

BIHAR SHIKSHA PARIYOJANA PARISHAD



PART - II



STATE PROGRAMME OVERVIEW (AS on 28.02.2002)

जिला प्राथमिक शिक्षा कार्यक्रम -III

DISTRICT PRIMARY EDUCATION PROGRAMME-III

BACKGROUND PAPERS FOR
15th Joint Review Mission
(April 21 - 27, 2002)

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STATUS ON ALS

COVERAGE	
Current Status	Total 2251 ALS Vidyalayas operationalised: (1135 Apna & 1116 Angana Vidyalaya)
Proposed upto AWPB 2000-2001	<ol style="list-style-type: none"> i. Apna Vidyalayas in small habitations situated in remote inaccessible areas, and for working dropout/out of school children of 6 to 11 yrs age group. ii. Angana Vidyalaya for 9-girls (dropouts as well as illiterates) on the pattern of Jagjag centres of Mahila Samakhya programme.
Total children covered through ALS	Approx. 57814
Administrative Arrangements	
Appointment of AS coordinator (State and district)	AS coordinator at state & district levels in place.
Constitution of State Resource Group (SRG) & District Resource Group (DRG)	SRG & DRG constituted.
Visioning & strategy building workshop	<ul style="list-style-type: none"> • Completed.
Issue of Equivalence	<ul style="list-style-type: none"> • For 9-girls • Children of SC/ST children not going to school as school is more than 1 km away. • Children helping their parents or engaged in child labour. • Droupous & highly marginalised children. • Children of schooleless habitation. • Working children and children of migrant levels.
Profile of the group	
Duration of the programme	<ol style="list-style-type: none"> i. 2 yrs (for 9+ age group children.) ii. 3 yrs (for 6-8 yrs. age group children.) iii. In four semesters.
School hours	<ol style="list-style-type: none"> i. 3 hours (Apna) ii. 3 hours (Angana) iii. Maa Samittee to decide schools timings.
No. of learners per centre	<ol style="list-style-type: none"> i. 15-25 (Apna) ii. 15-25 (Angana)
Teacher qualification	<ol style="list-style-type: none"> i. Min. 8th pass women (Mostly belonging to the disadvantaged section).
Honorarium	Rs. 700/- (Apna) per month
Training Duration	<ol style="list-style-type: none"> i. 30 days Induction Training ii. 5 days recurrent training after every 3 months iii. 10 days refresher training before every subsequent semester.

	<ul style="list-style-type: none"> iv. 10 days training to MTs v. 10 days training to ASRGs vi. Monthly reflections.
Expenditure Per School/Per year (Rs)	<ul style="list-style-type: none"> i. Rs. 9250 (in the first year) ii. Rs. 7650 (in the following year)
Expenditure/child/year (Rs)	<ul style="list-style-type: none"> i. Rs. 462 (in the first year) ii. Rs. 382 (in the following year)
Academic Support	<p>By Academic Support- cum-Resource Groups (ASRGs) for every 5 to 10 centres as the case may be, provision for one ASRG has been made.</p> <p>The ASRGs are drawn from retired school teachers/ minimum matric passed local girls belonging to disadvantaged sections.</p>
Honorarium of Supervisors	Rs. 1000/- per month
Material used	<ul style="list-style-type: none"> i. Curriculum developed for ALS ii. Books developed for semester (I) in Language, Mathematics and EVS printed & distributed. iii. Books developed for semester (II) in Language, Mathematics and EVS printed & distributed. Books developed for Semester-III in Language, Maths & EVS printed & distributed. iv. The Books so developed for Semester-I & II have been revised after first trialling on the ALS centres and through rigorous participatory workshops. v. Books developed for Semester-III in Language, Maths and EVS distributed. vi. Additional reading writing material has been developed for Angna schools. vii. Books developed for Semester-IV in Language, Maths & EVS printing in progress.
Collaboration with NGOs	<ul style="list-style-type: none"> • Mata Samitees fully involved in running the schools. • In material development, collaboration with individuals drawn from NGOs.
Pupil's evaluation	<ul style="list-style-type: none"> • At the end of Semester-II pupil's evaluation for all the learners was conducted at the district level and report shared with the parents. Achievement level of most of the children was quite encouraging.
Internal evaluation	<ul style="list-style-type: none"> • Concurrent evaluation of the programme through in-house State Evaluation Team undertaken. The report shared with the districts, SCERT, instructors & ASRGs.
Process of phasing out started	<ul style="list-style-type: none"> • AS C centres having completed the 3 years duration are under the process of phasing out. 726 centres have been phased out up to 26.01.2002.
Mainstreaming	<ul style="list-style-type: none"> • Collective efforts by ASRG, Instructors and Mata Samiti is being made with the help of VEC to mainstream the AS Children in different classes of hereby Primary/Middle school. 7996 children have been mainstreamed up to 26.01.2002 from AS. • Monitoring of mainstreamed children being done by the Mata Samiti, VEC members, Instructors & ASRG's with the help of DLO personnel
TLMs	<ul style="list-style-type: none"> • No separate TLM grant given to the instructors. During training of the instructors, lots of TLMs are prepared and carried by instructors to the ALS schools. All learners are provided with free textbooks, slate pencils and copies with a cotton bag. A letter regarding the provision of Rs. 500/- per TLM grant for AS instructors has been sent to MHRD. Approval from GOI is awaited.

STATUS REPORT ON BRC/CRC

Status staffing	<ul style="list-style-type: none">• 466 BRC-RPs identified and in place @ 3 per centre. The BRC-RPs are school teachers. The BRC is the BRC coordinator. The CRCCs are in places. These are teachers.
Selection procedure & Orientation	<ul style="list-style-type: none">• 10-15 good primary school teachers were identified for each BRC through a rigorous shortlisting process. The identified teachers were trained as master trainers and capable teachers from amongst the master trainers were shortlisted to work as BRC Resource Persons. The CRC coordinators are selected by the teachers during course of residential teachers training or in special meetings. Thus the BRC resource persons and CRC coordinators are from amongst empowered teachers.• The training of CRC coordinators initiated in the districts. 1783 CRCCs have been trained.• The BRC resource persons and CRC coordinators are deputed for one year and thereafter must back to schools. However, new entrants who are selected and trained as per the procedure outlined above replace them.• BRC-RPs are being imparted 5 days re-current training by SCERT.

