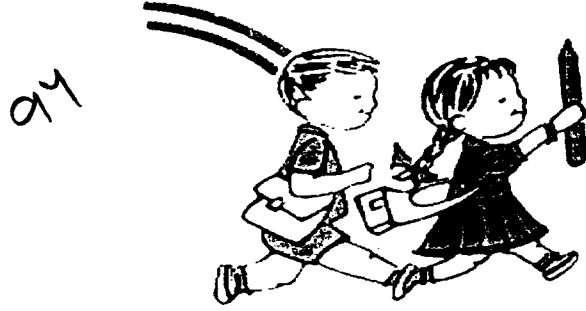


DPEP



जिला प्राथमिक शिक्षा कार्यक्रम
DISTRICT PRIMARY EDUCATION PROGRAMME

Part – 4

Supplementary Documentation

*This report should be read with the documents, Progress Overview
Report (Part 1), State Reports (Part 2)
and
State Specific Information on Mission Objectives (Part 3)*

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

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Progress Overview (Part 1)

Corrigendum

Community Mobilisation

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- Total No of PTA/MTAs is 2,59,958 and not 196007
- '*International about structures is Annexed (Annexure-1)*' should be read as '**Information about structures is annexed (Annexure-1)**'

Page –25

- In the fourth paragraph under the sub heading (*a. Advocacy Activities*), fifth and second last line---- '*read mobilise in place of mobiles*'

MADHYA PRADESH

(As on October'2002)

1. Coverage

- Total number of districts in the State : (45 districts further sub divided into 61 of which 15 have gone into Chhattisgarh)
- Districts covered under DPEP : 34 (28 in MP and 6 in Chhattisgarh)

<i>Phase</i>	<i>Names of the Districts</i>	<i>EFC approved project cost (Revised) (Rs. in lakhs)</i>	<i>Project Period</i>
DPEP-I	(19)	73300.00*	1994-2002
	Betul, Raisen, Rajgarh, Sehore, Bilaspur, Raigarh, Surguja, Guna, Dhar, Rajnandgaon, Rewa, Satna, Shahdol, Sidhi, Chhatarpur, Panna, Tikamgarh, Mandsaur and Ratlam		
	Bifurcated new districts : Korba, Janjgir-champa, Jashpur, Korea, Kawardha, Umaria, Neemuch		
DPEP-II	(15)	46109.76*	1997-2003. (till June'03)
	Bastar, Bhind, Dewas, Damoh, Datia, Jhabua, Khandwa, Khargone, Mandla, Morena, Raipur, Seoni, Shajapur, Shivpuri and Vidisha		
	Bifurcated new districts : Dantewada, Kanker, Barwani, Dindori, Sheopurkala, Dhamtari, Mahasamund		

* Figures for undivided MP
District in bold are now in Chhattisgarh

Position of Structure :

Posts	DPEP I		DPEP II	
	Sanctioned	In place	Sanctioned	In place
SPO	52	52	15	13
DPO	315	255	273	241
BRCC	120	116	116	114

3. *Functioning of GB/EC :*

Fourth meeting of GB held on 23.3.2002
28th Meeting of EC held on 07.10.2002

4. **Submission of Annual Report and Audited Accounts :**

Annual Report and Audited statements for 2000-2001 have been sent to GOI.

5. **Utilization Certificates :**

Utilisation Certificates of 2000-01 has been sent.

6. **Whether level of expenditure maintained at 1995-96 level**

Yes

7. **Whether 15% contributed by the State**

Yes

(Rs. in Lakhs)

	Funds released by GOI		Funds released by GOMP	
	In 2002-2003	Upto 2002-2003	In 2002-2003	Upto 2002-2003
DPEP I	5918.36	44126.13	718.363	7079.90
DPEP II	4700.00	30908.11	00	5032.29

Finance :

Expenditure /Disbursement (in Rs. in lakhs)

(Rs. in Lakhs)

	DPEP-I	DPEP-II
	Expenditure	Expenditure
Planned upto 31.03.2002	50137.91	38110.94
Actual upto 31.03.2002	44067.50	31688.001
Total planned till Dec. 2002	10352.01	6423.033
Actual April-Sept 2002	4504.85	3074.218

8. **Plan Implementation Review of All Functional Areas**

8.1 **Pedagogy**

8.1.1 **Teacher's Training**

	DPEP I			DPEP II	
	AS/SSK/ Jghar	FPS Teachers	Gurujis	FPS Teachers	Gurujis
98-99 (12 day)	9540	66430	8182	57404	8303
98-99 ECE trg.(5 days)	4273	-	-	-	-
99-00 (5 day. Class V-TLM)	-	32060	-	20808	-

99-00 (QW-TLM for AS)	450/7335	-	11026	-	8057
99-00 ECE trg.(5 days)	3402	-	-	-	-
00-01 SLM	-	-	27114*	-	-
00-01 QW	-	67275*	-	-	-
00-01 ECE trg.(5 days)	3472	-	-	-	-
00-01 English	-	-	22450*	-	-
01-02 SLM	-	13608	56438	8701	47716
01-02 English	-	13608	56438	8701	47716
02-03 Need based training	-	40459**	-	-	-
02-03 MMRL based training	-	4000*	-	-	-

* figures includes DPEP-I & II.

** figures includes DPEP-I & II teachers & Gurujis

4325 Jan Shikshaks (Cluster Academic Coordinators) were trained on SLM developed at the State level.

Self Learning Material (SLM) based on Integrated TLM was prepared and 1 65,025. teachers, Shiksha Karmis and Gurujis of the state have been trained on the use of Integrated TLM.

As per the government order, the Shiksha Karmis & gurujis are given preference for undergoing. D.Ed course, which is correspondence course.

In the year 2002-03, Need Based training was given to 40459 teachers and Multi Media based training was given to 4000 teachers. The training module for need-based training was prepared at the district level.

8.1.2 Monitoring and training:

- Monitoring of FPS, AS and EGS entrusted to Jan Shikshak (cluster academic co-ordinators)
- Jan Shikshaks, Supervisors and block academic co coordinators formed into groups to provide support to EGS Gurujis.
- Regular cluster meetings for FPS teachers and for Gurujis.
- Monthly district level review at DIET level for all BEOs, BRCs, EPOs and BACs on academic progress of the district.
- Monthly state level review of DPO personnel and DIET is held in which the progress made in Administrative & academic areas are discussed in detail. This is checked on sample basis during field visit by Officer-In-charge OIC of SPO.
- The reports of IPMS & EMIS are analysed & disseminated upto cluster level for initiating local corrective measures at cluster level, block level & for policy changes at district & state level.
- In 2001-02, 78134 PS teachers, 25990 EGS Guruji, 50902 SK(III) and 730 Madarsa teachers have been trained in 45 districts.

- Based on Baseline Evaluation results, every district has developed its own training module to address local specific problems in classroom transaction.
- 45 districts will train 46350 PS teachers at 313 BRCs.
- 800 Jan Shikshaks will be trained in 8 summer camps being organized at regional level.

a) *Training of Jan Shikshaks*

- Module developed by State academic group of SPO.
- 475 RP given three day training.
- Jan Shikshaks from all DPEP districts given three days training in the year 2000-01.
- 4272 Jan Shikshaks trained in 2000-2001, on monitoring, AS pedagogy, classroom organization, evaluation & learner process.
- Jan Shikshak trained in 2001-2002 for monitoring the quality indicators through "School observation Process". The indicators were developed to strengthen the monitoring system which include analysis and evaluation of the process through research mode and hence called as Monitoring Evaluation & Research (MER).
- Refresher training was given to DRG, BRG and Jan Shikshaks based on "Samarthan", a training module developed for academic monitoring & evaluation.

b) *Strengthening of monitoring system by the formation of District Academic Groups (DAGs) and Block Academic Groups (BAGs)*

- Additional group at State, district and block level to provide support to Jan Shikshaks, supervisors and Gurujis.
- Monitor EGS schools and provide academic support to Gurujis and Jan Shikshaks and supervisors.
- Block structure consists of BRC coordinator, one Jan Shikshak & 2 members from supervisors teachers.
- District structure consists of DPC, EGS incharge at DIET, Block academic co-ordinator (from DIET) and selected BRCCs.
- DAG monitors & analyses academic weaknesses and prepares training packages to tackle these and to train Gurujis.
- Two day training imparted to DAG and BAG.
- Refresher training was given to DRG, BRG and Jan Shikshaks based on "Samarthan", a training module developed for academic monitoring & evaluation.
- Monthly meetings at all Jan Shiksha Kendras have become more qualitative through the use of SAMVAD a fortnightly published bulletin.
- SAMVAD has been made available in print and digital version. Print version is for JSKs and digital versions are for Head Start Centers.
- PALASH is also incorporating the issues on Hard Spots and their related competencies.

8.1.3 Action Research

- Action research in 4 district under quality watch: 30 schools. (10 EPS, 10AS & 10 EGS) in each block taken up, to train teachers with reflective practices, after a series of meetings with national level experts.
- Training module for Gurujis developed by academic group of SPO, entitled "Guruji Banega Khoji", focusing on reflective processes.
- Two orientation programmes for core group of each district, followed by orientation programme for teachers by core group and SPO. This was followed up by review meetings at SPO with teachers and core group members.
- Action research programme is being run to assess needs of primary teachers teaching English, in Sehore, Datia, Shivpuri, Jhabua and Vidisha. Selected teachers & CAC trained on methodology & interventions of action research. The outcomes were documented and used in the training conducted in May-June 2001.
- Cohort study has been done in all the districts to assess the dropout and transition rates in the districts.
- Assessment study to understand learner competency teacher competency and to determine the baseline for primary and upper primary levels for the formulation of SSA plan.
- Orientation Programme for Action Research was conducted for State and District teams.
- Action Research now is initiated from State and District level in all the 45 districts on the subject specific issues, evaluation, monitoring, creative development, EGS etc.

8.1.4 Textbooks/Other Supplementary Materials:

- Textbooks for class I-IV under 'Seekhna Sikhana Package' introduced in all the schools in June 1998 for class V in 1999.
- Text books have been developed and improved based on field trial, with close scrutiny by MP Text book standing committee.
- Supplementary teaching learning material for tribal students in Jhabua in local dialect prepared and introduced in 311 schools.
- All 8 series of textbooks of AS approach revised in 2000-2001.
- Series of 57 Self Learning Material (SLM) developed involving teachers, Jan Shikshaks, DIET and State Academic Group based on evaluation of all children of EGS schools.
- Gurujis and Jan Shikshaks given 12 day training on SLMs.
- The TLM of Seekhna Sikhana Package, Alternative School and Khushi Khushi of Eklavya were subjected to external (IIM, Ahmedabad) and internal evaluation on the impact on achievement level of children. Following this a unified package was developed, from among the prevalent packages.
- The integrated material was introduced in all schools from academic session 2001-2002.

8.1.5 Headstart :

- Programme for computer enabled education introduced at elementary school level. Jan Shiksha Kendras are being used to provide computer enabled education to children in 648 Jan Shiksha Kendras.
- 2429 teachers have been trained on Headstart on MS Office , script writing and effective use of educational software.
- Training was imparted to 4000 teachers based on Multi Media Rich Lessons (MMRL). The training covered the hard spots and technical software "FLASH" to enable teachers to develop their own supplementary material to overcome the hard spots. Sharing of this material is done in the cluster meetings.
- Training has been given to all the teachers of Head Start Jan Shiksha Kendras on computer awareness.
- 17 Educational software on Hindi, English, Mathematics and EVS developed.
- Studies have been initiated in DPEP districts to study the impact of Head Start Programme.

8.2 Alternative Schooling :

- State AS coordinator in place.
- SRG and DRG formed.
- 26094 EGS schools functional including 4384 AS commenced prior to EGS, now recognized as EGS schools
- 8787 AS teachers and gurujis of 22661 EGS schools trained for 21 day on AS pedagogy.
- As per State government decision AS are now recognized as EGS schools.
- 12 day training on SLM given to 25990 gurujis including AS in 2001-2002.
- **Year 1995-96 :**
 - Approach Based Induction training – 21 days for AS teachers and 28 days for AS Supervisors.
- **Year 1996-97 :**
 - Content based Refresher training - 12 days for AS teachers & AS Supervisors.
 - Approach Based Induction training - 21 days for AS teachers and 28 days for AS Supervisors.
- **Year 1997-98 :**
 - Approach Based Induction training - 21 days for AS teachers and 28 days for AS Supervisors.
 - Content based Refresher training - 12 days for AS teachers & Supervisors.
 - Training on Seekhna Sikhana Package - 21 days for EGS Gurujis. (Class 1, 2, 3).
- **Year 1998-99 :**
 - Approach Based Induction training - 21 days for AS teachers and 28 days for AS Supervisors.

- Content based Refresher training -12 days for AS teachers & Supervisors.
 - Training on Scekhna Sikhana Package - 12 days for EGS Gurujis. (Class 4).
- **Year 1999-2000 :**
- Training on Hard Spots (identified by the districts) was given to AS teachers (12 days), AS Supervisors (20 days) and EGS Gurujis (17 days).
- **Year 2000-2001 :**
- SLM based training was organised for AS teachers & EGS Gurujis (12 days) & AS Supervisors (17 days).
 - Need based training was imparted to gurujis by the District. The TNA and material development was done at the district level.

8.3 *Community mobilization :*

- 53460 VECs operational.
- VECs are now to be elected and given more powers to give it a statutory status.
- Greater role and powers to VECs.
- Orientation of VECs on school management.
- One day training of VEC members at cluster proposed this year.
- 103546 PTAs have been formed in all the primary and middle schools.
- PTAs have been given the responsibilities of school management under Gram Swaraj Adhniyam as adhoc committee of VEC.
- One day training has been given to all PTAs. The training of rights and responsibilities of PTA & VEC, development of school education plans, its implementation and management of schools.
- IEC materials developed and are being used for VEC training.
- Mahila Shiksha Abhiyan in 1997, 1998 and 2001 to encourage out of school girls to enroll. with community support. The MSA in 2001 is a joint effort of DPEP & PBA, where the self help groups & Mahila Mandals formed during PBA are being mobilised to ensure enrolment, regular attendance & increase in achievement level of girls.
- Lok Sampark Abhiyan-II, conducted to develop school education plan which were consolidated at cluster, block and at district level. Shiksha Panchayat held during LSA II to involve panchayat & VEC in micro planning.
- PTAs are being formed to monitor school activities on a day to day basis & take decision for school improvement and implement them.
- Audio tapes on girls education developed in Tikamgarh, Ratlan and Rajgarh districts.
- Brochures on girl's education developed by all DPEP districts.
- In Mahila Padna Badna Andolan various activities have been initiated by districts for girl's enrolment like Ma-Beti Mela, Gram Shiksha Sabha, Door to Door contact, Pustak Andolan etc.
- Activities being undertaken as per the handbook developed.

8.4 *Micro-planning :*

- Lok Sampark Abhiyan conducted in 1996-97 & 1997-98 (sample basis) to gather micro level information & plan for village requirements.
- LSA of 1997-98 into conducted in EGS/AS habitation of 34 DPEP districts.
- Village education registers in 25,000 habitation updated.
- Three rounds of Shiksha Panchayat in 4325 clusters conducted, to involve Panchayat for education related problem solving.
- EGS scheme devised on the basis of LSA data.
- In 2000 Lok Sampark Abhiyan-II conducted with house hold survey to develop school education plans that are being consolidated at cluster, block & district level into district education plans.
- Workshop in organized March 2000 on strategy for community based micro planning Training modules finalized in the workshop.
- DRGs trained on this module and have conducted trainings for VEC member teachers and Jan Shikshaks involved in LSA.
- Bal Mela and Pravesh Utsav conducted in July at village and school level.
- The data of LSA II used for formulation of UEE plan.
- The Village Education Registers (VERs) have been updated in 2001-02.

8.5 *Media :*

- Weekly publication of 'Panchayat Gazette' on Mission activities mailed to all clusters.
- Monthly magazine on mission activities in SCERT, called 'Shaikshik Palash'.
- Short film 'Neev' on improving the school premises by developing activity centers in schools with community help.
- Preparation of 19 short with community help.
- 'Shiksha Paati' scheme for direct contact with clusters and schools. Post box number to teachers for writing about their problems and achievements direct to SPO and to elicit response on specific themes from selected teachers on a weekly basis.
- Publications and brochures being developed at cluster/block levels.
- Collation and distribution of audiocassettes of educational songs at districts and block.
- Libraries have been set up in 3385 JSK at cluster level, 9070 EGS schools. In the year 2002-2003, the remaining JSKs shall be covered effecting universal coverage of JSKs in the state. This is being done by convergence of resources.
- Some districts have also published news bulletin.
- Booklet "Rededicating to the Continuing Challenge" and "Abhi Manzil Baaqi Hai" published.
- Booklet "Hamara Gaon Hamara School" on Community Participation published.
- Academic Bulletin "SAMVAD" published by SPO every fortnight.
- "Mahua Tola gets a School" a travelogue by Ms. Suma Jossan published.
- A Film on educational efforts by mission called 'Unfinished Agenda' is made.
- A short film on computer enabled education programme Head start is made.

- A one day National Workshop with authors and publishers on “Pustak Andolan” held.
- Libraries will further be setup in remaining Jan Shiksha Kendras and EGS schools.
- News items on achievements of Mission are regularly sent to Doordarshan, Akashwani & Press.
- Networking has also been established with Raja Ram Mohan Roy Foundation, Calcutta for providing library support to JSKs & EGS schools under “Pustak Andolan”.
- Coordination with IGNOU local station for Teleconferencing.
- An advertising campaign started to encourage out- of- school children back to schools.

8.6 Gender :

- State Gender coordinator & District gender in place.
- 299 Sahyoginis in place in selected clusters to focus on gender issues.
- 1998 Mahila Shiksha Abhiyan : a drive for girls enrolment organized. Focusing on SC-ST girls. MSA-III underway in 2001.
- Mahila Samakhya in 5 districts. 512 Mahila Samoohs formed. Workshops in 4 districts for combined training of DPEP Sahyogini & MS Sahyogini.
- 30% reservation of posts for female teachers.
- Model for community run SSK developed and will be piloted.
- Training module of SSK, Jhoolaghar and Aaganwadi workers developed with SCERT.
- Teleconferencing for SSK, Jhoolaghar & AWW training proposed.
- TLM screened for gender sensitivity.'
- Convergence with Padna Badna Samiti through SHG formation, at block & cluster level.
- Studies have been done on -
 - Effect of Bal Mela in bringing back children in school of village Dupada district Shajapur.
 - Impact of EGS, AS, NFE and SSK on girls enrolment.
 - Impact of gender sensitization of parents and teachers.
- A study on class room culture & process from gender participation has been done in Betul and Shajapur districts.
- Bridge Course is being developed for 10-14 age group girls who are illiterate.
- 3001 ECE Centres (SSKs) set up in phase-I with 47489 girls.
- 243 Jhoolaghars are functional with 3533 girls in phase-II districts.
- 2 days SRG training has been organized.
- 3 days training for MTs done.
- 5 days activity based training for all teachers has been organized.
- 3 days training organized for Sahyoginis.
- Activity based material has been developed by SRG for SSK & Jhoolaghars.
- Monitoring done by Gender coordinator, DIET, BRCC & Jan Shikshaks.
- Material developed for primary teachers incorporated in teachers training.
- Gender analysis of textbooks of class I to 5 completed.
- Mahila Padna Badna Andolan being implemented in the State to ensure education of Out-of-school children. Special focus being given to overage girls. Bridge material being developed for ensuring participation and

retention of overage children in schools till they complete elementary education. The gender coordinators, sahyoginis and EGS gurujis have been trained for implementing activities of MPBA.

8.6 SC/ST/Minorities :

Tribal :

- 70 Ashram schools for tribal children in coordination with tribal welfare.
- Supplementary teaching material for tribal students in Jhabua in local Bhil dialect prepared and introduced in 311 schools, based on workshop on special educational needs of tribals. 450 teachers trained and handbook prepared for teachers to enable them to use material developed.
- Material developed which contains folk songs, games etc based on local culture.

Madarsas :

- Modernisation of Madarsas scheme has been launched in 523 Madarsas of 14 districts in phase I & II in the year 2001-2002 for Muslim minorities especially girls, to incorporate formal school curriculum in Madarsas along with religious education.
- Training on ILM given to 862 Madarsa teachers.
- Free text books have been distributed to the children of Madarsas where training of the Madarsa teacher has been completed.
- In the year 2002-03, 1595 Madarsa teachers have been given 12 days training.
- Free text books have been distributed to 80365 children of Madarsas.

8.8 Children with Disabilities:

- Currently IED scheme is in all districts of MP with 38 specially trained lecturers from each DIET.
- Core group/SRG at SPO formed.
- Special initiatives in Tikamgarh district. Aids & appliances under Chuanauti scheme with aid from Ministry of Social Justice, GOI; and assistance of Rs 150 per month from Nirashrit pension of state government for children attending school regularly.
- Cell for handicapped children at BRC, in collaboration with DIET to collect database & to monitor progress.
- District core group oriented to develop replicable local specific strategies models for disabilities.
- 4 NGOs identified for 45 days teacher training in 9 blocks of 6 districts. The training is for 25 teachers each from 6 blocks.
- 45 days training of master trainers was under taken by the state with the help of 5 NGOs working in the area of disability. 206 master trainers teachers trained of 9 blocks in the state in June-July 2000.
- Workshop has been conducted to develop textbooks of Class I-V in Braille. The draft of the material is ready and being finalized.
- Development of SLM and audiocassette with CDs done to enable teachers to teach children with disabilities along with other children. The process of development of material is on going process.
- A cell for handicapped children has been established at all the BRCs.

- Identification of the disabled children in the age group 6 to 14 years is completed. Through LOK SAMPARK ABHIYAN survey of all disabled children was done in all 45 districts. The data was collected from the village Education Register (VER). The number of disabled children (5-14) in all the districts is 94,498.
- Around 4630 children with special needs have been enrolled in schools in five districts, with the help of Lok Sampark Abhiyan.
- Teachers training have also been conducted by DIETs on IED. A five days training of 3650 general teachers under IEDC was conducted in 2002.
- The NGOs used for the training of Master Trainers also selected volunteers and made district visits for awareness and parental counselling.
- Convergence is being sought with SCERT/CPI for providing incentives like-free textbooks, uniform, fare for reaching the school and stationery for the disabled children.
- 267 Resource Persons co-coordinators have been trained for 13 days in all blocks of 45 districts.
- A one day training on IED as part of weeklong SOPT training given 82 SRGs, 650 DRGs and 5054 teachers.
- A clear strategy for providing aids and appliances to disabled children has been chalked out by the State through ALIMCO, Kanpur. Medical assessment camps for disabled children have already been organized in 98 blocks of 27 districts. 33715 children of different disabilities have been assessed during the camps. Aids and appliances like callipers, crutches, tricycles, wheelchairs, artificial limbs, Braille slate, mobility cane, hearing aids etc. distributed to 10136 children.
- Learning corners have been developed specially for disabled children in schools where buildings have been provided by DPEP.
- DPEP School have been provided 2500 Ramps and 1200 Handrails.
- One day training on IED as part of 20 days teachers training given to 50 SRGs, 316 DRGs, 7027 MTs, 77138 teachers, 50275 Shiksha karmis and 25628 Gurujis (EGS) 345 teachers of Madarsa.
- 3 days training was organized for 45 DEOs and 38 DIET principals at state level in Dec. 2001. Similarly training of 410 BEOs and principals of block level IED schools was organized at DIET level for 3 days in 2001-2002.

8.9 *Distance Education :*

- State plan for Distance Education prepared.
- SRG constituted.
- Workshops in 5 districts to identify video and audio cassettes for wider dissemination.
- Monthly broadcasting on AIR by SCERT for broadcasting and problem sharing. coincides with monthly meeting of teachers at CRC.
- Two rounds of teleconferencing with Cluster Academic Coordinators gurujis and State organised.
- Satellite teleconferencing on "hard spots" in EGS schools. Approximately 100 Gurujis and 20 Jan Shikshaks in each of 38 DIETs were imparted this training focusing on Language, Mathematics and Environmental studies.
- Programme recorded in coordination with IGNOU in February 2000 on language, Mathematics & environmental studies.
- 6 Modules prepared this way for gurujis to be used in forthcoming training programmes.

- In year 2001-2002 teleconferencing has been done on Head Start, English books, Hindi books, and Maths books.

8.10 MIS :

- Fully operational MIS.
- Staff in place in SPO, all posts at districts except programmer at Sehore, Raisen, Panna, Rajgarh, Jhabua, Khandwa & Shajapur filled. Alternative arrangements have been made in the districts where the post of Programmer is vacant.
- EMIS data for phase I & II till 2001-2002 transmitted to GOI.
- State is implementing softwares for IPMS, LSA, EMIS and PMIS.
- The software of IPMS, LSA integrated into a common monitoring software implemented in 2001-2002. Training of DRG was done at state level. The training of Block, JSK functionaries & teacher complete.

8.11 Research / Evaluation :

- The EMIS analysis has been completed till the year 2001-2002.
- The draft report of "Impact Evaluation of DPEP" has been prepared.
- The survey to collect data for "Learner Evaluation and Impact of Classroom process and practices" has been completed and the analysis of the collected data is in process.
- Data is being collected so as to do attendance monitoring in sample districts.
- More than 30 studies have been conducted by independent agencies to evaluate the Primary schooling innovative and community based initiatives -Alternative school and EGS School in M.P.
- Districts have also conducted over 20 studies in the area of Academic improvement. Gender, SSK and Tribal Education. Rajgarh district has conducted Diagnostic study to plan for UEE.
- The Mid term assessment of learners achievement level for the year 2000-2001 has been completed and report has been generated based on the findings of Mid term assessment.
- The terminal assessment of learner achievement level has been done & the process of data collection & analysis is presently underway.
- A review of primary education packages in Madhya Pradesh was conducted by the Indian Institute of Management (IIM) Ahmedabad. The objective of this study was to identify some policy direction for the future. A detailed analysis was made on several aspects of the packages like the process of curriculum development, the production of teaching learning materials, the process of teacher training material development, teacher training, observation of classroom transaction of the package, and feedback to improve the original package.
- Diagnostic study on primary and upper primary education was conducted in each district. The aim of these studies was to assess the situation of Elementary Education and to formulate further strategies based on the findings to plan for UEE.
- A study was conducted to assess the impact of migration on the education of tribal children, with special reference to Bhil tribe in Jhabua district. Findings of the study helped to formulate an innovative scheme called "Shiksha Ghar" for the children of migrating parents.
- Action Research is initiated from state and district level in all the 45 districts with a twin objective of improving the quality of education at the grassroot level and as a capacity building measure. The various areas of Action research include the subject specific issues, evaluation, monitoring, creative development, EGS etc.

▪ *The ongoing studies being conducted internally are :*

S.no.	Title of the Study	Duration of the study	Sample of the study	Agency
1	Internal study of evaluation process in PS and EGS	1 Oct-15 Nov	State	SPO
2	Internal Micro Study (Case Study Mode)	27 Sep-31 Oct	State	SPO
3	Internal Micro Study of classroom processes	27 Sep-31 Oct	District	SPO
4	Internal Cohort Study of Dropouts	17 Sep-31 Oct	Shahdol, Raisen, Umari	SPO
5	Internal Study by ten teachers	27 Sep-25 Oct	State & District	SPO & DIET
6	Monitoring, Evaluation and Research	7 Aug-25 Nov	DPEP districts	SPO, DPO, DIET
7	Impact study of Head Start on regularity of teachers	1-31 Oct	DPEP districts	SPO
8	Analytical study of attitudes of Teachers, parents and people representatives towards Head Start	1-31 Oct	DPEP districts	SPO
9	Impact study of Head start on the enrolment of students	1-31 Oct	DPEP districts	SPO
10	Impact study of computer enabled education on the achievement level of learners	1-31 Oct	DPEP districts	SPO
11	Action Research in all the 45 districts	Sept. 02 – Feb 03	All districts	SPO, DIET
12	Studies on various issues concerning SSK were conducted	June-Aug 2002	18 districts	SPO, DIET

The studies that is being conducted by external agencies are

S.no.	Title of the Study	Duration of the study	Sample of the study	Agency
1	External study of pedagogical renewal processes in PS and EGS	15 Oct-15 April	Tikamgarh and Dhar	MHRD SAMBHAN
2	External study Evaluation process	15 Oct-15 April	Vidisha	MHRD VISHAKHA
3	External study on Evaluation of AS/EGS strategies	15 Oct-15 April	Betul and Raisen	MHRD
4	External Study on "Recent Trends in Educational Administration" (Community Participation)	January- February 2002	Ratlam and Datia	NIEPA
5	External Review/evaluation of different Primary Teaching Learning packages like Seekhna Sikhana package, AS Package and Khushi Khushi Package	December 2000	Raisen, Dhar and Betul	IIM, Ahmedabad
6	External evaluation of DPEP-I districts	December 2001 – February 2002	Betul and Sidhi	IIM, Lucknow
7	Gender and social equity in DPEP	March 2002	Betul	Ms. Vimla Ramechandran , MHRD
8	Impact Analysis of Sahayogini Project	October' 2001	Betul, Mandsaur	SRC Bhopal

8.12 Civil Works :

DPEP-I

An expenditure of Rs. 132.55 crore has been made against the total plan of Rs. 155.27 crore in phase-I districts while in phase-II, the total target was 123.77 crore out of which 116.92 crore have been spent (including enhanced limit of 9%) till September'2002.

Activity	1994-95 to 2001-02		
	Target	Completed	In Progress
Primary School Buildings	6898	5014	1884
Additional Rooms	2875	2875	-
Repairs	2106	2106	-
BRC Buildings	120	120	-

DPEP - II

Activity	1994-95 to 2001-02		
	Target	Completed	In Progress
Primary School Buildings	6883	5434	1449
Additional Rooms	1665	1653	12
Repairs	-	-	-
BRC Buildings	116	115	1

- In addition drinking water facilities provided to 3866 school, common toilets in 3948 schools & girls toilet in 3569 schools.
- The State has also come up with a document titled "NEEV". "NEEV" is an effort to use alternative technology for bringing down the costs of construction. The alternative designs and material suggested in "NEEV" has brought down the unit cost of the school buildings from Rs 2 lakh to Rs 1 lakh. The buildings of 99-2000 and building of 2000-2002 are being constructed under DPEP-II are using the suggested technology and designs.
"NEEV" also includes the methods for improving the outside space enclosing the school by developing them as activity centers. Many districts have come up with such activity centers in the state.
- Infrastructure plan prepared & resources being mobilized to achieve the target of providing school buildings to all the building less schools.
- The process for assessment of gaps at upper primary level under way.

8.13 School Grant / Teacher Grants:

- The State has released school grants of Rs. 3000/- to 43180 schools of phase-I & II districts. TLM grants to school teachers have also been distributed.

8.14 Systemic Issue:

- Recruitment for vacant teacher's positions is being done. Most of the Shiksha Karmis have been recruited and are in position.

1 Functioning of DIETs:

staff position in the DIETs across the districts is highly unsatisfactory. The current status staffing in DIETs is as follows:

As on October'2002

S. No.	Name of Post	Post Sanctioned	Posts Filled
1	Principal	38	14
2	Reader	190	152
3	Senior Lecturer	152	152
4	Lecturer	304	156
5	Junior Lecturers	190	13

The process of filling up the posts is in process

8.14.2 Functioning of SCERT :

- No. of academic posts sanctioned 41
- No. of posts filled 41

Achievements :

SCERT has developed new textbooks for classes I to V. Teachers training modules have been developed by SCERT.

To bring about the quality improvement in the working of DIETs, restructuring of DIET & SCERT was done, emphasizing on subject specialization & minimum professional qualifications. Preference to be given to those having experience in the field of elementary education. The faculty based structure for DIET & SCERT has been formed. Instructions were issued by State government to ensure filling up of vacancies of DIET & SCERT, which is in process.

- The curricular reforms and integration of textbooks is presently underway in collaboration with DPEP.
- Linkages with the SCERT, DIETs, BRCs and CRCs are being strengthened.

8.14.3 Functioning of SIEMT : Madhya Pradesh.

- As per the decision of Executive Committee, the SIEMT now works as a separate cell in SPO under Rajiv Gandhi Prathmik Shiksha Mission.
- The State Academic Coordinator for SIEMT has been taken on deputation. He along with his core team of lecturers, Programmers and Data Entry Operators has operationalised the SIEMT.
- An activity handbook has been developed which indicates the activities for the year 2000-2001. Job charts of various functionaries of RSK, ZSK, JPSK, JSK. This handbook has been used for the orientation of various functionaries at State, District and sub district level. The handbook also serves the purpose of planning and monitoring tool.
- Activity charts for 2001-2002 developed & training on the same held at state level for DRG & at district/block level for district & sub district personnel.

8.14.4 Impact of DPEP Experiences on the overall system :

- The target of 100% GAR has been achieved in the state as a result of coordinated effort of DPEP and State government.
- Text books developed for Classes I and V have been introduced in the entire State.
- Teacher Training Modules developed under DPEP being imparted to all the DPEP and non-DPEP districts.
- Decentralisation of printing - The printing of text books for EGS schools was decentralised from the last year i.e 1999-2000 in which the Mission has authorised the districts to print and distribute the books on their own to all the EGS and AS schools on time. This decentralisation has saved the cost and has also created accountability among district functionaries towards timely supply of books to the children. As a result of this operation, Books had reached all the children on time.

8.15 Institutional Reform - The RGPSM has converted the primary education into a Mission Mode in 1994 and after having worked on this Mode for the last 5 years, the State Government has recently initiated wide-ranging Institutional Reforms.

- On 30th September 99, the government of Madhya Pradesh has issued instructions for the Institutional Reforms. The main aim of this is to give momentum as well as a Mission Mode programme and management to the activities of Adult Education and School Education up to middle level. This Mission Mode working has been extended to the district, block and cluster level along with the state level.
- The new structures have been developed by redefining the tasks of existing organisations and reorganising resources. This will make the programme more effective and economical.
- The State government has already issued a detailed order on institutional reorganisation in the elementary education sector. It has set-up a State Elementary Education Mission to implement all programme to Universalise Elementary Education. The Mission deepens the process of decentralisation and participation right down to the village level. It integrates multiple structures at all levels for holistic planning and convergence of resources, aiming at improving the quality of learning in schools. It also seeks to effect better co-ordination between academic and administrative functions, lack of which has tended to wedge the school into two units one academic and the other administrative the latter domination the former. It also seeks to ensure holistic needs assessment and convergent planning so that all initiatives impact on the quality of schooling. This convergence is also expected to ensure optimum use of resources thereby leading to more efficient planning. Critical management structures at all levels are being accordingly integrated and substantial powers have been delegated to them.
- Separate offices at each level have been integrated to form cohesive units to ensure internal co-ordination, convergence of resources and better synergy. This is indicated below.

– Rajya Shiksha Kendra

The Rajya Shiksha Kendra has been set up and entrusted with the responsibility of planning and co-ordinating the implementation of all Elementary Education programmes for the whole state.

– **Zila Shiksha Kendra (ZSK) Including DIET**

The Zila Shiksha Kendra brings together critical units entrusted with managing education. The District Education Office, DIET Adult Education Office and the DPEP project unit come together one integral body to work with the Zilla Panchayat. This integration is critical not only to improving the quality of services but also for the sustainability of project initiatives.

