



**STATE REPORT**  
**AND**  
**ACTION TAKEN REPORT ON**  
**THE 24<sup>TH</sup> JRM**  
**RECOMMENDATIONS**

(Orissa and Rajasthan)

**25<sup>th</sup> Joint Review Mission of D.P.E.P**  
**(September, 2007)**

## CONTENTS

### *(A) State Report*

<i>Sr. No.</i>	<i>States</i>	<i>Page Nos.</i>
1.	Orissa	1 – 15
2.	Rajasthan	16 – 57

### *(B) Action Taken Report on the 24<sup>th</sup> JRM Recommendations*

<i>Sr. No.</i>	<i>States</i>	<i>Page Nos.</i>
1.	Orissa	58 – 65
2.	Rajasthan	66 – 68

**(A)**

**State Report**

**Orissa and Rajasthan**

# ORISSA

## (A) Enrollment and completion

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

#### Status of Enrolment in Primary Level

SL	District Name	SC	ST	Total		
				Boys	Girls	Total
1	Boudh	12677	6622	24655	22961	47616
2	Kandhamal	25512	66220	58801	54352	113153
3	Koraput	22477	75586	68720	64136	132856
4	Malkangiri	18641	50899	42168	36862	79030
5	Mayurbhanj	24833	184358	148915	132198	281113
6	Nawarangpur	23751	90436	79385	69103	148488
7	Nuapada	12904	34197	44861	43170	88031
8	Sonepur	16319	6458	29198	27615	56813
<b>Total:</b>		<b>157114</b>	<b>514776</b>	<b>496703</b>	<b>450397</b>	<b>947100</b>

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

#### Completion Rate

Source : DISE

Sl. No	Name of the District	2004-05			2005-06			2006-07		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Boudh	81.94	67.78	74.49	82.76	68.47	75.24	84.63	71.56	81.20
2	Kandhamal	72.98	60.37	66.34	73.71	60.98	67.01	71.49	66.72	69.01
3	Koraput	73.12	60.49	66.47	73.86	61.10	67.15	71.94	65.74	68.20
4	Malkangiri	91.05	75.32	82.77	91.97	76.09	83.61	92.33	74.28	84.26
5	Mayurbhanj	58.63	48.50	53.3	59.22	48.99	53.84	61.25	48.91	56.60
6	Nawarangpur	80.37	66.49	73.06	81.18	67.16	73.80	81.97	69.41	75.43
7	Nuapada	60.64	50.17	55.13	61.25	50.67	55.68	62.38	52.55	58.74
8	Sonepur	95.22	78.78	86.57	96.19	79.57	87.44	95.76	81.29	89.36
<b>Total</b>		<b>75.9</b>	<b>62.80</b>	<b>69</b>	<b>76.68</b>	<b>63.44</b>	<b>69.71</b>	<b>77.72</b>	<b>66.31</b>	<b>72.85</b>

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

Total 1,40,142 children of 6-14 years age group are out of school in 8 DPEP-II districts(CTS'06). They constitute 10.58% of the total children of the same age group against the State average of 7.98%. Koraput has highest % of out of school children i.e., 20.69% and Sonepur has the lowest of 3.14%. Total 69638 girls are out of school constituting 11.18% against

70504 boys of 10.05%.The following tables present community-wise and gender-wise details of out of school children (Source CTS'06).

**Out Of School Children Of All Categories (6-14 Years)**

Name of district	Total children (6-14)			Out of school children (6-14)			% of out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Boudh	36,106	33,207	69,313	3,347	3,172	6,519	9.27	9.55	9.41
Kandhamal	74,868	66,932	1,41,800	2,674	2,801	5,475	3.57	4.19	3.86
Koraput	1,05,989	95,292	2,01,281	21,380	20,262	41,642	20.17	21.26	20.69
Malkanagiri	56,618	49,381	1,05,999	8,794	8,608	17,402	15.53	17.43	16.42
Mayurbhanj	2,04,723	1,77,531	3,82,254	8,440	7,970	16,410	4.12	4.49	4.29
Nabarangpur	1,15,521	1,00,441	2,15,962	19,387	19,877	39,264	16.78	19.79	18.18
Nuapada	59,675	55,454	1,15,129	4,970	5,532	10,502	8.33	9.98	9.12
Sonepur	48,117	45,007	93,124	1,512	1,416	2,928	3.14	3.15	3.14
<b>Total</b>	<b>7,01,617</b>	<b>6,23,065</b>	<b>13,24,682</b>	<b>70,504</b>	<b>69,638</b>	<b>1,40,142</b>	<b>10.05</b>	<b>11.18</b>	<b>10.58</b>

Similarly, 84902 children of ST category are out of school constituting 12.41% while boys constitute 11.68% and girls 13.26% as shown below.

**Out Of School Children Of ST Category (6-14 Years)**

Name of district	Total ST children (6-14)			Out of school children (6-14)			% of out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Boudh	4,584	4,144	8,728	488	516	1,004	10.65	12.45	11.50
Kandhamal	42,471	37,723	80,194	1,699	1,766	3,465	4.00	4.68	4.32
Koraput	58,746	51,690	110,436	13,129	12,411	25,540	22.35	24.01	23.13
Malkanagiri	35,902	30,244	66,146	6,549	6,389	12,938	18.24	21.12	19.56
Mayurbhanj	128,429	109,285	237,714	6,118	6,054	12,172	4.76	5.54	5.12
Nabarangpur	69,911	58,215	128,126	12,752	12,521	25,273	18.24	21.51	19.73
Nuapada	22,016	20,605	42,621	1,951	2,137	4,088	8.86	10.37	9.59
Sonepur	5,155	4,949	10,104	212	210	422	4.11	4.24	4.18
<b>Total</b>	<b>367,214</b>	<b>316,855</b>	<b>684,069</b>	<b>42,898</b>	<b>42,004</b>	<b>84,902</b>	<b>11.68</b>	<b>13.26</b>	<b>12.41</b>

Further, 22,023 children of SC category are out of school constituting 9.72% while boys are 9.05% and girls 10.46% as shown in the table below.

**Out Of School Children Of SC Category (6-14 Years)**

Name of district	Total SC children (6-14)			Out of school children (6-14)			% of out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Boudh	9,461	8,534	17,995	883	872	1,755	9.33	10.22	9.75
Kandhamal	17,206	15,199	32,405	528	566	1,094	3.07	3.72	3.38
Koraput	18,056	16,588	34,644	3,377	3,249	6,626	18.70	19.59	19.13

Malkanagiri	13,689	12,767	26,456	1,496	1,491	2,987	10.93	11.68	11.29
Mayurbhanj	20,116	15,312	35,428	900	713	1,613	4.47	4.65	4.55
Nabarangpur	18,681	17,787	36,468	2,452	3,085	5,537	13.13	17.34	15.18
Nuapada	9,019	8,232	17,251	755	782	1,537	8.37	9.50	8.91
Sonepur	13,570	12,396	25,966	455	419	874	3.35	3.38	3.37
<b>Total</b>	<b>119,798</b>	<b>106,815</b>	<b>226,613</b>	<b>10,846</b>	<b>11,177</b>	<b>22,023</b>	<b>9.05</b>	<b>10.46</b>	<b>9.72</b>

33,217 children of **others** category are out of school constituting 8.02% while boys are 7.81% and girls are of 8.25% as shown below.

#### Out Of School Children Of Others Category (6-14 Years)

Name of district	Total children (others) (6-14)			Out of school children (6-14)			% of out of school children		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Boudh	22,061	20,529	42,590	1,976	1,784	3,760	8.96	8.69	8.83
Kandhamal	15,191	14,010	29,201	447	469	916	2.94	3.35	3.14
Koraput	29,187	27,014	56,201	4,874	4,602	9,476	16.70	17.04	16.86
Malkanagiri	7,027	6,370	13,397	749	728	1,477	10.66	11.43	11.02
Mayurbhanj	56,178	52,934	109,112	1,422	1,203	2,625	2.53	2.27	2.41
Nabarangpur	26,929	24,439	51,368	4,183	4,271	8,454	15.53	17.48	16.46
Nuapada	28,640	26,617	55,257	2,264	2,613	4,877	7.91	9.82	8.83
Sonepur	29,392	27,662	57,054	845	787	1,632	2.87	2.85	2.86
<b>Total</b>	<b>214,605</b>	<b>199,575</b>	<b>414,180</b>	<b>16,760</b>	<b>16,457</b>	<b>33,217</b>	<b>7.81</b>	<b>8.25</b>	<b>8.02</b>

Efforts are being given to bring out of school children into mainstream education through direct enrolment and EGS/AIE. It is worthwhile to mention that 24,558 children of 5+ & 6+ age group have been mainstreamed directly into Class-I through 1<sup>st</sup> Phase of Project Aarohana.

#### Mainstreaming of 5+ & 6+ age group children through Aarohana

District	Boudh	Kandhamal	Koraput	Malkanagiri	Mayurbhanj	Nawarangpur	Nuapada	Sonepur	Total
No. of students	840	2616	6393	3711	2512	4703	2850	933	24558

#### Mainstreaming

Due emphasis is being given to track the children who have been mainstreamed into regular school system at different stages. Tracking of children mainstreamed are being done at four phases as shown below:

- Direct enrolment of 5+ & 6+ age group children into Class-I of regular schools
- Due to upgradation of EGS centres into NPS & NUPS
- Mainstreaming in appropriate Class after completing Class-III, Class-V and Class-VII.
- Mainstreaming of the children of EGS centres closed due to non-feasibility.

District	Boudh	Kandhamal	Koraput	Malkanagiri	Mayurbhanj	Nawarangpur	Nuapada	Sonepur	Total
No. of students	NA	3817	4272	2356	7248	7560	4172	1834	31159

Up to 2005-06, total 375 EGS centres have been upgraded to NPS in DPEP Phase-II districts. Similarly, total 557 EGS primary centre have been upgraded into NPS & 154 upper primary EGS centres into NUPS as shown below.

**No. of EGS centres upgraded into NPS during 2006-07 (DPEP-II)**

District	Boudh	Kandhamal	Koraput	Malkanagiri	Mayurbhanj	Nawarangpur	Nuapada	Sonepur	Total
No. of centres	14	31	212	0	80	124	82	14	557

**No. of EGS centres upgraded into NUPS during 2006-07**

District	Boudh	Kandhamal	Koraput	Malkanagiri	Mayurbhanj	Nawarangpur	Nuapada	Sonepur	Total
No. of centres	0	0	2	0	0	97	26	29	154

Similarly, 755 EGS centres have been closed for various reasons and district-wise break up is shown below:

**EGS Centres closed as on 31.7.07**

District	Boudh	Kandhamal	Koraput	Malkanagiri	Mayurbhanj	Nawarangpur	Nuapada	Sonepur	Total
No. of centres closed	106	65	84	144	0	144	134	78	755

Presently, 4097 EGS centres are running in DPEP-II districts and 617 of them are targeted for upgradation.

**No. of EGS centres functioning as on 31.7.2007**

District	Boudh	Kandhamal	Koraput	Malkanagiri	Mayurbhanj	Nawarangpur	Nuapada	Sonepur	Total
No. of centres	186	457	605	393	1643	412	338	63	4097
No. of children	5310	14391	16845	11612	42857	17708	13709	1158	104532

**No. of EGS centres targeted for upgradation during 2007-08**

District	Boudh	Kandhamal	Koraput	Malkanagiri	Mayurbhanj	Nawarangpur	Nuapada	Sonepur	Total
No. of centres	17	-	156	12	193	184	38	17	617

In the Annual Plan of 2007-08, all out of school children are targeted to be covered through Alternative & Innovative Education (AIE) Programme. Steps are being taken in phased manner

to operationalise NRBCs/RBCs for the older age groups and for the children of habitations where opening EGS centre is not feasible.

**AIE centres as on 31.7.2007**

District	Boudh	Kandhamal	Koraput	Malkangiri	Mayurbhanj	Nawarangpur	Nuapada	Sonepur	Total
No. of centres	20	22	51	17	292	270	175	-	847
No. of children	525	871	1517	680	3264	6533	4178	-	17568

Apart from this, **Residential Care Centres (RCCs)** have been operationalised in Nuapada district to retain the children of migrant families. Those children have been provided with food and other basic amenities including provision for Remedial Teaching. Total 84 RCCs have been operationalised retaining 3001 children of migrant families during 2006-07. Further, 35 Alternative Schools are functioning at Raipur and Durg (Chhatishgarh) covering 1655 children of Nuapada district who migrate with their parents to work sites.

**(4) Reduction in drop out rates by gender and social category groups**

**Year wise Primary Dropout Rate of DPEP Districts**

Sl	District	2004-05								
		All			SC			ST		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Boudh	25.04	24.19	24.66	31.37	30.08	30.71	46.33	45.96	46.23
2	Kandhamal	35.87	38.03	36.89	36.89	39.62	38.23	37.05	39.38	38.14
3	Koraput	29.33	34.08	31.61	28.40	29.76	29.01	32.32	38.70	35.30
4	Malkangiri	32.90	39.67	36.16	21.70	27.32	24.50	37.32	45.45	41.12
5	Mayurbhanj	40.67	38.30	39.59	36.88	36.73	36.81	44.00	43.89	43.98
6	Nawarangpur	36.59	42.28	39.42	32.13	34.04	33.12	39.94	46.98	43.39
7	Nuapada	34.09	39.53	36.80	29.63	33.97	31.80	36.73	43.06	39.88
8	Sonepur	14.52	15.48	15.00	11.05	10.92	10.99	15.23	14.61	14.93
	<b>Total</b>	<b>31.12</b>	<b>33.95</b>	<b>32.52</b>	<b>28.51</b>	<b>30.30</b>	<b>29.40</b>	<b>36.11</b>	<b>39.75</b>	<b>37.87</b>
Sl	District	2005-06								
		All			SC			ST		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Boudh	18.78	18.14	18.50	23.52	22.56	23.03	34.75	34.47	34.67
2	Kandhamal	26.90	28.52	27.67	27.67	29.71	28.67	27.79	29.54	28.60
3	Koraput	21.99	25.56	23.70	21.30	22.32	21.76	24.24	29.03	26.48
4	Malkangiri	24.67	29.75	27.12	16.27	20.49	18.38	27.99	34.09	30.84
5	Mayurbhanj	30.50	28.73	29.69	27.66	27.55	27.61	33.00	32.92	32.99
6	Nawarangpur	27.44	31.71	29.57	24.10	25.53	24.84	29.95	35.24	32.54
7	Nuapada	25.57	29.65	27.60	22.22	25.48	23.85	27.55	32.29	29.91
8	Sonepur	13.39	14.11	13.75	9.03	8.44	8.74	11.42	10.96	11.20
	<b>Total</b>	<b>23.65</b>	<b>25.77</b>	<b>24.70</b>	<b>21.47</b>	<b>22.76</b>	<b>22.11</b>	<b>27.08</b>	<b>29.82</b>	<b>28.40</b>



Sl	District	2006-07								
		All			SC			ST		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
9	Boudh	10.45	10.59	10.52	19.6	20.5	20.06	29	38.3	33.63
10	Kandhamal	12.10	12.84	12.47	23.1	27	25.04	23.2	32.8	27.99
11	Koraput	16.24	18.59	17.42	17.8	20.3	19.02	20.2	32.3	26.23
12	Malkangiri	11.10	13.39	12.24	13.6	18.6	16.10	23.3	37.9	30.61
13	Mayurbhanj	22.36	19.67	21.02	23.1	25	24.05	27.5	36.6	32.04
14	Nawarangpur	15.28	19.64	17.46	20.1	23.2	21.65	25	39.2	32.06
15	Nuapada	15.26	18.69	16.98	18.5	23.2	20.8	23	35.9	29.42
16	Sonepur	9.53	9.85	9.69	7.53	7.67	7.6	9.52	12.2	10.9
	<b>Total</b>	<b>14.04</b>	<b>15.41</b>	<b>14.72</b>	<b>17.89</b>	<b>20.69</b>	<b>19.29</b>	<b>22.57</b>	<b>33.13</b>	<b>27.85</b>

DISE

**(5) Progress in integrating children with mild and moderate disabilities.**

The objective of the programme is to ensure that every child with special need irrespective of the kind, category and degree of disabilities is provided a meaningful and quality education. It has adopted zero rejection policy i.e no child having special need be deprived of Right to Education.

A variety of activities have been taken up at this state/district level to provide opportunity to enroll all identified mild & moderate category of CWSN in Schools/ EGS Centers. The schools have been made barrier free and other provisions like aids & appliances, surgical corrections, TLM, Text books, Uniform to girls etc. have been provided to attract the CWSN to the schools. One Block Resource Teacher on IED has been engaged in each Block and selected ULB to work in itinerant mode to provide resource support to CWSN. A 5 day teachers training have been imparted to all teachers to equip them to address the CWSN in formal school. 45 days RCI Foundation Course Training has also been given to selected teachers on Inclusive Education. Parent counseling of CWSN is a regular phenomenon of the Inclusive Education. The enrollment of CWSN in schools under Inclusive set up in DPEP districts is as follows.

**Enrolment of CWSN**

SlNo	Name of the District	CWSN Identified	CWSN Enrolled
1	Boudh	3719	3378
2	Kandhamal	4323	4101
3	Koraput	5846	4493
4	Malkanagiri	6199	5353
5	Mayurbhanj	8394	6227
6	Nabarangpur	4753	4165
7	Nuapada	5901	3320
8	Sonepur	2483	2049
	<b>Total</b>	<b>39135</b>	<b>33086</b>

## (B) Learning and Quality

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

Strategy for improvement and evidence of progress in achievement level of primary grade students.

#### Evidence of progress in achievement level at the end of Class-V

Name of the district	2003-04		2004-05		2005-06	
	% of pass	% of pass with more than 60%	% of pass	% of pass with more than 60%	% of pass	% of pass with more than 60%
Boudh	95.92	9.41	98.42	10.80	94.55	11.86
Kandhamal	95.68	15.08	96.91	21.79	97.91	16.70
Koraput	89.53	17.51	97.57	21.53	98.83	18.05
Malkangiri	94.75	12.72	92.76	11.14	95.55	10.15
Mayurbhanj	98.32	24.70	95.31	24.59	99.29	31.32
Nabarangpur	96.56	9.38	97.06	12.26	98.60	10.15
Nuapada	97.02	13.64	97.74	15.32	98.01	13.70
Sonepur	97.98	12.21	98.70	12.49	98.56	9.31
Total	95.72	14.33	96.83	16.24	97.66	15.15

Although the percentage of pass has been on study increase, the percentage of pass with more than 60% has not been encouraging except in the district Mayurbhanj.

