

# **DPEP BUREAU**

**overview**  
**(September 1995)**

**GOVERNMENT OF INDIA**  
**MINISTRY OF HUMAN RESOURCE DEVELOPMENT**  
**DEPARTMENT OF EDUCATION**

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# 1. DPEP : STATUS

## 1.1 Introduction.

The District Primary Education Programme (DPEP) was formally launched on November 8, 1994. Well into its second year of implementation the District Primary Education Programme (DPEP), amply testifies to the nature and intensity of the planning process, the integration of professional inputs, participative planning and management, and the emphasis on capacity building that have gone into the entire exercise. Under implementation in seven States of Kerala, Karnataka, Tamil Nadu, Maharashtra, Haravana, Assam, and Madhya Pradesh, and at various stages of project implementation in five, viz: Andhra Pradesh, West Bengal, Gujarat, Himachal Pradesh and Orissa, the tasks of putting up the systems and setting the processes in motion has gathered momentum. The first few months of DPEP in these states as well as at the national level have seen the establishment of basic systems. Computerised Management Information System at the national level has been set up. National Management Structures for DPEP have been notified (the General Council and the Project Board). DPEP bureau further strengthened. Technical Support Group to assist DPEP planning and implementation has been made functional. Annual Work Plans of the states and national component appraised and approved, fund flow systems established, state wise gender and tribal interventions developed quarterly supervision of states for quarter ending June 1995 undertaken and needs assessment in capacity building has been done.

Alongside the implementation activities, planning for the new states under DPEP has also progressed. Andhra Pradesh and West Bengal which are being funded by ODA of UK have developed first draft plans for each of their 5 districts and a schedule for plan development and its pre-appraisal and appraisal has been drawn up. Three more states of Orissa, Himanchal and Gujarat have identified 5, 4, & 3 districts respectively for second IDA credit to DPEP and activities have started as per a planned schedule for project planning.

In states the AWP's for 1995-96 reflect taking up of activities at the cutting edge like opening of schools or teacher training. Though some emphasis continues to be on system building the focus has shifted to action in the field. The fund flow channels have been established from the centre to the state societies and from the state societies to other institutions and districts. In turn district units have established systems for passing on the funds for programme implementation to various agencies. Orientation to procurement procedures, Management Information systems, and more intense networking of institutions in various states have begun.

## 1.2 National Management Structure

At the Department of Education of MHRD the National Management Structure (NMS) for DPEP comprises of a General Council (GC), a Project Board (PB), a DPEP Bureau with concomitant staff and the consultancy arrangements with Ed.CII for technical support

to the programme. The Resolution for constitution the GC has been issued. It comprises of 35 members and presided over by the Union Minister for Human Resource Development. The GC would provide policy direction to the DPEP and facilitate Centre-State co-ordination. The first meeting of the GC is due shortly. The process of establishment of the PB has also fallen into place. The PB is an empowered body assigned with full financial and administrative powers to implement the programme. It would recommend the policies, consider Annual Work Plans and Budget (AWPBs), approve norms for new programme components and activities, promote convergence of services, review DPEP progress and provide guidance to the Bureau. It is headed by the Education Secretary and has representatives not below the rank of Joint Secretary of the concerned departments and the Financial Adviser. The Joint Secretary of DPEP Bureau is the Member Secretary of the Project Board. It would meet at least once every quarter and more frequently if needed.

After vigorous persuasion with the Ministry of Finance, the Department of Education has obtained necessary approval for adequate staffing of the DPEP Bureau. Sanctions have been issued for creation of a total of 44 posts in the Bureau. These include posts of 3 Deputy Secretaries, 6 Under Secretaries and 1 Section Officer. Currently a joint secretary assisted by 8 officials and 10 support staff are in position and process for filling in the vacancies is well under way. Besides, to provide support service to these officers, a total of 34 posts of Assistants, Stenographers, Accountant I.D.C's, Group D staff have been created.

**Technical Support Group (TSG) at Ed.CIL** is now fully functional. Ed.CIL Technical Support Group (TSG) is a core group of technical and professional experts on contract, supplemented as needed by short-term consultants. It renders assistance to the DPEP bureau in providing technical services needed for the programme. The consultancy services has been awarded by DPEP bureau to Ed.CIL, in terms of the agreement with the Bank. This has provided a high degree of flexibility in accessing professional competence for the programme. Full time Consultants have been appointed in the areas of Planning, Research, Evaluation and Studies, Appraisal, Monitoring and MIS, Procurement and Civil Works supported by adequate staff. A documentation facility has also been provided for.

**Pedagogy and Teacher Training unit:** The unit is responsible to assemble or Commission assembly of information and learning materials on Pedagogical practises and identifies practices that can be disseminated to others. It ensures integration of appropriate academic interventions for renewal of teaching learning materials and in teacher training modules. Currently the unit has following full time professionals:

1. Mr. Subir Shukla  
Chief Consultant
2. Dr. Manjari Gopal  
Consultant
3. Ms. Puspa Khattar  
Research Associate

**Planning & Management unit:** The planning and management unit renders assistance in project preparation and planning. It also provides directly or organises assistance in the

preparation of Annual Work plan of the state. It assists in planning and designing of intervention programmes and supervises the training and orientation of State and District level functionaries in terms of building their capacity for planning. In providing for the resource support for its activities the unit also facilitates networking of resources both within and outside the government system. The unit has following personnel:

1. Ms. Manisha Priyam  
Consultant
2. Ms. Mamta Kohli  
Consultant

Appraisal unit: The role of the Appraisal unit is to review national, state and district work plans. It has to organise, brief and provide assistance to various appraisal missions. This involves preparing appraisal format, identifying appraisal experts and preparing terms of reference as well as assisting in documenting and disseminating the findings of the appraisal missions. The unit has following full time professionals:

1. Dr. Avinash Singh  
Consultant
2. Ms. Kamal Gaur  
Research Associate
3. Mr. S.C. Gujaria  
Research Associate

Civil works unit: This unit has the responsibility of appraising state and district civil works proposals, ensuring quality, and safety standards. The unit assists the states in implementation of the civil works plan, monitors these plan's executions and organise dissemination of innovative design and construction concepts. Currently it is a one person unit as the actual activities are in the states/districts and the unit essentially is coordinating civil works programme through short term missions and experts rather than directly doing it.

1. Mr. Harsh Vardhan  
Consultant

Research & Evaluation unit: The unit is assigned to develop or to commission the development of the design of evaluations in the areas of training, management structures and processes, institutional development, class room processes, learner's achievement and any other relevant area. It seeks proposals from appropriate agencies and evaluates them, conducts or commissions higher level statistical analysis on various sample survey data. It reviews studies conducted by state or districts and provides technical support. It also aims to create and promote a strong institution base for action research and orient individuals/institutions for research in Primary education. It commissions specific studies and has developed a manual on procedures for conducting research. The unit has the following full time professionals:

1. Dr. Sajitha Bashir  
Chief Consultant
2. Mr. Kalesh Kumar  
Consultant
3. Sushmita Dutta  
Consultant

Management Information System unit. The activities under MIS include preparation of reports on inputs and resource flows indicating the progress and identifying problems. It has also to generate Quarterly progress reports of inputs and expenditure, disbursements. One of the first activities of the MIS unit is therefore to establish the MIS software developed for the purpose and train all states and district functionaries on it. The process has begun. The unit is managed by:

1. Lt. Col. P.P. Bhagat  
Consultant

Procurement & disbursement unit. This Unit deals with matters related to procurement and disbursement. It provides clarification to Project States on these matters as well as assists them in setting up procurement procedures. The unit has oriented state project functionaries in procurement procedures for various categories and has organised visits to states to render on the spot clarifications on procurement matters. The unit is looked after by:

1. Mr. V. Natarajan  
Consultant
2. Mr. Gulhati  
Consultant

Supervision unit: The Unit supervises the planning and implementation of DIET in states. Individual unit members are responsible for states that are assigned to them for this purpose. The unit therefore is the node where all functional areas get linked to geographical areas (States). The unit keeps track of what is happening in which state in totality of things. It provides logistic and academic support to the domestic as well as joint supervision missions. The unit also doubles up as trouble-shooting unit when individual unit members act as nodal point for arranging the kind of technical assistance that might have emerged for or requested by the state. The unit constitutes of the following young professional:

1. Ms. Aparna Kanungo  
Consultant
2. Ms. Meenakshi Bhardwaj  
Consultant
3. Ms. Randeep Kaur  
Consultant
4. Mr. Samiur Rahman

Consultant

5. Dr. Jyotsna Jha  
Consultant

As the programme unfolds and the activities multiply the National Management structure will seek to augment its strength. With the national management structure for the time being adequately established, the endeavour now is in the direction of establishing linkages and networking with resources and institutions available both within and outside the governmental system. As a sequel to the joint GOI-EC Needs Assessment Mission (in which IIDA representative also participated) a framework for identification selection and use of professional for capacity building at various levels of planning and implementation has been developed. A working group is currently developing detailed terms and criteria for selection of professionals who would be selected for undergoing skill development training programmes as well as to identify the particular skills that need to be acquired at various levels. An inventory of resource institutions, both within India and outside would then be prepared where such skills can be imparted.



## 2. Capacity building in Planning and Management

### 2.1 Thrust areas

The thrust areas of activity of the Planning Unit of the TSG are focus on training on the various facets of planning including project planning, micro planning, planning for gender and disadvantaged groups, training module development, and capacity building assistance for project planning in States implementing DPEP. Besides it provides assistance in the conduct of Baseline and other studies and in documentation of community participation efforts. It facilitates networking of institutions to expand the DPEP support base. The emphasis of this quarter (July-September) has been on developing the strategy for and assisting in project planning in the new States identified for launch of DPEP. In the States of Andhra Pradesh and West Bengal assistance has been directed at capacity building efforts for planning, training on logical framework analysis, problem identification, sequencing, phasing, costing, planning for gender etc. The experience garnered from planning for EC's support to DPEP and IIDA-I is sought to be harnessed for project preparation activities in the States of Gujarat, Himachal Pradesh and Orissa. The support for the planning process in these States is planned by way of orientation training, planning training and a training on community participation. The national training activities and the planning assistance missions activities are sequenced to ensure and assess follow up on training themes. In addition, regular information update is sought through visits by the TSG planning consultants and by the Bureau officials.

A national level orientation was organised for the state and district level planning teams and nominees of the identified resource institutions of the DPEP II States of Gujarat, Himachal Pradesh, and Orissa on 25-26 July at New Delhi. The participants were introduced to the philosophy and design of DPEP, the steps of the planning process, the organisational set up and support required, the conceptual approach to planning, financial parameters, baseline and other studies, appraisal process, community participation in the planning process, and planning for pedagogic improvement. A separate session was organised for the Orissa team on 29 August, as they could not attend the earlier session.