– **Janpad Shiksha Kendra (JPSK)**

The BRC is strengthened as Janpad Shiksha Kendra for co-ordinating management and facilitating academic intervention at block and sub block level. The JPSK brings together the BEOs office and the BRC.

– **Jan Shiksha Kendra (JSK)**

The CRC is being strenga (JSK)

The CRC is being strong as the critical unit for school based management. The cluster resource centre, now re-christened as Jan Shiksha Kendra, has been very effective in providing academic and managerial support to the primary schools. Devolution of academic and administrative powers to JSK has been initiated involving Gram Panchayats and teachers in a way that empowers them to manage the school in accordance with a clear plan for quality improvement.

- **Village Education Committee (VEC)**

53460 VECs have been constituted in all the villages with primary school facilities. The recent order on institutional reform seeks to reconstitute the VECs to make them more participatory and accountable to the local community. More powers have been vested in the VEC.

- **Parent Teacher Association**

- 103546 Parent Teacher Associations have been formed for all the school in the State, which will monitor the school activities monitor the school activitiesent in the school. In the DPEP districts 80877 PTA have been formed. The PTA includes parents and teachers. The PTA has been delegated powers to ensure effective running of the schools.

People's Act the " Jan Shiksha Adhiniyam", has been passed by the legislative assembly of the State to bring institutional reforms within the frame of legislation.

- An activity handbook has been developed by the Rajya Shiksha Mission, which indicates the activities for the year 2000-2001, job charts of various functionaries of RSK, ZSK, JPSK, and JSK. This handbook has been used for the orientation of various functionaries at State, District and Sub district level. The handbook also serves the purpose of planning and monitoring tool.
- In 2001-2002 Activity Calendar was prepared & the personal of RSK, ZSK, JPSK & JSK were oriented on the same.

- Training has been imparted to RSK, ZSK, JPSK & JSK on methodology of Monitoring Evaluation & Research (MER), Research Studies, Learner Evaluation process and analysis of the outcomes.
- Training has been given to personnel of RSK, ZSK, JPSK & JSK on micro planning (LSA), data compilation & analysis & planning for UEE.
- Refresher training has been given to all members of DRG, BRG & Jan Shikshak on academic monitoring & evaluation process with the help of training module "Samarthan".

8.16 Innovations:

- The State had experimented with the alternative pedagogy so as to provide non-graded schooling system based on the children's individual pace of learning. The textbooks and the supplementary teaching learning material for the alternative schools have been prepared and put to use. Based on the encouraging response and the impact of the pedagogy on the learning achievement of the students, the pedagogy has been scaled up to cover the Education Guarantee Schools as well.
- In order to get the first hand information from the villages pertaining to the needs and aspirations of the people and children towards primary education an alternative people's information system called Lok Sampark Abhiyan have been put into place in the State. The Lok Sampark Abhiyan as a micro planning exercise has been able to provide the feed back pertaining to the out of school children on the one hand and it has also been able to throw light on the schooling gaps on the other hand. LSA has also been used as a strategy for updating Village Education Registers and bringing the elements of community focus and pressure to push out of school children into the schooling fold.
- Based on the feedback of large-scale primary schooling gaps that came from LSA, the State initiated a demand based community centered schooling initiative wherein the State acknowledged the right of the children to primary education. The scheme titled Education Guarantee Scheme has been instrumental in enabling the State to provide universal access to primary education to all its habitations within one km.
- The state has also embarked upon the innovative strategy for modernizing the Madarasas curriculum. Under this the State entails to incorporate the elements of modern education besides keeping the basic features of the Deeni Taleem intact. This has been a successful experiment of using orthodox social process for a modern education programme.
- The project of 15 Sahayoginis at the cluster level in the selected block in each district is being implemented in order to bring gender related issues into critical focus at the cluster level.
- In order to stimulate the creative energies of the students by providing them an environment which enables learning by doing, the State has embarked upon a programme for creating Activity Centers in order to fulfill the ecological, cultural, recreational and physical requirements in a school. The Activity Centre would enable the students to creatively express their ideas and views and would make classroom learning more enjoyable and would improve the achievement levels of the students.
- The State has also taken on the task of improving the school building and their designs so as to enrich them functionally. The school building design has been transformed from the point of view of making them fit into the changes, which have come about in the academic designs of the primary school during this year. By using the alternative building technology, the State has been able to come up with cost effective solutions to school building without compromising on the availability of space and other construction features. The State has initiated measures to use the alternative structure as a case for wider replication in the longer run.

- The state has also decentralised the printing of textbooks pertaining to EGS school in 1999-2000. This innovative experiment have been an eye opener and resulted in the timely distribution of the textbooks to the schools on the one hand and effecting huge reductions in the printing and the transportation costs on the other hand. The State also innovated by digitalizing the contents of the textbooks and then transmitting them to the districts thereby ensuring 100% error free textbooks.
- Child marriage project has been taken by Shajapur district.
- Convergence is done with I.C.D.S. in three districts on pilot basis.

8.17 *Fund-a-school :*

- Building on the idea of partnering a school, the EGS is now reaching out from the local community to the global through the Internet. Fund-a-school is based on the belief in the commitment of the global community to come together for a partnership for basic education. Fund-a-school launched in April 2000 seeks to use the Net to bridge the gap between the connected and the isolated, between the knows and know-not “Mahua Tola gets a School” a travelogue by Ms. Suma Jossan published to open a window to provide opportunities for the less privileged to equalize.
- Through Fund-a-school any one in the world can reach out to a community that is running its school and support the children of an EGS schools for one year by paying 500 US dollars or its equivalent in Indian rupees, Rs. 18,000. The Rajiv Gandhi Shiksha Mission has obtained the necessary permission under the Foreign Contribution Regulation Act. A school can be selected on the website, which carries details of the 26510 EGS schools regarding their enrolments and location. Evaluation of the EGS School is also on the net. The Mission sends the money to the School Management Committee of community representatives. In return the Mission will post the photograph of the school and students and their individual performance evaluation in a class on six monthly basis. Fund-a-school is not just about fund donations. It is about sharing ideas about schooling. The update status of Fund-a-school is available at www.fundaschool.org

Fund-a-school facilitates the following benefits:

- It links the remote communities who are not so privileged with the more privileged ones.
 - It uses Information Technology for equity, reversing the usual effects of aggravating inequalities between the knowledge - have and have-nots associated with Information Technology.
 - Because technology is linked with community schools, it allows local cultures and societal values to grow and find more effective articulation by acquiring additional resources and skills.
- By enabling new ideas to travel quickly to historically deprived communities, it makes possible a quantum leap in their quality of learning.

8.18 *Convergence:*

- Convergence is being sought with various agencies for co-ordinated planning various strategies. The agency and the convergence attempted are as follow:
 - **With SCERT & DIET**
 - The convergence is being done for co-ordinated planning of areas, which are covered by these two instructions. The academic inputs such as integration of Teaching Learning

Material, Training of formal teachers - SOPT, Science teaching, Evaluation ECCE of children and IEDC is being done as a co-ordinated activity of DPEP and SCERT. At the district level, DIET is involved in the implementation of quality improvement intervention. The Evaluation of various inputs for quality improvement is being done jointly by SCERT and DPEP.

- **With Tribal Welfare Department**

- The convergence with Tribal Welfare Department is in running of Ashram Shalas for tribal girls. The cost of stipend to Ashram inmates and Ashram building is borne by TWD.
- The incentive given to tribal children of formal schools has been extended to tribal children.

- **With 10th Finance Commission**

- The school buildings are being constructed with the assistance from 10th finance commission. The design and technology have been finalised by the technical staff of DPEP.
- Construction of school buildings is in process by OBB funds along with providing Black Boards to the schools.

- **Assistance from special Central Assistance Scheme**

- Resources have been made available for providing shelters to EGS schools, which are running in the open or insufficient space.

- **Convergence with Mahila Samakhya and Literacy Mission**

- The self help groups formed by neo-literates are being empowered by training that are being given as a co-ordinated effort of Literacy Mission, Mahila Samakhya and DPEP.

- **Convergence with ALIMCO**

- The convergence with ALIMCO is being sought to provide aids & appliances to disabled children.

State Report (Part 2)

Corrigendum

Tamil Nadu

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Phase	Year	Districts	In the Document EFC approved project cost Rs. in lakhs	REVISED EFC approved project cost Rs. in lakhs
DPEP I	1994- 2003	Thiruvannamalai	4083.95	4038.95
		Total	18269.24	18222.24

INTERNAL REVIEW MISSION - SUMMARY REPORT - HIMACHAL PRADESH

The findings and observations of Second Internal Review Mission which visited in Tribal Areas in District Lahaul-Spiti and Education Blocks of Pangi and Bharmour of District Chamba September 9-13, 2002.

The objective of physical access to school has been successfully achieved.

The target of 100% enrolment of children in primary schools in the age group 6-11 has been achieved.

The enrolment of the girls is higher in comparison to that of the boys in most of the schools visited by the mission.

The learning achievement level of class – 1 students is 57 % where as in class-IV students it is 58%.

Sufficient infra-structural material has been provided to the schools.

The library books in some of the schools are displayed for the use by the student. However, the library books in some of the school were found locked in the almirah and thus rarely issued to the students.

In almost all the schools diaries were maintained by the students in which the teachers generally communicate their suggestions to the students regarding the homework.

It was heartening to note that the children observed perfect discipline during the morning assembly.

The schools have been supplied science kits but the mathematics kits were available in few schools only. The quality and the relevance aspect of the items need to be given due consideration in future by the authorities when purchases are made. This applies to the purchase of quality books for the school library also.

TLM is available in all the schools, it has either purchased or prepared by the teacher for use in the classroom, but proper training is required in this field.

The impact of training programmes / workshops organised by DPEP assessed were through observations and interview with the teachers in the classroom settings in the schools. In this connection it may be pointed out that the impact of these programmes has not been to the satisfactory level.

Regular medical checkup of the children is being conducted by the health department of the district.

It is praise worthy that DPEP has been conducting various MGT workshops so as to equip the teachers particularly for the schools where the number of the teachers is one or two.

The teacher pupil ratio in all the schools is satisfactory.

The awareness about the local specific issues relating to historical events, geography, environment, culture etc. need special emphasis by the school.

Necessary training and other inputs should be provided for effective use of CCE to improve the achievement level of the students.

Schools should prepare school improvement plan on annual basis in order to bring about qualitative change in the functioning of schools.

Universalizing Primary Education in Madhya Pradesh (1994-2002)

Rajiv Gandhi Shiksha Mission

1. Background

UEE Goals

The State of Madhya Pradesh has accorded high priority to Universalizing Primary Education (UPE). The goals of UPE are

- Universal access to Primary Schooling facility within a radius of one kilometer.
- Universal enrolment of children of age group of 6-11 years.
- Universal retention of all enrolled children till they complete five years of primary schooling
- Universal achievement, implying that all children acquire satisfactory levels of learning upto the Primary stage of schooling.
- That education intervenes effectively for equity and the community participates actively in the task of education of their children.

Constraints

The 1991 census revealed that in Madhya Pradesh, 56% of the population was illiterate, 70% women were not literate. Literacy rates were lowest for the scheduled castes and scheduled tribe i.e. 35.08% and 21.54% respectively. In the Primary education sector, access to schools was a problem, which had both physical and social implications. The norms for opening school in a village with population between 250 and 300 ignored the scattered and inaccessible habitation pattern of the state, where people live dispersed in small household communities, one to four kilometers away from the main village. These areas are generally inhabited by some of the country's most socio-economically deprived communities resulting in their needs getting submerged within standardized norms and strategies. Till 1996, out of 0.11 million habitations in the state, approximately 30,000 were without basic schooling facility. The centralized and highly bureaucratized education management

system, with no lateral accountability to the local community resulted in standardization of the system leaving no scope for contextual variation. Excessive centralization had also resulted in inadequate academic support to schools. There was no structural link between the district level academic support structures such as DIETs and the schools. There was no systematic plan for regular in-service teacher training. No effective system of academic supervision, feedback and discussion existed at the school level, the supervisor school ratio being 1:80.

Contesting development needs competed for budget resources affecting allocations for the education sector. In Madhya Pradesh the expenditure on school education was roughly 16% of the total budget and salaries accounted for approximately 95% of this expenditure. These constraints were reflected in key educational indicators - Madhya Pradesh had poor access (70%), low enrolment (72%), low retention (65%) and low achievements.

Urgent and innovative action was required for initiating reform in the sector of universal elementary education.

2. New Opportunities : Decentralisation of Governance

New opportunities for reform emerged with major policy changes which have been increasingly aimed at decentralizing management through the creation of newly elected panchayat institutions i.e. local self governing bodies right down to the village level, and at creating greater space for community action, thus broadening and deepening the process of democracy. The panchayat system provides an institutional framework for decentralization right down to the village level.

The state government also introduced the system of District Government system and recently the village government system, further decentralizing the power of the state level administrative structure to the district and village level. The VEC under the village government has acquired a statutory existence and has been entrusted with powers to supervise the local schools. A PTA has been formed for each school with substantive powers in school management. Thus the entire thrust of state government in the past seven years has been to create a new architecture for governance characterized by decentralization, lateral accountability and increasing space for direct community action.

A significant strategic framework in this context has been the setting-up of Missions by the state government on select areas of development to address identified tasks in a time-bound manner.

The Mission on universal primary education designated as the Rajiv Gandhi Shiksha Mission was carved out from the education sector for focussed action on primary education and adult literacy.

A Mission-mode entails

- Clarity of objectives
- Strategies as specific tasks to be accomplished within a definite time-frame
- Fast-track procedures
- Decentralised, Participatory process
- Intersectoral effort
- Collective action
- Close Monitoring and transparent evaluation

Decentralisation in the field of education implies much more than a methodology for improving managerial efficiency. It is expressive of the very meaning of education. Education means the development of critical consciousness which is possible only if processes that influence the design and delivery of education are sensitive to the need for creating equal opportunities, during giving voice to 'submerged' identities to increasingly counter hegemonic forces. Structural decentralization then becomes a precondition for the transaction of education understood as an empowerment process.

Inevitably, the education sector saw a very substantive delegation of powers to the local panchayat bodies and VECs. Recruitment and transfer of teacher, construction of school buildings and procurement of school equipment have become the responsibility of the panchayats.

The emergence of the State government policy of decentralization and support to community processes coincided historically with the entry in the state of a major externally aided programme in the education sector. This was the District Primary Education Programme (DPEP). DPEP's concern for decentralized participatory action aimed at improving primary education was in consonance with the state

government's policy. This convergence of policy and programme concerns created a positive framework for interventions.

The goal of DPEP is the Universalisation of Primary Education. What is distinctive about it is its advocacy of decentralized, participatory processes because this has a bearing on the sustainability of initiatives. Further, it is significant that while DPEP's project intervention is limited in scale and has a selective content which does not address the entire range of issues that confront the state and its additionality is only 7% of the state government's own budget, it posits universal primary education as its goal. This is possible only when its interventions affect a transformation of processes. DPEP constituted an opportunity for innovative action and its additionality was viewed as seed money for creative solutions.

3. Organizational structure and operational process of the Mission

The Rajiv Gandhi Shiksha Mission was set up in 1994 as an autonomous registered society headed by the Chief Minister of the State. The Mission set up in the state has been concerned with issues pertaining to Universal Primary Education and Adult Literacy to supplement the state government effort in these areas. The Mission brings together executives, political representatives, members of local bodies, professionals and activists from outside the government. While its working mechanisms and procedures are broadly within the government policy framework, the government has empowered the society to develop its own flexible, fast track procedures to facilitate its targeted, time-bound work. The mission's fundamental premise is that elementary education and basic literacy are possible through collective societal action. Therefore the mission works through collaboration with village education committees, local bodies and other community groups. They are given resources and made responsible for such tasks as teacher recruitment, construction and procurement, fund management. The state assistance for mission initiatives flows directly into the society's account. The mission allocates 85% of its funds to local bodies, 57% of which goes to the gram panchayats and Village Education Committees at village level. Since the mission works through a decentralized mode, it makes it easier to contextualize issues. Problems can be identified in their specific contexts and districts can be encouraged to work out their own specific solutions.

The mission's approach is to facilitate inter sectoral complementary action. The mission has been working simultaneously on adult literacy and primary education, since parental attitude is so critical to children's education and adult literacy is essential for developing a learning society.

The chairperson of the Mission is the Chief Minister of the state who also heads the General Body (GB) of the Shiksha Mission that is the major policy decision-making and advising body. Its members include non-official members who are Educationists, Social Workers, Elected Public Representatives, Secretaries and Heads of Government Departments. The General Body meets twice a year.

The Executive committee of the Shiksha Mission comprising of official and non official members nominated from the General Body by the chairman. The Executive Committee, headed by the Chief Secretary is responsible for the executive management of the mission. The Executive Committee reviews and supervises the work of the mission and takes decisions on administrative and financial matters. It works by delegating its daily management power to functional committees with specific tasks such as appointments, procurement, grants, Civil Works, communication.

Initially set-up as a Mission for Primary Education the society become a Mission for UEE and since 1999 was entrusted with the responsibility of co-ordinating and developing programmes for UEE. The separately registered society for adult literacy the State Literacy Mission Authority (SLMA) was also structurally merged with the RGSM. All programmes supported by additional resource mobilisation were placed with the mission. Thus beginning in 1994 only as a society for managing DPEP the Mission evolved, as early as 1997 its own state specific programmes for UPE such as EGS, by 1999 programme of the Joint UN-GOI Jan Shala and OB were transferred to it. Since 2000, the mission is also managing the central EGS-AIE scheme and the Sarva Shiksha Abhiyan (SSA) programme. It has also evolved its own state specific adult literacy strategies Padhna Badhna Andolan. The Mission is engaged with the task of implementing the ongoing programme of DPEP and developing the SSA proposals within an overall state wide perspective of UEE. Thus the state has merged its DPEP society and other societal units for other externally aided programmes for adult literacy into one society. This has enabled convergence and resource optimisation.

The mission creates a strategic framework for the state to address salient educational issues with urgency and to establish an effective model for decentralised educational management.

On the basis of its experiences in the Primary Education sector a plan for the institutional restructuring of elementary education was developed and proposed to the government by the mission. This restructuring had a number of key elements :

- Institutionalising the Mission mode into a stable management framework for elementary education and literacy.
- Hiving off all the tasks of elementary education to the Mission for convergent planning and management and greater synergies among programmes.
- Greater decentralisation to empower the village and cluster levels of school management and to give ownership of tasks to them. Each village is expected to be able to work out its own UEE plan. The key node here is the Cluster Resource Centre (CRC) strengthened as the Jan Shiksha Kendra (JSK). This is to be developed as an appropriate level for school management where teachers are trained over a period of time to develop resourcefulness, skill and confidence.
- Greater academic decentralisation increasingly to the district and then to the cluster and school level. Emphasis is on reinforcing the teacher in situ-so that the teacher becomes aware of her needs, consciously seeks solutions, innovates, examines the relevance of the resource support and can demand the kind of support perceived as useful to her. District academic structures like DIETs would have to play a central role in district educational planning and work with greater autonomy in responding to the districts' academic needs.

The Mission's proposal of institutional reform was put into effect by a government order in November 1999. This was the first step towards institutionalizing the Mission mode by creating integrated structural frames that are described below.

Rajya Shiksha Kendra

The Rajya Shiksha Kendra has been formed at state level and has been entrusted with the responsibility of planning and co-ordinating the implementation of all Elementary and Adult Education programmes for the whole state.

Zila Shiksha Kendra (ZSK) Including DIET

The Zila Shiksha Kendra brings together critical units entrusted with managing education. The District Education Office, DIET Adult Education Office and the DPEP project unit come together as one integral body to work with the Zilla Panchayat. This integration is critical not only to improving the quality of services but also for the sustainability of project initiatives.

Janpad Shiksha Kendra (JPSK)

The Block Resource Centre BRC is being strengthened as Janpad Shiksha Kendra for coordinating management and facilitating academic intervention at block and sub block level. The JPSK brings together the BEOs office and the BRC.

Jan Shiksha Kendra (JSK)

The CRC is being strengthened as the Jan Shiksha Kendra as the critical unit for school based management. The cluster resource centre, now re-christened as Jan Shiksha Kendra, has been very effective in providing academic and managerial support to the primary schools. Devolution of academic and administrative powers to JSK has been initiated involving Gram Panchayats and teachers in a way that empowers them to manage the school in accordance with a clear plan for quality improvement.

Village Education Committee (VEC)

43418 VECs were constituted in all the villages with primary school facilities. The recent Gram Swaraj Act seeks to reconstitutes the VECs giving them statutory status to make them more participatory and accountable to the local community. More powers have been vested in the VEC.

Parent Teacher Association

Parent Teacher Association has been formed for all the schools. PTA is monitoring the school activities and taking decisions for im for im in the school. The PTA includes parents and teachers. They have been delegated powers to ensure effective running of the schools. 103546 PTAs have been established across the State. Detail may be see on Annexure-1.

4. Coverage

The Mission covers the whole state. The Mission tasks supported in selected 34 districts (48 districts after formation of new districts) by the District Primary Education Programme. After the bifurcation of state into M.P. and Chhatisgarh in November 2000, DPEP is now being implemented in 33 districts of Madhya Pradesh out of its 45 districts. 12 non-DPEP district have been included under SSA. Nine blocks are included in Janshala. Details of coverage can be seen at *Annexure-2*.

5. Objectives and Functions

The vision that informs the work of the Mission is one that seeks to redefine education as a participatory activity in which the teacher, the learner and the community come together in a process of mutual growth.

The objectives of the Mission in the primary education sector is to create a positive environment for education, universalize access to elementary education initiate measures that improve the participation of children specially deprived children, improve the quality of teaching-learning processes. It is also concerned with improving the quality of education through institutional reform and research, continuous consolidation of academic processes and improving and supervision monitoring. Viewing education essentially as a process of empowerment, the mission endeavors specially to identity and work on factors that promote social equity. For achieving these objectives, the mission has been performing the following functions:

- a) Community Mobilisation

- b) Supporting participatory microplanning process for education and supporting them with additional resources such as DPEP and other projects like Janshala, Sarva Shiksha Abhiyan etc.
- c) Problem analysis and innovative solution on scale.
- d) Professional networking and Co-ordination with various agencies and organization.
- e) Ensuring timely and adequate budget support.
- f) Capacity development
- g) Monitoring and evaluation
- h) Research and Documentation.
- i) Initiatives for policy reform based on demonstration of effective models.

6. Work done by Mission - Strategies and outcome

6.1 Primary Education

The Mission's strategies have been lodged within the overarching policy framework of the state to make them sustainable, ensuring participation of the community and cost effective use of resources by simplifying the procedures to ensure time bound action. The specific tasks undertaken by the Mission to achieve its objectives were community mobilization, opening new schools, construction of educational buildings, upgrading schooling amenities, developing improved teaching-learning materials, teacher training, strengthening academic support systems and strengthening the information base for primary education.

6.2 Priorities: Participatory problem mapping

The priorities of the Mission were determined by the existing needs of the state. Distinctive to the Mission approach, the first step in assessing needs was through participatory problem mapping. A collective micro-planning process called Lok Sampark Abhiyan was undertaken in 1996. This was a community-contact campaign, which recognized the need to let the community come forward with its own perceptions. The LSA aimed at finding out how many children were going to school, what were the reasons for those not doing so, and what was the outreach of

schooling facilities. This assessment was designed not as a survey to be conducted by bureaucratic functionaries, but as a mobilization process for focusing on specific factors relevant for children's schooling. The process involved door-to-door contact to identify children not going to school, attempts to persuade parents to send their children to school, participatory school mapping and preparation of a village education register for following up on children not going to school. This work was done by local groups of teachers, together with village panchayat members and local activists.

The LSA conducted in 1996 covered 55,295 villages and contacted 6.1 million households and 10 millions children. The interesting point that the LSA demonstrated was that the teachers, with proper motivation could interact with the community and that people from different spheres could join forces in the cause of education. This was because the assessment was not threatening and the teacher saw herself as part of a community group. The LSA revealed that only 70% of the habitations had access to primary schools, thereby demolishing the myth of universal access. The LSA showed that the state's existing norms for providing schools had ignored the centripetal pattern of habitations, particularly of the tribal communities.

The LSA also demolished the myth of universal enrolment. Enrolment was not more than 70%. Most children reported as dropouts had never been enrolled. The most deprived were girls and children from scheduled tribes. There was in fact a tremendous demand for education, even from the poorest and most non-literate communities, a demand that was greatly stimulated during the LSA since the LSA was primarily a school mobilisation exercise.

The LSA information was captured in Village Education Register creating a Village based school data to be used for monitoring and evaluation. This information system was developed in a participatory manner. Not only will such an information system build up more authentic vertical columns of information, but more importantly the very process of data collection will compel the local community to take stock of the schooling of its own children. The LSA-II was conducted in 2000. This LSA II data has formed the basis for the Sarva Shiksha Plans and for the vertical expansion of DPEP plans. It has made possible the formulation of a comprehensive state perspective UEE plan with district specific perspective plans. The LSA data will

now be updated every year and used for the purpose of planning and monitoring. An integrated MIS software has been developed for the purpose of computerisation of the vital data collected and will generate reports that will be used for the purpose of planning, monitoring policy making and taking corrective measures and local level.

6.3 Universalising access

a) Universal access to primary education

The LSA made visible the large access gaps particularly highlighting the very deprived areas and groups. This was even after the mission had under DPEP opened 4209 new primary schools and 4384 Alternative Schools (AS). Alternative Schools were opened for children who could not avail the education through the formal system. However, this was yet far from meeting the goal of universal access to primary education. A more radical cost effective strategy was required. Based on the community demand mobilised through the LSA and collaborating with the community, the Mission evolved an innovative scheme for universalising access. This was the M.P. EGS.

The EGS launched on January 1997 was a pioneering initiative in the country acknowledging the child's right to primary education and to guarantee it. EGS perceives this guarantee as immediate action for creating opportunities of education rather than as a legal decree because it sees the responsibility for providing education as collaboration between government and people.

Under EGS, the Government gives a guarantee to provide a primary schooling facility to the children in a habitation where there is no such facility within a kilometre within a period of 90 days of receiving a demand for such a facility by the local community. The government guarantee includes the basic constituents of an EGS school which are teacher referred to as guruji in the 1:40 teacher-pupil ratio, Teacher training, Free teaching-learning materials, Operational contingencies. The EGS creates a three way partnership on a decentralised basis through collaboration of the state government, local body / panchayat and the community and institutionalises partnership clear roles. The Community raises demand and identifies the local resident to be guruji provides start up space for school and helps with developing the infrastructure for the school. It also operates the school budget through the school management committee comprising of the parents, the teacher,

and the local member of the village panchayat. It decides school timings and vacations and watches over school functioning. The Local Government (Panchayat) verifies demand and issues guarantee and appoints the teacher recommended by the community if she /he fulfills stipulated criteria. The State Government supports the school through grant for teacher's salary, arranges training of teacher and provides teaching learning material. It also undertakes academic supervision and evaluation. EGS costs one third of a formal primary school without compromising quality of critical minimum of schooling inputs, because the community and the government collaborate.

The scheme is sensitive to the habitation pattern in the tribal areas of the state where people reside in hamlets called majras, tolas or phalias that are distant from one another.

A historical backlog of 30000 accessless habitations could be eliminated in 2 years time. Now every habitation in the state has a schooling facility within a km. By Aug. 1998 Madhya Pradesh declared universal access to primary education made possible by EGS in an extremely cost-effective and time-bound manner without compromising on quality and is an argument in favour of community-centered, cost-effective models of education. About 12.30 lakh children of the age group 6-14 years are currently studying in 26510 EGS schools of Madhya Pradesh. *EGS has reached out to the unreached areas and the marginalised communities implying that the access created by EGS, has not just been geographical, but also social.* More than 42% of the EGS schools have come up in tribal areas and 45% of the children studying in these schools are tribal children. Girls constitute almost 47%.

As per the State governments decision the AS and EGS were merged as a single school system, mingling the EGS with the AS pedagogy, with effect from 1999. Districtwise status of formal schools, NPS (DPEP contribution) & EGS schools is given in *Annexure -3*.

The EGS has been adopted by other states in India such as Orissa, Rajasthan, Uttar Pradesh and has been accepted by the National Government retaining its name and components of the scheme, as an educational model. The MP, EGS model demonstrates that innovations that emerge in response to local contexts can be replicated, if their strategic elements hinge on a reciprocal partnership between the

community and the government, balancing local aspirations, and accountability with standard norms and controls.

The MP. EGS has won the first Common Wealth International (CAPAM) Innovation Award for the best international innovation in improving Public Service through public – private partnership in 1998.

b) Teacher provisioning

The trend of PTR in the government formal schools in the DPEP district as indicated by EMIS data shows a slight increase from 39.59 in 1997 to 41.40 in 2000-2001. This can be attributed to the increase in enrolment. However variations in the PTR is evident from the table showing district wise PTR, at *annexure-4* where it ranges from 54 in Morena to 32 in Dhar & Shahdol. In some districts like Panna & Sidhi the PTR has shown an increase. This is due to the fact that court stay order was issued on the recruitment of teachers. This was sorted out and the recruitment of teachers is in process. The PTR in urban areas is comparatively low as compared to rural areas. The data of EMIS shows that there are 506 (2%) government schools in DPEP-I & DPEP-II having single teacher. The districtwise number of single teacher schools is given at *annexure-5*.

Presently, the PTR in the EGS schools is 39. In EGS schools, there are 31582 gurujis In EGS schools, where enrolment is more than 40, the second guruji to be recruited is to be a female. The district-wise PTR in EGS schools is given in *annexure-6*. According to EMIS, the PTR of the state is 41, which is almost fulfilling the norms of one teacher for 40 children.

The effort to maintain the PTR is in progress. Rationalization of existing teachers is done at the district level & recruitment of teachers is being done at the block level. Directions from the state level have been sent to place additional teachers in schools with single teachers. Massive recruitment drive is taking place and the vacant teachers posts are being filled up. This will reduce the number of single teacher school and lower the PTR. Districts where PTR is relatively high, additional teachers are being proposed in the AWP for DPEP districts & SSA plans for non-DPEP districts.

As per the decision taken by the State Govt. hence forth the recruitment of teachers will be on contract. The renewal & extension of the contract will be performance based.

6.4 Universal Participation

a) Enrolment

Gross Enrolment Ratio (GER) has risen from 76.5 % in 1996 to 96.2 % in 2000-01. Presently 82.64 lakh children are enrolled in schools out of this 14.7% is contributed by the EGS. The GER of girls has risen from 70.7% in 1996 to 94.3% in 2000-01 clearly indicating that there has been a rise in girls' enrolment. There has been significant increase in GER of ST, which has risen from 78% in 1992 to 91% in 2000-01. The gap in GER of boys and girls has also narrowed from 25% in 1992 to 11% in 1996 to 3.61% in 2000-01, indicative of the fact that girl enrolment has increased in the past eight years.

GER AS PER LSA'1996			GER AS PER LSA'2000-01 (IN%)		
Boys	Girls	Total	Boys	Girls	Total
81.5	70.7	76.5	97.9	94.3	96.2

In the State, presently 82.64 lakh children are enrolled at the primary level, out of these 37.77 lakh are girls which is 45.7% of the total enrolment. The increase in enrolment is a result of series of Mobilisation activities such as Mahila Shiksha Abhiyan, which focussed on enrolment of girls, especially SC and ST girls. These resulted in the additional enrolment of approximately 14 lakh girls. The opening of EGS in areas which were deprived of education facility also resulted in enrolment of children, who otherwise were not enrolled in schools or were not regular in attending school because of long distances. There are 12.30 lakh children enrolled in EGS schools, out of these 5.74 lakh are girls which is 47% of the total children enrolled in EGS schools. Similarly the tribal children enrolled in EGS schools is 5.49 lakh which is 45% of the total children enrolled in EGS schools.

The District-wise details of target population, enrolment and GER at primary level is given at *annexure -7*. The enrolment details of EGS schools is at *annexure -8*.

b) **Out of school Children**

In DPEP districts the per cent of Out of school Children has decreased from 29.3 % in 1996 to 11.2 % in 2000-01.

% of Out of school children against target population as per LSA'1997			% of Out of school children against target population as per LSA'2000-01		
Boys	Girls	Total	Boys	Girls	Total
24.4	35.2	29.3	9.4	13.3	11.2

The LSA –II conducted in 2000 captures the out-of-school children and the name of such children is recorded in the Village Education Register (VER). The LSA-II brings out the following facts:

- The number of Out of school Children in age group of 6 – 14 years is 13.28 lakh, which is 11.2 % of the target population.
- The Out of school children comprises of the never enrolled and dropout children. Of the total out of school children the never enrolled children are 71% of the total Out-of-school children & drop out children are 29% of the total Out of school children
- The dropout children are 3.88 lakh; out of which 2.04 lakh are girls which is 52.6% of the total dropout children.
- The dropouts at primary level is 2.8 lakh, whereas at middle level it is 1.05 lakh.
- The number of girls that are Out of school is 7.23 lakh which is 54.4% of the total Out of school children.
- The never enrolled children are 9.38 lakh; out of which 5.18 lakh are girls which is 55.2% of the total never enrolled children.

Districtwise details of Out of school Children, Dropouts, never enrolled children is given in the *annexure – 9 (i to iv)*.

- The LSA also captures the reasons responsible for the children who remain out of school. This has enabled to get an understanding of the factor that inhibits children from attending school.

The district-wise information of the reasons for Out of school children is given at *annexure-10(a & b)*.

It is evident from the above data that having achieved the goal of providing access to primary education facility, the problem of never enrolled children still persists. These are probably the cases that require specific attention for effective interventions. For developing a better understanding of the issues of dropouts, cohort movement, class-wise transitions and attendance pattern, studies are being conducted in all the district by the State, DIETs & DPO. The personnel of DIETs & DPO have been trained on the methodology and tools developed at the state level. There is scope to include district specific issues in these studies.

The data on the probable reasons clearly reflects that it is the economic factor that is responsible for never-enrolment and dropouts. The flexibility in school timings and vacation would provide an opportunity to those children who are involved in the economic activities for a limited time like sowing and harvest season, mahua picking season etc.

Mid day meals proves to be an effective incentive especially for children belonging to families of low economic status. It is also beneficial for children who are undernourished. The effective use of MDM will be monitored by ensuring its timely distribution and reach to the children who belong to families living below poverty and for those children who are engaged in economic activities.

The names of the dropout and never enrolled children are recorded in the Village Education Register (VER), so that PTA & VEC can take local corrective action to bring such children to the school, by collectively solving the problems that are responsible for un-enrollment and dropouts. The PTA & VEC members are being empowered through training to take appropriate measures to monitor the school activities and ensure cent percent enrollment & retention of children in schools. The PTA will be encouraged to raise resources locally so that child specific interventions can be given to out-of-school children recorded in the VER like book-banks, free educational materials, uniforms etc.

Convergence is being sought to ensure health services for all the children. Moving toward decentralised management for Health care, the State Government has launched a scheme called Swasth Jeevan Sewa Guarantee Yojna. The scheme aims at improving the status of rural health care by ensuring the provision of basic

determinants of health: safe drinking water supply, sanitation, nutrition, immunization, ante-natal care, training of the local health workers.

c) Retention

The focus is now on monitoring school attendance and improving learner achievement, through the involvement of PTA, VEC and the JSK, which as local empowered bodies with the help of the teacher would be able to do child specific monitoring and take specific local initiative for improving attendance. The results of quarterly evaluation will be shared with the VEC & PTA members & community, to ensure regular monitoring of learner achievement by them.

