

DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP)

PROGRESS OVERVIEW

MARCH 1997

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**DEPARTMENT OF EDUCATION
MINISTRY OF HUMAN RESOURCE DEVELOPMENT
NEW DELHI**

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ABBREVIATIONS AND ACRONYMS

AEO	Assistant Education Officer
ARG	Academic Resource Group
AWPB	Annual Work Plan and Budget
AWW	Anganwadi Worker
BEP	Bihar Education Project
BRC	Block Resource Centre
CRC	Cluster Resource Centre
DEO	District Education Officer
DIET	District Institute of Education and Training
DOE	Department of Education
DPIU	District Programme Implementation Unit
DPO	District Project Office
EC	Executive Committee
ECE	Early Childhood Education
Ed.CIL	Educational Consultants India Limited
EFA	Education For All
EMIS	Educational Management Information System
GC	Governing Council
GOI	Government of India
HM	Head Master
HT	Head Teacher
ICB	International Competitive Bidding
ICDS	Integrated Child Development Scheme
IDA	International Development Agency
IGNOU	Indira Gandhi National Open University
JSM	Joint Supervision Mission
LBSNAA	Lal Bahadur Shastri National Academy of Administration
MHRD	Ministry of Human Resource Development

MLL	Minimum Levels of Learning
MS	Mahila Samakhya
MT	Master Trainees
MTC	Mother Teacher Council
NCB	National Competitive Bidding
NCERT	National Council of Educational Research and Training
NEEM	National Elementary Education Mission
NEG	National Expert Group
NFE	Non Formal Education
NGO	Non Governmental Organisation
NIC	National Informatics Centre
NIEPA	National Institute of Educational Planning and Administration
ODA	Overseas Development Administration
PMIS	Project Management Information System
PRI	Panchayat Raj Institution
PTA	Parent Teacher Association
PWD	Public Works Department
SC	Scheduled Caste
SCERT	State Council of Educational Research and Training
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
TSG	Technical Support Group
UEE	Universal Elementary Education
VEC	Village Education Committee

Preface

The DPEP Bureau's strategies and priorities in facilitating implementation of project activities:

The specific interventions and activities undertaken at the national level by the DPEP Bureau, the TSG and the supporting network of resource institutions for the DPEP programme, are presented in this Overview document, prepared as background material for the 5th Joint Supervision Mission. A simple reference to the specific functional area will provide the details.

However, to cover specifically the DPEP Bureau's role in project management, inter sectoral linkages, cross-state experience sharing and dissemination, coordination amongst the DPEP players, as well as to outline the priorities for the next six months to a year, the first part of the document is devoted to that aspect. These are areas and issues on which information may otherwise be found in a scattered manner or in some cases, might have fallen through the cracks.

1. DPEP Bureau and Management of the programme

DPEP coverage

The DPEP programme has now expanded its implementation from 42 districts in 7 States to 59 districts in 11 States. In addition to these 7 States, Orissa, UP, Bihar as well as West Bengal have been facing the stress of project preparation for an additional 89 districts. The DPEP Bureau has been steering this colossal task by providing guidance, the necessary back-stopping, facilitating quick decisions, providing assistance in areas deserving more attention and trouble shooting where blockages or delays seem to arise. The DPEP Bureau has been organising a spate of Pre-Appraisal and Appraisal Mission for the expansion of districts and States, in timely and through manner

Suggested staffing at Bureau

To address this task the DPEP Bureau which had a strength of 13 officers in Aug-Sept'96, today stands augmented with a total strength of 17 officers and 21 support staff. To assist the Bureau, Ed.CIL has augmented the Technical Support Group, so that 19 consultants and 23 support staff are working full time on DPEP. With systems, linkages and coordination better understood and clearly laid down, the Bureau has been able to discharge its myriad tasks with a focussed vision. With the project MIS and EMIS functional and regular quarterly informations on project performance being received in the Bureau, there has been a regular review and monitoring of the States. Detailed analyses have been shared with the DPEP State Project offices P93 and steady pressure kept up for corrective measures and compliance.

State visits by Bureau officials

The officers of the Bureau have visited the States in 37 instances amongst which at least 12 were to attend the Executive Committee meetings of the State DPEP and other basic education programmes. Thus, all states have been visited at least once since Sept'96 and specific assistance has been rendered through the decision-making and empowered forum of the EC. Issues taken up have ranged from creation of key posts for MIS and engineering staff in Karnataka, finalisation of an NFE pattern in Haryana, to approving a quality development package in Kerala.

Two high powered visits by many senior officers of the Department of Education targeted the States of Gujarat and Assam. Both visits were successful in that they helped the Gujarat DPEP and the State Govt. to act quickly in creating the posts for programme management and in Assam it led to release of the State Govt. share and ironing out of the matter of project implementation in Karbi Anglong district.

Special Bureau interventions in some States/functional areas

Apart from the quarterly review of all DPEP States, the Bureau has been reviewing at the level of Joint Secretary the implementation of the functional areas across the States as well at the national level. Certain areas had emerged where special efforts of the Bureau and the TSG had to be directed. A concentrated effort has been made for the following:

- to develop a "pedagogy vision" through special workshops in the DPEP-II States. The Bureau has led such programme in HP, Orissa & Gujarat.
- a special programme undertaken in Tamil Nadu for review of textbooks and to evolve a fresh strategy for 1997-98.
- for evolving an Evaluation design for DPEP along with ODA efforts through meetings both in Hyderabad and New Delhi.
- special assistance for evolving civil works designs, completion of bid documents and review of preparedness for implementation, in Himachal Pradesh and Orissa by Bureau visits.
- to assist LBSNAA, Mussoorie evolve appraisal tools and inclusion of the same in the training modules for Appraisal and Supervision.
- to participate as resource persons for training programmes coordinated by LBSNAA, for district planning, AWP&B formulation, appraisal and supervision. P93
- planning assistance missions arranged specifically for DPEP-II Plan formulation for UP, Assam, Orissa, Karnataka and Bihar for DPEP-III.

Bureau's Mid Year Review

A comprehensive opportunity for review and mid-course connections was also availed of in Dec'96 when a Mid-Year Review of the 1996-97 Work Plan was conducted by the Bureau in conjunction with the States. This exercise was done with a detailed set of information from DPEP projects and full use was made of a newly evolved Annual Work Plan Preparation and Appraisal Manual. A very clear picture of the State performance, capability for incurring expenditures, spill-over funds and likely completion of works till March 1997, emerged from the exercise. This

information helped the Bureau assess the quantum of funds likely to be needed by the States and as a result Rs. 99.35 cr. was released.

The Mid Year Review also helped to specify the nature and amount of spill over activities to the next financial year and therefore the likely effect on the AWP&B of 1997-98. A direct consequence has been for the States themselves to closely monitor completion of civil works which formed the main bulk of spill over activities, and has helped the States and the Bureau to iron out several procurement constraints which had been holding up implementation of civil works.

AWP&B Preparation and Appraisal for 1997-98

The picture emerging from the Mid Year Review exercise contributed very fully to the preparation of the AWP&B 1997-98 by avoiding duplication delineated new areas clearly and providing a better understanding of absorption capacities. The completion of State and district teams in AWP&B formulation at LBSNAA, Mussoorie and the useful tool of the AWP&B Preparation and Appraisal Manual, has helped all States to prepare better, more vivid and strategic plans for DPEP implementation in 1997-98. The Bureau has received the AWP&B's of all DPEP States except Maharashtra, HP & AP. The Appraisal of these plans is going on briskly in the TSG, currently. While the Planning Unit is coordinating and examining the overall planning framework, the functional units have also applied themselves to the detailing of each component. The Bureau intends to complete all Appraisals by the end of March 1997, leaving ample time for the States to seek their EC approvals and for the Bureau to obtain Project Board clearance within April 1997.

Bureau takes up Policy Issues with States Governments

The DPEP Bureau has also been taking up several policy issues with the State Governments implementing the DPEP programme, and this has included matters of which have direct bearing on DPEP implementation. Such issues have been raised in the Executive Committee and General Council meetings of State DPEP Societies by members of the DPEP Bureau, and separately by senior officials of P93 the Department of Education in meetings with State Education Secretaries. Some of the issues being pursued are as follows

- Setting up of SIEMT's or equivalent arrangements speedily.
- Filling up teacher vacancies in DPEP districts.
- Providing effective coordination with and increasing the responsiveness of SCERT's vis-à-vis DPEP implementation.
- Staffing, orienting and providing for staff development of DIET's to make them more active participants in DPEP implementation.
- Timely release of State share for DPEP.

Project Board meeting & its decisions

The DPEP Bureau's role in eliciting support for the Programme within Govt. of India and facilitating the necessary approvals from all quarters concerned, be they in the Department of Education, the Planning Commission, Finance Ministry or allied departments of the Govt. of India,

cannot be minimised. The Project Board of the DPEP Mission has emerged as an effective forum for a high powered review of the entire programme as well as for inter-departmental convergence on DPEP implementation. The last meeting of the Project Board was held on 16th Dec.'96 in which the State Project Directors also presented their progress. The Project Board in this meeting approved the inclusion of two sets of significant guidelines for Distance Education and Integrated Education in DPEP.

The first meeting of the General Council of DPEP Mission, headed by the Minister for Human Resource Development was scheduled to be held on 25th Feb'97 but had to be postponed due to unavoidable reasons. It is likely to be held soon.

2. Dissemination of cross-State experiences.

Encouraging State to State Interaction

In the present management structure, the DPEP Bureau plays a significant role in enabling cross-state sharing. As a conscious policy the Bureau has been encouraging direct State to State contact and this trend has been gathering momentum in the past few months. There have also been efforts to prepare directories and inventories of resources available in the country and to disseminate them to the States - as in the case of gender, pedagogy, civil works etc. to encourage States to directly access and contact them and also to encourage them to develop such lists for each State.

Directories and Inventories

Sharing Workshops

There have also been some key initiatives to arrange workshops and meetings for direct opportunities to share inter-state experiences. Some of these occasions have been:

- A National Workshop for sharing of SAS findings in DPEP-II States and relating them to Planning strategies, in Sept.'96.
- A Workshop on innovative civil work designs at Hyderabad in Nov'96 for better school buildings and utilisation of alternative technologies.
- Alternative Schooling Workshop in Nov'96 at Gurgaon where NFE programmes & NGO experiences were shared.
- A BRC/CRC Workshop in Nov'96 to define roles and functions of these institutions and their linkages with DIET/SCERT.
- A Workshop on new EMIS Software and cross State sharing of experiences in Dec'96.
- A Quarterly meetings of State Gender Coordinators at Chennai in Dec'96 as an ongoing capacity building activity. The focus of the meeting was on developing gender sensitive monitoring indicators.
- A Pedagogic Visioning Exercise at Udaipur in Feb'97 for DPEP-I and II States - this also included a 3-day exposure trip to Lok Jumbish Project in Rajasthan.
- A Tele-conferencing with DPEP States by IGNOU and NCERT under the Distance Education programme on 26 Feb'97.

3. Inter-sectoral Linkages and Coordination in DPEP.

The DPEP Bureau has been playing an important role in overall coordination between the several institutions and organisations of the programme as well as the several levels that need to be brought together for the effective implementation of the programme. There are two aspects to examine in this issue, namely coordination with participating institutions and the inter-sectoral linkages within the programme.

Coordination with National Institution

A system of regular bi-monthly meetings with the cooperating institutions namely, NCERT & TSG for pedagogic development, research and evaluation, as well as integrated education; and with NIEPA, LBSNNA and TSG for all aspects of planning, educational management, management information systems - has been well established.

Coordination with NCERT

Since Sept'96, two meetings have been held with the NCERT in which a more detailed understanding of the role of NCERT in DPEP has emerged. NCERT would work actively in providing support to DPEP by providing exemplars, apex guidelines, documentation and dissemination of good practices as well as providing support for evaluation and appraisal. The TSG would be responding to specific State needs during development of pedagogic renewal packages. NCERT is well on to planning for the International Research Seminar in July'97 and planning to help SCERT's and DIET's develop capacities for research. NCERT is also planning a major workshop on Integrated Education in April'97 to present the States with a menu of options based on experiences of NGOs and successful programmes of Integrated Education.

Coordination with NIEPA

Two coordination meetings have similarly been held with NIEPA, LBSNNA and TSG. A significant issue for discussion and resolution has been the release of NIEPA's training design and module for district planning and for its use by LBSNNA in its' training programmes. Another major area has been NIEPA's sustained inputs to set up SIEMT's in DPEP States. NIEPA has agreed to take the lead in developing a fuller understanding of Micro-planning amongst DPEP States, provide for cross-State sharing of experience and also for developing capacities for micro-planning amongst States/districts. Strategic decisions also emerged for decentralising DPEP Bureau's capacity building efforts to State/district levels through systematic development of State resource institutions/groups for educational planning and management. NIEPA has been drawn into the area of VEC development and its impact on school management and effectiveness

A very significant outcome of these deliberations has been the enhanced responsiveness of these institutions to meet the issues, problems and needs thrown up by the DPEP programme, especially the States Projects. NCERT had organised a 2-day workshop on 3-4 March'97 with DPEP State Projects in a specific attempt to draw up a strategy and plan for

Inter-Sectoral Linkages

1997-98 that directly benefits DPEP. NIEPA and LBSNNA have also shared their 97-98 planning with the States and DPEP programme.

Equally important, the DPEP Bureau has identified areas within the programme that need to be closely linked and work in a coordinated way. Some of these priority areas are:

- Pedagogic interventions and the Research/ Evaluation agenda.
- EMIS and PMIS data analyses and Decentralised Planning in DPEP. P9P5
- Capacity building and decentralisation plans for resource networking and institution building.
- Distance Education and Teacher Training renewal practices initiated under DPEP.

Pedagogy and Research

Some of the areas that the Research & Evaluation Unit is focussing its activities on are areas where the impact and effect of DPEP led interventions needs to be assessed. As a result Classroom Observation studies, a study on BRC/CRC's, a Teacher-Training evaluation and a study on Institutional Development are on the agenda and their findings keenly awaited. Inversely, there is an equal emphasis on utilising findings of Baseline Studies, SAS studies on management etc. for the purposes of planning interventions in new DPEP districts, as well as in the plan formulations for 1997-98 of all DPEP States.

MIS and Planning

Four meetings have already been held with NCERT, NIEPA LBSNAA through Dec'96 - Jan'97 for developing case studies for data analysis for EMIS and MIS. These are being followed up by regular meetings between the Bureau, Planning and MIS units of TSG and the LBSNAA in an effort to develop a training module to be used for plan formulations, as well as for supervision and appraisal training. To enhance capabilities amongst DPEP States for data analysis and its use in effective planning, will continue to be a priority area in DPEP in the next six months.

Decentralisation Plan and Capacity Building

A fairly exhaustive exercise is underway to enlarge the pool of resource support for DPEP through a major Capacity Building programme. A connection which is increasingly becoming more and more well-understood, is that capacity building must be directly linked with decentralisation of such capabilities. This has been evidence by a series of enabling steps:

- Finalisation and distribution of guidelines which can be used at all levels:
 - a) Research support guidelines
 - b) An Appraisal handbook
 - c) An AWP&B Preparation and Appraisal manual.
- Enlarging the resource pool for Appraisal and Supervision to be

trained in LBSNAA for which 4-5 specific courses will be run in 1997-98.

- Holding of a National Resource Camp for Pedagogic development at Udaipur in Feb'97 to enlarge the dedicated pool of persons assisting DPEP.
- A two-day meeting of the National Consultative Groups on various aspects of pedagogy, in Dec'96. P9P5
- Shortlisting of applications received in response to National/State advertisement for DPEP capacity building.
- Organising training courses on district planning and AWP&B formulations in LBSNAA Mussoorie during 1997-98 with an effort to create institutional capacity for planning in DPEP States.
- Strengthen and augment State Resource Groups on pedagogy in DPEP States.
- Strengthen Gender and Tribal resource groups and networks in DPEP States.
- Enhance functional convergence at the local and State level with other Govt. programmes especially in ECCE, tribal, construction, panchayati raj, etc.

DPEP is already planning the specifics of how decentralised capacity building is to be done in the key areas of planning and management; pedagogy and quality development; research and evaluation, as well as in areas of special focus groups and media and communications. In a federal polity and with participating State Governments, this exercise can acquire precision and time frames, only after agreement has been reached with the State Governments and DPEP State offices. All efforts are being made both at the policy and project management level to finalise a mutually agreed plan for the purpose. This will be attempted while finalised AWP&B for 1997-98.

4. Planning for 1997-98: The focus areas

The preceding paragraphs attempt to spell out some of the priority areas which have been recognised and are being acted upon at the national level in the DPEP programme.

The most condensed crystallisation of the priorities at the national level can be seen in the Annual Work Plans brought out by the DPEP Bureau for TSG, NCERT, NIEPA and LBSNNA. As has already been mentioned, the process of annual plan formulation has been further streamlined this year, by expressly seeking the views of DPEP States. On 3-4 March, 1997 in a significant workshop organised for the purpose by NCERT at CIET Building, all national resource institutions presented their draft plans to DPEP project States and sought their views. Very useful and insightful suggestions emerged.

The following presented their draft proposals for 1997- 98:

- | | |
|----------------------------------|---|
| i) NCERT | for textbook and curriculum development, teacher training, integrated education, research and evaluation. |
| ii) NIEPA | decentralised planning modules, workshop on micro-planning; capacity building for SIEMT's; VEC and school effectiveness, educational management, tribal education and management information systems. |
| iii) LBSNAA | training calendar for trainings in district planning, AWP&B formulation, appraisal and supervision. |
| iv) Distance Education Programme | Planning meetings with States, material development workshops, production of point audio & visual programmes, orientation of BRC/CRC coordinators etc. |
| v) Technical Support Group | Functional area-wise. (give later) |

In the light of the discussions, the final versions of the AWP's along with budgets are expected by end of March'97 so that the necessary approvals can be obtained from the Project Board & Internal Finance and thereafter funds can be released.

The Bureau, in an effort to streamline release of funds, has initiated a new process implementing institutions enter into a Memorandum of Understanding (MOU). An MOU with IGNOU which is implementing the distance education component is already operational. The MOU's with NCERT and NIEPA are under finalisation.

This is a critical year in which a new contract is being negotiated and finalised with Ed.CIL for continuance of the TSG. The matter is presently pending approval of the World Bank.

The TSG's draft annual plan for 1997-98 reflects some of the priority areas of the Bureau. Key areas are as follows:

Education Planning

- Completion of Appraisal of all AWP&B 97-98.
- Restructuring the training courses to be run by LBSNAA from April-August'97 in close collaboration with the Planning Unit and to provide resource support to them.
- On site assistance to States for data analysis and interpretation of EMIS and MIS.
- Build Capacity for Micro-planning in collaboration with NIEPA.
- Operationalisation of SIEMT's in collaboration with NIEPA.
- Organise Mid Year Review 97-98 by Oct'97.

Appraisal & Supervision:

- Complete Pre-Appraisals and Appraisals for DPEP-II expansion districts and Bihar by May 1997.
- Coordinate with LBSNAA for training in Appraisal and Supervision and to improve course content and enlarge the pool of resource persons.
- Organise National Thematic Workshop for supervision purposes.
- Maintain follow-up information on Supervision Mission recommendations.

Media and Documentation

- Launch Logo in an orchestrated way.
- Continue DPEP calling
- Enhance visibility of DPEP in national media through TV Spots and print coverage.
- Develop media strategy and plan for DPEP through expert organisations.
- Produce films on pedagogy, civil works and people's participation.
- Document successful community mobilisation processes in DPEP.

