

DPEP



जिला प्राथमिक शिक्षा कार्यक्रम
DISTRICT PRIMARY EDUCATION PROGRAMME

Part – 3 (Volume II)

**State Specific Information on
Mission Objectives**

**16th Joint Review Mission
(November-December, 2002)**

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GUJARAT

Focus Area – I

Enrolment, Retention, Completion and Equity

- ◆ **Are Village Enrolment Registers and Retention Registers maintained in the State – how does the community authenticate school data – steps to make data transparent and freely accessible to all**

All the primary schools in project districts maintain Enrollment Registers and Retention Registers. The meetings of VECs, MTAs and PTAs are held regularly, the minutes of which are maintained at schools. During the meetings, issues of enrollment and retentions are discussed and remedial measures undertaken on the spot. The related data is displayed on the school notice board. The school records are also open for all community members.

- ◆ **Main findings of State specific/district specific studies on enrolment, retention, achievement and completion.**

Based on the DISE data, in terms of enrollment, retention, completion and equity, DPEP has been able to achieve a steady improvement in Phase II districts, as is evident from the statistics available.

Girls Improvement in NER by about 5 to 18 percent has been reported while the dropout rate has reduced from two digit figures to 2% percent in Banaskantha, 2.3 percent in Dangs and 6.5 percent in Panchmahal districts

Enrollment - DPEP II

District	1997-98	1998-99	1999-2000	2000-2001	2001-2002
Panchmahal	387060	430505	459994	490191	509005
Banaskantha	322032	344127	376752	396055	379729
Dangs	34170	35258	36882	37336	38132

Repeaters - DPEP II

District	1997-98	1998-99	1999-2000	2000-2001	2001-2002
Panchmahal	73882	77072	68425	70802	80558
Banaskantha	58142	64926	64242	62677	75273
Dangs	6722	7801	7803	8370	10576

Retention - DPEP II

District	1997-98	1998-99	1999-2000	2000-2001	2001-2002
Panchmahal	104.55	95.01	89.15	90.07	89.16
Banaskantha	84.81	84.49	87.86	87.22	84.75
Dangs	82.84	81.33	84.62	86.02	88.66

Enrollment - DPEP IV

District	2001-2002		
	Boys	Girls	Total
Surendranagar	102688	83095	185783
Kutch	61931	49552	111483
Sabarkantha	141582	119914	261496
Junagadh	171848	151853	323701
Jamnagar	92448	83868	176316
Bhavnagar	176013	151356	327369

% Repeaters - DPEP IV

District	2001-2002		
	Boys	Girls	Total
Surendranagar	5.37	5.62	5.48
Kutch	5.52	5.73	5.61
Sabarkantha	8.46	8.77	8.60
Junagadh	5.73	5.60	5.67
Jamnagar	8.82	8.25	8.56
Bhavnagar	10.76	11.59	11.54

- ◆ **How are studies and data used in preparation of Annual Work Plans ? What is the consultation process among the School / Gram Panchayat / Block / District and State level ?**

AWP&Bs are prepared at district level in a truly decentralized manner. The requirements of block, cluster and village are considered on the basis of local inputs from the community. There is particular emphasis on local specificity in the need based preparation of AWP&B which uses the DISE data at all levels.

- ◆ **Arrangements for monitoring progress in enrolment, repetition, achievement and completion with regard to girls, scheduled caste and schedule tribe children, and children with disabilities.**

DISE data is collected in a prescribed format for which capacity building has been done in cascade mode right down to the teachers. Crosschecking of the data is undertaken at various levels for accuracy. The data compilation is done at district level with inputs from BRCCs and CRCCs and the findings are shared at all levels.

DPEP has yielded a positive impact on girls, Scheduled Caste and Scheduled Tribe, and children with disabilities with reference to enrollment, retention, repetition and completion, Following tables illustrate the steady increase in Phase II districts.

Gender gap has been reduced to less than 5 percent in DPEP Phase II districts.

DPEP Phase II - Special Group Enrollment

Year	Girls	SC	ST
1996-97	253513	55866	133683
1997-98	309494	63062	255345
1998-99	345076	64345	264085
1999-2000	377630	66829	288077
2000-01	404744	71088	308043
2001-02	413137	63908	328847

DPEP Phase II - % Growth Enrollment

Year	Girls	SC	ST
96-97 to 97-98	22.08	12.88	39.01
97-98 to 98-99	11.50	2.03	3.42
98-99 to 99-00	9.43	3.86	9.08
99-00 to 00-01	7.13	6.37	6.93
00-01 to 01-02	2.07	-10.10	6.75

DPEP Phase II - Repetition Rate

Year	Class I	Total
1997-98	30.25	24.88
1998-99	38.94	25.58
1999-2000	31.64	21.98
2000-01	30.28	20.99
2001-02	29.91	19.62

Girls to Boys Enrollment Ratio – DPEP II

Year	Ratio
1996-97	0.693
1997-98	0.714
1998-99	0.742
1999-2000	0.761
2000-2001	0.780
2001-2002	0.804

DPEP Phase II & IV - Disabled Children in School

District	Boys	Girls	Total
Banaskantha	4256	1995	6251
Dangs	269	194	463
Panchmahal	3381	2262	5643
Surendranagar	1541	934	2475
Kutch	648	356	1004
Sabarkantha	1386	828	2215
Junagadh	1409	946	2355
Jamnagar	998	654	1652
Bhavnagar	2079	1361	3440

◆ **How is completion being measured in the State ?**

The enrollment data of Std. 1 children from five years ago are compared with the data of children clearing Std. 5, in the year under reference, to arrive at completion rate in primary schools.

◆ **Has any probing been done of high repetition rates in Grade – I ?**

A study on high repetition rate among the children in Std.1 in project districts has been assigned. The findings of the study are awaited.

◆ **Interventions made in the State with regard to the hardest to reach groups – urban deprived children, working children and migrant communities.**

The hardest to reach groups are of the children from the migrant communities in the project districts for which Alternative Schooling interventions are successfully used. Under Back to School and Bridge Course programmes, large number of children, both never enrolled and dropouts, have been covered and mainstreamed in the formal schools. The district wise figures are as under:

Back to School Programme

Total of 2282 AS Centres were opened covering 49422 children. Out of these children 26657 were girls. By September'2002 27938 children were mainstreamed. The district wise breakup is as under.

District	Boys	Girls	Total
Banaskantha	6048	6797	12845
Panchmahal	6612	7684	14296
Dangs	350	447	797
Total	13010	14928	27938

Bridge Course Programme

District	Center	No. of Student	Appeared in Exam	Passed out
Banaskantha	488	9451	8565	5525
Panchmahal	769	14079	13166	10534
Dangs	97	1918	2038	1836
Total	1354	25448	23769	17895

◆ **State specific analysis of equity gaps between different social groups and within each social group by gender**

The state specific analysis reveals that DPEP has successfully addressed the issues of equity between different social groups and within each social group by gender. The details are as under :

**DPEP Phase II
Special Group Enrollment**

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**DPEP Phase II
% Growth Enrollment**

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1999-2000	0.761
2000-2001	0.780
2001-2002	0.804

- ◆ **Forms of regional inequality in the State with regard to access, retention, achievement and completion and special efforts made in the more backward regions in terms of teacher deployment and better management of educational administration**

There is no regional inequality in the State with regard to access, retention, achievement and completion. The vexing issue of paucity of teachers in backward,

rural areas has been effectively dealt with, with the appointment of Vidyasahayaks. The current PTR in project districts ranges from 1:30 to 1:42, which facilitates better management of educational administration.

Focus Area – II

Quality and Equity

◆ Report on systems of assessment of pupils progress in schools / Alternative Schooling and district wise analysis of findings.

In formal schools, the children in Std. 1 and 2, having 80% or more attendance, are promoted to higher class. In Std. 3 and 4 there is a oral assessment of the pupils for the promotion to the higher class. In Std. 5 there is written examination for the same.

To make the education burden free and joyful, a special curricular have been developed by the project for Alternative School. Syllabus is content based. Sets of activity cards have been developed on different competencies. An achievement ladder in used to test the achievement level. The syllabus has undergone and rigorous review modification to ensure quality. Local specific TLMs have been developed which are effectively used in classroom transactions. Use of local context has been increasingly used in teaching.

◆ Systems for monitoring learning and completion at the class room/ AS Centre level and at the block and district level.

Monitoring System in class: CRC Co-ordinators undertake weekly visits to schools to ensure that activity based teaching in carried out by the teachers. Hard sport of various subjects are discussed with the teachers and headmasters and resolved on the spot. Difficult topics and issues are addressed with help of subject experts through demonstration lesson. Monthly meeting of teacher are held at CRCs during which issues such as coverage of monthly syllabus, locating and addressing hard spots of various subjects are discussed.

At each BRC, monthly meetings of CRCs are held to discuss pedagogical issues and monitor the progress. Data sharing workshop are annually held at BRC level to familiarize than with the latest trends with regard to enrolment, retention and completion rate etc. to facilitate need specific planning.

◆ Use of achievement survey data for improvement of classroom process and training.

Based on the findings of achievement surveys, the new textbook for Std. 1, 2 & 3 have been developed and adopted statewide. The new textbooks are gender sensitive and provide activity based joyful learning. Local specific TLMs and story-telling are increasingly used in classroom transaction.

- ◆ **To what extent are there on going efforts in the state to improve system of teacher recruitment, teacher deployment, and teacher attendance.**

Government of Gujarat has effectively addressed the issue of long standing vacancies of teachers in remote, backward and rural areas by implementing the scheme of Vidyasahayaks. These are regular teachers, not para teachers, appointed at district level. They are not allowed inter-district transfers for first five years of their career. A total of 59,000 Vidyasahayaks have been appointed in the state. In DPEP districts all the Vidyasahayaks have been oriented on project implementation and new pedagogy.

- ◆ **Interventions for small schools and their efficient management taking into account their specific needs.**

With the empowerment of VECs, all schools, big and small, are managed by local communities. With active support of local Panchayats, the schools are provided with donations in cash and kind to address their academic and infrastructure requirements.

- ◆ **Any initiatives towards follow up of teacher training, making teacher training need based, and leading to greater reflection.**

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Three teleconferences are organised every month to strengthen the teacher training at district & block levels. Difficulties faced by teachers in different areas of curriculum are resolved by the experts from the studio.

A study has been assigned to evaluate the impact of teacher training in classroom transaction in DPEP-II districts. The findings of the same are awaited.

- ◆ **Description of State specific systems for monitoring quality in schools.**

The system for monitoring quality in schools by BRCCs and CRCCs is as mentioned above.

- ◆ **Efforts made in States for quality improvement in various streams of education- formal, Alternative schooling, bridge courses, etc.**

For providing education to children from hardest to reach groups, in DPEP II districts, Alternative Schooling interventions have been particularly effective. Back to

School Scheme and Bridge Course Programme have been used as transitional arrangements to read out to never enrolled dropouts and repetitions. Since these are not used as permanent students, the focus of these programme is on mainstreaming children.

To make the education burden free and joyful, a special curricular have been developed by the project for Alternative School. Syllabus is content based. A sets of activity cards have been developed on different competencies. An achievement ladder in used to test the achievement level. The syllabus has undergone and rigorous review modification to ensure quality. Local specific TLMs have been developed which are effectively used in classroom transactions. Use of local context has been increasingly used in teaching.

Text Books: Students and teachers various of new text books for Class – III have been provided to all schools.

Facilities: Construction of new schools, additional classroom, toilets and urinals and repairs have been completed in DPEP – II districts, as per the

Teachers and School Grants: Teachers Grants and School Grants have been distributed in time to all schools in DPEP – II districts. The grants are appropriately used for overall improvement in school environment and development of TLM.

Focus Area - III

Institutional capacity and progress of Programme Implementation

- ◆ **System of data collection and role of VEC/ PTA/ Mothers' Committee/ SMC etc. in the process.**

The DISE data is collected by the Head Masters in consultation with respective CRCC. The VECs/ MTAs/ PTAs have no role to play in it.

- ◆ **Extent of data use at School/ Cluster/ Block and District level.**

DISE data is collected in a prescribed format for which capacity building has been done in cascade mode right down to the teachers. Crosschecking of the data is undertaken at various levels for accuracy. The data compilation is done at district level with inputs from BRCCs and CRCCs and the finding are shared at all levels.

Issues such as low female literacy in pocket areas are addressed by adopting Gender Focus Approach, which is based on the DISE data. For identification of requirement for teachers training, alternative schooling and mobilization inputs the data is used at School/ Cluster/ Block and district level.

To assess and monitor the progress in terms of DPEP goals the data is constantly used.

- ◆ **Process of preparation of Annual Work Plans and Budgets and ways in which it has improved over the project period in states that have been in the project longer.**

With practices over the project years, the capacity to prepare AWP&B has improved at district, block & cluster levels.

