	176

Vacancy position at DIETs in DPEP Districts

S. No.	No. of the Districts	No. of Principals			No. of Sr. Lects.			No. of Lects.		
		Planned	Filled	Vacant	Planned	Filled	Vacant	Planned	Filled	Vacant
1.	19	19	17	2	133	69	64	447	316	131

3. Expenditure

DPEP – I

Rs. in Crores.

Total Expenditure up September 2004

259.851

(Rs. in Crores)

<i>Expenditure Details</i>	<i>Govt. of India Share (85 %)</i>	<i>Govt. of A.P Share (15%)</i>	<i>Total Share (100%)</i>
Out of Total Expenditure up to September, 2004	<i>220.873</i>	<i>38.978</i>	<i>259.851</i>

DPEP – II

Rs. in Crores.

Total Expenditure up to September, 2004 :

577.052

(Rs. in Crores)

<i>Expenditure Details</i>	<i>Govt. of India Share (85 %)</i>	<i>Govt. of A.P Share (15%)</i>	<i>Total Share (100%)</i>
Out of Total Expenditure up to September, 2004	<i>490.494</i>	<i>86.558</i>	<i>577.052</i>

a) District-wise AWPB for 2004-05 and relevant expenditure upto September 2004

DPEP-I**(Rs. In lakhs)**

Sl. No.	Component	Allocation for the year 2004-2005	Expenditure to date in Current Financial Year 2004-2005
1	State Office	681.854	82.355
2	Vizianagaram	1587.167	265.229
3	Nellore	2333.790	554.845
4	Kurnool	2235.508	388.774
5	Karimnagar	2622.921	724.632
6	Warangal	1840.511	175.477
	TOTAL	11301.751	2191.312

DPEP-II**(Rs. in lakhs)**

Sl. No.	DISTRICT	Allocation for the year 2004-2005	Expenditure to date in Current Financial Year 2004-2005
1	State Office	494.322	47.271
2	Adilabad	1239.253	408.790
3	Ananthapur	1556.376	205.270
4	Chittoor	784.859	325.751
5	Cuddapah	1310.808	264.740
6	Guntur	1216.079	345.485
7	Khammam	510.542	208.279
8	Mahaboobnagar	735.981	251.060
9	Medak	1716.176	338.937
10	Nalgonda	850.231	395.494
11	Nizamabad	1645.355	506.411
12	Prakasam	897.695	119.616
13	Ranga Reddy	1679.305	421.342
14	Srikakulam	854.477	215.840
15	Visakhapatnam	1191.479	273.593
	Total	16682.938	4327.879

b) Financial Progress : As per table (a)

Table (a) Financial Progress

(Rs. in Lakhs)

Sl. No.	Scheme	Total Project Cost	Govt. of India releases upto 31-3-2004	State releases upto 31-3-2004	Total Funds available upto 31-3-2004 (3+4)	Expenditure upto 31-3-2004	Govt. of India releases during current year upto 30-9-2004	State releases during current year upto 30-9-2004	Total Funds available during current year upto 30-9-2004 (including spill over) (7+8)	Expenditure upto 2nd Quarter (30-9-2004)	Total funds available upto 30-9-2004 (cumulative) (5+9)	Total expenditure upto 30-9-2004 (cumulative) (6+10)	% of expenditure against available fund (cumulative)	% of expenditure against total project cost
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	DPEP-I (Revised)	35276.283	20950.000	3191.430	24141.430	23793.751	3500.000	0.000	3500.000	2191.312	27641.430	25985.063	94.01%	73.66%
2	DPEP-II	72560.000	51168.760	8202.500	59371.260	53377.310	0.000	0.000	0.000	4327.879	59371.260	57705.189	97.19%	79.53%

c) Physical Progress : As per table (b)

DPEP I

S. No	Item	Target upto last financial Year	Achievement upto last financial year	In Progress upto last financial year	Target for the current financial year	Achievement upto 2nd quarter (30.09.2004)	Total (Cumulative progress) up to 30.09.2004	
							Achievement	in progress
1	Physical progress (other than Civil Works)							
i.	Schools Opened	1258	1258		-	-	1258	
ii.	Total number of children admitted in EGS centres	100800	88200		23175	11295	99495	11880
iii.	Total number of children admitted in AIE centres	91008	71846		19501	7679	79525	11880
iv.	total number of teachers appointed	3316	3316				3316	
v.	Percentage of female teacher appointed	1094	1094				1094	
vi.	In-service training of teachers (number of trained days)	110	82		20	7	89	13
vii.	Total number of children to whom free textbooks distributed							
2	Civil Works							
i.	Number of School buildings constructed	1916	1524	136	606	97	1621	511
ii.	Number of additional classrooms constructed	3658	2406	476	1962	190	2596	639
iii.	Number of toilets constructed	1355	966	144	204	59	1025	114
iv.	Number of drinking water facility provided	1678	867	166	1184	78	945	154

DPEP II

Item	Target upto last financial Year	Achievement up to last financial year	In Progress upto last financial year	Target for the current financial year	Achievement upto 2nd quarter (30.09.2004)	Total (Cumulative progress) up to 30.09.2004	
						Achievement	in progress
Physical progress (other than Civil Works)							
Schools Opened	3969	3969				3969	
Total number of children admitted in EGS centres	266200	172200		35226	17676	189876	17550
Total number of children admitted in AIE centres	309091	257054		56958	19978	277032	36980
total number of teachers appointed	3969	3969				3969	
Percentage of female teacher appointed	1310	1310				1310	
In-service training of teachers (number of trained days)	110	82		20	7	89	13
Total number of children to whom free textbooks distributed							
Civil Works							
Number of School buildings constructed	7105	6602	503	208	711	7313	545
Number of additional classrooms constructed	13206	12969	237	588	100	13069	376
Number of toilets constructed							
Number of drinking water facility provided							

4. Utilization Certificate

Utilization Certificate is furnished to Government of India on the expenditure for the year 2002-03.

5. **Submission of Annual / Audit Report**

DPEP Annual / Audit report is already furnished to Government of India for the year 2002-03. But the approval of EC/GC for the expenditure is awaited shortly. For the year 2003-04 audit is going on and the same will be completed by November. Soon in the same will be placed for approval of EC/GC.

6. **Functioning of EC/GC**

Andhra Pradesh Pradhamika Vidya Parishad is the registered society for DPEP comprising of General Council and The Executive Council. Timely EC/GC meetings have been organised since inception. But for the year 2004-05 the EC/GC meeting is going to be convened in the 1st / 2nd week of December.

7. **Functional Areas**

a) **Planning and Management**

- A team of Planning Coordinator, DPEP and the Programmer have participated in the 2 week training programme on use of quantitative in educational planning from October 27th 2003 to November 7th 2003.
- A team of 2 people from SPO and DPO Nizamabad have attended of 4-day orientation on planning at NIEPA from 16-02-2004 to 20-02-2004.
- A team constituted of District Educational Officer, two Principals of DIETs and Planning Co-ordinator, SPO, Hyderabad have attended the planning and implementation of DPEP/SSA at NSDART, LBSNAA, Mussorie from Jan 27-31, 2004.
- Appraisal to PAB meeting has been over on 02-06-2004.
- Development of Annual Work Plan – 2004 – 05 – Planning Process

State Level Meeting

For planning of Elementary Education a State Level Meeting was conducted at Kotla Vijaya Bhaskara Reddy Stadium, Hyderabad on 08-12-2003. All the Mandal Resource Persons of 23 Districts were called for to attend the meeting on 08-12-2003. Senior Officers of the Educational Department like Principal Secretary (Education), Commissioner & Director of School Education, State Project Director, DPEP & DPEP, all the Additional Directors of School Education Department, all the Regional Joint Directors of the Education Department, District Educational Officers, Additional Project Coordinators of DPEP / DPEP have attended for the State Level Meeting. The Hon'ble Chief Minister, Govt. of Andhra Pradesh has inaugurated the session at 11:00 AM on 08-12-2003 and discussed in detail about the objectives of Sarva Siksha Abhiyan and also the Key Indicators, Thrust Areas and strategies for achieving the objectives of the DPEP. The Principal Secretary (Education), the Commissioner and Director of School Education and State Project Director, DPEP, AP, Hyderabad have discussed in detail on preparation of participatory plans under DPEP and SSA.

Clear and exhaustive guidelines have been issued on the process of planning for DPEP and SSA starting from Habitation, Cluster, Mandal and District Level.

District Level Workshop:

In the Districts meetings were conducted during 1st week of January inviting District Collector and other District Level functionaries and selected MEOs, Public Representatives like MLAs, MPPs, ZPTCs, MPTCs, Sarpanches, Chairpersons and Members of School Education Committees, Teachers, Head Masters, MRPs and NGOs etc and discussed on the proposed programme of DPEP and its scope alongwith objectives. Further the group discussed the Educational Status and the thrust areas of the districts and priorities. Further it was also discussed on the process of planning through micro planning exercises in a participatory way from Habitation Level, Cluster Level to Mandal and District Level. Further it is suggested to go ahead with the micro planning exercises from Habitation Level.

Habitation Level Meeting:

For preparation of Habitation Level Educational Plan, meetings were conducted 2nd and 3rd week of January 2004 at the School with SEC, Parents and Youth Association and prepared the Habitation Level Plans.

These habitation level plans have been presented and discussed with Panchayat Level.

Panchayat Level Meeting:

Panchayat Level Meetings were conducted during 2nd week of January 2004 in the Headquarters of Gram panchayats concerned. The SEC, Parents, Headmasters, of the High School, UP Schools, Primary Schools, Youth Associations, NGOs have attended the meeting and discussed the educational scenario of the Grama Panchayat and the resolutions have also been made to prepare Panchayat Level Plan basing on the Habitational Level Plan.

Cluster Level Plans

Cluster Level Plans have been developed at CRCs (School Complexes) based on Panchayat Level Plans and these plans were presented at Mandal Level and the earlier Mandal Level Plans were updated and presented at district level for development of District Elementary Education Plans.

Development and Utilisation of databases

Following are the major databases established, updated and used for the development of district level and as well as State Level Perspective Plans and as well as Annual Plans.

- DISE 2003 (inconsistencies on certain indicators), therefore the databases established through mirco planning exercise and employees database have been taken in to consideration for development of perspective plans of DPEP.
- Employee Database – School Education Department
- Micro Planning data of DPEP Plan of earlier years duly updated as a part of Planning processes right from Habitation Level (January 2004).

Preparation of State Elementary Education Plans and District Elementary Education Plans – chronology of activities

Date	Activity
08.12.2003	- State Level Convention on DPEP & SSA Planning addressed by Hon'ble C.M and Minister Education and Education Department Officials.
January 2004	- District Level Workshops on DPEP Planning
February 2004	- Habitation, Panchayat, Cluster Level Planning Processes
February 2004 -	Planning Workshop with all District Educational Officers, APCs, Principals of DIETs addressed by Minister School Education, Principal Secretary (Edn), Comm & Director of School Education, and State Project Director
March 2004	- Orientation to all District Level DPEP/SSA Sectoral Staff on development of Perspective / Annual Plans.
March / April 2004	- Development of draft DPEP and sharing with District Collector and other core team members
April 1 st to 15 2004-	Presentation of draft DPEP at State Level (SPO) and deliberations and finalisation of plans
April 15 – 23	- Development of State Plans and finalisation.

b) *Pedagogical Improvement* Resource Enhancement Programme

20 days in -service training programme for all teachers every year. 60 days refresher course for untrained teachers (already employed as teachers) and 30 days orientation for freshly trained recruits is being given. Support is given for SCERT/DIET/ MRC and Teacher Center for enhancing the quality of teacher education.

School- based Quality Improvement Programme Quality Improvement Programme

During 2003-04 a 45-day Quality Improvement Programme was conducted in the State to improve the competencies of the children in language and mathematics. After 45-day's remedial teaching, a Post-test was conducted to test the improved levels of the children in language and mathematics. 34% of the children moved from lower grades to higher grades.

As a follow up to QIP, the following measures were taken.

- Remedial teaching classes were taken in the classroom after teaching hours.
- Child-wise progress was maintained to know the progress of the children. This was monitored by District and Mandal committees on a fortnightly basis.

- The teaching material pertaining to language and mathematics was used by the teacher in the classroom.
- AMOs were involved in regular monitoring of the schools.
- Teachers maintained the teaching diaries.
- Children were trained to use the SLM (Self Learning Material) cards in the classrooms.

2004 – 05 Quality Improvement Programme is implemented in the state to help the slow learners and low achievers to improve their performance

- Teacher Training module is developed and supplied to all schools in the State.
- Orientation programme was conducted for teachers at MRC/TC level.
- Pre-test was conducted on 26 -06 –2004 for classes II – V in order to assess the entry level competencies of children in Language & Mathematics.
- Grading was done and children were divided into A, B, C, D & E grades
- Remedial coaching taken up in all schools in the afternoon session for 45 working days.
- Special attention is paid by the teachers to bring children's C, D & E grades to higher grades.
- District level and Mandal level monitoring committees were constituted.
- Teachers were requested to maintain diaries recording child-wise progress.

Pupil Evaluation Study

Grading

- In the Pre-test 29.50 % and 30.74 % of children were in D&E grades in the Language and Maths respectively.
- This percentage is reduced to 8.19% and 8.23% . At the same time the percentage of children in A&B grades has increased from 48.54% and 47.88% to 77.15%, 71.14% in language and maths respectively.

Teacher Recruitment and rationalization of teachers

In Andhra Pradesh the recruitment test has been conducted during March -2004 ,but posting is not given to selected candidates because of the case in the Supreme Court. There fore rationalization also not taken place in A.P.

Teacher Training and Support activities undertaken

1) Regular Teacher Training

A. DPEP PHASE I:

- 34,000 Primary School teachers were oriented during 1998-99 in DPEP Phase-I districts.
- During 1999-2000.
 - ◆ Teacher training programme is for 7 days.
 - ◆ 245 DRG members are trained
 - ◆ 199 MEOs are trained
 - ◆ 997 MRG members are trained.
 - ◆ 24,102 primary school teachers are trained during the year 1999-2000

DPEP Expansion Districts:

- 78,000 Primary School teachers were oriented during 1998-99 in 14 expansion Phase-II DPEP districts.
- In all 1.12 lakh teachers are oriented. This covers First round of training for five days.

During 1999 – 2000

- Teacher training was given for 7 days training was provided at MRC / Mandal head quarters. Team of 4 MRG and one MEO imparted training.
- 561 DRG in Phase-II districts were trained

503 in Phase-II districts were trained

- 2,490 in Phase-II districts were trained
- 1,537 in Phase-II districts were trained
- 63,277 primary school teachers were oriented in 1999-2000.
- Overall 81,309 teachers were oriented for five days duration

During 2000 – 2001

- ❖ 253 Key Resource Persons were trained.
- ❖ Review Meetings of AMOs (DPEP-I&II districts).

During 2001-2002

During 2001-02 Training Programme on Universalisation of Elementary Education has been conducted.

- No. of Key Resource Persons trained.
DPEP-I - 30
DPEP-II - 82
- No. of District Resource Persons / Mandal Resource Persons trained.
DPEP-I - 600
DPEP-II - 1680
- No. of teachers trained.
DPEP-I - 36,364
DPEP-II - 1,01,783

During 2002-2003

Number of newly recruited teachers trained in UEE

	Target	Achievement
DPEP-I -	3388	3252
DPEP-II -	9180	7193
DPEP -I -	5193	4935
DPEP-II -	12869	12337

No. of teachers trained in Mathematics – Class-III

	Target	Achievement
DPEP-I	13781	12858
DPEP-II	42787	40585

Components of training programme (1998-99)

- Objectives of DPEP
- Innate abilities of the child
- Understanding mental processes
- NLE (Natural Learning Experiences)
- Activities for unigrade and multi-grade setting
- Approaches to school subjects Maths, Telugu, Environmental studies one and two
- PRA techniques in education comprising of force field analysis time management and interactional process social map involving community.
- Techniques of organising training programme
- Gender sensitisation
- Teacher motivation
- Teaching learning material

Components of the training programme (1999-2000)

- Innate abilities of the child
- Natural learning experiences
- Pedagogical Principles
- Effective use of textbooks: class I Maths, class III & IV Telugu and English class III
- Girls education
- Community Mobilization
- Evaluation and Assessment procedures

Components of the Training Programme (2000-01) (for newly recruited teachers)

- Multi-grade teaching.
- Language development in primary school children.
- Mathematics teaching in terms of activities.
- Creating Natural Learning environment.
- Innate abilities.

2001-2002

The components of module on UEE are:

- Achieving Universal Elementary Education
- Approaches to teaching Telugu
- Approaches to Learning teaching Maths

- Approaches to teaching EVS-I & EVS-II
- All round development of the child
- Songs at Primary level

The components of training module meant for newly recruited teachers are:

- Teacher and the community
- Habitation education plan
- Innate abilities of children.
- Natural Learning Experience
- Multi-grade teaching
- Approaches to teaching Telugu, Maths, EVS

2002-2003

The components of training module meant for newly recruited teachers are:

- Teacher and the community
- Habitation education plan
- Innate abilities of children.
- Natural Learning Experience
- Multi-grade teaching
- Approaches to teaching Telugu, Maths, EVS

Components of class-III Mathematics module

- Objectives of teaching Mathematics
- Special features in Mathematics Textbook-cum-workbook
- Approaches of teaching Mathematics
- Play, stories, puzzles and projects
- Format for observation of lesson
- Teaching Learning Material to be used while teaching different areas
- Annual Calendar – Class-III Workbook
- Analysis of competencies in Mathematics

Components of training module meant for class III Maths

- Need assessment and objectives of training programme
- Approaches to teaching of Maths at primary level.
- Discussion on puzzles, games, stories and projects.
- Transaction mode of various concepts in the classroom.
- List of teaching learning material
- Model lesson plans – period-wise
- Transaction of lessons by participants in groups.
- Besides, inputs on 'Work Experience', a non-scholastic curricular area will also be included in the training module.

Orientation to the District Resource Persons on Classroom Monitoring

50 talented Primary School Teachers were identified as DRPs from each district

- Scheduled dates: 27 August 2001 to 3 November 2001.
- Held in twelve spells
- Each spell three days duration
- Two districts DRPs were oriented in each spell.

- Around 1100 DRPs were oriented out of total target of 1150
- Components of the training programme
 - Sharing of experiences of good classroom practices.
 - Vision of good classroom.
 - Teacher preparation
 - Teacher empowerment
 - Academic forums / quality circles.
 - Development of period plans
 - DRPs linkages with MRPs, MEOs and DIET Lecturers
 - Development of observation schedules, checklists by DRPs
 - Developing monitoring formats by DRPs
 - Developing Action Plan for School Monitoring by DRPs
 - Regular monthly review meetings are being conducted regarding academic monitoring both at SPO and DPO.

Training programmes in 1999-2000.

- DRG Training in class-III English Workbook (July 5-9, 1999).
- Preparation of training modules for
 - Class-I : Maths
 - Class-III: Telugu
 - Class-IV: Telugu
 - (June 28 to July 4, 1999)
- Editing workshop on preparation of training modules for
 - Class-I: Maths
 - Class-III: Telugu
 - Class-IV: Telugu
 - (July 23-29, 1999)
- Orientation of DRG on
 - Class-III: Telugu reader
 - Class-IV: Telugu reader
 - (August 24-28, 1999)
- Orientation of DRG in
 - Class-I: Maths
 - DPEP Interventions
 - (September 22-26, 1999)
- Develop HMs' Training package.

Training Programmes in 2000-2001

- Training to AMO and CMOs in developing the District Teacher Training Plans (August. 3-4, 2000).

Training programmes in 2001-02

- Training to newly recruited GVVK Teachers of Khammam district (January 8-10, 2001)
- AMOs' Review cum Planning Meeting (April 18-19, 2001)
- KRP Training programme on "Role of Teacher on achieving UEE" (April 23-25, 2001)

- Monitoring was done directly by the SPO staff in different districts. Time to time reviews were undertaken and feedback obtained.

Monitoring the mandal-level teacher training programmes on UEE (in four batches) (12th to 23rd May, 2001)

- Training was given to 1,61,031 teachers on essential components of UEE. Universalisation of Elementary Education component was discussed focussing on teacher's role.

Field surveys for one day (in 3 days training) were under taken competency-based classroom practices and co-curricular programmes were discussed in the mandal-level teacher training programmes.

Review-cum-Planning meeting for training of newly recruited teachers (15th & 16th June, 2001)

- An Action Plan was drawn providing orientation to the newly recruited teachers.

Training of Vidya Volunteers.

- A training package was prepared, printed and circulated to all the Vidya Volunteers during training programme.
- Key Resource Persons (SRG and a few DIET Lecturers) were oriented at State Headquarters during December, 1998. This was followed by Resource Persons' Training at DIETs. In turn, Resource Persons oriented the Vidya Volunteers of existing schools and New Schools. This training was for 7 days. By now, around 4,750 Vidya Volunteers were
- A comprehensive package is prepared to provide training to the Vidya Volunteers for 15 days.

Training to Head teachers

- Handbook for training of HMs is developed.
- Induction Training to Head teachers in management of primary schools is organised.

Training to newly recruited GVVK Teachers of Khammam district:

- A 3-day training programme is organised for the GVVK Teachers of Khammam district.
- The main components of the training programme include Natural Learning Experiences, Innate Abilities and Activity Frames in terms of different classes.

Training

- 11-13th Dec, 2002 Key Resource Persons training for orienting Primary Teachers of Class III Mathematics conducted at SPO – 70 KRPs oriented.
- 16-18th Dec, 2002 and 19-21st Dec, 2002 District Level Resource Persons training conducted for orienting Mathematics Teachers – 2950 RPs oriented.
- 27th Dec, 2002 – 1st Jan, 2003 – Massive orientation of Primary teachers of Class III in newly introduced Mathematics textbook – 63,752 teachers were oriented
- 27th – 30th Dec, 2002 - State level Review-cum-Planning of Learning Guarantee programme (Quality Improvement) being implemented in two mandals of Rang Reddy and Nalgonda districts – Selected DRPs, MRPs and few teachers from two mandals attended.

- 13-15th Feb, 2003 Key Resource Persons training was organised on school based Quality Improvement programme taking the feedback from two mandals were this programme was implemented on pilot basis. The Resource Persons from Azim Frameji Foundations, MV Foundations, Dr. Reddy Labs also shared their views during the training programme. Strategies to up-scale this programme across the State were formulated during the programme. All the AMOs selected DIET Lectures, Prof. SCERT, participated in the training.
- ❖ **Teacher Trainings for QIP at Mandal Level (4 to 5 Cycles) 5th to 30th May'03**
Components of Training Programme :
 - Quality in education.
 - Quality Improvement programme -phase-I
 - Languages – competencies and activities .
 - Mathematics - competencies and activities.
 - EVS- competencies and activities.
 - Child progress.
 - ECE & Girl education.
 - School based evaluation.
- ❖ **Panel Discussion on QIP “Vindam Nerchukundam” Radio Broadcasting during July/ August 2003**
 - One day orientation Training Programme on Quality Improvement Programme at Mandal level (4 to 5 Cycles) June 2003.
 - 5 day Teacher Training Programme on nonscholastic areas for Primary teachers at Mandal level (3 to 4 Cycles) October 2004.

Curriculum, Textbooks, TLM and Teachers Guides

Teacher's Guides and Text books

The following modules have been developed

- Module on Multigrade Teaching Strategies, 1999
- Module on Universalisation Elementary Education, 1999
- A hand book for mandal Education Officers and Supper vision Officers – 2000
- Work book and Teacher hand book for Class –II childrens – 2001
- Work book developed on Language and Maths class –II – 2001
- Hand book on Environmental Studies for class room teaching – 2001
- Self learning material for Class – III , IV and V of Telugu – 2001
- Urdu Language reader of Class – III , IV and V – 2002
- Module Class –III on Maths – 2003
- A hand book on guide lines for proper utilisation of Teacher grant and School grant – 2002
- Training Module for Vidya Volunteers 1999
- Training module for Primary School Head masters - 2002
- Training module for Mandal Resources Persons
- Self learning material for Class – III Maths – 2003
- Continuing comprehensive evaluation –
- Hand book on Question Bank
- Module on Natural Learning expiriences
- Development of Sukthi Sudha Module
- Competency wise activities on Maths for Class – III, IV and V - 2003

- Competency wise activities on Telugu for Class – III – 2003
- Teacher hand book on Quality Improvement Programme – 2003
- Teacher hand book on Quality Improvement Programme in Urdu – 2003
- A hand book on teaching strategies for IED children – 2003
- Self learning material on Maths in Urdu for Class – III – 2004
- Work experience Training module – 2004
- Teacher hand book on Quality Improvement Programme – 2004
- Teacher hand book on Quality Improvement Programme in Urdu – 2004
- Vidya Volunteers Training Module

Curriculum And Text Books

- Class II Telugu reader and class I Maths workbook was introduced in 1997-98.
- Class III Telugu reader and English reader has been introduced 1998-99.
- Processes have been initiated for development of the Class III EVS & maths and Class IV Telugu textbooks.
- Revision of textbooks will be undertaken for Maths & Telugu textbooks for classes I & II.

In this regard the following steps have already been undertaken.

- ❖ Introductory workshop for authors, editors and illustrators (Aug – Sep 98’).
- ❖ Selection of Authors (primary school teachers) during July-August’98.
- ❖ An induction workshop was held from 26.10.98 to 3.11.98 to the authors, editors and Chief editors for developing new textbooks for classes II, III & IV.
- ❖ Induction workshop is followed by actual writing workshop for authors, editors, Chief editors from 24.01.99 to 03.02.99 for developing II class Maths, III class EVS 1&2 and IV class Telugu.
- ❖ Workshop for refinement of draft material developed during the earlier writing workshops is being conducted from 04.03.99 to 12.03.99 for developing class II Maths & class IV Telugu.
- ❖ Class I Mathematics workbook, class IV Telugu reader were introduced during 1999-2000
- ❖ Workshop for refining the draft material of class III EVS I & II text books from 15.5.99 to 24.5.99
- ❖ Workshop for refining class II Maths workbook from 21.5.99 to 30.5.99.
- ❖ Class V Telugu Reader and Class-II Mathematics, IV class English Reader are ready for introduction from 2000-01.
- ❖ Development of Class-III EVS-II is in the pipeline as the revision of curriculum is on part II
- ❖ Class V Telugu Reader, Class II Mathematics and Class IV English Reader were introduced throughout the State during 2000-01.
- ❖ Material for Class III EVS-II is prepared and ready for approval of Editorial Board.
- ❖ Textbook authors have been selected for different subjects through a screening test which was conducted in the month of May, 2000
- ❖ A five-member team along with the Textbook Development Officer visited Madhya Pradesh in the month of Aug-2000 to study the Textbook Development process in M.P.
- ❖ Two-day workshop was conducted from 3.11.2001 to 04.11.2001 to workout the strategy for developing class III Maths textbook.

- ❖ 7-day workshop was conducted from 26.2.2001 to 4.3.2001 to develop class-III Maths textbook.
- ❖ An academic calendar is being developed with the assistance of SCERT.
- ❖ 5 day workshop was conducted from 27.4.2001 to 1.5.2001 at Vidya Bhavan Society, Udaipur, under the guidance of Dr. H.K. Dewan to develop class-III Mathematics textbook
- ❖ 4-day workshop was conducted from 2.7.2001 to 5.7.2001 in which the members of Editorial Board and authors participated to discuss about the material developed for class-III Maths
- ❖ 3-day workshop was conducted from 29.8.2001 to 31.8.2001 to refine the draft material developed for class-III Maths
- ❖ DTP copy of class-III Maths is ready and it is under the perusal of the members of Editorial Board.
- ❖ A 4-day workshop was conducted from 09.10.2001 to 12.10.2001 to edit the Class III Maths textbook.
- ❖ An 8-day workshop was conducted from 04.02.2002 to 11.02.2002 to refine the class III Maths textbook.
- ❖ 'Illustration' work is in progress on for class III Maths Textbook.
- ❖ Developments of workbook for class I Telugu in July 2003.
- ❖ Development of Urdu Readers-I in September 2003.
- ❖ Development of Text Book calendar for 2003-04.
- ❖ Class-III Mathematics textbook has been developed with the assistance of National level subject experts.
- ❖ Revised textbooks of class III Mathematics (Telugu and English medium) got printed by Government of Andhra Pradesh and distributed to children.

Urdu Textbooks

- ❖ 2-day induction workshop was conducted from 28.5.2001 to 29.5.2001 to revise the following Urdu textbooks
Class-I and II Maths (Urdu medium)
Class-III, IV and V Urdu Readers
- ❖ One-day workshop was conducted on 15.6.2001 to develop Urdu textbooks mentioned above
- ❖ 2-day workshop was conducted from 27.6.2001 to 28.6.2001 to develop Urdu textbooks for classes I to V
- ❖ 2-day workshop was conducted from 16.7.2001 to 17.7.2001 to revise the above-mentioned Urdu textbooks.
- ❖ One-day Editorial Board meeting was conducted on 20.7.2001 at Urdu University, Hyderabad to edit the material developed for Urdu textbooks of class-I and II Mathematics and III, IV and V Urdu readers.
- ❖ 2-day workshop was conducted from 30.7.2001 to 31.7.2001 to refine the material developed in the previous workshops keeping in view the suggestions given by the members of Editorial Board.
- ❖ DTP copy of class-II Mathematics (Urdu medium) is ready for camera stage.

Revision of class-III, IV and V Urdu readers is completed and the material is under the perusal of the members of Editorial Board

- ❖ Film copy of Class II Maths (Urdu Medium) was sent to Govt. Textbook Press on 3rd October 2001 for printing and distributing to schools in May 2002.

- ❖ Mathematics workbooks of classes I and II for Urdu students got printed by GOAP and distributed to Urdu medium school.
- ❖ Urdu readers of class III, IV and V have been developed, printed and distributed to Urdu schools.
- ❖ Class III Mathematics textbook for Urdu students got printed by GOAP and distributed to Urdu schools.
- ❖ Class-I multi colour Urdu reader is prepared through 3-workshops and the draft copy is ready.

State Resource Group / District Resource Group

- Resource groups are formed in place of academic groups
- State Resource group (35 members) consisting of SPO/SCERT/SIET/IASE/CTE/Experts from other institutes.
- District Resource Group with 50 members is constituted in every district.
- Mandal Resource Group with 8 members is constituted in each mandal

All the Resource Groups will provide training in all the areas such as subject areas approaches in teaching, training to alternative school instructors / Vidya Volunteers.

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DIET/ MANDAL RESOURCE CENTRES AND TEACHER CENTRES (BRC / CRC)

- 254 MRCs were planned and established in the DPEP phase I districts with 448 Mandal Resource Persons out of sanctioned strength of 508. With regard to DPEP expansion districts all the 734 Mandal Resource Centres have been established as per the plan with positioning of 1441 Mandal Resource Persons against the sanctioned strength of 1468.
- 1164 teacher centres which are established in all the districts of DPEP phase I during APPEP have been strengthened by way of providing a grant of Rs. 2000/- per centre annually along with providing training to teacher centre Secretaries and Asst. Secretaries. Similarly 3752 teacher centres have been activated and strengthened in DPEP expansion districts. The MRPs have been monitoring the functioning of these teacher centres.

2002-03:

Number of Mandal Resource Centres

DPEP-I - 254

DPEP-II - 739

Mandal Resource Persons

DPEP-I - 675

DPEP-II - 1755

Teachers' Centres

DPEP-I - 1297

DPEP-II - 4198

(A) STAFFING OF DIETS

DPEP II, phase I districts

S. No.	Name of the District	Posts sanctioned	Posts filled	Posts created under DPEP	Posts filled
1	Vizianagaram	26	21	Nil	Nil
2	Nellore (Palle Padu)	26	15	Nil	Nil
3	Kurnool (B. Thandra Padu)	26	17	Nil	Nil
4	Karimnagar	26	18	Nil	Nil
5	Warangal	30	26	Nil	Nil
	Total	134	97	Nil	Nil

DPEP II, Expansion districts

S. No.	Name of the District	Posts sanctioned	Posts filled	Posts created under DPEP	Posts filled
1	Rangareddy	24	15	Nil	Nil
2	Mahabubnagar	33	17	Nil	Nil
3	Nalgonda	26	20	Nil	Nil
4	Cuddapah (Rayachoty)	29	18	Nil	Nil
5	Chittoor (Karvetinagar)	27	21	Nil	Nil
6	Visakhapatnam (Bheemunipatnam)	29	18	Nil	Nil
a	Arakuvalley (Sub-DIET)	7	3	Nil	Nil
7	Prakasam (Mynampadu)	26	12	Nil	Nil
8	Adilabad	19	11	Nil	Nil
a	Utnoor (Sub-DIET)	7	1	Nil	Nil
9	Srikakulam (Vomaravally)	26	15	Nil	Nil
10	Medak	26	12	Nil	Nil
11	Anantapur (Bukkapatnam)	26	10	Nil	Nil
12	Guntur (Boya Palem)	26	14	Nil	Nil
13	Khammam	27	18	Nil	Nil
14	Nizamabad	31	21	Nil	Nil
	Total	389	226	Nil	Nil

Selection procedure & orientation to MRPs

Experienced primary / secondary teachers are recruited through a test followed by an interview at district level.

All the MRPs are thoroughly oriented at district level in the areas of pedagogy, community mobilisation, alternative schools, child labour components etc.

These MRPs have been conducting training programmes to teachers, ECE instructors, alternative school instructors and community and mobiliser. In addition to regular work attendance monitoring by visiting every school has been taken up by MRPs on fortnightly basis.

Vacancies arised due to promotion of Mandal Resource Persons as School Assistants are being filled up by Secondary Grade Teachers.

Visioning of academic support and supervision workshops

Workshops and training programmes in 1999-2000.

- DRG Training in class-III English Workbook (July 5-9, 1999).
- Workshop on preparation of training modules for
Class-I : Maths
Class-III: Telugu
Class-IV: Telugu
(June 28 to July 4, 1999)
- Editing workshop on preparation of training modules for
Class-I: Maths
Class-III: Telugu
Class-IV: Telugu
(July 23-29, 1999)
- Orientation of DRG on
Class-III: Telugu reader
Class-IV: Telugu reader
(August 24-28, 1999)
- Orientation of DRG in
Class-I: Maths
DPEP Interventions
(September 22-26, 1999)
- Workshops to develop HMs' Training package.

Workshops & Training Programmes in 2000-2001

- Workshops to finalise School Records and Registers.
(January 27-30, 2000)
- Workshops to develop handbook for Vidya Volunteers / Alternative School Instructors.
- Workshop to develop Teacher Training module
(May 8-17, 2000)
- Training to AMO and CMOs in developing the District Teacher Training Plans
(August, 3-4, 2000).
- Preparatory meeting of Resource Persons in
Maths
EVS
Telugu
English
(August 5-6, 2000)
- Key Resource Persons Training programme (in Telugu)
(August 7-9, 2000)
- Key Resource Persons Training programme (in English)
(August 10-12, 2000)
- Key Resource Persons Training programme (in EVS and Maths) (August 16-18, 2000)

- Development of module for MEOs (October 16-21, 2000)
- Development of Sookthi Sudha module (October 17-21, 2000)
- Vetting workshop on Sookthi Sudha module (October 28 – Nov. 4, 2000)

Workshops & Training programmes in 2001-02

- Training to newly recruited GVVK Teachers of Khammam district (January 8-10, 2001)
- Orientation to AMOs, CMOs and MEOs on Universalisation of Elementary Education (February 3-5, 2001)
- Development of Training module for newly recruited Teachers (February 19-24, 2001)
- Workshop for editing the training module meant for newly recruited Teachers (March 13-16, 2001)
- Workshop for development of module on Universalisation of Elementary Education (April 11-13, 2001)
- Workshop for editing of module on Universalisation of Elementary Education (April 16-22, 2001)
- AMOs' Review cum Planning Meeting (April 18-19, 2001)
- KRP Training programme on "Role of Teacher on achieving UEE" (April 23-25, 2001)
- Monitoring the District-level training programmes on UEE (April 27-29 & May 1-3, 2001)
- Monitoring the Teacher Training Mandal-level training programmes on UEE (in four batches):
 May 12-14,
 May 15-17,
 May 18-20,
 May 21-23, 2001
- Workshop to strengthen multigrade and multilevel teaching strategies (May 25-27, 2001). Follow up of multi-level teaching in selected schools of Chevella mandal, Ranga Reddy district.
- Review meeting on UEE Training at Bal Bhawan (May 28, 2001).
- Analysis of UEE formats (June 1-5, 2001).
- Urdu editing workshop for teachers and trainers (on UEE module) June 6-12, 2001.
- Review-cum-planning meeting on module developed for newly recruited teachers (June 15-16, 2001)
- Review-cum-Planning meeting of DIET Principals on academic monitoring (June 28-29, 2001)
- Workshop to translate training module for newly recruited teachers and on MGT into Urdu (23rd to 31st July, 2001)
- Workshop to translate workbook and teachers handbook (for class II children) into Urdu (16th to 24th Aug, 2001)
- A workshop was conducted from 30th Aug to 15th Sept 2001 with selected group of teachers to translate Class-II workbook developed for Language and Mathematics into Urdu.
- A vetting workshop was conducted from 19 – 24 December 2001 to finalise translation of Class II Language and Maths workbook into Urdu.

- A 2-day vetting workshop was conducted to finalise Multi-level Training package of classes III, IV and V on 5 – 6 October 2001.
- A Workshop on "Analysis of the factors influencing parents and children in achieving UEE in Andhra Pradesh" was conducted from 3 – 13 October 2001.
- A workshop was conducted to translate "Assessment Module" into Urdu from 19 – 27 October 2001.
- A workshop was conducted to develop a handbook on Environmental Education for classroom teachers. The workshop was conducted in collaboration with Centre for Environmental Education (CEE) from 31st Oct to 3rd Nov 2001.

Workshop for development of module on Universalisation of Elementary Education (11th to 13th, April, 2001)

- A workshop was conducted for developing a module on components of UEE at SCERT.

Workshop to edit UEE module (16th to 22nd April, 2001)

- A workshop was conducted to edit the module on UEE.

AMOs Review-cum-Planning Meeting (18th & 19th April, 2001)

- AMOs prepared in-depth Action Plans for the execution of Teacher Training programmes at the district level for six days. Review was undertaken about the conduct of various Teacher Training programmes already taken up.

Workshop to strengthen multigrade and multilevel teaching strategies (25th to 27th May, 2001)

- Modules were developed on Multi-level Teaching strategies for primary classes, especially in Telugu language and Mathematics.
- A workbook for class II along with teachers handbook was developed to suit multi levels of children studying in class II during 2001-02.
- Activities were designed for handling Multi-Level contexts.
- Practicing teachers under the guidance of subject experts developed the teaching-learning material.

Workshops (2002-2003)

- Workshop to develop self learning material for class III, IV, V for Telugu from 5th to 8th March, 2002
- Vetting workshop of self-learning material from 14th to 17th May, 2002.
- Workshop to develop training modules in Urdu for classes III, IV, V from 15th to 20th July 2002
- Editing workshop for Urdu language readers of class III, IV, V from 23rd to 27th Aug, 2002.
- 1st week of November, 2002 training module for class-III Mathematics was developed, printed and circulated to the training camps.
- 30th & 31st Jan, 03 – A two day workshop was organised to evolve guidelines for proper utilisation of Teacher Grant and School Grant.
- 3-10th Feb, 2003 Bridge Course Material was translated into Urdu for Languages, Mathematics and Environmental Education.
- 6-7th Feb, 2003 – A two day workshop was conducted to evolve common annual training calendar. All the AMOs selected APCs, DIET Principals, Prof. SCERT

and two Regional Joint Directors attended the workshop. The trainings and workshops meant for teachers, Vidya Volunteers, ECE Instructors, School Committee members, Bridge Course Instructors etc., were prioritised in the workshop with a view to release Annual Training Calendar on Telugu New Years day.

Review Meeting on UEE training (28th May, 2001)

- A meeting was organised on UEE training component by inviting the AMOs and the Resource Persons to participate in the training programmes to get feedback and plan future course of action.
- Districts participated in the training programme and charted out the future plan of action.

Analysis of UEE formats (1st to 5th June, 2001)

- A 27-point questionnaire was given to teachers (printed in the module) for the purpose of studying the un-enrolled and enrolled children and interviewing parents in the UEE training programme from May 12-27, 2001.
- Questionnaire was divided into four schedules and item-wise analysis of questionnaire was undertaken by the Resource Persons.
- This exercise lead to a broader study of computing the opinions expressed by parents and children – the data is being computerized

Workshop – UEE module (Urdu version)
(6th to 12th June, 2001, 23rd to 31st July, 2001 and 16th to 24th Aug, 2001)

The following material which is in Telugu is translated into Urdu

- UEE module
- Module meant for new teachers
- Workbook in Telugu and Mathematics for class II children and teachers handbook respectively.

Review-cum-Planning meeting for training of newly recruited teachers (15th & 16th June, 2001)

- An Action Plan was drawn providing orientation to the newly recruited teachers.

Review-cum-Planning meeting of DIET Principals on Academic Monitoring (28th & 29th June, 2001)

- Feedback of previous years monitoring was taken up. Based on their experience fresh plans were prepared taking all schools in two mandals in each district.

Review cum planning meeting (2002-2003)

- Review cum Planning Meeting with TC Secretaries and AMOs on 27th, 28th May, 2002.
- Review cum planning with DRPs and Lecturers of DIET – 8th & 9th July, 2002.
- Review cum planning with members of teachers research forum–16, 17 July, 02
- Workshop to develop modules for providing training to Vidya Volunteers (October 11-15, 1999).
- Editing of Module on Vidya Volunteers (October 28 – November 3, 1999).
- State-level Key Resource Persons' Training for Alternative Schools and Vidya Volunteers from May 10-12 and May 14-16, 2000.

Other activities

- Preparation of Activity Bank by SRG.
(This was duplicated and circulated upto MRP level)
- Academic Support Schedule was developed at State-level, tried out in three districts and is being implemented in 19 districts.
- 2250 schools were monitored all over 19 districts in 8 areas during Feb, 2000 and reports have been prepared.
- Chinnarula Sabha
 - The objectives of Chinnarula Sabha are:
 - To study the children's expectations about the teachers' behaviour.
 - To study the teachers' expectations about the pupils' behaviour.
 - To motivate the non-school-going peer group to join school.
- Workshop to develop a report on Chinnarula Sabha was organised (May 12-17, 2000).
- A Teachers' Research Forum has been constituted with the following objectives:
 - To promote competencies among teachers on various interventions in the field of education.
 - To take up small-scale studies which have bearings on good classroom practices.
 - Providing and strengthening professional teacher support to the teacher at the grass root level.
 - Forming and conducting research conventions at the district and mandal levels.
 - Studying of impact of various DPEP interventions with reference to enrolment, retention and achievement.
- Workshop to develop Self Learning Material for Class III, IV & V for Mathematics in Urdu Medium Nov'03
- Translation workshop into Urdu on mathematics for class I to V. Dec'03
- Translation workshop into Urdu on EVS for class I & II. Dec'03
 - Workshop on development of school and mandal grading format. April'04.
 - Work shop on development of work experience training module – 2004
 - Work shop on development of Quality Improvement Programme Pre-test and Post – test papers – 2004
 - Work shop development Quality Improvement Programme Training module – 2004
 - Workshop on translation of Quality Improvement Programme Pre – test and Post – Test papers in to Urdu – 2004
 - Workshop on Translation of Quality Improvement Programme Training module in to Urdu – 2004
 - Workshop on Translation of Work Experience Training module into Urdu – 2004
 - Workshop on development of teacher training module on “Map reading skills” at primary .

Institutional capacity building

Necessary provisions have been made under AWP & B to strengthen the DIETs in terms of provision of equipment, furniture, library books, research and documentation grants etc.

- ❖ An amount of Rs. 25,000/- was released to each DIET towards purchase of Library books.
- ❖ The amounts allocated in AWP & B of 2001-02 for strengthening of DIETs is being released.
- ❖ Amounts are released to DIETs for purchase of Library Books.
- ❖ Amounts allocated to DIETs are being released by APCs concerned.

Amounts allocated to DIETs are released by APCs concerned for purchase of Library books and furniture etc.

DIET faculty members have been taken into State Resource Group of teacher training, community mobilisation, early childhood and gender activities, research and evaluation activities.

DIET faculty have been involved in the teacher training programmes, monitoring, pedagogical renewal activities, action research programmes, conduct of research studies and evaluation surveys.

One of the DIET faculty member is chosen as district tribal coordinator to plan and monitor the activities of tribal children education

- Some of the DIET staff are identified as DRG members.
- Some DIET staff are involved in monitoring of teacher training programme and visit to schools.
- Some DRG members (DIET Lecturers) are the leaders of monitoring groups.

Most of the DIET Lecturers are acting as District Resource Group members are providing training to Field Functionaries

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Most of the DIET Lecturers are acting as District Resource Group members are providing training to Field Functionaries.

- DIET Lecturers who are DRG members are supervising the training programmes.
- DIET faculty members are monitoring all the Primary Schools in two mandals in each districts and providing on job support to teachers.

- Monitoring of Primary Schools by faculty of DIET is being continued.
- 200 schools have taken up by DIET faculty and District Resource Persons for monitoring purpose in each district.
- DIET Mahabubnagar has conducted a workshop and developed a teachers' handbook on "work experience". Inputs of "Work Experience" in training programmes to teachers is planned.

DIET faculty are involved in academic monitoring.

Selected members of DIET staff have been oriented in the methodologies of teacher training at State Headquarters.

Organisation of workshop on action research methods for DIET faculty members.

Orientation given to selected DIET staff on the problems and issues of gender and tribal child education.

Selected DIET staff members are trained at National Institutions like NCERT, NIEPA on the areas of multi-grade teaching, early childhood education and tribal education.

It is proposed to orient all the DIET staff members of DPEP phase I and expansion districts on the methodologies of teacher training and pedagogical renewal.

Several training programmes / visits to other states for DIET staff is planned in the light of two year TTC curriculum proposed.

Training programme on Computer Education to Lecturers of DIET is planned
 Training programme to Lecturers of DIET on Computer Education is completed.
 Faculty of Education Technology Branch are trained in organization of Teleconferences through Distance mode.

Training programmes to all the DIET Lecturers in areas of Pedagogy, Institutional Planning, Micro Planning, and Using Audio Visual Equipment.

- Training programmes to newly appointed DIET Lecturers were conducted on Child-centred pedagogy during November, 2000.
- Two-day orientation programmes were organised to all DIET Lecturers in three spells on "School Monitoring" during December, 2000.
- Training programme to newly appointed DIET Lecturers was conducted in June, 2001 on child-centred pedagogy.
- A Review Meeting with Principals of DIET has been organized on 12 – 13 November 2001 to develop plan of action for School Monitoring.
- A Review Meeting at SPO with Lecturers of DIET and DRPs has been organized on 19 – 20 February 2002 to get feed back on School Monitoring.

Training programme to newly recruited Lecturers of DIETs is in pipeline.

- Organised Orientation Programme to Principal of DIETs and Lecturers of IFIC department on role of DIET in the context of SSA and DPEP on 24th to 25th, September 2004.

Interstate Visits:

A group of three members from State Project Office, visited Madhya Pradesh state in the month of May ' 2004. Observed the implementation of the HEADSTART programme (Computer Enabled Education Programme) of Rajive Gandhi Shiksha Mission, Government of Madhya Pradesh, in co-ordination with M.P. Bhoj open University and the team also visited Cluster Resource Centres (CRCs) in the state.

A group of 5 members from State Project Office, visited Chennai and observed the implementation of DPEP interventions in the state in the month of cOct.2004.

Interaction with community:

All Districts Educational Officers, Additional Project Coordinators and Sectoral Officers of DPEP and SPO, Hyderabad have visited Chevella Mandal in Ranga Reddy District in the month of December'03 to observe the effectiveness of Community Mobilisation activities taken – up under M.V. Foundation (NGO). The team met parents of out of school children in the village allotted and they have also visited schools.

Computer Aided Learning Programme:

A group of two members from State Project Office, visited Bangalore, Karnataka state and observed the process of Computer Aided Programmes taken – up Azim Premji Foundation in the month of May'04.

Grading of schools and school development plans

Grading

- In the Pre-test 29.50 % and 30.74 % of children were in D&E grades in the Language and Maths respectively.
- This percentage is reduced to 8.19% and 8.23% . At the same time the percentage of children in A&B grades has increased form 48.54% and 47.88% to 77.15%, 71.14% in language and maths respectively.

After the completion of the Quality Improvement Programme for 45 days following measures have been taken

- School wise results have been compiled MEO after the Post – Test which is conducted on 28th August, 2004. The D.E.O and A.P.C. compiled mandal wise results before 5th September and submitted to the District Collector.
- Instructions are issued to organize mandal level meeting with Headmasters, Chairpersons of School Education Committees and Mandal Education Committees in every mandal and discusse Q.I.P results. Grading of schools, as per Q.I.P performance is to be done by the participants.
- In the mandal level meeting, after the school grading is done the best performing school is to be identified. The teachers and Chairpersons of SECs along with other village elders who have contributed for such excellent performance should be recognised and honoured appropriately. Reasons for such good performance are to be discussed.

- Along with the best school, the bottom 5 schools, whose performance is poor are to be identified. Reasons for such performance are to be discussed
- HMs and SEC members to take up school based evaluation and remedial action in all schools for improving learning competences of the children.
- A 'Public Report Card' (RPC) is to be prepared by the H.Ms and teachers with class-wise strength and grade-wise number of children. The PRC should be displayed on a large board in the school
- Every M.R.P. and M.E.O is asked to identify any 5 schools of their choice, but covering all the bottom 5 schools among themselves, to achieve minimum learning competencies in 100% of the children.
- They should work along with the teachers to achieve Minimum Levels of Learning as per prescribed norms for 100% of the children in the identified schools. This should be achieved before the end of the academic year.
- D.E.O.s and A.P.C's and all other officers of Education Department, Principals of DIET and other Lecturers of DIET also adopted one school each for ensuring Minimum Levels of Learning among 100% of the children in the school.
- An external evaluation team shall examine the learning achievement of the children in every school selected by the MRP's MEO's etc. at end of the academic year.
- A Bi-monthly meeting of all the H.Ms and Chairpersons of S.E.Cs is to be organized at mandal level to discuss MLL achievement of the children in each school. The H.Ms has to present a Public Report Card' on the achievements of the children at these meeting for the preceding two months period.

School and Teacher Grants :

An amount of Rs 2000 is given to each & every school as school grant in A..P. This amount is utilized for purchasing essential material required for a school.

An amount of Rs. 500 is given to each & every teacher as teacher grant in A.P. This amount is utilized by the teacher for the effective teaching –learning process.

c) *Alternative Schooling & EGS Centres*

Interventions in Makhtabs and Madrasas: Instructions were already issued to APCs in the state to support the Madarasas as per the guidelines provided by MHRD. The APC has already started identifying the madaras for providing support. Adilabad District has already started providing support by treating the unrecognized Madarasas as EG centers.

Children Who Migrate with their families: Support is being extended for the families who are migrating with their children. During the year 2003-04 RBCs/ NRBCs were established for brick kilnlabour children who migrated from Orissa State. SPD Orissa State has provided the Teaching learning material and Instructors. The children were later mainstreamed into formal schools in Orissa.

Working children in Labour Intensive Industries e.g. carpet,utensil bidi,etc

- i). District Societies for Rehabilitation of children labour are formed.
- ii). Special schools are opened.
- iii). The Ministry of Labour Government of India has sanctioned special projects for Rehabilitation of children working in Hazardous occupations.
- iv). Free mid-day meals is provided to the special schools also.

Deprived Urban children: Sensitization programmes are organized for urban parents & children by involving local leaders and educationists etc. Mobilization camps and street children awareness camps are conducted for enrolling the deprived urban children into the special RBCs started for these children. Special schools are also opened in slum areas for these deprived children.

Adolescent Girls: Separate R.B.Cs are functioning exclusively for Girls duly taking utmost care of adolescent Girls.

Separate R.B.Cs are functioning exclusively for Girls at Upper Primary Stage.

The alternative Coordinator at District level along with the faculty of DIET are monitoring the Alternative Schools and providing need Based guidance to there instructor which entrust quality and equity in Alternative Schools.

Ensuring Universal Access through EGS for un-served habitation: During the year 2003-04 and 2004-05 the un-served habitations were served with alternative schools.

Mainstreaming: About 1,60,000 children are mainstreamed till July 2004 under different interventions. The track of children mainstreamed is being maintained at district level.

Issues of Quality and Equity in Alternative Schools: To assistance quality in alternative schools suitable textbooks are prepared, relevant teaching learning material is provided and activity based Pedagogy training is provided for the instructors of the alternative schools.

Uniform syllabus and infrastructural equipments is also provided to ensure equity in alternative school.

Creating MIS for EGS types of schools under AS: There are SRGs, DRGs and MRPs in DPEP to look after all the intervention of the DPEP and these teams are monitoring the out of school children intervention EGS also.

The total data of EGS is being maintained at mandal level, district level and state level for effective financial and academic monitoring

The system is received from Government, a training programme of alternative schools coordinator and computer operators is planed to acquaint them with the system. The data will be completed in one month time.

Evaluation of Alternative Schools: At the time of the enrolment of child a test will be conducted to ascertain the competency of the child, basing on the competency all the children will be classified into different groups. Then competency based

instructions will be provided to all the children and their achievement will be evaluated from time to time and they will be mainstreamed into formal schools.

Sustainability: As most of the children are being admitted into formal schools of 5 + stage steps have been taken to ensure the quality of the education and policy has been taken to class one Kalikaro (No one should be detained in class I)

The non-detention policy of the Government is also encourage this strategies. Hence, there will be very less people will be at out of school at the end of the year. After completion of SSA the Government of Andhra Pradesh will take-up the issue of tracking the children.

Issues in focus: Separate stages have been followed for girls for SC, SC, Monitory and Urban slums under this intervention special RBCs have been opened to enroll the focus group children.

DPEP Coverage: The following no .of center were approved during 2004-05 under DPEP

ALS –

RBCs - 600

NRBCs - 450

About 50,000 no. of children are enrolled in the centers

Administrative Arrangements:- All the Districts were sanctioned CMO ad ALS All coordinator post to monitor the activities. At State level one officer of Joint Director cadre is appointed to monitor the activities of EGS/ALE and NCLP. Besides this the sectoral officers, district in charges are monitoring all the activities.

All the members of school education committees have been trained in community mobilization. Hence, the majority of the RBCs are running by the NGOs in tribal area the responsibility is shouldered by the Tribal Welfare Department.

Monitoring Mechanism: *At mandal level MRPs, MEOs at district level DIET faculties / APCs and ALS Coordinators / DEOs are monitoring the schools from state level. These Alternative Schools coordinators are monitoring the district achievements from time to time.*

Awareness Campaigns: *Powers are delegated to District Collectors to involve the NGOs /Community for taking care of Educational needs of children 6-15 years. About 500 NGOs are working in partnership with DPEP.*

Material Development: The Teaching learning Material for the Bridge course has been developed at State Project Office and supplied to all the districts as follows.

Book – I
Book – II
Book – III

} & Hand books for teachers.

Training Programmes: Effective training have been provided to all the instructor appointed RBCs, NRBCs and EGS centres.

Capacity Buildings.

SRGs & DRGs are oriented at state level to meet the challenges at field level. 20 days Training in the three spells has provided to all the instructed by DIETS.

Issues of Equivalence:-

- Strategy (Profile of the Group):- A decision has been taken by GOAP to treat all the out of school children as child labour or potential child labours. As such all the enrolled and dropout children of 9-14 years were identified to bridge their academic competencies and to mainstream them in to formal schools.
- Duration of the Programme:- 10 months per year.
- School Hours:- NRBCs work as per the regular school hours i.e., from 9:00 a.m. to 4:00 p.m. where as RBCs are residential in nature and the following activities are being taken up.
- No. of Learners / Centre:- It is expected to enroll 100 children in each RBC and 10-20 in NRBCs.
- Teacher Qualification:- Instructors who passed Matriculation and above are engaged in RBCs and NRBCs. Most of the RBCs are having Graduates as Instructors.
- Honorarium per month:- Instructors were paid @ Rs. 1000/- p.m.
- Training Duration:- 20 days training was provided to RBCs instructors at DIETs in three spells.
- Expenditure per school / year:- Rs. 28,000/-
- Expenditure / Child per year:- Rs. 4,125/-
- Academic Support:- The MRPs are visiting RBCs and providing on the spot guidance to instructors besides training was also provided to instructors by DIET faculty
- Honorarium of Supervisor:- Rs. 1000/- p.m.
- Material used:- The bridge course books (TLM) developed at SPO by Academic experts are being used in RBCs and NRBCs.
- Collaboration with NGOs / Agencies:- Powers were delegated to District Collectors to induct the NGO partners at district level itself for running the RBCs. About 300 RBCs are run by NGOs this year.

d) *Awareness Building and Community Mobilization* **Status of SEC and PTA**

Formation of Education Committees: School Committees were constituted through election as per A.P. School Education (C.P) Rules, 1998 to strengthen community school linkage. Elections to School Committees and other Education Committees were held in July, 2003.

Existing Number:- 72,269 School Committees have been constituted and PTAs are formed in every Primary School.

Training:- The community is expected to play a key role in Micro-Planning, especially in the development of village education plan and school improvement plans. Community based monitoring in specific issues like enrollment, retention,

education of girl child and other disadvantaged groups, utilization of various grants and construction is important to ensure attainment of the programme objectives.

A two-day training has been provided for capacity building of school committees and other leaders at State, District and Mandal level for effective participation in school developmental programme.

Administrative arrangements:- Community Mobilization and participation is being looked after by CMOs under the supervision of SPD at State level .

Community Mobilization and participation has been looked after by Community Mobilisation Officers under the supervision of APCs at District level.

At present 2 Community Mobilization Officers are working at SPO, 23 Community Mobilisation Officers are working in Districts.

CMOs are actively participating in the mobilization programmes in districts, in identifying the places and establishing Bridge Course Camps for Out of School children.

Community mobilization material development:- Posters, Brochures, Desk Calendars highlighting the objectives and role of SECs are published, News letter brought out by DPOs.

A book-let containing success stories has been printed and distributed among school committee members to motivate them so as to take up similar activities

A 3-day workshop has been organised from December 17th – 19th 2003 for developing the training module on roles and responsibilities of SEC members on various school development programmes

"Mana Badi - Mana Pillala Chaduvu" (Our school and education for our children)
A training module has been developed and printed on roles and responsibilities of SECs for school development programmes.

Advocacy Activities:- Habitation level and Mandal level mobilization campaigns with the help of Kalajathas, Traditional Cultural Programmes (Kites Festival) have been taken up to bring the Out of School Children into Residential / Non-Residential Bridge Courses.

Chaduvula Panduga (Educational Festival):- Chaduvula Panduga has been conducted from 24th – 29th November, 2003 in all schools for bringing 'out of school' children to schools, for the regular attendance of the children to school and for improving academic levels of the children by involving public representatives and community leaders in a joyful atmosphere. During Chaduvula Panduga 1,94,564 out of school children are enrolled in regular schools / residential and non-residential Bridge Course Centres.

A State Level VI'dya Sadassu has been organized on December 8th 2003 on Community Involvement for Educational Planning.

In turn, District level Vidya Sadassus have been organized on Community Involvement at village and school complex level in the 3rd week of December 2003

A 7-day plan of action was implemented for achieving additional enrolment, retention in the month of June 2004 at District and Mandal level. In that programme various mobilization activities conducted like special mobilization drives in low enrolment mandals, sensitizing the people on the issue of out of school children, organization of Kala Jathas, Public meetings, Rallies, Grama Sabhas, Engaging mobilizers in bringing out of school children into schools, Campaigns and Exhibitions were conducted.

Areas of participation – planning, constructions, training, out of school children etc.:- The community is expected to play a key role in micro planning and school improvement plans. Community based monitoring in specific issues like enrolment, retention, education of girl child and other disadvantaged groups, utilization of various grants and construction is important to ensure attainment of the programme objectives.

The SECs played a vital role in mobilizing the physical and financial resources for the construction of school building / additional class rooms.

The amounts earmarked from DPEP for taking up the constructional activities such as school buildings / additional class rooms has been deposited in the joint account of HM and SEC chair persons.

Training has been provided to SECs members for taking up the constructional activities as per the constructional manual developed by SPO.

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

Networking with NGOs and other Government functionaries:- Local NGOs, Mahila Mandals, Youth organizations and social guides have been associated with capacity building and implementation of DPEP activities. Community is involved in school monitoring in specific issues like enrolment, retention. Networking with Azim Premji Foundation to achieve UEE in 10 mandals of Chittoor & Nalgonda district.

e) **Girls Education / Gender**

Administrative Arrangements at State and District levels

- Two Gender Co-ordinators are in position at state level
- All Gender Co-ordinators are in position at district level

SRG and DRGs

- 30 State Resource Group for gender formed to plan and monitor the programmes at state level
- 50 District Resource Group members are involved in planning and monitoring of district activities

Material development for community mobilization

- Posters, pamphlets and booklets are printed and supplied to sensitise the community and other stake holders on child marriages, girl child labour and other issues related to girls in the context of conducting “Balika Swashakthi” (BSP) – Girl child empowerment programme and enrollment Gram Panchayats
- ‘Meena’ film is telecasted in local TV channels and Mana TV
- ‘Meena’ film was also shown during enrolment drives in identified Gram Panchayats

Awareness campaigns and community participation

- Door to door campaigns were held which brings interpersonal relationship between teachers and people
- A campaign ‘Akshara Bottu’ i.e., ‘Literacy Tilak’ was conducted in few districts to encourage literate parents

Women’s participation in VECs

- 50% reservation of School Committee Chairpersons positions are reserved for Women

Gender sensitization

- Training of teachers and Govt. functionaries

- An integrative training was conducted for two days which include gender component along with other components to all teachers
- Teachers in identified Gram Panchayats of all mandals were sensitized particularly related to academic performance. They were trained in giving additional support to slow learners

- Training support material

- The integrated module for teacher training includes a gender components
- Two day training of MEOs covers Girls Education and Early Childhood Education
- Integrated module for teacher training includes gender was distributed to all teachers

- Revisions of textbooks etc

- Utmost care was taken in preparing textbooks to avoid gender bias

Addressing Gender centres in AWP

5600 Low enrollment Gram Panchayats were identified through out the State where a special programme has been taken up since two years to empower girls. In these Gram Panchayats awareness campaigns for enrollment, sensitization programmes for teachers as well as community, in school programmes to attract girls and games and

other cultural activities like Rangoli for boys, cycling for girls, Essay writing and debate competitions were conducted to reduce gender bias among peer.

Preparation of gender training module / material development

- A training module exclusively on girls education title “Amma Nenu Badiki Potha” was prepared and supplied to all schools for guiding them in reducing bias in schools.
- District specific workbooks were developed to support slow learning girls of class III-V

Workshops

- Workshop was conducted to prepared workbooks for slow learners
- Workshop was conducted to prepare schedule of activities to be conducted in identified low enrolled Gram Panchayats for more than three months.

Review processes

- Monthly review meetings of District Girl Child Officers are taking place at State level
- MEOs are reviewed on girl child education and in maintaining the database at district level
- Continuous monitoring by MRPs and District Resource Groups helps in strengthening girls education

Networking

- Close network with other departments like Women & Child Welfare, Disabled Department, DRDA and Velugu is maintained
- Members in SRG and DRG are identified from other Departments also

MIS (Availability of gender data and its use)

- Data on in school and out of school girls is maintained at district and state levels

Mahila Samakhya

- DPEP is working in close coordination with Mahila Samakhya in the Mandals where MS is active in enrolling the children and orienting Mothers

Innovation

- Low Girl Child enrollment Gram Panchayats @ 5 per each Mandal were identified and a special comprehensive programme “Balika Swashakthi” – Girl Child Empowerment is being taken up in these places.

Research & Evaluation

- A study on a research study titled “National Level Study on classroom culture and process from the gender perspective” in Nizamabad district under the guidance of Ed.CIL.

Incentives

- Supplied free textbooks to OC girls of classes VI, VII & VIII
- Supply of uniforms to girls of Model Cluster Schools

- Supply of two cycles to best performing girls of VII class common examination. The cycles will be kept as school property and they will be given to the girls on rotation who performs best in the class in terminal examinations

f)

ECCE

ECCE approach

- ECE centres are opened in non-ICDS habitations only
- The centres are merged to ICDS during their expansion of programme

No. of ECCE centres

Year	No. of centers	Enrolment
2004-05	11,558	2,54,276

Training and mobilization

- Training was given to SRG members on new approaches of Early Childhood Education during June, 2004
- One day orientation to Mother Committees on managing ECE centres during June / July, 2004
- A 3-day refresher training programme has been conducted to all ECE Instructors during the month of July / Aug, 2004.
- 5 days training cum workshop has been organized to all the ECE Instructors on “Developmental areas of child and related activities” and to develop **Year Plan** in the month of Sept / Oct, 2004

Material Development

- Story cards and activity bank was reprinted after few corrections in supplied to all ECE centres
- 107 School readiness card kit (Badiki Ready) was developed and supplied to all ECE centres

Cost for each centre

- Honorarium of Rs. 600/- for Instructor and Rs. 400/- for Aya per month.
- A contingent grant of Rs. 1000/- is given every year for each ECE centre for purchase of play materials (suggestive list given).

Monitoring and Research

- APDPEP conducted action research studies by different functionaries like MRPs, Teachers on functioning of ECE centres. The topics selected were.
 - (a) Achievement levels of children in class-I & II who promoted from ECE centres Vs with direct entries.
 - (b) Overall Performance of schools with ECE centres Vs. without ECE centres.

Other Interventions

- In habitations with < 10 children of 3-5 yrs age, integrated schools with ECE and Primary were established

Innovations

- Opening of integrated schools in less populated habitations
- Opening of ECE centres with different strategies to different habitations
- Convergence with ICDS in opening of ECE centres and supply of resource material like story card kit, activity bank to Anganwadies of ICDS

Issues, if any

- This intervention is lot of impact of Universalization of Elementary Education which has been proved by many studies including DPEP
- But there are still 7074 habitations uncovered and 914637 children not covered by this programme because of the budget constraint in SSA which gives less hope for expansion of the programme.
- The programme will suffer even more as the DPEP is going to be end by March, 2005.
- Hence, the mission may suggest the Government to have alternatives to continue the efforts.

g) Media

Coverage:

Special stories are carried by Telugu local Newspapers about the implementation of DPEP programmes in Districts, which have received attention of the readers and public.

Publications and Broachers:

A monthly magazine, "Chaduvu Vignanam", in Telugu Language is being brought out from SPD office monthly to cater the needs of Teachers in particular and School children in general.

- A special poster to inculcate the habit and interest towards learning aspects is being printed, along with Chaduvu Vignanam magazine.
- Brouchers on community mobilisation aspects are printed in Rangareddy and in East Godavari district as a publicity measure.
- Publicity material, like Stickers, posters are designed in Rangareddy, East Godavari, Nellore, Chittoor district as a measure of publicity.

Electronic Media:

- Whenever meetings, workshops, seminar or schemes are launched, help of electronic media, i.e, local Satellite channel and Cable channels is taken for

coverage of news about the activities in all the districts. With the results, wide publicity for such events is caused.

- Similarly, assistance of All India Radio and Doordarshan is also being taken for wide coverage of the programmes in the districts.

Audio Video Material:

- Audio cassette on DPEP activities and on Girl Child were developed in few of the districts.
- Audio cassette on "Kite Festival" has been produced from SPD office.
- Production of Jingles on DPEP activities is under process.
- Production of Video film on DPEP activities is under progress.
- Films: Meena, a video film on girl child, supplied to all the district is being extensively screened in the villages, in the districts.

Traditional Media:

Exhibitions: Exhibitions at fairs and festivals, like Shivaratri, Induru festival were conducted in Kurnool, Adilabad, Visakhapatnam, Ranga Reddy and Nizamabad districts. The publicity material, posters etc., displayed in the stalls were witnessed by the people, in large numbers.

Cultural programmes: Cultural programmes, during the course of community mobilisation drivers were conducted by using traditional folk-lore, like Burrakathas, skits, Harikathas, Mime, Mimicry and Magic programmes in the districts.

Press clippings, appeared in the local and reputed newspapers are being compiled in the districts and are being documented in the districts like Chittoor, Warangal, Nellore, East Godavari districts.

Adverse news: The officials at district level are taking special efforts to go through the adverse news appeared in the newspapers and rejoinders are given, with the approval of the respective district Collectors on such adverse items. This is helping in informing the people in a positive way.

Use for Community Mobilisation:

School Educational Committees were imparted awareness and training camps in the district, with the result the members could understand their role and responsibilities in identification of never-enrolled children schools, their enrollment and for their retention in schools and also about mainstreaming of children studying in RBCs, NRBCs.

Govt. Media Agencies:

Assistance of Commissioner, Information and Public Relation is being taken for release of advertisement pertaining to DPEP activities at State level and in Districts also. Similarly, assistance of Doordarshan, All India Radio is also taken to telecast or broadcast DPEP programmes. Radio Vindaam – Nerchukundam, a popular daily programme on DPEP programme is being produced from State SPD office for the benefit of Teachers, School going children

Radio Jingles on DPEP activities are also broadcast through AIR. Similarly, the newspapers at district level are contributing features, stories, articles etc., along with the relevant photographs.

OUT DOOR PUBLICITY, INCLUDING ADVERTISING:

DPEP activities are given publicity through slogans in the districts. Similarly, banners etc., are also displayed at the vicinities of the functions, meetings in the districts, as a measure of publicity.

Advertisements are being released to periodicals, newspapers etc., on DPEP activities from SPD office and as well from the districts, as measure of publicity.

Exposure visits to press men were conducted in the districts, so as to enable them to understand the ongoing DPEP activities and to write articles etc in their respective newspapers. Similarly, such press tours are also being planned from SPD office.

Action oriented photographs on several interventions and activities on DPEP activities are being procured from the districts. Best photographs are being displayed in SPD office, as a measure of publicity.

h) Research & Evaluation

Administrative Arrangements

SPO : Research & Evaluation sector is working with one Professor.

DPO : DIET Lecturer is identified as Research & Evaluation Coordinator.

Capacity building to staff for conducting research

SPO : Research Advisory Committee is constituted at the state level with 8 members under the Chairmanship of Commissioner & Director of School Education

DPO : District Advisory Committee with 5 members is constituted under the Chairmanship of the Collector.

