

DPEP



जिला प्राथमिक शिक्षा कार्यक्रम
DISTRICT PRIMARY EDUCATION PROGRAMME

Part 4 (Vol. I)

Supplementary Documentation

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

15th Joint Review Mission

(April-May, 2002)

Contents

<i>Part 2 - State Reports</i>		<i>Page No.</i>
1.	Madhya Pradesh	1 - 20
 <i>Reports of Internal Supervision Missions for</i>		
1.	Bihar	21-36
2.	Chhattisgarh	37-50
3.	Jharkhand	51-62
 <i>Follow up of 14th JRM recommendations</i>		 63 - 64

NIEPA DC



D11845

LIBRARY & DOCUMENTATION CENTRE

National Institute of Educational

Planning and Administration.

17-B, W1 Aurobindo Marg,

New Delhi-110016

DOC. No. D-11645

Date 23-10-2002

MADHYA PRADESH

(As on February'2002)

1. Coverage

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

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

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

Position of Structure :

Posts	DPEP I		DFEP II	
	Sanctioned	In place	Sanctioned	In place
SPO	52	52	15	13
DPO	315	253	273	241
BRCC	120	116	116	114

3. Functioning of GB/EC :

Fourth meeting of GB held on 23.3.2002
26th Meeting of EC held on 06.09.2001

4. Submission of Annual Report and Audited Accounts :

Annual Report and Audited statements for 2000-2001 are being sent to GOI.

5. Utilisation Certificates :

Utilisation Certificates of 2000-01 is being sent shortly.

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

Yes

7. Whether 15% contributed by the State

Yes

	Funds released by GOI		Funds released by GOMP	
	In 2000-2002	Upto 2001-2002	In 2001-2002	Upto 2001-2002
DPEP I	2000.00	44308.270	481.84	8140.869
DPEP II	2500.00	27861.352	400.00	5660.00

Finance :

Expenditure /Disbursement (in Rs in lakhs)

(Rs. in Lakhs)

	<i>DPEP-I</i>	<i>DPEP-II</i>
	Expenditure	Expenditure
Planned upto 31.03.2001*	51081.13	35363.42
Actual upto 31.03.2001*	47831.58	28003.78
Total planned during 2001-2002	11948.06	9093.47
Actual April-August 2001	3032.543	3131.716

(* includes Chattisgarh expenditure till September 2000)

8. Plan Implementation Review of All Functional Areas

8.1 Pedagogy

8.1.1 Teacher's Training

	AS/SSK/ Jghar	DPEP I		DPEP II	
		FPS Teachers	Gurujis	FPS Teachers	Gurujis
98-99 (12 day)	9540	66430	8182	57404	8303
98-99 ECE trg.(5 days)	4273	-	-	-	-
99-00 (5 day. Class V-TLM)	-	32060	-	20808	-
99-00 (QW-TLM for AS)	450/7335	-	11026	-	8057
99-00 ECE trg.(5 days)	3402	-	-	-	-
00-01 SLM	-	-	27114*	-	-
00-01 QW	-	67275*	-	-	-
00-01 ECE trg.(5 days)	3472	-	-	-	-
00-01 English	-	-	22450*	-	-
01-02 SLM	-	13608	56438	8701	47716
01-02 English	-	13608	56438	8701	47716

* figures includes DPEP-I & II.

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

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

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

8.1.2 Monitoring and training :

- Monitoring of FPS, AS and EGS entrusted to Jan Shikshak (cluster academic co-ordinators)
- Jan Shikshaks, Supervisors and block academic co coordinators formed into groups to provide support to EGS Gurujis.
- Regular cluster meetings for FPS teachers and for Gurujis.
- Monthly district level review at DIET level for all BEOs, BRCs, EPOs and BACs on academic progress of the district.
- Monthly state level review of DPO personnel and DIET is held in which the progress made in Administrative & academic areas are discussed in detail. This is checked on sample basis during field visit by Officer-In-charge OIC of SPO.
- The reports of IPMS & EMIS are analysed & disseminated upto cluster level for initiating local corrective measures at cluster level, block level & for policy changes at district & state level.
- In 2001-02, 78134 PS teachers, 25990 EGS Guruji, 50902 SK(III) and 730 Madarsa teachers have been trained in 45 districts.
- Based on Baseline Evaluation results, every district has developed its own training module to address local specific problems in classroom transaction.
- 45 districts will train 46350 PS teachers at 313 BRCs.
- 800 Jan Shikshaks will be trained in 8 summer camps being organized at regional level.

a) Training of Jan Shikshaks

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

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

- Additional group at State, district and block level to provide support to Jan Shikshaks, supervisors and Gurujis.
- Monitor EGS schools and provide academic support to Gurujis and Jan Shikshaks and supervisors.
- Block structure consists of BRC coordinator, one Jan Shikshak & 2 members from supervisors/teachers.
- District structure consists of DPC, EGS incharge at DIET, Block academic co-ordinator (from DIET) and selected BRCCs.
- DAG monitors & analyses academic weaknesses and prepares training packages to tackle these and to train Gurujis.
- Two day training imparted to DAG and BAG.

3. Action Research!:

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

8.1.4 Textbooks/Other Supplementary Materials :

- Textbooks for class I-IV under 'Seekhna Sikhana Package' introduced in all the schools in June 1998 for class V in 1999.
- Text books have been developed and improved based on field trail, with close scrutiny by MP Text book standing committee.
- Supplementary teaching learning material for tribal students in Jhabua in local dialect prepared and introduced in 311 schools.
- All 8 series of textbooks of AS approach revised in 2000-2001.

- Series of 57 Self Learning Material (SLM) developed involving teachers. Jan Shikshaks, DIET and State Academic Group based on evaluation of all children of EGS schools.
- Gurujis and Jan Shikshaks given 12 day training on SLMs.
- The TLM of Seekhna Sikhana Package, Alternative School and Khushi Khushi of Eklavya were subjected to external (IIM, Ahmedabad) and internal evaluation on the impact on achievement level of children. Following this a unified package was developed, from among the prevalent packages.
- The integrated material was introduced in all schools from academic session 2001-2002.

5. *Headstart*

- Programme for computer enabled education introduced at elementary school level. Jan Shiksha Kendras are being used to provide computer enabled education to children in 648 Jan Shiksha Kendras.
- 2429 teachers have been trained on Headstart.
- Training has been given to all the teachers of Head Start Jan Shiksha Kendras on computer awareness.
- 17 Educational software on Hindi, English, Mathematics and EVS developed.
- Studies have been initiated in DPEP districts to study the impact of Head Start Programme.

1. *Alternative Schooling :*

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

- Content based Refresher training - 12 days for AS teachers & Supervisors.
- Training on Seekhna Sikhana Package - 21 days for EGS Gurujis. (Class 1, 2, 3).
- **Year 1998-99 :**
 - Approach Based Induction training - 21 days for AS teachers and 28 days for AS Supervisors.
 - Content based Refresher training -12 days for AS teachers & Supervisors.
 - Training on Seekhna Sikhana Package - 12 days for EGS Gurujis. (Class 4).
- **Year 1999-2000 :**
 - Training on Hard Spots (identified by the districts) was given to AS teachers (12 days), AS Supervisors (20 days) and EGS Gurujis (17 days).
- **Year 2000-2001 :**
 - SLM based training was organised for AS teachers & EGS Gurujis (12 days) & AS Supervisors (17 days).

1. Community mobilisation

- 43418 VECs operational.
- VECs are now to be elected and given more powers to give it a statutory status.
- Greater role and powers to VECs.
- Orientation of VECs on school management.
- One day training of VEC members at cluster proposed this year.
- 26094 SMCs formed in habitations with EGS Schools.
- IEC materials developed and are being used for VEC training.
- Mahila Shiksha Abhiyan in 1997, 1998 and 2001 to encourage out of school girls to enroll, with community support. The MSA in 2001 is a joint effort of DPEP & PBA, where the self help groups & Mahila Mandals formed during PBA are being mobilised to ensure enrolment, regular attendance & increase in achievement level of girls.
- Lok Sampark Abhiyan-II, conducted to develop school education plan which were consolidated at cluster, block and at district level. Shiksha Panchayat held during LSA II to involve panchayat & VEC in micro planning.
- PTAs are being formed to monitor school activities on a day to day basis & take decision for school improvement and implement them.
- Audio tapes on girls education developed in Tikamgarh, Ratlam and Rajgarh districts.
- Brochures on girl's education developed by all DPEP districts.
- In Mahila Padna Badna Andolan various activities have been initiated by districts for girl's enrolment like Ma-Beti Mela, Gram Shiksha Sabha, Door to Door contact, Pustak Andolan etc.

1. *Micro-planning :*

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

1. *Media*

- Weekly publication of 'Panchayat Gazette' on Mission activities mailed to all clusters.
- Monthly magazine on mission activities in SCERT, called 'Shaikshik Palash'.
- Short film 'Neev' on improving the school premises by developing activity centers in schools with community help.
- Preparation of 19 short with community help.
- 'Shiksha Paati' scheme for direct contact with clusters and schools. Post box number to teachers for writing about their problems and achievements direct to SPO and to elicit response on specific themes from selected teachers on a weekly basis.
- Publications and brochures being developed at cluster/block levels.
- Collation and distribution of audio cassettes of educational songs at districts and block.
- Libraries have been set up in 982 JSK at cluster level, 8582 EGS schools. In the year 2001-2002, the remaining JSKs shall be covered effecting universal coverage of JSKs in the state. This is being done by convergence of resources.
- Some districts have also published news bulletin.
- Booklet "Rededicating to the Continuing Challenge" and "Abhi Manzil Baaqi Hai" published.
- Booklet "Hamara Gaon Hamara School" on Community Participation published.
- Academic Bulletin "SAMVAD" published by SPO every fortnight.

- "Mahua Tola gets a School" a travelogue by Ms. Suma Jossan published.
- A Film on educational efforts by mission called 'Unfinished Agenda' is made.
- A short film on computer enabled education programme Head start is made.
- A one day National Workshop with authors and publishers on "Pustak Andolan" held.
- Libraries will further be setup at 3863 more Jan Shiksha Kendras and EGS schools.
- News items on achievements of Mission are regularly sent to Doordarshan, Akashwani & Press.
- Networking has also been established with Raja Ram Mohan Roy Foundation, Calcutta for providing library support to JSKs & EGS schools under "Pustak Andolan".
- Coordination with IGNOU local station for Teleconferencing.

8.6 Gender:

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

- 3 days training organized for Sahyoginis.
- Activity based material has been developed by SRG for. SSK & Jhoolaghars.
- Monitoring done by Gender coordinator, DIET, BRCC & Jan Shikshaks.
- Material developed for primary teachers incorporated in teachers training.

1. SC/ST/Minorities :

Tribal :

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

Madarsas :

- Modernisation of Madarsas scheme has been launched in 523 Madarsas of 14 districts in phase I & II in the year 2001-2002 for Muslim minorities especially girls, to incorporate formal school curriculum in Madarsas along with religious education.
- Training of Madarsa teachers on ILM is going on in the districts.
- Free text books have been distributed to the children of Madarsas where training of the Madarsa teacher has been completed.
- In the year 2001-02, 862 Madarsa teachers have been given 12 days training.
- Free text books have been distributed to the children of Madarsas.

8.8 Children with Disabilities :

- Survey conducted in all districts. Children with disabilities (5-14 age) in DPEP district number 64,861 (LSA 1996). Children in school & out of school identified for enrolment & retention strategies by teachers with help VEC. Panchayat members.
- Currently IED scheme is in all districts of MP with 31 specially trained teachers.
- Core group/SRG at SPO.
- Special initiatives in Tikamgarh district. Aids & appliances under Chuanauti scheme with aid from Ministry of Social Justice, GOI; and assistance of Rs 150 per month from Nirashrit pension of state government for children attending school regularly.
- Cell for handicapped children at BRC, in collaboration with DIET to collect data base & to monitor progress.
- District core group oriented to develop replicable local specific strategies models for disabilities.
- 5 NGOs identified to work in 9 districts. Contextual teachers training programme on IED prepared by them.
- 45 days training to 203 teachers in 9 selected blocks to be used as Resource group for training.
- Convergence with CPI for incentives to disabled children.

- Workshop to develop textbooks in Braille.
- Development of SLM to enable teachers to teach children with disabilities along with other children.
- The SRG formed.
- A cell for handicapped children has been established at all the BRCs.
- Identification of the disabled children in the age group 5 to 14 years is completed.
- The state has initiated IED activities in 1 block in each of the 11 districts, out of the total of 79 blocks in all the districts.
- Around 4630 children with special needs have been enrolled in schools in five districts, with the help of Lok Sampark Abhiyan.
- 45 days training for Master Trainers was undertaken by the state with the help of NGOs, which are working in the area of disability.
- Approximately, 250 Master Trainers (25 from each of the 10 blocks) were trained in the State in June - July 2000.
- Teachers training has also been conducted by DIETs on IED.
- The NGOs used for the training of Master Trainers also selected volunteers and made district visits for awareness and parental counselling.
- Convergence is being sought with SCERT/CPI for providing incentives like-free textbooks, uniform, fare for reaching the school and stationery for the disabled children.
- In a workshop conducted in March 2002, textbooks have been developed for Class I-V in "Braille".
- Audio material and self-learning material is to be developed.
- IED being implemented in all the 313 blocks of the state.
- 267 Resource Persons/co-coordinators have been trained.
- 780 teachers trained on IED.
- A clear strategy for providing aids and appliances to disabled children has been chalked out by the State.
- Camps for aids and appliances to disabled children through ALIMCO have been conducted at block level.
- Assessment camps are being organised in 98 blocks in three phases (with the help of ALIMCO) for identification of type and disability of children and for providing necessary aids accordingly.
- The assessment camps of disabled children have been completed in 5 districts out of 11 in IIIrd phase. The number of beneficiaries (i.e. children with different disabilities) from 5 districts are given in following table-

S. No.	Name of District	Ortho.H.	Hearing H.	Visua l H.	Total
1	Chhatarpur	1209	289	155	1653
2	Tikamgarh	650	112	16	778
3	Rewa	679	167	54	900
4	Sidhi	763	180	28	971
5	Umaria	80	42	09	131
Grand Total					

- Assessment camps will be completed in 11 DPEP districts up to April 2002.
- Learning corners have been developed specially for disabled children in schools where buildings have been provided by DPEP.
- Ramps and Railings have been provided in 1400 school buildings.
- 5 days training programme has been completed all over Madhya Pradesh.
- Training will be given to 25 selected teachers (from one block) for 45 days in 7 DPEP districts and 9 Jan Shala blocks on the basis of RCI Foundation Course and norms with the help of 4 NGOs.
- Books in Braille and audiocassettes for blind children will be developed. A workshop was held in 14-18 March 2002 for the purpose.