- ◆ **Recent efforts to improve involvement and performance of institutions like SCERT/ SIEMAT/ DIET/ BRC/ CRC.**

DIETs

DPEP-Gujarat has made sustained effort to strengthen the DIETs. DIETs in project district have been provided with necessary educational infrastructures. Financial allocations are made for purchase of computers, photocopiers, carrying out action researches, accountant and clerks. The impact is evident in the increased capacity of DIETs to impart training, undertaking research studies, developing teachers' training modules and preparing Master Trainers for DPEP.

DIET faculty is represented in the SRG and DRGs. Each DIET faculty member is linked with one block as a liaison officer, and he/she is expected to provide guidance to BRCs and CRCs.

Gujarat has taken pioneering steps in giving DIETs the freedom to design their own district specific teacher training modules. This is perhaps the first attempt of its kind in the country. DIETs prepared their own modules for different types of training, including for new initiatives such as Vidya Sahayak programme. There is a sharing of training modules between DIETs.

GCERT

GCERT has been playing an important role in monitoring the quality of the modules prepared by different DIETs. Having transferred the routine training responsibilities to DIET, GCERT pays attention to new types of inputs to be given to the elementary education system of the state. GCERT takes initiatives in designing new type of programmes such as training of Head Masters for School management, addressing the needs of target groups such as education of adolescent girls and so on.

BRCs.

The Block Resource Centres have been working effectively to provide on the site support to teachers in terms of school visits, demonstration and feedback, teacher training, material preparation, discussion of specific problems at monthly meetings etc.

Monthly meeting of BRCs are held regularly during which the intervention undertaken were assessed, hardspots are addressed and future training interventions decided.

Under an exposure visit trip, all the newly appointed BRCs of six new districts observed the actual functioning BRCs in the old districts and learned the positive practices.

Effective planning at BRCs requires adequate capacity building of Block Resource Co-ordinators. Under a comprehensive training programme, BRCs of new districts have learnt the techniques of Microplanning, School Mapping and Preparation of School Improvement Plan (SIP).

BRC and Additional BRC Co-ordinators and TRPs were imparted computer training, which enhanced their level of performance:

All the BRCs are well equipped with infrastructure to carryout residential training for Ad.BRC, CRC, teachers and other educational functionaries.

CRC

The capacity of CRG have been built in organising training at cluster level, organising and conducting meeting for teachers, follow up and support visits to schools, equipping the CRC Centre with books, discussion papers, etc.

All the CRCs have received training at their respective BRCs on issues such as academic planning, school monitoring, community mobilisation, microplanning, School Mapping and preparation of School Improvement Plan (SIP).

CRCs are playing a vital role in collecting data and information used by BRC (enrolment, attendance, dropout etc). In addition, they are successfully organising VEC meetings, mobilising community support, undertaking environment building activities for enrolment drive and providing feedback to BRCs and effectively monitoring the schools.

SIEMAT

DPEP-Gujarat, in its effort to strengthen the institutional capacity, has envisioned the setting up of a SIEMAT Cell. The procedural work is on. The Cell for the time being will be part of Gujarat Council of Primary Education (GCPE), however later on it can taken the shape of full-fledged institute according to requirements in times to come and can cater to educational management and training at secondary level also. The cell will not only collect and disseminate study and research the issues related to basic education but will also collect and disseminate successful educational innovation, interventions and strategies to grassroot level. It will be an integral system of research, training and information dissemination.

- The project has developed capacity for efficient collection compilation and utilization of desegregated data with reference to special focus groups.
- Training of BRCs, CRCs and teachers on conducting micro-planning exercise has been completed in districts. The following table shows the position of micro planning in DPEP- IV district.

Village mapping completed in 82.35 % villages in the 6 DPEP- IV districts as shown below:

District	No. of Villages		%
	Targeted	Completed	
Sabarkantha	1363	1353	99.70
Kutch	1299	1224	94.22
Surendranagar	652	595	91.39
Junagadh	1114	862	77.37
Jamnagar	1769	952	53.82
Bhavnagar	903	860	95.23

- ◆ **Are functions of BRC/ CRC well defined? Any assessment of their functioning and role in improving quality?**

Yes, as already mentioned above.

- ◆ **Assess level of decentralization in management of education and recent efforts in this regard. How are the States measuring the effectiveness of VEC/ PTA/ SMC in school management?**

The management of education under the project is truly decentralized in Gujarat. The VECs/ MTAs/ PTAs are playing a crucial role in universalization of elementary education. All new schools constructed in DPEP-II districts have been built on plots of land donated by local community, which has also contributed by way of labour, material and cash. A study has been assigned to assess effectiveness of VECs/ MTAs/ PTAs in DPEP-II districts.

Focus Area - IV Sustainability

- ◆ **Efforts made to sustain institutions, processes, structures and systems initiated at different levels in DPEP beyond the Project period, particularly in projects nearing closure, DPEP – I and DPEP – II**
Efforts to sustain DPEP interventions:

VEC Formations: Initially, VECs has been formed in revenue villages of DPEP- II districts vide Govt. of Gujarat Resolution No. PRE- 1295-2425-K-Sochivalaya, Gandhinagar, dated 19/10/96 following the tremendous success of there structures in

project districts Govt. of Gujarat resolved to create VECs in all districts of the state vide Resolution No. PRE-1295-1419(99)-K, dated 20/9/99.

Similarly, MTAs and PTAs have also been formed in all the districts in the state.

In the three DPEP – II districts, a total of 3043 VECs, 6349 MTAs and 6349 PTAs have been created.

In the Six DPEP districts, 8133 VECs and 14964 MTAs and 14964 PTAs have been formed.

BRC & CRCs: Following the success of BRCs and CRCs in DPEP – II districts the structures are replicated in DPEP - IV and SSA districts in the state. They are going to play a key role at Block and Cluster level in continuing to provide and monitor pedagogical inputs.

Alternative Schooling: Following the success of Alternative Schooling Schemes viz. Back to School and Bridge Course in DPEP districts, these models are to be replicated in SSA district also. Creation of Alternative Schooling structure in SSA districts has been sanctioned recently during the 17th meeting of the EC.

◆ **Have sustainability and transition plans been prepared?**

Since SSA is also being implemented in DPEP districts, the perspective plans have been submitted already to GOI.

◆ **Involvement of mainstream education institutions in implementation of DPEP.**

Mainstream education institutions like GCERT, DIETs and ICDS have been intimately involved in implementation of DPEP in Gujarat.

◆ **Any Project evaluation studies conducted at the State level to identify interventions that need to be sustained?**

No. However, Terminal Assessment Survey has been assigned in DPEP-II districts. the findings of which are awaited. As already mentioned above, structures like BRCs, CRCs, VECs, MTAs and PTAs, systems like Alternative Schooling and processes like community mobilization for UEE are being sustained in Gujarat under SSA.

JHARKHAND

Focus Area I

Enrolment, Retention, Completion and Equity

Village Enrolment Register and Retention Register

Village enrolment register is maintained by the schools and accessible to VEC members and other Persons/Officials. This register is updated by the teachers/VEC every year. Summary of data is displayed on school walls in some district. The data is authenticated by the committee(VEC) by participating in enumeration process, reflection sessions and during meeting of the village education committees.

There is generally no practice of maintaining separate retention register.

State specific / District specific findings on enrolment/retention achievement and completion

A comprehensive and systematic study has been made to measure the improvement in achievement levels. The findings of Base line & mid term assessment studies are being annexed as annexure-I.

Districts have undertaken exercises to find out the trends in enrollment, retention and completion. The analysis is being annexed as annexure-II

Use of data in preparing Annual Work Plan & Budget AWP&B)

Consultation process for preparation of Annual work plan starts at village level and this process is followed at Panchayat, block and district levels involving all the stake-holders as well as govt. departments.

While preparing the annual work plan, information and data generated through different sources like EMIS, survey, studies etc. are shared and plans so prepared tries to address the concerns emerging from findings of the studies and data.

Arrangement for monitoring enrolment, repetition, and completion with regard to focus group

EMIS is operational in all the DPEP districts and time series data generated through the system is a comprehensive and valuable arrangement for monitoring progress in enrollment, repetition and completion with regard to girls, scheduled cast and scheduled tribe children.

In addition monthly meeting at village, CRC, BRC and district level also provides opportunity for monitoring the progress on equity issues with respect to girls, scheduled caste and scheduled caste children.

Measurement of completion rate

Completion is being measured on the basis of time series enrolment data, which shows the percentage of children completing 5 years of education against those enrolled in class I.

Has any probing been done of high repetition rates in Grade-I?

Some DPEP district have undertaken exercise to know the reason for high repetition rate in class I. Main reason being enrolment of underage children, poor learning achievement and non-appearance in annual examination.

Interventions for hardest to reach children

A number of interventions have been made with regard to the hardest to reach group. Some of the key interventions are -

1. Special schooling arrangement for slum children in private as well as government school with close association of NGOs. Over 11200 slum children have been additionally enrolled in special schools since the visit of last JRM.
2. Special school for primitive tribes, socially excluded group. About 6000 additional children of marginalized sections have been enrolled in 149 centers.
3. Alternative schools for working children.
4. Residential camp schools for adolescent girls of marginalized groups. About 600 girls are studying in these camp schools.
5. Provision of schooling facilities in remote areas. 2219 schools have been opened since the visit of last JRM, most of which are in remote areas.

Analysis for equity gaps between different social groups

District specific analysis of equity gaps between different social groups and within each social group by gender has been done on the basis of time series data and survey. The district wise analysis report is being annexed as annexure III.

Regional equality in state with regard to access / retention, achievement and completion and special efforts in backward regions in terms of teacher deployment and management of educational administration

Parts of Shanthal Pargana division, Kolhan belt in West Singhbhum and, extremist affected areas generally have poor access, retention, achievement and completion levels.

Habitation level work plans have been prepared during 2002-03. Needs emerging from habitation level plans are being addressed through specific interventions.

Focus Area II Quality and Equity

Mechanism of pupils progress in schools, AS and district wise analysis of findings

Pupils' progress in Schools/Alternative Schools is done annually and periodically. Improvement in achievement levels have been measured by mid term assessment study. The finding of the study are placed at Annexure I analyzed at school/CRC/BRC and district level.

System for monitoring learning and completion at the class room/AS Centre level and at the block and district level.

Indicators of quality and tools for monitoring the learning have been developed at the class room/AS Centre / block & district level in the Quality workshop(20-22 September, 2002) and the same is being introduced.

Use of achievement survey data for improvement of classroom process and training.

Achievement survey data are shared with parent and teacher. These data are used for designing the teacher-training programme. The data also gives an insight for measures required for better classroom transaction.

To what extent are there on going efforts in the state to improve system of teacher recruitment, teacher deployment, and teacher attendance.

Teacher recruitment policy and their deployment have been put in place by the state government. Deployment of teachers in their home block is likely to improve the attendance.

Regular monitoring by education department officials has led to improvement in teachers attendance in some of districts.

Interventions for small schools and their efficient management taking into account their specific needs.

No specific case of management problem in small schools (ALS & AIE centers) & EGS centers have come to the light of the SPO.

Initiatives towards follow up to Teachers trainings and making training need based.

A number of initiatives have been taken up towards follow up of teacher training, making teacher training need based e.g.,

- Classroom based training.
- Support through self-study material.
- Quarterly training at BRC level.
- Organization of science workshop at schools, CRC, BRC and district level.

- Development of need based training modules.
- Development of training module for induction training of community teachers.

Quality Monitoring

Quality in schools is monitored at CRC, BRC and district level by CRG, BRG and DRG. At the state level state resource group provides the necessary support for monitoring of quality. Quality workshop (20-22 September, Ranchi) has tried to address this problem.

Efforts made in States for quality improvement in various streams of education formal, Alternative schooling, bridge courses, etc.

For quality improvement in various streams of education special workshop has been organized. Based on the outcome of the workshop quality indicators and monitoring tools have been developed. At the same time the role of the institutions like CRC, BRC and DPO have been clearly identified. With a view to translate the outcome of workshop into action the districts have prepared district plans. Steps are being taken to ensure the implementation of these plans for improvement of quality.

Focus Area III

Institutional Capacity and Progress of Programme Implementation

Process of preparation of Annual Work Plans and Budgets and ways in which it has improved over the project longer.

Planning process at the beginning of the project was participatory but not decentralized. Over the last four years of the project the process has been decentralized at the village level.

System of data collection, its authentication and use.

Data from the school and village are collected annually and periodically.

Data required for EMIS, Micro planning, house hold survey necessarily involves the members of VEC, Mata Samiti etc.

Extent of data use at School / Cluster / Block and District level.

Data collected and report generated through DISE are used for preparation of work plans, reflection sessions and follow up.

