

STATUS REPORT

UP DPEP-II

U.P. Education for All Project Board

April, 2003

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CHAPTER - I

INTRODUCTION

Uttar Pradesh, the most populous state, in the country, accounts for 16.17% share in the country's population. As per census 2001, population of the State is 166 million and decadal growth is 25.8%. It is also the fourth largest state in terms of geographical area covering 2.41 lakh sq. kms. and comprising 17 divisions, 70 districts, 816 development blocks and 97816 populated villages. The state accounts for 7.4% of the geographical area of the country. The density of the population in the state is 689 per sq. km. as per census 2001 against 324 for the country as a whole. Sex ratio is 898 females per 1000 males. The total literacy rate of U.P. was 41.6% and the female literacy was 25.3% as per census 1991. The Census data for 2001 however shows that total literacy rate of U.P. has increased to 57.36% while female literacy has gone up to 42.98% which shows that UP's rate of literacy has gone up by 15.76% whilst the national average is 13.17%. In female literacy rate the edge is even sharper, 17.68% for UP & 14.87% for India.

Census 2001 statistics in respect of Uttar Pradesh is given below:

	Male	Female	Persons
▪ Population (crores)	8.74	7.86	166
▪ Literacy	70.23%	42.98%	57.36%
▪ Decadal Population Growth	+25.8%		
▪ Sex Ratio	898 females per 1000 males		

Poverty and low female literacy rate are the prime reasons of backwardness of the state. Ever since Independence of the country, Uttar Pradesh has made serious efforts in the field of universalization of education. The number of primary school children in UP was 2.7 million in 1951 which has grown to 21.6 million in 2001-02. In the same period the number of primary schools has increased from 32000 to 119672 and number of teachers from 70,000 to 260081. The total

expenditure share on basic education has also considerably increased from Rs. 35 million in 1951-52 to Rs. 32,000 million in 2000-2001.

The main challenge before the State is to expand access and more to improve retention in schooling, so that all children are able to attend school without dropping out and to facilitate better learning achievement by improving the quality of school environment and education.

In order to supplement the efforts of the State Govt. to attain UEE, the UPBEP, funded from IDA credit, was launched in 1993, with the objective of achieving universal enrollment and completion of basic education and improving the quality of education in 17 districts, which has been completed in Sept'2000. In view of the fact that 77 out of 83 districts of the State have female literacy rates much below the national average, it was consciously decided to take up another 15 (now 18) of the most backward districts in terms of female literacy and one district (Firozabad) with an exceptional problem of working children, under the DPEP-II programme. In this background, the District Primary Education Programme - II was launched in the State in the Oct. 1997 in 18 districts. The Project was expanded in 4 additional districts - Rampur, Barabanki, Bahraich, Sravasti in July, 1999. Thus DPEP-II now covers 22 educationally backward districts.

Planning process

As a pre requisite of DPEP, planning for UEE has been decentralized. Keeping in view the DPEP guidelines, the participatory planning process and project formulation for the 5 year Perspective Plans was done for the 15 selected districts. While preparing perspective district plans under DPEP, full use was made of the base line studies (BAS) and social assessment studies (SAS) conducted in the respective districts and project interventions were accordingly framed.

Given the perspective plan frame work and the start up of DPEP after obtaining Govt. of India clearance in Sept'97, the remaining period of 97-98 was devoted to capacity building and creating mechanisms / structures for planning & implementation at state and district levels.

State Resource Groups were constituted in the following areas:

- Alternative Schooling
- Girls education and gender issues
- Curriculum renewal, text book development and teachers training
- Community mobilisation
- Integrated Education for Disabled

Orientation and exposure visits for SRG members were conducted in 97-98. The above SRGs held several review meetings and discussed various issues and problems connected with their subject and came out with their recommendations that were incorporated in the Annual Work Plans. For example, SRG on alternative schooling suggested different models to be adopted by different districts. The SRG on girl's education worked with Mahila Samakhya programme and outlined strategies for promoting girls education & women's participation in the VEC & school management.

In case of the SRG on curriculum renewal, textbook development and teachers training, the following steps were taken to evolve an agenda for pedagogic reform:

- a) Identification of members
- b) Orientation programmes
- c) Conceptual workshops
- d) Visioning exercises
- e) Exposure visits to other programmes
- f) School placement programmes
- g) Review and revision workshops

On the pattern of SRG, the district resource group (DRGs) have also been constituted in the districts.

In constitution of SRGs and DRGs the emphasis has been on identifying and bringing together both types of resources, academic and field practitioners. Such a forum enables them in collectively building vision, suggest strategies and build capacities. In order to achieve convergence with other agencies/depts. Regular meetings were organised at the State level so that necessary guidelines / directions for coordination are issued to field functionaries. Special emphasis was laid on

planning for community mobilisation, strengthening and training of VECs, microplanning and school mapping. For awareness building, guidelines were prepared and distributed to the districts to facilitate the process locally. At the block level - BRGs have been constituted particularly for shouldering the responsibility of guiding NPRC for training the VEC members and under take community mobilisation.

The State Institute of Educational Management and Training developed its capabilities for AWPB planning and project formulation with the assistance of NSDART, LBS National Academy of Administration. This is aimed at developing capabilities in UPDPEP districts for decentralised planning. SIEMAT organises every year a series of workshops for district core planning teams for preparation of next AWP&B. The SIEMAT is also carrying out appraisal of AWP & Bs of the project districts since 1999. DPOs and DIETs have now developed capacities to formulate AWP&B for the district. The decentralisation of planning process is continuing and the block level structures are involved in the planning. AWP&B for the extension period from April-June 2003 were prepared by the 18 DPEP districts and the same have been sent to GOI for the approval.

The SCERT, along with the SRG on pedagogy is handling the development of teachers training modules, TLM, pupil evaluation - strengthening of DIETs particularly in research capacities, besides building the capacities of DRG as well as BRC & NPRC. At the same time strengthening of DIETs, BRC & NPRC capacities is being given due importance so that a network for academic resource support for the teacher is established.

CHAPTER - II

EXPANDING ACCESS

To improve access to schooling for all children in the age group 6-11 in the DPEP-II districts, the Programme envisages a primary school within a radius of 1.5 kms for a habitation of 300 in conformity with GOUP norms. According to a survey conducted by Director of Basic Education in U.P. in July, 1996, there were 3341 unserved habitations in DPEP-II districts which required a new primary school according to these norms.

Opening of New Schools

The unit cost of each new primary school building to be opened under the Programme is Rs. 1.91 lacs. 40% of the unit cost i.e. Rs. 76400 is borne out of DPEP funds and the remaining 60% i.e. Rs. 114600 through Jawahar Rozgar Yojna / Employment Assurance Scheme / GOUP. This unit cost does not include the cost of Rs. 10,000 for a two-roomed toilet and Rs. 22,000 for drinking water facility that will be an integral part of every new school. Five new designs of primary school building have been developed under design renewal from DPEP's "Innovation Fund". Based on each of these 5 designs, construction of prototype primary school building (4 prototype buildings in Hardoi and 1 prototype in Lalitpur) were started in January, 1999 and have been completed. Evaluation reports on these 5 designs and the 5 prototype buildings have been prepared based on which Construction Manual of each of these 5 designs have been prepared, printed and distributed to the districts.

The progress of construction of primary school buildings (new & reconstruction) for the year 1997-98, 1998-99 & 99-2000 and 2000-2001 till Sept. 2002 is as follows :-

Sl.	District	Total Project Target	1997- 98			1998-99		
			Target (1997-98)	Under construction	Completed	Target (1998-99)	Under Construction	Completed
1	Maharajganj	334	55	0	55	279	85	274
2	Siddharth Nagar	315	73	2	71	242	64	178
3	Gonda	353	49	3	46	198	17	178
4	Balrampur		26	-	26	80	0	80
5	Badaun	257	60	0	60	197	5	192
6	Lakhimpur Kheri	213	45	0	45	168	7	161
7	Lalitpur	130	45	-	45	85	7	78
8	Pilibhit	239	52		52	187	31	156
9	Basti	515	60	1	59	124	7	117
10	Sant Kabirnagar		40	1	39	59	3	56
11	Moradabad	453	33		33	104	2	102
12	Jyotibaphule nagar		15	-	15	46	1	45
13	Shahjahanpur	477	45	0	45	162	11	151
14	Sonbhadra	398	50	0	50	174	10	164
15	Deoria	206	90	2	88	116	31	85
16	Hardoi	457	117	0	117	140	4	136
17	Bareilly	261	90	1	89	141	12	129
18	Firozabad	286	30	0	30	150	2	148
	TOTAL	4584	975	10	965	2652	219	2430

For the year 97-98 remaining school building are in dispute and the work are expected to be completed immediately as soon as the dispute is resolved.

For the 4 additional districts of Rampur, Barabanki, Bahraich and Sravasti 95 Primary schools (50 new and 45 reconstruction), are to be constructed. Funds were released in September, 1999 for these works. For 10 districts 1164 Primary school (1024 new and 140 reconstruction) are to be constructed in 2000-2001. Funds have been released and construction work has started after the training of RES/MI engineers on 5 prototype designs. Out of these 94 & 992 schools are completed on the basis of new designs. The district wise details are given in this following table

(Table 1)

SI	District	1999-2000			2000-2001		
		Target	Under Construction	Complete	Target	Under Construction	Complete
1	Basti	-	-		158	14	138
2	St. Kabir Nagar	-	-		74	7	66
3	Moradabad	-	-		165	3	162
4	Jyotibaphule Nagar	-	-		90	9	87
5	Shahjahanpur	-	-		270	33	237
6	Hardoi	-	-		200	100	98
7	Barabanki	45	1	44	70	0	69
8	Bahraich	12	-	12	59	1	58
9	Shrawasti	8	-	8	21	1	20
10	Rampur	30	0	30	47	0	47
11	Faizabad	-	-	-	10	-	10
	Total	95	1	94	1164	137	992

The main drawback in the timely construction of primary school (new & reconstruction) was that matching share from SRY/JRY could not be received due to major shift in the national guide lines of SRY/ JRY. However, continuous effort made by SPO to get matching share resulted in Govt. Order No. 2720/33-1-2000-584/2000

dt. 19 Sept. 2000 issued by the Govt. in which the DM's and CDO's were given direction that 'the funds will be provided for school buildings as a 'first change' on SRY/JRY.

After the above G.O., 5 districts received 252.12 lacs for 220 school buildings in DPEP-II in the remaining 15 districts, 1741 school requiring Rs. 19.95 crores were then taken up under the newly set-up Pradhan Mantri Gramodaya Yojna (PMGY). The GOUP wide G.O. No 147/15-5-2000/365/2000 dated 26 December 2000 released first installment of Rs.2616.82 lacs under the Pradhan Mantri Gramodaya Yojna (PMGY) out of which all pending 1741 Primary school buildings were provided matching share of Rs. 1995.186 lacs in 15 districts of DPEP-II and remaining amount of Rs. 621.634 lacs was released as matching share for primary school buildings in DPEP -III districts. GOUP then, also released the 2nd installment, which met the demand of the remaining civil works under DPEP-III. Thus all the school construction work undertaken in DPEP-II & DPEP-III have received the required dovetailing of funds now.

During 2001-02, 247 New Primary Schools & 1017 reconstruction of primary school building have been sanctioned under the AWP&B. The 1st installment of funds (50% of the unit cost) has been made available to the concerned districts in first week of Nov. 2001, as soon as the funds were received from GOI. The 2nd installment has been also made available to the districts. The progress for the year 2001-02 till Feb. 2003 is as follows -

2001-02

S.No.	District	Primary School		
		Target	Under Construction	Complete
1.	Maharajganj	45	7	38
2.	Siddharthnagar	-	-	-
3.	Gonda	10	4	6
4.	Balrampur	-	-	-
5.	Badaun	146	41	105

6.	Lakhimpur Kheri	80	20	58
7.	Lalitpur	30	17	13
8.	Pilibhit	50	4	46
9.	Basti	10	1	9
10.	Santkabir nagar	20	0	20
11.	Moradabad	32	1	31
12.	Jyotibaphule Nagar	15	2	13
13.	Shahjahanpur	107	42	65
14.	Sonebhadra	50	27	20
15.	Deoria	100	28	72
16.	Hardoi	0	-	0
17.	Barielly	30	8	22
18.	Firozabad	70	26	44
19.	Barabanki	77	17	58
20.	Rampur	42	3	38
21.	Bahraich	122	51	97
22.	Shrawasti	135	40	59
	Total	1171	339	814

The progress of work slowed down after the declaration of Vidhan Sabha election. The works again picked up the speed in month of April 2002. The remaining works are expected to be completed by May 2002.

During 2002-03, 45 Primary school building for reconstructions were sanctioned in two districts i.e. barabanki (30 building) and Rampur (15 buildings). The funds have been made available to these districts in month of Dec. 2002. The sites have been selected and this has been started.

Teacher Recruitment

- The post of 607 head teachers and 607 assistant teachers have been created and filled up for the newly established primary schools during 97-98.
- 1777, 1074 and 246 post of head teachers have been created and filled for newly established schools during 98-99, 99-2000 and 2001-02 respectively
- To improve the teacher-pupil ratio and to provide a second teacher for single

teacher schools in DPEP-II districts a total of 9882 Shiksha Mitras have been positioned in the year 2000-01. In 2001-02, 6894 Shiksha Mitras are to be placed in primary schools with adverse T-P ratio. 5274 shiksha mitras have been placed in schools. For the remaining shiksha mitras, the recruitment process is going on.

- To fill-up vacancies arising due to retirement of teachers the Govt. of UP undertook a special recruitment drive in the year 1999-2000 where 8649 B.Ed and LT trained teachers were recruited, trained & posted after a six month special BTC training, in the DPEP-II districts.
- The second similar drive to recruit B.Ed. & L.T. trained teachers for primary school teachers was started in Oct. 2001 for 20,000 teachers in the State but has been stayed by High Court.
- In addition 6481 Shiksha Mitras have been sanctioned in the DPEP districts by Directorate, Basic Education in the current year & the recruitment being done.

The Shiksha Mitra scheme for recruitment of local teachers by the Village Education Committee on contract for 10 months at an honorarium of Rs. 2250 per month, was launched by Govt. of UP in 1999. They are local teachers who handle classes I & II in primary schools. They receive one month induction training by the DIET and a 15 day refresher training every year. The training module has been developed by SCERT. They also receive in-service training along with regular teachers, eg. in 'Sadhan Module' based on new textbooks.

District wise details are given below :

S.N.	Districts	No. of B.Ed./ L.T. Traind Candidates	Shiksha Mitra by SPO		Shiksha Mitra sanc. by Directorate of Basic Ed.
			Sanc. & appointed in 2000-01	sanc. 2001-02	
1.	Maharajganj	600	803	680	453
2.	Siddharthnagar	717	934	-	525
3.	Gonda	1000	708	600	535
4.	Balrampur		417	-	826
5.	Badaun	250	562	216	338
6.	Kheri	650	720	144	751

7.	Lalitpur	22	178	100	50
8.	Pilibhit	150	443	-	140
9.	Basti	800	578	342	153
10.	Santkabir nagar		310	70	232
11.	Moradabad	250	576	330	53
12.	Jyotibaphule Nagar	150	298	-	87
13.	Shahjahanpur	400	904	403	160
14.	Sonebhadra	400	509	540	0
15.	Deoria	450	300	300	103
16.	Hardoi	550	800	860	208
17.	Barielly	275	322	25	0
18.	Firozabad	460	286	150	50
19.	Rampur	175	34	500	200
20.	Barabanki	350	100	452	494
21.	Shrawasti	400	38	361	402
22.	Bahraich	600	62	821	721
	Total	8649	9882	6894	6481

ALTERNATIVE SCHOOLING

State resource group

A State Resource Group for Alternative Schooling comprising of programme officers (NFE), SCERT, NGOs, Educationist & the technical support group representatives has been constituted in May 1998. This group is entrusted to guide the implementation of different Alternative Schooling Strategies in DPEP districts. The SRG meets every two-month alongwith District Co-ordinators (AS) & discusses their district/area specific problems and provides guidance & support to them accordingly. During the meetings in 2002-2003 the SRG discussed the following points.

- Training of instructors & supervisors of AS
- TLM for AS Centres & RVEC based AS Centres
- Supervision and Monitoring system of AS centres
- Evaluation & Certification of students
- Mainstreaming of children studying in AS Centres
- Opening of New AS Centres/Bridge Courses and EGS centres.
- Education of working children & supervision by NGO

- Strengthening of Maktab and Madarsas.
- Quality improvement and academic support to AS/EGS centres
- Evaluation of AS Programme.

So far 03 meetings have been held in the financial year 2002-2003.

District co-ordinators (as) & their orientation

District Co-ordinators (AS) have been posted in all 22 DPEP-II districts. They have been oriented regarding their roles & responsibilities. The co-ordinators were exposed to different alternative schooling models running in different states of the country, regarding the problems of street/working children and how to deal with them. The District Coordinators were oriented about the selection process of Acharyaji / Instructors, supervisors & system of supervision, monitoring & evaluation of Alternative Schooling & Education Guarantee Scheme Centres/vidhya Kendra.

During the spot visit, the state officials & SRG members have identified the problem areas of A.S. programme running in the DPEP districts, monitoring through personal visits, observation of activities and interaction with grass root level functionaries. The state officials provide them on the spot guidance also while the critical issues are discussed at the SPO level.

In the SRG meeting, feed back received from the field visit are regularly placed for discussion. Special attention is paid to resolve the administrative and technical issues related to the field situations. Through this forum, follow-up action is taken in consultation with SRG Core group members.

An initiative has been taken about involvement of DIET faculty in conducting action research related to implementation of A.S. strategies in different districts.

Different alternative schooling models

To gain experience on AS models for child labour, street children, back to school programme, Bridge courses, camps, multigrade teaching system SRG members & DPEP officials visited MV foundation, Hyderabad, Loreto Day School, Siyaldah (Calcutta), Lok Jumbish, Bodh Shiksha Samiti, Jaipur, Rishi Valley Education Centre, AP. Pratham, Bombay & Tamilnadu DPEP. Through this process different AS strategies were evolved for different target groups. Vidhya Kendras are

also opened under Education Guarantee scheme of State Govt. The following AS models evolved out of the above:-

1) *Shiksha Ghar*

This is a reviewed model of AS Programme of BEP which meant for children in the age group of 6-11 years providing a flexible, sensitive and a child friendly school, managed by VECs. The Centres are operational for four hours daily for a minimum of 300 days in a year. The children use the formal school text books.

2) *Bal Shala*

It is meant for the children of age group 03-11 years. Balshalas are Alternative schools where a pre-school has been combined with a primary level AS Centre. Each Balshala has a sahayika who looks after the pre-school children and a teacher/instructor for children above 6 years of age. Pre school children at these schools go through a school readiness programme which helps in improved retention of these children during primary school education.

3) *Prahar Pathshala*

This model is proposed for the girls of 9-14 age group who have been drop-outs from the formal schools without completing primary education or have never joined the formal schools. The thrust is to provide primary education to these girls and also train them in the local craft.

4) *Strengthening of Maktab/Madarsas*

Large number of muslim children, particularly girls study in Maktab & Madarsas. It has been felt that improved inputs need to be included in Madarsas & Maktab. This strategy entails mobilizing the community & building an environment for educational reform. Contacts with religious leaders are also being made. The designing of special teaching learning materials, identification and training of Maulvis or female instructors from the community, imparting management training to religious heads and the community is included in the interventions. The maulvis who imparts religious instruction to the children for two or three hours is now also responsible for teaching the main stream school curriculum for an additional four hours.

5) AS Centres based on Rishi Valley Models

A large number of scattered habitation do not allow for opening of a new primary school as per GOUP norm. Alternative model is being proposed for such habitations. The centres provided to such habitation have one instructor and are catering the need of multigrade teaching, self learning and continuous evaluation, to enable learners to learn at their own pace. These centres have been designed with support from Rishi Vally Institute for Educational Resources (RIVER).

6) EGS - Vidhya Kendra

Habitations that do not have Parishadiya Primary schools within a radius of 1 km & 30 children are available in class Ist & IInd, EGS centres called Vidhya Kendras are opened. The class-IIIrd the student will be enrolled in nearby primary school. Vidya Kendras are being managed by the VEC.

The progress of setting -up of AS and EGS centres under different strategies during 2002-03 is as follows.

Strategies (AS Models)	No.of Centres operational	Enrolment	Main streamed
		Total	Total
1. Shikshaghar	961	32236	12801
2. Balshala	185	7184	1165
3. Prahar pathshala	110	3825	160
4. Maktab/Madarsa	425	16010	921
5. Rishivalley Model	170	5419	1012
6. Bridge Courses Camp (residential)	01	75	68
(Non-Residential)	19	1050	1050
6. EGS centres (Vidya Kendra)	2346	88427	5172
Total	4217	154226	22349

Opening of A.S. Centre

VEC & community have the freedom to determine time, duration & venue for the AS & EGS centre as per learner convenience aiming at transacting on an average four hours of learning while there is flexibility of time duration. The A.S. & EGS centres are completely managed by the Gram Panchayats. The honorarium of A.S. instructors & Acharyaji, funds for material purchase for A.S. centres & Vidhya Kendras are being transferred to Village Education Committee accounts of Gram Panchayat by District Project Office. The gram shiksha samitis purchase the educational material required for A.S. & EGS centres. The Village Education Committee pays honorarium of instructors & Acharyaji.

Selection of instructors

For the selection of instructors of A.S. a selection committee has been constituted at the block level which comprises District Co-ordinator (A.S.), BRC Co-ordinator, senior most NPRC Co-ordinator, two members of Block Education committee (one male & one female member of SC) & a senior lady teacher of the block.

The applications of candidates from the local community who are willing to serve as an instructor in alternative schooling are forwarded by the VEC to NPRC, who send it to the BRC. The educational qualification of an instructor is High School pass.

The selection of instructors was done on the basis of a written test, group discussions & interview by the above selection committee in the year 1998-99.

A module for orientation of members of the selection committee has been developed by the SPO with the help of experts of an NGO-NALANDA Lucknow. The resource person of NALANDA oriented 04 members of above selection committee of each DPEP districts from 17-20 Sept. 98 at Lucknow. These trained members then organised a two days orientation programme for the remaining members of the selection committee at the district from Oct. 98 to Dec. 98.

* Acharyaji for, EGS - Vidhya kendra are selected by the VEC on merit of marks obtained in the High School Exam by the candidate.

1851 instructors including 650 female instructors have been selected for different models. 2346 Acharyaji for Vidya Kendras are selected by VEC.

At present 66605 boys & 58136 girls, a total of 124743 learners have been enrolled in 1804 AS and 2337 EGS Centres.

Training of instructors

A two day orientation programme about DPEP and Alternative Schooling for the newly selected instructors was organised in the month of February, 1999 with the help of members of SRG & District Co-ordinator (AS). A training package for the instructors of Shiksha Ghar, Prahar Pathshala & Maktab/Madarsa was developed with the help of NALANDA, Lucknow. The resource persons of NALANDA have trained the master trainers who included 2 DIET Lecturers, one Programme Officer (NFE), one ABSA/SDI & District co-ordinator (AS) in April 1999. These master trainers have trained the instructors of above mentioned AS Centres for 15 days at the DIET of respective Districts in April-May 1999. A 7 day training programme of MT/TOT of Shiksha Ghar, Prahar Pathshala, Maktab, Balshala was organised in collaboration with NALANDA from 21 Oct – 27 Oct, 99 at DIET Bareilly and from 29 Oct, 99 to 04 Nov'99 at DIET, Deoria. These master trainers then provided 15 days training for the instructors of AS from Nov'99 to Jan'2000. A training programme for 26 TOT/MT for Balshala was organised by the Bodh Shiksha Samiti, Jaipur from 2nd – 16th Feb'99 at Jaipur, Rajasthan. These TOT/MT in turn have trained the instructors of Balshalas in the last week of April, 99.

The training of master trainers for AS instructors refreshar training was held during 20-23 Sept. 2000 & 26-29 Sept. 2000 at SPO Lucknow with the help of resource persons NALANDA, Lucknow.