STATUS ON RESEARCH & EVALUATION

1. Organization & Management (i) Staffing	<ul style="list-style-type: none"> • Two State Resource Persons in place in SPO.
(ii) Other Institutions Role	<ul style="list-style-type: none"> • SIEMAT, SCERT and Research Institutions are involved in Evaluation. • State Evaluation Team constituted and trained. The NIRD, Hyderabad provided resource support for the training of SET members.
(iii) Advisory Group	State Resource Group in place.
2. Action Research Programmes (i) Operational Levels and Status	<ul style="list-style-type: none"> • Action research training conducted for district level. • State level Action Research Group formed and trained. • District level Action Research Group formed & trained.
3. Promotion of Research in Primary Education (i) Strategy	<ul style="list-style-type: none"> • Dives from the experience of BEP research programme. Priority areas for the year developed in a meeting at SPO with district and state level participants.
(ii) Studies Completed by State Level	<ul style="list-style-type: none"> • 8 studies (including baseline) completed. 4 studies planned in current year of which is in progress and other two studies TOR yet to be cleared by MHRD.
(iii) Areas in Focus for the Current Year	<ul style="list-style-type: none"> (i) Study on culture & process from Gender Prespective. (ii) Dynamics of Grade-I Enrolment (iii) Cohort Dropout. (iv) Pupil's evaluation in the current year. (v) Evaluation of different Component by External Agency. (vi) SIEMAT has separate agenda for research. (vii) Research based on the findings of EMIS Data.
4. Impact Assessment (i) Strategy	State Level Evaluation teams formed.
(ii) Evaluations Planned /being Undertaken	<ul style="list-style-type: none"> • MLL evaluation (1998) completed. • MLL evaluation (1999) completed. • External evaluation of MS complete • Programme evaluation by external agencies initiated • Pupil's evaluation plan in various stages of implementation in the district. • Internal evaluation of MS completed. • Evaluation of Programmes by State Evaluation team of 3 components completed. • Programme Evaluation by External Agencies to be taken up. TOR for each component prepared separately

	<p>& send to MHRD for clearance.</p> <ul style="list-style-type: none"> • A study of classroom culture and Processes from gender perspective: Data Collection complete, coding is in progress. • Evaluation study by CED, ODG & IED by SET is being planned. • Component wise assessment and evaluation of the district performance from the point of view of physical & financial achievements being done. SET report-shared with the districts. • A study on Dynamics of Grade-I enrolment to be taken up. TOR for this study send to MHRD for clearance. • A study on School Dropout has been initiated.
5. Networking	Has a network with R&E institutions. Efforts made for widening the same.
6. Mid-Term Assessment Study	Draft Report of MAS is Ready.
7. Sustainability Study	To be taken up by GOB.

STATUS ON SIEMAT

Nature of Institution	<ul style="list-style-type: none"> • SIEMAT is a unit located in the SCERT. • The Director of SCERT is also Director of SIEMAT, but SIEMAT is a separate unit with functional autonomy. • Addl Director, SIEMAT assists Director, SIEMAT in the management of the programmes. • The SEP-SLO and SIEMAT work in close coordination.
Date of Establishment	2 nd October 1997
Appointment of Director and date of appointment	Director, SCERT works as Director, SIEMAT. However, Addl. Director, SIEMAT is vacant since 13.11.2001. The Officer of SCERT is functioning Additional Director, SIEMAT
	21 (Excluding Director)
Proposed staff structure	<ul style="list-style-type: none"> • Academic.
Staff in position	Addl Director – 0 (Acting Additional Director is functioning) Lecturer – 1 Research Associate – 1 and (One waiting for Extension) <ul style="list-style-type: none"> • Non-Academic – 7
Activities.	<ul style="list-style-type: none"> • All five-research studies are complete. Two more Research studies on BRCC, CRC, DIET interlinkages and on “Enrolment & Cohort” have been undertaken. • First round Training programmes of educational administrators of the project districts completed. Second round training programme begun, 8 training programmes are completed. Three Training prog. On ‘Plan Preparation’ were completed. Total 30 training programmes & 825 personnel trained. • DSEs & DEO of Project & Non Project districts imparted training. • Publication of regular quarterly magazine “SIEMAT SAMVAD”. • Training equipments such as computers, OHP, slide projectors etc. procured & furnishing of computer room completed. Second round purchases of two computers AND Training Hall equipment is in progress. • Two national seminars organised. • Capacity building of faculty at NRRC, NIEPA, NCERT, Ed-CIL & U.P. SIEMAT, Allahabad were done. • Two books published. • SIEMAT involved in AWP&B preparation and Appraisal of 2001-2002. • SIEMAT involved in different workshops organised by Educ. Dept. GOB. • SIEMAT involved in plan appraisal at national level of SSA programmes & Restructure of DPEP. • SIEMAT also involved in SCERT Activities.

STATUS ON GENDER INTERVENTIONS

<p>Staffing Position State Gender Co-ordinator District Gender Co-ordinator</p>	<ul style="list-style-type: none"> • State Gender Coordinator in place • Separate ECE Coordinator in SPD in place. • ECE/Gender Coordinator in DPC in place.
<p>Resource Groups (Gender & ECE)</p>	<ul style="list-style-type: none"> • State and district resource groups under Mahila Samakhyas formed and functional. • MS being an integral part of the NSIP. Highly motivated state and district core teams of MS in place. • SRG and DRG for ECE constituted
<p>Community mobilization Material Development:</p>	<ul style="list-style-type: none"> • 'Munia Beti Padhti Jaye' audio Cassettes developed • Quarterly newsletter being published regularly.. • Audio & videocassettes on gender developed/disseminated. • Munia Beti Campaign materials (handbook) developed/disseminated.
<p>Interaction at sub-district level</p>	<ul style="list-style-type: none"> • Under MS , 1854 Mahila samakhyas in villages functional. • Prabhat Pheris, Padyatras Bal Melas and Ma-Beti mela at block and district level. • One block in each project district selected for focus gender interventions. • Jagjagi /Bal Jagjagi centres. • MSK at 5 places.
<p>VEC</p>	<ul style="list-style-type: none"> • Women constitute one third of VEC members. The total membership of a VEC 15/21 and the women constitute 5/7 of the same. • One post of chairperson/vice-chairperson of the VECs earmarked for the women. • In the Orientation training, VECs women members take active part. • In the professional training of VECs atleast two women members from each VEC are being imparted training. • The State Govt. has passed the Bihar State Vidyalaya Shiksha Samiti Act 2000 on 16.12.2000. New VEC will be constituted as per this act.

