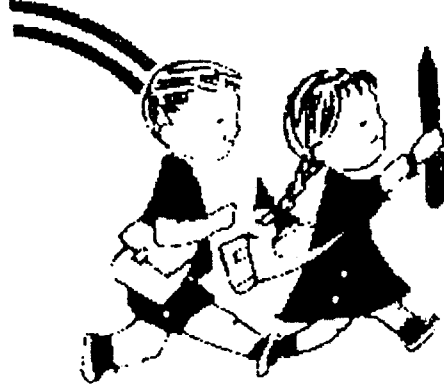


DPEP



जिला प्राथमिक शिक्षा कार्यक्रम
DISTRICT PRIMARY EDUCATION PROGRAMME

Part 4 (Vol. II)

Supplementary Documentation

*This report should be read with the documents,
Progress Overview Report (Part 1), State Reports (Part 2),
State Specific Information on Mission Objectives (Part 3)
and
also Vol. I of Supplementary Documentation (Part 4)*

15th Joint Review Mission

(April-May, 2002)

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BIHAR

LEARNING, COMPLETION AND QUALITY

Objective -1

Strategies adopted to improve retention and completion rates:

- Empowerment of teachers through in-service training, Ujala 1 for 10 days, Ujala 2 for 10 days, Subject Specific Training for 5 days and one day monthly recurrent training at CRC. 5 days CRCC training, 5 days BRC R Ps. training and 5 days training for the BRCC.
- 40 titles of MLL based text books developed enabling teachers to make classroom transactions child centred and activity based.
- Children belonging to focus group (all girl children, SC/ST boys) are being provided free text books resulting into improved participation of the children from the focus group.
- TLMs are being developed and used in the classroom transactions by the teachers and the students.
- Group learning and self learning are being encouraged.
- Enrolment drive with the help of teachers, community and the children. VEC has played very effective role in enrolment as well as retention.
- Vidyalaya Shiksha Samiti Act passed and VSS authorised to supervise the activities conducted in the schools and exercise control over teachers attendance.
- Under State Panchayati Raj Act, the Gram Panchayat has been delegated sufficient power to control elementary schools effectively.
- In the absence of teachers the classrooms are being engaged by the educated youth, retired persons from the community.
- On the spot academic support provided by CRCC and members of the CRG.
- Above measures have helped in improving the overall completion rate. In comparison to data of 1996 overall completion rate has gone from 26% to 34%, for girls from 24 to 33% and for SC from 24 to 30%.

2. **Repetition :**

- State of Bihar has no detention policy in primary classes. However, only those children whose parents do not want their ward to be promoted, or the children who do not appear at the annual examination are being retained in the same class and they are coming in the category of Repeaters.
- To ensure that the quality is not compromised due to repetition teacher are providing remedial teaching.

3. **Evaluation:**

- Concept of Continuous and Comprehensive Evaluation given to all teachers through In-service training (Ujala-1,2)/ BRC RP's Reflection meetings/CRC meetings.
- Workshops conducted on methodology and process of Evaluation.
- Orientation of teachers, BRC RPs and DIET faculty members on Evaluation and preparation of question papers for conducting annual evaluation.
- Preparation of Question Papers at District Level with Teachers/BRC RPs/ DIET faculty members.
- Result of Evaluation provides information for improving training inputs at BRCs/ CRCs and also taking effective measures for the improvement of classroom transactions.
- Also helps in identifying the weaknesses of teachers and planning subject specific training for them.

4. **Quality Goals:**

- To raise average achievement levels by at least 25% over measured baseline levels and ensure achievement of basic literacy and numeracy competencies and a minimum of 40% achievement levels in other competencies by all Primary School children.
- Child centred Activity based enjoyable Text books have been developed and teachers oriented to use them.

- Teachers were provided Ujala-1 and Ujala-2 training 10 days each. Refresher Course training was also given to BRC Resource Persons at SCERT, and CRCCs were given 5 days training at DIET.
- Workshops on TLM preparation were organised at State and District/BRC/CRC level.
- Activity Bank - like “Seekhna Aasan Hai” was developed and distributed among all BRCs, CRCs and Schools.
- A news letter ‘PAHAL’ was introduced under the Distance Education Programme with a view to keep teachers abreast with the development of innovative activities in the field of pedagogy, a copy of it was made available to all the schools through CRCs. It is to be issued in series.
- Experience of Ujala-1,2 revealed that there was need for subject-specific training and modules (UTKARSH) for these training in 3 subjects developed and training on them started.
- Target given under DPEP was very much optimistic. However, through more intensive interventions, close monitoring and evaluation things will be are likely to improve.

5. Management and Deployment of Teachers.

- Management and Deployment of teachers are primarily looked after by Education Department. However at the initiatives of the BSPP the following major decisions have been taken by Govt. of Bihar ;
- Teachers were deployed in proportion to the pupil teacher ratio as far as possible. All single teacher schools were made double teacher schools. All zero teacher schools were given atleast one teacher.
- Based on the experiences obtained from successful functioning of the VEC in the project districts and an act played by the VEC, Vidyalaya Shiksha Samiti (VSS) Act has been passed by the legislature of the state. The VSS has been given power to supervise the attendance of teachers as well as students and teachers shall receive their salaries only on the basis of absentee statement given by the VSS.

- The existing transfer policy has been drastically changed by bringing about the transfer rule for elementary teachers. Now every teacher has to be placed within the distance of 5 Kms from his/her home but not inside their own Panchayat.
- Bihar State Panchayati Raj Act also has been passed and it is being implemented. Gram Panchayat has been given enormous power to supervise and manage elementary schools.
- 1783 new primary schools were opened under DPEP and against them 3566 teachers unit were sanctioned by the Government. 804 regular teachers have been posted by the Education Department, placement against the vacant posts is under the process. However keeping in view the likely delay in appointment of regular teachers 1803 Sahyogi Teachers were appointed by the VEC on the honorarium of Rs. 1000/- per month purely on a temporary basis with the condition that the services of Sahyogi teachers shall be dispensed with no sooner a regular teacher is posted there.

6. Evidence sharing of Teacher-Pupil attendance.

- As per Report of SAMIS, Gaya it is revealed that average attendance of Class I to V children is around 66% and that of girls is equal to boys in Class I but decreases gradually in higher classes.
- Due to involvement of communiy, Panchayat and VEC in the management of Elementary Education System, the attendance of the teachers and the studetns are showing positve trend.
- The new transfer rule for elementary teacher is being implemented by end of June, 2002 which will enable all teachers to be placed in their home block within the distance of 5 Kms. from their home.. It will also result into reducing the teachers' absenteeism
- A letter has been issued by the Chief Secretary, Govt. of Bihar to all the District Magistrates not to use teachers in non academic jobs except Census and Elections.

7. Low achievement.

- Data emerging from BAS and MAS indicate that the children belonging to focus group i.e. girl children and SC/ST boys have shown considerable improvement in their performance in language as well as maths.
- There has been an overall improvement of 14% in the performance of girls, 9% in that of boys. Overall genderwise and areawise difference on achievement was less than 5% in both language and maths.
- Details could be seen in the comparative figure given below ;

Grade	Subject	Boys	Girls	Total	SC
I	Language	10.76	14.70	14.25	25.54*
II	Maths	18.46	20.29	20.80	26.93*
III	Language	4.46	4.77	4.65	12.20
IV	Maths	7.30	7.46	7.72	7.37

* Includes ST.

8. Trends in Learning Achievement.

- Data related to MIS, BAS - MAS show definite improvement in learning achievement.
- There has been an overall improvement of 14% in the performance of girls, 9% in that of boys. Overall genderwise and areawise difference on achievement was less than 5% in both language and maths.
- BAS and MAS figures suggest more improvement in Class-I in comparison to those of Class-IV. This may be due to the Ujala-I training meant for classes I and II provided to all teachers whereas Ujala 2 training meant for Classes III to V could not be provided to all prior to MAS.
- By now every teacher has been provided Ujala-1,2 training, in the final assessment things will show improvement.
- A workshop was held at Bettiah on Quality Monitoring, formats were developed and sent to districts, 4 pilot schools have been chosen in every district for the purpose.

- As the latest intervention, need based Subject-Specific training modules were developed and training started.
- Academic support to schools by BRC RPs and CRCCs.

9. School - Community/VEC-linkages.

- Efforts for increasing enrolment, retention and achievement level of children.
- Monitoring by VEC for the purpose of ensuring regular attendance of students in schools.
- Participation in school management.
- Constitution of Mata Samiti for ALS and ECE centres and Mahila Samooths for MS.
- Now “Vidyalaya Shiksha Samiti Act, 2000” is being implemented in all districts.
- “Vidyalaya Shiksha Samiti” shall function as a unit of the Sukh Suvidha Samiti of Gram Panchayat.
- Community support for the development of schools.

Processes adopted

- One day Orientation training of VEC.
- 5 days’ training of VEC members
- Microplanning
- Quarterly Reflection-cum-Workshop with VEC President & Secretary at Block Level.
- Training-cum-Workshop with Mukhias (PRI) at Block Level.

Difficulties identified

- Yearly one day Orientation and 5 days training in the project period and Microplanning (Lok Chetna) insufficient for VEC members’ Capacity building/motivation and their involvement in schools.

Resultant changes brought about

- Monthly Orientation of VEC members
- 15 days Microplanning exercises reduced to 5 days period resulting in an access to a greater number of VECs/villages.

Perceived benefits

- VEC started sitting once in a month regularly.
- Quarterly meetings of VEC with Parents and Community started.
- Started reviewing status of enrolment, retention & quality, regular attendance, participation in school management, resulting in all out efforts for school development.

10. Impact of CRCs and BRCs

- Classroom transactions improved. Participation of students is more evident. TLM being developed and used by teachers and students.
- The class room for class I and II children converted into Ananddai Kaksha, improving physical surroundings.
- Helped in empowering teachers in the field of pedagogy, as well as individual difficulties related to hard spots.
- Improved community support in the management of schools and linkages between teachers and the community.



IED Interventions

- **All teachers sensitised through Ujala-I & II training module.**
- **All CRCC provided 3 days training for conducting survey and providing accessory support.**
- **38 teachers have been provided 45 days Foundation Course Training for IED Resource Teachers.**
- **36 teachers are undergoing 45 days Foundation Course Training which commenced in March 2002.**
- **Assessment camps held in all the project districts for orthopaedically handicapped children with the help of AKIMCO, Kanpur.**
- **Aids and Appliances procured through ALIMCO, Kanpur have been distributed among 1265 orthopaedically handicapped children.**
- **Assessment camps were held in all the project districts in the month of March 2002 for hearing and visually impaired children.**
- **In the Perspective Plan no target was fixed for IED. However, four blocks in each project districts have been covered under IED.
It is being planned to extend the coverage to at least four additional blocks in each project district in 2002-03.**
- **The new school building has been designed in such a way that a ramps is provided in each new school.**
- **It is also being planned to construct ramps in the existing school buildings wherever required. Out of School Development Grant made available to VEC.**

PLANNING, MANAGEMENT AND SUPERVISION

Objective -3

Capacity building of Personnel/Institutional strengthening

Quarterly and monthly Reflection cum Planning meetings at the state and district level regular sharing orients the programme personnel about the good practices, hazards and obstacles in the implementation of the programme and enlightens them on the strategies to be adopted to handle specific situations.

- Programme personnel are sent to different states on study tours.
- Need-based specific trainings are organised at the state level, district level, BRC and CRC level.
- Computer personnel trained on use of various packages consolidation of data and analysis.

Monitoring and Supervision

- Monthly Reflection Meetings are held at the State/District/BRC/CRC and VEC level. CRC level performance is monitored at BRC level, and BRC level performance is monitored at DIET/DLO level. Monthly RPM is held at the state level.
- Weekly meetings of the district task force of the programme personnel and DPC are held at the district level.
- Monthly physical progress report on Key indicators are collected at state level.
- MIS, PMIS and PMIS data are regularly updated and analysed and discussed at various levels. Appropriate steps are taken to overcome shortcomings
- Continuous efforts for strengthening are of CRCs, BRC as an institution is being made and given training from time to time to monitor programme implementation and evaluate the progress. School level progress are monitored at the CRC level and support provided as needed.

Microplanning

- Micro Planning process was undertaken in all districts. The districts used this tool at village, school, CRC BRC and district levels. Data collected from microplanning are used and shared at different levels. Children of difficult circumstances, identified through the microplanning were prepared and motivated to attend alternative school like Apna and Angana Vidyalaya.
- VEC/VSS members specially of disadvantaged groups were trained to coordinate, participate and involve in microplanning processes. During the process, they get empowered and provide effective leadership.
- During microplanning exercise, village level educational plans were prepared and these plans were shared at CRC/BRC level meetings and trainings through trainers and motivations. Consequently it became part of Annual Work Plan and Budget of the district. New interventions and strategies were prepared.

Role of S.C.E.R.T.

- Text books developed for ALS by SCERT.
- Training modules for BRC RPs and BRCCs and CRCCs developed by SCERT.
- Active participation was ensured in the development of Ujala I and II training modules.
- SCERT played an important role in development of MLL based text books.
- Training programme conducted for BRC RPs and BRCCs.

Role of DIETs

- 5 days training to CRCCs provided at DIET.
- 3 days training on I.Ed. module was also transacted at DIET.
- Question papers for conducting annual evaluation are prepared at DIET level.
- Monthly meetings at BRC are attended by DIET faculty.
- Monthly meeting of BRCC is held at DIET level.

Role of S.I.E.M.A.T.

- Training on educational management given to all DSEs/BEEOs of DPEF districts.
- Training on financial management was given to DSEs.
- Conducted Seminars.
- Carried out Research work on various issues related to the project.
- Brings out quarterly magazines.



Objective-4 : Sustainability

GOB is committed to sustain the following DPEP intervention/ activities even after the project period i.e. 31.03.2003.

- Block Resource Centres and residential training of teachers .
- Cluster Resource Centres and one day training of teachers.
- ECE centres through absorption in ICDS of Welfare Department.
- Absorption of ALS centres in NFEs of Mass Education.
- SIEMAT, Patna.
- Teachers appointed for primary schools opened under DPEP

2: According to World Bank's estimate "sustaining project activities following project completion in March 2003 will require incremental expenditure estimated at Rs.49.6 crores" (Ref. Para 20 of PAD) . In the context of Bihar (excluding Jharkhand) this estimated amount will come to Rs.33.6 crores approximately .

3: Sustainability report including modalities for ensuring post-project sustainability is to be prepared by GOB and discussed with the 15th JRM .

4: BSPP would like to refer to the following :

- BRCs including residential training of teachers at BRCs and CRCs including one day training of teachers at CRCs will continue under Sarva Shiksha Abhiyan after the project period.
- ALS centres may be replaced by Alternative & Innovative Centres and EGS wherever required after project period.
- Sustainability of SIEMAT after project period is under consideration of GOB.

CIVIL WORKS - PHYSICAL STATUS for JRM April 2002

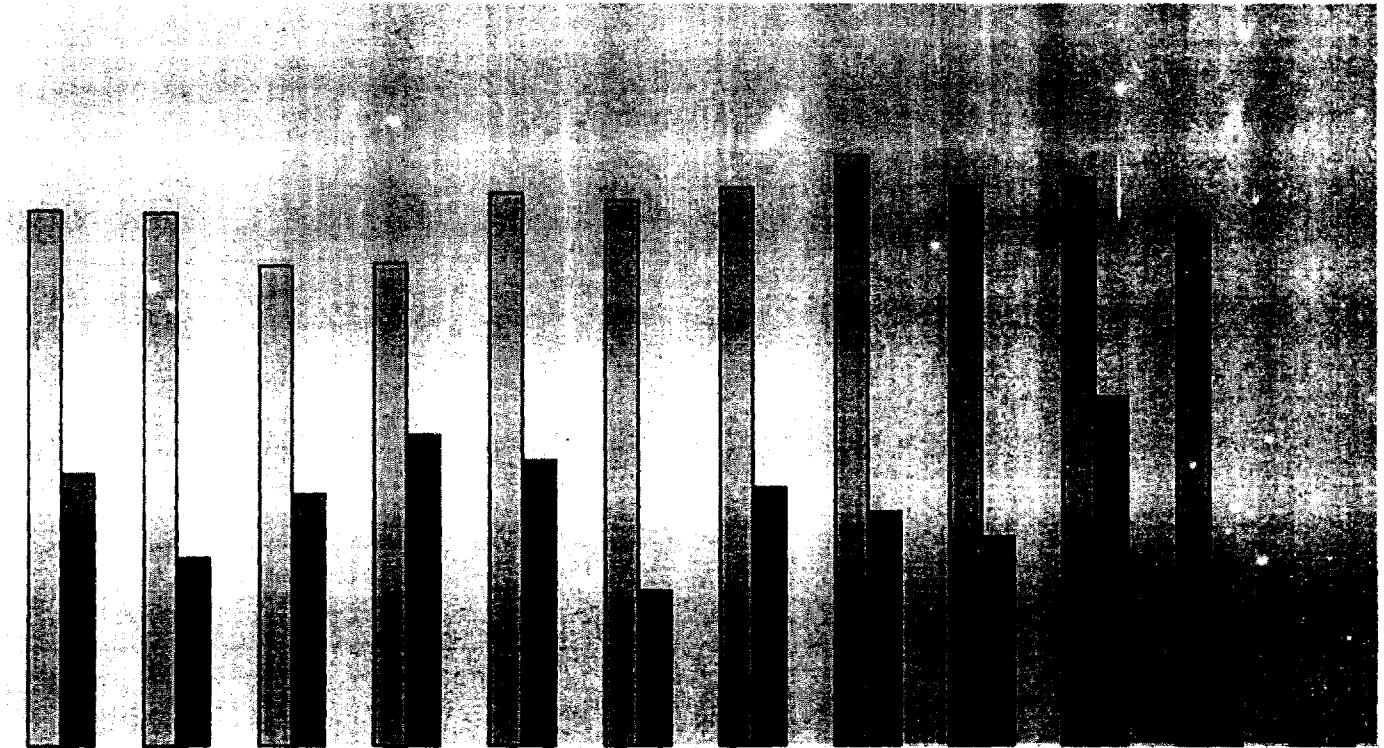
Name of the State : Bihar

Physical Status

S.N o.	ITEM	TOTAL TARGET	Target up to 1997 - 1998	Completed	In Progress (Incl. Spill over)	Target up to 1998 - 1999 Incl. Spill over	Completed	In Progress (Incl. Spill over)	Target up to 1999- 2000 (Incl. Spill over)	Completed	In Progress (Incl. Spill Over)	Target up to 2000- 2001 (Incl. Spill over)	Completed	In Progress (Incl. Spill Over)	Target up to 2001- 2002 (Incl. Spill over)	Completed	In Progress (Incl. Spill Over)
1	BRCs	139				136	4	119	137	34	98	139	80	59	140	108	32
2	CRCs	1104	45		45	230	17	112	625	22	276	794	192	442	1104	643	397
3	New School Bldg.	1538										387	4	83	502	62	258
4	Existing Schools	443							86	11	12	52	23	14	443	56	101
5	Addl. Classrooms	1652	20		20	160	1	67	352	14	80	425	74	235	952	364	641
6	Toilets	4510										1001	92	263	1195	500	452
7	Drinking Water	5167										763	128	3	824	394	71
8	PTEC as BRC	8				11			11			6		2	4		2
9	Rehabilitation	350												0	20		5
10	Mahila Field Centre	8										1		1	5	1	1
11	Mahila Kutir	179													27	7	17
12	Repairs														71		1
13	MIS centres																
14	SCERT/SIEMAT																
15	DIETs																
16	Urinals	1693													40	21	2
17	Any other																
18	Child Friendly Element														77	33	24
	GRAND TOTAL	16791	65		65	537	22	298	1211	81	466	3568	593	1102	5404	2189	2004

EFC VS EXPENDITURE IN CIVIL WORKS

☐ EFC COST ■ EXPENDITURE



	ROHTAS	WEST CHAMPARA N	MUZAFF ARPUR	SITAMAR HI	BHOJPUR	VAISHAL I	GAYA	PURNEA	MUNGER	BHAGAL PUR	DARBHA NGA	STATE LEVEL OFFICE
☐ EFC COST	863.50	860.00	775.00	780.00	892.00	880.00	900.25	952.53	903.38	915.90	860.00	45.41
■ EXPENDITURE	441.70	302.16	406.53	502.30	462.24	249.84	418.75	378.44	335.77	564.85	167.79	0.37

ACHIEVEMENTS - HIGHLIGHTS

- Formation of VECs : 98%
 - Target : 25244
 - Achievement : 24856
- Operationalization of BRCs : 100%
 - Target : 152
 - Achievement : 152
- Operationalization of CRC : 100%
 - Target : 1855
 - Achievement : 1855

- Development of Text Books : 83%
 - Target : 48
 - Achievement : 40
- Development of Training Module : 100%
 - Target : 3
 - Achievement : 5
- Opening of New Schools : 71%
 - Target : 1783
 - Achievement : 1273

- Appointment of Teacher (Sahyogi & Regular) : 73%
 - Target : 3566
 - Achievement : 2607
- Opening of ECE Centres : 100%+
 - Target : 5330
 - Achievement : 2975
- Opening of ALS Centres : 56%
 - Target : 5330
 - Achievement : 2975

CIVIL WORKS

- Construction of BRC : 75%
 - Target : 139
 - Achievement : 104

- Construction of CRC : 58%
 - Target : 1104
 - Achievement : 643

- NB : All construction through Community Construction Process. No Contractor.

Involving Community in the process: Capacity Building of Community Members takes time.

BRC (i.e. comparatively bigger construction) was taken in the first phase.

Construction of CRC was taken in the second phase.

Full target will be achieved by March'2003.

ENROLMENT (I-V)

- General Enrolment : 3.3% increase over 96-97
 - 1996-97 : 3692603
 - 2000-02 : 3814621
- SC Enrolment : 5.2% increase over 96-97
 - 1996-97 : 638075
 - 2000-01 : 671169
- Girls Enrolment : 11% increase over 96-97
 - 1996-97 : 1412571
 - 2000-01 : 1566375

BIHAR EDUCATION PROJECT (DPEP-III)
PHYSICAL & FINANCIAL PROGRESS OVERVIEW
PHYSICAL TARGET & ACHIEVEMENT (DPEP-Bihar)

As On February - 2002

Sl. No.	Description	Project Target	Target upto 31.03.01	Achiev. Upto 31.03.01	% w.r.t. 31.03.01	% w.r.t. Project Target	Target for the Year 2001-02 (Revised)	Ach. Till February Against AWP&B 2001-02	% age Achievement against AWP&B 2001-02	Ach. Against Project Target	% Ach. against Project Target
A	B	C	D	E	F	G	H	I	J	K=E+I	L
1	Alternative Schooling										
a	Apna Vidyalaya	2370	1233	1235	100.16	52.11	139	139	100%	1374	58%
b	Angana Vidyalaya	2960	1056	1025	97.06	34.63	575	576	100%	1601	54%
	TOTAL	5330	2289	2260	98.73	42.40	714	715	100%	2975	56%
2	Early Child Education										
	ECE Centre	555	608	599	98.52	107.93	168	166	99%	765	138%
3	Civil Works										
a	Block Resource Centre	139	139	80	57.55	57.55	59	24	41%	104	75%
b	Cluster Resource Centre	1104	762	247	32.41	22.37	740	396	54%	643	58%
c	Additional Classroom	1652	498	107	21.49	6.48	871	257	30%	364	22%
d	New School Building	1538	352	2	0.57	0.13	480	60	13%	62	4%
e	Buildingless School	443	68	34	50.00	7.67	158	22	14%	56	13%
f	Toilet	4510	1049	152	14.49	3.37	1160	348	30%	500	11%
g	Drinking Water	5167	734	172	23.43	3.33	775	222	29%	394	8%
h	Mahila Kutir	179	23	0	0.00	0.00	27	7	26%	7	4%
4	Village Education Committee										
a	VEC Formation	25244	25244	24851	98.44	98.44	463	5	1%	24856	98%
b	1 day Orientation Trg	NA	34222	24300	71.01	NA	21754	27807	128%	52107	NA
c	5 day Training	25244	11005	5660	51.43	22.42	5221	3092	59%	8752	35%
d	Micro Planning	22050	3603	2357	65.42	10.69	5896	3916	66%	6273	28%
e	VEC grant	122932	71955	48828	67.86	39.72	48722	24285	50%	73113	59%
5	Training										
a	Ujala - I	123326	71582	65437	91.42	53.06	6141	3019	49%	68456	56%
b	Ujala - II	219526	59195	29050	49.08	13.23	35326	20027	57%	49077	22%
c	5 days Sub. Spec. Trg.	NA	NA	NA	NA	NA	8864	1403	16%	NA	NA
6	Primary Formal Schooling										
a	Opening of New Schools	1783	1783	994	55.75	55.75	789	279	35%	1273	71%
b	No. of Sahyogi Teacher	NA	3566	1554	43.58	NA	1976	249	13%	1803	NA
c	No. of Regular Teacher	3566	3566					804		804	
d	No. of TLM Grants	342852	167230	86370	51.65	25.19	64235	33089	52%	119459	35%
7	DISE *										
a	1997-98	11	11	11	100.00	100.00				11	100%
b	1998-99	11	11	11	100.00	100.00				11	100%
c	1999-2000	11	11	11	100.00	100.00				11	100%
d	2000-2001	11	11	11	100.00	100.00				11	100%
e	2001-02						11		0%		
8	Mahila Samakhya										
a	Mahila Samooch Trg.	1280	677	508	75.04	39.69	245	264	108%	772	60%
b	Jagjagi Centre	861	657	583	88.74	67.71	171	236	138%	819	95%
c	Baljagjagi Centre	580	473	414	87.53	71.38	135	161	119%	575	99%
FINANCIAL (Fig. In Lakhs)											
	Undivided Bihar**	65188.58	43476.45	15138.34	35%	23%					
	Reorganised Bihar***	43535.33	20515.58	10582.06	52%	24%	11962.65	4808.61	40%	15390.67	35%

* 11 districts covered under DISE

** Includes all 17 districts covering 27 revenue districts (Including Jharkhand)

*** Includes 11 districts covering 20 revenue districts.

(Fig. In Crore)

Total Fund Allotted:	216.69
Expenditure:	200.15
Balance:	16.54
Percentage of Exp.:	92%