Research and Evaluation

- Development of Learner Achievement Assessment tests.
- Evaluation of Teacher Training Programme
- Study on Alternate schooling
- Dissemination of classroom observation study findings and follow-up.
- Study on Institutional Development of BRC/CRC & VECs.
- Undertake Evaluation of Managerial Studies in new DPEP States.
- Research on Girl Child Education.
- Build research capacities in States & DIETs.
- Sponsor studies in the elementary education sector.
- Initiate special studies for Mid-Term Review of DPEP.

MIS

- Generate quarterly reports in timely fashion.
- To further develop project performance indicators to provide more relevant information for project implementation.
- To strengthen and streamline EMIS data base and its use by district/State teams.
- To continue training inputs for District/State MIS personnel.
- To provide training and orientation for analysis and interpretation of MIS data and its sharing/ use by VEC, BRC, CRC, DIET, SPO, DPO, etc.

- Further work on coding and entering AWP&B into PMIS software.
- Organise periodic national sharing workshops.

Pedagogical Improvement:

- Start Pedagogical renewal in DPEP-II States within next three months.
- Concentrate on capacity building of DIET's
- Follow up developments of Alternative Schooling in each State with organisation of Core Teams.
- Coordinate with NCERT on organising National Seminar on Curriculum Development Parameters
- Organise national seminar on Language Teaching, Maths teaching and EVS teaching separately.
- Organise Materials Mela
- Review status of State level TSG/SRG's regularly.
- Coordinate with NCERT on textbook evaluations for new States.
- Organise National Resource Camps separately for DPEP-I & II.
- Quarterly workshops with teacher-training coordinations of DPEP States.

Special Focus Groups

- **Gender:**
 - continue with quarterly meetings of State Gender Coordinators.
 - Develop and finalise gender sensitive monitoring indicators
 - Reinforce training on gender planning
 - dissemination of gender aware practices
 - orientating BRC/CRC coordinators towards gender issues.
- **Tribal**
 - Provide assistance in particular to DPEP-II States and expansion districts which have substantial tribal populations.
 - Provide assistance to States with substantial SC populations.
 - Concentrate on the issue of language amongst tribal children including method of teaching, materials production etc.

Capacity Building

- enhancing networks.
- finalising the pool of resource institutions
- identify training institutions for DPEP
- Initiate training module formulation and commencement of training programmes.
- Finalised decentralisation plan with States

Procurement and Disbursement

- Provide trainings and orientation in procurement procedures to DPEP States.
- Ensure timely submission of disbursement claims from the States and in turn to CAAA.
- Prepare and review monthly financial position of DPEP States.
- Liase with World Bank for improving procurement procedures.

Community Mobilisation

- documentation of good practices.
- providing capacity building for VEC's.
- Coordination with micro-planning exercises.
- Coordination with media strategy.

Civil Works

- assist DPEP-II States to start civil construction programme
- evolve innovative and improved school designs.
- dissemination of good practices
- regular quality reviews.

Conclusion

The DPEP programme is in a phase of consolidation, where many of the achievements of the first phase are to be strengthened and at the same time replicated and disseminated across States. It is also a time for physically expanding the programme coverage so as to almost double its present outreach. This is a challenging task where not only resources and energies are stretched to new limits but most importantly quality of inputs and the rigour of community participation and process-orientation, is not to be sacrificed. The challenge is also an opportunity - to spread the strategy and approach of decentralised planning and management for achieving Universal Primary Education in the country.

Programme Management Structures

The District Primary Education Programme of the Government of India is an innovative programme in the area of primary education. This Programme intends to achieve the long cherished goal of universalisation of elementary education by creating a sustainable and decentralised educational management system, and invoking community participation in the whole process of the Programme. This is the first experiment of its kind in the social development sector in the country where decentralisation and community participation are put into practice on a very large scale. DPEP has evolved a management structure with substantial autonomy, high degree of flexibility in creating appropriate institutions and appointing staff and consultants, and, above all space to experiment with different methods and models. Appropriate elaborate management structures extending from the centre right to the village level have been established.

National Level Structures

National Elementary Education Mission (NEEM) renamed as DPEP Mission has been set up in accordance with India's National Policy on Education 1986 as revised in 1992. DPEP Mission is the apex body in the structural arrangements for programme management. The Mission is constituted of two bodies, i.e. General Council and the Project Board created by a resolution issued on August 30, 1995. The General Council deliberates on all aspects including the policy and facilitates centre state co-ordination. The Project Board accords approval to the project plans and guidelines. The last (third) meeting of the Project Board was held on 24 December, 1996, where, among other items, new guidelines for the proposed extension of integrated education for the disabled children and for providing distance education were approved.

The **DPEP Bureau**, in the Department of Education, Government of India, is vested with the responsibility of overall execution of the Programme, and with specific tasks to appraise, evaluate, finance and supervise the project. The Bureau is responsible to the Project Board and the Mission General Council for the implementation of the Programme within the framework of the DPEP guidelines and in consonance with the external financing agreements. The present staffing status of the Bureau is given in attachment-I in annexure-1.

Technical Support Group (TSG) for DPEP placed under contractual arrangement with Ed.CIL provides professional support and technical assistance to the DPEP. To enhance its effectiveness, TSG was restructured and, in particular, Planning, MIS, Pedagogy, Special Focus Groups and Documentation units were strengthened. The structure of TSG is given in attachment-II in annexure-1.

There is a continuous dialogue between the centre and State Project Offices (SPOs) to facilitate programme implementation. Continuous interactions

between national level management and state authorities including State Project Office has facilitated in expeditious implementation of the project. The other modalities of sharing information include quarterly MIS reports, Executive Committee meetings held quarterly, and the annual General Council meetings. The communication is further strengthened through interaction of the SPDs with the Bureau, visits of various assistance missions of the TSG consultants and periodical review meetings in the MHRD. There is a continuous effort to enhance the effectiveness of the Programme by strengthening management structures as well as the linkages among the different structural entities.

For implementation of the DPEP, autonomous Societies have been registered and appropriate structures and systems have been devised at the state level. (See attachment-iv in annexure-1). The society at the state level is comprised of two bodies, viz. General Council (GC) and Executive Committee (EC). Members in both the bodies include representatives of NGOs, Universities, national apex institutions such as NCERT, NIEPA, noted educationists, teachers, women activists, and personnel from other state government departments and the GOI. Each society has devised and adopted its own set of financial service and administrative regulations. The General Council is chaired by the Chief Minister of the State and the Executive Committees are chaired by the Chief Secretary/ Education Secretary of the state.

The EC & GC meet regularly to review progress of the Programme, to accord approval of work plans and to facilitate implementation. The focus of the meetings has been on finalisation and streamlining of rules and regulations, discuss staffing issues, developing and approving designs for project interventions and work plans. The nature of the composition of the GC and EC facilitates better coordination between various bodies and promote convergence of services at various levels.

Management structures for DPEP have many common features across the States participating in the Programme. These common features include small staff size, linkages with the State Departments of Education and other related departments, support structure for accounting and financial management at the state and district levels, and consultancies for accessing expertise in key functional areas. With these commonalities, the actual management arrangement in each state and district allows variation as suitable to the local conditions.

11b- As already mentioned, though the states vary in the specifics of the district level management structures, by and large, they share common features. All the districts have established a district DPEP Committee with representatives from the district education department, NGOs Panchayat members as well as functional specialists. This committee is headed by either the District Collector or the Chief Executive Officer of *Zilla Parishad*. This committee reviews the progress of DPEP in the district, and works towards widening networking with different participating agencies.

All the districts have established District Implementation Committees which function as executive bodies at the district level and facilitates coordination and linkages between the existing and new structures and promote convergence of various services to ensure better management and impact of the Programme. This committee is represented by members from the district level officials, local non-governmental organisations and resource institutions. These committees have been delegated well-defined power and decision making authority. Each committee has constituted Task Force, which plans and implements the programme in mission mode.

District Project Offices headed by the District Primary Education Officer, have been established as a separate structure in all the districts. Day-to-day implementation is managed by a full time District Project Co-ordinator placed in the District Project Office and Assistant Project Co-ordinators. For planning each district has constituted a planning team. Staff of the Department of Education posted in the district, including supervisory officials and functional specialists work closely with the district DPEP units.

Block level committee with participation of local self-government representative and education personnel, NGOs etc. are formed in all the States and are involved in implementation and monitoring of the programme.

Village Level Structure

This is dealt in the Chapter on Community Participation under Community Structure.

**Progress In DPEP States
Andhra Pradesh**

All core staff at State Project Office and District Project Office are in place mostly through deputation. District level training has been imparted to all staff. State has already initiated a study on the proposed management structure and processes in state, district and sub-district levels in order to strengthen the mechanism.

Assam

All positions in the State and District Project Offices have been filled with qualified personnel. Task Forces have been set up for selection of personnel, purchase, coordination between different institution, academic issues and research. Consultants for functional areas like ECE, NFE, Media, Special Focus Group, Women's Development & Girls Education, etc. have been appointed. Apart from these, some lecturer from DIETs are also attached to SPO for development activities.

Task Forces and committees assist DPC in implementation of programme. BRCs, CRCs and VECs constitute the structure below district level. VECs are playing an active role and NFE and ECE centres are managed by VECs.

Gujarat

The State level society has been registered and Governing Body is constituted. SPO has been set up and the core staff has been appointed. Executive

Committees at the district level with District Primary Education Officer (DPEO) as the chairperson have been instituted.

VECs have been formed in all the districts under DPEP in Gujarat.

Haryana

Staffing at all levels in DPEP is almost complete. The DPIU is guided by a District Advisory Committee and District Project Management committee. Similar structure extends to the block level where a Block Advisory Committee works closely with the BEO and the BRC. CRCs are guided by a mobilising agency and a designated central school at the cluster level.

VECs have worked closely for civil works. They have also played an active role in mobilising community support, ensuring enrolment and micro planning.

Karnataka

The SPD is assisted by a lean managerial and administrative team and draws upon the expertise of various organisations such as universities, DSERT, NGOs, research institutions, etc. As the structure at SPO was felt over structured efforts are being made for appointing additional staff for computer section etc.

Block Implementation Committee (BIC) has been constituted at the block level under the Chairpersonship of the Block Education Officer. The BIC builds up groups, and identify activities for undertaking mobilisation activities for Education For All.

VECs constituted under the Chairpersonship of the *Gram Panchayat* President, or *Gram Panchayat* member residing in the village, have been set up and are functional.

Kerala

Staffing at the State and district levels is complete. Key posts in DPEP II districts are also being filled in.

DIET Principals and staff in DPEP districts are assigned specific Programme responsibilities. DIET faculty members are also made Additional CRC Coordinator (Academic) All powers of AEOs regarding supervision, inspection and discipline have been extended to Co-ordinators of BRCs. Block Advisory Committee has been formed in all the BRCs under the chairmanship of Gram Panchayat President.

Effort are being made for greater involvement of the Local Self-government in implementation and monitoring.

Madhya Pradesh

Staffing at the SPO and DPO are completed and effectively discharge functions. BRCs are functional and the faculty is conducting regular programmes.

VECs are active in civil work. The *school chalo abhiyan* owes its success to the active role played by the VECs.

Maharashtra

The SPO has functional in-charge for EMIS, civil works, training, media and women's development. The staffing at State, district and sub- district levels is complete.

VECs represented by minorities and women play an active role in planning and implementation and monitoring the Programme. Each VEC receives a grant of Rs. 2000 which is tied to the community contribution of Rs. 500. All VECs have raised their local contribution.

Orissa

The state and district project offices are fully functional with core staff in position. Appointments rest of the positions expected to be completed by March 1997. VECs are being operationalised.

Tamil Nadu

The State and District Offices are fully staffed, and transfers have been avoided to ensure continuity of personnel and therefore, programme interventions. Two new wings for Planning and Management and Research and Evaluation are functioning as a part of SPO. The State witnessed a systematic building up of DPEP beginning with the infrastructure in terms of staff, equipment and civil works, first at the state, and then at the district and school levels.

Earlier the MTCs in the absence of VEC were involved in enrolment, especially of girls, and mobilisation of resources for compound walls, repairs of schools and payment of stipends for community-appointed temporary teachers. Now after the elections to the Panchayat bodies, VEC's have been formed.

Future Strategies

The focus of the Programme being strengthening the capacity of the structure to make it more effective and ensuring their adequate dynamism, responsiveness and accountability, efforts are being made to identify the gaps and then augment in the contexts of the emerging challenges. This is more so in view of the large scale expansions that the States are witnessing.

As part of the strategy, a repeat of the study on Managerial Structures and Processes which was first conducted in 1995-96 and made many valuable contribution for improving the process is under consideration. In DPEP-II States also, similar studies are planned for streamlining the emerging structures and processes.

Institution Development and Capacity Building

With the expansion of DPEP from 7 states in 1994 to 11 states by 1997, and the proposed extension to additional districts in a phased manner, the pressure on and expectations of the Programme from the management structure is bound to increase. This necessitates building and strengthening new institutions and to establish linkages with the existing institutions both within the system and outside. At the same time, the management system has to be geared towards involving wide range of actors in the programme and strengthening new and existing institutions, promoting decentralisation and community participation. As mentioned in the previous chapter, besides establishing new innovative structures, DPEP created and strengthened institutional capacity at all levels right from the national level to the community.

Capacity building in management in DPEP focusses on the following:

- ◆ Developing a network of technical resource support institutions having expertise in planning and management;
- ◆ Creating and strengthening of state level institutional capacity for educational planning and management. For this purpose, State Institutes of Education Management and Training (SIEMT) are set up and the existing institutions such as SCERT, IIMs, Institutes of Public Administration etc. are roped in for support;
- ◆ Development of district, and sub-district level programme support institutions, such as DIET, BRC and CRC;
- ◆ Developing research and development agenda related to educational planning and management;
- ◆ Developing and implementing capacity building programmes for VECs, and other *Panchayati Raj* bodies.

A dynamic strategy has been articulated and practised in order to achieve the above, and to ensure effective management of the Programme with necessary flexibility. As the first step, the key areas such as appraisal, supervision and planning are being decentralised with the active support of LBSNAA, Mussoorie. The key components of DPEP management strategy are; networking, institutional development and capacity building, developing subject specialisation wise resource groups, and intra and inter-sectoral convergence.

Networking and Linkages

The project is steadily building a base for technical support to enrich the programme by creating a network of appropriate institutions. Though, DPEP has its own staff, linkages with various line and parallel institutions including NGOs are viewed essential to use the expertise and experience available within the country.

The initial network of DPEP comprising mainly of TSG, NIEPA and NCERT has expanded to include, LBSNAA, IGNOU, IIMs, ICSSR Institutions and Universities etc. States have successfully developed their own informal and formal, internal and external networks and linkages. Diverse linkages ranging from among the SPDs, to linkages between VECs to CRCs, teachers' unions, and NGOs are emerging. The Bureau and the TSG are working towards establishing meaningful linkages with management and social research institutions. Each functional area has developed its own linkages for resource support.

Capacity Building

In addition to the on going efforts on capacity building of the resource institution into SCERT, DIET, SRG, BRC and CRC, the need for exclusive and extensive efforts for developing capacities outside the regular structures was launched in 1996.

Accordingly, an EC supported Capacity Building Programme was launched in 1996. The objective of the EC supported Capacity Building Programme is to develop a pool of a Master Trainers in four key functional areas: (i) Planning and Management, (ii) Improvement of Pedagogy and Teacher Training, (iii) Monitoring, Evaluation and Research, and (iv) Institutional Development. The Master Trainers will be utilised for (a) implementing the multiplier and cascade models, and (b) developing the capacities of DPEP personnel at state, district and sub-district levels.

For detailed discussion on Institutional Development and Capacity Building, please, refer to the Chapter on Pedagogy.

Future Strategies

In order to make the Programme effective, the priority is to develop strong autonomous institutions, create wide but meaningful networks, and developing a well articulated strategy to use the network and strengthen the capacity of the institutions. Evolution of VECs into informed and empowered institution is another area of concern. At the same time, the organisation environment and management practices need to be enabling and conducive for programme implementation. The focus is now on institutionalising various processes followed within DPEP, strengthening networks and evolving intra- and inter-sectoral coordination.

Planning

National Interventions

Building capacities in planning is a primary concern at the national level. The Programme aims to develop and strengthen capabilities at state, district and local levels to effectively plan for efficient implementation and management the programme for primary education development. This arduous task is being ensured through collaborative effort of national resource institutions such as NIEPA and LBSNAA.

The main challenge is to build planning capacities in the following areas : (a) district/sub-district level planning and plan formulation (b) participatory planning processes and techniques including community mobilisation and ownership, (c) data analysis and interpretation, and (d) institutional development for planning and its operationalisation.

Several resource institutions are assisting in this effort. NIEPA provides support in two areas, (a) micro-planning, school mapping and community mobilisation, and (b) institutional development, of particularly the SIEMTs or State departments of planning and management placed within SCERTs. LBSNAA conducts orientation and training in project planning and annual plan formulation. The TSG coordinates with the national/state level institutions, provides on-site assistance and training to State and district planning teams on their request. The emphasis on participatory planning processes and techniques and data analysis and interpretation is an integral part of all trainings and technical assistance to States and districts from the TSG as well as the institutions involved.

During the past one year considerable efforts had been initiated to improve planning processes and strengthen State capabilities.

District and Sub-district Planning

The process approach to planning involves initiating participatory processes at State, district and village levels. The preparation of detailed project and annual plans is the responsibility of project States and districts. Guidance has been provided to States and districts in project formulation and annual plan preparation through concerted efforts of the LBSNAA and TSG.

The training programmes have continued to respond to the new and emerging needs of project States and districts. The first exercise of restructuring of courses was initiated during April 1995 with a meeting of the State Project Directors, Bureau representatives, TSG consultants and LBSNAA faculty. As per discussions held at Mussoorie (April 1996), and in Delhi (May 1996), the earlier 6 day training module of LBSNAA was revised to a 9 day module on project formulation. The AWPB refresher course of three days' duration was also revised to incorporate the needs of the States. The 9 day training module sought to provide planning teams of expansion districts and DPEP II States/

districts with skills in (a) project formulation, (b) planning processes, techniques and parameters, and (c) planning of programme components through participatory processes. Twelve training programmes were conducted during the year to orient the new planning teams of existing and expansion districts in the required skills.

Three regional level refresher courses were organised on AWPB formulation, two of which were conducted in close collaboration with TSG. AWPBs submitted by States and districts in the past had been deficient in many respects. States needed to improve their AWPBs by developing them into more than lists of activities with budget estimates and implementation time schedules. The revised module sought to link objectives to output, activities and performance indicators and review of past performance. Trainings were conducted at Bangalore (for planning teams of Kerala, Karnataka and Tamil Nadu), Madhya Pradesh (two programmes for 19 district/State teams) and Mussoorie (for planning teams of Assam, Haryana and Maharashtra).

In addition to the above training programmes, NIEPA continued to provide guidance to project States in setting up and operationalisation of SIEMTs and strengthening capabilities in micro-planning and school mapping through participatory processes. Planning teams of eight States (Andhra Pradesh, Assam, Gujarat, Haryana, Maharashtra, West Bengal, Orissa and Tamil Nadu) have been oriented to in decentralised, micro-planning techniques and processes. States have also been assisted in the process of operationalisation of their SIEMTs and preparation of their SIEMT plans.