Research studies conducted, planning and ongoing

- State level Research Committee (SRC) cleared 10 studies during 1997-98, 8 were taken up by different networking institutions.
- During 1998-99, SRC cleared 7 studies out of 15, out of 7, three studies taken up by the external agencies were completed.
- At the district level, 4 studies from Warangal were received.
(Conducted a Schools & Pupils Survey (SPC) in 1998-99 to study the progress of enrolment and retention by using 4 tools. This is a longitudinal study)

On going

- Research Abstracts are prepared mainly based on "Upadhyaya Parishodhanalu" with a view to fostering research in education and to encouraging cooperation between educationalists and researchers to submit to the EdCIL's Technical Support Group for DPEP & SSA. These abstracts are very useful for disseminating information about Research & Evaluation which include abstract of studies that are completed in or after 2002 and a few of 2004.

- An exhaustive list of topics (approximately 100 topics) are sent to all APCs and to all DIET Principals for further action.

Planned

- Conducting 'Action Research' training / workshop to all the District Committee members (23x5=115).
- Preparation of "Synthesis Report" of Research studies upto 2004.
- Developing an Action Report along with guidelines for the District Committee.
- Identification of action points based on outcomes of Research & Evaluation studies to provide feedback for planning and implementation.

Status of evaluation studies

- Prepared learning achievement lists for classes I-V in Language, Maths, EVS-I & II in 1999.
- Three long term qualitative studies in the impact of Teacher training, New Schools and ECE centers were conducted by SCERT, Andhra Pradesh, Hyderabad by 2001.
- Vijayanagaram on functioning of VECs / School Committees, Nellore on utilization of School and Teacher grants, Kurnool on utilization of Class-I Text books & Karimnagar on functioning of TCs are the 4 short term qualitative studies by the District Evaluation Team were conducted.
- Conducted Midterm Assessment Survey (MAS) in DPEP-I in collaboration with NCERT, New Delhi in 1999.
- MAS in 2002 for DPEP phase II.
- Conducted a study on dropouts through Cohort Analysis on sample basis covering Visakhapatnam and Mahabubnagar districts.
- A survey was conducted on Pupil Assessment procedures in Primary classes on sample basis in 19 DPEP districts to study the existing pupil evaluation procedures and practices in 2000.
- 416 teachers of Primary Schools and MRPs in all 23 districts of state completed small scale research studies under the guidance of DIETs in the shape of 'Upadhyaya Parishodhanalu'
- A study on Cohort analysis of dropouts in classes I to V was conducted in 17 districts of Andhra Pradesh in 2001 and presented to the 14th JRM in 2001.
- Mrs. Late Menon, Education Officer, UNICEF, Hyderabad Coordinated six Social Assessment Studies (1998).
 - SC children - Prof. Chelam of Waltair, A.U.
 - ST - Dr.K.Sudhakar Reddy, of S.U.
 - Minorities - Smt K.Laxmi, AMS, Hyderabad
 - Children of BC - Prof.Ch.Veena Mohan, SKDU, Anantapur
 - Working children - Dr.Nirmala, CPP Studies, Hyderabad
 - Children in urban slums - Dr.Ravindra Prasad, OU, Hyderabad

Status of Action Research

30 Action Research studies are in the process at the district level. Post launching session for the Action Research is planned to conduct in the first week of December 2004.

i) **Distance Education**

List of Programmes Conducted from 1998 – October 2004

Workshop :-

- 16th – 20th November, 1998 – Prepared 18 Self Instruction Material for Teachers at Tirupati.
- 14th – 16th December, 1998 – SIMS were finalized at Vizag. Among them 12 SIMS were selected and printed. These were placed at all 1229 MRCs.

Language	: 3
Maths	: 3
EVS	: 4
General	: 2

Total	12

- 6th – 11th May, 2000 – Analyzed need assessment of 2252 primary for development of Self Instruction Material.

Video :-

- July, 1998 – 22 Video scripts developed for the Teacher training – Pedagogical problem.
- 6th – 8th October, 1998 – 25 Video programmes development by SIET were previewed, and 15 Video programmes were selected for teacher training.
- 17th – 18th May, 1999 – Use of Interactive video programmes for faculty of SCERT / DIET / SIET / ME.. / MRPs / Teachers / DPO.
- 7th – 10th September, 1999 – Editing workshops of 22 Audio scripts - Two.
- 25th – 28th June & 17th – 20th July, 2001 – Development of Video scripts for MANA – TV.
- 6th – 9th September, 2002 – Development of Video scripts for MANA – TV.
- 6th – 9th September, 2002 – Video script development & rehearsal for Live Telecast of MANA – TV.
- February, 2003 – Development of Video scripts for MANA TV.
- 6th – 8th February, 2003 – Video script development and rehearsal for the Live Telecast of MANA TV.
- 25-28 April, 27-30 May & 4-7 August, 2003 – Three 4-day workshops on Video script development for class VIII & IX under MANA TV.
- 18th & 19th, December, 2003 – 2-day workshop on finalization of video scripts for MANA TV, KU-Band.

Audio :-

- 13th – 17th July, 1999 – Development 21 Audio scripts on teaching strategies for the teacher.
- 28th – 29th January, 2000 – Development of Audio programmes on poems in class – III & IV readers.

- February, May & July 2002 – Development of (14+34+34 = 82) Audio programmes for class – III for Radio Project (3 workshops).
- 26 – 29th April, 31st May - 3rd June, 2003 – Two 4-day Workshops were conducted for development of Audio scripts for class – III & class – V under Radio Project.
- 2day Workshop on Audio scripts refinement was held in 8-9 October, 2003 for Radio Project.
- 4-day Workshop on Audio Scripts for teachers held on 2nd – 5th December, 2003 developed 16 audio scripts
- Organized workshop on 20th – 21st January 2004 on evolving strategies on feedback and monitoring of radio lessons. Developed feedback and monitoring tools.
- A 4-day workshop was conducted on development of audio scripts in Urdu for Primary classes from 4th – 7th October, 2004 at SIET, Ramanthapur, Hyderabad.
- A 2-day workshop on identification of content / areas / topics for production of audio and video programmes for primary classes held at SIET on 7th - 8th April 2004. Identified 101 themes for video and 81 themes for audio programmes
- Total number of audio programmes available with DPEP for primary classes: 180

Teleconferences :-

- 27th & 28th February, 1999 – Preparation of Teleconference material involves information booklet, activity, sheets, reading material on selected topics.
- 5th – 7th March, 1999 – Conference on preparatory activities for Teleconference for coordinators of Dr. BRAOU, Academic Monitoring Officers, DIET / DPEP personnel.
- 15th – 16th March, 1999 – SECs / NLE / abilities / Multi grade teaching / Role of MRPs at Dr. BRAOU.
- 30th – 31st May, 2001 – On 2year DEd. curriculum through teleconference for DIET faculty and MEOs from IFTV studio, Cuttack, Orissa.
- 12th – 13th September, 2001 – Teaching primary science through teleconference IGNOU studio.
- 3rd – 4th January, 2001 – Analysis of feed back on the teleconference on UEE.
- 25.09.2003 – Phone in Programme – at AIR, Hyderabad with teachers, field functionaries on Radio lessons.
- 16.12.03 – Phone – in Programme – at AIR, Hyderabad with teachers, field functionaries and general public on Radio lessons.
- 24th – 26th May, 1999 – Action Research
- 8th September, 2000 – UEE from IGNOU studio
- 19th – 21st December, 2001 – Experiments in primary science – IGNOU studio

Video Conference :-

- 23rd – 25th February, 2000 – Development of Training material for the video conference on Quality Education & IED.
- 21st – 22nd March, 2001 – Training of supervisory staff MEOs / DyICs / DPO Sectoral Officer and on quality education
- July, 2001 – Editing and development of video package on Teleconference.

Other Workshop :-

- August, 2001 – Development of manual for EVS – III.
- December, 2001 – Development of Manual on Teacher's Activities in primary science, part – I.

Trainings :-

- 10th – 13th October, 2000 – Effective operation of equipment for organizing teleconferences at DIETs by ET. Departments.
- Feb,2003 – 1 day orientation to MEOs / HMs / Teachers on the Radio Broadcast.
- 26th - 27th Sept, 2003 – 2 day Trial run (rehearsal) Programme to DIET Lecturers / High School Teachers for Live Telecast under Interactive channel MANA TV.

Radio Project:-

- Held six panel discussions on various themes for teachers pertaining to Quality Improvement programme, phase-I during July-August, 2003.
- Produced 45 audio programmes by SIET, April-December, 2003 for Radio broadcasting.
- Broadcasted 84 radio lessons for class-III to V for students and teachers 19-08-2003 to December, 2003.

No. of DRS installed:

DIETs	: 23
Sub DIETs	: 2
SPO	: 1
SIET	: 1
SCERT	: 1
Total	: 28
No. of DRS functioning	: only in 5 DIETs

Activities to be conducted in this year under DPEP

- I. Development of Self Instructional Material (SIMs) for Primary teachers in English, Mathematics and Environmental Sciences.
- II. Development of video programmes on Science Teaching, Maths Teaching and Language Teaching
- III. Teleconferences on Teacher Education, Tribal Education, ECCE, Community Mobilization, IED
- IV. Conversion of video programmes into CDs & DVDs is in process. After conversion the CDs & DVDs will be replicated and will be supplied to MRCs.
- V. Analysis of Feedback on Radio Programmes
- VI. Conduct of impact studies on Radio Programmes and Teleconferencing.

j) Education of Special Focus Group – SC, ST Minorities

Administrative arrangements :-

Three coordinators for Tribal Education are in place one is with the rank of Professor and other two are Lecturer cadre at the State Project Office.

One Sectoral Officer is Co-ordinating the Education of Special Focus Group in each of the project districts.

Convergency has been maintaining at State level with the Tribal welfare department and with ITDAs at district level wherever they are existing.

The interventions has been monitoring by the field functionaries of the departments of education as well as Tribal Welfare.

MIS data :-

The data pertaining to SC, ST has been maintaining in the DISE. Mandal-wise, District-wise data is available on population, literacy, school age children, in school children, out of school children, number of teachers, no. of schools etc.

Sensitization of teachers and educational functionaries for educational needs of children in these groups:-

Separate module on Tribal Education has been incorporated in the teacher training modules.

The educational functionaries in the ITDA are given special orientation on planning for the education of tribal children based on their needs.

Awareness campaigns of comments :-

The State has organized education melas in the Tribal areas. All the village education committee members of tribal sub-plan areas and tribal habitations were oriented on micro planning exercise with PRA techniques School Education Committees have established. All the members of School Education Committee of Tribal habitations have been trained on Community Mobilisation and support school. Awareness campaigns were organized in Tribal areas during Janmabhoomi and Chaduvula Pandaga (A special drive for enrolment and retention in schools).

Efforts for opening Alternative Schooling Centres catering to needs of children of these groups. The state has laid down a detailed plan for under taking micro planning and school mapping exercise in tribal mandals and identified the school less habitations for opening of schools with for formal and alternative arrangements.

Priority has been given to Tribal areas and habitations for establishing New Schools, Alternative Schools, ECE Centres, Child Labour, Bridge courses, Residential Bridge courses for out of school children. Girl child education promoters are being placed in Tribal areas for the enrollment and Retention of children in the schools.

Maa Badi Schools are opened in habitations where number of school age children are more than 10.

GVVK schools are up graded to full fledged Primary Schools.

All villages within the radius of 1 km are provided with Primary Schools. In the habitations with un-economic strength of school age children EGS centers are opened.

Strategies to retain children in schooling system.

The State has conducted number of workshops in which a number of activities have been finalised for sensitising teachers in tribal areas, exposing them to tribal language training, developing local specific teaching learning materials etc., Bilingual dictionaries as well as charts are prepared in different tribal languages in the districts under DPEP. 3-day workshop of HMs & DIET lecturers was held on database and action plan preparation for tribal education. During summer vacation the tribal children are provided with extra coaching on subject areas. Back to school programme is organised for ST children during summer vacation.

- Necessary training has been provided to teachers working in Tribal areas to adopt bi-lingual approach in teaching language. Separate training programme was planned and provided to the teachers working in Tribal areas of Vizianagaram district jointly by ITDA & DPEP.
- A Pilot project on Multi-grade teaching by using Multi Level Kits developed by Rishivalley society is being implemented in tribal sub plan area of Visakhapatnam district.
- Rationalisation of teacher posts have been done in all the districts including tribal areas.
- School Grants @ Rs. 2000/- per school per annum and Teacher grants @Rs. 500/- per teacher per annum have been released to all the schools and teachers in Tribal areas / Habitations.
- Specific Action Research studies have been taken up on the Language and maths problems in tribal schools.
- *The proposed plan of action for the improvement of quality of tribal education is as follows.*
- Survey of the requirement of Tribal Teachers, Pupil and Schools by district tribal co-ordinators.
- Plug certain special components to existing teachers training package for the purpose of training of tribal teachers/ development of all together a special training package in view of their requirement.
- Development of TLM on teaching Maths and Languages
- Development of bilingual charts, duplication and supply to the schools.
- Several strategies have been planned for the capacity building of tribal teachers during 1999-2000 viz.,
 - ❖ Development of bilingual directories / charts, books, etc.
 - ❖ Orientation on language teaching
 - ❖ Orientation on content and pedagogy of primary Mathematics
 - ❖ Provision of Teacher grant, TC grant and School Grants to GVVK Schools and 'MAABADI' schools.
 - ❖ The Sectoral Officers of SPO, AP DPEP visited 8 districts having high Tribal population to study the educational problem of the tribal children to decide suitable strategies at State Level.

- ❖ Resource persons have been identified to develop bilingual directories to help the Non-tribal teachers working in tribal areas
- ❖ 4-day workshop was conducted from 12.12.2001 to 14.12.2001 at State Level to develop bilingual material for tribal dialects. Material was developed for BANJARA, GOND, KOLAMI and SAVARA dialects.
- ❖ Teachers working in GVVK schools have been trained in child-centred pedagogy.
- School complex Resource Persons and MRPs of (ITDA area) have been oriented in conducting training to the instructors of transitional classes.
 - ❖ Bilingual Material was developed for the following tribal dialects and implemented in the schools.

1) Savara	}	-	Srikakulam district
2) Adivasi Oriya	}	-	Visakhapatnam district
3) Kui			
4) Banjara	}	-	Warangal district
5) Gond		-	Adilabad district
6) Kolami			
- A number of stories with illustrations and action songs have been identified by the participants in this workshop. Xerox copies of these stories and action songs have been supplied to each participant to tryout in schools from 10.2.2003 to 10.3.2003.
- A training module has been developed during this workshop to provide training to teachers.
- 3-day workshop was conducted at State level to develop strategies to overcome language problem in tribal schools from 23.01.2003 to 25.01.2003. 23 SCRPs / MRPs / strong teachers from 6 – ITDAs attended this workshop.
- The book titled “Kathalu patalu Makistam” containing a number of stories and action songs have been supplied to each participant for tryout in schools along with other strategies discussed in the workshop.
- A 5-day Workshop from 8-12 Nov’03 was organised for development of strategies to overcome Language problem where school language is different from home language.
- A two day meeting with the DEOs and PMRC I/cs of all ITDAs was organised on 2-3 December 2003 at ITDA Rampachodavaram, E.G.,Dt to review the activities of tribal education in ITDAs. The SPD and DTW reviewed the existing position in Tribal areas.
- A second meeting was conducted at ITDA Bhadrachalam, Khammam on 31, Jan 2004 to monitor the activities under the PMRC and converge the Educational services in tribal areas.
- A Workshop was organized at ITDA K.R.Puram, W.G.Dt on 6 & 7, Jan 2004 to share the Janashala experiences. A 3-day workshop to develop Tribal Education Plan was organised at ITDA Paderu, Visakhapatnam from 15-17 March’04. Pos of ITDAs, DEO(A)s and PMRCI/cs participated in this Workshop and designed Tribal specific plan for the year 2004-05.
- A 3-day Workshop was organised from 9-11, March 04 to develop module for non-tribal teachers working in tribal areas.

- Tribal cultural specific curriculum is developed by involving the class room teachers of tribal area, Educationist, Linguistic experts and Anthropologist from universities in collaboration with the dept of tribal welfare.
- A two-day workshop was organised from 28 to 29 April 04 on developing strategies for teacher training on Tribal cultural specific textbook.
- A two-day workshop, to create girl child learning friendly atmosphere in Schools was organised at Eturunagaram, PMRC in Warangal Dist., from 28-29, May,04.
- A two-day workshop, to develop modalities for Tribal Child Learning Guarantee Programme was organised from 8-9 Nov, '04.

k) *Integrated Education*

Administrative arrangements

- Advisory Committee has been set up at the State level
- State level – SPO – State IED Coordinator
- Advisory Committee has been set up at the District level.
- District level – DPO – Community Mobilization Officer / Academic Monitoring Officer / IED Incharge - Mandal level – MRC – MEO and MRPs – IED Resource Teachers – School / Center / HM

Identification assessment and provision of aids and appliances

- Survey conducted to identify both inschool and out of school children in all mandals of 19 DPEP districts.
- A Child Development Clinic was opened at MGM Government Hospital, Warangal, Karimnagar and Kurnool for early intervention and identification and assessment of SEN children.
- Supply of aids and appliances through Janmabhoomi Programme in 10 districts.
- Assessment camps conducted in all mandals in 19 DPEP districts.
- Aids and appliances were distributed to assessed disabled children in East Godavari District with the help of Uma Manovikasa Kendram an NGO at Kakinada.
- Taken up interventions for hearing impaired children were organised in four mandals of Ramachandrapuram, Patancheru, Jinnaram and Narsapur of Medak district and Rajupalem and Piduguralla mandals of Guntur district during October, November and December 2002.
- Assessment camps for disabled children in Kurnool district in 10 mandals during the period between November, 2002 to February, 2003.
- Assessment camps have been organized in 40 mandals of Kurnool district till to date.
- Aids and appliances in Kurnool district in April 2003.
- Interventions taken up for hearing impaired children in Hyderabad, Ranga Reddy, Medak and Nalgonda districts in convergence with Southern Regional Centre, AYJ National Institute for the hearing handicapped, Secunderabad from July 2003.
- Assessment camps conducted in Kadapa, Visakhapatnam, Warangal, Chittoor, Guntur, West Godavari districts in September 2003.
- Assessment camps conducted in Nalgonda, Visakhapatnam, Krishna, Nellore, Anantapur during September – October 2004.

- Conducted Eye Screening for 8000 in-school children for entire Nellore district in the month of October 2004.
- Identified 5000 in-school low vision children in November 2004.
- Distributed 487 aids and appliances in Nalgonda district in the month of November 2004.

Strategies for enrolment and retention of the children

- The data of in-school disabled children has been collected through DISE.
- The data of out of schools children has been collected through door-to-door survey by Special Resource Teachers.
- 1,19,739 disabled children were enrolled in normal schools during 2004 - 05.
- 40 residential bridge course camps are being run in East Godavari, Nellore, Chittoor, Anantapur, Kadapa, Kurnool, Nalgonda, Mahabubnagar, Krishna and Warangal for out of school children.
- 2040 disabled children are in all Residential Bridge Course Camps in all 19 DPEP districts.
- Constructed ramps, handrails in schools to create disabled friendly environment in schools in Mahabubnagar, Nalgonda and Anantapur districts during 2004.

Community sensitization and teacher trainings

- Intensive teacher training has been conducted to sensitize the regular teachers for effective classroom management of children with special needs.
- 45 days foundation course on IED has been provided to 633 teachers.
- 1 day orientation on IED has been given to 24000 teachers during 2003-04.
- 2 day training has been given to 6000 teachers on IED during 2003-04.
- 161031 teachers have undergone training on IED for one-day as one of the components along with general training in the month of December 2003.
- 46 teachers have undergone Master Trainers training programme at NIMH for 13 days.
- 113 DRPs have undergone training on IED for 2 days.

Multi-sectoral convergence with other department / agencies

- Multi Sectoral convergence is implemented with Integrated Education for Disabled Cell, Disabled Welfare Department, all National Institutes of Disabled, NGOs in State.
- Multi Sectoral Convergence with other departments in districts – Disabled Welfare Department and Medical & Health Departments for assessment camps.

Involvement of NGOs

- NGOs in every district are being involved in implementation of DPEP programme successfully.
- 40 Residential Bridge Course Camps for out of school disabled children are being run by NGOs.

Monitoring Mechanisms

- Academic and Attendance Monitoring of children at Mandal level by MRPs and MEOs.
- Overall monitoring of all activities at District level by IED Incharge of DPO.

- Holding review meetings with HMs and field functionaries every month at Mandal / District / State level.
- Follow up of activities are being done for better results for mainstreaming of the out of school children and academic progress of in school children by Monitoring Officers at Mandal / District level.

Individualized Educational Plans for these children

- Individualized Educational Plan has been prepared for every child to know the academic progress of the child from time to time by the Teacher.
- Individualized Educational Plan has been prepared in State level and circulated to all districts to implement in schools.

Other information

- Guidelines have been prepared and circulated to establish a District Resource Center in all 19 DPEP districts on 3rd December 2004 i.e., World Disabled Day.

l) MIS

- 2-day workshop was conducted from 05-09-2003 to 06-09-2003 at SPO in connection with Quantitative and Qualitative monitoring Tools.
- DISE data collected from districts and compiled and consolidated and sent to NIEPA, New Delhi.
- One-day workshop was organized on 25-03-04 to evaluate CAL material of Azim Premji Foundation.
- 3-day workshop was organized at SPO from 06-04-2004 to 08-04-2004 to evaluate 18 CDs (CAL material) of APF. Subject Experts from SPO/DIETs and teachers were participated in the workshop.
- One-day workshop was organized at SPO on 09-04-04 to validate scope definitions sent by APF.
- Correction of CAL material was done at S. V. Technologies, Jubilee Hills from 21-04-04 to 28-04-04 and correction was done in 22 CDs. 3 officials from SPO and 5 subject teachers participated in the correction work.
- Monthly meetings were organized with APF regarding implementation of CAL in schools.
- Meetings with IIIT and TCS were organized to install software for Attendance Monitoring Process by PDAs and MRC Computers.
- Pilot project on PDAs & MRC Desktop application implemented in Patancheru mandal of Medak district in April'04.

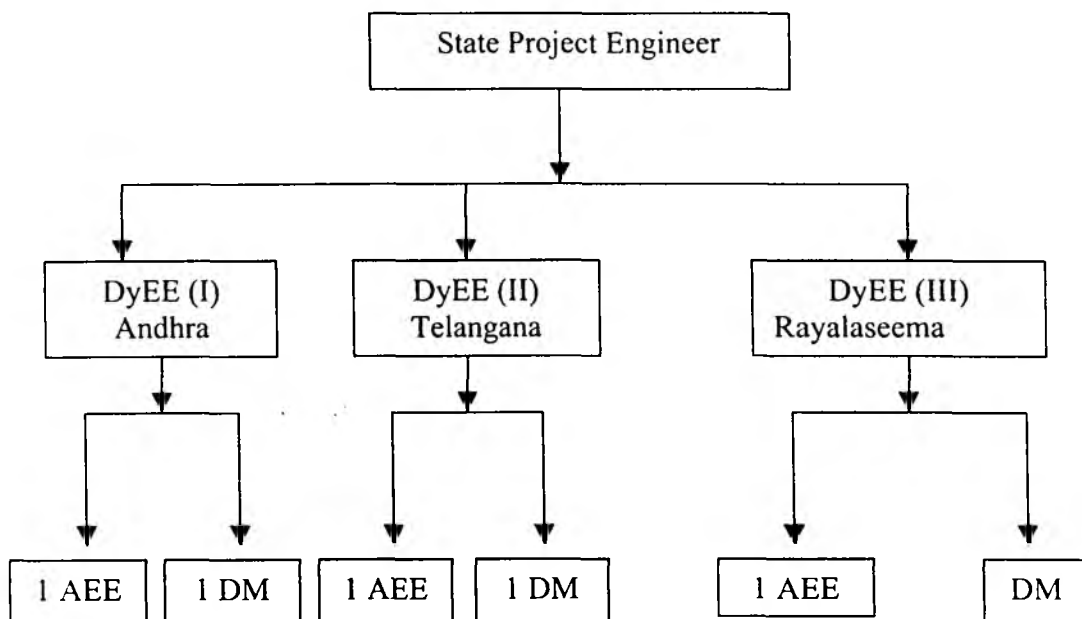
m) Civil Works

Administrative arrangements including technical supervisory mechanisms

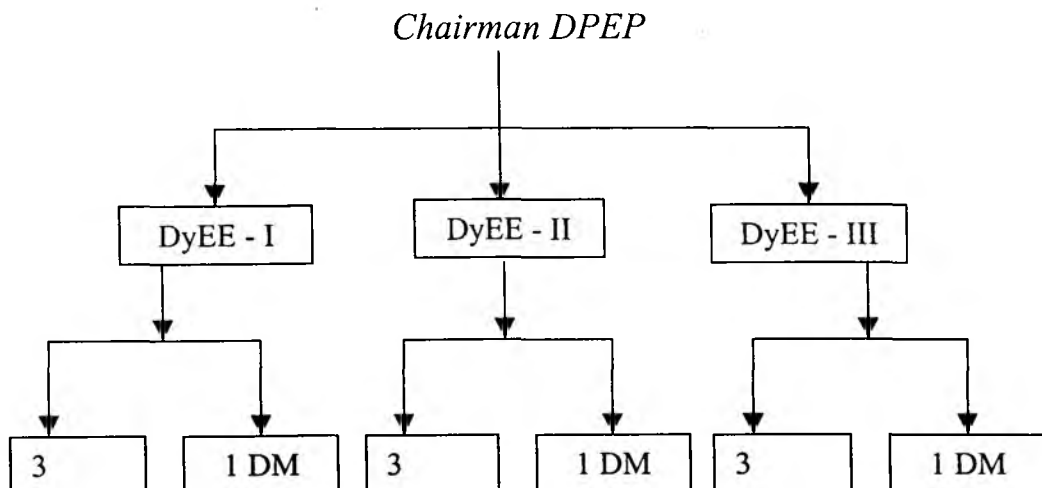
The progress of civil works taken up by Panchayat Raj Engineering Department during 2003-04 & 2004-05 was observed as very slow due to their regular workload. In view of this, the Government of Andhra Pradesh have taken a decision to provide 3 sub divisions in each district as in-house engineering cell for better implementation of Education Department civil works within scheduled time. The District Collectors & Chairman were instructed to create Engineering wings with 3 DyEEs, 9 AEEs / AEs and 3 DMs in each district drafting from other Engineering Departments like Panchayat Raj, Roads & Buildings, PWD etc. Accordingly 64 DyEEs, AEEs / AEs

were in position to look after civil works. Since it is difficult to draft AEEs / AE from regular Department. Technical Supervisory personals are being engage through contract basis. MOU for this purpose is communicated to the districts for guidance to avoid unwanted administrative problems that may occur in future.

STATE LEVEL



DISTRICT LEVEL



Note: The Collectors who are the Chairman of DPEP / SSA have been instructed to draft the Engineering personnel from other Engineering Departments exclusively to monitor & Supervise the Education Department civil works.

Orientation Programme

An Orientation programme has been conducted to the Deputy Executive Engineers recently drafted from other departments to create awareness on DPEP programme and also cost effective technologies using locally available materials.

DPEP-I: They have been asked to prepare month wise programme upto March 2005 for completion of civil works of DPEP-I.

DPEP-II: The DPEP-II works have to be completed by September 2005. However the DyEEs have been asked to complete them by March 2005 to keep the completed classrooms put in to use for next academic year as most of the works are in advanced stage of construction.

***Progress of civil works in the current year in physical and financial terms
Physical 2004-2005***

	Planed	Completed	In progress
DPEP-I	4234	628	3164
DPEP-II	308	146	162

Financial (Rs. in lakhs)

	Plan	Expenditure	% of expenditure
DPEP-I	4371.669	558.49137	12.78
DPEP-II	805.931	253.86409	31.50

Status of civil works with respect to perspective plan targets

Physical

	Planed	Completed	In progress
DPEP-I	13465	7166	2585
DPEP-II	23067	21147	957

Financial (Rs. in lakhs)

	Plan	Expenditure	% of expenditure
DPEP-I	11083.725	6965.92	62.85
DPEP-II	24693.053	24445.61	99.00

Use of New Designs and local specific construction material

Structural designs and plans for all the interventions like New School Building, Additional classrooms, Teacher Center, Mandal Resource Center etc., are prepared and communicated to the districts for guidance using the local available materials to reduce the cost of construction without any compromise on structural stability.

Convergence with other schemes

In addition to DPEP school buildings, additional classrooms, toilets & drinking water facilities are being taken up under SSA, XI Finance Commission, PMGY, Completion of Incomplete Buildings, Area Intensive Programme for educationally backward minorities etc. The scheme wise details are given below.

Scheme	Classrooms		Drinking water		Toilets		Others	
	Sanctioned	Completed	Sanctioned	Completed	Sanctioned	Completed	Sanctioned	Completed
XI Finance Commission	1902	1141	699	559	2797	1889	8461	8461
PMGY	6062	3737	1341	1042	1610	1062	50	37
Completion of Incomplete Buildings	3116	2016	-	-	2	2	78	78
Total	11080	6894	2040	1601	4409	2953	8589	8576

Due to hike in rate of steel, the unit cost is increased presently. The excess amount above the approved unit cost in action plan & budget is being met with from out of "Food for Work Programme" in the districts.

The drinking water supply facilities for schools are being provided by Panchayat Raj (RWS) department with PR & RD share under different schemes like Swajaladhara etc. Similarly under Total Sanitation Campaign programme, the toilet facilities for schools are being provided under the supervision of PR (RWS) Department.

Innovations

In DPEP programme for construction of classroom building cost effective technologies were adopted like Rat trap bond, Carbel roof, stub foundations in hard soils etc., using local available construction materials, meeting actual expenditure etc., contribution from parents committee etc.

Issues if any

Till October the works were executed by Panchayat Raj Engineering Department. The progress was observed to be very slow as the Panchayat Raj Department is unable to concentrate on Education Department civil works due to their regular workload. Subsequently, a decision has been taken by the Minister (School Education), Principal Secretary (School Education) to provide in house engineering cell in District Project Office for effective supervision & monitoring of works executed by School Committees. For this purpose, the District Collectors have been asked to draft 3 DyEEs, 9 AEs / AEEs & 3 DMs from any Engineering Departments like Panchayat Raj / R&B etc., on deputation basis to look after exclusively Education Department civil works. The DPEP-I works will be completed by 31.03.2005.

Staff Particulars SSA / DPEP-I & II as on 05.11.2004

Post: Deputy Executive Engineer

Sl. No.	Name of the District	Sanctioned posts	No. working	No. vacant
1	Srikakulam	3	3	0
2	Vizianagaram	3	3	0
3	Visakhapatnam	3	1	2
4	East Godavari	3	3	0
5	West Godavari	3	3	0
6	Krishna	3	3	0
7	Guntur	3	3	0
8	Prakasam	3	3	0
9	Nellore	3	3	0
10	Chittoor	3	3	0
11	Cuddapah	3	2	1
12	Anantapur	3	3	0
13	Kurnool	3	3	0
14	Mahabubnagar	3	3	0
15	Ranga Reddy	3	2	1
16	Hyderabad	3	2	1
17	Medak	3	3	0
18	Nizamabad	3	3	0
19	Adilabad	3	3	0
20	Karimnagar	3	3	0
21	Warangal	3	3	0
22	Khammam	3	3	0
23	Nalgonda	3	3	0
	Total	69	64	5

**STAFF PARTICULARS
SSA/ DPEP - I/ DPEP - II**

Month: 31-Oct-2004

Post: ASSISTANT ENGINEER

S.No.	District	Sanctioned Posts	No. Working
1	Srikakulam	9	2
2	Vizianagaram	9	3
3	Visakhapatnam	9	
4	East Godavari	9	1
5	West Godavari	9	5
6	Krishna	9	3
7	Guntur	9	4
8	Prakasam	9	
9	Nellore	9	
10	Chittoor	9	9
11	Cuddapah	9	4
12	Anantapur	9	2
13	Kurnool	9	
14	Mahabubnagar	9	
15	Ranga Reddy	9	1
16	Hyderabad	9	
17	Medak	9	8
18	Nizamabad	9	
19	Adilabad	9	6
20	Karimnagar	9	9
21	Warangal	9	8
22	Khammam	9	9
23	Nalgonda	9	1
	Total	207	75

**STAFF PARTICULARS
SSA/ DPEP - I/ DPEP - II**

Month: 31-Oct-2004

Post: DRAFTSMAN

S.No.	District	Sanctioned Posts	No. Working
1	Srikakulam	3	
2	Vizianagaram	3	
3	Visakhapatnam	3	
4	East Godavari	3	
5	West Godavari	3	
6	Krishna	3	1
7	Guntur	3	2
8	Prakasam	3	1
9	Nellore	3	1
10	Chittoor	3	
11	Cuddapah	3	
12	Anantapur	3	
13	Kurnool	3	
14	Mahabubnagar	3	
15	Ranga Reddy	3	1
16	Hyderabad	3	
17	Medak	3	
18	Nizamabad	3	
19	Adilabad	3	1
20	Karimnagar	3	1
21	Warangal	3	
22	Khammam	3	
23	Nalgonda	3	
	Total	69	8

BIHAR

1. Project Cost and DPEP Coverage

Project Cost : 435.35 Crores (Bifurcated)
Duration of programme : 30th September 2003

Revised EFC Project Cost : 522.92 Crores
Duration of programme : 30th September 2005
(District wise revised project cost is given below at Sl.No.3)

Total No. of Districts in the State : 37
Total No. of Educational Districts under DPEP : 11
Total No. of Revenue Districts under DPEP : 20
Total No. of DLOs in DPEP : 11

NB: DLOs are in Education's districts.
There are in all 20 Revenue districts in 11 educational districts.

2. Project Structure

(a) Vacancies position in SPO, DPO, BRC, CRC

	<u>Planned</u>	<u>No. Filled</u>	<u>Vacant</u>
SPO(SLO)	20	17	3 *
DPOs(DLOs)	227	149	78 *
BRCCs	151	151 (o)	x
CRCCs	1895	1895 (x)	

(o) BEEOs are ex-officio BRCCs.

(x) Regular Teachers are deputed as CRCC ex-officio.

* These project posts are vacant for the last 37 months because of court case pending in the Hon'ble High Court on point of reservation.

3. Expenditure

(a) District-wise AWP&B for 2004-05 and relevant expenditure upto September 2004.
(Rs. In Lakhs)

Sl. No	Districts Covered	Revised EFC Approved Project Cost	AWP&B for the Year 2004-05	Relevant expenditure upto 30.09.04 in the current financial year 2004-2005	Relevant expenditure upto 30.09.04 since inception of the programme
1	Bhagalpur	4864.297	1371.574	302.97	2985.32
2	Bhojpur	4937.053	1575.612	214.99	3249.65
3	Darbhanga	4007.676	1773.632	275.95	2194.23
4	Gaya	5011.361	1587.544	239.23	2506.15
5	Munger	4717.149	1890.386	190.62	2114.35
6	Muzafferpur	4284.969	1202.793	114.25	2721.79
7	Purnea	4904.702	1830.770	184.09	2519.70
8	Rohtas	4735.437	1711.135	85.39	2715.31
9	Sitamarhi	4492.570	1441.795	288.18	2730.58
10	Vaishali	4345.941	1552.640	367.66	2384.38
11	West Champaran	4352.566	1388.241	196.12	2552.65
12	State Component	1638.420	431.068	509.72	1250.24
	TOTAL =	52292.141	17757.19	2969.17	29938.35

(b) Financial Progress : Table (a)

Fig in Lacs

Sl. No.	Total project cost	Govt. of India releases upto 31-03-2004	State releases upto 31-03-2004	Total funds available upto 31-03-2004	Expenditure upto 31-03-2004	Govt. of India releases during current year upto 30-09-2004*	State releases during current year upto 30-09-2004	Total Funds available during current year upto 30-09-2004(including spill over)	Expenditure upto 2nd quarter (30-09-2004)	Total Funds available upto 30-09-2004(cumulative)	Total expenditure upto 30-09-2004 (cumulative)	%age of expenditure against available fund(cumulative)	%age of expenditure against total project cost
1	2	3	4	5=(3+4)	6	7	8	9=(7+8)	10	11=(5+9)	12=(6+10)	13	14
	52292.14	31547.14	5154.36	36701.50	33161.38	6600.00	0.00	6600.00	2969.17	43301.50	36130.55	83%	69%

* The GOI has sanctioned a sum of Rs 38.00 crore in the year 2003-2004 but the actual money received in the BSPP in 2 nd week of April-2004

(c) Physical Progress: Table (b)

Sl.No.	Item	Target upto last financial year	Achievement upto last financial year	In progress upto last financial year	Target for the current financial year	Achievement upto 2nd quarter(30-09-2004)	Total (Cumulative progress) upto 30-09-2004	
							Achievement	In progress
1 Physical progress (other than civil works)								
A	B	C	D	E	F	G	H=D+G	I
i.	School opened	1783	1743	40	40	0	1743	40
ii	Total number of children admitted in EGS centres	206955	201334	0	51700	17400	218734	0
iii	Total number of children admitted in AIE centres	320000	208102	0	108000	13920	222022	0
Iv	Total number of Teachers appointed	3566	2021	1545	1545	38	2059	1507
V	Percentage of female teacher appointed							
Vi	In-service training of teachers (number of trainee days)	1801280	1449780	0	113750	26685	1476465	0
Vii	No. of children to whom free text books distributed*	2756595	1104889	0	2388961	366140	366140	0
2 Civil Works								
i.	Number of School buildings constructed	1505	516	600	782	63	579	554
ii	Number of additional classrooms constructed	2060	1282	539	817	91	1373	636
iii	Number of toilet constructed	3547	1664	78	1642	121	1785	889
Iv	Number of drinking water facility provided	3429	1066	248	2244	159	1225	279

* Target of Last Year taken in Place of Target upto Last Year in Case of number of children whom textbook distributed

4. Utilisation Certificate:

Utilisation Certificate UC) upto 31-02-2003 has been submitted to GOI.

F. Expenditure :

1. Total Planned during the year 2004-2005	:	Rs 17757.19 Lakh
2. Total Fund available during 2004-2005 upto September -2004	:	Rs 2800.00 Lakh
3. Cumulative Expenditure from April-2004 to September-2004	:	Rs 2292.43 Lakh

Sl. No.	Month	Expenditure (Rs. In Lakhs)
1	April-2004	106.79
2	May-2004	214.74
3	June-2004	262.69
4	July-2004	650.55
5	August-2004	436.80
6	September-2004	1297.60
	Total	2969.17

- Expenditure against AWP&B works out to 16.72%
- Expenditure against funds allotted comes to 95%

5. Submission of Annual/Audit Report:

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

The Audited Accounts for the year 2002-2003 has already been submitted to government of India

6. Functioning of EC/GC

- General Council (GC) is in position and fully functional. Last meeting of the GC was held on 07-10.2003 under the chairmanship of Dr. Ram Chandra Purvey, Hon'ble Education Minister, Government of Bihar.
- Executive Committee (EC) of the BSPP is also in position and fully functional. Last meeting of the EC was held on 28-06-2004. EC has been meeting at regular quarters.

7. **Functional Areas:**
 (a) **Planning and Management**

<ul style="list-style-type: none"> • Administrative arrangements 	<p>Current Status of Key posts in Re-organised Bihar. Management Structure of SPO has been revised from 46 to 75.</p> <ul style="list-style-type: none"> • Out of 30 key positions 19 are filled in SLO • Out of 227 planned staff in 11 DLO 161 are filled. • Reservation has been adopted by BSPH w,e,f 22-05-2003. • Mission Task Force is in position, meets periodically to discuss and sort out implementation related issues. • Apart from monthly RPM of DPOs componentwise RPM is also held from time to time for focussed attention on components. • Senior Personnel from SLO are visiting DPOs to facilitate implementation of programme.
<ul style="list-style-type: none"> • Capacity Building exercises 	<ul style="list-style-type: none"> • Refresher course on Annual Plan Preparation with special emphasis on Data Analysis and Interpretation attended at LBSNAA. • Staff trained in Appraisal of DPEP District Plans. • Staff trained on Preparation of AWP&B at NSDART, Mussoorie. • Staff trained appraisal of AWP&B at NSDART, Mussoorie. • Staff provided orientation training • Civil Works staff imparted professional and hands on training on the practical aspects of CECT. • Regular Reflections of programme staff. • Refresher course on AWP&B preparation attended by all DPCs in December 1999. • Courses on use of quantitative data attended by selected DPCs/ACP NIEPA. • Selected personnel participated in National workshop on procurement organized by

	<p>Ed-CIL, New Delhi.</p> <ul style="list-style-type: none"> • Staff being sent regularly to attend national level workshops.
<ul style="list-style-type: none"> • Meetings and workshops at various levels with themes. 	<ul style="list-style-type: none"> • State Resource Groups(SRG) have been formed and are functional in major component areas. • Reflection-cum-Planning Meeting (RPM) of all DPOs is held regularly once in a month in which progress is reviewed, implementation related issues and difficulties are discussed and sorted out and district experiences are shared for mutual benefit of DPOs and SLO. • DTF meetings held periodically..
<ul style="list-style-type: none"> • Level of community participation in planning including preparation of village education plan 	<ul style="list-style-type: none"> • Participation of country at the time of formulation AWP&b every year is answered by all the districts. Village Education Plan were taken into account of selected villages at the time of formulation of Perspective plan.
<ul style="list-style-type: none"> • Status of use of MIS and other data for planning 	<ul style="list-style-type: none"> • The project has successfully operationalised computerized MIS in the state and the districts. Educational Management Information System (EMIS) is the most important component under which the DISE has been successfully implemented in all districts. The EMIS data is being extensively used to monitor the progress in educational indicators on one hand and support component planning on the other. Redeployment of teachers, decision regarding prioritizing civil works, evaluation of students, distribution of textbooks, etc. are different activities where information derived from EMIS becomes the base for decision. Policy issues arising out of DISE data is taken care of in the AWP&Bs.
<ul style="list-style-type: none"> • Status of SIEMAT or SIEMAT like structures 	<ul style="list-style-type: none"> • SIEMAT is a unit located in the SCERT • The Director of SCERT is also Director of SIEMAT, but SIEMAT is a separate unit with functional autonomy.

- Additional Director, SIEMAT assists Director, SIEMAT in the management of the Programmes.
The BEP-SLO and SIEMAT work in close co-ordination
- Date of Establishment- 2nd october 1997
- Director, SCERT works as Director, SIEMAT. However, the post of Additional Director, SIEMAT is vacant since 13th Nov.2001 . The Officers of SCERT is functioning Additional Director , SIEMAT.
- Staff Structure- 21 (Excluding Director)
- **Academic**
 - Additional Director - 0 (Acting Additional Director is functioning)
 - Lecturer - 1
 - Research Associate - 0
 - Non- Academic- 7
- All five-Research studies are complete. Two more Research studies on BRCC, CRC, DIET inter linkages and on “Enrolment & Cohort” have been completed.
- A Research Programme is under completion on Enrolment/Dropout Achievement & Failure – reasons there of
 - A Case Study of Sampatchak Block, under Patna District.
- First round Training Programmes of educational administrators of the project districts completed. Second round Training programme begun, 14 training programmes are completed. Four Training programme on Plan Preparation were completed. Total 39 training programmes 1535 personnel trained.
- DSE & DEO of project & Non Project districts were imparted training.

	<ul style="list-style-type: none"> • All Accounts Officers of SSA Districts were imparted Training. • A Symposium on Enrolment & Dropout concerns recently organized in Oct. 2004. • Publication of regular quarterly magazine "SIEMAT SAMVAD". • Training equipment such as Computers, OHP, slide Projectors etc. procured & furnishing of computer room completed. Second round purchases of two computers and Training Hall equipment is in progress. • Two national seminars organized. • Capacity building of faculty members at NRRC, NIEPA, NCERT, Ed-CIL & U.P. SIEMAT Allahabad were done. • Two books are published. • SIEMAT involved in AWP&B preparation and Appraisal of 2004-2005 • SIEMAT involved in different workshops organized by Education Department of Government of Bihar • SIEMAT involved in plan appraisal at national level of SSA programs & Restructure of DPEP. • SIEMAT also involved in SECR Activities.
<ul style="list-style-type: none"> • Issues, if any 	

(b) Pedagogical Improvement

<ul style="list-style-type: none"> • Resource Enhancement Programme 	<ul style="list-style-type: none"> • SRG, DRG & BRG in place • Part time BRC-RPs & Part time CRCCs in place. • Teaching Learning Equipment to UPS.
<ul style="list-style-type: none"> • School-based quality improvement programs 	<ul style="list-style-type: none"> • Monitoring of achievement of children by VSS. Preparation and use of TLM
<ul style="list-style-type: none"> • Pupil evaluation study 	<ul style="list-style-type: none"> • MAS conducted.
<ul style="list-style-type: none"> • Teacher recruitment and rationalization of teachers 	<ul style="list-style-type: none"> • Recruitment of Teachers could not be done as the matter is pending before Hon'ble

<ul style="list-style-type: none"> • Teacher Training and support activities undertaken 	<p>High Court.</p> <ul style="list-style-type: none"> • Ujala-I & II, Subject specific training is going on. • Apart from these training of PSMs, recruited last year , and Lok shikshak is going on. • Training of trainers for training of PSMs conducted • BRC-RPs & CRCCs visit to school and provide academic support to teachers.
<ul style="list-style-type: none"> - Coverage/Rounds/Cascade 	<ul style="list-style-type: none"> • One round of teachers training by the name of Ujala-I imparted to all teachers (Nearly 67287). Ujala-I is a 10 days residential teacher training programme focussing children of classes I & II. • The second round of teachers training by the name of Ujala-II is being imparted to all teachers for 10 days and is almost completed. • So far more than 55787 teachers imparted Ujala-II training. This module is a 10 days residential training & covers the need of students of Classes III to V. • 5 days subject specific training module of Hindi, Maths and EVS (Natural Sc.) developed and training is being imparted. • So far more than 49415 teachers imparted subject specific training. • Apart from the above mentioned training programmes training of PSMs & Lok Shikshak is going on continuously. • Out of 21052 PSMs selected , one for every school in rural area. Approx. 19364 PSMs have been imparted training , Apart from that Lok Shikshaks working in Lok Shikshan Kendra have been imparted training. • Cascade model training process:- <ul style="list-style-type: none"> (i) The SRG trains the BRC-RPs, who in turn train the teachers. (ii) The trainings are conducted at BRCs. Training is residential in nature. • The Ujala I & II training modules were developed through a rigorous participatory process involving teachers/trainers/SRG/DRG and textbook

	<p>developers. The SCERT/DIET support was also harnessed. After the draft of module was ready, a trial of the same was conducted with empowered teachers & feedbacks were consciously obtained. The final module emerged after incorporating the feedbacks.</p> <ul style="list-style-type: none"> • The focus is on the following – <ul style="list-style-type: none"> (i) Motivational aspects, attitudinal change, school management, MLL, Language, Maths and EVS teaching, Multigrade Teaching, preparation of TLMs and teaching of values. (ii) The methodology is participatory & activity based. • CRCC training module developed by SCERT. CRCCs being trained at district level. • A 5 days training module (content based) for training of BRC-RPs have been prepared by SCERT. • Regular reflection of BRC-RPs at the district level is taking place. • One-day monthly reflection - cum-recurrent training of teachers at CRC level. • 2 days training Module for the training of Resource Persons / Master Trainers was developed and printed. • 10 days training Module for the training of trainers was revised and printed. • 30 days training Module for the training of 80512 PSMs was revised and Sahayak Samagri (MERI KITAB) for PSMs was printed. • Though the above activities were taken under SSA its benefit will go to children of DPEP districts as well. • RPs Master Trainers and Trainers were trained.
<p>- Focus</p>	<ul style="list-style-type: none"> • Pedagogical Improvement unit at SPO is working in close association with SCERT. • Depending upon the need, resources from Universities/Institutions being tapped. There are plans to augment the unit by

	<ul style="list-style-type: none"> appointing more persons. The DRGs are fully functional. The members participate in the regional level workshops. These include school & college teachers, NGOs, members of community etc. BRGs/CRGs also have been formed.
<ul style="list-style-type: none"> Curriculum, Textbooks, TLM and Teachers Guides - Classes covered/Nature of Material & Process 	<ul style="list-style-type: none"> 27 titles of textbooks developed and approved by GOB, have been introduced in the entire state (Class I & II language books in Hindi, Urdu & Bangla, Class I, II, III, IV & V, Maths in Hindi, Urdu & Bangla, EVS Social Studies Class III and EVS Science Class-III in Hindi, Urdu & Bangla) Books trialled and feedback incorporated ready to be placed before JAC: Hindi-III, Urdu-III & Bangla-III Manuscripts developed and trialled : <ul style="list-style-type: none"> (i) Language Textbooks for Class-IV & V Hindi, Urdu & Bangla (ii) EVS (Social Science & Natural Science) for Class IV & V in Hindi. Total 10 titles. Revision of curriculum is to be undertaken by SCERT. A TLM guide for teachers by the name "Sikhana Aasan Hai" developed, printed & distributed to every school in the project districts for use. The textbook development work and teacher training are integrated activities horizontal & vertical both. The teachers, trainers, writers, subject experts, community members, DRGs/SRGs and state/national level experts were involved in the development of textbooks through a process of workshops (Regional & State levels) and trials. The SCERT & Textbook Publishing Corporation are also involved in the process.
<ul style="list-style-type: none"> State & District Resource Groups 	In place.
<ul style="list-style-type: none"> DIET / Block Resource Centre / Cluster Resource Centre 	

<p>- Status and staffing</p>	<ul style="list-style-type: none"> • 456 BRC-RPs identified and in place @ 3 per centre. The BRC-RPs are school teachers. The BEEO/REO is the BRC co-ordinator. The CRCCs are in place. They are also teachers.
<p>- Selection Procedure and Orientation</p>	<ul style="list-style-type: none"> • 10-15 good primary school teachers were identified for each BRC through a rigorous shortlisting process. The identified teachers were trained as master trainers and capable teachers from amongst the master trainers were shortlisted to work as BRC Resource Persons. The CRC coordinators are selected by the teachers during course of residential teachers training or in special meetings. Thus the BRC resource persons and CRC coordinators are from amongst empowered teachers. • CRC coordinators are trained in the districts, 1899 CRCCs have been trained so far. • Presently CRC Coordinators are deputed periodically every month & they go back to their schools . Education Deptt. has been moved to appoint Full Time CRCCs. • The BRC resource persons are deputed for one year and thereafter back to schools. However, new entrants who are selected and trained as per the procedure outlined above replace them. • BRC-RPs were imparted 5 days training by SCERT. • Workshop was organised to define the role & functions of CRCCs keeping in view the changed scenario and a report has been prepared. The report was shared with experts and a booklet has been prepared . • The process of making full time CRCCs is going on and very soon order will be communicated in this regard.
<p>- Visioning of academic support and supervision workshops</p>	
<p>- Institutional capacity building</p>	
<p>- Grading of schools and school</p>	

development plans	
- School and teacher grants	
- Distance Education	
- Pupil evaluation and related studies	
• Issues, if any	

(c) Alternative Schooling & EGS Centres

<ul style="list-style-type: none"> • Interventions for following categories: 	
- Intervention in Makhtabs and Madarsas	<ul style="list-style-type: none"> • TLM, Textbook ,Teacher Trg. and SDG has been released to 715 Madarsas.
- Children who migrate with their families	<ul style="list-style-type: none"> • AIE Centre to be opened for such type of Children.
- Working children in labour intensive industries e.g. carpet, utensil, bidi, etc.	<ul style="list-style-type: none"> • AIE Centre to be opened for such type of Children.
- Deprived Urban Children	<ul style="list-style-type: none"> • Basti vidyalaya has been opened in Urban Areas for urban children.
- Adolscnt Girls	<ul style="list-style-type: none"> • Angana Vidyalaya has been opened
<ul style="list-style-type: none"> • Ensuring Universal Access through EGS for unserved habitation 	<ul style="list-style-type: none"> • In 37 dist. of Bihar 12330 EGS centre has been opened in Unserved habitation so far.
<ul style="list-style-type: none"> • Mainstreaming 	<ul style="list-style-type: none"> • Collective efforts by ASRG, Instructors and Mata Samiti is being made with the help of VEC to mainstream the AS Children in different classes of nearby Primary/Middle schools. 49.578 children have been mainstreamed. • Monitoring of mainstreamed children being done by the Mata Samiti, VEC members, Instructors & ASRG's with the help of DLO personnel. • Test Check on pilot basis to study the achievement level of children coming from AS to Primary Formal Schools has been conducted in every district and report shared at State/ District/ Cluster level. • All AS Centres have been tagged with the hereby Primary Formal Schools/ Middle School and the teacher of the tagged Primary School/ Middle School is playing the role of Mentor/ Guide to AS.

<ul style="list-style-type: none"> • Issues of Quality and Equity in AS 	<ul style="list-style-type: none"> • Either Curriculum of Textbooks of Formal schools adopted or based on it. • 30 days Instructor training with 10-days recurrent training every half year. • Academic support and Resource Group members with every 10 AS centres in place • ASRG members are member of nearby Cluster Resource Centre (CRC) • Evaluation of Pupil every six months.
<ul style="list-style-type: none"> • Creating MIS for EGS types of School under AS 	<ul style="list-style-type: none"> • MIS for EGS is being implemented in all districts of Bihar .
<ul style="list-style-type: none"> • Evaluation of AS strategies 	<ul style="list-style-type: none"> • In house evaluation study has been conducted for Apna and Angana Schools.
<ul style="list-style-type: none"> • Sustainability 	<ul style="list-style-type: none"> • All the strategies of AS for a definite time frame with amended to mainstreaming of the Children in the nearby school.
<ul style="list-style-type: none"> • Issues in focus 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • DPEP Coverage - No. of AS, EGS, etc. - Total Children covered through AS 	<ul style="list-style-type: none"> • 4920 EGS out of 5913 opened . • 8020 AS out of 11035 opened. • 290720 Children covered through AS.
<ul style="list-style-type: none"> i. Administrative Arrngements ii. Appointment of AS co-ordinator (State and district) - Constitution of State Resource Group & District Resource Group - Monitoring mechanism 	<p>AS Co-ordinator is in place in SPO & All DPO.</p> <ul style="list-style-type: none"> • District Mass Education Officer is Ex-officio incharge of AS in All SSA districts. • SRG & DRG are in place. • At every 10 AS centres there are 1 ASRG member , Quarterly meeting of ASRGs at district level. • Mata Samiti Sanchlak meeting at block level every quarter. • Quarterly Reflexion cum Planning Meeting at State level.
<ul style="list-style-type: none"> • Awareness campaigns, involvement of communities in running and monitoring of AS Centres 	<ul style="list-style-type: none"> • Mata Samitees fully involved in running the schools. • Concurrent evaluation of the programme through in-house State Evaluation Team undertaken. The report shared with the districts, SCERT, instructors & ASRGs. • At the end of every Semester pupil's evaluation for all the learners are conducted at the district level and report shared is with the parents. Achievement level of most of the children found quite encouraging.

<ul style="list-style-type: none"> • Material Development 	<ul style="list-style-type: none"> • In material development, collaboration with individuals drawn from NGOs. • Separate TLM grant given to the instructors. During training of the instructors, lots of TLMs are prepared and carried by instructors to the AS schools. All learners are provided with free textbooks, slate pencils and copies with a cotton bag. • Primers of EVS , Math & Language of all the sessions have been developed.
ii. Training programmes	i. 30 days Induction Training ii. 3 days recurrent training after every 3 months iii. 10 days refresher training before every subsequent semester. iv. 10 days training to MTs v. 10 days training to ASRGs Monthly reflections of ASRG.
iii. Capacity Building - SRG / DRG orientation & meeting - Exposure visits by SRG / DRG - Visioning & Strategy building workshop	<ul style="list-style-type: none"> • By Academic Support-cum-Resource Groups (ASRGs) for every 5 to 10 centres as the case may be, provision for one ASRG has been made. • The ASRGs are drawn from retired school teachers/ minimum matric passed local girls belonging to disadvantaged sections.
<ul style="list-style-type: none"> • Issue of Equivalence 	
- Strategy (Profile of the group)	<ul style="list-style-type: none"> • For 9+ girls • <u>Children of SC/ST children not going to school as school is more than 1 km away.</u> • Children helping their parents or engaged in child labour. • Dropouts & highly marginalised children. • Children of schoolless habitation. • Working children and children of migrant class.
- Duration of the Programme	i. 3 yrs (for 9+ age group children.) ii. 3 yrs (for 6-8 yrs. age group children.) In four semesters.
- School hours	i. 3 hours (Apna) ii. 3 hours (Angana) iii. Mata Samittee to decide schools

	timings
- No. of learners / centre	i. 15-25 (Apna) ii. 15-25 (Angana) iii. 15-40 Additional ALS/Balika Shivar
- Teacher qualification	• Min. 10 th pass women (Mostly belonging to the disadvantaged section).
- Honorarium per month	• Rs. 1000/- per month.
- Training duration	<ul style="list-style-type: none"> • 30 days Induction Training • 3 days recurrent training after every 3 months • 10 days refresher training before every subsequent semester. • 10 days training to MTs • 10 days training to ASRG
- Expenditure per school / per year	<ul style="list-style-type: none"> • Rs. 9250 (in the first year) • Rs. 7650 (in the following year)
- Expenditure / child / year	• Rs. 845/- per child
- Academic Support	<ul style="list-style-type: none"> • By Academic Support-cum-Resource Groups (ASRGs) for every 5 to 10 centres as the case may be, provision for one ASRG has been made. ▪ The ASRGs are drawn from retired school teachers/ minimum matric passed local girls belonging to disadvantaged sections.
- Honorarium of supervisor	• Rs. 1000/- per month
- Material used	<ul style="list-style-type: none"> i. Curriculum developed for AS ii. Books developed for semester (I) in Language, Mathematics and EVS printed & distributed. iii. Books developed for semester (II) in Language, Mathematics and EVS printed & distributed. Books developed for Semester-III in Language, Maths & EVS printed & distributed. iv. The Books so developed for Semester-I & II have been revised after first trialling on the ALS centres and through rigorous participatory workshops. v. Books developed for Semester-III in Language, Maths and EVS distributed. vi. Additional reading writing material

	has been developed for Angna schools. VI. Books for Semester-IV in Language, Maths & EVS distributed.
- Collaboration with NGOs/ Agencies	<ul style="list-style-type: none"> • Mata Samitees fully involved in running the schools. • In material development, collaboration with individuals drawn from NGOs.
• Issues, if any	

(d) **Awareness Building and Community Mobilization**

<ul style="list-style-type: none"> • Status of VEC SMC, MTA and PTA - Existing number - Training 	<ul style="list-style-type: none"> • 24856 Village Education Committee formed . • 25081 VSS Constituted under the VSS Act ' 2000. • 377145 members have been imparted one-day orientation training • 91295 members have been imparted five-day training. • 40405 members have been imparted two-day training.
<ul style="list-style-type: none"> • Administrative arrangements 	<ul style="list-style-type: none"> • Community Mobilization coordinator in place at SLO and DLOS. • Core team on Community Mobilization VEC/ VSS functional in every DLO. • SRG/DRG formed.
<ul style="list-style-type: none"> • Community mobilization material development 	<ul style="list-style-type: none"> • Posters/pamphlets/Banners/calenders developed in every DLO/SLO being made • Booklets/Brochures on DPEP published & distributed. • Following materials have already been developed; A. Books • Village Education Committee – concept process of formation training of Utprerak • Microplanning – concept process, etc. • Village Education Committee member training module • Microplanning Training Module • Microplanning Operational Manual • Lok Chetna – Concept, process etc.

- Lok Chetna – Training Module
- PRI Members Training Module
- SANKALP – Training Module
- Pahal – Training Module

B. Audio Cassettes

- Audio Cassettes of Abhiyan Geet for environment building
- Audio Cassettes of Muniya Beti Padhati Jaye Campaign
- Audio Cassettes of Shiksha Geet Mala for environment building
- Audio Cassette on Women Economic Empowerment.
- Audio Cassettes of Shiksha Geet Mala in Maithali, Magahi.

C. Plays

- 4 plays developed, printed and distributed
- 1. Eke Upai (Bhojpuri)
- 2. Jabhi Jagi Tabhi Bhor
- 3. Ghar-Ghar Alakh Jagayenge (Magahi)
- 4. Durangi Nitiya (Angika)
- Another 38 plays developed and are under production.

D. Booklets/Brochures/Pamphlets:

- On different issues developed and distributed.
- Material for capacity building through Distance mode developed & distributed in different collegial languages.

E. Video Film

- On Teacher Training (**Hum Honge Kamyab**)
- Alternative Schools/ECE (**Nai Dagar**)
- Civil Works (**Neer Ka Nirman**)
- Community mobilisation (**Log Mere Gaon Ke**)
- ECE (**Ankur**)
- Each of 30 minutes, developed. DD, Patna telecasted once.

F. Magazine

- Magazine “BEP Ahwan” released every quarter at SLO level. Newsletters published by Munger, Muzaffarpur, Gaya, Rohtas & Bhojpur districts so far.

G. Campaign and other mobilisation

	<p>Activities</p> <ul style="list-style-type: none"> • Enrolment Drives/ Bal Mela/ Maa-Beti Mela/ Shiksha Mahotsav. • Wall writings • Nukkad Natakas in Plays • Theatre Workshop for capacity building of cultural groups <p>Environment building and mobilisation activities with VEC formation, Orientation and Microplanning activities.</p>
<ul style="list-style-type: none"> • Advocacy activities 	<ul style="list-style-type: none"> • Newspapers, radio and doordarshan harnessed for media advocacy. • Success stories on BEP activities published in Newspapers. ◆ The private T.V. channel, – Patna city news, has covered events organized under DPEP. • Local theatre groups identified, drawing competition for children, special campaign for IED, Jhanki on mild to moderate disability. Jhanki on education for all. Muniya Beti Padhati Jayen campaign, Padyatra, Prabhat Pheris, Slogan development programmes organized, Khel Utsav, Bal Melas, Maa Beti Melas organized. Shiksha Mahotsav'2002 organised.
<ul style="list-style-type: none"> • Areas of participation - planning, constructions, training, Out of school children, etc. 	<ul style="list-style-type: none"> • Workshops to monitor progress of VSS formation organised at different levels. • One-day orientation to newly constituted/re-constituted VSS organized. • Five days training to VSS members initiated. • 1 day training to RPI Members initiated • Quarterly Reflections of VSS President and Secretary at block level organised ◆ 1-day orientation training (workshop) to Mukhiyas initiated. • Qtly. State level Resource Persons Training Programme for VSS organised. • State Level Workshop on different strategies of VSS formation and its implementation by DLOs organized. • State level workshop organised to review the process of VSS formation.

	<ul style="list-style-type: none"> • Districtwise identification of UTPRERAKS and ABIPRERAKS held. • • Training for utpreraks organised. • State level workshop on different strategies of VSS. • Monthly reflection of VEC coordinators at State level. • State level workshop on development of TRG Module for Community Leaders.
<ul style="list-style-type: none"> • Networking with NGO's and other Government functionaries 	<ul style="list-style-type: none"> • Participation of NGO workers, volunteers, youth clubs, social workers, ICDS workers, youth organisations, etc. • Networking done with trade unions, NGOs, teachers associations, youth clubs and NYKs.
<ul style="list-style-type: none"> • Relationship with PRIs 	<ul style="list-style-type: none"> • Bihar Vidyalaya Shiksha Samiti Act' 2000 enacted • Which came into force in all the districts of Bihar • VSS has become statutory body and envisaged as sub-committee of (Sukh Savidha Samiti) Gram Panchayat.
<ul style="list-style-type: none"> • Tools developed to ensure effective involvement of VECs/ SMCs/ SDMCs/ MTA/PTA etc. 	<ul style="list-style-type: none"> • Intensive campaigns launched for VSS formation. VEC for every school formed through an intensive process driven exercises. • Munia Beti campaign launched. • Wall writings, Padyatras, Bal Melas,, women's meet, sports-meet, Ma-Beti Mela, Audit-video campaign, Enrolment Drives, Prabhat Pheries, Street play etc., organized in every district. • Theatre workshops for capacity building of cultural groups in 5 linguistic zones held. • State level Bal Mela organized. • State level Maa-Beti Mela organized/bal melas at district and sub-district level organised. • State level Balika Mela organized. • Praveshotsavas organized in every district. • Jhankhis on UPE being put up on on the occasion of Republic Day/Independence Day celebrations at the state and district levels.

	<ul style="list-style-type: none"> • A National Seminar on UPE organized. • A State level conference on Sarva Shiksha Abhiyan organized. • Mahila Day organized at DLO level. • Innovative wall paintings done in Bhagalpur district. • Kala Jathas formed in Gaya, Bhojpur, Muzaffarpur, Rohtas, West Champaran, Sitamarhi, Vaishali, Darbhanga, Bhagalpur, Munger & Purnea districts. • One day Orientation 5 days training of VSS, Lok Chetna, Quarterly Reflection of VEC President and Secretary at block level, 1 day training of PRI Members, 1 day training (Workshop) of Mukhiyas being organised in all districts.
<ul style="list-style-type: none"> • Issues, if any. 	2 days training of Community Leaders.

(e) Girls Education / Gender

<ul style="list-style-type: none"> • Administrative Arrangements at State and District levels 	<ul style="list-style-type: none"> • State Gender Coordinator in place. • Gender Coordinator in DPO in place.
<ul style="list-style-type: none"> • SRG and DRGs 	<ul style="list-style-type: none"> • State and district resource groups under Mahila Samakhya formed and functional. • MS being an integral part of the BSPP. Highly motivated state and district core teams of MS in place. • SRG and DRG for ECE constituted. Monitoring of Girls' Education is selected BRC with the help of trained Sanyojikas
<ul style="list-style-type: none"> • Material development for community mobilization 	<ul style="list-style-type: none"> • Munia Beti Padhti Jaye' audio Cassettes developed • Quarterly newsletter being published regularly.. • Audio & videocassettes on gender developed/disseminated. Munia Beti Campaign materials (calendar) developed/disseminated.
<ul style="list-style-type: none"> • Awareness campaigns and community participation 	<ul style="list-style-type: none"> • Under MS, 2637 Mahila samoohs in villages functional.

	<ul style="list-style-type: none"> • Prabhat Pheris, Padyatras Bal Melas and Ma-Beti Mela at block and district level. • One block in each project district selected for focus gender interventions. • Jagjagi /Bal Jagjagi centres. • MSK at 6 places • The management of Apna/Angana Vidyalayas rest with mothers committees. • Community providing local resources for preparation of TLMs at ECE centres at number of places. ❖ The management of ECE centres opened under the project rest with the mothers committee.
<ul style="list-style-type: none"> • Women's participation in VECs 	<ul style="list-style-type: none"> • Women constitute one third of VEC members. The total membership of a VEC 15/21 and the women constitute 5/7 of the same. • One post of chairperson/vice-chairperson of the VECs earmarked for the women. • In the Orientation training, VECs women members take active part. • In the professional training of VECs atleast two women members from each VEC are being imparted training. <p>The State Govt. has passed the Bihar State Vidyalaya Shiksha Samiti Act 2000 on 16.12.2000.</p> <p>New VEC will be constituted as per this act.</p>
<ul style="list-style-type: none"> • Gender sensitization - Training of teachers and Govt. functionaries - Tr. support material - Revisions of text books etc. 	<ul style="list-style-type: none"> • 16 MLL based textbooks developed in which gender issues have been properly addressed. • Book on TLM by the name “ Sikhana Ashan Hai” developed which addresses gender issues effectively. • Training modules of BRC resource persons, teachers, VECs, educational administrators and CRC coordinators also include orientation on gender sensitization. • A national seminar on UPE organised, special emphasis was given to gender

	<p>issues in the said seminar.</p> <ul style="list-style-type: none"> • A special women issue of SPO quarterly magazine "BEP Ahwan" and "Halchal" newsletter has been brought out. The issue addresses girls education & women empowerment issues. • Gender issues addressed in the revised curriculum and textbooks of primary formal schools and ALS schooling modalities.
<ul style="list-style-type: none"> • Addressing Gender centres in AWPBs 	
<ul style="list-style-type: none"> • Preparation of gender training module / material development 	<ul style="list-style-type: none"> • All SPO, DPO and Programme Personnel imparted professional training in which gender sensitization is an integrated part. • Training modules developed <ul style="list-style-type: none"> ECE/AW workers ECE programme personnel/ ICDS Supervisors/ AWTC instructors/ICDS helpers Mata Samittees Jagjagi teachers Sahyoginis Sanyojikas.
<ul style="list-style-type: none"> • Workshops 	
<ul style="list-style-type: none"> • Review Processes 	
<ul style="list-style-type: none"> • Networking 	Close linkages with MS/NGO Anganwadi/AWTC
<ul style="list-style-type: none"> • MIS(Availability of gender data and its use) 	
<ul style="list-style-type: none"> • Mahila Samakhya 	Close operational linkages
<ul style="list-style-type: none"> • Innovation 	<ul style="list-style-type: none"> • 'Friendship Camp' was organized at State Level for the adolescent girls of Urban Schools and rural Jagjaggi. State level Maa-Beti Mela organized. • EMIS captures data on girls enrolment. • The girls enrolment in ALS modalities being monitored • The textbook distribution among girls children being monitored through revised PMIS format.

