

STATUS REPORT

UP DPEP-III

U.P. Education for All Project Board
November, 2002

CONTENTS

		Page No.
Chapter - I	Introduction	1 - 4
Chapter - II	Expanding Access	5 - 17
Chapter - III	Increasing Retention	18 - 39
Chapter - IV	Improving Quality	40 - 65
Chapter - V	Building Institutional Capacity	66 - 76

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 was 689 per sq. km. in 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	16.60
• Literacy	70.23%	42.98%	57.36%
• Decadal Population Growth	+25.80%		
• 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 216 million in 1999-2000. 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.

Taken together, UPBEP & DPEP-II covered a total of 39 districts. Out of remaining 44 districts of the State 38 districts had female literacy below national average female literacy of 39.3% and were found eligible for DPEP. Thus it was consciously decided to cover the remaining 38 districts under District Primary Education Programme-III.

In this context, the Identification Mission of the World Bank came on a visit of the State between 9-13 Nov' 98. The Mission assessed the educational scenario, capacity of academic institutions and infrastructural facilities available in schools. A schedule for preparation of district specific perspective plans was agreed to. The district level exercises that followed led to emergence of district perspective plans of 38 districts for primary education development. The pre-appraisal of the perspective plans was done by Govt. of India during 25-31 March'99 followed by the World Bank's pre-appraisal between 13-21 June'99.

The perspective plans were revised and updated in the light of the Pre-appraisal Reports and were finally appraised by the World Bank team during 13-16 Sept'99. The successful appraisal paved the way for the next stage of project finalization i.e. negotiations in Oct'99.

The Project negotiations between the World Bank, the Govt. of India and the State Govt. of Uttar Pradesh were held during 18-27 Oct'99 at the World Bank HQ, Washington and the minutes of negotiations were finalised.

Subsequently, the Project Agreement and the Development Credit Agreement for UP District Primary Education Programme-III (Credit 3307 - IN) were signed on 23 Feb'2000 between Govt. of UP, Govt. of India and the World Bank. A Memorandum of Understanding between the UP Education For All Project Board and Govt. of India (MHRD) was also signed on 26 Feb, 2000. The State Govt. commissioned the project and issued a Govt. Order on 18 March, 2000 to this effect. The UPDPEP - III became effective and was launched in 38 additional districts of the State from 1st April, 2000.

Planning Process

In accordance with the requirement and practices followed under DPEP, decentralized approach involving participatory process was adopted at the state, district and sub-district levels to prepare perspective plans for the new selected 38 districts. While preparing 5 year perspective district plans, keeping in view the DPEP guidelines, the findings of Base Line Assessment Studies (BAS) and Social Assessment Studies (SAS) conducted in the districts were fully used. The past experience of UPBEP and DPEP-II was also fully utilized while developing the district perspective plans.

Given the perspective plan framework and after obtaining Govt. of India clearance in Feb'2000, the period between Feb'2000 - June'2000 was devoted to capacity building and creating mechanisms/structures for planning and implementation at state and district levels.

State Resource Groups which are already functional under DPEP-II are also taking care of their respective area under DPEP-III.

These areas are :

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

The strategies and various processes developed under DPEP-II have been replicated for 32 districts under DPEP-III.

As of now, new state of Uttaranchal has been constituted from erstwhile Uttar Pradesh. Uttaranchal consists of 6 districts of UP DPEP-III viz. Bageshwar, Pithoragarh, Champawat, Tehri, Uttarkashi & Haridwar. Uttaranchal has got new society registered and a Project Director has also been appointed. Division of DPEP funds, personnel & equipments has been completed. As of 1.4.2001 management of these 6 districts of Uttaranchal has been delinked from the mother programme. Thus Uttar Pradesh is now managing 32 districts of UP DPEP-III.

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 DOETs 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 year 2002-03 were prepared by the districts and appraisal of the plans was completed by the SIEMAT. These AWP & Bs have been approved by the GOI.



CHAPTER-II

EXPANDING ACCESS

To improve access in schooling for all children in the age group of 6-11 in the UP DPEP-III 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 done at the time of preparation of district perspective plans there were 2795 unserved habitations in UP DPEP-III districts which required new primary schools.

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. 76,400 is borne out of DPEP funds and the remaining 60% i.e. Rs. 1,14,600 through Jawahar Rojgar Yojna/Employment Assurance Scheme/PMGY scheme. This unit cost does not include the cost of Rs. 10,000 for a two-roomed toilet and Rs. 17,000 for drinking water facility which is provided separately by the project and is an integral part of every new school.

Five new designs of primary school building were developed under a design renewal exercise under the "Innovation - fund" of UP DPEP-II. Construction manuals for these 5 designs were prepared and distributed to all districts. UP DPEP-III districts had the freedom to choose any one of the 5 designs, based on local conditions and requirements. The following table shows the districts position viz. a viz. selection of designs:

Sl.	School Design adopted	No. of districts
1	Asigaon	7
2	Railway Ganj	9
3	Bhammapurwa	10
4	Roshanpura	4
5	Bhorsil (Bundelkhand areas)	2

For UP DPEP-III districts, 1099 new primary schools buildings were sanctioned in 2000-2001. Funds were released in June, 2000. As elections for 3 tier

Panchayati Raj Institutions were held in the month of April - May, 2000, newly elected Gram Pradhans assumed their rolls only by the end of June, 2000, after which the actual school construction process could begun. As per the UPEFAB's Executive Committee decision, the District Magistrates have nominated local RES/Minor Irrigation engineers for technical supervision of the UP DPEP civil works on honorarium basis. The engineers in-charge of technical supervision (district & block level) in all the 32 plain districts, have been oriented and provided with technical training by the SPO & EDCIL professionals. The concerned VECs have also been provided training for execution of school construction in the new school designs. The schedule of technical training workshops for the districts was as follows:

Sl	Name of District	Design of PS Adopted	Resource Person	Place of Workshop	Date and month of year
1	Ghaziabad	Bhammapurva	SP(CW)	Ghaziabad	1, 2 Sep, 2000
2	Fatehpur	Railwayganj	SP(CW)	Fatehpur	4, 5 Sep
3	Agra	Bhammapurva	SP(CW)	Agra	7, 8 Sep
4	Pratapgarh	Railwayganj	SP(CW)	Pratapgarh	14, 15 Sep
5	Sultanpur	Asigaon	SP(CW)	Sultanpur	18, 19 Sep
6	Mathura	Railwayganj	SP(CW)	Mathura	22, 23 Sep
7	Unnao	Bhammapurva	SP(CW)	Rai-Bareilly	26, 27 Sep
8	Rai-Bareilly	Bhammapurva	SP(CW)	Rai-Bareilly	26, 27 Sep
9	Jhansi +	Bhorsil	SP(CW)	Jhansi	29, 30 Sep
10	Jalaun		SP(CW)		
11	Bijnaur	Bhammapurva	EDCIL	Moradabad	20, 21 Sep
12	Meerut +	Asigaon	EDCIL	Meerut	27, 28 Sep
13	Baghpat		EDCIL		
14	Gautam Budh Nagar	Bhammapurva	EDCIL	Muzaffarnagar	29, 30 Sep
15	Muzaffar Nagar		EDCIL		
16	Etah +	Asigaon	DPO(A)	Etah	18, 19 Sep
17	Farukhabad		DPO(A)		
18	Hamirpur +	Asigaon	DPO(B)	Hamirpur	22, 23 Sep
19	Mahoba		DPO(B)		
20	Mirzapur	Railwayganj	DPO(B)	Mirzapur	18, 19 Sep
21	Padrauna (Kushi Nagar)	Railwayganj	DPO(B)	Padrauna	29, 30 Sep
22	Kannauj +	Railwayganj	DPO(B)	Mainpuri	3, 4 Sep
23	Mainpuri		DPO(B)		
24	Kanpur (Dehat)	Roshanpur	DPO(C)	Kanpur(Dehat)	18, 19 Sep
25	Buland Shahar	Roshanpur	DPO(C)	Buland Shahar	22, 23 Sep

26	Jaunpur +	Roshanpur	DPO(C)	Jaunpur	26, 27 Sep
27	Ghazipur		DPO(D)		
28	Azamgarh	Roshanpur	DPO(D)	Azamgarh	29, 30 Sep
29	Ballia +	Bhammapurva	DPO(D)	Ballia	22, 23 Sep
30	Mau		DPO(D)		
31	Faizabad +	Bhammapurva	DPO(D)	Faizabad	26, 27 Sep
32	Ambedkar Nagar		DPO(D)		

Note :

1	SP(CW)	Senior Professional (Civil Works) State Project Office, Lucknow
2	EDCIL	Technical Support Group, Educational Consultants of India Ltd. New Delhi
3	DPO(A) DPO(B) DPO(C) DPO(D)	4 groups of Junior Engineers of District Project Office, Hardoi, each group consisting of two Junior Engineers, as the new designs were pioneered in district Hardoi of DPEP II.

Training in all the 32 districts has been completed. The manuals for the new designs have been printed now & distributed to all UP UP DPEP III districts for use by the VEC's directly & by the JE's/AE for the technical supervision. The manuals are simple, give directions clearly & specify the technical requirements.

During 2000-01, 1099 new primary schools were sanctioned in June 2000. Out of which 956 have been completed till Sept. 2002. The sites of all the 1099 schools have already been selected and approved by the Zila Basic Shiksha Samiti. Funds were released by the SPO @ Rs. 76400/- per school i.e. 40% of unit cost to the DPOs, which then transferred the amount to the concerned VEC accounts. 60% of unit cost i.e. 1.146 lac per school was provided as matching share from SRY/JGSY/PMGY in January - March 2001 by the GOUP.

84 schools in 5 districts have received Rs. 96.26 lakh from SRY/JGSY as matching share. 543 schools of 19 districts have got the matching share of Rs. 6.21 crore from 1st installment under PMGY in Jan 2001. Matching share of Rs. 24 crores for the remaining schools was released through 2nd installment under PMGY in March 2001.

For 2001-2002, 1080 New Primary schools have been sanctioned in UPDPEP-III districts. The sites for all these school buildings have already been selected. Funds were released by the SPO on receipt of funds from Govt. of India. 202 buildings have been completed and remaining are in different stages of construction. The remaining works are expected to be completed on Dec.2002.

The 60% of unit cost i.e. 1.146 lac per school will be provided as matching share from SRY/JGSY/PMGY for which demand has been placed with the GOUP. 652 schools have got the matching share of Rs.7.47 crore from PMGY.

District wise progress of new primary schools is as follows:

SI	District	Project Target	Target for 2000-01	Progress		Target for 2001-02	Progress	
				Under construction	Completed		U/C	Completed
1	Agra	160	48	3	44	64	31	32
2	Azamgarh	126	30	0	28	50	33	11
3	Ballia	175	75	11	58	75	55	0
4	Bijnor	108	50	4	46	58	46	0
5	Bulandshahar	124	50	12	38	74	67	01
6	Etah	109	50	4	41	59	13	10
7	Faizabad	83	25	4	21	50	42	8
8	Ambedkar Nagar	85	50	5	43	20	12	0
9	Farrukhabad	66	40	6	32	20	15	4
10	Kannauj	60	40	01	39	20	15	2
11	Fatehpur	109	9	0	9	50	23	27
12	Gazipur	154	40	08	32	79	55	2
13	Ghaziabad	18	10	01	9	8	7	0
14	G. Buddha Nagar	21	10	4	6	11	8	01
15	Hamirpur	44	20	05	14	24	21	0
16	Mahoba	39	15	0	15	20	15	5
17	Jalaun	45	0	0	0	15	7	8
18	Jaunpur	87	40	03	36	48	41	01
19	Jhansi	61	60	04	56	01		01
20	Kanpur(Dehat)	125	100	5	93	47	39	4
21	Kushinagar	82	82	02	76	-	-	-
22	Mainpuri	72	39	14	22	33	19	01
23	Mathura	56	15	0	14	25	15	2
24	Mau	69	34	06	28	35	23	7
25	Meerut	25	10	0	10	16	15	01
26	Baghpat	7	4	02	2	03	0	0

27	Mirzapur	61	30	05	24	31	03	0
28	Muzaffar Nagar	63	30	0	30	33	10	22
29	Pratapgarh	78	38	01	37	40	13	27
30	Rai Bareilly	50	20	0	20	30	17	12
31	Sultanpur	37	15	01	14	15	12	0
32	Unnao	46	20	01	19	26	8	13
	Total	2445	1099	112	956	1080	682	202

Teachers Recruitment :

In UP DPEP-III districts, 1099 posts of Head Teacher & 3543 Shiksha Mitra have been filled for the new primary schools of 2000-01.

