

## **STATE REPORT**

**(Orissa, Rajasthan and West Bengal)**

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

## CONTENTS

<i>No. Nos.</i>	<i>States</i>	<i>Page Nos.</i>
1	Odisha	1 - 8
2	Rajasthan	9 - 21
3	West Bengal	22 - 32

# ORISSA

## i. Mission Objectives

### (A) Enrollment and completion

(1) Status of enrollment and efforts to bridge gender and social category gaps.

#### • Status of enrollment at Primary level

Sl	District	SC	ST	Boys	Girls	Total
1	Boudh	32942	14854	27831	26818	54649
2	Kandhamal	20953	25950	55065	51028	106093
3	Koraput	43879	30359	87247	81020	168267
4	Malkangiri	10708	18806	39988	34599	74587
5	Mayurbhanja	80490	22170	152088	133405	285493
6	Nabarangpur	35438	24669	73207	68140	141347
7	Nuapada	38552	12435	40486	39113	79599
8	Sonepur	38743	17567	32183	30852	63035
<b>Total</b>		<b>301705</b>	<b>166820</b>	<b>508095</b>	<b>464975</b>	<b>973070</b>

#### • Efforts to bridge the gap

To bridge the gender and social category gap following steps have been considered.

- (I) Free school uniform has been distributed to all girls in the age group of 6-14 years for improving the retention rate inside the class room.
- (II) Remedial teaching for poor performing students.
- (III) Free text books have been distributed to all children in DPEP districts.
- (IV) Care has been taken to provide schooling facilities within one kilometer of every eligible habitation and AIE facility to the children in small and scattered habitations.
- (V) Community mobilization for involving the members of VEC, MTA and tribal leaders through Jati Mhasabha, in the schooling process and implementation of other regular activities.
- (VI) School Chalo Abhiyan/ Prवेश Utsav organized for enrolling all children in the age group of 6-14 years in formal or alternative schooling.

**(2) Progress towards achievement of better completion of the primary level**

**Completion Rate at primary level**

Sl	District	2004-05			2005-06		
		Boys	Girls	Total	Boys	Girls	Total
1	Boudh	81.94	67.78	74.49	82.76	68.47	75.24
2	Kandhamal	72.98	60.37	66.34	73.71	60.98	67.01
3	Koraput	73.12	60.49	66.47	73.86	61.10	67.15
4	Malkangiri	91.05	75.32	82.77	91.97	76.09	83.61
5	Mayurbhanj	58.63	48.50	53.30	59.22	48.99	53.84
6	Nawarangpur	80.37	66.49	73.06	81.18	67.16	73.80
7	Nuapada	60.64	50.17	55.13	61.25	50.67	55.68
8	Sonepur	95.22	78.78	86.57	96.19	79.57	87.44
<b>Total</b>		<b>75.92</b>	<b>62.80</b>	<b>69.01</b>	<b>76.68</b>	<b>63.44</b>	<b>69.71</b>

- Completion rate has been increased from 69.01% in 2004-05 to 69.71 % in 2005-06 average in DPEP-II districts as the table shown.

**(3) Effectiveness of alternative schooling in providing access to children and the progress in mainstreaming of children and tracking the progress of children after mainstreaming.**

Participation of all children within the age group of 6-14 years in elementary education is the foremost challenge of UEE. To provide access to those children to primary schools, OPEPA has developed certain modalities. During 2005-06 Orissa Child Census has been taken up to track each & every child between the age group of 0-14 years.

Opening of EGS centers have increased access to unserved areas and groups and Orissa has made steady progress in expanding enrolment and reducing the number of out of school children by opening AIE centers like

- Bridge Course Centers
- Adolescent Girls Camps
- Residential Care Centers
- N.R.B.C.
- Mini EGS centers etc.

EGS/AIE programme have been jointly undertaken through good partnership of Govt. & Voluntary Agencies.

Till date 171080 and 9927 children have been accommodated in 5439 EGS and 413 AIE centers respectively in 8 Phase-II DPEP districts (District-wise break up enclosed).

Further, for children who are migrating to outside states along with their parents/guardians 50 RBC and NRBC have operationalised in Medak, Rangareddy & Nalgonda districts of Andhra Pradesh for 3000 children of migrant Oriya families working in brick kiln areas. It is the joint venture of SSA Andhra Pradesh, SSA Orissa and Action Aid India. SSA Orissa provides fund for honorarium of EVs and supplies free text books.

24 EGS centres are being operationalised in Raipur (Chhatisgarh) covering 1690 children migrating from Nuapada district. 11 centres functioning in Durg district covering 960 children.

200 drop out children have been accommodated in one residential centres at Patora of Nuapada district.

As **mainstreaming** of out of school children is the ultimate goal and achievement of SSA, OPEPA has adopted systematic method for mainstreaming of children. Children who have been enrolled in primary schools EGS centres are provided with schooling facilities by opening of UP EGS centres, New Upper Primary schools, AIE centres etc. to retain Adolescent Girls, child labour, platform children, street children, SC/ST children etc. in schooling system.

Necessary instructions have been issued to all field functionaries to mainstream children in appropriate grade after completion of Primary and Upper Primary education from EGS centres. Similarly, children completing any course in AIE centres are being mainstreamed into appropriate grade after conducting simple evaluation work.

Further steps have already been taken to upgrade primary EGS centres into New Primary Schools after successful completion of 2 years and fulfilling the prescribed norms of state Govt. 375 no. of EGS centres have been upgraded into New Primary schools in 8 Phase-II DPEP districts during 2005-06.

A Road Map has been prepared to bring out of school children into school by 30<sup>th</sup> June, 2006. This programme is systematic approach to sensitize the parents, PRI members involving DISs, SISs, BRCCs & CRCCs. A detailed programme has been prepared for three age group of children (5+ to 6+, 7+ to 8+ and 9+ to 13+) for providing access for them.

**(4) Status of dropout rates – social category wise. Effectiveness of measures for reduction of dropout ratio.**

**Drop out Rate at primary level**

Sl. No.	District	2004-05			2005-06		
		Boys	Girls	Total	Boys	Girls	Total
1	Boudh	33.39	32.25	32.88	11.92	12.16	12.04
2	Kandhamal	47.82	50.71	49.19	5.64	5.75	5.70
3	Koraput	39.10	45.44	42.14	19.52	19.91	19.72
4	Malkangiri	43.86	52.89	48.21	23.19	23.65	23.42

5	Mayurbhanj	54.22	51.07	52.79	45.69	46.61	46.15
6	Nawarangpur	48.78	56.37	52.56	11.07	11.29	11.18
7	Nuapada	45.45	52.71	49.06	8.22	8.39	8.30
8	Sonepur	6.03	7.31	6.65	3.18	3.25	3.22
<b>Orissa</b>		<b>31.45</b>	<b>32.74</b>	<b>32.09</b>	<b>9.08</b>	<b>9.26</b>	<b>9.17</b>

### Report on Category Wise Drop Out Children

Sl. No.	District Name	Total			SC			ST		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Boudh	6063	5547	11610	1547	1497	3044	886	801	1687
2	Kandhamal	4115	3889	8004	817	796	1613	2460	2207	4667
3	Koraput	7001	6529	13530	1023	1116	2139	4384	3902	8286
4	Malkangiri	2713	2804	5517	504	555	1059	1901	1888	3789
5	Mayurbhanj	7598	7230	14828	618	581	1199	5404	5340	10744
6	Nawarangpur	8853	9063	17916	1018	1107	2125	5800	5711	11511
7	Nuapada	7142	7622	14764	1077	1087	2164	2509	2652	5161
8	Sonepur	1463	1456	2919	452	429	881	192	186	378
	<b>Total</b>	<b>44948</b>	<b>44140</b>	<b>89088</b>	<b>7056</b>	<b>7168</b>	<b>14224</b>	<b>23536</b>	<b>22687</b>	<b>46223</b>