Process of preparation of Annual Work Plans and Budgets and ways in which it has improved over the project longer.

Planning process at the beginning of the project was participatory but not decentralized. Over the last four years of the project the process has been decentralized at the village level.

Recent efforts to improve involvement and performance of institutions like SCERT / SIEMAT / DIET / BRC / CRC.

Jharkhand is a new state and SCERT / SIEMAT are yet to be established. However, steps have been taken recently to improve the functioning the institution like DIET, BRC and CRC. These are –

- a) Restarting of pre service training of teachers in the DIETs.
- B) Defining the role of BRC and CRC in quality improvement very clearly.
- C) Establishing BRC as a decentralized center for planning.
- d) Enriching the BRC/CRC by adding child friendly workshops / seminars at BRC/CRC levels.
- e) Text book procurement at BRC level has further strengthened the BRC.

Functions of BRC/CRC and assessment of their role.

The functions of BRC and CRC are well defined.

In the Quality Improvement workshop (20-22 September) in Ranchi have been clearly defined. All out effort is being made to implement the district Quality plans.

Decentralization of educational management.

Day to day school management affairs is under the jurisdiction of village education committees. Notification number 1018 Dated 04-08-02 issued by the government of Jharkhand has given specific roles to VEC in management of schools established under Jharkhand Gram Shiksha Abhiyan.

At the same time request has been made to Jharkhand Government to take steps for making VEC, a sub-committee of PRIs.

Tools for measuring the effectiveness of VEC have been developed in the Quality workshop(20-22 September, 2002)

Focus Area IV Sustainability

Efforts made to sustain institutions, processes, structures and systems initiated at different levels in DPEP beyond the Project period, particularly in Projects nearing closure, DPEP - I and DPEP - II.

N/A

Preparation of sustainability and transition plans.

Interventions initiated under DPEP will be sustained under Sarva Shiksha Abhiyan & have been included in the SSA Perspective plan..

Involvement of mainstream educational institutions in implementation of DPEP.

Management structure of DPEP at state, district and block level have been designed in such a way that mainstream educational institutions are active partners in decision making as well as implementation at district and sub-district level.

Project evaluation studies conducted at the State level to identify interventions that need to be sustained.

State level study to identify intervention that could be sustained in future will be undertaken soon.

Genderwise achievement of class I students

Language

		BAS (mean %)			MAS (mean %)		
Sl. No.	District	Boys	Girls	Total	Boys	Girls	Total
1	Chatra	55.60	50.45	53.30	65.96	66.45	66.19
2	Dumka	39.40	44.20	41.75	57.83	56.33	57.05
3	East Singhbhum	62.00	54.60	58.75	85.64	79.62	83.03
4	Hazaribagh	44.90	44.80	44.90	70.55	64.82	74.46
5	Ranchi	47.25	41.20	54.75	71.59	71.16	71.43
6	West Singhbhum	37.65	32.55	37.75	83.48	82.02	76.05

Source: Mid assesment study table No. 3.1

Genderwise achievement of class I students

Maths

		BAS (mean %)			MAS (mean %)		
Sl. No.	District	Boys	Girls	Total	Boys	Girls	Total
1	Chatra	55.66	43.82	52.41	75.21	67.40	71.48
2	Dumka	45.27	46.52	45.00	66.15	64.72	65.41
3	East Singhbhum	58.04	49.97	54.44	86.05	78.25	82.66
4	Hazaribagh	48.54	48.72	47.36	77.98	74.27	78.36
5	Ranchi	45.85	37.18	45.22	75.27	74.74	75.07
6	West Singhbhum	40.22	40.88	39.21	82.27	84.54	75.23

Source: Mid assesment study table No. 3.2

Genderwise achievement of class IV students

Language

		BAS (mean %)			MAS (mean %)		
Sl. No.	District	Boys	Girls	Total	Boys	Girls	Total
1	Chatra	37.53	35.70	36.90	50.62	46.78	48.78
2	Dumka	32.37	26.82	30.43	52.91	54.80	53.69
3	East Singhbhum	40.54	35.55	40.54	62.62	58.83	60.94
4	Hazaribagh	43.52	39.68	42.28	53.00	48.58	50.84
5	Ranchi	42.24	39.74	41.34	63.99	63.79	63.91
6	West Singhbhum	40.61	40.65	41.20	64.65	66.26	65.32

Source: Mid assesment study table No. 2.13 & 4.8

Genderwise achievement of class IV students

Maths

		BAS (mean %)			MAS (mean %)		
Sl. No.	District	Boys	Girls	Total	Boys	Girls	Total
1	Chatra	31.55	27.47	30.15	38.22	35.32	36.83
2	Dumka	30.43	28.73	29.78	50.39	34.01	47.77
3	East Singhbhum	31.07	30.35	30.75	53.92	53.32	53.65
4	Hazaribagh	37.33	31.98	35.43	42.02	38.58	40.34
5	Ranchi	30.40	27.65	29.40	51.21	55.78	53.04
6	West Singhbhum	30.05	38.08	30.90	58.90	65.50	61.63

Source: Mid assesment study (MAS) table No. 4.11 & 2.16

Classwise Enrollment & Completion Rate (Class I to V)												
Sl. No.	Districts	Year	Total Enrollment						Transition/Completion			
			I	II	III	IV	V	Total	I-II	I-III	I-IV	I-V
			Category: All Students									
1	Ranchi	1997-98	93835	59828	50927	45941	40206	290737	Base year			
		1998-99	79426	60882	53517	45267	42199	281291	65%	56%	51%	39%
		1999-00	74473	54990	52852	46558	40675	269548	69%	64%	48%	
		2000-01	90944	55314	51044	47721	44294	289317	74%	57%		
		2001-02	80876	53281	42413	38376	36582	251528	59%			
2	Chatra	1997-98	37419	22132	15990	12110	9187	96838	Base year			
		1998-99	27163	20341	16818	12648	10027	86997	54%	45%	37%	30%
		1999-00	31135	18674	16681	13600	10713	90803	69%	63%	49%	
		2000-01	35942	21399	17060	13996	11969	100366	69%	55%		
		2001-02	39973	22769	17194	13423	11174	104533	63%			
3	E. Singhbhum	1997-98	55933	39736	31803	26959	23946	178377	Base year			
		1998-99	44622	37785	33627	26617	23724	166375	68%	58%	51%	41%
		1999-00	42069	32565	32263	28648	24098	159643	73%	66%	52%	
		2000-01	49875	32148	29284	28320	26023	165650	76%	63%		
		2001-02	46489	33756	26312	23397	22934	152888	68%			
4	W. Singhbhum	1997-98	92823	51276	35188	28876	25615	233778	Base year			
		1998-99	77154	46949	40276	29356	25028	218763	51%	42%	34%	25%
		1999-00	70014	43873	39252	34583	26798	214520	57%	46%	33%	
		2000-01	72261	40698	35500	31939	29627	210025	58%	42%		
		2001-02	74087	36736	29102	25141	23618	188684	51%			
5	Dumka	1997-98	90765	49196	32841	25874	21332	220008	Base year			
		1998-99	83516	50550	38683	25813	21319	219881	56%	43%	34%	29%
		1999-00	66763	48247	38600	29823	21399	204832	58%	48%	39%	
		2000-01	75617	46988	39935	31072	25012	218624	70%	59%		
		2001-02	82100	50048	39203	32483	26011	229845	66%			
6	Hazariabagh	1997-98	109740	59385	44920	35948	30408	280401	Base year			
		1998-99	97495	58383	48425	37263	31191	272757	53%	45%	39%	29%
		1999-00	84116	56209	48859	40336	32592	262112	58%	51%	38%	
		2000-01	101176	57081	49333	42482	34818	284890	68%	52%		
		2001-02	95940	56257	43672	36717	31926	264512	56%			
State Total::		1997-98	480515	281553	211669	175708	150694	1300139	Base year			
		1998-99	409376	274890	231346	176964	153488	1246064	57%	48%	41%	32%
		1999-00	368570	254558	228507	193548	156275	1201458	62%	54%	41%	
		2000-01	425815	253628	222156	195530	171743	1268872	69%	54%		
		2001-02	419465	252847	197896	169537	152245	1191990	59%			

* Girls Enrolment *

Classwise Enrollment & Completion Rate (Class I to V)												
Sl. No.	Districts	Year	Girls Enrollment						Transition/Completion			
			I	II	III	IV	V	Total	I-II	I-III	I-IV	I-V
			Category: All Girls									
1	Ranchi	1997-98	41881	28424	23345	21601	18148	136399	Base Year			
		1998-99	38156	28809	25195	21166	19757	133083	64%	55%	51%	38%
		1999-00	34667	25713	24840	21402	18718	125340	67%	63%	48%	
		2000-01	43016	25831	23985	22710	21052	136594	75%	58%		
		2001-02	39265	25437	19967	18257	17222	120148	59%			
2	Chatra	1997-98	15936	3222	6045	4544	3297	33044	Base Year			
		1998-99	11815	8638	6898	4803	3768	35922	54%	44%	36%	30%
		1999-00	13518	7962	6957	5569	4015	38021	67%	60%	48%	
		2000-01	15857	9169	7095	5788	4864	42773	68%	53%		
		2001-02	17636	9852	7139	5631	4749	45007	62%			
3	E. Singhbhum	1997-98	27166	18743	14762	12153	10442	83266	Base Year			
		1998-99	21512	18072	15673	12147	10727	78131	67%	56%	49%	39%
		1999-00	20108	15406	15276	13166	11075	75031	72%	64%	50%	
		2000-01	23985	15177	13793	13220	12007	78182	75%	61%		
		2001-02	22468	15924	12328	10840	10620	72180	66%			
4	W. Singhbhum	1997-98	41566	21494	13832	11053	9695	97640	Base Year			
		1998-99	34217	19967	16706	11484	9610	91984	48%	39%	32%	23%
		1999-00	31373	18650	16364	13857	10553	90797	55%	43%	30%	
		2000-01	32344	17451	14707	13273	12108	89883	56%	39%		
		2001-02	34460	15669	12122	10299	9636	82186	48%			
5	Dumka	1997-98	41724	20886	13008	9638	7679	92935	Base Year			
		1998-99	38692	22247	15937	10067	7821	94764	53%	39%	31%	25%
		1999-00	30731	21677	16250	12084	8289	89031	56%	45%	36%	
		2000-01	33770	21097	17375	12925	10082	95249	69%	55%		
		2001-02	37102	22071	17007	13876	10573	100629	65%			
6	Hazaribagh	1997-98	50349	25969	18431	14074	11573	120396	Base Year			
		1998-99	45520	26997	20968	15572	12336	121393	54%	45%	39%	29%
		1999-00	39198	26536	22431	17619	13545	119329	58%	52%	39%	
		2000-01	48331	27193	23453	19614	15403	133994	69%	53%		
		2001-02	46511	27110	20652	17550	14852	126675	56%			
TOTAL ::		1997-98	221622	118738	89423	73063	60834	563680	Base Year			
		1998-99	189912	124730	101377	75239	64019	555277	56%	46%	39%	31%
		1999-00	169595	115944	102118	83697	66195	537549	61%	53%	40%	
		2000-01	197303	115918	100408	87530	75516	576675	68%	53%		
		2001-02	197442	116063	89215	76453	67652	546825	59%			

Classwise Enrollment & Completion Rate (Class I to V)