Ten modules on district planning to facilitate master trainers of project States have been completed and shared with States/ national institutions by NIEPA. These relate to meaning and scope, diagnosis of educational development, plan formulation, planning for implementation, data bases, indicators, micro planning, costs and institutional planning. These modules form the essential teaching-learning material to organise training courses at the local level. The States are being trained to use these modules in their training programmes. Before sharing the modules with the States, these were reviewed by a team of experts and tried out in a training programme specially organised for the purpose at the national level.

Constant interaction with States and districts has revealed a number of problems faced by core planning teams. To simplify the process and facilitate the teams in formulation of AWPBs and mid year statements, guidelines were formulated at the national level. The Annual Plan Preparation and Appraisal Manual was finalised by the TSG in the month of November, 1996. The manual was also a step towards fulfilling the needs of the States in making AWPB documents and mid year review statements compatible with the computerised MIS data bases and formats. TSG has facilitated the task of integrating AWPBs and MIS formats and working out necessary adjustments for ensuring their compatibility. The manual was circulated to all the States

which formed the basis of the mid year review exercise as well as the formulation of AWPB 1997-98.

The TSG continued to provide on site assistance to project States at their request. In addition to the regular programmes conducted by national resource institutions, assistance was provided to the expansion districts of Assam, Kerala and Uttar Pradesh for finalisation of their project plans. Resource support was provided to DPEP II States (Gujarat, Orissa and Himachal Pradesh) for finalisation of their first year implementation plans (1996-97). In addition, the States of Assam, Karnataka and Orissa were assisted in the finalisation of their Annual work Plans and Budgets for 1997-98.

With the EMIS being fully functional at the SPOs and DPOs, the data released for the first time needed to be integrated with their annual plans. Incorporating this component into the regular training programmes of national resource institutions has been initiated. Analysis of the data on sample basis has also been attempted and shared with the States.

One of the major problems faced by the States related to working out the net enrolment ratios due to non-availability of projected age specific population in project districts. The school age specific population projection exercises were initiated. The school age population projections for the project years have been shared with the States.

Evaluation of training programmes of NIEPA and LBSNAA could not be initiated during the year as had been recommended by the Fourth Joint Supervision Mission for two reasons mainly. One, most training programmes were near completion which meant that on-site evaluations could not be arranged; and two, on the basis of constant feedback from States, and discussions and meetings held at the national level, the two institutions were reviewing their training programmes to work out a more effective and needs based strategy for training. The courses planned for 1997-98 have since been restructured to respond to the new and emerging needs of the States.

Training programmes on project formulation and AWPB preparation (1997-98) have further been revised at the national level. Training on project formulation is intended to be provided on a limited scale since by and large, all State planning teams have been trained by LBSNAA. The existing refresher course on AWPB formulation (3 day module) is being replaced by a six day module to incorporate the component of data analysis and interpretation in a comprehensive manner.

All training programmes will also utilise the training modules developed by NIEPA. NIEPA and LBSNAA have drawn up their draft schedules of training programmes for 1997-98 which were shared with the States on March 3-4, 1997. Feedback received from States has helped in finalising their training schedules. Trainings will begin in the month of April, 1997.

Mid Year Reviews and Annual Plan Appraisals

On site assistance by TSG will continue as per identified needs of States and districts.

The annual plan appraisals and the mid year review exercises form important links in the process of planning and implementation through providing opportunities for monitoring, evaluation, feedback, insight to re-plan, introduce mid year corrections and possibility of revision in subsequent plans. During the year (1996-97), three such exercises were conducted which have facilitated further the activity of planning in project States and districts.

Revised Annual Plans (1996-97) submitted by DPEP II States (Gujarat, Himachal and Orissa) were reviewed and appraised in August/ September, 1996.

A mid year review was conducted to check on physical and financial progress against approved AWPBs (1996-97) and assess mid course adjustments required for programme implementation in each State. This was undertaken in the month of December, 1996 based on progress reports furnished by DPEP States and districts. The mid year reviews this time underwent a major change. New guidelines were developed and sent to States for furnishing the required information. Illustrative formats were developed to facilitate State/district reporting on progress in annual work plan approved activities and budgets (Formats I-III of AWPB Preparation and Appraisal Manual). The Status review was expected to emphasise on the following:

- (a) thrust areas, action initiated, completed activities and activities yet to be completed, implementation difficulties, if any;
- (b) Report on actions initiated/planned on recommendations of previous supervision missions and their implications for AWP revision;
- (c) performance of approved activities and budget utilisation against their targets set for the year.

States were also informed regarding the objectives, and process of and criteria for review. The objectives are to:

- Review of physical and financial progress against approved AWPBs;
- Assessment of likely degree of implementation of approved AWPB activities;
- Assessment and identification of mid course adjustments and corrective actions, if any, for adjustment of financial and physical targets in States/districts, and assessment of fund requirement in States/districts upto the end of financial year.

The mid year reviews facilitated greatly the task of visualising the 1997-98 annual plan. Efforts initiated in the past are now visible in improved understanding of States and districts of planning issues and processes. Marked

improvement is also visible in preparation of their mid year review statements and annual plans (1997-98). While there is still scope for improvement, a breakthrough has been made in this crucial area. Considerable improvement is visible in districts' understanding of planning and management issues; approach towards diagnosis of problems is steadily undergoing a change. Improvement is also visible in linking new proposals and targets to past achievements, successes and weaknesses. These, it is expected, would facilitate programme implementation during the next year.

The AWPBs for 1997-98 for most States have been received by the Unit. Currently, appraisal of their annual plans is being undertaken by the Unit in consultation with the other units of TSG. On the basis of the appraisal, the Unit will make recommendations to the Bureau for further revisions, if any, by project States and districts.

The AWPB appraisal process has been considerably revised. Plans are being appraised more analytically than before on the basis of the guidelines provided in the *AWPB Preparation and Appraisal Manual*. The process of appraisal as also the approach was discussed in an internal meeting of the TSG and the Bureau. In addition to the qualitative aspects of the appraisal, time schedules for each state were finalised. So far, AWPBs have been received from 8 States : Assam, Haryana, Gujarat, Orissa, Kerala, Karnataka, Madhya Pradesh and Tamil Nadu. Plans of the remaining states : Andhra Pradesh, Maharashtra and Himachal Pradesh and expected by the first week of March, 1997. Document based appraisal has been completed for one State, Haryana, while work is going on to make it possible to complete the appraisal process including discussion with States and finalisation of annual plans by March end, 1997.

**Progress in DPEP
States
Andhra Pradesh**

All core staff at State Project Office and District Project Offices has been appointed and trained. Module for training of VEC members has been prepared and field tested. The experimented module is being printed. Training of VEC members has already begun. All villages are expected to be covered during the next plan. Andhra Pradesh

District plans (1997-98) have been prepared after taking into consideration the existing scenario and future needs of 6-11 years age group children upto 2003. District level task force committees, coordination committees have been constituted. Door to door survey has been conducted in all villages of project districts which formed the basis for identification of village needs. Village level meetings of VECs and PTAs have been convinced to formulate village specific plans and strategies.

Assam

Past annual plans were prepared on the basis of participatory process initiated at the village level. Suggestions received at village and CRC levels were summarised at BRC level which were later incorporated in the district plan.

The participatory process, however, could not be fully carried out during the formulation of 1997-98 annual plan due to frequent occurrence of unavoidable social political circumstances in the State. VECs have earlier lent their support in planning and implementation of project activities. In addition, BRCs and CRCs' capacities have been strengthened which has smoothened the process of plan formulation. The actual process of AWPB (1997-98) was initiated in the month of October 1997. A series of workshops, meetings and discussions were organised at District, BRC, CRC levels and their needs assessed. These formed the basis for preparation of district plans.

Project Office staff is being trained at national and State levels. Capacities have been strengthened in micro planning and school mapping in addition to the areas of project planning and AWPB preparation. A decision has been taken to shift SIEMT from Jorhat to Guwahati. Earlier two consultants had been appointed at Jorhat.

Gujarat

Appointment of project staff has been delayed in Gujarat. While full time SPD has been appointed, appointment of core project staff is under consideration. At the district level, District Project Coordinators and Deputy District Project Coordinators have been appointed. VECs have been constituted with effect from October 1996. Formation of State and District Planning teams and their training is expected to be completed by March / April, 1997. VECs are also expected to be trained by this time.

Haryana

In Haryana, plans have been prepared in a participatory manner at all levels beginning from the Village Education Committees. VECs have been involved in the planning process with a view to enable them to participate actively in planning, monitoring and execution of the programme. The CRCs in consultation with the head teachers of primary schools reviewed the proposals before sending them to the blocks. At the block level, Block Advisory Committees considered the plan. Before the finalisation of the plans by the district level committee, these were scrutinised and appraised by a planning team at the state level comprising DPCS, APCS and concerned CRC coordinators. This year particular emphasis was laid on participatory preparation of DIET plan. At the SCERT level, various departments of the SCERT and the resource support groups were meaningfully involved in the formulation of the plan through a series of meetings and workshops organised from time to time.

While the project offices are functional, several key positions are vacant at State and district levels. One position of Deputy Director and Statistical cum evaluation officer are vacant at the State level. At the district level too, posts of Project Coordinator (Siirsa), Assistant Project Coordinator (Kaithal), Statistical cum evaluation Officers (Hisar, Kaithal and Sirsa) are vacant. Efforts are on to fill up the vacant posts. Staff has been trained on various aspects of planning and Management at the national and State levels. SIEMT has been set up as part of SCERT with five academic branches to provide further training to

educational personnel at state level and undertake evaluative studies of programmes initiated.

Himachal Pradesh

Key staff has been appointed at the state level. Deputy Commissioner has been authorised to fill up the posts at the DPO. About 40 officials from the State and districts have been trained in micro-planning and school mapping. Micro Planning exercise is nearly completion in the four project districts which will form the basis for site identification. Formation of VECs is in progress.

Karnataka

The preparation of the AWPB: 1997-98 provided an opportunity to the State for taking stock of the situation obtaining in Karnataka. A special emphasis was laid on ensuring institutional participation. A series of workshops were held in January and February 1997 which were attended by participants from DSERT, DIET and DPEP staff. The availability of EMIS data for the first time considerably facilitated the progress overview and the current educational scenario in the districts. District strategies were finalised after thorough discussions among district and state officials. Micro-Planning exercises have been initiated in selected blocks of each district and are expected to be upscaled during 1997-98. Micro-planning process has included social and resource mapping, seasonal analysis and work and time analysis with children followed by a house to house survey to obtain a child by child design of education in a village. Tryout in several villages has contributed to refining the process. Community mobilisation which has been initiated on a limited scale is expected to be upscaled which would also form the basis for future annual plans.

The SPO in Karnataka was overstretched. Several training programmes have been held to improve district capacities in planning at the State level. The staff has also been trained at the national level.

Kerala

Annual plans (1997-98) have been developed on the basis of participatory processes initiated at village level during the past year. Initially District Planning Groups were trained in conducting participatory exercises using VIPP technique. Several sessions were thereafter conducted at block and village levels. Village plans have been prepared at Panchayat level. Consolidation and draft preparation has been at district levels.

State and two Districts Project Offices are fully functional. Programme officers' vacancy in one district (Mallapuram) is yet to be filled. Staff has been trained through a number of training programmes in project formulation, AWPB preparation and participatory techniques.

Madhya Pradesh

The planning process of DPEP since the inception of the project has been based on the twin concerns of community participation and technical insight. The basic planning methodology has sought to bring together community perception and experience with technical skills. The strategy for community participation in programme planning has been based on mobilisation

accompanied with training and focused discussions in community groups. The first step towards participatory planning has been to create a positive environment which enables discussion on education. This has been accomplished through :

- Large scale awareness generation campaigns in 94-95;
- School Chalo Abhiyan, in 95-96;
- Synergy with TLCs;

These mobilisation strategies have tapped the decentralised Panchayat structures. A large number of Panchayat conventions at all levels have been held throughout the past two and half years. The effort has been to stimulate Panchayat leadership and ownership of local schooling tasks. Using the base of Panchayat institutions, the VECs were also established as a micro participatory group that brings together the statutory authority of the Gram Panchayats and community interests.

With intensive efforts at environment building, the mobilisation of Panchayats and the establishment of local community groups like VECs, a participatory framework and positive ambience was created in the first two years of the project to take up the second round of detailed micro-planning in 1996-97. This detailed and comprehensive micro-planning designated as *Lok Sampark Abhiyan (LSA)* undertaken in 96-97 has provided the base for the AWP 97-98. The LSA has been an attempt at mobilising the community and panchayats towards educating their children by breaking up the targets into do-able local tasks.

Project Offices in the State are fully functional. The SPO has been continuously organising orientation programmes for educational personnel. The SIEMT is also being operationalised as per the recommendations of the report of the Advisory Group on nature and functioning of other SIEMTs.

Orissa

Core staff in Orissa Project Officers has been appointed. The first round of micro-planning exercises have been initiated and is expected to be completed by March 1997 which will be upscalded during 1997-98. The annual work plan in the budget have been prepared by the district planning teams consisting of the DIETs, District Project Offices and SIs of Schools under the supervision of the District Collectors. The State Project Office has conducted monthly meetings involving the district planning team for chalking out strategies for implementation of DPEP at the district level. The participatory approach to planning is yet to begin in a meaningful manner in Orissa.

Tamil Nadu

The planning process followed for formulation of 1997-98 annual plan has been initiated at the grass roots level which is a clear departure from the process followed during the previous years of the project. The first two plans of project districts were proposed at the district level with more role played by officials, teachers and to some extent MTC representatives. The annual plan

1997-98 is the outcome of meetings and discussions held at school / CRC / BRC / District levels. Planning teams have been fully involved and plans were consolidated at block levels before finalising district plans. VLCs and MTCs were actively engaged in identifying issues. For expansion districts, however, this process is yet to be executed. Mostly department officials, primary school headmasters and teachers have been involved in plan preparation.

SPO and DPOs in phase-I districts are fully functional. Staff have been trained at national and state levels in Project Planning, AWPB preparation and micro-planning. Participatory micro planning exercises have been initiated in project districts (DPEP-I). Village exercises are yet to begin.

There is no separate SIEMT in the state. Planning activity is carried out by the SCERT which has two independent wings formed with suitable staff. The concerned staff has been trained in various areas relating to planning. Refresher trainings will be initiated during 1997-98.

West Bengal

Appointment of key project staff is made only partially. Project Directors, Deputy Directors, Coordinators and Assistant Project Directors at State and district offices have been appointed. The constitution of VECs is under progress. Some VECs have been constituted. The process is expected to be completed by March 1997. Preparatory actions for orientation and training of VEC members is in progress. District planning teams are in position. While the AWPB preparation process is on, funding agency's and EFC clearance is still awaited. Micro planning exercises have been initiated in the districts.

Future Strategies

Training will be initiated on restructured courses at LBSNAA & NIEPA. On site assistance will be provided by TSG to the States, on their identified areas and priorities. Major emphasis will be on data interpretation & analysis. Block level data will be analysed and interpreted to work out block and area specific strategies, the findings of which will be shared with the States. This will also form implementation component in all training programmes. The TSG will also be actively engaged in operationalising of SIEMTs which have so far been one of the weakest links in State educational planning and management. Assistance will also be provided in initiating micro-planning exercises in the States. The States which have completed the first round of micro-planning & school mapping exercises, will be assisted in analysis and interpretation of local data bases for their further utilisation in planning.

Community Participation

Community participation is the corner stone of DPEP. The Programme intends to elicit active involvement of the community in general, and the SC, ST and Backward Classes of the society and women in particular. The purpose of this large scale innovative venture is to empower the community to participate in the development process, especially primary education, enabling them to own the programme and manage schools. Given the social, economic and cultural diversity in the country, community participation is a real challenge. DPEP has been making concerted efforts to promote wider participation focusing on participation by poor, deprived and disadvantaged people especially SC, ST and Backward Classes and women. This is in consonance with the democratic processes in the country, which is reiterated by the recent 73rd and 74th amendments of the Constitution providing statutory legitimacy to the local self-governments.

In order to elicit and promote community participation, DPEP has created structures at the community level for popular participation. These are VEC, MTA and PTA. Secondly, DPEP has devised context specific community mobilisation strategies.

Community Structures

DPEP stresses participative process whereby the local community would play an active role in promoting enrolment, retention, achievement and school effectiveness. This process is being institutionalised through Village Education Committee and bodies like Mother-Teacher Associations and Parent-Teacher Associations.

All the DPEP-I states have formed VECs with varying size and tenure. The tenure of VECs varies from three to five years. Although size too varies, all the states have clear provisions for adequate representation of SC, ST, other Backward Classes and women. VECs have been delegated specific power and function and resources under DPEP. These institutions have been cooperating with the DPEP officials in planning, implementation and monitoring. VECs also play an assertive and supervisory role in managing NFE/AS and ECCE Centres. VECs have been satisfactorily participating in civil works too. They are increasingly playing a role in mobilising community, motivating parents to send their children to schools, raising voluntary contribution from the people. It is envisaged that popular participation through VECs will lead to community ownership of the Programme enhancing its effectiveness and ensuring sustainability.

Mobilisation

Community mobilisation strategies devised in DPEP serve multiple purposes. They are directed towards ensuring that the community is empowered to own and run the Programme. DPEP's experience has shown that when interventions are tailored to enhance a village's distinctive characteristics, its resources and capacity, best results are delivered. In all the Phase-I districts, mobilisation strategy has achieved high level of awareness of the Programme, its objectives, and has raised high popular mandate.

Mobilisation efforts have primarily used the local media, idioms and method. Starting from traditional folk forms to electronic communication are being used. This has already shown results with both enrolment and retention rates improving, particularly among the SC and ST communities and girls.

Learning from the literacy campaigns, districts have used traditional communication forms, such as folk theatre, puppet shows, *kala jatras*, *melas*, *haats*, local festive gatherings to raise awareness. Special songs set to folk tunes have been written. These efforts create the initial excitement and interest in the programme. This is followed up with regular interaction between parents, opinion builders and educational functionaries through door-to-door surveys, and public meetings.

The increasing involvement of parents and the wider community is also having a positive effect on the teaching and learning processes. In Assam, mobilisers have noticed that mothers are delaying evening meal so that they can supervise children's homework. Teachers are responding to the changing milieu by increasing their involvement in the classroom. With students and parents more involved, teachers and the educational administration are gearing up to meet the new expectations.

National Interventions

At the national level, a media strategy was articulated. It was envisaged that media would play a crucial role in three areas :

- ◆ information dissemination on the Programme, which will equip all concerned for effective participation;
- ◆ raising and sustaining visibility of the Programme through an effective media mix;
- ◆ evolving media packages which would act as strong advocacy material in support of the Programme.

In response to the field requirements, the media plans, as they have emerged, have focused on environment building activities at village, block, district, state and recently national levels.

To support state and district's community mobilisation efforts a national-level media advisory group has been formed. This group includes professionals from the mainstream and alternative media, communication planners and representatives of NGO advocacy groups.

A monthly newsletter called DPEP Calling informs a readership of over 40,000 in India and abroad. A 20-minute video film, which introduces the programme to policy-makers and opinion-builders has been produced. It was screened for the Educational Secretaries conference and copies made available to all the DPEP States. Logo has been developed. The Programme has been visible and developed its identity.

