

**DPEP**



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जिला प्राथमिक शिक्षा कार्यक्रम  
**DISTRICT PRIMARY EDUCATION PROGRAMME**

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**Part 2**

NIEPA DC



D11840

**State Reports**

**17<sup>th</sup> Joint Review Mission**

**(April-May, 2003)**

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13-06-2003

- The information given in the State Reports is as on December 31<sup>st</sup>, 2002. However, the latest information has been provided wherever possible.

# ANDHRA PRADESH

## I) Project Cost

### DPEP Coverage:

(Rs. in Lakhs)

Particulars	Districts covered	Project Baseline Cost	Contingency Amounts	Total Project Cost
	<b>SPO</b>	1644.791	648.652	2293.443
	Vizianagaram	2872.978	1133.009	4005.987
	Nellore	3386.519	1335.532	4722.051
	Kurnool	2971.927	1172.030	4143.957
	Karimnagar	3227.555	1272.842	4500.397
	Warangal	3168.834	1249.687	4418.521
	<b>Sub Total</b>	<b>17272.604</b>	<b>6811.752</b>	<b>24084.356</b>

(Rs. in Lakhs)

Particulars	Districts covered	Project Baseline Cost	Contingency Amounts	Total Project Cost
	<b>SPO</b>	1506.300	381.000	1887.300
	Srikakulam	3970.899	1005.000	4975.899
	Visakhapatnam	3998.809	1012.000	5010.809
	Guntur	3984.500	1008.000	4992.500
	Prakasham	4000.006	1012.000	5012.006
	Chittoor	4000.837	1012.000	5012.837
	Cuddapah	3975.485	1006.000	4981.485
	Ananthapur	4002.265	1013.000	5015.265
	Mahabub Nagar	3969.210	1004.000	4973.210
	Ranga Reddy	3931.659	995.000	4926.659
	Medak	3995.474	1011.000	5006.474
	Nizamabad	3933.829	995.000	4928.829
	Adilabad	3986.510	1009.000	4995.510
	Khammam	3957.755	1001.000	4958.755
	Nalgonda	3936.847	996.000	4932.847
	<b>Sub Total</b>	<b>57150.385</b>	<b>14460.000</b>	<b>71610.385</b>

\* Total Civil Works costs is 33.33% of Total Project Cost.

## II) Project Structure

### Vacancy position in SPO and DPO

#### Vacancy Position at SPO

All positions in the State Project Office except the following (shown in the table) are filled. Besides, one consultant to look after the Civil Works, IED Programmes and Accounts are in position.

#### DPEP I

No. Planned	No. Filled	Vacant	Particulars of Posts vacant	
53	40	13	Draftsmen	1
			Asst. Architect	1
			Media Documentation I/c	1
			Distance Education Co-ordinator	1
			Data Entry Operators	2
			Attenders	7

#### DPEP Expansion Districts

No. Planned	No. Filled	Vacant	Particulars of Posts vacant	
22	15	7	Dy.EE	1
			AE (Civil)	1
			Asso. GCDO	2
			Asst. Fellow	1
			CMO	1
			Jr. Asst.	1

DPEP I - Vacancy position at DPOs

Table - 2.

S. No.	Name of the District	No. Planned	No. Filled	Vacant	Particulars of Posts vacant
1.	Vizianagaram	23	12	11	APC 1 Typist 2 Attender 2 Jr. Accountant 1 Data Entry Operator 1 AAO 1 Draftsman 2 GCDO 1
2.	Nellore	24	19	5	APC 1 ALS Coordinator 1 AAO 1 Work Inspector 1 AE 1
3.	Kurnool	21	16	5	Typist 1 AAO 1 Jr. Asst. 1 JE 1 Jr. Accountant 1
4.	Karimnagar	21	15	6	Jr. Accountant 1 Programme Trg. Officer AE 1 DGCDO 1 AMO 1 Jr. Programmer 1
5.	Warangal	35	35		
	<b>Total</b>	<b>124</b>	<b>97</b>	<b>27</b>	

**DPEP-II Expansion districts**

S. No.	Name of the District	No. Planned	No. Filled	Vacant	Particulars of Posts vacant
1.	Srikakulam	18	17	1	Typist 1
2.	Visakhapatnam	20	20		
3.	Guntur	34	29	5	Typist 1 Sr. Accountant 1 Data Programming Officer 1 Draftsman 1 Sr. Asst. 1
4.	Prakasam	22	20	2	AAO 1 Computer Programmer 1
5.	Chittoor	26	20	6	GCDO 1 Jr. Accountant 1 AAO 1 Sr. Acct 1 JE 1 Draftsman 1
6.	Kadapa	19	13	6	Superintendent 1 Typist 1 AAO 1 Jr. Accountant 1 AEE 1 Draughtsman 1
7.	Anantapur	19	15	4	AAO 1 CMO 1 AMO 1 Draughtsman 1
4	Mahabub Nagar	20	18	2	AMO 1 Dy.E.E 1
9.	Ranga Reddy	18	18	0	
10.	Medak	24	23	1	GCDO 1
11.	Nizamabad	18	16	2	Dy.EE 1 Draftsman 1
12.	Adilabad	38	35	3	AE 1 CMO 1 GCDO 1
13.	Khammam	22	22		
14.	Nalgonda	20	16	4	Jr. Asst. 1 Asst. Prog.-cum Trg. Officer 1 Dy.EE 1 JEs 1
	<b>Total</b>	<b>318</b>	<b>282</b>	<b>36</b>	



### III) Submission of Annual / Audit Report

- Annual Report for the year 2000 – 2001 have been submitted to MHRD, Govt. of India, New Delhi.
- Draft Annual Report for the year 2001-02 is ready for approval by Executive Committee.

### IV) Expenditure

#### DPEP – I

*Total Expenditure up to February, 2003* *Rs. in Crores.*  
**191.380**

Expenditure Details	(Rs. in Crores)		
	Govt. of India Share (85 %)	Govt. of A.P Share (15%)	Total Share (100%)
Out of Total Expenditure up to Feb, 2003	162.673	28.707	191.380

#### DPEP – II

*Total Expenditure up to Feb, 2003* *Rs. in Crores.*  
**453.652**

Expenditure Details	(Rs. in Crores)		
	Govt. of India Share (85 %)	Govt. of A.P Share (15%)	Total Share (100%)
Out of Total Expenditure up to Feb, 2003	385.604	68.048	453.652
Funds released during March 2003,	20.00		

### V) Progress in Functional Areas

#### I. Civil Works as on 28.02.2003

##### *DPEP-I Districts*

Under civil works programme, out of 4903 works sanctioned, 4477 (91.13%) works have been grounded and 3379 (68.92%) works were completed. Remaining works are at various stages.

##### **i) District-wise Abstract – Progress of Civil Works**

S. No	Item of work	No. of works sanctioned	Works completed	Works in progress	Works not started
1.	Vizianagaram	894	551	175	168
2.	Nellore	1099	581	266	252
3.	Kurnool	944	801	138	5
4.	Karimnagar	1037	815	222	0
5.	Warangal	929	631	297	1
	<b>Total</b>	<b>4903</b>	<b>3379</b>	<b>1098</b>	<b>426</b>

### *DPEP-II Expansion Districts*

In DPEP-II Expansion districts under civil works programme, out of 21157 works, 21001 works (99.26%) were grounded. 20021 works (95.33%) were completed. 980 works (3.7%) are in progress.

#### **District-wise abstract of Civil Works: Progress as on 28.02.2003**

##### **i) Abstract of DPEP-II Expansion Districts**

S. No	Item of work	No. of works sanctioned	Works completed	Works in progress	Works not started
1.	Srikakulam	1505	1498	7	0
2.	Visakhapatnam	1553	1280	236	37
3.	Guntur	1389	1299	45	45
4.	Prakasam	1514	1464	50	0
5.	Chittoor	1251	1237	12	2
6.	Cuddapah	1527	1474	5	48
7.	Ananthapur	1526	1514	12	0
8.	Ranga Reddy	1601	1483	100	18
9.	Medak	1547	1514	33	0
10.	Nalgonda	1545	1517	28	0
11.	Mahabubnagar	1493	1476	17	0
12.	Khammam	1567	1534	33	0
13.	Nizamabad	1756	1748	8	0
14.	Adilabad	1383	983	394	6
	<b>Total</b>	<b>21157</b>	<b>20021</b>	<b>980</b>	<b>156</b>

\* Some of the additional works taken up under DPEP-II exceed the EFC cost approved for civil works.

##### **Grand Total**

	No. of works sanctioned	Works completed	Works in progress	Works not started
DPEP-I	4903	3379	1098	426
DPEP-II	21157	20021	980	156
<b>Total</b>	<b>26060</b>	<b>23400</b>	<b>2078</b>	<b>582</b>

## **2. *Planning***

### *Workshops*

- Proposals for extension of DPEP-I (funded by DFID) for the years 2003-04 and 2004-05 have been prepared and submitted to Government of India.
- A two-day workshop has been conducted to all APCs on the preparation of AWP & Bs of 2003-04 on 10-11<sup>th</sup> February, 2003.

### 3. Pedagogy

#### A) *Teacher Training*

##### **Workshops**

- A workshop has been conducted during 1<sup>st</sup> week of November, 2002 to develop training module in Class III Mathematics. The modules were get printed and sent to all the districts.
- A workshop has been organized from 3-10<sup>th</sup> Feb, 2003 to translate Bridge Course Material into Urdu and edited. Later the same material was supplied to RBCs & NRBCs in Hyderabad district.
- A workshop has been organized on 30<sup>th</sup> & 31<sup>st</sup> Jan, 03, to evolve guidelines for selecting and purchasing Teaching - Learning Material for schools under Teacher Grant and School Grants. DIET Principals, DRPs and AMOs and selected APCs of DPEP attended the workshop.
- 6-7<sup>th</sup> Feb, 2003 – A two day workshop was conducted to evolve common annual training calendar. All the AMOs selected APCs, DIET Principals, Prof. SCERT and two Regional Joint Directors attended the workshop. The trainings and workshops meant for teachers, Vidya Volunteers, ECE Instructors, School Committee members, Bridge Course Instructors etc., were prioritised in the workshop with a view to release Annual Training Calendar on Telugu New Years day.

##### **Training**

- A Key Resource Persons Training for Class-III Mathematics has been was organised at SCERT from 11-13<sup>th</sup> Dec 2002. Professors of SCERT and Lecturers / Teachers who developed the module acted as Resource Persons. In all 85 Key Resource Persons were provided training for 3-days.
- District Level Mathematics orientation programme was held in all the districts in two spells ie., from 16-18<sup>th</sup> Dec and 19-21<sup>st</sup> Dec, 2002. During the same period a one-day meeting with Resource Persons for UEE training programme was also conducted in the districts. Sectoral Officers from SPO, DPEP, monitored the entire programme (each officer was incharge of two districts). In all 3310 Resource Persons were trained in 23 districts.
- Massive orientation programme for teachers of class III Mathematics was conducted across the state from 27<sup>th</sup> Dec, to 1<sup>st</sup> Jan 2003. Wherever possible the Sectoral Officers provided guidance during the programme. In addition to Key Resource Persons acted as observers. In all 63,752 teachers were oriented on newly introduced class-III Mathematics textbook.
- A State level orientation programme on school based Quality improvement programme for resource groups of Moinabad and Bommala Ramaram of Rangareddy and Nalgonda districts has been conducted from 27-30<sup>th</sup> Dec, 2002. 30 teachers from the above two mandals attended the programme.

- A Key Resource Person training was organized as a part of Learning Guarantee programme (school based Quality Improvement programme) at State Project Office from 13<sup>th</sup> to 15<sup>th</sup> Feb, 2003. Resource Persons from Azim Premji Foundation, MV Foundation and Dr. Reddy Foundation also shared their experiences and views. Identified teachers of Thandur and Moinabad mandals of Ranga Reddy district and Bommala Ramaram of Nalgonda district have explained their strategies implemented in the 1<sup>st</sup> phase of Quality Improvement programme in their mandals. All the AMOs of districts and selected APCs also attended this programme. General strategies to be followed in the "Quality Improvement programme" to be taken up in a big way were evolved by the group in the workshop.

### **Visits**

- State Academic Monitoring Officer attended International Conference on story telling in digital age at NID, Ahmedabad from 20-22<sup>nd</sup> Dec, 2002.
- 2-3<sup>rd</sup> Feb, 2003 - National Conference teaching of English at Primary stage was organized at CIEFL, Hyderabad for which a State AMO and AMO from Hyderabad district participated in the Conference.
- One-day visits were made by Sectoral Officers of training cell on 21<sup>st</sup> Jan, 03 to Moinabad and on 25<sup>th</sup> Jan, 2003 to Bommalararam, Nalgonda to obtain feedback from teachers regarding implementation of 1<sup>st</sup> phase of quality improvement programme.

### **National Science Day Celebrations**

- A competition in Teaching Learning Material (TLM) related to Science and Mathematics has been organised on 28<sup>th</sup> Feb, 2003, in connection with "National Science Day" at Jawahar Bal Bhavan, Hyderabad. The 1<sup>st</sup> prize winning exhibits from all the districts both from teachers and DIET trainees were displayed. The Secretary to Govt., Education Department inaugurated the exhibition and Commissioner & Director of School Education inaugurated the quiz competitions meant for VI & VII class children of twin cities. The Hon'ble Education Minister was the Chief Guest for valedictory session. The teachers and trainees was suitably rewarded by the Chief Guest and Merit / participation certificates were given to the teachers and trainees. This is the unique mela conducted at State level.

## **4. Alternative Schooling**

### ***A) Alternative Schools***

- At present 1,892 alternative Schools are functioning in school-less habitations with an enrolment of 60,490.

## **B) Bridge Courses**

### ***Non-Residential Bridge Course centers***

- At present 3,736 NRBCs are functioning under DPEP with an enrolment of 75,585 children.

### **Residential Bridge Course Camps**

- *At present, 323 RBCs are functioning under DPEP with an enrolment of 27,893 children.*
- *52 RBCs are functioning with the financial support of DPEP by NGOs with an enrolment of 5,893 children.*
- *38 RBCs are functioning under DPIP with the financial support of DPEP, with an enrolment of 4,947.*

## **C) AP EGS & AIE**

- At present, in six districts, 1996 NRBCs (EGS Centres) are functioning for 'out of school' children in the age group of 10-14 years with an enrolment of 39318 children, under EGS & AIE through Voluntary Agencies.

## **D) Monitoring**

- Monitoring formats have been developed to monitor all types of ALS and accordingly monitoring has been taken up to improve Quality of Education under Alternative Schooling.

## **5. Community Mobilisation**

### **Social Audit (Grama Sabha Resolutions)**

Panchayat Education Committees (PECs) and School Committees (SCs) were involved in the Social Audit of 'out of school' children during the 16<sup>th</sup> round of Janma Bhoomi that was conducted in the State from 2<sup>nd</sup> to 11<sup>th</sup> January, 2003. IN the Janma Bhoomi Grama Sabhas that were held at Panchayat level, the names of 'out of school' children in the Panchayats were read out by the MEO concerned for necessary updation by the community members. Thus, the Grama Sabhas verified the particulars of 'out of school' children community wise and gender wise and also made resolutions on the enrolment of the 'out of school' children by specifying time targets to achieve the goal of 100% enrolment and retention of children at the local level.

## 6. Girl Child Education and Early Childhood Education

### A) Girl Child Education

#### *State Level*

##### **Convergence**

- A convergence meeting with other departments like Social Welfare, Tribal Welfare, Adult Education, Disabled Welfare, WD & CW, SERP, DRDA, NCLP, District Rehabilitation centres, ITDA was conducted to work jointly in creating awareness on Girl Child Education in the community. The objective of meeting was to bring focus on Education of SC, ST and adolescent girls.

##### **Research**

- A study on **Classroom culture and processes from gender perspective** is being taken up in all districts @ 20 schools based on the pilot study done in Nizamabad district following the guidelines of EdCIL. The consolidated state report is under preparation.

##### **Training/Orientation**

- A state level meeting for GCDOs was conducted on Girl Child Empowerment Programme "Balika Sadhikarata Sadassu". 5 Grama Panchayats were identified from each mandal with low girl child enrolment for this programme. One-month programme schedule has been given to District Girl Child Officers for conducted all the activities in Grama Panchayats from 8<sup>th</sup> Feb to 8<sup>th</sup> March, 2003.

##### **Publication**

- State strategy paper on 'Girl Child Empowerment' was developed, printed and distributed.

#### *District / Mandal Level Programme*

##### **Convergence**

- Meetings were conducted with all departments concerned at district and mandal level for convergent effort in bringing awareness among community on Girl Child Education and also for adopting good practices of by other departments.

##### **Research**

- A study was taken on "classroom culture and practices in gender perspective" by a team in 20 schools. Except for few districts all other districts have prepared

report. Based on these reports steps will be initiated to create girl friendly atmosphere.

### **Training**

- One-month programme on girl child empowerment programme "Balika Sadhikarata Sadassu" was conducted from 8<sup>th</sup> Feb – 8<sup>th</sup> March, 2003 in identified Grama Panchayats @ 5 per mandal focussed for better portrayal of girl child and also develop life skills.

Based on this programme -

- Issues related to girls were identified
- Needs and requirements were also spelt out
- Accordingly, plan of action was prepared for improving Girls Education in these habitations.
- A State level strategy paper was prepared based on the district strategies and was released by Hon'ble Speaker of AP Legislative Assembly on the eve of International Women's Day (8<sup>th</sup> March, 2003).
- Steps were also taken up in the districts to open RBCs, NRBCs exclusively for girls based on the number of un-enrolled children with flexible activities.

## **B) Early Childhood Education**

### **Convergence**

- State level meeting was held on converging with ICDS inviting all District Project Directors of ICDS and GCDOs of DPEP in strengthening pre-school component of ICDS.

### **Trainings**

- A State level training on new ECE training module and story bank to SRGs and GCDOs has been organised.
- Training on Early Childhood Education practices was given to all ECE Instructors.
- Joint trainings were conducted to Anganwadi workers on pre-school component and convergence.

## **7. Media**

- Interview with the Hon'ble Minister for School Education, Government of Andhra Pradesh in the Special issue 'Golden Districts' published by the Indian Express in Jan, 2003.
- Wide publicity is given in all the districts on the 'National Science Day Celebration' in Feb, 2003.

- A State Level TLM exhibition has been organised on the National Science Day on 28.2.2003 in memory of SIR CV RAMAN's invention "Raman Effect".

## 8. Research and Evaluation

### **Workshop / meetings**

- Conducted a 3-day workshop in the first week of September 2002 for the finalisation of abstracts of research studies carried out by 416 primary school teachers and MRPs during 2001 – 02 by involving selected DIET Lecturers, MRPs and DRPs at SPO, DPEP, Hyderabad. Appreciated certificate were issued to all researchers who submitted their reports in-time.
- Finalised the Question Banks developed in Telugu, Maths and English subjects of Class I – V through conduct of a two-day (4.12.2002 and 5.12.2002) meeting of selected DEOs, Principals & Lecturers of DIETs, Dy. Educational Officers and MEOs for scrutiny in the first week of December 2002 and 4-day (27.12.2002 to 30.12.2002) subject committee meetings in the last week of December 2002 for detailed scrutiny and revision of test items. Question Banks are being printed for supply to all T.Cs in the state.
- Verified the computerised checklists of Cohort data (on-going work). – A study taken up in all UEE mandals of DPEP districts in the State.
- The data collected for TAS in 5 DPEP Phase I districts is under computerisation after scrutiny of the data.

### **Participation**

- The R & E Coordinator and the Research Assistant in the cell participated in the annual meeting of Research and Evaluation coordinators of DPEP states held at Regional Institute of Education, Bhopal from 25.09.2002 to 27.09.2002 which was organised by Ed.CIL, New Delhi.

### **Training**

- Conducted a 4-day training programme to the Master Trainers-cum-Field supervisors of 5 DPEP Phase I districts from 02.12.2002 to 05.12.2002 at SPO, DPEP, Hyderabad in connection with the conduct of Terminal Assessment Survey (TAS) in these districts.

### **Monitoring**

- Monitored the conduct of Field Investigators training programme in 5 DPEP Phase I districts from 10.12.2002 to 13.12.2002 and field visits for collection of data from 50 sample schools in each district from 16.12.2002 to 10.01.03.
- Coordinated with IIM, Bangalore in conducting External evaluation of DPEP in the districts of Mahabubnagar, Khammam, Nellore, Chittoor and Srikakulam districts (on-going) in the training of field supervisors and field investigators at



Hyderabad and data collection work in the districts in association with concerned APCs, DPEP.

### **Publication**

- The abstracts of Small Scale Researches conducted by 416 teachers and MRPs during 2001 – 02 were finalised and got them DTP for publication. The book of abstracts will be got printed and supplied to all T.Cs in the state for wider dissemination.
- Finalised report on Midterm Assessment Survey (MAS) conducted in DPEP Phase II districts during 2001 – 02 and furnished to Govt. of India and other concerned.

## **9. Children with Special Education Needs**

### ***Trainings***

- Out of 1.56 Crore School Age children in the State about 3 Lakhs children are estimated to be suffering from various disabilities at various levels. In several surveys it is found that 70% of the disabled children are suffering only from mild or moderate problems. But they are already labelled as disabled children. In order to undo the damage done to their rightful place in general educational system a very effective community awareness programme about these children, about the potential abilities when properly trained in basic competencies for learning, about their ability to participate in all activities on par with normal children, should be taken up. To take up such programme field functionaries who have educational attitudes and some knowledge about the disabilities are most suited. Teachers with some training in the disabilities are best choice for this work. They can take up community programme as well as orientation to fellow teachers regarding the disabilities. Therefore one teacher from each mandal was selected and trained at district level. The training programme took place in Warangal and Nellore districts in Sept'02 to Oct'02 for a period of 45-days.
- The teachers who were trained for 45 days in disabilities were instructed to give orientation about disabilities to all the teachers in teacher centre meetings.

### **Intervention for Hearing Impaired children in Medak and Guntur districts (October – December, 2002)**

- This programme was taken up with help of National Institute for Mentally Handicapped and Southern Regional Centre, Ali Yavar Jung National Institute for the Hearing Handicapped (SRC AYJNIHH), Secunderabad. Two mandals in Guntur districts viz., Rajupalem and Piduguralla were taken up for assessment programme. 280 Hearing Impaired children were screened and 45 were recommended for hearing aids.
- In Medak district 4 mandals viz., Ramachandra puram, Pattancheru, Narsapur and Jinnaram a survey has been done for identification of children. Assessment has been

done and Hearing aids were supplied. Necessary counseling for parents has been provided.

- In the month of October assessment camps have been organized in Guntur district. In Medak district 124 HI children have been identified out of which 30 were in school. The in-school children have been given the hearing aids. The rest of 84 out of school children were recommended for hearing aids on the condition that the parents will enroll them in the near by schools.

### **Assessment**

- Assessment camps in 10 mandals of Kurnool district have been conducted for children with Visually Impaired, Hearing Impaired, Mentally Retarded & Orthopaedically Handicapped. District Medical Staff consisting of ENT surgeon, Orthopedic Surgeon and Ophthalmologist along with physiologist, audiologist and physiotherapist participated in the camps. 1500 children were assessed in the camps in all categories and 900 children were recommended for aids and appliances. For a few children aids and appliances were supplied by ALIMCO and for rest of the children aids and appliances are being supplied by State Department of Disabled Welfare.

## **10. Distance Education**

### ***Workshops***

- A 4-day workshop to develop video script and rehearsals for the live telecast at the studios of DRAOU, Hyderabad from 6-9<sup>th</sup> Sept, 2002 has been organised.
- A 4-day workshop to develop video script and rehearsals for the live telecast at the studios of DRAOU, Hyderabad from 7-9<sup>th</sup> Jan, 2003.

### ***Trainings***

- A 1-day orientation to AMOs of Rayala Seema and Telangana (13) districts at SPO has been organized on 16<sup>th</sup> Jan, 2003 on the preparation of Radio Project schedule from 17-19<sup>th</sup> Jan, 2003.
- A 1-day orientation to MEOs / HMs / Teachers at District / Mandal level on the Radio Broadcast has been organized.

### **Teleconference**

- A Phone-in-Programme with District / Mandal field functionaries on the Radio lesson broadcasted till 28.2.03 has been organized on 3.3.2003 from AIR, Vijayawada.

### **Radio Project**

- 59 Radio Lessons for class III & IV were broadcasted from 25<sup>th</sup> Nov, 2002 to 28.02.2003 from AIR, Vijayawada, Kadapa, Vizag and Hyderabad covering all

the 23 districts. 73,769 Primary and Upper Primary schools received the programmes and 29.5 lakhs of pupils are the beneficiaries.

- 33,000 feedback responses are received from pupils, parents, School Committee members and teachers on the radio lessons and the responses are analysed.

### **Support to Educational channel**

- Trial Run Programme (Rehearsals) was organized for presenters (teachers) at studio of SIET, Hyderabad as a part of Rehearsals for live telecast on MANA-TV on 13<sup>th</sup> Feb, 2003.
- Preview of 18 video programmes produced by private Producers for channel-I KU-Band, MANA-TV.
- Preview and costing of 43 dubbed programmes obtained from Australia & CIET, New Delhi has been taken up under the headship of the Adviser, KU-Band.
- 45 live telecast lessons were transmitted under channel-II KU-Band, MANA-TV involving trained and creative classroom teachers.
- Schedule of video programmes for channel I & II from Nov, 2002 to March, 2003 has been prepared and handed over to I & PR Department for printing.

## **11. Tribal Education**

### **Visits**

- During December 2002 and January 2003 the Tribal Coordinator has visited 59 schools in ITDAs of Rampachodavaram, East Godavari district, Paderu, Visakhapatnam district; Parvathipuram, Vizianagaram district; Seethampeta, Srikakulam district, Eturunagaram, Warangal district, Bhadrachalam, Khammam district, Srisailam, Kurnool district and Utnoor, Adilabad district. The Coordinator interacted with children, parents, members of VTDA (Village Tribal Development Agency), School Complex Resource Persons (SCRPs), MRPs, District Educational Officers (Agency), PMRC (Project Monitoring Resource Centre), ITDA and Project Officers. Discussions were held with the Teachers and SCRPs on the steps to be taken to improve reading and writing abilities of tribal children. During visits Language acquisition problem (School language is different from home language) has been identified in some schools of ITDAs of Seethampeta, Parvathipuram, Bhadrachalam, Eturunagaram, Paderu and Utnoor.
- Visit reports of the coordinator have been submitted to the District Collectors, Project Officers of ITDAs and District Educational Officers (Agency) concerned for necessary action.

### **Workshop**

- 3-day workshop was conducted at State level to develop strategies to overcome language problem in tribal schools from 23.01.2003 to 25.01.2003. 23 SCRPs / MRPs / strong teachers from 6 – ITDAs attended this workshop.

- The book titled "Kathalu patalu Makistam" containing a number of stories and action songs have been supplied to each participant to tryout in schools along with other strategies discussed in the workshop.

### **Topics discussed in the book "Kathalu Patalu Makistam"**

- Understanding the tribal child (innate abilities and natural learning experiences of tribal child).
- Strategies to overcome language problem in tribal schools (creating telugu atmosphere in classrooms through action songs, stories and day-to-day classroom interaction).

### **Tryout of strategies in the schools**

The book titled "Kathalu Patalu Makistam" is under field trial in tribal schools after getting the feedback modifications will be made.

## **13. MIS**

### **Trainings**

- Training for District level MIS staff on effective use of E-mail system and web at state project office.
- Training on collection of childinfo data for district level functionaries at SPO
- Training for all the Sectoral officers on collection of childinfo data.
- Computer Training Programme for teachers through NIIT

### **Database Maintenance**

- DISE data
- Family Survey data
- Childinfo Data
- Cohort Data
- MAS data
- School Committees data
- Radio Feed Back Data
- Attendance monitoring data
- Chaduvu magazine data
- Teachers Data

### **Web Sites**

[http://www.aponline.gov.in/school\\_education](http://www.aponline.gov.in/school_education)  
[www.dpepmis.org/webpages/drc/andhrapradesh/adilabad.htm](http://www.dpepmis.org/webpages/drc/andhrapradesh/adilabad.htm)

## BIHAR

Total No of Districts	:	37
Total No of Educational Districts	:	11
Total No of Revenue Districts under DPEP	:	20
Total No of DLOs in DPEP	:	11

NB: DLOs are in Education's districts.

There are in all 20 Revenue districts in 11 Educational districts.

**Period of Project( DPEP-III) :** **October,1997 to September,2003**

Extension upto September-2003 to September-2005 has been requested which is under active consideration of GOI and World Bank.

### A: Project Structure:

(Rs in lacs)

District Covered	EFC Approved Cost	AWB&B for 2002-2003	Expenditure in the current financial year-2002-2003	Cumulative Expenditure for 1997 to 28-2-2003
Bhagalpur	4000.00	944.363	497.12	2114.41
Bhojpur	3719.32	1394.444	639.64	2360.90
Darbhanga	3586.01	1398.693	339.12	1192.09
Gaya	3928.93	1378.023	492.95	1963.81
Munger	4000.00	1223.210	406.69	1574.71
Muzaffarpur	3247.64	913.855	502.06	2153.98
Purnea	4000.00	1056.274	382.87	1820.17
Rohtas	3707.91	1047.934	328.97	2084.88
Sitamarhi	3280.67	978.550	335.83	1754.39
Vaishali	3673.01	1339.914	354.91	1384.36
West Champaran	3589.50	1085.471	393.30	1669.5
SPO	2802.35	488.356	92.95	1606.95
<b>Total</b>	<b>43535.34</b>	<b>13249.357</b>	<b>4766.41</b>	<b>21680.18</b>

### B: Vacancies Position in SPO and DPOs

Office	Sanctioned	In Position	Vacant
SPO( SLO)	46	36	10*
DLOs	432	260	172*
BRCCs	151	151(o)	X
CRCCs	1895	1895	

(o) BEEOs are ex-officio

(X) Regular Teachers are deputed as CRC Ex- officio

- These project posts are vacant for the last 42 month because of court case pending in the Hon'ble High Court on the point of reservation.

**C: Functioning of General Council/ Executive Committee of BSPP (SIS)**

- General Council (GC) is in position and fully functional. Last meeting of the GC was held on 19-04-2002 under the chairmanship of Dr. Ram Chandra Purvey, Hon'ble Education Minister, government of Bihar.
- Executive Committee (EC) of the BSPP is also in position and fully functional. Last meeting of the EC was held on 26-12-2002. EC has been meeting at regular quarters.

**D: Submission of Annual Report & Audited Accounts.**

The Annual Report & Audited Accounts for the year 2000-2001 has already been approved by the GC and sent to DPEP Bureau, government of India. The Audited Accounts for the year 2001-2002 has already been sent to MHRD,GOI, New Delhi.

**E. Utilisation Certificate:**

Utilisation Certificate (UC) upto 31-03-2003 has been submitted to GOI.

**F. Expenditure**

- |   |   |                  |
|---|---|------------------|
| 1. Total Planned during the year 2002-2003                  | : | Rs 13249.36 lacs |
| 2. Total fund allotted during the 2002-2003 upto 28-02-2003 | : | Rs 5256.00 lacs  |
| 3. Cumulative Expenditure form Arpil-2002 to 28-02-2003     | : | Rs 4766.41 lacs  |

Sl no	Month	Cumulative expenditure
01	April-2002	Rs 168.93 lacs
02	May-2002	Rs 388.53 lacs
03	June-2002	Rs 681.17 lacs
04	July-2002	Rs 956.20 lacs
05	August-2002	Rs 1400.30 lacs
06	September-2002	Rs 2071.37 lacs
07	October-2002	Rs.2295.90 Lacs
08	November-2002	Rs.2642.86Lacs
09	December-2002	Rs.3093.51Lacs
10	Jan-2003	Rs.3883.21Lacs
11	Feb-2003	Rs 4766.41Lac

- Expenditure against AWP&B works out to 36%
- Expenditure against fund allotted works out to 91%

**G. Whether 15% share Contributed by the State Government**

				Rs in lacs
Year	Government of India	State Government share due	State Government released	Remarks
1997-98	2717.95	480.05	480.05	
1998-99	1094.00	1500.00	1500.00	Received in next financial year
1999-2000	4000.00	1347.00	1347.00	
2000-2001	2800.00	705.85	705.85	Received in next financial year
2001-2002	5770.00	800.00	800.00	
2002-2003	4400.00			Not due

**II. Claim Submitted/ Disbursement:**

- |                     |      |
|---------------------|------|
| 1. Claim Submitted  | : Rs |
| 2. Claim Allowed    | : Rs |
| 3. Claim Disallowed | : Rs |

**Month wise amount claimed.**

Month	Grand Total
April-2002	Rs 101.83 lacs
May-2002	Rs 206.04 lacs
June-2002	Rs 327.53 lacs
July-2002	Rs 243.72 lacs
August-2002	Rs 406.12 lacs
September-2002	Rs 664.71 lacs
October-2002	Rs 298.73 lacs
November-2002	Rs.266.33 lacs
December-2002	Rs.267.12 lacs
Jan-2003	Rs.1002.56 lacs
Feb-2003	Rs.449.67 lacs
Total	Rs.4234.43 lacs

### Status on ALS/EGS

<b>Coverage</b>	Total AS Centres opened – 2975 (Apna - 1354 & Angana – 1621)
<b>Current Status</b>	Running AS Centres 2201 (Apna – 973 & Angana – 1128)
<b>Proposed upto AWPB 2002-2003</b>	<ol style="list-style-type: none"> <li>i. Apna Vidyalayas in small habitations situated in remote Inaccessible areas, and for working/ dropout/out of School children of 6 to 11 yrs age group.</li> <li>ii. Angana Vidyalaya for 9+girls (dropouts as well as first generation learners) on the pattern of Jagjagi centres of Mahila Samakhya programme.</li> </ol>
<b>Total children covered through AS</b>	Approx. 57804
<b>Administrative Arrangements</b>	
<b>Appointment of AS coordinator (State and district)</b>	AS coordinator at state & district levels in place.
<b>Constitution of State Resource Group (SRG) &amp; District Resource Group (DRG)</b>	SRG & DRG constituted.
<b>Visioning &amp; strategy building workshop</b>	<ul style="list-style-type: none"> <li>• Completed.</li> </ul>
<b>Issue of Equivalence</b>	<ul style="list-style-type: none"> <li>• For 9+girls</li> <li>• <u>Children of SC/ST children not going to school as school is more than 1 km away.</u></li> <li>• Children helping their parents or engaged in child labour.</li> <li>• Dropouts &amp; highly marginalised children.</li> <li>• Children of schooles habitations.</li> <li>• Working children and children of migrant class.</li> </ul>
<b>Profile of the group</b>	
<b>Duration of the programme</b>	<ol style="list-style-type: none"> <li>i. 3 yrs (for 9+ age group children.)</li> <li>ii. 3 yrs ( for 6-8 yrs. age group children.)</li> <li>iii. In four semesters.</li> </ol>
<b>School hours</b>	<ol style="list-style-type: none"> <li>i. 3 hours (Apna)</li> <li>ii. 3 hours (Angana)</li> <li>iii. Mata Samittee to decide schools timings.</li> </ol>
<b>No. of learners per centre</b>	<ol style="list-style-type: none"> <li>i. 15-25 (Apna)</li> <li>ii. 15-25 (Angana)</li> </ol>
<b>Teacher qualification</b>	<ol style="list-style-type: none"> <li>i. Min. 8<sup>th</sup> pass women (Mostly belonging to the disadvantaged section).</li> </ol>
<b>Honorarium</b>	Rs. 700/- (Apna) per month
<b>Training Duration</b>	<ol style="list-style-type: none"> <li>i. 30 days Induction Training</li> <li>ii. 3 days recurrent training after every 3 months</li> <li>iii. 10 days refresher training before every subsequent semester.</li> <li>iv. 10 days training to MTs</li> </ol>



	v. 10 days training to ASRGs vi. Monthly reflections.
Opening of EGS	1934 EGS to be opened 02-03
Coverage	48350 children to be covered
Current Status	i. 107 EGS opened ii. Training of Lok Shikshak is going on. iii. All 1934 centres will become operational upto 10.04.2003
Expenditure Per School/Per year (Rs)	i. Rs. 9250 (in the first year) ii. Rs. 7650 (in the following year)
Expenditure/child/year (Rs)	i. Rs. 462 (in the first year) ii. Rs. 382 (in the following year)
Academic Support	By Academic Support-cum-Resource Groups (ASRGs) for every 5 to 10 centres as the case may be, provision for one ASRG has been made. The ASRGs are drawn from retired school teachers/ minimum matric passed local girls belonging to disadvantaged sections.
Honorarium of Supervisors	Rs. 1000/- per month
Material used	i. Curriculum developed for AS ii. Books developed for semester (I) in Language, Mathematics and EVS printed & distributed. iii. Books developed for semester (II) in Language, Mathematics and EVS printed & distributed. Books developed for Semester-III in Language, Maths & EVS printed & distributed. iv. The Books so developed for Semester-I & II have been revised after first trialling on the ALS centres and through rigorous participatory workshops. v. Books developed for Semester-III in Language, Maths and EVS distributed. vi. Additional reading writing material has been developed for Angna schools. vii. Books for Semester-IV in Language, Maths & EVS distributed.
Collaboration with NGOs	<ul style="list-style-type: none"> <li>• Mata Samitees fully involved in running the schools.</li> <li>• In material development, collaboration with individuals drawn from NGOs.</li> </ul>
TLMs	<ul style="list-style-type: none"> <li>• No separate TLM grant given to the instructors. During training of the instructors, lots of TLMs are prepared and carried by instructors to the AS schools. All learners are provided with free textbooks, slate pencils and copies with a cotton bag.</li> </ul>
Internal evaluation	<ul style="list-style-type: none"> <li>• Concurrent evaluation of the programme through in-house State Evaluation Team undertaken. The report</li> </ul>

	shared with the districts, SCERT, instructors & ASRGs.
Pupil's evaluation	<ul style="list-style-type: none"> <li>At the end of every Semester pupil's evaluation for all the learners are conducted at the district level and report shared is with the parents. Achievement level of most of the children found quite encouraging.</li> </ul>
Process of phasing out started	<ul style="list-style-type: none"> <li>AS Centres which have completed the 3 years duration are under the process of phasing out. 775 centres have been phased out up to 31.08.2002.</li> </ul>
Mainstreaming	<ul style="list-style-type: none"> <li>Collective efforts by ASRG, Instructors and Mata Samiti is being made with the help of VEC to mainstream the AS Children in different classes of nearby Primary/Middle schools. 8731 children have been mainstreamed up to 31.08.2002 from AS.</li> <li>Monitoring of mainstreamed children being done by the Mata Samiti, VEC members, Instructors &amp; ASRG's with the help of DLO personnel.</li> <li>Test Check on pilot basis to study due achievement level of children coming from AS to Primary Formal Schools has been conducted in every district and report shared at State/ District/ Cluster level.</li> </ul>
Tagging AS to PFS	<ul style="list-style-type: none"> <li>All AS Centres have been tagged with due hereby Primary Formal Schools/ Middle School and the teacher of the tagged Primary School/ Middle School is playing the role of Mentor/ Guide to AS.</li> </ul>

### Status Report on BRC/CRC

Status staffing	<ul style="list-style-type: none"> <li>466 BRC-RPs identified and in place @ 3 per centre. The BRC-RPs are school teachers. The BEEO/REO is the BRC co-ordinator. The CRCCs are in place. They are also teachers.</li> </ul>
Selection procedure & Orientation	<ul style="list-style-type: none"> <li>10-15 good primary school teachers were identified for each BRC through a rigorous shortlisting process. The identified teachers were trained as master trainers and capable teachers from amongst the master trainers were shortlisted to work as BRC Resource Persons. The CRC coordinators are selected by the teachers during course of residential teachers training or in special meetings. Thus the BRC resource persons and CRC coordinators are from amongst empowered teachers.</li> <li>The training of CRC coordinators initiated in the districts. 1895 CRCCs have been trained.</li> <li>The BRC resource persons and CRC coordinators are</li> </ul>

	<p>deputed for one year and thereafter return back to schools. However, new entrants who are selected and trained as per the procedure outlined above replace them.</p> <ul style="list-style-type: none"> <li>• BRC-RPs are being imparted 5 days re-current training by SCERT.</li> </ul>
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### Status on Research & Evaluation

<p>1. Organization &amp; Management (i) Staffing</p>	<ul style="list-style-type: none"> <li>• Two State Resource Persons in place in SPO.</li> </ul>
<p>(ii) Other Institutions Role</p>	<ul style="list-style-type: none"> <li>• SIEMAT, SCERT and Research Institution: are involved in Evaluation.</li> <li>• State Evaluation Team constituted and trained. The NIRD, Hyderabad provided resource support for the training of SET members.</li> </ul>
<p>(iii) Advisory Group</p>	<ul style="list-style-type: none"> <li>• State Resource Group in place. Further widening of SRG net is in process.</li> </ul>
<p>2. Action Research Programmes (i) Operational Levels and Status</p>	<ul style="list-style-type: none"> <li>• Action research training conducted for district level.</li> <li>• <u>State level Action Research Group formed and trained.</u></li> <li>• <u>District level Action Research Group formed &amp; trained.</u></li> </ul>
<p>3. Promotion of Research in Primary Education (i) Strategy</p>	<ul style="list-style-type: none"> <li>• Draws from the experience of BEP research programme. Priority areas for the year developed in a meeting at SPO with district and state level participants.</li> </ul>
<p>(ii) Studies Completed by State Level</p>	<ul style="list-style-type: none"> <li>• 8 studies (including baseline) completed. 4 studies planned in current year of which is in progress .</li> <li>• BAS &amp; MAS completed.</li> </ul>
<p>(iii) Areas in Focus for the Current Year</p>	<p>(i) Study on culture &amp; process from Gender Perspective.</p> <p>(ii) Dynamics of Grade-I Enrolment</p> <p>(iii) Cohort Dropout.</p> <p>(iv) Dynamics of grade I enrolment.</p> <p>(v) Grade repetition.</p> <p>(vi) Pupil's evaluation in the current year.</p> <p>(vii) Evaluation of different Component by External Agency.</p> <p>(viii) SIEMAT has separate agenda for research.</p>

	<ul style="list-style-type: none"> <li>(ix) Research based on the findings of EMIS Data.</li> <li>(x) Preparation of Districtwise State Level Report based on Project Objectives.</li> </ul>
4. Impact Assessment (i) Strategy	<ul style="list-style-type: none"> <li>• TOR for all components cleared by MHRD.</li> <li>• State Level Evaluation teams formed.</li> <li>• Matter for advertisement ready.</li> <li>• Formats for EOI and RFP ready.</li> </ul>
(ii) Evaluations Planned /being Undertaken	<ul style="list-style-type: none"> <li>• MLL evaluation (1998) completed.</li> <li>• MLL evaluation (1999) completed.</li> <li>• External evaluation of MS complete</li> <li>• Programme evaluation by external agencies initiated</li> <li>• Pupil's evaluation plan in various stages of implementation in the district.</li> <li>• Internal evaluation of MS completed.</li> <li>• Evaluation of Programmes by State Evaluation team of 3 components completed.</li> <li>• Programme Evaluation by External Agencies to be taken up. TOR for each component prepared separately &amp; approved by MHRD.</li> <li>• A study of classroom culture and Processes from gender perspective: Data Collection complete, coding complete. Software from MHRD awaited for computer entry of data.</li> <li>• Componentwise assessment and evaluation of the district performance from the point of view of physical &amp; financial achievements being done.</li> <li>• SET report-shared with the districts.</li> <li>• A study on Dynamics of Grade-I enrolment is being taken up. TOR for this study send to MHRD for clearance.</li> <li>• A study on Cohort Dropout has been initiated.</li> <li>• Format developed for Quality Monitoring of Formal Schools. Pilot running of the format is being done.</li> <li>• Development of Format for Quality Monitoring of AS centres in process.</li> <li>• 1<sup>st</sup> phase workshop organised with the World Bank representatives &amp; DPCs on Monitoring of the programme.</li> </ul>
5. Networking	<ul style="list-style-type: none"> <li>• Has a network with R&amp;E institutions. Efforts made for widening the same.</li> <li>• Universities and Educational Institutes are</li> </ul>

	being contacted.
6. Mid-Term Assessment Study	<ul style="list-style-type: none"> <li>• Draft Report of MAS shared with district functionaries.</li> </ul>
7. Sustainability Study	To be taken up by GOB.