### (B) Learning and quality

#### (1) Strategies for improvement and evidence of progress in achievement level of primary grade students.

Name of the District	2004-05						2005-06					
	Enroll ed in Class-V	Appea red in Class-V	Passed in Class-V	>60%	% of Pass	>60%	Enroll ed in Class-V	Appea red in Class-V	Passed in Class-V	>60%	% of Pass	>60%
BOUDH	9779	9396	9248	1015	98.42	10.8	10630	9863	9325	1170	94.6	11.86
KANDIAMAL	15799	15029	14565	3275	96.91	21.79	16099	15436	15113	2578	97.9	16.7
KORAPUT	24057	22684	22133	4384	97.57	21.53	27189	25801	25499	4658	98.8	18.05
MALKANAGIRI	11488	9824	9113	1094	92.76	11.14	12286	10514	10046	1066	95.6	10.14
MAYURBHANJ	36102	27565	35805	9236	95.31	24.59	38720	38124	37853	11942	99.3	31.32
NAWARANGPUR	17374	15319	14869	1878	97.06	12.26	20597	18007	17755	1827	98.6	10.15
NUAPADA	11944	10457	10221	1602	97.74	15.32	13283	11550	11320	1582	98	13.7
SONEPUR	15486	15064	14868	1881	98.7	12.49	14637	14212	14007	1323	98.6	9.31
<b>Total</b>	<b>142029</b>	<b>135338</b>	<b>130822</b>	<b>24865</b>	<b>96.66</b>	<b>18.36</b>	<b>153441</b>	<b>143507</b>	<b>140918</b>	<b>26146</b>	<b>98.2</b>	<b>18.22</b>

When 96.66 percent of children passed class-V in 2004-05, 98.20 percent of children passed the same grade in 2005-06 showing the evidence of progress in achievement level. There is increase in percentage of pass with more than 60 percent in Mayurbhanja and

Boudh. For the rest 6 districts implementing DPEP, teachers have been oriented to take up subject wise analysis of the results of the Unit tests so as to diagnose the gray areas in achievement and take corrective measures through remedial programme. It has been proposed in the Annual work plan and budget for 2006-07 to chalk out alternative strategies through monthly meetings to accelerate the achievement level.

**(2) Progress in institutionalizing pupil evaluation systems.**

Unit tests have been an integral part of the teaching learning process. All teachers have been oriented to prepare unit tests, record unit test results, analyse the item wise performance of children and monitor the achievement levels of students on continuous basis. Individual progress cards with attainment in scholastic and co-scholastic areas are being maintained for all the learners to share those with parents and take corrective measures for enhancing achievement levels. Learning Achievement Tracking System (LATS) has been in vogue from 2002-03 with a view to tracking the subject wise, class wise and gender wise achievement of students. The tool has been modified with inclusion of social category variables (SC, ST, CWSN) and the pedagogy coordinators have been oriented to use the tools for quarterly monitoring of achievement level in line with NCERT quality monitoring tool.

**(3) Measures taken to enhance the effectiveness of teacher training in the light of evaluation of teacher training, if any, conducted by the state.**

Written tests are conducted on the last day of each teacher training programme to ascertain the effectiveness of the teacher training programme. DIET faculty members and BRCCs have been oriented to follow up the teacher training programmes and to ensure that training inputs are reflected in the classroom process. DIs of Schools have been re-designated as Addl. DPCs and have been provided with mobility support to monitor teacher performance inside the classroom and to extend onsite academic support. Tele-conference is conducted prior to each general round of teacher training programme to make up the likely transmission loss because of the cascade approach.

**(4) Measures to enhance learning outcomes in the alternative schooling systems and how learning outcomes are monitored at various levels.**

All the Education Volunteers (EVs) working in AIE centers have been exposed to 30-day induction level training. Learning Achievement Tracking System has also been followed for the learners enrolled in Alternative Schooling system. The learning outcomes of the students are monitored regularly by the CRCCs, BRCCs and the Head Masters of the nearby schools and necessary pedagogical support is also provided for improvement of the teaching learning process.

A research study on "Evaluation of competencies of Education volunteers (EVs) in teaching and classroom management" conducted by Dte. of TE & SCERT (2005) reveals that activity based teaching learning process is observed in 69% of the center which is an evidence of outcome oriented learning process.

(C) **Institutional capacity building and programme implementation**

(1) **Measures taken for utilization unused funds for states nearing completion.**

Not required for Orissa

(2) **Measures taken for timely fund flow.**

**Funds Flow Arrangement:**

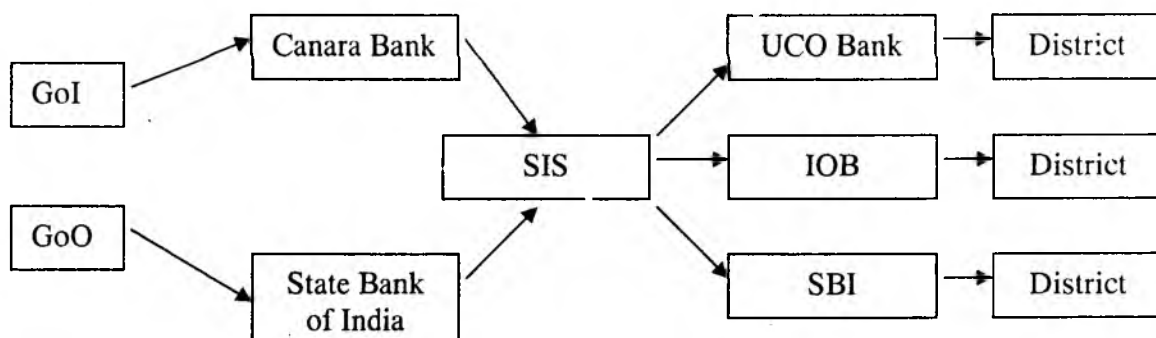
Funds from GoI:

Funds from GoO:

Transfer of Funds to Districts:

Transfer of Funds to Sub Districts:

- Received of funds from Govt. of India and Govt. of Orissa are made electronically through Canara Bank & State Bank of India respectively.
- Similarly the funds from SIS are being transfer to district level through UCO Bank, Indian Overseas Bank and State Bank of India electronically. The diagrammatic representation of the receipt and transfer of funds is given below.



At the District level for quick transfer of funds to the sub-district level, the electronic transfer mechanism are being adopted, where the implementation of the mechanism is not feasible the following methods are being adopted for transfer of funds to sub-district level.

- Bank Advice System through Special Messenger.
- Account Payee Drafts.

(3) **Sustainability issues for all three states, but particularly for projects closing shortly.**

Under DPEP sustainability issues as BRC, CRC, Para teachers, schools etc after the completion of project period is yet to be decided



**(4) Status of audit reports and compliance.**

**Audit by the Chartered Account firm.**

- Audit report along with Utilisation Certificate for the year 2004-05 has already been submitted to GoI during the month of October 2005.
- The observations as raised by the Statutory Auditor in their management letter have been communicated to the districts for necessary compliance.
- For appointment of Auditors for the year 2005-06, the Expression of Interest (EOI) has already been invited and the appointment process is under progress.