Training package for Acharyaji has been prepared by SCERT. Training of Acharyaji is going on under guidance of SCERT/respective DIET's in the districts.

The NPRC co-ordinators have been given responsibility of supervising the AS Centres running in their Nyaya Panchayats. The training of supervisors was held during 27-29 July, 99 at DIET, Varanasi & DIET Lakhimpur with the help of resource persons of NALANDA.

Another 2 days orientation to NPRC coordinators for supervision of AS Centres is being conducted in the DIETs currently.

ALTERNATIVE SCHOOLING FOR WORKING CHILDREN

Firozabad

Firozabad is a city of glassworks. Apart from production of intricate items out of glass, bangle making is the major industry in the district. Children are involved in various stages of bangle making in factories & homes. They are inducted at an early age (as early as five years.)

As an effective process of weaning these children off work & enabling them to join the main streaming of education, a special project in 03 wards of Firozabad city (I phase) was started. 02 wards of Firozabad city have been taken in Phase II.

For this the Basic Education Officer, DPC & District co-ordinator (A.S.) have been specially oriented with the issue of working children in Firozabad by the constant support from the A.S. unit of the SPO & TSG, Ed.-CIL New Delhi.

An action plan was drawn up in a 04 day workshop held at the DIET, Nagla Aman in July 1998. The participants at the workshop included officials from district administration, department of labour, social welfare, health, urban development & education. There were representatives from local N.G.Os., other support organization, formal school teachers & community members.

The selection of wards was made on the basis of number of 'Malin Bastis' (slums) & majority of SC & Muslim communities. For rapid implementation of the programme, "Mohalla committees, "Ward committees" & a "District Committee" have been constituted to guide interventions & ensure community participation.

First an assessment of the municipality schools in the area was done to undertake improvements in the schools infrastructure. Environment building activities like Nukkad Natakas & Mohalla Baithaks for mobilizing the community were organised. Children enrolled in the formal schools participated in awareness campaigns.

Two social animators were appointed in each ward. Their main responsibility was of initiating the programme in the field by making personal contacts with the

families, community leaders & urging them to mobilize parents of children who did not attend schools. The youth \ women volunteers were identified in there Mohallas during the meetings. These identified volunteers helped in door to door survey of child labour & out of school children in their Mohallas.

In the year 1998-99, 99-2000 61 AS centres were opened in 05 wards of Firozabad city. The instructors were selected by a selection committee & were oriented/trained by CREDA, an NGO working for the education of child labour engaged in carpet industry of Mirzapur. The training of MT's & instructors was held from 22-28 Jan 99, 05-11 Feb. 99 & 01-15 Sept. 99 at DIET Nagla Aman, Firozabad. Training of newly recruited instructors will be conducted by DIET, Firozabad in Oct-Nov., 2000.

After the survey the following number of children were found out of school and who are potentially in the child labour category.

No. of wards	No. of 03-05 age group children	No. of 6-11 age group out of school children	Total
05	1057	1610	2667

Children enrolled in 61 AS Centres.

Ward No.	06-11 age group children enrolled in AS centres			Mainstreaming in formal school
	Boys	Girls	Total	Children
05	863	976	1839	296

Under DPEP-II, convergence has been established with NCLP schools for education of working children. The NCLP school teachers are provided 8 days training through DPEP. The first round of training for NCLP schools teachers has been completed in Moradabad and second round of training is going on. In Firozabad district, the first round of training of NCPL teachers is going on. Besides, TLM are also provided to AS centres where required. DPEP has extended its academic support & supervision system to NCLP schools.

CHILD LABOUR IN BRASS INDUSTRY (MORADABAD)

A large number of child labour are employed in the brass ware industry of Moradabad. For the identification of child labour & other out of school children, house to house survey has been conducted from May to Aug- 99 by the U.P. Labour Deptt. for DPEP. The survey format developed by the labour deptt. included the following points:

- Identification of child labour & other out of school children.
- Social, educational & economic condition of the children, who are out of school or in working conditions.
- Assessment of the strength (number) of the child work force in the industry.
- Assessment of age frequencies of child labour.
- Providing some knowledge of the educational, economic & social levels of working children.

The following numbers of child labour & other out of school children are reported by Labour deptt. in 57 wards of Moradabad city-

No. of wards	Age	Out of school children		Child Labour	
		Boys	Girls	Boys	Girls
57	05-14	9636	5926	4943	1156

Planning workshop for opening of another set of A.S. centres in 15 wards of Moradabad city was held on 22-23 Feb-2000. Officials from the Education deptt., Labour Deptt. SPO & TSG, Ed-CIL & local NGO's, participated in the workshop. It was decided in the workshop that the teachers of NCLP schools should be trained along with the training of A.S.instructors. Twenty teachers of NCLP Schools were trained during the training programme (01-8 March, 2000) organised for instructors of A.S.Centres.

135 A.S. centers are presently operational in child labour intensive areas of district Moradabad, enrolling 1039 boys & 2216 girls i.e. total 4998 children. An NGO Riya Jan Kalyan Samiti, Moradabad, organized a health check up programme for the children studying in these A.S. centres.

Two, 60 days Bridge Course camps were held in the year 2000-01. 100 working children who were identified as out of school were enrolled in the camp. All the children were main streamed after the camp.

Multigrade teaching centres

The districts of Sonbhadra & Lakhimpur-Kheri have a large number of small-scattered habitations due to forest & hilly areas of the districts. Most of such pockets are inhabited by the scheduled tribes & other deprived sections of the community. Moreover, as the number of children in these habitations is small, providing a formal school is not possible as it does not come under the state norm for opening of primary schools & is also not cost effective. There are virtually no roads in these areas making them inaccessible. During the rainy season these habitations become even more difficult to reach as the streams overflow thus most of these habitations get cut off.

A team of officers from UP-DPEP visited RVEC, AP and felt that multigrade schools with a single teacher, armed with self learning materials to enable learners to learn at their own pace, would be suitable for the remote areas of Sonebhadra & Lakhimpur Kheri where the number of children is more than 25-30.

The Rishi Valley Education Centre (RVEC) has substantial experience in running schools based on similar concepts. Therefore, the RVEC was engaged as a consultant to train, orient and establish 60 Alternative schools in the remote areas of two DPEP districts i.e. Sonbhadra and Lakhimpur Kheri. In I phase the RVEC also assisted in preparation of teaching learning materials in Hindi, designing modules, conducting the training of instructors and evolved an evaluation system. Now the RVEC model has been expanded in Siddharth Nagar and Barabanki district also. 170 centres of this model are operational presently.

Assistance from RVEC was taken for the following activities:-

- Material Creation for multigrade teaching in class I & II.
- Production of trainer modules.
- Development of manual for Alternative Schools Instructors.
- Training of 60 instructors in two districts (Sonebhadra and Lakhimpur Kheri)
- Introduction of class 1 & 2 materials through trained instructors in the selected Alternative Schools.

A State Core Team of 14 resource persons which visited RVEC, AP during March,98, July,98 & July,99 has also been oriented for 45 days to develop

prototypes of self learning materials for class 1 & 2, so as to suit the UP situation. The Core group could independently develop self learning materials & acquire the capacity to train the teachers of 60 multi-grade teaching schools in Lakhimpur Kheri & Sonbhadra. A series of capacity building workshops were organised on 19-20 August,98, 3-4 Sept.,98 at DIET, Lucknow, 23-29 Sept.,98 at ICCMRT, Lucknow, 26 July –4 Aug.,99 at RVEC, AP & 23 Oct. –01 Nov,99 at DIET Sonbhadra & Kheri. In these workshops materials for class I & II were developed & self learning kits for each centres prepared with the help of instructors. In both districts two formal schools near the DIET/BRC have been developed into model schools & 15 of these multigrade centres have been linked to them as satellite schools. The main purpose of developing these model schools was for the testing of the newly developed multigrade teaching-learning materials & the training of newly appointed instructors.

Before establishing the model schools & imparting training to instructors, the master trainers visited the RVEC, AP in the 1st week of Nov., 1998. Thereafter first round of instructors training commenced at BRC Palia, Lakhimpur Kheri from 10-19 Dec, 98 & from 18 Dec'98 to 10 Jan'99 at Obra, Sonbhadra. The second round of instructors training was held from 23 Oct to 01 Nov'99 at DIET Sonbhadra & Lakhimpur Kheri.

The survey, monitoring & field testing of TLMs was started from 11-19 Feb'99 & 23-30 Aug'99 & 21-23 Aug, 2000 in Sonbhadra & 25-27 Aug, 2000 in Lakhimpur Kheri in both districts with the help of the State Core team & RVEC resource persons. Materials prepared for class I & II consists of cards, flash cards, board games, rubber cuts, number cards, pictures on the walls etc. Each of these cards & activities are graded. Children identify the competency level of the activity on the basis of the symbol marked on each cards. Different colours of papers have been used for different subject areas.

The instructors of these multigrade teaching centres are local persons having Intermediate or High school qualifications selected by a local selection committee.

In 162 centres the students enrolled are as follows:

District	No. of centres	Children Enrolled								
		SC			Others			Total		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Lakhimpur Kheri	60	489	366	855	549	436	985	938	902	1840
Sonbhadra	60	976	786	1562	195	47	242	1171	833	1804
Siddarth Nagar	30	91	79	170	654	576	1230	745	655	1400
Barabanki	20	301	268	569	97	45	142	398	313	711

Alternative schooling in district lalitpur

In district Lalitpur, block Birdha has a substantial population of the Sahariya community. The children of this community are engaged in stone cutting & wood collection business. These children are first generation learners. It was proposed to organise a 90 days bridging camp for these children.

In order to identify and motivate the parents & children of non-school going and working children of the Sahariya community to go to school or to attend the short term camp, intensive and planned efforts were started in the month of August, 1998.

To develop a plan for the short term camp a three days workshop was held in the last week of Sept, 98 at Junior High School, Balabehat (Lalitpur). The resource persons of M.V. Foundation, Hyderabad, youth volunteers, VEC members, Primary/Upper Primary schools teachers & District Co-ordinators participated in this workshop. After a public contact programme, a profile of the out of school children was made. Officers of the SPO & DPO visited the selected villages of Balabehat Nyaya Panchayat & contacted the parents, VEC members & the community at large.

Thereafter, a 03 days short-term camp was organised at the Panchayat Bhawan, Balabehat, and at Lalitpur with the help of resource persons of the M.V. Foundation. 65 children including 09 girls, identified as non school going & drop out children participated in this camp. The camp was fully residential. The local identified youth volunteers, representative of Ed.CIL, SPO & DPO also participated in the camp.

As a next step, an 08 member core team for organising a long term (90 days) camp visited the residential camps run by the M.V. Foundation, Hyderabad where they learnt how to conduct a long term camp & the system for the use of the TLMs, monitoring & evaluation of children attending these camps.

A 90 day camp (Bridge course) was held from 15 March, 99 to 15 May, 99. The out of school/drop out & working children, who were identified and participated in the short-term camp were enrolled in this long-term bridge course camp. The instructors for these camps were the selected youth volunteers who were identified during awareness building/contact programme & running of short-term camp. 47 Boys and 28 Girls, a total of 75 children were enrolled in this long-term camp. Thereafter the children who participated in the 90 days camp were enrolled in formal schools & AS centres, as follows –

Long term (90 days) Bridging Camp – Lalitpur

No. of Camp	Period	No. of children participated in camp			No. of children enrolled in schools / A.S. Centres								
					Primary School			Upper Primary School			A.S. Centres		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	90 days	47	28	75	24	17	41	10	07	17	6	4	10

19 similar, sixty days camps were organised to be held in 2000-01 and 2001-02 in Barabanki, Siddharth Nagar, Firozabad & Moradabad. Out of these, 475 boys and 575 girls total 1050 children were enrolled in these camps. 1050 children were main streamed through this strategy.

Strengthening of maktab/madarsa under A.S. programme

Maktab & Madarsa are operating by Muslim Community for religious and Arabic education for their Community. A large number of Muslim children specially girls are studying in these institutions. It has been felt that improved inputs needs to be included in Maktab and Madarsas. Thus the main focus is on introduction of the primary level school curriculum & takes and the upgradation of both content and teaching skills of the motivator.

The intervention has been planned carefully for generating positive ideas towards educational reform among parents and minority community at large. The strengthening of Maktab & Madarasas include building up an environment that would facilitate a positive attitude for school education. The other inputs are directed towards upgradation of competencies and skills of teachers (Maulvies).

407 Maktab / Madarasas are covered for strengthening under DPEP-II. 407 Maulvies have been trained. Free textbooks and other teaching, learning material has been supplied. An honorarium of Rs. 1000/- P.M. is given to the additional instructor, if employed through the VEC. 21 children including 11 girls have been mainstreamed through these institutions. In DPEP-II districts with large Muslim populations i.e. districts Hardoi, Barabanki, Rampur, Bahraich and Moradabad have the largest number of such DPEP As interventions.

The district wise Maktab-Madarasaas are operational as follows.

SI. N.	Districts	No. of Maktab-Madarasas operated
1.	Barabanki	108
2.	Rampur	63
3.	Bahraich	18
4.	Moradabad	20
5.	Shrawasti	40
6.	Hardoi	25
7.	Mahrajganj	20
8.	Sidharth Nagar	15
9.	Gonda	19

10.	Shahjahanpur	8
11.	JP Nagar	49
12.	Firozabad	10
13.	Balrampur	30
	Total	425

An independent evaluation study of the AS strategy in UPDPEP-II, completed and final report submitted to the GOI.

CHAPTER - III

INCREASING RETENTION

In order to combat the problem of dropouts so that all the children who enroll in primary schools complete the basic education cycle, it is of utmost importance to undertake activities that are effective in improving the retention of children in schools. With this objective, specific and planned interventions had been undertaken in the DPEP districts.

For improving retention of children enrolled in primary schools, the following programmes have been undertaken:-

1. Provision of necessary infrastructural facilities in primary schools:
 - Additional classrooms to accommodate increased enrollment
 - Separate toilets for girls & boys
 - Drinking water facility
2. Awareness Building and Community mobilization
3. Facilitating and promoting girl's education through
 - Establishing ECCE Centres
 - Cluster development approach
4. Integrated education for disabled children
5. School health programme

1.1 Additional Classrooms

During 1997-98, 1106 additional class-rooms were proposed for construction for which the funds were made available to VECs. Construction of 1105 additional classrooms has been completed and the remaining one is disputed. 3367 additional classrooms were proposed for the year 1998-99 out of which 3116 are complete.

The district wise progress of the above works is given in the table:

Sl.	District	Total Project Target	1997-98			1998-99		
			Target	Under Construction	Completed	Target	Under Construction	Completed
1	Maharajganj	399	100		100	299	7	292
2	Siddharth Nagar	428	100	-	100	328	50	278
3	Gonda	261	32	-	32	135	10	125
4	Balrampur		18	-	18	76	1	75
5	Badaun	128	28	-	28	100	0	100
6	Lakhimpur Kheri	400	100	-	100	300	3	297
7	Lalitpur	281	100	-	100	181	34	147
8	Pilibhit	300	100	-	100	200	1	199
9	Basti	227	30	-	30	120	8	106
10	Sant Kabir Nagar		20	1	19	57	0	57
11	Moradabad	248	65	-	65	103	-	103
12	J P Nagar		35	-	35	45	0	45
13	Shahjahanpur	245	100	-	100	145	-	145
14	Sonbhadra	232	50	-	50	182	15	167
15	Deoria	483	63	0	63	420	103	317
16	Hardoi	126	46	-	46	219	5	214
17	Bareilly	407	100		100	307	8	299
18	Firozabad	169	19	-	19	150	0	150
	TOTAL	4334	1106	01	1105	3367	245	3116

Besides funds for 271 additional classrooms for the year 1999-2000 Bahraich, Sravasti, Barabanki and Rampur were released in September, 1999. 269 classrooms have been completed and the remaining two are disputed. For the year 2000-2001, 421 classrooms were sanctioned, which have been completed.

During 2001-02, 2336 additional classroom' were proposed in 22 districts for construction for which the funds were made available to the districts. Out of which 1865 have been completed and remaining are in different stage of construction. The remaining work is expected to be completed by May 2003. The 145 additional classrooms were proposed in 2 districts i.e. Barabanki and Rampur. The sites have been selected and the works have been started. The district wise progress is given in following table.

S. No.	District	99-2000			2000-01			2001-02		
		Target	Under Const.	Complete	Target	Under Const.	Complete	Target	Under Const.	Complete
1	Maharajganj							25	3	22
2	Siddharth Nagar							-	-	-
3	Gonda							100	20	80
4	Balrampur							-	-	-
5	Badaun							252	24	228
6	Lakhimpur Kheri							84	8	76
7	Lalitpur							50	19	31
8	Pilibhit							150	5	145
9	Basti							130	13	110
10	Sant Kabir Nagar							75	4	67
11	Moradabad							-	-	-
12	JP Nagar							-	-	-
13	Shahjahanpur							115	56	59
14	Sonbhadra							200	27	156
15	Deoria							100	13	87
16	Hardoi							64	20	44
17	Bareilly							100	8	92
18	Firozabad							-	-	-
19	Barabanki	129	-	129	125	-	125	190	122	65
20	Rampur	80	1	79	125	-	125	197	7	190
21	Baharaich	30	-	30	100	-	100	333	51	277
22	Sharswati	20	1	19	55	-	55	172	36	136
23	Faizabad (Mavai Rudoali)	12	-	12	16	-	16	-	-	-
	Total	271	2	269	421	-	421	2337	436	1865

1.2 Toilets :

During 1997-98, 2120 toilets were proposed for construction in new (proposed under DPEP) and existing primary schools of DPEP-II districts. The funds were released to the VECs and construction of 2119 toilets has been completed. Funds for 10425 toilets targeted for the year 1998-99 were released to the districts in February 1999 of which 9300 have been completed. These toilets are expected to be completed by April 2003 when the new primary schools are also completed. Physical progress of these works is given below:

SI	District	Total Project Target	1997-98			1998-99		
			Target	Under Construction	Complete	Target	Under Construction	Complete
1	Maharajganj	825	100	-	100	725	125	600
2	Siddharth Nagar	636	100	-	100	536	203	328
3	Gonda	1008	128	-	128	508	141	367
4	Balrampur		72	-	72	300	6	294
5	Badaun	1193	193	-	193	1000	20	250
6	Lakhimpur Kheri	1416	316		316	1100	15	1085
7	Lalitpur	600	100	-	100	500	48	452
8	Pilibhit	893	100	-	100	630	2	628
9	Basti,	622	60	1 (dispute)	59	322	20	258
10	Sant Kabir Nagar		40		40	200	8	147
11	Moradabad	794	65	-	65	481	-	481
12	J. P. Nagar		35		35	213	-	213
13	Shahjahanpur	1158	200	-	200	958	24	934
14	Sonbhadra	800	150	-	150	650	147	442
15	Deoria	525	100	-	100	425	117	308
16	Hardoi	761	161	-	161	600	50	550
17	Bareilly	725	100	-	100	625	4	611
18	Firozabad	782	100	-	100	682	10	642
	TOTAL	12738	2120	1	2119	10425	945	9300

For the project districts of Bahraich, Sravasti, Barabanki and Rampur, construction of 470 toilets have been sanctioned and funds released in Sept, 1999. The 470 toilets have been completed. Funds for 949 toilets for the year 2000-2001 have been released for these four expansion districts. 947 toilets have been completed and remaining two is under progress. District-wise details are given in the following table.

Sl.	District	1999-2000			2000-2001		
		Target	Under Construction	Completed	Target	Under Construction	Completed
1	Barabanki	320	0	320	300	-	300
2	Rampur	100	-	100	449	2	447
3	Bahraich	30	-	30	100	-	100
4	Shrawasti	20	-	20	50	-	50
5	Faizabad*	-	-	-	50	-	50
	Total	470	0	470	949	2	947

* Previously these blocks were part of Barabanki district.

During 2001-02, 2194 toilets and during 2002-03, 312 toilets were proposed in existing/New schools for construction. The funds were made available to the districts. 1415 toilets have been completed and remaining are under progress. District wise details are given in the following table.

S. N.	District	2001-02			2002-03
		Target	Under Construction	Complete	Target
1.	Maharajganj	-			-
2.	Siddharth Nagar	-			-
3.	Gonda	-			-
4.	Balrampur	-			-
5.	Badaun	36	3	33	-
6.	Lakhimpur Kheri	429	103	77	-
7.	Lalitpur	-			-
8.	Pilibhit	-			-
9.	Basti	130	10	113	-

10.	Sant Kabir Nagar	65	2	61	-
11.	Moradabad	-			-
12.	JP Nagar	-			-
13.	Shahjahanpur	60	0	60	-
14.	Sonbhadra	50	10	8	-
15.	Deoria	150	2	148	-
16.	Hardoi	11	0	11	-
17.	Bareilly	-	-	-	-
18.	Firozabad	-	-	-	-
19.	Barabanki	363	273	80	262
20.	Rampur	100	0	100	50
21.	Baharaich	372	40	296	-
22.	Sharswati	428	0	428	-
23.	Faizabad (Mavai Rudoali)	-	-	-	-
	Total	2194	443	1415	312

1.3 Drinking Water Facility:

For drinking water facilities in new primary schools and existing primary schools deprived of a drinking water source, the installation of handpumps is undertaken in DPEP. The following procurement processes have been followed for construction of handpumps.

- SPO proposed construction of deep - bore well India Mark-2 handpumps with 1.85m. Diameter platform and 3 m. average length of drain including procurement of equipment, civil works and supervision/management of above works to be carried out by specialised State Govt. agency UP Jal Nigam.
- WB cleared the proposal on 16th Feb' 1998
- An MOU was signed with UP Jal Nigam on 4th March, 1999.
- UP Jal Nigam commenced procurement of materials/equipment and installation of handpumps.
- Construction/installation activity is in steady progress in all DPEP-II districts.

District wise breakup of handpumps installed are as follows:

S.No.	District	Installed
1	Maharajganj	160
2	Siddharth Nagar	125
3	Gonda	200
4	Balrampur	95
5	Badaun	200
6	Lakhimpur Kheri	-
7	Lalitpur	153
8	Pilibhit	155
9	Basti	65
10	S.K.Nagar	105
11	Moradabad	355
12	J.P.Nagar	169
13	Shahjahanpur	430
14	Sonbhadra	52
15	Deoria	265
16	Hardoi	285
17	Bareilly	241
18	Firozabad	0
19	Barabanki	320
20	Rampur	17
21	Baharich	30
22	Sravasti	18
	Grand Total	3440

1.4 Community Mobilization & Participation

For sustainability as well as local ownership of DPEP interventions, the programme activity seeks to mobilise the community to participate in educational development activities.

Village Education Committee

In order to promote community participation in primary education the VECs have been constituted by the State Govt. under the UP Panchayati Raj Act which is in synch with the Basic Shiksha Adhinyam 1972 of UP. In July, 1999 the Govt. of UP delegated the management of Basic Education to PRI's & the role of the VEC was greatly enhanced. The VEC is the sub sommittee of the larger Village Panchayat, for matters relating to basic education. The DPEP II therefore, directly invests in training and orienting the VECs to make them more active and capable in discharging their statutory functions and major reponsibilities. The UP DPEP-II has already trained all VECs in the first round 60% VEC have been trained in the second round of training.

Role of VECs

The VEC has played a major role in brining positive attitudinal change in people towards education and in mobilising the community for the following purposes :

- Microplanning and Preparing village education plan.
- To bring un-enrolled children into formal schools.
- To retain children in schools, especially girls & children from disadvantaged groups.
- Selection of Acharayaji and Shiksha Mitra.
- To bring children with disabilities into the mainstream.
- To supervise and ensure that children in the age group of 3-6 come to the ECCE centres for pre-schooling.
- Utilisation of school improvement grant.
- To encourage & support out of school children especially girls, working children, to join alternative schools.
- School construction.

For these activities VEC's are involved in identifying accessible place for setting up schools, construction of schools & addl. classrooms, toilets, purchase of materials for school infrastructure & consumables, alternative school centres, and appointment of para teachers where they are needed.

