



**ACTION TAKEN REPORT
ON
THE 22ND JRM
RECOMMENDATIONS**

(Orissa, Rajasthan and West Bengal)

**23rd Joint Review Mission of D.P.E.P
(June, 2006)**

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ORISSA

Recommendations of the 22nd Joint Review Mission of D.P.E.P and follow up action Taken thereon.

Recommendations	Actions Taken / Comments
<p><u>(2.1) Enrollment and completion</u></p> <p>(I) As a matter of urgency complete collection and analysis of Child Census data, and other data bases, and confirm the true enrollment rates for 2003-04, 2004-05, and 2005-06 (i. e. Government, Government-aided, private unaided and EGS/ alternative systems) Complete analysis of causes of drop out and develop credible strategies for addressing these.</p>	<p>The Child Census data with regard to the causes of drop out have been analysed and shared with all district Collectors, District Project Coordinators and DIs.-cum-Addl. DPCs under the three RDC divisions. They have been requested to formulate district specific strategies to address the drop out and retention issues. Year wise enrollment management wise is given below.</p>

Enrollment – Yearwise and Management wise

2003-04

SL	District	Govt. Managed					Govt. Aided					Private Un-Aided				
		SC	ST	Boys	Girls	Total	SC	ST	Boys	Girls	Total	SC	ST	Boys	Girls	Total
1	Boudh	16734	7586	32214	29905	62119	0	0	0	0	0	89	15	318	255	573
2	Kandhamal	30215	65145	65248	54810	120058	275	382	516	317	833	417	794	1243	823	2066
3	Koraput	32775	94934	95876	79887	175763	311	1273	1893	1644	3537	316	277	1873	1449	3322
4	Malkangiri	23827	52945	49403	40842	90245	420	175	563	502	1065	478	202	753	505	1258
5	Mayurbhanja	28227	205675	184911	155333	340244	125	1190	1565	990	2555	171	1455	1911	1178	3089
6	Nabarangpur	30664	87092	84761	72628	157389	302	280	514	492	1006	185	107	966	787	1753
7	Nuapada	14226	31603	47078	41792	88870	149	176	622	407	1029	66	176	427	308	735
8	Sonepur	23364	8615	44027	41634	85661	277	130	729	614	1343	305	230	700	776	1476
	Total	200032	553595	603518	516831	1120349	1859	3606	6402	4966	11368	2027	3256	8191	6081	14272

2004-05

SL	District	Govt. Managed					Govt. Aided					Private Un-Aided				
		SC	ST	Boys	Girls	Total	SC	ST	Boys	Girls	Total	SC	ST	Boys	Girls	Total
1	Boudh	17125	6899	32657	30973	63630	0	0	0	0	0	252	97	836	534	1370
2	Kandhamal	29210	63619	61649	54146	115795	505	548	851	574	1425	609	807	1602	1105	2707
3	Koraput	33483	96949	96392	81463	177855	450	1278	1842	1444	3286	292	409	2188	2126	4314
4	Malkangiri	24797	52770	49508	41041	90549	177	15	161	143	304	826	524	1342	1118	2460
5	Mayurbhanja	27651	201623	179432	154204	333636	147	1194	1392	1068	2460	156	1167	1443	983	2426
6	Nabarangpur	29586	83346	81049	69977	151026	264	427	554	445	999	211	207	1106	815	1921
7	Nuapada	14475	31685	46975	42450	89425	19	136	170	162	332	204	333	997	778	1775
8	Sonepur	23290	8323	43447	41220	84667	127	69	270	258	528	343	163	685	820	1505
Total		199617	545214	591109	515474	1106583	1689	3667	5240	4094	9334	2893	3707	10199	8279	18478

2005-06

SL	District	Govt. Managed					Govt. Aided					Private Un-Aided				
		SC	ST	Boys	Girls	Total	SC	ST	Boys	Girls	Total	SC	ST	Boys	Girls	Total
1	Boudh	17955	8180	34601	32806	67407	0	0	0	0	0	304	74	927	663	1590
2	Kandhamal	30801	67427	64209	58015	122224	457	780	784	750	1534	693	1143	2338	1700	4038
3	Koraput	34053	100891	95801	84369	180170	635	1440	1823	1521	3344	1115	1260	6205	4897	11102
4	Malkangiri	22882	48186	45224	37823	83047	20	37	54	24	78	512	468	1015	875	1890
5	Mayurbhanja	26923	211586	182634	158824	341458	167	1273	1439	1089	2528	155	1491	1390	1056	2446
6	Nabarangpur	30077	89606	84538	74613	159151	140	419	482	396	878	234	297	1294	927	2221
7	Nuapada	14652	32311	48112	44375	92487	163	181	462	293	755	172	227	429	301	730
8	Sonepur	22339	8386	41498	39507	81005	111	64	236	219	455	435	188	1262	1058	2320
Total		199682	566583	596617	530332	1126949	1693	4194	5280	4292	9572	3620	5148	14860	11477	26337