#### Learning Achievement level of Class-V students during 2006-07.

Sl. No.	Name of the District	Total Students	Grade-A = 80% above	%	Grade-B = 65 - 79%	%	Grade-C = 50 - 64%	%	Grade-D = 35 - 49%	%	Grade-E Below 35%	%
1	Boudh	9283	67	0.72	261	2.81	1162	12.52	4807	51.78	2985	32.16
2	Kandhamal	15083	179	1.19	735	4.87	2852	18.91	8358	55.41	2959	19.62
3	Koraput	21838	410	1.88	1116	5.11	3606	16.51	11387	52.14	5319	24.36
4	Malkangiri	9962	82	0.82	263	2.64	1222	12.27	4690	47.08	3705	37.19
5	Mayurbhanj	44584	796	1.79	3166	7.10	9033	20.26	20081	45.04	11508	25.81
6	Nabarangpur	19427	132	0.68	486	2.50	2255	11.61	9331	48.03	7223	37.18
7	Nuapada	10675	65	0.61	372	3.48	1615	15.13	5359	50.20	3264	30.58
8	Sonepur	12585	159	1.26	512	4.07	1702	13.52	5217	41.45	4999	39.72
	TOTAL	143437	1890	1.32	6911	4.82	23447	16.35	69230	48.27	41962	29.25

Although there is progress of learners from E grade to 'D' and 'C' grade is visible, the no. of students in 'A' and 'B' grade is not encouraging.

However comparison between ASER (2005) and ASER (2006) reveals the following progress in an achievement level of students.

### Standard 1 – 2 : Learning

State / Nation	% of children who can read letters, words or more		% of children who can recognise numbers or more.	
	ASER – 2005	ASER- 2006	ASER – 2005	ASER – 2006
Orissa State	66.8	80.3	47.7	65.6
National Total	70.3	74.5	55.3	60.6

It is revealed from the above table that, when 66.8% of children of Standard I-2 in Orissa could read letters, words or more during 2005, the same level was increased to 80.3% during 2006, which is higher than the National average i.e. 74.5%.

Similarly, when 47.7% of children of Standard 1-2 in Orissa could recognise numbers or more during 2005, it was increased to 65.6% during 2006 which is higher than the National average i.e. 60.6%.

### Standard 3 – 5 : Learning

State / Nation	% of children who can read Standard-I text or more.		% of children who can do subtraction or more.	
	ASER – 2005	ASER- 2006	ASER – 2005	ASER – 2006
Orissa State	63.8	68.0	52.0	63.1
National Total	67.4	66.2	60.7	64.7

From above table, it is revealed that, when 63% of children of Standard 3.5 in Orissa could read Standard-I text or more during 2005, it was increased to 68% during 2006, which is higher than the national average i.e. 66.2%.

Similarly, when 52% of children of Standard-3.5 in Orissa could do subtraction or more during 2005, it was increased to 63.1% during 2006 which is nearer to the national average i.e.64.7%.

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

- In order to make the evaluation practice continuous four unit test , half yearly examination and Annual examinations are conducted annually.
- Report cards indicating the progress of the children in scholastic and Co-scholastic areas are maintained and shared with the parents.
- Subject-wise, Class-wise achievement data are collected on quarterly basis as per NCERT monitoring tool and shared in monthly meetings conducted at cluster level and 5% circle level.
- Oral tests and completion of different projects have been a part and parcel of the evaluation practices.
- Annual examination is conducted at the district level by involving DIETs and DRG members.
- The source book developed by NCERT will be field tried in Khurda and Nayagarh district to improve the quality of evaluation process.

(3) **Current pupil teacher ratio and measures taken to enhance the effectiveness of teacher training in the light of evaluation of teacher training, if any, conducted by the State.**

Sl	Districts	Pupil Teacher Ratio (PTR)		
		02-03	05-06	06-07
1	Boudh	42	51	39
2	Kandhamal	34	27	25
3	Koraput	37	33	30
4	Malkangiri	38	33	28
5	Mayurbhanj	43	36	36
6	Nawarangpur	52	43	40
7	Nuapada	45	32	28
8	Sonepur	38	31	30
<b>Total</b>		<b>44</b>	<b>37</b>	<b>32</b>

A research study on Impact of Teacher Training on classroom teaching was conducted through Dr.PMIASE, Sambalpur on the basis of the findings and suggestions of the study strategies/initiatives were chucked out.

The major studies include:

- Evaluation of trainees is being conducted at the end of the training programme.
- Pedagogical monitoring has been strengthened through DIETs, BRCs and CRCs.
- Unit tests are being conducted on regular basis.
- Content based and theme specific training programmes are being conducted at cluster level.
- One day monthly sharing meetings are being conducted at the cluster level.

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

- Learning to Read ( L2R) project, piloted in four block during 2006-07 will be upscaled to 181 blocks during 2007-08 to promote reading at the early grades of Class-I and II.
- Remedial teaching will imparted in all Model Cluster Schools under NPEGEL and in all KGBVs through convergence with UNICEF during 2007-08.
- Quality project with focus on learning continuous resources initiated by UNCEF, Orissa in selected blocks of Koraput, Ganjam and Puri district will be up-scaled during 2007-08.
- Multi-lingual Education will be introduced in 200 schools covering 10 Tribal languages during 2007-08.
- Learning outcomes are monitored on quarterly basis and learning problems of students are discussed in Monthly Sharing Meetings.

(5) **Effectiveness of BRCs/ CRCs in providing onsite support to teachers and academic supervision in general.**

(6)

**District-wise No. of BRCCs and CRCCs in position.**

Sl.No.	Name of the District	BRCC	CRCC
1	Boudh	3	50
2	Kandhamal	12	152
3	Koraput	14	137
4	Malkangiri	7	106
5	Mayurbhanj	26	351
6	Nawarangpur	10	135
7	Nuapara	5	80
8	Sonepur	6	74
	<b>TOTAL</b>	<b>83</b>	<b>1085</b>

- 83 BRCCs and 1085 CRCCs have been selected, trained and are in the position to provide onsite support to teachers.
- DPCs and D.I.-cum- Adl. DPCs take joint review of the performance of the BRCCs.
- S.I.-cum-Adl. BRCCs and CRCCs take joint review of the performance of the CRCCs.
- Standards have been formulated for BRCCs and CRCCs under ADEPTS. They will be oriented on different performance standards and given the option to select the Standards for themselves and to demonstrate the same within stipulated time frame failing which they will be reverted back.
- Research studies have been commissioned to appraise the performance of BRCCs and CRCCs.

**(C) Institutional capacity building and Programme Implementation**

- (1) **Progress in implementation of AWP & B of current financial year and measure taken for utilizing of unused funds in view of closure of projects shortly.**

(Rs. in lakh)

Name of the Districts	Expenditure as per AWP&B during the Year 2007-2008 (up to 31.07.2007)														Total	
	Civil works	Project Management	SC/ST Education	Girls Education	ECCE	Planning & Management	Distance Education	IED	Media	Pedagogical Improvement	Access & Alternative Schooling	Research & Evaluation	Community Mobilisation	MIS		
S.P.O.	1.91	17.20							0.36	0.93						20.40
Boudh	1.42	6.40						0.07		0.48	4.47	2.55	0.62			16.01
Kandhamal	8.24	4.20				0.65	0.13	6.85	0.37	66.34	0.28	0.16	0.06	2.21		89.49
Koraput	0.05	5.03						0.36		50.18	36.10			0.07		91.79
Malkangiri	40.00	3.46	0.52	0.34				3.15	0.07	4.46		0.10		0.13		52.23
Mayurbhanj	9.05															9.05
Nawarangpur		8.85								45.59				0.34		54.78
Nuapara	90.57	11.65	0.18	1.31		0.29		20.96		14.67	27.11		0.72	0.12		167.53
Sonepur	24.53	14.30		0.10		0.19		4.70	0.02	21.68	2.47	0.36	0.03	0.08		68.44
<b>Total</b>	<b>175.77</b>	<b>71.09</b>	<b>0.70</b>	<b>1.75</b>	<b>0.00</b>	<b>1.13</b>	<b>0.13</b>	<b>36.09</b>	<b>0.82</b>	<b>204.33</b>	<b>70.43</b>	<b>3.17</b>	<b>1.43</b>	<b>2.95</b>		<b>569.77</b>

- Till August 2008 SIS has not got first installment under DPEP-II.
- Planning has been done to utilize the unused fund (EFC cost) under DPEP-II.

(2) **Sustainability issues for projects closing shortly.**

In Orissa, DPEP-II is supposed to be closed in November, 2008. In the FY 2008-09 sustainability issues would be taken care of.

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

**2005-06**

The Statutory Audit Reports along with the Utilisation Certificate and Annual Report for the year 2005-06 has already been sent to the Government of India vide this office letter No-5109 Fin/07/Dt.26.07.07. The observations of the Statutory Auditor has been submitted to the District Project Coordinators for compliance. The compliance for the observations will be verified by the Statutory Auditor for the next financial year i.e. 2006-07.

**2006-07**

M/S Anil Mihir & Associates has been appointed as the Statutory Auditor for the year 2006-07 vide this office letter No-3057/Fin/07/Dt.25.04.07. As per the Audit programme submitted the above audit firm the audit of the District Accounts will be completed on 23.08.07. As per the Terms of Reference (TOR) signed by the Statutory Auditor the Statutory Audit will be completed on or before 15.09.2007, after which the Audit Reports along with the Utilisation Certificate will be submitted to the Government of India.

The system of Internal Audit through Chartered Accountant Firms has been stated from the financial year 2006-07. The observations of the Internal Auditor up to the end of 2<sup>nd</sup> quarter have been discussed with the District Personals and concerned Internal Auditors at SIS level and the observations remain un-settled are sent to the Districts for compliance.

(4) **Measures taken for improving quality of DISE data and for utilization of MIS data for planning.**

Management Information System plays an important role in DPEP/SSA by providing various inputs to all other intervention as well as other outside agency and organisations. The MIS unit is strengthened with Servers and databases with web based applications in the year 2006-07. OPEPA utilizes its own web portal for its website and e-mail facilities. The major source of EMIS is the DISE in MIS, which is already in 7<sup>th</sup> year of its achievement in all over 30 districts. All the data regarding School infrastructure, teacher, para teacher and enrolment in every respect can be generated through DISE. The next major achievement is the development of the capability to go for the appraisal of the district plans. Appraisal helps in removing errors and thereby enriching the district plans and secondly, providing feedback to districts for making the planning process healthy and resource persons more skilled as planning is the key to achieve UPE and UEE.

- The DISE database for the year 2006-07 has been successfully generated from the existing database of project e-sishu of Orissa i.e consolidated project of Child Tracking

System (CTS), School Information System (SIS) and Educational Personal Information System (EPIS).

- DISE data for 2001-02 to 2006-07 for all 30 SSA districts have been computerized and DISE for 2007-08 will start from 30<sup>th</sup> Sept '07 in districts.
- Time series & single year reports, showing various key indicators have been shared with Blocks, GP, VECs and schools.
- DISE reports being used for improving infrastructure of primary education in planning, pedagogy and girls education system.
- Various reports on requirement basis have been shared with Dept. like Secondary, W&CD, Health, SC/ST and TBPM etc.

(5) **Achievements on community participation e.g. training of VEC/SDMCs in the current year and other steps taken to improve community participation.**

The goals of community mobilization in DPEP are mainly of two folds: such as the Long Term Goals and Short Term Goals.

The Long Term Goals include creation of community owned schools in which the responsibility of both the school and schooling rests with the local community.

The Short Term Goals include community participation in planning, management and school improvement, construction of school buildings and their maintenance, monitoring and evaluation.

**Objectives:**

- Increase parental awareness towards Primary Education of their children.
- Identifying requirement of Alternative Schools in small habitations where opening of formal primary school is not possible as per State norms.
- Ensuring 100% enrolment of all the eligible out of school children
- Identify all kind out of school children in order to develop an Alternative and Innovative strategy to bring them to mainstream of education.
- Conduct Micro Planning and School Mapping exercises.
- Identify pre-school facilities available in the school.
- Identify the problems creating the hazards of non-enrolment and drop out in close interaction with the community with particular attention to the problems of girl child, children of SC, ST and weaker section.
- Identify area specific problems in order to develop innovative strategies to solve it.
- To form and sensitize VEC, PTA and MTA and orient the PRI and NGOs to take the ownership issue of primary education institutions.
- Procure/prepare required community mobilization materials/assets to help in dissemination of the message of DPEP.
- Document the process and content of Community Mobilisation.

## **Strategies:**

- Concrete strategy to accelerate the pace of UPE through decentralized and participatory approach by creating and strengthening grass-root level organizations like VEC, PTA, MTA & PRIs.
- Information dissemination of the programme which will equip all concerned for effective participation.
- Giving visibility to the programme.
- Evolving media package which will act as strong advocacy materials in support of the programme
- Capacity building of the state, district and sub-district structures in effective use of media.

## **Formation of VECs/PTAs/MTAs:**

Decentralisation of Education Management has been highlighted in the National Policy on Education, 1986 and the revised National Education Policy-1992 for improved efficiency and better functioning in the whole gamut of educational institution. Educational Management is primarily the function of the community. School Committee shall be a representative body of the community to manage the educational institutions and supervise the progress of Universalisation of Elementary Education and improvement in the quality of Secondary education and regulate enrolment, regular attendance and prevent drop out from the schools. Community Supervision Cell ensures successful functioning of the policy of decentralization of educational management. School Committee (VEC) is the Chief Executive Functionary of school management and implementation of Universalisation of Elementary Education.

Keeping in view of the above objective the Govt. of Orissa, School & Mass Education Deptt. have already framed rule i.e., Orissa School Education Community Participation Rule, 2000. The details of the constitution of PTA& VEC, their roles and responsibility have been defined in the said rule. In Orissa strategies have been formulated to constitute and empower grass root level community organization i.e., VEC, PTA & MTA in all schools

## **Training Of Community Members (VEC)**

One handbook containing different interventions has been developed for effective training of VEC members.. A VEC categorization format has been developed to assess the functionality of VEC and to extend inputs to the poor performing VECs . The training of all VEC members has been undertaken in phased manner a statement showing the status of formation of VEC and their training is as follows. 65889 VEC members have been trained during 2006-07 and 3470 VEC members have been trained in 1<sup>st</sup> quarter of 2007-08.



### Status of VEC Training

SINo	District Name	No of Pry Schools	No of UPS	Total	No of schools where VEC formed	No of VEC members trained
1	Boudh	476	204	680	680	2670
2	Kandhamal	1242	365	1607	1607	7048
3	Koraput	1560	481	2041	2041	7452
4	Malkanagiri	734	190	924	924	5596
5	Mayurbhanj	2546	806	3352	3352	27350
6	Nabarangpur	1125	457	1582	1472	7956
7	Nuapada	574	353	927	909	3400
8	Sonepur	665	303	968	968	4417
	<b>Total</b>	<b>8922</b>	<b>3159</b>	<b>12081</b>	<b>11953</b>	<b>65889</b>

#### Progress of Community Mobilisation:

- School Committees (VEC) are in place in all the 8 districts.
- These community bodies have been delegated with power, function and resources under SSA.
- The VECs have been participating in
  1. Micro planning and School Mapping
  2. Civil Works i.e. construction of new school building, toilets etc.
  3. Improvement of School Environment
  4. Mobilizing community for enrolment, retention and facilitating school management.
  5. Supply of uniforms to girls.
  6. Supervision of MDM programme.
- The VECs across the district under DPEP, Orissa are active in varied degree in
  1. Raising voluntary contribution for the school
  2. Appointment of para-teachers, Education volunteers
  3. Conducting Orissa Child Census 2005 and CTS validation project 2006.
  4. Utilization of School Improvement Grant, repair and maintenance grant etc.
  5. Day-to-day management of Primary School, Upper Primary School, AS/EGS and ECCE centers.
  7. Raising Corpus Fund for the school.
- Resource Group has been formed at district level and sub-district level to strengthen community mobilization.
- School Committee (VEC) members in all districts have also been trained about their duties and responsibility through teleconferencing programme.
- Village meeting on the line of Gram Sabha and Palli Sabha are initiated for owning village school.
- The role of community for quality education has also been emphasized.
- Steps have been taken to involve the community in quality aspect as partner of the teacher.

- MTA has been formed and trained in all schools.
- MTA members have been trained on their role in enhancing Girls Education.

### **Co-Ordination With To Panchayati Raj Structure**

As per 73<sup>rd</sup> constitutional amendment, certain powers relating to elementary education have been devolved to the control of 3-tier PRIs.

In order to avoid any ambiguity in regard to the preparation of plan and schemes on the matter of devolved subjects, it was felt very much necessary to involve the field functionaries of this Department. Accordingly, one Activity Mapping of PRIs in respect of School and Mass Education Department has been issued. The Govt. have issued instruction for the implementation of the same in letter and spirit, as this will help in improving the quality of delivery of services.

# RAJASTHAN

## Progress Report Of DPEP Phase -II

### I. Introduction :-

The State of Rajasthan fully acknowledge the importance of education as a key catalyst and enabler for its social and economic development. Though at the time of independence in 1947, Rajasthan State, despite being an educationally backward and with difficult socio-geographic terrain, has made impressive strides in improving elementary education since now a school is accessible within one kilometer of distance for most habitations. This has been possible due to the noteworthy innovative UEE projects being implemented since 1990 with their culmination in the form of DPEP and SSA.

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

Rajasthan Council of Primary Education (RCPE) now called as Rajasthan Council of Elementary Education (RCEE) was set up on November 3, 1997 to implement District Primary Education Programme (DPEP). It was designed to achieve the objective of Universalisation of Primary Education. Its main emphasis was on increasing enrolment, retention, achievement level and access to primary education for children of all categories i.e. girls SC, ST, OBC, minority and physically challenged etc. It also stressed on reducing differences in enrolment, dropout rate and learning achievement among gender and social groups to less than 5%.