- d) The question of universal participation provokes thinking on pre schooling educational process referred to broadly as ECCE. Studies have demonstrated the importance of ECCE and its positive impact on schooling processes. Recognizing the importance of pre primary education, pre primary education was introduced for the first time in rural schools through Shishu Shiksha Kendra (SSK) which gave attention to the 3-5 age group children to inculcate in them appropriate habits of learning and socialization through a schooling environment. The Shishu Shiksha Kendras also facilitated children specially girls engaged in sibling care to attend a regular primary school. 3223 Shishu Shiksha Kendras/Jhoolaghar have been opened till date. The impact evaluation of SSK done by NCERT revealed that children were happy to come to the SSK centers. They were clean, active & interested in activities. The parents also conveyed a sense of pride that their children were attending SSK. The community had a positive perception of the SSK, as it relieved them of the child care responsibilities at least for the duration of the SSKs.

An impact study of SSK on girls' enrolment was conducted in Raisen, which revealed that 76% of the girls studying in primary schools were relieved of the responsibilities of sibling care and thus were more regular in attending the schools. This was confirmed by the VEC members.

6.5 Quality Improvement Initiatives

The Mission has defined the issue of quality comprehensively to include diverse factors that impact on school effectiveness. This includes the following

- (A) Improving physical infrastructure

(B) Improving academic processes

(C) Improving school management

(A) Improving physical infrastructure

- (i) The Mission has supported participatory process for improving the schooling infrastructure through community participation, 10448 School buildings have been constructed and 3333 school buildings are in the process of completion. In addition 4953 EGS buildings have been constructed. 4528 additional classrooms have also been constructed. 236 Block Resource Centres (Teacher Training Centres) have also been constructed in DPEP districts to facilitate teachers' training at the block level.

Alternative technologies, use of local material and community support have brought down the unit cost of the school building from Rs.2 lakhs to Rs. 1 lakh 7726 building construction started from year 2000 is using these cost-effective participatory technologies. These have been documented in "NEEV" a simple school construction manual. Construction is by Village Nirman Samiti (VNS) comprising of the local body representatives, teacher and parents. Village Nirman Samiti (VNS) members have been trained on this. To maintain the quality of construction regular monitoring and evaluation is being done internally by the technical staff and externally by outside agencies like SATI, Vidisha; GSITS, Indore; Sagar Engineering College, Sagar; Polytechnic, Ambikapur; Engineering, Bhopal; Aradhana Mohile, Bhopal & Ed.CIL. About 204 construction sites have been evaluated by external agency. Designs developed under DPEP and consolidated under NEEV have been disseminated widely to be used for school construction funded under other programmes as well. The Mission has developed its manual for upgrading primary school infrastructure into the middle level in response to the thrust towards universal elementary education. The mission is also innovating on community development centers as school structure to mobilize resources to meet the increasing demand of school building.

The emphasis on alternative construction technology and locally available materials and skills has also encouraged community constructions of EGS schools. 4930 EGS school buildings have come up in this manner. Details of infrastructure provided by DPEP are given at *annexure-11(a & b)*.

The improvement in the school infrastructure is clearly evident from the EMIS data. As per the EMIS data, there is an increase in the government schools with pucca building in DPEP district, which has increased from 21946 in 1997 to 27091 in 2000. The number of buildingless schools & schools with Kuccha buildings has gone down as is evident from the following table

Filling up infrastructure gaps in DPEP districts

S.NO.	DETAILS	1997	2000
1.	Schools with Pucca buildings	21946	27091
2.	Schools with Kuccha buildings	8786	8605
3.	Buildingless schools	6102	5750
4.	Schools with Drinking water facility	21283	27509
5.	Schools with Common toilets	3859	10514
6.	Schools with toilets for girls	1837	5208

Source: EMIS'97 & 2000.

Drinking water facility, toilets (common & for girls) have been provided to the government school by convergence of resources and community contribution. As per EMIS data the per cent of school with drinking water facility has increased from 57% in 1997 to 66% in 2001. Similarly from 1997 to 2001 the school with common toilets & girls toilet has increased from 10% to 25% & 5% to 12% respectively. Districtwise details can be seen in *annexure-12*.

The LSA 2000 data shows a gap of 78 BRC buildings, 8918 primary school buildings, 15149 EGS school buildings, 25645 additional rooms and 6287 school requiring major repairs & 9426 schools requiring minor repairs in MP. Districtwise details of infrastructure gaps are given at *annexure-13*. A detail infrastructure plan has been made. Convergence of resources and community support is being sought to cover up the remaining gaps.

(ii) School Contingency:

To enable the teacher and the local VEC to improve their school according to their own needs, school contingency is given to the school for meeting the basic requirements of school i.e. educational material (Black-Board, Slates, Copies, Charts, Globe etc.), sitting arrangements for children, drinking water facility, storage space in the form of boxes, almirah and to undertake minor repairs and procure material for preparation of teaching aids. 43180 schools have been benefited annually under DPEP. Districtwise details given at *Annexure 14*.

(B) Improving academic processes

The approach to academic reforms has evolved through experiential participatory processes involving teachers, teacher-educations, and professionals. Perceiving meaningful education to be possible only when there are opportunities of freedom, flexibility and choice. Emphasizing creative action, the Mission has initiated a comprehensive plan of academic reform. These reforms are discussed below.

(i) Curriculum reform

The curriculum of primary level was reviewed in 1994 to introduce elements of competency based, activity based and child friendly pedagogic processes in a workshop mode.

(ii) Development of Teaching Learning Material

Based on the new curriculum, the strategy adopted under DPEP for developing teaching-learning materials was one of multiple-package trialling on a selective scale so as to create opportunities of trying out different packages of learning with innovative methodologies as well as tap the potential of developing contextualised materials. NGO's and teachers were involved in this process.

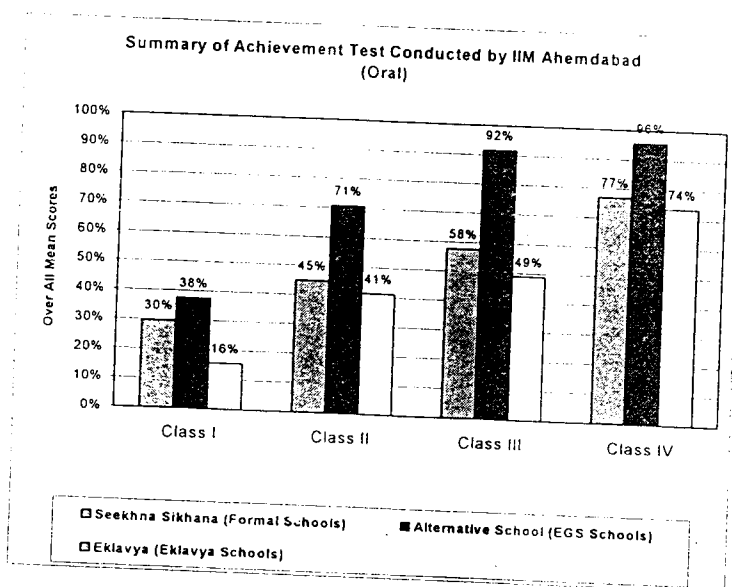
The significant outcomes of the trialling initiative provided a useful basis to the State Government for planning, on a larger scale, the development of teaching-learning material.

Since trialling was a major intervention with implications for the whole state, the initial need was to set up a suitable mechanism and methodology for it. This was

done by creating through a State Govt. order, a high level resource group of academicians and experts to advise and monitor and assess the trialling process. This group designated as the Technical Resource Support Group (TRSG) met regularly to advise on the trialling components and strategies.

The key components of the trialling package included developing teaching/learning materials which would include a variety of transactional modalities : print, text-book based inputs or alternative pedagogy. Emphasis was on innovative methodologies in transacting core competencies along with contextualisation of content. These initiatives Seekhna-Sikhana package, the Eklavya teaching-learning package and the alternative school package operational in the Alternative Schools and EGS schools were in operation for the past five years now since 1995. The three packages SSP, AS and Eklavya were trialled in 125, 4175, 125 schools respectively. The objective was to test out various pedagogic approaches within a broad common curriculum so as to develop the best methods and materials into the teaching learning material for use in all schools.

A study to review these packages in Madhya Pradesh was specially commissioned in 1999 and the task was given to the Indian Institute of Management (IIM), Ahemdabad. This review was taken up to examine the conceptual framework adopted for developing the packages and the conceptualisation of learning outcomes to highlight relative strength and recommend. The pedagogies and teaching methodologies promoted by each package for promoting effective learning, assessment of learning as well as the achievement of children in language, mathematics and environment studies were focussed upon. The findings of the studies can be summarised as follows:



The study observed that the main features of the AS package i.e. the self-paced, non-graded, and group-based nature of classroom learning and the integration of fun and learning can be applied to the larger formal schooling system. In order to build a strong foundation of basic competencies some features of AS package like children are taught with what they know, encouraging child-to-child learning, removing the stigma of examination failure, and a greater focus on the early years of schooling could be experimented in the formal schooling situations. Pedagogically there are several differences between the textbooks of three packages and therefore cross-package learning can be experimented in the primary schools.

Based on this recommendation it was decided to develop textbooks by assimilating the strengths of the three packages, with the AS package as the main source of the new material referred to as Integrated Learning Materials (ILM).

In this process of integration and reformation of the teaching- learning packages, adequate care was taken to involve persons from different areas of specialisation and experience with the intent of increasing greater participation and inflow of useful ideas. Feedback was obtained from students, teachers, community members as well as DIET persons on the existing textbooks before developing the ILM. Primary school teachers and DIET, Jan Shikshak, SCERT and Rajya Shiksha Kendra were involved in review and analysis. Thus it can be said that the new textbooks are a product of decentralized process and cross- fertilization of ideas from different levels.

In this backdrop the state has now introduced the changes in the new teaching learning package, called the ILM.

- Recognising the fact that children are by nature curious, imaginative, driven by the inner urge to learn new things, like to learn by doing, care was taken to include suitable activities and project work to facilitate learning by doing.
- The learning outcomes on the objectives of the lessons are listed at the very beginning of the lesson, in order to help the teachers to facilitate those competencies in the students.
- Guidance for the teachers to transact the lessons as well as for conducting specific activities are given as teaching guidelines as the foot note according to requirement

- Sequence of the concepts in the lessons is so designed as to take the children gradually from easier concepts to more complicated ones.
- Care was taken to relate the learning environment with the real life situations of the children.
- More practical exercises are included to develop the problem solving skills in students.
- The scope for experimentation, observation, data collection, classification were made as integral part of the lessons, especially in environment study books.
- The books provide ample opportunities for self-learning as well as peer learning.
- Value education has also been made an integral part of the text books characters from life.
- Gender- friendly illustrations are used to avoid gender stereotyped visual expressions.
- The books have been divided in to three parts to be transacted in three different quarters of the academic session. After each quarter students will be evaluated, based on which the teachers will plan the educational activities according to their level. At the end of each part of the textbook a set of questions is given which help the teacher to evaluate the required competencies and skills in the students.
- Adequate opportunities have been given in the lessons for continuous and concurrent evaluation of children.

As a result of an intense, meticulous and rigorous process, 16 textbooks have been developed and introduced in the academic session of 2001-2002. These books also have been translated into other minority languages to meet the needs of the schools of different medium of instruction.

(iii) **Teacher Training**

The state of M.P. is characterized by a diversity of teachers. There are 3 main types of teachers i.e. the traditional assistant teachers; teachers appointed by local bodies comprising of the Shiksha karmi who are the contract teachers and the gurujis of EGS schools. The later two type are appointed against schools, are not transferable. EGS gurujis are chosen by the local community and are local residents. The same minimum educational qualification is applicable to all but the recruitment procedures differ which affect their perception of themselves as teachers. The Shiksha karmi are accountable to block and district level panchayat bodies, while gurujis are accountable to the local community. This variety of teachers poses challenges for training:

- a) Differences of training requirement get aggravated, and that too, on a very large scale
- b) Quite a large number of shiksha karmis, contract teachers and guruji do not have pre service training so there is a need for careful perspective planning for developing their capabilities.
- c) In addition are pedagogical challenges created by first generation learners and heterogeneous multi age - multi ability groups.

Strategy for Training

The strategy for training therefore has to be sensitive to these complexities. The State by using participatory methods of training by using teachers as trainers has created a vast pool of trainers that has brought training inputs closer to school environment. The training strategy has also evolved on the basis of experimentation and analysis, focuses on the 3 groups.

- **Training of Assistant Teachers**

The training is recurrent for an average of 12 days each year. The training content and methodology had evolved over a period of time. In the initial phase (1994-1996) the training focussed on the various approaches to teaching learning process like child friendly approach, activity based approach, joyful learning. After the finalisation of TLM in 1996-1997, the training were focussed on the content and

classroom process that would enable competency achievement in children. This continued between 1998-2000, when the TLM of classes I&II, III&IV and V were sequentially introduced. Concurrent evaluation of teacher training programmes was done through SCERT, RIE and SPO. In 1999-2000 the districts were encouraged to develop their own training modules based on their analysis of problems, to supplement core training inputs developed by the state.

- **Training of Shiksha Karmi**

The training for shiksha karmi was inductional as well as recurrent. For inductional training a training manual "Diksha" was developed and imparted in the correspondence mode, the contact classes for the Shiksha Karmi were held at the DIET level. The 12 days recurrent training was textbook based.

- **Training of Gurujis**

The induction training of gurujis is part of the guarantee in EGS scheme, hence an intensive 21 days inductional training is imparted to gurujis before they start teaching. The induction training in 1997-1998 was based on Seekhna-Sikhana Package. Based on the feed back from EGS schools that the gurujis found it difficult to cope up with the heterogeneous group and the positive feedback from AS, the Alternative Schooling pedagogy was introduced in the EGS schools. In 1998-1999 the training on AS pedagogy was imparted to the gurujis. Training through self learning material was introduced in 2000-2001 for gurujis of EGS schools described below

Development of Self Learning Materials (SLM)

Hard spots were identified based on academic monitoring of the EGS. 58 topics had been selected for developing training materials in the form of Self-Learning Material. These were designed and developed in such a manner that the modules undertake the functions of a teacher. The material contained in the SLMs has the Capacity of instructing the Guruji to evaluate and monitor their progress and provide them feedback comments.

Each SLM undertakes some of the following activities with the guruji and Jan Shikshak.

- Securing and gaining teacher's attention.
- Stimulating recall of pre-requisite concepts.
- Inviting participation
- Eliciting performance
- Providing feed back, and
- Enhancing retention by frequent repetition.

These SLMs were developed in two workshops of teachers of 5 and 4 days each.

➤ The yearwise details of the training's held from 95 is given in the table below :

**YEAR WISE TRAININGS HELD FOR THE PRIMARY SCHOOL TEACHERS,
SHIKSHA KARMIS & GURUJIS**

YEAR	DETAILS OF TRAINING	DURATION OF TRAINING	NUMBER OF TEACHERS TRAINED
1995 -96	Approach based training for primary school teacher (19 DPEP districts)	12 days	46443
1995 -96	Alternative School approach based training for AS teachers & supervisors	21/28 days	785
1996 -97	Competency based training & SSP based training for primary school teachers (19 DPEP district)	12 days	35979
1996 -97	Alternative School approach based training for AS teachers & supervisors (Inductional & Refresher)	21/12 days	5347
1997 -98	SSP based training (Class 1,2&3) for primary school teacher & induction training for shiksha karmis & EGS gurujis	12 days & 21 days	103545

1997-98	AS approach & content based (Inductional & refresher)	21/12 days	8540
1998 -99	SSP based training (Class 4) for primary school teacher & shiksha karmis & EGS gurujis (Inductional & refresher)	8/21 days	85623
1998 -99	(AS TLM) content & approach based training for AS teacher & supervisor (Inductional & refresher)	21/12 days	9540
1999 -2000	SSP based training (Class 5) for primary school teacher, shiksha karmis.	12 days	73153
1999- 2000	Distriet Specific Training on Hardspots for EGS gurujis	12/17/21 days	27283
2000-2001	Self Learning Material based training for gurujis & Jan Shikshak.	12 days	27962
2001-2002	Integrated Learning Material based training for EGS gurujis, teachers, Shiksha Karmis & JS	12 days & 20 days	162868

The figures of 2001-2002 are only of Madhya Pradesh.

TRAINING OF PRIMARY SCHOOL TEACHERS 2001- 2002

Based on training feedback and analysis, the strategy for training primary school teachers has been to develop a modular training design encouraging a self learning approach with a mix of visions, content and pedagogy. Using the integrated TLM as base 12 days training has been imparted to 78479 Assistant teachers and 20 days training has been given to 50902 Shiksha Karmis and 25990 gurujis. Districtwise details given at *Annexure-15*.

IMPACT ASSESSMENT OF TEACHER TRAINING (2000-2001)

The impact of training programme was done by conducting pre and post tests. On the basis of comparative analysis of pre & post test it was found that although a large number of teachers performed better in post test, still some teachers haven't achieved competencies up to the desired extent of MLL.

A significant phenomena which emerged was that in all the three categories (Guruji, Shiksha karmi, Shikshak) difficulty level of subjects is same as indicated below:

EVS<MATHS<HINDI<ENGLISH

Districts are analysing their pre & post test results to identify the difficult concepts faced by the teachers. On the basis of these difficulties short-term need based training programme are being organized according to time and need of the district. Thus in the future training programmes will be district specific, based on the subject specific difficult areas and identified hardspots.

For the capacity development of existing teachers, new contract teachers & gurujis a decision has been taken by the State government to reserve the seats of D.Ed & B.Ed. course for them.

(iv) Teacher interaction through Distance Education

- The mode of distance learning has been used to supplement teacher training. A satellite based teleconferencing in January 2000 for Gurujis and Jan Shikshaks (CACs) of Education Guarantee Schools was telecast in all 38 DIETs. Over 6000 Gurujis were trained by this process. An annual plan has been drawn up for 2001-2002 to start from October 2001. Audio Video material has been screened for use during training programmes and monthly meetings of teachers. Production of five educational films on the basis of teleconferencing was held in the month of January' 2000.
- All India Radio has been used for monthly broadcasting and problem sharing for upward and downward movement of information/ideas related to the schools. It coincides with the monthly meeting of all the teachers at the CRC.

(v) Improving quality through computer enabled education: HeadStart

Head Start is a programme for Computer enabled education introduced at the elementary school level to provide computer – enable education to rural school children. Besides computer based self-learning, the programme is an exciting example of collaborative learning and greater socialisation process. The mission statement of Headstart Programme is:

“ Enhancing empowerment through use of information technology”

With this mission the main objective of Headstart is to offer education in basic computing to develop capabilities in students from primary stage, to use computing as an effective tool for a variety of purposes including, learning of emerging dimensions of science and technology and other areas of knowledge and skill up-gradation. Headstart also aims to develop computer enabled (CD based) self-learning approach in a peer situation. Headstart being positioned in rural schools also aims at bridging the digital divide.

The Jan Shiksha Kendras which serve as academic support hubs and which are located in the Middle Schools in the state are being used to provide computer-enabled education to all children in the headstart primary & middle Schools as well as familiarize primary school children in the catchment area. 648 *Jan Shiksha Kendras* have been covered under this programme. 4000 teachers have been trained in two phases. The salient feature of these training courses is that the teachers identified hard spots in the course content and after orientation in script writing wrote scripts for CDs.

The major objectives of the training course for the year 2000-2001 was to:

- Orient JSK teachers, DPC, and DIET faculty members about the Headstart programme.
- Train them in the operation, use and maintenance of computers.
- Acquaint them about the pedagogy and technology of Headstart.
- Provide an insight about the ICT software production.

A syllabus for Head Start lessons has been developed. Educational software on Language (Hindi & English) Math and EVS have been developed to help the teachers reinforce textual materials and encourage children through interactive learning. The distinctive features of Headstart are developing customized culturally familiar educational software in Hindi, Maths, EVS and English. These multi-media rich lessons aim at strengthening learning competencies and expand the knowledge base of students and teachers and develop computer literacy alongwith it. The Rajiv Gandhi Shiksha Mission has in house produced more than 12 CDs on different school subjects.

A regular monitoring system of Headstart JSKs has been developed. This monitoring is for technical, academic and managerial areas of Headstart. All the monitoring proforma have been given in the CDs. JSK is required to send report of the Headstart programme every month to the DIET. The DIET in turn compiles the report received from JSKs and sends them to the state. Sample based monitoring is done by State personnel who visit the HS-JSKs. The compiled report and feedback received helps in further improving the programme.

5 days training has been given to 1658 member of District Resource Group of Head Start at DIET level. These DRGs in turn will give training to the Head Start teachers on FLASH which will enable teachers to transact lessons in easier interesting way by preparing simple animation.

Headstart Studies:

The Headstart programme has been implemented for one year. Mission will be conducting impact studies of the Headstart programme. The following four studies are being conducted in all the 33 DPEP districts.

1. Attitudinal analysis of peoples (Students, teachers, parents and community leaders) towards the Headstart programme.
2. A study on the change in achievement level of learners due to computer enabled education under Headstart through CDs in specific content areas.
3. A study on the impact of Headstart on enrolment at elementary school level in HS-JSKs of the DPEP districts of Madhya Pradesh.
4. A study on the impact of Headstart programme on regularity of students in the HS-JSKs of DPEP districts of Madhya Pradesh.

(vi) Supplementing basic texts by Developing School Libraries

The Mission has initiated improvement in basic teaching learning materials. It has also widened the understanding of teaching learning materials to mean not just text books but also the use of a range of books outside the prescribed syllabus and other non-text learning resources to supplement the teaching learning process. The need for a rich pool of useful teaching learning materials is being served through a school library movement to be implemented in a phased manner. School libraries have been established in 3380 JSKs and 9070 EGS schools.

In the year 2001-2002, remaining JSKs shall be covered effecting universal converge of JSKs in the state. Procedures are also being established to open up the school libraries to community after school hours, by integrating them with the libraries established under adult education programmes and to encourage systems of community ownership and user fee.

(vii) Learner's Evaluation

Evaluation of learning-achievement is the most critical activity as it reflects the overall impact of initiatives for quality improvement. The evaluation strategy lays emphasis on continuous evaluation and quarterly evaluations. The evaluations done in the past to assess learner achievement and their analysis are given below:

(a) Baseline, Midterm & Terminal Assessment Studies

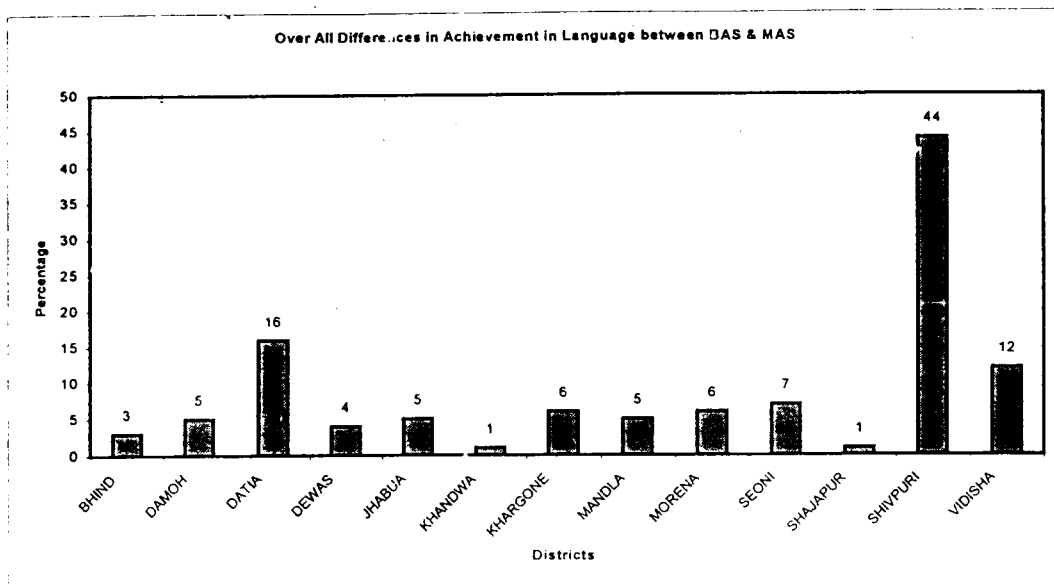
The findings of Baseline, Midterm & Terminal Assessment Studies conducted by NCERT that reflects the learner achievement are being discussed below

➤ **Comparison of Achievement of Class IV students in BAS and MAS**

Difference (MAS-BAS) in Mean Percent Achievement in Mathematics

S.No.	District	Over All	Gender Equity		Social Equity		Place Equity	
			Boys	Girls	SC	ST	Urban	Rural
1.	BHIND	+3	+7	+4	+33	+18	+40	+32
2.	DAMOH	+5	+2	+9	+15	+8	+22	+14
3.	DATIA	+16	+19	0	+2	+12	-20	+3
4.	DEWAS	+4	+3	+4	+8	+3	0	+7
5.	JHABUA	+5	+6	+1	+6	+0	+1	+1
6.	KHANDWA	+1	0	+2	+8	+13	+22	+8
7.	KHARGONE	+6	+4	+11	+8	0	0	+5
8.	MANDLA	+5	+4	+8	+1	+6	+3	+3
9.	MORENA	+6	-9	+2	+10	+2	-15	-7
10.	SEONI	+7	+7	+10	+17	+13	+4	+16
11.	SHAJAPUR	+1	+1	+3	-1	+4	+3	+0
12.	SHIVPURI	+44	+44	+46	+44	+52	+49	+45
13.	VIDISHA	+12	+16	+5	+17	+6	+18	+17

Source: Report of Mid-Term Assessment Survey (NCERT)



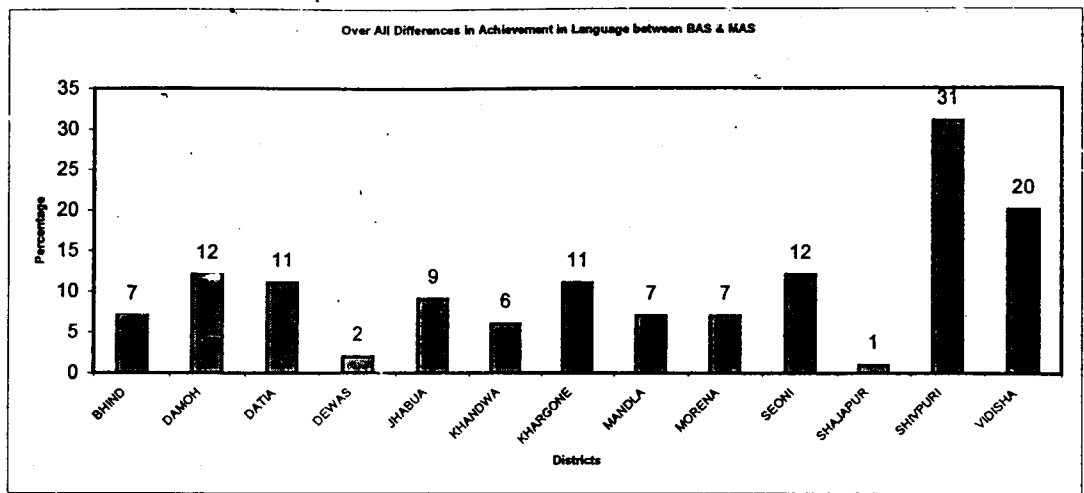
➤ **Comparison of Achievement of Class IV students in BAS and MAS**

Difference (MAS-BAS) in Mean Percent Achievement in Language

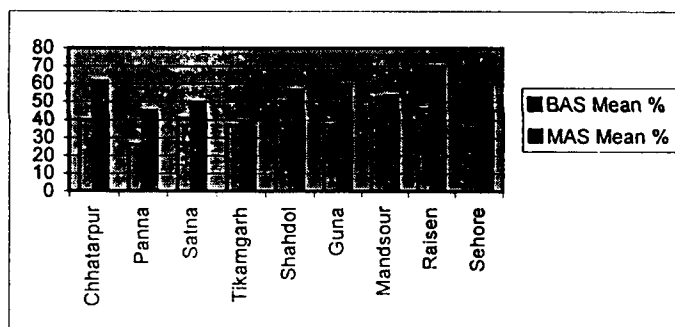
S.No.	District	Over All	Gender Equity		Social Equity		Place Equity	
			Boys	Girls	SC	ST	Urban	Rural
1.	BHIND	+7	+2	+10	+30	+36	+39	+24
2.	DAMOH	+12	+10	+15	+29	+22	+30	+28
3.	DATIA	+11	+11	+12	+13	+15	+12	+11
4.	DEWAS	+2	+3	0	+11	+6	-3	+8
5.	JHABUA	+9	+9	+8	+12	+11	+15	+10
6.	KHANDWA	+6	+8	+2	+19	+25	+20	+14
7.	KHARGONE	+11	+10	+11	+13	+14	+12	-2
8.	MANDLA	+7	+5	+20	+7	+14	+19	+13
9.	MORENA	+7	+10	0	-5	+16	-14	+1
10.	SEONI	+12	+11	+14	+18	+20	+12	+19
11.	SHAJAPUR	+1	0	+3	+7	+13	+4	+5
12.	SHIVPURI	+31	+30	+30	+30	+36	+33	+32
13.	VIDISHA	+20	+16	+16	+21	+21	+33	+18

Source: Report of Mid-Term Assessment Survey (NCERT)

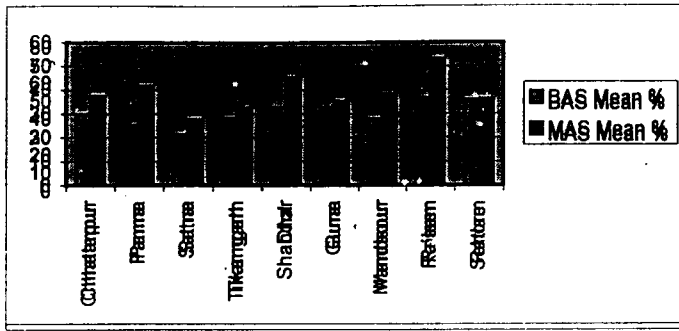
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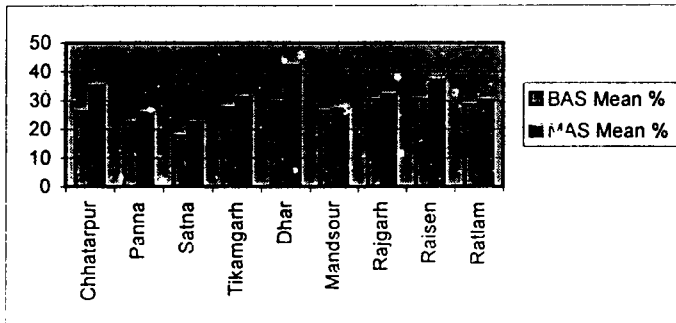
Comparison of Achievement of class I Students in Language on the BAS & MAS



Comparison of Achievement of class I Students in Mathematics on the BAS test administered during the Mid-term Survey and Mid-term Survey

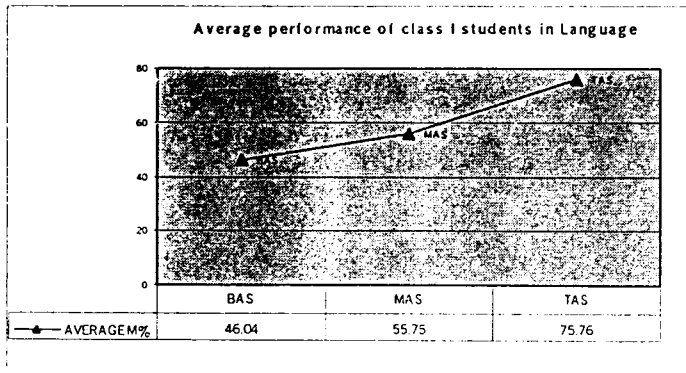


Comparison of Achievement of class IV Students in Language on the BAS & MAS

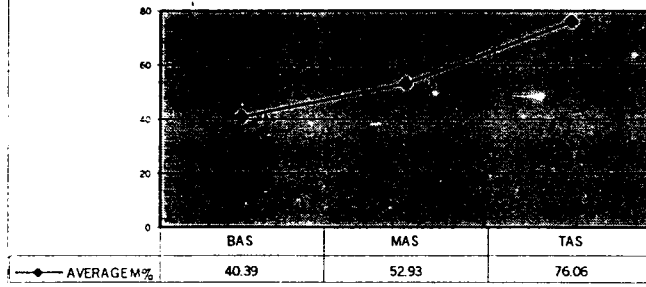


Comparison of Achievement of class IV Students in Mathematics on the BAS & MAS

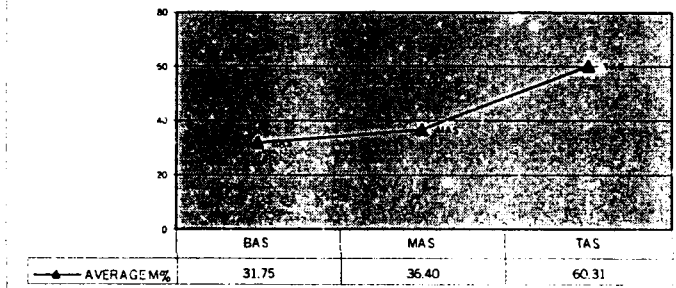
The BAS & MAS studies conducted under DPEP reflect the following results.