Technical support is being provided to the States in formulating communications strategies, and strengthening media interventions in the 1996-97 plan. Specifically there is a demand to learn more about effective media interventions to reach out to specific audiences. In response to the requests from the States, a film on pedagogical renewal processes has been commissioned, and should be ready soon.

Many of these communications strategies are informing other processes, such as the teacher training curriculum, orientation of new functionaries and regular in-service training of all personnel.

States and districts are continuously reformulating and strengthening their communications strategy. The 1996-97 media plans focus more sharply on increasing the demand for education among the doubly disadvantaged groups.

Progress in DPEP States

Andhra Pradesh

VEC have been constituted in the DPEP districts. They have been participating in preparing village level action plans and also in implementation and civil works. The management of ECE centres is delegated to the VECs.

In DPEP operational *mandalas kalajuthas* have been organised in all the villages to create social awareness. Radio has been used for the same purpose. Pamphlets, brochures, calendars, posters, etc. are printed and distributed highlighting the objectives of DPEP, role of community, 1996-97 plan interventions and budget allocation for the districts.

Assam

DPEP has resorted to a strategy of community mobilisation. The active community involvement in planning and implementation of the activities in the DPEP has built greater capacities at the grassroots level which would eventually result in community ownership and long term sustainability of the Programme. There is a growing realisation that all community related activities have to converge with other programmes and link up with various institutions and NGOs particularly the ones working in the areas of health, women and child development, supplementary income generations scheme, etc. A concerted effort in this direction is being made.

The Government of Assam in an effort to integrate VEC with the managing committees caused the re-constitution of VECs in three DPEP districts, namely, Dhubri, Darrang and Morigaon. VECs have now been constituted and are functional in all the revenue villages of the three districts. A three day workshop cum training programme for Cluster Resource Centre coordinators and resource persons was conducted to orient them towards the new defined roles and responsibilities of VECs and how best the issue of community ownership can be dealt with. A comprehensive orientation programme for all members of the reconstituted VECs was also completed successfully.

A VEC week was carried out in all the villages of the DPEP districts, to develop as an annual mobilisation and environmental building which also coincided with the start of the new academic session. A number of activities for school development/improvement by community participants were included during this time. Conventions for women members of the VEC were held in all the districts on the role of women members in the VECs. Besides this, contact programmes were carried through the grassroots level resource persons to influence the VEC members. It is proposed that VEC awards amounting to Rs. 10,000/- per VEC will be given based on objective criteria, in the form of books/assistance to the school or village library, etc.

Training modules are also being developed on issues like nutrition, child health, etc. with the assistance of VHAI for VEC use. Micro-planning and supporting community based initiatives are the activities proposed to be carried out in the selected clusters. Volunteers and NGOs are assisting the VECs and village communities in problem solving, making child wise and family wise plans for education, health and economic development, etc. An intensive training has already been carried out with the assistance of North Eastern Institute of Bank Management and BOSCO REACHOUT, the two premier institutes of North-East working in the area of community development.

A project on documentation of various aspects in the three DPEP districts has been initiated. The topics that are being covered are flora and fauna, folklore, agricultural practices and horticultural practices, handicrafts, indigenous architecture, ethno medicine, historical background and so on. The main objective is to involve local community in the documentation of a particular area and thereby bring about a sense of belonging and participate in and preparation of resource materials.

The VEC and the community is also actively involved in intensive monitoring and evaluation exercises along with Resource Persons and DPEP functionaries. They are visiting the schools on a regular basis.

The State and districts are continuously reformulating and strengthening other channels of communication and information to work out effective strategies for improved VEC participation in the programme.

Gujarat

Various environment building activities such as sharing meetings workshops with NGO representatives and others, poster workshops, etc. have been organised at different levels to create awareness among the wide range of stakeholders with special focus on local communities.

VECs have been formed in all the DPEP districts. Master trainers to trained VECs have been identified and trained. Training modules for this purpose have also been prepared.

Haryana

High level of community mobilisation and participation in DPEP has been

evidenced through representation and active participation of women members and members from the *Gram Panchayat*, *Anganwadi*, SC community and Parent-Teacher Association in the VEC. The provision of school improvement grant and carrying out of a large number of Civil Works by Village Construction Committees, which are invariably headed by a woman, have had a major impact in expanding the role of the community. Before DPEP, the community viewed ensuring the existence of the school as the only areas which it had to be concerned about. The community is now getting into issues about the school environment, about the need for improvement in pedagogical practices and learning achievement levels of children.

A four day training package for members of VECs has been developed. The package aims at improving the understanding of the members about the DPEP objectives, the results of the baseline studies, special needs of the girl child and the necessity on the part of the community to realise its high stake in the classroom and outdoor activities of the school. The SCERT has already trained key resource persons in every district to deliver this training programme. Training of Master trainers and the training of VEC members have been completed.

Traditional folk songs called *Ragini* have been adopted to spread the message of DPEP and cassettes have been distributed to all DPEP districts. Puppet shows, again a popular means of communication and entertainment, form a part of the strategy for mobilisation and dissemination. *Shiksha Samiti*, a training package for teachers has been published. A newspaper called *Chopal* is being published regularly targeted at the Panchayat members, teachers and others.

Karnataka

VECs have been constituted in all the four districts. Mobilisation campaigns have been conducted in all the districts at village and block levels. As part of micro-planning exercises, one block in each of the four Phase- I district was selected. Here, village level interaction with *Gram Sabha*, VEC members and women has been organised. The specific barriers to child participation in education are identified using social map/social map list, resource map, seasonal charts and surveys with children. Teachers are trained to develop a healthy relationship with the VEC.

DPEP has adopted *Kala Tandav kolata*, *gigipada*, etc.; the popular folk form to mobilise the rural population. Training camps preceded these campaigns. DSERT conducts theatre workshops with leading personalities of the Kannada stage to create street plays, dramas, radio plays, songs, etc.. The dominant underlying theme has been education for the girl child.

To back up the mobilisation efforts, special initiatives such as *Makkala Mela* (Children's Mela) and exhibitions of wall posters and paintings have been organised in schools. Particularly targeted at improving girls participation, a number of posters have been created and disseminated in the districts. A wall painting competition on primary education was held in Raichur. Campaigns for awareness generation have been conducted in 30 villages of each block. TLC

campaigners have been involved in these mobilisation activities.

A bi-monthly newsletter for teachers called *Kali Nali* is published. A separate wall magazine for children has been started. A brochure on the aims and objectives of DPEP has been published in a book entitled *Ba Bale Shalege*. It is a collection of street plays, radio dramas, folk songs and poems. A radio play based on *Ba Bale Shalege* has been broadcast locally.

Malka a video film on girls education commissioned by DPEP Karnataka has been telecast. Spots on the same theme have also been aired on Doordarshan. In the pipeline is a seven module training films for VEC members and teachers.

Kerala

At the village and block levels, the problems with interventions implemented in the last year are discussed and suggestions for improvement incorporated in the 1997-98 plan. These meetings are facilitated by the VECs and MTAs. District and Block advisory committees have been formed with people's representatives.

Kalajathas has been used for environment building. All the districts have also carried out door-to-door surveys, and used inter-personal communications to build a supportive environment for children's education. Various new awareness campaigns, including house to house campaign have been conducted. Total enrolment drive by volunteers has also taken place. However, to increase participation of SC, ST and Women still remains a big challenge. Efforts will be made to enhance their participation.

Video tapes have been made documenting the teacher training process. A set of hand books for teachers has been published. A brochure on DPEP along with a regular newsletter is also published to disseminate information on the Programme.

In expansion districts, micro-planning exercises using the VIPP (Visualisation in Participatory Planning) technique are being conducted. A core team of facilitators were trained with support from UNICEF, Mumbai and Chennai.

The impact of grassroots mobilisation efforts are reflected in the acceptance of DPEP as a local programme. Communities are volunteering time and resources to complete civil works. A grass roots level debate on the quality of primary education has been initiated in which parents, teachers and the local community are involved.

Madhya Pradesh

A social mobilisation campaign called *Lok Sampark Abhiyan*, which is linked with the TLC, has been launched for developing education plans and strategies at the grassroots level. The *Lok Sampark Abhiyan* has participated in micro-planning exercises. It has surveyed data on the details of the family of all the villages under DPEP. They have developed village education register which contain details like enrolment, children unenrolled, drop-out, caste and sex-wise data, etc. Educational and non-educational resource mapping with the developmental profiles of the villages is also available with them. The State-wide *School Chalo Abhiyan* has made a positive impact on enrolment. A number of pamphlets,

booklets and brochures have been published. An audio tape *Bal Geet* has been distributed to schools. *Abhiyan jingles* and talks on primary education have been aired. A video film entitled *Anpadh Nahi Rehna* which combines VEC training with mobilisation was made and telecast. A number of exhibitions have been held on teaching learning material at the State and district levels. *Kala Pathak* and *Kala Jatha* have also performed on primary education after the themes were developed in a three-day workshop.

The seven-year perspective plan of DPEP evolved from an intensive micro-planning exercise. The SPO with the help of a planning group, which included administrators, educationists, academic resource institutions, NGOs and teachers, identified the key actors whose participation is critical.

As interaction with the community, particularly in rural areas, tends to be open-ended and informal, it was decided to use two mobilising strategies - popular emotive symbols and public functions, and teacher targeted motivational workshops.

Simple instruments were created which could be easily understood at every level and would not be distorted or diluted through a transmission model. A cascade model was developed to orient groups on how to initiate and facilitate participation. An interactive questionnaire was developed and used by the teachers to initiate dialogue with the community. The information collected is the basis for village education plan. Alongwith a plan, this entire process also raised the community's awareness of education issues. The village education plan was accepted and owned by the community.

Today, VECs are involved in site selection and construction through the local *Nirman Samitis*. Recruitment is done through the local Panchayat bodies, and procurement has been decentralised. All of this has significantly increased community's sense of ownership.

Maharashtra

VECs have been constituted, and women comprise half of the total members. VECs meet once in every month, and review school's functioning, particularly the drop-out position of girls and socially disadvantaged groups. In addition, progress of civil works, functioning of AWC and effectiveness of mobilisation campaigns are often discussed. All VEC members have been given a folder and a handbook explaining their roles and the functions of the committee. To ensure active involvement in school management, they have been given the responsibility of mobilising resources from the community. This is in addition to their other responsibilities of ensuring regular attendance of all children, and supporting efforts to improve the educational environment in school. As a corollary to the mobilisation campaigns, the funds collected have gone up substantially. While earlier, no district has collected more than Rs 5 lakh in any one year. Following DPEP mobilisation drives, Osmanabad managed to collect, Rs. 30 lakh.

VECs are being put through a systematic training programme which includes a focus on alternative, cost-effective methods of constructing water pumps and

toilets. All the women members have received additional training which emphasises the need for girls education. To ensure convergence at village level of pre school and formal education, joint trainings and orientation of anganwadi workers and teachers is likely to be taken up soon.

A media consultant has been appointed at the SPO who will co-ordinate all environment building activities. Community mobilisation efforts are routed through the VECs.

A film on DPEP has been prepared for wide dissemination. An audio tape for teachers called *Almand Dai Shiksha* has been distributed in all the school of the DPEP districts.

Ensuring that all girls are able to access education and participate actively in school, is one off the priorities of the mobilisation campaigns. In addition *bal mahotsava* (children's fairs) are organised in all villages where attendance is below 75%.

Orissa

The District Project Offices have been provided funds to initiate community mobilisation activities. VEC orientation programmes have been planned. The parents and women members are invited to participate in meetings, orientation and awareness campaigns for an effective role in decision making at the community level. For the awareness campaigns, effective use of print and electronic media is planned. The VEC will be actively involved in the school activities and also participate in the Civil Works programme in villages where the construction of schools, etc. is to be undertaken.

Tamil Nadu

VECs have been constituted. So far Mother-Teacher Councils have been responsible for distributing and monitoring the Rs. 500 and 2000 grants to each teacher and school respectively. To ensure that VECs will not disempower the MTC, it has been decided that some mothers on the committee will become the members of VEC.

Environment building activities have tapped some unusual venues like Mango Fairs where a stall on DPEP was set up. Tremendously popular, the mango fair draws large crowds giving DPEP a large audience, Kalajathas were arranged throughout the districts mobilising villages and disseminating information.

A 13 minute video film on DPEP and spots bearing DPEP slogans have been telecast. The EFA ideals are broadcast on Radio alongwith special news based features. Social awareness campaigns involving teachers, community and MTCs have been conducted resulting in enhancement of enrolment. Ten thousand awareness campaigns will be undertaken by March 1997. These will focus largely on bringing girls into schools. The awareness campaigns focus on remote areas and the participation of the local community is actively sought. Some of the campaigns have been videotaped to promote DPEP in other areas. Six pamphlets have been developed of which two orient people DPEP; another is on the training programmes for teachers; two examine the integration of gender in the

programme; and one highlights the civil works taken up by the State.

MTCs and local people have donated lands for school building; contributed financially and physically in the campaign; and supplying furniture and equipments to the schools.

Future Strategies

Now the Programme has reached a critical stage from the community participation point of view. Previous strategies involving setting up of enabling structures and mobilisation of community members have, to a great extent, made the community aware about their role and has raised expectations.

DPEP in future will intensify media campaigns; sustain training inputs in VECs and other bodies; intensify follow up to micro-planning, child based monitoring; and disseminate successful practices.

The Equity Focus

Equity is a major concern in DPEP, as reflected in the DPEP objectives which seek to :

- ◆ reduce differences in enrolment, drop-out and learning achievement among girls and disadvantaged social groups to less than five per cent;
- ◆ reduce overall primary drop-out rates for all students to less than 10 per cent;
- ◆ raise average achievement levels by at least 25 per cent over measured baseline levels;
- ◆ provide, according to national norms, access to all children to primary schooling, wherever possible or its equivalent non-formal education.

All DPEP plans, strategies and interventions are tailored to address the special needs of the disadvantaged groups such as SC, ST and disabled children, and children belonging to minority groups as well as girls. Action programmes are woven into all components of DPEP for instances, it is stipulated that VECs must have minimum 33 per cent women members, and at least one representative from SC and ST communities. Educational incentives such as free text books and reading and writing materials are provided to the disadvantaged children to encourage them to enter and remain in school.

Initially perspective plans had emphasised demand generation at village level to bring the disadvantaged children into school. Annual work plans now include a series of supply side interventions also, such as increasing emphasis on pedagogical renewal, and new and innovative schemes to increase child participation rate.

Detailed interventions have been envisaged and undertaken for special focus groups, ST children and girls. These are described in subsequent pages. The chapter on Pedagogy also contains interventions for such groups. Very recently detailed guidelines on providing integrated education to children with disability under DPEP have been drawn up as Madhya Pradesh is using the data collected in the *Lok Samparak Abhiyan* to learn the magnitude of the problem. SPOs and DPIUs are realising the necessity to learn the needs of handicapped children, and to figure out as to what services can be and should be provided to them. Haryana is already implementing a scheme to integrate those children in formal primary schools who are physically handicapped. One school in each block has been identified to implement this scheme.

Primary education for such children is the national concern. Some efforts have already been made in some states in this direction. Formation of these guidelines, however, is expected introduce this component on a wider scale in all the States.

Education of Tribal Children

One of the major objective of DPEP is to reduce the disparities between tribal and non-tribal children in enrolment, retention and learner achievement to less than 5%. Since the tribals are not a homogenous group with regard to socio-economic conditions, literacy level, etc. the approach under DPEP is group/region specific.

Problems and Issues

Access and retention are the issue in tribal areas because of small and scattered habitations, involvement of children in various economic activities/household chores, migration being common among tribes, etc. The problems are acute in a number of places.

There are factors within the school which have inhibited participation and achievement level of tribals children. There is hardly any concordance between the school and the tribal culture. In tribal areas of Orissa, Maharashtra, Gujarat and Madhya Pradesh language is found to be one of the major factors for low level of participation in class room transaction and also for low achievements in language and maths. The curriculum & text books have little relevance to the tribal culture.

The teachers who are at the centre of class room are found to have negative stereotypes towards tribal children. The teacher training programmes, in the past were lacking in the sensitisation component. The attitude and the knowledge base of the nodal officers (project staffs, field functionaries) who are at the periphery of the classroom practices but very much a part of educational planning and administration also required to undergo some change.

Priority Areas

Based on the issues followings are identified as priority areas under DPEP by the states: identification of tribes having specific problems and addressing them under DPEP; covering all the tribal habitations by setting up of schools or its alternative; opening ECE centres in tribal areas on a priority basis; campaigning and contact programmes in tribal areas; reviewing of the curricula and instructional materials, and teacher sensitisation programmes; developing innovative alternative arrangements for migrating population; and sensitising the field functionaries toward tribal specific issues.

National Interventions

At the national level regular review meetings have been organised to discuss strategies of progress made by states for education of tribal children.

Since some of the project districts included in the second phase deserved special attention for being largely tribal districts with multitude of issues., a facilitation team consisting of members from Bureau and TSG visited the phase II districts/states to provide on-site technical support.

In January 1997, a review meeting was conducted to appraise and monitor the progress made in Phase I states in tribal education. At the end of the workshop everybody felt that since the magnitude and nature of this problem is different from state to state, the issue will be discussed and debated at the state level. The resource support will be extended from the national level. However, certain major agreements were reached in the workshop:

- The project staffs at district/block levels need to understand the field situations adequately including languages spoken by them, intelligibility gap between homelanguage and school language, the occupational profiles of the parents, mobility patterns, teacher profile, working children situation etc.
- Each state should commit to provide access in all the tribal habitations (including hamlets) and groups (including migratory and working children) by formal/alternative schools before the end of the project. Networking may be established with other organisations working in the same area/issues by the states.
- There should be a shift from Campaign/Cultural Performance Mode to more frequent Supportive/Intensive Interaction.

The TSG has also organised several national level workshops facilitating inter-state sharing, and leading to review and remodelling of strategies in some of the states.

In addition, the TSG has compiled two Resource Inventories, one of individuals and the other of NGOs to facilitate ready access to states.

NIEPA is developing four training modules for teachers and field functionaries on Planning and implementation of tribal education; Entering tribal communities; Socio-cultural aspects of tribal culture and Cognitive differentiation skills among tribal children. These modules are expected to be ready for pilot testing by March, 1997. NIEPA has also undertaken a research project on school effectiveness in tribal areas.

NCERT has undertaken the task of preparing a draft approach paper on the problems of Scheduled Castes and minority children.

**Progress Overview
of DPEP States
Assam**

A tribal resource group supports the tribal co-ordinator at the SPO. A programme officer is assigned the charge of tribal affairs in each of the three districts. The efforts are on to develop a study network with Universities and other institutions. Sensitization of members of the Academic Resource Groups, BRCs and CRCs are also being done regularly.

Efforts are made to utilise the NFE centres as alternative schooling facilities

in tribal areas. Eight centres in Morigaon and three centres in Darrang have been taken up on a pilot basis. Instructors have been trained by key resource persons who in turn have been trained at the IIE, Pune.

In all tribal areas, kalajathras have been organised with the songs and skits performed in the three languages: Bodo, Sandri and Tiwa. A NGO, the Gyan Vigyan Samiti, has worked with the state and district offices on these awareness campaigns. Tribal bazaars have also been used effectively. Documentation of tribal folklore, administration, educational practice and its links with traditional occupations is taken up in few villages.

A functioning youth dormitory called *Terang* has been identified in village Kiuthari in Morigaon district for an innovative experiment. The proposal was accepted by the community and the centre is expected to be operational in March, 1997.