DPEP was launched in Rajasthan in two phases. DPEP Phase-I was launched in ten districts on Oct. 2nd, 1999 which was completed on Dec. 31st, 2005. DPEP Phase-II was launched on Sept. 5th, 2001 in nine districts viz. Bharatpur, Bundi, Churu, Dausa, Dholpur, Hanumangarh, Jaipur, Karauli and Sawai Madhopur. Proposal for extension of DPEP Phase-II for a period upto March 31st, 2008 was forwarded to Govt. of India (GOI) and has been approved in August 2007.

### **The main objectives of DPEP are as follows :**

- To reduce differences in enrolment, drop out and learning achievement among gender and social groups to less than 5%.
- To reduce overall primary drop out rate for all students to less than 10 %.
- To raise average achievement levels by at least 25 % over measured base line levels and ensuring achievement of basic literacy and numeracy, competencies and minimum of 40% achievement levels in other competencies by all primary school children.

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

## 2. An overview of DPEP-Phase-II

There have been rising trends in enrolment, retention and quality of education, due to concerted efforts under DPEP-Phase-II. The salient features of the DPEP-Phase-II have been as follows :

### Salient Features :

<b>DPEP Phase – II Project</b>	<b>Starting Date</b> Sept. 5, 2001	<b>Closing Date</b> March 31, 2008
<b>Project Cost (EFC) original</b> 372.42 Crore EFC	<b>Expenditure upto March 2007 (upto July 2007)</b> 334.57 Crore	<b>Percentage of Expenditure</b> 89.53% against  previous/original
<b>Annual Work Plan (2007-08)</b> 76.69 Crore	<b>Expenditure March to July 2007</b> 8.51 Crore	<b>Percentage of Expenditure</b> 11.1%
<b>Amount Release (2007-08)</b> 0.00 Crore	<b>GOI. Share</b> 0.00 Crore	<b>State Share</b>

<b>Project Cost</b>	<b>Revised Project Cost</b>
<b>372.42 Crore</b>	<b>411.26 Crore</b>

### Districts Covered:

Bharatpur , Bundi, Churu, Dausa, Dhaulpur, Hanumangarh, Jaipur, Karauli, S. Madhopur

#### (a) Civil Progress

Civil works and maintenance of the buildings are the visible aspect of the project. They become helpful in social mobilisation and better utilisation of the facilities. The status of civil works is depicted in the following table :-

**Civil Works – Physical Status As On 31.07.07**  
**State – Rajasthan (DPEP-Phase - II)**

S. No.	Item	Target up to 2006-07	Achievements			
			Completed	In Progress	Not Started	Total Sanctioned
1	BRCs	54	48	5	0	53
2	CRCs	682	682	0	0	682
3	New School Building	313	313	0	0	313

4	Building for building less Schools	531	529	2	0	531
5	Addl. Class Room	4069	4059	10	0	4069
6	Toilets	5018	5016	2	0	5018
7	(i) Hand Pump	1568	1566	2		
	(ii) Water Connection	965	965	0	0	965
	<b>Total DWF</b>	<b>2533</b>	<b>2531</b>	<b>2</b>	<b>0</b>	<b>2533</b>
8	(i) Major Repair	3845	3837	8	0	3845
	(ii) Minor repair	3186	3186	0	0	3186
	<b>Total Repair</b>	<b>7031</b>	<b>7023</b>	<b>8</b>	<b>0</b>	<b>7031</b>
9	MIS Centres		-	-	-	-
10	SCERT / SIEMAT	1	-	1	-	-
11	DIETs Maintenance	6	6	0	-	6
12	Any Other,					
	(i) Alternative School (Small)	249	249	0	0	249
	(ii) Alternative School (Big)	48	47	1	0	48
	(iii) ECE Room	562	562	0	0	562
	(iv) Play Element	402	402	0	0	402
	(v) Maintenance of BRC	4	4	0	0	4
	(vi) Maintenance of CRC	409	409	0	0	409
	(vii) Construction of Ramps	43	39	4	0	43
	(viii) Electric facility	1	1	0	0	1
	(ix) Kitchen Shed	226	197	29	0	226
	<b>TOTAL</b>	<b>22182</b>	<b>22117</b>	<b>64</b>	<b>0</b>	<b>22180</b>

### SIEMAT - Jaipur

The building of SIEMAT Jaipur is complete. The concept paper, institutional plan and Memorandum of Association have been prepared and fine-tuned with inputs from NUEPA, New Delhi. The registration of SIEMAT as an autonomous institution is under active consideration of GoR.

Out of 22182 civil works, 22117 (99.7%) works have been completed so far. Out of 64 in progress works the major works are of kitchen shed and additional classrooms which will be completed by August 2007 positively.

The role of SDMC for local level monitoring and support to the schools is deemed important in the programme. The training and capacity building of SDMC members was taken up in the nine districts of DPEP-Phase- II and the target achievement in this regard is summarized in the following table :

**(b) Teacher Training:**

Nine-day content base training 21212 teachers(may-June 2007)  
 Three-day TLM training for teachers in progress

**(c) Teacher Recruitment:**

Number of appointed teachers upto 2005-06 38638 Teacher  
 Recruitment of teachers under process 32000 Approx.

The issues of out-of-school, never-enrolled children and drop-outs have been addressed by adopting "Alternative Schooling Interventions". The details of bridge courses are :

	No of camps	No of beneficiaries	No of children mainstreamed
Three Months bridge courses	326	14619	7619
Six Months bridge courses	391	17992	7196

Similarly, the issue of girls' education has addressed through awareness generation by way of Praveshotsavas, Rallies, Kala Jathas, Bal Melas and sensitization programme held at district, block, cluster and school levels from time to time. Besides it, SDMCs, MTAs and Mahila Munches, have been made operational in schools. These measures have played a vital role in promoting girls' education under DPEP Phase-II.

To access the quality of education, Quality Monitoring Tools (formats) developed by NCERT have been updated in the context of Rajasthan. These formats have been prepared in five booklet with formats to be used forms at School, Cluster, Block, District and State level in Hindi language. The furnishing of Information through these formats has been completed and computerisation work is in progress.

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

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

(d) Community Mobilization

1) Training of SDMCs and Community Members in 2006-2007, upto 31 March, 2007

S.No.	Name of District	Phy. Target	Phy. Achievement
1	Bharatpur	11580	10943
2	Bundi	7596	7560
3	Churu	8670	8637
4	Dausa	8706	8724
5	Dholpur	7152	7152
6	Hanumangarh	7074	7094
7	Jaipur	22554	21926
8	Karoli	8592	7058
9	Swai Madhopur	7638	6793
Total		89562	85887

The target for SDMC training was achieved to a great extent with over 95% of SDMC members receiving the training. Some other important activities taken up in nine districts were as follows :

- 1) Workshops at block levels were organised in each block of every district.
- 2) Workshops at cluster level were organised to increase Community Participation.
- 3) Bal Melas at block level were organised to increase the participation of community.
- 4) A special Enrollment drive named "Mukhya Mantri Shiksha Sambal Maha-Abhiyan" was organised during 15th July, 2006 to 5th September, 2006. During this Abhiyan, enrollment of dropout and never enrolled boys and girls was focussed upon. Besides enrollment, health checkups, free distribution of textbooks, distribution of the teaching kits, dispersement of the SSA grant like SFG, TCM, allotment of the land, checking of quality of mid-day meal and activity of plantation were also organised to increase the participation of community to school related activity.
- 5) Each SDMC has been assigned to organize community mobilization activities for achieving targets of enrollment and retention by way of conducting Kala Jatras, Mahila Meeting, Prabhat Pheris, Logo Writing and organization of the essay, debate, poster making competition, etc.
- 6) Advertisement through print and electronic media.
- 7) Documentary Films related to Sarva Shiksha Abhiyan/DPEP activities have been prepared.

**Progress and Achievements**

The interventions adopted in DPEP have borne the desired results to a good extent and this is evident from improvement in all the critical educational indicators. despite the difficult socio-economic legacy of a state like Rajasthan, There are certain aspects wherein the improvement is not exactly as specified in the targets. The position of improvement is as follows with regard to key indicators of DPEP.

Sr. No.	Indicator	Actual	
		State	DPEP II districts (average)
2	Net Enrolment Ratio	98.22	98.68
3	Gender Gap	6.47	5.92
4	Drop Out Rate	26.04	26.65

From the above statistics it is apparent that access is reasonably well taken care of but we still need to focus on quality related issues and also pay still greater attention to disadvantaged groups. Similarly, efforts were made to plug the remaining infrastructure gap along with addressing the issue of out-of-school children, educational quality and girls' education. In these areas, the following activities were taken up.

1. **Access & Infrastructure :**
  - a. Boundary wall, ramps, plays elements and repair & maintenance etc for primary school.
  - b. Providing School facilities like grant like: furniture for students, Library books, Work book and play material etc.
2. **Out of School Children:**
  - a. Bridge Courses to improve learning standard of children and to mainstream. them.
  - b. Conveyance facility will be provided for urban slum children to enable them to reach nearest formal school.
3. **Education Quality:**
  - a. Teacher training.
  - b. Remedial Classes
  - c. Quality Assurance Programme
  - d. Teaching Learning Material
  - e. Learning Guarantee Programme
  - f. Establishment of computer lab.
4. **Activities for improvement of GER of girls:**
  - a. Bridge courses for girls.
  - b. School infrastructure (specially for girls) like girls toilet etc.

The measures for providing grants for school improvement, development of TLM by teachers, capacity building of trainers, teacher training and remedial classes were taken up. A summary of these measures is as follows.

- **School Facility Grant (School Improvement fund upto March 2007)**

Target	:	11915
Achievement	:	10847

  - **Teaching Learning Material @Rs 300/-**

Target	:	22521
Achievement	:	22841
- **Residential Bridge course upto 2006-07 : 295 Bridge courses for 14201 children.**
- **Quality Education :**
  - **Teacher training: 21212 man-days..**
  - **Identification of 37 key persons to train district level 444 MTs**
  - **Remedial Classes upto March 2007 in 14815 schools PS**



**(d) Inclusive Education for children with special Needs (CWSN)**

No. of CWSN identified	61556
No. of CWSN Enrolled	59050
Beneficiaries of home based education programme	460 children
Beneficiaries of Remedial Camp	21164 children
Functional Assessment Camp	5910 children
One-day orientation Camp	15465 children
Number of enrolled CWSN	59050 children
Residential Bridge Course and mainstreaming of CWSN	30 camps for 730 children and 435 children mainstreamed
Free distribution of Aids Appliances	1625 children
Ramps	1303
Toilets	57

There has been a lot of enthusiasm among teachers to develop TLM and participation in remedial classes. Furthermore, the library books for schools have been procured; workbooks for primary classes were developed, published and distributed; and the MIS structure has been strengthened by selection and training of personnel.

**Progress and Follow-up**

**(A) Enrolment in and Completion of Primary Education**

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

**a. Status of Enrolment :**

The enrolment drives in form of Pravashotsavas and Mukhya Mantri Sambal Abhiyan have not only enhanced the enrolment ratio but also reduced the gender gap as compared to the base-line of 2001-02. The enrolment status of children (6-11 age group) in I to V classes in DPEP Phase- II is summarized in the following table.

**Primary School Enrollment by Year and Gender**

**(in thousands)**

S.N O.	Distt.	2001-02				2006-07			
		Boys	Girls	Total	Gender Gap (%)	Boys	Girls	Total	Gender Gap (%)
1	Bhartpur	193	154	347	11.24	196	173	369	6.14
2	Bundi	82	61	143	14.69	81	71	152	7.39
3	Churu	121	98	219	10.50	147	131	278	5.35
4	Dausa	109	87	196	11.22	128	119	247	3.82
5	Dholpur	98	72	170	15.29	105	89	194	7.99
6	Hanumangarh	103	84	187	10.16	114	101	215	6.07
7	Jaipur	306	245	551	11.07	344	316	660	4.14
8	Karauli	102	78	180	13.33	113	101	214	5.40
9	Sawai Madhopur	96	63	159	20.75	97	85	182	7.00
		<b>1210</b>	<b>942</b>	<b>2152</b>	<b>12.45</b>	<b>1326</b>	<b>1187</b>	<b>2513</b>	<b>5.33</b>

Source : 2001-02 Shiksha Ki Pragti  
Source : 2006-07 DISE

S.N O.	Distt.	2001-02				2006-07			
		Boys	Girls	Total	Gender Gap (%)	Boys	Girls	Total	Gender Gap (%)
Not only, the overall gender gap has reduced appreciably hut also among the deprived groups too gender gap is approximately in the 5% to 8% presently which is much lower than the base line as shown by the following table :									

**On the analysis of the data it is found that gender gap has been reduced :**

- Less than 5% in Dausa and Jaipur
- 5% to 7% in Bharatpur, Churu, Hanumangarh, Karauli and Sawai Madhopur
- Above 7% gender gap in Dholpur and Bundi.
- For 9 districts average gender gap is 5.33.

**Gender Gap Between SC Enrollment**

S.N.	District	Enrollment in 2001-02 (Primary classes)			Gender Gaps	S.C. Enrollment 2006-07 (Primary classes)			Gender Gaps
		Boys	Girls	Total		Boys	Girls	Total	
1	Bharatpur	51853	38175	90028	15.19	45117	40749	85866	5.09
2	Bundi	16528	11965	28493	16.01	16062	14131	30193	6.40
3	Churu	28640	20042	48682	17.66	39488	34081	73569	7.35
4	Dausa	26474	20304	46778	13.19	27704	25241	52945	4.65
5	Dholpur	20322	13571	33893	19.92	21986	18657	40643	8.19
6	Hanumangarh	35763	30942	66705	7.23	37381	34330	71711	4.25
7	Jaipur	66901	53127	120028	11.48	66659	60904	127563	4.51
8	Karauli	30638	19433	50071	22.38	33604	28753	62357	7.78
9	S.Madhapur	21778	13661	35439	22.90	20830	18319	39149	6.41
	<b>Total</b>	<b>298897</b>	<b>221220</b>	<b>520117</b>	<b>14.93</b>	<b>308831</b>	<b>275165</b>	<b>583996</b>	<b>5.76</b>

**Gender Gap Between ST Enrolment**

S.N.	District	Enrollment 2001-02 in Primary classes			Gender Gaps	S.T. Enrollment 2006-07 in Primary classes			Gender Gaps
		Boys	Girls	Total		Boys	Girls	Total	
1	Bharatpur	5129	4210	9339	9.84	4601	4244	8845	4.04
2	Bundi	17379	12526	29905	16.23	16652	14316	30968	7.54
3	Churu	734	671	1405	4.48	1308	1109	2417	8.23
4	Dausa	32068	26213	58281	10.05	35389	33886	69275	2.17
5	Dholpur	5174	3493	8667	19.40	5595	4727	10322	8.41
6	Hanumangarh	564	466	1030	9.51	1231	971	2202	11.81
7	Jaipur	38330	28661	66991	14.43	40755	37260	78015	4.48
8	Karauli	25543	21268	46811	9.13	23746	23391	47137	0.75
9	S.Madhapur	21525	14912	36437	18.15	21018	18996	40014	5.05
	<b>Total</b>	<b>146446</b>	<b>112420</b>	<b>258866</b>	<b>13.14</b>	<b>150295</b>	<b>138900</b>	<b>289195</b>	<b>3.94</b>

- The gender gap between ST is 3.94%.
- The average gender gap among SC is 5.76%..

In fact, the following concerted efforts through the social mobilization processes and various incentive programmes have led to reduction of gender gap among various social categories.

- Effective orientation of PRIs
- Social audit of never enrolled and drop out children in Gramsabha and follow up action
- The State Government provided free conveyance facilities in the State Roadways buses for those girls who are coming from villages.
- GoR provided free textbooks to all girls students.
- State Government is providing scholarship for SC/ST girls, so that they may be retained in the school.
- Different types of awards are being given to meritorious girls like "Gargi Awards".
- GoR provides 1100/- Rs. for those girls who are studying in classes 1-8 and belong to poor family under the "Aapki Beti Yojana"
- Bridge courses are being organized for never enrolled and drop-out girls.
- Conveyance facility is being provided for minority and CWSN girls.
- The block -wise action plan for 100% girls enrolment from grass root level .have been prepared.

**b The Status of Enrolment and Social Category Gap :**

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

The enrolment of SC students, both for boys and girls has shown an upward trend as compared the base-line of the year 2001-02 as shown in the following table :

Distt	SC Students (In lac)						Percentage of increase		
	2001-02			2006-07			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total			
<b>DPEP Phase -II</b>	2.76	2.01	4.77	3.09	2.75	5.84	11.95	36.81	22.43

The table shows that the efforts made at the state level for bridging the social category gap have brought fruitful results. There is 22.43% increase in the total enrolment of SC children. In the case of the enrolment of girls, the results are exemplary as there is an increase of 36.81% in the enrolment of SC Girls.

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

Special attention was paid to reach out the tribal children which resulted in impressive increase the enrolment of ST children in the government schools as shown in the following table :

(In lac)

Distt	ST Students						Percentage of Increase		
	2001-02			2006-07			Boys	Girls	Total
	Boys	Girls	Total	Boys	Girls	Total			
DPEP Phase -II	1.46	1.12	2.58	1.50	1.39	2.89	6.84	24.11	12.01

In the case of enrolment of ST children, the above table shows an overall rising trend of 12.01%. In the case of ST girls enrolment also, there is an increase of 24.11%.