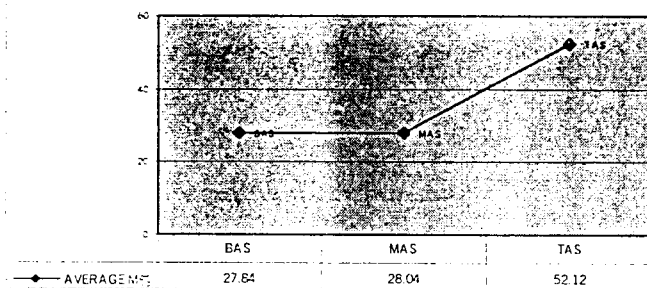
Average performance of class I students in Maths

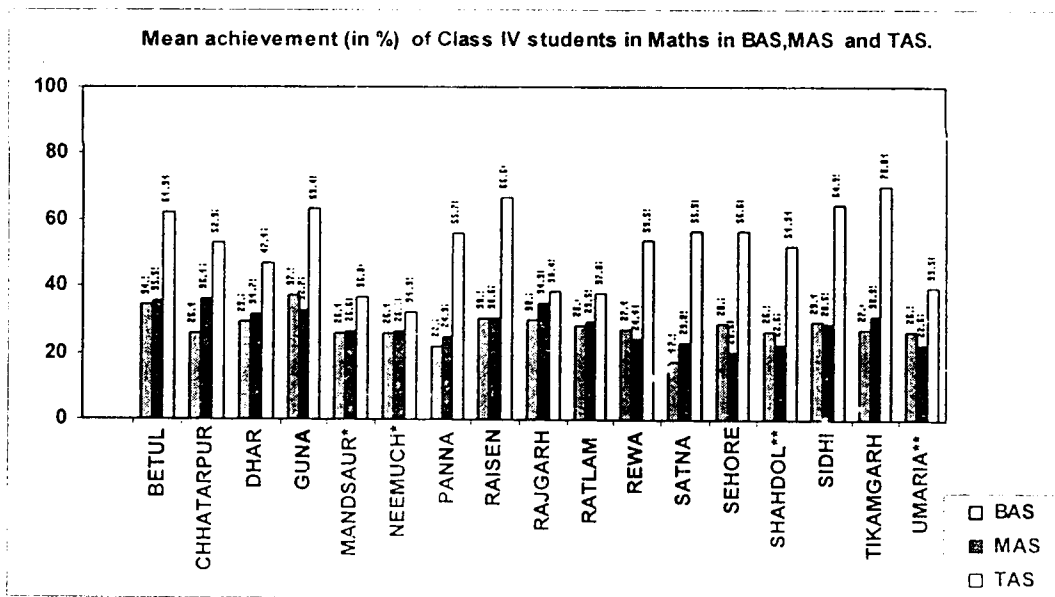
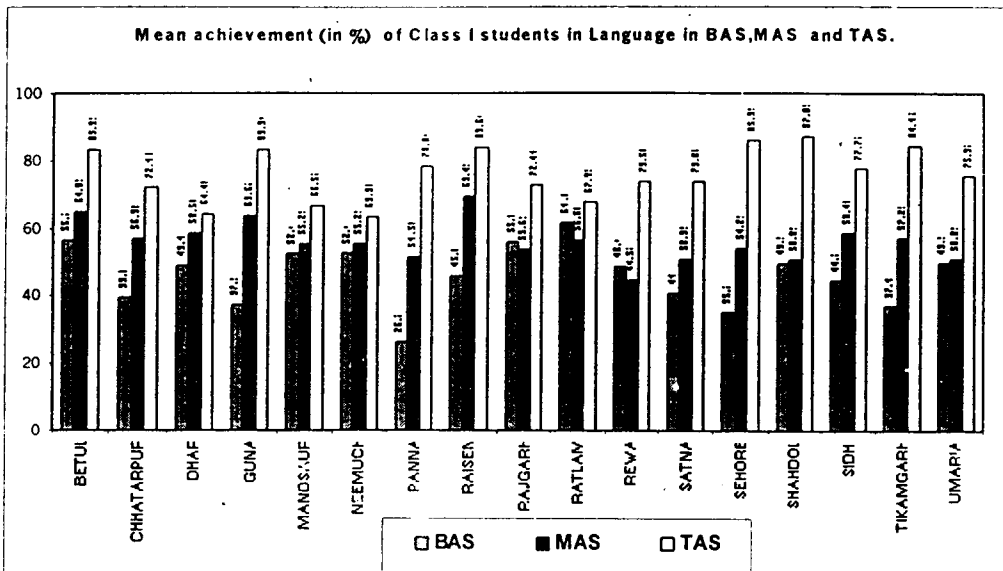


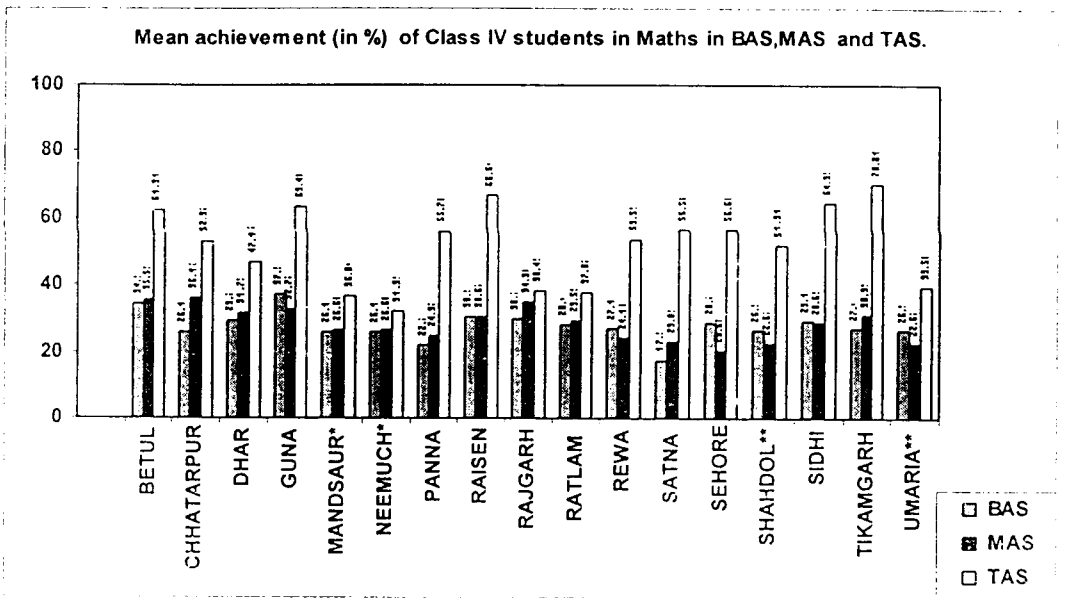
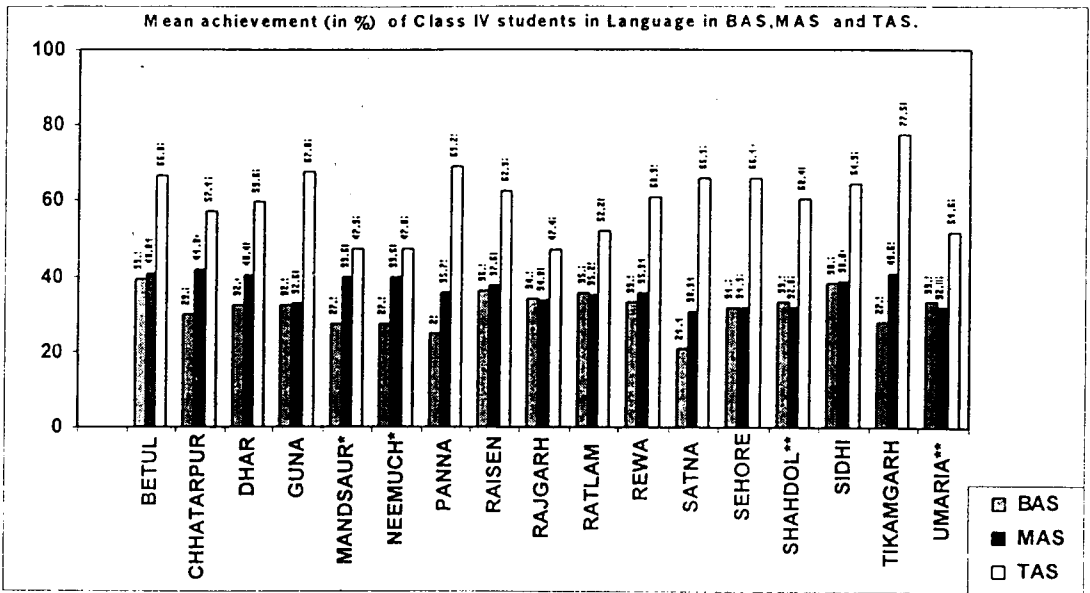
Average performance of class IV students in Language



Average performance of class IV students in Maths







Language

- In DPEP-I, 10 districts displayed a positive trend showing significant improvement in Language ranging from 8.60% to 24.40%. For class IV in Language, the significant improvement ranged between 2.50% to 16.70%.
- In DPEP-II, the Mean percent achievement in language is positive in all districts. Whereas this increase is comparatively low in Shajapur and Dewas districts. It may be mentioned that Shajapur was a case of very low female's literacy rate (19.77%) in 1991. It has however shown positive trend & the rise in female literacy has been of 37.81 points, which now is 57.58%.
- Some districts like Shajapur, Dewas requires special attention in order to accelerate their academic growth rate.
- It is also observed that in terms of gender equity the achievement of girls is higher.
- In terms of equity some districts like Dewas, Khargone, Morena where negative trend exists require deeper analysis for focussed remedial action.

Mathematics

- In DPEP- I, 13 districts indicate positive trend showing significant improvement ranging from 5.43% to 25.20%. For class IV in Maths the increase ranged between 1.60% to 12.80%.
- In DPEP-II , the Mean percent achievement in Mathematics is positive in all the districts. This increase is low in comparison to achievement in language.
- Achievement of girls is more than that of boys.
- Achievement of ST students is low therefore activities have been initiated to increase their achievement in Mathematics.

(b) Comparative Analysis of Evaluations of children studying in EGS schools.

In Education Guarantee Schools, quarterly; half-yearly and yearly evaluations were carried out in April 2000, October 2000 and December 2000 respectively. On the basis of analysis following results are drawn:

Language

	Boys-A	Girls-A	Boys-B	Girls-B	Boys-C	Girls-C	Boys-D	Girls-D
Annual Apr.2000	20	19	31	29	35	38	14	14
1st Quar. Oct.2000	28	28	35	33	26	31	11	8
IInd Quar. Dec.2000	31	30	36	33	24	29	9	8

Mathematics

	Boys-A	Girls-A	Boys-B	Girls-B	Boys-C	Girls-C	Boys-D	Girls-D
Annual Apr.2000	23	22	31	30	34	35	12	13
1st Quar. Oct.2000	29	27	33	31	28	31	10	11
IInd Quar. Dec.2000	32	33	36	35	24	23	8	9

Environmental Studies

	Boys-A	Girls-A	Boys-B	Girls-B	Boys-C	Girls-C	Boys-D	Girls-D
Annual Apr.2000	23	22	31	30	34	35	12	13
1st Quar. Oct.2000	29	27	33	31	28	31	10	11
IInd Quar. Dec.2000	32	33	36	35	24	23	8	9

These results show that :

- In EVS, grade 'A' and 'B' students have a higher percentage than language and mathematics.
- There is no significant difference between boys and girls of different grades.
- In all the three evaluations percentage of 'A' and 'B' grade students has increased and the percentage of 'C' and 'D' grade students decreased.

The average mean scores of EGS learners studying through non grade pedagogies has been found subject wise to be 67.89% in Language, 64.49% in Maths and 69.47% in EVS.

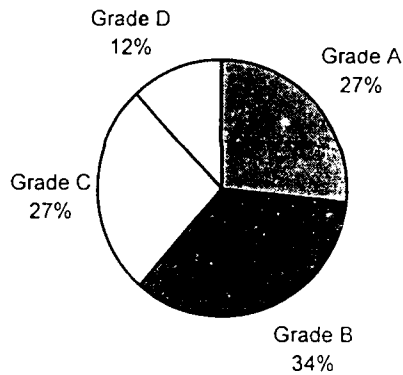
Similarly Evaluation done in April' 2001 being out the following results.

Evaluation of Education Guarantee School April 2001

Subject Language (Class 1 to 4)

	Enrolled Students	Children Appeared in Exam	Achievement of Students			
			Grade A	Grade B	Grade C	Grade D
In Number	632111	583652	156848	199506	159071	68227
In Percentage		92%	27%	34%	27%	12%

EGS Evaluation April 2001(Language)

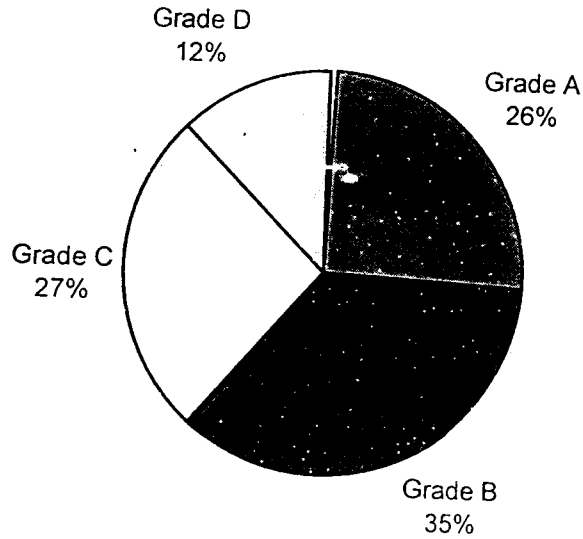


□ Grade A □ Grade B □ Grade C □ Grade D

Subject Mathematics (Class 1 to 4)

	Enrolled Students	Children Appeared in Exam	Achievement of Students			
			Grade A	Grade B	Grade C	Grade D
In Number	632111	581163	153271	200907	157287	69698
In Percentage		92%	26%	35%	27%	12%

EGS Evaluation April 2001(Mathematics)

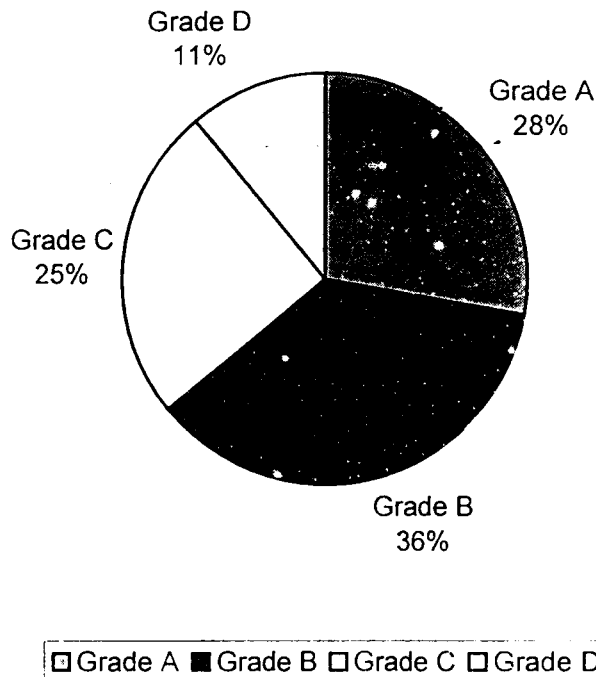


Grade A
 Grade B
 Grade C
 Grade D

Subject EVS (Class 1 to 4)

	Enrolled Students	Children Appeared in Exam	Achievement of Students			
			Grade A	Grade B	Grade C	Grade D
In Number	632111	584279	162084	209276	148644	64275
In Percentage		92%	28%	36%	25%	11%

EGS Evaluation April 2001(EVS)

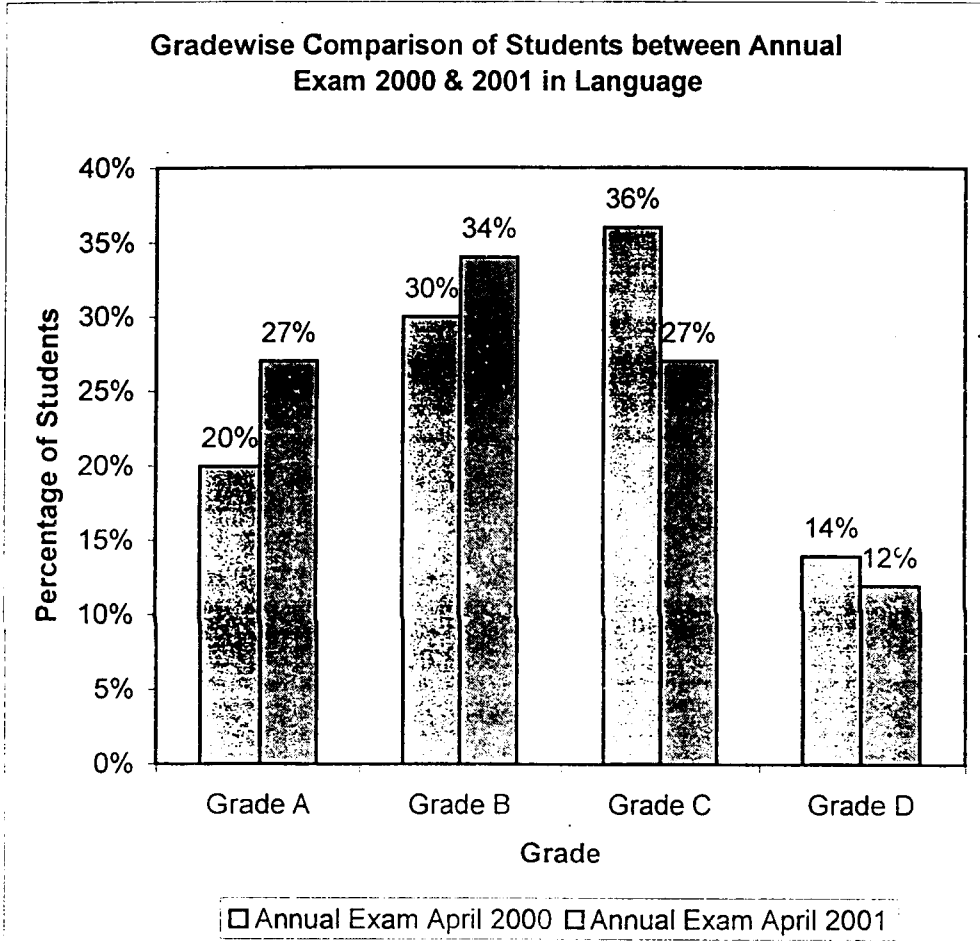


In the April' 2001 Evaluation of the children the performance was best in EVS followed by Language and Mathematics.

Over 60% of the students secured Grade A&B together in all the subjects. While only 12% of the students got the Grade D.

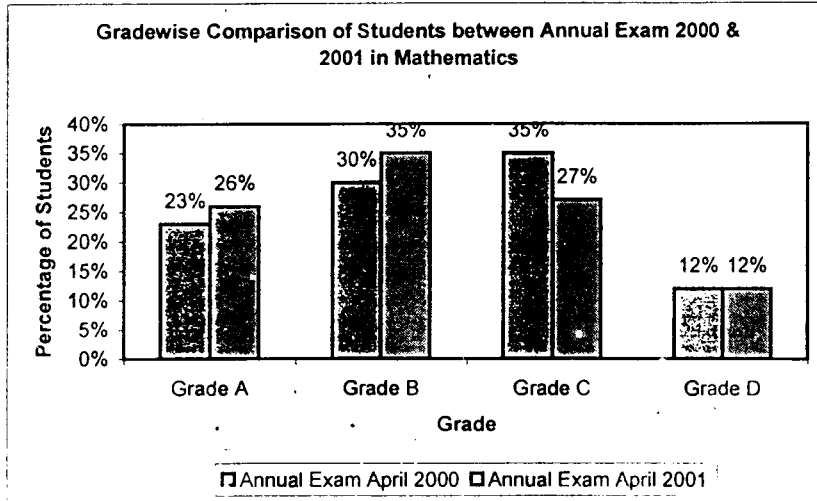
Comparative analysis of Evaluation (2000 & 2001)

Subject	Language (Class 1 to 4)			
	Grade A	Grade B	Grade C	Grade D
Annual Exam April 2000	20%	30%	36%	14%
Annual Exam April 2001	27%	34%	27%	12%



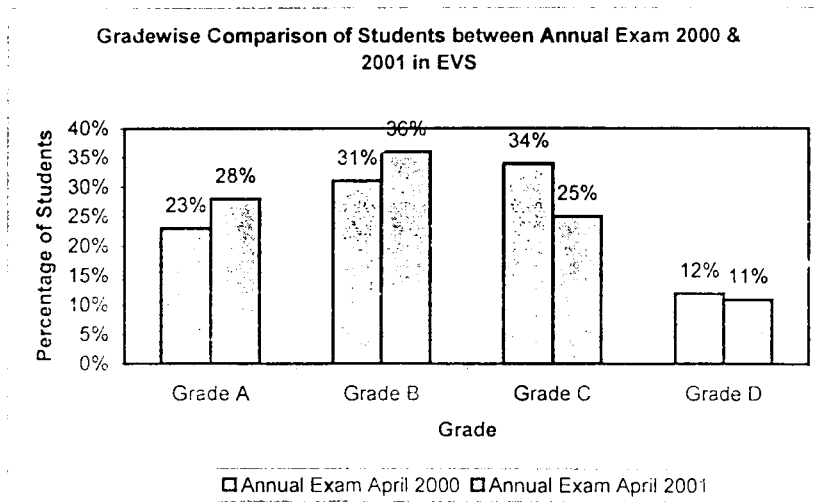
Subject Mathematics (Class 1 to 4)

	Grade A	Grade B	Grade C	Grade D
Annual Exam April 2000	23%	30%	35%	12%
Annual Exam April 2001	26%	35%	27%	12%



Subject EVS (Class 1 to 4)

	Grade A	Grade B	Grade C	Grade D
Annual Exam April 2000	23%	31%	34%	12%
Annual Exam April 2001	28%	36%	25%	11%



(C) The number of EGS school students who have passed the District Board Exam of class V is given in the following table

Year	Students Appeared in Class 5th	Students Passed in Class 5th	Remark
97-99	1443	1200	The 1200 children who have passed class V exam are from 403 AS opened in 95-96. 13983 children were enrolled in the 403 AS. The children who have passed class V have done so in 3 years.
99-2000	4462	3786	The 3786 children who have passed class V are from 2760 AS opened till 96-97, which they have done in 3-5 years. 90263 children were enrolled in 2760 AS.
2000-2001	13866	10815	10815 children, who have passed class V exam in 2000-01, belong to 19789 EGS school, in which 715196 children were enrolled. These children have appeared in class V exam after 4 years of studying in EGS. Some children also belong to AS started till 96-97.
Total	19771	15801	

The comparative analysis of Evaluations done in April' 2000 & April' 2001 brings out the following results.

In 2001 Annual Exam as compared to that in 2000, students securing Grade A&B increased while students receiving C&D grades has decreased.

The significant rise in the % of students securing A&B is seen in Language followed by EVS and Mathematics.

Actions initiated on the outcomes of evaluation results

The following actions have been initiated to increase the achievement of learners.

- Quick rapids study for examining the reasons & investigate the factors for low achievements in Mathematics have been taken up.
- Studies have been initiated to focus on the factors responsible for satisfactory achievement level leading both academic and non-academic issues.
- Focussed attention is being given for the quality teaching of Mathematics through Head Start and by learning through errors project.

- Ensuring regular learner evaluation, sharing the results with parents so as to involve parental support to improve the achievement of learners.
- Continuous and comprehensive evaluation design has been placed with clear instructions and field insights.
- The hard spots will be identified by the analysis of the answer books of students, which will form the basis of next teacher training programmes.

(viii) Decentralisation of Academic Support

To strengthen the academic support system, DPEP helped to create a bridge from the school to the academic institutions at the top by establishing 236 Block Resource Centres (now designated as JPSK) at the block level, and 4325 Cluster Resource Centres (now designated as Jan Shiksha Kendra) located within primary or middle schools and serving groups of 10-15 schools. Districtwise numbers given at *Annexure-16*. The JSK has an academic coordinator Jan Shikshak who is a senior teacher chosen by the DIET. The Jan Shikshak visits the schools for purposes of academic monitoring and guidance and chairs teacher's discussions at monthly JSK meetings. This has facilitated the regular supervision of schools, reducing the ratio of supervisors to schools from 1:80 to 1:20. Moreover, it has changed the nature of school support-from apathetic, inspections to real support and in-situ guidance. Regular meetings of teachers at the cluster level and cluster resource centres have decentralized training to these lower levels, which are of course closer to the school context. This process of academic decentralization is based on the belief that the community of teachers should be made central to the planning and designing of academic inputs, and should not remain just the passive recipients of modules and plans imposed from the top.

The Jan Shikshak have been given training on academic monitoring, their jobcharts, microplanning, data collection & analysis, providing academic support to the teachers etc. All the 4325 Jan Shikshaks have received at least 3 rounds of training.

Besides, every month orientation of JS is done at Block & District level. The JS have been trained through teleconferencing on the hardspots confronted by the teachers.

The JPSK and JSK have provided teachers with opportunities for developing their creative energies. This is also supported by encouraging districts to develop their own teacher training modules and evaluation tools and remedial/follow-up strategies. Efforts are on to involve VECs and PTAs more actively in monitoring performance of the children and school functioning.

(ix) Programme Evaluation, Research and Studies

Research and evaluation is a vital part of any programme. Acknowledging this fact, the Mission initiates and encourages research activities every year. The key findings of such research studies feed into further planning. Some major areas of research have been impact of migration or education of Bhil children, evaluation of factors responsible for enrolment, retention, and achievement. Impact of teacher training and school variable on achievement level, review of different teaching learning packages in M.P. etc. Some districts have also conducted independent research.

An in-depth study on the factors influencing Dropouts, Unenrollment, Irregular Attendance and Transition Pattern is in progress in all the 45 districts. This will be used for the preparation of SSA plans. In addition to this, assessment studies have been conducted to assess the current status of learner achievement & teacher competency. An action research on the academic difficult areas in Maths and Hindi and the possible solutions to remedy the situations is in progress. The research is to culminate in the making of a handout/brochure to be distributed to the teachers.

C. Improving School Management through decentralisation capacity development

Decentralisation has been a key strategy for improving school quality & management. The effort is to establishing school as a unit. The strategies that were implemented are discussed below:

Community Mobilisation

The first step towards decentralisation was to ensure community involvement. This was done through large-scale Mobilisation activities, which the help of grass root decentralized structures & panchayats. The major mobilization activities included:

- Mass mobilisation and awareness campaigns were held using the various forms of communication i.e. print media, radio television. This helped in generating awareness towards education resulting in demand for education from the community.
- Enrolment drives at the village level involving panchayats, teachers, students & community.
- Shiksha Panchayats were held at the village level where the progress report of the school was read out before the panchayat members and the community followed by deliberation for further improving the school & ensuring learners achievement.
- Construction under DPEP was done by local Nirman samiti, to establish local ownership of the school and its infrastructure. The community offered their resources in cash & kind in the construction of school buildings, especially for EGS schools.
- The recruitment of gurujis & the management of EGS schools is entrusted to the local community.
- The Padna Badna Andolan a mobilisation strategy for girls education & literacy strategy was successfully run by the community based structures.

VEC & PTA institutionalisation

The mobilisation efforts were further institutionalized by formation of Village Education Committee (VEC), School Management Committees (SMC) and Parent Teacher Associations (PTA).

All the 43418 VECs at the village level and 103546 PTAs for all the schools are operational in MP. Districtwise details given at *Annexure 17*. The powers & functions delegated to

VECs for effective school monitoring is to ensure each child is admitted in school and regularly attends school with satisfactory levels of achievement, to ensure regular functioning of school-minimum 200 days a year, average 6 hours a day; monitor the school timings and local holidays of the schools under the purview of VEC, assist the teacher in improving the school and the performance of children, review the progress of the school and the performance of children along with the PTA, support the functioning of the PBA samiti and its various activities, literacy, library, self-help groups; mobilise and motivate adult non-literate towards literacy programme, recommend disciplinary actions against the teacher on recommendation by the PTA, sanction leave to teachers on recommendation of the PTA, assess the performance of the teachers and guruji in terms of regular teaching, children's satisfactory level of achievement, recommend the renewal of teacher contract to the appropriate authorities, refuse deployment of teachers for non-teaching tasks, facilitate the distribution and supplement Mid Day Meal if and as decided by Gram Sabha, ensure effective use of school assets such as library (only for the educational purposes), school buildings, play ground etc, ensure the development of VER and its annual updating, recovery of education related taxes / cess, Infrastructure upgradation-construction of school buildings and their maintenance, monitor the financial operations of the PTA, supervise the use of Shala Shiksha Kosh of the respective schools & augment it.

Under the Gram Swaraj Act, more powers have been delegated to VEC to give it a statutory status.

The Parent Teacher Associations are also being made elective & democratic. The PTAs have been formed at the school level. The PTAs have been delegated the powers to ensure cent per cent enrolment of all the children in the age group 5-14 years, ensure regular attendance of students and teachers, monitor the children's growth in the achievement levels in the various competencies of different subjects, assist in the development of school and school assets, supervise and review all academic, administrative and financial activities of the school, present the needs of school & learners to Gram Sabha for availing of the benefits/grants from it; maintain, operate and strengthen "Shala Shiksha Kosh", raise funds for the development school and the implementation of Jan Shiksha Plan, motivate neo-literate to enable Continuing Education sustainable.

The People's Education Act Jan Shiksha Adhiniyam which on verge of getting approval from the state legislative, will further articulate and strengthen these decentralized structures and capacities.

Decentralisation of school support system

The JSK, JPSK and ZSK have been formed at cluster, block & district level respectively as decentralised school support structure. There is a need to consolidate these decentralised structures. Rules are also being made for the professionalisation of DIET and SCERT and strengthening their linkage with the decentralised structures formed.

Capacity development

Formation of decentralized management structures right upto the grass root level has an implication for the need of capacity building at all levels. Capacity building means to acquire the vision and skills that are needed for translating ideas into action. Capacity development and strengthening infrastructure support to these integrated units are needed to enable them to function effectively. All the VECs have been given orientation on school management in the previous years. Every year a one-day training of VEC members is held at the cluster level. The training's focus on the role of VEC in School Management, Planning and implementation of Village Education Plans, effective use of school contingency, monitoring progress of children in schools. The PTAs are being formed and the members will be oriented on their duties & responsibilities. The training's and orientation of educational "Manager" have focused on planning process, programme implementation processes, self-evaluation for effective implementation of the job charts, academic process, monitoring and evaluation mechanism and processes etc. The personnel of RSK, ZSK, JPSK and JSK have been given an orientation on the basis of activity diary developed at the state level. The activity diary is a tool for planning and monitoring of ongoing activities and includes the activities of 2000-2001 their time frame and the job charts of functionaries of the structure formed - RSK, ZSK, JPSK and JSK. Similar training was held in 2001-2002, based on activity calendar of year 2001-2002. Individuals of the mission are also encouraged to take up courses necessary for their professional growth.

Task ahead

The Mission is further attempting to focus on capacity development. A comprehensive plan of capacity building for all key agencies, managers, teachers, local bodies and community group's is a key element. The process of capacity development is evolving and being strengthened by review, revitalizing and redoing the existing training programme by incorporating capacity building intervention like action research, information technology etc.

4. Developing a monitoring and Evaluation system

Multiple strategies for Monitoring and Evaluations have been developed and are being implemented through the network of decentralised school support structures of VEC/PTA, JSK, JPSK, ZSK & RSK. The information flow system has been developed using these structures. The strategies of monitoring & evaluation are discussed below:

4.1 Developing a comprehensive information system

The Mission has developed a comprehensive computerized MIS, which combines the elements of participatory microplanning and integrated project monitoring system. The integrated MIS combines the previously used softwares i.e. Integrated Project Monitoring System (IPMS) & Lok Sampark Abhiyan (LSA). The Integrated MIS captures data on number of children in age group 6-14 years, number of children enrolled, number of children unenrolled, number of dropout children, the reasons for dropouts, school infrastructure details, teachers/staff details educational and non educational resources available in village, number of adult literate and non literate, number of accessless habitations. This will be supported by quarterly feedback on the monitoring of program inputs.

The mode of collection of the village database is participatory. The community helps build up the information at the village in Village Education Register (VER). The school information thus ceases to be just a vertical column and opens laterally for the community to monitor the education of its children. Quarterly feed back on various programme components from the school level upwards has been ensured through this MIS. The reports generated through the integrated MIS are being used for the purpose of planning and monitoring the programme initiatives. The reports generated from the Integrated Project Monitoring System (IPMS) and EMIS are disseminated upto the JSK, where discussions are held on the gaps & problems identified through the IPMS & EMIS reports. Corrective actions are initiated to overcome the gaps.

4.2 Regular Program Review at different levels

Monthly review cum-orientation meetings are held at all the levels i.e. Jan Shiksha Kendra, Janpad Shiksha Kendra, Zila Shiksha Kendra & Rajya Shiksha Kendra. The review of the program is done to measure the achievement & identify problem areas

that come in the way of progress. The IPMS & EMIS reports disseminated upto JSK form the basis of monthly review meeting held at various levels. These meetings are also the opportunity to discuss and orient the personal on the activities & priorities of next month. The feedback of the monthly reviews meeting and field visit form the basis of corrective measures initiated at the various levels.

4.3 Field visit with Monitoring, Evaluation and Research (MER) approach

The state, district & block personnel monitor the schools on sample basis. The feedback of the monthly reviews meeting and field visit form the basis of corrective measures initiated at the respective levels.

The State has been monitoring the quality of education along the following indicators under Quality watch-I to achieve its objectives of quality improvement. These indicators can be classified as follow:

| Input Indicators

- Text books
- Teacher training
- Evaluation Systems

| Process Indicators

- Regular meetings of the teachers at the cluster level
- Use of teacher grant for teaching aids
- Number of regular visits by CACs
- Monthly meetings of VEC
- Classroom transactions

| Outcome Indicators

- Enrolment
- Regular attendance of teachers and students
- Learner Achievement

The above indicators were captured quantitatively through IPMS. These were analysed to assess the efficiency and effectiveness of the inputs. Quality Watch –II,

further strengthened this process. Under the Quality Watch II a deeper insight into the quality issues was taken up with the twin objectives of:

- | Learner Achievement
- | Accountability at all levels

For this a three fold strategy for Quality Watch II has been evolved & is being implemented which is discussed below:

Development of a comprehensive Monitoring Evaluation & Research (MER) for school monitors to enable a qualitative appraisal of schooling process.

The State, district & block personnel monitor the school on sample basis through regular visits for qualitative appraisal. This has been regularised by implementing School observation process which facilitates the monitor in observing the various facets (such as teacher, students, teaching learning materials, teaching learning process etc) of the respective indicators that will contribute in increasing/enhancing the quality of Learner's achievement. The emphasis is laid on the analysis done by the monitors at various levels. Hence this monitoring and evaluation is said to be in a research mode and called as Monitoring, Evaluation and Research (MER).

The indicators formulated for the purpose is the following:

1. Participation
2. Enrollment
3. Attendance
4. Learner Achievement
5. Infrastructure
6. Finance

The information is captured in school observation formats and discussed at various institutional structures of school management. The aim is to sensitize school monitors to school problem & keep in mind all those factors contributing to the improvement in the learner's achievement to encourage local action. At the same time the key reports of MER are used by apex bodies to enable them to orient their strategy to school requirements.

- **Conducting Studies**

The second approach has been through sample studies focussed on specific issues i.e. enrolment & attendance pattern, Dropout pattern, Cohort monitoring, impact study etc. The objective of these studies is to deepen understanding of schooling issue & to cross check the quantitative data that comes through IPMS.

- **Establishing Learner Evaluation Model.**

The third approach has been an effort to establish a learner evaluation model. The key concern is to appraise learning outcomes on a regular basis. For this a Learner Evaluation model has been developed where quarterly examinations will be held. Analysis of evaluation results will be done, followed up by Diagnostic Remedial Action. This will be done at all levels starting from school to JSK, Block, District & State level to evolve methods to provide academic support to the school. Difficulties captured through Learner Evaluation would enable the teachers to focus on problem areas so that remedial action can be taken at the school levels.

7. **Equity: Education for special focus groups**

Recognizing the issue of social inequalities as being one of disparate freedoms, the Mission envisages education as a critical intervention for equity.

7.1 **Girls Education**

DPEP Madhya Pradesh perceived the issue of the education of the girl child within the larger perspective of gender equity. The strategic approach for improving the state of girls education was initiated by state policy on women.

• **Formulation of State Policy for Women**

The state government has formulated a policy for the empowerment of women to take control of all aspects of their life for their sustainable development (The M.P. Policy framework for achieving women's equality through a series of interventions in different sectors including education.

- **Reservation for women in the Panchayat**

30 % reservation for women in the Panchayat has provided an opportunity for women to come out of their private world into public space and has institutionalized their participation in decision-making processes. Holding women panchayat conventions at various levels and motivating them for leadership rates has also proved very useful. 22202 Panchayat conventions have been held 38% women representative have got elected in panchayat elections.