To free tribal girls from sibling care and help them access educational opportunities, 22 'Mukulikas' or ECE centres have been started and staffed with a teacher and helper.

To orient teachers posted to tribal schools, in-service teacher training programmes are being conducted in Bodo. Training materials have also been developed in Bodo language. Text books have been translated and supplementary reading materials are being translated into Bodo. To get first hand knowledge of ethno-linguistic background of the concerned locale and the resulting dialect issues, a linguistic mapping of all the three districts has been carried out by Gauhati University.

In addition to that, to have a better understanding of the language attitude of the assimilated and integrated sections in Morigaon districts, random survey work is being carried out in tribal dominated blocks. Survey work in one block is already completed on pilot basis.

Gujarat

Two of the project districts, Panchmahals and Dang have large tribal population. The tribal issues in Dang and Panchmahal are different. Attitudinal issues, language and migration are the main concerns in case of tribals. The tribal resource groups have been formed both at state and district levels. The state is planning to orient these groups in near future. The state is still to appoint tribal consultant and initiate other activities on this front.

Himachal Pradesh

The literacy rate is not disparagingly low among tribal children in Himachal Pradesh. However, there are several issues that have relevance for planning in tribal areas. During winter, tribals migrate to plains because of heavy snow fall. The district plans propose various forms of alternative schooling including mobile teachers to address this problem. The has is yet to initiate any major activity in this area.

Karnataka

52 schools are opened in tribal areas. To improve understanding of tribal issues, micro-planning exercises are being taken up in one tribal block in each district using PRA techniques.

Alternative schooling programme is proposed to be taken up based on the results of micro-planning exercise. However 95-96 district plans proposed for 21 alternative schools in Belgaum, 130 in Kolar, 9 in Mandaya and 100 in Raichur.

The gender consultant is handling the tasks of tribal education as well. State efforts have been concentrated on pedagogical renewal processes to ensure that tribal children are not alienated. Where possible, local teachers are being appointed in tribal villages. Developing the MLL text book for Class I in Soliga dialect was taken up in a 10-day workshop. At the same time, another workshop crafted a handbook for teachers, informing them of tribal societal and cultural norms. This handbook is to be trialled soon.

With assistance from the CILL, Mysore, the SCERT is working on a training module exclusively for teachers posted in tribal areas. The training programmes are likely to start before the end of this year. This will be backed up by the bilingual transfer model which has been adopted for education of tribal children.

Kerala

The state has engaged volunteers in tribal areas to motivate parents to send their children to school. This backs up the community mobilisation campaigns which also concentrate on improving child participation rates in tribal areas. House to house survey conducted in the first year facilitates the identification of out of school children.

Most of the new schools proposed under DPEP are in tribal areas. Multigrade centres are also being set up in each district in thinly populated tribal habitations which do not fulfil the state norm for opening primary schools. The instructors of these centres have undergone five days intensive training by the state core team of trainers who have been already groomed by Rishi Valley Experts. Multigrade self learning materials are under preparation by the co-efforts of state team and the Rishi Valley Team. These materials will be in both Malayalam and Kannada. To handle the issue of teacher absenteeism and attitudinal problems in tribal areas the state has initiated intensive induction training for potential tribal teachers by attaching them to various centers like regular schools, multigrade centers, CRCs and BRCs along with provision of regular training.

The State commissioned need assessment studies in tribal areas within the DPEP districts. The learnings from this exercise has informed the AWP&B formulation. The special learning difficulties of tribal children in

understanding languages and maths have been assessed. Based on this, a teacher handbook has been developed and text books are being renewed. Also, link language material is being developed.

Tribal core groups are formed at district level to support various pedagogic and non-pedagogic work at sub-district level. The administrators and field officers are oriented towards tribal issues. Efforts are on towards conversing the services of ITDP, ICDS, SWD, Health Department and FPI in tribals areas under DPEP.

Madhya Pradesh

Educating the tribal child is a priority. Thus all 308 primary schools are being constructed in tribal areas. 14 ashramshalas had been proposed in the perspective plans of the districts. Construction work for 8 ashram shalas has been started. DPEP and the Tribal Welfare Department are working together on this project and have shared costs. Innovative pedagogical inputs will be provided in these schools on a pilot basis. Based on evaluations conducted later they will be scaled up. To get children into the habit of learning and to reduce sibling care chores on school-age tribal girls, all the 608 Shishu Shikshan Kendras to be opened this year will come up in six of the tribal dominated districts.

Other than providing infrastructure, DPEP Madhya Pradesh is working to ensure parents and the community support for education of the tribal child. To attract tribal children to school, resource materials developed by TRI and the MP Lok Kala Parishad are used in mobilisation campaigns. The media unit at the SPO co-ordinates these environment building activities with support from the tribal consultant, appointed recently.

To ensure that the socio-cultural milieu of the tribal child informs the teaching-learning process a study of informal learning patterns among tribal children was conducted. NGOs are being involved to develop the follow-up programme.

Bridge Language Inventory has been developed in three languages: Bhili; Gondi and Kudukh. All teachers will be specially trained in using the BLI effectively. A teaching package, 'Dhum Dhuma Dhum' prepared by a NGO, Eklavya in Hindi is being translated into Gondi. 'Kopal' prepared by the SPO's team is designed as supplementary reading materials. In addition, the Class I text book 'Bharati' is being translated into tribal dialects.

The SCERT is being strengthened with the setting up of a tribal cell. DIET faculty are to be trained and oriented to tribal issues.

Providing the overall direction to the above efforts is the Tribal Core Team that includes members from various organisations.

To ensure greater convergence of efforts a training-cum-orientation programme has been designed by SIEMT which will be attended by officials of DPEP, TWD and the DPEP-II expansion districts which also have large tribal population.

Maharashtra

Fifty eight regular schools have been opened in tribal areas of Nanded district. As many children work during the day, 64 primary schools are run during the night. 607 girls and 645 boys attend these schools. In addition, 25 NFE centres hold classes in the evenings between 8-10 p.m. To free school age girls for education 25 crèches have been opened. 338 girls and 335 boys attend. Besides 10 contact schools have been opened in tribal areas. For the migrating tribes two sugar cane schools have been proposed.

To recognise the efforts of teachers posted in tribal schools, a special awards scheme has been devised. As most of the teachers are non-tribals they have difficulty communicating with children. To help them reach the tribal child, a tribal dialect dictionary has been developed.

Also an innovative programme of "adopting" 1000 tribal students has been initiated. Educational materials, books, clothes, socks and shoes have been given to them with contributions from the local people.

Orissa

The tribal co-ordinator is in place at SPO and tribal resource groups have been formed at state and district levels. The state TRG already received orientation towards DPEP objectives. A number of action points were chalked out for TRG and the resource persons have been given specific charges for supervision. An orientation training programme focussed on issues of language and attitude has been scheduled for March '97. A detailed action plan has also been chalked out for campaign programmes. However, the work in field is yet to take off.

Tamil Nadu

Tribal coordinators are in place at SPO and DPOs. Teams of college girls conducted awareness camps in tribal areas during December last year.

The state has reviewed its plan of opening regular school and opted to open 23 NFE centres in each tribal block on a pilot basis. The decision to scale up to 50 per block will be based on the experience of running 23 NFE centres. The timings for these alternative schooling centres will be decided by the local community.

The SPO also plans a special training programme for teachers posted in tribal schools. The programme will orient them to the special needs and culture of tribal children in 14 batches and help evolve good classroom practices which are child-friendly. As tribal children in the state are comfortable in Tamil, language does not pose a problem in the state. However, to help tribal

children improve their achievement rates, special coaching classes are being held regularly. Workbooks are being supplied to standard I & II tribal children.

Future Strategies

- The policy would be to identify the focus area of work in the states. Resource support would be made available from the national level wherever asked for.
- Ensuring provision of complete access in tribal areas
- Targeting the migrating tribes of Gujarat, Maharashtra, Orissa, Madhya Pradesh and Karnataka.
- Revision in the method of teaching language and Mathematics to tribal children.
- Attitudinal and Language Training for the teachers.
- Identifying the pockets with high incidence of child labour and addressing this issues under DPEP.

Gender Perspective

The District Primary Education Programme has been trying to incorporate gender dimension into all the activities, e.g. design, planning, implementation, monitoring and evaluation of strategies and interventions. Continuous strategic efforts have been made to strengthen the component of gender. For instance *DPEP has created the post of Gender Coordinator in all districts and state project offices to ensure an on-going integration of a gender perspective.* The coordinators are supported by a gender resource group in all states and in many of the districts. The group includes academicians, educationists, activists and functional area experts.

The state, district and sub-district level programming all have a gender perspective in-built. Starting out with the understanding that the girl child specific strategies and interventions are the only activities of the gender cell within SPO/DPO, there is now a growing realisation that all activities have a gender dimension which needs to be addressed. Thus, gender inputs are becoming more visible in pedagogical renewal processes; mobilisation campaigns and increasingly in the selection of sites for school; ECE and AS centres.

Aims

DPEP's principal objectives are the reduction of gender disparities in enrolment, retention and learner achievements to less than 5%. This is seen as critical to achieve the goal of UPE by the turn of the century. For though primary schools all over the country now have more girls than ever before, bridging the gender gap still requires sustained efforts.

Achieving the short-term quantitative objectives is expected to ensure girls in the educational system grow up as empowered women, aware of the range of options available to them and able to make intelligent choices. At the same time, the system is also gearing up to see that the generation of boys now in school grows up more gender aware and with respect and understanding of women's capabilities.

Strategy

As DPEP is being implemented in districts with female literacy below the national and state average, a two-pronged strategy has been adopted: First the removal of disparities in access and second the equalisation of opportunities through affirmative action programmes.

Intervention

To operationalise this strategy, DPEP districts are implementing a series of interventions designed to bring girls to school, retain them there and reduce gender disparities in learner achievements. Some of the interventions being

hidden agenda.. *The tables were designed carefully to reveal attitudes towards gender, understanding of the role of gender in the programme and also the significance of the issue in a SPO's list of priorities. The information provided by states was the foundation to build a gender monitoring system on.*

Through an interactive dialogue, participants in the Gender Coordinators meeting evolved a three part monitoring framework.

I. Qualitative Indicators of Programme Performance:

- ◆ *Participation of Girls and Women in Decision-making*
- ◆ *Access of Girls and Women to Project Benefits*
- ◆ *Impact of Strategy/Interventions on Quality of Life*

II. Quantitative Indicators:

- ◇ Increase in Enrolment
- ◇ Increase in Retention
- ◇ Improvement in Learner Achievement Rate over the Baseline figures
- ◇ Proportion of Budget Kept Aside for Girls and Women

III. **Social Change** would be measured by *Changes in the amount of time girls and boys devote to:*

- ◆ *Work (within the home and outside)*
- ◆ *Education (School, AS and ECE)*
- ◆ *Play (Recreation).*

Focal Point: In the past two years, decision-makers and strategists have learnt that gender-related efforts cut across all programme components and it is not possible for one person alone to be an expert on myriad issues: ranging from civil works to pedagogy.

To facilitate inter-state communication and *develop a gender resource network*, it was decided that each state will work as focal point for one issue.

FOCAL POINT	
STATE	ISSUE
ANDHRA PRADESH	Child Labour; Minority Girls and Coastline communities;
ASSAM	Community Ownership, especially VECs
GUJARAT	Migration
HARYANA	Urban Slums; Disabled Girls
KARNATAKA	Media & Teacher Training
KERALA	Pedagogy
MADHYA PRADESH	Alternative Schooling Early Childhood Education
MAHARASHTRA	Civil Works
ORISSA	Tribal Girl Child
TAMIL NADU	Dalit Girls
WEST BENGAL	Convergence

The focal point would act as a clearinghouse of information; identify resource priorities; organise one annual workshop on the issue and also prepare a six-monthly status report on activities undertaken by all DPEP states in that area.

The report of this workshop is expected to serve both decision-makers and implementers, and also as a base document for training programmes. Therefore it has been produced as a 2-volume kit.

Designing a Gender Audit Framework marks a critical turning point in programming. It also culminates a series of initiatives, launched in 1995, to integrate equity perspectives in DPEP.

The first workshop in June helped IDPEP-I states and districts evolve appropriate strategies for addressing gender issues. This was based on a review of existing state and district perspective and annual plans.

In December 1995, a second exercise was conducted with gender coordinators to clarify the conceptual basis of gender relations. This second national workshop helped participants understand that gender needs have broad implications for planning, implementation, monitoring and evaluation. This exercise also knit the demands of educational planning (from a gender perspective with the need for primary schooling for girls. Participants left with a better understanding of the concept of gender and with the skills to use the gender relations framework of analysis.

Based on the learnings from these two workshops, it was decided to hold regular meetings with gender coordinators and to organise them in one of the DPEP states. If possible the meeting would be preceded or followed by a field visit. The

meeting in Mahabalipuram was the third in the series. The first gender coordinators meeting was held in Bangalore in April 1996.

This two-day meeting examined the tasks a gender coordinator is expected to perform within the organisation. As the post is new, greater clarity is required on **roles a gender coordinator is expected to play**; what responsibilities does s/he have particularly in relation to those DPEP interventions which are expected to have a gender focus but are not directly girl child related.

By the end of the exercise, participants found they had been and would continue to play multiple roles within the organisation. Often they are playing three critical roles simultaneously: They are: **Catalyst of gender action; in house gender resource; and the internal ombudsman.**

The Bangalore workshop set the foundation on which gender perspective can be built. This meeting also helped **highlight areas where more efforts will be required.** One of the concerns expressed was the isolation of gender concerns from wider programming, specifically the pedagogical renewal process.

In August' 1996 the second meeting of gender coordinators was held in Bhopal. This workshop focused on **pedagogical renewal processes.** All states are overhauling their in-service training design, and are developing new materials, while reviewing the existing texts. Gender has been identified as a critical input into both areas. *The meeting focused on first, how to conduct a gender review of text-books and integrate gender concerns in training design. Second on how to use existing gender-neutral or gender-insensitive material in a girl child friendly manner. Finally coordinators attempted to examine how to link the process of text book improvement with teacher training design and classroom practices.* Participants then visited Raisen district to learn first hand how gender concerns are being integrated in the field.

Interspersed between the gender coordinators meetings, were a series of regular consultations on related concerns. The first was **the DPEP-MS Interface** in July. After 20 months of implementation, of DPEP, it seemed appropriate for both programmes to take stock of what had been their experience and for spelling out the possibilities of interaction alongwith possible modalities to ensure a mutual complementarity. State-level decision-makers from both programmes participated in this day-long programme.

MS assistance and expertise has influenced DPEP gender policies and strategies during the past two years. The learnings and support have strengthened the gender focus within DPEP MS resource personnel from the State/districts and the National Resource Group have interacted and influenced DPEP plan formulation and strategies. The on-going dialogue has given MS scope to expand, reach out

and influence a programme which has a much wider base and a gender focus.

In September '96, the NCERT designed and conducted the first **DPEP National Workshop on Early Childhood Education**. Viewed as critical to retaining school age girls in the classroom and developing the learning habit among children, the workshop helped clarify the links between primary schooling and ECE and the effective role of this linkage in supporting girls entry into and retention in primary schools. A number of concrete suggestions emerged which are reflected in the 1997-98 AWP&B.

Also in September a national **Workshop on Sharing Social Assessment Study Findings of DPEP II states** was held. Perspective plans and the 1996-97 AWP&B were reviewed, strategies for special focus groups were strengthened, with assistance from key resource persons.

Progress in DPEP States

Andhra Pradesh

The level of preparedness is high in the state. Gender co-ordinators have been appointed in three of five districts and at the SPO. The rest are expected to be in place soon. The district gender co-ordinators have been oriented to gender issues. A day-long programme was organised in November 1996.

For gender sensitisation, a public meeting in every village is planned. VEC members will be oriented to gender concerns, particularly the sub-committee on girls education and ECE.

ECE is viewed as critical to improving girl child participation rates. In all five districts, 10 ECE centres have been opened through DPEP on a pilot basis. Special environment building programmes for these villages are proposed. A new curriculum for AWWs of ICDS and DPEP centres is to be developed.

Assam

Assam has been fairly successful in integrating a gender perspective in different programme components, particularly community mobilisation. The Mahila Samata Society was registered in May '96 and Executive Committee meeting was held on 31 November 96. All staff at District and State level are in place. The post of State Project Director has been advertised.

Efforts are on to ensure that the gender perspective is incorporated in all the components of the programme, particularly those that are critical for attainment of end objectives, such as teachers' training, other training, material development and textbooks. One day teacher orientation programmes have been completed in the 3 districts. Women's awareness camps have been organised in tea-gardens. In most trainings the Meena video cassettes have been shown and printed materials distributed.

Tribal villages are included in clusters identified for starting the Mahila Samakhya Programme.

NFE and ECE centres have been started in tribal and Muslim-dominated areas. Rooms have been built next to primary schools. They largely cater to the needs of girls. Twenty ECE centres called 'Mukulika' have been started in every district on a pilot basis. Every centre has got 2 ECE workers. With the community and the VECs fully involved. The response has been very encouraging. Special materials have been developed for the NFE and ECE programmes.

During 1995-96 the NFE curriculum was introduced in Moktabs - places of religious instruction among the minority community, attended by both girls and boys. Most girls attending the Moktabs, however, do not attend formal school. To provide these girls with some formal education it was decided to use the Moktabs as NFE Centres by motivating the Jonabs to take up the task on a voluntary basis. Some materials and teaching aids have been provided to the Moktabs. Twenty Moktabs have been identified in all three districts. The Jonabs have undergone training at Dhubri and all the centres are functional.

At the workshop on textbook development in June '96, a session on elimination of gender bias in textbooks has been included. The issue of gender sensitisation has been discussed at the planning and introspection workshop held at state level for DPEP functionaries importance of the gender perspective cutting across all activities was reiterated. Gender and educational administrators were involved and some materials prepared. So far it has been possible to cover the CRC Co-ordinators, ABRCCs and BTC instructors.

DIET Morigaon and DIET Dhubri have taken up research projects on the identification of gender bias in classroom transactions.

The SPO formed a SPO resource group on ECE which received a comprehensive training from NCERT during April-May '95. Since then the group has been involved in the development and distribution of handbooks for ECE teachers and helpers.

Gujarat

The state plans to hire two people to co-ordinate gender-specific tasks at state level. In every district, a post of gender co-ordinator has been created.

Gujarat is yet to begin implementation. Awareness campaigns have been planned and will be conducted in every village. A variety of traditional and modern means of communication will be used, particularly puppet shows; exhibitions and cluster and block level competitions. Local teachers and NGOs will be working with SPO and DPOs, particularly for material development. The MTAs/PTAs and VECs will meet every month. On the agenda will be the progress in girls

enrolment; retention and achievement.

Haryana

With gender coordinators in place at state and in two districts, programming efforts are now more focused. A gender resource group has been formed and the first meeting held. To assist supervisory staff and teachers, a gender information kit has been distributed in all four districts. The SCERT has also prepared a document listing the identified gender biases in text books and gender sensitive alternatives have been suggested.

While no ECE centres are to be opened through DPEP strengthening of existing facilities and capacity building of AWWs is a priority particularly in the area of pre-school education and play way methodologies. All 3701 AWWs have been trained.

The Women's Education cell of the SCERT has conducted a series of training programmes for sub-district functionaries. In addition, gender modules have been integrated in the regular teacher training programmes. Two sessions have been devoted to gender concerns in every programme

Karnataka

In 1997-98, the state plans to strengthen community mobilisation efforts. The Maa-Beti melas, a successful innovation will now be supplemented with Baap-Beti Melas. A lot of work has been done by the DSERT has adopted for DPEP.