**Progress of Enrolment of Out-of-School Children during Mukhya Mantri Shiksha Sambal Maha Abhiyan 2007-08**  
**Out of School Children**

S.No.	District	Target			Achievement			% Achievement		
		B	G	T	B	G	T	B	G	T
1	Bharatpur	3696	5861	9557	2001	2513	4514	54.1	42.9	47.2
2	Bundi	1265	1382	2647	1153	1114	2267	91.1	80.6	85.6
3	Churu	2858	2637	5495	2791	2445	5236	97.7	92.7	95.3
4	Dausa	1025	2076	3101	908	1434	2342	88.6	69.1	75.5
5	Dholpur	4422	5485	9907	2727	2862	5589	61.7	52.2	56.4
6	Hanuman garh	1498	1280	2778	1033	884	1917	69.0	69.1	69.0
7	Jaipur	2845	2263	5108	1284	1179	2463	45.1	52.1	48.2
8	Karauli	370	468	838	308	392	700	83.2	83.8	83.5
9	S. Madhopur	502	959	1461	290	530	820	57.8	55.3	56.1
	Total	18481	22411	40892	12495	13353	25848	67.6	59.6	63.2

\* The number of never enrolled children in the beginning MMSSMA-07 was only 5007 never enrolled and dropout children were 35885 only. After the completion of MMSSMA-07, the no. of Never enrolled children was only 2664 in 9 District of DPEP Phase-II. No. of remaining dropout children in these district is 12380 only.

Thus, during the Mukhyamantri Shiksha Sambhal Maha Abhyan 2007-08, about 73% out of school children have been enrolled and for the rest identified children the block level alternative schooling plan are under process to main stream them.

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

The efforts were made that not only children get enrolled, more and more children complete the primary education cycle of five classes. To improve the completion of the primary level, the following note-worthy efforts were made.

- The drop-out rate in nine DPEP districts is 62.83% on basis of 2001-02 average and drop-out rate of the DPEP-II District is 26.65 on basis of DISE data 2006-07. So dropout rate has reduced by 36.18%.
- Social audit of never enrolled, drop out and enrolled children was conducted in the meeting of Gramsabha.
- The figures were displayed though web-site.
- The list of never enrolled and dropout children were displayed on the information boards of the schools.
- The state government is appointing 32000 teachers in the current year which will improve the PTR.
- Ten-day teachers training given to 86% teachers.
- Child friendly elements are being provided in school to retain children.
- The facility of additional class rooms is made available to needy schools.
- Remedial teaching programme are being organized for slow learner students.

During the recent (August, 2007) Mukhya Mantri Shiksha Sambal Abhiyan, the activities like identification and listing of out-of-school children; social audit of schools; wall displays and web-site updating of data were taken up to address the issues of enrolment of children from hard groups.

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

The mainstreaming of out-of-school and non-starter children was given the due attention through the strategy of bridge courses. The following steps have been taken to improve the quality of Alternative school and bridge courses.

- Twenty-day content based trainings have been conducted for Para Teachers.
- TLM and stationery have been provided to children.
- Periodically, tests are being conducted in Alternative school and the feed back of these tests is used to improve the training methodology.

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

**Alternative schooling strategy was used to address the education of out-of-school children and a variety of alternatives like Madarassa education; alternative schools of four and six hours; and residential bridge courses were organised as depicted in the following table :**

**Number of Alternate Schooling Centres With Enrollment and Para Teachers  
Year 2006-07**

Type of Alternate School	Para Teachers	Centers	Enrollment		
			Boys	Girls	Total
Madarsa	33	33	1230	1515	2745
Six-Hourly Alternative School	310	310	7814	9883	17697
Four-Hourly Alternative School	26	26	413	683	1096
Residential Bridge Course		295	2596	3828	14201

It needs to be note that six hourly Alternative Schools and Madarsa's are running just like regular Primary Schools thus the major chunk of main streaming is only when child crosses over from class V to VI in regular upper-primary school.

**(4) Dropout rate 2006-07 :**

It is noteworthy that the drop-out rate at the primary level has reduced tremendously from the state average of 62.83% in 2001-02 to 26.65% in DPEP-Phase-II districts in 2006-07 as shown in the following table.

S.No.	Districts	Drop Out Rate	
		2005-06	2006-07
1	Bharatpur	36.9	29.33
2	Bundi	30.91	23.69
3	Churu	42.33	22.32
4	Dholpur	38.83	32.34
5	Dausa	38.88	28.15
6	Hanumangarh	44.16	30.47
7	Jaipur	45.45	20.80
8	Karauli	40.06	27.53
9	Sawai Madhopur	41.58	25.29
	<b>Total</b>	<b>39.9</b>	<b>26.65</b>

Source : DISE data

On the analysis of the data, average drop-out rate of the state is 62.83% on basis of 2001-02 and average drop-out rate of the DPEP-II District is 26.65 on basis of DISE data 2006-07. So dropout rate has comedown by 36.18% .

### 5 IED Activities

The integration of differently -abled childred to the normal government school is a daunting task. Nonetheless, efforts were made to identify the children with mild and moderate disabilities in the DPEP-Phase-II districts. The various activities to cover such children are summarized in the following table.

**Table: District -wise details of IED**

District	One day Orientation	Functional Assessment Camp	Remedial Camps Beneficiaries	Beneficiaries through Bridge Courses	Beneficiaries through Home based Education	Aids and Appliances	Ramps	Special Toilets
Bharatpur	3292	758	4532	69	173	483	303	09
Bundi	2030	514	2088	275	63	126	182	04
Churu	2146	968	2423	110	20	181	69	14
Dausa	2313	481	2850	21	27	146	16	00
Dholpur	1460	620	810	67	09	217	23	04
Hanumangarh	824	432	1820	60	00	102	196	03
Jaipur	1425	1930	3956	25	84	187	378	13
Kauauli	0	51	2530	65	24	51	50	05
Sawai Madhopur	1945	156	155	78	60	132	86	05
Total	15465	5910	21164	770	460	1625	1303	57

### (B) Learning And Quality:

#### Rationale :

Also, the year of 2007 - 08 has been chosen as the year for "enhancement of quality education" with the aim of effectively conveying every child and his guardian the significance of education along with imparting quality education to them which is the only way to prepare our young children to face successfully the ever-changing challenges in the international scenario.

To access the achievement level the Rajasthan Council of Elementary Education under its Quality Assurance Programme the diagnostic achievement test was conducted in the month of November, 2006. In analysis shows the in those schools where the education environment is congenial, its teachers are regular, the actual regular attendance of its student is more than 90%. full and effective use of TLM is made by the teachers, the teachers training programme of RCEE are taken seriously the achievement of such schools was better.

*The evidence of progress in achievement level of primary grade students*

According to the NCERT norms and the Quality Monitoring Formats, the school records have the achievement analysis in the form of percentage converted into grades from A to E for primary classes. As we see from the tables that follow, the achievement of the students are given for the year 2006 and 2007. A comparison source that the number of children receiving A grade has shown a perceptible increase of about 11%.





	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	
I	14.1	32.4	31.9	16.4	5.31	13.1	32.5	33	16.1	5.29											
II	14.2	32.2	33	16.2	4.34	14.4	32.9	30.9	17.6	4.16											
III	10.2	28.1	33.6	22.1	5.92	10.3	30.9	33.6	19.3	5.93	11.6	32.8	32.6	17.5	5.52	9.62	31.1	34.2	19.8	5.29	
IV	8.36	28.3	37	21.6	4.75	8.42	31	36.1	20.7	3.8	9.04	30.4	34.4	21.8	4.41	9.01	30.5	36.7	20.3	3.45	
V	13.4	33.6	31.5	18.1	3.43	11	32.8	33.5	19.3	3.31	12.4	33.5	33.1	17.9	3.18	12.4	33.2	33.2	18.5	2.77	
District: Bundi								School			1493										
Frequency : Second Half Year 2006- 07																					
Class	Hindi					Maths					English					EVS/SC					
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	
1	15.3	33.5	29.2	16.7	5.29	15.3	33.7	28.8	16.7	5.67											
2	15.8	34.5	29.1	15.7	4.93	16.7	33.6	28.4	16.2	5.1											
3	10.9	28.6	31.5	21.1	7.87	12.8	31.8	30.1	18.2	7.13	16.1	35.2	26.4	15.4	6.96	13.2	30.7	30.8	18.4	6.95	
4	12.6	30.2	30.4	19.7	7.21	12.3	31.4	30.7	18.6	6.99	15.9	33.2	28.8	15.8	6.42	12.4	31.7	31.4	18.3	6.28	
5	13.3	32.5	31	17.5	5.72	12.8	30.2	31.1	18.7	7.09	16.1	33.9	28.7	15	6.37	12.3	32.6	31	18.3	5.8	
District: Churu									School			1720									
Frequency : First Half Year 2006-07																					
District - Churu																					
Class	Hindi					Maths					English					EVS					
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	
I	24.8	42.2	24.1	7.42	1.52	24.4	41.8	24.5	7.76	1.57											
II	24.2	42.5	25.3	6.92	1.1	24.2	41.9	25.4	7.19	1.29											
III	18.8	34.6	32.7	12	2	20.5	37.2	30.9	9.69	1.78	22.3	40.8	26.2	8.72	1.94	20.1	36.6	31.7	10	1.66	
IV	18.2	35.2	32.6	12.4	1.61	18.3	35.9	33.9	10.3	1.66	21.5	40.1	27.9	8.83	1.58	18.7	35.9	32.6	11.1	1.77	
V	22	37.2	28.5	10.7	1.57	20.2	36.1	29.7	12.2	1.8	22.1	38.5	26.9	10.7	1.98	20.4	37.1	28.4	11.9	2.14	
District:								School				1720									
Frequency :																					

Churu											Second Half Year 2006-07										
Class	Hindi					Maths					English					EVS/SC					
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	
1	29.5	37.6	22.7	8.11	2.13	29.1	37.5	23	8.27	2.16											
2	29.9	37.9	22.8	8.25	1.27	28.8	38.1	23.1	8.5	1.46											
3	24.6	33.6	28.5	10.8	2.48	24.9	36.1	26.7	10.1	2.26	26	37.4	25.1	9.47	2.09	24.6	35.9	27	10.2	2.25	
4	24.3	34.2	27.5	12.1	2.04	25.6	36	26.2	10.2	2.04	26	36.9	25.8	9.34	1.91	25.7	35	27	10.1	2.21	
5	24.9	35.4	26.5	11.1	2.19	24	36.2	25.9	11.5	2.48	23.6	36.5	26.7	10.9	2.34	24.6	36	26.3	10.7	2.45	
District:	Dausa					School					1631					Frequency : First Half Year 2006-07					
District - Dausa																					
Class	Hindi					Maths					English					EVS					
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	
I	14.3	42.8	30.2	9	3.85	12.7	43.7	30.2	9.55	3.85											
II	16.5	41.6	29.6	9.44	2.9	15.7	42.7	29.3	9.45	2.91											
III	8.65	28.5	37.4	21.7	3.66	8.98	32.6	36.6	18.1	3.82	10.2	37.7	34.5	13.8	3.82	8.54	31.5	37.5	18.7	3.66	
IV	9.02	30.5	36	21.3	3.11	8.5	31.2	39.3	18.1	2.94	10.7	37.4	36	13	2.97	10.1	31.5	36.1	18.8	3.46	
V	11.5	37	33.4	15.2	2.82	9.72	32	37.3	17.6	3.29	11.3	39.3	33.1	13.6	2.77	12.4	31.2	36.1	17	3.26	
District:	Dausa					School					1631					Frequency : Second Half Year 2006-07					
Class	Hindi					Maths					English					EVS/SC					
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	



Hanumangar																					
Class	Hindi					Maths					English					EVS					
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	
I	28.4	46.3	19.6	4.22	1.57	31.4	45	17.9	4.04	1.64											
II	26.9	47.4	20	4.59	1.19	27.7	47.7	18.8	4.64	1.16											
III	18.2	38.1	29.4	12	2.28	21.4	41.8	26	8.66	2.17	24.4	41.2	24.7	7.72	1.98	21.4	39	28.1	9.39	2.08	
IV	18.4	36.3	29.6	13.8	1.93	18.5	40.6	28.2	10.8	1.9	22.5	40.1	26.3	9.8	1.29	19.3	38.8	28.7	11.7	1.58	
V	21.4	41.6	26	9.63	1.49	19.4	38.5	29	11.7	1.51	21.36.40.17		26.8	10.1	1.54	19.5	39.6	28.7	10.8	1.38	
District:	Hanumangarh					School					1424					Frequency : Second Half Year 2006-07					
Class	Hindi					Maths					English					EVS/SC					
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	
1	31.9	38.8	18.9	6.52	3.86	32.5	39.1	18.1	6.65	3.71											
2	33.8	39.9	18.4	5.81	2.08	35.4	39.2	17.8	5.46	2.13											
3	23.2	35.9	26	10.8	4.09	25	37.5	24	9.54	3.88	27.3	38.3	21.9	8.49	4	23.8	35.9	25.2	10.9	4.19	
4	23.6	35.7	25.6	11.9	3.11	24.6	36.5	24.7	10.7	3.49	26.5	38	23.1	9.3	3.15	24.7	35.5	25.2	11.4	3.18	
5	26.3	38.7	23.3	9.15	2.51	23.7	37.7	24.9	10.4	3.18	24.9	36.9	24	10.6	3.68	26.2	36.3	24.2	10.1	3.23	
District:	Jaipur					School					3192					Frequency : First Half Year 2006-07					
District - Jaipur																					
Class	Hindi					Maths					English					EVS					
	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	A	B	C	D	E	
I	17.9	40.9	30.4	8.99	1.74	17.7	40.3	30.5	9.64	1.91											
II	16.8	41.9	30.9	9.41	1.57	17.3	41.8	29.9	9.45	1.66											
III	12.2	32.5	33.6	17	2.77	12.4	35.4	34.5	15.1	2.61	17	41.2	29.6	9.84	2.38	12.9	34.1	35.2	15.5	2.31	
IV	12.1	32.8	35	18	2.09	11.9	35	34.8	16.2	2.01	16.6	40	30.1	11.2	2.02	12.1	13.8	35.6	16.5	2.07	
V	14.2	37.7	32.1	14.3	1.68	11.9	33.1	34.4	18.5	2.17	18.8	40.8	28.2	10.8	1.4	12.7	34.4	33.9	17.1	1.95	

<b>District:</b>	Jaipur					School					3192					Frequency : Second Half Year 2006-07						
<b>Class</b>	<b>Hindi</b>					<b>Maths</b>					<b>English</b>					<b>EVS/SC</b>						
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>A</b>	<b>B</b>	<b>C</b>		<b>D</b>	<b>E</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
1	24.3	37.2	24	10.3	4.23	26	37.7	22.9	9.69	3.67												
2	24.2	38.8	24.1	9.76	3.15	25.6	39.5	23.4	8.91	2.63												
3	20.8	35.8	27.1	12.7	3.59	22.3	38.4	26.3	10.6	2.45	23.8	38.1		25.4	9.91	2.88	23	38.4	26.7	9.56	2.45	
4	22.6	37	26.6	11.2	2.68	22.2	39.8	25.5	10	2.42	24.7	40		24.1	9	2.17	23.6	39	25.2	9.69	2.45	
5	23.5	39.7	25	9.48	2.29	23.1	39.1	25.7	9.92	2.21	24.5	39		25	9.13	2.37	24.2	39.2	25.5	9.2	1.89	
<b>District:</b>	Karouli					School					1281					Frequency : First Half Year 2006-07						
<b>District - Karouli</b>																						
<b>Class</b>	<b>Hindi</b>					<b>Maths</b>					<b>English</b>					<b>EVS</b>						
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>A</b>	<b>B</b>	<b>C</b>		<b>D</b>	<b>E</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
I	18.6	39.7	29.4	9.73	2.62	18.3	39.3	29.7	10.5	2.31												
II	20.3	38.7	29.1	9.63	2.25	20.1	39.9	28.5	9.27	2.16												
III	17.2	32.5	33.3	17.8	3.18	16.8	33.5	31.9	12.4	3.36	17.9	39.3		29.3	10.5	3	16.4	35.33.13	33.1	12.5	2.97	
IV	15.7	33.4	34.3	13.9	2.84	15.8	35.3	32.7	13.4	2.63	16.7	39.8		30.3	10.8	2.51	15.6	34	34.1	13.8	2.43	
V	17.8	38	30.5	11.3	2.4	16.9	35.8	31.4	12.9	2.96	19.5	4.47		27.4	9.94	2.63	16.9	37	31.6	12	2.46	
<b>District:</b>	Karouli					School					1281					Frequency : Second Half Year 2006-07						
<b>Class</b>	<b>Hindi</b>					<b>Maths</b>					<b>English</b>					<b>EVS/SC</b>						
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>A</b>	<b>B</b>	<b>C</b>		<b>D</b>	<b>E</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
1	20.7	39.5	27.9	9.54	2.44	20.1	39.2	28.3	9.96	2.43												
2	21.3	39.1	28.3	9.12	2.15	21	40	27.9	8.98	2.17												

	3	17.5	33.5	33	13	2.99	17.8	35.9	33.2	12.1	3.14	19	37.3	30.3	10.6	2.88	18	35.9	32	11.5	2.71
	4	18.9	35.6	31.8	11.6	2.16	18	36.7	31.3	11.6	2.48	19.8	39.2	29.6	9.07	2.36	17.6	37.5	30.9	11.9	2.16
	5	19.2	37.4	29.9	12	1.53	18.4	34.8	33.1	11.6	2.03	19.5	39.4	28.4	10.8	1.9	18.9	36.8	30.9	13.7	1.85
<b>District - S.Madhopur</b>																					
<b>Class</b>	<b>Hindi</b>					<b>Maths</b>					<b>English</b>					<b>EVS</b>					
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
I	28.9	36.4	24.3	8.51	1.91	21.7	39.6	27.7	8.99	2.08											
II	23.9	39.9	25.7	8.86	1.71	23.9	39.6	25.7	8.61	2.18											
III	22	34.5	28.4	12	3.12	22.9	36.1	27.7	10.7	2.73	23.6	40.3	24.6	8.73	2.69	22.6	33.9	27.7	11.3	2.46	
IV	30.8	35.9	26.8	10.9	2.62	20.1	36.8	28.8	11.4	2.85	22.6	40.7	25.3	9.09	2.26	21	37.6	28.6	10.4	2.41	
V	25.1	38.6	25.3	8.9	1.83	22.4	37.5	27.7	10.7	1.77	25.4	39.1	25.7	8.27	1.57	30.5	39.6	26.4	8.82	1.62	
<b>District:</b>	Sawai Madhopur					School					1438					Frequency : Second Half Year 2006-07					
<b>Class</b>	<b>Hindi</b>					<b>Maths</b>					<b>English</b>					<b>EVS/SC</b>					
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	
1	24.8	37.5	24.6	9.87	3.25	23.1	38	25.4	10.3	3.2											
2	24.7	38.8	24.1	9.75	2.67	24.8	38	24.4	10.1	2.65											

Steps were initiated to improve the achievement levels of students. The learner achievement survey for class 4th was conducted under Quality Assurance Programme and feedback is being used for remedial teaching and to update the teacher training modules.