Category: Scheduled Tribe

Sl. No.	Districts	Year	ST Enrollment						Transition/Completion			
			I	II	III	IV	V	Total	I-II	I-III	I-IV	I-V
1	Ranchi	1997-98	48861	28419	23972	22073	18470	141795	Base Year			
		1998-99	41501	29885	25059	21024	20108	137577	61.16	49.68	46.67	37.08
		1999-00	37486	25930	24273	21029	18064	126782	62.48	59.32	46.44	
		2000-01	49347	27571	24617	22804	20625	144964	73.55	57.65		
		2001-02	44448	28131	21612	19271	18118	131580	57.01			
2	Chatra	1997-98	1261	787	549	412	275	3284	Base Year			
		1998-99	1036	705	659	440	327	3167	55.91	37.83	41.24	39.89
		1999-00	1001	537	477	474	333	2822	51.83	55.02	52.41	
		2000-01	1551	774	570	520	459	3874	77.32	69.83		
		2001-02	1730	1059	699	543	503	4534	68.28			
3	E. Singhbhum	1997-98	21327	14731	11378	9466	7754	64656	Base Year			
		1998-99	17172	14626	12406	9411	8229	61844	68.58	57.08	49.52	37.05
		1999-00	15963	12172	12173	10313	8296	58917	70.88	63.99	47.23	
		2000-01	22428	12456	10989	10562	9114	65549	78.03	59.32		
		2001-02	19595	13753	9469	8110	7901	58828	61.32			
4	W. Singhbhum	1997-98	54470	27479	18027	14654	12739	127369	Base Year			
		1998-99	45503	25541	21243	15019	12599	119905	46.89	36.28	29.53	23.35
		1999-00	39827	23113	19763	17171	12839	112713	50.79	39.16	30.25	
		2000-01	40757	21038	17817	16084	14527	110223	52.82	39.52		
		2001-02	46947	21140	15738	13766	12717	110308	51.87			
5	Dumka	1997-98	37105	19170	12918	10099	8318	87610	Base Year			
		1998-99	32130	19601	14647	10247	8150	84775	52.83	37.38	27.17	28.67
		1999-00	24629	17211	13870	10700	7823	74233	53.57	39.65	40.66	
		2000-01	26227	14339	12740	10082	7933	71321	58.22	62.95		
		2001-02	36549	21231	15504	13065	10637	96986	80.95			
6	Hazaribagh	1997-98	8544	5194	3756	2908	2454	22856	Base Year			
		1998-99	7786	5402	4396	3061	2442	23087	63.23	53.02	46.02	33.40
		1999-00	6887	5076	4530	3798	2840	23131	65.19	57.13	41.83	
		2000-01	9543	5098	4448	3932	3220	26241	74.02	57.56		
		2001-02	8506	5807	3964	3257	2854	24568	60.85			
TOTAL ::		1997-98	171568	95780	70600	59612	50010	447570	Base Year			
		1998-99	145128	95760	78410	59202	51855	430355	55.81	43.76	37.29	30.73
		1999-00	125793	84039	75086	63485	50195	398598	57.91	49.05	39.97	
		2000-01	149853	81276	71181	63984	55878	422172	64.61	53.25		
		2001-02	157775	91121	66986	58012	52730	426804	60.81			

* SC Enrolment *

Classwise Enrollment & Completion Rate (Class I to V)													
Category: Scheduled Caste													
Sl. No.	Districts	Year	SC Enrollment					Transition/Completion					
			I	II	III	IV	V	Total	I-II	I-III	I-IV	I-V	
1	Ranchi	1997-98	7099	4328	3773	3559	2860	21619	Base Year				
		1998-99	6559	4727	4179	3468	3243	22176	67%	54%	49%	37%	
		1999-00	5828	4168	3847	3386	2833	20062	64%	58%	41%		
		2000-01	6988	4087	3806	3460	3109	21450	70%	53%			
		2001-02	6230	4047	3115	2660	2605	18657	58%				
2	Chatra	1997-98	10465	6133	3827	2778	1836	25039	Base Year				
		1998-99	7438	5544	4470	2994	2354	22800	53%	41%	35%	25%	
		1999-00	9648	4973	4313	3432	2361	24727	67%	60%	43%		
		2000-01	11792	6353	4431	3692	2931	29199	66%	47%			
		2001-02	10932	6350	4532	3175	2584	27573	54%				
3	E. Singhbhum	1997-98	4805	3189	2603	2158	1965	14720	Base Year				
		1998-99	3197	2421	2118	1792	1612	11140	50%	47%	36%	30%	
		1999-00	3126	2175	2240	1856	1565	10962	68%	58%	49%		
		2000-01	3684	2093	1842	1734	1620	10973	67%	54%			
		2001-02	3512	2375	1682	1574	1432	10575	64%				
4	W. Singhbhum	1997-98	6026	3302	2240	1671	1525	14764	Base Year				
		1998-99	4682	2817	2393	1544	1328	12764	47%	39%	42%	22%	
		1999-00	4131	2596	2368	1995	1399	12489	55%	62%	32%		
		2000-01	6407	3446	2901	2549	2315	17618	83%	43%			
		2001-02	4219	2210	1767	1488	1345	11029	34%				
5	Dumka	1997-98	7375	3559	2181	1728	1379	16222	Base Year				
		1998-99	6820	3808	2721	1573	1269	16191	52%	43%	30%	25%	
		1999-00	5759	4310	3151	2140	1456	16816	63%	47%	39%		
		2000-01	5433	3561	3197	2225	1627	16043	62%	53%			
		2001-02	6277	3918	3053	2673	1826	17747	72%				
6	Hazaribagh	1997-98	17120	9304	6497	5154	3955	42030	Base Year				
		1998-99	16135	9467	7659	5539	4544	43344	55%	45%	40%	28%	
		1999-00	14820	9173	7778	6332	4655	42758	57%	50%	34%		
		2000-01	18056	9887	8077	6885	5357	48262	67%	49%			
		2001-02	16512	9463	7236	5508	4750	43469	52%				
Total--		1997-98	52890	29815	21121	17048	13520	134394	Base Year				
		1998-99	44831	28784	23540	16910	14350	128415	54%	45%	39%	27%	
		1999-00	43312	27395	23697	19141	14269	127814	61%	54%	38%		
		2000-01	52360	29427	24254	20545	16959	143545	68%	49%			
		2001-02	47682	28363	21385	17078	14542	129050	54%				

Gross Enrollment Ratio

Sl. No.	Districts	Year	Category								
			All Students			Scheduled Caste			Scheduled Tribe		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Ranchi	1997-98	81.89	79.81	80.90	110.48	99.23	105.14	100.57	86.44	93.67
		1998-99	76.69	74.86	75.81	108.13	102.16	105.29	95.38	83.29	89.47
		1999-00	73.00	69.59	71.37	99.74	85.56	93.02	88.18	74.49	81.51
		2000-01	75.67	74.29	75.02	101.16	92.48	97.05	98.35	85.17	91.93
		2001-02	63.76	63.51	63.63	85.42	78.95	82.35	86.29	75.75	81.41
2	Chatra	1997-98	102.23	76.26	89.89	87.90	53.74	71.71	94.18	63.2	79.59
		1998-99	87.50	67.95	78.21	76.34	48.15	63.25	85.9	61.29	74.31
		1999-00	87.62	69.69	79.10	79.68	51.79	66.47	73.91	53.24	64.18
		2000-01	92.64	75.97	84.72	89.72	60.87	76.05	95.96	73.55	85.41
		2001-02	101.48	80.48	91.18	88.30	59.53	74.20	109.53	75.57	92.94
3	E. Singhbhum	1997-98	70.08	67.74	68.97	122.69	114.92	118.93	95.22	77.4	86.43
		1998-99	63.94	62.51	63.26	91.21	85.63	88.51	89.53	72.84	81.29
		1999-00	60.38	58.93	59.69	89.05	82.04	85.66	83.58	68.54	76.16
		2000-01	61.28	60.49	60.91	87.21	81.20	84.30	90.5	75.96	83.32
		2001-02	55.55	54.91	55.25	82.66	76.96	79.90	79.78	67.13	73.54
4	W. Singhbhum	1997-98	96.61	71.61	84.32	95.36	69.13	82.49	90.2	60.9	75.8
		1998-99	88.08	66.01	77.23	79.24	60.13	69.86	83	56.25	69.84
		1999-00	84.11	63.76	74.10	74.30	59.21	66.89	76.59	51.48	64.24
		2000-01	79.92	61.60	70.90	103.12	78.62	90.90	72.34	50.21	61.45
		2001-02	80.46	69.25	75.16	82.28	78.47	80.53	79.58	64.74	72.64
5	Dumka	1997-98	102.21	78.28	90.52	108.09	82.96	95.89	98.62	74.58	86.75
		1998-99	97.21	77.49	87.83	104.64	80.52	92.93	92.2	70.53	81.5
		1999-00	87.81	70.68	79.44	105.66	81.04	93.71	77.68	60.68	69.29
		2000-01	90.81	73.42	82.32	95.88	77.14	86.80	72.04	57.04	64.63
		2001-02	96.90	85.26	91.39	96.76	86.04	91.78	110.51	98.49	104.81
6	Hazaribagh	1997-98	75.58	62.22	69.20	75.86	56.24	66.76	68.45	44.82	56.99
		1998-99	69.50	61.02	65.45	74.31	58.37	66.92	65.3	46.25	56.07
		1999-00	63.75	58.30	61.15	69.88	57.56	64.16	62.66	46.11	54.65
		2000-01	65.59	63.83	64.75	75.20	65.09	70.50	68.18	54.42	61.58
		2001-02	65.70	66.66	66.12	67.93	60.60	64.50	59.42	51.37	55.6

Net Enrollment Ratio

Sl. No.	Districts	Year	Category								
			All Students			Scheduled Caste			Scheduled Tribe		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Ranchi	1997-98	70.61	68.76	69.73	95.88	85.65	91.02	85.67	73.35	79.65
		1998-99	73.63	71.68	72.70	102.76	97.08	100.06	91.50	79.31	85.54
		1999-00	64.47	61.70	63.15	87.72	74.76	81.57	77.29	65.71	71.65
		2000-01	66.42	65.24	65.85	87.22	80.17	83.88	86.07	74.43	80.40
		2001-02	59.09	57.27	58.18	83.21	75.29	79.25	83.41	73.17	78.29
2	Chatra	1997-98	91.09	67.91	80.08	78.17	47.69	63.73	84.88	56.36	71.45
		1998-99	84.86	65.93	75.87	75.08	47.35	61.95	82.31	58.69	71.19
		1999-00	79.35	62.97	71.66	71.76	45.89	59.50	69.23	49.23	59.81
		2000-01	86.96	71.10	79.42	84.56	56.80	71.41	91.46	70.32	81.50
		2001-02	91.76	72.77	82.44	79.84	53.83	67.09	83.4	95.54	108.09
3	E. Singhbhum	1997-98	59.75	57.56	58.71	104.29	96.39	100.47	82.30	66.70	74.60
		1998-99	60.44	59.05	59.78	85.54	79.84	82.78	85.19	69.48	77.43
		1999-00	53.09	51.57	52.37	75.82	70.32	73.16	75.37	61.41	68.48
		2000-01	52.97	52.02	52.52	72.25	67.76	70.08	79.13	66.00	72.65
		2001-02	47.58	46.69	47.16						
4	W. Singhbhum	1997-98	84.24	61.54	73.08	83.17	59.83	71.72	78.42	52.25	65.55
		1998-99	83.86	62.72	73.46	75.24	56.71	66.14	79.33	53.63	66.69
		1999-00	74.91	56.38	65.79	65.59	52.04	58.94	67.88	45.04	56.65
		2000-01	71.06	54.11	62.71	91.22	67.72	79.50	63.60	43.59	53.75
		2001-02	77.72	64.39	71.42	79.06	72.36	75.98	76.25	59.56	68.44
5	Dumka	1997-98	90.13	68.05	79.34	95.42	70.97	83.55	87.01	65.23	76.25
		1998-99	93.93	74.68	84.53	101.17	77.82	89.84	88.38	67.72	78.18
		1999-00	79.36	63.62	71.67	96.15	73.05	84.94	70.09	54.55	62.42
		2000-01	83.02	67.09	75.24	90.22	71.36	81.08	66.59	52.64	59.70
		2001-02	84.39	75.88	80.32	72.38	66.92	69.74	85.24	83.20	84.28
6	Hazaribagh	1997-98	66.34	53.46	60.19	66.87	48.65	58.42	60.25	37.70	49.31
		1998-99	67.02	58.81	63.10	71.94	56.40	64.73	62.82	44.37	53.88
		1999-00	57.12	52.20	54.77	63.24	51.69	57.88	55.51	40.40	48.19
		2000-01	58.64	56.86	57.79	67.72	58.37	63.37	60.78	47.48	54.40
		2001-02	64.54	64.57	64.56	74.49	66.28	70.78	66.86	53.91	60.76

Index of Social Equity

DISTRICTS	ISE (ST Students)				
	1997-98	1998-99	1999-2000	2000-01	2001-02
Ranchi	115.79	118.01	114.20	122.55	127.93
Chatra	89.90	95.01	81.14	100.01	120.43
E. Singhbhum	125.32	128.51	127.59	136.81	133.11
W. Singhbhum	89.89	90.44	86.69	90.35	96.65
Dumka	95.24	92.79	87.22	78.52	110.15
Hazaribagh	82.30	85.90	89.80	93.80	85.30
AVERAGE	99.74	101.78	97.77	103.67	112.26

Index of Social Equity

DISTRICTS	ISE (SC Students)				
	1997-98	1998-99	1999-2000	2000-01	2001-02
Ranchi	129.96	138.89	130.33	129.37	129.43
Chatra	79.47	80.87	84.03	89.67	87.23
E. Singhbhum	172.44	139.92	143.51	138.42	144.63
W. Singhbhum	97.91	90.38	90.24	100.26	107.14
Dumka	105.94	105.89	117.97	105.44	112.73
Hazaribagh	96.10	102.60	105.20	107.60	97.04
AVERAGE	113.64	109.76	111.88	111.79	113.03

