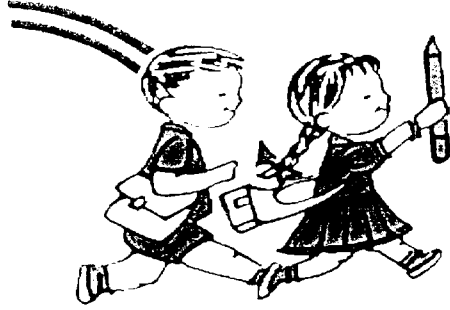


# DPEP



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जिला प्राथमिक शिक्षा कार्यक्रम  
DISTRICT PRIMARY EDUCATION PROGRAMME

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## Part – 1

### Progress Overview Report

14<sup>th</sup> Joint Review Mission  
(November-December, 2001)

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| <b>State Specific Information on<br/>Mission Objectives</b> | <b>-</b> | <b>Part III (Separate Volume)</b> |
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## **Progress Overview**

- **The activities undertaken after last Joint Review Mission have been presented in bold script.**
- **The Progress Overview is upto August 31<sup>st</sup>, 2001. However, the latest information has been provided wherever possible.**

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# PLANNING AND MANAGEMENT

## DPEP Fact Sheet

Coverage	Schools
<ul style="list-style-type: none"> <li>• Distrit covered – 242 (271 with bifurcated dts.)</li> </ul>	<ul style="list-style-type: none"> <li>• Schools in the system - 3,75,000</li> <li>• New schools added - 21,300</li> </ul>
<ul style="list-style-type: none"> <li>❖ Phse I (1994-March 2002) - 42</li> <li>❖ Phse II (1996 - June, 2003) - 80</li> <li>❖ Phse III (1998 – Sept, 2003) - 27</li> <li>❖ Oter phases - 93</li> </ul>	<b>Students and Teachers</b> <ul style="list-style-type: none"> <li>• Students in the system - 51.3 million</li> <li>• Total no. of teachers - 1.1 million</li> </ul>
<ul style="list-style-type: none"> <li>• <b>State covered</b> - 18</li> </ul>	<b>ECE</b> <ul style="list-style-type: none"> <li>• ECE centres set up - 11,640</li> <li>• Anganwadi pre-school centres strengthened - 64,550*</li> </ul>
<b>Civil works</b>	<b>Alternative Schools (AS)</b>
<ul style="list-style-type: none"> <li>• Schoo buildings constructed and ir progress - 27,830</li> <li>• Resource centres constructed and ir progress - 10,050</li> <li>• Classrooms added and underconstruction - 36,820</li> <li>• Otherworks (repairs, drinking water, toilets etc.) competed and in progress - 59,440</li> </ul>	<ul style="list-style-type: none"> <li>• AS centres set up - 66,700</li> <li>• Children covered - 2.5 million</li> </ul>
	<b>Capacity Building</b>
	<ul style="list-style-type: none"> <li>• Teachers trained - 1 million</li> <li>• Community members trained - 3 million</li> </ul>
	<b>Sub-district Academic Structures set up</b>
	<ul style="list-style-type: none"> <li>• Cluster and block resource centres - 31500</li> </ul>
	<b>Credit and Grant (Total Rs. 67.16 billion)</b>
<b>Grass root level structures set up</b>	<ul style="list-style-type: none"> <li>• IDA (Soft loan) - Rs. 49.51 billion (\$1317.80 million)</li> <li>• DFID (Grant) - Rs. 9.29 billion (151.41 mill. pound)</li> <li>• EC (Grant) - Rs. 5.85 billion (150 million Euro)</li> <li>• UNICEF (Grant) - Rs. 0.36 billion (\$10 million)</li> <li>• Netherland (Grant) - Rs. 2.15 billion (\$ 52.27 million)</li> <li>• Credit Rs. 49.51 billion Grant Rs. 17.65 billion.</li> </ul>
<ul style="list-style-type: none"> <li>• Village Education Committees - 2,06,000</li> <li>• School Management Committees - 98,000</li> </ul>	<b>Expenditure - Rs. 36.65 billion</b>
	<b>Total Project Outlay - Rs. 77.45 billion</b>

\* Does not include Rajasthan, Bihar, Chattisgarh, Jharkhand, West Bengal.

**DPEP was expanded to 23 more districts – 9 in Rajasthan, 8 in Orissa and 6 in Gujarat. With this, DPEP now covers 271 districts.**

### Progress under DPEP

Sl. No.	Project State	Expenditure (Rs. in crores)	No. of new schools opened	No. of Additional Teachers Appointed		No. of Alternative Schooling/ EGS Centres Opened
				Regular Teachers	Para Teachers	
				A	B	C
1.	Andhra Pradesh	407.76	5150	--	9418	1332
2.	Assam	195.32	--	--	--	3138
3.	Bihar/ Jharkhand	154.48	2053	100	1716	3416
4.	Gujarat	86.33	295	378	--	2282
5.	Haryana	158.8	15	--	3450	1550
6.	Himachal Pradesh	81.74	808	1589	--	--
7.	Karnataka	368.3	1250	4451	2627	--
8.	Kerala	146.04	58	--	56	325
9.	Madhya Pradesh/ Chattisgarh	773.06	5405	--	13038	29443
10.	Maharashtra	235.15	867	3311	--	3268
11.	Orissa	99.49	720	761	--	1631
12.	Tamil Nadu	181.25	406	1759	--	960
13.	Uttar Pradesh/ Uttaranchal	564.03	4167	5294	14073	4796
14.	West Bengal	110.81	--	--	--	8556
15.	Rajasthan	57.5	132	--	--	6088
16.	Natnl. Component	44.72				
	<b>TOTAL</b>	<b>3664.78</b>	<b>21326</b>	<b>17643</b>	<b>44378</b>	<b>66785</b>

Sl. No.	Project State	No. of Block Resource Centres	No. of Cluster Resource Centres	No. of New School Buildings Constructed	No. of Additional Classrooms Constructed	Toilet facilities provided	Drinking Water facilities provided.
1.	Andhra Pradesh	990	5664	8430	14012	803	963
2.	Assam	56	1002	819	800	1335	1742
3.	Bihar/ Jharkhand	207	2457	488	962	953	1197
4.	Gujarat	23	482	253	348	866	90
5.	Haryana	55	544	258	1089	3241	1354
6.	Himachal Pradesh	21	230	719	21	471	384
7.	Karnataka	112	1206	1450	195	1588	1588
8.	Kerala	55	627	262	996	445	326
9.	Madhya Pradesh/ Chattisgarh	370	6274	7333	5216	--	--
10.	Maharashtra	73	189	829	1430	3814	2283
11.	Orissa	84	885	862	606	1203	281
12.	Tamil Nadu	106	1023	--	1694	1947	2015
13.	Uttar Pradesh/ Uttaranchal	681	6636	5265	7858	12909	3500
14.	West Bengal	--	324	538	1360	--	--
15.	Rajasthan	49	1041	325	237	1881	405
	<b>TOTAL</b>	<b>2882</b>	<b>28584</b>	<b>27831</b>	<b>36824</b>	<b>31456</b>	<b>16128</b>

### Districts covered under DPEP

State	No. of DPEP districts	No. of DPEP districts including bifurcated districts
Andhra Pradesh	19	19
Assam	9	9
Bihar	20	20
Chhattisgarh	6	15
Gujarat	9	11
Haryana	7	7
Himachal Pradesh	4	4
Jharkhand	7	7
Karnataka	11	17
Kerala	6	6
Madhya Pradesh	28	33
Maharashtra	9	11
Orissa	16	16
Rajasthan	19	19
Tamil Nadu	6	7
Uttar Pradesh	50	54
Uttranchal	6	6
West Bengal	10	10
<b>TOTAL</b>	<b>242</b>	<b>271</b>

## Planning and Management

### Background

Formulating a decentralized and participatory plan has been a major thrust area under DPEP. The basic objective is to make the plan location specific and need based. To make the plan participatory, emphasis has been laid on greater involvement of functionaries working at district as well as sub-district level structures. At 'macro level' district is the basic unit of plan formulation with national and state components as supportive processes. A great deal of autonomy and flexibility has been vested with the sub-district level structures (blocks/ mandals and clusters) and village/habitation based institutions/ forums (VEC, MTA, PTA, PRIs etc) at the 'micro level'.

In all DPEP districts 'perspective plans' are prepared before the project is sanctioned and on the basis of these plans "annual plans" are prepared every year by the states and districts as well. While the perspective plans deal with overall strategies for the whole project period, the annual work plans chart out the details for implementation of these strategies. These plans provide for an opportunity for bringing about mid-course corrections, based on experiences gained in previous years. A major focus at the national level has been the capacity building of district teams and to equip them the skill of preparation of annual work plans and budget (AWP&B). In this direction, training programs at a large scale have been carried out for all DPEP states by NSDART, Mussoorie (annexure I). In previous year (2000-2001) NSDART revamped its training programmes to make the content amenable to the present requirement of DPEP in the field of planning and management. Simultaneously, programmes of various kinds for different issues in planning have been carried out by NIEPA as well as TSG (annexure II and III). At the national level, there have been continuous efforts to improve the planning capacities of state as well as district teams. In this regard, a manual for district teams to prepare annual work plans and budget proposals was prepared in January 1999 and shared with state and district teams. Subsequently, the training module of NSDART has been replaced by a new module and shared with the states in a national workshop held in August, 1999. On the basis of this new module training programmes on AWP&B for several states viz. Himachal Pradesh, Rajasthan, Bihar, West Bengal and Orissa have been carried out.

Second major activity under planning and management has been the appraisal of AWP&Bs that are prepared by the district teams. It has been of great help in providing feedback to the teams on the plans made and secondly in avoiding mistakes that can occur because district planning is a relatively new phenomenon. Improvement of quality of AWP&B has become an important ingredient of planning over the year. When the project began in 1994 all plans were appraised at the national level. However, in 1997-98 appraisal was decentralised to DPEP-I states as well as Uttar Pradesh, Bihar and Andhra Pradesh and at the national level only 10% of the plans were re-appraised. **Appraisal process has been decentralized in all the states except Rajasthan.**

Third initiative in planning and management under DPEP is to strengthen the capacity of grassroots level functionaries so that they can prepare their plans and implement them as well. In this direction there has been emphasis on orientation of the state and district level teams in micro planning. However, the nature of the processes that the states have followed in micro planning vary considerably. For instance, in Karnataka

and Bihar micro planning is seen largely as a community mobilisation exercise, while in Maharashtra the focus is on household surveys. Finding proper appreciation of these grassroots activities in annual work plan formulation is a matter of concern at national as well as at the state level. This issue was taken up with the states in a workshop in January 1999 and again in another workshop in December 1999. Subsequently, the states have been encouraged progressively for modifying their planning processes to incorporate grassroots level needs in AWP&B for forthcoming years.

Fourth major input in this area has been the strengthening of institutional planning by setting up of SIEMATs at state level and building the capacity of DIETs at district level, which the states have undertaken with varying degrees of success (Annexure-V). The success in establishing well functioning SIEMATs has not been up to expected level, despite the fact that a major workshop on the importance of establishing SIEMATs was held in December 1998, and the issue was taken up with state education secretaries in February 1999 and October 1999. NIEPA has also provided possible technical assistance to the states in establishing these institutions. However, SIEMATs in Uttar Pradesh, Himachal Pradesh, SCERT in Kerala and MIEPA in Maharashtra have been found to be largely involved in planning, appraisal of AWP&B and capacity building of state and district level functionaries.

The last but not least major initiative has been related to overseeing the structures of project management which have allowed the project to move forward at a fast pace. The staffing position has been indicated in annexure IV. There is also evidence that, various aspects of these structures are being considered by states for long term restructuring of their educational management systems and also from the point of view of the sustainability of the programme.

### **Progress since last JRM**

#### **Improving capacities for formulation of annual work plan and budget**

Over the years, the experience gained in formulating educational plans at district level reveals that even district is a large unit and greater emphasis is required now to decentralize the whole process at sub-district level, so that it can meet the habitation specific needs for UPE. Consistent efforts have been made to highlight this aspect of planning and to encourage district teams to lay emphasis on block specific issues in their plans and to incorporate findings of village surveys and school plans in annual plans (Annexure-III). On-site assistance has been provided to Uttar Pradesh (Phase III) by TSG in preparation of AWP&B in December, 2000. **NSDART has conducted eleven workshops (Annexure-I) while NIEPA conducted two (Annexure-II) for improving the capacities of district and state level functionaries in different phases .**

A national level workshop was conducted in December, 1999 to discuss how annual plans could be made to focus more on the needs of children and social groups in particular regions. The importance of consultation and strategy formulation at the block and cluster level was stressed. This matter has been taken up again while discussing the issues in micro planning and School Improvement Plan with the DPEP states in national level workshop on "Issues in Planning Process" held in January, 2001 at Hyderabad (Andhra Pradesh).

It has been observed that, some of the states have chosen to follow a more rigorous process of planning. The processes of planning have been presented in detail by Andhra Pradesh, Assam, Himachal Pradesh and Kerala in the workshop (January, 2001). In these presentations it has been observed that greater involvement of grassroot functionaries and habitation specific planning have been attempted. Information about similar attempts have been received from West Bengal, Uttar Pradesh and Karnataka also.

Unlike earlier years, most of the districts and states have been documenting the process of planning in the write up section of AWP&Bs. A series of workshops have been conducted to discuss the issues and strategies to address the district specific needs. Planning teams are being formed at the state, district and sub-district levels. Some instances of linkages in information, strategies and activities have been found in the AWP&Bs of those districts which have used EMIS and the house to house survey data for planning.

Considering the significant changes that have been taken in planning process as reported by different states in their plan documents, a study on it entitled "Towards Participatory Planning" started last year, has been finalized and also shared with all the states in national workshop held in January, 2001.

#### National Workshop on Issues in Planning

January 8-12<sup>th</sup> January, 2001, Hyderabad, Andhra Pradesh.

- Use of house to house survey and micro planning data for preparation of AWP&B.
- Sharing of inter-state experiences in micro planning.
- Sharing of experience of study on "Towards Participatory Planning" conducted on sample districts identified from 8 DPEP states.
- Universalisation of access and need for habitation based information.
- Issues related to use of habitation level data for preparation of AWP&Bs.
- Concept of School Improvement Plan and its relevance.
- Financing and budgeting for Elementary Education.
- Convergence of centrally sponsored schemes and programmes in planning process under DPEP/SSA.

### **Improving appraisal capacities**

The second focus area has been strengthening the appraisal capacities of states. It is envisaged that such strengthening would help not only in decentralising the process of appraisal but also aid to better planning as state teams acquire tools and knowledge to scrutinise their own plans. To this end, a three day national workshop was held in February, 2000 in which the appraisal process to be followed by the states was discussed in detail. As per recommendations of the workshop all the states (including Phase II and III except Rajasthan) appraised their AWP&Bs. They also prepared their appraisal reports.

### **Special initiatives for micro planning and institutional development**

Another thrust area has been the strengthening of school level planning. Many states like Kerala, Tamil Nadu and Andhra Pradesh have made significant progress in identifying needs through school level planning. NIEPA and TSG had jointly made an effort to enhance the capacity of school teachers and cluster resource persons in Banikhet Block of Chamba district of Himachal Pradesh in preparation of school development plan. A two day workshop was conducted in Banikhet block in May, 1999. The aim of this workshop was to identify the indicators for development of school and to make profiles of schools subsequently. A cluster level resource group was also formed to support the teachers and head masters in making those profiles. The cluster co-ordinators of Banikhet block prepared cluster profiles under the guidance of DPO and cluster resource group. All the profiles were discussed in another block level workshop in March 2000. In this workshop further expansion of this work in other clusters was planned.

This workshop was followed by another district level workshop, conducted in Chamba district from 15<sup>th</sup> - 18<sup>th</sup> May, 2000. As many as 80 participants from different BRCs, CRCs, teachers from selected schools, DIETs, DPO and SPO were present in the workshop. Special input was provided on concept of teaching learning process and preparation of school plans according to the needs identified in the school profiles. The main emphasis was laid on understanding the problems and needs of each school and to prepare a plan for its improvement.

Similar process of preparation of school profiles and plans had been undertaken by some selected CRCs in other blocks of Chamba districts. In September, 2000 one more district level workshop was conducted in which the progress of this work had been assessed and further intervention was planned. In a state level workshop conducted in August, 2000 the experiences of resource group were shared with the participants from other three DPEP districts. Preparation of school profiles and school development plans have been started as a special input for institutional development in all DPEP districts of Himachal Pradesh. Moreover, the experience of School Improvement Plan of Himachal Pradesh has also been shared with all other DPEP states in national workshop that held recently in Hyderabad (January, 2001). Similar experience gained in Arcot district of Tamil nadu under UNICEF Education Project has been presented before the participants.

**Micro planning and house to house survey has been conducted in most of the DPEP states (Annexure-VI).** An attempt has been made to review the status of updation and use of these data. Last year (2000-01) a study was conducted (in collaboration with MIS Unit) to review the whole process of house to house survey data in a few selected districts of four states viz. Karnataka, Maharashtra, Gujarat and Assam. Based on findings of the study, a house hold survey format and performa to capture village level consolidated information has been prepared and subsequently circulated to all DPEP states for suggestions/ observations in Hyderabad Workshop (January, 2001).

### **Institutional Development Plan**

Since the very inception, the programme has been paying adequate attention for strengthening of institutions like SIEMAT, at state level and DIET at district level. Most of the states have already established such institutions (Annexure-V) and are



keen to build capacities of staffs working in it. In states like Kerala, Maharashtra, Tamil Nadu, Uttar Pradesh, SIEMATs have been very much active in catering the needs of states in various areas of educational planning. It has been found that formation of SIEMATs are in progress in Rajasthan and West Bengal.

### **Emerging Issues**

The thrust in planning has been to strengthen capacities at the state and district levels to plan and implement activities as per needs. However, in a field based programme like DPEP, where new situations are encountered continuously, formalised training programmes conducted by training institutes are of limited use. In fact, much of the expertise or knowledge that has emerged in this area is based on experiences in the field. A great deal of learning has taken place in many states. The strategy for capacity building therefore has been to foster sharing of experiences among states by organising workshops where emerging issues can be deliberated. In the forthcoming year there is a proposal to continue the dialogue on this issue with state and district level teams to provide greater focus to the planning process and preparation of need based plans.

States have been encouraged to form state resource group which can provide guidance to the states in planning and capacity building of functionaries at different levels. It is expected that if states continue to undertake processes and activities for improving planning and management, they will be better able to visualise their own institutional needs and move towards addressing those needs. The states which have already developed SIEMAT as an independent institution, need to focus on providing necessary infrastructure facilities as well as appointment of staffs and building their capacities so that this institution can fulfil its expected role in DPEP.

Many states have conducted house to house surveys and micro planning on an extensive scale but have not used the information fully at the time of plan preparation. The states will be facilitated in making better use of these surveys in the future.

The initiative of 'School Improvement Plan' in Himachal Pradesh was a major success. The success of it lies mainly in motivating and in process of capacity building of field level functionaries. This is all the more important from the sustainability point of view. It is proposed to expand this activity in other states also. For this, a national workshop will be conducted to work out the mechanism of expansion of this activity in other states.

A major issue that has emerged is the adoption of some of the processes, evolved under DPEP by the main stream of Education. The positive features of planning and management practices that have emerged out of DPEP now need to be consolidated and integrated with the mainstream. This is being considered by several states.

**TABLE-A : Status of Capacity Building for Planning and Management**

Activities	States	Year
<b>LBSNAA-NSDART</b>		
Training on preparation of project plans	Karnataka, Kerala, Tamil Nadu, Orissa, Assam, Uttar Pradesh Madhya Pradesh, West Bengal, Orissa, Andhra Pradesh, Gujarat, Himachal Pradesh.	May 1996 June 1996 July 1996 September, 1996 Oct-Nov 1996 November 1996 December 1996
Refresher Course on AWP&B	Madhya Pradesh, Tamil Nadu Assam, Haryana, Maharashtra Himachal Pradesh	July 1996 Sept. 1996 May 24-29, October 6-14, 2000
Refresher Course on AWP&B with special emphasis on data analysis and interpretation	Tamil Nadu, West Bengal Karnataka Maharashtra Bihar	May, 1997 July 1997 Aug-Nov. 1997 September, 1997
Training on preparation of AWP&B	Karnataka Uttar Pradesh Andhra Pradesh, Bihar Gujarat West Bengal Uttar Pradesh, Orissa Himachal Pradesh Kerala	August, 1996 January 1998 May, 1998 June 1998 July 1998 Sept. 1998 January, 1999 February, 1999
Training on AWP&B preparation with special emphasis on data analysis and interpretation	Bihar, Karnataka, Maharashtra, H.P., Orissa, Uttar Pradesh Assam, Haryana,	June - July 1997 July, 1997 August, 1997
Training on Appraisal of Plans	Assam, Haryana, Karnataka, Kerala, M.P., Maharashtra, Tamil Nadu, Andhra Pradesh, Gujarat, Himachal Pradesh, Orissa, Bihar, West Bengal, Uttar Pradesh Karnataka, Haryana, Uttar Pradesh Himachal Pradesh Tamil Nadu, Andhra Pradesh, Gujarat, Bihar. West Bengal	September 1997  October, 1998, November, 1998 February, 1999 ---
Project Planning and Implementation	Haryana Madhya Pradesh	June 1996 September 96 and January 97
Trainings at LBSNAA on preparation of	Maharashtra	Nov 98-Feb. 99.

Activities	States	Year
AWP&B and appraisal of plans		
Training for master trainers on Micro Planning	Tamil Nadu	
Training programmes for SPO & DPO staff at SIEMAT, Allahabad	Uttar Pradesh	
Training on preparation of perspective plans	Uttar Pradesh	December 1998 and January 1999
Training on preparation of AWP&B (as per the new manual)	Bihar (42), Himachal Pradesh (35), Maharashtra (18), Kerala (13).	May, 1999 to October, 1999
Workshop on Planning Process	All DPEP States – Phase I&II.	1-2 <sup>nd</sup> December, 2000.
Orientation Programme in DPEP for collectors CEO's, DPO's, NSDART, Mussoorie.	Uttar Pradesh, Uttaranchal.	18-20 <sup>th</sup> December, 2000.
Sustainability issues in Elementary Education, New Delhi, NIPCCD.	All DPEP States – Phase I&II.	5-6 <sup>th</sup> January, 2001
Orientation programme in DPEP for DCs, ADCs and CDOs in NSDART.	Himachal Pradesh, Uttar Pradesh and Haryana.	8-11 <sup>th</sup> January, 2001
Perspective planning in new district, HCMRIPA, Jaipur	Jaipur (Rajasthan)	15-19 <sup>th</sup> January, 2001
<b>Orientation programme on DPEP</b>	<b>Chattisgarh</b>	<b>12-14<sup>th</sup> February, 2001</b>
<b>Workshop of NGOs in Elementary Education, Mysore</b>	<b>National Level</b>	<b>3-5<sup>th</sup> March, 2001</b>
Workshop of NGOs in Elementary Education, NSDART	All DPEP States – Phase I&II.	19-21 <sup>st</sup> March, 2001.
<b>Training Programme on Planning.</b>	<b>Haryana, Himachal Pradesh, Jammu &amp; Kashmir, Punjab &amp; Rajasthan.</b>	<b>28<sup>th</sup> August – 1<sup>st</sup> September, 2001</b>
<b>Training Programme on Planning.</b>	<b>Madhya Pradesh, Chattisgarh</b>	<b>17-21<sup>st</sup> September, 2001</b>
<b>Workshop on Quality Issues in Elementary Education</b>	<b>North Eastern States</b>	<b>4-6 October, 2001</b>
<b>Quality Issues in Elementary</b>	<b>National Level</b>	<b>26-28<sup>th</sup> July, 2001</b>
<b>Two (2) Training Programmes on Planning</b>	<b>Uttaranchal</b>	<b>4-8<sup>th</sup> September &amp; 11-15<sup>th</sup> September, 2001.</b>
<b>Three (3) Orientation Workshop (one day each)</b>	<b>Uttaranchal</b>	<b>23<sup>rd</sup> – 25<sup>th</sup> September, 2001.</b>
<b>Workshop on Planning for UEE</b>	<b>Uttar Pradesh, Uttaranchal, Rajasthan, Himachal Pradesh, Haryana, Punjab, Jammu &amp; Kashmir.</b>	<b>28<sup>th</sup> August – 1<sup>st</sup> September, 2001.</b>
<b>Workshop on Planning for UEE</b>	<b>West Bengal, Assam, Orissa, Jharkhand, Bihar, Madhya Pradesh, Chattisgarh.</b>	<b>17-21<sup>st</sup> September, 2001.</b>

**TABLE – B : Status of Capacity Building for Planning and Management**

Activities	States	Year
<b>NIEPA</b>		
Training on Decentralised Planning	Haryana, Kerala, Tamil Nadu,	August, 1996
Training on Educational Management	Karnataka	April and June, 1997
Training programmes on microplanning and school mapping	Orissa, West Bengal, Assam, Haryana, Maharashtra, Tamil Nadu, Andhra Pradesh, Gujarat, West Bengal Haryana, Kerala, Madhya Pradesh, Bihar, Uttar Pradesh	September, 1996 February, 1997 August, 1997
Workshop on District Planning under DPEP	Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu	December 1997
National Workshop on school mapping and microplanning	Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu, A.P., Gujarat, Himachal Pradesh, Orissa, Bihar, West Bengal, Uttar Pradesh Assam, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu, A.P., Gujarat, Himachal Pradesh, Orissa, Andhra Pradesh Bihar, West Bengal, Uttar Pradesh	July, 1997 January, 1999 <b>February 9-14, 2001</b>
Training programme on methodology and techniques of planning under DPEP field based – held at DIET, Ranchi	Bihar	5-9 October, 1998
Assistance given to West Bengal on Plan preparation	West Bengal	October, 1998.
Training programmes on microplanning and school mapping	Assam, Bihar, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, M.P., Maharashtra, Orissa, Tamil Nadu, U.P. and West Bengal	9-11 August, 1999
<b>National Training of Planning</b>	<b>Rajasthan, Maharashtra.</b>	<b>6-10 August, 2001.</b>
<b>Training Programme on Using indicators for Planning Primary Education.</b>	<b>Andhra Pradesh</b>	<b>19-24 February, 2001.</b>
<b>Orientation Programme on New EMIS Software</b>	<b>Chattisgarh</b>	<b>January, 2001.</b>

TABLE - C : STATUS OF CAPACITY BUILDING FOR PLANNING &amp; MANAGEMENT BY TSG

Activities	States	Year
<b>TECHNICAL SUPPORT GROUP</b>		
Assistance on Project preparation	Andhra Pradesh, Haryana, Gujarat, Himachal Pradesh, Orissa, West Bengal Haryana Gujarat, Andhra Pradesh, Himachal Pradesh, Assam, Uttar Pradesh	December, 1995 June 1996 Feb/Mar'96, Oct. 1996 1996-97 Jan. 1997 Feb/Mar., 1997
Assistance on AWP&B preparation	Haryana, Madhya Pradesh Karnataka, Orissa, Assam, Madhya Pradesh Maharashtra, Uttar Pradesh Andhra Pradesh, Himachal Pradesh, Bihar, West Bengal Orissa and West Bengal Uttar Pradesh (Phase-III)	1996-97 Jan-Feb 1997, Feb. and Sept. 1997 1997-98, 1998-99, January, 1998 June 1997 and 1998-99 January, 1999 February 1999 December, 1998 January, 2000 December, 2000
Refresher Training on preparation of AWP&B	Tamil Nadu Tamil Nadu, Karnataka Kerala	June 96 August, 1996 Sept. 1996
Assistance provided on microplanning and school mapping	Himachal Pradesh	1996
Assistance on revision of AWP&B	Gujarat, Madhya Pradesh, Gujarat, Himachal Pradesh, Orissa	June 1997 1997-98, 1998-99
Assistance on planning (Log frame approach)	Andhra Pradesh, West Bengal	1995 1996
Assistance on preparation of Implementation Plan	Gujarat, Himachal Pradesh, Orissa Orissa	1996 1997-98
Workshop on strategies for planning and implementation at the SPO	Orissa	September, 1998
Assistance on Perspective Plan preparation	Orissa	December, 1998
Resource support provided on plan preparation and implementation schedules	West Bengal	December, 1998

Activities	States	Year
Assistance provided on DPEP planning process and perspective plan preparation.	Orissa	April 27-29, 1999.
Assistance provided on Appraisal of AWP&B.	Andhra Pradesh	May, 1999
Assistance provided on preparation of School Improvement plan alongwith with NIEPA.	Chamba district, Himachal Pradesh.	9-10 June, 1999.
Resource assistance provided on planning process and AWP&B preparation alongwith LBSNAA (Based on new 8 day module)	Himachal Pradesh	October, 1999
Assistance provided on preparation of AWP&B alongwith LBSNAA.	Rajasthan	December, 1999.
Workshop on Plg. Process (National Level)	All DPEP states.	December, 1999.
Assistance provided for Internal Supervision Mission	Orissa	January, 2000.
National workshop on appraisal of AWP&B	All DPEP states.	February, 2000.
Assistance provided on preparation of school improvement plan and cluster plans	Himachal Pradesh	March, 2000.
Field Visit for study the status of microplanning and House to House survey	Karnataka, Gujarat, Assam and Maharashtra.	April, 2000
AWP&B appraisal	All DPEP states	April- June, 2000
Assistance provided to BRC, CRC, teachers to prepare school improvement plans for expansion of this work in other blocks of Chamba district.	Himachal Pradesh	July, 2000
Field Visit for study of planning process, undertaken by unit	West Bengal, Gujarat, Maharashtra and Himachal Pradesh	September-October, 2000
National Workshop on Issues in Planning in DPEP states.	All States	January 8-12, 2001

**TABLE – D :Information on Staffing Pattern at SPO and DPO levels.**

S.No.	State	SPO		DPO	
		Posts Sanctioned	Posts Vacant	Posts Sanctioned	Posts Vacant
1.	Andhra Pradesh – I&II	75	0	484	132
2.	Assam - I&II	64	10	313	36
3.	Bihar	66	10	226	58
4.	Gujarat	56	8	98	15
5.	Haryana – I&II	55	6	179	69
6.	Himachal Pradesh	45	6	168	7
7.	Jharkkhand	30	30	150	30
8.	Karnataka	53	10	320	191
9.	Kerala – I&II	50	0	160	14
10.	Madhya Pradesh - I&II	67	2	588	86
11.	Maharashtra I&II	71	14	332	58
12.	Orissa	50	10	240	64
13.	Rajasthan	45	10	344	136
14.	Tamil Nadu	72	1	101	13
15.	Uttar Pradesh – II&III	102	8	615	101
16.	Uttaranchal	30	18	60	5
17.	West Bengal	19	0	70	0
18.	Chattisgarh	30	24	N.A.	N.A.

\* This includes DPEP III.

TABLE – E . Present status of SIEMAT.

STATE	STATUS OF SIEMAT	TOTAL	
		No. of Post Sanctioned	Staff in Position
<b>DPEP-I</b>			
ASSAM	SIEMAT is an independent institution. Decision taken to shift SIEMAT from Jorhat to Guwahati under Society Regulation Act in January, 1999.	16	Yet to be appointed
HARYANA	SIEMAT is established as an independent institution in Bhiwani district.	41	25
KARNATAKA	Planning and Management wing working under DSERT.	34	Yet to be filled up.
KERALA	SIEMAT is a part of SCERT.		Staffs are yet to be appointed.
MADHYA PRADESH	SIEMAT is working as a separate cell in SPO		Information not available.
MAHARASHTRA	An independent institution has been established called MIEPA in Aurangabad.	14	14
TAMIL NADU	SIEMAT, is a separate autonomous body within the ambit of SPO.	15	14
<b>DPEP-II</b>			
ANDHRA PRADESH	It has been decided to set up SIEMAT as an independent institute.		Staffs are yet to be appointed.
GUJARAT	SIEMAT has been proposed to be established		
HIMACHAL PRADESH	SIEMAT approved by the EC in March, 2000. it is functioning as a wing of SPO for time being.	27	7
ORISSA	SIEMAT is functioning as part of SPO, Orissa.	18	14
WEST BENGAL	Proposal has been passed to establish SIEMAT.		
<b>DPEP-III</b>			
UTTAR PRADESH	Working as an Independent institution	39	31
BIHAR	Working as an Independent institution located in SCERT.	21	11 (excluding Director)
RAJASTHAN	It has been decided by State Govt. to establish a "Centre for Education Management" to coordinate educational activities.		
CHHATTISGARH	Formation of SIEMAT yet to be decided.		



TABLE - F : STATUS OF MICRO PLANNING IN DPEP - I, II &amp; III STATES

DETAILS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Coverage of micro planning.</i>	<ul style="list-style-type: none"> <li>Micro planning has been extended to all the DPEP districts except Karbi Anglong. More than 400 villages have been covered and the micro planning is being carried out on an ongoing basis in selected clusters and it would be extended to the remaining clusters on a priority basis.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration in preparation of Village education Plans in the district of Hissar, Bhiwani, Mahindargarh.</li> <li>Training in Survey Work.</li> </ul>	<ul style="list-style-type: none"> <li>Phase-I: Microplanning has been conducted in 141 villages during 1999-2000. The total number of villages covered by micro planning is 879. This benefitted 7202 children.</li> <li>Phase-II: Microplanning has been conducted in 349 villages during 1999-2000 and total number of villages covered by microplanning is 1008. There was an enrolment of 9147.</li> </ul>	<ul style="list-style-type: none"> <li>In Palakkad 90 Gram Panchayats, and 30 block Panchayats have been covered by micro-planning.</li> <li>In Idukki district 51 Gram Panchayats and Block Panchayats have been covered by micro-planning.</li> <li>Micro-planning has been conducted in Edapal block of Malappuram district - for IED; Coastal and tribal areas (Kaniapuram) - for ECCE.</li> <li>School Development Plan is prepared for each school in all the DPEP districts.</li> </ul>	<ul style="list-style-type: none"> <li>In all the 33 DPEP districts of MP. Lok Sampark Abhiyan-II, a participatory microplanning exercise was carried out in 2000-2001.</li> </ul>	<p><u>Phase I</u></p> <ul style="list-style-type: none"> <li>Aurangabad, Parbhani, Nanded, Osmanabad</li> </ul> <p><u>Phase II</u></p> <ul style="list-style-type: none"> <li>Beed, Jalna, Dhule, Gadchiroli</li> <li>9 DPEP districts were covered excluding Municipality Corporation and 'A' class Municipal areas</li> <li>All information generated through HHS have been computerised.</li> <li>Yearly updation of information is going on and based on this information cluster and block plans are prepared.</li> </ul>	<ul style="list-style-type: none"> <li>Phase I</li> <li>Dharmapuri</li> <li>Thiruvannamalai</li> <li>Cuddalore</li> <li>Villupuram</li> <li>Phase II</li> <li>Pudukottai</li> <li>Ramananthapuram</li> <li>Peramblur</li> </ul>
<i>Details of activities undertaken and methodology/ techniques used alongwith current status in each.</i>	<ul style="list-style-type: none"> <li>Identification of villages with low enrolment, low female literacy, etc.</li> <li>Training of resource groups to function as animators.</li> <li>Conducting PRA exercise with the help of VEC and community.</li> <li>Identification of key issues and priorities.</li> <li>Development and implementation of village Education Plan and School Development Plans.</li> </ul>		<ul style="list-style-type: none"> <li>33 blocks spread over all the DPEP districts have been covered by microplanning..</li> <li>Microplanning with gender focus completed in specific blocks.</li> <li>46 experience sharing workshops were conducted.</li> <li>The micro planning process is the basis of identifying the places to open NFE and appoint VTMs (Village Teacher Motivators).</li> </ul>	<ul style="list-style-type: none"> <li>Data from House to house survey was used for enrolment.</li> <li>School Development Plans have been prepared to develop self sustained school, by 2001 A.D.</li> <li>School development plans began in Jan'98 &amp; was completed in March'98.</li> <li>These plans are updated each year.</li> <li>Based on these School Plans, Plans are prepared at cluster, block and</li> </ul>	<ul style="list-style-type: none"> <li>Three rounds of Shiksha panchayats in 6296 clusters have been conducted</li> <li>Based on the data generated through Lok Sampark Abhiyan (LSA), the mission came out with the EGS for providing schools in accessless habitations.</li> <li>LSA-II has been conducted to develop school education plan that are being consolidated at cluster, block and at</li> </ul>	<ul style="list-style-type: none"> <li>State level sharing workshop was conducted from 1<sup>st</sup> to 3<sup>rd</sup> June, 98 at Ellora district Aurangabad.</li> <li>Survey formats were revised thoroughly.</li> <li>Format A: family data</li> <li>Format B: Family wise compilation</li> <li>Format C: village wise compilation</li> <li>Format A,B, C were printed at state level</li> <li>State level workshop</li> </ul>	<ul style="list-style-type: none"> <li>Using household survey, DISE information and Cohort Study, School Development Plans are prepared by the respective schools.</li> <li>Consolidation is being done at the cluster and block levels.</li> </ul>

DETAILS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
	<ul style="list-style-type: none"> <li>• Incorporation of key issues and action points in O.W.F.O.D.</li> </ul>		<ul style="list-style-type: none"> <li>• 20 workshops with the core groups at district level, were conducted.</li> <li>• House to house survey was conducted in January, 2001 to assess the school age child population, out of school children which include the non-entrants and dropouts, and also children with disabilities.</li> <li>• SRGs, DRGs and BRGs have been constituted.</li> <li>• Based on the information generated from this survey, Chinnara Angala – a bridge course programme has been developed.</li> </ul>	<p>district levels.</p>	<p>district level to form the district education plan on the basis to plan for UEE.</p> <ul style="list-style-type: none"> <li>• A workshop was held from 6<sup>th</sup> to 9<sup>th</sup> March, 2000. The strategy for participatory micro planning or LSA and orientation of VEC &amp; SMC was reviewed and consolidated on the basis of the past experiences. Training modules for VEC, training materials and revised formats for VERs were finalised in this workshop.</li> <li>• Based on this material the DRG were trained at the state level. The DRG in turn have trained the VEC members, teachers, Janshikshak who were involved in LSA.</li> <li>• Along with LSA-II Bal mela and Pravesh Utsav were conducted at the village and school level. This was done in the month of July which coincided with the beginning of the new session of 2000-01.</li> <li>• Door to door survey was done. A computerised software has enabled a large volume of village level data to</li> </ul>	<p>to prepare an action plan was organised in December, 1998 workshops have been conducted at district, block and cluster level.</p> <ul style="list-style-type: none"> <li>• House to house data collection was done using format 'A' through teachers, VEC members in 2 phases in 1999.</li> <li>• Compilation of house to house data at village, cluster and blocks has been done in 1999.</li> <li>• Survey conducted in Municipal area for identification of out of school children in March, 2001.</li> </ul>	

DETAILS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
					<p>be handled at the district and state level. VER being maintained and constantly updated for enrolment. LSA data has been further updated this year. Four rounds of Shiksha Panchayat in 4272 Jan Shiksha Kendras (clusters) have been conducted. Based on the data generated through Lok Sampark Abhiyan (LSA), the mission came out with the EGS for providing schools in accessless habitations. The mission has provided 100% access through EGS schools to all accessless habitations of 33 DPEP districts.</p>		
<i>Agency Institution/ NGO/ Individual responsible</i>	<ul style="list-style-type: none"> <li>Resource groups are formed and trained to conduct microplanning.</li> </ul>	<ul style="list-style-type: none"> <li>SIEMAT has taken the responsibility of training.</li> </ul>	<ul style="list-style-type: none"> <li>Resource persons are trained from each district to conduct micro planning.</li> </ul>	<ul style="list-style-type: none"> <li>SPO, DIET, DPO, BRC, Education Department are involved in micro-planning.</li> <li>The school level plans were prepared by school Support Groups</li> </ul>	<ul style="list-style-type: none"> <li>DRG, VEC members, teachers Janshikshak.</li> <li>School Management Committee, Village Education Committee, Gram Panchayat, Jan Shikshaks and EGS Gurujis.</li> </ul>	<ul style="list-style-type: none"> <li>District/block/cluster level resource persons: Block Education Officers, ADEIS, cluster heads, BRC personnel, VEC members.</li> <li>Teachers, VEC members, ECCE workers, PTA members, Mahila Mandal members in HHS.</li> </ul>	<ul style="list-style-type: none"> <li>BRC personnel are supported by State Project Office and SIEMAT wings.</li> </ul>

DETAILS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Future Plans</i>	<ul style="list-style-type: none"> <li>• Analysis of collected data and integrating the data from different sources.</li> <li>• Capacity building at various levels.</li> <li>• Expansion of resource team and constitution of a core team at district level</li> <li>• Involvement of NGOs.</li> <li>• Covering one block in each district on pilot basis.</li> <li>• Establishment of linkage with other development agencies to develop comprehensive action plan.</li> <li>• Starting regular activities for monitoring and implementing action plans through cluster level resource groups.</li> </ul>				<ul style="list-style-type: none"> <li>• Data generated by LSA-II will be used to plan for UFF.</li> </ul>	<ul style="list-style-type: none"> <li>• Verification of micro planning data undertaken to assess need for EGS-AIS centres.</li> <li>• Survey would be conducted in the municipal area.</li> <li>• AWP&amp;B 2001-2002 finalised with the help of District Planning Unit. In all five workshops held at SPO. Appraisal finalised by April, 2001.</li> </ul>	<ul style="list-style-type: none"> <li>• School and cluster specific interventions will be included in AWP&amp;B.</li> </ul>

DETAILS	ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA
<i>Coverage of microplanning</i>	<ul style="list-style-type: none"> <li>As a part of Micro Planning exercise a comprehensive database is being developed by way of undertaking a massive exercise of conduct of Family Survey in all the habitations of DPEP I and II districts. The data have been collected and at present it are being cross-checked. Further, the data will be computerized so as to provide all the information on education aspects of the children for all the habitations.</li> </ul>	<ul style="list-style-type: none"> <li><b>Microplanning has been completed in Banaskantha, Panchmahal and Dangs (90 – 30 villages from each district),</b></li> </ul>	<ul style="list-style-type: none"> <li>HHS was conducted in Sirmour, Chamba, Kullu, Lahaul-Spiti in 1997-98.</li> <li>Preparation of SIP has been initiated in Banikhet block of Chamba district in 1999. This work is now being expanded in other districts.</li> <li>Micro planning is being continued in Sirmour, Chamba, Kullu, Lahaul-Spiti districts.</li> </ul>	<ul style="list-style-type: none"> <li>Microplanning has been completed in <i>all DPEP districts</i>. A similar sort of programme with the same objective has also been updated. Now more emphasis is on utilising this information for planning.</li> <li>Village and habitation specific agewise and classwise out of school children are collected through child tracking system and Anusandhan Operation. AWP&amp;B for 2002-2003 will be based on need based assessment of Educational Profiles of cluster/ GPs.</li> </ul>
<i>Details of Activities undertaken</i>	<ul style="list-style-type: none"> <li>Two-day training programme conducted at SPO level in the month of June, 2000 for district staff on Family Survey. Further two-day training programmes conducted to Mandal Resource Person at district level and one-day non-monetary programme for all the teachers conducted at TC level during June, 2000.</li> <li>A detailed micro planning exercise has been taken up in the habitations of alternative schools as well as unscrved habitations to plan for education to all children 5-14 years age group.</li> <li>To develop habitation specific education plan, the validation of data base has been developed through family survey during 6-12 March, 2001 by involvement of district, mandal and habitation level core teams.</li> <li>Training programme on "Using Indicators for Planning in Primary Education" held from 19-24 February, 2001.</li> <li>Selected programmes has been taken up in certain identified mandals for taking up of concerted steps to achieve UEE in all the habitations. The interventions taken up in these mandals are as follows:</li> </ul>	<ul style="list-style-type: none"> <li>State level orientation workshop for micro-planning</li> <li>Selection of villages in which MP is to be carried out</li> <li>Development of material for micro-planning</li> <li>Training of MTs for micro-planning at district level</li> <li>Formation of village core group for micro-planning</li> <li>Demonstration of school and village mapping by RPs</li> <li>Training to village core group for micro-planning</li> <li>Micro-planning exercise at village level</li> <li>Preparation of VEP by village core group</li> <li>Review workshops at district level.</li> <li>A two day workshop on concepts, approaches and methodology of micro planning held in all districts for orientation of BRC, Addl. BRC, CRCs, OICs and personnels of P&amp;M from GCERT, DIET.</li> <li>Micro planning in 500 villages has already been started.</li> </ul>	<ul style="list-style-type: none"> <li>16998 children between 6-11 years age were reported to be out of school as per household survey conducted earlier. These children were enrolled in the schools subsequently.</li> <li>The world environment day was celebrated on June 5, 2000 in which identification enrolment of left out children have been done.</li> <li>The state level workshop on educational planning conducted on August 7-11, 2000 at SPO; devoted six sessions for Edu-cation Planning. This workshop also discussed the issues of Village Education Register and utilization of VEP data for AWP&amp;B preparation.</li> <li>Chamba district initiated the work on identifying the indicators of school development and preparation of school profiles at block level in June, 1999 with the help of TSG, NIEPA &amp; MHRD. A cluster level resource group was identified who would support the teachers and Head Masters in making the schools profiles. The resource group met again to discuss the process of making school improvement plans after making the school profiles (26-27 August, 1999). The school profiles were further discussed in a two days workshop at Banikhet on 7-8 March, 2000. The resource group includes teachers, CRC, BPEOs and PRI members from Bnikhet education block. Chamba district further trained 109 CRCCs in preparation of school profiles leading to school improvement planing during November, December, 1999 and January, 2000. The Banikhet experience in school improvement planning was shared with other districts at SPO level during State Level workshop conducted on August 7-11, 2000.</li> <li>Workshop on micro planning for BRCCs/ CRCCs of Kullu district was organised at DIET Kullu w.e.f. 24-26 May, 2001.</li> <li>Five 2-3 days workshops on School Development Planning were conducted in different clusters in the month of July, 2001.</li> <li>A state level orientation of DPEOs, Principal DIETs and DPOs on EGS and SSA was organised at SPO on 28<sup>th</sup> July, 2001. 29 participants were present in this workshop.</li> <li>Review meeting cum workshop on capacity building of CRCCs and BRCCs of Kullu district in micro planning was held w.e.f. 24-26 May, 2001.</li> <li>VEC and CRCCs were trained regarding micro planning activity in Kullu district on 4<sup>th</sup> May, 2001.</li> </ul>	<ul style="list-style-type: none"> <li>Village Education Registers have been upgraded. There has been emphasis on preparation of block and cluster level plans in all DPEP districts.</li> <li>The districts are planning to produce block level of action plans where the information will be put to use along with findings of NINAD and DISE report. New schools and Alternative Schooling centres have been identified on the basis of the findings of the micro planning as well as public demand.</li> </ul>

DETAILS	ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA
	<ul style="list-style-type: none"> <li>• <b>Community mobilisation sensitisation of parents. DW CRA. Youth and other SHG.</b></li> <li>• <b>Formation of Mandal Level, Cluster Level and Habitation level core committees with active involvement of community mobilisers youth, teachers etc.</b></li> <li>• <b>Generation of list out of school children and the nature of work they involved in.</b></li> <li>• <b>Opening of Residential and Non-Residential Bridge Course Camps for their mainstreaming.</b></li> <li>• <b>Monitoring the retention of in school children with involvement of local community groups.</b></li> <li>• <b>Tracking of the children who are mainstreamed for their.....</b></li> </ul>			
<i>Agency Institution/ NGO/ Individual responsible</i>	<ul style="list-style-type: none"> <li>• State Resource Group &amp; Mandal Resource Group</li> <li>• Education Department of A.P. Hyderabad is involved in the family survey.</li> </ul>	<ul style="list-style-type: none"> <li>• State Project Office &amp; GCERT at state level</li> <li>• District Project Office &amp; DIET at district level</li> <li>• CRC coordinator (MT) &amp; Village core group at village level.</li> <li>• <b>A core group formed at village level consisting of members of VECs, local Youth Mandal. Bhajan Mandals/ CRCCs.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Door to Door survey and school mapping was conducted by education department functionaries with the help of community.</li> <li>• Micro planning is being conducted by VEC members / community with the resource support from BRC/CRC and DIET faculties.</li> <li>• School profiles are being developed by Teachers, CHTs, CRCCs, BPEO's and PRIs.</li> </ul>	
<i>Future Plans</i>	<ul style="list-style-type: none"> <li>• Micro-planning exercise will be carried out in the selected villages of all the mandals of DPEP districts for effective educational planning &amp; management. Necessary training would be provided to the School Education Committee Members on PRA techniques to enable them to involve in the Village Education Planning Process. It is further proposed to update the school wise database of 0-14 year age group children along with information on the school and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• To cover all villages under micro-planning</li> <li>• To regularize micro-planning exercise every year.</li> <li>• <b>Upscaling of micro planning.</b></li> <li>• <b>Use of VEP and SIP.</b></li> <li>• <b>Data to be consolidated at district level and incorporated in AWP&amp;B.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Capacity of Chmba and Lahul Spiti districts to be built in the preparation of Village Education Plans.</li> <li>• The work on village education planning to be strengthened in Kulu and Sirmour district so that the VEPs could find reflection in the district plans.</li> <li>• Village Education Registers are to be introduced in Chamba, Kulu and Lahaul-Spiti districts.</li> <li>• Work on institutional planning to be initiated in Kullu, Sirmour and Lahaul Spiti districts.</li> <li>• Feed back from periodical school inspections introduced by the department of Primary Education to be analysed and utilised for AWP&amp;B preparation.</li> </ul>	<ul style="list-style-type: none"> <li>• The state is planning to promote educational development. Plans at the level of few selected Panchayats to start with. Since, the CRC coordinators are already in place, this project will take shape in near future.</li> </ul>

DETAILS	ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA
<i>Future Plans</i>	<ul style="list-style-type: none"> <li>• The data of Family Survey will be computerized and output reports on various indicators of educational status of children, gender-wise, social group-wise etc. along with education status of children with special needs will be generated habitation-wise, mandal-wise and district-wise. The data will be used for the planning of following aspects.</li> <li>• Strategies for the schooling of out of school children</li> <li>• Strategies of the schooling of children with special educational needs</li> <li>• Strategies for the over-aged children.</li> <li>• It is proposed to empower the local groups, field staff on participatory planning process and for the development of habitation education plan for the education of all children in 5-14 age group, simultaneously and improve the quality of delivery mechanism and children learning.</li> <li>• The data of family survey will be computerised and output reports on various indicators of educational status of children, gender wise, social group wise, etc. along with education status of children with special educational needs will be generated habitation wise, mandal wise and district wise.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Submission of draft plan for new districts (Jam-nagar, Junagadh, Sabar-kantha, Kutchh, Bhav-nagar and Surend-ranagar). The revised state &amp; distt. plans submitted in MHRD. AWP&amp;B 200-01 for three distt. prepared. Both plan proposals have used participatory plan-ning process &amp; documentation method. Prep-eration of State Plan and distt. plans involved an elaborate sequence of activities, involving both data gathering/ analysis and wide scale consultation. Coordination and cooperation in project preparation was evident between the DIETs, DPOs, Zilla Parishads, Municipal Boards, and DPE Officers. The reflection of the findings of both BAS &amp; SAS are also evident in the State and district plan.</b></li> <li>• <b>To assess the preparation activities and the impl-ementation readiness for establishing DPEP in six new districts, the World Bank Appraisal Mission visited the state in July 1-7, 2000. The documents submitted to the Mission were: a) State &amp; Project Implementation Plan, b) District Plans for Suren-dranagar, Sabarkantha &amp; Kutchh, c) BAS, d) SAS, e) Updated Financing of Education Study, f) Construction Manuals, g) GOI Pre-Appraisal Report and h) Revised AWP&amp;B. The mission reviewed the plans and put forth its recommendations.</b></li> </ul>		

DETAILS	WEST BENGAL	UTTAR PRADESH	BIHAR	RAJASTHAN	JHARKHAND	CHATTISGARH
<i>Coverage of micoplanning</i>	<ul style="list-style-type: none"> <li>Consultative planning process has been initiated in Birnong, Coocn Behar, Murshidabad, South 24 Parganas and Bankura. House to house survey has been conducted in all DPEP and non-DPEP districts. Computerization of these data is going on.</li> </ul>	<ul style="list-style-type: none"> <li>Microplanning has been conducted in 17676 villages of DPEP districts. It is under process in 4 expansion districts of DPEP II VECs have been trained for this.</li> </ul>	<ul style="list-style-type: none"> <li>Muzaffarpur, Ranchi, West Champaran, Sitamarhi, East Singhbhum, Chatra, Rohtas, Dumka.</li> <li>Bhagalpur, Bhojpur, Gaya, Munger, Vaishali and West Singhbhum, Hazaribagh, Darbhanga.</li> <li>Altogether 2213 villages have been covered under micro planning since last JRM (...)=blocks.</li> <li>Bhojpur (2), Bhagalpur (2), Muzaffarpur (2), Dharbhanga (1), Gaya (2), Munger (2), Sitamarhi (3), Vaishali (5), West Champaram (4).</li> <li>Muzaffarpur, West Champaran, Sitamarhi, Rohtas, Bhagalpur, Bhojpur, Gaya, Munger, Vaishali and Darbhanga.</li> </ul>	<ul style="list-style-type: none"> <li>It has been planning to conduct a school mapping and micro planning exercises in every village.</li> <li>It is planned to update the school mapping data in every village between 1-14<sup>th</sup> July of every year.</li> </ul>	<ul style="list-style-type: none"> <li>Chatra (2), Dumka (5), East Singhbhum (2), Hazaribagh (2), Ranchi (2), West Singhbhum (3).</li> <li>Total village covered are 2735 in 6 districts.</li> </ul>	<ul style="list-style-type: none"> <li>Bilaspur, Korba, Janjgir, Champa, Rajnandgaon, Kwardha, Surguja, Korea, Raipur, Dhamtari, Mahasamund, Bastar, Kanker, Dantewada.</li> </ul>
<i>Details of Activities undertaken</i>	<ul style="list-style-type: none"> <li>Planning, based on analysis of DISE &amp; House to House Survey Data for identification of requirement for Universal Access, Enrolment &amp; Retention.</li> <li>To develop a primary database on UPE planning a House to House survey was taken up in DPEP (non DPEP too) districts.</li> <li>Trainings have been conducted by SPO personnel at the district level for resource persons. These resource</li> </ul>	<ul style="list-style-type: none"> <li>District resource groups were formed and trained in 1998.</li> <li>BRG was trained by DRG.</li> <li>VECs (13856 out of 14659) have been trained by BRG.</li> <li>Microplanning alongwith household survey was conducted and village education plan and school mapping have been prepared.</li> <li>House hold survey has been kept in village education register which is updated every six</li> </ul>	<ul style="list-style-type: none"> <li>PRA techniques is used. DRG is constituted in every district to supervise micro planning process which is carried out by facilitators and animators at the village level. An in house module on micro planning "PRASOON" has been developed. A training module for the Abhiprerarks/ Prerak developed.</li> <li>In every district sufficient number of Abhipreraks/ Preraks have been trained. These trained Abhipreraks/</li> </ul>	<ul style="list-style-type: none"> <li>Survey planned to conduct in the month of May-June and microplanning in the month of July. 17116 SMCs constituted and 58990 have been trained.</li> <li>3500 BNS members have been trained.</li> <li>Shiksha Darpan Survey of 6-14 age group children and school facility conducted.</li> </ul>	<ul style="list-style-type: none"> <li>PRA techniques is used. DRG is constituted in every district to supervise micro planning process which is carried out by facilitators and animators at the village level. An in house module on micro planning "PRASOON" has been developed. A training module for the Abhiprerarks/ Prerak developed.</li> <li>In every district sufficient number of Abhipreraks/ Preraks have been trained. These trained Abhipreraks/</li> </ul>	<ul style="list-style-type: none"> <li>Household Survey has been conducted in all DPEP &amp; non DPEP districts.</li> <li>PRA techniques is used to supervise microplanning process at village level.</li> </ul>



DETAILS	WEST BENGAL	UTTAR PRADESH	BIHAR	RAJASTHAN	JHARKHAND	CHATTISGARH
	<p>persons trained the survey workers subsequently.</p> <ul style="list-style-type: none"> <li>• House to house survey has been conducted.</li> <li>• Computerisation has been completed.</li> </ul>	<p>months. VEPs have been completed for 15074 villages in DPEP-II districts.</p> <ul style="list-style-type: none"> <li>• DRGs have been formed in all 42 districts of DPEP II &amp; III, BRGs are under formation.</li> <li>• Printing of formats is going on.</li> </ul>	<p>Preraks have been engaged in micro planning exercises in one or two block in every district. The preraks are drawn from VECs.</p> <ul style="list-style-type: none"> <li>• <b>Altogether 3176 villages covered under microplanning in 10 districts.</b></li> <li>• <b>A new module LOK CHETNA developed. Microplanning exercise will be completed within 5-7 days. New module will be applied in remaining villages from next year i.e. 2001-02.</b></li> </ul>		<p>Preraks have been engaged in micro planning exercises in one or two block in every district. The preraks are drawn from VECs.</p>	
<i>Agency Institution/ NGO/ Individual responsible</i>	<ul style="list-style-type: none"> <li>• Gram Panchayat functionaries, volunteers of TLC, teachers, inspectors, education officers and extension officers of blocks.</li> </ul>	<ul style="list-style-type: none"> <li>• UP academy of Administration, State Resource Group, District Resource Group, VEC, NGO, DIETs, SIEMAT, BRC coordinators and the NPRC coordinators.</li> </ul>	<ul style="list-style-type: none"> <li>• Groups of individuals identified and trained by DLOs of BEP; namely Abhiprerak &amp; Preraks (Motivators/ Animators). Prerarks are drawn from the members of VEC.</li> </ul>		<ul style="list-style-type: none"> <li>• Groups of individuals identified and trained by DLOs of BEP; namely Abhiprerak &amp; Preraks (Motivators/ Animators). Prerarks are drawn from the members of VEC.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DPO, BRCC, CRCC.</b></li> </ul>
<i>Future Plans</i>	<ul style="list-style-type: none"> <li>• Opening of formal schools and SSKs will be done on the basis of house to house survey data.</li> <li>• Village Education and school plans will be prepared for which separate formats have been prepared by SPO functionaries.</li> <li>• Workshops will be conducted to identify the district specific needs on the basis of VEPs and school plans.</li> </ul>	<ul style="list-style-type: none"> <li>• In DPEP II districts where microplanning have been completed, the VECs have already shown great enthusiasm in sending the identified out of school children into schools, built additional classrooms and new school where necessary, as well as recruiting Shiksha Mitras where enrolment has gone up. In these districts the data on out of school children is being compiled for review at the state level.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Organise quarterly trainings to train the Resource Persons on microplanning.</b></li> <li>• <b>Scale-up microplanning exercises in all districts.</b></li> <li>• <b>Computerisation of data generated through microplanning exercises.</b></li> <li>• <b>Monitoring of the implementation status of the SDP emerged at the end of microplanning.</b></li> </ul>	<ul style="list-style-type: none"> <li>• It is planned to conduct school mapping and micro planning exercises in every village between 1 to 14<sup>th</sup> July every year.</li> <li>• House to house survey is being planned to conduct in the month May-June and micro planning in the month of July every year.</li> <li>• <b>Urban Survey is planned to complete by end of December, 2001.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compilation and computerisation of data.</li> <li>• <b>Organise quarterly trainings to train the Resource Persons on Micro Planning.</b></li> <li>• <b>To scale up micro planning exercises in all districts.</b></li> <li>• <b>Computerisation of data generated through micro planning exercises.</b></li> <li>• <b>Monitoring of the implementation status of the school development plan emerged at the end of micro planning exercises.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Data thus collected will be computerised and compiled and will be used for Planning.</b></li> </ul>

DETAILS	WEST BENGAL	UTTAR PRADESH	BIHAR	RAJASTHAN	JHARKHAND	CHATTISGARH
			<ul style="list-style-type: none"> <li>• Use of data of out of school children and data on enrolment in the private schools collected through microplanning exercises for UPE.</li> <li>• Cross checking EMIS data with the data generated by micro planning exercises.</li> <li>• People empowerment through micro planning exercises.</li> <li>• Mapping for ALS modalities through micro planning exercises.</li> </ul>	•	<ul style="list-style-type: none"> <li>• Use out of school children data on enrolment of children in the private school collected through micro planning exercises for UPE.</li> <li>• People empowerment through micro planning exercises.</li> <li>• Mapping for ALS modalities through micro planning exercises.</li> </ul>	

## COMMUNITY MOBILISATION AND PARTICIPATION

Thunderstanding that achievement of the UEE will remain elusive without active involvement of the local communities has provided impetus to DPEP in regenerating and strengthening the school-community relationship. DPEP has initiated processes and activities to promote community ownership through the following two-fold approach:

- ◆ to motivate communities through various advocacy measures for participation like campaigns and awareness generation activities
- ◆ to empower communities to play an effective role in democratizing Primary Education through
  - Forming community organisations and facilitating capacity building of these organisations as well as other relevant entities.
  - Facilitating convergence of available resources and networking with various agencies

### Community Organisations

DPP has emerged as a concrete strategy to accelerate the pace of UEE through decentralised and participatory approach. The vision of creating and strengthening community participation at grassroots is being translated into reality through the formation of Village Education Committees (VEC), School Management Committees (SMC), Mothers Teacher Associations (MTA), Parents Teacher Associations (PTA), Mata Samities, Mothers Associations and Women Motivator Groups (WMG). All the DPEP States have constituted VECs/SMCs as per their norms with adequate representation of women and other focus groups.

Manuals, handbooks and training materials on community mobilisation have been developed for master trainers and VECs, SMCs and MTAs/ PTAs in all the States. Some of the States like *Kerala* and *West Bengal*, have improved and revised their training package by development of self reading material for VECs and supplementary material on training. *Andhra Pradesh* and *Karnataka* have developed gender-focused module for VEC/SMC training while some others have conducted orientation and sensitization programmes on gender issue (*Maharashtra, Gujarat*). Some States have organized orientation sessions for PR functionaries including *Sarpanches (Orissa, Bihar, Gujarat, Maharashtra)*. In *Karnataka, Kerala* and *Orissa*, community organisations have been given orientation on micro planning.

Apart from the Community Organisations, various functionaries at different level along with a number of Master Trainers and Resource Persons have been trained and oriented and re-oriented on community mobilisation, participation and ownership issues in all the States. The headmasters have also been provided training on methods and strategies of community mobilization and also civil work issues (*Andhra Pradesh, Himachal Pradesh*).

**Table A: Status of VEC, SMC, MTA and PTA in the DPEP states.**

Sl.no	State	VECs	SMCs / SDMCs	MTAs / PTAs
1	Andhra Pradesh	10404	50884	
2	Assam	9384	3201	4050
3	Bihar	24,829		1190
4	Chhatisgarh	20,728	5316	
5	Gujarat	3043		
6	Haryana	3867		
7	Himachal Pradesh	2944		5888
8	Jharkhand	10237		
9	Karnataka		28727	
10	Kerala	209	325	3556
11	Madhya Pradesh	43418	23856	
12	Maharashtra	15001		
13	Orissa	12683		
14	Rajasthan		17116	1806
15	Tamil Nadu	10730		
16	Uttar Pradesh	39,441		9711
17	Uttanchal	2674		862
18	West Bengal	19804		1806
	Total	2,08,567	1,29,425	44,179

Apart from these structures (shown in the table A), Mothers Associations (*Andhra Pradesh*), Mata Samitees (*Bihar*), Mothers' Groups (*Assam*), Bhawan Nirman Samitis/Village Construction Committees (*Haryana, Orissa, West Bengal, Rajasthan, Uttar Pradesh*) and Women Motivators Groups (*Uttar Pradesh, Uttaranchal*) have been constituted.

### **Areas and Instances of Participation**

A number of activities have been carried out to facilitate participation of the local community. The SPC, DPO, BRCs and CRCs have been providing support to VECs and other community organisations through orientation programmes, workshops, seminars, dissemination of materials (magazines, booklets, reading materials etc.) and are also involving these organisations as well as the community at large in activities in regard to strategy formulation, environment building, awareness campaigns and creation of demand for education, convergence and networking.

The VECs have been perceived to play a crucial role in DPEP. The roles and functions of the VECs across these States have been designed to promote advocacy, monitoring, provisioning of teachers, infrastructural facilities, etc. In fact, the VECs are functioning as a major catalytic instrument in the development of educational scenario.

As DPEP is being implemented in different stages in different States, naturally one cannot expect a uniform level of performance in all the States. It has also been observed that the process of community participation has not been uniform across the States and regions as well. Variations have been observed within the districts too.

Across the States, campaigns and mobilisation initiatives have been organised focusing on specific issues like gender and disadvantaged groups, particularly the SCs and the STs. Meena Campaign (*Assam, Uttar Pradesh, Himachal Pradesh, West Bengal*), Maa-Beti Mela (*Andhra Pradesh, Assam, Bihar, Chattisgarh, Jharkhand, Gujarat, Haryana, Himachal Pradesh, Karnataka, Orissa, Uttar Pradesh, Uttaranchal*), Balika/Kishori Mela (*Bihar, Maharashtra*), Mahila Sammilans/Mela (*Assam, Himachal Pradesh, Maharashtra*) are the initiatives to mobilize the communities to ensure increased enrolment and reduced drop out of the girl children.

Initiatives to address the issues of other disadvantaged groups have also been taken up. In *Madhya Pradesh*, the Mahila Siksha Abhiyan carried out on an annual basis not only helps in mobilising the local community, it also generates data that is tracked to assess the year to year progress. This exercise enables an assessment of the educational status of all children including the girls, SC and ST children. In *Assam*, motivational programmes among the women of tea-tribes areas have been carried out. As a result of several dialogues, the Tea-garden Managements have agreed to extend support to the efforts of DPEP towards achievement of UEE including sponsorship for AS centres in the Garden areas. In *Orissa*, attempts have been made to involve the ethnic organisations of tribal communities, the traditional *Janti Mahasabhas*, in taking up initiatives for the education of the tribal children. Emphasis has been laid on opening of *Apna/ Angana Vidyalayas* in tribal dominated areas of *Bihar*.

In addition to the common activities such as enrolment drive, awareness campaigning, children's fair, participation in community fair, cultural programmes etc., the communities are also involved in certain significant areas like planning, civil works and classroom processes. These activities are pursued by individuals and formalized local level groups such as Mothers' Groups, Women Motivator Groups, Self Help Groups etc. Following are some of the instances.

The VECs are playing a significant role in the endeavors to achieve universal enrolment. Majority of the States have involved the VECs in survey works and subsequent micro-planning exercises. Such involvement has further ensured the participation of the community organisations in the development of Village Education Plan and School Improvement Plans (*Uttar Pradesh, Himachal Pradesh, Madhya Pradesh, Tamil Nadu*) to ensure universal enrolment bringing the identified out of school children to school or alternative centres. In *Madhya Pradesh*, Village Education Registers are being prepared which would help in planning necessary interventions at village level to deal with the issues in regard to out of school and drop out children.

Village Education Committees across DPEP States are actively involved in activities related to the civil work. Some of the States (*Haryana, Orissa, West Bengal, Uttar Pradesh and Rajasthan*) have constituted Village Construction Committees (VCC) / Bhawan Nirman Samities (BNS) and have developed training modules to orient the members on various issues related to civil works. It includes construction and supervision of civil works of CRC, BRC and new school buildings, additional classrooms, major and minor repairs and maintenance of school buildings. In some States like *Rajasthan*, separate trainings are being imparted to BNS members on major and minor repairs. Up to some extent, this has enhanced a sense of school ownership among local communities. In states like *Bihar*, apart from construction of new school buildings, BRC and CRC, the community is also involved in temporary constructions for ALS and ECE centres. In *Tamil Nadu*, construction of 91 classroom buildings using cost-effective technology and conventional method with community participation have been planned. Out of them, 37 (16 under innovation scheme and thirteen under conventional type) have been completed. It has been recently observed during the evaluation of damage occurred as a result of recent earthquake that most of the school buildings built with community involvement in Banaskantha, were unaffected by the tremors in *Gujarat*. The local communities in DPEP districts are not only involved on construction works but are playing an important role to maintain school buildings and premises. In *Assam*, VECs and community members are involved in school decoration and improvement of physical infrastructure whereas in *Jharkhand*, the local communities are protecting school buildings. AS, VECs, SMCs and community members in *Assam, Andhra Pradesh, Bihar and Madhya Pradesh* are also maintaining EGS and ECE centres. It is really heartening to find reports of community providing lands for school buildings (*Himachal Pradesh*) and also physical labour during school construction (*Gujarat*).

Community based structures have been actively involved on quality issues. In *Assam*, VEC has been playing supportive role by helping teachers to manage classroom where required, monitoring of teacher and students attendance and teaching of co-curricular subjects like agriculture, local folklore and items of wool and cane craft. The community is directly involved in the process of TLM development by contributing no-cost materials like miniature form of agriculture implements, fishing implements; birds' nest various kinds of seeds, old scriptures etc. In *Kerala*, the parents and local community play a central role in classroom transactions. Parents extend support to school by taking classes, organising field trips and attending CRC meetings. Preparation of *School Plan* is a crucial exercise, which takes place every year with involvement of the parents, trainers and teachers. The plan broadly lists out the main academic and non-academic activities as well as tasks for PTA and Gram Panchayat. The same plan is executed after intensive discussions among teachers, PTA and MTA members. On the basis of this plan, monthly, weekly and daily planning is done by the teachers and school resource groups. Since it is a jointly developed plan, the teachers, parents and local community equally own it. VECs along with the Panchayat Monitoring Committee regularly monitor all the activities of school including academic activities. PTAs are regularly organised to discuss the progress of children. Help of PTAs has also been sought in many schools in preparation of TLM. In some places of *Assam*, public evaluation of children's performance is done through the help of community. In *Uttar Pradesh*, 17,522 Village Education Plans (VEP) have been developed with involvement of VEC members and community support while 45 VEPs have been prepared in *Himachal Pradesh*. Some instances are also reported where VEC presidents are involved in CRC level meetings on the issue of learners' achievements. Though *Himachal Pradesh* has initiated the preparation of VEPs on experimental basis, the results are quite positive. In *Madhya Pradesh*, Siksha Panchayats undertake social audit of village education. Several 'activity centres' have also been developed by the community in EGS schools of *Chhatisgarh and Madhya Pradesh*. Many VECs with the help of local communities have managed teaching learning process in schools during teachers' strike in *Bihar* (Gaya district) and *Jharkhand* (Chatra district). Some VEC presidents are also involved in CRC meetings and Ujala training in Bihar. These are very encouraging trends in the direction of direct or indirect involvement of the community on quality improvement in primary education.

Apart from these, community organisations have been found to be involved in managing ECCE and ALS centers in many States (*Andhra Pradesh, Assam, Kerala, Maharashtra and Tamil Nadu*). In selected clusters of *Assam*, community in tribal villages have been involved in documenting various elements in the surrounding like environment, traditional health practices, folklore etc. The contributions made by the communities towards school improvement, either in cash or in kind, in several States are remarkable.

**Table B: Community contribution**

States	Contribution
Andhra Pradesh	VECs mobilized physical and financial resources for construction of school building/ additional classrooms. The contribution of villagers in all districts put together is about 2.19 lakhs. This has enhanced the sense of community ownership.
Gujarat	In Panchmahal a contribution of land worth Rs 34.6 lakhs community made. In Banaskantha a contribution of land worth Rs.3.10 lakhs was made for new schools.
Himachal Pradesh	Land for construction of about 700 schools out of a total of 808 donated by community free of cost.
West Bengal	Community contribution to support school construction stood about Rs 2195564.00
Maharashtra	VECs contribute Rs. 500 to receive Rs. 2000 as School improvement grant from DPEP. VECs in Nanded district have contributed Rs. 14 lakhs for school development Local communities have contributed about Rs. 7.5 crores.

### The Issue of Sustainability

There have been instances that efforts made under DPEP towards community participation are being replicated in non-DPEP districts. The most significant development during last few years is the move taken up by a number of State Governments to form VECs in the entire State under statutory provisions. For most of these States, this process had been lying unattended for long. **In Orissa, VECs have been re-constituted as per the recent Orissa School Education (Community Participation) Rules, 2000 while in Bihar reconstitution of VECs are being carried out in concurrence to the Bihar State Vidyalayya Siksha Samiti Act, 2000. In Himachal Pradesh, about 13000 classrooms are being constructed through community under the Saraswati Bal Vidya Sankalp Yojana where the designs are similar of DPEP.** It is worthwhile to note that elections had to be held for VEC formation in several places. This reflects the increasing interest of the masses in VECs. **The recent initiative taken up by the Government of Karnataka to reach out the parents of the out of school children through the programme called Samudayadatta Shale is a very encouraging move to ensure sustained effort towards achievement of UEE.**

Based on the experience of DPEP, VECs are being considered as an effective agent in the overall development scenario. In *Assam*, communities are taking up micro-projects like sanitation and health awareness programmes. **A Self Help Group movement is being promoted both in Assam and Chattisgarh.** Such happenings would help in widening the horizon of the community participation scenario in the States. DPEP thus can be regarded as the instrumental in this process as such happenings have taken place through the capacity built up through DPEP efforts.

What is encouraging further that across the States, there has been a lot of thinking going on in regard to the issue of sustaining the efforts being made under DPEP. Though networks are being established with other agencies, largely NGOs, such involvements have been broadly in the areas of mobilization and capacity building. Of course, efforts have been made to involve the Corporate Sector in the grass roots educational scenario in Madhya Pradesh and Chattisgarh through Fund-a-school programme.

The attempt to integrate the PRIs with the community-based organisations, particularly the VECs, is a significant move that is visible in majority of the States. In Kerala, **PRIs are taking interest in school matters including in non-DPEP districts. That DPEP initiatives in ensuring school effectiveness have been well understood by the PRIs is reflected in spending of crores of rupees from People's Plan Funds towards school improvement measures similar to DPEP activities.** In *Maharashtra*, the **Vastishalas are being managed by Gram Panchayats.** These may be regarded as positive steps towards decentralisation per se.

### Emerging Issue

To strengthen the school-community relationship through VEC-PRI interface. This would facilitate the efforts towards sustainability providing better possibilities of convergence in terms of fund and manpower at local level. In the process, VECs would be empowered with validity.

Verifiable indicators of community participation on academic and non-academic issues to be developed and monitored.

## PROGRESS OVERVIEW OF COMMUNITY MOBILISATION & PARTICIPATION UNIT

DPEP – I							
Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	WEST BENGAL
<b>Administrative Arrangements</b>	<ul style="list-style-type: none"> <li>• PO in SPO looks after community mobilisation and participation.</li> <li>• Community mobilisation &amp; participation in DPO looked after by Programme Officer.</li> <li>• Resource Groups constituted at state and district levels for training of VECs and community based bodies like women groups, mother groups, self help groups etc. resource groups are responsible for developing &amp; implementation strategies based on feedback form actual field level experiences and also for monitoring and evaluation of activity progress and direction.</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Director (Media) in SPO looks after community mobilisation and participation.</li> <li>• APC, community mobilisation in DPO, in place.</li> <li>• Media Resource Group at State and district levels constituted to advise on Community Mobilisation and VECs also.</li> <li>• SRG for VEC training formed.</li> </ul>	<ul style="list-style-type: none"> <li>• At the SPO level, PO (Pedagogy and Training) monitors training for VEC members and PO (Media and Documentation) handles development of materials for community mobilisation.</li> <li>• At the district level, Asstt. Project Co-ordinators monitors VEC programmes.</li> <li>• SRG at the state level in place.</li> <li>• DRGs are in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Personnel at state and district level in place to look after community mobilisation.</li> <li>• Block Advisory Committee with people's representatives constituted.</li> <li>• SRG, DRG &amp; BRG are in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Media in-charge in SPO looks after community participation.</li> <li>• SRG, DRG and BRG formed.</li> <li>• DPC and Gender coordinator at district level, BRCC and BEO at block level, Jan Shikshaks at cluster level and Gurujis at village level ensure community mobilisation and participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Under Mahila Prabodhan Programme Sanchalikas at district and block levels appointed.</li> <li>• Media officer at state &amp; district level look after community mobilisation.</li> <li>• District and Taluka Mahila Sanchalika look after community mobilisation through Kendra pramukh..</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Media and documentation Officers of the State and District are in charge of the activities.</b></li> <li>• BRC personnel and AEEOs at Block level to carry out community mobilisation.</li> <li>• SRG for the state and DRGs for the districts have been formed.</li> </ul>
<b>Community mobilisation - Material Development</b>	<ul style="list-style-type: none"> <li>• Meena comic books and Meena video and audiocassettes in local languages developed.</li> <li>• Campaign materials in local languages and dialects prepared.</li> <li>• Film on community participation prepared.</li> <li>• Leaflet for awareness on Self Help concepts and reference book for Resource Persons on guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Booklet Nai Pahal is being published.</li> <li>• Short films and clippings in the field of VECs, girls education and pedagogy developed.</li> <li>• Quarterly magazines stating importance of community mobilisation are being published at district CRC and DIET level.</li> </ul>	<ul style="list-style-type: none"> <li>• Training modules and materials developed for community mobilisation and awareness creation.</li> <li>• Rural folk tales and stories collected for parents and community.</li> <li>• 7 module training film produced for training of teachers and VEC members.</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlet on new pedagogy given to all parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Brochures, Pamphlets, folders printed.</li> <li>• Publication of Bulletin on achievements of DPEP published.</li> <li>• Development of IEC materials such as posters, handouts brochures and newspapers and advertisement for mobilisation of community for girls education and UPE.</li> </ul>	<ul style="list-style-type: none"> <li>• Folders, planners, calendars printed. <b>A folder prepared for the use of VEC and MTA members.</b></li> <li>• Hand books and audio cassettes developed. Hand book for Balwaditai printed.</li> <li>• <b>On 2<sup>nd</sup> July –Folder and Poster on Vastishala were released for the use of community.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, posters and handbills printed and distributed.</li> <li>• State Project office developed six modules</li> <ol style="list-style-type: none"> <li>1. DPEP and its achievements.</li> <li>2. Micro Planning and community.</li> <li>3. Community and school development.</li> <li>4. Role of Community in Universal primary education.</li> </ol> </ul>

**DPEP – I**

Interventions	ASSAM	HARYANA	KARNATAKA	K ERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
	<ul style="list-style-type: none"> <li>• Leaflet and guidebook developed on formation and organizing of women groups.</li> <li>• Booklet on formation of Self Help Groups produced.</li> <li>• Supplementary leaflet on role of student's government developed.</li> <li>• Posters prepared.</li> <li>• Publication of VEC Newsletter.</li> <li>• A Health Awareness Material has been developed with the help of Voluntary Health Association of Assam.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Five types of books on DPEP and civil works in Haryana have been prepared, printed and circulated in the field.</b></li> <li>• <b>Folders on DPEP printed.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Material for SATCOM with respect to the role of PRIs in achieving UEE has been developed.</li> <li>• Material developed to orient teachers.</li> </ul>		<ul style="list-style-type: none"> <li>• Panchayat Gazette, a weekly bulletin, is regularly published and distributed.</li> <li>• <b>Media document based on the success stories of community participation is published.</b></li> </ul>		<ul style="list-style-type: none"> <li>5. Community Participation in construction and other activities of DPEP.</li> <li>6. Role of responsibilities of VLCs.</li> <li>• Recently an SIM on modules on community development has been developed and sample of 500 copies were printed.</li> <li>• Monthly New letters published by DPEP in all the seven Districts</li> <li>• Monthly New letter "Then Thuli" is being published by DPCs.</li> </ul>
	<ul style="list-style-type: none"> <li>• Conventions for women members of VECs, Mahila Samitees, NGOs, etc. organised at cluster level.</li> <li>• Mass campaign by VEC against social evils launched.</li> <li>• Motivational programme for Tea Garden Area.</li> <li>• Health awareness programme conducted.</li> <li>• VEC week celebrated.</li> <li>• <b>Contact programmes in char, tribal and tea garden areas conducted.</b></li> <li>• Drop out prevention drive organised.</li> <li>• Shishu melas organised in</li> </ul>	<ul style="list-style-type: none"> <li>• 125 cycle rallies organised.</li> <li>• 275 puppet shows arranged.</li> <li>• Nukkad Nataks, Prabhat Pheris and Kala jathas organised.</li> <li>• Jhankies in all the DPEP district on Republic day.</li> <li>• Literacy day and children day celebrated.</li> <li>• Enrolment drive launched with the help of mothers to conduct 'on the spot' admissions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1081 Chinnara and 76 Metric melas organised conducted with focus on girl child and SC/ST children.</b></li> <li>• <b>Kalajathas covered 6947 villages/ habitations.</b></li> <li>• <b>583 VEC meals conducted</b></li> <li>• <b>94 Maa-beti melas conducted.</b></li> </ul>	<ul style="list-style-type: none"> <li>• House-to-house campaign conducted by volunteers.</li> <li>• Micro planning used as an effective mobilisation activity.</li> <li>• Tribal volunteers and instructors activity involved in community mobilisation.</li> <li>• Convergence meeting with PRIs conducted.</li> <li>• <b>PRIs have taken keen interest in conducting Pravesanotsavan</b></li> </ul>	<ul style="list-style-type: none"> <li>• Kalajathas of Zila Saksharta Samiti mobilise villagers through Nukkad Nataks, folk songs and folk dances.</li> <li>• Slogans and wall writing undertaken</li> <li>• Door-to-door contact organised.</li> <li>• Posters developed in local Tribal dialect.</li> <li>• 'School chalo Abhiyan' organised with emphasis on tribal children</li> <li>• Mahila Shiksha Abhiyan targeting at SC and ST girls launched.</li> </ul>	<ul style="list-style-type: none"> <li>• Mahila Melas, Kishori Melas organised in all the districts.</li> <li>• Pravesh Prachar Dindi organised.</li> <li>• Kala jathas and Bal Anand Melas organised.</li> <li>• Slogans and banners developed for community mobilisation.</li> <li>• PadYatras and Prabhat Pheries were undertaken.</li> <li>• MTA meetings are being organised monthly at school</li> </ul>	<ul style="list-style-type: none"> <li>• Metric melas organised in all the districts to mobilise people.</li> <li>• BRC supervisors conducted meetings with Panchayat president, PTAs, VLCs, NGOs.</li> <li>• 'Kalvi Kalai Vizha', a cultural programme was aired.</li> <li>• DPEP stalls put up in all local festivals.</li> <li>• Programmes broadcast in local AIR.</li> <li>• Local newspapers are extensively used to communicate DPEP achievements.</li> </ul>



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<b>Interventions</b>	<b>ASSAM</b>	<b>HARYANA</b>	<b>KARNATAKA</b>	<b>K ERALA</b>	<b>MADHYA PRADESH</b>	<b>MAHARASHTRA</b>	<b>TAMIL NADU</b>
	most of the districts.			(School Entry Festival).	• Shiksha Panchayats are being organised in	level. • Street Plays staged MAHEGS schemes.	• Multi-Media campaign launched in Dharma
<b>Campaign and other mobilisational activities</b>	<ul style="list-style-type: none"> <li>• Formation of Sishu Sadan (Student Govt.) in all the schools is nearly completion.</li> <li>• Micro planning extended to all project clusters in all DPEP districts.</li> <li>• Contact programmes to interact with communities where VECs are weak.</li> <li>• <b>A Self Group movement is being promoted in conjunction with other organisations.</b></li> <li>• <b>Meena Campaign intensified to mobilize all sections of the society.</b></li> <li>• <b>Enrolment week organized.</b></li> <li>• <b>Puppet shows organized.</b></li> <li>• <b>Procession and Rallies organized.</b></li> <li>• <b>Hoardings and wall writing done.</b></li> <li>• <b>DPEP stalls put up in local festivals.</b></li> <li>• <b>Kalajatras organized in all the districts.</b></li> <li>• <b>Special plantation programme in schools organized.</b></li> <li>• <b>Micro planning extended to all project clusters in</b></li> </ul>	<ul style="list-style-type: none"> <li>• 400 Maa-Beti melas organised in DPEP-II districts.</li> <li>• A state level function organised for handicapped children; and it was covered and relayed by ZEE, STAR,JAIN and DDI TVs.</li> </ul>			<ul style="list-style-type: none"> <li>Panch/ Sarpanch is done through reading of progress report o their educational centre resulting in the development of sense of responsibility among the community.</li> <li>• Make the school green &amp; clean campaign undertaken with VEC participation.</li> <li>• Lok Sampark Abhiyan-II, a participatory micro planning exercise conducted to develop school education plan which was consolidate at cluster, block and at district level to form the district education plans in all 33 districts.</li> <li>• Enrolment drive launched in July, 2000 which was followed by Pravesh Utsav and Bal mela.</li> <li>• Gram Sampark Abhiyan completed by the state, district and block level functionaries in February, 2001.</li> <li>• <b>Library Movement: Libraries have been established at 982 JSKs and 8582 EGS Schools.</b></li> </ul>		<ul style="list-style-type: none"> <li>• Mass rallies organised at districts level in which deputy collector took part.</li> <li>• Elementary Education Movement launched by Chief Minister to Achieve Education for all.</li> <li>• Campaigns are mounted regularly at school level. A sum of upto Rs. 1000/- is granted for each of this campaign.</li> <li>• Enrolment drive conducted in schools where enrolment is low and drop out is high.</li> <li>• <b>Support and cooperation of the community ensured for the implementation of IED both for enrolment and retention.</b></li> </ul>

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Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
	all DPEP districts.				<ul style="list-style-type: none"> <li>♦ Mahila Padna Badna Andolan has been launched in 2001 in all the districts of MP for community based initiatives to tackle issues involving quality of teaching and learning, social discrimination and physical safety.</li> </ul>		
					<ul style="list-style-type: none"> <li>• Mahila Shiksha Abhiyan was taken up in the year 1997, 98 and 99 to encourage out of school and unenrolled girls to come to the schools. MSA targeting at SC and ST girls also launched.</li> </ul>		
<p><b>Community Participation</b> Community Organisations</p>	<ul style="list-style-type: none"> <li>• <b>9384 VECs constituted.</b></li> <li>• VECs reconstituted in 3 DPEP-I districts and integrated with MCs.</li> <li>• Formation of Mothers' forum in tea garden areas.</li> <li>• Existing MC merged with VECs to avoid conflicts.</li> <li>• VEC forum at block and district levels constituted</li> <li>• Organising the formation and revival of village level women bodies like Mahila Samities and traditional women groups.</li> <li>• Development of block and cluster level community support strategies.</li> <li>• <b>VEC constituted in all expansion districts.</b></li> <li>• <b>Formation of mothers' forums in tea garden area.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>3867 VECs formed.</b></li> <li>• VCCs constituted for civil works with women as head.</li> <li>• Mahila Mandals and MTAs formed.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>School Development &amp; Monitoring Committees (SDMCs) are in place in lieu of VECs.</b></li> </ul>	<ul style="list-style-type: none"> <li>• 209 VECs constituted.</li> <li>• 1778 MTAs and equal number of PTAs formed.</li> <li>• 325 SMCs formed.</li> <li>• Panchayat, Block and District level Monitoring Committees formed with representation from PRI.</li> <li>• School Support Group (SSG) have begun to function in many schools and made functional especially during Kinginikkootam.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs in all DPEP-II districts constituted. 43418 VECs constituted.</li> <li>• 23856 SMCs have formed in DPEP-I &amp; II districts in order to over see proper functioning of the EGS schools.</li> <li>• Parents Teacher Associations at school level are being formed to closely monitor regular functioning and day-to-day activities and of the schools.</li> </ul>	<ul style="list-style-type: none"> <li>• 15001 VECs formed.</li> <li>• Mata- Palak Sanghs formed on experimental basis at village level for girl's education.</li> <li>• At village level – MTA formed for formal school will help in formulating MTAs for Vastishala.</li> </ul>	<ul style="list-style-type: none"> <li>• 10730 VECs constituted in all districts.</li> <li>• PTAs have been formed in all the schools.</li> </ul>

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Interventions	ASSAM	HARYANA	KARNATAKA	K ERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><b>Empowering Community Organisations</b> (VEC, MTA, PTA, Panchayats etc.)</p> <p>Material development</p>	<ul style="list-style-type: none"> <li>• Training module for VEC developed in Cooperation with VHAI &amp; NFIRM.</li> <li>• Training module developed for Master Trainers for VECs.</li> <li>• Training modules revised with the content of community ownership.</li> <li>• Awareness materials developed and distributed on environment awareness.</li> <li>• A training module has been developed for reorientation of VEC members.</li> <li>• Re-orientation of VEC members has already been started in three districts.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs training module has been released.</li> <li>• A training module Abhiyan for VEC members has been evolved with the help of BRCs, CRCs, NGOs, VECs and other members of stake holders of society in the month of April, 1999.</li> <li>• Training module on Civil works for VCC developed.</li> <li>• Booklet for VEC developed.</li> <li>• Data relating to girls' education distributed to VECs and Mahila Mandals.</li> </ul>	<ul style="list-style-type: none"> <li>• Training modules and materials for VECs developed.</li> <li>• Seven module training film for VECs prepared.</li> <li>• Besides training module - 'Grama Shikshana Samithi', self reading material - 'Nammura Shaale Heegirali', 'Nammura jana - Nammura Shaale' and Naavu Kattuva Shaale' a compendium for supervising civil works prepared.</li> <li>• Gender focussed training module for VEC developed.</li> <li>• Besides 4-day training package 3 self reading materials have been developed for VECs.</li> </ul>	<ul style="list-style-type: none"> <li>• Community construction manual for VECs developed.</li> <li>• Developed and distributed Parents Hand Book "Amma Ariyan" (Mother to know) to equip/empower parents in helping their children in internalizing the new child centred and activity based primary school curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Training manual and posters prepared for VECs.</li> <li>• VEC diaries printed and distributed in the districts.</li> <li>• Training modules for VECs for participatory micro planning, training materials and revised formats for VECs have been finalised in a 3-day workshop in March, 2000. Based on this finalised material, training of VECs organised in July, 2000.</li> <li>• Training module "Neev" prepared for BNS and VNS training.</li> <li>• Booklet on the 'Development of Activity Centers' prepared and training programmes for VNSs have been organised.</li> <li>• LSA II booklet at district level for training of different functionaries and VEC members.</li> </ul>	<ul style="list-style-type: none"> <li>• Training modules for VEC and Mahila Prabodhan developed.</li> <li>• Teachers handbook on MPP includes the module on how to conduct MTA meeting.</li> <li>• Teachers handbook on Bal Anand Melas produced.</li> </ul>	<ul style="list-style-type: none"> <li>• Training modules for VEC developed in all the districts.</li> <li>• Training modules for VEC prepared at the state level.</li> <li>• A revised training module on community mobilisation was developed at district level for VLC/PTA/ Panchayat representatives.</li> <li>• A quarterly magazine Sudan is being published.</li> <li>• One training module has been developed on the role of society on school development.</li> <li>• VLC modules translated in to English.</li> </ul>
	<ul style="list-style-type: none"> <li>• 3-day training for all VEC members organised in all districts.</li> <li>• Workshops for VEC forums on TL practices and opportunities for community participation.</li> <li>• Village and hamlet level</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation and gender Sensitisation programme for VECs conducted.</li> <li>• Training at BRC level on wall Newsletter for VEC in one district</li> </ul>	<ul style="list-style-type: none"> <li>• Training on micro planning organised.</li> <li>• Workshops organised to identify issues at the village level for micro planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Systematic orientation programmes organised for VECs.</li> <li>• Regular PTA/MPTA meetings held to orient community</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation of VECs members organised. Constitution of VECs, which previously was through nominations, have been made elective.</li> </ul>	<ul style="list-style-type: none"> <li>• Training has been given to VEC, MTA members regarding Vastishala – Enrollment and retention</li> </ul>	<ul style="list-style-type: none"> <li>• Training for VLC on micro- planning conducted.</li> <li>• BRCs are imparting training to VLCs.</li> <li>• Orientation training of VLCs conducted in all districts.</li> </ul>

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Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><b>Orientation/ Training/ workshops for Community Organisations</b></p>	<ul style="list-style-type: none"> <li>• awareness programmes and interactive programmes held for organising rural communities particularly women.</li> <li>• Regular interactive sessions with VECs and communities through Resource Group on school development.</li> <li>• <b>First phase activities for orientation of VECs and other grassroots level bodies on preparing village and school development plans initiated.</b></li> <li>• Reorientation of VEC members has been started in three districts.</li> <li>• Monthly review meeting with DSG and PRs and Mothers Forum is continued.</li> <li>• Model workshops cum training for VEC members organized.</li> <li>• Awareness programme organized at community's initiative on environment awareness and plantation programme.</li> <li>• Workshops conducted at various levels on children's participation activities resulting in the creating of effective resource teams upto the grassroots.</li> <li>• Training on Health Awareness for Resource persons, VECs and women groups. Follow up support through convergence with district department of Health and Family Welfare.</li> </ul>	<p>conducted.</p> <ul style="list-style-type: none"> <li>• Five-day training to VECs conducted in five districts.</li> <li>• <b>With the decision of the Govt. to transfer the control of Govt. Primary School to Panchayat &amp; Municipal Committees w.e.f. 01.04.01, members of the village education committees are being oriented for the new.</b></li> </ul>	<ul style="list-style-type: none"> <li>• 4-day training for the VEC members at BRC level organised.</li> <li>• Field visits of VECs to other districts organised.</li> <li>• 4- day training for VEC members organised at BRC level.</li> <li>• VEC members in DPEP-I and 51506 VEC members in DPEP- II have been trained till February 2001.</li> </ul>	<p>on new pedagogy.</p> <ul style="list-style-type: none"> <li>• Oriented the newly constituted VECs after the new PRIs come into being.</li> <li>• Conducted training to school support Group members in all schools of DPEP districts.</li> <li>• <b>Special orientation has been conducted to orient PTA/MTA members to make use of the Parents' Hand Book – "Amma Ariyan"(Mother to know).</b></li> <li>• Training of VECs on VIPP techniques of micro planning.</li> <li>• Orientation on gender issues was given to PTAs in all schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation of VEC members held in July, 2000.</li> <li>• <b>Training programmes for VNSs have also been organized in the year 2001 for the construction of school buildings, additional rooms etc on low cost innovative technology.</b></li> <li>• One round of training to VECs in DPEP-II districts imparted.</li> </ul>	<ul style="list-style-type: none"> <li>• Training of VEC/ Panchayat members.</li> <li>• <b>Workshop held for VECs/MTA members on gender issues.</b></li> </ul>	<ul style="list-style-type: none"> <li>• VLCs imparted training at Cluster level besides through teleconference. 350 DIETs members and presidents of villages participated.</li> <li>• BRCs are imparting training to VLCs.</li> <li>• 16491 VLC members teleconferencing on community mobilisation conducted.</li> <li>• One- day training was given to 31,210 VLC members.</li> <li>• <b>Members of the VLCs and PTAs at the rate of 5 per school have been oriented at the CRCs. During the fourth quarter of 2000-2001 and in the first quarter of 2001-2002; 33,996 and 1289 members are oriented at the CRCs in Phase I and II districts respectively.</b></li> </ul>

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Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><b>Orientation/ Training/workshop for staff/Master Trainers</b></p>	<ul style="list-style-type: none"> <li>• Orientation Workshop for newly inducted District Programme Officers (community Participation &amp; VEC) organised.</li> <li>• Workshop to develop training framework &amp; monitoring mechanism for the VEC organised.</li> <li>• Orientation for BLRG / CRCC on community participation organised in all the districts.</li> <li>• Reinforcement TOT organised for SRG.</li> <li>• Training on Health and SHGs for SRG and DRG members.</li> <li>• Workshops on Children Participation activities for SRG and DRG members organised.</li> <li>• Workshops on strategies for preparation of module on School Development Plan organised.</li> <li>• Workshop to develop strategies for improved participation of students' government in school management and teacher support organised.</li> <li>• Regular orientation of SRGs, and Programme Officers on Programme Monitoring and activity analysis.</li> <li>• Orientation of BRCCs, ABRCCs on aspects of organizing communities like communications, awareness generation, networking and situational analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Theatre workshop organised.</li> <li>• Master trainers for VECs have been trained in four districts.</li> <li>• State level workshop held on Mass Mobilisation &amp; Community Participation.</li> <li>• Teleconference held on 29th-30th Jan, 2000 to highlight the conceptual changes in strengthening of VECs.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers oriented at BRC level.</li> <li>• Training on micro planning organised</li> <li>• A state level seminar on "Gram Sabha and Primary Education" conducted.</li> </ul>	<ul style="list-style-type: none"> <li>• Training of staff on VIPPP techniques for micro-planning</li> <li>• Workshop organised to develop materials targeting parents, public and opinion makers.</li> <li>• Workshop conducted for module development of master trainers.</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting organised at the state level with SRG for Shiksha Panchayats.</li> <li>• Sahajoginies given training at state level.</li> <li>• Regular monthly meeting-cum-orientation of MTs/CACs at cluster level.</li> <li>• MTs/CAC have also been given 12 days training at district level on non-graded Teaching Learning Material.</li> <li>• MTs have been given 12 days training at district level on Sikhna Sikhana Package of class V.</li> <li>• A non-graded alternative schooling package prepared by State Academic Group and coordinated by SPO and SSP training package prepared by SCERT.</li> <li>• RSK, ZSK JPSU and JSK oriented on "Activity Diary".</li> </ul>	<ul style="list-style-type: none"> <li>• Five Resource Persons from each district given training at state level for VEC training.</li> <li>• Block and cluster level cascading partiality completed.</li> <li>• Workshop for launching Mother Parent Teacher Association in all districts held in June'99 at IIE, Pune.</li> </ul>	<ul style="list-style-type: none"> <li>• Training on micro-planning conducted for staff trainers.</li> <li>• First review meeting of media and Documentation officers was held.</li> <li>• State Level workshop on Community Mobilisation and Participation conducted and Action Plan developed.</li> <li>• SRG meets regularly to share plan and monitor progress.</li> </ul>

**DPEP – I**

Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
	<ul style="list-style-type: none"> <li>• Training of SRG and DRG members on SHGs, micro-credit and accounting procedures.</li> </ul>				<ul style="list-style-type: none"> <li>• District Co-ordinators/ Staff are given regular monthly training-cum-orientation at state level.</li> </ul>		
<p><b>Areas and instances of Participation</b></p>	<ul style="list-style-type: none"> <li>• Community members (resource persons) involved in classroom transactions as volunteer teachers.</li> <li>• Resource persons from the community participate in teaching children in the school on various co-curricular subjects that community perceives to be crucial learning inputs. These include agriculture, local folklore, items of culture like wood and cane craft, etc.</li> <li>• Community acting as pressure group on agencies and govt. for improving schooling conditions.</li> <li>• Community taking up micro-projects like sanitation and health awareness programmes.</li> <li>• VEC members involved in TLM preparation and House to House survey.</li> </ul>	<ul style="list-style-type: none"> <li>• Door –to- door survey by teachers and VECs conducted.</li> <li>• VECs are involved in construction of school building, toilets, repairing and water supply.</li> <li>• VECs involved in attitudinal change and facilitation.</li> <li>• Participatory micro-planning: Training imparted in sample blocks.</li> <li>• VECs involved in micro planning.</li> <li>• VECs and MTAs have implemented the ECE programme.</li> </ul>	<ul style="list-style-type: none"> <li>• VEC has taken decision for opening of NFE centres based on micro planning.</li> <li>• VEC involved in micro planning and civil works.</li> <li>• VEC has ensured proper utilisation of grant for school development.</li> <li>• VEC involved in organising activities for community mobilisation including Kalajathas, Chinnara melas .</li> <li>• VEC involved in community mobilisation on gender issues.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs involved in door-to-door survey.</li> <li>• VECs involved in micro planning through VIPP technique.</li> <li>• VECs involved in monitoring and functioning of ECCE centers.</li> <li>• VECs involved in school monitoring as well as academic monitoring.</li> <li>• MPTA involved in TLM preparation.</li> <li>• Conducted monthly class PTA in all the DPEP schools.</li> <li>• PRIs have cooperated in Pravesanotsavan". Panchayat Monitoring Committee regularly monitors all the activities of the school including academic activities.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs participated in Lok Sampark Abhiyan</li> <li>• VECs involved in the selection of teachers in both SSKs and ASS.</li> <li>• The Gram Shiksha Sabha undertook social audit of village education.</li> <li>• SMCs select the teacher (gurujji) for the EGS school of their community.</li> <li>• Community demands for the EGS school and after the recommendation of Sarpanch they get the school within 90 days.</li> <li>• Joint account of local panch/sarpanch with EGS teacher and CAC.</li> <li>• SMCs including members from local community frequently visit/monitor schools of their area.</li> <li>• VECs are involved in micro planning and development of VEP.</li> <li>♦ Community is involved in construction of primary school buildings and additional classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs contribute Rs. 500 to receive Rs. 2000 as School improvement grant from DPEP.</li> <li>• VECs are involved in doing micro-planning and school mapping.</li> <li>• VECs participating in Civil Works</li> <li>• Local communities have contributed about Rs. 7.5 crores. VECs contributed Rs. 14 lakhs in Nanded district for school development.</li> <li>• VECs in many places contributed to school improvement voluntarily.</li> <li>• VECs consulted in utilisation of 4% salary contingencies to the teacher.</li> <li>• VEC/ Gram Panchayat runs Vastishala.</li> <li>• ECCE centers.</li> </ul>	<ul style="list-style-type: none"> <li>• VLCs mobilised local contribution the form of cash, land and labour etc. also provided additional buildings for school.</li> <li>• In Dharmapuri district, VLCs have contributed money for school and uniforms for poor children</li> <li>• For the first time, children from "Rurels community" traditional snake catchers have started going to the school.</li> <li>• NFE teachers appointed with VLC consultation.</li> <li>• Parents helping teachers in the survey work and in the stoppage of dropout.</li> <li>• 17 class room construction works completed by community using cost effective technology.</li> <li>♦ School development plans are prepared with community participation.</li> </ul>

**DPEP - I**

Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
	<ul style="list-style-type: none"> <li>• All civil works related to school buildings and CRCs is being carried out through VECs.</li> <li>• Women groups in Tea garden areas involved in negotiating with management for improving school condition.</li> <li>• Utilisation of Rs. 2000/- given as school improvement grant by DPEP by the VECs.</li> <li>• VECs manage ECEs.</li> <li>• VECs playing active role in attitudinal change and facilitation of school functioning.</li> <li>• Regular supervision of NFE&amp;ECE center by VEC members and community.</li> <li>• Community involved in school decoration and development.</li> <li>• Collective teaching in school by VEC</li> </ul>				<ul style="list-style-type: none"> <li>• Members of VECs/SMCs participated in Mahila Shiksha Abhiyan.</li> <li>• VECs/SMCs are also involved in preparation of School Development Plan.</li> <li>• Panchayati Raj institutions actively involved in DPEP.</li> <li>• VEC/SMC members ensure community participation while appointing Gurujis in EGS schools and through monitoring of PS/EGS.</li> <li>• Libraries established at JSKs and the community involving parents and children is managing EGS Schools under library Movement.</li> </ul>	<ul style="list-style-type: none"> <li>• MTAs in some places providing nutritional inputs to children in</li> </ul>	<ul style="list-style-type: none"> <li>• Community using conventional and innovative methods of construction undertook construction of 91 classroom buildings. Out of which 37 have been completed and other are in various stages of completion.</li> <li>• ALS centers conducted in villages with community support and assistance. Building, lights and other facilities are extended by the community for running the centers.</li> <li>• AL instructors and supervisors appointed through the VLC.</li> <li>• School grants spent by Head Master jointly with involvement of VLC/ PTA.</li> </ul>
<p><b>Other activities to promote Participation and Innovations</b></p>	<ul style="list-style-type: none"> <li>• In selected clusters in Tribal villages, community is involved in documenting on the subjects, e.g. environment, traditional health practices, folk art, folklore and culture.</li> <li>• Community based school health programme is experimented on pilot basis.</li> </ul>	<ul style="list-style-type: none"> <li>• A grant of Rs.11.5 lakhs has been released to the districts as health check up grant.</li> </ul>	<ul style="list-style-type: none"> <li>• Micro planning outcomes used as basic decision making tools for VECs to identify places to open NFE centres and overseeing their functioning.</li> <li>• In Bellary district children get the camp from village</li> </ul>	<ul style="list-style-type: none"> <li>• Village level monitoring system involving VECs and Panchayat developed.</li> <li>◆ Volunteers from tribal communities appointed to mobilise these communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteers from tribal communities appointed to mobilise and generate awareness among these communities.</li> <li>• Teacher felicitated on Guru Purnima.</li> </ul>	<ul style="list-style-type: none"> <li>• Information dissemination through leading news papers on "Vastishala; and Mahatma Phule Shikshan Hami.</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of objectives and achievements of VLCs undertaken by DPC, Dharmapuri highlighting the role of VLCs in school activities. Likewise Pudukkottai has documented ECE and pre-school activity for</li> </ul>

**DPEP – I**

Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
	<ul style="list-style-type: none"> <li>• Focus on Community Participation in TL activities and Children Participation.</li> <li>• VEC involved in developing secondary learning materials.</li> <li>• VEC awards given.</li> <li>• Health programme on the road. Health awareness programme in inaccessible areas have been followed by intensive follow-up activities by the communities. This includes sanitation programmes.</li> <li>• A Self Help Group movement is being promoted in conjunction with other organisation.</li> </ul>		<ul style="list-style-type: none"> <li>households for evening classes.</li> <li>• In Raichur district VEC members pooled their TA/DA for purchasing of a durri (carpet) for BRC. 'Samudayadatta Shale'- a community owned school programme has been launched through out the state. Micro planning conducted in 888 and 1104 villages of DPEP I and II. As a result of micro planning a total of 13734 children have been enrolled.</li> </ul>	<ul style="list-style-type: none"> <li>• Living together camps (Sahavasa Camp) for students, teachers and parents for three days conducted with the help of PTAs and School Support Group (SSG).</li> <li>• Distance mode of education has been employed to empower people with regard to the new primary school curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Gram Shiksha Sabha and Shiksha Chaupals held.</li> <li>• Activity centres in EGS schools have been developed by community participation.</li> </ul>	<ul style="list-style-type: none"> <li>Yojana on 2<sup>nd</sup> July &amp; 5<sup>th</sup> Sept. Posters on DPEP Scheme for display in exhibition.</li> <li>• MTA and PTA meetings organised</li> </ul>	<ul style="list-style-type: none"> <li>effective convergence of ECE centers and schools.</li> <li>• Teleconferencing conducted on the role of community in school development during September 1999.</li> </ul>
Networking	<ul style="list-style-type: none"> <li>• Steering Group at the state level provides support.</li> <li>• Steering Groups at the district level provide support.</li> <li>• A number of NGOs from Assam &amp; outside as well as NEIBM are involved, namely National Alliance Mission, Voluntary Health Association of Assam, Department of health Services, Bosco Reach out, etc.</li> <li>• Establishment of networks of SHGs and Women Groups.</li> <li>• PEACE, a Delhi based NGO is involved in training SRG.</li> </ul>	<ul style="list-style-type: none"> <li>• NGO involved in providing training on micro planning.</li> <li>• Media Resource Groups at state and district levels, constituted.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration with local NGOs, such as Rangayana, BGVS, Mahila Samakshya etc.</li> <li>• AIR, Doordarshan and DAVP are roped in.</li> <li>• NGOs are involved for awareness generation programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• NGOs are involved along with PTA and</li> <li>• Strong linkages with PRIs.</li> </ul>	<ul style="list-style-type: none"> <li>• NGOs are involved.</li> <li>• UNICEF is involved in teachers empowerment programme.</li> <li>• PTAs are being formed at school level.</li> <li>• VEC and PRIs have been assigned important roles.</li> </ul>	<ul style="list-style-type: none"> <li>• IIE, Pune conducted training of DRG for VEC.</li> <li>• SCERT developed VEC training module.</li> </ul>	<ul style="list-style-type: none"> <li>• Various local bodies, NGOs and voluntary organisations are participating in the campaign.</li> <li>• MYRADA, an NGOs is helping the SPO in VEC training.</li> <li>• Six Voluntary Agencies involved in the implementation of IED.</li> </ul>