8.9 Distance Education :

- State plan for Distance Education prepared.
- SRG constituted.
- Workshops in 5 districts to identify video and audio cassettes for wider dissemination.
- Monthly broadcasting on AIR by SCERT for broadcasting and problem sharing. coincides with monthly meeting of teachers at CRC.
- Two rounds of teleconferencing with Cluster Academic Coordinators gurujis and State organised.
- Satellite teleconferencing on "hard spots" in EGS schools. Approximately 100 Gurujis and 20 Jan Shikshaks in each of 38 DIETs were imparted this training focusing on Language, Mathematics and Environmental studies.
- Programme recorded in coordination with IGNOU in February 2000 on language, Mathematics & environmental studies.
- 6 Modules prepared this way for gurujis to be used in forthcoming training programmes.
- In year 2001-2002 teleconferencing has been done on Head Start, English books, Hindi books, and Maths books.

10. MIS :

- Fully operational MIS.
- Staff in place in SPO, all posts at districts except programmer at Sehore, Raisen, Panna, Rajgarh, Jhabua, Khandwa & Shajapur filled. Alternative arrangements have been made in the districts where the post of Programmer is vacant.
- EMIS data for phase I & II till 2000-2001 transmitted to GOI.
- State is implementing softwares for IPMS, LSA, EMIS and PMIS.
- The software of IPMS, LSA integrated into a common monitoring software implemented in 2001-2002. Training of DRG was done at state level. The training of Block, JSK functionaries & teacher complete.

8.11 Research / Evaluation :

- The EMIS analysis has been completed till the year 2000-2001.
- The draft report of "Impact Evaluation of DPEP" has been prepared.

- The survey to collect data for "Learner Evaluation and Impact of Classroom process and practices" has been completed and the analysis of the collected data is in process.
- Data is being collected so as to do attendance monitoring in sample districts.
- More than 30 studies have been conducted by independent agencies to evaluate the Primary schooling innovative and community based initiatives -Alternative school and EGS School in M.P.
- Districts have also conducted over 20 studies in the area of Academic improvement. Gender, SSK and Tribal Education. Rajgarh district has conducted Diagnostic study to plan for UEE.
- The Mid term assessment of learners achievement level for the year 2000-2001 has been completed and report has been generated based on the findings of Mid term assessment.
- The terminal assessment of learner achievement level has been done & the process of data collection & analysis is presently underway.
- A review of primary education packages in Madhya Pradesh was conducted by the Indian Institute of Management (IIM) Ahmedabad. The objective of this study was to identify some policy direction for the future. A detailed analysis was made on several aspects of the packages like the process of curriculum development, the production of teaching learning materials, the process of teacher training material development, teacher training, observation of classroom transaction of the package, and feedback to improve the original package.
- Diagnostic study on primary and upper primary education was conducted in each district. The aim of these studies was to assess the situation of Elementary Education and to formulate further strategies based on the findings to plan for UEE.
- A study was conducted to assess the impact of migration on the education of tribal children, with special reference to Bhil tribe in Jhabua district. Findings of the study helped to formulate an innovative scheme called "Shiksha Ghar" for the children of migrating parents.
- A Study was conducted to evaluate the factors responsible for enrolment, retention and achievement of students and of teacher's training and schools variables on them. This study was conducted by private agency called Indian Institute of Development Management, Bhopal in two districts of MP viz. Dhar and Chhatarpur.
- *The ongoing studies being conducted internally are :*

S.no.	Title of the Study	Duration of the study	Sample of the study	Agency
1	Internal study of evaluation process in PS and EGS	1 Oct-15 Nov	State	SPO
2	Internal Micro Study (Case Study Mode)	27 Sep-31 Oct	State	SPO
3	Internal Micro Study of classroom processes	27 Sep-31 Oct	District	SPO
4	Internal Cohort Study of	17 Sep-31 Oct	Shahdol, Raisen,	SPO

	Dropouts		Umaria	
5	Internal Study by ten teachers	27 Sep-25 Oct	State & District	SPO & DIET
6	Monitoring, Evaluation and Research	7 Aug-25 Nov	DPEP districts	SPO, DPO, DIET
7	Impact study of Head Start on regularity of teachers	1-31 Oct	DPEP districts	SPO
8	Analytical study of attitudes of Teachers, parents and people representatives towards Head Start	1-31 Oct	DPEP districts	SPO
9	Impact study of Head start on the enrolment of students	1-31 Oct	DPEP districts	SPO
10	Impact study of computer enabled education on the achievement level of learners	1-31 Oct	DPEP districts	SPO

• *The studies that is being conducted by external agencies are*

S.no.	Title of the Study	Duration of the study	Sample of the study	Agency
1	External study of pedagogical renewal processes in PS and EGS	15 Oct-15 April	Tikamgarh and Dhar	MHRD SAMBHAV
2	External study Evaluation process	15 Oct-15 April	Vidisha	MHRD VISHAKHA
3	External study on Evaluation of AS/EGS strategies	15 Oct-15 April	Betul and Raisen	MHRD
4	External Study on Community Participation	January- February 2002	Ratlam and Datia	NIEPA
5	External Review/evaluation of different Primary Teaching Learning packages like Seekhna Sikhana package, AS Package and Khushi Khushi Package	December 2000	Raisen, Dhar and Betul	IIM, Ahmedabad
6	External evaluation of DPEP-I districts	December 2001 – February 2002	Betul and Sidhi	IIM, Lucknow

8.12 Civil Works :

DPEP-I

An expenditure of Rs. 122.55 crore has been made against the total plan of Rs. 155.26 crore in phase-I districts while in phase-II, the total target was 123.79 crore out of which 105.36 crore have been spent (including enhanced limit of 9%) till February'2002.

<i>Activity</i>	<i>1994-95 to 2000-2001</i>		
	<i>Target</i>	<i>Completed</i>	<i>In Progress</i>
Primary School Buildings	5996	4048	1948
Additional Rooms	2878	2867	11
Repairs	2106	2106	-
BRC Buildings	120	120	-

DPEP - II

<i>Activity</i>	<i>1994-95 to 2000-2001</i>		
	<i>Target</i>	<i>Completed</i>	<i>In Progress</i>
Primary School Buildings	6859	3658	3201
Additional Rooms	1665	1609	56
Repairs	-	-	-
BRC Buildings	116	112	4

- In addition drinking water facilities provided to 3866 school, common toilets in 3948 school & girls toilet in 3569 schools.
- The State has also come up with a document titled "NEEV". "NEEV" is an effort to use alternative technology for bringing down the costs of construction. The alternative designs and material suggested in "NEEV" has brought down the unit cost of the school buildings from Rs 2 lakh to Rs 1 lakh. The buildings of 99-2000 and building of 2000-2001 are being constructed under DPEP-II are using the suggested technology and designs.

"NEEV" also includes the methods for improving the outside space enclosing the school by developing them as activity centers. Many districts have come up with such activity centers in the state.

- Infrastructure plan prepared & resources being mobilized to achieve the target of providing school buildings to all the building less schools.
- The process for assessment of gaps at upper primary level under way.

8.13 School Grant / Teacher Grants :

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

8.14 Systemic Issue :

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

8.14.1 Functioning of DIETs :

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

As on February'2002

<i>S. No.</i>	<i>Name of Post</i>	<i>Post Sanctioned</i>	<i>Posts Filled</i>
1	Principal	38	17
2	Vice Principal	38	23
3	Senior Lecturer	261	191
4	Lecturer	570	481

8.14.2 Functioning of SCERT :

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

Achievements :

- SCERT has developed new textbooks for classes I to V. Teachers training modules have been developed by SCERT.
- To bring about the quality improvement in the working of DIETs, a committee has been constituted under the chairmanship of Principal Secretary, School Education. The committee is examining the present structure and working of DIETs and would give suggestions for qualitative improvement pertaining to the management and academic issues of DIETs in the state. The first meeting of the group has been held and draft recommendations have been put up.
- The curricular reforms and integration of text books is presently underway in collaboration with DPEP.
- Linkages with the SCERT, DIETs, BRCs and CRCs are being strengthened.

8.14.3 Functioning of SIEMT :

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

8.14.4 Impact of DPEP Experiences on the overall system :

- The target of 100% GAR has been achieved in the state as a result of coordinated effort of DPEP and State government.
- **Text books** developed for Classes I and V have been introduced in the entire State.
- **Teacher Training Modules** developed under DPEP being imparted to all the DPEP and non-DPEP districts.

- **Decentralisation of printing** - The printing of text books for EGS schools was decentralised from the last year i.e 1999-2000 in which the Mission has authorised the districts to print and distribute the books on their own to all the EGS and AS schools on time. This decentralisation has saved the cost and has also created accountability among district functionaries towards timely supply of books to the children. As a result of this operation, Books had reached all the children on time.

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

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

- **Rajya Shiksha Kendra**

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

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

The Zila Shiksha Kendra brings together critical units entrusted with managing education. The District Education Office, DIET Adult Education Office and the DPEP project unit come together one integral body to work with the Zilla Panchayat.

This integration is critical not only to improving the quality of services but also for the sustainability of project initiatives.

- **Janpad Shiksha Kendra (JPSK)**

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

- **Jan Shiksha Kendra (JSK)**

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

- **Village Education Committee (VEC)**

43418 VECs have been constituted in all the villages with primary school facilities. The recent order on institutional reform seeks to reconstitute the VECs to make them more participatory and accountable to the local community. More powers have been vested in the VEC.

- Parent Teacher Association

- Parent Teacher Associations are being formed for all the school which will monitor the school activities and take decisions for improvement in the school. The PTA will include parity and teachers. They will be delegated powers to ensure effective running of the schools.

State Govt. is preparing "Jan Shiksha Adhiniyam", to bring institutional reforms within the frame of legislation.

- An activity handbook has been developed by the Rajya Shiksha Mission which indicates the activities for the year 2000-2001, job charts of various functionaries of RSK, ZSK, JPSK, and JSK. This handbook has been used for the orientation of various functionaries at State, District and Sub district level. The handbook also serves the purpose of planning and monitoring tool.
- In 2001-2002 Activity Calendar was prepared & the personal of RSK, ZSK, JPSK & JSK were oriented on the same.
- Training has been imparted to RSK, ZSK, JPSK & JSK on methodology of Monitoring Evaluation & Research (MER), Research Studies, Learner Evaluation process and analysis of the outcomes.
- Training has been given to personnel of RSK, ZSK, JPSK & JSK on microplanning (LSA), data compilation & analysis & planning for UEE.

8.16 Innovations :

- The State had experimented with the alternative pedagogy so as to provide non-graded schooling system based on the children's individual pace of learning. The textbooks and the supplementary teaching learning material for the alternative schools have been prepared and put to use. Based on the encouraging response and the impact of the pedagogy on the learning achievement of the students, the pedagogy has been scaled up to cover the Education Guarantee Schools as well.

- In order to get the first hand information from the villages pertaining to the needs and aspirations of the people and children towards primary education an alternative people's information system called Lok Sampark Abhiyan have been put into place in the State. The Lok Sampark Abhiyan as a micro planning exercise has been able to provide the feed back pertaining to the out of school children on the one hand and it has also been able to throw light on the schooling gaps on the other hand. LSA has also been used as a strategy for updating Village Education Registers and bringing the elements of community focus and pressure to push out of school children into the schooling fold.
- Based on the feedback of large scale primary schooling gaps which came from LSA, the State initiated a demand based community centered schooling initiative wherein the State acknowledged the right of the children to primary education. The scheme titled Education Guarantee Scheme has been instrumental in enabling the State to provide universal access to primary education to all its habitations within one km.
- The state has also embarked upon the innovative strategy for modernizing the Madarasas curriculum. Under this the State entails to incorporate the elements of modern education besides keeping the basic features of the Deeni Taleem intact. This has been a successful experiment of using orthodox social process for a modern education programme.
- The project of 15 Sahayoginis at the cluster level in the selected block in each district is being implemented in order to bring gender related issues into critical focus at the cluster level.
- In order to stimulate the creative energies of the students by providing them an environment which enables learning by doing, the State has embarked upon a programme for creating Activity Centers in order to fulfill the ecological, cultural, recreational and physical requirements in a school. The Activity Centre would enable the students to creatively express their ideas and views and would make classroom learning more enjoyable and would improve the achievement levels of the students.
- The State has also taken on the task of improving the school building and their designs so as to enrich them functionally. The school building design has been transformed from the point of view of making them fit into the changes which have come about in the academic designs of the primary school during this year. By using the alternative building technology, the State has been able to come up with cost effective solutions to school building without compromising on the availability of space and other construction features. The State has initiated measures to use the alternative structure as a case for wider replication in the longer run.
- The state has also decentralised the printing of textbooks pertaining to EGS school in 1999-2000. This innovative experiment have been an eye opener and resulted in the timely distribution of the text books to the schools on the one hand and effecting huge reductions in the printing and the transportation costs on the other hand. The State also innovated by digitalising the contents of the text books and then transmitting them to the districts thereby ensuring 100% error free text books.

- Child marriage project has been taken by Shajapur district.
- Convergence is done with I.C.D.S. in three districts on pilot basis.