### 2.2 NIEPA Linkages:

Achievement of DPEP goals is incumbent on the enhanced effectiveness and efficiency resulting from improved capacity to plan and manage the available and potential resources involved in the execution of DPEP. Hence, capacity building in planning and implementation at all levels, specially the district and sub-district levels, has been an important thrust area for DPEP. NIEPA has been closely associated at the national level with capacity building and training for planning in DPEP. The activities of NIEPA aim to enlarge the DPEP resource support base and ground DPEP interventions in a firm action-research framework. A contract has been entered into between Ed.CIL and NIEPA for support to DPEP in key areas of educational planning and management. The support from NIEPA aims at training of trainers from state level resource institutions, module development for planning and management training, networking of libraries, research strategies for tribal education etc. and enlarging the professional base for educational

management by creating a network of social science and management oriented organisations.

A workshop on educational planning was organised for Andhra Pradesh, West Bengal and Bihar at NIEPA from 15-19th May 1995. Andhra Pradesh and West Bengal are in various stages of formulating their project proposals for DPEP and the Bihar Education Project (BEP) is amongst the first generation projects for basic education already four years into the implementation. The participants were members of state district level planning teams, and resource institutions in the three states: NLERI, Jamshedpur, A.N. Sinha Institute, Patna, IIM, Calcutta, Tirupati University. AP also participated in an effort to create State level capacity in planning and educational management. The module comprised decentralised planning, community participation, gender issues in educational planning etc. All states that are implementing comprehensive basic education projects would gradually be reinforced through rigorous training for planning, community mobilization, annual work plan preparation etc.

Similarly another training programme on District Planning was organised from 30 August to 1 September by NIEPA at Delhi. The objectives of the programme were to introduce participants to the planning methodology; to train them in the techniques of plan formulation; and to acquaint them with the process of plan preparation under DPEP. The participants of the programme consisted of state and district level planning teams and faculty members from the resource institutions associated with the DPEP planning activities from the states of Gujarat, Himachal Pradesh and Orissa.

NIEPA also held a two day Workshop on Networking in Planning and Management of Education with Resource Institutions at New Delhi on 8-9 February 1995. The Workshop aimed at exploring the possibility of developing a network of existing social science research and training institutions, academies of administration and institutes of management in different states for building the capacity of educational planners and managers at various levels of educational administration. The Workshop emphasised that multilevel training strategy, sharing of experiences and dissemination of research and training materials will be crucial to the success of decentralised planning and management of education as well as for capacity building in planning and management for successful implementation of DPEP. The Workshop had endorsed the idea that NIEPA should assume the task of acting as a nodal agency for networking and sharing in capacity building for planning and management of education. As a follow up planning is already in process for an Annual Conference in February 1996 focussing on planning and management of primary education.

### **2.3 Appraisal of Annual Work Plans & Budget (1995-96):**

The DPEP guidelines mandate the sharing of the total project costs between the Government of India and the States in the ratio of 85:15. The GOI share is reflected in the Annual Plan budget of the Department of Education and the States contribution is provided for in the Annual Plan budget of the Education departments of the DPEP States. In concrete terms a sum of Rs 2310 Million has been provided for by GOI in the 1995-96 budget. Advances from GOI are channelled to State societies twice annually, on the basis

of district and state AWPBs prepared by the district/state and appraised by GOI and evidence of proper utilisation of funds already mentioned.

Due to the late start of the programme in 1994, the approval of DPEP by the World Bank Board in October 1994, most of the 1994-95 work plan activities have been carried forward to 1995-96. So the annual Work Plans 1995-96 in all DPEP states have both spill over from 1994-95 and fresh proposals of 1995-96. The appraisal process of all 7 state AWPBs for 1995-96 have been completed and approvals conveyed.

The preparation of the state and district plans is a very decentralised process with ample scope for professional inputting and participatory planning. State Project Offices receive AWPBs of districts and after their own scrutiny, and revisions, forward the plan to GOI along with the state level proposals for DPEP. In the DPEP Bureau the plans are subjected to a detailed examination by the TSG Appraisal Unit and officials of the Bureau. Meetings and discussion with State Project Directors were held on 5 June 1995. Revisions and modifications along DPEP Guidelines and financial parameters as also with reference to programme objectives and end of project projections, were made after detailed discussions. Cognizance was also taken of spill over from the previous year and the ability of the districts and states to absorb project funds without compromise in quality and effective implementation. As part of the planning assistance and appraisal process a National Workshop on gender interventions was held in New Delhi on June 1-2, 1995 to review the Annual Work Plans which incorporates strategies and interventions specifically aimed at the girl child. The workshop was structured to help the State Project Teams to interact and to review and refine state/district action plans to strengthen gender strategies and interventions. The two-day meeting allowed State Project Teams to interact with select resource persons identified and address lacuna in planning and refine strategies to improve girls' participation in the educational system. A similar national level workshop on tribal interventions was held on June 3-4, 1995, for DPEP states and district planning teams, to identify problems and relevant strategies, converting these into specific interventions for improvements in access, retention and learner achievement.

The AWPBs of all seven DPEP states from 1995-96 have been finalized and conveyed to the State projects. outlays approved is as below.

Rs IN LAKHS

STATES	APPROVED COSTS	GOI SHARE (85%)	STATE SHARE (15%)
ASSAM	2269.628	1929.184	340.444
HARYANA	1668.39	1418.132	250.259
KARNATAKA	2605.77	2214.905	390.866
KEARLA	2237.879	1902.197	335.682
MADHYA PRADESH	7904.19	6718.561	1185.629
MAHARASHTRA	3446.96	2929.916	516.704
TAMILNADU	2551.558	2168.824	382.734

## 2.4 Workplan for National Component

The national component work plan and budget for the 1995 was submitted to GOI by Ed.CE. A total amount of Rs.27.94 crores have been approved with concurrence of Internal Finance. Only Rs.5 cr. has been released to Ed.CE for 1995-96 as already Ed.CE has a spillover of Rs.5.18 cr from 1994-95. This is within the Rs. 12 crores limit specified by the World Bank for the sole source contract of the Bureau with the Ed.CE for technical support services. There is however, a need to enhance this limit, which DPEP Bureau, GOI would take up with the World Bank, in view of the continued assistance needed for DPEP monitoring and the pace of activities speeding up in the states with incessant demands for technical and academic support from the national level.

## 2.5 Managerial structures at state level:

Administrative arrangements have been set up in all States and DPEP districts for implementation of the programme. Autonomous Societies as nodal bodies for Project implementation has been registered and fully activated in all the States. They represent a joint partnership between GOI and the State Governments for project implementation. The design of the DPEP societies provides for GOI representation both in the General Council and Executive Committee. Nominees are both officials and non-officials. All GOI nominations have been completed. The categories include GOI representatives of the Bureau and Internal Finance from the Department of Education, MHRD; educationists; persons working on SIC/ST education; experts on women's education, and persons from the non government sector.

Administrative, services and financial regulations have been adopted in all Societies for basic operational procedures and they lay down financial delegations, fund flows, recruitment procedures, norms for travel, workshops, meetings, service matters etc.

A process of continuous dialogue and interaction between GOI and State Project Offices (SPOs) have been set in motion and is ensured through a variety of modes. A monthly Demi-official letter from the State Education Secretaries to Joint Secretary, DPEP Bureau, detailing progress, problem areas if any, and requests for technical support if needed has been systematized. (Quarterly MIS reports (presently manually done); quarterly EC meetings; and annual GC meetings are other modalities. Till date six meetings of the State EC has taken in Assam. Five meetings each in Madhya Pradesh and Maharashtra, four in Karnataka and Kerala and three each in Haryana and Tamil Nadu. The EC meetings in each State have always been attended by GOI nominees who have played an active role in facilitating decision in DPEP implementation and policy issues. GOI's role is in facilitating quick decision making, monitoring progress and garnering resource support for the programme. Over the past one year the nature of EC decision making has been crucial for programme implementation in that basic grounding of the DPEP has been ensured. These decisions have included creation of post for project management; adoption of service and financial regulation and approving patterns for new institutional structures eg. BRC, CRC, SIEMTs; contractual arrangements for professional assistance from Resource Institutions outside Government sector formulation of AWP & Budgets.

### 3. MANAGEMENT INFORMATION SYSTEM

#### 3.1 Introduction

Computerised Management Information System (MIS) is envisaged as an important tool for DPEP planning and implementation. Alongside the launching of the project in November 1994, the DPEP had started work on development of a software that would cater to the specific needs of DPEP in project monitoring and maintenance of educational statistics.

DPEP has developed two softwares keeping in view the requirements of the programme. One, a project monitoring software that essentially holds information on the interventions proposed and approved under DPEP by district, state or category and the progress achieved against that. Secondly there is a software to collect relevant education statistics that would help in plan formulation exercises as well as in measuring the educational indicators like enrollment increases etc. The first one is termed Project Management Information System (PMIS) and the second one is termed Education Management Information System (EMIS).

#### 3.2 PMIS:

The basic design of the PMIS software serves as Annual Work Plan (AWP) finalisation tool as well as a progress monitoring tool. As an AWP tool, the districts having decided upon the interventions, feed the information into menu driven input screens of the Software. State level task force at their level deliberate over it, make any changes that may be necessitated by their own appraisal process and then send it to the DPEP bureau for according final approvals. The National Technical Support Group of DPEP bureau examine and appraise the State's proposal and finalise it. The software provides for 'locking' of the data thus finalised in the sense that state and districts cannot amend the data once the DPEP bureau has finalised it without clearance from the bureau.

As of now the data transfer is through floppies. In keeping with the time schedule for development and operationalisation of the software it is expected that by April 1996 the data transfer would be through NICNET facility which will provide online retrieval of data for any district/State. Monitoring of the progress is basically through quarterly information fed in by States and districts against approved activities.

The software is integrated and modular and provides for information on activities planned, civil works, training and procurement in interrelated modules. There is a module providing information on a common set of indicators (as provided in programme administration manual) derived from the various input modules to give the update on the programme implementation. The monitoring of performance indicators in terms of such pre-defined indicators will be undertaken with the help of this project management software.

### 3.3 Present Status of PMIS

As of now, the PMIS has been developed and tested (by a private firm) The national MIS cell within the technical support group of DPEP bureau is familiarising and trialling it to generate activity reports. The MIS cell has an experienced consultant and a team of data entry operators with him. The MIS cell has been established after the work on development of software was already mid-way and since then has familiarised itself with the design of the softwares, and is guiding the stabilisation of the software. The MIS cell had need based visits to concerned states for providing on the spot guidance and familiarisation training. States and the state level teams for all participating states in DPEP have been trained in the use of the software. A further round of training is planned wherein district level teams of each state will be trained from October to December 1995. The idea is to get the 1996-97 plans fed in on this software so that right from district upto the DPEP bureau the software is operationalised (the AWP exercises for 1996-97 would be undertaken from October to December 1995 and finalised by March 1996). Hardware has been procured in Madhya Pradesh, Tamilnadu, Haryana, Maharashtra, Kerala and Assam have processed the procurement of the hardware. The states of Karnataka, Maharashtra are using hardware on borrowing rental basis even though they have not procured it while Assam and Kerala are using other government departmental facilities.