BIHAR EDUCATION PROJECT COUNCIL, PATNA
DPEP - III

STATEMENT OF ALLOTMENT AND EXPENDITURE

As on 28-02-2002

Fig. in lacs

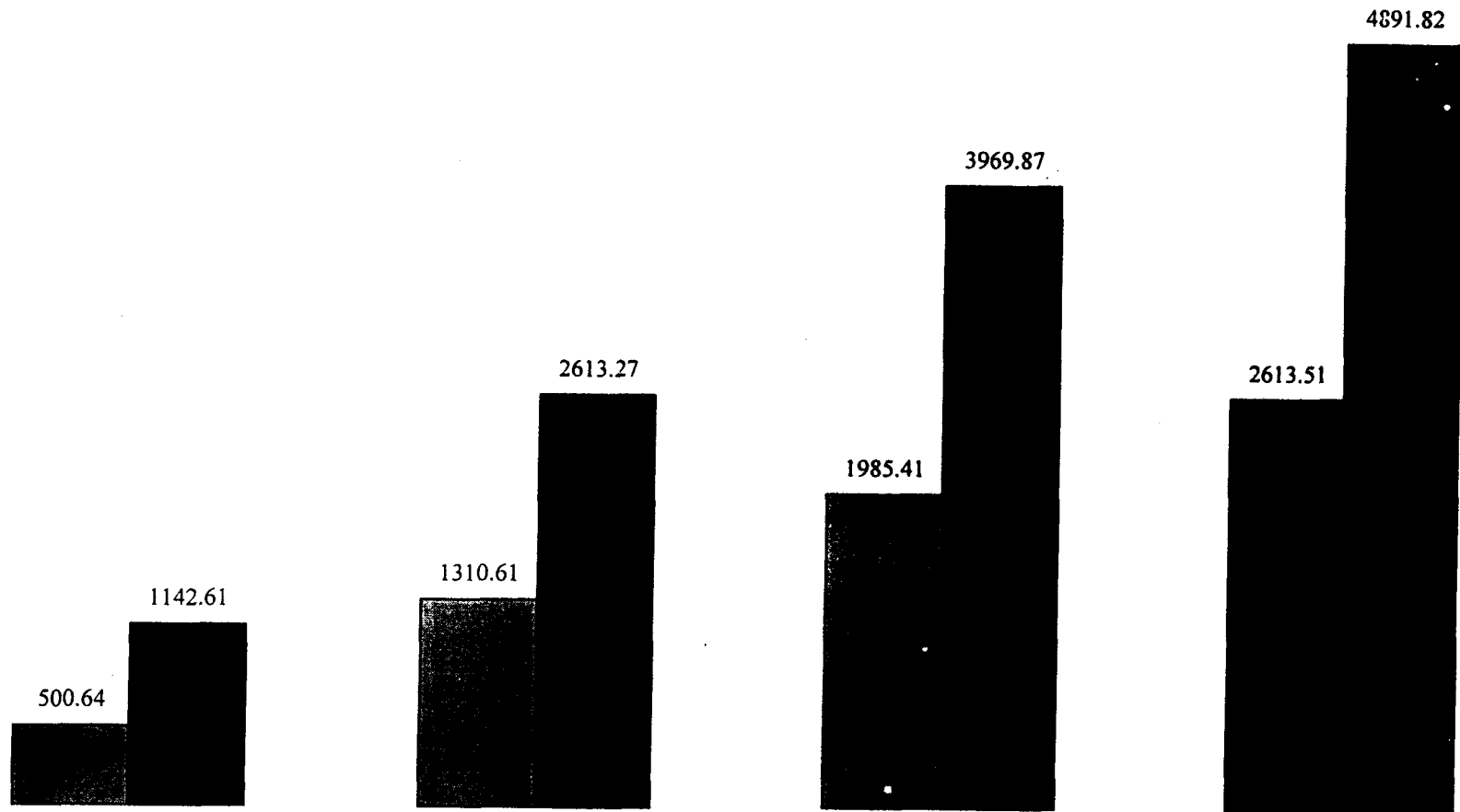
YEAR	AWP&B	OPENING BALANCE OF RESOURCES	RECEIPT DURING THE YEAR	TOTAL RESOURCES = col.(3)+col. (4)	CUMULATIVE EXPENDITURE	UNSPENT BALANCE	% AG OF EXPENDITURE AGAINST TOTAL RESOURCES	% AG OF EXPENDITURE AGAINST AWP&B	AUDIT			
									1	2	3	4
1997-1998	3198.00	0.00	3198.00	3198.00	358.03	2839.97	11%	11%	AUDITED	PERFORMANCE AUDIT FOR THE PERIOD OF 02-10- 1997 TO 31-03- 2000 COMPLETED. FINANCIAL AUDIT UPTO 31- 03-2001 DONE.	PROCUREMENT /FINANCIAL AUDIT FOR THE PERIOD OF 01-04-2000 TO 30-06-2000 COMPLETED	IS BEING DONE AT EVERY 3 MONTHS.
1998-1999	10235.751	2839.97	1408.77	4248.74	4765.50	-516.76	112%	47%	AUDITED			
1999-2000	16376.51	-516.76	7108.78	6592.02	5566.30	1025.72	84%	34%	AUDITED			
* 2000-2001	13666.191	1025.72	3342.15	4367.87	4448.51	-80.64	102%	33%	AUDITED			
2001-2002 **	11962.65	-80.64	6475.09	6394.45	4891.82	1502.63	77%	41%	UN-AUDITED			

* Based on ststement of expenditure received from District Level Offices

** Figure of 2001-2002 relate to only 11 DPEP Districts of reorganized Bihar

Comparasion of expenditure

■ 2000-2001 ■ 2001-2002



**RELEASE OF FUND BY FUNDING AGENCIES AND THEIR SHARE IN CUMULATIVE EXPENDITURE
AS ON 28-02-2002**

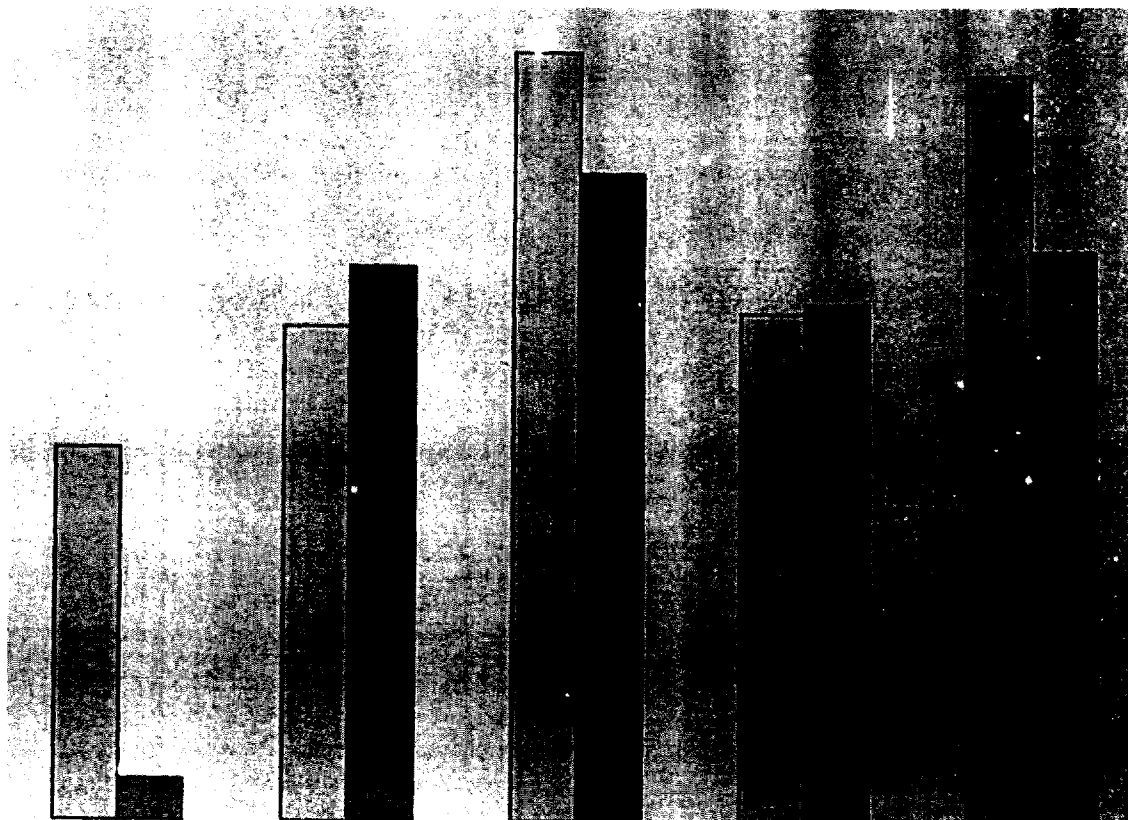
YEAR	AWP&B	OPENING BALANCE			RECEIPT DURING THE CURRENT FINANCIAL YEAR			TOTAL RESOURCES			CUMULATIVE EXPENDITURE			% OF EXPENDITURE AGAINST FUND RELEASE			UNSPENT BALANCE		
		G.O.I.	GOB	UNICEF	G.O.I.	GOB	UNICEF	G.O.I.	G.O.B.	UNICEF	G.O.I.	GOB	UNICEF	G.O.I.	G.O.B.	UNICEF	G.O.I.	G.O.B.	UNICEF
		1997-1998	3198.00	0.00	0.00	0.00	2717.95	480.05	0.00	2717.95	480.05	0.00	280.93	53.70	23.40	10%	11%	0%	2437.02
1998-1999	10235.751	2437.02	426.35	-23.40	1094.00	0.00	314.77	3531.02	426.35	291.37	3709.68	714.83	341.00	105%	168%	117%	-178.66	-288.48	-49.63
1999-2000	13433.75	-178.66	-288.48	-49.63	4000.00	2847.00	261.78	3821.34	2558.52	212.15	4387.18	834.95	344.17	115%	33%	162%	-565.84	1723.57	-132.02
2000-2001 *	16376.51	-565.84	1723.57	-132.02	2800.00	0.00	542.15	2234.16	1723.57	410.13	3604.87	667.28	176.36	161%	39%	43%	-1370.71	1056.30	233.77
2001-2002	11962.65	-1370.71	1056.30	233.77	5770.00	705.85	135.92	4399.29	1762.15	369.69	4025.82	733.77	132.23	92%	42%	36%	373.47	1028.37	237.46

Note:- Government of India's share of Rs 2500 lacs has been sanctioned vide letter no F.2-10/2001-DPEP-5/EGS-II. dated 19-12-2001 but yet to be receive by the BSPP.
Government of Bihar share of Rs 800 lacshas been sanctioned but yet to received.

COMPARASION OF RESORCES AND EXPENDITURE

□ RESOURCES ■ CUMULATIVE EXPENDITURE

FIG IN LACS



□ RESOURCES

■ CUMULATIVE EXPENDITURE

1
3198.00

358.03

2
4248.74

4765.50

3
6592.02

5566.30

4
4367.87

4448.51

5
6394.45

4891.82

STATEMENT OF EFC vs CIVIL Works, Management, Programme expenditure FROM 02-10-1997 TO 28-02-2002

FIG IN LACS

Sl. NO	District/Office /UNITS	EFC APPROVED COST	EFC APPROVED COST ON MANAGEMENT	Cumulative expenditure on management	EFC APPROVED COST ON CIVIL WORKS	Cumulative expenditure on Civil works	EFC APPROVED COST ON Programme	Cumulative expenditure on Programme	Total Cumulative expenditure
	BHAGALPUR	4000.000	205.459	68.64	915.903	564.85	2878.638	729.47	1362.96
	BHOJPUR	3719.315	209.660	93.04	892.000	462.24	2617.655	932.85	1488.13
	DARBHANGA	3586.012	215.169	54.35	860.000	167.79	2510.843	486.82	708.96
	GAYA	3928.926	151.375	57.73	900.254	418.75	2877.297	842.95	1319.43
	MUNGER	4000.000	210.209	77.09	903.375	335.77	2886.416	642.82	1055.68
	MUZAFFARPUR	3247.643	194.860	133.87	775.000	406.53	2277.783	1016.26	1556.66
	PRUNEA	4000.000	216.206	88.26	952.525	378.44	2831.269	799.39	1266.09
	ROHTAS	3707.908	218.519	93.93	863.500	441.70	2625.889	911.55	1447.18
	SITAMARHI	3280.667	196.840	85.81	780.000	502.30	2303.827	718.40	1306.51
	VAISHALI	3673.007	213.260	60.89	880.000	249.84	2579.747	555.58	866.31
	WEST CHAMPARAM	3589.499	215.380	76.41	860.000	302.16	2514.119	646.66	1025.23
	Total :-	40732.98	2246.94	890.02	9582.56	4230.37	28903.48	8282.75	13403.14

A Categories-wise Expenditure Short-fall in Fund Utilisation

- Against the EPC cost of Rs.435.35 (Four hundred Thirty-five Crore & Thirty-five Lakhs) Crore amount received from the funding agencies is only Rs.216.69 (Two hundred Sixteen Crore & Sixty-nine Lakh) Crore till 28-2-2002.
- Expenditure against allotment of Rs.216.69 (Two hundred Sixteen Crore & Sixty-nine Lakhs) Crore is Rs.200.15 (Two hundred Crore & Fifteen Lakhs) Crore i.e. 92%.
- Utilisation in all the component below EFC cost.
- Low utilisation more in programme component.
- Utilisation in civil works picked-up substantially.
- Reasons for short-fall of expenditure :
 - a) Vacancies of regular teachers in DFEP schools;
 - b) Vacancies in project office;
 - c) Inadequate and delay in release of fund by Govt. of India;
 - d) Delay in procurement of textbooks;
 - e) Deployment of teachers in non academic activities in the past;
 - f) Delay in approval of AWP&B.

State Specific information on 15th JRM Objectives

Himachal Pradesh, DPEP-II

Objective –1 Learning, Completion and Quality

- The Primary Schools are being provided with the environment which could be attractive for the children for joyful learning for their retention in the schools . In order to improve completion rates, the children are being imparted quality education with continued comprehensive approach in a planned way. Their performance is continuously and comprehensively evaluated. New curriculum has been developed for primary classes using following distinct features :-
 - It takes a holistic view of training, curriculum, textbook, TLM, evaluation and maintains a link in the process of curriculum, textbooks and development of teacher training modules.
 - Facilitates learning through activities aims at child centered, interactive and fun filled classrooms instead of passive teacher centered classrooms.
 - Facilitates effective use of TLM and teaching aids, school libraries and learning corners.
 - Enables group learning and self learning.
 - Ensures incorporation of local context
 - Integrates the subjects in the grade 1 and 2 i.e. level 1.
 - Advocates four learning areas in place of six with a view to reduce curriculum load and provide holistic learning.
 - Facilitates introduction of continuous and comprehensive evaluation in the primary grades.
 - It also calls for development of teachers' handbooks/guidebooks.

The new curriculum for the following grades and levels has been developed and finalised :

Level 1	Grade 1 and 2 (Hindi, Mathematics, EVS, Art and Value Education in an integrated manner)
Level 2	Grade 3 and 4 (Hindi, Mathematics, EVS Education as separate subjects. Oral English at grade 3 and English as a separate at Grade 4)
Level 3	Grade 5 (Hindi, Mathematics, EVS and Art Education as separate subjects.)

In Himachal Pradesh there is hardly any problem of drop-outs, however even for stray cases, efforts are being made to bring such students in main stream of education after understanding their problems. The participation of Community is institutionalized through Panchayats, VECs and MTAs.

- The district –wise and class-wise and year wise repetition rate in the state is as follows:-

Class	Kullu (Repetition rates)									
	96-97		97-98		98-99		99-2000		2000-01	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
I	15.8	15.17	17.31	14.33	21.05	20.99	18.93	17.72	12.34	12.04
II	13.71	11.74	13.19	11.82	11.38	9.95	20.8	19.07	10.45	10.44
III	13.89	10.36	13.18	11.65	12.78	10.34	13.55	9.80	15.64	13.77
IV	12.61	10.02	13.05	11.84	12.21	9.59	12.11	8.99	11.64	10.21
V	10.39	7.56	9.29	7.47	8.22	6.46	4.93	4.44	5.40	4.89
All	13.3	10.97	13	11.42	11.47	11.47	14.39	12.33	11.27	10.46

	Chamba (Repetition rates)									
	96-97		97-98		98-99		99-00		2000-01	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
I	22.17	20.49	24.4	22.88	24.58	23.99	31.07	30.12	29.97	29.76
II	13.62	12.4	10.95	9.21	9.69	8.72	20.41	19	20.10	20.65
III	11.28	9.28	7.98	7.58	7.65	6.9	11.43	9.04	15.21	13.35
IV	9.58	8.68	6.83	6.96	7.19	6.31	9.51	6.84	10.31	7.67
V	6.13	7.87	6.98	5.7	4.51	4.34	3.66	2.84	5.10	3.77

	Lahaul-Spiti (Repetition rates)									
	96-97		97-98		98-99		99-00		2000-01	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
I	3.29	3.26	9.09	8.99	6.89	6.43	9.54	9.45	6.12	9.18
II	0.61	1.24	4.84	6.37	5.49	7.09	9.84	11.5	9.27	7.55
III	1.45	0	3.69	3.86	6.03	6.82	6.67	6.88	6.80	12.72
IV	0.6	0.38	6.31	7.44	5.14	5.72	4.47	5.12	7.02	4.93
V	1.82	0	5.4	5.71	3.96	3.23	3.77	1.83	6.10	3.63
	1.55	1	5.8	6.47	5.5	5.85	6.84	7.15	7.07	7.58

	Sirmour (Repetition rates)									
	96-97		97-98		98-99		99-2000		2000-01	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
I	21.8	17.85	18.87	22.03	19.16	18.64	23.26	21.97	15.99	14.02
II	16.3	14.05	15.32	13.53	14.44	12.22	21.79	18.78	14.03	12.43
III	13.81	12.31	12.27	8.4	11.28	9.91	13.51	11.49	11.21	8.98
IV	13.64	10.08	10.65	8.58	10.4	8.13	12.19	9.3	10.34	7.75
V	5.07	3.87	7.6	5.83	4.02	4.03	5.75	4.35	6.66	5.37

Source : DISE data

Teachers have a tendency to detain children in lower classes so that the results in class V board exam show a high success rate. Although the policy of no-detention is prevalent in Primary Schools of Himachal Pradesh even then repetition of children in Primary classes is still there. This problem needs to be addressed. The problem of repetition in class-I is more where the children of under-age also take admission because of the reason that the admission in the Primary Schools continues through-out the year. In classes-II onwards the repetition rate is low. Efforts are being made that the performances of these children could be improved so that these students may not repeat in the same class.

The SIEMAT in H.P. undertook a sample study of 539 students of Cohort 94-95 from 31 primary schools in Sarahan block of Sirmour district in October- November, 2001. The results of the study are as follows.

Period of study - 1994-95 to 2001-02 session

Category of children	No. of children	Dropouts	Children still continued	Primary graduates
Overall	539	15	16	508
Boys	262	7	10	245
Girls	277	8	6	263
SC	241	5	9	227
ST	1	0	0	1
General	297	10	7	280

Indicators of efficiency and Cohort dropout rate

Category of children	Years/ graduate	Input- Output ratio	Coefficient of efficiency	Cohort dropout rate	Average duration of study
Overall	6.23	1.25	0.80	2.78	5.89
Boys	6.43	1.29	0.78	2.67	6.03
Girls	6.05	1.21	0.83	2.89	5.76
SC	6.34	1.27	0.79	2.07	5.96
ST	5.00	1.00	1.00	0.00	5.00
General	6.15	1.23	0.81	3.37	5.84

Completion rate

Category of children	Percentage of Primary graduates in			
	Five yrs	Six yrs	Seven yrs	Eight yrs.
Overall	40.94	77.95	92.32	100.00
Boys	35.51	74.29	87.35	100.00
Girls	46.01	81.37	96.96	100.00
SC	37.44	76.21	90.75	100.00
ST	100.00	-	-	-
General	43.57	79.29	93.57	100.00

The above study reveals that there is a overall drop out of 2.78% in Sarahan Block of Sirmour district and on an average 6.23 years are taken by the students who completed the five year of schooling, while 5.89 years on an average are spent in primary school by the students. The study further revealed that only 40.94 % students completed primary schooling in five years and all the students who entered in the system in 1994 could complete schooling in eight years. There is no marked difference of the performance amongst special focus groups like SC, ST, girls on these parameters.

Similarly the SIEMAT in H.P. undertook a study of 689 students of Cohort 94-95 from 33 primary schools in Banjar block of Kullu district in October- November, 2001. The results of the study are as follows.

Category of children	No. of children	Dropouts	Children still continued	Primary graduates
Overall	689	23	9	657
Boys	375	17	6	352
Girls	314	6	3	305
SC	205	12	3	190
ST	1	0	0	1
General	449	9	6	434
OBC	34	2	0	32

Indicators of efficiency and Cohort dropout rate

Category of children	Years/graduate	Input-Output ratio	Coefficient of efficiency	Cohort dropout rate	Average duration of study
Overall	6.00	1.20	0.83	3.34	5.78
Boys	6.15	1.23	0.81	4.54	5.87
Girls	5.81	1.16	0.86	1.91	5.68
SC	6.23	1.25	0.80	5.85	5.91
ST	5.00	1.00	1.00	0.00	5.00
General	5.87	1.17	0.85	2.00	5.70
OBC	6.28	1.26	0.79	5.88	6.18

Completion rate

Category of children	Percentage of Primary graduates in			
	Five yrs	Six yrs	Seven yrs	Eight yrs.
Overall	48.71	81.89	91.17	100.00
Boys	46.31	77.56	88.92	100.00
Girls	51.48	86.89	93.78	100.00
SC	41.05	77.37	90.53	100.00
ST	100.00	-	-	-
General	52.53	85.02	92.62	100.00
OBC	40.63	65.63	75.01	100.00

The above study of Banjar block of Kullu district reveals that the overall drop out rate in the above block is 3.34% and on an average the students in the block complete primary schooling in six years while overall duration of time given by average student in primary school is 5.78 years. 48.71% of overall students completed five years schooling in five years while all the students could complete schooling in eight years. Other focus groups like girls, SC, ST have not shown much variations on these parameters.

A study conducted by SCERT, H.P. "Enrolment trends in class-1 for UPE in DPEP districts Himachal Pradesh – A status survey (1996-1999)" has also recommended that the practice of enrolling of children through out the year in schools should be discouraged especially after 30th September to reduce wastage and heterogeneity of children's learning abilities

- To evaluate student learning, the method of Continuous Comprehensive Evaluation (CCE) is being followed in DPEP districts of Himachal Pradesh, for which various workshops have been organised at district level wherein teachers have been trained in the field of Continuous Comprehensive Evaluation. However, in Shillai block of Sirmour district, Kiani block of Chamba district and Kullu-I and II blocks of Kullu district this process has been introduced on pilot basis. Pupil Progress Report Card shared with the parents in these blocks.
- The programme in the state has the objective of reducing repetition rates, improving achievement in languages and mathematics and empower teachers through trainings to make teaching and learning pedagogy based. A fifteen days training capsule is planned in the last year of DPEP to cover all aspects of child-centered learning for all the teachers in the DPEP districts. The Sarva Shiksha Abhiyan started in the state would help ensure financial support to sustain quality. To facilitate teaching of class I book developed under DPEP, Gyan Kalash programme on Radio for aiding teachers is being started from 16th April 2002. The teachers initial resistance to the book is now giving away to increasing acceptance of the theory and philosophy of the consolidated book. The MAS study has already documented significant rise in achievement in language and mathematics over baseline (1995-96) and this rise would be maintained in future too. There is increased emphasis in IED trainings to enable teachers to handle disabled children better.
- The department of primary education in the state had taken up a rationalisation exercise in 1999-2000 wherein the teachers vacancies in the schools were fixed as per the state norms. After this exercise 1275 teachers were redeployed from the teachers surplus schools to teacher deficient schools.
- In Sarahan Block of Sirmour District a study was under taken in 21 schools for 51 teachers during 2000-2001 regarding the time spent on teaching and Non-teaching activities by Primary Schools teachers. From the study, it has been observed that, on an average the teachers have spent 79.58% of their working-days time in school related activities despite the pressure for spending their time on Seminars/workshops/meetings etc and other non teaching activities. The problem of teachers absenteeism in the schools of remote and distance areas is being addressed by way of providing local para-teachers namely (Gram-Vidya-Upasaks) in the schools by way of community participation. In a study undertaken in Kullu and Sirmour districts during 1998-99 it has been observed that the attendance rate of children in Kullu districts has been found to be 90.9% and that in Sirmour district as 91.2% which reveals that the attendance in majority of DPEP districts is considerably high. Parents and community help is also being sought to improve the attendance in schools in DPEP districts. There is no documentation/ data on the role of community in ensuring better school attendance.

- Since the inception of DPEP two studies on pupil performances in language and mathematics were undertaken. First study was BAS which was conducted in 1996 and the second study was MAS which was conducted in 1999.

The MAS study conducted by Dr. Lokesh Koul, Department of Education, H.P. University during October, 1999, throws substantial light on achievement levels.

Gender difference in achievement –MAS (October, 1999)

Class	Subject	Chamba		Kullu		Lahual-Spiti		Sirmour	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
II	Language	83.32	84.79	79.25	77.60	84.75	82.40	76.45	74.00
	Mathematics	83.57	86.17	77.30	76.51	85.25	81.05	75.25	75.50
V	Language	63.02	65.37	58.50	58.15	62.52	64.58	59.83	60.92
	Mathematics	52.44	56.30	42.10	42.45	51.98	53.50	46.93	47.47

Social difference in achievement

Percentage mean achievement of the students during MAS (Oct.,1999)

Class	Subject	Chamba			Kullu			Lahual-Spiti			Sirmour		
		SC	ST	Gen	SC	ST	Gen	SC	ST	Gen	SC	ST	Gen
II	Language	86.41	83.02	82.28	78.60	81.20	78.20	83.35	83.00	92.10	73.10	71.90	75.95
	Maths	88.94	86.77	80.52	79.80	89.10	75.10	84.08	82.30	92.10	71.05	83.15	75.75
V	Language	62.31	59.37	58.12	51.11	53.88	53.17	57.03	60.08	57.63	52.20	49.43	58.94
	Maths	51.24	53.13	53.12	37.93	46.48	44.05	49.90	53.48	46.25	44.87	37.13	49.10

Increase in achievement over Baseline.