8.17 Fund-a-school

- Building on the idea of partnering a school, the EGS is now reaching out from the local community to the global through the internet. Fund-a-school is based on the belief in the commitment of the global community to come together for a partnership for basic education. Fund-a-school launched in April 2000 seeks to use the Net to bridge the gap between the connected and the isolated, between the knows and know-not "Mahua Tola gets a School" a travelogue by Ms. Suma Jossan published to open a window to provide opportunities for the less privileged to equalize.
- Through Fund-a-school any one in the world can reach out to a community that is running its school and support the children of an EGS schools for one year by paying 400 US dollars or its equivalent in Indian rupees, Rs. 16,000. The Rajiv Gandhi Shiksha Mission has obtained the necessary permission under the Foreign Contribution Regulation Act. A school can be selected on the website, which carries details of the 23856 EGS schools regarding their enrolments and location. Evaluation of the EGS School is also on the net. The money is sent by the Mission to the School Management Committee of community representatives. In return the Mission will post the photograph of the school and students and their individual performance evaluation in a class on a quarterly basis. Fund-a-school is not just about fund donations. It is about sharing ideas about schooling.

Fund-a-school facilitates the following benefits :

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

18. Convergence

- Convergence is being sought with various agencies for co-ordinated planning various strategies. The agency and the convergence attempted are as follow:
- **With SCERT & DIET**
- The convergence is being done for co-ordinated planning of areas which are covered by these two instructions. The academic inputs such as integration of Teaching Learning Material, Training of formal teachers - SOPT, Science teaching, Evaluation ECCE of children and IEDC is being done as a co-ordinated activity of DPEP and SCERT. At the district level, DIET is involved in the implementation of quality improvement intervention. The Evaluation of various inputs for quality improvement is being done jointly by SCERT and DPEP.

- **With Tribal Welfare Department**
 - The convergence with Tribal Welfare Department is in running of Ashram Shalas for tribal girls. The cost of stipend to Ashram inmates and Ashram building is borne by TWD.
 - The incentives given to tribal children of formal schools has been extended to tribal children.
- **With 10th Finance Commission**
 - The school buildings are being constructed with the assistance from 10th finance commission. The design and technology have been finalised by the technical staff of DPEP.
 - Construction of school buildings is in process by OBB funds along with providing Black Boards to the schools.
- **Assistance from special Central Assistance Scheme**
 - Resources have been made available for providing shelters to EGS schools, which are running in the open or insufficient space.
- **Convergence with Mahila Samakhya and Literacy Mission**
 - The self help groups formed by neo-literates are being empowered by training that are being given as a co-ordinated effort of Literacy Mission, Mahila Samakhya and DPEP.
- **Convergence with ALIMCO**
 - The convergence with ALIMCO is being sought to provide aids & appliances to disabled children.

INTERNAL SUPERVISION MISSION

BIHAR STATE REPORT

(April 1-3, 2002)

I Introduction

- 1.1* The Internal Supervision Mission (ISM) comprising Shri Amit Kaushik, Director, Department of Elementary Education and Literacy, Dr. Pramila Menon, Fellow, NIEPA, Dr. Swarna Gupta, Reader, NCERT, Shri K. Gopalan, Consultant, TSG, Ed.Cil and Ms. Sunisha Ahuja, CARE India, visited Bihar from April 1-3, 2002 to assess the progress of implementation in Bihar since the 14th JRM organized in November 2001 with particular reference to the progress towards achievement of objectives and outcome indicators, improvement in the quality of primary schooling and programme management and implementation Meetings were held with Education Secretary and the State Level Office (SLO). The team also met the Director and representatives of SCERT, SIEMAT and BSTBPC. The team visited District Vaishali and held meetings with the District Programme Coordinators and members of the district level office (DLO). The team also visited two schools, observed classroom processes, and also interacted with students, teachers and members of the Village Education Committee. The members of the Mission also had a chance to be present in a meeting of the Cluster Resource Centre Coordinators at Vaishali (CRCC).
- 1.2* The Mission is grateful to the State Level Office and to the District Level Office for the hospitality extended to the Mission members. The Mission would like to place on record the untiring efforts of the project staff at both State and District level to the achievement of programme objectives. The Mission appreciates the sound understanding of different components in the programme, and efforts made by the project staff to evolve strategies to achieve progress in the major dimensions of access, retention, and achievement. The strategies for improving levels of access and efforts to fill teacher vacancies may be specially mentioned. The Mission also expresses special thanks to the teachers, students and members of the Village Education Committee for sharing their perceptions, gains and experiences in a programme that has now lasted six years. The frankness and openness with which the issues were highlighted also deserve special mention.

II Progress Towards Achievement of Programme Objectives and Outcome Indicators

2.1 Alternative Schooling

The 14th JRM Mission in its report had stated that of the total projected population of children in the age group 6-11 years 1.65 million children are out of school. Of these only 1.24% have been covered through the Alternative Schooling Programme.

Under the Alternative schooling programme the state has two strategies Apna Vidyalayas and Angana Vidyalayas. Under the Mahila Samakhya Programme there are the Eal Jagjagi and Jagjagi centers. These various interventions target children who are out of school.

The Apna Vidyalayas target children in the age group 6-11 years. These centers are in habitations without access as well as in habitations where schooling facilities are available yet there are a large number of children out of school. The Angana Vidyalayas are for girls in the age group 9-14 years. The duration of the programme for the Apna Vidyalayas is three years which are divided into four semesters of 9 months each. The duration of the Angana Vidyalayas is two years which is divided into four semesters of 6 months each.

In terms of access, it was observed that 1273 (71%) of new DPEP schools were opened and 975 (56%) alternative schools were opened. In addition to this, 1374 Apana Schools, and 1601 Angana Schools specially for the 9+ age group were opened. 765 ECC Centres have been opened as also 819 (95%), in Jag Jagi Centres and 575 (99%) Bal Jag Jagi Centres were opened. In addition to this 804 regular teachers and 1803 Sahyogi teachers were also posted in the newly opened DPEP schools.

Coverage

The State had planned for 2370 Apna Vidyalayas and 2960 Angana Vidyalayas in their perspective plan. The total number of centres proposed including AWP&B 2001-2002 are 1372 Apna Vidyalayas and 1631 Angana Vidyalayas. The progress made so far is 1374 (58% of the target) Apna Vidyalayas and 1601 (54% of the target) Angana Vidyalayas.

While the targets for the year have been met in opening of centers, the concern is for the overall progress of the AS programme in the state. The State has managed to open 50% of the total number of centres proposed in the perspective plan. The total number of children covered through the AS programme is 58561. There are still a large number of children out of school. This is a matter of concern This overall progress has also lead to a very low level of expenditure in the area.

The Mission was informed that the SPO has proposed approx. 715 EGS schools in the 11 DPEP districts which would address the problem of access and that these schools would be supported through the AS programme. Since the State Government has yet to finalise the guidelines for the EGS schools to be operationalised in the entire state, the Project has been unable to operationalise its centers as it would like to do so within the framework adopted by the State Government. The matter is currently with the Cabinet Committee of the State Government for approval. Any further delay in the matter will affect the progress in the project both in terms of number of children covered as well as the expenditure levels.

The Project office may also like to consider implementing strategies other than Apna and Angana Vidyalayas. The programme could plan strategies like long duration residential camps for older children. These camps could be planned to enable the learners to achieve competency levels equivalent to class V.

The Mission was informed that 14% of the learners from the Apna Vidyalayas have been mainstreamed into the formal schools. Apart from this 746 centers have been phased out as learners from these centers either completed their education upto class V or were mainstreamed.

2.2 *Enrolment*

There has been an increase of 3.3% in the total enrolment of children in the year 2000. There has also been a significant increase of 5.2% in SC enrolment with reference to 1996. In the year 2000 there has also been a significant increase of 11% in girls enrolment with reference to 1996.

2.3 *Student Attendance Retention and Completion*

The MIS for schools attendance has now been implemented in a few districts. A case study of district Gaya reveals that the average attendance of class I to V is around 66%. The average attendance of girls is equal to the boys in class I but shows a declining trend in the higher class.

The overall transition rates from Class I to II has increased over the years from 61 to 69%. The transition of girl children from Class I to II has increased substantially from 59 to 68%. The transition rates for SC children from Class I to II has increased from 55 to 64% .

Transition Rates

	Class I to II	Class I to III
Overall	69	54
Girls	68	52
SC	64	51

The overall transition from class I to III has increased from 49% to 54%. The transition rates for girls from class I to III has increased from 48% to 52%. The transition of SC children from class I to III has increased from 44% to 51%.

The overall completion rate is 34%. The completion rate of girls is 33%, the difference with respect to boys is only 1%. The completion rate of SC children is 30%.

2.4 *Improvements in Student Level*

The percentage increase of achievement from Baseline Assessment Survey (1995-97) to the Mid line Assessment Survey 2001 was also shared with the Mission.

The following table shows the achievement of boys, girls and SC children in Grade I and IV with respect to Language and Maths.

%age Achievement increase from BAS to MAS*****

Grade	Subject	Boys	Girls	Total	SC
I	Language	10.76	14.70	14.25	25.54*
I	Maths	18.46	20.29	20.80	26.93*
IV	Language	4.46	4.77	4.65	12.20
IV	Maths	7.30	7.46	7.72	7.37

- **Achievement of Girls is better compared to Boys**
- **Achievement of SC/ST is comparatively better**

* Includes ST

** Base Line Assessment Survey (1995-97)

*** Mid-Line Assessment Survey (2000-01)

III **Improvement in the Quality of Primary Schooling With Special Focus on Teacher and Teacher Education**

A major indicator of progress towards achieving the programme objective of DPEP is improvement in the quality of primary schooling. This aspect is reflected, in addition to access, enrolment and retention, through improved learning environment, classroom organization and teaching-learning process, development and availability of textbooks and teaching-learning material, teacher training, curriculum reform, improved school facilities and availability of school teachers for teaching.

The Mission was happy to note that the GOB and the SLO have taken appropriate measures to address the above issues.

3.1 *Type of Teachers*

Presently, there are two types of teachers, regular teachers for formal schools, and "Sahyogi" appointed by the community where there is no regular teacher in schools opened under DPEP.

3.2 *Teacher Student Ratio*

PTR in schools is definitely on the higher side. In one of the schools that the Mission visited the student strength in class V was 153 of which 93 were present. With the present strength of 93 children, the classroom was very congested. In the event of hundred percent attendance, the condition of the classroom would have been unmanageable. The Mission observed that, it is not possible to

accommodate all the students in a single room. The concerned teacher, explained that though there was a constraint, he would try to overcome this at the individual level. The Mission observed that efforts were made to reduce this ratio. In this direction, the state level office has requested the District Administration to train teachers with a view to posting them in the newly opened schools. 804 regular teachers have been posted and Sahyogi teachers have been posted in those schools which do not have regular teachers as yet. Once the training is completed these teachers would then be able to take up positions in the schools. It was also revealed that in course of time the Sahyogi teachers would slowly be phased out.

3.3 *Teaching Context*

Most schools in Bihar are multi-grade schools. The teachers therefore have to teach large classes. This is true, of all grades in the primary school. During the field visit to Vaishali, the Mission observed that Classes I and II are organized together, and Classes III, IV and V were organized together. Seating arrangement in the classroom clearly revealed that the children were not seated according to their grades. Learning in such a situation can be very difficult and the quality is also adversely affected.

During, the field visit, the Mission noted that the Village Education Committee and the community are concerned with the loss of teaching days due to involvement of teachers in non-teaching work. **The issue of teacher involvement in non-teaching work** was discussed with the Secretary (Education), and the Mission was informed that the teachers were likely to be involved in programmes of national importance particularly census, election and relief work. While, agreeing that school functioning would come to a halt the Secretary felt, that the services of teachers would continue to be used for programmes of national importance.

3.4 *Types of Teacher Training*

The SCERT is responsible for imparting training to teachers at the State level. The Mission was happy to note that all eligible teachers have been provided *Ujala* – I (classes I and II) and *Ujala* – II (classes III to V) training at the State level. *Ujala* I and II modules as well as subject specific modules for language, mathematics and EVS have been developed and teachers have also been imparted subject specific training as shown in the table below.

S. No.	Training	No. of days	No. of teachers trained
1	<i>Ujala</i> - I	10	68456
2	<i>Ujala</i> - II	10	49077
3	Subject specific training	5	1403

The District Institute of Education and Training (DIETs) are the key institutions at the District level, which should be providing training to teachers at the District level. The major role of DIET is that of capacity building of resource personnel at BRC, CRC and ASRGs. Out of 11 project districts, 10 DIETs are in place but unfortunately due to acute shortage of staff, are non-functional. The Mission

suggests that the DIETs should be made functional and required staff put in place, if quality of schooling is to improve.

Regular teachers receive Ujala II training (10 days), ALS teachers receive (30 days) training and Jag Jaggi and ECE teachers receive two weeks training. There is no separate training for multi grade teaching. In the direction of quality improvement, all eligible teachers (68456) have been trained in 10 days Ujala I training. 49077 teachers have undergone training under Ujala II. The study on impact of teacher training on classroom processes and student learning is yet to be completed. Subject specific training modules have been developed for language, maths and EVS. Under this 1403 teachers have been imparted subject specific training.

3.5 Curriculum Reform

The curriculum renewal exercise is generally undertaken by the State Council of Educational Research and Training (SCERT). The approach of MLL has been followed so far in the development of curriculum and textbooks. During discussions, it was revealed that the National Curriculum Framework for School Education, 2000 developed by NCERT has been discussed at the State level. However, no curriculum renewal exercise has been undertaken so far. The Mission was informed that the SCERT has been asked to review the existing curriculum and to undertake the curriculum renewal exercise.

The Mission suggests that the DIETs should also be involved in this exercise of curriculum renewal.