Community Participation	<ul style="list-style-type: none"> • The management of Apna/Angana Vidyalayas rest with mothers committees. • Community providing local resources for preparation of TLMs at ECE centres at number of places. • The management of ECE centres opened under the project rest with the mothers committee.
Pedagogy Training of academic staff	<ul style="list-style-type: none"> • Gender sensitization training imparted to teachers/programme personnel. • Gender sensitization forms part of all training modules. • 567 Jagjagi teachers trained. • 1220 female ALS instructors/220 ECE instructors trained.
Teacher Support Material	<ul style="list-style-type: none"> • 16 MLL based textbooks developed in which gender issues have been properly addressed. • Book on TLM by the name "Sikhana Ashan Hai" developed which addresses gender issues effectively. • Training modules of BRC resource persons, teachers, VECs, educational administrators and CRC coordinators also include orientation on gender sensitization. • A national seminar on UPE organised, special emphasis was given to gender issues in the said seminar. • A special women issue of SPO quarterly magazine "BEP Ahwan" and "Halchal" newsletter has been brought out. The issue addresses girls education & women empowerment issues.
Workshops/Seminars etc.	
Textbooks	<ul style="list-style-type: none"> • Gender issues addressed in the revised curriculum and textbooks of primary, formal schools and ALS schooling modalities.
Capacity building Preparation of Gender training module. Sensitization programmes for DPEP personnel.	<ul style="list-style-type: none"> • All SPO, DPO and Programme Personnel imparted professional training in which gender sensitization is an integrated part. • Training modules developed <ul style="list-style-type: none"> → ECE/AW workers → ECE programme personnel/ICDS Supervisors/AWTC instructors/ICDS helpers → Mata Samittees → Jagjagi teachers → Sahyoginis
Networking	<ul style="list-style-type: none"> • Close linkages with MS/NGOs/Anganwadi/AWTC.
Mahila Samakhya	<ul style="list-style-type: none"> • Close operational linkages

Innovation.	<ul style="list-style-type: none"> • 'Friendship Camp' was organized at State Level for the adolescent girls of Urban Schools and rural Jagjaggi. State level Maa-Beti Mela organized. • EMIS captures data on girls enrolment. • The girls enrolment in ALS modalities being monitored. • The textbook distribution among girl children being monitored through revised PMIS format. • Mahila Diwas i.e. Women's Day organised in all the project districts in which thousands of women participated and debated on the gender issues. • Mahila Shiksha Kendras for adolescent girls.
Alternative Schooling	<ul style="list-style-type: none"> • Special modules for Angana Vidyalaya for 9+ girls – modeled after Jagjaggi of MS. • Apna & Angana Vidyalayas have female instructors only & are under the management of Mata Samitees. • 1022 Angana vidyalaya for the 9+ girls – Dropouts as well as illiterates trained so far.
Research Evaluation	<ul style="list-style-type: none"> • Study on problems in education of Muslim girls completed.

STATUS ON COMMUNITY MOBILIZATION & VEC INTERVENTIONS

Administrative arrangements	<ul style="list-style-type: none"> • Media/Community Mobilization coordinator in place at SLO and DLOS. • Core team on Community Mobilization & VEC functional in every DLO. • SRG/DRG formed.
Community Mobilization Material Development	<ul style="list-style-type: none"> • Posters/pamphlets/Banners/calenders developed in every DLO/SLO being made. • Booklets Brochures on DPEP published & distributed. • Following materials have already been developed; <ul style="list-style-type: none"> A. Books <ul style="list-style-type: none"> • Village Education Committee – concept, process of formation training of utprerak • Microplanning – concept process, etc. • Village Education Committee members training module • Microplanning Training Module • Microplanning Operational Manual • Lok Chetna – Concept, process etc. • Lok Chetna – Training Module • PRI Members Training Module B. Audio Cassettes <ul style="list-style-type: none"> • Audio Cassettes of Abhiyan Geet for environment building • Audio Cassettes of Muniya Beti Padhati Jeye Campaign • Audio Cassettes of Shiksha Geet Mala for environment building • Audio Cassette on Women Economic Empowerment. • Audio Cassettes of Shiksha Geet Mala in Maithali, Magahi. C. Plays <ul style="list-style-type: none"> • 4 plays developed, printed and distributed 1. Eke Upai (Bhojpuri) 2. Jabhi Jagi Tabhi Bhor 3. Ghar-Ghar Alakh Jagayenge (Magahi) 4. Durangji Nitiya (Angika) • another 28 plays developed and are under production. D. Booklets/Brochures/Pamphlets: <ul style="list-style-type: none"> • On different issues developed and distributed. • Material for capacity building through Distance mode developed & distributed in different collegial languages. E. Video Film <ul style="list-style-type: none"> • On Teacher Training (Hum Honge Kamyab) • Alternative Schools/ECE (Nai Dagar) • Civil Works (Neer Ka Nirman)

	<ul style="list-style-type: none"> • Community mobilization (Log Mere Gaon Ke) • ECE (Ankur) • Each of 30 minutes, developed. DD, Patna telecasted once. <p>F. Magazine</p> <ul style="list-style-type: none"> • Magazine "BEP Ahwa" released every quarter at SLO level. Newsletters published by Munger, Muzaffarpur, Gaya, Rohtas & Bhojpur districts so far. <p>G. Campaign and other mobilisation Activities</p> <ul style="list-style-type: none"> • Enrolment Drives/ Bal Mela/ Maa-Beti Mela/ Shiksha Mahotsav'2002 • Wall writings • Nukkad Natakas in Plays • Theatre Workshop for capacity building of cultural groups • Environment building and mobilisation activities with VEC formation, Orientation and Microplanning activities.
<p>Campaign and other mobilisation activities</p>	<ul style="list-style-type: none"> • Intensive campaigns launched for VEC formation. VEC for every school formed through an intensive process driven exercises. • Munia Beti campaign launched. • Wall writings, Padyas, Bal Melas,, women's meet, sports-meet, Ma-Beti Mela, Audit-video campaign, Enrolment Drives, Prabhat Phenies, Street play etc.. organized in every district. • Theatre workshops for capacity building of cultural groups in 5 linguistic zones held. • State level Bal Mela organized. • State level Maa-Beti Mela organized/bal melas at district and sub-district level organised. • State level Balika Mela organized. • Praveshotsavas organized in every district. • Jhankhis on UPE being put up on on the occasion of Republic Day/Independence Day celebrations at the state and district levels. • A National Seminar on UPE organized. • A State level conference on Sarva Shiksha Abhiyan organized. • Mahila Day organized at DLO level. • Innovative wall paintings done in Bhagalpur district. • Kala Jathas formed in Gaya, Bhojpur, Muzaffarpur, Rohtas, West Champaran, Sitamarhi, Vaishali, Darbhanga, Bhagalpur, Munger & Purnea districts. • One day Orientation & days training of VECs, Lok Cheta, Quarterly Reflection of VEC President and Secretary at block level, 1 day training of PRI Members, 1 day training (Workshop) of Mukhiyas being organised in all districts.
<p>Community Participation /Community Organizations</p>	<ul style="list-style-type: none"> • All VECs constituted/Reconstituted through a well-orchestrated & process-oriented mobilization campaign in all districts. The campaign is process-based in which community is at the fore. • VECs motivated to run schools during teachers strike in Bihar. • Mata Samities formed to run ALS & ECE centres. In fact, DPEP is facilitator, & Mata Samities are the de-facto agencies to run ALS/ECE. • Community providing resource support at grass root levels.