Under DPEP, the VECs have been assigned the responsibility of school construction, purchase of material, maintenance and repair of school buildings, mobilisation and environment building activities, taking special measures for education of children of deprived sections, ensuring access and retention, supervising schools & alternative schools for effective functioning, conducting micro level planning and developing village education plans, implementing, monitoring plan activities and ensuring convergence of services and inputs for primary education.

Capacity Building of VECs

An extensive 3 day orientation of members of the village education committees along with other enthusiastic persons of the community had been undertaken under DPEP-AA from 1998-2000. A training manual and a hand book for the members was developed with the help of gram Pradhans, teachers BRC/NPRC, Nehru Yuva Kendra, UNICEF to build an information base and understanding with VEC's on enrolment retention, mobilising community, girls education, microplanning, school mapping, school improvement plans etc. The focus of the training manual was as follows:

- To activate VEC & the Community in general towards primary education.
- To sensitise the VEC & Community at large, to generate an environment for universalisation of primary education with special emphasis on the girl child.
- To sensitise the community towards integrated education.
- To develop skills for microplanning, school mapping and the development of a village education plan.
- To orient the VEC's on issue of School management, process of selecting & recruiting Para-teachers & EGS AS instructors.
- To sensitise VECs on need for inter-sectoral convergence and mobilisation of local resources.

In order to sensitise VECs of DPEP districts, a 'State Resource Group' has been formed. In the SRG, faculty members of each DIET., teachers from those blocks where N.Y.K. organisation exists and volunteers of N.Y.K. selected from each DPEP district were included. About 78 members of SRG were trained by experts in two phases at Lucknow. These SRG members in turn, imparted training to members of Block Resource Groups that were constituted. This group included NYK

volunteers, teachers and representative of NGOs. Each BRG has 20-25 members. A total of 325 BRGs had been trained till Sep 2001.

After completion of 4 days BRG training, which was organised at DIETs, a 3 day training programme for VEC members was initiated in all DPEP-II districts. Training programme were held at the village level, which besides sensitizing VEC members also aims at developing skills for village education plans through microplanning and school mapping.

- There are 17605 VECs out of which 17605 have been trained and 14818 VEC re-oriented. Around 23971 villages have updated their microplanning. Village Education Plans have been completed for 23971 villages.

To generate awareness amongst the community, parents & guardians as well as other opinion makers in respect of primary education issues, many activities have been undertaken at the State and district level. Each district has drawn up a calendar of activities to be undertaken by VEC's. "School Chalo" campaigns were organised in all DPEP districts in the month of July, 2002 to encourage enrolment of children specially girls, in which the VEC's took an active part.

Kala Jatha 2002

Kala Jatha for enrolment and more specially for retaining of girls in schools in 2002 were named 'Beti ho School Main' ('Daughter should be in school). These Kala Jathas were launched in 11 DPEP-II districts in 2002 June-July. These folk plays, songs and dramas focus on girl's child labour, issues likes equity, work load on girls etc.. 59 Master trainers were prepared in a theatre workshop held at the State level from 28 April to 9 May 2001. Subsequently 3 Kala Jathas groupes were selected for each district and were trained at the DIET by the Master Trainers. Selection of the district was made on the basis of out of school children as revealed by microplanning data. Three blocks were identified in the district for the first phase of Kala Jatha. 618 shows in were performed.

School Chalo Abhiyan

To achieve the goal of universalising primary education in the State, efforts were made to enroll all children in the age group 6-14 years, during the academic session 2002-2003, by organising a statewide School Chalo Abhiyan (a campaign to ensure the entry of every eligible child into formal schools), during July 1 to 25, 2002.

On July 5, 2002 the campaign was formally flagged off by the Hon'ble Chief Minister at a well attended state level inaugural function held at the K D Singh Babu Stadium. On the following day, huge rallies and meetings were organised at all the district headquarters to familiarize the people with the proposed campaign. At these gatherings, Hon'ble State Ministers, Members of Parliament, Members of Legislative Council/Assembly, Divisional Commissioners and District Magistrates shared with the people, the conceptual framework of the proposed campaign, its need and the strategy designed for conducting it. This large scale effort has made it possible to increase the enrolment of children in the 6-14 years age group substantially.

The first step in the conduct of the campaign was to ensure systematic widespread publicity. An all out effort was made to create public awareness through the print and electronic media, AIR, specially printed pamphlets, wall writings/hoardings and public meetings. To particularly ensure heightened awareness in the far flung remote habitations and among the most marginalized sections of the population, *prabhat pheris*, street plays, Kala Jathas, folk songs, slogans and *padyatras*, were conducted extensively. Care was taken to reach the deprived groups such as girls, SCs, STs, minorities and those who have remained socially and economically backward. The main message taken to the masses was that primary education is every child's basic right and it is the responsibility of the family, society and the State to see to it that every child attends school.

Special messages from the Chief Minister of UP, added a boost to the on going preparatory activities. The Hon'ble Chief Minister's letters to each Pradhan of the 58.620 gram panchayats, about the proposed *School Chalo Abhiyan*, spelling out their role in this mammoth drive, was indeed a great motivation for them to get fully involved with the effort at enrolling children in schools.

In the first phase of the *School Chalo Abhiyan*, the *Balganana* (Child Census) was updated with the objective of identifying the out of school children prior to the campaign. It is heartening that within this short time span, it has been possible to complete this exercise in 89311 villages across 54 districts.

Though conceptualized at the State level, this campaign very quickly, transformed itself in to a people's movement, at the district, block, *nyaya panchayat* and village levels, drawing in the wholehearted support from the community, public representatives and opinion markers for universal enrolment, specially of girls.

Other Activities performed under School Chalo Abhiyan

- in order to motivate parents to educate their daughters, Meena campaigns were organised.
- slides on the *School Chalo Abhiyan* were shown in cinema halls to create public awareness and generate an overall climate for the campaign
- Orientation programmes held for the newly elected Pradhans, members of VECs conducted at the Nyaya panchayat level, on issues in primary education and their role in the development of primary schools
- Doordarshan and AIR regularly relayed radio jingles and Doordarshan transmitted spots on importance of girls education.
- Between July 4-9, 2001, Prabhat Pheris were organised with slogans of the School Chalo Abhiyan,
- district level, block level and village level rallies were organised.
- Children's enrolment, with specific emphasis on girls' education, retention and enrolment drives were conducted with the help of Kala Jatha and folk songs, using the services of local cultural troupes.
- solemn resolve by the Pradhans to work towards total enrolment in their villages.
- As a part of the *School Chalo Abhiyan* retention was made an issue. To encourage regular attendance of the children, homes of children marked with - green, yellow, red stars - as per their attendance records. This helped sensitise families towards the importance of attending school regularly.

Outcomes of School Chalo Abhiyan

- Mass awareness built
- Identification of children of school going age
- 27 Lac out of school children enrolled in school.

Promoting Girl's Education

The question of girl's education has been central to DPEP in Uttar Pradesh. The need to emphasise on strategies and interventions for girl's education by addressing gender concerns at all levels of programme implementation has been recognised as critical by these programmes.

UP DPEP-II gender strategy is as follows:

1. Make the educational system more supportive to the needs of girl's.
2. Create an environment that enables women to demand education for themselves and their daughters.
3. Gender perspective as an integral part of the project from preparation to implementation.
4. Integration of the gender perspective in planning.
5. Constitution of Gender & ECE resource group with extensive networking to guide the interventions of the project.
6. Gender related activities clearly articulated in Annual Work Plans of State/Districts.
7. Placement of gender coordinators appointed at State & District level.
8. Specific interventions in selected clusters.
9. Gender sensitization programmes for management and grassroot level functionaries.

In view of the low rate of participation and completion by girls in the primary schooling cycle, a variety of interventions have been undertaken in DPEP to provide access for schools to all girls, make schooling more attractive to girls, remove obstacles to girls participation and to remove gender bias in teaching learning materials & in classroom situations.

State Resource Group

An active State Resource Group for Girls Education and ECCE has been set up to bring in a network of experience from NGOs, women's activists, universities and other related departments. Cross sharing of experiences, review of progress, and advising on issues of girls education is the main responsibility of the S.R.G. which meets on a quarterly basis.

A three day State level training workshop was held at Lucknow to orient newly inducted Gender Coordinators and the SRG initially between 30th April to 2nd May, 1998. Refresher training to enhance capacity was again organised for district coordinator between 17-20 April 2000. These workshops were conducted with the following objectives-

1. Orientation to DPEP
2. Definition of the role of gender coordinator in DPEP districts.
3. Integrating a gender perspective in DPEP and defining strategies for integrated & gender specific interventions.

Last SRG meeting held on 23rd March 2002.

The role of the gender coordinators became quite apparent and emerged as below -

S.No	Role	Responsibility	Activities
1.	Catalyst	Recommend strategies to promote gender equality in DPEP	<ul style="list-style-type: none"> • Integration of gender concepts <ol style="list-style-type: none"> 1. Planning 2. Training 3. Implementation 4. Impact studies 5. Monitoring
2	Gender Resource Person	Develop resource on gender Access external sources of information	<ul style="list-style-type: none"> • Collection, dissemination of materials/informations. • Provide inputs in sensitization programmes for personnel • Support to other functional areas in integrating the gender perspective in various areas.
3.	Vigilance & monitoring	Concurrent evolutions of all strategies and interventions. Flag potential trouble spots. Evolve methods to ensure gender integrations.	<ul style="list-style-type: none"> • Review meetings • Impact assessment • Conduct micro studies. • Evolve gender checklist • Regular field visit

In this context the need to orient district coordinators regularly is realized and regular review meetings once in two months are being organised for district coordinators at SPO. Their capacity is continuously being enhanced through various

means, like theme based training, workshop, field visits. Review/planning workshops held once in two months.

1. Build sensitivity for girls education

Sensitivity for girls' education at various level has been the centre point in DPEP.

- (1) ***Sensitizing of VEC's-*** 17605 VECs have been trained till March, 2003. One full session is devoted to gender issues and girls education in the VEC training module. The training module and self-reading materials for VEC members have a special focus on equity aspects and include gender sensitisation materials.
- (2) ***Training of Women's Motivator Groups-*** For more intensive interventions, women motivator groups are set up in every village/habitation without a school. These women motivator groups spear head the cause of girl's education in their village by organising supportive activities that eventually take the girls to neighbouring schools. 2582 Women Motivator Groups have been constituted and trained. A two day training package 'Muktakash' developed by SPO with the help of SRG, District coordinators and member of WMGs is used for training. The thrust of the training for members of WMGs has been to enable them to -
 - **Act as the main link with the grassroots and develop leadership qualities.**
 - **Create in the community and among all stake holders keen awareness and sensitivity towards empowerment of girls and women and eliminate gender imbalances.**
 - **Strengthen the spirit of collectivism and team effort among the women and build a girl friendly environment in the school.**
 - **Help in increasing girl's access, enrolment and retention in schools with particular attention to drop-outs, deprived, minorities, SCs etc..**
 - **Maintain close interaction with the community through door to door visits.**
 - **Bring the community and school closer.**

- Identify and articulate the new needs, questions issues concerning women/ girls and create respect for girl's priority in learning.
 - 264 Master Trainers were provided 4 days trained by SPO.
 - These Master trainers trained 2582 WMG's till Aug. 2002.
- (3) ***Mother Teacher Associations/ Parent Teacher Associations-*** Women's participation at the grass root has been further ensured through formation of Mother Teacher Associations (MTA) in schools. 3949 MTAs are in place in schools covered by the intensive, cluster development approach. The MTAs are helped to define their roles and are oriented towards their responsibility for girls education. They take care of distribution of free textbooks in their schools. Classroom and school environment, children's progress and their home work are other areas of interest to MTA's who have proved their ability for ensuring retention of girls from classes I to V by adopting strategies like retention marches etc. A two days training package 'Asseem' is developed to orient MTAs. The training focuses on -
- Ensuring responsiveness of the school to the specific need of girls and maintain a girl friendly environment in the school bringing the school closer to the community by maintaining constant and close participation.
 - Enhancing awareness about girl's education in mothers, teachers and community in general.
 - Improving school effectiveness in the context of girls by keeping watch on classroom transaction and paying attention to the needs of girls.
 - Extending the coverage of girls by ensuring cent percent enrolment and achieving high level of retention by ensuring regular attendance.
 - Encouraging children specially girls for attaining high levels of achievements by organising and participating in felicitation functions in school.
 - 3949 MTAs / PTAs were provided 2 days training at village level by 264 trained master trainers.

(4) Sensitization of Teachers BRCC/NPRCC/ Coordinators :

33115 teachers, BRCC-NPRCC were provided special 3 days training for gender sensitive class room processes, community interactions and gender sensitisation.

The module is designed to enable participants -

1. To sensitise and orient for supervision and monitoring of teaching practices and class room transactions and processes promoting and preserving gender perspective.
2. To encourage participative practices enabling local communities to play an active role in achieving hundred percent enrolment and extension of girl children in schools, and also organise special enrolment drives.
3. To develop check lists of 'dos' and 'dents' to ensure gender neutrality and girl friendliness in all class room processes.
4. To develop gender awareness material for use during enrolment drives such as songs, slogans, scripts, posters, banners etc.
5. To conceive community convergent action to introduce heads and functionaries of various department to the concept of convergence and relevance of participatory strategies in working in the communities and to plan for the exploitation of socio-cultural contexts for promoting girls education.

Capacity building for girl's education

Sl. No.	Name of the Functionaries	No. of groups/persons trained	level of the training	duration of the training

Master trainers- Training

1	VEC	217 BRGs	BRC	4 days
2	WMG	264 MTs	State level	4 days
3	MTA/PTA	264 MTs	State level	4 days
4	Teachers, BRCC, NPRCC	264 MTs	State level	4 days

Grass root level functionaries

1	VEC	17605	Gram Sabha level	3 days
2	WMG	2582	Gram Sabha level	2 days
3	MTA/PTA's	3949	Gram Sabha level	2 days
4	Teachers, BRCC, NPRCC	33115	BRC- level	3 days
		513	BRC- level	3 days

(5) **Meena Campaigns**

The Meena Campaign, a special intervention to develop community commitment for girls' education has been initiated under DPEP. It uses the audio video material on Meena developed by UNICEF. Pre-screening discussions were designed to understand people's views on educating girls. The post-screening discussions bring out the viewer's appreciation of Meena within a year of initiating these campaigns. 1024 village shows have been organised in chosen clusters. The pre-screening discussions are designed to understand people's view on educating girls. Interestingly, the post screening discussions often bring out the viewer's changing perceptions and the new converts can be heard talking of their intention to educate their daughters. This effective tool for promoting girls education is used at VEC trainings, meetings of Mother Teacher Associations and in other awareness generation and motivational campaigns. 2184 Meena Campaign organised in Model Clusters.

Maa-Beti Melas and Women Parliament

Organisation of Maa Beti Melas and Women's Parliament has proved a very useful direct intervention for promoting girl's education. These Melas have tried to bring together mothers of out-of-school girls alongwith their daughters and explore variety of issues related to education of girls. These Melas are organised with the objectives of –

- creating awareness about the importance of girls' education.
- educating mothers about the necessity and significance of girl's education.
- drawing the attention of teachers towards the problems faced by girls

- Maa Beti Melas were organised in 289 villages, are the most popular events among women and young girls, as they find it as a strong platform to come forward and discuss, solve and raise issues related not only to education but even on issues such as health, alcoholism, dowry eve teasing, domestic violence etc. **State level Maa-Beti Mele was organised on 8th March, 2003 on the occasion of International women's day. Representatives of VEC, WMG, MTA, Meenamanch, Mahila Pradhan from 54 districts participated in Maa Beti mela.**
- Women's Parliament was organized in 242 villages. The objective behind the setting up of Women Parliament is to provide women with a platform where they can express their problems candidly as in any other democratic set up. The women question the ministers especially the Education Minister on the issues of education concerning their children. They strongly demand schools for villages and adequate infrastructural facilities and teachers. During the entire sessions, one person from VEC or WMG records the process, issues and finally prepares a memorandum for use of the house. The ministers alongwith Women Motivator groups then vow to resolve the issues and decide on the line of action to be taken. This parliament is answerable for the issues raised in the next parliament that is held after a month or so.

II. Model Cluster Development Approach for Girls' Education

The concept of 'Model Cluster Development' evolved in the Gender Orientation workshop held from 30th April'98 to 2nd May'98 at Lucknow. The need of developing a model cluster for girls' education was felt as specific pockets and population sections in DPEP districts of UP show very low female literacy rates. The enrollment and retention rate in these pockets are not very encouraging either. This is particularly true of the SCs and minority dominant areas. Therefore, to tackle the severity of the problem, it was decided to work intensively in 2 clusters of 8 to 10 villages each in all DPEP-II districts by providing various project inputs, maintaining regular contact and closely monitoring the progress/impact through a data mechanism specially designed for the purpose. To sum up, improvement in girls' education remains central to the model cluster development programme.

As a first step an approach paper for girls' education giving detailed guidelines/criteria for initiating work in a model cluster was evolved by the team at

SPO and sent to BSAs and Distt. Coordinator's for gender. This was followed by other preparatory activities like sharing the concept with the community, training for VEC's, forming core teams, orientation with PLA methodology etc. A time bound action plan was worked out for implementation of MCA activities. A core team set up in each cluster with the objective of serving as an important link between the community and all district level functionaries. While selecting the members of the core team, it was ensured that persons from the cluster and who were familiar with the area, its people, its requirements and were willing to devote time and be closely associated with the model cluster development experiment were selected. The training of the core team was then undertaken. This training focused on bringing about an attitudinal change in the thinking of core team members and to make them aware of the need of educating the girl child. 'Meena' campaigns were then launched in all clusters to mobilise the community, to build their awareness about educating girls. In addition to this, street plays by local artistes, meetings with villagers, guardians, parents and other locally influential persons, house to house motivational and follow up visits, Maa-beti Melas, etc. were organised to mobilise community support.

Alternative schools (suitable models) were setup for girls in the chosen clusters. The community is coming forward in a big way to help. One example is in cluster Begumganj of block Sandila in district Hardoi where the community has contributed the salary of an instructor of an Alternative Schooling Centre for several months.

In the first year of model cluster development, the emphasis was on the formation, strengthening and gender sensitization of core teams, setting up & activating PTAs, MTAs, VECs and Women's Fora (a forum for all female VEC members.) In the initial stage, the teachers took time to understand this concept as well as their role in it. With progress in the Model clusters the change in teacher's attitude towards gender sensitive issues is a positive indicator. They are more concerned to ensure participation of girls in Primary education, what is to be avoided in classroom process to make girl friendly environment. They are keen to solve local specific problem of girls that keep them away from school or lead to their withdrawal from the school.

In the beginning, the initiative was piloted in 2 clusters of every district, i.e. 30 clusters and 227 Gram Panchayats in the DPEP-II districts. The positive experience of this phase has paved the way for upscaling the approach to additional clusters in 99-2000 whereby 15 clusters in each district have been taken up. Ultimately 550 clusters and 7707 GPs are covered in 22 districts as Model clusters.

The MCDA has yielded very encouraging outcomes in terms of enrolment & retention. 5019 Gram Panchayats have secured universal enrolment and 3994 GPs found drop out free.

Innovative measures taken by the community in MCDA.

- Escorts for older girls through community based effort. To overcome the problem of distance the community is encouraged to find escorts who would accompany the children to and from the schools. This is being practiced in 50 schools by women identified by the community.
- Arrangement for Shiksha Mitras.
- Deployment of lady teachers.
- Flexible school timings to encourage girls to attend schools. The concept of flexible timings met with initial resistance but after several rounds of deliberations, teachers agreed to try it out. Flexible timings are being tried out in several schools to encourage better participation of girls.
- Felicitation functions for guardians who send their daughter to schools regularly.
- Alternative schooling centres for girls
- Prahar Pathshalas for girls of 9-14 age group.
- Bal Shalas for girls of 3-11 age group.
- Shiksha Ghar especially for minority girls.

Exposure Visits :

A 14 member's team went to Andhra Pradesh and Karnataka for exposure visit.

III. Evaluation study of MCDA

An independent evaluation study on Model Cluster Development Approach has been completed by SIEMAT, Allahabad.

IV. Elimination of gender bias in text books

The new textbooks are gender sensitive and care has been taken in framing themes, activities as well as in illustrations that depict girls as articulate, curious and active individuals rather than in docile or servile roles. It was ensured that State Resource Group constituted for the purpose of text book development should have adequate numbers of female teachers, District Coordinator for girl's education, representatives of Mahila Samakhya and SRG (gender). A checklist of 'Dos' and 'Donts' was provided to text book writers and illustrators. This cautioned them on broad issues on content and illustration that must be consciously regarded to ensure bias free text books. Besides this reviewing the manuscript at various stages by experts drawn from SRG & various institutions was an integral part of the whole process adopted for text book development. Caution has been taken to maintain a balance in the male and female centered views of themes and illustrations in new text books.

Care has been taken to include greater representatives of girls in terms of numbers as well as the range of activities they are shown to pursue. They have been depicted as articulate, curious and active individuals rather than in docile servile roles. The achievement of women in various areas has been shown as inspiring role models. The male stereotype has been made positive by showing them as concerned and sharing individuals.

A few examples from the new text books are given below:

Class-II

- Class-II textbooks have an opening page for the child to write the names of her/his family members including her/his mother.
- Attempts have been made to project mothers as knowledgeable persons who are interested in their children's activities at school. In the EVS book, the chapter Nanha Chand (Little Moon), a mother is shown teaching her child about the moon. So also, in the language textbook, the chapter on 'Teachings of Gandhiji', has shown him practicing all of what he learnt from his mother as he had great respect for what she taught him.
- Mothers not confined to the four walls of their homes any more; fathers assuming a role within the home : There is a lesson 'Mera Ghar' (My Home) wherein subtle shifts in gender stereotyped roles has been attempted. The mother is shown to

be working at the literacy centre and the father has been shown as sharing the responsibility of household chores.

Class-III

- The story line in the chapter titled 'Children of Dumduma Village' centres around a girl who takes on the leadership role in getting the children together to clean their village.

Class-IV

- The lesson 'Seema Caught in the Flood' unravels how Seema uses her presence of mind in an adverse situation and overcomes the threat posed by flood waters.

Class-V

- In the chapter "Mahima Chali Shaher" (Mahima Goes to the Town), Mahima's interest in science, technology and modern devices is highlighted by her choice of purchasing a calculator rather than a doll.
- No longer the exclusive domain of men : The chapter 'World of Space', has Valentina Tereshkova - the first female astronaut - as the key character. Through a story as this, the entry of women into a profession that has always been considered a male prerogative, has been introduced and children's acceptance of women in diverse roles and professions is likely to expand.

Gender sensitisation of all Teachers, BRC/CRC coordinators and others

Integration of a gender perspective in the annual inservice teacher training programme has been ensured. 51296 teachers were trained in the first round. The module included a whole session, covering five topics on gender sensitisation. Beside this a sensitisation package for teachers, BRC-coordinators, CRC-coordinators has also been developed while 50908 teachers were trained for the girl friendly classroom processes through the second round of teacher training in DPEP-II. The second round of teachers training 'Sabal' also includes a chapter on 'inadvertent messages' to assess the 'damage' they could do to the overall personality development of girls, by making statements and signals of bias against girls in class room situations.

Encouraging trend in enrolment and retention in MCDA

The project has witnessed encouraging trends in enrolment and retention of girls under MCDA.

Phase	Total covered villages	Village with universal enrolment	Dropout Free Gram Panchayats
III	7707	5019	3949

Retention strategy for Girls

Initially the focus was on enrolment that has shifted to retention. A specific retention strategy was developed which envisaged a combined efforts of the community, the teacher and the grassroot level functionaries. Children's attendance is monitored by the WMG and others in the village in consultation with the teachers, through a monthly marking to the children - yellow, red, green star at the end of month depending on their attendance. Monthly attendance charts are displayed in the class rooms so that children can see the overall situation and also get motivated to improve their position. Parents of those children getting "yellows" consistently, or those slipping to the "red" mark are contacted and motivated for correcting the trend. At the end of an academic year, felicitation meetings for those children scoring "green" for regular attendance, are held and both the children & parents facilitated.