3.6 Development and availability of textbooks

The Mission was informed that out of 48 titles of textbooks for classes I to V, 40 titles have been developed against which 27 titles have been adopted as textbooks for the entire State. In addition, books have also been developed for ECE and for ALS up to *satra* – 4. The textbooks for classes I to V are based on MLL. The Mission appreciated the process of textbook development, which is quite rigorous and systematic wherein regional and state level workshops are held to develop, review and finalize the content to make the textbooks child-friendly and age-specific.

However, there is an urgent need to have a re-look at the textbooks and update the content to suit the present societal and local specific needs of children. The SCERT has already proposed to the State for revision of textbooks.

Discussions at the SLO and field visits revealed that there is a great delay in the availability of textbooks to children and also the quantity remains insufficient, as a result of which the textbooks have to be recycled, i.e., the books are taken from past students and given to the present students of the same class. The academic session starts in January and new books are available only in the month of May. Therefore, valuable time is lost affecting the quality of education as well as the learning achievement of children.

The Mission visited a school in district *Vaishali* where no textbooks were available for class III in one subject and the teacher and the Headmaster raised serious concern regarding difficulty in the availability of books on time.

A major bottleneck identified at the State level regarding distribution of textbooks was the delay in printing of textbooks due to lengthy NCB procedures and non-release of subsidy by State government. The SLO and Bihar Textbook Printing Corporation should take advance action to get the textbooks printed in time to ensure that the textbooks are made available to the students before the commencement of the academic session. **The Mission urged the SLO to take a serious view of the problem and ensure timely availability of textbooks as it heavily impinges on quality education.**

3.7 *Teaching-Learning Material*

In addition to the non-availability of textbooks to children in schools, the Mission also noted the absence of use of teaching-learning material during field visits. The classrooms were devoid of any display of TLM and also its minimal use by teachers. The Mission was informed that due to the high PTR in schools it is difficult to use TLM in the classrooms. In order to make teaching-learning more joyful and child-friendly, the Mission is of the view that efforts should be made to develop and use appropriate TLMs as far as possible.

3.8 *Teaching-Learning Process*

The quality of teaching-learning process is an important indicator of the progress of learners' achievement. The Mission was informed that all-out efforts are being made by the State to contain the magnitude of difficulties arising out of non-availability of teachers, multi-grade settings, high PTR, non-teaching load on teachers, non-availability of textbooks and absence of basic amenities such as drinking water, toilets, electricity etc. All this leads to a poor learning environment, which adversely affects teaching-learning in schools. This was also substantiated during field visits, wherein the Mission found a PTR of as high as 153:1 in class V in one school of district *Vaishali*.

The condition of blackboards and maintenance of classrooms was also much below the standard. During interactions, VEC members voiced their deep concern and anguish over the involvement of teachers in non-teaching work such as census, election duty, relief work etc. However, the Secretary, Education assured the Mission that non-teaching load on teachers will be restricted to work of national importance only.

3.9 *Research and evaluation*

Research, evaluation, monitoring and supervision are important components of the teaching learning process, which need to be in-built in the programme objectives. The Mission was of the view that research studies and surveys need to be undertaken on a priority basis as follow-up measures to locate gaps and shortcomings in the system. The Mission observed that the component of research

needs strengthening with the active involvement of DIETs, SCERT and SIEMAT at all levels.

3.10 Early Childhood Education

The ECE centers have been opened in villages, which have not been covered under the ICDS scheme. The Mission was informed that 765 ECE centers (100%+) out of 555 proposed centers have been established in the 11 DPEP districts up to Feb. 2002. In addition to the ECE centers, 575 out of 580 (99%) *Baljagjagi* Centers are operational in 7 out of the 11 DPEP districts, where *Mahilla Samakhya* is functioning. *Baljagjagis* cater to the 3-6 year old children. Members of *Mata Samitis* and *Mahilla Samoohs* are responsible for the smooth running of the ECE centers and *Baljagjagis* respectively, in their respective villages. The Mission was happy to note the active involvement of these women's groups in community mobilization and effective monitoring and supervision of the ECE centers and *Baljagjagis*.

The Mission was informed that the activities proposed for ECE are progressing as scheduled and regular monitoring and feedback by the Academic Support Resource Group (ASRG) is being undertaken. The project staff, both at the SLO and the DLO is in position. There is a State ECE Coordinator and a District ECE Coordinator at the State and District level respectively. Resource Groups have been constituted at the State (SRG) and at the District (DRG) levels to regularly hold meetings and interact with *Mata Samitis* and ECE workers at the village level. The Mission was happy to note the active participation of the village community and *Mata Samitis* in the smooth running of the ECE and *Baljagjagi* Centers. Appropriate training has been imparted to the ECE *didis*, *Anganwadi* workers, *mitra* and *schelis*, looking after these centers. Efforts are on to establish linkages with primary schools, ICDS and other NGOs related with ECE programmes.

Regarding instructional material for ECE, training modules have been prepared for 15 days induction training and for 3 days recurrent training for ECE '*didis*'. In addition, 3 books for ECE teachers/workers namely *Aao Gayein Geet*, *Aao Khele Khel* and *Aao Kahani Sune* have been developed. Posters for awareness campaigns and '*Muskaan*', a quarterly magazine are being developed as a step towards sensitizing the community, especially the women groups towards the importance of pre-school education for young children.

An important step towards the enhancement of the quality of primary schooling is the smooth transition of children from pre-school to the formal school system. The Mission was informed that nearly 50% of the ECE centers are established in the primary schools and efforts have been made for appropriate linkages between the two. However, the monitoring data provided by the SLO revealed that out of a total of 738 children enrolled in the ECE centers in the current year (up to Jan 2002), only 205 children (up to 28%) have been enrolled in primary schools. The Mission is of the view that a survey needs to be conducted to assess the present status of the remaining children in this age group and efforts be made to mainstream them into formal primary schools.

Due to paucity of time, the Mission could not visit an ECE center to observe the pre school component in these centers as also the quality of training imparted to ECE workers. To ensure quality of pre schooling, the Mission suggests that the ASRGs should carefully monitor and supervise the pedagogical and functional aspects of ECE programme in the centers.

3.11 *Integrated Education of Disabled (IED)*

The coverage under this component is four blocks, in each project district. The survey/identification work has been completed in all the identified blocks. In addition to this all Cluster Resource Centres Coordinators have received 3 days training on IED. Assessment Camps for orthopaedically handicapped children have been organized in each project district with the help of ALIMCO, Kanpur.

The aids and appliances procured through ALIMCO have been distributed to 1265 handicapped children. In addition to this, assessment camps have been organized for the visual and hearing impaired children in each project district with the help of local specialist doctors. A foundation course for 45 days have been provided to 38 teachers, and 36 additional teachers are currently undergoing training.

Activities in this area were taken up at a pilot level, in which a survey of children with disabilities was conducted through CRC coordinators and teachers. Children identified as physically disabled were then called to a camp conducted at the BRC level. The camp had three doctors and technicians from ALIMCO a resource organisation from Kanpur. 1265 children were selected for providing aids and appliances like tricycles, crutches etc. After the success of the activity three other blocks were proposed to be covered in each of the 11 districts. The project has completed the survey work but could not conduct the camp for providing the aids and appliances due to problems of single source bidding with ALIMCO. The problem has now been sorted and the technical persons from the organisation will be visiting the districts soon to take measurements for the appliances and providing these aids and appliances.

The project has planned for 3 Resource teachers in every block who will be able to address the needs of children with special needs. There is a 45 days training package. So far 38 teachers have been trained through this package. Another batch of 48 teachers has been selected and their training has been started. The training is being conducted by resource persons from two NGO's working in the area of disabilities

The Ujala II module of teacher training also incorporated a half day session on IED. This has enabled some basic orientation of teachers. A 3 days training was organised for the CRC coordinators to plan the survey for identifying children with disabilities. The training also addressed the issue of school support by the CRC especially where there were children with special needs integrated into the formal schools.

It is now decided to cover all the blocks in the district to cover all children with special needs.

The concern is that there are a large number of activities planned for the year 2002-2003 and it seems that it might be difficult to achieve the targets.

The SPO has also contacted Ali Yaver Jung Institute to support the IED programme in the area of visual and hearing impairment.

3.12

Gender Interventions

Level	Personnel	Interventions
State	Gender Co-ordinator	Plans Co-ordinates and monitors
District	Gender Co-ordinator	Plans, co-ordinates, implements and monitors the programme.
Cluster	Sanyojika	<ul style="list-style-type: none"> • Constant contact with the parents, community, teachers, girl children, CRCC and BRCC in connection with access, retention and quality education of the girls. • A link between the community, schools, teachers, children and DLO. • 103 Sanyojikas are trained.

Gender Interventions through different Components

Component	Interventions	Remarks
ALS	<ul style="list-style-type: none"> • Angana Vidyalay • Apna Vidyalay • Mata Samiti 	<ul style="list-style-type: none"> • 1601 lady instructors are trained and gender sensitized. • 1374 lady instructors are trained and gender sensitized. • 58661 Mata Samiti members are gender sensitized.
ECE	<ul style="list-style-type: none"> • Mata Samiti informed to monitor the centre. • Academic Support Resource Group 	<ul style="list-style-type: none"> • 27775 women (Mata Samiti members) are sensitized and take keen interest to monitor the centre. • 217 empowered women Academic Support Resource Group members. • 765 lady instructors are trained and gender sensitized.

VEC	<ul style="list-style-type: none"> ● 1/3 of the VEC members are women. 	
Mahila Samakhya	<ul style="list-style-type: none"> ● 1854 Mahila Samooh is formed in seven districts; covering 1993 villages of 34 blocks. 	<ul style="list-style-type: none"> ● 50252 active, empowered and gender sensitized Samooh members act as agents of girls education.
	<ul style="list-style-type: none"> ● 819 Jagjagi Centres 	<ul style="list-style-type: none"> ● 819 lady instructors (Sahelis) are trained and empowered. ● 533 Kishori Manch/Mandals are formed for adolescent girls. ● 2977 Kishoris are trained and gender sensitized. ● 6348 Kishoris have enrolled their names in the formal schools from Jagjagi.
	<ul style="list-style-type: none"> ● 575 Bal Jagjagi Centres 	<ul style="list-style-type: none"> ● 575 lady instructors (Balmitra) are trained and empowered. ● 6903 girls and 6116 boys have enrolled their names in the formal schools from Bal Jagjagi. ● Mahila Samooh members play a vital role in the selection of the instructors and their payment; purchase the teaching learning materials for the centre and the management of the time, place etc. of the centre.
	<ul style="list-style-type: none"> ● Mahila Shikshan Kendra (MSK) 	<ul style="list-style-type: none"> ● Residential training Centre for girls and women. ● MSK trained girls/women take the leadership in motivating the community and the parents to send the girls to schools and prevent child marriage.

IV Programme Management and Implementation

4.1 Evaluation Studies

The SLO has proposed to carry out an evaluation study to find out the impact of DPEP interventions on Alternative Schooling, Early Childhood Education, Community mobilisation, civil works, textbooks and Mahila Samakhya by hiring

the services of consultant firms through short listing basis for which draft Terms of References were sent to the World Bank on 7-2-2002. The no objection of the World Bank is still awaited. The studies will be commissioned soon on receipt of the no objection from the Bank. The SLO has also proposed a study on "Dynamics of Grade-I enrolment" in DPEP districts for which the draft TOR was sent to EE Bureau recently.

4.2 *Civil Works*

The progress of civil works as on 28-2-20002 is given in Table-I.

Against the proposed target of 140 BRCs, construction of 108 BRCs has been completed and the construction of the remaining 32 BRCs is in progress.

Against the proposed target of 1155 CRCs construction of 643 CRCs has been completed and the construction of 346 CRCs is in progress. Another 166 CRCs are to be taken up for construction.

Against the proposed target of 1687 additional classrooms, 364 additional classrooms have been completed and 641 are in progress. Another 682 additional classrooms are to be constructed. The progress of construction of additional classrooms in the districts of Bhagalpur, Darbhanga, Gaya, Munger and Vaishali is very slow and the pace of the construction need to be accelerated to provide necessary infrastructure facilities to the children.

62 new primary schools have only been completed and construction of 258 are in progress against the proposed target of 1538 new primary schools. 1218 new primary schools are to be constructed. The progress of construction of new primary schools in the districts of Bhagalpur, Bhojpur, Darbhanga, Munger, Muzaffarpur, Purnea, Sitamarhi, Vaishali and West Champaran districts is very slow which needs to be accelerated.

The Mission expresses concern that construction of new primary schools in the districts of Darbhanga and Vaishali was not started even after 5 years of project implementation. The SLO should address this issue on a priority basis and ensure that the start up work on the construction of new schools in these districts is undertaken urgently.

The construction of school building for buildingless schools should be given priority. However, the Mission observed that against the proposed target of 463 buildingless schools construction of only 56 schools has been completed and 101 are in progress. In the Bhojpur district no work has been taken up so far against the target of 100 schools. The progress in other districts is also very slow and needs to be accelerated.

Against the target of 4510 toilets, 500 toilets have been completed and 452 are in progress. No work has been started in the districts of Bhojpur, Darbhanga and Munger. The progress in other districts is very slow and needs to be accelerated.

The progress of hand pumps is also very slow. Against the target of 5167 hand pumps only 394 hand pumps have been completed and 71 are in progress. The work has not been commenced in the districts of Bhojpur, Darbhanga, Munger, Rohtas and Vaishali.

At the time of obtaining the EFC approval, the maximum ceiling allowed on civil works cost was 24%. However, subsequently the ceiling on civil works has been revised to 33½%. The EFC approved civil works cost taking into account the ceiling of 24% vis-à-vis the expenditure incurred upto 28-2-2002 is given in Table-II.

The State as a whole has so far incurred expenditure on civil work at 9.72% of the EFC approved project cost and 43.94% of the EFC approved civil works cost. The expenditure on civil works is less than 50% on the EFC approved civil works cost in the districts of Darbhanga (19.51%), Gaya (46.51%), Munger (37.16%), Rohtas (39.73%), Vaishali (28.39%) and West Champaran (35.13%). The SLO should address the reasons for the slow progress in the civil works in these districts and take adequate measures to accelerate the expenditure on civil works.