For the year 2001-02, 1057 posts of Head Teachers & 2114 Shiksha Mitra have been provided for by the UPEFAB Executive Committee, for the new schools opened this year.

Due to increase in enrolment provision for 4574 Shiksha Mitra under project has been made in 2001-02. The process of recruitment is going to be completed.

Shiksha Mitras were appointed in 2000-2001 in UP DPEP-III districts under the project. Government of U.P. (GOUP) has created 4343 Shiksha Mitras. UP DPEP III districts of which 1345 Shiksha Mitras have completed their one month training and joined.

Further more, GOUP launched a special recruitment drive to fill existing teacher vacancies first in 2000 and where teachers have been posted in schools.

District wise details of teacher & Shiksha Mitras provided from 2000 to 2001 in UP DPEP-III districts, is as follows:

Si.	District	No. of B.Ed/L.T. trained candidate appointed.	Shiksha Mitra (by State Project Office)		Shiksha Mitra by Basic Directorate
		2000	Appointed in 2000-01	Selection 2001-02	2001-02
1.	Bijnor	175	167	166	110
2.	Muzaffar Nagar	0	74	516	0

3. Meerut	0	65	132	0
4. Ghaziabad	0	58	378	0
5. Gautam Budh Nagar	0	36	117	0
6. Bulandshahar	120	165	328	78
7. Mathura	0	97	68	0
8. Agra	200	96	128	0
9. Etah	250	167	209	358
10. Mainpuri	500	145	66	89
11. Unnao	600	93	408	66
12. Rae-Bareli	560	95	144	400
13. Farrukhabad	600	147	100	32
14. Kanpur Dehat	250	259	66	51
15. Jalaun	105	67	230	0
16. Jhansi	125	146	264	0
17. Hamirpur	42	40	200	0
18. Fatehpur	750	85	200	118
19. Pratapgarh	600	143	112	477
20. Faizabad	200	117	100	465
21. Sultanpur	600	98	382	900
22. Mau	180	99	100	47
23. Azamgarh	900	100	400	335
24. Jaunpur	500	80	374	85
25. Ballia	100	217	150	0
26. Ghazipur	300	80	158	58
27. Mirzapur	500	70	552	127
28. Kushinagar	800	231	100	500

29.	Mahoba	40	30	205	0
30.	Ambedkar Nagar	0	152	88	0
31.	Baghpat	0	15	170	0
32.	Kannauj	0	109	77	47
	Total	8997	3543	6688	4343

The Village Education Committee's have been delegated powers to appoint local teachers or Shiksha Mitras in primary schools. For this purpose a resolution is passed by the VEC and applications are invited from educated village youth. The candidate should be Intermediate pass, however, persons holding B.Ed/ L.T. degree's are given preference. Candidates should not be more than 30 years old. The VEC prepares a merit list of candidates on the basis of marks secured in High school, Intermediate & BEd. / L.T. and selects the candidates securing the highest average. 50% of Shiksha Mitras have to be women. The VEC's selection of the Shiksha Mitras is backed by a two third majority of members.

Shiksha Mitras are appointed by the VEC for one academic session and if his or her work/conduct are found satisfactory, they can be re-appointed for the next session also. A Shiksha Mitra is paid Rs. 2250/- fixed honorarium per month. If work and conduct of a Shiksha Mitra is not found satisfactory, he or she can be removed by the VEC through a resolution passed by two-third majority. Prior to taking up teaching work in a school, the Shiksha Mitra is given one month training by the DIET.

A comprehensive training package for Shiksha Mitras has been developed by the SCERT with the help of experts from Rajasthan Shiksha Karmi Board, subject specialists, NGO's and the State Resource Group for Pedagogy. The duration of the training programme is 30 days. A 4 day training-cum-workshop for key resource persons was organised at State Institute of Education of SCERT at Allahabad from 9-12 Oct, 2000. Faculty of 7 nodal DIET's also participated in this workshop. These 7 nodal DIETs organised 10 day Master Trainer Training Programmes for groups of DIETs from 15-24 Oct, 2000. The concerned DIET's are organizing in turn, the actual training of Shiksha Mitras at the district level.

15 day training programmes for Shiksha Mitras, who have completed their one year term have been arranged and refresher course conducted according to the module developed by SCERT.

Alternative Schooling

Despite efforts to improve access and quality in formal schools, certain categories of children are not able to participate in the formal schooling system due to social and economic reasons. DPEP provides for different models of alternative schools to ensure participation of working children, street children, children of migrating communities, dropouts, etc. The AS strategy provides alternative learning facilities to these children with the ultimate purpose to mainstream them into the formal school system. AS interventions under UP DPEP-II has been extended to the additional 32 districts under UP DPEP-III. The AS models in the districts are determined by contextual requirements.

1) Shiksha Ghar

This is a revised model of AS centres, developed under the UP BEP, meant for children in the age group of 6-11 years providing a flexible, child friendly school, managed by VECs. Centers, in this model have been started to wean away children from wage earning activities and gradually mainstream to formal schools. These centers have been in the urban areas also specially in slums.

2) Strengthening of Maktabas/Madarsas

Large number of muslim children, particularly girls study in Madarsas & Maktabas. It has been felt that by introducing formal education through the maulavis/instructors, children get a chance to learn the formal curriculum and gradually, main stream to local schools. Training to the maulavi's/instructors, provision of formal textbooks, and additional inputs like mats etc. for the centre lby the VEC, are proving to be effective.

4) Education Guarantee Scheme (EGS) - Vidhya Kendra

GOUP commissioned the Education Guarantee Scheme to provide cent percent excess to children of remote areas, left out hamlets, younger children who cannot walk long distance in 1999. EGS centers are schools for Classes 1 and 2, in habitations which do not have a primary school within a radius of 1 km and there are atleast 30 children, in the age group of 6 to 11 years, are available. For hill

areas a minimum 20 children in the age group of 6-11 years available. In order to foster "ownership" of the scheme, the community has been assigned the responsibility of providing space and accommodation for the centre, called "Vidhya Kendra". Formal curriculum and textbooks are used in these centres.

Each EGS centre has an "Acharyaji" to teach children of classes 1 and 2. Village Education Committees have been given the powers to appoint the "Acharyaji" at a fixed honorarium of Rs. 1000/- per month. The Acharyaji is given one month's induction training and a 15 day refresher training every year. Besides, the centre is provided with teaching learning materials and other equipment like mats, black board etc.

At present, 1388 AS Centres and 2065 EGS Centers are running in 32 project districts.

Districtwise details of operational centres are given below:

Sl	District	No. of EGS Centres	No. of AS Centres
		Operational	Operational
1	Agra	59	12
2	Bijnaur	50	48
3	Bulandshahar	23	8
4	Baghpat	55	17
5	Etah	71	7
6	Farrukhabad	24	5
7	G. Budh Nagar	37	7
8	Ghaziabad	100	77
9	Kannauj	48	26
10	Mainpuri	55	56
11	Mathura	10	5
12	Meerut	31	63

13	Muzaffar Nagar	50	83
14	Fatehpur	171	81
15	Kanpur Dehat	99	104
16	Rai Bareilly	113	79
17	Unnao	38	31
18	Hamirpur	52	67
19	Mahoba	50	10
20	Jalaun	36	35
21	Jhansi	14	5
22	Azamgarh	200	118
23	Ambedkar Nagar	82	45
24	Ballia	40	8
25	Faizabad	44	27
26	Ghazipur	38	8
27	Mau	173	112
28	Mirzapur	84	79
29	Kushi Nagar	50	51
30	Jaunpur	63	64
31	Pratapgarh	55	22
32	Sultanpur	50	28
	Total	2065	1388

Proposals from VECs for the remaining 704 EGS and 1388 AS centers have been received and approved by the District Education Project Committee. The selection of the "Acharya Ji" is going on in some while some are at training stage.

Appointment & Training of District Coordinators (AS)

District Co-ordinators (AS) have been posted in 32 are UP DPEP-III districts. They have been oriented regarding their roles & responsibilities in a State Level Workshops held between 27-30 June, 2000, 13-16 Sept, 2000 and 12-15 Feb. 2000. The co-ordinators were exposed to different alternative schooling models running in different parts of the country, problems of street/working children and how to deal with them, the selection process for instructors, system of supervision, monitoring & evaluation, as well as seeking community support etc.

Opening of A.S. Centres

The VEC/community have the freedom to determine time, duration & venue for the AS centre as per learner's convenience, aiming at an average four hours of learning. The A.S. centres are completely managed by the VEC's. The payment of honorarium of the A.S. instructors & use of funds for purchase of materials for A.S. centres are carried out by the Village Education Committee, which receives funds from the District Project Office directly.

Selection of Instructors/Acharyaji

'Acharyaji' for EGS - 'Vidhya kendra' & instructors for other AS centres are selected by the VEC's on the basis of marks obtained in High School Exam by the candidate. Those procuring the highest marks are selected through a resolution of the VEC, after applications have been invited.

Training of Acharyaji

A 30 days Induction Training package for 'Acharyaji' has been developed by SCERT in 2000. Induction Training of 'Acharyaji' is conducted by the DIET. Master Trainers for the training of 'Acharyaji' have been trained by the State Institute of Education (SCERT).

Focus on child labour

(i) Mirzapur & Jaunpur

Mirzapur and Jaunpur are two districts of UP DPEP-III which have considerable concentrations of working children in the carpet weaving belt of UP.

A two day workshop on child labour of six identified carpet weaving districts of Uttar Pradesh – Allahabad, Varanasi, Mirzapur, Jaunpur, Bhadohi & Sonebhadra was held on 11 and 12 Jan, 2000 in SIEMAT, Allahabad with GOI collaboration. It was attended by representatives of Department of Education, GOI; Ministry of Labour, Government of India, State Project Office, DPEP, UP and a team from each district comprising their District Magistrate, Chief Development Officer, officials from the education and labour department, NGOs, representatives from UNICEF & UNDP and faculty members of SIEMAT. The aim of the workshop was to identify the extent of child labour, coverage of existing interventions and the structures required to implement Action Plans for universal coverage of basic education for working children in these districts. Followup workshops to finalise the detailed action plans for each of the six districts including strategies of mainstreaming working children & preparation of project proposals for universalisation of elementary education were held at the district level.

Mirzapur has drawn up a detailed action plan which is being implemented with UP DPEP-III assistance and in convergence with the NCLP, local NGO's & the revamped EGS/AIE scheme of GOI. Jaunpur has also prepared an action plan which has been dovetailed with UP DPEP-III annual action plans for 2001-02 and 2002-03.

(ii) Pottery Industry of Khurja

Khurja a major town of Bulandshahar district, is covered under UPDPEP-III and houses the pottery industry, which is a hazardous industry involving a large number of working children. A study report brought out by the National Labour Institute NOIDA on Khurja, emphasized the need for primary education & convergence of services like health, child care etc. for children to be freed from working situations.

The labour dept. has completed the identification survey for children working in hazardous situations, in Jalesar (Etah), Khurja (Bulandshahar) and Mirzapur through the State Labour Deptt. The format which was excellently used in Moradabad district under UPDPEP II, has been adopted

for the survey work in these districts as well. In Jaunpur district identification survey is going to be completed soon.

The following picture of child labour/out of school children has emerged through the survey in Jalesar, (Etah) Khurja (Buland shahar) and Mirzapur.

District	No. of wards Surveyed	Identified, out of working children			Out of school children Non working			Total out of school children identified		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Jalesar (Etah)	25	860	666	1526	482	947	1429	1342	1613	2955
Khurja (Buland shahar)	25	1153	1070	2223	2671	1404	4075	3824	2474	6298

The DPO in Etah has commenced work of opening AS centres for the target group and in mobilizing the local community and guardians/parents of children to attend flexible schools. A workshops with NGO's, local urban development authorities, Labour Dept. officials is scheduled for last week of Nov 2001 at Jalesar itself.

563 AS and 561 EGS Centres are targeted for child labour intensive areas of Etah, Bulandshahar, Meerut, Mirzapur, Jaunpur and Azamgarh districts. Out of these 360 AS and 483 EGS centres are running in these districts and remaining centres are in opening process.



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, UP DPRP-III has focussed on the issue of retention from the very outset.