Thehrao Parikramas (Retention Marches) have been carried out in the villages by the school going children and teachers, VEC, MTA, WMG members. Homes of children who have been irregular are targeted, where children stop in the course of their marches, perform skits, sing songs and shout slogans while teachers and influential people speak to parents/guardians. Houses are also being marked on the basis of their children's enrolment and regularity in the schools. Till March 2003 about 2515 Retention Marches were carried out in the DPEP-II districts.

Summer Camps for bringing back girls to schools

Another important strategy to tackle the problem of drop-out amongst girls was adopted through Summer Camps. The target group was 9 + girls who were either dropouts or had never enrolled. Identification of villages with high dropout and low enrolment was made with the help of EMIS data. School registers were examined for last five years data to list out the girls who left school before completing

their primary education and this was collated year- wise and class-wise. Several brainstorming sessions were carried out reviewing the available data. Finally a more concrete frame work to deal with the problem could be drawn up. It was decided to organize **summer camps** for these girls that would make them fit to be enrolled subsequently in the formal schools as per their achievement levels.

The objective is to:

1. Mainstream girls and SC boys who had left school in the 3-4 years.
2. Main stream non -starters girls.
3. Encourage and prepare girls who left schools for the class at which they left school and also for the next class.
4. Create awareness among parents of the girls who have dropped out school.

A ten days package `Muskan (Mujhe School Aana Hai) ("I have to come to school") was developed at SPO during 24-29 April'2000 with the help of District Coordinators, teachers, SRG members. 3,533 Summer Camps were organised with the help of local people and consequently 142120 children have been re-enrolled again into different classes of primary schools.

V. Early Childhood Care and Education

2419 ECCE Centres have been opened in convergence with the ICDS programme. A Government Order has been issued by Dept. of Women & Child Development, GOUP at DPEP's behest, regarding convergence, monitoring and supervision of the centres and for setting up a district level committee for the operational management of ECCE in DPEP districts. Existing Aanganwari workers work as ECCE workers. A seven-day orientation and another seven-day refresher training is given to ECCE workers.

- Review workshop to finalise strategies for developing ECCE materials, training of SRG members, monitoring and supervision of ECCE centres etc. was held in 20-23 August and 5-7 September 2001 by SPO.
- Revised Training material was finalized in a workshop in 5-7 September 2001.
- A theme based handbook and training module was developed through this workshop with experts from NCERT, SIE, Allahabad, SPO, & the SRG.
- A ten day training was provided to master trainers (DIET Lecturers, ICDS functionaries, gender coordinators) by SIE.

- A 7-day refresher training for 1201 ECCE workers has been completed in 22 DPEP districts.

The 7 day training module emphasises and aims at the development of the following skills in children -

- Linguistic skills
 - Cognitive skills
 - Receptability
 - Awareness
 - Imagination
 - Concentration
 - Expression / communication
 - Motor skills and other coordination at different levels
 - Social emotional sensitivity
 - Holistic development
- Indicator of ECCE centres and for children for each single age (1-7) were also developed after a rigorous exercise with ECCE workers, supervision, experts from ICDS, NIPCI, UNICEF, NGOs, SCERT & SPO
 - Training Modules for providing support and supervision to ECCE centres for BRC-C, NPRC-C, supervisions and CDPOs from ICDS is developed by SPO through workshop during 5-7 September 2001.
 - An evaluation study of early child care and education in DPEP-II has been completed by a team of 4 experts through SIEMAT.

Major Findings of evaluation study

- Encouraged a two-way interaction and exchange between primary education and pre-school education.
- The Mutually supportive ties between the head teacher and the AW have positively impacted on the functioning of the centers.
- A greater sense of responsibility seems to have grown among the functionaries along with greater accountability.
- Attendance of the ECCE worker and helpers has improved. They are regular and punctual and now spend more time at the centre.

- Evaluation cards have been developed for continuous evaluation of ECCE children in various age groups.
- A theme based annual calendar of activities and a handbook 'Kilkari' has been developed by SIE for ECCE centres and has been distributed to all centres.
- A flexible time table is being encouraged by the ECCE workers.
- Transmitted pre-schooling elements of curriculum incorporated in mainstream class-I text books.
- Early stimulation of 0-3 age group exercises were developed and incorporated in the basic training package "Adharshila" for ECCE workers.

In class I text book chapter 1 to 5 are regarding school readiness component, more emphasis is on the development of pre-reading, pre-writing, pre-number and sensory motor skills. For example chapter 1 is on 'Garden' through which observations as well as concept of distance, big-small, low-high is supposed to be developed. Similar practice on exercises related to analogy, fat-thin, big-small, forward-backward and counting the objects are incorporated in subsequent lessons.

The timings of the selected 'Anganwadis' are being extended to run parallel with that of primary schools. The anganwadi worker and helper receives an additional honorarium of Rs. 250/- and Rs. 150/- respectively for extra hours of work as per ICDS norms. A provision of Rs. 5000/- per centre for equipments, educational toys, games are also made.

Use of Media for mobilisation & advocacy

Different forms of media are being utilized for achieving the objectives of the DPEP by the media unit of SPO.

Use of Electronic Media :-

1. Development & telecast of Video spots :-

- ❖ Special attention was paid regarding handicapped children/Free textbook distribution/Free education/girls education for advertisements on television. In addition, spots regarding prototype schools/TLM and classroom study were prepared and telecast on Doordarshan.
- ❖ For promoting girl's education video spots have been developed by experts of the state institute of educational technology with the help of state project

office. These video spots have been telecasted on the Doordarshan regularly as well as these spots are being used in VEC training, Women parliament, meeting of Mother teacher association etc. Further, these video spots and other spots on 'School Chalo Campaign' have been again used for the telecast before regional news of the Doordarshan at 6.55 PM daily in the month of July, 2000 for ensuring cent percent enrolment of the girl child and Community mobilization during school chalo campaign. Some of these are :-

1. तपन (Tapan)
2. मिठ्ठू (Mitthoo)
3. शीला (Sheela)
4. एक दिन (One day)
5. स्कूल चलो (School Chalo)
6. पाठशाला की ओर (Towards the school)
7. स्कूल चलो गीत (Song for school chalo)

2. **Radio jingles for promoting enrolment & retention:-**

- ❖ Radio Jingles have been prepared under DPEP. In these jingles production, girls education/alternative education/integrated education subjects were included. Short scripts, jingles and success stories were also broadcast daily six-seven times on Radio City FM station, Lucknow. Spots were broadcast twice daily on all relay stations of All India Radio in whole state.
- ❖ Under DPEP; the different programme's and training of ECCE, girl education, integrated education, alternative education, school prototype construction are video documented and photographed by the media unit in association with SIET.

- ❖ Talks, panel discussion messages and interviews were broad casted through All India Radio. Eminent educationist, officers, Women as well as Teachers, Parents, PRI, VEC were the partners to this programmes.

3. Traditional Media :-

- ❖ DPEP stall has been exhibited in Lucknow Festival 2002. Many visitors to festival have enquired about the project and gave their suggestions and wanted to give cooperation. DPEP stall was awarded 2nd prized in Swadeshi Mela in Allahabad as well as it had again been given 2nd prize in All India Agriculture Fair held in Kanpur in 2002. All reports and still photo albums of project achieving have been prepared and kept in the state project office.
- ❖ A two day State Advocacy Workshop was organised on 27-28 May 2000, in hotel Taj in Lucknow by SIEMAT incollaboration of UNICEF which was inaugurated by the Hon'ble Chief Minister of U.P. Many institutions like SIEMAT, UNICEF, SIET, Joyful learning Unit of the directorate of basic education, Literacy House, SCERT and many NGOs participated in this workshop. During this, Workshop a photo exhibition highlighting the activities of DPEP was organised.

4. School Chalo Campaign:-

- ❖ Hon'ble Chief Minister of UP inaugurated school chalo campaign is July 2002 by lighting a lamp.
- ❖ The publicity of campaign was effectively ensured by the cooperation of other departments of the government.
- ❖ Posters, Banners and Wall writings were done for public awareness in all districts of the state.

- ❖ With the cooperation of information and public relations department, hoardings were erected in Lucknow and other districts.
- ❖ On occasion of School Chalo Abhiyan, hoardings were erected and wall writing done especially in the project districts. Posters/Slides shows were also exhibited/shown for effective spread of the Abhiyan.
- ❖ For spread of the project and also School Chalo Abhiyan, kala Jatha and Nukkar Nataks were arranged.
- ❖ Still photo albums regarding School Chalo Abhiyan and other major activities were prepared for effective presentation by the state project office. Blowups of interesting photographs have been exhibited.
- ❖ Media unit had organised exhibitions in connection with the publicity of education in the districts with the help of regional publicity offices.
- ❖ Workshops were held in Hardoi district to develop scripts, songs on girls education, working children and retention. Further more theatre workshops were organised to train Master trainers for Kala Jathas. 560 shows of Kala Jathas named "Beti Ho School Mai" were staged in various districts with amateur Folk artists, followed by discussion and interactions with the community.
- ❖ Slogans and advertisement of DPEP were published in all established newspapers with the help of information and public relation department.
- ❖ A website <www.upefa.com> has been launched regarding detailed information about UP Education for All Project Board. So that every one can access the activities of UPEFA.
- ❖ Workshops and Seminars were conducted for spread of the project with help of PIB and UP Information Department. Press teams were also taken to project districts for showing different activities of the project.
- ❖ Special features and coverage regarding project were done by making material available to the representatives of leading news papers. In addition to, project coverage has been done on different channels of the television including Doordarshan, India.

Audio Cassettes of songs related to School Chalo Campaign prepared by the SPO with the help of SIET were distributed in all Gram Sabhas.

1.5 Integrated Education:

Mobilising the general education system and making it responsive to the educational requirements of children with mild to moderate disabilities is a major concern in DPEP. It is being advocated as 'inclusive schooling' both as means and ends of integrating the eligible disabled child population into normal classroom settings.

It is apparent that realisation of integrated education implies the delivery of a comprehensive package of services at the primary school/village level. The stress is on development of capabilities of general schools and teachers to meet the educational needs of those with integrable disabilities.

Initiatives taken were as follows –

- An approach paper for integrating children with mild and moderate disabilities was prepared.
- A State Level workshop on disabilities was organised. This workshop not only provided insights into the nature of disabilities but also helped to identify a State Core Group on Integrated education. The core group comprises of experts, consultants, pediatricians, child psychologists, special educators, social workers and officers from other directorate of handicapped welfare.
- A three day workshop (16-18 June 1997) was organised to develop a module and hand book for resource persons. In the workshop detailed guidelines and a framework for developing the training module and handbook was prepared.
- A handbook for primary school teachers and 6 folders was developed for mainstreaming children with mild disabilities in the primary school.
- Apart from this, with technical support from Department of Special Education NCERT and TSG, EDCIL, a Survey Questionnaire for the identification of children with special needs at village, NPRC, BRC level was prepared in a workshop in January, 1998

- A workshop to assess organisational needs and readiness of the classroom, institution and the management in the context of integrated education was held in March 1998.
- A workshop to revise the Survey Format and to prepare an Action plan to trace various agencies for supply of aids and appliances was held in 14 & 15 September, 2000.
- Two days orientation workshop of DC(IED) and Consultantant (IED) was organized in the month of Jan. 2002 by SPO at Lucknow.
- A short term evaluation study on IED was carried out.

Major steps have been taken to evolve detailed action plans for integrated education, establish resource networks with NGO's & experts, as well to augment the staffing of DPO's for the purpose of integrated education.

I. State Resource Group

A state level apex committee has been formed by GOUP to formulate policies for education of disabled children under the chairmanship of State Project Director. The same committee is guiding integrated education in DPEP. The State Resource Group's recommendations & guidance continue to assist the DPEP & UPBEP programmes.

The state level committee for education of disabled children is as follows –

- | | | |
|-----|--|---------------------|
| 1. | State Project Director, Education For All | Chairperson |
| 2. | Director, Basic Education U.P. | Member |
| 3. | Director, Disabled Welfare Dept. | Member |
| 4. | Principal, National Institute for
Visual Impairment, Dehradun | Member |
| 5. | Principal, Regional Deaf & Dumb
College, Lucknow | Member |
| 6. | One representative from UNICEF | Member |
| 7. | Chetana, NGO
(For mental retardation) | Member |
| 8. | Additional Project Director DPEP | Member Secy. |
| 9. | Nodal officer, CRRC, Lucknow. | Member |
| 10. | 4 representative of NGO's | Member |

11.	3 Distt. Coordinators (IED)	Member
12.	1 ABSA and 1 MT	Member
13.	Sr. Profesional (IED)	Member

2. Block Resource Group

To provide technical support in primary teachers' training and for supervision, BRG's are being constituted. A BRG consists of resource teachers, supervisors and trainers, while in areas where capable NGO's are available this task is being given to NGO's.

The BRGs have been entrusted with the following tasks:-

- To assess by means of quick survey the nature and magnitude of childhood disability in that area.
- To carry out an educational assessment of identified children and prepare an appropriate plan for them for early interventions.
- To supervise, train and guide primary school teachers as well as parents of children in integrating children with disabilities into the mainstream.
- To provide technical support, aids & equipments accordingly.
- To maintain records and monitor the educational plans
- To generate discussions on issues related to the needs of the children with disabilities in monthly meetings at cluster level.
- Shikshit Yuva Sewa Samiti an NGO from Basti has started working as DRG in Basti and Siddharth Nagar districts.
- National Association for the Blind, Lucknow is working in Hardoi district.

3. Cluster/VEC/School level arrangement -

Reorganisation and sensitization of VECs

The existing VEC & school PTA have been reorganised and now include a nominee from parents of disabled children. To accelerate the implementation strategies for integrated education programmes at VEC/school level, sensitization through VEC trainings is also being done. The district coordinator. (IED) and Resource person visit the VEC training and gives information on integrated education.

4. Placement of District Coordinator

18 district coordinators have been placed in the district against sanctioned 18 posts and 4 consultants have been placed in those districts, where the post of Distt. Coordinator is not sanctioned. A two days orientation cum-training workshop was organized in SPO, Lucknow during 20-21 June 2001 & a workshop in the month of Jan, 2002

5. Coverage

Initially, 2 blocks of each districts i.e. a total of 44 blocks were covered under IED. With an aim to upscale the IED programme, 3 reputed and experienced NGOs, were identified, Each of these NGOs has been given 2 blocks to run IED and thereby covering another 6 blocks. In the year 2002-03 two more blocks have been identified for IED. As of now, IED is being implemented in 94 blocks of DPEP-II districts.

Identification of CWSN is done by microplanning. In microplanning door to door survey is conducted by VEC. In family survey format information on various disability has been incorporated. Different codes have been allotted to denote five disabilities as given below :-

Code 1 indicate visual code 2- hearing, code 3 -speech, code 4-orthopedic and code 5 indicates mental retarded disability.

Identification of CWSN

Till now 87638 CWSN have been identified through microplanning in DPEP-II districts. Disability wise breakup is as follows:

	Selected blocks 4 block per district	Non-selected blocks	Total
Visual Impairment	2893	9074	11967
Hearing Impairment	4214	10526	14740
Orthopedic	15868	32573	48441
M.R	3304	5043	8347
Other	1568	2572	4140
Total	27850	59788	87638

Integration

58198 children with special needs have been integrated in primary schools.

Breakup is as follows:

	Selected blocks 4 block per distt.	Non-selected blocks	Total
Visual Impairment	2128	3415	5543
Hearing Impairment	3193	5176	8369
Orthopedic	13244	22775	36019
Mental Retardation	2518	3100	5618
Learning Disability	1313	1336	2649
Total	22396	35802	58198

Training

Although only four blocks of each district have been covered under IED but the VECs, community & teachers in other blocks also were sensitized towards IED through training that resulted in integration of additional 35802 children in primary schools.

- 1) **Trainings** -- Master trainers of all district have been trained. Total 166 Master Trainers have been completed their ten days training in institute of advanced study Ruhel Khand University Bareilly, Amar Jyoti, Delhi and UP Institute of Rural Research Society, Allahabad.
- 2) **Bridge Course** -- 18 Teachers/ BRC Coordinators ABRC coordinators have completed one month bridge course for mental retardation issues at Amar Jyoti from 20 Sept. 2000 to 19 Oct. 2000.
- 3) **Foundation Course** -- 70 ABRC/ NPRC Coordinators have been provided 45 days foundation course training at the UP Institutes of Hearing handicapped, Allahabad.
- 3) Till now 15660 primary school teachers of selected blocks have been completed five days training.

Material Development

1. For training of primary teachers a Teacher hand book has been developed.

2. Folders "Kshmtayain Anek Akshamta Ek" (Disability one ability more) on the five disabilities has been developed.
3. A folder for community awareness "Aap Kya Kar Sakte Hain" has been developed.
4. IED content has been included in VEC and teachers training module.
5. A chapter Dosti concerning CWSN has been incorporated in class III text book of EVS to build sensitivity amongst growing children and a chapter "Aparajita" has been introduced in class VIII.
6. The problem of ignorance regarding the factors causing disabilities has been addressed in the class IV & Vth Science books as well.
7. IED component has been included in BTC on pre - service Training course for teachers.

Medical Assessment

In DPEP-II districts 254 Medical Assessment camp have been organized and 24835 children with special needs have been assessed in camps. 8191 CWSN were provided disability certificate.

Aids and Appliances

UPDPEP-II undertakes the task of providing aids & appliances through convergence with other schemes of GOI & GOUP for this purpose. Till now convergence with NIHH Mumbai, ALIMCO, NIOH, Kolkata, Bharat Vikash Parishad, State Bank & District Handicapped Welfare Officer Composite Fitness Center, CRRC Lucknow, IPH New Delhi and Manglam Sadan have been made.

Till now 10257 CWSN have been provided with the following free aids and appliances-

1. Crutches	2732
2. Tricycles	1943
3. Wheel chairs	874
4. Calipers	3054
5. Hearing aids	893
6. Artificial Limb	87

7. Blind Stick	337
8. Breill slate	115
9. Walking stick	4
10. Blind clock	165
11. Low vision kit	42
Total	10257

A Government order has issued by Handicapped Welfare Deptt. on 12 April 2001 for convergence on aids and appliances, with priority to children identified under DPEP.

Convergence with NGOs

- 1) Shikshit Yuva Sewa Samiti had completed the work of IED in district Basti & Siddharth Nagar.
- 2) National Association for the Blind, Lucknow had completed the work of IED in district Hardoi.

School Health checkup Programme

A government order for school health checkup of children studying in primary school has been issued on 9th August,2000. According to government order a health checkup coordinators committee has been formed in districts with the help of medical department health checkup of 17,78,466 children studying primary schools has been completed in year 2000-2001.

For year 2001-2002 against a government order was issued on 21st July 2001 and 2390450 children's health checkup has been completed. For year 2002-03 again a G.O. has been issued a 20th June 2002. The health checkup programme is going on. Till now 3090841 children's health checkup have been completed.

CHAPTER - IV

IMPROVING QUALITY

"To have the School as a place conducive to children's learning, teachers as facilitators equipped with appropriate teaching skills and materials' to transform school years into a joyful learning experience for every child" has been the vision of qualitative change in UPDPEP, UP. Experiences gained during UPBEP implementation provided better insights in planning for qualitative improvement. At first, a comprehensive and holistic 'Pedagogical Improvement Plan' was prepared in consultation with SCERT, SPO and experts from outside the system. The multi pronged strategy to improve primary education includes the following components -

- Review and renewal of curriculum to make it contextual and appropriate.
- Development of text books, teacher handbooks and teaching learning materials based on the renewed curriculum & to make them child centred..
- Introducing activity based child centered classroom transaction.
- Enhancing teacher motivation and upgradation of their content knowledge.
- Developing comprehensive teacher training and follow up packages.
- Providing regular in-service teacher training, supported by distance learning materials.
- Developing appropriate strategies for multigrade, multi level classroom teaching.
- Strengthening and establishing academic support institutions and resource groups e.g. SCERT, SIEMAT, SIET, DIETS, BRC and NPRCs in project districts,
- Developing a comprehensive pupil's evaluation system.
- Providing teacher grants for TLM development and school improvement grants for upkeep of classroom infrastructure.

UPBEP experiences showed that the resource at the state level for curriculum and textbook development, planning and preparation of teacher training programmes etc. needed to be augmented. This was done by creating a resource group at the state level for developing and implementing various interventions aimed at pedagogical improvement.

The State Resource Group

The state resource group comprises of members drawn from SCERT, SIE, DIETs, practicing teachers, pedagogical experts, NGOS, BRC and NPRC coordinators etc. The SRG evolved through a process of capacity building. Presently the SRG comprises of 125 members. In order to develop better informed approaches towards the new pedagogy and transaction methodologies, a series of visioning workshops were organized for SRG members and different level project functionaries. Visioning workshops helped in developing a common understanding among different level functionaries as to the objectives & goals of the project & pedagogical improvements in particular. For an exposure to successful experiences and experiments on quality improvement issues out side the State, exposure visits for SRG members were organised. This helped in broadening the mind set of SRG members as well as created a strong resource base. Conceptual clarity of SRG members on beliefs and perceptions about child, teacher, school, learning process etc. was built in two conceptual workshops. To get a more realistic and practical approach towards pedagogical renewal and to try out the concepts that emerged in these conceptual workshops, school placement programmes for SRG members were organised. To seek clarity on the MLL - based curricular framework and to apply its relevance to all components of pedagogical improvement, a two days workshop was organised with the technical support of DPSEE, NCERT for the SRG members.

Revision of Curriculum

On the basis of clarifications of pedagogical issues at the conceptual workshops and the experiences gained during school placement, the process of primary level curriculum review and its revision was initiated. The following issues were of importance during the process of curriculum review :

Relationship of MLL to the curriculum, problem of limited working days, multigrade and multilevel situations, over-crowded classrooms, assessment of curriculum load, understanding of the child's cognitive development process, linkages with teaching methodology, assumptions regarding nature of textbooks and teaching-learning materials, identification of topics and skills, sequencing of topics, spiraling, cross-curricular and contextual linkages were addressed.

Through a series of workshops a detailed exercise was carried out to delete easy and unnecessary competencies, defer difficult competencies to a later stage, incorporate missing competencies, in the curriculum document. A draft curriculum document was prepared and sent to experts for their perusal and critical feedback. The draft document was again revised and curriculum for primary classes (1-5) was approved by the Basic Shiksha Parishad in January, 1999 and has been adopted for the whole state.

Further the curriculum document was segmented month-wise, to allow it to function as a time management tool for the teacher. The curriculum document has been distributed to DIET, BRC, NPRC and Parishad primary schools, where the teacher could directly use it for management of learning & also as a self evaluation tool.

Development of New textbooks

Curriculum for classes I to VIII have been revised and new textbooks from class I to v (Language, Maths, Science, EVS) approved by the Basic Shiksha Parishad have been introduced in primary classes from July, 2000. The textbooks from class 6-8 have also been revised & distributed to schools from July, 2002. **Teacher guides based on the new textbooks from class I to V have been developed, printed and distributed** one set per school, BRC & DIETs. A copy of new curricula document of primary & upper primary classes each has been given to all primary & upper schools, BRCs, NPRCs & DIETs.

ELTI of SCERT is developing textbooks in English language for classes III-V in a bilingual approach for teaching English.

The whole process of curriculum and textbook development under DPEP has been documented. The document "Glimmer of Hope", Dec.2000 provides a detailed description of plan for the pedagogical renewal, scenario at the national and state levels, capacity building exercises for the SRG, processes adopted for the renewal exercise, textbook production system in the state, strategies for better use of the textbooks in the classrooms etc.. It gives an account of not only processes in the development of text books but their characteristics also.

Textbook Production Process & Distribution System

The production and distribution of State approved textbooks in U.P. was centralised at the level of Board of Basic Education, Allahabad upto 1996-97. In 1997-98, Govt. of U.P. issued an order by which a State Level Committee was set up to monitor and execute the production and distribution of textbooks. At the State level, the State Textbook Officer is the nodal authority for textbook production for classes I-VIII.