### Status on SIEMAT

<p>Nature of Institution</p> <p>Date of Establishment</p> <p>Appointment of Director and date of appointment</p> <p>Proposed staff structure</p> <p>Staff in position</p>	<ul style="list-style-type: none"> <li>• SIEMAT is a unit located in the SCERT.</li> <li>• The Director of SCERT is also Director of SIEMAT, but SIEMAT is a separate unit with functional autonomy.</li> <li>• Addl. Director, SIEMAT assists Director, SIEMAT in the management of the programmes.</li> <li>• The BEP-SLO and SIEMAT work in close coordination.</li> </ul> <p>2<sup>nd</sup> October 1997.</p> <p>Director, SCERT works as Director, SIEMAT. However, Addl. Director, SIEMAT is vacant since 13.11.2001. The Officer of SCERT is functioning Additional Director, SIEMAT</p> <p>21 ( Excluding Director )</p> <ul style="list-style-type: none"> <li>• <b>Academic.</b> <p>Addl. Director – 0 (Acting Additional Director is functioning)</p> <p>Lecturer – 1</p> <p>Research Associate – 2</p> </li> <li>• <b>Non-Academic – 7</b></li> </ul>
<p>Activities.</p>	<ul style="list-style-type: none"> <li>• All five-research studies are complete. Two more Research studies on BRCC, CRC, DIET inter linkages and on “Enrolment &amp; Cohort” have been completed.</li> <li>• First round Training programmes of educational administrators of the project districts completed. Second round training programme begun, 14 training programmes are completed. Three Training programme. On ‘Plan Preparation’ were completed.</li> <li>• Total no. of 36 training programmes &amp; 1110 Personel were trained in SIEMAT</li> </ul>

	<ul style="list-style-type: none"> <li>• AWP&amp;B, Preparation &amp; Appraisal Perspective Plan of DPEP &amp; SSA districts completed by SIEMAT.</li> <li>• DSEs &amp; DEO of Project &amp; Non Project districts imparted training.</li> <li>• Publication of regular quarterly magazine "SIEMAT SAMVAD".</li> <li>• Training equipment's such as computers, OHP, slide projectors etc. procured &amp; furnishing of computer room completed. Second round purchases of two computers is in progress. Training Hall equipment is completed.</li> <li>• Two national seminars organised.</li> <li>• Capacity building of faculty at NRRC, NIEPA, NCERT, Ed-CIL &amp; U.P. SIEMAT, Allahabad were done.</li> <li>• Two books published.</li> <li>• SIEMAT involved in AWP&amp;B preparation and Appraisal of 2003-2004.</li> <li>• SIEMAT involved in different workshops organised by Education Department, GOB &amp; SLO.</li> <li>• SIEMAT also involved in SCERT Activities.</li> </ul>
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### Status on Gender Interventions

<b>Staffing Position</b> State Gender Co-ordinator District Gender Co-ordinator	<ul style="list-style-type: none"> <li>• State Gender Coordinator in place.</li> <li>• Separate ECE Coordinator in SPO in place.</li> <li>• ECE/Gender Coordinator in DPO in place.</li> </ul>
Resource Groups (Gender & ECE)	<ul style="list-style-type: none"> <li>• State and district resource groups under Mahila Samakhya formed and functional.</li> <li>• MS being an integral part of the BSPP. Highly motivated state and district core teams of MS in place.</li> <li>• SRG and DRG for ECE constituted.</li> <li>• Monitoring of Girls' Education is selected BRC with the help of trained Sanyojikas.</li> </ul>
Community mobilization Material Development	<ul style="list-style-type: none"> <li>• 'Munia Beti Padhti Jayc' audio Cassettes developed</li> <li>• Quarterly newsletter being published regularly..</li> <li>• Audio &amp; videocassettes on gender</li> </ul>

	<p>developed/disseminated.</p> <ul style="list-style-type: none"> <li>• Munia Beti Campaign materials (calendar) developed/disseminated.</li> </ul>
Interaction at sub-district level	<ul style="list-style-type: none"> <li>• Under MS , 1890 Mahila samooths in villages functional.</li> <li>• Prabhat Pheris, Padyatras Bal Melas and Ma-Beti Mela at block and district level.</li> <li>• One block in each project district selected for focus gender interventions.</li> <li>• Jagjagi /Bal Jagjagi centres.</li> <li>• MSK at 6 places.</li> </ul>
VEC	<ul style="list-style-type: none"> <li>• Women constitute one third of VEC members. The total membership of a VEC 15/21 and the women constitute 5/7 of the same.</li> <li>• One post of chairperson/vice-chairperson of the VECs earmarked for the women.</li> <li>• In the Orientation training, VECs women members take active part.</li> <li>• In the professional training of VECs atleast two women members from each VEC are being imparted training.</li> <li>• The State Govt. has passed the Bihar State Vidyalaya Shiksha Samiti Act 2000 on 16.12.2000. New VEC will be constituted as per this act.</li> </ul>
Community Participation	<ul style="list-style-type: none"> <li>• The management of Apna/Angana Vidyalayas rest with mothers committees.</li> <li>• Community providing local resources for preparation of TLMs at ECE centres at number of places.</li> <li>• The management of ECE centres opened under the project rest with the mothers committee.</li> </ul>
Pedagogy Training of academic staff	<ul style="list-style-type: none"> <li>• Gender sensitization training imparted to teachers/programme personnel.</li> <li>• Gender sensitization forms part of all training modules.</li> <li>• 971 Jagjagi teachers trained.</li> <li>• 1220 female ALS instructors/220 ECE instructors trained.</li> </ul>

<p>Teacher Support Material</p> <p>Workshops/Seminars etc.</p>	<ul style="list-style-type: none"> <li>• 16 MLL based textbooks developed in which gender issues have been properly addressed.</li> <li>• Book on TLM by the name “ Sikhana Ashan Hai” developed which addresses gender issues effectively.</li> <li>• Training modules of BRC resource persons, teachers, VECs, educational administrators and CRC coordinators also include orientation on gender sensitization.</li> <li>• A national seminar on UPE organised, special emphasis was given to gender issues in the said seminar.</li> <li>• A special women issue of SPO quarterly magazine “BEP Ahwan” and “Halchal” newsletter has been brought out. The issue addresses girls education &amp; women empowerment issues.</li> </ul>
<p>Textbooks</p>	<ul style="list-style-type: none"> <li>• Gender issues addressed in the revised curriculum and textbooks of primary, formal schools and ALS schooling modalities.</li> </ul>
<p>Capacity building Preparation of Gender training module.</p> <p>Sensitization programmes for DPEP personnel.</p>	<ul style="list-style-type: none"> <li>• All SPO, DPO and Programme Personnel imparted professional training in which gender sensitization is an integrated part.</li> <li>• Training modules developed <ul style="list-style-type: none"> <li>→ ECE/AW workers</li> <li>→ ECE programme personnel/ ICDS Supervisors/</li> <li>→ AWTC instructors/ICDS helpers</li> <li>→ Mata Samittees</li> <li>→ Jagjagi teachers</li> <li>→ Sahyoginis</li> <li>→ Sanyojikas.</li> </ul> </li> </ul>
<p>Networking</p>	<ul style="list-style-type: none"> <li>• Close linkages with MS/NGOs/ Anganwadi/AWTC.</li> </ul>
<p>Mahila Samakhya</p>	<ul style="list-style-type: none"> <li>• Close operational linkages</li> </ul>
<p>Innovation.</p>	<ul style="list-style-type: none"> <li>• ‘Friendship Camp’ was organized at State Level for the adolescent girls of Urban Schools and rural Jagjaggi. State level Maa-Beti Mela organized.</li> <li>• EMIS captures data on girls enrolment.</li> <li>• The girls enrolment in ALS modalities being monitored</li> <li>• The textbook distribution among girl children</li> </ul>



	<p>being monitored through revised PMIS format.</p> <ul style="list-style-type: none"> <li>• Mahila Diwas i.e. Women's Day, Balika Diwas i.e. Girls' Day organised in all the project districts in which thousands of women participated and debated on the gender issues.</li> <li>• Mahila Shikshan Kendras for adolescent girls.</li> </ul>
Alternative Schooling	<ul style="list-style-type: none"> <li>• Special modules for Angana Vidyalaya for 9+girls – modeled after Jagjaggi of MS.</li> <li>• Apna &amp; Angana Vidyalayas have female instructors only &amp; are under the management of Mata Samitees.</li> <li>• 1022 Angana vidyalaya for the 9+girls -- Dropouts as well as illiterates opened so far.</li> </ul>
Research Evaluation	<ul style="list-style-type: none"> <li>• Study on problems in education of Muslim girls completed.</li> </ul>

### Status on Community Mobilization & VEC Interventions

Administrative arrangements	<ul style="list-style-type: none"> <li>• Media/Community Mobilization coordinator in place at SLO and DLOS.</li> <li>• Core team on Community Mobilization, VEC/ VSS functional in every DLO.</li> <li>• SRG/DRG formed.</li> </ul>
Community Mobilization Material Development	<ul style="list-style-type: none"> <li>• Posters/pamphlets/Banners/calenders developed in every DLO/SLO being made.</li> <li>• Booklets/Brochures on DPEP published &amp; distributed.</li> <li>• Following materials have already been developed;</li> </ul> <p><b><u>A. Books</u></b></p> <ul style="list-style-type: none"> <li>• Village Education Committee – concept, process of formation training of Utprerak</li> <li>• Microplanning – concept process, etc.</li> <li>• Village Education Committee members training module</li> <li>• Microplanning Training Module</li> <li>• Microplanning Operational Manual</li> <li>• Lok Chetna – Concept, process etc.</li> <li>• Lok Chetna – Training Module</li> <li>• PRI Members Training Module</li> <li>• SANKALP – Training Module</li> <li>• Pahal – Training Module</li> </ul> <p><b><u>B. Audio Cassettes</u></b></p> <ul style="list-style-type: none"> <li>• Audio Cassettes of Abhiyan Geet for environment building</li> <li>• Audio Cassettes of Muniya Beti Padhati Jaye Campaign</li> </ul>

	<ul style="list-style-type: none"> <li>• Audio Cassettes of Shiksha Geet Mala for environment building</li> <li>• Audio Cassette on Women Economic Empowerment.</li> <li>• Audio Cassettes of Shiksha Geet Mala in Maithali Magahi.</li> </ul> <p><b><u>C. Plays</u></b></p> <ul style="list-style-type: none"> <li>• 4 plays developed, printed and distributed</li> <li>• 1. Eke Upai (Bhojpuri)</li> <li>• 2. Jabhi Jagi Tabhi Bhor</li> <li>• 3. Ghar-Ghar Alakh Jagayenge (Magahi)</li> <li>• 4. Durangi Nitiya (Angika)</li> <li>• Another 38 plays developed and are under production.</li> </ul> <p><b><u>D. Booklets/Brochures/Pamphlets:</u></b></p> <ul style="list-style-type: none"> <li>• On different issues developed and distributed.</li> <li>• Material for capacity building through Distance mode developed &amp; distributed in different collegial languages.</li> </ul> <p><b><u>E. Video Film</u></b></p> <ul style="list-style-type: none"> <li>• On Teacher Training (<b>Hum Honge Kamyab</b>)</li> <li>• Alternative Schools/ECE (<b>Nai Dagar</b>)</li> <li>• Civil Works (<b>Neer Ka Nirman</b>)</li> <li>• Community mobilisation (<b>Log Mere Gaon Ke</b>)</li> <li>• ECE (<b>Ankur</b>)</li> <li>• Each of 30 minutes, developed. DD, Patna telecasted once.</li> </ul> <p><b><u>F. Magazine</u></b></p> <ul style="list-style-type: none"> <li>• Magazine "BEP Ahwan" released every quarter at SLC level. Newsletters published by Munger, Muzaffarpur, Gaya, Rohtas &amp; Bhojpur districts so far.</li> </ul> <p><b><u>G. Campaign and other mobilisation Activities</u></b></p> <ul style="list-style-type: none"> <li>• Enrolment Drives/ Bal Mela/ Maa-Beti Mela/ Shiksha Mahotsav'2002</li> <li>• Wall writings</li> <li>• Nukkad Natakas in Plays</li> <li>• Theatre Workshop for capacity building of cultural groups</li> <li>• Environment building and mobilisation activities with VEC formation, Orientation and Microplanning activities.</li> </ul>
<p>Campaign and other mobilisational activities</p>	<ul style="list-style-type: none"> <li>• Intensive campaigns launched for VEC formation. VEC for every school formed through an intensive process driven exercises.</li> <li>• Munia Beti campaign launched.</li> <li>• Wall writings, Padyatras, Bal Melas., women's meet, sports-meet, Ma-Beti Mela, Audit-video campaign, Enrolment Drives, Prabhat Pheries, Street play etc., organized in every district.</li> </ul>

	<ul style="list-style-type: none"> <li>• Theatre workshops for capacity building of cultural groups in 5 linguistic zones held.</li> <li>• State level Bal Mela organized.</li> <li>• State level Maa-Beti Mela organized/bal melas at district and sub-district level organised.</li> <li>• State level Balika Mela organized.</li> <li>• Praveshotsavas organized in every district.</li> <li>• Jhankhis on UPE being put up on on the occasion of Republic Day/Independence Day celebrations at the state and district levels.</li> <li>• A National Seminar on UPE organized.</li> <li>• A State level conference on Sarva Shiksha Abhiyan organized.</li> <li>• Mahila Day organized at DLO level.</li> <li>• Innovative wall paintings done in Bhagalpur district.</li> <li>• Kala Jathas formed in Gaya, Bhojpur, Muzaffarpur, Rohtas, West Champaran, Sitamarhi, Vaishali, Darbhanga, Bhagalpur, Munger &amp; Purnea districts.</li> <li>• One day Orientation 5 days training of VECs, Lok Chetna, Quarterly Reflection of VEC President and Secretary at block level, 1 day training of PRI Members, 1 day training (Workshop) of Mukhiyas being organised in all districts.</li> <li>• 2 days training of Community Leaders.</li> </ul>
<p>Community Participation /Community Organizations</p>	<ul style="list-style-type: none"> <li>• All VECs constituted/Reconstituted through a well-orchestrated &amp; process-oriented mobilization campaign in all districts. The campaign is process-based in which community is at the fore.</li> <li>• VECs motivated to run schools during teachers strike in Bihar.</li> <li>• Mata Samitees formed to run ALS &amp; ECE centres. In fact, DPEP is facilitator, &amp; Mata Samitees are the de-facto agencies to run ALS/ECE.</li> <li>• Community providing resource support at grass root levels.</li> <li>• Village committees are constructed under "Bihar State VSS, Act 2000"</li> </ul>
<p>Empowering Community Organization (VEC, MTA, PTA, Panchayats etc. Materials development)</p>	<ul style="list-style-type: none"> <li>• Training modules for VEC &amp; Micro-Planning developed.</li> <li>• Training module on community construction process developed.</li> <li>• Training module for mata samitis developed</li> <li>• Training Module for PRI Members developed.</li> <li>• Training Module for Community Leader (2 days)</li> </ul>
<p>Orientation Training/workshops for Community Organization</p>	<ul style="list-style-type: none"> <li>• Workshops to monitor progress of VEC formation organised at different levels.</li> </ul>

	<ul style="list-style-type: none"> <li>• One-day orientation to newly constituted/re-constituted VECs organized.</li> <li>• Five days training to VEC members initiated.</li> <li>• 1 day training to RPI Members initiated</li> <li>• Quarterly Reflections of VEC President and Secretary block level organised</li> <li>• 1-day orientation training (workshop) to Mukhiya initiated.</li> </ul>
Orientation Training / workshop provided for staff Master Trainers	<ul style="list-style-type: none"> <li>• Qtly. State level Resource Persons Training Program for VECs organised.</li> <li>• State Level Workshop on different strategies of VI formation and its implementation by DLOs organized.</li> <li>• State level workshop organised to review the process VEC formation.</li> <li>• Districtwise identification of UTPRERAKS a ABIPRERAKS held.</li> <li>• Training for utpreraks organised.</li> <li>• State level workshop on different strategies of VEC.</li> <li>• Monthly reflection of VEC coordinators at State level.</li> <li>• State level workshop on development of TRG Module for Community Leaders.</li> </ul>
Areas and instance of participation	<ul style="list-style-type: none"> <li>• VECs participating in micro planning.</li> <li>• VEC participating in school improvement and community mobilisation.</li> <li>• VECs were motivated to run schools during teacher strike in Bihar.</li> <li>• VEC participation in Lok Chetna</li> <li>• VEC participation in distribution of textbook</li> <li>• All Civil Works including construction of BRCs entrusted to community through Community Construction procedures.</li> <li>• VSS/VEC participation in house hold survey preparation of Bal Panji.</li> </ul>
Other activities to promote Participation and Innovations	<ul style="list-style-type: none"> <li>• Mata Samitees formed to run ALS and ECE centres.</li> <li>• Theatre workshops for capacity building of cultural groups in 5 linguistic zones held.</li> <li>• Innovative usage of local folk forms to spread the message of DPEP.</li> </ul>
Networking with NGOs, GOs etc. initiated.	<ul style="list-style-type: none"> <li>• Participation of NGO workers, volunteers, youth club social workers, ICDS workers, youth organisations, etc. VEC formation campaign and other community mobilisation activities.</li> <li>• Networking done with trade unions, NGOs, teacher associations, youth clubs and NYKs.</li> </ul>
Total No. of VEC constituted	<ul style="list-style-type: none"> <li>• 24856 Village Education Committee constituted.</li> </ul>

- 20531 Vidyalaya Shiksha Samiti constituted under the VSS Act'2000
- Each VEC usually meets ones in a month.

### Status on Project Management

SPO	DPO	Staff Development
<p>Current Status of Key posts in Re-organised Bihar</p> <ul style="list-style-type: none"> <li>• Out of 20 planned staff 15 are filled in SLO</li> <li>• Out of 226 planned staff 156 are filled in DLOs.</li> <li>• Appointment advertisement for vacant posts have already been published and application reviewed. A case on reservation issue has been filed in the Hon'ble High court Final outcome of the case is awaited to expedite the process.</li> <li>• Mission Task Force is in position, meets twice a month to discuss and sort out implementation related issues.</li> <li>• Reflection-cum-Planning Meeting (RPM) of all DPOs is held regularly once in a month in which progress is reviewed, implementation related issues and difficulties are discussed and sorted out and district experiences are shared for mutual benefit of DPOs and SLO.</li> <li>• Apart from monthly RPM of DPOs componentwise RPM is also held from time to time for focussed attention on components.</li> <li>• Senior Personnel from SLO are visiting DPOs to facilitate implementation of programme.</li> </ul>	<p>Current Status of Key Posts:</p> <ul style="list-style-type: none"> <li>• Outs of 226 planned 156 are in position.</li> <li>• Some of the BEP personnel have resigned/left for permanent job elsewhere</li> <li>• Appointment advertisement for vacant posts have already been published and application reviewed. A case on reservation issue has been filed in the Hon'ble High court Final outcome of the case is awaited to expedite the process.</li> <li>• DTF meetings held regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Refresher course on Annual Plan Preparation with special emphasis on Data Analysis and Interpretation attended at LBSNAA.</li> <li>• Staff trained in Appraisal of DPEP District Plans.</li> <li>• Staff trained on Preparation of AWP&amp;B at NSDART, Mussoorie.</li> <li>• Staff trained appraisal of AWP&amp;B at NSDART, Mussoorie.</li> <li>• Staff provided orientation training</li> <li>• Civil Works staff imparted professional and hands on training on the practical aspects of CECT.</li> <li>• Regular Reflections of programme staff.</li> <li>• Refresher course on AWP&amp;B preparation attended by all DPCs in December 1999.</li> <li>• Courses on use of quantitative data attended by selected DPCs/ACP in NIEPA.</li> <li>• Selected personnel participated in National workshop on procurement organized by Ed-CIL, New Delhi.</li> <li>• Staff being sent regularly to attend national level workshops.</li> </ul>

### Status on Civil Works

STAFFING ISSUES	<ul style="list-style-type: none"> <li>Some Engineering staff is required in the districts. Training for the engineers is also complete.</li> </ul>
Use of new, improved designs	<ul style="list-style-type: none"> <li>CECT designs being used for construction. New designs developed further improving on the earlier designs.</li> </ul>
Efforts towards cost-effectiveness	<ul style="list-style-type: none"> <li>All constructions are through alternative technologies a significant savings have been achieved, even at maintaining a high quality of construction. There has been report of demand being created on other agencies to adopt similar cost-effective technologies.</li> </ul>
Convergence	<ul style="list-style-type: none"> <li>Repairs are proposed to be taken up through convergence. The community is encouraged to rope JRY/EAS/MLA/MP funds.</li> </ul>
Training Engineers	<ul style="list-style-type: none"> <li>A 12 day professional training programme followed by 5 days hands-on training has been conducted for engineers.</li> <li>Recurrent hands-on training programme also conducted.</li> </ul>
VEC	<ul style="list-style-type: none"> <li>The VEC/BNS is imparted training before construction starts. Masons are also trained in CECT.</li> </ul>
Planned Target BRC - 139+6 PTEC	<ul style="list-style-type: none"> <li>Completed - 122 + 1 PTEC nos, In progress - 10 + 2 PTEC (nearing completion). (2 BRC taken up in 2002-03)</li> </ul>
CRC/Addl. Class Room - 1104 & 1652 respectively.	<ul style="list-style-type: none"> <li>CRC completed - 912, In progress - 204 /Addl. Classroom completed - 838, In progress-484</li> </ul>
Target NSB & BLS -1538 & 443 respectively	<ul style="list-style-type: none"> <li>NSB completed 221, In progress 432, BLS completed 1104, In progress 59</li> </ul>
Target toilet & Handpump 4510 & 5167 respectively	<ul style="list-style-type: none"> <li>Toilet completed 1161, In progress 596, Hand pump completed 803, In progress 226</li> </ul>
Implementation Agency	<ul style="list-style-type: none"> <li>VEC (Bhawan Nirman Samiti)/BRCCC/VSS</li> </ul>
Supervision Agency	<ul style="list-style-type: none"> <li>By DLO/State level officials/SRG members.</li> </ul>
Staffing Position (Supervision & Monitoring SPO)	<ul style="list-style-type: none"> <li>1 Civil Works Manager, 1 Architect.</li> </ul>
Site Supervision	<ul style="list-style-type: none"> <li>By DLO Team of Engineers and by supervisors one each 4 to 5 sites.</li> </ul>
Staffing Issues	<ul style="list-style-type: none"> <li>Well-qualified AEs/JEs in place in all DLOS/many rounds of professional training imparted.</li> </ul>
Designs Appointment of Consultants	<ul style="list-style-type: none"> <li>SRG involved in drawing &amp; design preparation &amp; various other related matters of Civil Works.</li> </ul>
Preparation of designs	<ul style="list-style-type: none"> <li>Pedagogically enriched. BRC/CRC/School Building/AI designs prepared. Based on CECT.</li> </ul>
Innovation Fund	<ul style="list-style-type: none"> <li>Child Friendly Element in schools is under construction.</li> </ul>

## Civil Works

Progress report of Civil Works under Bihar Education Project & DPEP  
Up to 2002-03

Under BEP			Under DPEP			
Type of building	Nos. of scheme taken up	Nos. of completed scheme	Transition into DPEP	Scheme planned	Completed	Total in progress
Cluster Resource Centre	355	333	22	1104	912	204
Additional class room	292	268	24	1652	838	484
New school building				1538	221	432
Buildingless school building	0	0	0	443	145	59
Block Resource Centre	7	6	1	139 + 6 PTEC	122	10 + 2 PTEC
<b>Total</b>	<b>654</b>	<b>607</b>	<b>47</b>	<b>4882</b>	<b>2238</b>	<b>1191</b>

### Status on Early Childhood Education

<b>Staffing Position</b> State ECE Co-ordinator District ECE Co-ordinator	<ul style="list-style-type: none"> <li>• In Place</li> <li>• In place.</li> </ul>
<b>Resource Groups</b>	<ul style="list-style-type: none"> <li>• State Resource Group and District Resource group constituted.</li> </ul>
<b>Interaction at village level.</b>	<ul style="list-style-type: none"> <li>• Campaign for opening of ECE centre.</li> <li>• Campaign for formation of Mata Samiti.</li> <li>• Orientation of Mata Samiti.</li> <li>• Bal Mela, Kit exhibition, Sports and Rhyme competition for ECE children</li> <li>• Monthly meeting of Mata Samiti/community.</li> </ul>
<b>Community Participation</b>	<ul style="list-style-type: none"> <li>• Opening of ECE centre, selection and availability of place for centre, selection of Didi, running of centre, everything is done by community/mata samiti.</li> <li>• Community/Mata samiti has the right to select another Didi in case she is not doing satisfactorily.</li> <li>• Community/Mata samiti provides waste materials for preparation of playing kit.</li> </ul>

Capacity Building	<ul style="list-style-type: none"> <li>• Orientation of Mata Samiti</li> <li>• Monthly meeting of Mata samiti</li> <li>• Induction training of ECE Didis/AWWS</li> <li>• Reflection meetings of ECE Didis</li> <li>• Induction training of ECE trainers</li> <li>• Induction training of ECE programme coordinators</li> <li>• Reflection meetings of ECE coordinators</li> <li>• AWTC/MLTC principals/instructors training</li> <li>• Workshop for PLM Development</li> <li>• Reflection meetings of SRG</li> <li>• Capacity building of SRG</li> <li>• Induction Training of ICDS Helpers</li> </ul>
Networking	<ul style="list-style-type: none"> <li>• Linkages with primary school, ICDS and other NGOs/programmes related with ECE.</li> </ul>
Activities	<ul style="list-style-type: none"> <li>• Supply of Playing kit to AW centres (Non-World Bank) and ECE centres.</li> <li>• Establishment of 765 ECE centres in all 11 districts.</li> <li>• The trainers team of ECE with specific training on Monitoring of ECE centres work as ASRG who are given Rs. 1000/- per month for 5 to 10 centres. A format is evolved for the same.</li> <li>• Reflection training of ECE trainers.</li> <li>• AWTC/MLTC principals/instructors training</li> <li>• Reflection Meeting of ECE programme coordinators</li> <li>• Development of Helpers and Mata Samitis Training Module.</li> <li>• Three Books published and distributed to AW/ECE &amp; Baljagjagi centres namely : <ul style="list-style-type: none"> <li>- Aao Ganyeen Geet</li> <li>- Aao Kahani Sunc</li> <li>- Aao Khelien Khel</li> </ul> </li> <li>• Four Training Modules developed and are under process of printing : <ul style="list-style-type: none"> <li>- 15 days ECE/AW/Baljagjagi Didis</li> <li>- 10 days ECE Training</li> <li>- 6 days Lady Supervisor</li> <li>- 4 days AW Helpers</li> <li>- 1 day Orientation Training Module from Mata Samiti</li> </ul> </li> <li>• 5 ECE posters developed and are in process of printing.</li> <li>• Children Evaluation Card developed and in process of printing.</li> </ul>



### Status on Curriculum /Textbooks/TLM

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

<p>Activities</p>	<ul style="list-style-type: none"> <li>• 75 IED Resource Teachers have been trained by two recognized NGOs and provided 45 days foundation training. 48 teachers are again under going 45 days foundation course training for IED Resource Leaders.</li> <li>• IED coordinator at SLO/DLOs in place.</li> <li>• 8 blocks in each district identified to launch the programme.</li> <li>• Component of IED incorporated in the Ujala-II training module for general teachers.</li> <li>• CRCC training module has a component on IED.</li> <li>• 3 days training module for CRCC has been developed and all CRCC trained.</li> </ul>
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	<ul style="list-style-type: none"> <li>• House Hold Survey work has been completed and for categorisation is under process.</li> <li>• Red Cross Societies have been requested to provide aids appliances as per requirement.</li> <li>• Assessment Camps &amp; follow up camps have been organised each project district for orthopaedically handicapped children aids &amp; appliances have been provided by ALIMCO.</li> <li>• In the year 2002-2003, it is planned to provide coverage to entire district.</li> </ul>
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### Status on Teachers Training and Support Activities

Coverage/Rounds/Cascade	<ul style="list-style-type: none"> <li>• One round of teachers training by the name of Ujala-I imparted to all teachers (Nearly 69762). Ujala-I is a 10 days residential teacher training programme focussing children classes I &amp; II.</li> <li>• The second round of teachers training by the name of Ujala-II is being imparted to all teachers for 10 days and if is in completion.</li> <li>• So far more than 57135 teachers imparted Ujala-II training. This module is a 10 days residential training &amp; covers the need of students of Classes III to V.</li> <li>• 5 days subject specific training module of Hindi, Math &amp; EVS (Natural Sc.) developed and training is being imparted.</li> <li>• So far more than 26541 teachers imparted subject specific training.</li> <li>• Cascade model training process:-             <ol style="list-style-type: none"> <li>(i) The SRG trains the BRC-RPs, who in turn train teachers.</li> <li>(ii) The trainings are conducted at BRCs. Training is residential in nature.</li> </ol> </li> <li>• The Ujala I &amp; II training modules were developed through a rigorous participatory process involving teachers/trainers/SRG/DRG and textbook developers. SCERT/DIET support was also harnessed. After the draft module was ready, a trial of the same was conducted with empowered teachers &amp; feedbacks were consciously obtained. The final module emerged after incorporating the feedback.</li> <li>• The focus is on the following –             <ol style="list-style-type: none"> <li>(i) Motivational, aspects, attitudinal change, school management, MLL, Language, Maths and EVS teaching, Multigrade Teaching, preparation of T and teaching of values</li> <li>(ii) The methodology is participatory &amp; activity based.</li> </ol> </li> <li>• CRCC training module developed by SCERT. CRCCs being</li> </ul>
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	<p>trained at district level.</p> <ul style="list-style-type: none"> <li>• A 5 days training module (content based) for BRC-RPs have been prepared by SCERT. The training has been initiated.</li> <li>• Regular reflection of BRC-RPs at the district level taking place.</li> <li>• One-day monthly reflection of teachers at CRC level.</li> <li>• A workshop held on monitoring of learning achievement in schools was organised and follow up action started.</li> </ul>
Status on State Resource Group and District Group	<ul style="list-style-type: none"> <li>• Pedagogical Improvement unit at SPO is working in close association with SCERT.</li> <li>• Depending upon the need, resources from Universities/Institutions being tapped. There are plans to augment the unit by appointing more persons.</li> <li>• The DRGs are fully functional. The members participate in the regional level workshops. These include school &amp; college teachers, NGOs, members of community etc.</li> <li>• BRGs/CRGs also have been formed.</li> </ul>

### Status on Micro-Planning in Bihar

Name of districts in which micro-planning is being initiated.	<ul style="list-style-type: none"> <li>• Muzaffarpur, West Champaran, Sitamarhi, Rohtas , Bhagalpur, Bhojpur, Gaya, Munger, Vaishali, Darbhanga and Purnea.</li> </ul>
Detailing of activities undertaken and methodology/techniques used alongwith current status in each.	<ul style="list-style-type: none"> <li>• PRA techniques is used. DRG is constituted in every district to supervise micro-planning process, which is carried out by facilitators and animators at the village level. An in-house module on micro planning "PRASOON" developed detailing therein the concept, methodology and activities involved. A training module for the Abhipreraks/Prerak (motivators/animators) developed.</li> <li>• In every district sufficient number of Abhipreraks/Preraks have been trained. These trained Abhipreraks/Preraks have been engaged in Micro-Planning exercises in one or two block in every district. The preraks are drawn from VECs.</li> <li>• Altogether 9451 villages have been covered under Micro-Planning in 11 districts.</li> <li>• A new module of Micro Planning 'LOK CHETNA' has been developed in which the microplanning exercise will be completed within 5-7 days.</li> </ul>
Agency responsible Institution/ NGO/Individual.	<ul style="list-style-type: none"> <li>• Groups of individuals identified and trained by DLOs of BEP; namely Abhiprerak &amp; Preraks (Motivators/ Animators). Preraks are drawn from the members of</li> </ul>

	VEC/ VSS.
State Level Workshops.	<ul style="list-style-type: none"> <li>• State level workshop was organised at Patna (8-9 Sept. 1997, 27-30 December 1997, 17-18 January 1998 &amp; 24-28 March, 1998.)</li> <li>• State level Resource Persons Training (TOT) in Micro-Planning at Patna from 12<sup>th</sup> to 16<sup>th</sup> January '99.</li> <li>• State level Resource Persons Training Programme (TOT) at Sahar (Bhojpur) from 11 to 15 March '99.</li> <li>• State level Resource Persons training programme (TOT) at Muzaffarpur in July '99.</li> <li>• State Level Resource person training programme (TOT) at Dumka on December '99.</li> <li>• State Level Resource person training programme (TOT) at Muzaffarpur on April 2001</li> <li>• Monthly Reflections with Coordinators take place at the State level.</li> </ul>
Future Plans.	<ul style="list-style-type: none"> <li>• Organize quarterly trainings to train the Resource Persons on Micro-Planning.</li> <li>• To scale-up Micro-Planning exercises in all districts.</li> <li>• Computerisation of data generated through Micro-Planning exercises.</li> <li>• Monitoring of the implementation status of the school development plan emerged at the end of Micro-Planning exercises.</li> <li>• Use out of school children data and data on enrolment of children in the private schools collected through micro-planning exercises for UPE.</li> <li>• Cross checking EMIS data with the data generated by Micro-Planning exercises.</li> <li>• People empowerment through Micro-Planning exercises.</li> <li>• Mapping for ALS modalities through micro-planning exercises.</li> </ul>

### **Status on Media**

<b>Media Activity</b>	
Administrative Arrangement	<ul style="list-style-type: none"> <li>• Media Coordinator in place at SLO/DLOs</li> </ul>
Publicity material developed (Print)	<ul style="list-style-type: none"> <li>• Pamphlets, folders, posters, newsletter, Calender published. Quarterly magazine BEP Ahwan at state level being published.</li> <li>• Newsletter at Bhojpur, Munger, Muzaffarpur, Gaya, and Rohtas being brought out.</li> </ul>
Audio Video material	<ul style="list-style-type: none"> <li>• Audio Cassettes of songs in local dialects developed;</li> <li>• 5 films on Civil Works, ECE, ALS, Community</li> </ul>

	<p>Mobilization and Training (PFE) developed each of 30 Minutes.</p> <ul style="list-style-type: none"> <li>• A set of 6 Audio Cassettes, on Shiksha Geet, Abhiyan Geet, Munia Beti campaign and women empowerment; A set of 2 Audio Cassettes on Shikana Geetmala developed and being used in mobilization.</li> </ul>
Trainings and workshops	<ul style="list-style-type: none"> <li>• Study tours to other states organized. Training module published. Theatre and music workshops for development of scripts organized. Regional Theatre workshops being organized regularly for capacity building of cultural groups at level of linguistic zones.</li> <li>• Four plays developed during Regional Level workshops printed and disseminated for impromptu performances by local cultural groups. These plays are in four local languages; Vajjica, Angika, Bhojpuri and Magahi. Plays in other three languages; Santhali, Maithili and Khoratha have also been developed. Another 38 plays developed and are under production.</li> </ul>
Community Mobilization	<ul style="list-style-type: none"> <li>• Local theatre groups identified, drawing competition for children, special campaign for IED, Jhanki on mild to moderate disability. Jhanki on education for all. Muniya Beti Padhati Jayen campaign, Padyatra, Prabhat Pheris, Slogan development programmes organized, Khel Utsav, Bal Melas, Maa Beti Melas organized. Shiksha Mahotsav'2002 organised.</li> </ul>
Press and Mass Media	<ul style="list-style-type: none"> <li>• Newspapers, radio and doordarshan harnessed for media advocacy.</li> <li>• Success stories on BEP activities published in Newspapers.</li> <li>• The private T.V. channel, – Patna city news, has covered events organized under DPEP.</li> </ul>
Networking	<ul style="list-style-type: none"> <li>• Political parties, trade unions, NGOs, Teachers Associations Youth Clubs, NYKs established.</li> </ul>

### Status on Distance Education Programme

Activities	Progress
<p>Planning:</p> <p>(a) Workshop for DEP intervention for the states for</p> <ul style="list-style-type: none"> <li>• Development of Perspective Plan for DEP</li> <li>• Finalisation of activities for the current year</li> </ul>	<ul style="list-style-type: none"> <li>• Completed</li> <li>• Completed</li> </ul>

(b) AWP&B proposal for 2000-2001	<ul style="list-style-type: none"> <li>• Approved</li> </ul>
<p>Capacity Building</p> <ul style="list-style-type: none"> <li>• Development of content briefs for DL materials</li> <li>• Training and Development Workshop for Self-Instructional Materials</li> <li>• Development of Scripts/Jingles for Radio Broadcast.</li> <li>• Training &amp; Development Workshop for self Instructional Material</li> </ul> <p>Planning:</p> <p>(a) Workshop for DEP intervention for the states for</p> <ul style="list-style-type: none"> <li>- Development of Perspective Plan for DEP</li> <li>- Finalisation of activities for the current year</li> </ul> <p>(b) AWP&amp;B proposed for 2000-2001</p> <p>(c) AWP&amp;B proposal for 2001-2002</p> <p>(d) AWP&amp;B proposal for 2002-2003</p>	<ul style="list-style-type: none"> <li>• Need assessment done. 24 brief prepared.</li> <li>• 19 Video scripts completed (Capacity Building &amp; Development Workshop on Video Script Writing)</li> <li>• One workshop completed, 8 Audio Scripts ready for final production.</li> <li>• One workshop completed for orientation of DIET Principals/Media Persons/PIU members on Teleconferencing. Theme selection for Teleconferencing.</li> <li>• One workshop completed. Some videocassettes out of the available one identified for duplication and dissemination at BRC level.</li> <li>• 2701 VHS copies of two Video films prepared under BEP duplicated for All BRC &amp; CRC. The distribution in progress.</li> <li>• MOU signed between BEP &amp; SIET of VIDEO PRODUCTION &amp; Telecasting of Video Programme developed by BEP. 19 Video scripts developed by BEP have been sent to SIET of final production.</li> <li>• "PAHAL" a Self Instructional Material (SIM) prepared &amp; developed are being sent to BRC, CRC &amp; DIET directly from SPO quarterly.</li> <li>• SIM called 'GUTHI SULJHI' has been developed on topics related to MGT are under process of printing.</li> <li>• 774 VHS Cassettes (129 sets of 6 Cassettes) sent by DEP-DPEP distributed to all 15 DIET &amp; 5 sets to BRC of each district for Teacher Training Programme.</li> <li>• Modalities are being worked out to use SIM in ALS as well by modifications.</li> <li>• 8100 Audiocassettes (2700 sets of 3 cassettes) sent by DEP-DPEP distributed to all DIETs, BRCs &amp; CRCs of each districts for Teacher Training Programme.</li> <li>• 7 DRS facilities provided under Integrated Education Programme.</li> <li>• Training programme for DIET Principals/ Incharge regarding Teleconferencing at SRO.</li> <li>• Preparation of Teleconferencing.</li> </ul>

### Status of DIETs

#### Staffing of DIETs

Activities	Remarks
	GOB is taking steps to operationalize DIETs. Principals and 6 – 8 academic staff members are in position in all DIETs in the project districts.

#### Strengthening of DIETs

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

### Status on Management Information System (MIS)

Hardware/Software	Hardware in place.
Manpower	One Assistant Computer Programmer in place in SLO. One Post of System Analyst and One post of Programmer vacant. Five vacancies of ACP in DLOs.
EMIS	Data of 1997-98 of all districts is available. Data of 1998-99 of all districts is available. Data of 1999-2000 of all districts is available. Data of 2000-2001 of all districts is available. Data of 2001-02 of all districts is available. Data of 2002-03 of 9 district are available. Data of rest two district is being compiled. Data has been collected up to Elementary level i.e. Class I – VIII.
PMIS	State is monitoring physical progress in a proforma developed in house. PMIS system in place. District progress card has also been devised for monitoring various key activities. PMIS Report for the quarter ending 31.12.2002 of current Financial year sent to DPEP Bureau.

SAMIS (Student Attendance Management Information System)	Software has been developed. Implementation is in progress for the academic year 2001.
House Hold Survey/Balpanji Register	Household survey have been conducted in all the districts. Data based on household in available for the year 2001. Updation of Bal-Panji registers in progress.

### **Status on Capacity for Planning and Management**

#### **State Project Office:**

- SPO is fully functional in terms of personnel and infrastructure

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

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

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

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

#### **District Project Office:**

- ❖ All 11 DPOs are fully functional in terms of key programme personnel and infrastructure. Out of 226 key posts sanctioned 156 posts are filled in. These posts are vacant because (i) some left Bihar Education Project for permanent assignment elsewhere repatriation of deputationist to the parent department. (ii) few were removed from Bihar Education Project on account of lack of adequate performance on their part.
- ❖ District Resource Group (DRGs) have been formed and are functional in major component areas in DLOs

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

These institutions are:



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

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

- a) N C E R T, New Delhi
- b) Ed-Cil, New Delhi
- c) PRAXIS-ACTION AID
- d) S C E R T, Gurgaon, Hariyana
- e) NIEPA, New Delhi

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

# GUJARAT

Total No. Of Districts in the State : 19 (Now 25)  
 Districts under DPEP II : 3 (now bifurcated into 5)  
 Districts under DPEP IV : 3 ( funded by Netherlands)  
 : 3 ( funded by Govt. of Gujarat)

## Project Structure

### DPEP II

(As on 28<sup>th</sup> February, 2003)

(Rs. in lakhs )

District Covered	EFC Approved Project Cost Revised	Current year AWP & B (2002-03) Approved
State Component	1200.05	2211.51
Banaskantha ( & part of Patan)	5295.88	
Panchmahal (Godhara & Dahod)	6007.02	
Dangs	952.52	
<b>Total</b>	<b>13455.47</b>	

### DPEP IV

(As on 28<sup>th</sup> February, 2003)

( Rs. in lakhs )

District Covered	EFC Approved Project Cost	Current year AWP & B (2002-03) approved
State Component	1436.52	3286.88
Kutch	3793.74	
Surendranagar	3348.58	
Sabarkantha	3978.66	
<b>Total</b>	<b>12557.50</b>	

#### A. Vacancies Position in SPO and DPO

##### State Project Office

	Posts Sanctioned	Filled up	Vacant
SPOs	55	48	07

## DPEP II

	Posts Sanctioned	Filled up	Vacant
DPOs	98	76	22
BRCC	23	23	00
Add.BRCC	23	23	00
CRCC	482	482	000

## DPEP IV

	Posts Sanctioned	Filled up	Vacant
DPOs	96	48	48
BRCC	70	70	00
CRCC	1002	800	202

**B. Functioning of GC/ EC : Whether fully constituted, whether due for reconstruction, whether meeting regularly (Annually/Quarterly, Whether participation by all members:**

Both GC and EC have been fully constituted. The second meeting of the Governin Council, chaired by Smt. Anandiben Patel, Hon. Education Minister of Gujarat, was hel on September 19,'2001. EC has been meeting at regular quarters. The Eighteenth meetin of EC was held on March 11, 2003.

**C. Submission of Annual Reports**

The Annual Audited Report for the year ending 2000-2001 has been sent to DPEI Bureau, MHRD, New Delhi. The Annual Audited Report for the year 2001- 200 already been submitted. The English and Hindi versions of the same have been dispatched to Government of India in the second week of October, 2002.

**D. Utilisation Certificate**

Utilisation Certificate up to February , 2003 has been sent.

## DPEP II

### Expenditure

1. Total Planned during year 2002-03 Rs. 2261.33 lakhs
2. Cumulative from April' 02 to March 10 '03 Rs. 1517.58 lakhs
3. Total since inception Rs 11269.82 lakhs

Sl.No.	Month	Expenditure (in Lakhs)
1.	April-2002	66.24
2.	May-2002	77.07
3.	<b>June-2002</b>	73.81
4.	July-2002	117.04
5.	August-2002	87.90
6.	September-2002	115.21
7.	October-2002	208.18
8.	November-2002	100.60
9.	December-2002	283.73
10.	January-2003	129.50
11.	February-2003	200.24
12.	Upto March 10, 2003	58.06
<b>Total</b>		<b>1517.58</b>

#### **DPEP IV**

##### **Expenditure**

- |   |                          |
|---|--------------------------|
| 1. Total Planned during year 2002-03    | <b>Rs.3317.89 lakhs</b>  |
| 2. Cumulative (April'02 – March 10 '03) | <b>Rs. 1235.86 lakhs</b> |
| 3. Total since inception of the project | <b>Rs 1584.79 lakhs</b>  |

Sr No.	Month	Expenditure (in Lakhs)
1.	April- May2002	38.01
2.	<b>June-2002</b>	89.79
3.	July-2002	164.32
4.	August-2002	94.57
5.	September-2002	57.48
6.	October-2002	100.07
7.	November-2002	31.47
8.	December-2002	144.79
9.	January-2003	124.57
10.	February-2003	348.42
12.	Upto March 10, 2003	42.37
	<b>Total</b>	<b>1235.86</b>

##### **Disbursement DPEP II**

- |   |                         |
|---|-------------------------|
| 1. Total planned during the year 85% of AWP & B |                         |
| 2. Cumulative from April'02-March 10,'03        | <b>Rs. 887.79 lakhs</b> |
| 3. Total since inception of the project         | <b>Rs 8904.27 lakhs</b> |

<b>Sr.No.</b>	<b>Month</b>	<b>Disbursement (in Lakhs)</b>
1.	<b>April-2002</b>	29.04
2.	May-2002	34.55
3.	June-2002	30.95
4.	July-2002	60.65
5.	August-2021	42.83
6.	September-2002	57.34
7.	October-2002	124.94
8.	November-2002	63.50
9.	December-2002	202.13
10.	January-2003	71.72
11.	February-2003	146.05
12.	Upto March 10, 2003	24.09
	<b>Total</b>	<b>887.79</b>

#### **Disbursement DPEP IV**

1.Total planned during the year 85% of AWP & B

2. Cumulative from April'02-March 10 '03

**Rs. 1086.02 lakhs**

3. Total since inception of the project

**Rs 1381.36 lakhs**

<b>Sr.No.</b>	<b>Month</b>	<b>Disbursement (in Lakhs)</b>
1.	<b>April-May2002</b>	35.84
2.	June-2002	81.90
3.	July-2002	154.43
4.	August-2002	86.62
5.	September-2002	49.25
6.	October-2002	84.45
7.	November-2002	27.55
8.	December-2002	126.77
9.	January-2003	113.11
10.	February-2003	291.87
11.	Upto March 10, 2003	34.22
	<b>Total</b>	<b>1086.02</b>

## DPEP Phase II

### Plan Implementation and Review of Functional Areas

#### A. Planning and Management (P & M)

- The posts of OIC (P&M) and Asst. OIC (P&M) are filled.

#### B. Micro planning

- Micro planning, initiated in a total of 90 villages of three districts on a pilot basis, has been completed.
- Orientation and training of district level officers engaged in planning and management of elementary education was carried out. A two day workshop was held in Banaskantha and Panchmahal districts during February 2001. Participants included BRC, Addl. BRC, CRC Co-ordinators, OICs from districts and Planning and Management personnel from GCERT and DIET. The major objective of the workshop was to orient the participants on decentralised and local level planning concepts, approaches and methodology of micro-planning. This workshop equipped the P & M functionaries with skills to undertake micro-planning exercises.
- Microplanning in 2217 villages in Panchmahal, 32 villages (one village from each CRC) in Dangs and 48 villages in district Banaskantha has been completed involving VEC, MTA, PTA and community. Data generated at various levels have been consolidated and computerized.
- P&M Officials from SPO, GCERT and Districts participated in the National level workshop on Community Participation and Microplanning held at Mumbai. Participants from eight states shared their experience in microplanning under DPEP and received orientation and inputs to improve upon future microplanning activities under DPEP & SSA.
- The Head masters, VEC, MTAs & PTAs members were trained by the respective CRC Co-ordinators on conducting Micro-planning exercises in the schools. Currently most of the schools in six Phase IV districts have developed School Improvement Plan .

#### C. Community Mobilisation

- **VEC Formed & Trained**

Districts	No. of VECs Formed	No. of VEC Members Trained
Banaskantha	858	6097
Panchmahal	1876	12376
Dang	309	2177
<b>Total</b>	<b>3043</b>	<b>20650</b>

- **MTAs, PTAs Formed & Trained**

Districts	No. of MTAs, PTAs Formed	No. of MTA, PTA Members Trained
Banaskantha	2039	29288
Panchmahal	3264	45729
Dang	396	5670
<b>Total</b>	<b>5699</b>	<b>80687</b>

- A total of 20650 VEC members have been given orientation cum training programme. During the same period about 80687 MTA and PTA members were also trained. During this programme they were oriented on how they could organise enrollment drive and work towards 100% enrollment, improving retention and reducing drop-outs.
- They were oriented on other thrust areas of the project, e.g. education of the girl child, SC/ST children, disabled children, etc. The concept of alternative schooling was explained to them. They were also trained on preparing Village Mapping and School Improvement Plan. The local CRC Coordinators provided the training support.
- **The VECs, MTAs, PTAs have been meeting regularly. The focus of the meetings has been on improving retention, especially of girls. The members actively participated in the meetings and discussed the problems and strategies related to retention.**
- **Large contributions, both in cash and kind have been received from the community in all three districts for building school's physical and educational infrastructure. A sense of ownership is evident in the involvement of community, parents and teachers in school construction and management activities.**
- Enrolment drives are DPEP interventions, which have been adopted by the State Education Department for implementation in all the districts of Gujarat. The drives were organized in all the primary schools of the Phase II & IV districts. Processions were taken out in villages to motivate the parents and guardians to enroll the eligible, out-of-school children in Std.I. The details of children enrolled in primary schools following the enrollment drive in the three project districts are given below :

District	Eligible School going children			Children Enrolled during Enrolment Drive			
	Boys	Girls	Total	Boys	Girls	Total	(%)
Banaskantha	39393	36540	75933	39926	33287	73213	96.41
Panchmahal	47630	47175	94805	46568	47063	93631	98.76
Dangs	4930	4890	9820	4675	4732	9407	95.79

- Workshop for women and Anganwadi workers organised at the cluster level to orient them on strengthening community participation.
- **Monthly meetings of ECCE instructors and AS Supervisors were held at CRC level to review the progress of school readiness programme in DPEP – II districts.**
- Convergence with Panchayat has been achieved. The Panchayats are diverting funds towards construction of school boundary walls, urinals and storage tanks for drinking water.

#### **D. Pedagogy/Teacher Training/ Textbooks**

- The position of the BRC/CRC Coordinators appointed in the DPEP districts at present is as under:

<b>District</b>	<b>No. BRC Co-ords.</b>	<b>No. of Add. BRC Coordinators</b>	<b>No. CRC Co-ords.</b>	<b>Total</b>
Banaskantha	11	11	225	247
Panchmahal	11	11	225	247
Dang	01	01	032	034
<b>Total</b>	<b>23</b>	<b>23</b>	<b>482</b>	<b>528</b>

- All Coordinators are in place.

#### **Textbooks**

##### **New textbooks for Std. I & Std. II**

New textbooks for Std. I have been introduced in all the schools of the state, generating good response from the students and teachers. From June 2001, the new textbooks for Std. II have been introduced all over the state.

##### **New textbooks for Std. III**

Gujarat State Board of School Textbooks (GSBSTB) and Gujarat Council of Educational Research and Training (GCERT) have prepared the new textbooks for Std. III, which were put into trial in 2000-2001 in those 400 schools of DPEP districts where the text books of Std. I & II were tried out. From June 2001, these new textbooks have been introduced in all schools of the three DPEP districts after incorporating the feedback following their trial in the earlier phase.

##### **English Workbooks for Std. V.**

The final version of English Workbooks (Part I and Part II) and a set of 80 flashcards were provided to all teachers of three project districts. Later, the same process was replicated in the non-DPEP districts. A total of 20 Resource Persons and 125 Master Trainers were trained, who in turn imparted training to 22,000 teachers from non-DPEP districts on new English Workbooks and flash cards. After the training, each teacher was provided with a set of new English



workbooks and flash cards. The integration of these study materials into Class V syllabus will go a long way in improving speaking, reading and writing skills of the students of Class V.

### Reading Project

**In rural areas, it has been found that children studying in primary schools lack reading skills. The Reading Project has been launched in primary schools of all the districts of Gujarat to enhance the reading skills and inculcate reading habit among the children. For this, library facilities are being set up in all the schools, providing periodicals, magazine comics etc. So far, very encouraging results have been found, with more and more children developing both the reading skills and habit.**

**Third Party Evaluation will be assigned to assess the efficacy of the Reading Project at a later budget .**

### Teachers Training

To enhance English teaching skills of primary teachers of Class V, telematerial has been developed by DEP-DPEP Gujarat. In this context, a workshop of core team members was held on August 27-28, 2001 to review the telematerial. The 10-member core team was constituted of primary teachers, DIET lecturers, CRC Co-ordinators and SPO officials.

During the workshop several useful suggestions were received which were incorporated into the final version of telematerial. Copies of the printed telematerial were distributed among primary teachers of class V to be used during the teleconference.

**During 2002-03, a total of 3595 teachers were trained in DPEP II districts on new textbooks for Std.I, II & III., activity based joyful learning and TLM preparation.**

### Vidhyasahayak Recruitment & Training

The recruitment of Vidhyasahayaks, under the Vidhyasahayak Scheme of Government of Gujarat, is taking place in phases. As on February 28, 2003, a total of 11600 Vidhyasahayaks have been recruited and given induction training. The new Vidhyasahayaks were oriented to new methods and techniques of activity based joyful teaching/ learning processes in DPEP, their role and functioning.

The status of recruitment and training of Vidhyasahayaks is as under :

Districts	No. of Vidyashayaks recruited	No. of Master Trainers (MTs) for Vidyashayaks training	No. of Vidyashayaks given induction training
Banaskantha	5940	89	5905
Panchmahal	5043	118	4026
Dangs	617	10	459
<b>Total</b>	<b>11600</b>	<b>217</b>	<b>10390</b>

The pilot training for the new textbooks of Std. III was organised at Malgadh , Dcesa in dist. Banaskantha during September 2001. During the training, the CRC Co-ordinators and teachers reviewed and analysed the content of the new textbooks and suggested modifications.

### Quality Improvement

Terminal Assessment Survey was conducted in DPEP II districts viz. Banaskantha, Panchmahal and Dangs. As revealed by the findings of TAS, the pedagogical renewal process under DPEP has succeeded in raising the achievement levels as targeted. The following tables illustrate the achievement of children in Std. I & III in Language and Mathematics over those recorded in BAS in project districts.

#### Std. I

District	Language			Mathematics		
	BAS	TAS	Gain (T-B)	BAS	TAS	Gain (T-B)
Banaskantha	57.55	88.22	30.67	54.42	89.33	34.91
Dang	53.45	79.15	25.70	61.92	79.66	17.74
Panchmahal	62.25	84.56	22.31	58.29	83.67	25.38

#### Std. III

District	Language			Mathematics		
	BAS	TAS	Gain (T-B)	BAS	TAS	Gain (T-B)
Banaskantha	45.02	66.20	21.18	46.05	61.60	15.55
Dang	44.88	50.53	5.65	43.90	49.19	5.29
Panchmahal	49.02	60.40	11.38	43.87	55.15	11.28

### E *Alternative Schooling*

- The Back to School programme in Gujarat has completed a full cycle. Out of the proposed 2800 AS centres, a total of 2282 centres were opened viz., 890 centers in Banaskantha, 1334 in Panchmahal and 58 in Dangs, covering 49422 out-of-school children, of which 26657 were girls, constituting 53.94% of the total enrolled children.
- A total of 32755 children have been mainstreamed into formal schools after completing course under Back-to-School programme. Out of these, 17513 are girls. The detailed status is as under: (March 15, 2003)

Districts	Boys	Girls	Total
Banaskantha	6468	7170	13638
Panchmahal	8383	9840	18223
Dang	391	503	894
<b>Total</b>	<b>15242</b>	<b>17513</b>	<b>32755</b>

- By March, 2002, A total of 20714 pupils were mainstreamed into formal schools, out of which 8801 were girls.
- In June- September, 2002, a total of 1377 Bridge Course Centers were opened, covering a total of 25858 children as shown below:

District	No. of Centers	Children Enrolled
Banaskantha	511	9861
Panch Mahals	769	14079
Dangs	97	1918
<b>Total</b>	<b>1377</b>	<b>25858</b>

- The repetition rate has been reduced due to implementation of Bridge Course in the project districts.
- In June- September, 2001, a total of 2816 Bridge Course Centers were opened : 1184 in Banaskantha, 1525 in Panchmahal and 107 in Dangs. A total of 58403 drop-out children were enrolled in these centers, out of which, a total of 57421 pupils appeared in the examination. Out of these, 35274 children passed.
- A total of 2427 AS Balmitras, including 495 female members have received pre-service training at the Vav and Varahi AS training centres in dist. Banaskantha and Halol AS training centre in district Panchmahal. Details of Bal Mitras trained in the second, third and fourth phase (15 days) in-service training at the Vav and Varahi AS training centers are as under :

### Training of Bal Mitras

Districts	Phase II		Phase III		Phase IV	
	Male	Female	Male	Female	Male	Female
Banaskantha	601	88	364	48	157	10
Panchmahal	782	285	242	105	117	42
Dangs	35	10	10	8	7	4
<b>Total</b>	<b>1418</b>	<b>383</b>	<b>616</b>	<b>161</b>	<b>281</b>	<b>56</b>

A special training kit has been developed on the basis of textbook content and Minimum Levels of Learning (MLL) which includes Lesson Card, Activity Card, Progress Card and Evaluation Card.

- Competency and Activity based Lesson cards on Language, Maths and EVS have been developed. Teaching learning process at AS centres are being conducted through these cards.
- Articles on Alternative Schooling system in Gujarat have been published regularly in the Gujarati magazine 'Prathamik Shikshan Sarvani'.
- A special workshop was organized during December 4-11, 2001 at Vav and Halol to prepare the Activity Book for Alternative Schooling. At Vav, preparation of Activity Book for Gujarati (Std. I to IV) and at Halol Activity Book for Mathematics and EVS (Std. I to IV) were taken up. District AS Co-ordinators and AS Supervisors participated in the workshop. The state AS Officer guided and supervised the workshop.
- The AS SRG meeting was held at Vav and Halol in district Banaskantha and Panchmahal, respectively, during December 9-11, 2001, to review the progress made by Alternating Schooling programme. The district AS Coordinators made the presentation detailing the different aspects, such as access, over-all functioning of Alternative Schooling and future plan of action. The SRG members gave their feedback and suggestions for effective functioning of AS system in Gujarat.
- During December 8-11, 2001, an orientation training programme for the project staff (BRCCs, CRCCs, and Ad. BRCCs CRCCs) was held in all three districts. The District AS Co-ordinators and AS Supervisors imparted training on the entire operational aspect of Alternative Schooling in the state. Issues discussed in the workshop ranged from opening an AS centers to mainstreaming the out of school children into formal schools.