Some of the key features of the strategy for improving retention in primary schools are:-

1. Provision of necessary infrastructural facilities in primary schools:
 - Reconstruction of dilapidated school buildings, to improve school environment.
 - Additional classrooms to accommodate increased enrolment.
 - Separate toilets for girls, especially 9 + age group.
 - Drinking water facilities.
2. Additional posts of teachers to meet surge in enrolments.
3. Awareness Building and Community mobilisation, to enrol & retain their children in schools.
4. Facilitating and promotion of girl's education through
 - Establishing ECCE Centres
 - Cluster development approach
5. Integrated education for disabled children, to help them attend schools in the vicinity.

1. Infrastructural Facilities

Reconstruction of School Buildings

The project provides for reconstruction of 3020 dilapidated school buildings during the total project period out of which reconstruction of 1320 schools was sanctioned during 2000-2001. Installment of funds for the purpose has been received in last week of March 2001 from GOI and the required funds were released in April 2001, to the districts. Out of which 901 have been completed till Sept 2002 and remaining are in different stage of construction.

During 2001-02 the funds for reconstruction of 1373 schools was sanctioned and were released in Nov.2002 to the districts. Out of which 199 school buildings have been completed.

District wise targets and progress of schools under reconstruction are given below:

Sl	District	Total Project Target	2000 - 2001			2001-02		
			Target	U/C	Completed	Target	U/C	Completed
1	Agra	58	20	1	17	62	60	0
2	Azamgarh	150	52	4	44	100	85	5
3	Ballia	104	30	7	21	42	34	2
4	Bijnor	167	18	01	17	82	75	0
5	Bulandshahar	91	40	18	22	51	47	2
6	Etah	120	50	38	2	70	44	2
7	Faizabad	46	25	11	12	30	24	6
8	Ambedkar Nagar	87	45	4	39	15	13	-
9	Farrukhabad	110	80	23	54	10	8	2
10	Kannauj	81	30	18	9	21	16	3
11	Fatehpur	177	80	3	77	80	30	50
12	Gazipur	100	40	6	32	60	50	5
13	Ghaziabad	56	56	7	44	20	14	6
14	Gautam B Nagar	33	10	6	2	13	9	0
15	Hamirpur	89	45	36	6	44	37	-
16	Mahoba	96	26	26	0	20	17	3
17	Jalaun	67	0	0	0	37	27	8
18	Jaunpur	120	60	28	30	60	54	0
19	Jhansi	113	55	0	55	58	-	3
20	Kanpur(Dehat)	49	30	3	24	27	25	2
21	Kushinagar	150	100	11	89	100	84	15
22	Mainpuri	57	27	17	10	20	10	0
23	Mathura	104	20	2	18	50	35	10
24	Mau	100	50	8	39	50	40	6
25	Meerut	100	30	0	30	60	48	12
26	Baghpat	60	40	29	10	-	-	-
27	Mirzapur	99	50	15	33	49	0	0
28	Muzaffar Nagar	52	28	12	15	24	15	9
29	Pratapgarh	116	46	0	46	86	42	44
30	Rai Bareilly	69	29	0	29	11	5	6
31	Sultanpur	136	36	5	29	-	-	-
32	Unnao	93	72	19	46	21	0	0
	Total	3050	1320	360	901	1373	948	201

It is noteworthy that only 40% of the unit cost per school was released from the project, whilst 60% of the funds were received from the PMGY scheme in June 2001.

Additional Classroom

During 2000-01, 5887 additional classrooms were sanctioned for construction. However, due to lack of funds from GOI, funds for construction of only 3125 classrooms were released to the districts in September, 2000 @ 70000/- per classroom. On receipt of funds from GOI, the balance amount has been released to the DPOs in Sept 2001 (2001-2002) for the remaining 2762 classrooms. Out of which 1740 have been completed and remaining are under progress. For 4253 classrooms targeted for 2001-02, the funds have been released to DPO's in May 2002 due to shortage of funds from GOI. The district wise progress of additional classrooms constructed is given in the table below:

low:

Sl	District	Total Project Target	2000 - 2001 Target	Planned so far	Under Constr.	Completed
1	Agra	445	134	134	7	125
2	Azamgarh	550	200	100	0	100
3	Ballia	400	200	100	0	100
4	Bijnor	430	200	100	0	100
5	Bulandshahar	379	190	95	02	93
6	Etah	300	-	-	-	-
7	Faizabad	556	200	100	0	97
8	Ambedkar Nagar	556	250	125	0	122
9	Farrukhabad	350	350	175	5	170
10	Kannauj	272	200	100	1	99
11	Fatehpur	173	100	50	0	50
12	Gazipur	200	100	50	0	50
13	Ghaziabad	345	145	73	0	73
14	Gautam B Nagar	383	173	87	5	82
15	Hamirpur	400	300	150	4	144
16	Mahoba	165	75	37	0	37
17	Jalaun	350	-	-	-	-
18	Jaunpur	424	255	128	0	128
19	Jhansi	287	230	115	0	115
20	Kanpur(Dehat)	486	386	193	0	193
21	Kushinagar	400	400	200	0	200
22	Mainpuri	333	173	86	0	86
23	Mathura	179	40	20	0	20
24	Mau	400	200	100	0	100
25	Meerut	250	100	50	0	50
26	Baghpat	480	228	228	12	216
27	Mirzapur	573	223	111	0	111
28	Muzaffar Nagar	427	170	85	0	85
29	Pratapgarh	375	200	100	0	100

30	Rai Bareilly	250	150	75	0	75
31	Suitanpur	245	100	50	2	47
32	Unnao	377	215	108	1	107
	Total	11740	5887	3125	39	3075

SI	District	2001-02			2002-03		
		Target	U/C	Completed	Target	U/C	Completed
1	Agra	0	0	0	177	126	51
2	Azamgarh	100	41	59	250	-	-
3	Ballia	100	25	54	200	-	-
4	Bijnor	100	9	91		230	
5	Bulandshahar	95	18	76	95	-	-
6	Etah	0	-	-	200	125	
7	Faizabad	100	45	45	300	-	-
8	Ambedkar Nagar	125	66	54	250	-	-
9	Farrukhabad	175	54	121	-	-	-
10	Kannauj	100	35	65	172	-	-
11	Fatehpur	50	7	43	73	-	-
12	Gazipur	50	8	40	100	-	-
13	Ghaziabad	72	2	70	100	-	-
14	Gautam B Nagar	86	7	37	87	-	-
15	Hamirpur	150	39	101	-	-	-
16	Mahoba	38	23	15	103	-	-
17	Jalaun	0	-	-	200	-	-
18	Jaunpur	127	15	102	169	-	-
19	Jhansi	115	48	67	57	-	-
20	Kanpur(Dehat)	193	19	171	-	-	-
21	Kushinagar	200	100	95	-	-	-
22	Mainpuri	87	38	32	160	-	-
23	Mathura	20	0	20	80	24	
24	Mau	100	57	10	50	-	-
25	Meerut	50	-	50	100	-	-
26	Baghpat	0	-	-	100	-	-
27	Mirzapur	112	46	59	180	-	-
28	Muzaffar Nagar	85	33	52	260	-	-
29	Pratapgarh	100	0	100	175	-	-
30	Rai Bareilly	75	50	25	100	-	-
31	Sultanpur	50	24	16	85	7	-
32	Unnao	107	21	70	200	-	-
	Total	2762	830	1740	4253	462	-

Toilets

During 2000-01, 6998 toilets were planned for construction in primary schools of DPEP-III districts. Out of which 5988 toilets have been completed and remaining are in different stage of construction. During 2001-02, 5354 toilets were planned for which the funds were released in April 2002 due to shortage of releases from GOI. 363 toilets has been completed and remaining are expected to be completed till Dec. 2002 District wise targets/progress are given below:

SI	District	Total Project Target	2000-2001 Target	U/C	Completed	2001-02 Target	U/C	Completed
1	Agra	1057	400	18	319	600	281	283
2	Azamgarh	304	200	30	170	104	-	-
3	Ballia	200	100	0	100	100	-	-
4	Bijnor	482	50	0	50	200	-	-
5	Bulandshahar	767	300	24	276	300	-	-
6	Etah	380	180	8	172	200	-	-
7	Faizabad	550	200	56	144	200	-	-
8	Ambedkar Nagar	500	300	76	126	200	-	-
9	Farrukhabad	300	300	0	300	-	-	-
10	Kannauj	610	450	40	410	160	-	-
11	Fatehpur	537	159	18	141	200	-	-
12	Gazipur	438	200	25	171	200	-	-
13	Ghaziabad	588	388	104	383	200	-	-
14	Gautam Nagar B	291	91	3	82	200	-	-
15	Hamirpur	400	200	20	170	-	-	-
16	Mahoba	466	200	24	150	150	-	-
17	Jalaun	224	0	0	0	135	127	-
18	Jaunpur	324	237	12	225	87	-	-
19	Jhansi	220	220	23	197	220	-	-
20	Kanpur(Dehat)	330	130	04	123	-	-	-
21	Kushinagar	120	60	0	60	120	-	-
22	Mainpuri	310	210	90	26	200	-	-
23	Mathura	747	200	2	198	350	203	80
24	Mau	73	38	15	10	73	-	-
25	Meerut	525	100	0	100	325	-	-
-	Baghpat	300	200	12	188	100	-	-
	Mirzapur	675	575	01	64	0	-	-

28	Muzaffar Nagar	520	300	18	282	220	-	-
29	Pratapgarh	510	400	0	400	110	-	-
30	Rai Bareilly	600	200	0	200	200	-	-
31	Sultanpur	210	110	15	85	100	-	-
32	Unnao	400	300	46	254	100	-	-
	Total	13958	6998	581	5988	5354	611	363

- For 2000-01 and 2001-02 the funds could be released only in 2002-03 due to shortage of releases from GOI.

2. Community Mobilisation & Participation

Success of DPEP depends on participation and involvement of the local community. Therefore conscious efforts are made to involve the local community in implementation and management of the programme at the village level.

Village Education Committee

In order to promote community participation in primary education the VEC's have been constituted by the State Govt. as statutory bodies in all villages.

The VEC is expected to play a major role in bringing a positive attitudinal change towards education and to play an important role in mobilising the community for the following purpose:

- Micro-planning and preparing Village Education Plan.
- to bring un-enrolled children into schools.
- Selection of Acharyaji and Shiksha Mitra.
- to retain children in schools especially girls and children from disadvantaged groups.
- school construction
- to bring children with disabilities into the mainstream.
- utilization of school improvement grant.
- to supervise and ensure that children in the age group of 3-6 come to the ECCE centres for pre schooling.
- to encourage and support out of school children especially girls, working children for primary education through flexible & alternative systems of education.

Community/VEC participation

The community through VECs are actively involved in the following activities:

- Micro-planning, school mapping & preparation of the Village Education Plan.
- Drives for enrolment and retention of children.
- School improvement/development, purchase of school materials.
- School construction works, purchase of material. maintenance and repair of school building.
- Opening of AS/EGS Centres.
- Appointment of Shiksha Mitras & Acharyaji.

Interventions

Following measures have been undertaken to gear up the process of community involvement in 32 project districts:

1. **Administrative arrangements**

- One Senior Professional at the SPO nominated to look after and coordinate the programme.
- **District coordinators for community mobilisation. have been appointed and trained in a State Level Visioning Workshop held on 9 to 11 October, 2000 .**
- **A three day training programme held on 22 to 24 Feb. 2001 regarding community participation processes, PRA etc. was also held for the District Coordinators.**
- District Resource Groups have been constituted and trained in 8 batches & Block Resource Groups have been constituted and trained in the districts by the DRG members- as MT's for VEC trainings.
- Review meetings and capacity building workshops are held every two months. In the last semester, meetings cum workshops were held on 9-10 May, 1-3 Aug and 9 Oct, 2001.
- **Training of half of the VECs targeted for 1st year of the project, are underway.**

2. Material Development

- The training module for VEC training and the Village Education Plan hand-book have been revised under the UP DPEP-III and made available to DPOs.
- The training module has been printed and distributed for BRG/VEC trainings by the DPO's
- A 3 day training of VEC members has been organised at the village level for the first set of VEC's, per district.

3. Training Programme

- District Resource Groups have been constituted in all the 32 districts.
- A 4 days training/orientation programme was organised for 236 DRG members in 8 rounds at the SPO in the months of June - Aug. 2000.
- Block Resource Groups were formed in the districts and a 4 day training programme were organised in districts for them. 3308 BRG's were trained upto Oct, 2001.
- Identification of VECs to be trained in the first phase was completed.
- 19152 VEC's have been trained till Aug 2002.