At the national level, the MIS will be accessible to various functional departments of MHRD and its resource institutions.

### 3.4 EMIS :

The system of EMIS for DPEP has been designed in a manner that it overcomes the limitations of large time delays in the availability of data. The EMIS software for DPEP envisages supply of disaggregated data to the users at all levels of educational hierarchy. For the purpose it is designed to collect data institution-wise and would be aggregated geographical entity wise (For eg. Block wise) or function wise (For eg. 'teachers trained'). Care has been taken to collect only that information that is relevant and usable. In designing the formats due care had to be given to the feasibility of collection of data - this was thought necessary to avoid seeking data which would endanger reliability.

The EMIS for the DPEP consists of three components:

- i school statistics
- ii performance indicators
- iii Aggregation of data-base at the district/state level

An illustrative list of data to be collected for each institution includes:

- basic information on schools
- enrolment by grade, gender, SC/ST and age
- teacher's educational qualifications, age, experience and related information

- school building status and maintenance records
- examination results including MLL
- supplies and utilisation of educational material

The proforma for collection of school statistics has been evolved taking into account the existing data collection for education statistics. A group of experts from NCERT, NIEPA, NIC and other institutions have worked together to evolve the proforma. This was discussed with the 1st joint supervision mission. As per the recommendations of the mission the proforma was further discussed in a review held on 05 June '95, wherein experts from NIRD, NCERT, IIM (Calcutta) IIM (Bangalore), NIC Statistics division of the Department of Education and others participated. On suggestions of the review meeting the proforma has undergone minor modification and so has the software. Revised proforma is available with the MIS cell in the technical support group of the DPEP bureau.

For the purpose of EMIS:

- (i) Institutional data will be reported by the school headmasters/head-teachers to the Block Education Officers;
- (ii) The Block Education Officers will undertake the initial scrutiny of the data, refer the proforma back to the school headmasters for corrections, if any, send the completed proforma to the District Project Officer for computerisation;
- (iii) Each district will undertake the preliminary analysis and check the data for internal consistency;
- (iv) The data as and when finalised at the district level (within 120 days from the record date) will be made available to the State Cell as well as the National Cell; and
- (v) Summary outputs for each district will be generated at the state level and used for planning and management of the project activities.

NIEPA, which developed this software, has trained all states participating in DPEP in use of the software as well as in format-wise data collection procedures. The states, wherever felt necessary, have translated these formats into local language and are ready to collect data for 1995 during the month of October. The reference date for collection of data is 30th September of every calendar year.

In addition to the reports and information available with the MIS (PMIS as well as EMIS), complementary monitoring of the programme is also provided for (mostly qualitative though sometimes quantitative as well) at the State and district levels by way of programme evaluation and research studies besides annual reports, audited accounts and financial reports.

## **.5 What next?**

based on the experiences of the data collection of the states and the field level feed back a further adjustment in the software and data collection manual and formats may be necessary. It is envisaged that such corrections would be undertaken in the month of february of 1996 when all feed back from states and field are expected to be documented. A review would be held, methodologies discussed and the software further firmed up. Once this exercise is done and efficacy of the system established, it is proposed that this educational statistics system would be extended to the primary education of the state as such (and not be limited to the DPEP districts)

meanwhile NIEPA has also started working on further development of this software by way of linking it to geographical information package which would add to the versatility of the package.

One of the tasks to be completed is the integration of the PMIS and EMIS softwares. This is to be done basically to generate integrated reports on performance indicators and to bring out the interlinkages between DPEP interventions and school-wise enhancement in, for eg, girl child enrollment. With the basic softwares for PMIS as well as EMIS now in place the next four months would be devoted to integration of the two softwares.



## 4. Pedagogy and Teacher Training

### Action on Pedagogical Improvement

March - September 1995

#### 4. Introduction:

4.1 The National Component of the DPEP has garnered to provide technical support to the States and districts as they initiate the steps that will lead to qualitative improvements in the classroom. The areas of support focus broadly on pedagogic issues and teacher training. The domain of curricular development, definition of Minimum Levels of Learning, textbook development and production, low-cost teaching aids, development of other teaching-learning materials are some of the fields in which specific support is expected or has been requested by the DPEP States. Equally significant and an integral part of the academic support package, is the area of multigrade teaching, revamping of in-service teacher training modules and institutional building of teacher training organisations like SCERT's, DIET's, BRC & CRC's.

4.2 At the national level the mainstay for providing the technical support in the area of curriculum and textbook development as well as teacher training related issues is the national apex institution of the NCERT. The NCERT has committed its expertise, resources and faculty time to the challenge of DPEP in a large measure and has drawn up a specific schedule of time-bound activities.

4.3 To facilitate initiatives for pedagogic improvement in DPEP, the consultancy organisation for providing technical and administrative support for DPEP namely Ed.CIL, has set up a unit wherein a special focus is provided for interface with NCERT and the DPEP States. This unit also assists in widening professional networking for DPEP in these fields and has also assisted many State Project offices to fully comprehend the concepts involved in textbook development, institutional building, in-service training etc. This unit is also currently carrying the responsibility for inputs into DPEP in respect of gender issues, as well as for tribal education & alternate schooling.

4.4 The purpose of this chapter is to present the activities undertaken at the national level for providing technical support to the DPEP programme in these fields. This write up presents first the activities undertaken by the NCERT, the second sub section talks about the role played by the pedagogy and teacher training unit of the technical support group in Ed.CIL and finally a brief on activities which the States have already undertaken in these functional areas. The concluding section of this chapter outlines the actions planned for the next six months at the national level, in respect of academic inputs.

## 4.2. NCERT: The National Resource Group and its activities

4.2.1 The NCERT is a premier national level institution responsible for educational research and training and has played a pivotal role in the development of education in India. The NCERT system is spread all over the country where through its Regional Institutes of Education located at Ajmer, Bhubaneswar, Bhopal and Mysore, as well as through its field offices in all States, it provides technical support and guidance to State Govts. and their departments of education. The NCERT system is closely involved in capacity building of State and district level resource institutions such as the State SCERT's and DIET's through its network of training, research and faculty development programmes.

4.2.2 To respond to the challenge of achieving UEE by the turn of the century and the launch of the District Primary Education Programme, the NCERT has undertaken two very major steps. The first has been a large-scale exercise in restructuring the organisation and the departments to make the system more responsive. The Regional Colleges of Education have been converted to Regional Institutes of Education and more faculty time made available for technical support functions. The second has been to reorient these institutes towards primary education and the tasks of achieving UEE. Specific time-bound responsibilities have been defined and faculty clearly identified to address those tasks. A renewed sense of energy and direction can be sensed in the system as a whole.

4.2.3 To take up the challenge of providing their expertise to the DPEP, NCERT has set-up a National Resource Group (NRG) on Curriculum and Training which involves a faculty of about sixty persons from the various constituent units of the NCERT identified for their experience and expertise in research and practices related to school education.

4.2.4 To broaden its perspective on the issues, problems and methods/approaches in the field of Curriculum and Training for primary education, an NRG Advisory Panel has been constituted and its first meeting was held on the 22nd of May'95. Besides NCERT Director, Joint Director and Faculty, the membership of this advisory includes 3 NGOs, 3 SCERT Directors, Principals of RIEs, representatives from MHRD and Ed.CIL (PTGT Unit). The agenda for this meeting was the finalisation of the Action Plan which led to a discussion of the various activities planned by the NCERT for support to DPEP. The suggestions and concerns of the members were duly acknowledged.

4.2.5 To orient the NRG and other members of its faculty to the DPEP aims and objectives and to expose them to some of the primary education initiatives that were taking place in the country, the NCERT organised a two-day orientation session (May 29-30). This was followed by a three-day workshop, in which the task teams were identified and assigned their respective tasks for the coming year which are now well under way. The NCERT has for the purpose, drawn upon its own faculty and that of the 4 RIE's, thus creating a cadre of persons' focussed on DPEP & primary education development and situated all over the country, so as to be accessible to & supportive of the DPEP programme in the States.

## Curriculum Development

4.2.6 The activities that have been initiated in the area and the progress achieved includes

4.2.6.1 Documentation of research pertaining to the implementation of MLLs (revised draft) ; and workshop to finalise the revised MLLs at the primary stage.

Feedback from 23 agencies implementing the MLI programme in various parts of the country was utilised to analyse and draft a document listing the MLLs in Language, Mathematics ; and EVS. This task was done as an inhouse activity in NCERT during June and July'95. The MLLs in work experience, art education and health and physical education was also developed in NCERT. A National workshop to discuss the draft of MLLs was organised in the last week of July. There was a consensus on the revised draft of MLLs in Mathematics, while suggestions were made for EVS and Language which are being discussed.

4.2.6.2 Documentation of researches done and materials developed in the area of multi-grade teaching.

The RIE's teams collected material on multi-grade teaching during July & August 1995. This included articles and papers published on the concept and strategies of multigrade situations; reports on programmes and workshops held; reports of research studies; reports on innovative experiments; material related to teacher training; and also documents relating to other countries. A meeting of task leaders involved in this task was held at NIE, New Delhi during the third week of August 1995. During the meeting the material collected was analysed and the design of the document to be produced, was finalised. It is proposed to have an introductory chapter on the concept of multigrade teaching, then a review of the material collected, in abstract form and finally a review of the international experience available. The document is expected to be finalised by end Sep'95.

4.2.6.3. Documentation of researches and good practices in the area of reading and mathematics learning in the early grades.

A two day workshop was organised in NCERT on 19-20 June, 1995 to evolve tools for collecting information about various researches and innovative practices in this area. The meeting was attended by Task leaders from the RIE's and NCERT faculty, as well as Teachers & Resource persons to provide inputs in the discussions. A comprehensive proforma consisting of three parts to be filled by (i) the institution, (ii) researcher, and (iii) teacher/teacher educator has been developed. RIEs are currently collecting information through these formats. Some state level organisations and NGO's have also been identified for collection of material.

#### 4.2.6.4 Identification of numeracy and Reading readiness level of class I entrants.

NCERT had prepared tools and tried them out on a small sample which were finalized after due feedback in a meeting of the Advisory Committee on June 21, 1995. Orientation was then conducted for RIE faculty of Mysore, Ajmer, Bhopal and Bhubaneswar in three phases over June-July, 1995 and the necessary tools and scoring sheets made available to them. This programme has been initiated in Haryana, Madhya Pradesh, Karnataka, Assam and Delhi. Data collection in Delhi & Haryana has been completed and sent for computer analysis. In Karnataka and Madhya Pradesh, data collection is expected to be completed soon. The process is still going on in Assam where it is expected to be completed by 15 Oct'95. Reports on each State are expected to be published as soon as the analysis is completed on each.