Index of Gender Equity

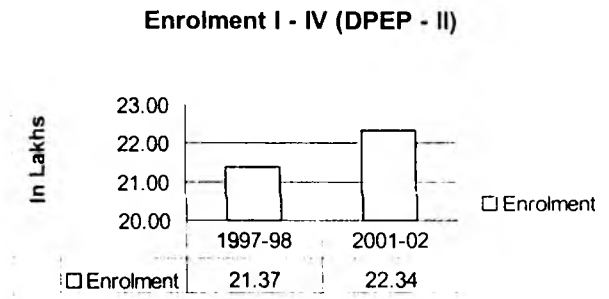
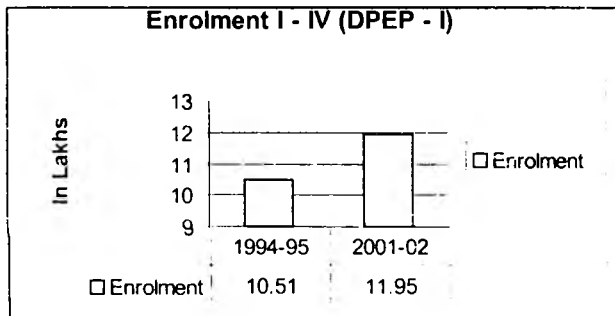
DISTRICTS	IGE (All Girls)				
	1997-98	1998-99	1999-2000	2000-01	2001-02
Ranchi	98.65	98.74	80.06	99.04	100.20
Chatra	84.59	86.88	88.10	89.67	87.95
E. Singhbhum	98.22	98.81	98.72	99.31	99.39
W. Singhbhum	84.93	85.48	86.05	86.95	92.14
Dumka	86.48	88.22	88.97	89.19	93.05
Hazaribagh	89.93	93.24	95.33	98.49	100.67
AVERAGE	90.47	91.90	89.54	93.78	95.57

KARNATAKA

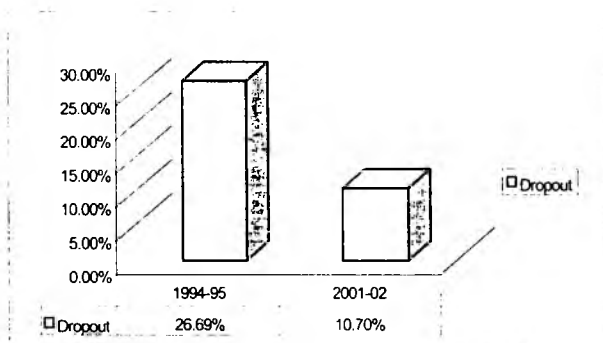
1. Enrolment, Retention, Completion and Equity

- *Review enrolment, retention, repetition, achievement and completion data to evaluate the extent to which the programme has been able to accomplish the targets outlined at the commencement of the programme.*

Enrolment in standard I in phase-I districts has a decreasing trend over the years. The enrolment in the DPEP Phase-2 districts also shows a decreasing trend, except in Bidar district. The decrease in enrolment is attributed to the decrease in child population. The crude birth rate was estimated as 17.1 in 2001 as against 25.2 during 1991 as per census. Though there is a decrease in the potential entrants due to the sharp decline in the crude birth rate, the primary enrolment data of both DPEP phase I districts and Phase II districts shows an increase by 13.7% and 4.53% respectively when compared with the base years.



Retention rates have considerably increased vis-à-vis decreasing the dropout rates. The increase in retention rate among girls is significant. The following graph gives a bird's eye view of the dropout rates.



Strategies:

The following interventions are undertaken by the DPEP to improve retention of children by providing attractive school environment through community participation, and also through activity based and participatory teaching-learning process.

'SCHOOL ADOPTION PROGRAMME (SAP)': The state has launched SAP in convergence with the institutions / trusts / non-government organisations / philanthropists aiming at the all-round development of the institutions. These organisations can take either one school or more school or all the schools in a particular area / block / district. The department enters into a ToR with such an organisation.

As per the recommendation of the 14th JRM, it has been decided to extend to V standard during the year 2002-03 throughout the state with convergence with Department of Public Instruction.

Repetition:

There is no detention policy in the state up to 4th standard; however, it depends on putting 75% of attendance. Repetition rate has been considerably decreased. Standard-wise repetition rates are given for the year 2001-02. Quality may not suffer since competency based evaluation is undertaken in the schools.

Repetition Rates (I-IV)

Standard	Boys		Girls	
	1997-98	2001-02	1997-98	2001-02
I	11.15	4.68	11.61	4.92
II	8.73	3.92	8.75	3.87
III	10.15	4.96	10.38	4.52
IV	8.79	4.56	7.30	4.48
I-IV	9.79	4.53	7.30	4.44

Strategies:

- Remedial teaching during the annual vacation is proposed in the schools to help children to continue without wasting a year.
- A district-wise study is proposed to be taken in coordination with RESU of TSG during 2002-03.

Completion Rates:

A maiden attempt was made during 2000-01 on cohort analysis of all the schools from 1st to 4th standards in all the DPEP districts. The districts have computerized the data and analyzed. The average completion rate for the DPEP districts stood at 67.50. The continuation of a child even in the same school for four years does not mean that he/she will graduate successfully without repetition. The students could face different situation in four years of their stay in the school system. Besides, repetition the students could also fail in the final examination in penultimate grade due to poor academic performance. Therefore, the completion rate would tend to be lower than the proportion of children studying in Grade 4. Completion rate, district wise, by gender is given in the following table.

Sl. No.	District	Completion Rates		
		Boys	Girls	All
1	Banagalore Rural	79.6	80.6	80.1
2	Belgaum	72.9	71.3	72.1
3	Bellary	70.0	68.9	69.4
4	Bijapur	65.1	64.0	64.6

5	Dharwad	64.6	63.4	64.0
6	Gulbarga	52.0	48.8	50.5
7	Kolar	76.6	76.1	76.3
8	Mandya	85.0	85.2	85.1
9	Mysore	77.7	79.4	78.5
10	Raichur	59.3	55.4	57.5
	Average for ALL	67.9	67.1	67.5

The completion rate is extremely low in the case of Gulbarga district in which nearly half of the students entering Grade 1 fail to complete primary education in a period of four years. In contrast to this is the district of Mandya with 85.1 as completion rate. The gender related differentials in completion rate are not significantly different. However, large variations between the completion rates of SC, ST and others exist. The overall completion rate for SC, ST and OBC students were lower than that of the students general category. The average completion rate for SC students was 63.7 as compared to 73.7 for students belonging to the general category. The students belonging to SC showed a better average than those belonging to ST.

To understand the school level variations in completion rates, the schools are classified on the basis of the following parameters.

Category	Schools with Completion Rates	Efficiency
A	75% and above	Most efficient
B	Between 60-75%	Highly efficient
C	Between 45-60%	Average
D	Between 30-45	Low
E	Less than 30%	Very low

A very positive indication of school efficiency is reflected in Mandya district where more than 75% schools had more than 75% completion rates followed by Bagalore rural and Mysore districts. On the other extreme are the districts like Gulbarga and Raichur where 25% of schools could surpass 75% completion rate. Gulbarga district, in particular, has one fourth of schools had less than 30% completion rates. District wise classification of schools based on the completion rates is given below.

Sl. No.	District	% Of schools with completion rates					TOTAL
		<30%	30-45%	45-60%	60-75%	>75%	
1	Banagalore Rural	2.1	4.2	9.7	17.0	67.1	100
2	Belgaum	3.0	6.7	17.0	24.9	48.5	100
3	Bellary	5.5	11.1	16.5	21.1	45.9	100
4	Bijapur	15.6	6.6	13.7	18.3	45.8	100
5	Dharwad	12.1	7.1	16.2	24.4	40.1	100
6	Gulbarga	26.2	18.6	17.1	12.9	25.2	100
7	Kolar	3.2	6.0	13.3	20.2	57.2	100
8	Mandya	0.6	2.7	5.4	15.4	75.9	100
9	Mysore	2.7	4.7	9.9	22.0	60.7	100
10	Raichur	15.8	19.4	22.1	17.9	24.9	100
	Average for ALL	8.4	8.3	14.1	19.8	49.4	100

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Strategies:

- A new Directorate at Gulbarga has been established to cater to the needs of seven districts of North Karnataka, which are educationally backward. This is one of the major steps towards initiating the reforms in improving school efficiency.
- Remedial teaching has been undertaken to improve completion rates in the low performing schools.
- *Assess the impact of the programme on girls, scheduled caste and scheduled tribe, and children with disabilities with reference to enrolment, retention, repetition, achievement and completion.*
 - **Girls' Education:** To improve the participation of girls in education, they are provided with free education up to +2 stage.
 - **Tribal Education:** Soliga tribes, like any other primitive tribe, have a dialect of their own and collection of forest produces as their main occupation. Though Ashram schools are established by Tribal Welfare Dept, the education imparted in these schools are not different from mainstream schools. With a view to bring education more closer to their distinct way of life, it was decided to produce text books in Soliga language. Soliga Siddi-1, a text book for standard-1 was prepared through a series of workshops. The book is written with an integrated approach. The book was introduced in the year 1999-2000 and the text book produced for standard-2 was tried out during 2000-01. The mix of Soliga dialect with the regional language is 75:25 in 1st standard and 50:50 in second standard. Gradually, the regional language component gets increased, so that, a child entering standard IV will be receiving education through Regional Language. Along with the workshops meant for preparation of text book for Standard-1, a hand book on Soliga Culture and an audio cassette containing the tribal folk songs was also produced. Thus a holistic approach has been adopted for the education of soligas.
 - **Migrant Children:** To provide education without a break, all the children belonging to migrant families have been provided with '**identity cards**', which facilitate children to continue schooling at the places, where they go.
 - **Disabled children:** With the enactment of '**Persons with Disability Act**' every child, irrespective of the nature and severity of disability, has a right to receive appropriate form of education. Considering the number of children with special needs and their distribution over large geographical area, **Inclusive Education has become a necessity and a compulsion.** Though there are institutions of Special Education, they are far and few in number and inaccessible to majority of rural children. It is estimated that about 6% of children in the school age group constitute children with special needs for whom Inclusive Education is to be provided. As per data available in Education Management Information System (EMIS), there are only **29,000** children with special needs already studying in our schools. This means that about 1 lakh children with special needs continue to be unattended by the school system.

DPEP Karnataka formulated a pilot project for implementation of Inclusive Education and the same was tried out in Magadi block of Bangalore rural district. The salient

features of the project include positioning of two trained Resource Teachers in each cluster with support materials. A very intensive 2-month training in three phases. Inputs during the training include, facility for functional assessment, parent counseling, community awareness programmes, through songs and street plays, training for arranging medical assessment, sensitization of general teachers and preparation of special teaching aids. These trained Resource Teachers visited every school and were able to identify 759 special children during the first year itself and a medical camp was organised.

Based on the Magadi experience, the programme is extended to all DPEP districts and proposed to train 400 resource teachers through Rehabilitation Council of India (RCI) recognised institutions. With this there shall be one trained resource teacher for every three clusters.

A vision document is being developed with ultimate vision of **'having every disabled child in the school and to receive appropriate form of education -- formal, community and resource room based, etc'**.

Out Of School Children:

In spite of increase in total enrolment, during the house-to-house survey conducted during January 200, and February 2002, still 6.4% of children of age group 6-14 are found to be out of school. However, inter-district variations exist. Raichur and Gulbarga districts capture the first and second places having more number of children of age group 6-14 out of school, which causes much concern and warranted immediate measures to bring these children back to school.

As a result, a vast data is available which flagged many concerns for immediate interventions. Now, each habitation / village has child-by-child profile which has been documented. A set has been given to the Gram Panchayat, one to Cluster Resource Centre (CRC) and the other to the School for further monitoring. The Data Capture Format (DCF) and the training was designed by the DPEP and supported by the Department of Public Instruction. With the data on out of school children in hand, the department went with an ambitious plan of bringing these out of school children to formal stream through **'CHINNARA ANGALA' – A SUMMER BRIDGE COURSE PROGRAMME**.

Assess the quality of education provided to these groups with an equity perspective

Education provided to disadvantaged groups when assessed its quality with an equity perspective, the following findings could be seen in TAS.

- The gap between performance of boys and girls in very minimum.
- There is improvement successively in language at I / II standard level except the ST category in Raichur district. Whereas, in standard III / IV level there is a mixed reaction. SC category shows steady progress in three districts expecting Raichur, but

the ST category shows progress only in Mandya and in all the other three districts the performance is poor. However, the variations are marginal among categories.