**DPEP - II, III&IV**

<b>Community Mobilisation &amp; VEC Interventions</b>	<b>Andhra Pradesh</b>	<b>Gujarat</b>	<b>Himachal Pradesh</b>	<b>Orissa</b>	<b>West Bengal</b>	<b>Uttar Pradesh</b>	<b>Bihar</b>	<b>Rajasthan</b>
<b>Administrative Arrangements</b>	<ul style="list-style-type: none"> <li>Community Mobilisation and participation has been looking after by Community Mobilisation Officers under the Supervision of DPCs at District level and under the Supervision of State Project Director at State Level.</li> <li>At present, 19 Community Mobilisation Officers have been working at Districts and 2-community mobilisation Officers have been working in State Project Office.</li> </ul>	<ul style="list-style-type: none"> <li>Community Mobilisation is looked after by OIC (Teachers' Training) at the State level.</li> <li>Project coordinator is in-charge of Community mobilisation at DPO.</li> <li>BRC &amp; CRC Co-ordinators provides Block and cluster levels support.</li> </ul>	<ul style="list-style-type: none"> <li>SPD assisted by Media officer looks after community mobilisation.</li> <li>Deputy Project officer in the district looks after community mobilisation</li> <li>SRG and DRG have been formed.</li> </ul>	<ul style="list-style-type: none"> <li>At state level core Group is formed to advise on community mobilisation.</li> <li>DRG and BRG formed.</li> </ul>	<ul style="list-style-type: none"> <li>State and district coordinators in place.</li> <li>DRG formed in the district.</li> <li>One Deputy DPO looks after community mobilisation activities in the district.</li> </ul>	<ul style="list-style-type: none"> <li>Senior professional at the SPO looks after the functional area.</li> <li>District Community Mobilisation Coordinators appointed.</li> <li>SRG, DRG, BRG and VECs constituted.</li> </ul>	<ul style="list-style-type: none"> <li>Media/Community coordinators in place at SLO and DLOS.</li> <li>Core team on community mobilisation &amp; VEC functional in every DLO.</li> <li>SRG/DRG formed.</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Director community mobilisation looks after the works</li> <li>At DPO, one of the core team members assigned the work of community mobilisation.</li> <li>State and district level Resource Groups constituted.</li> </ul>
	<ul style="list-style-type: none"> <li>Posters, Brochures, Desk calendars highlighting DPEP objectives and role of VECs published.</li> <li>DPEP Newsletter brought out by SPO.</li> <li>Preparation &amp; production of Audio Cassettes in tribal dialect in process.</li> </ul>	<ul style="list-style-type: none"> <li>Brochures booklets, pamphlets, prepared and distributed to teachers, VEC members, PRI members and others.</li> <li>Audio cassettes developed.</li> <li>Brochures, booklets, pamphlets</li> </ul>	<ul style="list-style-type: none"> <li>DPEP posters and leaflets prepared and distributed.</li> <li>Wall calendars depicting DPEP activities prepared and distributed to the schools and PRIs by Sirmour, Chamba and Kullu districts.</li> <li>Kullu district developed two audio cassettes based on folk and Hindi songs focusing on the</li> </ul>	<ul style="list-style-type: none"> <li>Brochure on DPEP published.</li> <li>Leaflets printed and distributed to all primary schools of DPEP.</li> <li>News letter published and circulated.</li> </ul>	<ul style="list-style-type: none"> <li>Hand book "Sangathakder Prati" on community participation and primary education for grass root functionaries including VEC members developed.</li> <li>3 Posters (teachers role,</li> </ul>	<ul style="list-style-type: none"> <li>Posters developed.</li> <li>Folders printed on School Improvement Grant.</li> <li>Audio-video kit to mobilise child laborers under preparation</li> </ul>	<ul style="list-style-type: none"> <li>Posters/pamphlets/ banners developed in every DLO/SLO/ECE.B booklets/ brochures on DPEP published and distributed.</li> <li>A set of 5 books (related to VEC, micro planning, training manual, micro planning operational manual) developed and distributed.</li> </ul>	<ul style="list-style-type: none"> <li>Brochures containing elementary information developed, printed and distributed.</li> <li>Various modules have been printed.</li> <li>DPEP magazine is in process.</li> </ul>
<b>Community Mobilisation Material Development</b>	<ul style="list-style-type: none"> <li>A booklet on containing success stories printed and distributed.</li> </ul>	<ul style="list-style-type: none"> <li>prepared and distributed to teachers, VEC members, PRI members and others</li> </ul>	<ul style="list-style-type: none"> <li>importance of education.</li> <li>Workshops were held in Chamba and Sirmour</li> </ul>	<ul style="list-style-type: none"> <li>DPEP message disseminated on textbooks distributed.</li> <li>Audio-video</li> </ul>	<ul style="list-style-type: none"> <li>community contribution towards school infrastructure and role of</li> </ul>		<ul style="list-style-type: none"> <li>Magazine BEP Ahwan published by SPO.</li> <li>5 audio cassettes (Abhiyan geet,</li> </ul>	

**DPEP - II, III&IV**

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
		<ul style="list-style-type: none"> <li>• Audiocassettes developed.</li> <li>• Development of posters, cut outs and folders.</li> </ul>	<p>districts wherein teachers developed slogans relating to education for community mobilisation.</p> <ul style="list-style-type: none"> <li>• Introductory handbook on DPEP prepared and circulated in the districts.</li> <li>• Audio material script namely "Gramin Shiksha Samiti Ki Bhumika, Akikrit Shiksha Awam Biklang Bachhche, Hema Padhai Me Aage Badhi" developed bu SPO under DEP component.</li> </ul>	<p>cassettes developed in connection with "Ninad".</p> <ul style="list-style-type: none"> <li>• A monthly newsletter "Paribartan" is being published and circulated to all primary schools, CRCs, BRCs, DIETs, D. Is. of schools and DPCs.</li> </ul>	<p>community in UEE) developed, printed and distributed.</p> <ul style="list-style-type: none"> <li>• Module of VEC training "Prashikshan Sahayika" published.</li> <li>• Reading material "Prathmik Shikshar Unnayane Jana Sadharaner Bhumika" for community mobilisation developed.</li> <li>• One audio cassette developed with 9 folk songs and distributed to the districts.</li> </ul>		<p>Shiksha geet mala, Munia beti padhti jaye,) distributed in every district</p> <p>Two more cassettes on Women Economic Empowerment and Shiksha Geetmala developed.</p> <ul style="list-style-type: none"> <li>• 5 Video films/documentaries produced on themes like teachers' training, civil works and alternative schooling and community mobilisation.</li> <li>• 2 Lok Chetna and Dut Lok Sampark Abhiyan module on micro planning and rapid survey developed.</li> <li>• Material for capacity building through Distance mode developed and distributed in different languages.</li> <li>• plays developed printed and distributed.</li> </ul>	
<p><b>Campaign and other mobilisation activities</b></p>	<ul style="list-style-type: none"> <li>• Electronic and print media utilized to spread the message of importance of girl child education.</li> <li>• Regional Sadassu and Vijayawada. Held</li> </ul>	<ul style="list-style-type: none"> <li>• Bal Mahotsava, Prabhat Pheris, Mashal Yatras, praveshotavas undertaken.</li> <li>• District level awareness meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Maa-beti melas, bal-melas Bahika melas organised.</li> <li>• Exhibitions in DPEP put up in local festivals.</li> <li>• Bal Parvesh Mela</li> </ul>	<ul style="list-style-type: none"> <li>• Hoarding put up at strategic places.</li> <li>• Sishu melas organised at block level.</li> <li>• Women's</li> </ul>	<ul style="list-style-type: none"> <li>• Posters and hoarding displayed.</li> <li>• SPO organised folk festivals with the help of folk artists from</li> </ul>	<ul style="list-style-type: none"> <li>• Ma-beti and Baap-beti melas organised.</li> <li>• Meena campaign for girls education organised.</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive campaigns of three types launched for VEC formation. This involved house-to-house contact</li> </ul>	<ul style="list-style-type: none"> <li>• Advt. and News in various local and National papers published.</li> <li>• Programme on AIR is being broadcasted</li> </ul>

**DPEP - II, III&IV**

<b>Community Mobilisation &amp; VEC Interventions</b>	<b>Andhra Pradesh</b>	<b>Gujarat</b>	<b>Himachal Pradesh</b>	<b>Orissa</b>	<b>West Bengal</b>	<b>Uttar Pradesh</b>	<b>Bihar</b>	<b>Rajasthan</b>
	<ul style="list-style-type: none"> <li>• Melas, Ma-Beti melas, rallies, Kalajathas and enrolment drives conducted in 475 model approach villages of 19 DPEP district.</li> <li>• Literacy Week "Chaduvukundam" conducted in July, 2000.</li> <li>• Janmabhoomi Programme conducted to spread awareness on education among women.</li> </ul>	<ul style="list-style-type: none"> <li>• Special campaign launched for girls' enrolment in tribal areas.</li> <li>• Chaudhary Community Sammellan organised in Banaskantha.</li> <li>• Thematic drama and folk theatre (Bhavai) used during awareness campaigns.</li> <li>• Special campaign like Mahila Jagruti Shivir, Ma-beti sammelans organised in 'Gender Focus Areas'.</li> </ul>	<ul style="list-style-type: none"> <li>• The help of banks and other organisations.</li> <li>• Meena week celebrations in September focussed on the education of girl child.</li> <li>• Block level mahila and PRI sammelans to sensitise the community.</li> <li>• Kalajatha movement in the district with focus on universal enrolment and importance of education in convergence with TLC and Public Relation Department.</li> <li>• Rallies were taken out in the villages by school.</li> </ul>	<ul style="list-style-type: none"> <li>• Wall writings undertaken in some districts.</li> <li>• Enrolment drives organised in all the districts.</li> <li>• District block and cluster level conventions organised.</li> <li>• A village level intensive awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Districts organised rallies, meetings, padayatras, cultural competitions</li> <li>• CLRCs book fairs organised at 108 circles of 5 DPEP districts.</li> <li>• Districts completed at least one wall writing in every school.</li> <li>• 33 teams of 349 folk artistes performed folk songs and plays disseminating DPEP</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural activities organised.</li> <li>• 'School Chalo' Campaign organised state-wide with high public and media participation.</li> <li>• Buses of UP roadways carried the logo and message of DPEP.</li> <li>• DPEP message relayed through radio stations.</li> </ul>	<ul style="list-style-type: none"> <li>• Wall writing, Padyatras, Bal melas, sports meet, Ma-Beti melas, Audio-video campaign, enrolment drive, Prabhat Pheries, street play etc. organised in every district.</li> <li>• State level Maa-Beti melas Bal melas, organised.</li> <li>• Exhibitions on UPE being put up on 26<sup>th</sup> January &amp; local fairs.</li> <li>• Innovative wall paintings done in East Singhbhum district.</li> </ul>	<ul style="list-style-type: none"> <li>• Dharma, Kala jatha, Mahila Meetings are being held at cluster and village level.</li> <li>• State Level Bal Mela and Mahila meetings organized at Jaipur.</li> <li>• Meetings and public functions organised.</li> </ul>
	<ul style="list-style-type: none"> <li>• District and Mandal level seminars on "Education For All" were conducted in all the districts inviting school committees members, Mandal and ZPTC members, office bearers of teacher association, Ministers, MLAs etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Special VEC, MTA/PTA meetings organised before enrolment drive.</li> <li>• Stalls set up in local popular fairs.</li> <li>• TLM exhibitions for local communities organized.</li> <li>• Awareness programmes organized.</li> <li>• Meetings in the</li> </ul>	<ul style="list-style-type: none"> <li>• children, such rallies were also organised at block and cluster level.</li> <li>• June 5, 2000 was celebrated through out the primary schools in the state.</li> <li>• Kullu district put up a DPEP exhibition during Buddi Diwali local</li> </ul>	<ul style="list-style-type: none"> <li>• campaign "Ninad" organised in July, 2000.</li> <li>• 1.14 lakhs children were identified out of school through "Ninad".</li> <li>• A wide publicity made through AIR, Doordarshan and newspapers in</li> </ul>	<ul style="list-style-type: none"> <li>• message. They performed 973 shows in 10 districts.</li> <li>• Observing enrolment week at district level.</li> <li>• Grassroots level meetings with PRI functionaries and community leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Poster competition organised.</li> <li>• District/block and village level rallies were organized.</li> <li>• School Chalo Abhiyan organised</li> <li>• in 2001 again with retention issue as the</li> </ul>	<ul style="list-style-type: none"> <li>• Jhankhis on UPE being put up the occasion of Republic Day/Independence Day celebrations at the state and district levels.</li> <li>• A state level conference on Sarva Shiksha Abhiyan organised.</li> </ul>	

**DPEP - II, III&IV**

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
		<p>community organized for girls' education</p>	<p>fair at Nirmand in November, 2000</p> <ul style="list-style-type: none"> <li>• Chamba district organised MTA meetings at GPS Manjir and GPS Khadet in November, 2000.</li> <li>• Chamba district organised one day Mahila Mandal Camps. Sirmour district organised block level Mahila Sammelan.</li> <li>• Awareness campaign through wall writing undertaken by the districts.</li> </ul>	<p>the month of January and February, 2001.</p> <ul style="list-style-type: none"> <li>• NINAD-II has been launched in 16 DPEP district.</li> </ul>	<p>organised.</p>	<p>focus.</p>	<ul style="list-style-type: none"> <li>• A national seminar on UPE organised.</li> <li>• Kalajathas performed in Gaya, Bhojpur, Mujaffarpur, Rohtas, Sitamarhi, Vaishali, Darbhanga and Bhagalpur districts.</li> <li>• State level Balika Mela organized.</li> <li>• Praveshotsavas organized in every district.</li> <li>• Innovative wall paintings done in Bhagalpur district.</li> </ul>	
			<ul style="list-style-type: none"> <li>• Kullu district put up hoarding depicting DPEP objectives. Sirmour district used signboards for DPEP intervention.</li> <li>• Kullu district organized and participated in cultural programme focussing on education during Dusshera festival, 1999.</li> <li>• Mahila Sammelan as organised at cluster level in Sirmour district</li> </ul>				<ul style="list-style-type: none"> <li>• Mahila Day organised at DLO level.</li> </ul>	

**DPEP - II, III&IV**

<b>Community Mobilisation &amp; VEC Interventions</b>	<b>Andhra Pradesh</b>	<b>Gujarat</b>	<b>Himachal Pradesh</b>	<b>Orissa</b>	<b>West Bengal</b>	<b>Uttar Pradesh</b>	<b>Bihar</b>	<b>Rajasthan</b>
<p><b>Community Participation</b> Community Organisations</p>	<ul style="list-style-type: none"> <li>• 10404 VECs constituted in all the districts.</li> <li>• Special teams organised at Mandal level for educating community.</li> <li>• PTA meetings being organised in all the schools though out the state</li> <li>• 50884 school committees at primary and 6495 at upper primary level constituted.</li> </ul>	<ul style="list-style-type: none"> <li>• 3043 VEC formed in all villages.</li> <li>• MTA, PTA and Mahila Mandals have been formed.</li> <li>• VEC, MTA and PTA members were given adequate power and responsibilities to play an effective role in mobilisation activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 2944 VECs and equal number of PTAs and MTAs constituted.</li> <li>• VECs re-organised with the change of Presidents on account of Panchayti Raj elections in the State.</li> </ul>	<ul style="list-style-type: none"> <li>• 12683 VECs constituted.</li> <li>• MTAs and PTAs are constituted.</li> <li>• A committee on formation and functioning of VECs has been formed which has drafted resolutions on VEC. The draft has been submitted to the Govt. for approval.</li> <li>• Nine member VECs are now reconstituted.</li> <li>• VCCs formed.</li> </ul>	<ul style="list-style-type: none"> <li>• In 5 DPEP districts 12014 out of 14738 VECs, &amp; WECs have already been formed. No. of VEC formed in Expansion district is 6992.</li> <li>• VCCs formed for civil works.</li> <li>• 1806 MTAs formed in Cooch Behar district.</li> </ul>	<ul style="list-style-type: none"> <li>• 39,441 VECs constituted.</li> <li>• 9711 MTAs/ PTAs and 3621 WMGs (Women Motivator Group) formed.</li> </ul>	<ul style="list-style-type: none"> <li>• 24829 VECs constituted.</li> <li>• Mata Samities formed to run ALS and ECE centres.</li> </ul>	<ul style="list-style-type: none"> <li>• 17116 SMCs.</li> <li>• 3500 BNS have been constituted.</li> </ul>
<p><b>Empowering Community Organisations (VEC, MTA, PTA, Panchayats etc.)</b> Material development</p>	<ul style="list-style-type: none"> <li>• Training module for VEC training prepared and printed.</li> <li>• A booklet containing guidelines for enrolment, retention and also role of Vidya Volunteers was developed and distributed among school committee members for guidance and implementation.</li> <li>• Gunatamaka Vidya-Loo-Maa-Bhagaswamyam a 12-day training module to School Committee Chairperson developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Gujarati version of Manual for VCWC members are prepared and distributed.</li> <li>• VEC Manual developed and distributed among VEC and VCWC members.</li> <li>• Training module developed at the state Project Office and distributed to Chairmen of VEC/MTA/ PTA.</li> </ul>	<ul style="list-style-type: none"> <li>• A two-day training module for training of resource persons for VEC training developed.</li> <li>• A VEC manual prepared at the SPO and distributed by the districts for the guidance of VECs.</li> <li>• Chamba, Kullu and Sirmour districts developed and distributed printed brochures among the VEC members highlighting the</li> </ul>	<ul style="list-style-type: none"> <li>• Manual for VEC training prepared by SIEMT.</li> <li>• Community Mobilisation manual prepared by the SPO.</li> <li>• Module on training VEC has been prepared.</li> <li>• A state level workshop organised for development of audio cassettes, slogans and posers on</li> </ul>	<ul style="list-style-type: none"> <li>• Development of training module for VEC training.</li> <li>• Development of training module for VEC training.</li> <li>• Construction manual developed for VCC training.</li> <li>• SPO developed handbook on community participation in primary education for grassroots-level functionaries</li> </ul>	<ul style="list-style-type: none"> <li>• Trainer's handbook for training of VECs developed.</li> <li>• Trainer's hand book for MTA, PTA and WMG have been developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Training module for VEC and micro planning developed.</li> <li>• Training module on community construction process developed.</li> <li>• Training module for mata samitis developed.</li> <li>• Training module for PRI members developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Module for SMC and BNS training has been prepared.</li> <li>• SMC training module finalised.</li> <li>• Various modules have been printed.</li> </ul>

**DPEP - II, III&IV**

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
	<ul style="list-style-type: none"> <li>• Hand book for School Committee Chairpersons along with school committee calendar was printed and supplied to all the School Committee Chairman.</li> <li>• A gender focussed training module for School Committee members developed.</li> <li>• School Committee Calendars for the year 2001-02 indicating the month-wise activities of School Committees was prepared, printed and supplied to all schools for implementation of various activities indicated therein. This calendar also serves for self-assessment of School Committees about their performance.</li> </ul>		<ul style="list-style-type: none"> <li>• role responsibilities of VEC.</li> <li>• Module on micro planning developed by NIEPA and adopted locally also used to sensitise the community.</li> </ul>	<ul style="list-style-type: none"> <li>• community mobilisation in August and September 2000.</li> <li>• Improved training modules on VEC developed.</li> <li>• Revised Module on composition and function of VECs has been prepared and sent for printing.</li> </ul>	<ul style="list-style-type: none"> <li>• including, VEC members.</li> <li>• Training module for MTAs developed in Cooch Behar district.</li> <li>• Developed Lesson Posters for participatory Training at VEC/WEC level.</li> <li>• Guidebook on organisation of training for VEC members developed.</li> </ul>			
Orientation/ Training/ workshops for Community Organisation	<ul style="list-style-type: none"> <li>• Gender Sensitisation programme for VECs conducted.</li> <li>• An eight- day orientation workshop for all VEC members organised.</li> <li>• State level sharing workshop organised for VEC chairmen, NGOs, &amp; Mahila Mandal presidents.</li> <li>• Exposure tour of VEC</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly meetings of VECs, PTA &amp; MTAs were organised at school level.</li> <li>• Workshops for women sarpanches and Anganwadi workers organised.</li> <li>• MTA/PTA members have been trained during 2000-1.</li> <li>• Orientation and training workshops of</li> </ul>	<ul style="list-style-type: none"> <li>• Resource Groups orientation taken up by State Project Office in 2000.</li> <li>• State level training to head teachers and engineers for Saraswati Bal Vidya Sankalp Yojana.</li> <li>• Kaza part of Lahaul-Spiti district completed</li> </ul>	<ul style="list-style-type: none"> <li>• Training of VCC on Civil works organised.</li> <li>• Training on Micro-planning and school mapping organised.</li> <li>• Training of VECs completed in 7districts.</li> </ul>	<ul style="list-style-type: none"> <li>• 3- day training for VEC members (7 from each VECs) is over in all the districts.</li> <li>• MTA training has been started in Cooch Behar district.</li> <li>• 2- day</li> </ul>	<ul style="list-style-type: none"> <li>• Regular VEC meetings held.</li> <li>• MTAs, PTAs and WMGs have been trained.</li> <li>• 328001 members of 14895 VECs have been trained.</li> <li>• 6332 VEC trained in</li> </ul>	<ul style="list-style-type: none"> <li>• 5 days training to VEC members initiated.</li> <li>• One-day orientation to newly constituted/re-constituted VECs organized and Mukhiyas initiated</li> <li>• 1 day training to PRI members initiated.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation programme organised by DPO.</li> <li>• 1-day orientation programme for BNS members organised by DPO in all the ten districts.</li> <li>• 12434 BNS members have been trained.</li> </ul>

**DPEP - II, III&IV**

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
	<p>members to M.P. organised.</p> <ul style="list-style-type: none"> <li>• Training to School Committee chairpersons of 7 districts its was organised at Mandal level in august 1999.</li> <li>• Similar training has been organised for rest 8 districts in Dec. 1999.</li> </ul>	<p>VEC members at the CRC level organised. During 2000-01</p> <ul style="list-style-type: none"> <li>• Special orientation cum training to 12885 VECs, MTAs, PTAs members in Banaskantha and</li> </ul>	<p>training of 243 VEC members.</p> <ul style="list-style-type: none"> <li>• VECs training completed training of 4974 VEC members and 93 Resource persons.</li> <li>• Chamba district completed one day training of 10,000 members of VEC and MTAs.</li> <li>• Sirmour distt. completed training of 3810 VEC members and held 6</li> </ul>	<ul style="list-style-type: none"> <li>• 1500 Sarpanches trained.</li> <li>• In VEC interaction programmes, there oriented in the new rules, roles</li> </ul>	<p>workshop on street corner organised.</p>	<p><b>DPEP III.</b></p> <ul style="list-style-type: none"> <li>• Orientation held for newly elected Pradhans and members of VECs.</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly Reflections of and Secretary at block level organized.</li> </ul>	<ul style="list-style-type: none"> <li>• 3-day training of SMC has been</li> <li>• 58990 SMC and 3500 BNS members have been trained.</li> </ul>
	<ul style="list-style-type: none"> <li>• Gunatmaka Vidya Lo Maa Bhagaswamyam – 12 day training to School Committee Chairpersons whose education qualifications are illiterate to 2<sup>nd</sup> class dropout was given in May,2000 on pilot basis. 20 persons from 9 districts. attended the programme.</li> <li>• Training to school Committee Chairperson organised at mandal level. Training programme at operational level held in 7 districts.</li> <li>• All the newly elected</li> </ul>	<p><b>Dangs on enrollment drive (June-August 2001).</b></p> <ul style="list-style-type: none"> <li>• Meetings of Sarpanches of Panchayats organised.</li> <li>• Several MTAs meeting held for enhancing retention of girls.</li> </ul>	<p>meetings with Panchayat Pardhans.</p> <ul style="list-style-type: none"> <li>• One day orientation to 10000 members of VEC and MTAs was imparted in Chamba District.</li> <li>• 965 members of VECs and MTAs were trained at cluster level in Sirmour district.</li> <li>• One day training to MTA and VEC training was organised at GPS Salgrawn in Lahaul-Spiti was organised at GPS Salgrawn in Lauhal-Spiti</li> </ul>	<p>and responsibilities.</p>				

**DPEP - II, III&IV**

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
	<p>School Committee Chairpersons were given one-day training at Mandal level for such of School Committee Chairpersons who could not attend during the first spell..</p> <ul style="list-style-type: none"> <li>• Training cum orientation to women members of local bodies in educational issues organised.</li> </ul>		<p>district. 47 participants were present in the workshop.</p> <ul style="list-style-type: none"> <li>• VEC and MTA training was held in Sirmour in Bakras Block.</li> <li>• VEC were trained regarding micro planning activity in Kullu district.</li> </ul>					
<p><b>Orientation/Training/ workshop provided for staff / Master Trainers</b></p>	<ul style="list-style-type: none"> <li>• 250 SRG members and Community Mobilisation officers of DPEP trained at SCERT.</li> <li>• SRG members conducted 2 day training for Mandal Education Officers and Mandal Resource Persons.</li> <li>• Head Masters attended the School Committee training Programmes</li> <li>• District team of Mandal Officers and two other Resource Persons were given training for 3 days on community mobilisation for UPE.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation of DRG organised.</li> <li>• Training Programmes for MT organised in Dung.</li> <li>• Training includes orientation on girl child, IED, AS and village mapping and school improvement support provided by local CRC.</li> <li>• 30- day intensive training programme conducted for Master Trainers on English workbook for Std. V.</li> <li>• 5-day re-orientation training to MTs for</li> </ul>	<ul style="list-style-type: none"> <li>• All the CRCCs trained initially to act as MTs for VEC training.</li> <li>• BRCs and Engineers trained in dealing with community.</li> <li>• State level workshop for the orientation of BRCCs and Assistant Engineers in community mobilisation organised at Shimla in March, 1999.</li> <li>• Resource Persons for VEC training</li> </ul>	<ul style="list-style-type: none"> <li>• Training of SRG for VEC organised at State level.</li> <li>• Workshop on role of media in community mobilisation organised.</li> <li>• Training of BRG (Media) on mass mobilisation in the districts</li> </ul>	<ul style="list-style-type: none"> <li>• State level workshop on community mobilisation for district functionaries held.</li> <li>• State level workshop with folk artists conducted.</li> <li>• State level Workshop with Group Theaters organised.</li> <li>• Organized</li> </ul>	<ul style="list-style-type: none"> <li>• Training workshop organised by SPO for SRG.</li> <li>• 5-day PLA/PRA training organised for SRG and BRG.</li> <li>• PLA training given to district coordinators and NGOs.</li> <li>• DRG trained in all DPEPIII districts.</li> <li>• Training workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly state Level Resource Persons Training Programme for VECs based on VEC Training Module organised.</li> <li>• State level workshop organised to review the process of VEC formation.</li> <li>• Training for Utpreraks</li> </ul>	<ul style="list-style-type: none"> <li>• 1050 KRPs and RPs have been trained for SMC training.</li> </ul>



**DPEP - II, III&IV**

<b>Community Mobilisation &amp; VEC Interventions</b>	<b>Andhra Pradesh</b>	<b>Gujarat</b>	<b>Himachal Pradesh</b>	<b>Orissa</b>	<b>West Bengal</b>	<b>Uttar Pradesh</b>	<b>Bihar</b>	<b>Rajasthan</b>
	<p>This included one day exposure visit to MVF, an NGO.</p> <ul style="list-style-type: none"> <li>• CMO of SPO &amp; CMO of Chittoor attended National Workshop on Community ownership in DPEP.</li> <li>• Workshop for preparation of training module for training of newly elected School Committee Chairpersons was conducted on 24-25-4-01.</li> </ul>	<p>std.1 completed in July, 2000.</p> <ul style="list-style-type: none"> <li>• Re-orientation training to MTs for Vidya Sahayaks held in July- Aug. 2000.</li> <li>• 5 days training imparted to BRC, CRC Coordinators and primary teachers in Dangs in Std.V english.</li> <li>• Resource Persons comprising DIET personnel,</li> </ul>	<p>given training.</p> <ul style="list-style-type: none"> <li>• State level workshop on community mobilisation and participation organised.</li> <li>• 93 RPS trained in Kullu district.</li> <li>• The head teachers and engineers form non DPEP districts were trained at state level in the field of school</li> </ul>	<p>organised.</p> <ul style="list-style-type: none"> <li>• Workshop on Community Participation held in October 1999.</li> <li>• DRG training conducted in Dec. 1999.</li> </ul>	<p><b>KRP reorientation Training of three districts.</b></p>	<p>organised by DIET for BKU in DPEP II districts.</p> <ul style="list-style-type: none"> <li>• 4-day workshop (sate level) organised to orient district coordinators on community mobilisation and participation in DPEP III.</li> <li>• Visioning workshops for</li> </ul>	<p>organised.</p> <p>Monthly reflection of VEC coordinators at state level.</p> <ul style="list-style-type: none"> <li>• State level workshop on different strategies of VEC organiesd.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Training course to the DRG was conducted at State level on 4.5.01 and 5.5.01.</li> <li>• Workshop for preparation of School Committee Calendars was conducted form 10.5.01 to 14.5.01.</li> <li>• Workshop on Participatory Rural Appraisal organised</li> </ul>	<p>CRC Co-ordinators and primary teachers were trained on Std. V English for achieving proficiency in English language and teaching skills.</p> <ul style="list-style-type: none"> <li>• 1 day training of BRC and CRC Co-ordinators for launching enrollment drive.</li> </ul>	<p>construction with the help of community for replication of DPEP initiatives in the Non DPEP districts under Sarswati Bal Vidya Sankalp Yojna.</p> <ul style="list-style-type: none"> <li>• CRCCs were trained regarding micro planning activity in Kullu district</li> </ul>			<p>district coordinators organised and a 3-day orientation programme for DPEP III districts.</p> <ul style="list-style-type: none"> <li>• SRG and BRG given training.</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop to monitor progress of VEC formation organised at different levels.</li> </ul>	
<p><b>Areas and Instance of participation</b></p>	<ul style="list-style-type: none"> <li>• VECs involved in door to door surveys.</li> <li>• VECs involved in monitoring the</li> </ul>	<ul style="list-style-type: none"> <li>• VECs involved in door-to-door surveys, village and school</li> </ul>	<ul style="list-style-type: none"> <li>• Community participation in enrolment and micro planning</li> </ul>	<ul style="list-style-type: none"> <li>• VEC participating in enrolment drive</li> </ul>	<ul style="list-style-type: none"> <li>• Community contributions towards building</li> </ul>	<ul style="list-style-type: none"> <li>• VECs involved in micro-planning.</li> <li>• VECs involved</li> </ul>	<ul style="list-style-type: none"> <li>• VECs participating in micro-planning.</li> <li>• VEC</li> </ul>	<ul style="list-style-type: none"> <li>• PRIs are involved in Para teacher selection.</li> </ul>

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Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
	<p>programme and micro planning.</p> <ul style="list-style-type: none"> <li>• Construction of school buildings done with active involvement of VECs.</li> <li>• VECs involved in enrolment drives.</li> <li>• VECs of remote villages provide free accommodation facilities to the teachers.</li> <li>• Local committees participated in whitewashing of school buildings and keeping the premises clean and green.</li> </ul>	<p>mapping.</p> <ul style="list-style-type: none"> <li>• VECs playing an important role in attitudinal change (especially the gender issue). VECs are playing an active role in galvanizing parent's support in improving retention of girls.</li> <li>• VECs actively involved in enrolment drive organising Praveshotshavs and Prabhat Pheries etc.</li> </ul>	<p>activities.</p> <ul style="list-style-type: none"> <li>• Mother Teachers Association has shown over whelming response towards their role in primary schools.</li> <li>• <b>All the new schools running in the community donated rent-free accommodation till the construction of school buildings.</b></li> </ul>	<ul style="list-style-type: none"> <li>• VEC helping in selection of AS instructors.</li> <li>• 442 AS instructors have been engaged by VECs.</li> <li>• More than 1000 MTAs and 3000 VECs have identified as active during massive awareness campaign "Nin ad".</li> </ul>	<p>support reported from districts.</p> <ul style="list-style-type: none"> <li>• Community mobilisation for enrolment of out of school children done through RPs at GP level.</li> <li>• Children Registers prepared in all the DPEP districts.</li> </ul>	<p>in facilitation, enrolment and retention of children.</p> <ul style="list-style-type: none"> <li>• VECs involved in school improvement maintenance and repairs.</li> <li>• 2068 schools provided with boundary walls and 79 with additional classrooms.</li> </ul>	<p>participating in school improvement and community mobilisation.</p> <ul style="list-style-type: none"> <li>• VECs motivated to run schools during teachers strike in Bihar.</li> <li>• All Civil Works including construction of BRCs entrusted to community through Community Construction procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pradhan, Sarpanch and Ward Panch are Chairperson of various committees and play lead roles.</b></li> </ul>
	<ul style="list-style-type: none"> <li>• Village committees in some cases organised community lunch for children and parents.</li> <li>• VECs mobilized physical and financial resources for construction of school building/ additional classrooms. The contribution of villagers in all districts put together is about 19.20 lakhs. This has enhanced the sense of community ownership.</li> <li>• With community involvement, 178</li> </ul>	<ul style="list-style-type: none"> <li>• Community contribution for school building and repairing, both in cash and kind. This has enhanced the sense of community ownership.</li> <li>• School construction, repairing and monitoring is done through the active involvement of VECs &amp; VCWCs.</li> <li>• In Dangs, a total of</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Land for construction of about 700 schools out of a total of 808 donated by community free of cost. The response has been over whelming in Kullu district (211/250).</b></li> <li>• <b>18 village education plans prepared by Kullu district while Sirmour</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Rs. 2000/- school improvement grant utilized by VEC.</b></li> </ul>	<ul style="list-style-type: none"> <li>• 17522 Village Education Plans completed in DPEP II districts.</li> <li>• Appointment of para-teachers/achary aji is being done through VECs.</li> <li>• VECs involved in survey.</li> </ul>	<ul style="list-style-type: none"> <li>• VEC participation in Lok Chetna.</li> <li>• VEC participation in distribution of textbook.</li> </ul>	

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<b>Community Mobilisation &amp; VEC Interventions</b>	<b>Andhra Pradesh</b>	<b>Gujarat</b>	<b>Himachal Pradesh</b>	<b>Orissa</b>	<b>West Bengal</b>	<b>Uttar Pradesh</b>	<b>Bihar</b>	<b>Rajasthan</b>
	<p>villages have achieved 100% girl child enrolment and retention.</p> <ul style="list-style-type: none"> <li>• VECs entrusted with supervising effective functioning of ECE centres.</li> <li>• Subsequent contribution of School Committees in all districts put together is Rs. 2,19,20,857/-.</li> </ul>	<p>900 Sq.mtrs land was donated for school.</p> <ul style="list-style-type: none"> <li>• In Panchmahal a contribution of land worth Rs. 34.6 lakhs.</li> <li>• In Banaskantha a contribution of land worth Rs.3.10 lakhs was made for new schools.</li> </ul>	<p><b>district completed 17 village education plans involving VECs.</b></p> <ul style="list-style-type: none"> <li>• <b>New Schools being constructed with the participation of community through VECs.</b></li> </ul>					
	<ul style="list-style-type: none"> <li>• Region-wise School Committee Sadarsulu organised at six places.</li> <li>• Bio-data particulars of school committee members (total</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural talent search activities organised.</li> </ul>	<ul style="list-style-type: none"> <li>• The state govt. has proposed to appoint 1000 para teachers though Panchayats.</li> </ul>	<ul style="list-style-type: none"> <li>• SPO plans to promote participatory planning process in villages through "Community Action Plan."</li> </ul>	<ul style="list-style-type: none"> <li>• Children Registers prepared in all the DPEP districts.</li> </ul>	<ul style="list-style-type: none"> <li>• Moulvies sensitised to mobilise the minority community.</li> </ul>	<ul style="list-style-type: none"> <li>• Theatre workshops for capacity building of cultural groups in 7 linguistic zones held.</li> </ul>	
<p><b>Other activities to promote Participation and Innovations</b></p>	<p>48709) have been collected and computerized for training purpose.</p> <ul style="list-style-type: none"> <li>• School monitoring information system, which has provisions to monitor the functioning of school committees, is being operationalised.</li> <li>• Out of 48506 School Committees at primary and upper primary level, 46553 joint accounts opened.</li> <li>• Local artists from village used for folk performances.</li> </ul>		<ul style="list-style-type: none"> <li>• The state government of Himachal Pradesh vide its notification has entrusted powers, functions and responsibilities upon the Panchayati Raj Institutions to ensure full enrolment; monitoring of students and teachers attending i.e.; maintenance of school building and distribution of</li> </ul>			<ul style="list-style-type: none"> <li>• Media used to change mindsets towards new pedagogy.</li> <li>• Kalajathas organised, focussing on girls education.</li> <li>• Slides on the School Chalo Abhiyan were shown in cinema halls to create public awareness.</li> <li>• <b>342 model clusters have</b></li> </ul>	<ul style="list-style-type: none"> <li>• Innovative usage of local folk forms to spread the message of DPEP.</li> <li>• District-wise identification of UTPRERAKS and ABIPRERAKS held.</li> </ul>	

**DPEP - II, III&IV**

Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
			<p>study materials to target group students.</p> <ul style="list-style-type: none"> <li>• Maintenance of primary school buildings, play grounds etc.</li> <li>• Vigilance on regular attendance of primary school teachers and non-teaching staff and students reporting to the concerned authorities.</li> <li>• Assist primary schools in the distribution of study material to the target group students.</li> </ul>			<p>been developed.</p> <ul style="list-style-type: none"> <li>• In School Chalo Abhiyan 2001- role of Kalajathas redefined and located in blocks with low girls enrolment &amp; high dropouts.</li> </ul>		
			<ul style="list-style-type: none"> <li>• State sponsored scheme of Saraswati Bal Vidya Sankalpa Yojna also envisages formation of school committees.</li> <li>• A study on community participation in Himachal Pradesh was conducted through an NGO.</li> </ul>					

**DPEP - II, III&IV**

<b>Community Mobilisation &amp; VEC Interventions</b>	<b>Andhra Pradesh</b>	<b>Gujarat</b>	<b>Himachal Pradesh</b>	<b>Orissa</b>	<b>West Bengal</b>	<b>Uttar Pradesh</b>	<b>Bihar</b>	<b>Rajasthan</b>
<p><b>Networking</b></p>	<ul style="list-style-type: none"> <li>• Local NGOS, Mania Mandals, youth organisations and social guilds associated with capacity building and implementation of DPEP activities.</li> <li>• A.P. Housing corporation conducting training programme for VEC members and masons on low cost construction technique.</li> <li>• VECs working with podupu laxmi groups to tackle problem of child labour.</li> </ul>	<ul style="list-style-type: none"> <li>• LOK Jumbish assisting in Micro Planning.</li> <li>• Various local bodies and NGOs participating in the campaign</li> <li>• Ahmedabad Study Action Group (ASAG) to help in community based civil works.</li> </ul>	<ul style="list-style-type: none"> <li>• Mania Mandals, Yuvak Mandals, Saksharata Samities and NGOs participating in community mobilisation activities.</li> </ul>	<ul style="list-style-type: none"> <li>• SPO drawing up strategy to involve NGO.</li> <li>• NGOs are involved at the district level in community mobilisation.</li> </ul>	<ul style="list-style-type: none"> <li>• NGOS, youth clubs and other groups involved in the community mobilisation programme.</li> <li>• Network developed during TLC and PLC being reviewed and activated.</li> </ul>	<ul style="list-style-type: none"> <li>• NGO workshop at the state level for their strategic involvement in community mobilisation and capacity building of VECs organised.</li> <li>• Proposal of NGOs are invited through advertisement. Selection process is going on through test and field appraisal. Desk top appraisal has completed &amp; field appraisal is going on.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation of NGO workers, volunteers, youth clubs, social workers, ICDS workers, youth organisations, etc. in VEC formation campaign and other community mobilisation activities.</li> <li>• Networking done with trade unions, NGOs, teachers associations, youth clubs and NYKs.</li> </ul>	<ul style="list-style-type: none"> <li>• A strong inter-linkage envisaged at every level with Panchayati Raj Institutions.</li> </ul>

New States			
Community Mobilisation & VEC Interventions	Chhattisgarh	Jharkhand	Uttaranchal
Administrative Arrangements	<ul style="list-style-type: none"> <li>• Presently formation of SPO is in progress.</li> <li>• SRG Formed. DRGs and BRGs are working.</li> <li>• DPC and GC at district level, BRC and BEO at block level, CAC at cluster level and guruji at village level ensure community mobilisation and participation.</li> </ul>	<ul style="list-style-type: none"> <li>• District Level Media community mobilisation coordinators in place.</li> <li>• Media/ Community Mobilisation coordinator in place at SLO and DLOs.</li> <li>• Core team on Community Mobilisation &amp; VEC functional in every DLO, DRG formed.</li> </ul>	<ul style="list-style-type: none"> <li>• District coordinator (Community Mobilisation) appointed.</li> <li>• DRG, BRG for VECs constituted.</li> <li>• 3 days training programme for District Co-ordinator (C.M.) held regarding community participation and PRA etc.</li> </ul>
Community Mobilisation Material Development	<ul style="list-style-type: none"> <li>• Publication of Bulletin on achievements of DPEP.</li> <li>• Brochures, Pamphlets, folders printed.</li> <li>• Development of IEC material such as posters, handouts, brochures, newspapers and advertisements for mobilisation of community for girls education and UPE.</li> <li>• Training modules for VEC, training module for involving community and VEC in participatory micro planning, training materials, revised formats for Village Education Registers finalised.</li> </ul>	<ul style="list-style-type: none"> <li>• Folders, posters, brochures, Pamphlets developed and distributed.</li> <li>• Audio and Video cassettes developed.</li> <li>• Handbooks in Nagpuri, Mudari and Kurukh prepared.</li> <li>• Posters in Nagpuri, Hindi, Mundari and Kurukh prepared.</li> </ul>	
Campaign and other mobilisational activities	<ul style="list-style-type: none"> <li>• Kalajathas of Zila Saksharta Samiti mobilise villagers through Nukkad Nataks, folk songs and folk dances.</li> <li>• Slogans and wall writings undertaken.</li> <li>• Door-to-door contact organised.</li> <li>• Posters developed in local tribal dialects.</li> <li>• School Chalo Abhiyan' organised with emphasis on tribal children.</li> <li>• Mahila Shiksha Abhiyan targeting at SC and ST girls launched.</li> <li>• Shiksha Panchayats organised at cluster level.</li> <li>• Bal Melas, Bal Panchayats, Maa-beti Melas, sports and cultural competitions carried out.</li> <li>• Make the School Green &amp; Clean campaign undertaken with VEC participation.</li> <li>• Lok Sampark Abhiyan-II, a participatory micro planning exercise conducted to develop School Education Plan has been consolidated at cluster, block and district level to form the district education plans.</li> <li>• Orientation of PRIs, VECs and community for making habitation level Education plans.</li> <li>• Padhbo padhobo School Jabo Abhiyaan initiated on 2-7-2001, to encourage school going habits and retention. Under the direct supervision of Hon Chief Minister and Governor of state.</li> <li>• MSA was taken up in 97-98 &amp; 99 to encourage out of</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolment drives organised at school, CRC, BRC and DLO level.</li> <li>• Cultural programmes, nukkad nataks, padyatras Bal melas, jhankies, prabhat pheries and rallies organised.</li> <li>• Maa-Beti melas organised at state level.</li> <li>• Kalajathas performed in Hazaribagh, East and West Singhbhum, and Chatra districts.</li> <li>• Intensive campaigns launched for VEC formation. VEC for every school formed through an intensive process driven exercises.</li> <li>• A state level conference on Sarva Shiksha Abhiyan organised.</li> <li>• Mahila Day organised at DLO level.</li> <li>• Innovative wall painting done.</li> <li>• One day Orientation/ 5 days training of VECS being organised in all districts.</li> </ul>	<ul style="list-style-type: none"> <li>• Ma-beti and Baap-beti melas organised.</li> <li>• Meena campaign for girls education organised.</li> <li>• At the start of academic session 2001-2002, School Chalo Abhiyan was organized in the state from July 1-15,01. Prabhat Pharies were organized.</li> <li>• Banners/Posters and wall writing undertaken in all the districts of DPEP-III.</li> <li>• Rallies, meetings, cultural activities, pad yatras etc. organized at state, district, block and village level.</li> </ul>

Community Mobilisation & VEC Interventions	Unhattisgarh	Chatra	Deoria
<b>Community Participation</b> <b>Community Participation</b> Community Organisations	<ul style="list-style-type: none"> <li>• 20,728 VECs constituted.</li> <li>• 20,728 VECs constituted.</li> <li>• 5316 SMCs formed in DPEP-I&amp;II district.</li> <li>• Formation of library in every village through "Rajiv Gyanodaya Yojana".</li> <li>• Formation of Mahila self help group in villages.</li> </ul>	<ul style="list-style-type: none"> <li>• 10237 VECs constituted.</li> <li>• 10237 VECs constituted.</li> <li>• Mata Samities are also formed for ALS as per need &amp; ECE centers. In fact, DPEP is facilitator, &amp; Mata Samities are the de-facto agencies to run ALS/ECE.</li> <li>• Community providing resources support at grass root levels.</li> </ul>	<ul style="list-style-type: none"> <li>• 2674 VECs constituted.</li> <li>• 2674 VECs constituted.</li> <li>• 862 MTAs, PTAs &amp; 185 WMG are formed and trained.</li> </ul>
<b>Empowering Community Organisations</b> (VEC, MTA, PTA, Panchayats etc.)  Material development	<ul style="list-style-type: none"> <li>• Training manual and posters prepared for VECs.</li> <li>• Activity Diary developed.</li> <li>• VEC diary printed and distributed.</li> <li>• Training Module "NEEV" developed for the training of VNS &amp; BNS.</li> </ul>	<ul style="list-style-type: none"> <li>• Training modules for VEC, Mata Samities and micro planning are being used that were developed by the parent state- Bihar.</li> <li>• Training modules for VEC &amp; Micro-Planning developed.</li> <li>• Training module on community construction process developed.</li> <li>• VEC manual and guidelines for School Development Grant developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Trainer's handbook for MTA, PTA and WMG have been developed.</li> <li>• Trainer's handbook for VEC training developed.</li> <li>• A training module for VEC training and Gram Shiksha Yojana hand book printed.</li> </ul>
<b>Orientation/ Training/ workshops for Community Organisations</b>	<ul style="list-style-type: none"> <li>• Orientation programmes for VECs members organised.</li> <li>• A workshop was organised in March 2000 in which experts from state and district participated.</li> <li>• The strategy for participatory micro planning or Lok Sampark Abhiyan (LSA) and orientation of VEC &amp; SMC was reviewed and consolidated on the basis of the past experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• A 1-day orientation imparted to all VECs.</li> <li>• Regular meeting of VEC held at school.</li> <li>• Construction training organised for VECs.</li> <li>• A 5-day training has been completed in chatra and the same is being organised in other districts under DPEP.</li> <li>• Workshops organised for identification of Utpreraks/ Abhipreraks.</li> <li>• One-day orientation to newly constituted/re-constituted VECs organised.</li> <li>• Five days training to VEC member initiated.</li> </ul>	<ul style="list-style-type: none"> <li>• 24500 members of 1200 VECs have been trained.</li> <li>• Regular VECs meetings held.</li> <li>• Identification of half of the VECs targeted for training during 1st year of the project.</li> </ul>
<b>Orientation/Training/workshop for staff/Master Trainers</b>	<ul style="list-style-type: none"> <li>• Master Trainers identified at the Block level and trained at DIET.</li> <li>• Meeting organised at the state level with SRG for Shiksha Panchayat.</li> <li>• Sahayoginies given training at state level.</li> <li>• Regular monthly meeting-cum-orientation of MTs/CACs at cluster level.</li> <li>• MTs/CAC have also been given 12 days training at district level on non-graded Teaching Learning material.</li> <li>• MTs have been 12 days training at district level on Seeking Sikshana Package of class V.</li> <li>• Schooling packages of Madhya Pradesh is adopted.</li> <li>• RSK, ZSK JPSU and JSK orientation has been planned.</li> </ul>	<ul style="list-style-type: none"> <li>• DLO staff and two master trainers from Chatra, two APO, two ARP and one DRP from Dumka and two master trainers from Hazaribagh have been trained through state level workshops.</li> <li>• Workshops to monitor progress of VEC formation organised at different levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Training workshop organised by DIET for BRG for SRG.</li> <li>• DRG trained in all DPEP districts.</li> <li>• Orientation programmes held for newly elected Pradhans, members of VECs at the Nyaya Panchayat level.</li> <li>• A 4-day workshop (state level) organised to orient district coordinators on community mobilisation and participation.</li> <li>• Visioning workshops for district coordinators organised.</li> <li>• A 3-day orientation organised for district coordinators.</li> <li>• 162 trainers have been trained.</li> </ul>
<b>Areas and instances of</b>	<ul style="list-style-type: none"> <li>• VECs participated in Lok Sampark Abhiyan.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs are helping teachers in distribution of books.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs involved in survey and micro planning.</li> </ul>

.New States			
Community Mobilisation & VEC Interventions	Chhattisgarh	Jharkhand	Uttaranchal
Participation	<ul style="list-style-type: none"> <li>• VECs involved in the selection of para-teachers in both SSKs and Ass.</li> <li>• The Gram Shiksha Sabha undertook social audit of village education.</li> <li>• SMCs select the teacher (guruji) for the EGS school of their community.</li> <li>• Community demands for the EGS school and after the recommendation of Sarpanch they get the school within 90 days.</li> <li>• Joint account of local panch/sarpanch with EGS teacher and CAC.</li> <li>• SMCs including members from local community frequently visit/ monitor schools of their area.</li> <li>• VECs are involved in micro planning and development of VEP.</li> <li>• Panchayati Raj institutions actively involved in DPEP.</li> <li>• Active participation of community in construction of PS Buildings through VNS &amp; BNS.</li> <li>• Active community participation in Padhbo Padhobo School Jobo abhiyaan.</li> <li>• Community involved in construction of PS Buildings and additional classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs involved in maintenance, minor repairs and plantation within school premises.</li> <li>• VECs involved in environment building, awareness generation, enrolment drive, micro-planning and construction activities.</li> <li>• Community has provided para teachers where teachers are not sufficient in number.</li> <li>• Participation of VEC presidents in CRC meetings.</li> <li>• VECs have organised special campaign, rallies and mahil Sammelans.</li> <li>• Donation of land for school building has been reported from Hazaribagh.</li> <li>• VECs participating in micro-planning school improvement and community mobilisation.</li> <li>• VECs were motivated to run schools during teachers strike in Jharkhand.</li> <li>• All Civil Works including construction of BRC entrusted to community through Community Construction procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs involved in facilitation, enrolment and retention of children.</li> <li>• VECs involved in school improvement, maintenance and repairs.</li> <li>• Appointment of para-teachers/acharyajis and AS workers is being done through VECs.</li> </ul>
Other activities to promote Participation and Innovations	<ul style="list-style-type: none"> <li>• Volunteers from tribal communities appointed to mobilise and generate awareness among these communities.</li> <li>• Shiksha panchayats are being organised in which social audit of Panch/Sarpanch is done through reading of progress report of their educational centres. It has resulted in the development of sense of responsibility among the community.</li> <li>• Mobilisation through various Radio programmes.</li> <li>• Activity centres in EGS schools have been developed.</li> <li>• Orientation of Teachers, Guruji, CAC and MTs through teleconferencing mode.</li> </ul>	<ul style="list-style-type: none"> <li>• Mata Samities formed to run ALS and ECE centers.</li> <li>• Theatre workshops for capacity building of cultural groups in 7 linguistic zone held.</li> <li>• Innovative usage of local folk forms to spread the message of DPEP.</li> </ul>	
Networking	<ul style="list-style-type: none"> <li>• NGOs are involved in various activities of community mobilisation and participation.</li> <li>• Institutional Reforms of School Management is to be considered by the state government of Chhattisgarh.</li> </ul>	<ul style="list-style-type: none"> <li>• Networking with NGOs NKS, Zil Sksharta Samitis, Kalyan Kendras and Bharat Sevashram Sangh.</li> <li>• Convergence with NGOs, Mahila Samooh and Mata Samities.</li> <li>• Participation of NGO workers, volunteers, youth clubs, social workers, ICDS workers, youth organisation, etc. in VEC formation campaign and other community mobilisation activities.</li> <li>• Networking done with trade unions, NGOs teachers association, youth clubs and NYKS.</li> </ul>	



## **PEDAGOGICAL IMPROVEMENT**

### **Overview**

In the initial years of DPEP, almost all states attempted to review primary school pedagogy. While states have developed their own processes and focus areas over time, some broad trends have emerged. Firstly, the process of pedagogical renewal has been characterised by an attempt to seek wider consultations on pedagogic processes by involving teachers, professionals from universities and colleges as well as NGOs along with selected SCERT and DIET faculty. Secondly, in an attempt towards decentralised action, there has been efforts to replicate such consultation and planning processes not only at the state level but at the district level as well. The third major effort has been towards strengthening academic support to teachers by creating resource centres at the block and cluster levels.

In the above context, concrete steps have been taken in terms of development of new text books, training of teachers for the new pedagogy (which can broadly be defined as child centred, activity-based teaching learning), constitution of state resource groups and district resource groups, initiation of sub district structures i.e. block and cluster resource centres and provision of TLM and school grant to all schools in DPEP districts.

Though these are broadly the types of efforts for pedagogical improvement that have been made across DPEP states, the nature of efforts has varied widely from state to state in terms of the approach adopted, the types of structures and processes created and progress made. For example, some states have revised the existing textbooks while others have created entirely new textbooks. Still others did not give emphasis initially to textbook renewal and it features only at a large stage. Similarly, some states adopted the MLL approach to teaching while others developed their own activity-based approaches, drawing on the experiences of local NGOs and other educational programs. The teacher training design, duration, frequency and cascade has varied from state to state too. So has the staffing pattern of the BRCs and CRCs, the selection procedure of its personnel and their role definition. Below we give a very brief overview of the developments during the last few years.

### **Textbooks**

Though, as stated above, variations among states are wide, some general features of the textbook renewal process are worthy of comment. A noteworthy feature of the process of textbook renewal and material development adopted in the states was the fact that it was not merely textbooks that were renewed but the process of making textbooks itself underwent a sea change after much critical reflection. Firstly, in many states, resource groups that had developed the overall pedagogic vision became pre-dominant in the textbook renewal process also. This was a major shift from the earlier practice of constitution of expert committees of writers, which were supposed to follow the guidelines given to them. In state resource groups the participation of teachers, NGOs, DIET faculty and other resource persons increased considerably. Even where state resource groups were not the nodal agency, the agency concerned, usually the SCERT, broadened its functioning style to include many kinds of participants and partners. Secondly, the issue of field trials and feedback from schools came far more prominently on the agenda than earlier. In fact, field trials were initiated for the first time in many states. Madhya Pradesh was one state that followed an intensive process of field trials. Finally, some states, especially those who had involved teachers intensively in textbook development, e.g., Kerala and Haryana also made efforts to improve the capacities of the writers.

As a result of above processes, the nature of the new textbooks was significantly different from the old ones. Language used was much simpler and closer to the child. The books now offered space to build in the local context for classroom transaction. Attention was also paid to illustrations and font size in an effort to make them more child friendly. Some states like Kerala, M.P., U.P. and Haryana went in for integrated textbooks, e.g., using the same lesson to transact language skills as well as environmental science skills, especially for the first two classes. Teachers' guidebooks were also developed to facilitate the classroom transaction.

### Teaching learning materials

Simultaneously teaching learning materials other than textbooks began to play a crucial role in classroom transaction. The "teaching learning material grant" of Rs.500/- to each teacher every year has allowed teachers to make as well as use different kinds of materials as per need. Use of concrete materials especially for classes 1 and 2 is visible in classrooms today. National, state, district and sub-district workshops have been organised to understand the varied use of materials. Use of TLM grants has also been discussed in these workshops. For example, Haryana organised a state level workshop on TLMs, for which a state resource group was constituted of teachers, BRC-CRC coordinators and DIET functionaries. This resource group studied materials from across the country and then worked on mathematics and science area. Sets of materials and two draft books were developed. After a state level workshop in which hands on experience was offered to teachers, these books were reviewed and later printed. From the national level considerable attention has been given to help states develop school libraries.

### Training

Many states began their pedagogical renewal process with teacher training rather than textbook development. In states such as Kerala, the need to change textbooks was an outcome of a new pedagogic vision that evolved through training programmes. Consequently, the orientation of teachers too began to emphasise the use of the new textbooks that were being developed in the state. In addition, various other types of needs of teachers also started emerging, as for example, how to handle multigrade classrooms, how to prepare effective teaching learning material, how to improve the situation in remote tribal schools etc. Moreover, the presence of infrastructure and personnel at block/cluster resource centres made it possible to conduct frequent/recurrent-training programmes to meet the emerging needs of the teachers. Teacher training no longer remained a one-time activity but was now seen as an ongoing process to be followed through school visits and monthly meetings conducted by BRC-CRC coordinators. The scale of training increased manifold. States that had trained a few thousand teachers per year trained a hundred thousand or more every year.

During this period many states also began to appoint para teachers on a large scale to bring down PTRs and to provide teachers in remote, inaccessible areas. The training of para teachers posed a new and different kind of challenge than the training of regular government school teachers. Training programs designed for them had to be for longer duration and more intensive. Briefly, teacher training improved radically, in qualitative as well as quantitative terms.

## **Resource Groups**

State Resource Groups, or SRGs had been formed in most states in the early stages of the program and have played a crucial role in the pedagogical renewal activities that were initiated. Textbook development, teacher training, material development etc. no longer remained activities of just one institution. Constitution of state resource groups in all states ensured massive participation of teachers, district functionaries, NGOs and educationists. However the structure and form of SRGs varied from state to state. Some states like Kerala and Assam went in for a continuing and consistent SRG which met regularly to plan and implement various pedagogic activities. There were other states like Gujarat which would tap resource persons of their SRG as per need.

Similar resource groups were constituted at the district level (DRGs) too. The DRGs began to play an active role, especially during teacher training programmes. In some states like Assam, the DRG meets regularly every month to plan the academic activities to be implemented in the district. Significant district level initiative has been witnessed in Maharashtra and in Madhya Pradesh.

## **Resource Centres**

A challenging aspect of the program is the large scale operationalisation of grassroot academic resource centres, i.e., BRCs and CRCs. These structures are required to support the overall quality improvement process and play a central role in supporting the teachers to bring about necessary changes in the classroom process. Regular school visits by CRC coordinators have made a contribution to functioning of the schools and classroom transaction, and given teachers improved confidence that they are not isolated. Monthly meetings of teachers have provided a forum for peer interaction, and learning from each other.

Though these resource centres have been established in all DPEP districts, there are significant variations in their staffing pattern and activities. In some states steps have been taken to ensure frequent & effective school visits by CRCs and BRCs, by minimizing their administrative and information collection functions. But in some others, these centres appear to be burdened by these type of functions. However, gradually most of the states are becoming aware that the BRCs and CRCs should not be put to too many non academic tasks and are trying to bring about the requisite change. There are many example of BRCs and CRCs holding vibrant academic discussions in monthly meetings, documenting folklore for use in classrooms, establishing maths labs, developing libraries, etc. Such experiences are also being shared and disseminated by means of exposure visits by other states, documentation, newsletters, etc. The degree of community involvement in the functioning of these centres varies according to the level of their autonomy. The pedagogy unit has conducted case studies of well functioning BRCs and CRCs and disseminated synthesis report of the same widely.

As these centres are evolving, many issues pertaining to their capacity building, linkages with schools, involvement with community etc. have been thrown up. Factors like what funds they have at their disposal to function independently, what kind of standing they have with respect to the local school inspecting staff and what their capacity is to offer academic support to teachers are also of critical importance. Efforts are being made continuously to address these issues through field visits and through national and state level workshops. Now greater emphasis is being placed on BRCs and CRCs taking responsibility of schools in their area for their overall improvement.

## **Institutional Development of DIETs**

In the whole pedagogic reform process, the role to be played by the DIET, particularly support to resource centres, is determined by the state, and in DPEP has varied from state to state. For instance, in Kerala one DIET faculty member got permanently located at the BRC. In some other states such as Haryana a cell (with 5-6 members) was created in the DIET to undertake DPEP activities. There were others where each faculty member was appointed as a liaison officer for 1 BRC. DPEP has fostered these linkages and offers space to further strengthen DIETs. Attention of state governments has been drawn to this issue in several ways, an important aspect being documentation and wide dissemination of positive practices in selected DIETs. However this does remain an area of concern, and in the last few months considerable attention has been focussed on improving and strengthening DIETs.

The work in the area of institutional development of DIETs started in a small way in TSG in 1998. At that time work was initiated directly with two DIETs (in Bareilly district of UP and Mahendgarh distt of Haryana). This helped the pedagogy unit understand the ground reality of these institutions, the nitty gritty of their functioning, as well as their linkages with the state, district level bodies, BRC-CRCs & schools. The pedagogy unit subsequently got prepared case studies of selected well functioning DIETs in selected states, delineating the factors at different levels which enable a DIET to function well and be a productive institution. The findings of these case studies were disseminated widely. Subsequently DIETs were visited in almost all DPEP states, to get a wider picture of the situation of these institutes. This also helped us identify states which had taken progressive steps to strengthen their DIETs, as well as individual DIETs which were doing good work.

**States are being helped individually to reflect on their DIETs and define their role in the context of UEE. For establishing DIETs' links with the field, exercises like classroom observation, documentation and discussion are being promoted. These are proving to be quite successful with the faculty members as they not only bring them in touch with the schools and the teaching learning process but are also immensely helpful in identifying possible areas for intervention. Whatever capacity building support is needed by any state is being provided. The three new states are also being systematically helped to build a vision about their DIETs, and define the roles and functions of these institutions. Work with Chhattisgarh and Uttaranchal has already begun.**

## **Capacity Building**

Experiences of Phase I states with respect to undertaking the complex task of pedagogical renewal threw up capacity building as a major issue. It was found that wherever capacities of state resource group were built prior to undertaking renewal tasks of textbook development, teacher training, a more holistic and effective intervention was made. Similarly, capacity building of DIETs, DRGs, BRCs and CRCs for extending support to teachers emerged as a critical factor. To address this issue efforts have been initiated at the national and state level.

### ***Enhance – The Scheme to build capacities for Quality Improvement of Elementary schools***

**In an attempt to respond to the felt and emerging need for building capacities at different levels to undertake the task of pedagogical renewal, a scheme for capacity building, "Enhance" has been recently formulated. It is flexible, as it allows state agencies to make their own plans and proposals as per their local specific needs. In this**

scheme, once a proposal is received, an attempt will be made by the Pedagogy Unit of the Technical Support Group DPEP to locate a resource agency which can support the state's plans. Subsequently, activities for capacity building mutually agreed to by the state and the resource agency such as training, workshops, material development and others will be funded in this scheme. The idea is to help states to access a wide range of expertise and resources across the country.

This scheme aims to:

- build capacities of teacher educators and educational administrators to address issues in school quality
- build capacities as per state and district specific needs
- tap resources across the country, in the government as well as the non-government sector for the above purpose
- encourage innovation and excellence in capacity building
- encourage collaboration across agencies in capacity building endeavours.

### *Resource Enhancement Programme*

After intensive deliberations with resource persons, a series of three workshops interspersed with state level activities were planned over a period of one year to build capacities of state and district level resource persons. These resource persons have been drawn from SPO, SCERT, SRG, DPO, DIET, BRC etc. A detailed note on the nature of the programme was developed. The programme was shared and discussed with various educationists and then based on their feedback finer details were worked out. The pilot initiative is being undertaken for the Hindi speaking states. These include: UP, Bihar, Haryana, HP and Rajasthan. The first workshop was held in SCERT Gurgaon from 29 August – 6 September, 2000.

After the first workshop a review and feedback meeting was held. Upon discussion in the review meeting it was felt that it would be worthwhile to increase the membership of the state resource persons in this programme by organising a repeat workshop. This workshop was hosted by Rajasthan DPEP in December 2000. In addition to the Rajasthan team state level resource persons from H.P and Haryana participated in this workshop.

A meeting was then held in November 2000 to conceptualise and plan the second workshop. Readings (selected excerpts from books on education) to be used in this workshop were short listed and transcribed. The second workshop was held from 30<sup>th</sup> January to 10<sup>th</sup> February, 2001. **A repeat workshop was organised in August for those who could not attend the above mentioned workshop. Home tasks were assigned to state level resource persons at the end of each workshop. Other than these workshops an attempt is made through correspondence to have a live and continuous dialogue between resource persons and participants.** The next and final workshop is scheduled for December 2001.

Notably an attempt has been made through these national workshops to build the capacities of state level resource persons by initiating a sustained dialogue between the participants and identified resource persons (from Delhi University, NGOs like Eklavya & Digantar and institutions like Vidya Bhawan Society) for a period of more than a year through workshops, interim tasks and correspondence.

### ***School Improvement Program***

In the past two years three school improvement programs have been initiated by Pedagogy Unit, TSG - in Chamba (Himachal Pradesh); 'Vikalp' in Hardoi (Uttar Pradesh) and FLIP in South 24 Parganas (West Bengal). These programs were of different types. For instance, the program in Chamba concentrated initially on the physical and functional aspects of the school, which in due course threw up a demand for improvement in learning aspects as well; on the other hand the 'Vikalp' program in Hardoi and FLIP in Falta were started as learning improvement programs focussing more on the classroom organisation & teaching learning, and instructional planning issues. To organise the schools on these aspects, however, intervention in the physical and functional aspects also became imperative in case of both 'Vikalp' & FLIP.

Each of these programs was supported for six months to a year, after which they were taken over independently by the respective states with support from TSG from time to time. All of these programs were subsequently expanded, and new dimensions were added. FLIP became a precursor to a much larger program called SLIP (School based Learning Improvement Program) in West Bengal covering five phase I districts and 500 schools. Many of the learnings of these experimental programs were fed into the larger pedagogic improvement programs of the state, particularly in UP where material inputs from Vikalp went into textbooks being developed at that stage.

**Now a third school improvement program has been initiated in the Shankarpally mandal of Rangareddy district (Andhra Pradesh). It is being supported by MV Foundation and other local based organisations/individuals.**

**Based on the earlier experiences and the discussions in the Quality Monitoring Workshop the scope of this initiative has been enlarged. It looks at the school in a more holistic way, covering:**

- **School performance indicators such as enrolment, attendance, retention, transition etc**
- **Internal organisation of the school**
- **Classroom practices**
- **Teaching learning process**
- **Learning outcomes**
- **Setting up of class libraries & their use**
- **Monitoring and support by the mandal**
- **Home school linkages and community's role in academic aspects of the school**

**The process has begun in eight schools in the first phase and the idea is to increase coverage to the entire mandal during the current academic session. The issues raised during the course of this experiment will be taken up simultaneously with the larger DPEP program in the state.**

### ***School Libraries Programme***

This program has picked up momentum in several states. Almost all states now budget regularly for purchase of books for school libraries. Several states are undertaking measures for improved use of books in schools. Mobile book ban tours have been conducted in three

states - West Bengal, Maharashtra and Andhra Pradesh - so far. These have been done in collaboration with National Book Trust. Tamil Nadu and Uttaranchal are likely to be the next ones to take on these tours. As a result of the interest shown by DPEP states in the book van tours, some new vans have been funded by the MHRD for NBT and one has already been purchased.

**In West Bengal the link library program is growing further. The state has organized a round of cluster level book fairs in the year following the book van tour. A second round of purchase of books for the schools has been done. The state level Book Review Committee constituted for the purpose of book selection recommends appropriate books for the school libraries. The District Review Committee, makes a final selection from the recommended list of books. NBT gives a 50% discount on books for school libraries under DPEP. Maharashtra is planning for special intervention in selected blocks to build capacities of teachers for improved use of books in the teaching learning process.**

### *Documentation, dissemination and discussion*

From the national level, the pedagogy unit has continuously sought to focus on emerging issues by documenting and disseminating. Apart from the documentation of good practices in DIETs and sub district resource centres, mentioned above, reports of important workshops, such as the school libraries workshop, the national resource camp etc. have been circulated widely. Recently, eight case studies, to study the classroom processes were also taken up. These case studies were planned, coordinated and later shared and synthesised by the pedagogy unit.

### *Studies of Classroom Processes*

A synthesis 'Inside the School' of the eight case studies undertaken in 7 phase I states and Andhra Pradesh was printed and circulated to all states. The synthesis document attempts to elicit significant strands that appear in various case studies during observations of schools and draws some implications for the future. It explores the nature of activity and teacher child relationship in the classroom context created with support from materials, textbooks, classroom organisation and planning. It also looks at the nature of school facilities and infrastructure and how these impinge upon the classroom. Finally it goes on to delineate the enabling conditions for improving classroom transaction. This document has been shared with all the DPEP states.

### *Pupil Evaluation Study*

**A study of pupil evaluation is being conducted in selected DPEP states and NGOs to understand what is the status of this critical component of classroom transactions in primary schools. Both formal evaluation as well as continuous and comprehensive evaluation are being looked at. The study is exploratory in nature. The effort is more to understand:**

- **The process of terminal & annual examinations in schools**
- **The process of continuous & comprehensive evaluation used by the teacher in the classroom on a day to day basis**
- **The district-block-cluster structure that guides schools in the evaluation process**

The states selected for the study are Karnataka, Madhya Pradesh, Uttar Pradesh, Maharashtra & Haryana; and the NGOs are Digantar, Jaipur & Eklavya, Bhopal. Studies are being conducted by independent researchers as well as consultants from TSG.

Preliminary study reports have been prepared and these are to be shared and discussed in the group of researchers. Since in some of the states only one of the two processes, either formal evaluation or continuous and comprehensive evaluation could be captured so far, the studies will be finalised after another round of field visits. Subsequently they will be shared in a workshop with all DPEP states and issues / areas for further work in regard of pupil evaluation will be identified.

### *Issues in Primary Education*

“Issues in Primary Education began” in 1997 as a means for raising significant concerns in primary education. Eight issues have been printed so far. The publication of the despatch ‘Issues in Primary Education’ has been streamlined. It has a print run of 2000 each in English and Hindi.

The 9<sup>th</sup> issue has been released in October 2001.

The theme of this issue is “Exploring Science in Primary Years”. This issue highlights five important aspects of primary level science teaching (EVS). They are : EVS – what and why?, EVS – a process or information?, Problems and possibilities in EVS teaching; Role of drawing in learning science; selected good practices in EVS teaching. Besides the issue also exposes its readers to some important journals of science education and science resource centre across the country which states may like to collaborate with.

The Hindi translation of the previous issue “Reading, Learning and School Libraries” has also been published.

### **Quality Monitoring Workshop**

Since monitoring of quality in schools is a major challenge in DPEP, a 3-day workshop was organised in early August 2001 to arrive at some clarity/consensus on the need, purpose, method and the process of monitoring quality of schools. The determinants of quality were also discussed at length. There were four invited presentations from Karnataka, Kerala, Madhya Pradesh and Andhra Pradesh to share the efforts they have made in this regard, and the outcomes. Several other states like West Bengal, Himachal Pradesh, Orissa, Assam, UP, Tamil Nadu also shared their efforts formally and informally. Representatives from 17 states participated in this workshop.

The main conclusions of the workshop were as follows:

1. Quality monitoring is an essential activity if the goal is to bring about qualitative changes in schools and make these sustainable.
2. Macro inputs such as teacher training may not always directly lead to proportionate output due to a host of factors at play on the ground (such as each individual school’s situation, the teachers, the community, children background,



the local culture etc.). The micro situation also needs to be taken into consideration. In this context it is becoming increasingly clear that schools need to be seen as 'units of change', and inputs need to be planned in such a way that they are "school oriented" and not just "teacher oriented".

3. Therefore it is desirable to not have monitoring 'formats' developed at state level, but rather to have schools and clusters design their quality improvement indicators within their own context. Besides, of a large set of issues w.r.t which schools need to change, each school should be able to take up its own priority issues depending on its situation. Variations should be allowed and uniformity of action should not be insisted upon. Planning process should be flexible enough to accommodate differentiated school plans.
4. At the macro level, certain basic pre requisites for a functional school need to be recognized. These may include adequate number of teachers, classrooms etc. Steps to be taken by the state to identify schools which lack these, and take corrective action.
5. Monitoring is needed not only in respect of physical parameters but also teaching learning process and learning outcomes as well as issues related to out of school children
6. Solutions to issues that arise as a result of monitoring may lie at various levels – school, cluster / block, district and state. Thus agreement, commitment and support at all levels is required. Administration needs to be adequately sensitised and monitoring out comes need to be discussed and acted upon in various forums.

It was decided at the end of the workshop that each state may take up 50 schools for quality monitoring and improvement, to begin with. This will allow the state to develop macro as well as micro indicators with respect to school quality and also enable them to understand what makes schools change in a sustainable way. This process will be followed up in different states in the coming months.

#### **Support to new states**

The new states Chattisgarh & Uttranchal are being visited regularly and helped in setting up & orienting their State Resource Groups, in identification of their thrust areas and planning of activities over the next 1-2 years. Field visits to the districts have been made in both states. A visioning workshop for the Uttranchal SRG was supported by the TSG in October 2001. A similar workshop with DIETs is planned in Chattisgarh in November.

#### **Final Evaluation of Pedagogical Interventions in Phase I DPEP districts**

The DPEP program is coming to an end in the 42 phase I districts of 7 (now 8) states namely: Kerala, Karnataka, Tamil Nadu, Maharashtra, Haryana, Madhya Pradesh, Chattisgarh and Assam. An attempt is now being made to evaluate the varied pedagogical interventions that were made in respect of the vision, implementation and impact in the field through studies in each of the 7 (now 8 states). In this respect a base paper was developed by the Pedagogy Unit, TSG in collaboration with NCERT outlining the objectives and scope of the study. Research agencies which were capable of undertaking the study envisaged were also identified. The base paper was shared with research agencies. In a series of meetings which followed this sharing, an attempt was

made to conceptualise the research design and tools for the study. The agency identified to conduct the study in each state is as follows:

<u>States</u>	<u>Agencies</u>
Kerala	Digantar
Karnataka	Vidya Bhawan Society
Tamil Nadu	Deptt. of Linguistics + Vidya Bhawan
Maharashtra	Bodh
Haryana	CIE
Madhya Pradesh/Chattisgarh	Sambhav
Assam	RIE, Bhubaneshwar

The framework developed for this study is structured but not rigid. The design of the study has been developed in collaboration in a series of workshops organised for the above agencies. Tools have been prepared by agencies, and shared and discussed in workshops. Agencies are expected to adapt these as per the state specific context, within the agreed upon framework.

The objective of the study is to review and assess the pedagogical renewal process undertaken in DPEP over the last seven years in each state in terms of:

1. The overall pedagogical vision of the state, its perceived needs and goals.
2. The strategies adopted and the quality of intervention made to build teacher capacities and improve classroom transactions such as textbook development, teacher training, provision of TLM and school grant, academic support and monitoring etc.
3. The effect of these inputs on the skills, attitudes and functioning of the teachers.
4. The impact of these interventions in the classroom.
5. Learnings for the future

The specific areas to be focussed upon in this study include:

- a) Textbooks and teaching learning materials,
- b) Teacher-capacity building, i.e. teacher training, academic resource support and other strategies adopted.

Agenda for the future

- Quality monitoring and school improvement, which came up as a consensus in the Quality Monitoring Workshop, will now be a major area for work. It was decided in that workshop that each state may take up 50 schools for quality monitoring and improvement, to begin with. This will allow the state to develop macro as well as micro indicators with respect to school quality and also enable them to understand what makes schools change in a sustainable way. This process will be followed up in different states in the coming months.
- Final evaluation of pedagogical interventions in phase I states has been initiated. Field visits during the study period will also be made. Sharing workshops during the study period and at the end will be organised.

- **A major thrust for the future will be capacity building of persons working at the state and district level, particularly in SCERTs and DIETs. The third and final workshop of the series of the resource enhancement programme is expected to be conducted by December, 2001. A number of follow up activities in form of seminars and newsletters etc. are likely to be taken up. At the end of this workshop each state team will make an effort to identify state specific issues and action points. A number of activities are planned post Resource Enhancement Programme. These include a series of seminars to be hosted by participating states on issues like learning process, philosophy of education and so on. In addition to these seminars, based on the proceeding of the workshops 4 newsletters are planned. These would focus on Aims of Education, Learning Process, Capacity Building and Reading and Counting.**
- **Under the scheme of “Enhance” efforts will be made to encourage collaboration among states and resource agencies on jointly identified capacity building needs.**
- **Pupil evaluation will be taken up as another focus area. The findings of the study will be utilized to help states in reflecting upon their existing pupil evaluation system and evolve strategies to change to a more activity based system.**
- **The pedagogy unit will continue its regular activities to provide resource support to states. This includes:**
  - Provide support to states in identified capacity building areas.
  - Bring out “Issues in Primary Education”
  - Carry forward the HP & West Bengal projects
  - Carry forward the Book Van Tour and promote School Libraries
  - Share findings of the student evaluation study through a national workshop and extend support to states in this area.
  - Provide support to states from time to time as per need.

**TEACHER TRAINING AND SUPPORT ACTIVITIES UNDERTAKEN DURING THE LAST YEAR  
(PROGRESS SINCE LAST JRM INDICATED IN BOLD)**

Coverage/Rounds/Cascade

DPEP I

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>Phase I &amp; Phase II</i></p> <ul style="list-style-type: none"> <li>• Need-based teachers training 9-11 days in all districts.</li> <li>• 4 day in-service training provided to all the teachers (30,000) in all the nine DPEP districts.</li> <li>• Block level need-based training of teachers (residential) is underway.</li> <li>• 10537 teachers were given need based district specific training in phase I 19521 teachers have been trained for 7-9 days on 'nature and implication' and 'whole school approach' in classroom transaction.</li> <li>• 4-day mass teachers training have been organised to familiarise the teachers with the more sophisticated strategies regarding classroom transaction.</li> </ul>	<ul style="list-style-type: none"> <li>• 20,000 teachers trained in 8 days programme focussing on competencies and skills.</li> <li>• 4 days refresher training on evaluation held in Dec. 2000.</li> <li>• 2 day training on English language imparted to teachers of class I.</li> <li>• 14202 teachers have been trained for 10 days on class I and class II textbooks (Tarang II).</li> <li>• 9000 teachers have been trained for 10 days on class III, IV, V textbooks.</li> <li>• 2 days Refresher training programmes of 4 days each have been organised for teachers of classes I and II.</li> <li>• The state plans to conduct an annual 18 days long training programme to orient teachers. The programme will be bifurcated in 10 days, 4 days, 2 days, + 2 days.</li> </ul>	<ul style="list-style-type: none"> <li>• So far 11726 teachers in phase-I and 21107 teachers in phase-II have been trained.</li> <li>• A 5-day training programme for the headmasters/headmistresses has been conducted during 2000-01.</li> <li>• 34594 teachers in phase I and 54026 teachers in phase II have undergone 6 days of training.</li> <li>• 3 days training based on the 7 films developed on gender, VEC, pedagogy etc.</li> <li>• Teacher training is an ongoing process at the BRC at least thrice a month.</li> <li>• Teachers in one block each of phase I districts have undergone a 12 day training by the SRG to implement the multigrade project for classes 1 and 2, as practiced in H.D. Kote.</li> </ul>	<ul style="list-style-type: none"> <li>• 6 day Teacher Training Programme during April-May for all 30,000 teachers.</li> <li>• Monthly cluster training to 30,000 teachers.</li> <li>• Preparation of module for training to take place in a decentralised manner at district level.</li> <li>• Trained headmasters for leadership qualities.</li> <li>• Conducted study of classroom processes to identify training needs of teachers for the teacher training during 2001-2002.</li> </ul>	<ul style="list-style-type: none"> <li>• 162868 teachers given training on Integrated Learning Material (ILM).</li> <li>• In 2000-01 23246 EGS gurujis and AS teachers trained in 33 districts.</li> </ul>	<ul style="list-style-type: none"> <li>• Training of teachers of class II in teaching of English during May 2002 through convergence.</li> <li>• 4-day workshop on universalisation of Activity Based Learning conducted.</li> <li>• Follow-up of SMART-PT program initiated by MSCERT</li> <li>• 30631 teachers trained through 12-day SMART-PT training (on English) organised by MSCERT during April-June, 2000.</li> </ul>	<ul style="list-style-type: none"> <li>• Three days training to 3632 teachers in phase I and 672 teachers in phase II districts for class I new textbook.</li> <li>• Five days training to 2806 teachers in Phase I and 239 in phase II for English in Std. III, IV &amp; V.</li> <li>• One day training in micro-planning for 7363 Headmasters in phase I and 3307 teachers in phase II.</li> <li>• Five days Booster training to 2378 teachers handling Std. II in phase I.</li> <li>• One day training for handling SC/ST Special Coaching Class for 1916 teachers in Phase I and 482 teachers in phase II.</li> <li>• One day training in Activity Based Teaching for 195 teachers phase I and 802 teachers phase II.</li> <li>• Two day training on health education for 42 teachers phase I.</li> <li>• Orientation training to newly appointed 480 teachers phase I and 191 phase II.</li> <li>• Four days training to HMs on administration.</li> </ul>

Focus

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<ul style="list-style-type: none"> <li>• <b>Samal Sambhar – a teachers’ guide book has emerged to facilitate the child friendly learning practices in the classrooms. The gains of experiments conducted in DPEP – I districts have been passed into DPEP-II districts through these materials. Teachers find Samal Sambhar useful for handling multigrade and multilevel conditions in systematic way.</b></li> </ul>	<ul style="list-style-type: none"> <li>• The focus of 4 day training was on evaluation strategies.</li> <li>• Focus was on usage of textbooks for teachers of classes 1 and 2.</li> <li>• Focus was on usage of textbooks for teachers of classes III, IV &amp; V.</li> <li>• Focus was on hard spots for which videocassettes were used.</li> </ul>	<ul style="list-style-type: none"> <li>• The focus was on activity based teaching practices.</li> <li>• The training is based on the 7 films developed on gender issues, role of VEC, and pedagogical aspects. This would cover all teachers.</li> <li>• The 12-day training for teachers of one block in DPEP I districts was focused on introducing the HD Kote block type (multilevel, self-learning material based) classroom methodology.</li> </ul>	<p><i>Kingnikkootam</i></p> <ul style="list-style-type: none"> <li>• Kingnikkootam’s focus varied from district to district (ranging from EVS project to planning of My own teaching manual)</li> </ul> <p><i>Evaluation training</i></p> <ul style="list-style-type: none"> <li>• Training on revised grading indices at the time of terminal evaluation.</li> </ul> <p><i>H.M training</i></p> <ul style="list-style-type: none"> <li>• Orientation to all heads of primary schools on school management and better coordination with AEOs.</li> </ul>	<ul style="list-style-type: none"> <li>• Education of girl child, Learners Evaluation and Research &amp; Studies through teachers, DIETs and external agencies.</li> <li>• Based on Baseline Evaluation results every district developed its own training module to address local specific problems in classroom transaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Second training cum workshop at state level for 48 participants from 10 districts.</li> <li>• Third level training cum workshop at state level. Project method implemented in 10 schools on pilot basis.</li> <li>• Workshop of District training incharge, TLM incharge, MLL incharge.</li> <li>• Meetings of BRC subject experts and CRCC held twice to plan and review monthly Gat Sammelans.</li> <li>• Booklet on active school being circulated to all DPEP schools (20,000 copies).</li> <li>• BRC strengthening 4 days training cum workshop at state level held in Nov. 2000 at Latur – 45 participants from 9 districts.</li> </ul>	<ul style="list-style-type: none"> <li>• Content training in new Class I textbooks.</li> <li>• English for class III, IV &amp; V.</li> <li>• Activity based teaching.</li> <li>• Special coaching classes SC/ST.</li> <li>• Health Education</li> </ul>

## DPEP II &amp; III

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
<ul style="list-style-type: none"> <li>• During 2001-02 Training Programme on UEE has been conducted.</li> <li>• No. of Key Resource Persons Trained. DPEP-I – 30 DPEP-II – 82</li> <li>• No. of District Resource Persons Trained DPEP-I – 600 DPEP-II – 1680</li> <li>• No. of teachers Trained DPEP-I – 36364 DPEP-II – 101783</li> <li>• Workshops for development of module on UEE</li> <li>• AMOs' Review cum Planning Meeting</li> <li>• KRP Training on "Role of Teacher in achieving UEE"</li> <li>• Monitoring the District training on UEE</li> <li>• Monitoring the Teacher Training at Mandal level</li> <li>• Workshop to strengthen</li> </ul>	<p><i>Textbook training</i></p> <ul style="list-style-type: none"> <li>• 1880 newly recruited Vidya Sahayaks trained for 4 days.</li> <li>• 1116 teachers have received 5 day training on new textbooks for class 1. 6556 teachers had already been covered before.</li> <li>• 13661 teachers trained for days on TLM preparation and use</li> <li>• 5600 teachers have received 5-day training on new textbooks for class II.</li> </ul> <p><i>Multigrade training</i></p> <ul style="list-style-type: none"> <li>• 120 teachers from 50 multigrade pilot project schools trained through 6 days training programme.</li> </ul> <p><i>Others</i></p> <ul style="list-style-type: none"> <li>• 8 day residential</li> </ul>	<ul style="list-style-type: none"> <li>• Training on multigrade issues initiated.</li> <li>• Vidya upasaks (para teachers) trained through 21 days on training module.</li> <li>• District specific training conducted on hard spots identified in different content areas, science kits, SIM for maths.</li> <li>• 37 RPs and 1643 teachers trained on school readiness and use of library books.</li> <li>• About 7500 teachers have undergone atleast 15 days of training.</li> <li>• Volunteer teachers (now regularised) were given a condensed course of 90 days.</li> <li>• Training of Teachers of 20 blocks (out of 33 in DPEP districts) on the maths class-I supplementary book is over.</li> <li>• There are plans to train DIET faculty as resource persons in October to March period.</li> </ul>	<ul style="list-style-type: none"> <li>• The fourth round of teacher training 2001 focussed on transaction of activity based textbooks with support from teachers handbooks. These are meant for mono and multigrade situations touching upon learners' evaluation and support system for schools. 24,530 out of 31,893 teachers in position have already been trained.</li> <li>• Grievances (Long pending cases) of more than 500 teachers solved on-site through district level meetings through a high level committee.</li> <li>• Workshop organised on Educational Management focussing on method of classroom transaction, learners' evaluation, school</li> </ul>	<ul style="list-style-type: none"> <li>• In the first round of motivational training 51236 teachers are trained in 18 districts.</li> <li>• In second round residential trainings at block level teachers have been trained along with BRC, NPRC coordinators for better follow up training.</li> <li>• The third round training of same pattern has covered 51372 out of 57859 teachers so far. Cascade model followed for training: SRG to MTs to TOTs who conducted training at BRC.</li> <li>• In DPEP III the first round of teacher training (non-residential in nature) 80482 out of 110164 teachers have been trained.</li> </ul>	<ul style="list-style-type: none"> <li>• KRP training on Module – I in phase II districts.</li> <li>• Training of teachers on Module I for phase II districts</li> <li>• Teachers training on 2<sup>nd</sup> Module (6 days) for phase I districts</li> <li>• 38102 teachers trained until now. Remaining to be trained within March.</li> </ul>	<ul style="list-style-type: none"> <li>• 358811 teachers have been trained through the second round of 10 days training programme (Ujala II)</li> <li>• Till date 61274 teachers have been trained through the first round of 10-day training programme (Ujala I).</li> </ul>	<ul style="list-style-type: none"> <li>• 9 days induction training given to 26236 teachers.</li> <li>• Training need assessment study for primary school teachers completed.</li> <li>• Workshop organised to assess/finalise the training needs for DPC, BRCCF, RPs at BRC and CRCCF.</li> <li>• Training modules for BRCCF, RPs, CRCCFs and SMC developed and tried out in a 9 days workshop at state level.</li> <li>• 2 rounds of ten days orientation of CRCCF has been organised at district level to train 1041CRCCFs.</li> </ul>

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
<p><b>multigrade and multilevel teaching strategies. Follow up in selected schools of a mandal.</b></p> <ul style="list-style-type: none"> <li>• <b>Review meeting on UEE Training</b></li> <li>• <b>Analysis of UEE formats</b></li> <li>• <b>Review-cum-planning meeting on module developed for newly recruited teachers</b></li> <li>• <b>W/S to develop training package for newly recruited teachers for May 2001.</b></li> </ul>	<p>training for English teachers of class V held under which 4786 teachers from all three districts were trained.</p>		<p><b>visit programme, onsite academic support, cluster and block level sharing meetings and community participation</b></p> <ul style="list-style-type: none"> <li>• <b>Almost all categories of primary school teachers, S.I. of schools, CRC coordinators, BRC coordinators, headmasters have been exposed to the three rounds of teacher training programme.</b></li> </ul> <p>1<sup>st</sup> round: 23,602 trs.  2<sup>nd</sup> round: 28,243 trs.  3<sup>rd</sup> round: 29,530 trs.  4<sup>th</sup> round : 24,530 (till August end)</p>				

Focus

DPEP II & III

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR
<ul style="list-style-type: none"> <li>• The components of module on UEE are:               <ul style="list-style-type: none"> <li>• Achieving UEE</li> <li>• Approaches to Telugu,</li> <li>• Maths, EVS</li> <li>• All round development of the child</li> <li>• Songs of Primary level</li> </ul> </li> <li>• The components of module newly recruited teachers are:               <ul style="list-style-type: none"> <li>• Teacher and the community</li> <li>• Habitation education plan</li> <li>• Innate abilities of children</li> <li>• Natural Learning Experience</li> <li>• Multigrade teaching</li> <li>• Approaches to teaching Telugu, Maths, EVS</li> </ul> </li> <li>• Pedagogy and school improvement</li> </ul>	<p><i>Textbook Training</i></p> <ul style="list-style-type: none"> <li>• The training focuses on the transaction of the newly developed competency based textbooks for class I and class II.</li> </ul> <p><i>Orientation training for Vidya Sahayaks</i></p> <ul style="list-style-type: none"> <li>• Preparation and use of TLM for classroom transaction.</li> </ul> <p><i>Multigrade Training</i></p> <ul style="list-style-type: none"> <li>• Focuses on methods and techniques related to Multigrade Teaching.</li> </ul> <p><i>Others</i></p> <ul style="list-style-type: none"> <li>• Acquiring proficiency in English language.</li> </ul>	<p><i>Vidya sahayak training</i></p> <ul style="list-style-type: none"> <li>• The 21 days training addresses context, multigrade classroom demonstration.</li> <li>• Training on school readiness</li> <li>• Focus was on school readiness, activity based teaching and use of TLM.</li> </ul>		<ul style="list-style-type: none"> <li>• The second round of training focuses on 'pedagogy'. The training module 'Sabal' is development and used.</li> <li>• The third round of training in DPEP-II focussed on effective use of new textbooks in proving content knowledge of teachers and subject teaching, transactional methodologies, handling multigrade and multilevel classrooms, use of content specific TLM. Training module Sandhan has been used.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning process and psychology of learning.</li> <li>• The universal grammar already in children</li> <li>• What is meant by science. what is Mathematics and its learning process.</li> <li>• Ensure understanding and growing skill through repeated and improved application of knowledge.</li> <li>• New pedagogy of child centered, activity based and joyful teaching learning process.</li> <li>• Understanding the immense potential children.</li> <li>• Place of error in the process of learning.</li> <li>• How Language is learnt by children.</li> <li>• The power of observation and experiencing activities.</li> </ul>	<ul style="list-style-type: none"> <li>• In the second round special focus was on classes 3-5.</li> <li>• The focus is on the following- motivational aspects, attitudinal change, school management, MLL, Lang, Maths and EVS teaching, Multigrade Teaching, preparation of TLM and teaching of values.</li> </ul>



## CURRICULUM, TEXTBOOKS AND TLM

Classes covered/Nature of material & Process

### DPEP I

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<ul style="list-style-type: none"> <li>• Resource materials to supplement class I integrated textbooks distributed to all schools.</li> <li>• Learning books for multigrade schools are being developed.</li> <li>• Workbooks for classes III &amp; IV in Bodo and Bengali language for all subjects are ready for printing.</li> <li>• Learning book 'Sikan Pathi' for MGT schools for all primary classes and all subjects (part I) ready for printing. The second part of class II is also ready for printing.</li> <li>• Resource material for activity based teaching for all subjects in class III&amp;IV has been developed (in two parts) to supplement the existing textbooks.</li> </ul> <p><i>Emerging issues</i></p> <p>The teacher training and textbook development processes have not been in tandem.</p>	<ul style="list-style-type: none"> <li>• Teachers handbook class II for English developed.</li> <li>• Process for developing class III English textbook initiated.</li> <li>• Class V book introduced in DPEP districts.</li> <li>• English textbooks for classes I + II introduced in all schools of DPEP districts.</li> <li>• Class IV textbooks introduced in all the schools.</li> <li>• A newly developed class III integrated textbook introduced schools of DPEP.</li> <li>• Teacher's handbook for class IV has been published.</li> <li>• Three day's teleconferencing on use of textbooks was organised in collaboration with IGNOU and ISRO.</li> <li>• Teleconferencing also organised on English language teaching.</li> <li>• As a follow up of the state level TLM workshop two books "Nanhe Kadam Vigyan</li> </ul>	<ul style="list-style-type: none"> <li>• Draft books developed for class V and are being trialled in a block in Mandya district.</li> <li>• Activity based textbooks cum workbooks and teachers guides introduced for class I-IV in Kannada, Urdu and Marathi.</li> <li>• New books introduced for classes I &amp; II in Tamil &amp; Telugu.</li> <li>• Kali Nali bi-monthly teachers magazine and a monthly wall paper for children is being published by the SPO. Districts have initiated processes to develop similar materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Developed printed and distributed to all schools pedagogically designed Visitors Book for schools called 'School/Saw'.</li> <li>• Developed, printed and distributed Headmasters Planners to all headmasters.</li> <li>• Developed 'Ente Kuttikal' a track report for recording continuous and comprehensive evaluation for std I-IV.</li> <li>• Developed a resource book for Pedagogic park.</li> <li>• Class specific parents handbook developed and distributed to all parents.</li> <li>• District level book exhibitions organised with support from NBT. Headmasters selected and purchased books from the 2000/- library grant.</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks for classes I to V on Integrated Learning Material (ILM) developed and implemented in 2001-02.</li> <li>• All textbooks translated into Urdu, English &amp; Marathi.</li> <li>• Books on English for classes I to VI developed for session 2002-2003.</li> <li>• Booklet on Quality Education, Evaluation process and monthly division of curriculum developed.</li> <li>• All 8 series of textbooks of AS approach revised for 2000-01.</li> <li>• Supplementary material for tribal students of Jhabna prepared.</li> <li>• Action initiated for developing SLM for better classroom transaction.</li> </ul>	<ul style="list-style-type: none"> <li>• 'SARAS 2000' is the programme undertaken by TBB to improve the textbooks and make them more effective, attractive, life and activity oriented. Revised editions for class 1,2,3 textbooks have been published. Feedback being collected on class 4 &amp; 5 textbooks.</li> <li>• The textbooks for std. II and III being revised on the basis of feedback in the previous year.</li> <li>• Teachers handbook on SLM in Language and Maths for Std. I developed by SCERT, Pune distributed to all DPEP districts.</li> <li>• Work for Std. II SLM is completed by SCERT, Pune.</li> <li>• First edition of textbooks for std IV and V has been published. Feedback being collected.</li> <li>• Curriculum for English has been developed.</li> </ul> <p>Compendium of Self-Learning Activities for lang and maths for class II has been developed and tried out by MSCERT. The process of printing has been initiated.</p>	<ul style="list-style-type: none"> <li>• Revised textbooks for std II &amp; III introduced during 2001-2002</li> <li>• Minority language textbooks in Telugu, Urdu, Malyalam &amp; Kannada prepared for stds. II, III, IV, V.</li> <li>• Audio video cassettes prepared by DPEP on classroom teaching and teaching learning materials have been distributed to all the schools and BRCs.</li> </ul>

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p>There is too much focus on developing resource materials and workbooks. Need and efficacy for such material needs to be tested.</p>	<p>Ki Aur” “Pitara Kholen Ank Bolen” respectively on science and maths circulated to all the teachers.</p> <ul style="list-style-type: none"> <li>• Textbooks have been translated in Urdu and have been introduced in madrasas.</li> </ul> <p><i>Emerging issues</i></p> <p>Though new integrated textbooks with a holistic approach have been introduced more efforts are needed to sustain it in the field.</p>		<ul style="list-style-type: none"> <li>• The project districts have developed some reading materials for Arabic children to be used in Reading corners.</li> <li>• Developed 3 monographs on pedagogical interventions of DPEP, based on the new primary pedagogy.</li> <li>• DPEP developed teacher’s handbooks and self-learning materials for students as part of SLAP. The material has been introduced on trial, in two schools of gram panchayat and schools of municipality.</li> <li>• Developed school visit diary.</li> </ul> <p><i>Library</i></p> <ul style="list-style-type: none"> <li>• Conducted an exhibition of child-friendly books in all districts for utilising library grant.</li> <li>• TLM guidelines have been given to all.</li> </ul>			

## DPEP II &amp; III

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
<ul style="list-style-type: none"> <li>• Workshop to develop class III Mathematics textbook</li> <li>• Workshop of Editorial Board and authors</li> <li>• Workshop to refine the draft material developed for class III Maths</li> <li>• DTP copy of class III Maths is ready</li> <li>• Induction workshop to revise Urdu textbooks <ul style="list-style-type: none"> <li>Class-I and II Maths</li> <li>Class III, IV and V Urdu Readers</li> </ul> </li> <li>• 3 workshops conducted to develop edit, finalise Urdu textbooks for I to V</li> <li>• DTP copy of class II Mathematics (Urdu medium) ready</li> <li>• Revision of</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks for class 3 introduced in all schools of DPEP districts.</li> <li>• New textbooks for class II introduced in ail schools of State.</li> <li>• English work books 1, 2 introduced in all schools of DPEP districts.</li> <li>• The new class I textbooks have been introduced State wide.</li> <li>• Awareness materials on MGT developed for the pilot project. Production of audio/video underway.</li> <li>• Teleconferencing on TLM held for over 1500 teachers, BRCs, CRCs. A similar exercise undertaken on use of lash cards and English workbooks of class V.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum for classes I, II &amp; III has been developed.</li> <li>• Training on new class II textbooks for trialling underway.</li> <li>• Math class III textbooks have been developed. Other class III textbooks at different stages of development.</li> <li>• Class I textbook was trialled in 500 school and based on feedback it is being modified.</li> <li>• Curriculum for classes IV –V in final stages.</li> <li>• Trialling of new maths workbook containing supplementary (class I) material is over.</li> <li>• State level workshop on TLM held.</li> <li>• Supplementary reading material based on folk tales developed in Chamba.</li> <li>• Teachers guide book for class I, II, III developed by Chamba and shared</li> </ul>	<ul style="list-style-type: none"> <li>• Six new textbooks for class I, II &amp; III have been developed. These books are activity based, profusely illustrated. These textbooks are also designed to function as workbooks for children.</li> <li>• Six teachers' handbooks (one for each textbook) have been developed to help the teachers in classroom transaction of the texts in activity methods.</li> <li>• As a reinforcement of the training inputs, a user-friendly handbook on learners' evaluation 'MULYAYANA' has been developed for teachers with elaborate examples for effective evaluation in classroom situation.</li> <li>• Six posters based</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum for primary classes (I-V) has been revised, printed and distributed to all primary schools, CRCs, BRCs and DIETs.</li> <li>• Teacher guides based on these new textbooks were developed, printed &amp; distributed, one set each to all primary schools, BRCs &amp; DIETs for use of teachers.</li> <li>• Textbooks in English for class III-V are being developed by English Language Teaching Institute (ELTI), Allahabad of SCERT in the bilingual approach of teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Class I &amp; II textbooks on language and mathematics revised and distributed to each student of class I</li> <li>• Draft test books of class III &amp; IV are being reviewed.</li> <li>• Class I textbooks on Language and Mathematics introduced in 2000-2001.</li> </ul>	<ul style="list-style-type: none"> <li>• 27 titles of textbooks developed and approved by GOB, have been introduced in the entire state (Class I &amp; II language books in Hindi, Urdu &amp; Bangla, class I, II, III, IV &amp; V, Maths in Hindi, Urdu &amp; Bangla, EVS Social Science class III and EVS Science class III in Hindi, Urdu &amp; Bangla)</li> <li>• Manuscripts developed and sent for print, language class IV &amp; V in Hindi, Urdu &amp; Bangla, EVS Social Science &amp; Natural Science Class IV &amp; V in Hindi, Urdu &amp; Bangla.</li> <li>• Manuscripts have been developed of the following and are under print;</li> <li>• Revision of curriculum is in progress. After the revision, it would be submitted to the Govt. for adoption.</li> <li>• Three textbooks developed and printed and are under trial. These are :</li> </ul>	<ul style="list-style-type: none"> <li>• GOR has decided to follow curriculum developed by SIERT for classes I-V.</li> <li>• New textbooks for classes I &amp; II introduced in July 2001.</li> <li>• Orientation of textbook writers reviewers and artists in April 2001.</li> <li>• Teacher guides being developed. One ready and under print.</li> <li>• Teacher guide (Prabhat), teacher support material (Sankalan) developed and circulated among all teachers.</li> </ul>

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
<p>class III, IV &amp; V Urdu readers complete and under editing</p> <ul style="list-style-type: none"> <li>• Two-day w/s to initiate class III maths book.</li> <li>• 7-day w/s to develop class III maths book.</li> <li>• An academic calendar being developed.</li> </ul>		<p>with other districts.</p> <ul style="list-style-type: none"> <li>• Textbook banks and school libraries established in Kullu, Sirmour and Chamba.</li> </ul> <p><i>Emerging issues:</i></p> <ul style="list-style-type: none"> <li>• Close linkage needs to be established between the process of teacher training programs (activity based classroom practices) and the writing of textbooks.</li> </ul>	<p>on six different themes have been printed and supplied to all schools.</p> <ul style="list-style-type: none"> <li>• <b>Supplementary reading materials for children and teacher in kind of 223 books have been developed &amp; circulated.</b></li> <li>• <b>The periodical newsletter is being regularly printed &amp; it helps in continuous resource enrichment of different centres.</b></li> </ul>	<p><b>English language.</b></p> <ul style="list-style-type: none"> <li>• Textbooks for classes 1-5 have been revised and introduced in primary schools across state.</li> <li>• 'Indradhanush' (supplementary reading material) developed in UP BEP distributed to 2 DPEP II &amp; III districts school distribution going on.</li> <li>• TLMs workshops have been held at cluster block and district level in all project districts.</li> </ul>		<p>Hindi III, Urdu-III &amp; Bangla-III.</p> <ul style="list-style-type: none"> <li>• A teacher guide TLM by the name of "Sikhana Asan Hai" – developed, printed &amp; distributed to every teacher in the project districts for use.</li> </ul>	

**STATE RESOURCE GROUP AND DISTRICT RESOURCE GROUP**

**DPEP I**

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<ul style="list-style-type: none"> <li>• <b>Two state level resource groups formed for textbook development and teacher training at SCERT. District and block level resource groups have been formed.</b></li> <li>• <b>State Resource Group re-structured by State Academic Resource Centre.</b></li> <li>• <b>Block level Resource Group and Cluster Level Resource Group have been formed in nine DPEP districts to provide support to the teachers in preparation of TLM, making field visits and guiding the teachers.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>A state resource group was constituted for textbook development, includes teachers selected through a test, block and district personnel and NGO representatives.</b></li> <li>• <b>State resource group was constituted to facilitate the state level TLM workshop. There are plans to constitute district teams for the follow-up activities of this workshop.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>SRG has been constituted.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Conducted SRG training in story telling.</b></li> <li>• <b>DRG has been reconstituted by including all faculty members of DIETs. The same meets in DIETs under the chairmanship of Principal of DIET and regularly undertakes the academic monitoring and planning.</b></li> <li>• <b>Conducted orientation for SRGs of SLAP for conducting teacher training.</b></li> <li>• <b>New state resource group consisting of 79 members has been constituted with representation from all 14 district.</b></li> <li>• <b>At the district level DIET faculty is a permanent feature of DRG. Other teachers, BRC coordinators are identified and come as members as per need.</b></li> <li>• <b>School resource groups have been constituted. They meet regularly. The School Resource Group convenors have been trained.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>SRG have 55 members, DRG 328 while Master Trainers in the districts to give academic support at the block level are 7904.</b></li> <li>• <b>SRG, DRGs and MTs have been oriented from time to time for giving academic support at the district, block and cluster level.</b></li> <li>• <b>State Academic Coordinator in place.</b></li> <li>• <b>SRG and DRGs have been formed in all districts under 'Quality Watch'</b></li> <li>• <b>SRG &amp; DRGs responsible for textbooks &amp; SLM.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The textbook bureau has state resource groups called "Vidya Samiti" and "Vishay Samitee". These committees are involved in textbook development and quality control through feedback on basis of which textbook are revised.</b></li> <li>• <b>Need based SRG constituted on MGT, IED etc.</b></li> <li>• <b>DRGs have been constituted.</b></li> <li>• <b>Resource groups at state and district level are involved in policy formulation, material development and monitoring.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>An SRG consisting of teachers, DIET faculty, members from DTER and SPO and BRC and CRC faculty had been formed for textbook development</b></li> <li>• <b>At the state level there is a resource group for multigrade teaching and district level resource groups have been formed for the same.</b></li> </ul>