Comparison of achievement of class V students in Language on the BAS test administered during the initial survey (BAS) 1996 and Mid –term (MAS) 1999 survey

District	Survey	Boys (Mean %)	Girls (Mean %)	SC(Mean %)	ST(Mean %)
Chamba	BAS	46.07	44.83	44.32	46.04
	MAS	63.02	65.37	65.35	66.32
Kullu	BAS	42.96	41.90	40.79	49.94
	MAS	58.50	58.15	56.66	63.66
Lahaul Spiti	BAS	49.77	49.38	44.44	48.89
	MAS	84.75	82.40	62.26	63.92
Sirmour	BAS	44.24	45.38	43.24	58.33
	MAS	59.83	60.92	56.93	54.13

The above figures indicate that the achievements of students after second study are reasonably good for all categories including SC, ST and girls.

- Comparison of achievement of class V students in Mathematics on the BAS test administered during the initial survey (BAS) 1996 and Mid-term (MAS) 1999 survey

Table -I

District	Survey	Boys (Mean %)	Girls (Mean %)	SC (Mean %)	ST (Mean %)
Chamba	BAS	40.50	36.83	37.73	40.38
	MAS	52.44	56.30	51.24	57.13
Kullu	BAS	38.50	36.80	35.80	38.73
	MAS	42.10	42.45	37.93	46.48
Lahaul Spiti	BAS	43.05	41.55	30.80	43.13
	MAS	51.98	53.50	49.90	53.48
Sirmour	BAS	37.60	38.45	36.63	45.13
	MAS	46.93	47.73	44.87	37.13

Table I indicates that the increase in the learning achievement level in mathematics of district Kullu is low as compared to other three DPEP districts. The mean percentage of girls in mathematics is better than the boys.

Comparison of achievement of class II students in Language on the BAS test administered during the initial survey 1996 and Mid-term (MAS) 1999 survey

Table -II

District	Survey	Boys (Mean %)	Girls (Mean %)	SC (Mean %)
Chamba	BAS	72.85	72.50	72.80
	MAS	83.73	76.29	84.25
Kullu	BAS	63.55	71.35	63.20
	MAS	79.25	77.60	78.79
Lahaul Spiti	BAS	81.45	71.25	76.65
	MAS	84.75	82.40	83.05
Sirmour	BAS	64.30	71.25	64.40
	MAS	76.45	82.40	73.83

Table II indicates that the achievement level of MAS (1991) is better as compared to BAS (1996)

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Comparison of achievement of class II students in Mathematics on the BAS test administered during the initial survey (BAS) 1996 and Mid-term (MAS) 1999 survey.

Table -III

District	Survey	Boys (Mean %)	Girls (Mean %)	SC (Mean %)
Chamba	BAS	68.21	63.79	66.71
	MAS	83.57	86.17	87.56
Kullu	BAS	63.93	65.07	62.79
	MAS	77.30	76.50	80.49
Lahaul Spiti	BAS	72.57	64.36	68.71
	MAS	85.25	81.05	82.57
Sirmour	BAS	66.07	60.86	61.86
	MAS	75.25	73.50	71.45

District Kullu identified the hard spot in mathematics due to which the learning achievement level in mathematics was low during MAS (1999) and conducted a follow up in May-June, 2000. Corrective measures were taken by the districts after the MAS and now the follow up achievement study shows a marked improvement in the performance of pupils as indicated below:

Results of Follow up achievement study in Kullu district (Mathematics) in 2000.

Table -IV

MAS Follow up study	Mean achievement level						
	Class II			Class V			
	Boys	Girls	SC/ST	Boys	Girls	SC	ST
	77.30	76.50	80.49	42.10	42.45	37.93	46.48
	83.37	79.38	81.79	63.62	63.20	63.84	60.51

Table IV indicates that the achievement level in mathematics during follow up of MAS (1999) is better than MAS (1999)

The results pertaining to category-wise comparison of class II and V students' performance in language and mathematics as per MAS indicate that :

- i. There are no significant differences in language achievement of SC/ST and other category students of Chamba and Sirmour, both during BAS and MAS, whereas the significant difference in language achievement of class II students of Kullu in favour of other category group during BAS turns out to be non-significant during MAS. However, the non-significant category wise difference in language achievement of class II students of Lahaul & Spiti during BAS turns out to be significant in favour of other category students during MAS.
- ii. The non-significant categorywise differences in mathematics achievement of class II students of all the four DPEP districts during BAS turned out to be significant in favour of SC/ST class II students of

- Chamba and Kullu and in favour of other category class II students of Lahaul_Spiti and Sirmour during MAS.
- iii. There are no significant categorywise differences i.e. SC & others and St & others in language and mathematics achievement of class V students of Lahaul & Spiti during BAS and MAS.
 - iv. There are no significant difference between SC and other category class V students of Chamba in language and mathematics achievement during BAS and MAS. The significant mean differences in language achievement in favour of other category class V students of Kullu but accentuate in Sirmour during MAS. Further, the difference in mathematics achievement among SC and other class V students of Kullu and Sirmour get accentuated in favour of other category group from BAS to MAS.
 - v. The non-significant differences among ST and other category class V students of Chamba in language and mathematics during BAS turns out to be significant in favour of ST class V students of Kullu in comparison to other category counterparts in language is found during BAS and MAS, whereas such difference in mathematics achievement is non-significant during BAS and MAS. On the other hand, significantly higher performance of St class V students of Sirmour in comparison to other category students in language and mathematics during BAS turns out significantly in favour of other category class V students during MAS.
- Himachal Pradesh has about 3037 Panchayats. The election to these Panchayats have been held on a regular basis and they are the formal forum to facilitate community participation. There are no conflicts between VECs and Panchayats standing committee on school education or between Panchayats and the school teachers. Mahila Mandals & MTAs play an active role in school activities especially organising Kala Jathas, Melas etc. Panchayats are now being empowered to control the schools directly in the form of appointment of water carriers, allocation of finances for schools etc., although the process is going on with a few hiccups in between. Panchayats have however even now little control over teachers attendance, deployment or to hire and fire them.

33 BRCs have been established in the 4 districts. All 33 BRC coordinators are in position, linkage with DIETS is being strengthened. BRCCs have been involved in the development of training modules, curriculum development and text book renewal process. Block Resource Groups (BRGs) formed at the block level to take up pedagogical renewal.

Cluster Resource Centres provide academic and management support at the cluster/centre and school level. 260 Cluster Resource Centres have been established so far out of total of 399 envisaged in the perspective plan for DPEP in Himachal Pradesh. Cluster Resource Groups have been formed at the cluster level to take up pedagogical renewal.

Objective 2 Equity

- Identification of disabled children**

In all the DPEP districts of Himachal Pradesh, the children of Special Focus Groups are being imparted primary education and have been enrolled. For the students of IED, a comprehensive survey of disabled children was conducted in the 33 Education Blocks in all the 4 DPEP districts in 1999-2000 with the help of teachers. The survey revealed that there were a total of 1977 disabled children in the age group of 5-11 years. Out of which 1849 were in the schools, while 128 were out of schools. The survey also listed 3-5 years pre-school disabled children in these areas for whom interventions can be planned in advance. The enrolment of disabled children increased to 2429 during 2000-01.

Disabled children identified in 1999-2000

S.No	Category	Sirmour	Lahaul-Spiti	Kullu	Chamba	Total
1	Preschool disabled children 3-5 years	18	05	34	13	70
2	5-11 years disabled children in the schools	826	61	330	632	1849
3	5-11 years disabled children out of school but with severe disabilities	16	09	26	77	128

5-11 years disabled children in schools (category wise)

District	Visually Impaired		Hearing Impaired		Locomotor Disabled		Mental Retardation		Total	
	99-2000	2000-2001	99-2000	2000-2001	99-2000	2000-2001	99-2000	2000-2001	99-2000	2000-2001
Sirmour	138	187	162	237	269	392	257	358	826	1174
L-S	16	16	10	10	22	22	13	13	61	61
Chamba	114	124	91	97	306	362	121	297	632	880
Kullu	45	43	101	67	79	77	105	127	330	314
Total	313	370	364	411	676	853	496	795	1849	2429

- Initiatives to reach special needs children.**

Tie up for the medical assessment of disabled children were made with the Directorate of Health and Family Welfare in June,99. The Director of Health Service issued instructions to all the Chief Medical Officers for the assessment of disabled children. Sirmour district completed medical assessment of disabled children in all the ten education blocks in December, 2000, nine medical camps at each Education Block headquarter were arranged in December, 2000. Wide publicity and awareness activities to ensure the presence of all the disabled children were arranged. In 9 medical camps 932 newly identified disabled children were registered. 734 disabled children were medically assessed in these camps as detailed here under:

No. Of disabled children medically assessed	Enrolled for benefits of IED above 40%					Disabled children below 40% in primary schools	out of school d/c due to severity of disability	No. of d/c medically assessed
	OH	VI	MR	HI	Total			
Nanan	12	3	31	16	62	116		178
Surla	4	4	22	7	37	49	1	87
Poanta	44	13	14	5	76	22	4	102
Sarahan	17	7	3	9	36	4		40
Sataun	7	7	3	2	19	33	2	54
Shillai	22	3	10	7	42	23		65
Bakras	7	5	1	6	19	34	1	54

Nohradhar	9	2	9	5	25	27	1	53
Rajgarh	14	2	15	7	38	29	2	68
Dadahu	4	3	2	7	16	14	3	33
Total	140	49	110	71	370	350	14	734

On the basis of this successful experience, similar exercises are in process in 13 educational blocks of Chamba district and 6 educational blocks of Kullu district. The financial benefits given to disabled children are mentioned at para 8 of second objective i.e. Equity.

- There are no large urban agglomerations in the State. No. specific education programme in terms of ALS/EGS etc. have been undertaken for such urban areas.
- The population of scheduled tribes in Himachal Pradesh is restricted mainly to the districts of Lahaul-Spiti, Kinnaur and Chamba, which have specifically designated scheduled tribe areas, and to some extent in Kangra district also. The tribal habitations / hamlets without schools were identified at the time of preparation of perspective plan for DPEP. Almost all the tribal habitations have been covered under the formal schools on priority basis. The average school size is 16 in Lahaul-Spiti district whereas it is 45 in Chamba district. The migratory Gujjar families require some alternative arrangements. The social and women welfare department is running schools for the children of Nomadic Gujjars at Bharanu, Kihar, Kalsu, Sahu and Lodhva in Chamba district.

Incentives given by the state Govt.

Lahaul-Spiti pattern scholarship @ Rs.8/- per month.

Free clothing / uniform for girls students for tribal areas.

Free writing material for all students in tribal areas.

Free text books for all students in tribal areas.

Mid day meal scheme.

The students in tribal areas are being taught in the same language as in non tribal areas. Teachers belonging to the same area are able to handle the initial problem of medium of instructions. The contextuality aspect of curriculum is being addressed by involving the teachers from tribal areas also in the teams working on curriculum content and process. The teachers guide in respect of tribal areas has been visualised to address various problems related to curriculum transactions. Since majority of the teachers come from the same area they do not require specific orientations. No separate tribal co-ordinators have been appointed. Tribal education has not been a problem in the state but there is a need to understand certain ethnic groups like Gujjars in the tribal areas. The Bhoti language spoken in the Spiti valley has a script of its own and it is being taught as an additional subject in the 68 schools of Spiti education block. The department of primary education has appointed local matriculates to teach Bhoti language in the primary schools.

- The State Govt. has also formulated a Gram Vidya Upasak Yojna to appoint 10+2 qualified local para-teachers through Gram Panchayats to cater to the teachers vacancies in the formal schools within concerned Gram Panchayats.

Total number of teachers by type

	Total teachers	Regular JBT teachers including volunteer teachers regularised as per education code	Contract teachers	Para-teachers
Chamba	2641	2156	420	65
Kullu	1782	1334	275	173
L-Spiti	456	350	67	39
Sirmour	2543	1903	578	62
Total	7422	5743	1340	339

Source Directorate of Primary Education

As per DISE-2000 the PTR is 1:7 in Primary Schools of tribal areas of this State. One teacher is sufficient to function under multigrade-situation in this distt. . However though localized arrangement in tribal areas state government is striving to provide one more teacher in Primary schools in the form of Para-teacher through PRI, especially in difficult areas.

• Social Equity

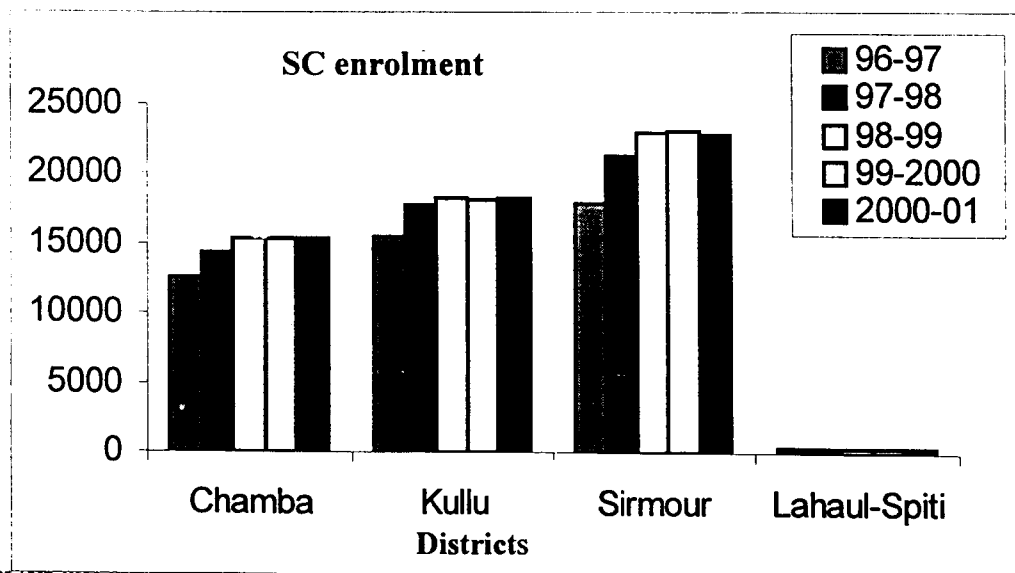
In Himachal Pradesh all the SC, ST and girls students have been enrolled in primary schools in DPEP districts. The following tables give an overview of development in enrolment of these category from 1996-97 to 2000-01.

The following data is relevant to show that there is no discrimination against SC/ST categories of children. The data is showing increase in SC enrolment in the state after the start of DPEP.

SC Enrolments in primary schools

District	96-97	97-98	98-99	99-2000	2000-01
Chamba	12553	14331	15410	15374	15331
Kullu	15469	17757	18266	18144	18213
Sirmour	17944	21259	22924	23143	22880
Lahaul-Spiti	394	396	412	417	397
Total	46360	53743	57012	57078	56821

Year wise and district wise Graphical Presentation of SC Enrolment figures

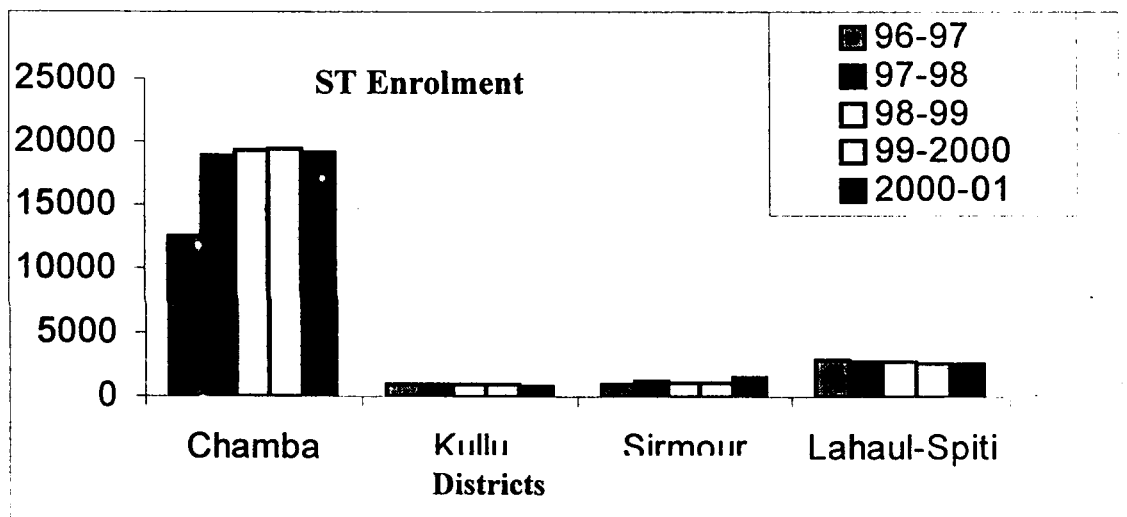


The data showing increase in ST enrolment in the state after the start of DPEP.

ST Enrolments in primary schools

District	96-97	97-98	98-99	99-2000	2000-01
Chamba	12553	18822	19288	19435	19143
Kullu	992	1016	1002	911	877
Sirmour	912	1188	1158	1080	1480
Lahaul-Spiti	2877	2835	2797	2647	2591
Total	17334	23861	24245	24073	24091

Year wise and district wise Graphical Presentation of ST Enrolment figures



In Chamba and Lahaul-Spiti districts, the concentration of tribal population is more and accordingly the enrolment in these two districts could substantially be compared from the year 1996-97. In these districts, the tribal enrolment has shown an upwards trend. Wherever, there is any decline that is due to migratory factor.

Index of social equity Scheduled Castes

District	1999-2000			2000-01		
	% of SC population to total population	% of SC enrolment to total enrolment	Index of Social equity	% of SC population to total population	% of SC enrolment to total enrolment	Index of Social equity
Chamba	19.75%	23.00%	116	19.75%	23.00%	116
Kullu	28.93%	35.34%	122	28.93%	36.00%	124
Lahaul-Spiti	7.11%	12.85%	180	7.11%	12.39%	174
Sirmour	30.18%	35.26%	117	1.61%	1.65%	102

From the above it is quite apparent that in all the four DPEP districts, the percentage of SC enrolment in primary schools during 1999-2000 and 2000-01 is more than the percentage of SC population in these districts. This shows that there is no bias among this social category of students so far as their primary education is concerned.

Index of social equity Scheduled Tribes

District 1999-2000	1999-2000			2000-01		
	% of ST population to total population	% of ST enrolment to total enrolment	Index of Social equity	% of ST population to total population	% of ST enrolment to total enrolment	Index of Social equity
Chamba	28.35%	29.00%	102.29	28.35%	29.00%	102.29
Kullu	3.61%	1.77%	49.03	3.61%	1.73%	47.92
Lahaul-Spiti	76.97%	81.60%	106.01	76.97%	80.86%	105.05
Sirmour	1.61%	1.65%	102.49	1.61%	2.29%	142.23

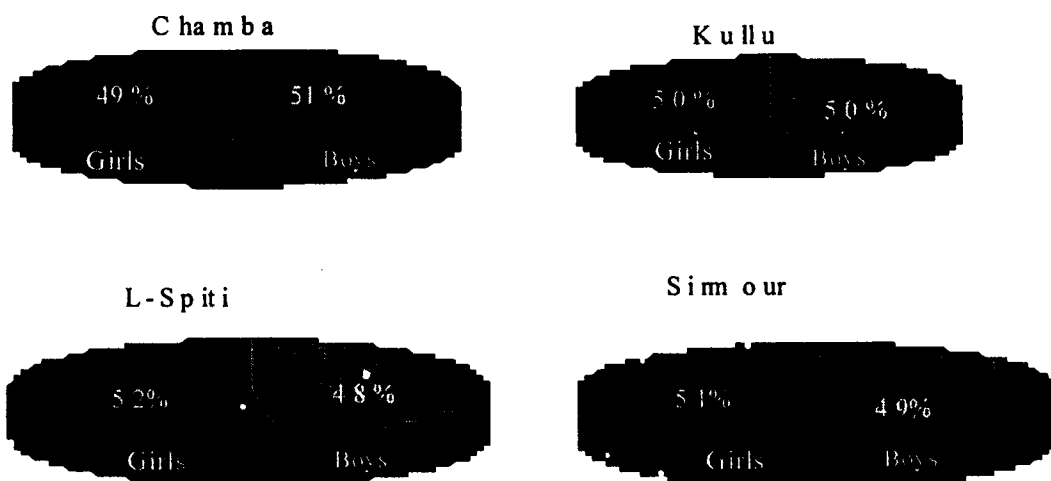
From the above it is quite apparent that in all the four DPEP districts, the percentage of ST enrolment in primary schools during 1999-2000 and 2000-01 is more than the percentage of ST population in these districts. This shows that there is no bias among this social category of students so far as their primary education is concerned.

- **Gender Equity**

District	Year wise percentage of girls' enrolment to total enrolment				
	96-97	97-98	98-99	99-2000	2000-01
Chamba	45.41	47.13	48.14	48.45	48.75
Kullu	47.70	48.90	49.50	49.79	49.67
Sirmour	47.45	48.65	48.58	48.64	48.63
Lahaul-Spiti	47.95	50.92	51.94	51.76	52.31
Total	46.81	48.22	48.73	48.94	49.02

The following graph shows that the enrolment of boys and girls in the 4 DPEP districts is almost equal.

% of Girls Enrolment to Total Enrolment in 2000-01



Index of gender equity

District	Share of Girls to total enrolment	Share of girls to total population	Index of gender equity
Chamba	48.75	49.00	99.49
Kullu	49.67	48.00	103.49
Sirmour	48.63	47.00	103.47
Lahaul-Spiti	52.31	45.00	116.24
Total	49.02	49.00	100.04

The above data shows that HP has achieved near cent percent gender equity. This has been made possible by activity of MTAs organisations, block level Mahila Sammelans, Ma-Beti Melas, Meena Week, development of bias free text books, gender sensitization of teachers and opening of 808 schools under DPEP and relatively high ratio of female teachers.

- **Facilities and benefits for the disabled children**

Networking and convergence for facilities, aids and appliances

The aids and appliances are being provided to the eligible children through the district authorities in convergence with IEDC 1992. A sum of Rs. 51,03,500/- was made available by the Directorate of Primary Education under IEDC for this purpose for the entire state. The facilities made available by the Social and Women Welfare Department are also being sourced to the disabled children in convergence with Welfare Department. NGOs and Rotary Club have also offered to provide help for aids and

appliances for the disabled children. Convergence with ALIMCO branch at Delhi is in process to provide prosthetics and orthotics aids to the orthopaedic handicapped children – Ali Yavar Jang National Institute for the Hearing Handicapped organised a camp and provided free of cost hearing aids 35 disabled children at DIET campus at Nahan on 10th & 11th March, 2001. District authorities of Sirmour have been issued instructions to approach the health department to provide spectacles to the visually impaired children under the National Blindness control programme or through IEDC funds.

Detail of district wise distribution of IEDC benefits to the students

District	No. of Students	Books @ 50	Stationery @ 75	Uniform @ 200	Transport @ 50	Escort @ 75	Equipment @ 1500	Total
L & S	75	3750	5625	15000	3750	5625	112500(75)	15000
Chamba	370	18500	27750	74000	18500	27750	282000(188)	466750
Kullu	229	11450	17175	45800	11450	17175	87000(58)	201500
Sirmour	209	10450	15675	41800	10450	15675	96000(64)	200500
TOTAL	883	44150	66225	176600	44150	66225	477500	874850

No. of beneficiary children in bracket

During 2000-2001 benefits to the disabled children were given under the scheme of IEDC in Sirmour, Kullu & Chamba. However, in Lahaul-Spiti the benefits were given under the Scheduled Tribal Sub-plan funds. This year too the benefits shall be provided after completing the Medical Assessment. A new sanction of funds Rs. 51,03,500/- have been received by the directorate of Primary Education.

Free education for children with 40% or more disability

Himachal Pradesh Govt. has made the education of disabled children with 40% or more disabilities free upto university level w.e.f. 2000-2001.

Provision of resource room for IED activities at the education block level

The department of primary education in Himachal Pradesh has formulated a plan to establish one resource room each at the education block headquarters in the state with the financial support from MHRD. The MHRD has sanctioned a sum of Rs. 45,60,000/- 50% of the first installment, for the establishing 114 resource room in the state on 6.6.2000.

Creation of barrier free environment in the schools

The engineering staff in the districts was oriented towards creation of barrier free environment in the schools. The relevant literature was also shared with them. Kullu district has already taken lead by introducing ramps besides the steps in GPS Tegubchar. Engineers from the non- DPEP districts were also sensitized for the creation of barrier free environment in the primary schools in a training conducted at State Project Office in May, 2000. Teachers have also been oriented to provide barrier free environment to disabled children in the schools.

Educational Programming for the disabled children.

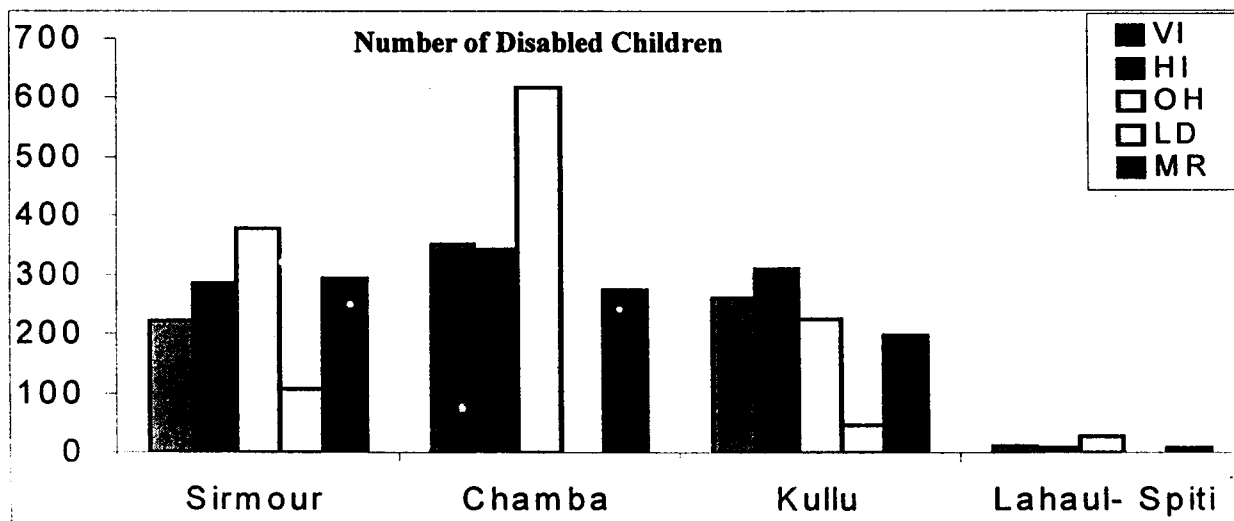
A profile of educational programme of disabled child has been developed by the HPPES. 370 students profiles have been completed in district Sirmour and already in process in Chamba and Kullu districts. The resource persons trained during the condensed course have been entrusted the task to guide general teachers and make education programme for all disabled children regularly.