**Financial Management and Procurement:**

- The DPEP Manual & Guideline has been implemented for Financial Management & Procurement since the beginning of the Scheme.
- For proper functioning of Finance Unit, professionals as Financial Personnel have been recruited at the District level.
- Tally 6.3 has been implemented at the SPO and DPO level for computerization of Finance Wing.
- The Financial Personnel at the District level have been imparted with the training on DPEP Manual & Guideline provided by Govt. of India from time to time.
- Since the maximum percentage of fund is utilized at the grass root level i.e. VEC, steps have been taken to impart training programme to the H.M & VEC. Recently a manual on accounts training of VECs/ CLCCs is being developed and circulated to all the districts. At sub district level DPO staffs have built awareness, mostly among the BRCC/CRCC/CLCC/VECs regarding principle and practice of good financial management. As it is very difficult for the BRCC/CRCC/CLCC/VECs to understand the nitty-gritty principle of financial management, they are being given elementary guideline regarding maintenance of basic, simple accounting records and keeping of vouchers.

**(5) Measures taken for improving DISE data.**

DISE 2001 implemented from the initiation of Sarva Siksha Abhiyan in all 30 districts to analyze the data in all schools having primary and upper primary section up to class-7.

**Factors lagging were:**

- Block/Urban separation was not there in all most all districts from the time of initialization.
- All Un-recognized schools were not covered since last year.
- Separate DISE were maintained for formal and EGS schools.

### **Measures taken for improvement**

- EMIS coding was done for all institutions from class-1 to class-10 including unrecognized schools.
- Single 7 digit code has been adopted to codify for these institutions with following range of codes for type of institutions.  
BBVVV01-30(01 to 30 for all Govt. & Govt. aided institutions)  
31(all EGS/AIE centres started from 31 onwards)  
51(all Recognized private institutions from 51 onwards)  
71(all unrecognized Private institutions from 71 onwards)
- The code identifies the category of the school. This will help to cover all school (100% coverage) in districts.
- This will be implemented from DISE 2006-07

# RAJASTHAN

## 1. Introduction :-

The Government of Rajasthan (GOR) in partnership with the Government of India (GOI) is trying its best to fulfill the constitutional commitment to provide free and compulsory education to all children of 6-14 age-group right since independence. The National Policy of Education (NPE) – 1986 followed by the Programme of Action (POA) – 1992 gave greater momentum to this task of Universalisation of Elementary Education (UEE). As a result of this, a number of projects and programmes have been launched in the State of Rajasthan.

In this chain, Rajasthan Council of Primary Education (RCPE) was set up on Nov. 3rd, 1997 to implement District Primary Education Programme (DPEP). It was designed to achieve the objectives of Universalisation of Primary Education. Its main emphasis was on increasing Enrolment, Retention, Achievement Level and Access to primary education for children of all categories i.e. Girls SC, ST, OBC, Minority and Physically disabled, etc. It also stressed on reducing differences in enrolment dropout rate and learning achievement among gender and 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 on Oct. 2nd, 1999 which was completed on Dec. 31st, '05. DPEP Phase-II was launched on Sept. 5th, '01 in nine districts viz. Bharatpur, Bundi, Churu, Dausa, Dholpur, Hanumangarh, Jaipur, Karauli and Sawai Madhopur. It is being completed by Dec. 2006. Extension Plan of DPEP Phase-II for a period upto Dec. 31st, '08 has been forwarded to Govt. of India (GOI) for approval.

Keeping in view the implementation of Sarva Shiksha Abhiyan (SSA) the name of the council has been changed from Rajasthan Council of Primary Education (RCPE) to **Rajasthan Council of Elementary Education (RCEE)** on Apr. 18th, '06.

As a result of this programme, there has been rising trend in enrolment, retention as well as in quality of education. In order to accelerate the rate of enrolment, retention and also to promote quality education in 9 DPEP Phase-II districts, 612 school buildings, 2958 addl. class rooms, 30 BRC, 653 CRC, 4515 toilets and 2008 drinking water facilities have been completed. A number of 117 school buildings, 426 addl. class rooms, 24 BRC, 20 CRC, 221 toilets and 392 drinking water facilities are in progress. The number of repair works undertaken in schools is 5933

The issue of out-of-school/ never-enrolled children and drop-outs was addressed by adopting "Alternative Schooling Interventions"

The issue of girls' education was addressed through awareness generation by way of Praveshtasavas, Rallies, Kala Jathas, Bal Melas and sensitization programmes held at district, block, cluster and school levels from time to time. Not only this, SDMCs, MTAs and Mahila Munches, being operational in schools, played a vital role in promoting girls' education under DPEP Phase-II.

Besides, 39962 disabled children were identified out of which 30813 were mainstreamed during the report year. Under convergence, Aanganwadis being run under ICDS were also strengthened by providing additional honorarium of Rs. 150/- and Rs. 50/- to each and every AWW and AWH respectively along with trainings for their capacity building. In addition, "Monitoring, Evaluation and Research" and Management Information System (MIS) were given a special thrust in the programme.

Addressing the issue of quality education, 15936 in-service teachers of classes I to V in Govt. primary and upper primary schools were imparted 6-days-Refresher- Training during the report year. TLM has also been focused not only in the trainings, but also in real class room transaction.

To increase and to keep up the quality of teachers training programmes in Rajasthan. 2798 Resource Persons were selected through interviews and were trained by SIERT, Udaipur and other Resource institutions of the state.

To improve the quality of education, Quality Monitoring Tools (formats) developed by NCERT have been updated in the context of Rajasthan. These formats have been prepared in five booklet forms at School, Cluster, Block, District and State level in Hindi language. The furnishing of Information through these formats has started streaming in now.

To speed up the progress of quality education GOR, has closely associated SIERT, DIETs and other Resource institutions like IASEs, CTEs with the programme of Universalisation of Elementary Education (UEE). The institutions have been assigned the task of curriculum revision, developing Teaching Learning Material, imparting training to the persons managing the UEE at different levels and the task of Research, Evaluation, Monitoring and Supervision (REMS).

Government of Rajasthan has been according all too high priority to elementary education and has brought in rapid progress to modernize the school education. The efforts of RCEE done for expansion of school education have created a conducive atmosphere for career opportunities for the younger generation especially of girls, scheduled castes (SC) Scheduled tribes (ST) and the rural children of the state.

### 1.1 Project Cost and DPEP Phase – II Coverage :-

#### Salient Features :

	(Rs. In Crores)
Effective Date	Sept. 5, 2001
Closing Date	Dec. 31 <sup>st</sup> , 2006
Total Project Cost	372.42
Total Expenditure (upto March, 2006)	278.17
Percentage of Expenditure over baseline cost	74.69%
Total Annual Work Plan 2006-07 cost	89.86
Expenditure year 2006-07 (upto April, 06)	1.86
Percentage of Exp. over AWP&B 2006-07	2%
Project Period left	8 Months
Amount Released by GOI (upto April, 06)	259.52
State Share released by GOI (upto April, 06)	45.80
Districts Covered	9

## District-wise Project Cost :

### Phase – II

(Rs. in lacs)

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
	<b>Total</b>	<b>37241.592</b>

### 1.3 Expenditure

(A) District-Wise AWP&B For 2006-07 And Relevant Expenditure Upto April, 2006.