Quality improvement of the achievement levels of the learners called Quality Assurance Programme (QAP) has the following objectives.

- To assess the achievement levels in different subjects of all the children in classes IV and VII.
- To identify the difficulty levels in different levels in different subjects of elementary classes.
- To stratise remedial teaching in the light of the identified difficulty levels.
- To estimate the performance of teachers.
- To redesign curricular framework and Teaching learning material.
- To modify the Teachers training programme in accordance with the findings of the programme.

On the basis of this "analysis" all the elementary schools were divided into following 5 categories/grades A(whose result was 80% or more); Grade B (whose results was between 65 to 79%); Grade C(whose results was between 50 to 64%); D(whose result was between 36 to 49%);Grade E(whose result was below 36%).

The classwise result of all the schools has been sent at district, block and,cluster level. The result sent to the schools shows subject wise and competency wise achievement level of IV and VII classes.

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

There is a well established pupil evaluation system in Rajasthan. SIERT prepares curriculum and textbooks for the students upto elementary level. SIERT is also responsible for preparing evaluation framework for these classes. The teachers are trained for preparing raionally valid question papers during their training and with the help of DIETs.

**The class and subjectwise results of the evaluation of Districts of DPEP-Phase-II are summarised in the following table.**

राज्य : राजस्थान		DPEP PHASE II									
क्रम सं.	जिला	कक्षा 4 (उपस्थित एवं वि?वयवार उपलब्धि प्रतिशत में)									
		कक्षा में नामांकन	उपस्थित परीक्षार्थी	प्रतिशत उपस्थिति				कक्षा में नामांकन	उपस्थित परीक्षार्थी	प्रतिशत उपस्थिति	
1	Karauli	II	14,561	11,761	80.77	53.84		55.86	C	55.54	
2	Bharatpur	II	33,251	25,538	76.8	61.32		61.41	C	62.13	
3	Churu	II	19,285	16,640	86.28	60.85		63.	C	63.08	
4	Hanumangarh	II	15,804	12,855	81.34	66.9		69.44	B	68.87	
5	Sawai Madhopur	II	13,469	11,063	82.14	53.41		53.5	C	54.86	
6	Bundi	II	12,072	9,858	81.66	53.43		57.63	C	55.04	
7	Dhaulpur	II	16,046	12,199	76.03	61.15		63.34	C	63.03	
8	Jaipur	II	55,105	48,030	87.16	54.62		56.15	C	56.68	
9	Dausa	II	24,518	19,863	81.01	55.26		56.69	C	57.23	
	<b>Total</b>		<b>204,111</b>	<b>167,807</b>		<b>57.2</b>		<b>59.3</b>	<b>C</b>	<b>59</b>	



Since the district level mean achievement scores in all nine DPEP-Phase-II are above 50% in all the districts, it can be concluded the level of achievement is satisfactory if viewed from five-point scale. It is hoped that with the remedial teaching programmes, further improvement in achievement scores are likely to be registered in the rationally valid tests.

#### Follow-up Actions

- 1) The State Project Director has requested all the District Collectors and Education Officers of the district to supervise, monitor and support the action plan to enhance the Quality Improvement Level at least by 10%.
- 2) The teachers of all the schools have been informed about the hard spots/minimum learning level areas of all the subjects.
  - i. An action plan has been prepared to enhance the quality of teaching by introducing remedial teaching for weak students.
  - ii. Developing quality monitoring format to monitor the quality of education at all level.
  - iii. Teachers reference books for class 6 to 8th are providing to all the teachers

#### Current Pupil Teacher Ratio:

S.No.	Districts	PTR of PS	New Recruitment of Teachers (in process)	PTR after New Recruitment of teachers
1	Bharatpur	46.66	76	45.94
2	Bundi	41.88	422	3562
3	Churu	55.63	17	55.34
4	Dholpur	59.28	296	53.09
5	Dausa	48.05	287	44.26
6	Hanumangarh	49.97	87	48.22
7	Jaipur	46.16	322	44.53
8	Karauli	52.18	331	47.34
9	Sawai Madhopur	41.06	194	38.49
<b>Average</b>		<b>48.98</b>		<b>45.87</b>

#### Measures taken for improvement of PTR

- About 32,000 new teachers have been selected and likely to be posted soon. This would bring the PTR to about 45.87 (Average).
- The transfer of training to classroom in the form of an indepth study of classroom processes has been undertaken.

*Note:- Vidhyarthi Mirtras were engaged in 2006-07 against the vacancies of teachers to address the problem of shortage of teacher.*

*Measures taken to enhance the effectiveness of teacher training in the light of evaluation of teacher training*

- A major achievement has been that about 86% teachers out of the total target group attended the ten-day trainings in summer vacation of 2007. The reason being that the training has been made mandatory for all teachers. Now all trainings are non-residential, with a revised training timings. The impact of these changes among women teachers' participation this year has been much more.
- 21212 teachers are reported to have been trained in summer vacation (2007) in the DPEP-phase II nine districts as shown in the following table

**Table : Teacher training during 2007**

S.No.	Districts	Number of teachers in place	Number of teachers trained
1	Bharatpur		2809
2	Bundi		1838
3	Churu		1855
4	Dholpur		1736
5	Dausa		2379
6	Hanumangarh		1786
7	Jaipur		4502
8	Karauli		2641
9	Sawai Madhopur		1677
	<b>Total</b>		<b>21212</b>
<b>% trained =</b>			

- The State has identified 37 key resource persons from SIERT, UNICEF & other subject specialists from different institutions to train a district resource group of 444 district level master trainers. For the 2007-2008 trainings, stringent norms and procedures, like, looking at the teachers' experience, interviewing them etc, have been followed for the selection of active district Resource Persons. Final selection of good trainers was also decided on the basis of their performance during trainings. These resource persons have in turn been responsible for taking care of preparing a resource group of 5107 teacher trainers
- A three-day refresher training will be undertaken shortly for all teachers, CRCFs, BRCFs, and other functionaries depending on their requirement.
- The ten-days training is based on the hard spots identified by quality assurance programme and survey conducted by SIERT in all subjects.
- The hard areas are being addressed in a more focused manner thus creating interest in learners.
- The trainees found the demonstration method interesting, wherever practiced and emphatically told the mission that they need such refresher trainings in subject specific content and its teaching techniques from time to time.
- The training is being monitored by the DIETs, SIERT, CTE, IASE .

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

Following steps have been/are being taken to improve the quality of alternative schools:

€ 20 day content based training has been conducted for para teachers.

€ TLM and stationery are provided to children.

C Periodical tests are conducted in alternative schools and the feed back of these tests is used to improve the training methodology.

**Number of Alternative Schooling Centres with enrolment and para-teachers (2006-07) have been summarised in the following table :**

S.No	Type of AS	Para Teachers	Centers	Enrolment		
				Boys	Girls	Total
1	6Hours	310	310	7814	9883	17697
2	4Hours	26	26	413	683	1096
3	Madarsas	33	33	1230	1515	2745
4	Residential Bridge Courses		295			14201

The six hourly alternative schools and Madarsas are running just like regular Primary Schools. Thus the major chunk of main streaming is only when a child crosses over from class V to VI in regular Upper Primary School.

*(5) Effectiveness of BRCs/CRCs in providing on site support to teachers and academic supervision in general.*

*The following measures have been/are being taken to enhance the capacity of BRCFs/CRCFs for better supervision and academic support to schools.*

- *Capacity building training has been provided to BRCFs/CRCFs*
- *Monthly targets are fixed for monitoring at the level of BRCFs and CRCFs. BRCFs monitored 5 CRCFs and fifteen schools per month and the CRCFs support 50% schools of their clusters respectively.*
- *Monitoring format has been developed and has been provided to all the BRCFs and CRCFs with instructions*
- *DPCs are supposed to analyse the consolidated monitoring reports and send to RCEE.*
- *At SPO level these reports are analysed and follow up actions are taken accordingly.*
- *During field/schools visits the BRCFs and CRCFs demonstrate model lessons in the presence of teachers.*
- *The CRCFs generally attend the meeting of teachers and sort out their problems and support to solve the problem.*

**(C) Institutional capacity building and Programme Implementation**

- (1) Implementation of AWP & B of current Financial Year and measures taken for utilising of unused funds*

S.No.	Budget Head	AWP & B 2006-07	Total Exp. 2006-07	% Exp. Agst. AWP&B 06-07	AWP & B 2007-08	April	May	Jun	July	Total Exp. 2007-08	% Exp. Agst. AWP&B 07-08
			0								
1	CIVIL WORKS	946.41	641.583	67.79	2452.925	0.000	4.858	8.458	24.764	38.081	1.552
2	FURNITURE	46.50	19.193	41.28	34.000	0.000	0.028	0.000	0.000	0.028	0.082
3	EQUIPMENT	1266.35	212.428	16.77	446.800	0.000	32.679	0.230	25.712	58.621	13.120
4	VEHICLE	45.06	40.835	90.62	13.896	0.000	0.446	0.755	0.670	1.871	13.467
5	BOOKS & LIBRARIES	876.91	692.172	78.93	0.000	0.263	0.019	1.055	0.000	1.337	0.000
6	CONSULTANCY	301.87	360.132	119.30	455.585	21.040	26.630	36.477	18.802	102.949	22.597
7	RESEARCH & EVALUATION	242.98	101.957	41.96	231.087	0.390	2.235	0.019	0.902	3.545	1.534
8	TRAINING	450.24	243.051	53.98	429.045	0.807	3.138	37.942	29.399	71.286	16.615
9	INNOVATION	29.00	7.857	27.09	29.000	0.000	0.000	0.000	0.000	0.000	0.000
10	AWARENESS	2525.26	1040.087	41.19	930.488	7.434	2.006	21.657	9.148	40.244	4.325
11	SALARY	1058.55	1347.425	127.29	1344.382	100.104	119.568	166.081	69.392	455.146	33.855
12	COSUMABLES	294.27	212.549	72.23	254.538	1.737	5.575	8.340	5.928	21.579	8.478
13	T.L.M.	712.25	540.285	75.86	789.643	5.237	0.574	-0.967	5.115	9.957	1.261
14	VEHICLES OP & MAINTANANCE	46.50	53.457	114.96	46.500	0.903	3.605	4.897	3.252	12.656	27.217
15	EQUIPMENT OP & MAINTANANCE	9.21	11.758	127.66	9.570	0.115	1.013	1.997	0.084	3.210	33.540
16	HONORARIUM	135.29	115.440	85.33	201.996	2.144	18.364	1.108	9.132	30.749	15.222
	<b>TOTAL</b>	<b>8986.65</b>	<b>5640.210</b>	<b>62.76</b>	<b>7669.455</b>	<b>140.172</b>	<b>220.738</b>	<b>288.048</b>	<b>202.301</b>	<b>851.260</b>	<b>11.099</b>

Extension plan for the utilization of unused funds has been prepared and sent to Government of India for approval during the project period.

**Measures taken for timely funds flow.**

- The funds flow system of state project office is very systematic.
- The state funds transferred to district, block and school by electronic transfer system.
- Experienced accounts personnel are appointed in state, district and block office..

**(2) Sustainability issues for projects closing shortly**

Major activities of the programme would be incorporated with the SSA activities.

**(3) Status of Audit Reports and Compliance**

The audit report 2005-06 has been completed and compliance also done and sent to GOI.

**(4) Improvement of Quality of DISE and utilisation of MIS data for planning**

- DISE was a time bound programme and completed in time.
- The DISE 2006-07 report published
- The follow up action on DISE Data has been initiated.
- The preparation of DISE work for the year 2007-08 has been initiated bilingual formates has been developed as suggested by evaluation report submitted by external agency.
- Data feeding and computerization is in progress.

- It has been decided to use DISE data as single source data for planning and implementation of the ongoing programme.
- The draft report of the 5% sample checking of DISE data of 2006 from the external agency has been received .

(5) Achievement on Community Participation

**i. Training of SDMC and Community Members in 2006-2007, upto 31 March, 2007**

S.No.	Name of District	Phy. Target	Phy. Achievement
1	Bharatpur	11580	10943
2	Bundi	7596	7560
3	Churu	8670	8637
4	Dausa	8706	8724
5	Dholpur	7152	7152
6	Hanumangarh	7074	7094
7	Jaipur	22554	21926
8	Karoli	8592	7058
9	Swai Madhopur	7638	6793
Total		89562	85887

As per the above table 85887 SDMC members/community leaders were trained during 2006-07.

- (1) Workshops comprising of the members from panchayati raj institutions, District level officers of different related departments were organised at district level in each of the nine districts for improving community participation.
- (2) Workshops at block level were also organised in each block of every district to increase community participation.
- (3) Workshops at cluster level were also organised to increase Community Participation.
- (4) Bal Melas at block level were organised to increase the participation of community.
- (5) A special Enrollment drive named "Mukhya Mantri Shiksha Sambal Maha-Abhiyan" was organised during 15th July, 2006 to 5th September, 2006. During this Abhiyan, Enrollment of dropout and never enrolled boys and girls have been ensured. Besides enrollment, health checkups, free distribution of Textbooks, distribution of the teaching Kits, disbursement of the grants like SFG, TLM, allotment of the land, checking of quality of Mid-day Meal and activity of Plantation were also organised to increase the participation of community to school related activities. In the current session Mukhya Mantri Shiksha Sambal Maha Abhiyan was also being organized during 15<sup>th</sup> July to 15<sup>th</sup> August 2007. Many community mobilization/ participation activities like organizations of meetings of different panchayat level workers and community leaders at panchayat level under the chairmanship of sarpanch, social audit of achievements at SDMC level organization of parent teachers meet etc.
- (6) Each SDMC has been assigned to organize community mobilization activities for achieving targets of enrollment and retention by way of conducting Kala Jatthas, Mahila Meetings, Prabhat Pheris, Logo Writing and organization of the Essay, Debate, Poster Making Competitions, etc. at school level.

- (7) Publicity through print media by publishing display advertisements in Daily Newspapers and magazines showing progress/activities of DPEP.
- (8) Publicity through electronic media through A.I.R. and Door Darshan.
- (9) Documentary Films related to Sarva Shiksha Abhiyan/DPEP activities have been prepared for all the districts separately.
- (10) An exhibition was organized during 6-8 December 2007 at Shiksha Sankul premises for publicity and showing the progress of activities undertaken in DPEP/SSA. A book titled "Yeh To Ath Hai" was also published. A documentary film was also prepared on this occasion.
- (11) Phone in programmes are being telecast through AIR.

The infrastructural improvement activities for the year 2007-08 is as follows :

- **Infrastructure :**
  - **Major Repairs : 450**
  - **Minor Repairs : 900**
  - **Boundary Wall:** in 2205 schools
  - **Play Elements:** in 1800 schools.
  - **Kitchen Shed : 283**
- **Ramps:** in 800 schools

#### Progress of SIEMAT Building at Goner, Jaipur

The SIEMAT building has been completed and its furnishing is going on. Some of the details of the progress of operational SIEMAT are as follows :-

#### A. Physical Progress

##### Administrative block

August, 2007

Ground Floor	<ul style="list-style-type: none"> <li>▪ Entrance (Reception)</li> <li>▪ Computer Room</li> <li>▪ Library</li> <li>▪ Conference room</li> <li>▪ Room - 1</li> <li>▪ Toilet Block</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completed</li> <li>▪ Completed</li> <li>▪ Completed</li> <li>▪ Completed</li> <li>▪ Completed</li> <li>▪ Completed</li> </ul>
First Floor	<ul style="list-style-type: none"> <li>▪ Three Resource Rooms (Chambers)</li> <li>▪ Two Lecture Theater (for 50 persons each)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completed</li> <li>▪ Completed</li> </ul>
Second Floor	<ul style="list-style-type: none"> <li>▪ Lecture Theater (for 50 persons)</li> <li>▪ Lecture Theater (for 120 persons)</li> <li>▪ One Resource Room (Chamber)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completed</li> <li>▪ Completed</li> <li>▪ Completed</li> </ul>

##### Hostel block

Ground Floor	<ul style="list-style-type: none"> <li>▪ Entrance (Reception)</li> <li>▪ Dining Hall with kitchen</li> <li>▪ 6 Double Seated rooms</li> </ul>	<ul style="list-style-type: none"> <li>▪ Finishing work &amp; coloring etc. remaining.</li> </ul>
First Floor	<ul style="list-style-type: none"> <li>▪ 11 Double Seated rooms</li> </ul>	<ul style="list-style-type: none"> <li>▪ Finishing work in progress.</li> </ul>
Second Floor	<ul style="list-style-type: none"> <li>▪ 7 Double Seated rooms</li> </ul>	<ul style="list-style-type: none"> <li>▪ Finishing work in progress</li> </ul>

### Outer Development Work

Road Work	Earth Work, GSB & WMM work Completed	PMC Work remaining
Boundary wall	Almost completed	Fixing of Entrance gate remaining
Development work	Earth work completed	Grass sowing & Plantation work remaining
Electric & Water Supply	Outer electric & sanitary work completed	Connection from JVVNL for electric supply & from PHED for water supply are yet to be taken

### B. Financial progress

Work order Amount	Rs. 243.82 lacs
Amount of work completed up to 31st March 2007	Rs. 103.14 lacs
Amount of work completed during July, 2007	Rs. 94.16 lacs
Total	Rs. 197.30 lacs

Date of Commencement : 14.07.06

Intended date of completion as per agreement : 24.04.07

Likely date of completion : 15.09.07

#### SIEMAT : Infrastructure & Procurement

- On SIEMAT, the Memorandum of Association and Institutional Plans have been drafted.
- SIEMAT staff and specialists will be taken through open selection and deputation shortly.
- The building is complete and its furnishing is in progress.
- One of the most positive steps towards bringing about better coordination and strengthening of DIETs is that they have been brought under the administrative control of SSA. The details on the modus operandi, is also submitted in the **Annexure-. D**
- Five -day training of newly selected DIET principal has been completed.
- Training is provided to CRCFs for household survey, village profile and village education plan to be kept at CRCs by the CRCFs.
- Exhibition of TLM at CRC level is organised so that teachers may get reference as per their needs.
- Effective role of CRCFs in civil construction and enrollment is also expected.
- Record keeping of survey, libraries and micro planning is being done at CRCFs level.