As already stated above, comprehensive survey of disabled children was first done in 1999-2000 where 1977 disabled children were identified . As a result of IED trainings

and capacity buildings, the enrolment increased to 2429 in 2000-01. So far 8.74 lakhs for books, stationary, uniform, transport, escort and equipment has been spent and 883 students have been benefited.

• **Enrolment of disabled children in Primary Schools, 2001-02**

District	VI			HI			OH			LD			MR			Total		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
Sirmour	128	93	221	156	129	285	225	155	380	62	44	106	176	117	293	747	538	1285
Chamba	211	141	352	212	131	343	374	244	618	0	0	0	174	100	274	971	516	1487
Kullu	149	111	260	184	127	311	113	113	226	20	28	48	76	121	197	542	500	1042
Lahaul-Spiti	7	5	12	4	4	7	12	15	27	0	0	0	4	5	9	26	29	55
Total	495	350	845	555	391	946	724	527	1251	82	72	154	430	343	773	2286	1583	3869



Note :-

- VI - Visually Impaired
- HI - Hearing Impaired
- OH - Orthopaedically Handicapped
- LD - Learning Disability
- MR - Mentally Retarded

New identification of disabled children in Govt. Primary School has been taken up with all the Deputy Directors (Primary), BPEOs, BRCCs etc. It is hoped to increase substantial number of disabled children in primary schools in the next year.

Objectives 3 Planning, Management and Supervision

- The district planning teams have been imparted training in planning and monitoring. State Institute of Educational Management and Training has been established as a part of State Project Office during the year 2000-01. The SIEMAT is imparting training so that the planning and monitoring could be made realistic.
- The Village Education Committees have been constituted under the chairmanship of the Pradhan / Ward Panch of the respective Panchayats. State Government has also empowered the Gram Panchayats by giving them powers to appoint the Para teachers and water carriers. These committees are responsible for enrolment and retention of the children in the catchment area of the schools and helping in management of the various incentive schemes of the State Government. The ownership of the Primary Schools has

been transferred in the name of the Panchayats. The VECs constituted under Compulsory Primary Education Act have also been protected and recognized under the Panchayati Raj Act. For Upper Primary Section, every gram panchayats shall form amongst its members constituted by election a Standing Committee i.e. Village Education Committee for performing functions relating to education to be headed by the Pradhan. These committees shall consist of two and not more than three members from Gram Panchayats including Pradhan. These committees shall also co-opt two members from Gram Sabha having knowledge in the field of Education.

Creation of community based structure

Setting of school specific Village Education Committees (VECs)

Composition of VEC

1. President / Vice President / Member of Gram Panchayat - President
2. Member of Teacher - Parent Committee - Member
3. Member of SC/ST/O BC/IRDP community - Member
4. Worker of Aganwari Centre of the concerned Panchayat - Member
5. Members of the concerned Panchayat who takes keen interest in the field of education - Member
6. Ward Member of Panchayat - Member
7. Parent of a Handicapped child - Member
8. Member of Mother-Teacher Association - Member
9. Head teacher of a school of concerned Panchayat - Member Secretary

2944 school specific VEC's have been constituted.

- Training on the Module of the NIEPA are being imparted through SIEMAT to ensure the participation of the all concerned in Micro Planning and School Improvement Planning. It is stressed during the training programmes that the Village Education Committees should be involved in such exercises. The Districts are asked to use the data from micro planning exercise in the Annual Work Plans and Budgets of the districts..
- The DPEP districts have developed a mechanism for the monthly meetings of BRCCs and DIET faculties at the district level, wherein various teachers training issues are discussed and tie ups for resource support are made. Likewise, the CRCCs of the districts meet at their BRC level once in a month and quarterly at the district level to discuss the issues related to the implementation of DPEP at the cluster level. BRG and CRG have been constituted. The BRG,s are supposed to monitor the working of CRCs and the CRG monitors the functioning of schools under their jurisdiction.
- The DISE software of MIS under DPEP was introduced in 8 non-DPEP districts of the state in the year 2000-01. The reports generated through this has been utilized in development of pre-project activities and AWP&B plans for Sarva Shiksha Abhiyan (SSA).The DPEP districts have also tried to base the AWP&B on the EMIS reports to the extent possible. Besides this Deptt. of Primary Education is also using the DISE data in their planning strategies. As such, the effectiveness of MIS is being felt and full fledged MIS wings are being established in each district under Sarva Shiksha Abhiyan (SSA) at the first instance. Moreover, the revised DISE 2001 software has been implemented in DPEP districts from the year 2001-02 and it will be introduced in all the non-DPEP districts as well from the session 2002-03.

- DPEP annual plans are reasonably realistic. There have been shortfall in achieving targets especially in trainings/ workshops and consultancy. The expenditure in this area too has fallen significantly short of target. Upto 31-3-2002, expenditure on Fellowship / Trainings and workshops was only 30% of total EFC i.e. Rs. 13.22 Crores and in Consultancy it was 20% i.e. Rs. 1.02 Crores EFC respectively. Yes, this shortfall has been repeated and can be attributed partially to the deliberate strategy of not over indulging in the training expenditure and also because substantial trainings have already taken place. Too many trainings disturb the teaching schedule also.
- Civil Works interventions have been monitored extremely well especially through the Panchyats and VECs and is a success of the DPEP in H.P. The equipment and School / Teacher grants too have been provided substantially. However, there has been a delay in providing Library Books in the districts except in Sirmour district, for which we hope to take remedial measures in 2002-03, as we have identified the books to be purchased through a detailed participative process and identified books worth over Rs. 1 Crores. The work on development of text books is still to be accomplished with regard to Class III, IV and V and is being expedited. Class I & II books have been prepared. A number of consultancies are proposed in this year to meet the shortfall in this field so far. We propose to do consultancies on:
 - Documentation of good building practices.
 - On functioning of Mid day meal scheme.
 - Preparation of Primary Education code.
 - Preparation of Account's Manual for staff etc.
- DPEP cell has been constituted under the SCERT and DIETs to achieve the academic and capacity building goals of DPEP. The salary of these faculty members are borne by the DPEP.

SCERT is functional at Solan and it has constituted a DPEP cell to take up DPEP interventions. It has also started participating to certain extent in curriculum development and development of teachers training modules. SCERT has taken up the study on decline in class-I enrolment in respect of Chamba and Sirmour district. SCERT has taken up identification workshop for teachers/writers for text book writing for class V in the subject of EVS, Maths and Hindi w.e.f. 23-25 April, 2001 and 27-29 April, 2001. SCERT had organised a workshop to evolve strategies for implementation of National curriculum framework on 30-31 May, 2001 at Sangti, Shimla. SCERT had organised workshop to evolve strategies for implementation of National curriculum framework on 14-15 September, 2001 at Parimahal, Shimla. SCERT had organised workshop for orientation of teachers/writers for text book writing of class V in the subjects of EVS, Maths and Hindi on 18-19 September, 21-22 September, 2001 and 24-25 September, 2001 at SCERT Solan.

- **DIETs**

DIETs are functional in all the four DPEP districts and are fully staffed. DIETs have taken up the pre-service and in-service training in the districts. They also provide resource support for teachers training at the block and cluster level. DIET faculties are participating in the preparation of training modules, curriculum and other pedagogical renewal activities. The planning and management and curriculum units are housed in

the DIETs but are yet to be activated fully. Additional staff strength has been provided to DIETs under DPEP as follows:

DIETs	Chamba	Kullu	Sirmour	Total
Posts created	4	4	4	12
Posts filled	4	3	4	11

Kullu district has taken an initiative to link DIETs, BRCs and CRCs for continuous academic support by fixing a regular monthly meeting of BRCs and CRCs with the DIET faculty at DIET complex to discuss pedagogical issues and arrange for the resource persons to take up training. DIET Kullu and DIET Sirmour have now taken an initiative to activate curriculum development units with the help of District Project Offices. A capacity building exercise for these two DIETs and districts were taken up during January, 2000. DIETs have adopted certain schools as laboratory schools to take up teachers training and related activities. DIET Sirmour has created a DPEP Cell from amongst the DIET faculties to take up DPEP interventions. DIET Sirmour developed draft curriculum in Mathematics for Class III, IV and V. DIET Kullu along with the district office Kullu has endeavoured to initiate work on the development of curriculum for EVS for class III, IV and V. DIET Chamba is in the process of developing a teacher guide based on the new text book for class I. DIET Solan has developed the draft curriculum for class III, IV and V in the subject of Hindi. 20 DIET faculty members from the state participated in the development of Vidya Upasaks (para-teacher) induction training manual titled "Samarth" during May 16-20, 2000.

DIET Una has taken up the EVS Text Book development work for class – III. A series of workshops have been organised in this regard. A State level workshop in this series is currently being organised at DIET Una w.e.f. 8th to 12th April, 2002 wherein 34 participants from all over the state are participating.

- The SIEMAT has been established as a wing of the State Project Office during the year 2000 with limited faculty members. SIEMAT is imparting training to the Educational Administrators in Planning and Management, Financial Management, Micro Planning, School Development Planning and Research and Evaluation. SIEMAT is also involved in development of SSA plans.
- Yes, training and capacity building had only a limited role in shaping attitude of teachers. The MAS study conducted in 1999 gave its findings on the impact of training on teachers in term of (i) gain of useful knowledge (ii) improvement in language teaching skills & (iii) improvement in math teaching skills.
MAS conclusions are as follows:
 - In case of training in the effective use of text books, majority of teachers from Sirmour and Chamba districts rate its utility as average. In Kullu district, the utility has been rated as 'high', 'Average' and 'Low' by almost equal percentage of teachers. It may be pointed out that in Lahaul & Spiti district, it has been rated low by the majority of teachers.
 - Utility of training programme in effective use of work book / worksheet and teacher's hand book has been rated as average in Chamba and Sirmour district and Low in Kullu and Lahaul-Spiti district by majority of selected teachers.

Utility regarding the effective use of teaching aids has been rated as average by majority of selected teachers in Chamba & Sirmour districts, high in Kullu district and low in Lahaul-Spiti district

However, the experience drawn from numerous trainings & Capacity building workshops of DPEP would be used gainfully under the Sarva Shiksha Abhiyan (SSA)

Objective 4 – Sustainability

- No sustainability plan has been prepared uptill now. The State is contemplating to sustain DPEP activities under SSA.
- Following Institutions have been created under the DPEP
 - a) State Project Office
 - b) District Project Office
 - c) Block Resource Centers
 - d) Cluster Resource Centers

Interventions

- a) Civil Works 33%
- b) Project Management 6%
- c) Planning & Management
- d) Management Information System
- e) Teacher training
- f) Media
- g) Gender
- h) Integration of Disabled Children
- i) Early Child Care and Education
- j) Access and Alternative Schooling
- k) Research & Evaluation
- l) Community Mobilisation and Participation.

All these institutions and interventions will be sustained under SSA to the extent possible and depending on resources available. The state has achieved near universalization in primary education in the state.

- SIEMAT is functioning as a wing of DPEP. The salaries of the SIEMAT staff, Block Resource Coordinators and Cluster Resource Coordinators will be booked under SSA, where such provision exists.
- No transition plan has been prepared. However, DPEP will subsume under SSA which will be helpful in smooth transition to post project period.

Objective No. 5 Status of Programme Implementation

- Civil works: The progress of civil works under DPEP in Himachal Pradesh remained slow in the initial years, however, it was accelerated from the year 1998-99 onwards. The consolidated and district wise targets and progress of different civil works is reflected in the tables below and State is hopeful of completing the entire civil works within the stipulated time frame.

Consolidated Status of Civil Works under DPEP in Himachal Pradesh as on 31.3.2002

Name of Work	Project Target	Taken up so far	Completed	In Progress					
				Preparatory Stage	Plinth Level	Lintel Level	Roof Level	Finishing Level	Total
New School Buildings	808	787	564	20	33	20	66	84	223
CRCs	342	274	194	3	13	13	26	25	80
Repair	802	337	297	13	0	0	0	27	40
Toilet	612	486	446	6	0	0	3	31	40
Water Supply	505	403	365	2	0	0	0	36	38
Electrification	375	299	287	2	0	0	0	10	12
BRCs	33	15	6	0	1	1	4	3	9
Add. Class room	51	21	19	0	0	1	0	1	2
Mini DIET	1	1	0	0	0	0	0	1	1
Society office	1	1	1	0	0	0	0	0	0
SCERT building	1	1	1	0	0	0	0	0	0
SIEMAT	1	0	0	0	0	0	0	0	0
Total			2180	46	47	35	99	218	445

District : Kullu

Name of Work	Project Target	Taken up so far	Completed	In Progress					
				Preparatory Stage	Plinth Level	Lintel Level	Roof Level	Finishing Level	Total
New School Buildings	250	246	183	15	4	9	11	24	63
CRCs	50	49	38	2	1	1	1	6	11
Repair	240	101	78	13	0	0	0	10	23
Toilet	100	100	93	0	0	0	0	7	7
Water Supply	0	36	30	2	0	0	0	4	6
Electrification	0	63	62	1	0	0	0	0	1
BRCs	6	3	1	0	0	1	1	0	2

District :- Chamba

Name of Work	Project Target	Taken up so far	Completed	In Progress					
				Preparatory Stage	Plinth Level	Lintel Level	Roof Level	Finishing Level	Total
New School Buildings	235	224	152	0	23	7	18	24	72
CRCs	155	129	78	0	10	9	16	16	51
Repair	240	90	80	0	0	0	0	10	10
Toilet	200	199	179	0	0	0	0	20	20
Water Supply	200	200	175	0	0	0	0	25	25
Electrification	0	33	33	0	0	0		0	0
BRCs	13	7	4	0	0		0	3	3

District :- Sirmour

Name of Work	Project Target	Taken up so far	Completed	In Progress					
				Preparatory Stage	Plinth Level	Lintel Level	Roof Level	Finishing Level	Total
New School Buildings	300	294	207	4	6	4	37	36	87
CRCs	126	88	72	1	2	3	7	3	16
Repair	200	106	104	0	0	0	0	2	2
Toilet	200	152	139	6	0	0	3	4	13
Water Supply	200	140	133	0	0	0	0	7	7
Electrification	200	153	152	1	0	0	0	0	1
BRCs	10	4	0	0	1	0	3	0	4
Add. Class room	50	20	19	0	0	1	0	0	1

District : Lahaul-Spiti

Name of Work	Project Target	Taken up so far	Completed	In Progress					
				Preparatory Stage	Plinth Level	Lintel Level	Roof Level	Finishing Level	Total
New School Buildings	23	23	22	1	0	0	0	0	1
CRCs	11	8	6	0	0	0	2	0	2
Repair	122	40	35	0	0	0	0	5	5
Toilet	112	35	35	0	0	0	0	0	0
Water Supply	105	27	27	0	0	0	0	0	0
Electrification	175	50	40	0	0	0	0	10	10
BRCs	4	1	1	0	0	0	0	0	0
Mini DIET	1	1	0	0	0	0	0	1	1

• District wise & Year wise expenditure is as given below

	Total outlay	95-96	96-97	97-98	98-99	99-2000	2000-01	2001-02 as on 28.2.2002	Cumu. Exp as on 28.2.2002	% Exp.
State	1502.536	4.56	35.63	51.68	77.14	104.85	160.66	94.46	528.98	35.21
Chamba	3889.374	0	52.28	561.38	639.23	596.11	793.77	470.63	3113.40	80.05
Kullu	2965.689	0.10	24.58	348.38	355.69	553.51	464.08	362.64	2108.98	71.11
L&S	1146.922	0	3.77	78.23	111.91	114.71	111.92	78.62	499.16	43.52
Sirmour	3423.59	0.46	40.23	452.91	551.24	603.08	656.95	442.45	2747.32	80.25
Total	12928.11	5.12	156.49	1492.58	1735.21	1972.26	2187.38	1448.8	8997.84	69.59

Component wise expenditure upto date is as given below

Heads of Exp	Total outlay for the Project	Expenditure in financial years								
		95-96	96-97	97-98	98-99	99-2000	2000-01	2001-02 w.e.f. 1.4.2001 to 28.2.2002	Cumulative expenditure as on 28.2.2002	% exp
Civil Works	2953.36		2.04	381.30	328.21	509.92	609.94	331.60	2163.01	73.24
Equipment, Vehicle, Books, Furniture	1590.17		102.39	450.11	187.42	174.50	162.00	141.08	1217.50	76.56
Consultant Services	102.00	1.25	0.22	2.15	2.78	2.71	2.39	9.15	20.65	20.25
Fellowship, training and workshop	1322.34	0.32	6.77	107.00	102.72	47.97	61.11	73.99	399.88	30.24
Incremental staff salary & Operational & Maintenance cost	6960.24	3.54	45.08	552.02	1114.08	1237.16	1351.94	892.97	5196.80	74.66
Total	12928.11	5.11	156.50	1492.58	1735.21	1972.26	2187.38	1448.79	8997.84	69.60

The original EFC budget allocation for different categories along with expenditure is given in the above table. There is a shortfall in expenditure in respect of consultant services and fellowship/training. So we propose to do consultancies in the following areas including the TAS 2002. These are as follows :

- Documentation of good building practices.
- On functioning of Mid day meal scheme.
- Preparation of Primary Education code.
- Preparation of Account's Manual for staff etc.

Expenditure on training/fellowship has been 30% only so far. Although intensive training in various interventions have been provided, yet expenditure has been less because of conscious policy to not to make training extravagant and also because too many trainings affect teaching schedule in schools.

Besides in Lahaul-Spiti, there are substantial saving to the tune of 356.64 lakhs because the district is covered under tribal sub-plan for funding of several primary education schemes and also because the area is sparsely populated and it is snow locked for 5-6 months in a year when no activity can take place.

- Year wise expenditure

Rs. in Lacs

Year	AWP&B provision	Expenditure	Exp. as % of AWP&B	Reimbursement <i>In million</i>	
				Claimed	Received
1995-96	50.00	5.11	10.22	0.482	0.482
1996-97	1498.45	156.49	10.44	13.148	13.148
1997-98	3330.64	1492.58	44.81	130.383	130.383
1998-99	3602.98	1735.21	48.16	151.174	151.174
1999-2000	3605.97	1972.26	54.69	166.699	166.699
2000-01	4274.81	2187.39	51.19	171.628	171.628
Total as on 31.3.2001		7549.04	58.39	633.514	633.514
2001-02 as on 28.2.2002	4125.29	1448.79	35.12	92.989	85.836
Total	12928.11 EFC Cost	8997.83	69.60 of EFC	726.503	719.350

- Yes please, The flow of funds has been regular. Yes, 15% share has been contributed till 31st March,2002 to the tune of Rs. 14.17 Crores. However, balance of Rs. 1.23 crores is yet to be received from State Govt.

15% contributed by the State.

(Rs. in lacs)

Year	GOI release	State share due	State share released
1995-96	50.00	8.82	
1996-97	729.22	128.69	128.69
1997-98	1874.46	330.79	246.31
1998-99	1476.00	260.47	172.24
1999-2000	1000.00	176.47	172.71
2000-01	1900.00	335.29	511.76
Total up to 31.3.2001	7029.68	1240.53	1231.71
2001-02	1000.00	176.47	185.29
Total upto 28.2.2002	8029.68	1417.00	1417.00

- It does not pertain to Himachal Pradesh.
- Yes, funds would be available for the state as a whole though there would be requirement of funds over and above the EFC for Sirmour, Chamba and Kullu. There are surplus funds available in State Project Office and in Lahaul-Spiti to the tune of Rs. 469.36 and Rs. 356.64 lakhs respectively which are proposed to be utilised in the districts of Kullu, Chamba and Sirmour districts.

Detailed justification for the above expenditure is shown at table "A & B". We have given detailed justification of inter-district and intra-district diversions in our AWP&Bs of 2002-03 also.

CONSOLIDATED FINANCIAL DETAILS OF AWP&B 2002-03 OF DPEP DISTRICT HIMACHAL PRADESH

Table "A"

(Rs. in Lakhs)

Activity	Appro ved outlay	Progressive Exp. upto March,2002	Balance outlays	AWP&B 2002-03			Savings (-) Excess (+)	Revised outlays	Remarks	
				Spillover	Fresh	Total				
State Component										
Civil works	254.00	107.95	146.05	41.30	84.76	126.06	(-) 19.99	234.01	Savings Rs. 469.36 Lakhs in State Component & savings Rs. 356.64 Lakhs in Lahaul-Spiti district viz. total savings Rs. 826.00 lakhs (469.36 + 356.64) under various activities are proposed to be diverted to other DPEP districts Chamba, Kullu & Sirmour Rs. 76.24, 198.75 and 551.01 lakhs respectively where such additional funds are required for several activities as shown brief in this table but detailed justifications of each additional requirement of funds are already explained/ given in the end of the AWP&B 2002-03 of each district.	
Management	293.84	178.56	115.28	14.63	106.25	120.88	(+) 5.60	299.44		
Other Educational programme	954.66	257.39	697.27	15.82	226.48	242.30	(-) 454.97	499.69		
Total	1502.50	543.90	958.60	71.75	417.49	489.24	(-) 469.36	1033.14		
Chamba district										
Civil works	913.66	745.66	168.00	168.00	149.95	317.95	(+) 149.95	1063.61		
Management	189.52	144.31	45.21	3.75	36.43	40.18	(-) 5.02	184.50		
Other Educational programme	2786.22	2256.08	530.14	60.54	400.92	461.46	(-) 68.68	2717.54		
Total	3889.40	3146.05	743.35	232.29	587.30	819.59	76.25	3965.65		
Kullu district										
Civil works	704.20	547.62	156.58	53.20	377.62	430.83	(+) 274.25	978.45		
Management	112.62	87.67	24.95	1.69	23.24	24.93	(-) 0.02	112.60		
Other Educational programme	2148.88	1536.52	612.36	114.42	422.47	536.88	(-) 75.48	2073.40		
Total	2965.70	2171.81	793.89	169.31	823.33	992.64	(+) 198.75	3164.45		
Sirmour district										
Civil works	813.30	651.21	162.09	92.21	331.41	423.62	(+) 261.53	1074.83		
Management	127.45	112.24	15.21	0.65	28.95	29.60	(+) 14.39	141.84		
Other Educational programme	2482.85	2147.34	335.51	46.89	563.71	610.60	(+) 275.09	2757.94		
Total	3423.60	2910.79	512.81	139.75	924.07	1063.82	(+) 551.01	3974.61		
Lahaul-Spiti district										
Civil works	268.20	187.10	81.10	76.89	4.20	81.10	-	268.20		
Management	141.00	65.97	75.03	8.79	21.18	29.96	(-) 45.07	95.93		
Other Educational programme	737.70	267.05	470.65	69.97	89.11	159.08	(-) 311.57	426.13		
Total	1146.90	520.12	626.78	155.65	114.49	270.14	(-) 356.64	790.26		
Grand Total	12928.10	9292.67	3635.43	768.75	2866.68	3635.45	0	12928.10		

Detail of Component wise Cost of the District Primary Education Programme (DPEP) for the year 2002-03 of Himachal Pradesh

Table "B"

DPEP District	Total approved outlays	Approved outlays under management	Total cumulative expenditure upto 3/02	Balance out pays (col. 3-4)	AWP&B 2002-2003			Saving (-)	Progress 3/02 & AWP&B 2002-03	%age		Remarks
					Spill over	Fresh	Total			Excess(+)	(col. 5-8)	
Details of Management cost of the District Primary Education Programme DPEP for the year 2002-2003 ending 2003												
State Component	1502.50	293.84	178.56	115.28	14.63	106.25	120.88	(+) 5.60	299.44	19.55	19.93	Actual Expenditure upto 3/02 viz Rs. 588.75 lakhs & AWP & B 02-03 ending June 03 i.e. 245.56 Lakh which total becomes Rs. 830.30 (RS. 588.75 +245.556) It shows that utilisation of management cost is below the approved % age .
Chamba	3889.40	189.52	144.31	45.21	3.75	36.43	40.18	(-) 5.02	184.5	4.87	4.74	
Kullu	2965.70	112.62	87.67	24.95	1.69	23.24	24.93	0.02	112.60	3.80	3.80	
Sirmour	3423.60	127.45	112.24	15.21	0.65	28.95	29.6	(+) 14.39	141.84	3.72	4.14	
Lahaul-Spiti	1146.90	141.00	65.97	75.03	8.79	21.18	29.97	(-)45.07	95.93	12.29	8.36	
Total	12928.10	864.43	588.75	275.68	29.51	216.05	245.56	(-)30.13	834.31	6.69	6.45	
Details of Civil Works of the District Primary Education Programme DPEP for the year 2002-2003 ending 2003												
State Component	1502.50	254.00	107.95	146.05	41.30	84.76	126.06	(-)19.99	234.01	16.91	15.57	Since enhancement of limit for civil works from 24% to 33% under DPEP, State of H.P. has not crossed such enhanced limit under civil works.
Chamba	3889.40	913.66	745.66	168.00	168.00	149.95	317.95	(+)149.95	1063.61	23.49	27.35	
Kullu	2965.70	704.2	547.12	156.58	53.20	377.62	430.83	(+)274.25	978.45	23.74	32.99	
Sirmour	3423.60	813.3	651.21	162.09	92.21	331.41	423.62	(+)261.53	1074.83	23.76	31.39	
Lahaul-Spiti	1146.90	268.2	187.10	81.10	76.89	4.20	81.1	0	268.2	23.39	23.39	
Total	12928.10	2953.36	2239.54	713.82	431.60	947.94	1379.56	(+) 665.74	3619.10	22.84	27.99	
Details of other Educational Programme of the District Primary Education Programme DPEP for the year 2002-2003 ending 2003												
State Component	1502.50	954.66	257.39	697.27	15.82	226.48	242.30	(-) 454.97	499.69	63.54	52.34	Generally the overall approved limit has not been crossed . Due to huge expenditure on recruitment of Teachers against the sanctioned post in DPEP district Sirmour, limit under salary crossed , on a/c of payments of teachers salary
Chamba	3889.40	2786.22	2256.08	530.14	60.54	400.92	461.46	(-) 68.68	2717.54	71.61	97.53	
Kullu	2965.70	2148.88	1536.52	612.36	114.42	422.47	536.88	(-)75.48	2073.4	72.46	96.48	
Sirmour	3423.60	2482.85	2147.34	335.51	46.89	563.71	610.60	(+)275.09	2757.94	72.52	111.07	
Lahaul-Spiti	1146.90	737.7	267.05	470.65	69.97	89.11	159.08	(-)311.57	426.13	64.32	57.77	
Total	12928.10	9110.31	6464.38	2645.93	307.64	1702.69	2010.32	(-)635.61	8474.70	70.47	65.56	
Gross total	12928.10	12928.10	9292.67	3635.43	768.75	2866.68	3635.43	Nil	12928.10	100%	100%	

Follow up Action on Next Steps suggested by JRM recommendations

1. The follow-up action on this point is being taken to identify the remaining out of school children, particularly disabled and migratory children by undertaking Survey of these children in the four DPEP districts. Districts have been asked to formulate strategies after disaggregated analysis of the House Hold Data to ensure that these children complete at least primary school.
2. The EMIS/DISE data has been shared with the Directorate of Primary Education. This data shows the number of schools with single teachers and also the number of schools with multi grade situations. This data will be useful in teacher rationalization at the Directorate and State level. The Block Resource Coordinators and Cluster Resource Coordinators will be responsible for academic support and monitoring of the quality issues particularly in those schools where Vidya Upasaks are being hired to fill vacancies.
3. Recommendations of the Mission have been shared with the districts. Districts have been asked to analyse the EMIS and House Hold data critically at all levels for better understanding. This will help in identifying actual needs at the grass root level and work out appropriate strategies to address these needs. State level analysis of DISE data is also under preparation.
4. Efforts have been made to establish better linkage of the State Project Office, District Project Offices SCERT, SIEMAT and DIET. Capacity building of the district teams is taken up by the SPO as per the specific needs of the districts from time to time. SCERT and DIET are also involved in various training programmes of pedagogical renewal. Text books are being developed by SCERT and DIETs. SIEMAT is also involved for capacity building in Preparation of Annual Work Plan and Budget, Micro Planning, School Development Planning, Financial Management & Administration for Educational Administrators and Research & Evaluation.
5. Suitable action has already been taken by SPO and DPOs to undertake realistic and detailed planning of the remaining approved funds in order to utilise them in the remaining project period. Based on this exercise, the Annual Work Plan and Budgets have been submitted to Govt. of India to allow inter district re appropriation of funds. Since surplus funds are expected in the SPO and in Lahaul-Spiti districts.