The State Textbook Officer receives the sets of approved manuscripts from the SCERT and the Basic Shiksha Parishad, where upon through open tenders he/she invites printers/publishers for textbook production and printing. There was little qualitative control over the design and lay-out of the school textbooks so far.

Therefore, the quality of books in terms of readability, illustration, design and lay-out suffered considerably as these aspects were left to the whims of printers/publishers.

With the help of experts from National Book Trust, New Delhi, a review of textbook production and distribution system in the State was done in Sept, 98. In the light of information provided in that study, it was felt that a lot needs to be done for publishing textbooks more cost effectively with improvement in quality of production, in terms of content and text, size and quality of paper, print run area, illustrations, printing and binding, design layout, readability etc. The preparation of a camera ready copy could ensure the incorporation of the right kind of interventions and by this approach, manufacturing costs and sale prices of textbooks could also be reduced.

To ensure quality control over the textbooks published, better specifications for book size, quality of paper, cover page printing to protect genuine and approved text books and the use of desk top publishing to give the printers camera ready copies for printing the State textbooks have been some of the quality control measures adopted under DPEP-II to produce better and cheaper textbooks for primary school children. The numbering of books and secret markings are some of the other measures adopted to weed out unauthorized sales and to safeguard royalty payments. As a result better quality and timely supply of textbooks has been witnessed since the academic year 1999-2000. In 2000-2001 academic session

revised text books were distributed as free textbooks were given to all girls, SC, ST's through out the state in 83 districts. These were the new state text books developed & released in July'2000 by the Hon'ble Chief Minister of UP & dedicated to the children of the State.

Process of distribution was further improved. Tenders for textbooks were finalized in April 2001 itself, by Director (Basic) & State Textbook office. Availability of textbooks was targetted by mid June. Distribution process commenced with the opening of schools on 1st July. Tender documents & agreements with printers tightened to improve supply of free textbooks both in quality & timeliness. In the academic session 2001-02, the State Govt. decided to distribute free textbooks to all children irrespective of gender or status. Thus while the UPDPEP programme provided for free distribution of textbooks to girls, SC & ST' children in its; 54 districts, the State Govt. took on the burden for all non SC/ST boys and the remaining districts received assistance under the Sarva Shiksha Abhiyan norms.

Steps have been taken under UPDPEP-III to strengthen the capacity of the State Textbook Office both in terms of inventory keeping through computerization as also with testing machines to ensure quality of books especially of the paper quality used by the printers. An expert committee was constituted by the Executive Committee to decide on the specifications for computers & equipment required to update the STO's capacity. The committee met on 20.12.2000 & 13.2.2001 with inputs from National & State level experts, decided on the specifications. The STO is currently in the process of purchasing them. The STO has also located institutes within the state at Saharanpur & Allahabad which can assist in appraisal of textbooks before they are fit for release into the system, as well as deploying portable paper testing machines in other towns where large no. of printing houses exist.

A total of 321478 children from class I to V have been provided **free textbooks** in 22 UPDPEP-II districts in 2002-03. The Directorate of Basic Education, which houses the State Textbook Office, is responsible for ensuring the timely printing and distribution of the free textbooks. The STO makes available to the DPOs, the notified list of printers alongwith the price list of books. The DPOs prepare a classwise/schoolwise requirement of free textbooks for the eligible students in advance and place orders with the printers notified by the Directorate. Once the

books are ready and available for the children, the concerned printers supply the books as per order to the district. The books bear the marking of 'Free textbooks under DPEP' on the cover and at least two inner pages. This prevents any misuse of free textbooks distributed to the disadvantaged groups. The DPO's verify the stock, lodge the necessary records and then arrange for distribution to schools as per a schedule drawn up by the DEPC headed by the District Magistrate. The actual distribution of the textbooks to all eligible students is done in the presence of the VEC and other Village Panchayat members as well as parents/guardians of the children. The details of textbooks distributed are maintained at the school level also and certified by the Village Pradhan, the ABSA and the Headmaster. The DM also arranges for checking through non-Education Department Officers in the district to verify the schedule of distribution and the actual process of distribution. As of now, the process has been satisfactorily followed in the DPEP-II districts.

Supplementary Materials

The supplementary reading material, Indradhanush developed for Class 1-5, under BEP is being used by DPEP-II. These materials have a strong gender element. Clear messages encouraging girls to participate in primary education, their mobility and participation in non-traditional pursuits are very subtly woven in the text and illustrations. The response to these materials has been very encouraging from students and teachers alike. **The UP DPEP-II districts have received 5 sets of Indradhanush books per school, in 2001-2002.**

Supplementary materials which are contextual and based on local dialects are developed by DIETs. In this direction, some of the DIETs have conducted workshops to collect materials based on local folklore, regional stories and songs, local history and environment etc

Teachers' Training (First Round)

The critical importance of teacher's training combined with the experience gained under UPBEP, influenced the planning of the first round of in-service teachers' training in DPEP in 1998. To bring about attitudinal change in teachers, to assist them to envision an ideal learning environment for children and to give them an insight into the new pedagogy, the SHIKSHAKODAYA module was evolved. The module focussed on :

- i. Motivating the teachers and improving their self image.
- ii. Equipping teachers to analyse the existing situation especially in the context of gender and disadvantaged groups.
- iii. Enabling teachers to promote community participation and ownership.
- iv. Providing an insight into child centred activity based classroom transactions.

The training module was developed with the help of DEVNET, a consultant agency, DIET staff, BRC coordinators, primary teachers and pedagogy unit of SPO. After trialling of the module in 4 districts, it was finalised. This cascade model of training was used for the first round of training but one level of cascade has been deleted to limit the transmission loss. For district level trainers, training of trainers was conducted by the consultant agency. Since BRCs were not functional, teacher training was organised in DIETs and at alternative block level venues. As these training programmes stabilised a 03 days trainers meet was organised at DIET, Bareilly. This meet provided a forum for trainers to exchange ideas, share experiences, find out possible solutions for difficulties faced during training, seek further conceptual clarity and identify areas for the second round of teacher training. The first round of teachers training has been completed in 1998-99 and **51236 teachers were trained.**

Teacher's Training (Second round)

The frame work for the second round of teachers training was drafted in 1999 focussing on issues that emerged during the trainers meet. Further, a one day meeting was organised at State level to decide on the content areas. The participants included the Director, SCERT, representatives from TSG; Ed.CIL; New Delhi, DEVNET Patna, SIE: Allahabad and the SPO. It was agreed that this training would focus on activity based teaching learning processes for subject teaching. Through a series of workshops the SRG members developed a frame work and a draft training package. After meticulous preparation, this package was trialled in 04 districts and the module was edited on the basis of feedback gained. Selection of trainers was done at block and district levels through participants observation technique. Master trainers again met for the preparation for training of trainers. Training of trainers was organised in 06 DPEP DIETs and these were residential. The training package was of 08 days duration and was imparted at block level,

followed by monthly trainings at NPRC level. The teacher training package is called SABAL and consists of 05 sections.

The first section titled **Vichar Patrak** contains fourteen thematic papers on issues emerged during Visioning and Conceptual workshops to enhance the conceptual clarity of teachers and provides them with reading and reference material. Specifically, the thematic papers are based on : understanding a child, the learning process, teacher, curriculum, textbook, what is an activity, learning language, maths and EVS, use of TLMs, hidden curriculum, pupil evaluation, school organisation. The section also has a chapter titled "My Own Teaching Manual" that provides the teachers with space to document, enrich and update their experiences and plan future strategies.

In all, the second round of teachers training package contained **42 session plans**. Out of these, 18 session plans had been deemed as core sessions and it was mandatory for the trainer to conduct these sessions. The trainer had the flexibility to choose any of the remaining 14 sessions according to the need and demands of the trainees. In this way, 32 sessions were conducted in 08 days. The residual 10 sessions were conducted (one by one) during the monthly teacher's training held at NPRC level. The package also provided an '**activity bank**' for teachers. It contains various activities for teaching of language, maths and EVS. The added feature is that it gives teachers an idea about how these activities could be made appropriate for different grades, subjects and level of students with slight modification in their structure. Similarly, the trainers had been provided with a **Trainer's Handbook** and an **Activity Bank** to compliment their work. Further, they had been supported with discussion papers for the conduct of each session.

The teacher's training-II package also included 4-5 additional units for orientation of NPRC and BRC coordinators on how to conduct the follow up of this round of teacher's training. This 2 day orientation was in addition to the regular teacher training inputs and held in continuation of the 08 day teacher training module. During this orientation, the capacity of the co-ordinators to assess the performance of teachers and the school as a whole during a school visit and further to provide academic support to teachers, was built in. In addition, an Observation

Reporting Format for internal evaluation of the training programme was also developed.

Since new textbooks of Maths for classes 2-3 had been introduced in schools from July, 1999, the training laid special emphasis on developing the content knowledge of teachers and on equipping them to use the new maths textbooks efficiently. Further it also trained the teacher in preparation and use of relevant TLM's, specifically for maths. The second round of teacher training in DPEP-II districts and in 04 expansion is now over and **62752 teachers have been trained.**

A independent feedback study on teacher inputs under DPEP-II was conducted in 2000-01 and the report now available.

Teacher Training III

Under DPEP, the pedagogical renewal process which incorporated review and revision of curriculum for primary classes, development of new textbooks, development of teacher handbooks and two rounds of in-service teacher training had a positive impact and obviously it generated a demand for shift in emphasis from conceptual understanding of pedagogical processes to content (textbook) based actual classroom practice focussed training package for the third round of in-service teacher training 2001. Various inputs which have impacted the third round training are as follows:

1. Revision of curriculum for primary classes (1-5)
2. Introduction of new textbooks state wide in 2000-2001.
3. Two rounds of teacher training based on (a) motivational aspect and improving the self image of teachers, (b) conceptual understanding of teaching learning processes and newly developed Maths textbooks for classes 2,3 and (c) additional inputs for follow up of training.
4. Follow up of teacher training by DIET - BRC- NPRC mechanism.
5. Annual trainers meet, sharing of experiences.
6. Assessment of training needs by DIETs.
7. Integration of Distance Education modes in teacher training.
8. Need to establish an effective continuity in previous and following rounds of training.

9. Strong community- school interface demanded higher standards of the delivery system.

The process of development of the package for the third round of teacher training was initiated by DIETs assessing the training requirements of the teachers through (a) analysis of feed back gained during second round of training (b) participatory workshops at the district level with teachers, coordinators, supervisor and DIET staff / mentors of blocks. The focus areas, methodology, design of the training package and content briefs were developed by the DIETs. At this stage, a sharing meeting was organized at SPO level in which the participants were DIET principals, Senior Lecturers, District Training Coordinators, selected BRC NPRC coordinators, SRG members, and experts, who all helped in finalizing the content outlines and draw up a rough design of the training package. The SRG members and the SPO's Pedagogy Unit continued the exercise of developing the package "SAADHAN" through a series of participatory workshops.

The focus areas of the package were-

1. New text books : better and effective use in the classroom.
2. Upgradation of content - knowledge of teacher
3. Use of new instructional methodologies
4. Handling multigrade and multi level classrooms.
5. Preparation and use of content and lesson specific TLM
6. Pupil's evaluation

The training package thus developed was tried out in 06 districts by SRG members with practicing teachers and after incorporating the feedback/ experiences of field-trial, the module was finalized. The package was of 8 days duration and had 46 sessions, of which 16 & 30 were in-house and of classroom practice sessions, respectively.

The first batch of training was organized for the BRC- coordinators at DIET level to give them exposure to the package and an additional, 2 days input for follow-up of the IIIrd round of teacher training. 1117 trainers were trained, to organize block level teacher training in due course. The IIIrd round of training (SAADHAN) is complete and a total of **59026 teachers have been trained**.

Fourth Round of Teacher Training

While conceptualizing training inputs for the next round of teacher training, due consideration has been given to the feedback received from the study conducted on teacher training inputs of rounds I & II under DPEP, 2000. The study had revealed the minimal impact of teacher training inputs in actual practice. It had further disclosed the need to strengthen the DIET-BRC-NPRC and reinforce their academic leadership of providing academic support at district and sub-district levels. Apart from this, the new developments in the form of teacher guides, comprehensive and continuous evaluation system, revised indicators of academic supervision system also have a pressing requirement to put them into practice in the system.

Prompted by these factors, a need to have a relook at the whole design, content and methodology of inservice training was generated. Consequently, now the following are being targeted through the fourth round of teachers training -

- a. Focussed and contextual interventions to change the culture of the classroom.
- b. Classroom - based skill building
- c. Remedial actions by teachers.
- d. Make NPRC, BRC responsive to teachers, issues.

The fourth round of teacher training in DPEP-II is conceived as reinforcement of training III. Based on its SAADHAN package, the 4th round of training focuses on its two main components -

- a. practice teaching in actual classroom situations
- b. detailed and exhaustive planning for classroom transaction viz - a viz curriculum ; textbooks and teacher guides. It is now learnt that confining trainings to training halls does not serve the purpose unless participant teachers are given the opportunity to practice their training in actual classroom situations.

The 4th round of training focusses and reinforces lesson plans, teaching learning strategies, preparation and use of content specific TLM, use of story sessions, etc, mentioned in SAADHAN.

During training sessions participant-teachers prepare detail lesson plans, develop TLM, do practice teaching in actual classroom situations. This is followed by a reflection session in which teachers share their teaching experiences with each other.

The 4th round of training is further decentralized to cluster level where trainings is organised every month in actual school situations. The training is facilitated by trainers and supported by SRG, BRG members - cluster coordinators and DIET mentors. The training was started in Feb. 02 and by now **35932 teachers have been trained.**

Apart from enhancing in-service capability and skill development of teachers and focusing on how to use textbooks effectively during the training, the highlight is on hard spots of language, Maths & EVS, multigrade teaching strategies and particularly more on comprehensive and continuous evaluation system.

At the district level, DIET is responsible for planning, preparing clusterwise detailed training plans and regular monitoring is done at block district and state level.

Multigrade teaching - Activities taken in U.P.

Multigrade situation has significant bearing on the teaching - learning process. In UP, almost 80% schools perform classroom transactions in multigrade situations. In a multigrade school where number of teachers available in the school is less than the number of classes, smooth functioning of teaching learning becomes a little difficult, affecting the quality of education. Therefore multigrade situation has been a major concern in Pedagogical Improvement Plan of UP DPEP. The Multigrade situation has been intertwined with the pedagogic strategies of UPDPEP.

The strategies that duly address the multigrade situation and provide an insight on how to conduct multigrade teaching in such a situation could be put as following-

A need for pedagogical improvement necessitated a **re-look into school curriculum**. SCERT UP and SRG undertook a collaborative exercise towards curriculum revision. While **reviewing the curricula of class I-V** due consideration was given to understanding of multigrade teaching - such as identification of such topics that could be taught in more than one classes, identification of activities which could be applied concurrently in at least two classes, time sequencing of topics, spiralling and cross - curricular and contextual linkages management in Multigrade schools.

New textbooks have been developed which provide sufficient scope for multigrade application activities. An attempt has been made to integrate subject & content areas in classes 1 and 2. For class 1, language & maths subjects and their content areas have been integrated. In class 2, language & EVS subjects along with their content areas have been integrated. e.g. in mathematics, operations of addition, subtraction, multiplication & division have been introduced in different classes but the competency level has been gradually increased by introducing complex functions such as that of carry over and borrowing and increasing the number of digits involved in the operation. Integration of content areas of different subjects has been made to facilitate the MGT for teachers.

The new text-books also provide much scope for self-learning. e.g. The lesson 'Asia Mein Bharat' in class III textbook, encourages children to find answer using map and globe through exercise given in the chapter. Another interesting exercise which gives scope to self learning is given in Uttar Pradesh Prakritik Banawat Va Rehan Sehan in the class IV textbook where children have been asked to make models of the terrain.

An **activity bank** for teachers has been developed which provides ideas to handle multigrade situation successfully. This package contains various activities for teaching of language, maths and EVS. The added feature is that it gives teachers an insight about how an activity could be used for different classes, subjects and level of students with slight modification in its structure and by increasing the competency level of the activity as per the learning level of children.

Class wise & subject wise teachers guides based on new text books (class I-V) provide teachers an insight on how to manage multigrade situations and conduct multigrade teaching. The teacher guides provide teachers with subject and grade specific curriculum briefs along with the explanations, instructions, guidelines and supplementary inputs and time planning for multigrade teaching. A total of 14 teacher guides have been developed for classes I-V.

Strategies to handle multigrade situation discussed in teacher training programmes

The objective of teachers training is to change the way they think, to enhance their understanding, facilitate the entire teaching learning process for them particularly in a situation of multigrade teaching.

The first round of teachers training based on 'Shikshakodaya' module was basically a motivational round to salvage teacher's morale which was found nose-diving. The next round based on 'Sabal' had focused on pedagogical issues of activity based and child centered teaching learning. Since the two rounds had significantly focused motivational aspect and pedagogical principles, the IIIrd round of teachers training is directly linked with the learning process and classroom transactions. The teachers training package of IIIrd round called 'Saadhan' consists of total 46 training sessions. Multigrade situation has been an overriding consideration while developing this training package. As such at most of the places multigrade situation has been dwelt as a part of the main framework of teaching situation. But it has also been dwelt separately in as many as 7 sessions.

In these sessions, practising in actual classroom situations teachers are asked to manage them and then discuss the problem & difficulties that they have to face while managing the MGT situation.

In these sessions teachers are given a chance to identify those topics in the textbook that can be well handled in MGT situation. Various techniques for handling MGT situation are also discussed in these sessions : Lesson planning, time management, material management preparing TLM for multigraded situation teaching learning strategies in MGT situation etc.

Seating arrangement in the schools covered under UPDPEP has undergone a transformation. The practice of sitting in rows & columns are followed least. **Classroom organization** evolves working in smaller groups, working individually as well as whole class teaching. This kind of classroom organization helps conducting MGT. for ex :- Children of classes 4 & 5 sit together for MGT.

The teacher introduces the lesson which is common for both the classes. Once the integrated task is over, the children of class 4 & 5, form subgroup. The teacher gives a task related activities to the children of both the classes sitting in smaller subgroups. The nature of the activity being the same but with different

difficulty level for both the classes. A whole class activity brings all the children together. This way teacher manages the large class with ease and confidence.

It is to be noted that in such type of organisation where children are busy in doing task related activity, teacher easily moves from one class to another. The general pattern which is followed in M.G. schools is as follows - the teacher introduces a topic to a class, indicates them into some exercise which could be at individual level or in groups or in the whole class and moves to the next class, initiates a similar process there, comes back to check the previous class, may introduce the next part of the lesson and in this way the classroom transaction proceeds.

When a teacher needs to handle more than two classes simultaneously or concurrently it is must that the teacher has a well planned. **Time table** which not only indicates what subjects to teach at a particular time but also how to distribute every minute of the allotted time of classroom teaching in an effective way. Besides, self-learning exercises or activities to be given to the children and how much time each exercise or activity would take to finish are considered while developing a time-table.

Therefore training session guidelines of 'SADHAN' package also suggest trainees to prepare a timetable for a multigrade school. It also provides trainees a chance to develop lesson plan and practice teaching. Clear-cut lesson plans for each subject and each class is provided. Lesson plans also take into account multigrade teaching. For example lesson plan on Picture story writing and story telling, talk about how children of different classes can be taught together. Another lesson plan on 'fraction' which is in three parts, deals with multigrade teaching with class 3, 4 and 5. Many lesson plans like "parts of body" "day and night," "environment and pollution" in EVS from class 2 to 5 take into account multigrade teaching and present techniques to handle content and material accordingly.

Teacher Guides also provide a tentative time frame for teaching the topics which teachers can adapt according to their requirements.

Illustrative use of TLMs, multipurpose TLM for MGT has been suggested in 'Saadhan'.

Training of BRC and NPRC coordinators

All BRC and NPRC coordinators are exposed to the regular teacher training programmes. In addition, a training package SAMARTHAN was specially developed for the training of coordinators in 1998, focusing on their roles and responsibilities, the management of these resource centers, management of training, school visits, follow-up and reporting systems etc. Under the second and third rounds of teacher training, a specific follow up 2 day module for BRC & NPRC coordinators was developed and training imparted to all of them.

Out of 255 BRC coordinators, 234 coordinators and 253 Assistant coordinators and out of 2512 NPRC coordinators, 2383 NPRC coordinators are in place.

Apart from this, a monthly despatch *SAMVET*, developed at the state level is also sent to BRCs regularly, to build their capacity, enrich knowledge base and update skills. Six issues have been completed. The latest issue has focussed on science and its practice.

To strengthen the DIET-BRC-NPRC linkages, a series of 3 day workshops were organized for district level teams, comprising of DIET faculty, BRC/NPRC coordinators. Workshops focussed on the functional role of these structures, in providing academic support, demonstration lessons, TLM development, school visits, monitoring and feedback, performance based grading of schools etc.

State level workshops were also organized to develop capacity and skills for academic support and supervision at Jaunpur, Agra, Muzaffar Nagar and Hathras during 19-23 April, 6-8 May & 19-22 Aug. 2001 respectively. A group of 7 people from each DPEP-II district were trained. Similar trainings were organized in turn by the DIETs including BRCC's, ABRCC's, NPRCC's, ABSA's etc. A total of 3605 people were trained for academic support and supervision.

Apart from this, parameters developed for rigorous monitoring of performance of schools, BRCs & NPRCs make the academic supervision system, responsive, accurate and deliverable. **Recently parameters for school performance have been revised & redeveloped in the light of the pedagogical design in DPEP. More weightage is provided to classroom process, children's achievement and**

evaluation. These have been institutionalized by the Govt. of U.P. vide G.O. No. Edu-5/3759/15-5-2001-346/2001, 13 Sept 2001 & revised G.O No. Edu-5/4300/15-5-2001-346/2001, 3 Jan 2002.

NPRC coordinators visit all primary schools of their jurisdiction. BRC coordinators and asstt. Coordinators visit 20 primary schools each, in a month. Principal DIET also visits schools, BRC, NPRC during 2 days in a week in the district. Thus, primary schools are regularly visited by NPRCC-BRCC, asstt. Coordinators, ABSA/SDI, DIET faculty and graded on the basis of performance indicators.

Grading of schools, NPRCs, BRCs is regularly monitored at the district and state level during monthly review meetings. A detailed checklist has been developed at the state level to review the implementation of academic support and supervision system in the districts. It is worth mentioning that the grading system has helped identify 'non-performers' and 'not so good schools' and as a result focus on such schools is helping to improve them. The following table gives an idea of progression that is taking place at the school level by tracking various parameters of performance:

School Grading

DPEP-II

Grading of total schools- 26973	Months	Grade			
		A	B	C	D
	March, 2002	4589	10370	6759	4255
In %	March, 2002	17.01	38.44	25.05	15.77
	August, 2002	5090	12566	6248	3069
In %	August, 2002	18.89	46.98	23.16	11.37

The current round of teacher training at NPRC level is aimed at increasing emphasis on the role of the NPRC Coordinators in on site support to teachers & schools. Coordinators have to develop the schedule of training, organize monitor and report.

SIEMAT Allahabad has developed a BRC handbook for financial management that has been approved, printed and distributed to all BRC's & NPRC's. The chief features of the manual are to acquaint the BRC's in fund management, maintenance of records etc. considering the devolution of funds & activities to that level. SIEMAT has trained 5 Master Trainers per district, including

the Asstt. Accounts Officers of the districts, who are imparting training & orientation to all BRC's & NPRC's in the district.

In addition, SIEMAT has also brought out a ready reckoner, "SAMBAL" for BRC, NPRC coordinators, which incorporates various inputs aimed at improving the understanding of coordinators to perform their envisaged role:

- School visits and academic support
- School grading
- organizing training programmes, workshops, competitions, meetings, seminars
- Innovations at the school level
- Action research
- Administrative role & responsibilities
- Checklist for BRC, NPRC

This handbook has been printed by the SIEMAT and distributed to BRCs and NPRCs and the coordinators of BRC/NPRC have also been trained at the DIET in districts.