#### **F. Media & Documentation**

- **Periodical Reports & Documentation**

The following periodical reports and documents were produced by the Media & Documentation Unit at State Project Office, between September '02 and March 15, 2003:

1. Quarterly Progress Report , July- September, 2002 & October-December, 2002
2. Qualitative Progress Report for the School Repair & Reconstruction Programme Under DPEP, July- September, 2002 & October-December, 2002
3. English version of Annual Progress Report for 2001-2002 for DPEP II & IV & SSA.
4. Hindi version of Annual Progress Report for 2001-2002 for DPEP II & IV & SSA.

- **Publication of Magazines & Press Releases**

**Following magazines and press releases were produced during the quarter :**

1. **Preparation of Prathamik Shikshan Sarvani ,Vol. 29,**
2. **Preparation of Prathamik Shikshan Sarvani ,Vol. 30**
3. **Press releases and hand-outs on project related activities.**

## **Exhibition on Women's Day celebrations**

**SPO participated in the state level programme on 8<sup>th</sup> March, 2003 in Gandhinagar, during which 15000 women took oath to send their daughters to school. The programme was attended by Hon.Chief Minister, Shri Narendra Modi and Hon. Minister of Education, Smt. Anandiben Patel.**

**SPO organised an exhibition of posters, TLMs, models etc., during the programme Brochures were distributed. Similar exhibition was organized on 12<sup>th</sup> March, 2003 in Ahmedabad during Mahila Sarpanch Mahotsav.**

- **Production & Broadcast of Radio Spots:**

Three scripts for Radio Jingles on universalization of elementary education developed, which were produced and edited at AIR, Ahmedabad. Two of the Radio Jingles were broadcast on primary channel of AIR from Ahmedabad, Vadodara, Rajkot, Bhuj and Ahwa (Dangs). While the radio spots were made for SSA, DPEP Phase II & IV districts also benefited from the broadcast of the messages encouraging enrolment and retention of children, especially girls, in schools.

- **Production of Television Spots:**

Ten scripts for TV Jingles promoting enrolment and retention of children, especially girls, in schools and improvement of quality in primary education have been developed for SSA and DPEP district. Negotiations are on with Doordarshan Kendra, Ahmedabad for production & telecast. Cost estimates are awaited.

- **Video & Photo documentation :**

Video & Photo documentation of Shilanyas Ceremony for construction of GCERT building at Gandhinagar.

- **Press & Mass Media :**

- TV news coverage on Door Darshan Kendra, Ahmedabad, ETV and Alpha TV Gujarati, of the Shilanyas ceremony by Hon'ble Chief Minister of the GCERT building to be constructed under DPEP .
- TV news coverage on Door Darshan Kendra, Ahmedabad, of Conceptual Workshop for DPEOs on Implementation of SSA.
- TV news coverage on Door Darshan Kendra, Ahmedabad, of Video Conference on primary education under DPEP & SSA by Hon'ble Minister for Education, Smt Anandi Ben Patel, using VSAT Mobile Van.
- Press coverage of important workshops and other programmes in major dailies in English ( Times of India and Indian Express) and Gujarati (Gujarat Samachar, Sandesh, Jansatta and Gandhinagar Samachar).

- An article on universalization of elementary education written by Shri J P Gupta, State Project Director, published in the pilot issue of a new educational magazine titled Achala, launched on 15<sup>th</sup> August, 2002.
- Stalls were set up at Haats in Dangs for environment building
- Popular "Bhawai" shows were organised during the period preceeding Praveshotsav in all three districts. Parents and community people were exhorted to enroll all the eligible school going children.
- During a State level Media and Documentation workshop, held at Gandhinagar, OIC-Media, BRCCs, Addl.BRCCs and CRCCs from all three districts were oriented on effective media and documentation techniques. This was followed by block level media workshops in all three districts, where CRC Co-ordinators were trained on reporting and documentation skills.
- The quarterly issue of Prathmik Shikshan Sarvani, the magazine for DPEP functionaries and primary teachers of the project districts is regularly published from State Project Office.
- Annual Report, 2000-2001 was prepared and sent to MHRD, New Delhi.
- Major events, Seminars and Workshops were projected through Newspapers and Doordarshan.
- Major processes and events under all the interventions in DPEP were documented. Photo and Video documentations were done.
- The first ever Press Conference under DPEP was organized under the leadership of Hon'ble Minister for Education, Smt, Anandi Ben Patel, on January 13, 2002, at Circuit House Annexee, Ahmedabad , which was attended by Ahmedabad based reporters and correspondents of all the newspapers, as well as Zee News and Door Darshan. It received wide coverage in both the media subsequently.
- Other significant media events for the State Project Office were the detailed reports on civil works under DPEP accompanied by the interview of Shri Avinash Joshi , State Project Director, on Star News and Door Darshan, Ahmedabad.
- Press coverage of Dutch Ambassador's visit.
- An article "GCPE Undertaking Herculean Task" was published in September,2001, issue of Plain Truth, a newsletter of the Gujarat State Disaster Management Authority (GSDMA).
- English dailies The Times of India, The Indian Express and The Financial Times published news-stories on the extraordinary performance of Gujarat Council of Primary Education in School Repair & Reconstruction Programme in the aftermath of the earthquake.
- The films on earthquake related works were produced by the Gujarat Council of Primary Education in English and Hindi. Both versions were prepared on video and compact disc.

### **G. Gender Education**

- State and District Gender Coordinators in place.
- Materials, e.g. posters, handbooks, brochures have been prepared and used in community mobilisation.

- A sharing workshop on Gender Education was held at State level on 13<sup>th</sup> June 2002 to review the progress and to discuss the future course of action. Gender OICs from all the 9 districts, both Phase II & Phase IV, participated in the workshop. OICs from Phase II districts shared their experiences with their Phase IV counterparts. The Gender Awareness Modules for MTAs and Teachers those were developed for Phase II district were discussed and district specific components are incorporated before finalizing the modules.
- An orientation training for Gender – OICs and BRC Co-ordinators is slated to be held shortly.
- From the gender perspective, community structures, viz. VECs, MTAs and PTAs were fully oriented and activated preceding the enrolment drive in the DPEP districts. The first reports indicate that these have resulted in more and more girls being enrolled in primary schools in most of the villages in DPEP II and IV districts
- To activate and motivate MTAs, cross visits of the members were arranged in 22 CRC of 4 blocks, viz., Palanpur, Deesa, Dhanera and Danta in dist. Banaskantha. The rationale of this exercise was to facilitate dialogue among MTA members and allow them to share their views and experiences on their achievements. Through these visits, they were exposed to the best practices and emulated the same for improving enrollment and retention of students, particularly girls, in their respective village primary schools.
- Blocks and Clusters with low girls literacy rate have been chosen for awareness campaigns. As many as 33 Mahila Jagruti Sammelans were organised in district Panchmahal. Rallies, Prabhat Pheries, Tamasha parties were used for mobilisation.
- The national level research study on “Classroom Culture and Processes with Gender Perspective” was completed and the report submitted to Ed.CIL. A 13 member research team comprising Gender officers, DIET lecturers, CRC Co-ordinators and school teachers carried out the study.
- During July 16 – 19, 2001 Nayak Muslim Jagirdar Mahila Jagruti Sammelan was organised in 8 most backward villages of Tharad Taluka in dist. Banaskantha. The women literacy level of this community is equivalent to nil. Around 60 representatives of this community were contacted and their participation solicited during the sammelan. At the end of the sammelan the community expressed its desire to send the girl children to school.
- For self-awareness of MTA members and women groups and sensitizing them about their role in girls’ education, a handbook and a set of 12 posters in Gujarati have been developed and distributed in all the schools of DPEP districts. The handbook for training of MTA members carries some special features, viz., the information regarding specific schemes to encourage girls education (ECE-AS), guidelines for formation of MTA, MTA meeting schedule and agenda of meeting, role and function of MTA in DPEP, training schedules of MTA and list of activities for gender sensitization.
- A script writers workshop was held for making Audio-Video cassettes from Gender perspective.
- During this period, the volunteers have conducted several women's group meetings at the village level and convinced the parents to send their children regularly to school. They conducted classes for Bridge course. Due to their effort, 13 boys and 10 girls were

enrolled under Back to School programme. As many as 70 students got promotion to the next class.

- One day Gender sensitisation training of Mahila Sarpanches and Panchayat members held at CRC level in all three districts.
- Gender awareness training imparted to 3897 female teachers in Panchmahal, 2699 in Banaskantha and 447 in Dangs districts.
- “Tej Punj” : Outcome of Gender Education Programme, district Panchmahal, a Report, was developed.
- The Gender Education Report for 2000-2001 developed.
- Teachers support material on gender awareness, gender sensitive curriculum and gender sensitive attitude of teachers on classroom transaction etc. distributed in every school.
- Adoption of Gender Focus Area approach in plan formulation and budget.
- Gender awareness meeting of CRC Co-ordinators of Gender Focus Areas held for planning and implementation of Gender related activities.
- Opening 231 girl specific AS centres, covering 4117 out of school children - 96 in Banaskantha, 119 in Panchmahal and 16 in Dangs with capacity of 1802, 2140 and 175 girls respectively.
- As on December 31, 2001, from 15 ECCE centres in Panchmahal a total of 92 children were enrolled in Std.I, after completing pre-primary education, out of which 46 were girls.
- Refresher training and kit have been provided to ECCE workers. For regular academic support “Balmandir” - the Gujarati quarterly is provided.
- Gender training modules for teachers, Master Trainers, BRCCs and CRCCs.
- The second meeting of the State Resource Group-Gender was organized on Jan 3, 2002, at the State Project Office, Gandhinagar. The meeting was attended by SRG members, Officer – in - Charge, Gender, from State Project Office and District Project Offices, both Phase II and Phase IV districts. Other participants were Shri Vijay Sherchand, from IIM, Ahmedabad, and representatives from NGOs. Various issues in gender education were discussed and strategies were planned during the meeting.
- Linkages with Government departments, such as Women and Child Welfare, Mahila Samakhya and ICDS.
- Collaboration with Early Child Development Learning Resource Centre, MS University, Baroda for developing training module and kit for Anganwadi workers.
- The Anganwadi workers of ICDS have been given handbook in Gujarati and an educational kit. A module for pre-primary education for ICDS officers and master trainers has been prepared. As on February 2001, around 3200 ICDS Anganwadi workers and supervisors have been trained on activity based pre-primary education at the block level in Panchmahal and Dangs districts.
- As on January 2002, around 5500 ICDS Anganwadi workers and supervisors have received refresher training on activity based pre-primary education and school readiness at the block level in three project districts.
- Formation and strengthening of Mahila Mandals for economic empowerment of women.
- Starting of Std.V in 'Focus Area' village schools have been started as a result of which a substantial number of dropout children have been re-enrolled. These are some of the innovations.



- Gender sensitisation training was imparted to male teachers at Saputara, Dangs. The objective of the training was to orient the conduct and attitude of the male teacher towards the girl students in classroom transaction. The focus was on changing the gender bias attitude, including a deem view of the abilities and potentials of the girl child. To begin with, master trainers were prepared, who later imparted training to the male teachers.
- To address the problem of dropout, particularly girls, the Rajput Sammelan was organised in Vav, dist. Sabarkantha to mobilise the parents to allow their girls to complete their primary education.
- Similarly, Maa-Beti Sammelan was organised in Dhanera Taluka, where retention of girls is a problem.
- MTA members in all Phase IV districts have sensitized on Gender related issues through a Gender Awareness training programme.
- Maa-Beti Sammellan in Sabarkantha and Mahila Sammellan in Surendranagar districts have been organised successfully. Large no of women participated in these sammellans.
- To elicit the support of Panchayat Raj Institutions (PRIs) and to articulate demand for girls education, Mahila Sarpanch training has been conducted in Bhavanagar and Sabarkantha districts.
- **During November and December 2003 MTA exposure visits were organised at CRC level in district Panchmahal to encourage the members for greater involvement in all round school development. Around 11,500 members of MTAs took part in the exercise. Following the exposure visit, tangible benefits such as activation of MTA with regard to enrolment, retention and mobilization of community contribution school improvement were accrued.**
- **During February 2003, Adivasi Mahila Sammellan was organised at Bhathiwada in Dahod, Junawadiya and Dhanpur in Limkheda blocks with lowest literacy rates for women. Focus was on creating awareness among community members particularly women about girls education. Around 1000 community members including parents, children, teachers, Doctors, community leaders and DIET staff participated in the sammellan.**
- **To improve awareness of women about girls education, women's group meetings were organised in Gender focus areas at CRC level in district Panchmahal. Around 1500 women took part in the meeting. During such meetings issues such as girl enrolment, retention and achievement level were discussed.**
- **International Woman's Day have been celebrated in all the schools of DPEP Phase II & Phase IV districts.**
- **During January-February, 2003, around 70 Master trainers (MTs) of Multigrade teaching (MGT) were trained at DIET, Santrampur, district Panchmahal. The attempt was on removing Gender bias in classroom culture and processes.**
- **Around 100 MTs of CRG (Pedagogy) have been trained at the CRC level on removing Gender bias in classroom culture and processes in district Panchmahal.**

#### H. SC/ST/Minorities/ Tribal Education

- During the quarter the Master Trainers' Module for tribal education was developed.

- Mobilization programmes were held in the tribal areas of Banaskantha, Panch Mahals and Dangs, to promote enrolment of maximum number of tribal children who would, otherwise, remain out of the fold of primary education.
- A set of 3 posters for mobilization in tribal area schools were developed and distributed.
- To mainstream the never enrolled and drop-out children, as many as 1210 tribal - specific AS Centres were opened under Back to School programme enrolling 25623 out of school children out of which 13823 were girls.
- In district Dangs, 94 centres have been opened for conducting Bridge Course. A total of 2311 migrant students have been regularised under Bridge Course (April-June 2001).
- As in Dangs, dictionaries were compiled for local dialects (Bhili) in Panchmahals. A local word glossary in Dangi dialect prepared for class I-IV textbooks in Dang and a local word glossary in Adivasi dialect is prepared for class I - IV in Banaskantha district and distributed in schools.
- A cassette on cultural activities has been developed in Dangi language. It contains 'Dhak Vadan', and 'Thali Katha' - tribal dramas in local language. The cassette is shown in Cluster Resource Centres in district Dangs.
- During December 4-8, 2000, a workshop was held at Saputara, in district Dangs, for developing TLM and contextual literature for class I-IV in tribal area schools. Around 50 BRC, CRC coordinators and expert teachers participated in the workshop. In district Banaskantha, the TLM workshop was held at Sarvodaya Ashram, Sanali. Similar workshop was held in Panchmahal district during January 9-13, 2001.
- To improve the quality of teaching, dictionaries and glossaries of local words were developed. Contextual literature has been developed using the locally available resources. While explaining the concepts, illustrations and examples were drawn from tribal festivals, ceremonies and tribal culture and their socio-cultural environment. Tribal songs, folk tales, legends and riddles from tribal oral traditions are increasingly used in classroom transaction. Lesson cards have been developed based on the formal text books. Activities like story telling, action songs, puppets etc, are extensively used at the centre.
- Content-based supplementary material in local dialects, viz., Adivasi in Banaskantha, Bhili in Panchmahal and Dangi in Dangs using local context, were printed and distributed in all the schools of tribal areas of project districts.
- Newly recruited Vidya-sahayaks and teachers transferred from non-tribal areas schools were trained on pronunciation of local words those included in local word glossaries developed by DPEP. The one day training at cluster level has already been completed in Panchmahal and Dangs districts, during which a total of 386 teachers in Panchmahal and 62 teachers in Dang district were trained. A total of remaining 529 teachers in district Banaskantha will be given training in the coming months.
- In lieu of the introduction of new textbooks of Std I, II and III, it was required to supplement the local word glossaries. During 9-11 December 2001, workshops were arranged in Banaskantha and Dang districts during which supplementary local word equivalents were incorporated into the glossaries.

### **I. Disabled Children**

- SRG in place

- IED Coordinators at the district level in place
- Thirteen vacant posts of Resource Teachers in all 23 blocks have been filled. The current staff position of Resource Teachers is as follows:

Districts	HI	VI	MR
Banaskantha	3	3	2
Panchmahal	4	4	-
Dang	-	1	-
<b>Total</b>	<b>7</b>	<b>8</b>	<b>2</b>

- A set of five books titled Apang Nahin Ashakt (Disabled , Not Weak ) on success- stories of disabled personalities were given to BRCs, CRCs, Resource Teachers and all schools of the project districts.
- A set of 6 posters (awareness material) for Locomotor Disability, Visual Impairment (VI), Mentally Retarded (MR) & Hearing Impairment (HI) have been printed and distributed in all schools of 3 project districts. These posters carry messages on developing a positive attitude towards disabled children by parents, family members' etc. This awareness material will be used during Parent Council, VEC, MTA, PTA meetings.
- Parents of disabled children nominated as member of VEC in 2511 villages in three DPEP districts, all of whom have undergone intensive training. To mobilise the parents and teachers, a bunch of posters has been developed by the Resource Teachers and IED officers. These posters carry messages, both in Gujarati and corresponding local dialects, exhorting parents to understand the problems of children with special needs.
- In a Parent Council meeting organised on February 15, 2001, at Ahwa BRC, dist. Dang, it was declared that the Social Welfare Department, Govt. of Gujarat, will be giving scholarships to children with special needs.
- VEC, MTA and PTA members pledged to motivate the parents to send the disabled children to school. In Dangs, they organised meetings with Parent Councils to discuss various disability related problems and their remedies. Teachers expressed their willingness to help the disabled children in acquiring special aids. The event drew adequate local media attention.
- The week starting on the eve of 'Birth of Braille', - January 4, 2002, was celebrated as an awareness building week. Competitions for essay, posters, songs and slogans were organised on issues related to special needs of the children in all three districts.
- A comprehensive strategy has been developed for identifying various categories of disabilities all over the state. A questionnaire for each kind of disability (VI, HI, MR, OH and LD) has been prepared by Ed.CIL. The questionnaire will be given to the disabled children through which the exact nature and extent of disability could be identified. Camps will be organised in every district where the medical consultant will check the disabled child. Those with 40% and above disability will be sent to District Health Officer (DHO), who will issue a certificate enabling the child in availing special benefits given by the Government agencies and NGOs. For those with below 40% disability, DPEP will provide the necessary aids and appliances.
- As per the guidelines of Rehabilitation Council of India (RCI) and MHRD, a 45 days teachers training programme is planned. The training would help the teachers in TLM

development and its use and equip them with other specialised skills and bring about an overall change in approach of teachers towards children with special needs.

- Under the centrally sponsored IEDC Scheme implemented by the IEDC Cell, GCERT, the NGOs were assigned the responsibility of identification, categorization, quantification and certification of children with special needs. The selected NGOs have already completed the certification of disabled children with more than 40% disability, who will be provided with aids and appliances.
- Teacher's training module was developed and distributed in all the schools of DPEP districts. The module will guide the teachers in Classroom transaction and in changing their attitude towards the disabled children. In addition, the content of the module will enable the teachers to design co-curricular activities, content-based teaching methods to suit the needs of children with various disabilities, use of literature in TLM (both standard and subject wise) and use of special aids.
- Master Trainers' Training module was developed and distributed to BRC and CRC levels. Teacher's training module was developed and distributed in all the schools of DPEP districts. The module guides the teachers in Classroom transaction and in changing their attitude towards the disabled children. In addition, the content of the module enables the teachers to design co-curricular activities, content-based teaching methods to suit the needs of children with various disabilities, use of literature in TLM (both standard and subject wise) and use of special aids.
- A one - day training programme for teachers of disabled children in formal schools was organized in three project districts at the cluster level. The main objectives of the training were :
  - Raising awareness level of teachers on various kinds of disabilities.
  - Designing co-curricular activities for various kinds of disabilities and
  - Content based teaching methods
- The Master Trainers, viz., Resource Teachers and experts from NGOs, imparted the training. The MTs used Teachers Training Module, and various IED Awareness Materials during the training.
- Besides, effecting attitudinal changes in teachers, the training would build the special skills in them to address specific problems of children with special needs (VI, MR, HI and Locomotor Disability) in classroom transaction.
- SPD and the state IED officer attended the National Workshop on Creating Supportive Learning Environment for children with Special Needs was held at Kovalam, Trivandrum, Kerala from September 12-14, 2001. Gujarat made a presentation on the status of IED, strategies adopted and future of DPEP in Gujarat. Participants shared data, modules and materials.
- **To inform and educate the teachers relevant articles, stories, and dialogues on IED are regularly published in Prathmik Shikshan Sarvani, the quarterly magazine from the State Project Office, Gandhinagar.**

#### ***J. Distance Education***

- A state level workshop for capacity building in Radio Script Writing was held on Sep 3 - 4, 2002, at Gandhinagar, for District OICs, DIET lecturers, BRC & CRC Co-ordinators

and primary teachers. A total of 16 radio scripts for DEP were developed during the workshop.

- The teleconferences were held on Sept 7 & 9, 2002, from RESECO Studio, Gandhinagar, during which roles of BRC & CRC Co-ordinators in efforts for universalization of elementary education under DPEP & SSA were discussed with BRC & CRC Co-ordinators who were present at the BRCs across the state. Also, discussed were issues related with use of School & Teachers Grants, etc. The roles of MTAs and PTAs were discussed in detail with the grass-root functionaries. The resource support was provided by State Project Director and his team of officers in charge of various functional areas.
- Video programmes for gender sensitization and use of TLM from gender perspective were produced.
- Training of SIM and audio cassette manual was organized in 11 blocks of Panchmahal and Dahod districts during which a total of 6443 primary teachers were trained while, in Banaskantha 7656 teachers, and in Dangs 645 teachers were trained.
- AWP & B for 2002-03 was prepared for State and National Components of DEP.
- Nine video programmes on Mathematics and Science obtained from GIET were transferred from Betacam and given for duplication for subsequent distribution to BRCs.
- Meeting of SRG-DEP was held on 1st May '02
- Poster Development Workshops were held at district level and posters were developed on different themes i.e Girls Education, Importance of Education, Distance Education, Integrated Education for Disable Children (MR, HI, VI, and LD), Content based Poster: (EVS, Maths, Language of Class I to V), Mobilization (Enrollment Drive), Community Participation in school.
- Video Programmes -3 of English, 3 of Maths, 3 of Science, 3 of IED, 2 of ALS, 2 of Gender, and 2 of Tribal Education produced and given for duplication for subsequent distribution to CRC level.
- A Users' Manual for Video Programme was produced.
- Meeting for pre-planning of Radio Project held at SPO Gandhinagar on 13th June'02.
- The teachers' trainings have been adequately supplemented by Distance Education Programme (DEP). Suitable Distance Learning (DL) interventions have been undertaken to support the ongoing training activities. Efforts are made to develop a multimedia training package (print, audio & video) primarily through capacity building activities.
- For effective use of Self-Instructional Material and Audio cassette manual, along with a set of three cassettes (Multimedia package), two-day training programmes were held at Sarvoday Ashram, Sanali, Banaskantha (April 20-21,2001), at Saputara, Dangs (April 24-25,2001), and at BRC Halol, Panchmahal (April 27-28,2001s). During these programmes 108 Master Trainers comprising BRC, CRC, DIET teachers, DPO officials and primary teachers were trained.
- With an intention to improve the awareness of teachers and field functionaries about various disabilities and provide them with guidance for integration of these children in general schools, IED awareness material has been prepared in Gujarati and distributed in primary schools, BRCs, CRCs, DPO, DIET in three project districts and DPEP offices in new districts. The English version of IED awareness material has also been prepared and distributed to other DPEP states.

- A brochure featuring objectives and activities of DEP has been developed, printed and distributed to inform and educate BRC, CRC Co-ordinators and primary teachers about DEP-DPEP Gujarat.
- A workshop of facilitators of 49 receiving centres and panelists was held at Din Dayal Institute, Gandhinagar on September 21, 2001 in which issues related to handling of teleconference both at teaching and learning ends were discussed. Guidance was given to facilitators for maintenance of DRS sets. Other technical aspects were also discussed in detail.
- On September 27-28, 2001, a teleconference was organised at RESECO, Gandhinagar to provide necessary guidance to DIET lecturers, BRC & CRC Co-ordinators and teachers of Class V on the effective use of the newly developed telematerial for teaching English in Class V. During the teleconference, demonstrations and discussions took place on various skills, viz., listening, speaking, reading and writing in English. The teachers' problems related to teaching of English were solved during the live interaction with experts.
- A total of 50 CRC centers have been installed with Digital DRS, which were utilised during the teleconference. To increase the coverage of the teleconference, all DRS sets at Block Resource Centers have been converted from analogue to digital.
- An action research module has been developed and distributed to all primary schools, BRCs, CRCs, DPEOs, and DIETs in the three project districts. This module will help the teachers and education administrators in solving the routine classroom problems faced by them.
- Video programmes such as 'Colours and Numbers' and 'Different professionals' in English, 'Pashabhai Ni Vadi' in Science and 'Different types of angle' in Mathematics have been developed in Gujarati. These are programmes on hard spots of Class V, which will be used during teachers training programmes and teleconferences in future.
- A three day training programme was organized on December 19-21, 2001, on the conducting of interactive training programmes at DECU-ISRO, Ahmedabad. A total of 21 DEC-DEP Co-ordinators and DIET lecturers from different DPEP states participated in the workshop. Experts from DECU imparted training on various technical and management aspects of teleconferencing. The training emphasized the specific role of anchor persons, resource persons, panelists and facilitators.
- A workshop of facilitators from 73 receiving centers was held at Din Dayal Institute, Gandhinagar on 27<sup>th</sup> December, 2001. The agenda was to orient the facilitators on smooth conduct of teleconferencing at the receiving centres. A total of 85 participants including 50 CRCCs, 18 BRCCs and 17 IED Resource Teachers received training during the programme.. Major issues discussed during the workshop were technical aspects of teleconferencing, maintenance of DRS sets, role of facilitators during interactive television programme and use of IED modules.

#### **K. MIS**

MIS units of SPO as well as districts have been fully equipped with manpower and basic infrastructure.

## Staffing

SPO	Officer	1
	Programmer	1
	Data Entry Operator	2
DPO	Officer	1 (Dang)
	Data Entry Operator	2+1+1(4)

## Equipment

SPO	Pentium Computer	6
DPO	Pentium Computer	3+3+2 (BK, PM, Dangs)
BRC (All)	Pentium computer	23 (11+11+1)

- The data collection and computerization for the year 2001-02 has been completed Banaskantha, Panch mahals and Dang districts. The same were submitted MHRD, New Delhi, on 13/5/2002.
- Annual Work Plans & Budget for the year 2002-2003 for State Project Office at the districts Banaskantha, Panch Mahal and Dangs were prepared and submitted MHRD, New Delhi.
- Continuous support to BRCCs by the state and district MIS personnel with regard to day to day use of computer in the office work. The state team also supervised and monitored the computer usages in the routine as well as specific works.
- The revised DISE 2001 software was implemented at state level.
- Training on DISE data collection in the existing as well as expansion DPEP districts was organised at state level. The same have been carried out at district, block and cluster levels.
- The training on revised DISE software for the district MIS personnel was organised at state level.
- The revised DISE softwares have been installed at District level.

### L. Research & Evaluation

- The study on Causes of High Repetition Rates was taken up during this period following the first meeting on the issue organised by RESU, Ed.CIL, New Delhi on 18<sup>th</sup> March 2002. Gujarat also participated in the workshop along with 8 other states with incidence of high repetition rates of children in primary schools. The objective was to estimate actual class-wise repetition rate and to find out the discrepancy, if any, between the rates and the rates reported officially for DISE, among others.
- The follow up workshop of Research and Evaluation Co-ordinators on "Grade Repetition" was held during 24-26 June, 2002 at Shimla to finalise the tools of the study. Representatives from Gujarat participated in the workshop.
- Terminal Assessment Survey (TAS)

By June 2003, DPEP Phase II is to be concluded in districts of Banaskantha, Panch Mahals and Dangs. As per the conditions of the Project Agreement, the Terminal

**Assessment Survey (TAS) is to be conducted before the project comes to an end in these districts. The study has been assigned to CASE, M. S. University, Vadodara. The study is completed and the report has been submitted to NCERT and MHRD.**

- State Resource Group for Research & Evaluation has been already created.
- **During 2002-03, a total of 93 Action Research studies in Banaskantha and 24 in Panchmahal are currently under progress. The teachers and CRC Coordinators are doing the studies.**
- 12 areas announced for research through newspaper advertisement. Proposals being received. Application for 8 more subjects for research and further details have been invited from the scrutinized institutes. After discussion and evaluation of their proposals, various research works have been assigned to particular institutes and individuals
- The final report of Social Assessment Study has been submitted to MHRD.
- A study on Student Achievement Profile in all subjects (Class III-VI) conducted throughout the state. The final report was submitted during the last academic year.
- Case Studies of DIETs, ICDS/ECCE schemes, migrating tribes, Multigrade teaching, teacher laziness, social activities and gender bias, optional schooling, out of school children, low retention of girls are under progress.
- During December 13-15, 2000, NCERT, New Delhi organised an International workshop on "Transformation of Schools into Successful Schools and role of the State and local community in school governance". All DPEP states including Gujarat participated in the workshop. Hon'ble Minister for Human Resource Development, Govt. of India, inaugurated the workshop. Representatives from Bangladesh, Netherlands and UK shared their experiences. As many as 25 papers were presented on Indicators of "Quality Education at Elementary Stage".
- **The research study entitled "Role of teachers grant and school grant in school improvement" has been completed. The study was undertaken by ECD – LRC Centre, The M. S. University of Baroda. The findings and recommendations have been disseminated among the districts, BRCs, CRCs and teachers.**
- **Currently, 5 research studies are in progress which are as under:**
  1. **Relationship between enrolment and completion rate**
  2. **Causes of grade repetition rate in primary education**
  3. **Role of VEC, MTA, PTA in school improvement**
  4. **Impact of teachers training**
  5. **Social acceptability of primary schools in comparison to other schools working in the same area.**
- A total of 33 Action Researches and 11 case studies have been undertaken by CRC Co-ordinators in district Banaskantha on various issues related to pedagogy, teachers training and Gender education.



## M. Civil Works

### i. Staffing

SPO	State Engr.	1 post	1 filled
	Asst.Engr (AE)	3 post	2 filled
Panchmahals:	District Engr. and AE	2 posts	2 filled
	TRP	3	3 filled
Banaskantha	District Engr. and AE	2 posts	2 filled
	TRP	3 posts	3 filled
Dangs	District Engr.	1 post	1 filled
	TRP	2	2 filled

### (ii) Repair Works

The progress in repair is as follows:

District	Targeted	Completed	In-Progress
Banaskantha	354	354	0
Panchmahal	391	391	0
Dangs	188	188	0
<b>Total</b>	<b>933</b>	<b>933</b>	<b>0</b>

### (iii) Construction of New school:

As per the targets set, construction of all 253 new schools has been completed in DPEP Phase II districts of Banaskantha, Panch Mahals and Dangs. The detailed break- up is as under :

District	Targeted	Completed	In Progress
Banaskantha	133	133	0
Panchmahal	111	111	0
Dangs	9	9	0
<b>Total</b>	<b>253</b>	<b>253</b>	<b>0</b>

### (iv) Additional classrooms:

As per the targets set, construction of all 346 additional classrooms has been completed in DPEP Phase II districts of Banaskantha, Panch Mahals and Dangs. The detailed break- up is as under :

District	Targeted	Completed	In Progress
Banaskantha	110	110	0
Panchmahal	168	168	0
Dangs	173	68	105
<b>Total</b>	<b>451</b>	<b>346</b>	<b>105</b>

(v) **Toilets and Urinals:** Schools, having 1 to 7 standard but without toilets and urinals, have been provided with the same. All the new schools have been provided with toilets and water supply as they are in remote areas with difficult access.

As per the targets set, construction of all 859 toilets has been completed in DPEP Phase II districts of Banaskantha, Panch Mahals and Dangs. The detailed break- up is as under :

District	Targeted	Completed	In Progress
Banaskantha	357	357	0
Panchmahal	364	364	0
Dangs	138	138	0
<b>Total</b>	<b>859</b>	<b>859</b>	<b>0</b>

**(vi) Innovation fund**

- Use of pre-fabricated technologies for remote locations where basic materials/water/labour not available.
- Research and planning for all the 3 districts for cost effective technology using locally available materials.
- Engineer training for use of cost effective technologies.

**(vii) Any Other**

- **Under DPEP, the construction of buildings for 21 BRCs has been completed in the three existing project districts. So far, the construction of buildings of 10 BRCs in Panchmahal, 10 BRCs in Banaskantha and 1 BRC in Dangs has been completed. The construction of building for 1 BRC in Banaskantha is at ground level one BRC at Panchmahal is at finishing level.**

**Systemic Issues**

**A. Position of Overall Teachers' Vacancies in the Districts:**

The overall position of the teachers in the three project districts is as under:

District	No. of Post of Teachers		No. of posts of Vidya Sahayak filled in
	No. Posts Sanctioned	No. of Posts Filled in	
Banaskantha	10938	10165	5905
Panchmahal	16942	14650	4500
Dangs	1399	1193	471

## **B. Functioning of DIETs S**

- There are three DIETs, one each in the DPEP districts of Banaskantha (Palanpur), Panchmahal (Santrampur) and Dangs (Waghai).
- All the three DIETs are fully staffed and equipped with latest Audio - Visual and electronics aids, and a well-developed library with reference books and magazines, telephones, fax - machines, Xerox - machines, as well as computers.
- The lecturers are oriented about the role and functions in their respective branch.
- The DIETs are working intimately with the respective DPOs and SPO with good coordination.
- Rs. 1 crore received from State Govt. for building of the DIETs.

## **C. Functioning of SCERT**

- **The land for GCERT Campus has been allotted by the State Govt. of Gujarat. Shila Nyas ceremony has been already organised. Under DPEP, the construction work of GCERT building has been started already.**
- GCERT has been granted autonomy formally by the State Govt.

## **D. Innovation: Nil**

## Plan Implementation and Review of Functional Areas

### A. Planning and Management (P & M)

- The posts of OIC (P&M) and Asst. OIC (P&M) are filled.
- **Environment generation activities are being carried out in all the new districts (Phase IV) for generating participation and establish coordination with Taluka Panchayat officials, Sarpanches and other local officials and community organizations.**
- **Officers from SPO conduct meetings with BRCCs from time to time to review the status of environment building at grass-root levels. Necessary guidance and support inputs are provided for establishing and consolidating the cooperation and support of officials and community**

### B. Micro planning

Microplanning is an integral part of the decentralized planning effort initiated under DPEP. In fact, micro-planning is an essential step to operationalise the district plans. They are to be seen as a continuous process to ensure local specificity through wider participation in planning and management of primary education.

Participatory microplanning requires local capacity building. In lieu of this, a 2 day workshop on community participation and microplanning was organised at district level in all the Phase IV DPEP districts during April 2002.

The training was conducted through cascade mode. The Resource Persons (RPs) from P&M, SPO, those who received training at the National level on Microplanning imparted the training to Master Trainers (MTs). Resource support in terms training was sought from UNICEF. The district level training of MTs comprised of BRC Co-ordinators and BRG members was followed by training CRC Co-ordinator and CRG members during May-June 2002. Later, the trained CRC Co-ordinators and CRG members imparted training to headmasters, VEC, MTA, PTA members.

**Besides conceptual understanding, the training focused on operational aspects of village mapping, school mapping, preparation of School Improvement Plan (SIP) and Village Education Plan (VEP). Strengthening community management and monitoring of school and generating community contribution for school development were the basic thrust areas Village mapping and School Mapping have been completed. Preparation of School Improvement Plan is in progress.**

### C. Community Mobilization

- **Formation of VEC, VCWC, MTA & PTA**

VEC, VCWC, MTA and PTA, which are village-based, grass-root structures, have been already formed across the six Phase IV DPEP districts.

No.	District	VEC formed	MTA formed	PTA formed
1	Sabarkantha	715	2344	2344
2	Surendranagar	624	915	915
3	Kutchch	947	1340	1340
4	Junagadh	1176	1431	1431
5	Jamnagar	710	1297	1297
6	Bhavnagar	918	1288	1288
	Total	5090	8615	8615

- All the members of 8615 MTAs and PTAs have been trained in DPEP IV districts.

#### D. Pedagogy, Teacher Training, Text Books

- Primary Schools Upgraded

In DPEP IV districts, most of the schools teaching upto Std V have been upgraded to Std VII. The detailed district-wise picture is as under :

District	Schools Sanctioned	Schools Upgraded
Sabarkantha	916	916
Surendranagar	282	282
Kutchch	174	99
Junagadh	286	286
Jamnagar	172	172
Bhavnagar	187	187
<b>Total</b>	<b>2017</b>	<b>1942</b>

- Orientation Workshop

The first Orientation Workshop for BRC Co-ordinators from 6 expansion DPEP districts (Phase IV) was organised on November 2-3, 2001 at Din Dayal Institute, Gandhinagar. A total of 70 BRCCs participated in the workshop. They were oriented about the objectives and goals of DPEP. Respective OICs from SPO provided the details about their respective functional areas.

- Position of BRC & CRC Co-ordinators

Appointments have been already made to the posts of BRC and CRC Co-ordinators. Following is the position of these grass-root functionaries in the six project districts in DPEP IV :

#### Appointment of BRC Co-ordinators

No.	District	Total No. of BRCCs	No. of BRCCs In	No. of BRCs Vacant
1	Sabarkantha	13	13	0
2	Surendranagar	10	10	0
3	Kutchch	10	10	0
4	Junagadh	15	15	0
5	Jamnagar	10	10	0
6	Bhavnagar	12	12	0
	<b>Total</b>	<b>70</b>	<b>70</b>	<b>0</b>

## Appointment of CRC Co-ordinators

No.	District	Total No.of CRCCs	No.of CRCCs In	No.of CRCs Vacant
1	Sabarkantha	214	168	46
2	Surendranagar	135	134	01
3	Kutchch	176	94	82
4	Junagadh	182	156	26
5	Jamnagar	144	115	29
6	Bhavnagar	151	133	18
	<b>Total</b>	<b>1002</b>	<b>800</b>	<b>202</b>

### • Exposure Visits by New BRC Co-ordinators

In January, 2002, exposure visits were organized for 70 newly recruited BRC Co-ordinators from all the blocks of Phase IV DPEP districts to Deesa in Dist. Banaskantha and Bariya and Halol in Dist Panch Mahals, the Phase II DPEP districts. The BRC-coordinators were given field experience of ideal Block Resource Centres, model schools and good practices at grass-root level in DPEP.

### • Sharing Workshop

A sharing workshop was organized on Jan 1-2, 2002, at the Entrepreneurship Development Institute, Village Bhat, Ahmedabad. Under the leadership of Shri Varesh Sinha, Secretary, Education, sharing of experiences and information on the implementation of DPEP in Phase IV districts was undertaken. The DPEOs, DIET Principals and District coordinators of the six districts participated in the residential workshop. Guidance in functional areas was provided by State Project Director and other State level officers. This event officially marked the launching of the DPEP project in the Phase IV districts.

## Teachers Training

- **During 2002-03, a total of 9818 teachers in Phase IV were trained on new textbooks for Std.I, II & III, activity based joyful learning, preparation of TLM and project implementation.**
- **Vidhyasahayak Recruitment**

A total of 15011 Vidhyasahayaks i.e. in Surendranagar 1697, Kutch 2436, Sabarkantha 2920, Bhavnagar 3955, Jamnagar 1974 and Junagadh 2029 have been recruited in DPEP Phase IV

districts. Induction training is imparted in phases. The new Vidhyasahayaks have been oriented on new methods of activity based joyful learning in DPEP, their role and functioning in the project. Besides 3945, teachers received in-service training in DPEP IV.

- **Enrolment Drive**

Enrolment drives are DPEP interventions, which have been adopted by the State Education Department for implementation in all the districts of Gujarat. In June, 2002, the enrolment drives were organized in all the primary schools of the Phase IV districts. Processions were taken out in villages to motivate the parents and guardians to enroll the eligible, out-of-school children in Std. I. The details of children enrolled in primary schools following these enrollment drives in June, 2002, are being collected in the six project districts, viz. Sabarkantha, Surendranagar, Kutchchh, Jamnagar, Junagadh and Bhavnagar.

- **Visioning Workshop**

The first year of the Phase IV focused on setting up of the infrastructures in the districts. Now the attempt was to be shifted towards the key elements related to teaching learning process in the classroom and the other related matters in the project.

A visioning workshop was organized on May 15-17, 2002 for the Block Resource Co-ordinators and Officer-In-Charge of various functional areas from six districts. The intention was to orient the grassroots functionaries strongly so that the spirit of DPEP is carried to the school and catalyses the overall achievement rate. The plan for the workshop was chalked out in consultation with the Technical Support Group (DPEP), New Delhi. Apart from providing understanding about the various functional areas of DPEP in greater details, the workshop aimed at improve quality specifically, in Curriculum Development, Textbook, TLMs, Teaching Learning Process, Evaluation Mechanism, Remedial practices, School Improvement Plan and Quality monitoring.

The Resource Persons included Consultant-TSG (Pedagogy), Ed.CIL, New Delhi, and Senior Programme Co-ordinator, DEP-DPEP, New Delhi.

The Workshop was inaugurated by the State Project Director. A session on curriculum development, textbook, Quality monitoring, Remedial practices was taken by the Director, GCERT and his teams. Secretary, Education, delivered the concluding address highlighting the State's future plan to improve quality of primary education and steps to achieve the Vision 2010.

**A follow up workshop was organised in January 2003 on Pedagogy for the state level on effective classroom teaching, training need assessment and development of TLM using local context. Technical resource support was provided by Consultant – TSG (Pedagogy), Ed.CIL, New Delhi.**

**A reading project has been undertaken all across the state to enhance the reading skills of the pupils. Besides, the intervention intends to inculcate reading habits among students, teachers and teachers educators.**

## **E. Alternative Schooling**

Under DPEP Phase IV, Alternative Schooling interventions are being initiated. Since Sarva Shiksha Abhiyan is also being launched by the Gujarat Council of Primary Education, orientation programmes for SSA functionaries is also undertaken simultaneously.

### **Back to School Programme**

Following table shows the proposed number of AS centres and children expected to be covered under back to school programme in DPEP IV districts.

	<b>Sabarkantha</b>	<b>Surendranagar</b>	<b>Kutch</b>	<b>Bhavnagar</b>	<b>Jamnagar</b>	<b>Junagadh</b>	<b>Total</b>
<b>No of centres</b>	300	400	850	800	600	1000	3950
<b>No. of children covered</b>	6000	8000	17000	16000	12000	20000	79000

### **Conceptual Workshop on Alternative Schooling**

A Conceptual & Visioning Workshop on Alternative Schooling was organised on June 25-29, 2002 in which a total of 110 persons were given comprehensive training. During the workshop, 24 persons from DPEP IV districts comprising Officer-in-Charge of A.S., 1 BRC and 2 CRC Co-ordinators from each district, and 42 persons from SSA districts, comprising 1 BRC and 2 CRC Co-ordinator from each district, were oriented on various issues in Alternative Schooling and how to tackle them effectively.

The resource support was provided by the experienced functionaries from DPEP Phase II districts comprising District Officer in Charge of AS and Supervisors. The guidance was provided by State Project Director and State Co-ordinator for A.S.

### **Hand Book for Alternative Schooling**

The Hand book for Alternative Schooling has been developed at the state level, which is also the Trainers' Training Module for Alternative Schooling for project staff, Resource Persons and Bal Mitras.

### **Trainers' Training Module**

A Trainers' Training Module on Alternative Schooling has been distributed to BRC and CRC Co-ordinators and Master Trainers in all the six DPEP IV districts.

### **A.S. Training Centers**

- **3950 AS centres have been proposed in DPEP IV districts during 2002-03, which would be covering 79000 out of school children. Training Centers for Alternative**



Schooling were started from 1<sup>st</sup> August, 2002, at Nava Chotila in Dist. Surendranagar and Pavapuri in block Idar in Dist. Sabarkantha. A total of 330 AS Bal Mitras have received 60 days induction training on Alternative Schooling. As of now, 300 AS centres have been opened.

- Training of Resource Persons, Master trainers, Head Masters and members of VECs has been completed in all the DPEP Phase IV districts. The training imparted by the Key Resource Persons those were trained earlier during June 2002.

## **F. Media & Documentation**

Following activities were undertaken by Media & Documentation Unit during the period from Septmeber, '02 to March 15, 2003 :

### **Exhibitions on Women's Day Celebration**

SPO participated in the state level programme on 8<sup>th</sup> March, 2003 in Gandhinagar, during which 15000 women took oath to send their daughters to school. The programme was attended by Hon.Chief Minister, Shri Narendra Modi and Hon. Minister of Education, Smt. Anandiben Patel.

SPO organised an exhibition of posters, TLMs, models etc., during the programme Brochures were distributed. Similar exhibition was organized on 12<sup>th</sup> March, 2003 in Ahmedabad during Mahila Sarpanch Mahotsav.

### **Periodical Reports & Documentation**

The following periodical reports and documents were produced by the Media & Documentation Unit at State Project Office, between April 1 and September 16, 2002:

1. Quarterly Progress Reports , July-September, 2002 & October-December, 2002
2. Qualitative Progress Report for the School Repair & Reconstruction Programme Under DPEP, July-September, 2002 & October-December, 2002
3. English version of Annual Progress Report for 2001-2002 for DPEP II & IV & SSA
4. Hindi version of Annual Progress Report for 2001-2002 for DPEP II & IV & SSA.

- Publication of Magazines & Press Releases

Following magazines and press releases were produced during the quarter :

1. Prathamik Shikshan Sarvani ,Vol. 29 & 30
2. Press releases and hand-outs on project related activities.

- Production & Broadcast of Radio Spots:

Three scripts for Radio Jingles on universalization of elementary education developed, which were produced and edited at AIR, Ahmedabad. Two of the Radio Jingles were broadcast on primary channel of AIR from Ahmedabad, Vadodara, Rajkot, Bhuj and Ahwa (Dangs).

While the radio spots were made for SSA, DPEP Phase II & IV districts also benefited from the broadcast of the messages encouraging enrolment and retention of children, especially girls, in schools.

- Production of Television Spots:

Ten scripts for TV Jingles promoting enrolment and retention of children, especially girls, in schools and improvement of quality in primary education have been developed for SSA and DPEP district. Negotiations are on with Doordarshan Kendra, Ahmedabad for production & telecast. Cost estimates are awaited.

- Video & Photo documentation :

Video & Photo documentation of Shilanyas Ceremony for construction of GCERT building at Gandhinagar.

Video & Photo documentation of Orientation Workshop for BRC Co-ordinators from DPEP IV districts organized at Din Dayal Institute, Gandhinagar

- Press & Mass Media :
- TV Gujarati, of the Shilanyas ceremony by Hon'ble Chief Minister of the GCERT building to be constructed under DPEP .
- TV news coverage on Door Darshan Kendra, Ahmedabad, ETV and Alpha news coverage on Door Darshan Kendra, Ahmedabad, of Conceptual Workshop for DPEOs on Implementation of SSA.
- TV news coverage on Door Darshan Kendra, Ahmedabad, of Video Conference on primary education under DPEP & SSA by Hon'ble Minister for Education, Smt Anandi Ben Patel, using VSAT Mobile Van.
- Press coverage of important workshops and other programmes in major dailies in English ( Times of India and Indian Express) and Gujarati (Gujarat Samachar, Sandesh, Jansatta and Gandhinagar Samachar).
- An article on universalization of elementary education written by Shri J P Gupta, State Project Director, published in the pilot issue of a new educational magazine titled Achala, launched on 15<sup>th</sup> August, 2002.

## **G. Gender Education**

- **Sharing workshop on Gender Education**

A sharing workshop on Gender Education was held at State level on 13<sup>th</sup> June 2002 to review the progress and to discuss the future course of action. Gender OICs from all the 9 districts, both Phase II & Phase IV, participated in the workshop. OICs from Phase II districts shared their experiences with their Phase IV counterparts. The Gender Awareness Modules for MTAs and Teachers those were developed for Phase II districts were discussed and district specific components are incorporated before finalizing the modules.

- An orientation training for Gender – OICs and BRC Co-ordinators is slated to be held shortly.
- Proposal for opening ECCE centres has been invited from six DPEP Phase IV districts
- From the gender perspective, community structures, viz. VECs, MTAs and PTAs were fully oriented and activated preceding the enrolment drive in the DPEP districts. The first reports indicate that these have resulted in more and more girls being enrolled in primary schools in most of the villages in DPEP II and IV districts.
- Gender Awareness training has been imparted to all the CRC Co-ordinators in 6 DPEP Phase IV districts.

## H. SC/ST/Minorities & Tribal Education

- A CONCEPTUAL WORKSHOP ON Tribal Education was organised on June 4-6, 2002, at Idar in Dist. Sabarkantha. During this workshop general teachers and BRC and CRC Co-ordinators were oriented on various aspects of Tribal Education. The focus was on identifying the local issues in Tribal Education and effectively resolving them.
- At state level, a Hand Book on Tribal Education titled “ Darshanika “ was developed and distributed in District Sabarkantha.
- Trainers’ Training Module was also developed and distributed in District Sabarkantha.
- A handbook on Tribal Education titled ‘ Darshanika ’ developed and distributed in Sabarkantha. Also, Trainers’ Training Module for Tribal Education distributed to schools in district Sabarkantha.

## I Disabled Children

- Children with less than 40 % disabilities are being covered under the project in DPEP IV districts. Children with more than 40 % disabilities are being covered under IEDC by GCERT.
- Teachers’ Training Module for IED has been developed and distributed to all schools in the six project districts in DPEP IV.
- Trainers’ Training Module has been developed and distributed to Master Trainers Resource Persons, BRC and CRC Co-ordinators the six project districts in DPEP IV.
- Awareness Material for IED has been developed and distributed to all schools in the six project districts in DPEP IV.
- **One Resource teacher each at the district head quarter block was appointed in all the DPEP IV districts.**
- **Training of Key Resource Persons, MTs has been completed. The training was supplemented by a teleconference organised during October 2002. Issues addressed during the teleconference included classroom transaction, attitudinal change of teachers, classroom management, co-curricular activities and aids and appliances for various kinds of disabilities. Experts from NGOs imparted the training and responded to intriguing questions posed by the participants.**

## J. Distance Education Programme

- A state level workshop for capacity building in Radio Script Writing was held on Sep 3 4, 2002, at Gandhinagar, for District OICs, DIET lecturers, BRC & CRC Co-ordinators

and primary teachers. A total of 16 radio scripts for DEP were developed during the workshop.