DPEP II & III

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
<ul style="list-style-type: none"> <li>• Resource Groups formed in place of academic groups.</li> <li>• SRG comprises SPO/SCERT/ SIET/IASE/CTE/experts from other institutes 35 members.</li> <li>• DRG has 50 members.</li> <li>• MRG has 8 members.</li> <li>• All resource group will provide training in all areas – TT, SC, ECE, VV etc.</li> <li>• A training of DRG &amp; MRG conducted at district level.</li> <li>• Activity bank prepared by SRG circulated upto MRP level.</li> <li>• Academic support schedule developed at state level implemented in 19 districts. This schedule serves as on observation tool for MRPs in monitoring classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• The SRG constituted for textbook renewal process consists of NGO representatives, DIET lecturers, BRCs/CRCs, teachers, members from GCERT and SPO, textbook board and Mahila Samakhya.</li> <li>• District Resource Groups have been constituted for multigrade teaching and for providing academic support.</li> <li>• Constitution of BRG and CRG is underway.</li> </ul>	<ul style="list-style-type: none"> <li>• DRGs have been established.</li> <li>• Capacity building of CRG initiated.</li> <li>• An SRG for pedagogy exists but it is being redefined. It is proposed to include DIET and SCERT faculty members, representatives from NGOs, persons from outside the state.</li> <li>• A cluster resource group has been constituted of identified primary school teachers having expertise in language, maths or EVS.</li> </ul>	<ul style="list-style-type: none"> <li>• A team of resourceful members drawn from DIETs, Primary Schools and Resource Coordinators have been identified at the State level as Core Trainer Team(CTT).</li> <li>• District Resource Groups drawn from DIETs &amp; teachers from primary schools (10 to 15 members in each district) have been formed to conduct training, monitoring and sharing activities.</li> <li>• Block Resource Groups (8 to 10 members) with resourceful teachers in each of the 87 blocks have been functioning in the areas of teacher training, monitoring, providing onsite support .</li> <li>• A special intensive monitoring programme 'AHWAN' conducted in two phases during 2000-2001.</li> </ul>	<ul style="list-style-type: none"> <li>• SRG has developed IIIrd round of teacher training &amp; trained MTs.</li> <li>• Zonal workshops for capacity building were organised for district teams who in turn, oriented the block level functionaries towards academic support and supervision system.</li> <li>• Parameters for grading of schools on the basis of their performance were developed trialled and after refining them, the system has been institutionalized. System of linking training inputs with assessment of school performance &amp; thus bringing in.</li> <li>• Academic Resource Groups of DIETs have been strengthened.</li> </ul>	<ul style="list-style-type: none"> <li>• State working group on pedagogy in position</li> <li>• SWG visiting districts to support DRGs and CLRCs.</li> <li>• DRG on Pedagogy developed in each District</li> <li>• DRG meeting held regularly, undertaking follow-up of programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Pedagogical Improvement unit at SPO is working in close association with SCERT.</li> <li>• Depending upon the need, University is also tapped. There are plans to appoint 4 people in the unit.</li> <li>• The DRG are functional. The members participate in the regional level workshops. These include secondary school teachers, representatives from NGOs, colleges etc.</li> <li>• Block and cluster resource groups have been formed.</li> </ul>	<ul style="list-style-type: none"> <li>• State Resource Group formed for all programs.</li> <li>• Orientation meeting of SRG organised.</li> <li>• DRG constituted in districts.</li> <li>• Quarterly meetings being held.</li> </ul>

**BLOCK RESOURCE CENTRE/CLUSTER RESOURCE CENTRE**

*Status and Staffing*

**DPEP I**

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• 27 BRC coordinators and 414 CRC coordinators are in position.</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• 29 BRC coordinators and 562 CRC coordinators are in position. 23 CRC positions vacant.</li> </ul>	<p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• 28 BRC Co-ordinators and 235 CRC Co-ordinators are in position. 31 CRC positions vacant.</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• 20 BRC( BEOs) &amp; 221 CRC Co-ordinators are in position.</li> </ul> <p>5 BRC position vacant &amp; 56 CRC position vacant.</p> <p><i>Emerging issue</i></p> <p>No separate full time person has been appointed as a BRC coordinator in Phase II due to which it becomes difficult to initiate academic activities in the block.</p>	<p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• 32 BRC coordinators in position.</li> <li>• Out of 200 BRC faculty, 103 are in position in DPEP – I.</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• 56 BRC coordinators in position.</li> <li>• Out of 360 BRC faculty, 239 are in position in case of DPEP-II.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientated Educational Officers and BRCs &amp; DPCs in new pedagogy and monitor classroom/school activities.</li> <li>• Distributed a trainer's bag to all trainers of the BRCs.</li> </ul> <p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• Out of 476 planned, 439 BRC staff in position.</li> <li>• 368 CRC secretaries are in position.</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• Out of 492 planned 442 BRC staff in position.</li> <li>• 322 CRC secretaries are in position.</li> </ul>	<p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• Against 120 posts of BRC coordinators 114 are filled.</li> <li>• Against 120 posts of BRC accountants, 97 are filled.</li> <li>• All 2109 CRC coordinators are in position.</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• Against 116 BRC coordinator positions, 114 are filled.</li> <li>• Against 116 posts of BRC Accountants 108 are filled.</li> <li>• All 2216 CRC coordinators are in position.</li> </ul>	<ul style="list-style-type: none"> <li>• All BRCs are functional with coordinators in position in all districts.</li> <li>• Appointment of BRCs subject experts in Phase II districts completed.</li> <li>• The role of BRC coordinators has been defined.</li> <li>• All 639 CRCs with coordinators are functional and monthly meetings held regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• 48 BRC coordinators and 180 teacher educators are in position 702 CRCs coordinators and assistant coordinators have been nominated. There are 60 vacancies in the BRCs in phase I.</li> <li>• 29 BRC coordinators and 92 teachers educators are in position. 321 CRC coordinators and assistance coordinator have been nominated. There are 15 vacancies in BRCs.</li> <li>• 72 BRCs set up in phase I. Out of 288 post sanctioned 228 posts have been filled.</li> <li>• 34 BRCs set up in phase II. Out of 136 posts sanctioned 121 posts have been filled.</li> </ul>

*Selection Procedure and Capacity Building*

**DPEP I**

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>Selection Procedure</i></p> <ul style="list-style-type: none"> <li>Recruitment was done from among the primary school teachers through open selection process including tests and workshops</li> </ul> <p><i>Capacity building</i></p> <ul style="list-style-type: none"> <li>Phase II BRC Co-ordinators have been given orientation training of 6 days at state level. CRC Co-ordinators were given 5 day orientation at state level and 5 day at district level</li> <li>All CRC coordinators and Headmasters of the identified model school underwent a five day training at the district level on the concept &amp; nature of activities that can be initiated in a model school.</li> </ul>	<p><i>Selection Procedure</i></p> <ul style="list-style-type: none"> <li>Mostly, secondary school teachers have been appointed as BRC Co-ordinators in phase-I districts. In phase II, BEOs are working as BRC Co-ordinators.</li> <li>Selection of CRC Co-ordinators in phase-II was done through an open test cum workshop</li> </ul> <p><i>Capacity building</i></p> <ul style="list-style-type: none"> <li>All the CRCs of phase-I &amp; II recently underwent a 5 days training programme. The focus of the training programme was on the roles and functions of CRCs besides also orienting them on the new textbooks of classes I and II.</li> <li>The state plans to hold quarterly training programmes for the CRC coordinators on different pedagogical issues depending upon the emerging need.</li> </ul>	<p><i>Selection Procedure</i></p> <ul style="list-style-type: none"> <li>A two-day workshop for sharing experiences of BRC coordinators and DIET faculty in respect of DPEP phase-1 and phase-2 districts separately was conducted in the month of March 2001.</li> <li>Material on 'Multigrade Teaching' has been developed for SATCOM, which is scheduled for April 2001.</li> </ul> <p><i>Capacity Building</i></p> <ul style="list-style-type: none"> <li>'CHAITHANY A' - a new package developed for training of teachers, which is being used in BRCs, with funding from the Department of Public Instruction.</li> </ul>	<p><i>Selection Procedure</i></p> <ul style="list-style-type: none"> <li>High school head masters as coordinators &amp; high school teachers as resource persons were appointed at the BRC.</li> </ul> <p><i>Capacity building</i></p> <ul style="list-style-type: none"> <li>Meeting held between state project office and trainers at BRC.</li> <li>Conducted orientation of Educational Officers &amp; BRC coordinators in two project districts.</li> <li>Each BRC is conceptualising its own pedagogic park. Rs. 50,000/- have been sanctioned to each BRC for this purpose.</li> <li>Nature of school visits by trainers has changed. Instead of an one-day visit the trainer will provide continuous support for 3-4 days to identify needy schools.</li> <li>10 days school placement programme "Kalari" for all trainers in identified needy schools organised.</li> </ul> <p>BRC co-ordinators have been oriented to their role by the state level resource group. The BRC faculty has also been oriented in preparation of TLM in a series of workshops organised by SPO.</p>	<p><i>Selection Procedure</i></p> <p>BRC coordinators selected from the education tribal department and also on contract basis. CRC coordinators are being identified as per approval of DIETs, from primary school teachers only.</p> <p><i>Capacity building</i></p> <ul style="list-style-type: none"> <li>A 3 days "Jagrook Jan Shikshak" training held.</li> <li>A 20 day training on ILM given to Jan Shikshaks of all DPEP phase I and II districts.</li> <li>One day Quality Watch-II training on methodology of monitoring Evaluation &amp; Research (MER) given to DPCs, BRCCs &amp; Jan Shikshaks.</li> </ul>	<p><i>Selection Procedure</i></p> <p>Coordinators and resource persons are recruited on seniority basis from graduate teachers.</p> <p><i>Capacity building</i></p> <p>BRC personnel has been trained on their job charts. Comprehensive capacity building strategy for BRCs &amp; CRCs has been chalked out to strengthen their networking with schools.</p>	<p><i>Selection Procedure</i></p> <ul style="list-style-type: none"> <li>B.T. Assistants have been appointed as BRC coordinators on the basis of District education officers recommendation.</li> <li>Primary school have been appointed as Teacher Educators on the basis of the Assistant Educational Officer's recommendation.</li> <li>Senior most Headmaster of primary schools in that cluster have been nominated as CRC co-ordinators.</li> </ul> <p><i>Capacity building</i></p> <ul style="list-style-type: none"> <li>Training to BRC supervisors and AEEOs in 7 DPEP phase I/phase II districts.</li> <li>One day training for all the CRC coordinators in phase I and II districts.</li> <li>One day training in Activity Based Teaching for 1028 resource teachers in phase I and II.</li> <li>One day training for 1506 CRC coordinators in phase I &amp; II.</li> </ul> <p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>One day training for all the CRC coordinators in phase I and II districts.</li> <li>Training to BRC supervisors and 7 AEEOs in phase I/phase II districts.</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>28 BRC coordinators and 92 teachers' educators are in position.</li> <li>321 CRC coordinators and assistance coordinators have been nominated.</li> <li>There are 16 vacancies in BRCs.</li> </ul>



Status and Staffing

DPEP II

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
<ul style="list-style-type: none"> <li>• Out of 508 posts of MRPs in 5 phase I districts 448 have been filled. In 14 phase – II districts, out of 1468 posts, 1441 have been filled.</li> <li>• 1164 Teacher Centres in Phase-I and 3752 in Phase-II districts functional</li> <li>• 199 Mandal Education Officers (MEO) trained in phase I districts.</li> <li>• 503 MEOs trained in phase II districts.</li> </ul>	<ul style="list-style-type: none"> <li>• Selection of coordinator for the new districts over.</li> <li>• 23 BRCs and 482 full-time CRCs are in position in all the DPEP districts.</li> <li>• 23 Additional BRCs (ABRCs) are in position (in all districts)</li> <li>• 32 CRCs are not working full-time in Banaskantha district; additional charge has been given to the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• 32 BRC coordinators and 230 CRC coordinators are in position.</li> <li>• 1 BRC &amp; 169 CRC positions still vacant.</li> </ul>	<ul style="list-style-type: none"> <li>• 890 CRC coordinators are in position.</li> <li>• 87 BRC coordinators are in position</li> </ul> <p>242 positions are still vacant.</p>	<ul style="list-style-type: none"> <li>• 253 BRCs and 248 ABRCs position in DPEP-II.</li> <li>• 2508 NPRCs are in position in DPEP-II.</li> <li>• In DPEP-III districts 357 BRC coordinator 754 Asstt. Coordinators and 3447 NPRC coordinators have been selected. 'Sarnathan' – training module has been utilized to train all BRC-NPRC coordinators at DIET level.</li> </ul>	<ul style="list-style-type: none"> <li>• There will be CLRCs, one for a cluster of 60-80 schools. A total of 196 CLRCs are to be set up.</li> <li>• 3 primary teachers have been appointed for each CLRC as Resource Teachers (RTs). Total requirement for teachers is 588. All RTs are in position.</li> <li>• SI of schools of the concerned circle are the Circle Project Coordinators (CPC).</li> </ul>	<ul style="list-style-type: none"> <li>• 466 Block Resource persons are in position. (3 at each centre) The BEO is the BRC Co-ordinator.</li> <li>• 1896 CRCs(not full time) in position.</li> </ul>	<ul style="list-style-type: none"> <li>• 84 BRCs and 1041 CRCs are in position.</li> <li>• Orders for 84 BRCs have been issued.</li> </ul>

Selection Procedure

DPEP II

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR
<ul style="list-style-type: none"> <li>• <b>Training module developed for MEOs for the first time.</b></li> <li>• Experienced Primary/ Secondary teachers are recruited through a test followed by an interview at district level.</li> </ul> <p><i>Orientation</i></p> <ul style="list-style-type: none"> <li>• All the MRPs are thoroughly oriented at district level in the areas of pedagogy, community mobilisation, alternative schools, child labour components etc.</li> <li>• These MRPs have been conducting training programmes for teachers, ECE, AS instructors and community mobilisation structures in addition to providing academic support to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• For ABRC, candidates were selected in response to an open advertisement; a merit list was prepared for each district, and personal interviews were held.</li> </ul> <p><i>Orientation:</i></p> <ul style="list-style-type: none"> <li>• <b>Achievement test conducted for 90 CRCs based on which future interventions were planned.</b></li> <li>• 3 day state level media and documentation workshop to develop the communication skills of BRCs, Addl. BRCs and CRCs.</li> <li>• 1 day state level MIS workshop on DISE form filing for BRCs, Addl. BRCs and CRCs.</li> <li>• For ABRCs, there was a 3-4 day orientation training at the SPO</li> <li>• For BRCs and CRCs, each district had conducted a 3-day workshop where a review of their work was undertaken; ideas regarding their strengthening were also discussed.</li> <li>• 3 day capacity building workshop for BRC-CRC coordinator on video script writing of hardcopy in language, maths and EVS.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Capacity building of centre coordinators on child centred activity based pedagogy.</b></li> <li>• JBT teachers with five years of teaching experience were selected on the basis of BPEO (Block Primary Education officer) recommendation.</li> </ul> <p><i>Orientation</i></p> <ul style="list-style-type: none"> <li>• Identified BRC-CRC coordinators participated in the national level resource enrichment programme</li> <li>• No separate training for CRCs. However a teleconferencing on roles and functions of CRCs was done in Feb 2000.</li> <li>• Capacity building programme for CRC &amp; BRC coordinators to develop school improvement plans with teachers has been initiated in one block of Chamba.</li> </ul> <p><i>Emerging Issues</i></p> <ul style="list-style-type: none"> <li>• There has been a large turn over of BRC and CRC personnel in the past six months.</li> <li>• While CRCs are undertaking school visits the system of monthly meetings with teachers has not been operationalised.</li> </ul>	<ul style="list-style-type: none"> <li>• Primary school teachers were recruited as BRC coordinators through an open selection procedure. The participants underwent a written and situational test.</li> <li>• Matriculate teachers with a minimum of 10 years of experience have been recruited as CRC coordinators.</li> </ul> <p><i>Orientation</i></p> <ul style="list-style-type: none"> <li>• All newly appointed BRC-CRC coordinators &amp; SIs have been trained.</li> <li>• All BRCs have already received orientation. The focus was on roles and functions of BRCs sensitising them to pedagogical issues, community participation, planning and management, micro planning, integrated education, tribal issues etc.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>In all districts primary school head teachers recruited as NPRCCs and BRCCs through an open test cum workshop at the DIET.</b></li> </ul> <p><i>Orientation</i></p> <ul style="list-style-type: none"> <li>• Three rounds of teacher training conducted for teachers, ABSAs, NPRCCs &amp; BRCCs.</li> <li>• A publication named 'Samvet' is circulated to BRC &amp; CRC.</li> <li>• To strengthen DIET-BRC-CRC linkages, 3 day trainer's workshops have been organised for district team comprising of BRCC, CRCC and DIET faculty members. Similarly workshops in all districts have been organized for block, cluster and district level functionaries.</li> <li>• A seven day training has been organised for BRC-NPRC coordinators in DPEP III.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The SI/S had been identified in circle project officers and circle project coordinators for CLRCs.</b></li> <li>• Three primary teachers have been selected as resource teachers at CLRC. Each VEC covered twice a month by Noon time Workshop and each teacher is covered twice a month by afternoon Workshop.</li> <li>• The RTs had been selected on experience, performance and quality basis.</li> </ul> <p><i>Major Activities of CLRC</i></p> <ul style="list-style-type: none"> <li>• Noon workshops are for VEC members</li> <li>• Afternoon workshops are for teachers to work on pedagogical issues including classroom transaction and development of activities and TLM of new kinds.</li> <li>• Each VEC covered twice a month by noon time workshop and each teacher is covered twice a month by afternoon workshop.</li> <li>• Each school and each VEC are being monitored by RTs/CPCs once in a month. School visit is being held regularly.</li> <li>• Field level data are being compiled at CLRC level and being used for planning &amp; monitoring.</li> <li>• RTs are holding Afternoon Workshops.</li> </ul>	<ul style="list-style-type: none"> <li>• 10-15 good primary school teachers were identified in each block, during the programmes of teacher training. Resource persons were short listed for appointment as BRC resource persons. CRC Co-ordinators are selected during teacher training programmes by teachers.</li> </ul> <p><i>Orientation</i></p> <p>3322 CRCs have already been trained.</p> <p><i>Emerging issues</i></p> <p>The CRC coordinator is not a full time person due to which regular onsite academic support to teachers becomes difficult.</p>

**Strengthening of DIETs**

**DPEP I**

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
			<p><b><i>Strengthening of DIETs</i></b></p> <ul style="list-style-type: none"> <li>• DRG has been reconstituted by including all faculty members of DIETs. The same meets in DIETs under the chairmanship of Principapl of DIET and regularly undertkes the academic monitoring and planning.</li> </ul> <p><b><i>DIET Capacity Building</i></b></p> <ul style="list-style-type: none"> <li>• Developed three monographs on pedagogical interventions of DPEP, two of which were on theoretical basis of the new primary pedagogy. Trainers and faculty members of DIETs will be trained using this materials during this year.</li> </ul>	<p><b><i>DIET Capacity Building</i></b></p> <ul style="list-style-type: none"> <li>• One day Quality Watch-II training on methodology of monitoring Evaluation &amp; Research (MER) given to DIET personnel.</li> </ul>		

*Strengthening of DIETs*

DPEP II

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
<p><i>Institutional Development</i></p> <ul style="list-style-type: none"> <li>• Rs. 25,000/- released to each DIET towards purchase of Library books.</li> <li>• The amounts allocated in AWP &amp; B of 2001-02 for strengthening of DIETs is being released.</li> </ul> <p><i>Involvement of DIET staff</i></p> <ul style="list-style-type: none"> <li>• DIET faculty members monitoring all the Primary Schools in two mandals in each districts and providing on job support to teachers.</li> </ul> <p><i>Capacity Building</i></p> <ul style="list-style-type: none"> <li>• Methodologies of teacher training</li> <li>• Action Research Methods</li> <li>• Problems and issues of gender and tribal child education.</li> <li>• Training programmes/exposure visits to other states for DIET staff is planned.</li> <li>• Organization of Teleconferences</li> <li>• Pedagogy</li> <li>• Institutional Planning</li> <li>• Micro planning, Using Audio Visual Equipment</li> <li>• Training of newly appointed DIET Lecturers conducted on child-centred pedagogy.</li> </ul>							

**Phase-I**

***Staffing Position of DIETs, BRC & CRC***

State	DIET			BRC resource persons / Co-ordinators			CRC		
	Planned	In position	Percentage	Planned	In position	Percentage	Planned	In position	Percentage
Assam	77	48	62	27	26	96.3	418	414	99
Haryana	55 + 21	43 + 15	78	28	25	89.2	266	235	88
Karnataka	100	78	78	240	135	56	339	339	100
Kerala	59	53	90	476	439		380	368	
Madhya Pradesh	1802*	1293*	72	240	211**	88	2109	2109	100
Maharashtra	130	115	88.4	238	223	93.70	639	634	99.21
Tamil Nadu**	88	72	82	288	262	91	-	702	-

*\* includes both academic and non-academic posts of MP which are not funded under DPEP.*

*\*\*only 2 BRCC posts vacant in phase II districts. Alternative arrangements have been made by the districts on the vacant posts.*

**Note** – *Planned column shows the number of posts sanctioned.*

**Phase II & III**

**Staffing Position of DIETs, BRC & CRC**

State	DIET staff			BRC resource persons / Co-ordinators			CRC Staff		
	Planned	In position	Percentage	Planned	In position	Percentage	Planned	In position	Percentage
Assam	104	81	78	29	26	89.6	585	562	96
Haryana*****	86 + 18	70 + 15	82	27	20	74	277	221	80
Karnataka	175	150	85.71	432	295	68	798	798	100
Kerala	63	55	87	492	442	90	384	322	84
Madhya Pradesh	1802*	1293	72	232	222***	95	2216	2216	100
Maharashtra	104	90	86.5	312	291	93.26	561	541	96.43
Tamil Nadu**	66	57	86	136	120	88	-	321	-
Andhra Pradesh - I II Expansion Districts	136 397	91 206	67 52	508 MRPs*** 1468 MRPs	448 MRPs 1441 MRPs	88 98	Listed under BRC		
Gujarat**	108	81	75	23	23	100	482	482	100
Himachal Pradesh	88 + 12	62 + 7	69.0	33	32	97	399	230	57.6
Orissa	125 + 10	91 + 10	75	87	87	100	1132	890	78
Uttar Pradesh Phase - II Phase - III	425 650	184 322	43.3 49.09	514 1154	495 1107	96 96	2482 4052	2378 3820	93 94
West Bengal	NIL	NIL	NIL	NIL	NIL	NIL	650 CLRCs**** CPCs- 325 RTs - 965	- 297 877	- 91.3 91
Bihar**	-	-	-	630	630	100	2476	2476	100
Rajasthan	28	28	100	84			1041		
Jharkhand				-	55(BRCC) 170 (BRC/RPs)	-	-	660	-
Uttranchal	125	95	76	116	116	100	280	280	100

\* includes both academic and non-academic posts of MP which are not funded under DPEP.

\*\*only 2 BRCC posts vacant in phase II districts. Alternative arrangements have been made by the districts on the vacant posts. Note - Planned column shows the number of posts sanctioned.

## Teachers Appointment

(Phase- I)

State	Number of teachers (Non-DPEP fund)			Number of teachers appointed through DPEP funds		
	<i>Planned</i>	<b>In position</b>	<b>Percentage</b>	<i>Planned</i>	<b>In position</b>	<b>Percentage</b>
Assam	<b>21,125</b>	<b>21,125</b>	100.00	NIL	NIL	NIL
Haryana	8269	-	0.00	660	-	-
Tamil Nadu	28719	25708	91	1614	1606	99.5
Kerala	<b>15690</b>	<b>15702</b>	<b>97</b>	<b>NIL</b>	<b>NIL</b>	<b>NIL</b>
Maharashtra	62708*	58400*	93.13*	1899	1876	98.47
Karnataka	82815	78058	94.26	2270	2246	98.94
Madhya Pradesh	84650**	84650**	100.00**	-	-	-

\* Cumulative figures (Both for Phase I and Phase II)

\*\* Regular teachers + Para teachers

**Teachers Appointment  
(Phase II & III)**

State	Number of teachers (Non-DPEP fund)			Number of teachers appointed through DPEP funds		
	Planned	In position	Percentage	Planned	In position	Percentage
Assam	16740	10,492	62.7	NIL	NIL	NIL
Haryana	7596	7210	95	NIL	NIL	NIL
Tamil Nadu	12280	11436	93	157	153	98
Kerala	14788	14317	97	NIL	NIL	NIL
Maharashtra*	62708	58400	93.13	1487	1435	97
Karnataka	67784	63533	93.73	2867	2245	78.30
Madhya Pradesh**	68065	68065	100.00	-	-	-
Orissa	NA	31872	NA	761	761	100
Himachal Pradesh	8495	7422	87.36	1616	1589	98
Gujarat	26308	21286	80.91	378	378	100
Andhra Pradesh Phase-I	3316	3019	88.94	NIL	NIL	NIL
Phase-II	3969	612	83.08			
Uttar Pradesh DPEP-II	75402	55692	74	4065	4065	100
DPEP-III	121739	103482	85	1099	1099	100
West Bengal	52134	47644	91.34	800***	NIL	NIL
Bihar	5690	NA	0	100	100	100
Uttranchal DPEP - III	10482	8658	82.5	130	130	100

\* Cumulative figures (Both for Phase I and Phase II)

\*\* Regular teacher + para teacher

\*\*\* Proposed



**Para Teachers (Phase-I)**

State	Number of para teachers (Non-DPEP fund)		
	Planned	In position	Percentage
Assam (Phase I & II)	3143	3143	100.00
Haryana	3	-	0.00
	1184*	0	0.00
Kerala	NIL	(Only temporary adjustment to fill up short term vacancies)	65.0
Madhya Pradesh	8798*	7482*	85*

\* Teachers appointed through DPEP funds

**Para Teachers  
(Phase II & III)**

State	Number of para teachers (Non-DPEP fund)		
	* DPEP fund		
	Planned	In position	Percentage
Haryana	100	89	89.00
Madhya Pradesh	6704*	5713*	85
Himachal Pradesh	744	670	90.05
Gujarat	-	3391*	-
Andhra Pradesh Phase-I	3514		0.00
Phase-II	10021	8962	89.43
Uttar Pradesh Phase-I	9882* (Shiksha Mitras)	9882 (Shiksha Mitras)	100
Phase-II	3543 (Shiksha Mitras)	3543 (Shiksha Mitras)	100
Uttanchal Phase-III	648	574 (Shiksha Mitras)	88.5

\* Teachers appointed through DPEP fund

## NEW STATES

Coverage/Rounds/Cascade  
Phase IV

PEDAGOGICAL IMPROVEMENT UNIT	CHHATTISGARH	JHARKHAND	UTTARANCHAL
<p><i>Teacher Training and Support Activities</i></p>	<ul style="list-style-type: none"> <li>• After the introduction of English from class 1, one teacher from each school has been given one week's training based on the books and teachers guide prepared by Chhattisgarh SCERT.</li> <li>• Very soon training in English is proposed for all BRCC &amp; CACs to monitor the teaching properly.</li> <li>• State Academic group has been formed and had a meeting to discuss on academic issues.</li> <li>• The Jan Shiksha and EGS gurujis were given 12 day training on Self Learning Material (SLM) developed by state and district academic groups.</li> <li>• The SLM covered the AS methodology of teaching learning process and "Hardspots" that emerged as a result of evaluation of all the children of EGS schools which was done in April, 2000.</li> </ul>	<ul style="list-style-type: none"> <li>• 237 teachers have been imparted Ujala training in 2001-2002.</li> <li>• The overall plan and initiatives resemble those of Bihar, Teachers of Jharkhand were part of the training programme Ujala – I and Ujala – II of Bihar.</li> <li>• The no. of teachers trained: Ujala – I        24805 Ujala – II        18151</li> <li>• Ujala – I is a 10 days residential training teacher training programme focussing on children of class I and II.</li> <li>• Ujala – II is a 10 days residential training and covers the need of students of class III to V.</li> </ul> <p><i>Focus:</i></p> <ul style="list-style-type: none"> <li>• The focus is on the following-motivational aspects, attitudinal change, school management, MLL, Lang, Maths and EVS teaching, Multigrade Teaching, preparation of TLM and teaching of values.</li> </ul>	<ul style="list-style-type: none"> <li>• SRG &amp; DRGs have been constituted. District coordinators (Trg.) in place. All have been oriented and trained.</li> <li>• Visioning and planning workshop for SRG was held in DIETs Roorkey and Bhimtal.</li> <li>• 8 days foundation training for BRCs &amp; NPRCc organised.</li> <li>• 190 master trainers trained for training for BRCs &amp; NPRCc.</li> <li>• 7184 teachers have been trained in the 1<sup>st</sup> round teacher training programme. It mainly focussed on new textbook (class I to V) developed under UPDPEP.</li> <li>• 2 days workshop on EVS was held on 10-11 August, 2001 with the collaboration of "Uttarakhand Seva Nidhi" Almora (NGO). 46 DIET's lectures participated in the above workshop.</li> </ul>

PEDAGOGICAL IMPROVEMENT UNIT	CHHATTISGARH	JHARKHAND	UTTARANCHAL
<b>Curriculum, Textbooks and TLM</b> <i>Classes covered / Nature of material &amp; process</i>	<ul style="list-style-type: none"> <li>• Textbooks for class 1 &amp; 2, teachers guide for the same has been developed by the SCERT.</li> <li>• TLM of EGS has been made state specific.</li> <li>• To make children aware of the state, a special supplementary book in which lessons on the history, personalities and culture of state will be depicted.</li> <li>• Modification on Textbooks has been carried out by the SCERT of Chhattisgarh state.</li> <li>• Teacher's guide have been developed for class V.</li> <li>• All textbooks and teacher handbooks have been translated into Urdu.</li> </ul>	<ul style="list-style-type: none"> <li>• Pedagogical Improvement unit to be set up for revision of curriculum textbooks.</li> <li>• The present curriculum, textbooks and TLMs are similar to those of Bihar.</li> </ul>	Textbooks for classes I-V have been revised by UPEFA and introduced in primary schools across state.
<i>State Resource Group &amp; District Resource Group</i>	<ul style="list-style-type: none"> <li>• SRG &amp; DRG for different subjects are being formed. State Academic Group has already started functioning.</li> <li>• MP SCERT TSG covered the need earlier. Now the SCERT of Chhattisgarh will take over.</li> </ul>	<ul style="list-style-type: none"> <li>• SRG to be constituted.</li> <li>• DRGs are already functional school/college teachers, NGOs, community members constitute the DRG.</li> </ul>	SRG and DRGs have been constituted. Visioning and planning workshops organised.
	<i>In phase I &amp; II</i> <ul style="list-style-type: none"> <li>• 132 BRCCs out of 134 are in position.</li> <li>• 1935 CRCCs out of 1941 are in position.</li> <li>• In non-DPEP district BRC buildings are proposed to be constructed.</li> </ul>	<i>Status and Staffing</i> <ul style="list-style-type: none"> <li>• 105 BRC resource persons in position (3 per centre)</li> <li>• 655 CRCs in position.</li> </ul>	<ul style="list-style-type: none"> <li>• In DPEP-III districts 38 BRC coordinators, 76 Asst. BRC Coordinators and 280 NPRC Coordinators have been selected.</li> </ul>

PEDAGOGICAL IMPROVEMENT UNIT	CHHATTISGARH	JHARKHAND	UTTARANCHAL
<b>Selection Procedure and Capacity Building</b>	<p><i>Selection Procedure</i></p> <ul style="list-style-type: none"> <li>• Some of the BRCCs has been taken on deputation from Education department ad rest are on the contact basis.</li> <li>• All CRCCs has been taken on deputation from Education department as identified by the DIETs.</li> </ul> <p><i>Capacity building</i></p> <ul style="list-style-type: none"> <li>• All the BRCCs and CACs are trained to make plan at block and cluster level under SSA. They are also trained in PRA.</li> <li>• Regular monthly meeting-cum-orientation of CACs held at block level.</li> <li>• Block academic groups have been constituted and oriented on academic monitoring, learner evaluation, giving academic support to teachers to overcome hard spots. The BAG includes BRCC, BEO, 2-3 MTs and supervisors, 1-2 good teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• 10-15 good primary school teachers were identified in each block, during the programmes of teacher training. Resource persons were short listed for appointment as BRC resource persons. CRC Co-ordinators are selected during teacher training programmes by teachers.</li> <li>• 655 CRCCs has been trained.</li> <li>• BRCRPs being trained on content areas by SCERT.</li> </ul>	<ul style="list-style-type: none"> <li>• In all DPEP-III district primary school head teachers have been recruited as NPRC co-ordinators and BRC coordinators through an open test cum workshop of 2-3 days held at the DIET. The participants went through a written test, group discussion and group work on various issues of pedagogy.</li> <li>• Under DPEP-III trainers of training and orientation of BRC &amp; NPRC Coordinators have been trained.</li> </ul>

## **DISTANCE EDUCATION PROGRAMME**

The Distance Education Programme (DEP) has been envisaged as a national component and a major area of intervention under the District Primary Education Programme (DPEP) to strengthen the on-going training programmes for teachers and other personnel in the primary education sector. This is likely to result in evolving a sustainable system of in-service education linked to improving effectiveness of the teaching learning process in primary schools.

Among the proposed DEP activities in the AWP&B of 2000-01, many have been completed; following are the details about the activities at national and state levels. Attempts have also been made to provide pedagogic inputs in the training programmes developed, organised and conducted by different states and in the documentation of good practices/success stories for wider circulation.

The activities initiated at the National Level are given below, while State Level initiated activities with the support of core faculty of DEP during the period from April, 1997 to October, 2001 are listed in the Table No.1. Activities organised from **April, 2001 to October, 2001** are given in bold letters.

### **Activities Initiated at the National Level**

#### *Organisation and Management*

- The Distance Education Coordinators (DECs) are in position in fourteen states i.e. Haryana, Maharashtra, Tamil Nadu, Uttar Pradesh, West Bengal, Assam, Madhya Pradesh, Himachal Pradesh, Bihar, Karnataka, Kerala, Orissa, Gujarat and Andhra Pradesh. **The appointment of DEC in Rajasthan is under process.**
- **Selection for the vacant post of Sr. Programme Officer has been done and the incumbent has joined the DEP. Two positions of Programme Officers and one position of Jr. Programme Officer has been advertised. Selection committees are being fixed.**
- A 3-day orientation programme (induction training) for the Distance Education Coordinators of different DPEP states was organised on 2-4 December, 1998.
- A 3-day interactive workshop of Distance Education Coordinators and Training In-charges/coordinators of DPEP states was organised on 21-23 September, 1999.
- A 2-day interactive workshop of Distance Education Co-ordinators of different DPEP states was organised on 19-20, October, 2000.

#### *Procurement of DR Systems*

The DEP has so far installed 133-DR Systems {31-Analog and 102-Digital) in 11-DPEP states as per the break-up given here: (22-DR systems (14 by the state support) in the state of Tamil Nadu, 17 in Orissa, 10 in Assam, 3+4 in Haryana, 22 in Andhra Pradesh, 12 in Karnataka, 6 in Kerala, 5 in Himachal Pradesh, 10 in Maharashtra, 11 in Rajasthan and 11 in Bihar. Installation of DR systems for Uttar Pradesh has been done by the SPO. **Up-gradation of analog systems to digital has been done in most of the States. Process of Upgrading the DR Systems in the State of Haryana, Himachal Pradesh and Assam has been initiated. Training was provided to DIET faculty on Technical aspects and maintenance of DR systems in some states.**

## *Planning*

Two National Technical Workshops, one at Mumbai and the other at New Delhi, were held in April, 1997 and June, 1997 respectively, to conceptualize and concretise DEP interventions in various states in consonance with the on going teacher training programmes in the states. Following these, State Level Planning Workshops were held in each of the states to evolve perspective and action plans for DEP activities in the state. **Planning meetings were also held to finalise the DEP activities and AWP&B for the year 2001-02 in different states.**

## *Material Development*

- A two-day workshop was organised at the DEP for developing reading materials (print) in the areas of Maths, EVS and Language for training the EGS Gurujis of Madhya Pradesh. These materials were edited and finalised in a one-day workshop. These materials were printed in 8000 copies and were distributed to the Gurujis.
- Eight audio scripts were developed for Uttar Pradesh and Bihar in a national level workshop organised at the DEP office. These scripts have been tried out in DPEP districts of Bihar. They have been produced under the title 'SAVERA' and 5060 copies have been sent to the DPEP functionaries of the states of Bihar, Uttar Pradesh and Rajasthan.
- A series of Video training package on ECE has been planned. Four draft scripts were edited in the workshop organised at the DEP office. The package will go for production now.
- A series of Video Programmes (13) in the areas of Mathematics, EVS, and Language have been recorded at the EMPC, IGNOU for training the EGS Gurujis of Madhya Pradesh.
- **Print material on self-learning for teleconference has been printed and 1000 copies have been distributed to the teachers in Maharashtra.**

## *National/International Workshops/Meetings*

- A one-day national level meeting was held for finalising the inputs for the teleconferencing programme for DIET faculty of Southern States on Action Research in the month of April, 1999.
- A one-day meeting was held in the month of December, 1998 at Delhi with experts from Distance Education, Media and Education Technology, Teacher Education for listing Research Issues in Teleconferencing.
- A meeting was held at Delhi to discuss issues relating to the development of Distance Education Model for providing continuous and recurrent training to Primary School Teachers.
- A 3-day National Workshop was organised from 22-24 March 1999. The focal theme of the workshop was "Professional Development of Primary Education Personnel through Distance Education". About 105 persons representing the State Project Offices (DPEP), SCERTs, SIETs, DIETs, Department of Education of different State Open Universities and NCERT, IGNOU, NOS, MHRD, etc attended the workshop.
- A one-day meeting of the experts in primary education, educational research and distance education was organised on 24<sup>th</sup> March, 2000 at the DEP premises to identify Research Issues in Primary Education.
- A three-day International Workshop on 'Information and Communication Technology (ICT) for Professional Development of Primary Education Personnel' was organised on

14-16 February, 2001 at New Delhi. 189 experts in the area of distance education/teacher education and field functionaries of DPEP states including 11 international delegates attended the workshop. The workshop comes out with a number of recommendations for effective use of ICT for the professional development of primary education personnel.

- Meetings were also held from time to time to discuss the various aspects of DR systems and the conduct of Teleconference with ISRO/EMPC and others.
- **A demonstration of MAGNET INTERNET DEVICE for DEP-IGNOU faculty was organised on June 12, 2001 at DEP IGNOU, New Delhi.**
- **Demonstration of computer software (E learning, an SGI prospective) in connection with development of software for the state of Rajasthan was organised on July 26, 2001 at DEP-IGNOU New Delhi.**
- **A one-day meeting with the officials of Government of Uttaranchal and the DEP faculty was organized on August 2, 2001 to discuss about DEP intervention in the state**
- **Demonstration of Sify beron net devices was organised in Bangalore on August 13-14, 2001 DEP-DPEP personnel, State officials, DECs, Teacher trainers participated in the discussion. Recommendation to procure these for the use of DIET faculty has been forwarded to the authority concerned**
- **A workshop on the potentials of INTERNET ACCESS DEVICE (IAD) for teacher training was organised for DECs of Haryana, Himachal Pradesh, Assam, Orissa, U.P. and Uttaranchal on August 21-22, 2001 at DEP-IGNOU, New Delhi.**

### *Strategy*

#### **National Level Meetings:**

Advisory Committee, National Expert Group, and Programme Implementation Group were held to plan, implement, and to report the progress made in the chosen objectives of the project. The suggestions and guidelines emanated from such meetings have been given due weightage while carrying out further activities.

#### ***Documentation of Activities and DL Materials***

About 14 video programmes produced by the CIET and RGF have been selected for distribution among DPEP states for immediate use in the teacher training programmes. The DEP has procured 1050 sets (each set consisting of six cassettes) of the 14 programmes and distributed to the states of Rajasthan, Haryana, Uttar Pradesh, Himachal Pradesh, Bihar and Madhya Pradesh along with a user manual. **Eighteen video programmes produced by SIET, Pune and CASP-PLAN, Mumbai were selected for teacher's training in Maharashtra. These have been duplicated and distributed.**

#### ***Website and Newsletter***

A website of the DEP has been developed and launched on 15<sup>th</sup> November, 2000 under the name (URL) [www.depdpep.org](http://www.depdpep.org) in order to share and disseminate the activities of DEP. It is updated quarterly.

**The first issue of the 'DEP News' (a quarterly newsletter) has been brought out and 1000 copies have been distributed to the state/district DPEP functionaries and other organizations/individuals. Second issue is under preparation.**



### ***Capacity Building***

As a measure of building internal capacity, the DEP faculty participated in the following seminars and training during April, 2001-October, 2001

- A faculty member attended the ICDE World Conference held at Dusseldorf, Germany during 1-5<sup>th</sup> April, 2001.
- The Project director participated, delivered lectures in the following workshop/ seminars / committees
  1. Nominated on the internal Academic and Administrative Audit Committee of Hamdard University, New Delhi. Report of the committee has been submitted.
  2. Nominated on the internal Academic and Administrative Audit Committee of Jamia Millia Islamia, New Delhi. Report of the committee has been submitted.
  3. Conducted monk-interviews of candidates for preparation of IAS interviews at Hamdard Education Society Talimabad, New Delhi on 20. 04.2001.
  4. Resource person at XIV Annual conference of All India Association of Educational Research held at Ghaziabad. Delivered a lecture on "Information and Communication Technology and curriculum of Teacher Education" on May 28, 2001.
  5. Participated in the Expert Group Meeting on " Collaborative Action Research As A Strategy For Linking Higher Education and Basic Education" held at Colombo, Sri Lanka on July 19-20, 2001. The meeting was organised by the Commonwealth London and UGC (Sri Lanka)
  6. Participated in the Seminar on " Promotion of values among Learners and Teachers at school stage through Distance Education Mole-Future Direction" organised by National Open School on July 27-28, 2001 at New Delhi.
  7. Delivered a lecture on " Quantitative Methods in Educational Research " to participants of refresher course in Education organised by Academic Staff College, Jamia Millia Islamia for University/ College teachers on August 17, 2001.
  8. Chaired a session on " Presentation of Coventry Papers " in the International Workshop organised by UNESCO Chair (IGNOU) "Networking and collaboration for Distance Teacher Education : South Asian Initiatives and Expectations" held on August 20-22 , 2001 at New Delhi.
  9. Participated in the National Conference "Emerging Issues and Concerns in School Education and Role of NCERT" held at New Delhi on August 29-30, 2001, organised by NCERT.
  10. Participated in a panel discussion on "Pedagogical Aspects of Training Teachers through Distance Mode" on 03.01.2001 organised by NCERT as a part of professional development training programme for senior teacher educator from Sri Lanka.

11. Delivered the inaugural lecture in the seminar on Value-Based Education organised by Punjab capture of All India Association of Educational Research in collaboration with Malawa Education society, Ludhiana. The seminar was held on **October 6, 2001** at Malawa Central Collage of education, Ludhiana.
12. Chaired a session on "Current Trends in E-Learning" in a workshop on role of Information Technology in University Management organised by Jamia Millia Islamia in collaboration with Association of Indian Universities on **October 16-20, 2001**.

### **Emerging Issues**

- The DIET should be properly equipped with facilities for teleconferencing, computers with Internet connections. These facilities should be gradually be made available at block level.
- The maintenance of Direct Reception (DR) Systems, which have been provided by the DEP to DIETs in DPEP districts, may be taken over by the State Project Office for speedy removal of technical faults.
- SIETs may consider to offer their services on priority basis if there is requisition for documentation of innovative practices from the DEP.
- There is need to disseminate the Distance Learning Materials to teachers and teacher educators. The DEP does it on a limited scale, the states may help in wider dissemination of the same.
- It is important to know the utility of the materials by users and/ or by the resource persons. Studies are to be planned to access the utility of the Distance Learning material in which the states as well as Ed.CIL's intervention will be of great help.
- There is a need to address the requirements of para-teachers separately as they need continuous and vigorous training not only in the content upgradation and skill development but also in understanding the system and the factors influencing the system.
- The training personnel should have proper understanding of the information and communication technology and should be well verse in the use of the same.
- The entire faculty needs to be trained in the use of Internet for updating themselves and using the same in the training programme.

**Table-1: Activities Initiated at the State Level**

Activities	Progress
<p><b>Planning:</b></p> <p>a) Workshop for DEP intervention for the states for</p> <ul style="list-style-type: none"> <li>• Development of Perspective Plan for DEP</li> <li>• Finalisation of activities for the current year</li> </ul> <p>b) Preparation of AWP&amp;B for 2001-02.</p>	<p>Activity has been completed in 15 DPEP states.</p> <p>Activity has been completed in 15 DPEP states.</p> <p>Activity has been taken-up in 15 DPEP states.</p>
<p><b>Capacity Building:</b></p> <ul style="list-style-type: none"> <li>• Development of Content Briefs for DL Materials</li> <li>• Training and Development Workshop for Self-Instructional Materials</li> <li>• Editing of Self-Instructional Materials</li> <li>• Training-cum-Development workshop for Audio Script Writing</li> </ul>	<p>Activity has been completed in 11 DPEP states except in Haryana, Kerala, Karnataka , Rajasthan, Uttaranchal, Jharkhand and Chattisgarh.</p> <p>Activity has been completed in 13 states namely Assam, Tamil Nadu, West Bengal, Andhra Pradesh, Himachal Pradesh, Orissa, Gujarat, Uttar Pradesh, Maharashtra, Kerala, Haryana, Madhya Pradesh and Bihar.</p> <p>Activity has been completed in 13 states namely Assam, Gujarat, Tamil Nadu, West Bengal, Andhra Pradesh, Himachal Pradesh, Orissa, Uttar Pradesh, Kerala, Maharashtra, Haryana, Madhya Pradesh and Bihar.</p> <p>Activity has been completed in 10 states namely Maharashtra, Madhya Pradesh, Tamil Nadu, Orissa, Gujarat, Andhra Pradesh, West Bengal, Himachal Pradesh , Assam and Karnataka.</p>

<ul style="list-style-type: none"> <li>• Preparation of Production Script for Audio Programmes</li> <li>• Training-cum-Development Workshop for Video Script Writing</li> <li>• Preparation of Production Script for Video Programmes</li> <li>• Training on use of Video Programmes in Teacher Training</li> <li>• Editing of Radio scripts</li> </ul>	<p>Activity has been completed in 9 States namely Maharashtra, Madhya Pradesh, Tamil Nadu, Orissa, Gujarat, Andhra Pradesh, West Bengal, Himachal Pradesh and Assam.</p> <p>Activity has been completed in 6 states of Maharashtra, Tamil Nadu, Assam, <b>Andhra Pradesh</b>, Bihar and <b>Gujarat</b>.</p> <p>Activity has been completed in the states of Maharashtra, Tamil Nadu, Assam Andhra Pradesh and Bihar.</p> <p>Activity has been completed in the states of Gujarat, Andhra Pradesh, Maharashtra, Orissa, Bihar and Rajasthan.</p> <p>Activity has been completed in <b>Karnataka</b>.</p>
<p><b>Production and Distribution of DL Materials:</b></p> <ul style="list-style-type: none"> <li>• Self-Instructional Materials (SIMs) /Print Materials</li> <li>• Audio Programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Activity has been completed in 12 states of Tamil Nadu, Orissa (<i>Ekalavya in three Volumes</i>), Andhra Pradesh, Uttar Pradesh, Kerala, Madhya Pradesh, Himachal Pradesh (<i>Sambridhi</i>), Assam (<i>Abhigyan</i>), West Bengal (<i>Pari Parai Anande</i>), Maharashtra and Gujarat. SIMs are in the process of printing in the states of <b>Bihar and Haryana</b>. Produced a Folder of 'Maa Beti Mela' for Haryana and distributed among 900 teachers/teacher educators participated in teleconferencing programme on 'Gender Issues'. Further, reading materials in the form of SIMs/Handouts were also prepared and distributed among the participants of the various teleconferencing programmes in the areas of Action Research, IED, Teaching of English, Teaching of Tamil, Textbooks, Alternative Schooling, Self-learning, Issues of DPEP/UEE for the states of Andhra Pradesh, Karnataka, Assam, Orissa, Himachal Pradesh, Haryana, Kerala, Tamil Nadu, and Maharashtra. SIMs on 'Hard spots in Mathematics' in Uttar Pradesh have been distributed to ToTs. One SIM module developed for Uttar Pradesh has been distributed to Rajasthan under the title 'Shikshakodaya'. <b>Seven thousand copies of DEP pamphlets have been distributed in Gujarat.</b></li> <li>• Production has been completed in the States of Maharashtra, Gujarat, West Bengal, Himachal Pradesh, Assam and Tamil Nadu. Audio programmes are in the process of production in the states of Orissa, and Andhra Pradesh. Two sets of audio programmes to support the manual on Joyful Learning have been developed and distributed in Tamil Nadu. An audio package has been</li> </ul>

- Video Programmes

prepared for Haryana containing 9 Rhymes related to teaching of English at Class-1 and distributed to teleconferencing training centers. 60 audio programmes, 20 each in the areas of Maths, EVS and Language have been produced and used in the Radio Broadcast in Karnataka. Audio programmes were also produced for Radio Broadcast in the states of Himachal Pradesh, Uttar Pradesh and Assam. In Gujarat audio programmes alongwith manual has been distributed to BRC / CRC / Teachers.

- 3 audio programmes were produced on sample basis in M.P during the workshop organised for Training-cum-Development Workshop for Audio.
- A preparatory workshop was organised at Hyderabad to produce audio programmes for children on the Rhymes available in class III & Class IV Telugu Readers. Seventeen programmes in draft form were recorded for review and finalisation.
- Audio-cassettes have been prepared to demystify 'Hanste Gatte, and 'Tarang' in Haryana.
- Eight Video Programmes each of 15-18 minutes duration has been produced in the area of Mathematics such as Mathematics Teaching-A Scenario, Place Value (2 Programmes), Addition, Sub-traction, Multiplication, Division, and Fraction for Tamil Nadu and used in the Teleconferencing programme.
- Five video programmes have been produced by SIET, Patna in Bihar. Action has been initiated for production of video programmes in the states of Maharashtra, Assam, Andhra Pradesh and Gujarat.
- Produced three video programmes on Resource Materials and one on Alternative Schooling in Assam and two programmes on Teaching of English in Haryana and Teaching of Tamil in Tamil Nadu for teleconferencing. Three Video Clippings on Issues related to Tribal Education, Five video clippings on the pedagogy of Activity Based Teaching and Learning in Orissa, five video clippings in Kerala and video programmes/clippings on Girls' education, VECs etc., in Haryana were produced and used in the teleconferencing programmes. Produced six programmes on content and contextual issues in UP. Action has been initiated for the production of the following video programmes: Five Programmes to address contextual issues for Orissa, one programme on Pocket Board in West Bengal.
- In Andhra Pradesh capsuling of some video programmes on primary education has been done for teleconferencing through 'MANA TV'.
- A video package on the themes transected and questions and answers provided during the teleconferencing programme organised for primary school teachers of Tamil Nadu in Mathematics have been prepared and sent to the DPEP districts. Similar packages are being prepared in the

- Video Package

	<p>states of Assam and Orissa. Action has been initiated for duplication and distribution of five video programmes in Assamese to be used during training programmes in BRG/DIETs/DPOs. <b>A Video package on teleconferencing has been developed in Andhra Pradesh.</b></p>
<p><b>Documentation:</b></p> <p>a) Documentation and Selection of DL Materials for Distribution for immediate use in the Teacher Training programmes.</p> <p>b) Practices/Activities</p>	<ul style="list-style-type: none"> <li>• More than 100 Video Programmes have been identified from among the films developed/available at the State Institutes of Educational Technology (SIETs) at Bhubaneswar, Ahmedabad, Lucknow, Hyderabad, Pune and Bihar and other institutions. Video Programmes are on content enrichment, activity based teaching-learning, contextual issues. Films produced by GIET, Ahmedabad, and SIET, Orissa has been distributed to training centres (DIET/BRCs) along with user manuals. In Maharashtra, the video programmes produced by CASP-PLAN, Mumbai have been distributed to BRCs and DIETs. In Bihar 2 BEP programmes have been duplicated and sent for distribution up to the CRC level. In Uttar Pradesh, 7 Programmes of SIET, Lucknow have been duplicated (416 copies) and distributed to DIETs and BRCs. <b>10 SIET, Pune video programmes have been duplicated in 150 copies and are being distributed to the field functionaries.</b> Action has been initiated for duplication of 9 GIET, Ahmedabad programmes.</li> <li>• Video Documentation of the Training Workshop for Pre-Primary and Primary Education Personnel on developing educational materials for school readiness and activity based teaching was carried out in Gujarat.</li> <li>• Video Documentation of 'Multi-grade Teaching' being practiced in Mysore district of Karnataka was under taken.</li> <li>• Produced two-video programme in the context of MGT and preparation of Low-cost, No-cost Teaching Learning Materials for the state of Assam. These programmes essentially focus on the documentation of good practices in the DPEP districts of the state. They are being duplicated for distribution among the field functionaries.</li> <li>• Video documentation of 3 programmes; one on 'Koshish' and two on 'Activity Based Teaching' in UP.</li> <li>• A video documentation of the events of Community Mobilisation and Awareness programme through Folkform was carried out in the state of West Bengal.</li> <li>• Documentation of four video programmes on i) Civil Works, ii) Alternative School Systems, iii) Village Education Committees: Constitution and Functions, and iv) Teacher Training &amp; Innovative Teaching Practices have been completed in Bihar.</li> </ul>

	<ul style="list-style-type: none"> <li>• Video coverage of the 'Sandila Project' on Quality Development in Classroom Process is being under taken in the state of Uttar Pradesh.</li> <li>• Documentation of the innovative teaching practices in 'the School for Creative Learning' has been taken-up in the state of Bihar.</li> <li>• Scripts are finalized for the Video documentation of good practices on Community Mobilisation in the state of Assam.</li> <li>• Action has been initiated by Distance Education Coordinators for documenting the existing Distance Education Materials.</li> </ul>
<p>Feedback on Usefulness of Video Programmes</p>	<ul style="list-style-type: none"> <li>• Feedback has been obtained from the teachers of Haryana, and Uttar Pradesh (On a sample basis) on the selected video programmes of SIET, Lucknow, and Maths' programme of ET&amp;T regarding the relevance and usefulness of the programme.</li> <li>• Feedback has been obtained from the BRC/CRC and DIET personnel of Gujarat on the relevance and usefulness of few selected video programmes produced by GIET, Ahmedabad.</li> </ul>
<p>Feedback on Effectiveness SIMs distributed to Districts</p>	<ul style="list-style-type: none"> <li>• Feedback on effectiveness of SIMs has been obtained from the BLRG members and teachers in Orissa. Feedback on SIMs distributed in the field has also been obtained from teachers and MRPs of 3 districts in Andhra Pradesh.</li> <li>• DEP has obtained the feedback on the usefulness of the SIM distributed in the state of Assam.</li> </ul>
<p>Training of Teachers and Teacher Educators through Teleconferencing Mode.</p>	<ol style="list-style-type: none"> <li>i) In all, more than 30 programmes have been conducted (3 by DEP support) through teleconferencing mode.</li> <li>ii) About 30,000 primary education personnel (including Village Education Committee members and parents) of 12 states were oriented/trained on different themes/areas through teleconferencing.</li> <li>iii) More than 500 DIET faculty/BRC personnel were trained to act as facilitators in the training programme.</li> <li>iv) More than 200 persons were oriented and trained to act as panelists in the training programme.</li> <li>v) Self-instructional Materials, Video programmes, Video clippings, Activity Sheets, and Evaluation Tools were developed for use in different teleconferencing programmes.</li> </ol> <ul style="list-style-type: none"> <li>• A Teleconferencing programme was held on 15-16 March, 1999, and oriented about 650 Mandal Resource Persons (MRPs) (40% coverage of the total number) of Andhra Pradesh regarding innate abilities and natural learning experiences, school committee and Vidya Volunteers Scheme, Multi-grade teaching and activities, and role of MRPs in the utilisation of funds, teacher centres and organisation of teacher training programme.</li> </ul>

- A teleconferencing programme for the Primary School Teachers was organised on 26-30 April 1999 in difficult areas of Mathematics teaching. More than 1000 teachers of Tamil Nadu and Pondichery attended the programme. Materials (print/video) developed as a part of capacity building activities were used as inputs.
- A teleconferencing programme for DIET faculty (Elementary Teacher Educators) of Southern States on Action Research was conducted on 24-26 May 1999. About 1400 participants from the states of Kerala, Karnataka, Tamil Nadu and Andhra Pradesh attended the programme. The material (print/video) was developed and used as inputs.
- A two-day teleconferencing programme for teachers of Haryana was organised on 28-29 June 1999 for discussing the issues and problems associated with the two text-books 'Hast-Gaate' and 'Antharag' for Class I & II. About 750 primary school teachers participated in this programme. A set of SIMs were developed and used as inputs.
- One day teleconferencing programme on Alternative Schooling was organised on 30 June 1999 for discussing various issues with Alternative Instructors and teachers of Haryana. About 250 participants benefited out of this programme. A set of modules were developed and distributed to all participants.
- An interaction with Village Level Committee members (about 400) of Tamil Nadu state on Community Mobilisation was conducted through a teleconferencing on 15-17 September 1999. As inputs, print and video programmes were developed and used in the programme.
- An interaction with Primary Education Personnel (about 900) of the state of Haryana on Gender Issues was conducted through teleconferencing on 27-28 September 1999. A booklet containing a set of modules was developed and distributed among participants. Video programmes were developed and used as inputs.
- A two-day teleconferencing programme was organised on 14-15 December, 1999 for the BRC coordinators and DIET faculty (about 400) of the state of Kerala on multi-level activities, thematic integration, developing writing skills and teaching of mathematics.
- A two-day orientation programme for Key Resource Persons and Resource Persons in Assam (about 500) on Teachers Resource Materials was organised on 20-21 December, 1999 through teleconferencing mode.
- A two-day teleconferencing programme was organised for the BRGs and DIET faculty (about 400) of Orissa state on 14-15 January, 2000 on Pedagogy of activity based teaching learning process.
- One-day interaction with primary school teachers (about 600) of Haryana on new pedagogy and TLM through teleconferencing mode was organised on 29<sup>th</sup> January, 2000.



- One-day interaction with Village Education Committee members (about 350) of Haryana on their roles, functions, and contribution to school development through teleconferencing mode was organised on 30<sup>th</sup> January, 2000.
- A two-day orientation programme through teleconferencing mode was organised for the CRCCs/BRCCs & DIET faculty (about 300) of Himachal Pradesh on their roles and functions for DPEP on 16-17 February, 2000.
- Three-day orientation programme was organised for primary school teachers and parents (one-day) (about 833) of Tamil Nadu on Integrated Education of Hearing impaired Children from 29<sup>th</sup> February to 2<sup>nd</sup> March, 2000.
- Two-day teleconferencing programme was organised for the Primary School Teachers of Haryana (about 700) on Action Research from 3-4 August, 2000.
- A teleconferencing programme was organised for the ToTs and Teachers of Uttar Pradesh (about 900) on Activity Based Teaching and Use of TLM Grant on 1<sup>st</sup> September, 2000.
- A two-day teleconferencing programme was organised for the Alternative School Instructors and Supervisors of Assam (about 800) on Alternative Schooling and MGT from 4-5 September, 2000.
- One-day teleconferencing programme was organised for the DIET faculty and MEOs of Andhra Pradesh (about 800) on key issues of DPEP on 8<sup>th</sup> September, 2000.
- Two-day teleconferencing programme was organised for DIET faculty and Secondary School Teachers teaching English of Haryana (about 350) on 18-19 September, 2000 to act as facilitators during the teleconferencing programme on 'Teaching of English at Class I level.
- In continuation to the above, a series of 7 teleconferencing programmes of one day duration each was organised on 30<sup>th</sup> September, 13<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup>, and 30<sup>th</sup> October, 30<sup>th</sup> November and 4<sup>th</sup> December, 2000 to provide training to teachers (about 8500) of Haryana in teaching of English at Class-I level.
- A three-day teleconferencing programme was organised on 17-19 October, 2000 on Teaching of Maths for the Primary School Teachers (about 400) of Himachal Pradesh. Five self-instructional modules have been developed on difficult concept of mathematics and used during the teleconferencing programme.
- A two-day teleconferencing programme was organised for CRCC members of Orissa on 31<sup>st</sup> October and 1<sup>st</sup> November, 2000 on Academic Support.
- A one-day teleconferencing programme was organised for primary school teachers of Tamil Nadu on 6<sup>th</sup> November, 2000 on Teaching of Tamil.

- A three-day teleconferencing programme was organised on 11-13 December, 2000 to orient the Key Resource Persons, Resource Persons, Panchayati Raj members and parents (about 500) of Kerala on issues related to Primary Education/DPEP and Parental Education.
- A two-day teleconferencing programme was organised from 18-19 December, 2000 to orient the primary school teachers, BRC/CRC coordinators and parents on Integrated Education of the Disabled (IED) in Haryana.
- A one-day teleconferencing programme was organised on 22<sup>nd</sup> January, 2001 for the primary school teachers (about 800) of Orissa on New textbooks.
- A three-day teleconferencing programme was organised from 15-17 March, 2001 to orient the primary school teachers (about 1000) of Maharashtra on Self-Learning at Primary stage. *On 15<sup>th</sup> March, two-way audio and two-way video was successfully experimented between Mumbai and Gandhinagar for the first time.*
- A teleconferencing programme was organised on 21-22 March, 2001 to orient the Tribal leaders, SIs and BRCCs/CRCCs on issues related Tribal Education in Orissa.
- **A teleconferencing programme was organised for the BRC Coordinators of Kerala on 26th April, 2001 on theoretical basis for primary curriculum and approaches to language teaching.**
- **Two teleconferencing programmes were organised on Alternative Schooling and Mid-term Assessment Survey in the state of Orissa on 26<sup>th</sup> and 27<sup>th</sup> April, 2001 respectively.**
- **An interaction with Cluster RPs and CRCs on Chinnara Angala programme through teleconference on 30<sup>th</sup> April, 2001 for the state of Karnataka.**
- **A two-day teleconferencing programme on IED was organised for the state of Orissa from 27-28 May, 2001.**
- **Interaction with D. Ed students and the faculty of DIETs on D. Ed curriculum was organised from 30-31<sup>st</sup> May, 2001 through teleconference for the state of Andhra Pradesh.**
- **Interaction with Teachers and Teacher Educators on face-to-face Teacher Training was organised through teleconference on 5<sup>th</sup> and 21<sup>st</sup> June, 2001 for the state of Haryana.**
- **Interaction with field functionaries through teleconferencing regarding Chinnara, Angala and SDMC was organised on 6-7 July, 2001 for the state of Karnataka.**
- **Interaction with teachers and teacher educators regarding the issues covered in the seven day face to face training programmes through teleconferencing was organised on July 9, 2001 for the state of Haryana.**

- A discussion on teleconferencing and orientation of DIET Faculty regarding the functioning of digital receiver was organised on August 10, 2001 for the state of Tamilnadu.
- A teleconferencing programme on management information system for effective planning and progress monitoring was organised on August 28-29, 2001 for the state of Orissa.
- A teleconferencing programme for teachers on teaching of English language for class vth was organised on September 27-28, 2001 for the state of Gujarat.
- A teleconferencing programme on 'Teaching of EVS -II to MRPs, DIET faculty and D.Ed students was organised on September 12-13, 2001 for the state of Andhra Pradesh.
- A teleconferencing programme on the teaching of English at twenty five centers was organised on September 24-28, 2001 for the state of Andhra Pradesh.
- A teleconferencing programme on 'NIMAD-II' ( Community Participation ) on state level was organised on September 18, 2001 for the state of Orissa.
- A Teleconferencing programme on "DISE" in DPEP and expansion districts of Orissa on October 15, 2001 for the State of Orissa.
- A teleconferencing programme on "EGS & AIE in Orissa" was organised on October 18-20, 2001 for the State of Orissa
- A Teleconferencing programme on " Language Education at Primary School Level" was organised on October 24, 2001 from ISRO for the State of Maharashtra.

DEP Supported Programmes

- DEP provided all support to the State Project Office in Orientation of BRC/CRC Coordinators and DIET faculty (128) on 'the Role of BRC/CRC Coordinators in the use of TLM' through teleconferencing held on 16 February, 1999, for the state of Gujarat. About 450 persons from DPEP and non-DPEP districts were benefited from this programme.
- DEP also provided support to SCERT, Haryana for organising a one day teleconferencing on 5 May '99 for the primary school teachers (more than 500) on Action Research and issues related to the Competency Based and Committed oriented Teacher Education.
- A teleconferencing programme was organised on 2-4 August '99 for primary School Teachers of Karnataka (about 600) on topics like mathematics, my school, syllabus, etc. Primary school teachers from eleven districts participated. The programme was initiated by the state DPEP, DEP provided all the technical support.
- **Demonstration of Sify based net devices was organised in Bangalore on August 13-14, 2001** DEP-DPEP personnel, State officials, DECs, Teacher trainers participated in the discussion.

	<p><b>Recommendation to procure these for the use of DIET faculty has been forwarded to the authority concerned</b></p> <p><i>State Initiated Programme</i></p> <ul style="list-style-type: none"> <li>• State initiated teleconferencing programme for EGS Gurujis was organised on 24-25 January, 2000 in Madhya Pradesh.</li> <li>• At the state level, the DPEP, Gujarat has organised 10 teleconferencing programmes (covering DPEP and Non-DPEP districts) for different target groups such as teachers, Head Teachers DIET faculty, BRC/CRC coordinators, VECs, PTA members, VCWC members, District OIs and AS supervisors. The topics covered includes Alternative Schooling System (on 13<sup>th</sup> May, 1999); Roles and Responsibilities of VEC, MTA and PTA members under DPEP (on 11<sup>th</sup> June, 1999); Village Civil Works Committee (on 9<sup>th</sup> July, 1999); Tribal Education (on 20<sup>th</sup> August, 1999); School Health and Sanitation (on 25<sup>th</sup> August, 1999); DISE Report (on 24<sup>th</sup> September, 1999); Preparation and Use of TLM in Classroom Teaching (on 6<sup>th</sup> October, 1999); Village Civil Works Committee and Alternative Schooling (on 19<sup>th</sup> November, 1999); Use of Flashcards in English for Std. V (on 10<sup>th</sup> December, 1999) and Action Research (on 5<sup>th</sup> January, 2000).</li> </ul> <p><i>State Initiated Video Conference</i></p> <ul style="list-style-type: none"> <li>• By using the Andhra Pradesh state Wide Area Network (APSWAN), an attempt was made to train/orient the Mandal Resource Persons, DIET Lectures and DPOs on the topics Fractions and Integrated Education of Disabled (IED) through two-way video interaction at each district head quarter on 14-15<sup>th</sup> March, 2001 in the state of Andhra Pradesh.</li> </ul>
<p><b>Radio Broadcast</b></p>	<ul style="list-style-type: none"> <li>• In the state of Uttar Pradesh, the SPO and DEP have planned to utilise the 'Air Time' provided by the AIR, Lucknow as well as 13 other AIR Stations. An orientation workshop on 'Audio/Radio medium' was organised at SIET, Lucknow to orient teachers, teacher educators and SRG on audio formats. Some audio jingles on DPEP issues were produced. The capacity built is being utilised to cater to the two slots provided by AIR on primary education to be used for radio talks/discussions on DPEP issues.</li> <li>• The DEP in collaboration with the State Project Office, Himachal Pradesh has launched the Radio Broadcast programme called 'Gyan Kalash' (Radio Prasikshan Pathashala) for training primary teachers in the subject areas using 'Air Time' of AIR, Shimla. The programme was first broadcast on 5<sup>th</sup> October, 2000. The programme is based on the integrated teacher-training module developed by the DPEP, H. P. for teachers of DPEP and non-DPEP districts. The programme is</li> </ul>

	<p>aired at 19.05 hours of fifteen minutes duration by AIR, Shimla station on MW and SW frequencies on every Thursday and Saturday. A comprehensive plan has been drawn to assess the effectiveness of the radio broadcast programme.</p> <ul style="list-style-type: none"> <li>• The state project office of DPEP, Karnataka and the DEP have utilising the 'Airtime' of AIR Gulberga and Raichur for broadcasting of lessons on EVS, Maths and Kannada for Class-III children and teachers. The broadcast began on 14<sup>th</sup> November, 2000. 60 Radio programmes were developed (20 each in Maths, EVS and Kannada) and 3 episodes per week in November and December and 4 episodes per week from January, 2001 to 16<sup>th</sup> March, 2001 were broadcast. Feedback has been obtained through Phone-in programme organised on 3<sup>rd</sup> April, 2001. Preparation are being made to broadcast lessons on EVS, Maths and Kannada for Class-IV children and teachers of Gulberga, Raichur and Dharward Districts.</li> </ul> <p><i>State initiated programme</i></p> <p>DPEP, Assam has been engaged in broadcasting Radio programmes using AIR, Guwahati titled 'Abhigyan' for orienting district level functionaries on issues related to DPEP intervention. The programme has been well received in the field.</p> <ul style="list-style-type: none"> <li>• Taken up in the states of Himachal Pradesh, Karnataka and Andhra Pradesh.</li> </ul>
<p>Feedback/Impact Study Need Survey for Content Up-gradation</p>	<ul style="list-style-type: none"> <li>• As per the requirement of the state of Orissa, a need survey for content up-gradation of Primary School Teachers was under taken. Deficient competencies in the areas of Maths, EVS, and Language (Oriya) were identified through administering diagnostic tests among the primary school teachers in 6 DPEP districts. The report has been prepared and hard sports have been identified and finalised through interacting with the state and district level personnel. About 32 SIMs were developed to address these areas and distributed to teachers.</li> </ul>
<p>Other Activities At The Center</p>	<ul style="list-style-type: none"> <li>• A documentation of MAGNET INTERNET MACHINE was organised on June 12, 2001 at DEP-IGNOU, New Delhi.</li> <li>• Printing of the first issue of the 'DEP Newsletter' in the month of June.</li> <li>• Distribution of the first issue of the 'DEP-Newsletter' in the month of July.</li> <li>• Demonstration of computer software (E learning, an SGI prospective) in connection with development of software for the state of Rajasthan was organised on July 26, 2001 at DEP-IGNOU New Delhi.</li> <li>• A workshop on the potentials of INTERNET ACCESS DEVICE (IAD) for teacher training was organised for DECs of Haryana, Himachal Pradesh, Assam, Orissa, U.P. and Uttaranchal on August 21-22, 2001 at DEP-IGNOU, New Delhi.</li> </ul>

## **ALTERNATIVE SCHOOLING**

### **An Overview**

An attempt has been made to trace the important developments in Alternative Schooling Programming in the period starting after the last JRM. These developments are assessed mainly in terms of coverage, quality and equity aspects of the programme. Major challenges which are there before the AS programme have also been identified.

### **Coverage under AS**

Currently there are 66,988 Alternative Schools of different types covering 24.56 lacs children in the DPEP states. Apart from these centers, 5,351 short duration Bridge Courses covering about 2 lacs children were organised in the states of Andhra Pradesh, Karnataka, Gujarat, Uttar Pradesh and Orissa. More than 70 residential bridge courses are also in operation in the states of Andhra Pradesh, Karnataka, Orissa and Rajasthan. These residential camps run on a permanent basis as long as children continue joining these camps. As and when children acquire appropriate competencies they are mainstreamed. About 500 *Ashramshalas* and *Residential Hostels* in tribal areas have been opened in co-ordination with Tribal Welfare Department in Madhya Pradesh, Chattisgarh, Orissa and Gujarat which also covers around 20,000 children. **During the period between March 2001 to September, 2001, a total of 14,010 new Alternative Schools have been started. A total of 2,065 Alternative Schools have been closed down for various reasons and 1,081 ASs in Andhra Pradesh have been converted into formal primary schools due to which the actual increase in the number of Alternative Schools during this period has been to the tune of 10,864 only. The increase in enrollment of children has been to the tune of more than 4.567 lacs.**

State-wise analysis shows that the major increase in the Alternative Schools has been reported from the state of West Bengal to the tune of (4,045) followed by Uttar Pradesh (3,275), Rajasthan (2,373), Maharashtra (1,415), Orissa (1,196) and Madhya Pradesh (1,195).

In Karnataka 518 centres have been closed due to the Karnataka Government's decision to do away with the NFE night centres and to organise residential & non-residential bridge courses for mainstreaming out of school children.

In Tamil Nadu 188 centres have been closed down. The decline in Tamil Nadu has been due to non-availability of children in these centres after mainstreaming. In Haryana, some centres were closed down after these were found non-functional. In Uttaranchal, 62 ASs have been closed. The reason for the closure is no known.

Increase in enrollment is mainly reported from the states of Madhya Pradesh (1,02,029) West Bengal (98,336), Rajasthan (95,750), Uttar Pradesh (62,268), Orissa (33,535), Gujarat (3,363) and Kerala (750).

In Karnataka 71,071 children were enrolled in the bridge courses out of which 67,242 (32,979 boys and 34,563 girls) children were mainstreamed.

In Andhra Pradesh 36,484 children were mainstreamed through the bridge courses. Mainstreaming figures from Rajasthan, Gujarat, Uttar Pradesh and Orissa are awaited.

In Orissa 369 Girls Hostels with capacity of 40 seats in each hostel has been started in collaboration with the SC/ ST Development Department. Through these hostels 11,320 girls from SC/St communities have been brought in the fold of primary education.

**COVERAGE DURING THE PERIOD (MARCH 2001-- SEPTEMBER 2001)**

Sl.No.	Name of State	Total No. of Centres			Total No. of Children		
		14 <sup>th</sup> JRM	13 <sup>th</sup> JRM	Increase	14 <sup>th</sup> JRM	13 <sup>th</sup> JRM	Increase
1.	Madhya Pradesh	23,856	22,661	1,195	11,30,219	10,28,190	1,02,029
2.	Chhatisgarh	5,587	5,485	102	2,14,863	1,25,103	89,760
3.	Tamil Nadu	960	1,148	-188	19,765	23,078	-3,313
4.	Kerala	325	300	25	7,108	6,358	750
5.	Karnataka	0	518	-518	0	13,734	-13,734
6.	Haryana	1,550	1,580	-30	35,000	35,750 (approx.)	-750
7.	Maharashtra	3,471	1,853	1,618	46,773	46,278	495
8.	Assam	3,138	3,138	0	1,29,622	1,29,622	0
9.	Himachal Pradesh		Proposed (378)		0		0
10.	Orissa	1,631	435	1,196	44,527	10,992	33,535
11.	Andhra Pradesh	1,332	3,652	-2,320	35,183 (approx)	96,464	-61,281
12.	Gujarat	2,282	2,101	181	49,422	46,059	3,363
13.	Uttar Pradesh	4,560	1,285	3,275	1,29,323	67,055	62,268
14.	Uttaranchal	236	298	-62	6,490	6,490	0
15.	Bihar	2,251	2,251	0	57,804	approx 57,804	0
16.	Jharkhand	1,165	1,193	-28	30,048	31,040	-992
17.	West Bengal	8,556	4,511	4,045	2,74,431	1,76,095	98,336
18.	Rajasthan	6,088	3,715	2,373	2,45,650 (approx.)	1,49,900 (approx.)	95,750
	<b>Total</b>	<b>66,988</b>	<b>56,124</b>	<b>10,864</b>	<b>24,56,228</b>	<b>20,50,012</b>	<b>4,06,216</b>



A careful analysis of the strategies adopted by different states brings forth the following.

#### **Intervention in Makhtabs and Madrasas**

During this intervening period there has been significant effort to improve functioning of Madrasas in Madhya Pradesh, Uttar Pradesh and Rajasthan. Currently under DPEP 1,061 Madrasas have been adopted for bring improvement in them. During the intervening period work has started in 188 Madrasas. The major increase has been from the states of Rajasthan and Uttar Pradesh.

#### **State-wise break up of Madrasas undertaken for Improvement**

<b>Madhya Pradesh</b>	<b>Uttar Pradesh</b>	<b>Assam</b>	<b>Rajasthan</b>	<b>Total</b>
547	271	111	132	1061

This is one of the most difficult and important areas of work from the gender equity point of view. We have been stressing on the participation of girls belonging to Muslim community. Their education in Madrasas has often been restricted to 'Deeni Taleem'. In consultation with the local communities and Moulvis, formal school textbooks have been introduced in the Madrasas. Wherever qualified Maulavis are available, they have been trained in transaction of the formal curriculum. Wherever qualified Maulavis are not available, with community's consent local teachers have been appointed. Childrens are given free text books and TLMs. Wherever community has expressed need for appointing Urdu teachers in Madrasas, Urdu teachers have been appointed. Intervention in Makhtabs / Madrasas is an important aspect for ensuring education of girls who have often been denied formal primary education due to social, religious practices.

#### **Children who migrate with their families**

Andhra Pradesh, Maharashtra, Gujarat and Orissa are the DPEP states which have undertaken work with this category of children. Maharashtra and Gujarat are two states where work in this area has been going on for last many years. Andhra Pradesh started work with this category in Nalgonda district last year. Orissa and West Bengal are the two other states which have started work in this area recently. While Orissa has started some camps in Kalahandi district, West Bengal has decided to provide Green Cards to migratory children which will entitle them to join formal schools wherever they are during the course of their migration. The work in this area still remains on a small scale. Keeping in view the magnitude of the problem of migration, work in this area need to be upscaled after a detailed review of the ongoing efforts.

## **Deprived Urban Children**

The DPEP states of West Bengal, Kerala, Andhra Pradesh, Assam, Bihar, Maharashtra and Uttar Pradesh have started work to cover Deprived Urban Children. While Andhra Pradesh has started work with platform and street children, Maharashtra have been working with the children working in slaughter houses in the Parbhani district. Bihar has been working with the children of *beedi* workers and also of sex workers. Kerala has recently started work with children who work in restaurants.

All these efforts are significant but even if these are on a small scale. Efforts in this area need to be upscaled. Other states also need to take up work with the children of this category.

## **Adolescent Girls**

The DPEP states of Andhra Pradesh, Bihar, Uttar Pradesh, Assam, Rajasthan, Orissa and Gujarat have initiated strategies for bringing adolescent girls in the ambit of primary education. Bihar and Jharkhand has a sizeable programme (Agni Vidyalaya) specially meant for the adolescent girls. The DPEP states of Andhra Pradesh, Uttar Pradesh, Orissa and Rajasthan has adopted strategies of long duration residential camps for covering adolescent girls. **This year Orissa has started 38 residential camps for 9+ age group girls.** Assam and Gujarat, like Bihar has part time centres for the adolescent girls. Other states are yet to initiate work in this area.

## **EGS for Unserved Habitation**

Almost all the states barring Haryana have made concerted efforts to provide schooling facilities in the pattern of EGS for unserved habitation which do not have schools or do not qualify for formal schools under the state governments' norms. The states of Uttar Pradesh, Maharashtra, Uttaranchal & Orissa have operationalised EGS schemes in line with the provisions of EGS / AIE schemes of the central government. Bihar, Jharkhand, Karnataka, Tamil Nadu has also proposed EGS centres for unserved habitations. DPEP states of Madhya Pradesh, Chattisgarh, Uttar Pradesh, Uttaranchal and Orissa have added a large number of EGS centres during the intervening period. Many states have been able to universalise access to primary education by opening EGS schools. Within a period of one year rest of the unserved habitations are likely to be covered by EGS centres in all the DPEP states. With the opening of EGS centres in unserved habitations, DPEP states will be able to universalise access to primary education.

## **Mainstreaming**

Most of the DPEP states have initiated activities for mainstreaming children through bridge courses of different duration. In Andhra Pradesh this has been going on at a very large scale for the past few years. **The DPEP states of Karnataka, Uttar Pradesh, Orissa and Gujarat have also undertaken large campaigns for mainstreaming through bridge courses.** Tamil Nadu

has also planned for Bridge Courses to cover children who have still remained out of school. More than 67,000 children in Karnataka and about 37,000 children in Andhra Pradesh have been mainstreamed during this period. *In this context it is important to note that DPEP states of Madhya Pradesh, Chhattisgarh and Rajasthan have opened community run schools in all the unserved habitations which would continue permanently. These schools are treated as mainstream schools. So mainstreaming does not remain an issue for these states. Mainstreaming through bridge courses of different duration is becoming a major activity in many DPEP states.*

### **Support to Formal Schools**

While defining scope of AS programme in DPEP, it has been clearly articulated that one of the important aim of the AS programme is to strengthen the formal system. All the strategies under AS have been designed with this focus in view. *Mainstreaming and support to formal schools by appointing volunteer teachers are two very important aspects in this regard. The new EGS&AIE guidelines also allow for such provision.*

DPEP Andhra Pradesh has been running remedial classes in large numbers to arrest the drop out as well as to ensure detention of children in classes II and I. The DPEP Tamilnadu has made provisions for coaching classes for SC/ST children. Gujarat has organised 2,816 remedial bridge courses, covering 58,403 children during the intervening period. After 90 days remedial coaching, students have been given test. The result of the test is still awaited. Successful students will be promoted to the next class.

### **Quality**

The quality of education provided to children through different strategies under AS has remained the key issue. Constant efforts have been made to ensure that all aspects of the programme, which contribute towards ensuring quality of education, are addressed adequately. These aspects are, sufficient hours of schooling, properly qualified and trained teachers, continuous academic support for teachers, improved textbooks and TLMs, longer duration of the AS programme and respectable honorarium for the AS teachers etc. Quality has continuously been focussed as an important issue in the AS programme.

### **TLM Grants to AS Teachers**

All the DPEP states are providing TLM grants (though the amount ranges between Rs. 200 to 500 / annum) to Alternative School teachers for preparation of TLM. This has resulted in preparation of innovative TLM by the instructors. The availability of TLM has helped teachers in organising activity-based learning.

## **School Improvement Grants and other facilities in AS**

Children in EGS types of schools should be entitled for all the facilities that are available for the children belonging to the same categories, in formal schools.

**The DPEP states of Kerala, Madhya Pradesh, Chattisgarh and West Bengal has extended schemes like, Mid-day meal, scholarships and other facilities which are available for children of formal schools to SC/ST children and girls in AS also.**

School improvement grant is also being provided for Alternative Schools in many states. Bihar and Jharkhand have kept provision of School Grant in this year's budget.

**Kerala and Tamil Nadu has provided library books (worth Rs.1000 per school in Kerala) to all the Alternative Schools.**

**Kerala is also providing grants of Rs 30,000 to the community for construction of suitable school building for its' multigrade centres. Rajasthan, Andhra Pradesh, Bihar and Jharkhand have kept provisions of such grants, ranging between Rs. 3,000 to 10,000 for arranging suitable space for Alternative Schools.**

## **Sustainability**

The question of sustainability of various initiatives after completion of DPEP had been a constraining factor for expanding the AS programme, as well as for making better academic and financial inputs to ensure quality of education provided through different strategies under AS. Initiating suitable strategies for specific groups of children like, children of migrating families, wage earning child labour, and some other deprived groups of children was restricted to a large extent by the lack of flexibility in the earlier scheme.

The new scheme of EGS & AIE makes provision for diversified strategies and has flexible financial parameters. This new scheme has drawn heavily from the experiences of Alternative Schooling programme under DPEP. The improved provisions of the new scheme have helped DPEP states in overcoming the hesitation over the expansion and diversification of the AS strategies. *Many DPEP states have made changes in the existing strategies and large number of EGS types schools have been proposed and opened for unserved habitations.*

**Maharashtra has reviewed the existing AS strategies in the light of the provisions of the centrally sponsored EGS & AIE scheme. Currently Tamil Nadu, Bihar and Jharkhand have also introduced changes in their existing AS programmes.**

## **Creating MIS for EGS Types of Schools under AS**

Formats for collecting information was developed and field-tested in three states. Based on these formats information will be collected from this year. In the next stage MIS for other strategies that are of temporary or semi-permanent nature will be developed.

### **Looking Ahead**

- In the coming period, bringing quality improvements in Alternative Schools and diversification of strategies to cover children in difficult circumstances are going to be the two major challenges.
- Many of the concerns, relating to quality like making available proper space and infrastructure, TLM, adequate training for AS teachers and providing continuous academic support are issues which need continuous follow-up in the AS programme.
- Helping states to establish and stabilise MIS will be another important task before the programme in different states in the days ahead.
- The magnitude of migration has been increasing constantly. Up scaling of strategies covering migrating children and other difficult categories of children still is an important task.
- Evaluation AS strategies has been initiated. During the next few months' support to this evaluation exercise and incorporating recommendations of the evaluation, for further improving the programme will remain one of the most important task.

**Alternative Schooling**  
**State-wise Progress Overview (upto September 2001)**  
**DPEP Phase - I**

State	Madhya Pradesh	Chhatisgarh	Tamil Nadu	Kerala
<b>Coverage</b>				
Current status	i. 23,856 All the Alternative schools have been merged with EGS.	5,587 All AS have been merged with EGS.	960	325 multi-grade centres. (392)*
Total Children Covered Through AS	Enrolment for AS and EGS Total -- 11,30,219 B-5,96,727 G-5,13,492 ST- 4,92,372	2,14,863	19,765	7,108 (6,492)*
<b>ADMINISTRATIVE ARRANGEMENT</b>				
Appointment of AS co-ordinator (State and district)	AS co-ordinator in place at state and district levels. EGS incharge, DPC, BRCC, BEO-- take care of EGS/AS School at district & block level. Training of Master Trainers and district Resource Persons has been conducted.	<ul style="list-style-type: none"> <li>▪ Formation of SPO is under progress.</li> <li>▪ AS Coordinator is in place at state &amp; district level</li> <li>▪ EGS incharge, DPC, BRCC, BEO take care of EGS / AS school at district &amp; block level.</li> </ul>	State AS co-ordinator appointed, Consultants as co-ordinators at district level.	AS co-ordinator appointed.
Constitution of State Resource Group (SRG) & District Resource Group (DRG)	SRG, DRG formed.	Only DRGs at district level is formed. SRG is formed.	SRG, DRG formed; SRG meeting every alternate month.	State advisory group (SAG) consisting of 24 member constituted & First meeting held.
<b>CAPACITY BUILDING</b>				
SRG / DRG orientation & meetings	Orientation done and meetings regularly held.	Priory done, As in Madhya Pradesh by Digantar, Jaipur. 3 day orientation of SRG was arranged for the state by Ed.CIL. Members from each district were trained in LBSNAA, Mussoorie for planing under SSA.	Orientation of SRG, completed. Orientation of DRG completed. DRG & SRG meetings – bimonthly.	Approach paper on AS for tribal & coastal communities developed by SAG through workshop .

State	Madhya Pradesh	Chhattisgarh	Tamil Nadu	Kerala
Exposure visit by SRG/ DRG	Being regularly done.	<ul style="list-style-type: none"> <li>▪ Visited Digantar, Jaipur.</li> <li>▪ Visited blocks of Raipur and Rajnandgaon district of Chhattisgarh.</li> <li>▪ Participated in Dehradun &amp; Jaipur workshop on classroom culture from gender perspective.</li> </ul>	Exposure visits to Digantar, Bodh, Lok Jumbish, MV Foundation, DDS & Rishi Valley, Loreto Sealdah.	<ul style="list-style-type: none"> <li>▪ Trip to HD Kotte, Karnataka.</li> <li>▪ Participated &amp; presented a paper on training strategies in 3<sup>rd</sup> nation of seminar at Rishi Valley.</li> </ul>
Visioning and Strategy planning workshop	Workshop held at RIE, Bhopal and DIET Raisen.	Workshop held at RIE, Bhopal and DIET Raisen.	Completed.	Completed.
<b>ISSUE OF EQUIVALENCE</b>				
Strategy (Profile of target group)	<ul style="list-style-type: none"> <li>i. Schoolless habitations.</li> <li>ii. Working children from rural as well as urban areas.</li> <li>iii. Tribal children with special focus on girls.</li> </ul>	<ul style="list-style-type: none"> <li>i. Schoolless habitations.</li> <li>ii. Working children from rural as well as urban areas.</li> <li>iii. Tribal children with special focus on girls.</li> <li>iv. Children of migratory parents.</li> <li>v. Children of workers on brick kiln sites.</li> </ul>	<ul style="list-style-type: none"> <li>• Dropouts &amp; non-starters. Emphasis on covering child labourers.</li> <li>• Day schools for Children from schoolless habitations.</li> <li>• Girls doing domestic work.</li> <li>• Boys doing petty jobs.</li> <li>• Casual labour children.</li> <li>• Children helping their parents.</li> </ul>	<ul style="list-style-type: none"> <li>• For children of schoolless tribal habitations.</li> <li>• Children of Fishermen communities.</li> <li>• Children employed in plantations and restaurants.</li> </ul>
Duration of the programme	5 years.	5 years.	5 years	4 years
School Hours	<ul style="list-style-type: none"> <li>i. Full time school.</li> <li>ii. Full time school.</li> </ul>	<ul style="list-style-type: none"> <li>i. Full time school.</li> <li>ii. do</li> </ul>	2 hours (under review). Full time schools in school less habitations (decision taken yet to be operationalised).	Regular school hours.
No. of learners per centre	<ul style="list-style-type: none"> <li>i. 47 (Average)</li> <li>ii. 25-40</li> </ul>	<ul style="list-style-type: none"> <li>i. 40-50 (Approximately)</li> <li>ii. 25-40</li> </ul>	20-30	25
Teachers qualification	<ul style="list-style-type: none"> <li>i. Matriculate</li> <li>ii. do</li> </ul>	<ul style="list-style-type: none"> <li>i. +2 HSS or Minimum 10<sup>th</sup> Board.</li> <li>ii. do</li> </ul>	Matriculate (few instructors are trained graduates, 12 <sup>th</sup> pass. In the remote forest area instructors who have not completed matriculation have also been appointed.	Matriculate
Honorarium for Teachers Per Month (Rs)	<ul style="list-style-type: none"> <li>i. 1,000</li> <li>ii. 1,000</li> </ul>	<ul style="list-style-type: none"> <li>i. 1,000 per month</li> <li>ii. 1,000 per month</li> </ul>	500 Decision to increase it to Rs.700 yet to be implemented.	2,000

State	Madhya Pradesh	Chhatisgarh	Tamil Nadu	Kerala
Duration of training of teachers	i. 21 days initial training for AS instructors, 10 days of training in the following years + monthly meeting. ii. 10 days initial training + 21 days in the last days + monthly meeting 20 days in May-June-01 (AS).	i. 21 days initial training for AS instructors. 10 days of training every year. ii. 21 days initial training + 12 days orientation every year.	7 days initial training followed by 2 days of training every month.	Comprehensive training <ul style="list-style-type: none"> <li>• District level workshop (3 days).</li> <li>• 10 day internship in schools.</li> <li>• Field exposure and training at Rishi Valley.</li> <li>• Onsite support by DIET staff.</li> </ul>
Expenditure per school / per year (Rs.)	i. 30,200 (two teacher school) ii. 14,860	i. 30,500 (two teachers school), ii. 16,500	7,530	25,200 Rs. 30,000 continuation to community for construction of semi-pucca structure.
Expenditure/child/yr. (Rs)	i. 826 ii. 424	i. 826 ii. 424	For stage I children 300 for stage II children 560.	768
Academic Support and Supervision	i. AS incharge in DIET. One supervisor for every 10 centres. ii. EGS incharge in DIET, BRC and Jan Shikshak are responsible.	i. One supervisor for every 10 centres. ii. EGS incharge in DIET, BRC and Janshikshak are responsible.	1 supervisor for every 8-10 schools.	Supported by DIET.
Honorarium of Supervisor (Rs.)	i. 1,500 ii. Not applicable.	i. 1,500 p.m. ii. Not applicable.	Part – time supervisor 600+100 (T.A.) • Decision to raise it to (900+100)	Not applicable.
Material being used	Prepared in collaboration with Digantar. Now integrated text book have been developed at state level with active participation of teachers.	Prepared in collaboration with Digantar.	Formal school text books and workbooks. A set of literacy books has been provided to AS centres.	Adapted self learning material of Rishi Valley School Translation of MGLC material into Tamil. TLM for std. III being prepared.
Collaboration with NGOs	Digantar, Rupantar, Abhivaykiti, Apana School.	Digantar, Rupantar, Abhivaykiti & Eklavya (As in M.P).	Tamil Nadu Science Forum, SFRD, Myrada, Kalvi Kendra, Kalaimangel, Bless.	Rishi Valley.



## DPEP Phase - I

State	Karnataka	Haryana	Maharashtra	Assam
<b>Coverage</b>				
Current status	1. 518 NFE centres 2. 77 Bridge Courses	1,550 centres 50 centres allowed to open in Bhiwani.	i. MAHEGS DPEP - 1627 DPEP -II, 1631 ii. Vastishala iii. Sugar schools (10) iv. Condensed course (0) v. Group residential school (10).	i. Amar Kendra (695). ii. Intervention in Makhtabs (111). iii. Amar Parhasali (2,332).
Total Children Covered Through AS	1. 13,734 2. 2,130	35,000	i. 45,321 ii. 37,416 iii. 1,452 iv. NIL v. 200	i. 23,795 ii. 4,877 iii. 1,00,950
<b>ADMINISTRATIVE ARRANGEMENTS</b>				
Appointment of AS co-ordinator (State and District)	Consultant microplanning is appointed incharge. He is supported by an Asst. Programme Officer.	State Co-ordinator appointed (Part-time).	Tribal co-ordinator looks after AS. State level co-ordinator is in place. District co-ordinators at Parbhani, Nanded, Osmanabad, Beed, Jalna, Dhule and Gadchiroli are in place.	State and District co-ordinator in place.
Constitution of State Resource Group (SRG) & District Resource Group (DRG)	SRGs, DRGs constituted.	SRG & DRG constituted.	SRG & DRG constituted.	SRG & DRG constituted.
<b>CAPACITY BUILDING</b>				
SRG / DRG orientation & meetings	Orientation of DRGs completed.	Preliminary orientation conducted for SRGs & DRGs. SRG meetings -- monthly.  Six meeting of SRG held.  4 meeting of DRG held in these meetings 20-50 AS volunteers also participated.	Orientation of AS functionaries completed.  SRG members attend DRG meetings.  SRG & DRG meet regularly. 10 meetings of SRG conducted up till now.  Workshop organised at State level for District functionaries.  SRG (ALS) tenth meeting held on 22 <sup>nd</sup> June, 2001.  State level workshop in ALS for all district and Taluka Mahila Sanchalika was conducted at J.P. Naik Centre, Pune	6 days, orientation of all functionaries completed.  SRG functional.

State	Karnataka	Haryana	Maharashtra	Assam
			for mobilization of MTA and VECs.	
Exposure visit by SRG/ DRG	Visited Rishi Valley Schools.	Some members of SRG visited Digantar. Further exposure visits for entire SRG to Bodh, Digantar, Lok Jumbish, Maya, SKCV, MV Foundation & CWC.	Some AS functionaries visited IIE Pune. District level personnel visited MVF.	Some SRG & DRG members have visited IIE Pune.
Visioning and Strategy planning workshop	Completed.	Completed.	Completed.	Completed.
<b>ISSUE OF EQUIVALENCE</b>				
Strategy (Profile of target group)	<ul style="list-style-type: none"> <li>▪ Children who are engaged in household chores in habitation where there are schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Dropouts &amp; non-starters.</li> </ul>	<ul style="list-style-type: none"> <li>i. Drop out &amp; non-enrolled children.(9-14)</li> <li>ii. Children of school less habitations.(6-9) std. I &amp; II.</li> <li>iii. Children of migratory labour. (6-11) at sugar factory.</li> <li>iv. Children who migrate seasonally.(6-11).</li> <li>v. Habitations where contract schools also cannot be started.</li> </ul>	<ul style="list-style-type: none"> <li>i. Out of school children.</li> <li>ii. Children belonging to minority groups.</li> <li>iii. Working children <ul style="list-style-type: none"> <li>• Urban deprived children</li> </ul> </li> </ul>
Duration of the programme	60 days	2 years (some of the centres which have completed 2 years duration have been given extension).	<ul style="list-style-type: none"> <li>i. 2 years</li> <li>ii. Regular school</li> <li>iii. 6 months</li> <li>iv. 75-100 days in a year.</li> </ul>	4 years
School Hours	Down to Dusk	3 –4 hours	<ul style="list-style-type: none"> <li>i. 2 hours</li> <li>ii. Regular school</li> <li>iii. 6 hours</li> <li>iv. 2 hours</li> </ul>	3 to 5 hrs.
No. of learners per centre	30	20-30	<ul style="list-style-type: none"> <li>i. 10 girls or 20 students</li> <li>ii. 15 children</li> <li>iii. 40-45</li> <li>iv. 10</li> </ul>	15 to 40 learners in one shift.

State	Karnataka	Haryana	Maharashtra	Assam
Teachers qualification	SSLC	Matriculate	i. XII pass ii. HSC, D.Ed. iii. Regular school teacher iv. Matriculate v. D.Ed.	i. H.S.S.L.C. ii. H.S.L.C. iii. H.S.S.L.C.
Honorarium for Teachers Per Month (Rs.)	1,000	1,000	i. 1,000 ii. 1,000 iii. Teacher on deputation iv. 30 per day. v. Teacher on deputation	900
Duration of training of teachers	10 days	<ul style="list-style-type: none"> <li>• 11 days initial + 10 days every 6 months.</li> <li>• Training module has been developed for AS teacher &amp; supervisors. Final draft ready for printing.</li> </ul>	i. 10 days of training in the first year & 3 days follow up training in the beginning of the 2 <sup>nd</sup> year. ii. 30 days pre-service training by DIET under the guidance of MSCERT, Pune.	i. 3 day induction training. ii. 21 day pre-service training. iii. 7 day refresher training.
Expenditure per school / per year (Rs.)	20,000	22,000	i. 18,625 ii. 13,000 iii. Teacher on deputation. iv. 4,000	25900
Expenditure/child/yr. (Rs)	500	760	i. 845 ii. 600 iii. 750 (approximate) iv. 400	1036

State	Karnataka	Haryana	Maharashtra	Assam
Academic Support and Supervision	By BRC, BEO & CRC.	Being supported by DIET, DRU, BRC, CRCs supervisors being appointed. In the 3 districts process of appointment in progress. In 2 districts test for selection of supervisors is conducted. Activity of Pathak Manch is started in one clusters of one block.	CRC & BRC	1 co-ordinator for every 10 centres. Monthly meeting of instructors at supervisor level and BRC level. Supervisor, BRCC, CRCC, DLRG & SLRG members visit centres and provide on site support.
Honorarium of Supervisor (Rs.)	Not applicable.	1,500+500 (T.A.)	Not applicable	1,500
Material being used	<ul style="list-style-type: none"> <li>▪ An instructional manual developed.</li> <li>▪ An integrated work book for children has been developed.</li> </ul>	Formal school books (new) used in class 1 & 2. Workbooks have been prepared to be used along with these textbooks.	i. TLM prepared by IIE, Pune. ALS kit as per regular school -- SLM and TLM.	Formal school textbook for AS centre 1 additional book on handwriting and 1 drawing book. Supplementary academic material for children also provided.
Collaboration with NGOs	Rishi Valley	Digantar, NSS.	IIE Pune, Janan Prabodhini, MAHEGS are started by NGOs.	Srujonika, IIE Pune, Bodh, Assam Gyan Vigyan Samiti.

## DPEP Phase – II

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
Current Status	<ul style="list-style-type: none"> <li>• 378 proposal in perspective plans.</li> <li>• EC has approved 125.</li> <li>• State cabinet created 75 posts of ALS instructors.</li> </ul>	<ul style="list-style-type: none"> <li>• 1,631 AS Centres opened in un-served habitations.</li> <li>• 36 camps for adolescent girls.</li> </ul>	<ul style="list-style-type: none"> <li>i. ALS Centres (1,332)</li> <li>ii. Back to School centres – functional during summer (564)</li> </ul>	<ul style="list-style-type: none"> <li>i. Back to School (2282)</li> <li>• AS Centre</li> <li>• Alternative School</li> <li>• Education Camp (yet to start)</li> <li>ii. Bridge courses(94)</li> <li>• Vacation course</li> <li>• Tent school (4)</li> <li>• Night class</li> <li>• Premative course</li> <li>• Farm school</li> <li>• Agaria school</li> <li>• Mobile school</li> </ul>	<ul style="list-style-type: none"> <li>i. Shikshaghar – 828</li> <li>ii. Balshala – 163</li> <li>iii. Prechar Pathshala – 89</li> <li>iv. Makhtabs / Madararas – 271</li> <li>v. Rishi Valley – 128</li> <li>vi. Camp – I (90 days) + 8 camp 60 days bridge course.</li> <li>vii. 2770 EGS courses &amp; 311 AS is operational in DPEP II and DPEP III.</li> </ul>
Total children covered through AS	State has now decided to activate 25 centres in 3 district w.e.f. 2001-2002.	<ul style="list-style-type: none"> <li>• 44,527</li> <li>• 600</li> </ul>	<ul style="list-style-type: none"> <li>i. Alternative schools</li> <li>ii. Back to School Centres</li> </ul>	<ul style="list-style-type: none"> <li>i. Back to School – 49,422</li> <li>ii. Bridge Course – 2,311</li> </ul>	<p>1,29,323</p> <p>B-70,645</p> <p>G-58,678</p>
<b>ADMINISTRATIVE ARRANGEMENTS</b>					
Appointment of AS co-ordinator (State and district)	AS coordinator not in position (probably not required).	State AS co-ordinators in place. In district tribal co-ordinators in-charge for AS.	AS co-ordinator at districts & state levels are in place excepting two districts. In DPEP II districts, CMOs are monitoring the programme.	Tribal coordinator incharge of AS in state whereas in district separate posts for AS Co-ordinators have been created.	State & district coordinators in place in DPEP – II. All district coordinators in place DPEP III. Orientation programme for DPEP-III AS coordinators organized at SPO level in two batches. 13 coordinators were trained during 13-16 Sept. 2000 and 21 coordinators were training during 12-15 Feb. 2001.
Constitution of State Resource Group (SRG) & District Resource Group (DRG)	SRG/DRG not constituted.	SRG constituted but does not meet regularly. DRG constituted by member drawn from DIET / BRG.	SRG & DRG constituted. Training for 10 days for SRG members (by Rishi Valley Education Society, Chittoor A.P.) at Panderu. Instructor Pupil Ratio is 1:20.	In place	Functional SRG which meet regularly. Last meeting of SRG(AS) held on 19-20 Sept. 2001. AS independent evaluation of DPEP-II commissioned.

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
<b>CAPACITY BUILDING</b>					
SRG/DRG orientation & meeting		DRG oriented for 20 days training module.	No separate SRG, DRG exist for AS.		Functional SRG meets regularly.
Exposure visits by SRG/DRG		Visited M.V. Foundation, Hyderabad.			
Visioning & strategy building workshop	Conducted.	Conducted.	Orientation of functionaries by MVF Ranga Reddy district AP.	Visioning done. Ten days training on strategy building to AS co-ordinator at AS training centre imparted every month.	<ul style="list-style-type: none"> <li>Conducted various workshops in these phases to orient AS functionaries.</li> <li>Training for supervisors BRC / NPRC coordinators for 8 days in 32 districts.</li> </ul>
<b>ISSUE OF EQUIVALENCE</b>					
Strategy (Profile of the group)	Children from small unserved habitations. Children of migrating families.	Children of un-served habitations.	<ul style="list-style-type: none"> <li>Children out of school: potential child labourers &amp; child labourers.</li> </ul>	<ul style="list-style-type: none"> <li>i. Children migrating to sugar factories from Dangs class I – IV.</li> <li>ii. Children of migrating labourers working in Dangs (class I-IV).</li> <li>iii. Children of Sugarcane workers in Surat district (Class I-IV).</li> <li>iv. Children of sugarcane workers left at home.</li> <li>v. Children of families migrating to salt pans.</li> <li>vi. Children engaged in some seasonal activity like cotton plucking etc.</li> </ul>	<ul style="list-style-type: none"> <li>i. Children out of school 6-11 yrs.</li> <li>ii. Children from minority community (6-11 yrs.)</li> <li>iii. Children engaged in sibling care (3-11 yrs.)</li> <li>iv. Girls 9+age group.</li> <li>v. Out of school children engaged in labour (9-14 yrs.)</li> <li>vi. Children of scattered population 6-14 yrs.</li> <li>vii. Out of school children 6-11 yrs. (Grade-I &amp; II).</li> </ul>
Duration of the programme	10 months in a year.	5 years	<ul style="list-style-type: none"> <li>i. Same as formal schools.</li> </ul>	<ul style="list-style-type: none"> <li>i. 6 to 30 months</li> <li>ii. 90 days</li> </ul>	5 years

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
School hours	Full time (5 hours) school.	Full time (5 hours) schools.	i. Full time (same as formal schools).	i. 3-4 hours ii. Full time iii. 3-4 hours iv. Full time v. 3-4 hours vi. 1-2 hours	i - iv. 4 hours (inclusive of the time for lesson planning & community contact.) v. Residential vi. - vii 4 hours
No. of learners / centre	Minimum 5.	Minimum of 25 learners.	i. ALS: 20 to 80.	i. 5-20 per centre ii. 5-20 children.	i-iv. 30 iii. 75 vi. 30 vii. 30 (Hill region - 20)
Teacher qualification	Matriculate.	Trained matriculate not available than candidates with 8 <sup>th</sup> pass qualification can be engaged).	i. ALS: Minimum Senior school certificate (SSC).	i. SSC ii. Educated person.	High School, Preference will be given to women candidates. (50% of instructor would be women).
Honorarium Per Month (Rs.)	800	800	i. ALS: 1,000 per month.	i. Rs. 50/- per pupil per month. Rs. 1000/- per month for a maximum of 20 pupil.	i-ii. Rs. 1000 iii. Rs. 1000+ Rs.300 for additional child care worker. iv. Rs. 1000 & additional 3 craft teachers @ Rs. 100 per month. v. Rs. 1200 instructor vi-vii. Rs. 1000
Training Duration	Training module for ALS is prepared.	Induction training of 12 days, followed by 30 days training for Instructors.	i. 3 days initial orientation + 10 days every year. ii. Same as above & monthly review cum meeting of volunteers at the district level. iii. 7 days iv. 15 days + 7 days (after six months) v. 15 days training has been given in the month of May 2000. vi. 7 days training will be given after six months i.e., in the month of December 2000.	• 45 days pre-service training. • 15 days in-service training thrice after every 6 months.	• 30 days for instructors / Acharya ji. • 30+10 days for supervisor. Regular in-service training instructors for alongwith monthly meeting at NPRC. • 30 day training for instructor in child labour endemic districts.