## **Draft of SIEMAT MOU, Rules & Regulations**

**Dr. S. Radhakrishnan Shiksha Sankul, Block-5, 2<sup>nd</sup> & 3<sup>rd</sup> Floor, J.L.N. Marg, Jaipur-17**

### *Memorandum*

#### **State Institute of Educational Management and Training**

In the matter of the Rajasthan Societies Registration Act, 1958 (Rajasthan Act no. 28, 1958)  
and

In the matter of State Institute of Educational Management and Training, Jaipur

#### **Memorandum of Association**

1. The name of the body is the State Institute of Educational Management and Training, Jaipur (hereinafter referred to as SIEMAT)
2. The Registered Office of SIEMAT shall be situated at Goner, Jaipur - 303905.
3. The objectives of SIEMAT shall be to :
  - i. act as advisory body on the issues of formulation of policies in educational planning and administration.
  - ii. orient educational administrators on management of education and enable them to evolve management systems strongly linked with performance of functionaries at various levels.
  - iii. undertake impact studies and surveys and then feed these into norm-building for recruitment (RRs), teacher performance (ACRs), infrastructural norms, school performance norms etc.
  - iv. conduct evaluation of effectiveness of various educational schemes and interventions.
  - v. conduct studies and orient functionaries on areas of concern such as systemic factors leading to drop-outs, non starters, gender inequity, social inequity, student's under-achievements, the unreached child, children from vulnerable groups, along with strengthening the process of community mapping, micro planning participatory planning.
  - vi. upgrade skills of supervisory staff and middle level educational functionaries.
  - vii. orient senior administrators and other educational functionaries on data generation methods, skills required for data management and effective use.
  - viii. develop capacities of administrators in budget preparation, costing, effective resource mobilization, utilization and financial management.
  - ix. build capacity for project planning, implementation, monitoring and evaluation.
  - x. prepare resource persons and master trainers for percolation of educational planning and management skills to sub-district levels.
  - xi. network with similar institutions for generation of ideas/models and to learn from experiences of others.
  - xii. institute Chairs on key area of management, planning, public policy, public administration related to education.
  - xiii. develop and propose the administrative reforms in the field of education.
  - xiv. develop and conduct short term certificate and diploma courses on educational planning and management with fees as prescribed by SIEMAT.



4. SIEMAT will work towards these objectives through the following specialized areas. These are not being created as Departments since work is inter-disciplinary, but thrusts will be maintained through faculty specializing in these areas :
1. Policy and Planning (PP).
  2. Educational Management (EM).
  3. Academic Courses and Publication (ACP)
  4. Educational Management Information System (EMIS).
  5. Financial Planning and Management (FPM).
5. To fulfill the objectives of the SIEMAT, the institute shall have the provisions to :
- i. have grant-in-aid from the State Government.
  - ii. generate funding and resources for the various activities of the SIEMAT through consultancy, gifts, donations etc. which, may be necessary or convenient for fulfilling the objectives and purposes of the organization and to construct, alter and maintain any buildings for the purpose and objectives.
  - iii. draw, make, accept, discount and negotiate with State government promissory notes, bills of exchanges, cheques or other negotiable instruments.
6. The Govt. of Rajasthan may appoint one or more persons to review the work and progress of the SIEMAT and to hold enquiries into the affairs thereon as and when found necessary and may take such action and issue such instructions as may be necessary in the furtherance of the objectives of SIEMAT. SIEMAT shall be bound to honor these directions.
7. First Members of this Council
- i. Hon'ble Minister Department of School and Sanskrit Education, Government of Rajasthan
  - ii. Chief Secretary
  - iii. Principal Secretary, Department of School and Sanskrit Education
  - iv. Principal Secretary, Finance
  - v. Principal Secretary, Planning
  - vi. Principal Secretary, Information Technology
  - vii. Commissioner, Rajasthan Council of Elementary Education, Jaipur
8. A copy of the Rules and Regulations of SIEMAT, certified to be true copy by three Members of the Council is filed along with the Memorandum of SIEMAT.
9. We, the several persons whose names, occupations and addresses are given below, have associated ourselves for the purpose described in this Memorandum of Association, and set out several and respective hands here unto and form ourselves into a Society under the Rajasthan of Act 1958 (Rajasthan Act no. 28 1958), this day of -----, 2007 at Jaipur. (With names, addresses, telephone numbers)

S. N.	Name and Address	Telephones	Signature
1.	Shri Ghanshyam Tiwari, Hon'ble Minister Department of School and Sanskrit Education, Government of Rajasthan	0141-2709268 /227418	
2.	Chief Secretary, Government of Rajasthan		

3.	Shri Sudhir Bhargava, Principal Secretary, Department of School and Sanskrit Education	0141-2227570 /2227389	
4.	Shri Rajiv Maharshi, Principal Secretary, Finance	0141-2227664	
5.	Shri Rajiv Maharshi, Principal Secretary, Planning	0141-2227664	
6.	C.K. Mathews, Principal Secretary, Information Technology	0141-2227657	
7.	Principal Secretary, Higher Education, Jaipur	0141-2227657	
8.	Smt. Shubhra Singh, Commissioner, Rajasthan Council of Elementary Education, Jaipur	0141-2703544	

## **Rules and Regulations of State Institute of Educational Management and Training - Rajasthan**

### **Rules**

#### **Preliminary**

1. **Short Title :** These rules may be called "Rules" of the State Institute of Educational Management and Training, Jaipur, Rajasthan.
2. **Definitions :** In these rules, unless the context otherwise required :
  - i. SIEMAT means of the State Institute of Educational management and Training, Jaipur, Rajasthan.
  - ii. The President, Member, Secretary, Chairperson, Director, shall respectively mean the Institute of Educational Management and Training, Jaipur, Rajasthan.
  - iii. The Executive Committee shall mean the empower body constituted under Rules and Regulations of SIEMAT.
  - iv. The Director shall mean the Director of SIEMAT appointed by the Government of Rajasthan.
  - v. The Secretary shall mean the Secretary of SIEMAT appointed by the Government of Rajasthan.
  - vi. The officer and staff of SIEMAT shall mean every officer and member of the staff appointed through the process in force in Government of Rajasthan for SIEMAT.
  - vii. Year means the financial year ending 31st March of the Calendar year.

#### **3. Membership**

The SIEMAT shall have the following Members who shall constitute a Governing Body :

1. Minister of Education	-	President
2. Principal Secretary, Education Department	-	Member
4. Principal Secretary, Higher Education	-	Member
3. Principal Secretary, Finance	-	Member
4. Principal Secretary, Planning	-	Member
5. Principal Secretary, Information Technology	-	Member
6. Commissioner, SPD Rajasthan Council of Elementary Education	-	Member Secretary
7. Expert from NUEPA, nominated by GoI.	-	Member
8. Director/Comm. Elementary Education	-	Member
9. Director/Comm. Secondary Education	-	Member

10. Director, HCM, RIPA	-	Nominee
11. Representative from National University of Educational Planning and Administration (NUEPA)	-	Member
12. Representative of National Institute of Open Schooling (NIOS)	-	Member
13. Director, SIERT, Udaipur		
14-16 Nominees	-	Member
17. Nominee from MHRD, Gol, New Delhi	-	Member
18. Director, SIEMAT	-	Member Secretary

The 3 Members (14-16 in the above table) shall be nominated by the President of this Committee i.e. the Minister, Education Department, Govt. of Rajasthan among experts in the field drawn from apex agencies, professional and research institutions, NGOs, Educational planning, Institutional planning and Development planning etc. and one member (at no. 17) will be nominated by MHRD, Gol, New Delhi.

SIEMAT shall function as educational policy, planning and management advisor to the Government of Rajasthan in formulating policies and programmes related to the objectives of SIEMAT stated in the Memorandum of Association and Rules of SIEMAT.

The Governing Body shall have the authority to amend the Rules and Regulations and Memorandum of SIEMAT.

The Governing Body shall have the powers to nominate members in various Committees as provided in the Rules as per procedures laid out in the regulations.

Director SIEMAT will act as Member Secretary of the Governing Body.

#### **4. Roll of Members**

SIEMAT shall maintain a Roll of Members of SIEMAT along with their names and addresses duly authenticated by a confirmation. Any Member who has changed his or her address shall communicate this to the Member Secretary, SIEMAT who shall then enter this new address in the Roll of Members.

#### **5. Duration of Membership**

- a. When a Member of SIEMAT is a Member by reason of ex-officio capacity, he or she shall remain Member till he ceases to hold that office or appointment.
- b. A nominated Member shall hold office for a period of three years or such period as may be specified at the time of their appointment or as may be extended from time to time.
- c. All outgoing Members shall continue to be eligible for appointment as Members.
- d. Members of SIEMAT are also eligible to be Members of Executive Committee and other Committees of SIEMAT.

#### **6. Members of SIEMAT shall cease to be members if :**

- a. They die, resign, become of unsound mind, insolvent or convicted of criminal offence, involving turpitude etc.
- b. They do not attend three consecutive meetings of SIEMAT without prior permission of the President.

## **7. Vacancies**

Any vacancy in the Membership of SIEMAT shall be filled up by nomination by the authorities entitled to make such nomination and the persons appointed in the vacancy shall hold office only for the unexpired period of the term of the Membership unless extended by the nominating authority.

The SIEMAT shall function notwithstanding that any person who is entitled to be as member by reason of his office, is not a member of this SIEMAT for the time being and notwithstanding any other vacancy in its body, whether by non-appointment or otherwise. No act of the proceedings of the SIEMAT shall be invalidated merely by reason of the happening of these events or of any defect in the appointment of the members.

## **8. Officers and Authorities of the SIEMAT**

The officers of the SIEMAT shall be the '**President**', '**Senior Vice President**', the '**Chairman**', the '**Director**', the '**Secretary**' and other person so they may be designated as such by the Executive Committee.

The Director of the SIEMAT shall be appointed by Government of Rajasthan which shall prescribe his or her remuneration and other terms of service. The Director would be of right kind of vision to build the institute and the faculty selected from eminent educationists, administrators and management experts. The other posts like Deputy Director, Sr. Fellows, Adm. Officer, Publication Officer, Research & Training Associate Fellows, Fellows, Sr. Accounts Officer, Jr. Accountants, Librarian, Officer Infosystem, PAs, LDCs, Peons, Hostel Warden, Receptionist will be selected by the State Government through open selection from the open field in which the eligible state Government Officers may also compete so as to get the best talent available from Government as well as private fields. The special selection will be done through a Selection Committee by the State Government for a period of 3 years which may be extended further on the basis of exemplary performance.

## **9. Committees**

The following shall be the committees of the SIEMAT.

- a. The Executive Committee and
- b. Programme Advisory Committee.
- c. Such other committees as may be constituted by the Executive Committee.

## **10. Proceedings of the SIEMAT**

### **Meeting :**

- a. The annual general meeting of the SIEMAT shall be held at such time, date & place as may be determined by the President.
- b. The President may convene a special meeting of the SIEMAT whenever he or she thinks fit or at the written request of one fourth members of the Council.
- c. Except as otherwise provided in these Rules, all meetings of the Council shall be called by notice under the signature of the Secretary.
- d. Every notice calling a meeting of the SIEMAT shall state the time and place at which such meeting will be held and shall be served upon every member of the SIEMAT not less than twenty one clear days before the day appointed for the meeting.

- e. If the **President, Senior Vice-President** and the **Vice-President** are not present at the meeting of the SIEMAT, any member of the SIEMAT chosen at the commencement of the meeting to be the Chairperson, shall be the Chairperson of the meeting.
- f. One-third members of the Council present in person shall form a quorum at every meeting of the Council.
- g. If within fifteen minutes from the time appointed for the meeting, no quorum is present, the meeting shall stand adjourned. The adjourned meeting may take place after two hours on that very day or as decided by the President. At such an adjourned meeting no quorum shall be necessary and the members present may transact the business for which the meeting was called for.
- h. All disputed questions at meeting of the Council shall be determined by vote.
- i. In case of any equality of votes, the Chairperson shall have a casting vote.
- j. The Member Secretary; shall keep a record of the proceedings of the meeting and a copy thereof shall be sent to the Government of Rajasthan.

## 11. Executive Committee

- I. The Executive Committee shall be the controlling Body of the SIEMAT as described in the Memorandum of Association.
- II. The affairs of the Council shall be administrated, subject to the Rules and Regulations and orders of the Council by an Executive Committee which shall consist of the following:-

S. N.	Name	Designation of the executive	Nature Membership
1.	Principal Secretary, Education (School Education )	Chairperson	Ex-Officio
2.	Principal Secretary, Finance/Nominee	Member	-do-
3.	Principal Secretary Planning/Nominee	Member	-do-
4.	Commissioner, RCEE	Member	-do-
5.	Commissioner/Director of Education Department	Member	-do-
6.	Director, NUEPA/Nominee	Member	-do-
7.	Director, SIERT, Udaipur	Member	-do-
8.	Director, HCM RIPA/Nominee	Member	-do-
9.-10.	Two Nominees one from the field of Management and one from EDCIL, New Delhi	Member	Nominated by the Chairperson of this Committee
11.	Director, SIEMAT	Member Secretary	Ex-Officio

## III. Duration of Membership

- a. The term of office of the nominated or appointed members shall be three years. However, the authority, which nominates or appoints a person to be the member of the Executive Committee, shall have the power to terminate or extent the membership at any time. If a member of the Executive Committee becomes a member by reason of the office or appointment he or she holds his or her

membership of the Executive Committee shall be terminated when he or she ceases to hold the office or appointment.

- b. Every outgoing member shall be eligible for the re-appointment.
- c. Members of the Executive Committee shall cease to be such members if :
  - i. They die, resign, become of unsound mind, insolvent or convicted of criminal offence, involving moral turpitude etc.
  - ii. They do not attend three consecutive meetings of Executive Committee without prior permission of the Chairman.
- d. A resignation of membership of the Executive Committee shall be tendered to the Secretary and shall not take effect until it has been accepted on behalf of the Council by the President.

#### **IV. Vacancies**

Any vacancy in the membership of the Executive Committee shall be filled the by appointment or nominations, by the authority entitled to make such appointment or nomination, and the persons appointed in the vacancy shall hold office only for the unexpired period of the term of the membership unless extended by the nominating authorities.

The Executive Committee shall function notwithstanding that any person who is entitled to be a member by reasons of his office is not a member of the Executive Committee for the time being and notwithstanding any other vacancy in the committee whether by the non-appointment by the authority entitled to make the appointment or otherwise and no act or proceeding of the Executive Committee shall be invalidated merely by reasons of the happening of any of the above events or of any defects in appointment or any of its members.

The Director of the SIEMAT shall be the Member Secretary of the Executive Committee

#### **V. Proceedings of the Executive Committee.**

- i. Every meeting of Executive Committee shall be presided over by the Chairperson and in his absence by a person chosen by the members present at the meeting to preside for the occasion.
- ii. Five members of the Executive Committee present in person shall constitute a quorum at any meeting of the Executive Committee. If within fifteen minutes from the time appointed for the meeting, no quorum is present, the meeting shall stand adjourned. The adjourned meeting may take place after two hours on that very day or as decided by the Chairperson. At such an adjourned meeting no quorum shall be necessary to transact the business for which the meeting was called for.
- iii. No less than seven clear days notice of every meeting of the Executive Committee. In case of urgency, meeting be called at the short notice with the permission of the Chairperson.
- iv. Every notice calling a meeting of the Executive Committee shall state the date, time and place at which such meeting will be held and shall, except as otherwise provided in these Rules, be under the signature of the Secretary.
- v. The Executive Committee shall hold at least four meetings in a year at such times as the Chairperson may decide.
- vi. Each member of the Executive Committee including the Chairperson shall have one vote and if there shall be an equality of votes on any question to be decide

by the Executive Committee, the Chairman shall in addition, have a casting vote.

- vii. Any business which it may be necessary for the Executive Committee to perform carried out by circulation amongst all its members and any resolution so circulated and approved by a majority of the members signing, shall be as effectual and bindings as if such resolution has been passed at a meeting of the Executive Committee provided that at least half the members of the Executive Committee have recorded their view on the resolution.
- viii. The Chairperson may refer any question which, in his opinion is of sufficient importance to justify such as reference for the decision of the Government of India and such decision shall be binding on the Council and its Executive Committee.

#### **VI. Functions and powers of the Executive Committee**

- i. The Executive Committee shall carry out the object of the Council as set forth in the Memorandum of Association.
- ii. The Executive Committee shall have under its control the management of all the affairs and funds of the Council and shall have the authority to exercise all the powers as delegated by the Council from time to time.

#### **12. Regulations**

- I. With the previous approval of the Council, the Executive Committee shall have powers to frame and amend regulations not inconsistent with these rules, for the administration and management of the affair of the Council.
- II. Without prejudice to generally of the foregoing provision, such regulation may provide for the following :-
  - i. The preparation and sanction of budget estimates, the sanctioning of expenditure, making and execution of contracts, the investment of the funds of the Council and sale or alteration of such investment and account and audit.
  - ii. Powers, functions and conduct of business by Advisory Boards, or Committees, standing and other Sub-Committees as may be constituted of, from time to time, and the term of office of their members.
  - iii. Procedure for appointment of the officers and staff of the SIEMAT and the institutes and services established and maintained by the SIEMAT.
  - iv. The terms and tenure of appointments, emolument, allowance rules of discipline and other conditions of the service of the officers and staff of the SIEMAT.
  - v. Terms and conditions governing scholarships, fellowships and deputations, grant-in-aid, research schemes and projects. provisions of extension service and establishments of research centers and training institutes.
  - vi. Such other matters as may be necessary for the furtherance of the objectives and the proper administration of the affairs of the SIEMAT.
  - vii. Subject to these Rules and Regulations, the Executive Committee shall have the power to appoint all categories of officers and staff conducting the affairs of the SIEMAT, to fix the amount of their remuneration, subject to budget provisions and to define their duties.
  - viii. The Executive Committee shall have the power to enter into arrangements with the administration and other public or private organization or individuals for furtherance of is objectives, for implementations of its programmes and for

securing and accepting endowments, grant-in-aid donations, or gifts to the SIEMAT on mutually agreed terms and conditions provided that the conditions of such grant-in-aid donation or gifts shall not be inconsistent or in conflict with objectives of the Council or with the provisions of these rules.