• No. of Districts	-	32
No. of DRG	-	179
No. of Blocks	-	391
No. of BRG's constituted	-	391
No. of BRG's trained	-	365
No. of BRG members trained	-	8005
No. of VEC's constituted	-	23155
No. of VEC's trained	-	19152
No. of VEC members and other G.S members trained	-	4,78,800
No. of village where micro-planning completed	-	17082
No. of village where Village Education Plans have been completed	-	15485

4. ***Campaign and other mobilisation activities***

- At the start of the academic session 2002-03, the School Chalo Abhiyan was organised in the State between July 1-15, 2002. Prabhat Pheris were organised with slogans of School Chalo Abhiyan. The Abhiyan actually proved very useful specially for UP DPEP-III districts, by establishing a tempo for enrolment and retention of those already in school.
- Banners/Posters and wall writing were undertaken in all districts of UP DPEP-III.
- Districts organised rallies, meetings, cultural activities, pad yatras etc. at district, block and village levels.
- Slides on the School Chalo Abhiyan were shown in cinema halls, to create public awareness and build an environment for the campaign.
- Solemn resolves by the Village Headmen and VEC members to work towards total enrolment in the villages, were undertaken widely during the course of the campaign.

Other Activities performed under School Chalo Abhiyan

- in order to motivate parents to educate their daughters, Meena campaigns were organised.
- Orientation programmes were held for the newly elected Pradhans, members of VECs on issues in primary education and their role in the development of primary schools, at the NPRC level.
- in making the *School Chalo Abhiyan* a success, support was received from the AIR, which regularly relayed radio jingles and the Doordarshan which transmitted TV spots on promotion of girls education.
- Retention drives were conducted with the help of street plays and folk songs, using the services of local cultural troupes.
- As a part of the *School Chalo Abhiyan* retention was given a fillip by awarding green, yellow and red stars to children in relation to their record of attendance in schools. To encourage regular attendance of children in schools, the homes of

children were marked with green, yellow, red to signify the importance of attending school regularly.

4. FOCUS ON GIRLS EDUCATION

Emphasis on interventions for girls' education at all levels of programme implementation, has been recognised as critical for UP DPEP-III. Towards this objective, the experiences of UP DPEP-II has been invaluable and has been extended to UP DPEP-III districts as well.

Gender Strategies under UP DPEP-III: - DPEP's equity focus is apparent from the fact that the programme targets educationally backward districts with female literacy rates below the national average. UP DPEP-III has adopted a twin approach for addressing issues concerning girl's education, one, by integrating a gender perspective in all key areas of project interventions and two, in focusing attention on specific interventions to offset disadvantages for girls.

1. Create an environment which enables women to demand education for themselves and their daughters.
2. Make the educational system more supportive to needs of girls and women.
3. Gender sensitization of stakeholders in order bring about an attitudinal change
4. Integration "Gender Sensitization" packages of all types in training modules used in the project.
5. Setting up/strengthening of ECCE centres and Alternative schooling centres as support services to promote enrolment and retention of girls.
6. To sensitize teachers to help them eliminate gender bias in classrooms.
7. Intensifications of interventions on girls' education in selected cluster & villages of UP DPEP-III districts, to target pockets of extreme backwardness.
8. Free distribution of textbooks to girls, to encourage enrolment and retention and offset partial costs of education.

1. Placement of State/District Coordinators & training: A State Coordinator & District Coordinators for Girl's Education are in place in all 32 districts. A four day State Level Training Workshop was organised at Lucknow during 6-8 Nov. 2000 to orient the newly inducted Gender Coordinators. Re-orientation of these Coordinators was organised again between 5 to 8 Feb. 2001 to help build capacity

amongst district coordinators to develop district specific plans for girls' education. The workshops included the following objectives ;

- i) Orientation to DPEP with special emphasis on its' gender perspective.
- ii) Definition of the role of Gender Coordinator.
- iii) Defining strategies for integrated and specific interventions for girls education.

The role of the Gender Coordinator was visualized -

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 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

2. State Resource Group: An active State Resource Group for Girls Education and ECCE had been set up in UP DPEP-II to bring in a network of experience from NGOs, women's activists, universities and other related departments. The assistance of that group has been extended to UP DPEP-III as well. 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 critical

meeting of the SRG on Gender was held on 23rd March 2002 to put in place the strategies for UP DPEP-III .

3. Strengthening of VECs for girl's education: A comprehensive and revised training module for the VEC's focuses on girl's education and encourages participation of women members of the VEC more actively. Of particular importance is a section on how to remove gender bias in schooling. 19152 VECs have been provided 3 days training so far.

4. Community Participation: Through devolution of power to local community by PRA training which enables them to take responsibility for village mapping and microplanning to make local people understand the problem of girl's education and to enable them to design intervention accordingly. The focus is on establishing institutional structures like VECs, MTAs, PTAs, WMGs and building their capacity.

Guardians participation specially mother's involvement in primary education has been further ensured through formation of PTA & MTAs. A training package has been developed to orient them. Their role is envisaged as follows:

1. Reinforcing efforts of VECs for enrolment and retention.
2. Work to bring school closer to the community.
3. Working for regular attendance.
4. Work out flexible timings, if they can impact positively on girls enrolment/retentions.
5. Monitoring distribution of text books.
6. Providing escorts for girls, if needed.
7. Monitoring day to day school activities and achievement levels of children.

2819 MTAs/PTAs have been formed and oriented in 32 UP DPEP III districts. The training package 'Aseem' has been developed to orient these groups.

5. Participatory methodologies being adopted for mobilising community: Meena Campaigns, Maa Beti Melas, Women Parliament, house to house visit and village level meetings have all enabled peoples participation. The objective of all these interventions is to trigger off introspection and self reflection among the stake holders and to be able to generate interest in girl's education.

6. **Targetted Interventions:** Through interventions tailored to meet the special needs of girls, provision of free text books to all girls in govt. primary schools has been undertaken in year 2002. In this academic session girls benefited in UP UP DPEP III districts. Furthermore in order to develop girl friendly classroom processes, gender sensitization issues have been incorporated in the in-service training package 'Sadhan' in which all UP UP DPEP III teachers have been oriented. In addition a 3 day special package of gender oriented training of teachers has been developed and UP DPEP III teachers have been trained.

7. **Gender sensitisation of Teachers, BRC/CRC coordinators and others :** Integration of a gender perspective in the annual teacher training programme is mandatory in UP DPEP II & III. In addition, a sensitization package for teachers, BRC-coordinators, CRC-coordinators has also been developed, focussing more on class room processes & use of girl friendly interventions, as well as community interaction, called 'Anant'. Similarly for women motivator groups, Mother/Parent teacher association training packages named - 'Muktakash' and 'Aseem' have been developed and being used to train the target groups.

Status of training and capacity building for 'girls education' at various levels is given below:

S.No	Name of the functionaries	No. of groups/ persons trained	Level of training	Duration of the training
Master trainers - Training				
1	VEC	391 BRGs	BRC	4 days
2	WMG	320 MTs	State level	4 days
3	MTA/PTA	320 MTs	State level	4 days
4	Teachers, BRCC, NPRCC	320 MTs	State level	4 days
Grass root level functionaries				
1	VEC	19152	Gram Sabha	3 days
2	WMG	1039	Gram Sabha	2 days
3	MTA/PTA	2819	Gram Sabha	2 days
4	Teachers, BRCC, NPRCC	2575	Distt level Block level	3 days 3 days

8. Model Cluster Development Approach (MCDA) for girls

Learning from the encouraging experiences of UPDPEP II, 160 clusters in the first phase and 320 clusters in the second phase have been identified for this approach in UPUP DPEP III districts. Briefly the key features of this approach are:

- Improve enrolment, in formal primary schools or AS.
- Essentially targeted at girls, all children of the village eventually benefit.
- Provision of targetted & intensive programmatic inputs to maximize out puts.
- After the initial impact shift focus to retention and achievement levels.
- Strong community mobilization & support
- Perceived as an evolving model determined by area specific needs

No. of clusters	No. of village covered	100% enrolment in village	Drop out free villages
480	5262	2357	2097

Two important methodologies adopted for mobilizing the community in MCDA clusters are:

1. **Meena Campaigns:** Uses the audio visual material on 'Meena' developed by UNICEF. Pre-screening discussions designed to understand people's views on educating girls and post screening discussions to bring out the viewer's changed perceptions and appreciation of Meena are conducted. Meena Shows were organised in 1205 villages in 15 clusters identified for MCDA till August. 2002. This tool for girls education is also being used at VEC trainings, meetings of Mother - Teacher Associations and in other awareness and motivational campaigns.

2. **Kala Jatthas**

(Local folk troupes) were launched in July 2001 in selected UP UP DPEP III districts with specially developed scripts on the theme of girls education and retention. A 10 day State Level Workshops on script writing and then for training of local groups as Master trainers were organised from 29th May to 9th June 2001. Performances of Master Artistes were field trialled before launching the campaign in the districts. 9 districts were identified on the basis of micro-planning data, for targeted motivational campaigns in the most backward pockets. Similarly, 3 blocks in each of these

districts were selected based on low enrolment and retention. Kala Jattha's performed in 736 villages in:

- Activising community- based bodies
- Identifying out of school children.
- Organising enrolment drives.
- Building closer links between the community and the school.
- Applying sustained pressure on families of the out of school children.

Meena campaign	Kala Jattha	Maa Beti Mela
1205	736	289

No. of MTA/PTA - 2819

No. of WMG - 1039

Retention Strategies for Girls

In UP UP DPEP III the focus has always remained on both enrolment and retention simultaneously. Retention strategies envisage combined efforts of the community and the teachers.

Monitoring Attendance: Children's attendance is monitored by the WMG, and others in the MCDA villages in consultation with the teacher - monthly 'stars' are given to the children - yellow, red, green at the end of month depending on their attendance. Monthly attendance charts are put up on display 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 for both the children & the parents.

Thehrao Parikramas (Retention Marches) have been carried out in 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 Aug.2002 about 2015 Retention Marches were carried out in the UP DPEP-III districts.

Summer Camps for bringing back girls to schools

Another important strategy to tackle the problem of drop-out amongst girls, was through the 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 done on the basis of EMIS data. Then, 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. Finally, it was decided to organize **summer camps** for these girls to equip them to re-enroll in the formal schools.

The objective is to :

1. mainstream girls and SC boys who had left school in the last 3-4 years.
2. main stream never enrolled girls.
3. Encourage and prepare girls who left schools for the class at which they left off.
4. Create awareness among parents of 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 in a participatory mode. This package is used for the summer camp- course, facilitation & teacher orientation.

Summer camps

No. of camps held	No. of children enrolled in camps	No. of children enrolled in primary school
1631	65240	40230

Exposure visits

A 14 members team went to Andhra Pradesh and Karnataka for exposure visit of Bridge camps and Micro-planning Model. A state level workshop organised on July 26 - 27, 2001 for strategies development.

Early Childhood Care & Education Centre (ECCE)

The provision of Early Childhood Care and Education centres to support girls avail of primary education was a well-tested strategy under UPBEP and UP DPEP-II. It prepares children in the age group of 3-6 years for entry into schools and frees older girls from sibling care enabling them to go to schools.

The ECCE strategy seeks to dovetail the existing ICDS centres with the primary schools by providing for coterminous timings, moving the ICDS Anganwari closer to school premises, providing for an ECCE room in some cases and augmenting pre-school education inputs in terms of training and play materials to the workers and the centre. The ECCE centres are targeted to those areas where the participation of girls in primary education is low and dropout rates are very high. The ECCE programme extends to the all 32 project districts under UP DPEP-III.

During 2000-2001, 1653 ECCE centres were opened by strengthening ICDS centres. During 2001-02, 2189 ECCE centres have been opened.

These ECCE centres are being 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. 130 Master Trainers from the districts were provided a ten day orientation by SPO during 17-26 Sept. 2001, ECCE workers were in turn trained by these Master trainers:

- Review workshop to finalise strategies for developing ECCE materials, training of SRG members, monitoring and supervision of ECCE centres etc. was held in Aug-Sep'2001. Materials developed under UPBEP were revised in light of need requirements & experience.
- Training materials were finalized in a workshop in Sep'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, (SCERT) in the month of July & Sept'2000.

- A 10 day training for ECCE workers of the newly selected centres is in progress. 116 Master Trainers have been selected and trained who have started the training of ECCE workers.

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. Initially, two blocks of each district have been selected for integrated education in the UP UP DPEP III districts. 2 more blocks of each disstt. have been covered under IED in year 2002-03.

1. State Resource Group

The State Resource Group setup for IED in UP DPEPII extended its coverage to UP UP DPEP III districts as well.

2. Block Resource Group

To provide technical support for IED at block level either able NGO's or a group of primary teachers/coordinators are being developed as Resource Persons.