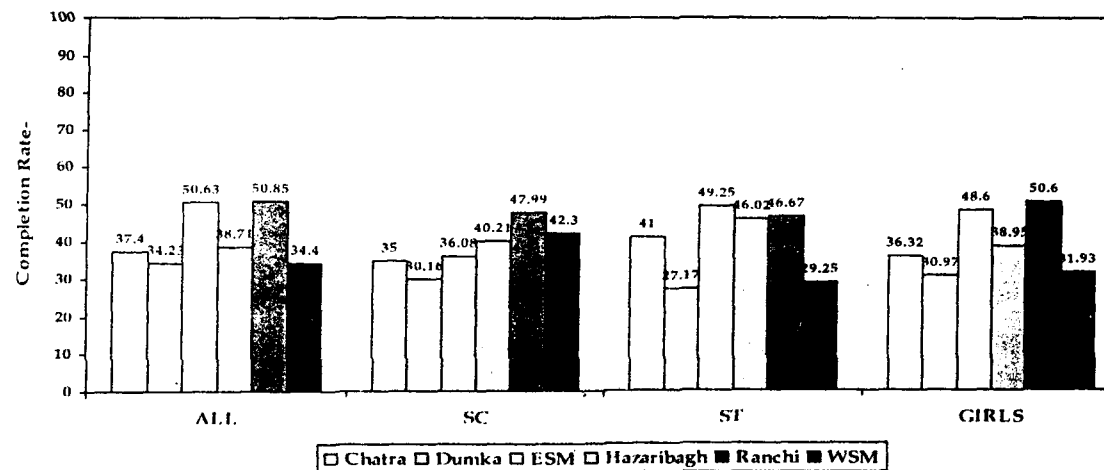
Learning, Completion and Quality

Strategies adopted to improve retention & completion rates

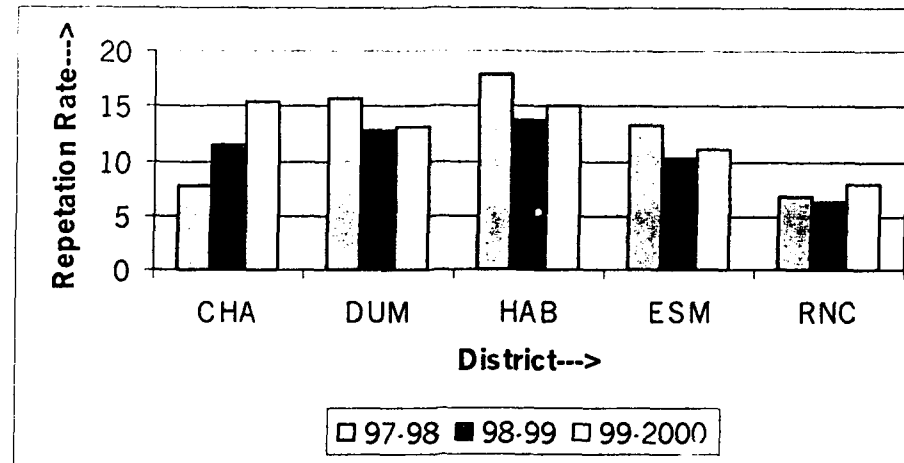
- ❑ For Girls : Database of out of school girls by name for sharing during VEC, MTA/ PTA meetings / Free text books to all girls/ Opening of Angana Vidyalaya/ Running of Mahila Shikshan Kendra/ Opening of Camp Schools/ 1/3 Compulsory Participation of women in Village Education Committees (VECs)/ Management of Apna/ Angana Vidyalaya by Mother's Committees.
- ❑ For SC,ST :
 - ┌ Improvement of Access by opening of Ed. Guarantee Scheme (EGS)/ Alternative Schols (ALS)/ Alternative & Innovative Education (AIE) Centres in triba habitations and provisions of community teachers.
 - ┌ Supply of free text books
 - ┌ ST Chairperson in compulsory in VECs
 - ┌ Need based training to teachers in tribal languages.

OBJECTIVE – I

- ❑ For Working & migratory Children :-
 - ❑ Diagnosis of various problems through child Education Plan.
 - ❑ Provision of required educational measures, such as community hostel, mobile teachers, residential camps, bridge courses etc.
 - ❑ Listing of children by name with the help of child card.
- ❑ For Disabled :-
 - ❑ Barrier free provision (Ramp) in Schools.
 - ❑ Teachers orientation of IED.
 - ❑ Aids & appliances to children through medical camps.



Extent of Repetition



☛ The State do not encourage repetition of Children in Primary Classes. Therefore, it follows “NO DETENTION” Policy.

☛ Does detention leads to poor quality?

Detention done does not contribute to poor quality. There are other reasons like quality of teaching in Schools, School environment & basic Teaching Learning equipment & basic T-L equipment/ material/ Text Books etc.

Evaluation

- ☛ The major improvement observed in terms of evaluation of students learning is the INTRODUCTION OF PROGRESS REPORT/ CARDS.
- ☛ Consciousness among teachers, students and community through this introduction of progress card.
- ☛ The community, specifically parents eager towards the learning, achievements of their wards, so does the teachers towards their students and VEC towards their School.
- ☛ Evaluation of students leads to improving trend of achievement level

Improvement in Quality

Goals Set :-

- In-service teachers training of 10 days.
- Monthly Recurrent training at CRC level.
- Development of Text books.
- Development and use of TLMs
- Support to teachers in preparing TLM.
- Institutional development.

Lesson Learnt:-

- In- service Teachers training above looked not give good results at the School level.
- Adequate external support of academic resource group is needed in monthly recurrent training at CRC level.
- Merely development of text books doesn't improve the quality unless distribution of books taken place in time.
- Demand based training is more fruitful

Improvement in Quality

Initiative taken:-

- Training of tutors based on their need and demand.
- Support of external academic resource group are in place.
- State has introduced the NCERT Curriculum and text books, from Class I – VIII.
- Strategic plan has been made to orient the teachers with NCERT Curriculum & Text books which also includes introduction of English as a subject from Class – I.

Improvement in the quality of Primary Schooling
Strategies & Progress in teacher recruitment & deployment

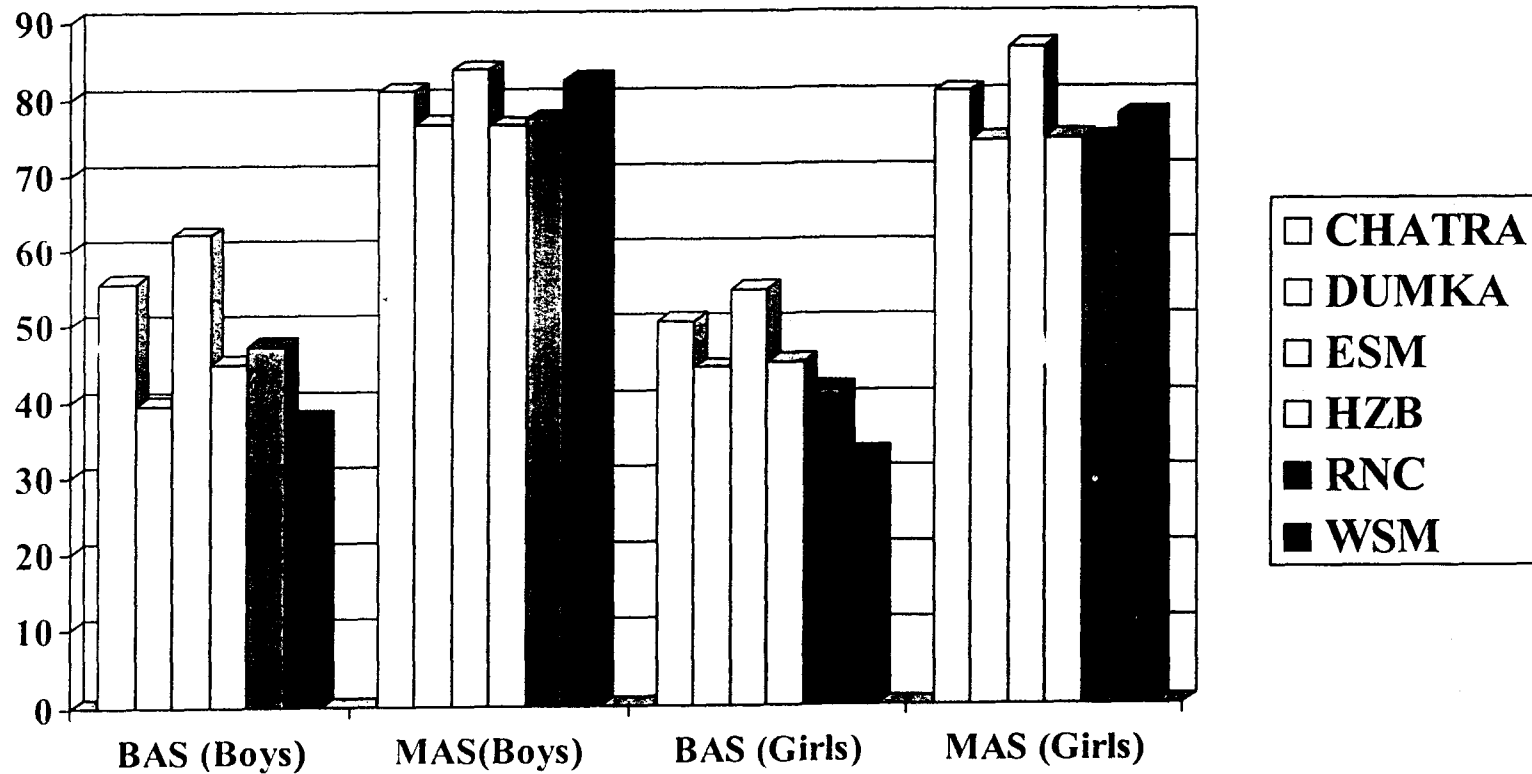
- Teacher recruitment rules are being framed by the Govt.
- Responding to the need of the schools & students, the GOJ took a progressive decision to deploy the teachers in their respective home blocks so that linguistic demands of the school could be met and teacher could attend school in time. While deploying the teachers in their home blocks, care was taken that teachers are posted according to the number of students in the school. Teacher pupil ratio (PTR) in DPEP district is 1:49.
- Govt. has taken the decision that normally teacher should not be drafted for non teaching work except in case of census, elections etc.
- Average teaching days as per the EMIS data was 193 days.
- In the meeting held under the chairmanship of Education Minister of Jharkhand, on 31st October, 2001, it was decided that Para Teachers can be posted in govt. schools on the pattern of appointment of Sahyogi Teacher in DPEP Schools. This decision has been conveyed to all DPEP districts for further action.

Teacher & Pupil Attendance

- ☛ The policy of government to transfer teachers in their home block has improved the teachers attendance however adequate information from the districts is yet to come. A study on this will be made soon.
- ☛ Report from VECs confirmed the improved attendance of teacher and pupil in Schools.
- ☛ With improved attendance of teachers in schools the Pupil attendance has also been improved.

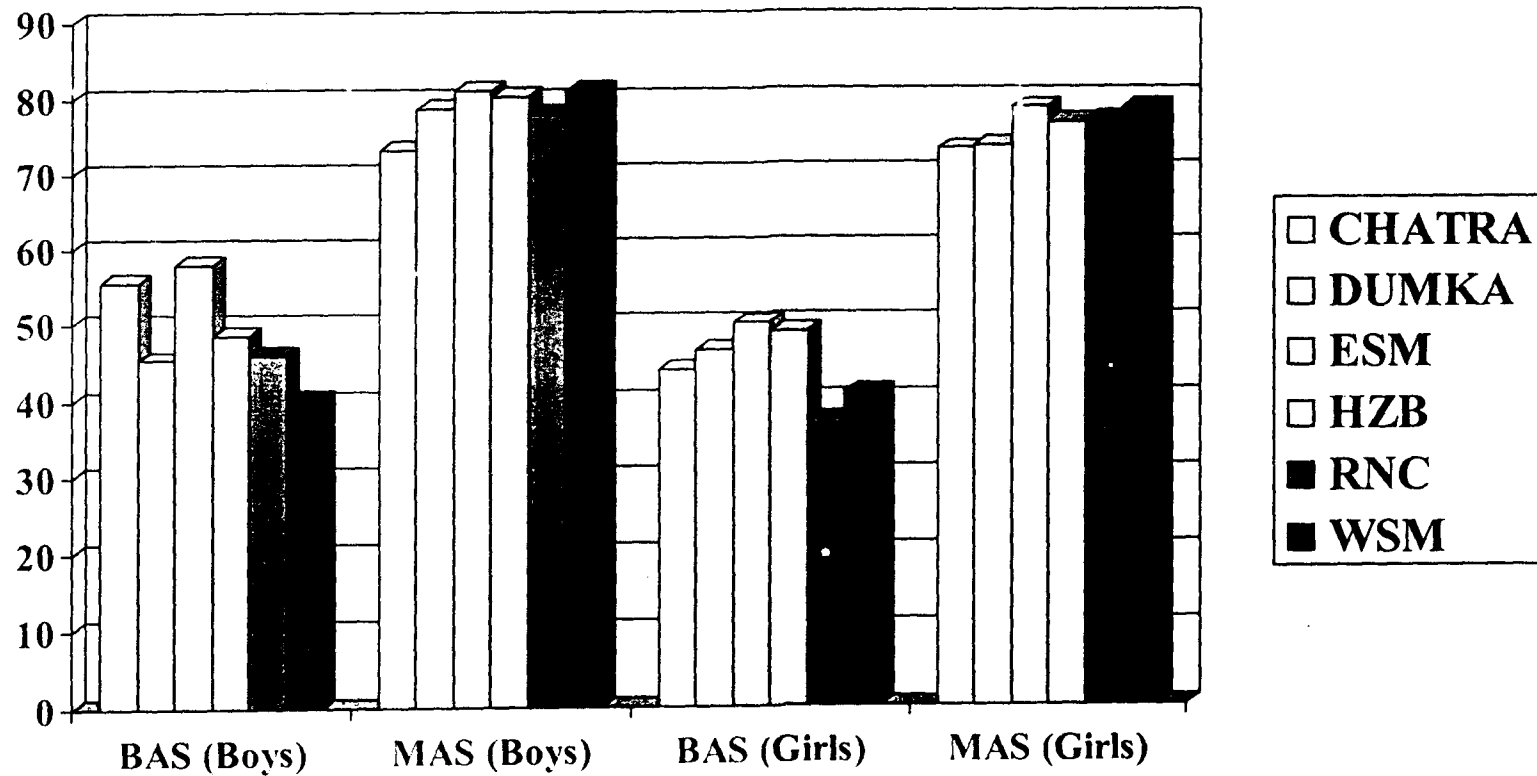
OBJECTIVE - I

Gender wise comparison of Achievement difference of Class-I Students (Language)



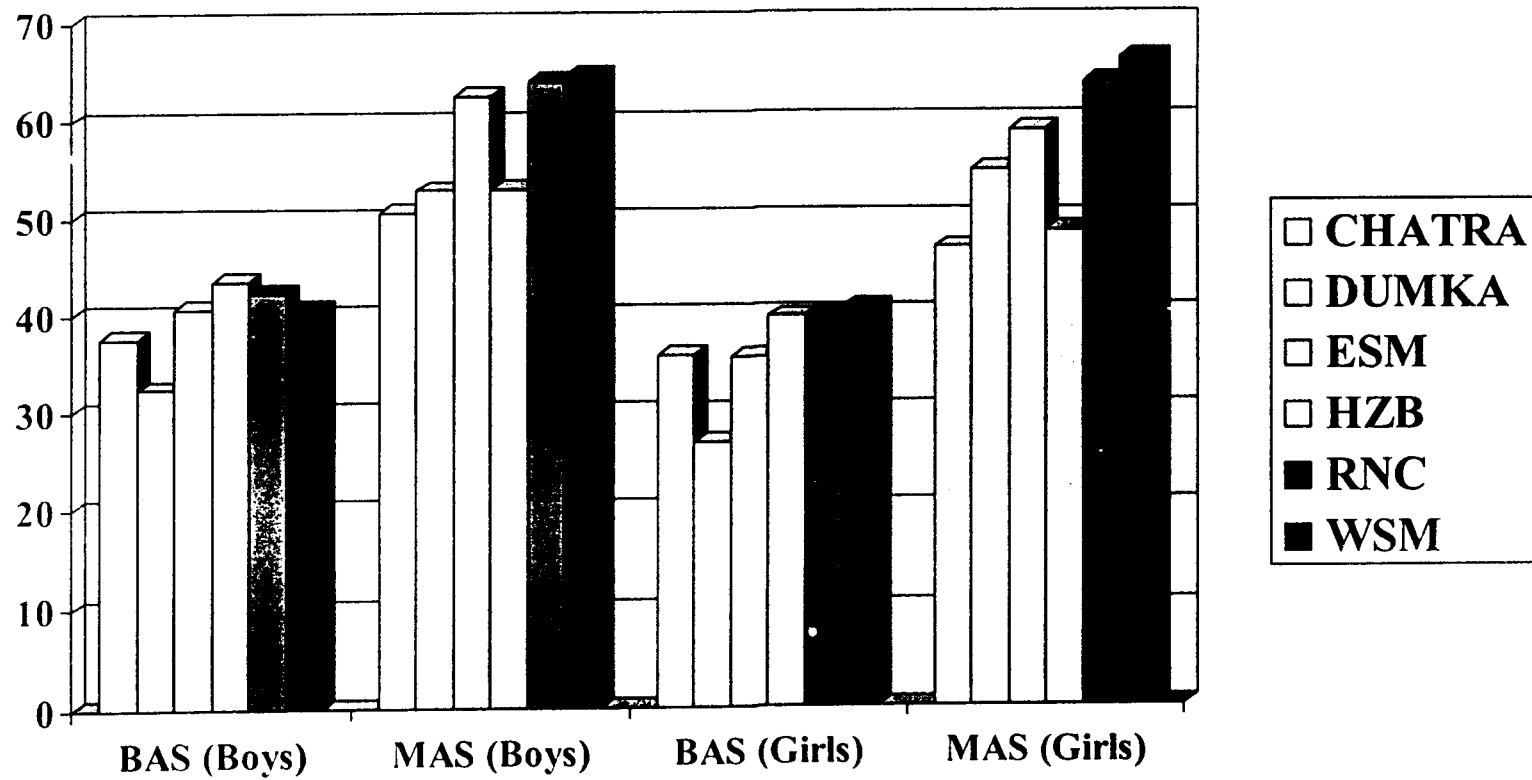
OBJECTIVE - I

Gender wise comparison of Achievement difference of Class-I Students (Math)



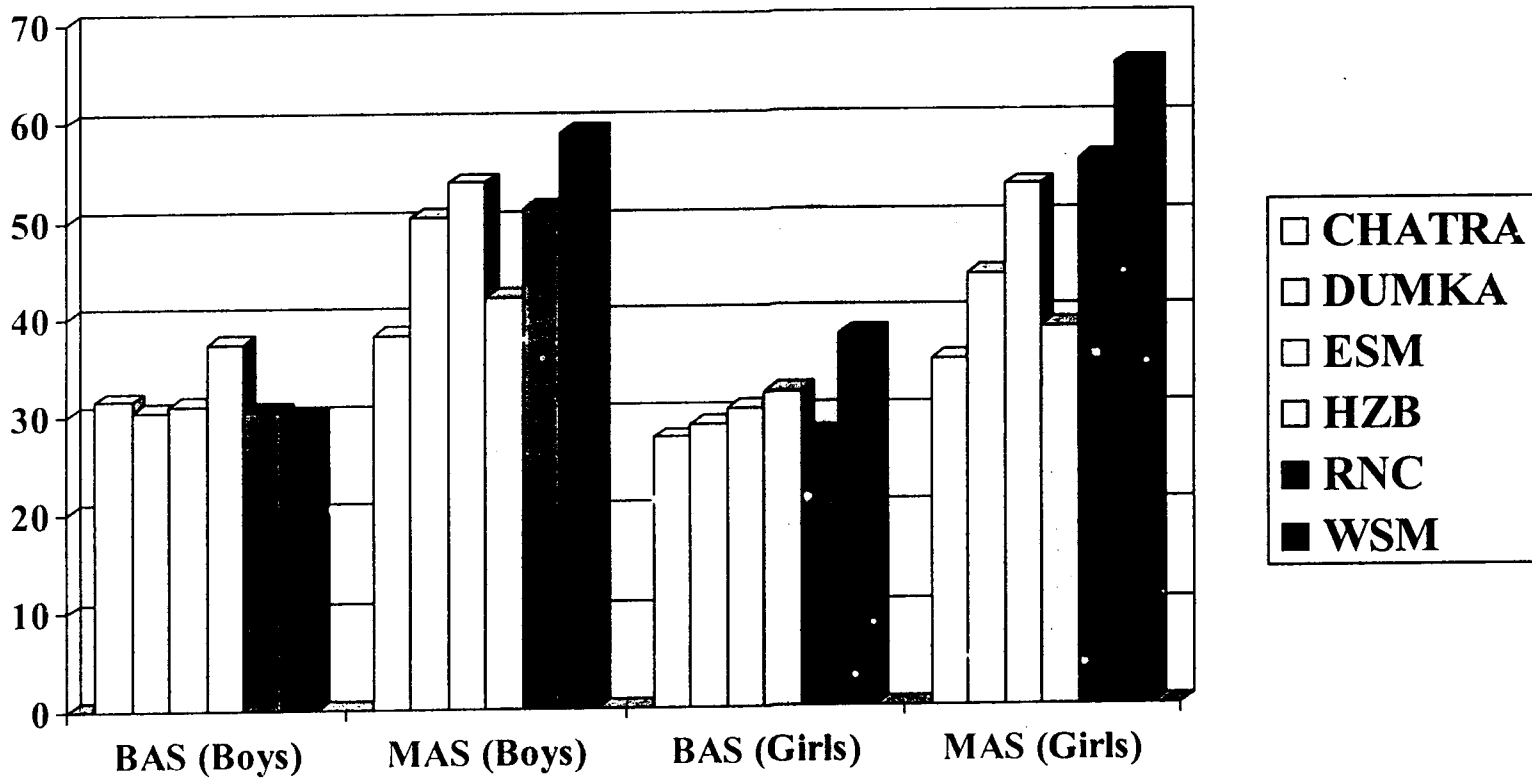
OBJECTIVE - I

Gender wise comparison of Achievement difference of Class-IV Students (Language)