- The teleconferences were held on Sept 7 & 9, 2002, from RESECO Studio, Gandhinagar, during which roles of BRC & CRC Co-ordinators in efforts for universalization of elementary education under DPEP & SSA were discussed with BRC & CRC Co-ordinators who were present at the BRCs across the state. Also, discussed were issues related with use of School & Teachers Grants, etc. The roles of MTAs and PTAs were discussed in detail with the grass-root functionaries. The resource support was provided by State Project Director and his team of officers in charge of various functional areas.
- AWP & B 2002-03 State and National Component of DEP submitted to GoI.
- Meeting of SRG-DEP held on 1st May '02 for reviewing AWP&B 2002-2003. 15 members were present in the meeting.
- Nine video programmes were produced from source material from GIET on teaching of Mathematics and Science in Class – V. The VHS copies were distributed to all the BRCs.
- Poster Development Workshops were held at district level and posters were developed on different themes i.e Girls Education, Importance of Education, Distance Education, Integrated Education for Disable Children (MR, HI, VI, and LD), Content base Posters (EVS, Maths, Language of Class I to V), Mobilization (Enrollment Drive), Community Participation in school. BRC, CRC, ATD teachers and OICs participated in the workshop. The participants were very enthusiastic and worked in groups for poster development.
- Orientation of BRC about DEP- DPEP, its objectives, project activities and its implementation at field level for Phase IV districts Kutch, Jamnagar, Surendranagar, Bhavnagar and Junagadh completed.
- Produced and distributed to BRCs Video Programmes -3 of English, 3 of Maths, 3 of Science, 3 of IED, 2 of ALS, 2 of Gender, and 2 of Tribal Education produced
- A set of seven video cassettes on teaching of hard spots in Std V and others based on special groups were produced and distributed to all BRCs in DPEP IV districts. Video programmes based on Hard spots of Class V
- A Video Programme Users' Manual has been prepared. It was reviewed along with the video programmes at the orientation workshop of BRCs in Kutch. It is under printing and will be distributed with video programmes.
- Meeting for pre-planning of Radio Project held at SPO Gandhinagar on 13th June'02. It was decided to broadcast 4 programmes of 30 minutes in a month during the school timing. For these programmes, radio scripts will be developed in the workshop. The production and broadcast of the programmes will take place with the help of AIR.
- DEP pamphlet has been redesigned and it is under printing. It will be helpful in creating awareness of Distance Education Programme among field functionaries and teachers.
- IED awareness material has been redesigned and it is under printing. It will be useful for creating awareness among BRCs, CRCs, teachers and field functionaries about different areas of disability, i.e. MR, HI, VI, LD and Learning Disability. It will help in integration of disabled children in normal school.
- **On 7<sup>th</sup> September, 2002 a teleconference on role of BRC, School Grant and Teacher Grant was held with the support of RESECO, Gandhinagar. Around 1000 BRC, CRC Co-ordinators, DIET lecturers and District Co-ordinators participated in the teleconference.**

- On 9th September, 2002 a teleconference on formation and role of CRC, VEC, MTA and PTA was held in which around 1600 members actively participated.
- A teleconference on effective use of Video programme was held on 7<sup>th</sup> October, 2002 involving 1000 BRCs, CRC Co-ordinators, DIET Lecturers and District Co-ordinators.
- A teleconference on English grammar was organised on 30<sup>th</sup> October, 2002 in which around 1750 BRC, CRC Co-ordinators, DIET lecturers and Local teachers participated.

#### **K. Management Information System (MIS)**

- MIS units of SPO as well as districts have been fully equipped with manpower and basic infrastructure.
- Annual Work Plans & Budget for the year 2003-2004 were prepared for State Project Office and Phase IV districts, viz. Surendranagar, Kutchh, Sabarkantha, Bhavnagar, Junagadh & Jamnagar are in progress. The same were submitted to MHRD, New Delhi.
- Training for filling up DISE DCF (Data Capture Format) forms has been given in cascade mode from State Project Office down to School Head Masters levels in DPEP districts.
- Data collection and cross checking for veracity has been completed in all the nine DPEP districts. Computerization of the data has been completed in all the DPEP IV districts.
- Continuous support was provided to BRC Co-ordinators by the state and district MIS personnel with regard to day- to- day use of computer in the office work. The state team also supervised and monitored the computer usage in routine as well as specific works.
- Routine data entry of letters and other documents.
- Modifications were made on the web-site ([dpepgujarat.topcities.com](http://dpepgujarat.topcities.com)) of DPEP Gujarat
- A detailed Damage Assessment Report on earthquake affected schools spread across several districts has been generated for repair and reconstruction

#### **L. Research & Evaluation**

- Under Research & Evaluation, several Action Researches are being undertaken in DPEP IV districts.

#### **M. Civil Works**

Under DPEP Phase IV, civil works have been started in the project districts of Kutchh, Jamnagar, Junagadh, Bhavnagar, Sabarkantha & Surendranagar. The VCWCs have been already formed and duly trained on undertaking civil works under the project.

The following table shows the number of civil works in various categories in progress in Phase IV districts :

District	Repair	New School	Additional Classrooms	Toilets	Water facility	BRC	CRC
Kutchchh	10	0	69	70	143	0	25
Jamnagar	19	10	54	200	70	5	-
Junagadh	18	30	96	100	47	5	-
Bhavnagar	47	5	50	100	90	4	-
Sabarkantha	125	15	39	100	86	6	-
Surendranagar	26	10	46	100	63	5	-
<b>Total</b>	<b>245</b>	<b>70</b>	<b>354</b>	<b>670</b>	<b>499</b>	<b>25</b>	<b>25</b>

## Systemic Issues

### A. Position of Overall Teachers' Vacancies in the Districts:

The overall position of the teachers in the six project districts is as under:

District	No. of Post of Teachers			No. of posts of Vidya Sahayak filled in
	Posts Sanctioned	Posts Filled In	Post vacant	
Sabarkantha	10302	9785	517	2822
Surendranagar	6488	5510	978	1627
Kutchchh	6409	4997	1412	2806
Jamnagar	6663	5399	1229	1795
Junagadh ( & Porbandar )	9503	8386	1117	384
Bhavnagar	9737	8164	1573	3416
<b>Total</b>	<b>49102</b>	<b>42241</b>	<b>6826</b>	<b>12850</b>

### B. Functioning of DIETs

- There are six DIETs, one each in the DPEP districts of Kutch (Bhuj), Surendranagar, Sabarkantha (Idar), Jamnagar, Bhavnagar and Junagadh. All the six DIETs are fully staffed and equipped with latest Audio - Visual and electronics aids, and a well-developed library with reference books and magazines, telephones, fax - machines, Xerox - machines, as well as computers.
- The lecturers are oriented about the role and functions in their respective branch.
- The DIETs are working intimately with the respective DPOs and SPO with good coordination.

# JHARKHAND

No. of districts covered under DPEP : 06

Approved Perspective Budget

(Rs. In lakh)

Particulars	Name of the unit	EFC Approved Project Cost	EFC approved Civil Works cost	EFC approved Management cost
PEP-III	1. Chatra	2591.696	621.810	155.500
	2. Dumka	3834.698	908.104	177.089
	3. E. Singhbhum	3819.235	846.570	202.800
	4. Hazaribagh	3664.560	875.000	219.859
	5. Ranchi	3873.838	927.500	179.973
	6. W. Singhbhum	3797.228	910.844	177.899
	7. State Project Office	704.440	-	-
	<b>TOTAL</b>	<b>22285.70</b>	<b>5089.82</b>	<b>1113.12</b>

## Project Structure :

### 1. Vacancy position in SPQ and DPOs ( In respect of key posts only).

Sl.No	Name of unit	Post Sanctioned	In Position	Vacant
01	S.P.O.	12	11	01
02	D.P.O.	121	85	36*

\*Offers have been sent to 3 persons & 10 persons against the vacant post DPC & APO respectively.

### 2. Functioning of E.C. and G.C.

- The E.C. and G.C. are constituted.
- 10 meetings of EC have been held.
- First Meeting of GC convened in February 2003.

### 3. Submission of Annual/Audit Report :

- Audited account along with audit report for the Financial Year 2001-2002 submitted to GOI in the month of October, 2002.

- Annual Report 2001-02 sent to GOI in the month of December, 2002.

**4 Utilisation Certificate :**

Submitted to GOI by JSPP, Ranchi.

**5 Position of GOI and State Share releases : Year- 2001-2002**

( Rs. in lakhs)

Fund From GOI (through BEPC)	137.11
Fund From GOI	1200.00
Fund From GOJ	537.01*
<b>Total</b>	<b>1874.12</b>

\*State share due against GOI releases (2001-02) Rs 251.50.

**Position of GOI and State Share releases :Year- 2002-2003**

( Rs. in lakhs)

Date of receipt	Fund From GOI	Fund From GOJ	Total
3/5/2002	1000.00		1000.00
23/7/2002	2600.00		2600.00
17/02/2003	1500.00		1500.00
31/03/2003	-	642.09	642.09**
<b>Total</b>	<b>5100.00</b>	<b>642.09</b>	<b>5742.09</b>

\*\* In addition to surplus state share amounting to Rs 285.51 for the year 2001-02.

**6. Expenditure : ( 1.04.2002 to 28.02.2003)**

( Rs.in lakhs)

Year	Approved budget	Expenditure (As per claim reimbursement)
2002-2003	6183.99	3377.90

**7. Disbursement**

Submitted to GOI up to February, 2003.

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

**(A) Pedagogical Renewal:**

**(1) Quality Improvement (New Initiatives)**

**i) Development of Training Module**

• **Math's Training**

- State level core group has been constituted.
- **Diagnostic testing procedure adopted to identify the difficult learning areas.**



- **Suitable remedial prepared.**
- 41 Master trainers trained in January-Feb 2003.
- Training of teachers started at the district level.

- **Science Training-**

Skill based science training module developed. The module aims at-

- **Inculcating scientific attitude among children and relate education to life.**
- Promoting creativity in children.
- **Learning science through activity/experiments/projects.**
- 26 Master Trainers Trained at the State Level in March, 2003.
- Districts have started the teacher's orientation in science teaching.

- **English Training-**

A 5 day Module for training of teachers prepared keeping in view the following objectives

- Developing teachers proficiency in English and
- Developing teacher's professional competency.
- 35 Master Trainers Trained at the State Level in January, 2003.
- Districts have started the teacher's training.

- **Training of BRCC/CRCCs**

A new module for the training of CRCC and BRCC developed which aims at

- Making BRCC and CRCC capable enough to administer and monitor the tools prepared for the concurrent and continuous assessment of student, school, CRC, BRC and VEC.
- Providing necessary resource support to School/VEC.
- Resource persons trained at the state level in Feb-March, 2003

- **Training of VEC**

5 days/7 days module prepared for the training of VEC. The module aims at-

- Making VEC capable to manage schools
- **Enabling VEC to monitor the indicators like retention, completion and achievement etc.**
- 37 Resource Persons trained at the State Level.

- ii) **Distance Education**

- **Training of community teachers through courses designed and developed by IGNOU.**
- Package for reinforcement of induction training module (10 days) developed for community teachers developed.
- Capacity building of CRC through Distance Education mode.
- **Foundation training to teachers/resource persons on IED in collaboration with Bhujh Open University.**

- iii) **Teaching Learning Material (TLM)**
- Science and Math kits finalized.
  - Resource Persons trained at the State Level.
- iv) **Promotion of Co-curricular Activity**
- First state level Bal-Utsav organized on 27<sup>th</sup> & 28<sup>th</sup> Feb'2003.
  - **Schedule of weekly "Bal-Partiyogita" at school level and monthly at district level prepared and circulated.**
  - Co-curricular activities finalized.
- v) **Innovative Activities**
- Exposure Visit once in a month at School Level.
  - **Worksheet based teaching at School Level.**
  - Science day once in a week at School Level.
  - **Library hours for learners of all classes each day at School Level.**
- vi) **Re-orientation in Training Methodology**
- **Hands on training at School Level.**
  - Academic support by the full time CRCC.
- vii) **Developments of Tools.**
- A joint workshop for Bihar and Jharkhand was organized by the World Bank on 'Quality issues' in which DPC's of DPEP Jharkhand participated.
  - **As a follow-up second workshop was organized at Ranchi in August, 2002 in which BRC Co-ordinator, CRC Co-ordinator, member of VEC, teachers and DPCs participated. This Workshop was facilitated by the resource person from the Bank.**
  - Important outcomes of the workshop were developments /identification of 'Quality indicators' and tools for monitoring the indicators.
  - Based on the outcomes of the workshop, the DPEP districts have prepared the action plan for quality improvement.
  - First draft of tools prepared and it was shared in all 6 district with teachers CRCC's/BRCCs.
  - A workshop on the sharing of feed back on the 1<sup>st</sup> draft organized at State Level.
  - Relevant modifications made in the quality monitoring tools.
  - A training programme was organized to orient the District Level team on quality monitoring tools.
  - For pre-testing of tools, 2 CRC identified in each district and it is being field trialed.
  - A workshop at State Level organized for CRCC's to get the feed back on pre-testing of tools.
  - **Tools have been fine tuned and administered in 2 CRCs per district.**

## (2) *Curriculum/Textbooks/TLM*

### i) Curriculum

The State government has adopted CBSE Curriculum and NCERT text books for Class I-X, which are being supplemented by following interventions for joyful learning:-

- a) Science workshop- To promote scientific outlook in children.
- b) Child friendly worksheets- To promote self learning as well as monitoring the attendance.
- c) Activity based learning- To make learning or two-way process.
- d) Exposure visit- To link education with immediate environment and to promote life skills.
- e) Math training- To prepare remedial in the light of diagnostic test.
- f) English Training- To facilitate the teachers in teaching English through interactive process.
- g) Library Hours- To expose children to variety of literature and promote the habit of self-reading.

### ii) Teaching Learning Material (TLM)

- Science kit and Math kits finalized.
- Resource persons trained in using the kit.

## (3) *Teachers Training.*

### i) Development of new Training modules-

- **Preparation of subject-specific (Eng, Math and Science) Training modules in the light of the need of the teachers and Teacher Training Evaluation study.**
- Training of teachers in English introduced since English has been introduced as subject right from class-1.
- On Job training aspect incorporated in all training modules.

### ii) Field trial of modules and Training of RPs:-

- **Modules fine tuned after field trial.**
- Training of 35 Master Trainers in English held at State Level from 7<sup>th</sup> Jan- 11 Jan' 2003 .
- Training of 41 Master Trainers in Math held at State Level from 28<sup>th</sup> Jan- 2<sup>nd</sup> February' 2003.
- Training of 26 Master Trainers in Science held at State Level from 3<sup>rd</sup> to 5<sup>th</sup> March' 2003.
- Training of BRC/RPs in Eng., Math and Science held at District level.

### iii) Training of community teachers

- **Preparation of Induction training module of 10 days for community based**

teachers of EGS/CBS/GSA through a series of Workshop in August-September, 2002.

- Resource Persons trained at the State Level (18 Oct-27 Oct, 2002).
- Sahyogi Teachers tagged with CRC.

iv) **Training of formal School Teachers**

- Ujala I (Class I&II) and Ujala II (Class III-V) imparted to most of the teachers.
- **Training of teachers in Math and English started at the district level.**

v) **Introducing library-hours in schools-**

Library hour for each class earmarked and library being established in schools.  
The objectives are-

- (i) To improve reading skills.
- (ii) To develop skills comprehension.
- (iii) Exposure to variety of literature.
- (iv) To facilitate the teachers in multi-grade situation
- (v) To facilitate the children in self-learning.

vi) **Introducing Exposure visit in schools.**

The focus is –

- To provide opportunity to children for learning in real situation out side the class-room for better understanding of natural and social environment.
- To link education to real life situations and development of life skills in children.
- **Indicative list of Exposure visit sites have been made so that a school can plan their exposure visits as per the need of different classes (I-V)**

vii) **Worksheets based Learning-Training**

Worksheets developed for full academic year in language, Math, and EVS for Class I-V through a Series of Workshop. The focus has been

- **On job training of teachers.**
- **Integration of worksheet with curriculum and text-books**
- Monitoring attendance of the students
- Preparation of lesson-plan. As per the lesson plan worksheets are designed.
- Use of work-sheet for faster learning in joyful manner.
- Making learning activity based.

**Workshops held on preparing materials (worksheet).**

- 29<sup>th</sup> – 2 Jan' 2003 : Preparation of Worksheet.

- 3<sup>rd</sup> March' 2003 : Reflection cum Review of Field Experiences and Planning
- 2<sup>nd</sup> -6<sup>th</sup> April' 2003 : Finalization of Worksheets for Full Academic year.

viii) **Curriculum and material development for bridge course**

- Likely to be finalized by 1<sup>st</sup> week April,

ix) **Distance Education**

- **Teleconferencing facilities via v-sat provided in all DPEP districts.**
- Total 6 Digital receiver sets and 4 analogue receiver sets installed in collaboration with IGNOU in DPEP districts.
- **A 4- days capacity building programme-cum- workshop on script writing (audio) held between January 16-19, 2003, in which 14 resource persons were trained.**
- A 5-day capacity building programme-cum-workshop was organized on preparation of self learning materials on IED organized between 5-9, March, 2003 in which 38 resource persons have been trained.
- **Draft of 10 self learning materials on IED prepared.**
- A state level workshop on Radio-Script writing scheduled from April-2-9, 2003.
- Training of teachers/ECE/Sahyogi teachers/EGS instructors through distance education mode planned. Clearance awaited from GOI.

x) **Status on State Resource Group and District Group**

- SRG constituted at the state Level.
- DRG constituted at the district Level.

(4) ***Block Resource Centre/Cluster Resource Centre.***

i) **Staffing Status**

***Block Resource Centre (BRC)***

- 157 BRC-Resource Persons (RPs) identified and in place @ 3 per centre.
- BRC-RPs are school teachers.
- The BEEO is Ex-officio co-ordinator.

**Cluster Resource Centre (CRC)**

- **Full time CRCCs (formal school teachers) are being placed as a new initiative to strengthen CRCs.**
- A new training module focusing greatly on quality aspect developed.
- District level resource persons trained at the State Level.
- Training of CRCCs started by the districts.

ii) **Selection procedure & Orientation**

***Selection Procedure***

10-15 good primary school teachers were identified for each BRC through a rigorous short listing process. The identified teachers were trained as master trainers and capable teachers from amongst the master trainers were short listed to work as BRC Resource Persons. The CRC coordinators are selected by the teachers during course of residential teachers training or in special meetings. Thus the BRC resource persons and CRC coordinators are from amongst empowered teachers.

***Orientation of BRCC & CRCC***

- BRC Co-ordinators trained by SCERT/SIEMAT/DLOs.
- CRC Co-ordinators trained by DLOs.
- 674 CRCCs received training on the basis of old module.

iii) **Capacity Building of BRC/CRC (Fresh Initiative)**

a) ***Block Resource Centre***

- **A new module including quality interventions for training to BRCC has been developed**
- District level resource persons trained at the State Level.

b) ***Cluster Resource Centre***

- **A new training module including quality interventions and teacher development plan prepared at the State Level for strengthening of CRCCs.**
- Training of district level resource person RPs completed at the State Level.
- 240 CRCCs trained during 2002-03.

(B) **Media**

i) **Administrative Arrangement**

- Media Coordinator in place at SLO/DPO

ii) **Publicity material developed (Print)**

- Pamphlets, folders, posters, newsletter, published.
- Newsletter from Districts being brought out.

**iii) Community Mobilization**

- Local theatre groups identified, drawing competition for children, special campaign for IED, Jhanki on mild to moderate disability. Different Campaign, Padyatra, Prabhat Pheris, Slogan development programmes organized, Khel Utsav, Bal Melas, Maa Beti Melas organized.
- **Exposure Visit of VEC organized at the State Level on the occasion of Jharkhand Shtaphana Divas (15th Nov, 2002)**
- Participated in Republic day function (26<sup>th</sup> January, 2003)

**iv) Press and Mass Media**

- Newspapers and Doordarshan harnessed for media advocacy.
- Success stories on DPEP activities published in Newspapers.
- Audio and video conferencing facilities created in DPEP districts.
- The private T.V. channel covered events organized under DPEP.
- **Distance Education programme- Nava bihan- relayed regularly through All India Radio (AIR).**

**v) Networking**

- NGOs, Teachers Associations, Clubs ,Youth Clubs and NYKs are have been involved.

**(C) Community Mobilization**

**i) Administrative Arrangement**

- Media/Community Mobilization coordinator in place at SLO and DLOs.
- DRG on Community Mobilization/VEC constituted in all DLOs.

**ii) Community Mobilization: Material Development**

**A. Books/Manuals**

- Village Education Committee – concept, process of formation and training of utprerak
- Microplanning – concept process, etc.
- Village Education Committee members training module
- Microplanning Training Module
- Microplanning Operational Manual
- **Revised training module (5 days and 7 days) prepared for strengthening of VEC in the areas of-**
  - Management of schools.
  - Quality aspects to be monitored by VEC.
  - Retention and Completion aspects to be monitored by VEC.

### **B. Audio Cassettes**

- Audio Cassettes of Abhiyan Geet for environment building
- Audio Cassettes of Shiksha Geet Mala for environment building
- Audio Cassette on Economic Empowerment of Women.

### **C. Booklets/Brochures/Pamphlets:**

- Print material developed on DPEP goals, programme components, use of grants, etc.
- Material for capacity building through Distance mode developed & distributed in different languages.

### **D. Video Film**

- On Teacher Training (Hum Honge Kamyab)
- Alternative Schools (Nai Dagar)
- Civil Works (Neer Ka Nirman)
- Community mobilisation (Log Mere Gaon Ke)
- Early Child Education (Ankur)

### **E- Audio & Video Conferencing**

- Teleconferencing facilities via V-sat provided in all DPEP districts.
- **Navahihan programme for capacity building and interaction with VEC being relayed every week through AIR.**

### **F. Magazine & Other Activities**

- Enrolment Drives/Bal Mela etc.
- Wall writings
- Nukkad Natakas and Plays
- Theatre Workshop for capacity building of cultural groups
- Environment building and mobilisation activities during VEC formation, Orientation and micro planning.
- **Monthly magazine being published by districts.**

### ***iii)* Campaign and other Mobilization activities**

- Intensive campaigns launched for VEC formation. VEC for every school formed through an intensive process driven exercises.
- No of school covered- Formal School-10835 & EGS-5373.
- Panchayat Education Committee (PEC) constituted as a representative body of VEC.
- Total PEC constituted 4569.
- Wall writings, Padyatras, Bal Melas, Women's meet, Sports-meet, Maa-Beti Mela, Audio-video campaign, Enrolment Drives, Prabhat Pherics, Street play etc., organized



in every district.

- Theatre workshops for capacity building of cultural groups in 7 linguistic zones held.
- Praveshotsavas organized in every district.
- Jhankhis on UPE being put up on on the occasion of Republic Day/Independence Day celebrations at the state and district levels.
- Mahila Day organized at DLO level.
- Innovative wall paintings done.
- Kala Jathas formed in Chatra, Dumka, East Singhbhum, Hazaribagh, Ranchi, West Singhbhum, districts.
- Exposure Visit of VEC members on Jharkhand Sthapna Divas (15 November' 2002) in which nearly 10,000 members participated.

**iv) Community Participation /Community Organizations**

- All VECs constituted/reconstituted through a well-orchestrated & process-oriented mobilization campaign in all districts.
- **Calender for monthly meeting of the general body (VEC) have been prepared and circulated.**
- **With a view to in involve parents in school activities, a minimum of 50% members from among parents made mandatory.**
- VECs motivated to run schools during teachers strike.
- Mata Samitees formed to run ECE centres.
- Community providing resource support at grass root levels.

**v) Empowering Community Organization (VEC, MTA, PTA, Panchayats etc)**

**Material Development**

- New training module (5days and 7 days) developed for capacity building of VEC
- New training module to aims at empower VEC to monitor attendance and quality.
- Training modules for VEC & Micro-Planning developed.
- Training module on community construction process developed.
- Training module for Mata Samitis developed.

**vi) Orientation Training/workshops for Community Organization Orientation Training / workshop provided for staff/ Master Trainers.**

- State Level Workshop organized to train master trainers.
- 26 Master Trainers trained at State Level (29<sup>th</sup> Oct to 2<sup>nd</sup> November'2002)
- One-day orientation of 10835 VECs organized.
- 5 days training to 8589 VEC members till Feb'2003 during 2002-03.
- 7 days training to 4800 VEC members during 2002-03.

**vii) Areas and instance of participation**

- VECs participating in micro-planning, school improvement and community Mobilization.
- VECs took initiative to run schools during teachers strike.
- All Civil Works including construction of BRCs entrusted to community through Community Construction procedures.
- Helping in management of school affairs
- Donation of land for construction of school building
- Upkeep of school building, ensuring enrollment and attendance of children in schools, ensuring attendance of teacher in school
- Providing voluntary teachers
- **As a new initiative VEC are being trained to manage schools and monitor the development indicators like retention, completion, quality etc.**

**viii) Networking with NGOs, GOs, etc. initiated.**

- Participation of NGO workers, volunteers, youth clubs, social workers, ICDS workers, youth organizations, etc. in VEC formation campaign and other community mobilization activities.
- Networking done with trade unions, NGOs, teachers associations, youth clubs and NYKs.

**ix) Total No. of VEC constituted**

- 16,208 Village Education Committee constituted.

**(D) Research & Evaluation**

**i) Organization & Management**

- Staffing - State Co-ordinator in place at SPO.
- Other Institutions Role - UNICEF and University support sought for analysis of data.
- Advisory Group - State Resource Group constituted.

**ii) Action Research Programmes**

- Operational Levels and Status- District level action research Group formed & trained.

**iii) Promotion of Research in Primary Education**

**Strategy**

- Orientation Workshop on Research and Evaluation with District level functionaries.
- District specific key issues identified.

- District level core team constituted and oriented.
- Feed back workshop held with District team.

#### **Studies Completed by State Level**

- Classroom observation in selected districts.
- **Study of household data.**
- Student attendance monitoring system in selected districts.
- Dropout from Class I to II, its reason in selected districts
- Involvement of community to check absenteeism, dropout achievement in selected districts.

#### **Areas in Focus for the Current Year**

- Analysis of house hold data
- Drop-out from Class I to II and its reasons.

#### **iv) Promotion of Research in Primary Education**

##### **Strategy**

- State Level Evaluation teams formed.

##### **Evaluations Planned /being Undertaken**

- TOR is likely to be finalized by 25<sup>th</sup> April, 2003.

#### **v) Networking**

- Networking with XISS, Ranchi, XLRI, Jamsedpur, UNICEF, Patna, etc.

#### **vi) Mid-Term Assessment Study**

- Initiated & completed by December, 2000

#### **vii) Sustainability Study**

- To be undertaken as and when required.

#### **(E) Gender Intervention**

##### **i) Staffing Issues**

- State Gender Co-ordinator- Gender/ECE Coordinators are in place in SPO.
- District Gender Co-ordinator- ECE/Gender Coordinators in DPO in place.

**ii) Resource Groups (Gender & ECE)**

- State level core group formed for ECE and Mahila Samakhya.
- District Resource Groups under Mahila Samakhya formed.
- DRG for ECE constituted.

**iii) Community Mobilization Material Development**

- Audio & Video cassettes on gender sensitization developed/disseminated.

**iv) Mahila Samakya**

- Under MS 1619 Mahila samooths formed at Habitation/Village level .
- State level 30 days training of 37 Kishori completed in August-September, 2002.
- 504 Jagjagi center for education of girls and women established
- 355 Bal Jagjagi centres for young children ( 3 to 6 yrs) established.
- Residential Mahila Shikshan Kendra for adolescent girls in five district.
- **Special Residential Courses (13 Centers) for main-streaming of adolescent girls.**
- Two batches of training in herbal treatment (Jadi-Booti) organized in September, 2002 and February -March, 2003.
- **47 Mahila resource persons trained in herbal treatment.**
- **Training of 72 MS workers on gender sensitization completed in February, April, 2003 with the help of Mahila Chetna Kendra, Patna..**
- **Training of 41 women in midwifery completed in Feb-March, 2003 with the help of Mahila Chetna Kendra, Patna.**
- State level workshops organized one each in August and October, 2002 for publication of News letter (Mahila Samakhya).
- State level training for Sahyogini (3rd phase) organized in December, 2002 in which 53 Sahyogini were trained.
- State level MSK sammelan organized in February, 2003 for MSK Kishories numbering 250.

**v) Village Education Committee (VEC)**

- Women constitute one third of VEC members.
- One post of chairperson/vice-chairperson of the VECs earmarked for the women.
- In the Orientation training of VECs women members took active part.
- In the professional training of VECs at least two women members from each VEC are trained.

**vi) Community Participation**

- The management of Jagjagi/Bal jagjagi rest with the Mahila Samooh.
- Community provides support for establishing the learning centers, resources for preparation of TLMs etc.

- The management of ECE centres rests with the mothers committee.

**vii) Pedagogy training of academic staff**

- Gender sensitization training imparted to 25128 teachers during teacher training programme.
- Two batches of Resource persons trained on gender issues with the help of Mahila Chetna Kendra, Patna.
- 504 Jagjagi instructors trained.

**viii) Teacher Support Material**

- Jagjagi Manual.
- Khilauri.
- Support Material on Health.

**ix) Workshops/Seminars etc.**

- Two days workshop of Jagjagi supervisors & trainers held in October-November, 2002.

**x) Textbooks**

- Formal School text book in Jagjagi supported by teacher support material.

**xi) Sensitization programme for DPEP personnel.**

- All Programme Personnel imparted professional training in which gender sensitization is an integral part.

**xii) Preparation of Gender training module.**

- State level workshop held to prepare training module for sensitization on gender issues.

**xiii) Networking**

- Close linkages with Block/NGOs/Anganwadi/AWTC.

**xiv) Innovation.**

- Training on use of medicinal plants
- Training in acutherapy.
- Training in catering.

xv) **Alternative Schooling**

- Jagjagi & Bal Jagjagi have female instructors only & are under the management of Mahila Samooh.
- Mahila Shikshan Kendra in five DPEP districts provide residential course of 12 months to adolescent girls.
- Residential camp school of 6-12 months duration for dropped out/out of school adolescents.

(F) **Alternative Schooling**

i) **Proposed upto AWPB 2000-2001**

- No. of unserved habitation - 5373 (as on 1.4.2002)
- No. of Out of School children (6-11) - 3,23,687 (as on 1.04.2002)
- EGS- 5373
- AIE- 646
- Camp School-12
- Apna Vidyalaya-950
- Angna Vidyalaya-850

ii) **Current Status**

- No. of unserved habitation - 373 (as on 1.2.2003)
- EGS- 5000
- AIE- 359
- Camp School-12
- Apna Vidyalaya-841\*
- Angna Vidyalaya-759\*

(\*Phased out as the centre have completed there three years term.)

iii) **Total children covered through ALS/EGS**

- No. of out of school children (6-11) - 1,54,54 (as on 1.2.2003)
- Total out of school children admitted- 1,69,139
- EGS- 162481
- AIE- 2303
- Camp School-600
- Others- 3757

**Administrative Arrangements**

iv) **Appointment of AS coordinator (State and district)**

- AS coordinator at state & district levels in place

v) **Constitution of State Resource Group (SRG) & District Resource Group (DRG)**

- SRG constituted.
- DRG constituted

vi) **Visioning & strategy building workshop**

- Completed.

v) **Profile of the group**

- Children of SC/ST.
- Children helping their parents or engaged in child labour.
- Drop outs & highly marginalized children.
- Children of school-less habitation.
- Working children and children of migrant family's.
- Adolescent Girls
- Slum Children/Street Children.

vi) **Duration of the programme**

- Angana 3 yrs (for 9+ age group children.)
- Apana 3 yrs ( for 6+ age group children.)
- EGS- Regular Schooling arrangement.

vii) **School hours**

- Apna/Angana- 3 hours
- EGS- 4-5 hours.
- AIE- 4-5 hours

viii) **No. of learners per centre.**

- 25-40

ix) **Teacher qualification**

- Apna/Angana-Min. 8th pass women.
- EGS/AIE- Min Matriculate.

x) **Honorarium**

- Apna/Angana - Rs. 700/- per month
- EGS/AIE-Rs. 1000/- Per month

**xi) Training Duration**

**i. Apna/Angana**

- 30 days Induction Training
- 3 days recurrent training every 3 months
- 10 days refresher training before subsequent semester.

**ii. EGS/AIE**

- 10 days induction training
- 3 days recurrent training (per quarter)
- On job training
- **Certificate course through Distance Education mode being introduced.**

**xii) Expenditure Per School/Per year**

**i. Apna/Angana**

- Rs. 9250 (in the first year)
- Rs. 7650 (in the following year)

**ii. EGS/AIE**

- Rs. 21250/-

**xiii) Expenditure/child/year**

**i. Apna/Angana**

- Rs. 462 (in the first year)
- Rs. 382 (in the following year)

**ii. EGS/AIE**

- Rs. 845/-

**xiv) Academic Support**

- Academic Support-cum-Resource Groups (ASRGs) for every 10 centres.
- BRC/CRC

**xv) Honorarium of Supervisors**

- Apna/Angana -Rs. 1000/- per month
- EGS/AIE- Rs. 1500/- per month

**xvi) Material used**

**i. Apna/Angana**

- Primers developed by BEP, Patna.



- ii. EGS/AIE
  - NCERT Text/Work Book.
  - Worksheet Developed by JEPC.

**xvii) Collaboration with NGOs**

- Collaboration with NGOs as resource person for supervision, training and material development.

**xviii) Pupil's evaluation**

- i. Apna/Angana
  - At the end of each Semester.
- ii EGS/AIE
  - Half Yearly and Annual Exam.

**xix) TLMs**

- TLM grant given to teachers/instructors
- TLM prepared by teachers.

**(G) Integrated Education Of The Disabled**

- State level core group constituted.
- IED coordinator at SLO/DLOs in place.
- Component of IED incorporated in the ongoing general teacher training programme .
- CRCC training module has a component on IED.
- 10 days Ujala-II training module also provides adequate input on IED.
- 3 days training module for CRCC has been developed and trialled. 3 Resource Persons identified and trained in each project district.
- 10,741 Children suffering from disability identified.
- 25128 teachers have been given orientation in IED during teacher trainings programmes.
- 216 teachers have been given special training on IED.
- Aid & appliances given to over 1667 children.
- **47 resource teachers/RPs completed 45 days training.**
- Sensitization camps organized for teachers and community members.
- Foundation Course through distance education for teacher started.
- **21 teachers given training given in IED through distance education.**
- **First draft of self learning material on IED developed with the help of IGNOU.**
- **Script writing workshop on IED scheduled from April 2 - 9, 2003.**
- Workshop scheduled in April, 2003 to finalize the self learning materials on IED.

(H) Civil Works

i) Staffing Issues

- Civil Engineer SPO- 1 (Vacant)\*
- A.Es -12 In position- 6\*\*
- J.Es - 24 In position –16\*\*  
(\*Panel of AE and JE approved by the State Executive)  
(\*Post of Civil Engineer, SPO re-advertised and applications under scrutiny)

ii) Use of new/ improved designs

- CECT designs being used for construction

iii) Efforts towards cost-effectiveness

All constructions are through alternative technologies and significant savings have been achieved even after maintaining a high quality of construction. There has been reports of demand being created on other agencies to adopt similar cost-effective technologies.

iv) Convergence

- The district is encouraged to rope in JRY/EAS/MLA/MP funds.

v) Training

**Engineers**

- A 12 day professional training programme followed by 5 day hands-on training has been conducted for engineers.
- Recurrent hands-on training programme also conducted.

**VEC**

- The VEC/BNS is imparted training before construction starts. Masons are also trained in CECT.

vi) Planned Target and achievement

<u>Target</u>	<u>Completed</u>	<u>In progress</u>
• BRC- 53	BRC Completed – 53	BRC in progress-0
• CRC- 365	CRC completed – 277	CRC in progress – 73
• ACR– 1238	ACR completed – 512	ACR in progress – 415
• NSB**- 697	NSB completed -243	NSB in progress - 249
• BLS* – 95	BLS completed – 34	BLS in progress – 21
• Toilet – 1054	Toilet completed -313	Toilet In progress- 192
• HP - 1416	HP completed - 327	HP in progress - 212

(\*BLS- Building Less School)  
(\*\*NSB- New School Building)

- vii) **Implementation/Agency**
- VEC (Bhawan NirmanSamiti) / Block Resource Centre Construction Committee.
- viii) **Supervision Agency**
- District Level Office/AE/JE/
- ix) **Staffing Position (Supervision & Monitoring)**
- Site Supervision
  - Site Supervision by Engineers and site supervisors.
  - Staffing Issues
  - Well qualified AEs / JEs in place in all DLOs. Many rounds of professional training Imparted to AE/JE.
- x) **Designs**
- a) **Appointment of Consultants**
- Consultant identified.
- b) **Preparation of designs**
- Pedagogically enriched. BRC/CRC/School Building/ACR designs prepared.
- c) **Innovation Fund**
- Used for providing child friendly elements in schools.
- d) **Workshop on School Development plan**
- Strategies Finalized
  - Child friendly Element will be included in the Design/ Drawing of - ACR, CRC, NSB.
  - Need Based construction design specially flat roof, traditional proto-type construction, double storey building construction etc will be taken up.

**xi) Progress of Civil Works under DPEP –III 1998-99-2002-03 (upto 28 February 2003)**

<b>Under DPEP</b>			
<b>Type of building</b>	<b>Scheme planned</b>	<b>Completed</b>	<b>Total in progress</b>
Block Resource Centre	53	53	-
Cluster Resource Centre	365	277	73
Additional Class Room	1238	512	415
New School Building	697	243	249
Building less school building (ESB)	95	34	21
Well	1054	313	192
Handpump	1416	327	212
Child centre	4	0	3
Shila Kutir	68	23	22
Child Friendly Element	260	73	45
Barrier Free Environment	235	9	39

(I) **Management Information System (MIS)**

i) **Hardware/Software**

**Hardware & Software are in place at SLO & DLO.**

- All DPEP districts have sufficient numbers of terminals & other peripherals/Software.
- SPO LAN is likely to be completed by 30th April 2003.
- Setup of state WAN is under process.

ii) **Manpower**

- Specialist EMIS in place in SPO.
- Assistant Computer Programmer (ACP\*) in place in four district.  
\*Panel of ACP approved by the State Executive Committee.

iii) **Capacity Building**

- Training for district level MIS personnel (No-21) on DCF of DISE-2001 organized in July' 2002.
- Training for district level Computer personnel (No-15) on DISE-2001 software organized in November' 2002.
- **Training for district level MIS personnel (No-16) on MIS (EGS) organized in December' 2002.**
- **State level training to CRCCs (No-29) & BRCCs (No-26) on MIS organized in February & March' 2003 respectively.**
- State level training on UPDATION OF HOUSE HOLD SURVEY DATA organized in January' 2003.

iv) **EMIS**

- EMIS Data of 1997-98, 1998-99, 1999-2000 & 2000-2001,2001-2002 compiled, analyzed and reports generated
- Compilation of DISE data 2002-03 (10835 schools spread over 9 DPEP districts) is under way.
- Compilation of MIS data 2002-03 (5373 EGS Centers spread over 9 DPEP districts) is under way.

v) **PMIS**

- PMIS report up to IIIrd quarter ending December' 2002 sent to DPEP bureau.
- IVth quarter ending 31/03/2003 will be send by 15th April 2003.

vi) **House Hold Survey**

- Analysis of House Hold Data being programmed with UNICEF resource person.

(J) **Micro Planning/Child Education Plan**

i) **Name of districts in which micro- planning initiated.**

- Chatra, Dumka, East Singhbhum, Hazaribagh, Ranchi, West Singhbhum

ii) **Detailing of activities undertaken and methodology/techniques used alongwith current status in each.**

- PRA techniques is used. DRG/BRG is constituted in every district to supervise micro-
- planning process which is carried out by facilitators and animators at the village level. An in-house module on micro-planning "PRASOON" developed detailing therein the concept, methodology and activities involved.
- A training module for the Abhipreraks/Prerak (motivators/animators) developed.
- In every district sufficient number of Abhipreraks/Prerak have been trained. These
- trained Abhipreraks/Prerak have been engaged in Micro-Planning exercises in all blocks in every district.
- Altogether 12076 villages have been covered under Micro-Planning in 6 districts.

iii) **Agency responsible Institution/ NGO/Individual.**

- Groups of individuals/ NGO's identified and trained by DLOs.

iv) **State Level Workshops.**

- State level workshop was organised at Patna (8-9 Sept. 1997, 27-30 December 1997, 17-18 January 1998 & 24-28 March, 1998.)
- State level Resource Persons Training (TOT) in Micro-Planning at Patna from 12th to 16th January '99.
- State level Resource Persons Training Programme (TOT) at Sahar (Bhojpur) from 11 to 15 March '99.
- State level Resource Persons training programme (TOT) at Muzaffarpur in July '99.
- Monthly Reflections with Coordinators at the State level.
- State level workshop on Child Education plans organised at Ranchi.
- Training of Resource persons organized at Ranchi in Jan-Feb, 2003.
- **Modules developed for training of VEC (5days/7days).**  
The New Modules aims at empowering VEC to
  - Manage Schools effectively.
  - Monitor development indicators like retention, completion and achievement levels.

v) **Future Plans.**

- Computerisation of data generated through Micro-Planning/ Household survey data.
- Prepare local specific strategies for mainstreaming of out of school children.
- Implementation of habitation level Plan.
- Updating of Household survey data.
- Analysis of House hold survey data.

(K) **Distance Education**

- **Training of community teachers through certificates courses developed by IGNOU.**
- Package for reinforcement of induction training module (10 days) for community teachers developed.
- Capacity building of CRC through distance education mode.
- **Foundation training to teachers/resource persons on IED in collaboration with Bhujh Open University.**

(L) **EARLY CHILDHOOD EDUCATION (ECE)**

i) **Staffing Position**

- State /District ECE Co-ordinator - In place.

ii) **Resource Groups**

- State Resource Group has been constituted.
- District Resource group constituted.

iii) **Interaction at village level.**

- Campaign for opening of ECE center & formation of Mata Samiti.
- Orientation of Mata Samiti.
- Bal Mela, Kit exhibition, Sports and Rhyme competition for ECE children
- Monthly meeting of Mata Samiti/community.

iv) **Community Participation**

- Opening of ECE centre, selection and availability of place for centre, selection of Didi, running of centre, etc.
- Community/Mata samiti has the right to select another Didi in case she is not performing satisfactorily.
- Community/Mata samiti provides materials for preparation of playing kit.

v) **Capacity Building**

- Orientation of Mata Samiti
- Monthly meeting of Mata samiti
- Induction training of ECE Didis/AWWS
- Reflection meetings of ECE Didis
- Induction training of ECE trainers & programme coordinators
- ECCE core team members numbering (3) got 10 days training by NCERT, New Delhi in December, '02.
- Reflection meetings of ECE coordinators

vi) **Networking/Covergence.**

- Meeting held with ICDS department at the State level in August, 2002 for resolving policy issues. Issues resolved are-
  - All the inputs given by ICDS to AWCs would also be given to ECE centres established by the JEPC.
  - JEPC would establish ECE centres in uncovered habitations.
  - Inputs given by JEPC to its Kishori centres would be given to Kishori Mandal of ICDS.
  - Workshop would be organized in collaboration with ICDS and Holy Cross, Ranchi to finalize the kit for ICDS/ECE centres.

vi) **Activities**

- Supply of Playing kit to AW centers (Non-World Bank) and ECE centres.
- Establishment of 588 ECE centres in all 9 districts,.
- Foundation and recurrent training of ECE trainers.
- Reflection Meeting of ECE programme coordinators
- Training of Helpers and Mata Samitis.
- State Level workshop for development of PLM held in February, 2003.
- Finalization of PLM for ECE centre through State Level workshop held in March, 2003.

(M) **Tribal Education**

i) **Staffing and Orientation**

- At the State level the MS and ECCE co-ordinator is looking after this component as well.
- Core group has been constituted at the state level.
- Workshops/meeting of the core group have been organised at the state level
- In every district Co-ordinator, tribal education is in place.

**ii) Community Involvement**

- In tribal areas 1/3rd members of Village Education Committee belongs to the tribal communities.
- In scheduled areas in Jharkhand districts half of the VEC members are tribals and the President is generally a tribal.
- The Mothers Committee/ Mahila Samooch in tribal areas consist of tribal mothers and run ECE, Bal Jagjagi, and Jagjagi centres.
- Mahila Samooch formed in 1619 habitations.

**iii) Access**

- Emphasis has been laid on opening up of ECE, Bal Jagjagi, Jagjagi and EGS centers in tribal dominated villages.
- School sanctioned under DPEP have been generally opened in tribal dominated areas.
- Residential course for primitive tribe children like Birhor, Khadia has been started in MSK at Hazaribagh & Chatra.
- MSK in other districts have children mainly from ST.
- Camp school have children in large number belonging to ST/SC.

**iv) Training/sensitization**

- Curriculum development workshop has been organized at State Level.
- 25128 teachers sensitized on tribal issues during teachers training programme.

**v) Material Preparation**

- Workshop on material development organised at the state level between 23-28 September, 2002.
- Follow up workshops for preparing material in Mundari, Orwoan, Ho, Khadya, Santhali organized between October' 2002 to March 2003.
- **Manuscript in Kurukh and Santhali developed and training being scheduled.**

**(N) *Capacity For Planning And Management***

**i) State Project Office ( SPO )**

- SPO is functional in terms of implementation of project activities
- Full time State Project Director has been posted by the State Govt
- State Resource Groups (SRGs) have been formed.
- Persons are in place against 11 key positions out of total 12 key position.
- Mission task force has been constituted and meets regularly.
- Reflection- cum- planning meeting are held every month to review the progress of the districts.
- Technical Support as required by the district are being provided with



- 10 meetings of the Executive Committee, JSPP have been held.
- First meeting of General Council convened in February, 2003.

ii) **District Project Office ( DPO )**

- All DPOs are functional in terms of key programme personnel and infrastructure.
  - Out of 121 key posts persons are in position against 85\* posts.
  - District Resource Group (DRGs) as well as Block Resource Groups (BRGs) have been formed and they are playing key role in implementing project activity at district and block level respectively .
- (\*Offers against the vacant post of 3 DPC & 10 APO sent)**

(O) ***Filling Up Of Teacher Post***

- Likely to be filled up by June, 2003.

(P) ***District Institute Of Education And Training (DIETs)***

- DIET has been established in 9 districts.

(Q) ***SCERT/SIEMAT***

- SCERT has been sanctioned by the state government and necessary budgetary provision made.

# ORISSA

## Introduction

The District Primary Education Programme (DPEP) launched in five districts Orissa during 1996-97 and extended to three more districts in 1997-98 and eight more districts in 2001-2002 has made considerable impact in achieving goals of Universalization of Primary Education in the State.

2002-2003 is going to be the crucial year not only for DPEP in Orissa but for providing a strong thrust towards actualization of UEE because of the three important endeavours :

- i. This year is going to be the final year of implementation of DPEP in first phase eight districts.
- ii. Implementation of DPEP in eight expansion districts is going through second year of its implementation when it is expected that the interventions are strongly anchored in the experience of DPEP already gained.
- iii. Sarva Shiksha Abhiyan has been launched in the State with a bang and its impact is being felt every where in the State. SSA is going to strengthen the sustainability of efforts made under DPEP. SSA marks the beginning of the twin and intertwined process of extending benefits of DPEP interventions to the elementary stage while at the same time strengthening deepening the sustainability of the efforts made under DPEP.

At this point of time, the major areas of achievement in DPEP need to be realized which may provide directions for enriching interventions in the expansion and non-DPEP districts.

- Huge data-base of schools, school-age children (both schooled and out of school), teachers and all related aspects has been created which is being regularly updated and disseminated in a user friendly manner among stake holders.
- Basic indicators of schooling like enrolment, rates of retention, transition and completion for each school are being generated every year and used for improvement of processes of schooling.
- Resource Groups for planning, pedagogy and monitoring activities are now constituted strengthened and made functional at the district and block levels.
- Community Mobilization programmes are now more focused as per the specific community issues related to elementary education.
- Community based institutions like VEC, MTA, PTA etc. are being continually reinforced with the ultimate objective of community owning the educational efforts and institutions.
- Activity-based pedagogy has been anchored and is being continually strengthened by direct involvement of teachers through sharing successful and innovative ideas.
- The experiment of providing access through alternative schooling has provided rich experience in implementing EGS & AIE programmes and within a very short span of time, 7985 centres have been opened and quite a significant number is added to it every month.

- Innovative ideas for providing access like short-term bridge courses, adolescent girls' residential school etc. are coming up fast enough, and so far 1600 children are in such innovative camps.
- A strong network of resource groups has been created for training of in-service teachers and 4 rounds of training to nearly 30,000 teachers have been provided which is quite unprecedented.
- Enormous awareness has been created for education of girl children and children belonging to SC & ST communities. The gender gap and gap between disadvantaged children with other children have been reduced to a large extent.
- The disabled children have been provided with assistive devices in addition to providing parents counselling.
- Key resource institutions like SCERT, DIETs, BRCs and CRCs are being strengthened to become effective resource centres.

### Coverage

Out of total 30 districts of Orissa, DPEP is being implemented in 16 districts. The total plan outlay for DPEP is given below.

### Coverage of DPEP in Orissa

Phase	Districts	EFC Approved Project cost CRs in lakhs)	Project period
I	Bolangir, Dhenkanal, Gajapati, Kalahandi, Rayagada.	14649.82	1996-2001(Extended up to June, 2003)
II	Bargarh, Keonjhar, Sambalpur.	8287.27	1997-2002 (Extended up to June, 2003)
Total	(Including outlay of 550.30 for SPO)	22975.08	
III	Boudh, Kandhamal, Koraput, Malkanagiri, Mayurbhanj, Nawarangpur, Nuapada, Sonepur	31382	2001-2008

### I. Project Structure:

#### Vacancy provision as on 04.04.2003

Posts	DPEP-II		Expansion	
	Sanctioned	In place	Proposed	Inplace
SPO	44	42	05	Nil
SIEMT	18	12		NIL
DPO	176	176	64	Nil
BRCCs	87	87	83	10
CRCCs	1132	887	778	Nil

- Vacancies are due to resignation/transfer.
- State Institute of Educational Management and Training (SIEMAT) is still a part of SPO. Steps are being taken to register SIEMAT as an autonomous society after the approval of the state Government Vide G.O. No.9549/SME Dt.9.4.2001.

## II. Release of Funds:

The position of Government of India and State Government share release to State Society is given below:

- Utilization certificate has been prepared up to 2000-2001.
- Annual Report and Audited Account for 2000-2001 will be submitted after the approval by the Hon'ble Chief Minister.