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
Expenditure Per School/Per Year (Rs)	Yet to be worked out	i. 15,725 per centre.	i. 15,000 ii. 9,000 iii. 9,000  15,000 per each Alternative school is planned for the construction of semi-Pucca building. Community will provide worth of Rs. 500 either cash or kind.	Around Rs. 3,500.	i. 20,270 per centre. ii. 20,270 per centre. iii. 26,470 per centre. iv. 24,970 per centre. v. 43,000 per camp. vi. 19,220 per centre. vii. 14,350 per centre.
Exp. / Child / Yr. (Rs.)	Yet to be worked out	i. 629	i. 375 ii. 257 iii. 1,921	Rs. 1000 the expenditure includes purchase of reading and writing materials.	i-ii 675 iii. 880 iv. 810 iv. 640 v. 540 vi. 478
Academic Support	By CRC and HT of nearest school.	CRC co-ordinator.  Incase there are more than 5 centres per cluster an additional supervisor will be appointed.	i. Mandal Education Officer (MEO) Mandal Resource Person (MRP), Girl Child Development Officer (GCDO) & Mandal Literacy Organiser (MLO) provide academic support.  ii. Same as above.		i. NPRC Co-ordinators are supervising the AS centres, training by DIETs & select NGO's.  ii. 5 days training of supervisors / NPRC coordinators conducted in DPEP-II districts.
Honorarium of Supervisor (Rs.)	Yet to be finalised.	1,500 incase an additional supervisor is appointed.	Not applicable.		Not applicable



State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
Material used	Formal school textbooks.	<ul style="list-style-type: none"> <li>▪ Formal school textbooks will be used at AS centres</li> <li>▪ A supplementary reading material (entitled AADHAR) containing topics to reinforce the training inputs for AS Instructors has been developed and distributed to all districts.</li> <li>▪ An activity bank, subject wise and topic wise entitled SAMBHARA for class -I has been prepared and distributed to all DPEP districts.</li> <li>▪ TLM kits have been developed and each district has been supplied with one kit to duplicate and supply it to AS centres.</li> </ul>	<ol style="list-style-type: none"> <li>i. ALS: Formal school textbooks and MGSL kits.</li> <li>ii. Bridge course: Bridge course material and textbooks.</li> </ol>	<ol style="list-style-type: none"> <li>i. Books</li> <li>ii. Pamphlets</li> <li>iii. Charts</li> <li>iv. Pictures</li> <li>v. Geometrical Shapes</li> <li>vi. Globe, Compass box</li> <li>vii. Roll-up board</li> <li>viii. Cards (lesson card, activity card, progress card and evaluation.</li> <li>ix. Balmandir and Prathmik Shikshan Saravani for continuous academic support.</li> </ol>	<ol style="list-style-type: none"> <li>i. Formal school textbooks / RVEC multigrade materials.</li> <li>ii. -Teacher Guide</li> <li>iii. Multigrade self learning kits.</li> </ol>
Collaboration with NGOs / Agencies	None	<ul style="list-style-type: none"> <li>▪ Aagragamee, Ruchika, Ramji Yubak Sangh, PREM, CYSD, Acharya Harihar Shishu Bhavan, Shikshasandhan.</li> </ul>	<ul style="list-style-type: none"> <li>▪ UNICEF, West Bengal.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gantar, Ahmedabad, Astha, Parivartan, Lok Swasthya Seva Sanstha (Panchmahal), Pratham (Baroda).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Nalanda, Bodh, CREDA, MVF, Loreto School Scaldah, Pratham Mumbai</li> </ul>

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
Current Status	i. 12 AS Centres opened. ii. 224 EGS are in operation. 224 Acharyaji and 12 instructors have been trained).	Apna Vidyalaya (1229) Angana Vidyalaya - (1022)	Apana Vidyalaya -- (822) Angana Vidyalaya -- (343)	Child Education Centre - 8,556 (DPEP I & II)	i. Rajiv Gandhi pathshala- 3,473 ii. 6 hourly AS -1,743 iii. 4 hourly AS - 712 iv. Condensed Course -556 v. Migratory Hostel -145 vi. Madrasas-160
Total children covered through AS	6,490	57,804 approx.	30,048	2,74,431 Existing 1,70,053 Expansion 1,04,378	
<b>ADMINISTRATIVE ARRANGEMENTS</b>					
Appointment of AS co-ordinator (State and district)	District coordinators in place.	AS coordinator at state level & district level in place.	AS coordinator in place.	State level & District level AS coordinators appointed.	AS coordinators appointed at state & district level.
Constitution of State Resource Group (SRG) & District Resource Group (DRG).	SRG, DRG have been formed.	DRG constituted.	Most of the places 5 members DRG constituted.	DRG in phase I districts, constituted, SRG not constituted.	SRG & DRG constituted.
<b>CAPACITY BUILDING</b>					
SRG/DRG orientations & meeting	SRG is oriented and monthly meeting of SRG is held regularly.				Orientation of SRG/DRG is completed.
Exposure visits by SRG/DRG					
Visioning & strategy building workshop	i. 4 day workshop to orient AS functionaries about EGS & AS organized. ii. 4 day visioning workshop of Distt. Coordinators (AS) organised during 12-15 <sup>th</sup> February, 2001. iii. SRG meeting held on 12 September, 2001. iv. Workshop on TLM preparation organized on 28-30 <sup>th</sup> September, 2001.	Completed.		A 2 day orientation was organised for district AS coordinators. 3 Convergence meeting held with various departments.	Orientation workshop proposed.

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
<b>ISSUE OF EQUIVALENCE</b>					
Strategy (Profile of the group)	<ul style="list-style-type: none"> <li>i. Children out of school 6-11 years.</li> <li>ii. For out of school children 6-11 years (Grade I, II).</li> </ul>	<ul style="list-style-type: none"> <li>• 9+ age girls.</li> <li>• Children of SC/ST. going to school .</li> <li>• Children helping their parents.</li> <li>• Dropouts &amp; children highly from marginalised communities children.</li> <li>• Children of schoolless habitations.</li> <li>• Working children and children of migrant levels.</li> </ul>	<ul style="list-style-type: none"> <li>• 9+ age girls.</li> <li>• Children of SC/ST. going to school .</li> <li>• Children helping their parents.</li> <li>• Dropouts &amp; children highly from marginalised communities children.</li> <li>• Children of schoolless habitations.</li> <li>• Working children and children of migrant levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Children of school less habitations.</li> <li>• Drop out and un-enrolled children in habitations where school exists.</li> </ul>	<ul style="list-style-type: none"> <li>• Children living in schoolless habitations.</li> <li>• Working children.</li> <li>• Children of migrating families.</li> <li>• Children of minority communities.</li> </ul>
Duration of the programme	<ul style="list-style-type: none"> <li>i. 2 years</li> <li>ii. 5 years</li> </ul>	<ul style="list-style-type: none"> <li>iii. 2 yrs (for 9+ age children)</li> <li>iv. 3 yrs (for 6-8 yrs. children).</li> <li>v. In four semesters.</li> </ul>	<ul style="list-style-type: none"> <li>i. Apna-3 years</li> <li>ii. Angana-2 years</li> </ul>	Same as formal schools (4 years).	Same as formal schools (5 years). For bridge course (3-6 months)
School hours		<ul style="list-style-type: none"> <li>i. 3 hrs. (Apna)</li> <li>ii. 3 hrs. (Angana)</li> <li>iii. Mata Samiti to decide school timings.</li> </ul>	Three hours a day.	3 hours daily & 200 days in a year.	<ul style="list-style-type: none"> <li>i. 6 hours</li> <li>ii. 4 hours</li> </ul>
No. of learners/centre	<ul style="list-style-type: none"> <li>i. 21</li> <li>ii. 30</li> </ul>	<ul style="list-style-type: none"> <li>i. 15 – 25 (Apna)</li> <li>ii. 15 –25 (Angana) -- only girls.</li> </ul>	25-30	Each SSK will have 100 children : 50 for class I & 50 for class II. Minimum 20 children required for opening SSK.	<ul style="list-style-type: none"> <li>i. 6 hours - 15-20</li> <li>ii. 4 hours - 15-20</li> <li>iii. Bridge Course - 20-25</li> </ul>
Teacher qualification	<ul style="list-style-type: none"> <li>i. High school, Preference will be given to women candidates. (50% of instructor would be women).</li> </ul>	<ul style="list-style-type: none"> <li>i. Minimum 8<sup>th</sup> pass women (Mostly belonging to the disadvantaged section).</li> </ul>	Class VIII or higher.	Class 12 <sup>th</sup> pass women minimum age of 40 years.	Minimum qualification XII passed, relaxed in case of female candidates upto X class.

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
Honorarium per month (Rs.)	i & ii Rs. 1,000	i. 400 ii. 400 iii. Decision to revise honorarium but not implemented.	Rs. 400 per month 1 <sup>st</sup> year Increment of Rs. 100 in subsequent year.	For 1 <sup>st</sup> teacher 1,000 for II <sup>nd</sup> teacher 800.	i. 1200 ii. 600 Per year increase of Rs.100.
Training Duration	i. 30 days induction training for instructors and Acharyaji.	<ul style="list-style-type: none"> <li>30 days Induction training + 3 days recurring training (residential) every 3 months + 10 days of refresher training before every semester.</li> <li>1 day monthly meeting of ALS instructors.</li> <li>10 days training to MT's</li> <li>10 days training to ASRG.</li> </ul>	Foundation training - 30 days Refresher training - 10 days Recurrent training - 3 days	i. A 6 day induction training for SSK teachers. ii. 8 days pedagogy training planned. Yet to be implemented.	<ul style="list-style-type: none"> <li>45 days foundation training.</li> <li>Remedial training 10 days.</li> <li>Content based training 30 days.</li> </ul>
Expenditure per School /per Year (Rs)	i & ii Rs. 16,800	i. 9,250 (in the first year). ii. 7650 (in the following year).	9250 1 <sup>st</sup> year 7650 following year	<ul style="list-style-type: none"> <li>Honorarium of teachers @ 1000 / year 1,000 grant to each SSK centre every year &amp; 250 to Shiksha Sahayika for production of TLM.</li> <li>A minimum of Rs. 13,250</li> </ul>	i. 35,620 ii. 21,620 iii. 1,187 iv. 720
Exp./Child /Yr. (Rs.)	i. 840 ii. 810	i. 462 (in the first year). ii. 382 (in the following year).	Rs 426 1 <sup>st</sup> year Rs. 382 following year	Not yet worked out	i. 1,187 ii. 720
Academic Support	i. BRC & NPRC Co-ordinators are supervising the AS / EGS centres. ii. Formal school textbook.	By ASRG who are retired primary school teacher or minimum matric passed local girls belonging to disadvantaged girls. One supervisor for FIVE to ten centres supervisor.	ASRG-14 members & programme personnel or BEP personnel & DRG's.	Retired official who has worked above the level of school inspector or PTTI trainer. TLM grant for Shiksha Sahayika.	CRCF-Twice a month. BRCF (BEE0) - Whenever visit the village. P.O., AS at DPO - 10 % AS per month. DPC - 5% AS per month.
Honorarium of Supervisor (Rs.)		500 p.m.	500 Rs. p.m.	2,000+TA/DA	N.A.

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
Material used	<ul style="list-style-type: none"> <li>Textbooks</li> </ul>	<ul style="list-style-type: none"> <li>Books specially developed for Apna, Angna Vidyalaya.</li> <li>Additional reading, writing material developed for Angana schools.</li> <li>Books developed for semestar IV in language, maths &amp; EVS printing in progress.</li> </ul>	Local TLM, Printed Books-language Math, EVS, Action play, stories and songs preparing at DLO.	Formal school textbooks at SSKs.	Formal school textbooks. Extra material in the formal workbook & teacher guide will be developed.
Collaboration with NGOs/agencies		<ul style="list-style-type: none"> <li>In material development, collaboration with individual drawn from NGO's.</li> </ul>	Some places with Zilla Saksharta Samiti.	Not yet worked out	<ul style="list-style-type: none"> <li>NGO's like ARAVALLI, Bodh and Digantar will be involved in policy framing, supervision and academic support.</li> <li>Proposal invited from NGOs to run Bridge Courses. The Sanctioning power is delegated to Dy. Directors (Range).</li> </ul>

# **GENDER**

## **Introductory Remarks**

The persistent educational backwardness of girls has been the prime factor that informed the thrust of the NPE 1986 and the POA 1992. This has been fully built into project planning and implementation under DPEP. Over the years of implementation significant changes are visible at the ground level. Gains recorded in girls' enrolment and narrowing of or even elimination of gender disparities in this regard are possibly the highpoints of the programme's outcomes.

## **Strategy**

In compliance with the programme's thrust on girls, implementation strategies have been designed to correct the adverse situation of girls in the context of primary education. Programmatic emphasis has been on countering the prevailing atmosphere against girls' education through widespread awareness and community mobilization efforts. This was complemented by activating village level formal and informal groups that began working as a collective force towards improving the status of girls' education.

In DPEP the strategy for Gender/'Girls' Education has been to address both the generic and specific issues. While the generic is expected to cover/benefit all girls in any district, the specific essentially counters the difficulties faced by girls of certain socio-economic groups, in particular pockets.

The generic seeks to integrate the gender perspective in the activities of various functional areas such as community mobilisation, alternative schooling, special focus groups (Tribal, IED, SC Minorities, etc.), teacher training, textbooks, VEC training, civil works, research . . . etc.

The Specific targets the resistant and disadvantaged groups, often dispersed in remote and difficult areas. This has entailed

- intensive and innovative efforts at micro level
- structural reinforcement at sub district level for continued focus on girls' education
- mobilisation of village women/women's groups to pursue issues of girls' education.

A clear shift from the generic to the specific emerged as necessary at a particular stage of programme implementation. This is when the programme begins targeting specific groups of girls, typically minorities, and Scheduled Castes- Scheduled Tribes and adolescent girls in areas of low enrolment or high repeaters/drop out. Addressing these, the National level along with the states has engaged in strategising to reach the 'hardest to reach'.

What has been unique about these strategies is the way in which local level support has been mobilised to sustain the requisite vigil and pressure on the community and the school system on issues of enrolment, retention and also achievement levels. These interventions have been characterised by efforts to build on available data and ensure flow of all possible inputs, either

available within the programme or from external sources. In this way these states have been able to respond meaningfully to the situation on the ground and ensure very focused and sustained inputs that have effectively addressed the deterrents to girls' education in the local context.

*Improved access and enrolment to girls is being attempted through :*

1. setting up special models of AS exclusively for girls – angana vidyalaya, bal shalas, AS cum ECE centres
2. providing formal primary schooling facilities in centres of religious instruction viz., mokhtabs and madarassas
3. intensive mobilisation efforts, particularly among the resistant groups
4. working in close collaboration with community in specific identified pockets
5. using women's groups (both formed under the programme and those already existing), VECs, MTA, to follow up issues of girls' education
6. regular enrolment drives conducted in most states. In Uttar Pradesh a 23% increase has been recorded in girls' enrolment in 2000-2001 over last year's enrolment figures
7. conducting special camps and bridge courses for girls to mainstream them
8. follow up of cases of drop out girls to bring them back to school.
9. synchronised timings of formal primary school and AW/ECE centres.

*Retention of girls is being attempted through :*

1. Monitoring attendance has been adopted as a means of checking girls from dropping out of school. This has been high on the agenda in all states where micro initiatives for girls' education have been taken up. Community involvement is very visible in this process, particularly in mobilising parents for regular attendance of their children.
2. Retention drives are being held in some of the states to put a regular pressure on the parents and the school system to ensure retention of girls. These are not one time drives but are organised at regular intervals to sustain the pressure and take up corrective measures as may be necessary.
3. Tracking school wise cohorts has been another way of ensuring girls' retention.

*Improved Learning outcomes are being attempted through :*

1. special coaching classes/remedial classes for SC/ST girls
2. creation of a congenial learning environment for girls in the classroom where they are given the opportunity to learn. This is being done through special inputs to teachers – either in selected pockets or across the programme districts
3. remedial classes are being organised by VEC/MTA members for girls who are not faring too well at school.

Apart from these, States have begun working on ways of improving the classroom environment so that girls get an equitable learning environment. Most interventions have been through teacher sensitisation programmes.

## **Intervening for Equitable Classroom Processes and Affording a Congenial Learning Environment to Girls**

The national level initiative to examine the prevalent classroom environment in the DPEP states has led to the DPEP States conducting a study on *Classroom Culture and Processes from the Gender Perspective*. By nature exploratory and qualitative, a study of its kind is expected to provide the basis for planning interventions to address the issue of equitable learning environment in schools and classrooms in the States. Besides acquiring insight into the classroom environment and learning opportunities afforded to girls, the study targets at capacity building within the state to undertake studies of similar nature, as the field work for the study, data analysis and report writing will be undertaken by specially trained State Research Teams.

The study will cover 17 formal primary schools in each state. Of the 17 schools, 16 will be located in rural areas and one will be an urban school. Additionally, States having alternative schooling centres will cover four centres in the study. In order to facilitate the selection and representativeness of schools in the coverage, eight types of schools have been identified. Each state will select schools from areas with predominance of scheduled caste, minority, scheduled tribe, OBC, general caste, etc., and also ensure that the schools are located in geographic and topographical conditions peculiar to the states, such as riverine area, coastal area, desert area, hilly area, forest area, etc.

The study tools that were developed were field trialed and finalized.

Six Regional Training Workshops for all members of the State Research Teams have been completed. These workshops were hosted by DPEP in Orissa, Himachal Pradesh, Chennai, Uttaranchal, Bihar and Rajasthan. This five days training sought to cover all aspects related to data collection, data analysis and report writing. The training for field work concentrated on preparing the team for field work. Efforts were made to develop skills of carrying out observations of classrooms, assembly, lunch break and children's arrival at and departure from school. The team members were also trained on the use of the research tools developed for teachers, parents, community members, group discussions with children and collecting information about the school and classroom included in the study. A detailed manual developed for field work was used to train the State Research Teams.

Three out of the five days of training was devoted to hands on training in schools. Data collected in the process was discussed in classroom sessions to assess the work done and to refine skills. The data was also used to train the report writers on data analysis.

Before launching the study, states have organized local level training as final practice for the team members and also to assess their performance. This round of practice was found very useful as the schools used for the Regional Training Workshop were not only alien to the participating States but were also alien to DPEP and many of the details expected to be captured in the study were just not to be seen/found.

While field work has been completed in eight States, field work is in progress in seven States. Data collection in all the States is expected to be completed by the end of November 2001.



To discuss data analysis and report writing a five days National Workshop was held in Jaipur. Participants at this workshop were trained on analyzing data coming from the observations. With the help of data from the field the list of Core Categories, to be used by the States in analyzing their observations, was developed at this workshop. Following a similar process the code lists for the other research tools were discussed and a final draft prepared. This will be finalized with the help of consultants who will be developing a computerized analysis package for the same.

## Outcomes

### *Enrolment*

The narrowing gender gaps calculated on the basis of women's proportion in the population of the states and the proportion of girls in the total enrolment at the primary level (in the Government Schools), has already been reported. The actual gender gap calculated on the basis of sex ratio as per the 1991 and 2001 census, has shown encouraging trends. The gender gap has been reduced to <5 % in all the DPEP Phase I States except Madhya Pradesh. The gender gap is still a concern in States such Bihar, Gujarat and Uttar Pradesh.

### *Learner Achievement*

1. The gender gap has been reduced to below 5% in all the DPEP II districts when the Mid term Assessment Study was carried out for language, except in Class I in two districts of Orissa, viz., Kalahandi and Rayagada. Though the gender gap for mathematics has also reduced to below 5%, the gap is wider than that in the case of language with the exception of some districts. A case in point is district Warrangal in Andhra Pradesh which records good achievement levels but slides back in mathematics.
2. There is evidence of the gender gap being close to elimination in many of the districts covered. In fact, girls' achievement levels have undergone improvement to such an extent that the gender gap is skewed in their favour – in more districts for language than for mathematics.
3. The gender gaps in achievement levels in language do not show dramatic decrease or increase in the same states except in a few cases. Significant improvement in narrowing the gender gap is noticed in the higher classes of Banaskantha in Gujarat, Lahaul & Spiti and Sirmour in Himachal Pradesh and Kalahandi and Rayagada in Orissa. The case is somewhat different for mathematics where the gender gaps show greater improvement in the higher classes as compared to Class I.

While the decline in gender gaps has been encouraging, the overall achievement levels continue to merit attention, and the study on *Classroom Culture and Processes from the Gender Perspective* may provide valuable leads to impact on the achievement of girls.

## DPEP I STATES

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Staffing Position</i> <i>State Gender Co-ordinator</i>	<ul style="list-style-type: none"> <li>In Place - One each for gender and ECE</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> <li>SCERT - One each for gender &amp; ECE</li> </ul>	<ul style="list-style-type: none"> <li>In Place (Sr. P.O. for SFGs)</li> </ul>	<ul style="list-style-type: none"> <li>In Place (One each for Gender and ECE)</li> </ul>	<ul style="list-style-type: none"> <li>In Place (1)</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> <li>State Advisor in place at SPO</li> </ul>	<ul style="list-style-type: none"> <li>In Place (One for Women Development &amp; one Assistant WDO for Gender &amp; ECE)</li> </ul>
<i>District Gender Co-ordinator</i>	<ul style="list-style-type: none"> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In Place (APC in each district)</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In Place (28)</li> </ul>	<ul style="list-style-type: none"> <li>In place</li> </ul>	<ul style="list-style-type: none"> <li>In Place (One WDO per district)</li> </ul>
<i>Sub District</i>					<ul style="list-style-type: none"> <li>299 Sahyoginis at selected clusters</li> </ul>	<ul style="list-style-type: none"> <li>In place - 73 Taluka Sanchalikas</li> </ul>	
<i>Resource Groups (Gender &amp; ECE)</i>	<ul style="list-style-type: none"> <li>SRG (Gender &amp; ECE)</li> <li>DRG (Gender &amp; ECE) for all 9 districts in place.</li> </ul>	<ul style="list-style-type: none"> <li>State &amp; District Gender Resource groups constituted</li> </ul>	<ul style="list-style-type: none"> <li>SRG &amp; DRGs constituted</li> </ul>	<ul style="list-style-type: none"> <li>SRG for gender and ECE constituted</li> <li>District Resource Groups have been setup in Trivandrum and Palakkad districts</li> </ul>	<ul style="list-style-type: none"> <li>State and District Resource Groups for gender and ECCE in place.</li> </ul>	<ul style="list-style-type: none"> <li>Resource Groups for Gender and ECE constituted at State and District levels</li> </ul>	<ul style="list-style-type: none"> <li>10 member SRG for Women's Development &amp; ECE in place. Meets every six months.</li> <li>12 member DRG for Women's Development &amp; ECE constituted. Meets twice a year</li> </ul>
<i>Community mobilisation Material Development</i>	<ul style="list-style-type: none"> <li>Materials with gender focus in print, audio/video developed in 2/3 languages and distributed /used</li> <li>Songs and street plays on the need for educating girls &amp; women prepared</li> <li>Awareness materials developed</li> <li>Preparation of drama script on awareness for girls</li> </ul>	<ul style="list-style-type: none"> <li>Gender sensitive Poster, Brochure, Folders developed</li> <li>Gender specific brochures on                             <ul style="list-style-type: none"> <li>Girls' education empowerment through DPEP</li> <li>Laws for women</li> <li>Agencies working for women</li> </ul> </li> <li>Two folders for parents and teachers on the importance of educating girls</li> </ul>	<ul style="list-style-type: none"> <li>Gender perspective integrated in all training modules &amp; materials developed for community mobilisation and awareness creation</li> <li>Rural folk tales &amp; stories by elders collected to emphasise need for parents &amp; community to interact with the growing girl child.</li> <li>A 7 module training</li> </ul>	<ul style="list-style-type: none"> <li>A write up on gender issues included in the handbook developed for parents.</li> </ul>	<ul style="list-style-type: none"> <li>Audio tapes on girls' education developed in Tikamgarh and Ratlam</li> <li>Brochure on girls' education developed in Rajgarh and Shehdol</li> <li>Gender specific awareness material &amp; scripts prepared</li> <li>Brochures for Mahila Padna Badna Andolan developed and disseminated upto</li> </ul>	<ul style="list-style-type: none"> <li>Handbook for Sahayogini, Taluka/Zila Mahila Sanchalika and project personnel distributed upto school level. The handbook explains how to establish communication with parents, VEC members, Panchayat members and community. It also covers formation of MTA,</li> </ul>	<ul style="list-style-type: none"> <li>Posters and stickers on girls' education developed and distributed to all schools.</li> <li>Video cassettes developed and screened in all districts.</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Community mobilisation Material Development</i>	in Bongaigaon district.	<ul style="list-style-type: none"> <li>• Material developed for celebration of girl child day, legal literacy, improving the health of women and children</li> </ul>	film with in built gender focus produced for training of teachers and VEC members.		the grass root level to motivate parents to enroll girls in school.	their role in promoting girls' education	
<i>Interaction at Sub-district level</i>	<ul style="list-style-type: none"> <li>• Campaigns by special troupes in tea gardens, tribal and riverine area.</li> <li>• Campaigns for SFGs including religious leaders,</li> <li>• Meena campaign</li> <li>• Awareness camps and follow up meetings</li> <li>• Maa Beti melas, at block level.</li> </ul>	<ul style="list-style-type: none"> <li>• Maa-Beti melas, cycle rallies, puppet shows, Kalajathas, etc. conducted</li> <li>• Mahila sashakti Karan Saptah</li> <li>• Massive enrolment drive organised with the help of mothers and women VEC members</li> <li>• 300 Maa-beti melas organised to promote enrolment of children to Anganwadis.</li> </ul>	<ul style="list-style-type: none"> <li>• Micro Planning with gender focus completed in specific blocks</li> <li>• Cultural troupes have performed kala jathas in in 6947 villages/ habitations in the districts.</li> <li>• VEC melas - 583</li> <li>• 94 Ma Beti melas</li> <li>• 1081 Chinnara melas and Shikshakara Melas conducted with girl child &amp; SC/ST children focus</li> </ul>	<ul style="list-style-type: none"> <li>• Campaign in coastal and tribal areas</li> <li>• In Kasargod and Wayanad - Female volunteers posted in the Muslim areas of - District &amp; block meetings of religious leaders</li> <li>• Grihasadas (10 -15 women per meeting) held with involvement of VEC &amp; volunteers</li> <li>• Conduct of melas, rallies, Kalajathas, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Mahila Shiksha Abhiyan Phase II</li> <li>• Shiksha Panchayat</li> <li>• Conduct of melas, rallies, kalajathas, etc.</li> <li>• Maa - Beti Melas organised in some districts</li> <li>• Mahila Shiksha Abhiyan Phase III</li> <li>• Shiksha Panchayats</li> <li>• School Chalo abhiyan in all the districts</li> <li>• Gram Sabhas organized regularly at village level.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct of melas, rallies, Kalajathas targeted mainly at women and girls</li> <li>• Celebration of Balika Din</li> <li>• Mahila and Kishori Melas organised at the time of enrolment drives.</li> <li>• Separate retention drives for girls held</li> <li>• International Women's Day celebrated in the districts on 8<sup>th</sup> March.</li> </ul>	<ul style="list-style-type: none"> <li>• Mobilisation of VLCs and PTAs</li> <li>• VLCs involved in enrolment of girls</li> <li>• 1027 Melas and campaigns were conducted during 1999-2000.</li> <li>• Street plays about educating girls and elimination of gender bias enacted.</li> <li>• Area specific intensive follow up for detection of out of school girls.</li> <li>• Special enrolment drives conducted.</li> </ul>
<i>Community Participation</i>	<ul style="list-style-type: none"> <li>• Mahila Jagaran Samitees in Darrang district, which focus on empowerment through economic activities</li> <li>• Training to 100 SFG groups of Darrang District by NABARD.</li> <li>• Cultural Programme on issues related to girls' education at</li> </ul>	<ul style="list-style-type: none"> <li>• Door to door campaign for girls' enrolment by women members of Panchayat</li> <li>• Celebration of special days for girls' education like Dholak Manjira.</li> </ul>	<ul style="list-style-type: none"> <li>• In Bellary district children get the lamp from the village house-holds for the evening classes as there is power breakdown.</li> <li>• In Raichur district VEC members pooled in their TA/DA for purchasing a durri (carpet) for the BRC.</li> <li>• Samudayadatta Shale - a community</li> </ul>	<ul style="list-style-type: none"> <li>• PTAs in all schools</li> <li>• MPTAs in majority schools</li> <li>• Support from the community is being arranged for helping poor children to pursue studies</li> </ul>	<ul style="list-style-type: none"> <li>• Mahila Shiksha Abhiyan, Shiksha Panchayat and formation of Mahila Samoohs, thrift and credit groups.</li> <li>• Formation of Prerak Samoohs, district and block core groups for Mahila Padna Badna Andolan</li> <li>• To promote community participation Gram Shiksha</li> </ul>	<ul style="list-style-type: none"> <li>• 12593 MTAs in place in 9 districts</li> <li>• MTA has adopted 10 girls of migrant families in Bhokandhar village, Jalna district, provides them food etc. These girls have thus been retained in school.</li> <li>• Some MTAs provide uniforms to girls</li> </ul>	<ul style="list-style-type: none"> <li>• Door to door campaign for girls' enrolment by women members of Panchayat.</li> <li>• Community support in getting scholarship for SC/ST girls, providing toilets &amp; furniture to schools.</li> <li>• In the Panchayat Union Middle schools of Chinthamani &amp; Pappanapatti, the</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Community Participation</i>	Kathalguri in Morigaon District.		owned school programme – and a child adoption programme launched throughout the state		<p>Sabhas, Bal Mela, Maa Beti Mela held regularly at block /cluster/village level and 3 days training of Gender Coordinators &amp; Sahyoginis</p> <ul style="list-style-type: none"> <li>• Regular orientation of Mahila Samoohs.</li> <li>• Door to door contact under Mahila Padna Badna Andolan</li> <li>• 3 days training of Gender Coordinators &amp; Sahyoginis held to orient Self Help Groups.</li> </ul>		<p>Magalir Mandram enrolled the dropouts girls.</p> <ul style="list-style-type: none"> <li>• Children from private schools attracted by the method of teaching in the panchayat union PS Namachivayapuram.</li> <li>• List of absentee girls provided to VEC by the HM of panchayat union primary school Sirakilan-dhannallur which tried to readmit them.</li> </ul>
<i>VEC</i>	<ul style="list-style-type: none"> <li>• VECs involved in home visits, teacher sensitisation, awareness campaigns for girls' education</li> <li>• 2000 Mothers' groups and 1000 SHG formed.</li> <li>• Women VEC members' convention held</li> <li>• MTAs constituted</li> <li>• Orientation of Mothers' Group on health &amp; development issues in all districts.</li> <li>• Adult Women's Literacy classes at Kapili Block of Morigaon district</li> </ul>	<ul style="list-style-type: none"> <li>• VEC training addresses issues of girls' education &amp; women.</li> <li>• Both basic and refresher training of VEC members completed</li> <li>• VECs involved in motivating parents to educate girls &amp; re-examine the role of women in society</li> </ul>	<ul style="list-style-type: none"> <li>• VECs are sensitising Mother and other community leaders</li> <li>• VEC meetings, VEC melas and Chinnara melas are used to promote gender equity.</li> <li>• Basic training to VECs has been given. Gender focus is inbuilt.</li> <li>• VECs are being reconstituted in the form of School Development and Monitoring Committees (SDMC).</li> </ul>	<ul style="list-style-type: none"> <li>• MTAs &amp; PTAs alongwith VECs are actively involved with education of the children</li> <li>• PTAs in all schools oriented. Parents made aware of the fact that girls and boys need to be treated alike and given equal opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs ensure girls' enrolment and regular attendance and formation of Mahila Samooh, Panchayat and MSA training, Shiksha Panchayat.</li> <li>• Special training for newly elected women panchayat members</li> <li>• VECs and SMCs functioning. MTAs &amp; PTAs are being formed.</li> <li>• One day gender specific MSA training completed in all districts.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly meetings of MTAs are held for every class to follow up the progress of the children and their participation in school activities.</li> <li>• Pursue enrolment and retention of girl children</li> <li>• VEC members participating in MTA meetings</li> <li>• Workshop for representatives of VECs held on 17<sup>th</sup> to 20<sup>th</sup> July 2001.</li> </ul>	<ul style="list-style-type: none"> <li>• Three days training every year. to VEC and PTA members</li> <li>• VEC module focuses on importance of education, particularly girls. Covers issues of enrolment, retention and completion of Class V.</li> <li>• Involvement of women members of PTAs and local bodies increased in promoting girls education, mobilising resources, participation in school activities &amp; meetings</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Pedagogy Training of academic staff</i>	<ul style="list-style-type: none"> <li>• Gender sensitisation integrated in training for teachers, SIs, DIs, BEEOs, DIET personnel, principals &amp; Instructors of BTCs, BRCCs, CRCCs.</li> <li>• Sensitisation of teachers to reduce gender bias in classroom activities</li> <li>• Completed basic teachers training in DPEP II and refresher training in DPEP I.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender training of 8969JBT teachers, 1582 VEC members, 63 Education Administrators &amp; DIET faculty, using the package Dasha and Disha</li> <li>• Gender training of district and sub district level functionaries, teachers &amp; grassroots level functionaries through tele-conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Gender concerns integrated in the in-service teachers training programme</li> <li>• The 6 day teacher training module has an inbuilt component of gender</li> </ul>	<ul style="list-style-type: none"> <li>• One day brainstorming session to discuss ways of sensitising teachers on gender issues</li> <li>• Study in 168 schools on classroom processes &amp; gender.</li> <li>• ½ day gender training to 28,000 teachers to minimise the biased outlook that prevails in primary schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender sensitisation of cluster teachers</li> <li>• Gender sensitisation module integrated in teacher training</li> <li>• All the teachers, EGS Gurujis, Jan Shikshaks and Supervisors trained on the gender specific SLM developed.</li> <li>• Elimination of gender bias in the Integrated Learning Material (ILM) undertaken in workshop mode</li> </ul>	<ul style="list-style-type: none"> <li>• Gender module included in the in-service teachers' training programme - SMARTPT.</li> <li>• Training of all teachers on Sankalp'98</li> <li>• Gender perspective in Classroom situations included in Sankalp 1998</li> </ul>	<ul style="list-style-type: none"> <li>• Module prepared and distributed to all the schools.</li> <li>• Gender perspective integrated in training programmes for teachers, CRCC, BRCC, Educational Administrators, SCERT and DIET faculty and project personnel.</li> </ul>
<i>Material development</i>		<ul style="list-style-type: none"> <li>• Gender information kit to eliminate gender bias in textbooks &amp; their alternatives by SCERT</li> <li>• <i>Mujhe Padna Hain (I Want to Study)</i> - a gender module for the tele conferencing on girls' education</li> <li>• <i>Dholak Manjira, Abhibhavak Shala Sangam Samaroh</i> Packages relating to women's empowerment and promotion of girls' education distributed at BRC level.</li> </ul>	<ul style="list-style-type: none"> <li>• Video recording of gender issues (role play) for use in tele-conferencing completed</li> <li>• 7 module video film produced is used for 3 days film based training</li> </ul>	<ul style="list-style-type: none"> <li>• Module for MTs.</li> <li>• Write up on gender issues for Parents handbook developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender Coordinators trained on strategies developed and documented for Mahila Padna Badna Andolan .</li> </ul>	<ul style="list-style-type: none"> <li>• Sankalp/Agenda 1998-10 commandments for the classroom to ensure girls' participation.</li> <li>• Teachers handbook on MPP covers ways of conducting MTA meetings</li> <li>• Compilation of 5 case studies per district on instances of girls in difficult circumstances being brought into schools into a handbook.</li> <li>• OJAS - quarterly in house magazine on success stories.</li> <li>• Folder on visit to Vastishala for</li> </ul>	<ul style="list-style-type: none"> <li>• A module on "girls' education and women empowerment" developed and distributed to all teachers</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Material development</i>						MTA and VEC members, Gender and Cluster Coordinators.	
<i>Teacher support material</i>	<ul style="list-style-type: none"> <li>• 2 booklets – on educating girls &amp; a compilation of stories of girl recipients of national bravery award</li> <li>• Teacher sensitisation material on how to reduce gender bias in classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>• Specific material to teachers on how to handle textbooks/ curriculum &amp; extra curricular activities without any gender bias</li> </ul>	<ul style="list-style-type: none"> <li>• Chiguru : Resource Book for teachers.</li> <li>• Manthana : Resource Book for Trainers of teachers.</li> <li>• Seven module film – “Before we begin the lesson...” alongwith 3 days training designed for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Short stories invited to sensitise teachers on gender discrimination, for compilation .</li> </ul>	<ul style="list-style-type: none"> <li>• SLM has been developed on gender specific issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Handbook for Sahayogini, CRCCs &amp; teachers finalised</li> <li>• Handbook Margdarshika for Sahayoginis &amp; project personnel.</li> <li>• A booklet based on textbook focused gender issues “Samantechya whatever” ( on the way to equality) developed</li> </ul>	
<i>Textbooks</i>	<ul style="list-style-type: none"> <li>• Textbook developers provided with checklist of ‘dos’ &amp; ‘don’ts’</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks for classes I-V reviewed to eliminate gender bias</li> </ul>	<ul style="list-style-type: none"> <li>• All textbooks of standards I to IV in Kannada, Urdu, Marathi, Telegu and Tamil reviewed for elimination of gender bias. A gender resource person, associated with Text Book Committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Efforts made to use ‘she’ wherever ‘he’ has been used in the textbooks</li> <li>• All textbooks for Classes I to IV reviewed for elimination of gender bias</li> </ul>	<ul style="list-style-type: none"> <li>• SCERT has completed gender analysis of textbooks</li> <li>• The Teaching Learning material prepared under the Seekhana Sikhana package and the AS pedagogy screened for gender sensitivity.</li> <li>• <b>The Integrated Learning Material (ILM) scrutinised for gender bias</b></li> </ul>	<ul style="list-style-type: none"> <li>• Gender perspective built into the process of textbook development</li> <li>• The process has been completed for all text books for Classes I – V</li> </ul>	<ul style="list-style-type: none"> <li>• Gender neutral textbooks upto Class V– all subjects</li> </ul>
<i>Management Planning Integration of gender perspective in plan formulation</i>	<ul style="list-style-type: none"> <li>• Separate chapter in AWPB detailing girl-child specific interventions</li> <li>• On going efforts to sensitise the planning process</li> </ul>	<ul style="list-style-type: none"> <li>• Gender analysis of EMIS data &amp; cohort studies used for planning</li> <li>• Provision for educational incentives &amp; other support for girls in the AWPB.</li> </ul>	<ul style="list-style-type: none"> <li>• On-going efforts to sensitise the planning process</li> <li>• Interventions for girls integrated in the various activities proposed in the AWPB</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of the gender perspective being attempted</li> <li>• Interventions for girls’ education in the district plans</li> <li>• Focussed interventions for girls included in the AWPB 1999-2000</li> </ul>	<ul style="list-style-type: none"> <li>• Separate Chapter in AWPB spelling out interventions for women &amp; girls</li> <li>• Sahyogini project for the blocks having lowest female literacy incorporated in the plan for the year 2001-02.</li> </ul>	<ul style="list-style-type: none"> <li>• Efforts being made to integrate the gender perspective.</li> <li>• A chapter in the AWPB details strategies for girl children.</li> </ul>	<ul style="list-style-type: none"> <li>• Integration of gender concerns attempted</li> <li>• AWPB includes a chapter on girl child specific interventions.</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Capacity Building Preparation of gender training module</i>	<ul style="list-style-type: none"> <li>• Modules developed for teachers, Educational Administrators, VEC members, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Gender Training manual &amp; package for educational administrators</li> <li>• Section on girls' education and gender issues in the teacher training module <i>Tarang</i></li> </ul>	<ul style="list-style-type: none"> <li>• Gender training modules for Head Teachers, Teachers, Educational Administrators &amp; VECs</li> <li>• Social mapping in the VEC training module have a gender and caste focus. Separate sessions on inequality in access &amp; participation in schools</li> </ul>		<ul style="list-style-type: none"> <li>• Gender sensitisation built into the training programme for teachers and educational managers</li> <li>• Training module on <b>Mahila Padna Badna Andolan</b> prepared for the district functionaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender training module for DIET faculty &amp; Educational Administrators</li> <li>• Gender Module incorporated in SMART PT.</li> <li>• 3 days gender module for CRCC/ BRCC developed</li> </ul>	
<i>Sensitisation programmes for DPEP personnel</i>	<ul style="list-style-type: none"> <li>• Gender sensitisation built into the planning and introspection workshop for DPEP personnel</li> <li>• Orientation of Gender SRG &amp; DRG</li> <li>• SCERT faculty attended 40 days training on women's issues</li> <li>• DPOs and DRG members visited Lok Jumbish</li> <li>• Sensitisation of Teachers, CRC, BRC, DIET Administration for 3 days</li> </ul>	<ul style="list-style-type: none"> <li>• Gender sensitisation program for district and sub district project staff</li> <li>• Training on girls' education of project personnel through tele conferencing</li> <li>• Gender sensitisation of BRCCs, CRCCs and administrators through the package <i>Dasha</i> and <i>Disha</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender training of teacher, Head teachers, BRCC, CRCC and VEC conducted</li> <li>• Repeated focus in all review workshops involving BRC and project personnel.</li> <li>• BRCs, BEOs and CRCs trained to use MIS data from gender and ECE perspective.</li> <li>• State level workshop on use of MIS data</li> </ul>		<ul style="list-style-type: none"> <li>• Gender sensitisation of district gender coordinators at SNDT University.</li> <li>• Gender sensitisation of BRCCs</li> <li>• Training for role clarification of Gender Coordinators.</li> <li>• Sahayoginis undergone training on gender sensitisation</li> <li>• Gender coordinators trained on thrift and credit groups</li> <li>• Gender Coordinators and Sahyoginis trained on the training module of <b>Mahila Padna Badna Andolan</b></li> </ul>	<ul style="list-style-type: none"> <li>• One day orientation of Sahayoginis.</li> <li>• Inter district exposure visits</li> <li>• Exposure visit to Gujarat for Block/ District Mahila Sanchalikas</li> <li>• 3 days gender training of BRC, educational administrators, SCERT, DIET and project personnel</li> <li>• Training of Sahayoginis</li> <li>• Training for implementation of Sankalp 1998</li> <li>• About 85 district /Taluka Mahila Sanchalikas visited Nanded district &amp; saw sugar school and met MTAs</li> </ul>	<ul style="list-style-type: none"> <li>• 2 days Gender Sensitisation programme held for teachers BRC Coordinators and educational administrators</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Workshops</i>	<ul style="list-style-type: none"> <li>• Workshops on planning and review of progress held regularly at the State level</li> <li>• 3 day State level Seminar on Gender Equity Issues in March 2000</li> <li>• Workshop for sharing of Evaluation Report and development of new Evaluation Programme to assess the achievement level of learners.</li> <li>• One day state level workshop to prepare district action plans on Girls Education for all the districts</li> </ul>	<ul style="list-style-type: none"> <li>• Material development workshop for teleconferencing on girls' education</li> </ul>		<ul style="list-style-type: none"> <li>• Five days workshop on strategising and planning for girls' education and ECCE ( including fields visits to Idduki district).</li> <li>• Regional seminar on Elimination of Gender Discrimination through Education.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 day orientation of gender coordinators for Quality Watch.</li> <li>• 2 days workshop at SPO for text book analysis.</li> <li>• 2 days state level workshop to finalise Gender Development Index.</li> <li>• 2 days workshop held for gender work plan</li> <li>• 3 days workshop at SPO for preparing the module for VEC/PTA</li> <li>• 2 days workshop held at state on classroom culture and process.</li> </ul>	<ul style="list-style-type: none"> <li>• Job chart for CRCCs to guide them to meet the objectives of MPP</li> <li>• Mahila Prabodhan Programme–Case Study workshop</li> <li>• State level workshop for gender co-ordinators, MTA,VEC members and Cluster co-ordinators in July 2001.</li> </ul>	
<i>Processes for Review</i>					<ul style="list-style-type: none"> <li>• Review – cum-orientation of all Sahyogonis at block level every month.</li> </ul>	<ul style="list-style-type: none"> <li>• Review meeting of District and Block Gender Co-ordinator, and Cluster Co-ordinators</li> <li>• Monthly review meeting of Taiuka Mahila Sanchalika by District Mahila Sanchalika</li> <li>• Monthly review meetings of Kendra Pramukha by Block Mahila Sanchalika.</li> </ul>	



GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Networking</i>	<ul style="list-style-type: none"> <li>• Networking with NGOs, NEIBM, MS, Women's Studies Centre, Gauhati University</li> <li>• Convergence with Social Welfare Depatt. for health</li> <li>• Conduct of health check up involving PHC, Red Cross and NGOs.</li> </ul>	<ul style="list-style-type: none"> <li>• Resource Persons for gender programmes drawn from DWS, NCERT, TSG Ed.CIL, &amp; NGOs</li> <li>• Women's' Education Cell in SCERT</li> </ul>	<ul style="list-style-type: none"> <li>• MS, SRC, NIAS, CLR (Pune), CRY and BGVS have been involved in various activities</li> </ul>	<ul style="list-style-type: none"> <li>• Linkages with institutions of repute, Govt. Depts., experts of child development and child psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Networking planned with NGOs</li> <li>• Convergence with TLC, SRC and Mahila Samakhya</li> </ul>	<ul style="list-style-type: none"> <li>• TISS, SPARC, BMC, CLR Pune, SNDT University.</li> <li>• Life skill enrichment programme for adolescent girls developed with the help of voca-tional training department of Govt. of Maharastra &amp; SNDT College, Pune.</li> </ul>	<ul style="list-style-type: none"> <li>• Convergence with the Social Welfare Department and voluntary agencies</li> <li>• DTERT and DIET faculty assist in training programmes.</li> </ul>
<i>MIS Availability of Gender Disaggregated data</i>	<ul style="list-style-type: none"> <li>• From EMIS &amp; VEC survey</li> <li>• Development of Software for collection of information on Self Help Group and Mothers' Groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Through EMIS</li> <li>• Through cohort study and house to house survey data</li> </ul>	<ul style="list-style-type: none"> <li>• Through village mapping and EMIS</li> <li>• Micro Planning data</li> <li>• Gender disparity reports are generated for Districts, blocks and CRCs.</li> </ul>	<ul style="list-style-type: none"> <li>• Through EMIS</li> </ul>	<ul style="list-style-type: none"> <li>• EMIS and Lok Sampark Abhiyan</li> <li>• Gender concerns integrated in IPMS</li> <li>• Disaggregated data of Mahila Shiksha Abhiyan 2000-01.</li> <li>• Data of Mahila Padna Badna Andolan for girls enrolment.</li> </ul>	<ul style="list-style-type: none"> <li>• Through EMIS</li> <li>• Through Micro-Planning and House to House survey</li> </ul>	<ul style="list-style-type: none"> <li>• EMIS &amp; compulsory registration of children in school going age (micro-planning)</li> <li>• Through cohort study</li> </ul>
<i>Mahila Samakhya</i>	<ul style="list-style-type: none"> <li>• Operational in one block in 3 DPEP I districts</li> <li>• Expanded to DPEP II districts</li> </ul>		<ul style="list-style-type: none"> <li>• MS associated with microplanning and also with other DPEP interventions.</li> <li>• MS resource book on gender, 'Kusuma' distributed to all BRCs and CRCs.</li> </ul>	<ul style="list-style-type: none"> <li>• MS operational in 2 DPEP districts (with independent funding).</li> </ul>	<ul style="list-style-type: none"> <li>• MS operational in 5 districts of Phase I &amp; II</li> <li>• MS support drawn upon for conducting MSA &amp; Sahayogini training</li> <li>• Formation and training of Mahila Samoohs &amp; SHG</li> </ul>	<ul style="list-style-type: none"> <li>• MPP operationalised in line with MS</li> <li>• The MPP has located functionaries at district, cluster and block level. Sahayogi/ Sahayoginis work at school level.</li> </ul>	
<i>Innovations</i>	<ul style="list-style-type: none"> <li>• Shiksha Sevikas in 10 villages</li> <li>• Moktabs as AS for girls' education</li> <li>• Awareness campaigns on girls'</li> </ul>	<ul style="list-style-type: none"> <li>• Special coaching for girls' in urban slums</li> <li>• Special interventions for girls working in brick</li> </ul>		<ul style="list-style-type: none"> <li>• Meetings with religious leaders, placement of volunteers in coastal &amp; muslim dominated areas in</li> </ul>	<ul style="list-style-type: none"> <li>• Providing primary school facilities under the scheme of "atrodermisation of Madarssas." within Madarssas.</li> </ul>	<ul style="list-style-type: none"> <li>• Life skill enrichment programme for out of school girls.</li> <li>• Pre-vocational training to out of school girls</li> </ul>	<ul style="list-style-type: none"> <li>• To prevent drop-outs and ensure regular attendance local escort system implemented in 3 blocks in 75</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Innovations</i>	education in 12 Tea Gardens of Sonitpur district.	kilns • Flexible timings introduced to promote participation of girls.		Kasargod, Malappuram and Wayanad. House Visits made regularly by volunteers to motivate dropout children & parents towards primary education	• Sahayoginis placed in 1 block of DPEP districts as per MS model • 15 Ashram Schools in phase – I and 55 in Phase – II are functional for girls in tribal pockets. • 12 days training of 552 Madarsa teachers held in the year 2000-01. Also text books have been distributed to the children of these 552 Madarsas. • In the year 2001-02, 523 Madarsas have been approved for modernization in the AWP & B.	• Gender specific inputs provided in clusters selected for UPE.	schools. • BRC level awards to girls who complete Class V . • No major disparity seen in achievement levels/ completion rate between boys and girls from Cohort study & analysis of common evaluation test • Special coaching classes for SC/ST girls in 1892 centres in Phase I and 553 centres in Phase II districts. 48277 girls in Phase I and 13574 girls in phase II districts covered in these centres.
<i>Alternative Schooling</i>	• Drop out girls and working girl children are benefiting	• Working girls, girls engaged in sibling care/ domestic chores, who are drop outs, who do not have access to schools mainly benefit from AS	• Dropout girls working girls & girls engaged in sibling care/ domestic chores are the main beneficiaries of AS • Preference to appointment of female instructors • Against a target of 80,000 out of school children 71071 have been enrolled. 67242 children including 34563 girls have been mainstreamed.	• The multigrade centres in school-less habitations reach out to SC/ST and other girls in the 8-12 years age group.	• 3250 girls admitted in 15 Ashramshalas of Phase I and 55 in Phase II districts • 535758 (47%) girls being educated in 23,856 EGS schools.	• Girls in Prerna Centres and Contract, Summer Sugar, Mobile, Ashram Schools • District/Block Mahila Sanchalika briefed about Vasti Shala and Mahtma Phule Shikshand Hami Yojana (EGS / AIE scheme) • Enrolment of girls Vastishala : 46% Sugar schools : 44% AIE : 50%	• Ten AS centres for muslim adolescent girls running in Ramanathan Puram district • One AS centre set up for girls engaged in beedi rolling in Dharma puri district • 131 AS centres being run exclusively for girls by lady instructors. • In the 960 AS centres 57.1% students enrolled are girls.

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>Research and Evaluation</i></p>	<ul style="list-style-type: none"> <li>• Survey on language and girl child issues</li> <li>• Open evaluation of NFE centres</li> <li>• Study on gender bias in classroom transaction</li> <li>• In the sample monitoring conducted in the last 5 months emphasis has been given to analysis of attendance, enrollment and drop out of girl students</li> <li>• Field work for the Study on Classroom Culture and Processes from the Gender Perspective's is in progress</li> </ul>	<ul style="list-style-type: none"> <li>• Study on ECCE by Santck Consultants Pvt. Ltd, N. Delhi</li> <li>• Study on Gender Disparities in District Kaithal, Department of Women's Studies, NCERT</li> </ul>	<ul style="list-style-type: none"> <li>• A study on observation of the use of new text book in Kolar district by Ms. Prema Clarke.</li> </ul>	<ul style="list-style-type: none"> <li>• Report on girls education in Kerala</li> <li>• Evaluation study on the changes in attitudes of teachers towards children</li> <li>• Conducted district level Seminars / Workshops to empower women.</li> <li>• Exhibitions and Seminars at VEC level organized about the status of women in Kerala and Gender difference.</li> <li>• National study on Classroom culture and processes from the gender perspective in process.</li> </ul>	<ul style="list-style-type: none"> <li>• Effect of Bal Mela in bringing back children in school of village Dupada, Distt. Shajapur,</li> <li>• Impact of EGS, AS, NFE and SSK on girls' enrolment.</li> <li>• Impact of gender sensitisation of parents and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Rural Girls entangled in the chain of social customs.</li> <li>• School activities with reference to Gender.</li> <li>• Role of female members in VECs.</li> <li>• ST girls' participation in other activities in school.</li> <li>• Education of retarded girl children.</li> <li>• Factors contributing towards enhancement of girls' attendance.</li> <li>• Action research on dropout &amp; retention of girl students, Osmanabad district.</li> <li>• Study on enrolment, attendance and retention</li> <li>• National study on Classroom culture and processes from the gender perspective in process.</li> </ul>	<ul style="list-style-type: none"> <li>• Study of Enrolment and retention of girls in primary schools in the coastal villages of Cuddalore.</li> <li>• Comparative study of learning achievement of SC/ST girls of Thiruvannamalai</li> <li>• Evaluation of the Local Escort System</li> <li>• Study on functioning of special coaching centres for SC/ST girls</li> <li>• National study on Classroom culture and processes from the gender perspective in process.</li> </ul>

## DPEP II & III STATES

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Staffing Position</i> <i>State Gender Co-ordinator</i></p> <p><i>District Gender Co-ordinator</i></p>	<ul style="list-style-type: none"> <li>In Place – Three co-ordinators for Gender and ECE</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> <li>Separate ECE Co-ordinator in place</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In place</li> </ul>	<ul style="list-style-type: none"> <li>Addl. Director (Planning) oversees Gender and ECE at the state level</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> </ul>
<p><i>Resource Groups (Gender &amp; ECE)</i></p>	<ul style="list-style-type: none"> <li>Common Resource Groups for Gender &amp; ECCE constituted at the state, district and mandal level.</li> <li>Andhra Mahila Sabha provides professional support</li> </ul>	<ul style="list-style-type: none"> <li>SRG and DRG under Mahila Samakhya (MS) formed and functional.</li> <li>State and district Core Teams of MS in place</li> </ul>	<ul style="list-style-type: none"> <li>SRG – Gender</li> <li>DRG – Gender</li> </ul>	<ul style="list-style-type: none"> <li>In place at state level</li> <li>In place at district level</li> </ul>	<ul style="list-style-type: none"> <li>SRG (gender) and SRG(ECE) in place.</li> <li>Gender DRG in place</li> </ul>	<ul style="list-style-type: none"> <li>SRG in place meeting held every quarter.</li> <li>DRGs in place. Meetings held every month.</li> </ul>	<ul style="list-style-type: none"> <li>SRG for Gender &amp; ECCE constituted. Members oriented.</li> <li>Members assist in mobilisation campaigns, material development, review &amp; planning, train-ing. Help implement the Model Cluster Development Approach.</li> <li>DRG constituted and oriented</li> </ul>
<p><i>Community mobilisation Material Development</i></p>	<ul style="list-style-type: none"> <li>Posters, audio cassettes, magazines &amp; newsletters developed to sensitise the community on girls' education at the district level.</li> <li>Children's drawings have been used for</li> </ul>	<ul style="list-style-type: none"> <li>'Munia Beti Padhti Jaye' audio cassettes and calendars developed and disseminated</li> <li>Quarterly newsletter being published</li> <li>Audio-Video cassettes on gender</li> </ul>	<ul style="list-style-type: none"> <li>Handbook for gender awareness</li> <li>Posters on girls' education</li> <li>Brochure on girls' education</li> <li>Documentation of mobilisation programmes organised at the district level.</li> </ul>	<ul style="list-style-type: none"> <li>Slogans highlighting importance of girls education developed &amp; used</li> <li>Calendars focussing on girls' education developed by Chamba &amp; Sirmour district</li> <li>Audio Cassettes with</li> </ul>	<ul style="list-style-type: none"> <li>Printed materials produced &amp; distributed to MTAs, VECs, Teachers. Leaflets displayed at Melas, enrolment drive week &amp; local festivals</li> <li>Posters and Audio cassettes</li> <li>Leaflets on MTA</li> </ul>	<ul style="list-style-type: none"> <li>Reference Manual on Gender Issues, 'Shishu Kanya Theke Sampurna Manush' published for use by KRPs, RPs &amp; DRG members.</li> <li>Meena Cassettes</li> </ul>	<ul style="list-style-type: none"> <li>Posters, Audio Cassettes, Abhiyan Geet</li> <li>Meena Video Cassettes</li> <li>Mahila Samakhya Bulletins &amp; magazines made available to teachers and VECs.</li> <li>Kalajatha performed : 864 in DPEP II and</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Community mobilisation Material Development</i>	developing posters.	developed/ disseminated • Munia Beti campaign materials (calendar) developed & disseminated. • Special issue of the State level quarterly magazine 'BEP Ahwan' published on the issues of girls' education and women's empowerment.		songs on gender issues developed and used by Kullu district • Pamphlets on role of MTAs printed by Chamba district.		used for awareness campaigns at GP & VEC level in expansion districts. • Ma-O-Meyc Melas held at GP levels in Birbhum, Mursh-dabad and Dakshin Dinajpur.	849 in DPEP III villages
<i>Interaction at Sub District level</i>	<ul style="list-style-type: none"> <li>• Balika Melas, Rallies meetings film shows, Ma-beti melas organised.</li> <li>• Meetings held with villagers, school committee chairpersons and teachers. Parents interviewed to elicit their attitude towards girls' education. Reasons identified for girls lagging behind in education</li> </ul>	<ul style="list-style-type: none"> <li>• 'Munia Beti' Campaign in SC, ST OBC and minority areas</li> <li>• Prabhat Pheris, Padyatras, Bal Melas and Ma-Beti melas at block and district level.</li> <li>• Under MS 1644 mahila samooths functional at the village level.</li> </ul>	<ul style="list-style-type: none"> <li>• Rallies, Prabhat Pheries, publicity in Haats, Tamasha Party.</li> <li>• Meeting &amp; orientation of Mahila Sangam girls.</li> <li>• MTA meetings held for enhancing retention of girls in Gender Focus Areas. Active MTAs shared problems, ideas, success stories and strategies to improve retention of girls. Each MTA given a list of irregular children to bring them back to school.</li> <li>• In the Maa-Beti Sammellans held in selected blocks of Panchmahal, mothers were urged to be sensitive towards</li> </ul>	<ul style="list-style-type: none"> <li>• Girl Child Week organised</li> <li>• Village rallies by school children focusing on girls education held.</li> <li>• Meena Week organised in the form of Ma-Beti Mela at the centre level in Chamba district. Girls participated in different competitions and presented cultural shows.</li> <li>• More than 260 Ma Beti melas held in Chamba and Sirmaur districts</li> <li>• Celebration of International Women's Day on March 8<sup>th</sup>.</li> <li>• Block level women's conference organised</li> </ul>	<ul style="list-style-type: none"> <li>• Community mobilisation with gender focus</li> <li>• Ma-Jheea (Mother daughter) Melas in tribal areas</li> <li>• Women's conventions, Pada Yatra &amp; rallies at block and cluster level organized with help from Mahila Mandals, NGOs, ICDS functionaries</li> <li>• Special enrolment drive for girl children</li> <li>• Meena campaigns</li> <li>• Palli Sabha of PRI members</li> <li>• A comprehensive voluntary community mobilisation plan for girls' retention evolved through</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation of VEC members on enrolment of girls conducted at GP level in Jalpaiguri and Uttar Dinajpur.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct of melas, rallies, Kalajathas</li> <li>• 1 day meeting of VEC, MTAs &amp; PTAs at village &amp; cluster level.</li> </ul> <p><i>DPEP II</i></p> <ul style="list-style-type: none"> <li>• Meena Campaigns - 1024 in DPEP III</li> <li>• Ma beti melas- 289</li> <li>• Women's parliament—289</li> <li>• School chalo abhiyan linked to girls' education.</li> <li>• 1094 retention marches</li> <li>• 2405 Summer camps for girls' retention (10 days)</li> </ul> <p><i>DPEP III</i></p> <ul style="list-style-type: none"> <li>• Meetings with community</li> <li>• Meena campaigns-664</li> <li>• School Chalo Abhiyan for girls - 300</li> <li>• Summer camps - 1127</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Interaction at Sub District level</i>			<p>needs of their daughters &amp; give equal treatment to boys and girls</p> <ul style="list-style-type: none"> <li>• 20 women's group meetings held in Gender Focus Area in Panchamahals.</li> <li>• CRCC meeting of Gender Focus Area held in Dangs.</li> <li>• <b>Muslim Nayak Sammelan organized in Banaskantha</b></li> </ul>	<p>in Sirmour district</p> <ul style="list-style-type: none"> <li>• Mahila Sammelans held to mobilise women for education.</li> <li>• Bal Pravesh Melas to ensure enrolment of girls.</li> </ul>	<p>sensitisation of women at the grassroots. 1432 voluntary comm.-unity mobilisers trained. Master Trainers trained, community mobilisers</p> <ul style="list-style-type: none"> <li>• Material developed for mobilisation distributed at BRC / CRC level.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Maa Beti mela – 25</b></li> </ul>
<i>Community Participation</i>	<ul style="list-style-type: none"> <li>• Community has been donating land, cash and other building material</li> <li>• Community organised competitions for parents and even distributed prizes.</li> <li>• Motivated parents offer scholarships and incentives to facilitate girls' enrolment, retention and achievement.</li> <li>• Village Core Groups and MRPs interact with parents and sensitise them on girls' education and jointly evolve strategies to address problems.</li> <li>• Balika Melas, competitions for children focusing on</li> </ul>	<ul style="list-style-type: none"> <li>• Management of Apna/Angana Vidyalayas and ECE centres rest with mothers committees.</li> </ul>	<ul style="list-style-type: none"> <li>• MTAs involved in issues concerning girls' education – ensure regular attendance</li> <li>• Several Mahila Sammelans organised.</li> </ul>	<ul style="list-style-type: none"> <li>• Mahila Mandals help in enrolment &amp; retention of girls</li> <li>• Funds donated by MTAs for schools.</li> <li>• The Mahila Mandal exerted pressure for the selection of a school site in Chowari education block of Chamba district which had remained undecided for long.</li> <li>• Primary school in Akahar Bazar, District Kullu sent an invitation for MTA meeting by writing a message on the blackboard which the children copied and shared with their mothers. On the fixed date, all mothers participated</li> </ul>	<ul style="list-style-type: none"> <li>• MTAs &amp; community contributing funds for school repair, boundary walls, etc.</li> <li>• Women trying to create awareness on ill effects of alcoholism and the importance of girls' education</li> <li>• In Dhenkanal, a lady VEC member provides 3 hours coaching to children of her village. She tracks their attendance.</li> <li>• VECs engage lady teachers by paying a honorarium of Rs.400/- per month.</li> <li>• Qualified girls are taking classes voluntarily in the nearest primary schools.</li> <li>• MTA members</li> </ul>		<ul style="list-style-type: none"> <li>• Community provides materials for running various centres, local teacher, space, escorts and even in solving local level issues adversely impacting on education of girls.</li> <li>• Community run preparatory classes for out of school children &amp; provide escorts &amp; child care in villages with model cluster approach.</li> <li>• Community is actively involved in <ul style="list-style-type: none"> <li>- Textbook distribution</li> <li>- Monitoring teachers' attendance</li> <li>- Children's health check up</li> </ul> </li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Community Participation</i>	<p>girl child empowerment organised</p> <ul style="list-style-type: none"> <li>Mothers Association members are enrolling children and monitoring their retention.</li> </ul>			<p>in the meeting &amp; offered to contribute funds for the MTA fund/school improvement.</p> <ul style="list-style-type: none"> <li>Other examples are available in the form of resource mobilization for repair, provision of slates &amp; community teacher <ul style="list-style-type: none"> <li>donation of land for school construction</li> <li>installation of hand pump</li> <li>enrolling girls</li> </ul> </li> </ul>	<p>collected wood from nearby forest to construct a fence for their school.</p>		
<i>VEC</i>	<ul style="list-style-type: none"> <li>Statutory School Committees constituted with 50% women</li> <li>Orientation of women VEC members and members of women's groups completed.</li> <li>Organised training of MTA members</li> <li>50% reservation for women for the position of School Committee Chairperson</li> <li>Management of centres entrusted to democratically elected committee members from</li> </ul>	<ul style="list-style-type: none"> <li>Women constitute one third of VEC members. The total membership of a VEC is 15/21 and women constitute 7/21 of the same.</li> <li>One post of chairperson/Vice Chairperson of VECs earmarked for women</li> <li>At least two women members from each VEC being imparted professional training.</li> <li>VEC women members take active part in orientation trainings</li> <li>The State Government has</li> </ul>	<ul style="list-style-type: none"> <li>Regular meetings of VEC/MTA/PTA</li> <li>VECs actively involved in improving girls' retention.</li> <li>Gender Awareness Training Workshop at Danta. 140 women from 3 block in Banaskantha oriented to tackle the problems of girls' irregular attendance &amp; dropouts. Later they trained VEC, MTA &amp; PTA members during Gram Sabha meetings.</li> <li>Cross visits arranged for MTAs in 22 CRCs of 4 blocks in Banaskantha. MTA members were exposed to best</li> </ul>	<ul style="list-style-type: none"> <li>Women VEC members sensitised</li> <li>Training module for MTAs developed</li> <li>Second round of training to VEC members given included gender specific issues</li> <li>Monthly VEC meetings held in Kullu with active women's participation</li> <li>With women's representation in PRIs as pradhans / up-pradhans and members, they hold the position of Chairperson of VECs</li> </ul>	<ul style="list-style-type: none"> <li>Issues of girls' education built into VEC training package.</li> <li>For NINAD MTAs worked towards mobilising villagers, especially women for rallies, meetings and discussions.</li> <li>Involvement of MTA in enrolment, regular attendance/retention of girls in school</li> <li>In the revised "Orissa School Education (Community Participation) Rules 2000" the School Education</li> </ul>	<ul style="list-style-type: none"> <li>Block gender committees formed. Meetings held every month.</li> <li>GP level core teams formed in Cooch Behar in GPs with low girls' enrolment</li> <li>1806 MTA formed in Cooch Behar</li> <li>At least five members in each VEC are women</li> <li>Gender sensitization covered during VEC training</li> <li>Sensitisation of</li> </ul>	<ul style="list-style-type: none"> <li>VEC training module focuses on girls' education (importance of educating girls, equity issues, girl friendly environment in school &amp; at home)</li> <li>VECs pursue enrolment and retention of girls, ensure participation of women and girls in educational programmes, supervise schools and AS, provide escorts, encourage out of school girls to join AS centres, convene meetings with women's groups.</li> <li>Women Motivator Groups : 2248 in DPEP II and 1108 in</li> </ul>

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<i>VEC</i>	among the parents under statutory APSE (CP) Act 1998. More than 90% of the members are former members of Mothers' Association.	passed the Bihar State Vidyalaya Shiksha Samiti Act 2000 on 16.12.2000. New VECs constituted as per the act. In the orientation training women members of VECs take active part.	practices to encourage them to improve enrollment and retention of girls. In Panchmahal, 547 meetings of women's groups organized and attended by 32820 members on the issue of regular attendance & retention of girls. Block level meetings of BRCC and CRCC held to train VECs, MTAs and PTAs on organizing enrolment drive.	30% VEC members are women. Pamphlets on the role of MTA printed in Chamba district. 2944 MTAs constituted	Committee (VEC) has 9 guardian members of which 3 are women with at least one from SC/ST community. MTA members and other women in villages of Kalahandi have formed 331 SHGs. 979 MTA meetings held in Kalahandi and over 1500 meetings held in Raygada	women Panchayat functionaries undertaken in gender focus blocks of Jalpaiguri and Dakshin Dinajpur.	DPEP III – all have been trained Core Teams : 350 in DPEP II and 380 in DPEP III. 14895 VECs in DPEP II and 6332 in DPEP III trained till Feb.' 2001 3875 MTAs and 3341 PTAs formed in DPEP II. There are 2495 MTAs & PTAs in DPEP III. Microplanning data compiled for DPEP – II districts. 937890 children identified as out of school. Reasons show 40% for domestic work and 21.5% for sibling care.
<i>Pedagogy Training of academic staff</i>	The integrated module for teacher training includes a gender component Two days training of MEOs – covered ECE & girls' education All DGCDO's, SRGs given 2 days orientation on gender issues The revised integrated module of teacher training, includes 7 chapters on girls' education and a full session is	Gender sensitisation training to teachers and programme personnel. Gender sensitisation forms part of all training modules. 486 Jagjagi teachers trained 1220 female ALS instructors trained. Training modules for BRC RPs, teachers, VECs, educational administrators and CRCCs gender sensitization.	Gender sensitisation training for BRCCs and CRCCs Gender awareness training to 3897 female teachers of Panchmahal, 2699 of Banaskantha and 447 of Dangs Training of academic staff on issues such as enrolment status, retention and future mobilisation strategy. During State level workshop on "Classroom Transaction and TLM	District level gender sensitisation of teachers conducted in all DPEP districts. Three district level workshops held for CRCCs, BRCCs, DIET faculty and Project Personnel, which focussed on: Role, function & responsibilities of MTA in school development. Re-orientation Programme for BRCC's at DIET. Orientation of	In attitudinal training of teacher in tribal areas one day devoted to gender issues Orientation of BRCCs included one day for gender issues	40 KRPs from the expansion districts trained for transacting the gender module Teacher sensitisation programme conducted in all the Phase I districts.	Shikshodaya, a 10 days module for teachers, provides one full day for girls' education Sabal, a 8 days module for teachers includes a chapter on inadvertent messages. (round two for teachers) 150 BRCC and 250 NPRCC provided 3 days training on gender issues and classroom process in DPEP II Anant – A 3 days gender specific module to orient teacher on gender



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<i>Pedagogy Training of academic staff</i>	<p>allotted to it on the 1<sup>st</sup> day of the 7 days teacher training programme.</p> <ul style="list-style-type: none"> <li>• One day orientation to Addl. Project Co-ordinators and Sectoral Officers of DPOs on the training module for Chairpersons of School Committees covering the importance of Girls' Education.</li> </ul>		<p>Preparation with Gender Perspective", Master Trainers from DIETs for content based training, DIET lecturers, OIC - TT and Gender from districts were trained</p>	<p>BRCC/CRCC/ DPO/DIET faculty on selected pedagogical issues.</p> <ul style="list-style-type: none"> <li>• Teleconferencing on Role of CRCCs</li> <li>• Representation of female resource persons increased manifold.</li> </ul>			<p>friendly classroom processes and other gender related issues. 4000 teachers imparted this 3 days exclusive training.</p>
<i>Teacher Support Material</i>	<ul style="list-style-type: none"> <li>• Training module <i>Amma Nenu Badiki Potha</i>, exclusively on girls' education, developed and distributed among teachers.</li> <li>• KRPs trained on the module at state level to train DRG members</li> </ul>	<ul style="list-style-type: none"> <li>• Book on TLM "Shikhana Asan Hai" developed, which addresses gender issues.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher support material on gender awareness, gender sensitive curriculum, and gender sensitive attitude of teachers in classroom transaction etc, distributed in every school.</li> <li>• Teachers' training module on Gender equity in classroom transaction and use of TLM, printed and distributed to all schools of the project districts.</li> <li>• A handbook and a set of 12 posters developed &amp; distributed to all schools of DPEP districts.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender focused support material for Master trainers has been developed in workshop on "Development of Integrated Teacher Training Module". This material is being used in the revised 21 days Integrated Teacher Training Module.</li> </ul>	<ul style="list-style-type: none"> <li>• Handout on "Why girls' education and gender issues in primary education" distributed to BRCCs.</li> </ul>	<ul style="list-style-type: none"> <li>• A hand book on gender issues has been printed for the KRPs and project personnel.</li> <li>• Monthly workshop with teachers being conducted at the CLRC with the help of this material.</li> </ul>	<ul style="list-style-type: none"> <li>• Handbook developed by USAID trailed in one cluster in Sitapur district</li> <li>• Teacher training material (Model Cluster Approach) developed</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Textbooks</i>	<ul style="list-style-type: none"> <li>Class V Telegu and Class II English and Mathematics and Class IV English textbooks reviewed for elimination of gender bias</li> <li>Elimination of gender bias being ensured in textbooks under development - Class IV Telegu, Class III textbooks, EVS I and II textbooks and Class V textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>Gender issues addressed in the revised curriculum and text books of formal primary schools and AS Centres</li> <li>16 MLL based textbooks developed in which gender issues have been addressed</li> </ul>	<ul style="list-style-type: none"> <li>Removal of gender bias in the content of new textbooks for Standard I, II &amp; III.</li> </ul>	<ul style="list-style-type: none"> <li>Gender focus and elimination of bias ensured</li> <li>The teams working on curriculum and text book renewal were sensitised towards gender sensitive issues &amp; they were motivated to perform their tasks in a manner that the end products are bias free</li> </ul>	<ul style="list-style-type: none"> <li>Review of all textbooks for Classes I to III for elimination of gender bias has been undertaken</li> </ul>	<ul style="list-style-type: none"> <li>Class I and II textbooks have been revised</li> <li>SRG looking into the revised textbooks for gender equity.</li> <li>SCERT carrying out similar activity for existing textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>Checklist of 'dos' and don'ts' developed for authors of textbooks to ensure gender neutrality</li> <li>2 district gender co-ordinators are members of the SRG for textbook development.</li> <li>Workshop with teachers, illustrators, specialists &amp; gender experts for TLM development</li> <li>New textbooks reviewed by SRG Girls' education before finalisation</li> </ul>
<i>Management Planning Integration of gender perspective in plan formulation</i>	<ul style="list-style-type: none"> <li>Separate chapter on girls' education in AWPB</li> <li>Efforts made not to compartmentalise gender in all levels of the programme</li> </ul>	<ul style="list-style-type: none"> <li>Efforts are on to sensitise the planning process</li> <li>AWPB makes separate provisions for girls' education and MS</li> </ul>	<ul style="list-style-type: none"> <li>Separate budget for activities on girls education proposed in the current budget (2000-2001).</li> </ul>	<ul style="list-style-type: none"> <li>Efforts are on to sensitise the planning process</li> <li>AWPB makes separate provisions for girls' education</li> </ul>	<ul style="list-style-type: none"> <li>Efforts are on to sensitise the planning process</li> <li>AWPB makes separate provisions for girls' education</li> </ul>	<ul style="list-style-type: none"> <li>Specific activities and allocations included in the AWPBs 2001 - 2002</li> <li>Sensitisation of planners taken up during planning workshop</li> <li>Two blocks identified in Phase II districts for special intervention. In Phase I districts, gender interventions extended to all blocks.</li> </ul>	<ul style="list-style-type: none"> <li>Gender perspective and analysis of EMIS data inform planning process</li> <li>AWPB makes separate provisions for girls' education</li> </ul>

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<i>Capacity building Preparation of gender training module</i>	<ul style="list-style-type: none"> <li>Teachers' training included gender sensitisation – modules developed</li> <li>Gender strategy paper in place modified in September 1999</li> <li>DGCDOs exposed to Residential Bridge Camps (exclusively for girls), in villages with 100% enrollment and where there are 'A' grade schools etc.</li> </ul>	<ul style="list-style-type: none"> <li>Training Modules of BRC Resource persons, teachers, VECs Educational Administrators and CRC Co-ordinators include orientation on gender.</li> </ul>	<ul style="list-style-type: none"> <li>Gender training modules for teachers, Master Trainers and BRCCs/CRCCs developed. Training of teachers and vidhyasahayaks have been conducted using the module.</li> <li>MTA formation and training module has been developed and distributed to all BRCs</li> </ul>	<ul style="list-style-type: none"> <li>Training modules for personnel have a gender focus</li> </ul>	<ul style="list-style-type: none"> <li>Gender training Modules for teachers developed</li> <li>Gender component integrated in training module for BRCCs &amp; CRCCs.</li> </ul>	<ul style="list-style-type: none"> <li>Several meetings and workshops with DRG members, Panchayat functionaries, Block gender committee members and district coordinators being held regularly</li> </ul>	<ul style="list-style-type: none"> <li>School placement of SRG – Pedagogy – to observe girls' participation in classrooms</li> <li>Two days gender sensitisation of Educational Administrators, DIET &amp; project personnel by MS</li> <li>5 day training on PRA to District Coordinators, for Girls' Education, Comm-unity Mobilisation &amp; AS.</li> <li>3 training packages namely Anant, Muktakash and Assem for teachers, MTAs and Women Motivator Groups developed, respectively. 264 Master Trainers from DPEP II trained by SPO. Training of 320 Master Trainers from DPEP III in progress</li> <li>7696 teachers trained in gender sensitization module in DPEP – II.</li> </ul>
<i>Sensitisation programmes for DPEP personnel and others</i>	<ul style="list-style-type: none"> <li>District GCDOs imparted 8 days training to MRPs &amp; went on exposure visit to Kerala.</li> <li>Refresher training to SRG on gender in January 1999</li> <li>DRG trained at state level, who in turn trained MGCDOS</li> </ul>	<ul style="list-style-type: none"> <li>All SPO, DPO and programme personnel imparted professional training in which gender sensitisation is an integral part.</li> <li>Training modules developed for – Mata Samitis Jagjagi</li> </ul>	<ul style="list-style-type: none"> <li>Gender sensitisation of BRCCs &amp; CRCCs</li> <li>'Gender Awareness Workshop' for Gender OICs, BRCCs and CRCCs</li> <li>SRG, DRG review meetings and training are held regularly.</li> <li>Gender sensitisation training of 613 male</li> </ul>	<ul style="list-style-type: none"> <li>Three district level workshops held for CRCCs, BRCCs, DIET faculty and Project Personnel, focussing on functioning of MTAs, involving community in girl child issues, and involving more</li> </ul>	<ul style="list-style-type: none"> <li>State level training to DRG members for training of comm.unity mobilisers.</li> <li>5 days district level training to comm.-unity mobilisers to enroll out of school girls, monitor regular attendance by</li> </ul>	<ul style="list-style-type: none"> <li>Orientation workshop for DRG members (Gender) from Phase II districts conducted by SPO.</li> </ul>	<ul style="list-style-type: none"> <li>Sensitisation for universalisation by SIEMAT for Educational Administrators. SCERT and DIET faculty and project personnel</li> <li>Two days workshop on gender for DPEP personnel of Firozabad, Hardoi and Sonbhadra</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Sensitisation programmes for DPEP personnel and others</i>	and ECE instructors • Two days training organised for SRG of DPEP I and II districts on the Model Village Approach	teachers - ECE/AW workers - ECE programme personnel - Sahayoginis of MS	teachers held in district Dangs.	female RPs	school visit, attend VEC meetings, organize & conduct MTA meetings, facilitate formation of SHG and Balika Sangha (meena club) in consultation with CRCC & BRCCs, identify out of school adolescent girls and suggest opening of adolescent girls camps.		<ul style="list-style-type: none"> <li>• Two days workshop on community convergent action to introduce concept of convergence &amp; relevance of PRA in working with communities in Firozabad, Hardoi, Sonbhadra</li> <li>• 2 training/ orientation programmes, 4 days each, organised in DPEP III for District gender Coordinators</li> </ul>
<i>Workshops</i>	<ul style="list-style-type: none"> <li>• Workshop on development of village profile.</li> <li>• Workshop on poster development. Six posters developed on "Girl Child Friendly Atmospheres" with reference to schools/ classrooms.</li> </ul>	• National Seminar on UPE where special emphasis was given to gender issues	•	<ul style="list-style-type: none"> <li>• Workshop cum Re-orientation Programme for BRCC's at DIET Shamlaghat in November, 1999</li> <li>• State level workshop on role of MTAs</li> <li>• Gender issues deliberated for 5 sessions in the capacity building workshop of the BRG at Kaza in Lahaul-Spiti in June, 2000.</li> <li>• A state level workshop on development of training material for MTA in Aug. 2000.</li> <li>• 3 days workshop organized in dist. Chamba in July, 2001 to develop</li> </ul>	<ul style="list-style-type: none"> <li>• District &amp; Sub-district personnel oriented on gender issues in Gajapati</li> <li>• State level workshop to develop gender strategy &amp; plan of action for integrating gender perspective in implementing DPEP</li> <li>• Workshop to develop training &amp; sensitisation material for MTA and PTA and strategise for model cluster approach through field visit</li> <li>• Seminar on women's empowerment in the context of DPEP</li> <li>• Conceptual workshop on role and functions of</li> </ul>	<ul style="list-style-type: none"> <li>• 1 day state level workshop on girls' education</li> <li>• 2 days planning workshop on girls' education for state &amp; district Co-ordinators and Resource Group members</li> <li>• One day orientation workshop of Gender Co-ordinators, key functionaries of DPO and SPO.</li> <li>• Workshop on strategies held in Birbhum.</li> <li>• 3 days workshop on PRA held in Bankura.</li> <li>• Orientation workshop on</li> </ul>	<ul style="list-style-type: none"> <li>• 3 days State level gender orientation workshop for district Gender Co-ordinators and SRG members</li> <li>• State level workshop to develop training and sensitisation material for BRCC, CRCC, Women's Forum, MTA, PTA and other motivator groups.</li> <li>• State level workshop to finalise training material for BRCC, CRCC, MTA, PTA and other motivator groups.</li> <li>• Workshop to finalise material for BRCC, CRCC etc. for Model Cluster Approach.</li> <li>• 3 days state level script writing workshop organized.</li> <li>• 2 training/orientations</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Workshops</i>				material for women members of panchayati Raj Institutions with the objective of making them aware of their role in primary education. Their orientation programme is in progress.	Gender resource groups etc	Balika Siksha Karmasuchi conducted in the existing districts	programs 4 days each were organized in DPEP – III for District Gender Coordinators. • State level Kalajatha workshop for enrollment drive and retention specially for girls education held.
<i>Review Processes</i>	<ul style="list-style-type: none"> <li>• One day review meeting organized for DGCDs of DPEP I – II districts on girl child developmental activities alongwith questionnaire on various aspects if classroom observation focusing on how to make a school or classroom Girl Child Friendly.</li> </ul>				<ul style="list-style-type: none"> <li>• Review progress on the basis of child wise data generated through Anusandhan</li> <li>• Involvement of BRCC and CRCC for monitoring retention activities at school level.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly meetings held with district Co-ordinators.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular meetings at SPO with district co-ordinators</li> </ul>
<i>Networking</i>	<ul style="list-style-type: none"> <li>• Seva Bharti Nellore</li> <li>• HRESS and UNDP, Kurnool</li> <li>• Close linkages with, Andhra Mahila Sabha, Hyderabad University, Osmania University, Department of Women and Child Development .</li> <li>• Representatives of Mahila Samakhya</li> </ul>	<ul style="list-style-type: none"> <li>• Linkages with MS, AWTC and NGOs</li> </ul>	<ul style="list-style-type: none"> <li>• Linkages with Government Departments such as WCD &amp; ICDS, MS, NGOs, Academic Institutions etc.</li> <li>• Collaborating with Early Child Development Learning Resource Centres, MS University Baroda</li> <li>• 978 ICDS workers</li> </ul>	<ul style="list-style-type: none"> <li>• Working through existing structures such as Mahila &amp; Yuvak Mandals &amp; Saksharta Samittis</li> </ul>	<ul style="list-style-type: none"> <li>• Linkages established with existing Mahila Samitis</li> <li>• Support drawn from the DWCD, Orissa Mahila Ayog, Mahila Samabaya Nigam, UNICEF, Depts. of Women's Studies &amp; Psychology department, Utkal University, SRC for</li> </ul>	<ul style="list-style-type: none"> <li>• Linkages with government departments and NGOs, Dept. of Women Studies, Jadavpur University and Calcutta University, UNICEF</li> </ul>	<ul style="list-style-type: none"> <li>• Technical support drawn from SIE , SIEMAT, SCERT, NGOs, Mahila Samakhya, TSG, Ed.CIL, BETI, NYK, Departments of Social Welfare, Health, Labour, Women and Child Development etc.</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Networking</i>	participated in induction training programme on gender strategies and ECE .		have helped in : – enrolling 8492 children in primary schools including 4012 girls – 3630 children regularised in school, out of which 1625 were girls. – 370 children were re-enrolled including 234 girls – out of 314 children identified for AS 148 were girls.		Adult Education, SCERT (ECCE Unit) Xaviers Institute of Management, Nalini Devi Women's B.Ed. College, CAS, Lutheran World Service.		
<i>MIS Availability of Gender disaggregated data and use of MIS data for implementation</i>	<ul style="list-style-type: none"> <li>• Available from EMIS data</li> </ul>	<ul style="list-style-type: none"> <li>• Available from the EMIS and micro planning data</li> </ul>	<ul style="list-style-type: none"> <li>• Available from the EMIS and micro planning data in selected areas.</li> <li>• Gender desegregated data on enrollment and retention of girls, number of women teachers, etc. have been generated</li> </ul>	<ul style="list-style-type: none"> <li>• Available from the EMIS data</li> </ul>	<ul style="list-style-type: none"> <li>• Available from the EMIS data</li> <li>• Anusandhan (child tracking) was launched to undertake co-hort study which has provided drop out rates for girls.</li> </ul>	<ul style="list-style-type: none"> <li>• Available from the monthly/ annual returns of Department of School Education, GOWB, DISE and studies conducted by the Research &amp; studies call of West Bengal DPEP</li> </ul>	<ul style="list-style-type: none"> <li>• Available from EMIS and Micro Planning data and Directorate of Basic Education, GOUP</li> <li>• House to house survey data</li> <li>• MCDA maintains disaggregated data for the clusters covered by it.</li> </ul>
<i>Mahila Samakhya</i>	<ul style="list-style-type: none"> <li>• Close linkages with MS are being established</li> <li>• One day review meeting organized for all DGCDOs of 19 districts to appraise the progress on girl child activities.</li> </ul>	<ul style="list-style-type: none"> <li>• MS an integral part of the gender strategy of DPEP.</li> <li>• Active participation of MS in VEC meetings and activities.</li> <li>• 5 MSKs running</li> <li>• MS actively involved in meetings &amp; activities of VECs</li> <li>• 691 Jagjagi and 486</li> </ul>	<ul style="list-style-type: none"> <li>• Linkages established in Banaskantha and Panchmahal</li> <li>• 'Balamandir' is sent to Balwadis of Mahila Samakhya, which is a step towards convergence.</li> <li>• MS representatives in MTAs</li> </ul>				<ul style="list-style-type: none"> <li>• Close operational linkages – MS is represented in the Gender SRG</li> <li>- MS provides support in development of material and training modules</li> <li>- Extended to 6 more districts in DPEP III</li> <li>• Mahila Sashakitikan Mahotsav held in March 2001 by Mahila</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Mahila Samakhya</i>		Bal Jagjagi Kendras being run • 1644 Mahila Samoohs under MS functional at the village level.					Samakhya. Attended by DPEP Gender Coordinators and VEC members.
<i>Innovations</i>	<ul style="list-style-type: none"> <li>• Chinnarula Sabhas conducted at Chittoor, Cuddapah and Srikakulam districts on an pilot basis to <ul style="list-style-type: none"> <li>- study the child's (including girls') preparation and expectation</li> <li>- examine the impact of peer group pressure on non-school going children</li> </ul> </li> <li>• 5 low female literacy villages in 5 low Female Literacy mandals in each district adopted. 25 villages per district taken up under model village approach</li> <li>- Village profile developed</li> <li>- 180 out of 475 villages achieved 100% enrolment and retention</li> <li>- Efforts on to bring qualitative improvement in achievement levels</li> </ul>	<ul style="list-style-type: none"> <li>• State level 'Friendship Camp' organised at for the adolescent girls of Urban Schools and rural Jagjaggi.</li> <li>• State level Maa-Beti Mela organised.</li> <li>• One block in each district selected for focused gender interventions</li> <li>• Mahila Shikshan Kendra for girls</li> <li>• Mahila diwas organised in all project districts</li> <li>• Text book distribution among girl children monitored through revised PMIS format.</li> <li>• Girls' enrolment in ALS being monitored</li> <li>• One block in each project district selected for focused gender interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Special mobilisation efforts through meetings among Rabaris, Thakores, Machis &amp; tribals to enrol children and regularise their attendance</li> <li>• Mahila sangam programme : educated girls are mobilising families in Dangs to ensure enrolment and regular attendance of girls.</li> <li>• Adopted the Focus Area approach covering 218 villages – achieved universal enrolment in all</li> <li>• In the Focus Area, schools upgraded to Class V. This has benefited many drop out children.</li> <li>• Formation and strengthening of Mahila Mandals towards economic empowerment of women.</li> <li>• Integrated efforts made by BRCC, ABRCC and CRCC</li> </ul>	<ul style="list-style-type: none"> <li>• Initiatives in one backward block to inculcate a scientific temperament among girls</li> <li>• By consistent efforts lady teachers were mobilised to come forward to accept the responsibility of working as BRCC and CRCC. 29 CRCC are now female teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Block with high dropout of girls have been identified for addressal. Block specific activities developed involving community, MTA VECs, leaders of Jati Mahasabha and Teachers. Community mobilisers will play a major role in counseling the parents of dropout girls.</li> <li>• 369 residential hostels with a capacity of 40, opened in 3 existing and five expansion KBK districts in convergence with the SC/ST Development Dept. of the State Govt.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of the Balika Shiksha Karma Suchi which is a field based intensive intervention to be carried out in 50 schools of Bankura</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible timings have been introduced in 18 schools.</li> <li>• School Chalo Abhiyan in the year 2001</li> <li>• Retention marches &amp; summer camps for girls in 2001</li> <li>• Initiated the Model Cluster Approach for Girls Education. Following expansion a total of 832 clusters are covered - 352 in DPEP II &amp; 480 in DPEP III.</li> <li>• Universal enrolment in 2279 and 647 MCDA villages in DPEP II and III respectively.</li> <li>• 1774 and 486 MCDA villages are drop out free in DPEP II and III respectively.</li> <li>• Community based attendance monitoring system being used</li> <li>• Intensive retention policies &amp; strategies in clusters</li> <li>• 10 days summer camps organized to bring back drop out girls to schools 2045</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Innovations</i>	<ul style="list-style-type: none"> <li>▪ To support the MGCD0 to plan, execute, monitor, assess &amp; strategise. all the 3 personnel at the mandal made responsible for pursuing girls' education .</li> <li>▪ Each sectoral officer of the SPO has adopted one village, to convert it into a model village</li> <li>• Sensitisation of DWACRA and youth groups on activities for girls.</li> </ul>		<ul style="list-style-type: none"> <li>by involving active women's groups to enhance enrollment and retention of girls.</li> <li>▪ Under the Gender focus area approach, 93 AS centres opened enrolling 1928 children comprising 1120 girls and 808 boys.</li> <li>▪ Of the 254 children re-enrolled 120 were girls and 132 were boys.</li> </ul>				summer camps were held. 74550 children were re-enrolled after summer camps.
<i>Alternative Schooling</i>		<ul style="list-style-type: none"> <li>• Special modules for Angana Vidyalaya for 9+ girls – modeled after Jaggjagi of MS</li> <li>• 1022 Angana Vidyalayas cater to 9+ girls – drop-outs as well as illiterate</li> <li>• Apna &amp; Angana Vidyalayas have female instructors only &amp; are under the management of Mata Samities</li> </ul>	<ul style="list-style-type: none"> <li>• AS centres for 9+ girls set up in selected villages</li> <li>• Incentives to Instructors to encourage better enrolment of girls in AS Centres</li> <li>• 32 ECCE – AS centers (5 in Banaskantha, 27 in Panchmahal opened)</li> <li>• 890, 58 &amp; 1334 AS centres set up in Banaskantha, Dangs &amp; Panchmahal , respectively, catering to 49422 children of which 266657 are girls (53.9%).</li> </ul>		<ul style="list-style-type: none"> <li>• In the 587 AS centres in Kalahandi, 8740 girls are enrolled.</li> <li>• 28 adolescent girl camps running in Kalahandi, 8 in Bolangir and 29 are proposed in Keonjhar to provide access to 999 girls in the 9 – 14 years age group.</li> <li>• In the 1631 AS centres opened in unserved habitations 20614 girls are enrolled (46.3%).</li> </ul>	<ul style="list-style-type: none"> <li>• All Shiksha Sahayikas attached to the Shishu Shiksha Kendras are women</li> </ul>	<ul style="list-style-type: none"> <li>• 2 days workshop to develop AS module for working girls in Firozabad &amp; Moradabad</li> <li>• Prahar Pathshalas (9–14 years girls) , Balshala (3-11 years), Maktabs specially address girls in different age groups</li> <li>• Muslim girls are being reached through Maktabs &amp; Madarssas</li> <li>• 48% of the children enrolled in AS centres are girls.</li> <li>• Enrolment of girls has been as follows: <ul style="list-style-type: none"> <li>– AS centres : 45%</li> <li>– Urban Centres : 52%</li> <li>– Rishi Valley : 46.5%</li> </ul> </li> </ul>



GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<p><i>Research and Evaluation</i></p>	<ul style="list-style-type: none"> <li>• A study on <i>The Impact of ECE Centres on the Girl Child at Primary Level</i> completed by the Andhra Mahila Sabha</li> <li>• Following studies are in progress :               <ul style="list-style-type: none"> <li>- Convergence of activities of DPEP &amp; Child Welfare Department with special reference to ECE.</li> <li>- Long term qualitative study on ECE centres.</li> <li>- Quick mini qualitative study on the placement of under and over aged children</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Study on problems in the education of Mulsim girls completed</li> </ul>	<ul style="list-style-type: none"> <li>• Study on Problems of Girls' Enrolment in Panchmahal by DIET &amp; Gujarat Vidayapeeth completed</li> </ul>	<p>Studies in progress or planned.</p> <ul style="list-style-type: none"> <li>• Absenteeism in girl students particularly in agree cultural and labour class families in Sirmour.</li> <li>• Educational problems of girls among Gujjars.</li> <li>• Educational problem of the children with special reference to Girl Child in rural areas of Kullu.</li> <li>• 5 days Regional workshop for study on classroom culture &amp; processes from the gender perspective organized in June 2001 covering Gujarat, Haryana and Himachal Pradesh</li> <li>• Data analysis for the study on Classroom Culture and Processes from the Gender Perspective in progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of strategy for improving enrolment and retention of girl child. (distt Bolangir)</li> <li>• Analysis of problems in the enrolment &amp; retention of girls from weaker sections.(DIET Kalahandi)</li> <li>• Effectiveness of strategies for improving enrolment &amp; retention of girls (DIET Sambalpur)</li> <li>• As study of effectiveness of parent-teacher association in achieving universalisation of Elementary education in primary schools. (DIET, Keonjhar)</li> <li>• Causes of low enrolment &amp; retention of the SC and ST children with special reference to girls &amp; suggestions on the strategies to be taken for their improvement. (DIET Keonjhar)</li> </ul>	<ul style="list-style-type: none"> <li>• Study on low participation of girls in Primary Education by ISI</li> <li>• Indepth study to ascertain reasons for low enrolment and high drop out rates of girls under taken in two blocks for focused intervention for girls - data.</li> <li>• Collection and compilation complete.</li> </ul>	<ul style="list-style-type: none"> <li>• Study on repetition &amp; drop-out among minority students</li> <li>• Job Involvement &amp; Problem of female teacher</li> <li>• Study of environmental awareness among primary grade girl students &amp; their parents in Varanasi</li> <li>• Study of socio-cultural context of female school dropouts in Etawah, UP</li> <li>• Role of comm.-unity &amp; other factors in promoting primary education among muslim girls in Saharanpur</li> <li>• Improving effectiveness of ECCE in UP</li> <li>• Study of enrolment, attendance and Retention in Primary Schools in relation to incentive schemes</li> <li>• Study of class-room processes in EFA and non-EFA districts of UP.</li> <li>• Making a Difference - Document on the experiences of UPBEP &amp; DPEP in the area of girls' education revised &amp; updated.</li> <li>• Evaluation of MCDA in DPEP II nearing completion.</li> </ul>

## DPEP IV and Newly Constituted States

GENDER INTERVENTIONS	CHHATISGARH	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>Staffing Position</i> <i>State Gender Co-ordinator</i>  <i>District Gender Co-ordinator</i>  <i>Sub District</i>	<ul style="list-style-type: none"> <li>• Position lying vacant</li> <li>• 3 out of 6 in place</li> <li>• Sahyoginis in place in Surguja and Raigarh districts</li> </ul>	<ul style="list-style-type: none"> <li>• <b>State Gender/ECE coordinator in place</b></li> <li>• ECE/Gender Coordinator in DPO in place</li> </ul>	<ul style="list-style-type: none"> <li>▪ In place</li> <li>• In place</li> <li>• <b>153 Girl Child Motivator in position in selected CRCs.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ In place</li> <li>• In place in all six districts</li> </ul>
<i>Resource Groups (Gender &amp; ECE)</i>	<ul style="list-style-type: none"> <li>• Not yet constituted. SPO is in the process of being set up.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>District resource groups under Mahila Samakhya formed and functional</b></li> <li>• <b>DRG for ECE constituted.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ SRG for ECCE and Gender constituted and meeting irregularly.</li> <li>▪ SRG assisted in the process of developing training modules.</li> <li>▪ DRG constituted, meets twice a year</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>SRG and DRG formed</b></li> </ul>
<i>Community mobilisation</i> <i>Material Development</i>	<ul style="list-style-type: none"> <li>• Audio tapes on girls' education developed in Tikamgarh and Ratlam</li> <li>• Brochure on girls' education developed in Rajgarh and Shehdol</li> <li>• Gender specific awareness material and scripts prepared</li> </ul>	<ul style="list-style-type: none"> <li>• Poster, pamphlets, slogan, banner, audio cassettes, newspapers</li> <li>• VEC booklets</li> <li>• Wall writing</li> <li>• <b>Audio and video cassettes on gender developed/disseminated</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ In the process of development. material from various states have been collected.</li> </ul>	
<i>Interaction at Sub District level</i>	<ul style="list-style-type: none"> <li>• Mahila Shiksha Abhiyan Phase II and Phase III</li> <li>• Conduct of melas, rallies, kalajathas, etc.</li> <li>• Maa-Beti Melas organized in some districts</li> <li>• School Chalo Abhiyan in all districts</li> <li>• <b>Padhbo – Padhobo School Jabo launched from July 2<sup>nd</sup>, 2001</b></li> </ul>	<ul style="list-style-type: none"> <li>• Community meetings, prabhat pheri, rally organised</li> <li>• <b>Environment building</b></li> <li>• <b>Organising melas, sammelans, ma-beti melas, munia beti campaign</b></li> </ul>		<ul style="list-style-type: none"> <li>▪ <b>Maa-Beti Melas organized in Bageshwar and Champawat</b></li> <li>▪ <b>Meena Cassettes shown in 349 villages</b></li> </ul>
<i>Community Participation</i>	<ul style="list-style-type: none"> <li>• Formation of Mahila Samoohs</li> </ul>	<ul style="list-style-type: none"> <li>• Running ALS and ECE centres</li> <li>• Civil works, micro planning</li> </ul>		<ul style="list-style-type: none"> <li>• Running preparatory classes for out of schools children</li> <li>• Assist in text book distribution</li> <li>• Monitoring teacher attendance</li> <li>• Conducting health check ups..</li> </ul>

GENDER INTERVENTIONS	CHHATISGARH	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>VEC</i>	<ul style="list-style-type: none"> <li>• VECs ensure girls' enrolment and regular attendance and formation of Mahila Samooch</li> <li>• Panchayat and MSA training, Shiksha Panchayat – special training for women members.</li> <li>• Special training for newly elected women panchayat members</li> </ul>	<ul style="list-style-type: none"> <li>• Formation of VECs and orientation of VEC members completed</li> <li>• Women constitute one third of VEC members. The total membership of a VEC varies between 15/21 and 5/7 of them are women .</li> <li>• One post of chairperson/vice-chairperson of the VECs is earmarked for women.</li> <li>• In the orientation training, VECs women members take active part.</li> <li>• At least two women members from each VEC are being imparted professional training.</li> </ul>		<ul style="list-style-type: none"> <li>• 185 WMGs 862 MTAs formed.</li> <li>• Regular meetings held with WMG and MTAs</li> </ul>
<i>Pedagogy Training of academic staff</i>	<ul style="list-style-type: none"> <li>• Gender sensitisation of cluster teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 362 Jagjagi teachers trained</li> <li>• 1165 female ALS instructors trained</li> <li>• Gender sensitization training imparted to teachers/programme personnel.</li> <li>• Gender sensitization forms part of all training modules.</li> </ul>		
<i>Material development</i>	<ul style="list-style-type: none"> <li>• Training materials developed and distributed during training</li> </ul>			
<i>Teacher Support Material</i>	<ul style="list-style-type: none"> <li>• Some material developed earlier is being used by the districts</li> </ul>	<ul style="list-style-type: none"> <li>• Books related to gender issues</li> <li>• Special inputs provided in Ujala – II – teacher training</li> </ul>		
<i>Textbooks</i>	<ul style="list-style-type: none"> <li>• Presently, suggestions of SCERT M.P being followed.</li> <li>• Textbooks are made state specific</li> <li>• Workshops for changing the textbooks to be started soon.</li> </ul>	<ul style="list-style-type: none"> <li>• Success stories of girls, plays related to girls and reinforcement of equity through illustrations in the textbooks.</li> <li>• Gender issues addressed in the 16 MLL based textbooks developed</li> <li>• Book on TLM "Sikhana Ashan Hai" developed which addresses gender issues.</li> <li>• Gender issues addressed in the revised curriculum and textbooks of primary formal schools and ALS.</li> </ul>		
<i>Management Planning Integration of gender perspective in plan formulation</i>	<ul style="list-style-type: none"> <li>• On going efforts to integrate the gender perspective</li> </ul>		<ul style="list-style-type: none"> <li>• Separate budget for Girls' Education in AWP &amp; B</li> </ul>	

GENDER INTERVENTIONS	CHHATISGARH	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>Capacity building Preparation of gender training module</i>	<ul style="list-style-type: none"> <li>Gender sensitisation built into the training programme for teachers and educational managers</li> </ul>	<ul style="list-style-type: none"> <li>Training modules of BRC resource persons, teachers, VECs, education administrators and CRCCs include gender sensitization.</li> <li>Gender sensitization is an integral part of professional training imparted to all SPO, DPO programme personnel</li> </ul>	<ul style="list-style-type: none"> <li>Training module for Girl Child Activist has been developed.</li> </ul>	<ul style="list-style-type: none"> <li>SRG and DRG members have been oriented.</li> <li>Orientation of District Co-ordinators (GE) oriented on their role and responsibilities.</li> </ul>
<i>Sensitisation programmes for DPEP personnel and others</i>	<ul style="list-style-type: none"> <li>Sensitisation has been done earlier by the state of M.P. and now it will be done by Chhattisgarh.</li> </ul>	<ul style="list-style-type: none"> <li>Training women members of VECs.</li> <li>Gender sensitisation undertaken by SCERT and SLO</li> </ul>	<ul style="list-style-type: none"> <li>Gender workshop organised for state and district level personnel in September, 1999.</li> <li>Block selection committee for selection of Girl Child Activist and Escort has been constituted.</li> </ul>	
<i>Workshops</i>	<ul style="list-style-type: none"> <li>2 day SRG workshop for preparation of Sahyogini evaluation format in Dec'99</li> <li>2 day orientation of gender coordinators for Quality Watch.</li> </ul>	<ul style="list-style-type: none"> <li>A State seminar on UPE organized, in which special emphasis was given to gender issues.</li> </ul>	<ul style="list-style-type: none"> <li>One day meeting of gender experts for preparation of gender awareness material</li> <li>Three days workshop for preparation of village approach module.</li> <li>Organised the regional workshop for State Research Teams of Maharashtra, Rajasthan and Uttar Pradesh in September, 2001 for the Study on Classroom Culture and Processes from the Gender Processes.</li> </ul>	<ul style="list-style-type: none"> <li>Organised the regional workshop for State Research Teams of Chhattisgarh, Jharkhand and Uttaranchal from 6 – 10 August, 2001 for the Study on Classroom Culture and Processes from the Gender Processes.</li> </ul>
<i>Networking</i>	<ul style="list-style-type: none"> <li>Linkages with Action Aid, Eklavya, TISS, SNDT University, FRCH Pune and other State agencies</li> </ul>	<ul style="list-style-type: none"> <li>Government departments of Education Health, PHED, Welfare and DRDA</li> <li>NABARD</li> <li>UNICEF,CARE</li> <li>NGOs, NYK, ZSS, Bankers Wives Association</li> <li>NCERT, SCERT</li> </ul>		
<i>MIS Availability of Gender disaggregated data and use of MIS data for implementation</i>	<ul style="list-style-type: none"> <li>EMIS &amp; Lok Sampark Abhiyan data</li> <li>The IPMS attempts to integrate gender concerns through LSA and MSA data</li> </ul>			

GENDER INTERVENTIONS	CHHATISGARH	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>Mahila Samakhya</i>	<ul style="list-style-type: none"> <li>MS operational in 6 DPEP districts</li> <li>MS support drawn upon for conducting Mahila Shiksha Abhiyan and Sahyogini training.</li> <li>Formation and training of Mahila Samoohs and Self Help Groups</li> </ul>	<ul style="list-style-type: none"> <li>MS is an integral part of DPEP in Jharkhand.</li> <li>Mahila Samakhya is operational in 4 project districts covering 12 blocks (1100 villages and 30 Mohallas)</li> <li>It runs 310 Jagjagi Kendras</li> <li>There are 1062 Samoohas (Women's Collectives) functional</li> </ul>		
<i>Innovations</i>	<ul style="list-style-type: none"> <li>Providing primary school facilities within Madarssa</li> <li>Sahayoginis placed in 1 block of DPEP districts as per MS model</li> <li>Ashram Shalas for girls in tribal pockets</li> </ul>	<ul style="list-style-type: none"> <li>One block in each project district selected for focused gender interventions.</li> </ul>		<ul style="list-style-type: none"> <li>30 Model clusters identified in 12 blocks having low female literacy rate. Intensive approaches adopted to promote girls' education</li> </ul>
<i>Alternative Schooling</i>		<ul style="list-style-type: none"> <li>Apna and Angana Vidyalayas and Jagjagi Kendras are run as AS centres</li> <li>343 Angana vidyalaya for 9+ girls. Drop-outs as well as illiterates opened so far.</li> <li>Special moduels for Angana Vidyalaya for 9+girls girls modeled after Jagjaggi MS.</li> <li>Apna and Angana Vidyalayas have female instructors only and are under the management of Mata Samitees.</li> </ul>		
<i>Research and Evaluation</i>	<ul style="list-style-type: none"> <li>Study on tribal girl child – distt. Sidhi</li> <li>Impact of EGS, AS, NFE and SSK on girls' enrolment</li> <li>Impact of SSK in Udaipura and Obaidullaganj Blocks, Distt. Raipur</li> <li>Status of education of women and girls working in stone mines</li> <li>Contribution of Alternative schools in UPE in Mandsaur, with reference to girls' education</li> <li>Impact of gender sensitisation of parents and teachers.</li> <li>Data collection for the study on Classroom Culture &amp; Processes from the Gender Perspective in progress.</li> </ul>	<ul style="list-style-type: none"> <li>Areas being identified</li> </ul>	<ul style="list-style-type: none"> <li>Data collection for the study on Classroom Culture and Processes from the Gender Perspective in progress.</li> </ul>	<ul style="list-style-type: none"> <li>Data collection for the study on Classroom Culture and Processes from the Gender Perspective in progress.</li> </ul>

## **EARLY CHILDHOOD EDUCATION**

### **Early Childhood Education : Introductory Remarks**

In recognition of the expressed view of the National Policy on Education (1986/1992) on ECCE as a support programme for universalisation of elementary education and women's development, ECE in DPEP is seen as a vital input towards preparing children, particularly first generation learners, for primary school through school readiness programmes and ensuring better participation levels of children. In the case of girls, ECE serves the additional purpose of relieving them of sibling care responsibilities to be in school.

The guiding principles for ECE in DPEP have been to:

- avoid duplication and support expansion of ECE in villages that are not covered by ICDS.
- emphasise the pre-school aspect of ECCE and support development of pre-school material and training of functionaries.
- strengthen ties between Anganwadis centres and primary schools through training of ICDS workers
- supplementing infrastructure and TLM

### **Strategy**

The ICDS programme of the DWCD, has been the largest Government initiative on ECE. ICDS centres are opened in villages with a population of 1000 and above (750 in tribal areas). They provide a package of services including a pre-school component. The programme is currently poised to cover all districts in the country.

DPEP's approach to ECE has broadly focused on the following :

- Strengthening ECE in the existing ICDS programme or with other departments in the State, in a convergence mode, through training and other inputs
- Experimentation with alternative, cost effective models for providing ECE
- Strengthening the pre-school component in formal schools.