#### Teacher Training

4.2.7 The activities envisaged in this area were identified as follows and related action has been:

##### 4.2.7.1 Documentation of In-service training practices in India and abroad.

4.2.7.2 A format to collect preliminary information and descriptive data has been developed and are being sent to institutions and departments. To ensure uniformity in the collection and presentation of training practices, a format has been developed which comprises two sections:

- i) Preliminary information
- ii) Description of the practice

4.2.7.3 The first relates to the basic features of the practice being reported. In the second part, the respondent is required to 'describe' the practice under the following heads:

- i) Objectives
- ii) Development of course design
- iii) Development of course material
- iv) Organisation and methodology of training
- v) Monitoring procedure
- vi) Evaluation and Impact
- vii) Institutionalisation of the practice
- viii) Any other relevant feature

4.2.7.4 Besides the format, explanatory notes have also been prepared for the guidance of the sponsors or promoters of the practices. It is expected that notes shall help in proper reporting of the practice. The format alongwith explanatory notes was finalised in a meeting of task leaders in the NIE and RIEs.

4.2.7.5 Work is presently under way at the VLE and RIFs. In-service teacher training practices are being collected from departments and institutions engaged in the organisation of in-service teacher training programmes.

#### 4.2.8 Development of training design for different educational personnel

4.2.8.1 A design for the training of primary school teachers and other functionaries based on the findings of the Baseline Studies and experience of working with target groups during the last few years is in the process of development. A Workshop has been organised from 29th August to 31st September, 1995 to finalise the design of the training for the following:

1. Primary school teachers including headmasters and heads of school clusters.
2. Coordinators of block resource centres and other block level resource persons.
3. DIET SCERT faculty.

The parameters accepted as the guiding principles for the development of training design were found:

- Design developed at the national level shall be in the form of a broad framework with the provision to fill in the gaps at the district or sub-district level.
- The materials to be developed at the national or regional level shall be in the form of source material to be utilised by district level resource persons for developing locally relevant training material.
- Only selected exemplar material shall be developed at the national and regional levels and other material be developed locally at the district level.
- There is need for developing a model of in-service training in which transmission loss is the minimum.
- Activity-based training methodology be adopted while imparting training to the primary school teachers.
- Interactive media should also be utilised during the training, wherever and whenever feasible.

in the month of July 1995. Based on the discussion evaluation criteria was revised and further discussed in another meeting of the experts. A meeting of task leaders from the 4 Regional Institutes of Education was organised in the first week of August to finalise the evaluation criteria.

4.2.9.2 The evaluation criteria in the form of suggestive guidelines, consists of two sections:

- i) Evaluation of inservice material in print form
- ii) Evaluation of inservice material in non-print form

4.2.9.3 The first part consists of preliminary information followed by an overview, details about the objectives, content presentation, activities, outcome and evaluation. The last section deals with an overall assessment.

4.2.9.4 The second part deals with audio-visual material and models charts. The aim is to use it to assess language, mode of presentation, source, content, type of activities, technical aspects and overall quality of audio-visual material. Models and charts are expected to be reviewed on the basis of aspects such as concepts covered, size of letters, building, etc.

4.2.9.5 The evaluation tool has been supplied to the Regional Institutes of Education who are expected to procure in-service training materials from their regions and get the same evaluated by using the evaluation tool. It is learnt that Regional Institute of Bhopal has already organised a workshop for the evaluation of available material.

### 4.3. The Pedagogy & Teacher Training Unit of TSG in Ed.CIL.

4.3.1 In May 1995 the Pedagogical Improvements Unit of the DPEP Technical Support Group located at Ed.CIL became functional. The unit presently consists of 3 people and has the assistance of a gender consultant. As work load in the unit increases, more people will be required to take up the assigned tasks. With working space now available for the unit and the required equipment, the unit is functional. A rudimentary documentation cell is coming up with materials (from the states (new textbooks, training modules).

4.3.2 First and foremost the unit made an effort to identify the tasks at hand and stringing them into a work plan and a budget in the areas of curriculum development and teacher training. The work plan focussed on the establishment of linkages with the NCERT through the activities developed by the Council for its National Resource Group (NRG) for DPEP. Interaction with the state teams in various workshops, emerging needs, and visits to the states showed that the scope of the work plan needed to be enlarged and the initial, somewhat passive strategy needed to be modified. In keeping with the process based nature of implementation in DPEP, a future strategy is now crystallizing.

4.3.3 The major activities that have been taken up by the unit in the area of Pedagogical improvement include:

### **Activity 1. Renewal process for teaching-learning material**

4.3.4 The qualitative changes in primary education that are sought by the DPEP have focussed on initiating improvements in the existing teaching practices, learning materials and textbooks. The efforts to renew and improve existing standards included a series of National and Regional Workshops on the Renewal of Teaching-Learning Materials. These workshops were organized

i) to initiate discussion and debate on related topics and issues,

ii) to consider the possible processes that would lead to the development of materials that were interesting, rich, and relevant and also readable and comprehensible for the intended learners,

iii) to identify and involve potential resource persons from the inception of the process itself in order to help the states utilise their potential maximally.

4.3.5 The National level workshop at the CIEE building in New Delhi on the 24-25th of July included senior members of national and state resource institutions. It initiated discussions on the criteria and prerequisites for the making of a textbook. Some broad suggestions and many common concerns emerged regarding the processes and strategies. The regional workshops at Mysore (27-28th July) and New Delhi (1-2 August) focussed on defining new and better textbooks and also on discussing and sharing experiences of different States about the processes and strategies for book development.

4.3.6 Some of the outcomes of the series of workshops include:

1. An awareness among the states of the possible steps that they might now include in their textbook development process. This was due not only to inputs made by resource persons but also to the sharing of information among the states themselves.

2. The needs of the states in terms of inputs from within the state, among the states themselves, and from the national component have emerged. Consequently, a suitable strategy can now be evolved to address these very real needs.

3. Major areas of confusion such as clarity on "joyful learning"; "activity based teaching" etc. need to be addressed.

4. The involvement of NCERT and RIE personnel as well as resource persons from universities and NGOs, has initiated a number of resources at the regional level who can be involved with the states in the next few years.

Activity 2: Framework for analysis of capacity-building requirements for teacher training.

4.3.7 The crucial role to be played by various institutions in the development of competent teachers needs to be monitored and help needs to be given in strengthening existing teacher training institutions, primarily the DIETs and SCERTs. These institutions, particularly the DIETs are central to the national policy of developing decentralized capacities for teaching training and academic supervision.

4.3.8 A questionnaire for monitoring progress in the operationalisation of the DIETs has been developed and it is in the process of being sent to the State Project Offices. It is envisaged to monitor the implementation in the DIETs quarterly monitoring reports would be needed. A more detailed questionnaire for analysing the requirements of all the teacher training institutions (SCERT, DIET etc.) for DPEP has also been developed. This questionnaire, which focusses on issues related to staffing, physical infrastructure, activities, financial autonomy, coordination, and capacity building, will be filled in by the respective institutions and will provide some indication of the areas of concern that may need strengthening.

4.3.9 Another aspect of teacher training that has to be clearly understood analysed is the requirements of the individual teachers themselves. A broad set of indicative questions have been compiled for assessing Teacher Requirements in Content, Attitudes, Teaching methodologies, and Evaluation (TRCATE). These questions together with detailed guidelines and rationale for this exercise, will be sent to the States as a suggested method for needs assessment for teacher training that can be taken up at the CRC level with inputs and assistance from the BRC, resource persons, and DIET personnel. It is expected that the issues that emerge through this exercise will inform the policy makers at the National and State level and also provide direct inputs and suggestions to be incorporated in the teacher training modules and programmes.

#### Activity 3: Planning Assistance

4.3.10 There has been considerable involvement of the unit in the process of plan appraisal and rendering assistance to states in planning for pedagogical improvement. The unit participated in

- a. developing criteria for the appraisal of district and state plans; preparation of background materials / checklists for internal supervision mission;
- b. appraisal of the AWPB and meetings with the States for their finalisation;
- c. rendering planning assistance to the following states with their AWPB 1995-96:

Karnataka (teacher training component)  
Haryana (teacher training and gender aspects)  
Kerala (transition of SIE to SCERT)  
AP -- planning assistance mission



- d. The unit members participated in discussions with the NAM Mission, IDA-II for the second phase of DPEP and the ODA for Bengal. This led to involvement with the initiation of New States for which a training module on Planning for Pedagogical Improvement was evolved. A follow up of the NAM Mission is the working group for Capacity Building, in which the Unit will be actively involved.

All these activities have enabled the team to gain familiarity with the situation in the States and to take or suggest follow-up measures in light of this awareness.

#### Activity 4: Assistance for Gender and Tribal Planning

4.3.11 The removal of disparities in access and also in the equalisation of opportunities through affirmative action programmes is a high priority of the National Policy on Education (NPE). These programmes should be tailored to address the specific needs of those who have been denied equality till now.

4.3.12 The aim of focussing on equity issues by incorporating the findings of the baseline surveys and studies on gender and tribal participation in primary education (studies conducted for DPEP), led to the organisation of two workshops, one focussed on gender issues (June 1-2) and the other on tribal issues (June 3-4). The workshops were focussed on evolving a sensitised approach to planning and implementation processes to meet the special needs of the less-privileged groups (girls, tribals and others). These National-level workshops were primarily aimed at defining the problems to be addressed and in identifying or strengthening the strategies that emerge from the consideration of these problems.

#### Gender Interventions

4.3.13 The National Workshop on gender interventions under DPEP was structured to help the State Project teams

- \* Evolve appropriate strategies for addressing gender issues in DPEP.
- \* Review and refine state/district action plans to strengthen gender strategies and interventions.

4.3.14 The project teams with their resource persons reviewed and refined the strategies and interventions in the AWP's submitted for 1995-96. Besides this task, the final plenary focussed on some of the major concerns and ideas that will help to take the work of gender equity forward. These included

- \* organisation of workshops at the State level on mainstreaming gender in planning, implementation and evaluation processes for the AWP&B 1996-97 are drawn up to

ensure that a more comprehensive understanding of gender related issues permeates the DPEP project management apparatus.

- \* besides emphasizing enrolment and infrastructural development, achievement levels have to be raised, and an attitudinal change has to be brought among planners, administrators and supervisors.
- \* disaggregation of data by age, gender and various other variables is required. Collection of relevant data at the village level will help initiate a long-term social impact assessment of the programme on the village.
- \* informal interaction with other States to observe and learn from field-level experience.
- \* need for development of qualitative indicators of change to monitor progress in different areas including attitudes, perceptions and views .
- \* collaborative work between officials of the state project teams and the resource persons helped form linkages which can be tapped to provide sustained resource support.