- To supervise, train and guide primary school teachers as well as parents of children in integrating children with ailed/moderate disabilities into schools.
- To provide technical support, assist in supply of aids and appliances.
- To monitor individualized educational plans.

3. Placement of IED coordinator

A senior professional and a consultant are nominated at SPO to look after the work related to I.E.D. programme. District Coordinators for IED are in place in all UPDPEP -III districts. They are qualified workers bearing diplomas and most have experience working with NGO's.

Soon after the selection of IED coordinators, a 2 days state level orientation cum training programme was organised by the SPO and a five days training of district coordinators was organised in M.J.B. Rohil Khand

University, as the university has an excellent Special Education Resource Centre.

4. Coverage

In the first year the IED programme was begun in 2 blocks of each of U.P. DPEP-III districts. In year 2002-03, 2 more blocks have been selected in each distt. ie. a total of 128 blocks are covered under IED.

5. Training of Master Trainers

Initially a 10 day Master Trainers training programme was organised with support from the Department of Special Education, M. J. P. Rohil Khand University, Bareilly, Amar Jyoti, Delhi and UP Viklang Kendra and Rural Research Society, Allahabad. After that MTs have been trained at selected DIET (DIET Chhibramau, DIET Mavana, DIET Baruasagar, DIET Unnao and DIET Azamgarh). The Distt. co-ordinator (IED) who have specialization in visual impairment, Hearing impairment and Mental Retardation were resource persons for these training programme. These master trainers trained the general teachers of government primary schools to deal with the needs of the children with special needs. 231 Master Trainers have been trained in the above institutions and DIETs. Faculty members of DIET have also received this training. 4 training courses of MTs are going on at DIET Azamgarh, Hapur, Mathura and Unnao.

6. Creating Resource Persons in IED

There is low availability of qualified and experienced NGOs in the field of IED in Uttar Pradesh. This lack of technical resource in field of disabilities, inspired the UP DPEP III to create resource persons of equitable competence within the education system itself. The project decided to build capacity and competence of ABRC/NPRC coordinators by providing them a standard package of training, which has the certification of the Rehabilitation Council of India (RCI). So far, 96 ABRC/NPRC coordinators have completed the 45 day Foundation Course at Chetna Institute, Lucknow U.P. Institute for Hearing Handicapped, Allahabad and I.I.D., Varanasi. This will make trained and certified resource persons available within the system to guide and train teachers for IED programmes.

5 days Primary School Teacher's Training - 13631 primary schools teachers have been given 5 days orientation training on IED by the MTs at Block Resource Centre of their blocks.

7. Identification

The microplanning format has been modified in UPDPEPIII to include information on children with disabilities. This was felt, because it enabled the VEC to itself identify children of specific disabilities in the initial survey stage of the project itself. It is very handy & timely information for IED coordinators to act upon. 24070 CWSN have been identified in the selected blocks. Out of which 2755 are VI, 4755 are HI, 12026 are OH, 2645 are MR and 1889 belong to other categories.

8. Integration

In the year 2001-02, 15251 children with special needs were integrated. Disability-wise, their break-up was as follows:

VI	-	1455
HI	-	1994
OH	-	8761
MR	-	1714
CD	-	1327
Total	-	15251

9. Medical Assessment

After the initial identification through the VEC's microplanning, medical assessment follows. Till now 184 medical assessment camps have been organised. 18662 CWSN have been assessed. 4895 disability certificates have been provided in assessment camps by the district's Chief Medical Officers. The school Health Programme, initiated under UPDPEP with the State Health Dept., also provides specific facilities for medical assessment and granting of required certification in the district, through regular roster of school based visits by doctors.

10. Convergence with NGOs

A voluntary organisation 'Amar Jyoti' Karkarduma, Delhi has been selected for assisting the IED programme in, district Gautam Buddha Nagar. The proposal of other NGOs for Mirzapur and Ghazipur have been sent to World Bank. GOUP have issued a Govt. Order on 12.4.2001 at the instance of UPDPEP, which ensures convergence with the Deptt. of Handicapped Welfare to accord priority to children identified under DPEP surveys for the distribution of aids & appliance from that Directorate.

11. Aids and appliances

Aids and appliances play major role towards the mainstreaming of CWSN. Convergence have been done with govt. organization and NGOs to provide required Aids and appliances to CWSN.

Till now the following aids and appliance have been distributed to 5917 CWSN in the UPDPEP-III districts.

1.	Artificial limb	-	113
2.	Crutches	-	1839
3.	Tricycles	-	1208
4.	Wheel chairs	-	485
5.	Blind sticks	-	183
6.	Caliper	-	1544
7.	Hearing Aids	-	428
8.	Brail slate	-	59
9.	Walking stik	-	21
10.	Low vision kit	-	37
	Total	-	5917

12. Material development

1. For the training of teachers a teachers, hand book developed in UPDPEP II has also been distributed in UP UP DPEP III.
2. Folders on various disabilities 'Kshamtayain Anek Akshamta Ek' and a Folder "Aap Kya Kar Sakte Hain" for community awareness developed in UPDPEP-III have also been widely distributed in UPDPEP-III districts.
3. IED content has been included in the VEC and teachers training modules.

4. A chapter Dosti concerning the problem of CWSN has been incorporated in class - III text book of EVS and the chapter Aprajita in class VIII.
5. The problem of ignorance regarding the factors of various disabilities has been addressed in the class IV and Vth science books as well.
6. IED component has been incorporated in the Basic Teacher training Certificate programme - the pre - service teaching of primary school teachers.

IED related material developed under DPEP-II has been replicated UP DPEP-III, by the districts and distributed to institutions/teachers, community etc.

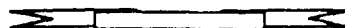
School Health Checkup Programme

A Government Order by the State Health Dept. for school health checkup of children studying in primary schools was issued on 9 August 2000 for UPUJP DPEP III districts as well. The GO sets up a health checkup coordination committee in the districts to establish a roster for school based checkup by Dept. doctors. Health and referral cards have been printed & distributed to all primary schools by the Expert Basic Shiksha Adhikari, DPO.

For the year 2000-01, health checkups of 17,31,979 children studying in primary schools was completed, out of which 4062 children were provided disability certificates.

For year 2001-02, a similar Government Order has been repeated for school health check-ups, on 21 July 2001. and 43,25,896 children have been checked. Out of which 26380 children have been referred to CHC/ Disst. hospital for several diseases.

For the year 2002-03 a similar G.O. has been issued for school health checkups on 20th June 2002. Health check up programme is going on. Till now 460279 children have been examined.



CHAPTER-IV

IMPROVING QUALITY

Areas of pedagogical improvement

Pedagogical renewal processes, under UP DPEP III include the extension of the UP Pedagogical renewal plan of 1997 to these 32 districts as well. The learning and capacity building achieved in the UPBEP and UP DPEP II programmes has most directly benefited the UP DPEP III districts.

By the time UP DPEP III opened, the curriculum for classes I-V has been revised and the new textbooks developed in UPDPEP-II. Supplementary readers under UP BEP were in use and a new teacher training module based on the new textbooks under preparation alongwith the teacher guides. Thus, UPDPEP-III focussed on the following more intensively:-

1. Immediately put to use the tried and tested materials & training programmes already developed.
2. Orient through "visioning" workshops all UP DPEP-III districts with the new pedagogical renewal design of U.P.
3. Invest in capacity improvement of SCERT and State Textbook Office for better quality of production of materials.
4. Strengthen academic supervision, with specified indicators of change.
5. Focus on headmasters training for school improvement.
6. Include a marked focus on multi-grade classroom teaching and management.
7. Seek to directly impact class-room processes more effectively.

Visioning Workshops

To develop a common pedagogical vision among district level functionaries e.g. DIET staff, DPO staff and to orient them on project objectives and interventions, series of visioning workshops have been organised. A core team of 7 persons from the districts comprising Principals of DIETs, Senior Lecturers, Expert BSA's, Deputy BSA's, All District Coordinators, ABSA's, Head Masters and Assistant teachers of primary schools participated in visioning workshops organised at SIEMAT, Allahabad

during April to August 2000. In this continuation, a state level orientation workshop for the SRG for Pedagogy was also organised during 18-19 July 2000 at NEDA Lucknow to entrust them with the newer responsibilities & needs of UPDPEP-III. A set of 4 day visioning workshops for district and block level functionaries including ABSA, SDI, BRC and District Coordinators were organised at the DIET level in all 32 UPDPEP-III districts.

Teacher Training

UPBEP & DPEP-II experiences in teacher training influenced the planning for training under UP DPEP-III. The training strategy has taken into account the post training support and organisational support at district & sub-district levels.

New textbooks based on the revised curriculum for primary classes were introduced in schools from July 2000. Therefore proper orientation of teachers for effective use of the textbooks was headed in UP DPEP III districts. The training package developed under UP DPEP II was extended to UP DPEP III also. The package 'SAADHAN' primarily focussed on the new textbooks in addition to MGT, classroom interaction etc. It was an 8 day package for teachers and 2 days additional input for BRC, NPRC coordinators. 16 sessions were in-house while 30 sessions were in actual classroom practice sessions. The module focussed on better and effective use of textbooks in classrooms, upgradation of content knowledge of teachers, use of new transactional methodologies, handling multi-grade and multi level classroom situations, preparation and use of content specific TLM's, pupil's evaluation etc.

The DIETs selected Master Trainers for the purpose through a merit-based process. Selection tests including a written test, group discussions and interviews through participant observation processes, were organised at the district level. The selection & training of 1608 trainers was done at the district level. The training of M.Ts. was organised at the State level and Training Of Trainers was done at the regional level. The first batch of training was organized for BRC,NPRC coordinators at DIET level to give them exposure to the package and an additional input of 2 days follow up was given to them. During teacher training at block level,16 sessions in the

training hall and 30 practice sessions in actual classroom situations were planned and organized.

All the teachers have been provided 1st round of training. The teachers trained are 108276.

Second Round of Teacher Training :

While conceptualizing training inputs for the second round of teacher training, due consideration has been given to the feedback received during online supervision of teacher training in the first round and from the Study on Teacher Training Inputs under DPEP-II (covering round I & II) conducted by independent evaluators in 2000. The study had revealed the minimal impact of teacher training inputs in actual practice. It had further disclosed the need to strengthen the DIET-BRC-NPRCs to reinforce their academic leadership in providing support to teacher & schools. In addition, the introduction of teacher guides in all primary schools and the introduction of the new Comprehensive and Continuous Evaluation System, revised Indicators for Academic Supervision by the BRC & NPRC and gender sensitization were important factors which have influenced the second teacher training round.

DIETs have been assigned responsibility for preparing cluster wise detailed training schedules/rosters which are school-based, nominate Resource Persons to assist NPRCC's and identify BRG & DRG/SRG members for monitoring of actual training programmes.

Teacher training has been launched at the cluster level in Feb ,02 initially in 2 blocks of the districts due to the fact that DPEP-III districts have not much experience of organising decentralized teacher training. Once the training in 2 blocks gets stabilized it would be expanded to cover the rest of the blocks.

DIETs have been instructed to get the training video documented on a sample basis. This is aimed at using it as a base material for review and reflection at the district/State level.

Selection of BRC, ABRC & NPRC Coordinators

Selection of BRC, Asstt. BRC & NPRC Coordinators was done at district level through a merit-based selection process. Practicing teachers who applied in response to the advertisement, were invited for a written test, a group discussion and an interview at the DIET's. 393 BRC Coordinators, 786 Assistant BRC Coordinators

(2 per BRC) and 3856 NPRC Coordinators have been selected and placed. BRC, NPRC coordinators in UP DPEP III districts have undergone a 6 day training on their roles and responsibilities, based on the SAMARTHAN module (developed in UP DPEP-II). In addition, they have been given inputs on academic support and supervision systems.

Training of Coordinators

All the newly appointed District Coordinators (Training), have been oriented on the following issues:

- ◆ Roles & responsibilities
- ◆ Monthly meetings and monitoring
- ◆ Organisation of training
- ◆ Academic Support and Supervision systems
- ◆ School visits and check-list of indicators.

SIEMAT Allahabad has developed a BRC handbook for financial management, which has been approved, printed and distributed to all BRC's & NPRCs. 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 BRCs & NPRCs in the district.

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

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

This handbook has been printed by the SIEMAT and distributed to BRCs and NPRCs.

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

Grading of schools, NPRCs, BRCs is regularly monitored at the district and state level during monthly review meetings. A detailed checklist has been developed at the state level to review the implementation of academic support and supervision system in the districts. It is worth mentioning that grading system has helped in identifying 'non-performers' and 'not so good schools' and resulted in focusing on such schools for more concerted efforts to improve them. The following table gives an idea of progression that is taking place at the school level with respect to the parameters of grading.