Causes of drop out	Strategies for addressing the issue
Lack of interest	Involvement of VEC and MTA in the schooling process
Lack of access	Opening of primary schools in all eligible habitations and AIE in smaller and scattered habitations.
Household work	Flexible in timing
Migration	Seasonal Hostel for the children of parents migrate to other neighbor states.
Gender factor	Providing school uniform, text books and mid-day meals to children at primary level.

Recommendations	Actions Taken / Comments
(II) At all levels (state, districts, block and clusters) there is a need to prioritize interventions and to focus resources on those blocks and clusters those are furthest behind the state averages for gender and social groups.	On the basis of high drop out, low achievement, high gender and social gaps and low attendance blocks and clusters have been identified. On these bases planning has been done in case of civil works and opening of schools in 2006-07. Other interventions have also been prioritized and implemented accordingly to reduce the gap in gender and social category.
<u>(2.2) Learning and Quality:</u>	
(I) The remainder of the cumulative recruitment target, 3003 teachers should be recruited as a matter of urgency.	Teacher recruitment is already in process and teachers are to be recruited during 2006-07.
(II) There is a need to shift from norm-based distribution and implementation of inputs to a more issue-based, targeted or differentiated approach. In this regard the utilization of LATS and school performance data will be essential. This would involve teachers/CRCCs/BRCCs addressing those children/classes/clusters that are the poorest performing and ensure quality improvement. An implication of this is the blurring of boundaries that currently exist between units addressing different groups of children (tribal, migrant, girls, and children with disabilities). It would also involve assessing the impact of the various interventions in terms of how far they are impacting classroom processes or learning achievements, especially for	The issues based on differentiated approach for pedagogic intervention will be taken up on the basis of the findings of Learning Achievement Tracking System (LATS) and School Categorisation Format (SCF). The SCFs have been revised with emphasis on quality related parameters.

<p>those who are falling behind the most.</p>	
<p>(III) The BRC and CRC revamp that has been initiated needs to be backed by the development and implementation of a comprehensive capacity building plan for CRCs and BRCs. This also needs to be backed by ensuring the provisions of technical support to district team members.</p> <p>The above two recommendations lead to the need for a comprehensive quality improvement strategy for the remaining project period, focusing on the</p> <ul style="list-style-type: none"> • Issues / priorities that need to be addressed • Strategies to address these • Inputs needed (e.g. curriculum and textbook renewal.) • Capacity building required (e.g. of teachers, HMs, CRCCs, BRCCs, various RGs), and • Implementation modes (e.g. focus on specific schools, areas, or aspects) that are likely to enhance effectiveness. 	<p>There is a plan to reorient the BRCCs and CRCCs at the district level during 2006-07 on the following issues:</p> <ul style="list-style-type: none"> • Multi Grade Multi Level situation • Multi Lingual Education <p>-One State Level workshop on curriculum revision in the light of NCF-2005 has been organized during 20-22, March 2006 and an action plan has been prepared for curriculum renewal and text book development. The Directorate of TE & SCERT has already started working on this.</p> <p>- The following two studies are being conducted by an independent agency i.e. Institute of Media Studies, Bhubaneswar relating to classroom process and learning achievement.</p> <ul style="list-style-type: none"> • “Scholastic achievement of Primary level tribal children whose instructional language is different from his/her home language”. • “Scholastic achievement of girl children of residential and non residential Primary schools”. • The findings of those two studies are ready for sharing.
<p><u>(2.3) Institutional Capacity Building and Programme Implementation:</u></p> <p>(i) The understanding of the VEC members, not just the Head Teacher and the president of the VEC, of the works to be performed by them, in particular financial management, should be improved. Provision of intensive training at regular intervals is essential – this will require the CRCC to priorities this aspect of his/her work programme.</p>	<p>As per the recommendation of JRM, necessary instruction has been issued to all district vide letter No. 787 dt.13.2.2006 to undertake activities for better community participation.</p> <ul style="list-style-type: none"> (i) One handbook covering all important aspects of SSA including financial management has been developed and supplied to each school for reference of VEC. (ii) Provision has been made for training of all VEC members and regular training is going on in districts. (iii) CRCCs have been instructed to follow up the progress of VEC training regularly. (iv) It is instructed to assess the performance of