- **30% Reservation of teachers post for women**

This is an important decision of the State Government. The decision is in recognition of the fact that involving women as teachers has a positive impact a girls participation in education. In EGS State at the primary stage total no. of teachers are 1.58 lakh, out of this 0.37 lakh teachers are female i.e. 23.45%. Besides this in all EGS schools it has been made compulsory to take only a female teacher as the second teacher.

These policy reforms were supported by programme specific initiatives.

- **Micro-planning**

PRA techniques used at the grass root level in one block of each district has been done to enable a close and realistic understanding of gender issues. The districts gender teams carried out PRA exercise. Action plans based on the PRA outcomes have been developed for each district and are being implemented.

- **Lok Sampark Abhiyan**

Launching of Lok Sampark Abhiyan as the major participate micro planning exercise under DPEP has facilitated compilation of gender based information on a much larger scale. Village wise information on status of primary education of girl child with reference to enrolment and drop out has been compiled. The data has been used to identify problem areas and to monitor progress after appropriate strategic interventions.

- **Special emphasis on removing gender bias in academic inputs**

State and district gender core groups have been actively involved with the process of text book and supplementary material development. A three-day state level text book gender analysis workshop have been organized. State core group has been actively involved to eliminate of gender biases in primary level textbooks and curriculum. Supplementary learning materials have been prepared for primary teachers.

- **Gender Sensitization of teachers**

A special academic session equity as part of teacher training has been imparted to all primary level teachers.

- **Mobilization**

Some districts have organized Ma-Beti melas. It is coming together of mothers and daughters on issues of girls education. On the day of the mela women along with their daughter assemble in large numbers and participate in a number of activities like- Poem, Drama, Rangoli, Mehandi competition. The main objective in these activities is to create a supportive environment for girl's education and to enroll as many girls as possible. Women are satisfied because they reach the school first time with their daughter and interact with the teachers. They realize that apart from sibling care their responsibilities are also towards their daughter's education.

The Bal mela and Ma- Beti melas are held in a Jan Shiksha Kendra (Cluster) level. Where women can reach without any difficulty. The teachers play an active role in such programmes.

- **VEC Training Programme**

30% women are compulsory in VEC. Gender sensitization aspects have been incorporated in the VEC training module.

- **Mahila Sikhsha Abhiyan**

Community Mobilization strategies have included state- wide Mahila Shiksha Abhiyan specially focussing on SC/ST women. As a result of these campaigns, 3.01

lakhs girls were enrolled additionally. The number of drop out girls reduced from 2.77 lakh to 0.95 lakh.

- **Sahyogini Project**

Sahyogini Project has been started in one block on a pilot basis in all districts. 299 sahyoginis have been appointed in 33 districts and are covering 1490 villages. Sahyoginis have helped to form mahila samoohs, mobilise women and ensuring 100% girls enrolment. Sahyogini with the help of mahila samoohs have encouraged women towards education and have inspired them to send their daughter to school regularly. Out of the 3760 villages covered by the Sahyogini 1129 villages have achieved cent percent enrolment of girls by enrolling 7177 out-of-school girls. In the remaining villages the percent of never enrolled girls is 6.26% (1311 girls) to the total girls in age group 6-14 and percent of Dropout girls is 1.57 (344 girls) to the total girls in age group 6-14. Districtwise details given at *annexure-18(a & b)*,

Sahyoginis have also identified the specific reasons for low enrolment, high drop out of the girls from primary school in their selected villages and are playing a leading role in bringing them back to the schools. They are also co-ordinating with other departments and sharing information regarding various ongoing schemes and making women aware of these schemes so that they can take advantage of the same.

Mahila Samoohs have been formed in each district. The samooh acts as a forum for women to share their problems, express their views without hesitation or inhibition. This also includes issues such as gender, self determination and empowerment which may be felt either individually or as a group. State resource group has trained Sahyogini in PRA. They also have been trained in formation and strengthening of Self Helper Group SHG and Mahila Samooh. The objective behind it was to form a strong and useful samooh at the village level, which could initiate work on their own accord without much external help. 1948 Mahila Samoohs have been formed in 33 districts and about 20504 women are actively participating in these mahila samoohs. 2717 self help groups have also been formed in these districts and about 1975 women are actively participating in these groups

- **Flexibility in school timing & space**

The Education Guarantee Scheme (EGS) pioneered by the Government of Madhya Pradesh was an effort to respond to the demand for access, by community to primary education. EGS schools have been opened under DPEP districts. They have flexible timings and proximate locations and so respond to the need of the girl child in terms of her work schedule. As they are located close to the habitation they encourage regular participation of girls as against the schools located at a distance thereby leading to girls dropping out. The over all girls enrolment in EGS school is 47% of total enrolment.

At the districts level, gender core groups have been constituted on similar lines. 528 women representative in gender core group at the state and the district level are currently engaged in formulating, implementing and monitoring gender related activities.

Padna Badna Andolan

Padna Badna Andolan was launched to focus on women's literacy as a measure for creating a positive enrolment for girl's education. There was been overwhelming response from women and people belonging to the weaker sections to the literacy campaign. 51.83 lakh people had come together in 2.17 lakh Padna Badna Samities to undergo literacy classes. Out of 51.83 lakh people who enrolled for the literacy classes, 32.42 lakh had completed the III primer of which 29.85 lakh were declared literate in the final evaluation. Out of which 17lakh were women. In all 58% people have been made literate from among the 51.83 lakh people who had enrolled which is an extremely good percentage for a literacy programme. A fourth primer focussing on peoples rights to the III primers of the national literacy mission which was intended to reposition the Padhna Badhna Samities as self help groups on completion of literacy classes. Forty Two thousand Padhna Badhna Samities have been transformed into self help groups. Out of these thirty six thousand Padna Badna Samities have become self help groups of women. District wise details of the people enrolled and have cleared the evaluation under Padhna Badhna Andolan is enclosed. This has created tremendous awareness for need of girl's education. Thus DPEP & literacy strategy has worked in convergence to create a positive environment for women literacy & girls education.

7.1.5 Mahila Samakhya

Mahila Samakhya is being implemented in the state for women empowerment, which has an impact on girl education. In M.P. Mahila Samakhya Programme started in 1995 in three districts. In the year 1998 programme is expanded to two district.

Year 1995

1. Mandsaur
2. Raisen
3. Rajgarh

Year 1998

1. Seoni
2. Shivpuri

Programme is presently running in 500 villages of 8 blocks of 5 DPEP districts.

MAHILA SAMAKHYA -OBJECTIVIES

- To enhance the self-image and self-confidence of women and thereby enabling them to recognize their contribution to the economy as producers and workers, reinforcing their need for participating in educational programmes.
- To create an environment where women can seek knowledge and information and thereby empower them to play a positive role in their own development and development of society.
- To establish a decentralized and participative mode of management, with the decision making power developed to the district level and to Mahila Sangha which in turn will provide the necessary conditions for effective participation.
- To enable Mahila Sangha to actively assist and monitor educational activities in the villages-including the primary school, AE, NFE centers and facilities for continuing education.
- To provide women and adolescent girls with the necessary support structure and an informal learning environment to create opportunities for education.

- To set in motion circumstances for larger participation of women and girls in formal and non-formal education programmes, and to create an environment in which education can serve the objectives of women's equality.

In its five year of existence, the Madhya Pradesh Mahila Samakhya has begun to be visible on the horizon of the state in its area of operations, particularly in areas where the programme has taken roots & made an appreciable impact on the lives of the people under its ambit.

The programme is being co-ordinated with the district primary education programme, which is under the Rajiv Gandhi Prathmik Shiksha Mission. Special stress is paid on the issue of girl child education & women's education while retaining the basic essence of the programme.

Mahila Samakhya at a glance

S.No.	District	Block	Villages	Sahayoginies	Mahila Sangha
1	Mandsaur (1995)	Mandsaur	60	12	120
		Malhargarh	60		
2	Raisen (1995)	Sanchi	60	10	100
		Obedullaganj	40		
3	Rajgarh (1995)	Rajgarh	60	10	120
		Khilchipur	40		
4	Seoni (1998)	Chhapara	120	12	100
5	Shivpuri (1998)	Shivpuri	60	6	72
Total	5 Districts	8 Blocks	500	50	512

Mahila Sangha

- Focal point of the programme
- Catalyst in debate on issues like women's empowerment & Feminism
- Collective decision through community participation and process
- Prioritize action on need-based issues
- Developing self-confidence in women to think about their own lives
- Platform for women to express their views

The Mahila Sangha is the focal point of the Mahila Samakhya programme, and all its activities pivot around the Sangha. The Sangha acts as a forum for women to share their problems, feelings and express their views without hesitation or inhibition. This also includes issues such as gender, self-determination & empowerment which may be felt either individually or as a group.

Each district has stressed on the formation of the Sangha and strengthening them in their individual capacity. The objective behind it was to form a strong and useful Sangha at the village level, which could initiate work on their own accord without much external help.

Major Strategies

- Establish contact with villages through intensive visit.
- Interaction with villagers enhanced through PRA activities.
- Personal contact with rural women.
- Meetings
- Discussions on various issues.
- Orientation & training.
- Formation of self help group

◆ Organisation

◆ Education

- Mobilization Strategies i.e.
- Shiksha Jyoti Abhiyan,
- School Chalo Abhiyan,
- Mahila Shiksha Sammelan,
- Shiksha Jagrati Abhiyan,
- Shiksha Sangam Tayohar
- To motivate women to visit schools.

- Formation of Padna Badna Samities.
- Specific activities i.e. Non-formal education center for adolescent girls.

◆ Health

- Awareness of sangha women for their own health.
- Collect the information of local available herbal medicine
- Health camps and shivir for health checkup and detail information of internal problems to women.
- Co-ordination with Gram Swasthya Samiti/Health center at village level.

Achievements

- 512 women sanghs have been formed comprising over 15,000 women

S.No.	District	Mahila Sangha
1	Mandsaur	120
2	Raisen	100
3	Rajgarh	120
4	Seoni	100
5	Shivpuri	72
Total	5 Districts	512

- Sangha women actively participated in VEC, Panchyat and Gram Sabha meeting.
- Sangha women also aware about their fundamental rights.
- 439 women's self help groups have been formed & collected Rs.7.11 lakh.
- SHG groups

District	Samooch	Deposit Amount (Lakh)
Mandsaur	205	3.00
Raisen	67	1.56
Rajgarh	87	1.62
Seoni	47	0.20
Shivpuri	33	0.73
Total	439	7.11

- The education statistics pertaining to girls have shown a significant improvement in selected villages. The number of dropouts & un-enrolled girls in MS villages has come down to less than 5%.
- Regular inspection & vigilance by the Sangha has led to regularisation of school and teachers timings.
- Approximate 690 Padna Badna Samities have been formed in 500 villages of MS. These samities are monitored by MS functionaries.
- Specific activities have been included in various district for various levels of beneficiaries i.e.
 - Kilkari Garh (3 to 6-years) Rajgarh
 - Kishori Pragati Kendre (9 to 18 years) Rajgarh
 - Muskan Ghar (3 to 6 years) Mandsaur
 - Jhola Pustkalaya (6 to 14 years) All District
 - Bal Library (6 to 14 years) Raisen & Rajgarh
- Sangh women have become aware of their own health, internal problems were openly discussed.
- Sangh Women have begun collecting information of local herbal medicine.
- Sahayogini and sangha women gained better insight into the benefits and disadvantages of home remedies
- A better relationship was established between sangh women & health department and also with other NGO's engaged in similar activities.
- In a major achievements, the women have shed their inhibitions related to sexually transmitted diseases and have not only discussed them openly but also invited ANM's and other private practitioners for discussion.
- 118 smokeless chulhas formed in Mandsaur district for sangha women.

- Awareness of the sangha members about Panchayati Raj system. As a result of this 225 sangha women have got elected as panch & sarpanch.

Evaluation of gender specific initiatives

The evaluation of the gender component in the state has been done by Ed.CIL. This was conducted in Satna, Panna, Rajgarh and districts. Broad findings of the evaluation are stated below:

- Bal-Panchyatas seemed to have played a key role in achieving near total enrolment in some village. The strong point in its favour was the exercise of involving people in educational planning of the village. The TLC was also able to get women in large numbers to move out of their homes and attend literacy classes.
- Need to provide toilets for girls in schools and logistical problem of water has been exaggerated.
- In tribal areas particularly, the AS/EGS model is appropriate as compared to the more structured and formal New Primary School.

Suggestions of evaluations study has been included in the strategies.

Evaluation of SSK component in the state has been done by NCERT. Based on their recommendations, convergence model has been applied in 3 districts on pilot basis (Shore, Betul and Shahdol)

7.2 Education of Tribal Children

Since the state has a 23% tribal population, the Mission ensures that adequate project benefit flows to tribal areas. Out of the total of 4209 NPS functional under DPEP, 1324 NPS are opened in the tribal areas. Out of the total of 26510 EGS schools functional in the DPEP districts 42% are functional in tribal areas. Out of 12.30 Lakh children enrolled in these EGS schools 5.35 Lakh 44% are tribal children. In civil works, 36% of school buildings are in tribal areas, whereas 38% additional rooms have been constructed in tribal areas. Out of 236 BRC buildings constructed 65 (28%) are in tribal areas. Specially design initiative for the tribal children have been introduced. 70 Ashram Schools have been opened in the tribal

dominant district of DPEP, on a cost-sharing basis between DPEP and Tribal Welfare Department. 3500 tribal girls are enrolled.

To assist teachers in acquiring working knowledge of local dialect and to facilitate communication with school children at the initial stage of learning, BLI have been developed in Gondi (Shahdol and Betul) Kudukh (Raigarh), Baigani) Shahdol and Bhili (Dhar). To make the teaching learning process interesting and create an easy transition from home to school to improve for tribal children's early learning process, supplementary material has been prepared using their folk tales, songs, local games, riddles, and proverbs. In Jobat and Udaigarh block, 450 teachers have been oriented on the use of supplementary material in the teaching learning process. The supplementary material is being used by the teachers in 133 schools of Udaigarh block and 178 schools of Jobat blocks.

An innovative scheme of "Shiksha Ghars" has been recently started for the children of migrating Bhil families. Under the scheme 10 boys are lodged in a "Shiksha Ghar" and a local tribal family looks after the stay and food arrangements of these children. They stay in the "Shiksha Ghar" and attend the school regularly till the return of their parents.

7.3 Education of Minority Group

The Mission has also made an effort to assist in the education of minority group. Traditional institutions like Madarsas and Maktabas are perceived as partners in helping with children's education. The Mission has given full support to 14 Madarsas with more than 1000 children in Jaora block of Ratlam district on a pilot basis. 1595 Madarsas have also been given academic support under Modernisation of Madarsa scheme. These Madarsas while retaining the basic features of Dini Taleem incorporate the formal state curriculum for transaction in Hindi, Maths and social science. This academic support included prototype teaching learning materials and training to teachers. The Mission has trained 1595 teachers of the Madarsas and free text books have been distributed to 80365 madarsa children.

7.4 Children with Disabilities (Integrated Education for the Disabled Children)

The mission has initiated work for children with special educational needs in collaboration with NGOs. Under this programme, 250 government teachers have

been trained in one blocks each of the 9 districts of Guna, Vidisha, Raisen, Khandwa, Datia, Ratlam, Sehore, Khargone and Betul.

- Through Lok Sampark Abhiyan, door to door survey of all disabled children was done in all 45 districts. The data was collected from the Village Education Register (VER). In the 45 districts there are 88128 disabled children. The incidence of disability varies and can be broadly classified as follows:

TYPE OF DISABILITY	BOYS	GIRLS	TOTAL
Visually impaired	6871	4660	11531
Orthopaedic impaired	33595	19999	53594
Hearing impaired	3272	2065	5337
Mentally Challenged	5168	3439	8607
Speech impaired	5509	3550	9059
Grand Total	58603	36578	88128

- The data on out-of-school reveals that the number of children who are out- of- school due to disability/prolong illness is 9496.
- In Rajya Shiksha Kendra. DPEP and SCERT are working in co-ordination with NGOs. At State level a resource group has been formed. At District level DEO, DPC, DIET and at Block level BEO, BRCC. JSK and schools are working for disabled children.
- District and block level coordination committee has been constituted in all 45 districts and 313 blocks. The district committee has been formed under the chairmanship of District Collectors. BEO is the Nodal officer for implementing IED in block. District coordinator for IED in district and block coordinator in each blocks are responsible for IED activities in the respective areas.
- IED scheme is now in all districts of MP with 31 specially trained teachers.
- 4 NGOs working in the field of disability, have been identified for teachers training. Teachers training material on IED has been prepared by them. At present training is going on in 6 blocks for 45 days in which 25 teachers from each block have been selected & are imparting training.
- 203 MTs have been trained in 9 selected blocks for 45 days and will be used as Resource group for training the other teachers.
- A one-day training on IED was incorporated in the week long SOPT training. In this training 82 SRG, 650 DRG and 5045 teachers were trained from all 45 districts of MP.

- A one-day training on IED was incorporated in the 20-days teacher training. In training 50 SRGs, 316 DRGs, 7027 MTs, 77138 teachers, 50275 Shiksha Karmis and 25628 Gurujies (EGs) 345 teachers of madarsa were trained.
- A five-days training of 3650 general teachers under IEDC was conducted in year 2002.
- 38 lectures (MTs) from each DIETs were oriented in Dec. 2001 at District level for 5 days.
- 3 days training was organised for 45 DEOs and 38 DIET principals at state level in Dec. 2001. Similarly training of 410 BEOs and principals was organised at DIET level for 3 days in year 2001-02.
- Convergence is being sought with CPI for providing incentives to disabled children like free books uniform fare to reach school & stationary.
- Workshops are being conducted to develop textbooks in Braille. Audiocassettes, Interactive CDs are being developed under head start Programme.
- 2500 schools of DPEP districts have been provided with Ramps. While handrails have been provided in 1200 schools.
- Medical assessment camps have been organised for disabled children in 98 blocks of 27 districts. 33715 children have been assessed in these camps out of which 10136 children have been identified to distributed different aids & appliances like callipers, crutches, tricycles, wheelchairs, artificial limbs, Braille slate, mobility cane, haring aids etc. Distribution of these aids and appliances will be done in the Dec '02.

DISTRICT PRIMARY EDUCATION PROGRAMME M.P.
Project cover 17 Districts in Phase-I (Time Frame till the year 2002)
and 16 District in Phase-II (Time Frame till the year 2002)

Total Budget & Budget Received (As on 30-09-2002)

(Rs. In Crores)

DPEP-I									
	Budget provision by EFC	Budget provision till Dec.2002 94-2002	Budget received	Balance amount to be received	Expenditure Sept.' 2002	% of Expenditure against B.R.	% of Expenditure against B.E.		
Govt. of India (85%)	462.5658	462.5658	462.2613 *	0.3045					
Govt. of M.P. (15%)	81.6293	81.6293	70.7990 **	10.8302					
Total DPEP-I	544.1951	544.1951	533.0603	11.1348	485.7235	91.12%	89.26%		
Non-DPEP Districts									
		Dec. 2002							
Govt. of India (85%)	22.2216	22.2215	22.0000	0.2216					
Govt. of M.P. (15%)	3.9215	3.9215	0.0000	3.9215					
Total Non-DPEP	26.1430	26.1430	22.0000	4.1430	7.0000		26.78%		
Total DPEP-I									
Govt. of India (85%)	484.7874	484.7874	484.2613	0.5261					
Govt. of M.P. (15%)	85.5507	85.5507	70.7990	14.7517					
Total DPEP-I	570.33806	570.33808	555.0603	15.2778	492.72345	88.77%	86.39%		
DPEP-II									
	Budget provision by EFC	Budget provision till Dec.2002 97-2002	Budget received	Balance amount to be received	Expenditure Sept.' 2002	% of Expenditure against B.R.	% of Expenditure against B.E.		
Govt. of India (85%)	323.943	323.94	309.0811 *	14.86					
Govt. of M.P. (15%)	57.166	57.17	50.3229 **	6.84					
Total DPEP-II	381.109	381.11034	359.4039	21.71	347.6222	96.72%	91.21%		
Grand Total (I+II)	951.45	951.45	914.46	36.98	840.35	91.89%	88.32%		

* Amount received on 04.2002 Phase-I 15.00 Crores, Phase-II 10.00 Crores

* Amount received on 17.06.2002 Phase-I 37.00 Crores, Phase-II 23.00 Crores

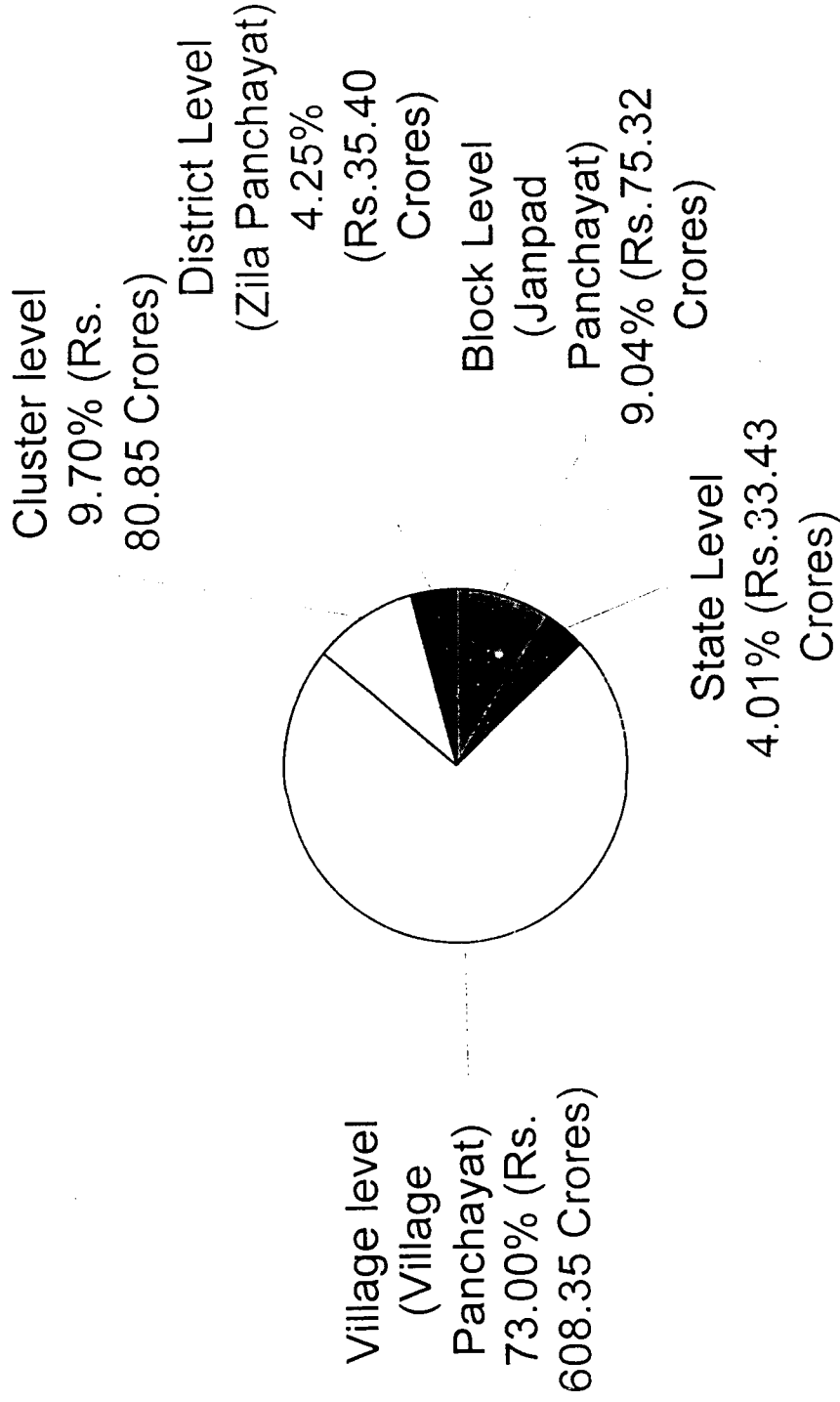
** Amount received on 15.09.2002 Phase-I 7.18363 Crores

* Amount received on 09.2002 Phase-II 14.00 Crores

* Amount received on 10.11.2002 Phase-I 43.00 Crores

Expenditure Level in DPEP M.P.

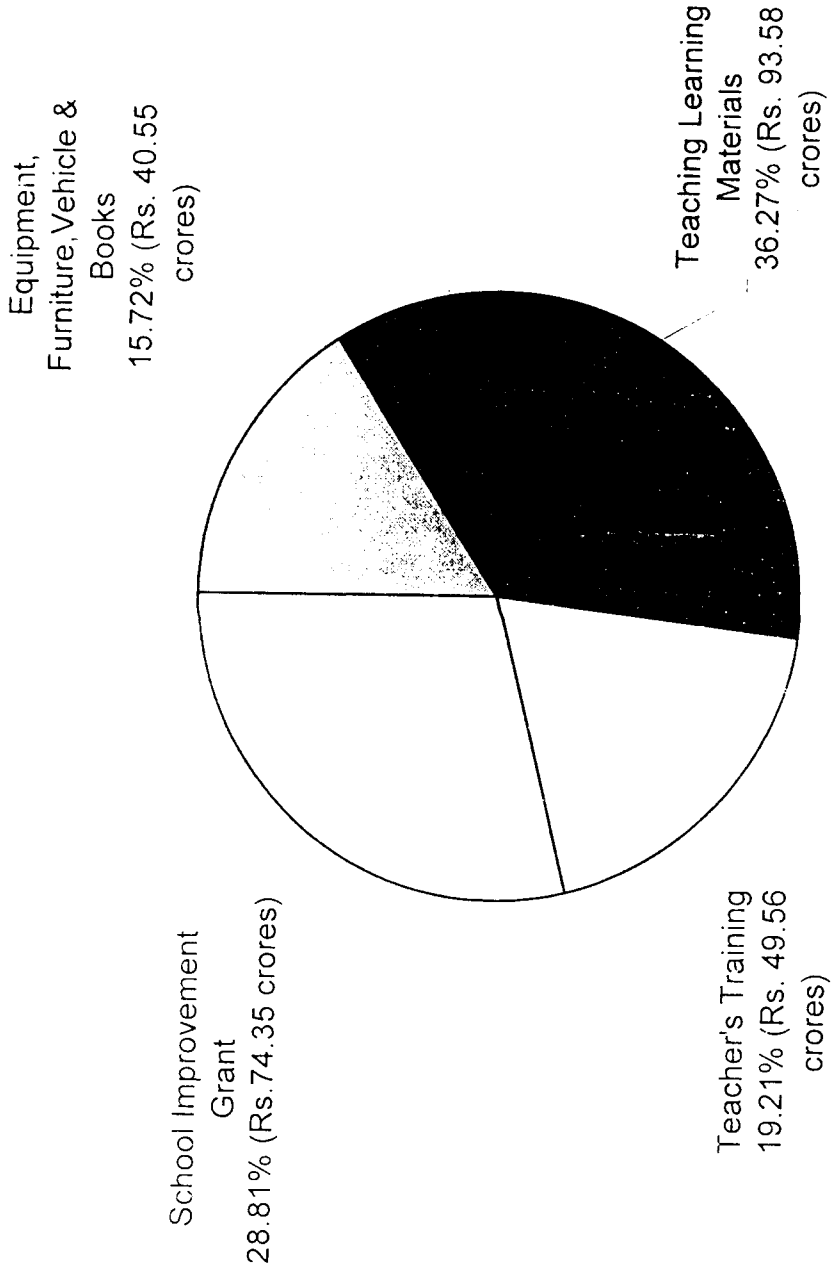
As on 30 September 2002



This is for the Total Expenditure of Rs. 833.35 Crores

COMPONENTS CONTRIBUTING TO QUALITY OF SCHOOLING : DPEP M.P.

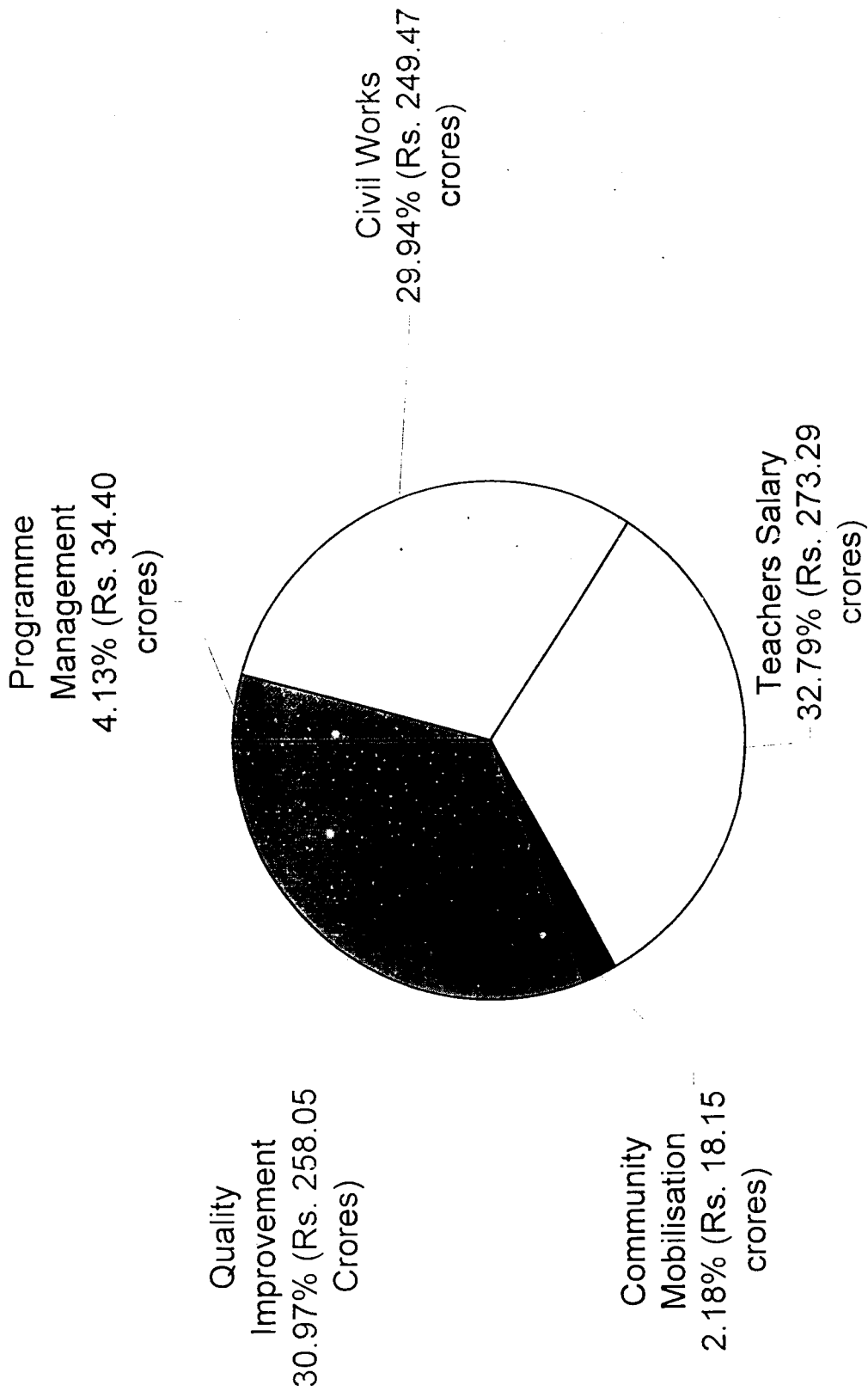
As on 30 September 2002



This is for the Total Expenditure of Rs.258.05 Crores

INVESTMENT OF PROJECT FUNDS in DPEP M.P.

As on 30 September



This is for the Total Expenditure of Rs.833.35 Crores

8. Planning for UEE

In response to the challenge of UEE, the focus is on upper primary level. Preliminary work for middle school reform has been initiated. This consists of access mapping for the state, needs & gap identification for improving participation of children & improving infrastructure. This has been done through the microplanning exercise i.e LSA-II. Diagnostic Studies have been conducted to assess the status, need & gap in the academic areas. Based on these two processes the plan preparation for UEE is being done at the district level. The Sarva Shiksha Abhiyan Plan of 12 non DPEP District have been submitted to Government of India for the approval.

The state has initiated action towards upper primary education. These initiatives include..

- Sanctioning of 7575 middle school and 15150 teachers.
- The process of revision of textbook has been initiated. The books will be finalised through the trailing process.
- The training to middle school teachers will be given. This will include need-based training of 4050 Science & Maths teachers. Training Modules is being developed by SCERT, During the training teacher education profile will be developed.
- The process of developing deigns for a school building has been initiated.

The state has formed structures through Institutional reforms to cover the elementary education.

9. Programme Outcomes

The outcomes of programme can be summarised as follows:

- The state has achieved the goal of universal access.
- There has been an increase in enrolment of children at primary level, which is evident from the fact the GER has risen from 76.48 in 1996 to 96.2 in 2000.
- The percent of "out of school children has come down from 29.3 in 96 to against target population (6-14 years) 11.2 in 2000.
- There has been an increase in the achievement level. In DPEP-I districts, 12 districts have fulfilled the goal of 25% improvement in achievement level (source BAS, MAS,

TAS). The comparison of BAS & MAS in DPEP-II districts exhibits a positive trend in learner achievement.

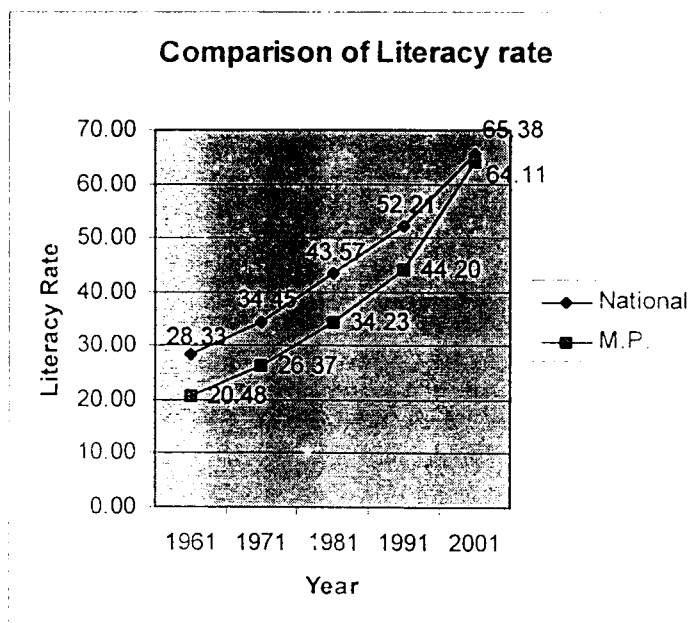
- **Literacy status in M.P.(1991 Census)**
- **A Decade of Achievement in Literacy Status**

The Literacy rates in M.P has shown a remarkable growth.

As per 1991 Census, the literacy rate of State was 44.20% against the national average of 52.21%. The male literacy rate was 58.42% against 64.13% of national, while female literacy rate 28.85% against 39.29 % of national average. The literacy rate in SC & ST category was 35.08% and 21.54 % against 37.41% & 29.60% of national average respectively.