4.3 Progress of Expenditure

The trends in expenditure indicate substantial increase in each category for the financial year 2001-2002 compared to the preceding years in all the districts as shown in Table-III.

Based on the information furnished by the SLO, the cumulative expenditure upto 28-2-2002 works out to Rs. 14,462.24 lakhs. However, based on the reimbursement claims submitted by the SLO, the cumulative expenditure for the corresponding period works out to Rs. 14359.40 lakhs as shown in Table-IV. The cumulative expenditure furnished by SLO is more by Rs. 102.84 lakhs which needs to be reconciled by the State.

During the financial year 2000-2001, the expenditure was to the extent of Rs. 2971.73 lakhs and for the year 2001-2002 the expenditure upto 28-2-2002 was to the extent of Rs. 4498.31 lakhs. The trend of expenditure for 2001-2002 indicate an overall increase of 151% and the same may go upto 200% considering the expenditure for March 2002 compared to the expenditure of the previous year. Substantial increase in expenditure was reported in civil works, textbooks and incremental operating cost.

Rs. 3,517.01 lakhs has been shown against the SLO on account of the procurement of textbooks for free issue to SC / ST and girls students of the project districts. Since, these textbooks were procured for distribution to the eligible students of the project districts, the expenditure should have been debited against the districts instead of debiting to the SLO's account. Taking into account the expenditure on textbooks, the cumulative expenditure of SLO upto 28-2-2002 works out to Rs. 4333.09 lakhs which has resulted in exceeding the SLO's expenditure over and above the EFC approved project cost of Rs. 2802.35 lakhs. The SLO should, therefore, take urgent action to adjust the cost of textbooks

proportionately to the concerned districts and arrive at the correct expenditure incurred for the SLO.

The district wise position of EFC approved project cost vis-à-vis the expenditure incurred upto 28-2-2002 in respect of IDA Credit and UNICEF grant is given in Table-V.

Against the EFC approved project cost of Rs. 43535.34 lakhs, the cumulative expenditure upto 28-2-2002 for both IDA Credit and UNICEF grant is Rs. 15488.06 which is only 36% of the EFC cost. An unutilised balance of Rs. 28047.28 lakhs is available in the EFC approved project cost for the remaining period of the project. The closing date of the project is September 30, 2003. The project is in implementation for the last 5 years and during this period none of the district has reached an expenditure level of 50% of the EFC approved project cost. The quite low level of expenditure of less than 36% of the EFC cost is reported by the districts of Darbanga (20%), Vaishali (24%), Munger (27%), West Champaran (30%), Purnea (31%), Gaya (33%) and Bhagalpur (34%).

Against the AWP&B for the year 2001-2002 except in the case of district Rohtas, none of the district has achieved the expenditure level of 50%. Again the worst affected districts are Darbanga (24%), Gaya (34%), Munger (31%), Purnea (33%), Vaishali (31%) and West Champaran (34%). The constraints for the low level of expenditure are stated to be insufficient release of funds by Government of India, non filling up the post of vacant teachers and DLO Staff, delay in execution of civil works construction etc. However, these constraints are common to all districts. SLO should critically examine the reasons for the low level of expenditures in these districts and take immediate remedial measures with a view to increase the level of expenditure.

4.4 Fund Flow

The approved AWP&B for the year 2001-2002 was Rs. 11962.65 lakhs of which Rs. 4808.61 was spent till 28-2-2002. This works out to 40% of the approved AWP&B for 2001-2002. The year-wise release of funds made by GOI, UNICEF and GOB is given in Table-VI.

The Government of Bihar has so far released Rs. 4060.82 lakhs against the GOI's release of Rs. 16381.95 lakhs. The State's share works out to 25% against the requirement of 15%. The cumulative release of funds upto 28-2-2002 made by GOI, UNICEF and GOB works out to Rs. 21151.55 lakhs of which Rs. 19918.35 lakhs was stated to be spent, leaving an unspent balance of Rs. 1233.20 lakhs. The unspent balance at DLO is Rs. 1082.97 lakhs and that of SLO is Rs. 150.23 lakhs considering the expenditure incurred during March 2002, the unspent balance left with the DLOs and SLO is insufficient to implement the spill over activities during 2002-2003. GOI may ensure immediate release of sufficient funds to the state to carry out the spill over activities of 2001-2002 before the approval of AWP&B for 2002-2003 by the Project Approval Board.

V Recommendations :

- 1. The Mission recommends that the State address the barrier of universal access in a more holistic manner.**
- 2. While the State has collected the data of out of school children, there is a need to use this data for planning purposes.**
- 3. The SLO may take immediate steps to open more number of EGS / AIE Centres in the Project districts to provide enrolment of large number of un-enrolled children.**
- 4. The SLO may like to undertake some micro studies on mainstreaming of children from AS centers to formal schools, the retention of these children in these schools and their progress there on.**
- 5. The SLO has requested GOI for approval on extending Rs. 500 TLM grant for teachers of AS Centres also. The need for extending TLM grant to teachers of AS Centres was also recommended by the JRM in the last report. In view of this, the Mission recommends the TLM grant to teachers of AS Centres in Bihar.**
- 6. The decision on the approval of the two year extension plan may be given priority. In the absence of such a decision, the present activities of the project are likely to be affected.**
- 7. The curriculum renewal process and revision of existing textbooks may be undertaken on a priority basis with the active involvement of DIETs.**
- 8. The SLO may take immediate steps to overcome the constraints leading to delay in availability of textbooks in schools.**
- 9. The SLO may undertake follow up studies in the areas of classroom processes, and also address the issue of entry rates into Class I.**
- 10. The development of Teaching Learning Material may reflect the local specific needs of children.**
- 11. The Mission observed that though teaching learning materials were prepared, their use in actual teaching learning was limited.**
- 12. The State may address the issue of multigrade teaching through the preparation of separate modules. In addition, the teachers may also be provided separate training in the skills of managing multigrade situations.**
- 13. The Mission observed that the expenditure on civil works especially in the case of construction of additional classrooms, new primary schools, buildingless schools, toilets and drinking water is very slow and in some districts these activities have not been started. The SLO should ensure that timely action is taken to complete these activities.**

14. **The Mission observed that expenditure in some districts is very low and the same needs to be accelerated.**
15. **The mission recommends that release of funds for the implementation of various activities in the state should correspond to the approved AWP&B.**
16. **The vacant positions of teachers may be filled in by appointment of regular teacher or para teachers immediately for seeking extension of the programme for the next two years.**

INTERNAL SUPERVISION MISSION
CHATTISGARH
(March 2002)

The 14th Joint Review Mission suggested an Internal Mission to Chattisgarh to review progress and work out areas of technical support required by the newly formed State. Accordingly a Team led by Ms. Shalini Prasad, Director (EE&L) with TSG Consultants Mr. M.K.Talukdar, Dr. S.C. Gujaria, Mr. K. Gopalan and Mr. Sourav Banerjee as members visited Chattisgarh on the 20th and 21st of March, 2002. The Team held discussions with the Secretary, School Education and Mission Director, RGSM, Mr. Sunil Kujur, Director SCERT, Mr. Dubey and the officials at the State Project Office. The team also visited a primary school, an EGS center, a CRC, a BRC and the DIET at Raipur and held discussions with the District Project Co-ordinator of Raipur district.

The Mission looked at the hurdles being faced by the new State in Programme Implementation and tried to identify priority areas that needs attention over the remaining 15 months of the programme.

BACKGROUND:

The State of Chhattisgarh was formed on November 1, 2000 consisting of 20,378 villages, 96 tehsils and 146 blocks.

Under DPEP I and DPEP II, 34 districts were approved for the undivided State of Madhya Pradesh. Consequent to the creation of the State of Chattisgarh, 6 of these DPEP districts have been transferred to Chattisgarh. These six districts have been further bifurcated to form 15 districts in the new State.

PHASE	DISTRICT	BIFURCATED NEW DISTRICTS
DPEP I	Bilaspur, Raigarh, Surguja, Rajnandgaon	Korba, Jangirchampa, Jashpur, Korea, Kawardha
DPEP II	Bastar, Raipur	Dantwada, Kanker, Dhamtari, Mahasamund

Now of the 16 districts in the State, 15 are covered under DPEF and the only remaining district is of Durg. Durg is however covered by the Joint GOI-UN programme of Janshala and also under the savings plan of DPEP I as well as the Sarva Shiksha Abhiyan

DPEP I in MP/ Chattisgarh is funded by the European Commission and is now due to close in December 2002, after an extension. DPEP II, which is funded through a multi-state IDA credit is due to close in June 2003.

Phase	Grant/ Credit amount	EFC approved project cost for MP & Chattisgarh (Rs in lakhs)	Project period
DPEP I		49875.00	1994-2002
DPEP II		46109.76	1997-2003

INSTITUTIONAL STRUCTURES:

The major issue after bifurcation of MP and the creation of the new State of Chattisgarh was that new institutional structures had to be put in place at the State level for Elementary Education. The State has now put in place State level structures. The present position of these institutions is given below:

STATUS OF SPO:

The State Society has been registered and a State Project Office for DPEP has been set up at Raipur to co-ordinate the implementation of the programme at the State level.

STAFFING AT THE SPO:

A total of 30 posts were approved by GOI for the SPO, which was subsequently reduced to 28 by the State Govt. The status against the other posts are as follows:

POSTS SANCTIONED BY GOI	POSTS SANCTIONED BY STATE GOVERNMENT	STATUS	NAME OF THE INCUMBENT
State Project Director	State Mission Director	1	Sunil Kujur, Secretary and Mission Director
Additional Project Director	Additional Mission Director		Vacant
Financial controller			Vacant
Senior specialist (programme coordination)	Joint Director (Programme Coordination)	1	Pramod Singh, Joint Director
Senior specialist (teacher training)	Asstt. Director (Teachers Training)	1	M Sudish
Specialist (EMIS)	Asstt. Director (EMIS & Planning)		Deepak Dubey
Administrative officer			Vacant
Specialist (women & girls' education)	Asstt. Director (Women & Girls Education)	1	S D Sarva
Finance & Accounts officer	Assistant Director (Finance)		Vacant
Computer programmer	Computer Programmer		
	Asstt. Programme Coordinator (Training)		R.K.Tiwari, Girish Singh
	Asstt. Programme Coordinator (Planning)		
	Asstt. Programme Director (Media)	2	Aarif Lalit
Accountant	Accountant	1	Srivastava
Computer operator	Computer Operator		Vacant
Senior auditor*			
Stenographer*	Steno		
Senior clerk	Senior Clerk	1	S S Markam
Junior clerk/ typist	Lower Division Clerk		

POSTS SANCTIONED BY GOI	POSTS SANCTIONED BY STATE GOVERNMENT	STATUS	NAME OF THE INCUMBENT
Driver	Driver		
Messenger	Peon	2	Kamta Dhruw Khuman Singh Dhruv
Chowkidar/ sweeper	Watchman		
Assistant Programme Coordinator (Planning)			O D Sharma
Assistant Programme Coordinator (Media)			Rajesh Sharma
TOTAL	30		

The posts of the Upper Mission Director, Assistant Director (Finance), Assistant Programme Coordinator (Training), all posts of stenographers, LDC, drivers and watchman are vacant. 3 of 5 posts of peon are also vacant.

BUILDING AND EQUIPMENT AT SPO

The SPO has rented a separate building, which seems to be adequate for its requirements, and acquired furniture. However, some requirement for equipment still needs to be completed. The Mission observed that out of the 5 computers available in the SPO, four computers are on hire. These computers are not connected to UPS resulting damage of data in the event of power failure. With the drastic reduction of the cost of computers, the mission feel that hiring of computers is not economical. The mission, therefore, recommend that necessary computers and its accessories including UPS should be provided for SPO.

SCERT

The SCERT has started functioning in Chattisgarh with 33 people in position in the SCERT. The current staff strength in the SCERT are:

Post	Number	Comments
Director	1	Acting Director
Assistant Professor	4	
Principal	1	
Senior icturer	4	
Lecturer	11	
Auditor	2	
Assistant	3	
Peon	6	
Driver	1	
TOTAL	33	

At present, the SCERT is housed in a part of the DIET building. SCERT has already commenced work on textbooks in the State.

SIEMAT

Formation of a SIEMAT in the State is yet to be decided.

STATUS OF STRUCTURES IN THE DISTRICTS:

District structures were set up at the commencement of the programme and were in place and functioning at the time of bifurcation of the State in the original 6 DPEP districts. However, consequent to the creation of 9 new districts, no new DPOs have been created for the new districts. The position of staffing in these 6 districts is:

DPEP I

S.No	District	DPC	In – Charge DPC	Posts sanctioned	Posts filled
1	Bilaspur	S K John		20	10
	Korba		R Jogi		
	Janjgir Champa		S K Nigam		
2	Raigarh	P S Khodiar		20	14
	Jashpur		T N Say-BRCC		
3	Surguja	Dinesh Jha		20	14
	Korea		S K Mishra		
4	Rajnandgoan	R Ansari		20	12
	Kawardha		Srivastava Mishra-DEO		
Total	DPEP-I				

DPEP II

S.No	District	DPC	In -Charge		
1	Bastar		R Jha- DEO	20	6
	Kanker		Hiradhar- A/D Education		
	Dantewada		Mandavi- CEO		
2	Raipur		G H Pandey	20	5

	Dhamtari		R K Mishra		
	Mahasamund		R N Singh		
Total	DPEP-II				

From the above, it is clear that the staffing in the districts is very low as compared to the sanctioned strength. This is specially true for the DPEP districts. In addition, with the new districts created from these 6 districts the situation becomes even more serious.

In view of the fact that the DPEP I project is due to close at the end of the year, the State may like to consider the required staffing for the districts. For DPEP II districts, however, the state needs to fill vacancies immediately.