- ***Assess the overall impact of DPEP in bridging equity gaps - between different social groups and within each social group by gender - with special emphasis on the effectiveness of DPEP in providing education to children in special focus groups and the hardest to reach groups.***

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- Special Directorate office for North Eastern Districts of the State which are identified as Educationally backward districts is created to reduce the regional inequality. To achieve access and retention Midday Meal Scheme has been introduced in addition to other incentives such as free work books, uniforms, school bag and appointing teacher for each class.
- SDMC's are also involved for better management of educational administration

2. Quality and Equity

- ***Assess the quality of education provided to special focus groups - especially where multiple strategies have been adopted to enhance access - like EGS / AS, bridge and condensed courses, para-teachers in regular primary schools - with special focus on learning outcomes and successful completion of the primary cycle.***

With the data on out of school children in hand, the department went with an ambitious plan of bringing these out of school children to formal stream through '**CHINNARA ANGALA**' – A SUMMER BRIDGE COURSE PROGRAMME.

77 centres of which 6 were residential, were opened in six blocks (Shahpur – Gulbarga district, Pavagada – Tumkur district, Yelandur – Chamarajanagar district, Mulbagal – Kolar district, City North-3 block – Bangalore City North district and City South-1 block – Bangalore City South district) during the months of April-May 2000 with a view to provide bridge course for the non-entrants of age group of 6-8 and to raise the competencies of dropouts and to bring them back to school and admit to the standard for which they are fit depending on the achievement of the competencies. Total enrolment in these centres was 2310 and out of which 1915 children were given lateral entry into formal schooling.

Based on the positive impact of this programme, a summer bridge course for 60 days is designed. Integrated workbook and instructional manual to suit the competency levels of IV standard children have been developed. An instructional manual specifying pedagogical transaction for each day has been developed. An integrated work book for children in the areas of Language, Mathematics and EVS has been developed. Training of Master Trainers and district Resource Persons has been conducted, who in-turn provide training to the teachers and volunteers at the block level. 1935 centres were functional from 15th April 2001 to 15th June 2001. 59 Residential centres, with a minimum of 2 per district, were opened in convergence with the Departments of Social Welfare, Backward Classes & Minorities and Women and Child Welfare. As against the target of 80,000 out of school children, 71071 were enrolled out of them, 67242 children were brought to mainstream of which 32979 were boys and 34563 were girls.

In its second phase 611 centres were started w.e.f 8th October, 2001 in the 7 districts of North-East Karnataka, enrolled 22,244 children of age group 7-11 years and 15600 children were brought into formal schooling

Workbooks have been revised and developed adding English to cover children who dropped out from higher primary sections, based on the experience on the 'Chinnara Angala' programme of 2001-02. Training package has been revised – 2-day for Master trainers, 6-day for District Resource Members and 15-day for instructors at sub-district levels. 100 Masters trainers have been trained on 1-2 March 2002 and district level training during 14-19 March 2002; and training of instructors scheduled for 21 March 2002 to 4 April 2002.

A 60 days bridge course was conducted in 3483 centres targeting 105050 children in the age group of 7-12. Out of these children 81,913 were enrolled and after completion of the Bridge course 77,316 children were mainstreamed to classes I to IV and 76,998 are continuing the school system during 2002-03. Documentation of Chinnara Angala conducted during summer 2001 has been done by State Resource Centre, Mysore and shared with the MHRD. **Retention of these children is continuously monitored by CRC and Educational Co-ordinators.**

- *Assess specific initiatives relating to equity issues in small schools and in remote habitations in terms of teacher deployment, school facilities, supply of textbooks and resource availability.*

The following strategies are the ongoing initiatives to improve quality of primary schooling.

- **Teacher Recruitment:** Karnataka is the front-runner in bringing reforms in teacher recruitment. The State has brought in transparency in recruiting and posting and also in transfers by counseling. As recruitment is done only on the basis of the marks obtained in the qualifying examinations, the candidates may not be having any aptitude for teaching. The computerized counseling introduced for efficiency and transparency in postings and transfers, always keeps the vacancies existing in remote places vacant. To

avoid, a Common Entrance Test has been introduced for recruitment and the recruitment is at the block level.

- **Teacher Deployment:** Deployment of teachers is done judiciously with a view to improve 'Active Instruction Time' (AIT) in the schools. However, 'Pupil Teacher Ratio' (PTR) and 'Standard Teacher Ratio' (STR) are also kept in mind while deployment. For this purpose EMIS is made use of. Superfluous teachers were shifted to the districts of North-East Karnataka region for bring equality among the districts.
 - **School Development & Monitoring Committees (SDMCs):** SDMCs which replaced VECs have been vested more powers and responsibilities to see that a quality education is provided in their schools.
 - The redeployment of teachers is done by the Block level Educational Officers. Efforts are made to post two teachers for every lower primary school and also atleast one teacher is available on all working days. SDMCs given powers to approve leaves for the headmaster. Textbooks were supplied by the Education Department from the year 2002-03.
- **Examine system in place for monitoring learning and completion both in-class and at the block and district level.**

Teacher and pupil attendance:

- Karnataka is the pioneer in bringing several reforms in education system. One of them being – formation of 'School Development & Monitoring Committees' (SDMCs). These committees have been vested with more powers and responsibilities. They are authorised to sanction casual leave to the institutional heads and recommend other kinds of leave for the teachers in their schools. This helps in monitoring teachers' attendance in the schools.
- '**MINCHINA SANCHARA**' – surprise visits undertaken by the district and block functionaries have improved sufficiently the teachers' and students' attendance, avoiding fake attendance of children in the name of '**Compulsory Primary Education**' (CPE). This is an ongoing exercise. Sufficient number of children of age group 6-11 whose names were on rolls in spite of not attending the school for some years on the pretext of CPE were removed from rolls and surplus teachers have been redeployed to the needy schools.
- Many teachers do face problems in rural areas and try to take a change to the urban / block head quarters, due to need for a better and higher education for their children.
- The movement of teachers has been curtailed, by introducing the taluk level recruitment from this year.

Providing Progress cards: Continuous and comprehensive evaluation is a must to keep a watch on the acquirement of necessary competencies; as the Teaching-Learning (T-L) processes are competency oriented and activity-cum-workbooks provided are based on the Minimum Levels of Learning (MLLs). This helps not only to assess the students' attendance and attainment but also reflects the impact of Teaching-Learning processes. With this in view, Progress Cards were provided to students studying in classes I to V in DPEP districts with the following objectives.

- * To identify the learning levels of children both cognitive and non-cognitive
 - * To provide information to parents on the learning attainment and progress of their wards
 - * To help competency-wise analysis and to grade the difficulty level based on the child's performance
 - * to provide remedial teaching
 - * To enhance self esteem of children
- ***Review new initiatives and progress on ongoing initiatives to improve quality of primary schooling with respect to management and deployment of teachers, teacher development, development of textbooks and other materials, teaching and learning in multigrade and multi level situations, teaching learning process and teacher and pupil attendance.***

Teacher development:

- **'SHIKSHANA SAMVADA'** – a bimonthly teachers' magazine provides an ongoing communication network; through which many issues are shared with the teachers without communication losses, through editorial. articles, stories, and anecdotes. Besides, the magazine contains present issues on education, teaching, learning, evaluation techniques, experience of retired teachers, book reviews, a page for children to *'learn by doing'*. This not only motivates teachers but also influences their attendance and professional competencies.
- **'CHAITHANYA'** – a new training package developed by the department, incorporating the approach and ethos of DPEP; provides a complementary thrust on the content.
- **'TEACHER INTERACTIVE SESSIONS'** – provided a forum to exchange their experiences and seek suggestions for the hard spots, which they have identified during practice. Sessions have also been provided to improve their self-reading habits.
- **'JNANA VAHINI'** - A programme to improve the academic and professional competence of teachers through distance education mode is on cards. This provides on line training to in-service teachers through a 'Cafeteria Approach' using print, audio and video media.

Teaching and learning in multigrade situation:

- **'Nali-Kali':** Multi level and Multigrade teaching approach on the basis of HD Kote experience has been extended to one Block each in 4 DPEP-I districts. Programme has been extended from standard 2 to standard 3 in Soundatti block (Belgaum district), Chikkabllapur block (Kolar District), Malavalli block (Mandya district) and Lingasugur block (Raichur district) in DPEP Phase-1 and in respect of six blocks of Mysore district in DPEP phase-2 and teachers handling 3rd standard have been trained in preparation and usage of T-L materials.

Programme has been upscaled to one additional block in each of DPEP phase-1 districts; i.e. Raibagh block (Belgaum district), Sidhlagatta block (Kolar district), KR Pet block (Mandya district) and Decdurg block (Raichur district) and in one cluster of each of DPEP Phase-2 districts as given under:

Sl. No.	District	Block	Cluster
1	Bangalore Rural	Doddaballapur	Basettihalli
2	Bellary	Bellary	Koppanagudi
3	Bidar	Bhalki	Halahalli
4	Bijapur	Bijapur	Trikota
5	Bagalkot	Hungund	Kammatagi
6	Dharwad	Dharwad	Nigadi
7	Gadag	Shirahatti	Doddura
8	Haveri	Hirekerur	Chikkerur
9	Gulbarga	Aland	Chinchanasura
10	Chamarajanagar	Chamarajanagar	Mangala

The programme is extended from 3rd standard to 4th standard in single teacher schools of Mysore district. The approach has been extended to 3rd standard in four blocks of phase-1 districts and integrated the children to mainstream of instruction at 4th standard by introducing activity-cum-workbooks. UNICEF has evaluated 'Nali-Kali'; and the report is shared with districts and others for feed back.

Supplementary Inputs to improve learning levels:

- **'KELI-KALI'** – a radio programme launched during 2000-01, provided a support for the students' learning. This programme launched with the convergence of AIR and DEP-DPEP-IGNOU has provided 60 episodes with a focus on language, mathematics and environmental sciences for the 3rd standard students. However, the target group was the children and teachers of Raichur and Gulbarga districts. Huge efforts had gone in its planning, script development, facilitation and monitoring. A phone-in programme launched after the completion of the programme, has provided a considerable feed back. It also affirms that the programme has been received wholeheartedly by the entire target group – children, teachers and the community.

Based on its success, a similar programme for the benefit of 4th standard students has been launched through AIR, Dharwad and Gulbarga to have a wider coverage. Beaming of the first set of episodes is over by the end of September 2001 and the second set goes on air from November 2001. A feedback is obtained by having a teleconference with the clientele. Due to the demand from the clientele, DPEP is beaming the 60 episodes for the benefit of 3rd students from AIR, Dharwad and Gulbarga from November 2001. Totally 'Keli-Kali' will be on AIR on all the six days, except Sunday.

As per the recommendation of the 14th JRM, 'Keli-Kali' programme is being implemented for V standard during the year 2002-03 throughout the state with convergence with Department of Public Instruction.

- **Examine the contribution of VEC and other grass root level structures in overall school quality and school-community linkages**

Samudayadatta Shaale and SDMCs are contributing for quality education in the schools and also providing rapport between the community and the school.

- **'SAMUDAYADATTA SHAALE'**: This programme brings the community nearer to school and develops a sense of ownership among the community "**our village – our school - our children**" and strengthens the **sense of belonging**. The programme envisages conduct of VEC meeting and Gram Sabha once a month in which atleast one departmental officer shall participate. The officer observes all the activities of the school right from morning to evening. The officer stays in the village and discusses the strengths and weaknesses of the schools with the community and teachers and provides a forum to come out with an action plan to improve the overall function of the school. A first hand information by issuing progress cards is provided to the parents on the educational levels of their wards and share the shortcomings and progress with them. Cultural activities in the evening provide an opportunity to the children to exhibit their talents.

3. **Institutional capacity and progress of Programme Implementation**

- ***Assess the system's progress and efficiency in collecting, compiling analyzing and utilizing data especially with reference to special focus groups.***

The EMIS data collection process is streamlined. Intensive training package in case-cade mode is in practice. Responsibility is fixed at all levels to maintain the consistency of data. The data is computerised every year in time and shared with Gol and also at various levels upto block level. Efforts are being made to share this data at CRC meetings. The EMIS data is used for the preparation of AWP&B every year. Preparation of the costing sheets for AWP&B is computerized. The physical and financial achievements and the civil works are also monitored through software developed in-house.

- ***Examine the extent to which planning and management capacity has improved in DPEP I and II at the state level, and the plans to improve capacity at this level in the states where the program commenced more recently. Assess the extent to which the States are using research and reflection to inform the planning process.***

Institutional Capacity & Progress of Programme implementation

- The state and district level institutions were provided ample chances to improve their capacities in planning and management of primary education. Some of them are highlighted below:
 - Provided training at NSDART, Mussorie in planning and appraisal
 - Several workshops were conducted at the state level with the help of NSDART and TSG / Ed CIL.