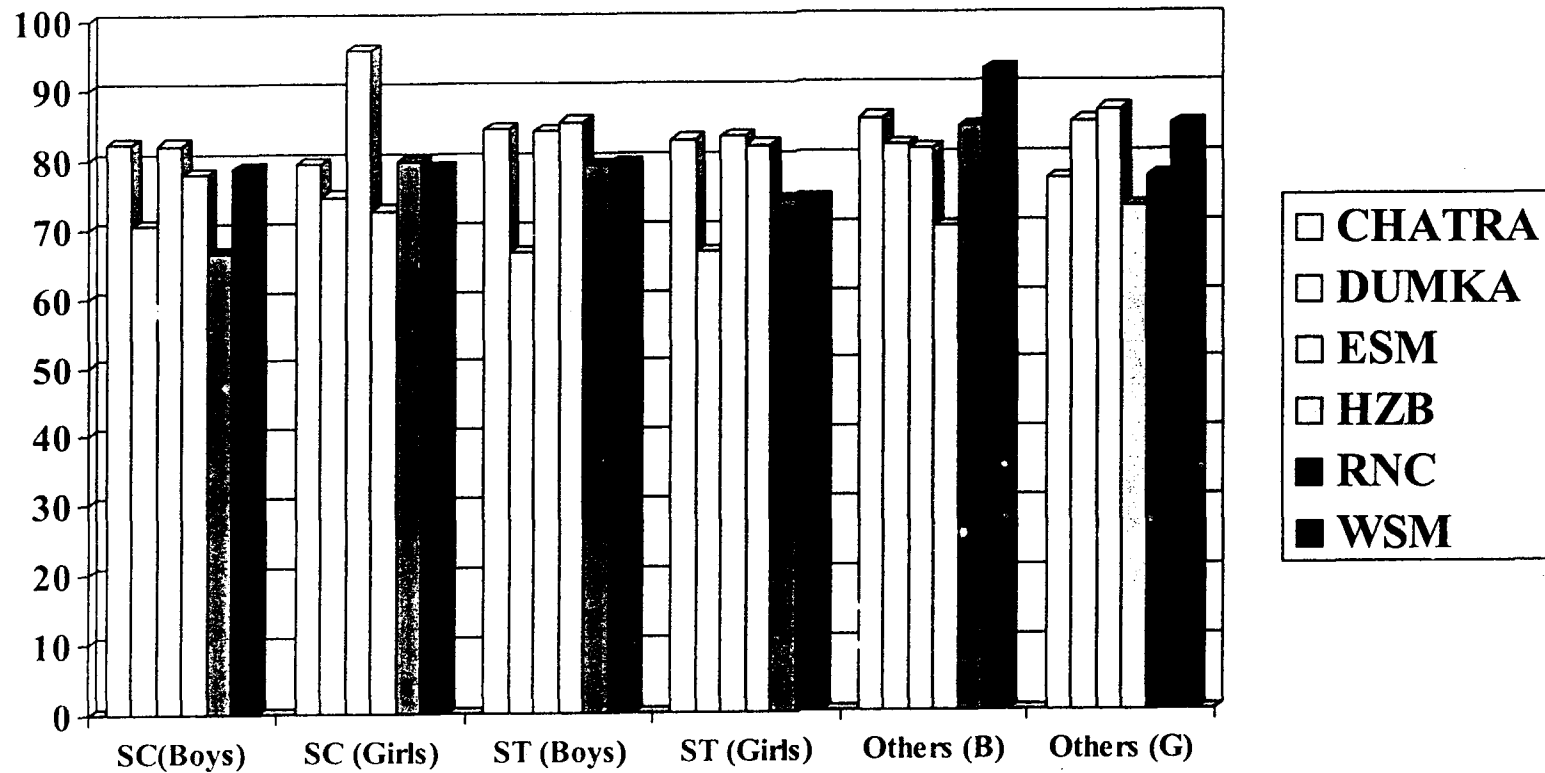
OBJECTIVE - I

Gender wise comparison of Achievement difference of Class-IV Students (Math)

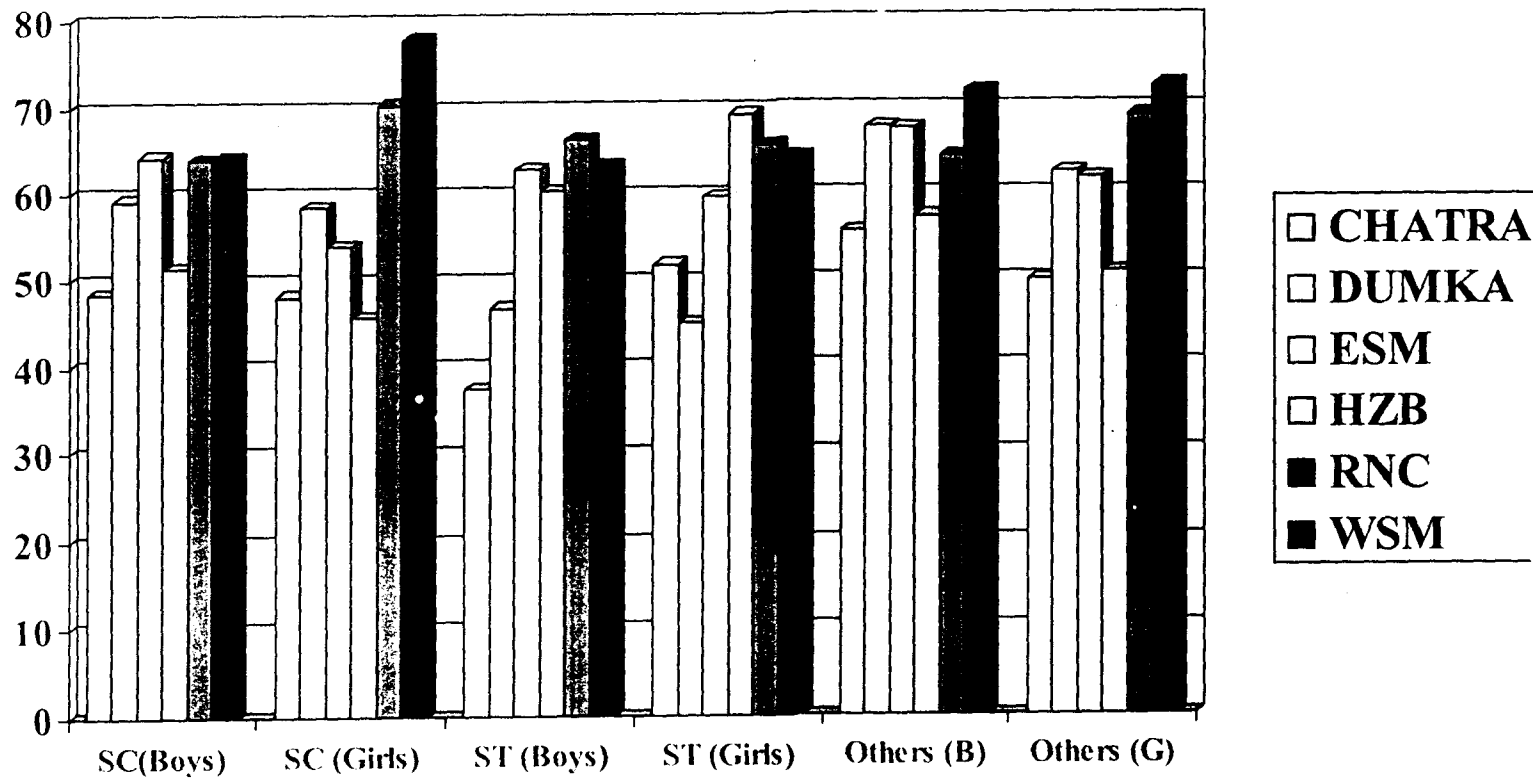


OBJECTIVE - I

Gender wise / Category wise Achievement of Class-I Students in Language



Gender wise / Category wise Achievement of Class-IV Students in Language



Community School Linkages

- ☛ Constitution of VECs in each school itself makes a linkage of community with the school.
- ☛ VECs are the elected body by the community after thorough process based activities ensuring their involvement.
- ☛ The of women and other deprived group has been ensured in the VECs, however the empowerment of the community is a continuous process which needs regular orientation, training and their involvement in various campaigns.

Improvement made in School Management

Strengthening of VEC

- The School Management, i.e. VEC has been oriented and, trained on key issues for improvement of schools.

Improvement in Supervision & Educational Administration.

- Instructions were given to BEEOs/ AEOs by Govt. of Jharkhand to supervise the school regularly as facilitators.
- Regular feedback, system has been developed at the government level.
- Exposure, Orientation and training of educational officers has been introduced.

Special focus groups

- Girls**
- Disabled children**
- SC/ST Children**
- Migrant /Working /Dropout children**

Urban Deprived Children

Category

- Slum Children.
- Working Children.
- Children at platform
- Street Children
- Over age girls.

Interventions

- Camp Schools.
- Experimental Schools
- Bridge Courses
- ALS Centres.

Strategies for Tribal Children (ST)

- ☛ Identification of different categories of Tribal Children.
- ☛ Provision of various Schooling facilities for different categories – Such as camp Schools for Adolescent Girls, Bridge Course for drop out Children.

Teacher & Para Teachers in Tribal Areas

- ☛ There is a shortage of regular teachers.
- ☛ Deployment of Community Teachers in new DPEP Schools to overcome the scarcity of regular teachers.
- ☛ Small initiative has been taken with regard to deployment of Para Teachers in regular Schools.
- ☛ In both the cases results are encouraging.

Mainstreaming of IED Children

- Habitation wise list of disabled children by name with the help of Child card and Child Education Plan
- Main Streaming of Children suffering from mild to moderate disability
- Medical camps
- Supply of aid and appliances
- Barrier free provision (Ramp) in schools.
- Special Training to teachers in Integrated Education for Disabled (IED)
- Awareness and sensitization for disabled children

PLANNING, MANAGEMENT & SUPERVISION

- Capacity building at various level through training/ workshops
- Involvement of Community in Planning.
- Participatory Planning Process.
- Exposure to education officials and Project Personnel at different level.
- Bottom up supervision from grass-root level to district level
- Panchyati Raj Institution are yet to be established.

MICRO - PLANNING

It includes

- Creation of database at the habitation/ village levels.
- Identification of age wise/ category wise/ gender wise – children inside and outside the Schools with the help of community.
- Preparation of Village Education Register and Village Education Plan by the Community.
- Formation of School development Plans by teachers.

Process

- Community involvement is being ensured.
- Animators are from local Panchyats/ Blocks and were trained at the block/ district level.

Planning

- State level Plan is based on the district level planning. It incorporates the issues raised in the district level.

Quality of data

- The first hand data of Micro-Planning seems to be very reliable in terms of quality.

MONITORING & SUPERVISION

- ☛ CRC and BRC are all functional.
- ☛ Meetings are held at CRC and BRC level regularly (10 in 12 months).
- ☛ Output of these meetings still have ample scope of improvement.
- ☛ Various interventions are monitored by Programme Personnel, VECs, CRCCs & BRCCs.

DIET/ SCERT

- SCERT is not in place.
- PTTC are still to be upgraded as DIETs.
- However 9 PTTCs have been upgraded as DIETs.
- Expected academic outputs from DIETs require some time.
- After up-gradation, PTTCs as DIET should be properly equipped and staffed.

SIEMAT

- SIEMAT has been kept as an integral part of the State Plan.
- However, looking at the urgency, Educational Management System in place, the proposal of SIEMAT is under active consideration of Govt. of Jharkhand.

SUSTAINABILITY PLAN

- It is yet to be prepared.
- A conscious decision was taken at the beginning of DPEP to involve Government Education Officials like – DSEs, BEEOs, AEOs and others.
- To enable them to pick-up the spirit of the programme and carry on the UEE programme with the available infrastructure, support and man power made available to them in form of institutions like – BRCs, CRCs and DIETs.

ORISSA

Extent of Repetition

The extent of repetition in the eight first phase DPEP districts over the last three years can be seen from the table 1.

Table10 : No. of Repeaters over the years

Rayagada	Class-wise Repeaters at Primary Stage								
	1998-99			1999-00			2000-01		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class									
I	198	191	389	914	910	1824	932	905	1837
II	105	126	232	452	333	785	504	407	911
III	197	178	375	612	580	1192	780	612	1392
IV	131	138	269	447	348	795	526	408	934
V	76	56	132	212	141	353	385	234	619
Total	708	689	1397	2637	2312	4949	3127	2566	5693
Bargarh	Class-wise Repeaters at Primary Stage								
	1998-99			1999-00			2000-01		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class									
I	1862	1693	3555	1343	1051	2394	3209	2813	6022
II	877	734	1611	668	632	1300	1055	948	2003
III	726	655	1381	538	531	1069	824	697	1521
IV	494	394	887	463	386	849	670	574	1244
V	176	132	308	228	175	403	380	317	697
Total	4134	3608	7742	3240	2775	6015	6138	5349	11487
Keonjhar	Class-wise Repeaters at Primary Stage								
	1998-99			1999-00			2000-01		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class									
I	34	34	68	11259	10954	22213	13478	13438	26916
II	0	0	0	2564	2389	4953	4142	3744	7886
III	0	0	0	1542	1370	2912	2537	2088	4625
IV	0	0	0	982	688	1670	1575	1256	2831
V	9	0	9	555	398	953	902	656	1558
Total	43	34	77	16902	15799	32701	22634	21182	43816
Sambalpur	Class-wise Repeaters at Primary Stage								
	1998-99			1999-00			2000-01		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Class									
I	675	624	1299	3104	2878	5982	3971	3568	7539
II	219	232	450	1007	922	1929	1202	1090	2292
III	274	256	531	644	564	1208	830	670	1500
IV	214	198	412	488	385	873	620	516	1136
V	115	91	206	198	139	337	300	287	587
Total	1497	1401	2898	5441	4888	10329	6923	6131	13054

Table10 (a) : Repetition Rates over the years

Bolangir	Class-wise Repetition Rate (in %) at Primary Stage								
	1998-99			1999-00			2000-01		
Class	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	20%	23%	21%	17%	19%	18%	20%	21%	21%
II	10%	11%	11%	10%	11%	11%	11%	11%	11%
III	12%	13%	13%	11%	11%	11%	12%	11%	12%
IV	9%	9%	9%	8%	8%	8%	9%	9%	9%
V	6%	6%	6%	6%	6%	6%	6%	6%	6%
Total	12%	14%	13%	11%	12%	12%	12%	13%	13%
Dhenkanal	Class-wise Repetition Rate (in %) at Primary Stage								
	1998-99			1999-00			2000-01		
Class	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	1%	1%	1%	15%	15%	15%	22%	23%	23%
II	1%	1%	1%	9%	8%	8%	11%	11%	11%
III	0%	0%	0%	6%	6%	6%	8%	8%	8%
IV	0%	0%	0%	4%	4%	4%	6%	6%	6%
V	0%	0%	0%	2%	2%	2%	3%	3%	3%
Total	1%	1%	1%	8%	8%	8%	11%	11%	11%
Gajapati	Class-wise Repetition Rate (in %) at Primary Stage								
	1998-99			1999-00			2000-01		
Class	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	0%	0%	0%	2%	3%	3%	1%	1%	1%
II	0%	0%	0%	2%	3%	2%	1%	1%	1%
III	0%	0%	0%	7%	8%	8%	11%	13%	12%
IV	0%	0%	0%	6%	7%	6%	9%	11%	10%
V	0%	0%	0%	5%	4%	4%	7%	7%	7%
Total	0%	0%	0%	4%	5%	5%	5%	6%	6%
Kalahandi	Class-wise Repetition Rate (in %) at Primary Stage								
	1998-99			1999-00			2000-01		
Class	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
I	28%	32%	30%	40%	45%	43%	44%	48%	46%
II	8%	9%	8%	11%	13%	12%	16%	19%	17%
III	6%	8%	7%	8%	9%	8%	13%	14%	13%
IV	5%	6%	5%	6%	7%	6%	10%	10%	10%
V	4%	4%	4%	4%	5%	5%	7%	7%	7%
Total	13%	17%	15%	18%	22%	20%	22%	26%	24%

- School environment is being given face lift through achievement logistics wall activities/painting, child-friendly elements, profusion of TLMs in the class so as to attract the children to be engaged in various activities. More than 80% of schools have already incorporated these elements.
- Continuous and sustained mobilization through youth activists and community mobilisers are being made for improving regular school attendance of all children of the community.
- Summer camps, have been planned in all the districts for the repeaters for helping them to make up the loss and making them eligible for the next higher class.
- Adolescent girl camps for over age girls, 28 in Kalahandi and 8 in Bolangir district, are now functional. Similar centres are now planned for all districts.
- Mainstreaming dropout children through bridge course have also been launched.
- Continuous learner's evaluation and remedial teaching is being undertaken in all the schools after 4th round of Teachers Training which state help in providing timely support to slow and disadvantaged learners.
- The results of evaluation are being shared with parents.
- Bilingual primers and supplementary materials have been provided to ST children to bridge the gap between home and school languages. Primers in six tribal districts have been introduced in the schools of tribal dominated areas.
- Regular meeting of VEC, MTA and PTA are being held in schools for wider participation of parents and community members.

Evaluation of Student Learning

- The following improvements in the evaluation of Students' learning have been brought about:

- Continuous evaluation of learning competencies through unit testing (mixture of oral & written items) at regular intervals (1 ½ month).
- Recording of important events of students' progress for qualitative evaluation.
- Evaluation through project work.
- More use of open-ended learner friendly items.
- Regular sharing the students progress with parents

Evaluation is being visualized as a positive process of growth rather than finding fault with the learner.

- The teachers have been trained in the process of new developments in the process of new developments in learners evaluation during 4th round of teachers training during 2001-2002.
- To strengthen the practice, state-wide annual examination is being conducted from Class I to V using model questions developed by DPEP.

Quality goals for Elementary education in Orissa, DPEP

- All the eligible children to have access for elementary schooling or its alternative.
- Providing quality education to all categories of learner.
- Attainment of mastery level in achievement by all most 80% of learners in the next 5 years.
- Increasing transition and completion rates to nearly 100%.
- All round development of school through community involvement.

Strategies

- Recurrent training of teachers and sharing among teachers for continuous enrichment of teaching-learning process.
- Providing on-site supports to teacher for better school activities through resources center and resources persons.
- Continuous evaluation learning achievement and empowering teacher to take appropriate remedial measures.
- Removing Gender difference and difference among children belonging to different socially disadvantages groups in learning opportunities and achievements.
- Empowering community in building locals specific or contextual strategies for developing educational facilities in their respective areas.

Major initiatives planned

- School categorization and development of school developments plan.

A scale has been developed and used in schools for categorizing then as A(excellent), B(good), C (average), D (poor) schools .bearing on the feedback on the scale, school specific development plans are being the develop with a view to enhance the present category.

This leads to cluster and block specific plans in which teachers, parents, and community members are involved.

The AWP and B, 2002 –2003 in the first phase DPEP districts and expansion district are being developed. Schools specific focused intervention are now targeted.

- All the activities are now based and data-devises.
- More and more involvement of community (VECs) are being ensured.
- Total convergence between govt and non-govt agencies at all levels are being ensured for opinion utilization of trends and developing involment of all porible state holder.
- Continuous monitoring of all activities are now undertaken and plans for intensifying it to ensure quaffing of implementation and out put and on the anvil. A special programme “ AHWAAN” is continues for intensive monitoring of Pedagogical activates.
- The present resources institutions like SCERT, DIETs, BRCs and CRCs are being strengthened is terms of impairments , capacity building so as to plan, and implement and monitor Pedagogical activities in the state districts and sub-districts levels .

Development of Teachers

- State Govt has made an effort to fill of the vacant post of teachers by engage Swetchhasebi siksha sahayaks (SSS- Parateacher).
- The community (VEC) has been volunteers in the EGS/AIE centers opened throughout the state. (Table-2).

School Management.

- The Village Education Committees now re-designated as School Committees have been reconstituted as per the school education (Community Participation) Rules 2000. All the school committees of primary of children (With equal number of representation from mothers and SC & SC groups) have been given prominence in school committees.
- The school committee has been given extensive power in school management specifically in planning and implementing school development programmes, enrolment, retention of students, regular attendance of teacher and students, raising corpus funds for the school development.
- The newly constituted School Committees through out the state have been made aware of their roles & functions through three rounds of teleconferencing.

Educational Supervision and Administration

- All the level III officers of Elementary Education Cadre i.e. Sub-inspectors of schools (BEOs) and Headmasters of UP schools in 16 DPEP districts have been provided 5 days orientation on school monitoring and participatory management.
- All BRC Coordinator, SIs of schools are involved in block level planning for school development programmes. They are intimately associated with preparation of AWP&B 2002 at the block and district levels.

School – Community/VEC linkage

- With continuous interaction with the community especially through two man community mobilization programme NINAD, the role of VEC was explained and analysed and gradually community parents and teachers came to terms and are now in most of the schools VECs are functional.
- The VECs in DPEP districts are now entrusted with :
 - i) **Civil Works.**
 - ii) **Utilisation of school improvement groups.**
 - iii) **Enrolment and regular attendance of students.**
 - iv) **School beautification programme.**
 - v) **Raising corpus fund for school.**
 - vi) **Providing support to teachers in term of TLM.**
 - vii) **Planning and implementing school development programmes.**
 - viii) **Engagement of para teachers of education volunteer.**
- VECs in several DPEP districts have provided youth volunteers to help teachers in managing multigrade situations.
- VECs of several schools in Gajapati, Keonjhar and Bolangir district have out of their contribution and efforts built compound wall painting.
- With increasing empowerment of VECs, it has been decided to entrusted them in DPEP schools for
 - Utilization of Reading –writing materials grants.
 - Engagement of all categories of parateachers.

- State Govt., observing the DPEP experience has broadened the scope of functionary of VECs through formulating the School Education (community participation) Rules 2000.
Govt. is stipulating to vest the power of engaging all categories of para teachers through VECs.

Teacher – Pupil Attendance

- The result of sustained community mobilization programme NINAD, intensive monitoring programme “AHWAAN” and increasing functioning of VECs is significantly perceptible in increasing teacher-pupil attendance.

As an example, with two consecutive AHWAAN programmes in Sambalpur district, there was a decline of 16% of teacher absenteeism schools over the earlier rate of 26% within two month.

- Similarly student-attendance, across the districts has shown increasing trend.
- While the frequency engagement of teachers in non-academic tasks have decreased to a large extent, their engagement in elections, census etc. are still continuous.
- With orientation of PTA, MTA & VEC, Community and Parents in most of the places are helping in regular student attendance.

Impact of BRCs & CRCs on Teachers-learning process

- School visit, sharing meetings with teachers by CRC have now been regular features.
- CRCS & BRCS are now conducting one-two days workshops on issues conformity classroom activities like preparing contextual TLMS, developing activity based, conducting bearers evaluations.
- These efforts in categorization of schools and planning school based activities on the feedback of school categorization process has yielded encouraging results of overall school quality in several areas.

Pattern Of Achievement

: Gender wise comparison

- During BAS, only in Bolangir district, the gender differences in achievement of class 1 students in language was found to be unfavorable to girl i.e. crossing 5%.
During MAS, it was observed that in no district the gender differences in achievement level is more than 5%. In fact, in six districts, the differences in achievement level favours girls.
- In class 1 Mathematics, the gender differences in achievement level was unfavourable (9.58%) to girls. but during MAS it was scaled down to only 1.32%. Only in two districts i.e. Kalahandhi, Dhenkanal the differences in achievement level was unfavorable to girls (more than 5%)
- In class-IV languages though differences in achievement level was noticed in four districts, during BAS, it was below five percent, during MAS, no district

the differences in achievement level was above 5 percent. In Gajapati, Rayagada the achievement level favour girls.

- In Class-IV Mathematics, only in Dhenkanal district, the difference in achievement level was unfavorable to Girls (5.36%).

Area wise Comparison

- In Keonjhar and Sambalpur, urban students of Class 1 did significantly better than the rural students in Language achievement during the BAS. During MAS, rural students of Keonjhar district out perform urban students. In Baragarh, there is no urban – rural difference.
- In Class-1 Mathematics, in Sambalpur and Baragarh district, there is urban rural difference on the MAS.
- In case of Class-IV students in Keonjhar district, urban student scored more scores in language achievement test under BAS. During MAS only in Baragarh, rural students scored significantly lower than urban student.
- In Keonjhar, Baragarh and Sambalpur district urban superiority over rural students was seen in Class-IV mathematics achievements score under BAS.

Category wise comparison

- In Class-1 language, during MAS one group (SC-Sambalpur) and one group (ST-Keonjhar) differences exist in achievement compared to others.
- In two districts (Baragarh and Keonjhar) STs inferiority in comparison to the student of others are observed in Mathematics achievement of Class 1 students.
- In Class-IV language achievement under MAS, in Keonjhar, Baragarh and Sambalpur, there is significant difference between Language achievement of SC and others and ST and others.
- In MAS achievement test, SC students differed significantly from other in Baragarh and Sambalpur.

Trends in learning Achievement.

Achievement of class 1 students in Language.

- Students of three districts i.e Kalahandi , Baragarh and Bolongir showed improvement in achievement level more than 15 percentas compared to BAS.
- Students of two districts i.e Keonjher and Dhenkanal showed improvement in performance above 8 percent.
- Only in three districts i.e Gajapati (-0.38%) , Raygada (-4.57%) , Sambalpur (-1.71%) , student performance declined.

Achievement of Class-1 student in Mathematics.

- Students of three districts i.e Bolangir , Baragarh , Sambalpur showed better performance (more than 12 percent) in mathmatice.

- In Baragarh , students achievement level rose by 26.73 percent.
- In four districts, Dhenkanal, Kalahandi, Keonjhar, Rayagada, the students performance level showed positive trend and nearer to 12 percent.
- In Gajapati, though the performance levels have risen , it is only 1.12 percent.

Achievement OF class-IV students in Language

- In two districts i.e Sambalpur (28.68%) , Keonjhar (30 percent) , student achievement level rose by more than 25 percent.
- In three districts, i.e Gajapati, Kalahandi, Baragarh, the student performance level rose by 11 percent.
- In Dhenkanal and Bolangir, performance level rose by 17.88 percent and 6.82 percent respectively.
- In Rayagada, the student achievement marginal i.e. showed a decline (0.09%) , in other words it maintains the status quo in the achievement level.

Achievement of class- IV students in Mathematics.

- In Baragarh , student achievement level rose by 19 percent.
- In Dhenkanal , Keonjhar , Sambalpur , Gajapati ,increasing in students performance level is nearer to 12 percent.
- However, in three districts i.e Rayagada (9.24 percent) , Kalahandi (2.25percent) and Bolangir (3.18 percent) show decline in achievement level..

Strategies

- Cluster specific short duration training for teachers in the content areas in which low trend was observed have been planed and incorporated in AWP&B 2002-03.
- In two district i.e. Gajapati and Rayagada where extreme low trend are observable, the CARE has been involved to provide addition inputs to increasethe level.
- Sharing of the trend of achievement has been done with DIETs, BRCCs, CRCCs and SI.s of schools. The monitoring and onside support to schools have been made focussed and frequent.
- Intensive monitoring and academic support service programme AHWAAN has been in operation in the districts. Through this programme the weak performing schools have been focused.
- School categorization process has been done using about 6 to 7 parametres of quality environment and infrastructure. Focusing on the feedback received, the school specific plan have been developed for providing contextual support.
- Selected CRCCs and primary school teachers have been oriented to conduct action research on academic issues. The results are shared and appropriate step are being planned.

Objective No. 2 – Equity.

The nature of out-of-school being diversified the variety of strategies are required to fulfil the education needs of the children.