The state wise details of the approach adopted are as given in the Table below :

<b>{PRIVATE}State</b>	<b>Approach to ECE</b>
Andhra Pradesh	Experiment with own ECE model and convergence with ICDS
Assam	Experiment with own ECE model and convergence with ICDS
Bihar	Experiment with own ECE model and convergence with ICDS
Chhattisgarh	Experiment with own ECE model
Gujarat	Experiment with own ECE model and convergence with ICDS
Haryana	Convergence with ICDS
Himachal Pradesh	Experiment with own model
Jharkhand	Experiment with own ECE model and convergence with ICDS
Karnataka	Convergence with ICDS and experiment with own ECE model
Kerala	Convergence with ICDS
Maharashtra	Experiment with own ECE model
Madhya Pradesh	Experiment with own ECE model
Orissa	Experiment with own ECE model and convergence with ICDS

{PRIVATE}State	Approach to ECE
Rajasthan	New Centre and convergence with ICDS
Tamil Nadu	Convergence with ICDS
Uttar Pradesh	Convergence with ICDS
Uttaranchal	Convergence with ICDS
West Bengal	Convergence with ICDS

### ***Strengthening of Anganwadi Centres***

Convergence with ICDS through strengthening the ECE component of Anganwadi Centres has been attempted in a variety of ways. Specific interventions in this respect have included:

- Extended timing of the Anganwadi Centres to coincide with the timings of primary schools, along with extra honorarium to Anganwadi Worker (and helper) by DPEP
- DPEP has been training the ECE Worker and Helper in both the centres started by DPEP and those attached to the Anganwadi Centres covered by DPEP. Training modules along the lines of the NCERT model have been developed in consultation with ICDS functionaries with help from specialised organisations/institutions.
- Pre-school kits and teaching-learning material have also been developed through a similar consultative process and are being provided to the centres started by DPEP and to those Anganwadi Centres covered through convergence. The new centres receive grants to meet operational costs. Some of the States are also providing annual grants to the Anganwadi Centres as contingency or even to replenish PLMs/TLMs.
- Monitoring through the DPEP set up.
- Academic support through the DPEP set up.
- Increasing Linkage of AWC with Primary School. This has been attempted either by sitting the AW Centre in the premises of formal primary schools or in close proximity of the school.

### ***Opening of New Centres***

In non-ICDS areas, opening of ECE centres and providing for induction and refresher training of ECE workers as well as teaching learning materials has been another initiative under DPEP. These centres generally follow the ICDS pattern with occasional variations in the staffing pattern and hours of functioning.

States have however, experimented with innovative models based on local specific needs, e.g. ECE centers attached to AS centers in Gujarat and Uttar Pradesh.

Apart from the inputs provided as in the case of the selected Anganwadi Centres, construction of ECE centres was taken up by a few states to ensure their location in the school premises. Community contributions such as material, labour and finance supplemented this move by the programme.

Community involvement is an integral element of the ECE programme in DPEP. Community based organisations such as the Village Education Committees, Mother Teacher Associations, Mother's Groups, etc., have been closely involved in the entire process of establishment of the centres, running them and also in securing community support for early childhood education.

This has resulted in some degree of community ownership. In a way this programme has provided a forum for the women in the village which has enabled them to discuss various issues pertaining to their lives and that of education of girls. Coming together of women has often shaped into organised women's groups which are now assisting in regular monitoring, material development, providing nutritional support, organising events in the centres and so on. Apart from this, a certain focus on adolescent girls has also been generated in Assam that has led to implementing specific interventions for this group of girls.

### ***Strengthening Pre-schooling in formal school***

The Government of Assam has introduced Ka Maan (a pre school class) in the formal schools and DPPEP has worked along with SCERT in the development of curriculum and TLM for this class. A similar proposal is under consideration in Kerala, for which, the curriculum and TLM have been developed in partnership with DPEP. There is a proposal to start a pre school class in the formal schools in the non ICDS covered areas of Uttar Pradesh.

School readiness programmes have been introduced with variations in states as part of the AWC/ ECE center curriculum, or as a part of the class 1 curriculum.

### ***Other Initiatives***

Gujarat has started publishing a newsletter, *Balamandir*, on ECE, which is provided to all Anganwadi Centres and ECE centres. This has become a means of regular communication with the workers in the field and keeping them informed of new possibilities, teaching methods and material etc. Not only this, it has facilitated a two way communication, widening the scope of sharing and exchange.

### **Outcomes**

States have begun reporting the number of children graduating from the ECE centres and enrolling in Class I every year (Gujarat : 92 children from 15 ECE centres in Panchmahal, Bihar : 5337 from 749 centres, Andhra Pradesh : 18128 children from 2911 centres). In fact, this as well as the number of older girls being benefited from the ECE interventions by DPEP are being closely monitored, as in the case of Uttar Pradesh.

The Study conducted by Andhra Pradesh on these issues has shown promising outcomes of the intervention. Assam has initiated a district wise study of Achievement of Students of Lower Primary school having ECE background with those of non ECE background, which tries to find out the performance and adaptability of those children graduating from the ECE centres in the formal primary schools.

### **Sustaining the ECE initiatives**

Many issues pertaining to the question of sustaining DPEP's efforts have been discussed with the Department of Women & Child Development at the national level and certain joint decisions have been taken by both the Departments. The Department of Women & Child Development has issued a D.O. letter No.4-3/96-NT dated 26.3.98 addressed to all State Secretaries of the Department of WCD/ Social Welfare/Education (copy attached). This letter highlighted the



following decisions that were jointly taken by the DWCD and the Department of Education, GOI.

1. Joint Planning, Mapping and Sharing of Resources
  - Location of the Centres
  - Timing of the Centres
2. Joint Community Mobilisation efforts
3. Fund Allocations
4. Joint training and monitoring

This letter requested that a state level meeting of the Secretaries/Directors of WCD/Social Welfare and DPEP/Primary Education/Rural Development (for Panchayati Raj)/HRD be convened at the earliest, to finalise joint follow up action in the state, based on the above.

Follow up meetings have been held to review the progress and state specific experiences. Convergence has not always been possible in all the states. Convergence issues that persist and merit national level intervention are as follows:

- to work towards creating an understanding on convergence between the ICDS and the DPEP at the State and District levels wherever necessary, and develop a clear operational framework, such that implementation is possible at the district and sub-district levels.
- evolve ways of reaching smaller habitations, where the service is of utmost importance, may be considered. If there is an assurance of sustenance, DPEP can start ECE centres in some such needy pockets which do not otherwise conform to the norms followed for starting ICDS Centres.
- make use of the department's Creche and Day Care Scheme to ensure child care support during school hours.

#### **Efforts at sustainability**

1. A Government Order No. Ms.49 Education (SE-Prog.I), Dated 02.05.2000 on convergence of ECE of DPEP with ICDS of the Department of Women Development and Child Welfare Department has been issued in Andhra Pradesh with a clear commitment to carry forward the initiatives of DPEP in the area of ECE.
2. Rajasthan DPEP I started with a joint strategy for sustainability between DPEP and the Department of Women and Child.
3. Wherever possible ICDS has taken over the ECE centres set up by DPEP in Maharashtra.
4. Following one of the meetings of coordinators of ECE where it was decided to commence work on community based models of ECE, to make them sustainable in the long run, Madhya Pradesh has initiated work in this area.

Though the coverage has increased, sustaining the centres set up by DPEP remains an issue. Learning from the experience the states are being cautioned to work out their sustainability strategy before proposing to set up new centres.

Stemming from the discussions of the working group on ECE for the Tenth Plan, efforts are on in the Department of Elementary Education and Literacy to consolidate its experiences in addressing ECE during the coming plan period.

## DPEP I STATES

<i>ECE INTERVENTIONS</i>	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PARDESH	MAHARASHTRA	TAMIL NADU
<i>ECCE Approach</i>	<ul style="list-style-type: none"> <li>• Mahila Pragati Manchhas &amp; Balika Surobhi Manchhas started in Dhubri</li> <li>• 2220 ECE centres established under DPEP</li> <li>• 1047 AW Centres covered through convergence</li> <li>• Mukulika mela at Sub-centre level</li> <li>• 1020 Mother Groups formed in 9 districts.</li> <li>• VEC and school involved in running the ECE centres</li> <li>• <b>Relocation of some ECE centres and setting up new centres</b></li> </ul>	<ul style="list-style-type: none"> <li>• 3867 Anganwadi Centres covered by DPEP to strengthen their ECE component</li> <li>• 4066 AWCs proposed to be set up in DPEP II districts in convergence with ICDS</li> <li>• Permission granted to open AWC in Primary Schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Of the 45 ECE Centres established, 38 sustained.</li> <li>• All centres are in school premises</li> <li>• Under convergence with ICDS, 2455 AW Centres supported by DPEP</li> <li>• All centres are located near the school.</li> <li>• <b>Workshop with support from NIPCCD on strengthening collaboration between DWCD &amp; Education Department for implementation of ECE.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen the pre school component of ICDS centres and pre-primary centres run by PTAs. These centres are attached to Government Primary schools</li> </ul>	<ul style="list-style-type: none"> <li>• 2992 ECE Centres (SSKs) set up and run by DPEP in phase I with 47489 girls benefiting</li> <li>• 238 Jhoolaghars being run as child care centre with 3533 girls in Phase II districts</li> <li>• <b>Model for community run SSK developed and will be piloted.</b></li> </ul>	<ul style="list-style-type: none"> <li>• 545 ECE centres started in DPEP districts</li> <li>• Convergence with ICDS in 10652 AW centres</li> <li>• Convergence with ZP and Social Welfare Department run ECE centres (Balwadi Centres) – 4033</li> <li>• <b>ECCE centres are started where AW centres are not available. Wherever possible these centres are taken over by ICDS.</b></li> </ul>	<ul style="list-style-type: none"> <li>• 2780 ICDS centres and 5344 TINIP centres being covered.</li> </ul>
<i>Training and Mobilisation</i>	<ul style="list-style-type: none"> <li>• Training modules developed for :               <ul style="list-style-type: none"> <li>– Foundation and Refresher training of ECE Workers</li> <li>– In-service ECE supervisors</li> <li>– 5 day training of ICDS workers</li> <li>– CRCC &amp; <i>Ka maan</i> teachers on ECE</li> </ul> </li> <li>• Training of BRCC/CRCC on ECE and <i>Ka-Maan</i> held</li> <li>• <b>Maa Beti Mela at block level</b></li> <li>• <b>Survey conducted for identification of new centres.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Five days Training of AW Workers completed. Helpers, Supervisors and CDPOs have also been trained</li> <li>• SCERT providing special training on material development in blocks adopted by it</li> <li>• Film shows and puppet shows being organised at AWCs</li> <li>• About 300 Ma-beti melas organised to promote the enrolment of children in Anganwadi Centres</li> </ul>	<ul style="list-style-type: none"> <li>• ECE unit at DTERT is the resource centre for ECE</li> <li>• Refresher course arranged for AWW and AWH.</li> </ul>	<ul style="list-style-type: none"> <li>• Training of ICDS Supervisors from DPEP I districts</li> <li>• Involved in Government of Kerala's efforts to develop the pre-primary curriculum</li> <li>• 3 days induction training package for Anganwadi Workers and pre primary teachers of centres developed.</li> <li>• So far 7140 ECE workers trained in the districts. This includes 6536 AWW and 604 private ECE workers.</li> </ul>	<ul style="list-style-type: none"> <li>• Training of SSK Teacher and Sahayika (helper)</li> <li>• 7 days refresher training to teachers and 3 days refresher training to Head Teachers of schools to which SSKs are attached</li> <li>• A training module for workers of SSK, Jhoolaghar and Anganwadi centres has been developed. Preparations have also been made to impart this training through tele-conferencing.</li> </ul>	<ul style="list-style-type: none"> <li>• Training provided to anganwadi workers twice in a year.</li> <li>• Handbook developed for Balwadi Tais at SPO. To be used for AW Workers. Handbook covers planning, pedagogy, child psychology and education.</li> </ul>	<ul style="list-style-type: none"> <li>• Training module for ECE developed by DPEP and DTERT</li> <li>• <b>2 days training at BRCs on pre school activities to 5215 ECE/ AW workers.</b></li> </ul>

<b>ECE INTERVENTIONS</b>	<b>ASSAM</b>	<b>HARYANA</b>	<b>KARNATAKA</b>	<b>KERALA</b>	<b>MADHYA PARDESH</b>	<b>MAHARASHITRA</b>	<b>TAMIL NADU</b>
<i>Training and Mobilisation</i>	<ul style="list-style-type: none"> <li>• Plantation drives, preparation of no cost TLMs, Water Purification (Filters), Cleanliness drives, celebration of National Days &amp; awareness drives on Health &amp; sanitation, etc. in ECE centres, with community support</li> <li>• Refresher training to mother group members.</li> <li>• 1456 ECE workers, reoriented in Barpeta, Goalpara, Kokrajhar and Sonitpur.</li> <li>• Conduct of need based training in some districts</li> <li>• Resource support to NGOs' and other organizations in training their RPs on ECE.</li> </ul>	<ul style="list-style-type: none"> <li>and Schools.</li> <li>• The training modules focused on pre-primary students, role of workers, community and creative activities.</li> </ul>		<ul style="list-style-type: none"> <li>• An orientation programme for the teacher trainers of pre-primary teacher training institutes in the private sector organised for 2 days.</li> <li>• Orientation to parents of pre-primary children at school level conducted in Wayanad district</li> <li>• District level convergence programme conducted for district level officers of ICDS and pre-primary.</li> </ul>	<ul style="list-style-type: none"> <li>• 2/3 days training on ECCE organized for DRG, Gender Coordinator, Master Trainers, Teacher and Helpers of SSKs &amp; Jhoola-ghars &amp; Sahyoginis.</li> </ul>		
<i>Material</i>	<ul style="list-style-type: none"> <li>• Supervision and monitoring mechanism revised through a three day workshop.</li> <li>• Handbook on ECE modified at State level workshop in September 2000</li> <li>• Booklet on evaluation system developed.</li> <li>• Community support for play way materials</li> <li>• Compilation of</li> </ul>	<ul style="list-style-type: none"> <li>• Play way material/ teaching aids, teaching kits provided to 3701 Anganwadi Centres</li> <li>• Tat patis provided to 3867 AWCs.</li> <li>• TLM developed through workshops with AWW</li> </ul>	<ul style="list-style-type: none"> <li>• One time grant provided for purchase of ECE materials</li> </ul>	<ul style="list-style-type: none"> <li>• TLM developed for pre-school centres</li> <li>• A monitoring tool, for periodic assessment of the pre-school component of AWC developed.</li> <li>• A pre school kit containing 15 items is provided to the AW and Pre-school centres developed by SCERT.</li> <li>• A handbook for the</li> </ul>	<ul style="list-style-type: none"> <li>• Books and educational material provided to SSKs</li> <li>• Handbooks developed for SSK and Jhoolaghar teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Toys are provided to AW Centres.</li> <li>• MTAs in some places providing nutritional inputs to children at ECE centres</li> <li>• Handbook for Balwadi Tai developed</li> <li>• Workshop held to finalize the handbook</li> <li>• The handbook is</li> </ul>	<ul style="list-style-type: none"> <li>• Folders, posters printed and stickers on ECE prepared for encouraging the enrolment of girls children.</li> <li>• Audio and Video cassettes on ECE were bought &amp; supplied to the District Programme Co-ordinators. Propose to supply the same to the</li> </ul>

<i>ECE INTERVENTIONS</i>	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PARDESH	MAHARASHTRA	TAMIL NADU
<i>Material</i>	Lesson Plan Bank on weakly themes to be transacted in the ECE Centres.			ECE workers developed, with emphasis on learner centered approach and what active learning should be in the early years. • Nutritious food is supplied by local bodies & voluntary organisations in all project districts ensuring community participation in ECE.		under print.	BRCs and ECE centres
<i>Costs</i>	<ul style="list-style-type: none"> <li>• Following monthly honorarium is paid : Supervisor- 1500/-</li> <li>• ECE worker- 700/-</li> <li>• Helper – 500/-</li> </ul>	<ul style="list-style-type: none"> <li>• Rs 200/- paid to AW Workers, per month, for extending the timings of Anganwadi Centres</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of monthly honorarium to AWW (Rs.300/-) &amp; Helper (Rs.250/-) for 10 months for extending the timing of AW Centres to match school timings</li> <li>• Rs 2000.00 provided for material purchase (one time)</li> </ul>	<ul style="list-style-type: none"> <li>• Each kit costs Rs.985.00</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly Honorarium paid</li> <li>• Teachers and Didis Rs. 400/-Helpers Rs. 200/-</li> </ul>	<ul style="list-style-type: none"> <li>• Balwadi Tais paid Rs 350/- per month.</li> <li>• Rs 500/- provided for toys &amp; other contingent expenditure.</li> <li>• DPEP starts ECE centres to meet the gap in need after ICDS and Zila Panchyat divides their share. These are then taken over by either the ICDS or Zila Panchayat</li> </ul>	<ul style="list-style-type: none"> <li>• DPEP provides 1 set of toys to all centres in DPEP II worth Rs.2000.00</li> </ul>
<i>Monitoring Supervision Research</i>	<ul style="list-style-type: none"> <li>• Workshop for sharing of evaluation report &amp; development of new evaluation programme to assess learners achievement.</li> <li>• Comparative Study of Achievement of Students of LP school having ECE background with those of non ECE background completed in Darrang,</li> </ul>		<ul style="list-style-type: none"> <li>• AWW and Helper attend monthly interactive meeting at CRC level.</li> <li>• Some districts propose a study to study the impact of ECE and then continue the activity</li> </ul>	<ul style="list-style-type: none"> <li>• A study on the role of AW workers of Kerala aims suggest ways of transforming AW centres into better ECE centre.</li> <li>• DPEP Officials, Trainers and ICDS supervisors, monitor ECE interventions.</li> <li>• VEC members also monitor the functioning of ECE</li> </ul>	<ul style="list-style-type: none"> <li>• DIETs, Gender Coordinators, BRCCs monitor the trends in enrolment and drop out of girls</li> <li>• Research is in process on Cohort monitoring</li> <li>• Impact evaluation of SSKs for girls enrolment.</li> </ul>		

<b>ECE INTERVENTIONS</b>	<b>ASSAM</b>	<b>HARYANA</b>	<b>KARNATAKA</b>	<b>KERALA</b>	<b>MADHYA PARDESH</b>	<b>MAHARASHTRA</b>	<b>TAMIL NADU</b>
<i>Monitoring Supervision Research</i>	<b>Dhubri &amp; Goalpara.</b> <ul style="list-style-type: none"> <li>• Revision of formats for collection of data related to ECE centres &amp; the learners &amp; maintenance of complete data.</li> </ul>			<ul style="list-style-type: none"> <li>• Region-wise review of programmes in collaboration with ICDS and the Private Sector.</li> <li>• Study on the State of Pre -primary Education in Kerala in progress by Centre for Socio-economic and Environmental Studies.</li> </ul>			
<i>Innovations</i>	<ul style="list-style-type: none"> <li>• Setting up sand corners in ECE centres</li> <li>• Construction of temporary structures with community support</li> <li>• Mother's Groups <ul style="list-style-type: none"> <li>- celebrates birthdays of children in ECE Centres</li> <li>- tracks attendance of children and workers</li> <li>- provides snacks, fruits, water</li> </ul> </li> </ul>						

**DPEP II & III STATES**

<b>ECE INTERVENTIONS</b>	<b>ANDHRA PRADESH</b>	<b>BIHAR</b>	<b>GUJARAT</b>	<b>HIMACHAL PRADESH</b>	<b>ORISSA</b>	<b>WEST BENGAL</b>	<b>UTTAR PRADESH</b>
<i>ECE Approach</i>	<ul style="list-style-type: none"> <li>• Timings of ECE Centres and AW centres synchronized with FPS</li> <li>• <b>2911 ECE centres established. 18128 children from these centres have enrolled in Class I.</b></li> <li>• Strengthening ECE Component in ICDS centres – 5333 AW Centres covered under convergence. 8140 AW centres proposed to be covered in 2001 – 02, vide G.O MS No 49 (Edn) DPEP. Rs 15.9 lakh released to ICDS for towards additional honorarium to AW workers &amp; helpers.</li> <li>• <b>3647 New ECE centres proposed in 2001 – 02 out of which 1642 centres have been opened and the rest are to be opened shortly.</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>749 ECE centres set up in 11 districts.</b></li> <li>▪ Strengthening ECE in Anganwadi Centres in convergence with ICDS.</li> <li>▪ <b>From the 749 centres about 5337 children enrolled in primary schools in the 11 districts.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen ECE component in Anganwadi Centres through training, provision of kits, distribution of newsletter</li> <li>• <b>32 ECE cum AS centres- 5 in Bsanaskantha and 27 in Panchmahal opened, covers 779 children under ECE and 529 girls under AS</b></li> <li>• <b>From 15 ECE centres in Panchmahal, 92 children were enrolled in Class I in 2001-02.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Decisions taken at convergence meeting with Secretary and Director Social &amp; Women Welfare</li> <li>1. ECE centres in DPEP districts will be auxiliary centres of existing AW centres</li> <li>2. Micro-planning data of Welfare Dept to be consulted while mapping for ECE centres.</li> <li>3. ICDS to provide nutrition &amp; immunization. Absorption of these Centres on preferential basis by ICDS.</li> <li>4. Enhanced honorarium to ECCE workers as per HP norms for consideration of EC</li> <li>5. Explore possibility of setting up model ECCE/ ICDS centres in schools with surplus accommodation</li> <li>6. Services of ICDS Supervisor to be used for ECE centres set up by DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>19 ECE centres (10 in Dhenkhal and 9 in Kalahandi) opened in convergence with DWCD.</b></li> <li>• Strengthening of AW Centres through training of AW Worker and supply of pre school kits.</li> <li>• <b>Enrolment drive includes enrolment of preschoolers in AW centres.</b></li> <li>• <b>Following decisions taken at the convergence meeting on ECCE with DWCD and HETC :</b> <ul style="list-style-type: none"> <li>– supply black boards to AWCs</li> <li>– develop Activity Bank for for the rest of the year</li> <li>– print &amp; distribute the Activity Bank</li> <li>– improve the monitoring mechanism to ensure transaction of pre primary education in the AW centres.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Convergence plan has been developed for strengthening the pre-schooling component of ICDS. It is proposed to provide support by way of academic inputs</li> <li>• <b>Convergence with Social Welfare Department have been finalized both at the state and District levels and activities are being initiated accordingly.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Strengthen ECE</b> Component in Anganwadi Centres by providing training, Material and additional honorarium.</li> <li>• <b>2398 AW centres covered under convergence, known as the Shishu Shiksha Scheme in DPEP II. 1653 AW Centres operationalised in DPEP III.</b></li> <li>• <b>2189 Anganwadi Centres identified for convergence in DPEP III.</b></li> <li>• <b>Proposed to extend ECE coverage in non ICDS areas through NGOs</b></li> </ul>

<b>ECE INTERVENTIONS</b>	<b>ANDHRA PRADESH</b>	<b>BIHAR</b>	<b>GUJARAT</b>	<b>HIMACHAL PRADESH</b>	<b>ORISSA</b>	<b>WEST BENGAL</b>	<b>UTTAR PRADESH</b>
<i>Training and Mobilisation</i>	<ul style="list-style-type: none"> <li>• A 3 days joint training to all Class I teachers and ECE instructors</li> <li>• A 5 day training to all the MGCDs and ECE Instructors</li> <li>• 2 days orientation on school readiness to MGCDs and ECE instructors.</li> <li>• ECE instructor training package, with manual, activity bank and calendar.</li> <li>• 3 day Refresher training to old ECE Instructors held in January, 2001</li> <li>• 2 days training to DRG members on school readiness</li> <li>• 2 days training to ECE instructors on school readiness</li> </ul>	<ul style="list-style-type: none"> <li>▪ Development of Training Modules and their field trial</li> <li>▪ Training modules               <ul style="list-style-type: none"> <li>– AWWs/ECE Didis 15 days Induction</li> <li>– ECE Trainers 10 days Induction</li> <li>– Helpers 4 day</li> <li>– Mata Samitis one day orientation</li> <li>– ICDS Supervisors (6 days)</li> </ul> </li> <li>▪ Induction Training of ECE Trainers</li> <li>▪ Induction Training AWTG Principals/Instructors</li> <li>▪ Printing of all Training Modules.</li> <li>• Recurrent Training to ECE Trainers in 4 Batches</li> <li>▪ Training of ASRGs on Monitoring and Supervision of ECE centres</li> <li>▪ Special training on early detection of disabilities in children</li> </ul>	<ul style="list-style-type: none"> <li>• ECE Training module developed in collaboration with Early Child Development Learning Resource Centres, MS University Baroda</li> <li>• Training of 6000 ECE Worker in AW Centres, Balwadi Centres, privately run centres and Municipality run centres completed</li> <li>• Training of ECE and AS teachers for these centres completed.</li> <li>• Regular academic support to 5760 ECCE centres provided through the newsletter <i>Balmandir</i></li> <li>• Around 5500 AW workers and Supervisors given refresher training on activity based pre primary education and school readiness.</li> </ul>	<ul style="list-style-type: none"> <li>• 7 days training modules for ECE/AW Workers and Helpers.</li> <li>• Training is being imparted in ECE through Gyan Kalash, a programme through All India Radio, Shimla.</li> </ul>	<ul style="list-style-type: none"> <li>• Training module for ECE workers developed</li> <li>• More than 1400 AW Workers trained on pre-school education.</li> <li>• Training of AW workers being conducted in a phased manner in the districts.</li> </ul>	<ul style="list-style-type: none"> <li>• State level orientation workshop held for DRG members of Bankura &amp; South 24 Pgs. Workshops for other districts will be organized soon.</li> <li>• Sensitisation of DPO of ICDS, DSWO, CDPO, Supervisors, RTs and CPCs completed in Birbhum, Bankura, South 24 Parganas, Murshidabad, Jalpaiguri and Uttar Dinajpur</li> <li>• Sensitisation of AW Workers and Helpers completed in Birbhum, Murshidabad and Bankura. The programme is in progress in South 24 Prg.</li> <li>• Wall- writing on pre- schooling completed in Birbhum</li> </ul>	<ul style="list-style-type: none"> <li>• Master trainers trained on 10 days package to train AW workers, DPEP and ICDS functionaire.</li> <li>• AW workers have been trained as also ICDS Supervisors, CDPOs, BRCCs and NPRCCs in DPEP II and III.</li> </ul>

<b>ECE INTERVENTIONS</b>	<b>ANDHRA PRADESH</b>	<b>BIHAR</b>	<b>GUJARAT</b>	<b>HIMACHAL PRADESH</b>	<b>ORISSA</b>	<b>WEST BENGAL</b>	<b>UTTAR PRADESH</b>
<i>Material</i>	<ul style="list-style-type: none"> <li>▪ A module on "story telling using masks" is proposed to be developed</li> <li>▪ A handbook for ECE/Anganwadi Instructors titled "Chinnarula Vikasa Kendram" was published and supplied all ECE/Anganwadi Centres</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supply of Playing kit to AW centres (Non-World Bank) and ECE centres.</li> <li>▪ <b>Printing of Aao Gaien Geet, Aao Kahani Sune and Aao Khelein Khel (Scong Book, Story Book and Play Book)</b></li> <li>▪ <b>Workshop on development of Playing Materials</b></li> <li>▪ <b>A Workshop on Development of TLM/PLM conducted.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Monthly ECE Newsletter <i>Balamandir</i> being published. The anniversary issue has brought out a special edition on <i>Bal - geet</i> (songs for children).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>7 Days Training modules for ECCE workers and helpers developed.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Pre school education kit with User's Manual developed and supplied to AW Centres on experimental basis.</li> <li>• <b>Draft Activity Bank for 96 days developed, scheduling various components of pre school education. DWCD is circulating this for use by the AW Workers. CDPOs and Supervisors oriented on the use of the Activity Bank</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Training of material has been developed on pre-schooling by Cooch Behar</b></li> <li>• <b>Resource kit is being developed by Cooch Behar.</b></li> </ul>	<ul style="list-style-type: none"> <li>• A theme based activity book, Kilka along with a calendar developed</li> <li>• Time table for ECE centres</li> </ul>
<i>Costs</i>	<ul style="list-style-type: none"> <li>• Honorarium : Worker -Rs.400/- Ayah -Rs.200/-</li> <li>• Annual grant of Rs. 1000/- provided for material purchase.</li> <li>• Rs.3500/- provided for purchase of immovable assets as one time grant</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rs.8100/- given to Mata Samitis for purchasing equipment for the ECE centres.</li> <li>▪ Instructors (Didi) are paid a monthly honorarium of Rs.500.00.</li> </ul>	<ul style="list-style-type: none"> <li>• One kit per AW Centre provided at a cost of Rs 310.00</li> <li>• Rs.1000.00 per centre provided for educational toys, charts, picture story books etc.</li> </ul>		<ul style="list-style-type: none"> <li>• Cost of each pre school education kit is Rs.1600.00. An users manual accompanies the kit</li> <li>• Honorarium for new center Worker : Rs.500.00 Helper : Rs.200.00</li> </ul>	<ul style="list-style-type: none"> <li>• TLM grant of Rs.1000/- to all Anganwadi Centres in Cooch Behar released</li> </ul>	<ul style="list-style-type: none"> <li>• One time grant of Rs.5000.00 provided per centre for equipment, education toys and other TLM.</li> <li>• Annual contingency of Rs.1500.00</li> <li>• Rs.250.00 prorata honorarium paid to Anganwadi Worker and Rs. 125.00 to Helpers</li> </ul>
<i>Monitoring, Supervision, Research</i>	<ul style="list-style-type: none"> <li>• Visits by MRPs &amp; GCDOs are the channels of feedback</li> <li>• Formats used for monitoring ECE. Visits by MRPs &amp; GCDOs are channels of feedback</li> <li>• <b>Regular review meeting at mandal</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ The trainers team of ECE, trained on monitoring ECE centres, work as ASRG and are given Rs. 600.00 per month for 5 to 10 centres.</li> <li>▪ Monthly meeting of Mata Samiti</li> <li>▪ Reflection meetings of ECE</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>From 15 ECCE centres in Pnachmahal, a total of 92 Children were enrolled in std. I after completing pre-primary education, out of whom 46 were girls.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Services of ICDS Supervisors will also be utilised for the ECCE centres established under DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Format for supervision developed, tried out and supplied to districts for use by field functionaries to monitor pre-school activities at AW Centres.</b></li> </ul>		<ul style="list-style-type: none"> <li>• Child wise evaluation cards used</li> <li>• Monitoring formats have been developed and are being used.</li> <li>• Proposal to engage specialised agencies for regular monitoring and supervision.</li> </ul>



<i>ECE INTERVENTIONS</i>	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Monitoring, Supervision, Research</i>	<p>and district level conducted. All functionaries of DPEP and WD &amp; CW attend these meetings.</p> <ul style="list-style-type: none"> <li>• Mandal wise review meeting of ECE instructors held to review the programme for the previous month and plan for the current month.</li> </ul>	<p>Didis</p> <ul style="list-style-type: none"> <li>▪ Reflection meetings of ECE coordinators</li> <li>▪ Reflection meetings of SRG</li> <li>▪ Reflection training of ECE trainers.</li> <li>▪ 3 Reflection meetings of ECE Co-ordinators held</li> </ul>					

DPEP IV and New States

<i>ECE INTERVENTIONS</i>	CHHATISGARH	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>ECE Approach</i>	<ul style="list-style-type: none"> <li>• Own Centres (SSK) and convergence with ICDS</li> <li>• 1,25,103 girls benefited by SSKs and Anganwadies.</li> </ul>	<ul style="list-style-type: none"> <li>• 498 ECE centres set up</li> <li>• Convergence with ICDS</li> </ul>	<ul style="list-style-type: none"> <li>• Start new ECE centres</li> <li>• Strengthen the ECE component of existing AW Centres through training and provision of pre school kits</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthening ECE in 198 Anganwadi Centres in convergence with ICDS.</li> <li>• 4844 children enrolled in 198 AW Centres.</li> <li>• 421 new AW Centres selected for coverage in 2001-02.</li> </ul>
<i>Training and Mobilisation</i>	<ul style="list-style-type: none"> <li>• Training of SSK Teacher and Sahayika</li> <li>• 7 days refresher training to teachers and 3 days refresher training to Head Teachers of schools to which SSKs are attached</li> </ul>	<ul style="list-style-type: none"> <li>• 15 days induction training for ECE and AW worker</li> <li>• Orientation training of Academic Support Resource Group</li> <li>• One day orientation to Mata Samiti members</li> <li>• AWTC/MLTC principals/ instructors training</li> </ul>	<ul style="list-style-type: none"> <li>• Training module for ECE/AW worker has been developed</li> <li>• 35 persons trained as Resource Persons who include CDPOs, Supervisors and one person from the DPO</li> <li>• These Resource Persons have been training AW Workers at the block level since November 2000.</li> </ul>	<ul style="list-style-type: none"> <li>• 187 Anganwadi Workers given 7 days training.</li> </ul>
<i>Material</i>		<ul style="list-style-type: none"> <li>• Distribution of Health Kits to ECE centres</li> <li>• The training module for Helpers and Mata Samiti members has been field trialled.</li> <li>• Community/Mata Samiti provides material for preparing play kits.</li> </ul>	<ul style="list-style-type: none"> <li>• ECCE kit finalized</li> <li>• Charts, Poems, Songs, etc. developed</li> </ul>	
<i>Costs</i>		<ul style="list-style-type: none"> <li>• <i>Didis</i> (Instructors are paid a monthly honorarium of Rs.500.00</li> <li>• ASRG paid Rs. 600.00 every month for monitoring 5 – 10 ECE centres</li> </ul>		
<i>Monitoring, Supervision, Research</i>		<ul style="list-style-type: none"> <li>• Monthly monitoring by ASRG.</li> <li>• Reflection meetings of ECE <i>Didis</i></li> <li>• Reflection meetings of ECE Coordinators</li> </ul>		

# **INTEGRATED EDUCATION FOR THE DISABLED**

## **Introduction**

Although DPEP was initiated in India in 1994, Integrated Education for the Disabled was added as a programme component in 1997. To begin with, states were provided assistance in preparation of action plans. By 1998, many states had initiated surveys and formal assessment camps and evolved strategies to provide resource support to children with special needs.

It is estimated that about 5-6% of the children in the 6-11 age group are disabled. But household surveys conducted in DPEP states indicate that there are only 1-2% disabled children in the relevant age group. This low estimate may be because that the surveys failed to identify children with mild and moderate disabilities. Or was it that the initial estimate of 5-6% incidence of disability was on high side? The census 2001 data will throw light on the incidence of disability. Whatever the estimate, UPE cannot be achieved until and unless children with special needs are integrated in the education system.

## **National Level Interventions**

- A number of national level workshops conducted to discuss major issues on IED like supply of aids and appliances, education of children with special needs, curriculum transaction, resource support, IED in MIS and pre- integration skills
- School Readiness manual prepared by National Institute of the Mentally Handicapped
- A study on Integrated Studies for Moderately Hearing Impaired Children and another study on the status of Integrated Education in 78 schools of 8 districts in Tamil Nadu were conducted
- A booklet on pre-integration training; a handbook on learning disabilities and a handbook for resource teachers were prepared by the IED unit.
- A study entitled "A Study on Awareness and Attitude towards Learning Disability among Primary School Teachers" conducted by Samveda - Karnataka for DPEP. The objectives of the study were to study awareness and attitude towards children with learning disability among primary school teachers of Karnataka and Kerala; to study the impact of awareness training programme on teachers awareness and attitude towards learning disabilities and; to study the effectiveness of supplying reading material about learning disability on teachers awareness and attitude towards learning disability. Three districts each were chosen from these two states. The experimental design was used. The study was tried out on an experimental and a control group. The general finding was that the group that underwent training on learning disabilities showed 100 times more awareness followed by the group that was given the reading material. The control group that was neither given training or the reading material did not show any change in the awareness towards learning disabilities as shown by the study.
- An agreement with RCI and DPEP has been reached regarding the provision of resource support to children with special needs. RCI has developed a 45-day foundation course to train general teachers on IED. This foundation course will be a multi-category course. The teachers under-going this foundation course will be given provisional registration by RCI,

however, they will need to register themselves for a regular diploma or degree in special education through conventional and distance mode. This needs to be completed in 5 years. Only then final registration would be granted.

- It has also been decided that good and competent NGOs with enough experience in the area of disability can also be used for capacity building and training of teachers. The main purpose would be to enhance resource support to the disabled children. Alternatively the 45-day foundation course can be conducted by DIETs or SCERTs. Himachal Pradesh has conducted the course through DIETs, NGOs and national institutes.
- If DPEP societies directly apply under ADIP scheme of the Ministry of Social Justice and Empowerment, then ALIMCO will help DPEP societies in utilising the funds. It was also decided that the DPEP societies could apply directly under IEDC scheme of the Department of Secondary Education and Higher Education, MHRD, Govt. of India. This scheme offers many incentives, which are not available under DPEP.
- It was also decided that the DPEP societies could apply directly under ADIP scheme of Social Justice and Empowerment. ALIMCO and other NGOs will help in conducting camps, taking measurements, fabricating appliances and maintenance and servicing of the devices.
- A national workshop on IED in DPEP conducted in Kerala in September 2001. This workshop focussed on classroom processes and pedagogical strategies for children with special needs. Progress, problems and possible solutions on IED were also discussed. It was generally agreed upon that the future workshop on IED would focus on the quality of education being imparted to the disabled children.
- A national level workshop held in Pune in March 2001 to highlight specific strategy used by every state for the implementation of IED. The progress of states regarding the two major agreements of RCI and ALIMCO and convergence with the IEDC and ADIP schemes were discussed.
- A national level IED workshop was held in Hyderabad from 2<sup>nd</sup> – 4<sup>th</sup> August 2000. The three main issues that emerged in this workshop were provision of resource support to children with special needs, supply of aids and appliances to disabled children and to gear efforts towards the expansion of IED programme, particularly in DPEP – I states.
- A general need was also felt to upscale the IED programme and all the states agreed to initiate the necessary measures to achieve this objective.
- The issue of providing essential educational and rehabilitation aids and appliances to the identified disabled children has been taken up with the Artificial Limbs Manufacturing Corporation of India (ALIMCO), a Govt. of India undertaking. They have agreed to help DPEP in providing aids and appliances to all disabled children.
- Technical support provided to different states. A detailed discussion was held with the state representatives regarding the infrastructure requirements, early identification of the children with special needs, conduction of medical detection camps, provision of aids and appliances, resource support, preparation of training modules, in-service teacher training, and classroom management of children with disabilities.
- Infrastructure (consultants, SRG, DRG, IED coordinators at the SPO, DPO) for IED is in place in all the states. Surveys have been conducted in all the states. Convergence to provide aids and appliances to disabled children is in process. Resource support being provided to

disabled children either through resource teachers, long term training of regular teachers or through NGOs. Training module being developed by all the states. **The total number of children identified in 16 DPEP states in the catchment area is 400166. Out of this, 303109 children have been enrolled, which means that 76% disabled children are in schools.**

- **The total enrollment indicates that more orthopaedically handicapped children (162422) have been identified than other categories of disabled children. This is followed by hearing impairment (74258), mental retardation (60794) and visual impairment (56796). The data on learning disabilities (32468) has been provided by 12 states, whereas that of others (13428) by 3 states of A.P., Orissa and U.P.**
- **The total enrollment indicates that more orthopaedically handicapped children (133964) have been enrolled in schools. This is followed by hearing impairment (50539), mental retardation (45020) and visual impairment (41300). The data on learning disabilities (23028) has been provided by 13 states, whereas that of others (9458) by 2 states of A.P. and Orissa.**
- **The total number of general teachers given special training on IED is 82718. The number of teachers trained through the mass training programme are 868275.**
- **Most of the states have conducted or propose to conduct the 45-day RCI foundation course soon for capacity building of general teachers on IED. States like Bihar, Orissa, H.P., Kerala, Karnataka and U.P have already conducted this training.**
- **Most states have decided to conduct assessment camps and provide aids and appliances to the disabled children through ALIMCO, NGOs or through convergence. A total of 25421 aids and appliances have been provided by 12 DPEP states of Andhra Pradesh, Assam, Bihar, Haryana, Himachal Pradesh, Kerala, Madhya Pradesh, Orissa, Jharkhand, Tamil Nadu, Uttar Pradesh and West Bengal.**
- **States have started to send their proposals to the IEDC scheme under the MHRD to provide incentives to the disabled children already available under the scheme. States like Orissa, Tamil Nadu, Himachal Pradesh and West Bengal have already established this convergence. Assam and A.P. have sent their proposals to the IEDC for grants**
- **Awareness programme have been conducted in all the states, with focus on community mobilization and parental counseling**

### **DPEP Approach and Coverage**

IED was initially introduced in the states in a small way by taking one block/cluster as a pilot project in each DPEP district. After the implementation of IED programme in this block, it was planned that the IED programme would be expanded to cover all the blocks in the district in a phased manner by the end of the project period. **The states of Maharashtra, Gujarat, Haryana, Himachal Pradesh, Kerala, Madhya Pradesh and Orissa have upscaled the IED programme to all the blocks. Other states are also gradually strengthening their expansion efforts in IED to cover more blocks and districts. IED is being implemented in approximately 1034 blocks in all the DPEP states. Table I shows the initial catchment area, expansion plans and approach adopted in IED by the various states.**

**Table I:  
DPEP Coverage and Approach Adopted by the States for IED**

State	Initial catchment area	Expansion plans	Approach
1. Assam	1 cluster in 3 districts of Sonitpur, Darrang and Goalpara. Then 5 clusters in 2 blocks in each of the 3 districts were chosen. Now the IED programme is being implemented in 36 blocks of 9 districts.	Expansion to more blocks in more districts	Training of the key resource persons and convergence with the different departments /NGOs/ agencies/ RCI. Convergence with the IEDC scheme
2. Andhra Pradesh	1 mandal in each of the 3 districts of Warrangal, Karimnagar and Kurmool. 1 more mandal in these 3 districts chosen. At present IED is being implemented in 133 mandals out of the total of 1050 mandals in the state.	10 mandals in each district i.e. 190 mandals in all.	Resource support with the help of a team at the district and mandal level to reach out to children with special needs. The state also plans to conduct the RCI training. Convergence with the IEDC scheme. NGOs also being used for IED implementation
3. Bihar	1 cluster in each of the 17 districts. 50 blocks have been covered.	4 more blocks in each of the 11 districts will be covered	Linkages with different departments and resource support to disabled children being provided by training the CRCCs and RCI.
4. Chattisgarh	16 blocks chosen for IED		
5. Gujarat	1 block in each of the 3 districts of Dang, Panchmahal and Banaskantha. Then 5 more blocks chosen in each of these 3 districts,	Now the state has expanded the IED programme to all the blocks in these 3 districts.	Linkages with different departments and resource support to disabled children by recruitment of three resource teachers at the block level. Now the state can consider conducting 45-day foundation course developed by RCI.
6. Haryana	Initially 2 blocks were chosen in the 3 districts of Gurgaon, Mahendergarh and Hissar. Then the programme was expanded to 15 blocks in 7 districts. The programme is now being implemented in 17 blocks out of a total of 55 in 7 districts.	The state has expanded in IED to all the 55 blocks.	Convergence with different NGOs. Resource support to the children with special needs was initially thought of being provided by resource teachers who are in the process of being appointed. But now the state will launch the RCI foundation course soon.
7. Himachal Pradesh	Initially 1 block in each of the four districts.	33 educational blocks in the 4 districts of Kullu, Sirmour, Chamba and Lahual- Spiti	Convergence with the IEDC schemes and other departments. Resource support to children being provided by conducting the foundation course through RCI and national institutes.
8. Jharkhand	6 blocks being covered under IED, 1 from each of the 6 districts		
9. Karnataka	1 block in Bangalore Rural district. IED has been initiated in 1 block each of the 16 districts	Plans to take up all the blocks in the year 2002-2003.	Convergence with NGOs, which is also imparting training and resource support to disabled children. RCI foundation course also launched in the state

State	Initial catchment area	Expansion plans	Approach
10. Kerala	1 block in Mallapuram district. Now the programme has been launched in 30 more blocks. 25 blocks in DPEP- I districts and 1 block each in each of the 5 DPEP- II districts	The state has upscaled IED programme to all the 55 blocks.	Convergence with different agencies and training of key resource persons to impart support to disabled children. RCI developed foundation course will also be conducted.
11. Madhya Pradesh	1 block each in each of the 10 districts, out of the total of 79 blocks in these districts	The IED programme has been expanded to all the blocks of the 33 districts of the state	Convergence with NGOs and the RCI training
12. Maharashtra	1 cluster in each of the 9 DPEP districts were chosen.	The programme has been expanded to all the blocks in all the districts.	Convergence with various departments/agencies. Resource teachers being appointed to provide support. RCI developed foundation course will also be conducted.
13. Orissa	1 block in each of the 8 districts.	Under the Operation Empowerment scheme, all the blocks have been taken up for IED	Convergence with the social welfare departments and the other agencies, besides the recruitment of resource teachers at block level. Convergence with the IEDC scheme. RCI training course also conducted
14. Rajasthan	1 block in each of the 10 district identified for IED programme	-	Convergence with the IEDC scheme and Lok Jumbish. Networking established with NGOs.
15. Tamil Nadu	1 block in each of the 7 districts. 42 blocks being covered	All the blocks proposed to be taken up	Entire implementation of the IED programme to the NGOs appointed for the chosen block in the district. Convergence with the IEDC scheme to cover the remaining blocks
16. Uttar Pradesh	2 blocks in each of the 5 districts of Hardoi, Basti, Siddarth Nagar, Bareilly and Sonbhadra, out of a total of 69 blocks in these districts.	In the second phase 50 DPEP – II and 64 DPEP-III districts have been selected	Convergence with the ICDS officials to integrate children the special needs in the age group 0-5 in the Anganwadi centres. Majority of the work in this area is being done by the chosen NGOs. RCI training course also conducted
17. Uttaranchal	12 blocks being covered under IED, 2 from each of the 6 districts		
18. West Bengal	1 block in each of the 5 districts of Birbhum, Bankura, Murshidabad, Cooch Behar and South 24 Parganas. Now the coverage of IED programme has been extended to 4 more blocks in these districts.	57 blocks are now being covered for IED, out of a total of 135 blocks in these districts.	District Level Resource Group being formed by convergence with NGOs who are providing resource support to children with special needs. Convergence with the IEDC scheme.

## State Specific Progress and Issues

### Assam

- About 17267 children have been identified through survey, out of which 4348 have been enrolled in schools.
- 173 aids and appliances have been supplied to these children through convergence and DPEP funds
- The state has conducted 5 training workshops for district level resource group
- 590 general teachers have been given special orientation to IED
- 3 Key resource persons have been trained in each of the three districts of Darrang, Sonitpur and Goalpara. Bridge courses will be conducted with the help of RCI soon
- For IED friendly support, 163 schools and all CRCCs buildings are being equipped with ramps and handrails. The BRCs and the CRCs of the selected blocks and clusters are planned to be equipped as resource centres.
- A very novel idea adopted by the state of Assam is that of opening readiness centers only for children with needs. Pre-integration training is imparted to these children with the help of key resource persons already trained at the state level. 9 readiness centers have been opened in the district of Darrang, 8 in Goalpara and 10 in Sonitpur. In all, 207 children have been enrolled in formal schools from these readiness centers (67 from Darrang, 63 from Goalpara and 77 from Sonitpur).

### Issues

- The state is weak in implementation of IED
- The state should chalk out a concrete strategy to upscale the IED programme to more districts
- The state should decide how to conduct the training of resource persons
- The strategy to provide resource support to disabled children should be planned and implemented immediately
- Mass teacher training programme should have a component of IED
- Teacher training exclusively on IED as planned in October 2001 should begin
- More aids and appliances should be provided to the disabled children. The state should consider the ALIMCO strategy for this purpose.

### Andhra Pradesh

- About 75997 children have been identified through survey
- 54806 disabled children have been enrolled
- 765 children have been supplied aids and appliances through DPEP and convergence. The number of appliances provided in convergence with the Janmabhoomi scheme of the Director of Welfare of Handicapped is under compilation.
- Training programmes for 2 days have been organised for district resource group on various disabilities
- 3 resource teachers and one psychologist appointed in every mandal to provide resource support to the disabled children.
- 7600 general teachers sensitized on IED for 2-days



- **About 161031 teachers given one day orientation on IED through mass teacher training**
- 12 RCI recognised NGOs have agreed to upscale IED in 12 districts
- Tele-conferencing on IED organized in collaboration with IGNOU

#### Issue

- The state has to upscale efforts in IED

#### Bihar

- **1799 CRCC's trained through a 3-day training module**
- **7777 children with special needs identified in the catchment area. Out of which 5736 are in schools**
- 3 days training module for CRCC has been developed and trialled. 3 resource persons identified and trained in each project district. 204 CRCCs have been provided 3 days training
- **40 teachers trained through RCI foundation course. Four more batches of foundation course planned**
- **38,000 general teachers have been given 1-day orientation to IED. This training is a part of the 4-day Ujala-II module developed by the state.**
- **463 aids and appliances provided.**

#### Issues

- More number of aids and appliances should be provided with assistance from ALIMCO
- Efforts towards providing resource support to disabled children should be strengthened.
- Upscaling efforts should also be strengthened.

#### Chattisgarh

- **DPEP interventions have started in the state from this year only**
- **1 block chosen in each district for IED implementation**
- **Survey under school enrollment drive. 3668 children identified, out of which 1959 enrolled**
- **Development of strategy to provide aids and appliances**
- **A plan for future activities drawn up.**

#### Issues

- The state should chalk out a concrete strategy on IED
- The state should start taking action on the plan presented at the workshop

#### Gujarat

- **19940 children identified in the pilot block, out of which around 16983 enrolled**
- **General teacher training exclusively on IED started**
- **13 vacant posts of resource teachers filled in all the 3 districts**

- **About 20100 teachers given orientation to IED through mass teacher training programme**
- **The state has done some commendable work in the area of community awareness. For this purpose, charts, brochures and modules have been developed and in the process of being printed. In the district of Banaskantha, out of 1315 number of villages, 776 VECs have been formed. 684 of these have parent of a disabled child as a member. 964 parent councils have been formed. All the members of these parent councils have been sensitised to IED. Similarly, in Panchmahal district, out of 1947 villages, 1798 VECs have been formed. 1518 VECs have parent of a disabled child as a member. All the 655 parent groups in the district have been oriented to IED. In the district of Dangs, 309 VECs have their representative as parent of a disabled child, out of the total of 311 villages and VECs. 21 parental groups have been sensitized to IED.**

### **Issues**

- **IED implementation weak in the state**
- **The state has no concrete plan of action for IED**
- **Enrollment of disabled children dropped from 17031 to 16983**
- **The state is not clear as to how to provide resource support to disabled children**
- **Very few aids and appliances have been provided to disabled children at all. For this purpose, convergence efforts with more NGOs should be strengthened**
- **No concrete training strategy has been chalked out**
- **General teachers not sensitized so far on disability related issues, although a module has been prepared**
- **No monitoring mechanism available on IED.**

### **Haryana**

- **Around 15043 children identified, out of which 7677 enrolled**
- **450 CRCC's given a 5 day orientation**
- **19489 general teachers given a two day orientation on IED**
- **The state plans to conduct RCI foundation course soon**
- **8224 aids and appliances provided with the help of local Red Cross, NGOs and ALIMCO**
- **Two novel activities initiated by the state of Haryana were a tournament for disabled children and a personality development camp. The state organised a tournament for disabled children in which the disabled children along with other peers took part in sports and other cultural activities. The state has planned to organise personality development camps at block level in next summer vacations. These will be residential camps in which the children will be trained in various activities like music, folk songs one act plays, yoga, folk art by the local artisans.**
- **Tele-conferencing on IED conducted**

### **Issues**

- **The state should start training of resource teachers**
- **Enrollment of disabled children has dropped from 13053 to 7677, nearly by 50%**
- **Resource support is not adequate**

- Monitoring is not adequate.

### **Himachal Pradesh**

- **3969 children identified in the 33 blocks of 4 districts of Kullu, Chamba, Nahan and Lahaul – Spiti. All these children enrolled in the schools.**
- **734 disabled children assessed through assessment camps conducted in all the districts.**
- The aids and appliances are being applied to the eligible children through the district authorities in convergence with the IEDC scheme of MHRD. So far only 35 disabled children provided hearing aids
- Bridge course conducted with the help of RCI. 26 teachers have been given training in the area of mental retardation and 21 teachers in the area of locomotor impairment
- **6500 primary school teachers in the district of Sirmour, Chamba and Kullu.** It is in progress, in the district of Lahaul-Spiti. The main focus of training of general teachers was on identification, mainstreaming and understanding the needs of these children
- **66 teachers trained through RCI foundation course**
- **236 master trained on IED for 10 days**
- DPEP, Himachal Pradesh has also taken an initiative to replicate the DPEP experience in IED in non-DPEP districts. The educational functionaries in the non-DPEP districts were sensitized about the provisions of the Persons With Disabilities Act, 1995 and implementation of IEDC scheme of 1992. Identification of disabled children has also been started in the non-DPEP districts and the integrated children are being provided with assistance available under IEDC provisions. Planning and management, training of key personnel and ten days training of master trainers was conducted in Bilaspur district in December, 1999 and June, 2000, respectively with resource support from DPEP, Himachal Pradesh.

### **Issues**

- Since with the assistance of IEDC scheme, funds have been provided to children for the purchase of equipment, monitoring is essential to ensure that equipment is actually purchased and used
- The state should expedite the process of providing aids and appliances to disabled children
- Updated information on the out of school disabled children should also be provided.

### **Jharkhand**

- **IED coordinator at SLO/DLOs in place**
- **One block in each district identified to launch the programme**
- **Component of IED incorporated in the ongoing general teacher training programme**
- **CRCC training module has a component on IED**
- **10 days Ujala-II training module also provides adequate discussion on IED**
- **3 days training module for CRCC has been developed and trialled. 3 resource persons identified and trained in each project district**
- **Aids and appliances given to over 300 children**

## Issues

- Strategy on IED
- Plan for this year on IED
- Approaches that the state would take up in the area of identification, teacher training, provision of resource support and aids and appliances to the disabled children

## Karnataka

- All blocks to be covered for IED
- The class and gender wise EMIS data has also been collected from all the 11 districts. 29256 disabled children have already been found enrolled in schools
- Proposals have been prepared for the supply of aids and appliances from the Department of Disabled Welfare and ALIMCO. Assessment camps being conducted
- 48 resource teachers have been trained for 2 months on the basis of a comprehensive training package developed by Seva-in-Action
- 144 teachers trained through RCI
- About 526 general teachers specially trained on IED
- 1,67,500 handbooks distributed to the teachers, which include the component of identification and classroom management on IED
- State level workshop has been organized to develop a 'Vision' document which is yet to be finalized
- Material has been developed at a state level workshop for training of CRC coordinators through tele-conference slated for November 2001.

## Issues

- IED implementation in the state is weak
- No category wise data available for the disabled children
- The state should chalk out a concrete strategy on IED
- Expansion to other blocks, as proposed should be taken up on a priority basis
- Supply of aids and appliances should be given priority.

## Kerala

- The state has upscaled the IED programme to all the districts and blocks
- 15793 disabled children identified and enrolled in schools
- A 3-day package of teacher training on IED was designed to impart the initial training to all primary level (Stds I to IV) teachers of above 55 blocks. All 30000 teachers have been given training with the help of the following materials supplied to them.
- 3831 aids and appliances given out to children through DPEP funds
- The state has provided a resource center in all the 55 blocks. A number of schools also have learning corners that comprise of disabled friendly material. Ramps and handrails are being constructed in all the schools under DPEP
- Out of 165 resource teachers required, 138 are in position
- Convergence with NISH to develop a computer based education package

- The state has conducted an internal study on “Effectiveness of Teacher Training in IED. “ It has also conducted an ‘Impact Assessment of IED Activities’ for necessary expansion during 2000-2001.
- Tele-conferencing on IED conducted

#### Issues

- Since the thrust in the state is on quality education, it should be ensured that children with special needs continue to receive quality education
- The state can also consider doing a study, exclusively on IED

#### Madhya Pradesh

- **The state has upscaled the IED programme to all the districts and blocks**
- **Around 61186 children with special needs have been enrolled in schools**
- Approximately 250 master trainers (25 each from 10 districts) were imparted 45 days training with the help of NGOs working in the area of disability
- **939 general teachers could be specially trained on IED for 5 days in November 2001**
- **1,60,000 general teachers given orientation to IED through mass teacher training**
- **Camps with the help of ALIMCO being conducted. 872 aids and appliances provided so far**
- **1104 schools provided ramps and handrails 2759 schools have learning corners.**

#### Issue

- More aids and appliances should be given to the disabled children.

#### Maharashtra

- The state of Maharashtra has upscaled the IED programme to all the 73 blocks. 3 out of 9 districts in the state do not have any officer in charge for IED at DPO. A total of 225 resource persons are providing resource support to disabled children (Aurangabad – 24, Parbhani – 35, Nanded – 16, Latur – 25, Osmanabad – 18, Beed – 21, Jalna – 20, Dhule – 30, Gadchiroli – 36). The state has established network with only one NGO i.e. Spastic Society of India, Bandra
- **33330 children identified through survey in all the districts, out of which 19818 enrolled in schools.**
- The state has developed a training cascade. The first level of training comprised of training of key resource persons working at the district level by the experts at the state level. This training was held for four day at SCERT, Pune and 50 district level resource persons were trained. 225 resource persons were trained for 3 days at the DPO. At the block level, 2400 cluster level resource persons have been given one-day orientation to IED issues at the BRC. A total of 65000 general teachers have been oriented so far in all the clusters for identification of disabled children and on different types of disabilities
- In all the MTA’s and PTA’s, the parents are being sensitized to IED
- ECCE and AS centres are being used to impart pre-integration training to children with special needs.

## Issues

- IED implementation in the state is weak
- The 45-day RCI foundation course to improve the quality of education being provided to the disabled children should be conducted soon
- No aids and appliances have been provided to the disabled children at all
- Networking needs to be done with more NGOs
- Monitoring needs to be strengthened.

## Orissa

- Operation Empowerment 2000 was carried out in 82 blocks out of the total of 87 in the 8 DPEP districts. Identification survey and medical camps were organized to identify children belonging to mild to moderate disabilities
- **The identification survey done shows that 26810 children have special educational needs. Out of these, 17814 are enrolled in school.**
- **3196 aids and appliances for disabled children were supplied by Dept. of Social Welfare, NIRTAR, ALIMCO**
- The first round of intensive training with the help of RCI developed foundation course conducted
- **A 7-day training of key resource persons was conducted at the state level by the regional institution of education, Bhubaneshwar, faculty from SCERT/DPEP/ Utkal University/RRTC, NIRTAR Cuttack. So far 5220 general teachers have also been oriented to IED issues for 5 days. The DIET faculty members, resource teachers and IED coordinators have been imparting training in a phased manner to the regular school teachers.**
- **About 30818 teachers given orientation to IED through mass teacher training programme**
- **118 schools in the selected IED blocks have learning corners equipped with special TLM for disabled children. Ramps in 88 schools and handrails in 33 schools have been constructed. A small portion of the CRC building is being used as IED resource center. So far 16 resource centers have been equipped**
- **The state has received grant from the IEDC scheme to provide benefits to the disabled children**
- **Tele-conferencing on IED held in May 2001.**

## Issues

- Constant monitoring should be done to see that the disabled children who are enrolled do not drop out.
- Aids and appliances should be provided to those disabled children, who need them either through ALIMCO/convergence or DPEP funds.

## Rajasthan

- **One block in each of the 10 districts identified for the implementation of IED programme**
- **Networking with NGO established**
- **26794 disabled children identified. 13556 enrolled in schools**
- **480 schools have been provided ramps.**

## Issues

- As the state has now established network with NGOs and other institutions, it should now think of providing aids and appliances, training, resource support to disabled children
- A concrete strategy for IED should be chalked out
- Networking with ALIMCO could also be established to provide aids and appliances
- The state should chalk out a concrete strategy for general teacher training, exclusively on IED for 3-5 days
- Longer term training with the help of NGOs/RCI can be considered to provide resource support to disabled children
- The state should make IED an important part of all the modules that would be prepared in other functional areas
- IED should be a part of the on-going community awareness programmes.

## Tamil Nadu

- **16369 children have been identified in the 7 districts. Out of these, 14579 children with special needs have been enrolled.**
- **2538 children have been provided the necessary aids and appliances through convergence and DPEP funds, out of the total of 1819 required**
- 27591 general teachers in all the districts have been given a three-day orientation. The teachers are also being given one day in-service training by the resource teachers once a month
- **4034 general teachers have been oriented to IED issues for 5-days**
- Resource support is being provided through agencies/ NGOs appointed in all the seven blocks for implementation of the IED programme. 63 posts of resource teachers have been sanctioned, out of which 55 are in place. The state has developed a comprehensive strategy to provide this support
- Appropriate monitoring and supervision mechanism also developed by the state
- A study on achievement levels of disabled children conducted
- **So far 572 ramps and 169 handrails have been constructed. 211 resource centers are functioning and 1591 learning corners are equipped with TLM for disabled children. Construction of special toilets attempted, wherever necessary.**

## Issues

- Aids and appliances should be supplied to more disabled children
- Upscaling efforts should be strengthened

## Uttar Pradesh

- **Around 29654 children with special needs have been identified so far in the selected blocks. Out of these 24632 enrolled in schools**
- **209 master trainers trained**
- **4044 primary school teachers have completed their 5-day training in 10 blocks of five districts in first phase**
- **67 teachers given RCI training**
- **3855 children with special needs have received aids and appliances so far. This has mainly been achieved through convergence.**
- **For technical support, NGOs are being selected as Block Resource Group**

## Issues

- **Very few aids and appliances have been provided to children. Convergence should be intensified or if necessary direct approach should be made to Ministry of Social Justice and Empowerment. Assistance from ALIMCO should be sought to expedite this process.**
- **Upscaling efforts should be strengthened**

## West Bengal

- **Both school and house to house surveys are being conducted to identify children with special needs. A total of 17313 children have been identified so far, out of which 11497 are in school and 4209 are out of school**
- **A total of 1169 aids and appliances have been distributed so far through convergence and assistance from ALIMCO. Convergence with the IEDC scheme has also been established to provide all facilities to the disabled children enrolled in schools. Other facilities like books, uniforms, stationery, transport allowance, etc will also be provided to all in-school disabled children. Construction of a resource center at CLRC is also being thought of with the assistance of IEDC scheme.**
- **To begin with, key resource persons or master trainers were trained for 3-days by SRG members and state level resource organization experts**
- **6-days intensive training was also undertaken for 690 teachers. This was a 40-hours training, which included 10-hours in each area of special education. These teachers were trained directly by the state level organization. State level experts also developed module and materials.**
- **17881 general teachers given a 2-day orientation on IED**
- **The state has a detailed strategy for resource support, which includes support from state level resource organisation, district level resource organisation and circle level resource centre. The purpose and responsibilities of each of these organisations have been detailed out.**
- **The state has also taken up a number of initiatives for awareness building in the community, VECs, parents, local administrators, ICDS supervisors and shiksha sahayikas**
- **The state has also planned to undertake an impact study on the effectiveness of interventions used by the state in mainstreaming children with special needs in DPEP primary schools.**
- **The state has constituted a monitoring team at SPO and DPO. It has also developed a continuous evaluation and monitoring system on IED activities that are taking place in the state. Both quantitative and qualitative indicators have been evolved by the state for supervision.**



## Issues

- More aids and appliances should be provided
- Upscaling efforts should be strengthened.

## General

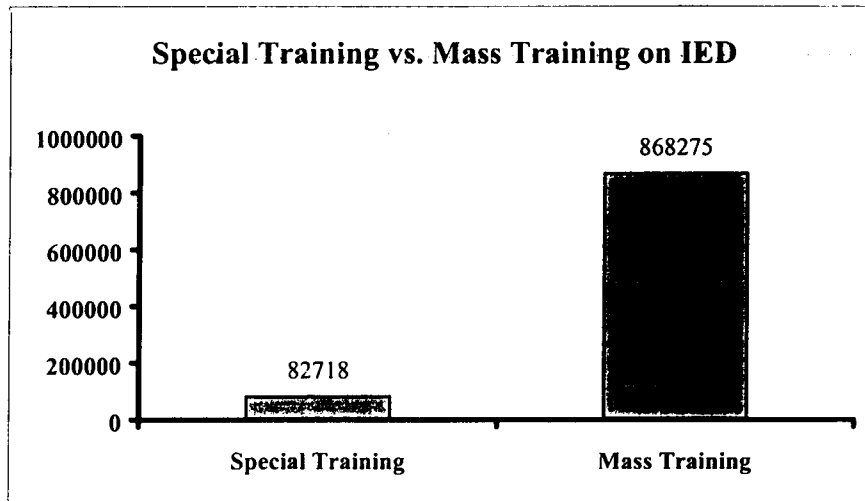
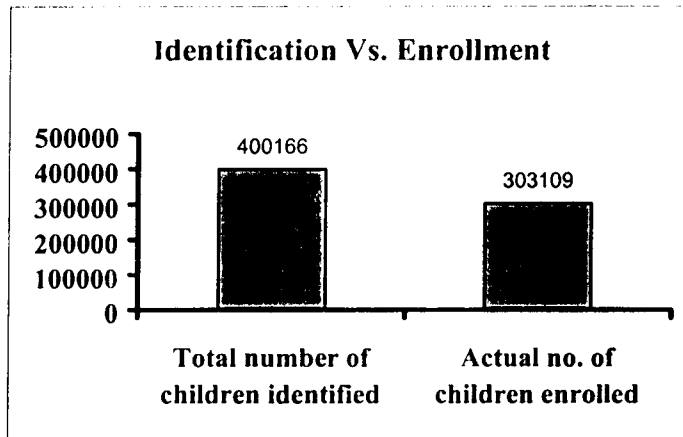
- **The total enrollment indicates that more orthopaedically handicapped children have been enrolled than other categories of disabled children.**
- Wherever, teacher training has been conducted so far, there is a good amount of awareness about education of the disabled children among general classroom teachers
- Parents of the disabled children have more acceptance and expectations of their disabled children, wherever parental counselling has taken place
- Community awareness programmes have been conducted in all the states. Haryana, Kerala, Orissa, West Bengal and Tamil Nadu can be considered model states in this respect
- The interaction between the disabled children and non- disabled children is generally good in those schools, where disabled children have been enrolled
- DPEP has also increased multi- sectoral convergence with other departments like health, welfare, RCI, ALIMCO etc.
- The states of Gujarat, Orissa, Maharashtra, Haryana, Kerala, M.P. and Himachal Pradesh have upscaled the IED programme to all the districts. Other states are in the process of strengthening their efforts towards the expansion of the IED programme.
- The NGO involvement has started in DPEP for the implementation of the IED programme, but it needs to be strengthened

## Concerns/ Challenges

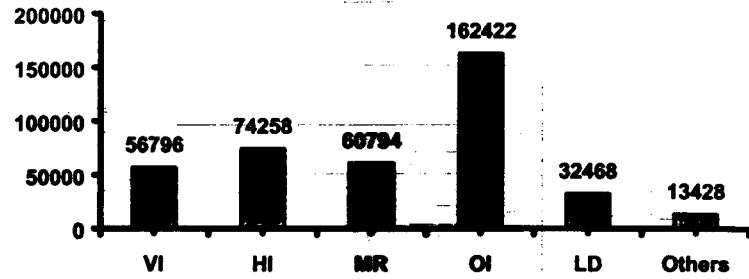
- Having made substantial efforts in the areas of teacher training, provision of aids and appliances, identification and functional assessment, emphasis now should be on consolidating these efforts simultaneously. A good monitoring system should be developed to improve retention.
- Adequate resource support is not available for disabled children. The general teacher in a multi-grade setting with no resource teacher and a five day orientation cannot be expected to provide quality education to children with special needs.
- **A primary concern is to establish what are the best classroom practices that optimize the learning of children with diverse special needs and to what extent they could be mutually beneficial to all the children, with or without special educational needs**
- Progress of the IED programme as far as expansion or upscaling goes has increased, but needs further thrust
- No impact study has been done in those states where resource support has been provided to children with special needs. A study needs to be done to assess the effectiveness of the programme.
- The role of community in the implementation of IED programme needs to be strengthened.
- School and home visits for effective parental counseling should be made on a regular basis.

### Action Points for Future

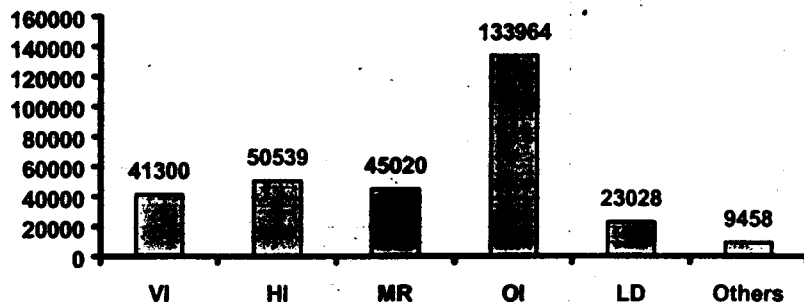
- Enrollment of children who are found to be integrable after the identification and survey should be followed up
- The expansion of the IED programme to the other blocks / districts has been taken up very vigorously by the Govt. of India, yet this effort needs to be continued by the states..
- Convergence of IED programme with all the other functional areas within DPEP should be considered and also followed up thoroughly
- More emphasis needs to be placed on the classroom management of children with special needs.
- The use of ECCE centers should be extended to impart pre-integration training to children with special needs.
- Alternative schools should also be used to reach out to disabled children.
- The utility of pedagogical experimentation being carried out in DPEP should also be extended to children with special needs.
- Wherever resource support has been provided to children with special needs, an impact study should be done to assess the effectiveness of the IED programme
- Action research to review the programme on a continuing basis should be undertaken with experienced NGOs/experts in the area of special education.
- An effective monitoring system should be developed at the DPO, BRC, CRC and school level and strengthened by gradual capacity building exercises
- **In consonance with the mandate of Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, a broad spectrum of educational models has to be provided to children with different special needs. Action needs to be initiated in this direction for children with special needs depending on their needs.**



**Category wise identification of children with special needs**



**Category wise enrollment of children with special needs**



## INTEGRATED EDUCATION OF THE DISABLED

### PROGRESS OVERVIEW OF DISABILITY INTERVENTIONS: DPEP- I STATES

DPEP - I STATES						
Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<ul style="list-style-type: none"> <li>• Infrastructure (SRG, DRG, IED Consultant at SPO) in place</li> <li>• Survey of disabled children completed in the catchment area. 1085 children identified, out of which approximately 487 are enrolled in schools</li> <li>• Formal assessment of the disabled children completed in the catchment area</li> <li>• Creation of disabled friendly schools being taken into account</li> <li>• 3-day orientation programme for</li> </ul>	<ul style="list-style-type: none"> <li>• Has IED co-ordinator in all the districts</li> <li>• Convergence is being sought with various NGOs/ existing schemes for the provision of aids and appliances</li> <li>• General teacher training module prepared.</li> <li>• Teacher training conducted.</li> <li>• Two day orientation programme has been organised for VEC's and parents of disabled children at Gurgaon</li> </ul>	<ul style="list-style-type: none"> <li>• 1- block chosen in 1 district of the state for IED.</li> <li>• Formation of block consultative committee and core group completed</li> <li>• Training material prepared by Seva in Action, a NGO hired to assist the IED programme</li> <li>• Prototype posters for Inclusive Education prepared</li> <li>• Assessment kit for resource teachers prepared.</li> <li>• Rendering textbooks in audio medium for visually handicapped children done</li> <li>• Several rounds of intense interaction with BRC and CRC coordinators for</li> </ul>	<ul style="list-style-type: none"> <li>• SRG in place</li> <li>• IED Co-ordinator at SPO in place</li> <li>• DRG in place</li> <li>• District co-ordinators for IED in place</li> <li>• 1 block chosen in Malappuram district for IED</li> <li>• Parent in VEC exists</li> <li>• Expansion of IED interventions in other blocks has been finalised</li> <li>• Materials for IED survey and interventions in the regional language medium have been completed</li> <li>• Orientation for DPEP functionaries and officials has been conducted</li> <li>• Posting of resource teachers under progress.</li> </ul>	<ul style="list-style-type: none"> <li>• The state has selected one block each in 19 districts</li> <li>• SRG formed</li> <li>• A cell for handicapped children has been established at all the BRCs.</li> <li>• Identification of the disabled children in the age group 5 to 14 years is completed</li> <li>• The Mission has identified 5 NGOs working in the field of disability to work in 10 districts.</li> <li>• The state has initiated IED activities in 1 block in each of the 10 districts, out of the total of 79 blocks in</li> </ul>	<ul style="list-style-type: none"> <li>• An Integrated Education Cell for the Disabled exists in MSCERT</li> <li>• State Resource Group formed.</li> <li>• District Resource Group formed.</li> <li>• A pilot study done in Osmanabad district for integration and identification of educational needs</li> <li>• 1 cluster chosen in 9 districts for IED programme. IED programme is being upscale to one block in every district.</li> <li>• Survey completed on all the 9 districts. Around 14749 children identified in all the districts. Out of these, 10068 children are</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Infrastructure in place (SRG, DRG) state district level coordinator</b></li> <li>• <b>1 block chosen in all the districts for IED</b></li> <li>• <b>Survey conducted. 1318 children found enrolled in the chosen blocks</b></li> <li>• <b>Two week training programme for master trainer has been done</b></li> <li>• <b>Medical assessment camps also conducted</b></li> <li>• <b>Supply of aids and appliances to the disabled children in progress</b></li> <li>• <b>IED made an important part of the on- going community mobilization programmes, with extensive use of media</b></li> </ul>

DPEP - I STATES						
Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<p>key resource persons completed. These resource persons would assist teachers in handling children with special needs.</p> <ul style="list-style-type: none"> <li>• Development of module for training of VEC members/CRC C, BRCC completed</li> <li>• One day orientation on IED for all AS workers completed.</li> <li>• Community awareness programmes conducted. VEC members have been oriented on various disabilities and need of special attention towards disabled</li> </ul>	<ul style="list-style-type: none"> <li>• VEC has parent of a disabled child</li> <li>• A national level TLM exhibition was conducted in Gurgaon in May 1999. A special stall for TLM for disabled children was displayed to acquaint the teachers for preparing TLM for disabled children.</li> <li>• The state is also conducting different competitions for disabled children in Dance, Drama, Poetry, Hand Writing and games.</li> <li>• To provide a barrier free environment to children with special</li> </ul>	<p>identifying committed teachers to function as resource teachers.</p> <ul style="list-style-type: none"> <li>• 2 month training on the basis of the training package prepared by Seva-in-Action underway</li> <li>• The state is taking up a special programme for training 400 teachers in Magadi block with the help of Seva in Action.</li> <li>• Parent in VEC exists</li> <li>• Full inclusion of children with special needs in general classroom along with the resource support in the chosen blocks expected by November, 1999</li> <li>• The state plans to upscale IED activities to one block in each district; create</li> </ul>	<ul style="list-style-type: none"> <li>• State level workshop for developing strategies on quality improvement of disabled children completed in September, 99.</li> <li>• Two day interaction camp of state core team for curriculum with the SRG conducted in September, 99.</li> <li>• Residential workshops on modification of strategies for curriculum transaction and material development on special education conducted</li> <li>• The state also plans preparation and trialling of Activity Bank for disabled children in November, 99.</li> <li>• The state plans to upscale the IED programme to 30 more blocks – all</li> </ul>	<p>all the districts. Total number of disabled children (5-14 years) in DPEP districts in M.P. state is 64,861 (LSA –1996).</p> <ul style="list-style-type: none"> <li>• Around 4630 children with special needs have been enrolled in schools in five districts, with the help of Lok Sampark Abhiyaan.</li> <li>• 45 days training of master trainers was undertaken by the state with the help of NGOs, which are working in the area of disability. Approximately, 250 master trainers (25 from each of the 10 blocks) were trained in the state in June – July 2000.</li> </ul>	<p>enrolled in school and 4681 are out of school</p> <ul style="list-style-type: none"> <li>• Formal assessment for disabled children in all district conducted in November 1999.</li> <li>• Convergence is being sought for aids and appliances for other clusters with Ministry of Social Welfare</li> <li>• Workshop conducted to plan strategy for IED</li> <li>• Sensitization training of district officials undertaken in Feb. 98</li> <li>• Planning assistance meeting with the SRG conducted in April, 99</li> <li>• Process for appointing resource teachers and district coordinators in progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Training module on IED prepared and distributed to all teachers. A 2 day orientation to all general teachers for all the districts completed</li> <li>• Agencies appointed in all the 7 blocks chosen for effective implementation of the IED programme.</li> <li>• Parent in VEC.</li> <li>• The state has also developed a monitoring mechanism with the help of SRG/DRG members to assess the implementation of IED in 7 DPEP districts</li> <li>• In the pilot blocks, 1588 disabled children enrolled in schools</li> </ul>

DPEP - I STATES						
Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<p>children</p> <ul style="list-style-type: none"> <li>• The inclusion of at least one parent of a child with disability in the VEC has been taken up with the govt. of Assam and instructions to that effect have been issued</li> <li>• Folders on each area of disability to be included in DPEP prepared for general teachers.</li> <li>• General information booklet on disability for general awareness prepared.</li> <li>• Convergence to procure aids and appliances with available agencies has been done.</li> <li>• Early detection centers (5 in each districts)</li> </ul>	<p>needs, 243 ramps have been constructed. 45 resource centers have also been made.</p> <ul style="list-style-type: none"> <li>• Action plan for identification, assessment and placement of disabled children in DPEP-I &amp; II districts prepared.</li> <li>• 506 more aids and appliances have been given to the disabled children, thus bringing the total to 956</li> <li>• Interviews for resource teachers conducted, but only 3 are functional so far</li> <li>• CRCC's given a 5 day orientation</li> </ul>	<p>posts for 3 resource teacher per block and to have close coordination with the Dept. of Disabled Welfare for the timely support of aids and appliances.</p> <ul style="list-style-type: none"> <li>• The state has constituted a new State Resource Group.</li> <li>• About 253 general teachers were trained by 32 resource persons. The 32 resource persons were those, who were trained on the basis of the 2-month package developed by Seva-in-Action.</li> <li>• The class and gender wise EMIS data has been collected from all the 11 districts. 20731 disabled children have already been found enrolled in schools.</li> </ul>	<p>the blocks in DPEP-I districts and one each from 3 DPEP-II districts of Thiruvananthapuram, Idukki and Palakkad</p> <ul style="list-style-type: none"> <li>• Updated survey report in the pilot block show that 1358 children have been identified in all, out of which 472 children are enrolled in schools</li> <li>• Selection of resource teachers in each BRC has been done and they have been given by giving 10 days intensive training during March 99. Now 90 teachers have been identified from 30 BRCs.</li> <li>• Planning workshop for module development of master trainers training programme</li> </ul>	<ul style="list-style-type: none"> <li>• General teacher training to be conducted by NGOs</li> <li>• The NGOs used for the training of the master trainers also selected volunteers and made district visits for awareness and parental counselling.</li> <li>• Convergence is being sought with SCERT for providing incentives like-free textbooks, uniform, fare for reaching the school and stationery for the disabled children. A workshop conducted in Jan'2000 to develop the textbook of Class I-VII in "Braille". Audio material</li> </ul>	<p>Recruitment rules circulated to all districts</p> <ul style="list-style-type: none"> <li>• Through design renewal, access facilities to children with disabilities are being taken into account</li> <li>• Training manuals prepared.</li> <li>• A 3-tier academic structure to provide resource support to children with special needs has been planned. This will include support to disabled children through resource teachers, cluster resource center coordinator and general teachers.</li> <li>• General teacher training conducted in November, 99.</li> <li>• Updated survey report has identified 15200 children, out of which 10496</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A 3 day Distance Education Programme conducted on IED for 200 parents and 700 teachers on hearing impairment</b></li> <li>• <b>10888 general teachers are given training at the BRCs in handling and teaching disabled children</b></li> <li>• <b>Monthly magazine distributed to all the 7 DPEP districts</b></li> <li>• <b>The state plans to select another 2 blocks for expansion in each of the DPEP districts with the help of the same agencies already assisting in the implementation of the IED programme.</b></li> <li>• <b>The state had initially chosen one block in each of 7 districts for IED</b></li> </ul>

DPEP - I STATES						
Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<p>opened for imparting pre-integration skills to identified disabled children.</p> <ul style="list-style-type: none"> <li>• Home visits and school visits conducted</li> <li>• All the selected BRCCs, around 50 and CRCCs, 151 in number have been oriented on IED</li> <li>• The state has upscaled the programme to 1 block in each of these 3 districts</li> <li>• Workshop on chalking out a strategy to converge with RCI for resource support conducted in February, 2000</li> <li>• 4 day general teacher training completed</li> <li>• World Disabled Day observed</li> </ul>	<ul style="list-style-type: none"> <li>• 2 day orientation programme for all general teachers in DPEP I and II districts conducted.</li> <li>• So far, 4585 disabled children have been assessed, 997 have been provided aids and appliances and 630 out of school disabled children have been enrolled</li> <li>• Photo Identity Card Scheme launched in all the DPEP districts</li> <li>• A tournament for disabled children organized at the state, district and block level</li> <li>• Out of 55 blocks, 17 blocks have been covered</li> </ul>	<ul style="list-style-type: none"> <li>• A medical assessment camp was organized through convergence with various departments.</li> <li>• Proposals were prepared for assistance from Dept. of Disabled Welfare for aids and appliances.</li> <li>• The resource persons trained have been visiting the schools of the Magadi block regularly and providing resource support to both the teachers and the disabled children.</li> <li>• A total of 48 resource teachers trained so far.</li> <li>• A total of 29256 disabled children found enrolled in schools through EMIS data.</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop for finalization of MTT modules-conducted in October 1999</li> <li>• State Level MTT Programme-conducted on November 1999 in two cycles DPEP-I and II districts respectively.</li> <li>• It plans to upscale the IED programme to all the 55 blocks in the current year.</li> <li>• Community awareness camps have been conducted in all blocks</li> <li>• State level workshop on MICRO-monitoring system conducted</li> <li>• A one-day familiarization programme on IED was also conducted for head teachers and AEOs</li> </ul>	<p>and self-learning material has also been developed</p> <ul style="list-style-type: none"> <li>• IED being implemented in all the 313 blocks of the state.</li> <li>• 19021 children with special needs enrolled in 27 districts. Data from 6 remaining districts is under compilation</li> <li>• 267 resource persons / coordinators trained</li> <li>• 780 general teachers trained on IED</li> <li>• A clear strategy for providing aids and appliances to disabled children chalked out by the state</li> </ul>	<p>enrolled in schools and 4074 out of school. More information being collected through micro-planning exercises</p> <ul style="list-style-type: none"> <li>• All the cluster heads and CRCC's being given a 3 day orientation on IED in all the districts. 2420 oriented so far</li> <li>• Recruitment of 27 resource teachers at the rate of 3 per block (1 block in 9 districts) expected to be completed by March, 2000</li> <li>• Further state level planning through SRG arranged</li> <li>• The state of Maharashtra has upscaled the IED programme to all the 73 blocks.</li> <li>• A total of 225 resource persons are providing resource support</li> </ul>	<p>implementation. Now the coverage has been extended to more blocks in each of these districts, thus making it a total of 21 blocks out of a total of 106 in the entire state.</p> <ul style="list-style-type: none"> <li>• Proposals have been sent to Government of India to implement IED in the remaining blocks with the assistance of IEDC scheme of the Govt. of India.</li> <li>• 63 posts of resource teachers have been sanctioned, out of which 40 are in place.</li> <li>• 13936 children have been identified in all the 7 districts. Out of these 13008 children with special needs have been enrolled in the schools</li> </ul>



**DPEP - I STATES**

Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<ul style="list-style-type: none"> <li>• Enrollment week observed with community participation</li> <li>• 590 general teachers oriented to IED</li> <li>• <b>Pre-integration training is imparted to disabled children in the readiness centers. In all, 207 children have been enrolled in formal schools from these readiness centers (67 from Darrang, 63 from Goalpara and 77 from Sonitpur).</b></li> <li>• Parent counselling workshop in all districts</li> <li>• Orientation of VEC members of all the newly covered clusters on IED</li> </ul>	<p>for IED from all the districts.</p> <ul style="list-style-type: none"> <li>• The state is also likely to conduct the 45-day foundation course with the help of RCI to train resource teachers.</li> <li>• Parents have been oriented about the disabilities and the facilities being provided by DPEP to such children in the district by organising special mobilization camps at CRC level and BRC level.</li> <li>• VEC members have also been reoriented by state at district level and block level. Special orientation</li> </ul>	<ul style="list-style-type: none"> <li>• The state has strengthened its convergence with NGOs to implement IED.</li> <li>• Training package pertaining to KRPs has been revised</li> <li>• 526 general teachers oriented to IED for 3 days.</li> <li>• Convergence has been sought with NGOs &amp; ALIMCO to provide aids and appliances.</li> <li>• <b>Assessment camps are being conducted with the assistance of ALIMCO</b></li> <li>• <b>45 day RCI training has been conducted for 144 teachers</b></li> <li>• A workshop on preparing a vision document on IED conducted in February, 2001.</li> <li>• Material developed at a state level</li> </ul>	<ul style="list-style-type: none"> <li>• Block level organising committee and block resource groups established</li> <li>• So far, in all the 30 blocks, 24127 children have been identified through survey. All of these children have been enrolled in schools and medical detection camps conducted</li> <li>• Two novel initiatives taken up by the state in the area of IED are task analysis camps and state level training on detection procedures and remedial practices for learning disabilities/ scholastic backwardness.</li> <li>• For resource support, the state also plans to take up the 45-day foundation course of RCI.</li> </ul>	<ul style="list-style-type: none"> <li>• Camps for aids and appliances to disabled children through ALIMCO conducted in July 2001.</li> <li>• <b>Assessment camps are being organized in 20 blocks (with the help of ALIMCO) for identification of type and text of disability of disabled children and for providing necessary aids accordingly</b></li> <li>• Learning corners have been developed specially for disabled children in schools where buildings have been provided by DPEP</li> </ul>	<p>to disabled children</p> <ul style="list-style-type: none"> <li>• The state has developed a cascade training approach.</li> <li>• The first level of training comprised of training of key resource persons working at the district level by the experts at the state level. This training was held for four days at SCERT for 3 days at the DPO. At the block level, 2400 cluster level resource persons have been given one-day orientation to IED issues</li> <li>• For resource support, the state will also be conducting the 45-day foundation course of RCI soon.</li> <li>• Booklets are prepared for</li> </ul>	<ul style="list-style-type: none"> <li>• <b>779 children have received aids and appliances.</b></li> <li>• <b>27591 general teachers have been given a two-day orientation on identification, classroom management, special techniques and use and maintenance of aids and appliances required by children with special needs.</b></li> <li>• <b>A comprehensive strategy have been adopted by the state to provide resource support to children with special needs with the assistance of resource teachers.</b></li> <li>• <b>The state has taken a number of initiatives in the area of community awareness like distribution of pamphlets and</b></li> </ul>

DPEP - I STATES						
Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<ul style="list-style-type: none"> <li>• State level workshop on module preparation for DLRG Training</li> <li>• Workshop on special TLM development for children with special needs</li> <li>• Orientation of DLRG on early intervention and early stimulation at SPO</li> <li>• Orientation of BRCCs on convergence action plan, survey through CRCC-HM-Teachers-VEC-Community</li> <li>• 4-day teacher training in Goalpara district</li> <li>• 2-day DLRG training on readiness centre in Sonitpur</li> <li>• 4-day training of DLRG, BRCC, CRCC on</li> </ul>	<p>camps were organised at block and district level to orient the VEC members.</p> <ul style="list-style-type: none"> <li>• All the 450 CRCCs of the state have been oriented for 5 days by organising camps at district level for identification of disabilities and facilities provided by DPEP for disabled children.</li> <li>• All the 19489 general teachers working in these districts have been oriented about the different disabilities for two days</li> <li>• 11115 children (552 visually impaired, 626</li> </ul>	<p>workshop for training of CRCCs through tele-conferencing</p> <ul style="list-style-type: none"> <li>• State level workshop has been organized to develop a 'Vision' document which is yet to be finalized</li> <li>• Material has been developed at a state level workshop for training of CRC coordinators through tele-conference slated for November 2001</li> <li>• The state plans to cover all blocks for IED</li> <li>• 1,67,500 handbooks distributed to the teachers, which include the component of identification and classroom management on IED</li> </ul>	<ul style="list-style-type: none"> <li>• Convergence with external agencies like NISH established to develop computer assisted learning materials for hearing impaired children.</li> <li>• A study on 'Effectiveness of Teacher Training on IED' conducted</li> <li>• All 30,000 general teachers have been provided training on IED</li> <li>• A behaviour modification course for children with special needs developed.</li> <li>• Convergence also established with ICCONS.</li> <li>• As a part of community mobilisation - Sayanthana Vedi (Evening Get Together) camps for the parents and teachers of disabled children are conducted in every BRC.</li> </ul>	<ul style="list-style-type: none"> <li>• Ramps and railings have been provided in 1400 school buildings</li> <li>• Assessment camps will be organized in all the DPEP districts upto March'2002</li> <li>• There is a plan to organize 5 days training programme for all the teachers in the session 2001-02 (Nov-Jan) all over Madhya Pradesh</li> <li>• There is a plan to train 25 selected teachers from one block for 45 days form 18 DPEP districts on the basis of RCI foundation course with the help of 4 NGOs</li> </ul>	<p>general teachers with the help of resource teachers and experts</p> <ul style="list-style-type: none"> <li>• In all the MTAs and PTAs, the parents are being sensitized to IED.</li> <li>• The parents have also been informed about identification of disabled children.</li> <li>• ECCE and AS centers are being used to impart pre-integration training to children with special needs.</li> <li>• Micro-planning exercise was conducted in all the villages and municipal council areas of all the 9 DPEP districts with full involvement of VEC and community members. Disabled children were identified through this exercise.</li> </ul>	<p>posters etc; house to house visit; meetings and functions at school; participation in cultural festivals in the village; advertisements through All India Radio; awareness campaigns and melas.</p> <ul style="list-style-type: none"> <li>• For monitoring, the DPC as well as state officials visit the schools in the blocks. The implementing agencies i.e. the NGOs visit the schools and meet the children. The block level officers visit the schools often.</li> <li>• 14549 children with special needs have been identified. 13051 children are integrated in regular schools</li> <li>• 986 children have been provided the necessary equipment.</li> </ul>

DPEP - I STATES						
Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<p>disability and IED in Karbi Anglong</p> <ul style="list-style-type: none"> <li>• Survey in all blocks of Karbi Anglong district</li> <li>• Networking with special school for capacity building</li> <li>• Printing of information booklet by SPO</li> <li>• Printing of folders, booklets, posters, video in the districts</li> <li>• Documentation on feedback on usage of hearing aids and other success stories of disabled children who are enrolled in formal schools</li> <li>• AIR recording on IED for awareness.</li> <li>• 9331 children with special needs have been identified, out</li> </ul>	<p>hearing impaired, 9210 orthopaedically impaired, 330 learning disabled and 397 mentally retarded) have been enrolled.</p> <ul style="list-style-type: none"> <li>• The state has organised personality development camps at block level</li> <li>• Medical check up of 14565 disabled children undertaken in all seven DPEP districts</li> <li>• 13923 children with special needs identified, out of which 13053 are enrolled in schools.</li> <li>• So far 4723 aids and appliances have been</li> </ul>		<ul style="list-style-type: none"> <li>• As part of Parental Education Programme, remedial teaching to the children with disabilities are conducted with the help of resource teachers.</li> <li>• Field trips were conducted in all DPEP districts.</li> <li>• Tele-conferencing for parents of visually impaired children and hearing impaired children held in December 2000.</li> <li>• The state has conducted a study on Impact Assessment of IED</li> <li>• 29453 disabled children identified and enrolled in schools</li> <li>• RCI training conducted in May 2001.</li> <li>• Convergence with NISH is in process to establish to develop a</li> </ul>	<ul style="list-style-type: none"> <li>• Books in Braille and audio cassettes for blind children will be developed</li> </ul>	<ul style="list-style-type: none"> <li>• 31324 children with special needs identified, out of which 20498 enrolled in schools.</li> <li>• A total of 65,000 general teachers from all districts oriented to IED.</li> <li>• 225 teachers given special training only on IED</li> <li>• Camp organised in Beed district with the assistance of ALIMCO in April 2001.</li> </ul>	<ul style="list-style-type: none"> <li>• 63 posts of resource teachers have been sanctioned, out of which 55 are in place.</li> <li>• A study on the achievement levels on children with special needs conducted</li> <li>• SRG meeting conducted in April 2001, wherein important issues like convergence with IEDC, RCI &amp; ALIMCO discussed.</li> <li>• Out of 16,369 pupils identified 14,579 children are enrolled in the districts</li> <li>• Medical camps are conducted to ascertain the nature and percentage of disability. Aids and appliances also being distributed</li> <li>• Proposals have been sent to Govt. of India to</li> </ul>

DPEP - I STATES						
Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<p>of which 3477 enrolled</p> <ul style="list-style-type: none"> <li>• Conduct of 5-day Refresher Training of DLRGs of four districts during September 2001</li> <li>• Conduct of Sishu Mela in one block of four districts</li> <li>• 30 readiness centers opened in Karbi Anglong</li> <li>• Preparation of case studies of the children enrolled in the readiness centers</li> <li>• Free aids distributed in Goalpara and Darrang district in convergence with Composite Regional Centre (CRC)</li> <li>• TLM development workshop in 3 districts in convergence with ECE</li> <li>• Awareness meetings on IED being held regularly.</li> </ul>	<p>provided to the disabled children with the help of local Red Cross, NGOs and ALIMCO.</p> <ul style="list-style-type: none"> <li>• The state has organized various tournaments for disabled children</li> <li>• Tele-conferencing on IED held in December 2000</li> <li>• Around 15043 children identified, out of which 7677 enrolled</li> <li>• The state plans to conduct RCI foundation course soon</li> <li>• 8224 aids and appliances provided with the help of local Red Cross, NGOs and ALIMCO</li> </ul>		<p>computer based education programme</p> <ul style="list-style-type: none"> <li>• Video films on IED developed</li> <li>• 138 resource teachers out of a total of 165 required are in place</li> <li>• A national workshop on IED conducted in September 2001.</li> </ul>			<p>implement IED in the remaining blocks with the assistance of IED cell of the Govt. of India</p> <ul style="list-style-type: none"> <li>• Ramps have been constructed in schools to provide barrier free access</li> <li>• Construction of special toilets is attempted wherever necessary</li> <li>• General teachers are given training in handling IED children during 2000-2001</li> <li>• 4034 general teachers have been oriented to IED issues for 5-days</li> <li>• 2538 children have been provided the necessary aids and appliances through convergence and DPEP funds, out of the total of 1819 required.</li> </ul>

**PROGRESS OVERVIEW OF DISABILITY INTERVENTIONS: DPEP - II & III STATES**

<b>DPEP II &amp; III STATES</b>						
<b>Andhra Pradesh</b>	<b>Bihar</b>	<b>Gujarat</b>	<b>Himachal Pradesh</b>	<b>Orissa</b>	<b>Uttar Pradesh</b>	<b>West Bengal</b>
<ul style="list-style-type: none"> <li>• Advisory Committee has been set up at the state level</li> <li>• Infrastructure (SRG, DRG, MRG) in place</li> <li>• 3 day orientation of general teachers done</li> <li>• A child development clinic was opened at MGM Govt. Hospital, Warrangal for early intervention</li> <li>• Parental counselling programmes conducted</li> <li>• Second phase of teacher training completed in Warrangal &amp; Kurnool districts</li> <li>• Supply of aids and appliances through Janam Bhoomi in the 3 districts of</li> </ul>	<ul style="list-style-type: none"> <li>• District coordinators in place</li> <li>• 1 cluster chosen in each of the 17 districts</li> <li>• Survey completed in each of the 17 clusters. 744 children identified in 16 clusters. Formal assessment camps for the identified children conducted in 3 clusters</li> <li>• Parent of a disabled child exists in all VEC's</li> <li>• Component of IED added in the VEC training</li> </ul>	<ul style="list-style-type: none"> <li>• SRG in place</li> <li>• IED coordinators at the district level in place</li> <li>• Structure from village level to state level formed and their functions also prescribed</li> <li>• Workshops conducted to plan a strategy for IED</li> <li>• 5 more blocks chosen in all the 3 districts for IED</li> <li>• Survey completed in the chosen area</li> <li>• So far, 19143 disabled children identified in the 3 districts through survey, out of which 17231 enrolled in schools</li> </ul>	<ul style="list-style-type: none"> <li>• IED coordinator at SPO in place</li> <li>• Convergence with IEDC scheme has been sought to make use of provisions available under this scheme for disabled children, including a resource room at the block level</li> <li>• 4 day module for resource persons being prepared</li> <li>• Training of master trainers conducted in October, 1998</li> <li>• 2 day module for general teachers being prepared</li> <li>• Resource persons identified from</li> </ul>	<ul style="list-style-type: none"> <li>• Infrastructure for IED at SPO, DPO and block level in place</li> <li>• Recruitment of 3 resource teachers in every chosen block completed</li> <li>• 1 block chosen in 1 district of all the 8 districts</li> <li>• Survey for disabled children, both in and out of school is completed. 6449 children have been identified.</li> <li>• Formal assessment of children with special needs is going on and 2052 children, already enrolled in schools have been assessed</li> <li>• Convergence is being sought with various agencies and NGOs for aids</li> </ul>	<ul style="list-style-type: none"> <li>• Core group at the state level exist</li> <li>• BRG is being planned for effective implementation of the IED programme</li> <li>• 2 blocks chosen in 5 districts for the IED programme</li> <li>• Survey formats for identification developed</li> <li>• Survey in the chosen blocks completed. 18,167 children identified.</li> <li>• Hand book to sensitize classroom teachers developed.</li> <li>• Folders on various disabilities developed</li> <li>• Component of IED added in Aaganwadi training module</li> <li>• The ICDS officials are being contacted to integrate children with</li> </ul>	<ul style="list-style-type: none"> <li>• SRG and SIEDC in place</li> <li>• DRG and DIEDC in place</li> <li>• Identification and assessment in one block in every district completed</li> <li>• 5703 disabled children identified, out of which 2106 are enrolled in school</li> <li>• Convergence has been sought with National Institutes and leading NGOs for procurement of aids and appliances.</li> <li>• Sensitization module for different target groups prepared</li> <li>• A module for general teacher training has been prepared</li> <li>• Teachers orientation in progress to enable total acceptance of such children in</li> </ul>

**DPEP II & III STATES**

Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
<p>Kurnool, Karimnagar and Warrangal.</p> <ul style="list-style-type: none"> <li>• Research study on the effects of integration on the educational, social and personality development aspects of children with special needs has been undertaken</li> <li>• Survey was conducted in three additional mandals of Karimnagar, Kurnool and Warrangal. 1597 children identified through survey and 679 children enrolled so far. Survey still going on</li> <li>• Handbook to teachers on children with special needs developed</li> <li>• Module on</li> </ul>	<p>module</p> <ul style="list-style-type: none"> <li>• The programme has been expanded to 1 block</li> <li>• Survey and assessment initiated in this new block</li> <li>Component of IED added</li> <li>• In the CRCC training module. 1300 CRCCs oriented so far</li> <li>• A CRCC training module prepared 3 CRCC's have been chosen from every block, who have been given training on the basis of this module and these</li> </ul>	<ul style="list-style-type: none"> <li>• The module for general teacher training has been prepared and printing and distribution of this module to the schools will be done soon</li> <li>• The state has planned to upscale the programme to all the blocks of the 3 districts</li> <li>• The posts for resource teachers for all the 23 blocks for Panchmahal and Banaskantha sanctioned. Appointment will be made in the month of April, 2000</li> <li>• 1-day orientation workshop on</li> </ul>	<p>the mainstream of general teachers, who will act as master trainers</p> <ul style="list-style-type: none"> <li>• With the help of RCI, one month bridge courses are being conducted for these resource persons.</li> <li>• Training has already been conducted in the area of mental retardation and locomotor impairment. 26 teachers have been given training on MR and 21 teachers on OH.</li> <li>• 3-day training of DIET lecturers, BRC's and CRC'Os has been done. From each</li> </ul>	<p>and appliances.</p> <ul style="list-style-type: none"> <li>• Training module for master trainers prepared</li> <li>• Master trainers identified to impart training to general teachers</li> <li>• General teacher training module under preparation.</li> <li>• One day training of parents of disabled children is being conducted in different blocks</li> <li>• Community mobilisation programmes are conducted on IED. The parents of disabled children has been taken as one of the members of the VEC. IED is also a component of the 3-day VEC training programme.</li> </ul>	<p>special needs in 0-5 age-group in the Aganwadi center. The training will be imparted to the Aaganwadi workers to deal with such children.</p> <ul style="list-style-type: none"> <li>• Sensitization on IED given to 4757 VECs</li> <li>• Formal assessment of disabled children completed in the catchment area</li> <li>• Convergence is going on with different agencies to procure aids and appliances.</li> <li>• Training of Master Trainers on IED completed. 41 Master trainers trained</li> <li>• 5-day general teacher training completed in October</li> <li>• Resource support from NGOs being sought for children with special needs</li> </ul>	<p>school. So far 311 teachers have been trained in Murshidabad district and 400 in Birbhum.</p> <ul style="list-style-type: none"> <li>• Sensitization of different target groups: Panchayat, VEC, DPEP personnel, Aaganwadi worker, teachers planned and being implemented</li> <li>• Development of module and resource materials done</li> <li>• A booklet on disability management for Aaganwadi and grass root level workers prepared</li> <li>• Information booklet on the facilities available for the disabled prepared</li> <li>• District level resource organisation have been engaged in</li> </ul>

DPEP II & III STATES						
Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
<p>special educational needs for teleconference is developed</p> <ul style="list-style-type: none"> <li>• Plans to extend IED to other mandals is in pipeline.</li> <li>• Organised training programme for two days to District Resource Group members on various disabilities</li> <li>• Assessment camps conducted in 57 mandals</li> <li>• Door-to-door survey to identify children with special educational needs and out of schools</li> <li>• A child development clinic was opened in Karimnagar</li> </ul>	<p>CRCC's will act as resource teachers</p> <ul style="list-style-type: none"> <li>• 10 days Ujala II training module also provides adequate discussion on IED</li> <li>• All CRCCs of identified block have been provided 3 days training</li> <li>• 3 teachers have been identified from each project district to be trained by RCI approved agencies for 45-days on multiple disabilities.</li> <li>• Since the four day</li> </ul>	<p>learning disability conducted in February, 2000 for teachers, principals and educational administrators</p> <ul style="list-style-type: none"> <li>• <b>13 vacant posts of resource teachers filled in all three project districts</b></li> <li>• <b>Teachers training module was developed &amp; distributed in all the schools of DPEP districts</b></li> <li>• <b>A set of 5 books on famous events and success stories of persons with disabilities have been distributed to the resource teachers</b></li> </ul>	<p>DIET, two lecturers have been trained on IED.</p> <ul style="list-style-type: none"> <li>• All the CRCCs trained on IED in January-February, 2000.</li> <li>• SRG and DRG have been formed for effective planning and implementation of the IED programme</li> <li>• A detailed survey report shows that 2047 children have been identified, out of which 128 are severely disabled and are out of school and 70 are pre-school disabled children</li> <li>• Orientation given to engineering</li> </ul>	<ul style="list-style-type: none"> <li>• Posters and slogans have been prepared and distributed in the public in local language.</li> <li>• Orientation of DPCs, DPOs, BRC, SI of schools, ICDS supervisors, CDPOs on IED component clubbed with other interventions</li> <li>• General teacher training started. In all the districts, the general teachers of the pilot block have been given a 5 day orientation on disability management. So far, 2000 general teachers have been imparted this training</li> <li>• The state has launched the Operation</li> </ul>	<ul style="list-style-type: none"> <li>• Till now in DPEP 798 children with special children have been integrated in DPEP schools</li> <li>• NGOs that will provide resource support have been identified in the districts of Hardoi &amp; Bareilly.</li> <li>• Ramps have been constructed in prototype buildings, which will be replicated in all school buildings.</li> <li>• Component of IED has been added in class III books.</li> <li>• Expansion plans to cover 17 more districts</li> <li>• 13856 VECs given orientation on IED so far.</li> <li>• In second phase two-two blocks in remaining 17 DPEP-II district have been selected.</li> </ul>	<p>each block to provide all the resource support.</p> <ul style="list-style-type: none"> <li>• Survey in new blocks initiated</li> <li>• New school buildings being constructed under WBDPEP are free from physical barriers</li> <li>• Parent in VEC exists</li> <li>• In the pilot block, updated survey report shows that 8375 children have been identified</li> <li>• The screening report from all the districts shows that 4525 children were assessed and 2572 were found suitable for integration</li> <li>• 477 children have been enrolled in the primary schools and 2095 are expected to be enrolled this year</li> </ul>

DPEP II & III STATES						
Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
<ul style="list-style-type: none"> <li>• A book titled "School Readiness" developed by NIMHANS, Secundrabad is translated in to regional language</li> <li>• Sensitization training for teachers of 3 mandals in Karimnagar district, 2 mandal in Warangal district and 2 mandals in Kurnool district and 1 mandal in Srikakulam district.</li> <li>• Proposals were submitted to Govt. of India for opening of six special schools.</li> <li>• The state has also showed keen interest in implementing the 45-day foundation</li> </ul>	<p>Ujala – II module also comprises of a component of IED, 83,000 general teachers have been given one day training.</p> <ul style="list-style-type: none"> <li>• A constant follow up at the CRC level is done about children with special needs in the monthly BRC/CRC meetings</li> <li>• One-day special community awareness campaign was launched in the state level on IED. 5-day non residential</li> </ul>	<ul style="list-style-type: none"> <li>• <b>The IEDC cell of GCERT and DIET have launched a campaign all over the state to identify and certify children with various kinds of disabilities &amp; magnitude. Camps are being organized at the district level and children with 40% and above disability in VI, HI and OH categories certified and necessary aids and appliances provided. The campaign is in progress</b></li> </ul>	<p>staff on barrier free environment</p> <ul style="list-style-type: none"> <li>• 10- day training of master trainers conducted, who will also act a resource teachers</li> <li>• Two days training module prepared for orientation of general teachers</li> <li>• Himachal Pradesh Govt. has made the education of disabled children with 40% or more disabilities free upto university level with effect from 2000 – 2001.</li> <li>• Two days training module has been prepared</li> </ul>	<p>Empowerment programme in 16 districts. Under this, all the children who are integrable will be brought to schools and provided resource support.</p> <ul style="list-style-type: none"> <li>• Convergence with the IEDC scheme has been sought.</li> <li>• The identification survey done shows that 17441 children have special educational needs. Out of these, 11524 are enrolled in school.</li> <li>• Aids and appliances for disabled children were supplied by Dept. of Social Welfare, NIRTAR ALIMCO and the local NGOs.</li> </ul>	<ul style="list-style-type: none"> <li>• In the initial surveys conducted in the 5 districts of Basti, Siddharthnagar, Hardoi, Bareilly and Sonbhadra - 22331 children with special needs were identified.</li> <li>• Survey for identification of children with special needs has also been initiated in the remaining districts and till now 25688 children with special needs have been identified.</li> <li>• In second phase, 28 master trainers have completed their 10-days training</li> <li>• 2347 primary school teachers have completed their five days training.</li> <li>• Medical assessment camps have been</li> </ul>	<ul style="list-style-type: none"> <li>• A detailed monitoring and evaluation system for IED for all the levels has been developed at a workshop conducted in February, 2000.</li> <li>• 25 blocks are being covered for IED out of a total of 135 blocks in these five districts.</li> <li>• A total of 8545 children have been identified so far. 4336 children have been enrolled in schools</li> <li>• Convergence with the IEDC scheme has also been established to provide all facilities to the disabled children enrolled in schools like books, uniforms, stationery, transport allowance, etc.</li> </ul>



DPEP II & III STATES						
Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
<p>course developed by RCI.</p> <ul style="list-style-type: none"> <li>• 12 RCI recognised NGOs have agreed to upscale IED in 12 districts.</li> <li>• Aids and appliances are provided to children in 6 mandals of Khammam and Warrangal districts.</li> <li>• Proposals submitted to GOI for implementing IED programme under IEDC scheme in 23 mandals</li> <li>• About 2516 children have been identified through survey in 438 mandals. Data from other mandals is being compiled. 1510 disabled children enrolled in</li> </ul>	<p>training for VEC members was taken up. The Anganwadi Sevika's and Sahayak's and Didi's of ECCEs and AS centers are also being oriented to IED</p> <ul style="list-style-type: none"> <li>• 4333 children with special needs identified. 3443 are in schools.</li> <li>• 2476 CRCC's trained</li> <li>• 180 aids and appliances provided</li> <li>• RCI training to begin in May 2001</li> <li>• The state plans to expand the</li> </ul>	<ul style="list-style-type: none"> <li>• <b>6 posters (awareness materials) for various kinds of disabilities have been developed, printed and distributed in all the schools of 3 project districts</b></li> <li>• <b>IED awareness module in Gujarati has been developed and distributed in primary schools, BRCs, CRCs, DIETs and DPOs</b></li> <li>• <b>To identify various kinds of disabilities all over the state, camps are being organized in every district</b></li> </ul>	<p>for the orientation of general teachers. Around 6500 primary school teachers trained</p> <ul style="list-style-type: none"> <li>• IED component has been integrated in to the general pedagogical interventions.</li> <li>• The educational functionaries in the non-DPEP districts were sensitized about IED</li> <li>• DIET lecturers oriented to psycho-educational assessment of disabled children</li> <li>• 2429 disabled children identified and</li> </ul>	<ul style="list-style-type: none"> <li>• MTA,PTA,VEC meetings and parents contact programme are going on at district level</li> <li>• Text books are being supplied to disabled children free of cost</li> <li>• Removal of architectural barriers, wherever necessary has been taken in all the districts</li> <li>• Distribution of escort allowance to needy orthopaedically impaired children is in progress.</li> <li>• <b>27000 children with special needs identified and 17714 enrolled.</b></li> <li>• <b>3196 aids and appliances given out in convergence</b></li> </ul>	<p>organised in Bareilly in July, 2000 and in Hardoi in September, 2000.</p> <ul style="list-style-type: none"> <li>• One month bridge course is also being organized. 18 teachers are participating in the above course.</li> <li>• A chapter 'Dosti' concerning the problem of CWSN has been incorporated in class III of EVS.</li> <li>• The problem of ignorance regarding the factor of various disabilities has been addressed in class-IV &amp; V Science book as well.</li> <li>• Till now in DPEP, 2735 children with special need have been integrated in selected 10 blocks of 5 DPEP districts</li> <li>• 4 NGOs working in</li> </ul>	<ul style="list-style-type: none"> <li>• Construction of a resource center at CLRC is also being thought of with the assistance of IEDC scheme.</li> <li>• Key resource persons or master trainers were trained for 3-days by SRG members and state level resource organization experts.</li> <li>• 6-days intensive training was also undertaken for one teacher from each school in the intervening block. So far 690 teachers given intensive training</li> <li>• 2-day general teacher training is going on for all teachers in all the chosen districts.</li> <li>• The state has a detailed strategy for resource support at various</li> </ul>

**DPEP II & III STATES**

Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
<p>schools</p> <ul style="list-style-type: none"> <li>• 308 children have been supplied aids and appliances through DPEP and convergence</li> <li>• 2320 general teachers sensitized on IED</li> <li>• Tele-conferencing on IED organized in collaboration with IGNOU</li> <li>• 45-day in-service teachers training programme was conducted to handle disabled children in three disabilities to 38 teachers working in 19 districts</li> <li>• In collaboration with ALIMCO, aids and appliances have been provided to the</li> </ul>	<p>IED programme to four more blocks in the year 2001-2002.</p> <ul style="list-style-type: none"> <li>• IED Programme upscaled to 50 blocks</li> <li>• 7806 disabled children identified and 5732 enrolled</li> <li>• 463 aids and appliances provided with the help of NGOs and ALIMCO</li> <li>• 40 teachers given RCI training</li> <li>• 38,000 teachers trained through general teacher training</li> </ul>	<ul style="list-style-type: none"> <li>• Special aids and appliances provided to 280 students with disabilities (VI, HI and OH). Special camps, currently, are in progress in Banaskantha and Panchmahal</li> <li>• Success stories, dialogues and dramas are regularly published in quarterly magazine "Prathmik Shikshan Sarvani" to inform and educate the teachers, parents and the disabled children</li> <li>• General teacher</li> </ul>	<p>enrolled in the schools.</p> <ul style="list-style-type: none"> <li>• The first batch of RCI in-service teacher training completed</li> <li>• Camps have been held in all districts. 734 disabled children have been assessed</li> <li>• 338 teachers given special training on IED only</li> <li>• Convergence with ALIMCO &amp; national institutes done to provide aids and appliances to disabled children.</li> <li>• 3969 disabled children enrolled</li> <li>• A second round of 3-day training to general teachers planned.</li> </ul>	<p>with Dept. of Social Welfare, NIRTAR &amp; ALIMCO.</p> <ul style="list-style-type: none"> <li>• The first round of intensive training with the assistance of RCI conducted in March 2001 &amp; 82 teachers trained</li> <li>• So far 5220 general teachers have been oriented to IED.</li> <li>• Progress review workshop conducted in December 2000</li> <li>• Uniforms, books, stationary distributed to the disabled children</li> <li>• Special schools &amp; NGOs strengthened to act as resource centers</li> <li>• An implementation framework workshop</li> </ul>	<p>IED and 7 NGOs are in pipeline</p> <ul style="list-style-type: none"> <li>• 3 NGOs identified for district Barabanki and Gautam Budh Nagar. Procedure for extension of a NGO is under process for Basti and Siddharthnagar</li> <li>• 22 more district coordinators appointed.</li> <li>• A 2-day orientation workshop of district functionaries held in March 2001.</li> <li>• Till now 29654 children with special needs have been identified and 24632 children have been integrated.</li> <li>• 3855 aids and appliances have been provided.</li> <li>• 2351 disability certificates provided</li> <li>• 3020 IEP's prepared</li> </ul>	<p>levels (state/district/circle).</p> <ul style="list-style-type: none"> <li>• The state has taken the many initiatives for awareness building in IED</li> <li>• The state has constituted a monitoring team at SPO and DPO.</li> <li>• A total of 515 aids and appliances have been distributed so far, 62 through convergence and 475 from ALIMCO</li> <li>• 5065 general teachers oriented so far on IED</li> <li>• A reading called Nirbachita Path published on IED for all teachers of the existing districts</li> <li>• 8 KRPs trained by SLRO for teacher sensitization</li> <li>• A support reading material prepared on aspects of various disabilities by SLRO</li> </ul>

DPEP II & III STATES						
Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
<p>orthopaedically handicapped children</p> <ul style="list-style-type: none"> <li>• 2-day training has been provided for inservice teachers in 50 mandals</li> <li>• All teachers were given orientation on disabilities as part of the teacher training programme of DPEP organized in May, 2001</li> <li>• NGOs are being involved to upscale IED programme</li> </ul>	<ul style="list-style-type: none"> <li>• 1799 CRCCs given 3-day training on IED</li> </ul>	<p>training exclusively on IED started</p>		<p>conducted in March, 2001</p> <ul style="list-style-type: none"> <li>• 200 theme based camps are organized</li> <li>• Ramps, handrails &amp; learning corners provided in schools</li> <li>• Tele-conference programme on IED was conducted in May 2001 involving 412 persons.</li> </ul>	<ul style="list-style-type: none"> <li>• 4004 general teachers have been oriented to IED.</li> <li>• 45 day RCI foundation course has been conducted for 67 teachers</li> <li>• 209 master trainers trained for 10 days on IED</li> <li>• District officials orientation workshop on IED and NGO appraisal meeting conducted in June 2001.</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop on monitoring and evaluation conducted in September 2000</li> <li>• 1169 aids and appliances provided to disabled children through ALIMCO.</li> <li>• 14 days intensive training for special educators of DLROs</li> <li>• Awareness material on early identification developed.</li> </ul>

<b>DPEP- IV &amp; NEWLY CONSTITUTED STATES</b>			
<b>Chattishgarh</b>	<b>Jharkhand</b>	<b>Rajasthan</b>	<b>Uttranchal</b>
<ul style="list-style-type: none"> <li>• One block in every district selected for IED programme</li> <li>• Convergence with NGOs and DRCs.</li> </ul>	<ul style="list-style-type: none"> <li>• IED coordinator at SLO/DLOs in place</li> <li>• One block in each district identified to launch the programme</li> <li>• Component of IED incorporated in the ongoing general teacher training programme</li> <li>• CRCC training module has a component on IED</li> <li>• 10 days Ujala-II training module also provides adequate discussion on IED</li> <li>• 3 days training module for CRCC has been developed and trialled. 3 resource persons identified and trained in each project district</li> <li>• Aids and appliances given to over 300 children</li> </ul>	<ul style="list-style-type: none"> <li>• IED implementation started since October, 1999</li> <li>• Programme officer for IED in place</li> <li>• Recruitment of IED coordinator at the state level and resource teachers at the block level approved by EC</li> <li>• SRG in place</li> <li>• 1 block identified in each district for the IED programme</li> <li>• Through survey conducted by Shiksha Darpan, 85744 children with special needs have been identified (54912 in the area of locomotor impairment, 7002 in the area of visual impairment, 12957 are hearing impaired and 10873 in the area of mental retardation)</li> <li>• Survey and identification of disabled children has been completed</li> <li>• Medical check up camps have been organized</li> <li>• IED concept has been incorporated in all training modules.</li> </ul>	<ul style="list-style-type: none"> <li>• In the first phase, two blocks of each district have been selected for integrated education</li> <li>• Health check up programme was organized for 149471 children in DPEP- III districts.</li> </ul>

## **MEDIA**

Communication and media strategy of DPEP is designed to sensitise, mobilise and motivate the stakeholders, community, opinion leaders and the public for achieving the goals of the programme. The media strategy and plan have been designed to address the following objectives:

- Sharing and disseminating information about the programme for increasing public awareness.
- Using the media as a platform for advocacy and developing media packages in support of DPEP.
- Encourage and support effective participation of all in achieving the goal of Universalisation of Primary Education (UPE).
- Increase visibility of the programme, project achievement of programme and highlight issues and challenges in primary education.
- Mobilise opinion makers, legislators and policy makers
- Motivate the Community, NGOs, local bodies, implementing agencies and all stakeholders.
- Capacity building of the state and other decentralised levels in effective use of media.