	<ul style="list-style-type: none"> • Mahila Shikshan Kendras for adolescent girls.
<ul style="list-style-type: none"> • A.S. 	<ul style="list-style-type: none"> • Special modules for Angana Vidyalaya for 9+girls – modeled after Jagjaggi of MS. • Apna & Angana Vidyalayas have female instructors only & are under the management of Mata Samitees. • 1022 Angana vidyalaya for the 9+girls – Dropouts as well as illiterates opened so far.
<ul style="list-style-type: none"> • Res. & Evaluation 	Study on problems in education of Muslim girls completed.
<ul style="list-style-type: none"> • Incentives 	
<ul style="list-style-type: none"> • Issues, if any 	

(f) ECCE

<ul style="list-style-type: none"> • ECCE approach 	<ul style="list-style-type: none"> • Campaign for opening of ECE centre. • Campaign for formation of Mata Samiti. • Orientation of Mata Samiti. • Bal Mela, Kit exhibition, Sports and Rhyme competition for ECE children • Monthly meeting of Mata Samiti/community.
<ul style="list-style-type: none"> • No. of ECCE centres 	<ul style="list-style-type: none"> • 806 ECCE centres has been opened.
<ul style="list-style-type: none"> • Training and mobilization 	<ul style="list-style-type: none"> • Orientation of Mata Samiti • Monthly meeting of Mata samiti • Induction training of 3569 Balverg Didi • Reflection meetings of ECE /Balverg Didis • Induction training of Balverg trainers • Induction training of ECE programme coordinators in the context of SSA. • Reflection meetings of ECE coordinators in the context of SSA. • AWTC/MLTC principals/instructors training • Workshop for PLM Development held • Reflection meetings of SRG conducted • Induction Training of ICDS/Workers/Helpers • Orientation of Mata Samiti • Monthly meeting of Mata samiti • Induction training of 3078 Balverg Didi

	<ul style="list-style-type: none"> • Reflection meetings of ECE /Balverg Didis • Induction training of Balverg trainers • Induction training of ECE programme coordinators with the context of SSA. • Reflection meetings of ECE coordinators with context of SSA. • AWTC/MLTC principals/instructors training • Workshop for PLM Development held • Reflection meetings of SRG conducted • Induction Training of ICDS/Workers/Helpers conducted.
<ul style="list-style-type: none"> • Material Development 	<ul style="list-style-type: none"> • Supply of Playing kit to AW centres (Non-World Bank) and ECE centres. • 805 ECE centres are running . • The trainers team of ECE with specific training on Monitoring of ECE programme work as ASRG who are given Rs. 1000/- per month for monitoring 5 to 10 centres. A format is developed by experts for the same. • Reflection training of ECE trainers. • AWTC/MLTC principals/instructors training conducted. • Reflection Meeting of ECE programme coordinators held. • Development of Helpers and Mata Samitis Training Module. • Three Books published and distributed to AW/ECE & Baljagjagi centres namely : <ul style="list-style-type: none"> - Aao Ganyeen Geet - Aao Kahani Sune - Aao Khelien Khel (All the 3 books printed and sent to ECE centre). - ECE book " Bujhawal Bujhein" developed and is under process of printing. • Four Training Modules developed and are under process of printing : <ul style="list-style-type: none"> - 15 days ECE/AW/Baljagjagi Didis - 10 days ECE Trainers Training Module - 6 days Lady Supervisors Training Module - 4 days AW Helpers Training Module

	<ul style="list-style-type: none"> - 1 day Orientation Training Module of Mata Samiti • 3 ECE posters developed and are in process of printing. • Children Evaluation Card developed and in process of printing. • Academic Calender of ECE developed and is in process of printing. • A study on Impact of ECE conducted. 16855 children sent to Primary school from Balverg/ECE centres after taking Early Child Education.
<ul style="list-style-type: none"> • Costs 	<ul style="list-style-type: none"> • Per centre as below Rs. 10200/- per year <ul style="list-style-type: none"> - Honorarium of Didi - Rs. 9000/- per year - Playing Learning Material - Rs. 500/- per year - Health Kit - Rs. 500/- per year - Operating Expenses - Rs 200/- per year
<ul style="list-style-type: none"> • Monitoring and Research 	<ul style="list-style-type: none"> • Meeting with VSS/Community leaders, primary school teachers & ICDS functionaries held regularly.
<ul style="list-style-type: none"> • Other Interventions 	<ul style="list-style-type: none"> • ICDS centres (Non-world Bank) were equipped with playing learning material costing Rs. 500/- per centre which includes three ECE books- Aao Gayeen Geet, Aao Kahani Suno and Aao Khelien Khel.
<ul style="list-style-type: none"> • Innovations 	<ul style="list-style-type: none"> • Mata Samiti (The children mothers who are enrolled in ECE centres) given the power of running the ECE centres.
<ul style="list-style-type: none"> • Issues, if any 	

(g) Media

<ul style="list-style-type: none"> • Print media - Coverage - Publications and Brochures - Publicity Material 	<ul style="list-style-type: none"> • All DPEP districts • Pamphlets, folders, posters, newsletter, Calender published. Quarterly magazine BEP Ahwan at state level being published. • Newsletter at Bhojpur, Munger, Muzaffarpur, Gaya, and Rohtas being brought out. • Following materials have already been developed; <p>Books</p>
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	<ul style="list-style-type: none"> • Village Education Committee – concept process of formation training of Utprek • Microplanning – concept process, etc. • Village Education Committee member training module • Microplanning Training Module • Microplanning Operational Manual • Lok Chetna – Concept, process etc. • Lok Chetna – Training Module • PRI Members Training Module • SANKALP – Training Module • Pahal – Training Module <p><u>Plays</u></p> <ul style="list-style-type: none"> • 4 plays developed, printed and distributed • 1. Eke Upai (Bhojpuri) • 2. Jabhi Jagi Tabhi Bhor • 3. Ghar-Ghar Alakh Jagayenge (Magahi) • 4. Durangi Nitiya (Angika) • Another 38 plays developed and are under production. <p><u>Booklets/Brochures/Pamphlets:</u></p> <ul style="list-style-type: none"> • On different issues developed and distributed. • Material for capacity building through Distance mode developed & distributed in different collegial languages.
<ul style="list-style-type: none"> • Electronic Media - Coverage - Audio Video Material - Films etc. 	<ul style="list-style-type: none"> • All DPEP districts <p><u>Audio Cassettes</u></p> <ul style="list-style-type: none"> • Audio Cassettes of Abhiyan Geet for environment building • Audio Cassettes of Muniya Beti Padh Jaye Campaign • Audio Cassettes of Shiksha Geet Mala for environment building • Audio Cassette on Women Economic Empowerment. • Audio Cassettes of Shiksha Geet Mala Maithali, Magahi. <p><u>Video Film</u></p> <ul style="list-style-type: none"> • On Teacher Training (Hum Hor Kamyab) • Alternative Schools/ECE (Nai Dagar) • Civil Works (Neer Ka Nirman)

	<ul style="list-style-type: none"> • Community mobilisation (Log Mere Gaon Ke) • ECE (Ankur) • Each of 30 minutes, developed. DD, Patna telecasted once.
<ul style="list-style-type: none"> • Traditional Media - Use for community mobilization - DPEP on internet - Govt. Media Agencies - Out door publicity including advertising 	<ul style="list-style-type: none"> • Traditional folk forms e.g. Theatre, Dance, Songs, Folklore, Puppet, Street Play etc. • Identification , formation and capacity building of cultural groups at SLO & DLO level. • Munia Beti campaign launched. • Wall writings, Padyatras, Bal Melas,, women's meet, sports-meet, Ma-Beti Mela, Audit-video campaign Enrolment Drives, Prabhat Pherics, Street play etc., organized in every district. • Theatre workshops for capacity building of cultural groups in 5 linguistic zones held. • State level Bal Mela organized. • State level Maa-Beti Mela organized/bal melas at district and sub-district level organised. • State level Balika Mela organized. • Praveshotsavas organized in every district. • Jhankhis on UPE being put up on on the occasion of Republic Day/Independence Day celebrations at the state and district levels. • Website : bspp.org (DPEP on Internet) • SIET, PRD & Postal Deptt. • Wall writing. Nukkad Natak(Street Play),Prabhat Pheri, Door to door campaign, Melas, Meeting, Workshop etc.
<ul style="list-style-type: none"> • Issues, if any 	

(h) **Research & Evaluation**

<ul style="list-style-type: none"> • Administrative Arrangements 	<ul style="list-style-type: none"> • Independent Co-ordinator at SPO in place.
<ul style="list-style-type: none"> • Capacity Building of staff for conducting research 	<ul style="list-style-type: none"> • Expert Professional in place.
<ul style="list-style-type: none"> • Research studies conducted, planning and ongoing 	<ul style="list-style-type: none"> • Cohort Study , Dynamics of Grade_I Enrolment under proposal.

• Status of evaluation studies	•
• Status of Action Research	•
• Networking with organizations	•
• Issues, if any	•

(i) Distance Education

• Installation of DRS(digital or otherwise)	• 6 DRS installed.
• Administrative Arrangements	• Distance Education Incharge in place at SLO • Distance Education Incharge in place at DLO.
• SRG / DRG	SRG in place .
• Development of self- instructional material	• "PAHAL" a Self Instructional Material (SIM) prepared & developed are being sent to BRC, CRC & DIET directly from SPO quarterly. • SIM called 'GUTHI SULJHI' has been developed on 5 topics related to MGT are under process of printing. • SIM on hard spots in Language , Math & EVS at Primary level developed.
• Capacity building for Audio-Video script writing and for use of Audio and radio programmes	• 19 Video scripts completed (Capacity Building & Development Workshop on Video Script Writing) • One workshop completed, 8 Audio Scripts ready for final production. • One workshop completed. Some videocassettes out of the available ones identified for duplication and dissemination at BRC level. • 2701 VHS copies of two Video films prepared under BEP duplicated for AL BRC & CRC. The distribution in progress • 774 VHS Cassettes (129 sets of Cassettes) sent by DEP-DPEP distributed to all 15 DIET & 5 sets to BRC of each district for Teacher Training Programme. • 8100 Audiocassettes (2700 sets of cassettes) sent by DEP-DPEP distributed to all DIETs, BRCs & CRCs of each districts for Teacher Training Programme. • Capacity building workshop for Audio Video script writing held.

	<ul style="list-style-type: none"> • 30 Video Scripts and 19 Audio Scripts developed through Workshops.
<ul style="list-style-type: none"> • Training of master trainers 	<ul style="list-style-type: none"> • Training of master trainers
<ul style="list-style-type: none"> • Training for use of Computers and CD Development and related topics 	
<ul style="list-style-type: none"> • Capacity building of DIETs and other staff for conducting tele and video conferencing 	<ul style="list-style-type: none"> • Training programme for DIET Principals/ Incharge regarding Teleconferencing at SRO. • One workshop completed for orientation of DIET Principles/Media Persons/PIU members on Teleconferencing. Theme selection for Teleconferencing.
<ul style="list-style-type: none"> • Audio and Video conferences conducted on various themes 	<ul style="list-style-type: none"> • Tele conferencing (2 - way A & 1-way V) held.
<ul style="list-style-type: none"> • Utilization of EDUSAT 	<ul style="list-style-type: none"> • Being planned.
<ul style="list-style-type: none"> • Issues, if any 	

(i) Education of Special Focus Group- SC, ST, Minorities

<ul style="list-style-type: none"> • Administrative Arrangements 	
<ul style="list-style-type: none"> • MIS data 	
<ul style="list-style-type: none"> • Sensitization of teachers and educational functionaries for educational needs of children in these groups 	
<ul style="list-style-type: none"> • Awareness campaigns of community 	
<ul style="list-style-type: none"> • Efforts for opening AS centres catering to needs of children of these groups 	
<ul style="list-style-type: none"> • Strategies to retain children in schooling system 	
<ul style="list-style-type: none"> • Convergence with Maktab, Madarsas 	
<ul style="list-style-type: none"> • Educational incentives 	
<ul style="list-style-type: none"> • Module development and training of teachers for areas dominated by these groups and other functionaries 	
<ul style="list-style-type: none"> • Development of strategies to overcome language problems where school language is different from here language 	
<ul style="list-style-type: none"> • Development of specific supplementary material for these groups 	
<ul style="list-style-type: none"> • Issues, if any 	

(k) **Integrated Education**

<ul style="list-style-type: none">• Administrative arrangements	<ul style="list-style-type: none">• IED coordinator at SLO/DLOs in place.• Total ARG Blocks have been covered in all the DPEP districts.
<ul style="list-style-type: none">• Identification, assessment and provision of aids and appliances	<ul style="list-style-type: none">• Identification through Household survey.• Identification & assessment by NGOs, trained teachers & local doctors.• Aids & appliances provided by ALIMCO & NGO.
<ul style="list-style-type: none">• Strategies for enrolment and retention of the children	<ul style="list-style-type: none">• Training of community leader to create awareness• Involvement of VSS.• Provision of Ramps in school building.
<ul style="list-style-type: none">• Community sensitization and teacher trainings	<ul style="list-style-type: none">• 211 IED Resource Teachers have been trained by two RCI, recognised institutes and provided 90 days/45 days foundation training.• 3 days training module for CRCC has been developed and all CRCCs trained.• CRCC training module has a component on IED.• Also IED component incorporated in PSM & Lok Shikshak Trg. Modules.
<ul style="list-style-type: none">• Multi-sectoral convergence with other department / agencies	<ul style="list-style-type: none">• Red Cross Societies have been requested to provide aids and appliances as per requirement.• Assessment Camps & follow up camps have been organised in each project district for CWSN and aids & appliances have been provided by ALIMCO and other NGOs as well as by Convergence to 2344 CWSN.• Govt. has been approached for providing some educational facilities CWSN.
<ul style="list-style-type: none">• Involvements of NGOs	<ul style="list-style-type: none">• Involvement of NGOs in assessment of CWSN & provision of Aids & Appliances.
<ul style="list-style-type: none">• Monitoring mechanisms	<ul style="list-style-type: none">• State IED co-ordinator, District IED Co-ordinator & Resource Teachers as well as CRCCs.
<ul style="list-style-type: none">• Individualized educational plan for these children	<ul style="list-style-type: none">• Govt. has been approached for transition of educational facilities to CWSN.
<ul style="list-style-type: none">• Issues, if any	

(l) MIS

<ul style="list-style-type: none">• Adequately staffing, their capacity building	<ul style="list-style-type: none">• At State level, one Assistant Computer Programmer in Place who is also looking after as MIS Incharge. One post of Addl. Programme Officer/System Analyst, One Post of Assistant Computer Programmer vacant.• Post of Assistant Computer Programmer one each in 5 districts is vacant out of 11 DPEP districts.• Orientation to existing MIS personnel through monthly reflection.• Two day orientation training imparted to all MIS personnel by NIEPA on DISE & MIS for EGS during 16-17 June, 2004 at State Level Office, Patna.
<ul style="list-style-type: none">• Availability of Software and hardware	<ul style="list-style-type: none">• Partially in place.
<ul style="list-style-type: none">• Status of revised DISE data	<ul style="list-style-type: none">• Revised DISE data upto 2003-04 is available for all districts of Bihar. Implementation for the Year 2004-05 is in progress.
<ul style="list-style-type: none">• Others	<ul style="list-style-type: none">• MIS for EGS is being implemented for the Year 2004-05.
<ul style="list-style-type: none">• Issues, if any	<ul style="list-style-type: none">• Inadequate infrastructure at State & District level.

(m) Civil Works

<ul style="list-style-type: none">• Administrative arrangements including technical supervisory mechanisms	<ul style="list-style-type: none">• The civil works under district primary education programme is executed by the community with technical assistance from the BEP engineers. State project engineers/ district project engineers and supervisors are the tools in the technical supervisory mechanisms.
<ul style="list-style-type: none">• Progress of civil works in the current year in physical and financial terms	<ul style="list-style-type: none">• BRC in progress- 34• CRC completed-67 , in progress- 243• NSB completed- 59, in progress-475• BLS completed- 4, in progress-79• ACR completed- 91, in progress-636• Toilet completed- 121, in progress-889• Drinking Water(Hand Pump) completed-

	<p>159 , in progress- 279</p> <ul style="list-style-type: none"> • Mahila Kutir completed-2 in progress-50 • Mahila Field Centre completed- 4, in progress- 1 • Cumulative Expenditure as on 30th Sept,04 is Rs. 8160.12 lakhs. 																				
<ul style="list-style-type: none"> • Status of civil works w.r.t. perspective plan targets 	<table border="0"> <thead> <tr> <th style="text-align: left;">Perspective Completed*</th> <th style="text-align: right;">Target</th> </tr> </thead> <tbody> <tr> <td>• BRC - 139</td> <td style="text-align: right;">124</td> </tr> <tr> <td>• CRC - 1104</td> <td style="text-align: right;">970</td> </tr> <tr> <td>• NSB - 1538</td> <td style="text-align: right;">404</td> </tr> <tr> <td>• BLS - 443</td> <td style="text-align: right;">175</td> </tr> <tr> <td>• ACR - 1652</td> <td style="text-align: right;">1373</td> </tr> <tr> <td>• Toilet - 4510</td> <td style="text-align: right;">1785</td> </tr> <tr> <td>• Drinking Water Facility -5167</td> <td style="text-align: right;">1225</td> </tr> <tr> <td>• Mahila Kutir -175</td> <td style="text-align: right;">49</td> </tr> <tr> <td>• Mahila Field Centre -7</td> <td></td> </tr> </tbody> </table> <p>* Rest are in progress.</p>	Perspective Completed*	Target	• BRC - 139	124	• CRC - 1104	970	• NSB - 1538	404	• BLS - 443	175	• ACR - 1652	1373	• Toilet - 4510	1785	• Drinking Water Facility -5167	1225	• Mahila Kutir -175	49	• Mahila Field Centre -7	
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• Mahila Field Centre -7																					
<ul style="list-style-type: none"> • Use of new designs and local specific construction material 	<ul style="list-style-type: none"> • The school building design incorporates the following pedagogical elements:- <ul style="list-style-type: none"> - (a) Two teaching green boards in each class - (b) Children green board along the periphery. - (c) Storage space for equipment, T.L.Ms etc. - (d) Adequate natural light & ventilation by proper orientation of the classroom . - Wooden strings for hanging charts. - Display board in the class room - Still height at 2'-0" - Appropriate shape of class rooms <p>Needless to say the design is earthquake resistant and structurally sound encompassing the cost effective construction technology and local materials.</p>																				
<ul style="list-style-type: none"> • Convergence with other schemes 	<ul style="list-style-type: none"> • 																				
<ul style="list-style-type: none"> • Evaluation studies 	<ul style="list-style-type: none"> • A national level evaluation of civil work was undertaken by a team consisting of the following members:- 																				

	Ms. Kameshwari, Mr. Suresh Vaidyarajan and Prof. Yogendra Prasad. The draft report was made available to this state by Director, EE&L D.O. No. Civil/ TSG/ SSA/2003 dated 06-04-2004.
• Innovations	
• Others	
• Issues, if any	

GUJARAT

Project Cost and DPEP Coverage

District wise Project costs as per various phases. Also, duration of programme.

(a) Vacancies position in SPO and DPO

Staff position at State level as on 30.10.04 under Gujarat Council of Primary Education (DPEP)

No. Planned	No. Filled	Vacant	Particulars of Post Vacant
48	46	2	(1) Secretary, SPO (2) Officer In Charge Teacher Training

Staff position at District level as on 30.10.04 under Gujarat Council of Primary Education (DPEP)

District	No. of Planned	No. Filled	Vacant	Particulars of Post Vacant
Kutch	16	14	2	Cashier, Girls Education
Surendranagar	16	14	2	Cashier, Off. Asst./ DEO
Sabarkantha	16	15	1	Cashier

*** All the key post are filled up.**

1. Expenditure

(a) District – wise AWP & B for 2004-05 and relevant expenditure upto September 2004.

DPEP IV

District	AWP & B for 2004-05	Rs. In Lakh
		Expenditure upto September 30, 2004
Kutch	1397.60	355.59
Sabarkantha	1411.45	476.38
Surendranagar	1330.34	201.84
Total		1033.81
SPO	189.30	55.82
Total	4328.71	1089.63

(b) Financial progress : As per table (a)

Financial Progress

Rs. In Lakhs													
No.	Total Project Cost	Govt. of India releases upto 31.3.04	State releases upto 31.3.04	Total funds available upto 31.3.04	Expenditure upto 31.3.04	Govt. of India releases upto 30.9.04 (current year)	State releases upto 30.9.04 (current year)	Total funds available for the year 2004-05 upto 30.9.04 (including spill over (7+8))	Expenditure upto 2 nd quarter (30.9.04) (current year)	Total fund available upto 30.9.04 (cumulative) (5+9)	Total expenditure upto 30.9.04 (cumulative) (6+10)	% of expenditure are against total project cost	% of expenditure are against total project cost
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	12497.56	4673.31	859.00	5532.31	4256.24	-	400.00	400.00	1089.63	5932.31	5345.87	90.11	42.77

(c) Physical progress : As per table (b)

Physical Progress under DPEP

Sr. No.	Item	Target upto last financial year	Achievement upto last financial year	In progress upto last financial year	Target for current financial year	Achievement upto 2 nd quarter in current year	Total (cumulative progress) upto 30/9/2004	
1	2	3	4	5	6	7	8	
							Achievement	In Progress
1	Physical Progress (Other than Civil Works)							
i.	Total No. of schools opened	29	29		NIL		29	
ii.	Total No. of children admitted in EGS	NA	NA	NA	NA	NA	NA	NA
iii.	Total No. of Children admitted in AIE centres	79788	21533		49810	10726	32259	
iv.	Total No. of Teachers appointed	58	58		NIL		58	
v.	% female teachers appointed	50	50				50%	
vi.	In-service Training of Teachers (mandays)	411860	363240		411860	50601	413841	
vii.	Total no. of children given free textbooks	NA	NA	NA	NA	NA	NA	NA
2	Civil Works							
i.	Number of School buildings constructed	94	31	63	4		38	59
ii.	Number of additional classrooms constructed	518	172	346	178		325	371
iii.	Number of Toilets constructed	420	315	105	125		395	150
iv.	Number of Drinking Water facility provided	442	308	134	101		418	125

* Teacher training mandays is obtained by multiplying the total no. of teachers by the total no. days training each teacher id to undergo/ has undergone.

2. *Utilization certificate*

Utilization Certificate up to March 2004 has been sent.

3. *Submission of Annual / Audit Report*

Both the English and Hindi versions of the Annual Report & Audited Accounts for the year 2003- 2003 have been sent to MHRD, New Delhi. The Annual Reports for the year 2003-04 are under preparation.

4. *Functioning of EC/ GC*

Both GC and EC have been fully constituted. The second meeting of the Governing Council, chaired by Smt. Anandiben Patel, Hon. Education Minister of Gujarat, was held on September 19,'2001. EC has been meeting at regular quarters. The 22nd Meeting of EC was held on June 23, 2004, while the 24th Meeting of EC is scheduled was held on November 16, 2004.

5. *Functional Areas*

(a) **Planning and Management**

• **Administrative arrangements :**

The post of State Coordinator for Planning and Management is filled. At District Project Offices, the District Coordinators are looking after the planning and management, while BRC and CRC Coordinators are looking after the same at block and cluster levels, respectively.

• **Capacity Building exercises**

Environment building activities are being carried out in all the new districts (Phase IV) for generating participation and establish coordination with Taluka Panchayat officials, Sarpanches and other local officials and community organizations.

• **Meetings and workshops at various levels with themes**

Officers from SPO conduct meetings with BRCCs from time to time to review the status of environment building at grass-root levels. Necessary guidance and support inputs are provided for establishing and consolidating the cooperation and support of officials and community.

• **Level of community participation in planning including preparation of village education plan.**

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.

- **Status of use of MIS and other data for planning**

The data-collection for the year 2004-05 has been completed already and the data entry is in progress at the district level. The DISE data for the year 2003-04 has been generated and disseminated down to the school level.

All BRC and CRC coordinators are regularly using the data for selection of the focus area, preparation of work plans, micro-planning activities, assessment of training requirement and monitoring the progress of the project.

- **Status of SIEMAT or SIEMAT like structures.**

The proposal for the creation of SIEMAT in Gujarat has been submitted to the State Cabinet and the clearance for the same is awaited. At present, there is no SIEMAT in existence in the state. In lieu of SIEMAT, its functions are looked after by the Planning and Management Cell at State Project Office.

Issues, if any :

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.

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.

Classes for Remedial Education of Girls : Under NPEGEL, classes for remedial education of girls are being held to raise their achievement level up to 80 % in DPEP IV districts of Bhavnagar, Jamnagar, Junagadh, Kutch, Sabarkantha and Surendranagar.

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.

(b) Pedagogical Improvement

- **Resource Enhancement Programme**

A four-day workshop on Learning Mathematics Through Origami was organized at the Science City, Ahmedabad, in January, 2004, in which teachers from Dist. Sabarkantha and Ahmedabad were trained as Master Trainers.

A 3-day workshop on effective use of apparatus and TLMs for the teaching of various principles and concepts of Mathematics and Science for Std 5 – 7 was organised at Vikram Sarabhai Community Science Center, Ahmedabad, during October 4-6, 2004, in which 40

teachers from Dist. Surendranagar and 30 teachers from Dist. Kutch were trained as Master Trainers.

School – based quality improvement programs

Under the guidance of DIET faculty members and BRC & CRC Coordinators, school-based quality programmes are locally organised in DPEP districts.

Pupil evaluation study

Pupil evaluation studies are undertaken by DIETS at the instance of GCERT.

Teacher recruitment and rationalization of teachers.

The recruitment of teachers is done by the District Education Committee. Under the Vidya Sahayaka Yojana, teachers are recruited at the district level. The current position of teachers' recruitment in DPEP IV districts is as under :

No.	District	No. of Teachers Sanctioned	No. of Teachers Working in Std 1-5	No. of Teachers Working in Std 1-7	No. of Vacancies
1	Sabarkantha	10,863	8,190	10,024	639
2	Kutch	6,108	3,478	4,507	1695
3	Surendranagar	6,510	4,088	5,680	872
	Total	23,481	15,756	20,211	3,206

• Teacher Training and support activities undertaken

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 Multi-grade Teaching, preparation of TLM, orientation of teachers on 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
	Total	90,995

Coverage/Rounds/ Cascades : A cascade model of in-service teachers training is used in the DPEP districts with the horizontal and vertical linkages for resource support. Under this model the GCERT builds the capacity of DIETs, who, in turn, train master trainers, decentralized teachers training at BRCs and CRCs. The Master trainers, in turn, provide training to teachers etc. CRCs cover 10 to 12 schools to foster peer group interaction and provide site academic support to the teachers.

At district level, DPEP grants are used in the six project districts for the in-service training of teachers of Std 1 to 5, while SSA funds are used for the training of teachers of Std 6 & 7. Trainings are organized at BRC and CRC levels.

DPEP Review Workshop : The DPEP Review Workshop for District Coordinators and BRC Co-ordinators from the 6 DPEP IV districts was organised on September 10-11, 2004 at Ambaji in District Banaskantha.. A total of 70 BRCCs participated in the workshop, during which the progress at district and block levels was reviewed in the light of objectives and goals of DPEP. Respective OICs from SPO provided the guidance on their respective functional areas.

Computer Aided education : Training to Master Trainers for Computer Aided Education is being imparted as the Innovative Activity under SSA. Under this, 2934 computers have been procured and installed in 517 schools where computer labs have been set up. This has been followed by a 10-day programme for training on computer education to 250 teachers who will act as Master Trainers for subsequent training. In the second phase, another 267 teachers were trained in September, 2004. These 517 Master Trainers will subsequently train a total of 5170 teachers for 10 days. Also, 250 school headmasters have been given the training on computer education. In DPEP IV districts of Kutch, Surendranagar and Sabarkantha, a total of 39 Head Masters were given 1-day training while 39 teachers were given 10-days training for Master Trainers. During the year 2004-05, computer hardware and software are to be provided to schools for Computer-Aided –Education under the Innovative Activity under SSA.

Curriculum, Textbooks, TLM and Teachers Guides

Under DPEP, the new textbooks for Std.I, Std.II, Std.III and English Workbooks for Std V have been designed and developed according to requirements of the pedagogical renewal process and introduced in the state following the Three-Tier try-outs. These textbooks provide activity based teaching and stimulate self-learning in children. By stimulating their imagination, curiosity and participation, the textbooks nurture the creativity of the children.

Classes covered / Nature of Material & Process :

Local Dialect Based Teacher Training :

Gujarat has a multicultural society with different dialects being used in the tribal areas in districts of Panchmahals, Dangs, Kutchh and Jamnagar. For the children in these areas, the local dialect is the most essential medium of learning and communication. For facilitating teaching and learning in Std 1-5, different dialects, TLMs and supplementary material like Audio cassette , Pocket dictionary . Manuals are developed for the teachers. Key Resource Persons and Master Trainers have been trained on using these aids for Local Dialect Based Teacher Training. Research evidences show the significant rise in students achievement and student- teacher interpersonal relationship.

Efforts are being made to make the TLM child friendly and self learning oriented.

State & District Resource Groups:

State Resource Group for Pedagogy has been already constituted. Similarly, District Resource Groups for Pedagogy have also been constituted in DPEP IV districts, which are playing a proactive role in improving quality in their respective districts.

Block Resource Center/ Cluster Resource Center

Status and staffing

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

Appointment of BRC Co-ordinators		(Status as on 1-11 -2004)		
No.	District	Total No.of BRCCs	No.of BRCCs In Position	No.of BRCs Vacant
1	Sabarkantha	13	13	0
2	Surendranagar	10	10	0
3	Kutchch	10	10	0
4	Junagadh	15	15	0
5	Jamnagar	10	10	0
6	Bhavnagar	12	12	0
	Total	70	70	0

Appointment of CRC Co-ordinators		(Status as on 1-11-2004)		
No.	District	Total No.of CRCCs	No.of CRCCs In Position	No.of CRCs Vacant
1	Sabarkantha	214	191	23
2	Surendranagar	135	128	07
3	Kutchch	176	144	32
4	Junagadh	183	173	10
5	Jamnagar	144	123	21
6	Bhavnagar	151	134	17
	Total	1003	893	110

- **Selection Procedure and Orientation**

The selection of BRC and CRC Coordinators involves a transparent procedure in which applications are invited from professionally qualified teachers with proven track record of excellence in teaching in primary schools. Based on the qualification, experience and aptitude of the candidates, the selection is made by the committee on pure merit.

- **Visioning of academic support and supervision workshops**

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

Sharing Workshop : A sharing workshop was organized on Jan 1-2, 2002, at the Entrepreneurship Development Institute, Village Bhat, Ahmedabad. Under the leadership of Shri Varesh Sinha, Secretary, Education, sharing of experiences and information on the implementation of DPEP in Phase IV districts was undertaken. The DPEOs, DIET Principals and District coordinators of the six districts participated in the residential workshop.

Guidance in functional areas was provided by State Project Director and other State level officers. This event officially marked the launching of the DPEP project in the Phase IV districts.

- **Institutional capacity building**

Strengthening of DIETS, BRCs & CRCs : There are six DIETs, one each in the DPEP districts of Kutch (Bhuj), Surendranagar, Sabarkantha (Idar), Jamnagar, Bhavnagar and Junagadh. All the six DIETs and 70 BRCs are fully staffed and equipped with latest Audio - Visual and electronics aids, and a well-developed library with reference books and magazines, telephones, fax - machines, Xerox - machines, digital cameras as well as computers.

All DIETS, BRCs and CRCs have been provided with DRS sets for facilitating teachers training in Distance Education mode through Distance Learning inputs. Two - way Audio & 1 - way Video teleconferences are organized regularly for monitoring and supervision of DPEP and SSA in the state.

The lecturers are oriented about the role and functions in their respective branch. The DIETs are working intimately with the respective DPOs and SPO with good coordination.

- **Grading of schools and school development plans**

A workshop for reviewing Microplanning activities and undertaking School Improvement Plan was held at Gandhinagar during which District Coordinators and BRC Coordinators were oriented on updating of VER., proposal of New School by school mapping, SIP for construction works, training and No. of teachers.

Monthly tests are organised in one cluster of each district based on Monthly planning. As a follow-up, the activities of maintenance of VER, SIP for construction works, assessment of requirement of teachers and their training are taken up.

- **School and teacher grants**

In DPEP districts, TLM grants @ Rs 500 per teacher and School Grants @ Rs 2000 per school are disbursed to facilitate the improvement of quality in education as well as provide equipment and other requirement. The following is the position of Grants disbursement in DPEP districts :

No	District	No of schools Schools Provided with Grants @ Rs 2000	No. of Teachers provided with TLM Grants @ Rs 500
1	Sabarkantha	2403	8109
2	Kutch	1487	4630
3	Surendranagar	940	4088
	Total	4830	16827

- **Distance Education**

A total of 370 DRS sets installed at BRCs, DPOs and DIETs under SSA and at CRCs in DPEP districts

Second Meeting of SRG held on 30th July, 2004 during which strategy of Distance Learning Inputs was discussed

AWP&B for 2004-05 prepared and submitted to GOI which has been sanctioned

Teleconferences organised on the themes of NPEGEL, Civil Works, Alternative Schooling. Gujarat Participated in the National Teleconference on Monitoring & Implementation of SSA in September, 2004.

Distance Learning Material

A set of three audio cassettes for the teaching of EVS, Maths, Social Studies and Alternative Schooling produced and distributed to BRCs and CRCs

An Audio Cassette User's Manual and an Action Research Module developed developed and distributed to BRCs & CRCs

An Audio CD on Teaching of Braille is under production, along with VCDs on Hearing Impairment, Visual Impairment and Learning Disabilities. Blind People Association has undertaken the software.

- **Public evaluation and related studies**

Research Studies : Research grants have been distributed to all the DIETs in the state. Training on conducting Action research has been given to all CRCCs and BRCCs. Three Research studies have been completed and presented at national level workshops. Each DIET in the state is undertaking 30 research studies.

Monitoring and Supervision : For Monitoring and Supervision of Quantitative and Qualitative aspects of Sarva Shiksha Abhiyan in the state, the formats prepared by NCERT & NIEPA have been translated in Gujarati and shared at district, BRC, CRC and School levels. Training in cascade mode has been imparted from State down to Village level. VEC members have also been oriented at Cluster level on Monitoring and Supervision of SSA in schools.

Regional Research Institute for Education : MHRD, New Delhi has assigned Monitoring and Supervision of state-level implementation of Sarva Shiksha Abhiyan to Sardar Patel Institute of Social & Economic Research (SPISER), Ahmedabad and Center for Advanced Studies in Education (CASE), M. S. University, Vadodara. The two Regional Research Institute for Education (RRIEs) undertake field visits to the SSA districts and submit the reports to Government of India.

- **Issues, if any**

Nil

(c) Alternative Schooling & EGS Centres

- **Interventions for following categories:**
- **Children who migrate with their families**

The children who migrate with their parents are covered under the Bridge Course under Alternative Schooling System in DPEP districts.

- **Working children in labour intensive industries e.g. carpet, utensil, etc.**

All out-of-school children are covered under Back-to-School Scheme. There are no separate AS Centers for working children. Children working in salt pan areas and those working in farms of sugar cane are enrolled in AS Centers, but they are not registered as working children.

- **Deprived Urban Children**

In urban areas, the out-of-school children are covered under AS Centers.

- **Adolescent Girls**

Girls Specific AS Centers are opened for providing coverage to out-of-school adolescent girls.

- **Ensuring Universal Access through EGS for unserved habitation**

The EGS Scheme is not started in Gujarat. The out-of-school children are covered in AS Centers in unserved habitations.

- **Mainstreaming**

In the districts of Sabarkantha and Surendranagar, a total of 698 out-of-school children have been successfully mainstreamed by October, 2004, as per the details given below :

N o.	District	Boys	Girls	Total
1	Sabarkantha	203	255	458
2	Surendranagar	123	117	240
	Total	326	372	698

- **Issues of Quality and Equity in AS**

The issues of quality and equity in AS are addressed by generating awareness in the masses, VEC members and local communities. The emphasis is laid on mainstreaming of the out-of-school children. The Bal Mitras and AS Instructors are trained on tackling the issues with professional competence at the habitation level.

- **Creating MIS for EGS types of School under AS**

There is no MIS for AS in Gujarat. There is no EGS in the state, too.

- **Evaluation of AS strategies**

The evaluation of AS strategies is done by BRC and CRC Coordinators in consultation with local VECs and Head Masters and suitable modifications are made according to the local requirement. Community mobilization plays a crucial role in providing the effective solutions to the issues.

- **Sustainability**

With the institution of BRCs , CRCs and VECs and their capacity building , sustainability of AS interventions is ensured. Based on habitation specific requirement, proposals for opening of an AS Center is made by the local VEC in consultation with the BRCs and CRCs and, with the support of local contributions in cash and kind, the sustainability is ensured.

- **Issues in focus**

Providing coverage to hard-to-reach children in scattered habitations in difficult terrain is an issue in tribal areas of districts of Kutch, Sabarkantha and Jamnagar.

Rigorous awareness campaigns in rural areas with a predominantly migrant communities needs to be sustained over a longer period of time.

- **DPEP Coverage**

The No. of AS Centers and out-of-school children in DPEP districts is 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
	Total	546	5121	5605	10,726

Administrative Arrangements

- **Appointment of AS co-ordinator (State and District)**

At the State Project Office, the State Coordinator for Tribal Education looks after Alternative Schooling as State Coordinator for AS. At district level, there is no separate post for the AS Coordinator, which is handled additionally by Teachers Training Coordinator.

- **Constitution of State Resource Group & District Resource Group**

State Resource Group as well as District Resource Group for Alternative Schooling have been constituted, which are providing support and guidance to state interventions in Gujarat.

- **Monitoring mechanism**

The District Coordinator- incharge of AS monitors the progress through the network of BRC & CRC Coordinators and local Head Masters, alongwith the VEC memebers.

- **Awareness campaigns, involvement of communities in running and monitoring of AS Centers.**

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

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 Alternative Schooling 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.

- **Material Development**

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

Prathmik Shikshan Saravani for continuous academic support

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.

Hand Book for Alternative Schooling

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

Trainers' Training Module

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

Training Programmes

A.S. Training Centers

Since October, 2003, a total of 2309 Balmitras (AS Teachers) have been given Pre Service Training at Training Centre for AS Teachers at Vav, Varahi, and Halol. During the year, a total of 3071 Balmitras have been given this training.

Five new Training centres of AS Teachers for Tribal area Balmitras are opened in Panchmahals and Dahod districts.

Girls Specific Training Centres for Female Balmitras are opened in Amreli, Junagadh, Kutch, Bhavnagar, Banaskantha and Panchmahals.

District-wise Training centre of AS Teachers are opened in DPEP IV districts.

Capacity Building

Training to Master Trainers at District level

Training to BRCs and CRCs at Block level

Training to Head Masters of schools and members of VECs at Village level

SRG / DRG orientation & meeting

While both SRG and DRG have been constituted, their formal meeting is yet to take place.

Exposure visits by SRG / DRG

Exposure visits by SRG and DRG will be organised after the formal meeting.

Visioning & strategy building workshop

Conceptual Workshop on Alternative Schooling

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

Charge of AS and Supervisors. The guidance was provided by State Project Director and State Co-ordinator for A.S

Issues of Equivalence

For addressing the issue of equivalence, the following interventions have been undertaken :

1. Radio Spots hired on AIR stations for broadcast of campaigns on enrolment and retention of children, especially girls, completion of primary education.
2. Public messages by Hon. Chief Minister and Education Minister aired at prime time on Doordarshan Kendra, Ahmedabad.
3. Kanya Kelavani Rath Yatra organised in villages with low female literacy.
4. Phone-in radio programmes for community mobilisation, Alternative Schooling and NPEGEL broadcast state-wide on AIR.
5. Prabhat Pheries, Mashal Yatras undertaken.

• Strategy (Profile of the group)

- i. Children migrating to sugar factories from Dangs (Class I – IV)
- ii. Children of migratory labourers working in Dangs (Class I - IV)
- iii. Children of Sugarcane workers in Surat district (Class I – IV)
- iv. Children of sugarcane workers left at home
- v. Children of families migrating to salt pans
- vi. Children engaged in some seasonal activity like cotton plucking etc.

• Duration of the Programme

- i. 90 days
- ii. 6 months
- iii. 30 - 60 days
- iv. 6 months
- v. 4 months
- vi. 1- 2 months

• School hours

- i. 3 - 4 hours
- ii. Full time
- iii. 3-4 hours
- iv. full time
- v. 3-4 hours
- vi. 1-2 hours

• No. of learners / centre

- i. 5 - 20 per centre
- ii. 9 - 10 seats per school
- iii. 5 - 20 children
- iv. -
- v. 5 - 20 children
- vi. 5 - 20 children

• Teacher qualification

- i. SSC
- ii. SSC
- iii. SSC

- iv. SSC
- v. SSC
- vi. SSC

- **Honorarium per month**

- Rs.1000/- (Rs. 50 per child per month), paid in three stages as 60 %, 20 % & 20 % respectively.

- **Training duration**

- i. 45 days pre-service training
- ii. 6 months field experience at AS centers
- iii. 15 days refresher training
- iv. 6 month field experience
- v. 15 days refresher training
- vi. 6 month field experience
- vi. 15 days refresher training

- **Expenditure per school/ per year**

- Around Rs.3500/-
- Expenditure per AS Center : Rs 42,250

Expenditure child/ year : Rs 845

- **Academic support :**

-

- * District Coordinator, BRC & CRC Coordinators provide academic support to Bal Mitras.

- **Honorarium of supervisor : No supervisors appointed.**

- **Material used**

- * 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, music equipment, etc)
- **Collaboration with NGOs/ Agencies**
- * Collaboration is established with Ganatar, Ahmedabad, Astha, Parivartan, Lok Swasth Seva Sanstha (Panchmahal), Pratham (Baroda), UNICEF,etc.
- **Issues, if any.**

(d) Awareness Building and Community Mobilization

- 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

● **Status of VEC, SMC, MTA and PTA**

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

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

All the members of 8615 MTAs and PTAs have been trained in DPEP IV district

- **Administrative arrangements** : The State Coordinator and District Coordinator for Teachers Training handle the community mobilization, also. They are supported by BRC and CRC Coordinators alongwith school headmasters, teachers, VECs, MTAs and PTAs.
- **Community mobilization material development**

A booklet on SSA Guidelines in Gujarati developed and distributed to all VECs in Gujarat to facilitate their participation in DPEP and SSA.

Mailers from Hon Minister for Education and Oath Certificates distributed to VECs, MTAs and PTAs to motivate them to participate more actively in management of school and ensure enrolment and retention of children, especially girls.

Brochures on Universalization of Elementary Education under SSA developed and distributed to women participants, Mahila Sarpanches and Panchayat members during International Women's day celebrations at Gandhinagar and Ahmedabad.

Brochures, booklets, pamphlets prepared and distributed to teachers, VEC members, PRI members and others

- **Advocacy activities**

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.

Rallies and door-to-door campaigns

Public messages by Hon. Chief Minister and Hon. Minister of Education broadcast on radio and TV

During the Enrolment Drive, senior officers (including IAS & IPS), undertook field trips in villages with low female literacy and campaigned for universal enrolment and retention.

- **Areas of participation – planning, constructions, training, out of school children, etc.**

Community leaders and Village level structures (VEC, MTA, PTA) have been sensitized on their role in resolving issues related to quality and equity at the local level. Utilization of various grants, such as school grant, teacher grants and repair and maintenance grants is being monitored by these structures as a part of their collective responsibility.

VCWCs are directly involved in repairs and construction of school buildings under the civil works

VECs are taking active part in proposing , opening and running of AS Centers in unserved habitations.

VECs are involved in preparation of Village Education Plans, School Improvement Plans and Village Education Registers

- **Networking with NGO's and other Government functionaries.**

During the Enrolment Drive, senior officers (including IAS & IPS), undertook field trips in villages with low female literacy and campaigned for universal enrolment and retention.

Networking with Departments of Rural Development, Women & Child Development, Mahila Samakhya, Directorate of Information, AIR, Door Darshan and BISAG has facilitated convergence.

- **Relationship with PRIs.**

Under DPEP, direct and two-way relationships have been established between the District Project Office and District Panchayats, as well as BRCs and Taluka Panchayats. Similarly, CRCs are also interacting with local Village Panchayats for implementation of various programmes at grass-root level. The Village Sarpanch being the Chairman of the VEC, the relationship with PRIs is very strong, resulting in speedy execution of project interventions.

- **Tools developed to ensure effective involvement of VECs/ SMCs/ SDMCs/ MTA,/ PTA etc.**

Special IEC material for Enrolment Drive 2004 , developed in collaboration with UNICEF, was distributed down to villages in all the districts in Gujarat including those under DPEP IV. The IEC material consisted of a poster, a mailer from Hon. Minister of Education, Smt Anandiben Patel, and an oath certificate for VEC, MTA and PTA.

A booklet on SSA Guidelines, in simple Gujarati, was developed and distributed down to VEC members in all the districts of Gujarat.

A booklet titled The Checklist for Good Construction Practices was developed and distributed to TRPs in all the districts under SSA.

- **Issues, if any.**
Nil.

(e) Girls Education/ Gender

- **Administrative Arrangements at State and District levels.**
- At state and district levels, the posts of Officer-in-Charge, Gender Education is filled in.
- **SRG and DRG**
- SRG and DRG for Gender Education have been constituted already. The meetings of SRG and DRG are held twice in a year.
- **Material development for community mobilization**
 1. Training module for the community awareness has been prepared to create awareness about primary education among communities.
 2. The book “Saksharata Na Shree Ganesh ” is distributed to all villages . The book is being used to provide basic literacy to illiterate mothers of 6th and 7th grade girls and the female Panchayat Members and female Sarpanch
 3. For generating awareness and sensitivity about gender issues in education, inspirational stories are being written by well known educationists and activists. The books will be composed to develop life skills and distributed to all VECs in DPEP districts.
 4. The identification of local women role model has been done The motivational material regarding the selected role model will be compiled and distributed to all schools .
- **Awareness Campaign and Community Mobilization**
 1. Literacy Campaign for illiterate mothers of 6th and 7th Std. girls students has been started on the theme ‘Ma Mara Pragati Patrak Ma Sahi Kari De... (‘Ma, Please, Sign my Progress Report ...’)
 2. A poster competition on Girls’ Education has been held for BRCs, CRCs, Teachers, Students and MTA - PTAs’ members on ‘Dikri Shala Ni Kedi E...(The Daughter on her way to School...)’for The poster exhibition which will be held in Folk Melas , Ma Beti Sammelan, Balmelas, different festivals and also for Enrolment Drive Campaign to boost up Girls’ Education.
 3. Ma- Beti Sammelan, MTA, PTA, WMC meeting are organized every month to boost up Educational Awareness among Community’s female members and have got tremendous positive response regarding Girls’ Education from Communities.
 4. ‘Meena’ and ‘Sanshodhan’ films have been shown to MTA, PTA, WMC members as a tool of community mobilization

5. For community mobilization, Puppetary Training imparted by Darpan Academy, Ahmedabad, to improve the quality of girls' education especially in the lower standards for numeracy and literacy. A 30 minute video film, using puppets, on Gender Education titled "Bhaneli Dikari Be Kul Tare"(An Educated Girl Benefits Two Families) has been produced for generating awareness in collaboration with Darpan Academy.
 6. Enrolment Drive focusing on girls were organised in June, 2004. Under the leadership of Hon. Chief Minister and Hon. Minister for Education, Kanya Kelavani Rath Yatra was taken out in villages with low female literacy rate.
 7. Poem Competition Programme titled 'Setu' was organised for girls students and teachers of Std 5, 6 & 7, BRCs - CRCs and OICs, to develop the life skills and provide inspiration to create educational environment and awareness .Best poems will be recorded on audio CDs and distributed to all schools.
- **Women's participation in VECs**
 - * The female members of VECs took part actively in the Enrollment drive
- In some areas, VECs' members are aware and show their interest in education process especially in the quality classroom transaction
- **Gender sensitization**
 - Training of teachers and Govt. functionaries
 - Gender Awareness training has been imparted to all BRCs. CRCs and Gender Officers (Master Trainers)
 - Distributed different case studies with a view to eliminate gender bias and to provide quality education in the classroom
 - All teachers in Districts of Bhavnagar and Surendranagar got Gender perspective training to enhance school effectiveness for Girls.
 - The evaluation has been done of the text books and the additional materials have been prepared
 - Village Diary has been prepared by girls students to boost up self-esteem as well as getting practical knowledge to develop life-skills. Village diary is being prepared on various subjects such as population, literacy, environment, historical facts, buildings, Govt. Institutions and local context.
- **Preparation of gender training module /material development**
 1. The training module is being prepared by three districts gender officers (Sabarkantha, Kutch, and Surendranagar) and state gender officer
 2. The case studies according to local habitation have been prepared with a view to eliminate gender bias and provide quality education.
 3. Two workshops were organised to review the action plan and to discuss the problems and issues of girls' education and quality education at the state level.
- **Remedial Teaching**
 1. To develop life skills, most of the girls have been taught cycling and selected school-games according to their choice.
 2. Under NPEGEL, classes for remedial education of girls are being held to raise their achievement level up to 80 % in DPEP IV districts of Bhavnagar, Jamnagar, Junagadh, Kutch, Sabarkantha and Surendranagar.
- **Innovation**
 - BRCs and CRCs are being provided with a computer and printer

- General knowledge will be provided through CDs on environment, birds, animals and on astronomy
- 3 months coaching will be provided on Reading- Writing skills in Gujarati and English Grammar and on hard spots of Mathematics, Science and Social Study

(f) ECCE

1. 452 ECCE centres are operational where the geographical / social condition is difficult or/and ICDS Anganwadis do not exist.
2. 11300 children are in ECCE centres
3. Distributed Progress and Evaluation Register and Attendance Register to all ECCE centres
4. Provided orientation training to all 452 ECCE workers
5. Distributed ECCE Guideline to all ECCE workers
6. Distributed gender sensitized play cards and puzzles of animals, birds and numbers to ECCE centres
7. Distributed big galvanized trunks with two locks to store toys, books and documents
8. Provided nutrition in 4 districts (per child Rs. 0.60 to Rs. 0.75) Bhavnagar, Kutch, Surendranagar, Junagadh

(f) Media

• **Print media**

1. Special IEC material for Enrolment Drive 2004 , developed in collaboration with UNICEF, was distributed down to villages in all the districts in Gujarat including those under DPEP IV. The IEC material consisted of a poster, a mailer from Hon. Minister of Education, Smt Anandiben Patel, and an oath certificate for VEC, MTA and PTA.
2. A booklet on SSA Guidelines, in simple Gujarati, was developed and distributed down to VEC members in all the districts of Gujarat.
3. A booklet titled The Checklist for Good Construction Practices was developed and distributed to TRPs in all the districts under SSA.
4. NPEGEL Guidelines in Gujarati. IEC Material
5. English and Hindi versions of Annual Report & Audited Accounts for the year 2002-2003 prepared and submitted to Government of India. The same for the year 2003-04 are under preparation.
6. Progress Reports for XXIIIrd & XXIVth Meetings of the Executive Committee of Gujarat Council of Primary Education
7. "Shala Praveshotsav" : the document on Kanya Kelvani Rath Yatra produced in English & Gujarati in collaboration with UNICEF
8. A state level document titled "Education in Gujarat : The State interventions " produced
9. Another state level document titled "Quality Initiatives for Primary Education in Gujarat" produced and submitted to GOI for presentation in Fourth High-level Meeting to be held in Brazil in Nov., 2004
10. For Trade Fair in New Delhi on 14th Nov.,04, Write-up & Exhibition material on Gender Education shared with GOI
11. Prathamik Shikshan Saravani ,Vol. 31 and Vol. 32 (NPEGEL Special)
12. Press releases and hand-outs on project related activities.

• **Electronic Media**

1. Video Documentary on Enrolment Drive in Gujarat produced in English & Gujarati in collaboration with UNICEF Special Message by Hon'ble Chief Minister and Hon'ble

Minister of Education, telecasted from Door Darshan Kendra, Ahmedabad and broadcasted from AIR, during the Enrolment Drive.

2. Panel discussion on Enrolment Drive, featuring Hon'ble Minister of Education, broadcast from Door Darshan kendra, Ahmedabad on July 18,2004
3. Phone-in programmes broadcast from All India Radio, Ahmedabad on SSA, AS and NPEGEL on 19th,23rd & 26th October, 2004 respectively.
- 4.State wide coverage of Enrolment drive and other important events on TV and Radio
5. A 30-minute film on SSA Implementation in Gujarat was produced in English and Hindi, which has been shared with MHRD, New Delhi for telecast on the National Channel of Doordarshan.
6. A 20-minute film on SSA Implementation in Gujarat is currently under production in collaboration with State Directorate of Information.The film ,which will be in Gujarati, is to be broadcast from Doordarshan Kendra,Ahmedabad.

• **Traditional Media**

- Folk Media "Bhavai" is used to mobilise parents and community people during Praveshotsav for improving enrollment.
- Video Film on Puppet Shows in Gujarati is produced which is to be used for generating awareness about gender issues.

• **DPEP on internet**

A web-site for DPEP-SSA , Gujarat has been developed.

• **Govt. Media Agencies**

Networking with Directorate of Information , Doordarshan Kendra, Ahmedabad and Vividh Bharati and Akashwani Channels of AIR, has been established for convergence and facilitation of publicity campaigns in the state.

Out door publicity including advertising

Advertisements on ST Buses & Hoardings

For ensuring that all children in externally aided DPEP – IV districts are in primary schools by 2004, i.e. the current year, the media activities have been upscaled . Motivational advertisements on DPEP are being displayed on side-panels (20' X 3.5') of 700 ST Buses plying in the rural areas of DPEP IV districts. Similar advertisements are being displayed on hoardings (20' X 10') at the bus stations of 33 block head-quarters in the districts of Sabarkantha (13), Surendranagar (10) and Kutch (10).

Advertisements in Press

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

were in school.

A full page, four-colour advertisement is being published in Diwali Issue (November, 2004) of Achala, the renowned educational magazine in Gujarat.

(g) Research & Evaluation

- **Administrative Arrangements**

OIC Planning & Management is the in-charge State Coordinator for Research & Evaluation.

- **Capacity Building of staff for conducting research**

At the district level, DIETs look after capacity building of BRC and CRC Coordinators in project districts.

- **Research studies conducted, planning and ongoing**

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

- **Status of evaluation studies**

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

- **Status of Action Research**

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.

(h) Distance Education

- **Installation of DRS (digital or otherwise)**

A total of 370 DRS sets have been installed all over the state in Gujarat. All District Project Offices, DIETs, BRCs and CRCs in DPEP IV districts are provided with DRS sets.

- **Administrative Arrangements**

State Coordinator for Media & Documentation is holding the charge of Distance Education Coordinator for DEP,SSA.

- **SRG/ DRG**

SRG has been constituted and it has already met twice in the last one year. There are no DRGs for DEP,SSA.

- **Development of self- instructional material**

An Audio Cassette User's Manual and an Action Research Module developed and distributed to all BRCs & CRCs in DPEP and SSA districts.

- **Capacity building for Audio – Video script writing and for use of Audio and Radio programmes.**

A set of three audio cassettes on teaching of Maths, Gujarati,EVS and Alternative Schooling developed and distributed to all BRC and CRC coordinators.

An Audio CD on Teaching of Braille is under production, along with VCDs on Hearing Impairment, Visual Impairment and Learning Disabilities. Blind People Association has undertaken the software

Phone-in programmes broadcast from All India Radio, Ahmedabad on SSA, AS and NPEGEL on 30th March, 6th April ,19th,23rd & 26th October, 2004 respectively.

- **Training for use of computers and CD Development and related topics**

Computer Aided education : Computer Aided Education is being imparted as an Innovative Activity under SSA. Under this, 2934 computers have been procured and installed in 517 schools where computer labs have been set up. This has been followed by 10-day programme for training on computer education to 250 teachers who will act as Master Trainers for subsequent training. In the second phase, another 267 teachers were trained in September, 2004. These 517 Master Trainers will subsequently train a total of 517 teachers for 10 days. Also, 250 school headmasters have been given the training on computer education. In DPEP IV districts of Kutch, Surendranagar and Sabarkantha, a total of 39 Head Masters were given 1-day training while 39 teachers were given 10-days training for Master Trainers. During the year 2004-05, computer hardware and software are to be provided to schools for Computer-Aided –Education under the Innovative Activity under SSA.

- **Capacity building of DIETs and other staff for conducting tele and video conferencing**

All DIETs, DPOs,BRC & CRC Coordinators in DPEP IV districts have been trained on use of teleconferencing for Distance Learning.

- **Audio and Video conferences conducted on various themes**

One-way Video,Two-way Audio Teleconferences are organized every month under DPEP & SSA. So far, teleconferences on the themes of Financial Norms Under DPEP & SSA, NPEGEL , Enrolment Drive, Civil Works and Teachers Training have been organized.

- **Utilization of EDUSAT:**

Utilization of EDUSAT will be made after its formal launch in November, 2004.

- **Issues, if any**

(i) Education of Special Focus Group – SC, ST, Minorities

- **Administrative arrangements**
 - State Coordinator for Tribal Education in place.

 - **MIS data**
 - MIS data generated on SC,ST and other disadvantaged groups.
 -
 - **Sensitization of teachers and educational functionaries for educational needs of children in these groups**
 - Teachers and project functionaries have been sensitized for educational needs of the children in these groups.
 -
 - **Awareness campaigns of community**
 - Awareness campaigns organised during Enrolment Drive in June 2004.

 - **Efforts for opening AS centers catering to needs of children of these groups**
- Tribal specific AS Centers are opened in tribal areas.
- **Strategies to retain children in schooling system**
 - Awareness campaigns for parents and children in rural areas, accompanied by sensitization of teachers on the special needs of these children, providing TLM grants and School Grants to cater to their educational requirement, monitoring and supervision by BRC & CC Coordinators.

 - **Educational incentives**
 - User-friendly, child-centered, Tribal Specific TLM is being used by teachers.
 - Glossaries of educational terminology and other important words developed in tribal languages of Kutchi and Bhili.

 - **Module development and training of teachers for areas dominated by these groups and other functionaries**
 - A module for Tribal Education was developed and distributed among the BRC and CRC coordinators and project functionaries. This has helped in bringing about a positive attitudinal change in teachers towards the tribal children.

 - **Development of strategies to overcome language problems where school language is different from home language**
 - DIET faculty members, BRC and CRC Coordinators have been trained on the use of the supplementary material in tribal dialect.

 - **Development of specific supplementary material for these groups**

- Glossaries of educational terminology and other important words developed in tribal languages of Kutchi and Bhili. A set of 80 flash cards have been developed for the teaching in Kutchi dialect.
- **Issues, if any**
- Nil

(j) Integrated Education

- **Administrative arrangement**

* State Coordinators for IED in place

* District Coordinators for IED also in place

- **Identification ,assessment and provision of aids and appliances.**

* As per the survey carried out in December, 2003, the number of children with special needs (CWSN) in DPEP IV districts are as under :

1. Total No. of Disabled Children enrolled in Schools:

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

2. Category- wise Disabled Children in Schools :

Dist.	VI			HI			MR			OH			Others			Total	
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G
Kutch	337	230	567	279	214	493	413	290	703	707	397	1104	303	206	509	2039	1337
Sabarkantha	453	318	771	300	224	524	730	453	1183	987	665	1652			0	2470	1660
Surendranagar	492	371	863	208	127	335	492	311	803	655	428	1083	14	7	21	1861	1244
	1282	9191	2201	787	5652	1352	1635	1054	2689	2349	1490	3839	317	213	530	6370	4241

3. **Assessment Camp** : A total of 295 children with special needs were assessed during the camp at Himmatnagar, Sabarkantha. Assessment camps are being organised in other districts, also.

District	VI	HI	MR	OH	Total
Sabarkantha (Himmatnagar)	36	29	109	121	295

4. Provision of aids and appliances.

* At the end of the assessment camps in December ,204, the children with special needs will be provided with aids and appliances.

- **Strategies for enrolment and retention of the children**

- Community mobilization interventions launched along with awareness campaigns. Identification and assessment of various disabilities and provision of aids and appliances to the children with special needs is the strategy in use. Construction of ramp in schools is also expected to help retention of these children.

- **Community Sensitization & Teachers Training**

- * Long Term Training :

Foundation Course on Education of Children with disabilities (FC. SEDE), a collaborative National Program of Madhya Pradesh Bhoj (Open) University & Rehabilitation Council of India, was organised in two batches as shown below :

Batch – 1 January – 2004 to March – 04

District	No. of Teachers Trained	Name of Study Centre
Kutch	20	Viklang Vidya Vihar, Bhuj
Sabarkantha	38	NAB, Idar
Surendranagar	30	NAB, (GSB), Ahmedabad

Batch – 2 June, 2004 to August, 2004

District	No. of Teachers Trained	Name of Study Centre
Kutch	5	NAB, (GSB), Ahmedabad
Sabarkantha	1	”
Surendranagar		”

Class Teachers training:

A comprehensive 5-day training program for teachers is to be organized in December, 2004.

Multi sectoral convergence with others departments/ agencies.

Nil

Involvement of NGO's : Convergence is established with local NGOs working in the districts. Resource support is provided at the state level by the Blind People's Association, Ahmedabad.

Monitoring Mechanism : IED is monitored at District, Block , Cluster level by respective coordinators.

(i) MIS

- **Adequately staffing, their capacity building**
- State and District Coordinators for MIS are in position. One programmer and two data entry operators are working at SPO , while two data entry operators are provided at DPOs. The current staff is in position since last three years and is well-conversant with various MIS functions.
- **Availability of Software and Hardware**
- Hardware and software available at SPO and DPOs is adequate.

- **Status of revised DISE data**
- DISE data for 2003-04 has been submitted to Government of India in May, 2004. For 2004-05, the data collection is over and data entry is in progress.

(m) Civil Works

- **Status Management / Supervision Structure of Civil wing**

The state civil works unit is headed by State Project Engineer.

At State level, SPE is monitoring the progress of DPEs through SPO Engineers & Consultants. Architect Consultant is also guiding for placement of structures with respect to orientation, site configuration, Lay-out and integration with the existing building. Each activity undertaken for civil works is being approved by State Civil Works Committee, constituted with the following members :

- | | |
|----------------------------|------------------------------|
| (1) State Project Director | (2) FA & AO |
| (3) State Project Engineer | (4) SPO – Consultant (Civil) |

Similarly at District level DCWC constituted with the following members is responsible to finalize AWP and list of civil works to be undertaken in the district. In this way the decentralized process is observed.

1. District Development Officer
2. District Primary Education Officer
3. District Project Engineer
4. Account Officers

The Civil Works are being carried out by VCWC at village level through community participation.

VCWC constitute members as follows

- | | | |
|-----------------|---|------------------|
| 1. Sarpanch | - | Chairman |
| 2. Headmaster | - | Member Secretary |
| 3. Lady Member | - | Member |
| 4. Lady Teacher | - | Member |
| 5. Local mason | - | Member |

- Supervision & Monitoring

The engineers at present working in Kutch, Surendranagar and Sabarkantha district are 9, 11 and 13 respectively. Thus total 33 engineers are working which includes one DPE at each district and remaining TRPs.

DPE stationed at District level is controlling & monitoring the civil works of TRPs.

TRPs stationed at block level supervise, Civil Works undertaken through VCWC. They guide VCWC members in procurement of good construction materials and in technical matters to achieve desired quality. Each TRP handle around 30 to 40 sites.

DPE & TRPs are also imparting Training to VCWC members. DPE conduct weekly meeting at District level to monitor the progress and to settle the issues if any.

Similarly Monthly meetings at SPO level with DPEs are being held to monitor the progress of work of each district.

Supervision work is carried out by TRPs. DPE visits the work frequently and guide TRP & VCWC members to achieve desired quality. The state has created monitoring cell for quality audit at state level constituted with Civil consultants and SPO Engineers. The members of cell occasionally visit the sites and offer their suggestions to improve quality of work. The state has engaged professional civil consultant for 3rd party supervision and monitoring of civil works also.

- **Construction Manual & Checklist**

SPO civil wing has also prepared construction manual & checklist.

This manual cover points to be observed and checks to be applied for the items to be executed. This gives additional check so that no point left unobserved.

- **Convergence with other schemes**

The construction of MDM Kitchen sheds are undertaken with the concurrence of Commissioner MDM & Schools to avoid duplication of work. Moreover fund for MDM Kitchen sheds to be constructed with the state fund are also placed with DPEP society by the Commissioner of MDM & Kitchen sheds to carry out the work as per DPEP pattern.

Sanitation unit in Kutch district with Unicef fund are also completed by DPEP society.

- **Innovations**

In house architect of civil wing has developed no. of innovative designs for various activities such as new schools, ACR, CRC and multilevel schools where site specific design is required. These designs are excellent and National Evaluation Team has also appreciated.

- **Training & Capacity buildings**

The civil wing is functioning since 1997 to implement DPEP project. Most of the TRPs were undergone several Training Programms.

- (1) DPEP induction programme
- (2) One day repair work shop
- (3) Two day work shop on Project Management
- (4) Informative programme on civil works through Tele – Conferences at Ahmedabad ISRO in 1999. VCWC – target for interaction.
- (5) Cost effective construction technology March 2000
- (6) Earthquake repairs & rehabilitation March – April 2001.
- (7) Architectural efficacy and orientation May 2003
- (8) Rainwater Harvesting Technique

(9) Low Cost Sanitation Units through Environmental Sanitation Institute
Ahmedabad – September – 2003

The state has also developed a comprehensive set of documents & manuals:

- Engineers Manual describing survey process, repairs process, community training process and technical hints
- Manual for selection & placement of a school
- VCWC Manual
- Separate repair manual
- Cost effective construction technologies
- Standard tender documents

JHARKHAND

No. of districts covered under DPEP: 06

Approved Perspective Budget

(Rs. In lakh)

Particulars	Name of the Districts	EFC Approved Project Cost	EFC approved Civil Works cost	EFC approved Management Cost
DPEP-III	Chatra	2591.696	621.810	155.500
	Dumka	3834.698	908.104	177.089
	E. Singhbhum	3819.235	846.570	202.800
	Hazaribagh	3664.560	875.000	219.859
	Ranchi	3873.838	927.500	179.973
	W. Singhbhum	3797.228	910.844	177.899
	TOTAL	21581.26	5089.82	1113.12

Proposed revision of the Credit

(Rs. in lacs)

Category Description	Original Credit Amount	Proposed Reallocation of the Credit	Total Revised Credit Amount
Category 1	5121.553	4283.684	9405.237
Category 2	2734.699	5280.148	8014.847
Category 3	2001.375	6554.968	8556.343
Category 4	2226.200	-193.807	2032.393
Category 5	9497.428	1171.547	10668.975
Total	21581.255	17096.542	38677.797

PROJECT STRUCTURE :

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

Sl. No.	Name of unit	Post Sanctioned	In Position	Vacant
	S.P.O.	12	12	0
	D.P.O.	121	93	28

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

- The E.C. and G.C. are constituted.
- 14 meetings of EC, JEPC have been held.
- First meeting of GC, JEPC held in February, 2003.
- Second meeting of GC, JEPC held on 9th February, 2004.

3 Submission of Annual/Audit Report :

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

- Audited statement of accounts and auditors report for the Financial Year 2003-2004 submitted to GOI in the month of October, 2004.

4 Utilization Certificate :

Utilization report for the year 2004-05 submitted to GOI in month of October, 2004.

5 Expenditure : (1.04.2004 to 31.10.2004)

(Rs.in lakhs)

Year	Approved budget	Expenditure (As per claim reimbursement)
2004-2005	14184.096	4009.537

Table a

Sl.No	Item	Target upto 31-3-2004	Achievement upto 31-03-2004	In Progress upto 31-03-2004	Target for the year 2004&05	Achievement upto 2nd quarter (30-09-2004)	Total (Cumulative progress) upto 31-10-2004	
							Achievement	In progress
1.a	School opened (New Primary schools)	1062	1024	N.A.	38	0	1024	N.A.
1.b	EGS Centers	-	7043	N.A.	0	125	7168	N.A.
2	Total number of children admitted in EGS centers	-	256556	N.A.	-	21827	278383	N.A.
3	Total number of children admitted in AIE centers	-	25900	N.A.	-	46459	72359	N.A.
4.a	Total number of teachers appointed (In NPS)	2124	1980	N.A.	144	2	1982	N.A.
4.b	Instructors in EGS	-	7043	N.A.	-	292	7335	N.A.
5	Percentage of female teacher appointed	Data is being collected						
6	In-service training of teachers (number of trainee days)	-	647020	N.A.	129640	68840	715860	N.A.
7	Total number of children to whom free text books distributed	1098811	1098811	N.A.	1135588	1135588	1135588	N.A.

Table b

Civil Works

Sl.No	Item	Target upto 31-3-2004	Achievement upto 31-03-2004	In Progress upto 31-03-2004	Target for the year 2004-05	Achievement upto 2nd quarter (30-09-2004)	Total (Cumulative progress) up to 31-10-2004
							Achievement
1	Number of School buildings constructed	775	484	170	357	81	565
2	Number of additional classrooms constructed	1695	1093	942	1369	399	1492
3	Number of toilet constructed	1328	563	304	911	300	863
4	Number of drinking water constructed	1226	614	161	735	120	734

6 Central and State Share for :Year- 2004-2005

(Rs. in lakhs)

Share against Budget		Share in Balance available on 31.10.2004		Releases (2004-05)	
Central	State	Central	State	Central	State
12056.49	2127.61	2026.66	357.12	6145.00	1680.00

7 Position of GOI and State Share releases :Year- 2004-2005

(Rs. in lakhs)

Date of receipt	Fund From GOI	Fund From GOJ	TOTAL
24.08.2004	6145.00		6145.00
29.10.2004		1680.00	1680.00
Total	6145.00	1680.00	7825.00

8 Expenditure : (1.04.2004 to 31.10.2004)

(Rs.in akhs)

Year	Proposed budget	Expenditure (As per claim reimbursement)
2004-2005	14184.096	4009.537

9 Expenditure since inception

(Rs.in lakhs)

Year	Approved budget	Expenditure (As per claim reimbursement)
1997-1998	998.42	169.24
1998-1999	2814.59	1321.63
1999-2000	5252.71	2022.49
2000-2001	4312.43	1676.10
2001-2002	4930.57	1272.36
2002-2003	6183.99	5028.58
2003-2004	11191.75	7187.18
2004-2005 (upto 31.10.2004)	14184.096	4009.537

10. Disbursement

Submitted to GOI up to October, 2004.

1. Plan Implementation: Review of Functional Areas:

(A) Pedagogical Renewal:

(1) Quality Improvement

i) Development of Training Module & Teachers Training

Development of Training Module

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

- On Job training aspect incorporated in all training modules.

Field trial of modules and Training of RPs:-

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

Math's Training

- State level core group of master trainers has been constituted for identification of ha spots and preparation of remedies.
- Diagnostic testing procedure adopted to identify the difficult learning areas.
- Suitable remedial prepared.
- 41 Master trainers trained.
- 13,918 teachers have been trained at district level.