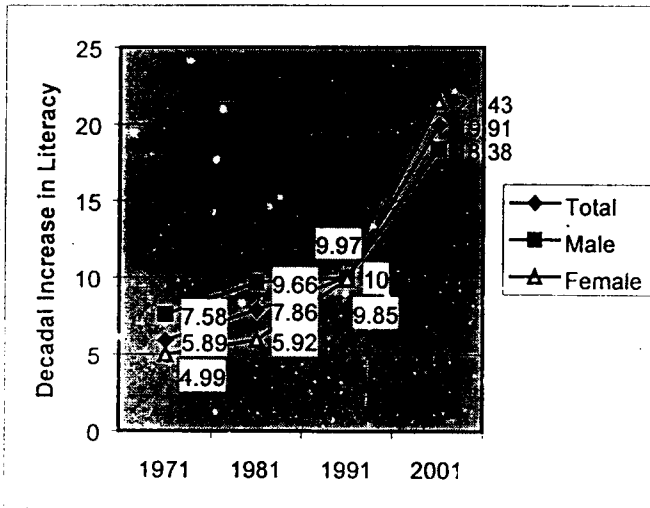
◆ **Literacy status in M.P.(2001 Census)**

- As per 2001 Census, the literacy rate of State is 64.11 % against the national average of 65.38 %. The male literacy rate is 76.80 % against 75.85 % of national, while female literacy rate 50.28 % against 54.16 % of national average.

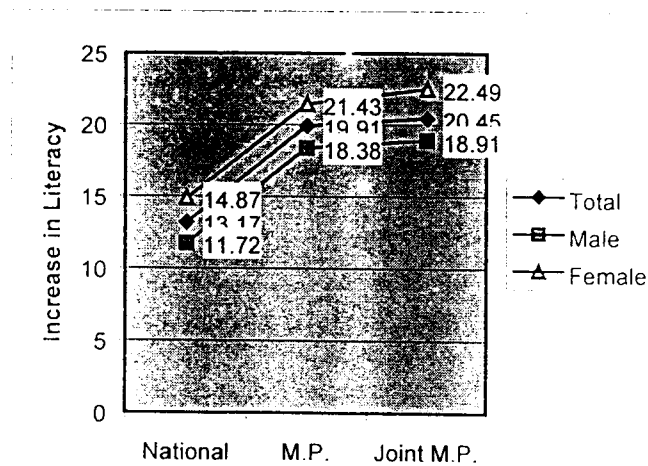


◆ **Growth in literacy (1991-2000)**

- An analysis of provisional figures of National Census 2001 results reveal that the overall literacy rate in the 7+ age group increased 19.91% in M.P. & 20.45% in joint M.P. It is the highest decadal growth in literacy.
- The Male literacy rate in the 7+ age group is 76.80% as compared to 58.42% in 1991 census. It has gained 18.38% in this decade.

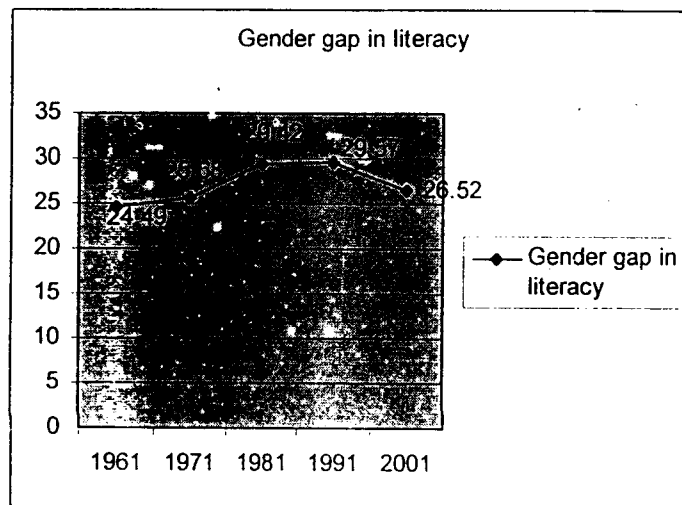


- The female literacy rate in the 7+ age group is 50.28% as compared to 28.85% in 1991 census. It has gained 21.43% in this decade, which is a remarkable achievement in the field of literacy in M.P.



◆ **Gender gap narrows down**

- Using the latest census figures and comparing these with last 3 decade figures it is clear that the gap between Male & Female literacy rates has reduced in this decade. This is the first time in last 4 decades the gaps between Male & Female literacy are started declining.
- The male literacy level increased by 18.38% whereas female literacy went up by 21.43%. Female literacy thus has increased at a substantially higher rate going from 28.85% in 1991 to 50.28% in 2001.



Annexure - 1

**Parent Teachers Association (PTAs) in
Madhya Pradesh**

S.No.	District	Existing PTAs
1	Betul	2582
2	Raisen	2317
3	Rajgarh	2435
4	Sehore	1879
5	Guna	3356
6	Dhar	3873
7	Rewa	4084
8	Satna	3352
9	Shahdol	3479
10	Umari	981
11	Sidhi	3915
12	Chhatarpur	2356
13	Panna	2039
14	Tikamgarh	2261
15	Mandsaur	1604
16	Neemuch	1167
17	Ratlam	2105
Total DPEP-I		43785
18	Bhind	2363
19	Damoh	1905
20	Datia	1102
21	Dewas	1879
22	Jhabua	4364
23	Khandwa	2190
24	Khargone	3297
25	Barwani	2608
26	Mandla	2598
27	Dindori	1666
28	Morena	2184
29	Sheopurkalan	944
30	Seoni	2750
31	Shajapur	2128
32	Shivpuri	2835
33	Vidisha	2279
Total DPEP II		37092
DPEP I+II Total		80877
34	Balaghat	2653
35	Gwalior	1845
36	Bhopal	1075
37	Narsinghpur	1557
38	Hoshangabad	1526
39	Harda	692
40	Indore	1646
41	Chhindwara	3230
42	Ujjain	1916
43	Jabalpur	2130
44	Katni	1618
45	Sagar	2781
Sub Total Non DPEP Districts		22669
Total All 45 Districts		103546

DPEP COVERAGE

Madhya Pradesh	:	33 Districts
Chhatisgarh	:	15 Districts
Total	:	48 Districts

		DPEP - I	DPEP - II
		European Union Funded	World Bank Funded
Madhya Pradesh	:	17	16
Chhatisgarh	:	09	06
Total	:	26	22
Project Period	:	1994-2002	1996-2003 June
Project Outlay	:	7330.00 Million	4610.97 Million

JANSHALA PROGRAMME**COVERAGE**

Block Covered : 9	Harda-2 Block (Kirkia, Timarini)
	Hoshangabad - 2 Block (Seoni Malwa, Kesla)
	Chhindwara - 2 Block (Harrai, Tamia)
	Narsinghpur-1 Block (Chawarpatha)
	Jabalpur - 1 Block (Kundum)
	Balaghat - 1 Block (Baihar)
Project Period :	1998 - 2003
Project Outlay :	140 Million

SARVA SHIKSHA ABHIYAN

District Covered : 12	(Sagar, Ujjain, Harda, Hoshangabad, Balaghat, Chhindwada, Bhopal, Indore, Jabalpur, Gwalior, Katni, Narsinghpur)
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BUDGET FOR PRE PROJECT PLANNING AND PLAN FORMULATION 0.181 MILLION (IN RS.)

AWP & BUDGET FOR 2001-2002 12 SSA DISTRICTS Rs.50.81 crores

DPEP'S CONTRIBUTION IN ACCESS

S.No.	Districts	DPEP's Contribution	AS (including AS)
1	Betul	111	433
2	Raisen	110	546
3	Rajgarh	159	593
4	Sehore	57	344
5	Guna	151	1040
6	Dhar	148	1326
7	Rewa	146	2034
8	Satna	208	906
9	Shahdol	133	1161
10	Umaria	27	276
11	Sidhi	210	1455
12	Chhatarpur	170	494
13	Panna	55	674
14	Tikamgarh	163	609
15	Mandsaur	75	231
16	Nemuch	49	229
17	Ratlam	50	534
Sub Total DPEP-I		2022	12885
18	Bhind	145	420
19	Dewas	170	284
20	Damoh	108	356
21	Datia	160	126
22	Jhabua	186	1860
23	Khandwa	140	275
24	Khargone	69	980
25	Badwani	81	1117
26	Mandla	185	675
27	Dindori	115	392
28	Morena	223	453
29	Sheopur	97	175
30	Seoni	139	535
31	Shajapur	63	350
32	Shivpuri	166	900
33	Vidisha	140	501
Sub Total DPEP II		2187	9399
34	Balaghat	-	442
35	Gwalior	-	421
36	Bhopal	-	192
37	Narsinghpur	-	266
38	Hoshangabad	-	216
39	Harda	-	132
40	Indore	-	154
41	Chhindwara	-	774
42	Ujjain	-	240
43	Jabalpur	-	352
44	Katni	-	441
45	Sagar	-	596
Sub Total Non DPEP Districts			4226
Total Madhya Pradesh		4209	26510

**DISTRICTWISE GAR AND STATUS OF PRIMARY SCHOOL
FACILITY IN MADHYA PRADESH**

Districts	GAR%		Existing Schools	
	1996	2000	Total Primary School	EGS
Betul	85.09%	100%	1565	433
Raisen	86.06%	100%	1279	546
Rajgarh	68.27%	100%	1281	593
Sehore	95.37%	100%	1036	344
Guna	84.09%	100%	1640	1040
Dhar	93.51%	100%	1886	1326
Rewa	70.26%	100%	1532	2034
Satna	71.35%	100%	1776	906
Shahdol	96.38%	100%	1774	1161
Umaria		100%	605	276
Sidhi	59.13%	100%	1732	1455
Chhatarpur	83.03%	100%	1393	494
Panna	60.42%	100%	936	674
Tikamgarh	51.56%	100%	1177	609
Mandsaur	77.37%	100%	1013	231
Neemuch		100%	638	229
Ratlam	87.96%	100%	1133	534
Bhind	82.56%	100%	1349	420
Dewas	91.21%	100%	1206	284
Damoh	75.85%	100%	1061	356
Datia	87.42%	100%	670	126
Jhabua	73.83%	100%	2016	1860
Khandwa	79.23%	100%	1470	275
Khargone	81.08%	100%	1640	980
Badwani		100%	1009	1117
Mandla	90.38%	100%	1419	675
Dindori		100%	984	392
Morena	73.92%	100%	1315	453
Sheopur		100%	604	175
Seoni	69.29%	100%	1659	535
Shajapur	92.82%	100%	1178	350
Shivpuri	89.27%	100%	1362	900
Vidisha	70.54%	100%	1329	501
Sagar		100%	1537	596
Balaghat		100%	1686	442
Ujjain		100%	1213	240
Harda		100%	394	132
Hoshangabad		100%	954	216
Chindwara		100%	1917	774
Narsinghpur		100%	958	266
Indore		100%	883	154
Jabalpur		100%	1232	352
Bhopal		100%	605	192
Katni		100%	842	441
Gwalior		100%	1000	421
STATE Total(45 Districts)		100%	55888	26510

Source : LSA I (97) & II (2000)

LSA I was conducted in DPEP unbifurcated districts.

DISTRICTWISE DETAILS OF PTR

S. No.	District	Pupil/Teacher Ratio (PTR)	
		1997-98	2000-01
1	Betul	41.24	38.74
2	Chhatarpur	45.82	48.47
3	Dhar	31.16	32.95
4	Guna	42.99	43.29
5	Mandsaur	34.93	35.96
6	Panna	29.44	42.80
7	Raisen	32.63	33.66
8	Rajgarh	44.07	36.14
9	Ratlam	30.73	35.43
10	Rewa	38.82	39.25
11	Satna	37.34	38.40
12	Sehore	35.92	39.00
13	Shahdol	32.97	32.56
14	Sidhi	38.08	51.14
15	Tikamgarh	39.32	47.89
16	Bhind	54.05	48.31
17	Damoh	43.64	43.40
18	Datia	53.03	45.69
19	Dewas	46.07	43.07
20	Jhabua	34.33	39.57
21	Khandwa	48.64	52.75
22	Khargone	33.43	42.43
23	Mandla	36.51	33.63
24	Morena	51.91	54.88
25	Seoni	35.36	38.10
26	Shajapur	40.84	42.17
27	Shivpuri	47.46	47.10
28	Vidisha	50.34	46.52
	Over-all	39.59	41.40

DISTRICTWISE DETAILS OF SINGLE TEACHER SCHOOLS

S. No.	District	Single Teacher Schools			
		1997-98		2000-01	
		Nos.	%	Nos.	%
1	Betul	10	0.7%	15	1.0%
2	Chhatarpur	1	0.1%	0	0.0%
3	Dhar	7	0.5%	15	0.8%
4	Guna	4	0.3%	0	0.0%
5	Mandsaur	11	0.7%	9	0.5%
6	Panna	25	2.7%	54	5.6%
7	Raisen	6	0.5%	1	0.1%
8	Rajgarh	16	1.3%	0	0.0%
9	Ratlam	11	1.0%	6	0.5%
10	Rewa	13	0.9%	53	3.3%
11	Satna	26	1.6%	49	2.9%
12	Sehore	10	1.0%	17	1.7%
13	Shahdol	4	0.2%	12	0.5%
14	Sidhi	17	1.1%	27	1.7%
15	Tikamgarh	9	0.7%	16	1.3%
16	Bhind	24	2.1%	14	1.1%
17	Damoh	5	0.6%	24	2.2%
18	Datia	37	7.5%	11	1.7%
19	Dewas	33	3.4%	8	0.7%
20	Jhabua	29	2.1%	32	2.1%
21	Khandwa	25	2.0%	10	0.7%
22	Khargone	32	1.5%	30	1.2%
23	Mandla	10	0.7%	51	2.1%
24	Morena	40	2.8%	5	0.3%
25	Seoni	11	0.8%	6	0.4%
26	Shajapur	24	2.0%	18	1.4%
27	Shivpuri	39	3.5%	18	1.3%
28	Vidisha	66	6.3%	5	0.4%
	Over-all	545	1.5%	506	1.2%

Source: EMIS data (data of government schools only)

STATUS OF EGS SCHOOLS (MP) AS IN NOVEMBER' 2002

District	No. of EGS Schools	No. of Garages	Total Enrolment	PIR (Pupil Teacher Ratio)
Betul	433	533	20914	59
Raisen	546	676	22113	33
Rajgarh	593	660	28464	43
Sehore	344	546	17406	32
Guna	1040	1323	37336	28
Dhar	1326	1506	55997	37
Rewa	2034	2547	96818	38
Satna	906	1190	45934	39
Shahdol	1161	1538	41332	27
Umariya	276	336	16946	50
Sidhi	1455	1710	45687	27
Chhatarpur	494	697	21736	31
Panna	674	941	28173	30
Tikamgarh	609	798	36357	46
Mandsaur	231	305	12005	39
Neemuch	229	279	9497	34
Ratlam	534	803	22855	28
Bhind	420	509	21252	42
Damoh	356	493	22307	45
Datia	126	173	7888	46
Dewas	284	341	13464	39
Jhabua	1860	1998	75479	38
Khandwa	275	328	15774	48
Khargone	980	1066	45511	43
Barwani	1117	1146	46825	41
Mandla	675	755	30726	41
Dindori	392	405	17001	42
Morena	453	473	27470	58
Sheopurkalan	175	185	10533	57
Seoni	535	703	20731	29
Shajapur	350	417	17455	42
Shivpuri	900	981	46971	48
Vidisha	501	514	24023	47
Balaghat	442	521	24434	47
Gwalior	421	424	25045	59
Bhopal	192	192	8087	42
Narsinghpur	266	287	12789	45
Hoshangabad	216	217	7726	36
Harda	132	132	6230	47
Indore	154	155	7343	47
Chhindwara	774	850	36208	43
Ujjain	240	245	12804	52
Jabalpur	352	537	24640	46
Katni	441	495	27783	56
Sagar	596	652	34121	52
Total	26510	31582	1230190	39

LSA' 1996 TARGET POPULATION, ENROLMENT & GROSS ENROLMENT RATIO

District	Population (6-11)			Enrolment (EV)			GER % (6-11)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
BETUL	11087789	68343	180889	81120	70404	151524	87.13	80.20	83.77
RAISEN	76413	68343	144756	69954	62569	132523	91.55	91.55	91.55
RAJGARH	69762	60952	130714	59867	42730	102597	85.82	70.10	78.49
SEHORE	89175	77909	167084	75043	56394	131437	84.15	72.38	78.67
GUNA	101806	79283	181089	83566	52508	136074	82.08	66.23	75.14
DHAR	121719	112150	233869	79262	57739	137001	65.12	51.48	58.58
REWA	142149	127369	269518	129201	99497	228698	90.89	78.12	84.85
SATNA	108666	97376	206042	91957	76371	168328	84.62	78.43	81.70
SHAHDOL	100572	93629	194201	79234	64326	143560	78.78	68.70	73.92
UMARIA	40586	34152	74738	33534	23631	57165	82.62	69.19	76.49
SIDHI	130006	118678	248684	90987	59671	150658	69.99	50.28	60.58
CHHATARPUR	89087	75407	164494	69363	49264	118627	77.86	65.33	72.12
PANNA	64011	52017	116028	51529	37444	88973	80.50	71.98	76.68
TIKAMGARH	71645	63313	134958	58161	44431	102592	81.18	70.18	76.02
MANDSAUR	75146	66976	142122	65319	52217	117536	86.92	77.96	82.70
NEEMUCH	38646	35057	73703	32773	25134	57907	84.80	71.69	78.57
RATLAM	51676	37657	89333	48798	33004	81802	94.43	87.64	91.57
BHIND	120324	90959	211283	114191	82503	196694	94.90	90.70	93.10
DEWAS	57886	51901	109787	50828	39842	90670	87.81	76.77	82.59
DAMOH	89347	75032	164379	78552	61819	140371	87.92	82.39	85.39
DATIA	36072	28252	64324	34348	24529	58877	95.22	86.82	91.53
JHABUA	133097	122737	255834	79817	51173	130990	59.97	41.69	51.20
KHANDWA	103688	93620	197308	83413	63877	147290	80.45	68.23	74.65
KHARGAON	103028	96776	199804	79693	62029	141722	77.35	64.10	70.93
BARWANI	63652	62858	126510	32717	24129	56846	51.40	38.39	44.93
MANDLA	62237	61436	123673	50145	45923	96068	80.57	74.75	77.68
DINDORI	42474	39677	82151	34639	27460	62099	81.55	69.21	75.59
MORENA	114920	92011	206931	104212	74590	178802	90.68	81.07	86.41
SHEOPURKALA	38549	29934	68483	32487	18641	51128	84.27	62.27	74.66
SEONI	82644	79338	161982	74542	67363	141905	90.20	84.91	87.61
SHAJAPUR	41877	34182	76059	34432	22710	57142	82.22	66.44	75.13
SHIVPURI	102390	81796	184186	78707	50491	129198	76.87	61.73	70.15
VIDISHA	91378	76563	167941	87288	66975	154263	95.52	87.48	91.86
TOTAL	2747728	2405129	5152857	2249679	1691388	3941067	81.87	70.32	76.48

(Source : LSA' 1996)

DISTRICTWISE TARGET GROUP AND ENROLMENT AT PRIMARY LEVEL

District	Population (11-12 age group)			Enrollment at Primary Level (11 to V)			GPR (%)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Betul	107842	99250	207092	112938	100803	213741	104.73	101.56	103.21
Raisen	85560	75507	161067	87669	77020	164689	102.46	102.00	102.25
Rajgarh	94656	87404	182060	91886	75138	167024	97.07	85.97	91.74
Sehore	92853	83302	176155	89403	76775	166178	96.28	92.16	94.34
Guna	113280	92743	206023	120401	91366	211767	106.29	98.52	102.79
Dhar	139124	122711	261835	125924	101375	227299	90.51	82.61	86.81
Rewa	163826	143424	307250	157555	128065	285620	96.17	89.29	92.96
Satna	131707	120248	251955	124691	113124	237815	94.67	94.08	94.39
Shahdol	109899	101684	211583	107744	98690	206434	98.04	97.06	97.57
Umariya	45429	40352	85781	42777	37326	80103	94.16	92.50	93.38
Sidhi	148221	134963	283184	149285	124355	273640	100.72	92.14	96.63
Chhatarpur	108548	93357	201905	110237	90270	200507	101.56	96.69	99.31
Panna	69339	57510	126849	67738	54370	122108	97.69	94.54	96.26
Tikamgarh	97788	82300	180088	98906	82039	180945	101.14	99.68	100.48
Mandsaur	79862	71315	151177	77392	68320	145712	96.91	95.80	96.39
Neemuch	47369	40993	88362	45413	38075	83488	95.87	92.88	94.48
Ratlam	90332	75269	165601	94633	73858	168491	104.76	98.13	101.75
Bhind	121957	95196	217153	130162	103420	233582	106.73	108.64	107.57
Damoh	94365	81233	175598	90307	78264	168571	95.70	96.35	96.00
Datia	51221	43171	94392	51836	44648	96484	101.20	103.42	102.22
Dewas	98586	92392	190978	95904	80574	176478	97.28	87.21	92.41
Jhabua	156645	124452	281097	136637	95606	232243	87.23	76.82	82.62
Khandwa	118594	102181	220775	118339	96692	215031	99.78	94.63	97.40
Khargone	115545	104947	220492	108913	91710	200623	94.26	87.39	90.99
Barwani	82818	76253	159071	71763	58222	129985	86.65	76.35	81.72
Mandla	71671	67482	139153	71043	65494	136537	99.12	97.05	98.12
Dindori	43343	40546	83889	41581	36918	78499	95.93	91.05	93.57
Morena	132670	109098	241768	136612	111957	248569	102.97	102.62	102.81
Sheopur	46500	37234	83734	48617	34758	83375	104.55	93.35	99.57
Seoni	93099	89775	182874	93785	88928	182713	100.74	99.06	99.91
Shajapur	101172	85267	186439	100120	83438	183558	98.96	97.85	98.45
Shivpuri	149048	117135	266183	143872	109447	253319	96.53	93.44	95.17
Vidisha	95941	84938	180879	100278	85848	186126	104.52	101.07	102.90
Balaghat	107377	104526	211903	108781	104932	213713	101.31	100.39	100.85
Gwalior	98051	79646	177697	98890	78139	177029	100.86	98.11	99.62
Bhopal	122426	104486	226912	113361	100774	214135	92.60	96.45	94.37
Narsinghpur	62852	56766	119618	63964	56535	120499	101.77	99.59	100.74
Hoshangabad	72154	63370	135524	71088	63370	134458	98.52	100.00	99.21
Harda	37955	30916	68871	37536	29113	66649	98.90	94.17	96.77
Indore	141201	121113	262314	125227	109016	234243	88.69	90.01	89.30
Chhindwara	142300	128698	270998	139756	120891	260647	98.21	93.93	96.18
Ujjain	160485	140474	300959	156357	128454	284811	97.43	91.44	94.63
Jabalpur	136115	126658	262773	131201	123641	254842	96.39	97.62	96.98
Katni	80972	67980	148952	77410	63724	141134	95.60	93.74	94.75
Sagar	119809	107217	227026	117704	102398	220102	98.24	95.51	96.95
STATE	4580507	4005482	8585989	4485636	3777880	8263516	97.93	94.32	96.24

(Source : LSA-II 2000)

LSA' 1996 TARGET POPULATION, ENROLMENT & GROSS ENROLMENT RATIO & OUT OF SCHOOL CHILDREN

District	Population 6-11												Enrolment (i-v)											
	SC				ST				SC				ST				SC				ST			
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total			
BETUL	10787	9889	20676	50648	46827	97475	11336	10421	21757	55882	49744	105126	105.1	105.4	105.23	110.33	105.16	107.85						
RAISEN	16322	13922	30244	15185	13652	28837	17506	14468	31974	16441	14140	30581	107.3	103.9	105.77	108.27	103.57	106.05						
RAJGARH	20020	17622	37642	3613	3472	7085	19130	14662	33792	3326	2563	5889	95.6	83.2	89.77	92.06	73.82	83.12						
SEHORE	21504	18721	40225	11360	10291	21651	20573	17428	38001	10093	7945	18038	95.7	93.1	94.47	88.85	77.20	83.31						
GUNA	22595	18300	40895	17428	13696	31124	23991	17632	41623	18551	12288	30839	106.2	96.3	101.78	106.44	89.72	99.08						
DHAR	10148	8820	19268	84102	77682	161784	9054	7287	16341	75685	61409	137094	86.7	82.6	84.81	89.99	79.05	84.74						
REWA	26152	22804	48956	31409	26098	57507	22529	18336	40865	33033	26332	59365	86.1	80.4	83.47	105.17	100.90	103.23						
SATNA	25224	23201	48425	22321	20056	42377	24716	22369	47085	20678	17261	37938	98.0	96.4	97.23	92.64	86.06	89.52						
SHAHIDOL	10408	9717	20125	53482	49484	102966	9823	9552	19375	51974	48146	100120	94.4	98.3	96.27	97.18	97.30	97.24						
UMARIA	3809	3849	7658	21062	18701	39763	3543	3566	7109	20503	16906	37409	93.0	92.6	92.83	97.35	90.40	94.08						
SIDHI	20299	18548	38847	47002	41718	88720	20681	16561	37242	45790	35265	81055	101.9	89.3	95.87	97.42	84.53	91.36						
CHHATARPUR	30889	25017	55906	5363	4622	9985	31300	23773	55073	5355	4099	9454	101.3	95.0	98.51	99.85	88.68	94.68						
PANNA	15676	12417	28093	12468	10314	22782	14851	11792	26643	11723	8907	20630	94.7	95.0	94.84	94.02	86.36	90.55						
TIKAMGARH	26611	22313	48924	5642	4957	10599	26850	22071	48921	5935	4665	10600	100.9	98.9	99.99	103.19	94.11	100.01						
MANDSAUR	15867	13845	29712	2114	1728	3842	16370	13114	29484	2079	1772	3851	103.2	94.7	99.23	98.34	102.55	100.23						
NEEMUCH	6835	6053	12888	4396	3050	7446	6433	5473	11906	3904	2430	6334	94.1	90.4	92.38	88.81	79.67	85.07						
RATLAM	14539	11210	25749	26746	21263	48009	16108				18908	46861	110.8	102.0	106.97	104.51	88.92	97.61						
BEHIND	28524	21554	50078	431	380	811	29691	22062	51753	325	315	640	104.1	102.4	103.34	75.41	82.89	78.91						
DEWAS	22921	21980	44901	18412	18211	36623	22899	19164	42063	16145	10765	26910	99.9	87.2	93.68	87.69	59.11	73.48						
DAMOH	21192	17771	38963	12496	11508	24004	20246	15894	36140	13382	11781	25163	95.5	89.4	92.75	107.09	102.37	104.83						
DATIA	14330	11539	25869	769	670	1439	14431	12115	26546	863	742	1605	100.7	105.0	102.62	112.22	110.75	111.54						
JHABUA	3736	3180	6916	143193	113008	256201	3179	2736	5915	124041	84131	208172	85.1	86.0	85.53	86.63	74.45	81.25						
KHANDWA	14221	14167	28388	45328	37923	83251	15888	13130	29018	40541	30275	70816	111.7	92.7	102.22	89.44	79.83	85.06						
KHARGAON	17362	15173	32535	45974	40923	86897	16341	13255	29596	41864	35336	77200	94.1	87.4	90.97	91.06	86.35	88.84						
BARWANI	57051	52451	109502	59247	54717	113964	4921	4221	9142	50854	39637	90491	86.3	80.5	83.49	85.83	72.44	79.40						
MANDLA	3230	3295	6525	44864	41575	86439	3278	3029	6307	44350	40486	84836	101.5	91.9	96.66	98.85	97.38	98.15						
DINDORI	2609	2453	5062	29105	27169	56274	2599	2325	4924	27469	24548	52017	99.6	94.8	97.27	94.38	90.35	92.44						
MORENA	30335	24149	54484	1029	749	1778	31590	24916	56506	1080	868	1948	104.1	103.2	103.71	104.96	115.89	109.56						
SITAPURKALIA	8332	6696	14928	11106	8246	19352	8854	6914	15768	11166	5742	16908	107.6	103.3	105.63	100.54	69.63	87.37						
SEONI	9944	9557	19501	37457	36299	73756	9757	9685	19442	38016	35703	73719	98.1	101.3	99.70	101.49	98.36	99.95						
SHAJAPUR	25840	20670	46510	2599	2134	4733	25477	20220	45697	2515	2008	4523	98.6	97.8	98.25	96.77	94.10	95.56						
SHIVPURJ	33731	26899	60630	22910	16847	39757	31491	23393	54884	18376	14393	32769	93.4	87.0	90.52	80.21	85.43	82.83						
VIDISHA	20898	17896	38794	5234	4444	9678	22181	18541	40722	5578	4471	10049	106.1	103.6	104.97	106.57	100.61	103.83						
TOTAL	560795	478472	1039267	894495	782414	1676909	557617	451540	1009157	845470	673480	1518950	99.4	94.4	97.10	94.52	86.08	90.58						

(Source : LSA' 1996)

Districtwise Status of EGS Schools of (MP)

Sno.	District	No. of EGS Schools	Total Enrolment	Girls Enrolment	Girls as % of Total Enrolment
1	Betul	433	20914	10457	50%
2	Raisen	546	22113	10614	48%
3	Rajgarh	593	28464	11784	41%
4	Sehore	344	17406	8007	46%
5	Guna	1040	37336	16428	44%
6	Dhar	1326	55997	24639	44%
7	Rewa	2034	96818	45504	47%
8	Satna	906	45934	22508	49%
9	Shahdol	1161	41332	21079	51%
10	Umaria	276	16946	8134	48%
11	Sidhi	1455	45687	22844	50%
12	Chhatarpur	494	21736	10216	47%
13	Panna	674	28173	13241	47%
14	Tikamgarh	609	36357	17451	48%
15	Mandsaur	231	12005	5762	48%
16	Neemuch	229	9497	4369	46%
17	Ratlam	534	22855	10056	44%
18	Bhind	420	21252	10201	48%
19	Damoh	356	22307	10707	48%
20	Datia	126	7888	3707	47%
21	Dewas	284	13464	6193	46%
22	Jhabua	1860	75479	33211	44%
23	Khandwa	275	15774	6783	43%
24	Khargone	980	45511	20480	45%
25	Barwani	1117	46825	21071	45%
26	Mandla	675	30726	14748	48%
27	Dindori	392	17001	8160	48%
28	Morena	453	27470	12087	44%
29	Sheopurkalan	175	10533	4213	40%
30	Seoni	535	20731	10158	49%
31	Shajapur	350	17455	8378	48%
32	Shivpuri	900	46971	21137	45%
33	Vidisha	501	24023	11051	46%
34	Balaghat	442	24434	11973	49%
35	Gwalior	421	25045	11020	44%
36	Bhopal	192	8087	3639	45%
37	Narsinghpur	266	12789	6139	48%
38	Hoshangabad	216	7726	3631	47%
39	Harda	132	6230	2866	46%
40	Indore	154	7343	3672	50%
41	Chhindwara	774	36208	19190	53%
42	Ujjain	240	12804	5378	42%
43	Jabalpur	352	24640	11581	47%
44	Katni	441	27783	14447	52%
45	Sagar	596	34121	16037	47%
Total Madhya Pradesh		26510	1230190	574951	47%

LSA' 1996 OUT OF SCHOOL CHILDREN

District	Out of School (6-14)		Total
	Dropout	Un-enrolment	
BETUL	17999	40105	58104
RAISEN	7066	21633	28699
RAJGARH	10811	54444	65255
SEHORE	11926	45277	57203
GUNA	13849	71370	85219
DHAR	20088	133499	153587
REWA	6717	72296	79013
SATNA	7906	62427	70333
SHAHDOL	15955	92713	108668
SIDHI	15346	149644	164990
CHHATARPUR	12283	67134	79417
PANNA	8139	37738	45877
TIKAMGARH	19616	51169	70785
MANDSAUR	18867	41928	60795
RATLAM	7488	15035	22523
BHIND	3572	25749	29321
DAMOH	14235	26190	40425
DATIA	4070	10263	14333
JHABUA	21462	167836	189298
KHANDWA	23947	61665	85612
KHARGAON	30363	168281	198644
MANDLA	18985	55338	74323
MORENA	10293	71060	81353
SEONI	11898	34995	46893
SHIVPURI	10708	62371	73079
VIDISHA	11169	28039	39208
TOTAL	354758	1668199	2022957

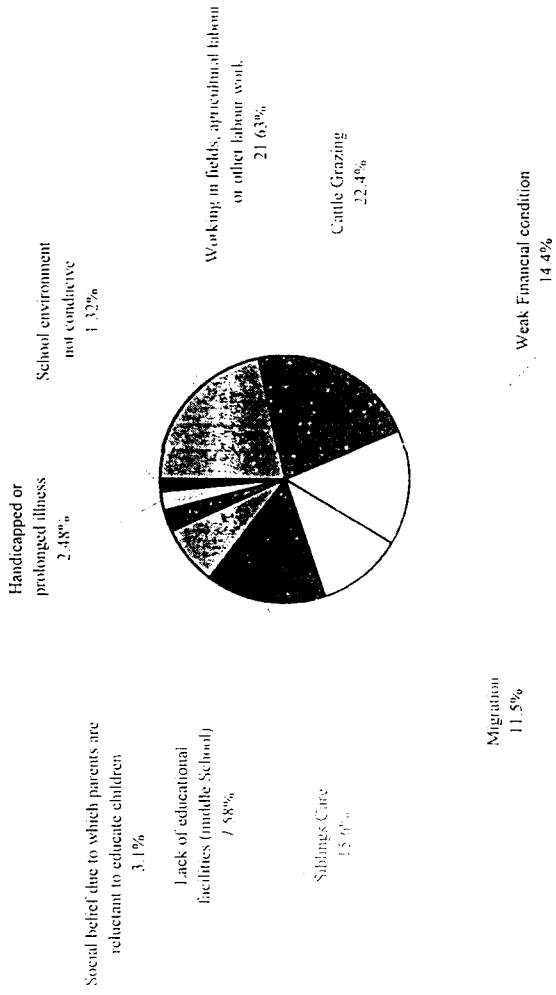
(Source : LSA' 1996)