### A. For Existing DPEP districts:

(Rs. in lakhs)

Year	GOI	Govt Orissa	Total
1995-96	50.00		50.00
196-97	872.50		872.50
1997-98	1145.64	153.97	1299.61
1998-99	2469.75	202.17	2671.92
1999-2000		417.00	417.00
2000-2001	4100.00	327.66	4427.66
2001-2002	4000.00	864.71	4864.71
2002-2003	3700.00	120.00	3820.00
<b>Total</b>	<b>16337.89</b>	<b>2085.51</b>	<b>18423.40</b>

### B. For Expansion Districts:

YEAR	G.O.I	STATE GOVT	TOTAL
1999-2000	0	63.00	63.00
2000-2001	0	0	0.00
2001-2002	1500.00	0	1500.00
2002-03 (upto Dec.)	500.00	150.00	650.00
<b>Total</b>	<b>2000.00</b>	<b>213.00</b>	<b>2213.00</b>

### C. EGS/AIE

Purpose	Year of Sanction	Year of Receipt	Central Share	State Share	Total
Pre-Project Activities (Sanctioned)	2000-01	2001-02	12.50	0	12.50
Share Received by OPEPA	2000-01	2001-02	12.50		12.50
Project Activities (Sanctioned)	2001-02		1229.88	409.96	1639.84
Share Received by OPEPA	2001-02	2001-02	1229.88	0	1229.88

**D. SSA**

Purpose	Year of Sanction	Year of Receipt	Central Share	State Share	Total
Pre-Project Activities (Sanctioned)	2001-02	0	246.07	0	246.07
Share Received by OPEPA	2001-02	2001-02	50.00	0	50.00
	2001-02	2002-03	100.00		100.00
14 Non-DPEP Districts (Sanctioned)	2001-02		2909.00	513.35	3422.35
	2002-03		1707.49	569.16	2276.65
<b>Total</b>			<b>4616.49</b>	<b>1082.51</b>	<b>5699.00</b>
Share Received by OPEPA	2001-02	2002-03	1785.00	315.35	2100.35
	2002-03	2002-03	1124.00	198.00	1322.00
		2002-03	1707.49		1707.49
<b>Total</b>			<b>4616.49</b>	<b>1082.51</b>	<b>5699.00</b>
16 DPEP Districts (Sanctioned)	2001-02		267.57	47.22	314.79
	2002-03		506.66	169.00	675.66
<b>Total</b>			<b>774.23</b>	<b>216.22</b>	<b>990.45</b>
Share Received by OPEPA	2001-02	2002-03	31.00	5.00	36.00
	2001-02	2002-03	20.00	4.00	24.00
	2002-03	2002-03	506.66		506.66
<b>Total</b>			<b>557.66</b>	<b>9.00</b>	<b>566.66</b>

**Phase-I**  
**Percentage Of Cumulative Expenditure Upto February, 2003**  
**( From 1996-97 to 2001-2003)**

(Rs. in lakhs)

Spo/Districts	E.F.C. Approved Cost	Expenditure	% Of Expenditure
<b>S.P.O</b>	550.30	633.79	120.62
<b>Baragarh</b>	2362.07	2074.05	87.81
<b>Bolangir</b>	3919.20	2736.57	69.82
<b>Dhenkanal</b>	2620.60	1926.13	73.50
<b>Gajapati</b>	1818.20	1505.05	82.78
<b>Kalahandi</b>	2960.71	2586.43	87.36
<b>Keonjhar</b>	3643.67	2921.82	80.19
<b>Rayagada</b>	2818.80	2393.13	84.90
<b>Sambalpur</b>	2281.53	1781.08	78.07
<b>Total</b>	<b>22975.08</b>	<b>18588.05</b>	<b>80.91</b>

**DPEP Expansion**

(Rs. In lakhs)

SPO/District	NSAR Provision	2001-2002		2002-2003 (Upto Feb.2003)	
		Budget	Expenditure	Budget	Expenditure
SPO	1945.70	248.92	80.43	171.58	154.57
Boudh	3161.77	498.88	12.10	375.32	121.83
Kandhamal	3994.15	733.68	40.87	761.38	164.88
Koraput	3999.86	1186.36	154.23	1157.92	239.97
Malkanagiri	3763.05	826.29	27.95	583.48	194.31
Mayurbhanj	3999.98	997.62	40.41	1002.71	278.49
Nawarangpur	3939.08	790.92	55.14	938.88	353.77
Nuapada	3143.32	690.64	35.32	529.44	135.55
Sonepur	3433.39	619.82	15.17	479.29	105.60
<b>Total</b>	<b>31380.30</b>	<b>6593.13</b>	<b>461.62</b>	<b>6000.00</b>	<b>1748.97</b>

**Intervention Wise Progress****Civil Works**

DPEP, Orissa has been strengthening the physical infrastructure of the primary school system as per need subject to fund limitations. All the constructions are planned and taken up in convergence with other departments' availability of resources.

- Activities of civil works are need based and focused on items like, Additional classrooms, Buildings for New Schools and Buildingless schools, major and minor repairs of existing buildings. Cluster Resource Centres, Toilets and Drinking water facilities.
- Except for major constructions like BRC buildings all the civil works are directly taken up through VECs.
- The constructions like BRC buildings are taken up through National Competitive Biddings and out of 86 buildings, 68 are in we and the others are at finishing level and are likely to be completed by end of March.
- Local specific alternative technologies have been adopted in several buildings, some of these are STUB foundations, brick arches, slanting pyramidal roof, filler slabs, corbelled arches and roofs etc.
- Alternative designs have also been used in buildings in place of regular rectangular hexagonal room in new primary schools. Savings made through use of alternative designs could produce additional room for head masters in schools.
- To encourage regular attendance of the children through improving school climate, Child friendly elements like slides, swings, and see-saws etc. have been constructed in 4721 out of targeted 6254 schools which is an encouraging results.
- Construction of SIEMT building at Bhubaneswar is completed.
- The districts have developed District Infrastructure Plans taking schools as the unit. This includes Infrastructure Plan for Primary Schools in Urban areas also.

- Alternative designs with different floors areas for the BRC Buildings and school buildings have been prepared and sent to the districts for construction.
- The mason training, hands in training have been conducted in all the districts before starts the work. These types of training are being undertaken by constructing some model constructions at suitable places simultaneously.
- There has been convergence with R.D. Department for construction of toilet and drinking water facilities under Total School Sanitation Campaign Scheme.
- Site selections of new primary schools and building for buildingless schools have been completed and work started.
- The initial round of training to VEC & masons of the SSA programme has also started. Trained Technical Personnel's are engaged in some of the districts. They have prepared the initial plan, infrastructure plan, site selection work etc.

### Progress of Civil Works In DPEP-District Upto End Of February, 2003

Sl. No.	Name of the district	BRC			CRC			Buildingless school			Addl. Classroom			New Primary School			Repair			Child friendly element		
		Target	Take n	Completed	Target	Taken	Completed	Target	Take n	Completed	Target	Take n	Completed	Target	Take n	Completed	Target	Taken	Completed	Target	Take n	Completed
1	Kalahandi	12	12	9	125	125	116	67	67	56	67	67	20	31	31	24	1014	1014	900	713	713	469
2	Gajapati	7	7	5	48	48	48	38	38	35	174	174	146	116	116	92	84	84	79	399	399	399
3	Sambalpur	9	9	8	111	111	109	13	13	10	114	114	70	101	101	94	318	318	280	1860	1860	1790
4	Bargarh	12	12	10	150	150	137	15	15	10	106	106	74	99	97	82	96	94	92	132	420	406
5	Dhenkanal	8	8	5	130	130	104	26	26	24	200	200	123	84	84	56	184	184	90	350	350	350
6	Rayagada	11	11	11	128	128	125	37	37	34	203	202	176	72	72	68	217	216	197	407	407	407
7	Bolangir	14	14	12	153	153	96	15	14	4	450	464	264	51	45	27	101	50	43	1893	900	738
8	Konjhar	13	13	13	200	200	200	26	23	19	70	66	20	166	166	139	272	248	248	500	200	162
	<b>Total</b>	<b>86</b>	<b>86</b>	<b>73</b>	<b>1045</b>	<b>1045</b>	<b>935</b>	<b>237</b>	<b>233</b>	<b>192</b>	<b>1384</b>	<b>1393</b>	<b>893</b>	<b>720</b>	<b>712</b>	<b>582</b>	<b>2286</b>	<b>2208</b>	<b>1929</b>	<b>6254</b>	<b>5249</b>	<b>4721</b>

### Progress Report Of DFID District Upto End Of March, 2003

Sl. No.	Name of the district	Buildingless school			New Primary School			Addl. Classroom			C.R.C.			M.I.S.			Major & Minor repair		
		Target	Take n	Completed	Target	Take n	Completed	Target	Take n	Completed	Target	Take n	Completed	Target	Take n	Completed	Target	Take n	Completed
1	Boudh	18	7		72	30		120	15		45	9		1	1		284	85	
2	Kandhamala	16	5		17	12		60	3		35	14		1	1		40		
3	Malkanagiri	15	3		40	76		30	62		40	36		1	1		99		
4	Koraput	30	16	6	226	118		6	1		130	128	10	1	0	1	13	10	
5	Mayurbhanj	21	21		200	100		55	55		166	2	1	1	1		200	100	
6	Nuapada	10	2		44	22		20	16		16	12		1	1		100	10	
7	Sonepur	15	6		55	46		60	28		60			1	1				
8	Nabarangpur				95	62	3	180	47	4	78	62	2	1	0	1	66	35	14
	<b>Total</b>	<b>125</b>	<b>60</b>	<b>6</b>	<b>749</b>	<b>466</b>	<b>3</b>	<b>581</b>	<b>227</b>	<b>4</b>	<b>570</b>	<b>263</b>	<b>13</b>	<b>8</b>	<b>6</b>	<b>2</b>	<b>802</b>	<b>240</b>	<b>14</b>



## Physical Status of Civil Works

### Existing DPEP Districts

Sl. No.	Name of the Activities	Target	Achievement/ Completed	Progress	%
1	Block Resource Centre	86	73	13	85%
2	Cluster Resource Centre	1045	935	110	89%
3	Additional Classroom	1384	893	491	65%
4	New Primary Schools	720	582	138	81%
5	Building for Buildingless School	237	192	45	81%
6	Toilets	1249	1238	11	99%
7	Repairs	2286	1889	397	83%
8	Drinking water	333	328	05	98%
9	Computer Room	08	08	0	100%
10	DPO & Training Hall	03	03	0	100%
11	Teachers Barrack	04	04	0	100%
12	Electrification	96	96	0	100%
13	Child Friendly Element	6254	4721	0	

### Expansion DPEP Districts

Sl. No.	Name of the Activities	Target	Achievement/ Completed	Progress	%
1	Building for Buildingless School	125	06	63	50%
2	New Primary Schools	727	03	466	64%
3	Additional Classroom	481	04	277	58%
4	Cluster Resource Centres	570	13	263	46%
5	Repair	802	14	150	18%
6	Computer Room	08	03	05	60%
7	Training Hall	06	03	03	50%

### Access & Alternative Schooling

In spite of huge expansion of schooling in formal and non-formal system a good number of children in the age group of 6-14 years are yet out of school. To provide access to those children to primary schools is most important aim of the period. It has become a challenge of the Universalization of Elementary Education to ensure participation of such a large group of children in primary and upper primary schools. Through opening of Alternative schools, New Primary Schools and opening of EGS & AIE centres the problems are to be sorted out OPEPA, the state society of Orissa is operating the Scheme in the state.

EGS & AIE was introduced on 1.4.2001 after closure of NFE Scheme, which could not succeed upto expectation. The EGS/AIE was launched on 6.7.2001 in the State and after identifying the number of children who were deprived of schooling facility through Micro Planning Survey the works in all 30 districts of the state is going on both in Govt. sector and in vibrant partnership of Voluntary Agencies.

As of now in Govt. Sector 13526 centres already approved to be opened and 8300 EGS Centres have been operational out of which 7352 are primary and 948 are upper primary schools. The enrolment figure is 255588, out of which 133777 are boys and 121811 are girls.

Against those EGS Centres total number of EVs engaged are 9095 among them 6721 are male and 2374 are female. Out of them 3157 retrenched NFE candidates have been engaged. The male-female break up of them are 2080 and 1077 respectively.

Similarly the State Grant-in-Aid Committee (GIAC) has approved proposals of 96 NGOs to open 2807 centres. As of now 773 centres have been opened under NGO Sector.

Besides in 8 DPEP districts 720 New Primary Schools with 27472 enrolment and in 8 DFID districts 844 New Primary Schools with 29540 enrolment have opened details of which have been shown in table II. In order to cater to the needs of children of remote and difficult areas 1631 alternative schools have opened enrolling 49574 children. These schools have been converted to EGS schools subsequently.

It was also planned to provide 10023 Para Teachers through Zilla Parishad out of which 7909 teachers have already been engaged. Similarly, out of 2600 para teachers to be engaged through Village Education Committee 1978 have already engaged.

In addition to those activities undertaken in the State scheme has also been extended to out states. For example, in Hyderabad of Andhra Pradesh 5 Camp Schools for children of migrant families have opened enrolling 130 children. Besides, 22 residential schools and 28 camp schools have also opened enrolling 1926 adolescent girl children in the State.

The peoples' representatives like members of Legislative Assembly (MLA), Chairman, Zilla Parishads and Panchayat Samities have been oriented in the State office on EGS & AIE Scheme. Besides, Collectors and other Govt. Officials of School and Mass Education Department, Directorate of Elementary Education have been oriented at RDC Zone level on the scheme of EGS & AIE.

Almost all the 30 districts have opened the District and block level EGS Committees, District Advisory Committee are prepared District Resource Group and Block/Cluster Resource Group whose services are being used to impart induction training to Education Volunteers and conducting other trainings.

A group of 50 persons have been formed taking members from educationists, retired teachers, social activists, women activists, good NGOs, Nehru Yubak Kendra etc. who are making spot

visits in groups redressing complains arising out of formation of VECs and selection of EVs etc. They are also receiving fresh demands submitted from people of hamlets/villages, which have not been enlisted earlier.

In addition to NINAD I & II the programmes of tele-conferencing on Gramsat Phone-in programme in TV and AIR, Panel discussions, talks and interviews, advertisements in Media have been published in local and English papers for public awareness about the EGS & AIE. Thus, the Scheme has been extended to every nook and corner of the State.

Other works undertaken by EGS & AIE are as Follows:

- Preparation of 30 days Training Module for EVs
- 15-days Training package for residential Adolescent girls
- 12-day Training Module for Bridge Course/Camp Schools
- State Level Workshop of D.I.s, Faculty members of DIETs, Directorate of Elementary Education.
- Constitution of District Planning Team for 30 districts
- Constitution of District Resource Group in 30 districts
- Constitution and orientation of State Level Core Team from 18<sup>th</sup> June to 4<sup>th</sup> July, 2001.
- Preparation, printing and distribution of EGS guideline.
  - Opening of 1631 Alternative Schools in 8 DPEP districts.
  - Free distribution of activity-based textbooks to all learners A.S./EGS Schools
  - Uniform pattern of Annual Examination with Question-cum-Answer type test without collecting any examination fee in 2002 through out the State.
- Provision for Mid-Day Meal (MDM)
  - Recommendation of Experimental and Innovative Projects to Govt. of India
  - Impending cent percent access to schooling to be achieved in a) Kalahandi b) Rayagada c) Sambalpur d) Bargarh e) Bolangir.

Grant received under EGS & AIE under pre-project head is amounting Rs.12,50,000.00 and under Project Head is Rs.12,29,88,000/- which in toto is Rs.12,42,38,000/-.

The amounts already sent to 14 SSA districts is Rs.10,76,64,435/-. The DPEP and Extension districts have met expenditure a sum of Rs.5,50,05,000/- on EGS & AIE from their respective project funds. Thus the total expenditure is Rs.16,30,45,000/-. Through EGS & AIE the access to out of school children in remote and inaccessible areas is going with a view to provide education to all children in the state.

### **Community Mobilisation**

- In DPEP Orissa, VEC, PTA and MTA have been formulated in all the 30 districts of Orissa.
- VEC & MTA members are trained in two rounds on construction, community mobilization.

- Sharing workshops in the shape of women convention, tribal convention, Jati Mahasava are organized at district and sub-district level to promote community participation.
- Collectors level conference was held for sensitizing them on the importance of Universalization of primary education through community members.
- Besides, a large number of awareness programme have been organized through print and electronic media like newspaper advertisement, radio talks, jingles and TV talks have been conducted to create general awareness among people.
- To orient peoples representatives regarding their roles in Universalizing Elementary Education. one-day training for all MLA of DPEP districts have been conducted in three phases.
- A series of programmes, discussions and phone-in programmes were broadcast.
- The Resource Groups have been formed at State, District and Sub-district level on Media and Community Mobilization. These groups have been trained and they are ready to assist in the programme as and when required, guidelines and handbooks have been prepared to organize training and orientation of stakeholders at various levels.
- Orientation of DIs and SIs of all the 14 Non-DPEP districts of Orissa on Sarva Shiksha Abhiyan.
- School Committee (VECs) are in place in all the 8 DPEP districts, 8 expansion districts and in almost all the 14 non-DPEP districts after issuance of Govt. circular on Orissa School Education (community participation) ules, 2000.
- To sensitize the Panchayat Raj functionaries regarding roles in universalizing elementary education, training programme for Sarpanches of all Gram Panchayats of DPEP districts have been conducted.
- Action Plans have been developed in each school after NINAD-II.

### **Pedagogical Improvement**

Making every child entering the school an active learner through the transformation of school and classrooms into interactive and joyful places for learning has been the focus of varieties of efforts made through Pedagogical Improvement programmes under DPEP.

Major efforts of the Pedagogical Interventions have been in the following areas:

- Strengthening Resource Groups
- Teacher Development
- Material Development
- Capacity Building of Key Institutions
- Textbook Development
- Learners' Evaluation
- Monitoring and Academic Support
- Sharing Good Practices.

## Achievements:

### • Strengthening Resource Groups :

- Resource groups for pedagogical activities have been created at the State, District and Block levels and are continually strengthened.
- State Resource Group, otherwise called Core Trainer Team (CTT) is a group of very resourceful members involved in planning pedagogical activities like teacher training, material development, development of textbooks and supplementary materials, learners evaluation, monitoring and providing onsite support to teachers and other resource groups.
- The District & Block Resource Groups are involved in conducting training programmes, monitoring and providing onsite support to teachers and development of TLM and supplementary materials for teachers.
- Resource groups are exposed to various experiences both at the state and national levels at different times.
- Six members of the CTT attended the Second National Resource Enhancement Programme held at Chandigarh from 24-30 August 2001. The experience was shared with other members of the State Resource Group in a 3-day workshop during 5-7 October 2001.
- Two members of the CTT attended the Third National Resource Enhancement Programme held at NOIDA, U.P. from 25<sup>th</sup> December, 2001 to 5<sup>th</sup> January, 2002.
- Six members drawn from CTT, DRG & BRG attended the National Workshop on Multigrade Teaching at Rishi Valley, Andhra Pradesh from 5<sup>th</sup> to 9<sup>th</sup> February, 2002.
- **District Resource Groups in Pedagogy have been constituted in all of the expansion and non-DPEP districts (under SSA) through a series of 2 day visioning workshops. In the process 349 members have been selected as DRG members in the 8 expansion districts and 472 in 14 SSA districts.**

### • Teacher Development:

#### • Teacher Training:

Almost all categories of primary school teachers both in Govt. and private sectors, CRC & BRC Coordinators, S.I.s of Schools and Headmasters have been exposed to four rounds of teacher training. The coverage and focus of the four rounds of teacher training is given below:

## Coverage and Focus of Teacher Training

Round and year of Training Programme / duration	Teachers in position	No. of Teachers Trained	No. of BRGs Trained	Focus
<u>1st round</u> (7 days) 1997-98	31,272	23,602	900	Understanding children and their learning process. <ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Teaching Language, Math. &amp; EVS in activity-based methods.</li> <li>• Teaching disadvantaged children</li> <li>• Visioning of activity classroom.</li> </ul>
<u>2nd round</u> (7 days) 1998 -99	31,390	28,243	964	Understanding children and their learning process. <ul style="list-style-type: none"> <li>• Teaching Language, Math. and EVS to Class-I &amp; II children</li> <li>• Teaching and TLM for mono-grade and multi-grade situations.</li> </ul>
<u>3rd round</u> (7 days) 1999 - 2000	31,872	29,530	936	Teaching Language, Math., Science and Social Studies in Class-III to IV. <ul style="list-style-type: none"> <li>• Multigrade Teaching</li> <li>• Learner Evaluation</li> </ul>
<u>4th round</u> (7 days) 2001 - 2002	31,893	29,850	956	Transaction of activity-based textbooks. <ul style="list-style-type: none"> <li>• Management of Multigrade situation</li> <li>• Evaluation of Learning outcomes.</li> <li>• Academic support from community.</li> </ul>

In the first phase of 8 DPEP districts, short term theme specific (as per the needs and demands of the teacher) training programmes like content enrichment programmes as content hard spots classroom transaction, learner evaluation, school improvement programmes are now being held at cluster and block levels.

### Teacher Training in DPEP Expansion and non-DPEP districts:

- A new package for 7-day induction training of teachers in the new Pedagogy 'UNMESH' for teachers in the DPEP expansion and non-DPEP (SSA) districts has been finalized after try-out. The major focus of this package is
- Understanding children and their learning process

- **Activity and its components**
  - **Transaction of activity-based textbooks**
  - **Learners' Evaluation**
  - **Planning for school improvement**
- **The District Resource Groups in 6 out of 8 DPEP expansion districts have been trained in the new module and in turn have trained the Block Resource Group members in those districts.**

**Similarly, DRG in 8 out of 14 non-DPEP (SSA) districts have been trained where the training of BRG is completed.**

**The first round of teacher training in all these districts shall be completed during May-June, 2003 before the commencement of the next academic session.**

- **Teacher training in the new module has been completed in Nuapada and Nawarangpur districts and are likely to be completed in Boudh and Sonapur districts.**

#### **Training on Educational Management:**

S.I.s of Schools and Headmasters of Upper Primary Schools who look after School Management were exposed to a five-day training on Educational Management. The inputs included new pedagogy, monitoring and onsite support processes, sharing of good experiences of cluster and block levels and community participation.

**All the 4385 such officers in 16 DPEP districts have already been trained in this programme.**

#### **Filling up of Teachers Vacancies:**

To fill up the vacant posts of teachers in primary schools, State Govt. has introduced para-teacher scheme entitled 'Swetchhasevi Siksha Sahayakas(SSS) who are to be engaged through Zilla Parishads. Apart from this scheme, VECs have been empowered to engage para-teachers against vacancies created by taking regular teachers for new primary schools and for coordinators in CRCs under DPEP Scheme.

The latest position of the engagement of para-teachers in the DPEP districts is given below:

## Distribution of Para-teachers in DPEP districts

Sl. No.	Name of the district	No. Of para teachers to be engaged through zilla parishad	No. Of para teachers to be engaged through VEC	No. Of para teachers engaged through zilla parishad	No. Of para teachers engaged through VEC
1	Bargarh	346	348	326	329
2	Balangir	351	262	327	257
3	Dhenkanal	324	326	221	228
4	Gajapati	93	280	30	250
5	Kalahandi	311	257	277	189
6	Keonjhar	495	532	369	168
7	Rayagada	143	284	108	284
8	Sambalpur	204	311	169	273
9	Boudh	103	-	83	-
10	Kandhamala	196	-	158	-
11	Koraput	183	-	127	-
12	Malkangiri	71	-	56	-
13	Mayurbhanj	721	-	649	-
14	Nawarangpur	159	-	132	-
15	Nawapara	139	-	100	-
16	Sonepur	159	-	159	-

- State Govt. has initiated steps to fill up all the existing vacant posts of teachers by providing 9563 para teachers out of which 4576 shall be engaged in the 16 DPEP districts.

### Material Development :

- A list of standard teaching-learning materials has been developed and circulated among the districts.
- Teachers (atleast one from each school) have been exposed to the process of developing activity-based TLMs.
- Six posters based on six different themes like learning of alphabets and numbers through activities, birds and animals, physiology of human body have been developed by teachers in the TLM workshops. These posters have been printed and supplied to all schools.
- **Supplementary reading materials for children and teacher in kind of 223 books with varying themes like stories, poems, scientific topics, mythology, travelogues, land and people, folklores & folk songs, art and culture and reference materials have been provided to all primary schools. This forms an inalienable component of the holistic vision of pedagogical transformation.**
- Block level TLM workshops to develop contextual and durable TLMs have been held in selected blocks of 8 phase-I DPEP district.



- At the district level supplementary materials on activities in classroom have been developed with the efforts of DRG member. The examples of such efforts are 'Indradhanu' in Kalahandi district, 'Sandipani' in Sambalpur district.
- **Wall Activities:**
  - Activities in pictures, matrices etc. are being developed and painted on the walls of the school building the inside and outside of the classroom. Even in several schools, activities in the open air have been created. Increasing involvement of student's in-group learning are being observed through this.
- **Strengthening of SCERT & DIETs :**
  - An institutional development strategy has been worked out for infrastructural and Human Resource Development of SCERT and DIETs in the DPEP districts of the State.
  - Accordingly Rs. 4.70 lakhs has been given as an advance to each of the five DIETs for procurement of library book, equipment's for laboratory, purchase of furniture and contingencies for upgrading it as a district resource centre.
- **Involvement of SCERT and DIETs :**

After exhaustive interaction with the State Govt. at the behest of OPEPA, it has been decided to entrust to plan, conduct and monitor all types of teacher training programme and pedagogical improvement activities in the State. In this regard the following steps have already been taken:

- **Creation of SRUP:** A cell in the SCERT entitled 'State Resource Unit in Pedagogy (SRUP)' with eight resource members, a mix of fresh and experienced persons has been created with two Programme Assistants. The unit is working under direct control of the Director, TE & SCERT with funding support from DPEP.
- **DPEP-SCERT-DPO-DIET/STS Network:**
- 35 centres in all 13 DIETs in the state and 22 STS (ETTIs) have been identified as district level resource centres for providing all types of teachers training and academic support plans for development of these centres have been drawn with DPEP-SCERT convergence.
- **Human Resource Development :**

As a part of developing capacities of faculty members of DIETs of the state, collaborative efforts have been made by DPEP and SCERT, Orissa.

- **A seven-day training on new pedagogy, management issues, community and academic support system has been imparted to all the 165 faculty members of 13 DIETs of the state.**
- State Govt. has decided that Faculty members of DIETs are to visit primary schools on regular basis as a part of their job in persuasion of DPEP. To facilitate this, they have been included in the Block level and District level monitoring teams. They are now visiting schools at least 15 days a month and are providing onsite academic support to teachers.
- **Faculty members of DIETs have also been involved in several Pedagogical improvement activities like developing textbooks, teachers' handbooks, training packages for different categories of target groups, material development, etc.**
- Representative faculty members of SCERT and DIETs have been exposed to National level workshops on Resource Enhancement Programme (in second and third workshops), Multigrade Teaching.
- Besides, developing infrastructure of SCERT, it has been decided to create a primary education cell to take up supplement and upscale DPEP efforts in pedagogical improvement in primary education.

- **Strengthening BRCs & CRCs :**

With all the buildings for CRCs & BRCs going to be completed, they are being equipped with materials and basic equipments. As per AWP & B 2000-2001, funds have been released for this purpose.

- **Textbook Development:**

- In 2000-2001 six textbooks for Classes I to III were developing by DPEP, Orissa. These were activity-based, profusely illustrated, filled with activities and were also intended to be workbooks.

These were developed after going through the following activities:

- Constitution of High Power Committee
- Collection of opinions from teachers, parents, educated persons regarding revision of textbooks
- Building resource teams and their capacity building.
- Developing curricular framework
- Scheduling of curricular inputs in four quarters of an academic session
- Drafting textbooks and teachers' handbooks
- Trailing, reviewing and finalizing the texts.
- Preparation of final draft.
- Illustration and preparation of art designs
- Printing and distribution.

- Teachers handbook (one for each textbook) has been developed to help the teacher in classroom transaction of the texts in activity method.
- These textbooks were introduced in the schools by DPEP districts during 2001-2002 academic sessions on experimental basis.
- After collecting feed back from teachers, parents and other educated persons, their books the State Govt. has adopted these textbook have been revised **and have now introduced in 25 out of 30 districts of the state during the current academic session i.e. 2002-2003)**
- **Eight activity-based textbooks-cum-workbooks have been developed for classes IV and V (four for each class) following the above mentioned procedures. These are now in press and shall be introduced in DPEP districts during 2002-2003 on experimental basis.**
- **Learners' Evaluation :**

Enhancing learners' achievement both in terms of level and quality has been continuously stressed. This year three specific steps have been taken to ensure in the regular school activity.

- **Special focus has been given in the Fourth Round of teacher training in 2001 on how to evaluate the learning outcomes through use of unit tests and observing students' activities in and out of classroom.**
- **A format for recording and reporting evaluation outcomes has been developed, discussed in the training programme and distributed among teachers for regular use in the schools.**
- **As a reinforcement of the training inputs, a user-friendly handbook on learners' evaluation 'MULYAYANA' has been developed for teachers with elaborate examples for effective evaluation in classroom situation.**
- **Common Annual Primary School Examination**
- **The Common Annual Primary School Examination, 2002 was conducted throughout the State from class-I to V with model question-cum-answer booklets supplied free of cost by DPEP/SSA. The unique features of this examination were**
- written and oral examinations were conducted in each subject areas of classes I to V. The bad on oral component was more (70% to 80%) in class-I which gradually decreased to 20% to 25% in class-V.
- Introduction of more open ended items encouraging responses from children.
- varieties of items (with use of pictures, diagrams) used.
- Question with space provided to answer were in built in one booklet.
- The answer booklets after scoring were shared with students and their parents.

- Remedial programmes for weak performers were conducted during the vacation in some places.

- **The Common Annual Primary School Examination,2003 is going to be conducted in all districts.**

- **Monitoring is now data driven:**

**Two mechanisms are now used to categorize the schools. First, the basic indicators like enrolment, rates of retention, completion and transition are being provided to each school. Second, a self-rating scale which includes several parameters like activity-based practices, use of TLM, classroom and school environment, teacher empowerment and community involvement has been developed. Using both the mechanisms, the teachers of a school rate the school as Extremely Good (A) Good (B) Average (C) or poor (D).**

**Development of School plan and monitoring are being done basing on the data gathered through the above mentioned mechanisms.**

- All BRC and CRC Coordinators and S.I.s of Schools have been oriented on the parameters of grading the schools and on the monitoring using these parameters.
- School visits and conducting monthly sharing meetings at CRC level has become a regular feature.
- A special intensive monitoring programme 'AHWAN' with joint efforts and involvement of resourceful teacher, headmaster, CRCCs, BRCCs, S.I. of Schools, DIET faculty members and good NGOs was conducted in two phases during 2000-2001.

Considering its good impacts on classroom processes the programme is being conducted in the districts to further strengthen the processes as well as the monitoring system.

- **BRCCs in the Expansion and non-DPEP(SSA) districts :**

Following a rigorous process of two-days' visioning workshop BRCCs in all 8 Expansion and 14 non-DPEP (SSA) districts have been recruited from among the level-III officers of Elementary Education Cadre of the State. The number selected is as per the SSA norms i.e., 3 BRCCs in each block having more than 100 schools and 2 BRCCs in blocks having 100 or less than 100 schools.

- **Sharing Good Practices:**

Sharing good practices is stressed upon for continuous enrichment of teaching and school practices. Three strategies are being perused in this respect.

- A periodical news letter 'AROHA' containing informations on good practices is being published by the Pedagogical Improvement Unit of the State Project Office. The teachers

and institutions are provided sufficient scope to expose their activities in school and to be exposed to good efforts elsewhere.

Three issues have already been published and the fourth is under preparation.

- ii. Cluster and block level monthly meetings are made regular where sharing is becoming important feature. District level monthly meetings at DIETs also planned to be made regular from this year.
- iii. Sharing of good practices is going to be effective through regular tele-conferencing programmes. The four such programmes, on activity methods of teaching learning process, academic support services, quality textbooks and sharing Base-line and Mid-term Assessment Survey outcomes have already been completed with encouraging response from the teachers.

A series of sharing workshops of SRG and DRG members were conducted during 20-30 May, 2002 with help of Ed.CIL where a work of new experiences in Primary Education in and out of state were shared. The major experience include those of new practice in Assam, Kerala, Maharashtra and new experience of Achieve school of Maharashtra, Rishi Valley experience and Multigrade teaching, Nalikali of Karnataka and new Evaluation practices across the States.

- **Immediate Future Activities:**

**For 1<sup>st</sup> phase DPEP districts**

- Further strengthening of BRCCs and CRCCs and DIETs
- Content enrichment programmes of teachers
- Reinforcement programmes for monitoring personnel (S.I.s, BRCCs and CRCCs)
- Strengthening faculty members of DIETs and DRGs in planning and conducting need-based short-term training programmes.
- Development of multi-media packages for teachers and children.

**For Expansion and non-DPEP (SSA) districts**

- Anchoring teachers training programmes
- Planning for training programmes for teachers teaching in upper primary classes
- Planning for follow up programmes of teacher training
- Planning for second round teacher training
- Strengthening of BRCs
- Recruitment of CRCCs
- Orientation of BRCCs and CRCCs.

## **Education Of SC & ST Children.**

DPEP, Orissa is continuously striving at bridging of gap between the educational opportunities and achievements of children belonging to SC & ST communities and general communities. In the areas of providing educational opportunities and enhancing the learning achievement of such children and to bring them at par with other children. The major areas of concern of this intervention are –

- a. Providing access to such children
- b. Strong community mobilization

### c) Pedagogical intervention

#### a. **Providing Access:**

- Providing access to children belonging to dis-advantaged groups particularly in tribal areas is too difficult a task to achieve because of the fact that most of the tribal habitations are small and dispersed and separated from each other by difficult geographical terrains. Both physical and social difficulties are immense to tackle this problem. During the last year, following activities have been taken in this aspect.
- To ensure access of small habitations in tribal areas large number of A.S. and EGS Centres have been opened so far.
- In the 17 Micro-Project Areas-Developmental Agencies in Orissa for development of primitive tribes, it has been decided to open special schools under EGS & AIE by lowering the existing norm of minimum 20 children to minimum of 15 children of 6-11 age group and giving local candidates priority for appointment as teachers in these centres.
- The special officers of the 17 micro project areas have been oriented to prepare plan for the special schools under AIE Schemes in a workshop in the State Project Office during 4-5<sup>th</sup> March, 2002.
- For better management of schools under SC & ST Development Department, the SIs and DIs of that Department were oriented on the monitoring activity of schools in a workshop held on 4-5<sup>th</sup> March, 2002.
- Opening of 40 seated hostels for ST girls in order to ensure enrolment and regular attendance of ST girls. 395 forty seated hostels have been opened by DPEP in convergence with the Department of ST & SC Development in KBK District.

#### b) **Strong Community Mobilization:**

- The mass Community Mobilization Programme NINAD-II focussed specifically on the problems of out of school children in smaller habitations of tribal areas.
- Combined with child tracking data, it has brought to the fore, the problems of tribal community in providing primary education to their children.

- **Jati Mahasabha :**
- Jati Mahasabha, the traditional social organizations of tribal community were mobilized and were made aware of the importance of primary education for the children. Through this organization the tribals in different pockets have taken vows to educate their children and they themselves take active part in this process.
- Community mobilisers have been appointed in tribal dominated areas to create awareness for education of their child.

### **c) Pedagogical Intervention:**

- For enhancing the quality of education of tribal children, the gap between home and school language is a major factor to deal with. To bridge the gap at the beginning stage, OPEPA has developed bi-lingual primers in six tribal languages with the intention of acquainting the tribal children in oriya script and Language through their own mother tongue. These primers have not only helped the children and teachers but also arouse parental and community interest.
  - Teachers in the tribal areas have been trained to transact these primers with support of pictorial dictionaries and tribal languages.
  - **Free textbooks and reading writing materials have been provided to the ST & SC children.**
  - **Scheme for adolescent ST girls under EGS/AIE has been developed.**
  - **School Improvement Grant @ Rs.2000/- per school, TLM Grant @ Rs.500/- per teacher and Repair & Maintenance Grant @ Rs.5000/- per school has been provided to TRW schools.**

### **Future Activities:**

1. Tribal Primers for Class-I on Munda, Gudaba, Didayi and Sadri.
2. Opening of special schools in 17 micro-project areas for 17 Primitive Tribes of Orissa.
3. Preparation of supplementary reading materials.
4. Training of District Tribal Resource Group on Tribal Education.

### **Girls Education**

#### **Orissa: A step forward to ensure Gender Justice**

All the major intervention under DPEP have become gender sensitive thus making education of girl children omnipresent. It has found place across various interventions of DPEP, such as SC/ST Education, Teacher Training, Research and Evaluation, MIS, Media & Community Mobilization.

- Gender equity is emphasized in general teacher training programmes. Teachers have been sensitized on ways to remove gender discrimination in classroom situation.
- Community Mobilization activities, enrolment drives, etc. have in built focus on education of girl children.
- SC/ST education intervention specifically addresses the issue of girl's education within the social groups.
- Since a disabled girl child is doubly disadvantaged, special attention is given to the education of disabled girl children.
- In the recently revised " Orissa School Education (Community Participation) Rules 2000" the school Education Committee (VEC) has 9 guardian members which includes 3 women members with at least one from SC/ST Community.

#### Access:

- From the child tracking data, the out of school girl children have been identified by name.
- Community Mobilizers (Women) have been engaged on temporary basis in the clusters where girl enrolment and regular attendance of girl children are quite low.
- DISE and child tracking data and other indicators have been shared with MTA/VEC.

#### Drop Out

ANUSANDHAN (Child-tracking) was launched to undertake cohort study in all the districts. One of the significant outcomes of the exercise is girls drop out rate across the districts.

- MTAs & VECs have been achieved to monitor regular attendance of girl children as well as teachers.
- A study entitled "Classroom culture and process from gender perspectives" has been undertaken and the field investigators were oriented on the person of data collection during 29-30 October 2001.
- Intensive Community mobilization campaign NINAD-II was Conducted with focus on (i) dissemination of basic indicators (ii) Role of Community, particular MTA, on enrolment, retention and quality achievement of Girls education.
- **Textbook development and revision Committee with proper representations of lady teacher educators have taken special care to remove gender bias from the activity-based textbooks developed for primary classes and to present the girl child in proper perspective in a series of workshops conducted during October-December 2001.**
- Activities have been proposed in the teacher handbooks to activate the girl children in the classroom transactions, which has resulted in changing classroom scenario particularly in sitting arrangements, increasing involvement girls in activities etc.
- **In this academic session 13,493 out of School girl children have been enrolled through the efforts of community mobilizers.**
- **Balika Sangha (Girls Club/ Association) Popularly known as Meena Club formed by the community mobilizers raise awareness for girls' education in the community. So**



far 949 Balika Sanghas have been constituted (Kalahandi alone has formed 497) across the districts.

- Apart from the aforesaid achievements some of the other highlights of activities of Community mobilizers are:

(I) 331 Self-Help Groups have been formed from among MTA members and other women in the village Kalahandi. The members of these SHGs have raised corpus funds of Rs.51,000/-

(II) The CMs have organized 979 MTA meeting in Kalahandi during last two months.

(III) The CMs have identified out of school adolescent girls, organized group meetings and motivated them for attending adolescent camps. As a result 36 adolescent camps have been opened in Kalahandi & Bolangir and 38,3,45 and 30 centers are going to be operational shortly in Bargarh, Denkanal, Gajpati & Rayagada respectively.

(IV) The CMs of Rayagada have organized 1282 MTA meeting, identified 17472 dropout boys and girls and 921 disabled children who were enrolled in schools/ASCs during NINAD-II.

### **Future Activities**

1. Sensitization of women teachers on improving quality of girls participation in classroom processes and their learning achievement.
2. Preparation of draft report of the study on “Classroom culture and process from Gender perspective” and developing strategies for further enrichment of girls education basing on the findings of the study.
3. Opening of at least 100 residential camps for adolescent girls.
4. Ensuring at least one lady teacher in every primary school by way of rationalization.

### **Integrated Education For The Disabled (IED)**

With the inclusion of Integrated Education for the Disabled Children in the DPEP guidelines, it was implemented in 8 pilot blocks of the project districts with one State Coordinator at SPO, one District Resource Coordinator in each district, and three Special Teachers (having Diploma in HI, VI, OI & MR) per block. Resource Groups were constituted at State, District and Block levels. Resource Centres were identified for convergence. Disabled children were enrolled in schools after identification survey and screening camps. VEC/MTA/ Community Sensitization Programmes incorporated IED component. IED component was also added to on going teacher training, VEC training and CRC training programmes. Linkages were established with TE & SCERT, Social Welfare Department and leading NGOs. 5-day teacher training on IED is being conducted in a phased manner.

Subsequently, with effect from 1.1.2000, the programme was up scaled to all the 87 blocks. The present status of progress in IED implemented in 8 DPEP districts is given in the following section.

### **Progress:**

- Total of 8156 number of primary school teachers have been trained for 5 days on IED. Teacher Training on IED is being conducted in a phased manner.

- 950 AS Instructors have been trained on IED.
  - 16 resource centres have been supplied with equipment to extend resource support to IED implementation.
  - Parents of hearing impaired children have been oriented on the use and maintenance of hearing aids.
  - After distribution of aids and appliances the second phase fitment camps are being conducted at district level in convergence with ALIMCO and TCTD.
  - 33700 children were identified and medically screened. 22479 disabled children were enrolled in primary schools.
  - 227 learning corners with special TLM for disabled children have been developed in primary schools.
  - 428 ramps, 270 handrails have been constructed in selected primary schools having children with loco motor disability.
  - Total 4636 aids and appliances have been distributed among the enrolled disabled children in convergence with ALIMCO, NIRTAR, Indian Red Cross Society and DRC out of which 2400 Hearing Aids have been supplied to hearing impaired children 72 aids have been supplied to visually impaired children, 724 aids have been supplied to the children with Loco motor impairment in 60 fitment camps.
  - Total 115 Medical Assessment camps had been organized at the district level.
  - Theme based camps are being organized on a monthly basis at GP/Block level for 40-50 disabled children along with parents for their development of potentialities and self esteem. 872 such camps have already been organized at block level and 27597-disabled child have participated in these camps.
  - 82 teachers have been trained on 45-days Foundation Course on IED to work as special teachers in blocks.
  - Some special schools at the district level have been strengthened with special equipment for providing resource support to IED implementation, supervision and monitoring.
  - State Resource Directory has been prepared
  - Speech training camps for the HI children and their mother are also being organized at the District/Block level. A 3-days module has been developed and tried out for Speech and Auditory Training. The training is being conducted at the district level
  - Free textbooks are distributed to disabled children in general as well as children enrolled in recognized special schools run by NGOs.
- A meeting of representatives of W & C. D., VRC, NIRTAR, TCTD, TCTVH and OPEPA was held to finalize the strategy for signification programme on IED in the 14 non-DPEP (SSA) districts. The programme in these districts has been scheduled to be conducted from 19<sup>th</sup> March to 18<sup>th</sup> April, 2002.
- A booklet ( Oriya) on IED has been developed for distribution during the programme in the 14 SSA districts.
- TLM development workshop conducted in Keonjhar.
- 8359 VEC members have been trained on IED.

- The SRG on IED met on 14.5.2002 to discuss on various issues relating to IED under DPEP.
- Identification of children in Upper Primary School is in progress.
- Collection of information regarding the NGOs working in the field of disability in 30 districts.
- **Convergence meeting with NGOs running special schools has already been organized on 11.3.2003 at State Project Office to chalk out a plan for providing financial support to the NGOs to bring all disable out of school children to the mainstream.**
- **Two teachers from all 8 expansion DPEP districts and 14 SSA districts have been oriented for 5-days i.e. from 12.3.2003 to 16.3.2003 regarding different activities on IED to enable them to implement different programmes on IED in their districts.**
- **In convergence with W & C D door-to-door survey for identification of IED children in all 30 districts have been completed by engaging 34201 AW workers.**
- **AW workers engaged in survey work have been paid @ Rs.100/- each towards their remuneration.**
- **An amount of Rs.10,43,400/- has been paid to W & C D Deptt. for computerization of data.**
- **A research study is being conducted by Action Aid to evaluate the impact of activities undertaken at district level for the education of children with special need.**

#### **Future Steps:**

- Medical assessment of the identified children, certification and supply of aids and appliances in 8 expansion and 14 SSA districts.
- Medical assessment and supply of aids and appliances of children reading in upper primary schools.
- Parent counseling and teacher training in expansion and SSA districts.
- Providing barrier free access to primary and upper primary schools for the disabled children in SSA districts.

#### **Early Childhood Care And Education (ECCE)**

Early Childhood Care and Education has an important place in the NPE (1986) and the revised POA (1992). Researchers and educationists are unanimous with regard to the significance of ECCE for achieving universal primary education. ECCE, in general and pre-primary education in particular acquires greater importance in the context of declaring primary education a fundamental right of the child.

The state had adopted the dual strategy of experimentation and strengthening with regard to ECCE. So far, (i) training module has been developed, (ii) AWWs have been trained on preschool education, (iii) Preschool Education Kit with User's Manual has been developed and

supplied to AW Centres on experimental basis, (iv) Supervision Format has been developed, tried out and supplied to districts for use by field functionaries to monitor preschool activities at AW Centres, (v) VEC/MTA have been oriented in on going programmes, and (vi) enrolment drive includes enrolment of preschoolers in AWCs.

### **Progress:**

- **For strengthening of the AW Centres an amount of Rs.2000/- has been provided to each AWCs in 16 DPEP districts.**
- **One meeting of the field functionaries of ICDS had been arranged in the State Project Office to discuss various issues relating to pre-primary education in AW centres.**
- **A survey has been conducted by the AW workers in the entire state to identify the disable children and a sum of Rs.100/- has been paid to each AWW as remuneration.**
- **A draft Activity calendar for 96 days has been developed scheduling the various components of preschool education. The activity calendar is being circulated by the Women & Child Development Department for use by the AW Workers. The CDPOs and Supervisors have been oriented on the use of the activity calendar.**
- **A convergence meeting on ECCE was held with W & C D and HETC. The following decisions were taken in the said meeting:**

(i) Supply of Black Boards to the AWCs.

(ii) Development of Activity Bank for remaining part of the year.

(iii) Printing and distribution of the Activity Bank.

(iv) Improving monitoring mechanism to ensure practice of pre-primary education in the AW Centres.

- 19 ECE Centres (10 Dhenkanal and 9 in Kalahandi) have been opened, in convergence with W & CD Department.
- Supervision reports of AWCs received from some districts have been analyzed and shared with all concerned.
- A proposal has been developed for the "Impact assessment study of ECE training and preschool education kit on A.W. Workers.
- Timing of 110 Anganwadi centers have been extended for 2 hours.

### **Future Activities**

- Training of Master Trainers for orientation of ICDS personnel on DPEP in expansion and SSA districts.
- Need assessment study of pre-schoolers in urban slums.
- Sensitization of VEC, PTA and MTA about importance of preschool education in expansion and SSA districts.
- Strengthening, supervision and monitoring for pre-primary education in AWCs.

- Monitoring of pre-integration/orientation skill-development among disabled children in AWCs and mainstreaming.

### **Distance Education**

Distance Education of the State Office works in close collaboration with the Distance Education Programme (DEP-DPEP) of IGNOU, New Delhi with the following objectives.

- To provide technical support in designing developing, producing and delivering distance learning (DL) inputs and materials for training the Primary Education Personnel.
- To build capacity among institutions and people at State District and Sub-district level in designing, developing, producing and using DL inputs and materials.
- To assist in reducing transmission loss by suitable DL materials thereby increasing consistency and quality of training efforts.

### **Achievements**

Distance Education unit has made significant efforts in the following areas.

1. Sharing through interactive media
2. Production and dissemination of Distance Learning materials.
3. Capacity Building.

#### **1. Sharing through Interactive Media**

Providing support to training inputs, sharing ideas and information have been successfully done through following modes.

- Radio Programme
- Dooradarsan Programme
- Teleconferencing
- **Radio Programme**

A series of Programmes, discussions and Phone in Programmes was broadcasted which are as follows:-

SIN No.	Topic	Type of Programme	Target Audience	AIR Stations	RPs	Date
1	Evaluation in primary Education of Orissa	Discussion	State	Cuttack, Sambalpur, Jeypore, Bhawanipatna	Addl. Director (T.T) Coordinator EFA	21.5.02
2	Activity based teaching learning process in Primary Education programme	Discussion	State	Cuttack, Sambalpur, Jeypore, Bhawanipatna	Addl. Director (T.T) Asst Director Text Book	22.5.02

3	Role of Education committee in management of primary Schools of Orissa	Discussion	State	Cuttack, Sambalpur, Jeypore, Bhawanipatna	Asst Director School management & Distance Education Coordinator (DEC)	23.5.02
4	Educational management & Community participation	Phone in programme	State	Cuttack, Sambalpur, Jeypore, Bhawanipatna	Distance Education Coordinator (DEC) Asst. Director School management Media coordinator Addl. Director (T.T)	24.5.02
5	Sarva Siksha Abhiyan for UEE a new concept	Discussion	State	Cuttack, Sambalpur, Jeypore, Bhawanipatna	Addl. Director (Planning) Addl. Director (T.T)	19.8.02
6	Community Participation in S.S.A	Discussion	State	Cuttack, Sambalpur, Jeypore, Bhawanipatna	Distance Education Coordinator (DEC) & Media Coordinator	20.8.02
7	Planning for qualitative improvement of Primary Education in S.S.A.	Discussion	State	Cuttack, Sambalpur, Jeypore, Bhawanipatna	Asst. Director (Text Book) Addl. Director T.T.	21.8.02
8	Education for SC/ST and Girls in S.S.A	Discussion	State	Cuttack, Sambalpur, Jeypore, Bhawanipatna	Distance Education Coordinator (DEC) & Tribal Coordinator	22.8.02
9	What and why Sarva Siksha Abhiyan	Phone in programme	State	Cuttack, Sambalpur, Jeypore, Bhawanipatna	Asst. Director School management Distance Education Coordinator (DEC) Addl. Director (TT) Addl. Director (Planning)	23.8.02
10	Tribal Education in "Koridh" dialect	Discussion in	10 tribal district	Jeypore AIR	BRCC & CRCC Rayagada	6.9.02

	DPEP Orissa					
11	Education for Tribal Children for DPEP Orissa	Discussion on "Kendl." dialect	10 tribal districts	Jeypore AIR	BRCC & CRCC Rayagada	7.9.02
12	Interrelation ship of Education with Tribal Culture & heritage	Discussion on "Soura" dialect	10 Tribal district	Jeypore AIR	DI of schools & SI of schools Koraput	29.9.02
13	Role of the primary school teachers in teaching Tribal language.	Discussion on "Soura" dialect	10 Tribal district	Jeypore AIR	DI of schools & SI of schools Korepute	30.9.02
14	Gramin Bharat Men Sakshyarata	"Radio bridge programme" a national and network programme	10 link AIR stations of India	Cuttack	State Project Director, DPEP Orissa, (RP of the State)	2.9.02
15	Sarva Siksha Abhiyan	Discussion Kandha & "Soura"	10 Tribal Districts	Jeypore AIR	RPs of Jeypore AIR station	26.10.02
16	EGS& AIE in Orissa	Discussion Kandha & "Soura"	10 Tribal Districts	Jeypore AIR	RPs of Jeypore AIR station	27.10.02

### Dooradarsan Programmes

Two programmes in DD national Channel to be telecast on "Sarva Siksha Abhiyan" (under process)

SIN o.	Topic	Type of Programme	Target Audience	Dooradarsan Kendra DD-I BBSR	RP's	Date
1	Sarva Siksha Abhiyan (What and Why?)	Interview	Entire State	Dooradarsan Kendra DD-I BBSR	Addl. Director (T.T) Distance Education Coordinator	14.10.02 6.40 to 6.55 P.M.
2	Sarva Siksha Abhiyan (Quality Issues)	Interview	Entire State	Dooradarsan Kendra DD-I BBSR	Addl. Director (T.T) Distance Education Coordinator	30.10.02 6.40 to 6.55 P.M.

## Teleconferencing

### Programme Outcome

District planning for the year 2002-2003 on 8.04.02 for DPEP districts of Orissa	400 numbers of BRCCs, CRCCs, SIs DIs DIET facility. Developed an effective planning at district level, Block level and village level.
Education Committee in effective school management during 18-25 April 2002	1760 numbers of VEC members, president SIs, DIs, participated in 16 DPEP districts of Orissa Community ownership effective school management Ama school.
“Sarva Siksha Abhiyan in Orissa” on 18.9.2002	1115 number of participants DWO, AWW Lady Sarapanches NGO, SIs, DIs, CDPO, PRI were sanitized regarding Sarva Siksha Abhiyan and implementation in Orissa.
Implementation of EMIS on 28.11.2002	835 number of participants
National level Teleconferencing on SSA during 3.7.2003	BRCCs, CRCCs, SIs, DIs & DIET faculty

## 2. Distance Learning Materials

### **Development of Teaching Learning Materials TLM**

#### **(a) Printing Materials**

- Self instructional Materials (SIMs) in subject related areas.
- SIMs in DPEP intervention areas like MGT, IED etc.