These objectives have been focussed in media plans at the village, block, district, state and national levels. This comprehensive communication process of the DPEP has witnessed the emergence of many successful media campaigns at various levels.

DPEP adopts multi-media campaign approach with strong media advocacy, employing a wide range of vehicles of communication from folk and traditional media to electronic media, outdoor publicity and print media. At grassroots level, emphasis is on effective use of folk, traditional media and local art forms to spread the message of primary education.

A massive multi-media campaign for DPEP is planned under the proposed Sarva Siksha Abhiyan with additional funds available in the Department of Elementary Education, Government of India for Media Advocacy.

### **Print Media:**

At national level and also in states, efforts have been made to get coverage in dailies and periodicals through press releases and features, press tours and press conference. Of late a great interest has been noticed in the mainstream media towards the issues in elementary education. This new trend has helped the cause of DPEP by highlighting some of the success stories and also challenges and concerns in the primary education sector. **A database has been created of all the journalists covering education beat in all the national dailies, magazines and periodicals. Articles on DPEP have been released through PTI, UNI, UNIVARTA, BHASHA and other wire services.**

**Also an Article Bank has been started at the national level for DPEP publicity. A Database of newspaper clippings regarding DPEP in particular and education issues in general has also been maintained.**

### Newsletters:

At national level two monthly newsletters are published –“DPEP Calling” (English) and “Chunouti” (Hindi) -with total print order of 8,000. Most of the states and many districts publish monthly DPEP newsletters. In some states, there are regular newsletters and magazines on functional areas like civil works, alternative schooling, gender and pedagogy. Some states bring out special magazines for stakeholders. For example DPEP Karnataka publishes ‘Nali Kali’, a magazine for teachers and a wall paper for children.

### Publications and Brochures:

**Over the last six years, DPEP has brought out 19 publications. These are**

- DPEP Moves on...
- Three years of DPEP: Assessment and Challenges;
- Access and Retention: Impact of DPEP;
- Three Years of DPEP and Learners' Achievements An Overview (NCERT)
- A Mid-Term Assessment Survey -An Appraisal of Students' Achievement (NCERT)
- Reaching Out Further -Para Teachers in Primary Education: An Overview.
- (Civil Works under DPEP .An Overview;
- Access and Retention under DPEP -A Trend Analysis (NIEPA);
- Building Rural Primary Schools -Towards Improved Designs.
- Reaching Out Further -Para Teachers in Primary Education: An In-depth study of Selected Schemes.
- Meeting Challenges: Documentation of Positive Practices in four Diets.
- Trends in Access and Retention -a study of Primary Schools in DPEP Districts (NIEPA)
- Glimpses from the Grassroots: A Synthesis --Based on Case Studies of Successful Practices at Local Resource Centres.
- Options for Change: Innovations and Experiments in DPEP
- Every Child in School and Every Child Learning
- Inside the School: a synthesis of case studies of classroom processes
- Bringing Girls Center Stage: Strategies and interventions for girl's education in DPEP
- Scholastic Achievements under MAS and Appraisal
- Research Abstracts in Primary Education 1994-2000.

All the DPEP states have published a number of publications. Example: 'Ratna Pakshi and 'Chiou-Chiou' (Karnataka), 'Badhte Kadam' and 'Astha Ke Ayam' (Haryana), 'Dharanakal Vasthuthakal' (Kerala), 'Karadeepika' (Andhra Pradesh) etc.

### Publicity material:

DPEP states have brought out a range of publicity material including brochures, leaflets, booklets, handbills, posters, folders and pamphlets for creating awareness about primary education. An example of a successful publicity campaign was seen during the 'School Chalo Abhiyan' organised in Uttar Pradesh. At national level a DPEP press folder or Backgrounder has been prepared. Databases of Advertising agencies, Production houses and NGOs in the field of media and communication have also been prepared for DPEP publicity purposes.

### **Electronic media:**

At national level. DPEP has produced a number TV spots which had been telecast on Doordarshan. Discussions are on with Prasar Bharati Corporation to telecast/broadcast TV/Radio spots on DPEP in Doordarshan/AIR at concessional rate on yearly contract. Efforts have been initiated to telecast these - TV slots in Satellite Channels free of cost, under social cause advertisement. **A press tour for the Star News team was organised in Gurgaon district of Haryana, a capsule on which was telecast in the 'India Matters' programme on both Star News and Star World channel.**

**A programme has been telecast on AIR (Hindi) on the elementary and primary education schemes of GOI, particularly DPEP. Talks are on for another such programme on the English channel of AIR in the first week of November 2000.**

All the states have produced TV spots/AIR jingles, and these are telecast/broadcast in Doordarshan, satellite channels/AIR by states, besides projecting the activities using these channels through news reports, talks, discussions and documentaries.

### **Audio-Video Material:**

DPEP now has rich depository of audio-video material in states on various subjects for various stakeholders. Most of the states have developed and produced a number of audio-video cassettes and distributed to BRC/CRC centres. These are used for training and for creating awareness. Example: 'Ahban'r Surere' - video (Haryana), 'Baa Thengi Kaliyoke' - audio (Karnataka), 'Patanotsavam' -video (Kerala), 'Bal Geet' -audio (M.P.), 'Anpadh Nahi Rehena' -video (M.P.), Anand Dai Shikksha' (Maharashtra), 'Meena' -video (Andhra Pradesh & Gujarat), 'Shiksha Geet', 'Abhiyan Geet' and 'Munia Beti' -audio (Bihar), 'Diwas Swapna' -audio (Gujarat). **A separate audio-visual library has been started in TSG Media Unit that stores the audio-video material on DPEP prepared at the state and national level.**

### **Films:**

States have developed and produced films on DPEP. Example: 'Towards Better Tomorrow' (Haryana), 'Malka' and "Once Upon a Time" (Karnataka), 'Koshish' (U.P.), 'Pokhi' (Assam). Some states have even produced feature films on DPEP. At national level, films on girl child, civil works, pedagogy, IED and good schools have been produced and shared with states.

### **Outdoor Publicity:**

As most of the DPEP districts are rural and backward outdoor publicity has a special role to play in DPEP. States use a range of outdoor publicity vehicles including posters, hoardings, cinema slide, postal articles, post offices, railway stations, bus panels, floating balloons, fairs and melas, exhibitions, metal posters on trees, competitions etc: widely.

### **Advertising:**

DPEP also does social advertising through Doordarshan, Satellite channels, cable channels and AIR, mostly free of charge. Advertising in print media is also done.

### **Traditional Media:**

Apart from using print media and electronic media, folk and traditional media and local art forms are widely used in all states for community mobilisation. Puppet shows, nukkad natak, melas, kalajathas, are among the other vehicles used for creating awareness. Other examples are: chinara mela (Karnataka), shiksha paati (M.P.), folk festival (A.P. & West Bengal) khel utsav and mushairas (Bihar) and Haat (Gujarat). These have been found to be particularly beneficial in sending the message across.

In Maharashtra, personal testimony of illiterate village women as against girls who study was found to be very effective in motivating girls' education. In Karnataka, DPEP districts in the state brought together theatre activists to create some highly effective street theatre. Plays and songs were developed in a series of workshops with reputed theatre persons, writers, artists and teachers. Dalit writer K Ramiah was commissioned to collect stories and poems in workshops with traditional village storytellers.

### **DPEP on Internet:**

A Website on DPEP has been developed and sufficient information has been posted on the site. The site can be reached at [www.education.nic.in/htmlweb/eleedu4.ht](http://www.education.nic.in/htmlweb/eleedu4.ht)

### **Government Media Agencies:**

Various government media agencies have been extending their co-operation in putting the DPEP message across to the mainstream media. For example, Ministry of Information and Broadcasting has assured media support of all its units including Doordarshan, AIR, Song and Drama division, DAVP, Directorate of Field Publicity and Press Information Bureau (PIB). Government of India conducted press tours to Assam and Karnataka in January-February, 1999 to highlight achievements of the project. SPDs were co-opted as members in the Inter-Media Publicity Co-ordination Committee (IMPCC) constituted by the Ministry of Information and Broadcasting to co-ordinate media activities and to launch multi-media campaign in states in thrust areas.

### **Challenges Ahead:**

DPEP is one of the largest programmes of its kind in the world and also one of the most successful schemes in the country. But it has not received the kind of media attention it should get at national and international level. The visibility of the programme has to be increased to motivate the project functionaries, besides creating a positive environment for achieving the elusive goal of Universalisation of Primary Education. Therefore the level, degree and depth of media projection has to be increased. DPEP is a success story in primary education and media should generate the success stories of the programme.



## DPEP I STATES

Media Activity	ASSAM	HARYANA	KARNATAKA	KERALA	M.P	MAH.	T.N.
Administrative Arrangement	Media co-ordinator at SPO in place	MC at SPO in place	MC at SPO in place	MC and media assistant at SPO in place	Media co-ordinator at SPO in place	Media co-ordinators at SPO and DPO's in place.	Media co-ordinator at SPO and DPO's in place
Publicity material developed (Print)	<ul style="list-style-type: none"> <li>• <i>DPEP Overview</i>, a booklet produced in English, Assamese and Bodo</li> <li>• <i>Ahban</i>, a newsletter in Assamese and Bodo is published and distributed to BRC &amp; CRC co-ordinators, teachers, VEC members;</li> <li>• Activity calendar produced.</li> <li>• Posters developed on themes relating to various functional areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Diaries, Calendars, posters, slogans, pamphlets, monthly newsletter <i>Nanhe kadam</i> published at district and cluster level.</li> <li>• Sets of JIPRASHIKA KI UDAAN, ASTHA KE AYAM, BADHTE KADAM have been developed.</li> <li>• Five types of books on DPEP and Civil Works in Haryana have been prepared, printed and circulated.</li> <li>• Two newsletters 'Utkarsh' 'Sangi Sathi' are published. SAHCHARI is new name for HUMJOLI</li> <li>• Quarterly magazines are also being published at district, CRC and DIET levels.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Kali Nali</i>, magazine for teachers, bimonthly wallpaper for children; pictorial modules to monitor civil works for VECs produced</li> <li>• <i>Ratna Pakshi</i>, collection of folk stories produced</li> <li>• 'Chiou-Chiou' a booklet based on children's paintings has been brought out.</li> <li>• Hadi Badi Ranganataka galu, produced by Rangayana, published.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Karuka</i>, a newsletter registered and being brought out</li> <li>• Posters, brochures, leaflets and booklets produced</li> <li>• A documentation of the major activities carried out under the DPEP programme right from the beginning was made and reports generated.</li> <li>• Printed Annual Report for 1999-2000.</li> <li>• Wayanad, Malappuram and Palakkad districts are regularly publishing their newsletters.</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, booklets and brochures published and distributed.</li> <li>• 'Panchayat Gazette', a newsletter published by SPO also published by some districts.</li> <li>• Various publications and brochures being developed at block, cluster level.</li> <li>• Publication of mission activities in the SCERT magazine "Shaikshik Palash".</li> <li>• Booklet on Achievement on Adult Education</li> <li>• Document "From Your School to My School" on Education Guarantee Scheme published</li> <li>• Document "Idea of Education" published</li> <li>• Booklet "7 years of Mission" published</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, folders, posters, calendars and planners, slogans produced.</li> <li>• Monthly / Quarterly magazine published by DPEP - I districts.</li> <li>• Booklet on How to conduct "Bal Anand Melawa" produced.</li> <li>• Folder and poster on Vastishala and MAHEGS developed. Street plays also organised</li> <li>• Posters on various DPEP intervention developed</li> <li>• Folder of MTA/VEC members developed to understand their role.</li> </ul>	<ul style="list-style-type: none"> <li>• Coverage of all-important events in print media attempted both by the state &amp; district.</li> <li>• Quarterly Magazine 'Sudar' is being published by the SPO.</li> </ul>

Media Activity	ASSAM	HARYANA	KARNATAKA	KERALA	M.P	MAH.	T.N.
Audio Video material	<ul style="list-style-type: none"> <li>• <i>Ahban'r Surere</i>, educational videocassette produced and distributed among the CRC, BRC, teachers.</li> <li>• Educational films on ECE, NFE, Tribal Education, Char, Community Participation and a documentary on education</li> <li>• The film "Towards a Better Tomorrow" was used during an awareness programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Film to eliminate gender bias produced.</li> <li>• Audio cassettes developed,</li> <li>• Video films and radio jingles produced;</li> <li>• Quarterly video newsmagazine on DPEP activities produced</li> <li>• An audiocassette of jingles is being circulated in the DPEP-I and DPEP – II districts about primary education.</li> <li>• Local cable networks given audio-visual material on DPEP to telecast.</li> <li>• Short films and clippings in the field of pedagogy, girl's education and VECs have been developed and showed to inform people about the educational activities.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Malka</i>, film on the girl child was made by M S Sathyu and telecast on DD 1 and DD 9</li> <li>• <i>Baa Thengi Kaliyoke</i>, audio cassette of songs</li> <li>• <i>A film Once Upon A Time</i> produced by NDTV.</li> <li>• 7 module films for training of teachers and VEC members have been produced</li> <li>• 'Kathe Kathe Karanda' &amp; Huyyo Huyyo Materaya' audiocassette for children produced.</li> <li>• Plays and songs have been developed in collaboration with 'Rangayana' a premier theatre organisation and the district and taluk teams trained. Teams have performed plays in 6947 habitations/ villages</li> <li>• Efforts are being made to provide the audio tapes of the above fillers to broadcast by AIR.</li> </ul>	<ul style="list-style-type: none"> <li>• Radio programmes to support teacher training and handbooks under production</li> <li>• Video films on teacher training strategies produced and textbook development carried out.</li> <li>• 'Patanotsavam' 1999-2000, which is basically a programme involving the teachers, parents and students has been covered in the print as well as the visual media.</li> <li>• Efforts are being made to telecast the documentary on Doordarshan, Asia net and Soorya T.V.</li> <li>• Talks and interviews were broadcast on AIR and visual media</li> <li>• Video documentation of Kingininkkoottam 2000 was carried out.</li> <li>• Telecast a video film in Doordarshan on classroom activities highlighting pedagogical improvement under DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Bal Geet</i>, audio-tape of songs distributed to schools. Video film <i>Anpadh Nahi Rehena</i>, training film on VEC telecast on Doordarshan</li> <li>• Radio Jingles in local dialects are being aired on AIR.</li> <li>• A short introductory film 'Neev' made by Madhyam on EGS schools.</li> <li>• Production of five educational films on the basis of teleconferencing held in the month of January, 2000. Production of other 14 short educational films</li> <li>• Preparation of audio-cassettes on classroom transaction and teaching methodology of Maths, Language and Environmental study for teachers and students during the workshops held under DPEP, SCERT and IGNOU.</li> </ul>	<ul style="list-style-type: none"> <li>• Audio cassettes developed</li> <li>• Anand Dai Shiksha, audio cassette for teachers distributed to all schools</li> <li>• Film on DPEP produced</li> <li>• Multigrade teaching video film completed</li> <li>• Documentary film on DPEP is initiated.</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation al films and slides produced.</li> <li>• Multi-media programme on DPEP in English produced</li> <li>• Audio-cassettes of songs on joyful learning concept produced.</li> <li>• Video documentation of DPEP activities conducted. 7 cassettes prepared on various topics @ one per district. Copies taken and distributed to the districts.</li> </ul>

Media Activity	ASSAM	HARYANA	KARNATAKA	KERALA	M.P	MAH.	T.N.
Advertising	<ul style="list-style-type: none"> <li>• Illustrated slides being used in cinema halls,</li> <li>• Hoardings with DPEP messages erected.</li> <li>• Radio jingles on DPEP developed</li> <li>• Advertisement on 'Stress on Improvement of Quality' through local magazine and newspapers in Keonjhar district in February, 2001</li> </ul>	<ul style="list-style-type: none"> <li>• Hoardings produced and installed.</li> <li>• Series of radio jingles produced.</li> <li>• Ads published in national and regional level newspapers</li> <li>• Advertisements on teleconferences organised by DPEP Haryana published in national and regional papers</li> </ul>	<ul style="list-style-type: none"> <li>• Development of fillers is complete and they are ready for telecast.</li> <li>• <b>8 fillers were developed and beamed through different TV channels</b></li> </ul>	<ul style="list-style-type: none"> <li>• TV spots on DPEP initiatives telecast on Asia net, soon to be telecast on Doordarshan.</li> <li>• Radio spots produced.</li> <li>• Steps have been taken to bring out materials targeting the opinion makers and public entitled 'DPEP-Samsayangalum Utharagalum' (DPEP-Doubts and Answers).</li> <li>• Doordarshan telecast half an hour video film on MGLCs in Thiruvananthapuram district</li> </ul>	<ul style="list-style-type: none"> <li>• Radio jingles in local dialects, TV spots; Newspaper campaign carried by 65 newspapers at State level; also conducted at district level.</li> <li>• Ad campaign to mark 4 years of Rajiv Gandhi Prathamik Shiksha Mission in national newspapers.</li> </ul>	<ul style="list-style-type: none"> <li>• Radio jingles and TV spots telecast on Doordarshan and city cable;</li> <li>• Slogan developed and published</li> <li>• Advertisements on different programme on DPEP published in regional papers at district level.</li> </ul>	<ul style="list-style-type: none"> <li>• Ads telecast on AIR on prime time slots</li> <li>• Floating balloons with DPEP logo installed for 10 days</li> <li>• TLM and Awareness material displayed at Annual Pongal Tourist Trade Fair;</li> <li>• Video spots telecast on Sun TV.</li> <li>• Advertisements floated in AIR regarding enrollment, retention, girl's education etc. since July 2001.</li> </ul>

Media Activity	ASSAM	HARYANA	KARNATAKA	KERALA	M.P	MAH.	T.N.
Trainings and workshops	<ul style="list-style-type: none"> <li>• 3-day workshop on preparing posters organised.</li> <li>• Participation in IMPCC meet</li> <li>• Workshop cum training held in Barpeta district for 4-days regarding SHG.</li> </ul>	<ul style="list-style-type: none"> <li>• 5-day workshop on material development with special emphasis on girls' education;</li> <li>• A state level workshop was organised on the art of making puppets and their presentation in April 1999, to make the teachers proficient in preparing teaching aids.</li> <li>• A state level workshop and meeting of Media Resource Group organised in September 2000.</li> </ul>	<ul style="list-style-type: none"> <li>• A state level seminar on Grama Sabha and primary education was conducted</li> </ul>	<ul style="list-style-type: none"> <li>• Media advisory board at SPO formed</li> <li>• 3 - day workshop during February 1999 to develop publicity materials</li> <li>• A national seminar on Primary Education is planned in association with the Press Club of Trivandrum.</li> <li>• Seminar on Primary Education: Aspiration, Problems and Prospects conducted in March 2001.</li> </ul>	<ul style="list-style-type: none"> <li>• Four days workshop on 'Education for All' in the month of March 2000.</li> <li>• Kalapathak and Kalajathas on primary education themes have been developed &amp; performed in a three-day workshop.</li> </ul>	<ul style="list-style-type: none"> <li>• Media Advocacy training conducted for District Media In-charge in Dec. 1998</li> <li>• Workshop for developing Media Advocacy Plan conducted.</li> <li>• Workshop/meetings organised for media persons and RPs for conducting 'Shikshan jagar Saptah'.</li> <li>• 'Shikshan Jagar Saptah' was organised at village level in all districts.</li> <li>• State level training on MPEGS in September, 2001.</li> </ul>	<ul style="list-style-type: none"> <li>• Review meetings and orientation programmes for district media officers held</li> <li>• Capacity building workshops organised for district Media Officers</li> <li>• Four-day workshop on community mobilisation and use of media organised at state level</li> <li>• Workshop for development of posters conducted in May 2001</li> </ul>

Media Activity	ASSAM	HARYANA	KAR.	KERALA	M.P.	MAH.	T.N.
Press and Mass Media	<ul style="list-style-type: none"> <li>• Interviews /talks, documentaries on subjects related to DPEP schemes were telecast on Guwahati Doordarshan</li> <li>• Talks and discussion organised on radio</li> <li>• Reports on workshops/programmes appeared in local newspapers</li> <li>• Radio programme 'Abhigyan' being telecast every Saturday on 6 pm through AIR Guwahati</li> <li>• District visit of media persons organised.</li> <li>• 20 AIR programmes have been conducted</li> <li>• Film shows for street children.</li> <li>• 7 video programmes developed. These will be telecast on Doordarshan from May-July, 2001.</li> <li>• A film (Pokhi) by noted film director Sh. Jahnu Boruah completed</li> <li>• <b>Regular broadcast of radio programme on every Sunday at 7.30 a.m. Major functional areas are covered.</b></li> <li>• <b>Visit of media persons to district</b></li> <li>• <b>Telecast of 7 video programmes through Door Darshan Guwahati</b></li> </ul>	<ul style="list-style-type: none"> <li>• Tarang, teacher training programme covered by Star News</li> <li>• Panel discussions and interviews organised on electronic media</li> <li>• VEC training covered by Star News.</li> <li>• A state level function on IED was organised in Gurgaon which was covered by ZEE TV, STAR TV, JAIN TV and DD I.</li> <li>• <b>Puppet shows have been arranged at different places to give impetus to girls education</b></li> <li>• <b>Kala Jathas and Nukkad Nataks have been organised at different places.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Supplementary material process of incorporating folk stories covered by Star News</li> <li>• <i>Malka</i> film on girl child telecast on Doordarshan</li> <li>• <b>583 VECs melas and 94 ma-beti melas conducted</b></li> <li>• 13 episodes of 'Baa Bale Shalege' telecast by AIR Gulbarga in March 99.</li> <li>• A state level seminar on 'Grama Sabha and primary education' was conducted.</li> <li>• <b>Metric mela conducted in 86 villages</b></li> <li>• VECs melas being conducted regularly for documenting success stories</li> </ul>	<ul style="list-style-type: none"> <li>• Interviews/articles in newspapers on teacher training, revision of textbooks, radio and television broadcasts, regular newspaper articles and syndicated columns in newspapers</li> <li>• Pedagogical reforms widely reported in newspapers</li> <li>• Wide publicity given to training programme on Doordarshan; Asia net, AIR and print media;</li> <li>• Press meet arranged</li> <li>• TV spots produced and telecast</li> <li>• Articles on DPEP published in <i>Kerala Calling, Vanitha, India Today</i></li> <li>• Arranged a seminar on "School Education – Trend, Prospects and Problems" with the participation of Press Club, Thiruvananthapuram.</li> <li>• Visit of Media persons arranged in MGLCs to the district.</li> </ul>	<ul style="list-style-type: none"> <li>• AIR and Doordarshan used for programme publicity through spots</li> <li>• Telecast of films</li> <li>• Newspaper campaign carried by 65 newspapers at state level and district level</li> <li>• A programme 'Shiksha Patti' started to establish direct contact with clusters and schools</li> <li>• Ad campaign in newspapers</li> <li>• <b>Libraries established in 9594 Jan Shiksha Kendras and Education Guarantee Schools.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Akashwani and Pradakshi news harnessed to disseminate information about DPEP</li> <li>• Syndicated columns on DPEP negotiated in newspapers</li> <li>• Radio programme dealing with issues like multi-teaching and gender produced and telecast on prime time slots. 26 episodes of this programme were telecast on AIR</li> <li>• Docudramas produced</li> <li>• Articles on DPEP published in local newspapers in the district</li> <li>• Networking with local channels for ensuring publicity for various programmes organised under DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>• Talks and interviews on Doordarshan</li> <li>• Art festival in conjunction with AIR, Pondicherry</li> <li>• News features on DPEP broadcast on AIR Chennai</li> <li>• Phone in programmes on radio organised</li> <li>• Advertisement telecast on AIR to address specific issues like child labour</li> <li>• Coverage of all-important events in print media in the state and districts.</li> </ul>

Media Activity	ASSAM	HARYANA	KAR.	KERALA	M.P.	MAH.	T.N.
	<ul style="list-style-type: none"> <li>• Regular receipt and analysis of feedbacks of the broadcasted programmes and further improvisation.</li> </ul>						
Networking	<ul style="list-style-type: none"> <li>• State Bank of India branches, Asom Sahitya Sabha, IMPCC, PIB,</li> <li>• Convergence with DAVP, AIR, Doordashan and Janasangyug.</li> </ul>	<ul style="list-style-type: none"> <li>• Local NGOs</li> </ul>	<ul style="list-style-type: none"> <li>• Convergence with Myrada Vikasana, Samuha, BGVS, Suvidya CRY, CLR, ISEC, NUAS, Mahila Samakhya VGKK and other NGOs established</li> </ul>		<ul style="list-style-type: none"> <li>• DPRO, Govt of MP, PIB, AIR, Doordarshan, MP Adivasi Lok Kala Parishad, NGOs, Vigyan Jathas and SRC.</li> </ul>	<ul style="list-style-type: none"> <li>• Local AIR stations and newspapers</li> <li>• Local cable networks and newspapers.</li> </ul>	<ul style="list-style-type: none"> <li>• Anganwadis, health department, state resource centre for NFE</li> </ul>

## DPEP II & III STATES

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
Administrative Arrangement	Media co-ordinator in place	Media co-ordinator in place	Media co-ordinator in place	Media co-ordinator in place	Media co-ordinator in place	Media co-ordinator in place at SLO/DPO	MC in place	• No separate media coordinator is in position, but D.D project is looking after the programme
Publicity material developed (Print)	<ul style="list-style-type: none"> <li>• <b>Monthly magazine 'Chaduvu Vignanam'</b> printed and sent to 70,000 schools</li> <li>• <b>DPEP interventions have been published in the "Telugu Vidyarthi" an education magazine for wide publicity.</b></li> <li>• Posters dealing with issues like enrolment and retention printed.</li> <li>• Printed a manual 'Karadeepika' for the training of school committee members.</li> <li>• Printed and distributed a</li> </ul>	<ul style="list-style-type: none"> <li>• Posters, folders, pamphlets, leaflets, banners, hoardings and wall paintings produced,</li> <li>• A monthly magazine 'Prathmik Shikshan Sarvani', for DPEP functionaries and primary teachers of the project districts published regularly</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory handbook on DPEP in Himachal Pradesh was developed, printed and circulated to all the DPEP districts.</li> <li>• Calendars, posters, cards, folders and stickers depicting DPEP aims, objectives and achievements prepared and printed and distributed to all primary schools</li> <li>• The annual Report for the years</li> </ul>	<ul style="list-style-type: none"> <li>• Posters, pamphlets, handouts; diaries and calendars printed.</li> <li>• A monthly DPEP newsletter "PARIVARTAN" highlighting the activities of DPEP is being published and circulated to all primary schools.</li> <li>• Documentation of NINAD at district and state level was also made. Village level campaign NINAD has been documented, printed and distributed to different stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, leaflets, brochures, folders, rural newspaper published.</li> <li>• Posters on various functional areas developed and distributed to the districts</li> <li>• 2 books titled 'Kajer Madhyame Shiksha Sahayika' module - I and selected readings module - I published and distributed</li> <li>• One compendium titled</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, folders, posters, newsletter, calendar published.</li> <li>• Quarterly magazine BEP <i>Awahan</i> published.</li> <li>• Newsletter at West Singhbhum, Bhojpur, Munger, Muzaffarpur, Gaya, Rohtas, East Singhbhum, Dumka and Ranchi being brought out.</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, folders, posters, greeting cards; National-level poster competition organised</li> <li>• <b>Posters banners, wall writing of 'School chalo Abhiyaan' produced in all DPEP - III districts</b></li> <li>• Hoardings and exhibitions organised to spread the message of DPEP.</li> <li>• Publication of a book on girls education</li> </ul>	<ul style="list-style-type: none"> <li>• Brochure containing information about DPEP published.</li> <li>• Ads for DPEP Publicity Produced.</li> </ul>

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
Publicity material developed (Print)	<p>folder on suggestions for Service Improvement</p> <ul style="list-style-type: none"> <li>• Academic calendar for school committees was prepared, printed and supplied to all school committee chairpersons.</li> <li>• <b>Photo documentation on various themes of UEE has been taken up</b></li> <li>• <b>Information on DPEP web is being updated regularly</b></li> </ul>		<p>1996-97, 1997-98, and 1998-99 were printed and distributed.</p> <ul style="list-style-type: none"> <li>• The newsletter 'Hamara School' has been registered under RNI.</li> <li>• Prepared Annual Report for the year 1999-2000 and got printed during the month of February, 2001.</li> <li>• Prepared material regarding 'school readiness' for publication in weekly newspaper "Giriraj".</li> <li>• <b>Sufficient slogans have been displayed in various souvenir in district</b></li> </ul>		<ul style="list-style-type: none"> <li>• 'Pratibandhider janya Sarkar Nirdeshnama' and a book 'Pratibandhider Janya Samonnita Siksha' printed and distributed</li> <li>• A book titled 'Gram-O-ward Siksha Committee Prashikshan' printed.</li> <li>• <b>Annual Report of WBDPEP being published regularly</b></li> <li>• A document 'Siksha Darpan' published on literacy</li> <li>• A bi-monthly newsletter 'Yogasutra' published</li> <li>• A booklet titled Sikshak Prashikshan Karmasuchi Nirbachita Path - 2 printed and distributed as a training kit for primary school</li> </ul>		<p>titled "Making a Difference"</p> <ul style="list-style-type: none"> <li>• Publication of a booklet titled "School Chalo Abhiyan" revealing the data and progress status of School Chalo Abhiyan and its dissemination to all Chief Ministers, Education Ministers. Central-Government Ministries/ Officials of all state &amp; members of legislative assemblies of UP and other concerned officers and personals.</li> </ul>	



Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
			<p>Chamba during April, 2001.</p> <ul style="list-style-type: none"> <li>For wide publicity of the aims and objectives, activities and achievements under DPEP, advertisement has been got published in "Panorama" newspaper, Shimla</li> <li>AIR Shimla and various newspapers were used for dissemination of information about DPEP interventions.</li> </ul>		<p>teachers.</p> <ul style="list-style-type: none"> <li>Publicity material on civil works titled "providing infrastructure – building support to primary schools" under printing</li> <li>Two posters (1 general and 1 on girls' education) being developed)</li> <li>Material for policy makers under production</li> </ul>			
Audio Video material	<ul style="list-style-type: none"> <li>Film on VEC produced;</li> <li>"Meena" a video film on Girl Child supplied to all districts</li> <li>Multi-media package on DPEP and</li> </ul>	<ul style="list-style-type: none"> <li>Video-cassettes of the Meena campaign used</li> <li>Cassettes on joyful learning recorded in local dialects</li> </ul>	<ul style="list-style-type: none"> <li>Video-cassettes highlighting the progress made under DPEP have been prepared by all the districts.</li> </ul>	<ul style="list-style-type: none"> <li>Two audio and video cassettes – one each on girl child and tribal education developed</li> <li>Audio-visual cassettes have been developed in connection</li> </ul>	<ul style="list-style-type: none"> <li>Audio-cassette of 9 folk songs on DPEP messages has been produced.</li> <li>'Meena' /cassettes duplicated and campaigns are on in different</li> </ul>	<ul style="list-style-type: none"> <li>A set of 6 audio cassettes, on Shiksha Geet, Abhiyan Geet and Munia Beti campaign and women empowerment developed and</li> </ul>	<ul style="list-style-type: none"> <li>Video spots of one minute on girl's education are ready for telecast by doordarshan</li> <li>11 minute film 'Koshish' produced</li> </ul>	

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
Audio Video material	<p>successful activities produced.</p> <ul style="list-style-type: none"> <li>• Audiocassettes on DPEP activities and on girl child were developed</li> <li>• Video documentation of TLM processes and field-testing of TLM in schools carried out.</li> <li>• Video documentation of seminar on "Education For All" was done.</li> </ul>	<p>by districts.</p> <ul style="list-style-type: none"> <li>• <i>Divas Swapna</i>, audio-cassette on child centred activities produced</li> <li>• Audio-cassettes of Garbas and plays produced.</li> <li>• Video films on community mobilisation and gender education prepared.</li> </ul>	<ul style="list-style-type: none"> <li>• Four video-cassettes developed on gender awareness.</li> <li>• Workshop on training and development of audio scripts was conducted in May, 2000. Six audio-cassettes were developed.</li> </ul>	with NINAD activities.	<p>districts.</p> <ul style="list-style-type: none"> <li>• One video film on activity based teaching learning produced, duplicated and distributed to districts.</li> </ul>	<p>being used in mobilisation</p> <ul style="list-style-type: none"> <li>• 5 films on different functional areas under DPEP developed</li> <li>• A video film 'Naya Savera' to be telecast on Doordarshan.</li> </ul>	<ul style="list-style-type: none"> <li>• Video spots being telecast before regional news on DD</li> <li>• Slide shows in cinema houses negotiated as part of the 'School chalo campaign'</li> <li>• UP Roadways buses fitted with publicity boards on DPEP and School chalo campaign.</li> <li>• 6 Jingles being broadcast on AIR.</li> <li>• Development of audio-cassettes for the spread of primary education.</li> <li>• Development of a 13 episodes audio video serial, focussing on all work areas of DPEP is under progress.</li> </ul>	
Trainings and workshops	<ul style="list-style-type: none"> <li>• Two-day orientation training programme at district level</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop organised on material/poster development</li> </ul>	<ul style="list-style-type: none"> <li>• One day slogan writing workshop organised.</li> </ul>	<ul style="list-style-type: none"> <li>• 3-day workshop on community mobilisation and participation and use of media</li> </ul>	<ul style="list-style-type: none"> <li>• Use of media and development of documents discussed in two</li> </ul>	<ul style="list-style-type: none"> <li>• Theatre and music workshops for development of scripts</li> </ul>	<ul style="list-style-type: none"> <li>• 4 days workshop on community mobilisation and</li> </ul>	

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
Trainings and workshops	<ul style="list-style-type: none"> <li>Mandal level orientation programme to all SEC members</li> <li>Development of slogans on enrollment and retention during review meetings of CMO's/MRP's at state &amp; district level</li> </ul>	<p>for teachers through drawing.</p> <ul style="list-style-type: none"> <li>A state level media and documentation workshop was organised at Gandhinagar in August, 2000 to orient the BRCCs, CRCCs.</li> <li>Follow-up of state level media workshop was done by conducting training workshops at BRC level to train the CRCC on skills of reporting and documentation during Sept.-Dec., 2000.</li> </ul>	<p>200 slogans were developed.</p> <ul style="list-style-type: none"> <li>A four-day workshop organised on training and development of audio scripts.</li> <li>SPO started participating in the Inter Media Publicity Coordination Committee (IMPCC) meetings at the state level during Nov., 2000.</li> <li>SPO hosted the Inter Media Publicity Coordinator Committee (IMPCC) meetings at the state level in Jan. 2001.</li> </ul>	<p>conducted.</p> <ul style="list-style-type: none"> <li>State level workshops to develop scripts for plays and Kalajathas organised.</li> <li>The state level workshop for development of audio-cassettes, slogans and posters has been conducted during August - September, 2000.</li> <li>Participation in the IMPCC.</li> </ul>	<p>state level workshops</p> <ul style="list-style-type: none"> <li>2-day workshop with folk artists held in Sept, 2000. 160 artists participated the festival organised in collaboration with the folk and tribal cultural centre.</li> <li>A 4-day workshop on audio script writing held in December, 2000</li> <li><b>Documentation on folk media campaign, CLRC book fair, noon and afternoon workshops and Maa-O-Maye mela prepared.</b></li> </ul>	<p>organised.</p> <ul style="list-style-type: none"> <li>Four plays printed and disseminated for impromptu performances by local cultural groups. Plays in Santhali, Bangla, Oriya, Maithili and Khoratha have also been developed</li> </ul>	<p>participation and use of media conducted</p> <ul style="list-style-type: none"> <li>Workshop on jingles writing organised.</li> <li>Advocacy workshop organised</li> <li>Workshop on equal opportunities in education conducted.</li> </ul>	
Press and Mass Media	<ul style="list-style-type: none"> <li>Organised state-level press tours to Warangal and Karim Nagar districts</li> </ul>	<ul style="list-style-type: none"> <li>Major events seminars and workshops were</li> </ul>	<ul style="list-style-type: none"> <li>Doordarshan mobilised to telecast DPEP films.</li> <li>Hindi press</li> </ul>	<ul style="list-style-type: none"> <li>Radio and local newspapers mobilised to support the enrolment drive.</li> </ul>	<ul style="list-style-type: none"> <li>DPEP activities covered in print and electronic</li> </ul>	<ul style="list-style-type: none"> <li>Newspapers, radio and Doordarshan harnessed for media</li> </ul>	<ul style="list-style-type: none"> <li>Reports on project interventions sent to newspapers</li> </ul>	<ul style="list-style-type: none"> <li>DPEP launch Programme organised in Oct, 1999</li> </ul>

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
Press and Mass Media	<ul style="list-style-type: none"> <li>• Radio interviews of VEC members organised</li> <li>• Exhibitions organised for publicity</li> <li>• A press tour organised of state media personnel.</li> <li>• Newspaper clippings were compiled and analysed and necessary action on the negative reports initiated.</li> <li>• An exhibition of DPEP publications and photographs is arranged on the eve of seminar on "Education for All"</li> <li>• Newsletter is introduced in DPEP net.</li> <li>• Websites on APDPEP created for information dissemination and sharing</li> <li>• Local cable network is being used to spread messages on education</li> </ul>	<ul style="list-style-type: none"> <li>projected through newspapers and Doordarshan</li> <li>• Reports on some major DPEP events published in English and Gujarati dailies through news release.</li> <li>• Folk media "Bhavai" used to mobilise parents and community people for improving enrolment and retention.</li> </ul>	<ul style="list-style-type: none"> <li>in Chandigarh, Jalandhar and Dharamshala along with AIR Shimla being used to disseminate information about DPEP.</li> <li>• DPEP, H.P. in collaboration with DEP-DPEP and AIR Shimla has endeavoured to start 15 minutes duration bi-weekly teacher training programme (Gyan Kalash).</li> </ul>	<ul style="list-style-type: none"> <li>• Activities of DPEP have been broadcast in the All India Radio and Doordarshan SIET.</li> <li>• A wide publicity was made through newspaper, All India Radio and Doordarshan in order to make people aware about NINAD programme</li> <li>• Two programmes in DD - National channel were telecast to sensitize general public on the scheme s of EGS &amp; AIE.</li> <li>• A discussion on AIE was radio broadcasted in August, 2001</li> </ul>	<ul style="list-style-type: none"> <li>• media</li> <li>• Outlines developed for all out media campaign.</li> </ul>	<ul style="list-style-type: none"> <li>advocacy.</li> <li>• Success stories on BEP activities published in newspapers.</li> <li>• The private TV channel, - Patna City news, has covered events organised under DPEP</li> </ul>	<ul style="list-style-type: none"> <li>• Five press conferences organised</li> <li>• The private channel and city news channel has covered events organised under DPEP</li> <li>• Press visits to DPEP districts and project activities</li> <li>• Press workshop held in August, 2001 in SPO for dissemination of project activities. National, electronic media channels and print media participated</li> </ul>	<ul style="list-style-type: none"> <li>and given wide press coverage</li> <li>• Advertisment in local and national newspapers published</li> <li>• Radio talks, TV coverage done.</li> </ul>

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
Networking	<ul style="list-style-type: none"> <li>Networking with Govt Depts., NGOs, UNDP and newspapers established.</li> </ul>	<ul style="list-style-type: none"> <li>Gujarat SCERT, Ravi Mathai Centre for Educational Innovation and local NGOs like Avaj etc.</li> </ul>	<ul style="list-style-type: none"> <li>Public relation department, Youth services and sports department, state council of science and technology and NGOs.</li> </ul>	<ul style="list-style-type: none"> <li>Networking with UNICEF, SIET, Academy of Tribal Dialect and Culture, SCERT, local NGOs, AIR established.</li> </ul>	<ul style="list-style-type: none"> <li>Networking with NGOs, youth clubs done</li> <li>Convergence meeting with Natya Academy conducted</li> </ul>	<ul style="list-style-type: none"> <li>Convergence with political parties, trade unions, NGOs Teachers, Associations, Youth Clubs, NYKs established.</li> </ul>	<ul style="list-style-type: none"> <li>Convergence with SIET, UP Directorate of Information, DAVP Song &amp; Drama Division, PIB, UP Roadways, newspapersA IR, Doordarshan - Lucknow established.</li> </ul>	

## NEW STATES

MEDIA ACTIVITY	CHHATTISGARH	JHARKHAND	UTTARANCHAL
Administrative Arrangement	<b>Formation of Chhattisgarh SPO is under process.</b>	<b>Media Co-ordinator in place</b>	
Publicity material developed (Print)	<ul style="list-style-type: none"> <li>• It will be carried out soon by the state of Chhattisgarh.</li> <li>• Posters, badges, flags developed for Padhna, badhna campaign. Many posters, models, pamphlets, multi-media presentation is under process for state formation celebration.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pamphlets, folders, posters, newsletter, calendar published. Quarterly magazine BEP Ahwan at state level being published</li> <li>▪ Newsletter at SPO and DPO being brought out</li> <li>▪ Documentation of media activities</li> </ul>	
Audio Video material	<ul style="list-style-type: none"> <li>▪ Audio &amp; video materials developed by the state of M.P. is being used in the districts of Chhattisgarh.</li> <li>▪ State will prepare its own materials afterwards.</li> </ul>	<ul style="list-style-type: none"> <li>• Distribution of audio/video cassettes. Video documentation has been made like 'Hamara Vidyalaya', Civil Works, Micro-planning, Chunauti etc.</li> <li>• Video documentation of special campaign, cultural activities, rallies, meeting etc.</li> <li>• Audiocassettes of songs in local dialects developed. Various functional areas prepared by BEP being used.</li> <li>• A set of 6 audiocassettes on Shiksha Geet. Abhiyan Geet, Munia Beti campaign and women empowerment. A set of 2 audio cassettes on Shiksha Geetmala developed by BEP being used for mobilisation</li> </ul>	
Advertising	<ul style="list-style-type: none"> <li>▪ Necessary arrangements are being done by the state.</li> </ul>		
Training & Workshop	<ul style="list-style-type: none"> <li>▪ Four day workshop on 'Education for All' conducted in the month of March 2000.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Study tours to other states organised. Training module published. Theatre and music workshops for development of scripts organised. Regional theatre workshops being organised regularly for capacity building of cultural groups at level of linguistic zones</li> <li>• Four plays developed during regional level workshops printed and disseminated for impromptu performances by local cultural groups. These plays are in seven languages.</li> </ul>	
Press & mass media	<ul style="list-style-type: none"> <li>▪ It will be taken up now by the SPO of Chhattisgarh</li> </ul>	<ul style="list-style-type: none"> <li>▪ Newspapers, radio and doordarshan harnessed for media advocacy</li> <li>▪ Success stories on DPEP activities published in newspapers</li> <li>▪ The private T.V. channel covered events organized under DPEP</li> </ul>	
Networking	<ul style="list-style-type: none"> <li>▪ Convergence with DPRO, Govt. of MP, PIB, AIR, Doordarshan, MP Adivasi Lok Kala Parishad, NGOs, Vigyan Jathas and SRC under process.</li> </ul>	<ul style="list-style-type: none"> <li>• Convergence with Cultural Group, NGOs, NYKs, ZSS, Jago Bahina Samiti, ICDS, political parties, trade unions being established.</li> </ul>	

## **RESEARCH AND EVALUATION**

### **Introduction**

The cardinal objectives for national component of research and evaluation are: (i) promotion of qualitative research, (ii) promotion of action research by teachers and other practitioners, (iii) conduct of need-based evaluations and special studies, (iv) providing support to participating DPEP states and districts in institutional development and capacity building, and (v) dissemination of research findings and networking. An overview of various strategies developed and employed and their outcomes are discussed below.

Research, Evaluation and Studies Unit (RESU) became functional from March 1995 a part of Technical Support Group (TSG) for DPEP under Ed.CIL. DPEP Core Research Group (CRG) in NCERT conducts researches in pedagogic areas, organises training for state- and district-level personnel in action research/research methodology, conducts baseline and mid-term learner achievement surveys and organises annually regional, national and international seminars on researches in such areas as School Effectiveness. NIEPA also has a research component under DPEP resource support and organises training programmes and conducts studies, particularly on trends in Access and Retention.

### **Promotion of Research in Elementary Education**

DPEP first addressed the issue of promoting qualitative research in elementary education through a national seminar on priority areas for research in January 1996. As a resultant strategy, two schemes, namely PROMOTE and INSPIRE were announced for supporting researches by established researchers and mainstream educational and research institutions. The schemes attracted the attention of universities, public & private research institutions and NGOs. Fifteen studies were commissioned through a three-tier scrutiny and evaluation procedure. The list of studies commissioned reflect the wide spectrum of concern in programme implementation ranging from pedagogy, curricula, teacher education, society, economics & education as well as educational planning & management. Last year, RESU undertook a project of compilation of abstracts of researches conducted at the national/state/district levels for DPEP. Abstracts of 214 researches were compiled in the following priority areas:

- Planning & Management in Elementary Education: 44 studies
- Society, Economics of Education
- Teacher Education & Training
- Pedagogy : Curriculum, Textbooks & Other Materials
- Others (BAS/MAS, Civil Works, Alternative Schooling etc ).

Work on compilation of research abstracts continued in 2000, and a document titled 'Research Abstracts in Primary Education (1994-2000)' containing about 255 abstracts of researches conducted at the national, state and districts levels upto November 2000, was prepared by RESU and was published in April, 2001. This publication has been

sent to all State Project Offices, SCERTs and SIEMATs. Further work on compiling abstracts of studies completed after November 2000, is in progress.

The following research studies commissioned or undertaken by RESU, were completed at the national level by 2001:

- Study of the Need for Special Supplementary Reading Material for moderately hearing impaired children in Assam, by Ms Poonam Arora, New Delhi.
- Problems and prospects of Double Shift schools in Assam and Madhya Pradesh by Mr. Sunil Batra, Centre for Education, Action and Research, New Delhi.
- A basic communication strategy for DPEP by Ms A Sivadas, Media Advocacy Group, New Delhi.
- On-the-job Support required for Elementary Teacher Educators by Dr. D.N. Dani, Vidya Bhawan G.S. Teacher's College, Institute of Advanced Studies in Education, Udaipur.
- Study on participation of children in primary education in two districts (Hardoi and Moradabad) of UP by Development and Research Services, New Delhi.
- Role of Panchayati Raj and Teacher Accountability in Ujjain, Ratlam and Shajapur districts of Madhya Pradesh by Madhya Pradesh Institute of Social Science Research, Ujjain.
- A study of Primary School Efficiency by Prof. A.M. Nalla Gounden, K. Suresh and Anbupalam, Chennai.
- Assessment of teacher knowledge of content area and pedagogy in mathematics at the primary school stage by Prof. J.N. Joshi, Institute for Development and Communication, Chandigarh.
- Development of Effective Teaching Methods with the help of Mini teachers (pupil teachers) in Multi-grade Schools: An experiment, by Dr. M.J. Mali, MJP Vishwabharati Research and Cultural Institute, Gargoti, Kolhapur.
- Evaluation of MLL in two districts of Gujarat by Dr. P. Mohite, M.S. University, Baroda.
- Costliness of primary education: An inquiry into the private and social cost of primary education by Prof. P.R. Panchamukhi and Sailabala Debi of Centre for Multi-disciplinary Development Research, Dharwad.
- Teacher Absenteeism in Primary Schools: A field study in select districts of MP & UP by Mr. G.V.L. Narasimha Rao, Development and Research Studies, New Delhi.
- Efforts made in In-service Training of Teachers in DPEP states, an in-house study conducted by RESU with Prof. Snehlata Shukla as Consultant.
- Study of lateral entry in DPEP districts of Haryana by Prof. A.B.L. Srivastava, RESU.
- Internal efficiency and dropout rates at primary level of education in phase I and phase II DPEP districts by Prof. A.B.L. Srivastava, RESU.
- Repetition and Dropout Rates in DPEP districts for 1997/98-1998/99 and 1998/99-1999/2000 by ABL Srivastava, April 2001. The study provides class-



wise repetition and dropout rates as well as cohort dropout rates for 131 DPEP districts, using EMIS-DISE data. **Report of this study has been sent to all SPDs.**

### **Studies conducted by NCERT and NIEPA**

1. NCERT has completed a study on classroom processes conducted in seven DPEP I states (during 1999-2000). Its reports were made available to the 12<sup>th</sup> JRM. The research had adopted the case study approach of social anthropology and extensive use was made of actual observation in the classroom, indepth interview of teachers and study of various records and documents. In each state, 10 schools were selected for such study. The study was conducted under the overall guidance of Prof. C.S. Nagaraju.
2. NCERT has organised Benchmark and Mid-term Assessment Surveys in DPEP districts to assess the achievement of students at the end of class I and class III or IV, depending on whether the last primary grade is IV or V. Achievement tests in language and mathematics developed by NCERT initially and later by RESU-TSG were used for such assessment. The surveys have been conducted by state level agencies under the guidance of Prof. Ved Prakash and his colleagues.

**Terminal Assessment Survey (TAS) in DPEP Phase I districts was conducted in all the seven (now eight after bifurcation of Madhya Pradesh) DPEP Phase I states under the guidance of NCERT. Achievement tests, the same as used for MAS in these districts, and the sampling design were provided by NCERT. The survey has been completed in all the states, but so far reports of the survey have been received by NCERT only from 5 states. NCERT will prepare a consolidated national report on receiving all the state reports.**

3. Early Childhood Care and Education in DPEP-I, An Assessment, NCERT, 1997.
4. At the national level, NIEPA and TSG were associated with a study on participation of children in primary schooling in selected states. NIEPA was also involved in a study of content analysis of VEC training modules for DPEP states. During 2000, Prof. Yash Aggarwal of NIEPA completed a study on 'Primary education in unrecognised schools in DPEP districts of Haryana'.
5. Prof. Y Aggarwal of NIEPA has also assisted some of the states, in particular, Tamil Nadu, in conducting cohort studies to assess the retention rate in primary schools. In a sample of schools, the children entering grade I in 1994/95 were followed up for 5 years, upto 1998-99, to find out how many completed primary education in 5 years, how many repeated grades and how many got transferred to other schools. **The study has now been extended to all schools of 6 DPEP districts of Tamil Nadu and a few other states like Andhra Pradesh, Karnataka, West Bengal and Maharashtra have also taken the initiative of conducting similar cohort studies. Recently Uttar Pradesh has also decided to conduct cohort study in samples of schools of the new 32 Phase III districts.**

**For that necessary guidance was provided by NIEPA and advice on sampling by RESU.**

**Other studies conducted for IDR and JRM at the national level are:**

1. **An Assessment of Trends in Access and Retention, A study of primary schools in DPEP districts by Prof. Yash Aggarwal of NIEPA (the latest in the series was prepared in November, 2000).**
2. **Expenditure analysis, DPEP: Phase I districts by MIS Unit, TSG, 2000**
3. **Bringing Girls Centre Stage: Strategies and interventions for girls' education in DPEP by Gender Unit, TSG, 2000.**
4. **Every Child in School and Every Child Learning: Diverse strategies for universalising access to schooling by Alternative Schooling Unit, TSG, 1999**
5. **Glimpses from the Grassroots, A synthesis based on case studies of successful practices at Local Resource Centres in Assam, Bihar, Kerala, Karnataka and Madhya Pradesh by Pedagogical Improvement Unit, TSG, 1999**
6. **Meeting Challenges - Documentation of positive practices in four DIETs by Pedagogical Improvement Unit, TSG**
7. **Options for Change - Innovations and Experiments in the DPEP by Gender Unit, TSG, 1999**
8. **Status and Processes of Textbook Renewal by Pedagogical Improvement Unit, TSG, 1999.**
9. **Scholastic Attainment under MAS: An appraisal in phase II states by NCERT, November 2000.**
10. **Internal Efficiency and Cohort Drop-out Rates at Primary level of education in phase I DPEP districts for 1996 & 1997 by Prof. A.B.L. Srivastava, RESU, 1999.**
11. **Reaching out further - Para Teachers in Primary Education - An in-depth study of selected schemes by Bodh Shiksha Samiti, Jaipur, 1999.**
12. **Study of the Support Systems and Processes which Underpin DPEP's Pedagogical Strategy in six states (Assam, Andhra Pradesh, Gujarat, Kerala, Madhya Pradesh and Uttar Pradesh), 1999**
13. **Study on Community Mobilisation and Empowerment for Universalisation of Primary Education conducted in seven states (Assam, Bihar, Gujarat, Himachal Pradesh, Karnataka, Madhya Pradesh and Uttar Pradesh), 1999.**
14. **Study of Declining Enrolment in Class I in three states (Maharashtra, Tamil Nadu and Uttar Pradesh), 2000.**

15. Classroom Observation Studies - Case studies of schools were undertaken in 7 DPEP-I districts as well as one of Andhra Pradesh because of the APPEP program. The case studies revolve around some well functioning schools in different states covering just a few schools in each state. The main aim was to explore how these schools function and what type of practices prevail in the actual classroom transactions in these schools (Pedagogy Unit).
16. Improving Girls Access to a Better Life through Primary Education Mid-term Review of Efforts to Improve Girl Child Participation Rates 1997 (Gender & IED Unit).
17. Empowerment through Education: Identification and enrolment of children with special needs in DPEP, March 2000 (Gender & IED Unit).

The synthesis reports of the studies at serial numbers 12, 13 and 14 were prepared by RESU. The studies at serial numbers 15, 16 and 17 were undertaken by other units of TSG.

The study on declining enrolment in class I was undertaken in 3 states (Uttar Pradesh, Maharashtra and Tamil Nadu) in 2000. It is proposed to conduct similar study in a few other states too where class I enrolment has declined. **Such studies have already been conducted in Assam, Orissa and Himachal Pradesh by the state level institutions. Report from Assam received.**

### **Proposed Research Activities for 2001-02**

#### **(1) Studies on Dropouts**

- (i) **A study on Causes of high dropout rate is being undertaken in 6 states (Assam, Bihar, Madhya Pradesh, Orissa, Uttar Pradesh and West Bengal) where dropout rates were very high in some of their districts according to DISE data. Institutions and Principal Investigators who will conduct the study have been identified, and the research design and tools of data collection are now ready for conducting the study. It is expected that the study, which will cover 2 districts in each state and will be completed by February, 2002.**
- (ii) **A study on dropouts is also going to be undertaken in a few districts of DPEP states where the dropout rate has fluctuated greatly from year to year. In Kerala, a study on factors responsible for very low or negative dropout rates, is proposed to be undertaken.**
- (iii) **Cohort studies to assess completion rate are going to be undertaken in at least one district of every DPEP state on the pattern of Tamil Nadu under the guidance of NIEPA. A few states will conduct the study in all their DPEP districts.**

#### **(2) External Evaluation of DPEP (Phase I) by IIMs**

**An external evaluation of DPEP (Phase I) is going to be conducted by four IIMs during 2001-02. The research proposal for the study has already been prepared. A meeting of Principal Investigators from the four IIMs (Bangalore, Kolkata, Lucknow & Ahmedabad) was held in MHRD on 5.10.2001, to discuss the ToR, and now they have started work on the study. The study is expected to be completed in 6 months.**

**(3) Final Evaluation of Pedagogical Interventions in Phase I districts.**

The study will be conducted in all the seven DPEP I states by different agencies which have already been identified. These will cover 13 districts (1 to 2 districts in each state) out of the 42 DPEP I districts. Field work for the study is proposed to be undertaken during October 2001-January 2002. Pedagogy Unit of TSG will coordinate this study.

**(4) A study of pupil evaluation in selected states and NGOs**

These will be explorative studies to understand the pupil evaluation systems in schools, formal as well as continuous and comprehensive. The states selected for the study are Madhya Pradesh, Kerala, Karnataka, Uttar Pradesh, Haryana. Two NGOs have also been selected for the study (Ekalavya, Bhopal & Digantar, Jaipur). The studies are under way at present under the supervision of Pedagogy Unit of TSG.

**(5) Study on Classroom Culture and Processes from the Gender Perspective**

A national study on Classroom Culture and Processes from the Gender Perspective is being conducted in all the DPEP states including Phase I states. For this study, research teams are already working in all the states. Data is being collected from 17 regular schools and 4 Alternative schools in each state. Some results are likely to become available by November, 2001. The study is being coordinated by Gender & IED unit of TSG.

**(6) Evaluation of Alternative Schools**

It is proposed to conduct an evaluation of Alternative Schools in 6 states, out of which two are DPEP I states - Madhya Pradesh and Chhattisgarh. The study is at the planning stage. The study will be coordinated by Alternative Schools Unit of TSG.

**(7) National-level Evaluation of all aspects of Civil Works in DPEP**

It is proposed to conduct an extensive National-level Evaluation of all aspects of Civil Works in DPEP in the coming year. The evaluation will be coordinated by Civil Works Unit, TSG. An Advisory Group is being formed to guide this evaluation. The objective is to identify state-wise strengths and weaknesses, and focus on improvements in future Civil Works in DPEP and otherwise. The evaluation will be for both the Process and the Product. Experts in Civil Works, Community Issues, Management and Pedagogy will be involved in this evaluation.

**(8) Trends in Access and Retention**

State wise EMIS Study reports are prepared every year to provide information on enrolment, repeaters, teachers, classrooms and other facilities in the schools of DPEP districts. Some indicators are also included in the reports. On the basis

**of EMIS-DISE data, studies on Trends in Access and Retention are carried out by NIEPA every year. NIEPA has been requested to prepare such a report based on 2000-01 DISE data of all the DPEP districts.**

### **Action Research**

Since 1995-96 onwards, DPEP initiated capacity building efforts for promoting action research among teachers and other practitioners at CRC/BRC and DIET level through training programmes conducted by NCERT. In fact, NCERT has developed a module on Action Research methodology which is widely disseminated in a published format. Efforts made for promoting action research are showing result as there is a spurt in researches on issues which are very close to actual teaching-learning conditions and processes in most of the states. Although the different states have adopted different strategies for promoting action research, so far about 500 Action Research projects have been undertaken and completed in the DPEP states.

Apart from NCERT offering training in action research in DPEP states, SIEMAT (Allahabad) has also organised decentralised training for grassroot-level practitioners and teachers in action research. **The number of action research studies completed in the different states now number more than 600.**

### **Using Outcomes of Research**

During 1999 and 2000, the national level activities laid stress on sharing of experiences across the states. In research and evaluation, many significant publications and reports were made public during this period. These include a module on Action Research Methodology developed by NCERT; a compendium paper presented in the 3<sup>rd</sup> International Seminar, 1997 by NCERT; a compendium paper & report of Seminar on Innovative Practices in Pupil Evaluation (May 1998) by M.S. University, Baroda; a report on training programmes for Action Research by NCERT; status-cum-trend reports on Research in Elementary Education from 8 DPEP states and a national overview; workshop on Research and Evaluation priorities in Primary Education by DPEP, Tamil Nadu; Print and Video reports of Sample Monitoring and Evaluation (SAME), 1998 by DPEP Kerala; Action Research Approach by DPEP, Karnataka etc. NCERT has also brought out a list of 'hard spots' of learning observed in DPEP I MAS results for further dissemination.

The meeting of R&E Coordinators organised in February 2000 at Aurangabad focussed on utilisation of research findings; in this meeting several examples were presented of how research findings were utilised in planning and improving training and other interventions of DPEP the states. Also reports of studies undertaken with common research design in several states simultaneously (e.g. studies at serial nos. 12, 13 and 14 mentioned section 2 above) and their synthesis reports were presented in R&E Coordinators meetings and were made available to all the states.

### **Improving assessment of pupils at the primary level**

Report of the proceedings and papers presented in the national seminar on Innovative Practices in Pupil Evaluation, May 1998 was published by M.S. University of Baroda (host of the seminar) and the same was disseminated to national and state level

institutions and selected DIETs in the last quarter of 1998. RESU has also reviewed the current practices of pupil evaluation in all DPEP states with information collected from respective State Education Departments, SPOs (DPEP) and SCERTs. A report of the same was prepared and presented in a meeting of SPDs organised by DPEP Bureau. Reports were also circulated to various state-level institutions.

States have also initiated programmes for developing appropriate pupil evaluation strategies, which are suitable to pedagogic renewal undertaken by the states. Kerala has changed the pupil evaluation system at the primary level to activity-based evaluation. Andhra Pradesh conducted a seminar-cum-workshop where new strategies were explored. Assam (SIE, Jorhat) held a state-level seminar in March 1999 on pupil evaluation. Uttar Pradesh (UP) has developed a scheme of continuous and comprehensive Evaluation of Pupils at the primary level, was tried out in a few schools of Varanasi, Almora and Ghaziabad during 2000-01. Necessary technical support for this activity was provided by RESU, TSG. The results of try out were satisfactory. **The scheme has been extended to all the districts of Uttaranchal and Uttar Pradesh in the academic year 2001-02.**

### **Networking**

At the national level, concerted efforts are being made for developing alternate strategies in selected theme areas. Seminars and workshops are conducted at both national and state levels. State DPEP offices have also initiated efforts for effective linkages with the university system. DPEP Tamil Nadu has organised two such interactive seminar-cum-workshops. Meetings of SPOs with universities have resulted in a spurt of research activities and projects focussing on certain priority areas. Efforts to network with Universities have also borne fruit with the presentation of DPEP research agenda at the annual meeting of Vice-Chancellors' in 1998. SIE Jorhat (Assam), SCERT (Bhopal), MSERT (Maharashtra), SCERT (Lucknow and Haryana) and Himachal Pradesh DPEP also have organised meetings with the universities and other leading social science and educational research institutions including Management Institutes. **Institutes of Management (IIMs) have conducted evaluation and other studies for DPEP, and now they have been roped in for conducting external evaluation of DPEP Phase I.**

### **National level research Seminars**

Under the aegis of DPEP, NCERT organises international research seminars every year on select themes related to school effectiveness. The 5<sup>th</sup> seminar in this series was held in July 1999 in New Delhi and the focus of the seminar was on Researches on issues related to school effectiveness. The 6<sup>th</sup> such seminar was organised from December 12 to 15, 2000 on the theme of "Indicators of Quality Education and Elementary Stage" at Vigyan Bhavan, New Delhi.

Under the national component of research, DPEP has sponsored the following seminars at reputed institutions in different parts of the country:

1. A national seminar on Innovative Practices in Pupil Evaluation at MS University, Baroda, in May 1998.

2. A national seminar on Researches and Innovations on Problems in Home and School Language at primary level, at the Central Institute of Indian Languages (CIIL), Mysore in December 1998.
3. National seminar on Cost and Wastage in Primary Education at the Institute of Social and Economic Change (ISEC), Bangalore in August 1999.

At these seminars, a number of research papers were presented on the selected themes and also panel discussion were organised to discuss certain topical issues. **It has been decided to publish selected papers of the ISEC seminar. The papers are being revised by the concerned authors for this purpose.**

RESU organises meetings of Research and Evaluation Coordinators of DPEP states from time to time to review the researches conducted at the State level and to have discussion on a selected theme. The Sixth meeting of Research & Evaluation Coordinators was held during February 17-19, 2000 at Aurangabad. Apart from reviewing the research work done in the different states, the meeting had a focussed discussion on the theme 'Utilisation and Dissemination of Research Findings'. The seventh meeting of R&E Coordinators was held at SIEMAT, Allahabad from February 12 to 14, 2001. In this meeting, apart from presentation of state reports on their research and evaluation activities, the main theme for discussion was 'Enrolment and Retention at the primary level'. **The report of the workshop was prepared and sent to all DPEP states for necessary action on its suggestions & recommendations.**

**The 8<sup>th</sup> meeting of R&E Coordinators was held at IIM, Bangalore from September 26 to 28, 2001. The theme for focussed discussion in this meeting was 'Conducting Impact Studies in the Context of DPEP'.**

**The meeting-cum-workshop was attended by 19 participants from 10 DPEP states. The participants presented reports of various activities in Research & Evaluation carried out at the state level, covering (1) studies that were completed or in progress in 2001; (2) the new studies undertaken or proposed for the next year; (3) information on training programmes in Research Methodology; (4) Action research; (5) initiatives taken for improvement of pupil evaluation, and (6) dissemination and utilisation of research findings. The workshop was inaugurated by Dr. G. Karajagi, an eminent educationist, and four resource persons including the Chief Consultant, RESU, provided guidance to participants while various issues related to impact studies were discussed. Long gestation period of education projects, lack of adequate baseline data and absence of control groups were some of the problems encountered in making objective assessment of impact. These issues were discussed in the workshop and in the sessions devoted to group work, the participants gave some useful suggestions on (a) study of trends based on various studies conducted under DPEP in certain specific areas and (b) the types of impact studies needed at this stage of DPEP implementation.**

### **Capacity Building**

Capacity building has been central to the DPEP processes. The component of research and evaluation is also developed from the very beginning to augment the existing

skills in the institutions and individuals for undertaking qualitative and useful research activities. All DPEP states have recognised the need for concentrated efforts for skill development of personnel in action research, research methodology and impact assessment. Most of the states have directed their efforts for capacity building and providing assistance to teachers for undertaking action research at their levels. The states have been using the expertise of NCERT, RESU, RIEs, local universities, research & educational institutions and individual experts for capacity building efforts. NCERT has conducted several orientation programmes on action research methodology for the DPEP states.

Various SCERTs have also stepped up their training in research methodology and action research training. RESU helped in screening research proposals and formulating research designs for studies undertaken by SIEMAT (UP), in training of DIET-level staff in research methodology in Tamil Nadu and assisting Andhra Pradesh in conducting a workshop on use of MAS and BAS findings. RESU has continued to support SIEMAT, Allahabad in its research efforts by participating in its research seminars and providing technical advice on research projects. **The Chief Consultant, RESU, participated in the Policy Research Advisory Committee of Uttar Pradesh.**

A two-week intensive training workshop on 'Quantitative Research Methods for Planning the Quality of Education' was conducted by NIEPA in collaboration with IIEP (Paris), NCERT and RESU-TSG in April 2000. Participants included research staff from SPOs and faculty members of SCERTs and SIEMATs. The course focussed on sampling, analysis of test data and use of certain computer software packages developed by IIEP for sampling and analysis of test data.



	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<b>1. Organisation &amp; Management</b>							
<i>(i) Staffing</i>	- R&E officer in SPO and DPOs in place.	- Programme officer (R&E) in SPO.	- R&E an additional charge under the AO in SPO.	- Programme officer (R&E) in place in SPO and DPOs.	- Consultant (R&E) in place in SPO.		- EREM wing established in SPO with Consultants.
<i>(ii) Other Institutions Role</i>	- SIE, Jorhat has a separate component for R&E.	- SIEMAT in SCERT hub of R&E activities. Consultant for R&E.	- Each functional area in SPO addresses R&E issues individually. - A separate unit for R&E being set up at DSCERT.	- In SPO level, internal and external monitoring and evaluation looked after by each unit. - State level steering committee constituted.	- Each functional area addresses R&E issues individually. - State and District Research Groups constituted.	- SCERT is the nodal agency for promoting research.	- DTERT & each DIET has coordinators for R&E.
<i>(iii) Advisory Group</i>	- Steering Group for Research at SPO. - Research Advisory Group set up by SIE, Jorhat.	- State Resource Group in Research set up by SPO. - District Research Groups set up.	- Research Resource Group set up by SPO. - RIE, Mysore identified as supporting institute.	- Research Advisory Committee set up by SPO. - Internal Academic Support Missions focusing on Monitoring & Evaluation of pedagogic issues.	- District level committee formed for research comprising retired teachers, lecturers and NGOs.	- Research Advisory Committee set up at SCERT & SPO.	- Research Advisory Committee set up by SPO. - District Research Group set up.
<b>2. Action Research Programmes</b>							
<i>(i) Operational Levels Institutions</i>	- SIE, DIETs, BRCs and practising teachers.	- SIEMAT, SCERT, DIETs, BRCs & teachers.	- SCERT, DIETs and practicing teachers.	- SPO, DIETs, BRCs, CRCs and selected teachers.	SCERT, SPO, DIETs, DPO, CRCs and teachers.	- DIETs, BRCs/ CRCs, teachers.	- SPO, BRCs & CRCs and selected teachers.
<i>(ii) Activities conducted</i>	- SPO organised a training programme in October 1998 in which 150 participants were trained. - SIE currently providing district-wise training. - 14 action research studies completed in	- 149 action research studies completed. - Major areas covered are Teaching of Mathematics Correcting pronunciation, improving attendance, improving writing skills, use of TLM	- Five Action Research studies are in progress at DSERT level and 11 in DPEP I districts. - Training in Action Research for DIET and DSERT personnel with help of RIE, Mysore. - Action Research	- 38 studies with teams constituted by teachers, CRC/BRC personnel and one DIET faculty completed. - Fresh training conducted in February '99 by SPO.	- Under Quality Watch, an Action Research programme was initiated in four districts, namely, Betul, Raisen, Rajgarh and Shahdol. Thirty schools in one of the blocks of each district comprising of ten primary schools, ten	- A number of action research studies initiated by 9 districts have been completed. - SCERT looks after the training and monitoring responsibilities. - 179 action research project have been	- SPO R&E wing conducted training workshops in all districts. All BRC coordinators trained in the action research training. Training given to BRC/ CRC and teacher educators for training teachers in action research.

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<p>various districts last year.</p> <ul style="list-style-type: none"> <li>- All instructors of 19 BTCs in Assam oriented in Action Research methodology.</li> <li>- In this training, Action Research proposals were developed by instructors, DIET faculties and BRC coordinators.</li> </ul>	<p><b>and Teaching of EVS.</b></p> <ul style="list-style-type: none"> <li>- Selected DIET faculty members of all 8 districts trained in action research by SIEMAT, Allahabad.</li> <li>- Action research project on universalisation of primary education among girls in Kalayat block of Kaithal District has been undertaken to assess the impact of DPEP strategies adopted at the block level.</li> <li>- 125 primary teachers / head-teachers / CRC coordinators were trained in action research. About 150 action research studies were undertaken by them and DIET lecturers. These studies are almost complete.</li> <li>- Training of 312 teachers / CRC Coordinators undertaken in 7 batches. They selected problems and started working on them. The progress of their work was reviewed in monthly workshops at DIET</li> </ul>	<p>conducted in 16 areas and an abridged version of the report has been brought out and disseminated upto block level. 14 studies in progress.</p> <ul style="list-style-type: none"> <li>- Kannada version of Action Research reports has been disseminated through <i>Kali Nalli</i>, the bi-monthly teachers' magazine.</li> <li>- An observational study on the use of new textbooks in Kolar district (by Prema Clarke).</li> <li>- Material has been developed at a state level workshop for training of teachers on Action Research.</li> </ul>	<ul style="list-style-type: none"> <li>- 21 studies initiated. Districts also conducted one round of training for teachers.</li> <li>- 23 action research studies were completed.</li> <li>- So far 242 AR studies have been initiated till date. All studies were to be finalised by the end of March 2001. Abstracts of selected studies will be prepared and published for wider dissemination.</li> <li>- In Kasargod, Palakkad &amp; Wayanad districts, training/ dissemination workshops on Action Research were organised for teachers and trainers.</li> </ul>	<p>alternative schools and ten education guarantee schools were taken for action research programme.</p> <ul style="list-style-type: none"> <li>- Orientation programme for core groups of each district were organised in August, 1999.</li> <li>- Two review meetings held in SPO in Nov, 1999.</li> <li>- Action Research being conducted to assess the needs of teachers teaching English in 5 districts; final report to be ready soon and findings to be incorporated in training schedule in May-June, 2001.</li> <li>- Impact study of book I, II, III; Teachers Needs Assessment for middle School teachers; and Assessment of teachers capacity in</li> </ul>	<p>completed.</p> <ul style="list-style-type: none"> <li>- Another 50 projects are under way. Documentation of the AR projects is under preparation.</li> </ul>	<ul style="list-style-type: none"> <li>- 180 action research studies completed. Another 50 Action Research projects in progress.</li> <li>- Abstracts of completed Action Research projects is under preparation.</li> <li>- Eight action research projects on gender related themes were undertaken.</li> <li>- 5 action research papers were presented in the National R&amp;E coordinators meeting.</li> </ul>

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		<p>/ Block level and also at the state level. Report writing workshops conducted in January / February, 2001.</p> <p>- Activities proposed for the future include organisation of workshops to edit the reports of Action Research and presentation, sharing and publication of the study reports.</p>					
<p>3. Promotion of Research in Primary Education</p> <p>(i) Strategy</p>	<ul style="list-style-type: none"> <li>- SPO, through a workshop identified priority areas for research. Each year, major and minor studies planned and budgeted by SPO's R&amp;E unit.</li> <li>- A resource inventory developed for tapping resource.</li> </ul>	<ul style="list-style-type: none"> <li>- SCERT and SIEMAT prioritised areas for research in 1998. From SPO, activities are primarily based on suggestions offered by JSMs and experts in various functional areas.</li> <li>- Researchers are also invited to submit proposals on important issues.</li> </ul>	<ul style="list-style-type: none"> <li>- A state-level Resource Group guides in identifying areas for research and engaging institutions.</li> <li>- Emerging research needs during programme implementation has been addressed on a priority basis.</li> </ul>	<ul style="list-style-type: none"> <li>- A recent meeting in SPO identified 12 areas of priority for research. External and internal institutions will be involved in the conduct of these research studies.</li> </ul>	<ul style="list-style-type: none"> <li>- Emerging research needs addressed on priority.</li> <li>- SCERT pursuing own research agenda under DPEP.</li> <li>- Priority areas for research at different levels have been identified.</li> <li>- External &amp; Internal agencies are involved.</li> </ul>	<ul style="list-style-type: none"> <li>- Workshops conducted at district and state level for prioritising research areas.</li> <li>- Reputed institutions were involved at the state level. At the district level, mostly done by system functionaries.</li> </ul>	<ul style="list-style-type: none"> <li>- R&amp;E wing identified areas for research and pursued the same till 1997.</li> <li>- Research Advisory Committee set up. Strategy being developed and areas identified.</li> </ul>
(ii) Activities	<ul style="list-style-type: none"> <li>- State-level workshop on the final reports of four research studies on low enrolment in phase I districts in May 2000.</li> </ul>	<ul style="list-style-type: none"> <li>- 32 total research studies done. Four of these focussed on gender issues such as gender bias in textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>- 16 research studies completed so far and 15 in progress.</li> <li>- The Mid-term Assessment Survey in DPEP II districts has</li> </ul>	<ul style="list-style-type: none"> <li>- Nine research studies on various aspects of primary education being undertaken by external experts; these are to be completed by April, 2001.</li> </ul>	<ul style="list-style-type: none"> <li>- EMIS analysis up till the year 1999-2000 has been completed.</li> <li>- Draft report of Impact evaluation of DPEP prepared.</li> </ul>	<ul style="list-style-type: none"> <li>- The 'Study on enrolment, attendance and retention of primary school children in 5 DPEP phase I districts' conducted by a private</li> </ul>	<ul style="list-style-type: none"> <li>- MAS for phase II district was undertaken and completed by the research wing. The report has been submitted to MHRD. Sharing workshops</li> </ul>

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<ul style="list-style-type: none"> <li>- A state-level workshop on sustainability and mainstreaming of DPEP activities in June.</li> <li>- MAS study in six districts completed.</li> <li>- Study titled 'Impact of intervention of DPEP on community participation' has been completed.</li> <li>- Draft report of 'Classroom transaction in DPEP: A comparison of two DPEP districts submitted.</li> <li>- A total of 34 research studies completed.</li> <li>- Four research studies on Lower Primary schools with enrolment below 40 and schools having extremely poor girls' enrolment have been completed.</li> </ul>	<ul style="list-style-type: none"> <li>- ECCE and learning achievement of children at primary level were the prime focus of the mid-term assessment conducted in four Phase I districts.</li> <li>- SIEMT Bhiwani undertook and completed the following studies :               <ol style="list-style-type: none"> <li>1. Study of incidence of drop-outs among girl students in village Haroli of district Fatehabad.</li> <li>2. An evaluation study of the incentive scheme 'teacher grant of Rs.500/-.</li> </ol> </li> <li>- The following studies are being conducted by SIEMAT :               <ol style="list-style-type: none"> <li>1. Availability &amp; utilisation of infrastructural facilities in primary schools.</li> <li>2. Study of incidence of drop-outs among girls students in village Ramphul Khera of Sirsa district.</li> <li>3. Utilisation of Physical and infrastructural facilities in Primary schools</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>been conducted</li> <li>- An evaluative study undertaken by NIAS is in progress.</li> <li>- Evaluation study on MLL-based curriculum in classes I &amp; II has been completed.</li> <li>- Evaluation study on use of activity-cum-workbooks/teacher's guide has been completed.</li> </ul>	<ul style="list-style-type: none"> <li>- 7 total research studies done.</li> <li>- MAS for phase II districts conducted and final report prepared.</li> <li>- External Evaluation of Pedagogical Interventions in DPEP Kerala is being undertaken.</li> <li>- Studies completed &amp; draft/interim reports submitted for the following studies:               <ul style="list-style-type: none"> <li>- A study on "Gender Concerns in School Activities and Classroom Practices in Primary Schools" has been conducted. Draft report submitted.</li> <li>- Study on redesigning the Anganwadis in Kerala' completed. The draft report submitted.</li> <li>- 'Classroom climate and student behaviour outcomes - A comparative study of class rooms under DPEP and non-DPEP districts in Kerala', interim report submitted.</li> <li>- 'A study on time management practices</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Data for the 'Learner evaluation and impact of classroom process and practices' has been completed and analysis work in progress.</li> <li>- More than 30 studies have been conducted by independent agencies to evaluate the primary schooling innovative and community-based initiatives - Alternative schooling &amp; EGS - in MP.</li> <li>- Districts have conducted over 20 studies in the areas of academic improvement, gender, SSK and tribal education.</li> <li>- Rajgarh District has conducted a diagnostic study to assess the situation of elementary education. Other districts too plan to take up a similar study.</li> <li>- Data collection for attendance monitoring in sample districts is in progress.</li> <li>- Mid-term assessment for the year 2000 has been completed and report submitted.</li> <li>- One research study was conducted and</li> </ul>	<ul style="list-style-type: none"> <li>research institute was completed and draft report presented.</li> <li>- Training programme and workshop for MAS was conducted by SCERT in July 2000.</li> <li>- A workshop conducted in Beed to initiate persons in R&amp;E to undertake research projects in the District. Another workshop conducted at Dhule for training in writing short theses.</li> <li>- Content enrichment test was administered and hard spots shared with field functionaries.</li> <li>- One-day meeting of Research Assistants held in February 2000.</li> <li>- Item banks for Std. I to V are being developed, field tested, printed and distributed to all the schools.</li> <li>- A screening committee has shortlisted six proposals out of which two have been launched.</li> <li>- MAS for Phase II district was undertaken</li> </ul>	<ul style="list-style-type: none"> <li>have been planned in all the three districts.</li> <li>- Training in the analysis of EMIS data conducted in all the districts.</li> <li>- A study on declining enrolment in class I (in two districts of the state) was completed.</li> <li>- Seven research studies completed in the districts (one in each district) by DIET teams.</li> <li>- One research study completed last year, and nine studies were in progress. Three research studies were launched during 1999-2000. Reports of 5 were studies presented in the National R&amp;E Coordinators Meeting in Feb. 2000.</li> <li>- Five shortlisted formal research programmes to be undertaken by university research scholars and professors of education.</li> <li>- A screening committee shortlisted six proposals out of which two (one on 'Schooling of the disadvantaged groups' and the other on 'dropouts') have</li> </ul>

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	<p>4. Incidence of dropouts in village Dhani Khushal (Bhiwani)</p> <p>5. Use of libraries</p> <ul style="list-style-type: none"> <li>- Course on Research Methodology was organised by NCERT for the lecturers working in DIETs/SIEMT at the state request. Each DIET would be undertaking one study during the next year.</li> <li>- MAS in Phase II districts in 2000 conducted by SIEMAT, Bhiwani.</li> <li>- The comparative assessment of the performance of Class-I/II &amp; IV/V on BAS-1997 &amp; MAS-2000 has been made.</li> <li>- Teacher talent bank data of 4 districts namely Bhiwani, Kaithal, Jind &amp; Sirsa completed &amp; data collection in 3 districts Mohindergarh, Hisar &amp; Gurgaon, is in progress.</li> <li>- Ten studies carried out on assessment of training needs of</li> </ul>		<p>of Primary School Headmasters', was to be completed by April 2001 but is still in progress.</p> <ul style="list-style-type: none"> <li>- Integrative approaches in classroom practices</li> <li>- Impact of DPEP intervention on Tribal Education Progress</li> <li>- Multi level status of parents and the academic progress, envisaged in DPEP- Critical study</li> <li>- People's participation in the implementation- a critical assessment.</li> <li>- Learning Environment provided for developing process skills through Environmental study in Primary Classes - An Analytical study.</li> <li>- Study of Functional efficiency of schools,</li> <li>- Community participation in development of primary education</li> <li>- Technical Assessment Survey in DPEP-I districts</li> </ul>	<p>two research studies were in progress. In total, 11 research studies have been completed so far.</p> <ul style="list-style-type: none"> <li>- Baseline evaluation study conducted.</li> <li>- A review of primary education packages in MP was conducted by the IIM(Ahmedabd). The objective of this study was to identify some policy direction for the future. A detailed analysis was made of the process of curriculum development, production of teaching-learning materials, process of teacher training material development, teacher training, classroom transaction etc.</li> <li>- Diagnostic study on primary and upper primary education was conducted in each district. The aim of these studies was to assess the situation of Elementary Education and to formulate further strategies based on</li> </ul>	<p>and completed by the research wing. Report has been sent to Government of India. Sharing workshops have been conducted in all the three districts.</p> <ul style="list-style-type: none"> <li>- Training in the analysis of EMIS data conducted in all the districts.</li> <li>- Commissioned six studies by outside experts. Conducted research methodology courses.</li> <li>- A common evaluation test is to be conducted during April 2001 for the students of Std. V to assess their performance.</li> <li>- Analysis of the data computerised on the previous achievement tests held during April 2000 has been undertaken by the Block, District and State level officers. Performance of individual schools have been assessed and schools classified according to performance Remedial measures</li> </ul>	<p>been launched.</p> <ul style="list-style-type: none"> <li>- A scheme of continuous comprehensive evaluation has been developed and launched on experimental basis in Kaverypattinam block in Dharmapuri District.</li> <li>- Item banks for classes I to V being developed, field tested, printed and distributed to all the schools.</li> <li>- A general report and special report on gender perspective were brought out.</li> <li>- During 1997-98, a cohort study was conducted in 9 blocks of 3 DPEP districts to assess the efficiency of the schools and the achievement levels of children. The study was extended to all the 106 blocks during 1999-2000 by collecting data from all the primary schools.</li> <li>- Analysis and comparison of two cohort studies undertaken at the school, cluster, block, district and state levels.</li> </ul>

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		<p>primary school teachers and future projections for evaluating training programmes and facilitating further improvement in training packages.</p> <ul style="list-style-type: none"> <li>- Compiled abstracts of research study relating to primary education undertaken under DPEP and in the State universities.</li> <li>- Consolidated on going pupil's evaluation practices at primary level in the State.</li> <li>- Organised five days workshop on survey research for DIET lecturers.</li> </ul>			<p>the findings to plan for UEE.</p> <ul style="list-style-type: none"> <li>- A study was conducted to assess the impact of migration on the education of tribal children, with special reference to Bhil tribe in Jhabua district. Finding of the study helped to formulate an innovative scheme called "<i>Shiksha Ghar</i>" for the children of migrating parents.</li> <li>- A study was conducted to evaluate the factors responsible for enrolment, retention, and achievement of students and of teacher training and schools variables on them. This study was conducted by a private agency called Indian Institute of Development Management, Bhopal in two districts Dhar and Chhatarpur.</li> </ul>	<p>on the findings undertaken. Training on hardspots given to Std. V teachers for remedial teaching.</p> <ul style="list-style-type: none"> <li>- A state level workshop on Action Research was conducted at the District Gadchiroli for districts level Research Assistants and others interested in conducting research. The theme of the workshop was 'How to Write on Action Research and present it to the concerned persons.'</li> <li>- A State level workshop was conducted at Parbhani from February 6-8, 2000 by the Research and Evaluation department of MPSP, Maharashtra. The theme was "to study the style of presentation of Action Research prepared by districts research assistants". A study conducted by Research Assistant Jaina for finding out the possible reasons for the drop out in school.</li> </ul>	<ul style="list-style-type: none"> <li>- Among the on-going Activities are (i) Study on Classroom Culture and Processes where the DPEP Tamil Nadu is participating with the other sister DPEP States articulating a National plan initiated by Ed.CIL, and (ii) Continuation of the on-going District-Based Research Projects and those by Mainstream Researchers (sponsored Research projects).</li> </ul>

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
(iii) Areas in Focus for the Current Year	<ul style="list-style-type: none"> <li>- Enrolment, retention, community participation, teacher motivation, socio-cultural influence, NFE, classroom transaction processes, early childhood education etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Schooling process and effect on learning, gender bias in material, role and function of DPEOs, TNA of teachers, TNA of disabled children, development of tests in Hindi, institutional development, role of development, role of VECs, change in attitude of teachers, absenteeism, vocabulary enrichment, delegation of powers, oral arithmetic, use of the material, co-curricular activities etc.</li> <li>- School and teachers' grants.</li> </ul>	<ul style="list-style-type: none"> <li>- MLL, use of blackboard /use of support material, tribal education, achievement of competencies, classroom practices etc.</li> <li>- Gender and Equity issues in UPE</li> </ul>	<ul style="list-style-type: none"> <li>- Studies on IEDC, Women empowerment, EOCE and Tribal Education programme under DPEP.</li> <li>- Teaching of Malayalam &amp; maths, teacher education, classroom processes, functioning of CRC and school resource groups</li> </ul>	<ul style="list-style-type: none"> <li>- School effectiveness, classroom processes, successful alternate education programmes etc.</li> <li>- Cohort study to assess the dropout and Transition Rates</li> <li>- Micro study (in a case study mode) to understand the critical factors for quality education.</li> <li>- Studies on - Enrolment pattern; Transition pattern; Equity issues; Community participation and Classroom processes</li> </ul>	<ul style="list-style-type: none"> <li>- A State level workshop organised by the SCERT, Pune on 7-8 November 2000.</li> <li>- Disabled children education, migratory pattern, access &amp; retention, learning needs of tribal children, workload, introduction of textbooks, school efficiency, state finance etc.</li> <li>- Study of declining enrolment</li> <li>- Impact assessment of multi-grade teaching project</li> </ul>	<ul style="list-style-type: none"> <li>- Local escort system, dropout phenomenon, enrolment and retention, functioning of VLCs etc.</li> <li>- Research proposals have been shortlisted by a screening committee; eight studies are to be launched shortly.</li> <li>- Case Study (CS) as a new area for both Capacity building and Promotion purpose has been taken up. Initial Concept Clarification and Advocacy Workshop was organised recently with a backup reference material.</li> </ul>

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
		<p>/ Block level and also at the state level. Report writing workshops conducted in January / February, 2001.</p> <p>- Activities proposed for the future include organisation of workshops to edit the reports of Action Research and presentation, sharing and publication of the study reports.</p>					
<p>3. Promotion of Research in Primary Education</p> <p>(i) Strategy</p>	<p>- SPO, through a workshop identified priority areas for research. Each year, major and minor studies planned and budgeted by SPO's R&amp;E unit.</p> <p>- A resource inventory developed for tapping resource.</p>	<p>- SCERT and SIEMAT prioritised areas for research in 1998. From SPO, activities are primarily based on suggestions offered by JSMs and experts in various functional areas.</p> <p>- Researchers are also invited to submit proposals on important issues.</p>	<p>- A state-level Resource Group guides in identifying areas for research and engaging institutions.</p> <p>- Emerging research needs during programme implementation has been addressed on a priority basis.</p>	<p>- A recent meeting in SPO identified 12 areas of priority for research. External and internal institutions will be involved in the conduct of these research studies.</p>	<p>- Emerging research needs addressed on priority.</p> <p>- SCERT pursuing own research agenda under DPEP.</p> <p>- Priority areas for research at different levels have been identified.</p> <p>- External &amp; Internal agencies are involved.</p>	<p>- Workshops conducted at district and state level for prioritising research areas.</p> <p>- Reputed institutions were involved at the state level. At the district level, mostly done by system functionaries.</p>	<p>- R&amp;E wing identified areas for research and pursued the same till 1997.</p> <p>- Research Advisory Committee set up. Strategy being developed and areas identified.</p>
(ii) Activities	<p>- State-level workshop on the final reports of four research studies on low enrolment in phase I districts in May 2000.</p>	<p>- 32 total research studies done. Four of these focussed on gender issues such as gender bias in textbooks.</p>	<p>- 16 research studies completed so far and 15 in progress.</p> <p>- The Mid-term Assessment Survey in DPEP II districts has</p>	<p>- Nine research studies on various aspects of primary education being undertaken by external experts; these are to be completed by April, 2001.</p>	<p>- EMIS analysis up till the year 1999-2000 has been completed.</p> <p>- Draft report of Impact evaluation of DPEP prepared.</p>	<p>- The 'Study on enrolment, attendance and retention of primary school children in 5 DPEP phase I districts' conducted by a private</p>	<p>- MAS for phase II district was undertaken and completed by the research wing. The report has been submitted to MHRD. Sharing workshops</p>



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<p>4. Academic Monitoring</p> <p><i>Modes and Methods</i></p>	<ul style="list-style-type: none"> <li>- General review meetings at all levels of management structure.</li> <li>- CRC meeting in every month.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring physical and financial targets of programme implementation.</li> <li>- Monitoring of civil works by Engineering Wing of DPEP. It is also involved in Sample Monitoring in the districts.</li> <li>- Second national workshop on Sample Monitoring and Evaluation (SAME) was conducted in Guwahati in January 1999.</li> <li>- Academic monitoring visits by ARG in every block.</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring review meetings at district/state, SCERT levels.</li> <li>- SCERT and DIET personnel also involved in academic monitoring.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring physical and financial targets of programme implementation.</li> <li>- Specific studies also conducted in districts by DIETs, DPO and BRCs on retention, enrolment etc.</li> <li>- SIEMAT has developed the following formats for Progress report card; Monitoring Proforma for schools, CRCs, not; BRCs, summer camps, ETT, AS centres and training.</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring review meetings at district/state (SCERT) levels.</li> <li>- Resource groups undertake academic monitoring.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc. PMIS for monitoring physical and financial targets of programme implementation.</li> <li>- Research studies are discussed at BRC/CRC level to aid academic monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly review meeting at block, DPO and SPO level. Calendar of activities drawn at each level.</li> <li>- Monitoring visits by district and state resource group members, visits by nodal officers from SPO.</li> <li>- Report (print &amp; video) of the workshop on sample Monitoring and Evaluation (SAME) organised in August, 1998 by Kerala SPO released.</li> <li>- Evaluation Committee set-up at State, District &amp; Block levels representatives of teachers, educators and PRI representatives for achieving.</li> <li>- Conducted monthly review meetings of districts at the State level</li> <li>- Developed two formats (PMS-Annex-I and Annexure-II) for</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly review meeting at block, DPO, SCERT and SPO level.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring physical and financial targets of programme implementation.</li> <li>- DPOs involved in academic and physical targets monitoring through BRCs/CRCs and schools.</li> <li>- Also involved in Sample Monitoring in districts.</li> <li>- Attendance Monitoring data is collected at present from sample districts.</li> <li>- The achievement level of children will be monitored on quarterly basis from the year 2000-01.</li> <li>- Academic monitoring of schools from all the levels with the help of a well structured format based on quality indicators.</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly review meeting at block, DPO, SPO and SCERT level.</li> <li>- SCERT and DIETs are also involved in academic monitoring.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring physical and financial targets of programme implementation.</li> <li>- Model cluster approach adopted for monitoring.</li> <li>- Competency-based question banks. Cluster-level bank available at each cluster.</li> </ul>	<ul style="list-style-type: none"> <li>- Monthly review meeting at block, DPO and SPO level.</li> <li>- DIETs and BRCs involved in school monitoring.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring physical and financial targets of programme implementation.</li> <li>- BRCs involved in monitoring access, retention and academic issues.</li> <li>- Special series on gender and other equity concerns prepared and training imparted in the EMIS data analysis.</li> </ul>

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
				<p>State level monitoring of the BRCs.</p> <ul style="list-style-type: none"> <li>- PEDSK President has reviewed the activities of DPEP in districts.</li> <li>- In districts VEC level monitoring teams have visited schools, and CRCs. They have suggested measures for improving quality in education.</li> <li>- Joint visit of DEO, AEO and BRC Co-ordinators were conducted.</li> </ul>	<ul style="list-style-type: none"> <li>- Monitoring of schools through problem solving approach and in a research mode.</li> </ul>		
<p><b>5. Impact Assessment</b></p> <p><i>Areas in focus, Strategy and Evaluations Undertaken</i></p>	<ul style="list-style-type: none"> <li>- Areas of impact assessment identified in the 2<sup>nd</sup> SAME workshop; focus on processes as well as outcomes. Current evaluations by system personnel, external agencies used for impact assessment on major interventions.</li> <li>- Functioning of SCERT, DIETs, BRCs, CRCs, community mobilisation and functioning of VECs, impact of new</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher Training, Civil Works, DIETs, CRCs, BRCs, Anganwadi worker training, Competency skills in maths and language, Learner Achievement, School and Teacher Grant.</li> <li>- Evaluation of ongoing training programmes conducted to improve competency of primary school teachers by IDC.</li> <li>- Developed question bank in Maths, Hindi and EVS for</li> </ul>	<ul style="list-style-type: none"> <li>- Areas for evaluation identified and discussed.</li> <li>- Studies undertaken on MLL competencies and textbooks, classroom processes, Access, Enrolment, Learning Achievement, School and Teacher Grants.</li> </ul>	<ul style="list-style-type: none"> <li>- MLL based textbooks, Changed pedagogy, School &amp; Teacher Grants, VECs, Learning Achievement, Classroom Processes, Teacher Training, Management Processes.</li> </ul>	<ul style="list-style-type: none"> <li>- On all interventions in Gender, Media, Tribal, Alternative Education and Civil Works by respective units in SPO. Classroom Processes by external institutions.</li> <li>- Evaluation of TLM package namely, Seekhana Sikhana package, alternative schooling package and Khushi-Khushi package of Eklavya, being undertaken by Eklavya.</li> <li>- Evaluation of</li> </ul>	<ul style="list-style-type: none"> <li>- Access, enrolment and retention; utilisation of infrastructure grants; Baseline test for multi-grade schools; cohort study on attendance; field testing of textbooks.</li> <li>- 5% sample checking consultancy under finalisation</li> <li>- ToR for study on declining enrolment ready</li> <li>- National study on classroom culture and processes from gender perspective-</li> </ul>	<ul style="list-style-type: none"> <li>- Areas Learner Achievement, Access, Retention, School and Teacher Grants, NFE, Study on Local Escorts.</li> <li>- A common evaluation test for class V students to assess their performance was conducted in April 2000. Analysis of the data was undertaken by block, district and state-level officers.</li> <li>- On the basis of this test, performance of</li> </ul>

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<p>teaching-learning practices, enrolment and retention, teaching mathematics and language.</p> <ul style="list-style-type: none"> <li>- A study on evaluation of effectiveness of Alternative Schooling centers in the districts of Kokrajhar and Bongaigaon is going on.</li> <li>- Two studies on difference of home language with that of medium of instruction and its impact on childrens' learning achievement in SFG area of five DPEP districts are also going on.</li> <li>- A comparative study on classroom transaction in Darrang and Morigaon district completed and report shared in State level.</li> <li>- an evaluation study on the Education of the Refugee camps of Bongaigaon and Kokrajhar is going on.</li> </ul>	<p>class-IV children.</p> <ul style="list-style-type: none"> <li>- Developed tools for the evaluation of newly developed competency based text books- <i>Hanste Gaate, Tarang, Hum-joli, Maje Maje Me</i> for classes 1-4 and their teacher guides.</li> </ul>			<p>pedagogical remedial processes and evaluation processes by external agencies.</p> <ul style="list-style-type: none"> <li>- Internal evaluation of classroom processes.</li> <li>- Impact analysis of interventions like 'Head Start'.</li> </ul>	<p>training and sample study completed.</p> <ul style="list-style-type: none"> <li>- Three days state level workshop of DIET and district representatives conducted to finalise research design for impact of multi-grade teaching project under DPEP.</li> <li>- Cohort study to find completion and dropout is under process, data collection over by 30<sup>th</sup> September.</li> <li>- Data collection for TAS completed &amp; Reports prepared.</li> </ul>	<p>individual schools was assessed and remedial measures were undertaken. Training on hardspots given to teachers for remedial teaching.</p> <ul style="list-style-type: none"> <li>- Achievement test for all the pupils of Std. V held this year also during April 2001.</li> <li>- Analysis of the performance levels of Std. V students in achievement test conducted during April 2000 and April 2001 has been undertaken for remedial action.</li> </ul>

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
	<ul style="list-style-type: none"> <li>- TOR for three studies in the SFG area prepared and agency for conducting the same is identified.</li> <li>- TOR for 5% Sample check of EMIS data collected during 2000-01.</li> <li>- Areas in focus at present include teacher training, multi-grade teaching, effect of intervention in tribal and gender areas, classroom processes, classroom processes, community participation and low enrolment in schools.</li> </ul>						
6. <i>Networking</i>	<ul style="list-style-type: none"> <li>- A Resource Inventory of institutions developed by SPO from within and outside state. This expertise is used for R&amp;E activities. SPO utilised services of post-graduate students of different universities for various research projects. Study on VEC completed in 1998.</li> </ul>	<ul style="list-style-type: none"> <li>- 14 institutions identified as part of state level capacity building programme. Networking established with national level institutions also. Regular interface organised with the institutions and universities. SCERT &amp; SIEMAT are also undertaking activities for enhancing the limited resource base in the state by cross interaction between national and state level institutions.</li> </ul>	<ul style="list-style-type: none"> <li>- R&amp;E wing of SPO organises meetings of the state-level Resource Group</li> <li>- RIE identified for assisting in R&amp;E activities and involving in capacity building programmes.</li> <li>- RIE has actively collaborated in guiding DPEP researchers.</li> </ul>	<ul style="list-style-type: none"> <li>- SPO has identified institutions, universities and experts for various R&amp;E activities. On action research, working closely with university departments of education. 24 national and state level resource centres tapped for various capacity building and planning and implementation needs in R&amp;E.</li> </ul>	<ul style="list-style-type: none"> <li>- Resource Inventory of research institutions developed by SPO.</li> <li>- External institutions are mainly used for evaluation.</li> <li>- Networking is also established with Education Departments of leading universities in the state for assistance in R&amp;E activities.</li> <li>- <b>All the DIETs of the state are linked in the activities of Research and Evaluation.</b></li> </ul>	<ul style="list-style-type: none"> <li>- R&amp;E unit (SPO) has a resource panel of 16 institutions which is utilised for R&amp;E activities and capacity building. SCERT has also undertaken initiative for interface with universities. It organised a meeting with universities and other leading institutions for exploring collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>- The second state-level workshop to identify priority areas including participants from all leading universities in the state was held in March '99.</li> </ul>

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	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
		<ul style="list-style-type: none"> <li>- All the seven Govt. Elementary Teacher Training Institutes were linked to DPEP and their Principal and Lecturers attended orientation programmes.</li> </ul>			<ul style="list-style-type: none"> <li>- NGOs and retired persons (educationists) were involved in the process.</li> </ul>		
7. Dissemination and use of outcomes	<ul style="list-style-type: none"> <li>- Research outcomes are published in the journal published by DPEP Assam. Findings are used in developing strategies for area-specific interventions by districts.</li> <li>- Dissemination of researches carried out was done in the Second SAME workshop.</li> </ul>	<ul style="list-style-type: none"> <li>- SCERT conducted dissemination workshops on all major evaluations. Evaluations on teacher training used for refining the programmes. Findings published in in-house journals.</li> </ul>	<ul style="list-style-type: none"> <li>- Most of the evaluations are conducted concurrently and the results used for mid-course corrections and changes in methodology.</li> <li>- A report on Action Research has been published by the SPO in collaboration with RIE, Mysore and has been widely disseminated.</li> <li>- A compendium of research studies has been brought out.</li> <li>- Findings of Mid-term Assessment Survey of DPEP-II districts shared with the districts at a state level workshop.</li> </ul>	<ul style="list-style-type: none"> <li>- Results from the action researches undertaken by teacher and BRCs shared in CRC Meet with teachers. Concurrent and external evaluations conducted during teacher training programmes helped in revising the planning and conduct of the programme. Outcomes of major studies are disseminated through print media also.</li> </ul>	<ul style="list-style-type: none"> <li>- Concurrent evaluations used for mid-course corrections and changes in approach.</li> <li>- In-house journals are carrying the major outcomes for further use.</li> <li>- Workshops at state as well as district levels were conducted for dissemination of outcomes.</li> <li>- Findings were used to formulate policies and strategies to strengthen the programme.</li> <li>- Integrated Learning Material (ILM) developed on the basis of outcomes of IIM study.</li> </ul>	<ul style="list-style-type: none"> <li>- SCERT organised dissemination workshops on learners' achievement and social assessment studies and the findings were used in AWP&amp;B preparation.</li> <li>- Districts have organised dissemination workshops for sharing action research outcomes.</li> <li>- State-level workshop on MAS findings held.</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing workshop on the findings of MAS organised at the BRC level.</li> <li>- Sharing workshops were held for LES study, EMIS data analysis and study on 'hard spots'.</li> <li>- A Sharing Workshop to share the major findings from the MAS in Phase II Districts was held. A detailed document containing the material for the workshop was brought out to ensure effective dissemination of the matter.</li> </ul>

**DPEP - II, III AND IV STATES**

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
<b>1. Organisation &amp; Management</b>								
<b>(i) Staffing</b>	<ul style="list-style-type: none"> <li>- R&amp;E Cell established at SPO. Two lecturers are employed in this cell.</li> <li>- At the district level (DPO), one lecturer from DIET was identified as R&amp;E Coordinator in DPEP I districts. Coordinators were identified in DPEP II districts as well.</li> </ul>	<ul style="list-style-type: none"> <li>- Two State Resource Persons in SPO in place.</li> <li>- Selection process for Research Associates initiated.</li> </ul>	<ul style="list-style-type: none"> <li>- R&amp;E Asstt. in place. SPO set up SRG for R&amp;E.</li> </ul>	<ul style="list-style-type: none"> <li>- R&amp;E Cell in SPO and DPO, one Evaluation Coordinator in SPO and one in each DPO working.</li> </ul>	<ul style="list-style-type: none"> <li>- R&amp;E Unit in SPO is responsible for all research activities.</li> </ul>	<ul style="list-style-type: none"> <li>- R&amp;E Officer at SPO is in position.</li> <li>- At the state level, SIERT having separate wing for R&amp;E; an Officer and other supporting staff in position.</li> <li>- At the district level, District Education Research Forum is working under the guidance of Principal, DIET and DEO.</li> </ul>	<ul style="list-style-type: none"> <li>- A Joint Director looks after R&amp;E component in the SPO.</li> </ul>	<ul style="list-style-type: none"> <li>- Research Cell consisting of Fellows and one Coordinator at SPO looks after R&amp;E.</li> </ul>
<b>(ii) Other Institutions Role</b>	<ul style="list-style-type: none"> <li>- R&amp;E units have been formed in the SCERT and DIETs. SCERT continues to lead the R&amp;E programmes in coordination with DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>- SIEMAT, SCERT, Universities and Research Institutions are being involved in evaluation.</li> <li>- State Evaluation Team (SET) constituted and trained. The NIRD, Hyderabad, provided resource support for the training of SET members.</li> </ul>	<ul style="list-style-type: none"> <li>- State Research and Advisory Committee set up by SCERT in coordination with SPO.</li> </ul>	<ul style="list-style-type: none"> <li>- NCERT and H.P. University (HPU).</li> <li>- Capacity building in action research taken up with the help of NCERT and HPU.</li> <li>- DIETs are actively participating in the programmes.</li> </ul>	<ul style="list-style-type: none"> <li>- Dy. Director for R&amp;E in SCERT.</li> </ul>		<ul style="list-style-type: none"> <li>- SIEMAT &amp; SCERT implement and monitor the R&amp;E programmes. Core Resource Groups set up in all DIETs.</li> </ul>	<ul style="list-style-type: none"> <li>- Collaboration with IIM-C, ISI, School of Women Studies, Jadavpur University &amp; School of Women Studies, Calcutta University, Presidency College.</li> </ul>
<b>(iii) Advisory Groups</b>	<p><b>(a) Research</b></p> <ul style="list-style-type: none"> <li>- SPO: A State-Level Research Advisory Committee comprising 10 members has been formed under the chairmanship of Commissioner and Director of School Education.</li> </ul>	<ul style="list-style-type: none"> <li>- State Resource Group in place.</li> </ul>		<ul style="list-style-type: none"> <li>- Research Advisory Committee set up at state level.</li> </ul>	<ul style="list-style-type: none"> <li>- Research Advisory Committee setup.</li> </ul>		<ul style="list-style-type: none"> <li>- SPO set up a Policy Research Advisory Committee. Separate committee exists for SCERT &amp; SIEMAT. Last meeting held on 17<sup>th</sup> September, 2001.</li> <li>- SCERT builds up</li> </ul>	<ul style="list-style-type: none"> <li>- State Research Cell constituted.</li> <li>- District Action Research Group constituted at district level.</li> <li>- Research Advisory Group (RAG) set up. Meeting is held every quarter to discuss studies to be taken up.</li> </ul>

**DPEP - II, III AND IV STATES**

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	<ul style="list-style-type: none"> <li>- DPO: A District Level Advisory Committee with 5 members was constituted under the chairmanship of the District Collector.</li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>- SPO: State Level Evaluation Core Team (SECT) was formed with functionaries of SCERT and SPO.</li> <li>- DPO: At the district level, District Evaluation Core Teams (DECT) were formed with 22 members (2 DIET Lecturers and 20 MRPS).</li> <li>- District Evaluation Teams (DET) with 20 members (teachers of primary schools) were constituted for collection of R&amp;E data.</li> </ul>						the capacities in each DIET to conduct & analyse the evaluation & Research studies.	
<b>2. Action Research Programmes</b>								
<b>(i) Operational Levels and Status</b>	<ul style="list-style-type: none"> <li>- SCERT, DIET, MRPs and teachers to be the target groups.</li> <li>- A pre-launching session for Action Researchers was organised at SPO in Feb. 1999. Reports of action research projects were received and the other 19 projects were in progress.</li> <li>- Promotion of Action Research activities at</li> </ul>	<ul style="list-style-type: none"> <li>- State level Action Research Group formed and trained.</li> <li>- District level Action Research Group formed and trained.</li> <li>- Action research training conducted for district and programme for sub-district planned. 3 more courses being offered in the current</li> </ul>	<ul style="list-style-type: none"> <li>- The Action research module covering how to write hypothesis, conduct surveys, analyse data, writing reports etc. is ready for printing. It will be used as a guide.</li> </ul>	<ul style="list-style-type: none"> <li>- Capacity building in action research taken up with the help of NCERT and HPU.</li> <li>- Workshops on action research have been organised.</li> <li>- 10 teachers/100 CRCs/DIET teachers engaged in action research.</li> </ul>	<ul style="list-style-type: none"> <li>- Capacity building in Action Research through training &amp; material support.</li> <li>- SCERT oriented primary school head teachers and DIET faculty for</li> </ul>	<ul style="list-style-type: none"> <li>- It is planned to sponsor innovative and Action Research Studies at micro level.</li> </ul>	<ul style="list-style-type: none"> <li>- Core Resource Groups in DIETs are orienting BRC/CRC level people and conducting action research.</li> <li>- SCERT &amp; SIEMA conduct programme for action research every year. 200 studies completed</li> </ul>	<ul style="list-style-type: none"> <li>- Action researches planned at CLRC level. Focus areas include good practices in classroom, enrolment and dropouts.</li> <li>- To develop success stories from intervention achievements at the circle level.</li> </ul>

DPEP - II, III AND IV STATES

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	the school level.	year. - 38 Action Research studies underway in districts.		- 230 action research synopses developed were in progress. - 13 action research studies were completed.	action research. - Two workshops held.		in current year. - SCERT & SIFMAT organised workshop on conduct of priority need based researches with institutes/NGO's in May 2001 to Sept. 2001. - Workshop on Research Methodology in February 2000; and May-August 2001 in this year projects will be completed during Dec. to Jan 2001.	
<i>(ii) Activities conducted</i>	- Training programmes in Action Research organised in collaboration with NCERT in 1998. - Pre-launching session for Action Researchers organised at SPO in February, 1999. - Sharing workshop held in March 1999 to disseminate findings of the study on District level support to DPEP. - 26 Action Research Studies were undertaken; reports of 7 studies received and of 19 studies are awaited.		- Tele-conferencing on action research held in January 2000 orienting 1000 BRC & CRC members & teacher on issues like how to write hypothesis, conduct surveys, analyse data & writing reports etc. - 70 Action Researches completed so far. - 100 Action Research Studies to be undertaken.	- State-level workshop in collaboration with NCERT at Kullu in September 1999. - Two district-level workshops were conducted at Kullu and Nahan in July '99 and Jan. 2000 respectively. - Block-level workshop organised at Anni (Kullu) in Dec. '99. - Thirty-seven participants were trained in an Action Research Workshop conducted in Sirmour District in June 2000.	- 7-days Training of district-level master trainers in action research. - District-level workshops organised for practitioners (BRCC & CRCC) to develop their capacity in action research projects. - 20 minor researches completed and shared. - A module on	- Five projects for Action Research from each district were invited. - These are expected to be completed by the end of Dec. 2001.	- Seven research projects have been completed during Dec. to Jan. 2000. - Screening of the received proposals on the advertised subjects completed and 16 proposals of research & evaluation studies have been approved in the meeting of PRAC held on Sept. 17, 2001.	- 10 issues for action research were identified for 5 DPEP districts. - Action researches planned at CLRC level. Areas are good practices in classroom, enrolment and drop-out etc. - Research teams were identified at state level and district level. - Workshop on Action Research organised for district research teams.