Empowering Community Organization (VEC, MTA, PTA, Panchayats etc. Materials development)	<ul style="list-style-type: none"> • Training modules for VEC & Micro-Planning developed. • Training module on community construction process developed. • Training module for mata samitis developed • Training Module for PRI Members developed.
Orientation Training/workshops for Community Organization	<ul style="list-style-type: none"> • Workshops to monitor progress of VEC formation organised at different levels. • One-day orientation to newly constituted/re-constituted VECs organized. • Five days training to VEC members initiated. • 1 day training to RPI Members initiated • Quarterly Reflections of VEC President and Secretary at block level organised • 1-day orientation training (workshop) to Mukhiyas initiated.
Orientation Training / workshop provided for staff Master Trainers	<ul style="list-style-type: none"> • Govt. State level Resource Persons Training Programme for VECs organised. • State Level Workshop on different strategies of VEC formation and its implementation by DLOs organized. • State level workshop organised to review the process of VEC formation. • Districtwise identification of UTPRERAKS and ABIPRERAKS held. • Training for utpreraks organised. • State level workshop on different strategies of VEC. • Monthly reflection of VEC coordinators at State level.
Areas and instance of participation	<ul style="list-style-type: none"> • VECs participating in micro planning. • VEC participating in school improvement and community mobilisation. • VECs were motivated to run schools during teachers strike in Bihar. • VEC participation in Lok Cheta • VEC participation in distribution of textbook • AI Civil Works including construction of BRCs entrusted to community through Community Construction procedures. •
Other activities to promote Participation and Innovations	<ul style="list-style-type: none"> • Mata Samitees formed to run ALS and ECE centres. • Theatre workshops for capacity building of cultural groups in 5 linguistic zones held. • Innovative usage of local folk forms to spread the message of DSEP.
Networking with NGOs, GOs etc. initiated.	<ul style="list-style-type: none"> • Participation of NGO workers, volunteers, youth clubs, social workers, ICDS workers, youth organisations, etc. in VEC formation campaign and other community mobilisation activities • Networking done with trade unions, NGOs, teachers associations, youth clubs and NYKs.
Total No. of VEC constituted	<ul style="list-style-type: none"> • 24356 Village Education Committee constituted. • Each VEC usually meets ones in a month.

STATUS ON PROJECT MANAGEMENT

S/O	DPO	Staff Development
<p>Current Status of Key posts in Re-organised Bihar</p> <ul style="list-style-type: none"> • Out of 20 planned staff 15 are filled in SLO • Out of 200 planned staff 160 are filled in DLOs. • Appointment advertisement for vacant posts have already been published and application reviewed. A case on reservation issue has been filed in the Hon'ble High court Final outcome of the case is awaited to expedite the process. • Mission Task Force is in position, meets twice a month to discuss and sort out implementation related issues. • Reflection-cum-Planning Meeting (RPM) of all DPOs is held regularly once in a month in which progress is reviewed, implementation related issues and difficulties are discussed and sorted out and district experiences are shared for mutual benefit of DPOs and SLO. • Apart from monthly RPM of DPOs componentwise RPM is also held from time to time for focused attention on components. • Senior Personnel from SLO are visiting DPOs to facilitate implementation of programme. 	<p>Current Status of Key Posts:</p> <ul style="list-style-type: none"> • Cuts of 226 planned 161 are in position. • Some of the BEP personnel have resigned/left for permanent job elsewhere • Appointment advertisement for vacant posts have already been published and application reviewed. A case on reservation issue has been filed in the Hon'ble High court Final outcome of the case is awaited to expedite the process • DTF meetings held regularly. 	<ul style="list-style-type: none"> • Refresher course on Annual Plan Preparation with special emphasis on Data Analysis and Interpretation attended at LBSNAA. • Staff trained in Appraisal of DPEP District Plans. • Staff trained on Preparation of AWP&B at NSDART, Mussoorie. • Staff trained appraisal of AWP&B at NSDART, Mussoorie. • Staff provided orientation training • Civil Works staff imparted professional and hands on training on the practical aspects of CECT. • Regular Reflections of programme staff. • Refresher course on AWP&B preparation attended by all DPCs in December 1999. • Courses on use of quantitative data attended by selected DPCs/ACP in NIEPA. • Selected personnel participated in National workshop on procurement organized by Ed-CIL, New Delhi. • Staff being sent regularly to attend national level workshops.

STATUS ON CIVIL WORKS

STAFFING ISSUES	<ul style="list-style-type: none"> Few Engineering staff is required in the districts. Training for the engineers is also complete.
Use of new, improved designs	<ul style="list-style-type: none"> CECT designs being used for construction. New designs developed further improving on the earlier designs.
Efforts towards cost-effectiveness	<ul style="list-style-type: none"> All constructions are through alternative technologies and significant savings have been achieved, even after maintaining a high quality of construction. There has been a report of demand being created on other agencies to adopt similar cost-effective technologies. A Resource Mapping exercise has been initiated.
Convergence	<ul style="list-style-type: none"> Repairs are proposed to be taken up through convergence. The community is encouraged to rope in JRY/EAS/MLA/MP funds.
Training Engineers	<ul style="list-style-type: none"> A 12 day professional training programme followed by 5 day hands-on training has been conducted for engineers. Recurrent hands-on training programme also conducted.
VEC	<ul style="list-style-type: none"> The VEC/BNS is imparted training before construction starts. Masons are also trained in CECT.
Planned Target BRC - 140-6 PTEC = 146	<ul style="list-style-type: none"> Completed - 108 + 0 PTEC nos. in progress - 38 + 2 PTEC (nearing completion).
CRC/Addl. Class Room - 1181 & 1652 respectively.	<ul style="list-style-type: none"> CRC completed - 599. In progress - 399 /Addl. Classrooms. completed - 338. In progress-567
Target NSB & BLS -502 & 443 respectively	<ul style="list-style-type: none"> NSB completed 113. In progress 235, BLS completed 49, In progress 120
Target toilet & Handpump 1195 & 824 respectively	<ul style="list-style-type: none"> Toilet completed 447, in progress 378, Hand pump completed 385, In progress 27
Implementation Agency	<ul style="list-style-type: none"> VEC (Bhawan Nirman Samiti) ERCCC.
Supervision Agency	<ul style="list-style-type: none"> By DLO/State level officials/SRT members/Consultant Architects.
Staffing Position (Supervision & Monitoring)	
SPO	<ul style="list-style-type: none"> 1 Civil Works Manager, 1 Architect.
Site Supervision	<ul style="list-style-type: none"> By DLO Team of Engineers and by supervisors one each for 4 to 5 sites.
Staffing Issues	<ul style="list-style-type: none"> Well-qualified AEs/JEs in place in all DLOS/many rounds of professional training imparted.
Designs Appointment of Consultants	<ul style="list-style-type: none"> SRG involved in drawing & design preparation.
Preparation of designs	<ul style="list-style-type: none"> Pedagogically enriched BRC/CRC/School Building/ACR designs prepared. Based on CECT.
Innovation Fund	<ul style="list-style-type: none"> Child Friendly Element in schools is under construction.