Science Training-

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

- Inculcating scientific attitude among children and relating education to life.
- Promoting creativity in children.
- Learning science through activity/experiments/projects.
- 26 Master Trainers Trained at the State Level in March, 2003.
- 8,852 teachers have been trained at district level.

English Training-

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

- Developing teacher's proficiency in English
- Developing teacher's professional competency.
- 35 Master Trainers Trained at the State Level.
- 6,813 teachers have been trained at district level.
- Training through distance education mode (Radio Program- "AAO ANGREJ SEEKHEN "for std. IV & V.

Training of community teachers

- Preparation of Induction training module of 10 days for community teachers of EGS / C / GSA through a series of Workshops.
- Resource Persons trained at the State Level.
- 10,121 Para teachers have been trained.
- 12,525 EGS teachers have been trained.
- Sahyogi Teachers tagged with CRC.
- Distance Education programme 'Tarang' used to facilitate community teacher's through AIR Ranchi, Hazaribagh, East Singhbhum, West Singhbhum, Daltonganj and Bhagalpur

Curriculum and material development for bridge course

- Curriculum & training module finalized.
- 25 Resource persons trained at state level for training trainers/ teachers in bridge course.
- Bridge Course for teacher and student developed.

Yoga and Vipshyana Training

- 920 teachers trained in Yoga and Vipshyana
- Children course of Vipshyana started in Ranchi and West Singhbhum.

ii) Distance Education

- Teleconferencing facilities via v-sat provided in all DPEP districts.
- Enrolment of 4639 regular as well as community teachers for training through Distance education courses in association with IGNOU.
 - 1255 Teachers enrolled in Certificate in Teaching Mathematics.
 - 402 Teachers enrolled in Certificate in Teaching English.
 - 2982 Teachers enrolled in Certificate in Guidance.
- Two year Diploma in Primary Education Programme has been launched by IGNOU and approximate 10,000 admissions form have been distributed.
- Radio Program TARANG relayed weekly from 6 radio broadcasting centers give support to community teachers.
- Capacity building of CRC through Bi-weekly Radio program PRERNA.
- Radio Program SUNE KAHANI & YOGA-ABHYAS broadcast daily from Monday to Friday every week.
- Radio Program NAWA-BIHAN relayed weekly for strengthening of VEC
- Foundation training to 50 teachers/resource persons on IED in collaboration with Bhuj Open University, Bhopal.
- A 5-day capacity building programme-cum-workshop was organized on preparation of self learning materials on IED organized between 5-9, March, 2003 in which 38 resource persons have been trained.
- Draft of 10 self learning materials on IED prepared.
- Four workshops on script writing organized.
- 920 teachers trained in Vipashyana.
- Children course of Vipshyana started in Ranchi and West Singhbhum districts.

iii) Teaching Learning Material (TLM)

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

iv) Promotion of Co-curricular Activity

- Weekly “Bal-Partiyogita” held (Co-curricular activities) at school/CRC/BRC level and monthly at district & State level.
- First state level Bal-Utsav organized on 27th & 28th Feb’2003.
- Second state level Bal-Utsav organized on 6th to 8th Feb’2004.

v) Innovative Activities

- Exposure Visit being organized once in a month in 6208 Schools for information on local Institutions.

- Worksheet based teaching in 10597 Schools/EGS centres for daily monitoring & facilitating curriculum converge plan.
- Science day once in a week in 6869 Schools to facilitate development of life skill and scientific attitude.
- Library hours being followed in for learners of all classes each day in 14190 Schools/centres.
- Weekly test for monitoring achievement of learners.
- Yogabhyas to improve concentration of mind and body.

vi) **Developments of Tools**

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

(2) *Curriculum/Textbooks/TLM*

i) **Curriculum Coverage Plan**

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

- a) **Science day**- To promote scientific outlook in children, 6869 schools started organizing science experiments..
- b) **Child friendly worksheets**- To promote self learning as well as monitoring the attendance, 10557 schools/ centres started worksheet based learning.
- c) **Activity based learning**- To make learning a two-way process.
- d) **Exposure visit**- To link education with immediate environment and to promote life skills, 9442 schools started organizing exposure visit.
- e) **Math training**- To prepare remedial in the light of diagnostic test for identification of hard spots. 13918 teachers have been trained in maths.
- f) **English Training**- To facilitate the teachers in teaching English through interactive process. 6813 teachers have been trained in English.
- g) **Science Training**- To facilitate the teachers in teaching Science in a better process. 8852 teachers have been trained in Science.

- h) **Library Hours-** To facilitate value education and development of fluency in the language. 14190 schools started conducting library hours.
- i) Weekly test for monitoring achievement of learners.
- j) Yogabhyas to improve concentration of mind and body.

ii) Teaching Learning Material (TLM)

- Science, Maths and Games kits finalized and kits worth Rs. 128.88 Lakhs procured & being distributed completed.
- Resource persons trained in using the kits.

(3) *Innovative Activity*

i) Introducing library-hours in schools-

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

- To improve reading skills and fluency in language.
- To develop comprehension skills.
- Exposure to variety of literature.
- To facilitate the teachers in multi-grade situation.
- To facilitate the children in self-learning.
- Introducing value education.
- 14190 schools started conducting library hours.

ii) Introducing Exposure visit in schools.

The focus is -

- To provide opportunity to children for learning in real situation out side the class-room for better understanding of natural and social environment.
- To link education to real life situations and development of life skills in children.
- Indicative list of Exposure visit sites have been made so that a school can plan their exposure visits as per the need of different classes (I-V).
- 9442 schools started organizing exposure visit.

iii) Worksheets based Learning-Training

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

- Integration of worksheet with curriculum and text-books
- On job training of teachers.
- Monitoring attendance of the students
- Preparation of lesson-plan. As per the lesson plan worksheets are designed.
- Use of work-sheet for faster learning in joyful manner.
- Making learning activity based.
- 10557 schools/centers covered under worksheet based teaching learning.

iv) Status on State Resource Group and District Group

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

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

i) Staffing Status

Block Resource Centre (BRC)

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

Cluster Resource Centre (CRC)

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

ii) Selection Procedure & Orientation

Selection Procedure

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

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

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

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

a) *Block Resource Centre*

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

b) *Cluster Resource Centre*

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

(B) Media

i) Administrative Arrangement

- Media Coordinator in place at SLO/DPO

ii) Publicity material developed (Print)

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

iii) Publicity material developed (Audio)

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

iv) Publicity material developed (Video)

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

v) Community Mobilization

- Local theatre groups identified and trained special campaign for IED. Jhanki on mild to moderate disability. Different Campaign like Padyatra, Prabhat Pheris. Slogan writing etc organized.
- Exposure Visit of VEC organized at the State Level on the occasion of Jharkhand Sthapana Divas on 15th November.
- Participated in Republic day & Independence Day functions.
- Participated in national level meet on Education for All (EFA) at New Delhi.
- Participated in 9th National Youth Festival held at Jamshedpur, Jharkhand during 12-17 January, 2004.
- Launching of computer education in schools by H.E. Governor, Jharkhand on 8 May, 2004 in the presence of Hon'ble educational minister, Jharkhand and other dignitaries.
- 8 days training programme (4-11 June, 2004) of nodal NGOs on community mobilization and gender issue.

vi) Press and Mass Media

- Newspapers and Doordarshan harnessed for media advocacy.
- Success stories on DPEP activities published in Newspapers.
- Audio and video conferencing facilities created in DPEP districts.
- T.V. channels covered events organized under DPEP.
- Distance Education programme- Nava Bihan- relayed regularly through All India Radio (AIR).
- A state level workshop with media person on channelising media for informing and educating the mass held on 20.05.2004.

vii) Networking

- NGOs, Teachers Associations, Clubs, Youth Clubs and NYKs are have been involved.
- A state level one day workshop with NGOs and state resource group to identify NGOs as nodal agency for community mobilization/empowerment.

(C) Community Mobilization

i) Administrative Arrangement

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

ii) Community Mobilization: Material Development

1. Module/Manuals

- Development of Concept paper on Micro-planning and mobilization, VEC training, formation of SRG, DRG, BRG & program monitoring, etc.
- Micro-planning Training Module / Micro-planning Operational Manual.
- Revised training module (5 days/7 days/9 days) prepared for strengthening of VEC in the areas of-
 - ❖ Management of schools.
 - ❖ Quality aspects to be monitored by VEC.
 - ❖ Retention and Completion aspects to be monitored by VEC.
- 9 days training module prepared for strengthening of VEC constituted in remote or difficult areas.
- State level Workshop on material development has been organized on 8-13 September 2004 for developing poster/Brochure/pamphlet/booklets etc.
- State level workshop for revision if VEC training module organized from 06.10.2004 to 11.10.2004

2. Audio Cassettes

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

3. Booklets/Brochures/Pamphlets:

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

4. Video Film

- Community mobilisation (Log Mere Gaon Ke)

5. Audio & Video Conferencing

- Teleconferencing facilities via V-sat provided in all DPEP districts.
- Organised teleconferencing program for VEC in all DPEP districts.

- Nava-Bihan program for capacity building and interaction with VEC being relayed every week through AIR.

6. Magazine & Other Activities

- Monthly magazine being published by districts.
- Enrolment Drives/Bal Mela etc.
- Wall writings
- Nukkad Nataks and Plays
- Theatre Workshop for capacity building of cultural groups
- Environment building and mobilization activities during VEC formation, Orientation and micro planning.

iii) Campaign and other Mobilization activities

- Intensive campaigns launched for VEC formation. VEC for every school formed through an intensive process driven exercises.
- No of school covered- Formal School-10570 & EGS-7168.
- Panchayat Education Committee (PEC) constituted as a representative body of VEC.
- Wall writings, Padyatras, Bal Melas, Women's meet, Sports-meet, Maa-Beti Mela, Audio-video campaign, Enrolment Drives, Prabhat Pheries, Street play etc., organized in every district.
- Theatre workshops for capacity building of cultural groups in 7 linguistic zones held.
- Praveshotsavas organized in every district.
- Jhankis on UPE being put up on the occasion of Republic Day/Independence Day celebrations at the state and district levels.
- Mahila Day organized at DLO level.
- Innovative wall paintings done.
- Kala Jathas formed in Chatra, Dumka, East Singhbhum, Hazaribagh, Ranchi, West Singhbhum, districts.
- Exposure Visit of VEC members on Jharkhand Sthapna Divas (15 November) in which nearly 10,000 members participated.

iv) Community Participation /Community Organizations

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

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

Material Development

- New training module (5days/7 days/9 days) developed for capacity building of VEC

- New training module aims at empowering VEC to act as Manager of school and monitor attendance and quality indicators.
- Training module on community construction process developed.
- Training module for Mata Samitis developed.

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

- State Level Workshop organized to train master trainers.
- 120 Master Trainers trained at State Level.
- One-day orientation for all 17738 VECs.
- 7731 VEC and 54117 VEC members have been given 5 / 7 / 9 day training during 2003-04.
- 2324 VEC and 20714 VEC members have been trained during April-October 2004.
- State level capacity building workshop of 7 days held on 01.05.2004 to 07.05.2004 for district level programme personnel in which 36 functionaries were trained in numbers participated.
- 8 day state level capacity building workshop of nodal NGOs for community mobilization/ empowerment held on 04.06.2004 to 11.06.2004.

vii) Areas and instance of participation

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

viii) Networking with NGOs

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

ix) Total No. of VEC constituted

- 17738 Village Education Committee constituted.

(D) Research & Evaluation

i) Organization & Management

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

ii) Action Research Programmes

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

iii) Promotion of Research in Primary Education

Strategy

- State Level Evaluation teams formed.
- Orientation Workshop on Research and Evaluation with District level functionaries.
- District specific key issues identified.
- District level core team constituted and oriented.
- Feed back workshop held with District team.

Studies Completed

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

Areas in focus for the current year

- Achievement level assessment study.
- Cohort Study in all districts.
- Functioning of EGS Centres.

iv) Networking

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

v) Mid-Term Assessment Study

- Initiated & completed by December, 2000

(E) GENDER INTERVENTION

i) Staffing Issues

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

ii) Resource Groups (Gender & ECE)

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

iii) Community Mobilization Material Development

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

iv) Mahila Samakhya

- Under MS 2610 Mahila samooths formed at Habitation/Village level.
- State level 30 days training of 141 Kishori completed in 4 batches.
- 365 Jagjagi center for education of girls and women established
- 556 Bal Jagjagi centres for young children (3 to 6 yrs) established.
- Residential Mahila Shikshan Kendra for adolescent girls in five districts.
- Special Residential Courses (39 Centers) for main-streaming of adolescent girls.
- Three batches of training in herbal treatment (Jadi-Booti) organized in August 2003.
- 80 Mahila resource persons trained in herbal treatment.
- 105 women of all districts were trained on gender sensitization.
- 6 State level workshops organized for publication of Mahila Samakhya News letter.
- Three issues of Mahila samakhya News letter published.
- State level training for Sahyogini (2nd phase) organized in June, 2003 in which Sahyogini were trained. 20
- State level training for Sahyogini (2nd phase) organized in February 2004 in which Sahyogini were trained. 27
- 2 days quarterly reflection of Shikshan Sahyogi, ASRG, MSK staff and MS trainers.

v) Special efforts for Girls Education

- Community mobilization/ participation towards gender issue and girls education with the convergence of mata samiti and village education committee.
- 177 trained MSK graduates deployed in the field for constitution and training of mata samiti. They are also contributing in mobilizing the community for girls education.
- 130 mata samiti formed and trained under special efforts towards gender and these mata samitis are encouraged to run ECE and Crèche centre.
- 3 days orientation programme (17-19 March, 04) for MSK trainer and sahyoginis on gender.
- 8 days training programme (4-11 June, 2004) of nodal NGOs on community mobilization and gender issue.
- State level monthly planning meeting with district core team.

vi) Village Education Committee (VEC)

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

vii) Community Participation

- The management of Jagjagi/Bal jagjagi rest with the Mahila Samooh.
- Community provides support for establishing the learning centers, resources for preparation of TLMs etc.
- The management of ECE centres rests with the mothers committee.
- Women take initiative to build shades for children's' education.
- Training calendar prepared aims at ensuring tying up of mata samiti with VEC.

viii) Pedagogy training of academic staff

- Gender sensitization training imparted to 25128 teachers during teacher training programme.

- 72 Resource persons trained on gender issues with the help of Mahila Chetna Kendra, Patna.
- 257 Jagjagi instructors trained.
- MSK girls are used as resource person for constituting and training Mata Samitee.

ix) Teacher Support Material

- Jagjagi Manual.
- Khilauri.
- Support Material on Health.

x) Workshops/Seminars etc.

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

xi) Textbooks

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

xii) Sensitization programme for DPEP personnel.

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

xiii) Preparation of Gender training module.

- Training module for sensitization on gender issues.
- 80 members of mahila group sensitized on gender issues

xiv) Networking

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

xv) Innovation.

- 80 members of mahila group trained on use of medicinal plants.
- 34 members of mahila group trained in catering.
- 41 members of mahila group trained in Mid-wifery.

xvi) Alternative Schooling

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

(F) Alternative Schooling

i) Proposed upto AWPB 2003-2004

- Nc. of unserved habitation (as on 01.04.2001) – 7043
- Nc. of Out of School children (6-11) - 3,26,296 (as on 30.09.2002)
- ECS- 7043
- AIE- 1229
- Camp School- 69

ii) Current Status

- No. of unserved habitation - 0 (as on 21.01.2004)
- EGS- 7168 (as 31.10.2004) (1399 Upgraded into Primary School)
- AIE- 1349
- Camp School- 80

iii) Total children covered through ALS/EGS

- No. of out of school children (6-11) – 30,190 (as on 31.10.2004)
- Total children admitted (1-04-2002 to 31-10-2004) – 3,61,704
- EGS- 2,78,383
- AIE / Bridge Course – 72,359
- Camp School- 3,931
- Others (Jajagi Centres) – 7,031

Administrative Arrangements

iv) Appointment of AS coordinator (State and district)

- AS coordinator at state & district levels in place

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

- SRG constituted.
- DRG constituted

vi) Visioning & strategy building workshop

- Completed.

v) Profile of the group

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

vi) Duration of the programme

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

vii) School hours

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

viii) No. of learners per centre.

- Minimum – 15

ix) Teacher qualification

- EGS/AIE- Min Matriculate.

x) Honorarium

- EGS/AIE-Rs. 2000/- Per month for untrained and 2500/- Per month for trained.

xi) Training Duration

a) EGS/AIE

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

xii) Expenditure Per School/Per year

a) EGS/AIE

- Within the ceiling of Rs. 21250/- as per SSA norms.

xiii) Expenditure/child/year

a) EGS

- Within the ceiling of Rs. 845/- as per SSA norms.

b) AIE (Non Residential)

- Within the ceiling of Rs. 845/- as per SSA norms.

c) AIE (Residential)

- Within the ceiling of Rs. 3000/- as per SSA norms.

xiv) Academic Support

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

xv) Honorarium of Supervisors

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

xvi) Material used

a) EGS/AIE

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

xvii) Collaboration with NGOs

- Collaboration with NGOs as resource person for girls education, community mobilization, running of camp schools, training, material development, supervision etc.

xviii) Pupil's evaluation

a) EGS/AIE

- Weekly test
- Half Yearly and Annual Exam.

xiv) TLMs

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

(G) *Integrated Education Of The Disabled*

- State level core group constituted.
- IED coordinator at SLO/DLOs in place.
- Component of IED incorporated in the ongoing general teacher training programme.
- CRCC training module has a component on IED.
- 10 days Ujala-II training module also provided adequate input on IED.
- 3 days training module for CRCC has been developed and trailed. 3 Resource Persons identified and trained in each project district.
- 47 resource teachers/RPs completed 45 days training.
- Foundation Course through distance education for teacher started.
- 21 teachers given training in IED through distance education in First round.
- 29 teachers given training in IED through distance education in Second round.
- 2174 Teacher/RPs trained at District Level on IED.
- Sensitization camps organized for teachers and community members.
- 15772 (6-11) Children suffering from disability identified.
- Aid & appliances given to over 2527 children.
- Ramps constructed in 260 schools.
- First draft of self learning material on IED developed with the help of IGNOU.
- Script writing workshop on IED held.
- Workshop held to finalize the self learning materials on IED.
- 6 NGOs involved in training of parents of children with special needs (MR and VI) through IGNOU.

(H) *Civil Works*

i) Staffing Issues

- Civil Engineer SPO- Sanctioned – 1 : In position- 1
- Engineers – Sanctioned – 36 : In position- 28

ii) Use of new/ improved designs

- Pedagogically improved Design and Cost Effective Construction Technologies used in all construction

iii) Efforts towards cost-effectiveness

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

iv) Convergence

- With Sarva Shiksha Abhiyan/ National Programme for Girls Education at Elementary Level / Public Health Engineering Department / District Plan / School Water, Sanitation and Hygiene Project / Total Sanitation Campaign / MLA & MP Local area Development funds.

v) Training

Engineers

- A 12 day professional training programme followed by 5 day hands-on training has been conducted for engineers.
- Recurrent hands-on training programme also conducted.
- 3 days capacity building training imparted to all engineers.

VEC/ Masons

- 3 days pre construction training is imparted to BNS including two masons of that VEC.
- Hands on training are given to masons on cost effective construction technologies.

vi) Implementation/Agency

- VEC (Bhawan Nirman Samiti) for all schemes except Block Resource Centre Construction Committee for BRC

vii) Supervision Agency

- District Level Office/AE/JE

viii) Staffing Position (Supervision & Monitoring)

Site Supervision

- Site Supervision is done by Engineers and diploma holder civil supervisors.

Staffing Issues

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

ix) Designs

a) Appointment of Consultants

- Consultant appointed.

b) Preparation of designs

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

c) Innovation Fund

- Used for innovation activities like rain water harvesting, landscaping and creating child friendly environment in schools.

d) Workshop on School Development plan

- Workshop held and Strategies Finalized
- School development plan are being prepared based on the existing infrastructure and proposed infrastructure requirement of the school meet the future demand for the catchment area of the school.
- Need based construction design specially for vertical expansion in urban area developed.
- Child friendly Element included in the Design/ Drawing of - ACR, CRC, NSB.

xi) Progress of Civil Works under DPEP –III 1998-99 - 2004-05 (upto 31st October 2004)

Type of building	Scheme planned	Completed	Total in progress
Block Resource Centre	94	53	10
Cluster Resource Centre	887	446	45
New School Building	732	528	204
Existing School Building	150	116	34
Additional Classroom	2084	1221	863
Toilet	1148	729	419
Hand pump	879	747	1312
Field centre	4	1	2
Mahila Kutir	68	42	26
Child Friendly Element	636	265	371

(I) Management Information System (MIS)

i) Hardware/Software

Hardware & Software are in place at SLO & DLO.

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

ii) Manpower

- Specialist EMIS in place in SPO.
- Assistant Computer Programmer (ACP) in place in five districts.

iii) Capacity Building

- Training for district level MIS personnel (No-16) on new software for MIS for EGS in December 2003.
- Training for district level MIS personnel (No-21) on DCF of DISE-2001 organized in July' 2002.
- Training for district level Computer personnel (No-15) on DISE-2001 software organized in November' 2002.
- Training for district level MIS personnel (No-16) on MIS (EGS) organized in December' 2002.
- State level training to CRCCs (No-29) & BRCCs (No-26) on MIS organized in February & March' 2003 respectively.
- State level training on UPDATION OF HOUSE HOLD SURVEY DATA organized in January' 2003.
-

iv) EMIS

- EMIS Data of 1997-98, 1998-99, 1999-2000, 2000-2001, 2001-2002 & 2002-2003 compiled, analyzed and reports generated.
- Compilation of DISE data 2003-04 is completed & data sent to NIEPA, New Delhi.
- Authentication checkup / Compilation of DISE & MIS for EGS data 2004-05 are under way.

v) **PMIS**

- PMIS report up to 2nd quarter ending September' 2004 sent to DPEP bureau.

(J) **Micro Planning**

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

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

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

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

iii) **Agency responsible Institution/ NGO/Individual.**

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

iv) **State Level Workshops.**

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

The New Modules aims at empowering VEC to -

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

v) **Future Plans.**

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

(K) **Distance Education**

- Teleconferencing facilities via v-sat provided in all DPEP districts.
- Enrolment of 4639 regular as well as community teachers for training through Distance education courses in association with IGNOU.
 - 1255 Teachers enrolled in Certificate in Teaching Mathematics.

- 402 Teachers enrolled in Certificate in Teaching English.
- 2982 Teachers enrolled in Certificate in Guidance.
- Radio Program TARANG relayed weekly from 6 radio broadcasting centers give support to community teachers.
- Capacity building of CRC through Bi-weekly Radio program PRERNA.
- Radio Program SUNE KAHANI & YOGA-ABHYAS broadcast daily from Monday to Friday every week.
- Radio Program NAWA-BIHAN relayed weekly for strengthening of VEC
- Foundation training to 50 teachers/resource persons on IED in collaboration with Bhujh Open University.
- A 5-day capacity building programme-cum-workshop was organized on preparation of self learning materials on IED organized between 5-9, March, 2003 in which 38 resource persons have been trained.
- Draft of 10 self learning materials on IED prepared.
- Four workshops on script writing organized.
- 920 teachers trained in Yoga/Vipashyana.
- Children course of Vipashyana started in Ranchi and West Singhbhum districts.

(L) EARLY CHILDHOOD EDUCATION (ECE)

i) Staffing Position

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

ii) Resource Groups

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

iii) Interaction at village level.

- Campaign for opening of ECE center & formation of Mata Samiti.
- Orientation of Mata Samiti.
- Bal Mela, Kit exhibition, Sports and Rhyme competition for ECE children
- Monthly meeting of Mata Samiti/community.

iv) Community Participation

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

v) Capacity Building

- Orientation of Mata Samitee.
- MSK girls being used as Resource Persons.
- Mata Samitee geared up for managing Mata Samitee as well as crèche.
- Monthly meeting of Mata samitee Induction training of ECE Didis/AWWS
- Reflection meetings of ECE Didis
- Induction training of ECE trainers & programme coordinators
- Reflection meetings of ECE coordinators
- Preparing of PLM from local materials.

vi) Networking/Convergence.

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

vi) Activities

- Establishment of 1613 ECE centers.
- 45211 children are enrolled in these centres.
- Finalization of PLM for ECE centre through State Level workshop.
- Supply of Playing kits to 587 centers and Heath kit to 688 ECE centers.
- Foundation and recurrent training of ECE trainers.
- Reflection Meeting of ECE programme coordinators.
- Training of Helpers and Mata Samitis.
- Training of Mata Samiti for running ECE centres.
- Training of Ex-MSK graduates for training Mata Samitis.
- Meeting of parents.
- Reflection of ASRG and ECE didis.

(M) Tribal Education

i) Staffing and Orientation

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

ii) Community Involvement

- In tribal areas 1/3rd members of Village Education Committee belongs to the tribal communities.
- In scheduled areas in Jharkhand districts half of the VEC members are tribals and the President is generally a tribal.
- The Mothers Committee/ Mahila Samooh in tribal areas consist of tribal mothers and run ECE, Bal Jagjagi, and Jagjagi centres.
- Mahila Samooh formed in 2610 habitations.

iii) Access

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

iv) Training/sensitization

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

v) Material Preparation

- Workshop on material development organised at the state level.
- Follow up workshops for preparing material in Mundari, Oraon, Kharia, Santhali organized upto May, 2004.
- Bridge course materials for switching over tribal children from their mother tongue to Hindi uses phonetics of the local tribal language and script is devnagri.
- Bridge course material developed in Mundari, Oraon, Kharia, and Santhali and 209 teachers trained on these materials.
- * Material for familiarizing with tribal culture developed.
- Sensitization material developed for teacher, community and children.
- Competition on Lok Sangeet/ Folk lores are organized in CRC / BRC / District and state level.
- Compilation of tribal songs/ Folk lores is being is under progress.
- Books on different tribal culture purchased for state library.

(N) CAPACITY FOR PLANNING AND MANAGEMENT

i) State Project Office (SPO)

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

ii) District Project Office (DPO)

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

(O) Filling Up Of Teacher Post

- 9223 Govt. teachers selected by Jharkhand Public Service Commission.
- 8324 Para teachers placed in schools.

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

- DIET has been established in 9 districts.

(Q) SCERT/SIEMAT

- SCERT has been sanctioned by the state government.

ORISSA

1. *Project Cost and DPEP Coverage*

Project Period : 2001-02 to 2007-2008

3. **Project Cost**

Sl.No	Name of Districts	EFC Approved Cost
1	S.P.O.	1945.70
2	Boudh	3161.77
3	Kandhamal	3994.15
4	Koraput	3999.86
5	Malkanagiri	3763.05
6	Mayurbhanj	3999.98
7	Nawarangpur	3939.08
8	Nuapada	3143.32
9	Sonepur	3433.39
Total		31380.30

(b) **DPEP Coverage**

DPEP-II Expansion covers 8 districts of Boudh, Kandhamal, Koraput, Malkanagiri, Mayurbhanj, Nabarangpur, Nuapada, and Sonepur. DPEP-II Expansion is from 2001-02 to 2007-08.

3. Vacancies Position in SPO, DPO & DIET

Staff Position under SSA / SIEMAT

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 Education.)	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	

SIEMAT				
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	
	Total	68	54	14

Staff Structure Under DPEP

SI 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- Chawkidar	1		1
11	Sweeper	1	1	
12	Dak Peon	1	1	
13	Peon	3	2	1
	Total	24	17	7

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

SI 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
	Total	8	3	5

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

Sl No	Name of the Posts	No. of Sanctioned Posts	Boudhan		Kandhamala		Koraput		Malkangiri		Mayurbhanj		Nawarangpur		Nuapada		Sondurpur
			In Position	Vacancies	In Position	Vacancies	In Position	Vacancies	In Position	Vacancies	In Position	Vacancies	In Position	Vacancies	In Position	Vacancies	
1	District Proejct Coordinator	1	1		1		1		1		1		1		1		1
2	Coordinator, Civil Works	1		1	1		1		1	1	1		1			1	1
3	Coordinator, P.I.&SC&ST Education	1		1		1		1		1		1		1			
4	Coordinator, Planning	1	1		1		1		1		1		1		1		1
5	Coordinator IED, Media	1	1		1		1		1	1			1	1			1
6	Coordinator Girls Education ECCE Community Mobilisation	1	1		1		1		1		1		1		1		1
7	Programmer – MIS	1	1		1		1		1		1		1		1		1
8	Financial Consultant	1	1		1		1		1		1		1		1		1
9	Jr.Engineer	1 per Block	3		6		6		7		11		6		4		4
10	Data Entry Operator	2/3	1	1	1	1	3		2		3		2		1	1	2
11	Accountant	1		1		1	1		1		1	1	1		1		1
12	Cashier	1	1			1	1		1		1		1		1		
13	Jr. Steno	1	1			1	1		1		1			1	1		
14	Office Asst.	2	1	1	2		2		2		2		2	1	1		2
15	Programme Asst.	2	2		2		2		2		2		2		1		2
16	Peon	2	2			2	2		1	1	2		2		2		1
17	Sweeper-cum-Watchman	1	1			1	1		1		1		1		1		1
	Total		17	6	18	8	25	2	20	7	23	10	18	8	17	8	20

3. Expenditure

(a) District-wise AWPB for 2004-05 and relevant expenditure upto September 2004.

(Rs. in lacs)

SPO/ DISTRICTS	E.F.C. APPROVED COST	2004-05	
		Budget	Expenditure
SPO	1945.66	276.5	34.2
Boudh	3161.77	594.21	48.44
Kandhamal	3994.15	1101.88	108.72
Koraput	3999.86	1263.3	90.65
Malkanagiri	3763.05	814.08	71.88
Mayurbhanj	3999.98	1664.6	108.26
Nawarangpur	3939.08	1033.19	16.85
Nuapada	3143.32	777.16	129.3
Sonepur	3433.39	643.11	53.42
Total	31380.3	8168.03	661.72

(b) Financial Progress: As per Table (a)

Table (a) Financial Progress under DPEP
(Amount Rs. in Lakhs)

Sl. No.	Total Project cost	Govt. Of India releases upto 31.03.04	State release upto 31.03.04	Total Funds available upto 31.03.04 (3+4)	Expenditure upto 31.03.04	Govt. Of India releases during current Year upto 30.09.04	State release during current Year upto 30.09.04	Total Funds available during current Year upto 30.09.04 (7+8)	Expenditure upto 2nd Quarter (30.09.04)	Total fund available upto 30.09.04 (Cumulative) (5+9)	Total Expenditure upto 30.09.04 (Cumulative) (6+10)	% age expenditure against available fund (Cumulative)	% age expenditure against total Project Cost
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	31380.30	8275.58	978.29	9253.87	6773.49	991.03	482.10	1473.13	661.72	10727.00	7435.21	69.31	23.69

Physical Progress: As per Table (b)

Table (b) Physical Progress under DPEP

Sl. No.	Item	Target upto 31.3.2004	Achievement upto 31.3.2004	In progress upto 31.3.2004	Target for the year 2004-05	Achievement upto 2 nd quarter (30.9.2004)	Total (Cumulative progress) upto 30.9.2004	
							Achievement	In progress
1.	Physical progress (other than civil works)							
i)	School opened	844	844		Nil		844	
ii)	Total number of children admitted in AIE Centres		1,45,017			18,544	1,63,561	
iii)	Total number of teachers appointed						3772	
iv)	Total number of teachers appointed	3797	1688		2890	790	2478	
v)	Percentage of female teacher appointed					45 – 50%		
vi)	In-service training of teachers (number of trainee days)	34,384	21,363		24,675 No. of teachers to be trained	6956	28319	
vii)	Total number of children to whom free text books distributed	925401	925401		842415			
viii)	Others							
2	Civil Works							
i)	Number of school buildings	503	288	412	120		334	

	constructed							
ii)	Number of additional classrooms constructed	1101	218	682	523	70	288	
iii)	Number of toilet constructed	664		226			91	
iv)	Number of drinking water facility provided	391		391	160	160	451	
v)	Others							

4. Utilization Certificate

Reimbursement claim for the second quarter upto 30-09-2004 has been sent to GOI vide this office letter no 7389 dated 20-10-2004 and the same has been sent to DFID by ED-CIL vide letter no 11/3/2000-DP (DIS) dated 28-10-2004.

5. Submission of Annual/Audit Report

Audit & Annual Report for 2002-03 submitted to Government of India. Audit & Annual report for 2003-04 is under progress.

6. Functioning of EC/GC

The General Council is the Governing Body under Chairmanship of the Chief Minister. There are 47 members –both official and non-official. The G.C. has met only twice – the last time on 03.09.2004. Larger-magnitude or policy decisions were taken/approved by General Council, and direction given.

The Executive Council is headed by the Commissioner-cum-Secretary, S & M E Department. State Project Director, OPEPA is the Member Secretary of it. The Executive Committee meets at least once in each quarter. There have already been 17 number of Executive Committee meetings held. The committee met last on 02.09.2004.

7. Functional Areas

(a) Planning and Management

District is the basic unit of plan formulation. Planning in DPEP is not only decentralized and participatory but also need based, habitation specific and context specific. Through proper planning innovative strategies come up in the light of new requirement. In school mapping and Micro-planning sub-district level structures such as VEC, MTA, PTA, CRC and BRC level stakeholders are involved. State level appraisal is a supportive process.

There are two types of plans in DPEP - Perspective Plan and Annual Work Plan. Perspective plans are prepared in the beginning of project which are for entire project period but the Annual Work Plan is for one year that reflects the realistic feedback from the field, need for prioritization and resource position.

- **Administrative Arrangements**

The administrative structure and the functioning of the State Implementation Society (OPEPA) have been designed on the lines of DPEP Guidelines, Para 1.1.8.

There is a state level autonomous society with two organs:

- The General Council with the Chief Minister as ex-officio President & the Minister, School & Mass Education as ex-officio Vice-President; and
- The Executive Committee under the Chairmanship of the Commissioner-cum-Secretary, School & Mass Education Department.

The State Project Director is the executive head of OPEPA. The planning wing is headed by an Additional Director (Planning). There is an Assistant Director (Planning) and one Programme Assistant. The planning wing is very lean in structure in the State Project Office.

In the districts, there is one Planning Coordinator in the District Project Office. Preparing the District Annual Plan, however, is a function of the District Team as a whole as well as that of the Block level and cluster level teams. The cluster level plans are prepared by the CRC Coordinators, Headmasters, VEC, PTA, members, select teachers of the cluster schools. The CRC Coordinator is the nodal functionary for preparation of the cluster level plan.

The Block Resource Coordinator with a team of Block level officials, PR institutions consolidates the cluster level plans and prepares the Block level educational plan.

The District Project Coordinator and his team comprising the Planning Coordinator, the Pedagogical Coordinator, the Gender Coordinator, the Technical Consultants, etc. consolidate and prepare the district plan through a process of wide-ranging consultations & involvement of officials & stake-holders, Zilla Parishad Chairman & members, etc.

The administrative arrangement makes room for flexibility and dynamism so much essential for successful implementation of massive projects such as DPEP & SSA. The DPEP & SSA plans are not formulated at the top but evolve from the bottom. The administrative arrangement is designed to ensure that the district plans are need-based, context-specific and participatory.

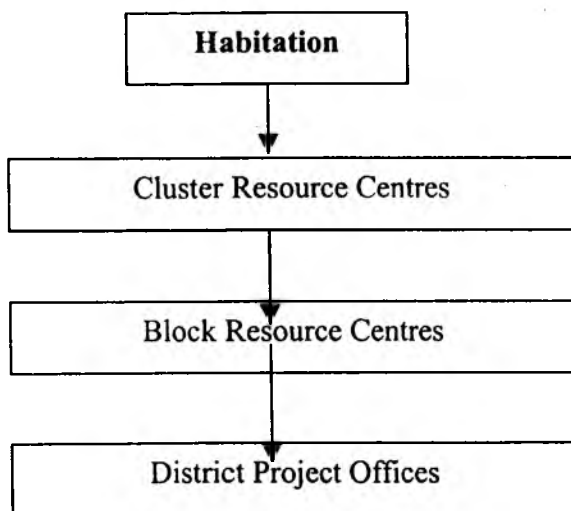
- **Capacity Building exercises**

An important dimension of planning is capacity building, community mobilization and empowerment. Capacity building programmes are undertaken for the continuous development of skills and technique of district and sub-district level functionaries through training, orientation and workshop. Community awareness programmes are in-built features of district plan which elicit wider participation of stakeholders in the programmes.

- Three rounds of training have been imparted to resource persons at CRC and BRC level on planning, data collection and compilation.
- There are DRGs at district level for planning.
- PRI members and MLAs have been imparted training on different rules and regulations.
- The members of VEC and MTA have been imparted training on planning, quality management, management of schooling, enrollment and related fields.
- Training on preparation of Annual Work Plan and Budget to Planning Coordinators and DRG members for taking care of area specific issues of the district.
- Training imparted to community leaders on planning and management.
- Consultative meetings with other organizations as DWO, DSWO, RWSS, CDMO and other like-minded organizations for increasing the capacity on planning and management.

- **Meeting & Workshop**

- A training programme on Educational Planning at district level organized during January, 16-20, 2004 in SPO, Bhubaneswar conducted by NIEPA faculty in which all Planning Coordinators and District Project Coordinators oriented through training and workshop on the process of planning, educational indicators, diagnosis of information available, costing and budgeting.
 - Another training programme also conducted by resource persons of SPO, Bhubaneswar from 23-27 June, 2004 on Educational Development Plan at G.P. Level to track different structures of income and expenditure from the elementary education point of view with a detail habitation study.
 - A state level team comprises Additional Director, (Planning), District Project Coordinators (Sambalpur, Mayurbhanj & Kendrapara) visited to Tamil Nadu to study the planning process and ongoing activities under SSA.
 - There are two teleconferencing programmes organized on District level planning on 22.09.2004 and 29.10.2004 in which VEC-President, PRI members, CRCCs, BRCCs, Headmaster of Schools, S.I. of Schools, Planning Coordinators, DPCs participated, communicated and contributed their experiences and feedbacks with State Resource Persons which was transmitted through GRAMSAT on planning.
 - In all districts resource persons for planning have been oriented on the preparation of cluster level and block level planning. In this process CRCCs, BRCCs, experienced teachers, PRI members and volunteers were involved.
 - Conference in NIEPA, New Delhi on Planning and Policy Management from 1 – 5 November, 2004.
 - Workshop in Mossourie on Planning.
- **Level of Community Participation in planning including preparation of village level plan**



In planning under DPEP level of community participation is clearly visible as there are structures involved in planning and management process in schooling system in the form of VEC, PTA and MTA. The members of these organizations are actively involved in the process of planning and management of the schooling system. These structures are monitored by CRCC and BRCC for increasing the skill and develop the management system. Under DPEP Educational development Plan has been done at G.P. level in which Village Level Plan has been given importance.

At habitation level planning resource persons interact with the members of VEC, MTA & PTA and collect different data and feedback on educational and social profile of that village. These informations are compiled at cluster level with a clear visibility of local specific needs and again these are compiled at block level. Again the District Resource Group for planning compiled all block level planning and make the district level planning with a specification of block level requirements.

- **Status of Use of MIS and DISE data in Planning**

In DPEP Planning, data available in Management Information System (MIS) collected through District Information System for Education (DISE) are used for knowing the status of enrolment of SC,ST, Girls and Boys, number of primary and upper primary schools, number of single teacher schools, number of teachers, para teachers, other sources of data are:

1. Household Survey
2. Micro Planning
3. School Mapping
4. Educational Surveys
5. Regular and continuous feedback from the field.
6. Census-2001.
7. All India Educational Survey by NCERT.
8. Bureau of Statistics.

The next major achievement is the development of the capability to go for the appraisal of the district plans. Appraisal helps in removing errors and thereby enriching the district plans and secondly, providing feedback to districts for making the planning process healthy and resource persons more skilled as planning is the key to achieve UPE and UEE.

- **Issues**
- Planning for Quality.
- Quality efforts linked to achievement of learners.
- Achievement Mapping – Key to pedagogical inputs, teaching-learning activities.
- Micro-Planning more broad-based and viable.
- Local Resource Mobilization.
- School Corpus Fund.
- Linkages between DIET, BRC, CRC, DPO for quality monitoring.

- Planning for mainstreaming beyond EGS/AIE.
- Planning for children belong to SC/ST, girls category and with different ability.
- Planning for increasing completion rate at primary and elementary level as well as increasing the transition rate.
- Planning for increasing the retention rate by improving the school environment and classroom transaction.
- Planning for tracking the competency level of children.
- Planning for Computer Aided Education in all upper primary schools.

(b) Pedagogical Improvement

Improving the quality and efficiency at the school and classroom level is a major thrust area since SSA categorically highlights the need to provide education of a "satisfactory quality" in achieving the goal of education for all. Pedagogical Interventions have been geared up accordingly to show visible changes in the on-going classroom practices and learning achievement of students.

◆ **Resource Enhancement Programme through SRG & DRG:**

To lead the Pedagogical Improvement programmes at the State level the State Resource Group with 35 resourceful teachers and Teacher Educators is in position which is also called Core Trainer Team (CTT). The group is responsible for development of teacher training modules, capacity building of DRG & BRG members and monitoring & supervision of teacher training programmes. The group is also involved in developing curriculum materials, teachers' guide and teacher training modules. In each district a District Resource Group and a Block Resource Group is in position to conduct the teacher training programmes at the block and cluster levels. The district-wise figure of DRG and BRG is given below.

STATUS OF BRG & DRG

Sl. No.	Name of the district	BRG	DRG
1	Boudh	0	35
2	Kandhamala	105	28
3	Koraput	98	36
4	Malkanagiri	105	35
5	Mayurbhanj	247	30

6	Nawarangpur	56	20
7	Nuapada	0	74
8	Sonepur	60	24
	Total	671	282

The DRG members are also given the opportunity to develop themselves through exposure visits to other districts for observing the innovative practices. The resource persons from Directorate of TE & SCERT and State Project Office also orient the DRG members at the district level from time to time.

◆ **School-based Quality Improvement Programmes:**

BRCCs & CRCCs are in position to extend onsite academic support to the teachers at the school point. The District Institute of Education and Training also monitors the academic activities of the school from time to time. The teachers have been oriented to design a school calendar to take up different curricular and co-curricular activities for the whole year. The school environment has been made conducive for learning through wall paintings and wall activities. The teachers are encouraged to follow activity-based Pedagogy for transacting curriculum for which they have been oriented through different teacher development programmes. The use of TLM has been a common practice in classroom transaction.

◆ **Pupil Evaluation Study:**

Continuous and comprehensive evaluation has been insisted upon in schools. The teachers have been oriented to conduct six unit tests covering the whole year in addition to half-yearly examination and annual examination. A tentative date-line has been indicated in the teachers' guide to conduct different tests.

The records of students achievement has been maintained by the teachers and shared with the parents. There is also scope to observe and record the co-scholastic competencies of the learners by the teachers.

The Common Annual Examination is conducted with the assistance of SSA.

A soft-ware called Learning Achievement Tracking System(LATS) has been developed to record the clear picture on the achievement level of learners in each instructional area in each class. There is scope in the soft-ware to know the class-wise dropout rate and gender variation in the dropout rate along with class-wise and subject-wise gender variation in the achievement levels of the learners.

The class-wise and subject-wise achievement of learners in each school is consolidated at the cluster level, such cluster level data are consolidated at the Block Resource Centre

and finally the Block level data are consolidated at the district level. In the process, good performing and poor performing schools are identified block-wise and Pedagogical Interventions are planned accordingly. This sort of achievement mapping is also applied for the EGS centres.

◆ **Teacher Recruitment and Rationalization of teachers:**

Steps have been taken for recruitment of Swechhasevi Shiksha Sahayaks. There is a plan to rationalise the teachers while recruiting SSSs. It is observed that in urban areas teacher concentration is more compared to the rural areas. The Directorate of Elementary Education in collaboration with the MIS unit of SPO is trying to devise a new transfer policy to rationalise the teachers so that each primary school with more than 20 students will get 2 teachers and there will be a teacher for every 40 students as per SSA norm.

◆ **Teacher Training and Support activities undertaken:**

Different training modules have been prepared for different categories of teachers for their capacity building as follows:

Category of teachers	Name of the module	Duration of training	Focus of the module
Primary school teachers	UNMESH	7 days	<ul style="list-style-type: none"> • Understanding the child of the primary level • Understanding the integrated textbooks • Institutionalising activity-based pedagogy. • Conducting learner evaluation.
Upper Primary Teachers	UDAYA	7 days	<ul style="list-style-type: none"> • Understanding the child of upper primary level • Content enrichment in different instructional areas • Introducing activities and projects for transacting curriculum. • Conducting learner evaluation.
Swechhasevi Shiksha Sahayaks	JAGRUTI	30 days	<ul style="list-style-type: none"> • 15-days induction for understanding the child and for understanding the new activity based pedagogy. • 10-days supervised Pedagogical practices • 5-days consolidation of experiences.

- During 2003-2004 7744 teachers (primary, upper primary and SSSs) have been covered through a general round of 7-days duration training in 8 first phase DPEP districts.

- 21363 teachers (primary, upper primary and SSSs) have been covered through general round of teacher training in 8 second phase DPEP districts.
- 46510 teachers (primary, upper primary and SSSs) have been exposed to general round of teacher training of 7-days duration in 14 SSA districts.

On the basis of feed back received from the first phase general round teacher training, modules for the second phase general round teacher training for primary and upper primary schools teachers have been developed by the State Resource Group.

A 5-day teacher training module has been prepared in collaboration with ELTI, Orissa to orient the primary school teachers to teach English in primary classes as the textbook for English has been recently revised.

In addition to this suggestive training modules have been extended to all districts to conduct 2-3 day cluster level training in each quarter in accordance with the training needs of the teachers. All DRG members have been oriented to devise training schedule for 20-day teacher training.

The DRG members of different districts have also been oriented to develop their own training module to address the specific needs of the teachers of the districts.

Pedagogy Coordinators of the districts have been instructed to collect either oral or written feedback from the trainees about the effectiveness of the programme on the last day.

◆ **Curriculum, Textbooks, TLM and Teachers Guides:**

The curriculum for primary and upper primary school has been revised in the light of National Curriculum Frame work for school education, NCERT 2002. The new curriculum waits for the approval of the Syllabus Committee of the Directorate of TE & SCERT.

Textbooks from Class-I to V has been changed and activity-based textbooks have been introduced in Classes I to V with work books included in it. The textbooks from class I to III has been developed following integrated approach.

TLM grant @ Rs.500/- per teacher has been given to 95182 teachers amounting to Rs.4.76 crores during 2003-04.

A standard list of TLM has been provided to each school. Teachers are encouraged to develop their own TLM with the help of students and parents taking into consideration their local conditions & requirements.

Rs.5000/- has been sanctioned for each block for the development of model TLM at the block level. Instructions have been issued to the BRCCs to procure model TLMs in the Block Resource Centre and to exhibit the same for the teachers particularly on the pay day.

Teachers' guide for all subjects from Class I to III have been developed and supplied to teachers to transact the curriculum in accordance with the tips incorporated in the teachers guide. The teachers' guide for class-IV has already been prepared and will be distributed to the teachers during the ongoing academic session.

For sharing and disseminating good classroom practices, fourth issue of AROHA, the news-letter has been published and distributed to all the districts.

- **BRCCs & CRCCs**

Out of 933 BRCCs required for 314 blocks of the state, 865 BRCCs have been selected and 823 BRCCs have been trained through the training module SANJOJIKAI-I for a duration of 6-days. 734 BRCCs have been deployed and are in position.

Similarly, out of 5257 CRCCs required for the whole state, 4645 CRCCs have been selected and 2651 CRCCs have been trained for duration of 7-days through SANJOJIKAI-II. 3354 CRCCs have been deployed and are in position in the state. Once SSSs are recruited, all CRCCs will be in position.

The BRCCs & CRCCs have been selected from among the good performing teachers through 2-day and one-day visioning exercise respectively. Promising teachers desirous of working as BRCCs & CRCCs are initially picked up from teacher training programmes on the basis of their performance. They are finally selected through a selection panel which conducts different written tests, oral tests and group discussion to screen the candidates. Once selected they are trained by the DIET and deployed as BRCCs/CRCCs. Their continuance as BRCCs & CRCCs is subject to their performance appraisal done by the District Project Coordinator at the district level.

- **Institutional Capacity building:**

- SSA funds have been utilized to strengthen the Directorate of TE & SCERT. A Quality Enhancement Unit has been set up to plan and monitor the teacher training programmes in the State under the academic leadership of Directorate of TE & SCERT.
- Funds have been placed with the DIET, Dhenkanal to conduct a seminar.
- Funds are being placed with DIET, Dolipur for construction of hostel building for the accommodation of in-service teachers deputed to undergo different teacher training programme.
- All the DIs of the State have been oriented in four venues, SPO, Rayagada, Sambalpur and Balasore on new Pedagogy through one-day programme.

- **Grading of school and School Development Plans:**

All the schools of the state have been graded in terms of A, B, C, D on the basis of parameters like **school building and its cleanliness, school environment, facilities available and utilized in the school, school records, school institutional planning, school library, classroom activity, teachers' personality, innovative programmes of**

the school TLMs, involvement of school committees in community mobilization, school fund, pupil evaluation, institutional evaluation and remedial measures.

On the basis of identification of the strength and weakness of each school, school development plan is prepared by the school itself. School Development Plans prepared at the school level is consolidated at the cluster level, then at the block level and finally at the district level. As a result of such planning it has been possible to address the district specific issues through Annual Work Plan and Budget prepared by the District Project Office.

- **Distance Education:**

Distance Education Cell has been an invaluable tool for initiating Pedagogical Improvement activities in the state. While following cascade approach, DRG members are exposed to tele-conferencing programmes for their orientation with 2-way Audio and one-way video. Tele-conference has been used to collect feed backs from parents and teachers to revise the curriculum. It has also been the medium to orient the BRCCs and CRCCs on their role and responsibility.

Alternative Schooling & EGS Centres

Madrasa Education:

2. Till date actions have already been taken to cover 79 Govt. Aided Madrasas and 422 Maktabas (Govt. Urdu Primary Schools) under SSA to provide Financial and Academic support such as grants, Free Text Books etc. at par with formal schools. Further 121 un-recognized Madrasas have been identified to be covered under EGS/AIE scheme as per rule. As a result nearly 50,000 children of the age group 6-14 years shall be the beneficiaries under SSA and 25000 children under EGS/AIE. **In one DPEP district in Mayurbhanj 2 Govt. Aided Madrasas and 11 Maktabas have been covered under SSA.**

Adolescent Girls:

10 Residential Adolescent Girls Camp have been opened in Malkanagiri district for S.T. girls.

To ensure universal access through EGS, unserved habitations in remote localities specifically in Tribal dominated areas are identified. Subject to fulfilment of conditions EGS centres have been opened in those unserved habitations and wherever possible Bridge Course Camp, Remedial Coaching Camps and Mini EGS centres are opened.

As regards the **mainstreaming** of children nearly 514 no. of EGS centres were converted into New Primary and Upper Primary Schools after successful functioning for 2 years. As a result, nearly 23130 children have already been admitted to formal school education

system. **In 8 DPEP districts 56 EGS centres have been converted into Primary and Upper Primary Schools mainstreaming 2536 children.**

As on 31.8.2004 total 19009 EGS centres (1413 U.P. + 17596 Primary) centres are functioning covering 596326 children therein engaging 20897 EVs. In 8 DPEP districts 5370 Primary EGS centres and 261 Upper Primary EGS centres are functioning with enrolment of 1,63,561 children.

OPEPA has developed an efficient monitoring mechanism to provide physical and academic onsite support to the EVs for quality education. At the district level the DPCs and EGS Coordinators monitor and supervise the functioning of EGS & AIE. At block level, the BRCCs extend direct support being assisted by the CRCCs who look after EGS & AIE at cluster level. The school/EGS centres hours are normally from 10 a.m. to 4 p.m. and minimum 25 children are enrolled in each EGS centres in case of non-KBK district and non-scheduled areas. However, minimum 20 learners are enrolled in KBK district and scheduled areas.

As regards teachers qualification, trained graduates and trained C.T. qualified personnels are engaged as EVs. In case of non-availability of trained teachers untrained teachers are engaged as per rule. TLM are provided to all EGS centres and TLM corners are maintained therein. Further, TLM exhibitions are organized to motivate teachers and students for preparation of low cost TLMs using locally available source materials.

Honorarium to EVs and Supervisors as well as expenditure per child per year is in accordance to EGS & AIE guidelines.

At present 83 NGOs are involved in the state for management of EGS centres. In addition, 2 NGOs have been permitted to run 73 AIE centres to cover 1649 children in Bolangir district. **In one DPEP district like Koraput 3 NGOs are managing 71 EGS centres.**

(d) Girls Education/Gender

Administrative Arrangements at state and district levels

- At state level- State Gender Coordinator
- Asst. Gender Coordinator
- At district level- District Gender Coordinators are in position
- For expediting work on NPEGEL Scheme in 11 districts of KBK region (Focus area), a Zonal office has been set up at Rayagada. Three Programme associates are in position in the Zonal office.

SRG and DRG

SRG- Representatives of INGOs- UNICEF, UNDP, UNFPA, Action Aid; leading NGOs working with women and children; Gender Studies Dept. of Utkal University, SCERT, Academy of Tribal Dialect and Culture(ATDC).

Role- Resource and coordination support to state girls' education unit and district girls' education unit.

DRG- Representatives of DIET, teachers, ICDS, NGO, PRI.

Role- Resource and coordination , monitoring at district level

Material development for community mobilization-

- I. Use of puppets for community mobilization –
 - a. Preliminary workshop over
 - b. Module to be developed.
 - c. Workshop to be held at Rayagada for four districts of undivided Koraput.
- II. Workshop proposed for development of gender related materials, literature and leaflets, pamphlets etc.
- III. Calendars developed for tribal districts of Orissa.
- IV. Teleconference on NPEGEL, MTA training
- V. Multimedia Package on Community Mobilization
 - To be Launched in November in 3 districts i. e. Malkanagiri, Kalahandi, and Nawarangpur.
 - Meant for enrolment and retention of girl children for class I – VII.
 - The media /materials to be used in the package – Print, Audio, Video, Delivery mode.
 - A Task Force Group has been constituted in the 3 districts to coordinate, implement and supervise the programme.

Awareness campaigns and community participation

1. Convergence meetings at district level awareness and symbiotic relationship of education with other indicators through orientation and programme sharing with other agencies –ICDS, Health ,NGOs.
2. Orientation of PRI members on girls education.
3. Constitution of MTA and training of MTA.
4. MTA are the **child hood care and education committee** - coordinate and supervise ECCE and village level.
5. Encouraging MTA to participate and take leadership in civic activities -
 - Gardening
 - Teaching in absence of teachers
 - TLM preparation
 - Read construction

6. MTA Training Module “Rashmi” developed to build capacity of MTAs.

Women’s Participation in VECs

1. 3 female members included in VEC.
2. Female members included in cluster level coordination committee under NPEGEL scheme – This committee is to be the resume and administrative unit for cluster level programmes and activities.

Gender Sensitization

A Teachers’ Training Module on Gender Sensitivity named ‘SHIKHA’ has been developed. ‘Training of Master Trainers’ to be undertaken during 21- 24th Nov. 2004. This will be followed by Teachers’ training state wide on gender sensitivity.

Work Shops

1. Preparation of MTA training module on 10.2.04- 13.2.04
2. Preparation of teachers training module (1st) on 22.5.04-25.5.04
3. Preparation of TLE Booklet for MCS on 9.8.04-11.8.04
4. Preparation of training module/materials for use of puppetry as TLM and for community mobilization.

Research and Evaluation

1. To identify relevant vocational need for adolescent girls along with a baseline economic/market assessment- selected clusters of Dabugaon and Kosagumuda blocks of Nabarangpur.
2. To make baseline assessment study with regard to MCS and its feeder schools- two MCS each in blocks Kotagarh, Baliguda, Tumudibandha of Kandhamal.

Review Processes

District Level- At DPO, monthly review of CRCC, BRCC and District Gender Coordinator
State Level- At SPO, quarterly review of District Gender Coordinators of 30 Districts.

Innovation

8 Bridge course camps- 2 each in Nawarangpur, Koraput, Malkanagiri and Rayagada for adolescent girls where they are being imparted functional literacy(upto class v), reproductive health information, life skills education and vocational training.

(e) Early Childhood Care and Education (ECCE)

The well being of children has been an integral part of India's developmental planning since 1951. The National Policy on Education (NPE) 1986 views ECCE as a crucial input in the strategy of human resource development, as a feeder and support programme for primary education and also as a support service to working women. ECCE includes the total development of children - physical, motor, cognitive, language, emotional, social and moral. ECCE is considered as a significant input to compensate for early environmental deprivations at home by providing a stimulating environment to children. While on the one hand, it is expected to provide the necessary maturational and experiential readiness to the child for meeting the demands of the primary curriculum, it also impact on the enrolment and retention of girls in primary schools by providing substitute care facility for younger siblings.

Early Childhood Care and Education has an important place in the NPE (1986) and the revised POA (1992). Researchers and educationists are unanimous with regard to the significance of ECCE for achieving universal primary education. ECCE, in general and pre-primary education in particular acquires greater importance in the context of declaring primary education a fundamental right of the child.

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

PROGRESS:

- **No. of ECCE centres :**
 - 34201 Anganwadi centres are already functioning in the State.
 - Total 10106 pre-school centres (5750 NPEGEL + 4356 SSA) will be opened in all 30 districts this year. Preliminary works such as selection of centres, formation of Committee and selection of ECCE worker is under process.

- **Training and Mobilization:**

- Selected CDPOs, Supervisors have been oriented for four days on transaction of ECCE manual. They will act as resource persons in district/block level training of Anganwadi Workers.
- Training of pre-school instructors of newly opened pre-school centres will also be undertaken this year.
- Training of Anganwadi Workers has been started in all the districts on transaction of ECCE manual.

- **Material Development:**

- ECCE Manual and Activity Bank for 120 has been developed scheduling the various components of preschool education. ECCE manual has been prepared in convergence with W & C D Department.

- **Costs:**

- For strengthening of the AW Centres an amount of Rs.2000/- has been provided to each AWCs in 16 DPEP districts.
- Funds have been released to W & C D Department to conduct District and Block level training of AW workers on ECCE manual.
- Funds have also been released to W & C D Department to organize the Block level TLM Exhibition on pre-school education.

- **Monitoring & Research:**

- One meeting of the field functionaries of ICDS had been arranged in the State Project Office to discuss various issues relating to pre-primary education in AW centres.

(f) Media

MEDIA & COMMUNITY MOBILISATION AND PARTICIPATION

DPEP is a community based programme for Universalisation of Primary Education, aims at providing useful and relevant primary education to all children in the age group of 6-11 years. Media plays an important role in generating public demand for education specially in the deprived areas. DPEP of Orissa has been emphasising both traditional and modern medium of creating awareness. It involves also direct communication. Success of the programme as designed in the objectives depend more on successful and frequent media campaign.

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

The objectives of media are to

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

Similarly Community Mobilisation and Participation is considered as one of the major intervention to achieve the goal of DPEP. The stronger the linkage between the school and neighbouring community, the greater is the effectiveness with which the school functions. It is observed that unless the people are mobilised or made aware of the different activities of DPEP, their role in sending a child to school, ownership of school, the success of the programme cannot be achieved. Environment of acceptance of the programme can be built through organisation of different meetings, workshops and cultural programmes. To ensure, the target of enrollment, retention and quality of education, people's participation is highly required. It is, therefore, planned to strengthen VEC at grass-root level through various activities.

Activities undertaken under Media and Community Mobilization and Participation of DPEP.

- ◆ State and District Resource Groups have been formed and oriented.
- ◆ Audio Cassettes about enrollment and retention of tribal and girl children have been prepared and distributed among the districts.
- ◆ Video cassettes have been prepared highlighting DPEP activities and distributed among the districts.
- ◆ Writing of articles in newspapers, state and districts have published materials including brochures, booklets, handbills, posters, folders and pamphlets for creating awareness among general public.

- ◆ The state and district level convention and orientation programmes for different field functionaries, peoples' representatives, NGOs are being organised to help generating genuine public demand for the educational opportunities.
- ◆ Press releases on activities of DPEP has helped in formation of realistic strategies.
- ◆ Frequent articles, audio video shows, TV and radio talks, Phone-in-programme in radio and TV, Tele-conferencing programme through Gramsat Pilot Project are organised at State level.
- ◆ Wider range of participants are invited at State, district and sub-district level to participate in the programme. VEC members, Sarpanches, teachers, BRCCs, CRCCs, two PRI members and other stakeholders having participants at the learning end.
- ◆ DPEP stalls have been organised in the district levels fairs and exhibitions in most of the district in order to create general awareness about the programme.
- ◆ District Media Coordinators are in position in all the districts.
- ◆ In DPEP, Orissa strategies have been formulated to constitute and empower grassroot level community organisations e.g., VEC, PTA & MTA
- ◆ School Committees (VECs) are in place in all the districts. This has been constituted after issuance of Govt. Circular on Orissa School Education (Community Participation) Rules, 2000.
- ◆ These community level bodies have been delegated powers and functions and resources under DPEP.
- ◆ The bodies have been participating in
 - Micro-planning and School Mapping exercises to develop School Improvement Plan and Village Education Plan.
 - Civil works e.g., in construction of new school building, additional classrooms, toilets etc.
 - Improving school environment.
 - Mobilising Communities for enrolment and retention and facilitating school management.
- ◆ VECs across the districts under DPEP, Orissa are active in varied degrees in -
 - Raising Voluntary contribution for schools
 - Engaging EVs in EGS centres
 - Conducting household survey for EGS/AIE centres
 - Utilisation of School Improvement Grant provided by DPEP
 - Day to day management of primary school/upper primary schools, EGS/AIE centres and ECCE centres.
 - Involvement in schooling processes i.e., planning, management and monitoring, supervision, accountability, utilisation of existing resource. Mobilisation of additional resources.
- ◆ VEC members are trained on effective school management and on different activities like construction, community mobilization etc.

- ◆ Selected members of PTA, MTA are trained.
- ◆ Vidyalaya Pravesh Utshav are organised to encourage enrollment of eligible school-age children.
- ◆ Sharing workshops in the shape of women convention, tribal convention, Jati Mahasava are organised at District and Sub-district level to promote community participation.
- ◆ Village meeting on the line of Gram Sabha and Palli Sabha are initiated to educate people for owning the village school.
- ◆ Three types of Training Module for members of School Committee has been prepared in order to train the members of newly constituted School Committee taking into consideration their active, average and passive involvement in day-to-day management of the schools.
- ◆ NGO members and other PRI members and Sarpanches are also trained through Televised programme in Gramsat Pilot Project about their roles in mobilising community members to make primary education universal.
- ◆ A quarterly newsletter **PARIVARTAN** on activities of DPEP/SSA has been printed and distributed among the districts.
- ◆ Some short video films have been prepared on different activities of DPEP which will be distributed among all districts very soon.
- ◆ A special awareness campaign-cum-enrolment drive have been conducted in most of the districts.

Teachers Training on Community Mobilization:

A chapter relating to Community Mobilization and mobilizing resource support from community on Pedagogical issues is included in the Teachers' Training module in order to train the teachers in that line.

Success Stories

1. In majority of schools Corpus Fund have been developed for improvement of school.
2. Some people donated lands for construction of school building.
3. In served schools across the districts the School Committees are engaging para-teachers by giving them some monthly honorarium from village funds.
4. Instances can be found in a number of schools, where Village Communities have donated land and labour besides their time. They are also making financial contributions for the purpose of school building improvement and infrastructure.

Research Studies Undertaken:

Some Research studies have been conducted in districts like Boudh and Malkanagiri in the area of Community Mobilization and relationship between School & Community and the finding of such studies are quite encouraging.

Future Action Plan:

Sustainability of DPEP achievement is possible through Community Participation. Therefore, support from the system needs to be strengthened in following ways.

- Sensitization of mainstream elementary education officials at district and block level.
- Linkage of School Committee and PRI on Education needs to be further strengthened.
- School Committee members are to be further empowered to take up the ownership issue through another round of training.
- Impact studies will be taken up on Community Mobilization, functioning of School Committee, PTA & MTA.
- Tele-conferencing programme will be organized for further capacity building of VECs, MTA, PTA etc.

(g) Research & Evaluation

◆ Administrative arrangements:

At the State Project Office, Research Associate is in place for coordinating all the activities related to Research & Evaluation.

A State level Research Advisory Committee has been set up with members from Universities, Research Institutes, Retired Educationists for designing the priority areas for research and evaluation, extending support for capacity building of state level/district level functionaries in research methodology etc.

Steps are being initiated to form District Resource Groups to monitor research & evaluation activities at the district level.

◆ Capacity building of staff for conducting research

A training programme was organized for building of capacity of field level functionaries like BRCC/CRCC/Headmaster/Primary School teachers on Action Research Methodology.

◆ Research studies conducted, Planning & on-going:

Completed: Baseline Assessment study at the end of class-III was conducted in collaboration with NCERT in four districts i.e. Khurda, Nuapada, Jagatsinghpur and Mayurbhanj.

Planning: Proposals are initiated for conduct of research studies in 11 areas at the state level from various research institutes, educational departments, Universities etc.

For small-scale studies, proposals are invited from faculty members of DIETs.

Ongoing: Mid-Term Assessment Survey in eight DPEP-II districts through TE & SCERT.

◆ Status of evaluation studies:

An evaluation study entitled "Impact of Teacher Training programme on Teaching Learning Process " is being conducted through Dr. PMIASE, Sambalpur. It will be completed by December, 2004.

◆ **Status of Action Research:**

8 Action Research Projects have been commissioned through the field level functionaries. The questionnaires have been finalized. The data collection have been completed. The Projects will be completed by December, 2004.

◆ **Net-working with organizations:**

Faculty members from State level Research Institutes like Nabakrushna Choudhury Centre for Development Studies, Deptt. of universities/colleges, RIE are invited from time to time to provide resource support for the research and evaluation activities. For the conduct of large scale and small scale studies, Networking with institutions/NGOs/DIETs/TE & SCERT have been made.

(h) Distance Education

• **Installation of DRS (digital or otherwise)**

The satellite communication network for Interactive Training and Development Broadcasting is used in Orissa through ORSAC. Gram sat project has been initiated on pilot basis by department of space and government of Orissa. The programme is covering all the 30 Revenue districts of the state for which Direct Reception Systems (DRS) have been installed in DRDA offices. In addition to this, it is covering 314 blocks of Orissa and 30 Gram Panchayats of 8 KBK districts.

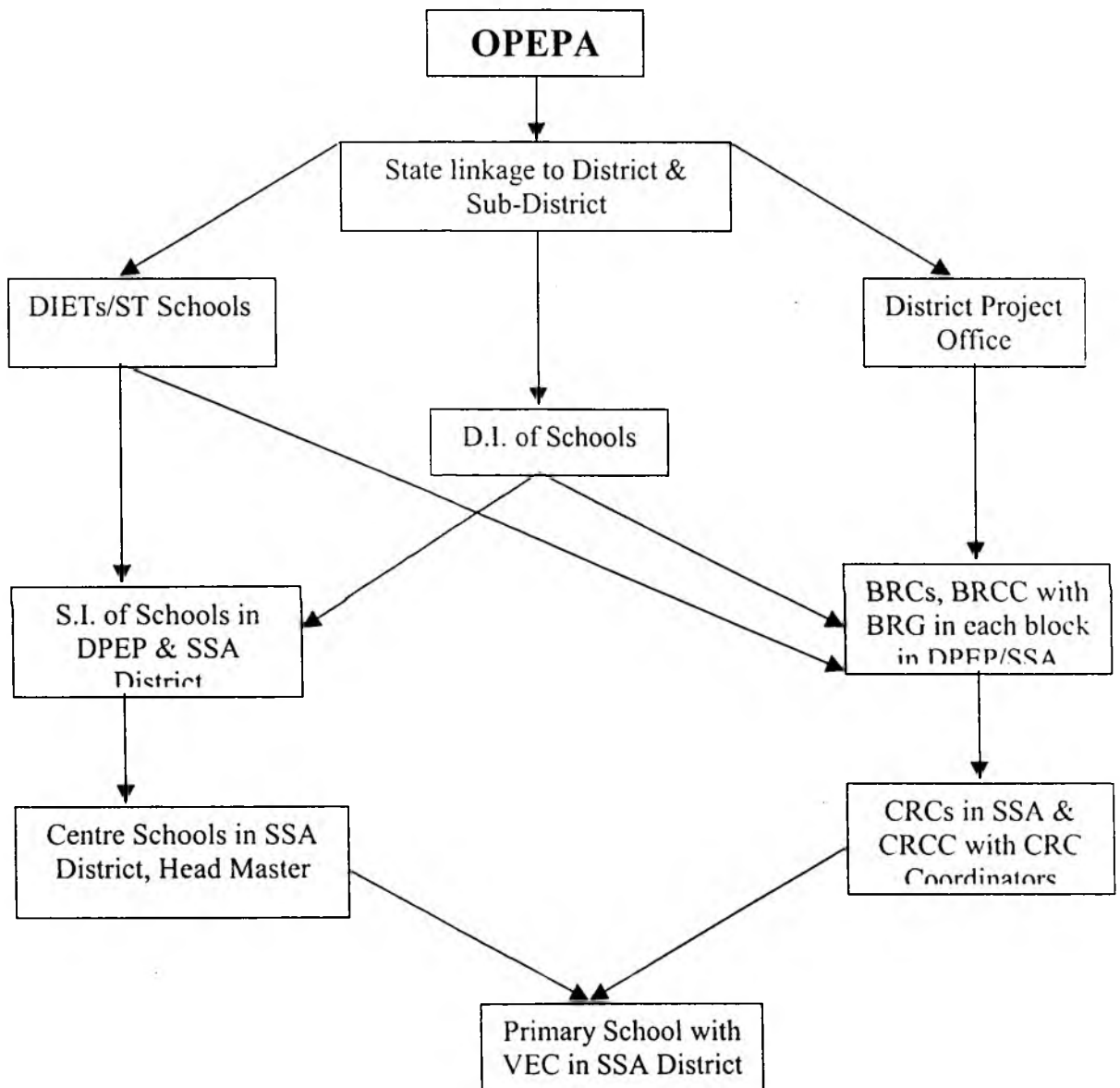
DEP has upgraded the Analogue DR systems into digital and installed DR systems in 17 centres (DIETs, Dhenkanal, Bolangir, Sambalpur, Keonjhar, Kalahandi, Jeypore, Phulbani, Mayurbhanj and ST schools- Bargarh, Gunupur, Rayagada, Gajapati, Nawarangpur, Nuapada, Sonapur, Boudh and Malkanagiri and one in SPO) Initially DEP installed DR systems of Analogue type in DPEP districts which were vibrated and used in regular basis during 2001-2004 in close collaboration with Gram sat pilot project, BPFTI studio, Orissa and DPEP-SSA.