Accordingly strategies are designed keeping in view the specificity of the situation and sufficient flexibility has to be provided in the programme to encourage diversity. The DPEP, Orissa has made a concerted efforts to address very specific groups of out of school children identified during NINAD, a rigorous extensive door to door approach Community Mobilisation Campaign, for special support with reference to access and retention. The details of out-of-school children identified during such a campaign are given below :

Sl. No.	Name of the District	Out of School Children			Categories of out of school children						
		Boys	Girls	Total	Migrant children	Adolescent girls	drop out	Children living on Streets and Railway platforms	Children of school less habitations	Urban deprived children	Total
1	Bargarh	19387	16105	35492	4139	3330	8212	508	18932	371	35492
2	Bolangir	20794	21986	42780	5039	6316	12352	317	16571	185	42780
3	Dhenkanal	7196	6736	13932	153	2258	4326	109	6824	262	13932
4	Gajapati	9935	8263	18198	1088	3656	5201	135	7957	161	18198
5	Kalahandi	23080	19125	42205	6021	6123	10043	407	19349	262	42205
6	Keonjhar	13618	13814	27432	3096	4189	7233	256	12293	365	27432
7	Rayagada	12073	14271	26344	2353	2270	9311	206	11908	296	26344
8	Sambalpur	10719	10716	21435	1980	1655	6875	1056	8882	987	21435
	Total	116802	111016	227818	23869	29797	63553	2994	104716	2889	227818

The above table shows that in our state, among out of school children are children

- Who have never enrolled at school because lack of schooling facilities in their small remote habitations.
- Who do not join schools or become drop out due to seasonal migration of their parents.
- Who do not join schools due to engagement in economic activities for extreme poverty e.g. child labour etc.
- Who live on street and railway platforms.
- Who live in urban slums.
- Who do not join schools due to religious beliefs and customs that prevent enrolment of girls in certain community
- Adolescent girls.

To provide probable solutions to problems that beset primary education in Orissa today, we need to take a holistic, analytical look at both our achievement-which are truly impressive in many instances and considerable distance we will still have to travel to reach the goal of UEE.

To provide access to schooling for eligible children in small remote habitations where opening of formal primary school do not justify as per the State norm we have opened 4722 no. of EGS Centres (out of which 2086 EGS centres have been opened in expansion districts) as of now and there are still 1994 nos. of EGS Centres are yet to be opened within a very short period. In addition to this we have previously opened 1631 AS centres (now

converted to EGS) The details of which has already been reflected in cur report i.e. progress over view sent earlier. However, the same is reflected as follows:

Sl. No.	Name of the District	No. of AS centres opened(now converted to EGS Centres)	No. of EGS Centres opened	Total No. of EGS Centres opened (AS + EGS)	No. of EGS Centres to be opened
1.	Bargarh	110	212	322	86
2.	Bolangir	244	439	683	125
3.	Dhenkanal	75	347	422	56
4.	Gajapati	100	465	565	43
5.	Kalahandi	587	43	630	380
6.	Keonjhar	128	179	307	263
7.	Rayagada	147	569	716	45
8.	Sambalpur	240	382	622	96
	Total	1631	2636	4267	1094

- To provide schooling access to the children of very difficult category of out of school children who cannot be easily mainstreamed as stated earlier, we have opened 22 nos. of Residential Schools for the children of migrant families and 28 schools for Adolescent Girls' with enrolment of 1926 no. of learners.
- 5 camp schools have been opened at Hyderabad in Andhra Pradesh for children of migrant families with the help of a NGO, ACTION AID in which 130 learners are reading.
- Also we have planned to open AIE centres line – adolescent girls camp
 - Bridge course for migrant children
 - Camp schools
 - Remedial Coaching Centres
 - Residential adolescent girls camp.
 - Seasonal hostels for children of migrant families.
 - Mobile schools.

Basing on local needs and micro planing data. The details of alternative and innovative centres are to be opened are given below:-

Sl. No.	Name of the district	No. of AIE centres to be opened				
		Residential schools for migrant children	Residential camp for adolescent girls	Bridge course/summer camps	Remedial coaching centres	Mobile schools
1	Bargarh	52	25	40	22	5
2	Bolangir	60	31	45	25	25
3	Dhenkanal	5	14	28	18	-
4	Gajapati	10	23	30	17	2
5	Kalahandi	58	35	32	29	8
6	Keonjhar	42	38	40	30	-
7	Rayagada	22	17	27	16	-
8	Sambalpur	20	25	34	32	2
	Total	269	208	276	189	42

Financial norms for running the school is as per the guideline of EGS & AIE.

However, we are spending @ Rs. 845/- and @ Rs.1200/- for the learners per annum for Primary level EGS & Upper Primary level EGS Centres respectively. As regards to cost norms of AIE centres we are spending as per the guidelines of Govt. of India. However, the upper limit of the individual learner's cost per annum for residential type of AIE centres is Rs.3000/- .

Strategies followed with regard to tribal children

To ensure access of tribal children in general and ST girl children in Particular, DPEP Orissa converged with the Deptt of SC;ST Development Department has prepared to open 369 hostels in tribal dominated districts, out of which 296 ST girls hostel have already been opened. The infrastructural facilities was given by the state Govt. in which 40 seated ST girls hostels were opened and 11,840 ST girls for class I-VI were enrolled. More 63 ST girls hostels will be opened in next session after the infrastructural facilities are available at the field.

- DPEP provides support to these hostels in terms of one time operational cost of @10,000/- per costal and @ 15.00 per inmate per day towards boarding facilities.
- The ITDA/Microproject areas, with inaccessible hilly terrain, are identified and the special schools under EGS & AIE are being opened for which block specific plans have been identified for opening of special schools.
- In order to ensure retention, the educated tribal youths of the natives have been trained up and they are acting as the educational volunteers in the high tribal population GPs. They are to look after
 1. Conduct VEC & PTA/MTA meetings.
 2. Tracking the dropout and out of school children.
 3. Counselling the parents of the dropout children.
- Organising "JATI MAHASABHA" , - the traditional tribal organization to mobilize them on universal access of ST children. Participation of women in Jati Mahasabha is a new area of social transformation. Ownership of Tribal organization in the schooling process was found to be fruitful in checking teacher absenteeism, and ensuring children's enrolment. In 8 DPEP District 143 Jati Mahasabha have already been held with participation of 1000-2000 members in each.

Retention and Achievement

- To bridge the gap of home language and school language six tribal- Oriya bi-lingual Primers have been prepared followed by Teacher Hand Books. The Primers are Soura, Juang, Kuvi in DPEP Districts and Kui, Bonda and Kauya in DFID Districts. 58,000 ST children have been provided with these Tribal Primers in the year 2001-2002.
- Teachers in tribal areas have been trained on use of Tribal Primers in the schools. The self learning materials and conversational chart were also prepared for them and distributed to them to use it in the classroom.

- Academy of Tribal Dialects and Culture and the DIET faculties have been associated to act as RPs in preparation of teaching learning materials.

Study and Research:

- Linguistics Survey and Mapping was Conducted in 25 Blocks and accordingly primers were distributed in these Blocks to bridge the language gap.
- Action research on issues and problems of education of ST children are conducted through the NGOs & DIETs, which are incorporated for District/local area planning.

Gender Equity

- Enrolment of girl children across the districts has shown increasing trend ranging from 5.20% in Sambalpur to 33.43% in Rayagada. (Figure-1)
- Community mobilizers (women) have been engaged on temporary basis to mobilize MTAs to ensure enrolment and regular attendance of girl children in Schools.
- VECS and MTAs have been activated to monitor regular attendance of girl children.
- In the child-tracking exercises, the name of each out of schools girl child has been recorded and MTAs & VECs of the respective areas are being perused to enroll those children in schools.
- Gender bias in curricular materials like Textbooks, supplementary reading materials have been removed.
- In all training programmes, particulars in teacher training programme care has been taken to stress or removal of gender discrimination in classroom and school practices.

Integrated Education of Disabled

Constitution of state resource Group and District resource Groups.

- Staffing- IED Coordinator at SPO-one
- District resource Coordinator-one in each district
- Three special Teachers (MR+VI+HI) per ploy block.
- Establishing linkages with resource institutions and NGOs working in the field of disability at state, district and sub district levels.
- Conducting identification survey
- Organing medical assessment camp for the identified children and certification.
- Enrolment of all children with special needs
- Inclusion of IED in all on going programmes such as VEC training, MTA orientation, Community mobilization, enrolment drives etc.
- Training of primary school teachers & A.S.Instructors in classroom management of disability.
- Training of parents of disabled children on home management skills.
- Training of special teachers on learning disability.
- Distribution of aids and appliances as per requirement through conference.
- Creating barrier free enrolment for access to children with locomotive disability.
- Conducting GP/Block level theme based programme for disabled children in order to develop latent talents and integrations.

- Availing IEDC grant to provide incentives who the children 45 days of 3 teacher per block on RCI modules to create human resources at grass root level.

The following major activities have been taken up:

- Formation of State resource Group at the State level.
- Formation of District Resource Group at the District level.
- Identification of in school and out of school disabled children.
- Medical assessment of identified children.
- Enrolment of integrable and mild to moderate disabled children in primary schools.
- Community Awareness Programmes.
- Printing and distribution of leaflets, posters and literature on IED.
- Training of Anganwadi workers on early identification and pre-integration skill of disabled children.
- Distribution of aids and appliances.4106 such assertive have been distributed.
- Creating barrier free environment to provide free access to disabled children 288 ramps and 33 handrails have been costumed.
- Free distribution of text books, uniforms, escort allowance, supplementary reading materials, aids and appliances.
- IED was expanded to all the 87 blocks of 8 districts on 1.1.200.District level sensitization performance was conducted in 16 DPEP districts followed by identification survey of disabled children.
- Total 27313 disabled children were identified.
- 17438 disabled children in mild moderate categories were enrolled in primary schools.
- 5200 general primary school teachers are already trained on a five day module on IED.
- 82 primary school teachers have been trained on 45-days foundation Course on IED.
- Involvement of local NGOs/Special schools in IED activities under DPEP.
- Strengthening of special schools to enhance intake capacity.
- Orientation to parents of the disabled children on home management stills.8359 VEC members have been trained.
- Regular visit of special teachers to schools having disabled children to provide on site support to teachers as well as children.
- Organizing theme based camps at district /block level.502 theme hased programmes have been conducted.
- 118 learning corers have been created at cluster level.
- A resource Directory on disability has been developed.
- CRC Coordinator training module has one session on IED.
- One Teleconferencing programme was conducted through G RAM SAT having DIET facilities,BRCCs,CRCCs,IED Coordinator, special teacher SI of schools, VEC members, teacher condication of auditing speech training to all children.

Planning, Management and Supervision :

OPEPA has been continuously endeavoring to strengthen the planning process at the district and sub-district levels. The functionaries at the district, block and cluster level have been oriented in the planning process. The exposure also helps the teams on preparing realistic plans and targets for the stipulated time period.

- The CRC Coordinators, Head Masters, VECs are involved in the need assessment and setting up priorities at the Cluster/Gram Panchayat level. The priorities, proposals and activities are aggregated at the block level. Annual Work Plan for 2002-2003 emphasises on the preparation of block level plans. The deprived areas, deprived groups are given positive weightages in the plan preparation. Planning teams have been formed and oriented at the district, block and cluster level.
- Planning team at each district and block levels have been constituted and have been provided training in preparation of data-based and need-based plans

Some of the activities, which have been followed as provided in the plans, are listed below:

Quality Improvement

*** Manpower Engagement**

- i. BRC Coordinators
- ii. CRC Coordinators
- iii. Teachers for new primary schools
- iv. Swechha Sevi Sahayakas/Para teachers
- v. Instructors for the Alternative Schooling Centres.
- vi. Instructors for the camp schools(Adolescent girls' camps, migrant camp schools)

Categories under IV to VI are appointed by the community. Category VI is temporary in nature. Apart from this selected communities have been allowed to engage tribal youth volunteers.

Training Programme

TEACHERS' GROUP:

- i. Training to teachers (primary schools) on classroom transaction and content enrichment.
- ii. Training to teachers on the preparation of TLM
- iii. Training to teachers on the understanding the needs and special attention to mild to moderate disabled children.
- iv. Attitudinal training to teachers to make positive influence on tribal and SC children.
- v. Gender sensitiveness training programmes for teachers.
- vi. Training programme on School Management to sub-Inspector of schools, UGME Headmasters and BRC Coordinators.
- vii. Training programme on micro planning to Sub-Inspector of Schools, BRC Coordinators and selected teachers.
- viii. Training to teachers on the child databased management and updating the database.
- ix. Training to AS Instructors and EGS teachers.

- x. Training to para-teachers.
- xi. Training to teachers in NCLP and TRW schools including Sevashrams, Kanyashram.

COMMUNITY MEMBERS

- i. Orientation to VEC in the School Management.
- ii. Orientation to MTA and Community leaders for regular attendance of the enrolled children especially girl children.
- iii. Community awareness programmes, Orientation to tribal leaders, opinion-makers towards creating conducive environment and social pressure for education.
- iv. PRI participation in the District and Block level convergences.

CIVIL WORKS

All the activities earmarked in the annual plan are undertaken depending on the fund allocation and extent of unfinished work. The details are given in objective-5

Achievement with respect to Annual Plans(Major Areas):

Name of the programme	Target	Achievement
Training to teachers class-room process	4 rounds	4 rounds
Preparedness of TLM	87 batches	82 batches
Need assessment, classroom support to disabled children	32 blocks	16 blocks
Attitudinal and motivational Training to teachers	24 blocks	24 blocks
Gender sensitization programmes for teachers	6 days(All DPEP)	4 days (all DPEP)
Management training programmes for SI of Schools, UGME Headmasters, BRCC and selected teachers.	2 round 8 districts 1 round 8 new districts	1 round 1 round
BRG training on Pedagogy	87 blocks 10 rounds	87 blocks 8 rounds
Teachers Grant	5 times	5 times in 4 districts 4 times in 4 districts
School Improvement Grant	5 times	4 times
Reading Writing Materials for Girls and SC/ST students	4 times	2 times
Mid Term Assessment Study	1	1
BRC Coordinators	87	87
CRC Coordinators	1132	1132
Teachers for New Primary Schools	1468	1440
Equipment for BRC	4 sets	2 sets
Equipment for CRC	2 sets	1 set
AS/EGS Centres (8 intial) districts)	5361	4267
Free Textbooks to SC/ST & Girls	5 times	4 times
Teachers Handbooks	2 times	1 time
Tribal Primers	6	6
Supplementary reading books to	2 round	1 round

schools		
Orientation to MTAs	3 round	2 round
Awareness Campaigns	4 round	2 round
Training to Anganwadi Workers	2 round	1 round
Medical Assessment Camps	87 blocks	87 blocks
Block level convergence meeting	4 times	2 times
Monitoring and Academic Support to schools through AHWAN	2 years	2 years
Distance Education Programme	35 programmes	28 programmes
Action Research Studies	250 teachers 60 studies	200 teachers 49 studies
Self Instructional materials	30,000 teachers	25,000 teachers
Common Academic Achievement Tests	1 round	1 round
Block level Plan	2 years	1 year

2. Panchayat Raj have been involved in Planning and Management of primary education.

- Sharing of school data-base with PR functionaries
- School infrastructure (physical and human) reports with PR functionaries.
- Establishment of AS/EGS centres.
- Selection of para-teachers and Swechha Sevi Sikhya Sahayakas
- Panchayat Raj institution takes active part in the management of AS/EGS Centres.
- Sarpanches have given one round orientation in the educational development process.
- They played leading role in the community awareness programmes as well as organisation of school level functions.
- Along with VECs, they have been involved in the distribution of books.
- One of the Gram Panchayat members remains a member in the School Management Committee. He/She along with VECs play instrumental role in mobilizing peoples opinions regarding education in Gram Sabhas.

There is still greater scope of convergence with PR Institution especially in the Community Mobilization, increased involvement in the schemes for hardest to reach groups. Increased involvement of VLWs in the educational development plans is essential for its sustainability and drawing out more resources for the schools.

3. (a) Under Micro-Planning the unit of operation is always the village/ habitations. For the schoolless habitations the Headmasters of the nearby primary school coordinate the exercise. The areas covered under micro-planning exercises are as following.

Educational Mapping:

- Children below 14 years.
- Of their, the prime focus has been the out of school or irregular children who have not completed primary education in the age of 6-14 years.
- The functioning Anganwadi Centres for 3-5 years in the village is also reviewed.

- The community interaction and sharing of village education register in village meeting.

Social Mapping:

- Households which have been neglecting the education of their children.
 - Presence of deprived social groups (SC/ST) among the out of school children group.
 - Interaction and empowerment of VECs.
 - Potential resources of the village which can be used for the betterment of schools.
 - Strategies to improve education and the roles of community teachers and administrative functionaries.
- (b) Saipanches, VEC Presidents, Ward Members play crucial role in coordinating the exercises. A village youth or social activist also assists in the exercise at the village level.
- (c) Proposals for the opening of micro-planning schools, AS/EGS centres are proposed with the funding of the micro-planning exercise.

The extent of out of school children and the associated members are reflected in the micro-planning exercises.

The remedial coaching camps, camp schools for adolescent girls and migrant children are proposed at the viable unit (normally 3 to 4 villages) after analyzing the micro-planning findings at the GP or Cluster level by the CRC Coordinators and the Cluster level teams.

The poor performing VECs, non-functioning MTAs are identified. Training needs and training inputs assessed through community interaction programmes.

- (d) Mostly cross section data is generated in the micro-planning operation. The same data is shared in the village education register and updated at the time of awareness campaigns.

Data is collected by the 3-member team (school teacher, active youth, VEC member) at the village level and is shared in the community. The data is found to be more consistent.

As we analyze the implementation of the strategy of activities earmarked in the annual plan of DPEP we find that plans are gradually moving towards more realistic targets. Major shortfalls are observed especially in cases, which are related to Government Policy matters especially in the manpower engagement in schools. Inter departmental convergences also take time and efforts.

We find that the programmes which are to be replicated all over the district in a particular year is generally delayed due to the vastness of the physical gargets and paucity of funds to carry out the activity. The non-availability of adequate funds at the State/District level can be attributed as one of the reasons. Absence of proper manpower planning and implementation schedule makes it difficult to complete the programmes. Another plausible reason is the extent of unfinished works due to non-availability of requisite funds at the district level.

Further release of funds are always channalized to these activities. Non recurrent expenditure as civil works, recurrent expenditure as the salary of BRCC, CRCC, additional teachers, AS Instructors constitute around 60 % of the total expenditure.

Progress and requirement under the various interventions are continuously evaluated. The shortfalls are taken into account while preparing the annual activities. However, some of the broad project objectives are to be carried out irrespective of the out come of the previous attempts. The constraints in the funds and time availability including inadequate capacity building exercises at the sub-district level have led to limited success in certain fields. Delay in government approval/concurrence has slowdown the pace of implementation.

Reasons for Shortfall:

Quality Improvement:

- Delay in the appointment of CRC Coordinators (1998-99) has led to postponement of number of cluster level activities till the effective capacity building of the functionaries.
- For this selective VEC training programmes, teachers content enrichment empowerment programmes, community awareness, MTA/PTA interaction programmes could not be taken up in the designed scale.
- This has also led to limited implementation of innovative schemes for hard to reach deprived children.
- The project functionaries were new to such type of activities. The district functionaries had limited exposures till 1999-2000.
- Serious attempts towards rational deployment (which is conducive for the project objectives) started in the year 2000-01. The success of this operation requires political will. Though PTR is less than 40 (36:1), there is shortage of teachers considering number of primary schools and the extent of multi-grade teaching in the State. Thus effective School Management and training to handle multi-grade situations become more important & regular activities. Other planned interventions could not enjoy the same scale of attention. The absence of realistic planning contributes to the shortfall.
- The State of Orissa had considerable success in promoting education for tribal children. We find shortfalls especially in mobilizing more number of community and tribal leaders to advocate for education. Tribal representation in the newly constituted VECs, MTAs and assessment of their capacity development has been included in different activities to make up the shortfall.
- Girl's enrolment has increased under DPEP intervention. But the targeted number of out of school children especially in the age group of 10 + to 14 years could not brought back to the fold of education. The success of Kalahandi & Bolangir is now planned to be replicated in a larger scale in all the districts. The bridge courses and vocational inputs are now redesigned to include wider coverage involving essential inputs closer to life. Intensive interaction programme with the community is already initiated to create positive environment for such type of programmes.
- Wider involvement of the community in the planning process and decisions regarding strategies and in the involvement in the implementation of programmes is to be carried out. We need higher degree of participation of the deprived groups in the decision making exercise.
- Shortage in adequate number of Resources Persons affect the quality of inputs in tra

- **Efficacy of MIS**

DISE 2001: The DISE 2001 is the modified version of DISE98 with added features, like age grade matrix, quality aspect of the school, teachers' detail, village information etc. It also includes the Upper primary schools. All the modifications and additions are made after three/ four rounds of discussion and workshops at National, Regional and State level. Suggestions were asked for and accordingly received from various levels, i.e. down from the schoolteacher up to the National Chief.

Realising the need of quality and authentic data, DPEP, Orissa has adopted a unique method for data collection. The SI of Schools, BRCCs, CRCCs and the teachers have been trained thrice, twice through Teleconferencing programme and once at the Block level training programme, about the DISE 2001.

The DISE data were collected by two local educated persons per school/village. After selecting these educated youths, they have been trained for 4 days about the data collection procedure, including two days practical at field level. These youths are collecting the School level and village level data in 2 days/ village, along with the CRCC of the same cluster. They are collecting the school-based information, discussing with the VEC and also crosscheck all the data. Thus a 100% crosschecking is also being done.

The BRCC and the SI of Schools have visited around 70-80% of the schools for random checking of the data. The Data Collector Youths, Schools Headmaster, CRCC, BRCC and SI of Schools countersign in the Data Collection formats.

Apart from this, the members of the District Resource Group, including the DPC visit 20-30% schools (in random) to ensure the quality of the data. A state level team also visits 10-20% schools randomly. Finally, ***the DPC provides a certificate that "100% schools have been covered in DISE and all the data provided are authentic".*** **The DISE data of all 8 districts have been collected and computerized.**

Usages of DISE Data: The DISE data are being used for

- Selection of week school, cluster and block
- Preparation of village and school based planning as well as AWP & B.
- Rationalisation of teachers.
- Distribution of Textbooks & other materials.
- Repeaters Issue.
- Civil work i.e. construction of building for buildingless schools, toilets, additional classroom, and major repair.
- Random sampling in BAS & MAS.
- Action Research Projects.
- Planning for special programmes like 'NINAD', "Community Mobiliser".

Sharing of Data (DISE, CDI etc.):-

The findings of analysis made from DISE, CDI and COHORT data shared with the D.I. of Schools, SI of Schools, BRCCs, CRCCs, DPO, SPO SCERT and educational administration as well as with community in form of discussions about the findings in

Gender/Tribal perspective in the panchayat, Gramasabha involving the Sarpanch and other elected RPs. This sharing of information has charged the attitude of community towards the schools. The remarkable success of mass mobilization campaign NINAD-II can be attributed to the sharing of data with the stakeholder (community)

Based on the ANUSANDHAN data VECs and the School H.Ms of poor performing school were contacted by the State Project Director and District Collectors of the respective District directly through letters persuading them to take appropriate steps to bring out of school and dropped out children back to school and to improve school conditions (sample letters and Anusandhan analysis Report enclosed)

PMIS :

Project Management Information System:

Major interventions, activity and sub-activity wise physical and financial targets (as per NSAR and AWP&B) and achievements are being monitored through the PMIS. Financial quarter wise reports are being generated at both District and State level.

A state specific PMIS Package is under development. Detailed financial transactions including Advance Monitoring System will be integrated in this system. Civil Work Monitoring System will be a major feature of the system. It's a web based monitoring system, where, any BRCC can log in to the site with its own password key and he/she has to fill up certain forms and to post it. This will be done weekly. The database will automatically generate block, district and state level reports. The centrally based database will be accessible by the authorized officer at different level at any part of the world. For example, the Director wants to know the current status at Delhi he can log in to the site and can get all the data required. This system will be operational by 10th April 2002.

Teachers database :

The Service Books & Gradation list of all the teachers both Primary and Upper Primary of all 30 districts of Orissa has been computerised. This database helps the administrator for teachers, rationalization, Transfer- Posting, disbursement of salary, imparting training etc. This data are now being used for selection of CRCC and BRCC. This database is a big databank for the Pedagogy Unit and the SCERT.

Role of SCERT and DIETS in DPEP

- In the area of capacity development, particularly in pedagogical improvement interventions SCERT and DIETS have played crucial roles in Orissa.
- In teacher training programmes, development monitoring and in academic support services, the faculty members of SCERT & DIETS have been totally involved.
- All the faculty members of DIETS and ETTEs in the states have been oriented in activity-based pedagogy by DPEP through the direct help of SCERT.
- The faculty members of DIETS are in the states and district resource groups and are actively involved in planning and conducting all categories of training programmes under DPEP.
- DPEP Orissa has provided financial and logistic support to DIETS for increasing their potential and efficiency.
- The selected faculty members of DIETS and SCERT have been exposed to state and national level orientation and workshops on quality improvement programmes.
- The State Institute of Educational Management and Training (SIEMT) is conceived as an autonomous institute for planning and conducting training and research on issues of educational management particularly for persons associated with elementary school management.

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

- Educational Planning
- Educational Management
- Research and Evaluation
- Management Information System (MIS)
- The Bye-laws for the society for SIEMT have been approved by the State Government. The society is going to be registered very soon.
- The construction work of the building of SIEMT is in full swing and is expected to be completed and made functional by June 2002.
- **Lacuna in Training and capacity building**
- Shortage in adequate number of resource persons affects the quality of inputs in training programmes and gives distorted messages to participants. To get over this, the State and District resource group members are now engaged for supervision of training programmes.
- Sustained Reinforcement mechanism of training inputs were greatly felt which has been to a large extent achieved by functionality CRCCs.

Regular sharing meeting at cluster level are now being insisted to ground the training input.

- Continuous monitoring and onside support are basic requirement which have not yet been fully made functional.
- District and Blocks levelreview meetings are now made regular and linkages between cluster-block-district level resource group/centres are now being targeted for further strengthening.

Objective-4

The development of sustainability plan & the DPEP Orissa is being entrusted to IIM, Ahmedabad and after it is completed, it will be sent to the State Govt. for approval, after which development of transition plan, transfer of liabilities shall be taken up.