CIVIL WORKS

Progress report of Civil Works under Bihar Education Project & DPEP
During 1996-97, 1997-98, 1998-99, 1999-2000, 2000-2001, 2001-02

Under BEP			Under DPEP			
Type of building	Nos. of scheme taken up	Nos. of completed scheme	Transition into DPEP	Scheme planned	Completed	Total in progress
Cluster Resource Centre	355	333	22	1181	599	399
Additional class room	292	268	24	1652	338	667
New school building				502	113	235
Buildingless school building	0	0	0	43	49	120
Block Resource Centre	7	6	1	140 + 6 PTEC	108	38 - 2 PTEC
Total	654	6070	47	2737	608	1060

STATUS ON EARLY CHILDHOOD EDUCATION

Staffing Position State ECE Co-ordinator District ECE Co-ordinator	<ul style="list-style-type: none"> • In Place • In place.
Resource Groups	<ul style="list-style-type: none"> • State Resource Group and District Resource group constituted.
Interaction at village level.	<ul style="list-style-type: none"> • Campaign for opening of ECE centre. • Campaign for formation of Mata Samiti • Orientation of Mata Samiti. • Bal Mela, Kit exhibition, Sports and Rhyme competition for ECE children • Monthly meeting of Mata Samiti/community.
Community Participation	<ul style="list-style-type: none"> • Opening of ECE centre, selection and availability of place for centre, selection of Didi, running of centre, everything is done by community/mata samiti. • Community/Mata samiti has the right to select another Didi in case she is not doing satisfactorily. • Community/Mata samiti provides waste materials for preparation of playing kit.
Capacity Building	<ul style="list-style-type: none"> • Orientation of Mata Samiti • Monthly meeting of Mata samiti • Induction training of ECE Didis/AWWS • Reflection meetings of ECE Didis • Induction training of ECE trainers • Induction training of ECE programme coordinators • Reflection meetings of ECE coordinators • AWTC/MLTC principals/instructors training • Workshop for PLM Development • Reflection meetings of SRG • Capacity building of SRG • Induction Training of ICDS Helpers
Networking	<ul style="list-style-type: none"> • Linkages with primary school, ICDS and other NGOs/programmes related with ECE.
Activities	<ul style="list-style-type: none"> • Supply of Playing kit to AWC centres (Non-World Bank) and ECE centres. • Establishment of 765 ECE centres in all 11 districts. • The trainers team of ECE with specific training on Monitoring of ECE centres work as ASRG who are given Rs. 1000/- per month for 5 to 10 centres. A format is evolved for the same. • Reflection training of ECE trainers.

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| | <ul style="list-style-type: none">• AWT/MLTC principals/instructors training• Reflection Meeting of ECE programme coordinators• Development of Helpers and Mata Samitis Training Module.• Field trialling of helpers and mata samitis training modules completed.• Three Books published and distributed to AWT/ECE & Baljagjagi centres namely :<ul style="list-style-type: none">- Aao Ganyeen Geet- Aao Kahazi Suru- Aao Kheben Khat• Four Training Modules developed and are under process of printing :<ul style="list-style-type: none">- 15 days ECE/AV Baljagjagi Didis- 10 days ECE Training- 6 days Lady Supervisor- 4 days AWT Helpers- 1 day Orientation Training Module from Mata Samiti |
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STATUS ON CURRICULUM/TEXTBOOKS/TLM

<p>Classes covered /Nature of material/ Development process</p>	<ul style="list-style-type: none">• 27 titles of textbooks developed and approved by GOB, have been introduced in the entire state (Class I & II language books in Hindi, Urdu & Bangla, Class I, II,III,IV & V, Maths in Hindi, Urdu & Bangla, EVS Social Science Class III and EVS Science Class-III in Hindi, Urdu & Bangla)• Books trialled and feedback incorporated, ready to be placed before JAC: Hindi-III, Urdu-III & Bangla-III• Manuscripts developed and sent for print for trial:<ul style="list-style-type: none">(i) Language Textbooks for Class-IV & V Hindi, Urdu & Bangla(ii) EVS (Social Science & Natural Science) for Class IV & V in Hindi. Total 10 titles.• Revision of curriculum is in progress. After the revision, it would be submitted to the Govt. for adoption.• A TLM guide for teachers by the name of "Sikhana Aasan Hai" developed, printed & distributed to every teacher in the project districts for use• The textbook development work and the teacher training are integrated activities – horizontal & vertical both.• The teachers, trainers, writers, subject experts, community members, DRGs/SRGs and state/national level experts are involved in the development of textbooks through a process of workshops (Regional & State levels) and trials. The SCERT & Textbook Publishing Corporation is also involved in the process.
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STATUS ON IED

Activities	<ul style="list-style-type: none">• 75 IED Resource Teachers have been trained by two recognized NGOs and provided 45 days foundation training• IED coordinator at SLO/DLOs in place.• Four blocks in each district identified to launch the programme.• Component of IED incorporated in the Ujala-II training module for general teachers.• CRCC training module has a component on IED.• 3 days training module for CRCC has been developed and trialled. 3 Resource Persons identified and trained in each project district.• All CRCCs of identified IED Block have been provided 3 days training.• Survey work has been completed and formal categorisation done.• Red Cross Societies have been requested to provide aids and appliances as per requirement.• Assessment Camps & follow up camps have been organised in each project district for orthopaedically handicapped children and aids & appliances have been provided by ALIMCO.• In the year 2001-2002, additional 4 Blocks covered in each Project District.
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STATUS ON TEACHERS TRAINING AND SUPPORT ACTIVITIES