	<p>VECs through VEC categorization format and to impart special round of training to 'C' & 'D' category VECs.</p> <p>(v) VECs are involved to improve the attendance rate of the children.</p> <p>(vi) One phone-in-programme through AIR was held on 18.2.2006 on participation of VEC and necessary guidance was given.</p> <p>(vii) One Tele-conference programme through Gramsat Project was held on 5.5.2006 and necessary guidance was given to the members of VEC across the state.</p>
<p>(ii) A review of programme planning processes takes place and that this is facilitated by experienced education planners. The outputs of this review should be more effective linking of the plans and budgets to identified priorities and more effective implementation of the plans.</p>	<p>(I) In AWP&B-2006-07 all stake holders like SRG, DRG, BRG and planning professionals as persons from DIET, monitoring agencies, SCERT and NGOs have contributed in furnishing the plan and budget for effective implementation of plan for the purpose of addressing the disadvantageous groups as girl, SC, ST and CWSN with importance on quality aspect.</p> <p>(II) Prioritization of different sub-activities and activities has been done and honestly incorporated in the AWP&B, 2006-07 for better programme implementation.</p> <p>(III) 15 special focus groups have been identified on the basis of share of tribal people, out of school children and achievement level and given importance with different interventions in budgeting.</p>

RAJASTHAN

Recommendations of the 22nd Joint Review Mission of D.P.E.P and follow up action Taken thereon

S.No.	Recommendations	Actions Taken / Comments
1.	<p>Although the State has taken some important actions to improve DISE functioning, the mission did not see a functional DISE. This has been the weakest area and several previous Mission have recommended significant improvement in data collection, validation, analysis at all levels and use. But the Mission is extremely concerned to note that the same state of affairs with regards to DISE persist. In the light of the findings and recommendations of the five percent sample check of DISE data study, the State needs to take appropriate measures on a priority basis and make the DISE functional in all respect by the end of March 2006, and inform the GOI on the status of DISE.</p>	<p>The DISE has been made fully functional in all respects in the state of which GOI has been informed. The significant measures taken by GOR to make the DISE functional are given as under :</p> <p>Activities organized for strengthening of DISE.</p> <ul style="list-style-type: none"> • Formation of Data Support Group at State & District level • To ensure active participation of field functionaries • Completion of DISE work with time bound calendar • Data verification & validation has been done. • Training of staff involved in DISE had been given. <p>Measures for improvement of DISE 2005-06</p> <ul style="list-style-type: none"> • To develop formats for data collection • To ensure coordination between DPEP and Education Department • Sample checking of collected data by District/Block level officers. • Cleaning of data has been done at SPO level. <p>Progress of DISE 2005-06</p> <ul style="list-style-type: none"> • DISE was a time bound programme and completed in time. • The DISE 2005-06 report published and sent to GOI • DISE work completed as per schedule • It has been decided to use DISE data as single source data for planning and implementation of the ongoing programmes <p>Action plan for DISE 2006-07</p> <ul style="list-style-type: none"> • A letter has been sent to all the DPCs in 32 district regarding re-listing of schools and updation of data i.e. no. of all type of schools etc. • Updation of listing of all the schools.