- Presently the learning centres under DIETs and STs are not functioning properly due to functional barriers of the systems. The DR systems need repair and maintenance.
- Five more number of DR systems recently installed in DIETs and one in SCERT under SSA which are DIET Remuna, Dolipur, Khalikote, Sundergarh and Khurda.

Administrative arrangements

- The state project office of DPEP-SSA is the state level nodal agency and is responsible for all activities including distance education in the state. It has close linkage with DEP, IGNOU, NCERT and obtains expert support for the development and implementation of the training programme. The DIETs, BRCs and CRCs also act as the district, block and cluster level agencies to carry out the support activities.

Administrative Linkage



State Resource Group

The State Resource Group is a composite body consisting of faculty members of different teachers training and research institutes of the state who are functioning

to undertake various programmes under DEP including planning and preparation of materials and giving advice for implementation of DEP programmes.

- The SRG for distance education suggests distance education inputs programme review, progress of activities and forward AWP & B for DEP-DPEP/SSA consideration and approval. It ensures sustainability and inclusion of the activities.
- SRG meeting held on dt. 12.8.04
- SRG meeting held on dt. 19.5.04

District Resource Group

District Resource Group formed in girls education are implemented the MMP in distance education and in the districts. DRG members have been trained and oriented through teleconferencing during 16-17th Feb'2004

Development of SIM

- Review of SIM (EKALAVYA) has been conducted in the workshop held on 28-29th Nov,03 and reprint and distribution of SIMs in three volumes has been initiated and the work may be complete by Dec'2004.

Capacity building for audio video script Writing and for use of audio and radio programme

- Audio script writing workshop developed during 18-20th Sept'03
- Review and finalization of audio and video script writing workshop was organized during 14-15th Sept'03 (13 no. of audio programmes and 8 number of video programmes developed)
- Radio programmes in contextual issues and one phone-in-programme has been conducted during April-Sept'2003.
- Development of 13 video spots in 3 spots (Hon'ble Chief Minister participated, 5 on girls education, 5 on IED, ECCE, Girls education etc.), Video short films under girls education, civil work, IED etc. have been produced.
- Audiocassettes including 8 songs for School Chala Abhiyan during Aug'2003 have been produced and distributed 13000 copies to 30 districts.

Training of Master Trainers

- 60 number of facilitators have been oriented to conduct the teleconferencing programme at the learning centres.
- Orientation of panellists, RPs and heads of DIETs on teleconferencing programme has been conducted.

Capacity building of DIETs and other staff for conducting tele and video conferencing

- 17 number of teleconferencing programme and one video conferencing have been conducted during Aug'2003 to Oct; 2004 on different interventions.
- Audio and videoconference conducted on various themes.
- Training of BRCs, CRCCs, SIs of schools, DIs of schools, VECs, Tribal Coordinators, Girls education, NPEGEL, Civil works. Curriculum and text book, Parental counselling on IED, Community participation for School Chala Abhiyan, Planning, implementation and monitoring, civil work construction etc. have been taken up through teleconferencing.

Utilisation of EDUSAT

- Video programmes developed and produced have been submitted to ORSAC and DEP-SSA, IGNOU, New Delhi for EDUSAT programme.

Issues, if any

- **Distribution of DI materials** to DIETs, STs,DRCs,BRCs and CRCs like SIMs (Ekalavya) VHS cassettes and audio cassettes, children film CDs, Calendars, Posters.
- Orientation programme on distance education for DPCs held during 11-12th Feb'04.

A national workshop on training programme in operation and training of DRS for local facilitators held during 17-18th June'04 in which 10 states have participated and RPs from ISRO, Ahemedabad have participated in that workshop in which 40 participants were oriented.

Multimedia Package developed for Girls Education and Gender Sensitization

A MMP has been developed in which print materials, Audio and Video materials teleconferencing and radio programmes developed and will be implemented at 3 target districts (Kalahandi, Nawarangpur, Malkanagiri)

- 11,000 copies of calendars, posters, pictures developed and distributed
- 26 songs, dramas, corrus in 4 audio cassettes developed and distributed to 3 target districts.
- 5 short films, 5 spots developed and distributed to the target districts.
- Teleconferencing will be arranged on month of Dec'04
- Radio programme developed
- Feed back assessment of posters/calendars distributed in three target districts.
- Launching of MMP will be held during 14th Nov'2004
- Training-cum- material development workshop on audio script writing will be held during 22-24 at Kalahandi for Zonal level.

(i) Education of Special Focus Group-SC, ST, Minorities

- A tribal unit in OPEPA is there with a State Coordinator ST/SC education. At the district level the district coordinators of pedagogy are in charge of SC/ST education. Besides at the district level, the DRG and BRG are functional.
- MIS data on SC/ST education relating to enrolment, retention and out of school children is available in MIS unit.
- Teachers of tribal areas had been sensitized on attitudinal aspects in DPEP-I districts. This is being replicated in DPEP & SSA district in the blocks with high SC/ST concentration.
- Community awareness programme such as 'Jati Mahasabha' and mobilization of educated tribal youth for enrolment retention and support to school.
- EGS/AIE centres have been opened in tribal dominated areas.
- VEC/MTA Community are sensitized to retain the children in schooling system. Besides teachers and BRC/CRCs are sensitized.
- Free textbooks, stipend as reading writing materials were provided to SC/ST children.
- In 396 ST girls Hostels, ST girls were given incentive of Rs.450/- per girl per month for 15400 ST girls.
- Training module on tribal education is developed and trained up 320 DRG and 20,000 teachers in DPEP.
- To bridge the gap of home language and school language six tribal –Oriya bi-lingual primers have been prepared and distributed among ST children (Bonda, Koya, Kuvi, Juang, Saora).
- Supplementary readers to ST children are prepared. Teacher, Handbook, Conversational chart, self learning materials, Training module for teachers on tribal language (in Saora language)
- Linguistic survey and mapping.

Convergence with UNICEF

Two blocks in Koraput is adopted to reduce disparity in SC/ST and girls.

Activities

Taken up in these two blocks are.

1. Linguistics mapping
2. Training of DRG/BRG
3. Preparation of tribal language materials.
4. Training of teachers on SC/ST/girls education.

(j) Integrated Education

With the inclusion of Integrated Education for the Disabled Children in the DPEP guidelines, it was implemented in 8 pilot blocks of the project districts with one State Coordinator at SPO, one District Resource Coordinator in each district, and three Special Teachers (having Diploma in HI, VI, OI & MR) per block. Resource Groups were constituted at State, District and Block levels. Resource Centres were identified for convergence. Disabled children were enrolled in schools after identification survey and screening camps. VEC/MTA/Community Sensitization Programmes incorporated IED component. IED component was also added to on going teacher training, VEC training and CRC training programmes. Linkages were established with TE & SCERT, W & C D Department and leading NGOs. 5-day teacher training on IED is being conducted in a phased manner.

Subsequently from the year 2000, the programme was extended to 8 DFID districts. Now it is implemented along with SSA activities in all 30 districts including 8 DPEP districts. The present status of progress in IED implemented in all 30 districts including 8 DFID districts is given below :

PROGRESS:

Administrative Arrangement:

IED Coordinators in 28 districts have been posted and steps have already been taken to engage IED Coordinators in rest 2 districts.

One Assistant Director is looking after IED Intervention at State level.

Identification, Assessment and Provision of Aids & Appliances:

- 120749 children were identified and medically screened.
- 112254 disabled children were enrolled in primary schools in all 30 districts.
- Total 7540 aids and appliances have been distributed among the enrolled disabled children in convergence with ALIMCO, NIRTAR, Indian Red Cross Society and DRC to VI Students with aids.
- Total 290 Medical Assessment camps had been organized at the district level and 58456 disabled children have been assessed.
- 27 Computerised Braille Printers, 10 Tactile Devices, 20 Audio Meters, 30 Speech Trainers have been provided to the districts.
- 20 Ear Mould Laboratories have been set up in 20 districts.
- 40 schools have been provided with Loop Induction Systems.

Strategies for enrolment and retention of children:

- In convergence with W & C D door to door survey for identification of IED children in all 30 districts have been completed by engaging 34201 AW workers.
- AW workers engaged in survey work have been paid @ Rs.100/- each towards their remuneration.
- An amount of Rs.10,43,400/- has been paid to W & C D Department for computerization of data.
- Free textbooks are distributed to disabled children in general as well as children enrolled in recognized special schools run by NGOs.
- TLM development workshop conducted at district level.
- Theme based camps are being organized on a monthly basis at GP/Block level for 40-50 disabled children along with parents for development of their potentialities and self esteem. 1248 such camps have already been organized at block level.
- Some special schools at the district level have been strengthened with special equipment for providing resource support to IED implementation, supervision and monitoring.
- 125 Speech training camps for the HI children and their mother are also being organized at the District/Block level. A 3-days module has been developed and tried out for Speech and Auditory Training. The training is being conducted at the district level.
- 858 ramps, 351 hand-rails have been constructed in selected primary schools having children with locomotor disability.
- 277 learning corners with special TLM for disabled children have been set up in primary schools.

• **Community sensitization and teacher trainings:**

- Parents of hearing impaired children have been oriented on the use and maintenance of hearing aids.
- 8359 VEC members have been trained on IED.
- 12421 Anganwadi Workers have been trained on IED.
- One Tele-conferencing programme for orientation of parents has been organised.
- 69985 nos. of general school teachers have been provided training through general round of teachers training programme.
- Total of 12912 number of primary school teachers have been trained for 5 days on IED. Teacher Training on IED is being conducted in a phased manner.
- 950 AS Instructors have been trained on IED.
- 533 nos. of teachers have been given 3 months RCI Foundation Course training.

- Two teachers from all 8 DPEP districts and 14 SSA districts have been oriented for 5-days i.e. from 12.3.2003 to 16.3.2003 regarding different activities on IED to enable them to implement different programmes on IED in their districts.
- 82 teachers have been trained on 45-days Foundation Course on IED to work as resource teachers in blocks.

Multi-sectoral convergence with other Departments/Agencies:

- Convergence has been made with W & C D Department, Anganwadi Workers has been engaged for identification & enrolment work.
- Convergence has also been made with ALIMCO, NIRTAR, DRC, and DDRRC for supply of aids and appliances.
- Convergence has also been made with Health Department to provide Specialists for medical assessment camps.
- Help from Institute of Health Science, Bhubaneswar has been taken to provide audiologists for conducting medial assessment camps of HI children.

Involvement of NGOs:

- Convergence meeting with NGOs running special schools has already been organised at State Project Office to chalk out a plan for providing financial support to the NGOs to bring all disable out of school children to the mainstream.
- Medical Assessment camps are also being conducted in Keonjhar district with the help of CRSR, reputed NGO.
- Individualized Educational Plan has been implemented in Baliana Block of Khurda district with the help of Pratibandhi Kalyan Kendra (PKK)
- Collection of information regarding the NGOs working in the field of disability in 30 districts.

Monitoring & Mechanism:

- IED Coordinators engaged at district level are monitoring all IED related activities.
- BRCCs, CRCCs and DRG are also oriented to monitor all IED activities.

Individualized Educational Plan for these children:

- Individualized Educational Plan has been implemented in Baliana Block of Khurda district with the help of Pratibandhi Kalyan Kendra (PKK)
- Initiation has already been taken to implement the Individualized Educational plan in one block of Mayurbhanj, Balasore, Bhadrak, Cuttack, Jajpur, Puri, Sambalpur and Jagatsinghpur.

Other activities:

- A research study is being conducted by Action Aid to evaluate the impact of activities undertaken at district level for the education of children with special need.
- A State level TLM Exhibition has been organised at Konark.
- 2-day Regional Workshop on "School as inclusive communities under SSA' has been organised in the month of September, 2004. Participants from Eastern and North Eastern States have participated in the workshop. National Children's Festival 'Anjali' is going to be organised from 14-18th November, 2004 at Bhubaneswar in convergence with W & C D Department, UNICEF and other reputed NGOs. Nearly, 1200 disabled and non-disabled will participate in the festival.

(k) MIS

Status of Management Information System in DPEP Expansion districts

- Staff Position

The staff position in MIS section of DPEP expansion districts is as follows,

Name of District	Programmer	Data Entry Operator
Boudh	1	1
Kandhamal	1	2
Koraput	1	3
Malkangiri	1	2
Mayurbhanj	1	3
Nawarangpur	1	2
Nuapada	1	2
Sonepur	1	2

- Capacity Building of Staffs

Different workshops cum training programmes have been organized for capacity building of the MIS personnel. The Programmers as well as the DEOs have been imparted training on

- Revised DISE software
- New Household Data Query Software
- Web Based Project Monitoring system
- Learning Achievement Tracking System

- **Availability of Hardware and software**

MIS section in all districts is well equipped with all the required hardware & software. A brief abstract of the status of the availability of HW and SW in the districts is given below.

District	No. of PCS	Printers	UPS	Internet Connectivity	Software available
Boudh	2	2	2	Available	Revised DISE
Kandhamal	3	2	3	Available	Revised DISE
Koraput	3	2	3	Available	Revised DISE
Malkangiri	3	2	3	Available	Revised DISE
Mayurbhanj	3	2	3	Available	Revised DISE
Nawarangpur	5	2	1	Available	Revised DISE
Nuapada	3	2	3	Available	Revised DISE
Sonepur	3	2	3	Available	Revised DISE

- **Status of revised DISE Data**

New revised formats have been printed this year and supplied for collection of the DISE data. The data collection has been started from 1st October 2004. The data collection process is being done in following phases in the districts.

- State level training & distribution of formats.
- District level training to the BRC & CRC Coordinators, Head Masters, teachers etc.
- Spot verification at BRC by the BRCCs.
- District level Verification by the DPO staff.
- Computerisation at District Project Offices.

All most in all districts data is under the process of being computerized, which is expected to be completed by end of November 2004. Data can be forwarded to the GoI after state level verification latest by 1st week of December 2004.

- **Others (ACHIEVEMENT MAPPING - Learning Achievement Tracking System)**

All the district MIS Programmers have been oriented regarding how to work with the LATS software and analyzing/ querying the database. Kandhamal, Koraput, Malkangiri and Nuapada districts have submitted the computerized LATS data and have analyzed and shared the outcomes of the LATS Data. Other districts are in the process of computerizing the data and would submit the database soon.

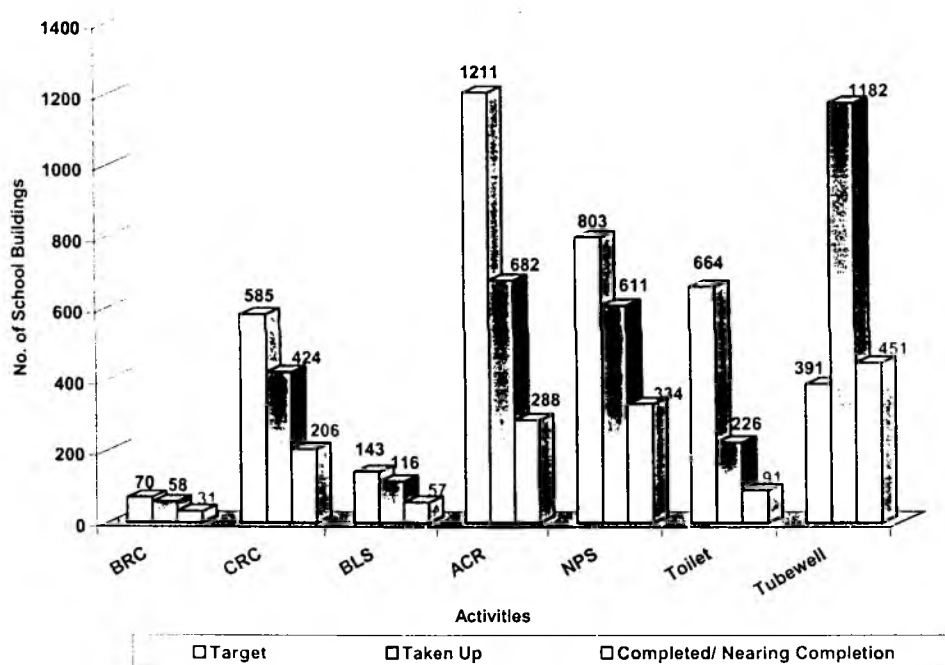
(I) Civil Works

The Civil works programme provides necessary infrastructure for the Universalization of Elementary Education through out the State by direct involvement of the Community in construction as well as post construction activities for ensuring long term sustainability.

Sarva Shiksha Abhiyan is the parent programme running in full swing through out 30 Districts of Orissa along with other sister projects like Reconstruction of School Building Programme under Post Cyclone Project, District Primary Education Programme, SRC are being implemented in specified Districts. Orissa Primary Education Programme Authority, an autonomous Registered Society is the ultimate implementing agency.

Progress Status under DPEP:

PHYSICAL STATUS UNDER D.P.E.P-II



PROGRESS REPORT AS ON SEPT-04 UNDER D.P.E.P-II

Sl. No.	Activities	Target	Taken Up	Completed/ Nearing Completion
1	BRC	70	58	31
2	CRC	585	424	206
3	BLS	143	116	57
4	ACR	1211	682	288
5	NPS	803	611	334
6	Major Repair	1131	164	129
7	Minor Repair	1302	18	18
8	Child Friendly Element	0	615	390
9	MIS	8	8	8
10	Training Hall	6	6	5
11	Toilet	664	226	91
12	Tube well	391	1182	451
13	Electrification	730	115	0
TOTAL		7044	4225	2008

YEAR WISE PHYSICAL PROGRESS UNDER DPEP-II

Sl. No.	Activities	Target as per the Perspective Plan	2002-03		2003-04		2004-05		Cumulative Progress till Sept'04	
			Taken Up	Completed/ Nearing Completion	Taken Up	Completed/ Nearing Completion	Taken Up	Completed/ Nearing Completion	Taken Up	Completed/ Nearing Completion
1	BRC	70	0	0	58	10	0	21	58	31
2	CRC	585	9	0	360	82	55	124	424	206
3	Building Less Schools	143	56	0	57	23	3	34	116	57
4	Additional Class Room	1211	172	0	389	110	121	178	682	288
5	New Primary School	803	363	0	238	106	10	228	611	334
6	Major Repair	1131	0	0	133	83	31	46	164	129
7	Minor Repair	1302	0	0	13	13	5	5	18	18
8	Child Friendly Element	0	0	0	0	0	615	390	615	390
9	MIS	8	0	0	8	8	0	0	8	8
10	Training Hall	6	0	0	6	4	0	1	6	5
11	Toilet	664	0	0	226	22	0	69	226	91
12	Tubewell	391	0	0	1182	0	0	451	1182	451
13	Electrification	730	0	0	95	0	20	0	115	0
TOTAL		7044	600	0	2765	461	860	1547	4225	2008

PROGRESS REPORT OF DFID DISTRICTS AS ON SEPT.- 04

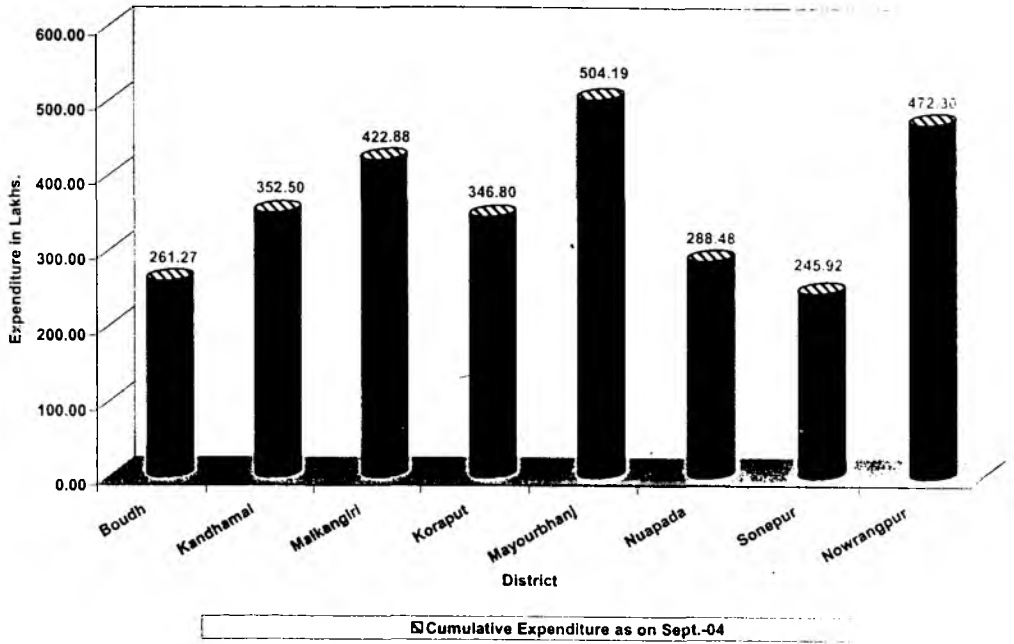
Name of the District	BRC				CRC				Building Less Schools				Additional Class Room				New Primary School				Major Repair				Minor Repair			
	Target	Taken Up	Completed/ Nearing Completion	Spilled over to 2004-05	Target	Taken Up	Completed/ Nearing Completion	Spilled over to 2004-05	Target	Taken Up	Completed/ Nearing Completion	Spilled over to 2004-05	Target	Taken Up	Completed/ Nearing Completion	Spilled over to 2004-05	Target	Taken Up	Completed/ Nearing Completion	Spilled over to 2004-05	Target	Taken Up	Completed/ Nearing Completion	Spilled over to 2004-05	Target	Taken Up	Completed/ Nearing Completion	Spilled over to 2004-05
Boudh	3	1	1	2	45	19	11	26				0	225	71	40	154	72	70	30	2	284	15	15	269	108	14	14	94
Kandhamal	12	10	2	2	105	92	47	13	43	39	7	4	192	110	35	82	57	47	23	10	79	20	20	59	140			140
Malkangiri	7	7	7	0	79	79	49	0	20	3	2	17	144	138	52	6	99	43	35	56	105	3	3	102	99			99
Koraput	14	14	14	0	130	14	14	116	30	24	23	6	6	14	12	-8	226	140	63	86	13	6	6	7	17	4	4	13
Mayurbhanj	13	13		0				0	21	21	16	0	207	135	45	72	131	129	90	2	200	14	14	186	101			101
Nuapada	5	5	5	0	88	88	21	0	24	24	5	0	57	57	36	0	44	41	9	3	320	25	25	295	545			545
Sonepur	6	6		0	60	57	3	3	5	5	4	0	230	59	24	171	79	64	29	15	64	23	1	41	106			106
Nowrangpur	10	2	2	8	78	75	61	3				0	150	98	44	52	95	77	55	18	66	58	45	8	186			186
Total	70	58	31	12	585	424	206	161	143	116	57	27	1211	682	288	529	803	611	334	192	1131	164	129	967	1302	18	18	1284

PROGRESS REPORT OF DFID DISTRICTS AS ON SEPT.- 04

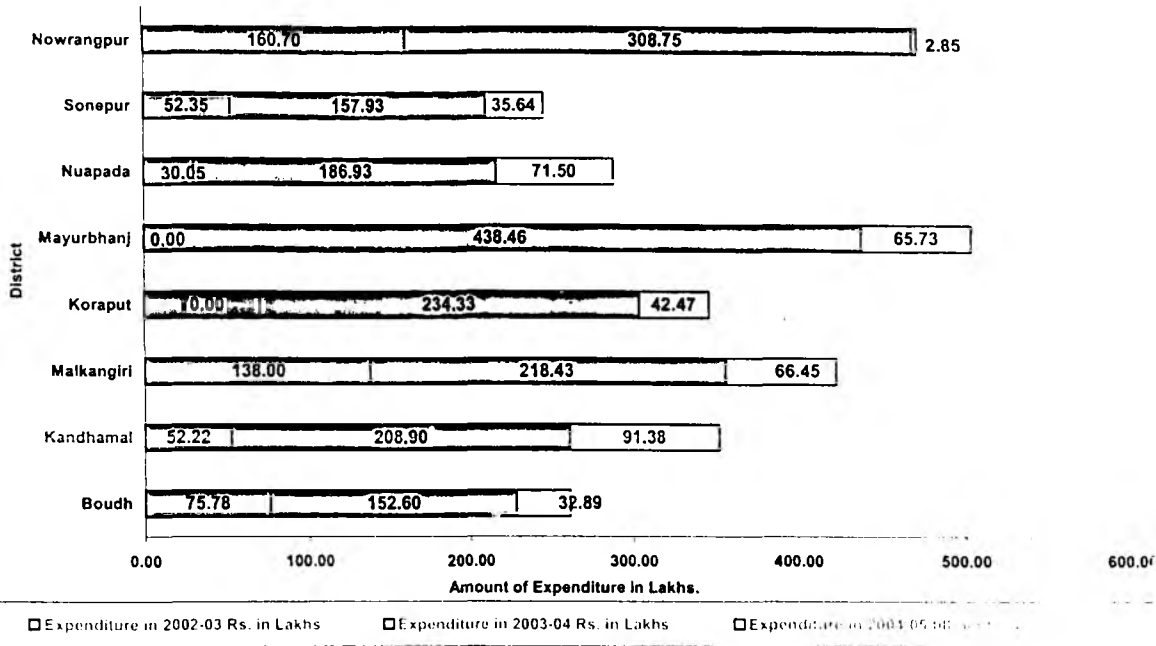
Name of the District	Child Friendly Element				MIS				Training Hall				Toilet				Tubewell				Electrification			
	Target	Taken Up	Completed/ Nearing Completion	Spilled over to 2004-05	Target	Taken Up	Completed/ Nearing Completion	Spilled over to 2004-05	Target	Taken Up	Completed/ Nearing Completion	Spilled over to 2004-05	Target	Taken Up	Completed/ Nearing Completion	Spilled over to 2004-05	Target	Taken Up	Completed/ Nearing Completion	Spilled over to 2004-05	Target	Taken Up	Completed/ Nearing Completion	Spilled over to 2004-05
Boudh		18	18	-18	1	1	1	0	1	1		0			0		120	60	-120	100				100
Kandhamal		36	36	-36	1	1	1	0	2	2	2	0	83	29	29	54	20	200	50	-180	120	35		85
Malkangiri		500	275	-500	1	1	1	0	1	1	1	0	90	68	31	22	130	100	30	30	60	60		0
Koraput		33	33	-33	1	1	1	0	1	1	1	0	132	70		62		212	66	-212	150	20		130
Mayurbhanj				0	1	1	1	0				0			0		200	33	-200					0
Nuapada				0	1	1	1	0	1			1	102	20		82	109	50	50	59	50			50
Sonepur				0	1	1	1	0	1			1	34	8		26	32	150	107	-118				0
Nowrangpur		28	28	-28	1	1	1	0	1	1	1	0	223	31	31	192	100	150	55	-50	250			250
Total	0	615	390	-615	8	8	8		8	6	5		664	226	91		391	1182	451	-791	730	115	0	615

Financial Progress

FINANCIAL STATUS ON CIVIL WORKS UNDER D.P.E.P-II



YEAR WISE EXPENDITURE ON CIVIL WORKS UNDER D.P.E.P-II



INNOVATIVE DESIGNS:

- 30 numbers of Building designs have been developed for providing a varied option

- Local specificity from the point of cost effective technology
- Space & element allocation with particular emphasis on local habitat
- Use of local skill and materials
- The adoption of alternate technologies and cost effective systems is slowly gaining momentum.
- Site-specific designs to resist the vulnerabilities arising out of Earthquake, Flood & Cyclone are being implemented.

FLOOD:

- Fixing of plinth level basing on the recorded H.F.L & to arrest the capillary action of water in the walls
- Plinth protection to prevent scouring
- Stair case in areas subjected to frequent flooding

CYCLONE:

- The wind speed zones of India has been followed to design the buildings on the effects wind pressure
- Restricted openings & its placements

EARTHQUAKE:

- Hazard zone maps available in the Vulnerability Atlas used to decide mitigation measures
- Horizontal bands at plinth level & lintel levels and vertical reinforcements provided following Codal specifications to behave as a box like structure
- Restricted openings & its placements

CONVERGENCE PROGRAMME FOR TOILETS & TUBE WELLS

- Convergence is one area which is increasingly becoming a part of the planning process. Physical convergence is being made in case of toilets with the State Water Sanitation Mission, UNICEF.
- In case of Tube wells financial convergence has already been made with the R.D. Deptt. in all 30 Districts under DPEP & SSA. Under DPEP scheme during 2003-04, convergence has been made for 1182 nos. of tube wells with a share of Rs.12,000.00 each in 8 DFID assisted Districts against a total provision of 391 nos. of tube wells as per the perspective plan. For 2004-05, a plan has been prepared for undertaking 1982 nos. of tube wells @ Rs.15,000.00 per tube well keeping the total budgetary provision in the Perspective plan intact.

OTHER ACTIVITIES UNDERTAKEN

- Pedagogical concerns have come into clear focus and an important concern. Attractive Chalk board for students & teachers as well, display and storage spaces for T.L.M, library books, old books of the children, official files & records, Grills in windows depicting alphabets & numbers, learning corners, ramps, child friendly elements etc. are now a standard part of the assets required for the schools.
- The ideal of community participation is well established. Almost all the works are being constructed through community participation.
- A strong interface between the community and Engineering staffs at all levels to generate a better understanding of implementation.
- Training for VECs & Engineers to familiarize the procedures of construction works through community, roles & responsibilities of VECs & Engineers.
- Technical Training to the Masons is being imparted with the help of a technical manual “Shiksha Needa” published by OPEPA in the local Language. Training Modules, leaflets giving a brief idea about the roles & responsibilities of VEC as well as technical staffs, design specifications, construction procedures etc. have been prepared in Oriya text for easy understanding among the VECs.
- A booklet on “Quality Assurance” has been circulated among the Districts.
- More & more Engineers are being engaged from time to time based on the increasing work load.

RAJASTHAN

DPEP Progress Report

Objectives and Outcomes

Introduction :-

In Rajasthan, Rajasthan Council of Primary Education (RCPE) was set up to implement District Primary Education Programme (DPEP) on 3rd Nov., 1997. It was designed to help achieve the objective of Universalisation of Primary Education. Its main emphasis was on increasing Enrolment, Retention, Achievement Level and Access of primary education for children of all categories i.e. S.C., S.T. OBC., Minority and Physically disabled, etc. It also stressed on reducing drop-out rate, difference in enrolment and learning achievement among gender and other social groups to less than 5%.

The District Primary Education Programme was launched in Rajasthan in two phases. DPEP Phase-I was launched in Ten Districts viz. Alwar, Bhilwara, Jhalawar, Jhunjhunu, Kota, Nagaur, Sikar, Sirohi, Sri Ganganagar and Tonk on 2nd Oct., 1999. DPEP Phase-II was launched in Nine Districts viz. Bharatpur, Bundi, Churu, Dausa, Dholpur, Hanumangarh, Jaipur, Karauli and Sawai Madhopur on 5th Sept., 2001. Thus, 19 Districts have been covered under DPEP. A proposed extension plan of DPEP Phase-I to extend its closing date from Dec. 31st, 2004 to Dec. 31st, 2005 has been sent to get approval from Govt. of India (GOI).

1. Project Cost and DPEP Coverage :-

Salient Features :-

		(Rs. In Crores)	
		Phase – I	Phase - II
Effective Date	-	30 Sept, 1999	Sept. 5, 2001
Closing Date	-	Dec.31 st , 2004	Dec. 31 st , 2006
Total Project Cost	-	404.41	372.42
Total Expenditure (upto Sept., 2004)	-	319.20	180.13
Percentage of Expenditure over baseline cost-		78.93%	48.36%
Total Annual Work Plan 2004-05 cost	-	92.789	105.365
Expenditure year 2004-05 (upto Sept.04)	-	31.65	24.66
Percentage of Exp. over AWP&B 2004-05	-	34.11%	23.40%
Project Period left	-	2 months	26 Months
Amount Released by GOI (upto Sept., 04)	-	304.50	179.00
State Share released by GOI (upto Sept., 04)	-	47.55	28.94
Districts Covered	-	10	9
Proposed Extension Plan of DPEP Phase-I (Closing date Dec. 31 st , 2005)	-	87.36	

District-wise Project Cost :-

Phase - I

(Rs. in lacs)

S.No.	Districts Covered	EFC approved project cost
1	Alwar	3930.565
2	Bhilwara	3895.940
3	Jhalawar	3927.440
4	Jhunjhunu	3934.781
5	Kota	3789.549
6	Nagaur	3991.421
7	Sikar	3948.202
8	Sirohi	3427.989
9	Sriganganagar	3955.942
10	Tonk	3923.078
	State Interventions	1716.17
	Total	40441.08

Phase - II

S.No.	Districts Covered	EFC approved project cost
1	Bharatpur	3998.682
2	Bundi	3845.436
3	Churu	3999.421
4	Dausa	3964.263
5	Dholpur	3999.830
6	Hanumangarh	3947.144
7	Jaipur	3999.938
8	Karauli	3981.910
9	Sawai Madhopur	3996.127
	State Interventions	1508.841
	Total	37241.592

Note:- Initially EFC cost for the Phase-I DPEP was 41114.466 lacs and the EFC cost for Phase-II DPEP was 37242.79 lacs. After the discussions with GOI, EFC cost has been modified

2. Project Structure :-

(a) Vacancies Position in SPO, DPOs and DIETs

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
Phase - I									
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
	Total	1	9	9	1	6	34	115	15
Phase - II									
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								
	Total	0	7	6	1	2	26	75	16

3. Expenditure

- (a) District-wise AWP&B for 2004-05 and relevant expenditure upto September 2004.
Annexure
- (b) Financial Progress : As per table (a)
Annexure
- (c) Physical Progress : As per table (b)
Annexure -

4. **Utilization certificate**
Annexure -
5. **Submission of Annual / Audit Report**
Annexure -
6. **Functioning of EC / GC**

Governing Council

State level

- ◆ Subject to the provision of the act, the meeting of the Governing Council shall be held at least twice a year at the time, date and place as may be determined by the President.
- ◆ All meetings of the Governing Council shall be called by 15 days prior notice under the signature of the State Director and in case of special meeting also, the 15 days prior notice shall be issued. A summary of the business to be transacted at the annual and other meetings is communicated to the members well in advance.
- ◆ In this session fifth & Sixth GC meetings were organized on 28-06-04 & 6-09-04 in the Administrative hall, Dr. Radha Krishnan Shiksha Shankul, Jaipur.
- ◆ The new G.C. meeting is proposed to be held in December, 04.

District level

- ◆ On the same pattern, under the chairmanship of Zila Pramukh, governing body is constituted in the districts. DPC happens to be the member secretary of G.C. at district level.
- ◆ Meeting of G.C. is conducted for policy matter as well as review of the programme.

Executive Council

State level

- ◆ The Executive Committee shall meet so far as necessary but at least once in each quarter of the year.
- ◆ The 9th & 10th Executive committee meetings were organized on 12-01-04 & 15-10-04 in the Administrative hall, Dr. Radha Krishnan Shiksha Shankul, Jaipur.
- ◆ The next 11th E.C. meeting is proposed to be held in December, 04.
- ◆ Every meeting of the Executive Committee shall be presided over by the chairman and in his absence by a member chosen by the members present at the meeting in chair for the occasion.

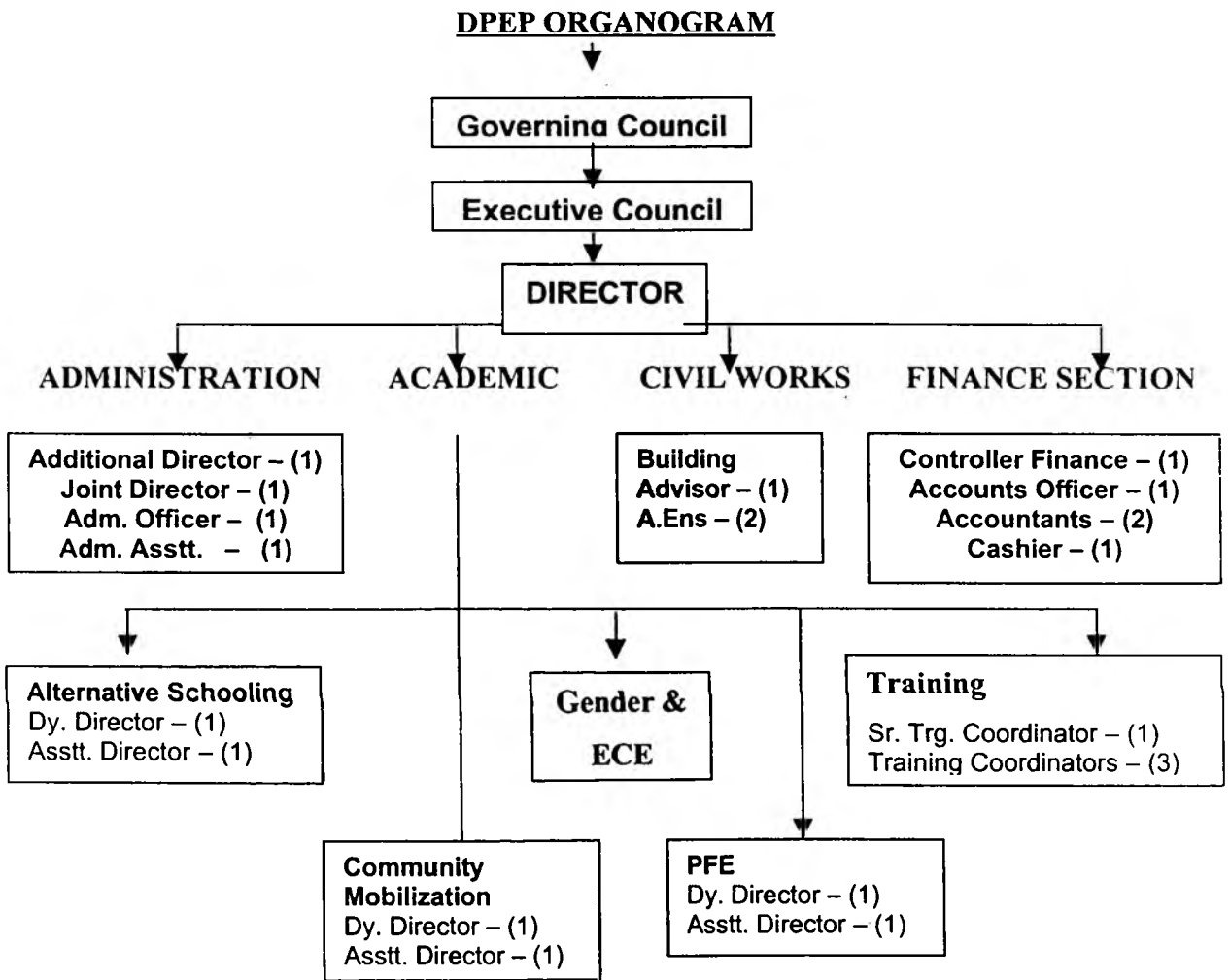
District level

- ◆ On the same pattern, under the chairmanship of district collector, executive committee is constituted in the district. Regular meetings of EC are being conducted in the districts.

7. Functional Areas :

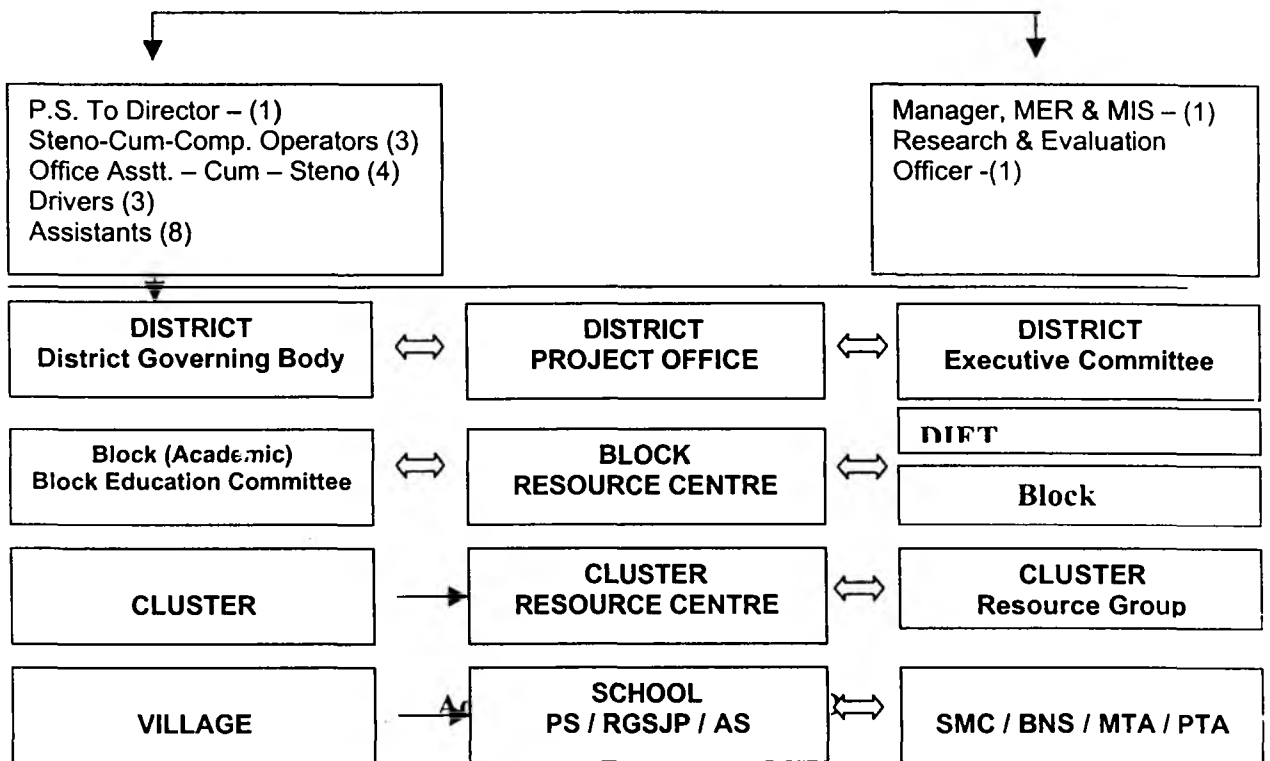
(a) Planning and Management -

➤ **Administrative arrangements -**



SUPPORTING STAFF

MIS SECTION



S. N	Name of post	DPEP -I Phase			DPEP-II Phase			SSA	
		Sancti oned	Work ing	Vac ant	Sancti oned	Work ing	Vaca nt	Sancti oned	Work ing
1	Director	1	1						
2	Add. Director				1	1	&		
3	Joint Director	1	1	&					
4	C.F	1	1	&					
5	Chief Eng.	1	1	&					
6	D.D	3	3	&	1	1	&	1	1
7	Sr. Training Coordinator (DD)	1	1	&					
8	Training Coordinator	3	3	&					
9	Accounts officer	1	1	&					
10	Assistant Director	3	3	&					
11	Research & Evaluation officer	1	1	&					
12	A.En	2	2	&					
13	Administrative Officer	1	1	&					
14	MIS	1	1	&					
15	Accountant	2	2	&				1	1
16	Administrative Assistant	1	1	&					
17	Draftsman	1		1					

18	Librarian				1	1	&		
19	Store keeper	1	1	&					
20	Cashier	1	1	&					
21	P.S	1	1	&	1	1&			
22	Steno cum Computer Operator	3	3	&				2	2
23	Office Assistant cum Steno	4	4	&	2	2	&		
24	Driver	3	3	&					
25	Assistant	8	8	&	2	2	&		
26	Monitoring Assistant			&				1	1
27	Computer programmer			&				2	2
28	Clerk			&				1	1
	Total	45	44	1	8	8		8	8

➤ Capacity Building exercises

Rajasthan Council for Primary Education (RCPE), believing in the vital role of capacity building programme, has arranged for the trainings and orientation of the officials in position at SPO and DPO in the areas of administrative management, planning and monitoring, training methodologies, quality education, alternative schooling, computer education, action research, gender, early childhood education, community mobilization, integrated education for the disabled, civil works in schools, distance education, evaluation, etc. For this purpose, they are sent to NIEPA, New Delhi, NCERT, New Delhi, Ed.CIL, New Delhi, OTS, Jaipur, SIERT, Udiapur and such other renowned institutions in India to attend trainings imparted there from time to time.

The officials / DPEP functionaries are also imparted trainings/ orientations at SPO level from time to time under capacity building programme. The BRCs and RPs in particular are imparted trainings/orientations for 10 days and 6 days respectively. In addition, even at the time of monthly review meetings held at SPO level, the second session is utilized for imparting training to the DPCs. In order to make this programme successful, lectures/ talks by experienced educationists/ administrators are also arranged. Under such programmes, the issues and problems are addressed properly.

At the Block Resource Centres, trainings are arranged for the teachers, para teachers and other functionaries. Even at the Cluster Resource Centres, capacity building programmes are arranged. The monthly review and planning meeting is utilized for this purpose.

The civil works Unit at SPO level arranges for the trainings/ orientations of the A.Ens/ J.Ens from time to time.

Thus, the capacity building programme is being conducted in a systematic way under DPEP/SSA in Rajasthan.

➤ **Meetings and workshops at various levels with themes.**

S.No.	Component	Meeting	Workshop	Training	Total
1	Primary Formal Education	1	2		3
2	Community Mobilization	5	9		14
3	MIS		3		3
4	Training	2	13	1	16
5	Planning		1		1
6	Gender/ ECCE	2	2		4
7	AS		2		2
8	I.E.D.	3			3
9	Distance Education	3			3
10	CTS/ NPEGEL	2	1		3
	Total	18	33	1	52

➤ **Level of community participation in planning including preparation of village education plan.**

Formation of Planning Teams

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.

Need Assessment Meetings -

To make the planning process participatory in nature, we involved stakeholders at various levels to find out problems and issues. The problems and issues addressed by them have been incorporated in the plans. The needs identified by the stakeholders have formed the basis of planning.

1. **Interaction with community and meetings with cluster, village and target groups:** Interactions with the community at various levels namely District, Block, Cluster and village level are being held in which community leaders social workers, teachers, parents, etc. participate. Meetings have been organized with the target groups at cluster and village levels and problems and issues raised during such

meetings have been identified by the planning teams and accordingly interventions have been proposed.

2. **Consultation Meetings:** Consultation meetings have been organized among block/district level officials and different govt. departments so that convergence can be brought among various interventions proposed by different departments and also can be helpful during the implementation stage of the Plan.
3. Discussions have been held in monthly meetings at Cluster, Block and District level. Teachers and other project officials were involved in discussions to find out the issues and problems.

The Problems and Issues raised at various level meetings are summarized below –

- Gap between enrolment and retention level.
- Irregularity in school attendance.
- Low promotion rate.
- No interaction among teachers.
- No activity based learning.
- No use of TLM.
- Low students' involvement.
- Lack of coordination among existing educational institutes/ departments towards fulfilment of Universalisation of Elementary Education goal.
- Slow progress on quality inputs.
- Visible gaps among deprived groups like SC/ ST/ Minority and Girl children

➤ **Status of use of MIS and other data for planning.**

In DPEP Rajasthan computer software viz. DISE & CTS are used for DATA Compilation of Enrollment, School Infrastructure, No. of Teachers, No. of Schools, No. of Disabled Children, No. of other Alternative & Innovative Centres, etc. Presently DISE data, CTS Data, Shiksha Aapke Dwar data & monthly progress reports are fully utilized in planning process. With the use of the above data we have easily planned for out of school children, hardcore children, Alternative strategies for access of the children to schools. Types of centers (AS, EGS, Shiksha Mitra Kendra, Bridge Course, Remedial Teaching, Residential Camps have been incorporated in the plan with help of data. Various grants (teacher grant, school grant, maintenance grant etc) & various activities (intervention for special need, SC/ST & Girls Education) have been introduced with help of the data.

In planning process of DPEP, SSA, NPEGEL, PURA & KGVB, the data of various level i.e. School, Cluster, Block & District consists of No. of schools, enrollment, child population, total population (Urban & Rural), caste wise and age wise enrollment, school infrastructure facilities, condition of classroom, major & minor repairs, examination result, GER & NER, Access, Retention Rate are very useful. This data is used for proper planning and monitoring. All the need is being calculated on behalf of these data. The proposal mentioned in annual plan depends on these data so that it can decide our requirement of funds for activities related to all the components of the programme.

In planning process, this data can be used in terms of opening of new schools, requirement of teachers in schools, construction of new school building, construction of additional classroom in school, construction of toilets, separate for boys and girls or common, boundary wall, drinking water facility, construction of ramps for physically handicapped children, Aids & Appliances for the disabled, medical camps, Teaching Learning Material, Teachers Grant, School Grant, Maintenance Grant for School, other alternative & innovative schemes launched for enrollment and retention of children in rural and remote areas. EGS and Shiksha Mitra Kendra are opened for the education of hard-core drop-out children. All these activities are included in annual work plan. The basic data are provided from the software. The reports generated from software are used in basic need of activities. If any school needs some facilities like new school building, additional classroom, no. children to be given aids & appliances etc. they are related to no. of schools, no. of children enrolled in schools, no. of disabled children in schools, no. of classrooms in school. All these factors affect the basic requirement of proposed activities. So we can measure our need on the basis of our educational data. In fact, the total educational scenario and educational data are very useful in educational planning.

➤ **Status of SIEMAT of SIEMAT like structures.**

- ◆ Previously SIEMAT was decided to be established at IASE, Bikaner. Now as per the latest decision of the Govt. of Rajasthan, Goner (Jaipur) has been decided as venue for SIEMAT, Rajasthan

(b) Pedagogical Improvement -

➤ **Resource Enhancement programme & School-based quality improvement programs**

- ◆ Out of 17967 Schools 16467 schools have been provided with school facility grant of Rs. 2000 for the year 2004-05. Like every year this has enabled the schools to improve their learning environment in their set up.
- ◆ Quality indicators have been developed for determination of school effectiveness in the areas viz. class room transaction, school infrastructure and use of TLM. These indicators have been assessed by DPC, APC, BRCF and CRCF.
- ◆ Activity to collect data on Monitoring quality dimensions under SSA developed by NCERT, New Delhi is under process. A workshop on this issue was organised on 30-10-2004. Training of District level officers is scheduled in the last week of Nov., 2004.
- ◆ 127 Quality Kits & 1215 Cultural Kits have been provided for quality improvement in Primary Schools.
- ◆ 897 Primary Schools have been provided Rs. 500/- per school for Health & Hygiene Kit & Health awareness.
- ◆ Inter District exposure visits have been organized for exposure of primary school teachers. Till now 40 Teachers have been benefitted in this year. These teachers were selected on the basis of their performance in students' enrollment, class room practices, contribution in Retention & quality enhancement.

➤ **Pupil evaluation study**

To assess the impact of DPEP activities in schools there arises a need of learners' evaluation study, so :

- ◆ A study on learners' evaluation system is being conducted by SIERT Udaipur. The Study has been completed.

- ◆ A guide line for continuous evaluation has been developed on the basis of study and distributed to districts for BRC and CRC.
- **Teacher recruitment and rationalization of teachers.**
 - ◆ Recruitment of about more than 35000 teachers & rationalization of teachers is under process on the level of Govt. of Rajasthan. Recruitment test was conducted in the month Sept., 2004 by Rajasthan Public Service Commission. The result has been delayed due to court stay.
- **Teacher Training and support activities undertaken**
Coverage/ Round -

Phase I :

Trainings	Teachers in position	No. of teachers trained
First round	38264	33476
Second round	38264	30230
Third round	27076	23640
Fourth round	26021	19400 (upto Oct. 04)

Phase II :

Trainings	Teachers in position	No. of teachers trained
First round	25342	19583
Second round	22151	15460
Third round	19511	17743
Fourth round	18333	15784 (upto Oct.,04)

Refresher training programme for the session 2004-05 will be completed by the end of Nov. 2004.

Focus -

Effectiveness of the training programme -

To make training programme effective following steps have been taken :

- a) **Advance planning for training:**
The training calendar for the year 2004-05 has been prepared. Most of the trainings have been conducted during the summer vacations i.e. in the month of May -June 2004-05.
- b) **Process of preparation and review of the Modules:**
Selection of subject matter for modules (Need assessment) - Two days workshop has been organized to find out the subject based needs of the training programmes. In the workshop, the teachers who teach the subject in the schools designed the outlines of the module more realistically. The resource persons working at the block / district levels were also invited to give their suggestions in the area of topic selection in different subjects. In addition to above, educationists and subject experts, members of SIERT, State Resource Group & Ed. CIL have also been invited to give guidance to enrich the subject matter of the previous training modules of different subjects. State

resource group in consultation with the GOI constituted a review committee of three members, viz., Sh. Binay Pattanayak, Miss Sushmita. Banerjee, Sh. Lalit Kishore Lohmi. The committee reviewed the module and as per their recommendations the module has been revised this year. Main emphasis is given on reflection, expression, comprehension and imagination.

Module writing:

On the basis of the recommendations of the group, subject wise needs were assessed and the modules have been reviewed & improved by the different group of subject experts.

Finalization of freshly prepared module.

The modules prepared by the group of subject experts have been finalized in one day workshop.

- c) **Manual for BRCF has been completed.**
- d) **6 days refresher training module for in-service teachers training has been revised.**
- e) **Training module for refresher training of CRCF has been completed.**
- f) **Training of Master trainers:**
From each district two master trainers in each subject have been given 2 days training by subject experts. They will act as Master trainers in their districts to prepare Resource Persons. Prepared modules have also been made available to DPCs.
- g) **Field training:**
 - i) District project coordinators have been authorized to organize six-days Refresher training for regular working teachers in Govt. primary schools as per training calendar.
 - ii) Supervision To make the training effective, following attempts have been made –
 - a. A D.O. letter was sent to all the Collectors to take personal interest in training camps & give instructions to their subordinate officers to supervise the camps and ensure cent percent residency & effectiveness of trainings.
 - b. A letter was also written to the Director Elementary/Secondary education to give instructions to their subordinate i.e. DDs, DEOs, DIET Principals etc. to supervise these camps & give their valuable support.
 - c. DPC, BRC & CRC have been authorized to look after the training programme & give their full support for better organization of the training programme. At the time of supervision, necessary academic assistance has also been provided by DPCs & BRCs.
 - d. To give academic support & to improve the efficiency of the practising teachers, officers of State Council have also been nominated to supervise the training camps.
 - e. Subject experts & module writers have also been sent to supervise the training camps. They have given academic support to Resource persons on the spot and motivated the teachers to use TLM in the classroom to create interest of

the students in the subject. There were some occasions where they also demonstrated the lessons before the teachers.

- f. They also collected the future needs for the subject to improve the module for the next year. Experts discussed about the effectiveness of the training programme with the trainees who emphasized the need of such programme for the betterment of the content and methodology as well as boosting up of the standards of teaching learning process / devices.
 - g. For quality trainings district based resource pool is to be developed. For this subject-wise resource teachers panel was prepared and these were given orientations at the district level by Key Resource Persons.
 - h. As a result of these attempts a large number of training camps were organized in summer vacation 2004-05. Total 35184 teachers were given training upto Oct., 2004.
 - i. 595 CRCF were provided 6 days refresher training at District level.
 - j. Those working BRCF (26 in no.) who have not yet get 10 days foundational training were trained.
- iii) **Participation of teachers:**
Every teacher has to take six days training in every year. Accordingly as per plan every teacher was deputed by district education officer to take part in the training programme. It is attempted by the state and district authorities carefully to encourage the teachers in different districts to participate in these training programmes positively.
- iv) **Monthly Review meeting:**
To know the effect of training programme, monthly meetings were organized at cluster level by CRCFs. BRCFs also review the monthly report of training programme and send the report to DPCs. At State level also workshop was organized to review the training reports. The participants are writers, trainers, RPs, APCs, members of State Resource Group etc.
- v) **Supporting Material:-**
As per recommendations given by the Interim Review Mission, the supporting material has been developed for teachers to use it during teachers training and class room. This supporting material will serve as an extra reference material for teachers to develop concept thoroughly.
- vi) **Feedback Mechanism for Trainings:-**
A set questionnaire has been developed to assess the effectiveness of organized training camps. These questionnaire were sent to teachers/ students/ principals, parents & inspecting authorities.
- vii) Annual training plan for the year 2004-05 has been developed.

Content of teacher training module:

- 1- Content of the module is based on the curriculum prescribed by State Institute of Educational Research and Training, Udaipur, Rajasthan.
- 2- Topics of the module have been taken from the textbooks from class I-V prepared by SIERT, Udaipur.

3- Selection of the topics:

- a. A workshop was organized to select the topics for the module.
 - b. Members of the workshop were teachers teaching in the schools, resource persons working at block / district level offices, subject experts, educationist, member of the SIERT and Ed.CIL.
 - c. As per need of the teachers, subject wise hard spots of the content have been enlisted. All the members of the workshop discussed the utility of the topics for the training.
 - d. Write up of module
 - Subject experts prepared the module using the latest technique. Main emphasis was given on methodology. Different teaching, learning, techniques have been involved to present subject matters like activity – based teaching, group teaching, interactive teaching, simulated teaching and use of TLM etc. Modules are enriched with reflection, expression and comprehension.
 - Chapters have been written on the following major heads.
 - Aims of education
 - Teaching points.
 - Material required
 - Teaching learning process.
 - Learners' evaluation.
 - Consolidation.
 - Presentation of the subject matter includes
 - Creation of atmosphere about the topic so that trainees know the importance of the selected topic.
 - Discussion on teaching techniques.
 - Steps have been presented how the material will be transmitted to trainers.
 - Maximum participation of trainees has been sought.
 - Different teaching learning techniques have been involved to present subject matter.
 - The suggestion for effective use of TLM has been given in the module.
- **Curriculum, Textbooks, TLM and Teachers' Guides**
- **Classes covered/ Nature of Material & Process**

Curriculum :

- ◆ About 35000 copies of Newly developed curriculum prepared by SIERT and Published by RSTB have been distributed to each and every primary & upper primary school. The salient features of the curriculum have been incorporated in the training module of BRCFs which is to be used for the refresher training of the BRCFs every year.

Text Book :

- ◆ It has been decided by the GOR to develop text book from class I –V according to new curriculum by SIERT.
- ◆ Text books for class I and IV have been developed. The development of text books of class V is under process. The manuscript has been approved by GOR.
- ◆ The orientation programme for textbook writers, reviewers and artists have been organized by SIERT.

TLM :

- ◆ Out of 53458 Teachers 41685 Teachers have been provided with TLM grant in the year 2004-05 @ 500/- per Teacher. It is being ensured that 75% TLM is prepared by the teacher with the help of students and 25% readymade TLM is being purchased according to their need to promote active learning in the class room.
- ◆ 'SHIVAM' a book for preparation of TLM has been developed and distributed to all Primary School Teachers.
- ◆ A reference book for development of teaching learning material namely "Tarang" has been developed & distributed among the teachers of DPEP districts in July, 2004. This book includes –
 1. The concept of TLM.
 2. How to prepare TLM.
 3. The use of TLM.
 4. Types of TLM
 5. Maintenance of TLM & Learning Corner etc.

Teachers' Guides :

- ◆ Subject wise teachers' guidebooks for class I-V have been developed on the basis of curriculum and have been distributed. The resource persons from different districts, subject experts from the SIERT and the DIETs have worked together to develop these guidebooks. They are based on the state's curriculum. Several methods have been suggested in these guidebooks for the teachers for effective classroom practices.
- ◆ On the basis of new developed syllabus competency based Teacher guides for class I to III are in review process & IV to V are under process of preparation through SIERT, Udaipur for the session 2005-06.
- ◆ Teacher support material "Sankalan" has been developed and distributed to all Primary School teachers.

Workbooks :

- ◆ Workbooks for class I to V have been developed, printed and distributed in the DPEP districts. These workbooks have been distributed free of cost among all the children of the DPEP districts in July, 2004.
- ◆ The workbook for the year 2005-06 has been developed in the workshop organized in May, 2004. The manuscript for Hindi, English, Maths and EVS for class I to IV has been finalised and sent to SIERT, Udaipur for Review & Preparation of Camera Copy. Workbooks for Class V based on new syllabus is also under preparation in SIERT.

State/District Resource Group

- ◆ Component wise State Resource Group was formed in all the programmes.
 - ◆ Orientation meeting of SRG was organized.
 - ◆ DRG has been Constituted in all districts of phase I and II.
 - ◆ Quarterly meetings of DRG are being held regularly.
 - ◆ As per JRMs recommendation a high level State Resource Group was constituted to monitor the progress and follow up of all programmes.
- **DIET/ Block Resource Centre / Cluster Resource Centre**
Selection Procedure :

DIET personnel are being appointed from State Education Department on the basis of their aptitude. Efforts are being made by the GOR to have special selection of DIET personnels.

Status & Staffing Pattern :

District Institutes of Education & Training are functioning in all the districts excluding Sawai Madhopur & Hanumangarh.

Staffing pattern in DIET is as follows:

Principal	Vice Principal	Sr. Lecturers	Lecturers/ Supporting staff	Total
1	1	13	13	28

Institutional Capacity Building of DIET :

- ◆ Orientation of DIET principal and staff have been organized.
- ◆ Faculty members of DIET's are included in various committees, resource groups etc. Most of training programmes at district/block are being organized by the DPC's with the help of DIET functionaries.
- ◆ Some DIETs are provided mobility for supervision on hire basis.
- ◆ Procurement of training equipments for DIETs is under process at SPO level.
- ◆ Procurement of furniture & necessary Equipments is under process at State Project Office level for strengthening of DIETs.
- ◆ The experts from DIET are also supporting the project activities, supervision & Monitoring also.

BRCs:

Selection Procedure :

BRC personnels are being appointed either by deputation from State Education Department or contract basis.

Staffing Pattern :

BRCF	1
Junior Engineer	1
RP	3
Junior Accountant .	1
LDC	1
Computer Operator	1

The Block Resource Centre Facilitator is the incharge of BRC. He/She is assigned to do the following jobs to facilitate the training programme and give academic support to schools :

- ◆ Training to primary teachers, A.S. para teachers and incharges of ECCE/AWW.
- ◆ Recurrent/refresher programmes to primary school teachers.
- ◆ Hold monthly meetings of CRC Co-ordinators.
- ◆ Guidance and technical support of CRCs.
- ◆ Visit to CRC atleast once in a month.
- ◆ Visits to primary schools (minimum 3 schools a month)
- ◆ Adoption of one school in every cluster to be developed as model school.

- ◆ Co-ordination with PRI and other organisations located at Block HQs.
- ◆ Providing linkages between CRCs and schools on one hand and the DPC and DIET at the other.

CRCs:

Selection Procedure :

At each CRC, a CRCF is being appointed by deputation from State Education Department.

There are about 15-20 clusters in each Block. There is a Cluster Resource Centre Facilitator at each CRC. They have been assigned to do the following jobs to facilitate the training programme and provide academic support to schools :

- ◆ Pedagogic Support and Supervision
- ◆ Community Mobilization
- ◆ CRC Co-ordinator will be the most important link at the grass-root level to give feedback for monitoring and evaluation of the programmes.
- ◆ The teachers' evaluation as per directions of the District Academic Committee would be managed by him within the cluster.
- ◆ The CRC Co-ordinator will play a vital role in ensuring proper convergence in between the three streams – The formal, A.S. and ECE.
- ◆ He/She will be in constant touch with the BRC to attend monthly meetings there in and keep BRC posted with the grass-root realities in regard to teaching, learning in training.
- ◆ Follow up of training programmes .
- ◆ Environment building activities etc.

Grading of Schools and school development plans.

- ◆ Proposal to provide grade to each Primary & Upper Primary School on the basis of performance in enrollment, Retention, performance of students in different exams, Relations between the committee & school is under consideration.

Other Activities :

- ◆ Quarterly Review and planning meeting with APC is being organized. Last APC meeting was held on 30-09-2004. It helps the districts to understand the importance of contextual planning and monitoring at different levels.
- ◆ In above APC meeting and in monthly DPC meeting the need arises to develop a detailed guideline for easy implementation of PFE Activities. Therefore a Workshop was organized to develop a PFE Guidebook on 30-10-2004. A guidebook has been developed and under process of preparation.
- ◆ The multi grade teachers training module cum instructional material has been developed for class I to V & distributed to BRC, CRC & Schools. 20 Teachers from Dholpur & Jhalawar districts have been sent for exposure visit for learning Multigrade Teaching concept. A State level training will be organized in the month of Nov./Dec. 2004 to share the outcomes of the above visit.

(c) Alternative Schooling & EGS Centres -

- Interventions for following categories :
Intervention in Maktabas and Madarasas

Madarsa	Centres	Boys	Girls	Total
	252	8931	10370	19301

There are 252 Madarsas getting support from DPEP and 285 para teachers are working in these madarsas. All para teachers of Madarsas are getting TLM of Rs. 500/- each year and 41 days fundamental training & 20 days content based training every year. These madarsas are community based madarsas

- **Children who migrate with their families**

Migratory Hostel	Centres	Boys	Girls	Total
	10	55	20	75

7 Migratory Hostels are running in Kota and 3 in Hanumangarh District.

- **Working children in labour intensive industries eg. carpet, utensil, Eidi, etc.**
- **Deprived Urban Children**

- **4 hourly Alternative schools** have been opened in DPEP for child labour & also some **bridge courses** are running for these deprived children
- **AS 4 Hrly** are being run in 19 districts of DPEP and 21608 children are enrolled in these schools.

AS 4 Hourly	Centres	Parateachers	Boys	Girls	Total
	419	460	8386	13222	21608

AS 6 Hourly	Centres	Parateachers	Boys	Girls	Total
	2372	2677	63705	62512	126217

- **Shiksha Mitra Kendra**

Under A.S. strategy in DPEP, Shiksha Mitra Kendras have been opened as a last resort for hard core children who could not join any alternative schooling. Concept of each one, teach one is implemented in this scheme. Shiksha Mitra is opened for 6-14 yrs working children and can be run by individual or NGO including Gram Panchayat. Minimum requirement for opening Shiksha Mitra is 10 children. In all, 1567 Shiksha Mitra Kendras are running.

Shiksha Mitra Kendra	Centre	Parateacher	Boys	Girls	Total
	1567	815	7192	8920	16112

- **Adolescent Girls :**

Residential & non Residential bridge courses are running for +10 age group of girls .

Bridge Course Residential	Centre	Parateacher	Boys	Girls	Total
	63	154	31	3217	3248
Bridge Course Non Residential	16	44	0	663	663

- **Ensuring Universal Access through EGS for unserved habitation**

The total no. of unserved habitations are

Phase I	Centre
	1335
Phase I I	1401

To ensure universal access through EGS & AS in DPEP phase I & II AS 4 hr. & 6 Hr., Madarasas and Bridge courses are being run by DPEP

- **Mainstreaming**

Alternative schooling activities are run for those children who are hard core , working & socially backward or Minorities. In DPEP there are different activities of alternative schools. After completion of alternative school course, the children are main streamed in regular schools. The number of mainstreamed children are as follows.

	Boys	Girls	Total
Mainstreaming AS	18585	24052	42637
Mainstreaming EGS	104469	86344	190813

- **Issues of Quality and Equity in AS**

- **Creating MIS for EGS types of Schools under AS**

Monthly & Quarterly meetings are held to create and monitor the information regarding

Enrollment and retention of children and teachers attendance and other quality aspects i.e. use of TLM & child Friendly environment..

- **Evaluation of AS strategies**

A study was conducted by SIERT for Evaluation of AS strategy

- **Sustainability**

All AS centers are not permanent features. After opening of new PS these centers will be closed. If there is any need, these interventions will be merged forward in SSA

- **Issues in focus**

The Honorarium of Para teachers of AS 6 hr. has been increased from 1200/- to 2000/- per month & the Honorarium of Para teachers of AS for 4 hr. has been increased from 600/- to 1000/- per month.

- **DPEP Coverage**

- **No. of AS, EGS, etc.**

Annexure

- **Total children covered through AS**

Annexure

- **Administrative Arrangements**

- Appointment of AS co-ordinator (State and district)

State coordinator & District Coordinator are working at State & District Constitution of State Resource Group & District Resource Group SRG & DRG have been constituted

Monitoring- mechanism - Monthly & quarterly meetings of AS coordinators are held to monitor and review AS activities & plan the programme activities

- Awareness campaigns, involvement of community in running and monitoring of AS Centres. All para teachers appointed by the community and monitored by the community members.
- Material Development
AS manuals & TLM guides are provided to AS centers & Para teachers.
- **Training programmes.**
Para teachers trainings are organized by DPO every year for orientation of these parateachers.
- **Capacity Building**
41-day-fundamental training & 20-day-content based training is organised every year. Monthly meetings are held at DPO as well as SPO
- **SRG / DRG orientation & meeting**
DRG Meetings are organized at DPO level quarterly.
- **Exposure visits by SRG / DRG**
SRG/ DRG exposure visits are proposed in Dec., 2004
- **Visioning, & strategy, building work-shop**
Capacity Building workshops are organized from time to time.
- **Issue of Equivalence**
Strategy (Profile of the group)

Strategy of A.S. :-

- (a) **A.S. 6 Hrs. -**
These schools will be opened for children in remote and inaccessible areas where there is no school facility within 1 Km. radius.
Present Status - Presently 2372 AS 6 Hrly schools have been opened enrolling 126217 boys & girls.
- (b) **A.S. 4 Hrs. -**
These schools have been specially opened in smaller habitations for working children and child labour where 15 or more children are available.
Present Status - Presently 419 A.S. 4 Hrs have been opened, enrolling 21608 boys and girls.
- (c) **Madarsa Education -**
Madarsas are opened & adopted as full time 6 hourly Alternative schools, after consultations with the local community. These madarsas are provided with one parateacher for teaching Hindi, Maths and Environment Science.
Present Status - Presently 252 Madarsas with 10796 students have been joined with mainstream of education.