- (B) Financial Progress : Annexure - A
- (C) Physical Progress : Annexure - B
- Annexure - C

1.4 Utilization Certificate : Annexure - D

1.5 Submission of Annual / Audit Report  
Already Submitted.

1.6 Civil Works Progress : Annexure - E

### 2. Mission Objectives :

(A) Enrolment and Completion

(1) Status of Enrolment and efforts to bridge gender and social category gaps

a. Status of Enrolment :

Enrolment Status of Children (6-11 age group) in I to V classes  
In DPEP Phase- II :

(in thousands)

S.No	District	2001-02 *			2005-06		
		Boys	Girls	Total	Boys	Girls	Total
1	Bharatpur	203	154	357	193	170	363
2	Bundi	82	61	143	86	76	162
3	Churu	121	98	219	146	131	277
4	Dausa	109	87	196	127	117	244
5	Dhaulpur	98	72	170	105	90	195
6	Hanumangarh	123	104	227	112	101	213
7	Jaipur	356	295	651	314	290	604
8	Karauli	112	78	190	104	93	197
9	S. Madhopur	96	63	159	96	86	182
	Total	1300	1012	2312	1283	1154	2437

The table provides the enrolment status of the children in the base year and the completion year. On the analysis of the data it is found that in all the districts except Hanumangarh and Jaipur the status of enrolment, has increased. The increase in the enrolment percentage of girls in comparison to the boys is higher in all the nine districts of DPEP Phase-II.

\* The data has been taken from the other source, hence, there might be some inconsistencies. The latest data is provided in the document of "Data for Elementary Education DISE 2005"

#### b. Gender Gap :

As far as the enrolment of girls is concerned there is encouraging increase of 14.03%. The increase in the enrolment of girls is due to the following efforts made by GOR.

1. Free conveyance facility
2. Free textbooks
3. Scholarships
4. Awards
5. Special campaign for girls enrolment.
6. Praveshotsavas, Rallies, kala jatthas, Bal melas
7. sensitization programmes

#### c. The Status of Enrolment and Social Categories Gaps :

##### *Status of SC Enrolment in Classes I to V in DPEP Phase- II*

DPEP Phase- II	2001-02			2005-06		
	Boys	Girls	Total	Boys	Girls	Total
	298897	221220	520117	305555	270576	576131

The table shows that the efforts made at the state level for bridging the social category gap have brought fruitful results. There is 10.77% increase in the total enrolment of SC children. In the case of the enrolment of girls, the results are exemplary as there is an increase of 22.62% in the enrolment of SC Girls

**Status of ST Enrolment in Classes 1 to V in DPEP Phase- II**

DPEP Phase- II	2001-02			2005-06		
	Boys	Girls	Total	Boys	Girls	Total
	146446	112420	258866	150964	138920	289884

In the case of enrolment of ST children the above table shows an overall rising trend of 11.58%. In the case of ST girls enrolment also, there is an increase of 23%.

- (2) **Effectiveness of Alternative Schooling in providing access to children and the progress in mainstreaming of children and tracking the progress of children after mainstreaming.**

**Alternative Schooling and access to out of school children.**

Enrolment of out of school children	Type of schools				Total
	AS 6 Hourly	AS 4 Hourly	Madrasas	Shiksha Mitra Kendra	
Boys	10831	390	1318	4245	<b>16784</b>
Girls	11122	768	1440	4739	<b>18069</b>
Total	22052	1158	2652	8746	<b>34853</b>

The data given in the table clearly indicates that alternative schooling in the state is working effectively for providing access to out of school children. In the current year 2005-06 Shiksha Mitra Kendra, one of the institutions under alternative schooling, has enrolled 8746 out of school children. The total number of out of school children enrolled is 34853 in the DPEP Phase-II.

In addition to the above mentioned alternative schooling programmes residential and non residential bridge courses are also being run in all the DPEP Phase-II districts. In these bridge courses 2624 children have been enrolled. Out of which the girls enrolment is 1915 which is an encouraging figure.

The table given below provide the details

**Residential Bridge Courses :**

No. of camps	Enrolment		
	Boys	Girls	Total
28	150	999	1149

**Non-residential Bridge Courses :**

No. of camps	Enrolment		
	Boys	Girls	Total
49	559	916	1475

### Mainstreaming :-

These out of school children, after their examination, are placed in the formal classes according to their performance and standard and thus they are mainstreamed to formal schools. This year (2005-06) the number of mainstreamed children in various strategies is given below. The new session starts in July 06. Some more children will be mainstreamed later this year also.

S.No.	Name of Activity	Mainstreamed
1	AS 6 Hrs.	2090 (Enrolled in class VI)
2	AS 4 Hrs.	111 (Enrolled in class VI)
3	Madarsa	181 (Enrolled in class VI)
4	Shiksha Mitra	4014
5	Bridge Course	1748

### (3) Status of dropout rate –

S.No	District Name	Dropout Rate
1	Bharatpur	36.90
2	Bundi	30.91
3	Churu	42.33
4	Dausa	38.88
5	Dhaulpur	38.83
6	Hanumangarh	44.16
7	Jaipur	45.45
8	Karauli	40.06
9	S. Madhopur	41.58
	DPEP Phase- II	39.90

On the analysis of the data given in the table it is found that the dropout rate has comedown to 39.90% in comparison to pre DPEP Phase-II dropout rate.

In order to get the exact dropout rate of the different districts, the state project office has decided to award the study entitled "The study of block level trends of COHORT Dropout rates in Elementary Education in the state of Rajasthan from 1998-99 to 2005-06 to an external agency.

### (B) Learning and Quality

#### (1) Strategies for improvement and evidence of progress in achievement level of primary grade students.

#### Progress in achievement level for primary grade students :

The progress in achievement level of primary grade students can be judged on the basis of the achievement level of Base line achievement survey (BAS) which was conducted in 1999-2000 with the achievement level at Midterm Achievement Survey (MAS) of DPEP Phase-II.



The Midterm achievement Survey of DPEP Phase-II reveals that the interventions under DPEP Phase-II have benefited the learners. Their achievement level has raised which is evident from the details given below

- **Achievement level of the students of Class II**

**Class - II Language**

S.No	District Name	BAS			MAS		
		Boys	Girls	Total	Boys	Girls	Total
1	Bharatpur	83.45	81.35	82.50	85.82	85.40	85.62
2	Bundi	57.70	55.10	56.60	67.61	78.14	73.05
3	Churu	69.60	66.40	68.15	69.18	70.66	69.81
4	Dausa	68.85	69.90	69.30	77.62	77.43	77.53
5	Dhaulpur	53.80	44.15	49.70	78.99	76.13	77.46
6	Hanumangarh	56.65	57.55	57.10	63.69	64.85	64.30
7	Jaipur	75.20	75.50	75.35	75.37	73.13	74.23
8	Karauli	69.05	64.55	66.80	77.64	74.11	75.82
9	S. Madhopur	68.35	69.35	68.75	61.48	59.84	60.73
	Average	66.96	64.87	66.07	73.04	73.30	73.17

Data given in the table shows that the achievement level of students of class II in language has raised in all the districts. No district has a mean score below 60%. Bharatpur district has the highest mean score of 85.62. Out of the nine districts of phase-II, achievement level of the students of class-II has improved significantly from BAS as the total average mean score of BAS was 66.07 which has raised to 73.17 as shown in the above table.