#### Tribal workshop

4.3.15 States were asked to specify problems and to identify the strategies to address them.

4.3.16 The States then went through an exercise where they were required to convert the strategies identified into activities according to the following matrix

	Specific	General	Software
Access			
Retention			
Achievement			

4.3.17 The State teams were also asked to cost these activities and arrive at an estimation of the percentage expenditure on tribal children in order to ensure that it was at least at par with their percentage of population.

4.3.18 The teaching-learning material Renewal Workshops mentioned earlier (Activity 1) were an important facet of the capacity building efforts taken up by the Uni. The framework for analysis of teacher training institutions (Activity 2) is also aimed at capacity building.

### **Activity 5: Institutional relationship with NCERT.**

4.3.19 The contractual arrangements between Ed.CIL and NCERT were completed by April-May 1995 and the objectives for Teacher Training and Curriculum and material development were spelled out in the TORs.

4.3.20 The National Resource Group (NRG) set up by the NCERT has various task teams to accomplish specified these tasks within an assigned time-frames. The Unit was involved in the initial orientation programme on primary education that was held before the formation of the task teams. The Teaching-Learning Material Renewal Workshops organised by the Unit (Activity 1) provide a further indication of the interaction that takes place between the two units of the National Component for Pedagogical Improvement, since it had many NRG members as resource persons and as participants.

### **Activity 6: Networking with states.**

#### **Liason with State Teams**

4.3.21 An inherent part of the Unit's activities involves liasing with the States and providing inputs and technical support for implementation of activities and tasks identified by the States as a part of unit activities. The Unit has facilitated DPEP bureau meetings with SPDs of states; and there have been further interactions during Gender and Tribal workshops, national and regional textbook workshops, and for AWP 1995-96 discussions. Now that the States are well under way with their implementation work, the request for technical inputs in various components (e.g. workshops organised by the States, module and material development) are regularly being received by the Unit.

#### **States visited.**

4.3.22 The Unit is increasingly being called upon to provide inputs and assistance to the States in implementing their tasks. Recognising that the quality improvements aimed for require direct interactions with the people actually involved in the implementation tasks in the States, districts, and sub-districts, the Unit will be visiting the States more regularly to assist them. Some of the States already visited include

Haryana, for finalisation of training programme, and development of training modules.

Assam, for finalisation of training programme, development of training modules and Class 1 and 2 textbooks.

Karnataka for conducting regional workshop.

identifying resource persons for states.

**4.3.23 Project officials at the State and district levels are often unaware of some of the rich human resources that can be accessible to them for helping conduct and provide technical inputs into various activities. The Unit has helped some of the States in identifying resource persons in their own State and also suggested possible alternatives for establishing a network of resource persons.**

#### **Learning from first generation projects**

4.3.24 An important aspect of networking is to facilitate the process of widening the team's perspective. By encouraging networking with other educational projects particularly the first generation projects such as UP-EFA, BEP etc., a programme like DPEP which is still in its early phase, can benefit by learning from their experiences. The Unit therefore participated in the final workshop of the UP-EFA for the development of supplementary reading materials for classes 1-5, involving practitioners and the process of trialling in the process of development. Following up from the workshop, the unit is facilitating the organisation of workshop of illustrators (of textbooks and other reading material) in UP so that capacity building in this area takes place as well. Similarly, textbook development teams from the Bihar Education Project participated in the Textbook Renewal workshops organised by the Unit.

#### **Activity 7: Dissemination**

4.3.25 The coordination of various activities to bring out the newsletter DPEP CALLING is another activity of the National Component since June '95. The newsletter provides a forum that can be a strong vehicle for dissemination of information on activities that have been taken up or are planned under DPEP and in the primary education in general.

#### **4.4. Pedagogical Improvements: State-level Activities**

4.4.1 The States are initiating activities that will help in the implementation of quality improvements through a variety of inputs and interventions. Training programmes are being developed based on modules that have been recently evolved in workshop at the SCERT/DSERT to implement the trainings for In-service teachers, resource persons, DIET staff, administrative staff and other personnel through the cascade model. Many states (Karnataka, Kerala, and TamilNadu) have already developed new text books and are in the process of testing, trialling etc. Other states (Assam, Haryana, Maharashtra) have also initiated steps to take up the task of textbook revision, while Madhya Pradesh is in the process of trialling its new textbooks. The 1995-96 annual work plans of the states have incorporated a number of gender and tribal interventions that will help in better incorporation of these elements in the state activities in the near future. The states are thus more sensitised to the issues related to equity and have identified certain interventions which will be taken up as activities in the 1995-96 period to help improve the situation for these underprivileged groups.

#### 4.4.2 Some of the activities that have already been initiated in the states include:

##### **Maharashtra**

4.4.3 Many workshops and trainings have been conducted at the SCERT, Districts, and BRCs; while the CRCs are also taking up trainings.

5 Teacher training institutions have been converted to DIETs in July 1995.

Teaching-learning materials were reviewed by a Committee formed by the State government.

BRCs are functional, with coordinators appointed, and job charts available. The coordinators are aware of their roles and duties.

##### **Madhya Pradesh**

4.4.4 An active State Technical Resource Group for textual materials and teacher training has been set up and is providing advice and guidance for these tasks and regularly monitoring progress.

Trialling process in 156 primary schools for teaching-learning material has been initiated.

Training calendars have been prepared and some orientations & training have been taken up.

Identification & selection of master trainers BRC corridors, CRC incharge has been started.

10 alternative schools have been opened.

Alternative schooling/NFE instructors have been identified.

Training of teachers & helpers in Sishu Shiksha kendras of SSK (E.C.C.E) & resource persons for alternative schooling has been completed. 149 SSK are operational & provide pre school programmes for children of 3 - 6 years.

Environment building programme in some of the districts is linked with the Shikshak Samakhya programme, leading to a high awareness towards education which has proved beneficial particularly to the teachers and students.

##### **Tamil Nadu**

4.4.5 21 training modules have been prepared after a series of workshops - these include modules for supervisory staff, department officers, HMs, VEC, PTA & MIC members.

Some schools have received the money for developing teaching aids & purchase of equipment.

### **Karnataka**

4.4.6 MIL based textbooks of class 1 & 2 are being trialled

DSERT has helped prepare training modules.

Induction training programmes for master trainers & resource persons was organised

DIET's have been staffed. Induction training was held for teachers in all districts.

Detailed in-service teacher training calendar has been drawn-up

### **Haryana**

4.4.7 A training calendar has been developed which describes the strategy, duration, theme, trainers, venues & training schedules.

Training modules have been developed for key areas.

BRC coordinators have been identified & put into place to operationalise BRC's.

Construction of BRC, CRC have commenced.

### **Assam**

4.4.8 School readiness package has been prepared.

Textbooks for class 1 - language & maths is under preparation.

NFE textbooks for language, maths, environmental sciences is in process of development.

In-service Training programme has also been finalised and module development is underway.

SCERT has been strengthened.

### **Kerala**

4.4.9 SCERT faculty have -

1. **Trained BRC coordinators.**
2. **Prepared training modules for BRC trainers and teachers.**
3. **Workshop of DIET staff have been conducted**

#### MLL

- Revised MLL booklet ready
- Teachers handbook for class 1 & 2 prepared.
- Teacher evaluation profile readied.
- Module for teacher training developed.
- Competency achievement data format evolved

MLL- based text books & teacher guides were field tested & are being trialled after some revision in 60 schools spread over the 3 districts.

#### 4.5. Support activities planned for the next six months

4.5.1 The technical support from the national level for the DPEP programme in the next months basically is to complete and consolidate the activities already initiated for capacity building and resource networking. There is also a requirement to meet specific demands for assistance expressed by DPEP States, now that they are well into addressing the quality factors in primary education.

#### 4.5.2 NCERT

At the level of the NCERT the following issues are to be followed up for (i) Curriculum and Textbooks and (ii) Teacher Training:

- Finalisation of revised MLL's and their communication to the States.
- Development of manual for writers of textbooks, workbooks and teacher handbooks.
- Initiate designing and formatting activities in Maths
- Develop guidelines for materials to enhance reading skills and comprehension.
- An evaluation of instructional material developed by States.
- Completion of documentation of training practices (national and international)

- **Development of in-service training design**
- **Complete the collection and evaluation of training materials developed by States.**
- **Development of training materials as desired by States.**
- **Training of key persons in field testing of training materials**
- **Review and finalize field tested materials.**

4.5.3 The support activities to be rendered by the Pedagogy Unit of TSG in Ed.C 1, the following tasks have been identified:

#### 4.5.3.1 Formation of Consultative Groups of experts.

To bring about a wider resource base, it is proposed that facilitate groups be set up in the following areas:

- (i) Curriculum development and Teaching-learning materials renewal.
- (ii) Teacher Training.
- (iii) Alternative schooling NFE.
- (iv) Low cost teaching aids

#### 4.5.3.2. Materials Melas / Expositions planned

Most teachers, teacher-trainers, and administrators need to be exposed to materials used in different parts of the country and all across the world as good teaching-learning materials. The Unit plans to organise exposition(s) where materials from all sources will be displayed.

#### 4.5.3.3 Peer Review of MLL-based books

The states are at different phases of revision of their textbooks. To assess their quality and effectiveness as a learning tool, peer reviews will need to be conducted. In this the Unit will work very closely with NCERT.

#### 4.5.3.4 Resource Camps

In order to facilitate a sharing of experiences as well as to initiate the process of internalisation of new ideas, resource camps or meets will be held from the national to the district levels.

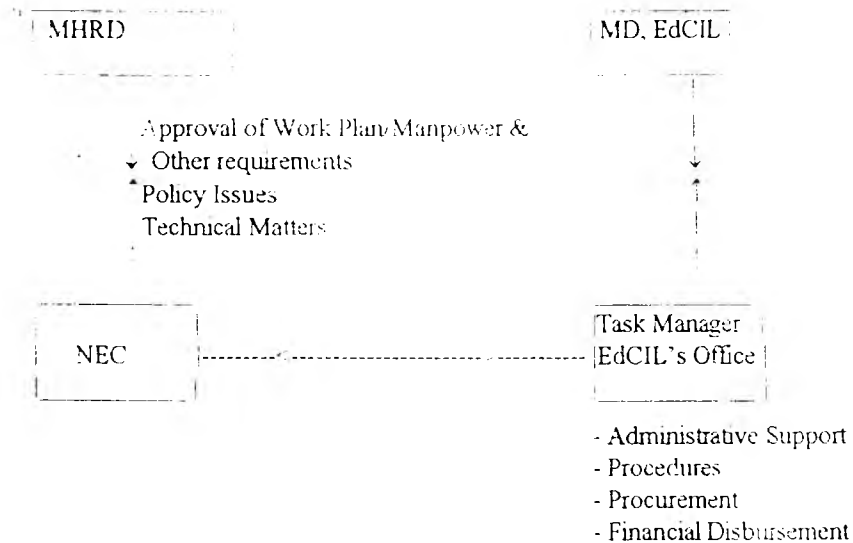


## 5. Research and Evaluation

### 5.1 Introduction

National Evaluation Cell (NEC) looks after concurrent and other evaluation of processes and impacts of DPEP programme during the intervention period, promotion of innovative research experiments in elementary education field and capacity building for research in the area of primary education which were conceived as important national components of District Primary Education Programme (DPEP). NEC is made operational in the Ed.CIL's Technical Support Group from March 1995 with an Annual Work Programme for 1995-96.