(d) **Bridge Course -**

These are short duration courses for out-of-school, dropout and working children in the age group of 8-11 yrs. The duration of this course is from 3 to 12 months running as both residential and non residential courses.

Present Status - At present 79 Bridge Courses are functional with 3911 children being benefited.

(e) **Mobile School -**

Inspite of the implementation of alternative strategies of education, there are still some children in every district who due to family, economical and social reasons could not join to the main stream of education. In most of the city areas, children were found in large number who are beggars and have no permanent home or boarding. Hence, Mobile school has been started as an alternative to provide with such arrangement through which children would be provided with basic education as per the need in their temporary place of stay. Mobile school was inaugurated by Hon'ble Chief Minister on 2nd Oct 2002 for Jaipur district and on 14th Nov. 2002 for rest of the districts in the state.

Present status - Under DPEP, 19 mobile schools are operational in 19 districts in coordination with Rajasthan State Transport Corporation. Total 2163 boys and girls have been beneficiaries through this arrangement.

(f) **Shiksha Mitra -**

Under A.S. strategy in DPEP, Shiksha Mitra Kendras are opened as a last resort for hard core children who could not join any alternative schooling. Concept of each one, teach one is implemented in this scheme. Shiksha Mitra is to be opened for 6-14 year working children and can be run by individual or NGO including Gram Panchayat. Minimum requirement for opening Shiksha Mitra is 10 children. In all, 1567 Shiksha Mitra Kendras are running.

- Duration of the Programme
- School hours AS 6 hr. & 4 hr.
- No, of learners/ center

AS 4 Hourly

	Centres	Parateachers	Boys	Girls	Total
AS 4 Hourly	419	460	8386	13222	21608

	Centres	Parateachers	Boys	Girls	Total
AS 6 Hourly	2372	2677	63705	62512	126217

- **Teacher qualification**

S.NO.	Name of District	M.Ed.	B.Ed.	STC	Graduate/Post Graduate.	Sr. Hr. Sec.	Other	Total
1	Alwar	1	20	0	65	114	0	201
2	Bharatpur	0	0	0	5	5	13	24
3	Bhilwara	0	37	18	164	328	63	611
4	Bundi	0	10	1	9	8	0	29
5	Churu	0	8	1	6	20	0	36
6	Dausa	0	12	2	11	14	0	40
7	Dholpur	0	5	0	6	13	7	32

8	Sri Ganganagar	0	11	7	68	101	0	188
9	Jaipur	0	10	0	4	17	0	31
10	Jhalawar	0	25	8	53	82	17	186
11	Jhujhunju	0	14	8	1	16	0	40
12	Kota	0	26	6	15	47	0	95
13	Nagaur	0	24	1	29	28	3	86
14	S.Madhopur	0	24	3	19	37	0	84
15	Sikar	0	20	11	6	52	0	90
16	Sirohi	0	0	0	6	18	0	25
17	Tonk	0	31	14	149	198	0	393
18	Hanumangarh	0	0	0	0	0	0	1
19	Karouli	0	12	2	14	14	0	43
	Total	1	289	82	630	1112	103	2235

- **Honorarium to parateacher per month**

AS 6 hr. - 2000/- per month

AS 4 hr. - 1000/- per month

- **Training duration**

41-day-fundamental training & 20-day-content based training every year..

Expenditure per school/ per year

Honorarium of Para teachers 2000X12 = 24000

SFG Grant to AS = 2000

TLM Grant Per Para teacher = 500

Total = 26,500

(d) **Awareness Building and Community Mobilization -**

➤ **Status of VEC, SMC, MTA and PTA**

Existing No: -

No. of SDMCs	53,061
No. of MTAs	42,025

Training :-

➤ **Administrative Arrangement: -**

- ◆ Every District has an assistant programme coordinator for Community Mobilization activities
- ◆ Each SDMC has been delegated Community Mobilization activities for achieving targets of Enrolment and retention by way of conducting Bal Melas, Kala Jathas, Mahila Meetings, Prabhat Pheries, Logo writing, competitions e.g. Essay writing, Poster making and slogan writing.
- ◆ In single-teacher EGS Schools like Rajiv Gandhi Pathshalas, arrangements have been made to garner another teacher from PS or UPS falling in the catchment area for formation of SDMC.

➤ **Material Development: -**

- ◆ Poster & brochures development and distributions at District level

- ◆ Each District has been displaying advertisement in Print and Electronic media e.g. Sikar
 - ◆ Districts are conducting component-wise activities based AIR programmes e.g. Kota
 - ◆ State based Magazine printed, II Issue Under Process.
- **Advocacy Activities: -**
- ◆ Electronic media e.g. Replication and distribution of Sarva Shiksha Abhiyan Cassettes & CDs
 - ◆ Programme on AIR telecast since September 5, 2004 e.g. Live Phone- In Discussion
- **Areas of Participation :**
- **Planning: -**
 - ◆ Planning of academic calendar of the session
 - ◆ Planning of utilization of grants and other Physical and Financial resources
 - ◆ AWP & B's Micro Planning of SDMC done at Cluster level
 - ◆ Health and Hygiene programmes planning
 - **Construction: -**
 - ◆ Utilization of SFG & SMG towards infra-structural development
 - ◆ Sanitation & Drinking water facilities up-gradation.
 - ◆ Regular white wash of boundary wall & School building
 - ◆ Black board & Setting arrangements maintenance
 - ◆ Beautification & cleanliness of school.
 - ◆ Play elements introduced as per SDMC proposals.
 - ◆ Water provided by community contribution for construction & drinking purpose.
 - ◆ Community participation harnessed by initiative of SDMCs
 - **Training: -**
 - ◆ In Residential trainings, SDMC ensures proper representation & contributes in arrangement.
 - ◆ Participatory Representatives of Community and parents encouraged.
 - ◆ Special encouragement provided to strait-laced rural women for training.
 - ◆ Attendance, regularity, Accountability of training ensured.
 - ◆ Effective utilization of trained personnel.
 - ◆ Selection of Training, Venue & RPs done effectively.
 - **Out of School Children: -**
 - ◆ Survey & Identification of out of school children done by SDMCs' efforts.
 - ◆ Motivational Activities carried out for Regular-Attendance, Enrolment of out of school children.
 - ◆ MTAs' encourage parents to motivate out-of-school-children.
 - ◆ Rallies, Bal Melas, Kala Jathas, Mahila Meetings, Poster competition, essay & slogan writing & wall-logo paintings carried out at all schools for encouraging out of school children towards education.
 - ◆ Gender Enrolment, Attendance & Retention of 6-14 girls encouraged & especially parents of girls contacted for motivational purpose.
- **Networking with NGOs and other Government functionaries**
- ◆ The Social Welfare Department and NGOs with reputed credentials are given due representation in the State Resource Group and Media Advisory Group.
 - ◆ Government functionaries like ADMs, SDMs, Tehsildars and PRI representatives are directly invited to attend Community Mobilization Activities at School, Cluster, Block, District, State level.

- ♦ Majority of District Collectors are involving the DPEP functionaries in dove-tailing developmental activities.
 - ♦ Further support of NGOs is being harnessed for various activities e.g. IED, Enrolment of hardcore children, sensitization of parents, etc.
- **Relationship with PRIs**
- ♦ All Community Mobilization activities like Rallies, Bal Melas, Kala Jatthas, Mahila Meetings, Poster competition, essay & slogan writing & wall-logo paintings carried out at school, cluster, block, district level are encouraging PRIs to attend and motivate the community at large for involving in educational activities.
 - ♦ Gender Enrolment, Attendance & Retention of 6-14 girls are encouraged & especially parents of girls are being contacted for motivational purpose by the PRIs.
 - ♦ PRIs are also Flagging of Prabhat Pheries, Rallies and honouring out of school children's parents at enrolment time, providing small tokens of appreciation for participants of Mahila Meetings, Bal Mela activities, Kala Jatthas etc.
 - ♦ PRIs are also involved in School Mapping and Micro Planning activities at village level.
 - ♦ Transparency and accountability of grass root level activities of DPEP is maintained due to PRIs involvement.
 - ♦ Workshops and training are being conducted with Women PRIs at State & Cluster level respectively.
- **Tools developed to ensure effective involvement of VECs/ SMCs/ SDMCs/ MTA/ PTA etc.**
- ♦ Training Module for SDMCs and Guidelines for MTAs-PTAs have been issued by SPO.
 - ♦ KRPs and RPs have been trained at State and District level and further trainings-sensitization have been imparted.
- (e) **Girls Education / Gender**
- **Administrative Arrangements at State and District levels.**
1. **Staffing position**
Gender coordinators are in position at state as well as in all the 19 districts.
 2. **Resource Group**
SRG & DRG for Gender have been constituted and meetings are being held regularly.
- **Material development on community mobilization**
- ♦ SDMC training module
 - ♦ Training module for GCM consisting of awareness activities
- **Awareness campaigns and community participation**
- ♦ Girl Child motivators are being assigned jobs of identifying the non enrolled girls among the community & motivate the guardians of non enrolled girls to send their wards to the schools, GCM are supposed to contact the guardians of non enrolled girls frequently and have meetings with community leaders/members with the help of female members of the panchayat, ANMs, AWWs, AWHs female teacher. Girl child motivators are regularly joining the community meetings and the activities like Bal Melas, Kala Jatthas, and electronic media concerning to the girl child education as main theme.

- **Women's participation in SDMC**
 - ◆ SDMC's are constituted consisting of female teachers and other motivated female members of the community/guardians.
- **Gender Sensitization**
 - ◆ At district, block and cluster level 2423 persons have been trained for gender sensitization.
- **Addressing Gender centers in AWPBs.**
 - ◆ Most of the cluster resource centers where the GCMs are posted are working as gender centers and they assign the following activities :-
 - Environment building for girl child education in the cluster.
 - To ensure 100% enrolment of girls.
 - To reduce the dropout of girls.
 - Capacity building for teachers, AWWs & female members of the community.
- **Preparation of gender training module/material development.**
 - ◆ Three day training module for GCM and Gender sensitization has been developed.
- **Workshops**
 - ◆ Gender sensitization workshops have been conducted at state level & district level.
 - ◆ Materials like pamphlets have been developed
- **Review process**
 - ◆ Monthly review planning meeting of DPCs at SPO.
 - ◆ Quarterly review planning meeting with APCs of the districts.
 - ◆ Monthly review meeting of BRCFs at DPO.
 - ◆ Monthly review meeting of CRCFs at block.
- **MIS(Availability of gender data and its use)**
 - ◆ Data regarding gender is available in MIS section & it is used for planning & proper implementation of gender activities.
- **Innovation**
 - ◆ Special campaigns (several competitions for girls –jalebi race, mehendi competition, drawing competition, etc.)for promotion of girls education were organized last year.
- **A.S.**
 - ◆ 6 hourly & 4 hourly alternative schools have been opened in DPEP districts.
- **Incentives**
 - ◆ Additional TLM for the disadvantaged groups was distributed last year.(SC/ST/Minority). The distribution of TLM for 2004-05 is under process.
- **Issues**
 - ◆ There was provision to distribute additional TLM for SC/ST/Minority group girls in the areas having less than 15% female literacy in the blocks according to 1991 census. Audit raised the issue of 15% female literacy according to census 2001. GOI is requested to provide permission to distribute additional TLM as sanctions in AWP & B

2003-04 vide letter no (RCPE/1856-57 dated 19-01-04 reminder letter no. 5174-75 dated 24-02-04 and 7436-37 dated 25-03-04 and D.O. letter 32478 dated 28-08-04) but the sanction is yet to be received.

(f) **ECCE**

➤ **ECCE approach**

- ◆ In order to ensure girls retention at primary schools, efforts have been made to relieve the girl child from sibling care ECE centers and Anganwadi Centers under DPEP are fully operational.

➤ **No. of ECCE Centers**

- ◆ There are 1794 ECCE Centers in 19 districts.

➤ **Training & Mobilization**

- ◆ 6 day Training for ECCE Prerak, AWWs, AWHs are being held.

➤ **Material development**

- ◆ Revision of 6 day training module (ECE prerak, AWW, AWH) is under process.

➤ **Costs**

Early Child Education/Girls Education
Physical progress I phase

S.No.	Activity	2004-05		Comments
		Target	Achv.	
1.	ECE centre	1300	1192	ECE centers have been opened according to proposals & need.
2.	AWW honorarium	70131	24356	Full expenditure is not shown due to delayed receipt of UCs.
3.	AWH Honorarium	70019	24122	Full expenditure is not shown due to delayed receipt of UCs.
4.	AWW training	5424	2276	DPEP trainings & ICDs training are running at the same time. Efforts are near onto achieve the target.
5.	AWH training	5424	2320	DPEP trainings & ICDs trainings are running at the same time. Efforts are being made to achieve the target
6.	Prerak training	610	283	Training work is under process.

➤ **Monitoring & Research**

- ◆ DRG meetings are being held regularly to review the progress.
- ◆ Meetings of CRCFs at BRC, meetings of BRCFs at DPO and meetings of DPCs at SPO are being held every month to review the progress and solve their problems. The district incharges of SPO, DPCs, BRCFs, CRCFs are regularly visiting the schools & providing full desired support. Research study of ECCE centers of second phase districts is being conducted through SIERT, Udaipur.

➤ **Other interventions**

- ◆ ECCE kits have been distributed to strengthen ECCE centers. 3-6 year children can learn there by way of play method. Initial cost of the kit was Rs.500. Later on, it was increased to Rs. 750 w.e.f. 22 March, 03 after the approval of E.C.

(g) **Media**

➤ **Print media**

○ **Coverage**

- ◆ National and State level Newspapers and Magazines are carrying regular coverage of activities.
- ◆ The Shiksha Chetna Saptah i.e. week-long Community Mobilization Activities completed on 30th Oct., 2004 was extensively covered by local newspapers, thereby creating a widespread environment conducive to retention and motivation.
- ◆ Likewise, the entire spectrum of District level activities of Community Mobilization were covered in local papers.

○ **Publications and Brochures**

- ◆ Since the beginning of the academic session the district based publications of brochures and folders are creating contextual environment towards enrolment, attendance, retention of girls, MTA-SDMC activities and so on.
- ◆ At the state level a coloured magazine is being published highlighting all the activities of various components and every district, too, is given ample place.

➤ **Electronic Media**

○ **Coverage**

- ◆ Short Films making agencies which have been empanelled by Directorate of Public relations have been called for preview of their creativity and backup equipment, so that a few can be sent to the districts for shooting on Beta format. These recordings shall be telecast on Doordarshan.
- ◆ SIERT, Udaipur has been contacted for reviewing their bank of fillers and short films which can be utilized for telecast at the State level.
- ◆ All India Radio has already aired state-wide phone in discussions and talks at the behest of the SPO.
- ◆ Similarly, AIR is preparing songs and district level programmes for transmission at the State level.

○ **Audio Video Material**

- ◆ Short films on Video for highlighting each district activities are in the process of preparation.
- ◆ Audio Recordings of 5 categories of songs e.g. Children's songs, Motivational songs, Patriotic songs, Women's Empowerment Songs and Gender Equity songs are in process.
- ◆ Writers workshops for Audio Documentation have been completed.

○ **Films etc.**

- ◆ Locally produced films like TITRI have been reviewed by the SRG formulated committee for telecasting to motivate gender-literacy and educational notions.

➤ **Traditional Media**

○ **Use for community mobilization**

- ◆ Media Advisory group & State Resource Group meetings held.
- ◆ Follow up actions
- ◆ Theatre workshops are in process.

- ◆ MTA sensitization brochure is in process.
- ◆ Local useful support in form of time, knowledge, money & material has been mobilized at various schools.
- ◆ A Progress Document has been prepared for printing of aforementioned activity.
- **DPEP on internet**
- ◆ E-mail has been activated in every district.
- ◆ A website is planned after consultations with IIT Kanpur team for which a meeting is scheduled on 25.11.2004.
- **Govt. Media Agencies**
- ◆ Districts have been assigned to set up local flavored Kala Jathas, conduct theatre workshops, record jingles, publish advertisements, install large Hoardings at Bus-stops, child-based work sites, at hard-core out-of-school-children habitations.
- ◆ Similar work is taken up at the SPO level.
- **Out door publicity including advertising.**
- ◆ Directorate of Public Relations, PROs of all districts, Doordarshan Jaipur, AIR Prasar Bharati have been consulted for formulating a Media Blitz starting December, 2004.

(h) 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 a 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 & PFS.
 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 the 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).
- **Networking with organization - DIETs and DERFs**

(i) Distance Education

- **Installation of DRSs**
 - ♦ DRSs at 17 DPEP Districts in DIETs were installed in 2002 through registered company of IGNOU.
 - ♦ Post of DEC in position since March 15, 2004.
 - ♦ Damaged or disintegrated DRSs installed re-tuned by coordinating between DE incharges/ APCs and mechanics. 15 DRSs out of 18 (17 DIETs + 1 SPO) are fully functional, but DRS at SPO is under re-installation/ re-tuning
 - ♦ Efforts are being taken for installation of Dish Antenna in remaining 13 SSA Districts.
 - ♦ Planning meeting for organizing teleconference in Rajasthan on the topic "Aao School Chalen" on problems of retention and dropouts was held on 26th July, 2004. Teleconferencing is scheduled to be conducted during 2nd week of December, 2004.
 - ♦ National Teleconferencing Programme on "Monitoring and implementation of SSA" in 14 DRS equipped DIETs in Rajasthan and IGNOU R.C. in Jaipur has been conducted on 16 Sept., 2004.
- **Administrative Arrangements –**
 - ♦ All administrative arrangements have been made throughout the state in DRS equipped DPEP districts for smooth conduction of teleconference programme.
- **SRG/ DRG**
 - ♦ SRG meeting has been conducted on 20th May 2004 for planning the activities & to review previous activities.
- **Development of SIM**
 - ♦ Two day-workshop was conducted on 10th and 11th June 2004 to find out contact based hard spot areas for class VI and VII and selection and editing of poems to convert them into audio format.
 - ♦ Three day-workshop on preparation of self learning material for class VI on identified hard spots in Hindi, Maths, Science and SST subjects was held from 27th to 29th July 2004.
 - ♦ Two day-workshop on editing of developed self learning material "Nikhar" for class VI was held on 3rd and 4th Sept., 04

- ◆ Base Print Material for teleconference programme “Aao School Chalen” has been developed in Sept., 2004.
- **Training of master trainers :**
 - ◆ Work is under process.
- **Capacity building of DIETs and other staff for conducting tele and video conferencing :**
 - ◆ One day orientation programme for DIET Principals and DE incharges of all districts at SIAM, Durgapura has been conducted on 21st May, 2004.
 - ◆ The III orientation meeting of DEC / incharges has been attended by DEC on 15th and 16th October 2004 at RIE – Bhopal. A comprehensive report on the activities completed under DEP – SSA since 1st April 2004 and programme schedule of activities in the remaining period of 2004-05 along with status of expenditure was presented.
- **Audio and Video conferences conducted on various themes -**
 - ◆ Detailed programme for conducting presentation of IIT Kanpur on e-learning and distance education programmes have been submitted for approval to initiate computers.
 - ◆ Detailed proposals for audio song conversion of some poems, their recording and broadcasting on AIR have been prepared in consultation with AIR and have been submitted for approval.
- **Utilization of EDUSAT :**

As IGNOU is one of the up linking agency, we may conduct training programmes using Distance Education mode of teleconferencing and video conferencing as we have DRSS equipped in our state.

Through EDUSAT- DEP-SSA- IGNOU may be able to support many remote terminals and trainings of different target groups – some of which are as follows :

 - ◆ Functionaries at state guidance and counseling Bureaus.
 - ◆ Groups and NGOs working in the Women Education Programme.
 - ◆ Instructors of special education programmes.
 - ◆ Writers at the state Textbooks Bureaus
 - ◆ Evaluators of state education boards etc.

(j) Education of Special Focus Group - SC, ST, Minorities

- **Administrative arrangements**
 - ◆ One AS coordinator at state level & one coordinator at district level are working. BRCF & CRCF are responsible for the block & cluster level activities..
- **MIS data**
 - ◆ Monthly & quarterly data are collected at district level and analysis of the data at State level office.
- **Sensitization of teachers and educational functionaries for educational needs of children of these group.**
 - ◆ Sensitisation trainings are held from time to time at DPO level. Involvement of teachers for enrollment of these groups is very effective & priority is given in nomination in SDMC of these groups.
- **Awareness campaign of community.**
 - ◆ Bal melas, Kala Jatthas & Praveshotasvas are organised for awareness of the community.
- **Efforts for opening AS centers for needs of children of these groups.**

Efforts for opening A.S. centers :-

Village level survey has been conducted by SDMC & planned to enroll the unenrolled hard core children to various AS strategies. These are as follows ;

(a) A.S. 6 Hrs. -

These schools will be opened for children in remote and inaccessible areas where there is no school facility within 1 Km. radius.

Present Status - Presently 2372 AS 6 Hrly schools have been opened enrolling 126217 boys & girls.

(b) A.S. 4 Hrs. -

These schools have been specially opened in smaller habitation for working children and child labour where 15 or more children are available.

Present Status - Presently 419 A.S. 4 Hrs have been opened, enrolling 21608 boys and girls.

(c) Madarsa Education -

Madarsas are opened & adopted as full time 6 hours Alternative school, after consultations with the local community. These madarsas are provided with one parateacher for teaching Hindi, Maths and Environmental Science.

Present Status - Presently 252 Madarsas with 10796 students have been joined with main stream of education.

(d) Bridge Course -

These are short duration courses for out of school, dropout and working children in the age group of 8-11 yrs. The duration of this course is from 3 to 12 months running as both residential and non residential courses.

Present Status - At present 79 Bridge Courses with 3911 children are benefited.

(e) Mobile School -

In spite of the implementation of alternative strategies of education, there are still some children in every district who due to family, economical and social reasons could not join to the main stream of education. In most of the city areas, children were found in large number who are beggars and have no permanent home or boarding. Hence Mobile school has been started as an alternative to provide with such arrangement through which children would be provided with basic education as per the need in their temporary place of stay. Mobile school was inaugurated by Hon'ble Chief Minister on 2nd Oct 2002 for Jaipur district and on 14th Nov. 2002 for rest of the districts in the state.

Present status - Under DPEP, 19 mobile schools are operational in 19 districts in coordination with Rajasthan State Transport Corporation. Total 2163 boys and girls have been profited through this arrangement.

(f) Shiksha Mitra -

Under A.S. strategy in DPEP, Shiksha Mitra Kendra are opened as a last resort for hard core children who could not join any alternative schooling. Concept of each one, teach one is implemented in this scheme. Shiksha Mitra is to be opened for 6-14 yrs working children and can be run by individual or NGO including Gram Panchayat. Minimum requirement for opening Shiksha Mitra is 10 children. In all 1567 Shiksha Mitra Kendra are running.

Centres	AS 6 Hr.	AS 4 Hr.	Madarsas	Bridge courses	Mobile Schools	Shiksha Mitra Kendras
	1783	419	252	26	19	1567

➤ **Strategies to retain children in schooling system.**

- ◆ Providing Mid-Day meal, Free text book, Additional TLM to special focus group are the main strategies to retain the children & provide them also child friendly environment in the school.

➤ **Convergence with Maktab, Madarsa.**

- ◆ All registered Madarsa of 19 districts are getting support from DPEP and every facility which is given to a AS center is provided to these Madarsas.

	Centres	Parateachers	Boys	Girls	Total
Madarsa	252	285	8931	10370	19301

(k) **Integrated Education**

➤ **Administrative Arrangements**

- ◆ Policy framing at State level SRG meeting
- ◆ Appointment of Coordinator at State level.
- ◆ Appointment of APC (Disabled education) at District level.
- ◆ Work distribution of IED Programme at Block level for survey, identification medical camps, distribution of Aids & Appliances has been completed.

➤ **Identification, assessment and provision of Aids & Appliances**

- ◆ Identification & certification of disabled boys and girls at Village/Habitation level
- ◆ On the basis of formal inspection and recommendation, there is provision of 60% payment to Alimco by GOI or voluntary organisations and 40% payment by DPEP.
- ◆ Providing free Roadways Pass, Appliances distribution and other facilities at District/Block level is in process.

➤ **Strategies for enrolment and retention of the children**

- ◆ Sensitization training to Teachers/Headmasters of Primary schools and Upper Primary schools is proposed.
- ◆ Sensitization training to the parents is proposed.

➤ **Community sensitization and teacher trainings**

- ◆ Orientation meetings are held to create awareness and sensitivity in the parents of children with special needs.
- ◆ Organising Disabled Bal Melas and sensitivity training is under process.
- ◆ NGOs have been contacted to support RP Training & Sensitization camps.

➤ **Monitoring mechanisms**

- ◆ Meetings of BRCs at district level are held to review and monitor the programme.
- ◆ Monthly meetings of IED APC of every district is held and problems are diagnosed.
- ◆ MPR from District level is received at State level & consolidated. SWOTs are assessed & tackled accordingly.

➤ **Individualized Educational Plan for these children**

- ◆ Availability of work plan of Individualized Education Programme in districts on which progress is to be monitored.
- ◆ Educational programme is prepared for each disabled child according to need for which NGO support is being worked out.

(l) **MIS**

In DPEP districts, MIS Incharges have been posted in only 14 districts. For the rest of districts strengthening of MIS Incharges is under process. Interview for MIS Incharges have already been completed. Due to Court Stay process has been presently interrupted. It is expected that in the mid of December project will have proper staff for MIS.

For Capacity Building of the posted MIS Incharges every month a review meeting is held at SPO Level. In this meeting all the data collection and data analyse process is

discussed with the MIS Incharges and solution of problems is given in this meeting. Time-to-Time workshop for DISE, PMIS & other computer related field is organized at SPO as well as DPO Level. The status of MIS in 32 districts, DISE Data, Computer Hardware & Software is given as below -

Status of MIS in 32 districts						
No.	Name of District	MIS Incharge Placed in district Yes / No	No. of Computer System	No. of Printer	Software used in District	DISE Data received for the year 2003-04
Phase-I						
1	Alwar	No	Two	Two - One Laser, One DMP.	Win 2000, DISE, Oracle.	Yes
2	Bhilwara	Yes	Two	Two - One Laser, One DMP.	Win 2000, DISE, Oracle.	Yes
3	Jhalawar	Yes	Two	Two - One Laser, One DMP.	Win 2000, DISE, Oracle.	Yes
4	Jhunjhunu	Yes	Two	Two - One Laser, One DMP.	Win 2000, DISE, Oracle.	Yes
5	Kota	Yes	Two	Two - One Laser, One DMP.	Win 2000, DISE, Oracle.	Yes
6	Nagaur	Yes	Two	Two - One Laser, One DMP.	Win 2000, DISE, Oracle.	Yes
7	Sikar	Yes	Two	Two - One Laser, One DMP.	Win 2000, DISE, Oracle.	Yes
8	Sirohi	Yes	Two	Two - One Laser, One DMP.	Win 2000, DISE, Oracle.	Yes
9	Sri Ganganagar	Yes	Two	Two - One Laser, One DMP.	Win 2000, DISE, Oracle.	Yes
10	Tonk	No	Two	Two - One Laser, One DMP.	Win 2000, DISE, Oracle.	Yes
Phase-II						
1	Bharatpur	Yes	Two	Two - One Laser, One DMP.	Win 2000, DISE, Oracle.	Yes
2	Bundi	No	Two	Two - One Laser, One DMP.	Win 2000, DISE, Oracle.	Yes
3	Churu	No	Two	Two - One Laser, One DMP.	Win 2000, DISE, Oracle.	Yes
4	Dausa	Yes	Two	Two - One Laser, One DMP.	Win 2000, DISE, Oracle.	Yes
5	Dholpur	Yes	Two	Two - One Laser, One DMP.	Win 2000, DISE, Oracle.	Yes
6	Hanumangarh	Yes	Two	Two - One Laser, One DMP.	Win 2000, DISE, Oracle.	Yes
7	Jaipur	Yes	Two	Two - One Laser, One DMP.	Win 2000, DISE, Oracle.	Yes
8	Karauli	No	Two	Two - One Laser, One DMP.	Win 2000, DISE, Oracle.	Yes
9	Sawai Madhopur	Yes	Two	Two - One Laser, One DMP.	Win 2000, DISE, Oracle.	Yes
SSA						
1	Ajmer	No	One - On Rent	One-On Rent	Win 2000, DISE, Oracle.	Yes
2	Banswara	No	One - On Rent	One-On Rent	Win 2000, DISE, Oracle.	Yes
3	Baran	No	One - On Rent	One-On Rent	Win 2000, DISE, Oracle.	Yes

4	Barmer	No	One - On Rent	One-On Rent	Win 2000, DISE, Oracle.	Yes
5	Bikaner	No	One - On Rent	One-On Rent	Win 2000, DISE, Oracle.	Yes
6	Chittorgarh	No	One - On Rent	One-On Rent	Win 2000, DISE, Oracle.	Yes
7	Doongarpur	No	One - On Rent	One-On Rent	Win 2000, DISE, Oracle.	Yes
8	Jaisalmer	No	One - On Rent	One-On Rent	Win 2000, DISE, Oracle.	Yes
9	Jalore	No	One - On Rent	One-On Rent	Win 2000, DISE, Oracle.	Yes
10	Jodhpur	No	One - On Rent	One-On Rent	Win 2000, DISE, Oracle.	Yes
11	Pali	No	One - On Rent	One-On Rent	Win 2000, DISE, Oracle.	Yes
12	Rajasamand	No	One - On Rent	One-On Rent	Win 2000, DISE, Oracle.	Yes
13	Udaipur	No	One - On Rent	One-On Rent	Win 2000, DISE, Oracle.	Yes

(m) Civil Works

1. Civil Works Management

A in house engineering cell was formed in DPEP- Rajasthan, taking engineers on deputation from different Government departments. In- house engineering cell comprises of one Chief Engineer and two Assistant Engineers at SPO, Assistant Engineer and Junior Engineer at DPO and one Junior Engineer at each block. District wise number of sanctioned posts of A.En./J.En.'s is enclosed at Annexure 'I' All works are being executed through community under technical guidance of block level J.En. and District A.En.

2. Annual Progress of Civil Works

Activity wise physical as well as financial progress of civil works of Phase I and II are enclosed at Annexure II and III respectively. Under DPEP I upto September 2004 expenditure of Rs. 464.15 lacs has been incurred against Rs. 1244.005 lacs which is 37.31%. Under DPEP II upto September 2004 expenditure incurred is Rs. 573.25 lacs against the annual target of 2127.067 lacs which is around 28.28%

3. Cumulative Status

Cumulative progress since inception up to September, 2004 of DPEP- I and II are enclosed at Annexure IV and V respectively . So far financial achievements under DPEP phase - I is around 93 % and under DPEP phase - II is around 86 %.

4. Designs & Specifications

Several alternative designs were prepared for school building. Two alternatives for CRC and four alternatives for BRC building have been prepared. Specifications have been decided as per availability of local men and material at particular block and district. Different types of construction material like brick, RR stone, coarse stone, mine stone waste etc. are being used in masonry in different districts as per availability. Similarly, in roofing Jack Arch roofing, Stone slab roofing and RCC roofing are in practice as per local practice and skill.

5. Convergence

Convergence received in civil works through various schemes are as follows

Famine Relief Works:	Rs. 375.48 Lacs
Food For Work:	Rs. 34.18 lacs

Other Scheme (PHED):	Rs. 45.00 Lacs
UNICEF:	Rs. 34.96 Lacs
School Health & Sanitation Programme:	Rs. 115.00 Lacs
TOTAL:	Rs. 604.62 Lacs

6. Evaluation Studies

Evaluation of civil works under DPEP- I has already been done. Evaluation study of civil works of DPEP II has also been completed by an external agency- Center for Development, Communication Studies, Jaipur recently and draft report has been submitted.

7. Innovations

Under civil works innovation provision of Rs. 50.00 lacs has been kept out of which expenditure of around Rs. 40.00 lacs has been incurred. 10 Nos. of Prototype school buildings have been constructed in ten districts of phase I and one prototype school building is in progress in Jaipur district.

DPEP RAJASTHAN PHASE-I
CONSOLIDATED YEAR WISE EXPENDITURE UPTO SEPT 2004

(Rs in lacs)

S.No.	Budget Head	Baseline Cost	Expenditure					AWP&B 04-05	2004-05						Total upto Sept.04	Total since inception
			99-2000	2000-01	2001-02	2002-03	2003-04		Apr	May	Jun	July	Aug.	Sept.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	CIVIL WORKS	9845.066	0.000	1734.640	3682.124	2436.675	1703.386	1244.005	25.841	40.296	-0.757	38.901	182.158	177.976	464.415	10021.240
2	FURNITURE	445.644	6.410	28.570	118.846	44.984	16.591	144.833	0	0	0.000	0.000	0.010	0.117	0.127	215.528
3	EQUIPMENT	487.240	15.320	178.840	19.004	64.624	498.465	217.601	0.744	0	0.143	-0.227	1.290	1.053	3.009	779.262
4	VEHICLE	406.388	0.000	0.000	36.332	51.590	59.755	34.740	0.155	0.765	1.763	4.428	3.616	2.313	13.046	160.723
5	BOOKS & LIBRARIES	516.690	0.000	82.810	43.188	5.123	10.254	528.707	0	0.043	0.000	0.020	0.000	0.140	0.203	141.578
6	CONSULTANCY	3629.845	0.000	10.150	184.168	407.489	626.392	432.024	23.459	30.787	39.642	51.534	37.854	47.049	230.325	1458.524
7	RESEARCH & EVALUATION	333.500	41.510	10.110	55.926	18.208	11.742	52.700	0	0.011	0.195	0.019	0.136	0.049	0.409	137.905
8	TRAINING	5098.949	12.930	277.430	616.655	649.827	1180.352	1928.215	120.856	117.56	119.177	102.014	115.165	56.795	631.568	3368.761
9	INNOVATION	177.160	0.000	4.130	10.352	17.064	4.434	62.366	0	0	0.000	0.013	-0.013	0.000	0.000	35.980
10	AWARENESS	998.008	5.510	59.600	126.597	164.479	265.429	250.690	1.696	12.317	3.353	10.731	1.226	4.574	33.897	655.512
11	SALARY	10066.879	84.740	576.980	1474.790	1707.449	5030.644	3272.631	232.451	215.908	194.478	155.460	164.432	155.199	1117.928	9992.531
12	COSUMABLES	1634.409	19.070	70.470	201.382	237.142	253.236	254.522	4.598	8.117	14.313	17.442	17.189	11.189	72.848	854.148
13	T.L.M.	4377.039	0.000	469.950	596.340	680.871	560.290	289.210	0.004	37.42	138.255	78.039	35.042	27.185	315.945	2623.396
14	VEHICLES OP & MAINTANANCE	595.570	0.000	31.820	62.649	71.999	61.012	80.450	1.924	4.223	5.079	4.167	5.228	3.792	24.414	251.893
15	EQUIPMENT OP & MAINTANANCE	37.220	1.300	0.660	11.486	7.257	7.303	4.416	0.832	0.071	0.813	0.272	0.067	0.624	2.679	30.685
16	HONORARIUM	1791.470	0.000	24.070	101.049	193.684	620.475	481.850	9.515	13.981	65.552	31.995	57.489	75.213	253.745	1193.022
	TOTAL	40441.077	186.790	3560.230	7340.888	6758.463	10909.759	9278.960	422.075	481.499	582.017	494.610	620.889	563.268	3164.56	31920.69

DPEP RAJASTHAN PHASE-II
CONSOLIDATED EXPENDITURE UPTO SEPT 2004
CONSOLIDATED EXPENDITURE

(Rs. In lacs)

S.No.	Budget Head	Baseline Cost	EXPENDITURE			Expenditure 2004-05							Total Exp.2004 05 upto Sept04	Total Exp. Since Inception	% Exp. Of Base line cost
			2001-02	2002-03	2003-04	AWP&B 04-05	Apr	May	Jun	July	Aug	Sept			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	CIVIL WORKS	9723.725	328.552	4363.944	3088.927	2127.069	66.536	61.675	48.331	19.378	47.395	329.935	573.251	8354.674	85.92
2	FURNITURE	213.626	32.457	98.235	2.261	99.321	0.246	0.000	0.129	0.000	0.000	0.016	0.391	133.344	62.42
3	EQUIPMENT	391.070	34.699	93.711	29.757	281.337	0.197	0.134	0.316	0.838	0.390	0.165	2.039	160.206	40.97
4	VEHICLE	239.400	0.027	17.552	32.431	47.274	1.782	0.401	1.623	1.538	1.013	2.874	9.231	59.241	24.75
5	BOOKS & LIBRARIES	4473.957	0.028	0.291	79.012	1275.947	134.344	64.669	26.095	40.736	23.140	8.986	297.970	377.300	8.43
6	CONSULTANCY	3112.460	109.849	358.576	453.579	619.532	36.647	30.304	28.474	39.737	31.683	39.368	206.212	1128.216	36.25
7	RESEARCH & EVALUATION	612.350	10.179	12.471	11.192	41.900	0.000	1.483	1.764	6.117	0.715	0.000	10.079	43.921	7.17
8	TRAINING	4286.365	68.237	375.322	455.726	832.112	1.530	10.022	31.599	24.162	39.033	31.102	137.449	1036.734	24.19
9	INNOVATION	116.000	0.044	7.454	0.857	36.500	0.054	0.000	0.197	0.080	0.000	0.000	0.331	8.686	7.49
10	AWARENESS	2533.744	25.384	288.244	475.330	883.340	7.946	15.574	26.689	18.140	28.714	38.987	136.050	925.009	36.51
11	SALARY	5891.826	128.808	560.148	2332.027	3202.683	146.218	103.759	90.346	93.507	91.322	89.772	614.924	3635.907	61.71
12	COSUMABLES	1107.153	35.436	114.481	164.386	239.329	6.888	7.573	11.420	15.769	11.845	11.499	64.994	379.298	34.26
13	T.L.M.	2184.805	222.066	369.670	528.206	528.539	-0.402	36.273	56.615	111.003	65.192	74.593	343.274	1463.216	66.97
14	VEHICLES OP & MAINTANANCE	392.400	5.962	47.215	43.596	72.500	3.047	3.564	2.977	4.278	3.742	3.360	20.968	117.742	30.01
15	EQUIPMENT OP & MAINTANANCE	27.832	0.000	1.116	4.609	3.200	0.092	0.541	0.732	0.468	0.254	0.258	2.345	8.070	29.00
16	HONORARIUM	1934.880	1.462	46.460	86.665	245.942	5.120	9.857	5.748	8.875	6.479	10.771	46.850	181.437	9.38
	TOTAL	37241.593	1003.190	6754.891	7788.560	10536.524	410.245	345.829	333.055	384.625	350.916	641.687	2466.358	18013.000	48.37

RAJASTHAN COUNCIL OF PRIMARY EDUCATION

DISTRICT PRIMARY EDUCATION PROGRAMME - RAJASTHAN

3 (b) — FINANCIAL PROGRESS QUARTERLY

DPEP - I

(Rs in crores)

S.No.	Total Project Cost	Govt. of India releases upto 31.03.04	State Releases upto 31.03.04	Total Funds available upto 31.03.04 (3+4)	Expenditure upto 31.03.04	Govt. of India Releases during current year upto 30.09.04	State releases during current year upto 30.09.04	Total Funds available during current year upto 30.09.04 (including spill over) (7+8)	Expenditure upto 2nd quarter (30.09.04)	Total fund available upto 30.09.04 (Cumulative (5+9))	Total expenditure upto 30.09.04 (cumulative (6+10))	%age of expenditure against available fund (cumulative)	%age of expenditure against total project cost
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	404.41	259.50	45.78	305.28	287.55	45.00	1.77	46.77	31.65	352.05	319.2	90.67	78.93

DPEP - II

S.No.	Total Project Cost	Govt. of India releases upto 31.03.04	State Releases upto 31.03.04	Total Funds available upto 31.03.04 (3+4)	Expenditure upto 31.03.04	Govt. of India Releases during current year upto 30.09.04	State releases during current year upto 30.09.04	Total Funds available during current year upto 30.09.04 (including spill over) (7+8)	Expenditure upto 2nd quarter (30.09.04)	Total fund available upto 30.09.04 (Cumulative (5+9))	Total expenditure upto 30.09.04 (cumulative (6+10))	%age of expenditure against available fund (cumulative)	%age of expenditure against total project cost
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	372.44	159.00	25.15	184.15	155.47	20.00	3.78	23.78	24.66	207.93	180.13	86.63	48.36

Table (b) Physical Progress Under DPEP

Sl. No.	Item	Target upto 31.03.04	Achievement upto 31.03.04	In progress upto 31.03.04	Target for the current year 2004-05	Achievement upto 2 nd quarter (30-9-2004)	Total (Cumulative progress) upto 30-9-2004	
							Achievement	In progress
1	Physical progress (other than civil works)							
i.	School opened Primary (SSA)	2317	2317	0	5133	0	0	5133
	School opened Upper Primary (SSA)	2144	2144	0	2436	0	0	2436
ii.	Total number of children admitted in EGS centers (SSA)	1892390	2548009	0	991083	1155539	0	0
iii.	Total number of children admitted in AIE centers	0	0	0	55014	0	0	0
iv.	Total number of teachers appointed (SSA)	0	0	0	0	0	0	0
v.	Percentage of female teacher appointed	0	0	0	0	0	0	0
vi.	In-service training of teachers (number of trainee days)	46587	41383	0	44354	35184	35184	0
vii.	Total number of children to whom free text books distributed (SSA)	295301	102851	0	409151	124327	0	0
2	Civil Works							
i.	Number of school buildings constructed	1215	1008	334	105	121	1129	262
ii.	Number of additional classrooms constructed	4658	3913	716	614	376	4289	604
iii.	Number of toilet constructed	13484	10619	739	689	751	11370	278
iv.	Number of drinking water facility provided	4918	4181	162	198	104	4285	98

Organized Activities of IED Programme Year 2004-05

Table : 1

<i>S.No.</i>	<i>Name of Activity</i>	<i>Achievement</i>
1	Medical Camp	227
2	Identification of disable children	24238
3	No. of enrolled disable children	20702
4	Induction training of Inservice Teachers IED Component	5401
5	4 days IED Teacher/Headmaster Training	3748
6	Distribution of AIDs and Appliances	1075

Table: 2

<i>S. No</i>	<i>Name of District</i>	<i>Organised Medical Camp</i>	<i>No. of Identification on disable children</i>	<i>No. of enrolled disable children</i>	<i>In special school</i>	<i>Out of school</i>
1	Phase I	74	12900	10773	958	1178
2	Phase II	153	11338	9929	471	975
	<i>Total</i>	<i>227</i>	<i>24238</i>	<i>20702</i>	<i>1429</i>	<i>2153</i>

Physical and Financial Progress of Civil Work upto Oct. 2004 against AWP&B 2004-05

(DPEP-I Phase Districts)		(Rs. in lacs)				
S.NO.	Activities	AWP&B 2004-05		Achievement		
		Phy (Nos.)	Fin. (Amount)	Phy (Nos.)		Fin. (Amount)
				C	IP	
1	Room for A.S. (Big.)	0	0.000	0	0	3.842
2	Room for A.S. (Small)	80	40.000	0	16	4.128
3	Building for BLS. (P)	25	64.000	8	8	31.336
4	Building for BLS- RGSJP, SKS.	0	0.000	10	0	13.086
5	Addl. Class Room	350	437.500	52	242	262.774
6	B.R.C.	0	0.000	6	0	25.627
7	Add. Room with BRC.	0	0.000	0	0	9.680
8	C.R.C.	48	65.000	6	10	9.061
9	Toilets (10000)	420	42.000	513	154	13.687
10	Drinking water Handpump.	90	40.500	30	8	7.545
11	PHED. Connection with storage tank.	10	1.500	5	2	1.446
12	Minor Repair	210	52.500	42	32	15.659
13	Major Repair	225	112.500	0	162	49.159
14	E.C.E. Room	34	17.000	0	22	6.565
15	Play Elements to School	160	40.000	0	120	1.020
16	Ramps.	110	22.000	0	60	9.800
	Total (DPEP)	1762	934.500	672	836	464.415
	Spillover Amount		309.505			1244.005

Physical and Financial Progress of Civil Work upto Sept. 2004 against AWP&B 2004-05

(DPEP-II Phase Districts)

(Rs. in lacs)

S.NO.	Activities	AWP&B 2004-05		Achievement		Financial (Amount)
		Phy (Nos.)	Fin. (Amount)	Physical (Nos)		
				C	I.P	
1	Room for A.S. (Big.)	24	19.856	6	0	4.893
2	Room for A.S. (Small)	22	73.762	22	2	3.838
3	Building for BLS. (P)	32	110.514	19	11	34.067
4	Building for BLS- RGSJP, SKS.	82	417.206	84	41	143.952
5	Addl. Class Room	397	642.370	324	159	210.859
6	B.R.C.	12	197.990	7	3	72.977
7	Add. Room with BRC.	1	2.400	0	1	0.024
8	C.R.C.	33	70.807	31	10	10.507
9	Toilets (10000)	714	83.408	238	106	17.516
10	Drinking water Handpump.	269	114.750	56	43	22.592
11	PHED. Connection with storage tank.	-2	34.416	13	40	8.601
12	Minor Repair	310	60.983	145	65	9.685
13	Major Repair	679	255.243	129	69	29.597
14	E.C.E. Room	21	43.452	20	0	4.142
15	Play Elements to School	0	0.000	0	0	0.000
16	Ramps.	0	0.000	0	0	0.000
	Total (DPEP)	2594	2127.157	1094	550	573.250

Cummulative Physical Progress Report of Civil Works (Phase I) since inception up to September, 2004

Annexure IV

S. No.	Activity	Unit Cost	Total targets of project period		Cummulative physical achievements since beginning up to September, 2004			
			Physical	Financial	Sanctioned	Completed	Under Progress	Not Started
1	Construction of School for buildingless Schools	2.56	360	921.60	355	345	10	0
2	Construction of School building for RGSJP / SKS	2.56	400	1024.00	388	369	15	4
3	Construction of Toilets (UNICEF)	0.025	450	11.25	450	450	0	0
4	Construction of Toilets (DPEP)	0.08	7233	587.05	6988	6835	103	50
5	Additional Class Room	1.25	2198	2725.77	2185	1902	152	131
6	Hand Pump	0.45	620	279.05	541	529	2	10
7	Hand Pump (S.H.S.P.)	0.35	486	188.44	681	681	0	0
8	PHED Connection	0.15	1455	218.04	1705	1703	0	2
9	Play Elements	0.25	181	45.25	141	21	80	40
10	Construction of BRC building	7.4	84	628.69	84	61	22	1
11	Construction of CRC building	1.75	1089	1856.1	1049	1036	7	6
12	Civil Works in DIET	-	5	11.85	4	4	0	0
13	Major repairs of Schools	0.5	2769	1352.576	3243	3022	164	57
14	Minor Repairs of Schools	0.25	2307	567.51	2513	2476	25	12
15	Rooms for Alternative School	0.5	534	272.85	491	434	31	26
16	Rooms for ECE centers	0.5	136	67.55	128	106	14	8
17	Construction of ramps	0.2	110	22.00	60	10	30	20
TOTAL			20417	10779.576	21006	19984	655	367

Base Line Cost of Civil Works	10779.576	Lacs
Expenditure incurred up to March, 04	9556.8168	Lacs
Expenditure incurred 2004-05 up to September, 04	464.415	Lacs
Total Expenditure up to September, 2004	10021.2318	Lacs
Balance expenditure to be incurred	758.3442	Lacs

Cummulative Physical Progress Report of Civil Works (Phase - II) since inception up to September, 2004

S. No.	Activity	Unit Cost	Total targets of project period		Cummulative physical achievements since beginning up to September, 2004			
			Physical	Financial	Sanctioned	Completed	Under Progress	Not Started
1	Construction of School for buildingless Schools	2.56	213	545.28	155	123	32	0
2	Construction of School building for RGSJP / SKS	2.56	267	683.52	588	292	205	91
3	Construction of Toilets	0.1	6221	622.10	4274	4085	175	14
4	Additional Class Room	1.2	2810	3372.00	2853	2387	452	14
5	Hand Pump	0.5	1692	846.00	1066	841	90	135
6	PHED Connection	0.2	600	121.47	535	531	4	0
7	Water harvesting Structures	0.5	165	82.50	74	72	2	0
8	Construction of BRC building	7.96	48	382.08	48	9	35	4
9	Additional two room with BRC	2.4	1	2.40	0	0	0	0
10	Construction of CRC building	1.5	678	1017.00	663	638	25	0
11	Civil Works in DIET	0	0	0.00	0	0	0	0
12	Major repairs of Schools	0.25/R	1800	449.54	2368	2168	180	20
13	Minor Repairs of Schools	0.125/R	3331	432.56	2833	2729	60	44
14	Rooms for Alternative School (Big)	1.44	68	97.92	47	42	5	0
15	Rooms for Alternative School (Small)	0.92	371	341.32	246	197	44	5
16	Rooms for ECE centers	0.92	597	549.24	555	526	29	0
	TOTAL		18977	9723.725	16305	14640	1338	327

Base Line Cost of Civil Works	9723.725	Lacs
Expenditure incurred up to March,04	7781.52	Lacs
Expenditure incurred of 2004-05 up to September,04	573.25	Lacs
Total expenditure incurred up to September,04	8354.77	Lacs
	1368.955	Lacs

S.No.	Item	Target Upto 31.3.2004	Achievement Upto 31.3.2004	In Progress Upto 31.3.2004	Target for the Year 2004-2005	Achievement Upto 2nd Quarter (30.9.2004)	Total (Cumulative) Progress Upto 30.9.2004	
							Achievement	In Progress
2	Civil Works							
i	Number of school buildings constructed	735	696	46	25	18	714	25
ii	Number of additional classrooms constructed	1848	1850	101	350	52	1902	152
iii	Number of toilet constructed	7263	6772	46	420	513	7285	103
iv.	Number of drinking water facility provided	2461	2878	45	100	35	2913	2
v	Others (BRC,CRC, Repairs, AS rooms, ECE Rooms)	6348	7066	267	867	69	7135	373

S.No.	Item	Target Upto 31.3.2004	Achievement Upto 31.3.2004	In Progress Upto 31.3.2004	Target for the Year 2004-2005	Achievement Upto 2nd Quarter (30.9.2004)	Total (Cumulative Progress Upto 30.9.2004)	
							Achievement	In Progress
2	Civil Works							
i	Number of school buildings constructed	480	312	288	80	103	415	23
ii	Number of additional classrooms constructed	2810	2063	615	264	324	2387	45
iii	Number of toilet constructed	6221	3847	693	269	238	4085	17
iv	Number of drinking water facility provided	2457	1303	117	98	69	1372	9
v	Others (BRC,CRC, Repairs, AS rooms, ECE Rooms)	6894	5949	645	739	360	6309	37

UTTAR PRADESH

U.P. District Primary Education Programme - III

1. Coverage:

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

Duration - April, 2000 to September, 2005

2. Project Structure :

Vacancies position in SPO and DPO

Name	No. Planned	No. filled	Vacant	Particulars of posts vacant
SPO	62	61	01	Computer Programmer - 01
DPOs	363	291	72	1. AAO - 03 2. Distt. Coordinator: Community Participation - 07 Gender - 11 Training - 05, Alternative Schooling - 07, 3. Accountant - 13 4. Steno - 16 5. Typist /Clerk - 10 Total vacancies = 72 Efforts are being made to fill the vacancies

3. District wise Project cost AWP & B 2004-05 & expenditure

(Rs. in lacs)

Sl.No.	District covered	EFC Approved Project Cost	Annual Work Plan & Budget 2004-05	
			Budget	Expenditure upto 30.9.04
1	Agra	3149.22	754.31	492.00
2	Ambedkar Nagar	2063.64	Included in Faizabad	
3	Azamgarh	3380.34	447.07	230.62
4	Bagpat	1277.08	199.36	92.20
5	Balia	2656.05	451.23	310.51
6	Bijnor	2576.39	384.59	244.53
7	Bulandsahar	2803.60	560.02	301.67
8	Etah	2409.51	520.03	298.50
9	Faizabad	1982.19	500.70	337.73
10	Farrukhabad	1873.94	311.83	177.43
11	Fatehpur	2436.45	431.43	284.74
12	G B Nagar	1155.44	Included in Ghaziabad	
13	Ghaziabad	1919.05	392.80	301.71
14	Ghazipur	2560.44	562.24	315.68
15	Hamirpur	1546.47	273.47	178.95
16	Jalaun	1969.59	389.63	272.91
17	Jaunpur	3158.67	532.79	501.07
18	Jhansi	1717.30	220.38	113.90
19	Kannauj	1714.14	271.08	178.00
20	Kanpur Dehat	2349.17	344.21	215.75
21	Mahoba	1396.61	375.21	176.92
22	Mainpuri	1828.76	305.57	226.83
23	Mathura	1880.17	406.41	195.24
24	Mau	1901.20	370.09	249.43
25	Mecrut	1882.07	351.23	242.20
26	Mirzapur	2525.76	605.21	361.35
27	Muzaffarnagar	2677.96	454.19	311.64
28	Padrauna(Kushi Ngr)	2424.67	336.46	247.85
29	Pratapgarh	2602.33	440.90	306.83

Sl.No.	District covered	EFC Approved Project Cost	Annual Work Plan & Budget 2004-05	
			Budget	Expenditure upto 30.9.04
30	Raibareli	2465.78	337.90	206.52
31	Sultanpur	2924.59	417.83	310.06
32	Unnao	2389.37	332.52	259.01
33	Rampur	735.93	388.36	164.95
34	Barabanki	1201.98	607.18	275.88
35	Baharaich	930.81	725.81	370.25
36	Srawasti		Included in Bahraich	
	State Component	4828.24	1611.40	219.99
	Total	79294.91	15613.44	8972.85

4. Utilization Certificate

(Rs in lacs)

Funds released by GOI upto 30.9.04	Fund released by GOUP upto 30.9.04	Total	Percentage (%) State Share
8121.00	1147.35	9268.35	14.12%

(Rs in lacs)

Particulars	DPEP-III
Actual expenditure upto 31.3.04	62959.10
Total planned for April 04 to March 05	15613.44
Expenditure during 2004-2005 upto 30/09/2004	8972.85
Total expenditure upto 30/09/2004- Cummulative	71931.95
Disbursement	
Reimbursement claimed upto 31.03.2004	50460.15
Reimbursement claimed upto 30/09/2004	52936.11

5. Functioning of EC/GC :

- Meetings of EC are being held regularly. Last EC meeting was held on 23.07.2004.
- Last meeting of the Programme Committee was held on 24.09.2004.
- Next meeting of the Finance Committee is scheduled very shortly.

6. Submission of Annual/Audit Report:

- The Annual report along with the Audit Report for the year 2000-01, 2001-02 and 2002-03 have been submitted to GOI to lay in the Parliament.
- Audit Report for the year 2003-04 has been submitted to the Govt. of India. Annual Report for 2003-04 is under preparation.

COMMUNITY MOBILISATION

Activity	Progress
Community Mobilisation & VEC Interventions	<ul style="list-style-type: none"> ▪ VEC's constituted in all districts. ▪ VEC is statutory institution under UP Basic Education Act 71. ▪ VEC constitution is dovetailed with UP's Panchayati Raj Act. ▪ Ward Education committees constituted in urban areas and training completed.
Administrative arrangements	<ul style="list-style-type: none"> ▪ Senior Professional at the SPO looks after the functional area. ▪ District Coordinators (Community Mobilisation) appointed. ▪ DRG, BRG and VECs constituted. ▪ Divisional level monitoring committee constituted.
Community Mobilisation Material Development	<ul style="list-style-type: none"> ▪ Posters developed ▪ poster competition organised. ▪ Folders printed on School Improvement Grant. ▪ A training module for VEC training and Gram Shiksha Yojna hand book have been developed. ▪ Instruction brochure for orientation of WEC has been developed and disseminated.
Campaign and other mobilization activities	<ul style="list-style-type: none"> • 'School Chalo' campaigns organized state-wide with high public & media participation every year. • Ma-beti and VEC mela organized. • 2 rounds of training of VEC's for micro-planning & household contact. • Relay of Radio jingles & TV spots on girls education.

	<ul style="list-style-type: none"> • Hoardings carrying messages of primary education displayed. • Buses of UPSRTC carried the logo & messages of primary education. • District /block and village level rallies organized for School Chalo Abhiyan. • Model Cluster approach, areas have intensive trainings for women motivator groups, VECs & PTA. • Meena campaign for girls education organised in cluster with low female enrolment. • Kala Jathas targeted to blocks with low female literacy. • Ward education committees constituted and oriented in urban areas. • Basic Shiksha Parishad decided to form PTA's in all govt. schools. 42139 PTAs formed.
Community Participation Community Organisations.	<ul style="list-style-type: none"> • 26793 VECs constituted. • 4408 ward education committees have been constituted. • MTAs and PTAs are formed and trained in all MCDA clusters..
Empowering Community Organisation model cluster (VEC, MTA, PTA, Panchayats etc.)	<ul style="list-style-type: none"> • Trainers handbook for training of VECs developed. • Trainer's hand book for MTA, PTA, WMG, have been Developed in MCDA clusters. ▪ 800 model clusters have been developed.
Orientation/ Training/ workshops for Community Organisation	<ul style="list-style-type: none"> • Regular VEC meetings held. • Training of ward education committee members is going on. • Block Shiksha Samiti community leaders being oriented in their roles & responsibilities. • 26793 village education plans completed. • 26793 VECs trained in DPEP-III • 2819 MTAs/ PTAs & 1108 WMGs formed and trained in DPEP-III Districts.
Orientation/ Training/ workshop provided for staff/ Master Trainers.	<ul style="list-style-type: none"> • Training workshop organized by SPO for SRG. • Training workshop organized by DIET for BRG. • 3 day workshop organized at the State Level to develop new strategies for community mobilization and Quality Improvement. • SRG and BRG were given training. • Workshop of District Coordinator (community mobilization and girls education) for DPEP-III was organized.
Areas and instance of participation	<ul style="list-style-type: none"> • VECs involved in household survey. • VECs involved in micro-planning. • VECs involved in facilitation, enrolment and retention of children especially girls & SC/ST.

	<ul style="list-style-type: none"> • VECs involved in school improvement/ Maintenance/ Repairs of school. • VECs involved in construction work of new schools, reconstruction of old schools & additional classrooms. • Running of Alternative Centres. • Selection & Appointment of Para teachers/ Acharya ji.
Other activities to promote Participation and Innovations.	<ul style="list-style-type: none"> • Kalajathas were organized focussing on girls education. • Meena Campaigns with pre & post screening discussions with the community. • TV spots & radio jingles. • Media workshop in Lucknow & dissemination through national electronic & print media.
Networking	<ul style="list-style-type: none"> • With electronic & print media. • SIET, Doordarshan & AIR. • Mahila Samakhya • UNICEF for Girls Education

<p>Pedagogical Improvement Coverage/Rounds/ Cascade</p>	<ul style="list-style-type: none"> • Training of Teachers → The following training of teachers have been organized. <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Duration of training</td> </tr> <tr> <td style="text-align: center;">Venue of training</td> </tr> <tr> <td style="text-align: center;">Ist Round</td> </tr> <tr> <td style="text-align: center;">8 days</td> </tr> <tr> <td style="text-align: center;">BRC</td> </tr> <tr> <td style="text-align: center;">IInd Round</td> </tr> <tr> <td style="text-align: center;">5 days</td> </tr> <tr> <td style="text-align: center;">BRC</td> </tr> <tr> <td style="text-align: center;">IIIrd Round</td> </tr> <tr> <td style="text-align: center;">1 day</td> </tr> <tr> <td style="text-align: center;">NPRC</td> </tr> <tr> <td style="text-align: center;">IVth Round</td> </tr> <tr> <td style="text-align: center;">6 days</td> </tr> <tr> <td style="text-align: center;">BRC</td> </tr> <tr> <td style="text-align: center;">Vth Round</td> </tr> </table> <p>6 days training on Sanskrit and 6 days training on English are proposed for teachers during 2004-05 under SSA. Master trainers training is going on. Teachers training will begin in December, 2004.</p> <ul style="list-style-type: none"> ▪ Cascade model for training was followed. SRG MTs TOTs who conducted the training at BRC. 	Duration of training	Venue of training	I st Round	8 days	BRC	II nd Round	5 days	BRC	III rd Round	1 day	NPRC	IV th Round	6 days	BRC	V th Round
Duration of training																
Venue of training																
I st Round																
8 days																
BRC																
II nd Round																
5 days																
BRC																
III rd Round																
1 day																
NPRC																
IV th Round																
6 days																
BRC																
V th Round																
<p>Focus</p>	<ul style="list-style-type: none"> • The first round of teachers training focussed on: effective use of new textbooks, improving content knowledge of teachers and subject teaching, transactional methodologies, handling multigrade and multilevel classrooms, use of content specific TLM. • It had 30 practice sessions in actual classroom situations and 16 training sessions in training hall. 															

	<ul style="list-style-type: none"> • The findings of an independent feedback study of teacher training inputs conducted under DPEP-II were used to improve the second round of teacher training in UPDPEP III. • The second round of training was in continuity to the first round of teacher training. Focus of the training was on: Effective use of textbooks and teacher guides for lesson-planning, preparation and use of TLMs and to develop teachers skills in handling multigrade situations, improve child participation, remedial teaching etc. The training was conducted in the schools of the cluster, in rotation in actual classroom situations.
Curriculum, Textbooks and TLM. Classes covered/Nature of material & process	<ul style="list-style-type: none"> • Curricula for Primary classes (I-V) and upper primary (VI- VIII) have been revised, printed and distributed to all Primary schools and Upper Primary Schools, CRCs, BRCs & DIETs • Textbooks for classes 1-5 have been revised and introduced in primary schools across state. • Teacher guides based on these new textbooks were developed, printed and distributed in 2001, one set each to all primary schools BRCs and DIETs . In 2003-04 teacher guide based on Sanskrit and English have been developed and master trainer training is going on. • Textbooks of classes VI to VIII have been revised and introduced in upper primary school across the State. • School libraries have been set up in all DPEP-III primary schools. B.R.C. libraries have also been setup in each BRC. • TLM workshops have been held at cluster block and district level in all project districts. • Text books in English for class III-V have been developed by English Language Teaching Institute (ELTI) , Allahabad in the bilingual approach for teaching English . • Rs. 500/- TLM grant per teacher distributed to all teachers in DPEP-III districts.
State Resource Group and District Resource Group.	<ul style="list-style-type: none"> • The SRG for Pedagogical Renewal setup in 1998 & expanded to cover upper primary. • SRG along with SCERT has revised curricula I-V classes & VI-VIII classes in Jan 1999 & Jan 2000 respectively. • Academic Resource Groups of DIETs have been strengthened and are being regularly monitored by SPO.
Academic Support & Supervision	<ul style="list-style-type: none"> • A three pronged academic support & supervision system of DIET-BRC-NPRC has been put into place in DPEP-III to improve the functioning of schools and classroom processes and for better achievement of children. • DIETs are functional in all districts & BRCs & NPRCs are operational as well. • The system seeks to provide on site academic support to teachers in schools and to build their capacities through workshops, experience sharing, peer learning etc. at BRCs & NPRCs

	<p>respectively.</p> <ul style="list-style-type: none"> • Zonal workshops in DIETs were conducted in DPEP-III districts for capacity building of district teams towards the academic support and supervision system. • The 10 school performance parameters have been institutionalized by the Govt. of UP Vide G.O. NO. 4082/79-9-346/2003 dated 11 Aug. 2003. • A 3 day workshop on Academic Support & Supervision was organised from 1 Feb '03 to 3 Feb'03 at Sahbhagi Shikshan Kendra, Lucknow by SPO with the aim to provide a fresh perspective on academic support & supervision to State Resource Group members.
Status and Staffing	<ul style="list-style-type: none"> • 412 BRCCs are in position against 432 BRCCs and 850 ABRCCs against 864 ABRCCs and 4173 NPRCCs against 4276 NPRCCs are in position in 36 districts of DPEP-III. • All BRC-CRC coordinators have undergone training at DIET level, regarding their roles and responsibilities based on training module "Samarthan". • SIEMAT has developed & disseminated a Financial Handbook for BRC & NPRCs. Training of Master Trainers for each district was done and all the BRCCs and NPRCCs were trained on financial rules and regulations.
Selection Procedure	<ul style="list-style-type: none"> • In all DPEP-III district primary school head teachers were recruited as BRC coordinators through an open test cum workshop of 2-3 days held at the DIET. The participants went through a written test, group discussion and group work on various issues of pedagogy. <p>Orientation :</p> <ul style="list-style-type: none"> • 5 day orientation programme for BRC & NPRC coordinators organised under training package "Samarthan". • 3 day training programme on financial management organized, under training package "BRC Sandarshika" • BRCCs have received the 1st round of teacher training (Sadhan) along with teachers, ABSAs & NPRC coordinators. • BRCCs and NPRCCs Coordinators received headmaster training along with head teachers. • Under DPEP-III, training of trainers at state level & orientation of BRC & NPRC coordinators at DIET level have been conducted. • A publication "Samvet" reading material for BRC and CRC coordinators is circulated from SPO. • In order to strengthen DIET-BRC-NPRC linkages, 3 day trainer's workshops have been organized for district team comprising of BRC, CRC Coordinators and DIET faculty members. Similarly workshops in all districts have been organized for cluster block and district level functionaries.

	This was focussed on academic support and supervision of schools and particularly on grading of schools on the basis of their performance indicators.
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Item	DIET Staff			BRC-C & ABRC-C			NPRC-C		
	Planned	In Position	Percentage	Posts	In Position	Percentage	Posts	In Position	Percentage
Staff Position of DIETs, BRC	650	312	48	1296	1262	97.4	4276	4173	97.6

Reading development training module is in process. After that the training of master trainers and teachers has been organised.