**Class - II Mathematics**

S.No	District Name	BAS			MAS		
		Boys	Girls	Total	Boys	Girls	Total
1	Bharatpur	77.15	77.15	77.15	81.74	78.50	80.15
2	Bundi	66.40	59.35	63.45	73.68	78.02	75.92
3	Churu	76.70	72.35	74.75	71.52	67.89	69.99
4	Dausa	77.40	74.30	76.15	82.70	84.75	83.63
5	Dhaulpur	54.15	42.95	49.45	84.07	84.69	84.40
6	Hanumangarh	68.50	65.20	66.75	76.30	72.21	74.17
7	Jaipur	76.70	75.05	75.90	75.59	74.93	75.25
8	Karauli	66.45	61.45	64.40	76.22	74.44	75.30
9	S. Madhopur	72.25	71.50	71.95	71.59	65.61	68.87
	Average	70.63	66.59	68.88	77.05	75.67	76.41

The table gives the comparative picture of BAS & MAS of class II in Maths DPEP Phase-II. The analysis of the data given in the table clearly indicates that the total achievement level of the nine district has raised in MAS to 76.41 from 68.88 of BAS. In MAS no district has a mean percentage score below 68.87 where as in BAS it was 49.45, this shows that there is the progress in the achievement level of the students of class II in Mathematics also

- **Achievement level of the students of Class V**

**Class - V Language**

S.No	District Name	BAS			MAS		
		Boys	Girls	Total	Boys	Girls	Total
1	Bharatpur	56.34	57.17	56.69	64.07	63.47	63.77
2	Bundi	49.11	51.01	49.89	67.11	66.17	66.74
3	Churu	50.76	50.97	50.84	55.75	58.97	57.20
4	Dausa	51.77	51.47	51.69	61.67	59.11	60.49
5	Dhaulpur	45.89	39.39	43.39	68.71	66.63	67.75
6	Hanumangarh	46.74	44.59	45.70	58.53	56.95	57.64
7	Jaipur	61.49	59.20	60.47	56.75	60.40	58.51
8	Karauli	55.00	54.90	54.96	59.77	60.59	60.14
9	S. Madhopur	54.86	53.93	54.53	57.85	58.77	58.24
	Average	52.44	51.40	52.02	61.13	61.23	61.16

Achievement level of class V students in language has also increased from the BAS. The total average mean score of the nine districts under BAS was 52.02 which has raised to 61.16 in MAS. In comparing the achievement of total students in language it is found that out of nine districts achievement of students in eight districts has improved significantly.

**Class – V Mathematics**

S.No	District Name	BAS			MAS		
		Boys	Girls	Total	Boys	Girls	Total
1	Bharatpur	47.75	45.80	46.95	54.56	54.91	54.73
2	Bundi	38.43	38.48	38.45	58.02	58.63	58.26
3	Churu	38.08	36.25	37.38	45.50	51.88	48.37
4	Dausa	39.45	37.80	39.28	51.53	47.52	49.68
5	Dhaulpur	32.13	29.20	31.05	59.89	59.96	59.92
6	Hanumangarh	35.58	34.58	35.10	49.44	45.75	47.35
7	Jaipur	51.35	48.98	50.30	47.63	49.51	48.53
8	Karauli	43.05	40.93	42.28	55.82	55.00	55.45
9	S. Madhopur	45.95	42.88	44.85	49.05	45.80	47.70
	Average	41.31	39.56	40.63	52.38	52.11	52.22

In Mathematics also level of achievement has increased from 40.63 in BAS to 52.22 in MAS. In comparison to language the achievement level is low but except Jaipur in all other eight districts achievement level of students has improved significantly. In the case of girls, their achievement in Maths has improved significantly in Seven districts

A composite picture of districts which have shown improvement or deterioration in achievement in different subjects and classes in MAS over BAS is being presented in the table given below.

The following table shows the Districts in which performance of students has improved/ deteriorated in MAS in comparison to BAS.

Class and subject	District in which achievement has improved in MAS		District in which achievement has deteriorated in MAS	
	No. of Districts		No. of Districts	Name of districts
Class II Language	6	Bharatpur , Bundi, Dholpur, Dausa, Hanumangarh, Karoli	1	Sawaimadhapur
Class II in Maths	6	Bharatpur , Bundi, Dholpur, Dausa, Hanumangarh, Karoli	2	Sawaimadhapur and Churu
Class V Language	8	All except Jaipur	1	Jaipur
Class V Maths	8	All except Jaipur		Nil

### CONCLUSION :

- In six districts (Bharatpur, Bundi, Dholpur, Dausa, Hanumangarh, Karoli), the achievement of students of class II has improved significantly during MAS as compared to BAS for Language as well as Mathematics. In Language the achievement has gone down in Sawaimadhapur district.
- The likely reasons for the poor performance of Sawaimadhapur district students could be absence of DIET in the district which deprives the teachers of the districts from adequate opportunity of the participation in in-service training programmes. The literacy rate of the district is quite low and the female literacy rate is the lowest 35.44% among the districts included in the second phase of DPEP. The district also has the high percentage of ST students and this group has not gained as much from the DPEP intervention as the SC and other students.
- For class V the position is still better in all the districts except Jaipur the achievement of students has improved significantly during MAS as compared to BAS for language as well as mathematics. In the case of Jaipur district the achievement of students has gone down in Language whereas in Mathematics it has not gone down significantly in two different surveys.
- The probable reasons of the poor performance of students of Jaipur district could be high vacancy position of teachers and a high percentage of teachers without in-service training during the last three years.

### (2) Progress in institutionalizing pupil evaluation systems.

There is a well established pupil evaluation system in Rajasthan. SIERT prepares curriculum and text books for the students upto elementary level. This institution is also responsible to prepare evaluation pattern for these classes.

SIERT, Udaipur developed new evaluation pattern according to this pattern pupil shall be evaluated through three tests, half yearly and yearly examinations. The weightage of marks is given 15% to three tests, 35% to half yearly and 50% to yearly to each subject. For class I and II there is only half yearly and yearly evaluation system. Oral test and test of written work is also incorporated in the new pattern. For class VI to VIII peer group evaluation have also been introduced. Half yearly and yearly examinations are

conducted through district level common paper scheme. The last examination at elementary level of class VIII is conducted through board pattern examination at district level by DIETs. Beside this the teachers are also used to test students after teaching each unit/lesson and remedial measures are adopted.

**(3) Measures taken to enhance the effectiveness of teacher training in the light of evaluation of teacher training, if any, conducted by the state**

**Status of teachers training in DPEP Phase II :**

<b>Trainings</b>	<b>Teachers in position</b>	<b>No. of teachers trained</b>
2001-02	25342	19583
2002-03	22151	15460
2003-04	19511	17743
2004-05	18258	16343
<b>2005-06</b>	<b>20401</b>	<b>15936</b>

**Effectiveness of the training programme –**

To make training programme effective following steps have been taken :

**a) The planning for training:**

The training calendar for the year 2005-06 was prepared. Most of the trainings were conducted during the summer vacations i.e. in the month of May-June 2005-06. The rest of the teachers who could not attend the training in summer, they attended the training during the winter break in the month of Dec. 2005.

**b) Selection of Resource Persons in State :**

To enhance the quality of teachers' training about 100 to 150 resource persons in the subjects (Hindi, English, Maths, Social Studies and General Science) in each district, have been selected through interviews on Dec. 19 and Dec. 21, 2005. To keep up quality aspect in the selection procedure a committee had been formed comprising the ADPC, DEO (Sec. Edu.), a representative of SIERT and RCPE each under the chairmanship of DPC. After the selection of the RPs 4 days residential training was provided to them in SIERT, Udaipur and Vidhya Ehwani CTE Udaipur.

**c) Training of Master trainers:**

From each district selected master trainers in each subject have been given 4 days training by subject experts in April-May 2006. They are working as Master trainers in their districts to train the teachers. Prepared modules have also been made available to DPCs at all district head quarters

**d) Process of preparation and review of the Modules:**

**Selection of subject matter for modules (Need assessment) - Two-Day- Workshop** has been organized to find out the subject based needs of the training programmes. In the workshop, the teachers who teach the subjects in the schools designed the outlines of the modules 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, New Delhi were also 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. The committee reviewed the module and as per their recommendations the modules have been revised this year. Main emphasis is given on reflection, expression, comprehension and imagination. The SRG reviewed the modules and as per their recommendations they have been revised accordingly.