Partnership with NGOs for DIET/BRC/NPRC strengthening

1. NALANDA, Lucknow:

Under up DPEP II, the process of strengthening academic support structures particularly DIETs, BRC, NPRC and VECs to make them effective in delivering the required outputs such as training, academic supervision school, community relationship has been started. Nalanda, a Lucknow based NGO was identified and contracted to help this process in district Barabanki. Initial meeting with DIET staff and NGO was organised on 22.1.2001 at DIET Barabanki and discussions were held on various issues of annual work plan of the DIET, implementation strategies, functioning of BRC, NPRC support from other NGOs working at local level, further course of action etc. In Barabanki, 4 BRCs and 12 NPRCs have been identified to work with. Orientation and capacity building workshops of block and cluster coordinators have been organised. Apart from this, in order to strengthen the capacities of trainers, programmes have been organised.

2. BETI, Lucknow:

Under UP DPEP III to facilitate and collaborate with selected DIET's of Ghaziabad, and Shrawasti, an NGO BETI, Lucknow, was identified and contracted. Working within the framework of AWP's of these districts, areas of interventions and support from BETI has been:

1. Qualitative support for the institutional capacity building of DIETs, BRC, NPRCs & VECs.
2. Academic support for several classroom practices particularly with reference to gender issue in the classroom.
3. Initiatives for community mobilization for promotion of girls' education.
4. Undertaking education related PRA/PLA activities for community based action for school empowerment and teacher support

BETI has prepared databases for selected 6 blocks, 6 clusters in the identified districts. An introductory meeting with field level functionaries DIET staff was organised at Lucknow on 7.2.2001. Visits to these districts from BETI representative and field testing of PLA/PRA tools for gender mapping in the classroom have been completed. Finalization of these tools and gender mapping exercise has also been organised. BETI has also helped organize Academic Resource Groups in these districts.

Annual school improvement and teacher grant

All primary schools of the districts covered under DPEP have been receiving an annual grant of Rs 2000/- each for improving school facilities. Similarly, each teacher in the project districts receives an annual grant of Rs 500/- for development of teaching learning materials.

A two day workshop on development of locally available, low-cost materials was organised at SPO, Lucknow on 19-20 September, 1997. In this workshop detailed guidelines for use of Rs. 500/- i.e. the annual grant to teachers for development of teaching materials, were prepared. These guidelines have been disseminated among teachers. To give an idea about subject and content related teaching learning material, 'Material Melas' were organised at District, Block and cluster levels in 1999-2000. In these Melas, teachers prepared, demonstrated and discussed content specific material that can be used in classroom situations. Selected three teachers in each district were awarded at district level.

Teachers guilds based on the textbooks for primary classes provide insights to teachers for transacting the specific content area . Teachers can prepare appropriate TLM based on these guides. During Teacher Training II, effective use of TLM and management of TLM was discussed at length. This exposure towards TLM, was reinforced through *Ganit Mela* organised on the last day of the training programme. The focus is now on content specific TLM which could be directly related to the curriculum, the textbook and finally, to the teaching-learning process.

Teacher Guides

The introduction of new textbooks has demanded a shift both in content and methodology of teaching. The expectations from the teacher to perform effectively can be matched only through up-gradation of content knowledge of teacher and practice of new transactional methodologies. Therefore, it was felt necessary to develop teacher handbooks to support and guide teachers. These handbooks provide teachers an insight into the new pedagogy and the underlying spirit in the making of new textbooks. They incorporate grade and subject specific curriculum briefs, expected role of teacher, proper usage of handbooks and textbooks as well. To meet the pressing need of consulting the textbooks during teaching, reduced pages of the textbooks have been printed in the handbooks alongside the instructions, explanations and additional inputs for teachers and in this way making them more user friendly.

These handbooks provide lesson-wise comprehensive details of :

1. aims and objectives.
2. ways of finding out children's previous knowledge on the topic being introduced.
3. TLM's to be used.
4. teaching methodologies and activities that could be used to transact the content area.
5. the 'concept' outlined in the lesson
6. additional inputs on the topic, for the teacher.
7. exercises and work that can be set for the children.
8. exercises and tools for evaluating the child's performance.

9. extension of the lesson
10. application of knowledge gained in the lesson.

The handbooks provide some blank space for the teacher to note down his/her comments and problems regarding the lesson to enable them to share their experiences with fellow teachers, coordinators, during monthly meetings. The handbooks supplement the textbooks from teachers point of view. A total of 14 teacher guides have been developed during April 1999 to Sept.2000 through participatory workshops, printed and produced by the Directorate of Basic Education and have been distributed to all primary schools, NPRC, BRC& DIETs. The development of Teachers Guides from class VI-VIII is under process...

Pupil's Evaluation

In a logical extension of the Pedagogic Renewal process under DPEP and in accordance with the Pedagogy Plan of 1997, the next piece of the mosaic after curriculum renewal, textbook development and regular training for teachers, was to draw up a systematic pupil evaluation system based on the new pedagogic precepts introduced into the classrooms. For primary schools, a system of continuous and comprehensive pupil's evaluation was developed by the SCERT through its Bureau of Psychology, experts from TSG, NCERT New Delhi. members of the SRG, practicing teachers, DIET faculty etc. The package was developed through a participatory/workshop mode, and field trialled extensively before being finalized in July 2001.

The package consists of:

- (i) Teachers' handbook
- (ii) Work plan
- (iii) Format to maintain cumulative record of each child's progress
- (iv) Progress report card

A teacher handbook on the scheme of pupil's evaluation, formats for keeping each students' record and detailed methodology for evaluation have been developed, and was field trialled in three districts-Ghaziabad, Varanasi and Almora in the last academic session.

The new pupil evaluation system has been introduced in all primary schools State-wide from 2001-2002. The training of teachers on the Continuous and Comprehensive Pupils Evaluation System is going on and is being held at the cluster level. District level MTs have already been trained by the SCERT at the state level to orient the teachers.

'Vikalp' : a learning improvement programme

'Vikalp' was launched in Oct'99 as a learning improvement programme in 9 parishadiya primary schools of three Nyaya Panchayats- Som, Begumganj and Mohammadpur in Sandila block of Hardoi district while remaining 14 schools of the same NPRCs were brought under the cover of the programme in the next academic year (2000-2001). Vikalp Programme has further expanded itself in the year 2001-02 to cover 19 schools of two NPRCs-Malehara & Goswadoga of Sandila block in Hardoi District and 31 schools of Bahuta NPRC (Trivediganj block), Kharsatiya NPRC (Haidargarh block) and Haidargarh (Proper) of district Barabanki. The achievement gained under the programme created a demand for bringing more schools under Vikalp. As a result, the total number of primary schools under Vikalp has increased from 73 to 77 since August 2002 when Parishadiya Primary schools of Amethiya Salempur NPRC of Kakori block of Lucknow district were brought under Vikalp's umbrella.

The programme works with classes 1 & 2 and attempts to change the schools from within through bringing about a change in terms of school environment, classroom organisation, teaching learning methodologies and teaching learning materials. All these inputs target to improve learning levels of children of classes 1 & 2 in language and mathematics subjects.

At the outset of the programme, a survey of the schools, covered under the programme, was conducted to find out the academic inputs / interventions required for these schools. On the basis of the data collected from the survey, various interventions for quality improvement were addressed in schools. An overview of academic inputs taken under the programme is mentioned below:-

1. Rationalization of pupil teacher ratio :

The pupil teacher ratio has a very significant bearing on the teaching learning

process in schools. The survey conducted in schools had revealed that teacher pupil ratio was not as per the required teacher pupil ratio (1:40). Therefore, additional teachers were posted in schools where there was need.

2. Grouping of Children according to their learning levels :

To combat the multilevel and multigrade problem existing in classes 1 & 2, children are divided into small groups according to their level of learnings in language and maths. Children of classes 1 & 2 are grouped together to be divided into three groups as per their learning abilities - group A, B & C. Group C has fast learners, Group B has mediocre and Group A has slow learners. Thus each group has children of both the classes of same learning level.

3. Classroom Organisation :

Classroom organisation under programme involves working in groups, working individually as well as whole class teaching. The seating arrangement in the schools covered under Vikalp programme has undergone a transformation. The practices of sitting in rows and columns are followed least. Durries/Plastic Mats provided to schools allow teachers and children to *sit together, interact informally and establish an emotional bond with each other.*

4. Time Management :

Vikalp advocates a sound time-management strategy - a strategy of how to utilise every minute of the allotted time of classroom teaching. For this, Vikalp gives due importance to well-planned school time-table, class-room time-table and clearcut lesson plans. The teachers are trained on how to develop these time-tables and lesson plans.

5. Development of School library, Learning corners and School wall Newspaper :

School libraries have been developed in all schools which give scope for self reading to children. A variety of supplementary reading materials and interesting story books and other child friendly publications are distributed to children through these libranes. *Learning corners* and school wall newspaper are developed to increase the level of participation of all children in classroom activities and to facilitate joyful learning.

The process of bringing out monthly school wall newspaper has helped to raise the awareness level of the children.

6. Development of Resource Rooms :

The Head Master's room in each school is developed as resource room. The resource room works as repertoire of information. The resource centre has come up as important resource centre for pedagogical improvement where things related to teaching learning process like TLM, supplementary reading material, story books, are stored and are at disposal of teachers and students.

7. Teachers as Resource Persons :

All Vikalp trainings are participatory in nature where learning is a two-way process. Teachers are considered as a training resource group and not only as mere participants. They also help in planning and management of training. Thus trainings provide space to them to express themselves & help them to learn academic and planning skills. Some teachers have evolved as good resource persons too.

8. Supplementary Reading Materials for Language and Maths :

Based on the learning levels of the children of classes 1&2, an integrated workbook, 'Apni Bhasha' on Language and another integrated workbook on Maths 'Parakh' are being used in the schools of Vikalp. These materials allow children to engage in activities relevant to the content of textbooks and hence make their learning strong.

The four elements of proper language skills namely listening, speaking, reading and writing with comprehension have been adequately addressed in 'Apni Bhasha' and 'Parakh'. Both workbooks aim to reinforcing the spiral learning principle as well as the pace of learning.

9. Teaching learning materials :

In the survey, children of these schools were found using no slates. Therefore, slates made of 'Teflon', free notebooks at the rate of two per child, *Abacus and story books were provided to schools for the use of children in the first year of implementation of the programme. The other TLMs like workbooks, story books,, a variety of flash cards / alphabetical / number cards for maths and language, pocket boards, picture cards are provided to all children in these schools.*

10. Training :

Freshness of ideas in teaching skills of the teachers is maintained by providing them training on regular intervals. All teachers are provided trainings on classroom organization, time management, teaching learning process and teaching learning material. During training they prepare teaching learning material like alphabet cards & number cards, pocket boards, clay balls, etc. They are also given training in making their monthly weekly, daily lesson plans.

A training programme was organised at amethiya Salempur NPRC of Kakori block of Lucknow district from 19 Aug. 2002 to 21 Aug. 2002. The training aimed at strengthening teaching competencies & skills of teachers by introducing them language & mathematics teaching techniques.

Beside providing academic experience to teachers, ViKalp has also come up as professional experience for the educational functionaries.

Mid-term assessment study under vikalp

A mid-term assessment study of class 2, 3 & 5 of seven primary schools out of 23 Vikalp schools of Som, Begumganj and Mohammadpur NPRCs of Sandila block was conducted by DIET, Hardoi in Oct.- Nov. 2001. The MAS was conducted to assess the learning levels of children in language & Mathematics. The test items used for MAS 2001 were same which were developed by SCERT for conducting MAS in Language & Mathematics in 2000.

A. Findings of MAS conducted in the year 2000

S.No.	Class	Subject	Achievement level (in %) (Avg.)
1.	2	Language	55.72
2.	2	Maths	66
3.	5	Language	49.39
4.	5	Maths	38.08

**No MAS was conducted in class 3*

In 2000, MAS was conducted on students of 50 schools of Sandila block. The findings of MAS 2000 show that students of class 2 could solve 55.72 % question correctly in language and 66% questions correctly in Maths. Class 5 children could do 49.39% questions correctly in language and 38.08% questions correctly in maths.

B. Findings of MAS conducted in year 2001

S.No.	Class	Subject	Achievement level (in %) (Avg.)
1.	2	Language	85.57
2.	2	Maths	77.56
3.	3	Language	84.14
4.	3	Maths	81.16
5.	5	Language	74.97
6.	5	Maths	67.19

Out of total questions given to class II students in language, they could solve 85.57% questions correctly where as they could solve 77.56% question correctly out of total questions given to them in maths.

Class 3 students could solve 84.14% questions correctly in language and 81.16% questions in maths. Class 5 students were able to solve, 74.97% questions in language and 67.19% questions in maths correctly out of total questions given to them in each of the subject.

C. A comparative study of Mid-Term Assessment Studies

S.No.	Class	Subject	Achievement level (in %) (Avg.)		
			2000	2001	increase
1.	2	Language	55.72	85.57	29.85
2.	2	Maths	66	77.56	11.56
3.	3	Language	-	84.14	-
4.	3	Maths	-	81.16	-
5.	5	Language	49.39	74.97	25.58
6.	5	Maths	38.08	67.19	29.11

In 2000, class 2 students could solve 55.72% of question correctly in language where as 2001 students could solve 85.57% question correctly in the same subject. This shows a difference of 29.85% which is an increase over the previous MAS of 2000. In Maths an increase of 11.56% in achievement level of children of class 2 is clearly visible.

In class 5 there is also an increase of 25.58% in the achievement level of children in language and 29.11% of increase in achievement level of students in maths.

Though no MAS of class 3 was done previously but the achievement level of children was found 84.14% in language and 81.46% in achievement level in maths in 2001. It clearly indicates a progress of children in both the subjects.

The further analysis of the MAS is attached overleaf.

**Percentage Distribution of students on different level of achievement on
MLL scale in Language & Maths**

Class V

Name of the Schools	No. of students	Word meaning				Reading Comprehension				Maths			
		0-39	40-59	60-79	80-100	0-39	40-59	60-79	80-100	0-39	40-59	60-79	80-100
1. Tiloiya Khurd	15	1	3	1	10	-	-	1	14	-	10	5	-
2. Tikra Dhaudpur	14	1	5	3	5	-	-	1	13	-	4	6	4
3. BegamGanj	30	-	3	13	14	2	5	14	9	5	22	3	-
4. Bharigahna	22	1	01	11	9	-	-	6	16	-	4	5	13
5. Zamkura	13	-	4	8	1	-	01	11	1	-	5	6	2
6. Badhua Mau	16	-	11	5	-	-	1	14	1	-	14	2	-
7. Zamtara	9	-	-	3	6	1	-	2	6	-	4	2	3
Total	119	03	27	44	45	03	07	49	60	05	63	29	22
Percentage (%)		2.52	22.69	36.97	37.82	2.52	5.88	41.18	50.42	4.20	52.94	24.37	18.49

- | | | | |
|------------------|--------|-----------------------|---------|
| 1. No. MLL | 0-39%, | 3. Approaching Master | 60-79%, |
| 2. Achieving MLL | 40-59% | 4. Achieving Mastery | 80-100 |

Class III

Name of Schools	No. of students	Language				Maths			
		0-39	40-59	60-79	80-100	0-39	40-59	60-79	80-100
1. Tiloiya Khurd	13	-	-	-	13	-	-	1	12
2. Tikra Dhaudpur	20	-	1	1	18	-	1	2	17
3. BegamGanj	20	-	2	4	14	-	2	4	14
4. Bharigahna	20	01	7	10	3	-	2	6	11
5. Zamkura	16	-	5	10	-	-	2	4	11
6. Badhua Mau	20	-	-	-	20	-	-	2	18
7. Zamtara	20	-	2	2	16	-	-	4	16
Total	129	01	17	27	84	-	07	23	99
Percentage (%)		0.78	13.18	20.93	65.11	-	5.43	17.83	76.74

Class II

Name of the School	No. of students	Language				Maths			
		0-39	40-59	60-79	80-100	0-39	40-59	60-79	80-100
1. Tiloiya Khurd	20	-	-	-	20	-	-	7	13
2. Tikra Dhaudpur	20	-	1	4	15	-	2	-	18
3. BegamGanj	20	-	-	-	20	-	-	-	20
4. Bharigahna	19	1	8	4	6	-	5	6	8
5. Zamkura	14	-	1	06	07	-	8	02	4
6. Badhua Mau	20	-	2	5	13	-	3	4	13
7. Zamtara	20	-	-	-	20	-	-	2	18
Total	133	01	12	19	101	-	18	21	94
Percentage (%)		0.75	9.02	14.29	75.94	-	13.53	15.79	70.68

- | | | | |
|------------------|--------|-----------------------|---------|
| 1. No. MLL | 0-39%, | 3. Approaching Master | 60-79%, |
| 2. Achieving MLL | 40-59% | 4. Achieving Mastery | 80-100% |

The above findings clearly reveal an increment in the achievement level of children (classes 1 & 2) in language & maths. This indicates an improvement in the

knowledge of children in language & maths. Though no direct academic inputs were given to class 4 & 5 but many creative inputs have gone into creating a 'work culture' atmosphere in the school and this led in improving the learning levels of children of class 4 & 5 also. Thus one may conclude that providing target specific interventions under Vikalp has been successful in enhancing the learning level of children in language & Maths.

Academic support system :

The academic support system is perceived as the provider of professional guidance and support to school, particularly to teachers to perfect their skill of classroom transaction and augment their information base. In this regard, regular school visits are conducted by a resource group of 6 members comprising of 2 persons- an NPRCC and a local resource person, from each Nyaya Panchayat to provide on site academic support to the teachers.

Meetings are convened at Nyaya Panchayats on second friday of each month. Follow up meetings are also convened at BRC on last friday of each month, in which all resource persons of the team, one teacher from each school of covered NPRCs and ABSA participate. These meetings provide opportunity to exchange and share new and novel ideas to improve learning levels of the children.

Constant academic support and monitoring is provided and conducted by the DIET and SPO. Therefore 3-day workshop was organised from 1 Feb, 2003 to 3 Feb, 2003 at Sahabghahi Shiksha Sansthan in Lucknow by SPO on reviewing the on going academic support & supervision system at school, NPRC & BRC level. The workshop was organised with the aim of providing a fresh perspective on academic support & supervision system & strengthening the academic profeciency & supervision skills of SRG members, DIET mentors BRC/NPRC coordinators. The revised formats are being dissiminated to all DIETs, BRC/NPRC centres of UPDPEP II & III districts.

Academic Resource Support Structure

SCERT

Quality issues are of prime concern in DPEP and the SCERT has taken several initiatives in this direction. The SCERT in Uttar Pradesh is working very

closely with the SPO for all quality improvement programmes. Under DPEP, a pedagogical improvement plan has been developed which includes the review / revision of curriculum, text book development and teacher training, pupil evaluation and academic support systems.

The SCERT with the help of experts, and SRG has developed new text books for class I – IV, teacher guides and packages for inservice training of teachers. The SCERT has developed a continuous & comprehensive system of pupil's evaluation at the primary level.

The SCERT with the help of DIETs, conduct action researches in project districts. Mid-Term Assessment Study in DPEP-II districts has been completed in 2000. The findings of the study have been shared with different level functionaries in districts. SCERT has also undertaken Classroom observation studies in DPEP-II districts in 2001-2002.

A DPEP cell has been set up at the SCERT head quarters at Lucknow for co-ordinating activities and various assignments entrusted to the SCERT. One Asstt. Director, one consultant and 3 staff are working in the Cell. For the post of Joint Director (DPEP Cell) selection process has been completed and the appointment, is expected shortly. Construction of a 20 bedded hostel for the SCERT at Lucknow is under process of construction. This work is now being carried out under DPEP III.

For the construction of a training hall cum hostel building at the SIE Allahabad, has engaged the C & DS Jal Nigam as consultant for design, supervision & management of construction in May 1999. The contract between the consultant and the selected contractor was formalised in January 2000. The construction work is nearing completion.

District Institute of Education and Training (DIET)

Under DPEP it is proposed to strengthen the DIETs to shoulder the responsibility of quality education. The DIETs provide academic guidance and professional support to teachers' training programmes, development of TLMs, academic supervision through BRC & NPRC's as well as trainings to VECs, ECCE & AS workers.

In order to strengthen the DIETs, funds for equipments, books and furniture etc. to augment their capacity under DPEP have been provided. The DIETs function as nodal institutions at district level for the training & academic programmes as well as action research.

The staffing position in DIETs is as follows :-

Sl. N.	Name of District	Principal (Sanctioned post 1)	Vice Principal (Sanctioned post 1)	Senior Lecturer (Sanctioned post 6)	Lecturer (Sanctioned post 17)
1	Siddharth Nagar	1	1	–	5+1*
2	Gonda	–	1	–	4+4*
3	Badaun	–		–	5+2*
4	Lakhimpur Kheri	–	1	1	5+4*
5	Lalitpur	–	1	–	10
6	Pilibhit	1	1	–	3
7	Basti	1	1	2	6
8	Moradabad	1	1	3	6+3*
9	Shahjahanpur	1	1	2	9
10	Sonbhadra	–	1	3	9
11	Deoria	–	–	1	3+4*
12	Hardoi	1	1	3	5
13	Bareilly	1	–	2	9+2*
14	Firozabad	–	1	1	6
15	Barabanki	1	1	5	8
16	Bahraich/Shrawasti	1	1	1	3+1
17	Rampur	1	1	2	17
	TOTAL	10	14	26	113+21*=134

*No. of Primary School teachers appointed in DIETs on deputation.

A DIET in district Maharajganj has been sanctioned but is not functional yet. The needs of this district are being met by the District Institute of Education and Training, Gorakhpur.

SIEMAT organises cadre based training programme for DIET faculty to build their capacity in educational planning & management. 280 faculty members have been provided training during last 3 years.

Nyaya Panchayat Resource Centres & Block Resource Centres:

To provide academic support to teachers, sub district structures viz BRC and NPRC have been established. Teachers attend regular monthly meetings at NPRC level. These meetings have a specified agenda and are a part of the teacher-training package. The sites for all 2110 NPRCs proposed in the project have been selected for construction work. Money for construction of these NPRCs has been released to DPOs. The NPRC is constructed as an additional classroom. Funds were transferred to VECs who have opened bank accounts. Construction of 2106 NPRCs have been completed while that of the remaining NPRCs is in progress. The district wise progress is as follows:-

Sl No	Name of District	NPRC		
		Target	Under Construction	Completed
1	Maharajganj	102	-	102
2	Siddharth Nagar	160	1	159
3	Gonda	166	-	166
4	Balrampur	101	-	101
5	Badaun	164	-	164
6	Kheri	156	1	155
7	Lalitpur	48	-	48
8	Pilibhit	73	-	73
9	Basti	139	0	139
10	Sant Kabir Nagar	77	-	77
11	Moradabad	95	-	95
12	J. P. Nagar	47	0	47

13	Shahjahanpur	126	-	126
14	Sonbhadra	66	-	66
15	Deoria	176	1	175
16	Hardoi	191	1	190
17	Bareilly	144	-	144
18	Firozabad	79	-	79
19	Barabanki			
20	Rampur			
21	Baharaich			
22	Shrawasti			
	TOTAL	2110	11	2106

Besides funds for 187 NPRC's for Bahraich, Srawasti, Barabanki and Rampur were released in Sept'1999. All the targetted NPRCs have been completed. For the remaining 213 NPRCs funds were released in 2000-2001. 210 NPRCs have been completed.

Sl.No.	District	1999-2000			2000-2001			2001-2002		
		Target	Under Construction	Completed	Target	Under Construction	Completed	Target	Under Construction	Completed
1.	Barabanki	70	-	70	65	0	65	-	-	-
2.	Rampur	25	-	25	50	1	49	-	-	-
3.	Bahraich	53	-	53	60	2	58	5	2	3
4.	Srawasti	37	-	37	35	-	35	-	-	-
5.	Faizabad*	2	-	2	3	-	3	-	-	-
	TOTAL	187	-	187	213	3	210	5	2	3

**Rudauli & Mawai Blocks were previously part of Barabanki*

For teacher's training and pedagogical activities at the block level, a Block Resource Centre building is provided at each of the 215 block headquarters of the DPEP-II districts. Following approval by the WB in July 1999, an agreement was finalized with C&DS Jal Nigam in September, 1999 to construct the BRC's

Construction of the BRC buildings has been initiated in March'2000. 220 BRC buildings have been completed. 75% construction work has been done in 28 BRCs and remaining 2 BRCs have been started in March 2003 due to some disputes. The progress is monitored by SPO each month regularly with the C & DS, UP Jal Nigam. District-wise progress of BRCs is as follows.