DIETs :

The position of DIETs in the districts is as follows

DPEP I

S.No	District	DIET	BTI
1	Bilaspur	Yes	BTI
	Korba		
	Janjgir Champa		BTI
2	Raigarh	Yes	
	Jashpur		BTI
3	Surguja	Yes	
	Korea		
4	Rajnandgoan	Yes	
	Kawardha	DIET, Durg is close	

DPEP II

S.No.	District	DIET	BTI
1	Bastar	Yes	
	Kanker		BTI
	Dantewada		
2	Raipur	Yes	
	Dhamatari		
	Mahasamund		

The State would need find alternative training support for the districts of Korba, Korea, Dantewada, Dhamatari and Mahasamund. DPEP provides support to the DIETs. At the Raipur DIET we were informed that the vehicle provided for the DIET has not been made available to them. The State may immediately rectify the situation.

POSITION AT BLOCK AND CLUSTER LEVEL

SN	Level	Post Planned	No. in position
1	BRC	134	134
2	CRC	1941	1952

We were informed that the number of CRCs have increased because of an increase in the number of schools. The team visited one BRC and CRC. The mission found that the CRC conducts regular meetings for peer group learning and is functioning well. It was also functioning as a center under the headstart programme for computer enabled education.

EXPENDITURE AND FUNDING:

The DPEP funding for the districts in Chattisgarh was sanctioned at the commencement of the two projects. However, a revised plan was approved for the DPEP I districts in view of the savings arising out of exchange rate fluctuations. The present project costs in the districts is given below:

DPEP I

S.N	ORIGINAL DISTRICT	BIFURCATED DISTRICTS	REVISED PROJECT COST
1	Bilaspur	Bilaspur	Rs. 4541.58 lakhs
		Korba	
		Janjgir - Champa	
2	Raigarh	Raigarh	Rs. 3831.10 lakhs
		Jashpur	
3	Sarguja	Surguja	Rs. 4221.35 lakhs
		Korea	
4	Rajnandgaon	Rajnandgoan	Rs. 2906.40 lakhs
		Kawardha	
5	SPO		Rs. 100.00 lakhs
Total DPEP-I			Rs. 15600.43 lakhs

DPEP II

S.N.	ORIGINAL DISTRICT	BIFURCATED DISTRICTS	PROJECT COSTS
1	Bastar	Bastar	Rs. 3999.80 lakhs
		Kabker	
		Dantewada	
2	Raipur	Raipur	Rs. 3999.02 lakhs
		Dhamtari	

		Mahasamund	
Total		DPEP-II	Rs. 7998.82 lakhs
NON DPEP			
I	Durg*	Durg	Rs. 664.00 lakhs
TOTAL		16 districts	Rs 24263.25 lakhs

*Activities in Durg are being supported from the savings of DPEP I.

** New districts are budgeted for as a part of the original district.

Consequent to the creation of the New State, a separate State Component Plan of Rs. 100 lakhs was approved by the EFC for the Chattisgarh.

The position of funds available in the State at present is given in the table below:

Rs in lakhs

	AWP & B	GOI Share	State Share	Total	Released to districts	Balance available with SPO
Phase-I						
2000-2001	-	500.00	52.94	552.94	-	552.94
2001-2002	4237.90	1800.00	525.56	2325.56	2194.00	131.56
Total	4237.90	2300.00	578.50	2878.50	2194.00	684.50
Phase-II						
2000-2001	-	500.00	35.30	535.30	-	535.30
2001-2002	2778.53	1400.00	408.77	1808.77	1573.00	235.77
Total	2778.53	1900.00	444.07	2344.07	1573.00	771.07
Grant Total	7016.43	4200.00	1022.57	5222.57	3767.00	1455.57

It is clear from the table given above that the State has already released more than the 15% State share. The expenditure upto December 2001 as well as the anticipated expenditure till 31st March 2002 is given in the table below.

Rs in Lakhs

S.N.	DISTRICT	REVIS ED EFC APPR OVED PROJE	CUMULA TIVE EXPENDI TURE UPTO 31/3/2001	AWP & B 2001-02 INCLUDI NG SPILLEO VER	EXPENDI TURE FROM 1/4/2001T O 31/12/2001	ANTICIP ATED EXPEND ITURE FROM 1/1/2002	TOTAL ESTIMA TED EXPEND ITURE 2001-02	BALANC E AMOUN T AVAILA BLE IN
------	----------	---	--	---	---	--	--	---

		CT COST				to 31/3/2002		THE APPROVED EFC COST
Phase I								
1	Bilaspur	4541.58	3376.88	793.71	263.15	309.38	572.53	592.17
2	Raigarh	3831.10	2897.97	980.98	304.08	204.92	509.00	424.13
3	Raj'gaon	2906.40	2325.72	861.28	263.53	124.64	388.17	192.51
4	Surguja	4221.35	3370.25	837.93	267.34	247.05	514.39	336.71
5	S.P.O.	100.00	0.00	100.00	14.39	50.00	64.39	35.61
Total		15600.43	11970.82	3573.90	1112.49	935.99	2048.48	1581.13

Phase II								
1	Bastar	3999.80	2594.37	1329.57	409.15	276.26	685.41	720.02
2	Raipur	3999.02	2364.33	1448.96	407.32	354.37	761.69	873.00
Total		7998.82	4958.70	2778.53	816.47	630.63	1447.10	1593.02
Non- DPEP								
1	Durg	664.00	0.00	664.00	0.00	200.00	200.00	464.00
G.total		24263.25	16929.52	7016.43	1928.96	1766.62	3695.58	3638.15

Against the EFC approved Project Cost, the cumulative expenditure upto 31-12-2001 under Phase-I and Phase-II is Rs. 130.83 crore and Rs. 57.75 crore respectively. The funds that are available to the State under the project for expenditure is therefore Rs 36.38 crores for the rest of the project. Since the projects are coming to an end, an exercise was done to calculate the funds available in each district for activities for the remaining period of the project. After we deduct the committed expenditure (salaries and incomplete civil works) and the anticipated expenditure until 31.3.2002 from the project cost, the following funds are available district wise:

S.N.	DISTRICT	REVISED EFC APPROVED PROJECT COST	CUMULATIVE EXPENDITURE UPTO 31/3/2001	AWP & B 2001-02 INCLUDING SPILLED OVER	EXPENDITURE FROM 1/4/2001 TO 31/12/2001	COMMITTED EXPENDITURE		AMOUNT SPENT & COMMITTED	AVAILABLE MONEY
						CIVIL WORKS	SALARY		
Phase I									
1	Bilaspur	4541.58	3376.88	793.71	263.15	72.50	217.00	3929.53	612.00
2	Raigarh	3831.1	2897.97	980.98	304.08	218.35	248.00	3668.40	162.00
3	Rajnandgaon	2906.4	2325.72	861.28	263.53	185.79	163.00	2938.04	-31.00
4	Surguja	4221.35	3370.25	837.93	267.34	214.93	275.00	4127.52	92.00
5	S.P.O.	100	0	100	14.39	0.00	30.00	44.39	55.61
Total		15600.43	11970.82	3573.9	1112.49	691.57	933.00		

S.N.	DISTRICT	REVISED EFC APPROVE D PROJECT COST	CUMULA TIVE EXPENDI TURE UPTO 31/3/2001	AWP & B 2001-02 INCLUDI NG SPILLEO VER	EXPENDITUR E FROM 1/4/2001TO 31/12/2001	COMMITTED EXPENDITURE		AMOUNT SPENT & COMMITTED	AVAILABLE MONEY
						CIVIL WORKS	SALARY		
Phase II									
1	Bastar	3999.8	2594.37	1329.57	409.15	360.00	630.00	3993.52	6.28
2	Raipur	3999.02	2364.33	1448.96	407.32	188.00	424.98	3384.63	614.39
Total		7998.82	4958.7	2778.53	816.47	548.00	1054.98		
G.total		24263.25	16929.52	7016.43	1928.96	1457.57	2191.48	22086.03	1513.22

From the table above, it is clear that no funds are available for activity cost in the phase I district of Rajnandgaon and in the phase II district of Bastar (and for Kawardha , Kanker and Dantewada). Funds available in Raigarh and Surguja (and for Jashpur, Korea) are also limited. Only the districts of Bilaspur and Raipur (and therefore Korba, Jangir Champa, Dhamtari & Mahasamund) have adequatel funds available for activities.

ISSUES AND RECCOMENDATIONS OF THE MISSION:

FINANCE AND PROCUREMENT

1. The State has already put in place the basic institutional structures at the State level, i.e. the State Project Office (SPO) and the SCERT. Workable staff has already been posted at both these institutions. The following additional actions, however, need to be taken expeditiously at the SPO:
 - a. Of the sanctioned position of staff in the State Project Office, the posts of Financial Controller, Finance and Accounts Officer and Senior Auditor have not been filled in so far. An Accountant who been posted is managing the accounts of RGSM. *For proper control of the financial management system, the Mission stressed the need to position the Financial Controller and other staff on a priority basis.*
 - b. In order to implement the District Primary Education Programme in the State, Rajiv Gandhi Shiksha Mission (RGSM) was registered. However, the Financial Regulations and Services Rules for RGSM have not been formulated so far. At present RGSM is following the Financial Regulations and Administrative Instructions formulated by Madhya Pradesh. Having regard to the varied nature of activities in a programme like DPEP, there is an urgent need for a clearly defined scheme of delegation of financial powers at various levels which will contribute to the programme. *The Mission emphasised the need for RGSM having its own Financial Regulations and Service Rules incorporating, among other things, a scheme of delegation of powers.*
 - c. The Chartered Accountant for conducting audit of accounts for the year 2000-2001 has not yet been appointed. The Mission pointed out the need to furnish the Statement of expenditure (SOE) audit certificate in respect of Phase-II project to the Bank immediately, failing which the disbursements under SOE procedure may stand suspended by the World Bank. *The SOE audit certificates for the period from 1-11-2000 to 31-3-2001 were required to be rendered to the funding agencies by December 31, 2001.*
 - d. The State has submitted the reimbursement claims under DPEP Phase-I and Phase-II upto December 2001. Pending the issue of amendments to the legal agreements for DPEP II being finalized with the World Bank, the reimbursement claims under DPEP-II have not been lodged with the Bank for the period 1-4-2001 onwards. *The Mission emphasised the need for the submission of reimbursement claims for the period January to February 2002 on a priority basis.*
 - e. The Staff dealing with the procurement in districts and state project office have already been given a two days training on procurement of civil works, goods and hiring of consultancy services by the Technical Support Group for DPEP during October, 2001. *It should be ensured that the model documents prescribed by the*

Bank for DPEP II are adhered to by the State for various methods of procurement based on the financial ceiling of each method.

- f. The Mission also observed that no internal audit is conducted in the districts. **Proper internal audit and internal control system should be established / strengthened for periodic scrutiny and review of the expenditures incurred to ensure that the same are in conformity with the DPEP financial parameters of DPEP.**
- g. Chapter IX of the DPEP manual on Programme Administration envisages the maintenance of certain registers. **It should be ensured by the RGSM that these Registers are properly maintained.**
2. DPEP I is due to close by the end of the year and DPEP II, six months after that. This is the appropriate time for the State to take stock of the position in DPEP districts and to plan future activities in the light of the closure of the projects.

In case we look at the funds available in the districts, it is clear that no funds are available for activity cost in the phase I district of Rajnandgaon and in the phase II district of Bastar. Limited funds are available in Raigarh and Surguja while the districts of Bilaspur and Raipur still have substantial funds available for activities.

In view of this limited time and fund availability, the districts and State need to prioritise activities for the remaining period of the projects. The issues that still need to be looked at include:

- a. Issues of access: The undivided State of Madhya Pradesh had opened a number of EGS schools to universalize access in the State. However, the State of Chattisgarh has shown the following position of access in the State.

S.No.	Name of District	Total No. of Habitations	No.of habitations having Primary School facilities within 1km.	No.of habitations without having Primary School facilities within 1km.
1	Bilaspur	2794	2333	461
2	Janjgir-champa	1487	1334	153
3	Korba	1850	1386	464
4	Raigarh	2541	2468	73
5	Jashpur	2755	2510	245

S.No.	Name of District	Total No. of Habitations	No.of habitations having Primary School facilities within 1km.	No.of habitations without having Primary School facilities within 1km.
6	Surguja	4686	4473	213
7	Korea	1924	1317	607
8	Kawardha	996	902	94
9	Rajnandgaon	1885	1819	66
10	Durg	2256	2155	101
11	Mahasamund	1321	1281	40
12	Dhamtari	832	771	61
13	Raipur	2873	2723	150
14	Bastar	3550	2554	996
15	Kanker	1947	1445	502
16	Dantewada	3269	2466	803
	TOTAL	36966	31937	5029

In view of the fact that DPEP has been implemented in these districts for almost six years, these large gaps reflected in the table above need to be validated by a fresh survey that takes into account the population of the habitation. There after, the State can take up new schools/ EGS in such habitations as per norms.

- b. Quality and teacher training: The mission was informed that all teachers had been covered for in service training already under the Seekhna Sikhana package by DPEP and in English through other sources. This year, teachers had only undergone training on disabilities. However, regular peer group training at CRC is continuing. The State would however, be required to train the teachers that are now being recruited in the State. They would also need to assess what further training inputs are required for existing teachers. Teacher training modules have not been discussed, although the State recognises the need to review and change the existing modules. *It is recommended that the State prepares an assessment of training so far and a training plan for the future.*
- c. Equity issues: The State should take this opportunity to assess the issues relating to equity and special focus groups, i.e. girls, tribals, scheduled castes and other disadvantaged groups and children with disabilities. Some districts in Chattisgarh have a predominantly tribal population. *Assessments should be undertaken in these districts to identify major issues and to prepare an action plan.*
- d. MIS: The status of DISE 2001-02 is as follows :

- Filled up DISE data capture formats (DCFs) have reached the district headquarters in 12 districts viz., Bilaspur, Janjgir, Korba, Raigarh, Rajnandgaon, Mahasamund, Dhamtari, Baster, Dantewada, Kanker, Surguja and Koriya.
- The process of filling DISE data capture formats for the remaining 3 districts viz. Jashpur, Kawardha and Raipur is in progress. DCFs are likely to reach district headquarters by end March 2002 .
- The filled-up DCFs are being cross-checked by field level functionaries like BRC/CRC coordinators.