### **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 groups of subject experts from SIERT and Ed.CIL.

Finalization of freshly prepared modules.

The modules prepared by the group of subject experts have been finalized in a Two day workshop.

### **e) 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 modules using the latest technique. Main emphasis was given on methodology. Different teaching, learning, techniques have been involved in 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.

## **Formation of State/District Resource Group**

- ♦ With a view to get guidance for the activities under all programmes component-wise SRGs have been constituted.
- ♦ Three SRG meetings were organized in this session.
- ♦ DRG has been constituted in all districts of phase II.
- ♦ Quarterly meetings of DRG are being held regularly.

### **(4) *Measures to enhance learning outcomes in the alternative schooling systems and how learning outcomes are monitored at various levels***

For enhancing the learning out comes the following strategies were adopted :

- (i) Imparting training to the selected teachers.
- (ii) Need and activity based residential training was imparted in more non formal mode.
- (iii) Demonstration of the skills in the alternative schools
  - Giving feedback on the spot
  - Observation of the classroom processes
  - Enhancing evaluation during the teaching learning process

### **Monitoring of the Learning outcomes**

Monitoring of the Learning outcomes was done at the levels given below.

- Community Level
- Parents Level
- Headmasters and CRCFs.

## **(C) Institutional Capacity Building and Programme Implementation**

### **(1) Measures taken for utilization of unused funds for States nearing completion.**

The financial plan for 2006-07 for the actual remaining project cost has been approved for Rs. 81.89 Cr. in all 5 categories in 16 regular activities in DPEP-II.

Due to differences in value of Dollar & Rupees project cost has increased and accordingly the Extension plan (for extended period proposed upto March 2008) for utilization of unspent balances has been sent for approval to GOI and World Bank.

### **(2) Measures taken for timely fund flow.**

Funds were timely released by GOI & GOR. Funds as required by the subordinate offices have been released timely by electronic transfer.

**(3) Sustainability issues for all three states, but particularly for projects closing shortly.**

Extension plan for extended period proposed upto March 2008, the utilization for unspent balances has been sent for approval to GOI and World Bank. The project closing date is 31.12.2006. A photocopy of the letter is annexed

**(4) Status of audit reports and compliance.**

Compliances against audit reports of 2004-05 have been received from districts and compliance report for the year 2004-05 has been sent to MHRD with recertified by Chartered Accountant.

**(5) Measures taken for improving quality of DISE data.**

Measures for improvement of DISE 2005-06 :

- 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.

Progress of DISE 2005-06 :

- 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

## WEST BENGAL

(A) Enrolment and Completion

(1) Status of Enrolment and efforts to bridge gender and social category gaps:

Table 1:  
Enrolment scenario of DPEP Phase-II districts

District	As on 01.04.2006			
	5+ to 8+ Population	Net Enrolment (Overall)	GER	NER
Dk. Dinajpur	211232	205966	124.80	97.51
Jalpaiguri	399182	392377	144.01	98.30
Malda	390752	378473	150.40	96.86
Purulia	312146	282534	102.77	90.51
Uttar Dinajpur	317081	299434	159.60	94.43
<b>Total of DPEP Phase II</b>	<b>1630393</b>	<b>1558784</b>	<b>137.65</b>	<b>95.61</b>

Table 2:  
Status of Girls Enrolment in DPEP Phase-II districts

District	2005-06 (% of Girls Enrolment)
Dakshin Dinajpur	49.30%
Jalpaiguri	49.42%
Maldah	50.51%
Puruliya	49.24%
Uttar Dinajpur	48.66%
<b>Phase -II Total</b>	<b>49.52%</b>

Source: DISE 2005-06

Table 3:  
Status of SC Girls Enrolment in DPEP Phase-II districts

District	2005-06 (% Of SC Girls Enrolment to total SC enrolment)
Dakshin Dinajpur	49.45%
Jalpaiguri	49.50%
Maldah	49.70%
Puruliya	47.60%
Uttar Dinajpur	48.93%
<b>Phase -II Total</b>	<b>49.15%</b>

Source: DISE 2005-06



**Table 4:  
Status of ST Girls Enrolment in DPEP Phase-II districts**

District	2005-06 (% of ST Girls Enrolment to total ST enrolment)
Dakshin Dinajpur	49.05 %
Jalpaiguri	48.78 %
Maldah	49.24 %
Puruliya	48.89 %
Uttar Dinajpur	46.95 %
<b>Phase -II Total</b>	<b>48.76 %</b>

*Source: DISE 2005-06*

**Efforts to bridge gender and social category gaps:**

- ‘A special enrolment drive, ‘Education For All Week’ was observed through District, Block & VEC level workshops and rally etc. with a theme “send my friends to school” throughout the State with a special emphasis on Girls/SC/ST.
- Mother-teacher association (MTA) has been formed to monitor the enrolment, dropout and learning achievement among Girls and other social groups at school / VEC level.
- Child register is being maintained regularly.
- Special teaches’ training is conducted on Girls’ Education. The documents on Girls Education have been developed and used during Teachers’ Training.
- Poster, leaflets, hoardings, danglers, wall writings are also the popular media to propagate the message of UEE particularly for the out of school girls / SC / ST children.
- Ma-O-Meye Mela organized to ensure enrolment and attendance of girl children.
- Free textbook is given out of State Exchequer to all the children including girls / SC / ST etc.
- School dress provided to the needy children belonging to SC / ST boys and all girls.
- Orientation on Girls’ Education for the teachers conducted for addressing the girls’ students during classroom transactions, which may lead to increase of enrolment and retention of the girls’ students.
- Construction of toilet provided to school even by dovetailing of funds from different sources for ensuring enrolment and retention of girl children.
- Continuous and comprehensive evaluation for all learners taken by the teachers during classroom transaction.
- Parvik Mulyan usually conducted thrice a year and recorded the performance of each children in separate sheet called Mulyan Panji. In open meeting the performances of the children reviewed with the parents and guardians of the children.
- External evaluation at the end of Class-II and Class-IV usually conducted by concerned DPSC under the auspices of WBBPE and the said evaluation is treated as

diagnostic achievement test (DAT) for every learner to search out the hard spots of the imparted lessons and remedial measures thereof.

- Cohort study conducted in school to assess the children's performance, school efficiency as well as teachers' performance.

(2) **Progress towards achievement of better completion of the primary level:**

**Table 5:  
Gender-wise CRF in DPEP Phase-II districts**

Sl. No.	Name of the District	Completion rate in Four Years		
		Boys	Girls	Overall
1	Dakshin Dinajpur	34.11	36.00	35.02
2	Jalpaiguri	36.25	36.81	36.52
3	Malda	42.80	44.97	43.84
4	Purulia	35.24	31.17	33.36
5	Uttar Dinajpur	33.66	32.18	32.97

*Source: Cohort 2004*

**Table 5-A  
Social Categorywise Status of Completion Rate in Four Years (CRF) in  
DPPE Districts**

Sl. No.	Name of the District	Overall CRF Status (In %) for SCs			Overall CRF Status (In %) for STs			Overall CRF Status (In %) for Others		
		B	G	T	B	G	T	B	G	T
1	Dakshin Dinajpur	36.04	33.92	35.04	23.51	26.01	24.63	37.63	41.28	39.43
2	Jalpaiguri	36.69	38.42	37.52	32.80	30.41	31.73	38.25	38.75	38.49
3	Malda	48.21	48.79	48.49	38.79	35.67	37.35	41.68	44.46	43.02
4	Purulia	38.51	29.42	34.43	35.29	31.79	33.16	34.54	31.46	33.10
5	Uttar Dinajpur	36.14	33.44	34.88	32.87	25.81	29.91	32.16	31.99	32.09

*Source: Cohort 2004*

(3) **Effectiveness of alternative schooling in providing access to children and the progress in mainstreamed children and tracking the progress of children after mainstreaming:**

The non-enrollment and the premature withdrawal of children from schools before completing the initial years in school tends to increase the number of out of school children. The reason behind this is manifold ranging from looking after younger siblings to earning compulsion. These reasons, which deny access of children to schools, will remain thus leaving the only other option of opening alternative centers with sufficient degree of flexibility. This flexibility is often in the form of timing, duration, simplified learning process and a non-threatening atmosphere.