School Grading

Grading of total schools- 36,491	Months	Grade			
		A	B	C	D
	March, 2002	2189	15,913	8799	9590
In %	March, 2002	5.99	4.60	24.11	26.28
	August, 2002	3011	17,373	10961	5146
In %	August, 2002	8.25	47.60	30.03	13.93

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

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. The latest issue has focussed on 'science and its practice'.

District Resource Group (DRG)

A District Resource Group for Pedagogy or Academic Resource Group has been constituted in all the DPEPIII districts. This group has been strengthened and made functional.

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 have also been organised. BETI has also helped organize Academic Resource Groups in these districts.

Curriculum and textbook development :

Curricula for primary classes (I-V) and for upper primary classes (VI -VIII) have been revised and new textbooks based on them have been developed. Text books I to VIII have been distributed in schools. **UP DPEP-III districts benefited by use of the new textbooks in the very first year of the project itself.**

Teacher guides based on new textbooks from class I to V have been developed, printed and distributed (one set) to all the schools, BRC and DIETs. A copy of the new curriculum document has been supplied to all primary schools, BRC, NPRC and DIETs.

Provision of free text books

There is provision to provide free text books to all girls and SC/ST boys in primary schools in UP DPEP-III districts to offset the costs of poverty as well as to provide incentives to send girls to schools. No. of students - all girls and SC/ST boys in 32 districts was estimated and the process for distribution of books was initiated in the month of April, 2001. Director of Basic Education commenced the procedure for printing of text books in adequate quantities. The supply orders were placed with the allotted printers/publishers by the EBSA and supply of text books started in the month of June, 2001. In every such text book meant for free distribution, the cover page as well as 2-3 pages inside carried the stamp of "Free distribution under DPEP". The distribution of text books was effected through the VECs at school level. Regular monitoring and on the spot verification was undertaken by the district administrators and SPO. Distribution of free text books has been completed and a total of 4635872 lakh children from class I to V & 548855 lakh children from class VI to VIII have been provided free text books in 32 UPDPEP-III districts in 2002-2003.

Book Banks

There is a provision of Book Bank in every primary school of UPDPEP-III districts. Instructions were issued to the Director of Basic Education and EBSAs to

make available 10 books of each subject to every class at the school level so that the needy students can make use of them. The books have been supplied to the districts who have distributed the same to the schools for establishing 'Book Banks'.

Supplementary Materials: The supplementary reading material, Indradhanush developed for Class 1-5, under BEP is being used by DPEP-III. 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 III districts have received 5 sets of Indradhanush books per school.**

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.

School Improvement Grant

The project provides an annual grant of Rs 2000/- to each primary school of the districts covered under UP DPEP-III, for improving school environment - for school beautification, routine maintenance and purchase of consumables. The grant for the year 2002-2003 has been released to the districts. In addition Rs.5000/- grant for furniture etc. has also been given to schools.

Teacher Grant

Each primary school teacher in 32 project districts is provided annual grant of Rs. 500/- for development of locally suitable teaching learning material. In UP DPEP-III, the teacher grant is being made available to teachers after in-service training organised at BRC level; as the training focuses in preparation and use of content specific TLM.

Teacher Guides - The introduction of new textbooks has demanded a shift both in content and methodology of teaching. The expectations from the teacher to perform effectively can be matched only through up-gradation of content knowledge of teacher and practice of new transactional methodologies. **Therefore It was felt**

necessary to develop teacher guides to support and guide teachers. UPDPEP-III districts have benefitted greatly from the distribution of these guides (one set per school). 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 pressed 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 more user friendly.

These handbooks provide lesson-wise and comprehensive details of :

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

The guides provide some blank space for the teacher to note down his/her comments and problems regarding the lesson and enable them to share their experiences with fellow teachers, coordinators, during monthly meetings. The guides supplement the textbooks from teacher's point of view. A total of 14 teacher guides from class I to V have been developed through participatory workshops, printed and produced by the Directorate of Basic Education and has been distributed to schools, CRCs, BRCs & DIETs.

The development of teachers guides from class VI-VIII is under process.

Pupil 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 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 (CEE)** has been developed by the SCERT . CCE has been finalized and introduced in schools statewide from Dec, 2001.

The package consists of:

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

The first three components have been printed by the State Textbook Office and progress cards at the district level; from where they are being distributed to the districts and schools.

The training of teachers on the Continuous and Comprehensive Pupils Evaluation System is going on and is being held at the cluster level.

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.

Distance Education

Uttar Pradesh Education For All Project aims to evolve a sustainable system of in-service teacher training linked to Pedagogical Improvement Programme of DPEP which includes UP DPEP III districts as well. To achieve this, the SPO is taking up activities to meet the needs distance education materials for these districts as well.

The Govt. of India has identified Indira Gandhi National Open University (IGNOU) to assist DPEP States in developing the Distance Education Programme. The State Institute of Education Technology (SIET) is closely involved in the Distance Education Programme of UPDPEP. The Institute already houses expertise in handling scripts, editing and developing audio-video materials. Further efforts are being made to strengthen and support SIET through provision of improved equipments, technology and training in the areas of designing, developing and producing audio-video under UP DPEP III.

State Coordinator for Distance Education appointed for UPDPEP-II is also working for distance education programme in UPDPEP-III districts. She is located

with in and works inclose association with the pedagogy unit of the SPO. This is proving useful for coordination and for systematic introduction of distance education interventions in the quality improvement programmes under DPEP.

State Plan of Distance Education for UPDPEP-III

A State Work Plan was evolved having the following features for UPDPEP-III :-

- **Capacity Building of Institutions and individuals for the use of Distance Education technology.**
 - a) Extension of the UP DPEP II/Distance Education Core Group's activities to UPDPEP III
 - b) Orientation of core group to the new demands.
 - 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 all 32 districts for teleconferencing.
- **Training of Script writers - audio and video**
- **Production of software**
- **Field trials of software and modification**

Audio-Video Materials

Well produced audio and video materials are necessary not only to support training activities but also to reinforce overall programme interventions. Some areas where audio and video materials are of immediate utility are :

- ◆ Improving physical school environment.
- ◆ Multigrade teaching, activity-based classroom transactions
- ◆ Community mobilization, school mapping and gender sensitization.

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 the use in training of BRC, NPRC co-ordinators. 426 copies have been replicated for distribution to all BRC's in the 32 UPDPEP III districts.

Planning Meeting for use of Radio in teacher training (June, 19 2000)

Radio is the most popular means of reaching the unreached in rural areas. A planning meeting for the use of Radio in teacher training was organised to provide

a forum to pedagogists, communication experts, AIR officials and distance education experts to plan radio programmes for academic support to teachers.

Following actions were taken

- (1) Educational broadcasts for primary school teachers already being made by AIR made 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 has been set up. This includes people from the SRG, AIR and SIET and has undergone training from EMPC, IGNOU, New Delhi and AIR in audio script writing.
- (3) SIET with the help of SPO and SCERT is scheduled to start production of related audio programmes.

Radio Script for teacher training : Orientation of Writers (August - 21-25, 2000)

A five day workshop was organised for DIET personnel to receive training in audio formats for designing radio programmes. These participants were drawn from those districts which 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. Eight audio scripts in various audio formats to back up and to go along with 'Sadhan' teacher training package, emerged from the workshop. Seven jingles on the importance of primary education with the help of a composer, were also recorded and produced. These with some refinement are broadcast during the conduct of Sadhan Teacher Training in the BRCs, to reinforce the institutional training programme.

Experts from AIR, New Delhi, EMPC IGNOU, New Delhi, AIR, Lucknow facilitated the workshop.

Teleconferencing facility

Long distances and urgency to provide academic support to teachers and teacher educators has prompted UP Education For All Project to provide Direct Receiving Set (DRS) facility to all districts under UP DPEP-III. The procurement process of DRS, as per the World Bank procurement norms is underway.

Teleconferencing will help the teachers and teacher education working in remote and rough terrain to discuss in detail their experiences and experiments, their achievements and handicaps with pedagogical interventions.

- **A demo of video-conferencing on "literacy day"** was organised from August 31, 2002 in which DIET faculty, BSA, District co-ordinators participated.
- **Teleconferencing on "Literacy day"** was organised from September 7, 2002 which DIET faculty, teachers, BRC/NPRC.
- **Meeting for the preparation of teleconferencing schedule** with senior professionals organized.

▪ **Provision of equipments for use in distance education**

All the DIETs are being prepared for use of teleconferencing to conduct their training programmes. Funds for the purchase of fax, generator, colour TV, VCR, STD telephone connection have been released to all DIETs. The purchase process is underway in all DIETs. These equipments will facilitate use of distance learning material.

▪ **Newsletter enrichment workshop April 10-12, 2001**

It was felt that newsletters which are being brought out by the DIET need to be qualitatively enriched and made responsive to the needs of teachers. A newsletter enrichment workshop was organised from April 10 to 12, 2001 in which DIET faculty participated. Issues regarding subject, quality of content matter, layout designing and production were discussed in detail. Dummy newsletters were also

prepared. A detailed document on newsletter production has been developed and circulated.

- **Story telling workshop September 11-13,2002**

A "Story telling" workshop was organised from Sep. 11-13 2002 in which SRG members and story teller from community participated.

- **Printing of guideline for preparation on Newsletters 'Abhivyakti'**

Newsletter enrichment workshop was organised to strengthen newsletters being published from different levels such as DIETs, BRC, NPRC and schools. Based on the findings of the workshop, guidelines for the preparation of newsletter were prepared in form of 'Abhivyakti'. Funds has been released to DIETs for printing of 'Abhivyakti' for every BRC, NPRC and school.

- **Printing and distribution of SIM on hard spots in mathematics "Sopan"**

Self instructional materials on concept of zero, place value, borrowing and carryover, fraction and language difficulties in maths developed under UPDPEP II will be distributed under UPDPEP III for use of teachers as well. Money has been released to all DIETs for printing of SIM named "Sopan". Printing of Sopan is about to be completed in all DIETs. Their distribution will take place through NPRC based monthly meetings.

- **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 Dehi 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 innovation.**

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 adaptability
- Organizing and coordinating 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 68,189 Head Teachers will be trained in all U.P.DPEP 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.

Monitoring

Training of trainers by the Master Trainers at DIETs will be monitored by the SPO. Sample monitoring in a few selected districts shall be carried out 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.

Capacity Building of SIET

Capacity within the State, particularly in the SIET, is being developed in the area of designing, developing and producing audio-video and print materials focussing on teacher education and important issues in the overall pedagogical renewal programme. All the workshop on distance education organised at SIET involving SIET Faculty. A DRS has also been provided to SIET for their participation in teleconferencing by SPO under UPDPEP II. 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. Other identified agencies such as IASE, Bareilly also assist in establishing district level production teams/capacities. SIET is documenting successful practices in the field of teacher training, actual classroom teaching, school monitoring system, lesson planning, impact of free distribution of text books.

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.

A DPEP cell has been set up at the SCERT head quarters at Lucknow under UPDPEP II 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. With expansion of the districts under UP DPEP III, the no. of total districts covered under DPEP has become 54. As a result, the volume of work has substantially increased in the SCERT. Therefore, to augment the DPEP cell in SCERT, 4 posts of consultants and 2 posts of computer operators have been created under UP DPEP III. One consultant and one computer operator are in place. Construction of DPEP Cell in SCERT has also been undertaken under UP DPEP III. Short listing exercise and evaluation process has been completed. The work has been assigned to UP Jal Nigam C & DS division.

The proposal for construction of a 20 bedded hostel for the SCERT at Lucknow was approved by the World Bank in September, 2000. Proposals from short -listed consultants were obtained and Evaluation Report on the proposal of consultants was submitted to GOI in November, 2000. This work is being carried out under UP DPEP III.

Strengthening of SIE

Under DPEP, textbook development, teacher guides and supplementary material production work is continuous. With expansion under UP DPEP III, the work load has increased. To improve the development & production of the textbooks/materials in the State. The State Institute of Education (SIE), Allahabad is being strengthened. DTP facilities are in process of being setup and posts of DTP operators have been created under UPDPEP III.

A technical committee was constituted under the chairpersonship of the State Project Director to examine and decide upon the specifications of computer hardware/software on 20.12.2000 & 13.02.2001. Process of procurement has been initiated by the Director, SCERT for the State Institute of Education, Allahabad.