No. of teachers (Non-DPEP funds)		No. of teachers (DPEP funds)		No. of Para teachers:	
Planned	In position	Planned	In position	Planned	In position
121739	103482	2167	2167	13316	12202

DISTANCE EDUCATION PROGRAMME

Strategy	<ol style="list-style-type: none"> 1. The distance education initiatives in UPDPEP are integrated with its' Pedagogical Improvement Programme, and focus on teacher support through training, newsletters, self- learning materials. 2. State Coordinator, Distance Education appointed since May 28, 1998 3. The State Project Office organised a planning meeting in 1998 to explore and identify areas of distance education to support and strengthen on-going teacher training programmes. 4. A State Work Plan was evolved having the following activities :- <ul style="list-style-type: none"> • Capacity Building of Institutions and individuals for the use of Distance Education technology. • Setting up & Orientation of core group. • Supply of equipments to facilitate use of D.E. such as T.V., VCR. STD, FAX, Generator, Two-in-one, etc., to DIETs. • Providing 'down link' or 'talk back' facility to each DIET for teleconferencing. • Training of Script writers • Production of software • Field trails of software and modification
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Procurement of DR System	<ul style="list-style-type: none"> • Installation of DR System has been done. • 27+1 DRS in digital mode procured for DPEP-III DIETs.
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National Workshops/ Meetings	<ul style="list-style-type: none"> • A three -day International Workshop on 'Information and Communication Technology for professional Development of Primary Education Personnel' was organised in the month of February, 2001. A paper on 'Information technology to help teachers to reskill' was presented in the workshop by the SPO, UP. • DE coordinator UP DPEP attends all DEP-IGNOU meetings at New Delhi • Distance Education coordinator, SIET officials, DIET principals and SIEMAT officer attended workshop at SAC, ISRO, Ahmedabad for the effective conduct and use of teleconferencing. • DEC attended National workshop for effective use of libraries for developing reading writing skills. Its outcomes have been shared with DIET principals. • Pilot Project for intensive use of libraries being planned. • DEC UPDPEP and officials from DIETs attended workshops at SAC, ISRO, Ahmedabad to effectively use teleconferencing facility.
<ul style="list-style-type: none"> • Self -Instructional Materials (SIMs) • Audio Programme 	<ul style="list-style-type: none"> • SIMs on 'Hard spots in Mathematics' in Uttar Pradesh named 'Sopan' printed and distributed to all TOTs and DIET faculty. • 'Sopan' at district level is being printed & distributed for all teachers. • Audio package 'Sawera' duplicated and distributed to all NPRCs, BRCs and DIETs. • Audio cassette identification and development. A workshop was held to identify audio material to support teaching and learning of English and Sanskrit. Guidelines of its development also designed.
Video Programmes	<ul style="list-style-type: none"> • 13 video Programme produced by Rajeev Gandhi Educational Foundation & CIET, New Delhi selected by DEP duplicated and distributed to all BRC & DIETs in 5 districts of UP on trial basis.
Documentation and material development	<ul style="list-style-type: none"> • In Uttar Pradesh, 7 Programmes of SIET, Lucknow have been duplicated and distributed to DIETs and BRCs. • Documentation of pedagogical interventions 'Multi level classroom situations done. • CDs showing how to use teacher guide developed and used in video conferencing. • Video document of 'Vikalp' Project on Quality Development in Classroom Process completed in the state of Uttar Pradesh for up-scaling pertinent - interventions in other districts. • Video documentary on Integrated Education 'Sath-Sath' prepared.
Radio Lesson Broadcast	<ul style="list-style-type: none"> • In the state of Uttar Pradesh, the SPO and DEP have planned to utilise the 'Air Time' provided by

	<p>the AIR, Lucknow as well as 13 other AIR Stations. An orientation workshop on 'Audio/Radio medium' was organised at SIET, Lucknow to orient teachers, teacher educators and SRG on audio formats. Some audio jingles on DPEP issues were produced. The capacity built is being utilised to cater to the two slots provided by AIR on primary education. In the second phase, software development will be undertaken at the state level to feed the fresh slots. Radio broadcast for primary school children and teachers made more relevant and contextual.</p>		
Teleconferencing	<ul style="list-style-type: none"> • Organized teleconferencing on activity based teaching learning process and use of TLM for all DIET's held on 1 Sept. 2000. Organized 3 teleconferencing to improve community participation. <ul style="list-style-type: none"> • July 22, 2002 -- to monitor School Chalo Abhiyan • September 6, 2002 -- to celebrate literacy day. • 11-9-2003 MHRD, Govt. of India talks to village heads and others. • Videoconferencing about text-books and use of teacher guides (Class 6-8) Oct. - 2003. • Videoconferencing about monitoring of implementation conducted. 		
News letter enrichment	<ul style="list-style-type: none"> • Newsletter enrichment workshop for DPEP- III districts held. • Preparation of a manual for Newsletter developed 'Abhivakti' and distributed to all DIETs. 		
Training	<ul style="list-style-type: none"> • Uttar Pradesh has prepared training package for imparting leader-ship training to head teachers with SIEMAT, CEMD, New Delhi & DEP-IGNOU.. Trialling of package done in first week of Nov. 2001 at Fatehpur DIET and training of master trainers SIEMAT completed. A HM's manual also developed by SIEMAT. • Two members of DIET, Faculty given training as Learning End Messages to use teleconferencing effectively. • Meeting of State Resource Group on Pedagogy and distance learning (Oct. 2003). • Training of State Resource Group in use of computers completed. 		
Website	<ul style="list-style-type: none"> • Website upefa.com constructed with the help of SIET, Lucknow and NIC 		
Research Study	<ul style="list-style-type: none"> • Impact Study of Self Learning materil 'Sopan' about hard spots in mathematics. 		
Alternative Schooling	Enrolment		
No. of Centers (operational)	Boys	Girls	Total
DPEP-III 5289	96238	93529	189767
Current Status	<ul style="list-style-type: none"> i. 2625 EGS Centres ii. 2664 AS Centres 		

Administrative Arrangements	
Appointment of AS coordinator (State and District)	<ul style="list-style-type: none"> ◆ State Coordinator in place ◆ All district coordinators in place in DPEP-III districts. ◆ All the District Co-ordinator (AS) are trained through training and workshop of AS Programmes. ◆ An experienced consultant appointed for AS at SPO.
Capacity Building Constitution of State Resource Group (SRG) & district Resource Group (DRG)	<ul style="list-style-type: none"> ▪ Functional SRG which meets at State Project Office .
Visioning & strategy building workshops	<ul style="list-style-type: none"> ▪ 04 day workshop to orient AS functionaries about EGS & AS. (13-16 Sept.2000) ▪ 04 days programme overview workshop organised. (20-23 Sept. 2000) ▪ Training of MT for refresher training programme of instructors of AS. (26 - 29 Sept.2000) ▪ 4 days visioning workshop of district coordinators (AS) organised during 12-15 Feb. 2001. ▪ 3 days visioning workshop of newly appointed district co-ordinators (A.S.) organised during 28-30 Dec.2001. ▪ Training of supervisors - BRC /NPRC coordinators for 3 days in all DPEP III districts. ▪ Two days supervisors trg. programme organized in DPEP-III districts. ▪ DCF developed for EMIS for EGS/AS Programme. ▪ Identification for working/out of school children, completed in Mirzapur, Bulandshahar, Etah, Jaunpur.
Issue of Equivalence	
Profile of the group	<ul style="list-style-type: none"> i. Children out of school 6-11 years. ii. Children from minority community age group 6-11 yrs.
Duration of the programme	5 years . Induction to formal schools as & when desirable.
School hours	<ul style="list-style-type: none"> i 4 hours ii 4 hours <p>(inclusive of the time for lesson planning & community contact.)</p>
No. of learners/centre	<ul style="list-style-type: none"> i. 30 ii. 30
Teacher Qualification	High school, Preference to women candidates.
Honorarium (per month)	<ul style="list-style-type: none"> i. Rs.1000/- ii. Rs.1000/-

Training Duration	<ul style="list-style-type: none"> i. 30 days Foundation training for Instructors/Acharyaji ii. 15 days refresher training.
Expending per centre in first Year (Rs.)	<ul style="list-style-type: none"> i. Rs. 15640/- ii. Rs. 17640/-
Exp/ child/Yr.	<ul style="list-style-type: none"> i. 521 ii. 588
Academic Support	<ul style="list-style-type: none"> i. NPRC coordinators are supervising the A.S. centers, training by DIETs & selected NGO's. ii. 5 days training of supervisors/ NPRC coordinators conducted in DPEP districts. iii. TLM grants being made available. iv. SRG members visit and monitor AS centres in districts.
Material used	<ul style="list-style-type: none"> i. Formal school textbooks and multigrade materials used in AS Centres. ii. Teacher Guides also distributed iii. Additional reading material - Indradhanush and local specific materials made available to centers.
Collaboration with NGOs	<ul style="list-style-type: none"> i. Nalanda, Bodh, CREDA, MVF, Loreto School Sealdah, RVEC. Pratham, Mumbai. Parijat Yuvak Samiti, Jan Shikshan Sansthan. PSAUSS, Barabanki.
Convergence and coordination	<ul style="list-style-type: none"> i. Department of Social Welfare and Labour Department.
Gender Staffing Position State Gender Co-ordinator District Gender Coordinator	<ul style="list-style-type: none"> • In Place • In place in DPEP-III districts. Gender coordinators given training orientation at State level.
Resource Groups (Gender & ECE)	<ul style="list-style-type: none"> • SRG & DRG- Gender & ECCE- constituted. Members oriented. Members assist in conducting community mobilisation campaigns, material development, review progress and planning, training ECCE workers, VEC members, women motivator groups etc..
Community mobilisation Material Development	<ul style="list-style-type: none"> • Posters, Audio Cassettes, Abhiyan Geet • Meena Video Cassettes • Mahila Samakhya Bulletins and magazines made available to teachers & VECs. • Kalajatha scripts for retention of girls in primary schools developed. • Kalajatha performed in 736 villages of DPEP III districts.
Interaction at Sub District level	<ul style="list-style-type: none"> • Public meeting, film shows, rallies & village meetings to create awareness about DPEP and gender issues. • Meera Campaigns 2297 villages in DPEP-III

	<ul style="list-style-type: none"> • Conduct of Melas, rallies, kalajathas at block, sub-block and village level. • One day meetings of VEC, MTAs, PTAs and community at village and cluster level in MCDA areas. • Meetings with the community • No. of Model Clusters taken up 800 • 1108 Women motivator groups formed. • 2819 MTA/PTA formed in MCDA areas. • 26793 VEC meetings held. • 800 Special school chalo abhiyan for girls. • Maa-Beti mela - 1619 • Kalajatha 736
Community Participation	<p>Preparatory classes for the out of school children by the community and providing escorts to girls in villages where the model cluster approach is being implemented.</p> <ul style="list-style-type: none"> • Text Book distribution • Monitoring teachers/ children's attendance • Health checkup of children.
VEC	<ul style="list-style-type: none"> • 26793 VEC in DPEP-III have been trained. 26429 village education plans completed in DPEP-III districts. • VEC training module focuses on girls' education. (importance of girls' education, Equity issues, girl friendly environment in school and home). • Forum for VEC women members formed in 20 clusters. • 2819 in DPEP-III MTAs formed and oriented in addition to VEC's. • 1108 Women motivator groups formed in DPEP-III. • 800 Core teams formed and trained in DPEP-III. • Household Survey has been conducted in the state in May-2004. 10.13. lakh children were found 'out of school' in DPEP-III districts. • School Chalo Abhiyan has been conducted from July 2004 to enroll the out of school children. Till 30.9.2004, 9.61 lakh children have been enrolled. Remaining about 52000 children are being enrolled in schools and EGS/AS centres.
Pedagogy Training of academic staff	<ul style="list-style-type: none"> • Shikshodaya, a 10 days module for teachers, provided one full day for girls' education. • 77603 teachers completed gender training 3- day programmes in DIET's /BRC's in DPEP III.

Teacher Support Material	<ul style="list-style-type: none"> • Teacher training materials for all clusters in the Model Cluster Approach, developed. • A separate teacher's training package 'Anant' developed to orient teachers for making gender friendly classrooms.
Textbooks	<ul style="list-style-type: none"> • Checklist of 'dos' and don'ts developed for authors of textbooks to ensure gender positiveness. • Workshops held with teachers, illustrators, specialists & gender experts for TLM development. • All textbooks developed for classes I to V have been made gender positive. • 2 district gender co-ordinators as members of the SRG for textbook writing.
Management Planning Integration of gender perspective in plan formulation.	<ul style="list-style-type: none"> • Gender perspective and analysis of EMIS Data formulates planning process. • AWPB makes separate provisions for girls' education. • All strategies & activities under UP DPEP are made gender sensitive - integrated aspect in all activities.
Capacity building Sensitization / Training / Workshop	<ul style="list-style-type: none"> • School placement of SRG- Pedagogy- to observe girls' participation in classrooms alongwith other issues was done in 1998. • Two days gender sensitization of Educational Administrators, DIET & project personnel by MS • 2 day orientation to district coordinators in Community Participation & Gender • Three training packages namely Anant, Muktakash & Asseem for teachers, MTAs and Women Motivator groups have been developed respectively. 264 Master trainers have been trained by SPO in DPEP-II & 320 MTs have been trained in DPEP-III districts. • Sensitisation programmes on gender run by SIEMAT for Educational Administrators, SCERT and DIET faculty and project personnel (no. 730) • GOI backed study on gender perspectives in classroom process. • A delegation of 14 members from UPDPEP went to Andhra & Karnataka for exposure visit. Experience shared with district level functionaries.
Networking	<ul style="list-style-type: none"> • UNICEF, USAID and TSG Ed.Cil, NYK, Departmental Social welfare, Health, Labour, DWCD. • Technical support drawn from SIE, SIEMAT, SCERT, NGOs, Mahila Samakhya & ICDS for ECE. • A meeting organised with Unicef to introduce "Mcena" in class-room.

MIS Availability of Gender disaggregated data	<ul style="list-style-type: none"> • Available from EMIS and Microplanning data and Directorate of Basic Education, GOUP • House to house survey data through microplanning available. • MCDA maintains disaggregated data for clusters.
Mahila Samakhya	<ul style="list-style-type: none"> • Close operational linkages - MS is represented in the Gender SRG • MS provides support in material development and training modules. • 5 districts selected for MS in UP DPEP-III - programme operational. • Shikshak Dayitwa Abhiyan (Teachers responsibility Campaign) organized by MS. Also attended by DPEP Teachers, BRCC, NPRCC. 5 good teachers honored by MS.
Innovation	<ul style="list-style-type: none"> • Initiated Model Cluster Approach for Girls. Up scaled to 800 clusters in Two Phases in DPEP-III. • Flexible timings have been introduced. • Life skills camps with SIFPSA. • 700 Mcena Manch have been constituted at upper primary level to give a platform for expression to adolescent girls under Sarve Shiksha Abhiyan.
ECE Approach	<ul style="list-style-type: none"> • In convergence mode with ICDS programme. • 3842 AWC's in DPEP-III covered. • Independent evaluation of ECCE programme in DPEP-III districts has been completed.
Training & mobilisation	<ul style="list-style-type: none"> • 128 Master trainers for DPEP-III trained in 10 day package. • 2419 AW workers have been trained in DPEP-III
Material	<ul style="list-style-type: none"> • Training package for AWW developed in 1998 & revised in 2001 again. • Training material for ECCE workers has been revised and developed as Aadharshila I & II. • A theme based activity book, Kilkari along with a calendar developed. • Evaluation card for each child. • Time table for ECCE Centres. • Training material for supervisors developed. • Indicators for ECCE centre performance and children development have also been developed.
Costs	<ul style="list-style-type: none"> • Convergence model with ICDS. Rs.5000/- provided for educational toys and other TLM, Rs.1500/- as contingency. Rs. 250/- pro rata honorarium paid to Anganwadi Worker and Rs. 125 to Helpers.

<p>Research and Evaluation</p>	<ul style="list-style-type: none"> ❑ 'Making a difference' document on the experiences of UP BEP and DPEP in the area of girls' education. ❑ Social /cultural context of female school dropouts of Etawah ❑ Improving effectiveness of early childhood care and education in Uttar Pradesh ❑ Evaluation of Pilot Project of Work Experience for girls of upper primary schools in UP. ❑ Problems and prospects of double shift schools. ❑ Gender perspective in classroom processes.
<p>Disability Interventions.</p>	<ul style="list-style-type: none"> ▪ All district coordinators in place. ▪ 136085 CWSN have been identified in DPEP-III districts. ▪ 453 Medical assessment camps were organised in districts and team of medical experts assessed 39833 CWSN. 13543 CWSN were provided disability certificates. ▪ Training of Master Trainers is completed. 359 MT have been trained. ▪ 169 Coordinators have completed their 45 days foundation course. ▪ 104968 CWSN have been integrated in districts. (VI-8878, HI-12907, OH-65147, MR-11585 and LD-6451) ▪ Till now 24994 CWSN have received free aids and appliances through convergence with District Handicapped welfare officer, ALIMCO Kanpur, Manglam, Kalayanam karoti, District fitment center CRRC Lucknow & other NGO. ▪ Individualized Educational Plans (IEP's) are being prepared by District Coordinator, Resource persons. ▪ All blocks of each district have been covered. ▪ Documentations of processes, achievements and future strategies for Integrated and Inclusive Education in "Creating Equal Chances". ▪ Jingles for integrating children in school.

Media Activity Admn. arrangement	<ul style="list-style-type: none"> • Media consultant in place at SPO.
Publicity material developed (Print)	<ul style="list-style-type: none"> ▪ pamphlets, folders, greeting cards poster competitions held. ▪ Poster, Banners wall writing, booklet of School Chalo Abhiyan ▪ Hoardings & exhibitions organised to spread the message of DPEP. ▪ Publication of a book on girls education in Hindi & English titled 'making a difference' / ' ^cnyrk ifjn ' ;* ▪ Publication of a booklet titled School Chalo Abhiyan revealing the data and progress status of School Chalo Abhiyan and its dissemination. ▪ "Glimmer of Hope" - a publication on quality improvement in DPEP ▪ Vikalp -a documentation on Hardoi's quality improvement programme. ▪ "Regaining their lost smiles". published on girls education. ▪ Newsletters Enrichment Programme- "Abhivyakti" - booklet disseminated. ▪ "BEST", the academic supervision package documented. ▪ BRC/CRC financial manual & Sambal a handbook for BRCC's developed by SIEMAT. ▪ Folder published for community mobilisation. ▪ Website upefa.com developed and launched.
Audio Video material	<ul style="list-style-type: none"> ▪ Video spots on girls education and School Chalo Abhiyan telecast on Doordarshan. ▪ 6 Audio jingles and 2 audio spots broadcast on AIR. ▪ Video documentation prepared based on girls education. ▪ Good practices to prepare TLM video documented. ▪ Screening of Meena film 'Sanshodhan Film' in villages for girls education and community mobilisation. ▪ 11 minute film named 'Koshish' produced. ▪ Development of Audio Cassettes comprising songs on girls education/ school chalo abhiyan for the spread of primary education. ▪ Development of a short film (20min) to encourage School Chalo Abhiyan. ▪ Development of a 13 episodes audio video serial focussing on all aspects of DPEP. ▪ Exhibition Stall in Krishak Mela Kanpur ▪ Exhibition Stall in Swadeshi Mela at Allahabad ▪ Exhibition Stall in Lucknow Mahotsav ▪ Exhibition stall in Lucknow Career Guidance Fair

<p>Training, workshop and exhibition.</p>	<ul style="list-style-type: none"> ▪ Workshop on jingles writing organised. ▪ Advocacy workshop. held by SIEMAT at Lucknow. ▪ Still photography on training workshop for JE's, IED, Girls education and different important occasions. ▪ One day workshop organized at SPO with the support of Department of Information with media.
<p>Press and Mass Media</p>	<ul style="list-style-type: none"> ▪ Publication of Shekshik Prekshak - a newsletter for teachers by DPO. DIET's also issue newsletter for teachers & BRCC, NPRCC. "Samvet" issued by SPO for BRC's. ▪ Press conferences organised. ▪ Press visits to DPEP districts & project activities organized. ▪ Audio, visual & print media gave wide coverage of School Chalo Abhiyan 2004. ▪ The private channel and City News channel & DD National cover events organised under DPEP.
<p>Networking</p>	<ul style="list-style-type: none"> ▪ SIET, Lucknow ▪ UP Directorate of Information. ▪ DAVP ▪ Song & Drama Division ▪ PIB ▪ UP Roadways. ▪ All Newspapers ▪ AIR ▪ Doordarshan, Lucknow

Research & Evaluation Organisation & Management 1. Staffing	<ul style="list-style-type: none"> ▪ A Sr. Professional looks after Research & Evaluation components in the SPO.
2. Other Institution Role	<ul style="list-style-type: none"> ▪ SIEMAT & SCERT implement the Research & Evaluation programme. Academic Resource Groups set up in all DIET's, conduct action research programmes.
3. Advisory Group	<ul style="list-style-type: none"> ▪ SPO has a Policy Research Advisory Committee. SIEMAT & SCERT have their own Research Advisory Committee. ▪ SCERT & SIEMAT build capacities in each DIET to conduct the Evaluation & Research studies.
Action Research Programme 1. Operational Levels and Status	<ul style="list-style-type: none"> ▪ Academic Resource Groups in DIETs approve BRC/ NPRC level and teachers proposal for action research. ▪ SCERT & SIEMAT organized workshops from time to time on action research with institutes/ NGO's. ▪ SCERT & SIEMAT conduct programmes for training DIETs, BRC, NPRC & Teachers in action research every year.
Activities conducted	<ul style="list-style-type: none"> ▪ Workshop on Research Methodology to build capacity of DIETs have been organized by the SIEMAT and the SCERT as per requirement. ▪ New proposals received in 10 identified areas have been scrutinized and are being put up for approval in the next meeting of the PRAC. ▪ In the meeting of PRAC held on 29-10-2002, 6 studies were approved, out of which five evaluation studies under DPEP-III for Mid-Term-Review were approved. The same have been completed. ▪ A meeting of the experts was convened on 15-10-2003 at SCERT level to identify the areas & broad strategy with approach in the context of researches under SSA. The report of this meeting was sent to Ed-CIL, New Delhi. ▪ According to the recommendation of 18th J.R.M. a study is going to be conducted by SCERT on the results of MAS in UP DPEP-III.

Promotion of Research/ Studies in Primary Education	<ul style="list-style-type: none"> ▪ SIEMAT invites identification of topics for research from Institutions, Govt. depts, NGO's, Universities, individuals. ▪ SIEMAT advertises identified topics, for research proposals in Newspapers & journals.
Activities/ Studies	<ul style="list-style-type: none"> ▪ Sharing workshop of completed Research findings has been organized by the SIEMAT and the SCERT.. ▪ Ten new topics for research were identified. Proposals received through advertisement by the SIEMAT have been scrutinized and are being put for approval in the meeting of PRAC.
	<ul style="list-style-type: none"> ▪ In 2001-2002 focus was on evaluations & data gathering studies in DPEP-III on dropouts, cohorts & classroom observation. ECCE, MCDA & AS evaluation. ▪ Dissemination work shops to share MAS findings with the districts were organized by the SCERT during 2003-04.
Impact assessment 1. Strategy	<ul style="list-style-type: none"> ▪ Under DPEP-III the MAS has been completed & five evaluations studies have also been completed.
2. Evaluation Planned /Undertaken	<ul style="list-style-type: none"> ▪ Cohort based Drop-out and Retention study in all 32 districts has been completed. Follow up study recommended by the JRM has also been completed. ▪ As stipulated in UPDPEP-III, the following 5 studies/evaluation have been completed and reports have been submitted to the TSG Ed-CIL . <ul style="list-style-type: none"> a) Shiksha Mitras b) Alternative Schooling c) ECCE d) Teacher Training & Support System e) VEC School Management • The reports of all the above Evaluation Studies have been shared with the 19th JRM. • 19th JRM has recommended a drop out study in 5 districts for tracking of the children. The studies have been commissioned by the Project Office to the SIMAT. Proposals were invited through advertisement by the SIEMAT. The proposals received in this regard have been scrutinized and are being put up for approval in the next meeting of the PRAC.

CIVIL WORKS (UP DPEP-III)

30-09-2004

		Planned so far	In progress	Complete	% of completion
Physical Progress	BRC	376	8	368	97.87%
	CRC	3833	17	3816	93.55%
	Addl. Classroom	10140	134	10006	98.67%
	New Schools/ Reconstruction of Schools	5479	138	5341	97.48%
	Toilets	12366	86	12280	99.30%
	Drinking Water	55	-	55	100%
	▪ Repair	1400	0	1400	100%
	▪ Training Hall in SIEMAT, Allahabad	1		1	100%
	▪ Hostel Construction in SCERT	1		1	100%

Financial Progress (Rs. in lacs) as on 30-09-2004	Total Project outlay (Rs. in lacs)	Funds released till 30-09-2004 (Rs. in lacs)	Expenditure 30-09-2004 (Rs. in lacs)	% Expenditure against release
	18838.77	18147.15	18147.15	100%

- Funds for 1213 drinking water facilities have been provided from PMGY due to shortage of funds.

Creating a child friendly school	<ul style="list-style-type: none"> • Five new designs have been developed for Uttar Pradesh. In use across the State. • Mostly schools in UP are being built on new designs, irrespective of source of funding.
Efforts towards cost effectiveness.	<ul style="list-style-type: none"> ▪ There new designs are cost-effective designs in that more space is available for the same unit cost of funds. Better lighting, ventilation and use of outer spaces has been enabled.
Engineers Training in cost effective technology.	<ul style="list-style-type: none"> ▪ Training of engineers in all districts in DPEP-III has been completed on the new designs.
Training of VECs in construction.	<ul style="list-style-type: none"> ▪ Training of VEC's in all concerned districts in DPEP-III has been completed on the new designs and construction work is almost complete.

UP DPEP -III
FINANCIAL INFORMATION
Project phase : III

Project Starting date : April, 2000
E.1 Expenditures by Project

Date form completed : Status upto 30-09-2004

(Rs. in Lacs)

Name of the State	Since Project start				
	Planned Budget till Sept. 2005	Expenditure as on 31.3.2004	Expenditure during 2004-05 as on 30.09. 2004	Total Expenditure upto 30.09.2004	% Budget expended
Uttar Pradesh DPEP-III	79294.91*	**62959.13	8972.85	71931.98	90.71 %

* The EFC of DPEP-III is 792.95 Cr. but we have requested Govt. of India to enhance the EFC. After enhancement the planned budget till Sep.2005 will be 84719.34 lacs.

** In this expenditure, the expenditure on behalf of Uttaranchal i.e. Rs. 806.50 lac is included.

UP DPEP-III
FINANCIAL INFORMATION

State : Uttar Pradesh

Project Starting Date : 1999-2000

Date form completed : Status up to 30.09.2004

(Rs.in Lacs)

Category	Total		
	Project Budget	Expenditure (upto 30-09-2004)	% Budget expended
1. Civil Works	18838.77	18147.15	96.33%
2. Equipment, vehicles, furniture and materials	4253.68	1434.46	33.72%
3. Books	10125.21	8637.25	85.30%
4. Fellowships training/ workshop & consultant services.	10656.16	3323.33	31.19%

5. Incremental staff salaries incremental honoraria for volunteers, incremental	35421.09	40389.76	114.03%
Total	79294.91	71931.95	80.09%

EMIS DPEP-III	<ul style="list-style-type: none"> • One Computer with UPS and software is in place in all the 36 project districts. At SPO, MIS cell is functional. • Data entry operators are in position in all the districts. • EMIS - 2000-01, 2001-02, 2002-03 and 2003-04, reports have been generated for all the districts and shared with TSG/GOI. Analysis was done by SIEMAT and shared with DIETs, DPO, SCERT, and Director Basic Education. Data is widely used in preparation of AWP&Bs. • DISE was revised in 2001-02 by NIEPA/GOI. Consequently data capture format and software was changed. Now the ORACLE software is being used for EMIS. The revised DISE has now been operationalised in all DPEP Districts. • Formulation of EMIS 2004-2005 on revised DISE was started in month of August 2004. Data entry has been started in all districts. ▪ MIS for EGS developed by NIEPA/GOI has been implemented. The software is operationalised in all districts. Data Entry for 2004-05 has been started. • House Hold Survey was conducted for year 2004-2005. Software has been developed for computerization of out of school children and operationalised in all districts. • Decision Support System (DSS) has been developed for Planning & Monitoring of EMIS Data. The data like (single teacher school, PTR, GER NER, Toilets less schools etc.) is being generated for planning. This software is operationalized in all districts. • Geographical Information System (GIS) has been implemented in 10 districts, out of which 6 district are DPEP-III districts.
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CAPACITY BUILDING

1. Computerization for Institutes	<ul style="list-style-type: none"> • A technical Committee laid down the specifications for computer hardware/ software and other equipments for SIE & State Textbook Office. The procurement process has been completed. Hardware have been installed and system has become functional.
2. Computerization for SPO	<ul style="list-style-type: none"> • At SPO DISE @ S, the state level. EMIS reporting system is introduced by NIEPA, New Delhi. The oracle software & the server is being used by DISE @ S was successfully implemented at state level & all districts have been transferred to server in DISE @ S. • WEB Site have been development at the SPO level, the name is www.upefa.com. POP3 EMail accounts have been created in all districts. Districts are using Email facility for communication.
3. Monitoring & Supervision	<ul style="list-style-type: none"> • DPEP cell has been established in each Division in Asstt. Director, Basic Education Office. Dy. Divisional Project Officers have been provided orientation-training by SIEMAT, Allahabad. Computer operators are also in place in their offices and trained. 02 ▪ Regular Review meetings with Divisional officers are held at SPO every month. • Block level ABSAs declared Block Project officers for implementation & monitoring of DPEP. • A Divisional Level Committee has been constituted with the Divisional Commissioner as chairman. This committee reviews the progress regularly and provide guidance to districts.
4. Financial Management	<ul style="list-style-type: none"> • Computerized, LACI compatible FMS system developed by consultant and PMR has been sent to GOI • FMS Operational Training of DPO staff in DPEP-III has been completed. • FMS is operational in all DPEP-III districts.

UTTARANCHAL

Coverage: Total number of districts: 06

(Tehri Garhwal, Haridwar, Uttarkashi, Bageshwar, Pithoragarh and Champawat)

(Rs. In lacs)

Particulars	District Covered	EFC Project Cost Approved	AWP&B for 2004-05 Including Spill Over	AWP&B proposal for 2005-06 Ending 30 Sep. 2004
DPEP-III 1	Bageshwar	1082.84	248.77	112.37
2	Champawat	979.97	242.34	93.24
3	Haridwar	1838.61	488.28	262.37
4	Pithoragarh	1641.33	301.95	161.08
5	Tehri Garhwal	2209.54	483.98	233.08
6	Uttarkashi	1456.44	335.21	107.28
7	SPO	373.56	175.80	
	Total	9582.29	2276.33	969.42

(Rs. In Lakhs)

Fund released by GOI upto 30/09/2004	Fund released by State Government upto 31/03/2004	Total	Percentage (%age) State Share against total fund received
6205.70	1269.00	7474.70	16.97

* Rs.1172.02 lakhs through UPEFA & 6308.68.53 to Uttaranchal Sabhi Ke Liye Shiksha Parishad.

Cumulative expenditure upto 30/09/2004	7293.84 *
Actual reimbursement claimed by Uttaranchal Sabhi Ke Liye Shiksha Parishad	4595.17 **

* Rs.869.87 lakhs by UPEFA Rs.6423.97 lakhs by Uttaranchal Sabhi Ke Liye Shiksha Parishad.

** Only against expenditure incurred by Uttaranchal Sabhi Ke Liye Shiksha Parishad i.e. Rs. 6423.97 lakhs.

Audit and Audit Report

- Expenditure statements for reimbursement are being sent regularly. Accounts have been submitted for 2000-2001, 2001-2002, 2002-2003 and 2003-2004 by Chartered Accountants. The audit report of 2001-2002, 2002-2003 and 2003-2004 has been submitted to the Government of India.
- The World Bank audit team has completed procurement and disbursement audit.
- Procurement and financial management has also been reviewed by the Bank in the reference to mid term review of financial aspect.
- SOE Audit for 2001-2002, 2002-2003 and 2003-2004 has also been completed by A. G. UP Allahabad.

Table (a) Financial Progress under DPEP - Uttaranchal

(Figures in lakhs Rs.)

S. No.	Total Project Cost	Govt. of India releases upto 31/3/2004	State release upto 31/3/2004	Total funds available upto 31/3/2004 (3+4)	Exp. upto 31/3/2004	Govt. of India release during current year upto 30/9/2004	State releases during current year upto 30/9/2004	Total funds available during current year upto 30/9/2004 (including spill over) (7+8)	Exp. upto 2nd quarter (30/9/2004)	Total fund available upto 30/9/2004 (cumulative) (5+9)	Total exp. upto 3/9/2004 (Cumulative) (6+10)	%age of exp. against available fund (cumulative)	%age of exp against total project cost
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	9582.29	5863.02	1208.53	7071.55	6336.54	342.68	60.47	403.15	957.30	7474.70	7293.84	97.58	76.12

Table (b) Physical Progress under DPEP Uttaranchal

Item	Target upto last financial year	Achievement upto last financial year	In Progress upto last financial year	Target for the current financial year	Achievement upto 2nd quarter (30/9/2004)	Total (Cumulative progress) upto 30/9/2004	
						Achievement	In Prog.
2	3	4	5	6	7	8	9
Physical Progress (Other than civil works)							
Schools Opened	356	356	-	25	-	356	25
Total number of children admitted in EGS centers	9791	5931	-	3860	1830	7761	-
Total number of children admitted in AIE centers	4645	2754	-	-	921	921	-
Total number of teachers appointed	HM 356	356	-	25	-	356	25
	Para teach 1100	730	370	50	-	730	420
Percentage of female teacher appointed							
In-service training of teachers (number of trainee days)	25929x10 days	23073x10 days	-	8468x10 days	-	23073x10 days	8468x10 days
Total number of children to whom free text books distributed	801341	801341	-	241104	238259	1039600	-
Civil Works							
Number of school buildings constructed	356	262	66	25	-	301	50
Number of additional classrooms constructed	831	690	36	113	-	738	79
Number of toilet constructed	1618	1485	98	710	40	1648	171
Number of drinking water facility provided	1220	492	231	25	-	864	285

* At least 50% female teachers appointed as per State Govt. norms

Project Structure :-

Staff position in SPO & DPOs...

Name	No. Planned	No. filled	Vacant	Particulars of posts vacant/progress in filling the same
SPO Dehradun	30	27	03	Selection process is in progress
DPOs	60	56	04	Computer operator - 02 Steno - 01 Coordinator (C.P.) - 01 Coordinator (Gender) - 01

* Details of posts are given in Annexure I(A) & I(B).

** Staffing in DIETs of 05 project districts is given in Annexure II.

Orientation & training of DPOs & DIETs

- DPO and IDET functionaries have been oriented and trained regarding project activities.
- District Coordinator Pedagogy, AS, Girls education and community mobilization meet bimonthly at the SPO level.
- The DIET personnels have been nominated for the programmes organized by the NCERT, NIEPA and MHRD.
- The project functionaries trained in pedagogical aspect community mobilization, girls education, IED and distance education and computer aided learning programme.
- They have been trained in school grading comprehensive and continuous evaluation and PMIS.

Functioning of Executive Committee

- Meetings of Executive Committee of "Uttaranchal Sabhi Ke Liye Shiksha Parishad" are being held regularly. Last meeting of Executive Committee was held on 30 September 2004. The meeting of General body was held on 29 Oct 2003.
- Meeting of programme committee a sub committee of Executive committee held in the month of March 5, 2003 and 15 April 2004.
- Meeting of finance committee, Grant in aid committee a sub committee of Executive committee was held on Oct. 04, 2004.

Pedagogical Improvement

- District Coordinators (Quality) are in place in all the DPEP districts.
- All District Coordinators (Quality) have been oriented & trained.
- SRG, DRGs & BRGs have been constituted & oriented.
- Re-orientation workshop for SRG was held at DIET Roorkee, DIET Bhimtal respectively.
- 38 BRCs & 280 NPRCs are in function.
- 38 BRCc, 76 ABRCc & 280 NPRCc have been selected.
- 08 Days foundation training for BRCc & NPRCc organised.
- 10 Days training on Hard spots (Langage, Maths and EVS) gender sensitization and IED issues has been completed.
- 10 days training on hard spots in Sanskrit and English language has provided to all teachers.

- 190 master trainers for Teacher's training were trained.
- 32 Resource persons from each district trained for II nd round teacher training.
- 8145 teachers have been trained in the Ist round Teacher training programme.
- 9835 teachers have been trained in the second round teachers training programme.
- Ist round Teacher training programme was mainly focussed on new Text Books (class I to V) developed under UPDPEP.
- Teacher training module (II round training) on Hard spots in Maths, Language and environmental science developed in a workshop held at DIET Dehradun. Besides this the emphasis has been given for promoting Girls Education and Education for disabled children under IED.
- Teacher training module (III round training) is based on Sanskrit and English teaching.
- 39 Resource persons trained under module-III.
- Curriculum development workshop on EVS was organized with the collaboration of "Uttarakhand Seva Nidhi Almora" (NGO).
- Project functionaries & DIET's lecturers participated in curriculum development workshop held at Uttarakhand Sewa Nidhi, Almora.
- MT trained for the training of teachers how to teach the book "Hamari Dharti Hamara Jeevan".
- Supervisory staff trained for monitoring and effective evaluation e.g. school grading and continuous and comprehensive evaluation.
- School improvement grant provided to 4329 schools in 2001-02, 4431 school in 2002-03, 4454 schools in 2003-04 @ Rs.2000 per school per year.
- Text books for class VI to VIII in four subjects- Language, Science, Geography & History developed by SRG.
- Master trainers have been trained on the concepts of newly developed text books for class VI to VIII.
- Workshops on new textbooks revision were organized.
- 8345 teachers have got TLM grant in year 2001-02, 8567 teachers in year 2002-03, 8439 teachers in year 2003-04 @ Rs 500 per teacher per year.
- 701 Shiksha Mitra (Para teacher) under DPEP & 411 Shiksha Mitra under State Govt. Scheme trained by DIETs.
- A training programme regarding Environment Education Conducted in all DIETs of the State.
- A workshop for development of tool for School grading was organized at State Resource Centre, Dehradun.
- School grading formats developed and used by the schools & coordinators.
- ECO clubs are established under the scheme of National Green Corps.
- Training need identification of DIETs and district level functionaries on management issues conducted with the help of NIEPA, New Delhi.
- Training of SPO,SPO staff and DIET functionaries held in PMIS and school grading.
- Training programme on awareness of health and hygiene organized in DIETs.
- A training for GLOBE was organized under the environment education.
- Training programme on "Management Development" conducted for DIETs personnel & district level functionaries by NIEPA at Academy of Administration, Nainital.
- Curriculum for class I-V has been revised.

- New text books for class I-V printed and distributed in academic session session 2003-04.
- Internal mission comprises of DIET principal, Lecturer, DPO & SPO faculty visited the programme in the DPEP covered districts.
- A Continuous and comprehensive evaluation tool has been implemented in selected blocks of Bageshwar and Champawat district by DIET.
- Mid term assessment study has been conducted by NIAR Mussoorie.
- The pilot studies on inservice teacher and para teacher have been conducted by DIET, Almora under the guidance of Retd. professors of kumaon university.
- DIETs have been adopted five schools in the low women literacy blocks to improve the achievement level of the children.
- The news letter Koshish published.
- BRC/CRC training module developed.
- A multigrade and activity based Kunjapuri model developed on Rishi Velly Pattern implemented in 10 school each in Tehri, Uttarkashi & Pithoragarh district.
- The evaluation committee for kunjapuri pattern have been constituted in the respective districts to evaluate the pattern.
- The monitoring programme for kunjapuri pattern was organized in the direction of the Ed.CIL consultant.
- A book regarding the kunjapuri pattern “Abhinov Prayog” published.
- TLM melas organized at the block and district level.
- Research/ action research/ study have been conducted by the DIETs, on the pedagogical needs and problems of the districts.
- The Uttaranchal edition of text books for VI-VIII, developed and used academic session 2003-04.
- The district coordinator and DIET lecturer were trained in the cohort and quality indicators.

Distance Education Programme

- 03 lecturers from DIET, Roorkee, Tehri and Almora have been trained on “Use of New Media in Primary Education” in a workshop organized by NID, Ahmedabad.
- 01 lecturer from DPEP-DIETs participated in 05 days module writing workshop on SLM for open and distance learning mode in CEE, Ahmedabad.
- 05 DR-Sets were installed at DIET, Roorkee, Tehri, Barkot, Didihat and SPO, Dehradun.
- A workshop for development the module is distance mode (SIM) for primary teachers to facilitate the children with special need along with normal children organized at SPO Dehradun on 5-7 Jan, 2004.
- Editing workshop on development of SLM on use of TLM was organized on 16-17 February 2004 at SPO, Dehradun.
- Documentation and Report Writing workshop organized on 26-27 Feb, 2004 at SPO Dehradun.
- VEC members, Gram Pradhan and Project officials participated in teleconferencing programme organized by IGNOU for the sensitization of girls education.
- Self learning material for distance education developed in a workshop organized with the collaboration of DEP-DPEP at SRC, Dehradun.
- Capacity building-cum-development workshop on Audio/Radio script writing has been organized by DEP-DPEP at SCERT, Dehradun and 15 Scripts were developed on various contextual issues.

- State Distance Education Coordinator Uttaranchal participated in orientation programme organized at DEP office New Delhi.
- Capacity Building –Cum-Development workshop on Video Script Writing was organized at DIET, Roorkee. 17 video scripts were developed.
- A one day Teleconferencing programme was organized on “ Quality Improvement and School grading “ at EMPC, IGNOU, New Delhi.
- Prior to conduct the teleconferencing on One day training programme for facilitators and panelist was organized at SPO, Dehradun.
- **SRG meeting for distance education programme is being conducted.**
- The orientation programme on the activities of DEP/SSA for district coordinators and DIET lecturers was organized on Dec. 2, 2003 at SPO, Dehradun.

ALTERNATIVE SCHOOLING & EGS CENTERS

- District coordinators (AS) are in place.
- District coordinators have been oriented regarding their role & responsibilities.
- District coordinators (AS) oriented about the selection process of Acharyaji/ Instructors, system of supervision, monitoring and evaluation of AS and EGS centers.
- EGS envisages opening of the centers for class 1 & 2, in such habitations which do not have any primary school within a radius of 1 km. and 10-15 children available in the age group of 6-11 years.
- The community has been assigned the responsibility to provide space and accommodation for the AS and EGS centers in order to foster the ownership.
- 656 EGS and 72AS centers are in operation.
- 737 Acharyaji and Instructors have been selected and trained.
- 737 Acharyaji and Instructors oriented and trained.
- Formal school text books are used in AS and EGS centers.
- BRCc and NPRCc are monitoring and supervising the programme.
- SRG & DRGs have been constituted.
- SRG has been oriented and bimonthly meetings held.
- Documentation workshop organized at SPO, Dehradun.
- TLM workshop for EGS & AS Acharyaji/Instructors organized at DIET Roorkee, Haridwar.
- 12816 Children are enrolled in EGS centers.
- 2600 Children are enrolled in AS centers.
- DCF developed for EGS and AS centers.
- SRG and District functionaries trained for filling the DCF.

Teacher Appointment

- 701 Shiksha Mitra selected and trained under DPEP.
- 437 Shiksha Mitra selected and 411 trained under state govt. scheme.
- 356 teachers appointed in formal schools under DPEP.

Awareness Building & Community Mobilisation

Conscious efforts are made for the participation and involvement of local community in implementation and management of Primary Education programme at village level.

Village Education Committee

In order to promote proper involvement of community in primary education, the VEC has been constituted. The VEC is expected to play an important role in mobilizing the community and bringing positive attitudinal change in people towards education. The community would take part in :

- to bring un-enrolled children into formal schools.
- to retain children in schools especially girls and children from disadvantaged groups.
- to bring children with disabilities into the mainstream.
- to supervise and ensure that children in the age group of 3-5 come to the ECCE centres for pre schooling.
- to encourage and support out of school children especially girls & working children for primary education.

School management committees (SMC) are constituted in every school. These committees are helping the VEC in school management & implementation of Mid-Day-Meal scheme in Primary Schools.

Community/VEC participation

The community through VECs are actively involved in the following activities :

- Micro-planning, school mapping & preparation of Village Education Plan.
- Drive for enrolment in schools, EGS and AIE Centers and retention of children.
- School improvement/development.
- School construction, maintenance and repair of school buildings and purchase of materials.
- Opening of AS/EGS Centres.
- Purchase of educational materials in AS/EGS & ECCE centers.
- Appointment of Shiksha Mitra and Acharayaji/ Instructors.
- Free text books and scholarship distribution.
- In preparation of cooked meal under Mid Day Meal scheme.

Interventions

Following measures have been undertaken to gear up the process of community involvement in 06 project district :

- 2674 VECs constituted and trained in 06 DPEP districts.
- 67437 members of VECs and community members trained.
- In these villages “Village Education Plan” completed.
- 1461 teacher and motivator association formed & 22117 member trained.
- SMCs have been constituted in all schools helping VEC in school management and implementation of project activities.

1. Administrative arrangements

- District co-ordinators (community mobilization) have been appointed and trained in a state level workshop.
- 03 days training programme for D.Co.(C.M.) held at SPO level regarding community participation and PRA etc.
- DRG, BRG, VECs constituted and trained.
- Training on micro planning and school mapping organized at NIAR, Mussoorie.
- Training on data capture format(Survey format) for district level functionaries organized at SPO level.

- A training module for VEC training “Badate Kadam” and Gram Shiksha Yojna hand-book have been revised and made available to DPOs for printing and distribution.
- The training module has been distributed to BRGs/VECs/SMCs for training programme.

2. Training Programme

- District resource groups have been constituted in all the 06 DPEP districts.
- A 4 days training/orientation programme for DRG members was organized at SPO level.
- Block Resource Groups have been formed in all the 38 blocks.
- All 38 BRG’s have been trained.
- 2674 VECs have been trained.
- 84 MTA and 109 WMG trained in school tracking programme in model clusters.

3. Campaign and other mobilisation activities

- At the start of academic session 2003-2004, School Chalo Abhiyan was organised in the state from July 1-15, 2003. Prabhat Pheries were organised with slogans of School Chalo Abhiyan. The Abhiyan actually proved very useful specially for DPEP-III districts and marked its formal launching.
- Banners/Posters and wall writing undertaken in all the districts of DPEP-III.
- Rallies, meetings, cultural activities, pad yatras etc. organized at state, district, block and village level.
- School grading and student achievement tool can be used by the community.

Activities performed under School Chalo Abhiyan

- In order to motivate parents to educate their daughters, Meena film developed by UNICEF shown in 430 villages.
- Orientation programmes conducted for the Gram Pradhans and members of VECs, at the Nyay panchayat level, on the issues of primary education and their role and responsibilities in the management and improvement of primary schools.
- For the success of School Chalo Abhiyan, support has been received from various Departments at the district. Public representative inaugurated the School Chalo Abhiyan programme at the district and block levels.
- Distt level, Block level, and village level rallies were organised.
- Children’s enrolment, with specific emphasis on girl’s education, retention and enrolment drives were conducted with the help of street plays and folk songs, using the services of local cultural troupes.
- Free text books were distributed to SC, ST boys and all girls under DPEP and SSA.
- In addition to this State government has taken initiative to distribute free text books for the children of general category, who did not covered under DPEP/SSA programme.

Girl’s Education

- District Coordinators (Girl’s Education) in 06 DPEP districts are in place.
- District Coordinators (Girl’s Education) have been oriented about their role and responsibility.
- SRG & DRGs formed.
- SRG & DRGs have been oriented and regular meetings held.
- 85 model clusters have been identified in 12 blocks having low female literacy rate.
- Intensive approaches have been adopted in model clusters to promote girls education.
- 2630 VECs have been sensitized and trained.

- **1461** mother teacher and motivator associations formed and **22117** members trained.
- **Mother teacher and motivator association sensitization module “ASHA” developed and distributed in all the cluster schools.**
- Meena film developed by UNICEF shown in **430** villages.
- **Meeting with MAMTA held regularly.**
- Kala Jatha/ Nukar Natak performed in **310** villages in model clusters.
- Maa-Beti Melas organized in **152** villages.
- **Bal melas organized in 475** villages.
- **A Study was conducted on effectiveness of model cluster activities in Haridwar & Pithoragarh.**
- **Folders have been developed on different activities of model clusters for Girls Education.**
- **9835** teachers have been trained under gender sensitization training programme.
- **One minute film spot developed for motivation of girl’s education.**
- **Re orientation programme for 89 VECs organized in model cluster villages.**
- **304** elected women of Panchayat oriented in one day workshop.
- A regional workshop for 5 days organized at SRC, Dehradun to trained the State Resource Team working for the study on classroom culture and processes from the gender perspective.
- Study on class room culture and processes was conducted in 17 formal schools and 4 AS centres of Haridwar and Tehri district.
- Data feeding for study on class room culture & processes has been completed.
- 831 ECCE centers are running in convergence with ICDS department.
- 791 ECCE workers trained.
- Monthly calendar “Rimjhim” developed for ECCE workers, which included songs, games, stories, poems, Shanti Khel and Bal karyas.
- **A 17 minutes film developed for training/motivation of ECCE workers.**
- **Bal Khel Sanklan “Chiriyā Uri Furr” published by “Uttarakhand Seva Nidhi, Almora” is distributed for the use of ECCE centers.**
- **“Rimjhim” reading material for ECCE workers printed and distributed.**
- Audio cassettes of Bal songs, poems and stories prepared under DPEP programme.
- 46 MTs trained for training of ECCE workers.
- Evaluation of ECCE programme was conducted by the SAVE, Lucknow.
- SRG members visited 17 balwadis of “Uttarkhand Sewa Nidhi, Almora” in the month of February, 2003.
- 43 ECCE workers, teachers, NPRCc & SPO functionaries visited balwadi’s of Almora district in the month of March, 2004.
- 03 ECCE with EGS are running in district Champawat.
- Video film on ECCE centers & balwadi’s of “Uttarkhand Sewa Nidhi, Almora” developed by the SPO & DPO Uttarkashi, Pithoragarh and Tehri.
- 1.91 lakh girls have been provided free text books from class I to V in the year 2003-2004.
- **NPGEL programme started in all the district of Uttaranchal.**
- **Separate plan of NPEGEL for the year 2004-05 prepared.**
- **Computer Aided Learning started in the block at Upper primary level.**
- **Training have been provided to girls for fruit preservation, preparation of chalk & candles, soft toys.**

Integrated Education

- One professional looks after the IED programme at SPO level.
- SRG, DRGs and BRGs constituted, oriented and trained.
- 8946 children in age group 6-14 with special needs identified in 06 DPEP districts during Door to Door survey conducted by VEC and school teachers. Convergence made at the state and district level with different Departments such as NIVH, NIOH, ICDS Social Welfare, Medical and Health.
- With the assistance of the NIVH, NIOH and Health department 32 camps for the medical examination of disabled children organized at the following districts :-
 1. BRC Bhagwanpur, BRC Bahadrad, BRC Roorkee, BRC laksar and BRC khanpur in district Haridwar.
 2. Primary School Takana and BRC Gangolihat in district Pithoragarh
 3. Primary School Chamba, P.S. Jakholi, P.S. Dagarpatti, P.S. Anjanisain and Bhuwanshawari Mahila Ashram, Anjani Sain, BRC Ghansali, Jakhwal gaun Pratap Nager in Tehri district.
 4. BRC Khatikhan, BRC Tanakpur and BRC Champawat in District Champawat.
 5. Ramlila Ground Uttarkashi, BRC Mori, BRC Purola, BRC Uttarkashi in Uttarkashi District
 6. BRC Kapkot & BRC Bageshwar in Bageshwar District.
- For creating general awareness two folders and four video films on VCD developed.
- A collection of success story and a guide book for disabled children prepared and printed by the SPO and distributed to every BRC.
- 3821 children were medically examined.
- 2819 children were identified for getting aids and appliances with the help of NIOH and NIVH.
- 2117 children were given disability certificates by the team of chief medical officer.
- Aids and appliances provided free of cost to 2819 children by NIVH and NIOH, Dehradun.
- 5323 parents of disabled children were provided counselling regarding the health of children and their proper development, physical and mental status.
- Training modules including IED component developed by the SRG.
- 9835 teachers oriented for IED programme.
- IED coordinators, DIET lecturer, NPRCC, Headmasters/teachers sensitized under IED programme.
- IED coordinators participated in National IED Programme in Puri, Orissa and Review Meeting at Gurgaon, Haryana and DSERT, Banglore, NCERT & NIEPA New Delhi.
- IED component included in school grading format.
- Incentives like free text books and scholarship provided by the State Government.
- General teachers being sensitized in 90 days correspondent course by RCI.
- Joyful learning material prepared for children with special needs with coordination of Ed. CIL, New Delhi.
- Reports on IED programme regularly published in newsletter "KOSHISH".
- **3 studies have been done on progress on IED.**
- **10 workshop on disability related issues organized at state level and 8 in district level.**
- **Activity based competition held focusing on skills of CWSN.**
- Exposure visit conducted to integrated school of Delhi by primary teachers and DIET lecturers.
- 9835 general teacher sensitized on IED under mass teacher training programme.

- 76 teachers from upper primary schools and lecturers trained on IED under 90 days foundation course organized by RCI & MP Bhoj university, Bhopal.
- DIETs are to be recognized by RCI study centers for foundation courses. Proposal has been sent to RCI.
- In DIETs, disability management and counseling unit has been established to make sincere efforts for IED programme..
- 2 Lecturer from DIETs are being given PG diploma for specific disabilities through distance education organized by RCI & MP Bhoj university, Bhopal.

MIS

- Hardware installed and operational in all DPEP district.
- Computer Operators in 06 districts and SPO are in place and trained.
- ORCALE training for Computer operators completed in all the districts with help of NIEPA.
- Training of district functionaries for filling the DCF organized at State, District, Block level.
- Data collection for EMIS 2004-2005 is going at school level.
- For strengthening of EMIS unit 01 Computer Programmer in each district and 01 system analyst, 01 Computer Programmer in SPO is sanctioned recruitment process in progress.
- Online Monthly Project process monitoring software developed with help of NIC Uttaranchal

Civil Work

- The progress of the civil works targeted for the year 2000-01, 2001-02, 2002-03 and 2003-04 are given as annexure III 'B'.

**STAFFING POSITION AT SPO, UTTARANCHAL
UNDER DPEP-III**

S.No.	Post/Designation	Sanctioned Posts	In Place
1.	State Project Director	01(Ex-Officio)	01
2.	Additional Project Director	01	01
3.	Finance controller/Senior Professional	01	01
4.	Senior Professional	02	02
5.	Professional	02	02
6.	Administrative officer	01	01
7.	Accounts Officer	01	01
8.	Computer Programmer	01	-
9.	Computer Operator	02	02
10.	Senior auditor	01	-
11.	Accountant	01	01
12.	Steno	04	04
13.	Senior Clerk	01	01
14.	Astt. Clerk	01	01
15.	Driver	04	04
16.	Peon	05	04
17.	Sweeper cum chokidar	01	-
	Total	30	27

**DPO STAFFING POSITION
DPEP-III**

S.No.	Name of Post	No. of Post Created	No. of Post Filled
1.	Expert(BSA)	06	06
2.	Asst. Accounts Officer	06	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
	Total	60	56

STAFFING IN DIETS - UTTARANCHAL DPEP-III

S. No	Districts	Principal	Vice-Principal	Senior-Lecturer	Lecturer	Work-Exp. Teacher	Statistician	Technical assist
	Sanctioned-Posts	(1)	(1)	(6)	(17)	(1)	(1)	(1)
1.	Bageshwar(Almora)	-	-	04	17	1	1	1
2.	Haridwar(Roorkee)	-	1	04	19	1	1	1
3.	Pithoragarh	-	-	03	16	1	1	-
4.	Champawat	-	-	-	-	-	-	-
5.	Tehri Garhwal	-	-	-	16	1	1	-
6.	Uttarkashi	-	-	02	12	-	1	1
	Total	-	1	13	80	4	5	3

• Figures shown in brackets are no. of sanctioned posts.

Annexure - III (A)

Selection of MTs and appointment of BRC/NPRC Coordinators - DPEP-III

S. No.	Districts	No. of BRCs	No. of BRC-C in place	No. of ABRCc in place	No. of NPRCs	No. of NPRCc in place
1.	Bageshwar	05	05	10	35	35
2.	Champawat	04	04	08	23	23
3.	Pithoragarh	08	08	16	64	64
4.	Tehri Garhwal	09	09	18	76	76
5.	Uttarkashi	06	06	12	36	36
6.	Haridwar	06	06	12	46	46
	Total	38	38	76	280	280

Civil Works-Physical and Financial Status as on 31.10.2004

(DPEP-III) Uttaranchal

Physical Status Year 2000-2001

S. No	Item	Planned so far (2000-01)	Completed	In progress	% of Comp. & IP
1.	BRC	5	5	-	100
2.	CRC	131	131	-	100
3.	New primary schools	130	130	-	100
4.	Additional Classroom	118	118	-	100
5.	Reconstruction of primary schools	113	111	2	100
6.	Toilets	749	749	-	100
7.	MIS center	6	6	-	100

Physical Status Year 2001-2002

S. No	Item	Planned so far (2001-02)	Completed	In progress	% of Comp. & IP
1.	BRC	27	26	01	100
2.	CRC	149	149	-	100
3.	New primary schools	121	119	02	100
4.	Additional Classroom	448	447	01	100
5.	Reconstruction of primary school	123	121	02	100
6.	Toilets	469	469	-	100

Physical Status Year 2002-2003

S. No	Item	Planned so far (2002-03)	Completed	In progress	% of Comp. & IP
1.	BRC	-	-	-	-
2.	CRC	-	-	-	-
3.	New primary schools	48	41	07	100
4.	Additional Classroom	120	119	01	100
5.	Reconstruction of primary school	73	59	13	100
6.	Toilets	200	194	5	99.5

Physical Status Year 2003-2004

S. No	Item	Planned so far (2003-04)	Completed	In progress	% of Comp. & IP
1.	BRC	-	-	-	-
2.	CRC	-	-	-	-
3.	New primary schools	57	23	27	88
4.	Additional Classroom	145	81	07	60.69
5.	Reconstruction of primary school	32	13	17	93.75
6.	Toilets	200	200	-	100

Physical Status Year 2004-2005

S. No	Item	Planned so far (2004-05)	Completed	In progress	% of Comp. & IP
1.	New primary schools	25	-	9	36.1
2.	Additional Classroom	113	-	48	42.48
3	Reconstruction of P.S.	31	01	27	90.32
4.	Toilets	710	78	464	76.34

WEST BENGAL

1. DPEP Coverage

PHASE – I : DISTRICTS

(Rs. In lakhs)

Districts covered	EFC approved cost	Price & physical contingencies	Total cost
Bankura	3629.563	1290.03	4919.59
Birbhum	3447.477	1225.32	4672.80
Cooch Behar	3569.286	1268.61	4837.90
Murshidabad	3700.560	1315.27	5015.84
South 24 Parganas	3978.683	1414.10	5392.74
State Component	1304.771	463.75	1768.52
Total	19630.31	6977.08	26607.39

PHASE – II : DISTRICTS

Project Period: 2000-2001 to 2006 to 2007.

(Rs. In lakhs)

Districts covered	EFC approved cost	Total Project Cost including Price & Physical Contingencies
Purulia	3999.71	5276.74
Malda	3999.53	5276.51
Uttar Dinajpur	3999.70	5276.73
Dakshin Dinajpur	3999.09	5275.92
Jalpaiguri	3999.73	5276.77
State Component Plan	1430.20	1886.84
Total	21427.96	28269.51

2. Project Structure

a) Vacancy position at SPO and DPOs (as on 31.05.2004):

Name	No. planned	No. filled	Vacant
SPO	61 (excluding clerical cadre & Group – 'D')	61	NIL
DPOs (Phase – I)	100 (excluding LD clerical cadre & Group – 'D')	92	8
DPOs (Phase – II)	100 (excluding LD clerical cadre & Group – 'D')	88	12

Phase – I District:

The posts of DPO, ADPO and Dy. DPO of Phase – I DPEP districts are filled up by the Phase – I pool of officers of the Education Department, Govt. of West Bengal on full-time basis. Other posts were filled up by the incumbents from open market on contract basis.

Phase – II District:

The posts of DPO, ADPO and Dy. DPO of Phase – II DPEP districts have been filled up by the Phase – I pool of officers of the Education Department, Govt. of West Bengal on full time basis. Other posts are filled up by the incumbents from open market on contract basis.

b) Functioning of EC/GC:

- The West Bengal DPEP Society has so far organized nine meetings of General Council and eleven meetings of Executive Committee. The last GC meeting was held on 20.01.2004 and last E.C Meeting was held on 20.10.2003.

c) Annual / Audit Report:

- The Annual Report and Accounts for 2002 – 2003 on DPEP intervention in West Bengal have been prepared and sent to all the concerned authorities.

3. A) Approved Annual Work Plan & Budget 2004-2005

(Phase I)		(Rs. In lakhs)
District / State	AWP&B amount	
Bankura	1615.692	
Birbhum	1221.178	
Cooch Behar	1588.301	
Murshidabad	1508.851	
South 24 Parganas	586.062	
State Component Plan	173.765	
Total	6693.849	

(Phase II)		(Rs. In lakhs)
District / State	AWP&B amount	
Purulia	1517.344	
Jalpaiguri	2340.272	
Malda	2412.990	
Dakshin Dinajpur	1851.568	
Uttar Dinajpur	1945.511	
State component	430.839	
Total	10498.524	

The above amount Rs. 6693.849 lakhs and Rs. 10498.524 lakhs for Phase I and Phase – II districts respectively have been recommended before the fifty two meeting of Project Approval

Board on 2nd June 2004 and the said funds for Phase – I and Phase – II districts been duly approved by the Project Approval Board.

Expenditure as on 31.10.2004 (provisional):

Phase II

Phase – II

a) Expenditure (Phase – II) incurred upto 31.10.04 : Rs. 13459.04 lakhs

4. Review of Functional Areas: (upto 31.10.2004)

i) PLANNING AND MANAGEMENT

- Developed a database collected from different sources (Including DISE) and used for the formulation of annual plan documents of 2004-05 for each DPEP district and also state components for phase-I and phase-II DPEP districts.
- The database validated and authenticated at different levels of the DPEP districts.
- Continuous discussions with district functionaries took place for finalization of DPEP plan documents.
- Plan documents for each DPEP district (Phase-I and II) along with state components for 2004-05 already approved by MHRD, GoI.

Habitation Planning:

For SSA in particular, **micro level Planning** is regarded as a pre-requisite of District Elementary Education Plan. But in our state we have not been able to proceed much in the matter of initiating planning for elementary education from habitation level.

Recently, we have introduced Micro level Planning exercises in order to establish linkage between ILIP schools and the concerned communities. Some more experiments have been done in this regard in Uttar Dinajpur, Malda, Murshidabad, Dakshin Dinajpur, Cooch Behar and Jalpaiguri districts.

- 4 **Micro Level Planning with ILIP Communities:** Micro-planning exercises have been initiated in the education sector in West Bengal by application of a few PLA methods / techniques in order to involve communities in the on-going ILIP (Integrated Learning Improvement Programme) under Pedagogy interventions during classroom transactions for improving quality of education (in selected DPEP districts). It is important to note that such micro-planning exercises being undertaken with the aim of empowering and involving communities in ILIP interventions have become successful. The outcomes of such micro-planning exercises with ILIP-school communities are basically *micro level plans* with thrust on quality of education.

ii) CIVIL WORK:

- 1013 new school buildings 2167 addl. Rooms & 196 CLRC buildings planned till date for Phase-I districts

- 754 NSB construction, 1684 Additional Room and 189 Circle Resource Centre have already been completed as on October 2004 in phase – I districts.
- In phase – II districts, 1051 new schools buildings, 2636 additional rooms and 133 CLRC buildings planned till date.
- 390 NSB construction, 620 additional room and 80 CLRCs have been completed as on October 2004 in phase – II districts.
- Child friendly elements have been constructed about 600 schools out of a target of 783 schools.
- Convergence plans formulated at district level to provide basic minimum building support to all primary schools including toilet and drinking water facility. SAJAL DHARA, RIDF schemes are to be utilized in this regard.
- CFEs are being constructed in various schools in the Phase – II districts. Malda has taken a strong initiative in this regard.
- Construction of New School Building also includes the Child Friendly Element within its approved budget.
- Proposal for construction of integrated education complex are to be executed at sub-division level out of DPEP / SSA fund. The Integrated Educational Complex will provide pre-school center, primary school, upper primary school, Circle Resource Centre within its premises.

Cumulative Report (Physical Progress) Under DPEP (as on October 2004)

Phase – I Districts (Civil Works)

New School Buildings

DISTRICT	TOTAL TARGET	COMPLETED	IN PROGRESS	NOT STARTED
BANKURA	178	172	4	2
BIRBHUM	176	143	27	6
COOCH BEHAR	335	208	112	15
MURSHIDABAD	163	112	35	16
SOUTH PARGANAS 24	161	119	39	3
TOTAL	1013	754	217	42

ADDITIONAL ROOM

DISTRICT	TOTAL TARGET	COMPLETE D	IN PROGRESS	NOT STARTED
BANKURA	259	238	20	1
BIRBHUM	401	299	35	67
COOCH BEHAR	352	298	54	0
MURSHIDABAD	654	408	84	162
SOUTH PARGANAS	24 501			
TOTAL	2167	1684	251	232

CIRCLE RESOURCE CENTRE

DISTRICT	TOTAL TARGET	COMPLETE D	IN PROGRESS	NOT STARTED
BANKURA	45	45	0	0
BIRBHUM	32	32	0	0
COOCH BEHAR	23	23	0	0
MURSHIDABAD	41	38	3	0
SOUTH PARGANAS	24 54			
TOTAL	196	189	3	3

CUMULATIVE REPORT (PHYSICAL PROGRESS) UNDER DPEP
as on October – 2004

PHASE – II DISTRICTS (CIVIL WORKS)
NEW SCHOOL BUILDINGS

DISTRICT	TARGET	COMPLETED	IN PROGRESS	NOT STARTED
JALPAIGURI	217	156	61	0
DAKSHIN DINAJPUR	123	44	30	49
UTTAR DINAJPUR	42	28	3	11
MALDA	599	138	98	363
PURULIA	70	24	41	5
TOTAL	1051	390	233	428

ADDITIONAL ROOMS

DISTRICT	TARGET	COMPLETED	IN PROGRESS	NOT STARTED
JALPAIGURI	533	89	396	48
DAKSHIN DINAJPUR	553	197	176	180
UTTAR DINAJPUR	675	142	455	78
MALDA	294	158	53	83
PURULIA	581	34	92	455
TOTAL	2636	620	1172	844

CIRCLE RESOURCE CENTRE

DISTRICT	TARGET	COMPLETED	IN PROGRESS	NOT STARTED
JALPAIGURI	27	16	11	0
DAKSHIN DINAJPUR	16	15	1	0
UTTAR DINAJPUR	17	13	3	1
MALDA	29	12	8	9
PURULIA	44	24	16	4
TOTAL	133	80	39	14

iii) QUALITY IMPROVEMENT

A) Training & Workshops at District Level

1	Teachers' training on 3 rd pedagogy module of Phase – I districts	6 days	Completed all district. Bankura partly completed.
2	Teachers' training on 3 rd pedagogy module of 2 nd phase (Phase – II district)	6 days	Completed all districts except Uttar Dinajpur, Purulia part.
3	Teacher's training on Health Programme	4 days	Completed in few districts.
4	Teachers Training in English	4 days	R.P training completed in few districts
5	Teachers' training on cew curriculum and syllabus	2 days	R.P Training completed only in Murshidabad district.

b) Resource Materials developed

Module:

- Module IV on Pedagogy developed by SPO, PBRPSUS.
- Module of Revised curriculum & syllabus have been developed in collaboration with WBBPE.
- Module of Health Programme developed in collaboration with WBBPE.
- Module of English Teaching developed in collaboration with WBBPE.

Reading Materials:

- Reading Materials on IED
- Reading Materials on MTA
- Material on Multi-grade teaching developed
- Material on large size classroom teaching
- Material on uses of library books for developing reading and writing skill
- Activity, worksheets and TLM developed for pedagogy 3rd module training

C) Materials used in workshops:

- Hate Kalame Sekha O Sekhano, a guidebook on use of TLM
- Kajer Madhyeme Sekha O Sekhano, a guidebook on activity based teaching learning process
- Nirbachita Path - I, Reading Material on Girls Education
- Nirbachita Path - III, Reading Material on IED
- Books on IED sensitisation
- Kajer Madhyame 'Sekha o Sekhano - Path III on Pedagogy
- Sishu Kanya Theke Sampurna Manush – resource material on Gender issues
- Shikshan Prashikshan Karma Shuchi (Balikader Shiksha - I) – related to Girls Education
- Video film developed on micro intervention in classroom situation to be displayed during training of 3rd Module

D) Text Book Renewal & Distributions

The process of renewal of textbook has started. Tasks has been undertaken by WBBPE, the renewal and revision of class-I, II, III and IV textbooks on language, Mathematics, Science and History-Geography have been completed and the printed books have been distributed free of cost among the school going children.

The work related to revision and renewal of textbooks of Class V has been started.

E) CLRC Functioning

West Bengal has designed a unique field level Resource institution at sub-district level called Circle Resource Centre (CLRC) to support, aid and facilitate the pedagogical renewal activities undertaken at schools to improve teaching-learning processes adding to quality of education in fulfilling the objectives of Universalisation of Primary education. It is an arrangement of institutionalization of resource support to the Phase - I system in terms of building up capacity as well as adding to the infrastructure of education at sub-district level.

F) Initiation of CRCs

The process of setting up of Cluster Resource Centres (CRC) at the GP level has been decided. One CRC has already been started for every 10-15 schools and is housed in one of the primary or upper primary schools situated in the GP. Each CRC have one coordinator and one RT for coordinating the activities of the schools within the concerned CRCs. This new institutional arrangement focuses on improving the teaching learning process by intensively monitoring the formal and the alternative schools within its catchment area. A state level workshop on the functioning of CRCs have been completed. The engagement of RTs have been made in Phase-I district. The engagement of RTs has been started at district level and most the RTS have been engaged preferably from the retired school teachers.

G) Institutional Arrangement

The following arrangements are made for functioning of CLRCs

- The Sub-Inspectors of Schools of the Circles are in-charge of the CLRC by virtue of their ex-officio capacity and they are posted as Circle Project Coordinator.
- Each CLRC has two Resource Teachers (RT) selected from either the practicing primary school teachers or retired primary teachers.
- The CLRCs are supposed to have their own building having a Workshop-cum-Training Hall, Resource Room and Office accommodation.
- The CLRCs has been furnished with resource materials like books and journals on academic and pedagogical issues, reports on various studies and researches, etc.
- The CPCs and RTs are being oriented on role and functions of CLRCs since SSA has been launched.
- Cluster Resource Centre (CRC) is to mediate the activities of Circle Resource Centre (CLRC) at school or VEC / WEC level intensively.

H) Following are the activities undertaken.

Workshops:

- Orientation and training of teachers
 - All the training of teachers are being held at CLRCs. Teachers' training on Science & Pedagogy II and III Modules, on IED & Gender are going on. DPEP Phase I districts & phase-II have completed teacher's training on 3rd pedagogy module.

Innovative Approach:

Two different types of Fort-nightly workshops are being held after assessing the need of the focused community i.e., teachers and VEC members.

- (i) Noon workshops for VEC members

This includes:

- Enrolment drive
- Data compilation of out of school children
- Retention activity

Several workshops were held in the following issues: Use of school grant, Maintenance of Child Register, VEC Reporting system where as the Phase - I districts have arranged these workshops on their own as per their needs and requirements.

- (ii) Afternoon workshops are being held for all primary school teachers for better application of training methodologies in classroom transaction. The districts have also designed several numbers of issues for these types of workshop. All these issues are taken up by Phase - II districts, where as the Phase - I districts have arranged their workshops as per need of the teachers.
 - (iii) The state level workshop have been conducted on role and function of RTs/CPCs of CLRCs / CRCs.
 - (iv) Capacity building of KRPs on Health programme has been conducted in the state level in collaboration with NBBPE.
 - (v) Capacity building of MRP on English has been conducted on State level.
 - (vi) Capacity building of KRP on English has been conducted in the State Level collaboration with WBBPE.
- (1) **Visit to School & VECs by CPC & RTs :**
- Normally visiting 3 schools per week per Resource Teacher
 - Visit provides support to
 - Classroom transaction
 - Preparation and usage of TLMs
 - Utilisation of school grant & TLM grant

Supervising activities of VEC. It includes

- Regular meeting
- Updation of Child Register
- Issue-specific activities on Community Mobilisation like enrolment drive and retention, use of school grant and tree plantation, school environment building etc.
- Formation of MTA and its meeting thereof.

(2) **Collection of information of Schools & VECs :**

Collection of information on school functioning through -

- DISE
- Monthly Meetings with Head Teachers

Collection of information on Community-based activities through -
 Monthly Meeting of VEC/WEC Chairman & Secretary
 Regular feedback from VEC members through RPs

(3) **Compilation & Reporting System :**

- Compilation and updation of data on schools and community are documented through maintaining School Information Register as well as Community Information Register.
- Those reports are submitted to District Project Office on a regular basis.
- PMIS reports from CLRC are coming regularly to the District Office.

(4) **Pilot project**

To pilot projects have been initiated, one in Kashipur Block of Purulia District on tribal children and another in Islampur Block of Uttar Dinajpru district on children belonging to linguistic minority group. These projects have been taken up for the all-round development of special focus group.

Integrated Learning Improvement Programme (ILIP)

Integrated learning improvement programme, which was launched by WBDPEP aiming to improve learning outcome of the students from the foundational stage by introducing special technique in classroom transaction through a whole school approach. In the present academic year 2004-05 this programme has been extended in all DPEP districts of 264 circles and 3441 schools.

Objectives

- To ensure elimination of gap in learning achievements Phase - I between "advantaged" and "disadvantaged" groups of children.
- To ensure elimination social and gender gaps in enrolment and retention too.
- To reduce the gap in the performance of the top and bottom in the ladder by 20%
- To improve students' quality on reading and independent writing competencies in all grades.
- To improve students' quality on mental computing and systematic problem-solving abilities
- To develop students' competencies to answer to open-ended questions
- To improve students' oral articulation, team spirit and interpersonal, social and life skills
- To develop self-learning and study skills and healthy reading habit among all gradually and systematically.