2.	<p>The State Project Director is transferred very frequently. The current SPD is the 11th in number in the last six years of DPEP. Although this issue has been raised by several Missions, the State Government appears to have not paid any attention to ensure stability of the SPD as well as other key officials. Therefore, the GOI and GOR need to take immediate steps at the highest level to ensure stability of the SPD and other key staff.</p>	<p>Regarding the frequent change of the SPD and the other key officials and the effect of their transfers on overall monitoring and evaluation, it would be pertinent to consider that the implementing agency 'Rajasthan Council of Primary Education' has one more senior IAS officer as the key official taking care of implementation related issues in form of Principal Secretary/ Secretary School Education (in the capacity of being vice chairman of the executive body of the organisation) and the project director. The key officer is involved in day to day functioning and continuance of his help ensures smooth implementation. This is also evident from the progress made in the project. If we look at the tenures of Secretary Education, the tenures have been pretty stable and thus the impact of some what frequent changes at SPD level has been minimized.</p>
3.	<p>Expedite overall implementation and procurement of workbooks and library books, as the expenditure is currently low.</p>	<p>NCB for Work Books was floated on date 11.11.05 and the last date of receiving tender was on 19.12.05. The work order has already been issued to the firms and executed the agreement for DPEP Phase-II. Order has been issued for printing & supply of work books and have reached to the destinations.</p> <p>Proposals for procurement of library books have been received and orders have been issued for procurement (under project DPEP-II) and supplied as according to orders.</p>
4.	<p>In order to use the Credit optimally (remaining USD 35.4 million available as of January 2006), the state needs to prepare a realistic action plan and a request for extension, if required, to be submitted to the GOI and the Bank by end of March 2006.</p>	<p>Request for extension plan of DPEP Phase-II Rajasthan (Credit No. 3529-IN) with activity wise plan has already been sent to GOI wide letter no. F.14/Plan/SSA/2006-07/7800 dated 04.03.2005 and a DO letter no. PSEE/Raj/2006/244 dated 25.04.2006 from the Principal Secretary (Education) GOR to Joint Secretary (DEEL) GOI for the approval of extension plan of DPEP Phase-II Rajasthan.</p> <p>Requisition has been sent to GOI for extension of Rajasthan DPEP Phase II till 31st March 2008. The GOR has requested vide letter dated 25.04.06 that the EFC cost needs to be revised to Rs. 445.67 Cr. due to revision in Dollar V/S Rupee exchange rate.</p> <p>An additional plan of Rs 76.69 Cr. has been sent to GOI for approval with the request for extension upto 31.03.2008 in stead of 31.12.2006.</p> <p>GOI has recommended the proposal of extension of project from Rajasthan and processing it for extension.</p>

WEST BENGAL

Recommendations of the 22nd Joint Review Mission of D.P.E.P and follow up action Taken thereon

Sl. No.	Issues	Action Taken																																
1	The Overall pace of implementation of the programme needs to improve and especially Civil works construction needs to be expedited as the DPEP is coming to a close next year.	<ul style="list-style-type: none"> • The effect for improving the pace of implementation of the programme has been noticed which is given below as on 01-04-2006: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="text-align: center;">Item</th> <th style="text-align: center;">2005-06</th> </tr> </thead> <tbody> <tr> <td>NER (%)</td> <td style="text-align: center;">95.61</td> </tr> <tr> <td>GER (%)</td> <td style="text-align: center;">137.65</td> </tr> <tr> <td>Out of School Children</td> <td style="text-align: center;">71609</td> </tr> </tbody> </table> • The substantial progress relating to Civil Works under DPEP for Phase-II has been noticed which is as follows as on March, 2006: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="text-align: center;">Item</th> <th style="text-align: center;">Target as per Availability of Fund</th> <th style="text-align: center;">Achievement</th> <th style="text-align: center;">% of Achievement</th> </tr> <tr> <th style="text-align: center;">(a)</th> <th style="text-align: center;">(b)</th> <th style="text-align: center;">(c)</th> <th style="text-align: center;">(d)=(c)/(b)x100</th> </tr> </thead> <tbody> <tr> <td>NSB (P)</td> <td style="text-align: center;">520</td> <td style="text-align: center;">516</td> <td style="text-align: center;">99.23 %</td> </tr> <tr> <td>ACR (P)</td> <td style="text-align: center;">6539</td> <td style="text-align: center;">6269</td> <td style="text-align: center;">95.87 %</td> </tr> <tr> <td>CLRC</td> <td style="text-align: center;">135</td> <td style="text-align: center;">128</td> <td style="text-align: center;">94.81 %</td> </tr> <tr> <td>DW/T (P)</td> <td style="text-align: center;">1100</td> <td style="text-align: center;">1083</td> <td style="text-align: center;">98.45 %</td> </tr> </tbody> </table> 	Item	2005-06	NER (%)	95.61	GER (%)	137.65	Out of School Children	71609	Item	Target as per Availability of Fund	Achievement	% of Achievement	(a)	(b)	(c)	(d)=(c)/(b)x100	NSB (P)	520	516	99.23 %	ACR (P)	6539	6269	95.87 %	CLRC	135	128	94.81 %	DW/T (P)	1100	1083	98.45 %
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2.	The programme duration may be extended for another six months (beyond September, 2006), as it is unlikely that the State will be able to utilize the assistance in the remaining 9 months.	<ul style="list-style-type: none"> * State Project Office had thoroughly reviewed the position of unused fund of different districts and had a elaborate deliberations with the district authorities for expeditious, utilization of the same. * Activities, like Teachers Salary & Training, Grants to School, Alternative Schooling etc. have been given special emphasis for utilization of unused funds available in the hands of the districts. Since there was no approval of PAB, for Civil Works for 2005-06, the utilisation process is little bit slow. * Interventions not adequately attended earlier have also been given much emphasis for utilizing these unutilized funds so that the project nearing completion could achieve desired results. 																																
3.	The Planning and monitoring of the programme needs to improve	<ul style="list-style-type: none"> • Monthly Review Meeting with the DPOs at the State Level and Monthly Review Meeting with 																																