Community mobilisation has been a priority. Kannada stage artists have been involved in creating songs, street and radio plays with education of the girl child being a priority. A film 'Malka' has been prepared on the girl child and telecast on Doordarshan the songs from the film have been compiled on an audio cassette and widely distributed in the districts and blocks.

Within tribal areas, the concept of teacher motivators specially to mobilise the community in support of girls education is being considered.

In Mandya district, there is a plan to strengthen the pre-school component in ICDS centres on a pilot basis. CLR, Pune is working with the SPO. They will support the joint training of AWWs and supervisors and primary school teachers. In addition, they will be involved in the development of teacher training kits.

A scheme of regular health check-ups, especially for girls, has been mooted and is likely to be operationalised soon.

The SPO is commissioning the NIAAS to evolve gender-sensitive monitoring indicators for primary education.

Kerala

The state has recently appointed a state level gender coordinator. A status note

and action plan to strengthen the gender perspective are on the anvil.

Recently the government has agreed to set up a Mahila Samakhya programme, on the lines of Assam and Madhya Pradesh.

As part of on-going efforts to increase educational opportunities for girls in the fisher community and among Muslims women volunteers have been identified and motivated to work with the community.

A research study to identify gender biases within the classroom has been proposed.

Madhya Pradesh

Madhya Pradesh has the largest DPEP programme and has concentrated on ensuring that all strategies and interventions that have an in-built gender focus. While ensuring that all VECs have at least one-third women members, the state has also ensured that one-third of all chairpersons of VECs are women.

To strengthen the ECE component 1789 Shishu Shikshan Kendras has been set up. SSKs are a support structure, designed to free school-age girls from sibling care. These ECE centres operate on the same timings as the formal primary schools to which they are attached. All the SSK instructors and helpers have been trained. NGOs have been involved in running the centres Indore-based Bal Niketan is evaluating the work and impact of these SSKs. This year SSK helpers and teachers will be appointed by the Gram Panchayat and they will be trained at the block level.

Alternative schooling facilities have been provided in 403 habitations. They cater to both girls and boys. However experience shows that a majority of children attending AS centres are girls. Rupantar, a NGO has been commissioned to examine the kind of alternative schooling facilities required for children of migratory communities.

Madhya Pradesh is the first state to put all the district level gender coordinators through a 19-day intensive gender training programme. This workshop was specially designed by SNTD University Pune in consultation with the SPO. Districts gender coordinators are translating many of the ideas which emerged during the SNTD training. In follow-up of the SNTD course, coordinators are now being involved in training of Teachers; BRC/CRC heads and VEC orientations. In Satna district, gender training for all VEC members has been organised.

Field-level convergence with ICDS ; DW CRA; Health Departments is being attempted. In addition PRA exercises foundation of all mobilisation efforts have become entirely the responsibility of district gender coordinators.

Through the Lok Samparak Abhiyan, the basis of all micro-planning, village-specific information on the girl child has been collated. This was the basis for evolving village-level indicators of progress: Enhanced participation of women in village-based activities; Increased demand for education; Higher enrolment of girls; Demand for higher educational facilities for girls and Increasing participation of women sarpanch and female panch in panchayat meetings.

To ensure girls from minority communities get access to education, seven Madarasas in Ratlam district are being modernised and equipped. To spotlight attention on the special needs of tribal girls, an academic workshop was organised in Sarguja, a scheduled tribal district. All 25 blocks, are designated tribal blocks in Sarguja

The state has launched the Mahila Samakhya programme through a MoU with DPEP. Started in one block of three DPEP districts, the programme is being expanded to three new blocks, one more in each of the existing DPEP districts. The Samakhya programme support.

Maharashtra

A gender consultant has been appointed at the SPO. She will spend at least one week in each month in the field to provide technical assistance and monitor implementation of the Mahila Prabodhan Programme. As part of MPP, 320 Sahayoginis have been appointed and are at present being put through a vigorous two-stage familiarisation-cum-training programme.

A series of events have been created to generate interest about girls education. This includes celebration of Savitri Bai Phule's birthday; as girl child day.

The state has constituted VECs and mandated that at least half the members must be women. The VECs meet once every month and review the school's functioning, particularly the drop-out position of girls and socially disadvantaged groups.

Between August 1-3, 1996 a handbook preparation workshop was conducted in Mumbai. This handbook is meant for BRC/CRC heads and includes district-specific information. Gender concerns are integrated in the handbook.

Nanded district has implemented the Tejswini Puraskar scheme. It honours the Lady teacher who turns in the best performance while working in rural areas.

The state has initiated a research project to understand the needs of the girl child

Orissa

DPEP in the state, started only in 1996 and most of the activities have yet to take off.

The community mobilisation plan for the state and districts has been well conceptualised. During the first year, a state-level workshop on gender sensitive mobilisation strategies is planned. This will be followed by material development for campaigns. Both audio-visual and print materials will be produced and distributed to the districts. Every district plans to supplement the SPO's efforts with area-specific campaigns and material production. In addition, VEC and MTA members will be specially oriented to address girl child education issues.

The SPO proposes to develop an approach paper on gender in DPEP during the year. This will be followed by a workshop on identify gender-aware literature which can then be made available to teachers; academic staff at different levels and students. During the year, the state resource group on gender will meet regularly and is expected to assist in the compilation of a resource inventory.

Tamil Nadu

A scheme to provide special coaching to SC/ST girls in 1400 schools has been operationalised.

District gender coordinator positions have been created but are yet to be staffed.

414 female teachers are to be appointed and all teachers are expected to undergo gender sensitisation training programme during this year.

A training programme for the 1800 ECCE functioning aries is being designed. A workshop on action research priorities has been organised with the DTERT.

Future Strategies

DPEP now recognises the importance of examining the planning and implementation of each activity through a gender lens in an effort to integrate a gender perspective in programme interventions.

The institutional capacity to respond to gender-related problems is determined in part by an organisation's understanding of gender concerns. In all DPEP states and districts, institutions in charge of catalysing change and enforcing gender-aware policies need constant reiteration about their roles and responsibilities to build sensitivity on a sustained basis. The national and state levels are concentrating on this effort to integrate gender concerns in the DPEP programme.

In the next few months, efforts will be concentrated on refining monitoring indicators and detailing a Gender Audit Framework. This effort will ensure that the system of monitoring progress from a gender perspective and evaluating impact on the lives of girls and women becomes an integral part of the programming process.

Pedagogical Improvement

Project objectives

I. OVERVIEW

Baseline learner achievement surveys have indicated, by and large, very low levels of learner achievement in DPEP districts. The project aims to:

Bring about significant improvement in learner achievement through:

- a. the introduction of activity-based and child-centred pedagogy;
- b. the development of activity oriented teaching learning material and textbooks that will help achieve the MLLs, and
- c. an extensive introduction of a more participatory, experiential, in-service teacher training oriented towards class room requirements.

To enable and sustain this renewal process, the project aims to

- a. strengthen and equip state and district level institutions.
- b. establish sub-district structures in the form of BRCs and CRCs and train the personnel to provide on site teacher support.

Overall status

All DPEP-I states have initiated the renewal process, mainly through the development of textbooks and introduction of in-service teacher training. The first activity to take off on a large scale was *teacher training*. State level organisations such as the SCERT evolved training modules in most states, which were then implemented through DIETs, with support of district and block level resource persons. Assam, Madhya Pradesh & Kerala have followed an alternative route to the development of training modules using field experience as a basis for evolution of the components. Maharashtra, which was among the first to have district and sub-district structures in positioning, has already revised its training programme to focus more on the transaction of the actual teaching learning process. Kerala and Haryana have revised their training programmes, moving away from the traditional lecture based approach; Karnataka is in the process of finalising its revised modules.

Textbook development, too, took off in the first year of the programme and states are at various levels in this activity. Most of the states have developed MLL-oriented activity-based textbooks. With the exception of Kerala and Karnataka textbooks are being made for successive classes every year. Kerala has revised its curriculum and finalised new textbooks for all classes based on an intensive participatory process. Haryana is preparing books for class I, Assam's class I books were introduced last year. Maharashtra would be introducing class I and II books from June '97. Karnataka has already introduced new textbooks up to class 3 and is in the process of extending this activity to class 4.

One important element of activity in area of textbook development is the introduction of trialling; this ranges from large scale, full model, year long trialling as in Madhya Pradesh to trying out sample material over a short duration in Kerala. In most states feedback from teachers and their involvement at the stage of textbook development is now fairly common.

While a few states have been planning to introduce periodically released supplementary reading material (Assam, Kerala and recently Haryana) there has been considerable work in all states in the area of creating teaching learning material and low cost learning aids. Much of this has happened at the district and sub-district level during training programmes and monthly meetings at the cluster level, especially in conjunction with the utilisation of the contingency grant of Rs. 500 per teacher for material. There is, however, a need to evaluate this.

Sub-district structures in the form of BRCs have been established and their personnel trained in all the states. CRCs have been established in Assam, Kerala, Haryana, Maharashtra, Madhya Pradesh and Tamil Nadu. While the selection of personnel has often been through seniority, states such as Assam have also utilised appropriate and transparent selection procedures to ensure that the most suited personnel handle these responsibilities. Some states have also held much discussion on the roles of these structures and even reviewed or modified them.

While state level institutions are being strengthened, DIETs in the DPEP districts are at different levels of functionality. However, capacity building has been initiated through a number of ways. Some states have sent a number of personnel on exposure visits to other projects and innovative primary education programmes in the country. Networking with NGOs has provided resource support to states such as MP, Assam, Karnataka and Kerala. NCERT has been able to provide considerable academic input to Haryana.

Following is the detailed report relating to

- (a) Curriculum and textbooks
- (b) Teacher training
- (c) Institutional Development including SCERT, DIETs and State Resource Groups
- (d) Sub-district structures (BRC-CRC)

II. CURRICULUM, MATERIALS AND THEIR UTILISATION

Process and Status of Textbooks, Workbooks and Supplementary Readers for DPEP I & II States

Assam

- New textbooks and teachers' version of class I textbooks have been prepared for language, Maths and EVS. The new language & EVS books have been experimentally introduced in DPEP districts during 1996. The feedback on the language book is being used for its revision.
- During 1996-97 class II books are being prepared, but the process has been slow and the books are yet to reach the schools.
- Due to lack of available expertise at the SCERT, the SPO has been conducting this activity.
- A number of teachers, DIET & SCERT faculty as well as professional illustrators have been involved.
- The books for class I in Bengali and Bodo medium could not be published earlier; the Bodo medium books are under print now.
- The state has planned to reorganise the textbook development teams to include experiences of persons involved in teacher training and BRC-CRC activities.
- Supplementary reading material is being developed in the form of wall papers and books of poems, games, short stories etc. for teachers and children in Assamese and Bodo languages.

Haryana

- Haryana plans to introduce new MLI based textbooks in phased manner. The manuscripts for class I book in language have been prepared and reviewed. As the nature of improvement required is significant, the state is considering resource support for bringing about this improvement.
- Manuscripts for class I Maths book is also ready and some of its sample lessons are being tried out in schools before the review is held. The state also plans to develop teachers' handbooks.
- Inputs for the development of textbooks has come from the SCERT. A number of individual authors have been involved; some of them are teachers while others are district and state level persons, including those from the SCERT.
- It is envisaged that the new books will be introduced on trial basis in 20 schools of each district.
- The integration of all aspects of pedagogy renewal including curriculum and materials, teacher training etc. is needed. Groups working on textbooks need to be more broad based to improve pedagogic understanding.

Karnataka

Activity cum Work Books and Teacher Guides

- The processes of bringing about improvements in the teaching learning materials used in schools began in October 1995 with a workshop in which representatives from NCERT, RIE, Mysore, Ed.CIL, UNICEF and educationists, voluntary organisations from the state participated along with a large number of teachers. The initial workshop was followed by a series of workshops through the months of November 1995 to February 1996 in which materials for classes I, II and III in the subject areas of language, Maths and EVS were developed. The workshop process was new in that for the first time in Karnataka textbook writers sat along with teachers, trainers and illustrators to prepare the materials. Subject groups had opportunity for sharing materials created with each other to ensure cross verification of appropriate competencies. The materials were created in the form of activity-cum-work book for children; simultaneously teachers' guides were also created. A new aspect of about the process was the involvement of a gender resource person to ensure that discriminating messages against girls and women do not creep into the materials created.
- DPEP has printed and supplied the activity cum workbooks and teachers' guides for classes I & II to all the schools in the four districts. Separately, the Department of Education took up the production of class III books with UNICEF assistance for trialling in selected 2000 schools across the state.
- The process of materials creation was carried forward in 1996-97 with the creation of activity-cum-work books in Kannada, Maths and EVS for class IV. Simultaneously an adaptation of books for class I & II was also taken up for the minority languages -- Urdu and Marathi.
- In the year 1997-98, DPEP proposes to supply activity-cum-work books and teachers' guides for classes I, II and III in Kannada, Maths and EVS. It also proposes to supply activity-cum-work books and teachers' guides for classes I and II in Marathi and Urdu language. NCB process for this activity has been initiated.
- In 1997-98 it is proposed to undertake development of materials in Urdu and Marathi for class III & IV, and in Telugu and Tamil for class I & II.
- *Development of materials in Soliga language for Tribal children.*
- Two 10-day workshops were held in BR Hills, Mysore under the chairmanship of Dr. Sudarshan, a social activist and a Magsaysay Award Winner. Representatives from CIIL and other persons who have been closely working with Soliga tribals participated in the workshops. The workshops resulted in development of teaching learning materials for class I; these will be tried out with Soliga children in 1997-98 and introduced in identified schools.

Kerala

- In view of the changed orientation of the training programmes now being worked out and the emphasis on activity based classroom transaction, the activity-cum workbooks are proposed to be reviewed in a phased manner.
- The Government of Kerala decided to introduce the MLL strategy in the schools of the state, in a phased manner, from the year 1994-95. Accordingly, the MLL statements of the document published by the NCERT were accepted as such and the SCERT prepared competency based textbooks and handbooks for Stds I & II and introduced them in the 20 selected schools in each district; this was further extended to stds. III & IV during 1995-96 and is planned for expansion to 100 schools in each district during 97-98.
- In DPEP-I districts the programme was introduced in 20 schools in each of the blocks. It was proposed to expand the MLL programme to all the schools in the state from 97-98 onwards. It is at this point that the NCERT revised the MLLs. Further there was discussion in different quarters on the MLLs and their interpretation. Feedback received from the trainers and teachers also pointed towards the need for renewing the MLLs and the competency based textbooks. The govt. also wanted to renew the curriculum and to introduce new textbooks from 97-98 and entrusted the work to DPEP.
- Seminars were organised at district levels about the revision of curriculum. Through a press release, feedback and suggestions from the public were also collected. The major suggestions were:
 - ⇒ teachers should be involved in the process of curriculum development
 - ⇒ the 'bulk' of the curriculum (textbook) should be substantially reduced without compromising on the contents
 - ⇒ the syllabi should take into account the actual number of available teaching days
 - ⇒ the textbook should have direct relevance to the child
 - ⇒ the textbooks should encourage the children to do activities of their own
 - ⇒ teachers and parents should be oriented to modern teaching practices
 - ⇒ the illustrations, font size used etc. so should be selected that the textbooks are attractive to children.
- Besides the responses to curriculum, a survey comprising 2213 primary school teachers was also conducted for the evaluation of the existing textbooks and curriculum which revealed that the curriculum is heavily loaded and above the level of students. The teachers recorded a need for integrated textbooks for classes I and II. There was also the need for reducing the size and number of pages of the textbooks.

- In order to identify a resourceful group of teachers, selection workshops were held and a ten day training given to them. These teachers, selected DIET faculty members, some child psychologists and other experts examined the MLL statements and redefined the statements in the Kerala context. After the process of sorting out the competencies into skills, concepts, information and attitudes etc. they were sequenced and prioritised. It may be pointed out that the main features of the curriculum are:
 - ⇒ realistic unloading of 'burden; actual available school days taken into account; integration of subjects for grades 1 & 2, emphasis an activity based teaching-learning process, provision for spiraling in curriculum and materials, flexibility, local specificity and integration of music, drawing etc.
 - ⇒ After finalising the curriculum, it was decided to prepare the textbooks. The main features considered in the preparation of the textbooks are:
 - ⇒ reduced content, retaining essential learning contents, reduced number of pages, reduced book size, better and attractive illustrations, preparation of teachers' versions of the books and trialling.
 - ⇒ Thus, integrated textbooks for std. I and II and separate textbooks in language, environmental studies and mathematics for std. III and IV have been prepared. The new curriculum and the books have been greatly appreciated. The Malayalam, Kannada and Tamil versions of these textbooks will be introduced from the next academic year. The process of textbook renewal in Kerala was supported by the TSG. It is proposed to organise a sharing of this process with other states during March '97.
- A comprehensive review of the existing curriculum developed in 1994 was undertaken by a competent state level committee referred to as the Steering Group comprising educational administrators, educationists and teachers. The review was a detailed participatory exercise, involving teachers, academicians and parents and children. The curriculum was revised on the basis of the Minimum Levels of Learning adapted to the state's current level of achievements.
- The strategy adopted under DPEP for developing teaching-learning materials is one of multiple package trialling on a selective scale so as to create opportunities of trying out different learning packages with innovative methodologies as well as tapping the potential of developing contextual materials; the material supports the basic vision of an activity-oriented child centred pedagogy.
- The prototype teaching-learning package was itself a synthesis of the work of the different agencies (SCERT & Eklavya); this was put through an extensive trialling process in 16 districts including 6 non-DPEP districts. During 97-98 the grade II & III materials are likely to be

Madhya Pradesh

introduced in DPEP and non-DPEP districts. These are now in the process of preparation.

- The teaching-learning package (Seekhana Sikhana) was developed for grade I in 1995-96 and grade II during 96-97 and is now under preparation for grade IV. This was introduced during 96-97 in DPEP-I & six non-DPEP districts. The SCERT has collaborated systematically with Eklavya (an NGO) in the development of this package. Primary school teachers, RIE faculty and Shikshak Samakhya (joyful learning programme supported by UNICEF) were also involved. The package includes textbooks, workbooks, supplementary reading materials, teaching-learning aids and handbooks for teachers.
- To support the teaching-learning package, teacher training modules, methods for learner evaluation and monitoring and appraisal of classroom process have also been developed. This constituted the comprehensive trialling package.

The package for grade I was trialled during 95-96 by SCERT & Eklavya. Shikshak Samakhya also joined during 96-97. The trialling process has been comprehensive and participatory process whose teachers are extensively involved.

- The state has also developed some supplementary material in tribal language. The bridge-language inventory (BLI) is an important material for assisting non tribal teachers working in tribal areas; this is being supported by a training programme for such teachers.

Maharashtra

- The MLIL based curriculum was finalised in 1995 and introduced in the schools during 96-97. New competency based textbooks for class I and II have been developed by SCERT, Maharashtra. These have been trialled on limited scale and reviewed by experts. These are proposed to be introduced during 97-98. An extensive training programme for teachers for transaction of these textbooks has been planned throughout the state before the start of the academic session.