NEC located at EdCIL's Technical Support Group has been set up to meet the technical requirements of DPEP Bureau on research and evaluation aspects and receives administrative backup from EdCIL. Operational mechanism of NEC is depicted below:



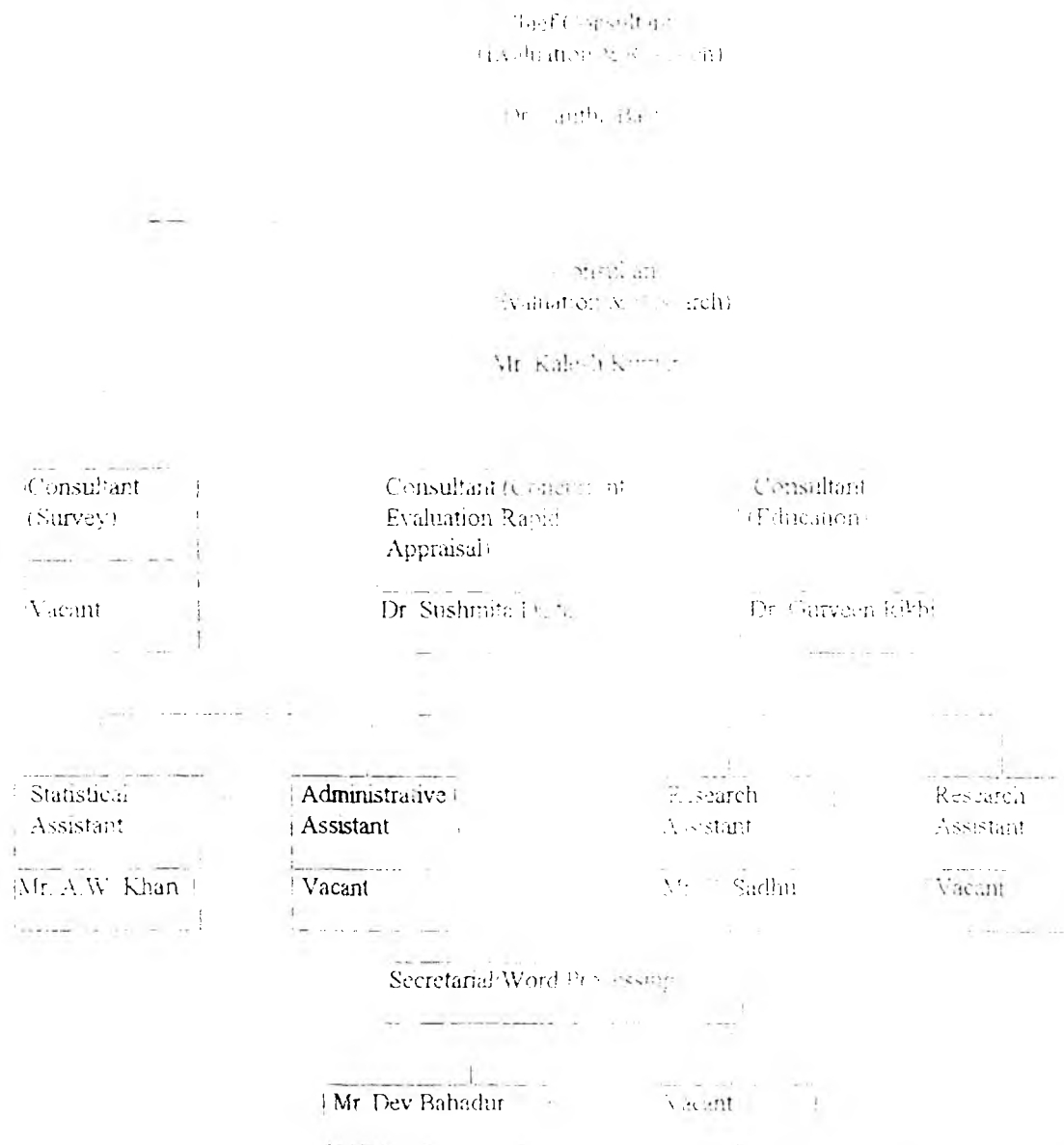
As already decided in view of the expertise and resources available with National Council of Educational Research and Training (NCERT), EdCIL has entered into a contract with NCERT to render technical assistance in the areas of pedagogy and research related to pedagogy. NCERT in turn undertakes the research activities through its Department of Education Research and Policy Perspectives (DERPP). For the purpose of guidance and monitoring of DPEP funded research related activities of NCERT, a committee is constituted to assist DERPP. This Committee has representation from NCERT, NIEPA, DPEP Bureau, NEC, leading Social Science & Educational Research Institutions, Universities, other National Institutions of prominence and NGOs to guide the research activities.

As a part of the overall work plan of DPEP funded research activities, NCERT has organised an International Research Conference on School Effectiveness during 17-19

July, 1995 at New Delhi. NCERT is also developing training modules for imparting training in action research and research methodologies to state resource teams.

5.2. **Organisational Structure:** Research and Evaluation activities are organised in NEC under a long term Chief Consultant. Another long term Consultant assists the Chief Consultant in overall management of NEC. Subject specialist consultants and technical and secretarial support staff form the rest of the unit. Present organisational structure is presented in the chart given below.

Organisational Structure



Note: The chart depicts only long term appointments. Short term appointments are recruited and hired for meeting specific exigencies of the unit.

Role and responsibilities envisaged for respective personnel are as under :-

Position	Functions
Chief Consultant (Research & Evaluation)	<ul style="list-style-type: none"> <li>- Coordination and Management</li> <li>- Supervision/preparation of evaluation design</li> <li>- Report preparation (for national level)</li> <li>- Supervision of implementation</li> <li>- Supervision of dissemination</li> <li>- Internal Monitoring</li> </ul>
Consultant (Research & Evaluation)	<ul style="list-style-type: none"> <li>- Coordination with MHRD, EdCIL and institutions conducting studies</li> <li>- Developing procedures for evaluation/research support</li> <li>- Supervision/Preparation of ToRs/designs.</li> <li>- Supervision of project development and monitoring</li> <li>- Supervision of study on institutional development</li> <li>- Developing Resource Inventory</li> <li>- Synthesis Report preparation/drafting</li> </ul>
Consultant (Concurrent Evaluations/ Rapid appraisals)	<ul style="list-style-type: none"> <li>- Coordination with agencies conducting evaluations</li> <li>- Preparation of evaluation designs (background work)</li> <li>- Training of master trainers</li> <li>- Supervision spot checking of field work</li> <li>- Supervision of data analysis and report preparation</li> <li>- Supervision of preparation of manuals</li> <li>- Conducting Rapid Appraisals/ Quick Studies.</li> </ul>
Consultant (Education)	<ul style="list-style-type: none"> <li>- Preparation of designs instruments etc. on classroom observation study.</li> <li>- Co-ordination and assistance in preparation of tests etc. for learner achievement study</li> <li>- Supervision of organisation of baseline study review workshop and outcomes</li> <li>- Supervision of field tryouts on developed design</li> <li>- Co-ordination and monitoring with research institutions</li> <li>- Report preparation.</li> </ul>

5. Consultant (Survey)	<ul style="list-style-type: none"> <li>- Supervision and spot checking of Field Work related to surveys.</li> <li>- Revision and Design of sampling, and questionnaires on learner achievement surveys (baseline and NFE).</li> <li>- Developing of training programmes</li> </ul>
6. Statistical Assistant	<ul style="list-style-type: none"> <li>- Management of baseline database (including documentation, file management etc.)</li> <li>- Tabulation and reanalysis of data</li> <li>- Basic data processing</li> <li>- Statistical analysis</li> </ul>
7. Research Assistant I & II	<ul style="list-style-type: none"> <li>- Assistance in preparation of instruments/ reports etc.</li> <li>- Assistance in developing concept papers/ background materials etc.</li> <li>- Preparation of presentation materials.</li> <li>- Field visits/supervision</li> <li>- Support in workshops</li> <li>- Assistance in Development and Compilation of Resource Inventory.</li> </ul>
8. Administrative Assistant	<ul style="list-style-type: none"> <li>- Independent Correspondence on procedural matters</li> <li>- Routine Correspondence</li> <li>- Drafting contracts for short term consultants</li> <li>- Follow up on contracts</li> <li>- Assistance in Monitoring of contract work by institutions.</li> <li>- All other administrative job such as stock maintenance, file management etc.</li> </ul>
9. Secretary/Word Processing Staff	<ul style="list-style-type: none"> <li>- Normal secretarial activities</li> <li>- Documentation</li> <li>- Word Processing/Report Formating</li> <li>- Printing.</li> </ul>
10. Consultants (short-term)	<ul style="list-style-type: none"> <li>- Envisaged for a large number of tasks including preparation of workshop reports, dissemination materials, supervision of fieldwork, providing training to field staff etc.</li> </ul>
11. Resource persons	<ul style="list-style-type: none"> <li>- to participate in workshops for specific purposes such as helping to develop design for particular evaluations.</li> </ul>

There are several constraints in identifying long term consultants with the sufficient expertise and experience for the vacant slots, which relate to the fact that tenures are not of sufficiently long duration.

### 5.3. Equipment & Infrastructure

Status of availability of equipment and other facilities is given below:

Item	Requirement	Available
Working Space		Present set up adequate for two consultants, 2 technical assistants and 2 Word Processors only. More space/rooms required for accommodating the total staff strength
Desktop Computers	3	1
DotMatrix Printer	1	1
Laptops	2	1
Laserjet printer	1	Inkjet printer has been provided
E-Mail/Internet facility		Not yet available
Software (SPSS, MSOFFICE)		Not yet available
Book shelves	3	-
Filing Cabinet	2	-
Almrah	1	1

### 5.4. Follow up of Recommendations of Supervision Mission

The first Joint Supervision Mission recommended preparation of an activity based AWPB for the Evaluation cell, preparation of a short document on how evaluation professionals can apply for evaluation funds and preparation of a model staffing and workload plan for evaluation cells at state and district levels.