Sl No.	Name of District	Target	Under Construction	Completed
1.	Maharajganj	12	-	12
2.	Siddharth Nagar	14	4	10
3.	Gonda	15	13	2
4.	Balrampur	9	-	9
5.	Badaun	18	0	18
6.	Kheri	15	3	12
7.	Lalitpur	6	-	6
8.	Pilibhit	7	-	7
9.	Basti	13	-	13
10.	Sant Kabir Nagar	6	3	3
11.	Moradabad	12	-	12
12.	J.P. Nagar	6	-	6
13.	Shahjahanpur	14	-	14
14.	Sonbhadra	8	0	8
15.	Deoria	14	-	14
16.	Hardoi	19	-	19
17.	Bareilly	14	1	13
18.	Firozabad	9	-	9
19.	Barabanki	15	5	10
20.	Rampur	6	1	5
21.	Bahraich	12	-	12
22.	Srawasti	6	-	6
	Total	250	30	220

There were complaints of quality of construction from the field. Very tight controlling measure were initiated by the SPO viz the construction & supervision consultants C & DS Jal Nigam by stopping funds & appointing technical checking committees in districts under the DM's /CDO's. Effective improvements have been recorded & once again fund releases to districts where corrective measures have been undertaken, have begun. The senior management of Jal Nigam has also been pressed into maintaining quality control & to ensure corrective action. The vice chairperson of UP EFA Board/Principal Secretary, Education is regularly holding reviews of BRC progres

The evaluation of civil works was carried out by Government of India. The report of the evaluation is still awaited.

Academic supervision & support

The main focus is now on academic support and supervision to provide direct support and to the health of the classroom.

The Classroom Observation Studies in UP BEP districts in 1999-2000 and supervision visits to DPEP-II district schools revealed that the effect of training programmes has not been fully utilized in classrooms. The academic leadership expected from the DIET to BRC, CRC schools is yet to be fully developed. From this point of view, it is required to reinforce the role of institutions & functionaries deployed to provide active academic support & supervision to schools, such as the link between DIETs, BRC's & CRC's.

The UP DPEP programme formulated clear guidelines for regular academic support supervision & monitoring to be provided by all levels. The Principal DIET, BSA, ABSAs, DIET lecturers, BRC- Coordinators/ CRC Coordinators are expected to visit schools regularly and report on the status. Review meetings at the cluster/block/DIET level are being held every month to review the progress according to the milestones and check points developed to map the academic health of schools. The objective is to improve the functioning of schools and classroom process to lead to better achievement levels of children.

A three day training workshop for academic support & supervision was organised at DIET Sarnath, Varanasi from 24 Feb to 26 Feb'2000 and 10 May to 12 May at DIET, Hathras, Jaunpur & Agra. Principals, Senior Lecturers from DIETs, BSAs, ABSAs, Training Coordinators, Block Resource Coordinators, Cluster Resource Coordinators and Primary School teachers from all DPEP II districts participated in these workshops. They developed formats for school visits, reporting formats and defined the roles and responsibilities of the Academic Core Team of the DIET's, the block core team, and the cluster core team regarding their role in academic support and supervision. A series of training workshops at the DIET of every DPEP II district was organised to orient and train all ABSAs, SDIs, Coordinators, BRCC-NPRC Coordinators for academic support and supervision.

The key components of the academic support and supervision system are to:

- Develop the capacity to plan and manage academic inputs to schools/ teachers
- Prepare a work plan for the BRC/ NPRC.
- Formulate thematic areas for monthly meetings at BRC/ NPRC.
- Undertake effective school visits and demonstration lessons.
- Grade schools, clusters, BRCs on the basis of specially developed parameters
- Provide feed back and plan for need based follow-up
- Develop TLM in relevance with the subject.
- Organize training, workshops for teachers in response to the identified areas.

At DIET level

- As a first step, the linkage between DIET, BRC,NPRC & School are being strengthened i.e. DIET is using feed back & information regarding work of NPRC's & school's through the BRC every month. The DIET lecturers have been made responsible for the supervision of at least one block each and five schools in each development block personally.
- The monthly meeting of DIET's is organised in the form of a workshop with a specified agenda.
- Under the guidance of the Vice-Principal of each DIET, an Academic Core Committee has been setup.

At Block Level

- Under the leadership of BRCCs a core team has been setup at the block level.
- Regular & annual assessment of a BRC is being done by the Academic Core Committee of DIET. Each BRC coordinator visits 2 schools of each cluster on a monthly basis. Similarly, each assistant BRC coordinator is visiting 3 schools of each cluster on a monthly basis. BRC/ABRC coordinators present a “Demonstration Lesson” in each school they visit. The remarks/assessment report of the schools visited are being presented to the DIET and the concerned NPRC. The agenda of the meeting is set based on the report sent by the cluster coordinator and schools visited by the BRCC.
- The BRC is collecting all the monthly visit reports of the NPRC coordinator and despatching the same to the DIET after analysis and suggestions.

At Nyaya Panchayat Level

The cluster level centres are a crucial institution in the chain of decentralised academic support systems. Therefore, it is necessary to make them active and result oriented.

- The NCRC coordinator presents a “model lesson” in every monthly meeting. The BRC coordinator must also attend monthly meetings at different NPRCs.
- The NPRC coordinators prepare the agenda for the workshop on the basis of school visit reports and monthly reports. NPRC coordinators also send monthly reports to the BRC.
- After school visits, the NPRC coordinator seeks to improve the teaching-learning practices of the school on the basis of his remarks/comments/recommendations. He/She records suggestions in the visit register.
- NPRC coordinators visit each school twice a month.

Grading of BRC, CRC and Schools

Very clear guidelines have been developed and issued by the SPO for the regular and continuous assessment of BRC/CRC/School performance and school grading system has been institutionalized through a government order . The DIET Lecturer incharge of the block assesses the BRC. BRC-Cordinators and DIET Lecturer together assess the NPRC and NPRC-C assess the schools, on the

basis of parameters and allot a classification of A,B,C & D to BRC/CRC/ and the schools. The status of every BRC of the district in each parameter is reviewed and discussed in the monthly meetings at DIET. Similarly status of each NPRC is reviewed and action to be taken is discussed at the BRC. The NPRC-incharge classifies schools according to a set of parameters. The parameters look at issues of infrastructure, teacher performance & classroom process/environment. The purpose of categorizing the schools is to identify such schools which require more academic support and guidance.

With the growth of the DPEP II project, reactions from the field functionaries reflect the need for further improvement in the academic supervision & grading system. It was felt strongly that more weightage should be given to the classroom processes related to teaching learning interventions, children's evaluation, their achievement, monitoring and follow-up of their evaluation. **Parameters for school performance have been revised on the basis of experiences & reactions of supervisors and academic mentors. A revised and improved version of school performance parameters were developed. This assessment scale and system of school grading has been institutionalized by a Govt. order in Sept. 2001 and has been introduced in all the districts of the State.**

Distance Education Programme Inputs On MGT

An integration of various distance education modes with the ongoing teacher training provides teachers various forums to maximize their learning. The DE programmes like - audio - video programmes, Self Instructional materials and teleconferencing are the effective means of strengthening & enriching the training programmes.

The audio-video programmes like 'Savera', 'Vikalp' & 'Koshish' focus multigrade teaching and activity based classroom transactions. The Self Instructional Materials (printed materials) like 'Sopan' (a package focusing on hard spots in Maths), Shikshakodaya (1st round Teacher training package), Sabal (2nd round teacher training package) 'Samvet' (a package for BRC/NPRC) reinforce teaching learning concepts.

Tele-conferencing programmes through IGNOU, New Delhi not only focus on teacher education but also address important issues in the overall pedagogical

renewal programme. A teleconferencing programme was organized on 1st Sept. 2000 for the teachers. A direct link between the Distance education cell, UPDPEP, New Delhi and the various DIETs of UP districts was established where the teachers were assembled in their respective DIETs. During the teleconferencing the questions regarding activity based teaching learning, tackling multigrade situations, devising subject - content wise development & use of TLM, how to deal with the problems of children with special needs etc. were addressed.

Action research on M.G.T.

Specialized action research methodology course for DIETs has been organized by SIEMAT, Allahabad on various common issues related to primary education especially on M.G.T. and teachers have undertaken action research projects.

MGT issues in Newsletter

Case studies and success stories regarding MGT in primary education are published in bi-monthly newsletter "Shaihshik Prikshak" and SAMVET which are sent to BRC/NPRC with the aim to enrich the academic support group with actual MGT practices and make them responsive to the needs of teachers on MGT.

Distance Education

UPDPEP-II aimed to evolve a sustainable system of in-service teacher training linked to its Pedagogical Improvement Programme using Distance Education technology. To achieve this, the SPO is taking up activities for development and production of distance education material and to evaluate and conduct research activities for such initiatives.

The Govt. of India identified Indira Gandhi National Open University (IGNOU) to assist DPEP States in developing the Distance Education Programme. A State Coordinator for Distance Education was appointed to facilitate work in this direction. The coordinator is located within and in close association with the Pedagogy Unit of the SPO. This is proving useful for coordination and systematic interventions of the distance education component in the quality improvement programme under DPEP.

The State Institute of Education Technology (SIET), Lucknow remain closely involved in the Distance Education Programme of DPEP. The Institute houses expertise in handling scripts, editing and developing audio-video, materials.

State Plan of Distance Education

The State Project Office organised a planning to explore and identify possibilities of distance education to support and strengthen on-going teacher training programme. The exercise focused on needs of teacher training, primary school curriculum and the role of other academic support institutions like DIETs, BRCs, CRCs. Teleconferencing, video programmes, self instructional material, dovetailed with the on-going teacher training schedule were identified as clear areas for strengthening and enriching training programme through distance education. A State Work Plan was evolved having the following activities :-

- **Capacity Building of Institutions and individuals for the use of Distance Education technology.**
 - a) Orientation of core group.
 - b) Supply of equipments facilitating use for D.E. material such as T.V., VCR, STD, FAX, Generator, Two-in-one, etc., to DIETs.
 - c) Providing 'down link' or 'talk back' facility to each DIET for teleconferencing.
 - **Training of Script writers**
 - **Production of software**
 - **Field trials of software and modification**
- All activities have been undertaken.

Integration of existing video programme with teacher training

Existing video programmes available at SIET, Lucknow were reviewed and a User's Guide for their use was developed. The video programmes have been duplicated and distributed to all DPEP-II districts for use in teachers training at BRC level.

Content - Brief Development

Content briefs for video programmes relevant to second round of teacher training and revised primary school curriculum were developed by the State

Resource Group (curriculum, text-book and training). These content briefs have been used by SIET for video programme production.

Provision of facilities for Teleconferencing

It was also decided that after the second round of teacher training all district based trainers will come together via teleconferencing to share their experiences with teacher training and find suitable alternatives to tackle their training related problems. For the third round of teacher training hard spots of Mathematics were thought to be suitable theme of for teleconferencing.

For teleconferencing down link facilities were provided through a dish antenna that is installed in each DIET in the project districts. The DRS for DPEP-II DIETs are currently being changed from analog to digital. The procurement process is underway.

Audio-Video Materials

1. KOSHISH

A video film (Koshish - 11 minutes) documenting an innovative practice of organising teacher training sessions at BRC in the presence of children through actual demonstration by Assistant Co-ordinator BRC in Eliya block of Sitapur district has been made for BRC, NPRC co-ordinators. The film was used during second round of teacher training.

2. 'SABAL' VIDEO PACKAGE

This film was used by Master trainers at district level for teacher trainers in the second round of teacher training. The programme tells how to organize and run teacher training programme.

3. PREPARATION AND VETTING OF VIDEO SCRIPTS FOR ILLUSTRATING 'SABAL' TEACHER TRAINING PACKAGE

Five video scripts on Zero, Pre writing skills, Environmental studies, School related stress in children and Use of TLM grant were prepared with the help of SIET. Programmes on above topics have been developed and used for telecast on Doordarshan.

4. PREPARATION OF VIDEO CONTENT BRIEF ON HARD SPOTS IN MATHS AND REVIEW OF EXISTING VIDEO PROGRAMS ON MATHS

Existing videos programmes at SIET, Lucknow and from Rajiv Gandhi Educational Foundation were reviewed by state resource groups (Maths-Text book). Necessary guidelines and lessons were drawn from them for subject specific video production in near future. Eleven content briefs were developed for video scripts.

Printed Materials

A) SHIKSHAKODAYA

Self Instructional Material on seven pedagogical issues introduced in first round of teacher training was developed in the workshop. The workshop also helped 22 participants to develop their skills in designing SIM.

These SIMs have been printed and distributed to all teachers of Bareilly district and in the 2 blocks of Badaun district.

B) NEWS LETTER ENRICHMENT

To enrich and make DIET Newsletters responsive to the needs of teachers, newsletter enrichment workshops were organized. Issues regarding subject, quality of content matter, layout, designing and production, were discussed in detail. The detailed document on newsletter preparation and production was developed & circulated among participant from DIETs.

C) PRINTING OF GUIDELINES FOR PREPARATION OF NEWSLETTERS 'ABHIVAYAKTI'

Based on the findings of the above workshops, guidelines for the preparation of newsletters were prepared in form of 'Abhivayakti'. Funds have been released to all DIETs under DPEP-II printing of 'Abhivayakti' for every BRC, NPRC, and school.

D) IDENTIFICATION OF DIFFICULTY AREAS IN MATHEMATICS AND DEVELOPMENT OF SIM 'SOPAN'

Concept of 'Zero', 'place value', 'borrowing and carryover', 'fraction' and 'language difficulties in maths' were identified as difficult areas by a group of primary school teachers & members of the SRG.

Self Instructional materials as support material for the teleconferencing on areas identified as difficult were developed by the textbook writers group on mathematics for primary classes with the help of SIM experts from Indira Gandhi National Open University, New Delhi.

Self instructional material developed for use of teachers has been printed by all DIETs and their distribution has been completed through NPRC based monthly meetings.

Newsletter Publication

Quality of interaction and communication among teachers and trainers and between different level of academic support units has changed significantly since the schools BRCs DIETs and State have begun to bring out their newsletters. These educational newsletters originating from different levels are providing a much wider forum to teachers and trainers to express their views and share views of others. These newspapers have also established a feed back mechanism for providing state a greater insight in local level educational strengths and weakness, success stories and failures.

While Shaikshik Prakshak is being brought out by SPO, 'Udaan' , Praticbhaya are being brought out by DIET Bareilly and Firozabad respectively. There are more such letters being published from other districts. BRC Dumariyaganj has made a poineer effort in bringing out a monthly newsletter 'Shiksha Darpan'. At village level schools are also having their wall newspaper for kids and neo-literate named Kankaiya, Gulgula, Patang etc..

Apart from general educational development these newsletters are addressing a variety of issues catering to different needs of kids and teachers ranging from quiz, puzzle, success stories to guidelines for lesson planning and development of TLM. The aim is to focuss problems that kids and teachers face every days while teaching and learning.

Use of Radio to provide academic support to teachers

Radio is the most popular means of reaching the unreached in rural areas. To use radio for giving academic support to teachers following activities were taken:

- (1) Educational broadcasts for primary school teachers already being made by AIR made relevant & responsive to the needs of class rooms in view of the introduction of new text books in UP.
- (2) A taskforce under the leadership of the Senior Professional (pedagogy) at SPO was constituted to focus on -
 - Content and relevance of ongoing children's programmes specially with regards to introduction of new text books
 - programmes for teachers on innovative and interesting teaching practices and methodology as per requirements of new text books
 - A core group of 20 was set up. This includes people from SRG AIR and SIET and undergone training from the experts from EMPC, IGNOU, New Delhi and AIR in audio script writing.
- (3) SIET with the help of SPO and SCERT will produce audio programmes

Orientation of Writers for radio script writing

A five day workshop was organised for DIET personnel to receive training in audio formats for designing radio scripts. These participants were drawn from those districts that house a DIET and a Radio Station. Training in various formats of educational audio programs such as talks, interviews, discussions, quiz, radio drama, documentary, reports, commentary were given to participants. Participants were given actual exposure to audio recording. Experts from AIR, New Delhi, EMPC IGNOU, New Delhi, AIR, Lucknow facilitated the workshop.

Workshop on "Learning and Management Training"

Teleconferencing on activity based teaching learning, Preparation & use of TLM, Changes visible to NPRC/BRC coordinators in classroom (Sept 1, 2000).

Two hours of highly interactive teleconferencing was organised with 18 DIETs of BEP and DPEP districts on Sept 1, 2000. Activity based teaching learning, to prepare and use TLM's in class and in multi grade situations, what changes are visible to supervisors after 2 rounds of teacher training were discussed in detail. About 37 questions asked from 12 DIETs were handled in a 1 hr question-answer session. The next teleconferencing in difficult area of Maths is scheduled for 28 districts in Nov'2000.

A three-day's workshop was organized from July 8-10, 2002, in which all DIET's, technical members, training given of facilitators for tele-conferencing.

"Story telling: workshop september 11-13, 2002

- A "story telling: workshop was organised from September 11 to 13, 2002 in which SRG members, story tellor from community participated.
- A three day workshop was organized by distance education programme. District Primary Education Programme Uttar Pradesh (UPDPEP) in IMDUP, at Lucknow. The workshop highlighted the purpose and efforts of telling stroies, so that children's interests and curiosity can be aroused, their imaginative faculties can develop, which would create an environment for further education, and improving their concentration as well as give space to their affective aspect. An effort was made to address question such as : why at all do we need stories? What kind of stories? How and where can stories be used to improve class room teaching?

Training of facilitators for Teleconferencing (July 22, 2002)

All DIET under DPEP-II participated and were oriented in ways and means to arrange a successful teleconferencing at DIETs by National level experts.

Teleconferencing on "School Chalo Abhiyan"

- A tele-conferencing was organized on July 22, 2002 in which all DIET's faculty, teachers, BSA/BRC/NPRC participated. It was organized to monitor and strengthen shcool chalo abhiyan. It also focussed on making school environment attractive to improve retention of children.

Teleconferencing and Video-conferencing "Literacy day"

- A demo of Video-conferencing with four district Gorakhpur, Kannoj, Sonbhadra, Agra on "Litracy day" was organised on Aug 31, 2002 in which District Magistrate, DIET faculty, BSA, district co-oridnator participated.
- Teleconferencing on "Litracy day" was organized from Sept. 7, 2002 in which DIET faculty teachers, BSA, BRC/NPRC participated.
- Meeting for the Preparation of tele-conferencing schedule with Senior Professionols of SPO was organized.

Teleconferencing on Community Ownership of Schools

- a teleconferencing was organized on November 1, 2002 on theme of "Community Participation in U.P." Through this VECs Gram Pradhans, members of MTA, PTA, WMG, Primary school teachers and education officers got an opportunity to talk to Secretary, Govt. of india, Elementary Education and Literacy Sri S.C. Tripahti about their experiences and experiments, their achievement and handicaps in making the school a conducive place for children's learning.

Tele-conferencing on "Sarpa Shiksha Abhiyan"

- A National level Tele-conferencing was organized on 03 April, 2003. The teleconferencing was to establish face to face communication against the officials of MHRD, Govt. of India and State Govt. and to review the overall implementation of Sarva Shiksha Abhiyan.

Impact Studies (DPEP II)

Impact of 'Sopan' (SLM on hand spots in mathmatices on teaching learning practies and subsequent learning achievement of children in maths in primary parishadiya schools.

A study is going on in Barabanki district to find out impact of 'Sopan' in improving teaching learning practies of teachers and its subsequent benefits to children in addressing difficult areas in maths like place value, concept of carry over and borrowing zero. Study will be completed in the month of May 2003.

Abhivyakhi - News letter guidelines

A study to findout impact of Newsletter enrichment workshop and newsletter guide lines to improve the culture of reading habits and publication of newsletters from various levels is going on and will be completed by May, 2003.

Preparation for leadership training of head teachers

Looking at the need that the head teacher plays a key role in the growth of school and teaching learning process, it was decided that head teachers need to undergo training to upgrade their skills as head teacher, administrators and a link between school and community. A training module

for leadership training of Head-teachers is prepared by SIEMAT with the help of CEMD New Delhi and DEP, DPEP, IGNOU. Trialling of module will take place at DIET Fatehpur in the Nov. last. Actual training of head teachers is planned at BRC level in cascade mode beginning from next year. (A detailed write up on leadership training of head teachers on page no. 112)

Capacity Building

Capacity within the State, particularly in the SIET, Lucknow is being developed in the area of designing, developing and producing audio-video and print materials focussing teacher education. All the workshops on distance education are organised at SIET involving SIET Faculty. A DRS has also been provided to SIET for their participation in teleconferencing by SPO.

The State Resource Group (pedagogy) comprising of teachers, educationists, writers, artists, is assisting them in programme development. The D.E. Core Group oversee development of materials by SIET and other identified agencies such as IASE, Bareilly assist in establishing district level production teams/capacities.

DIET's are equipped with DE hardware and their faculty has also been trained & oriented for SIM development and script-writing, newsletter preparation, use of audio-video material, organizing radio talks and other programmes. Giving Internet facility to all DIETs is being planned. SIET is documenting successful practices in the field of teacher training, classroom teaching, school monitoring system, lesson planning, impact of free distribution of textbooks. These video document are used for telecast under the banner of 'Diksha' on DD Metro (Doordarshan).

COMING TOGETHER

Uttar Pradesh with its majestic size, far flung boundaries, its primary school teachers and teacher educators working in remote and rugged terrain talked in detail about their experiences and experiments, their achievements and handicaps with modern/new pedagogy. The venue of this parley was not any usual district or state head quarter but this time it was satellite facilitated tele-conferencing that brought teachers, academic facilitators and policy makers together.

Since the intervention of DPEP the ever-increasing demand for continuous in-service teacher education, urgency for academic support at work place and distressing distances prompted UPDPEP to provide academic inputs to teachers and teacher-educators through teleconferencing at regular intervals.

Some questions of the participants

- Children want new things before they have actually mastered a previous lesson / skill. How to help children to master it at once and give them something new every day?
- Children have limited expression but unlimited imagination and curiosities. How to help children to express it?
- Some children do not want to participate, they are always left out in the class. How to help these children?
- How to seek cooperation of community towards activity based teaching-learning?
- With activity based teaching-learning I am finding it difficult to cope up with the curriculum and to evaluate children's academic performance. Please help!
- Which is the easiest activity to help class V children to learn concept of divisor, dividend and quotient?
- Which type of TLM should be used to help children to learn maps?
- What precautions should be observed while preparing TLM ?
- Teaching-learning is a serious process where as it is told that it should be made joyful, there is a contradiction, please explain!
- How to help children coming from tribal areas to learn and be literate?
- Little impact of training is visible in primary classes to BRC / NPRC coordinators. Does the system need some changes?

The two hour long teleconferencing organized on sept. 1, 2000 was largely planned to test the massive network of 28 Direct Receiving Sets (DRS) in all UPDPEP and UPBEP DIETs focussed on **the use of activities in class room teaching, preparation and use of teaching - learning material (TLM) and the changes that are visible to NPRC and BRC Co-ordinators - after all teachers have undergone two rounds of training.**

Prof. B.P. Khandelwal, Director, NIEPA and Director, DEP, DPEP, IGNOU Prof. Mohd. Mia while formally inaugurating the launch of first teleconferencing for U.P. stressed the role of Primary school teachers and continuous dialogue with community for universalization of primary education.