The process of preparation of AWP & B, is participatory

- The Deputy Project Co-ordinators, the project co-ordinators and computer programmers are trained in the participatory mode of preparing AWP & Bs. The DRG trains the BRG at the district level. The Block Resource groups sit together and make out a plan which is block specific. Block plans & Budgets are placed before the district Resource groups where it will be discussed in detail and AWP & B of the district is evolved. District implementation committee members are also involved in the process. At the block level BRG are constituted with in representation of the community, women associations like Mahila Samakhya, Non Government and Voluntary Organisations. District Resource Group is constituted comprising of community leaders and also NGO's. District plans are brought to the state project office where it is discussed and finalized.
- *Review the extent and effectiveness of the institutional strengthening with regard to DIETs, BRCs, CRCs, SCERT and SIEMAT.*

Karnataka has gone in strengthening of DSERT (SCERT) in lieu of establishing SIEMAT under DPEP. Planning & Monitoring wing is proposed to be added to the DSERT. Cadre & Recruitment Rules for SCERT and DIETs are published in the State Gazette and are to be finalised.

Capacity Building at BRC, CRC

- BRC co-ordinators have been oriented to their role by the state level resource group. The BRC faculty has also been oriented in preparation of T-L M in a series of workshops organised by SPO.
- Around 40 BRPs from phase I were identified and trained to orient the new faculty of phase II districts. They were also involved in developing a school observation tool used during school visit by the new faculty.
- A state level workshop on role of CRCs was held in February-March 2000. A long term capacity building plan for CRCs was evolved. The first step is to reorient the CRCs through a training programme.
- 'CHAITHANYA' – a new package developed for training of teachers, which is being used in BRCs, with funding from the Department of Public Instruction.
- A two-day workshop for sharing experiences of BRC coordinators and DIET faculty in respect of DPEP Phase-1 and Phase-2 districts separately was conducted.
- *Examine the physical and financial progress made and the extent to which progress is being measured against project outputs (objectives of the particular input) and outcomes (development objectives)*

Civil Works

DPEP – I

Sl. No	Item	Planned	Completed	In Progress	Not Started
1	BRCs	40	38	2	-
2	CRCs	234	229	5	-

3	New School Building	458	452	6	-
4	Addl. Class Rooms	16	16	-	-
5	Toilets	794	747	44	3
6	Drinking Water	794	747	44	3
7	Repairs	207	206	1	-

DPEP II

SINo.	Name of the Work	Target	Completed	In Progress	Not Started
1	BRCs	65	27	36	2
2	CRCs	800	619	166	15
3	School Buildings	599	428	149	22
4	Addl. Class rooms	162	144	16	2
5	Repairs	2	2	0	0
6	MIS	2	2	0	0
7	Repairs to Gurubhavan	5	5	0	0
	Grand Total	1635	1227	367	41

Finances:

DPEP – Phase- I

Project Outlay	Rs. 214.790 crores
Expenditure upto 31.03.2002	Rs. 181.720 crores
Outlay for the year 2002-03 (upto 30-06-2003)	Rs. 33.070 crores
Expenditure upto 30.09.2002	Rs. 10.830 crores

DPEP Phase – II

Project Outlay	Rs. 280.160 crores
Expenditure upto 31.03.2002	Rs. 238.690 crores
Outlay for the year 2002-03 (upto 30-06-2003)	Rs. 41.470 crores
Expenditure upto 30.09.2002	Rs. 18.898 crores

4. Sustainability

- *Assess the efforts made to sustain institutions, processes, structures and systems initiated at different levels in DPEP beyond the project period, particularly in projects nearing closure, eg., DPEP I and II.*
 - Sustainability plans have been drawn and submitted to the Govt. of Karnataka for continuation of several district and sub-district posts beyond the project period and also to sustain the programmes in DPEP phase-1 districts. In terms of financial

requirement, it amounts to Rs. 2450.24 lakhs, which can be absorbed by the State under plan expenditure. It is expected to receive the approval by the end of December, 2001. However sustaining the tempo, motivation and commitment needs special focus. As the DPEP interventions in phase-1 is getting extended from time to time, it is not very clear when the State has to take over the responsibility of sustaining the interventions.

- ***Examine strategies to ensure smooth transition to post-project period and time-bound plan based on sustainability study to consolidate DPEP gains and sustain the change processes.***
 - The Institutional setup created by DPEP like BRC, CRC etc., the efforts in bringing out the community ownership through various community mobilization programmes, Text books reforms and various training modules must be sustained through SSA.
- ***Review the long-term support for DPEP reforms including issues of convergence.***
 - Involvement of Govt. institutions and NGOs in addressing the issues of quality and bridging the gaps in gender and social equity is one of the an important strategy adapted by DPEP and DPEP is fairly successful in that. These efforts also must be sustained through SSA.

RAJASTHAN

The objective-wise state specific analysis is as follows-

Focus Area - I

Enrolment, Retention, Completion and Equity -

1.1 Are Village Enrollment Register and Retention Register maintained in the State – how does the community authenticate school data – steps to make data transparent and freely accessible to all.

In all villages survey register, enrolment register and retention registers are maintained. These are kept in schools. Every month the School Management Committee/Community members authenticate the child wise attendance and its regularity and also monitor the child wise drop out. Under "Shiksha Apke Dwar" campaign community members have been allotted the some number for monitoring the progress.

Following Steps are taken to make data transparent and accessible to all :-

- ❖ Maintenance of survey registers which are accessible to all in the village. Any one can go to school and see the data.
- ❖ Monthly reporting of enrolment, attendance to higher authority also makes data transparent.
During supervision by authority, these data are to be validated and verified.

1.2 Main findings of state specific / district specific studies on enrolment, retention, achievement and completion.

Studies regarding enrolment, retention and achievement at state level is in process. Following studies have been sponsored by the State. The findings will be available as per schedule.

1. Classroom observation study in AS and PFS.
2. Retention study in AS and PFS.
3. Utilization of TLM Grant Rs. 500/- and School Facility Grant Rs. 2000/-.
4. Function of SMC, BRC and CRC.
5. Mid - Term Achievement survey.

The main findings of the district specific studies on enrolment & attendance is given below: -

- (1) 73% of the headmasters are of the opinion that Cluster Resource Centre Facilitators have contacted parents to motivate them for enrollment of children. In other words, CRCF motivated the parents to enroll their children.
- (2) All the headmasters feel that Bal Melas, Mahila Meetings & Games Competition, etc. are organised at Cluster Resource Centre regularly & timely. 94% of the headmasters accepted that the students used to go to school regularly and

- participate in these activities with full sprit.
- (3) All the headmasters feel that 100% teachers have participated in the trainings organised under DPEP.
 - (4) 73% of the headmasters feel that the teachers adopt new techniques of teaching and joyful learning after getting motivational training. While 27% of the headmasters are not in favour of it.
 - (5) 67% of the headmasters feel that the minimum level of learning has increased due to teaching work done by the teachers after the motivational training received.
 - (6) 53% of the headmasters feel that CRCFs go to school occasionally for joyful teaching while 47% of the headmasters are not in favour of it.
 - (7) Most of the headmasters accept that the SMC members provide necessary help for increase in enrollment & retention.
 - (8) All the headmasters feel that the DPEP has provided school facility grant to every Govt. Primary Schools so that the lack of physical facilities in these schools may be fulfilled. In addition to that, a sum of Rs. 500/- has given to every teacher to prepare the teaching learning material.
 - (9) All the headmasters feel that the parents have many problems regarding enrollment & retention. The study concludes that parents are facing so many problems before them i.e. poverty, illiteracy, working children, traditional mind, migration in job seeking, lack of teachers etc.
 - (10) The headmasters have given the following suggestions to make the programme effective.
 - The public representatives should be motivated and honoured.
 - A proper coordination between DPEP and Education Department is very essential.
 - The Mahila Mandals should be constituted in maximum numbers.
 - The training calendar should be provided before the month of December every year.
 - Parents should be involved directly with DPEP interventions.
 - Non-teaching work should not be assigned to the teachers.

1.3 How are studies and data used in preparation of Annual Work Plans? What is the consultation process among the School / Gram Panchayat / Block / District and State level?

For preparing the AWP & B, following steps are followed :-

- ❖ Every year planning process starts from the month of January. First to draw the village specific needs "Gram Sabha" is organized and after consultation & discussions educational needs are enlisted. Secondly school management committee meets and discuss the needs and enlist the series.
- ❖ At Block level, a meeting of Block Education Committee headed by "Pradhan" is organized. In this meeting all concerned officers are also invited.

Proposals received from "Gram Panchayat" are consolidated and block plan is prepared. As per guidelines of perspective plan. This block plan is sent at the District Level.

- ❖ At district level following steps are taken -
 - All the Block plans are examined and consolidate in the form of draft district plan.
 - This draft district plan is submitted to the executive council in which all district level officials and PRIs discuss the plan & approved the plan with priority.
 - This draft plan is sent for the approval of Governing Council whose chairman is "Zila Pramukh". After discussion & amendments district plan is finalized.

This district plan is sent to State Level where it is appraised by the State level Committee.

1.4 Arrangements for monitoring progress in enrollment, repetition, achievement and completion with regard to girls, scheduled caste and scheduled tribe children, and children with disabilities.

Monitoring the Progress of Enrolment, Repetition - following steps have been undertaken to monitor the regular progress of Enrolment among girls, SC/ST and disabled children -

- ❖ Every year "Praveshoutsave" is being celebrated in every village.
- ❖ "Shiksha Apke Dwar" campaign has been launched to enroll and monitor the progress. Regular monthly progress is reported through collector at the state level.
- ❖ Through regular & effective supervision.
- ❖ Monthly meeting at cluster, block, district, state level also monitor the regular progress.
- ❖ Formats have been developed for monitoring the progress.
- ❖ Allotment of 5 to 10 children to the teachers & community members (PRI) to look after the regularity of children in schools.
- ❖ From State, High Level Committee is constituted for sample monitoring of the progress in enrolment.
- ❖ EMIS report developed through DISE 2001.

Monitoring of Achievement

- ❖ Issuing of progress card for parents
- ❖ Monthly meeting of the SMC/PTA in which achievement of individual students is discussed.
- ❖ Letter to poor performance for improvement of high performance for motivation.

1.5 How is completion being measured in the state?

There is no regular system to measure the completion at present in the State but it is assessed by retention rate.

RETENTION RATE - PHASE-I

	Name of District	Enrolment 1997-98 In			Enrolment 2001-02 In			Retention Rate		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1.	Alwar	72404	50069	124273	35413	18391	53804	47.72	36.73	43.30
2.	Bhilwara	54149	37391	91540	17975	9300	27275	33.20	24.87	29.80
3.	Jhalawar	28952	24870	53822	13036	7772	20808	45.03	31.25	38.66
4.	Jhunjhunu	40454	40120	80574	29094	24053	53147	71.92	59.95	65.96
5.	Kota	28648	24938	53586	14676	12685	27361	51.23	50.87	51.06
6.	Nagaur	76999	65672	142671	27127	18155	45282	35.23	27.64	37.74
7.	Sikar	65568	57873	123441	24959	20574	45533	38.07	35.55	36.89
8.	Sirohi	24184	15225	39409	7882	4240	12122	32.59	27.85	30.76
9.	Sri Ganganagar	45469	38965	84434	17541	14281	31822	38.58	36.65	37.69
10.	Tonk	28914	21136	50050	13058	6442	19500	45.16	30.48	38.96
	Total	467541	376259	843800	200761	135893	336654	42.94	36.12	39.90

1.6 Has any probing been done of high repetition rates in Grade – I?

High repetition rate in Grade - I have been analyzed at district & state level. Main reasons of High Repetition rate are -

- ❖ Enrolment of underage children.
- ❖ Irregularity and dropout are the main reason of repetition.
- ❖ Non seriousness of the parents to send the children in school.
- ❖ School fear ness.
- ❖ Unattractiveness of schools.

1.7 Interventions made in the state with regard to the hardest to reach groups – urban deprived children, working children and migrant communities.

Following interventions have been started to hard core children of the society -

- ❖ Mobile school - one in each district. for road side children, rag pickers, beggars etc.
- ❖ Residential facilities to children of Migrant families.
- ❖ Madarsa Education to the minority children for general education.
- ❖ In Urban slums alternative schools and short duration courses started.
- ❖ Bridge courses for dropout & elderly girls.
- ❖ Shiksha Mitra Kendra for working children.

1.8 State specific analysis of equity gaps between different social groups and within each social group by gender.

Enrollment of Equity Gaps reduce as shown in table.

Enrollment of Equity Gaps reduce as shown in table.