Obejective-5 Status of Programme Implementation

• **Civil Works**

PROGRESS REPORT OF CIVIL WORKS DPEP - II, ORISSA UPTO MARCH - 2002

Name of the districts	Activities	plan 2000-2001 in.cluding mid- year, review	works undertaken	works progress	works completed	works not started	total expenditure
BOLANGIR	BRC	14	14	5	9		
	CRC	156	156	76	74		
	Addl.class room	300	303	76	205		
	Bld2.for bld2.less	15	15	15			829.4
	New prog.school	51	51	49	2		
	Toilet	422	422	14	406		
	Tubewells	192	192	69	123		
	Repairs	69	44	1	43		
Child friendly elemat	1893	478	50	415			
BADAGARH	BRC	12	12	6	6		
	CRC	139	139	8	131		
	Addl.class room	440	410	66	44		
	Bld2.for bld2.less	15	11	4	7		
	New prog.school	99	87	44	43		
	Tubewells	70	158	85	73		512
	Repairs	158	45	27	18		
	Child friendly elemat	420	420	256	164		
DHENKANAL	BRC	8	8		3		
	CRC	96	96	14	82		
	Addl.class room	39	39	3	36		
	Bld2.for bld2.less	26	26	5	21		420.22
	New prog.school	98	72	55	17		
	Toilet	245	245	20	225		
	Repairs	74	74	21	53		
	Child friendly element	366	366	181	185		

GAJAPATI	BRC	7	7	6	1		
	CRC	48	48	1	47		
	Addl.class room	76	76	10	67		
	Bld2.for bld2.less	38	38	16	22		348.67
	New prog.school	116	116	58	58		
	Toilet						
	Tubewells						
	Repairs	21	21	9	12		
	Child friendly elemt	234	234	68	166		
KALAHANDI	BRC	12	12	3	9		
	CRC	125	125	24	101		
	Adrl.class room	31	31	29	2		
	Bld2.for bld2.less	73	73	24	48		
	New prog.school	31	31	17	14		
	Toilet	300	294	5	258	31	703.6
	Tubewells	59	59	5	54		
	Repairs	980	980	100	380		
	Child friendly elemt	636	636	167	469		
KEONJAHAR	BRC	13	13		13		
	CRC	200	200	3	197		
	Addl.class room	22	22	3	19		
	Bld2.for bld2.less	20	20	8	12		725
	New prog.school	166	166	59	107		
	Tubewells	6	6	5	4		
	Repairs	272	248		248		
	The Bramee	4	4	2	2		
RAYAGADA	BRC	11	11	1	10		
	CRC	128	128	9	119		
	Addl.class room	181	176	81	95	5	
	Bld2.for bld2.less	37	37	11	26		
	New prog.school	72	72	13	59		657.64
	Toilet	273	273	6	267		
	Electrification	131	130	2	128		
	Repairs	96	96		96		
	Child friendly elemt	372	372		372		

SAMBALAPUR	BRC	9	9	2	7		
	CRC	111	111	3	108		
	Addl.class room	63	63	34	29		
	Bld2.for bld2.less	16	16	9	7		
	New prog.school	101	101	16	85		501.777
	Repairs	211	211	56	155		
	Child friendly elemat	170	1006	11	995		

Approved NSAR Provision and Available Balance under different Heads up to Feb., 2002

Sl.	Major/Minor Heads	STATE		BARGARH		BOLANGIR		DHENKANAL		GAJAPATI		KALAHANDI		KEONJHAR		RAYAGADA		SAMBALPUR		TOTAL		%ge of Expenditure
		NSAR Provision for five years	Available Funds	NSAR Provision for five years	Available Funds	NSAR Provision for five years	Available Funds	NSAR Provision for five years	Available Funds	NSAR Provision for five years	Available Funds	NSAR Provision for five years	Available Funds	NSAR Provision for five years	Available Funds	NSAR Provision for five years	Available Funds	NSAR Provision for five years	Available Funds	NSAR Provision for five years	Available Funds	
1	Civil Works	76.00	37.38	576.25	19.29	752.15	-74.77	564.80	129.84	439.37	99.31	442.75	-155.55	847.80	135.10	553.50	-104.21	536.80	42.79	4789.42	129.18	97.30
2	Furniture	7.00	-17.09	21.29	15.48	23.00	15.12	99.06	96.11	83.40	74.59	20.65	0.00	21.05	1.05	33.60	23.20	15.13	12.49	324.18	220.95	31.84
3	Equipment	22.21	-8.91	43.42	36.16	152.14	142.96	27.70	17.12	21.00	12.00	122.19	108.65	48.20	40.01	112.48	99.54	36.15	28.15	585.49	475.68	18.76
4	Vehicle	15.00	-1.40	15.30	5.27	15.00	5.47	12.00	2.45	12.00	2.40	15.00	1.87	15.70	-0.70	15.00	-11.28	14.10	4.78	129.10	8.86	93.14
5	Books & Library	2.50	2.12	83.65	83.65	132.88	132.38	81.60	81.44	74.82	74.77	104.12	103.79	113.75	113.75	101.42	97.28	64.40	63.69	759.14	752.87	0.83
6	Training Cost	109.80	37.56	249.65	49.29	425.76	190.90	221.75	-6.57	170.15	55.77	346.97	43.25	392.53	29.47	333.48	56.11	272.03	114.98	2522.12	570.76	77.37
7	Workshop & Seminar	25.04	0.14	15.85	11.99		-4.11	108.36	89.55	95.63	88.91		-6.75	14.75	-5.69	251.62	154.35	14.50	12.33	525.75	340.72	35.19
8	Awareness Campaign	30.00	5.72	145.09	66.45	136.25	68.17	83.36	20.78	72.00	15.88	181.00	71.76	260.14	166.30	94.40	76.40	147.25	73.77	1149.49	565.23	50.83
9	Salary	146.27	-32.87	675.95	396.34	1000.80	667.32	765.46	555.06	569.73	355.08	716.14	325.78	1122.72	608.57	771.04	516.05	623.25	404.73	6391.36	3796.06	40.61
10	Consumables	18.40	-7.75	196.32	192.58	64.07	60.57	54.47	50.24	17.20	11.71	73.68	69.62	245.90	243.15	22.64	13.13	152.74	150.84	845.42	784.09	7.25
11	T.L. Materials	18.00	-503.10	276.74	131.69	910.11	751.14	374.45	238.20	108.79	29.83	479.11	287.27	377.80	223.40	432.75	312.27	205.37	87.64	3183.12	1558.34	51.04
12	Contingency	5.70	-31.48		-7.44	282.64	271.60	208.49	200.46	128.95	117.89	281.89	260.45		-14.40	49.98	38.69		-15.03	957.65	820.74	14.30
13	Vehicle Operation & Maintenance	11.88	-17.08	7.60	3.17	3.48	-4.25	2.40	-4.62	7.20	1.36	6.00	-2.65	8.00	-3.86	3.00	-3.06	7.33	3.32	56.89	-27.67	148.64
14	Equipment Operation & Maintenance	3.00	2.90	6.30	6.30	3.00	3.00	3.00	3.00	3.00	2.79	3.00	2.78	6.70	6.70	3.00	2.64	5.10	5.02	36.10	35.13	2.69
15	Building Maintenance (Rent, Taxes & Electricity)		-6.30		-1.11	3.08	0.42		-1.66	2.76	1.48	154.56	151.38		-0.81	1.74	0.06		-0.93	162.14	142.53	12.09
6	Local Consultancy	45.00	25.15	21.66	20.40		-0.32		-0.40		-1.89		-0.70	26.19	24.84	24.00	22.01	22.44	22.18	139.29	111.27	20.12
7	Honorarium		-0.10	0.30	0.24		0.00		0.00		0.00		-0.08	115.74	115.68		0.00	136.74	136.69	252.78	252.43	0.14
8	M.I.S.	14.50	-22.54	26.70	23.90	14.84	12.48	13.70	9.62	12.20	10.96	13.65	9.94	26.70	25.25	15.15	11.54	28.20	23.74	165.64	104.89	36.68
	TOTAL	550.30	-537.65	2362.07	1053.65	3919.20	2238.08	2620.60	1480.62	1818.20	952.84	2960.71	1270.81	3643.67	1707.81	2818.80	1304.72	2281.53	1171.18	22975.08	10642.06	53.68

A. For Existing DPEP districts:**(Rs. in lakhs)**

YEAR	GOI	GOVT ORISSA	TOTAL
1995-96	50.00		50.00
196-97	872.50		872.50
1997-98	1145.64	153.97	1299.61
1998-99	2469.75	202.17	2671.92
1999-2000		417.00	417.00
2000-2001	4100.00	327.66	4427.66
2001-2002	4000.00	423.53 441.18	4441.18
TOTAL	111337.89	1965.51	13103.40

Expenditure during 2001-02(upto 28th Feb.2002) – Rs. 4226.45 (95.165%)

B. For Expansion Districts:

YEAR	G.O.I	STATE GOVT	TOTAL
1999-2000	50.00	63.00	113.00
2000.2001			0.00
2001-2002	1500.00		1500.00
TOTAL	1550.00	63.00	1613.00

State Project Office
Approved NSAR Provision and Expenditure under different Heads

Sl.	Major/Minor Heads	NSAR Provision for five years	Expenditure 1995-96	Expenditure 1996-97	Expenditure 1997-98	Expenditure 1998-99	Expenditure 1999-2000	Expenditure 2000-2001	Expenditure 2001-2002 (Up to Feb.02)	TOTAL
1	Civil Works	76.00		2.28	10.49	8.55	3.02	8.25	6.03	38.62
2	Furniture	7.00		1.15	12.65	-4.83	15.11			24.09
3	Equipment	22.21	0.09	1.86	9.84	3.81	0.05	2.39	13.08	31.12
4	Vehicle	15.00		20.77	9.99	-14.36				16.40
5	Books & Library	2.50			0.02		0.04	0.16	0.16	0.38
6	Training Cost	109.80		3.56	2.95	10.01	13.08	31.54	11.10	72.24
7	Workshop & Seminar	25.04			9.27	15.26	0.37			24.90
8	Awareness Campaign	30.00			4.47	4.31	0.69	2.71	12.10	24.28
9	Salary	146.27		6.66	24.61	44.55	41.24	37.87	24.21	179.14
10	Consumables	18.40		7.97	5.24	5.35	2.19	3.09	2.31	26.15
11	T.L. Materials	18.00			4.47		0.04		516.59	521.10
12	Contingency	5.70	0.09	4.03	10.27	5.09	4.11	5.71	7.88	37.18
13	Vehicle Operation & Maintenance	11.88		2.06	6.28	6.69	5.07	4.85	4.01	28.96
14	Equipment Operation & Maintenance	3.00			0.10					0.10
15	Building Maintenance (Rent, Taxes & Electricity)				0.51	0.66	1.35	2.57	1.21	6.30
16	Local Consultancy	45.00		1.53	1.69	3.31	3.39	5.43	4.50	19.85
17	Honorarium				0.07	0.03				0.10
18	M.I.S.	14.50			4.32	3.83	0.24	4.40	24.25	37.04
	TOTAL	550.30	0.18	51.88	117.24	92.26	89.99	108.97	627.43	1087.95

N.B. * As some of the expenditure are booked centrally at the initial stage of the Project the expenditure on such items have exceeded the original allocation. But when the expenditure of the district together with State is taken into consideration the excess expenditure in the State is nullify.

** The salary component of the State has exceeded the NSAR Provision due to revision of the salary beginning from the State Project Director down to the Officers who have brought on foreign service deputation on account of introduction of revised pay scale / UGC Pay Scale by the State Government.

District : Bargarh
Approved NSAR Provision and Expenditure under different Heads

Sl.	Major/Minor Heads	NSAR Provision for five years	Expenditure 1995-96	Expenditure 1996-97	Expenditure 1997-98	Expenditure 1998-99	Expenditure 1999-2000	Expenditure 2000-2001	Expenditure 2001-2002 (Up to Feb.,02)	TOTAL
1	Civil Works	576.25			1.04	115.01	91.12	176.01	173.78	556.96
2	Furniture	21.29			2.36	3.04	0.25		0.16	5.81
3	Equipment	43.42			0.43	2.23	0.17	4.32	0.11	7.26
4	Vehicle	15.30			6.45	3.58				10.03
5	Books & Library	83.65								0.00
6	Training Cost	249.65			1.49	84.42	32.93	21.02	60.50	200.36
7	Workshop & Seminar	15.85				0.05	2.09	1.72		3.86
8	Awareness Campaign	145.09			0.50	4.97	3.57	56.81	12.79	78.64
9	Salary	675.95			0.95	13.42	15.34	56.89	193.01	279.61
10	Consumables	196.32			0.26	0.95	0.73	0.87	0.93	3.74
11	T.L. Materials	276.74			46.49	23.20	8.83	13.38	53.15	145.05
12	Contingency				0.33	0.49	2.37	3.69	0.56	7.44
13	Vehicle Operation & Maintenance	7.60			0.10	0.73	0.62	1.34	1.64	4.43
14	Equipment Operation & Maintenance	6.30								0.00
15	Building Maintenance (Rent, Taxes & Electricity)				0.02	0.09	0.22	0.32	0.46	1.11
16	Local Consultancy	21.66						0.38	0.88	1.26
17	Honorarium	0.30				0.06				0.06
18	M.I.S.	26.70				0.12		0.22	2.46	2.80
	TOTAL	2362.07			60.42	252.36	158.24	336.97	500.43	1308.42

District : Bolangir
Approved NSAR Provision and Expenditure under different Heads

Sl.	Major/Minor Heads	NSAR Provision for five years	Expenditure 1995-96	Expenditure 1996-97	Expenditure 1997-98	Expenditure 1998-99	Expenditure 1999-2000	Expenditure 2000-2001	Expenditure 2001-2002 (Up to Feb.,02)	TOTAL
1	Civil Works	752.15			91.00	160.31	144.45	166.08	265.08	826.92
2	Furniture	23.00				1.89	0.54	0.25	5.20	7.88
3	Equipment	152.14				2.15	7.03			9.18
4	Vehicle	15.00			6.66	2.87				9.53
5	Books & Library	132.88							0.50	0.50
6	Training Cost	425.76			1.88	64.15	41.10	35.48	92.25	234.86
7	Workshop & Seminar				0.18	0.01	3.36	0.56		4.11

8	Awareness Campaign	136.25			0.28	0.87	7.52	56.84	2.57	68.08
9	Salary	1000.80		0.36	4.33	18.96	30.41	104.33	175.09	333.48
10	Consumables	64.07		0.01	0.93	1.30	0.18	0.51	0.57	3.50
11	T.L. Materials	910.11			63.17	6.60	21.08	23.19	44.93	158.97
12	Contingency	282.64			0.71	2.78	2.97	1.99	2.59	11.04
13	Vehicle Operation & Maintenance	3.48		0.02	0.03	1.40	1.70	1.85	2.73	7.73
14	Equipment Operation & Maintenance	3.00								0.00
15	Building Maintenance (Rent, Taxes & Electricity)	3.08		0.05	0.55	0.55	0.22		1.29	2.66
16	Local Consultancy					0.04		0.11	0.17	0.32
17	Honorarium									0.00
18	M.I.S.	14.84				0.03	0.07	0.41	1.85	2.36
	TOTAL	3919.20		0.44	169.72	263.91	260.63	391.60	594.82	1681.12

District : Dhenkanal
Approved NSAR Provision and Expenditure under different Heads

Sl.	Major/Minor Heads	NSAR Provision for five years	Expenditure 1995-96	Expenditure 1996-97	Expenditure 1997-98	Expenditure 1998-99	Expenditure 1999-2000	Expenditure 2000-2001	Expenditure 2001-2002 (Up to Feb.,02)	TOTAL
1	Civil Works	564.80			52.83	164.77	50.78	94.96	71.62	434.96
2	Furniture	99.06		0.06	0.10	2.32	0.25	0.07	0.15	2.95
3	Equipment	27.70		0.20	0.30	1.94	7.39	0.75		10.58
4	Vehicle	12.00			6.66	2.87	0.02			9.55
5	Books & Library	81.60		0.13	0.02	0.01				0.16
6	Training Cost	221.75			16.83	62.40	40.25	15.20	93.64	228.32
7	Workshop & Seminar	108.36		0.06		2.23	3.52	13.00		18.81
8	Awareness Campaign	83.36			2.64	4.45	4.39	39.92	11.18	62.58
9	Salary	765.46			2.99	13.15	25.43	89.28	79.55	210.40
10	Consumables	54.47		0.06	1.40	1.41	0.37	0.37	0.62	4.23
11	T.L. Materials	374.45			37.94	14.80	31.48	9.42	42.61	136.25
12	Contingency	208.49			1.41	0.76	1.69	2.15	2.02	8.03
13	Vehicle Operation & Maintenance	2.40		0.09	1.53	1.78	1.44	1.39	0.79	7.02
14	Equipment Operation & Maintenance	3.00								0.00
15	Building Maintenance (Rent, Taxes & Electricity)				0.27	0.26	0.31	0.35	0.47	1.66
16	Local Consultancy							0.27	0.13	0.40
17	Honorarium									0.00
18	M.I.S.	13.70				0.45	0.04		3.59	4.08

TOTAL	2620.60	0.60	124.92	273.60	167.36	267.13	306.37	1139.98
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District : Gajapati

Approved NSAR Provision and Expenditure under different Heads

Sl.	Major/Minor Heads	NSAR Provision for five years	Expenditure 1995-96	Expenditure 1996-97	Expenditure 1997-98	Expenditure 1998-99	Expenditure 1999-2000	Expenditure 2000-2001	Expenditure 2001-2002 (Up to Feb.,02)	TOTAL
1	Civil Works	439.37			34.52	45.86	83.48	102.05	74.15	340.06
2	Furniture	83.40				8.70	0.11			8.81
3	Equipment	21.00				1.90	6.71	0.39		9.00
4	Vehicle	12.00			3.29	6.31				9.60
5	Books & Library	74.82				0.02		0.01	0.02	0.05
6	Training Cost	170.15			11.66	43.86	24.91	14.36	19.59	114.38
7	Workshop & Seminar	95.63			0.38	1.75	4.06	0.53		6.72
8	Awareness Campaign	72.00			0.10	3.12	0.89	41.48	10.53	56.12
9	Salary	569.73			4.34	12.75	26.56	102.70	68.30	214.65
10	Consumables	17.20			1.35	2.83	0.36	0.52	0.43	5.49
11	T.L. Materials	108.79			22.16	5.08	18.53	4.86	28.33	78.96
12	Contingency	128.95			1.00	2.00	1.81	5.12	1.13	11.06
13	Vehicle Operation & Maintenance	7.20			0.06	1.32	1.39	1.75	1.32	5.84
14	Equipment Operation & Maintenance	3.00							0.21	0.21
15	Building Maintenance (Rent, Taxes & Electricity)	2.76		0.10	0.24	0.35	0.16	0.26	0.17	1.28
16	Local Consultancy						0.30	0.26	1.33	1.89
17	Honorarium									0.00
18	M.I.S.	12.20					0.04	0.17	1.03	1.24
	TOTAL	1818.20		0.10	79.10	135.85	169.31	274.46	206.54	865.36

District : Kalahandi

Approved NSAR Provision and Expenditure under different Heads

Sl.	Major/Minor Heads	NSAR Provision for five years	Expenditure 1995-96	Expenditure 1996-97	Expenditure 1997-98	Expenditure 1998-99	Expenditure 1999-2000	Expenditure 2000-2001	Expenditure 2001-2002 (Up to Feb.,02)	TOTAL
1	Civil Works	442.75			67.74	128.34	142.30	130.80	129.12	598.30
2	Furniture	20.65				1.83	18.54	0.28		20.65
3	Equipment	122.19				1.94	10.16	0.75	0.69	13.54

4	Vehicle	15.00		6.66	2.87		2.36	1.24	13.13
5	Books & Library	104.12				0.04	0.01	0.28	0.33
6	Training Cost	346.97		13.75	77.81	61.53	26.91	123.72	303.72
7	Workshop & Seminar		0.20		0.96	3.27	2.32		6.75
8	Awareness Campaign	181.00		1.98	1.12	0.76	85.33	20.05	109.24
9	Salary	716.14		2.65	16.62	30.32	138.00	202.77	390.36
10	Consumables	73.68	0.07	0.41	1.64	0.57	0.87	0.50	4.06
11	T.L. Materials	479.11		51.78	11.33	30.47	36.32	61.94	191.84
12	Contingency	281.89		1.52	1.43	3.60	11.83	3.06	21.44
13	Vehicle Operation & Maintenance	6.00		0.91	1.19	1.83	2.25	2.47	8.65
14	Equipment Operation & Maintenance	3.00						0.22	0.22
15	Building Maintenance (Rent, Taxes & Electricity)	154.56		0.01	0.10	0.75	1.46	0.86	3.18
16	Local Consultancy					0.30	0.31	0.09	0.70
17	Honorarium		0.03		0.05				0.08
18	M.I.S.	13.65			0.03	0.08	0.36	3.24	3.71
	TOTAL	2960.71	0.30	147.41	247.26	304.52	440.16	550.25	1689.90

District :Keonjhar
Approved NSAR Provision and Expenditure under different Heads

Sl.	Major/Minor Heads	NSAR Provision for five years	Expenditure 1995-96	Expenditure 1996-97	Expenditure 1997-98	Expenditure 1998-99	Expenditure 1999-2000	Expenditure 2000-2001	Expenditure 2001-2002 (Up to Feb.,02)	TOTAL
1	Civil Works	847.80			91.85	187.32	90.32	193.68	149.53	712.70
2	Furniture	21.05				5.35	11.93	0.13	2.59	20.00
3	Equipment	48.20			0.18	4.12	0.54	3.35		8.19
4	Vehicle	15.70				16.40				16.40
5	Books & Library	113.75								0.00
6	Training Cost	392.53			12.78	120.44	75.62	8.70	145.52	363.06
7	Workshop & Seminar	14.75				0.95	15.93	3.56		20.44
8	Awareness Campaign	260.14			0.35	36.06	14.30	25.35	17.78	93.84
9	Salary	1122.72			0.53	19.76	77.19	176.76	239.91	514.15
10	Consumables	245.90			0.37	2.02	0.36			2.75
11	T.L. Materials	377.80			62.36	23.18	61.80	7.06		154.40
12	Contingency				0.57	3.17	2.86	5.44	2.36	14.40
13	Vehicle Operation & Maintenance	8.00			0.66	2.88	3.59	3.51	1.22	11.86
14	Equipment Operation & Maintenance	6.70								0.00
15	Building Maintenance						0.58	0.23		0.81

	(Rent, Taxes & Electricity)									
16	Local Consultancy	26.19		0.09	0.09				1.17	1.35
17	Honorarium	115.74			0.06					0.06
18	M.I.S.	26.70			0.18	0.23	0.28		0.76	1.45
	TOTAL	3643.67		169.74	421.98	355.25	428.05		560.84	1935.86

District :Rayagada

Approved NSAR Provision and Expenditure under different Heads

Sl.	Major/Minor Heads	NSAR Provision for five years	Expenditure 1995-96	Expenditure 1996-97	Expenditure 1997-98	Expenditure 1998-99	Expenditure 1999-2000	Expenditure 2000-2001	Expenditure 2001-2002 (Expr. upto Feb.,02)	TOTAL
1	Civil Works	553.50			105.51	58.21	110.62	226.76	156.61	657.71
2	Furniture	33.60		0.34		1.78	8.06	0.10	0.12	10.40
3	Equipment	112.48		0.19	0.23	1.94	6.97	0.02	3.59	12.94
4	Vehicle	15.00				9.53		16.75		26.28
5	Books & Library	101.42						4.13	0.01	4.14
6	Training Cost	333.48			0.65	64.87	42.14	86.51	83.20	277.37
7	Workshop & Seminar	251.62			0.12	1.33	4.26	91.56		97.27
8	Awareness Campaign	94.40			0.53	3.80	3.20	0.68	9.79	18.00
9	Salary	771.04			3.68	11.70	31.14	11.54	196.93	254.99
10	Consumables	22.64		0.09	1.21	2.34	0.60	4.12	1.15	9.51
11	T.L. Materials	432.75			39.68	5.29	12.42	2.25	60.84	120.48
12	Contingency	49.98		0.26	0.87	0.91	4.20		5.05	11.29
13	Vehicle Operation & Maintenance	3.00			0.26	0.95	1.77	0.86	2.22	6.06
14	Equipment Operation & Maintenance	3.00						0.36		0.36
15	Building Maintenance (Rent, Taxes & Electricity)	1.74			0.29	0.36	0.67		0.36	1.68
16	Local Consultancy	24.00						0.53	1.46	1.99
17	Honorarium									0.00
18	M.I.S.	15.15				0.05	0.29		3.27	3.61
	TOTAL	2818.80		0.88	153.03	163.06	226.34	446.17	524.60	1514.08

District :Sambalpur

Approved NSAR Provision and Expenditure under different Heads

Sl.	Major/Minor Heads	NSAR Provision for five years	Expenditure 1995-96	Expenditure 1996-97	Expenditure 1997-98	Expenditure 1998-99	Expenditure 1999-2000	Expenditure 2000-2001	Expenditure 2001-2002 (Up to Feb.,02)	TOTAL
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		333.80			25.87	76.10	86.45	148.82	156.77	494.01
2	Furniture	15.13			0.88	1.17	0.25		0.34	2.64
3	Equipment	36.15			0.49	1.99	0.16	4.32	1.04	8.00
4	Vehicle	14.10			6.52	2.80				9.32
5	Books & Library	64.40					0.20		0.51	0.71
6	Training Cost	272.03			4.99	37.10	50.13	17.49	47.34	157.05
7	Workshop & Seminar	14.50				0.05	1.07	1.05		2.17
8	Awareness Campaign	147.25			0.15	1.34	5.73	62.45	3.81	73.48
9	Salary	623.25			1.00	10.15	26.40	79.29	101.68	218.52
10	Consumables	152.74				0.99	0.28	0.32	0.31	1.90
11	T.L. Materials	205.37			35.42	25.67	2.06	18.38	36.20	117.73
12	Contingency				1.47	2.77	3.11	5.87	1.81	15.03
13	Vehicle Operation & Maintenance	7.33			0.06	0.81	1.23	0.94	0.97	4.01
14	Equipment Operation & Maintenance	5.10							0.08	0.08
15	Building Maintenance (Rent, Taxes & Electricity)						0.72	0.21		0.93
16	Local Consultancy	22.44						0.17	0.09	0.26
17	Honorarium	136.74				0.05				0.05
18	M.I.S.	28.20				0.07	0.03	0.14	4.22	4.46
	TOTAL	2281.53	0.00	0.00	76.85	161.06	177.82	339.45	355.17	1110.35



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