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	District	Principal (1)*	Vice Principal (1)	Sr Lecturer (6)	Lecturer (17)	Work Experience Teacher (1)
1	Agra	1	1	4	17	1
2	Azamgarh	-	1	-	5	1
3	Ballia	1	-	-	8	1
4	Bijnor	-	1	1	6	-
5	Bulandshahar	-	1	1	9	1
6	Etah	-	1	2	5	1
7	Faizabad/ Ambedkar Nagar	1	-	1	15	1
8	Kannauj/Farrukha bad	1	1	-	1	1
9	Fatehpur	1	-	1	14	1
10	Gazipur	-	1	3	12	-

11	Ghaziabad/ G.B.Nagar	1	1	2	14	1
12	Mahoba/ Hamirpur	1	-	-	3	1
13	Jalaun	-	-	1	9	1
14	Jaunpur	1	-	6	10	1
15	Jhansi	1	1	1	15	1
16	Kanpur(Dehat)	-	-	-	11	1
17	Mainpuri	1	1	3	8	1
18	Mathura	1	1	2	8	1
19	Mau	-	1	1	12	1
20	Meerut/Baghpat	1	1	1	10	1
21	Mirzapur	1	-	1	3	-
22	Muzaffar Nagar	1	1	1	12	1
23	Pratapgarh	-	1	1	9	1
24	Rai Bareilly	1	1	2	12	-
25	Sultanpur	1	-	-	12	1
26	Unnao	1	-	3	17	1
	Total	17	15	35	256	21

* Figures in brackets show the number of posts sanctioned

DIETs have not been established in newly created districts Ambedkar Nagar, Gautam Budh Nagar, Kushinagar & Baghpat. Besides Farrukhabad and Hamirpur have no DIET because their DIET is located in newly created districts Kannauj & Mahoba. The need of these districts are being met by the adjoining District Institutes of Education & Training, Faizabad, Kannauj, Hapur, Mahoba, Deoria & Meerut respectively.

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 NIPRC

level. A consultancy service on "Design, Supervision and Management" of 388 BRCs construction, was contracted between SPO and consultant C&DS in Aug' 2000 with the approval of World Bank. 377 BRC's have been contracted out of which 334 have been completed and remaining are near completion. For construction of 1886 NPRCs, sites have been selected and fund released to districts. Construction of NPRC is done by the VEC. An NPRC is like an additional classroom for the cluster head quarter's primary schools, used for NPRC meetings as & when required. 1826 NPRC have been completed and the remaining are at different stages of construction. For 2001-02, 1752 buildings of NPRCs have been targeted for construction. Funds released to districts on May 2002 due to shortage of funds release from GOI. 543 NPRC has been completed and remaining are in different stage of construction. The construction is expected to be completed till Dec, 2002:

District wise targets of construction and progress of BRCs & NPRCs is given below:-

Sl. No.	District	Project Target		2000-2001			2000-01			2001-02		
				BRC			NPRC			Target	U/C	Completed
BRC	NPRC	Target	U/C	Com-ple.	Target	U/C	Compl eted	Target	U/C			
1	Agra	15	114	15	-	15	45	0	45	45	29	16
2	Bijnor	11	131	10	-	10	70	11	69	60	60	0
3	Bulandshahar	15	147	14	2	12	47	11	46	100	74	26
4	Bagpat	6	46	6	0	6	46	2	44	0	0	0
5	Etah	15	149	15	0	15	49	2	47	50	47	3
6	Farrukhabad	7	87	7	0	7	60	2	58	27	11	16
7	Gautam B.Nagar	4	40	4	0	4	20	1	19	23	5	16
8	Ghaziabad	8	74	8	6	2	50	0	50	23	21	01
9	Kannoj	7	81	6	0	6	81	2	79	0	0	0
10	Mainpuri	9	80	9	0	8	45	3	41	35	19	4
11	Mathura	10	89	10	0	10	20	0	20	40	0	38
12	Meerut	12	93	11	0	11	50	0	5	43	-	43
13	Muzaffamagar	14	112	14	0	14	60	1	59	52	39	13
14	Fatehpur	13	132	13	0	13	60	0	60	72	28	44
15	Kanpur (Dehat)	11	108	10	0	10	108	0	104	01	01	0
16	Raibareli	21	179	21	0	21	60	0	60	60	40	20
17	Unnao	16	174	16	0	16	100	0	99	74	16	54

18	Hamirpur	7	61	7	0	7	25	0	24	36	9	20
19	Mahoba	4	37	3	0	3	17	0	17	20	12	8
20	Jalaun	9	81	8	0	8	50	0	45	31	26	5
21	Jhansi	8	218	7	0	7	25	0	25	40	20	20
22	Azamgarh	22	280	21	0	20	150	5	142	130	69	47
23	Ambedkar Nagar	9	110	9	4	5	55	0	53	55	45	0
24	Ballia	17	163	16	1	15	50	2	45	80	54	2
25	Faizabad	8	112	10	1	9	50	0	48	62	49	0
26	Gazipur	16	193	15	0	14	70	3	67	123	77	38
27	Jaunpur	21	218	19	0	19	100	2	98	97	84	1
28	Mau	9	92	9	4	5	40	1	37	52	26	26
29	Mirzapur	12	106	11	8	3	26	3	23	80	53	2
30	Padrauna (Kushinagar)	14	140	14	2	12	70	0	70	70	46	21
31	Pratapgarh	16	171	15	0	14	100	0	100	71	21	50
32	Sultanpur	22	187	22	0	21	87	4	82	100	72	9
	Total	388	4005	377	35	335	1886	36	1826	1752	1053	543

- For BRCs construction, funds have been released to C & DS UP Jal Nigam and the work is in progress.

There were complaints of quality of construction from the field. Very tight controlling measures were initiated by the SPO viz. the construction & supervision consultant 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. BRC buildings are taken over only after a quality inspection report by a team of independent engineers at the district level.

Academic Support & Supervision

The academic support & supervision systems developed in UP DPEP II has been extended to UP DPEP III also. It is incorporated in the foundation training of BRC-C, CRC-C from the very beginning. The parameters developed for school performance and BRC, CRC evaluation are being used not only for the performance assessment of these institutions but also as a tool for the development of these institutes from the inception stage.

In UP DPEP III the Academic Support & Supervision system is perceived as the provider of professional guidance and support to schools, particularly to teachers with the DIETs providing district level academic leadership to improve the functioning of schools and classroom process and for better achievement levels amongst children.

The first step was to build capacity of DIET, DPO, BRC-C and CRC-C for academic support & supervision. Three regional level workshops were planned (to orient district level teams comprising of 6 members from DIET & DPO) and have already been organised at DIET, Jaunpur and Agra and Muzaffar Nagar during 26-28 March & 10-12 April, 2001 and 2-4 May 2001, respectively.

These workshops were aimed to build capacities in the following areas:

- ◆ To plan and manage academic inputs for schools teachers.
- ◆ Undertake effective school visits and hold demonstration lessons.
- ◆ Grade schools/NPRC's/BRC's on the basis of nearly developed parameters.
- ◆ Provide feedback and plan for follow-up/remedial action.
- ◆ Organise trainings/workshops for teachers in response to the areas of difficulty identified.

These workshops are being followed by a series of training workshops at districts to train all DPO, DIET, BRCC-CRCC staff in the BEST.

School performance parameters developed under UPDPEP II were adopted in UP DPEP III also. These parameters with details about school development processes were circulated to all DPOs and DIETs of 32 UP DPEP III districts for using them for school development and for evaluating

and assessing school performance by allot them A, B, C, D grades. A more updated version of what was earlier developed in UPDPEP II, has been introduced in UPDPEP-III. This system of school grading and academic monitoring has been institutionalized in the State through 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, emphasizing year 2001-2002 as a 'Year for Quality Improvement'. Recent GO dated 7.10.2002 has also been issued by the State Government in this regard.

Institutional Capacity Building of DIETs

- A 3 day workshop was organised by SCERT at Allahabad during 8-10 March 2000. The participants in the workshop were DIET Principals and faculty members, representatives from various institutions of SCERT e.g. SI&SISE. During the workshop participants were exposed to different aspects of institutional capacity building, vision of an institution, task analysis etc. This exercise helped in developing an insight amongst the participants on how to view an institution as a whole, with respect to its long term goals and objectives, roles and responsibilities and how to formulate institutional plans for its capacity building. It was also realized that the basis of an organisation is characterised by leadership, functions & services being provided to the beneficiaries, efficiency, effectiveness and evaluative assessment of its processes and outcomes.

The key concepts, discussed during this workshop were:

- leadership
- organisation structure
- financial capacity
- human and material resources
- management and work practices
- improving productivity
- utilization and efficiency of resources

DIETs as academic support institutions, some capacity gaps were identified:-

- ☛ Lacking academic experience for primary section
- ☛ Uncertainty of tenure of personnel

- ☞ Right people not at the right place
- ☞ Lacking required expertise
- ☞ Lack of area specific placement
- ☞ Lack of logistical planning
- ☞ Lack of evaluation/feedback programmes

About DIET leadership, following were the observations:

- The principals are not clear about the goal for which DIET as an institute has been created.
- The principals do not formulate the objectives in term of the broad vision of DIET.
- DIET staff is not in the habit of deciding about the appropriate strategies for the targets to be achieved in the areas of concern.

This workshop was followed by the exercise of developing institutional capacity building plans at DIET level. Planning for institutional capacity building required:

- ☞ Capacity of staff
- ☞ Tools to achieve objectives
- ☞ Strategies to realize goals
- ☞ Vision of change

The draft plans thus emerged were shared on 22.12.2000 at the State Level amongst DIET representatives, faculty from SCERT, SIEMAT and SPO. The suggestions thus received in the review process, helped in revising the plans and finalizing them. The UP DPEP-III DIETs have all prepared their institutional plans.

Although the institutional plans are really institution specific, however there are common elements worth noting:

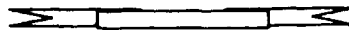
1. DIETs have developed their own vision regarding their roles & responsibilities as on apex institution for academic excellence at the district level.

2. Clarity in perspectives has emerged.
3. Suitability & coherence of interventions has been kept in mind.
4. Optimisation of resources, physical, financial and human has been attempted.
5. cognizance of barriers was taken, further analysed and suggestions for overcoming them listed.

Some tasks: identified can broadly be divided into three subgroups. e.g.

1. Capacity building exercises to plan for the qualitative change.
2. Capacity building for implementation of programmes.
3. Capacity building for follow-up, review and modifications.

The institutional development plans have been prepared by all UPDPEP-III DIETs, SCERT & SIEMAT. The copies of all plans have been sent to MHRD, Delhi/World Bank. A Presentation of Institutional Development was organised on 17.10.2001 at 'S.P.O.' for GOUP and State Institutions to formulate a follow up policy. SIEMAT presented the Institutional Development Plans the next meeting will view the SCERT & DIET plans.



CHAPTER-V

BUILDING INSTITUTIONAL CAPACITY

1. STATE PROJECT OFFICE (SPO)

The State Project Office is responsible for the management, implementation and monitoring of UP DPEP-III for which adequate staff has been provided.

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

Details of Posts Creation in SPO

<i>S.No</i>	<i>Post/Designation</i>	<i>No. of Posts</i>	<i>Posts filled</i>
1.	State Project Director	1	1
2.	Additional Project Director	1	--
3.	Additional Director DPEP-III	1	1
4.	Chief Finance Controller	1	1
5.	Senior Professionals	6	6
6.	Senior Finance & Accounts Office	2	2
7.	Professionals	5	5
8.	Distance Education Coordinator	1	1
9.	Purchase Officer	1	1
10.	System Analyst	1	1
11.	Administrative Officer	1	1*
12.	Computer Programmer	1	1
13.	Accounts Officer	1	1
14.	Asstt. Accounts Officer	1	1
15.	Office Superintendent	1	1
16.	Senior Accountant	1	1
17.	Computer Operator	3	3
18.	Stenographer	6	6

19.	Accountant	2	2
20.	Auditor	1	1
21.	Junior Auditor	2	2
22.	Senior Clerk	6	6
23.	Asstt. Clerk	2	2
24.	Cashier	1	1
25.	Driver	5	5
26.	Peon	7	7
27.	Watchman	2	2
Total		63	62

- * Administrative Officer working in DPEP-II is also looking after work of DPEP-III.
- ** Selection has been done.

As per the recommendation of the Identification Mission, the State Govt. promptly created a post of Addl. Project Director and has posted an IAS officer as Addl. Project Director and a senior officer from the State Finance and Accounts Services as Chief Finance Controller in the SPO in 1999-2000 itself.