DISTRICTWISE DETAILS OF POPULATION AND OUT OF SCHOOL CHILDREN

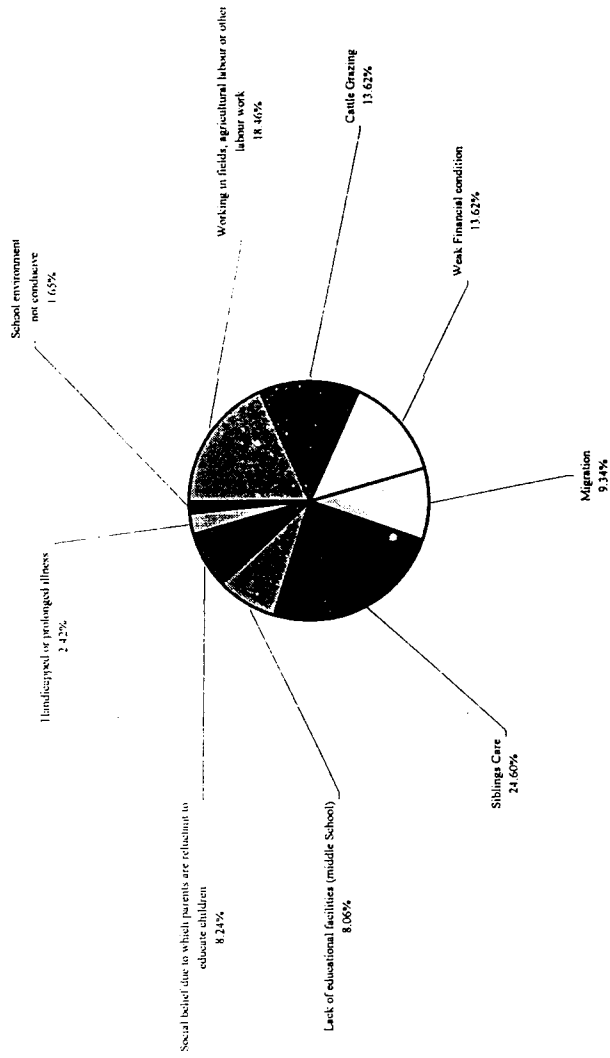
District	Population (6-14)			Out of School			% of Out of School Children against Target Population (6-14)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Betul	149027	136706	285733	8178	9996	18174	5.5%	7.3%	6.4%
Raisen	115810	97765	213575	5051	5544	10595	4.4%	5.7%	5.0%
Rajgarh	133756	120039	253795	15817	20853	36670	11.8%	17.4%	14.4%
Sehore	128810	110665	239475	14198	21248	35446	11.0%	19.2%	14.8%
Guna	162805	127580	290385	16723	20574	37297	10.3%	16.1%	12.8%
Dhar	195474	170164	365638	39926	45390	85316	20.4%	26.7%	23.3%
Rewa	237522	202124	439646	19555	1	50041	8.2%	15.1%	11.4%
Satna	196725	171789	368514	12733	14614	27347	6.5%	8.5%	7.4%
Shahdol	159428	145192	304620	11078	11815	22893	6.9%	8.1%	7.5%
Umaria	65310	56879	122189	5052	7479	12531	7.7%	13.1%	10.3%
Sidhi	213683	185855	399538	26757	40761	67518	12.5%	21.9%	16.9%
Chhatarpur	153197	122688	275885	15022	17383	32405	9.8%	14.2%	11.7%
Panna	94191	76462	170653	10712	11952	22664	11.4%	15.6%	13.3%
Tikamgarh	137616	108640	246256	13230	13442	26672	9.6%	12.4%	10.8%
Mandsaur	109282	91252	200534	4617	6177	10794	4.2%	6.8%	5.4%
Neemuch	64617	52174	116791	4136	4678	8814	6.4%	9.0%	7.5%
Ratlam	123869	97166	221035	6162	6383	13045	5.0%	7.1%	5.9%
Bhind	173965	129989	303954	3066	3244	6310	1.8%	2.5%	2.1%
Damoh	129583	106450	236033	9220	10025	19245	7.1%	9.4%	8.2%
Datia	72717	57286	130003	2230	2382	4612	3.1%	4.2%	3.5%
Dewas	142623	124513	267136	9907	16132	26039	6.9%	13.0%	9.7%
Jhabua	207226	167184	374410	47869	53677	101546	23.1%	32.1%	27.1%
Khandwa	161742	134856	296598	20073	21064	41137	12.4%	15.6%	13.9%
Khargone	164492	139966	304458	20700	22722	43422	12.6%	16.2%	14.3%
Barwani	113471	99782	213253	27795	29872	57667	24.5%	29.9%	27.0%
Mandla	99248	89921	189169	5033	6272	11305	5.1%	7.0%	6.0%
Dindori	59411	53052	112463	6044	6962	13006	10.2%	13.1%	11.6%
Morena	191408	143201	334609	2818	3452	6270	1.5%	2.4%	1.9%
Sheopur	66933	49627	116560	8086	10944	19030	12.1%	22.1%	16.3%
Seoni	131194	124047	255241	10807	11612	22419	8.2%	9.4%	8.8%
Shajapur	138417	104206	242623	5142	6637	11779	3.7%	6.4%	4.9%
Shivpuri	185999	136316	322315	10199	13681	23880	5.5%	10.0%	7.4%
Vidisha	132796	108491	241287	7681	8102	15783	5.8%	7.5%	6.5%
Balaghat	169572	163754	333326	11140	12055	23195	6.6%	7.4%	7.0%
Gwalior	150072	119115	269187	15501	16069	31570	10.3%	13.5%	11.7%
Bhopal	179306	150316	329622	12366	8850	21216	6.9%	5.9%	6.4%
Narsinghpur	90806	78478	169284	5233	6063	11296	5.8%	7.7%	6.7%
Hoshangabad	104692	88841	193533	10888	13849	24737	10.4%	15.6%	12.8%
Harda	57329	45580	102909	6410	7327	13737	11.2%	16.1%	13.3%
Indore	206471	176803	383274	29609	30005	59614	14.3%	17.0%	15.6%
Chhindwara	201509	181847	383356	26081	38020	64101	12.9%	20.9%	16.7%
Ujjain	217935	189446	407381	19525	28460	47985	9.0%	15.0%	11.8%
Jabalpur	172388	154008	326396	16354	16477	32831	9.5%	10.7%	10.1%
Katni	113799	90272	204071	11073	10919	21992	9.7%	12.1%	10.8%
Sagar	175135	146848	321983	14972	18583	33555	8.5%	12.7%	10.4%
STATE	6451361	5427335	11878696	604769	722732	1327501	9.4%	13.3%	11.2%

(Source : LSA-II' 2000)

Reasonwise Out of School 6-14 age(Boys) - LSA-II (2000-01)



Reasonwise Out of School 6-14 age(Girls) - LSA-II (2000-01)



**DISTRICTWISE DETAILS OF INFRASTRUCTURE FACILITIES
(DPEP'S CONTRIBUTION)**

S.No.	District	BRC		Primary School Buildings			EGS Buildings			Additional Rooms		
		Target	Achie.	Target	Achie.	In Process	Target	Achie.	In Process	Target	Achie.	In Process
1	Betul	10	10	405	337	68	406	406	0	349	349	0
2	Raisen	7	7	368	286	82	274	267	25	175	175	0
3	Rajgarh	6	6	438	332	106	218	213	6	146	146	0
4	Sehore	5	5	441	381	60	70	70	2	169	169	0
5	Guna	9	9	361	296	65	260	255	7	95	95	0
6	Dhar	13	13	457	329	128	400	400	3	457	457	0
7	Rewa	9	9	557	349	208	254	242	12	83	83	0
8	Satna	8	8	566	389	177	175	167	8	108	108	0
9	Shahdol	9	9	514	333	181	170	165	5	155	155	0
10	Umariya	3	3	152	76	76	30	30	2	55	55	0
11	Sidhi	8	8	628	434	194	96	96	0	152	152	0
12	Chhatarpur	8	8	400	297	103	472	472	0	156	156	0
13	Panna	5	5	289	215	74	189	189	0	189	189	0
14	Tikamgarh	6	6	375	288	87	315	305	18	98	98	0
15	Mandsaur	5	5	304	266	38	33	33	0	137	137	0
16	Neemuch	3	3	259	180	79	43	43	0	81	81	0
17	Ratlam	6	6	384	226	158	262	259	5	270	270	0
18	Bhind	6	6	433	367	66	0	0	0	130	128	2
19	Damoh	7	7	350	248	102	0	0	0	60	55	5
20	Datia	3	3	188	161	27	0	0	0	96	96	0
21	Dewas	6	6	403	308	95	0	0	0	86	86	0
22	Jhabua	12	12	767	609	158	1000	932	8	182	182	0
23	Khandwa	9	9	503	390	113	0	0	0	152	152	0
24	Khargone	9	9	456	416	40	55	55	0	104	104	0
25	Barwani	7	7	343	317	26	47	47	0	70	70	0
26	Mandla	9	9	451	399	52	161	156	7	75	75	0
27	Dindori	7	7	348	270	78	114	100	14	56	56	0
28	Morona	7	7	580	435	145	0	0	0	58	58	0
29	Sheopurkalan	3	3	248	88	160	0	0	0	28	28	0
30	Seoni	8	8	479	380	99	0	0	0	174	174	0
31	Shajapur	8	8	347	307	40	0	0	0	85	85	0
32	Shivpuri	8	8	523	453	70	0	0	0	158	158	0
33	Vidisha	7	7	464	286	178	0	0	0	151	146	5
	Total	236	236	13781	10448	3333	5044	4962	122	4540	4528	12

NOTE:- EGS buildings have come up with the help of community contribution

6827 School buildings are being constructed with the Unitecost of Rs. 1.00Lakh and have been sanctioned in the AWP's & B of 2000-01, 2001-02.

WISE DRINKING WATER AND TOILET FACILITY PROVIDE

District	Number of schools where Drinking Water facility provided	Number of schools where Common Toilet facility provided	Number of schools where Girls Toilet facility provided
BETUL	150	150	150
RAISEN	96	84	129
RAJGARH	160	170	91
SEHORE	147	135	92
GUNA	211	166	70
DHAR	148	76	
REWA	206	103	103
SATNA	125	153	153
SEAHDOL	192	213	213
UMARIA	30	35	
SIDHI	198	85	21
CHHATARPUR	150	197	197
PANNA	980	450	960
TIKAMGARH	176	176	176
MANDSAUR	102	102	
NEEMUCH	50	45	
RATLAM	60	168	178
BHIND	172	177	174
DEWAS	156	165	169
DAMOH	70	109	97
DATIA	75	79	25
JHABUA	344	394	394
KHANDWA	152	196	196
KHARGAON	168	242	242
BARWANI	81	81	81
MANDLA	130	120	120
DINDORI	150	150	150
MORENA	155	220	143
SHEOPURKALA	99	35	5
SEONI	136	187	18
SHAJAPUR	164	179	179
SHIVPURI	264	264	240
VIDISHA	180	102	48
TOTAL	5677	5208	4814

**DISTRICTWISE DETAILS OF SCHOOLS WITHOUT DRINKING WATER,
COMMON TOILET & GIRLS TOILET FACILITY**

District	No. of Schools		Schools with Drinking Water				Schools with common Toilet				Schools with Girls Toilet			
	1997-98	2000-01	1997-98		2000-01		1997-98		2000-01		1997-98		2000-01	
			Nos.	%	Nos.	%	Nos.	%	Nos.	%	Nos.	%	Nos.	%
Betul	1526	1537	898	58.8%	971	63.2%	142	9.3%	359	23.4%	73	4.8%	210	13.7%
Chhatarpur	1355	1387	663	48.9%	868	62.6%	114	8.4%	343	24.7%	53	3.9%	221	15.9%
Dhar	1514	1774	1031	68.1%	1386	78.1%	232	15.3%	578	32.6%	106	7.0%	199	11.2%
Guna	1525	1661	806	52.9%	1002	60.3%	156	10.2%	270	16.3%	77	5.0%	139	8.4%
Mandsaur	1613	1650	936	58.0%	1048	63.5%	284	17.6%	560	33.9%	110	6.8%	227	13.8%
Panna	924	965	523	56.6%	636	65.9%	38	4.1%	248	25.7%	19	2.1%	216	22.4%
Raisen	1189	1290	550	46.3%	756	100.0%	73	6.1%	243	18.8%	41	3.4%	121	9.4%
Rajgarh	1205	1303	767	63.7%	887	68.1%	112	9.3%	334	25.6%	38	3.2%	306	23.5%
Ratlam	1113	1208	844	75.8%	954	79.0%	218	19.6%	379	31.4%	113	10.2%	184	15.2%
Rewa	1418	1601	826	58.3%	1098	68.6%	118	8.3%	231	14.4%	97	6.8%	150	9.4%
Satna	1583	1688	899	56.8%	1064	63.0%	92	5.8%	296	17.5%	47	3.0%	140	8.3%
Sehore	1004	1013	503	50.1%	629	62.1%	137	13.6%	313	30.9%	65	6.5%	136	13.4%
Shahdol	2283	2316	1472	64.5%	1789	77.2%	199	8.7%	507	21.9%	93	4.1%	261	11.3%
Sidhi	1599	1603	949	59.3%	1072	66.9%	87	5.4%	165	10.3%	37	2.3%	75	4.7%
Tikamgarh	1207	1279	597	49.5%	735	57.5%	350	29.0%	448	35.0%	188	15.6%	330	25.8%
Bhind	1131	1332	641	56.7%	921	69.1%	69	6.1%	189	14.2%	36	3.2%	90	6.8%
Damoh	852	1069	401	47.1%	455	42.6%	34	4.0%	163	15.2%	15	1.8%	78	7.3%
Datia	496	662	283	57.1%	389	58.8%	49	9.9%	139	21.0%	29	5.8%	86	13.0%
Dewas	980	1101	437	44.6%	665	60.4%	84	8.6%	350	31.8%	19	1.9%	144	13.1%
Jhabua	1392	1507	1087	78.1%	1322	87.7%	117	8.4%	894	59.3%	52	3.7%	187	12.4%
Khandwa	1243	1384	620	49.9%	893	64.5%	177	14.2%	575	41.5%	68	5.5%	235	17.0%
Khargone	2092	2505	1480	70.7%	1868	74.6%	217	10.4%	832	33.2%	115	5.5%	412	16.4%
Mandla	1384	2397	741	53.5%	1576	65.7%	93	6.7%	478	19.9%	45	3.3%	229	9.6%
Morena	1431	1702	733	51.2%	904	53.1%	90	6.3%	224	13.2%	45	3.1%	95	5.6%
Seoni	1379	1612	723	52.4%	1018	63.2%	140	10.2%	584	36.2%	79	5.7%	344	21.3%
Shajapur	1216	1250	673	55.3%	882	70.6%	259	21.3%	369	29.5%	94	7.7%	167	13.4%
Shivpuri	1126	1345	653	58.0%	883	65.7%	116	10.3%	289	21.5%	60	5.3%	161	12.0%
Vidisha	1054	1305	547	51.9%	838	64.2%	62	5.9%	154	11.8%	23	2.2%	65	5.0%
Over-all	36834	41446	21283	57.8%	27509	66.4%	3859	10.5%	10514	25.4%	1837	5.0%	5208	12.6%

Source: EMIS data (data of government schools only)

INFRASTRUCTURE DETAILS IN DPEP DISTRICTS

Sr. No.	District	No. of Schools		School with Pucca School Building				School with Kucha School Building				Schools Without Buildings			
		1997-98	2000-01	1997-98		2000-01		1997-98		2000-01		1997-98		2000-01	
		Nos.	%	Nos.	%	Nos.	%	Nos.	%	Nos.	%	Nos.	%	Nos.	%
1	Betul	1526	1537	342	22.4%	406	26.4%	916	60.0%	915	59.5%	268	17.6%	216	14.1%
2	Chhatarpur	1355	1387	923	68.1%	1036	74.7%	202	14.9%	147	10.6%	230	17.0%	204	14.7%
3	Dhar	1514	1774	986	65.1%	1164	65.6%	406	26.8%	520	29.3%	122	8.1%	90	5.1%
4	Guna	1525	1661	941	61.7%	1198	72.1%	102	6.7%	67	4.0%	482	31.6%	396	23.8%
5	Mandsaur	1613	1650	1361	84.4%	1490	90.3%	101	6.3%	103	6.2%	151	9.4%	57	3.5%
6	Panna	924	965	675	73.1%	742	76.9%	121	13.1%	100	10.4%	128	13.9%	123	12.7%
7	Raisen	1189	1290	485	40.8%	631	100.0%	417	35.1%	415	32.2%	287	24.1%	244	18.9%
8	Rajgarh	1205	1303	737	61.2%	940	72.1%	132	11.0%	111	8.5%	336	27.9%	252	19.3%
9	Ratlam	1113	1208	799	71.8%	945	78.2%	237	21.3%	198	16.4%	77	6.9%	65	5.4%
10	Rewa	1418	1601	697	49.2%	935	58.4%	377	26.6%	392	24.5%	344	24.3%	274	17.1%
11	Satna	1583	1688	1030	65.1%	1243	73.6%	218	13.8%	177	10.5%	335	21.2%	268	15.9%
12	Sehore	1004	1013	494	49.2%	530	52.3%	367	36.6%	380	37.5%	143	14.2%	103	10.2%
13	Shahdol	2283	2316	1132	49.6%	1461	63.1%	846	37.1%	690	29.8%	305	13.4%	165	7.1%
14	Sidhi	1599	1603	786	49.2%	1064	66.4%	391	24.5%	277	17.3%	422	26.4%	262	16.3%
15	Tikamgarh	1207	1279	854	70.8%	883	69.0%	229	19.0%	98	7.7%	124	10.3%	298	23.3%
16	Bhind	1131	1332	849	75.1%	1123	84.3%	84	7.4%	31	2.3%	198	17.5%	178	13.4%
17	Damoh	852	1069	369	43.3%	544	50.9%	366	43.0%	375	35.1%	117	13.7%	150	14.0%
18	Datia	496	662	354	71.4%	566	85.5%	38	7.7%	11	1.7%	104	21.0%	85	12.8%
19	Dewas	980	1101	563	57.4%	716	65.0%	323	33.0%	296	26.9%	94	9.6%	89	8.1%
20	Jhabua	1392	1507	1028	73.9%	1119	74.3%	266	19.1%	249	16.5%	98	7.0%	139	9.2%
21	Khandwa	1243	1384	760	61.1%	820	59.2%	419	33.7%	490	35.4%	64	5.1%	74	5.3%
22	Khargone	2092	2505	1377	65.8%	1709	68.2%	443	21.2%	464	18.5%	272	13.0%	332	13.3%
23	Mandla	1384	2397	586	42.3%	1025	42.8%	536	38.7%	896	37.4%	262	18.9%	476	19.9%
24	Morena	1431	1702	1056	73.8%	1245	73.1%	96	6.7%	57	3.3%	279	19.5%	400	23.5%
25	Seoni	1379	1612	415	30.1%	623	38.6%	723	52.4%	820	50.9%	241	17.5%	169	10.5%
26	Shajapur	1216	1250	860	70.7%	977	78.2%	218	17.9%	178	14.2%	138	11.3%	95	7.6%
27	Shivpuri	1126	1345	837	74.3%	1115	82.9%	114	10.1%	59	4.4%	175	15.5%	171	12.7%
28	Vidisha	1054	1305	650	61.7%	841	64.4%	98	9.3%	89	6.8%	306	29.0%	375	28.7%
	Over-all	36834	41446	21946	59.6%	27091	65.4%	8786	23.9%	8605	20.8%	6102	16.6%	5750	13.9%

Source: EMIS data (data of government schools only)

**IDENTIFIED GAPS FOR ACHIEVING UNIVERSALISATION OF ELEMENTARY
EDUCATION**

Districts	INFRASTRUCTURE GAPS					
	BRC Building	PS Building	EGS Building	Additional Rooms Provided in Primary Schools	Major Repair	Minor Repair
BETUL		65	35	769	154	232
RAISEN		394	140	1907	117	176
RAJGARH		227	258	844	144	215
SEHORE		217	264	418	113	169
GUNA		288	600	50	248	372
DHAR		652	540	100	1	311
REWA		317	1122	1624	114	171
SATNA		454	673	658	182	274
SHAHDOL		144	659	170	232	347
UMARIA		57	141	72	21	32
SIDHI		208	586	488	164	246
CHHATARPUR		125	53	743	118	178
PANNA		204	336	1490	84	125
TIKAMGARH		125	210	100	77	115
MANDSAUR		49	87	1065	89	133
NEEMUCH		26	107	199	73	110
RATLAM		128	202	407	124	186
BHIND		156	123	745	171	256
DEWAS		75	23	461	116	173
DAMOH		159	299	541	110	164
DATIA		44	69	222	56	84
JHABUA		53	363	881	182	272
KHANDWA		100	232	163	130	196
KHARGAON		273	800	460	182	273
BARWANI		125	862	274	94	142
MANDLA		269	481	476	109	164
DINDORI		163	111	37	70	105
MORENA		270	191	810	124	185
SHEOPURKALA		138	153	100	108	162
SEONI		349	453	706	138	206
SHAJAPUR		70	30	914	124	187
SHIVPURI		113	318	494	126	188
VIDISHA		530	195	881	123	184
SAGAR	10	246	519	1546	158	238
NARSINGHPUR	6	114	276	373	82	123
INDORE	4	207	185	613	334	500
BHOPAL	2	280	207	100	208	311
JABALPUR	7	269	396	100	150	224
KATNI	6	267	523	100	149	224
GWALIOR *	5	63	514	749	296	443
CHHINDWADA	11	252	778	100	184	277
SAGAR	11	108	528	1622	151	227
HOSHANGABAD	7	113	227	843	109	163
HARDA	3	28	108	130	43	64
UJJAIN	6	404	172	100	199	294
TATE Total (45 Districts)	78	8918	15149	25645	6287	9426

Source:- Lok Samparka Abhiyan 2000

STATUS OF SCHOOL CONTINGENCY

DPEP - I

S.no.	Districts	Achievement
1	Betul	1558
2	Raisen	1279
3	Raigarh	1285
4	Sehore	1046
5	Guna	1622
6	Dhar	1886
7	Rewa	1780
8	Satna	1747
9	Shahdol	1758
10	Umariya	607
11	Sidhi	1732
12	Chhatarpur	1393
13	Panna	981
14	Tikamgarh	1181
15	Mandsaur	1013
16	Neemuch	625
17	Ratlam	1133
Total DPEP - I		22626
DPEP - II		
18	Bhind	1349
19	Damoh	1172
20	Datia	670
21	Dewas	1203
22	Jhabua	1829
23	Khandwa	1419
24	Khargone	1590
25	Barwani	1026
26	Mandla	1386
27	Dindori	1286
28	Morena	1321
29	Sheopur Kalan	663
30	Seoni	1637
31	Shajapur	1178
32	Shivpuri	1475
33	Vidisha	1350
Total DPEP - II		20554
Grand Total		43180

Details of Teachers Training 2001-2002

Districts	MTs Training		EGS Gurujis Training		Shiksha Karmis Training		Primary School Teachers	
	Target	Achievement	Target	Achievement	Target	Achievement	Target	Achievement
BETUL	108	106	492	484	1562	1528	2380	2228
RAISEN	259	223	538	530	1490	1451	2168	1960
RAJGARH	210	210	604	588	1815	1782	1553	1458
SEHORE	130	127	518	518	1357	1357	1267	1238
GUNA	200	167	1022	1014	1783	1757	2243	2140
DHAR	130	130	1591	1572	1639	1603	2788	2649
REWA	240	225	1886	1830	1812	1730	3453	2822
SATNA	165	240	1095	1057	2063	1799	2546	2065
SHAHDOL	156	146	1237	1224	1653	1573	2309	2079
UMARIA	50	55	205	203	621	617	772	730
SIDHI	270	169	1345	1328	2108	2036	1829	1657
CHHATARPUR	181	169	680	662	1545	1494	1890	1836
PANNA	135	122	805	789	331	308	1674	1536
TIKAMGARH	165	165	720	707	1300	1292	1960	1883
MANDSAUR	234	220	263	262	1003	990	1563	1503
NEEMUCH	138	134	250	247	745	734	821	800
RATLAM	180	157	595	593	1428	1411	1506	1426
Total	2951	2765	13846	13608	24255	23462	32722	30015
DPEP-II								
BHIND	106	106	373	368	879	860	2652	2609
DAMOH	143	143	468	464	1106	1093	1589	1547
DATIA	115	104	144	141	572	548	1431	1117
DEWAS	249	225	240	238	1323	1268	1696	1481
JHABUA	305	298	1759	1724	1290	1275	2104	2039
KHANDWA	194	190	259	253	1524	1471	2110	1907
DIHARGONF	232	223	97	970	1190	1171	2634	2491
BARWANI	129	118	901	893	1027	1003	940	911
MANDLA	222	169	655	560	950	923	2107	1828
DINDORI	180	149	351	350	735	675	1101	972
MORENA	192	177	466	459	1069	1058	1928	1856
SHEOPUR KALAN	79	77	154	151	831	811	428	398
SEONI	376	334	588	584	1664	1647	2151	2097
SHAJAPUR	141	121	313	312	1240	1218	1883	1833
SHIVPURI	177	171	785	785	1317	1308	2195	2164
VIDISHA	180	166	454	449	1294	1289	1836	1826
TOTAL	3020	2771	8007	8701	18011	17618	28785	27076
NON-DPEP								
BALAGHAT	72	72	66	65	83	79	197	190
BHOPAL	63	63	167	165	523	541	850	1032
CHHINDWARA	300	300	786	779	1305	1240	3439	3150
GWALIOR	164	157	453	446	581	570	2041	1921
HARDA	56	46	98	138	477	454	497	454
HOSHANGABAD	128	91	168	163	705	682	1817	1653
INDORE	271	211	154	146	1191	1174	2543	2328
JABALPUR	250	212	359	395	799	669	3734	2460
KATNI	175	155	580	627	1255	1197	2193	1191
NARSINGHPUR	210	156	223	178	933	931	1929	1648
SAGAR	180	120	473	446	1400	1282	3313	2534
UJAIN	136	129	156	133	1017	1003	2603	2457
TOTAL	2005	1712	3683	3681	10269	9822	25156	21018
GRAND TOTAL	8232	7497	25536	25990	52535	50902	87062	78479

District	BRC's		Jan Shiksha Kendra	
	Target	Achievement	Target	Achievement
BETUL	10	10	135	135
RAISEN	7	7	134	134
RAJGARH	6	6	104	104
SEHORE	5	5	111	111
GUNA	9	9	152	152
DHAR	13	13	155	155
REWA	9	9	157	157
SATNA	8	8	140	140
SHAHDOL	9	9	168	168
UMARIA	3	3	59	59
SIDHI	8	8	150	150
CHHATARPUR	8	8	145	145
PANNA	5	5	120	120
TIKAMGARH	6	6	147	147
MANDSAUR	5	5	78	78
NEEMUCH	3	3	46	46
RATLAM	6	6	108	108
Total	120	120	2109	2109
BHIND	6	6	151	151
DEWAS	7	7	140	140
DAMOH	3	3	70	70
DATIA	6	6	150	150
JHABUA	12	12	200	200
KHANDWA	9	9	162	162
KHARGAON	9	9	147	147
BARWANI	7	7	95	95
MANDLA	9	9	138	138
DINDORI	7	7	102	102
MORENA	7	7	138	138
SHEOPURKALA	3	3	62	62
SEONI	8	8	188	188
SHAJAPUR	8	8	146	146
SHIVPURI	8	8	177	177
VIDISHA	7	7	150	150
Total	116	116	2216	2216
Total DPEP I&II	236	236	4325	4325

Number of VEC and SMC in DPEP Districts

District	No. of VEC	PTA
BETUL	1558	2582
RAISEN	1279	2317
RAJGARH	1281	2435
SEHORE	1046	1879
GUNA	1622	3356
DHAR	1886	3873
REWA	1780	4084
SATNA	1747	3352
SHAHNOL	1753	3479
UMARIA	607	981
SIDHI	1732	3915
CHHATARPUR	1207	2356
PANNA	981	2039
TIKAMGARH	973	2261
MANDSAUR	904	1604
NEEMUCH	522	1167
RATLAM	1133	2105
BHIND	1471	2363
DEWAS	1172	1879
DAMOH	542	1905
DATIA	990	1102
JHABUA	2731	4364
KHANDWA	1050	2190
KHARGAON	1373	3297
BARWANI	1938	2608
MANDLA	1361	2598
DINDORI	1288	1666
MORENA	1130	2184
SHEOPURKALA	535	944
SEONI	1924	2750
SHAJAPUR	1069	2128
SHIVPURI	1485	2835
VIDISHA	1350	2279
TOTAL	43418	80877

District & Blockwise details of areas covered by Sahyogini

District	Block	Number of JSK Covered	Number of Village Covered	Village with cent percent enrolment	Remaining Village where cent percent enrolment is to be achieved
Under DPEP's sahyogini Project					
Betul	Bhimpur	15	100	88	12
Panna	Ajaygarh	14	121	90	31
Sehore	Ichawar	3	30	22	8
Ratlam	Bajna	9	90	80	10
Datia	Sewda	13	116	99	17
Tikamgarh	Prathvipur	15	52	48	4
Rewa	Tyonthar	15	122	90	32
Bhind	Gohad	14	120	114	6
Raisen	Badi	6	56	41	15
Dhar	Bag	12	90	69	21
Seoni	Kurai	15	85	62	23
Mandsour	Sitamou	2	20	15	5
Chhatarpur	Bada Malhara	10	115	102	13
Rajgarh	Chapara		95	52	43
Under Mahila Samakhya Programme					
Mandsour	Malhargarh		58	30	28
	Mandsour				
Rajgarh	Rajgarh		120	27	93
	Khilchipur				
Raisen	Sanchi		100	100	0
	Abedullaganj				
Total		143	1490	1129	361

Districtwise details of areas covered by Sahyogini

District	Before July (2000-2001)				August 2001		
	Total girls in age group 6-14 year	Enrolled girls	Never enrolled girls	Drop out girls	Girls additionally enrolled	Never enrolled girls	Drop out girls
Betul	4946	4554	66	127	102	24	67
Panna	7172	6332	597	243	518	139	183
Sehore	2010	1703	221	88	214	37	58
Seoni	4887	4280	230	242	263	70	139
Khandwa	4223	3546	391	286	310	191	176
Dhar	9913	4375	5103	435	3467	1935	136
Rewa	8814	6939	1745	30	1300	459	16
Mandsour	1956	1404	363	189	378	121	53
Chhatarpur	7610	6797	587	226	493	246	74
Datia	8374	8174	222	44	132	103	31
	59905	48104	9525	1910	7177	3325	933
Mahila Samakhya							
Rajgarh	2779	2216	424	139	319	194	50
Khilchipur	1465	853	490	73	343	190	30
Mandsaur	4362	4129	389	174	284	224	55
Malhargarh	2089	2004	479	84	230	279	54
Sanchi	2455	2258	538	25	381	167	15
Obedullaganj	1447	1446	1		1	0	
Shivpuri	2113	1782	457	106	257	221	85
Seoni	5196	4760	381	182	412	96	55
	21906	19448	3160	782	2227	1371	344

Focus area – 1.

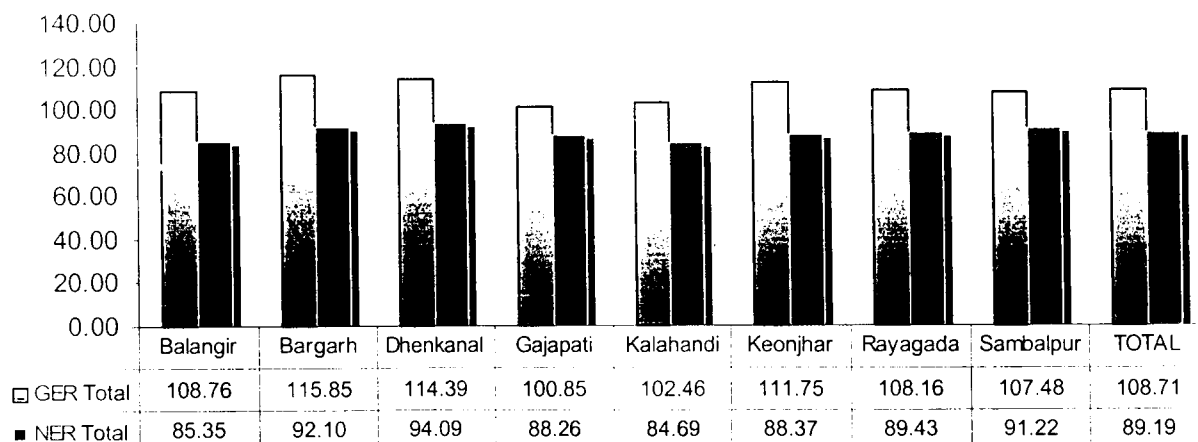
1.1

- Yes, Village Education Registers (VER) are maintained in DPEP and SSA districts. But, there is no such register called Retention Register. To track the retention, DPEP, Orissa has conducted a child tracking and COHORT study in a campaign mode, named as “ANUSANDHAN”- the investigation, involving the community. The data collection was done by local educated youths after two rounds practical training. These youth visited all the schools, villages and habitations. These youths track each and every child by name with the help of School Teachers, PTA, VEC and the children. The school efficiency data (completion, repetition, drop out) were collected from each school. Understanding, the need of quality and authentic data, DPEP, Orissa has adopted a unique method for data collection for DISE. The SI of Schools, BRCCs, CRCCs and the teachers have been trained thrice; twice through Teleconferencing programme and once at the Block level training programme, about the features and data collection technique of DISE 2001.