#### **(b) Audio Materials – Cassettes & CDS**

(Duplication, Adoption , Production)

- Content related
- Learning experience (Method) related

#### **(C) Video Cassettes (Duplication, Adoption, Production)**

- Content related
- Learning experience related
- Video recording of Teleconferencing Programme.

### **Achievements**

- 50 number of VHS children films procured from CFSI Mumbai.



- 11 number of Audio Programmes produced by FTI Studio Cuttack
- Audio Cassettes from CIET, NCERT procured and to be duplicated for distribution.
- VHs Cassettes of Teleconferencing programmes supplied by DEP. IGNOU distributed to BRCs and DIETs.
- VHs Cassettes of Teleconferencing programmes converted to CDs (62 Numbers).
- 8 Video programmes on activity based classroom Training and Transaction of Activity based Curriculum in monograde and multigrade situations has finalized and to be developed by SIET.
- Video scripts developed during 5-10 October 2002.
- Duplication and distribution of children films procured from CFSI Mumbai.
- Training-cum-development workshop on Audio/Radio script writing workshop conducted during January 2003. 16 numbers of scripts developed.
- Review and finalization of Radio scripts writing workshop conducted during 10-11 February 2003. 13 numbers of scripts finalized for production. 20 numbers of participants joined.

### Future Activities

- Preparation of Distance Learning materials.
- Printing distribution of SIM in IED, Tribal, Pedagogy and MGT.
- A duplication, adoption of Audio materials, cassettes CDs
- Adoption and duplication of VDO cassette
- Audio & Video Script writing in Expansion DPEP districts
- Production of Audio & Video programmes
- Doordarsan programme of regular interval of time.
- Strengthening of Institutes – Equipping SCERT, DIETs, CRCs, BRCs etc. with. (Print Materials, Audio Materials Video Materials, Direct Reception Sets (DRS) Internet Access Devices (IAD) through, T.V., Audio CD.
- Video CD Player.
- Radio programmes in DPEP issues, Elementary Education, Sarva Siksha Abhiyan & Tribal have been planned for broadcast. (Production in collaboration with AIR, training for Script Writers.)
- Teleconferencing programme to be extended to Non-DPEP districts of Orissa
- Documentation of good practices both in print and electronic media.
- Preparation of Posters, Pictures for Dissemination of DPEP inputs
- Training of untrained teachers of State through Distance Education.
- Developing content and topic based audio and video cassettes for improving classroom transaction.
- Initiating development of Audio & Video Scripts of district level, village level.
- Establishing Database- Developing and Maintaining database related to teachers profile nature & type of training received, record and updates of D.L. materials etc.

## **State Institute Of Educational Management & Training**

The State Institute of Educational Management and Training (SIEMAT) is conceived as an autonomous institute for planning and conducting training and research on issue of educational management particularly for person associated with elementary school management.

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

- Educational Planning
- Educational Management
- Research and Evaluation
- Management Information System (MIS)
- The Bye-laws for the society for SIEMAT has been approved by the State Government. The society is going to be registered very soon.

The construction work of the building of SIEMAT is in full swing is expected to be completed and made functional by June 2002.

### **Educational Planning**

The Planning Unit at the SPO level plays in role of a facilitator, integrator and dissemination guiding, monitoring and strengthening the decentralized and participative planning process. It ensures that district plans are in live with SSA objectives, that focus are in respect of the objectives and the indicators such as school less habitation, number of out of school children in each habitation, single teacher schools, infrastructure development plans for primary and upper primary schools, GP-wise plan for 100% enrolment and retention are adequately reflected in the district plans and that access has been provided to all deserving school-less habitations. The plans are upgraded to include upper primary education.

Planning is based on multiple sources of data. Household surveys are the primary source of data. School surveys are carried out for the purpose of planning. Community ownership and participation in management of elementary education is the distinctive features of planning. Community takes over the ownership in case of EGS & AIE Scheme. Community is involved in infrastructure development of the school. School Improvement Grants, Repair & Maintenance Grants, TLM Grants are released in favour of the Village Education Committee.

Planning ensures adoption of strategies for improving the quality of education at the district level. New resource structures at the block and cluster level have been planned. Capacity building programmes are designed for continuous development of these institutions as well as the teachers. Community awareness programmes are an in-built

feature of district plans, which elicit wider participation of stakeholders in the programmes.

### Programme Overview

- A well-planned strategy is worked out to enroll all the out of school children in the age-group of 6-14 years in the forthcoming year and to ensure retention of all in school children.
- 7 to 8 members from each of the 16 DPEP districts (8 Existing + 8 New) have been trained in the planning process.
- Block and GP level issues and gaps are being reflected in the plans.
- Out of school children in all the GPs have been identified. They are the main focus groups.
- 100% access is the main thrust for the year 2002-2003.
- District and block planning teams have been formed in the other 14 non-DPEP districts.
- 8 to 10 members of each district have been given 3 rounds of training.
- The teams have prepared the district perspective plans and two-month DPEP for the year 2001-2002.
- A budget of Rs.68 Crore has been sanctioned by the centre under SSA for these 14 districts and the first installment of Rs.29.09 Crores has been released to the State.
- Household survey and micro-planning is completed in these districts. The findings have been incorporated in the plans.
- Information regarding all the deserving habitations for the formal schools and EGS schools and the no. of different type of AIE camps required have been collected. They are now being verified by the special task force at the district and block level.
- The state also proposes for individual child tracking and monitoring through computerization.
- 10 days Motivational camps, mini-school concept upto Class-IV (for habitations with 10-15 children), repeater camps, bridge courses are to be organized in the forthcoming year.
- Preparation of AWP&B 2002-2003 for 16 DPEP district and 14 SSA districts.
- Revision of perspective plans of 14 SSA districts.
- Preparation of perspective plans of 15 DPEP districts under SSA.
- Implementing close monitoring system of regular attendance of children and teachers by VEC/MTA, BRC, DPO and SPO.
- Capacity building of planning team members at different levels.

### **Next Steps:**

- **Building of capacity of DRG and BRG on decentralized planning**
- **Orientation and Strengthening of SRG on planning**
- **Development of module on habitation planning**

### **Educational Management**

The focused objective of Educational Management is as follows :-

- **Effective management of primary and upper primary schools.**
- **Adoption of progressive management thoughts by educational administrators/consultants**
- **To prepare people friendly and accountable administrative system.**
- **Effective human resource management**
- **To develop counselling system in place of inspection and supervision of primary schools.**
- **To develop teaching methods & strategies of classroom management to make the children successful**
- **To make the school as a learning place.**
- **To make the evaluation system purposeful for the learner.**
- **To change the community to a purposeful group dynamics**
- **To introduce the concept of participatory management and effective institutional linkage**
- **To build capacity of VEC members and teachers to make a school level planning.**

### **Activities taken up by OPEPA :**

Some activities have been initiated by OPEPA to achieve the above objectives. These activities are as follows:

- **Two round training of VEC of 8 DPEP districts on effective school management.**
- **Training of Sarpanches, PRI members & NGO representative through tele-conferencing about their role in Universalisation of Elementary Education.**
- **One-day orientation of MLAs on the norms and planning process of SSA.**
- **Two-days orientation of BRC Coordinators of DPEP districts on classroom management and academic support to teachers.**
- **Two round training of CRC Coordinators of DPEP districts on Educational Management.**
- **Training of Headmasters of Upper Primary Schools and S.I. of Schools of 16 DPEP districts on Educational Management.**
- **Five days orientation of D.I. of Schools on Educational Management.**
- **Preparation of draft rule for establishment, registration, recognition of private managed schools to provide scope for opening of schools in private sectors.**

- A hand book on learners evaluation named “Mulyayana” was developed to make the evaluation purposeful for the learners.
- Three modules have been developed for two days training of VEC members, one for active VECs, one for average VECs and one for weak VECs.
- Three modules have been developed for two days training of VEC members, one for active VECs, one for average VECs and one for weak VECs.

**Proposed activities for the future :**

- Training of Headmasters & S.I. of Schools of SSA districts on Educational Management.
- Training of BRCC/CRCC/BRPS on Educational Management in 30 districts.
- Training of D.I. of Schools/C.I. of Schools on classroom management.
- Training of VEC members in 22 districts and VEC members of upper primary schools in 8 DPEP districts.
- Training of Sarpanches & PRI members on different strategies of UEE/SSA.
- Training of Headmasters of primary schools on school mapping and micro-planning.

**Research & Evaluation**

In order to provide feedback and assessing the bottlenecks in the implementation of the programme, the priorities have been given to the following areas.

- Evaluation Studies 1. Learner Evaluation
- 2. Use of SIG Grant.
- 3. Functions of Village Education Committee
- Case Study - Migration Issues
- Diagnostics study - Teacher Absenteeism
- Documentation 1. Classroom Process
- 2. School Environment
- Material Development - Oriya Module on Action Research

The activities conducted in those areas are as follows:

**: Terminal Assessment Study (TAS)**

TAS is being conducted through Directorate of TE & SCERT. The data collections have been completed in all the eight districts covered under DPEP. The data analysis is underway.

## **: Evaluation Of The Use Of SIG And TLM Grant**

The study was conducted in the six districts in the same line as conducted earlier in Rayagada and Keonjhar districts. The objectives of the study primarily to assess the uses of TLM and SIG grant, storage of TLM grant, involvement of VEC and development of TLMs etc.

The data collection have been completed.

The data analysis is being undertaken.

## **: Village Education Committee (VEC) Initiatives In Primary School Management - A Status Study In Kalahandi, Bolangir, Sambalpur, Keonjhar And Dhenkanal Districts.**

From the point of view of sustainability of the programme as well as promoting the effectiveness of its interventions, need to mobilize the community as active stakeholder is seen as a key to success of DPEP. Hence, mobilization, participation and empowerment of the community has been focused through various strategies.

The present study was taken up for understanding and assessing the extent and process of participation of VECs in the management of primary schools.

- A study on the Identification and Analysis of the educational problems and needs of migrant children of Kalahandi districts. Education of the migrant children is greatly affected by the process of migration. The study was conducted to identify and analyze the educational problems these children, so that possible solutions to them can be found.

The broad objectives of the study were

- Identification of different categories of migrant families in 5 blocks and one NAC of Kalahandi district.
- To probe into the causes of migration of such families and the educational problems faced by migrant children.
- To suggest strategies for provision of schooling facilities for different categories of migrant children and to recommend the place for opening of new schools/EGS/AIE.

## **: Study On Teacher Absenteeism:**

The problem of teacher absenteeism still persists in the remote part of the district. After receiving feedback from the field level that in those schools, teachers remained frequently absent from the school, the study was conducted in one block each of Keonjhar district.

The report preparation is going on.

**: Documentation Of Good Practices :**

The primary objective of the documentation is to investigate quality improvement in classroom processes, teacher effectiveness and community leadership activities in furthering the objectives of elementary education in the DPEP districts. Thus, the purpose is to document the positive practices followed in some selected schools of Dhenkanal, Bolangir, Sambalpur, Rayagada and Keonjhar district.

The data analysis have been completed in Dhenkanal and Sambalpur districts.

- Research Abstract Volume-III was disseminated to the field level functionaries for wider sharing.
- Research Abstract Volume-IV has been developed.

Oriya module on 'Action Research' has been developed to facilitate the practitioners to conduct Action Research Projects.

Activities conducted in the 8 expansion districts.

- A study was conducted for identification and analysis of the educational problems and needs of migrant children of NUAPADA district.
- Abstract of Baseline Study on Learning Achievement was developed and distributed to field functionaries.

Activities conducted in SSA districts.

- A study on the results of the Common Annual Primary Examination, 2002 was conducted.

**Ongoing activities**

- A Feedback Study On The Use Of Self-Instructional Materials In Mathematics (Hard Spots) Under Dep.
- Study On Grade Repetition.

**Management Information System (MIS)**

**In DPEP, Orissa**

**DISE 2001:** Some new features have been added to DISE 98 with a better flexibility in DISE 2001. It also includes the Upper primary schools. All the modifications and additions are made after three/ four rounds of discussion and workshops at National, Regional and State level. Suggestions were asked for and accordingly received from various level, i.e. down from the schoolteacher up to the National Chief.

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

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

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

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

The features included in DISE 2001 are:

#### School Data

- School Particular
- School Building, Equipments, Furniture and other Data
- Teachers
- New Admissions and Transfer cases
- Enrolment as on 30<sup>th</sup> Sept' 2001
- Only for ST Students as on 30<sup>th</sup> Sept' 2001
- Enrolment in current academic session (By Age Grade)
- Enrolment in current academic session (By medium of instruction)

#### Village Information Scheduled

- Basic data
- Educational institutions within the village/ward
- AS/EGS profile
- Pre-primary education
- Population (current year)
- Population (household surveys)



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

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

### Project Management Information System:

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

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

### Sharing:-

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 about the finding in Gender/Tribal perspective in the pallisabha, Gramasabha involving the Sarpanch and other elected RPs. 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 respect 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 conditions (sample letters and Anusandhan analysis Report enclosed)

### **Teachers database:**

The Service Books & Gradation list of all the teachers both Primary and Upper Primary of all 30 district of Orissa has been computerized. This will help the administrator for teachers, rationalization, Transfer- Posting, disbursement of salary, imparting training etc. This database is a big databank for the Pedagogy Unit and the SCERT

### **GIS:**

A Geographical Information System for DPEP, Keonjhar is being developed in a pilot basis by DPEP, Orissa. The village boundary-wise block maps of all DPEP & expansion districts have been digitized through ORSAC A Global Positioning System (GPS) Survey to get the exact location of the all the educational institutions have been conducted at DPEP, Keonjhar. All the existing databases including DISE have been linked with the GIS. The digital photographs of all the educational institutions have also been taken and linked with the GIS. The opening of EGSC, teacher's rationalization, educationally backward GPs were identified through the GPS. A sample analysis has been done through the GIS & GPS to strengthen the Welfare Schools (residential).

### **Internet & Intranet:**

DPEP, Orissa has launched their website in 1998. The result of the Secondary Education of Orissa has been published in this website. This is the first website of DPEP in India. The SPO of DPEP, Orissa has been connected to the INTERNET through 64KBPS-leased line, provided by Software Technology Park, Dept. of IT, and Govt. of India. All the DPOs are connected to the net through dial up line. Data & Mail sharing is being done through the system for a quick, economical & secured service. The Online connection of DPOs has been tested. Voice Conferencing will be a major objective of this service.

### **Office Automation System:**

The offices of SPO, DPOs, Department of School and Mass Education, Directorate of Elementary Education have been computerized and networked for office automation purposes. All the above offices are equipped with the DISE, Children Profile, Teachers' profile and GIS etc. for quick decision-making.

The SCERT, DIET, DI of Schools and BRCC/SI of Schools will be computerized very soon. All the Block Resource Centers will be connected with the District Project Office as well as with the State Project Office for smooth implementation and monitoring of project.

**DISE 2002 (for 8 Expansion districts & 14 non DPEP districts)**

- **Master trainers (SRGs) selected and trained for DISE data collection.**
- **DRGs selected and trained by the SRGs at the District level.**
- **Tender Process of Printing of formats completed and a suitable bidder is to be placed order for printing of the forms.**

**Next Step**

**After printing of formats to be dispatched to districts for data collection.**

# RAJASTHAN

## 1. Coverage :

- a. Total Number of districts - 32
- b. Districts covered under DPEP
- |                  | Phase-I - 10   | Phase-II - 09  |
|------------------|--|--|
| <b>Phase - I</b> | - Alwar, Bhilwara, Jhunjhunu, Jhalawar, Sikar, Sirohi, Sriganganagar, Tonk, Kota, Nagaur |  |
| <b>Phase- II</b> |  | - Dausa, Jaipur, Dholpur, Bharatpur, Karauli, Bundi, Sawaimadhapur, Hanumangarh, Churu |

2. Project Period - Phase - I - 30.09.1999 to 31.12.2004  
 Phase - II - 05.09.2001 to 31.12.2006
3. Project Cost - Phase - I

District Covered	EFC approved project cost	Districts Covered	EFC Approved Project Cost
Sriganganagar	3999.354	Alwar	3999.520
Nagaur	3993.257	Sirohi	3491.131
Jhalawar	3995.717	Bhilwara	3997.038
Jhunjhunu	3996.928	Sikar	3996.867
Tonk	3999.525	Kota	3982.379
State Interventions	1662.746		
		<b>Total</b>	<b>41114.466</b>

### Phase - II

District Covered	EFC approved project cost	Districts Covered	EFC Approved Project Cost
Bharatpur	3999.30	Bundi	3845.43
Churu	3999.44	Dausa	3964.79
Dholpur	3999.83	Hanumangarh	3947.14
Jaipur	3999.93	Karauli	3981.97
Sawaimadhapur	3996.13		
State Interventions	1508.84		
		<b>Total</b>	<b>37242.79</b>

## 4. Staffing position at SPO and DPO

### Phase I

S.No.	Level	Post Planned	No. in position	Vacant
1	SPO	46	44	02
2.	DPO	354	354	-
3.	BRC	504	440	64
4.	CRC	1041	1041	-

## Phase II

S.No.	Level	Post Planned	No. in position	Vacant
1	SPO	9	9	-
2.	DPO	189	187	02
3.	BRC	336	284	52
4.	CRC	678	678	-

### 5. Functioning of GC/EC

Nominations of EC/GC from GOI are yet to be made.  
 Project Review Meeting with Chairman GC held on 1.8.2002.  
 Eight EC Meeting held in March 22, 2003  
 Fourth G.C. Meeting is proposed to be held on 04-04-2003

### 6. Submission of Annual Report/Audit Report

Annual report for the year 2001-02 have been submitted. Report for the year 2002-03 is in process.

### 7. Annual Work plan and Budget 2002-03

Annual work plans were submitted as below and were revised by the Project Board.

S.No.	State/District (Phase-I)	AWP&B submitted	State/District (Phase-II)	AWP&B submitted
1.	State Project Office	545.70	State Project Office	350.94
2.	Alwar	1144.32	Bharatpur	1371.14
3.	Bhilwara	1163.23	Bundi	954.69
4.	Jhalwara	942.41	Churu	1154.13
5.	Jhunjhunu	1128.41	Dausa	1069.47
6.	Kota	821.17	Dholpur	975.99
7.	Nagaur	1073.80	Hanumangarh	972.57
8.	Sirohi	742.48	Jaipur	1553.86
9.	Sriganganagar	1218.94	Karauli	1145.05
10.	Sikar	1096.77	Sawaimadhopur	1069.67
11.	Tonk	1014.96		
	<b>Total</b>	<b>10892.19</b>	<b>Total</b>	<b>10618.26</b>

### 8. Expenditure and disbursement Up to Feb.,2003

(Rs. in crore)

S. No	Year	Phase	AWP&B	State Share as per plan (15%)	Provision State Budget	Releases by State Govt.	GOI Share as per Agreement (85%)	GOI Release	Total Releases	Expenditure
1.	99-2000	I	36.83	5.52	5.50	2.10	31.31	30.50	32.60	1.86
2.	2000-01	I	54.68	8.20	8.20	8.20	46.48	15.00	23.20	35.60
3.	2001-02	I	118.82	17.82	8.00	8.00	101	65.00	73.00	74.93
4.	2001-02	II	49.33	7.40	0.00	0.00	41.93	25.00	25.00	09.88
5.	2002-03	I	108.92	16.34	26.50	8.07	92.58	59.00	67.07	59.27
6.	2002-03	II	106.18	15.93		11.29	90.25	54.00	65.29	53.59
	<b>Total</b>	-	<b>474.76</b>	<b>71.21</b>	<b>48.20</b>	<b>37.66</b>	<b>403.55</b>	<b>248.50</b>	<b>286.16</b>	<b>235.13</b>

## 9. Review of Functional Areas

### a. Pedagogy

- ♦ State Coordinator of PFE is in position.
- ♦ Need assessment survey for preparation of teachers training module has been done.
- ♦ SRG has been constituted and quarterly meeting are being held regularly.
- ♦ It has been decided that State text books will be followed uniformly in the whole state.
- ♦ Teacher guide books for I & II class and work books for students of I to V class for all subject has been developed.
- ♦ Training module for PFE teachers, BRCF and Resource Persons has been developed.
- ♦ Training module for CRCF & SMC have been developed.
- ♦ 22103 School have been given school facility grant for the year 2002-03.
- ♦ 59105 Teachers have been given TLM grant in the year 2002-03.
- ♦ Quarterly Review and planning meeting with APC has been organized.
- ♦ Teacher guide book 'Shivam' has been distributed among the teachers.
- ♦ Cluster resources group (CRG) has been constituted and trained for monitoring and academic support.
- ♦ Teachers guide book for class I-V for all subject have been developed. Guide book of class I distributed.
- ♦ CRG training modules & sandarshika has been developed & distribution.
- ♦ Learner's Evaluation books has been developed.

### b. Training:-

- ♦ Senior Training Coordinator is in Position.
- ♦ Annual Calendar of Training have been prepared and being implemented.

Training have been organized as follows :-

S.No.	Training	Personnel Trained
1.	KRPs	184
2.	RP's	438
3.	CRCF	915
4.	Induction Training for teachers.	51589
5.	BRCF	73
6.	Refresher Training of Teachers.	25199
7.	Refresher Training of Para teachers.	2343
8.	Content Based Training of Para teachers.	2163
9.	Foundational Training of Para teacher	2716

**c. ECE & Gender**

- ◆ State Coordinator is in position.
- ◆ SRG has been constituted and regular meeting are being held.
- ◆ Gender orientation workshops for SPO & DPO functionaries were conducted.
- ◆ **636 Girl child motivator have been selected & trained.**
- ◆ Training Module for AWW/ECE worker has been developed.
- ◆ Development of Training Module for Girls child Motivator is printed & distributed.
- ◆ Audio Cassettes of Songs has been prepared.
- ◆ **9091 AW Workers have been trained regarding Early Child Education.**
- ◆ **7224 AW Helpers have been imparted training of ECE.**
- ◆ **ECE kit has been developed for ECE Centres and Successful procurement at DPO level accomplished.**
- ◆ **958 ECE Centres have been opened. Additional Centres, where required, have been sanctioned, for example Hanumangarh District is successfully running over 250 Centres.**
- ◆ **Class I to V text books have been revised from Gender prespective and Genderbais areas have been indentified and dealt With.**
- ◆ **6-day Trainings of Early child Education worker have been imparted.**
- ◆ **2829 teachers have been imparted gender sensitization training At district, Block & Cluster level held.**
- ◆ **To ensure Girls retention at Primary Schools by relieving them of sibling care, ECE Centres and Anganwadi Centres under DPEP are fully operational.**

**d. Alternative Schooling**

- ◆ State coordinator is in position.
- ◆ Meetings with the minority community were held in seventeen districts for starting general education in Madrasa in Phase I and II .
- ◆ Foundational Training modules for para teachers has been developed.
- ◆ Four packages and training module for Residential Bridge Course developed.
- ◆ Para teachers for 160 madrasa , 1172, 6 hourly AS , 849 AS 4 hourly have been selected and trained.
- ◆ **29 residential Bridge Course have been started.**
- ◆ **1172 AS.6 hourly,160 Madrasa , 849 AS - 4 hourly have been started.**
- ◆ **1328 Shiksha Mitra Centres through NGO, for non enrolled children started.**
- ◆ **19 Mobile school one in each district have been started and about 4000 childrens benifited.**
- ◆ **A.S. Manual have been prepared, which is under printing.**
- ◆ **Content based module for class III,IV,V have been prepared which are under printing.**
- ◆ **1.13 lacs children have been benifited by various strategies under Alternative Schooling.**

- ♦ Residential facility to the children of migratory families in Ganganagar district to about 80 children have been provided.

**e. Community Mobilisation**

- ♦ State coordinator is in position.
- ♦ SRG constituted and regularly meeting.
- ♦ SMC Training module finalised.
- ♦ 14296 Bal melas, 12385 Kala Jathas and 13674 Mahila Meetings have been organised in the year 2002-03.
- ♦ State Bal Mela organized in Jaipur on 6th Sept, 2001.
- ♦ DPEP magazine is in process.
- ♦ 'Raksha Bandhan' was celebrated as "Shiksha Bandhan".
- ♦ 29146 SMCs have been constituted.
- ♦ 28860 MTA have been constituted.
- ♦ 4 day workshop on school mapping and microplanning for state RPs have been conducted.
- ♦ School mapping and microplanning training module have been finalised.
- ♦ PRIs training module have been finalised.
- ♦ Orientation of District collector and PRIs have been conducted at regional level.
- ♦ Brouchers and pamphlets for awareness have been prepared and distributed by different districts.

**f. Integrated Education for Disabled (IED)**

- ♦ State Coordinator is in position.
- ♦ Survey and Identification of disabled children have been completed
- ♦ 178 Medical check up camps have been organized.
- ♦ IED concept have been incorporated in all training module.
- ♦ Aid and Appliances have been given to 6942 children through NGOs.
- ♦ Resource person from all the 19 districts have been trained.
- ♦ 28212 handicapped children out of 35495 have been enrolled in different schools.
- ♦ 3755 teachers have been trained in IED concepts in all the 19 districts.
- ♦ Tournament for disabled children have been organized in ten districts of Phase Ist.

**g. Media & Awareness Generation**

- ♦ DPEP brochure containing general information prepared and released on 2nd October, 1999.
- ♦ Advertisements published in various newspapers
- ♦ Radio talks, TV coverage.
- ♦ Audio Video CD have been developed on different Programmes.
- ♦ Bal Filmotsav have been organised on non enrolled children.
- ♦ Enrollment drive under 'Shiksha Apke Dwar' have launched in July & Aug. 2002.



- ♦ For awareness teleconferencing programme on 'Shiksha Apke Dwar' and hard spots content of mathematics class IV have been conducted through IGNOU.

#### *h. SC/ST/Minorities*

- ♦ Awareness meetings for minority were held.
- ♦ Condensed Course, adoption of Madarsa and alternative school, (6 & 4 hourly) started. Training for para teachers of Madarsas completed.
- ♦ **160 Madrasa and mostly AS 6 hourly and AS 4 hourly started in minority & SC/ST areas.**

#### *i. Distance Education*

- ♦ State Coordinator is in position.
- ♦ Two day visioning workshop organized.
- ♦ One day need identification workshop held.
- ♦ Installation of Dish Antenna in all 17 DIETs of Ist and IInd Phase.
- ♦ For preparation of book for teachers and school children on educational poems and songs - 3 days workshop "SUR Sangam" have been organised.
- ♦ Collection and Editing Workshop for DPEP Songs & Poems organized. Printing is in process.
- ♦ SRG groups was constituted and its first meeting was held in April 2002.
- ♦ **Five days capacity building video script writing workshop was held at RIE Ajmer in which CRCFs and Primary teachers participated.**
- ♦ **Brochure on DEP and personal health and sanitation was developed for children, primary teachers and DPEP personnel. Printing is in process.**
- ♦ **Teleconference programme was organized on 'Shiksha Apke Dwar' and hard spot areas on mathematics class IV in collaboration with EMPC IGNOU. The clientele for the programme were PRI members, primary teachers,DIET personnel, and district DPEP staff.**
- ♦ **Three days Radio script writing workshop for the broadcast of primary education programme for community and parents through radio media was organized and script has been prepared.**
- ♦ **Documentation of DEP activities conducted in the states since the beginning has been done.**

#### *j. MIS*

- ♦ State consultant as a MIS incharge have been posted.
- ♦ EMIS & PMIS proforma finalised.
- ♦ EMIS data collection completed and report have send to GOI.
- ♦ Agency for validation of data have been finalised.
- ♦ MIS incharge in all 19 districts are in position.
- ♦ FMIS training to the DPC, AAO and MIS incharge have been completed.
- ♦ **FMIS is made regular at all the districts of DPEP.**
- ♦ **EMIS Training to MIS Incharges given, workshop on quality use of EMIS data have been scheduled.**

- ♦ Computer training to all the SPO staff MIS incharge have been successfully completed.

**k. Research & Evaluation**

- ♦ Research & Evaluation officer is in position.
- ♦ Action Research projects have been invited from each district in all 133 projects have been sponsored.
- ♦ 19 Action Research have been completed and reports have been send to Ed CIL.
- ♦ The following Mid Term studies have been completed.
  1. Classroom observation study in AS & PFS.
  2. Retention Study in AS & PFS.
  3. Utilisation of Teacher Grant Rs. 500/- and school facility grant.
  4. Functioning of SMC, BRC & CRC.
  5. Base line survey by SIERT(MTR study).
- ♦ Orientation workshops in research methodology have been organized.

**l. Civil Works**

- ♦ Design for School Building, BRC, CRC have been finalised.
- ♦ Orientation programme for Engineers and DPCs has been conducted for construction works.
- ♦ 24192 SMCs have been constituted and 103848 members of SMC are trained.
- ♦ The total progress since inception of the project has been achieved upto Rs. 7599.24 lacs, against the total provision of Rs. 8596.90 lacs which is around 88% of total provision of civil works in phase-I .
- ♦ Physical progress of Phase-I  
Construction of 714 building for buildingless school, 1776 Additional Classroom 1473 PHED Connection, 6710 toilets, 5113 repairs 1264 handpumps, 1036 CRC buildings ,70 BRC building & 184 AS rooms,103 ECE Centers has been constructed.
- ♦ The total progress since inception of the project has been achieved upto Rs. 3660.63 lacs, against the total provision of Rs. 9723.7 lacs which is around 38% of total provision of civil works in phase-II.
- ♦ Physical progress of Phase-II  
Construction of 313 building for buildingless school, 1372 Additional Classroom 301 PHED Connection, 2995 toilets, 2789 repairs 668 handpumps, 610 CRC buildings ,06 BRC building & 215 AS rooms, 443 ECE Centers has been constructed.
- ♦ So far convergence of Rs 475.00 lacs have been recived from famine relief and food for work schemes in civil works in phase I and II districts in the current year.

**m. DIETS**

- ♦ Orientation of DIET Principals completed.

- ◆ Perspective plan has been prepared to strengthen DIETs and to ensure best use of DIET resources.
- ◆ DIET staff involved as RPs for training.
- ◆ **Repair of the DIETs at Bhilwara, Sirohi and Jhunjhunu have been sanctioned as per need.**

n. SIERT

- ◆ Perspective plan for strengthening of SIERT & for the use of its resources has been prepared.
- ◆ Base line assessment survey for Phase-I & II has been conducted by SIERT.
- ◆ SIERT assigned work of curriculum preparation and text book writing.
- ◆ **SIERT Reviewed gender bias areas in text books.**
- ◆ **MTR study have been assigned and started by SIERT.**
- ◆ **Other works like studies, work book writing etc. have been assigned.**

o. SIEMAT

- ◆ The matter of establishing SIEMAT as independent institute or part of SIERT at Jaipur is under consideration with GOR.

## UTTAR PRADESH (DPEP-III)

### Coverage:

Total number of districts : 32 (Agra, Ambedkarnagar, Azamgarh, Unnao, Bagpat, Ballia, Bijnor, Bulandsahar, Etah, Faizabad, Farrukhabad, Fatehpur, Gautam Budh Nagar, Ghaziabad, Ghazipur, Hamirpur, Jalaun, Jaunpur, Jhansi, Kannauj, Kanpur Dehat ,Mahoba, Mainpuri, Mathura, Mau, Meerut, Mirzapur, Muzaffarnagar, Padrauna, Pratapgarh, Raebareli, Sultanpur )

(Rs. In lacs)

Particulars	District covered	EFC Approved Project Cost	Annual Work Plan 2002-2003
1	Agra	3149.22	872.55
2	Ambedkar Nagar	2063.64	667.45
3	Azamgarh	3380.34	932.59
4	Bagpat	1277.08	316.80
5	Balia	2656.05	669.88
6	Bijnor	2576.39	649.92
7	Bulandsahar	2803.60	595.49
8	Etah	2409.51	649.18
9	Faizabad	1982.19	691.58
10	Farrukhabad	1873.94	395.24
11	Fatehpur	2436.45	661.42
12	G B Nagar	1155.44	320.03
13	Ghaziabad	1919.05	484.93
14	Ghazipur	2560.44	720.69
15	Hamirpur	1546.47	324.90
16	Jalaun	1969.59	551.90
17	Jaunpur	3158.67	721.77
18	Jhansi	1717.30	617.25
19	Kannauj	1714.14	443.42
20	Kanpur Dehat	2349.17	723.44
21	Mahoba	1396.61	365.25
22	Mainpuri	1828.76	434.23
23	Mathura	1880.17	563.20
24	Mau	1901.20	461.26
25	Meerut	1882.07	425.94
26	Mirzapur	2525.76	686.55
27	Muzaffarnagar	2677.96	689.89
28	Padrauna(K Ngr)	2424.67	467.91
29	Pratapgarh	2602.33	789.82
30	Raebareli	2465.78	771.03
31	Sultanpur	2924.59	670.84
32	Unnao	2389.37	756.30
	State Component	4828.24	1797.08
	<b>Total</b>	<b>76426.19</b>	<b>20889.73</b>

### Utilization Certificate

(Rs in lacs)

Fund released by GOI upto 10/03/2003	Fund released by STATE upto 10/03/2003	Total	Percentage (%) State Share
46000.00	7598.00	53598.00	14.18%

### Expenditure & Disbursement

(Rs in lacs)

Particulars	DPEP-III
Actual expenditure upto 31.03.2002	33361.01
Total planned in 2002-2003	20892.74
Expenditure during 2002-2003 upto 10/03/2003	15214.27
Total expenditure upto 10/03/2003	48575.28
<b>Disbursement</b>	
Reimbursement claimed upto 31.03.2002	29070.15
Reimbursement claimed upto 10/03/2003	40853.03

### Project Structure :

Vacancies position in SPO and DPO

Name	No. Planned	No. filled	Vacant	Particulars of posts* vacant/progress in filling the same
SPO	62	62	-	
DPOs	320	276	44	1. Distt. Coordinator: Community Participation-02 Gender -3, Training-2, Alternative Schooling-2 2. Accountant - 14 3. Steno - 12 4. Typist /Clerk - 9 <b>Total vacancies = 44</b> Efforts are being made to fill the vacancies

\* Details of posts are given in Annexure I&II

\*\*Staffing in DIETs of 26 project districts is given in Annexure III.

### Functioning of EC/GC :

- Meetings of EC are being held regularly. **Last EC meeting was held on 2<sup>nd</sup> April, 2003.**
- Nominations to the General Council as well as the Executive Committee of UP Sabhi Ke Liye Shiksha Pariyojana were revised on 16<sup>th</sup> June, 1999. The proposal for nomination is under consideration of the State Govt. As the tenure of GOI nominees had expired, fresh nominations have been made by GOI. The General Council as well as the Executive

Committee of UP Sabhi Ke Liye Shiksha Pariyojana Parishad looks after the work of DPEP-III.

### **Submission of Annual/Audit Report:**

The Annual report along with the Audit Report for the year 2000-01 & 2001-02 has been submitted to GOI to lay in the Parliament. The Audit for the year 2001-02 has been completed and sent to GOI.

### **Visioning of DPOs & DIETs**

To orient the DPEP staff towards different activities of the project and pedagogical aspects, visioning workshops were held in SIEMAT, Allahabad. From April 2000 to August 2000, 8 workshops were organised. A Core Team of 7 persons viz. Principal, DIET, Senior Lecturer, Expert Basic Shiksha Adhikari, Deputy BSA, District Coordinator, Head Master & Assistant teacher from each district participated in these workshops.

A state level orientation workshop for members of SRG was held on 18-19 July 2000 at NEDA, Lucknow.

The above trained Core Team have organised district level visioning workshops for all lecturers of DIET, BRC/NPRC Coordinators, ABSAs, SDIs and all district coordinators.

### **Pedagogical improvement**

Pedagogical renewal processes, under UP DPEP III include the extension of the UP Pedagogical renewal plan of 1997 to these 32 districts as well. The learning and capacity building achieved in the UPBEP and UP DPEP II programmes has most directly benefited the UP DPEP III districts.

By the time UP DPEP III opened, the curriculum for classes I-V has been revised and the new textbooks developed in UPDPEP-II. Supplementary readers under UP BEP were in use and a new teacher training module based on the new textbooks under preparation along with the teacher guides. Thus, UPDPEP-III focused on the following more intensively:-

1. Immediately put to use the tried and tested materials & training programmes already developed:
2. Orient through "visioning" workshops all UP DPEP-III districts with the new pedagogical renewal design of U.P.
3. Invest in capacity improvement of SCERT and State Textbook Office for better quality of production of materials.
4. Strengthen academic supervision, with specified indicators of change.
5. Focus on headmasters training for school improvement.
6. Include a marked focus on multi-grade classroom teaching and management.
7. Seek to directly impact class-room processes more effectively.

### **Visioning Workshops**

To develop a common pedagogical among district level functionaries e.g. DIET staff, DPO staff and to orient them on project objectives and interventions, series of visioning workshops

have been organized. A core team of 7 persons from the districts comprising Principals of DIETs, Senior Lecturers, Expert BSA's, Deputy BSA's, All District Coordinators, ABSA's, Head Masters and Assistant teachers of primary schools participated in visioning workshops organized at SIEMAT, Allahabad during April to August 2000. In this continuation, a state level orientation workshop for the SRG for Pedagogy was also organized during 18-19 July 2000 at NEDA Lucknow to entrust them with the newer responsibilities & needs of UPDPEP-III. A set of 4 day visioning workshops for district and block level functionaries including ABSA, SDI, BRC and District Coordinators were organized at the DIET level in all 32 UPDPEP-III districts.

### **Teacher Training**

UPBEP & DPEP-II experiences in teacher training influenced the planning for training under UP DPEP-III. The training strategy has taken into account the post training support and organizational support at district & sub-district levels.

New textbooks based on the revised curriculum for primary classes were introduced in schools from July 2000. Therefore proper orientation of teachers for effective use of the textbooks was needed in UP DPEP III districts. The training package developed under UP DPEP II was extended to UP DPEP III also. The package 'SAADHAN' primarily focussed on the new textbooks in addition to MGT, classroom interaction etc. It was an 8 day package for teachers and 2 days additional input for BRC, NPRC coordinators. The module focussed on:

- better and effective use of textbooks in classrooms,
- up gradation of content knowledge of teachers,
- use of new transactional methodologies,
- handling multi-grade and multi level classroom situations,
- preparation and use of content specific TLM's,

The DIETs selected Master Trainers for the purpose through a merit-based process. Selection tests including a written test, group discussions and interviews through participant observation processes, were organised at the district level. The selection & training of 1608 trainers was done at the district level. The training of M.Ts. was organised at the State level and Training Of Trainers was done at the regional level. The first batch of training was organized for BRC,NPRC coordinators at DIET level to give them exposure to the package and an additional input of 2 days follow up was given to them. During teacher training at block level,16 sessions in the training hall and 30 practice sessions in actual classroom situations were planned and organized.

**This round of training is now almost over and 107724 teachers out of 108276 have been trained so far.**

### **Second Round of Teacher Training :**

While conceptualizing training inputs for the second round of teacher training, due consideration has been given to the feedback received during online supervision of teacher training in the first round and from the Study on Teacher Training Inputs under DPEP-II (covering round I & II) conducted by independent evaluators in 2000. The study had revealed the minimal impact of teacher training inputs in actual practice. It had further

disclosed the need to strengthen the DIET-BRC-NPRCs to reinforce their academic leadership in providing support to teacher & schools. In addition, the introduction of teacher guides in all primary schools and the introduction of the new Comprehensive and Continuous Evaluation System as well as revised Indicators for Academic Supervision by the BRC & NPRC were important factors which have influenced the second teacher training round.

First & foremost a re-look at the whole design, content and methodology of in service training was generated. **The focus areas being targeted through the second round of teachers training are:-**

- a. **Aim to make a difference in actual classroom situations.**
- b. **Use of teacher handbooks/guides by the teachers to be emphasized – use of lesson plans, TLM's**
- c. **practice teaching in actual classroom situations**
- d. **Enable teachers to understand & practice remedial teaching.**
- e. **Help teachers use multigrade management techniques in live school situations & implement pedagogic materials in textbooks conducive to multigrade situations.**
- f. **Make NPRCs more active by conducting training sessions in classrooms of primary schools in its jurisdiction by rotation. NPRC coordinator & 1 RP to conduct school based trainings.**
- g. **Orient teachers with CCE & maintenance of pupil evaluation cards, PTA meetings etc.**

During training sessions, participant-teachers will prepare detailed lesson plans, develop TLM, do practice teaching in actual classroom situations. This will be followed by a reflection session in which teachers will share their teaching experiences with each other.

**This round of training has been further decentralized to cluster level where trainings will be organised every month in actual school situations.** The training , facilitated by trainers would be supported by SRG, BRG members - cluster coordinators and DIET mentors. **The trainers who have worked earlier at the block level , facilitate the cluster level trainings.**

Apart from enhancing in-service capability and skill development of teachers and focusing on how to use textbooks effectively the highlight during the training is on hard spots of language, Maths & EVS, multigrade teaching strategies and the comprehensive and continuous evaluation system.

**At the district level, DIETs have been assigned responsibility for preparing cluster wise detailed training schedules/rosters which are school-based, nominate Resource Persons to assist NPRCC's and identify BRG & DRG/SRG members for monitoring of actual training programmes.**

**Teacher training has been launched at the cluster level in Feb ,02 initially in 2 blocks of the districts due to the fact that DPEP-III districts have not much experience of organising decentralized teacher training. Once the training in 2 blocks gets stabilized it would be expanded to cover the rest of the blocks.**



DIETs have been instructed to get the training video documented on a sample basis. This is aimed at using it as a base material for review and reflection at the district/State level.

**(i) Curriculum and textbook development :**

Curriculum for primary classes (I-V) has been revised and new textbooks based on this have been developed. Text books of Maths(class 2 & 3) were introduced statewide from July, 1999. Rest of the textbooks were then introduced in Primary schools across state from July 2000. **UP DPEP-III districts benefited by use of the new textbooks in the very first year of the project itself.**

**Teacher handbooks based on new textbooks have been developed, printed and distributed (one set) to all the schools, BRC and DIETs. A copy of the new curriculum document has been supplied to all primary schools, BRC, NPRC and DIETs.**

In a logical sequence of the pedagogical renewal process under DPEP and in accordance with the Pedagogy Plan of 1997, the final piece in the mosaic of curriculum renewal , after textbook development and regular training of teachers , was to draw up a systemic pupil evaluation system based on the new pedagogic precepts introduced into the classrooms . For primary schools ,a system of continuous & comprehensive pupil's evaluation has been developed by SCERT through its Bureau of Psychology, experts from TSG EdCIL and NCERT - New Delhi members of the SRG, teachers , DIET faculty members etc. The package was developed through a participatory workshop mode, and field trialled in 3 districts. **CCE has been finalized and introduced in schools statewide from Dec, 2001.**

The package consists of:

- (i) Teachers' handbook
- (ii) Work plan
- (iii) Format to maintain cumulative record of each child's progress
- (iv) Progress report card

The first three components have been printed by the State Textbook Office and progress cards at the district level; from where they are being distributed to the districts and schools. **Orientation of teachers on CCE has been started through training of MT's at the state level.** SCERT has organized the training of MTs, who will in turn orient RPs, DIET faculty members, BRC, NPRC Coordinators at the district level.

**The Training of teachers on CCE is going on at the cluster level.**

## **II. Academic Support and Supervision**

Academic Support and Supervision system is perceived as the provider of professional guidance and support to schools particularly teachers, with the DIETs providing academic leadership. The objective is to improve the functioning of schools and classroom processes as well as achieving better academic levels amongst children. This is being done by providing vital linkages between the school and

district (DIET-BRC-CRC-School) and by operationalizing a system of regular school visits and periodic TLM workshops at the block and cluster level. Parameters for rigorous monitoring of performance of schools, BRC's & NPRC's have been developed to make the academic supervision system, responsive, accurate and deliverable.

**The academic support & supervision system developed in UP DPEP II has been extended to UP DPEP III also. It is incorporated in the foundation training of BRC-C, CRC-C from the very beginning.** The parameters developed for school performance and BRC, CRC evaluation are being used not only for the performance assessment of these institutions but also as a tool for the development of these institution from the inception stage.

The first step was to build capacity of DIET, DPO, BRC-C and CRC-C for academic support & supervision. Three regional level workshops were planned (to orient district level teams comprising of 6 members from DIET & DPO) and organised at DIET, Jaunpur and Agra and Muzaffar Nagar during 19-23 April, and 6-8 May and 19-22 August 2001.

These workshops were aimed at building capacity for:

- ◆ Planning & managing academic inputs for schools/teachers.
- ◆ Undertaking effective school visits and hold demonstration lessons.
- ◆ Grading schools/NPRC's/BRC's on the basis of defined parameters.
- ◆ Providing feedback and planning for follow-up/remedial action.
- ◆ Organising trainings/workshops for teachers in response to the areas of difficulty identified.

These workshops were followed by a series orientation workshops at districts for all DPO, DIET, BRCC-CRCC staff in the BEST (the academic supervision package).

Parameters for school performance were revised, reframed & more weightage has been provided to classroom process, children's achievement and evaluation. These have been institutionalized by the Govt. of U.P. vide G.O. No. Edu-5/3759/15-5-2001-346/2001, 13 Sept 2001 & revised G.O No. Edu-5/4300/15-5-2001-346/2001, 3 Jan 2002.

NPRC coordinators visit all primary schools of their jurisdiction in a month. BRC coordinators and asstt. Coordinators visit 20 primary schools each, in a month. Principal DIET also visits schools, BRC, NPRC during their 2 days a week schedule of tour in the district. Thus, primary schools are regularly visited by NPRCC-BRCC, asstt. Coordinators, ABSA/SDI, DIET faculty and graded on the basis of performance indicators.

Grading of schools, NPRCs, BRCs is regularly monitored at the district and state level during monthly review meetings. A detailed checklist has been developed at the state level to review the implementation of academic support and supervision system in the districts. It is worth mentioning that grading system has helped in identifying 'non-performers' and 'not so good schools' and resulted in focusing on such schools for more concerted efforts to improve them. The following table gives an idea of

progression that is taking place at the school level with respect to the parameters of grading.

### School Grading

Grading of total schools- 36,491	Months	Grade			
		A	B	C	D
	March, 2002	2189	15,913	8799	9590
In %	March, 2002	5.99	4.60	24.11	26.28
	August, 2002	3011	17,373	10961	5146
In %	August, 2002	8.25	47.60	30.03	13.93

*The current round of teacher training at NPRC level is aimed at increasing emphasis on the role of the NPRC Coordinators in providing on site support to teachers & schools. Coordinators have to develop the schedule of training ,organize monitor and report.*

Selection of BRC, Asstt. BRC & NPRC Coordinators was done at district level through a merit-based selection process. Practicing teachers who applied in response to the advertisement, were invited for a written test, a group discussion and an interview at the DIET's. **371 BRC Coordinators, 754 Assistant BRC Coordinators (2 per BRC) and 3447 NPRC Coordinators have been placed.** BRC, NPRC coordinators in UP DPEP III districts have undergone a 6 day training on their roles and responsibilities, based on the SAMARTHAN module (developed in UP DPEP-II). In addition, they have inputs on academic support and supervision systems.

Construction of BRCs & NPRCs is in progress. **271 BRCs are complete** and remaining are in progress. **1680 NPRCs are complete** and rest are in progress. TLM workshops and exhibition are held at NPRC and BRC level regularly.

AS the BRC's NPRC's are being completed rapidly, the SPO has released funds for equipping & setting up of these resource centres at the rate of Rs.56000 for BRC's & Rs.15000 for NPRC's.

**A monthly despatch SAMVET, developed at the state level has been sent to BRCs regularly , to build their capacity , enrich knowledge base and update skills. The latest issue has focussed on 'science and its practice'.**

**SIEMAT Allahabad has developed a BRC handbook for financial management, which has been approved, printed and distributed to all BRC's & NPRC's.** The chief features of the manual are to acquaint the BRC's in fund management, maintenance of records etc. considering the devolution of funds & activities to that level. SIEMAT has trained 5 Master Trainers per district, including the Asstt. Accounts Officers of the districts, who are imparting training & orientation to all BRC's & NPRC's in the district.

**In addition, SIEMAT has also brought out a ready reckoner. "SAMBAL" for BRC, NPRC coordinators, which incorporates various inputs aimed at improving the skills of coordinators to perform their envisaged role:**

- School visits and academic support
- School grading
- organizing training programmes, workshops, competitions, meetings, seminars
- Innovations at the school level
- Action research
- Administrative role & responsibilities
- Checklist for BRC, NPRC

This handbook has been printed by the SIEMAT and distributed to BRCs and NPRCs.

### **District Resource Group (DRG):DIET**

A District Resource Group for Pedagogy or Academic Resource Group has been constituted in all the DPEPIII districts. This group has been strengthened and made functional.

### **Institutional Capacity Building of DIETs**

- A 3 day workshop was organised by SCERT at Allahabad during 8-10 March 2000. The participants in the workshop were DIET Principals and faculty members, representatives from various institutions of SCERT e.g. SI&SISE. During the workshop participants were exposed to different aspects of institutional capacity building, vision of an institution, task analysis etc. This exercise helped in developing an insight amongst the participants on how to view an institution as a whole, with respect to its long term goals and objectives, roles and responsibilities and how to formulate institutional plans for its' capacity building. It was also realized that the basis of an organisation is characterised by leadership, functions & services being provided to the beneficiaries, efficiency, effectiveness and evaluative assessment of its processes and outcomes.

The key concepts, discussed during this workshop were:

- leadership
- organisation structure
- financial capacity
- human and material resources
- management and work practices
- improving productivity
- utilization and efficiency of resources

For the DIETs as academic support institutions, some capacity gaps were identified:-

- ☞ Lacking academic experience for primary section
- ☞ Uncertainty of tenure of personnel
- ☞ Right people not at the right place
- ☞ Lacking required expertise
- ☞ Lack of area specific placement
- ☞ Lack of logistical planning
- ☞ Lack of evaluation/feedback programmes

About DIET's leadership role the observations were as follows:

- The principals are not clear about the goal for which DIET as an institute has been created.
- The principals do not formulate the objectives in term of the broad vision of DIET.
- DIET staff is not in the habit of deciding about the appropriate strategies for the targets to be achieved in the areas of concern.

This workshop was followed by the exercise of developing institutional capacity building plans at DIET level. Planning for institutional capacity building required:

- ☞ Capacity of staff
- ☞ Tools to achieve objectives
- ☞ Strategies to realize goals
- ☞ Vision of change

The draft plans thus emerged were shared on 22.12.2000 at the State Level amongst DIET representatives, faculty from SCERT, SIEMAT and SPO. The suggestions thus received in the review process, helped in revising the plans and finalizing them. **The UP DPEP-III DIET's have all prepared their Institutional Plans.**

Although the institutional plans are really institution specific, however there are common elements worth noting:

1. DIETs have developed their own vision regarding their roles & responsibilities as on apex institution for academic excellence at the district level.
2. Clarity in perspectives has emerged.
3. Suitability & coherence of interventions has been kept in mind.
4. Optimisation of resources, physical, financial and human has been attempted.
5. cognizance of barriers was taken, further analysed and suggestions for overcoming them listed.

Some tasks: identified can broadly be divided into three subgroups. e.g.

1. Capacity building exercises to plan for the qualitative change.
2. Capacity building for implementation of programmes.
3. Capacity building for follow-up, review and modifications.