<p>Coverage/Rounds/Cascade</p>	<ul style="list-style-type: none"> • One round of teachers training by the name of Ujala-I imparted to all teachers. Ujala-I is a 10 days residential teacher training programme focussing children of classes I & II. • The second round of teachers training by the name of Ujala-II is being imparted to all teachers for 10 days and it is near completion. • So far more than 47603 teachers imparted Ujala-II training. This module is a 10 days residential training & covers the need of students of Classes III to V. • 5 days needback subject specific training module of Hindi, Math and EVS (Natural Sci.) developed and training on these started in districts. • Cascade model training process:- <ul style="list-style-type: none"> (i) The SRG trains the BRC-RPs, who in turn train the teachers. (ii) The trainings are conducted at BRCs. Training is residential in nature. • The Ujala I & II training modules were developed through a rigorous participatory process involving teachers/trainers/SRG/DRG and textbook developers. The SCERT/DIET support was also harnessed. After the draft of module was ready, a trial of the same was conducted with empowered teachers & feedbacks were consciously obtained. The final module emerged after incorporating the feedbacks. • The focus is on the following - <ul style="list-style-type: none"> (i) Motivational, aspects, attitudinal change, school management, MLL, Language, Maths and EVS teaching, Multigrade Teaching, preparation of TLM and teaching of values (ii) The methodology is participatory & activity based. • CRCC training module developed by SCERT. CRCCs being trained at district level. • A 5 days training module (content based) for BRC-RPs have been prepared by SCERT. The training has been initiated. • Regular reflection of BRC-RPs at the district level taking place. • One-day monthly reflection of teachers at CRC level. • A workshop held on monitoring of learning achievement in schools follow up on these started.
<p>Status on State Resource Group and District Group</p>	<ul style="list-style-type: none"> • Pedagogical Improvement unit at SPO is working in close association with SCERT. • Depending upon the need, resources from Universities Institutions being tapped. There are plans to augment the unit by appointing more persons. • The DRGs are fully functional. The members participate in the regional level workshops. These include school & college teachers, NGOs, members of community etc. • BRGs/CRGs also have been formed.

STATUS ON MICRO-PLANNING IN BIHAR

Name of districts in which micro-planning is being initiated.	<ul style="list-style-type: none"> Muzaffarpur, West Champaran, Sitamarhi, Rohtas, Bhagalpur, Bhojpur, Gaya, Munger, Vaishali, Darbhanga and Purnea.
Detailing of activities undertaken and methodology/techniques used alongwith current status in each.	<ul style="list-style-type: none"> PRA techniques is used. DRG is constituted in every district to supervise micro-planning process, which is carried out by facilitators and animators at the village level. An in-house module on micro planning "PRASOON" developed detailing therein the concept, methodology and activities involved. A training module for the Abhipreraks/Prerak (motivators animators) developed. In every district sufficient number of Abhipreraks Preraks have been trained. These trained Abhipreraks Preraks have been engaged in Micro-Planning exercises in one or two block in every district. The preraks are drawn from VECs. Altogether 5616 villages have been covered under Micro-Planning in 11 districts. A new module of Micro Planning 'LOK CHETNA' has been developed in which the microplanning exercise will be completed within 5-7 days.
Agency responsible Institution, NGO/Individual.	<ul style="list-style-type: none"> Groups of individuals identified and trained by DLIs of BEP; namely Abhiprerak & Preraks (Motivators Animators). Preraks are drawn from the members of VEC.
State Level Workshops.	<ul style="list-style-type: none"> State level workshop was organised at Patna (8-9 Sept. 1997, 27-30 December 1997, 17-18 January 1998 & 24-28 March 1998.) State level Resource Persons Training (TOT) in Micro-Planning at Patna from 12th to 16th January '99 State level Resource Persons Training Programme (TOT) at Sahar (Bhojpur) from 11 to 15 March '99. State level Resource Persons training programme (TOT) at Muzaffarpur in July '99. State Level Resource person training programme (TOT) at Dumka on December '99. State Level Resource person training programme (TOT) at Muzaffarpur on April 2001 Monthly Reflections with Coordinators take place at the State level.
Future Plans.	<ul style="list-style-type: none"> Organize quarterly trainings to train the Resource Persons in Micro-Planning. To scale-up Micro-Planning exercises in all districts. Computerisation of data generated through Micro-Planning exercises. Monitoring of the implementation status of the school development plan emerged at the end of Micro-Planning exercises. Use out of school children data and data on enrolment of children in the private schools collected through micro-planning exercises for UPE. Cross checking EMIS data with the data generated by Micro-Planning exercises. People empowerment through Micro-Planning exercises. Mapping for AFS modalities through micro-planning exercises.

STATUS ON MEDIA

Media Activity	
Administrative Arrangement:	<ul style="list-style-type: none"> • Media Coordinator in place at SLO DLOs
Publicity material developed (Print)	<ul style="list-style-type: none"> • Pamphlets, folders, posters, newsletter, Calender published. Quarterly magazine BEP Aahwan at state level being published. • Newsletter at Bhojpur, Munger, Muzaffarpur, Gaya and Rohtas being brought out.
Audio Video material	<ul style="list-style-type: none"> • Audio Cassettes of songs in local dialects developed • 5 films on Civil Works, ECE, ALS, Community Mobilization and Training (PFE) developed each of 30 Minutes. • A set of 6 Audio Cassettes, on Shiksha Geet, Abhyan Geet, Munia Beti campaign and women empowerment; A set of 2 Audio Cassettes on Shikana Geetmala developed and being used in mobilization.
Trainings and workshops	<ul style="list-style-type: none"> • Study tours to other states organized. Training module published. Theatre and music workshops for development of scripts organized. Regional Theatre workshops being organized regularly for capacity building of cultural groups at level of linguistic zones. • Four plays developed during Regional Level workshops printed and disseminated for impromptu performances by local cultural groups. These plays are in four local languages: Vajjica, Angika, Bhojpuri and Magahi. Plays in other three languages; Santhali, Maitihili and Khoratha have also been developed. Another 28 plays developed and are under production.
Community Mobilization	<ul style="list-style-type: none"> • Local theatre groups identified, drawing competition for children, special campaign for IED, Jhanki on mild to moderate disability. Jhanki on education for all, Munia Beti Padhati Jayen campaign, Padayatra, Prabhat Pheris, Slogan development programmes organized, Khel Utsav, Bal Melas, Maa Beti Melas organized. Shiksha Mahotsav'2002 organised.
Press and Mass Media	<ul style="list-style-type: none"> • Newspapers, radio and doordarshan harnessed for media advocacy. • Success stories on BEP activities published in Newspapers. • The private T.V. channel - Patna city news, has covered events organized under DPEP.
Networking	<ul style="list-style-type: none"> • Political parties, trade unions, NGOs, Teachers Associations Youth Clubs, NYKs established.