	Name of District	Enrolment 1997-98		Enrolment 2001-02		PR 1997-98		PR 2001-02		Equity Gap	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	1997-98	2001-02
1.	Alwar	222197	145049	309281	227044	60.50	39.50	57.67	42.33	21.01	15.33
2.	Bhilwara	139970	80699	167190	113230	63.43	36.57	59.62	40.38	26.86	19.24
3.	Jhalawar	93438	62578	97395	67618	59.89	40.11	59.02	40.98	19.78	18.05
4.	Jhunjhunu	125438	115049	191094	165100	52.16	47.84	53.65	46.35	4.32	7.30
5.	Kota	112231	90658	161545	147869	55.32	44.68	52.21	47.79	10.63	4.42
6.	Nagaur	177117	127720	234294	193136	58.10	41.90	54.81	45.19	16.20	9.63
7.	Sikar	160073	133107	204634	172262	54.60	45.40	54.29	45.71	9.20	8.59
8.	Sirohi	58774	32567	84664	54658	64.35	35.65	60.77	39.23	28.69	21.54
9.	Sri Ganganagar	116444	94171	114732	89142	55.29	44.71	56.28	43.72	10.58	12.55
10.	Tonk	96006	51491	117335	75698	65.09	34.91	60.78	39.22	30.18	21.57
	Total	1301688	933089	1682164	1305757	58.25	41.75	56.30	43.70	16.49	12.60

1.9 Forms of regional inequality in the state with regard to access, retention, achievement and completion and special efforts made in the more backward regions in terms of teacher deployment and better management of educational administration.

In state there are hilly and Dang area which are inhabited by mostly tribals and these are backward areas. Here in the field of Access, retention achievement and completion, following special efforts are done for improving .

- ❖ Opening of alternative schools in remote areas.
- ❖ Providing short duration courses
- ❖ Local Para Teacher have been appointed by relaxing the qualifications.
- ❖ Group monitor system is introduced to reduce drop out rate.

Frequent and effective supervisor is enforced.

Progress in Enrolment

Name of District	Enrolment 1997-98			Enrolment 2001-02			Increase in Enrolment		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Alwar	222197	145049	367246	309281	227044	536325	87084	81995	169079
Bhilwara	139970	80699	220669	167190	113230	280420	27220	32531	59751
Jhalawar	93438	62578	156016	97395	67618	165013	3957	5040	8997
Jhunjhunu	125438	115049	24087	191094	165100	356194	65656	50051	115707
Kota	112231	90658	202889	161545	147869	309414	49314	57211	106525
Nagaur	177117	127720	304837	234294	193136	427430	57177	65416	122593
Sikar	160073	133107	293180	204634	172262	376896	44561	39155	83716
Sirohi	58774	32567	91341	84664	54658	139322	25890	22091	47981
Sri Ganganagar	116444	94171	210615	114732	89142	203874	-1712	-5029	-6741
Tonk	96006	51491	147497	117335	75698	193033	21329	24207	45536
Total	1301688	933089	2234777	1682164	1305757	2987921	380476	372668	753144

Focus Area - II

Quality and Equity

2.1 Report on systems of assessment of pupils' progress in school / alternative schooling and district wise analysis of findings.

Systems of Assessment in school -

- For first and second standard there is continuous internal class evaluation. No examination types of assessment.
- From 3rd standard onward there are –
 - Two written test and two homework assessment tests. These are taken at school level.
 - Two terminal examination (Half yearly & Annual Examination) common examination scheme at district level. In this system paper is common for all schools in a district prepared by subject expert teachers but assessment is done locally.
 - Since 2001-02, the assessment of answer books was also done at district level. i.e. Board at V standard.

(B) System of Assessment in Alternative Schools

Since books are same and for keeping parity in AS same pattern of assessment is followed. By following this system there will be no problem in mainstreaming the children.

2.2 Systems for monitoring learning and completion at the class room / AS centre level and at the block and district level.

Learning at classroom & AS center level is monitored by –

- By question answer in the class while teaching.
- By quality & regularity in home work.
- By unit & weakly tests.

Completions is monitored –

- By keeping upto date the T.C. register.
- By regular attendance register.
- By school result register.

2.3 Use of achievement survey data for improvement of classroom process and training.

By the analysis of achievement survey data class room process and trainings have been devised & improved.

- Class rooms are made attractive by depicting stories, alphabets, mathematics charts. Lower wall of the room is painted black or green to be used by children as a black board.
- Teaching joyful and activity based.
- Use of TLM in teaching.
- Training module is amended as per need & based on joyful and activity base teaching.

2.4 To what extent are there on going efforts in the state to improve system of teacher recruitment, teacher deployment, and teacher attendance.

Improvement efforts done by State in the filled of –

- Teacher recruitment – Regular recruitment in the state is temporarily stopped and in place Para teacher are recruited locally. These P.T. will be given regular scale after five years of satisfactory service. These P.T. will be absorbed against the vacancies after 4-5 years. The selection of Para Teacher improved by –
- The system is made merit base.
- Local candidate will be selected so that daily up down will stop.
- Priority to female candidate.

Teacher Deployment -

- Rationalization on the basis of number of children is done every year.
- Awardees, Meritorious, Handicap teachers preferred for better deployment.

Teacher Attendance –

- Monitored by SMC members.
- Leave is sanctioned by Sarpanch / Pradhan.
- Monitored by CRCF / BRCF and other departmental officials.

2.5 Any initiatives towards follow up of teacher training, making teacher training need based and leading to greater reflection.

Following initiatives are under taken for follow up & better meant of teacher training –

- Module for teacher training is prepared by finding out needs of teachers.
- Regular supervision by Master trainer to see the effect of trainings.
- Cluster resource group consisting of subject teachers constituted, which monitor & follow up the teacher training.
- Whole training is activity base and sharing the reflection of better teachers training is seen in improvement achievement level. The students also become more creative less resistant and attendance towards school which improve the regular attendance.

2.6 Description of state specific systems for monitoring quality in schools.

Following interventions have been introduced in the state –

- Effective & regular supervision is ensured.
- Ensuring the availability of sufficient TLM.
- Regular in-service teacher training.
- Improving the school environment.
- Improving the classroom by making it colorful in which wall of classrooms re depicted with content based stories lower walls are painted Green / Black for the use of children as Black Board.

2.7 Efforts made in states for quality improvement in various streams of education – formal, alternative schooling, bridge courses, etc.

Following interventions have been introduced in the State :

- ❖ Effective & regular supervision is ensured.
- ❖ Ensuring the availability of succinct TLM.
- ❖ Regular service teacher training.
- ❖ Improving school Environment.
- ❖ Use of TLM during teaching is ensured.
- ❖ Common courses in all systems.

Focus Area - III

Institutional Capacity and Progress of Programme Implementation

3.1 System of data collection and role of VEC / PTA / Mothers' Committee / SMC etc. in the process.

Focus Area - III Institutional Capacity and Progress of Programme implementation -

Data Collection through EMIS. House hold survey was conducted in year 2002 which were updated in year 2002 for house hold survey format had developed at state level and distributed to the districts.

- ❖ Training programme organized at State & District level.
- ❖ Collection of data.
- ❖ Validation of Data.
- ❖ Consolidation of data.
- ❖ Report prepared district wise and sent to state. The Chairman of SMC verified the school & village data. Need were identified through school and village data.

3.2 Extent of data use at school / cluster / block and district level.

School & Village data were used to making Annual Work Plan & Budget at school level and make cluster plan. The need of Block identified through cluster plan. The Block Education Committee finalize the need of Block. All the Block plan are examined and consolidated in the form of district plan.

Data were used for monitoring the out of school children.

- ❖ Dropout were made to join the school.

Identifying disabled children and making specific strategies for disabled children.

3.3 Process of preparation of Annual Work Plans and Budgets and ways in which it has improved over the project period in states that have been in the project longer.

For preparing the AWP & B, following steps are followed :-

- ❖ Every year planning process starts from the month of January. First to draw the village specific needs "Gram Sabha" is organized and after consultation & discussions educational needs are enlisted. Secondly school management committee meets and

discuss the needs and enlist the series.

- ❖ At Block level, a meeting of Block Education Committee headed by Pradhan is organized. In this meeting all concerned officers are also invited.

Proposals received from "Gram Panchayat" are consolidated and block plan is prepared. As per guidelines of perspective plan. This block plan is sent at the District Level.

- ❖ At district level following steps are taken -
 - All the Block plans are examined and consolidate in the form of draft district plan.
 - This draft district plan is submitted to the executive council in which all district level officials and PRIs discuss the plan & approve.
 - This draft plan is sent for the approval of Governing Council whose chairman is Zila Pramukh. After discussion & amendments district plan is finalized.
 - This district plan is sent to State Level where it is appraised by the State level Committee.

3.4 Recent efforts to improve and performance of institutions like SCERT / SIEMAT / DIET / BRC / CRC well defined? Any assessment of their functioning and role in improving quality?

- SIERT prepared the curriculum text book.
- Work book & teacher guide prepared under the supervision of SIERT.
- SIERT support in research work.
- Involvement of DIET faculty in training programme.

3.5 Assess level of decentralization in management of education and recent efforts in this regard. How are the states measuring the effectiveness of VEC/ PTA / SMC in school management?

The function of BRCF & CRCF are well defined there role in improving the quality of the study about the role of BRCF & CRCF is in process.

**Focus Area - IV
Sustainability**

**4.1 Efforts made to sustain institution, processes, structures and systems initiated at different levels in DPEP beyond the Project period, particularly in projects nearing closure, DPEP -I and DPEP-II.
Not Applicable**

4.2 Have sustainability and transition plans been prepared?

Sustainability and transition plan will be made in the end of the project year.

- 4.3 **Involvement of mainstream educational institutions in implementation of DPEP.**
All the officials of Elementary Education at various level in the DPEP Programme as per need.
- 4.4 **Any project evaluation studies conducted at the State level to identify interventions that need to be sustained?**

The following mid-term evaluation studies are under process -

1. Classroom observation study in AS and PFS.
2. Retention study in AS and PFS.
3. Utilization of TLM Grant Rs. 500/- and School Facility Grant Rs. 2000/-.
4. Function of SMC, BRC and CRC.
5. Mid - Term Achievement survey.

QUESTIONS FOR STATES

Focus Area – I

Enrolment, Retention, Completion and Equity

- Are Village Enrolment Registers and Retention Registers maintained in the State – how does the community authenticate school data – steps to make data transparent and freely accessible to all
- Main findings of State specific / district specific studies on enrolment, retention, achievement and completion.
- How are studies and data used in preparation of Annual Work Plans ? What is the consultation process among the School/ Gram Panchayat/Block/ District and State level ?
- Arrangements for monitoring progress in enrolment, repetition, achievement and completion with regard to girls, scheduled caste and scheduled tribe children, and children with disabilities.
- How is completion being measured in the State ?
- Has any probing been done of high repetition rates in Grade – I ?
- Interventions made in the State with regard to the hardest to reach groups – urban deprived children, working children and migrant communities.
- State specific analysis of equity gaps between different social groups and within each social group by gender.
- Forms of regional inequality in the State with regard to access, retention, achievement and completion and special efforts made in the more backward regions in terms of teacher deployment and better management of educational administration.

Focus Area – II

Quality and Equity

- Report on systems of assessment of pupils' progress in schools/ Alternative Schooling and district wise analysis of findings.
- Systems for monitoring learning and completion at the class room/ AS Centre level and at the block and district level.
- Use of achievement survey data for improvement of classroom process and training.
- To what extent are there on going efforts in the state to improve system of teacher recruitment, teacher deployment, and teacher attendance.
- Interventions for small schools and their efficient management taking into account their specific needs.
- Any initiatives towards follow up of teacher training, making teacher training need based, and leading to greater reflection.
- Description of State specific systems for monitoring quality in schools.
- Efforts made in States for quality improvement in various streams of education – formal, Alternative schooling, bridge courses, etc.

Focus Area – III

Institutional capacity and progress of Programme Implementation

- System of data collection and role of VEC/ PTA/ Mothers' Committee/SMC etc. in the process.
- Extent of data use at School/ Cluster/ Block and District level.
- Process of preparation of Annual Work Plans and Budgets and ways in which it has improved over the project period in states that have been in the project longer.
- Recent efforts to improve involvement and performance of institutions like SCERT/SIEMAT/DIET/BRC/CRC.
- Are functions of BRC/CRC well defined? Any assessment of their functioning and role in improving quality ?
- Assess level of decentralisation in management of education and recent efforts in this regard. How are the States measuring the effectiveness of VEC/PTA/SMC in school management ?

Focus Area – IV

Sustainability

- Efforts made to sustain institutions, processes, structures and systems initiated at different levels in DPEP beyond the Project period, particularly in Projects nearing closure, DPEP – I and DPEP – II.
- Have sustainability and transition plans been prepared ?
- involvement of mainstream educational institutions in implementation of DPEP.
- Any Project evaluation studies conducted at the State level to identify interventions that need to be sustained ?

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