**Supplementary Materials:** The supplementary reading material, Indradhanush developed for Class 1-5, under BEP has been provided to all UP DPEP-III schools`. These materials have a strong gender element. Clear messages encouraging girls to participate in primary education, their mobility and participation in non-traditional pursuits are very subtly woven in the text and illustrations. The response to these materials, has been very encouraging from students and teachers alike. **The UP DPEPIII districts have received 5 sets of Indradhanush books per school, in 2001-2002.**

## School Improvement Grant

The project provides an annual grant of Rs 2000/- to each primary school of the districts covered under UP DPEP-III, for improving school environment - for school beautification, routine maintenance and purchase of consumables. The grant for the year 2001-2002 has been released to the districts. In addition a Rs. 5000/-grant for furniture etc has also been given to schools.

## Teacher Grant

Each primary school teacher in 32 project districts is provided annual grant of Rs. 500/- for development of locally suitable teaching learning material. In UP DPEP-III, the teacher grant has been made available to teachers after in-service training organized at BRC level; as the training focuses on preparation and use of content specific TLM.

## Teacher Guides

The introduction of new textbooks has demanded a shift both in content and methodology of teaching. The expectations from the teacher to perform effectively can be matched only through up-gradation of content knowledge of teacher and practice of new transactional methodologies. Therefore it was felt necessary to develop teacher handbooks to support and guide teachers. **UPDPEP-III districts have benefitted greatly from the distribution of these guides (one set per school) in 2001-2002, i.e. the second year of the project itself.** These handbooks provide teachers an insight into the new pedagogy and the underlying spirit in the making of new textbooks alongside the instructions, explanations and additional inputs for teachers and in this way making more user friendly.

These handbooks provide lesson-wise and comprehensive details of :

1. aims and objectives
2. ways of finding out about children's previous knowledge of the topic being introduced.
3. TLM to be used.
4. teaching methodologies and activities that could be used to transact the content area.
5. the 'concept' outlined in the lesson
6. additional inputs regarding the topic for the teacher.
7. exercises and tools for evaluating child's performance.
8. extension of the lesson
9. application of knowledge

## Distance Education

- ◆ DIET lecturers given training in use of audio and radio programmes and orientation in audio-radio script writing.
- ◆ Newsletter enrichment workshop held - Guidelines on newsletter publication prepared- "Abhivyakti" printed and distributed in all districts for use at school, NPRC, BRC and DIET level.

- ◆ Self Instructional Material on hard spots in mathematics "Sopan" printed, distributed to all teachers.
- ◆ Installation of Digital DRS in all districts completed.
- ◆ Web site for UPDPEP constructed with the help of SIET, LKO and NIC.
- ◆ Distance Education co-ordinator, SIET Officer, DIET Principal and SIEMAT Officer attended workshop at Space Application Centre, ISRO, Ahmedabad for the effective conduct and use of teleconferencing.
- ◆ DEC attended National workshop for effective use of libraries for developing reading and writing skills at Pune. Its outcomes have been shared with DIET principals.
- ◆ Pilot project at 2 blocks for intensive use of libraries being planned.
- ◆ Head Masters Training module developed by SIEMAT with assistance from CEMD, New Delhi & DEP - IGNOU. MT's trained. Printing of head teacher training module 'Sankalp' is underway.
- ◆ Two faculty members from all DIETs given training as Learning End Messages by ISRO, Ahmedabad for effectively conducting teleconferencing.
- ◆ Teleconferencing to address School Chalo Abhiyan and sensitize teachers on how to plan opening of academic session organized in July 22, 2002.
- ◆ Demo video conferencing with four districts organized on various issues pertaining to education and literacy and also to familiarise people with video conferencing as a mode of distance learning.
- ◆ Teleconferencing to address and celebrate International Literacy Day organised on Sept 6, 2002. DIET faculty, teachers and people from community participated in the workshop.
- ◆ Workshop on 'story telling' organised on 10-13 Sept, 2002 to sensitize SRG (textbook & training) and professional community teller for effective use of story telling in classroom situations.
- ◆ Teleconferencing on Nov. 1, 2002 organized at 36 DIETs to facilitate dialogue between village heads of schools.

### Alternative Schooling & Egs Centres

District Co-ordinators (AS) have been posted in DPEP-III districts. They have been oriented regarding their roles & responsibilities on 27-30 June, 2000, 13-16 Sept'2000, 12-15 Feb. 2001 and 28-30 Dec 2001 in SPO, Lucknow. The district coordinators were also oriented about the selection process of Acharyaji/Instructors, supervisors & system of supervision, monitoring & evaluation of Alternative Schooling & Education Guarantee Scheme centres. EGS envisages opening of a centre for class 1 & 2 in such habitations which do not have a primary school within the radius of 1 Km. & 30 children in the age group of 6-11 years should be available.

In order to foster ownership of the scheme, the community has been assigned the responsibility to provide space & accommodation for the centre. Formal curriculum & textbooks are used in these centres.

The SCERT has developed training module for Acharyaji of EGS. The training of the Acharyaji is conducted in the DIETs. Key resource persons have already been trained at SIE, Allahabad.

**Under DPEP-III, 2062 EGS & 1850 AS centres are operational with a total enrolment 146108 including 75692 Boys & 70416 girls. 2505 centres are in opening process.**

- ◆ Child labour intensive districts of Mirzapur, Jaunpur, Bulandshahar and Meerut have prepared plans for providing schooling facilities for working children. Networking with NGO's in this field is being done.
- ◆ Survey has been conducted by Labour Department for identifying child labour in Jalesar (District Etah). According to the survey report (August 2001) 2955 children have been identified as out of school in which 1526 are child labour . An action plan is being prepared for primary education of these out of school children. Similar surveys for identifying child labour (out of school children) completed in Khurja (Bulandshahar), Mirzapur and Etah through the Labour deptt.
- ◆ Survey in Jaunpur and Meerut is nearing completion.
- ◆ Teachers of NCLP schools are being trained by DPEP.

#### **Initiative for education of children engaged in Carpet Industry**

District Mirzapur & Jaunpur comes under the carpet weaving belt of Uttar Pradesh. This industry is largely concentrated in Mirzapur district but it has spread to certain blocks of district Jaunpur also. Children have been identified as working on the carpet weaving looms or doing other activities related to the weaving process. Department of education, GOUP in collaboration with GOI organised a workshop at SIEMAT, Allahabad on 11-12 January 2000 to formulate an appropriate plan of action for ensuring universal elementary education of children working in carpet industry.

**In furtherance of this objective, UPDPEP III's launch in Mirzapur & Jaunpur districts since 2000 July has entailed conducting of surveys through the Labour Deptt. to pinpoint the number of children & their locations. Now survey is completed in district Mirzapur. Coordination with NCLP schools & other NGO's was also attempted through a workshop on working children organized on 18 Jan 2002 & 9 Feb. 2002 respectively with NGOs and concerned departments. Coordinated action planning is emerging. 116 EGS centres & Shiksha Ghars have been set up in Mirzapur.**

#### **State Resource Group**

SRG members meet bi-monthly at SPO for providing academic guidance in preparation of district action plans, review and preparation of teaching learning material and evolving strategies for systematic pupil evaluation and monitoring systems in AS. **Last SRG meeting was on 26th Mar. 2003. Refresher training module has been revised with the help of SRG (AS). Workshops have been organized on 21-24 Jan 02, 28-31 Jan 02, 11-14 Feb 02 and 4 - 7 March 02 for this purpose.**



**Progress in A.S. Programme.**

S.No.	Name of District	AS centres	EGS Centres	Total
1	Agra	12	80	92
2	Ambedkar Ngr.	45	85	130
3	Azamgarh	118	200	318
4	Baghpat	64	55	119
5	Balia	8	40	48
6	Bijnor	50	50	100
7	Bulandshehar	45	23	68
8	Etah	8	37	45
9	Faizabad	27	44	71
10	Farukhabad	50	50	100
11	Fatehpur	133	120	253
12	Gautambudh Ngr.	7	37	44
13	Ghaziabad	165	100	265
14	Ghazipur	74	62	136
15	Jalaun	35	35	70
16	Hameerpur	15	52	67
17	Jaunpur	65	70	135
18	Jhansi	7	14	21
19	Kannauj	46	50	96
20	Kanpur Dehat	104	99	203
21	Kushi Ngr.	51	50	101
22	Mahobad	20	35	55
23	Manpuri	56	55	111
24	Mathura	20	20	40
25	Mau	112	142	254
26	Meerut	78	26	104
27	Mirzapur	79	84	163
28	Muzaffar Ngr.	83	50	133
29	Pratapgarh	105	104	209
30	Raibareilly	101	113	214
31	Sultanpur	28	42	70
32	Unnao	39	38	77
	<b>Total</b>	<b>1850</b>	<b>2062</b>	<b>3912</b>

**NPRC Co-ordinators Training**

NPRC Co-ordinators were also trained about their roles and responsibilities in the context of monitoring and supervision of A.S. Centres. In five day (3+2) training they were oriented with regard to their responsibilities in providing academic support to the instructors, upgrading their competencies and in seeking community help for enrichment of A.S. Centres. They have been given simple supervision formats as well.

## Academic Support to AS

- An experienced consultant has been appointed for AS at SPO.
- Training of supervisors - BRC/ NPCR coordinators in 32 districts completed.
- TLM grants being made available to AS centres.
- Teacher guides distributed to Instructors/ Acharyajis.
- Additional reading material - Indradhanush and local specific materials made available to centres.
- Collaboration with NGOs: Nalanda, Bodh, CREDA, MVF, Loreto school Sealdah, RVEC, Pratham ensured.

### Teachers Appointment:

In UP DPEP-III districts, 1099 posts of Head Teacher & 2198 Shiksha Mitra have been filled for the new primary schools of 2000-01.

For the year 2001-02, 1057 posts of Head Teachers & 2114 Shiksha Mitra have been provided for by the UPEFAB Executive Committee, for the new schools opened. Head Teachers are in position while selection of SM's is going on.

Due to increase in enrolment, provision for 4574 Shiksha Mitra has been made in 2001-02. The process of recruitment by VEC's in the UP DPEP-III districts is under progress.

In addition, Government of U.P. (GOUP) has provided for 3543 Shiksha Mitras in the UP DPEP III districts of which 1345 Shiksha Mitras have completed their one month training and joined. The remaining are being selected by the VEC's.

Further more, GOUP launched a special recruitment drive to fill existing teacher vacancies, in Nov 2001, through which 6578 teachers were to be filled up. However, the process has been stayed by Hon'ble High Court. GOUP is considering some proposal in this regard.

District wise details of teacher & Shiksha Mitras provided from 2000 to 2002 in UP DPEP-III districts, is as follows:

Sl.	District	No. of B.Ed/L.T. trained candidate appointed		Shiksha Mitra (by State Project Office)		Shiksha Mitra by Basic Directorate
		2000	2001-02	Appointed in 2000-01	Selection 2001-02	2001-02
1.	Bijnor	175	169	200	166	110
2.	Muzaffar Nagar	0	128	160	516	0
3.	Meerut	0	100	70	132	0
4.	Ghaziabad	0	268	120	378	0
5.	Gautam Budh Nagar	0	100	70	117	0
6.	Bulandshahar	120	127	200	328	78
7.	Mathura	0	100	80	68	0
8.	Agra	200	100	144	128	0
9.	Etah	250	100	100	209	358

10.	Mainpuri	500	100	128	66	89
11.	Unnao	600	274	140	408	66
12.	Rae-Bareli	560	414	90	144	400
13.	Farrukhabad	600	157	130	100	32
14.	Kanpur Dehat	250	170	250	66	51
15.	Jalaun	105	100	50	230	0
16.	Jhansi	125	136	170	264	0
17.	Hamirpur	42	100	40	200	0
18.	Fatehpur	750	194	118	200	118
19.	Pratapgarh	600	350	76	112	477
20.	Faizabad	200	357	50	100	465
21.	Sultanpur	600	591	80	382	900
22.	Mau	180	100	118	100	47
23.	Azamgarh	900	900	60	400	335
24.	Jaunpur	500	118	130	374	85
25.	Ballia	100	123	200	150	0
26.	Ghazipur	300	214	80	158	58
27.	Mirzapur	500	217	70	552	127
28.	Kushinagar	800	298	214	100	500
29.	Mahoba	40	136	80	205	0
30.	Ambedkar Nagar	0	112	150	88	0
31.	Baghpat	0	100	58	170	0
32.	Kannauj	0	125	180	77	47
	<b>Total</b>	<b>8997</b>	<b>6578</b>	<b>3806</b>	<b>6688</b>	<b>4343</b>

### **Awareness Building & Community Mobilisation**

Success of DPEP depends on participation and involvement of the local community. Therefore, conscious efforts have been made to involve the local community in implementation and management of the programme at the village level.

#### **Village Education Committee**

**In order to promote community participation in primary education the VEC's have been constituted by the State Govt. as statutory bodies.**

The VEC is expected to play a major role in bringing positive attitudinal change in people towards education and to play an important role in mobilising the community for the following purpose:

- to bring un-enrolled children into formal school.
- to retain children in schools especially girls and children from disadvantaged groups.
- to bring children with disabilities into the mainstream.

- to supervise and ensure that children in the age group of 3-6 come to the ECCE centres for pre schooling.
- to encourage and enroll out of school children especially girls, working children in primary education.

### Community/VEC participation

The community through VECs are actively involved in the following activities:

- Micro-planning, school mapping & preparation of Village Education Plan.
- Drive for enrolment and retention of children.
- School improvement/development.
- School construction works, purchase of material, maintenance and repair of school building.
- Opening of AS/EGS Centres.
- Appointment of Shiksha Mitras & Acharyaji.

### Administrative Support

- One Senior Professional at the SPO nominated to look after and coordinate the programme.
- District coordinators of Community Mobilisation, have been appointed and were trained at a state level visioning workshop.
- A three day PRA training programme held for District Coordinators.
- DRG/BRG/VECs constituted in all districts.
- District Resource Groups have been constituted and trained in 8 batches & Block Resource Groups have been constituted and trained in the district by DRG members.
- **22103 VECs have been trained. Training going on.**

***Exposure visit* – 14 member UP DPEP delegation went to Andhra Pradesh and Karnataka for exposure visit- specially Belpur Model, Bridge Camps, Matric Mela and Chinara Mela during 12 to 22 Feb. 2002.**

### Material Development

- A training module for VEC training and Gram Shiksha Yojna hand-book have been revised and made available to DPOs & by them to the VEC's.
- The training module has been printed and distributed for BRG/VEC trainings.

### Training Programme

- District Resource Groups have been constituted in all the 32 districts.
- A 4 day training/orientation programme was organised for 236 DRG members in 8 rounds at SPO.
- Block Resource Groups have been formed in the districts and a 4 day training programme was organised in districts. 3308 BRG's were trained at DIET.
- **3 days training programme of VEC members has been organised at Gram Sabha level in 2002-03.**
- **22103 VEC's have been trained so far.**

## Campaign and other mobilisation activities

- At the start of academic session 2002-2003, School Chalo Abhiyan was organised in the State between July 1-31, 2002. Prabhat Pheris were organised with slogans of School Chalo Abhiyan. The Abhiyan actually proved very useful specially for DPEP-III districts. At the start of 2002-03 session the School Chalo Abhiyan was again launched which proved very effective.
- Banners/Posters and wall writing undertaken in all the districts of DPEP-III.
  - in order to motivate parents to send their daughters to schools, Meena campaigns were organised.
- Districts organised rallies, meetings, cultural activities, pad yatras etc. at district, block and village level.
- Slides on the School Chalo Abhiyan were shown in Cinema halls to create public awareness and build an environment for the campaign.
  - Orientation programmes held for the newly elected Pradhans, members of VECs conducted at the Nyaya panchayat level, on issues in primary education and their role in the development of primary schools
- Solemn resolves were made by Pradhan's and VEC's members to work towards total enrolment in the village.
- **Kala Jathas in DPEP III were trained through state level theatre workshops. These groups performed in 736 villages.**
- **Intensified community mobilization & women's participation in the Model Clusters done in low female literacy pockets.**

## Girls Education

- SRG formed.
- District Coordinators in all districts are in place
- Training of District Coordinators (girl's education) is complete.
- District specific plans developed for girls' education.
- Free Text Books' distribution to all girls in 32 districts has been done.
- 25 Model Clusters for adopting intensive approach for promoting girl's education have been identified in the districts on the basis of low female literacy & girl's enrolment. **A total of 800 MCDA are in the process.**
- **In MCDA, 2091 villages are drop out free and 2357 village have 100% enrollment.**
- **Strategy for promoting girls education and women's empowerment in 5 DPEP-III districts under Mahila Samakhya programme is underway.**
- **22103 VECs have been trained, with special emphasis on girls education.**
- **A 3 days training packages for sensitizing teachers called 'Anant' was developed.**
- **320 MTs for the purpose have been trained from 3rd Oct. 2001 to Dec. 2001. 400 TOT's in districts & 19827 teachers, BRC.NPRC's have been trained so far.**
- 1727 summer camps organised for 9+ drop out girls and 30041 children mainstreamed through the camp.
- **In MCDA areas, TOT for Mother Teacher Association, PTAs and WMGs have been trained in 'Aseem' and 'Muktakash' respectively.**
- **1039 Women Motivator Groups and 2819 MTA/PTA have been trained.**

- Gender sensitization in classroom process study has been completed and data analysis is under process.
- **To sensitize community 736 village covered under “Pad le munna – pad le muniya” campaign.**
- **1420 Meena campaign and 414 Maa-Beti mela organized with the help of women motivator group.**

### **ECCE**

1. 1653 ECCE centres identified in 31 districts are operational in DPEP-III districts for the first phase. 2189 centres have been identified in 2<sup>nd</sup> phase.
2. 99 Master Trainers for training of ECCE workers have been trained by State Institute of Education.
3. **1649 ECCE workers were provided orientation training of 7 days in first phase and 2189 ECCE workers were provided 10 days training based on pre-school concept.**
4. **Training package “Aadharshila” for ECCE workers has been revised to incorporate more hands -on-practice, centre management and early stimulation activities.**
5. **A training package for supervisors has also been developed by SPO, with the help of SCERT.**
6. **State level training organized to revise Kilkari and for developing handbook for ECCE centre held.**
7. **For strengthening ECCE in district Unnao, Society for Action Vision and Enterprises (SAVE) an NGO has been involved. To strengthen and improve quality of ECCE centres SAVE has adopted 125 centres.**

### **Integrated Education**

In the first phase, two blocks of each district have been selected for integrated education. Two more blocks of each district have been covered in year 2002-03.

Placement of District coordinators (IED) has been completed in all the districts. State Resource Group has been formed.

- **105601 CWSN have been identified. Out of them 33668 are from selected blocks.**
- **70895 CWSN have been integrated in primary schools . Out of which 28384 are of selected blocks.**
- **359 master trainers have been trained.**
- **169 ABRC/NPRC coordinators have completed 45 days foundation course in Chetna Institute in Lucknow & U. P. Institute for hearing Handicapped in Allahabad.**
- **22663 Primary school teachers have completed their 5 days training for IED.**
- **424 medical assessment camps have been organised and 37818 CWSW have been assessed.**

An NGO Pawhari Smrati Parishad, Ghazipur has been selected to work as BRG in Ghazipur. An NGO Amar Jyoti had finished the work at G.B. Nagar

9092 children with special needs were provided free aids and appliances such as crutches, tricycles, calipers, artificial limbs, hearing aids, blind sticks etc. through convergence with District Handicapped Welfare Officer, Kalyanam Karoti, Manglam, District Fitment Centers and CRRC Lucknow in 31 districts.

### School Health Checkup Programme

A Government Order by the State Health Dept. for school health checkup of children studying in primary schools was issued for UP DPEP III districts as well in 2001-02. The GO sets up a health checkup coordination committee in the districts to establish a roster for school based checkup by Dept. doctors.

For the year 2000-01, health checkups of 17,31,979 children studying in primary schools was completed, out of which 4062 children were provided disability certificates.

In the year 2001-02, the health check-up of 43,25,896 children have been done out of which 14498 children were provided disability certificates. For year 2002-03, the health check up program is going on till now 4451490 children have been checked.

### MIS

- Hardware with UPS and software is in place in all the 32 project districts & SPO.
- Data entry operators are in position in all the districts.
- Systems are fully operational.
- EMIS - 2000-01 and 2001-02 reports have been generated for all the districts and shared with TSG/GOI. Analysis is being done by SIEMAT and will be shared with DIETs, DPO, SCERT, and Director Basic Education.
- DISE was revised in 2001-02 by NIEPA/GOI. Consequently data capture format and software was changed. Now the ORACLE software is being used for EMIS. Training on revised format was given to SPO & DPO computer personnel and district coordinator (community mobilization) in SIEMAT during 21-22 August 2001. In addition one week professional training on ORACLE was provided to SPO personnel by Regional Computer Centre, Lucknow during 16-21 July, 2001. Training of DPO computer personnel was conducted during 15-31 October, 2001. The revised DISE software was received from GOI in January 2002. On receipt of the update DISE system the final round of training was organised at SPO on 11.3.2002. Necessary hardware have also been procured. The revised DISE has now been operationalised.
- Formulation of EMIS 2002-2003 on revised DISE was started in month of August 2002. Formats were printed at the district level & distributed to all the schools. Filled formats have been collected at district level from schools and data entry is in process. Out of which the data for 21 districts has been received.
- Microplanning exercise is going on in DPEP-III districts. Data has been collected partially.

### Capacity Building of Institutions

- Computerization of service & financial matters of teachers & Education Deptt. Officers has been undertaken, under UP DPEP-III.

- A technical Committee was constituted by GOUP to decide specifications of Computer Hardware/ Software and other equipments for SIE & State textbook office. The committee examined the matter in its meeting and decided the specifications for both the organizations. **The procurement process has been completed and systems have been installed.**
- DPEP cell has been established in each Division in Asstt. Director, Basic Education Office. 7 Dy. Divisional Project Officers are in place. **Dy. Divisional Project Officers have been provided 3 days orientation-training during 8-10 January 2002 by SIEMAT, Allahabad.** Computer operators were appointed in their offices and training provided to them in April 2001.
- Regular Review meetings with Divisional officers at SPO on 7<sup>th</sup> of every month. They are rendering an active role in monitoring, problem-solving, field inspections.
- Block level ABSAs declared Block Project officers for implementation & monitoring of project.

### **Project Financial Management System**

**As per the agreed minutes of Negotiations of District Primary Education Programme-III the first PMR based on CFMS which was developed by M/s Compare Infobase Pvt. Ltd. for the quarter ending March 2002 and I, II & III quarter of 2002-03 has already been submitted.**

**Now C.F.M.S. is operational in DPEP-III and accounts are being prepared on the basis of C.F.M.S.**

### **Civil works**

- ◆ Against the civil work target of first year 2000-01. The sites of all works have been selected & work is in progress. The progress of civil works are given in Annex.
- ◆ **For 2000-01, the construction of 1026 school building (new) against the target of 1099 (93.36%), 3093 classrooms out of 3125 (98.93%) and 1856 NPRC against 1886 (98.46%) have been completed. Remaining are at different stages of construction.**
- ◆ **Dovetailing of funds with PMGY to the tune of Rs. 29.22 crores for 2000-01 schools and Rs. 2.28 crores under SRY in 5 districts has been ensured.**
- ◆ Newly developed designs of schools under DPEP-II have been mainstreamed. Commensurate Construction manuals are available with the districts.
- ◆ As per Executive Committee decision, District Magistrates have nominated local RES/MI engineers for technical supervision of civil work on honorarium basis.
- ◆ SPO & EdCIL professionals have provided technical training to District level engineers in all the districts of U.P.
- ◆ District level engineers have provided technical training to all concerned VECs.
- ◆ **The Funds for the spill over target of 2000-01 i.e. 2762 additional classrooms, 1320 primary schools (reconstruction) and 6998 toilets have also been released in 2001-02, out of which 1137 (86.14%) primary schools (reconstruction), 2389 (86.49%) additional classrooms and 6695 (95.67%) toilets have been completed.**
- ◆ **Based on the funds available for year 2001-02, releases for 1080 (new) & 1373 (reconstruction) primary school buildings and 1752 NPRC's have been released, out of which 1447 school buildings and 1368 NPRC's have been completed and remaining are different stages of construction.**



- ◆ The funds for spill over target of 4253 additional classrooms and 5354 toilets were made available to the districts in 2002-03. The site have been selected. 1294 additional classroom & 1810 toilets were completed and remaining are in different stage of construction.
- ◆ Dovetailing of funds with PMGY to the tune of Rs. 23.89 crores for (2001-02) 2085 primary schools made available. During 2002-03 PMGY funds Rs.6.95 crores have been made available for construction of targeted school buildings.
- ◆ C&DS division of UPJal Nigam has been contracted to construct & supervise BRC's. 376 BRCs have been planned out of which 343 BRC have been completed and the rest are in progress.
- ◆ An SCERT hostel is being constructed in DPEP-III. The work is in progress at 95% level.
- ◆ An additional Training Hall is being constructed in SIEMAT, Allahabad. Work is completed.
- ◆ Three persons (two from state level and one from field) participated in 5 day 5<sup>th</sup> National Cross State Sharing workshop held on civil works at Jaipur (Rajasthan) during 25-29 Sept. 2001.

### **AWP & B**

- ◆ 2 days training for core team of DPEP-III districts organized at SIEMAT Allahabad in two batches from 13-15 January 03 and 16-17 January 03.
- ◆ AWP & B for 2003-2004 for DPEP III districts are under preparation and the same will be sent to GOI very soon.

### **Research & Evaluation**

Under DPEP-III the following Researches /Evaluations studies are underway.

1. **Cohort study in 32 districts of DPEP-III. This study has been conducted by SCERT and completed.** Dr. Yash Agarwal from NIEPA, Dr. K.P. Pandey Ex. V.C. Kashi Vidhyapeeth, Dr. A.B.L. Srivastava from Ed-CIL T.S.G. provided expert help to formulate the proposal & T.O.R. for the Cohort Study.
2. M.A.S. (Mid-term Assessment Survey) for DPEP-III is planned for the year 2002-2003. SCERT & DIET's is conducting and going to be completed.
3. Following evaluation studies are planned for 2002-03 for which action has been initiated by SIEMAT, Allahabad.
  - a. Parateachers
  - b. Alternative Schooling
  - c. ECCE
  - d. Teacher Training & Support System
  - e. VEC School Management.

**Staffing Position at State Project Office  
under DPEP-III**

<b>S.No.</b>	<b>Post/Designation</b>	<b>Sanctioned Posts</b>	<b>In Post</b>
1	State Project Director	1	1
2	Additional Project Director	1	
3	Additional Project Director III	1	1
4	Chief Finance & Account officer	1	1
5	Senior Professional	6	6
6	Senior Finance Accounts Officer	2	2
7	Professional	5	5
8	Purchase Officer	1	1
9	System Analyst	1	1
10	Administrative Officer	1	1
11	Computer Programmer	1	1
12	Asst. Accounts Officer	1	1
13	Office Superintendents	1	1
14	Senior Accountant	1	1
15	Computer operator	3	3
16	Steno	6	6
17	Accountant	2	2
18	Auditor	1	1
19	Junior Auditor	2	2
20	Senior Clerk	6	6
21	Asst. Clerk	2	2
22	Cashier	1	1
23	Driver	5	5
24	Peon	7	7
25	Watchman	2	2
26	Distance Education Coordinator	1	1
	<b>Total</b>	<b>62</b>	<b>61</b>

**DPO Staffing Position  
DPEP-III**

*Annexure -II*

<b>Sl.</b>	<b>Name of Post</b>	<b>No. of Post Created</b>	<b>No. of post filled</b>
1	Expert(BSA)	32	32
2	Asstt. Accounts Officer	32	32
3	District Coordinator (Training)	32	30
4	District Coordinator (AS)	32	30
5	District Coordinator (Community Participation - 4)	32	30
6	District Coordinator – (IED)	32	31
7	District Coordinator (Gender)	32	29
8	Computer Operator	32	32
9	Accountant	32	18
10	Steno	32	20
11	Typist/Clerk	32	23
	<b>Total</b>	<b>352</b>	<b>307</b>

**Staffing in DIETS - UP DPEP-III**

S.No.	Districts Sanctione-Posts	Principal (1)	Vice-Principal 1)	Senior-Lecturer (6)	Lecturer (17)	Work-Exp. Teacher (1)
1.	Ghaziabad/ G.B.Nagar	1	1	2	14	1
2.	Mainpuri	0	0	0	7	1
3.	Bulandshahar	1	1	-	9	1
4.	Meerut/ Baghpat	1	1	1	6	1
5.	Etah	-	1	2	7	1
6.	Agra	1	1	0	17	1
7.	Bijnor	-	1	-	1	-
8.	Muzaffar Nagar	1	1	1	11	1
9.	Jalaun	-	1	-	2	1
10.	Mahoba/Hamirpur	1	1	1	2	1
11.	Unnao	1	1	1	16	1
12.	Jaunpur	1	1	2	11	1
13.	Sultanpur	1	1	2	10	1
14.	Raibareilly	1	1	1	13	-
15.	Kanpur Dehat	0	1	0	12	1
16.	Jhansi	-	-	1	15	1
17.	Mathura	1	1	1	8	1
18.	Azamgarh	-	1	1	5	1
19.	Ballia	1	-	-	9	1
20.	Faizabad/ Ambedkar Nagar	-	1	-	12	-
21.	Farukhabad/ Kannoj	1	-	1	3	1
22.	Fatehpur	1	1	0	14	1
23.	Ghazipur	-	-	2	13	-
24.	Mau	-	1	1	10	1
25.	Mirzapur	-	-	1	3	-
26.	Pratapgarh	-	1	0	5	1
	<b>Total</b>	<b>14</b>	<b>21</b>	<b>21</b>	<b>235</b>	<b>21</b>

- Figures shown in brackets are no. of sanctioned posts.
- Kushinagar (Padrauna) is looked after by DIET Deoria.

## U.P. District Primary Education Programme-III

## Civil Works - Physical and Financial Status Report on 31-8-2002

## Physical Status

S.No	Item	Project Target	Planned So Far	Completed	In Progress	Not Started
1.	BRCs	388	377	343	31	3
2.	CRCs	3852	3854	3225	413	216
3.	New Primary School	2442	2502	1682	536	284
4.*	Reconstruction of Primary School	3020	2977	1948	739	290
5.*	Additional Class Rooms	11640	10140	6776	2301	1063
6.*	Toilets	13958	12352	8505	1628	2219
7.	Drinking Water	4397	100	90	10	--
8.*	Repairs	7920	1400	980	380	--
9.	MIS Centres	32	32	32	--	--
10.	Hostel Construction in SCERT, Lucknow	01	01	--	01	--
11.	Training Hall in SIEMAT, Allahabad	01	01	01	--	--

\* 4 & 6 Funds released in April, 2001 for 1320 primary school (reconstruction) and 6998 toilets due to shortage of funds in 2000-01.

\* 5 & 6 Funds were made available for 4253 additional classroom and 5354 toilets in 2002-03 instead of 2001-02 due to shortage of funds.

\* 8 Funds were made available for repairs of Primary school in Jan 2003, due to shortage of funds

## Financial Status

(Rs. in lakhs)

Total Approved Project	Released Till 10-03-2003	Expenditure Till 10-03-2003
18251.00	17880.20	17437.17 (95.54%)

# UTTARANCHAL

## Coverage:

Total number of districts: 06

(Tehri Garhwal, Haridwar, Uttarkashi, Bageshwar, Pithoragarh and Champawat)

(Rs.In lacs)

Particulars	District Covered	EFC Approved Project Cost	Annual Work Plan 2002-2003 Including Spill Over
DPEP-III 1	Bageshwar	898.16	244.15
2	Champawat	847.83	283.14
3	Haridwar	1660.75	369.60
4	Pithoragarh	1264.14	390.47
5	Tehri Garhwal	1833.66	575.56
6	Uttarkashi	1213.94	424.17
7	SPO	584.58	353.55
	<b>Total</b>	<b>8303.08</b>	<b>2640.64</b>

(Rs.In lacs)

Fund released by GOI upto 28.02.2003	Fund released by State Government upto 28.02.2003	Total	Percentage(%) State Share against total fund received
3811.25	846.18	4657.43*	18.17

\* Rs. 1172.02 Lacs through UPEFA & 3485.41 to Uttaranchal Sabhi Ke Liye Shiksha Parishad.

(Rs.In lacs)

Cumulative expenditure upto 28.02.2003	4033.41*
Expenditure, against which reimbursement claim submitted	3997.53**
Actual reimbursement claimed by Uttaranchal Sabhi Ke Liye Shiksha Parishad	2491.51

\* Rs. 869.87 lacs by UPEFA Rs.3163.54 lacs by Uttaranchal Sabhi Ke Liye Shiksha Parishad.

\*\* Rs. 869.87 lacs by UPEFA and Rs. 3127.66 by Uttaranchal Sabhi Ke Liye Shiksha Parishad.

## Audit and Audit Report :-

Expenditure statements for reimbursement are being sent regularly. Accounts have been audited for 2000-2001 & 2001-2002. The audit report of 2001-2002 has been submitted to the Government of India.

## **Project Structure :-**

### Staff position in SPO & DPOs...

Name	No. Planned	No. filled	Vacant	Particulars of posts vacant/progress in filling the same
SPO Dehradun	30	21	09	06 personnel attached from education department
DPOs	60	57	03	Computer operator - 02 Steno - 01

\* Details of posts are given in Annexure I(A) & I(B).

\*\* Staffing in DIETs of 05 project districts is given in Annexure II.

### **Orientation & training of DPOs & DIETs**

To orient & trained the DPEP staff towards different activities of the project and pedagogical aspects, workshops were held in DPEP districts.

In these workshop the lecturers of DIET, BRC/NPRC Co-ordinators, ABSAs, SDIs and all district Co-ordinators were oriented & trained.

### **Functioning of Executive Committee**

- Meetings of Executive Committee are being held regularly. Last meeting of Executive Committee was held on 03 August 2002, the next meeting proposed in the month of April 2002.
- Meeting of programme committee held in the month of February 11, 2003 and March 5, 2003.
- A proposal for nominations to the General council as well as the Executive Committee of "Uttaranchal Sabhi Ke Liye Shiksha Parishad" is under consideration of State & Centre Government.

### **Pedagogical Improvement**

- District Coordinators (Trg.) are in place in all the DPEP districts.
- All District Coordinators (Trg.) have been oriented & trained.
- SRG, DRGs & BRGs have been constituted & oriented.
- Visioning workshop for SRG was held at DIET Roorkee, DIET Bhimtal respectively.
- 38 BRCs & 280 NPRCs are in function.
- 38 BRCC, 76 ABRCc & 280 NPRCc have been selected.
- 08 Days foundation training for BRCC & NPRCc organised.
- 10 Days training on self instructional module on Hard spots has been completed.
- 190 master trainers for Teacher's training were trained.
- 32 Resource persons from each district trained for II nd round teacher training.

- 8145 teachers have been trained in the 1<sup>st</sup> round Teacher training programme.
- 6880 teachers have been trained in the second round teachers training programme.
- 1<sup>st</sup> round Teacher training programme was mainly focussed on new Text Books (class I to V) developed under UPDPEP.
- Teacher training module (II round training) on Hard spots in Maths, Language and environmental science developed in a workshop held at DIET Dehradun. Besides this the emphasis has been given for promoting Girls Education and Education for disabled children under IED.
- Curriculum development workshop on EVS was organised with the collaboration of "Uttarakhand Seva Nidhi Almora" (NGO).
- Project functionaries & DIET's lecturers participated in these workshop.
- MT trained for the training of teachers how to teach the the book Hamari Dharti Hamara Jeevan.
- Supervisory staff trained for monitoring and effective evaluation.
- School improvement grant provided to 4329 school @Rs.2000 per schools in the year 2001-02.
- School improvement grant have been provided to 4390 schools in 2nd round @ Rs.2000 per school.
- Text books for class VI to VIII in four subjects- Language, Science, Geography & History developed by SRG.
- Master trainers have been trained on the concepts of newly developed text books for class VI to VIII.
- Workshops on new textbooks revision were organized.
- 8345 teachers have got TLM grant @ of Rs.500/- per teacher in year 2001-02.
- 8465 teachers have got TLM grant @ Rs. 500 per teacher in the year 2002-03.
- 689 Shiksha Mitra (Para teacher) under DPEP & 411 Shiksha Mitra under State Govt. Scheme trained by DIETs.
- A training programme regarding Environment Education Conducted in all DIETs of the State.
- A workshop for development of tool for School grading was organized at State Resource Centre, Dehradun.
- A multigrade and activity based Kunjapuri model developed on Rishi Velly Pattern implemented in 10-10 schools of Tehri, Uttarkashi & Pithoragarh district.
- School grading formats developed and used by the schools & coordinators.
- ECO clubs are established under the scheme of National Green Corps.
- Training need identification of DIETs and district level functionaries on management issues conducted with the help of NIEPA, New Delhi.
- Training programme on awareness of health and hygiene organized in DIETs.
- A training for GLOBE was organized under the environment education.
- Training programme on "Management Development" conducted for DIETs personnel & district level functionaries by NIEPA at Academy of Administration, Nainital.
- Curriculum for class I-V has been revised.
- A workshop on preparation of SLM & use of TLM has been organized under distance education programme of DPEP.



- A workshop on Audio/Radio script writing was organized from 13-16 March 2003.
- Internal mission comprises of DIET principal, Lecturer, DPO & SPO faculty visited the programme in the DPEP covered districts.
- A workshop on “Use of New Media in Primary Education” has been organized in NID, Ahmedabad. Personnel has been trained from Uttaranchal.
- A Continuous and comprehensive evaluation tool has been implemented in selected blocks of Bageshwar district by DIET Almora.
- A Module writing workshop for SLM for distance learning mode has been organized at CEE, Ahmedabad Resource Person from Uttaranchal participated in this workshop.

### Alternative Schooling & EGS Centers

- District coordinators (AS) are in place.
- District coordinators have been oriented regarding their role & responsibilities.
- District coordinators (AS) oriented about the selection process of Acharyaji/Instructors, system of supervision, monitoring and evaluation of AS and EGS centers.
- EGS envisages opening of the centers for class 1 & 2, in such habitations which do not have any primary school with in radius of 1 km. and 20 children available in the age group of 6-11 years.
- The community has been assigned the responsibility to provide space and accommodation for the AS and EGS centers in order to foster the ownership.
- 442 EGS and 32 AS centers are in operation.
- 109 EGS and 23 AS centers have been selected in the 2002-03
- 486 Acharyaji and Instructors have been selected.
- 416 Acharyaji and Instructors oriented and trained.
- Formal school text books are used in AS and EGS centers.
- BRCC and NPRCC are monitoring and supervising the programme.
- SRG & DRGs have been constituted.
- SRG oriented and bimonthly meetings held.
- TLM workshop for EGS & AS Acharyaji/Instructors organized at DIET Roorkee, Haridwar.
- 10248 children are enrolled in EGS centers.
- 1329 children are enrolled in AS centers.
- DCF developed for EGS and AS centers.
- SRG and District functionaries trained for filling the DCF.
- Tools development by the districts for Gradation and categorization of EGS and AS centers.

### Teacher Appointment

- 659 Shiksha Mitra selected and trained under DPEP.
- 439 Shiksha Mitra selected and 411 trained under state govt. scheme.
- 251 teachers appointed in formal schools under DPEP.

### **Awareness Building & Community Mobilisation**

Conscious efforts are made for the participation and involvement of local community in implementation and management of programme at village level.

### **Village Education Committee**

In order to promote proper involvement of community in primary education, the VECs' have been constituted.

The VEC is expected to play an important role in mobilizing the community and bringing positive attitudinal change in people towards education. The community would take part in :

- to bring un-enrolled children into formal schools.
- to retain children in schools especially girls and children from disadvantaged groups.
- to bring children with disabilities into the mainstream.
- to supervise and ensure that children in the age group of 3-5 come to the ECCE centres for pre schooling.
- to encourage and support out of school children especially girls & working children for primary education.

School management committees are constituted in every school. These committees are helping the VEC in school management & implementation of Mid-Day-Meal scheme.

### **Community/VEC participation**

The community through VECs are actively involved in the following activities :

- Micro-planning, school mapping & preparation of Village Education Plan.
- Drive for enrolment and retention of children.
- School improvement/development.
- School construction, maintenance and repair of school buildings and purchase of materials.
- Opening of AS/EGS Centres.
- Purchase of educational materials in AS/EGS & ECCE centers.
- Appointment of Shiksha Mitra and Acharayaji/ Instructors.
- Free text books and scholarship distribution.
- In preparation of cooked meal under Mid Day Meal scheme.

### **Interventions**

Following measures have been undertaken to gear up the process of community involvement in 06 project district :

- 2674 VECs constituted and trained in 06 DPEP districts.

- 67437 members of VECs community members trained.
- 1200 VEC trained in Ist Phase.
- Training programme organized for 1474 VECs in 2<sup>nd</sup> phase.
- In these villages “Village Education Plan” completed.
- 1310 MTAs and 335 WMGs formed.
- 13745 MTA & 4802 WMGs members have been trained.
- SMCs have been constituted vide State Government order dated March 30, 2002.

### **1. Administrative arrangements**

- District co-ordinators (community mobilization) have been appointed and trained in a state level workshop.
- 03 days training programme for D.Co.(C.M.) held at SPO level regarding community participation and PRA etc.
- DRG, BRG, VECs constituted and trained.
- Training on micro planning and school mapping organized at NIAR, Mussoorie.
- Training on data capture format(Survey format) for district level functionaries organized at SPO level.
- A training module for VEC training and Gram Shiksha Yojna hand-book have been revised and made available to DPOs for printing and distribution.
- The training module has been printed by the districts and distributed to BRGs/VECs for training.
- Training module developed for the orientation of VECs and SMCs.

### **2. Training Programme**

- District resource groups have been constituted in all the 06 DPEP districts.
- A 4 days training/orientation programme for DRG members was organized at SPO level.
- Block Resource Groups have been formed in all the 38 blocks.
- All 38 BRG's have been trained.
- 2674 VECs have been trained.
- 84 MTA and 109 WMG trained in school tracking programme in model clusters.

### **3. Campaign and other mobilisation activities**

- At the start of academic session 2002-2003, School Chalo Abhiyan was organised in the state from July 1-15, 2002. Prabhat Pheries were organised with slogans of School Chalo Abhiyan. The Abhiyan actually proved very useful specially for DPEP-III districts and marked its formal launching.
- Banners/Posters and wall writing undertaken in all the districts of DPEP-III.
- Rallies, meetings, cultural activities, pad yatras etc. organized at state, district, block and village level.
- Formal school grading and student achievement tools developed for the purpose of community.

### Activities performed under School Chalo Abhiyan

- In order to motivate parents to educate their daughters, Meena film developed by UNICEF shown in 370 villages.
- Orientation programmes conducted for the Gram Pradhans and members of VECs, at the Nyay panchayat level, on the issues of primary education and their role and responsibilities in the management and improvement of primary schools.
- For the success of School Chalo Abhiyan, support has been received from various Departments at the district. Public representative inaugurated the School Chalo Abhiyan programme at the district and block levels.
- Distt level, Block level, and village level rallies were organised.
- Children's enrolment, with specific emphasis on girl's education, retention and enrolment drives were conducted with the help of street plays and folk songs, using the services of local cultural troupes.
- Free text books were distributed to SC, ST boys and all girls.
- In addition to this State government has taken initiative to distribute free text books for the children of general category, who did not covered DPEP/SSA under the above schemes.

### Girl's Education

- District Coordinators (Girl's Education) in 06 districts are in place.
- District Coordinators (Girl's Education) have been oriented about their role and responsibility.
- SRG & DRGs formed.
- SRG & DRGs have been oriented and regular meetings held.
- 80 model clusters have been identified in 12 blocks having low female literacy rate.
- Intensive approaches have been adopted in model clusters to promote girls education.
- 2630 VECs have been sensitized and trained.
- 1239 mother teacher and motivator associations formed.
- Mother teacher and motivator association sensitization module developed in a workshop organized at SPO level.
- 335 WMG and 1310 MTA formed.
- 4802 WMG and 13745 MTA members trained.
- Meena film developed by UNICEF shown in 370 villages.
- Meeting with WMG and MTA's regularly held.
- Kala Jatha/ Nukar Natak performed in 34 villages and 15 model clusters.
- Maa-Beti/ Bal meals organized in 58 model clusters.
- 619 ECCE centers are running in convergence with ICDS department.
- 186 new Anganwadi centers are covered under ECCE in 2002-03.
- 619 ECCE workers trained.
- Monthly calender developed for ECCE workers, which included songs, games, stories, poems, Shanti Khel and Bal karyas.
- Audio cassettes of Bal songs, poems and stories prepared under DPEP programme.

- 22 Resource person of the state core group trained for the next training programme of ECCE worker.
- SRG members visited 17 balwadis of “Uttarkhand Sewa Nidhi, Almora” in the month of February 2003.
- 05 ECCE with EGS are running in non ICDS district Champawat.
- 8202 teachers have been trained under gender sensitization training programme.
- Video film on ECCE centers & balwadi’s of “Uttarkhand Sewa Nidhi, Almora” developed by the SPO & DPO viz Uttarkashi, Pithoragarh and Tehri.
- A regional workshop for 5 days organized at SRC, Dehradun to trained the State Resource Team working for the study on classroom culture and processes from the gender perspective.
- Study on class room culture and processes was conducted in 17 formal schools and 4 AS centres of Haridwar and Tehri district.
- Data feeding for study on class room culture & processes has been completed.
- 1.95 lakh girls have been provided free text books from class I to V.

### **Integrated Education**

- One professional looks after the IED programme at SPO level.
- SRG, DRGs and BRGs constituted.
- SRG oriented and trained.
- 4342 children in age group 6-14 with special needs identified in 06 DPEP districts.
- During Door to Door survey conducted by VEC and school teachers convergence made at the state and district level with different Departments such as NIVH, NIOH, Social Welfare, ICDS, Medical and Health.
- With the assistance of the NIVH, NIOH and Health department 03 camps for the medical examination of disabled children organized at the following districts :-
  1. BRC Bhagwanpur, BRC Bahadrabad, BRC Roorkee in district Haridwar.
  2. Primary School Takana in district Pithoragarh
  3. Primary School (P.S.) Chamba, P.S. Jakholi, P.S. Dagarpatti, P.S. Anjanisain and Bhuwanshawari Mahila Ashram, Anjani Sain in district Tehri.
  4. BRC Khatikhan, BRC Takana, BRC Tanakpur and BRC Champawat in District Champawat.
  5. Ramlila Ground Uttarkashi in Uttarkashi District
  6. BRC Kapkot in Bageshwar District.
- For creating general awareness a folder and four video films developed.
- A collection of success story and a guide for disabled children prepared by SPO.
- 1430 children were medically examined.
- 770 children were identified for getting aids and appliances.
- 509 children were given disability certificates by the team of chief medical officer.
- Aids and appliances to 770 children provided free of cost by NIVH and NIOH, Dehradun.
- 2056 parents of disabled children were provided counselling regarding the health of children and their proper development, physical and mental status.

- Training modules for the training of teachers prepared for IED
- 4130 Master trainers trained.
- IED coordinators, DIET lecturer, NPRCc, Headmasters/teachers sensitized under IED programme.
- Participation in National IED Programme Puri, Orissa and Review meeting at Gurgaon, Hariyana.
- A tool for IED developed.
- IED component included in school grading format.
- Incentives like free text books and scholarship provided by the State Government.
- General teachers being sensitized in 90 day correspondent course by RCI.
- Joyful learning material prepared for children with special needs with coordination of Ed. CILs, National consultant IED.
- Reports of IED programme regularly published in state project's quarterly magazine "KOSHISH".

### ***MIS***

- Hardware with UPS and software are in place in all the 6 project districts.
- Data entry operators are in position in 04 districts.
- Computer personnel of DPO's have been trained with technical assistance from TSG; Ed.CIL New Delhi in SPO, Dehradun.
- ORCALE training for computer operators' completed in all the 06 DPEP districts.
- Training of Computer Operator, BRCc, ABSA, SDI and NPRC coordinators organized in all the districts for filling up the DCF and carry out the sample checking.
- Date capture formats for 2002-03 collected at district level.
- Data entry work is in progress in all 06 DPEP district for year 2002-2003

### ***Civil Work***

- The progress of the civil works targeted for the year 2000-01, 2001-02 & 2002-03, are given as annexure III 'B'.

**Staffing Position At SPO, Uttaranchal  
Under DPEP-III**

<b>S.No.</b>	<b>Post/Designation</b>	<b>Sanctioned Posts</b>	<b>In Place</b>
1.	State Project Director	01(Ex-Officio)	01
2.	Additional Project Director	01	01
3.	Finance controller/Senior Professional	01	01
4.	Senior Professional	02	02
5.	Professional	02	02
6.	Administrative officer	01	01
7.	Acoounts Officer	01	01
8.	Computer Programmer	01	-
9.	Computer Operator	02	02
10.	Senior auditor	01	-
11.	Accountant	01	01
12.	Steno	04	02
13.	Senior Clerk	01	01
14.	Astt. Clerk	01	01
15.	Driver	04	03
16.	Peon	05	03
17.	Sweeper cum chokidar	01	-
	<b>Total</b>	<b>30</b>	<b>22</b>

*( 06 personnel attached from Education Department)*

**DPO Staffing Position  
DPEP-III**

<b>S.No.</b>	<b>Name of Post</b>	<b>No. of Post Created</b>	<b>No. of Post Filled</b>
1.	Expert(BSA)	06	06
2.	Asst. Accounts Officer	06	06
3.	District Coordinator (Training)	06	06
4.	District Coordinator (AS)	06	06
5.	District Coordinator (Community Participation)	06	06
6.	District Coordinator (Gender)	06	06
7.	Computer Operator	06	04
8.	Accountant	06	06
9.	Steno	06	05
10.	Typist/Clerk	06	06
	<b>Total</b>	<b>60</b>	<b>57</b>



## Staffing in DIETS - Uttarakhand DPEP-III

S. No	Districts	Principal	Vice-Principal	Senior-Lecturer	Lecturer	Work-Exp. Teacher	Statistion	Tech. assistan
	Sanctioned-Posts	(1)	(1)	(6)	(17)	(1)	(1)	(1)
1.	Bageshwar(Almora)	-	1	05	16	1	1	1
2.	Haridwar(Roorkee)	-	1	04	18	-	1	1
3.	Pithoragarh	1	-	04	16	1	1	1
4.	Champawat	-	-	-	-	-	-	-
5.	Tehri Garhwal	1	-	02	16	1	-	-
6.	Uttarkashi	1	-	02	13	-	1	1
	<b>Total</b>	<b>3</b>	<b>2</b>	<b>17</b>	<b>79</b>	<b>3</b>	<b>4</b>	<b>4</b>

Figures shown in brackets are no. of sanctioned posts.