TARGET

- To eliminate grade repetition of students by more than 80 percent attendance in School
- To improve school attendance by more than 5 percentage points on an average
- To reduce the drop out rate at the end of each grade to 50 percent of the present figure
- To improve the completion rates in 4 years and eliminate ECR6 and above drastically.
- To improve PTR by rational distribution of teachers and to ensure 4 teachers for 4 Grades and by engaging community teachers / VRPs.
- To improve achievement level of 80% of the children through 'Ka' standard as followed by WBBPE.
- In this way this programme has directed to improve quality in child's learning but also in community activities, teachers performance and support system.

Certain activities of the programme

A) Functioning at district and sub district level

- ☒ The District Quality Management Teams (DQMT) have been formed at the district level. Monitoring mechanism have been developed for academic support to school level.
- ☒ The CRTs have been formed in certain districts and are under process in the remaining districts
- ☒ The teachers have been entrusted with the activities of class I in the concerned school and gradually extended to the next grade (s)

B) Workshop

- Various workshop have been conducted in the light of quality improvement at state level.

- KRP trainings have been organised in presence of president – WBBPE, Secretary – WBBPE and other Board Officials.
- Two State Level Workshop have been conducted with districts in two phases
 - a) IN Bolepur from 22nd and 23rd Sept, 2004
 - b) In Balurghat from 5th Oct to 6th Oct. 2004.

C) Training

- ☒ Training programme have been conducted in different districts with teachers, Head Teacher, RPs RTs, QMTs and SRPs, VRPs.

D) Survey and Evaluation

- ☒ Baseline survey conducted in all DPEP districts.
- ☒ Compilation of Baseline report in going on in self district.

E) Material Development

- Workbooks have been developed for class – III & IV at the state level under the academic guidance of West Bengal Board of Primary Education (WBBPE).
- Modules of class – III – IV (Workbooks) have been prepared and approved by WBBPE.
- Printing of ILIP packages for class – I and class – II, III & IV have been completed.
- ILIP is expanded in class – III in the academic year 2004-05 in the districts of Uttar Dinajpur and in Bankura, Birbhum, Murshidabad, Jalpaiguri, Cooch Behar, South 24 Pgs. for class – IV.

F) Monitoring

- Visit to SLIP / ILIP school once a week by RPs.
- Visit of SIs once a month.
- Visit by district team once a month.
- Visit of state level in districts at regular interval when and where necessary.

G) Community Ownership Programme

- ☒ Community awareness have been made possible through PLA activity and formation of MTA PTA
- ☒ Schools are getting a lot of assistance from the community

H) Reporting System

- ☒ An intensive reporting system is being developed for monitoring and networking
- ☒ Developing action plan on the basis of the feedback and sharing of experience from ILIP / non-ILIP schools.

iv) COMMUNITY MOBILISATION & VEC INTERVENTIONS

Administrative Arrangements: -

- State and district coordinators are in place.
- SSTMs and DSTMs have been appointed for Bridge Course.

- SRG formed in the state.
- DRG formed in the districts.

Material Development: -

- Developed training manual for the RPs / KRPs for conducting VEC/WEC training in the perspective of SSA & DPEP Phase-I and Phase-II.
- The revised version of the Hand Book for VEC / WEC members newly edited and that's version of Soft Copy in CD format is in process of distribution to all DPEP districts.
- Campaign slogan for wider dissemination of SSA & DPEP messages to the community through state and district level Workshops already developed.
- Grass-root level data capturing format (DCF) Gram Sansad / Ward wise for preparing Micro level detailed disaggregated database on gender, age, number of children enrolled specifying the center where enrolled and the number of children still out of school already proposed.
- Training module for VEC training – ‘Prasikshan Sahayika’ revised and reprinted.
- Message for Education For All (EFA) Week and “School Chalo Karmasuchi” prepared and disseminated to grass root level functionaries, for effective implementation of the programme since last two academic session.

Campaign and other Mobilization Activities: -

- Wall writing at different public places like Panchayat Building, Block Offices, schools, etc. done by districts from time to time.
- Developed poster & hoarding and displayed in different important places of the districts to mark special days and events.
- Extensive folk campaign done in different spots and pocket areas of districts for ensuring community participation and also for enrolment of hardest to reach groups.
- The community organized various awareness generation programmes within the backward and minority class community to ensure enrollment of out of school children in these communities.
- Observation of Special Days (15th August, Birthday anniversary of Rabindranath Tagore, Kazi Nazrul Islam, etc.) at district, block and Samsad / Ward level with active participation of community and school children.
- Direct and active participation and involvement of the community in micro planning exercise, in preparing the plan of action and in effective implementation of the plans.
- Special Enrolment Drive, School Cholo Karmasuchi was taken up this year also to keep the commitment of Universal Enrolment. This year also, DPEP districts observe EFA week as declared by UNESCO through School Cholo Karmasuchi.
- Fairs at different level including CLRC Book Fair utilized for disseminating the message of DPEP objectives and performance in the context of UEE.

- Developed networking with Govt. departments / institutions like Roopkala Kendra, leading NGOs like DICO, BPS, Bikramshila, CINI – ASHA, CLPOA, Youth Clubs for formulating the strategy for extensive and intensive campaign on DPEP / SSA in far reaching areas.

Monitoring system: -

- Sharing on various issues related to community involvement at VEC / WEC level, with participation of the community and attended by district and state level functionaries.
- Community support in the form of selection and monitoring of AS centers operational within the community.
- Participation of community during evaluation of children both in formal schools and Alternative Centers.
- VEC/WEC sends report to CLRC reporting system every month.
- Bi monthly review meeting with district CM Coordinators at state level.
- Regular meeting with SRG members at state level and DRG members at district level for chalking out the plan of action.
- State Coordinators and SRG members visit districts for monitoring the activities.
- DRG members visit school / VEC & WEC / CLRC etc. for monitoring the activity.

Data Bank: -

- Prepared Child Register at Gram Samsad and Ward Level for developing Micro Level database in view of Micro Planning exercise, enrolment and retention drive etc.
- 12429 child register in DPEP districts properly updated till date.

Training: -

- Orientation of district CM Coordinators.
- Training of KRPs at state level.
- Training of RPs for imparting training to VEC / WEC members at district level.
- Training of RPs for imparting training to the enumerator of Child Register.
- Training of CPCs on compilation of Child Register.

v) **ALTERNATIVE SCHOOLING:**

In West Bengal Alternative Schooling (AS) is categorized into two sectors:

i. **EGS:**

Under the EGS component of alternative schooling, the following centers are covered:

- **Shishu Shiksha Kendra (SSK):** Shishu Siksha Kendra (SSK) under Shishu Siksha Karmasuchi, was launched in the rural areas by the Panchayat & Rural Development Dept., Govt. of West Bengal

in 1997. This is treated as Govt. supported alternative system in primary education in rural areas. Children not attending Phase - I primary schools due to various socio-economic reasons and the children of unserved habitations are covered by SSKs in West Bengal in rural areas.

A Memorandum of understanding (MoU) was signed between PBRPSUS and P&RD Dept. for effective implementation of the UEE programme so as to fulfill the overall objective of DPEP, SSA.

A total of **7305 SSK Centers** in 10 DPEP districts are servicing **531332** learners at present covering the 4 grades – from class – I to class – IV.

- Last year PAB on 13th August approved the **construction of 1472 SSK centers.**

- **Shishu Shiksha Prakalpa (SSP):** The Dept. of Municipal Affairs, Govt. of West Bengal, implements Shishu Shiksha Prakalpa (SSP) Centres in urban areas and slum areas. These are treated as Govt. supported EGS component for alternative primary education system in all urban areas of the ten DPEP districts of West Bengal.

- The centers would function for a minimum of 4hrs during the daytime, as per the state norms. The names of those children shall not be enrolled in any other formal school or NGO run EGS Centres / schools, Bridge Course, etc.

- The Officer in Charge of the Municipal Affairs Dept. attached to the concerned district collectorate shall be the Nodal Officer of the SSP Centres.

The syllabus curriculum and textbooks for the Phase - I SSP centers is same as for formal primary education. The pedagogical issues, including quality assurance related to SSP centers is addressed through the joint collaboration of Dept. of Municipal Affairs, PBRPSUS and West Bengal Board of Primary Education at the state level and concerned District Project Office and District Primary School Council at district level.

Currently **444 Centres** are operational in 10 DPEP Districts covering **23049 learners.**

NGO run EGS Centres: To cater the needs of the children who are left out of schools even after the opening of either AS components, NGO run EGS centers are opened. Proposals are invited from bonafied NGOs for opening EGS Centres. NGOs submit the proposals to the respective district office, where after scrutiny by the district SSA Committee, the duly approved proposals are sent to the State Project Office in order to be placed before the eleven member state level Grant In Aid Committee (GIAC). Advertisement has been published in local dailies inviting proposals from NGOs.

AIE:

- **Bridge Course Centre (BCC):** The BCC aims to mainstream the dropout children into formal schools after providing them with remedial teaching.

Total number of Bridge Course Centres: 3713(Joint Centre for Primary & Upper Primary)

Total number of learners: 144177.

Administrative set-up: -

1. Four State Support Team members are engaged at state level.
2. Four District Support Team members are engaged in each district.
3. One Siksha Sebi (Bridge Course Instructor) is engaged in each Bridge Course Centre.

Material Development: -

1. Study materials for children of Bridge Course centers for primary level (from class I – IV) already developed.
2. Developed training materials for Siksha Sebi (instructor) of Bridge Course Centre.
3. Development of various TLM & TLE.

Training / Workshops on AS : -

1. A two day workshop at State level with the experts of different Organizations, Institutions, NGOs etc. for formulating Bridge Course strategy all over the state.
2. Sensitized key functionaries of all districts on Bridge Course.
3. Organized 5 day training of the District Support Members.
4. Organized meeting with all DPOs on Bridge course at the state level.

vi) INTEGRATED EDUCATION FOR DISABLED

- WBDPEP had begun IED programme in one block each of the 5 Phase - I districts. Now the coverage of IED programme has been expanded to all the Blocks in the Phase - I Districts.

Phase - II

Activities of Integrated Education for Disabled (IED) have been taken up in most of the blocks and municipalities in Malda, Jalpaiguri, Uttar Dinajpur, Dakshin Dinajpur and Purulia.

- Screening and assessment camp conducted in all the intervening blocks. Numbers of in school & out of school children are -
- Following children integrated in the selected blocks.

District	Intervening Block	Intervening Municipalities	No. of children Screened/ Assessed	Children already in School	Children still out of school
Bankura	22	3	4155	3080	1267
Birbhum	19	6	5365	5311	1780
Murshidabad	26	7	7412	5019	711

Coochbehar	12	6	6605	3468	3136
South 24-Parganas	29	7	14080	9430	4650
Jalpaiguri	10	4	6595	2875	3720
Uttar Dinajpur	8	4	5567	2606	2961
Malda	11	2	14912	4044	9846
Dakshin Dinajpur	5	2	2864	878	1684
Purulia	3	3	1385	1385	89
Total	145	44	68940	38096	29844

- ❖ Activities of State Level Resource Organization (SLRO) started.
- ❖ Intensive training for one teacher of each school from IED intervening block
- ❖ 5 days Intensive refresher course for Special Educators of DLRO
- ❖ District Level Resource Organisation (DLRO) working in different intervening blocks through its Special Educators except Malda

Name of the district	No. of DLRO
Bankura	7
Birbhum	16
South 24 Parganas	9
Kochbehar	3
Uttar Dinajpur	6
Murshidabad	7
Jalpaiguri	7
Dakshin Dinajpur	2
Purulia	3
Total	60

- KRPF training completed in all the districts except Dakshin Dinajpur.
- Aids and Appliances (only ready to use items) have been distributed to few blocks except Purulia.
- Teachers' sensitization (primary level) has been completed for 9 districts namely Bankura, Birbhum, Murshidabad, South 24 Parganas, Uttar Dinajpur, Jalpaiguri, Dakshin Dinajpur, Malda and Cooch Behar.
- A compendium is printed containing all the relevant Govt. circular of GoI & GoWB, pertaining to disability for circulation at different levels at district administration & others.
- A module on IED developed & published for general teachers' sensitization programme
- A suggested reading called "Bishesh Path" on IED for all publishing primary school teachers
- Free Distance Learning Materials on IED printed and distributed among the parents, teachers etc.
- General teachers sensitization programme completed for all teachers of intervening blocks on different aspects of Integrated Education for Disabled. Training of 40 KRPs (8 KRPs X 5) at the Phase - I district completed on the basis at module developed. The cascade of training as SLRO-KRP-Teachers for one blocks and SLRO-KRP-RP-Teachers for whole districts.

DISTRICT	TEACHERS
Bankura	4446
Birbhum	8002
Cooch Behar	1714
Murshidabad	10580
South 24 Parganas	11361
Uttar Dinajpur	1577
Jalpaiguri	6571
Malda	4016
Dakshin Dinajpur	1577
TOTAL	49844

- Awareness materials on early identification of children and motivation of parents for sending their children to school.
- Developed Assessment Kit in the field of MR, VH, MH & OH and distributed to Special Educators of DLRO
- Resource Kit developed and distributed among the SLIP schools and schools where disabled children integrated.
- Intensive training for one teacher from each school going on in different block of Phase - I districts Module & materials for the training have been developed by SLRO. The said training has already been completed in few block at each district. The training mode is directly from SLRO to teachers. The said training will be organised in the other intervening blocks shortly.
- Convergence made with ALIMCO, AYJ, NIHH and accordingly following aids & appliances distributed.

Aids for visually Impaired	475
Aids for Hearing Impaired	3462
Aids for Locomotors Impaired	10782
TOTAL	14719

vii) GENDER

- State and District Gender Coordinators are in place
- State Resource Group actively participating in preparing reading materials on gender issues. District Resource Groups actively taking part in monitoring of field-based interventions.
- Regular meetings being organized with District Gender Coordinators at the SPO and DPO to discuss about the various activities undertaken
- Gender intervention extended to all blocks in all districts except Purulia where it has been extended to 10 blocks only.
- Workshop with female Panchayat members completed in all districts except Puruliya.
- Regular Block / CLRC level meetings with Head Teachers and Panchayat functionaries being held in all districts
- Ma-O-Meye Melas conducted in the GPs, where the girls enrolment is relatively low in each district.
- Short visual aid on MTA developed for training of KRPs and RPs.

- 3-day State level workshop held with district functionaries on the monitoring mechanism of Mother Teacher Associations and sustainability issues.
- Approximately 20780 MTAs already formed at primary school level in all DPEP districts.
- Gender sensitization of 53303 teachers completed.
- Capacity building exercises of Mother-Teacher Association members conducted in Jalpaiguri and Malda districts.

viii) EARLY CHILDHOOD CARE & EDUCATION (ECCE)

Early Childhood Care & Education (ECCE) addresses the children belonging to 3-5 years age group. It is considered as a major intervention under DPEP for achieving the ultimate objective of UFE. As per the State policy already adopted, convergence plan has been developed by WBDPEP in collaboration with W&CD and Social Welfare department. On the basis of the said plan the following activities have been taken under both at State and at District level.

Reconstruction of Working Group on ECCE:

There was a Working Group on ECCE consisting of officials from W&CD and Social Welfare Department and PBRPSUS. But the members have been changed due to transfer and resign. As a result a working group has been reconstructed consisting of experts from Psychology Department Calcutta University, Human Development Department JU, ICDS Training Institute, NGOs developing pre – school TLM, NGOs implementing ECCE in field level along with officials from both ICDS & SSA or W&CD and Social Welfare Department and PBRPSUS.

Meeting

- 1) One day State level meeting among the members of working group on ECCE has been held within this period.
- 2) DRG members meet on a bi-monthly basis in meetings held by the district and as per requirements.
- 3) One day sensitization on School Readiness Programme has been held in all DPEP district except Malda & Purulia.

Workshop Training

- 1) District level workshops have been organized at Jalpaiguri for orientation of new VRPs to implement the School Readiness Programme.
- 2) GP level workshop has been organized at Bankura and Birbhum to implement SRP at Hemtabad Block.
- 3) Sensitization Programmes of Panchayat members have been conducted at Coochbehar, Uttar Dinajpur, and Daskhin Dinajpur districts.

Awareness Generation

- 1) Campaign materials for posters, wall writing etc. have been developed at the State level and districts have also developed more campaign materials.

- 2) Study material on pre-schooling has been developed and under revision.
- 3) Database on pre-schooling has been completed for DPEP districts and the report has been prepared accordingly. New proposals on the basis of the obtained data has been placed.

Innovative Activities under ECCE

In order to address the children deprived from usual pre-schooling facilities due to various reasons, SRP has been taken up in DPEP districts. The support of ICDS functionaries has been fetched in all DPEP districts except Jalpaiguri. In Jalpaiguri new SRP centers have been opened in the tea-garden areas at Rajganj Block as there is no approved ICDS centre.

The objective of SRP is to make the children competent in participating to usual primary education in future.

This year 136 children (out of 446 children) have been enrolled in class-I of Primary School & SSK from SRP centers.

ix) MIS

- EMIS data for 2003-04 through DISE for Phase - I districts are completed and sent to Delhi.
- DISE data for 2003-04 for Phase - II DPEP districts are completed and sent to Delhi.
- Training for DISE 2004-05 at state and district levels completed. Data entry started in all the districts.
- PMIS has been implemented for all DPEP districts in 2003. The training has been completed and reports generated on a periodic basis for effective Project Monitoring for the same year.
- In-house software for Pre Primary Education has been developed and implemented on all DPEP districts. Databases from most of the DPEP districts have been received by SPO. This software will help to extract all the information regarding AWCs i.e. structural set up, enrolment of children etc.
- In-house software for compilation of Child Register has been developed and implemented by state MIS cell on all DPEP districts for 2002-03. Databases from 8 DPEP districts have been received by SPO and merged into a single one. Data entry for 2003-04 is going on. Bankura has submitted the database for the year 2003-04.
- Another software has been developed at MIS cell to maintain a database for the Baseline Assessment Study (BAS) in the district. This survey is designed to take the record of the overall status of the schools selected for the purpose in all the districts. It is installed in all the DPEP districts and data entry is over. Bankura, Coochbehar, Murshidabad and South 24 Parganas has submitted its database.
- To capture the record of School Chalo Karmasuchi, a software has been developed in the MIS cell, SPO. Database from Bankura and Coochbehar have been received.
- A software for pre-primary schooling data is being developed in the state level for pre-school information on different aspects. Some additional aspects has been added to the previous PPE survey and therefore the fresh software is being developed.

x) LINK8 LIBRARY PROGRAMME

Link Library Programme is a major intervention of DPEP, W.B. having two pronged objectives viz. inculcating reading habit in children from their very early age and enriching lass-room transaction by using library books during teaching-learning process. The intervention envisages setting up of libraries in primary schools in one hand and developing a network of rural library, which is termed as 'Link Library' for the school tagged with them.

a) Library Grant to Primary Schools:

During 1998-1999, DPEP, W.B. had organized Mobile book exhibition in 4 out of 5 phase – I DPEP districts in collaboration with the National Book Trust of India. The success of the programme encouraged WBDPEP to establish libraries in all primary schools under DPEP districts. Under the scheme, children books worth Rs. 500/- is used to provide to each school of all DPEP districts in each academic year.

Each school of phase – I and phase – II districts has been provided with books worth Rs. 1500/- and Rs. 1000/- respectively upto 2003. Book-list approved by the SBRT for the year 2003-04 & 2004-05 has been communicated to the DPOs of 10 DPEP & SSA districts for further selection, to be made by their respective DBRT. After completion of the selection process at district level, another lot of books worth Rs. 500/- for each tow years will be provided to each school within the current financial year.

b) Book Review Team:

A Book Review Team is constituted at state level (SBRT) who are to select and approve books amongst the titles submitted by NBT, India and other publishers based on advertisement in the dailies. The list of books selected and approved by SBRT is used to send to all DPOs for further selection to be made by their respective Districts Book Review Team (DBRT), Books, purchased as per approved list of DBRT are sent to all CLRCs for subsequent distribution to all schools of the respective CLRCs.

c) Membership of NBT's Readers' Club:

Most of the schools out of 23408 of 10 DPEP districts have been member of Reader's Club of NBT India. Various literatures and periodicals including 'SHAPLA' a quarterly Bengali Journal of NBT India are also received.

d) Orientation Workshop:

A pilot project has been initiated by bringing a pertinent change in its management structure in order to implement the programme more effectively. In this scheme, students would play the role of Librarian and do all other works relating to their library under the supervision of a teacher who would play the role of a facilitator. Librarians will be changed on rotation basis.

District level workshop was organized at each DPEP district except Purulia to disseminate the essence of the scheme among the district functionaries and the teachers as well.

e) Book fair:

Mobile book exhibition afterwards is replaced by the CLRC level book fairs, which have been organizing, by the DPO in their respective districts since its inception from 1999 – 2000. The said fairs are participated by NBT, India and Publishers and Book-sellers of West Bengal. These fairs are organized for generating awareness on library activities in schools and also for exposing varieties of children literatures to the students of primary schools. Duration of fair at each CLRC or Cluster of CLRCs is 3 days. Near about 12 days are required to cover a district. It continues for more than 3 months to cover all 321 CLRCs located in 10 DPEP districts. Different cultural programme are also organized in the evening during the fairs.

xi) RESEARCH & EVALUATION

At State level one State Research Cell have been constituted to undertake the activities for Research and Evaluation.

In District level District Action Research Group (DARG) constituted to carry out the research activities and comprising with one RT from each CLRC in both Phase – I and Phase – II districts.

Studies completed

- Study on Family Quantum (per child Investment on Elementary Education)
- Retention and school efficiency study
- Impact of Midday meal
- Impact of Teachers' Training

Study initiated & in process

- Discrepancy of enrolment and seasonal variation of the child attendance
- Impact of VEC training
- Comparative Analysis of the Learning Achievement level of the students in selected ILIP and non – ILIP schools
- Study on School Efficiency: Cohort 2004 (Primary and Upper Primary School).
- Action Research (Based on district specificity and over one developmental Block).
- Causes of non-enrolment/drop-out among minority girls at primary level – a case study.

External Agencies conducted studies

- Critical analysis of DISE data
- Causes of High Drop Out rates
- Causes of High grade repetition
- Causes of non-enrolment and never enrolled among minority and backward girls – A case study.

xii) DISTANCE EDUCATION PROGRAMME

1. Development of video film on pedagogy teachers training module III.
2. Development of teacher training modules in Hindi, Urdu & Nepali in collaboration with SCERT completed.

3. Development of module on multigrade teaching completed.
4. Development of module on CLRC level afternoon workshops completed.
5. Capacity Building Workshop organized on development of Self-Instructional Material (SIM, Print).
6. State Resource Group (SRG) has been formed.
7. Editing Workshop was conducted for 3 days. National Tele-conference was conducted in State with the higher officials of Education Department and SPO.
8. An unit for tele-conference with modern gadgets is being installed at State Project Office.

Media & Documentation

- ✎ Released Advertisement on District Primary Programme & Sarva Shiksha Abhiyan in 2 leading Bengali Dailies i.e. 'Ananda bazaar Patrika' and 'Ganashakti' covering the aims, objectives and achievements of DPEP & SSA. Moreover, community participation for enrolment of all children between the age group of 5+-13+ is also disseminated.
- ✎ All India Radio is being used as a medium for disseminating the messages on DPEP & SSA as a tool for enrolment drive.
- ✎ All District Project Directors have been asked to involve DICO in district and sub-district level for propagating the messages of DPEP & SSA. In this connection a budget proposal and work-plan have been received from the Department of Information & culture. Decision in this regard is in progress.
- ✎ An understanding with Roop Kala Kendra under Dept. of Information & Culture has been prepared for developing the Video Film on messages of DPEP & SSA.
- ✎ A series of advertisement released on DPEP & SSA issues in local tabloids.
- ✎ World Literacy Day observed for disseminating the message on DPEP & SSA through TV channels.
- ✎ Annual Report, 2002-03 both in Hindi and English developed and distributed.

Innovation

In last year SPO took initiatives in connection with innovative activities for in depth understanding of the situations of primary education in West Bengal. Those are –

- (i) Education for deprived urban children
- (ii) Child friendly environment

In connection with education for deprived urban children, a series of workshop/training with DRG members and key resource persons conducted for orientation. The civil cell of SPO encouraged the district functionaries to take up the activities on child friendly elements. The district functionaries accordingly arranged a series of workshop on this issue and each district for the construction of child friendly element selected a number of schools. Constructions of New School Building (NSB) include the Child Friendly Element (CFE) within the planned budget for itself.

Part of the 'School Improvement Grant' is to be utilized for purchasing the utensils and crockery etc. in connection with Mid Day Meal (MDM).

5. Systemic Issues

Teacher in position in phase – I and phase-II DPEP districts

District	Post sanctioned	Post filled in	Addl. Para Teacher Posts under DPEP
Phase-I DPEP	50379	46684	1557
Phase-II DPEP	32027	29397	6447
Total	82406	76081	8004

STAFFING UNDER WBDPEP STATE PROJECT OFFICE

NAME OF THE POST	NO.	STATUS
SPD	1	F
ASPD	1	F
AO	1	F
DY. SPD	1	V
PA TO SPD	1	F
PA TO ASPD	1	F
FO	1	F
FAO	1	F
SPE-I	1	V
SPE-II	1	F
SPE-III	1	F
ESTIMATOR	1	V
MIS IN-CHARGE-I	1	F
MIS IN-CHARGE-II	1	F
DEO	6	1V
MIS-PERSONNEL-SPL MONITORING CELL	5	F
PMIS & FINANCE CO-ORDINATOR	1	F
ASST. AUDIT OFFICER	1	F
STATE GENEDER COORDINATOR	1	F
COORDINATOR-MEDIA&DOCU.	1	V
STATE IED CO-ORDINATOR	1	F
RESEARCH & STUDIES CO-ORDINATOR	1	F
ACCOUNTANT	5	1V
CASHIER CUM ACCOUNTANT	1	V
STENOGRAPHER	1	F
STATE ECCE CO-ORDINATOR	1	F
PROGRAMME COORDINATOR PLANNING	6	1V

OSD (PEDAGOGY)	1	F
OSD (ILIP)	1	F
STATE COORDINATOR – LINK LIBRARY	1	F
COORDINATOR – CM&AS	1	F
PROGRAMME COORDINATOR – CM&AS	6	F
GROUP-D (ONE NIGHT GUARD)	4	F
TECHNICAL ASSISTANT	2	1V
ADMINISTRATIVE ASSTT.	2	F
PERSONNEL IN ILIP CELL	12	3V
SETM FOR BRIDGE COURSE	1	F

Manning in the District Project Office, DPEP		
1.	District Project Officer	DI/ADI of Schools
2.	Addl. District Project Officer	AI of Schools
3.	Dy. District Project Officer (2)	SI of Schools
4.	Pedagogy Coordinator	Retd.Govt. Employee/Open Market
5.	Finance & Accounts Officer	Retd.Govt. Employee/Open Market
6.	U.D.(Accounts / General)	Retd.Govt. Employee/Open Market
7.	U.D. Cashier	Retd.Govt. Employee/Open Market
9.	L.D.A.	Retd.Govt. Employee/Open Market
11.	Group 'D' / Night Guard	Retd.Govt. Employee/Open Market
12.	Assistant Engineer	Open Market
13.	Junior Engineer	Open Market
14.	MIS Incharge	Open Market
15.	DEO	Open Market
16.	IED Coordinator	Open Market
17.	Gender Coordinator	Open Market
18.	CM & AS Coordinator	Open Market
19.	Research Coordinator	Open Market
20.	PMIS Coordinator	Open Market
21.	District Research Fellows (DRFs) for ILIP programme in 10 districts	Open Market
22.	Planning Coordinator	Open Market
23.	Technical Assistant	Open Market

1. STAFFING POSITION OF SPO & DPO

	Planned	Situation as of Sept. 2003	Current as % of Planned
SPO	61 (excluding Group 'D')	55	100
DPO Phase - I	100 (excluding clerical staff & Group 'D')	92	92%
DPO Phase - II	100 (excluding clerical staff & Group 'D')	88	88%

2. STATUS OF CAPACITY BUILDING FOR PLANNING & MANAGEMENT

NIEPA	LBSNAA	TSG
Training Programme on using Indicators in Planning Elementary Education	----	Training Programme on Project Planning & Monitoring
Workshop on upgradation of new technology	----	Demonstration on the Software Package-AWP&B, MIS.

STATUS ON MICRO PLANNING IN DPEP DISTRICT

Whether micro-planning is being conducted	<p>★ Micro-planning have been attempted in DPEP districts in a big way but various tools of micro-planning have been adopted in all the districts viz. preparation and updating of Child Registers, data base through habitation based plan for Alternative Schooling, Social Mapping and Participatory Appraisal with community in general and VEC members in particular. Only very recently, with the initiation of pre-project activity before launching Sarva Shiksha Abhiyan, micro-planning in the proper sense of the term has been initiated in all the districts. Habitation planning exercises, taking into account all the available secondary and primary data, are being attempted in selected areas in each DPEP district. With support from external facilitator, VEC members and other representatives of the larger community conduct this exercise and plan in their own way for universalisation of access, enrolment, retention, quality improvement and for bridging gender and other social category</p>
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	gaps. There is a vision to initiate this process in each habitation and to continue the same on a sustained basis under Sarva Shiksha Abhiyan after DPEP is over.
Detailed activities undertaken	<ul style="list-style-type: none"> ★ Planning based on analysis of DISE , child register etc. ★ Identification of requirement for Universal Access, Enrolment & Retention. ★ Maintenance and updating of child registers ★ Micro level planning exercise particularly on the issue of quality education organised in Murshidabad and South 24 Parganas, Bibhum, Bankura, Jalpaiguri, Cooch Behar and Uttar Dinajpur. ★ Micro-planning exercises have been initiated in the education sector in West Bengal by application of a few PLA methods / techniques in order to involve communities in the on-going ILIP (Integrated Learning Improvement Programme) interventions during classroom transactions for improving quality of education (in selected DPEP districts). It is important to note that such micro-planning exercises being undertaken with the aim of empowering and involving communities in ILIP interventions have become successful. Such micro-planning exercises with ILIP -school communities are basically <i>habitation plans</i> with thrust on quality of education. ★ School Chalo Karmasuchi became successful through exercise of micro level planning.
Agency responsible Institution/NGO/Individual	➤ State, District and sub-district level functionaries, Gram Panchayat functionaries, volunteers of TLC, teachers, inspectors, education officers and extension officers of blocks / Panchayat / Municipalities.
Lessons learnt from the micro-planning exercises and reflection of the findings in the district plan	<p>Micro planning initiatives are found to be very effective for</p> <ul style="list-style-type: none"> ➤ Community mobilization to estimate the out of school children at local level and analyse the causes thereof ➤ Creating an environment for community ownership and effective participation to the process of universalisation of elementary education ➤ Building up partnership between the development workers, particularly teachers, the people's representatives, the guardians and the community at large ➤ Dissemination and sharing of ideas and information ➤ Updating the relevant information <p>It is possible and earnestly necessary to upscale the micro level planning exercise and to prepare Gram Sansad plans, the prepare circle level plans on the basis of Gram Sansad plans, and to prepare district plan on the basis of circle level plans. The next year's AWP&B (2005-06) would seek to achieve this target.</p>

5. A. COMMUNITY MOBILISATION & PARTICIPATION

Community Mobilisation & VEC Interventions	West Bengal
Administrative Arrangements	<ul style="list-style-type: none"> ➤ State and district co-coordinators in place and SRG on CM formed. ➤ DRG functioning in the districts. ➤ One Deputy DPO looking after CM activities.
Campaign and other mobilisational activities	<ul style="list-style-type: none"> ➤ Districts completed at least one wall writing in every school, in Phase II districts and Phase I districts on the issue of Universalisation of Elementary Education. ➤ Poster & hoarding displayed in different public gathering places ➤ District organized rallies and meetings, Pada Jatras, Cultural competitions with the help of teacher, VEC and Panchayat members and Mahila Samity etc. ➤ Meeting with district cultural and information officers for formulating campaign strategy. ➤ The School Chalo Karmasuchi programme for the year 2004 is being carried out in a massive scale. A huge response was marked in the districts. Reports are yet to come from the districts. However, as per preliminary reports, a large number of out of school children have been in-schooled.
Community Organisations	<ul style="list-style-type: none"> ➤ In Phase-I DPEP districts 14255 VECs & 514 WECs have already been formed and in Phase II districts 8376 VECs & 292 WECs have already been formed. ➤ VCC formed for civil works under VEC where it is needed. ➤ In phase- I districts, 102390 VEC members trained and in Phase – II districts 36956 VEC members also trained. ➤ For reconstitution of VEC/WEC revised GO is issued in the context of SSA ➤ Sustainable support to ECCE centers. ➤ Child register updating under process ➤ Special enrollment drive in the name of School Cholo Karmasuchi is going on to cover the out of school children. ➤ Meetings on school Chalo Karmasuchi at district, block and VEC level were organized.

	<ul style="list-style-type: none"> ➤ Observation of special days at district and VEC / WEC level.
<p>Empowering Community Organisations (VEC, MTA, Panchayats etc.)</p> <p>Material Development</p>	<ul style="list-style-type: none"> ➤ First phase training of VEC / WEC members (8 members per VEC) completed. ➤ Training module for VEC training developed and distributed. ➤ Construction Manual developed for VCC training. ➤ SPO developed handbook on Community Participation in Primary Education for grass-root-level functionaries including, VEC members. ➤ Developed 8 posters on Community Participation, separate for civil construction, ensuring community participation in Quality Education, Girls Education and Disabled Children. ➤ Developed Lesson Posters for participatory Training at VEC / WEC level. ➤ Book for the stakeholder on DPEP / SSA planning. ➤ Handbook for VEC members in the context of SSA.
Orientation / Training / Workshops for Community	<ul style="list-style-type: none"> ➤ 2 day Training for VECs members (8 from each VECs) in all districts.
Orientation/Training/Workshops provided for Staff/Master Trainers	<ul style="list-style-type: none"> ➤ Organised KRP reorientation Training of Phase – II districts – No. of KRPs 1403 ➤ State level workshop for district functionaries on CM – Phase – I and Phase – II. ➤ Organized workshop with Teachers organization at the state level. ➤ Review meeting with CM Coordinators.
Areas of participation	<ul style="list-style-type: none"> ➤ Rs. 2000/- school improvement grant utilised by VEC. ➤ Community contribution towards building support to school ensured. ➤ Community mobilization for enrolment drive for out of school children was ensured. For this VEC/WEC distributed Green Card to the identified children.. ➤ Organised noon time workshop with the VEC/WEC members for making enrolment, retention planning
Other Activities to promote participation and innovations Organised State Level Workshop on enrolment drive with the districts functionary	<ul style="list-style-type: none"> ➤ Grass-root level meetings with PRI functionaries and community leaders.

Networking	<ul style="list-style-type: none"> ➤ Developed network with dept. DICO BSPS, Bikramshila, CINlasha, CLPOA, Youth Clubs and other groups for community mobilisation programme. A workshop in collaboration with BSPS on DPEP & SSA organised at Vidyasagar Mela.
Folk Media campaign Poster, Hoarding, Tableaus, Street play, Folk songs, Fairs etc.	<ul style="list-style-type: none"> ➤ Meeting with DICOs for formulating campaign strategy. ➤ Meeting with Rup Kala Kendra for developing video film. ➤ Folk campaign in pocket areas. ➤ Vidyasagar Mela or other fairs at different levels including CLRC book fairs utilised for disseminating the message of DPEP objectives and performance in the context of UEE.

6. PEDAGOGICAL RENEWAL

A. Focus

- ⊖ Pedagogy of child centered, activity based and joyful teaching learning process
- ⊖ Understanding the immense potential of children.
- ⊖ Learning process and psychology of learning
- ⊖ Place of error in the process of learning.
- ⊖ How Language is learnt by children / Language acquisition - priority of skills to develop
- ⊖ What is meant by science. What is Mathematics and its learning process.
- ⊖ The power of observation and experiencing activities
- ⊖ Ensure understanding and growing skill through repeated and improved application of knowledge.
- ⊖ The process of learning Languages, Science, Mathematics EVS.
- ⊖ The teachers' role as facilitator.
- ⊖ Designing classroom for self-learning.
- ⊖ Handling Multi-grade situation
- ⊖ Effective learning in large size classroom
- ⊖ Peer group learning
- ⊖ Classroom transaction
- ⊖ Issue of girls' education / education for disabled
- ⊖ Additional para teachers in formal primary schools are being engaged on contract basis.

B. Teachers' Training

- ⇒ KRP training on Module – I, II & III in Phase I & II districts completed
- ⇒ All Phase-I / Phase-II districts completed modular training for teachers except Uttar Dinajpur
- ⇒ KRP training on sensitization on Gender and IED issues in identified blocks completed
- ⇒ 40 hrs. Spl. Training on IED for one teacher in each school of IED blocks going on
- ⇒ KRP training on Health Education completed in collaboration with WBBPE
- ⇒ KRP training on English completed in collaboration with WBBPE

C. CURRICULUM TEXTBOOKS AND TLM

→ Class I, II, III and IV text-books renewed

D. STATE RESOURCE GROUP AND DISTRICT RESOURCE GROUP

- State Working Group on pedagogy in position
- SWG visiting districts to support DRGs and CLRCs
- DRG on Pedagogy developed in each District (average 2 meetings held per month)
- Some districts develop monitoring format along with DI/s (PE), Chairman DPSC, AI /s and other education functionaries.
- District Quality Management Team (DQMT) formed for monitoring the activities of RTs.

E. SELECTION PROCEDURE AT CLRC

- ▷ Primary teachers and upper primary teachers are being appointed as Resource Teachers (RTs) in each CLRC either from the retired teachers or from the existing teachers.
- ▷ The RTs had been selected based on their experience and performance
- ▷ The SI/S are working as circle project officers and circle project coordinators (CPC) for CLRCs.
- ▷ CLRCs have been provided with one Clerk and one GR. D staff from DPEP fund.
- ▷ One clerk and one Gr. D staff of SI/S office are to continued as office bearers of CLRCs.

F. CIRCLE LEVEL RESOURCE CENTRE (CLRC)

- ❖ CLRC developed in each educational circle with the coverage of 60-80 schools.
- ❖ 95% CLRCs are housed in own buildings in phase I districts and about 60% CLRCs in phase II districts are housed in own building
- ❖ Constructions of rest of the CLRC buildings are in progress.
- ❖ SI/S office shifted to CLRCs.
- ❖ SI/S have been identified as CPCs.
- ❖ RTs in each CLRC are being appointed. Status report enclosed.

Status of Resource Teachers (RTs) in CLRC & CRC in Phase-I DPEP Districts

SL.No.	Name of District	RTs at CLRC level		RTs at CRC level	
		To be recruited	Already Recruited	To be recruited	Already Recruited
1.	Bankura	90	86	205	124
2.	Birbhum	64	59	197	134
3.	Cooch Behar	48	33	158	113
4.	Murshidabad	82	78	290	138
5.	South 24 Parganas	110	77	354	251
	Total	394	333	1204	760

Status of Resource Teachers (RTs) in CLRC & CRC in Phase-II DPEP Districts

SL.No.	Name of District	RTs at CLRC level		RTs at CRC level	
		To be recruited	Already Recruited	To be recruited	Already Recruited
1.	Malda	58	Process going on	157	Process going on
2.	Purulia	88	Process going on	185	Process going on
3.	Uttar Dinajpur	34	13	115	64
4.	Jalpaiguri	54	Process going on	163	Process going on
5.	Dakshin Dinajpur	34	Process going on	75	Process going on
	Total	268	13	695	64

9 Major activities of CLRC

- RTs are holding Noon and Afternoon Workshops.
- Noon workshops are for VEC members.
- Each school and each VEC are being monitored by RTs / CPCs once in two months. School visit is being held regularly.
- Field level data are being compiled at CLRC level and being used for planning & monitoring.
- Compilation of DATA coming from VEC through Monthly Reporting system
- CLRC has taken effective initiative to establish CRC in each Panchayat and ward area.
- The role of CRC has been identified through one workshop and the module for training the RTs of CLRC and CRC has been develop and KRP Training / RT workshop in district level have been completed where RTs have been recruited.

9 Cluster Resource Centre (CRCs)

- Most of the CRCs under each CLRCs are situated in relatively well accessible primary schools having all sorts of basic facilities. These will cover 10 – 15 primary / upper primary schools in the locality. The process of recruitment of RTs at CRCs has been made in all districts of 1st phase. The process of recruitment in phase-II districts is in process.

G. SOME STATE LEVEL INITIATIVES

a) Link Library Programme :

Link Library Programme is a major intervention of WBDPEP having two pronged objectives viz. inculcating reading habit in children from an early age and enriching classroom transaction by using library book during teaching learning processes. The intervention envisages setting up of libraries in primary schools on one hand and developing a network of rural libraries and primary schools with a rural library functioning as link libraries for the schools tagged with them.

Library Grant to schools:

WBDPEP had organized Mobile Book Exhibition in the districts in collaboration with the National Book Trust during 1998-99. The success of this programme encouraged WBDPEP to organise library activities in schools. Under the scheme, children books

worth Rs. 500/- had been sent to each school out of which Rs. 300/- would have been earmarked for NBT books while Rs. 200/- for other publishers. Such specification of fund stipulated for purchasing NBT books has been set aside from this year. Books will be purchased henceforth in conformity with the learning level of students. Under the civil work intervention attempts have been made to ensure that every school develops a facility to store library books appropriately and to display the same in the classrooms as and when required. Last year similar activities were undertaken in both phase I and phase II districts also.

Selection of children books: -

Children books are selected by a statutory body viz. State Book Review Team (SBRT). SBRT comprising of 17 members at state level and the members are either experts in children literature or renowned writers and the representatives of SCERT / WBBPE / DSE and SPO. At district level, SBRT comprising of 5 members and district BRT includes local library authority.

Last year 310 book fairs were organised along with cultural programs in the evening. The cultural programme were organised at two levels – one involving the local primary school children and the other involving the folk teams developed by the State Project Office consisting of well known folk artists of the State selected from different districts. In many places “March for Books” – a rally of teachers, guardians, Panchayat functionaries and children – was organised during the book fair. Publicity programme were organised through the local PRIs. Book fairs of 2004-05 have already been completed in 5 districts and a few CLRCs of South 24 Pgs.

b) Evaluation of Class-II

To initiate the necessary creative measure as a follow-up of the evaluation of class-II students, WBBPE developed a workbook – “Kajer Pata” and distributed to all schools in DPEP districts (existing + expansion). This year this workbook is being distributed to all weak students and two copies to each school authority after revising everything in the light of results of external evaluation conducted in May 2004.

C) Integrated Learning Improvement Programme (ILIP) [Formerly named as School based Improvement Learning Programme (SLIP)]

<p>Integrated Learning Improvement Programme</p>	<p>The Pedagogical Improvement of WBDPEP underlines quality change in the matter of teaching learning process leading to better achievement levels of children. One of such Pedagogical experimentations was initiated as a pilot in South 24 Pgs. district in the year 2000-01 as Falta Learning Improvement Programme (FLIP). Encouraging response from the project made WBDPEP to initiate a similar improvement programme named SLIP in 57 circles of 435 schools in the year 2001-02.</p> <p>Two years after the concept of ILIP, Integrated Learning Improvement Programme emerges as an outcome for success in SLIP and expanded itself to cover more schools to ensure quality in primary education. ILIP was covered 13 districts, 3506 schools, 423 circles in the year 2002-03. In the year 2003-04 ILIP was expanded in 15 districts at 434 circles with 3977 schools. In the academic year 2004-05 ILIP will be expanded in 20 districts at 4651 schools.</p>
<p>Major activities made under ILIP</p>	<p>Workshop</p> <ul style="list-style-type: none"> → Various workshops have been conducted in the light of quality intervention at state level. → State level workshop on Feedback and Sharing of ILIP from 19th Feb to 21st Feb 2004 covering 20 districts. → State level workshop on training of District Stakeholders of SLIP + intervention from 28th April to 1st May 2004 and from 3rd to 4th June 2004. → KRP trainings have been organised in presence of president – WBBPE, Secretary – WBBPE and other Board Officials. → Two State level workshops have been conducted in two phases in (1) Bolpur & (2) Balurghat respectively. <p>Material Development</p> <ul style="list-style-type: none"> → Workbooks have been developed for class – III & IV at the state level under the academic guidance of West Bengal Board of Primary Education (WBBPE).

	<ul style="list-style-type: none"> → Modules of class – III – IV (Workbooks) have been prepared and approved by WBBPE. → Printing of ILIP packages for class – I, class – II, Class-III & Class-IV have been completed. → ILIP is going on in all DPEP districts for the academic year 2004-05. → ILIP have been expanded in class – III, IV in the academic year 2004-05 in the districts, namely – Uttar Dinajpur, for class – III and in Bankura, Birbhum, Murshidabad, Jalpaiguri, Cooch Behar, South 24 Pgs. for class – IV. <p>Monitoring</p> <ul style="list-style-type: none"> → Visit to SLIP / ILIP school once a week by RPs. → Visit of SIs once a month. → Visit by district team once a month. → Visit of state level in districts at regular interval when and where necessary.
Impact of the programme	<p>As per the action points of the programme action plan, target specific interventions have been made to improve the weakness as well as to renitence the strength into these areas.</p> <ul style="list-style-type: none"> → Discussion of action planning and measures of implementation. → Sharing / review meeting of teachers and district functionaries at CLRC / CRC level at regular interval.
	<p>Highlights</p> <ul style="list-style-type: none"> → 80% of children are now attending schools regularly. → In process of evaluation, the no. of DEF is slowly merging into ABC. → Weak schools are identified and provided remedial measures thereby to provide intense support and special attention to these schools. → Community awareness have been made possible through PLA activity and formation of PTA / MTA. → Schools are getting a lot of help and assistance from the community. <p>In a nutshell in these years, ILIP has made a positive impact in the area of quality improvement. Many creative inputs coupled with committed cadre of resource persons. Proactive teachers / VRPs, Stakeholders and well-planned programme strategies have now changes are discernible in schools.</p>

Information on ILIP School

Name of the DPEP districts	No. of ILIP Circles	No. of ILIP schools	Class covered	Total no. of students	Total no. of VRP	RT engagement	DRF engagement	DQMT formed	MTA formed
South 24 Parganas	51	850	I,II,III,IV	81800	505	342	1	12	FORMED IN 2426 SCHOOLS
Bankura	45	548	I,II,III,IV	63000	322	IN PROCESS	2	12	FORMED
Birbhum	32	334	I,II,III,IV	57000	218	193	3	12	FORMED
Cooch behar	23	350	I,II,III,IV	64960	60	138	In process	12	FORMED
Jalpaiguri	22	346	I,II,III,IV	75000	165	IN PROCESS	2	12	....
Murshidabad	37	586	I,II,III,IV	56000	434	210	2	12	FORMED
Uttar Dinajpur	17	175	I,II,III	29050	....	IN FUNCTION	NIL	12	....
D. Dinajpur	17	152	Class-I, '04-'05	11780	....	....	2	12	
Purulia	9	50	Class-I, '04-'05	4000	....	IN PROCESS 166	2	12	Partially formed
Malda	11	50	Class-I	5020	Class-1, '04-'05	....	2	12	....
Total	264	3441		447610	1705	1049	16	120	

7. DISTANCE EDUCATION PROGRAMME

Activities	Progress
1. Teachers Training module in Hindi, Urdu & Nepali.	Developed in collaboration with SCERT. Training has begun in all DPEP districts.
2. Module on Multi grade Teaching.	Development & Finalised as an additional reading material along with the Teachers Training Module Three.
3. Video Film 'Paschimbanga Prathamik Shikshaye Natun Udyog' for Pedagogy Teachers Training Module Three.	Completed in April '02 and used along with the Pedagogy Teachers Training Module Three.
4. Tele Conference	An unit for tele-conference with modern gadgets is being installed at State Project Office.
Material Development	10 th issue published in March
SIM 'Pari Parai Anande' printed for Expansion districts and SPO	All Expansion districts have printed the SIM 'Pari Parai Anande' to use in schools and afternoon workshops at CLRCs.
Resource Support	Resource support provided to all CLRCs of all 10 districts through distribution of resource materials in the DPEP publications, reports, articles, journals, modules etc.

8. ALTERNATIVE SCHOOLING

Current status

- 3972 SSK Centres in rural areas and 216 SSP centers in urban areas in Phase-I DPEP districts & 2573 Bridge Course Centre in the pocket areas.
- 3333 SSK Centres in rural areas and 228 SSP centers in urban areas in Phase-II DPEP districts & 1140 Bridge Course Centre in the pocket areas.

Total children covered through AS

- 531332 learners in SSK, 23049 learners in SSP and 144177 learners in Bridge Course. Enrollment in Bridge Course Centres still under process.

- Appointment of AS Coordinator (State and District) ➤ District Coordinators and District Support Team Members already engaged. At State level a complete cell with 6-7 members engaged for alternative schooling
- Constitution of SRG & DRG ➤ SRG & DRGs constituted and functioning.
- Visioning & strategy building workshop
Convergence strategies meeting ➤ A 2 day orientation workshop organised with district AS coordinators.
➤ Three convergence meeting held at the state level where Secretaries, Jt. Secretaries & Directors' of School Education Deptt. & Panchayat & RD Deptt for strengthening. SSK and ensuring convergence.
➤ Memorandum of understandings (MOU) were signed between Dept. of P&RD and Dept. of Municipal Affairs to run SSK / SSP centres in rural and urban areas respectively.

Govt. Run EGS centre

SSK: Under P&RD Deptt. & SSP under Department & Municipal Affairs

Duration of the programme (SSK / SSP)	➤ Same as formal primary schools (4 years)
School hours	➤ 4 hours daily & 200 days in a year planned.
No. of learners / centre	➤ Minimum 20 children required for opening SSK / SSP
Teacher qualification	➤ Madhyamik passed women candidates, minimum age of 40, in case of non availability of Madhyamik the qualification required up to class VIII for SC / ST.
Honorarium (per month)	➤ Rs. 1000/-.
Training Duration.	➤ Two 5+5 days residential training for SSK / SSP teachers. ➤ 12 one – day training programme in a year. ➤ 6 days job training.

Academic support	➤ Academic supervisor for 20 centers. They organize monthly monitoring meeting with the Sahayikas.
Construction of permanent and regular SSKs	➤ Amount has already been released for the construction of 1005 upgraded SSKs centers in Phase-I & 467 centres in Phase-II DPEP districts out of SSA fund.

BRIDGE COURSE:

Duration of the Programme	➤ Bridge Course opened for the out of school
School Hours	➤ 5 hours per day.
No. of learners	➤ Minimum 20 out of school children in the age group of (7+13+) is required.
Qualification of Instructors	➤ Minimum qualification Graduate.
Honorarium of Instructor	➤ Rs. 1000/- per month.
Training	➤ 10 Days training of DSTM & 15 Days training of BCI
Monitoring	➤ SSTM visit each and every district once in a Month. As well as DSTM visit each center of the district once in every week.
Material development	<ul style="list-style-type: none"> ➤ Bridge Course materials for class – I, II, III & IV developed and are being used in the centers. ➤ Materials have been prepared in Hindi, Urdu and Nepali. ➤ 1060 nos. of children were mainstreamed into formal school after successful completion of Bridge Course in the last year. ➤ DSTMs for Alternative Schooling have been recruited and are functioning at district level. ➤ RP training completed in the districts.

Grants – In- Aid – Committee (GIAC)

GIAC	<ul style="list-style-type: none"> ➤ An 11 members state level GIAC has been formed to approve the NGO proposals for opening EGS / AIE Centres in pocket areas duly forward by dist. DPEP & SSA committee. ➤ 4 NGOs has been permitted to continue EGS/AIE Centres . ➤ Now proposed are being thoroughly scrutinized at State level and field verification is going on
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9. GENDER

Staffing position <i>State Gender Coordinator & District Gender Coordinator</i>	⇒ Already in place
Resource Groups	<ul style="list-style-type: none"> ⇒ SRG meetings are held on regular interval. ⇒ DRG meetings are held regularly. ⇒ Meetings of the Block Resource Groups are held as and when required
Community Mobilisation	<ul style="list-style-type: none"> ⇒ Intensive enrollment drives conducted in Gender Focus Blocks of all districts ⇒ Ma-O-Meye Mela conducted as a means of awareness generation and community mobilization.
Material Development	⇒ A short visual aid developed at state level on formation and functions of school-based Mother-Teacher Associations for training of KRPs and RPs.
Interaction at Sub-District level	<ul style="list-style-type: none"> ⇒ The Block Resource Groups in Coochbehar monitoring activities on girls' education at the grassroots level. ⇒ GP level core teams formed in Cooch Behar in GPs with low girls' enrolment. ⇒ Around 20780 MTAs formed in the 10 districts.
VEC	<ul style="list-style-type: none"> ⇒ There are at least five women members in each VEC. ⇒ Gender sensitization conducted during VEC training sessions ⇒ Orientation of block level female Panchayat functionaries is complete in all districts except Purulia.
Pedagogy training of academic staff	<ul style="list-style-type: none"> ⇒ Teacher's sensitization programme completed in all Phase I districts, and phase – II districts viz. Jalpaiguri and Malda. ⇒ The programme is in progress in 3 other Phase II districts.
Teacher support material	⇒ A hand book on gender issues for the KRPs and project personnel printed
Text books	⇒ Text book renewal being done by WBBPE.

	⇒ SCERT carrying out similar exercise for existing books.
Management Planning Integration of gender perspective in plan formulation design and budget for specific activities to enhance girl child participation rules	⇒ Sensitization of the planners done during workshop. ⇒ Gender interventions have been extended to cover all blocks. ⇒ Meeting held every month with district coordinators.
Capacity Building	⇒ Several meetings and workshops with DRG members, Panchayat functionaries, Block gender committee members and district coordinators being held regularly.
Workshops	⇒ Capacity building of MTAs conducted in all districts. ⇒ Workshops with representatives of Self-Help Groups conducted in all blocks of Malda.
MIS Availability of Gender disaggregated data	⇒ Available from the monthly / annual returns of Deptt. Of School Education, GoWB and DISE and studies conducted by Research Cell of WBDPEP and analysis of child register.
Mahila Samakhya	⇒ Under consideration
Innovation	⇒ Effecting convergence with Self-Help Groups and MTAs at village level, in Malda District.

10. Early Childhood Care and Education (ECCE)

Information on DPEP districts	<p>The following ECCE activities have been taken up at 10 DPEP districts:</p> <ul style="list-style-type: none"> □ Sensitization workshop on Sarva Shiksha Abhiyan have been organized for AWWs including the CDPOs and Supervisors on Multiple usage of TLM. □ Pre-school database has been developed for all DPEP districts. Report has been prepared and shared with the district. Proposals based on report has been placed. □ School Readiness Programme has been initiated by 6 DPEP districts. □ New SRP centers are running in case of Jalpaiguri particularly in the tea garden areas. □ Working Group on ECCE has been extended including members from Universities, NGOs, Teacher from Pre-primary Research Officer (WCD & SW)
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	<p>CDPO, DPO-ICDS and so on.</p> <p>Meeting among members of Working Group on ECCE held.</p> <p>☐ Revised pre-school survey format has been prepared & software is under revision.</p> <p>☐ 22358 Anganwadi Centres already received TLM @ Rs.500/AWC and 24184 ICDS functionaries already trained on DPEP/SSA</p>
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11. Integrated Education for Disabled

<p>Progress overview of intervention of IED</p>	<ul style="list-style-type: none"> ☐ DRG formed and DIEDC in place. ☐ Expanded IED activities in all the blocks of every Phase-I and Phase-II districts. ☐ Initial Identification is completed in all the blocks and Municipalities both for Phase - I & Phase - II districts. ☐ Screening and assessment completed in intervening blocks of each Phase – I & Phase-II districts. ☐ Regular interactions among officials ALIMCO, NIOH, NIHH and Disability Commissioner and School Education Deptt. (IEDC Cell) have been organized since last workshop, dated 28th and 29th of May 2004 for providing aids and appliances, enrolme it etc. ☐ Children with special needs already have been enrolled in the primary schools in IED intervening blocks and Municipalities of Phase - I and Phase - II districts. ☐ Activities for Rehabilitation at home are going on in both Phase - I and Phase - II districts. ☐ Sensitization programmes for different target groups : Panchayet, VEC, WEC, DPEP personnel, Anganwadi workers, teacher and parents of disabled children are organised. ☐ A booklet on disability management for Anganwadi and grass root level workers printed. ☐ Information booklet on the facilities available for the persons with Disabilities (Sahayak Pustika). ☐ State Level Resource organization (SLRO) consisted of the experts from 4 disability fields are attached with DPEP interventions. ☐ District Level Resource Organisation (DLROs) are in place. The DLROs are doing their activities to provide the necessary resource support and follow up action. ☐ A compendium of relevant Govt. circulars related to disability printed in Bengali. ☐ A module published on IED for general teacher sensitisation. ☐ A reading called 'Bishesh Path' published on IED for all the teachers of existing districts.
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	<ul style="list-style-type: none"> <input type="checkbox"/> General teacher sensitization on IED for all teachers of Phase-I and Phase-II district (completed). In Purulia, it is partly completed. <input type="checkbox"/> 40 hours intensive training for one teacher from each school of intervening blocks completed by the experts of SLRO. <input type="checkbox"/> Ten Distance Learning Materials on IED printed and distributed in the districts for the parents and siblings of disabled children. <input type="checkbox"/> Developed and distributed Resource kit, which can be used by both, disabled children and their non disabled counter part. <input type="checkbox"/> An state level exhibition on Aids and appliances and TLMs has been arranged. <input type="checkbox"/> Training of KRPF members have been completed both for Phase-I and Phase-II districts. <input type="checkbox"/> Selection of Resource Persons at CRC level in under process – in Phase - I and Phase-II districts. <input type="checkbox"/> Those CWSN already enrolled in Special Scheme as has been decided in the last workshop. <input type="checkbox"/> Special training programme on inclusive education for teachers under RCI is running. <input type="checkbox"/> Aids/appliances distributed to the needy children for their integration in formal school. <input type="checkbox"/> Three tier monitoring system (in VEC, CPC & DPO level) has been developed. <input type="checkbox"/> Individualized Education Plan has been developed and discussed in the review meeting.
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12. MEDIA & DOCUMENTATION

⊕ Released Advertisement on District Primary Programme & Sarva Shiksha Abhiyan in 2 leading Bengali Dailies i.e. 'Ananda Bazaar Patrika' and 'Ganashakti' covering the aims, objectives and achievements of DPEP & SSA. Moreover, community participation for enrolment of all children between the age group of 5+-13+ is also disseminated.

⊕ All India Radio is being utilized for disseminating the message on DPEP/SSA. Initiatives already taken to renew the contract with AIR.

⊕ All District Project Directors have been asked to involve DICO in district and sub-district level for propagating the messages of DPEP & SSA. In this connection a budget proposal and work-plan have been received from the Department of Information & culture. Decision in this regard is in progress.

⊕ An understanding with Roop Kala Kendra under Dept. of Information & Culture has been prepared for developing the Video Film on messages of DPEP & SSA.

+ A series of advertisement released on DPEP & SSA issues in local tabloids.

+ World Literacy Day observed for disseminating the message on DPEP & SSA through TV channels.

✦ Annual Report, 2002-03 both in Hindi and English developed and distributed.

INNOVATION

Innovation is to be viewed from different and critical angles and explained in terms of some of criteria that are not found in normal process or activities. Innovation is necessary and essential in context of strengthening and sustaining of any sort of activities and programmes. It is the process of new dimensions, policies and ideas to generate momentum for the entire programme for achieving the target or the goal of the programme. Without innovation a project can never sustain in a long run and can only meet some immediate objective(s).

In last year SPO took initiatives in connection with innovative activities for in depth understanding of the situations of primary education in West Bengal. Those are –

- (i) Education for deprived urban children
- (ii) Child friendly environment

In connection with education for deprived urban children, a series of workshop/training with DRG members and key resource persons conducted for orientation. The civil cell of SPO encouraged the district functionaries to take up the activities on child friendly elements. The district functionaries accordingly arranged a series of workshop on this issue and each district for the construction of child friendly element selected a number of schools. Constructions of New School Building (NSB) include the Child Friendly Elements (CFE) within the planned budget for itself.

Plan Overview:

- Many of the districts have common borderline with the neighbour and suffering from several activities, like – smuggling, illegal trafficking etc. Children residing in these disturbed zones, sometimes also engaged in such type of activities due to the unstable economic condition. Through Sensitization of community innovative education programme can be drawn up.
- There has been a proportion of children engaged in various activities, may be hazardous or non hazardous job as child labour. This proportion is particularly concentrated in some particular pockets. Documentation and follow up actions as well as switch over this population from out of school going system to school going children is required.

- Migration for earning wages along with the family members is a common phenomenon of several districts, where sufficient man days for work are not available. Migration from native village to distant place affected the continuation of study as well as the learning achievement. To take off an issue of the discontinuity of focused group of children introduction of "Status Card" of migration prone children are proposed by some districts. As they can able to continue their study even in migrating phase.
- Part of the "School Improvement Grant" to be utilized for purchasing the crockaries etc. in connection with midday meal.

RESEARCH & EVALUATION

1. Organization & Management	
(i) Staffing	Research Cell consisting of one Coordinator looking after the R& E
2. Action Research Programme	<ul style="list-style-type: none"> • DRG at district levels comprising specialists & RTs from each circle to carry out the action research programme at School / VEC level • Meeting at regular interval to discuss issues on action research programme • State Level Orientation workshop on action research completed. • One development block in each district has been selected for undertaking the action research programme based on district specificity.
(i) Operational levels and Status	<ul style="list-style-type: none"> • Cohort study'2004 (In Progress), covering 25% selected schools from each CLRC. • Comparative study on ILIP and Non ILIP schools (In Progress) • Initiation of the following studies: <ol style="list-style-type: none"> i. Causes of out of schools tribal girl children, living in the tea garden area ii. Cause of never enrolled and drop out minority girl children iii. Impact of midday meal iv. Quantum of the financial investment by the family per child in primary education. v. Impact of TLM in class room transaction vi. Impact of VEC training and activity
(ii) Activities in last six months	

3. Promotion of Research in Primary Education	
(i) Strategy	<ul style="list-style-type: none"> • Identification of priorities through Workshops and District level meeting. • Emphasis would be given on area specificity • Dissemination of reports at the micro level for better understanding
4. Studies completed at the SPO	<ol style="list-style-type: none"> 1. Midterm assessment Survey in Phase (I) districts 2. Transition rate to grade V after successful completion grade IV under primary Education:ISSS 3. Causes of high drop outs among girls: 4. Cohort Study' 2001 in phase (I) districts 5. Cohort Study'2001 in phase (II) districts 6. Critical analysis of DISE data 7. Impact of midday meal 8. Quantum of financial investment by the family per child in primary education 9. Impact of TLM in classroom transaction. 10. Impact of VEC training and activity

14. CIVIL WORKS

Staffing issues	AEs/JEs already engaged for construction and monitoring the civil works
Modification of designs of civil works	<p>Designs are being modified as and when required based on technological and or site-specific compulsions.</p> <p>Effort is taken up for conventional technologies in construction. For future construction works, the drawings along with structural detailing, architectural layout, cost estimates supplied to the districts are followed strictly.</p>

<p>Problem Areas and Cost-effective Technology</p>	<p>Architectural:</p> <ul style="list-style-type: none"> • Roof slabs at different levels, as provided in some designs, seems to be re-evaluated. It leads to problems of extra construction cost (due to overlapping areas of roof), increased construction duration and possibility of leakage, cracks and dampness (where the lower roof slabs get into the wall). <p>Structural:</p> <p><i>Foundations</i></p> <ul style="list-style-type: none"> • The beam connection the stub columns is designed as on unyielding supports. The possibility of differential settlement is to be accounted for. • The intensity of wall loads should consider 30 – 40 mm plaster put on many walls. The calculations of effective thickness of wall as 150 mm overlooks the weight of key-stone header bricks used. • As all conventional or cost effective techniques viz. stub foundations seems to be examined for all soil conditions. Checking for allowable compressive stresses in stubs is mandatory. Accordingly sufficient cross sectional area should be provided in stubs. <p><i>Walls</i></p> <ul style="list-style-type: none"> • Stresses in walls at plinth level be considered with upto 50% openings. NBC demands that all walls be checked for a specified minimum eccentricity. • Considering horizontal forces from cyclone / earth-quake, a horizontal RCC band at lintel level or a nominal depth below slab are to be incorporated.
	<p><i>Specifications</i></p> <ul style="list-style-type: none"> • Provision of water-proofing / weathering treatment to be arranged on filler slabs. Considering the high rainfall and a large annual temperature range with a relatively high maximum temperature in most districts, it is felt that proper waterproofing and weathering course are required on top of the slab. • The saving in concrete / cost of slab is to be examined when small size fillers are use. Filler slabs is to be encouraged with larger size filler blocks than the presently used plastic / terracotta elements replacing only 50 mm depth of concrete in 75 – 150 mm dia (plastic); 200 dia for terracotta. The team identified terracotta elements upto 300 dia.

<i>Convergence</i>	<p>Effort is taken up to achieve convergence at all levels in connection with school infrastructure upgradation.</p> <p>RIDF is likely to grant loan to the extent of Rs20 Crore for the current financial year. Proposals from some districts are already under processing.</p> <p>UNICEF is going to provide sanitation facility in a significant number of schools.</p> <p>PHE deptt will be providing drinking water facility to a considerable number of schools. SAJAL DHARA scheme is to be utilised in this regard.</p> <p>In connection with SSK construction the engineers at block level are being encouraged to go for cost effective technology.</p>
Efforts towards construction of child friendly element	<p>Child Friendly elements are being constructed at various schools for creation of a child friendly environment. Construction of NSB also includes the Child Friendly Elements within its approved budget.</p>
Integrated Education Complex at sub-division level	<p>Proposals for constructions of Integrated Education Complex are to be executed at sub-division level out of DPEP / SSA fund.</p>
Engineers	<p>The engineers at district level are being encouraged to contribute towards civil work by providing new thinking on the line of modern technology, new designs are being developed at district level.</p> <p>The engineers have been advised to ensure the quality control at site to the maximum extent. For this each district has been advised to get the samples for soil testing from a few judiciously selected sites. Various types of tests for the materials used in construction are carried out for ensuring quality control in our works.</p>
VEC / VCC	<p>This is being impressed upon all the VECs that quality is of utmost importance to us subject to efficient cost control.</p> <p>All concerned are also being requested to ensure transparency in the work process. Dissemination of the information regarding fund obtained, expenditure incurred, head of expenditure has to be made to the lowest level.</p>

15. FINANCIAL INFORMATION

Year-wise Budget, Fund Received & Expenditure Incurred since inception

DPEP Phase - I I, West Bengal

(Rs. in Lakhs)

Year	Approval in PAB	Opening Balance (Spill over)	Fund Receipt		Total	% of fund received on total budget	Total Expenditure Dist.&SPO	Closing Balance
			GOI	GoWB				
2000-01	3723.97	0.00	1000.00	176.47	1176.47	32.00	606.81	569.66
2001-02	5035.37	569.65	2200.00	388.24	2588.24	51.00	2068.75	1089.14
2002-03	7738.84	1089.14	3600.00	635.30	4235.30	55.00	2815.43	2509.01
2003-04	9986.60	2509.01	4950.00	509.04	5459.04	55.00	2679.42	5288.63
Expenditure planned in Mar'04 withheld due to Lok Sabha Election'04	0.00	5288.63	0.00	0.00	0.00		4918.47	370.16
2004-05	10498.52	370.16	3790.00	668.82	4458.82	42.00	370.16	
Grand Total	36983.30		15540.00	2377.87	17917.87	48.45	134 9.04	

1. The State share of Rs.668.82 lakh has been sanctioned by GoWB
2. The following amounts have released out of Central Share
 Rs.1607.96 lakh directly placed to the districts dated 12.10.04 & 02.11.04
 Rs. 840.36 lakh released in favour of PBRSSM for Shishu Shiksha Kendra
Rs. 45.56 lakh released in favour of Local Bodies, Municipal Affairs Deptt for Shishu Shiksha Prakalpa
 Total Rs.2493.88 lakh (released from State Project Office)
3. The unspent amount of Rs.370.16 lakh for 2003-04 has already been utilised within Sept'04

16. MANAGEMENT INFORMATION SYSTEM

Manpower	The SPO and districts are fully staffed with MIS coordinators, programmers and DEOs
Hardware/ Software	Hardware in place in all districts
PMIS	PMIS package has been implemented at all 10 DPEP districts in the year 2003.
EMIS	The EMIS data (DISE) is collected from the districts and stored in database. The DISE data for all the 10 DPEP districts for the academic year 2003-2004 had been sent to Delhi. The DISE reports have been extracted for all the 10 districts and used extensively for planning and monitoring. Report generation and data sharing at the DPO & SPO level is going on. Moreover, the process for DISE 2004-05 has already been started in the districts. The process started with a training in the state level and subsequently in different districts. At present different districts are involved in data entry for 2004-05.
Child Register	The Child Register preparation of all districts has been completed. The software for compilation of child register has been developed by MIS, CELL, SPO. The implementation for this software has been done for all the districts and database has come from Purulia, Bankura, Jalpaiguri, Coochbehar, Murshidabad, Dakshin Dinajpur, South 24 Parganas and Uttar Dinajpur for the year 2002-03. Databases came from these districts have been merged into a single state level database. The data entry for the updated child register of 2003-04 is going on. Bankura has submitted the database for the year 2003-04.
Pre Primary Survey	The Survey on pre primary education is conducted on all DPEP districts for information on structural get up and

	enrolment of children. MIS CELL, SPO, has developed the software for this survey. It has been installed in all districts after the data entry Bankura, Birbhum, Coochbehar, Murshidabad, Jalpaiguri, Uttar Dinajpur, Purulia and West Dinajpur have submitted their database to SPO.
School Chalo Karmasuchi	To capture the record of School Chalo Karmasuchi, a software is developed in the MIS cell, SPO. Database from Bankura and Coochbehar have been received.
Cohort Study	A newer version of the Software is developed for the same in the state level and installed in all districts. Data entry is going on.
BAS	MIS cell, SPO has developed the software for the Baseline Assessment Survey. It is installed in all the DPEP districts and data entry is going on. Bankura, Coochbehar, Murshidabad and South 24 Parganas have submitted its database.
Innovative Software	A software for pre-primary schooling data is being developed in the state level for pre-school information on different aspects.