- ix. The Executive Committee shall have the powers to take over and acquire by purchase gift or otherwise from Government and other public bodies or private individuals, movable and immovable properties or other funds together with any attendant obligations, engagements not inconsistent with the objects of the SIEMAT and the provisions of these Rules.
- x. The Executive Committee may by Resolution, Constitute Advisory Boards or special committees for assistance in the working and for such purposes and with such powers as the Executive Committee may think fit, and the Executive Committee may also dissolve the Executive Committee and Advisory Bodies, set up by it.
- xi. The Executive Committee may delegate to the Director or any of the member and/or other officer of the Council such administrative and financial powers and impose such duties as it deems proper and also prescribe limitations with these powers and duties as are to be exercised or discharged.

### 13. Programme Advisory Committee and Subcommittees

The Programme Advisory Committee shall have powers to finalize research, training extension and other academic programmes of the Council to promote the objects SIEMAT, it will be the responsibility of the Programmes Advisory Committee to consider all plans, program research proposal, etc. and to examine the academic aspects of the work of the Council and to ensure coordinated approach to the development of their programmes.

The Programmes Advisory Committee shall consist of the following members :-

Sr. No.	Name	Designation of the executive	Nature Membership
1.	Director of the SIEMAT	Chairperson	Ex-Officio
2.	All Senior Fellows, SIEMAT	Member	-do-
3.	Two Principals of Senior Secondary Schools identified by SIEMAT	Member	-do-
4.	Two Principals of DIETS identified by SIEMAT	Member	-do-
5.	Two Deputy Directors to be nominated by Director of Education Department, Government of Rajasthan	Members	Nominated
6.	One Representative of the Director, NUEPA	Member	Nominated
7.	Any two eminent Education Management experts	Member	To be nominated by Executive Committee
8.	Director, SIERT, Udaipur	Member	Ex-Officio
9.	Senior A.O., SIEMAT	Member	Ex-Officio
10.	Deputy Director, SIEMAT	Member Secretary	Ex-Officio



The Programmes Advisory Committee may appoint such sub-committees as it may consider necessary to deal with special emergent programmes and academic courses entrusted to them or with special aspects of its work.

The term of officer of the nominated members shall be three years from the date of their nomination. However, the nominating authority shall have the power to terminate or extend the period of membership at any time ;

#### **14. Powers of the Chairperson of the Executive Committee**

- i. Subject to any order that may be passed by the Executive Committee, the Director as the Principal Executive and Academic Officer of SIEMAT, shall be responsible for the proper administration of the affairs of the SIEMAT and the institution of the Council under the direction and guidance of the Executive Committee and overall supervision of its Chairman.
- ii. Provided that the Director may with concurrence of the Executive Committee, delegates any of his powers and functions to any other officer or authority appointed or established under these Rules.
- iii. The Director shall, in all matters under his charges, have the powers and duties assigned to him in these Rules and Regulations or such powers and duties may be delegated or entrusted to him by the Council or the Executive Committee or the Programme Advisory Committee.
- iv. The Director shall prescribe the duties of all officers and staff of the Council and shall exercise such supervisions and disciplinary control as may be necessary subject to these Rules, and the Regulations.
- v. It shall be the duty of the Director to coordinate and exercise general supervision over all Educational Research, Trainings Extension Programmes and other allied activities under the SIEMAT. The Director shall be assisted in academic functions by the Heads of Departments.

#### **15. Functions and Powers of the Member Secretary**

The Member Secretary shall maintain a record of the proceedings of the Council and of the Executive Committee and/or Programme Advisory Committee as specifically provided for in the Rules, and also such other duties as may be assigned to him or her by the entrusted or delegated to him/and/or specified in the Regulations.

#### **16. Property, Assets and Funds of the Council**

The SIEMAT shall be financed by the Govt. and funds of the SIEMAT will consist of the following :-

- i. Grant made by the Rajasthan Government and Govt. of India for the furtherance of the objects of the Council;
- ii. Contributions from other sources;
- iii. Income from the assets, academic courses, consultancy and publications of the Council, and
- iv. Receipt of the Council from other sources.

The Bankers of the SIEMAT shall be such as may be appointed by the Executive Council and the fund shall be paid into the council's account with the Bank and shall not be withdrawn except through a cheques signed by such officers as may be duly empowered into this behalf by the Executive Committee.

## **17. Account & Audit**

- i. The SIEMAT shall maintain proper accounts and other relevant records and prepare annual accounts comprising the Receipt and Payment Account, Statement of Assets and liabilities in such form as may be prescribed by the Government.
- ii. The Accounts of the SIEMAT shall be audited annually by the Chartered Accountants duly appointed by the SIEMAT, and any expenditure incurred in contact with the audit of account of the SIEMAT shall be payable by the Council.
- iii. The accounts of the SIEMAT as certified by the Chartered Accounts shall be placed before the General Meeting of the SIEMAT after the approval of the Executive Committee. The Accounts passed by the SIEMAT shall be sent to Rajasthan State.

## **18. Annual Report**

An annual report of the proceeding of the SIEMAT and of work undertaken during the year shall be prepared by the Executive Committee for the information of the members of the SIEMAT. A draft of the Annual Report shall be placed by the SIEMAT at the Annual General Meeting for its consideration and approval. The Annual Report of the SIEMAT shall be forwarded to the Government of Rajasthan.

## **19. Amendments of Rules and Regulations**

Subject to the provisions of Rajasthan Societies Regulation Act 1958 (Rajasthan Act no. 28, 1958) Rules of the SIEMAT may alter or amend its rules, and objects with the prior concurrence of Govt. of Rajasthan, the following procedure shall be followed :-

- i. The Executive Committee shall submit the proposed for approval by the absolute majority of its members.
- ii. The Executive Committee shall request the President of the SIEMAT to convene a special general meeting of the SIEMAT; according to the rules and regulations for the consideration of the proposed amendments.
- iii. Amendments or alternations shall be effective if approved by the absolute majority of the SIEMAT.

The records and other Proceedings of the SIEMAT shall be made available by the Deputy Director of SIEMAT for inspection to the Registrar of Societies as per the provisions of Rajasthan Societies Registration Act -1958.

## **20. Dissolution**

The SIEMAT shall not dissolve on account of death or resignation of any members of the SIEMAT. A special meeting of all the members of the SIEMAT shall be called for this purpose according to the Rules and Rajasthan Societies Registration Act (1958) and a special resolution passed by 2/3 majority by the members of the Council. The order for dissolution of the Council shall be issued by the State Government.

In case of dissolution of the SIEMAT, the liabilities and assets of the Council shall be taken over at the book value by the Govt. of Rajasthan who shall appoint a liquidator for completing the dissolution of the SIEMAT. The creditors, loans and other liabilities of the SIEMAT shall have preference and bear first charge on the assets of the Council at the time of dissolution.

## 21. Provisions under the Rajasthan Societies Registration Act, 1958

- i. Once in every year a list of the officer -bearers and members of society shall be filed with Registers of societies Rajasthan as required under the Societies Registration Act, 1958.
- ii. The Society may sue or be sued in the name of President/Secretary as per provision laid down under the Societies Registration Act. 1958
- iii. Any amendment in the Memorandum or Rules will be carried out in accordance with procedure in Societies Registration Act 1958.
- iv. If the society need to be dissolved, it shall be dissolved as per provision laid down under the Societies Registration Act, 1958
- v. All the provisions under all the sections of the Society Registration Act, 1958 shall apply to this Society.

### Essential Certificates :

"Certified that this is the correct copy of rules and regulations of the society"

### Designation

### Signature

- (1) Principal Secretary,  
Department of School and Sanskrit Education
- (2) Commissioner,  
Rajasthan Council of Elementary Education, Jaipur
- (3) Commissioner,  
Secondary School Education

## 4. Progress of Activities relating to SIEMAT, Rajasthan, Jaipur

- i) Posting of Staff
  - Director, SIEMAT is in position.
  - Posting of other officials after SIEMAT becomes operational.
- ii) Construction of SIEMAT building.  
The building of SIEMAT has almost been completed at Goner, Jaipur.  
The institution will have two blocks – Administrative Block & Hostel. The total constructed area for both the blocks is 25260 sq.ft. and the total expenditure done on the construction work upto July 2007 has been Rs. 197.30 lacs against an estimate of Rs.250.00 approx.  
The details of these two blocks are as follows:

### A. Physical Progress Administrative Block

Ground Floor	<ul style="list-style-type: none"><li>• Entrance (Reception)</li><li>• Computer Room</li><li>• Library</li><li>• Conference Hall</li><li>• Room-1</li><li>• Toilet Block</li></ul>	<ul style="list-style-type: none"><li>• Completed</li><li>• Completed</li><li>• Completed</li><li>• Completed</li><li>• Completed</li><li>• Completed</li></ul>
First Floor	<ul style="list-style-type: none"><li>• Three Resource Room</li><li>• Two Lecture Theatre (for 50 persons each)</li></ul>	<ul style="list-style-type: none"><li>• Completed</li><li>• Completed</li></ul>

Second Floor	<ul style="list-style-type: none"> <li>• Lecture Theatre (for 50 persons)</li> <li>• Lecture Theatre (for 120 persons)</li> <li>• One Resource Room (Chamber)</li> </ul>	<ul style="list-style-type: none"> <li>• Completed</li> <li>• Completed</li> <li>• Completed</li> </ul>
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### Hostel Block

Ground Floor	<ul style="list-style-type: none"> <li>• Entrance (Reception)</li> <li>• Dining Hall with Kitchen</li> <li>• 6 Double Seated Rooms</li> </ul>	<ul style="list-style-type: none"> <li>• Finishing work &amp; coloring work etc. remaining.</li> <li>• Finishing work &amp; coloring work etc. remaining.</li> </ul>
First Floor	<ul style="list-style-type: none"> <li>• 11 Double Seated Rooms</li> </ul>	<ul style="list-style-type: none"> <li>• Finishing work in progress</li> </ul>
Second Floor	<ul style="list-style-type: none"> <li>• 7 Double Seated Rooms</li> </ul>	<ul style="list-style-type: none"> <li>• Finishing work in progress</li> </ul>

### Outer Development Work

Road Work	Earth Work, GSB & WMM work completed	PMC Work remaining
Boundary wall	Almost completed	Fixing of Entrance gate remaining.
Development work	Outer electric & sanitary work completed	Connection from JVVNL for electric supply & from PHED for water supply are yet to be taken.

### B. Financial Progress

Work order Amount	Rs. 243.82 lacs
Amount of work completed upto 31 <sup>st</sup> March 2006	Rs. 103.14 lacs
Amount of work completed during July, 2007	Rs. 94.16 lacs
Total	Rs. 197.30 lacs

Date of Commencement	:	14.07.06
Intended date of completion as per agreement	:	24.04.07
Likely date of completion	:	15.09.07

- iii) Procurement : A committee was constituted vide order no. 46650 dt. 26.08.06. Procurement of the material has been completed and furnishings are going on which are likely to be completed by end of September 2007.
- iv) Organisation of Training Programme :
- The orientation of DIET Principal has been completed in October 2006.
  - For other trainings the needs – identification and analysis will be done once SIEMAT becomes operational.
- v) Operationalisation of SIEMAT:
- The institutional plan and Memorandum of Association (MoA) of SIEMAT, Rajasthan have been fine-tuned with the suggestions from NUEPA, New Delhi and Government of Rajasthan.
  - The modified drafts of Institutional Plan & MOA are under the process of approval from GOR for Registration of this institutional under Societies Registration Act.

**(B)**

**Action Taken Report on the  
24<sup>th</sup> JRM Recommendations**

**Orissa and Rajasthan**

# ORISSA

## Recommendations of the 24<sup>th</sup> Joint Review Mission of DPEP and follow up action Taken thereon

S.No.	Recommendations	Actions Taken / Comments																						
1.	<p><b><i>Enrolment and Completion</i></b></p> <p>The successful implementation of Project Aarohana should be given the highest priority. This will require the maximum attention of SPD and his team and the DPCs together with all of the other actors included within the project implementation structure. With regard to the operationalisation of the bridge courses, the delivery of these and the management of the mainstreaming of such a large number of children and the tracking of the 5+ and 6+ children admitted to regular primary schools in the first phase of the project will require the DPEP team's full attention in the months and years ahead. A special code for monitoring mainstreamed children in the Child Census will be required besides developing a strategy for supporting those vulnerable to dropout, particularly those whose attendance is irregular.</p>	<p>Project <b>Aarohana</b>, a road map to school was launched on 5<sup>th</sup> September, 2006. <b>Aarohana</b> is more than a total enrolment drive but emphasis is being paid on enrolment, retention and mainstreaming of children along with ensuring quality education. The 1<sup>st</sup> phase of Aarohana was completed by 31<sup>st</sup> October, 2006 during which out of school children (5+ &amp; 6+ years) had been enrolled directly into Class-I. Nearly, 48000 children of this age group had already been enrolled in the regular schools and EGS centres. 2<sup>nd</sup> phase of Aarohana is meant for schooling of older out of school children (7+ to 13+ years) through Bridge Course (Non-residential and Residential) of short, medium &amp; long durations. The 2<sup>nd</sup> phase of Aarohana is under progress and many districts have completed preliminary works like selection and training of RPs. NRBCs/RBCs are to be opened in July, 2007.</p> <p>Efforts are being given to bring out of school children into mainstream education through direct enrolment and EGS/AIE. It is worthwhile to mention that 24,558 children of 5+ &amp; 6+ age group have been mainstreamed directly into Class-I through 1<sup>st</sup> Phase of Project Aarohana.</p> <p style="text-align: center;"><b>Mainstreaming of 5+ &amp; 6+ age group children through Aarohana</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>District</th> <th>Boudh</th> <th>Kandhamal</th> <th>Koraput</th> <th>Malkanagiri</th> <th>Mayurbhanj</th> </tr> </thead> <tbody> <tr> <td>No. of students</td> <td style="text-align: center;">840</td> <td style="text-align: center;">2616</td> <td style="text-align: center;">6393</td> <td style="text-align: center;">3711</td> <td style="text-align: center;">2512</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>District</th> <th>Nawarangpur</th> <th>Nuapada</th> <th>Sonepur</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>No. of students</td> <td style="text-align: center;">4703</td> <td style="text-align: center;">2850</td> <td style="text-align: center;">933</td> <td style="text-align: center;">24558</td> </tr> </tbody> </table>	District	Boudh	Kandhamal	Koraput	Malkanagiri	Mayurbhanj	No. of students	840	2616	6393	3711	2512	District	Nawarangpur	Nuapada	Sonepur	Total	No. of students	4703	2850	933	24558
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S.No.	Recommendations	Actions Taken / Comments																						
		<p><b>Mainstreaming</b>            Due emphasis is being given to track the children who have been mainstreamed into regular school system at different stages. Tracking of children mainstreamed are being done at four phases as shown below:</p> <ul style="list-style-type: none"> <li>• Direct enrolment of 5+ &amp; 6+ age group children into Class-I of regular schools</li> <li>• Due to upgradation of EGS centres into NPS &amp; NUPS</li> <li>• Mainstreaming in appropriate Class after completing Class-III, Class-V and Class-VII.</li> <li>• Mainstreaming of the children of EGS centres closed due to non-feasibility.</li> </ul> <table border="1" data-bbox="1072 709 1864 806"> <thead> <tr> <th>District</th> <th>Boudh</th> <th>Kandhamal</th> <th>Koraput</th> <th>Malkanagiri</th> <th>Mayurbhanj</th> </tr> </thead> <tbody> <tr> <td>No. of students</td> <td>NA</td> <td>3817</td> <td>4272</td> <td>2356</td> <td>7248</td> </tr> </tbody> </table> <table border="1" data-bbox="1072 843 1691 937"> <thead> <tr> <th>District</th> <th>Nawarangpur</th> <th>Nuapada</th> <th>Sonepur</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>No. of students</td> <td>7460</td> <td>4172</td> <td>1834</td> <td>31159</td> </tr> </tbody> </table> <p>In Orissa Child census all children in the age group of 0-14 years have been codified electronically.</p>	District	Boudh	Kandhamal	Koraput	Malkanagiri	Mayurbhanj	No. of students	NA	3817	4272	2356	7248	District	Nawarangpur	Nuapada	Sonepur	Total	No. of students	7460	4172	1834	31159
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2	<p><b>Set and monitor attendance targets for each district, block, cluster and school and consider ways in which attendance monitoring might be improved, such as through the monitoring of participation in unit tests. A study tour to AP might be helpful in this regard.</b></p>	<p>Attendance rate of students is being monitored on quarterly basis at the school, cluster, block and district level. The field level functionaries have also been oriented to monitor the same. Steps are afoot to increase the attendance rate of students from the 1<sup>st</sup> quarter onwards. During 2007-08 the attendance rate of students is also being monitored through the VECs so that the participation of students will be ensured not only in attending classes regularly but also in participating in the unit test and other summative evaluation.</p>																						