*Annexure - III (A)*

**Selection of MTs and appointment of  
BRC/NPRC Coordinators - DPEP-III**

	<b>Districts</b>	<b>No. of Blocks</b>	<b>No. of Selected MTs</b>	<b>No. of BRC-C in place</b>	<b>No. of ABRC-C in place</b>	<b>No. of NPRCs</b>	<b>No. of NPC-C in place</b>
	Bageshwar	05	27	05	10	35	35
	Champawat	04	18	04	08	23	23
	Pithoragarh	08	40	08	16	64	64
	Tehri Garhwal	09	45	09	18	76	76
	Uttarkashi	06	30	06	12	36	36
	Haridwar	05	30	06	12	46	46
	<b>Total</b>	<b>38</b>	<b>190</b>	<b>38</b>	<b>76</b>	<b>280</b>	<b>280</b>

**Civil Works-Physical and Financial Status as on 28.02.2003  
(DPEP-III) Uttaranchal  
Physical Status Year 2000-2001**

S. No.	Item	Planned so far (2000-01)	Completed	In progress	% of Comp. & IP
1.	BRC	5	5	-	100
2.	CRC	131	131	-	100
3.	New primary schools	130	129	1	100
4.	Additional Classroom	118	118	-	100
5.	Reconstruction of primary schools	113	103	10	100
6.	Toilets	749	749	-	100
7.	MIS center	6	6	-	100

**Physical Status Year 2001-2002**

S. No.	Item	Planned so far (2001-02)	Completed	In progress	% of Comp. & IP
1.	BRC	27	15	12	100
2.	CRC	149	128	20	93.3
4	New primary schools	121	48	72	99.1
4.	Additional Classroom	448	315	123	97.7
5.	Reconstruction of primary school	123	30	81	90.2
6.	Toilets	469	435	32	99.5

**Physical Status Year 2002-2003**

S. No.	Item	Planned so far (2002-03)	Completed	In progress	% of Comp. & IP
1.	BRC	-	-	-	-
2.	CRC	-	-	-	-
4	New primary schools	48	-	14	29.1
4.	Additional Classroom	120	06	60	54
5.	Reconstruction of primary school	73	-	40	54.7
6.	Toilets	200	22	17	19.5

**Financial Status  
Civil Works 2002-03**

(in lacs)

approved Project	Approved out lay for 2002-2003 Including spill over	Expenditure during 2002-2003 upto 28.02.2003	Commulative expenditure upto 28.02.2003	Percentage Expenditure
1777.89	658.14	357.29	1194.38	67.18

# WEST BENGAL

## 1. DPEP Coverage

*Existing : Districts*

*Project Period : 2003 -- 2004*

(Rs. in lakhs)

Districts covered	EFC approved cost
Bankura	3629.563
Birbhum	3447.477
Cooch Behar	3569.286
Murshidabad	3700.560
South 24 Parganas	3978.683
State Component Plan	1304.771
<b>Total</b>	<b>19630.339</b>

*Expansion: : Districts*

*Project Period : 2000-2001 to 2006 to 2007.*

(Rs. in lakhs)

Districts covered	EFC approved cost
Purulia	3999.71
Malda	3999.53
Uttar Dinajpur	3999.70
Dakshin Dinajpur	3999.09
Jalpaiguri	3999.73
State Component Plan	1430.20
<b>Total</b>	<b>21427.96</b>

## 2. Project Structure

1) Vacancy position in SPO and DPOs (as on 28.02.2001):

Name	No. planned	No. filled	Vacant
SPO	61 (excluding clerical cadre & Group - 'D')	57	NIL
DPOs (Existing)	100 (excluding LD clerical cadre & Group - 'D')	92	8
DPOs (Expansion)	100 (excluding LD clerical cadre & Group - 'D')	88	12

**Existing District:**

The post of DPO & Dy. DPO of existing DPEP districts were filled up by the existing pool of officers of the Education Department, Govt. of West Bengal on full-time basis. Other posts were filled up by the incumbents from open market on contract basis.

**Expansion District:**

The post of DPO & Dy. DPO of existing DPEP districts have been filled up by the existing pool of officers of the Education Department, Govt. of West Bengal except Uttar Dinajpur. Other posts vacant are mainly of co-ordinators of different field.

**b) Functioning of EC/GC: (upto 28.02.2003)**

- The West Bengal DPEP Society has so far organised eight meetings of General Council and ten meetings of Executive Committee. The last GC meeting was held on 19.03.2003. The last EC was held on 08.05.2002.

**c) Submission of Annual / Audit Report:**

- The Annual Report and Accounts for 2001 – 2002 have been prepared and sent to all the concerned authorities.
- The Annual Report in English for 2000 – 2001 was published in December, 2001
- The Annual Report in Hindi for 2000-2001 is going to be published in March, 2002

**3. Annual Work Plan & Budget 2002-2003**

<b>Existing District</b>	<b>(Rs. in lakhs) AWPB amount</b>
Bankura	1482
Birbhum	1685
Cooch Behar	1634
Murshidabad	1953
South 24 Parganas	2427
State Component Plan (existing)	273
<b>Total</b>	<b>9454</b>

<b>Expansion District</b>	<b>(Rs. in lakhs) AWPB amount</b>
Purulia	1588
Jalpaiguri	1762
Malda	1699
Dakshin Dinajpur	1042
Uttar Dinajpur	1187
State component (expansion)	461
<b>Total</b>	<b>7739</b>

**The district-wise cumulative expenditure is as below (upto 28.02.03)**

**Existing:**

		(Rs. in lakhs)
SPO	-	1302.54
Bankura	-	2406.59
Birbhum	-	2352.80
Cooch Behar	-	2178.08
Murshidabad	-	2636.07
South 24 Parganas.	-	3774.61
<b>Total</b>	-	<b>14650.69</b>

**The district-wise cumulative expenditure is as below (upto 28.02.03)**

**Expansion :**

		(Rs. in lakhs)
SPO	-	405.39
Dakshin Dinajpur	-	1006.64
Jalpaiguri	-	1243.99
Malda	-	945.86
Purulia	-	370.57
Uttar Dinajpur	-	1021.61
<b>Total</b>	-	<b>4994.06</b>

**☆ Financial Status as on 28.02.03**

- |   |                      |
|---|----------------------|
| a) Expenditure (Existing) incurred upto 28.02.03                            | : Rs. 14650.69 lakhs |
| b) Expenditure (Existing) incurred during 2002 - 2003 (upto February, 2003) | : Rs. 3298.76 lakhs  |
| c) Expenditure (Expansion) incurred upto 28.02.03                           | : Rs. 4994.06 lakhs  |
| d) Expenditure (Expansion) incurred during 2002 – 2003 upto February, 2003  | : Rs. 2318.50 lakhs  |

**4. *Review of Functional Areas: (upto 31.08.2002)***

***i) Planning and Management***

- Developed a database collected from different sources and used for the formulation of annual plan documents of 2002-03 for each DPEP district.
- The database validated and authenticated at different levels of the DPEP districts.
- Data through DISE, 2001 for each DPEP district already collected, analysis is in process and the said report yet to be disseminated.
- A series of workshops with district officials conducted on planning activities for 2002-03 at state, district levels during March, April, May and June 2002.

- Continuous discussions with district functionaries took place for finalisation of DPEP documents.
- Plan documents for each DPEP district (Phase-I and II) along with state components for 2002-03 already developed.
- Final version of those plan documents already placed before MHRD, GoI in the month of July, 2002 for approval.

### **Habitation Planning:**

For SSA in particular, **Habitation Planning** is regarded as a pre-requisite of District Elementary Education Plan. But in our state we have not been able to proceed much in the matter of initiating planning for elementary education from habitation level.

Recently, we have introduced Habitation Planning exercises in order to establish linkage between SLIP schools and the concerned communities. Some more experiments have been done in this regard in North 24 Parganas, Uttar Dinajpur, Paschim Medinipur, Burdwan and Malda districts.

**(a) Habitation Planning with SLIP Communities :** Micro-planning exercises have been initiated in the education sector in West Bengal by application of a few PLA methods / techniques in order to involve communities in the on-going SLIP (School-based Learning Improvement Programme) interventions in classroom transactions for improving quality of education (in selected DPEP districts). It is heartening to note that such micro-planning exercises being undertaken with the aim of empowering and involving communities in SLIP interventions are coming out successful. The outcomes of such micro-planning exercises with SLIP-school communities are indeed *habitation plans* with thrust on quality of education.

**(b) Habitation Planning at Amdanga, North 24 Parganas :** A similar micro-planning exercise by application of some selected PLA methods / techniques was attempted at Amdanga Block in North 24 Parganas District (which is a non-DPEP district and hence obviously a non-SLIP area) on 8.3.2002 thereby involving a community who are not so aware of the issues of elementary education, let alone *quality of education*. The exercise ended up with the learning that in case of non-SLIP communities a different package of PLA methods and techniques will have to be adopted.

**(c) Habitation Planning at Uttar Dinajpur :** A micro-planning exercise was undertaken at Islampur sub-division of Uttar Dinajpur between 18<sup>th</sup> – 22<sup>nd</sup> February, 2002, through a field-based training-cum-workshop organised by SPO with support from the District Project Office. The participants in this workshop were District Co-ordinators on Community Mobilization, Gender Issues, Integrated Education for the Disabled and Early Childhood Care & Education from the 10 DPEP districts. The main objective of this programme was to orient the District Co-ordinators with the methodology of formulating 'Habitation Plans' by applying PLA techniques. At the end of the workshop, 6 Habitation Plans were formulated, and the District Co-ordinators were motivated to take up this intervention intensively and extensively in their respective district in order to formulate educational plans for each habitation.

**(d) Habitation Planning at Garhbeta, Paschim Medinipur :** Another innovative exercise was undertaken by SPO with support from the district administration at Amlagora, Garhbeta in Paschim Medinipur district. A Self-Help Group was activated to take leadership in a 2-day habitation planning exercise which was joined by officials from District and Block administration, Panchayat Samiti and Gram Panchayat officials, teachers, community leaders and guardians among others

**(e) Habitation Planning at Kalna, Burdwan :** Another habitation planning exercise was undertaken at Kalna, Burdwan on 5<sup>th</sup> and 6<sup>th</sup> April, 2002 through a workshop which was attended by 2 Key Resource Persons from each non-DPEP and DPEP district (except Darjeeling and Kolkata). It was indeed a field work based habitation planning workshop on application of the methodology of formulation of *Habitation Plan for UEE*. The programme was designed with the objective of capacity-building of about 40 Key Resource Persons (External Facilitators) coming from 18 districts on habitation planning for UEE through first hand working experience; capacity-building of about 40 Animators from 20 habitations and Chairman and Secretary of each of the concerned VECs (Internal Facilitators); and preparation of 20 *Habitation Plans for UEE* at a single go at the end of the programme.

**(f) Habitation Planning at Malda :** Another habitation planning exercise was undertaken at Malda on April 22-24, 2002 through a workshop which was attended by 2 Resource Persons from each Block. The programme was organised by District Project Officer, SSA & DPEP, Malda with consultancy support from SPO, PBRPSUS. The programme was conducted jointly by a team comprising 2 officials from SPO and 2 Key Resource Persons trained at Kalna. The programme was designed with the objective of capacity-building of about 2 Key Resource Persons (External Facilitators) coming from each Block on habitation planning for UEE through first hand working experience; capacity-building of about Animators from selected habitations and Chairman and Secretary of each of the concerned VECs (Internal Facilitators); and preparation of 3 *Habitation Plans for UEE* at the end of the programme.

## **ii) Civil Work :**

- 485 new school buildings 1378 addl. Rooms & 196 CLRC buildings planned till date involving approximately Rs.4897.93 lakhs. More than 95% of civil construction of these buildings have already been completed as on February'2002 of phase I districts 332 new schools buildings, 413 additional classrooms and 130 CLRC buildings planned till date, involving approximately 4577.75 lakhs for phase II districts. About 40% of progress has been achieved so far.
- Construction of Prototype building in each district has been completed to provide Theoretical & Practical training on CET to local engineers, masons and VCC members on non-effective technology.
- Child friendly elements have been constructed in around 633 member of schools out of a target of 653 no. of schools.
- Convergence plans formulated at district level to provide basic minimum building support to all primary schools including toilet and drinking facility, site development etc. within next 3 years.



- CFEs are being constructed in various schools in the expansion districts. Malda has taken a strong initiative in this regard. This has been proposed that three floors (3<sup>rd</sup> floor or wards) of the WBBPE building may be utilised for SCERT. The relevant proposal has been forwarded the GoI for further processing. The proposed work involves an expenditure to the tune of around Rs. 200 lakhs.

**Cumulative Report ( Physical Progress )**  
**As on 28.02.03**

**Existing districts (Civil Works)**  
**New School Buildings**

District	Total Target	Completed	In Progress	Not Started
Birbhum	81	81	0	0
Bankura	158	158	0	0
Cooch Behar	96	83	4	9
Murshidabad	84	76	8	0
South 24 Parganas	66	49	17	0
<b>Total</b>	<b>485</b>	<b>447</b>	<b>29</b>	<b>9</b>

The cumulative report as on February 2003, may be had from the following file.

**Additional Room**

District	Total Target	Completed	In Progress	Not Started
Birbhum	238	236	1	1
Bankura	168	168	0	0
Cooch Behar	299	292	5	2
Murshidabad	316	305	11	0
South 24 Parganas	357	340	17	0
<b>Total</b>	<b>1378</b>	<b>1341</b>	<b>34</b>	<b>3</b>

**Circle Resource Centre**

District	Total Target	Completed	In Progress	Not Started
Birbhum	32	31	1	0
Bankura	45	44	1	0
Cooch Behar	23	23	0	0
Murshidabad	41	31	9	1
South 24 Parganas	55	45	6	4
<b>Total</b>	<b>196</b>	<b>174</b>	<b>17</b>	<b>5</b>

**Cumulative Report ( Physical Progress )  
as on 28.2.2003**

**Expansion Districts ( civil works )  
New School Buildings**

District	Target 2001-2002	Completed	In Progress	Not Started
Jalpaiguri	162	67	88	7
Dakshin Dinajpur	37	12	24	1
Uttar Dinajpur	30	5	25	0
Malda	62	51	11	0
Purulia	41	1	4	36
<b>Total</b>	<b>332</b>	<b>136</b>	<b>152</b>	<b>44</b>

**Additional Rooms**

District	Target 2001-2002	Completed	In Progress	Not Started
Jalpaiguri	58	33	25	0
Dakshin Dinajpur	77	64	11	2
Uttar Dinajpur	200	41	145	14
Malda	62	43	16	3
Purulia	16	3	7	6
<b>Total</b>	<b>413</b>	<b>184</b>	<b>204</b>	<b>25</b>

**Circle Resource Centre**

District	Target 2001-2002	Completed	In Progress	Not Started
Jalpaiguri	27	10	17	0
Dakshin Dinajpur	16	8	7	1
Uttar Dinajpur	17	5	10	2
Malda	28	2	15	11
Purulia	42	6	28	8
<b>Total</b>	<b>130</b>	<b>31</b>	<b>77</b>	<b>22</b>

**iii) Quality Improvement**

**A) Training & Workshops at District Level**

1.	Sensitisation workshop on IED & Gender in all blocks of Phase-I districts, KRPs trained the teachers directly	3 days	Teachers of all districts
2.	Intensive training on IED in the	6 days	One teacher from each school

	selected blocks of Phase I & II districts		
3.	Sensitisation workshop on IED and Gender in selected blocks of phase II districts	3 days	All teacher of each school under IED / Gender intervening blocks
4.	RP training of phase I districts on 3 <sup>rd</sup> pedagogy module	6 days	Cooch Behar, Murshidabad, South 24 Pgs. Completed
5.	Teachers' training on 3 <sup>rd</sup> pedagogy module of Phase – I districts	6 days	Cooch Behar & South 24 Pgs. completed, Murshidabad partly completed
6.	RP training on 3 <sup>rd</sup> pedagogy module of 2 <sup>nd</sup> phase districts	6 days	Jalpaiguri and Uttar Dinajpur completed.
7.	Teachers' training on 3 <sup>rd</sup> pedagogy module of 2 <sup>nd</sup> phase (Phase – II district)	6 days	Jalpaiguri completed and Uttar Dinajpur partly completed
8.	Teacher's training on science teaching	4 days	Phase I & II districts completed
9.	Tracher's training on 2 <sup>nd</sup> module of 1 <sup>st</sup> and 2 <sup>nd</sup> phase districts	6 days	All districts completed
10.	Teachers' training health and physical education	2/4 days	Cooch Behar and Murshidabad completed
11	TLM training for teachers	2 days	Cooch Behar completed
12	Workshop on role and function of CLRC and RTs , multigrade and large size classroom	3 days	Completed in phase I & II districts
13	Afternoon workshops for teachers needbased issues for quality improvement		6 – 8 times held in each CLRC of phase I & II districts
14	Noon workshops for VEC members		3-4 times in most of the CLRCs of all districts.

**b) Reading Materials developed out of those workshops**

**Module :**

- Module III on Pedagogy developed, KRP training completed in most of the districts RP training completed even in some districts teachers training completed
- Reading Materials :**
- Reading Materials on IED
  - Reading Materials on MTA
  - Material on Multigrade teaching developed
  - Material on large size classroom teaching
  - Material on uses of library books for developing reading and writing skill activity , worksheets and TLM developed for pedagogy 3<sup>rd</sup> module training

**C) Materials used in these workshops :**

- Hate Kalame Sekha O Sekhano, a guidebook on use of TLM
- Kajer Madhyeme Sekha O Sekhano a guidebook on activity based teaching learning process
- Nirbachita Path - I, Reading Material (Gender)
- Nirbachita Path - III, Reading Material (IED)
- Books on IED sensitisation
- Kajer Madhyame 'Sekha o Sekhano - Path III (Pedagogy)
- Sishu Kauya Theke Sampurna Manush – resource material on Gender issues
- Shikshan Prashikshan Karma Shuchi (Balikader Shiksha - I)
- Video film developed on micro intervention in class room to be displayed during training of 3<sup>rd</sup> Module

**D) Text Book Renewal**

The process of renewal of textbook has started. Tasks has been undertaken by WBBPE as targeted, the renewal and revision of class-I, & III textbooks on language, Mathematics, Science and History-Geography have been completed and the printed books have been distributed free of cost among the school going children.

The work related to revision and renewal of textbooks of Class IV has been completed. Draft books have been tried out and final printed books will be available from next academic session 2003-04.

**E) CLRC Functioning**

Unlike other States, West Bengal has designed a unique field level Resource institution at sub-district level called Circle Resource Centre (CLRC) to support, aid and facilitate the pedagogical renewal activities undertaken in and out of schools to improve teaching-learning processes adding to quality of education in fulfilling the objectives of Universalisation of Primary education. It is an arrangement of institutionalization of resource support to the existing system in terms of building up capacity as well as adding to the infrastructure of education at sub-district level.

**Institutional Arrangement**

The following arrangements are made for functioning of CLRCs

- The Sub-Inspectors of Schools of the Circles are the CLRC in-charge in their capacity of being the ex-officio Circle Project Co-ordinators.
- Each CLRC has two Resource Teachers (RT) selected from either the practicing primary school teachers or retired primary teachers.
- The CLRCs are supposed to have their own building having a Workshop-cum-Training Hall, Resource Room and Office accommodation.

- The CLRCs has been furnished with resource materials like books and journals on academic and pedagogical issues, reports on various studies and researches, etc.
- The CPCs and RTs are being oriented on role and functions of CLRCs since SSA has been launched.

*Following are the activities undertaken.*

**Workshops :**

- Orientation and training of teachers

All the training of teachers are being held at CLRCs. Teachers' training on Science & Pedagogy II, on IED & Gender have been completed. All the districts have completed 6 days Pedagogy training. 5 DPEP districts have completed RP as well as teacher's training on 3<sup>rd</sup> pedagogy module.

**Innovative Approach:**

Two different types of Fort-nightly workshops are being held after assessing the need of the targeted community i.e., teachers and VEC members.

- (i) Noon workshops for VEC members

This included:

- Orientation about the programme
- Strategy formulation of the activity
- Implementation &
- Feedback

Several workshops were held in the following issues: Use of school grant, Maintenance of Child Register, VEC Reporting system where as the existing districts have arranged these workshops of their own as per their need.

- (ii) Afternoon workshops are being held for all primary school teachers for better application of training methodologies in classroom transaction. Issue identified for the workshops are "Difficult Areas in Math of Class-I", "Necessity of reading of poems", "use of library books in class-room", "Girl children in class-room", "language problem of ST/ linguistic minority children" and "development of activities, TLM, worksheets for micro learning". The districts have also designed several numbers of issues for these types of workshop. All these issues are taken up by expansion districts, where as the existing districts have arranged their workshops as per need of the teachers.

- (1) Visit to School & VECs by CPC & RTs :

- Normally visiting 3 schools per weak per Resource Teacher
- Visit provides support to
  - Classroom transaction

- Preparation and usage of TLMs
- Utilisation of school grant & TLM grant

**Supervising activities of VEC. It includes**

- Regular meeting
- Updation of Children Register
- Issue-specific activities on Community Mobilisation like enrolment drive and retention. Use of school grant and tree plantation, school environment building etc.
- Formation of MTA and meeting thereof.

**(2) Collection of information of Schools & VECs :**

Collection of information on school functioning through -

- DISE
- Monthly Meetings with Head Teachers

Collection of information on Community-based activities through -

- Monthly Meeting of VEC/WEC Chairman & Secretary
- Regular feedback from VEC members through RPs

**(3) Compilation & Reporting System :**

- Compilation and updation of data on schools and community are documented through maintaining School Information Register as well as Community Information Register.
- Those reports are submitted to District Project Office on a regular basis.
- PMIS reports from CLRC are coming regularly to the District Office.

**(4) Research & Documentation :**

During this quarter one RT was made member of District Action Research Group (DARG) in order to carry out Research & Documentation at the Circle level. It is expected that each CLRC will initiate Action Research on a specific area from the next year.

Action Research designed out of research findings and follow up activities on the basis of emerging status after pupil evaluation studies.

**(5) Pilot project**

To pilot projects have been initiated, one in Kashipur Block of Purulia District on tribal children and another in Islam Block of Uttar Dinajpru district on linguistic minority children. This project has been taken up for the all-round development of special focus group.

## ILIP

Micro level learning improvement was launched by WBDPEP as FLIP (covering 25 schools) in 2000-01 and then as SLIP (covering 435 schools in 6 DPEP districts). This aimed to improve learning outcome of the students from the foundational stage by introducing special technique in classroom truncation.

### **Objectives**

- To ensure elimination of gap in learning achievements existing between "advantaged" and "disadvantaged" groups of children - social and gender gaps.
- To ensure elimination social and gender gaps in enrolment and retention too.
- To visibly reduce the gap in the performance of the top and bottom 20% students
- To qualitatively improve students' reading and independent writing competencies in all grades
- To qualitatively improve students' mental computing and systematic problem-solving abilities
- To develop students' competencies to answer to open-ended questions
- To improve students' oral articulation, team spirit and interpersonal, social and life skills
- To systematically develop self-learning and study skills and healthy reading habit among all

### **Target**

- To eliminate grade repetition by students who have more than 70 percent attendance
- To improve school attendance by more than 5 percentage points on an average
- To bring down the drop cut rate at the end of each grade to 50 percent of the present figure
- To drastically improve the grade four cohort completion rates and eliminate ECR6 and above
- To improve PTR by rational distribution of teachers and to ensure 4 teachers for 4 Grades and by engaging community teachers.
- To improve achievement level of 80% of the children to 'Ka' grade.
- In this way this programme has directed to improve quality in child's learning but also in community activities teachers performance and support system.

ILIP is an outcome of expansion of SLIP from 435 school in 6 DPEP districts 2600 schools of 7 DPEP districts in convergence with WBBPE , DSE, SCERT and UNICEF. The programme is also operating in 435 schools where SLIP initiated namely Bankura , Birbhum, Murshidabad, South 24 Parganas, Jalpaiguri, Cooch Behar for class II.

### **Certain activities of the programme**

- A) Functioning at district and sub district level
- ✍ The QMTs have been formed in the district level
  - ✍ The CRTs have been formed in certain districts and are under process in the remaining

- ✍ The teachers have been entrusted with the activities of class I in the concerned school

## **B) Workshop**

- ✍ Two state level workshop have been conducted alongwith exposure visits were made in SLIP / ILIP schools. – one in Birbhum on management issues on 24<sup>th</sup> and 25<sup>th</sup> January 2003 and other one in Uttar Dinajpur on issues given emphasis on feedback, sharing and review activities on SLIP / ILIP activities on 26<sup>th</sup> and 27<sup>th</sup> January
- ✍ Workshop have been conducted with CPCs to ensure their involvement and providing CLRC level leadership to improve the programme in some districts.
- ✍ District level sharing workshops are on process in all the districts.

## **C) Training**

- ✍ Training programme have been conducted in different districts with class I teachers, Head Teahcher, RPs RTs, QMTs and SRPs, VRPs.
- ✍ Need based refresher training for class I teachers & RTs were conducted in different districts.

## **D) Survey and Evaluation**

- ✍ Baseline study has been completed in all the 13 districts. Compilation report has been sent to SPO by almost all the districts.
- ✍ Terminal evaluation is on process in all the districts.

## **E) Material Development**

- ✍ Designing of sample question papers of terminal evaluation on the basis of competencies at certain level on three scheduled academic subjects
- ✍ Each district team is also preparing a lot of learning materials for the programme
- ✍ Each district team is preparing question papers for 1<sup>st</sup> term evaluation at CLRC level.

## **F) Media & Documentation**

- ✍ Cluster (on the basis of gradation of academic performances) presentation of base line compilation has been completed
- ✍ District wise data, are analyzed and report is being made on their basis



### G) Community Ownership Programme

- ✘ Linkages with community are being made through PLA in different districts'
- ✘ Formation and functioning of MTA are on process

### H) Reporting System

- ✘ An intensive reporting is being made for monitoring and networking
- ✘ Developing action plan on the basis of the feedback of the above.

### *Some major significant changes are visible in the classroom*

- Children are meaningfully engaged.
- Children are seating in small groups while doing group work activities
- Comparative and sharing learning environment is created
- The role of group leader is prominent
- In group work the children are using card, pocket board, worksheet, chart, workbook etc. in proper manner
- Each small group is given a code name
- A healthy co-operative environment is created among group members
- Classroom environment is child friendly, inviting and appropriate for self-learning
- Classroom environment is meaningfully flexible and children
- VRPs are taking active participation in classroom transaction
- School time table is properly followed and there is no punishment stick in the classroom

### iv) *Alternative Schooling*

- Sishu Siksha Kendra (SSK) formerly called Child Education Centre (CEC) launched by P&RD Deptt. has been in the alternative schooling model of the State.
- Children not attending existing primary schools due to various reasons and of unserved habitations are also covered by SSKs.
- Convergence strategies developed jointly by School Edn. Deptt. on DPEP finalised. The following strategy has been taken up :-
  - (i) Providing school grant of Rs. 1,000/- p.a. to each SSK through VEC.
  - (ii) Providing TLM grant of Rs. 250/- p.a. to each Siksha Sahayika (SS).
  - (iii) Providing addl. training support to SS on pedagogy. Providing training support on TLM to SS.
- House-to-House Survey has been conducted in five existing districts to identify unserved habitation and children. Survey completed in all 18 districts including Siliguri Mahakuma Parishad. Final reports are mostly ready. Software was developed to serve the purpose.

- 4 State level workshop organised on HH Survey in during this year followed by district level workshops conducted by experts from SPO on compilation and report generating.
- Presently in an 8856 no SSKs are remaining in 17 districts including Urban areas.
- 17840 no. Sahayikas have working in the Sisu Siksha Kendra.

v) **Community Mobilisation & VEC Interventions**

**Administrative Arrangements**

- State and district consultant, co-ordinators are in placed.
- DRG formed in the districts.
- SRG formed.

**Material Development :-**

- Developed training manual for the RPs / KRPs for conducting VEC/WEC training in the perspective of SSA.
- Developed Hand Book for VEC / WEC members.
- Developed campaign slogan for wider dissemination of SSA & DPEP messages to the community through state level Workshop.
- Developed format of child register for preparing Micro level data-base at Gram Sansad / Ward Level.
- Developed compilation format for capturing the data of Child Register.
- Preparation of monthly reporting format for VEC / WEC in the perspective of SSA.
- Training module for VEC training – ‘Prasikshan Sahayika.’
- Construction Manual for VCC training.
- Handbook on community participation in primary education for grass root level functionaries including, VEC members – ‘Sangathakder Prati.’
- Lesson Poster for VEC level participatory training.
- One manual for the stake holders and policy makers.

**Campaign and other mobilisation activities.**

- District completed wall writing at different public places like Panchayat Building, Block Offices etc.
- District completed wall writing in every school.
- Developed poster & hoarding and displayed in different important places of the districts.
- Folk campaign done in different spots of districts for ensuring enrolment of hardest to reach group.

**Monitoring system :-**

- VEC/WEC sends report to CLRC reporting system in every month.
- Bi monthly review meeting with district CM Coordinators at state level.
- SRG members visit districts for monitoring the activities.

- DRG members visits school / VEC & WEC / CLRC etc. for monitoring the activity.

**Data Bank :-**

- Prepared Child Register at Gram Samsad and Ward Level for ensuring Micro Level database in view of Micro Planning exercise namely habitation planing, enrolment and retention drive etc. In an around 40551 Gram Samsad and 2532 Ward have completed child register. Compilation of Child Register has also been done at Gram Samsad and Ward level.

**Training :-**

- Training of KRPs at state level.
- Training of RPs for imparting training to VEC / WEC members at district level.
- Training of RPs for imparting training to the enumerator of Child Register.

**Alternative Schooling**

**Bridge Course :-**

For mainstreaming of all overaged never enrolled and dropped out children Bridge Course programme has been started in four districts namely Burdwan, Murshidabad, North 24 Parganas & Jalpaiguri on pilot basis in collaboration with UNICEF.

Total number of Bridge Course Centres : 105

Total number of learners : 2550

Total number of Bridge Course Instructors : 105

**Administrative set-up :-**

1. Four State Support Team members are engaged at state level.
2. Four District Support Team members are engaged in each district.
3. One Siksha Sebi is engaged in each Bridge Course Centre.

**Material Development :-**

1. Developed study materials for children of Bridge Course centers for primary level (from class I – IV.)
2. Developed training materials for Sikshashebi (teacher) of Bridge Course Centre.

**Training / Workshop:-**

1. A two day workshop at State level with the experts of different Organisations, Institutions, NGOs etc. for formulating Bridge Course strategy all over the state.
2. Organised 15 days workshop in batches with the writers group for preparation of study materials for the children of Bridge Course Centres (from Class I-IV.)
3. Sensitised key functionaries of four pilot districts on Bridge Course.
4. Organised 5 day training of the District Support Members.
5. Organised meeting with all DPOs on Bridge course at the state level.

### **Sishu Siksha Karmasuchi : -**

- Sishu Siksha Kendra under Sishu Siksha Karmasuchi launched by P&RD Deptt. has been in the alternative schoolint model of the State.
- Children not attending existing primary schools due to various socio-economic reasons and the children of unserved havitations are covered by SSKs in West Bengal.
- Memorandum of understanding (MOU) has been made between PBRPSUS and P&RD for effective implementation of the programme.

The following strategy has been taken up in the MOU :

1. Shikhu Shiksha Karmasuchi (SSK), implemented by Panchayats & Rural Development Department through Paschim Banga Rajya Shishu Shiksha Mission (PBRPSUS), will be considered as a Government-supported EGS (Education Guarantee Scheme) component for primary education under Sarva Shiksha Abhiyan (SSA) & District Primary Education Programme (DPEP) in West Bengal.
2. PBRSSM along with PRIs under administrative control of the P&RD Department will be responsible for planning, monitoring, supervision and administration of SSKs in all the districts of West Bengal.
3. Financial resources for running Shishu Shiksha Karmasuchi will be mobilised by PBRSSM from DPEP/SSA under EGS norms stipulated by Government of India, State Budget of Panchayats & Rural Development Department and external agencies like UNICEF.
4. For the purpose of funding Shishu Shiksha Karmasuchi implemented through PBRSSM, Paschim Banga Rajya Prarambhiik Shiksha Unnayan Sanstha (PBRPSUS) will receive (a) the Central share of the project cost from MHRD, Government of India to the extent admissible under SSA/DPEP norms and (b) the matching State share from Panchayats & Rural Development Department, Government of West Bengal. After receiving such grants, PBRPSUS will provide funds for running Shishu Shiksha Karmasuchi in instalments as per approved Annual Work Plan & Budgets for SSA / DPEP.
5. PBRSSM will submit district-wise requisition of funds to PBRPSUS for running Shishu Shiksha Kendras subject to the ceiling under EGS norms. On receipt of such requisition, PBRPSUS will examine the same and ask the District Project Office for SSA / DPEP to place funds out of the approved budgets of the concerned districts required for running SSK in instalments in favour of Zilla Parishad or any other subsidiary agency (viz. DRDC) of the district for channelising the fund through such other sub-district level offices / institutions as may be determined by Panchayats and Rural Development Department / PBRSSM. The District Project Office for SSA / DPEP will take approval of District SSA Committee before releasing funds to the district authority as mentioned above.
6. Curriculum, syllabus and text books for SSK will be the same as in formal education and all pedagogical issues relating to SSK including quality assurance will be addressed by PBRSSM in consultation with expert organisations like West Bengal Board of Primary Education and PBRPSUS. Training of Sahayikas, Supervisors and the functionaries on SSK with special emphasis on quality assurance will be provided by PBRSSM independently.
7. There shall be strong linkage between PBRSSM and PBRPSUS in all relevant issues including planning for SSK, quality issues, data generation, MIS etc. There shall also be

linkage at the district and sub-district levels and more particularly between Managing Committee (MC) of SSKs and VECs.

8. All financial activities at the SSK level will be executed by the Managing Committee of the SSK and progress of work and utilisation of funds will be reported by the MC to the VEC. Proposal for opening new SSKs will be initiated by guardians of out of school children and the concerned Gram Panchayat will obtain of the concerned VEC to determine the need of opening the proposed SSK.
9. PBRSSM will collect from each district utilisation certificates along with break-up of expenditure for the funds utilised for running SSK in the district and submit the same to PBRPSUS at the end of every quarter along with break-up of expenditure separately for each district.
10. Part of the funds out of the state component budget meant for administering Shishu Shiksha Karmasuchi in the state will be placed by PBRPSUS in favour of PBRSSM and the Mission will duly furnish reports and utilisation certificates along with break-up of expenditure to the Sanstha for utilisation of such funds.
11. Any modification or change in this Memorandum of Understanding shall be done on bilateral negotiations between PBRPSUS and PBRSSM.
12. .... No. children are presently enrolled in existing SSKs.
13. ....No. academic supervisor are engaged in academic monitoring activities.
14. In order to ensure enrolment of all out of school children both in existing and alternative schools the districts have prepared child register for capturing the data of the children 0-14 yrs. This helps a lot the VEC/ WEC for making enrolment plan at the micro level.
15. .... No. Gram and ..... No. Municipal ward have prepared Child Register.

*vi) Integrated Education for Disabled*

- WBDPEP had begun IED programme in one block each of the 5 existing districts. Now the coverage of IED programme has been expanded to all the Blocks in the Phase - I Districts.

**Phase - II**

Activities of Integrated Education for Disabled (IED) has been taken up in 4 blocks in Jalpaiguri, U. Dinajpur, D. Dinajpur and one block in Purulia.

- Screening and assessment camp conducted in all the intervening blocks. Numbers of in school & out of school children are -
- Following children integrated in the selected blocks.

District	Intervening Block	No. of children Screened/Assessed	Children already in School	Children still out of school
Bankura	22	4562	2642	1920
Birbhum	19	5698	3356	2342
Murshidabad	26	5339	3275	2064
Coochbehar	12	5438	2544	2894
South 24-Parganas	29	9614	5794	3820

Jalpaiguri	7	2261	1160	1101
Uttar Dinajpur	7	3142	1809	1333
Malda	4	1876	1002	874
Dakshin Dinajpur	4	2542	1383	1159
Purulia	1	490	234	256
<b>Total</b>	<b>131</b>	<b>40962</b>	<b>23199</b>	<b>17763</b>

- Activities of State Level Resource Organisation (SLRO) started.
- Intensive training for one teacher of each school from IED intervening block
- 5 days Intensive refresher course for Special Educators of DLRO
- District Level Resource Organisation (DLRO) working in different intervening blocks through its 78 Special Educators.

**Bankura:**

1. Bankura Sammilani Blind School Society
2. Kenduadihi Bikash society
3. Dr. Sailendra Nath Mahato Mukh-O-Bobhir Bidyalaya.

**Birbhum:**

1. Sree Aurobindo Anushilan
2. St. John Ambulance Association
3. Vivekananda Adibashi Kalyan Samity
4. Rampurhat Spastic & Handicapped Society
5. Organisation for Protection Environment and consumers (OPEC)

**South 24 Parganas:**

1. Sanchar AROD
2. Paschim Banga Rajya Pratibandhi Sammilani

**Cooch Behar :**

1. Spastic Society of Cooch Behar

**Murshidabad :**

1. Alakendra Both Niketan, Jemo
2. Chatra Physically Handicapped & Social Welfare Institute.
3. YMCA, Baharampur
4. Suprava Panchasila Mahila Uddyo Samity

**Uttar Dinajpur :**

1. St. John Ambulance.

**Jalpaiguri :**

1. Jalpaiguri Welfare Organisation.

- A compendium is printed containing all the relevant Govt. circular of GoI & GoWB, pertaining to disability for circulation at different levels at district administration & others.
- A module on IED developed & published for general teachers' sensitisation programme
- A suggested reading called "Bishesh Path" on IED for all publishing primary school teachers
- Free Distance Learning Materials on IED printed and distributed among the parents, siblings and teachers and

- General teachers sensitisation programme completed for all teachers of intervening blocks on different aspects of Integrated Education for Disabled. Training of 40 KRPs (8 KRPs X 5) at the existing district completed on the basis at module developed. The cascade of training as SLRO-KRP-Teachers for one blocks and SLRO-KRP-RP-Teachers for whole districts.

District	Teachers
Bankura	4446
Birbhum	8002
Cooch Behar	1714
Murshidabad	10580
South 24 Parganas	11361
Uttar Dinajpur	1577
Jalpaiguri	6571
Malda	4016
Dakshin Dinajpur	1577
<b>Total</b>	<b>49844</b>

- Awareness materials on early identification of children and motivation of parents for sending their children to school.
- Developed Assessment Kit in the field of MR, VH, MH & OH and distributed to Special Educators of DLRO
- Resource Kit developed and distributed among the SLIP schools and schools where disabled children integrated.
- Intensive training for one teacher from each school going on in different block of existing districts Module & materials for the training have been developed by SLRO. The said training has already been completed in few block at each district. The training mode is directly from SLRO to teachers. The said training will be organised in the other intervening blocks shortly.
- Convergence made with ALIMCO, AYJ, NIHH and accordingly following aids & appliances distributed.

Aids for visually Impaired	435
Aids for Hearing Impaired	2936
Aids for Locomotor Impaired	4782
<b>TOTAL</b>	<b>8153</b>

**vii) Gender**

- State and District Gender Coordinators are in place
- State Resource Group actively participating in preparing reading materials on gender issues. District Resource Groups actively taking part in monitoring of field-based interventions.
- Regular meetings being organised with District Gender Coordinators at the SPO and DPO to discuss about the various activities undertaken

- Gender intervention extended to all blocks in Phase – I districts, Malda and Jalpaiguri among the Phase II districts. In rest of the Phase II districts, activities have been expanded to 5 blocks in Uttar Dinajpur, 3 blocks in Dakshin Dinajpur and 3 blocks in Purulia.
- Workshop with female Panchayet members completed in all blocks of Malda. Training of Block level Resource Persons conducted in Uttar and Dakshin Dinajpur for working more intensively in the Gender Focus Blocks
- Regular Block / CLRC level meetings with Head Teachers and Panchayet functionaries being held in all districts
- Ma-O-Meye Meelas conducted at CLRC and GP level in Bankura, Birbhum, Malda, Uttar Dinajpur and South 24 Parganas.
- Short visual aid on MTA developed for training of KRPs and RPs.
- 3-day district level training programme held with Resource Persons, on the process of Formation, Roles and Responsibilities of Mother Teacher Associations in all districts except Cooch Behar.
- Approximately 500 MTAs already formed in all districts except Murshidabad and South 24 Parganas.
- Training of primary teachers from all blocks on Girls' Education completed in all Phase I districts and all blocks of Jalpaiguri, and the gender focus blocks of other Phase II districts.
- Innovative workshop at block level in 10 blocks of Malda on Convergence of Self Help Groups with MTA/ VEC.

**viii) Early Childhood and Care Education (ECCE)**

The component of Early Childhood Education under WBDPEP gained importance ever since its realisation as a significant input for universalisation of primary education. As per the State Policy adopted, a convergence plan has been developed by WBDPEP in consultation with Social Welfare Department and accordingly following activities have been started both at the State and District levels

Formation of District Resource Group	:	A District Resource Group (DRG) has been constituted at the district level with representatives from Social Welfare Department, Sabhapaties of Panchayet, CDPOs from each Block, NGO active member on ECCE, Primary School teachers, for smooth and proper functioning of ECE activities
Meeting	:	One-day State level Meeting with SW officials have been occurred for twice within this period.  DRG members meet on a bi-monthly basis in meetings held by districts and as pre-need basis.
Workshop / Training	:	A two-day state level Workshop has been held with ICDS & SSA approvals of non-DPEP districts. District



		<p>level Sensitization Bra***** workshop has been held for Kolkata, Howrah, Bardwan and Siliguri.</p> <p>Sensitization programmes with DPO of ICDS, DSWO CDPOs, Anganwadi Supervisors, RTs and CPCs have been completed in Jalpaiguri, Cooch Behar/ and Purulia.</p> <p>Four convergence issues have been agreed among the working group members on ECCE:</p> <ol style="list-style-type: none"> <li>1) Providing TLM support to AWCs @ Rs. 500/- per centre</li> <li>2) Providing infrastructure support with matching grant</li> <li>3) Development of pre-school database and</li> <li>4) Sensitising on SSA for ICDS workers.</li> </ol>
Material Development	:	<p>Training material on pre-schooling has been finalised by South 24 Parganas and Malda- SSA office</p> <p>Resource pre school kit containing few selected TLMs have been sent to each of the 10 non-DPEP districts for selecting &amp; procuring TLM at district level.</p>
Awareness Generation	:	<p>Campaign materials have been developed at state level. Districts have also developed more campaign materials.</p>

## MIS

- EMIS data for 1999-2000, 2000-2001 and 2001-2002 DISE for existing districts are completed and sent to Delhi.
- DISE data for 1999-2000, 2000-2001 and 2001-2002 for expansion DPEP districts are completed and sent to Delhi.
- DISE for non-DPEP districts 2001-2002 is completed and sent to Delhi.
- Data entry for DISE 2002-03 has started in almost all DPEP districts and Non DPEP districts. All data entry for DISE 2002-03 will be completed by 2nd week of April - 2003 for DPEP districts and 3rd week of April-2003 for Non DPEP districts.
- PMIS has been implemented for all DPEP districts. The training has been completed and reports generated on a periodic basis for effective Project Monitoring. In house PMIS software has been developed and implemented on all Non DPEP districts.
- Cohort 2001 was launched in all the schools of Phase - I districts and some Circles / CLRCs of Phase II DPEP districts. The application software was indigenously developed in the MIS Cell of the SPO. The data entry completed for all 10 DPEP districts. Report extracted from the database and shared the reports with districts and sub-districts level.
- In house software for Pre Primary Education has been developed and implemented on all DPEP and Non DPEP districts. Data entry for this software for all DPEP districts is going on. This software will help to extract all the information regarding AWCs i.e. structural get up enrolment of children etc.

In house software for compilation of Child Register has been developed and implemented on all DPEP and Non DPEP districts. Data entry for this software for all DPEP and Non DPEP districts is going on.

In house software for Quantum Study and Study on VEC/WEC have been completed. Implementation of these softwares on all DPEP districts are going on.

x) ***Link Library Programme***

Link Library Programme is a major intervention of WBDPEP having two pronged objectives viz. inculcating reading habit in children from an early age and enriching classroom transaction by using library book during teaching learning processes. The intervention envisages setting up of libraries in primary schools on one hand and developing a network of rural libraries and primary schools with a rural library functioning as link libraries for the schools tagged with them.

e) **Library Grant to schools:**

WBDPEP had organised mobile book exhibition in the districts in collaboration with the National Book Trust during 1998-99. The success of this programme encouraged WBDPEP to organise library activities in schools. Under the scheme Rs. 500/- was provided to each school in the AWP&B of 2000-2001. Attempts have been made to ensure that every school develops a facility to store library books appropriately and to display the same in the classrooms as and when required. Each school have been provided book @ 500 Selection process for the current year is going on in districts.

y) **Book Review Teams:**

A Book Review Team has been formed at the State level to select suitable books from amongst the titles available with NBT and other publishers. The job of this team is to enlist the recommended books with the final selection of books to be made by the book review teams of the districts. During the year 71 titles of the NBT books were selected and recommended to the Districts Project Offices, which placed order with the NBT for supplying of books. The process of selection of books published by agencies other than NBT has been completed during the year at SPO & DPO level. Another set of books @ 500 per school are being purchased this year also. Each schools of phase I districts are provided with books of Rs.1000/- in all whereas schools of phase II districts are provided with only Rs.500/- upto February '02.

z) **Membership of NBTs Readers Club:**

All the schools following within the 10 DPEP districts (23408) are being made members of the Readers' club of the NBT during the year. NBT started sending journals to the schools. Moreover, NBT started sending 'Sapla', a quarterly journal to the school under Readers' club.

aa) **Orientation Workshops:**

Orientation workshops were organised for the school teachers and SI of Schools in other District for utility and use of library books in strengthening the quality of teaching learning processes.

Another round of workshop has been planned for the librarians of the rural libraries so that the exchange of books between the schools and the link library gets effective and is undertaken in the right earnest. Workshops in phase II districts including librarians and CLRC people were held in Uttar Dinajpur, Dakshin Dinajpur, Malda and Japlaiguri.

e) **Library Mapping:**

The process of library mapping i.e., tagging nearby schools to the link library also got intervened during the year. The link library programme of WBDPEP has started functioning in a full fledged manner.

x) **CLRC Book Fair:**

Instead of organising a mobile book exhibition it was decided to organise CLRC book fair in collaboration with NBT. These book fairs were organised for awareness generation on library activities in schools and also for exposing children of primary schools to a variety of children literatures. The programme of CLRC book fair spread over 3 months starting March 2000 involved 108 CLRCs out of 196 existing in the DPEP districts. The duration of book fair at each CLRC was supposed to be for 3 days. 108 book fairs were organised accompanied by cultural programmes in the evening. The cultural programme were organised at two levels – one Similarly 301 CLRCs are also conducting fairs in March + April of this year. This has created lot of enthusiasm among guardian, teachers, children and community people.

x) ***Research & Evaluation***

**Research & Evaluation**

State Research Cell constituted for Phase I & Phase II districts

District Action Research Group (DARG) constituted at districts this consists of RTs (one from each CLRC for Phase I districts only).

**Studies completed**

- 1) Study on the transition pattern between Primary Schools to Elementary schools – ISS conducted study
- 2) Independent studies have been identified by the RTs of respective circles constituting DARG and success-stories developed by HT/any other teacher interested in the work – being documented.
- 3) Causes for drop-out rates in certain selected districts – NIAS
- 4) Impact of certain school specific indicators on school efficiency
- 5) \*\*\*\*\* for not conducting the reoriented school visits by the SI's
- 6) completed Midterm Assessment study in Phase-II districts

### **Study Initiated & in process**

- Reasons for repetition in certain selected districts of Phase I + II districts
- District specific action research
- Study on the impact of VEC on ensuring quality education
- Study focussing SC/ST/Expenditure patterns on education in upper primary education in Phase I + II districts

#### 6. External Agencies conducted studies

- Reasons for inadequate contact hours with P.S. children- A teachers perspective.
- The transition rate to grade V after completing grade IV under primary school journal report awaited.

### **xi) Distance Education Programme**

1. Development of video film 'Paschibanga Prathamik Shikshaye Natun Udyog' for pedagogy teachers training module three has been completed. It has been multiplied and will be used in the KRP training scheduled in September.
2. Development of teacher training modules in Hindi, Urdu & Nepali in collaboration with SCERT is complete. Teacher training scheduled in October.
3. Development of module on multigrade teaching completed. State level KRP training completed. District level training initiated through afternoon workshops .
4. Development of module on afternoon workshops completed. State level KRP training completed. District and CLRC level workshops initiated.
5. Development of module on role and function of CLRC completed. State level KRP training completed. District level training initiated
6. Development of module on effective use of library books completed - State level KRP training completed. District level training initiated through afternoon workshops

### **5. Systemic Issues**

#### ***Teacher in position in phase – I DPEP districts***

<b>Name of district</b>	<b>Post sanctioned</b>	<b>Post filled in</b>	<b>Addl. Posts proposed under DPEP (yet to be sanctioned)</b>
Bankura	10122	10120	
Birbhum	8117	7943	
Cooch Behar	6517	6402	
Murshidabad	11461	10840	
South 24 Parganas	14079	11379	
<b>Total</b>	<b>50296</b>	<b>46684</b>	

*Teacher in position in phase – II DPEP districts*

Name of district	Post sanctioned	Post filled in	Addl. Posts proposed under DPEP (yet to be sanctioned)
Dakshin Dinajpur	4359	4315	
Jalpaiguri	7628	6685	
Malda	7229	5497	
Purulia	7779	6042	
Uttar Dinajpur	5032	3840	
<b>Total</b>	<b>32027</b>	<b>26379</b>	

**Staffing under WBDPEP  
State Project Office**

Name of the post	No.	Status	
SPD	1	F	
ASPD	1	F	
FA	1	F	
AO	1	F	
DY. SPD	1	F	
PA to SPD	1	F	
PA to ASPD	1	F	
FAO	1	F	
SPE-I	1	F	
SPE-II	1	F	
SPE-III	1	F	
MIS IN-Charge-I	1	F	
MIS IN-Charge-II	1	F	
DEO	6	F	
MIS-Personnel-Spl Monitoring Cell	4	F	EXTREMELY ON TEMPORARY BASIS SPECIALLY FOR H2HS
PMIS Co-ordinator	1	F	
Asst. Audit Officer	1	F	
State Gender Coordinator	1	F	
Consultant-Media&Docu.	1	F	
State IED Co-Ordinator	1	F	
Research & Studies Co-ordinator	1	F	
* Distance Education Co-Ord.	1	F	
Accountant-Senior	1	F	
Accountant-Junior	1	F	
Cashier	1	F	
Stenographer	1	F	
State ECCE Co-Ordinator	1	F	
Programme Coordinator Planning	2	F	

State Pedagogy Coordinator	1	F	
State Slip Coordinator	1	F	
State Coordinator – Link Library	1	F	
Consultant – CM&AS			
Programme Coordinator – CM&AS	3	F	
Group-D	4	F	
Technical Assistant	2	F	
Administrative Asstt.	1	F	
Personnel In Slip Cell	15	F	

**Note :**

Distance Education Co-ordinator in SPO is coming under the purview of IGNOU and her Salary is being reimbursed by IGNOU.

F-Filled & NF-Not Filled

Manning in the District Project Office, DPEP		
1.	District Project Officer	DI/ADI of Schools
2.	Addl District Project Officer	AI of Schools
3.	Dy.District Project Officer (2)	SI of Schools
4.	TTIC	Retd.Govt. Employee/Open Market
5.	Finance & Accounts Officer	Retd.Govt. Employee/Open Market
6.	U.D.(Accounts)	Retd.Govt. Employee/Open Market
7.	U.D. Cashier	Retd.Govt. Employee/Open Market
8.	U.D. General	Retd.Govt. Employee/Open Market
9.	L.D.A.cum Typist(English)	Retd.Govt. Employee/Open Market
10.	L.D.A. cum Typist (Bengali)	Retd.Govt. Employee/Open Market
11.	Group 'D' (4)	Retd.Govt. Employee/Open Market
12.	Assistant Engineer	Open Market
13.	Junior Engineer	Open Market
14.	MIS Incharge	Open Market
15.	DEO	Open Market
16.	IED Coordinator	Open Market
17.	Gender Coordinator	Open Market
18.	CM & AS Coordinator	Open Market
19.	Research & Planning Coordinator	Open Market
20.	PMIS Coordinator	Open Market
21.	District Research Fellows (DRFs) for SLIP programme in 6 districts	Open Market

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