Alternative schools are not the ultimate in providing education. Children completing the AS centers are required to be mainstreamed into the formal schools so as to enable them to continue their education. It is essential to keep track of such children who are mainstreamed into the formal schools after completing AS centers because there is always a tendency to fall out of the formal system. This is so because adjusting to a new environment in the formal school is often difficult for children who have completed the alternative schools.

#### Status of Enrolment in different types of EGS Centers in DPEP Phase –II Districts

District	U. Dinajpur		Malda		Purulia		Jalpaiguri		D. Dinajpur	
	2004-05	2005-06	2004-05	2005-06	2004-05	2005-06	2004-05	2005-06	2004-05	2005-06
SSK	68583	93358	77538	73091	18164	17732	98449	95699	38170	41841
SSPs	1332	1491	1903	2472	408	0	1520	810	5055	7144

#### Status of Bridge Course in DPEP Phase-II Districts

District	No. of Bridge Course Center	No. of Learners
Uttar Dinajpur	91	2275
Jalpaiguri	111	2756
Malda *	222 (approved)	
Purulia	1	32
Dakshin Dinajpur	107	1552
<b>Total</b>	<b>532</b>	<b>6615</b>

- \* The centers are approved. However, due to Assembly election in the state, the centers have not yet started.

#### Mainstreaming

- After the completion of the term in Bridge Course, the children completing the programme need to be mainstreamed into formal schools. This is done in a ceremonial way, which would also encourage the child to continue his/her further schooling. A date is fixed for the day of mainstreaming and the children to be mainstreamed are brought to the school in a ceremonial way. VEC members, MTA members, local people, etc. are being requested to participate in this programme.

## Mainstreaming Status Of Bridge Course In DPEP-II Districts During 2004-05

District	Total Learners	No. Of Learners Mainstreamed	Formal School		Ssk (Pry)	Ssp (Pry)	Msk* (U.P)	Rmv* (U.P)	Total (Pry)	Total* (Up)
			Primary	Upper Primary*						
U. Dinajpur	9683	8733	2954	917	2270	452	611	1529	5676	3057
Jalpaiguri	2999	2181	708	229	580	129	153	382	1417	764
Malda	42625	34100	16082	8505	5274	809	3278	152	22165	11935
Purulia	0	0	0	0	0	0	0	0	0	0
D. Dinajpur	1915	1646	428	154	375	267	134	288	1070	576
<b>Total</b>	<b>57222</b>	<b>46660</b>	<b>20172</b>	<b>9805</b>	<b>8499</b>	<b>1657</b>	<b>4176</b>	<b>2351</b>	<b>30328</b>	<b>16332</b>

N.B: The learners of class IV have been promoted to Class V through mainstreaming in formal upper primary school/ MSK and through Bridge Course to RMV at the Class-VI

The following measures have been undertaken for mainstreaming the children:

- Continuation of Shiksha Sebi as supportive hand within the Classroom of Formal School.
- Remedial coaching is provided after school hours if needed.
- VEC / SMC members are involved in the remedial coaching centres.
- Remedial coaching is continued for 1 year for effective retention.
- **Child Tracking:** The child brought within the premises of the school is not all about enrollment or retention. A constant monitoring of the child's progress is required to ensure quality education. The responsibility of monitoring is to be shared by both the school as well as the community. The teacher has to include co-curricular activities and also ensure that the teaching learning process is stress-free and joyful. While the role of teacher is most vital in the process of monitoring, the community (VEC / WEC members, MTA, SMC) provides additional support in the form of ensuring regular attendance as well as maintaining a constant liaison with the parents and the teachers.

**(4) Status of Dropout Rate – Social category wise. Effectiveness of measures for reduction of dropout ratio:**

**Table 6:  
Achievement in reduction of total Dropout rate in DPEP Phase-II districts**

District	Drop-out Rate in 2004
Dakshin Dinajpur	23.37%
Jalpaiguri	17.75%
Maldah	36.65%
Puruliya	29.30%
Uttar Dinajpur	42.33%

*Source: Cohort 2004*

**Table 6-A**  
**Social Category wise Drop-Out Rate**

Sl. No.	Name of the District	Overall Drop Out Status (In %) for SCs			Overall Drop Out Status (In %) for STs			Overall Drop Out Status (In %) for Others		
		B	G	T	B	G	T	B	G	T
1	Dakshin Dinajpur	23.42	24.35	23.86	26.77	25.43	26.17	22.75	20.86	21.82
2	Jalpaiguri	13.42	11.91	12.69	27.25	25.10	26.29	19.42	17.75	18.361
3	Malda	33.90	33.03	33.49	39.66	38.33	39.04	38.83	35.64	37.29
4	Purulia	25.97	34.92	29.98	29.93	31.99	30.86	27.28	29.80	28.46
5	Uttar Dinajpur	32.97	35.64	34.12	42.27	47.61	44.51	47.85	46.77	47.35

*Source: Cohort 2004*

- The measures under Research activities have already been taken up to find out the cause behind the dropout of the learners in selected areas.
- Retention drives simultaneously taken up in the areas where the dropout scenario is relatively high.
- Activity-based / child oriented classroom transaction introduced.
- Integrated Learning Improvement Programme continued at school / VEC level based on whole school approach to address the dropout.
- Provision of child-friendly elements in school and girls' toilet, the other measures for addressing dropout.
- Teacher-community relationship through VEC and MTA being strengthened to monitor the enrolment and pursuing their education.
- Media campaign being continued to gear up the enrolment scenario and to check the dropouts.
- Some academically interested person trying to highlight the problem of dropout children through using folk media and others.
- Resource teachers (RTs) engaged at CLRC / CRC level to monitor the drop-out scenario in the locality in collaboration with the community leaders.

**(B) Learning and Quality**

**(1) Strategies for improvement and evidence of progress in achievement level of primary grade students:**

For improving the achievement level of primary grade students, the Teachers' Training issue has been immensely emphasized in all respects. Therefore, a number of subjects such as English, School Health, New Pedagogical Concepts, Syllabus & Curriculum, Orientation on Teaching Learning Materials, Issues of Girls', Education and Inclusive Education have been brought to the major Teachers' Training Programme.

Apart from the general teachers' training on different subjects, a child centric Quality-Learning Improvement Programme in the name of 'Sammanwita Sikhan Unnayane Uttaran' has been taken up through vertical and horizontal expansion by adopting the academic essence of the previous "Integrated Learning Improvement Programme (ILIP)".