The major concerns are the late arrival of data, and the quality of data. This has implications for the use of data in planning, monitoring, evaluation and decision process.

The position of staff for MIS is as follows:

District	Programmer		DEO	
	In place	Vacant	In place	Vacant
Baster	1		1	1
Raigarh	1		2	
Rajnandgaon	1		2	
Surguja	1		1	1
Raipur	0	1	0	2

At the state level, there is only one Programmer. This is significantly below the norm suggested in DPEP with regard to the SPO's MIS Unit.

The hardware in place at the district level and SPO is adequate for the time being. However, in view of the upscaled DISE (which now collects information for upper primary classes also) and the anticipated MIS for EGS and household study, the infrastructure needs to be augmented.

No field study or Research/Evaluation is being carried out currently. To address some of issues like completion rates or drops-out, it was agreed that a cohort study to estimate the proportion of children completing primary grades in 5 years would be done, initially, in 3 blocks of district Rajnandgaon, which would be coordinated by BRC Coordinators and field work would be supervised by the CRC coordinators.

A resource group comprising the following is proposed.

Joint Director, SPO,	- Convener
Assistant Director, SPO	- Member
Programmer, SPO	- Member
One faculty Member from DIET, Rajnandgaon	- Member
DPC, Rajnandgaon	- Member
Programmer, Rajnandgaon	- Member

From the national level, support and assistance for finalisation of the questionnaire, instruction manual, training, analysis and reporting, etc. would be provided.

The Programmers of the SPO and of DPO Rajandgaon would develop the data entry module to store the cohort data. The national level will provide inputs to build capacities for carrying out analysis and reporting of cohort data thus collected.

The State needs to ensure the following:

- Review of infrastructure to ensure appropriate manpower and hardware/software at SPO and DPOs.
 - To ensure that DISE data of requisite quality is made available in time.
 - Capacities for carrying out analysis of data, dissemination of information to be built up so that linkage in the planning, evaluation and decision process are possible.
- e. Civil works: Under civil works, the major concerns are to complete the works that have already been started, but not completed in the State. Supervision of civil works have been a major area of concern. Only one district (Sarguja) has an engineer in place. There is no civil works cell at the State level also. The State is looking into the possibility of having civil work consultants who would be in charge of monitoring of the works. This arrangement should be put in place immediately. It would also be appropriate for the State to do a survey of the present position of infrastructure and to map out the gaps that exist.
- f. End term studies that the State proposes to under take need to be identified and taken up on a priority basis.
- g. Sustainability Plans need to be finalized for the DPEP I districts. The process should also be initiated for DPEP II districts. This is specially required in view of the shortage of funds in some districts to ensure that the gains of the project are not lost.

Report of Internal Supervision Mission to Jharkhand (1-3 April, 2002)

An Internal Supervision Mission team constituted by Department of Elementary Education & Literacy, MHRD, GOI visited Jharkhand from April 1-3. The team consisted of S.M.I.A. Zaidi (NIEPA), Manju Jain (NCERT), Venkatraman (TSG Ed.CIL), K.J. Dyva Prasad (US. Government of India) and Vinoba Gautam (Janshala). The objectives of the Mission were to assess the progress in the DPEP since the visit of the 14th JRM in November, 2001 and to identify the bottlenecks and suggest measures for effective implementation. In Ranchi, discussions were held with SPD, JEPC, Programme Officials of SPO and district Officials from districts of Hazaribagh, East Singhbhum, Chatra, West Singhbhum and Ranchi.

The mission wishes to acknowledge the support and hospitality received in the State. The new SPD of JEPC, Mr. Jayanth Munigala, IAS has taken over the charge on 20th March only. He is also the Director of Primary Education cum Special Secretary, Primary and Secondary Education to the Government of Jharkhand. With the appointment of a full time SPD, the positive effect of an effective leadership could be seen in the functioning of JEPC.

I. Flow of funds:

The approved AWP&B amount of the State for the year 2001-02 is Rs. 49.01 crores. As per the 85:15 arrangement of fund sharing the share of GOI comes to Rs. 41.66 crores and that of State Government to Rs. 7.35 crores. The GOI made a release of Rs. 12 crores in the month of August, 2001 and there was also a receipt of Rs. 1.37 crores from BEPC, Patna on account of GOI's share. Thus the total release of GOI in 2001-02 is Rs. 13.37 crores till 28th Feb., 2002. The State Government released an amount of Rs. 5.37 crores out of its 15% share for the programme. The expenditure statement for the period of April to Feb. 28, 2002 provided to the ISM (*Annexure I*) shows that the district and the SPO together have already incurred an expenditure of Rs. 18.16 crores which is 98% of the total receipt. The ISM was informed that the GOI has also sanctioned Rs. 10 crores which is likely to be received by the State in the first week of April, 2002.

	<i>Approved AWP&B 2001-02</i>	<i>Releases</i>	<i>Utilized</i>
GOI (85%)	41.66	13.72	
GOJ (15%)	7.35	5.37	
Total	49.00	19.09	18.16

The EFC amount for the State is Rs. 215.81 crores. The cumulative expenditure up to February 28, 2002 stands at Rs. 60.93 crores which is only 28.17% of EFC amount. Considering the fact that 2002-03 is the terminal year of the programme, the expenditure is far from satisfactory. The project personnel informed that fund flow remained a major constraint during the last two years since the creation of the new State. This has greatly hampered the progress of the programme at all levels. The SPD is of the view that the fresh release of Rs. 10 crores from GOI which is likely to be received by the State in the first week of April will also be insufficient to meet the cost of proposed ongoing activities.

The trend of expenditure shows that the State is likely to have huge savings in its EFC amount at the end of the programme in March, 2003. In anticipation of this, the State has submitted a restructuring plan of Rs. 101.72 crores for the extended period 2003-05. The Government of India has already forwarded the restructuring plan to the World Bank for consideration.

II. Staffing and supervisory Structures:

The ISM was informed that, at present, 49 posts were vacant in the state and district level offices. At the SPO, out of 30 sanctioned positions, 14 are vacant, whereas at the district level offices there are 35 vacancies out of 125 sanctioned posts (*Annexure II and III*). Large number of vacancies are existing in Chatra and East Singhbhum. ISM feels that shortage of personnel may be one of the important factors affecting the pace of programme implementation in the state. The vacant positions at DPOs include the key positions like DPC, ADPC, AO, APO, Asstt. Engineer and Junior Engineers. Slow progress in civil works may be attributed to the vacancies of several Junior Engineers in DPOs. *During interaction with the district officials, ISM felt that the districts were well versed with the programme objectives and implementation procedures, but were not getting due support from the SPO which suffered from lack of personnel.*

The state has initiated action to fill up the vacant positions. The process of screening of applications is already underway. *The ISM feels that filling the vacant posts soon would help speedy implementation in coming years.*

III. Progress Towards Programme Objectives:

In the six DPEP districts of Jharkhand, there are 17049 habitations out of which 14155 habitations were served by primary schooling facilities by year 2000. Thus the gross access ratio

for these districts is about 83 percent. However the gross access ratio in 1998 was 69 per cent. Thus during these 2 years access has increased by 14 per cent points. The access might have further improved during the implementation of the programme in year 2001-02.

The latest figure available for September 30, 2000 shows that the Net Enrolment Ratio in the 6 DPEP districts of Jharkhand was about 72.76 per cent and in total about 4,75,000 children in the age group 6-11 years were out of school. The data collected from EMIS shows that Gross Enrolment Ratio for boys and girls which was 80.57 percent and 68.31 percent in 1998 increased to 81.72 and 73.10 percent respectively in the year 2000. Thus the gender disparity in Gross Enrolment Ratio which was 12.26 percent points in 1998 has been reduced to 9.62 percent points in 2000. The Index of Gender Equity calculated for Enrolment at Primary level has increased from 71.77 percent in 1998 to 92.41 percent in 2000. Similarly the Index of Social Equity for Scheduled Castes has increased from 69.31 percent in 1999 to 75.60 in 2000 while for Scheduled Tribes it has increased from 61.19 percent in 1999 to 72.33 in 2000. *It is, indeed, heartening to see visible progress made in reducing the gender and social disparities in enrolment at primary level.*

As far as transition of children from one grade to another is concerned the transition from grade I to II shows an increase from 57.71 percent for 1998 cohort to 69.29 percent for 2000 cohort. However for SC children the transition rate has increased from 53.94 percent to 69.15 percent and for ST Children the increase is from 58.09 percent to 68.99 percent between 1998 to 2000 cohorts. Similarly, the transition rate from Grades IV to V for the 1998 cohort was 86.3 percent which has increased to 88.3 percent for 2000 cohort. For SC and ST children the increase was 81.94 percent to 90.24 percent (for SC) and 84.67 percent to 87.8 percent (for ST) between 1998 and 2000 cohort. Thus it shows that the transition rates have increased for all categories of children between grades I to II and IV-V in the DPEP districts of Jharkhand.

The dropout rates between Grade I to IV for 1997-98 cohort was 44 percent for boys and 47 percent for girls. The dropout rate for SC children was 44 percent for boys and 50 percent for girls. Similarly for ST children the dropout rate was 48 percent (boys) and 52 percent (girls). *It may therefore, be noted that the dropout rates in the DPEP districts are still alarming and there is a need to address this problem in the districts urgently.*

As per the BAS and MAS, the achievement level of children has shown substantial progress during 3 years of the DPEP implementation. The mean achievement in language in Class I has increased from 46.87 percent in 1997 (Base line) to 71.4 percent in 2000 (Mid-term). Similarly the mean achievement in Maths in Class I has increased from 47.25 percent in 1997

to 75.87 percent in 2000. Thus the increase in the mean achievement in language in 3 years in Class I is 24.53 percent points over the base line and in Maths the increase is 28.61 percent points. However for grade IV the mean achievement in language has increased from 40.41 percent in 1997 (baseline) to 48.13 percent in 2000 (mid-term). Similarly the mean achievement for grade IV in Maths has increased from 31.74 percent in 1997 to 45.69 percent in 2000. Thus the increase in the mean achievement in Maths in grade IV is 13.95 percent points while for language it is only 7.72 percent points between 1997 to 2000. *The ISM is pleased to note that the achievement levels in both Language and Maths have increased in 3 years of programme interventions. However, the increase in the achievement level for Class IV in Language is low where as in Maths it is found satisfactory.*

IV. Civil Works

The ISM noted that the issues related to civil works implementation, identified during review meetings and re-structured plan preparation have largely been addressed. But the lack of fund, as also shortage of key technical personnel, during the last two years has adversely affected the physical progress (*Annexure IV*). The civil works expenditure upto 28 February 28, 2002 is only 35% of the approved EFC cost. The districts informed that large number of construction activities that were in progress might get affected adversely due to non-availability of funds at DPOs.

There is also the need to evolve proper monitoring procedure. *It is suggested that the procedure followed during BEP/DPEP and found effective may be revived. This will help SPO not only in effective monitoring but also in avoiding issues that emerge at the site during execution.*

Some of the districts (especially East Singhbhum) have decided to undertake large number of repair works in place of School building/ACR. The districts are planning to undertake these School building/ ACR in convergence with other schemes. *The ISM appreciates the move. The state may need to work out detailed strategies for execution of repair works for which a repair manual may be prepared at the state level through workshop.*

V. Bottlenecks impeding progress:

- The SPD and the district officials identified the irregular and insufficient flow of funds from the Government of India as a major constraint during the year. The State has been able to utilize almost the total amount released to the State during the year.

- The large vacancies at SPO and DPOs were also cited as factors affecting the implementation of the programme. The non-filling of the vacancies of teachers and non-appointment of teachers to match the additional enrolment has led to further deterioration in the PTR.
- The new schools opened under the programme are also still being managed by para-teachers (Sahyogi Teachers), which puts a question mark on its sustainability.
- The ISM noted that the project districts do not have BRC in every block and also there was no full time coordinator in CRCs. This also has a bearing on the pace of implementation of the programme activities, their monitoring and follow up. This constraint is also felt by district functionaries. It is, therefore, suggested that the State may appoint full time CRC Coordinators from amongst the teachers and also create BRCs in all the blocks, which does not necessarily mean construction of building. The vacancies created due to deputation of teachers at CRC or BRC might be filled by community teachers to be appointed by VECs.

Other Issues/Suggestions

- In order to mainstream adolescent girls four bridge courses, two each in Ranchi and Chatra, of nine months duration have been initiated. Similarly, EGS centres have also been in a few unserved habitations for which data could not be provided to the mission.
- The EMIS data indicates that there are large numbers of repeaters in class-I and there is a low completion rate. *The ISM reiterates the suggestion made by the last JRM to initiate cohort study. This will help the programme in identifying reasons and in designing of appropriate strategy in this regard.*
- *The ISM suggests that an appropriate mechanism may be put in place for regular monitoring of attendance of children in school. The PEC, VEC/PTA and the CRC can be the appropriate level for monitoring of attendance.*
- Large number of teachers' vacancy continues in the programme districts. The ISM was informed by the SPD, who is also the Director, Primary Education-cum-Special Secretary, Primary and Secondary Education, Government of Jharkhand that it was under active consideration of the State Government and was likely to be finalised very soon. He informed that the State Government was in the process of finalising the modalities of teachers' appointment.