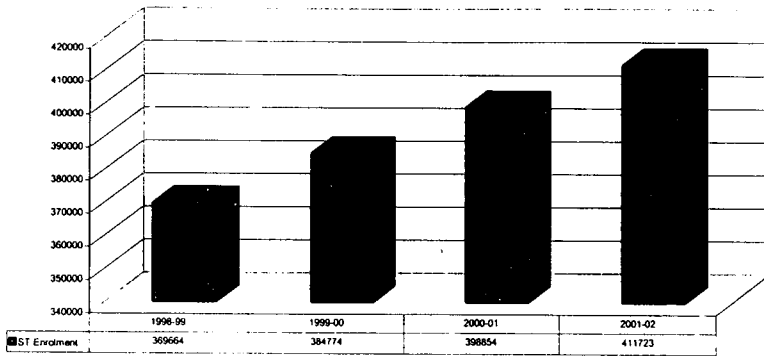
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The BRCC and the SI of Schools visit 70-80% of the schools for random checking of the data. The Data Collector Youths, Schools Headmaster, CRCC, BRCC and SI of Schools countersign in the Data Collection formats. Apart from this, the members of the District Resource Group, including the DPC visit 20-30% schools (in random) for ensure the quality of the data. A state level team also visited 10-20% schools randomly. Finally, *the DPC provides a certificate that “100% schools have been covered in DISE and all the data provided are authentic”.*

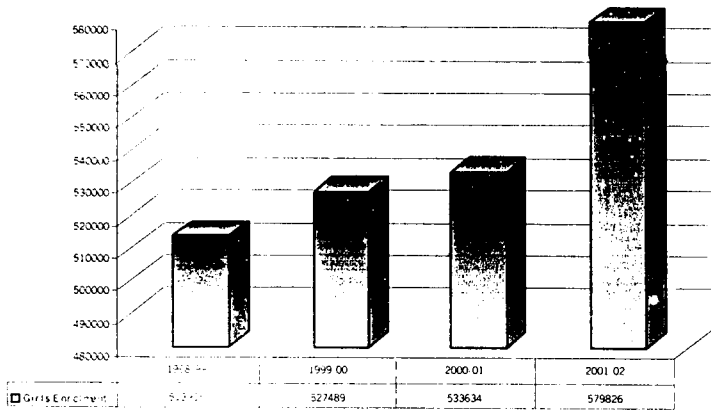
1.2 State/District Specific Data on #Enrollment/Retention/Achievement



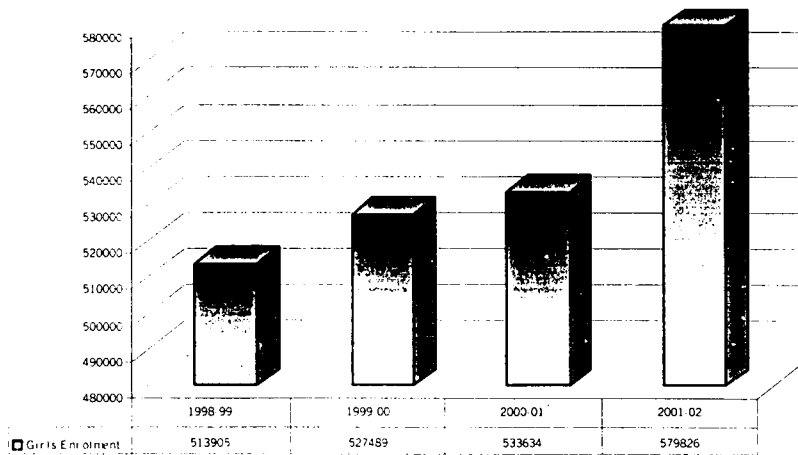
Enrolment Trend



Girls Enrolment

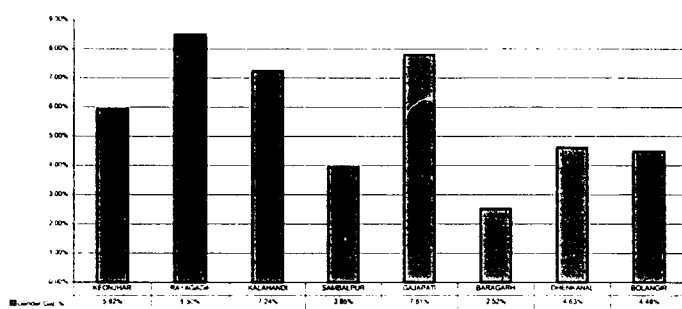


Girls Enrollment



Examination Result (District Level) for 2001-02

District	Class		Enrollment at the end of the previous academic session	Number appeared	Number Passed	Passed with 60%	% Passed	% Student Passed with 60% more
Gajapati	CI-V	Boys	6,575	6,046	5,444	333	90%	6%
		Girls	4,650	4,199	3,761	203	90%	5%
	CI-VII	Boys	2,469	2,358	2,095	100	89%	4%
		Girls	1,415	1,341	1,132	84	84%	6%
Balangir	CI-V	Boys	15,255	13,219	12,670	1,103	96%	8%
		Girls	12,192	10,294	9,836	743	96%	7%
	CI-VII	Boys	9,480	8,956	8,216	709	92%	8%
		Girls	6,342	6,134	5,624	428	92%	7%
Kalahandi	CI-V	Boys	12,798	11,660	11,401	847	98%	7%
		Girls	8,604	7,673	7,491	505	98%	7%
	CI-VII	Boys	7,110	6,953	6,789	561	98%	8%
		Girls	4,226	4,146	4,039	330	97%	8%
Rayagada	CI-V	Boys	9,123	8,559	7,933	862	93%	10%
		Girls	5,918	5,488	5,065	529	92%	10%
	CI-VII	Boys	3,395	3,394	3,307	431	97%	13%
		Girls	2,118	2,125	2,081	282	98%	13%



Examination Result (District Level) for 2001-02

District	Class		Enrollment at the end of the previous academic session	Number appeared	Number Passed	Passed with 60%	% Passed	% Student Passed with 60% more
Bargarh	CI-V	Boys	15,218	14,819	14,305	1,645	97%	11%
		Girls	14,139	13,324	12,772	1,260	96%	9%
	CI-VII	Boys	10,215	9,516	9,244	1,493	97%	16%
		Girls	8,338	8,092	7,891	1,169	98%	14%
Sambalpur	CI-V	Boys	8,889	8,683	8,466	985	98%	11%
		Girls	7,873	7,678	7,482	841	97%	11%
	CI-VII	Boys	6,145	6,235	5,587	465	90%	7%
		Girls	5,488	5,338	4,856	391	91%	7%
Keonjhar	CI-V	Boys	15,610	15,011	14,525	1,874	97%	12%
		Girls	13,281	12,689	12,420	1,432	98%	11%
	CI-VII	Boys	10,475	10,402	9,991	1,519	96%	15%
		Girls	8,715	8,665	8,354	1,195	96%	14%
Dhenkanal	CI-V	Boys	12,182	11,508	11,295	1,384	98%	12%
		Girls	10,710	10,489	10,308	1,071	98%	10%
	CI-VII	Boys	8,882	8,458	8,159	1,218	96%	14%
		Girls	7,658	7,463	7,221	1,036	97%	14%

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

Low enrolment and retention is due to

- Children assisting in household work
- Physical illness
- Unmotivated age mates
- Social barrier
- Inadequate number of teachers

Trends in learning Achievement

Achievement of class I students in Language.

- Students of three districts i.e. Kalahandi, Bargarh and Bolangir showed improvement in achievement level more than 15 percent compared to BAS.
- Students of two districts i.e. Keonjhar and Dhenkanal showed improvement in performance above 8 percent

Achievement of Class-I students in Mathematics

- Students of three districts i.e. Bolangir, Bargarh, Sambalpur showed better performance (more than 12 percent) in mathematics.
- In Bargarh, students achievement level rose by 26.73 percent
- In four districts – Dhenkanal, Kalahandi, Keonjhar, Rayagada the students performance level showed positive trend and nearer to 12 percent.

Achievement of class-IV students in Language

- In two districts i.e. Sambalpur(28.68%), Keonjhar (30 %), student achievement level rose by more than 25 %.
- In three districts, i.e. Gajapati, Kalahandi, Bargarh, the student performance level rose by 11%.
- In Dehenkanal and Bolangir performance level rose by 17.88% and 6.82% respectively.

Achievement of Class-IV students in Mathematics

- In Bargarh, student achievement level rose by 19 percent.
- In Dhenkanal, Keonjhar, Sambalpur, Gajapati increasing in students performance level is nearer to 12 percent.

1.3 - How are studies and data used in preparation of Annual Work Plan ?

Findings of the Studies have been disseminated to the financial unit held at the SPO.

- Training programmes have been conducted for the field level functionaries to disseminate the findings of the studies.
- During the formulation of the Annual work plan, the process of consultation with the BRCC/CRCC regarding the findings were done.
- specific strategies were developed and incorporated in the block and then in the district plan.

1.4 Arrangement for monitoring progress in enrolment, repetition, achievement and completion with regard to girls, SC/STs and disable children.

The strategies are

- establishment of core monitoring team for such interventions.
- engaging local youths, for girls and SC/ST education in weaker pockets for enrolment, retention.
- regular meeting with VECs/MTAs/teachers for enrolment, repetition and achievement of students.
- regular review meeting of monitoring team to address various issues and to prepare strategies from VEC to SPO level.
- Awareness campaign like workshop on dropouts, womens conventions, children fairs, different community leaders meetings.
- studies on various issues to identify problem and to formulate strategies accordingly.

1.5. Competition rate are being measured in the state through Co-hort study.

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

- Initiative have been taken in this regard at the state level
- Questionnaires have been developed
- Study will be completed in DPEP-I districts in December, 2002.

1.7 - Interventions for urban deprived children.

Studies indicate the growing problems of schooling of poor children in urban areas. On account of different administrative arrangements and different management structures of schools, urban areas are till far away in achieving UEE Ward. Urban slum, clusters are taken as unit of planning to address the children who are deprived of getting educational facilities.

Studies reflect that the following problems may arise in urban areas and accordingly interventions have been designed.

- (1) Education of street children
- (2) Education of children who are rag pickers
- (3) Education of children whose parents are engaged in any profession that keeps them away from home for long hours.
- (4) Education of working children in urban slums

- (5) Children working in industries, households, tea shops, dhabas etc. Normally such children are migrated from different rural pockets.

Interventions designed for such children are :-

- (a) providing access to the children by opening of EGS/AIE centres in slum areas as per need.
- (b) creating awareness among the parents and communities.
- (c) developing strategies in co-ordinations and convergence with various departments, local bodies responsible for elementary education, NGOs, Municipal bodies.
- (d) Setting up of pre-primary schooling facilities in urban areas in formal schools as well as in EGS centres/AIE centres during school hours.
- (e) opening of new ECCE centres as per requirement.
- (f) Developing infrastructural facilities of Govt. schools to avoid over crowding of children in school as well as making school environment attractive. Alternate strategy to overcome crowding has been double shifting in such schools.
- (g) Strengthening monitoring and supervision for ensuring quality and mainstreaming of children to formal schools.

For working children, it has been planned to strengthen NCLP schools in convergence with labour departments.

Setting up of AIE centres (Bridge course, back to school camps, remedial camps) for education of such children and developing strategies to mainstream them in formal schools.

For migratory children proposals have been made for opening of AIE camps like mobile schools, adolescent girls centre, bridge course camps in different identified areas.

Focus Area - II

Quality and Equity

2.1 ● **Systems of assessment of pupils' progress in schools/Alternative schooling and district-wise analysis of findings :**

- Teachers in both formal and A.S. have been trained in conducting continuous and comprehensive evaluation of learners' progress using multiple methods like observation, unit tests, small projects, evaluating learners' products (writings, paintings etc.) and sharing the results with learners and their parents.
- Periodical informal analysis of results and strategies for further improvement of children's learning are being done at cluster level sharing meetings.
- A Common Annual Primary School Examination was conducted in April, 2002 for Classes I to V in all schools of the State with model question papers developed by DPEP Orissa. The results have been analysed and shared at cluster and block levels. The inter-district comparisons are being processed at the State Project Office.

2.2 ● Systems for monitoring learning and completion at the classroom/A.S. Centre level and at block and district level.

- At the school level, intensive monitoring of learning and academic activities is being done by the CRC Coordinators. It has been made mandatory for every CRCC to visit each school/A.S. at least two full working days for monitoring, providing academic support and interacting with parents and VEC members on regular attendance of children with ultimate objective of providing quality education and completion of primary schooling by every eligible children.
- BRCCs with help of Block Resource Groups (constituting Block Monitoring Teams-BMT) are focussing on difficult areas/schools in cluster for monitoring during every month. The feedback of monitoring activities are regularly shared and reviewed at the block level monthly sharing meetings.
- In Orissa, with the efforts of DPEP, the faculty members of DIETs are now empowered to make official school visits on regular basis. DIET faculty members with resourceful DRG members constitute the District Monitoring Teams (DMT) and make visits to sampled schools focussing on poor performing schools of the district.

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

- Achievement survey data like those of BAS and MAS have been shared at district and block levels reinforcing the efforts for improving classroom practices in specific subject areas identified in these surveys.
- Besides general rounds of teacher training programmes, the elements of which are common to all districts, micro-level, short term training programmes are now planned and conducted on specific issues broadly identified in surveys and the felt needs of the teachers.

2.4 ● On going efforts in the State to improve system of teacher recruitment, teacher deployment and teacher attendance.

- District-wise teacher rationalization plans have been prepared and continually updated.
- Transfer of teachers are now being restricted to the rationalization data, thus focussing the teacher deployment in schools with adverse PTR.
- Swetchhasevi Siksha Sahayaks (para-teacher) scheme has been introduced in the State to fill up the vacancies.
- A definite plan for systematic development of para-teacher (salary, recruitment and engagement policies) is being developed as a part of the organisational reformation in school education of the State.
- Monitoring by CRCC and by community, especially by VEC are being strengthened to improve teacher attendance in schools.

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

- Teachers of small schools and EGS School have been exposed to strategies of multigrade teaching, management with community support.
- Need specific institutional development plans are now being developed through mechanism of school categorization. After identification of needs, specific strategies are being developed through convergence of all stake-holders for each school.

2.6 ● Initiatives towards follow up of teacher training, making teacher training need based and leading to greater reflection.

- Cluster and block level short-term teacher training programmes are being planned and conducted focussing on specific needs of the teachers in classroom transactions. Needs are identified through (i) interaction of teachers with CRCC, BRCC or with other resource groups (ii) sharing meetings at cluster level and (iii) specific issues raised by teachers.
- Training programmes are planned systematically by the resource groups at different levels focussing the needs of teachers.
- Follow up monitoring of training inputs are ensured by onsite support of CRCCs, BRCCs and other monitoring personnel as well as through monthly review meetings.

2.7. ● Description of State specific systems for monitoring quality in schools.

As discussed in 2.2.

2.8 ● Efforts made in State for quality improvement in various streams of education – formal, Alternative schooling, bridge courses etc.

Efforts in various aspects have been made to bring about quality improvement in different streams of education in the State.

The common elements for quality improvement in different streams are :

- building conducive learning environment
- capacity building of teachers through continuous training, exposure and sharing activities.
- development of learner friendly textbooks, workbooks and supplementary learning materials.
- development of contextual TLM and activities
- strategies for multigrade teaching
- ensuring continuous and comprehensive evaluation of learners' progress.
- building community support for schools.

Specific activities focussing different activities have been attempted to improve quality of education in particular streams. Some of which are :

- Residential training for Education Volunteers in EGS & AS
- Remedial materials for children in bridge courses, adolescent girl camps.
- TLM kit for A.S. schools
- Aids & Appliances and TLM support to children with disabilities
- 'AHWAN' a programme of intensive monitoring and academic support.
- 'AROHA' a news letter for dissemination and sharing of good and innovative classroom practices.

Focus Area III

3.1 Data Collection, Analysis and Use

- The basic databases developed in DPEP, Orissa are:

- ✓ DISE
- ✓ Child Tracking Data
- ✓ Teachers Data
- ✓ COHORT Study

- ✓ Previously the DISE was a school based monitoring system. Now the District Information System for Education (DISE) 2001 is a complete educational monitoring system, which includes:

- o **School Data**
- o Village Information including household and population data

- ✓ **Tolls used for Data collection and Analysis**

•DISE: Community based Data Collection:

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

The DISE data are collected by the local educated youths and retd. teachers of the locality, directly from the school/village. The Cluster resource group consisting of an educated youth and retd. teachers have been trained for 4 days about the data collection procedure, including two days practical at the field level. These CRG member collected the school level and village level data by visiting the school and the village, in 2days time, along with the CRCC of the same cluster. The school-based information has been collected after discussing with the VEC and also crosscheck all the data by direct field visit. Thus a 100% crosschecking is also being done.

The BRCC and the SI of Schools have visited 70-80% of the schools for random checking of the data. The Data Collector Youths, Schools Headmaster, CRCC, BRCC and SI of Schools countersign in the Data Collection formats. Apart from this, the members of the District Resource Group, including the DPC visit 20-30% schools (in random) for ensure the quality of the data. A

state level team also visited 10-20% schools randomly. Finally, *the DPC provides a certificate that "100% schools have been covered in DISE and all the data provided are authentic".*

▪ Child Tracking Data and COHORT Data (ANUSANDHAN):

The child tracking and COHORT study was done in a campaign mode, named as "ANUSANDHAN"- the investigation, involving the community. The data collection was done by local educated youths after two rounds practical training. These youth visited all the schools, villages and habitations. These youths track each and every child by name with the help of School Teachers, PTA, VEC and the children. The school efficiency data (completion, repetition, drop out) were collected from each schools

The data analyzed at state, district and block level in workshops. The finding of exercise was shared with the D.I. of Schools, SI of Schools, BRCCs, CRCCs, DPO,SPO SCERT and educational administration as well as with community in form of discussions. This sharing of information has charged the attended of community towards the schools. The remarkable success of mass mobilization campaign NINAD-II can be attributed to the sharing of data with the stakeholder (community)

Based of the ANUSANDHAN data VECs and the School H.Ms of poor performing school were contacted by the State Project Director and District Collectors of the respective district, directly through letters persuading theme to take appropriate steps to bring out of school and dropped out children back to school and to improve school.

3.2 Usages of Data:

- The DISE/ COHORT data are being used for :
- ✓ Selection of weak school, VEC, cluster and block on the basis of high repetition rate, low transition rate, high drop out rate etc for special intervention.
- ✓ Preparation of village and school based planning as well as AWP &B.
- ✓ Rationalization of teachers and engagement of Para Teachers
- ✓ Distribution of Textbooks & other materials.
- ✓ To address Repeaters Issue
- ✓ Civil work i.e. construction of building for building less schools, toilets, additional classroom, drinking water and major repair.
- ✓ Random sampling in BAS & MAS.
- ✓ Action Research Projects.
- ✓ Planning for special programmes like 'NINAD', engagement of "Community Mobiliser", "Tribal Educated Youths' and "Escort Mother"
- ✓ Conducting Common Annual Examination in 2001-02.

The Child data are being used for:

- Selection of educationally backward villages, GPs, Blocks on the basis of out of school children
- Selection for opening of EGS, AIE, Adolescent Girls' Hostel, Tribal hostel etc.
- Identification disabled children.
- Identification of parents having more than 3 children: used by Health Department

The Teachers' data are being used for:

- Rationalisation of teachers
- Posting of BRCC and CRCC in expansion districts
- Teacher Training
- Selection of Resource Person

3.3. The information systems are quite compatible. The data from all the existing databases are linked to make intensive analysis cross verification as well as for a realistic micro level planning.

1. For example, the shadow areas are identified linking the DISE, Child Tracking and COHRT database, in terms of high drop out rate, high repetition rate, more out of school children and high PTR.
2. The viability of opening of EGS and AIE Centers are crosschecked linking the DISE, Child Tracking databases.

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

- SCERT has been entrusted with coordinating and conducting all types of teacher training programme for the inservice school teachers of the state including those of DPEP and SSA.
- An unit called 'State Resource Unit in Pedagogy'(SRUP) has been created at SCERT with assistance from DPEP for planning, executing and monitoring Pedagogical activities in the State.
- Infrastructural development plan for SCERT has been made and provisions for this has been made in DPEP plan.
- A net-work of SCERT-DIETs/STSs (ETTIs) – BRC-CRC has been stipulated with 40 centres identified as resource centres for training.
- All DIETs and ETTIs in district headquarters have been linked through disc antennae and other communication systems facilitating distance education.
- All BRCs and CRCs are being equipped to strengthen them as resource centres.
- Proposal for reinforcement of BRCs & CRCs activities under SSA has been sent to State Govt.

3.5 Are functions of BRC CRC will defined ? Any assessment of their functioning and role in improving quality ?

- functions of BRC and CRC have been specified with flexibility of incorporating possible variations to accommodate their roles in promoting quality of teaching learning activities.
- Internal assessments of their functioning is made at district level. State level assessment is being planned.

UTTARANCHAL

Focus Area-1		
Enrolment, Repetition, Completion and Equity		
Sl. No.	Question	Reply
1-	Are village education registers and retention regulation is maintained in the state how does the community another school data stay to make data transparent and freely accessible to all.	<ul style="list-style-type: none"> - Door-to-Door survey has been conducted. - Bal Ganana Registers are maintained in every school and are updated every year. - At the start of academic session 2002-03 the Bal Ganana registers are updated during the "school chalo Abhiyan". - The Bal Ganana Register reflects the particulars of 6-14 age group children. - The Village education committee and School Management Committee review the records maintained in Bal Ganana Registers during it's monthly meetings, Mid-day-meal has been given only to those students who have more than 80% attendance per month in Parishadiya Schools. - Student and teacher attendance registers are maintained in every school. - Periodic checking of attendance registers carried out by block and district level officers. - These registers are freely accessible to VECs/SMCs.
2-	Main finding of State specific/ district specific studies on enrolment, retention achievement and completion and its use in planning process.	<ul style="list-style-type: none"> - The EMIS data and "A study on classroom culture and processes from gender perspective" conducted in the schools of Tehri and Haridwar districts reflected that 5-10 % (Approx.) underage children are coming in formal schools. There is less gender gap in formal schools of hill districts as compare to plain districts. It was also decided that the Anganwadi centers should be opened near to primary schools. - To solve the problems of under age children, who are coming in formal schools ECCE centers in convergence with the ICDS are proposed in AWP&B 2002-03.

<p>3-</p>	<p>Arrangements for monitoring progress in enrolment, repetition, achievement and completion with regard to girls, scheduled tribe children, and children with difficulties.</p>	<ul style="list-style-type: none"> - School Grading started for effective monitoring, supervision & assistance. - School tracking and monthly attendance charts have been prepared in all primary school in 80 model clusters. - DIET lecturers are nominated as mentors for each block for close and regular monitoring. - Academic assistance has been given to low performing schools by NPRC coordinators, BRC coordinators and ABSA/SDIs. - All the Assistant Basic Education Officers and Sub Deputy Inspectors have been trained for monitoring and evaluation of schools and children's learning achievement through school grading system. - Monthly progress review meeting are held at the NPRC, BRC, DIET, DPO & State level. - Internal mission comprising of SCERT representative, DIET faculty, project functionaries, field level officers and coordinators visited the primary schools of DPEP district in small groups. These teams studied the educational scenario and achievement levels at the school and share their findings in the meeting held with the members of District Education Project Committee and project functionaries. - 2674 VECs constituted in 06 DPEP districts. - 07 formats developed for school tracking and monitoring of monthly attendance of student in model clusters with the help of VEC/WMG/MTA. - 4324 children in the age group (6-14 years) with special needs identified in 06 DPEP district through door to door survey. - Resource group constituted comprising of representatives of National Institute of Visual Handicapped, National Institute for orthopadically handicapped, National Institute Of Hearing Impaired, representatives from NGOs working in this field, primary school teachers and doctors.
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		<ul style="list-style-type: none"> - Camps for disabled children organized at BRC, Bhagwanpur (Haridwar), Primary School Takana (Pithoragarh) and primary school Hadawa in Chamba block of Tehri Garhwal for:- <ul style="list-style-type: none"> a). Medical examination b). Providing disability certificate. c). Providing income certificate to enable them to get aids and appliance free of cost from National Institutes. d). Parent counseling. - 658 children medically examined in different camps. - 209 children identified for getting aids and appliances. - 204 children were given a disability certificate by the medical team. - 850 parents of disabled children provided counseling regarding their health and physical, mental status and awareness about the Government schemes. - To incorporate the IED component in the general teacher training programme, a 02-day training package developed. - IED component included in school grading system. - Convergence with Social Welfare Department, Women and child development department. - Efforts were made to provide scholarship to disabled children from Social Welfare Department. - Sensitization of 40 teachers for the barrier free environment to the disabled children.
4-	Intervention made in the State with regard to hardest to reach group, urban deprived children, working children and migrant communities.	<ul style="list-style-type: none"> - Door-to-Door Survey has been conducted for the identification of out of school children in rural and urban areas. - School Chalo Abhiyan Programme organized in the month of July 2002 in all DPEP districts to enroll the out of school children in Formal Schools, EGS and AS Centres.

		<ul style="list-style-type: none"> - 443 EGS and 34 A.S. Centers are in operation in 06 DPEP Districts. - Summer camp for 03 Months has been conducted for the children of migratory working labour in construction site of Garhwal University at Chauras in Tehri District - 40 Children benefited in this camp. - Training Programme organized for the instructors of AS Centers, run by the District Urban Development Authority Haridwar in Haridwar city in Block Resource Center Bahadrabad Under DPEP. - SRG (AS), DRG(AS) & BRGs have been constituted and Trained to deal with the problems of hardest to reach group & out of school children. - NGOs have been made partner in implementation of the programme.
5.	Efforts made in State for quality improvement in various streams of education formal, Alternate, bridge courses, etc.	<ul style="list-style-type: none"> - Exercise and self-evaluation practices (Kitna Shikha) developed in school textbooks regularly checked by the teachers and supervisors. - School status and children learning achievement evaluated through school grading system by the DIETs involving teachers, inspectors, BRC, NPRC coordinators and community as well. - Supplementary reading material "Runjhun" and "Pankhuria" developed by SIE, Allahabad & UNICEF distributed in primary schools of DPEP Districts. - Teacher training in activity based teaching; preparation and use of teaching learning material organized as 1st round teachers training in the state. - Teacher's guide (Shikshak Sandarshika) provided to every teacher in the state. - Reading corners introduced in schools. - 8543 teachers have provided TLM Grant of Rs. 500/- per teacher for preparing wide variety of TLM to enthuse the student learning. - Teacher's Training module on hard spots in maths and language developed and printed at SPO level.

		<ul style="list-style-type: none"> - Teacher training on hard spots (identified in maths and Language) is in progress in all the DPEP Districts. - Curriculum for EVS has been developed with collaboration of "Uttarakhand Sewa Nidi, Almora". - Curriculum for class I to V has been revised by the SRG. - 639 Shiksha mitras (Para teachers) under DPEP and 404 Shiksha mitra under State government scheme trained by the DIETs. - 03 person from SPO trained in module writing for self-learning material (SLM) under Distant education Programme with the help of CEE Ahmedabad. - Text Books and other Educational materials are provided free of cost to children enrolled in EGS/AS centers. - Flexibility in admission to formal school for the children learning in EGS and AS centers. - Formal school textbooks are introduced in the EGS and AS centers. - The Acharyaji/ Anudeshakas have been given 30 days induction training and 15 Days refresher training in DIETs. - Regular academic support to Acharyaji/ Anudeshakas provided by the NPRC coordinators and BRC coordinators. - Monthly meetings held at NPRC with the Formal School Teachers to share their experiences. - TLM Preparation workshop for Acharyaji/ Anudeshakas organized as DIET level. - Schools Grading formats develop for the grading of EGS and AS centers. - Data Capture Format for the EGS and AS centers developed by ED.CIL has been translated in hindi and distributed to all EGS and AS centers. - SRG and District functionaries trained in filling up the data capture format distributed to EGS/AS centers.
6	Efforts made to meet special needs of very small schools in small habitations.	<ul style="list-style-type: none"> - Exposure visits organized for DIET lecturers, BRC coordinators, NPRC coordinators and teachers to Rishi Valley Education Society, Andhra Pradesh and exposed to Digantar, Bodh & Eklavaya experiences. - 10 school have been identified in Tehri district. Kunjapuri model (multi grade model) has been developed in Narendra Nagar Block of Tehri Garhwal.

7.	State specific analysis of equity gaps between different social groups and within each social group by gender.	<ul style="list-style-type: none"> - A study on classroom culture and processes from Gender perspective was organized in Tehri and Haridwar districts reflected that there is less gender gap in hill districts in comparison to plain districts of Uttaranchal .
8	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 development and better management of education Administration.	<ul style="list-style-type: none"> - Teacher's presence ensured in remote areas through the provision of recruitment of para teachers. - 1st appointment of teachers in remote areas for three years. - In case of non availability of BTC trained teachers in the state, provision of "Vishisht BTC" has been made for B.Ed, LT, D.P.Ed etc. candidates by providing them 06 months training for teaching in basic schools. - Provision of Para teachers in hard to reach areas. - A minimum 2 teachers in primary schools and teacher pupil ratio is 1:40. - Door-to-Door survey has been conducted and school chalo abhiyan and enrollment drive conducted in the month of July 2002 with the help of different government departments, NGOs and community. - A survey has been conducted with the help of DIET, Didihat(Pithoragarh) in Dharchula block of district Pithoragarh to identify the out of school children of "VanRaji" the primitive tribe of Pithoragarh district to address their problems. - EGS & As center have been opened for Banraji children in Dharchula block. - Formal schools have been opened in tribal areas on priority basis.

Focus Area – 2

Quality and Equity

9	Report on systems of assessment of pupils progress in schools and district wise analysis of findings.	<ul style="list-style-type: none"> - The academic session start from May to April. - Pupil progress evaluated by conducting monthly, half yearly and annual examination. Progress cards are given to children in half yearly and annual examination. The guardians of the students observe the progress report. Though the students are not detained in class I & II. - During these examinations co-curricular activities also evaluated. - The school conduct the home examination for class I to V. - The Block Education Officers, BRCc/NPRCc supervise the examinations. - The records are maintained at school level. - In EGS and AS centers the Acharyaji/Instructor does the continuous evaluation, while the annual examination is conducted under the supervision of headmaster of near by formal school. - The SRG has decided to adopt the tool for comprehensive and continuous evaluation of children developed by the UPSCERT and tested by DIET, Almora in Hawalbag block of Almora district can be used.
10	Systems for monitoring learning and completion at the classroom level and at the block and district level.	<ul style="list-style-type: none"> - To monitor the system to learning and completion in classroom and A.S. centers block resource center co-ordinators and Naya Panchayat resource center co-ordinators have been appointed and trained. - Monthly progress review meetings are held at the school level, NPRC, BRC, DIET, DPO and SPO level. - For the institutional evaluation school grading is being conducted by the NPRC, BRC, DIET's mentors. - DIET lecturers are nominated as mentors for the blocks to monitor the learning achievement and to facilitate the BRC, NPRC and school teachers. - District coordinator(Pedagogy) also appointed to monitor and facilitate the BRCc and NPRCc. - ABSA/SDI also monitor the class room process.
11	Description of state specific system for monitoring quality in schools.	<ul style="list-style-type: none"> - School Grading format developed and implemented in all school under DPEP. - District Resource Group, Block Resource Group, Cluster Resource Group formed who guide and monitored the quality in schools.

Focus Area – 3**Institutional Capacity and Progress of Programme Implementations**

12	Systems of data collection and role of VEC/PTA in the process.	<ul style="list-style-type: none">- The VEC's are actively involved in the activities :-<ul style="list-style-type: none">a) Door to door survey, micro planning, school mapping and preparation of village education plan.b) To bring un enrolled children in to formal school EGS and AS centers through enrolment drive.c) School construction, maintenance and repairs of school buildings and purchase of materials.d) Management of AS, EGS and ECCE centers.e) Appointment of shiksha mitra (Para Teacher) in formal schools and Acharyaji/Anudesika in EGS and AS centers.f) Free text book and scholarship distribution.- School management committee(SMC) and MTA, WMG, VEC members also help in providing cooked meal for the children in schools under mid-day-meal scheme.
13	Extent of data use at school/Cluster/Block and District level.	<ul style="list-style-type: none">- The data collected from door to door survey by the schoolteachers and VECs members used in preparation of annual plan during planning process. This data is also helpful in achievement of enrolment targets, distribution of free textbooks, scholarships and opening of formal schools. EGS and AS centers.
14	Process of preparation of Annual Work plans and Budgets.	<ul style="list-style-type: none">- A core team has been constituted at the district level comprising of Principal DIET, EBSA, Assistant Accounts officer, One ABSA, BRC coordinators, senior lecturer of the DIET and NPRC coordinators & oriented at the SPO level.
		<ul style="list-style-type: none">- The district core team has prepared the Annual Work Plan & Budget for the districts. The MIS data and micro planning data available at the district level used for preparation of AWP&B.

15	Recent Efforts to improve performance of institutions like SCERT/ SIEMAT/DIET/BRC /CRC.	<ul style="list-style-type: none"> - The SCERT has been established in Uttaranchal & has integrated with the DPEP&SSA programme. SCERT & DIET functionaries have got different trainings as District training skill (DTS), Design of training (DOT), Management of training (MOT) & Evaluation of training (EOT) organized by Academy of Administration, Nainital under the Department of Personal Training, GOI, Training Policy, Management development programme for field level education offices & DIET faculties organized in collaboration with NIEPA, New Delhi. - EBSA, District coordinators, ABSA have been reoriented in State & National level programmes under the DPEP & SSA organized by the National institute of Administration, LBSNAA, Mussoorie BRCc & NPRC have been oriented about the school grading system. Capacity building programme organized for the BRCc & NPRC at DIET level.
16	Are functions of BRC/CRC well defined?	<ul style="list-style-type: none"> - Functions of BRC/ NPRCs are well defined. They have been oriented about their role and responsibilities.
17	Assess level of decentralization in management of education and recent efforts in this regard.	<ul style="list-style-type: none"> - Teacher training programme have been organized at the block level. - BRC coordinators have delegated powers to organize the training programmes, meeting of BRGs at Block level and DIETs are conducting different programmes at district level. - VEC and SMCs are actively involved in management of schools. VECs have got the financial powers at the school level.

Recommendations of the 15th Joint Review Mission and Follow-up Action

National Level

8.1 A series of national and regional consultations with a mix of stakeholders may be facilitated, based on review and consolidation of existing research, assessing the impact of interventions and providing a basis for further directions. This would form part of the process of the proposed in-depth review and reflection of quality improvement efforts by the States to carry the DPEP reform process to the next level towards attaining universalisation of quality primary education goals. The outcomes of this review could be shared with the next JRM.

Such reviews and discussions have been organised through the presentation of studies on pedagogic evaluations at the State level. Two workshops were organised in Tamil Nadu and Karnataka, and similar presentations are planned in Kerala, Maharashtra, Haryana and Madhya Pradesh. A similar sharing process has been started around the IIM evaluation studies. However, the process of review is expected to take some more time.

8.2 Enhancement of quality improvement inputs from an equity perspective and of equity related inputs from a quality perspective need to be carried further through upgradation of diagnostic skills, greater sensitisation of teachers through in-service training, introduction of multi-level classroom practices and increasing the diversity of supplementary supportive material that would help every child and more particularly the marginalised children participating in the learning process.

A synthesis report has been prepared on the basis of case studies on student evaluation by the Pedagogy unit. This report brings to light salient issues and strategies for upgrading the diagnostic skills of teachers. After the initiative taken from the Central level to orient States in multi-grade teaching, a number of States have begun to address this issue.

8.3 The Mission suggests that the current pattern and content of training programmes in education planning and management may be reviewed and revised at both national and State level in view of emerging requirements in managing the expansion and improvement of primary and elementary education. In this respect the States may undertake an analysis of data requirements for use at each level and take further steps to coordinate and integrate data collection activities. In addition the States may consider incorporation of institutions, such as DIETs and

SCERTs, and practices which have emerged under DPEP, into State statutes and regulations in order to legitimise them and facilitate the decentralisation of management responsibility.

Guidelines for conducting and consolidating household surveys have been finalised and shared with the States. Most of the States have also initiated a process of review of data requirements with a focus on ensuring that interventions and resources are better targeted towards more disadvantaged groups, areas and schools. In most States, DIETs and SCERTs are already permanent structures, while changes in the statutes have either been brought about, or are being brought about, to institutionalise structures such as the Village Education Committees, PTAs, etc.

8.4 The States may develop and articulate a vision for sustainability, taking note of the gains of DPEP, and the need for institutional capacity building and community ownership in the context of emerging opportunities and programmes for UEE. This may be undertaken in tandem with a comprehensive assessment of the impact of DPEP on quality improvement in each State.

While the issue of sustainability pertains partly to structures set up under DPEP, the continuance of functions and processes initiated under the Programme is equally, if not more important. The States are using the experiences of DPEP to feed into the planning processes for SSA. Measures like academic support to teachers at block and cluster levels, involvement of DIETs, community-based construction, extensive use of household data, and so on, have become integral parts of SSA. A number of States have already articulated their plans for sustainability, largely through the implementation of SSA.

8.5 The flow of funds from GOI has become a serious issue. Except for Orissa, Gujarat and Rajasthan, all States report delays in the amounts transferred from GOI to the States. Expenditure in most States consists of almost 90% of the amount received from GOI. The Mission urges GOI and the States to address this issue without delay, so that implementation will not be affected.

GOI is conscious of the need to regularly transfer funds to the States to ensure the smooth implementation of the Programme. While there may be occasional aberrations in this transfer, the effort is to provide adequate funding at the appropriate stages. In the current year, Rs 865 crores have already been released to the States.

8.6 The Mission suggests the expeditious completion of amendments to legal documents pertaining to the States of Jharkhand, Chhattisgarh and Uttaranchal in order to prevent any problems arising in the supply of project funds to the three States.

Action has been initiated to amend the concerned legal agreements. The draft amended agreement in respect of Jharkhand has been received from the World Bank, while appropriate action is being taken in the case of the other two States.