#### AWPB of Evaluation Cell

An activity based AWPB was prepared in May 1995 (a draft had been discussed with the last supervision mission)

## Guidelines for Utilisation of Evaluation Funds

In the first year, it is planned to undertake design work for various evaluations and commission studies to research institutions/consultancy organizations under consultancy contracts with detailed terms of reference developed by NEC based on the evaluation design. Since at present evaluation professionals are not being invited to avail of evaluation funds, procedures have not been developed for the same. However, internal procedures for commissioning studies have been developed which are given below. These have been sub-divided into general procedures and specific procedures for hiring consultancy organisations/research institutions. Separate guidelines are being developed for utilisation of research grant funds.

General Procedures (followed by NEC in designing and commissioning evaluations)

Step	Method
1. Defining the "Stakeholders" - those interested in outcome of programme - those interested in use of evaluation studies	- Identified by National Evaluation Cell (Parents, teachers, trainers, district & state education officials, DPEP implementation units, MHRE, external agencies)
2. Defining information requirements of "stakeholders" (development of indicators)	- <u>In broad terms</u> by NEC, based on DPEP plans, supervision reports etc. - In detail for each evaluation through workshops with national, state & district participation - Through workshops with managers, participants & researchers
3. Determining level of complexity, coverage and duration of evaluation	- Through workshops with technical experts/researchers
4. Determining detailed methodology - sample size - instruments - data analysis plan	- Commissioning of instrument & manual development, training plan & data management & analysis plan to lead agency by NEC
5. Execution of evaluation	- Commissioning of evaluation by NEC under ToR - Supervision by NEC (using own staff & short-term consultants) of field work, training & all other critical stages District and state reports prepared by executing agencies

6.	Preliminary report	<ul style="list-style-type: none"> <li>- Reanalysis/further analysis done by NEC or commissioned</li> <li>- Finalisation of reports by executing agencies based on review.</li> </ul>
7.	Final report	<ul style="list-style-type: none"> <li>- Synthesis report prepared by NEC</li> <li>- NEC commissions special dissemination materials for various categories of users</li> </ul>
8.	Dissemination	<ul style="list-style-type: none"> <li>- Through <u>DPEP Calling</u></li> <li>- NEC organizes workshops (at district/state level) to disseminate findings to different categories of users</li> <li>- Publication of research in journals by researchers</li> <li>- NEC commissions development of evaluation tools/procedures/manuals to be used by state and district units</li> </ul>
9.	Finalisation of technical manuals and procedures	<ul style="list-style-type: none"> <li>- Lead agency</li> </ul>

#### Procedure for hiring research institutions

- Prepare Terms of Reference
- Shortlist institutions based on past record
- Invite proposals
- Develop criteria for evaluating proposals
- Nominate experts (minimum 3) to independently evaluate proposals
- Select institution
- Financial negotiation
- Award Contract

#### Developing Model Plan for State Evaluation Cells

NEC has conducted a series of discussions with State Project Directors as well as resource persons at state level and district level for research and evaluation functions. During the discussions possibilities and measures for involving states in national evaluations as well as other activities were explored. Letters were sent to State Project Directors for obtaining their requirements in these areas. Guidance was also offered for initiating research activities at state level. However, majority of the states felt that in the first year of implementation, they would not initiate many of research and evaluation activities. They have offered their participation in the efforts put in by NEC in the first year. State and district managers are participating in the first evaluation of managerial processes by identifying their information needs (solicited through questionnaires and workshop). States have also been asked to suggest resource persons to participate in designing studies. Due to the workload at the national level and the fact that only a few evaluation studies are being conducted at state level, a model staffing and workload plan has not been developed.

After the states are familiarised with the procedures at the national level, it is expected that they will develop plans for evaluation cells which can be submitted to NEC for review and suggestions.

### 5.5. Status and Progress of Activities proposed in AWP

NEC had proposed to design four evaluations in the current year and commission two. After a series of discussions and deliberations with DPEP programme managers at national and state level as well as considering the suggestions for improvement in programme management and administration suggested by First Joint Supervision Mission, following areas were identified for initiating evaluation studies in 1995-96.

- (i) Evaluation of Managerial Structures and Processes under DPEP.
- (ii) Evaluation of Classroom Processes and School Functioning.
- (iii) Evaluation of Institutional Development Process with focus on SCERT and DIETs.
- (iv) Evaluation of Teacher Training Programmes

The above four studies are envisaged to be formative evaluations to be conducted periodically.

- (v) Review and modifications of Design and Instruments of Learner Achievement Survey.
- (vi) Design of survey of Non-Formal Education

As a part of the national component of research under DPEP, NEC has proposed to undertake the following activities for initiating sponsoring of research projects in the area of primary elementary education.

- (vii) Networking with individuals and institutions for capacity building.
- (viii) Developing guidelines for Research Support Grant.

Apart from these, the following also form the activities of NEC during 1995-96.

- (ix) Documentation of Database of Baseline Study on Learner Achievement.
- (x) Dissemination of Baseline Studies Data on Learner Achievement : Development of Prototype Material.

#### 5.5.i) Evaluation of Managerial Structures and Processes under DPEP

National Evaluation Cell of DPEP proposed to carry out the evaluation of managerial processes and structures at the state and district levels at an early stage of implementation (1995-96 being the first full year of programme activities) and at a time when the management structures and processes have only recently been put in place (or are still



being put in place). Many of the state and district programme staff are new to the job; many are from the educational administration and have not adopted new styles of management as yet. For these reasons, management staff may not be in a position to carry out all the desired functions. Hence, this evaluation is envisaged as a formative evaluation (which will be conducted periodically) in order to identify strengths and weaknesses and improve management so as to raise overall programme effectiveness. This evaluation is taken up as the first activity of NEC also because of the suggestion made by the First Joint Supervision Mission to strengthen the managerial structures in the programme.

The outcome of the evaluation is to make suggestions and recommendations regarding (a) modifications of the managerial structure if required, (b) training of state and district project management staff, and (c) areas in which supervision by state/national supervisor teams should be focused.

The NEC invited technical proposals from 11 short-listed agencies representing leading management research institutions with considerable experience and expertise in educational related research for conducting an evaluation of various structures and processes at state, district and sub-district levels under DPEP. Out of the total, nine have submitted their technical proposals.

These were independently evaluated by 4 experts according to criteria developed by the cell. One agency was selected to do pilot study and develop instruments and another three (plus the lead agency) to do the final study. The pilot study is being conducted and the final study will be conducted in October. Draft report will be available by end of November and NEC will prepare a synthesis report of the same, thereafter.

A national workshop was organised from 6-8 September in New Delhi to decide the methodology to be adopted by all institutions participating in the study and also to develop common instruments for study. Opening session of the workshop was attended by DPEP Bureau, State Project Directors from Haryana, Karnataka, Tamil Nadu, Andhra Pradesh, West Bengal, Gujarat and other officials from State Project Offices of Assam, Haryana, participating research organisations, invited resource persons, UNICEF, World Bank, EC, ODA and NEC. The workshop identified the following focus areas that would require in-depth checking verification for study on management structures.

#### Focus Areas

- Planning
- Supervision of Programme
- Coordination
- Information Management
- Procurement
- Finance

It also identified Personnel Management, Community Participation and Training as the other areas that could be covered by the study. Sampling design and instruments were

finalised along with methodology to administer these instruments. The design for the study would be adopted commonly by all institutions that would be awarded the conduct of the study..

#### **5.5(ii). Evaluation of Classroom Processes and School Functioning**

Second evaluation proposed in the current work plan is evaluation of classroom processes and school functioning. NEC has contracted a short-term consultant to develop a design for study of classroom/school processes after a careful review of the literature and existing instruments. Studies done by Indian researchers/ ODA (APPEP), World Bank, USAID, Azga Khan Foundation and European researchers are being reviewed. Discussions on the broad design of the study have taken place and a core group of NEC, NIEPA, NCERT and Education Department of Delhi University is further deliberating on the design and instruments. A draft design and draft instruments will be developed and pre-tested during October. Subsequently a workshop will be organised to finalise it in early December. Based on the finalised design and tools for studies, suitable ToR will be developed and short listed organizations will be invited to conduct the study in DPEP districts. Actual contracting of study is expected in early January, 1996.

#### **5.5(iii) Evaluation of Institutional Development Processes with focus on SCERT and DIETs**

DPEP, focusing on sustainability of the programme after the current intervention period, gives considerable importance on key institutions which contribute to educational programme. In view of the decentralisation of education planning and management envisaged, the capacity for attending to these needs of the programme should be developed at the regional and sub regional institutions, especially with SCERTs and DIETs. These institutions will be the focus of this evaluation which will be designed in the current year.

Literature survey for this evaluation process is initiated. Concept paper for Organising a Workshop to decide the design and methodology for the study is expected to be completed by early November.

#### **5.5(iv) Evaluation of Teacher Training Programmes**

NEC proposes to assess the processes and procedures being adopted for teacher training programmes at SCERTs, DIETs, CRCs and BRCs, especially with an effort to understand:

- forward and backward linkages with training needs and structure and content of current programmes
- perception of teachers on attainment/impact from the programmes
- adequacy of the institutional set up in imparting training, process of imparting training and effectiveness of the same

The process of evaluation has not yet been initiated as most of the teacher training programmes are only in the developmental stage in the DPEP Districts. NEC proposes to initiate this activity by the end of the current year.

#### **5.5(v) Review of baseline study design**

DPEP project guidelines require study on learner achievement in every DPEP district to be conducted during the planning process of the project. As the programme aims to improve the achievement levels of children, periodic evaluations of learning achievement are also requirements of the project agreement. In this connection, baseline studies on learner achievement in Language and Mathematics have been conducted in all DPEP districts among class II and class IV students. Follow-up surveys are envisaged to be part of National Evaluation Cell activities.

The tests in language and mathematics used as tools for conducting baseline Learner Achievement Study were developed by NCERT in 1990 and hence were based on 1989-90 curriculum and textbooks. The review of these tests in the light of curricular revisions as well as experience of past surveys is the first activity. Methodological issues also have been experienced in conduct of the baseline studies both in the DPEP phase I districts as well as Andhra Pradesh, Uttar Pradesh, West Bengal and Bihar districts. In order to attend to these methodological as well as research questions a working group with NIEPA, NCERT and NEC members has been set up. The working group's efforts will culminate in organization of two national workshops to review all the tests used in the survey and to discuss sample and methodology to conduct the survey. The proposed dates for the workshop is 10-14 October for workshop on tests in language and 31 October - 4 November for workshop on tests in Mathematics. Both the workshops shall be conducted at Bhopal. For this purpose the resource person has been identified and processing of contract is being carried out. Workshops on research methodology and sample designs would be conducted thereafter. NEC has contracted a short-term consultant to prepare a technical note on sampling methodology used in various achievement surveys and make recommendations for modifying the existing design. So far, it has not been possible to identify anybody to review the questionnaires. Once the long-term Consultant (Survey) is hired, she may be able to do this work.