STATUS ON DISTANCE EDUCATION PROGRAMME

Activities	Progress
<p>Planning:</p> <p>(a) Workshop for DEP intervention for the states for</p> <ul style="list-style-type: none"> • Development of Perspective Plan for DEP • Finalisation of activities for the current year <p>(b) AWP&B proposal for 2000-2001</p>	<ul style="list-style-type: none"> • Completed • Completed • Approved
<p>Capacity Building</p> <ul style="list-style-type: none"> • Development of content briefs for DL materials • Training and Development Workshop for Self-Instructional Materials <p>Planning:</p> <p>(a) Workshop for DEP intervention for the states for</p> <ul style="list-style-type: none"> - Development of Perspective Plan for DEP - Finalisation of activities for the current year <p>(b) AWP&B proposed for 2000-2001</p> <p>(c) AWP&B proposal for 2001-2002</p>	<ul style="list-style-type: none"> • Need assessment done. 24 brief prepared. • 19 Video scripts completed (Capacity Building & Development Workshop on Video Script Writing) • One workshop completed, 8 Audio Scripts ready for final production. • One workshop completed for orientation of DIET Principals/Media Persons/PIU members on Teleconferencing. Theme selection for Teleconferencing. • One workshop completed. Some videocassettes out of the available one identified for duplication and dissemination at BRC level. • 2701 VHS copies of two Video films prepared under BEP duplicated for All BRC & CRC. The distribution in progress. • MOU signed between BEP & SIET of VIDEO PRODUCTION & Telecasting of Video Programmes developed by BEP. 19 Video scripts developed by BEP have been sent to SIET for final production. • "PAHAL" a Self Instructional Material (SIM) prepared & developed are being sent to BRC, CRC & DIET directly from SPO quarterly. • SIM called 'GUTHI SULJHI' has been developed on 5 topics related to MGT are under process of printing. • 774 VHS Cassettes (129 sets of 6 Cassettes) sent by DEP-DPEP distributed to all 15 DIET & 5 sets to BRC of each district for Teacher Training Programme. • Modalities are being worked out to use SIM in ALS as well by modifications. • 8100 Audiocassettes (2700 sets of 3 cassettes) sent by DEP-DPEP distributed to all DIETs, BRCs & CRCs of each districts for Teacher Training Programme. • 7 DRS facilities provided under Integrated Education Programme.

STATUS OF DIETS

STAFFING OF DIETS

Activities	REMARKS
	GOB is taking steps to operationalize DIETs. Principals and 4-5 staff members are in position in all DIETs in the project districts.

STRENGTHENING OF DIETS

Activities	
	<ul style="list-style-type: none">• Adequate provisions have been made for strengthening of all DIET in DPEP districts.• Available DIET staff being involved in pupil's evaluation.• All DIET being provided with books for libraries by the project.• DIET, Gaya has already provided a Jeep under DPEP.• 6 DIETs in DPEP districts have been selected for providing DRS facilities under Distance Education Programme.

STATUS ON MANAGEMENT INFORMATION SYSTEM (MIS)

Hardware/Software	Hardware in place.
Manpower	One Assistant Computer Programmer in place in S.L.O. One Post of System Analyst and One post of Programmer vacant. Five vacancies of ACP in DLOs.
EMIS	Data of 1997-98 of all districts is available. Data of 1998-99 of all districts is available. Data of 1999-2000 of all districts is available. Data of 2000-2001 of all districts is available. Data collection for the year 2000-02 in progress on the basis of revised DISE-2001 software. Now data will be collected up to Elementary level i.e. class I-VIII.
PMIS	State is monitoring physical progress in a proforma developed in house. PMIS system in place. PMIS Report for the quarter ending 30.09.2001 of current Financial year sent to DPEP Bureau.
SAMIS (Student Attendance Management Information System)	Software has been developed. Implementation is in progress for the academic year 2000.
House Hold Survey/Bapanji Register	Household survey have been conducted in all the districts. Computerisation is in progress. Updation of Bal-Panji registers in progress.

STATUS ON TRIBAL EDUCATION

Staffing and Orientation	At the State level the ALS co-ordinator is looking after this component as well.
Community Involvement	The Community Mobilisation campaigns have been organised among the tribal population. Theatre workshops have been organised in Santhali & HO tribal languages. Audiocassettes of educational songs in "Nagpuri" have been prepared & distributed in tribal areas around Ranchi. Calendar with slogans in tribal languages distributed. In tribal areas 1/3 rd members of Village Education Committee belong to the tribal communities. In scheduled areas in south Bihar districts half of the VEC members are tribals and the President is necessarily a tribal. The tribal people form mainstay of community construction processes in tribal areas. The Mothers Committee in tribal areas consists of tribal mothers and run Apna/Angana Vidyalayas.
Access	Emphasis has been laid in opening up of Apna/Angana Vidyalayas in tribal dominated villages of tribal districts. The ECCE centres have also opened in those areas. New schools sanctioned in the tribal areas and started in most of the cases with the help of community teachers called Sahyogis.
Quality Improvement	<ul style="list-style-type: none"> • A research study on culture of Birhors, a nomadic tribe of Bihar completed. Some positive elements of culture of this tribal community are going to form part of the textbooks. It is expected that this effort will help Birhor children identity themselves better with the educational process. • Dramas in tribal languages developed. Artists from tribal areas participated in the workshop which aim at capacity building of cultural groups. The cultural groups are participating in awareness campaigns. • Awareness material on 'Muniya Beti Padhati Jaya' campaign developed in the form of calendar where slogans in all the Tribal languages namely Mundari, Ho, Kurukh, Uariya etc. have been depicted. The Calendar was distributed in tribal areas. • In the teacher training, emphasis on sensitization with the tribal culture is being given

STATUS ON CAPACITY FOR PLANNING AND MANAGEMENT

STATE PROJECT OFFICE:

- SPO is fully functional in terms of personnel and infrastructure

Overall staff position and position of staffing of key posts in SPO is as below:

Overall: Sanctioned (46) : Filled in (36)

Key Posts: Sanctioned (20) : Filled in (15)

- State Resource Groups (SRGs) have been formed and are functional in major component areas.
- Internal Supervision Mission (ISM) teams have been constituted comprising of senior personnel from Programme, Civil Works and Management cum Accounts sides in the Bihar Education Project. ISM teams have been visiting some DLOs with a view to having first hand knowledge of programme-related difficulties and facilitation smooth implementation of DPEP activities in the district. These ISM teams have been providing relevant and dependable feedback to SPO thus enabling the SPO to take corrective measures in time.
- Regular RPMs are held at State Level.

DISTRICT PROJECT OFFICE:

- ❖ All 11 DPCs are fully functional in terms of key programme personnel and infrastructure. Out of 226 key posts sanctioned 100 posts are filled in. These posts are vacant because (i) some left Bihar Education Project for permanent assignment elsewhere (ii) few were removed from Bihar Education Project on account of lack of adequate performance on their part.
- ❖ District Resource Group (DRGs) have been formed and are functional in major component areas in DLOs

Related programme personnel have been trained at national and state level institutions of relevance and repute in the DPEP related areas.