There was a panel discussion of 45 minutes on the use of activity based teaching- learning, preparation and use of T.L.M. in class rooms and consequential changes that are visible to NPRC, BRC Co-ordinators. **The spread of discussion presented a panoramic view of the State initiatives in the field of pedagogical renewal.** Giving 15 minutes to participants to organize their experiences and questions on above issues followed panel discussion. **More than 35 questions were asked in 45 minutes long impromptu Q/A. session,** these questions ranged

from classical pedagogy to real classroom situations faced by teachers every day. All questions rooted into their deep concern to improve teaching learning processes. **Their questions not only provided a glimpse of the pedagogical processes at work and hint at movement of change under UPDPEP but also placed their requisition in front of policy makers-**

1. to help them to seek community approval/support for activity based teaching-learning.
2. to help them to find/invent activities tackling problems of multilevel and multigrade situations.
3. to help them to deal with the problem of children with special needs and children coming from tribal areas (specially with reference to Sonebhadra)
4. to help them to devise subject -content wise development and use of TLM.

Apart from the above, the concern of DIET principals clearly spelled out **need to bring more synchronization among BRC and NPRC Co-ordinators and help them to understand indicators of improvement in classroom processes.**

A wide range of questions was rapidly hurled from all receiving ends. At times it seemed that it will give a tough time to panelists but all the questions were classified and handled with ease and facile. The length and nature of answers ranged from brief to detailed explanation of the quarries. No surest antidote was recommended but some well-tried choices were offered for managing the classroom difficulties better.

The participants at the receiving ends consisted of teachers, NPRC/BRC- Co-ordinates, teacher-trainer, members of State Resource Group, DIET lectures, District Basic Education Officer. Secretary, Basic Education, U.P. Govt. and Hon. State Minister of Education, Sri Baleshwar Tyagi also watched the program with avid interest and involvement.

The successful testing of the network and the aptness with which this facility was used at receiving ends has helped distance education program to planout further teleconferencing. An enormous demand from other Govt. and non-Government agencies to use the DRSs located at DIETs has already been registered.

The next teleconferencing is planned for November 2000 will focus on the **hard spots of mathematics at primary school levels**. This will not only refresh the second round of teacher training that had focuss on teaching of mathematics but also facilitate transaction of new textbooks on mathematics from class 1 to V.

With all gains there are **some limitations** that are inbuilt in the teleconferencing using telephone system for call- in and direct telecast for response vis- a -vis computer facilitated teleconferencing, this need due attention-

- Resources are limited to ones in the broadcast room/studio.
- As Q/A session is impromptu it may be difficult to answer all questions.
- In short duration teleconferencing very few questions could be taken up.
- Rapid fire of questions from receiving end may make it unmanageable to note down all questions.

At a juncture when information technology is improving every day and there is an urgent need to bridge distances, **serious thinking is needed to provide computer interface to above system**. This will not only help to collect, classify data/questions, give more textual and graphic illustrations but will also improve information flow through E-mails, bulletin- board service, data banks and user friendly information retrieval system.

CHAPTER - V
BUILDING INSTITUTIONAL CAPACITY

State Project Office (SPO)

The State Project Office is responsible for the management and implementation of DPEP-II for which adequate staff has been provided. The SPO is responsible for the day to day management, administration, implementation and monitoring of the Project.

The details of the posts created and filled under DPEP in the SPO are as follows :-

STATUS OF STAFF POSITION UNDER D.P.E.P HEAD OFFICE

		Pay Scale	Created Posts	No. of Posts Filled
1	Addl. Project Director	14300-18300	1	1
2	Senior Professional (Planning & Monitoring)	12000-16500	1	1
3	Senior Professional (Programme)	12000-16500	1	-
4	Senior Professional (Establishment)	12000-16500	1	-
5	Senior Finance & Accounts Officer	10000-15200	1	-
6	Professional (Training)	8000-13500	1	-
7	Professional (Women Development & ECCE)	8000-13500	1	1
8	Professional (Civil Work)	8000-13500	1	*
9	Professional (Media)	8000-13500	1	**
10	Professional (Record Keeping)	8000-13500	1	-
11	Administrative Officer	8000-13500	1	-
12	Computer Programmer	8000-13500	1	1
13	Asstt. Finance & Accounts Officer	6500-10500	1	1
14	Steno	5500-9000	1	1

15	Senior Accountant	5500-9000	1	1
16	Office Superintendent	5500-9000	1	-
17	Computer Operator	5000-8000	3	3
18	Steno	5000-8000	5	5
19	Accountant	5000-8000	2	2
20	Auditor	5000-8000	1	1
21	Senior Clerk	4000-6000	2	2
22	Asstt. Clerk	3050-4590	2	2
23	Driver	3050-4590	2	2
24	Peon/Messenger	2550-3200	8	8
	TOTAL		41	32

* *Selection has been done*

** *Filled by a consultant*

The SPO is presently located in a wing of the Directorate of Basic Education. This facilitates day-to-day co-ordination with that organization which will, at the termination of the project, be the recipient of all assets created during DPEP implementation. A DPEP cell has been constructed, costing about Rs. 30 lakhs at the same location. Office equipment, furniture, materials and vehicle etc. have been procured for the SPO as per guidelines. The MIS Committee of the UP EFAPB identified the computer hardware and software requirement of the project, the process of procurement completed & the equipment has been installed in 1999.

DPEP staff has received training in connection with DPEP objectives, interventions and procedures. Training on financial and administrative management has also been imparted to the senior staff so that they are familiar with administrative, financial & procurement procedures.

The Statutory audit by an independent Chartered Accountant for the period of 99-2000, 2000-01 was completed timely and the Annual Report & Audited Statements for DPEP II were sent to GOI. The Audit for the period of 2001-02 has also been completed and Audit report sent to GOI. Annual Report for 2001-02 has been sent to GOI.

District project office

At district level the District Basic Education Office (BSA) is responsible for all activities in the sphere of basic education. He is designated as Expert BSA for purposes of DPEP implementation and is the District Project Coordinator. Keeping in view the emphasis on targeted interventions, 5 posts of District Coordinator for Gender, Community participation, Training, Alternative schooling and Integrated Education For Disabled have been created to support the BSA. One Asstt. Engineer for civil works and one post of Assistant Accounts Officer has also been created. Each district has also been provided with one Computer Operator for EMIS & PMIS at DPO level.

The overall key staffing position in the DPEP districts (22) is as follows :-

Sl. No.	Name of Post	No. of Post Created	No. of Post Filled
1	Expert BSA	22	22
2	Assistant Account Officer	19	19
3	District Coordinator (Training)	22	22
4	District Coordinator (Alternative Schooling)	18	16
5	District Co-ordinator (Community participation)	18	17
6	District Co-ordinator (Gender)	22	20
7	District Co-ordinator (IED)	18	16
8	Computer Operator	22	22
	Total	161	154

Asstt. Engineers from the RES/MI department have been designated for civil work in each district. In case of non-availability they can be taken on contract. Districts Hardoi, Shahjahanpur & Barabanki have taken engineers on contract.

All DPEP districts have established district Project Offices either in the office of District Basic Education officer or in a hired facility. The DPO's are fully equipped with photocopier, electronic typewriters and office furniture etc.

As in UPBEP, a District Education Project Committee (DEPC) has been constituted in all districts under the chairmanship of District Magistrate for over-all guidance and supervision of DPEP implementation. The committee comprises of educationists, representatives of voluntary agencies besides district level officials. All DPEP districts are regularly convening a meeting of the DEPC for effective implementation and monitoring of programme interventions.

In order to build the capacity of DPO's, orientation programmes of district level officers are arranged in educational planning and management, procurement & disbursement rules and formulation of AWPBs at SIEMAT, SPO etc. from time to time.

Management Information System

Computer hardware is in place and the computer operators are in position in all districts including 4 expansion districts - Barabanki, Rampur, Bahraich & Sravasti. The Computer Operators have been given 2 rounds of training during 2000-2001 on DISE operationalisation from 5-6 July, 2000 at NEDA, Lucknow & 14-15 Nov. 2001 at SIEMAT, Allahabad with the technical assistance of TSG, EDCIL. The Education Management Information System is fully operational in all districts. Computer hardware & computer personnel are in position at SPO. Recently, System Analyst has been appointed at SPO to strengthen MIS at State level.

To develop a suitable database for effective educational planning, the District Information System for Education (DISE) developed by NIEPA has been adopted for gathering school statistics on an annual basis. The data collection format developed by NIEPA was translated in Hindi and made available to all DPEP districts.

EMIS reports were generated by 18 DPEP-II districts for five years i.e. 97-98, 98-99, 99-2000, 2000-2001 & 2001-02 and by 4 expansion districts for 3 years i.e. 99-2000, 2000-2001 & 2001-02 and have been widely shared with SIEMAT, SCERT, DIETs, DPOs and AD (Basic).

Post Enumeration Survey

5% Post Enumeration Survey of EMIS data for the year 2000-2001 was undertaken by SPO in 3 districts viz Hardoi, Gonda & Bareilly . For this UPDESCO was identified as external agency with concurrence of GOI/World Bank. The representatives of UPDESCO and the SPO MIS personnel attended the national workshop on 29-30 March-2001 held in Chandigarh. The survey work has been completed by UPDESCO and information has been submitted to GOI.

EMIS - 2002-2003

- DISE has been revised in 2001-02 by NIEPA/GOI. Consequently data capture format and software have been changed. Now the ORACLE software will be used for EMIS.
- Training on revised format has been given to SPO & DPO computer personnel and district coordinator (community mobilization) in SIEMAT on 20th August, 2001. In addition one week professional training on ORACLE has been provided to SPO personnel by Regional Computer Centre, Lucknow during 16-21 July, 2001 and to DPO computer during 3-9 October, 2001. The revised DISE software has been received from GOI. The final round of training for SPO & DPO computer personnel was conducted in last week of November,2001
- Formulation of EMIS 2002-2003 was started in month of August 2002. New Formats were printed & distributed to all the schools by DPOs. Filled formats have been collected at district level from schools. Data entry for 20 districts has been completed and for remaining 2 districts is in progress.

PMIS

- PMIS is being generated regularly. PMIS for the quarter ending March, 2003 has been submitted.

EGS

- MIS for EGS was developed by NIEPA/GOI. The data entry level software have been received from NIEPA/GOI. Training on EGS format was given to DPO computer personnel & district coordinator (AS) at State Project Office on 7th to 10th October 2002. The software has been operationalised in all 22 project districts.

- Formulation of MIS for EGS 2002-03 was started in month of November, 2002. Formats were distributed to all the EGS/AS centres. Filled formats have been collected at district level from EGS centers & data entry is in progress.

Micro-planning

- Micro-planning data has been collected and computerized for all districts. Category-wise tables of out of school children are ready.

Use of EMIS data

EMIS data generated on DISE have been used in planning and decision making. Some of the important instances are given below:

- The State Govt. created posts of para teachers to be appointed in project districts so that teacher shortage may be removed. The decision was taken that the para teachers will be appointed in single teacher schools as revealed by EMIS reports of the districts. Thus, the single teacher schools were identified on the basis of EMIS data.
- The data was meaningfully used in estimating district wise the number of girls & SC/ST boys for free textbook distribution programme and accordingly the procurement process was initiated.
- Schools without blackboards were identified district wise on the basis of EMIS information for installation of blackboards out of Rs. 2000/- school grant.
- AWPB's were based on analysis of EMIS of last year & SIEMT trained DPO teams in reading, interpreting & utilizing this data for district planning. Use of important educational indicators derived from EMIS is being increasingly used in formulating AWP & B.

SPO has recently developed a Decision Support System package which has been found very useful in accessing important information related to out of school children as revealed by microplanning, location of new school/ EGS centres etc..

FINANCIAL PROGRESS of UPDPEP-II AS ON 10.3.2003

(Rs. in crores)

Funds received during 1997-98	GOI	54.50
	GOUP	9.18
Funds received during 1998-99	GOI	67.50
	GOUP	10.00
Funds received during 1999-2000	GOI	57.00
	GOUP	16.45
Funds received in 2000-2001	GOI	120.00
	GOUP	20.80
Total funds received in 2001-2002	GOI	145.00
	GOUP	22.56
Total funds received in 2002-2003	GOI	85.00
	GOUP	7.68
Total		615.67
Expenditure upto 10/03/2003		580.64
Re-imburement due upto 10/03/2003		445.06
Re-imburement submitted upto 10/03/2003		445.06

The Statutory audit by an independent Chartered Accountant has been completed for the year 2001-02 and the audit report has been submitted to MHRD.

State Institute of Education Management and Training (SIEMAT)

Under DPEP-II, SIEMAT plays a key role in building capacity of Educational Planners and Administrators. The main functions of SIEMAT are:-

- (a) **Training:** Training of educational planners and administrators, in educational planning and management. To provide training for micro planning and school mapping for preparing annual work plans and budgets and for plan appraisals.
- (b) **Statistics and Monitoring:** Capacity building at district and sub district level to manage & utilize the school statistics management system (EMIS). To develop monitoring indicators and provide technical support to SPO & SCERT.

- (c) **Research and Evaluation:** Identification of areas, conduct and sponsorship of research and evaluation studies, capacity building for action research at district and sub-district level, dissemination of findings.
- (d) **Extension, Documentation & Dissemination:** Conduct of experiments so as to develop replicable modules for educational planning and management, dissemination through publication of information or innovations and experimentation, awareness building and community mobilisation.

SIEMAT has conducted training programmes for BSAs/ABSAs and the focus was on effective supervision, institutional planning and evaluation and use of data and community mobilisation for school improvement. Training programmes are participatory and problem solving in nature.

SIEMAT also organised 13 Seminars/Workshops on thematic issues e.g. management of integrated teaching for children with special needs, school management programme and community participation, creativity in children and teachers; identification of research areas, research methodology, leadership and school management, education of handicapped children etc.

SIEMAT has organised training programmes for district co-ordinators on gender issues, action research, school management, school mapping, research methodology, financial management, and preparation of AWPB for DPO staff.

The planning process in DPEP has been strengthened in last two years. AWP & Bs by the districts are prepared under the guidance and supervision of the SIEMAT. The following process has been adopted in preparation of AWP & B for 2001-2002:

- Senior faculty members of SIEMAT Allahabad were trained as resource person for AWP & B in 1999-2000.
- AWP & B manual was developed in Hindi, and then it is provided to the districts.
- A 8 days workshop was organised at SIEMAT for the core team of the districts in two rounds in 1999-2000.

SIEMAT organised training for MIS staff of the districts and the SPO for operationalising EMIS on DISE. Besides, SIEMAT also organised EMIS training for DPO and DIETs of the project districts so that the district level officers can

understand and interpret the EMIS data and finally use the data in preparation of next years AWP& B. SIEMAT also carries out analysis of EMIS data every year. MIS unit of the SIEMAT has analysed the EMIS data on DISE for all districts for 4 years 97-98, 98-99, 99-2000, 2000-01 & 2001-02 and the extracts of the analysis were shared by the SPO with the districts. SIEMAT have organised dissemination workshops for the district level personnel.

Leadership Training of Head Teachers

Head teacher significantly influences the growth and teaching learning activities of the school. Curriculum reform, new textbooks, teachers guides for new textbooks, teacher's training, other interventions of DPEP and pressing need to achieve goals of universalization of primary education put up enormous demand on the role of head teachers. Children attendance, teacher presence, availability of instructional time and community responsiveness hinge largely on head teachers. His /her skills as head, executive, planner, expert, exemplar, communicator, link between school and community need support and upgradation.

Considering this a meeting was organised in Aug. 2001 at SPO with SIEMAT, Allahabad, Center for Educational Management and Development, New Delhi and DEP, DPEP IGNOU to plan capacity building of head teachers. Subsequent to this meeting an action plan was developed at SIEMAT Allahabad in Sep.2001 in the presence of SPO, expert agency and DEP, DPEP, IGNOU. This action plan entailed a sequential process of assessing training needs of head teachers, development of material, developing and then imparting training to master trainers and head teachers to meet the challenges of the role.

A four day workshop of all stakeholders i.e. head teachers, village Pradhans, BRC co-ordinaters, district co-ordinatores, DIET principals and lecturer, ABSA was organized at SIEMAT to assess the training needs of head teachers is accordance with their roles as perceived by various stakeholders. Following needs were identified as broad areas for head teachers training.

- **Managment of teaching learning processes**
- **In frastructure and physical resources of school**
- **enrollment and retention**
- **community participation**

- **Monitoring and supervision**
- **School management**
- **Financial management**
- **Action research and innovative.**

Head teachers training module "**Sankalp**" while responding to training needs of head teachers also focuses on followings -

- Understanding children and helping them to participate in schooling process
- Flexibility of work style and improved in adaptability
- Organizing and co-ordinating curricular and co-curricular activities
- Identifying areas and opportunities for providing leadership
- Giving guidance to teachers and supporting them
- Readily available source of information and skill
- Decision making and consultation with colleagues and experts
- Working towards professionals development of colleagues
- Motivating and encouraging them for better teaching practices
- Monitoring student's achievement

Training

The process will begin with trialling head teacher's leadership training package. The trialling will take place in DIET, Fatehpur district in the month of December with a batch of head teachers. This training will be conducted by SIEMAT using the expertise of CEMD. This will also be video taped with view to use it for training of master trainers. The feedback trialling will be incorporated in the material as well as training design before commencing training of master trainers. Distance learning material will be developed to reinforced and follow up training by the end of Jan 2002. A teleconferencing is also planned to collect feedback during training.

Training the master trainers will begin in January, 2002. This 6 day training will take place at SIEMAT. From each district, two DIET faculty members, one ABSA, the District Coordinator (Training), one Block Resource Coordinator and one Head Teacher will join the training.

The master trainers from each district will be provided with the training design, set of materials to conduct training of trainers as well as materials to be given to the

trainers and the head teachers. They will carry out training of trainers at the DIET level. Out of these trainers, one DIET faculty member (mentor), one block resource coordinator and one assistant block resource coordinator will be trained. Thus, in each district, three persons from each block will be trained to impart training to the Heads of Schools at the respective BRCs. A total of 66,169 Head Teachers will be trained in all UPDPEP districts. The trainers will be provided training design, set of materials to conduct training and Head Teachers' Manuals. The training materials will have audio-visual tools and self-learning materials to minimize the transmission loss.

Training outcome

It is hoped that after the training, head teachers will know and be able to do the following-

- They will develop a vision for growth of their school.
- Head teacher will understand qualities of effective leadership.
- Head teacher will be able to improve enrollment and retention of children.
- Head teachers will be able to support their colleague effectively.
- They will understand what motivates people and be able to use this to motivate them.
- They will clarify their own belief about education and learning .
- Head teachers will be able supervise and monitor the teaching learning process.
- They will know latest teaching practices and methodology keeping in mind needs of children.
- They will be able to guide, monitor and help teachers to prepare lesson plans, TLM and supervise their teaching and give feedback.
- Head teachers will be able to develop effective systems and procedures in school.
- Head teachers will be able to maintain school records properly.
- They will know and practice problem-solving methods and take decision scientifically.
- They will know proper use of school improvement grant.
- Head teachers will be able to maintain proper school infrastructure.

- Head teacher will be able to encourage and support action researches and innovations.
- Build effective collaborative linkages with local communities, PTA/MTA's and local women's groups.

Monitoring

Training of trainers by the Master Trainers at DIETs will be monitored by the SIEMAT/SPO. Sample monitoring in a few selected districts shall be carried out by a combined team of DEP, CEMD and SIEMAT. Training of Head teachers at BRCs shall be monitored by SIEMAT. The monitoring processes and tools shall be developed in partnership by SIEMAT, DEP and CEMD.

Besides organising many general workshops/seminars, SIEMAT have organised the following important National/State level workshops:-

1. Workshop on Education of child labour in Carpet Industry.
2. Workshop on State Education Policy.
3. Seminar on Advocacy for Primary Education.
4. Workshop on Integrated Education for Disabled. SIEMAT will present its detailed status report separately.

(SIEMAT will present its detailed status report separately.)

Follow up of the 16th JRM Report (Uttar Pradesh)

Para No.	Recommendation	Action Taken
3.1.2	Data on achievement levels is expected to be available from the TAS, which is to be carried out by March 2003 for the DPEP-II districts. For DPEP-III districts MAS are expected to be completed by Dec, 2003.	<ul style="list-style-type: none"> ▪ After conducting survey, the process of data analysis is being initiated. The final report is expected to be complete by June, 2003. ▪ Report on MAS for DPEP-III districts will be submitted on due date.
3.1.3	The mission therefore recommends that a comprehensive study be undertaken to assess the scale of the problem across the state in grades 1 and 2 and the factors responsible for it and prepare a strategy to address this issue.	The study has been assigned to SIEMAT and is expected to be complete by June, 2003.
3.2.1	However, the mission also visited a center setup on the Rishi Valley model, which was in an extremely isolated area and did not appear to be very effective, despite an earnest instructor.	Rishi Valley model was implemented in scattered areas in DPEP-II which is closing in June 2003. In DPEP-III, Rishi Valley model has not been implemented. However, the academic supervision of AS centres is being strengthened through NPRC coordinator.
3.2.2	The SPO may like to consider incorporating the ECE	Under DPEP-II, Bal Shala Model of AS was implemented which

	component to the other alternative schooling and EGS models in places where there is no ICDS.	includes ECE component. DPEP-II is closing in June, 2003. Under DPEP-III, AS Model with ECE component is not being planned because all the blocks of DPEP-III districts are now covered under ICDS.
4.3	The mission strongly recommends that the head teachers training developed in SIEMAT be undertaken at the earliest and are pleased to note that there will be extensive use of video and print documentation of actual case studies of good head teachers which can serve as role models from within the system.	Keeping in view the importance of role of head teachers, it was decided to organize training for leadership development in head teachers. SIEMAT have already developed module for their training. Master trainers have already been trained. The training of head teachers will be started in the districts before start of the new academic session.
6.2	Any loss of focus on the needs of teachers working in Classes 1 and 2 would be potentially very damaging. There is a danger of an increase in the already chronic teacher shortage, with an accompanying upward drift of the best and most ambitious teachers to take the higher primary classes.	Both the Shiksha Mitras as well as the regular teachers teach class 1 & 2. Teachers who teach class 1 & 2 also teach higher grades. All teachers are given in-service training on the same module and are equally treated. Needs of teachers working in class 1 & 2 are met like these of others. Moreover, each school has a mix of teachers and shiksha mitras. The ultimate ratio between teachers and shiksha mitras is 3:2. Promotion of teachers to higher grade is a routine affair and

		the posts falling vacant are filled through direct recruitment at Asstt. Primary teacher grade.
6.3	There is some risk that these demands will draw out even more of the most senior professionals from the teaching service [there are already over 9000 such people who have been recruited as BRC and NPRC coordinators and the number is unlikely to be reduced.], leaving the enterprise top-heavy.	BRCs/NPRCs have been setup under the projects with specific purpose of providing academic support & supervision to teachers locally. BRC-NPRC is not a management structure. They are resource centres to provide guidance to teachers in classrooms teaching. All BRCs-NPRCs have already been setup and are functional. As BRCs/NPRCs are supposed to guide & help teachers, they have been manned with best teachers. On average, there are 200-250 teachers in a block while total BRC-NPRC coordinator in a block are only 10-12 which is minimum.
Next Steps		
7.1	The phenomenon of very high drop-out between grades 1/2 compared with grades 3/4/5 requires more detailed study followed by the development of appropriate remedial strategies.	The study has been initiated.
7.2	In order to effect significant change in the practice and outcomes of whole schools and	A module including multi-grade teaching, time management, material management, school

	<p>individual classrooms, especially in relation to the management of large classes and multi-grade classrooms, there should be a shift in the focus of training programmes towards a whole-school approach to school improvement, emphasizing the role of the head teacher at all times.</p>	<p>assessment system etc. has been developed. School grading system based on 38 specific parameters related to school environment, classroom teaching, students performance and school management has been introduced. As a follow up, head teachers training on leadership development has been planned for the year 2003-04. Thus, efforts have been made to follow whole school approach.</p>
7.3	<p>In view of the mentoring role and their wider potential influence on the system of support for schools and teachers, it is again recommended that the staffing of DIETs be brought up to agreed levels. This should be accompanied by appropriate induction into their roles for new staff.</p>	<ul style="list-style-type: none"> ▪ Requisition for selection of teachers has been sent to the U.P. Public Service Commission. ▪ A project on total quality management has been taken up by the SCERT for all functional DIETs of the State.