Functional Area experts of SPO have attended national level workshops especially in Alternative Schooling, Girls Education, IED, civil work, EMIS, School Effectiveness & Distance Education. SPO Officers have also been invited as resource persons at national level meets and have made presentations on specific themes.

2. DISTRICT PROJECT OFFICE (DPO)

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 IED have been created to support the EBSA. 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 (32) is as follows :-

Sl.	Name of post	No. of Post created	No. of Post filled
1	Expert BSA	32	32
2	Assistant Account Officer	32	32
3	District Coordinator (Training)	32	31
4	District Coordinator (Alternative Schooling)	32	31
5	District Coordinator (Community Mobilisation)	32	32
6	District Coordinator (Gender)	32	28
7	Computer Operator	32	32
8	District Coordinator I.E.D.	32	31
	Total	256	249

As per the UP EFAB Executive Committee decision, District Magistrates have nominated Engineers from the RES/MI department for technical supervision of civil work on an honorarium basis.

Capacity Building of SIET

Capacity within the State, particularly in the SIET, is being developed in the area of designing, developing and producing audio-video and print materials focussing on teacher education and important issues in the overall pedagogical renewal programme. All the workshop on distance education organised at SIET involving SIET Faculty. A DRS has also been provided to SIET for their participation in teleconferencing by SPO under UPDPEP II. 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. Other identified agencies such as IASE, Bareilly also assist in establishing district level production teams/capacities. SIET is documenting successful practices in the field of teacher training, actual classroom teaching, school monitoring system, lesson planning, impact of free distribution of text books.

All UP DPEP-III 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 where required.

Wherever these facilities are already available in a BSA office, only the running costs are being met from the project.

As in UPBEP and UP DPEP-II, a District Education Project Committee (DEPC) has been constituted in all districts under the chairmanship of the District Magistrate for over-all guidance and supervision of the DPEP programme. The committee comprises of educationists, representatives of voluntary agencies besides other district level officials. All UP DPEP-III districts are regularly convening a meeting of the DEPC for effective implementation and monitoring of programme interventions. They have supervised selection of construction sites, EGS centres, AS centres, location of Shiksha Mitras and all procurement issues, so far.

Visioning of DPOs & DiETs

To orient the DPEP staff towards different activities of the project and pedagogical aspects, visioning workshops were held in SIEMAT, Allahabad, from April 2000 to August 2000, 8 workshops were organised. A Core Team of 7 persons viz. Principal, DIET, Senior Lecturer, Expert Basic Shiksha Adhikari, Deputy BSA, one District Coordinator, one Head Master & one Assistant teacher from each district participated in these workshops. The above trained Core Team organised district level visioning workshops for all lecturers of DIET, BRC/NPRC Coordinators, ABSAs, SDIs and all district coordinators.

A state level orientation workshop for members of SRG of pedagogy was held on 18-19 July 2000 at NEDA, Lucknow.

3. Divisional Project Office

Sr. No.	Name of Post	No. of Sanctioned Posts	No. of post filled
1.	Divisional Project Officer (ex officio Asstt. Director, Basic Education)	17	14
2.	Dy. Divisional Project Officer	17	5
3.	Stenographer	17	7
4.	Clerk-cum-Computer Operator	17	17
	Total	68	43

As 54 out of 70 districts in the state have been covered under Education For All Projects, the programme of activising and strengthening divisional level offices has been undertaken under UP DPEP-III. A DPEP cell has been provided in all the 17 divisional offices under the control of Assistant Director, Basic Education, which is a regular position in the mainstream Basic Education Deptt. The Asstt. Director, Basic Education has been designated as Divisional Project Officer. The cell functions under the control of AD(Basic) and provides support in implementation & monitoring of the programme within their jurisdiction. All the posts of AD(Basic) were vacant for long time. It is on the behest of the SPO, that posts of AD(Basic) have been filled by promoting young & energetic Basic Shiksha Adhikaris who possess rich experience of implementing UPBEP & DPEPII at the district level during their earlier tenures.

For a full time Deputy Divisional officer for the DPEP project, 17 post have been created under UP DPEP-III. Applications are invited from willing candidates for the posts of Dy. Divisional Project Officer, which are screened and thereafter interviews are held to select good and able candidates. 5 Dy. Divisional Project Officers have been placed in position. Rest of the posts are in process of being filled.

Computers operators have been placed in the Divisional offices. These computer operators possess rich experience of having worked in BEP districts for 5-6 years. A training for the computer operators was drawn up and organised in the month of May 2001 at SIEMAT, Allahabad. As a result of change in the DISE formats for 2001, training of these computer operators on ORACLE and revised DISE format, has been organised during Nov, 2001 at Regional Computer Centre, Lucknow. The process of procurement of computer hardware/software the AD (Basic's) has been completed & computer hardware has been installed. A committee was formed at the divisional level for procurement of the computer hardware/software.

4. *Management Information System*

Staff & Training

Computer personnel were appointed in all the UP DPEP-III districts in the month of April, 2000 itself. They were given a round of training by the SIEMAT for 2 days in 2 batches 19-20 June & 21-22 June, 2000 with technical assistance from the SPO and TSG EdCIL, New Delhi.

Computer Hardware/Software

International competitive bidding process was adopted & bids were invited for computer hardware/software for all the UP DPEP-III districts and SPO by floating an open advertisement in the month Aug'1999. Processing of the bids and bid evaluation was completed and approval from the World Bank / GOI obtained on 22.12.1999. The purchase orders were issued on 19/01/2000 in favour of M/s Progressive Infotech, M/s Wipro and M/s VINITECH. **The hardware & software have been installed in all the districts and SPO. MIS in DPEP-III has become fully operational.** To operationalise the DISE software, the computer staff of all the districts were further given two days DISE specific training during 10-11 Oct'2000 and 15-16 Oct'2000 by the SIEMAT with the technical help of the SPO and TSG, EdCIL, New Delhi. Thus, computer personnel in all the districts were provided two rounds of training during the first year itself to handle the work related to MIS in the districts effectively.

EMIS 2000-01 & 2001-02

- The instructions relating to formulation of EMIS - 2000-2001 on DISE developed by NIEPA were issued to the districts on 27/4/2000 detailing time schedule to carry out each activity relating to EMIS 2000-2001.
- EMIS 2000-01 & 2001-02 reports have been generated for all the 32 districts and shared with TSG/GOI. Analysis was done by SIEMAT and shared with DIETs, DPO, SCERT, Director Basic Education.

EMIS 2002-03

- DISE has been revised in 2001-02 by NIEPA/GOI. Consequently data capture format and software have been changed. Now 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 during 21-22 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 training of DPO computer personnel has been completed during 15-31 October, 2001.

The revised DISE software has been received from GOI. The final round of training for SPO & DPO computer personnel is scheduled during 1st

week of Dec, 2001. Necessary hardware is already available in districts. Thus, arrangements have been ensured to operationalise revised DISE software during 2001-02.

- Formulation of EMIS 2002-2003 has been started in month of August 2002. Formats have been printed & distributed to all the schools. Filled formats are being collected at district level from schools.

5. FINANCIAL PROGRESS of UPDPEP-III AS ON 30.09.2002

(Rs. in crores)

Funds received during 1999-2000	GOI	3.00
	GOUP	-
Funds received in 2000-2001	GOI	110.00
	GOUP	36.34
Funds received in 2001-02	GOI	173.00
	GOUP	30.10
Funds received in 2002-03 (upto 30.9.02)	GOI	94.00
	GOUP	09.54
Total Funds received	GOI	380.00
	GOUP	75.98
		455.98
Expenditure upto 30.09.2002		402.39
Re-imburement due upto 30.09.2002		343.25
Re-imburement submitted upto 30.9.02		343.25

The Statutory audit by an independent Chartered Accountant was completed for the year 1999-2000 & 2000-01 and the audit report sent by the SPO to GOI & World Bank

The audit for the year 2001-02 is nearing completion.

PROJECT FINANCIAL MANAGEMENT SYSTEM

As per agreed minutes of negotiations of U.P. District Primary Education Programme-III a computerized Financial Management System has been developed with the help of M/s Compare InfoBase Limited. The system is being used by project districts as well as the state project office. The first Project Management Report (PMR) based on C.F.M.S. has already been submitted in time to the World Bank as per the revised time schedule fixed by the World Bank.

6. State Institute of Education Management and Training (SIEMAT)

Under UP DPEP-III, SIEMAT plays key role is 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 subdistrict 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.

Training - Orientation of Project personnel

SIEMAT have organised training / orientation programmes for UP DPEP-III districts to orient the project personnel for DPEP and develop vision in them and build their capacity to implement the project interventions and formulation of AWP&B for the next year.

Visioning of DPOs & DIETs:

Visioning Workshops for DPO personnel & DIETs faculty of all the 32 districts were organised by the SIEMAT, Allahabad. A core team of 7 persons viz Principal DIET, Senior Lecturer, Expert BSA, Dy. BSA, District Coordinator, Head Master & Assistant Teacher from each district participated in these workshops.

EMIS Training:

The computer operators of 32 districts were provided first round of training - cum - orientation by the SIEMAT during 19-22 June, 2000. After installation of computer hardware/software in the districts, SIEMAT organised second round of EMIS specific training for computer operators of 38 districts during 11-16 Oct, 2000 to operationalise the DISE. In view of revised DISE in 2001-02, SIEMAT, organised trainings for SPO & DPO computer personnel and district coordinators during August, 2001.

AWP&B Training:

SIEMAT drew up a schedule of AWP&B Training for 2001-2002. The core planning teams of all UP DPEP-III districts. The training was organised & completed on time. The details are given below:

Sl.	Invited Districts	Date of Training	No. of Participants
1	Meerut, Baghpat, Uttar Kashi, Pratapgarh, Jhansi & Mathura	25 - 29 September, 2000	42
2	Ghaziabad, Gautam Budh Nagar, Tehri, Fatehpur, Jalaun & Agra	17 - 21 October, 2000	39
3	Bijnor, Pithoragarh, Champawat, Hamirpur, Faizabad, Ambedkar Nagar, Etah	31 October - 4 November, 2000	43
4	Muzaffar Nagar, Mainpuri, Kanpur Dehat, Sultanpur, Haridwar & Balia	14-18 November, 2000	42

5	Buland Shahr, Unnao, Ghazipur, Jaunpur, Mahoba & Bageshwar	27 November - 1 December, 2000	39
6	Rai Bareilly, Farrukhabad, Mau, Kannauj, Mirzapur, Azamgarh & Kushi Nagar	19 - 23 December, 2000	43

The second round of AWP & B training for the district teams was organised by the SIEMAT during 26-28 Feb, 2001, 1-3 March 2001 and 12-15 March 2001 for follow up. All the district core teams participated in these training - cum workshops. A total of 248 personnel have been trained in AWP & B formulation.

The AWP & B's for the year 2002-2003 were prepared by all the 32 districts of UP DPEP III and were sent to SIEMAT for appraisal. After appraisal by SIEMAT the AWP&B were sent to GOI for approval. The GOI has approved the AWP & B for 2002-03. Formulation of AWP & B 2003-04 will start in Dec, 2002.

SIEMAT is being strengthened under additional UP DPEP III to cope with increasing work due to expansion of activities to an additional 32 districts. Construction of a Training Hall at SIEMAT, Allahabad provided under UP DPEP III is nearly complete.

SIEMAT will present its detailed status report separately.

7. Text book Development and Production : Strengthening of SIE & Textbook Office

- To improve the development & production of the textbooks/ other materials in the State, State Institute of Education (SIE), Allahabad and State Textbook Office, Lucknow are being strengthened. Posts of computer operators / DTP operators and hardware requirements required for strengthening SCERT, SIE and State Textbook Office have been approved.
- The Process of procurement of hardware has been completed by the Director Basic Education for the State Textbook Office and by the Director, SCERT for the State Institute of Education, Allahabad.

Strengthening of Basic Shiksha Parishad/Finance Controller Wing, Allahabad

To expedite service and financial matters of teachers & Education Deptt. Officers, computerization of Basic Shiksha Parishad/Finance Controller Wing has been undertaken under UP DPEP III with the objective of establishing a teachers grievances redressal system. It is envisaged to computerize service and financial

records related to teachers and of Education Deptt. Officers. Besides, maintenance of records related to various grants received and remitted by the Finance Controller is also being computerized.

3 TORs prepared and submitted by Directorate of Basic Education in this regard have been approved by the SPO. Advertisement was issued by the Director, Basic Education inviting proposals from the software companies. Procurement of the computers is completed and computer cell is functional.