These institutions are:

- a) N R R C, Mussoorie (UP)
- b) N S D A R T, Mussoorie (UP)
- c) Bihar College of Engineering, Patna

The personnel are regularly sent to attend Seminars/Workshops organised by following institutions

- a N C E R T, New Delhi
- b E&Cil, New Delhi
- c PRAXIS-ACTION AID
- d S C E R T, Gurgaon, Haryana
- e NEPA, New Delhi

Training areas are (i) preparation of Annual Work Plan & Budget (ii) Appraisal of AWP&B (iii) Multi-grade teaching (iv) T L M (v) P R A (vi) Procurement procedure, (vii) Supervision of DPEP (viii) Alternative Schooling (ix) Education of urban deprived children (x) Community mobilisation and awareness (xi) Participative Rural Approach (xii) Management Information System.

BIHAR EDUCATION PROJECT COUNCIL (BIHAR)

DPEP-III

% OF EXPENDITURE AGAINST AWP&B OF EACH DLO/UNIT

As on 28-02-2002

SL.No.	DLO/UNIT	AWP&B	TOTAL EXP as on 28-02- 2002	% OF EXP AGAINST AWP&B. As on 28-02-2002
		1	2	
1	BHG	1088.95	415.51	38%
2	BHJ	1263.56	437.11	35%
3	DBG	983.05	233.67	24%
4	GAY	1084.95	373.88	34%
5	MGR	1038.08	323.46	31%
6	MUZ	968.34	432.97	45%
7	PUR	1211.44	399.54	33%
8	RHT	946.57	473.42	50%
9	STM	873.06	419.16	48%
10	VSL	942.72	289.99	31%
11	WCN	1048.20	355.00	34%
12	SLO*	513.73	654.90	127%
	TOTAL	11963.65	4808.61	40%

Note:- * Amount given to BSTBPC against NCB-2001 is included in the SLO expenditure

* Data of DLO Bhojpur for the month of Jn-2001 is yet to received

BIHAR EDUCATION PROJECT COUNCIL, PATNA
DPEP-III
RELEASE OF FUND BY FUNDING AGENCIES AND THEIR SHARE IN CUMULATIVE EXPENDITURE
AS ON 28-02-2002

Rs in Lacs

YEAR	AWP/EB	OPENING BALANCE			RECEIPT DURING THE CURRENT FINANCIAL YEAR			TOTAL RESOURCES			CUMULATIVE EXPENDITURE			% OF EXPENDITURE AGAINST FUND RELEASE			UNSETTLED BALANCE		
		G.O.I.	G.O.B.	UNICEF	G.O.I.	G.O.B.	UNICEF	G.O.I.	G.O.B.	UNICEF	G.O.I.	G.O.B.	UNICEF	G.O.I.	G.O.B.	UNICEF	G.O.I.	G.O.B.	UNICEF
1997-1998	319.00	0.00	0.00	0.00	2717.95	480.00	0.00	2717.95	480.05	0.00	280.95	53.70	23.40	10%	11%	0%	2437.00	426.35	-23.40
1998-1999	1023.71	2437.02	426.35	-23.40	1094.00	0.00	314.77	3531.02	426.35	291.37	3709.68	714.53	341.00	105%	068%	117%	-178.66	-288.43	-49.63
1999-2000	1542.73	-178.66	-288.43	-49.63	4000.00	2827.00	261.78	3821.54	2558.52	212.15	4337.15	834.95	344.17	115%	75%	152%	-581.54	-1723.57	-132.02
2000-2001	1366.91	-565.84	1723.57	-132.02	2800.00	0.00	542.15	2234.01	1723.57	410.13	3507.41	650.51	178.79	157%	38%	41%	-1273.57	1073.05	231.34
2001-2002	1192.25	-1273.25	1073.06	231.34	5770.00	705.00	135.92	446.75	1778.91	567.26	3955.09	721.29	132.23	88%	41%	36%	541.66	1057.62	235.03

SECTION - III

BIHAR STATE REPORT
14th JOINT REVIEW MISSION: FOLLOW UP OF RECOMENDATIONS

RECOMENDATION	STATUS AND PROGRESS
1. Complete staffing of DLOs by February end 2001 and filling of teacher vacancies by January end 2002 .	<ul style="list-style-type: none"> • 65 out of 226 keyposts are vacant in DLOs. Appointment advertisement for vacant posts have already been published and application reviewed. A case on reservation issue has been filed in the Hon'ble High court Final outcome of the case is awaited to expedite the process. • Out of total 3561 posts of teachers in newly sanctioned 1783 schools under DPEP-III, 804 teachers have been posted in different DPEP districts. • Filling-up of teachers vacancies is still under active consideration of State Government by the appointment of Para Teachers.
2. Streamline textbook production and distribution to ensure timely supply to schools.	<ul style="list-style-type: none"> • Consequent upon submission of requisition of textbooks to ESTBPC, in may 2001 the process for NCB-2002 was started as early as August 2001 with a view to making textbooks available to BSPP latest by January, 2002. BSPP has been informed that the cancellation of NCB-2002 has been recommended by the Governing Board of BSTBPC and the World Bank has been informed about it through Ed CL, New-Delhi. As such so far as BSPP is concerned all necessary steps were taken well in advance for obtaining supply of textbooks for the year 2002.
3. Provide training to CRC coordinators enabling them to enhance the quality of support to teachers in schools	<p>(A) CRC Coordinators have been entrusted to employ three parallel strategies enabling them to improve the quality of support to teachers :-</p> <ul style="list-style-type: none"> (i) 1 day reflection cum orientation training to teachers (ii) Academic support during school visit (iii) Enrichment in consolidation of innovation during school visit. <p>The issues identified for quality improvement are;</p> <ul style="list-style-type: none"> (i) Tracking of childwise learning pace/level and identification of weak child (ii) Classroom organisation as per their need and habit (iii) Finalisation of processes for effective classroom transaction (iv) Formulation of strategies for remedial support to learner/Teacher (v) Development of Monitoring Formats

	<p>(vi) Any other contextual issue.</p> <p>The most important issue was to develop School Development Plan by every school itself.</p> <p>(B) 2 days state level workshop was convened on 9th-10th January 2002 on Monitoring of Learning achievement in school and sample of four schools in every district have been selected to finalise the strategies evolved on pilot basis.</p>
<p>4. In the next cycle of training teachers, focus on the learning achievement of each child, organisation of multilevel teaching and school improvement planning.</p>	<p>(a) In order to equip the teachers through training programmes so that they could give focus on the pace of learning of child and accordingly organise the classroom transaction and arrange the sitting pattern of the children with different achievement level, a Reflection and Planning cum Monitoring meeting was organised at State Level and District Programme Coordinators and Programme Personnel and strategies were finalised in this regard. Accordingly every district imparted 1 day orientation to BRC RP so that they could cover these aspects during 10 days residential training to teachers.</p> <p>(b) A 5 days Subject Specific Training module has been developed which specifically deals with these issues. This training is under progress.</p>