	both at State & Districts level. This will require complete staffing and capacity building at SPO & DPO level. The SPO & DPO offices have to be positioned better to be able to coordinate the work of several organization / institution operating in the State.	<p>Circle Project Coordinator at district level are regularly organized to assess the physical and financial progress vis-à-vis the bottlenecks of different intervention under DPEP.</p> <ul style="list-style-type: none"> • In addition, intervention wise monitoring is being done regularly at State and District level.
4.	There has been no progress on the ECCE component this year. Reasons for this are not clear. This should be reviewed on priority.	<p>The ECCE component is basically looked after through ICDS project under Social Welfare Department.</p> <p>However, after 22nd JRM of DPEP, the ECCE component under DPEP Intervention was reviewed and the progress on the said intervention was noticed through support services to the Anganwadi Centers.</p>
5.	The system of Funds Flow from SPO to Districts and then to sub districts needs to be revamped to reduce transit time. The procedures for finalisation of location of various Civil Works and for opening of New Schools/AIE Centers etc. need to be streamlined. This may be done by ensuring that the Executive Committ. Of the State Mission and the district Elementary Education Societies are vested with sufficient powers to finalise this, in consultation with other bodies.	<ul style="list-style-type: none"> * On receipt of fund from GOI & State Govt., the State used to take immediate steps to release the same to the District level through the mechanism of e-transfer from its Bank Account as per requirement and budgeted provision of the concerned districts. * All the district authorities have been advised to make plan well in ahead for arrangement of distribution of fund to their sub-district levels through bank remittance, cheque payment etc., where adequate facilities for Electronic transfer is not available. * SPO has always been keeping close watch about availability of funds in due time at the users end.
6	System for monitoring of Civil Construction work need to be established and senior officials at SPO and DPO level be designated to monitor the progress of work closely.	<ul style="list-style-type: none"> • Monthly Review Meeting with the DPOs at the State Level and Monthly Review Meeting with Circle Project Coordinator at district level on Civil Works are regularly organized by senior official both at State and District level respectively to assess the physical and financial progress vis-à-vis the bottlenecks of Civil Works etc. under DPEP. • In addition, the Civil Cell both at State level and district level regularly organize review meetings with District level engineers and field level engineers for assessing the physical / financial progress of Civil Works and its bottlenecks etc. • Regular site visits are being conducted from State level and district level to monitor the progress of

		Civil Works and its quality aspects.
7	State has made very little progress on teacher training. A detailed training plan needs to be prepared by SPO in consultation with the Deptt. Of Education and Boards of Primary and Secondary Education and simultaneously the institution of SCERT/DIET/CLRC/CRC need to be made functional in the entire state to implement the training plan. It is also required that these institution are not viewed as stand alone organizations but that they are linked with each other for cohesive functioning.	<ul style="list-style-type: none"> i) After detail discussion with WBBPE, State has planned for 10 days Teacher Training for Primary level. ii) A strong coordination has built up with different boards.
8	The system of data collection on enrolment and out of school children needs to be relooked so that SPO office has accessed to collect more up to date information.	Presently the number of out of school children is calculated from child register. Steps are being taken for house-to-house survey for updating the Child Register..