Tamil Nadu

- Competency based new textbooks with stress on MLL were introduced for stds. I & II during the year 95-96 & 96-97. The std. III textbooks will be introduced during 97-98.
- Workbooks have been prepared for class I; these will be introduced from 97-98. Certain limitations of the textbooks developed in the past 2 years were discussed in a recent workshop with Tamil Nadu DPEP. It has now been prepared that a different approach be used for development of class IV textbooks and revision of the class I, II & III textbooks. The approach would have to be a comprehensive one where material renewal is seen as a part of an overall process of pedagogic renewal aiming at modifying

classroom teaching-learning practices. A broad-based group of resource persons would be constituted at the state level who would initiate work after a conceptual workshop during April. The training methodology may also need to be reviewed.

DPEP - II States Andhra Pradesh

- Grants for the TLM have been released for 3 years; and their utility needs to be assessed and new guidelines issued so as to derive maximum benefit in improving the standard of teaching and achievement levels.

Gujarat

- MLL based class I Telugu reader was introduced earlier by APPEP throughout the state. The Mathematics class I book is being trialled by APPEP; class III English workbook is under preparation. The teachers handbooks for class I and II in Telugu, Maths and EVS have been tested in the field.
- The state has planned a workshop to finalise MLLs for classes III-V during March '97.

Himachal Pradesh

- Competency based textbooks have been developed by the Gujarat State Textbook Board and introduced in all schools in Gujarat for class I & II. Textbooks of class III & IV would be introduced on a trial basis from June '97. A review of these textbooks is being undertaken presently by involving the teachers.

Orissa

- At present the textbooks for the primary level are adaptation of the NCERT books. The state has decided to revise its curriculum and develop materials as a part of the larger process of pedagogic renewal. Some of the resource persons have received an orientation on textbook renewal. However, a resource group that would work on materials is yet to be concretised.
- Competency based textbooks for class I were developed and introduced during 1996-97. These were prepared by SCERT Orissa. Some feedback has been obtained from teachers. There has been no systematic trialling. Further work on textbook development has been kept in abeyance since the state is concentrating on orienting its teachers to the MLL approach during 1997-98.
- The textbooks of class I would need to be revised. Also, future development of textbooks and handbooks should be handled by a group of resource persons who have an understanding of child-centred, activity based classroom practices; the SCERT group needs to be made broad-based for this.
- Materials would need to be developed in some tribal languages and the existing textbooks would need to be reviewed for tribal bias.

Looking Ahead

- As the above status indicates, the states are at different stages in the material renewal process. Also, the process followed has been different across states. Limited expertise has been a constraint in some states. Some issues that emerge out of this process are:
 - a. While the concept of MLLs has been internalised in most states, their interpretation in defining the curriculum and development of materials has varied across states. This issue is being discussed with some states. The NCERT is also involved in this process. Resource support is being arranged for certain states where the new material needs further improvement.
 - b. An integrated view of training, materials and classroom processes is now emerging in most states. However this process needs to be strengthened.

At the national level the following initiatives have been taken:

- As a follow-up of the National and Regional Textbook Renewal Workshop off 1995 a Textbook Production Workshop was organised in September, '96. Also a renewal workshop for DPEP-II states was organised during September '96.
- Textbooks, handbooks and workbooks developed in DPEP-I states have been evaluated by NCERT and the reports have been communicated to the states.
- A school readiness package has been finalised by NCERT based on field research which will be tried out in 1997.
- The curriculum and teacher handbook/textbook development process in Kerala was intensively supported by the TSG.
- The textbook development process of the 4 states of Karnataka, Kerala, Madhya Pradesh, and Tamil Nadu have been documented by TSG. Textbook manuscript reviews have been conducted through TSG using resource persons for Haryana and Assam.
- It is proposed to assist individual states in the coming months for textbook renewal process based on specific requests. The Kerala curriculum and material renewal process would be shared with other states at the earliest. A group of resource persons (from among the National Consultative Group and DPEP-I states) would be oriented on the textbook renewal issues so that they could help individual states. States are also being encouraged to use professional help for illustration, design and production issues.
- In certain states (including certain DPEP - I states) the conceptual workshops proposed in the coming months would lead to a more comprehensive understanding of pedagogic renewal including curriculum and material development.

III. TEACHER TRAINING IN DPEP I & II

Status of Teacher Training in DPEP - I States

- Teacher development under DPEP is visualised as an effort at empowerment of the teacher through training programmes, academic on site support and other teacher involvement and motivational activities.
- The stress is on helping in development of skills of the teacher so that they can modify the classroom transaction process to make it more child centred and learning oriented.
- Generally the focus has been on a participatory/experiential training methodology in the training programmes. Some states have also integrated the monthly meetings and other block/cluster level activities to support the structured training programmes. The master trainers are increasingly being drawn from BRCs & CRCs and from among good teachers.

Content

- By and large training programmes evolved in DPEP states lay emphasis on the MLLs, activity based and child centred teaching methods, content areas and creation and use of teaching learning materials. Some states have separate gender sensitisation programmes.

Process

- Some states (Karnataka, Kerala) have realised the need to revise the ongoing teacher training on the basis of the feedback obtained from teachers etc. and are in the process of doing so. Often the nature of the training programme and its objectives has been evolved through a consultative process, with an attempt being made to assess the needs of teachers as well.
- Monitoring and evaluation is looked upon as the key to ensuring quality. Most states have tried out their training package before implementation on a large scale. In some states feedback is taken regularly during the programmes and efforts have been made to make mid-course corrections, however, in many ways this has emerged as a weak area in the programme.

Conduct and Coverage

- The duration of each programme varies from state to state; while Maharashtra has a 10 day training programme, Assam has depended on a short 2-3 day non-residential programme conducted frequently.
- In terms of coverage of teachers in the training programmes, most states have covered almost all teachers at least for one round of training.
- In most states the number of levels is sought to be kept minimum to reduce transmission losses. The SCERT/state resource group trains district or block level resource persons who train teachers directly. In some states the CRC coordinators conduct training programmes at cluster level.
- There are ongoing supplementary activities in almost all states; while

some states have come up with creative ideas like teacher competitions, exposure trips, exhibition of teacher training aids made by teachers, video films etc., others have restricted themselves to newsletters and sammelans.

Support structures

- The institutions involved in training are SCERT, DIET, State and District resource groups, NGOs, SPO, BRCs and CRCs. The extent of involvement varies from state to state depending upon the strength and extent of operationalisation of each. In some states training is largely conceived and conducted by SCERT, in others DIET or BRC resource persons are more active. State resource groups have now been established in almost all states and play an important part in training. Wherever SCERT or DIETs are not strong, the SPO has taken over the major responsibility of planning and implementation of the training programmes; NGOs are involved only in a few states.
- Wherever BRCs have been established, the training is conducted there. Only in some states CRCs are involved in actual training.

State wise Status

Assam

- Two rounds of training (6 and 4 days) have been held on child centered, activity based teaching practices and language/mathematics learning concepts in which all teachers of the 3 districts were covered. Also, two teachers from every primary school have received four rounds of training on competency based teaching (MLLs) for classes I and II (two days each). During 1997-98 training programmes on MLLs for class II are to be held in three rounds.
- The SCERT and DIETs have not been very actively associated with training programmes. District academic resource groups and BRC coordinators are trained at the state level; this group conducts programmes for CRC coordinators.
- Teacher training programmes are conducted at the cluster level where district level master trainers are also present. A lot of effort has been made to reduce the problems associated with the cascade model.

The training material is evolved through discussions in workshops by resource persons. The monitoring and supervision is done by involving state and district resource persons in field level teacher trainings. This has helped in reviewing the programme from time to time and change in direction as and when required.

- No systematic evaluation of the impact of the training programmes has been carried out although resource group members of all levels regularly visit the field to study a classroom processes.
- Additional inputs for teacher involvement include monthly teachers' newsletters, teachers melas, academic workshops for teachers, teachers awards etc. The CRC level monthly meetings of teachers and school

visits by resource persons are also functional though the academic content needs to be strengthened. The Block Resource Groups which were set up some time back need to be given thorough academic orientation so that they could play an effective role in on-site academic support for teachers.

- The lack of capacity in institutions like SCERT and DIETs is a major concern; it has not been possible to establish functional linkages of sub district structures (CRC-BRC) with DIETs and SCERT.
- The total number of teachers in DPEP districts are 10677 out of which 8947 teachers have been trained uptill now (84%).
- Under DPEP the following training programmes have been held:
 - (a) a 2 day non-residential programme for orientation of teachers on DPEP;
 - (b) a 2 day training of teachers at cluster level for preparation of low cost teaching aids;
 - (c) a 10 day training programme for all teachers -- focused on the teaching of language (class I- IV). This also had some inputs on gender issues, multi-grade teaching etc.
- SCERT is the nodal agency involved in specific areas of training such as need assessment, selection of resource persons and master trainers, development of methods/modules, materials, training of master trainers, supervision and follow up activities.
- The SCERT trained master trainers who were identified by BRCs (largely from among retired persons) at block level who in turn trained teachers at block level.
- An elaborate system of monitoring and supervision by visits of SCERT/DIET personnel was undertaken during the language programme.
- The Media Research Centre, New Delhi has conducted an evaluation of the impact of this training. The SCERT has also analysed the 10 day training programme.
- The supplementary activities related with training are: teachers workshops for developing child centred, low cost teaching learning material, workshops for identification of gender bias material from text books teachers' mela, sammelans, newsletters.
- Certain limitations have been brought to light including problems of not dealing with issues of classroom transaction in an integrated manner, (the first training was for language only) the dependence largely on retired persons as MTs and the limited impact of the programme on classroom processes.
- It is now proposed to focus on Mathematics teaching in the next round with further inputs on gender and language. A need assessment has been

Haryana

carried out to find out the content deficient areas of primary school teachers in Mathematics. This would form the basis of the inputs in the training programme.

- In one DPEP-II district (Jind) an innovative, school based training programme has been conceived with an integrated approach.
- The group working on training material preparation and designing of the training programme would need to be made more broad based with more grassroot understanding of classroom issues and activity concepts.
- The total number of teachers in DPEP districts is 27,897 and the total number of teachers trained upto January 1997 is 13,000 (47%).
- DPEP had created a 10 day teachers' training module in 1995-96. This module served as the basis for teachers' training conducted by the BRC faculty. In terms of numbers practically half the number of teachers in each district have undergone the 10 day training. The module focussed on MLL based teaching and ongoing evaluation of learning outcomes and gender issues.

Karnataka

In July 1996 DPEP organised an experience sharing workshop with the BRC coordinators. The workshop resulted in a 2 page document listing problems that leave BRC faculty feeling stamped during the teachers' training programme. A large number of the problems related to the nature of MLLs, the nature of activity teaching and the feasibility of child by child competency based evaluation exist. The workshop was followed up with a two day brainstorming session with a small group to consider revision of the teachers' training module. It was during this workshop that a need was felt to experience activity based training before the teachers training module is recast. This was followed by an exciting six day workshop in TG Halli, Kolar in August 1996. The BRC trainers who have a high school background were attached to primary schools to understand classroom processes better.

The revised teachers training module is currently under preparation. The earlier ones were found to be largely theoretical and far removed from the practical issues in the classroom.

As part of the process of creating the teachers' training manual, DPEP brought out a series of live exhibition panels which summarise the principles and approach to participatory activity based, child centred teaching-learning. This module will provide some flexibility to the trainers; the methodology of training will be participative/experiential.

The linkages of SCERT-DIET-BRC trainers need to be strengthened. Academic on site support is presently not available since CRCs have not been operationalised.

Supplementary activities include wall newspapers, newsletters and teachers' melas.

Kerala

- Total number of teachers in DPEP districts are 1,7410 and the total number of teachers trained upto January 1997 are 10,000. The state had deliberately gone in for a phasing of teacher training; teachers from only 20 schools had been targeted out of 60-70 schools per block. Complete coverage is scheduled only for June 1997.
- There is no in-service teacher training programme other than DPEP in these DPEP districts. The training strategy is as follows:
 - (a) 5 day initial training at BRCs at the beginning of the academic year
 - (b) 5 day refresher training midway through the year
 - (c) Cluster level training through monthly CRC meetings and also school visits.
- The modules for the training of the teachers have already been revised twice. Modern training methods are now being used for providing training to teachers with adequate opportunity for practice through role-play, classroom simulation etc. designed to equip teachers with skills for child-centred, activity-based classroom practices and the preparation of low-cost teaching-learning aids using locally available materials.

The training programmes were supervised and evaluated through groups of DIET faculty from other districts who attended the training programmes as 'observers'.

Questionnaires developed at the SPO were used by the 'observers' who also filed 'impression' reports. Apart from this, a full-time consultant was contracted exclusively for supervising/monitoring DIET/BRC/CRC level training programmes and to report directly to the SPO.

The BRC trainers, with the supervisory support of the DIET faculty, also used the school visits and CRC meetings to get feedback on classroom practices/teacher performances. The feedback from the BRC faculty was utilised to make appropriate changes in the training modules and for continuous revision/refinement of the teachers' handbooks.

'Training-of-trainers' workshops were organised at State and District level for DIET/SCERT faculty to expose them to modern experimental, trainee-friendly training methodology. While there is now a discernible improvement in the training methods being used at the SCERT, DIETs, and BRCs, sustained efforts have to be made to avoid 'slipping back'.

- SRG and SPO is responsible for planning and implementation of the training programmes in the state. SCERT has a limited role in training. Some of the personnel from SCERT are the members of the SRG.

The general training cascade followed is based on the efforts to prevent transmission loss by clubbing SCERT/DIET/BRC faculty as equal participants at the state level training programmes. The SRG consisting of DIET/BRC/primary school teachers/SCERT faculty provide training to BRC

trainers who in turn train teachers at BRC level. The BRC faculty also act as facilitators at the monthly one day cluster programmes. The new role of DIET faculty is to train trainers.

- The training programmes are seen as a part of the overall strategy for promoting child centred activity based pedagogy in the classrooms. Thus these programmes are supported by:
 - a. New teachers' handbooks have been developed by teachers and DIET/BRC faculty. They support the basic pedagogy and promote work teacher initiatives. Ten video cassettes based on Karnataka's teacher's handbook are being developed for use at cluster level.
 - b. A state resource centre for all the reference needs for the training and material development programmes.
 - c. A quarterly newsletter (Karuka) is prepared which will reach all teachers; it is intended to be a clearing house of ideas and experiences in primary education.
 - d. Specific/research and evaluation studies.
 - e. Development of model clusters.
 - f. Proposed valuation of classroom teaching by BRC trainers and DIET faculty.
 - g. Now the state is planning a training of all teachers on the new curriculum which would be introduced from June 97 in all schools.

Madhya Pradesh

- The SCERT has conducted teacher training programmes during 1995-96 and 1996-97. The first phase training was mainly 'Approach based training'. This was to sensitize the teachers of primary classes regarding emerging trends in teacher training, the role of teacher for achieving the aims of UPE and MLL, activity based teaching, multigrade teaching, continuous evaluation, integrating the use of locally available material for developing competencies, the childhood games to promote learning. The training was given to all the teachers of primary classes in 19 DPEP districts. The 2nd phase of training was conducted in 1996-97. The training was of two types: (i) training based on the newly developed package, Seekhna Sikhana and (ii) competency based training on the subject matter of classes I & II. The training organized in the following manner :
 - The State Resource Group train the District Resource Group members at the state level who train the master trainees of DIET; the teachers are trained (residential) at state level.
 - The academic support & monitoring through BRCs & CRCs supplement the training programme. An effort is being made to study & evaluate classroom processes on a regular basis.

Maharashtra

- No systematic evaluation of the training has yet been done.
- Maharashtra had a tradition of inservice training of teachers even before DPEP. DPEP a 10 day MLL training has been introduced which includes varied topics like MLL, hard spots of learning, gender sensitisation, VEC, joyful learning etc. Many of the modules are discrete and the training is also not participatory in nature. Now the state government has prepared a state-wide training programme on transaction of the new competency based textbooks for classes I & II which would be introduced from June 97.
- SCERT trains BRC trainers who in turn train teachers. There is little linkage between the CRC monthly meeting and school visit programme and the training.
- In view of the multiplicity of training programmes that have been organised for the last 2 years a clear direction needs to be worked out. The preparation of teaching learning materials is an important activity of cluster and block level meetings.

Tamil Nadu

- There are about 4 teachers per school in Tamil Nadu out of which about 55% have been trained till now; these teachers are trained once every year.
- Two training programmes have been conducted for teachers
 - (a) 3 day programme on joyful learning
 - (b) 5 day programme on content / methodology for competency based teaching for classes I & II.
- The training cascade followed is State key resource team (SCERT) trains DIET faculty members who train BRC coordinators who then train teachers.
- The training approach is not very participative and the inputs are not very closely related to the requirements of classroom transaction. The trainers are also without much insight of learning processes in schools. The BRC-CRC inputs are not integrated to support the training programme.
- Tamil Nadu DPEP maybe revising its teacher training programmes and the materials based on a conceptual workshop in pedagogy in the next few months.

**DPEP-II States
Andhra Pradesh**

- Andhra Pradesh DPEP banks on the experience gained under APPEP. SCERT and DIETs are being strengthened under DPEP and will be the nodal institutions for training.
- A workshop for developing in-service training package for primary school was held in January 1996 at the state level which was attended by educationists, SCERT and DIET faculty, APPEP subject experts and

teachers. The package developed comprised of modules dealing with professional competencies of teachers, curricular areas (Language, Maths & EVS), and creating awareness among teachers about basic strategies and concerns in DPEP.

- The state and district resource groups have been established and will be involved in training.
- A comprehensive teacher training strategy has to be worked out in detail.
- A visioning workshop has been held in August 1996. The state has identified the resource groups to work in specific areas which will be oriented towards the objectives of DPEP. The resource team from the state has participated in the National Resource Camp organised in February 1997 in Udaipur. Also resource persons and project functionaries from state and district level would be visiting other projects and states to develop an understanding of other good practices.
- A State Resource Centre would be established at GCERT and provide an input in the renewal process. GCERT/DIET will act as convenors/coordinators for various activities such as orientation, exposure programmes and the like. However, their further roles, especially in the process of pedagogical renewal, are to be identified in greater detail.
- To facilitate development of a common academic understanding in the programme, the state will hold a workshop in April '97 on pedagogy issues which will be the starting point for work on teacher training, material development, etc.
- At present the AWPB 97-98 does not reflect any clear, well thought out teacher training strategy.
- The present training package is Tarang Ullas (joyful learning) which may need some modification. While lessons might be drawn from it, a fresh package would be evolved and tried out. It is only after this exercise that it would be decided what the exact duration of training programmes would be. Districts too would be able to make their exact teacher training plans after the earlier processes are complete.

Gujarat

Himachal Pradesh

- The resource teams to work in specific areas have been formed. Some of these resource persons participated in the Resource Camp held at Udaipur.
- A workshop is proposed in April '97 for development of conceptual understanding of methods, child centred and activity based pedagogy as well as basic approaches to the teaching of language, Maths and EVS.
- While work on developing a teacher training programmes can start immediately after developing conceptual base papers, work on textbooks and material can start only after rough definition of curriculum has taken

Orissa

- place.
- The state team has begun work on a strategy paper on teacher training.
 - The training resource group consisting of eminent educationists and experts is being coordinated by SCERT; there is a need to include more persons in this group.
 - The State Resource Group constituted is yet to become functional.
 - A workshop in April 1997 has been proposed to discuss the teacher training strategy. Till then, finalisation of teacher training modules will be kept pending. The present formulations of the modules are loaded with content encompassing too many varied topics like value education, MLL, joyful learning, etc. and the training methodology proposed is largely lecture based. Persons who have a better understanding of classroom processes and concept of child centred learning would have to be involved in this work.