**Training Programmes to be Implemented Jointly by WBBPE For DPEP 2006-07**

1) **Primary Level:**

**In- Service Teachers Training (Duration 10 Days)**

Sl. No.	Time	Training Module	Days
1.	June '06 to August '06	All Teachers Training On "Samanwita Sikhon Unnyanae Uttaran"	3
2.	September '06 to October '06	IED	2
3.	November '06 to December '06	TLM Preparation to use	2
4.	January '07 to February '07	Physical Education	3
<b>Total Days of Training</b>			<b>10</b>
5.	June '06 to August '06	Residual of English and Health Training	4

**Newly Recruited Teachers Training Including Para teacher**

**Duration –20 Days**

Sl. No.	Time	Training Module	Days
1.	June '06 to August '06	All Teachers Training On "Samanwita Sikhon Unnyanae Uttaran"	3
2.	DO	English	4
3.	September '06	Gender Issues	2
4.	September '06 to October '06	IED	2
5.	November '06 to December '06	TLM Preparation and Use	2
6.	December '06 to January '07	Evaluation	4
7.	January '07 to Feb '07	Physical Education	3
<b>Total Days of Training</b>			<b>20</b>

**Evidence of Progress in achievement level of Primary grade students:**

Due to 14<sup>th</sup> Assembly election the sample study on progress in achievement level of primary grade student could not be done except Jalpaiguri district. Therefore the scenario of the Jalpaiguri district is given below for 2005-06:

**Class I  
Performance in Language**

Name of the Examination	% of students obtaining grade			
	Grade A	Grade B	Grade C	Grade D,E
<i>BAS</i>	9.08	17.43	22.93	50.54
<i>Mid Term</i>	18.20	18.42	22.54	39.33
<i>Final</i>	26.00	26.40	15.60	32.00

### Performance in Mathematics

Name of the Examination	% of students obtaining grade			
	Grade A	Grade B	Grade C	Grade D,E
<i>BAS</i>	24.86	23.60	19.20	30.23
<i>Mid Term</i>	25.84	27.15	22.04	24.94
<i>Final</i>	40.63	21.91	14.74	22.70

### Performance in EVS

Name of the Examination	% of students obtaining grade			
	Grade A	Grade B	Grade C	Grade D,E
<i>BAS</i>	13.39	21.61	28.09	36.90
<i>Mid Term</i>	23.48	27.65	25.64	27.86
<i>Final</i>	14.74	35.45	32.27	17.52

### Class II

#### Performance in Language

Name of the Examination	% of students obtaining grade			
	Grade A	Grade B	Grade C	Grade D,E
<i>BAS</i>	10.97	28.35	40.85	19.81
<i>Mid Term</i>	14.71	26.26	24.86	34.15
<i>Final</i>	20.68	30.65	20.68	27.96

### Performance in Mathematics

Name of the Examination	% of students obtaining grade			
	Grade A	Grade B	Grade C	Grade D,E
<i>BAS</i>	10.20	19.72	21.90	48.05
<i>Mid Term</i>	22.60	29.00	26.20	22.10
<i>Final</i>	42.38	32.61	16.55	8.44

### Performance in EVS

Name of the Examination	% of students obtaining grade			
	Grade A	Grade B	Grade C	Grade D,E
<i>BAS</i>	9.85	33.04	25.21	31.88
<i>Mid Term</i>	17.90	27.15	35.96	18.97
<i>Final</i>	30.45	42.10	9.77	17.60

## (2) Progress in institutionalizing pupil evaluation systems:

Continuous Comprehensive Evaluation has been introduced in all primary schools. Three terminal evaluations are being conducted. Moreover, two State level External Examination which is called as Diagnostic Achievement Test (DAT) are being taken at the end of Class-II and Class-IV. It is to be noted that all SSKs are also evaluated by DAT.

**(3) Measures taken to enhance the effectiveness of teachers' training in the light of evaluation of teacher training, if any conducted by the State**

District level monitoring team like District Quality Management Team (DQMT), District Resource Group (DRG) etc. at CLRC and CRC level are being activated to enhance the effectiveness of teachers training and a system has been developed to have feedback for improvement in future. Other than these & external independent institution like Institution of Development Studies, Kolkata (IDSK) has been entrusted to evaluate the status of teachers training in our state. The report has been received recently.

**(4) Measures to enhance learning outcomes in the alternative schooling systems and how learning outcomes are monitored at various levels**

- ❖ The course curriculum from Class-I to Class-IV, Text Book, Evaluation system etc. for the learners of SSKs and SSPs are similar to those as provided for the learners in formal primary schools.
- ❖ The external evaluation system (Diagnostic Achievement Test) at the end of Class-II and Class-IV is introduced for SSKs and SSPs learners.
- ❖ The experience of retired formal teacher or the school inspector are usually shared during the training of the Sahayikas of SSKs and SSPs
- ❖ For Bridge Course Center (AIE Type) the context specific Bridge Course resource material for Class-I to Class-IV were already developed at state level and subsequently took up the approval of WBBPE for running the Bridge Course Center.
- ❖ Conducting of workshops for orientation of bridge course instructors.

**Monitoring of Learning Outcomes:** Learning being a continuous process requires constant monitoring so as to ensure that there is no 'competency gap' in any form among the students. To identify the desired class specific competency, regular evaluation is necessary. However, if the teacher finds any competency gap among the students, the same may be filled up through remedial teaching.

The two phase monitoring will consist of 2 levels, i.e. at Community level and the other through classroom transaction. Monitoring at community levels will be done by the members of VEC / WEC and parents / guardians, while in classroom monitoring, the entire thrust will be on the teachers. The teacher will determine the eligibility of the students based on their performance in the final examination. Then a meeting of VEC / WEC is called and decision is taken regarding promotion of these children to the next higher class in the presence of the teacher and the community. It will also be decided in the same meeting on the issue of enrolling the above children in the formal school. A particular date is decided for enrolling these children in the formal school.



(C) **Institutional capacity building and programme implementation**

(1) **Measures taken for utilization of unused fund:**

- \* 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.

(2) **Measures taken for timely fund flow:**

- \* 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.

(3) **Sustainability issues for projects closing shortly:**

- \* DPEP Phase-II Project was initiated in the backward districts of West Bengal having concentration of SC/ST/Minority population and needs further focus by extending the scheme for at least another year (up to 31-03-2008)
- \* Since the project is proposed to be closed shortly and MHRD has also introduced SSA programme simultaneously in these DPEP districts also, it is obvious that the outcome and effect of this project will devolve into the activities being introduced through SSA and as such it is being integrated one and suitably dovetailed to achieve maximum outcome in future days.

(4) **Status of audit reports and compliance:**

- \* Audit of Accounts of the project upto 2004-05 has since been completed and submitted to Govt. of India along with the Annual Reports of the concerned years separately. Observations of the audit have always been complied with ceremoniously at all levels.

- \* Concerned district authorities have also submitted their views from time to time regarding the compliance of the audit observations against their respective districts.
- \* In many cases audit raised query against outstanding advances, which are of continuous nature and will be adjusted in due course. However, the audit of the financial year 2005-06 is yet to be completed.

(5) **Measures taken for improving quality of DISE data:**

- ❖ Manual cross checking of DISE data at the Circle as well as at the district level before computerization of the same has been introduced.
- ❖ Thorough checking of DISE data after computerization has been initiated in all districts. To serve the said purpose a consistency script has been developed at the SPO level and delivered to the district MIS Cells by which the district MIS personnel runs the Oracle queries and gets the errors in data entry and rectifies the data matching with the data actually submitted by the teachers. If any error in data entry is found at the district level, that is rectified.
- ❖ Since last year an initiative has been taken up through school visit programme in some districts for sample checking of DISE data.