**DPEP - II, III AND IV STATES**

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
				<ul style="list-style-type: none"> <li>- District-level workshop on action research organised in Keylong (Lahaul-Spiti District) in September 2000 in which 30 participants were trained.</li> <li>- State level workshop on "Follow-up of Action Research" from August 21-24, 2001 was organised at Nahan, Sirmour. 30 participants were present.</li> </ul>	<ul style="list-style-type: none"> <li>- Action Research Methodology was developed and distributed.</li> <li>- Abstracts of Action Research projects prepared for wider dissemination.</li> <li>- 14 Action Research projects undertaken by BRCCs/CRC Cs. A booklet 'PROBE' on these project prepared.</li> </ul>			
<b>3. Promotion of Research / Studies in Primary Education</b>								
<i>(i) Strategy</i>	<ul style="list-style-type: none"> <li>- Networking with different institutions at State and National Level for undertaking Research on DPEP activities.</li> <li>- Funding external and in-house researches on the felt needs.</li> <li>- Encouraging Action Research at institutional level through capacity building.</li> <li>- Draw experiences of APPEP Research Programmes in</li> </ul>	<ul style="list-style-type: none"> <li>- Draws from the experience of BEP research programme. Priority areas for the year developed in a meeting at SPO with district and state level participants.</li> <li>- Training in methodology in research in education is being organised.</li> </ul>	<ul style="list-style-type: none"> <li>- 12 areas announced for research through newspaper advertisement. Proposals were being received. Application for 8 more subjects for research and further details were being invited from the scrutinised institutes. After discussion &amp; evaluation of their proposals,</li> </ul>	<ul style="list-style-type: none"> <li>- Research Advisory Committee set up to prioritise the relevant areas.</li> </ul>	<ul style="list-style-type: none"> <li>- To promote research studies and built capacity of district and sub-districts institutes.</li> </ul>			<ul style="list-style-type: none"> <li>- Through workshops and RAG meetings, research priorities are being identified.</li> <li>- Identification of needs of special focus groups, role providing effective intervention. Preparation of reports at the macro-level.</li> <li>- 46 areas finalised</li> </ul>

DPEP - II, III AND IV STATES

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	<p>designing, financing and guiding research activities.</p> <ul style="list-style-type: none"> <li>- Prioritising areas of research and undertaking quick &amp; short-term researches.</li> <li>- Utilising the findings of researches in preparation of AWP&amp;B as a feedback for mid-course correction.</li> <li>- Periodical review of the quality of researches being done by a team of experts.</li> <li>- Orientation of the District R&amp;E Teams on methods of R&amp;E and action research to take up studies in each districts on the problems identified.</li> </ul>		<p>various research projects will be assigned to the selected institute or individual.</p>					<p>for research.</p> <ul style="list-style-type: none"> <li>- Some individual researchers have been identified, who have given research proposals.</li> </ul>
<i>(ii) Activities/Studies conducted</i>	<ul style="list-style-type: none"> <li>- Of the 10 studies cleared by the State Level Research Committee during 1997-98, 8 were taken up by different networking institutions. All 8 studies have been completed.</li> <li>- Six Social Assessment Studies (on SC children, ST children, Minorities, children of Backward classes, Working children, Children in urban slums) were launched in 1998. These were assigned to different researchers. Of these,</li> </ul>	<ul style="list-style-type: none"> <li>- 6 studies (including baseline) completed. 12 studies planned in current year of which, three completed.</li> <li>- Study on education of minority girl children and culture of marginalised communities completed.</li> </ul>	<ul style="list-style-type: none"> <li>- In May-June, 2000, the revised report of Baseline Assessment Survey was submitted to MHRD after incorporating supplementary information.</li> <li>- Revised report on Mid-Term Assessment Survey (MAS) submitted to MHRD in April 2000.</li> <li>- Final report of</li> </ul>	<ul style="list-style-type: none"> <li>- The following research studies were completed:</li> <li>- Universalisation of Primary Education in Himachal Pradesh: A case study of Tissa (Chamba District).</li> <li>- Media support in promoting literacy and education.</li> <li>- Educational problem of primary-level children in Kullu District.</li> <li>- Utilisation of non-human resources at</li> </ul>	<ul style="list-style-type: none"> <li>- The following 7 research projects were commissioned through the DIET faculty members:</li> <li>- Socio-economic and cultural life in Bansipal block and its impact on primary education.</li> <li>- In teaching of mathematics in Kalahandi &amp; Bolangir districts.</li> </ul>		<ul style="list-style-type: none"> <li>- Sharing workshop of Research findings held in January 1999. Latest meeting held in January to May 2001.</li> <li>- Following studies have been completed :               <ol style="list-style-type: none"> <li>1. Making a difference document on the experiences of UP BEP and DPEP in the area of girls' education revised and updated.</li> </ol> </li> </ul>	<p>Studies completed include:</p> <ul style="list-style-type: none"> <li>- Study on infrastructural facilities in primary education by an NGO (Sampark).</li> <li>- Critical analysis of DISE data by Prof. T.K.Ghara, Presidency College.</li> <li>- Study on school efficiency - number of pupil years covered in completing primary education.</li> <li>- Impact of student's attendance on transition pattern</li> </ul>

**DPEP - II, III AND IV STATES**

Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
<p>reports of 3 studies (on SC children, Working children and ST children) have been received and of the other three are awaited..</p> <p>Out of the 15 studies (7 external and 8 in-house) for which proposals were received, the State-level Research Committee cleared 7 studies (3 external and 4 in-house) and they were taken up during 1998-99. These studies are in progress. One of the external studies by ORG, Hyderabad was completed and report submitted. The in-house studies were not taken up. As such, two external studies are in the final stage of completion.</p> <p>At the district level, 7 research studies in Warangal and 8 studies in Vizianagaram are in progress. Reports of 4 studies completed in Warangal district have been received.</p> <p>Conducted 3 workshops during May-June 2000 to prepare Module on Pupil Assessment procedures in Primary Classes in both Scholastic and non-scholastic areas.</p>		<p>the Social Assessment study has been submitted to MHRD.</p> <ul style="list-style-type: none"> <li>The final report of the study on student achievement profile in all subjects (class III-VI) conducted throughout the state was submitted last year.</li> <li>14 state level - 125 district level and 100 to 200 BRC/CRC level research studies were in the pipeline.</li> <li>Case studies of DIETS, ICDS/ECCE schemes, migration tribes, multigrade teaching, teacher laziness, optional schooling, out-of-school children, low retention of girls etc in under progress.</li> </ul>	<p>primary stage of education.</p> <ul style="list-style-type: none"> <li>Parental preferences for quality education at primary stage.</li> <li>Study on the achievement level in Mathematics in Kullu District (initiated as a follow-up to MAS findings).</li> <li>Participatory research study on community participation in DPEP.</li> <li>Thirty-two participants were trained in the state-level workshop on pupil evaluation with special focus on Continuous and Comprehensive Evaluation (CCE) at SPO in May 2000.</li> <li>District-level workshop on CCE organised at Keylong in September 2000 and Sirmour from February 7-9, 2001.</li> <li>An Internal Review Mission reviewed programme implementation in 12 districts during February 2000.</li> <li>A workshop on the</li> </ul>	<ul style="list-style-type: none"> <li>Five evaluation studies of teacher training and classroom processes in 5 blocks. Final reports of these studies were to be ready by March, 2001</li> <li>R&amp;E Unit has taken up 17 small research studies primarily based on DISE data and household survey findings. These studies are being conducted through DIETs, NGOs working at the district level</li> <li>23 short-term research projects were conducted through the faculty members of DIET/ST schools.</li> <li>These studies are on: <ul style="list-style-type: none"> <li>Girl child's education (5)</li> <li>Education of disabled children (4)</li> <li>Teacher training (8)</li> </ul> </li> </ul>		<ol style="list-style-type: none"> <li>Social/cultural context of female school dropouts of Etawah</li> <li>Improving effectiveness of early childhood care and education in U.P.</li> <li>Evaluation of Pilot Project of Work Experience for girls of upper primary schools in U.P.</li> <li>Problems and prospects of double shift schools.</li> <li>Documentation of the Model Cluster Approach in Begumganj Cluster, Hardoi</li> <li>Documentation of the Model Cluster Approach in four districts.</li> </ol> <p>20 research studies conducted by SIEMAT are available</p> <p>MAS has been completed by SCERT in Sept 2000.</p>	<p>in primary education.</p> <ul style="list-style-type: none"> <li>Financial investment in primary education.</li> <li>BAS in expansion districts done by ISI.</li> <li>Study on Gender on existing districts done by ISI.</li> <li>Mid-term assessment survey in existing districts by SPO.</li> <li>Subject-wise study of achievement levels</li> <li>Analysis of achievement levels in DPEP and non-DPEP districts.</li> <li>Studies conducted: <ol style="list-style-type: none"> <li>Role of Panchayats in Primary Education by IIM-C</li> <li>Study on gender issues in Birbhum.</li> <li>Survey of primary schools in DPEP blocks.</li> </ol> </li> </ul> <p>The following studies were completed:</p> <p>Survey of</p>

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	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	<ul style="list-style-type: none"> <li>- Conducted a pilot study on dropouts through cohort analysis in Visakhapatnam and Mahbubnagar District to study the enrolment and retention rates of pupils in Class I to V in April 2000. A study one cohort analysis of dropouts in classes I to V was conducted in 2 mandals of Visakhapatnam and Medak districts was submitted in Nov. 2000.</li> <li>- <u>The Modules on</u> - <u>The Modules on</u> Pupil Assessment Procedures developed were printed and supplied to all primary schools in the State.</li> <li>- A workshop for capacity building of state and district-level functionaries conducted at NIRD, Hyderabad in March '99 on data analysis of SPS in collaboration with DFID.</li> <li>- Training at NIRD, Hyderabad on data analysis techniques for DIET lecturers, SPO &amp; SCERT staff.</li> <li>- Conducted a two-day seminar on strategies for pupil evaluation at primary stage in the context of DPEP in Jan. '99.</li> </ul>			<ul style="list-style-type: none"> <li>evaluation of Text books for Class I &amp; II conducted.</li> <li>- Research Coordinator from SPO participated in National workshops on (a) planning process 8-12 February, 2001 at Hyderabad; and (b) classroom process study at New Delhi from January 23-25, 2001; and (c) in the 7<sup>th</sup> R&amp;E Coordinator meeting from 12-14, 2001 at Allahabad. Allahabad.</li> <li>- District level workshops on CCE organised at Nahan, Sirmour for 35 participants April, 2001 and DIET Kullu for 40 participants in June, 2001.</li> <li>- Study conducted on decline in class-I enrolment in district Chamba and Sirmour districts in February, 2001.</li> <li>- Sample study conducted on availability and use of library books in primary schools and impact of teachers training &amp;</li> </ul>	<ul style="list-style-type: none"> <li>- Alternative schooling (2)</li> <li>- Community mobilisation (1)</li> <li>- Institutional development (2).</li> <li>- Their research abstracts (Vol. II) have been prepared and printed and shared with the district and state level functionaries.</li> <li>- Abstracts Vol. I</li> <li>- Abstracts Vol. II covering 28 studies has also been published.</li> <li>- A cohort dropout rate analysis on experimental basis to be conducted in Kalahandi District.</li> <li>- Four studies were commissioned through the DIET faculty members of Keonjhar district.</li> <li>- A study on "Causes of Low Enrolment and Retention of SC Children" to be</li> </ul>			<ul style="list-style-type: none"> <li>Learning Improvement at Falta Block</li> <li>- Study on SC/ST students in DPEP districts based on MAS '99</li> <li>- The following studies were undertaken:</li> <li>- Study on TLM utilisation at Birbhum, Cooch Behar, South 24 Parganas, Murshidabad &amp; Bankura.</li> <li>- Study of Repeaters in Cooch Behar</li> <li>- Study on the achievement levels of SC/ST-girls enrolment in the district of Murshidabad.</li> <li>- Workshop organised for orientation of district investigators on data collection for studies initiated.</li> <li>- Completed a study on the assessment &amp; improvement in the present status of</li> </ul>

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Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
<ul style="list-style-type: none"> <li>Capacity building programmes for SECT, DECT, DET conducted on evaluation and data collection methods in 1998.</li> </ul>			<ul style="list-style-type: none"> <li>community participation in Sirmour district in February 2001.</li> </ul>	<ul style="list-style-type: none"> <li>undertaken by the R&amp;E wing of SIEMT.</li> <li>A study on State Finance in Elementary Education with the help of Xavier IMB, Bhubaneswar has been completed.</li> <li>The following research studies have been completed (i) Declining enrolment in class-I in Kalahandi &amp; Sambalpur districts; (ii) Low enrolment of Girls in Rayagada &amp; Gajapati districts; (iii) High dropout rate of girls in Kalahandi. Findings of these studies shared with DIETs, BRCs, CRC, etc.</li> <li>14 small studies on</li> </ul>			<ul style="list-style-type: none"> <li>Mathematics in certain areas of South 24 Parganas.</li> <li>Post Enumeration Study on DISE on the basis of a 5% sample in Cooch Behar and South 24 Parganas.</li> <li>Baseline study was conducted in selected circles in each district to identify prerequisites for the school based learning improvement programme.</li> </ul>

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	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
					tribal issues, 2 studies on problems of girls child on study each on functioning of Anganwadi Centre and difficulties faced by SC boys and girls and socio-economic issues).			
(iii) Areas in Focus for the Current Year	<ul style="list-style-type: none"> <li>- Teacher motivation, classroom practices, teaching environment, textbook evaluation, <del>textbook evaluation</del>, community participation in school development, education of girls, child labour, children with special educational needs and cohort analysis of dropouts.</li> <li>- Promotion of small scale Researches by MRPs &amp; classroom teachers. A notification was published in daily newspapers &amp; Chaduvu magazine of June, 2001 inviting applications from teachers and MRPs to undertake small scale research on 15 identified topics related to the interventions of DPEP. A State level workshop was organised from</li> </ul>	<ul style="list-style-type: none"> <li>- Community Participation in schools; Type of Management (Pvt. management (Pvt. and Govt.) of schools; Evaluation of programmes and pupil's evaluation.</li> <li>- Training of SET completed. Internal and external evaluation. SET report-shared with the districts.</li> <li>- SIEMAT has separate agenda for research.</li> <li>- Research based on the findings of EMIS data.</li> </ul>	<ul style="list-style-type: none"> <li>- Alternative schooling, IED, Enrolment &amp; Retention. Retention, quantitative techniques for educational research, qualitative research etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Documentation of all the studies and implementation of research findings to improve the learning achievements of the students.</li> <li>- Documentation of all action researches and implementation of findings/results.</li> <li>- Implementation of MAS findings.</li> <li>- Continuous &amp; Comprehensive Evaluation to be continue.</li> <li>- A study on classroom culture &amp; processes from the Gender perspective planned.</li> <li>- Impact of teacher training programme in H.P.</li> <li>- Evaluation of IED</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing workshops for dissemination of research findings.</li> <li>- Commissioning of sustainability development plan through IIM Bangalore.</li> <li>- Evaluation of activities undertaken for integration of disabled children in to primary schools in pilot blocks.</li> <li>- Impact assessment of training inputs and preschool education to Anganwadi workers.</li> <li>- Conducting</li> </ul>		<ul style="list-style-type: none"> <li>- District based sample studies on enrolment trends, <del>enrolment trends</del>, dropout and transition rates in class I-V and VI-VIII conducted.</li> <li>- The role and contribution of Village Education Committee in the development of Primary education and their relationship with the Panchayati Raj System.</li> <li>- Community Participation in construction and maintenance of school buildings and the benefits which accrue viz., departmental construction.</li> <li>- Impact of innovative teacher training, teacher competencies,</li> </ul>	<ul style="list-style-type: none"> <li>- Comparative study of drop-outs, special needs of special needs of minority girls etc.</li> </ul>

**DPEP - II, III AND IV STATES**

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	27.8.2001 to 30.8.2001 at SPO on the preparation of Research Designs with DIET Lecturers as participants. The MRPs & teachers will be oriented for taking up the studies at district level training programmes during Oct/Nov, 2001.			workshop - Monitoring at HT level	further Action Research Projects. - In the expansion districts the following activities will be taken up: Sharing workshop on BAS and small research studies taken up during 2000-01 will be conducted for formulation of strategies; Studies on Teacher absenteeism and functioning of Anganwadi Centres will be taken up; Training of DIETs/STs faculty members on Action Research methodology will be taken up.		motivation, attendance and community school relationship. - Study on utilisation of school improvement grants by the Village Education Committees. - Use of teaching learning materials, utilisation of teacher grants - Study of the establishment and development of school libraries. - In 2001-02 focus on evaluation in DPEP-II & data gathering studies in DPEP-II & III on dropout, cohorts, classroom observations.	
<b>4. Impact Assessment</b>								
(i) Strategy	<ul style="list-style-type: none"> <li>- Longitudinal surveys to evaluate the progress in implementation of DPEP, in terms of its goals under quantitative strand.</li> <li>- Long-term and short-term qualitative</li> </ul>	<ul style="list-style-type: none"> <li>- State Level Evaluation Teams formed.</li> </ul>	<ul style="list-style-type: none"> <li>- Field visit by SRG members.</li> <li>- Conduct of appraisal studies.</li> <li>- Feedback from BRC/ONCs</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment of teacher training programmes.</li> <li>- Evaluation of teachers.</li> <li>- Evaluation of workshops.</li> </ul>	<ul style="list-style-type: none"> <li>- Three research studies in the backward areas.</li> <li>- Evaluation of research studies.</li> <li>- Evaluation of research studies.</li> </ul>		<ul style="list-style-type: none"> <li>- SPO plan and interventions.</li> <li>- Research &amp; evaluation studies are being conducted and will be</li> </ul>	

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	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	<p>evaluation studies for impact assessment of DPEP interventions under qualitative strand.</p> <ul style="list-style-type: none"> <li>- Capacity building of state and district level functionaries on evaluation techniques.</li> <li>- Conduct of periodic learning achievement surveys to assess the pupil achievement levels at Primary Stage.</li> <li>- Identification of action points on the findings of the evaluation impact assessment studies as a feedback for planning and implementation.</li> </ul>			<ul style="list-style-type: none"> <li>- Evaluation of 'Gyankalash' Radio programme</li> </ul>	<p>trend report on research in elementary education by TE&amp;SCERT</p> <ol style="list-style-type: none"> <li>2. Teacher policy, training needs, precise status of teachers by Xavier Institute of Management, Bhubaneswar</li> <li>3. Sustainability Development Plan by IIM, Ahmedabad.</li> </ol>		<p>completed in session 2001-02</p>	
<p>(ii) <i>Evaluations Planned / Undertaken</i></p>	<ul style="list-style-type: none"> <li>- School &amp; Pupils Survey - to study the progress on enrolment and retention was conducted during 1998-99. This is a longitudinal study. A report was prepared on the survey and submitted.</li> <li>- Prepared learning achievement tests for classes I-V in Language, Maths, EVS (I &amp; II) in a workshop organised in February '99. The tests are to be administered in sample schools for field testing.</li> <li>- A two-day seminar on strategies for pupil evaluation in Jan. '99.</li> <li>- Development of test</li> </ul>	<ul style="list-style-type: none"> <li>- MLL evaluation (1998) completed.</li> <li>- MLL evaluation (1999) completed.</li> <li>- External evaluation of MS complete.</li> <li>- Programme evaluation by external agencies initiated.</li> <li>- Pupil's evaluation plan in various stages of implementation in the district.</li> <li>- Internal evaluation of MS completed.</li> <li>- Evaluation of Programmes by State Evaluation team</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher training, ECCE centres, Teacher Grant, Community Mobilisation, Pupil achievement, community mobilisation.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher training</li> <li>- Continuous &amp; Comprehensive Evaluation in schools.</li> <li>- Textbook (Exercises framed on the basis of CCE)</li> <li>- Execution and short listing of RIs/RPs for TAS</li> <li>- Evaluation of Vidya Upasak trainings.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation of teacher's training is being conducted through DIET faculty members in one block in each district. The objectives of the study have been finalised and research tools are to be finalised shortly.</li> <li>- To monitor the research activities at the district level, a state level meeting was</li> </ul>		<ul style="list-style-type: none"> <li>- Classroom process, sustainability, teacher training.</li> <li>- Community library, ECCE &amp; Shikshaghar</li> <li>- Cohort based Dropout and Retention study in 33 districts (one district in DPEP-II &amp; all 32 districts in DPEP-III) commissioned.</li> <li>- Following studies are going to be undertaken:</li> <li>- Evaluation study of ECCE</li> </ul>	



**DPEP - II, III AND IV STATES**

Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
<p>items in different subjects like Telugu, Maths, EVS I &amp; II and English for classes I-V and supply to schools after printing in booklet form. A state level workshop was conducted in May, 2001 &amp; workshops in 7 districts were conducted in August, 2001 for development of test items in Telugu, Maths &amp; English of classes I-V and</p> <ul style="list-style-type: none"> <li>- Achievement tests were developed in Telugu &amp; Maths for children of classes I to V during May/June 2001. The tests are now being administered in schools of all district in the state..</li> <li>- A survey conducted on Pupil Assessment procedures in primary classes in 2,260 schools of 19 DPEP districts to study the existing Pupil Evaluation Procedures and Practices.</li> <li>- Teachers of primary classes will be oriented on the new assessment procedures in the teacher training programmes in May 2001.</li> </ul>	<p>initiated.</p> <ul style="list-style-type: none"> <li>- Mid-Term Assessment Study completed draft report is ready.</li> <li>- Sustainability study to be taken up.</li> <li>- Pupil's evaluation plan in various stages of implementation in the district.</li> <li>- Programme Evaluation by External Agencies to be taken up. ToR for each component prepared separately.</li> <li>- A study of classroom, culture and process from gender perspective. Training imparted to FIS; Study initiated.</li> <li>- Evaluation study of GED, ODG &amp; IED by SET is being planned.</li> <li>- Component-wise assessment and evaluation of the district performance from physical &amp; financial achievements being done.</li> </ul>			<p>held where the district project teams were invited for identification of district based research projects.</p> <ul style="list-style-type: none"> <li>- Keonjhar district has already taken up six studies and Gajapati taken up 2 studies. Mostly based on EMIS data analysis. Synopses of District level research studies are evaluated at the SPO.</li> <li>- Initiative is also being taken for analysis of DISE data to provide various indicators on enrolment, retention, dropout etc.</li> <li>- Micro-studies on participation and achievement of ST children taken up in two ST identified blocks.</li> <li>- MAs of the three</li> </ul>		<ul style="list-style-type: none"> <li>- Evaluation study of AS</li> <li>- Evaluation studies of Model Cluster Development Approach</li> <li>- Classroom observation &amp; teacher competency studies in DPEP II districts.</li> </ul>	

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	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	<ul style="list-style-type: none"> <li>- Three long-term qualitative studies on the impact of teacher training, new schools and ECE centres were taken up by SCERT, Hyderabad. The first study was completed in Nov. 2000. Reports of the other two studies were submitted in March 2001.</li> <li>- The following five short-term qualitative studies were completed by the District Evaluation Team (name of district given in of district given in bracket):               <ul style="list-style-type: none"> <li>· Functioning of VECs/school committees (Vizianagaram)</li> <li>· Utilisation of school and teacher grants (Nellore)</li> <li>· Utilisation of class I textbooks (Kurnool)</li> <li>· Functioning of TCs (Karimnagar)</li> <li>· Functioning of MEOs (Warangal)</li> </ul> </li> <li>- MAS conducted in DPEP I districts in October '99</li> <li>- A two-day workshop for the functionaries of 19 DPEP districts to disseminate the outcomes (and evolve remedial strategies) of</li> </ul>				<ul style="list-style-type: none"> <li>districts has been conducted through the Directorate of TE &amp; SCERT. The findings were shared through tele-conference. Report prepared for distribution among field functionaries.</li> <li>- Study of TLM grant given each year to each year to primary school teachers has been conducted.</li> <li>- Sustainability and mainstreaming plan for DPEP Orissa taken up through an external agency to assess the good practices developed during the DPEP implementation.</li> <li>- A taskforce on "Institutional Development" Plan has been formed.</li> <li>- In collaboration with MIS unit, an exercise</li> </ul>			

**DPEP - II, III AND IV STATES**

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	<p>BAS and MAS was conducted in March 2000 in Hyderabad.</p> <ul style="list-style-type: none"> <li>- R&amp;E Coordinator attended the 7<sup>th</sup> meeting of R&amp;E Coordinators at SIEMAT, Allahabad in Feb. 2001.</li> <li>- Dissemination of outcomes of MAS to all the DPEP districts in the state.</li> <li>- Activities being carried out / proposed : <ul style="list-style-type: none"> <li>· Preparation of abstracts of studies to furnish to Ed.CIL, for publication and wider dissemination of the outcomes of the studies.</li> <li>· Orientation of the District Research &amp; Evaluation Teams on the methods of research, evaluation and action research to take up studies in each districts on the problems identified.</li> <li>· Development of test items in different subjects like Telugu, Maths, EVS I, EVS II &amp; English of Classes I to V and supply to schools after printing in booklet form.</li> </ul> </li> </ul>				<p>called 'Anusandhan' is being carried out in the eight districts. It is a cohort study (with school as unit of operation) involves tracking of each child entering school in 1995-96 &amp; 1996-97.</p> <ul style="list-style-type: none"> <li>- Its findings were shared through teleconferencing.</li> <li>- In the 8 expansion districts, 15 small research studies were conducted through the faculty members of DIETs and NGOs.</li> <li>- Evaluation of Distance Education (teleconferencing) programme of DPEP-IGNOU cell undertaken.</li> <li>- Research studies based on DISE data</li> </ul>			

DPEP - II, III AND IV STATES

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	<ul style="list-style-type: none"> <li>- Conduct of MAS in 14 DPEP-II districts. The survey is to be conducted during Oct/Nov. 2001.</li> <li>- Conduct of Cohort study on dropouts in 5 mandals in each of the 23 districts. The data are being received from 18 districts so far. After computerization and check list verification the data of 13 districts are being analysed for reporting.</li> <li>- Conduct of small scale impact assessment studies of ECE centres, Alternative schools, school &amp; teacher grants and T.Cs. Data were collected functioning on AS and ECE centres in Khammam district during April 2001 &amp; reports prepared.</li> <li>- Research Coordinator of SPO attended one-day meeting (18.5.2001) on conduct of 5% sample checking of DISE data at Chennai organised by Ed.CIL, for the four Southern States.</li> </ul>				<ul style="list-style-type: none"> <li>in progress.</li> <li>- Abstract of the Mid-term Assessment Survey of five phase I districts has been developed and disseminated to all concerned for necessary follow up action.</li> </ul>			
5. <i>Networking</i>	<ul style="list-style-type: none"> <li>- Resource Inventory of individuals and invitations was developed</li> </ul>	<ul style="list-style-type: none"> <li>- Has a network with R&amp;E institutions.</li> </ul>	<ul style="list-style-type: none"> <li>- Networking has been established</li> </ul>	<ul style="list-style-type: none"> <li>- Networking established with</li> </ul>	<ul style="list-style-type: none"> <li>Two day workshop on</li> </ul>		<ul style="list-style-type: none"> <li>- Has developed a resource inventory.</li> </ul>	<ul style="list-style-type: none"> <li>- SPO is seeking help of statisticians</li> </ul>

**DPEP - II, III AND IV STATES**

	<b>Andhra Pradesh</b>	<b>Bihar</b>	<b>Gujarat</b>	<b>Himachal Pradesh</b>	<b>Orissa</b>	<b>Rajasthan</b>	<b>Uttar Pradesh</b>	<b>West Bengal</b>
	and furnished. - NGOs, professional organisations at state and national levels are involved in R&E programmes. * Proposals for research studies invited through open notification	Efforts made for widening the same.	with universities. Other areas are being explored.	HPU, NCERT, RIE-Ajmer and NGOs.	developing areas for institutional linkage has been organised and recommendations are also placed before the Govt. for appraisal.		Invitations sent to researchers and institutions for participation in R&E activities. - SIEMT actively in collaboration with UP SPO.	and scholars in this regard, and collaborating with IIM-C, ISI etc.

**DPEP - II, III AND IV STATES (NEW BIFURCATE)**

	Chhattisgarh	Jharkhand	Uttaranchal
<b>1. Organisation &amp; Management</b>			
(i) Staffing	- Consultant (R&E) in place in SPO.	- State Resource Persons in place in SPO	
(ii) Other Institutions Role	- Each functional area addresses R&E issues individually.	- SIEMAT & SCERT being setup. - State Evaluation Team being constituted.	
(iii) Advisory Group			
<b>2. Action Research Programmes</b>			
(i) Operational Levels and Status	- Presently DIETs, DPOs, BRCs, CRCs and teachers.	- State Level Groups to be constituted. - District level Action Research Group formed & trained.	
(ii) Activities conducted	- Under SOPT Teachers are trained to conduct Action Research		
<b>3. Promotion of Research / Studies in Primary Education</b>			
(i) Strategy		- Draws from the experience of BEP research programme. Priority areas for the year to be developed in a meeting with district and state level participants.	
(ii) Activities/Studies conducted	- Activities reported for M.P. covered Chhattisgarh also. No new activities initiated after the new state came to existence. - National level study on classroom culture with gender perspective is in progress. For capacity building in the state, DIET & other personnel are also involved in the study. - A study on the functioning of Clusters has been conducted.	- Areas being identified. - No study initiated	
(iii) Areas in Focus for the Current Year		- Community Participation in schools - Classroom observation - Evaluation of programmes and pupil's evaluation - Internal and external evaluation planned. - Research based on the findings of EMIS Data.	

**DPEP - II, III AND IV STATES (NEW BIFURCATE)**

	<b>Chhattisgarh</b>	<b>Jharkhand</b>	<b>Uttarakhand</b>
<b>4. Impact Assessment</b>			
<i>(i) Strategy</i>	<ul style="list-style-type: none"> <li>- Some study done by M.Ed. students. Ph.d. on impact assessment of DPEP is going on.</li> </ul>	<ul style="list-style-type: none"> <li>- State Level Evaluation teams being formed</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>
<i>(ii) Evaluations Planned / Undertaken</i>	<ul style="list-style-type: none"> <li>- In DPEP I districts Terminal Assessment survey completed.</li> </ul>	<ul style="list-style-type: none"> <li>- External evaluation of Programmes being initiated</li> <li>- Evaluation of Programmes by State Evaluation team to be initiated</li> <li>- Mid-term Assessment Study completed by December 2000.</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>
<b>5. Networking</b>	<ul style="list-style-type: none"> <li>- SPO/SCERT/DPO/CTE/IASE/DIET/BRC/CRC/School, Ed.CIL &amp; NIEPA giving technical and academic support.</li> </ul>	<ul style="list-style-type: none"> <li>- Efforts being made for networking</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>

## CIVIL WORKS

The different districts of DPEP, which entered the programme at various phases, are at varying degree of achievement with regard to civil works. **In the DPEP I districts the original targets have mostly been achieved (except for in Assam, where a number of works are still in progress), and what is left are sites / constructions which have run into disputes. However a fresh bout of construction activities are likely in many of the Phase I districts (specially Tamil Nadu, Haryana, Maharashtra and Madhya Pradesh) due to additional allocation on civil works – enhancement of the civil works ceiling and the savings plan has now been approved for these states. Though Tamil Nadu and Madhya Pradesh show some progress with regard to these additional works also, fulfilling these enhanced targets are going to be challenging for Haryana and Maharashtra.**

**In DPEP II, progress is not upto the mark in Maharashtra, Karnataka, Assam and Himachal Pradesh.** However, there has been a lot of effort in creating a child friendly environment in schools and reducing the cost of construction. These efforts may have reduced the pace of implementation in certain cases. **Of special concern are the BRC constructions of Maharashtra and Himachal Pradesh – construction of a large number of BRCs has not yet started and unless immediate steps are taken to start work, it may not be possible to complete these buildings before the end of the project period.**

The progress of construction in the DPEP III states of Bihar and Jharkhand remain slow – the expenditure till now being 36% and 27% of the perspective targets, respectively. There has however been some progress since the last JRM. Both the states are in the process of restructuring their perspective plans – the targets have been reviewed and certain key implementation issues holding up progress have been resolved. **Progress, both physical and financial, are expected to pick up over the next one year.**

**In Rajasthan (DPEP IV) pace of implementation has picked up.** Designs have been developed after a fairly detailed resource mapping exercise and engineers have been trained. In the expansion districts, orientation of engineers is done and detailed infrastructure deficiency survey of schools is on.

**Construction has also picked up in the expansion districts of Uttar Pradesh. However progress is slow in four of the five expansion districts of West Bengal. In Uttaranchal, no Civil Works Cell has been set up as yet at the SPO/ DPOs. As such, many technical decisions (such as designs for hilly areas, rates, estimates) are pending, which is impeding progress. All these states have decided to adopt cost-effective technologies in their constructions.**

Civil works in DPEP has however been able to go beyond numbers and concentrate on processes that lead to a qualitative improvement of the school infrastructure - improvements which are in tune with the new pedagogy and at the same time sustainable. Attempts have been made under the programme to critically examine various issues related to construction such as aesthetics, functionality, cost-effectiveness in design as well as modalities and agencies for construction.

A major contribution of DPEP has been in the area of school designs. Conventional school designs across the country have two or three rectangular classrooms with a narrow verandah in the front. DPEP has been able to make a shift from this traditional 'box type' building to a more functional and child friendly school. These schools with wide verandahs, big windows,



children's chalkboards, display and storage shelves etc. has a positive impact on the learning environment of the school. These schools are definitely more attractive to the children. Yet, these child sensitive, functional and attractive buildings do not necessarily have a huge cost implication. The buildings under DPEP, with the new designs, compares well with any other rural/panchayati raj construction. In most cases, these buildings have been constructed by the local community with only technical support from Junior Engineers. This bears testimony to the fact that these designs are neither 'fancy' nor difficult to construct.

Cost-effectiveness in construction is another area where a lot of innovative ideas have been tried out under DPEP. As the ceiling for civil work activities is fixed in a district, any savings generated helps the district to construct more out of the same amount of funds. Reducing cost of constructions has therefore been a conscious strategy in all DPEP states quite an achievement considering the fact that construction activities in government programmes usually tend to be expensive. Various steps have been taken across states to reduce the cost of construction through a variety of measures including modifications in architectural designs, rationalisation of structural designs, use of local materials and cost-effective technologies. Community construction has also resulted in cost savings.

**The 5<sup>th</sup> National Workshop on Civil Works was held at Jaipur from 25<sup>th</sup> to 29<sup>th</sup> September 2001.** Apart from taking stock on progress, innovations etc. across the states, the workshop discussed the following topics:

- Ironing out of weaknesses in the **planning process for Civil Works,**
- Areas to focus on in the **National Civil Works Evaluation** at State, District and Field levels,
- **Rainwater Harvesting** as a viable alternative for provision of usable water in schools,
- Local building techniques in Rajasthan, as well as alternative materials for Doors and Windows

The experiences of the **Gujarat Earthquake Reconstruction Programme** were also shared during the National Workshop. The earthquake had led to large-scale destruction of school buildings in the existing (Banaskantha) and expansion (Kutch, Sabarkantha, Jamnagar and Surendranagar) DPEP districts. A detailed damage assessment survey has been conducted in all affected districts to assess the need for repairs and reconstruction. Grants from GOI, external funding agencies and various other sources have been sourced to meet this requirement. The state has entrusted the entire school reconstruction programme in the 17 affected districts to the DPEP civil works cell (strengthening it with additional staff), with DPEP procedures to be used for implementation. **The reconstruction work is on in full swing. Temporary Shelters were provided to many schools which enabled them to commence this year's session in time. Many repairs are complete, and new construction has begun.**

The repair of earthquake damaged buildings in Gujarat demonstrated once again that repairs is the most cost effective investment in infrastructure, where a small investment can substantially increase the life of the building. Unfortunately, **in most states repair works continue to receive a low priority.**

**Lack of maintenance and funds for the same is also a pressing issue.** Proper and regular maintenance is extremely essential, even for the new buildings. It has been observed that even new buildings, constructed under DPEP, are deteriorating due to lack of proper maintenance – this is a cause of grave concern. Maintenance can be ensured through effective community involvement and adequate recurrent funding. Various ideas for generating funds have been

promoted, the most significant among them being the idea of creating a *corpus* at the village level, the interest of which can be used for maintenance.

As more and more districts get covered under the Sarva Siksha Abhiyan, it is evident that the gains of DPEP civil works have transcended beyond the programme. While community construction is a requirement under SSA, most states are following the DPEP procedures of community construction (manuals, trainings, account keeping) in the SSA districts also. The child friendly designs developed under DPEP are also likely to be replicated under SSA. Many SSA districts have also committed themselves to using local materials and cost effective technologies, which has been a major focus under DPEP. These, along with the fact that in various states, school buildings being constructed through State Govt. schemes are being entrusted to DPEP societies, indicate an acceptance and appreciation of the quality of works in DPEP and the strategies adopted to achieve this.

**At the National level, an Evaluation of civil works across all the states is being undertaken.** It is proposed to evaluate both the process and the product (building). The evaluation would be a combination of both desk analysis and field survey and team members would include eminent experts from civil works as well as from other disciplines. The broad areas to be covered by the Evaluation would be:

- Planning and Implementation process of Civil Works – whether the type of construction activity and their number were decided as per requirement, whether the priority and phasing was correct, planning of pre construction activities, implementation, supervision and monitoring strategies.
- Quality of construction – quality of materials & workmanship, leakage, cracks etc.
- Involvement of the community in construction
- School design – whether it is child friendly and functional
- Appropriateness of technologies.

An Advisory Group, consisting of distinguished experts in civil works, planning and implementation, research methodology and sampling techniques, financial management etc. has been formed to guide the evaluation.

**Present Focus :**

- *Evaluation of civil works at the National level*
- *Exploration of Rainwater Harvesting Techniques*
- *Standardisation and Codification of Cost Effective technologies*
- *Emphasis on creation of barrier free environment in schools*
- *Evolving strategies for maintenance of school buildings.*

## DPEP Progress Overview - Physical and Financial Status

DPEP-I	Assam (upto Aug.'2001)				Haryana (upto Aug.'2001)				Karnataka( upto Aug. 2001)				Kerala (upto Sept. 2001)			
	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.
BRCs	25	7	18	72.00	28	0	28	100.00	40	2	38	95.00	25	0	25	100.00
CRCs	353	49	292	82.72	266	0	268	100.75	234	6	228	97.44	179	12	167	93.30
Addl. Classrooms	145	11	106	73.10	846	57	774	91.49	16	0	16	100.00	697	93	600	86.08
School Buildings (New & Bldg.less)	518	150	368	71.04	174	0	173	99.43	459	12	446	97.17	223	15	205	91.93
Toilets	581	74	507	87.26	2231	116	2013	90.23	796	42	752	94.47	118	10	107	90.68
Drinking Water	Provided in all schools&CRCs				837	7	819	97.85	796	42	752	94.47	84	0	84	100.00
Repairs	246	6	185	75.20	669	30	439	65.62	212	1	206	97.17	13	5	8	61.54
Financial Progress (in Rs. lacs)	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp
	2891.31		2444.89	84.56	3339.84		3271.31	97.95	2945.46		2809.11	95.37	1789.19		1775.8	99.25
DPEP-I	Madhya Pradesh (upto June, 2001)				Maharashtra (upto August 2001)				Tamil Nadu (upto August, 2001)				Chattisgarh (upto March 2001)			
	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.
BRCs	120	0	120	100.00	34	20	3	8.82	71	0	71	100.00	78		78	100
CRCs																
Addl. Classrooms	2888	21	2867	99.27	1105	35	982	88.87	842	0	842	100.00	562		562	100
School Buildings (New & Bldg.less)	2658	30	2628	98.87	446	24	417	93.50					889	14	875	98.43
Toilets					2663	144	2313	86.86	1045	3	1042	99.71				
Drinking Water					1365	0	1214	88.94	1113	42	1071	96.23				
Repairs	2106	0	2106	100.00	838	2	825	98.45								
Financial Progress (in Rs. lacs)	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp
	10827.79		10435.13	96.37	4462.16		3368.94	75.50	3058.00		3719	121.62	2817.9		3089.4	109.63

Note: The additional targets taken due to Savings Plans, and due to ceiling enhancement are not reflected in this statement due to unavailability of accurate information. However the expenditure figure in Tamil Nadu and Chattisgarh includes expenditure on additional civil works taken up due to the enhanced ceiling

EXPANSION DISTRICTS	Assam (upte August 2001)				Haryana (upto Aug. 2001)				Karnataka (upto August, 2001)				Kerala (upto September, 2001)				
	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	
BRCs	29	14	13	44.83	25	6	19	76.00	67	24	22	32.84	30	2	28	93.33	
CRCs					278	137	127	45.68	800	329	424	53.00	273	24	172	63.00	
Addl. Classrooms	698	374	309	44.27	407	191	150	36.86	163	14	148	90.80	362	110	193	53.31	
School Buildings (New & Bldg. less)	311	244	57	18.33	123	31	63	51.22	622	187	366	58.84	73	30	12	16.44	
Toilets	775	307	447	57.68	1700	335	893	52.53	622	Provided in all schools				435	188	140	32.18
Drinking Water	960	213	670	69.79	872	119	461	52.87	622	Provided in all schools				352	128	114	32.39
Repairs	1418	570	804	56.70	850	12	227	26.71	9	3	6	66.67	757	90	119	15.72	
Financial Progress (in Rs. lacs)	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		463	% of exp	
	3441.34		2238.96	65.06	2132.21		1625.85	76.25	5841.85		3319.69	56.83	1846.8		1417.86	76.77	
EXPANSION DISTRICTS	Madhya Pradesh (upto June, 2001)				Maharashtra (upto Aug 2001)				Tamil Nadu (upto August 2001)				Chattisgarh (upto March 2001)				
	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	
BRCs	116	9	107	92.24	39	11	0	0.00	34	1	33	97.06	56		56	100	
CRCs																	
Addl. Classrooms	1665	91	1574	94.53	490	271	150	30.61	407	5	402	98.77	101	7	94	93.07	
School Buildings (New & Bldg. less)	3397	1035	2362	69.53	420	299	97	23.10					389	250	139	35.73	
Toilets					1630	493	892	54.72	446	6	440	98.65					
Drinking Water					1150	200	634	55.13	446	398	48	10.76					
Repairs					570	97	56	9.82									
Financial Progress (in Rs. lacs)	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	
	12379.05		9430.699	76.18	3509.22		1729.0	49.27	2877.00		2356	81.89	753.5		N.A		

## DPEP Progress Overview - Physical and Financial Status

DPEP-II	Andhra Pradesh -both phases (upto Aug, 2001)				Gujarat (upto Aug. 2001)				Himachal Pradesh (upto September 2001)				Orissa (upto Aug. 2001)			
	Target/Planned	IP	Comp.	% of comp.	Target/Planned	IP	Comp.	% of comp.	Target/Planned	IP	Comp.	% of comp.	Target/Planned	IP	Comp.	% of comp.
BRCs/MRCs	993	115	854	86.00	23	4	16	69.57	33	7	6	18.18	86	39	47	54.65
CRCs									342	119	149	43.57	927	109	818	88.24
Addl. Classrooms	14345	1255	12777	89.07	100	74	274	274.00	51	3	18	35.29	515	143	372	72.23
School Buildings (New & Bldg. less)	8694	1171	7249	83.38	310	41	212	68.39	808	334	415	51.36	987	584	278	28.17
Toilets	1342	94	709	52.83	1500	150	716	47.73	612	63	411	67.16	1240	94	1109	89.44
Drinking Water	1231	243	720	58.49	710	0	90	12.68	505	56	332	65.74	409	206	75	18.34
Repairs	0	0	0		900	96	838	93.11	802	49	265	33.04	1561	229	1241	79.50
<b>Financial Progress (in Rs. lacs)</b>	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp
	29827.96		26605.27	89.20	2296		1918.98	83.58	2953.36		1948.67	65.98	4799.00		3831.5	79.84
DPEP-II & IV	Uttar Pradesh - DPEP II (upto August 2001)				West Bengal (upto September 2001)				West Bengal - expansion (upto September 2001)				Rajasthan - 1st Phase (upto June 2001)			
	Target/Planned	IP	Comp.	% of comp.	Target/Planned	IP	Comp.	% of comp.	Target/Planned	IP	Comp.	% of comp. & IP	Target/Planned	IP	Comp.	% of comp. & IP
BRCs/ CIRC	250	105	141	56.40	196	36	147	75.00	130	35	2	28.46	84	0	0	0.00
CRCs/NPRCs	2513	115	2374	94.47									1041	597	133	70.12
Addl. Classrooms	5494	888	4232	77.03	1337	76	1259	94.17	1258	78	0	6.20	1058	193	44	22.40
School Buildings (New & Bldg. less)	5033	1957	2738	54.40	483	111	372	77.02	405	86	0	21.23	1171	288	37	27.75
Toilets	14473	3510	10213	70.57									5550	795	1086	33.89
Drinking Water	3500	1007	2493	71.23									1911	168	237	21.19
Repairs	0	0	0		522	22	500	95.79					2336	1024	883	81.64
<b>Financial Progress (in Rs. lacs)</b>	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp	Total/app. Project Outlay		Exp	% of exp
	16077.00		12097.94	75.25	4711.27		4944.36	104.95	4732.25		719.2	15.20	8600.88		2400.9	27.91

Note: Expenditure in West Bengal initial districts have exceeded 24% of project cost. The state has not yet fulfilled the conditionalities of enhancement of ceiling.

BPEP-III	Uttar Pradesh - DPEP III (upto August 2001)				Uttaranchal (upto September 2001)				Bihar (upto August 2001)				Jharkhand (upto September 2001)			
	Target/ Planned	IP	Comp.	% of comp.& IP	Target/ Planned	IP	Comp.	% of comp.& IP	Target/ Planned	IP	Comp.	% of comp.& IP	Target/ Planned	IP	Comp.	% of comp.& IP
BRC	374	197	137	89.30	65	0	5	7.69	139	42	97	100.00	53	4	49	100.00
CRCs/NPRCs	3852	719	1001	44.65	280	31	100	46.79	1181	466	447	77.31	416	237	162	95.91
Addl. Classrooms	11640	1094	1712	24.11	452	23	95	26.11	1652	492	190	41.28	1560	257	101	22.95
School Buildings (New & Bldg. less)	5462	1399	170	28.73	497	182	45	45.67	1981	242	60	15.24	765	228	17	32.03
Toilets	13958	1491	54	11.07	1631	512	197	43.47	4510	301	261	12.46	1175	360	123	41.11
Drinking Water	4397	0	0	0.00	1352	0	0	0.00	5617	53	244	5.29	1636	600	333	57.03
Repairs	7920	0	0	0.00	1090	0	0	0.00					405	150	0	37.04
<b>Financial Progress (in Rs. lacs)</b>	Total/app. Project Outlay		Exp.	% of exp	Total/app. Project Outlay		Exp.	% of exp	Total/app. Project Outlay		Exp.	% of exp	Total/app. Project Outlay		Exp.	% of exp
	18251.00		7554.5	41.39	1778.00		457.6	25.73	9627.97		3460.7	35.94	5089.82		1373.6	26.99

## DPEP Progress Overview - Implementation

Assam	Haryana	Karnataka
<p>The major backlog in DPEP I is in the construction of school buildings - work in 150 schools are still in progress. Progress in DPEP II also remains slow with only 13 out of 29 BRCs (45%) and only 57 out of 311 school buildings (18%) completed. The Districts of Darrang and Karbi Anglong has been approved an enhancement of ceiling upto 33.33% and additional civil works are to be taken up in these districts. Given the present status of progress, completion of all works before the end of the project period seems to be very difficult.</p>	<p>DPEP I works are nearly complete. Progress in DPEP II has also picked up. Recently an evaluation, conducted at the National level, of the DPEP I constructions indicated major problems in the works done through the Panchayati Raj Department. Proper maintenance was also found to be lacking in most of the new constructions. As follow-up of this evaluation, State authorities decided to evaluate all the buildings constructed by PRD through a joint committee (PRD &amp; DPEP). The districts of Hissar, Sirsa and Jind has been approved for enhancement of ceiling upto 33.33% but completing these additional civil works would be a challenge.</p>	<p>DPEP I works are almost through - majority of DPEP II works are in progress. Progress in DPEP II has been very slow - hampered by irregular flow of funds. The implementing agencies have also been slow in submitting utilisation certificates. The State has sent a monthly fund requirement statement (for civil works) to GOI. It has been decided that no fresh work in the Phase I districts would be taken up after September 2001. The Construction of DSERT is complete.</p>
Madhya Pradesh	Maharashtra	Tamil Nadu
<p>Progress of works in both DPEP I &amp; II districts is good. The enhancement of civil works ceiling upto 33.33% has been approved for the Phase I districts : in Phase II, some of the districts are yet to fulfil the necessary condition (50% expenditure on quality component). Both primary school buildings and EGS shelters are being constructed with DPEP providing Rs 1 lakh per building - the rest is generated through community participation.</p>	<p>In DPEP-1, 13 BRCs are still in the bidding stage, and it is apparent that it will be very difficult to complete them within project period. Although the first phase of renovation of MIEPA is complete, sanitary and electrical installations have yet to be taken up until which time the building will not be fully functional. A massive amount of Civil Works have been planned this year with funds from the Savings Plan. It appears unlikely that these can be completed in the stipulated time period. As part of the conditions for enhancement of the civil works ceiling, the state has prepared a schoolwise infrastructure situation plan based on EMIS data. This will go a long way in helping them plan effectively for the enhanced amounts. Overall progress is still slow in DPEP II.</p>	<p>DPEP I works are nearly complete. Progress of DPEP II works is also satisfactory. Enhancement of ceiling upto 33.33% has been approved for DPEP-I districts, where the state plans to construct 366 more school buildings. Construction of these additional works has started. The districts have drawn up infrastructure plans identifying requirements - however these plans do not consider repairs requirements. Some repair works are being undertaken on pilot basis to establish procedures before upscaling. Increase in the number of community constructions with cost-effective technologies has been observed.</p>

## DPEP Progress Overview - Implementation

Uttar Pradesh	Himachal Pradesh	Orissa
<p>Most construction in the initial districts are in progress - construction in the expansion districts have also picked up. There has been major problems in converging with the JRY funds leading to work getting held up. The expansion districts would need a lot of support from the SPO in terms of training, manuals etc. if all constructions in these districts are to be done through cost effective technologies, as envisaged. Enhanced ceiling of 33.33% has not yet been approved as the districts/ state have not met all the conditionalities of such enhancement.</p>	<p>Overall progress of civil works has improved, although it is still slow. The SCERT and the Society Office building is complete. Progress of BRC construction is still a major concern. Resource Mapping has been conducted, and prototype construction is on in Chamba, Kullu and Sirmour. However, progress on these prototypes is very slow. A proposal for developing prototypes of schools using solar-passive and energy-efficient design has been approved and will be implemented in the coming months. DPEP designs are being replicated in the State funded SBVJ scheme for constructing classrooms and these works are also being supervised by DPEP engineers. Sustainability is being looked at and non-DPEP engineers have also been trained in DPEP innovations.</p>	<p>Overall progress of civil works is good. The State plans to complete all civil works by December 2001. Cost-effective technologies and child friendly elements are being used in the construction of school buildings. Reconstruction of primary schools in 14 cyclone effected districts is proposed to be implemented through DPEP by following same procedures. The State has developed infrastructure development plans. The State is making efforts for convergence with other schemes like JRY, PMGY, MP/MLA LAD Fund, EAS etc.</p>
West Bengal	Bihar	Rajasthan
<p>Work in the initial districts are nearing completion. The state has not been able to take advantage of the revised civil works ceiling as it does not fulfil the necessary conditions. Construction activities in the expansion districts have started - a number of works are in progress specially in district Jalpaiguri. Progress of work in the other 4 districts is however slow. Achievement of the state with regard to use of cost effective technologies and creating child friendly environment has been impressive. The technologies used have recently been validated in a two day workshop by National experts.</p>	<p>Overall progress is slow with low expenditure. Restructured plans have been received. Very few new/ buildingless schools are complete with a large number yet to start. Issues related to the progress of civil works have been identified and necessary steps are being taken to resolve the same. One of the major reasons for slow progress is lack of sufficient engineers at district. State may require to fill these vacancies to improve the progress. All the works are being undertaken through the community and with cost-effective technologies. Quality of work is commendable.</p>	<p>Staffing is complete, and construction is in full swing in the Phase-1 districts. The new designs developed at the state level, after conduction of the Resource Mapping Exercise, are being used. Construction of prototype school buildings, though started late, has picked up now. In Phase-2, the engineers have been appointed, and orientation programmes are being conducted, primarily to help them carry out detailed school-wise infrastructure deficiency surveys, which will help in target-setting, phasing and priority-setting before commencement of works. A consultant has been appointed for the design of the CEM.</p>



### DPEP Progress Overview - Implementation

Kerala	Andhra Pradesh	Gujarat
<p>There is still no Civil Works Technical Cell at the SPO, where one of the Programme Officers hold additional charge. <b>Monitoring, support to the districts, and introduction of innovations is thus lacking.</b> In DPEP-I, a lot of work remains incomplete in Wayanad district, mainly additional classrooms. In DPEP II the smaller works such as repairs, water etc. in Trivandrum district are very slow. <b>Construction of SCERT/ SIEMT has not started.</b></p>	<p>Construction work in the initial five districts are either complete or in advanced stage of construction. <b>Enhancement of ceiling upto 33.33% has been approved for Kurnool district.</b> The detailed district Infrastructure plan, an essential precondition to such additional allocation, has been furnished for remaining four districts recently. In the expansion districts, a large number of works were taken up over and above the approved budget under DPEP. As most of the work is complete, a majority of the technical staff has been relieved. State planning to execute the additional civilworks due to enhancement with the help of Panchayati Raj Engg.Dept.</p>	<p>In the existing districts, the targets are going to be fully met in a few months' time. Most of the seriously earthquake-affected districts are Gujarat DPEP expansion districts - a large number of repairs, upgradation and reconstruction work needs to be done, and is being done here, which is being overseen by the DPEP Civil Works Cell. The <b>designs have been modified to incorporate earthquake resistant features, on the advice of CBRI, Roorkee.</b> The extensive surveys taken up for damage assessment and repairs requirement are complete, and planning is on the basis of the figures derived therein.</p>
Jharkhand	Uttaranchal	Chattisgarh
<p>Overall progress was slow with low expenditure. <b>However, in the past two months, the situation has improved with the restructuring of plans (and the related steps taken).</b> In absence of a civil works setup at the State level, a lot of decisions like sanction of estimates have been decentralised to the district level. Funds released from the state are being specifically earmarked for civil work activities. Supervision and monitoring systems have also been streamlined. All these steps have resulted in a marked improvement in progress and pace of expenditure. <b>Setting up a state level civil works unit is however extremely critical to future progress.</b></p>	<p><b>There is no civil works cell at the SPO - this is seriously hampering civil works monitoring.</b> The BRC constructions are being undertaken by the UP Jal Nigam and the state is planning to involve CBRI, Roorkee in school constructions. BRC construction is lagging, with 33 out of 38 BRCs not taken up as yet. <b>The first meeting of the newly formed Advisory Committee on civil works was held on the 18th of October.</b> Strategies for issues such as formation of hill designs, supervision, monitoring, use of the Innovation Fund etc. were worked out in this meeting.</p>	<p>Progress of works in both DPEP I &amp; II districts is good with most works nearing completion. All the districts have taken up civil works in excess of 24%, though the state has not yet officially applied for an enhancement of ceiling. <b>In absence of a proper State Office and a civil works setup at the State level, monitoring of progress and quality of work is going to be extremely difficult.</b></p>

## DPEP Progress Overview - Focus Areas

	<b>Andhra Pradesh</b>	<b>Gujarat</b>	<b>Himachal Pradesh</b>
<b>Creating a child friendly school</b>	New designs are being used. However in a hurry to complete construction, many of the finer points of these designs (storage, display area, childrens' chalkboard etc.) are being missed out. Incorporation of various child friendly elements into the large number of schools (600 per each district) is being planned. Some more new designs are also proposed to be developed including child friendly elements - these can be used in the schools which will be constructed with the additional funds.	Construction of schools and BRCs are as per new designs. Various child friendly elements are built into the designs. <b>Such elements are also being incorporated into the existing schools through the repairs programme.</b>	The initial designs developed were site specific and were replicated where site conditions are similar. In other sites simple rectangular designs are being used incorporating pedagogic elements like external activity spaces, storage, display etc. New child-friendly designs have been developed by INTACH - prototype construction of the same is on.
<b>Efforts towards cost-effectiveness</b>	The huge targets and the short time frame of the civil works programme did not allow taking up cost effective constructions in a large way. However, individual efforts in adopting such technologies are noticed at a number of places. The Innovation Fund was used for constructing prototypes using alternate technologies - 24 out of the 29 works taken up are complete.	The designs being used are fairly cost-effective. A rationalisation exercise has been conducted to further optimise costs. Implementation of cost-effective technologies in regular construction has been taken up in 86 buildings so far, after a state level, hands-on training camp was completed in March 2000.	Locally available materials like stone (Chamba, Kullu) and mud (Lahul & Spiti) are being used in most of the constructions, thereby reducing costs. State level Engineers' hands-on training in appropriate technologies was completed in 1999. Prototypes using Cost-effective technologies are under construction with the help of INTACH.
<b>Others</b>	Four batches of orientation training for engineers have been conducted. Masons are also being trained at the Nirmithi Kendras.	Ensuring quality, effective use of funds and adherence to time schedule in the <b>Earthquake Reconstruction Programme</b> are the focus areas as of now.	Engineers have also received basic training in <b>Solar Passive architecture</b> and <b>Earthquake-resistant design</b> .
	<b>West Bengal</b>	<b>Bihar</b>	<b>Assam</b>
<b>Creating a child friendly school</b>	Apart from the use of new designs which are more child friendly and attractive, internal and external child friendly elements are being provided in a large number of schools - this includes both new schools constructed under DPEP as well as existing schools. 1627 schools till now has been/ are being provided with such elements and 1244 more are in progress. In the expansion districts, child friendly elements are incorporated in the school designs.	BEP designs were being used for construction till now. These designs are found to be cost-effective. Efforts have been initiated to develop fresh designs, further improving on the earlier designs. <b>It is being planned to use innovation fund to incorporate child friendly elements.</b> Estimates for the incorporation of child friendly elements are being prepared.	Four new designs have been developed to be adopted in situations depending on the enrolment. Apart from these designs, which are pretty functional, a number of schools have been provided with external child friendly elements like outdoor learning spaces. Elements like low height children's chalkboard and multi purpose ledges are being incorporated in all new schools as well as in the schools being repaired.
<b>Efforts towards cost-effectiveness</b>	About 270 buildings in the initial five districts have been constructed using cost effective technologies of stub foundation, rat-trap bond walls, arched openings and filler slabs. <b>These constructions have recently been validated in a two day workshop by a group of National Experts.</b> About 400 constructions are in progress in the expansion districts using similar technologies.	<b>All constructions are through alternative technologies and significant savings have been achieved, even after maintaining a high quality of construction.</b> There has been reports of demand being created on other agencies to adopt similar cost-effective technologies.	The designs being used in DPEP II use local materials like bamboocrete and has very little use of RCC, thereby making the structures quite cost-effective. The single room designs to be used in situations of low enrolment is also aimed at optimising investment in sparsely populated areas.

## DPEP Progress Overview - Focus Areas

<b>Others</b>	Engineers were provided four rounds of training - orientation training, training on cost effective technologies, hands-on training and training on child friendly elements. Pamphlets on cost effective technology and child friendly elements have been developed in local languages for creating awareness among villagers. A manual on good construction practices have recently been published in the local language.	Intensive training programmes have been undertaken by DPEP Bihar at regular intervals. A 12 day training programme prior to start of construction. In addition, 5 day hands-on training programmes every year is being conducted for engineers.	A 2-day orientation training followed by a 3-day technical training has been imparted to the engineers. Training on quality control was also conducted. VECs are trained by the district engineers before the start of construction.
	<b>Kerala</b>	<b>Maharashtra</b>	<b>Madhya Pradesh</b>
<b>Creating a child friendly school</b>	Many of the classrooms lack basic elements such as display, storage and other child sensitive facilities. A very successful workshop was held at the state level, discussing possibilities of incorporating child friendly elements in schools. The follow-up to this is however not seen.	New designs are being implemented in DPEP-II districts. Child friendly elements (both internal and external) have been incorporated in these designs and are being constructed along with the school buildings. In DPEP I, one school per block will be taken up for incorporation of child-friendly elements	Activity centres, built around the EGS shelters, have been a major initiative towards creating a child friendly environment. Most of these centres, built through community contribution, have a number of internal and external child friendly elements. A document 'Neev' has been published at the State, which gives a number of options for developing such activity centres. The state aims to include child friendly elements in all schools - both existing and new, formal and EGS.
<b>Efforts towards cost-effectiveness</b>	Although filler slabs are being used in the regular DPEP constructions (except Palakkad), other technologies such as rat-trap bond have not been used upto the potential. The state has not yet used the Innovation fund - this can be used to explore possibilities of further cost reduction. There has been no clear strategy for the training of engineers. There is no plan to use the innovation fund for the same.	The initial BRC designs in DPEP-1 used cost-effective technologies. These designs have however been discontinued and the rest of the BRC construction will take place using regular technologies. Under DPEP II, the structural designs have been rationalised resulting in significant cost savings. Use of cost-effective technologies in schools is underway in scattered cases, depending upon the engineer's interest.	Local materials like stone is being used in construction in many of the stone intensive districts. Such buildings are cost-effective and qualitatively better. The document 'Neev' gives an whole range of options for using alternate technologies to bring down the cost of the building. Based on this document, work has started on a number of buildings using various alternate technologies. 200 buildings have been constructed with stub and arch foundations, about 300 buildings have been provided with filler slab and cut stone slab and about 20 schools have been provided with brick arches.
<b>Others</b>	Activity Centres, creation of eco-friendly schools and many other innovative ideas have been discussed but none has been acted upon.	The Phase-1 districts will now have to quickly implement an efficient Project Management system to deal with the massive amount of Civil works to be implemented with the Savings Funds. The emphasis will need to be on increased staffing, and efficient monitoring and implementation.	Workshops at regional level discussed the training and orientation that would be required at various levels before construction with alternate technologies is taken up. This was followed up with district level workshops which discussed options for low cost constructions and child friendly elements.

## DPEP Progress Overview - Focus Areas

	Orissa	Uttar Pradesh	Karnataka
<b>Creating a child friendly school</b>	New designs are being used. Various child friendly elements have been built into these designs. All the school buildings coming up are proposed to be constructed along with child friendly elements. It has been proposed to use these new designs in cyclone reconstruction programme to be implemented in DPEP mode.	The new designs being used in the Expansion districts are child sensitive and functional. The prototype buildings constructed incorporated various internal and external child friendly elements. Such elements have also been included in the revised construction manual. The state now needs to think of steps to create a child friendly environment in the large number of existing schools.	New designs, which are functional and child friendly, are being used in DPEP II. Efforts have been made to create child friendly elements at a few schools. However, these elements need to be properly planned and seen in a holistic way, rather than being viewed as individual civil works interventions.
<b>Efforts towards cost-effectiveness</b>	Around 25% savings was achieved through rationalisation of one of the school designs. The present BRC design is also rationalised. The rationalised designs are being implemented in field. <b>Cost-effective technologies are being implemented on large scale. It is proposed to use CECT in cyclone reconstruction programme.</b>	The structural design of the BRC building has been rationalised leading to a cost savings of about Rs. 43,000 per BRC (total savings of Rs 2.88 crores). The new designs that has been developed propose to use various cost-effective technologies like the rat-trap wall, filler slab roof, corbelled roof etc. which would help in substantial cost savings. <b>Already about 1200 buildings have been constructed with rat trap wall and about 200 buildings with filler slab roof.</b>	Alternative technologies like filler slabs are being used in the DPEP constructions in certain blocks. Tara Nirman Kendra was appointed as a consultant agency to suggest cost-effective designs and technologies - prototypes have been constructed on these proposals. The advantage of these prototypes was however lost as the designs and technologies were hardly replicated anywhere.
<b>Others</b>	A state level training of engineers on appropriate technologies and child friendly elements was conducted in the year 2000. On-site training for the masons also being conducted.	Training of engineers of 40 districts in DPEP II & DPEP III has been completed on the new designs. Training of VECs of 12 districts in DPEP II and 30 districts of DPEP III has also been complete. However a hands-on training of engineers and masons may be required as a follow up to this training.	A two day training of engineers (ZPED, KLAC and DPEP engineers) in cost-effective technologies was conducted by Tara Nirman Kendra, the agency involved in prototype constructions. However more follow up trainings may be needed if such technologies are to be adopted in the works.
	Haryana	Tamil Nadu	Rajasthan
<b>Creating a child friendly school</b>	The new designs being used under DPEP II are basically modifications of the earlier designs, incorporating necessary pedagogic elements. Hexagonal school design developed is proposed to be used for all the new school building constructions. After the prototypes on child friendly elements constructed in Kaithal, all the DPEP-II districts have taken initiation for the incorporation of child friendly elements into new/ existing schools.	New designs are being implemented. Child friendly elements are being tried out in few community constructions. Response from children, community and teachers is found to be very positive. <b>It has been proposed to incorporate child friendly elements into all the schools constructed under DPEP.</b>	<b>Designs have been prepared with emphasis on child-friendliness. Child-friendly elements are being incorporated into all buildings.</b> These elements are also being incorporated in existing schools that are taken up for repair.

## DPEP Progress Overview - Focus Areas

Efforts towards cost-effectiveness	An exercise for rationalisation of structural designs and specifications have also been taken up to reduce the cost. These rationalised designs are being implemented. Progress of prototype buildings with new designs with technologies is very slow. Apart from the prototype, <b>implementation of cost-effective technologies has started in a very small scale.</b>	The State has taken up construction of Seventy schools through the community using various cost-effective technologies and planned to take up fifty more works. <b>Significant cost-savings (approximately Rs. 1.0 lac per building) as compared to PWD construction has been achieved.</b> Rationalisation of existing structural designs and specifications has also been taken up. PWD agreed to undertake one building in each district by using cost-effective construction technologies.	Resource Mapping has been conducted, and <b>all construction is being taken up using local and cost-effective technologies.</b> One Prototype building per districts (phase 1) is in progress, which will introduce more innovations.
Others	Engineers have undergone <b>hands-on training in appropriate technologies.</b> Very few construction started by using these technologies. SPO may need to follow up.	DPEP engineers have undergone a two day hands-on training in appropriate technologies. <b>District wise workshops with PWD engineers</b> were conducted to share the experiences of cost-effective technologies and child friendly elements followed by a one day practical training on CECT.	<b>Rainwater Harvesting</b> for drinking water provision, and <b>innovative sanitation systems</b> are the other focus areas of the state. Both of these initiatives are being tried out in a couple of districts at first, and will be upscaled subsequently.
	<b>Jharkhand</b>	<b>Uttaranchal</b>	<b>Chattisgarh</b>
Creating a child friendly school	BEP designs were being used for construction till now. These designs are found to be cost-effective. Efforts have been initiated to develop fresh designs, further improving on the earlier designs. <b>It is being planned to use Innovation fund to incorporate child friendly elements.</b> Estimates for the incorporation of child friendly elements are being prepared.	The <b>new designs</b> being used in the Expansion districts are child sensitive and functional. In line with the requirements of the hilly terrain, the State is thinking of developing a few more child friendly designs. There is a requirement to construct smaller school buildings in habitations with less population.	Activity centres, built around the EGS shelters, have been a major initiative towards creating a child friendly environment. Most of these centres, built through community contribution, have a number of internal and external child friendly elements.
Efforts towards cost-effectiveness	<b>All constructions are through alternative technologies and significant savings have been achieved, even after maintaining a high quality of construction.</b> There has been reports of demand being created on other agencies to adopt similar cost-effective technologies.	Most of the buildings being constructed are based on conventional technologies of brick and RCC. There is however considerable potential for using local materials and technologies. The State intends to involve CBRI, Roorkee in developing cost effective technology options. Prototype constructions are also planned.	The document ,Neev, published by Madhya Pradesh indicated an whole range of options for using alternate technologies to bring down the cost of the building. Based on this document, work has started on a number of buildings using various alternate technologies.
Others	the State intends to take up a validation exercise for the buildings constructed through technologies in the near future. Completion of targets as per the restructured plans is however a priority as of now.	Incorporating earthquake resistant features in the school buildings is one of the focus areas - CBRI, Roorkee is being consulted on this. The State is also looking into the possibility of using rain water harvesting features in schools.	

## **PROCUREMENT AND DISBURSEMENT**

### **Procurement**

IDA procurement procedures as spelt out in the respective Project Agreements for each Phase of IDA assisted DPEP are followed by State Implementation Societies, while Procurement guidelines similar to IDA guidelines finalised by DFID are followed by DPEEP, West Bengal and Andhra Pradesh. The Procurement and Disbursement Unit established within TSG functions as the nodal point for facilitating procurement clearances from funding agencies, wherever required, and lodgement of claims for reimbursement of expenditure. Besides, the unit also provides assistance to the States in finalizing the procurement proposals and consultancy assignments.

The consultancy contract for the development of computerised financial management system in DPEP Rajasthan was awarded to a consultancy firm through short listing. The software package is stated to be in the final stages of completion. In UP, DPEP the short list of consultancy firms for the development of computerised financial management system has been approved by the World Bank and further action for selection of a consultancy firm for award of the assignment is in progress.

With the objective of acquainting the DPEP functionaries with the procurement and disbursement procedures of the funding agencies, National Level and State Level Workshops on procurement and disbursement are organised. Training programmes with participation of Bank's representatives in Rajasthan to familiarise the DPEP functionaries in the State with the IDA procurement and disbursement procedures and the requirements connected with financial management system were organised. **The DPEP functionaries in the new States viz Uttaranchal, Jharkhand and Chhattisgarh have been acquainted with the procurement procedures.**

### **Expenditure and Disbursement (IDA Credits)**

#### **DPPEP-I – Expenditure**

The cumulative expenditure upto 31/3/2001 is Rs.735.25 crores which is about 83.40% of EFC approved project cost of Rs.882.00 crores. The revised project cost as per EFC's approval is Rs.1070.66 crores.

Against the AWP&B of Rs.268.41 crores for the year 2001-2002, the project has achieved an expenditure of Rs.52.06 crores during April to August, 2001 which is about 20% only.

State wise achievement is at Statement F-1.

## **Disbursement**

As a result of low level of expenditure, the disbursement targets could not be achieved. Against the cumulative SAR targets \$ 233.362 million, a disbursement of US\$ 153.302 million (66%) upto 31/3/2001 could only be achieved.

Based on the expenditure upto 31/8/2001 and including unclaimed expenditure for the previous year, the likely disbursement so far is US\$ 11.563 million against the SAR target of US\$ 26.938 for the year 2001-2002 which is about 43%.

## **EEC funded Madhya Pradesh**

### **Expenditure**

The cumulative expenditure upto 31/3/2001 is Rs.481.97 crores which is 97% of the EFC approved cost of Rs.498.74 crores. The project cost has however been revised and the revised EFC approved cost of the project is now Rs.734.01 crores.

Against the AWP&B of Rs.169.34 crores for the year 2001-2002, the project has incurred an expenditure of Rs.30.59 crores during April to August, 2001 which is about 18%.

## **DPEP-II (IDA Funded)**

### **Expenditure**

The project has performed well. Against the SAR target of Rs.1291.65 crores the project has incurred an expenditure of Rs.1281.35 crores upto 31/3/2001, which is 99.20% and against the EFC approved project cost of Rs.2403.64 crores the achievement is 53.31%.

Against the AWP&B of Rs.826.48 crores for the year 2001-2002, the project has achieved an expenditure of Rs.174.36 crores during April to August, 2001 which is about 21%.

State wise achievement is at Statement F-2.

## **Disbursement**

The cumulative disbursement upto 31/3/2001 is US\$ 219.412 million, which is 83% of the SAR target of US\$ 264.6 million upto 31/3/2001.

The SAR target for the year is US\$ 90.8 million. The likely disbursement on the basis of reimbursement claims filed for expenditure incurred upto 31/8/2001 works out to US\$ 41.200 million. An achievement of 45%.

## **Netherlands Grant for Gujarat**

### **Expenditure**

The expenditure target and achievements are included in DPEP-II above. The project has recorded an expenditure of FRs.79.96 crores upto 31/3/2001.

The expenditure incurred during April to August, 2001 is Rs.6.37 crores which is about 24% of the AWP&B of Rs.226.62 crores.

### **Disbursement**

The cumulative disbursement upto 31/3/2001 is US\$ 13.734 million which is about 76% of the SAR target of US\$ 188.10 million upto 31/3/2001.

The target for the year 2001-2002 is US\$ 4.5 million. Against this the likely disbursement on the basis of reimbursement claims filed for expenditure upto 31/8/2001 works out to US\$2.500 million.

## **DPEP-III (IDA Funded)**

### **Expenditure**

The expenditure remains at low level. The project has incurred an expenditure of Rs.143.71 crores (including an expenditure of Rs.9.49 crores on UNICEF funded activities) against the EFC approved cost of Rs.651.17 crores upto 31/3/2001 which is 22% only.

Against the AWP&B of Rs.168.68 crores for the year 2001-2002, the project has reported an expenditure of Rs.20.26 crores, an achievement of 12% only.

(State wise achievement is at Statement F-III).

### **Disbursement**

Due to low level of expenditure the disbursement is also low. Against the SAR target of US \$ 99.55 million upto 31/3/2001 the project could achieve a disbursement of US\$ 24.057 million (24%).

During the current year the likely disbursement on the basis of claims filed for the expenditure incurred upto 31/8/2001 is US \$ 4.641 which is about 18%.



## **APERP (Education Component, Credit No. 3103-IN)**

### **Expenditure**

The cumulative expenditure upto 31/3/2001 is Rs.270.76 crores which is 47.37% of the EFC approved project cost of Rs.571.50 crores.

The project has reported an expenditure of Rs.12.06 crores during the period April to August, 2001 against the AWP&B of Rs.159.41 crores which is about 8% only.

### **Disbursement**

The cumulative disbursement upto 31/3/2001 is US\$ 51.992 million against the SAR target of US \$ 86.295 million which is 64%. The disbursement against the claims filed for the expenditure incurred upto 31/8/2001 works out to US\$ 2.9 million against the target of US \$ 27.000 million, which is 11% only.

### **DPEP Rajasthan**

The project has reported an expenditure of Rs.38.25 crores upto 31/3/2001 which is 9% of the EFC approved cost of Rs.411.14 crores.

During the year 2001-2002, the project has achieved an expenditure of Rs.19.25 crores during the period April to August, 2001 against the AWP&B of Rs.119.11 crores for the year. An achievement of 16%.

### **Disbursement**

The cumulative disbursement upto 31/3/2001 is US\$ 4.052 million which is about 20% of the cumulative SAR target of US\$ 20.300 upto 31/3/2001.

Against the SAR target of US \$ 26.500 for the year 2001-02, the disbursement amount for the claims filed against expenditure incurred upto August, 2001 works out to US \$ 6.400 million which is 24%.

### **UP DPEP-III**

#### **Expenditure**

The cumulative expenditure incurred upto 31/3/2001 is Rs.110.54 crores which is 67% of the cumulative target of Rs.165.44 crores upto 31/3/2001.

Againstst the AWP&B of Rs.347.18 crores for the year 2001-2002, the project has reported an expenditure of Rs.75.34 crores which is 22%.

(State wise achievement is at Statement F-IV).

### **Disbursement**

Againstst the SAR target of US\$ 46.212 million upto 2000-2001, a disbursement of US\$ 15.649 million has been achieved which is 34%.

The SAR target for 2001-2002 is US\$ 42.00 million. The disbursement against the reimbursement claims filed for the expenditure incurred upto 31/8/2001 works out to US\$ 19.500 million which is about 47%.

### **DFID Aided Projects**

#### **Andhra Pradesh District Primary Education Project**

Againstst the EFC approved cost of Rs.172.73 crores the project has incurred an expenditure of Rs.117.79 crores (68%). This has generated reimbursement claims of Rs.100.12 crores. Against this the DFID have disbursed £ 15.817 million upto 31/3/2001. One reimbursement claim for Rs.2.46 crores is awaiting disbursement.

Againstst the AWP&B of Rs.68.73 crores for the year 2001-2002, the project has reported an expenditure of Rs.7.16 crores for the period April to June, 2001. Against this a reimbursement claim of Rs.6.08 crores has been lodged.

#### **West Bengal District Primary Education Project**

Againstst the EFC approved cost of Rs.196.30 crores, the Project has incurred an expenditure of Rs.90.62 crores (46%) upto 31/3/2001. This expenditure has generated reimbursement claims to the tune of Rs.77.03 crores. The DFID has disbursed £ 10.185 million against the total Grant of £ 37.7 million. One reimbursement claim for Rs.7.39 crores awaits disbursement.

The project has reported an expenditure of Rs.12.00 crores during April to September, 2001 which is 21.32% of the AWP&B of Rs.56.28 crores for the year 2001-2002. A reimbursement claim for Rs.10.20 crores has been lodged.

## **West Bengal District Primary Education Project Phase-II**

The project commenced from 4/2000. The project has reported an expenditure of Rs.6.07 crores upto 31/3/2001 and Rs.2.11 crores during the period April to June, 2001. Disbursement of the reimbursement claim for Rs.6.95 crores is awaited. .

**Details available in Statements A to F**

### **Flow of Funds**

The position regarding release of funds by Government of India and State Share upto 31/3/2001 is given in Statement 'G'.

### **District wise Expenditure**

The cumulative Expenditure upto 31/3/2000, AWP & B for 2000-2001, Expenditure incurred during 2000-2001 and the total cumulative expenditure till 31/3/2001 is given in Statement 'H'.

**Expenditure in DPEP**  
Targets (SAR) and Actuals (IDA Assisted)

(Rs. in Crores)

Financial Year	DPEP - I (Credit No. 2661 - IN)		DPEP - II (Credit No. 2876 - IN)		DPEP - III (Credit No. 3012 - IN)		APERP Education Component (Credit No. 3103-IN)	
	Targets	Actuals Upto Aug, 2001	Targets	Actuals Upto Aug, 2001	Targets (AWP&B)	Actuals Upto Aug, 2001	Targets (AWP&B)	Actuals Upto Aug, 2001
1994 - 95	22.40	2.67(11.92%)	--	--	--	--		
1995 - 96	99.22	70.32 (71.00%)	--	--	--	--		
1996 - 97	137.21	126.37 (92.10%)	40.95	5.23 (12.77%)	--	--		
1997 - 98	171.15	153.02 (89.40%)	182.00	122.66 (67.40%)	31.33	4.36 (13.91%)		
1998 - 99	191.27	124.60 (65.14%)	259.00	340.59 (131.50%)	102.00	42.70 (41.86%)	126.38	126.38 (100%)
1999-2000	189.75	123.36(65%)	362.75	362.17 (99.80%)	159.03	45.60 (28.67%)	182.00	106.18(58.34%)
2000-2001	170.75	134.90(79%)	446.95	450.71 (101%)	138.56	41.56(30%)	208.28	38.20 (18.34%)
2001-2002	105.00	52.06 (49.6%)	374.15	174.36 (47%)	168.68	20.26 (12%)	159.41	12.06 (7.56%)
Cumulative upto 2001-2002	1086.75	787.30(72%)	1665.80	1455.72 (87.38%)	599.60	154.48(25.76%) *	676.07	282.82 (41.83%)

(\*) this does not include UNICEF funded exp.

Financial Year	Rajasthan DPEP (Credit No. N0-44)		UP DPEP-III (Credit No. 3307-IN)		Rajasthan-II	
	Targets (AWP&B)	Actuals Upto Aug, 2001	Targets (AWP&B)	Actuals Upto Aug, 2001	Targets (AWP&B)	Actuals Upto Aug, 2001
1999-2000	Nil	2.60	1.18	1.18		
2000-2001	110.37	35.65 (32.30%)	164.26	109.36 (66.57%)	--	--
2001-2002	119.11	19.25 (16.16%)	347.18	75.34 (21.70%)	70.10	--
Cumulative upto 2001-2002	229.48	57.50(25%)	512.62	185.88 (36.26%)		

Statement 'A-1'

**Expenditure in DPEP**

Others

(Rs. in Crores)

Financial Year	EC Assisted DPEP Madhya Pradesh		DFID Assisted DPEP Andhra Pradesh		DFID Assisted DPEP West Bengal I & II		DFID Assisted DPEP Orissa- II	
	Target	Actuals Upto Aug, 2001	Target	Actuals Upto Aug, 2001	Target	Actuals Upto Aug, 2001	Target	Actuals Upto Aug, 2001
2000-2001	510.81	481.97 (94%)	157.27	117.79 (68%)	(i) 142.85 (ii) 6.07	(i) 90.62 (63.43%) (ii) 6.07 (100%)		
2001-2002	169.34	30.59 (18%)	68.74	7.16 (10.42%)	(i) 56.28 (ii) 50.26	(i) 12.00 (21%) (ii) 2.11 (4%)	65.93	--

Note – Actuals upto August, 2001.

**Disbursements in DPEP  
Targets (SAR) and Actuals (IDA Assisted)**

(US \$ in Million, Rs. in Crores)

Financial Year	DPEP - I (Credit No. 2661 - IN)		DPEP - II (Credit No. 2876 - IN)		DPEP - III (Credit No. 3012 - IN)	
	Targets	Actuals	Targets	Actuals	Targets	Actuals
1994 - 95	\$ 4.0	-	--	--	--	--
1995 - 96	\$ 27.85	\$ 8.905 (31.97%) Rs.31.79	--	--	--	--
1996 - 97	\$ 34.30	\$ 37.563 (109.51%) Rs.133.56	\$ 7.50	--	--	--
1997 - 98	41.00	\$ 36.969 (90.17%) Rs.138.18	\$ 36.85	\$ 16.103 (44%) Rs.62.50	\$ 3.5	--
1998 - 99	\$ 45.75	\$ 24.422 (53.38%) Rs.103.02	\$ 49.80	\$ 64.023 (128.57%) Rs.269.48	\$ 18.65	\$ 7.891 (42.31%) Rs.33.33
1999-2000	\$ 43.95	\$ 23.995 (54.60%) Rs.104.02	\$ 70.45	\$70.239 (99.70%) Rs.304.36	\$ 37.75	\$8.557 (23.00%) Rs.37.05
2000-2001	\$ 36.512	\$21.445 (59%) Rs.97.92	\$ 100.00	\$ 69.047 (69%) Rs.317.01	\$ 39.65	\$ 7.609 (26%) Rs.34.89
2001-2002	\$ 26.938	\$ 11.563 (43%) Rs.54.55	\$ 90.8	\$ 41.200 (45%) Rs.194.38	\$ 26.75	\$ 4.641(17.35%) Rs.21.66
Cumulative upto March, 2002	\$260.300	\$ 164.865 (43%) Rs.663.03	\$355.40	\$ 260.612 Rs.1147.73	\$126.30	\$ 28.698 Rs.126.92

**DFID Assisted Projects Targets**

Sl. No.	State	Targets				Actuals			
		Upto 31/3/999	1999-2000	2000-2001	2001-2002	Upto 31/3/999	1999-2000	2000-2001	2001-2002
1.	Andhra Pradesh	Rs.80	Rs.48	Rs.54.00	Rs.58.43	Rs.52.18(65%)	Rs.27.04 (56%)	Rs.20.90 (38.70%)	Rs 6.08 (10.40%)
2.	West Bengal	Rs.44	Rs.60	Rs.76.00	Rs.47.84	Rs.20.60(47%)	Rs.24.28 (40%)	Rs32.15 (42.30%)	Rs.10.20 (21.32%)
3.	West Bengal-II	--	--	--	Rs.42.72	--	--	--	Rs.1.79 (4%)
4.	Orissa-II	--	--	--	Rs.56.00	--	--	--	--

**Disbursements**  
**SAR Targets & Actuals**

(\$ in Million/ Rs. in Crores)

Financial Year	Netherlands Grant for Gujarat State		IDA Credit No. 3103-IN APERP – Education Component	
	Target	Actuals	Target	Actuals
Upto 1997-98	\$ 5.0	\$ 2.118 (43.6%) Rs.8.13	-	-
1998-99	\$ 4.0	\$ 3.579(89%) Rs.15.13	\$ 26.295	\$20.956 (79.69%)
1999-2000	\$ 4.6	\$ 4.556(99%) Rs.19.79	\$ 35.00	\$24.168 (69%)
2000-2001	\$ 4.5	\$ 3.481 (77%) Rs.15.93	\$ 25.000	\$6.868 (19.62%) Rs. 32.07
2001-2002	\$ 4.500	\$ 2.5 (56%) Rs.11.83	27.000	\$ 2.900 (11%) Rs.13.36
Cumulative upto March, 2002	\$22.600	\$ 16.234 (72%) Rs.70.81	\$113.295	\$ 54.892 (48.45%) Rs.240.73

Financial Year	Rajasthan DPEP		UP DPEP-III	
	Target	Actuals	Target	Actuals
Upto 1999-2000	\$ 3.00	\$ 0.475 (16%) Rs.2.07	-	-
2000-2001	\$ 17.300	\$ 3.577 (21%) Rs.16.64	\$ 46.212	\$ 15.649 (34%) Rs.72.84
2001-2002	\$ 26.500	\$6.400 (24%) Rs.29.93	\$ 42.00	\$ 19.500 (46%) Rs.91.86
Cumulative upto March, 2002	\$ 46.800	\$ 10.452 (22%) Rs.48.64	\$88.212	\$ 35.149 (40%) Rs.164.70

**Financial Information**  
**Statewise planned budget / Expenditure**  
**Project Phase - I**  
**IDA Credit No. 2661-IN**

Project Starting date : 1994-95  
Rs. in Lakhs

E.1 Expenditure by Project

Sl. No.	Name of the State	Since Project Start				
		Planned budget till 31/3/2002	Expenditure till 31/3/2001	Expenditure from 4/2001 to 8/2001	Total Expenditure upto 8/2001	%age Budget Expended
1	Assam	12787.45	9955.13	524.29	10479.42	82
2	Haryana	15422.44	9737.05	970.31	10707.36	69
3	Karnataka	18580.53	15693.52	869.84	16563.36	89
4	Kerala	9717.20	7598.04	402.48	8000.52	82
5	Maharashtra	22136.83	15012.46	952.37	15964.83	72
6	Tamil Nadu	17246.50	11708.36	1439.33	13147.69	76
7	National Component	4474.40	3820.09	47.11	3867.20	86
8	MP EC Grant	50137.85	36767.60	3032.54	39800.14	79
9	Chattisgarh	14982.89	11428.94	26.73	11455.67	76
	<b>Total</b>	<b>165486.09</b>	<b>121721.19</b>	<b>8265.00</b>	<b>118530.52</b>	<b>72</b>



**Financial Information**  
**Statewise Planned Budget / Expenditure**  
**IDA Credit 2876-IN, 3012-IN, 3103-IN,**  
**044-IN Rajasthan and UP DPEP-III**

Statement - 'D'

Rs. in Lakhs

S.No.	Name of the State	Since Project Start				
		Planned budget till 31-3-2002	Expenditure as on 31-3-2001	Expenditure from April 2001 to Aug, 2001	Total Exp. Upto 8/2001	% Budget expended
1	Assam	12234.23	8213.30	839.71	9053.01	74.00
2	Haryana	8165.16	4239.34	933.47	5172.81	63.35
3	Karnataka	23812.91	18354.66	1911.74	20266.40	85.11
4	Kerala	8883.60	6047.27	555.71	6602.98	74.33
5	Maharashtra	13014.82	6837.51	712.50	7550.01	58.01
6	Tamil Nadu	7256.99	4383.52	593.59	4977.11	68.58
7	Madhya Pradesh	38575.48	24385.40	2387.45	26772.85	69.40
8	Chattisgarh	2250.94			0.00	0.00
9	Himachal Pradesh	11671.98	7546.68	627.16	8173.84	70.03
10	Orissa	20097.37	8227.39	1721.82	9949.21	49.51
11	Gujarat	10657.06	7995.53	637.21	8632.74	81.00
12	Uttar Pradesh	53261.11	31363.56	6451.97	37815.53	71.00
13	National Component	902.13	541.13	64.09	605.22	67.09
14	Andhra Pradesh**	18652.43	11778.83	715.82	12494.65	66.99
15	West Bengal***	14690.46	9062.46	1200.43	10262.89	69.86
16	West Bengal-II**	5632.81	606.81	210.89	817.70	14.52
17	Orissa-II	6593.13			0.00	0.00
18	APERP	43016.75	27075.93	1205.52	28281.45	65.75
	<b>DPEP-III</b>					
19	Bihar*	21828.29	9861.09	1699.27	11560.36	52.96
20	Jharkhand	15735.76	3561.16	326.40	3887.56	24.71
21	Rajasthan	15735.76	3824.55	1925.42	5749.97	36.54
22	UP DPEP-III	41925.35	10080.83	7211.12	17291.95	41.24
23	Uttaranchal	3846.89	973.38	321.94	1295.32	33.67
	<b>Total</b>	<b>398441.41</b>	<b>204960.33</b>	<b>31931.29</b>	<b>235918.24</b>	<b>59.21</b>

(\*) excluding exp. funded by UNICEF.

(\*\*) expenditure upto 30/6/2001

**Statement showing Statewise EFC approved cost  
Expenditure under various IDA Credits and DFID Grants**

Rs. in Lakhs

Sl. No.	Name of the State	DPEP-I				DPEP-II			DPEP-III		
		EFC approved Cost		Exp. Upto 31/08/2001	%age	EFC approved Cost	Exp. Upto 31/08/2001	%age	EFC approved Cost	Exp. Upto 31/08/2001	%age
		Original	Revised								
1	Assam	12951.18	13237.35	10479.42	79.17	15633.32	9053.01	57.91			
2	Haryana	14812.45	17159.04	10707.36	62.40	9547.25	5172.81	54.18			
3	Karnataka	13497.98	21480.18	16563.36	77.11	24077.31	20266.40	84.17			
4	Kerala	9189.72	8925.12	8000.52	89.64	9458.52	6602.98	69.81			
5	Maharashtra	18592.37	23592.13	15964.83	67.67	15771.79	7550.01	47.87			
6	Tamil Nadu	16897.22	16897.22	13147.69	77.81	9244.32	4977.11	53.84			
7	Madhya Pradesh*		50220.37	39800.14	79.25	46109.30	26772.85	58.06			
	Chhattisgarh*		15600.42	11455.67	73.43						
8	Himachal Pradesh					12928.11	8173.84	63.23			
9	Orissa					23011.99	9949.21	43.23			
	Orissa-II					31382.46					
10	Gujarat					9567.44	8632.74	90.23			
11	Uttar Pradesh					62987.60	37815.53	60.04			
12	National Component		6633.59	3867.20	58.30	1987.00	605.22	30.46			
13	Andhra Pradesh*					17272.60	12494.65	72.34			
14	West Bengal**					19630.29	10262.89	52.28			
	West Bengal-II*					21427.04	817.70	3.82			
15	APERP					57150.00	28281.45	49.49			
16	Bihar								43535.74	11560.36	26.55
	Jharkhand								21581.26	3887.56	18.01
17	Rajasthan								41114.47	5749.97	13.99
18	UP DPEP-III								77011.10	17291.95	22.45
	Uttaranchal								7718.48	1295.32	16.78
		<b>85940.92</b>	<b>173745.42</b>	<b>129986.19</b>	<b>74.81</b>	<b>387186.34</b>	<b>197428.40</b>	<b>50.99</b>	<b>190961.05</b>	<b>39785.16</b>	<b>20.83</b>

(\*) Expenditure upto 30/6/2001

(\*\*) Expenditure upto 30/9/2001

**Financial Information**

State - Assam

Project Phase - I

Project Starting date - 1994-95

Status upto - August, 2001

(Rs. in lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	3108.54	2610.79	83.99
2. Equipment, vehicles, books and furniture	2046.2	1065.97	52.10
3. Consultant services, fellowships and training	2864.95	698.64	24.39
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	4931.46	6104.02	123.78
<b>Total</b>	<b>12951.15</b>	<b>10479.42</b>	<b>80.91</b>

Revised EFC approved cost = Rs.13237.35 lakhs

**Financial Information**

State - Assam

Project Phase - II

Project Starting date - 1996-97

Status upto - August, 2001

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	3635.6	2538.30	69.82
2. Equipment, vehicles, books, furniture and materials	2727.48	1872.35	68.65
3. Consultant services,	400.25	75.00	18.74
4. Fellowships and training	1497.09	587.33	39.23
5. Incremental staff salaries, increme honoraria for volunteers, incremental operation and maintenance costs	7373.01	3980.03	53.98
<b>Total</b>	<b>15633.43</b>	<b>9053.01</b>	<b>57.91</b>

**Financial Information**

State - Haryana

Project Phase - I

Project Starting date - 1994-95

Status upto - August, 2001

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	3555.93	3289.78	92.52
2. Equipment, vehicles, books and furniture	1745.39	1301.46	74.57
3. Consultant services, fellowships and training	1976.00	1439.16	72.83
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	7535.13	4676.96	62.07
<b>Total</b>	<b>14812.45</b>	<b>10707.36</b>	<b>72.29</b>

Revised EFC approved cost = Rs.17159.04 lakhs

**Financial Information**

State -- Haryana

Project Phase - II

Project Starting date - 1996-97

Status upto - August, 2001

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	2098.56	1554.82	74.09
2. Equipment, vehicles, books, furniture and materials	1189.47	1180.95	99.28
3. Consultant services,	300.5	8.31	2.77
4. Fellowships and training	929.63	381.55	41.04
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	5029.1	2047.18	40.71
<b>Total</b>	<b>9547.26</b>	<b>5172.81</b>	<b>54.18</b>

### Financial Information

State - Karnataka

Project Phase - I

Project Starting date - 1994-95

Status upto - August, 2001

(Rs in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	3239.38	2855.47	88.15
2. Equipment, vehicles, books and furniture	866.12	2561.23	295.71
3. Consultant services, fellowships and training	1813.31	1412.64	77.90
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	7579.17	9734.02	128.43
<b>Total</b>	<b>13497.98</b>	<b>16563.36</b>	<b>122.71</b>

Revised EFC approved cost = Rs.21480.18 lakhs

### Financial Information

State - Karnataka

Project Phase - II

Project Starting date - 1996-97

Status upto - August, 2001

(Rs in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	5658.8	3194.00	56.44
2. Equipment, vehicles, books, furniture and materials	4376.93	2459.29	56.19
3. Consultant services,	229.81	9.11	3.96
4. Fellowships and training	1545.82	880.99	56.99
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	12265.96	13723.01	111.88
<b>Total</b>	<b>24077.32</b>	<b>20266.40</b>	<b>84.17</b>

## Financial Information

State - Kerala

Project Phase - I

Project Starting date - 1994-95

Status upto - August, 2001

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	2205.44	1784.07	80.89
2. Equipment, vehicles, books and furniture	1800.19	796.49	44.24
3. Consultant services, fellowships and training	1866.64	3168.23	169.73
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	3317.43	2251.73	67.88
<b>Total</b>	<b>9189.70</b>	<b>8000.52</b>	<b>87.06</b>

Revised EFC approved cost = Rs.8925.12 lakhs

Project Phase - II

Project Starting date - 1996-97

Status upto - August, 2001

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	1831.35	1433.62	78.28
2. Equipment, vehicles, books, furniture and materials	1597.09	1310.53	82.06
3. Consultant services,	381.80	39.68	10.39
4. Fellowships and training	3990.63	1991.19	49.90
5. Incremental staff salaries, increme honoraria for volunteers, incremental operation and maintenance costs	1697.66	1827.96	107.68
<b>Total</b>	<b>9498.53</b>	<b>6602.98</b>	<b>69.52</b>

## Financial Information

State - Maharashtra

Project Phase - I

Project Starting date - 1994-95

Status upto - August, 2001

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	4462.06	3354.02	75.17
2. Equipment, vehicles, books and furniture	652.04	1052.42	161.40
3. Consultant services, fellowships and training	1037.09	1053.91	101.62
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	12441.18	10504.48	84.43
<b>Total</b>	<b>18592.37</b>	<b>15964.83</b>	<b>85.87</b>

Revised EFC approved cost = Rs.23592.13 lakhs

Project Starting date - 1996-97

Project Phase - II

Status upto - August, 2001

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	3511.10	1746.03	49.73
2. Equipment, vehicles, books, furniture and materials	2204.75	322.87	14.64
3. Consultant services,	56.72	8.22	14.49
4. Fellowships and training	1592.60	453.41	28.47
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	8406.62	5019.48	59.71
<b>Total</b>	<b>15771.79</b>	<b>7550.01</b>	<b>47.87</b>

## Financial Information

State - Tamil Nadu

Project Phase - I

Project Starting date - 1994-95

Status upto - August, 2001

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	3023.28	3719.23	123.02
2. Equipment, vehicles, books and furniture	2595.01	301.97	11.64
3. Consultant services, fellowships and training	977.31	672.63	68.82
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	6001.61	8453.86	140.86
<b>Total</b>	<b>12597.21</b>	<b>13147.69</b>	<b>104.37</b>

Revised EFC approved cost = Rs.16897.22 lakhs

State -- Tamil Nadu

Project Phase - II

Project Starting date - 1996-97

Status upto - August, 2001

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	2101.00	2355.58	112.12
2. Equipment, vehicles, books, furniture and materials	2439.04	703.38	28.84
3. Consultant services,	85.00	29.57	34.79
4. Fellowships and training	1205.57	216.91	17.99
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	3413.68	1671.67	48.97
<b>Total</b>	<b>9244.29</b>	<b>4977.11</b>	<b>53.84</b>



## Financial Information

**National Component**

**Project Phase - I**

**Project Starting date - 1994-95**

**Status upto - June, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works			
2. Equipment, vehicles, books and furniture			
3. Consultant services, fellowships and training	6633.59	3867.2	58.30
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs			
<b>Total</b>	<b>6633.59</b>	<b>3867.2</b>	<b>58.30</b>

Revised EFC approved cost Rs.5775.18 lakhs.