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3	<b>Complete the implementation of the strategy for phasing out EGS centres in the medium term.</b>	<p>Up to 2005-06, total 375 EGS centres have been upgraded to NPS in DPEP Phase-II districts. Similarly, total 557 EGS primary centre have been upgraded into NPS &amp; 154 upper primary EGS centres into NUPS as shown below.</p> <p style="text-align: center;"><b>No. of EGS centres upgraded into NPS during 2006-07 (DPEP-II)</b></p> <table border="1"> <thead> <tr> <th>District</th> <th>Boudh</th> <th>Kandhamal</th> <th>Koraput</th> <th>Malkanagiri</th> <th>Mayurbhanj</th> </tr> </thead> <tbody> <tr> <td>No. of centres</td> <td>14</td> <td>31</td> <td>212</td> <td>0</td> <td>80</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>District</th> <th>Nawarangpur</th> <th>Nuapada</th> <th>Sonepur</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>No. of centres</td> <td>124</td> <td>82</td> <td>14</td> <td>557</td> </tr> </tbody> </table> <p style="text-align: center;"><b>No. of EGS centres upgraded into NUPS during 2006-07</b></p> <table border="1"> <thead> <tr> <th>District</th> <th>Boudh</th> <th>Kandhamal</th> <th>Koraput</th> <th>Malkanagiri</th> <th>Mayurbhanj</th> </tr> </thead> <tbody> <tr> <td>No. of centres</td> <td>0</td> <td>0</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>District</th> <th>Nawarangpur</th> <th>Nuapada</th> <th>Sonepur</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>No. of centres</td> <td>97</td> <td>26</td> <td>29</td> <td>154</td> </tr> </tbody> </table> <p>Similarly, 755 EGS centres have been closed for various reasons and district-wise break up is shown below.</p> <p style="text-align: center;"><b>EGS Centres closed as on 31.7.07</b></p> <table border="1"> <thead> <tr> <th>District</th> <th>Boudh</th> <th>Kandhamal</th> <th>Koraput</th> <th>Malkanagiri</th> <th>Mayurbhanj</th> </tr> </thead> <tbody> <tr> <td>No. of centres closed</td> <td>106</td> <td>65</td> <td>84</td> <td>144</td> <td>0</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>District</th> <th>Nawarangpur</th> <th>Nuapada</th> <th>Sonepur</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>No. of centres closed</td> <td>144</td> <td>134</td> <td>78</td> <td>755</td> </tr> </tbody> </table>	District	Boudh	Kandhamal	Koraput	Malkanagiri	Mayurbhanj	No. of centres	14	31	212	0	80	District	Nawarangpur	Nuapada	Sonepur	Total	No. of centres	124	82	14	557	District	Boudh	Kandhamal	Koraput	Malkanagiri	Mayurbhanj	No. of centres	0	0	2	0	0	District	Nawarangpur	Nuapada	Sonepur	Total	No. of centres	97	26	29	154	District	Boudh	Kandhamal	Koraput	Malkanagiri	Mayurbhanj	No. of centres closed	106	65	84	144	0	District	Nawarangpur	Nuapada	Sonepur	Total	No. of centres closed	144	134	78	755
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		<p data-bbox="1068 213 2036 284">Presently, 4097 EGS centres are running in DPEP-II districts and 617 of them are targeted for upgradation.</p> <p data-bbox="1226 323 1868 353" style="text-align: center;"><b>No. of EGS centres functioning as on 31.7.2007</b></p> <table border="1" data-bbox="1068 356 1868 515"> <thead> <tr> <th data-bbox="1068 356 1181 387">District</th> <th data-bbox="1181 356 1283 387">Boudh</th> <th data-bbox="1283 356 1431 387">Kandhamal</th> <th data-bbox="1431 356 1544 387">Koraput</th> <th data-bbox="1544 356 1703 387">Malkangiri</th> <th data-bbox="1703 356 1868 387">Mayurbhanj</th> </tr> </thead> <tbody> <tr> <td data-bbox="1068 387 1181 447">No. of centres</td> <td data-bbox="1181 387 1283 447">186</td> <td data-bbox="1283 387 1431 447">457</td> <td data-bbox="1431 387 1544 447">605</td> <td data-bbox="1544 387 1703 447">393</td> <td data-bbox="1703 387 1868 447">1643</td> </tr> <tr> <td data-bbox="1068 447 1181 515">No. of children</td> <td data-bbox="1181 447 1283 515">5340</td> <td data-bbox="1283 447 1431 515">14391</td> <td data-bbox="1431 447 1544 515">16845</td> <td data-bbox="1544 447 1703 515">11612</td> <td data-bbox="1703 447 1868 515">42857</td> </tr> </tbody> </table> <table border="1" data-bbox="1068 553 1703 712"> <thead> <tr> <th data-bbox="1068 553 1181 583">District</th> <th data-bbox="1181 553 1351 583">Nawarangpur</th> <th data-bbox="1351 553 1476 583">Nuapada</th> <th data-bbox="1476 553 1589 583">Sonepur</th> <th data-bbox="1589 553 1703 583">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="1068 583 1181 644">No. of centres</td> <td data-bbox="1181 583 1351 644">412</td> <td data-bbox="1351 583 1476 644">338</td> <td data-bbox="1476 583 1589 644">63</td> <td data-bbox="1589 583 1703 644">4097</td> </tr> <tr> <td data-bbox="1068 644 1181 712">No. of children</td> <td data-bbox="1181 644 1351 712">17708</td> <td data-bbox="1351 644 1476 712">13709</td> <td data-bbox="1476 644 1589 712">1158</td> <td data-bbox="1589 644 1703 712">104532</td> </tr> </tbody> </table>	District	Boudh	Kandhamal	Koraput	Malkangiri	Mayurbhanj	No. of centres	186	457	605	393	1643	No. of children	5340	14391	16845	11612	42857	District	Nawarangpur	Nuapada	Sonepur	Total	No. of centres	412	338	63	4097	No. of children	17708	13709	1158	104532
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4	<p data-bbox="410 716 705 746"><i>Learning and Quality</i></p> <p data-bbox="410 787 1045 1218"><b>The Rupantar programme is currently limited to Class-I only which appears to be inadequate from the point of view of providing a proper basis for changing the attitudes of teachers across the whole school. The Mission recommends extending the scope of Rupantar and the MLE programme up to Class-V as soon as possible (within the timeframe of DPEP and SSA) while ensuring that the development of materials pays due attention to female participation in this process.</b></p>	<p data-bbox="1068 787 2013 931"><b>Rupantar:</b> - Formation of State and District Resource Group (involving linguists, Tribal experts, anthropologists, teachers from tribal community, non tribal teachers having interest in tribal culture and language, pedagogists)</p> <ul data-bbox="1068 931 2013 1294" style="list-style-type: none"> <li>• Identifying the issues on education of the tribal children (through workshop mode and through individual survey conducted among the tribal area teachers)</li> <li>• Identified the training need of tribal area teachers (through workshops and survey)</li> <li>• Teachers prepared training Module in the context of socio- cultural and linguistic variations with state support</li> <li>• Conducted Linguistic survey and mapping to assess the gap of home language and school language in 25 Blocks with more than 70 % tribal population).</li> </ul> <p data-bbox="1068 1339 2020 1404"><b>Multilingual Education:</b> MLE has been started in Mayurbhanja, Malkangiri and Kandhamal</p>																																	

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		<p>district taking 20 schools from each language.</p> <table border="1" data-bbox="1134 240 2052 500"> <thead> <tr> <th data-bbox="1134 240 1354 305">Name of the district</th> <th data-bbox="1366 240 1645 305">Name of the tribal language</th> <th data-bbox="1657 240 2052 305">MLE schools</th> </tr> </thead> <tbody> <tr> <td data-bbox="1134 305 1354 337">Malkangiri</td> <td data-bbox="1366 305 1645 337">Koya and Bonda</td> <td data-bbox="1657 305 2052 337">( 20 Koya + 5 Bonda)</td> </tr> <tr> <td data-bbox="1134 337 1354 370">Kondhmal</td> <td data-bbox="1366 337 1645 370">Kui</td> <td data-bbox="1657 337 2052 370">MLE( 20 )</td> </tr> <tr> <td data-bbox="1134 370 1354 402">Mayurbhanj</td> <td data-bbox="1366 370 1645 402">Santali, Munda</td> <td data-bbox="1657 370 2052 402">MLE(20 santali+10 munda)</td> </tr> <tr> <td data-bbox="1134 402 1354 435">Koraput</td> <td data-bbox="1366 402 1645 435">Desia</td> <td data-bbox="1657 402 2052 435">initiated</td> </tr> <tr> <td data-bbox="1134 435 1354 467">Nabarangpur</td> <td data-bbox="1366 435 1645 467">Gondi, Halvi</td> <td data-bbox="1657 435 2052 467">Initiated.</td> </tr> <tr> <td data-bbox="1134 467 1354 500"></td> <td data-bbox="1366 467 1645 500"></td> <td data-bbox="1657 467 2052 500"></td> </tr> </tbody> </table> <p data-bbox="1134 540 2103 651">Besides Multilingual Education six tribal primers have been distributed among the tribal children belonging to Koya, Bonda and Kui language in Malkangiri and Kandhmal districts respectively.</p>	Name of the district	Name of the tribal language	MLE schools	Malkangiri	Koya and Bonda	( 20 Koya + 5 Bonda)	Kondhmal	Kui	MLE( 20 )	Mayurbhanj	Santali, Munda	MLE(20 santali+10 munda)	Koraput	Desia	initiated	Nabarangpur	Gondi, Halvi	Initiated.			
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5	<p><b>In case 'EQUIP' or 'ADEPTS' is to be implemented, proper dove-tailing with quality monitoring formats would be required to avoid duplication on one hand and enriching quality through coordinated efforts on the other.</b></p>	<p>ADEPTS is to be implemented across the system in the state during 2007-08.</p> <ul data-bbox="1157 768 2103 1036" style="list-style-type: none"> <li>• All Pedagogy Coordinators have been oriented on ADEPTS.</li> <li>• All DPCs have been explained about the modalities for implementation of ADEPTS.</li> <li>• Convergence meeting has been held with UNICEF, Orissa to implement ADEPTS.</li> <li>• Quality monitoring formats designed by NCERT will be linked up with standards envisaged under ADEPTS.</li> </ul>																					
6	<p><b>The CRCC should not be responsible for more than 12 schools/EGS centres. The Mission notes that the State plans to appoint Block Resource Persons (subject specialists) to provide additional academic support for upper primary classes under SSA and this should be expedited as soon as possible. It is important to ensure that the CRCC is able to</b></p>	<p>To extend academic support to upper primary schools, 2 Block Resource Persons (one with science background and another with humanities) would be in place during 2007-08 for which there is provision in the AWP &amp; B 2007-08. The proposal for engagement of BRPs is under the active consideration of Government. Once the BRPs will be in place, the CRCC would be able to devote full time for the primary level.</p>																					

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	provide adequate academic support to the primary level in the DPEP districts.	
7	The vacant posts of Headmasters should be filled in at the earliest. Also proper training modules to orient the Headmasters in providing academic and professional leadership and personnel management should be provided. A manual would need to be eventually developed. This will help strengthen supervision and onsite guidance at the school level and may in turn help improve the quality of primary education. DPEP TC funds are available to support the development of Headmaster training and the Mission supports this	It has been planned in the AWPB-2007-08 to develop a training module of five days duration for the head master for the development of skill like academic and professional leadership and personnel management. This will help in strengthening supervision and onsite support to teachers at the school level and thereby help in improving the quality of primary education.
8	Fill the vacant posts in SCERT and DIETs with appropriately qualified and competent persons on a priority basis. With adequate human resources in place the DIETs' work may be extended and enhanced. The state should also operationalise the 17 new DIETs already approved by MHRD so that eventually there is one in every district. The expertise of RIE may also be utilized for quality enhancement, teacher development and research and evaluation.	Steps are being taken by Govt. to fill up the vacancies in DIETs from among the teachers working in the cadre who have acquired M. Phil and Ph. D. Degree. Director, TE & SCERT is taking steps to have full fledged DIETs for 30 districts of the State with the assistance of Ministry of H.R.D. The experts services of the faculty members of RIE are also utilized for quality enhancement in relation to development of training modules, teacher training, research and evaluation.
9	The follow-up of training and the evaluation of training impact should be given more emphasis during the design of future programmes and managers of training should have a clear idea of the desired training impact from the outset. Contracts	Most of the training programmes are conducted by the Director of TE & SCERT through DIETs. Each training programme is followed by a concurrent evaluation in which trainees are evaluation the trainers and vice versa. Apart from this the DRG members, DIET faculties, BRCCs and CRCCs are visiting schools on regular basis to monitor the impact of training inputs in class room transaction. Third party evaluation is also

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	<p>should be let to SCERT, DIETs and other appropriate research institutions to evaluate the impact of training in the schools and classrooms.</p>	<p>conducted to assess the impact of training inputs in the class room situations.</p>
10	<p><i>Institutional Capacity Building and Programme Implementation</i></p> <p><b>The Mission recommends that GoI and DFID agree the SPD's proposals for the remaining EFC cost (including contingency) for DPEP-II to be re-allocated on the basis of number of blocks and ULBs in the district to ensure full utilization of this resource by November 2008. The aim for the next two years should be to ensure that the EFC amount of Rs. 31,380.30 lacs (GBP 41.21 million plus 15% from GoO) and the contingency is utilized fully and effectively by November 2008 across all sub-programmes, not just civil works, pedagogical improvement and alternative systems.</b></p>	<p>Reallocation of fund under DPEP for optimum utilization of balance fund has already been prepared and communicated to GOI. The approval is yet to reach.</p> <p>It is pertinent to mention that in 2006-07 PAB approved the price contingency for Orissa under DPEP but later on it was not accepted by GOI.</p>
11	<p><b>The SPD should hire additional specialists/consultants in key areas of the programme, particularly procurement, finance, pedagogy, tribal education, girls' education, quality enhancement, research and evaluation, IED and civil works utilizing project management resources or sub-programme resources to ensure continuity across the programmes and to intensify efforts to increase the pace of implementation.</b></p>	<p>Additional consultants have already been empaneled by means of expression of interest for research and evaluation. For other activities like pedagogy, tribal education and girls' education state resource group is being extended to provide consultancy. In IED resource teachers have been engaged to look after CWSN, In Civil Works third party evaluation is being done.</p>

S.No.	Recommendations	Actions Taken / Comments
12	<p>The SPD should develop and agree with the DPCs a detailed work plan and budget through to November 2008 and then allocate responsibilities for budget monitoring and budget execution clearly across the 8 districts and sub-programmes. There should be monthly meetings of finance and planning personnel in particular to review progress in implementing all of the sub-programmes, not just the three or four where expenditures are currently taking place, and SPD and DPCs should be alerted to districts or sub-programmes that are lagging behind. It is clear that unless this kind of intensified effort is made, the programme will fail to achieve its main goals.</p>	<p>A detail work plan up to November 2008 has been prepared at state level with direct consultation with district level functionaries.</p> <p>Regular meetings of planning and finance functionaries are being taken place to review the physical and financial progress in all interventions under DPEP.</p> <p>DPC review meetings are regularly taking place under direct supervision of SPD to accelerate the implementation process under DPEP by providing clear guide line and professional cooperation.</p>

# RAJASTHAN

## Recommendations of the 24<sup>th</sup> Joint Review Mission of DPEP and follow up action Taken thereon

S.No.	Recommendations	Actions Taken / Comments
1	The state should complete the Draft Report of the sample cohort study to find out gender and social category-wise information on Drop-out, repetition, transition and completion rates and complete at the earliest and share the report with the GOI and the World Bank by December 2006	Draft Report of the sample cohort study to find out gender and social category-wise information on Drop-out, repetition, transition and completion rates has been completed by SIERT Udaipur. It is being examined by the Expert by a Group of Experts.
2	The state should continue to pay more attention to reducing drop-out rate	<ol style="list-style-type: none"> <li>(1) Effective organisation of orientation programme for PRIs.</li> <li>(2) Social audit of never enrolled and drop out children at the level of SDMC and Gram Sabha meeting. Follow up action ensured by administrative as well as officers of Education Department.</li> <li>(3) Effective implementation of mid-day meal programme.</li> <li>(4) Effective participation of AWW in the Mukhya Mantri Shiksha Sambalan Maha Abhiyan 2007, a drive for enrolment of never enrolled and drop out children.</li> <li>(5) Remedial teaching to weaker students.</li> <li>(6) Distribution of TLM kits to all students.</li> <li>(7) Provision of conveyance facility to deprived children in urban slums area</li> <li>(8) Distribution of free text books to all boys and girls.</li> <li>(9) Distribution of workbooks and child friendly books under library head.</li> <li>(10) Bridge courses for out of school children (9+never enrolled and drop outs).</li> </ol>
3	Based on mission analysis of the Draft Institutional Plan of SIEMAT which is presented in annexure V, the state will fine-tune the plan and take necessary steps to operationalise	Memorandum of Association and Institutional Plans have been fine-tune in consultation with NUEPA New Delhi. The approval of GOR is being processed so that SIEMAT Jaipur gets inaugurated soon. Appointments are to be done to make the institution functional.

S.No.	Recommendations	Actions Taken / Comments
	SIEMAT. The Plan must clearly reflect the reason of the State in setting up this institution, and the achievement of the goal of universal elementary education	
4	CRCs and BRCs needed to be further strengthened in order to make them effective resource institutions	<ul style="list-style-type: none"> <li>▪ Two day capacity building program for CRCF &amp; BRCF has been organised in the month of April 07.</li> <li>▪ The effective supervision of schools has been started .The supervision reports are being analysed &amp; follow up action is also ensured.</li> <li>▪ The three day capacity building program for BRCF ,CRCF &amp; other newly recruited officers has been scheduled in the first half of sept.07.</li> <li>▪ The state level officers deputed as district OICs have been continuously super visioning the DPO ,BRCs &amp; CRCs and support is being provided .</li> <li>▪ The external monitoring agencies viz IDS Jaipur, all CTES /IASSES/SEIRT/RIE are also visiting the DPO ,BRCs &amp; CRCs. and spot support is also being ensured at different levels..</li> </ul>
5	The mission was informed that the state has drafted a bill for universalisation of elementary education which contains a revised composition of SDMC with parent as the head of this school level body. The bill is waiting to be placed before the State Legislature. The state needs to expedite this process	The Bill is still pending with the GOR.
6	The state is advised to complete the TAS and share the report with the GOI and the World Bank by March 15, 2007.	The technical and financial bids have been opened and the finalisation of the eligible agency is under process.

S.No.	Recommendations	Actions Taken / Comments
7	The proper use of formats for tracking the AS children's performance needs to be ensured .	The filling of formats has been made compulsory before the opening of AIE center. OIC of the programme and district incharges are continuously monitoring the progress as per the formats.