#### **5.5(vi) Baseline Study on enrollment, retention and achievement of students in alternate schooling.**

The study is slated for last quarter of the current year. NEC proposes to invite participation of NGOs, Social Science Research Institutions etc. in this study through open advertisement for submission of technical proposals.

#### **5.5(vii) Networking with Researchers and Institutions for Capacity Building**

Capacity building in the area of primary elementary education was also identified as a thrust area in the current annual work plan. Networking with existing institutions and professionals is the first step adapted for this purpose. The unit is in the process of

developing a resource inventory of individual researchers and other professionals involved in education development etc. and educational and socio-economic research institutions in India. Formats have been developed for soliciting information from researchers and institutions which will give the current status of capacity in the areas of research and evaluation, pedagogy issues, teacher training and text book development as well as educational planning and management. The format has been mailed to about 1000 professionals and 500 institutions including DIETs, SCERTs, other national institutions, Non-Government Organisations, Socio-economic and educational research institutions etc and have started receiving filled in formats from researchers as well as institutions.

The expected output will be a printed ready reference directory and retrievable software which will be used by all stakeholders of the DPEP programme and others interested in the areas covered by the inventory. Technical specifications for software is currently being developed. By early October, invitation for development of software will be made and within next three months the software is expected to be ready. Simultaneously printing of directory also will be organised.

#### 5.5(viii) Development of Guidelines for Research Support Grant under DPEP

Another priority given to research and related activities in the workplan was to simplify procedures and at the same time introduce a 'culture of accountability' and ensuring quality in research activities through the Research Support Grant under DPEP. Draft guidelines on research support grant under DPEP covering the applicability of the programme, various schemes proposed, administration mechanism, pre-proposal and proposal submission forms, proposal evaluation norms, procedure for award of project by DPEP Bureau for sponsorship etc., have been prepared by the cell and is under circulation to various agencies soliciting their views. The draft guidelines is available with National Evaluation Cell for reference. Procedures for applying and disbursing research grants which are currently in force in other Government Departments, Indian funding agencies, International organisations etc. have been studied and detailed discussions were carried out with departments of various government national research institutions. Various guidelines followed by the above departments as well as international organisations such as IDA, UNICEF, UNDP, IDRC, BCNN, ODA were also referred. On receiving the comments, the guidelines will be printed and published.

While this document addresses the administrative and managerial issues, the NEC is also preparing a concept paper on conduct of research and related activities. The need for a strategic overview was felt during the course of discussions and assessment of research capacity. The concept paper will provide an assessment of priorities in research and if appropriate institutional frameworks for administering research and evaluation funds. The work is under progress and expected to be completed by early September. Thereafter, a focus group meeting will be organised to discuss the strategic issues.

#### 5.5(ix) Documentation of baseline database

Baseline Learner achievement studies conducted in the DPEP districts provides a large database on the education system and processes apart from teacher and pupil profile and behaviour, school characteristics, socio-economic profile etc. Hence, the information base created by this effort is of considerable importance and interest to present and future education related research activities in India. Proper documentation and making the same available to research community is hence, essential.

The baseline studies were carried out by different agencies in the districts. NEC has procured the original data from NCERT NIEPA New Concept which conducted the study in the seven DPEP states. Work is underway to document this database, including school names, variable names etc. It is proposed to commission an outside firm to prepare technical manuals and professional documentation. Technical specifications and draft Tof are being prepared and the invitation to organizations for submitting proposals is expected to be sent by mid-September.

#### 5.5(x) Dissemination of baseline data . development of prototype materials

Dissemination of baseline data for wider use at district and sub-districts levels is very essential not only for making them available to stakeholders but also generating ownership feeling of the programme components and assisting in the planning processes. Hence NEC proposes to develop prototype material and disseminate the same among DPEP managers at all levels. At present, the process of identifying agencies personnel who can undertake this activity is under way.

## 6. Procurement and disbursement

### 6.1. Introduction:

DIPPEP workplans for 1994-95 are under implementation and 1995-96 plans also have been approved. Funds based on the activities proposed in 1994-95 GOI shares have been released to the states. The figures are:

State	(Rs. in lakhs)
Assam:	707.82
Haryana:	780.05
Karnataka:	1347.39
Kerala:	796.54
Maharashtra:	1670.71
Madhya Pradesh:	2691.71
Tamilnadu:	787.28
West Bengal:	050.00
National Component:	568.50
TOTAL:	9400.00

Procurement of items for implementation of activities have also started. The procedures that are followed for procuring goods and services required for DPEP are spelt out in the programme administration and implementation manual. The procurement procedures as given in DPEP administration and implementation manual is also applicable to Madhya Pradesh (where the programme funding of European Union to DPEP is being applied). Procurement for the national component for DPEP has also begun. As these procedures are relatively new, at the national level, a unit to handle procurement, disbursement and other related matters has been set up in the Ed.CE's Technical Support Group. This unit acts as the nodal point for all the references emanating from the State Implementation Societies on procurement issues requiring clarification, comments or clearance with funding agencies. The work of processing of claims from the State Societies for disbursement of credit is also handled by this unit. The unit is staffed by five members presently and would be further strengthened suitably to cope with the increasing work load.

### 6.2. Observations of the first joint supervision mission:

The main issues and concerns that had emerged during the 1st Joint Supervision Mission are adequate staffing for procurement at national, state and district levels, the need for their orientation to DPEP procurement procedures and closer interaction of the national technical support group on procurement with state and district offices on these procedures.

### 6.3 Activities undertaken so far:

The procurement unit of the TSG has organised a national workshop for procurement and disbursement functionaries and followed it up with state and regional trainings. In order to have a clearer picture of the procurement status and obtain feedback on the ground level problems faced by implementors at different levels a Procurement Mission was mounted by the TSG. The salient observations of the mission are that a certain degree of clarity on procurement processes have filtered down, however, technical specifications of the items to be procured and maintenance of accounts records and cashbooks at district levels require further attention. State wise reports of the procurement mission are available with the procurement unit.

As procurement and disbursement activities essentially contribute to the building up of a strong infrastructure which is so vital for DPEP, a national level workshop for DPEP functionaries was held in New Delhi on 18-19 May, 1995 with the prime objective of sensitizing the participants to the observance of correct procurement actions under IDA guidelines and timely and proper submission of claims for seeking reimbursement of IDA credit for DPEP. Representatives, including many State Project Directors from the SISs of Assam, Karnataka, Kerala, Madhya Pradesh, Maharashtra and Tamil Nadu attended the workshop. Resource persons from the World Bank, office of the Controller for Aid Accounts and Audit, and the UP BASIC Education project provided inputs. Detailed presentations on procurement, disbursement and accounting procedures were made by officials of the World Bank at the workshop on the two days which was attended by the State Project Directors and supporting staff drawn from the State and District project offices. The national level workshop in Delhi was followed by State level workshops held in June-July, 1995 in Bhopal (MP), Kasragode (Kerala), Madras (Tamil Nadu), Bombay (Maharashtra), Bangalore (Karnataka), Gurgaon (Haryana) and Guwahati (Assam). The Consultant in charge of procurement cell in TSG and the respective State Project Director acted as resource persons at these workshops which were attended by a large number of district level functionaries. With the Project authorities equipped with a better perception of procurement and disbursement procedures the year will hopefully witness a smoother and expeditious flow of procurement and disbursement activities.

### 6.44 Status of procurement:

By and large the procurement activities in the State and District Project offices are carried out under the local shopping method of soliciting a minimum of three quotations. With better clarity of the procurement procedures following the discussions at the national and state level workshops, the project authorities at the state and district level are taking steps to achieve the procurement and expenditure targets. Action for procurement of computer hardware and software both at the state and district level has been initiated. In Assam orders for procurement are being placed after obtaining Bank's no objection to the evaluation of bids while in Kerala the bid evaluation process has been completed and Bank's clearance is being sought. The Bid document of Karnataka has been sent to the

Bank for comments while the documents of Tamil Nadu and Maharashtra would once again (after making necessary changes as per observations on the first drafts) be forwarded to the Bank soon. In M.P. and Haryana, procurement action is under way under local shopping method. As regards vehicle procurement, the State Societies were authorised during 1994-95 to purchase 30 vehicles within aggregate limit of Rs.90 lakhs for local shopping. All these vehicles have already been procured. For purchase of additional vehicles for provision to DIETS for academic supervision and for block level supervision in districts, action has already been initiated under ICB method of procurement. These are in different stages for the various States and within the next 2-3 months, the requirement for additional vehicles is expected to be met.

#### 6.5. Systemic issues:

While operationalising the world Bank guidelines for procurement some difficulties and lack of clarity are observed at state and district level. Accordingly some systemic issues were identified as under:

- (i) authorising DPEP Bureau to vet and approve the Terms of Reference and Shortlisting in the case of consultancies estimated to cost Rs.1 lakh in the case of individuals and Rs.5 lakhs in the case of institutions.
- (ii) authorising DPEP Bureau to clear proposals for grants to NGOs upto Rs.5 lakhs, applying the consultancy guidelines.
- (iii) The State Project Directors may be authorised to purchase books and teaching aids from the outlet of the publisher or from a recognised institution in the field of production of teaching aids without having to seek a minimum of three quotations under Local Shopping procedure.
- (iv) Expenditure on school improvement grant and grants to individual teachers to be classified under category 2 (goods, equipment, furniture and books) for the purpose of seeking reimbursement.

#### 6.6. Disbursements:

As regards disbursements, claims have been received from the States for the pre-project activities relating to the period 1.3.94 to 22.1.94 and these have been forwarded, after scrutiny, to the Controller of Aid Accounts and Audit. The claims for the prospective period, as are being received from the States from time to time are also sent to the office of CAA&A for allowing reimbursement from the Special Account. All the claims thus far received are SOE claims for which supporting documentation is retained at the State/District project office.



6.3 Disbursement position:

(Rs. in lakhs)			
STATE	TOTAL EXP.	REIMBURSEMENT CLAIMED	REIMBURSEMENT ALLOWED
ASSAM	44431890	3804808	3804808
HARYANA	111160389	9838838	INFC AWAITED
KARNATAKA	16540580	1378562	1379000 (ROUNDED TO '000)
KERALA	10071948	949100	949000
MAHARASHTRA	17737000	1585000	1585000
TAMILNADU	27736143	2283208	1644000 (INFC AWAITED FOR THE LAST QUARTER)

The breakup and details are available with the procurement unit of the TSG.

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