- On the issue of limited impact of teachers training held under the programme, the programme personnel informed that the training could not be followed up with proper monitoring, and on-site support resulting in unsatisfactory execution of pedagogical skills given in the training. *The ISM feels that strengthening of CRC and BRC will help in undertaking regular monitoring and follow up of quality related interventions. Strengthening of BRC and CRC may require appointment of full time coordinators, as suggested earlier, and their capacity building in undertaking academic monitoring.*
- The status of the establishment of SCERT/ SIEMAT and full operationalisation of DIETs in DPEP districts remain unchanged since the 14th JRM.
- The State has decided to follow the NCERT curriculum and text-books for all classes upto Class XII. The same books will be supplied in DPEP districts. However, the State has been informed by the GOI that in DPEP districts the issue of the procurement of books will have to be finalised with the World Bank. The SPD also informed that a committee was proposed to be constituted for writing of State contextual text books for primary levels, which might be introduced in schools in coming years.

VII. Field visit

A field visit was organised on 03-04-2002 by the State Government for the members of Internal Supervision Mission (ISM) with a view to understand the ground level difficulties and bottlenecks of the DPEP activities at the implementation level. The following schools were visited by the team:

1. Harizan Kanya Prathamik Vidyalaya, Kanta Toli, Ranchi (Block 2)
2. Government Middle School, Ranchi (Block 1)
3. Government Middle School, Chatra Angara Block
4. Govt. Middle School Childah Angara Block
5. Govt. Primary School Lalgarh, Angara Block
6. Alternative School, Azad Basti, Ranchi

The following were the observations:

- In all the project schools, there was a significant improvement in classroom organization particularly in classes I and II. For example, the children were sitting in small groups rather than in rows, which made the classrooms more interactive and operational on part of the learner and the teacher. The classrooms were also rich of learning material, which

were displayed on walls, flannel boards and in the learning corners in the classroom itself. Overall, the lower primary classrooms were found conducive and 'child-friendly' from the pedagogical point of view.

- The pupil teacher ratio in all the visited schools was very high which ranged from 50-140. The situation was very grave in MGT classrooms, which were managed by one or two-teacher. The high enrolment and non-filling up of the posts of the teachers were found the prominent reasons of high PTR.
- The classroom transaction of both types of classrooms: Monograde and multigrade, were observed by the team. It was encouraging to see that the lower primary classrooms were interactive and child-based in pedagogy. While in upper classes (class III-V), the traditional teaching was visible in both types of classrooms. With this approach of transaction in upper classes, the lectures and direct use of textbooks dominated which was also observed by the 14th JRM. *There is a need to thrash-out this issue while planning the training programmes so that teachers of upper classes (class III-V) are able to translate training experiences into classrooms.*
- The interaction with the teachers, operating in MGT classrooms highlighted that the training inputs given during training courses were found inadequate. For example out of 10 days in-service courses, one day training inputs were given on MGT which were more of theory based. There is a need to re-design training interventions which should include more practical experiences and elements of MGT classroom transactions (classroom grouping, time management).

JHARKHAND EDUCATION PROJECT COUNCIL RANCHI

(Amount: Rs. in lakhs)

Name of the district	EFC costs	Fund Alloted upto 31-03-2001	Fund alloted during 2001-02	Total Fund recd. upto 28-02-2002	Civil Exp. Upto 28-02-2002	Prog. Exp. upto 28-02-02	Management Exp upto 28-02-02	Total Exp. upto 31-03-01	% of exp. Against allotment
Chatra	2591.696	611.520	222.000	833.520	261.430	439.400	128.770	829.600	100
Dumka	3834.698	790.080	210.000	1000.080	298.840	577.480	117.070	993.390	99
East Singhum	3819.235	883.980	222.000	1105.980	369.470	590.762	139.656	1099.888	
Hazanbagh	3664.56	657.220	195.000	852.220	231.250	462.370	115.150	808.770	
Ranchi	3873.838	1009.080	252.000	1261.080	296.890	838.220	121.390	1256.500	
West Singhbhum	3797.228	904.200	207.000	1111.200	325.147	665.516	114.258	1104.921	
Total	21581.255	4856.08	1308.000	6164.080	1783.027	3573.748	736.294	6093.069	

Staff Position in DPOs

		Chatra		Dumka		East Singhbhum		Hazaribagh		Ranchi		West Singhbhum		Total	
		Sanction	Vacant	Sanction	Vacant	Sanction	Vacant	Sanction	Vacant	Sanction	Vacant	Sanction	Vacant	Sanction	Vacant
A	DPC	1		1		1		1		1	1	1		6	
B	ADPC							1	1					1	
C	AO	1		1	1	1		1		1	1	1	1	6	
D	AE	2	1	2	2	2		2		2	2	2		12	
E	APO	4	2	4	1	4	2	4		4	3	4	1	24	
F	DRP	2	2	2		2	2	2	1	2	-1	2		12	
G	ACP	1		1		1		1	1	1	1	1		6	
H	ARP	5	1	4	1	5		4		5	-1	5	1	28	
I	JE	4	2	4	1	4	3	4	1	4		4	2	24	
J	Acct.	1		1		1	1	1	1	1		1		6	
	Total	21	8	20	6	21	8	21	5	21	6	21	4	125	3

State Project Office, JEPC, Ranchi

Staff Position in SPO

S.No.	Name of Post	No of sanction post	In position	Vacant
1.	State Project Director	1	1	0
2.	ASPD	1	0	1
3.	Controller of Finance	1	0	1
4.	Senior Expert (Trg.)	1	1	0
5.	Senior Expert (Programme Coordinator)	1	0	1
6.	Assistant Programme Officer	2	2	0
7.	Administrative Officer	1	0	1
8.	Expert (EMIS)	1	0	1
9.	Expert (Women and Girls Edu)	1	0	1
10.	Finance and Accounts Officer	1	1	0
11.	Computer Programmer	1	1	0
12.	Computer Operator	2	1	1
13.	Accountant	1	1	0
14.	Steno	3	1	2
15.	Senior Clerk	1	0	1
16.	Junior Clerk Typist	1	0	1
17.	Driver	4	3	1
18.	Care Taker	5	3	2
19.	Sweeper	1	1	0
	Total	30	16	14

JHARKHAND EDUCATION PROJECT COUNCIL, RANCHI

Civil Works progress report as on 31-03-2002

Summary report

Physical

S.No.	Item	Planned target	Planned till date	Completed	In progress	Not started
1.	BRC	52	52	49	3	0
2.	CRC	521	567	280	157	84
3.	ESB	194	92	61	21	112
4.	ACR	1557	768	210	558	789
5.	NSB	819	476	58	365	396
6.	Handpump	1449	592	307	132	1010
7.	Urinal	190	90	32	58	100
8.	Toilet	916	381	104	87	725
9.	Repairs & Maintenance	43	60	29	3	25
10.	Rehabilitation	320	5	5	0	315
11.	Mahila Kutir	35	33	12	14	9
12.	Child Friendly Element	80	2	7	0	73
13.	Barrier Free Environment	80	2	2	0	5

Financial

(Amount: Rs. in lakh)

Total EFC Approved Budget	Approved Till this year 2001-02	Expenditure
5151.264		1783.027

Jharkhand Education Project Council (JEPC)

Follow up on recommendation of 14th JRM of DPEP

Completion of the civil works underway before March, 2002	Depending on the funds made available from GOI, districts would complete all ongoing civil works by March, 2002. However new activities in Civil works could not be taken up due to uncertainty of funds.
Operationalisation of SIS and Executive Committee	State Implementation Society (SIS), i.e., JEPC is operational and the first meeting of its Executive Committee took place on 27-12-2002.
Complete the formalities required for fresh legal document for the state of Jharkhand	<ul style="list-style-type: none"> • Hiring of financial management staff has been initiated. At present Accounts Officer and Accountant are in position and Controller of Finance will be placed soon after the screening committee meeting to be held on 8th of April, 2002. Mechanism of fund flow from State to district and financial management system are in place. • The Internal auditing system put in place with hiring of independent audit firm. • The State Component Plan has been prepared and sent to MHRD, Government of India.
Fill up the teacher vacancies	The issue of filling up teacher vacancy is under active consideration of Govt. of Jharkhand. The state government is in the process of finalizing modalities of recruitment.
Full time staff in SPO. Also fill the posts required to operationalise SIEMAT, SCERT and DIETs.	<ul style="list-style-type: none"> • At present 14 staff members are in SPO and steps have been taken to fill the remaining 16 vacancies. The screening process has begun. • Proposal for setting up of SCERT is under consideration of GOJ. Proposal for setting up of SIEMAT has also been sent to the GOJ for consideration and approval. The staff position in existing DIETs has been reviewed by GOJ and the decision regarding filling up vacancies is expected soon. The setting up of DIETs in other districts will be initiated soon by the GOJ.

**RECOMMENDATIONS OF 14TH JOINT REVIEW MISSION AND FOLLOW-UP ACTION
NATIONAL LEVEL.**

(A) NEXT STEP

PARA NO.	RECOMMENDATIONS	ACTION TAKEN
7.1	<p>The Mission would like to suggest that States generate and use household survey data in conjunction with EMIS to track children in and out of schools over the entire primary cycle in order to formulate strategies especially with reference to "hard to reach" groups.</p> <p>The Mission also recommends that GOI work with the States to arrive at some common parameters for household survey – levels of aggregations and also degree of disaggregation that could be generated at different levels.</p>	<p>States have used different methodologies for household surveys so far. This is a complicated exercise of collection, recording and tabulation of data. In order to arrive at a consensus on how this should be done, a guideline for conducting, consolidating and using household surveys has been developed. It is hoped that this document would help in focussed discussion and arrive at a consensus on the methodology to be used. All states have been requested to try out this methodology in one district or a few blocks.</p>
7.2	<p>While acknowledging the positive trend towards calculating completion rates and recording reasons for repetition, analysis of reasons for repetition merits urgent attention and action by the States and the EEB.</p>	<p>A study is being undertaken in 9 states (Assam, Bihar, Gujarat, Haryana, Himachal Pradesh, Karnataka, Orissa, Tamil Nadu and West Bengal) in which the overall repetition rate was between 7% and 30% according to the EMIS data of 1999/2000 & 2000/01. A meeting of R&E Coordinators of these states was held on 18.3.2002 to discuss the specific objectives and methodology of the study. It was agreed that the states would identify suitable agencies to conduct the study and after that the Principal Investigators would meet and develop the research design and tools for the study with the help of RESU and a few experts. The study, to be launched in May, is expected to be completed by November, 2002.</p>
7.3	<p>The Mission notes the considerable progress, which has been made, at the national level and in some States, with regard to researching and understanding the issues associated with evaluation of children's overall learning achievement, especially in terms of formative evaluation. The Mission urges the EEB and all States to prioritise this as an area for on-going attention and requests, that detailed reports on progress are provided by the EEB and States to the next Mission.</p>	<p>The case studies on student evaluation were shared with state representatives in a national workshop in February, 2002. In this workshop issues related to student evaluation were discussed in detail. States have been asked to take up projects for meaningful student evaluation.</p>
7.4	<p>The Mission notes that the share of single and two teacher schools in many DPEP districts is high and the share of the single teacher schools has increased in some districts. Strategising around this development at all levels is needed.</p>	<p>The issue of single teacher schools have been addressed by bringing out district wise scenario and disseminating the same to the state secretaries and the state project directors. State Governments have been constantly reminded that a regular system of teacher appointments is</p>

As the recent DISE data also indicates that a very high percentage of teachers in these schools are men, the EE Bureau and the States may like to explore this development in more detail and develop means to enable appointment of qualified women teachers into these schools and to provide them required support.

critical for achieving the goal of UEE. Besides, the issue of many of the single teacher schools' having only a male teacher also have been brought to the notice of the above authorities who have been requested to take necessary actions in this regard.

7.5 The Mission is of the opinion that the programme implementation and its sustainability in the three new States and the States of Bihar, Rajasthan, Assam and Kerala require special attention and support.
The EEB may like to organise an internal Mission to Chhattisgarh, Jharkhand and Bihar before the next JRM and to work out a strategy for more comprehensive technical support to these States.
As the DPEP-I is nearing its completion the EEB and the States need to finalise their sustainability plans and work out a clear exit strategy to ensure that the DPEP gains are not lost. The Mission proposes that the EEB provides a detailed overview in this respect for the next JRM.

Internal Supervision Missions were mounted for Bihar, Jharkhand and Chhattisgarh and the reports of the Missions have been shared with 15th JRM.

DPEP-I states have prepared sustainability plans to sustain DPEP gains. These states are also in the process of finalizing the perspective plan under Sarva Shiksha Abhiyan (SSA).

7.6 The Mission likes to acknowledge the efforts made by DPEP to promote early childhood education by supporting pre-primary classes, ECCE centres and strengthening ICDS. The EEB and the States may like to pay special attention to sustaining and further strengthening of the efforts made. This may be taken into account in the context of finalisation of the sustainability plans.

The issue of sustainability of the initiatives for ECE undertaken under DPEP has been raised with the States. A number of States have already taken initiatives in this regard. For example Andhra Pradesh has already ensured that the centers opened under DPEP would be taken over by ICDS and sustained. Rajasthan has assured that these centres would be taken over under ICDS. Assam has introduced Ka-man (pre primary classes in formal schools) as a State Government initiative.

To facilitate inter departmental coordination on ECE, the EE Bureau has set up a committee under Secretary EE & L with members from DWCD, Health, NCERT, NIPCCD, NIEPA, NCTE etc.

7.7 While welcoming the overall impact evaluation on DPEP as well as the evaluation of the varied pedagogical interventions in the DPEP-I States currently underway, the Mission emphasizes the need for component specific studies that could inform future initiatives in elementary education. DPEP experience indicates the need for broad-based formative evaluations to feed into and strengthen quality programming and monitoring.

Studies have been undertaken on Civil Works, Gender and Alternative Schooling. Many states have already undertaken component specific studies to assess the impact and inform future initiatives.



NATIONAL INSTITUTE OF EDUCATIONAL PLANNING AND ADMINISTRATION
 17-B, Sri Aurobindo Marg,
 New Delhi-110016