**National Component**

**Project Phase - II**

**Project Starting date - 1996-97**

**Status upto - August, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works			
2. Equipment, vehicles, books, furniture and materials		75.83	
3. Consultant services,		0.33	
4. Fellowships and training		197.19	
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs		331.87	
<b>Total</b>	<b>1987.00</b>	<b>605.22</b>	<b>30.46</b>

## Financial Information

State - Madhya Pradesh

Project Phase - I

Project Starting date - 1994-95

Status up to - August, 2001

(Rs. in Lakhs)

Sl. No.	Category	Total		
		Project Budget *	Expenditure	% Budget expended
1	Salaries (including teacher salary)			
2	Civil work			
3	School Contingency			
4	Training			
5	TLM			
6	Furniture, Equipment/Vehicles			
7	Books			
8	Mobilisation			
9	O & M			
10	Innovation			
11	Others Professional fees, Studies, Workshops, Staff development			
	<b>Total</b>	<b>50220.37</b>	<b>39800.01</b>	<b>79.25</b>

(\*) Excludes cost of Rs.6802.9 lakhs approved for 12 non DPEP districts and Rs.113 lakhs approved for National Component.

State - Madhya Pradesh

Project Phase - II

Project Starting date - 1996-97

Status upto - August, 2001

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	9634.95	10242.18	106.30
2. Equipment, vehicles, books, furniture and materials	4128.61	4265.19	103.31
3. Consultant services,	185.00	113.58	61.39
4. Fellowships and training	5085.47	2417.77	47.54
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	27075.27	9734.13	35.95
<b>Total</b>	<b>46109.30</b>	<b>26772.85</b>	<b>58.06</b>

### Financial Information

State - Orissa

Project Phase- II

Project Starting date - 1996-97

Status upto - August, 2001

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	4789.42	4170.72	87.08
2. Equipment, vehicles, books, furniture and materials	4981.20	1937.08	38.89
3. Consultant services,	139.18	25.45	18.29
4. Fellowships and training	5540.10	1796.08	32.42
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	7562.10	2019.88	26.71
<b>Total</b>	<b>23012.00</b>	<b>9949.21</b>	<b>43.23</b>

### Financial Information

State - Himachal Pradesh

Project Phase- II

Project Starting date - 1996-97

Status upto - August, 2001

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	2953.36	1948.68	65.98
2. Equipment, vehicles, books, furniture and materials	1590.17	1240.99	78.04
3. Consultant services,	102.00	32.76	32.12
4. Fellowships and training	1322.34	305.71	23.12
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	6960.29	4645.70	66.75
<b>Total</b>	<b>12928.16</b>	<b>8173.84</b>	<b>63.23</b>

### Financial Information

State - Gujarat

Project Phase - II

Project Starting date - 1996-97

Status upto - August, 2001

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	1934.30	2015.12	104.18
2. Equipment, vehicles, books, furniture and materials	1525.73	2067.79	135.53
3. Consultant services,	127.60	31.48	24.67
4. Fellowships and training	1216.46	819.83	67.39
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	4763.36	3698.52	77.65
<b>Total</b>	<b>9567.45</b>	<b>8632.74</b>	<b>90.23</b>

### Financial Information

E-17

State - Rajasthan DPEP

Project Phase -

Project Starting date - 1999-2000

Status upto - August, 2001

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	8630.88	2728.96	31.62
2. Equipment, vehicles, Furniture and books	2861.07	401.62	14.04
3. Training workshops, fellowships and Consultant Services	11143.53	605.21	5.43
4. Incremental operating and maintenance costs	18478.99	2014.18	10.90
<b>Total</b>	<b>41114.47</b>	<b>5749.97</b>	<b>13.99</b>

**Financial Information**

State - Uttar Pradesh

Project Phase - II

Project Starting date - 1996-97

Status upto - August, 2001

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	16077.02	12097.95	75.25
2. Equipment, vehicles, books, furniture and materials	9175.94	9252.09	100.83
3. Consultant services,	618.33	207.70	33.59
4. Fellowships and training	5415.30	2478.55	45.77
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	31701.01	13779.24	43.47
<b>Total</b>	<b>62987.60</b>	<b>37815.53</b>	<b>60.04</b>

State - Uttar Pradesh (BIF)

Project Phase -UP DPEP - III

Project Starting date - 1999-2000

Status upto - August, 2001

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	16116.81	7249.96	44.98
2. Equipment, vehicles, Furniture	4138.42	351.84	8.50
3. Books	9364.94	2817.24	30.08
4. Fellowships, training / Workshop & Consultant Services	24121.19	1080.43	4.48
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	23269.74	5792.48	24.89
<b>Total</b>	<b>77011.10</b>	<b>17291.95</b>	<b>22.45</b>

## Financial Information

**State - Bihar**

**Project Phase - III**

**Project Starting date - 1997-98**

**Status upto - August, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	9760.45	3344.73	34.27
2. Equipment, vehicles, books (except textbooks), teaching materials and furniture	2997.16	2307.70	77.00
3. Textbooks	2607.00	2508.54	96.22
4. Consultant's services, training, workshops and fellowships, except for Parts B.5(a) and (b), and Part C.4 of the project	4863.71	640.44	13.17
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	23307.42	2758.95	11.84
<b>Total</b>	<b>43535.74</b>	<b>11560.36</b>	<b>26.55</b>

Note - Excluding expenditure of Rs.946.81 funded by UNICEF and expenditure of Rs.606.02 lakhs disallowed by World Bank.

A Supplementary Claim for reimbursement of Rs.277.47 lakhs has been returned for rectification of discrepancies.

**State - Jharkhand**

**Project Phase - III**

**Project Starting date - 1997-98**

**Status upto - August, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	5121.55	1270.78	24.81
2. Equipment, vehicles, books (except textbooks), teaching materials and furniture	802.84	799.79	99.62
3. Textbooks	3931.00	32.04	0.82
4. Consultant's services, training, workshops and fellowships, except for Parts B.5(a) and (b), and Part C.4 of the project	4341.29	243.77	5.62
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	7384.58	1541.18	20.87
<b>Total</b>	<b>21581.26</b>	<b>3887.56</b>	<b>18.01</b>

Note - Excluding exp. funded by UNICEF.

UNICEF funded Expenditure

upto 31/3/2001 Rs.946.81 lakhs

**Financial Information**

State - Chhattisgarh

Project Phase - I

Project Starting date -

Status upto - June, 2001

(Rs. in Lakhs)

Sl. No.	Category	Total		
		Project Budget (*)	Expenditure	% Budget expended
1	Salaries (including teacher salary)			
2	Civil work			
3	School Contingency			
4	Training			
5	TLM			
6	Furniture, Equipment/Vehicles			
7	Books			
8	Mobilisation			
9	O & M			
10	Innovation			
11	Others Professional fees, Studies, Workshops, Staff development			
	<b>Total</b>	<b>15600.42</b>	<b>11455.67</b>	<b>73.43</b>

(\*) Excluding Rs.664 lakhs approved for non DPEP district.

State - Uttaranchal

Project Phase -UP DPEP - III

Project Starting date - 1999-2000

Status upto - August, 2001

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	1777.89	304.54	17.13
2. Equipment, vehicles, Furniture	385.08	51.14	13.28
3. Books	647.61	151.36	23.37
4. Fellowships, training / Workshop & Consultant Services	2669.68	174.29	6.53
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	2238.22	613.99	27.43
<b>Total</b>	<b>7718.48</b>	<b>1295.32</b>	<b>16.78</b>

**Financial Information**

**State - Andhra Pradesh**

**Project Phase - I**

**(Andhra Pradesh Economic Restructuring Project - Education Component)**

**Project Starting date - 1998-99**

**Status upto - August, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1(a). Civil Works	13527.00	14630.43	108.16
1(b). Equipment, vehicles, books, teaching materials and furniture	5959.00	3045.23	51.10
1(c). Consultant services and training	17781.00	3375.16	18.98
1(d). Incremental staff salaries, honoraria for volunteers, incremental operation and maintenance costs	19883.00	7230.63	36.37
<b>Total</b>	<b>57150.00</b>	<b>28281.45</b>	<b>49.49</b>

**State - Andhra Pradesh (DFID)**

**Project Phase - I (DFID - Grant)**

**Project Starting date - 1996-97**

**Status upto - June, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	3670.70	3916.75	106.70
2. Equipment, vehicles, books teaching materials and furniture	483.28	1149.62	237.88
3. Consultant services, training workshops and fellowships,	2199.80	984.03	44.73
4. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	10918.82	6444.25	59.02
<b>Total</b>	<b>17272.60</b>	<b>12494.65</b>	<b>72.34</b>



## Financial Information

State - West Bengal

Project Phase - I (DFID - Grant)

Project Starting date - 1997-98

Status upto - September, 2001

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	4294.90		0.00
2. Equipment, vehicles, books teaching materials and furniture	781.20		0.00
3. Consultant services, training workshops and fellowships,	7462.93		0.00
4. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	7091.27		0.00
<b>Total</b>	<b>19630.29</b>	<b>10262.89</b>	<b>52.28</b>

The project has claimed an expenditure of Rs.5956.34 lakhs upto 30/6/2000 for reimbursement.

State - West Bengal-II

Project Phase - II (DFID - Grant)

Project Starting date - 2000-2001

Status upto - June, 2001

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	4734.25		0.00
2. Equipment, vehicles, books teaching materials and furniture	493.23		0.00
3. Consultant services, training workshops and fellowships,	6607.30		0.00
4. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	9592.26		0.00
<b>Total</b>	<b>21427.04</b>	<b>817.70</b>	<b>3.82</b>

**IDA Credit No.2661-IN EEC assisted MP**

Sl. No.	Name of the State	AWP & B 2001-2002	Total GOI + State funds available with SPDs	Total Exp. Upto March, 2001	Total Reimb Claims upto March, 2001	Expenditure during 2001-2002						Reimbursement during 2001-2002					Total Exp. upto Sep, 2001	Total Reimb. upto Sep, 2001
						upto 30/6/2001	July	Aug	Sep	Total	%age	upto 30/6/2001	July	Aug	Sep	Total		
1	Assam	2832.32	10763.00	9955.13	8334.82	239.31	70.18	214.80		524.29	18.51	154.14	44.84	143.22		342.20	10479.42	8677.02
2	Haryana	5685.39	10662.00	9737.05	8312.16	554.55	91.70	324.06		970.31	17.07	398.69	71.53	255.82		726.04	10707.36	9038.20
3	Karnataka	2887.01	16661.00	15693.52	13082.09	523.86	169.44	176.54		869.84	30.13	323.36	102.98	109.05		535.39	16563.36	13617.48
4	Kerala	2119.16	8298.00	7598.04	6845.66	186.78	122.96	92.74		402.48	18.99	158.67	107.37	78.49		344.53	8000.52	7190.19
5	Maharashtra	7124.37	17399.00	15012.46	12567.08	533.99	206.02	212.36		952.37	13.37	332.93	138.14	134.84		605.91	15964.83	13172.99
6	Tamil Nadu	5538.14	13375.00	11708.36	9650.39	483.87	535.70	419.76		1439.33	25.99	306.65	435.35	347.73		1089.73	13147.69	10740.12
7	EdCIL	465.00	4305.00	3820.09	3820.09	47.11				47.11	10.13	47.11				47.11	3867.20	3867.20
8	NS DART	77.37								0.00								
9	NCERT	39.20								0.00								
10	NIEPA	72.74								0.00								
	<b>IDA Total</b>	<b>26840.70</b>	<b>81463.00</b>	<b>73524.65</b>	<b>62612.29</b>	<b>2569.47</b>	<b>1196.00</b>	<b>1440.26</b>	<b>0.00</b>	<b>5205.73</b>	<b>19.39</b>	<b>1721.55</b>	<b>900.21</b>	<b>1069.15</b>	<b>0.00</b>	<b>3690.91</b>	<b>78730.38</b>	<b>66303.20</b>
	<b>EEC</b>																	
11	MP	13370.25	50665.00	36767.60	31252.46	2310.23		722.31		3032.54	22.68	1963.70		613.96		2577.66	39800.14	33830.12
12	Chattisgarh	3553.95	400.00	11428.94	9714.60	26.73				26.73	0.75	15.22				15.22	11485.67	9729.82
13	Cap. Bldg (EC)	100.00								0.00						0.00	0.00	0.00
	<b>Total(EEC+IDA)</b>	<b>43864.90</b>	<b>132528.00</b>	<b>121721.19</b>	<b>103579.35</b>	<b>4906.43</b>	<b>1196.00</b>	<b>2162.57</b>	<b>0.00</b>	<b>8265.00</b>	<b>42.83</b>	<b>3700.47</b>	<b>900.21</b>	<b>1683.11</b>	<b>0.00</b>	<b>6283.79</b>	<b>129986.19</b>	<b>109863.14</b>

%age with reference to AWP&B for the year.

**DPEP-II**  
**Statement of Expenditure and Reimbursement Claims**  
**IDA Credit No. 2876-IN Netherlands Grant 20916**

Statement 'F-2'

Rs. in Lakhs

Sl. No.	Name of the State	AWP & B 2001-2002	Total GOI + State funds available with SPDs	Total Exp. Upto March, 2001	Total Reimb Claims upto March, 2001	Expenditure during 2001-2002						Reimbursement during 2001-2002					Total Exp. upto Aug, 2001	Total Reimb. upto Aug, 2001
						upto June, 2001	July	Aug	Sep	Total	%age	upto June, 2001	July	Aug	Sep	Total		
1	H.P.	4125.30	8996.00	7546.68	6333.73	290.43	102.60	234.13		627.16	15.20	206.61	81.54	181.19		469.34	8173.84	6803.07
2	Orissa	11869.98	12662.22	8227.39	7118.87	623.20	632.30	466.32		1721.82	14.51	565.31	602.20	401.52		1569.03	9949.21	8687.90
3	Gujarat	2661.53	8775.00	7995.53	6802.43	333.58	128.61	175.02		637.21	23.94	246.45	95.31	126.00		467.76	8632.74	7270.19
4	Assam	4020.93	9830.00	8213.30	6864.83	420.82	142.94	275.95		839.71	20.88	311.08	102.11	215.18		628.37	9053.01	7493.20
5	Haryana	3925.82	5185.00	4239.34	3518.91	532.98	146.92	253.57		933.47	23.78	405.88	125.90	196.44		728.22	5172.81	4247.13
6	Karnataka	5458.25	21015.00	18354.66	15273.65	1026.94	335.44	549.36		1911.74	35.02	723.29	236.17	446.52		1405.98	20266.40	16679.63
7	Kerala	2836.33	7142.00	6047.27	5306.52	340.87	93.88	120.96		555.71	19.59	277.63	78.47	101.21		457.31	6602.98	5763.83
8	M. Pradesh	14190.08	30684.00	24385.40	20879.50	1504.57		882.88		2387.45	16.82	1215.31		689.49		1904.80	26772.85	22784.30
9	Maharashtra	6177.31	9024.00	6837.51	5645.07	351.75	208.86	151.89		712.50	11.53	246.35	139.79	104.49		490.63	7550.01	6135.70
10	Tamil Nadu	2873.47	5803.00	4383.52	3745.70	380.82	178.45	34.32		593.59	20.66	298.87	147.71	23.14		469.72	4977.11	4215.42
11	U. Pradesh	21897.55	37950.00	31363.56	26678.89	2667.26	482.46	3302.25		6451.97	29.46	1988.73	431.40	2790.74		5210.87	37815.53	31889.76
12	IGNOU	361.00	694.00	541.13	472.56	28.16	20.03	15.90		64.09	17.75	19.06	15.72	11.88		46.66	605.22	519.22
13	Chhattisgarh	2250.94	1100.00							0.00	0.00					0.00	0.00	0.00
	<b>Total</b>	<b>82648.49</b>	<b>158860.22</b>	<b>128135.29</b>	<b>108640.66</b>	<b>8501.38</b>	<b>2472.49</b>	<b>6462.55</b>	<b>0.00</b>	<b>17436.42</b>	<b>21.10</b>	<b>6504.57</b>	<b>2056.32</b>	<b>5287.80</b>	<b>0.00</b>	<b>13848.69</b>	<b>145571.71</b>	<b>122489.35</b>

%age with reference to AWP&B for the year.

Sl. No.	Name of the State	AWP & B 2001-2002	Total GOI + State funds available with SPDs	Total Exp. Upto March, 2001	Total Reimb Claims upto March, 2001	Expenditure during 2001-2002						Reimbursement during 2001-2002					Total Exp. upto Aug, 2001	Total Reimb. upto Aug, 2001
						upto June, 2001	July	Aug	Sep	Total	%age	upto June, 2001	July	Aug	Sep	Total		
1	Rajasthan	11911.21	8130.00	3824.55	3314.84	1180.79	352.80	391.83		1925.42	16.16	948.75	280.79	319.97		1549.51	5749.97	4864.35

%age with reference to AWP&B for the year.

**DPEP-III**  
Statement of Expenditure and Reimbursement Claims  
IDA Credit No. 3012-IN

Rs. in Lakhs

Sl. No.	Name of the State	AWP & B 2001-2002	Total GOI + State funds available with SPDs	Total Exp. Upto March, 2001	Total Reimb Claims upto March, 2001	Expenditure during 2001-2002						Reimbursement during 2001-2002					Total Exp. upto Aug, 2001	Total Reimb. upto Aug, 2001
						upto June, 2001	July	Aug	Sep	Total	%age **	upto June, 2001	July	Aug	Sep	Total		
1	Bihar	11967.00	16523.00	13422.25	11078.35	841.75	395.69	461.83		1699.27	14.20	684.79	322.94	379.52		1387.25	15121.52	12465.60
2	Jharkhand	4900.93	1200.00			101.69	45.97	178.74		326.40	6.66	63.72	31.77	131.14		226.63	326.40	226.63
	<b>Total</b>	16867.93	17723.00	13422.25	11078.35	943.44	441.66	640.57	0.00	2025.67	12.01	748.51	354.71	510.66	0.00	1613.88	15447.92	12692.23

(\*) Excluding expenditure of Rs.606.02 lakhs disallowed by World Bank.

(\*\*) %age with reference to AWP&B for the year.

**UNICEF**

Bihar	Total UNICEF Funds	Total Exp. upto 31/3/2001	Balance Funds
	1118.7	946.81	171.89

**DPEP-Uttar Pradesh-III**  
**Statement of Expenditure and Reimbursement Claims**  
**IDA Credit No. 3307-IN**

Statement 'F-4'

Rs. in Lakhs

Sl. No.	Name of the State	AWP & B 2001-2002	Total GOI + State funds available with SPDs	Total Exp. Upto March, 2001	Total Reimb Claims upto March, 2001	Expenditure during 2001-2002					Reimbursement during 2001-2002					Total Exp. upto Aug, 2001	Total Reimb. upto Aug, 2001	
						upto June, 2001	July	Aug	Sep	Total	%age	upto June, 2001	July	Aug	Sep			Total
1	UP	31844.52	17486.00	11053.71	9769.35	3059.30	1852.17	2315.03		7226.50	22.69	2668.87	1730.86	2041.79		6441.52	18280.21	16210.87
2	Uttanchal	2873.51	600.00				109.43	197.63		307.06	10.69		91.95	167.11		259.06	307.06	259.06

%age with reference to AWP&B for the year.

**APERP-Education Component Andhra Pradesh**  
**Statement of Expenditure and Reimbursement Claims**  
**IDA Credit No. 3103-IN**

Rs. in Lakhs

Sl. No.	AWP & B 2001-2002	Total GOI + State funds available with SPDs	Total Exp. Upto March, 2001	Total Reimb Claims upto March, 2001	Expenditure during 2001-2002					Reimbursement during 2001-2002					Total Exp. upto August, 2001	Total Reimb. upto August, 2001	
					upto June, 2001	July	Aug	Sep	Total	%age	upto June, 2001	July	Aug	Sep			Total
1	15940.82	46879.00	27075.93	23168.76	751.7	227.55	226.27		1205.52	7.56	574.87	160.32	168.40		903.59	28281.45	24072.35

%age with reference to AWP&B for the year.

**Statement of Expenditure and Reimbursement Claims  
DFID Grants**

Rs. in lakhs

Sl. No.	Name of the State	AWP & B 2001-2002	Total GOI + State funds available with SPDs	Total Exp. Upto March, 2001	Total Reimb Claims upto March, 2001	Expenditure during 2000-2001		Reimbursement during 2000-2001		Total Exp. upto September, 2001	Total Reimb. upto September, 2001
						April to September, 2001	April to September, 2001	April to September, 2001	April to September, 2001		
1	Andhra Pradesh	6873.6	14848.00	11778.83	10012.00	715.82	%age 10.41	608.45	12494.65	10620.45	
2	West Bengal	5628.00	10956.92	9062.46	7703.11	1200.43	21.33	1020.37	10262.89	8723.48	
3	West Bengal Expansion districts	5026.00	2366.46	606.81	515.79	210.89	4.20	179.26	817.70	695.05	
4	Orissa Phase-II	6593.13									

%age with reference to AWP&B for the year.

Expenditure of APDPEP & WB DPEP-II upto 30/6/2001.

## Position regarding release of GOI and State Share under DPEP upto 31/3/2001

(Rs. in Crores)

Sr No.	Name of the State	Fund released by GOI till 2000-01	State Share due	State Share released	Shortfall
1	<b>Assam</b>				
	Phase-I	89.62	15.82	12.97	2.85
	Phase-II	80.70	14.24	7.60	6.64
2	<b>Kerala</b>				
	Phase-I	69.22	12.22	9.68	2.54
	Phase-II	60.94	10.75	4.75	6.00
3	<b>Haryana</b>				
	Phase-I	84.98	15.00	14.73	0.27
	Phase-II	39.20	6.92	6.21	0.71
4	<b>Karnataka</b>				
	Phase-I	133.72	23.60	25.39	-1.79
	Phase-II	174.68	30.83	26.28	4.55
5	<b>Maharashtra</b>				
	Phase-I	142.52	25.15	21.48	3.67
	Phase-II	65.08	11.48	10.16	1.32
6	<b>Tamil Nadu</b>				
	Phase-I	108.82	19.20	15.94	3.26
	Phase-II	46.53	8.21	7.50	0.71
7	<b>Madhya Pradesh</b>				
	Phase-I	423.07	74.66	76.59	-1.93
	Phase-II	253.62	44.76	52.60	-7.84
8	<b>Chhattisgarh</b>				
	Phase-I	3.00	0.53	0.00	0.53
	Phase-II	2.00	0.35	0.00	0.35
9	<b>Himachal Pradesh</b>	70.29	12.40	12.32	0.08
10	<b>Orissa</b>	86.38	15.24	11.01	4.23
11	<b>Gujarat</b>	69.75	12.31	13.00	-0.69
12	<b>Andhra Pradesh</b>				
	Phase-I	123.68	21.83	13.73	8.10
	Phase-II	286.00	50.47	72.53	-22.06
13	<b>West Bengal</b>				
	Phase-I	85.15	15.03	14.42	0.61
	Expansion	10.00	1.76	1.76	0.00
14	<b>Uttar Pradesh</b>				
	Phase-I	298.49	52.67	56.43	-3.76
	UP DPEP-III	113.00	19.94	36.34	-16.40
16	<b>Bihar</b>	111.96	19.76	33.27	-13.51
18	<b>Rajasthan</b>	71.00	12.53	10.38	2.15
	<b>Total</b>	<b>3103.40</b>	<b>547.66</b>	<b>567.07</b>	<b>-19.41</b>

## District-wise Expenditure in Assam

Statement 'H'

(Rs. in Lakhs)

	EFC Approved project Cost	Expenditure till 31/03/2000	AWP&B for 2000-01	Expenditure during 2000-01 till 31/03/2001	Qumulative Expenditure till 31/03/2001	% Utilised till March 2001
<b>Assam PPhase - I</b>						
Darrang	3141.67	2228.91	642.15	419.15	2648.06	84%
Dhubri	3006.63	2256.45	490.59	445.81	2702.26	90%
Morigaonn	2933.63	1843.47	626.21	358.90	2202.37	75%
Karbi Angglong	2976.08	1045.09	1175.80	577.79	1622.88	55%
State Coomponent	904.01	892.70	73.55	36.77	929.47	103%
<b>Total Phaase - I</b>	<b>12962.02</b>	<b>8266.62</b>	<b>3008.30</b>	<b>1838.42</b>	<b>10105.04</b>	<b>78%</b>
<b>Assam Phase - II</b>						
Barpeta	3272.80	1087.77	1078.92	660.88	1748.65	53%
Bongaigaoon	2711.03	985.52	963.34	494.94	1480.46	55%
Goalpara	2528.84	982.76	884.99	519.12	1501.88	59%
Kokrajhar r	2687.98	1016.69	987.47	578.32	1595.01	59%
Sonitpur	3138.27	833.8	1112.18	605.88	1439.68	46%
State Component	1294.51	444.32	473.75	219.88	664.20	51%
<b>Total Phaase - II</b>	<b>15633.43</b>	<b>5350.86</b>	<b>5500.65</b>	<b>3079.02</b>	<b>8429.88</b>	<b>54%</b>
<b>Assam</b>	<b>28595.45</b>	<b>13617.48</b>	<b>8508.95</b>	<b>4917.44</b>	<b>18534.92</b>	<b>65%</b>



## District-wise Expenditure in Haryana

Statement 'H'

(Rs. in Lakhs)

	EFC Approved project Cost	Expenditure till 31/03/2000	AWP&B for 2000-01	Expenditure during 2000-01 till 31/03/2001	Qumulative Expenditure till 31/03/2001	% Utilised till March 2001
<b>Haryana Phase - I</b>						
Hisar	3969.75	2167.86	1185.24	508.52	2676.38	67%
Sirsa	3623.68	1617.18	774.64	472.75	2089.93	58%
Kaithal	3044.74	1334.71	764.68	340.41	1675.12	55%
Jind	3282.92	1567.76	774.65	412.92	1980.69	60%
State Component	891.35	886.20	488.21	448.40	1334.59	150%
<b>Total Phase - I</b>	<b>14812.44</b>	<b>7573.70</b>	<b>3987.42</b>	<b>2183.01</b>	<b>9756.71</b>	<b>66%</b>
<b>Haryana Phase - II</b>						
Bhiwani	2912.04	663.97	674.98	737.26	1401.23	48%
Mohindergarh	2716.8	458.96	1164.92	685.23	1144.19	42%
Gurgaon	3323.31	706.83	1212.02	742.03	1448.85	44%
State Component	595.11	91.38	289.96	159.72	251.10	42%
<b>Total Phase - II</b>	<b>9547.26</b>	<b>1921.13</b>	<b>3341.88</b>	<b>2324.24</b>	<b>4245.37</b>	<b>44%</b>
<b>Haryana</b>	<b>24359.7</b>	<b>9494.83</b>	<b>7329.295</b>	<b>4507.25</b>	<b>14002.08</b>	<b>57%</b>

# District-wise Expenditure in Karnataka

Statement 'H'

(Rs. in Lakhs)

	EFC Approved project Cost	Expenditure till 31/03/2000	AWP&B for 2000-01	Expenditure during 2000-01 till 31/12/2000	Qumulative Expenditure till 31/12/2000	% Utilised till Dec.' 2000
<b>Karnataka Phase - I</b>						
Belgaum	2933.45	3416.60	566.19	490.61	3907.21	133%
Kolar	3657.34	3405.81	594.19	517.57	3923.38	107%
Mandya	3035.32	2588.74	670.53	371.12	2959.86	98%
Raichur + Koppal	3311.65	3144.73	762.11	506.26	3650.99	110%
State Component	560.23	685.94	329.67	60.25	746.19	133%
<b>Total Phase - I</b>	<b>13497.99</b>	<b>13241.82</b>	<b>2922.69</b>	<b>1945.81</b>	<b>15187.63</b>	<b>113%</b>
<b>Karnataka Phase - II</b>						
Bangalore Rural	3438.13	1691.65	1218.39	478.14	2169.79	63%
Bellary	3115.16	1736.86	1263.36	546.90	2283.76	73%
Bidar	2413.12	1203.52	949.11	438.67	1642.19	68%
Bijapur + Bagalkot	3666.25	1943.41	1364.87	647.86	2591.27	71%
Dharwad + Gadag + Haveri	3646.80	2335.55	1347.71	691.02	3026.57	83%
Gulbarga	3646.80	1921.78	1307.68	600.13	2521.91	69%
Mysore + Chamarajanagar	3659.20	1830.11	1225.00	544.60	2374.71	65%
State Component	494.95	149.32	261.45	33.14	182.46	37%
<b>Total Phase - II</b>	<b>24080.41</b>	<b>12812.20</b>	<b>8937.57</b>	<b>3980.46</b>	<b>16792.66</b>	<b>70%</b>
<b>Karnataka</b>	<b>37578.40</b>	<b>26054.02</b>	<b>11860.26</b>	<b>5926.27</b>	<b>31980.29</b>	<b>85%</b>

## District-wise Expenditure in Kerala

Statement 'H'

(Rs. in Lakhs)

	EFC Approved project Cost	Expenditure till 31/03/2000	AWP&B for 2000-01	Expenditure during 2000-01 till 31/12/2000	Qumulative Expenditure till 31/12/2000	% Utilised till Dec.' 2000
<b>Kerala Phase - I</b>						
Kasargode	2362.75	1597.55	588.69	220.44	1817.99	77%
Malappuram	4039.17	3069.99	1005.20	498.43	3568.42	88%
Wayanad	1521.15	852.26	500.48	142.45	994.71	65%
State Component	1266.63	738.73	189.25	48.33	787.06	62%
<b>Total Phase - I</b>	<b>9189.70</b>	<b>6258.53</b>	<b>2283.62</b>	<b>909.65</b>	<b>7168.18</b>	<b>78%</b>
<b>Kerala Phase - II</b>						
Idduki	2291.06	806.35	850.16	371.61	1177.96	51%
Pallakad	3058.46	1656.57	765.82	385.62	2042.19	67%
Trivendrum	3132.61	1470.85	1072.15	390.43	1861.28	59%
State Component	1016.4	197.21	645.59	99.76	296.97	29%
<b>Total Phase - II</b>	<b>9498.53</b>	<b>4130.98</b>	<b>3333.72</b>	<b>1247.42</b>	<b>5378.40</b>	<b>57%</b>
<b>Kerala</b>	<b>18688.23</b>	<b>10389.51</b>	<b>5617.34</b>	<b>2157.07</b>	<b>12546.58</b>	<b>67%</b>

# District-wise Expenditure in Madhya Pradesh

Statement 'H'

(Rs. in Lakhs)

	EFC Approved project Cost	Expenditure till 31/03/2000	AWP&B for 2000-01	Expenditure during 2000-01 till 31/03/2001	Cumulative Expenditure till 31/03/2001	% Utilised till March 2001
<b>Madhya Pradesh Phase - I</b>						
Betul	2201.44	1872.08	502.29	469.90	2341.98	106%
Raisem	1927.56	1514.54	442.69	441.15	1955.69	101%
Rajgarh	2058.81	1616.55	448.00	432.55	2049.09	100%
Sehore	1816.46	1393.60	353.64	312.49	1706.09	94%
Guna	2204.32	1881.06	587.26	474.69	2355.75	107%
Dhar	2791.60	2449.98	624.03	605.06	3055.05	109%
Rewa	2511.97	1995.55	631.39	550.56	2546.11	101%
Satna	2424.39	1917.02	655.86	554.02	2471.04	102%
Shadol	3053.12	2591.12	710.29	507.13	3098.25	101%
Sidhi	2473.87	2058.76	680.81	620.20	2678.96	108%
Chhattarpur	2201.92	1920.96	502.72	430.42	2351.38	107%
Panna	1526.46	1292.00	288.55	263.06	1555.06	102%
Tikamgarh	1959.01	1645.90	478.58	459.68	2105.58	107%
Mandsaur	2409.89	1943.92	446.87	365.14	2309.05	96%
Ratlam	2168.29	1742.39	338.37	331.38	2073.77	96%
State Component	4405.42	1930.08	814.61	184.69	2114.77	48%
<b>Total Phase - I</b>	<b>38134.53</b>	<b>229765.50</b>	<b>8505.96</b>	<b>7002.10</b>	<b>36767.59</b>	<b>96%</b>
<b>Madhya Pradesh Phase - II</b>						
Bhind	2460.50	1008.75	764.56	475.85	1484.60	60%
Damoh	1198.24	1007.80	637.94	384.16	1391.96	116%
Datia	2348.60	527.92	378.07	204.47	732.40	31%
Dewas	2038.97	916.33	710.73	384.96	1301.29	64%
Jhabua	3999.69	1705.31	1567.84	1098.42	2803.73	70%
Khandwa	3010.89	1085.96	888.93	557.02	1642.97	55%
Khargone	3999.83	1825.93	1619.53	1181.65	3007.59	75%
Mandla	3999.38	1443.92	1587.04	806.99	2250.91	56%
Morena	3847.40	1261.47	1435.00	805.56	2067.03	54%
Seoni	2917.51	1457.58	829.20	626.79	2084.38	71%
Shajapur	1777.30	787.69	638.16	470.21	1257.91	71%
Shivpuri	2757.26	1434.73	898.56	581.48	2016.21	73%
Vidisha	2789.26	1084.61	808.57	513.82	1598.43	57%
State Component	966.14	197.79	312.03	119.92	317.71	33%
<b>Total Phase - II</b>	<b>38110.97</b>	<b>15745.80</b>	<b>13076.16</b>	<b>8211.29</b>	<b>23957.09</b>	<b>63%</b>
<b>Madhya Pradesh</b>	<b>76245.50</b>	<b>45511.30</b>	<b>21582.12</b>	<b>15213.39</b>	<b>60724.69</b>	<b>80%</b>

Excluding Chhattisgarh

## District-wise Expenditure in Maharashtra

Statement 'H'

(Rs. in Lakhs)

	EFC Approved project Cost	Expenditure till 31/03/2000	AWP&B for 2000-01	Expenditure during 2000-01 till 31/12/2000	Qumulative Expenditure till 31/12/2000	% Utilised till Dec.' 2000
<b>Maharashtra Phase - I</b>						
Aurangabad	4044.53	2546.52	1397.12	352.35	2898.87	72%
Parbhani	4032.57	2637.37	1038.97	411.12	3048.49	76%
Nanded	4049.25	3258.59	943.20	181.80	3440.39	85%
Latur	3078.92	2000.27	852.16	460.04	2460.31	80%
Osmanabad	2467.43	1677.67	683.05	162.80	1840.47	75%
State Component	919.67	888.87	331.45	234.99	1123.85	122%
<b>Total Phase - I</b>	<b>18592.37</b>	<b>13009.29</b>	<b>5245.95</b>	<b>1803.10</b>	<b>14812.39</b>	<b>80%</b>
<b>Maharashtra Phase - II</b>						
Beed	3618.97	957.84	1401.10	607.69	1565.53	43%
Jalna	3847.27	1100.62	1535.27	424.68	1525.30	40%
Dhule	3998.52	1034.42	1626.60	312.80	1347.22	34%
Gadchiroli	3395.00	746.32	1363.12	391.62	1137.94	34%
State Component	912.03	126.28	294.72	111.17	237.45	26%
<b>Total Phase - II</b>	<b>15771.80</b>	<b>3965.48</b>	<b>6220.81</b>	<b>1847.96</b>	<b>5813.44</b>	<b>37%</b>
<b>Maharashtra</b>	<b>34364.17</b>	<b>16974.77</b>	<b>11466.76</b>	<b>3651.06</b>	<b>20625.83</b>	<b>60%</b>

# District-wise Expenditure in Tamil Nadu

Statement 'H'

(Rs. in Lakhs)

	EFC Approved project Cost	Expenditure till 31/03/2000	AWP&B for 2000-01	Expenditure during 2000-01 till 31/03/2001	Qumulative Expenditure till 31/03/2001	% Utilised till March 2001
<b>Tamil Nadu Phase - I</b>						
Dharmapuri	4003.13	2858.70	1427.66	970.28	3828.98	96%
T. V. Malai	3893.27	2141.78	776.44	560.23	2702.01	69%
Cuddalore & Villupuram	4037.56	3535.64	1492.60	995.24	4530.88	112%
State Component	663.25	612.55	50.39	34.32	646.87	98%
<b>Total Phase - I</b>	<b>12597.21</b>	<b>9148.67</b>	<b>3747.09</b>	<b>2560.06</b>	<b>11708.73</b>	<b>93%</b>
<b>Tamil Nadu Phase - II</b>						
Pudukotai	2854.19	1264.10	660.56	232.42	1496.52	52%
Perambalur	2610.73	875.63	690.16	356.00	1231.63	47%
Ramanathapuram	2862.09	730.05	984.59	421.84	1151.89	40%
State Component	917.28	215.94	409.98	287.57	503.51	55%
<b>Total Phase - II</b>	<b>9244.29</b>	<b>3085.72</b>	<b>2745.28</b>	<b>1297.83</b>	<b>4383.55</b>	<b>47%</b>
<b>Tamil Nadu</b>	<b>21841.50</b>	<b>12234.39</b>	<b>6492.37</b>	<b>3857.89</b>	<b>16092.28</b>	<b>74%</b>

## District-wise Expenditure in Bihar

Statement 'H'

(Rs. in lakhs)

	EFC Approved project Cost	Expenditure till 31/03/2000	AWP&B for 2000-01	Expenditure during 2000-01 till 31/03/2001	Qumulative Expenditure till 31/03/2001	% Utilised till March 2001
<b>Bihar</b>						
Bhagalpur	4000.00	545.85	904.46	384.13	929.97	23%
Bhojpur	3719.32	661.94	875.89	343.19	1005.13	27%
Chatra	2591.70	222.79	611.93	183.98	406.77	16%
Darbhanga	3586.01	324.02	723.75	161.14	485.16	14%
Dumka	3834.70	542.39	801.92	221.16	763.55	20%
East Singhbhum	3819.24	591.08	603.21	241.23	832.30	22%
Gaya	3928.93	605.07	900.32	332.34	937.41	24%
Hazaribagh	3664.56	442.66	752.69	164.86	607.52	17%
Munger	4000.00	519.63	872.73	218.97	738.59	18%
Muzaffarpur	3247.64	808.85	815.35	260.28	1069.12	33%
Purnea	4000.00	472.62	907.17	387.04	859.66	21%
Ranchi	3873.84	791.78	825.26	194.72	986.50	25%
Rohtas	3707.91	784.77	890.13	290.79	1075.57	29%
Sitamarhi	3280.667	634.07	730.65	241.85	875.92	27%
Vaishali	3673.01	417.45	669.66	181.44	598.89	16%
West Champaran	3589.50	515.96	682.91	197.79	713.75	20%
West Singhbhum	3797.23	625.97	740.52	245.52	871.49	23%
State Component	2802.35	1211.83	547.22	178.45	1390.28	50%
<b>Bihar</b>	<b>65116.58</b>	<b>10718.72</b>	<b>13855.78</b>	<b>4428.86</b>	<b>15147.58</b>	<b>23%</b>

including Jharkhand

## District-wise Expenditure in Gujarat

Statement 'H'

(Rs. in Lakhs)

	EFC Approved project Cost	Expenditure till 31/03/2000	AWP&B for 2000-01	Expenditure during 2000-01 till 31/03/2001	Qumulative Expenditure till 31/03/2001	% Utilised till March 2001
<b>Gujjarat</b>						
Danngs	913.00	410.06	288.94	181.15	591.21	65%
Pannchimahal	3981.00	2466.49	1376.04	1152.35	3618.84	91%
Bannaskanttha	3942.00	2029.31	1456.46	884.83	2914.14	74%
Statite Component	731.00	606.93	421.98	234.91	841.84	115%
<b>Gujjarat</b>	<b>9567.00</b>	<b>5512.79</b>	<b>3543.42</b>	<b>2453.24</b>	<b>7966.03</b>	<b>83%</b>



## District-wise Expenditure in Himachal Pradesh Statement 'H'

(Rs. in Lakhs)

	EFC Approved project Cost	Expenditure till 31/03/2000	AWP&B for 2000-01	Expenditure during 2000-01 till 31/03/2001	Qumulative Expenditure till 31/03/2001	% Utilised till March 2001
<b>Himachal Pradesh</b>						
Chamba	3889.46	1855.58	1347.08	793.77	2649.35	68%
Kullu	2965.70	1282.26	882.55	464.08	1746.34	59%
Lahaul & Spiti	1146.90	308.59	450.25	111.92	420.51	37%
Sirmour	3423.59	1647.51	1179.59	656.94	2304.44	67%
State Component	1502.54	273.87	416.34	160.68	434.55	29%
<b>Himachal Pradesh</b>	<b>12928.19</b>	<b>5367.80</b>	<b>4275.81</b>	<b>2187.38</b>	<b>7555.18</b>	<b>58%</b>

## District-wise Expenditure in Orissa

Statement 'H'

(Rs. in Lakhs)

	EFC Approved project Cost	Expenditure till 31/03/2000	AWP&B for 2000-01	Expenditure during 2000-01 till 31/03/2001	Qumulative Expenditure till 31/03/2001	% Utilised till March 2001
<b>Orissa</b>						
Bolangir	3919.20	6694.70	N.A.	397.98	1092.68	28%
Dhenkanal	2620.60	5566.48	N.A.	273.16	839.64	32%
Gajapati	1818.20	3384.36	N.A.	274.46	658.82	36%
Kalahandi	2960.71	6699.49	N.A.	439.56	1139.05	38%
Rayagada	2818.80	5543.31	N.A.	456.21	999.52	35%
Bargarh	2362.07	4471.02	N.A.	333.17	804.19	34%
Keonjhar	3643.67	4496.97	N.A.	432.74	929.71	26%
Sambalpur	2281.53	4415.73	N.A.	339.27	755.00	33%
State Component	550.30	3351.55	N.A.	109.48	461.03	84%
<b>Orissa</b>	<b>22975.08</b>	<b>46223.61</b>	<b>0.00</b>	<b>3056.03</b>	<b>7679.64</b>	<b>33%</b>

## District-wise Expenditure in Uttar Pradesh

Statement 'H'

(Rs. in Lakhs)

	EFC Approved project Cost	Expenditure till 31/03/2000	AWP&B for 2000-01	Expenditure during 2000-01 till 31/03/2001	Qumulative Expenditure till 31/03/2001	% Utilised till March 2001
<b>Uttar Pradesh</b>						
Maharajganj	3640.20	1200.39	758.20	555.56	1755.95	48%
Siddharth Nagar	3968.42	1350.40	965.90	753.17	2103.57	53%
Gonda + Balrampur	3953.03	1532.63	1143.19	845.94	2378.57	60%
Badaun	3916.57	1254.09	852.14	638.72	1892.81	48%
Lakhimpur Khiri	3977.02	1297.52	871.12	676.63	1974.15	50%
Lalitpur	2381.10	740.41	446.41	312.35	1052.76	44%
Pilibhit	3027.46	966.25	593.45	387.00	1353.25	45%
Basti + S. K. Nagar	3995.77	1184.49	1239.97	718.19	1902.68	48%
Moradabad + J. P. Nagar	3893.01	1368.73	1269.33	870.29	2239.02	58%
Shahjahanpur	3935.22	1198.55	967.58	844.63	2043.18	52%
Sonbhadra	3141.25	878.62	632.94	405.40	1284.02	41%
Deoria	3878.02	1349.12	743.66	673.76	2022.88	52%
Hardoi	3937.63	1453.63	1089.02	960.55	2414.18	61%
Bareilly	3795.631	1287.91	771.12	660.13	1948.04	51%
Firojabad	2765.00	842.04	531.15	458.42	1300.46	47%
Rampur	2397.41	103.02	815.66	507.12	610.14	25%
Barabanki	3850.04	277.97	929.61	786.93	1064.90	28%
Baharaich + Sarawasti	3985.10	155.66	1153.74	891.90	1047.56	26%
State Component	2549.71	708.66	1004.69	266.76	975.42	38%
<b>Uttar Pradesh</b>	<b>66987.60</b>	<b>19150.09</b>	<b>16778.88</b>	<b>12213.45</b>	<b>31363.54</b>	<b>47%</b>

Excluding 38 expansion districts

# District-wise Expenditure in West Bengal

Statement 'H'

(Rs. in Lakhs)

	EFC Approved project Cost	Expenditure till 31/03/2000	AWP&B for 2000-01	Expenditure during 2000-01 till 31/03/2001	Qumulative Expenditure till 31/03/2001	% Utilised till March 2001
<b>West Bengal</b>						
Bankura	3629.56	1001.73	1202.54	541.15	1542.88	43%
Birbhum	3447.48	745.11	1170.70	676.74	1421.85	41%
Cooch Behar	3569.29	864.57	903.94	595.70	1460.27	41%
Murshidabad	3700.56	1059.30	1274.06	514.06	1573.36	43%
South 24 Parganas	3978.68	1060.04	1589.24	1090.70	2150.74	54%
State Component	1304.77	542.82	619.52	300.42	843.24	65%
<b>Total</b>	<b>19630.34</b>	<b>5273.57</b>	<b>6760.00</b>	<b>3718.77</b>	<b>8992.34</b>	<b>46%</b>
<b>West Bengali Expansion</b>						
Dakshin Dinajpur	3999.05	0.00	619.21	101.30	101.30	3%
Jalpaiguri	3999.13	0.00	765.66	414.85	414.85	10%
Malda	3999.53	0.00	457.00	65.00	65.00	2%
Purulia	3999.71	0.00	828.40	63.17	63.17	2%
Uttar Dinapur	3999.70	0.00	687.02	31.23	31.23	1%
State Component	1429.32	0.00	207.12	55.25	55.25	4%
<b>Total (Expansion)</b>	<b>21426.44</b>	<b>0.00</b>	<b>3564.40</b>	<b>730.80</b>	<b>730.80</b>	<b>3%</b>
<b>West Bengal</b>	<b>41056.78</b>	<b>5273.57</b>	<b>10324.40</b>	<b>4449.57</b>	<b>9723.14</b>	<b>24%</b>

## MANAGEMENT INFORMATION SYSTEM

### Context

The Management Information System has been an integrated part of management in DPEP. As part of the programme's continuous, concurrent and regular monitoring, two systems have been designed, field tested and put in place. These are, an Educational Management Information System (EMIS) also known as District Information System for Education (DISE), and Project Management Information System (PMIS). The EMIS is an annual information system which provides detailed information about schools. The PMIS focuses on progress in project interventions, and is quarterly.

### *Educational Management Information System*

A detailed software viz. District Information System for Education (DISE) was developed by NIEPA for a school based EMIS. The source of EMIS data are the schools which have primary classes and are recognised by the State Government. The system is functioning satisfactorily in the whole project area. Information is collected from schools annually with 30<sup>th</sup> September as the record date. While some states such as Assam, Karnataka, Tamil Nadu, Gujarat, Himachal Pradesh are able to produce district level reports within the next six months, states with many districts in DPEP take longer. Attempts have been made to streamline data collection and compilation in these states. Since the last two to three years and a half the focus has been to encourage states to analyse, use and disseminate this data, bringing findings to the notice of policy makers for using them in the planning and implementation process. Some states have been successful in doing so (see table A for details). Workshops and other modalities are used to foster this from the national level. **For instance, in a national level workshop held in September 2001, certain important school management issues were discussed with the Education Secretaries and the State Project Directors of the DPEP states on the basis of the EMIS data.**

DISE has now been revised to capture data pertaining to upper primary classes also. A data capture format (DCF) and the relevant computer software has also been developed after field testing. State teams were trained in March 2001 to use this software. **The new, revised software would be implemented in the DPEP project area in 2001-02. Detailed discussions on various issues related to the revised DISE have been held in a national workshop on 15<sup>th</sup> - 16<sup>th</sup> October, 2001. The states, have finalised plans for implementation of the revised DISE; the training and field management system has been finalised. The software have been installed and is being constantly tested with simulated data in some states to assist in firming up of the software.**

**Issues regarding MIS have been discussed with the three new states, as well as states from which information is slow, or not of high quality.**

### *Post Enumeration Survey (PES)*

To confirm the veracity of DISE data collected in the DPEP districts, a sample survey was conducted in five phase I states and one phase II state for the data of the year 97-98. A sample (5%) of schools were selected from two districts of the state. The sampling was random and systematic covering all the blocks of randomly selected DPEP districts. A fresh Data Capture Format (DCF) of DISE was administered in each of such schools and was filled up with 30.09.1997 as the record date. The same was compared with similar data collected through DISE DCF with the same record date. The data were then compared to find out the extent of deviation, issues, suggestions, etc. The PES was conducted in Assam, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh and Tamil Nadu.

The summary of PES observations were :

- The enrolment and teachers-in-position data had minimum variation suggesting that the quality of DISE data is dependable. However, there were wide inter-state variations in the quality of data. In case of teachers in place, the variation between PES and DISE ranged between 0.3% in a district in Tamil Nadu and 19.2% in a district in Assam. Similarly, extent of variation in DISE and PES with respect to enrolment ranged between 0.1% in a district in Tamil Nadu and 8.7% in a district in Assam.
- In most of the schools, records are maintained, are in good conditions and are updated from time to time.
- In Kerala, a very high proportion of head teachers were reportedly not trained for DISE DCF filling exercise. Similar was the scenario in Madhya Pradesh. In Assam, a very high proportion of head teachers were reported to have been trained for the purpose

Taking a cue from the PES conducted earlier, a similar attempt has been made to carry out the exercise in all the DPEP states. The terms of reference (TOR) for this have been finalised. The state societies have been requested to identify independent agencies to carry out the field study. Activities pertaining to finalisation of tools, training, system development, computerisation, data analysis and reporting has been carried out at the national level and four regional level training have conducted.

**All the DPEP states excepting Bihar, Jharkhand, Orissa, Chhatishgarh and Uttaranchal have identified independent agencies to carry out the field work. In Assam, West Bengal, Haryana and Tamil Nadu, the data have been collected and shared with the national level.**

### *Project Management Information System*

A computerised PMIS was developed and was in place till March 1999. It followed a uniform approach to capture details, largely financial, pertaining to each intervention and sub-intervention. However, it was found with experience that a uniform approach to collect PMIS data in different states and even different districts within a state did not provide a good picture, and importantly, was not necessarily useful to the states

and districts. Moreover, it was felt that the PMIS needed to reflect the progress of activities in each of the interventions rather than mere financial progress. It was decided that to cater to the information need at the national level, each state needed to report on some key indicators in a set of formats that have been shared with the states. States, however, also need to develop their own specific indicators for their use.

Hence, with effect from April 1999, a new PMIS format to cater to the need at the national level was developed in consultation with all functional units. The feasibility of furnishing the data in the revised PMIS proforma was discussed in a national level workshop with participants from each state implementing DPEP. The general consensus was that the system was quite easy to implement and handy as a summarised scenario. States have been encouraged to develop their own systems, while providing the required output to the national level.

A state wise status note on the process followed in EMIS and PMIS for each state is in table A.

### **Household based data**

The MIS unit, in coordination with the planning unit and the alternative school unit also attempted to sort out problems that many states appear to be facing with household surveys. The main problem is the limited use of the data available. Notably, since the EMIS is a school based data system, it does not provide information about out of school children. Authentic information regarding this would be available only in household surveys. Case studies to see why household surveys are not being utilised for planning and implementation have shown limited use of such data already collected by different state. One of the important reason of such limited use is the volume and complexity inherent in the household survey system taken up by different states. A synthesis report based on the studies carried out in four states viz. Assam, Gujarat, Karnataka and Maharashtra have been prepared and the same has been disseminated at a national level workshop in Hyderabad.

**A committee of group of experts had been working towards the development of a possible household based data system. A possible data collection and compilation system has been prepared and are under trial trail in three states viz. Haryana, Tamil Nadu and Uttar Pradesh. The field information system is likely to be ready by the end of the calendar year.**

### **MIS for EGS**

**The MIS for EGS schools has been drafted and is being field tested in 3 states viz. Andhra Pradesh, Chhattishgarh and Uttar Pradesh. Based on the experience gained in the process, the system would be firmed up and necessary software would be developed so that the MIS for EGS may be implemented as early as possible.**

### **Emerging issues**

- As the school based EMIS appears to be generally well established, the focus of the MIS unit has will be to the household based data system.**
- Apart from surveys, work is also needed on school records and registers.**
- An EMIS for EGS schools too is sought to be developed. Field trials initiated in three states are to be consolidated in the coming months to form a viable data system for alternative schools also.**
- Implementation of revised DISE this year is a challenge to take it to scale so that the same can be implemented in the whole system of elementary schooling.**



**Table A :** A statement showing statewise status of MIS implementation, data usage and emerging issues is given below :

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
Assam	<ul style="list-style-type: none"> <li>Regular. The DISE 1999-2000 data has been collected and shared with the national level. The same have been analysed and disseminated with the state. DISE 2000-01 data has been collected on March 2001.</li> </ul>	Received data upto the 4 <sup>th</sup> quarter of 2000-01.	The DISE data are analysed and discussed even at the highest level of state administration. Attempt is made that school management decisions are taken on the basis of data analysis. The problems of single teacher schools, high PTRs, etc. are brought out through such analysis and dissemination. The issue of one-teacher schools have reportedly been addressed on the basis of such analysis.	<ul style="list-style-type: none"> <li>The quality of EMIS data needs improvement.</li> <li>State level PMIS data system needs to be developed.</li> </ul>
Haryana	<ul style="list-style-type: none"> <li>The DISE 1999-2000 data have been shared with the national level. The same have been analysed and disseminated with the state. DISE 2000-01 data has been reached to us on April 2001.</li> </ul>	Received data upto 4 <sup>th</sup> quarter 2000-01.	Some use, but needs to be developed.	<ul style="list-style-type: none"> <li>State level PMIS needs to be developed.</li> <li>Inadequate manpower in place. At the state level, there is no system analyst. In a couple of districts there is no programmer.</li> </ul>
Karnataka	<ul style="list-style-type: none"> <li>Regular. The state has collected DISE 1999-2000 data for classes upto elementary level i.e., upto class VII. The data have since</li> </ul>	Received data upto the 3 <sup>rd</sup> quarter of 2000-01.	The data generated through MIS are used extensively. The process of AWP&B is MIS data based. Besides, teachers' training and deployment is also based on the MIS data. DISE is being implemented in non-DPEP districts also. The	<ul style="list-style-type: none"> <li>A detailed state specific PMIS system is being developed. The same may be put in</li> </ul>

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
	<p>been shared with the national level. The same have been analysed and in a state level workshop, these have been disseminated.</p> <ul style="list-style-type: none"> <li>• DISE data for 2000-01 have also reached the national level and the same are being analysed.</li> <li>• Quality of data was found to be good in the 5% sample check.</li> </ul>		<p>preliminary findings of DISE 99-2000 data have been extensively discussed with the DPCs at the state level.</p>	<p>place urgently.</p>
Kerala	<ul style="list-style-type: none"> <li>• Regular. DISE 1999-2000 have been shared with the national level. The same have been analysed and disseminated with the state.</li> <li>• DISE 2000-01 data has been reached to us and same has been analysed.</li> <li>• Quality of DISE data has been found to be mixed as per the 5% sample check.</li> </ul>	<p>Received data upto the 3<sup>rd</sup> quarter of 2000-01.</p>	<p>Not evident.</p>	<ul style="list-style-type: none"> <li>• Usage of MIS data and analysis needs to be encouraged.</li> <li>• The SIS has reportedly developed new monitoring tool to identify strengths and weaknesses in implementation of DPEP. However, the same is yet to be shared with the national level.</li> </ul>

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
Madhya Pradesh	<ul style="list-style-type: none"> <li>Regular but with considerable time lag. DISE 1999-2000 data have been shared with the national level for all the districts excepting three. The same have been analysed and have been disseminated with the state.</li> <li>DISE 2000-01 data has been reached to us and same has been analysed.</li> <li>DISE data quality as suggested by the PES was mixed.</li> </ul>	Regular. Received data upto the 1 <sup>st</sup> quarter of 2001-02.	DISE data have been analysed by the SPO and shared with the DPOs. The school information system has been implemented in the Alternative Schools also. After compilation, these data would also be analysed and shared with DPOs. However, the data pertaining to the Alternative Schools are yet to be shared with the national level.	<ul style="list-style-type: none"> <li>Vacancies in expansion districts need to be filled up.</li> <li>Data needs to be made available on time.</li> <li>Quality of data needs to be addressed.</li> <li>The issue of non-availability of any infrastructure in Chhatisgarh needs to be addressed urgently.</li> </ul>
Maharashtra	<ul style="list-style-type: none"> <li>Regular. DISE 1999-2000 data have been shared with the national level. The same have been analysed and disseminated with the state.</li> <li>DISE data for 2000-01 has been received and analysed.</li> </ul>	Received data upto 4 <sup>th</sup> quarter of 2000-01.	Extensively used especially for teacher rationalisation and deployment. Besides, the data are used for preparation of the AWP&B.	<ul style="list-style-type: none"> <li>Adequate manpower not in place in expansion districts.</li> </ul>
Tamil Nadu	<ul style="list-style-type: none"> <li>Regular. DISE 1999-2000 data have been shared with the national level. The same</li> </ul>	Regular. Received data upto the 4 <sup>th</sup>	Extensively used for AWP&B. The state has also conducted a cohort study to study retention and repetition, identified a number of	<ul style="list-style-type: none"> <li>May develop state specific PMIS.</li> <li>At the state level,</li> </ul>

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
	<p>have been analysed and disseminated with the state.</p> <ul style="list-style-type: none"> <li>• DISE 2000-01 data have also reached the national level and are now being analysed.</li> <li>• As suggested by the PES, quality of DISE data was very good.</li> </ul>	<p>quarter of 2000-01.</p>	<p>schools, block-wise, that merit immediate attention.</p>	<p>there is no System Analyst.</p>
Andhra Pradesh	<ul style="list-style-type: none"> <li>• Not regular.</li> <li>• The school based data are now being collected through DISE.</li> <li>• DISE 1999-2000 and DISE 2000-01 data has been reached the national level.</li> </ul>	<ul style="list-style-type: none"> <li>• Not regular.</li> <li>• In fact, so far no PMIS report reached the national level.</li> </ul>	<p>It is reported that while preparing the AWP&amp;B, prioritisation is done on the basis of EMIS data.</p>	<ul style="list-style-type: none"> <li>• Better implementation of DISE and</li> <li>• Development of state specific PMIS.</li> </ul>
Bihar	<ul style="list-style-type: none"> <li>• Regular. However, the lag time is high.</li> <li>• DISE 1999-2000 data have been shared with the national level. The same have been analysed at the national level and shared with the state.</li> <li>• DISE 2000-01 data have just</li> </ul>	<ul style="list-style-type: none"> <li>• Received data upto the 4<sup>th</sup> quarter of 2000-01.</li> </ul>	<p>The analysis of the data has been shared with the State Government functionaries. The teachers rationalisation and infrastructural issues identified by the analysis are used in the AWP&amp;B.</p>	<ul style="list-style-type: none"> <li>• Vacancies need to be filled up both at the district level as well as at the state level.</li> <li>• Issue of non-availability of MIS infrastructure in the</li> </ul>

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
	reached the national level and analysed. • Quality of data needs improvement.			state of Jharkhand needs to be addressed.
Gujarat	Regular. DISE 1999-2000 data have been shared. The same have been analysed at the national level and the major findings have been disseminated with the state. DISE 2000-01 data have also reached the national level and analysed at present.	Received data upto 4 <sup>th</sup> quarter of 2000-01.	The analysis of data (to be used while preparing AWP&B) has been initiated.	• State specific PMIS may be developed.
Himachal Pradesh	<ul style="list-style-type: none"> <li>Regular. DISE 1999-2000 data have been shared. The same have been analysed at the national level and the major findings have been disseminated with the state. DISE 2000-01 data have also reached the national level and analysed.</li> <li>Quality of DISE data, as suggested by PES, was mixed.</li> </ul>	Received data upto the 4 <sup>th</sup> quarter of 2000-01.	The process of analysing MIS data to use for preparation of AWP&B 2000-01 has been initiated.	• State specific PMIS may be developed.

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
Orissa	Regular. DISE 1999-2000 data have been shared. The same have been analysed at the national level and the major findings have been disseminated with the state. DISE 2000-01 data have also reached the national level. The same have been analysed and are being shared with the state.	Not regular. Data received for 1 <sup>st</sup> Quarter of 2001-02.	Data are analysed and discussed. However, better utilisation of such analysis by users is needed. Based on the analysis of the DISE data, the state has initiated addressing a number of issues of enrolment and gender/social equities.	<ul style="list-style-type: none"> <li>• Further sensitisation of the users needed.</li> <li>• State specific PMIS may be developed.</li> </ul>
Uttar Pradesh	<ul style="list-style-type: none"> <li>• The DISE 1999-2000 data received at the national level have been analysed and the highlights have been disseminated with the state.</li> <li>• DISE 2000-01 data has been reached the national level.</li> <li>• Quality of data needs improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular. Received data upto the 4<sup>th</sup> quarter of 2000-2001.</li> </ul>	The states' SIEMT has reportedly initiated a module of data analysis to meet the information need of AWP&B.	Manpower needs to be put in place especially at the district level. In most of the DPEP districts, there is only one Data Entry Operator in its MIS Unit against suggested strength of one Programmer and two Data Entry Operators.
West Bengal	<ul style="list-style-type: none"> <li>• Regular. DISE data for 1999-2000 has since been shared with the national level where</li> </ul>	<ul style="list-style-type: none"> <li>• Regular. Received data upto the 1<sup>st</sup></li> </ul>	<ul style="list-style-type: none"> <li>• Not evident as yet. However, through state level workshops, information and analysis of data had been disseminated with the district level</li> </ul>	Finalisation of the state specific PMIS. There is no

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
	<p>it was analysed and the highlights have been shared with the state.</p> <ul style="list-style-type: none"> <li>• At a state level workshop, the findings have been shared with the DPCs and the need for improving data quality alongwith the process has been discussed in detail.</li> <li>• DISE 2000-01 data has been reached the national level.</li> </ul>	<p>quarter of 2001-02.</p>	<p>functionaries based on DISE 1999-2000 data.</p>	<p>programmer in a couple of expansion districts.</p>

# **SUPERVISION**

## **Strategies**

Supervision in DPEP has the twin objectives of monitoring the progress of the programme and assessing and fulfilling needs that arise as the programme progresses. DPEP provides for regular Supervision Missions to assess progress towards DPEP's objective and identified thematic areas. This effort towards ensuring accountability at all levels sets the programme apart from earlier attempts to achieve UUEE. Information on the progress of the implementation of the Programme components is required on a continuous basis and fairly rapidly. This ensures technical support in key areas from the national level to states and districts. The availability of information and ideas enable states and districts to take mid-course corrective actions.

Initially Supervision Missions used to visit the states quarterly. Two of the quarterly missions used to be Joint Supervision Missions (JSM) and the other two Internal Supervision Missions. The Internal Supervision Missions were conducted by the Government of India. The Joint Supervision Missions, renamed as Joint Review Mission, since the 8<sup>th</sup> Mission, are manned with the nominees of funding agencies and Government of India. So far 13 JRMs have been mounted. Some of the JRM's perform the functions of an In-depth Review Mission (IDRM). 6<sup>th</sup> JSM and the 10<sup>th</sup> JRM were such missions for Phase I and II districts respectively. The system of biannual Joint Review Missions is continuing whereas it has been decided in 1997 that ISMs would not be organized every half yearly as it used to be. Now ISMs would be launched by the Bureau as targeted missions for specific purposes as and when required.

## **State's Role**

In addition to the ISM's and the ISM's the states and the Bureau have their own mechanisms of supervising the programme. On the part of States, these include monthly review meetings, special state missions to districts, visits by the state project office functionaries to the districts, the EMIS and the PMIS reports etc.

## **Bureau's Role**

Internally, the Bureau also monitors the progress of the programme through visits. Each Deputy Secretary / Director monitors some states on a long term basis. The Director/Deputy Secretary in charge of a state is also nominated on the Executive Committee of that particular state. States are usually visited two or more times during the year and states with special problem more often.

## **State visits by the Bureau**

The Bureau representatives regularly attended Executive Committee meetings in the states during the past six months. Special efforts were made to monitor Orissa & West Bengal through visits and workshops.

## **Supervision Training**

To develop the expertise in the area of Supervision, an orientation package has been designed in consultation with the LBSNAA. Five programmes reaching out to about 100 people have been conducted. The duration of each programme has been seven days and it included mock supervision



exercises and field visits. The briefing of mission members and collation of reports was supported by LBSNAA. This resource pool has been used in ISMs in the past and would be tapped for organizing targeted internal missions in future.

### Role of the Unit

The Appraisal & Supervision Unit assists the DPEP Bureau in the organization of each mission. It provides support to Internal Supervision Mission as well as Joint Supervision Missions. While the unit acts as nodal point, individual members across all the units of TSG are responsible for compiling information pertaining to DPEP implementation for the state / functional area assigned. Ed.CIL provides logistic support to the Missions.

### Future Strategy

The Joint Review Missions shall continue to be launched twice a year. The DPEP Bureau plans to monitor the progress of the state closely, based on the feedback received through MIS reports or otherwise and would launch Supervision Missions in the states as per the requirements.

Further refinement of J.R.M. mechanism is under consideration as with the expansion of the programme to almost half of the country, JRMs may not be able to cover all states and districts in all missions. Therefore, there may be a need for mounting regular State Supervision Mission.

**JRM's :** So far 13 JRMs / JSMs have been launched. The following table provides information on various JRM's and their focus areas.

	1995	1996	1997
<b>Joint Supervision Missions</b>	Ist JSM – March, 1995. (Led by IDA)  IInd JSM – September, 1995 (Led by EC)	IIIrd JSM – June-July, 1996 (Led by GOI)  IVth JSM – Oct.-Nov. 1996	Vth JSM – March, 1997 (Led by IDA)  VIth JSM – Sep.-Oct., 1997 (Led by EC) In-depth Review Mission
<b>Priority Areas for the JSMs</b>	The first two focussed on reviewing the process of putting the system in place and identifying priority areas for capacity building and the beginning of the programme implementation.	The third and fourth supervision missions focused on the progress of implementation and reviewed follow up on the recommendations of the earlier mission on various aspects of the programme. Assessing progress of implementation was also a focus area.	The 5th JSM focussed on areas of Pedagogical Improvement and Annual Work Planning. Assessing progress of implementation was also a focus area. The VIth focussed on assessing the progress made identification of constraints and the area of critical action along with assessing the sustainability of achievements. The IDR visited all the states where the programme was in implementation.

		1998
<b>Joint Supervision Missions</b>	VIIth JSM – March, 1998. (Led by GOI)	VIIIth JRM – October – November, 1998 (Led by DFID)
<b>Priority Areas for the JSMs</b>	<p>VIIth JSM focussed on reviewing the overall progress of the implementation of the programme, particularly since the last JSM, highlight the constraints, and offer suggestions to overcome these constraints, assessing the extent to which the recommendations of last JSM implemented.</p> <p><b>Next Steps :</b></p> <ol style="list-style-type: none"> <li>1. The DPEP Bureau may support the states to undertake the following : (i) to examine the training modules with to ensure emphasis on the change process and institutional development; and (ii) to organise a high level workshop on the lines referred to in para 9.</li> <li>2. The Mission suggests DPEP Bureau consider the following: <ul style="list-style-type: none"> <li>• further intensifying networking and dissemination including continued support to visits of state, district and block level staff, particularly teachers, to other school districts and states to observe good practices and promising innovations; and</li> <li>• in various national level workshops in different functional areas, the innovations carried out in different states be discussed to examine their potential for replicability.</li> </ul> </li> <li>3. The Mission recommends that states further develop their teacher training plans to take into account the need to maintain the momentum of the programme over time, to</li> </ol>	<p>Focus for VIII JRM was on:</p> <ol style="list-style-type: none"> <li>1. To assess the extent to which DPEP is making progress towards its objectives.</li> <li>2. The extent to which decision making has been decentralised and resourced to support the process, to date and what has been learned from that experience.</li> <li>3. To gauge the extent to which PMIS and EMIS and qualitative indicators are feeding into improved planning and management.</li> <li>4. To identify constraints which are impeding progress to suggest follow up activities to improve performance.</li> <li>5. To assess the extent to which DPEP is influencing the mainstream education system.</li> <li>6. To discuss progress towards cost effective strategies for the utilisation of resources.</li> </ol> <p><b>Next Steps :</b></p> <ol style="list-style-type: none"> <li>1. The Mission recommends that states review their teacher recruitment procedures and give attention to the process of filling teacher vacancies and appointing new teachers in DPEP districts before the start of the next JRM.</li> <li>2. Serious consideration be given by states to reallocating the increasing project financial resources to support more human development and to broaden the existing definition of training. Ensuring that more training follow-up and pedagogical support be provided to teachers by CRCs; supporting the development of alternative training models which involve teachers in defining their own training needs; delivering training which allows for increased peer learning and reflection; and continue building capacity in the DIETs in DPEP districts.</li> <li>3. The DPEP Bureau and SPOs to continue</li> </ol>

		1998
	<p>acknowledge that training needs to be iterative and to recognise that teachers acquire skills differently.</p> <p>4. The Mission recommends that the states may address teacher deployment issues on a priority basis.</p> <p>5. The DPEP Bureau and the states to continue to ensure that information generated be used to guide and manage, in a coherent and integrated fashion to formulate the state and district AWPBs and to monitor the progress towards closing the equity gap.</p> <p>6. The Mission recommends that the districts take definite steps to ground the interventions for the working children and the children with disabilities.</p>	<p>strengthening the collection and verification of data and data findings via a sample study procedure; and improve dissemination, integration and utilisation of available information and research findings which might focus on; net enrolment rates and enrolment in recognised and non-recognised private schools, alternative and non-formal schooling, retention and drop-out rates, student attendance and teacher rationalisation. The DPEP Bureau and the SPOs to continue to strengthen their current systems to assess the reliability and validity utilised in data collection and use.</p> <p>4. The states to pursue with some alacrity state-specific solutions as to institutionalise financial, administrative, pedagogical and structural DPEP gains. State-specific workshops could be held to share experiences in terms of institutional development plans, institutional reforms and studies for sustainability, in which all appropriate departments would be invited to participate.</p> <p>5. States to focus on expanding provision for children with disabilities and to develop comprehensive strategies to address the needs of marginalised groups.</p>

		1999
<b>Joint Supervision Missions</b>	<b>IXth JRM – April, 1999</b> (Led by World Bank)	<b>Xth JRM &amp; IInd IDRM – November, 1999.</b> (Led by EC)
<b>Priority Areas for the JSMs</b>	<ul style="list-style-type: none"> <li>• To assess DPEP's progress towards Programme's objectives.</li> <li>• To assess the extent to which an increase in the level of community involvement can be perceived at the school level.</li> <li>• To assess effort of states particularly DPEP-I and UPBEP for sustainability of DPEP.</li> <li>• To assess financial status of Programme Implementation.</li> </ul> <p><b>Next Steps</b></p> <p>1. States with larger class sizes</p>	<ul style="list-style-type: none"> <li>• To assess progress towards the DPEP's objectives concerning access and enrolment, retention and learning outcomes, with particular reference to the programme's target groups (girls, SC and ST children, children with disabilities and working children)</li> <li>• To assess the extent to which evidence of and planning for improved quality in terms of "inside the school" – processes and school/community interaction can be perceived.</li> <li>• To assess the extent to which increased capacities to facilitate and enable school</li> </ul>

	1999	
	<p>should provide sufficient primary school teachers to assure state norms on student-teacher ratios. The appointment process for additional teachers should be completed as per (plan and) each state's time-bound plan.</p> <ol style="list-style-type: none"> <li>2. States may consider to strengthen the analytic and planning capacities of education staff and stakeholders at various levels. Plans for increasing this capacity could build on existing efforts to strengthen local capacities in planning for school improvement, the local adaptation and use of the EMIS information, micro-planning, and the preparation of Annual Work Plans and Budgets.</li> <li>3. States need to build on their success in establishing Block Resource Centers and Cluster Resource Centers by continuing to assist Center coordinators to further develop (with teachers) local visions of effective pedagogy, teacher observation models that demonstrate these visions, training courses, and in-school help for teachers. The states may wish to prepare Work Plans and Budgets for strengthening this important area of program development.</li> <li>4. States may continue their efforts to develop the role of the community in improving primary education by providing ongoing training and support to Village Education Committees. By including orientation to the principles underlying the pedagogic improvement process that DPEP is supporting and that broaden the roles and active participation in improving education of all VEC members and others in the community.</li> <li>5. Plans for utilizing unspent funds, should focus on human resource development and capacity</li> </ol>	<p>improvement and community ownership can be perceived in the DPEP states and districts.</p> <ul style="list-style-type: none"> <li>• To assess the extent to which conditions to sustain DPEP activities after the programme ends have been created, particularly in DPEP I and UPBEP states and districts, and efforts and progress made in terms of maximising the programme's impact on the primary education system as a whole.</li> </ul> <p><b>Next Steps</b></p> <ol style="list-style-type: none"> <li>1. The following recommendations are made for next steps : <ul style="list-style-type: none"> <li>• to prepare for the remaining implementation period a clear perspective paper on how available information, human, institutional and financial resources may be most effectively deployed to achieve all the objectives of the programme; in particular, to develop a holistic, phased overall strategy for addressing the various components of pedagogical renewal in an interrelated fashion;</li> <li>• to develop the collection, analysis, ownership and use of the EMIS to support decentralised, area-specific planning and implementation;</li> <li>• to develop further and vigorously implement strategies, including those for alternative education, distance education, IED, gender and ECE, to address the specific needs of the special focus groups in all districts;</li> <li>• to proceed with institutional development and capacity building programmes, especially for CLRCs and DIETs; and</li> <li>• to work at all levels to resolve the outstanding issues hindering full and effective convergence with all departments and institutions with responsibility for ensuring universal, quality primary education.</li> </ul> </li> </ol>

		1999
	<p>building and on strengthening support especially for marginalized groups. DPEP-II states and DPEP-III may also wish to consider how further to give priority to human resource development, capacity building, and support for marginalized groups.</p> <p>6. Education for marginalized groups including children with disabilities should continue to be a priority area of attention.</p> <p>7. DPEP-I states and Uttar Pradesh are conducting studies on the sustainability of DPEP interventions. The Mission urges the states to develop transition plans for sustaining the improvements in education that DPEP has stimulated.</p>	

		2000
<b>Joint Review Missions</b>	XIth JRM – March – April, 2000. (Led by GOI)	XIIth JRM – November, 2000. (Led by DFID)
<b>Priority Areas for the JRMs</b>	<p>Focus for XI JRM was on:</p> <ul style="list-style-type: none"> <li>➤ To review the efforts made and interventions initiated particularly since the previous JRM to consolidate the programme gains and address critical gaps in terms of progress towards DPEP's objectives.</li> <li>➤ To assess extent to which institutions at various levels have been created and strengthened in planning and management of primary education (institutional development and reforms).</li> <li>➤ To assess extent to which efforts are made to sustain DPEP activities and processes beyond the project period particularly in DPEP-I and UPBEP.</li> <li>➤ To assess the status of the programme implementation and the extent to which funds have been utilised.</li> </ul>	<p>Focus for XII JRM was on :</p> <ul style="list-style-type: none"> <li>➤ Progress towards achievement of Programme objectives and outcome indicators: determine the extent to which all the programme targets have been achieved and identification of where are the remaining areas of difficulty</li> <li>➤ Improvements in the quality of primary schooling: determine progress with respect to key issues previously identified</li> <li>➤ Programme management and implementation: determine progress with respect to key issues previously identified, with particular focus for DPEP I states which are approaching programme completion</li> <li>➤ The Mission will review lessons learnt till date and major accomplishments in the programme since the last JRM, identifying individual states and districts as examples where appropriate. The Mission will also assess progress in resolving outstanding issues in the</li> </ul>

	2000	
	<p><b>Next Steps</b></p> <ol style="list-style-type: none"> <li>1. GOI and the project states to address, on a priority basis, the issue of capacity building for ensuring quality of data, its analysis and interpretation and its utilisation for decentralised planning, particularly, at sub-district levels for ensuring availability of authentic data on the outcome indicators of the project and on 'out of school' children.</li> <li>2. Apart from the mid-term learning assessment of the extension district and the complete state-wise report of the national level study on classroom processes the states may initiate some assessment of pedagogical interventions undertaken by them and the influence these have on classroom processes and children's participation and learning.</li> <li>3. All the DPEP states to review the efficiency and effectiveness of the teacher management systems and processes applied in the states. The states need to develop a time-bound plan for rationalisation of teacher deployment and filling of vacancies along with systems that facilitate the implementation of these plans and ensure more equitable PTR in remote village. The Mission requests the EE Bureau to provide the next JRM with a status paper on all para teacher schemes.</li> <li>4. The states and the districts to delegate more authority to sub-district level structures for selecting, designing, and implementing local-specific activities. In this context, the state and district DPEP teams need to support the block and cluster level teams in elaborating the underpinning strategies and longer-term plans for addressing</li> </ol>	<p>"special watch" state (Assam) and with respect to issues raised by the last JRM, and highlight priority issues</p> <p><b>Next Steps</b></p> <ol style="list-style-type: none"> <li>1. The Mission suggests that the GoI and states might intensify efforts to enrol and retain all categories of out of school children.</li> <li>2. Given the emerging evidence from the cohort studies on drop-out primary education cycle completion rates which have been undertaken in some states, the Mission recommends that DPEP should focus more directly on raising completion rates.</li> <li>3. In view of the significant position of AS in the states' strategy towards UPE, there is a need to compile an information base on AS comparable to regular schools. States then need to be encouraged to review their strategies for UPE with respect to equity and quality.</li> <li>4. The Mission suggests that states need to take cognisance of the extent to which multi-grade classes prevail and develop strategies whereby schools and teachers can apply pedagogic processes that can be effective. States may like to share their plans and action taken in this regard with the next JRM.</li> <li>5. The Mission suggests that the EE Bureau and states analyse the "hot spots" of implementation and expenditure by district and component, determine reasons for slow expenditure, take action as appropriate, and report on the work in this regard to the next JRM.</li> </ol>

	2000
	<p>the identified issues. The Mission furthermore requests that the states may provide a review of the district AWP&amp;Bs, to provide the next JRM with information about the extent, nature and quality of local-specific activities and innovations as presented in the AWP&amp;Bs and share that information with the states also.</p> <ol style="list-style-type: none"> <li>5. The state DPEP teams facilitate visioning exercise for overall institutional framework and the roles and functions of and linkages among the institutions by key resource institutions at state, district and sub-district level. Furthermore, the Mission recommends that the state develop, in a participatory manner with the key institutions, a broad framework for institutional development.</li> <li>6. It is important to ensure that comprehensive plans for sustainability are completed and approved by the DPEP-I states before the next JRM and that these plans are ready for incorporation into the state approved budgets for FY 2001-02.</li> <li>7. the GOI may take urgent steps in ensuring not only timely releases but also release of sufficient amounts of funds to enable an uninterrupted pace and pattern of programme implementation giving due cognisance to states' peak period of implementation. States may also ensure timely and full release of state funds.</li> <li>8. The Mission recommends that Assam needs to be brought under the 'special watch' category in terms of lack of the state government's commitment to the project.</li> </ol>

		2001
<b>Joint Review Missions</b>	XIIIth JRM - April - May, 2001 (Led by World Bank)	XIVth JRM - November 17 to December 5, 2001 (To be Led by European Commission)
<b>Priority Areas for the JRMs</b>	<p><b>Focus for XIII JRM was on :</b></p> <p><b>Learning, Completion and Quality</b></p> <ul style="list-style-type: none"> <li>• Assess new initiatives, and progress on ongoing initiatives, to improve school/classroom quality, since the last JRM with a view to influence teacher and student attendance, school completion and students' learning achievement.</li> <li>• Assess any specific initiatives undertaken by the state towards facilitation of teachers in relating learner characteristics to different learning contexts such as multigrade, large classes, and poor infrastructure.</li> <li>• Examine activities of the Village Education Committees (VECs) that are contributing to overall school quality, improvements in student learning and completion rates, and including their involvement in the civil works component.</li> </ul> <p><b>Equity</b></p> <ul style="list-style-type: none"> <li>• Assess the progress made by states in <ul style="list-style-type: none"> <li>(a) improving their information base on children out of school and the reasons for their non-enrolment or non-completion and on alternative schooling</li> <li>(b) providing education of equitable quality to the hardest to reach children</li> </ul> </li> </ul> <p><b>Institutional Capacity Building</b></p> <ul style="list-style-type: none"> <li>• Assess DPEP contribution to progress in each state towards</li> </ul>	<p><b>Focus for XIV JRM is on :</b></p> <p><b>Progress towards achievement of programme objectives and outcome indicators :</b></p> <p><b>Determine the extent to which the programme targets have been achieved and identify the remaining areas of difficulty, with special emphasis on</b></p> <ul style="list-style-type: none"> <li>• the out of school children.</li> <li>• monitoring and tackling attendance, retention, learning levels and completion of the full primary cycle.</li> <li>• special groups</li> <li>• Progress in improving school - as well as household based information systems and use of information.</li> </ul> <p><b>Quality of primary schooling :</b></p> <p><b>Determine progress with respect to key issues identified by the 12<sup>th</sup> and 13<sup>th</sup> JRM:</b></p> <ul style="list-style-type: none"> <li>• Teacher recruitment, deployment and attendance</li> <li>• Teacher development with particular reference to efforts to (a) follow up in schools DPEP in-service training and teacher support activities, (b) develop a long-term vision and strategies for teacher development, (c) improve the functioning of CRCs/BRCs, DIETs and SCERTs.</li> </ul> <p><b>Programme management and implementation :</b></p> <p><b>Determine progress with respect to key issues previously identified, with particular focus on :</b></p> <ul style="list-style-type: none"> <li>• Programme supervision.</li> <li>• Improving programme</li> </ul>



		2001
	<p>development of an effective and sustainable academic support system in terms of:</p> <p>(a) strengthening of District Institutes of Education (DIETs) and their involvement with school improvement</p> <p>(b) improving the functioning of Block Resource Centres and Cluster Resource Centres</p> <p>(c) strengthening of State Councils of Educational Research and Training (SCERTs) in areas of responsibility such as, curriculum development, teacher development, student assessment, community mobilisation and extent of their interaction with district and sub-district level institutions.</p> <ul style="list-style-type: none"> <li>• Assess the status of setting up/functioning of SIEMAT to provide support for educational planning and management.</li> <li>• Assess the extent to which states have planned, implemented, and (to the extent appropriate) evaluate sustainable DPEP activities.</li> </ul> <p><b>Program Management</b></p> <ul style="list-style-type: none"> <li>• Examine implementation by district and component, and assess the extent to which and the states have identified specific problems in implementation and are dealing with these.</li> <li>• Assess the preparedness of the newly formed states for management and implementation of the project.</li> <li>• What is the current status of release of 15% state share ? What is the amount still to be released by the states ?</li> </ul>	<p>implementation in states (Bihar, the newly formed states, Rajasthan).</p> <ul style="list-style-type: none"> <li>• Improving the fund flow cumulative releases by GOI and the states.</li> <li>• Estimation by Phase II states and districts of availability of funds for the remaining period of the programme, and advance planning for the same.</li> </ul> <p><b>Status of DPEP in anticipation of the Phase I nearing its completion :</b></p> <p><b>Determine the status of the Phase-I districts and states in anticipation of DPEP nearing its completion with respect to development outcomes, expected sustainability and additional information needs for the final evaluation, with special focus on:</b></p> <ul style="list-style-type: none"> <li>• Assessments and studies that have been undertaken/are underway/planned by the EE Bureau, the states and the districts.</li> <li>• Progress in terms of finalising, approving and implementing the utilisation plans for excess funds.</li> <li>• Implementation status of various DPEP components and the EE Bureau's, states' and districts' priorities in view of the remaining implementation period of Phase-I.</li> <li>• Commitments by the State Governments to sustain the DPEP gains.</li> </ul>

**Next Steps**

1. It is recommended that DPEP continue to support steps to improve the understanding, collection and use of information on drop-out, learning achievement, and completion (including greater clarity on knowledge and competencies measured by achievement studies, how many years are taken to complete the cycle and how many students pass, fail and eventually transfer to higher grades).
2. The Mission recommends that a special effort be made to see that CRC Coordinators are able to ensure that teachers evaluate students regularly and that reflection on student learning occurs during in-service and supervision activities.
3. Given the issues with regard to factors affecting Alternative Schooling that are raised in both the EEB's Progress Overview and the Aide-Memoire, the Mission suggests that the EEB commission independent research across all DPEP states on Alternative Schools as outline in para 4.5.
4. GOI is encouraged to provide additional guidance and facilitation to the three new states in planning and funding the state-level support structure for DPEP.
5. MHRD may ensure timely release of funds to the State Societies. States may also ensure timely and full release of state funds to the Implementing Societies.
6. GOI should ensure that Bihar and Jharkhand rebudget their project funds for the remaining two years of the project period within the next three months.

**Internal Supervision Missions :** The system of regular I.S.Ms. was discontinued in 1997. Nov, only targeted I.S.Ms. are mounted. So far, 5 regular I.S.M's and 6 targeted Internal Supervision Missions have been launched to various states. These Missions have been launched either on the recommendation of Joint Supervision Missions / Joint Review Missions or by the Bureau itself. The main reason for launching these missions have been to identify the constraints and the issues resulting in slow pace of implementation, in a state.

The particulars of these targeted ISMs are as follows :

Haryana December 13 – 15, 1995	Gujarat June 23 – July 2, 1997	Orissa January 16 – 24, 1998	Maharashtra March 3 – 9, 1999
<p>Haryana ISM (December 1995) : This mission was launched to report on the actions taken since the Joint Supervision Mission of September 1995 in relation to its recommendations and the activities undertaken in DPEP in this period as well as to form its own assessment of major issues arising in the course of programme implementation. The Missions in its report, described the various steps taken by the state in response to the recommendations of previous JSM. These actions included appointment of key project personnel, initiating the filling of teacher vacancies, a ban on transfer of teachers and other staff engaged in DPEP work without the permissions of the State Project Director, steps initiated to create a separate cadre for DIET faculty at the state level in order to recruit professionally competent faculty for the DIETs, strengthening of SCERT and orientation of VEC members to cite a few.</p>	<p>Gujarat ISM (June – July 1997) : This mission was launched on the recommendation of JSM suggesting the Bureau to pay special attention to the state of Gujarat, a close monitoring and technical support as the mission found the progress to be relatively slow. The mission recommended launching of an ISM after a period of three months. Accordingly, the GOI launched the Mission which expressed its satisfaction over the steps initiated by the state on the recommendations of JSM.</p>	<p>Orissa ISM (January 1998) : An Internal Supervision Mission to Orissa was launched in January, 1998. This was necessitated by a recommendation of the In-depth Review Mission (October, 1997). This Mission has observed that the implementation of programme in Orissa is far behind the schedule and therefore it recommended that a GOI Internal Supervision Mission may be mounted in about 3 months time to monitor the implementation progress in key areas –pedagogical renewal area, civil works, orientation of project management staff and stake holders, regarding DPEP objective and strategies. The Internal Mission however found that after September 1997, things have moved faster in the state and activities related to civil works, media campaign and training have been taken in a big way. This could be seen by the expenditure pattern of the state. As against only 3.50 crores expenditure during first six months (i.e., April to September 1997) the expenditure during the next three months (i.e., October to December 1997) has gone upto 8.54 crores.</p> <p>The Union Education Secretary visited Orissa and held indepth discussions.</p>	<p>Maharashtra ISM (March 1999) : In a bid to improve the pace of implementation of the programme, the DPEP Bureau launched an Internal Supervision Mission to Maharashtra in March 1999. The Mission was assigned the tasks :</p> <ul style="list-style-type: none"> <li>• To assess the progress in each major intervention of DPEP.</li> <li>• To assess the progress in Phase-I districts towards achieving of DPEP super goals.</li> <li>• To identify constraints in achieving the progress.</li> <li>• To suggested measures to speed up the implementation of the programme.</li> </ul> <p>The mission submitted its reports highlighting the constraints and suggested measures to speed up the implementation of the programme.</p>

Orissa January 17 – 20, 2000	Himachal Pradesh September 11 – 18, 2000	Rajasthan October, 2000
<p>Orissa ISSM (January 2000) : An Internal Supervision Mission visited Orissa during January 2000 as the 10<sup>th</sup> JRM could not visit the state because of the Cyclone. The objectives of the mission were (1) to assess programme implementation in the existing districts (2) to assess the state of preparedness of the proposed 8 expansion districts, particularly whether the conditions for the existing districts have been fulfilled (3) to identify constraints in achieving progress in respect of (1) &amp; (2) above (4) to suggest measures to speed up implementation of the programme and reach stage of readiness for expansion. The team held discussions with the state officials and during visit to Keonjhar district held wide – ranging discussions with community representatives, teachers, CRC and BRC coordinators and district functionaries including the DIET faculty at Keonjhar. The team identified immediate steps to be taken on a priority basis and also assessed the status of DPEP implementation. The report of the mission was shared with the state authorities and the Bureau.</p>	<p>Himachal Pradesh ISM (September 11 – 18, 2000) : An Internal Review Mission visited Lahoul Spiti and Pangi Valley of Himachal Pradesh to review the DPEP implementation as it has not been visited so far by any JRM due to its Geo-climatic conditions. The main areas of review were :</p> <ul style="list-style-type: none"> <li>• Progress towards the DPEP's objectives with regard to access and enrolment, retention, learning outcomes and equity</li> <li>• Changes in class room process</li> <li>• System – school support</li> </ul> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1. The efforts towards child centered activity based teaching learning processes, needs further strengthened. Also the DRGs should be strengthened by involving the DIET faculties.</li> <li>2. The district should try the distance mode of training due to its geo-climatic conditions.</li> <li>3. VEC school linkages need to be strengthened by means of regular meetings and micro planning exercises.</li> <li>4. The teachers need to be encouraged to develop local specific need based TLMs rather than buying from the market.</li> </ol>	<p>A two day ISM to Rajasthan was organised in October 2000, comprising of TSG consultants and led by Bureau coordinator for the state to assess the progress of programme implementation and to identify the causes for slow implementation of programme there. The mission found that personnel at SPO level have been appointed and so also the JEs and BRCC's. The report of the mission has been shared with 12<sup>th</sup> JRM.</p> <p><b>Recommendations</b></p> <ol style="list-style-type: none"> <li>1. There has been a re-thinking on project structures procedures for staff appointment and textbook development and trialling and lack of clarity about the label of decision making for different activities. These decisions need expedited otherwise it will cause delay in project implementation and lead to unfulfilled project goals.</li> <li>2. A Deputy Director should be appointed in SPO to look after community mobilisation. Also some linkages and understanding with state level personnel of Panchayat Raj departments needed.</li> <li>3. The civil work staff need training and orientation immediately. Also there is a need to monitor closely the revised implementation schedule.</li> <li>4. The appointment of girl child activist should be made immediately.</li> <li>5. The state must see how DPEP can be used for quality improvement in text books. A scheme of delegation of powers to different authorities in SPO and DPO should be put in place.</li> </ol>

## **APPRAISAL**

### **Objectives**

The appraisal of Perspective Plans paves the way, after certain formalities, for starting implementation of DPEP in a state. The perspective plans as prepared by the state and district teams present the issues, the strategies and interventions aimed at resolving the issues and the financial implications thereof.

### **Strategy**

The states and districts that intend to launch DPEP, prepare the draft perspective plans. In case the states have difficulty in preparing the plans, the "Planning Assistance" is arranged by the Bureau to help states prepare the plans. On receiving the plans, the Bureau launches pre-appraisal missions which go to the state, make field visits, discuss the issues with the district and the state level officials and submit reports to the DPEP Bureau. The draft plans are then revised in the light of the recommendations made by the Pre-appraisal Mission for assessment of the Appraisal Mission. The Appraisal Missions present their report to the Bureau and discuss it in the presence of the officials of the state. These appraisals are followed by the Appraisal Missions of the funding Agencies who also share the report with Government of India. In the case of DFID assisted projects, a joint GOI-DFID appraisal mission is mounted. After a nod from Government of India and the funding agencies, the states start implementation of the programme.

### **Appraisal Training**

Following the successful completion of DPEP-II national appraisals, it was agreed that the district and state plans of all the expansion districts for DPEP-I States, Orissa, U.P. and Bihar (DPEP-III) would be appraised by National teams and IDA will only review a sample of the national appraisal reports. This implied that the Bureau and TSG had to gear up to meet the challenge.

To facilitate quality appraisal of these expansion districts preparedness to implement DPEP, the Appraisal and Supervision Unit within the TSG undertook a series of activities. Realizing that the task on hand is mammoth, the Unit designed a comprehensive 5-day familiarization programme, conducted with the assistance of the LBSNAA, Mussoorie. The programme included an orientation to DPEP, an introduction to the general appraisal process and DPEP specific requirements, such as financial appraisal; functional area component appraisal; report writing and a session on team ethics. Five programmes were held during the period of May-December, 1997 leading to the creation of a resource pool of 80 persons, the fifth one was held in September, 1997.

The participants for these programmes were carefully identified. The effort was made to tap the national expertise available in educational financing, planning and management, special programmes for focus groups, pedagogical and other school effectiveness issues by involving

them in these trainings. This familiarization programme also helped the DPEP Bureau and TSG to identify quality appraisers that is critical in team formation.

### Appraisal Handbook

As a ready reckoner for appraisers, the Appraisal Unit within the TSG developed an 'Appraisal Handbook'. Having been prepared with assistance from the Bureau, this handbook includes sections on appraisal process, the assessment of components from various angles and content and structure of the expected national report. The purpose of the handbook is to highlight the specific requirements of DPEP appraisal and provide ready guidelines to every appraiser going to the field.

### Future Strategies

Involvement of TSG's functional units in the desk/summary appraisal for West Bengal, Orissa and Rajasthan by way of inviting their comments or inclusion of these in core in-house appraisal teams proved to be very encouraging. Valuable inputs, received from functional units, were helpful in accomplishing the task as these cover almost entire gamut of the programme. We intend to follow the same in future.

### Status of Appraisal

<b>1997</b>	<p><b>Expansion districts</b></p> <p>Satisfied with the pace of implementation of the programme and its coverage, the GOI decided for the expansion of DPEP into more districts of DPEP-I states and Orissa, the states where the programme was already under implementation. Accordingly, National Pre-appraisal and Appraisal Missions for Appraisal of expansion districts in the DPEP-I states and Orissa were launched during January – July, 1997 followed by the missions from IDA for the expansion districts.</p> <p><b>U.P. and Bihar :</b> National Pre-appraisal and Appraisal Missions for the states of U.P. and Bihar were launched during January – July, 1997. As in the case for the expansion districts, these missions were also followed by IDA missions. As a result 15 districts in U.P. and 17 districts in Bihar were selected for the implementation of the programme.</p> <p>The ambitious schedule of mounting missions, many a times simultaneous to several states was undertaken. It was decided that each appraisal team would have at least four members of whom one will be an architect/civil engineer another a social sector expert, one expert in pedagogical renewal processes and an economist/planning experts. However, the size of the mission was extended to 8-10 in M.P., U.P. and Bihar to cater to large number of districts to be appraised in these states.</p>
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	<p>Whereas the pre-appraisal missions had been of approximately 12-14 days duration, the appraisal missions typically lasted for 16-18 days. The resource persons for those missions were drawn from the pool that was developed through 'familiarisation' programmes. For the sake of maintaining continuity, efforts were made to retain the same team for both pre-appraisal and appraisal. The process of appraisal was very demanding and asked for rigour as well as professional competence. The World Bank reviewed the process through extensive visits and complimented the work undertaken by the Bureau/TSG.</p> <p>During 1997 a total of 22 pre-appraisal and appraisal missions were launched for the appraisal of expansion districts. This is a landmark in the national capacities for appraising such project.</p>
<b>1998</b>	<p><b>Andhra Pradesh :</b> The plans for introducing DPEP in A.P. in 14 more districts were pre-appraised by a GOI mission in November, 1997 which was later joined by the World Bank team. In January 1998, the appraisal was conducted. Due to the large number of districts involved, the mission comprised of 8 experts drawn from various fields. The World Bank reviewed the appraisal process later in February 1998.</p> <p><b>U.P. and Rajasthan :</b> Pre-appraisal missions to U.P. and Rajasthan were launched in May and June, 1998 respectively for appraisal of plans for three districts of U.P. and ten districts of Rajasthan.</p> <p>The unit participated in a G.O.I.-World Bank Mission (December 1998) to U.P. to assess districts Bahraich, Barabanki and Rampur for inclusion in DPEP-II and recommended positively to G.O.I.</p>
<b>1999</b>	<p><b>U.P. :</b> A Govt. of India Pre-Appraisal Mission to U.P. was launched in May-June, 1999 to appraise the plans of 38 districts to bring these districts under DPEP fold with World Bank funding. A striking feature of these proposals has been that unlike the other proposals, they propose an average expenditure of Rs. 20-25 crores, almost half of the upper ceiling as envisaged in DPEP guidelines by cost-saving devices. Subsequent to this, the Bank completed its appraisal in Sep., 1999. The unit also helped the state in brining out the costings in standardised format.</p> <p><b>West Bengal :</b> An in-house appraisal of plans for 5 districts in West Bengal was carried out in August 1999. The unit helped in this process by way of providing appraisal inputs. The plans including the costing tables were finalised in consultation with State Project Office and the Bureau.</p>
<b>2000</b>	<p><b>Orissa :</b> A Desk review of plans for 8 districts of Orissa was carried out in January / February, 2000. Suggestions were made to revise the plans. Subsequently, a Joint DFID-GOI Appraisal Mission visited the state in June,</p>

	<p>2000. The unit in conjunction with other units in T.S.G., helped state in finalizing the costings. Necessary formalities are being completed to ensure that programme starts in these districts by this year.</p> <p><b>Rajasthan :</b> A summary review of Perspective plans of 9 districts of Rajasthan was carried out in February / March. A GOI Pre-Appraisal Mission visited the state during April/May, 2000.</p> <p><b>Gujarat :</b> Desk appraisal of plans of 6 expansion districts in Gujarat was undertaken in April, 2000. GOI mission to Gujarat was mounted in April, 2000 followed by a Dutch-World Bank mission in July, 2000. It may be mentioned that out of these six districts, GOI will fund 3 districts through a Dutch grant while the other three districts would be funded by the state. The unit visited the state to help the state finalizing their costings.</p>
2001	<p><b>Rajasthan :</b> A GOI pre-Appraisal Mission appraised the revised plans of the 9 districts during February, 2001 followed by an I.D.A. team. Based on the recommendations of the mission, the state modified the plans which were subjected to an "In-house Appraisal Process". The findings discussed with the state in March, 2001 and the state advised to further modify the plans. Based on revised plans, GOI cleared the plans followed by World Bank.</p> <p><b>Expansion of programme in the states of Orissa, Rajasthan and Gujarat, have been approved by GOI in May, 2001 and states advised to take necessary steps to start implementation of programme.</b></p>



## ABBREVIATIONS

<b>AEO</b>	<b>Assistant Education Officer</b>	<b>GCERT</b>	<b>Gujarat Council of Educational Research and Training</b>
<b>ARG</b>	<b>Academic Resource Group</b>	<b>GOI</b>	<b>Government of India</b>
<b>AS</b>	<b>Alternative Schooling</b>	<b>HM</b>	<b>Head Master</b>
<b>AWPB</b>	<b>Annual Work Plan and Budget</b>	<b>HT</b>	<b>Head Teacher</b>
<b>AWW</b>	<b>Anganwadi Worker</b>	<b>ICB</b>	<b>International Competitive Bidding</b>
<b>BEO</b>	<b>Block Education Officer</b>	<b>ICDS</b>	<b>Integrated Child Development Scheme</b>
<b>BEP</b>	<b>Bihar Education Project</b>	<b>IDA</b>	<b>International Development Agency</b>
<b>BIU</b>	<b>Block Implementation Unit</b>	<b>IGNOU</b>	<b>Indira Gandhi National Open University</b>
<b>BRC</b>	<b>Block Resource Centre</b>	<b>IIM</b>	<b>Indian Institute of Management</b>
<b>CHT</b>	<b>Centre Head Teacher</b>	<b>ISEC</b>	<b>Institute of Social and Economic Change</b>
<b>CRC</b>	<b>Cluster Resource Centre</b>	<b>JRM</b>	<b>Joint Review Mission</b>
<b>DEO</b>	<b>District Education Officer</b>	<b>JSM</b>	<b>Joint Supervision Mission</b>
<b>DPEP - CRG</b>	<b>DPEP – Core Resource Group</b>	<b>LBSNAA</b>	<b>Lai Bahadur Shastri National Academy of Administration</b>
<b>DIET</b>	<b>District Institute of Education and Training</b>	<b>MHRD</b>	<b>Ministry of Human Resource Development</b>
<b>DOE</b>	<b>Department of Education</b>	<b>MIEPA</b>	<b>Maharashtra Institute of Educational Planning and Administration</b>
<b>DPIU</b>	<b>District Programme Implementation Unit</b>	<b>MIS</b>	<b>Management Information System</b>
<b>DPO</b>	<b>District Project Office</b>	<b>MLL</b>	<b>Minimum Levels of Learning</b>
<b>DRG</b>	<b>District Resource Group</b>	<b>MS</b>	<b>Mahila Samakhya</b>
<b>EC</b>	<b>Executive Committee</b>	<b>MT</b>	<b>Master Trainer</b>
<b>ECE</b>	<b>Early Childhood Education</b>	<b>MTC</b>	<b>Mother-Teacher Council</b>
<b>Ed.CIL</b>	<b>Educational Consultants India Limited</b>	<b>NTC</b>	<b>National Competitive Bidding</b>
<b>EFA</b>	<b>Education For All</b>	<b>NCERT</b>	<b>National Council for Educational Research and Training</b>
<b>EMIS</b>	<b>Educational Management Information System</b>	<b>NEEM</b>	<b>National Elementary Education Mission</b>
<b>GC</b>	<b>Governing Council</b>	<b>NEG</b>	<b>National Expert Group</b>

**NFE**      **Non Formal Education**  
**NGO**      **Non-Governmental Organisation**  
**NIBM**     **National Institute of Bank Management**  
**NIC**       **National Informatics Centre**  
**NIEPA**    **National Institute of Educational Planning and Administration**  
**NRRC**    **National Research and Resource Centre, Mussoorie**

**ODA**       **Overseas Development Administration**  
**PMIS**     **Project Management Information System**  
**PRA**      **Participatory Rural Appraisal**  
**PRI**       **Panchayat Raj Institution**  
**PTA**      **Parent Teacher Association**  
**PWD**      **Public Works Department**  
**RIE**       **Regional Institute of Education**  
**SC**        **Scheduled Caste**  
**SCERT**   **State Council of Educational Research and Training**  
**SDP**       **School Development Plan**  
**SIEMT**   **State Institute of Educational Management and Training**  
**SIS**       **State Implementation Society**

**SPD**       **State Project Director**  
**SPO**       **State Project Office**  
**SRG**       **State Resource Group**  
**ST**        **Scheduled Tribes**  
**TLC**       **Total Literacy Campaign**  
**TLM**       **Total Literacy Mission / Teaching Learning Material**

**TOR**       **Terms of Reference**  
**TRI**       **Tribal Research Institute**  
**TOT**       **Training of Trainings**  
**TSG**       **Technical Support Group**  
**TWD**       **Tribal Welfare Department**  
**UEE**       **Universalization of Elementary Education**  
**UNDP**     **United Nations Development Programme**  
**VEC**       **Village Education Committee**  
**VEP**       **Village Education Plan**  
**VHAI**      **Voluntary Health Association of India**  
**VIPP**      **Visualization in Participatory Planning**  
**VTM**       **Village Teacher Motivator**