Issues and Looking ahead

While there has been significant improvement in the quality of the teacher training programmes since last year there are certain issues which still need greater attention.

- (a) appropriate methodologies for multigrade multilevel classroom situations need to be evolved, documented and introduced in training programmes.
- (b) Multi-lingualism in classrooms as well as the problem of medium of instruction being different from the language of the children, especially in tribal areas, needs greater attention.
- (c) Establishment of child centered, activity based classroom practices takes time and continuous effort including regular academic support; in some states the intensity of the effort needs to be enhanced.
- (d) Content in some training programmes is over-loaded; a large number of discrete modules have been incorporated.
- (e) The understanding of MLLs is fairly widespread. However their interpretation for classroom processes and training has resulted in greater emphasis on the competencies with a lesser input into issues of classroom teaching methods in the design of training programmes.
- (f) The integration of the DIET-BRC-CRC link and its functioning as an academic chain for feedback and response needs to be strengthened. Also the academic inputs through monthly CRC meetings, teachers' newsletters need to be enhanced.
- (g) Participatory/experiential training methodologies need to find root in some states.

- (h) Strengthening of DIETs and their integration into the DPEP in-service training programmes is a major requirement in most states.
- (i) Though most states have undertaken activities for assessing impact of training programmes through institutions and personnel conducting the programmes, systematic external evaluation of the impact of training programmes on classroom processes has not yet been undertaken in most states.
- The TSG has been interacting regularly with states on issues of teacher training. The process of revision of training modules in Karnataka was supported intensively by the TSG. Assam and Kerala have also been assisted for defining their understanding of child centred classroom processes.
 - The three DPEP - II states of Gujarat, Himachal Pradesh and Orissa were visited by pedagogy teams including NCERT, TSG and Bureau members for assistance in planning of pedagogy strategies. NCERT has attempted evaluation of training materials used in DPEP - I training programmes.
 - Some of the interventions planned for the future would include seminars/workshops on language, Maths and EVS teaching to discuss the common problems faced by teachers in these subjects, helping states to design school experiments in multigrade teaching and follow-up on the concept of model clusters. Along with NCERT, TSG could work on classroom evaluation techniques. The National Resource Camps for DPEP - I & II would provide further inputs and opportunities for sharing experiences and good practices in the coming year. Evaluation of the in-service training in DPEP - I & II (for which the focus would be on support for empowerment) would be undertaken. This needs to be coordinated between NCERT and TSG. DPEP - II states would be specially supported by TSG, NCERT and through resource persons and individuals who have already committed support to DPEP in a national level meeting (December '96).
 - Cross state sharing will be promoted through despatches from the national level as well as sharing/coordination meetings.
 - NCERT would conduct appraisal of the training programmes under DPEP and prepare case studies of effective in-service training practices. Also proposed are studies to ascertain impact of training on teachers' classroom behaviour and development of a training package for enhancing teacher motivation.

IV. CAPACITY BUILDING AND INSTITUTIONAL DEVELOPMENT

- DPEP endeavours to develop a system and network of resource institutions/mechanisms at all levels from national to sub block level. Such a system is necessary to ensure sustenance and continuity of the processes and programmes initiated by DPEP.

- The centrality of DIETs for DPEP interventions and for sustainable pedagogic renewal has been underscored time and again. A long held vision in the country for decentralised academic resource support structures at block and cluster level has been actualised through DPEP. In some states resource groups have been formed mainly at the state level, to provide guidance for academic work. In addition, most states have involved some other resource institutions/NGOs in the pedagogy area. A shared concern across states has been the capacity building of these institutions. The institutions/resource groups discussed below are SCERT/DIETs and state/district academic resource groups.

Status of SCERTs

Assam

- SCERT Assam is yet to become a strong, vibrant institution. It does not yet have a building of its own. Staffing is incomplete and there are vacant posts. Also there has been no systematic attempt at HRD of its personnel. It is not an autonomous body and continues to be a government directorate. Its linkages with DIETs are also not strong.
- DPEP Assam has not been able to involve SCERT as an institution in a big way in academic work. DPEP has managed academic work through formation of resource groups at state and district levels with involvement of SCERT/DIET faculty.
- SCERT should now be integrated in the academic activities of the programme. For this a prerequisite would be the exposure/training of its key personnel into the basic pedagogic vision of DPEP. The additional staff provided under DPEP for SCERT are now proposed to be shifted to SCERT; other infrastructure strengthening activities also need to be expedited.

Haryana

- SCERT is functioning under the Directorate of Secondary Education in Haryana. Three branches are functional: Textbook, Teacher Education and Population Education, NFE and ECE.
- SCERT has a key role in bringing about qualitative improvement in school education through developing and providing a suitable training package to key resource persons for training of MTs for in-service training of teachers. It plays a nodal role in giving academic support to DPEP.
- SCERT has also organised workshops for development and refining of learning and teaching material, training for DIET faculty, development of VEC, gender and ECE training material and conduct of training programmes.
- Since SCERT is a nodal institution for major activities in Haryana, certain issues related to staffing and capacity building need to be addressed immediately. There is a requirement of subject specialists, orientation of educational persons, co-ordination with national level institutions,

adequate training for resource persons, recruitment of additional director since there is immense pressure on the director due to engagement in other activities.

- Also, the major effort in the direction of establishing strong linkages of SCERT with SPO is needed. Although it sends a monthly report to SPO primarily on achievement of targets and financial statement, it lacks information on qualitative expectations of the activities performed.

Karnataka

- DSERT had been involved earlier in the training programmes of DPEP. However, with the revision of modules and the emphasis on linkage with classroom and activity based pedagogy its involvement has reduced.
- A long term plan for revitalisation of DSERT has been drawn up by the state government including new recruitment rules etc. This would take some time to implement.
- Under DPEP - II strengthening of SCERT by creation of additional posts for planning and management, research and evaluation and ECE has been proposed. An effort needs to be made to motivate and actively involve DSERT in pedagogic renewal work.

Kerala

- The SCERT in Kerala came into being about 2 ½ years back. It is an autonomous institution. Though SCERT has been involved in some DPEP activities, it has failed to provide the lead role as envisaged.
- At present only 14 faculty members are in place at SCERT against 73 academic posts; DPEP funds provided for additional posts and programmes have remained unutilised.
- The recent evaluation by TSG indicated that there is a lack of understanding of the roles and functions of various departments. At present DPEP is carrying on most of the activities of curriculum, materials development and teacher training in DPEP districts. However, in the interest of institutionalisation of the achievement of DPEP, it is necessary that SCERT must be strengthened and vitalised.
- The state government have been asked to prepare an institutional development plan for SCERT including role of institute, job profiles of faculty members, staff development plan and likely programmes to be taken up within 31st March 1997. On this basis capacity building plans for SCERT need to be finalised and carried out.

Madhya Pradesh

- Under DPEP, 18 additional posts have been created out of which 7 are vacant which include 6 academic posts. The state now prefers appointment of personnel to these posts on a permanent basis.

- The workload on SCERT (academic and administrative) would increase with the addition of 15 new districts.
- SCERT is in the process of being reorganised. GOMP has appointed a committee to suggest restructuring and the extent to which it be granted autonomy.
- SCERT is responsible for material development, teacher training and research, evaluation and studies. The academic monitoring process followed in the state links SCERT directly to schools since information from CRCs is passed on to the blocks and through it to DIET and SCERT.
- Linkages with other institutions and organisations like Eklavya, Digantar etc. have been established; the linkage with SPO is at present quite satisfactory.

Maharashtra

- MSCERT has a major responsibility in DPEP academic work for which a separate DPEP cell has been established in it.
- Training modules for teachers, VECs, Mahila Prabhodh programme, teaching-learning materials have been developed by MSCERT. Now the MSCERT will be implementing the state wide MLL training programme for class I & II textbooks.
- DPEP cell needs to be strengthened urgently. There are only 3 people in this cell out of which two are at the level of class III officers. Besides these duties of DPEP, they are assigned other duties as well, from time to time.
- There is an urgent need of establishing proper channels for information flow within the department as well as with SPO; effort also needs to be put in for establishing linkages.

Tamil Nadu

- The DTERT came into being in 1990 (The SCERT has existed since 1976). The infrastructure is fairly satisfactory. There are 26 academic positions of which only one is vacant. The recent TSG study indicates that there is lack of clarity of roles and mandate. There is also an apparent lack of receptivity to new ideas and training methods. The linkage with DPEP is not strong. This is despite the fact that DTERT is responsible for conceptualising and implementing most of the academic activities of DPEP.

DPEP-II States

Andhra Pradesh

- SCERT has 13 functional departments with 15 professors and 18 lecturers along with a programme officer and a programmer; subject supervisors, school guidance worker and a special educator are also positioned.
- New departments of Educational Planning and Management, ECE, Tribal

Education, Girls' and Womens' Education and Community Participation are proposed. Some equipment is also proposed to be provided from DPEIP.

Gujarat

- SCERT is active in academic work of development of material, training, research etc.
- GCERT came into existence in 1990. It has the sections of curriculum, language, science and maths, research, teacher training, population education, vocational education and audio visual sections.
- There are 12 readers and 14 research fellows.
- At present there is no hostel facility at GCERT. Under DPEP it is proposed to provide hostel facility; additional cells for non-formal, tribal development, women's development and planning and management have been proposed under DPEP. Renovation of the GCERT building has also been proposed. There would be a need for a systematic institutional development plan for GCERT at the earliest since most of the academic activities under DPEP are to be taken up by GCERT.

Himachal Pradesh

- SCERT exists but is weak. There is a proposal in DPEP plans to strengthen it. However the proposal is only for some additional staffing. An institutional development plan has not been formulated. Moreover there are hardly only faculty members of SCERT with a background of school education.

Orissa

- The SCERT is a fairly strong institution. A DPEP cell is proposed to be established at SCERT. The SCERT would find it difficult to adapt to the demands of DPEP especially for development of textbooks and training programmes in view of the present traditional outlook. The resource group constituted at SCERT for training material development consists mostly of eminent retired educationists. There is clear evidence of lack of understanding between the SPO and SCERT.

Issues and Looking ahead

- The contribution of SCERTs to the programme has been of different level and quality across states. In Maharashtra, Haryana, Tamil Nadu and Madhya Pradesh, SCERTs are responsible for almost all academic activities. In some states the staffing is inadequate or the personnel are not suitably trained or oriented. Also the institutions like SCERTs are taking time to adapt their style of functioning to the demands of the programme. Capacity building of faculty members and institutional development plans are the need of the hour. The strengthening and involvement of SCERTs and the linkage with DIETs and sub-district structures would be crucial for

institutionalising the processes being established under DPEP. This must be taken up on a priority basis by the state governments.

- The Institutional Development Study on SCERT and DIETs would provide a starting point for work in 4 states of Tamil Nadu, Kerala, Assam and Haryana. It is proposed to enlist resource support from individuals and institutions to assist states once they decide to take on institutional development activities (SCERT/DIETs). The TSG would work in association with NCERT for this.
 - The process of providing adequate staff to the DIETs is underway in most states. But there are yet concerns of inadequate staffing and the quality of personnel in the DIETs. DIET faculty have been involved in all states in conduct of training programme at district and state levels and academic monitoring. In some states DIETs have taken up action research. In general DIETs have been able to respond better to the demands of the programme than SCERTs.
 - However institutional development (of DIETs) is yet to be attempted. If DIETs are to play a leading role in guiding BRCs & CRCs in the long run, systematic orientation of faculty and clear role definition must be done at the earliest.
- District Institutes for Education and Training (DIETs)**
- Vacant posts in 5 DPEP DIETs, are being filled up. However, except in one DIET, from among the available staff a full time team is set aside for in-service training in DPEP. Except in one DIET the team members have experience in primary education and training. The curriculum and material development and the planning and management branches are also functional.
 - DIETs have carried out a number of activities related to training and material development and are fairly active. They would be a very important link in the process of pedagogic renewal in Andhra Pradesh.
- Andhra Pradesh**
- In the DPEP - I districts only Darrang has a functional DIET. In Morigaon and Dhubri a few faculty members have been posted but it does not exist as an institution. Districts of Karbi Anglong, Bangaigaon do not have a DIET. The DIET at Barpeta is non-functional.
 - Even where DIETs exist the institutions are not active and vibrant. No systematic programme of orientation of faculty has been taken up. There is little guidance from SCERT. In service training has not been carried out by DIETs in Assam. The physical faculties are also inadequate in most DIETs.
 - DIET faculty from a part of the District Resource Group. The overall responsibility for in-service training has not been taken over by the DIET.
- Assam**

- Capacity building of DIETs would have to be a major activity under DPEP Assam.
- Himachal Pradesh**
- Out of the 4 districts only Lahaul Spiti does not have a DIET. However, the DIETs are understaffed. Recently some appointments have been made. Some exposure has been provided to some of the DIET personnel recently.
 - Further recruitment of staff is in progress. However new personnel would also not have primary education experience. A staff development plan for DIETs is to be prepared by Himachal Pradesh.
- Gujarat**
- The staffing is inadequate.
 - Gujarat DPEP will be using DIETs as nodal agencies for all pedagogy work. The GCERT has good linkages with DIETs. The DIETs in Gujarat have also been involved with the Tarang-Ullas (joyful learning) training. DIETs have proposed action research and work on material development. They are actively involved in the DPEP planning and readiness activities.
- Karnataka**
- Staffing is not adequate in most DIETs.
 - DIET as an institution is not able to take on complete responsibility of the inservice training, however individual faculty members are providing significant support. The BRCs are now the focal points of the training programmes.
- Kerala**
- DIETs in Kerala are functional and their role in DPEP is related to training of trainers.
 - DIETs are not involved in the planning of activities as of now. But most of the faculty members are involved in field visits including school/class supervision, guidance, CRC/BRC visits etc.
 - There is a need for a clear staff development programme.
- Madhya Pradesh
DPEP - I & II**
- DIETs still remains under-staffed and on an average only 50% of academic staff is in place in DIETs.
 - Of the 15 expansion districts each has a DIET in its headquarters. Each has adequate space and equipment for organising in-service teacher education.
 - DIETs are involved in textbook development, teacher training, training of master trainers, trialling of teaching-learning packages. Full time staff

earmarked for in-service training. Linkage between SCERT/DIETs/BRC/CRC is fairly strong.

Maharashtra

- DIETs in DPEP - I districts have been established. They play a key role in in-service training of teachers. The staffing position has now improved. In DPEP - II districts DIETs are in the process of getting established/operationalised. Two of these districts is (Beed and Jalna) do not have DIETs at present.

Orissa

- Out of the 8 DPEP districts, 5 have DIETs. Recently the staffing position has improved. However capacity building of the personnel would be a major requirement if DIETs have to coordinate teacher training activities at the district level. In other districts secondary teacher training institutions have been identified for upgradation. However to start training activities in these districts early it has been suggested that district resource groups be formed including persons from TTIs, good primary school teachers, etc. who could be given an initial orientation.

Tamil Nadu

- DIETs are well though not appropriately staffed. However physical facilities are inadequate in some DIETs. Linkage between DTERT & DIETs need to be strengthened. So also the linkages between the DPO - DIET and DIET - BRC.

Issues and Looking ahead

- For institutionalisation of pedagogic processes being established under DPEP, DIETs will have to play a key role. It is therefore essential that states take up institutional development of DIETs as a priority area. Issues of staffing, and provision of physical facilities are of course of immediate concern. Also capacity building of personnel through orientation programmes at state level, exposure visits, attachments with other organisations, conduct of action research etc. should be taken up.
- At the national level it is proposed to work with a few DIETs identified by the states for institutional development as model DIETs. Also an attempt will be made to work for strengthening of linkages of DIETs with sub-district structures (BRC-CRC). NCERT would also be working with 1-2 DIETs for institutional development.

IV c. State Resource Groups

- In an effort to broad-base the resource support available for pedagogic renewal, most states have constituted resource groups: (variously named as State Resource Groups or Technical Support Groups) The composition of these groups and their roles differs from state to state. The Project Agreement for DPEP - II stipulates that each state shall establish a state

level technical group to assist in development and implementation of quality improvement (pedagogy) programmes.

The position regarding SRGs in various states is as follows:

Andhra Pradesh

- A state level resource group has been constituted which includes Commissioner and Director of School Education, Director SCERT, SPD DPEP, Dean of Education of Universities, RIE Principal, DECs, DIET Principals and some NGO representatives. Such a large group can also be advisory in nature. Role definition is yet to take place. AP may need a core group which could work on pedagogy issues on a regular basis.

Assam

- Since the SCERT could not respond to the requirements of the programme, Assam was one of the first states to set up resource groups at state and district level. In fact the state academic resource group comprises members from SCERT, SPO, DIETs and NGOs. A core group of this SRG conducts day to day functions of monitoring district and sub-district academic activities, providing feedback to the Project Director and responding to field requirements.
- The district resource groups were formed first. The core of the district group are the DIET faculty. Also included are Programme Officer (TT), BRC coordinators and some good teachers. The district ARG works for capacity building of BRC and CRC coordinators, also prepare agenda for block and cluster meetings, school visits, conduct of action research and responds to requirements from cluster and block levels. The district ARG is yet to develop as a resource centre.
- The state ARG core team members attend the district ARG meetings every month. Even now the DIETs have not been strengthened and the district ARG needs to be supported through more systematic HRD activities.

Haryana

- Haryana had initially formed six different resource groups to provide technical help for quality improvement in primary education on training (housed within the SCERT) development of textbooks, monitoring, evaluation and research, planing and management, women's education and NFE and another group on teacher training which included representatives of DIETs and DPOs.
- These groups have been more functional rather than in the nature of think tanks. However to a large extent work on textbook renewal and teacher training has been the responsibility of SCERT.
- Recently a Technical Support Group has been formed with people from diverse backgrounds. The first meeting has taken place only last month. It

is still not clear how this TSG would function and how it would interact with the SCERT which has the primary responsibility of academic groups. If effective interaction between this group and SCERT is established it is likely to enrich the inputs into the training and material development activities.

Kerala

- There is a state resource group of about 55 persons including SCERT, DIET, BRC faculty and carefully selected teachers. The SRG members form a think tank as well as actually carry out activities of training and material development. This group has been the nucleus of pedagogic renewal in the state including revision of teachers' handbooks, training modules and the new curriculum. The significant aspect is that the group includes academic experts as well as field level personnel so that there is regular feedback on their work and it remains relevant to the school conditions.
- The SRG also performs functions of academic supervision on a regular basis. Most of the SRG members have visited other projects and programmes in other states.

Madhya Pradesh

- The state has a Technical Resource Support Group (TRSG) consisting of experts and eminent educationists from within and outside the state. The group has provided guidance in the process of teaching-learning material development and its trialling. On a regular basis agencies like SCERT, Eklavya (NGO) and Shikshak Samakhya have been working together on material and training work with coordination from SPO.

Tamil Nadu

- A state core team for training programmes has been constituted which includes personnel for DTERT, DPOs and a few university faculty members. However the group is not very active. The state may now consider formulating a more broad based group with gender representation from DIETs and other agencies which could actually work on material development and training.

Maharashtra

- Five state level resource groups have been established on research and evaluation, on media, women's development and on alternate schooling.
- On each of these, subject experts, non-governmental organisations, state level technical institutions, and field functionaries are represented. These support groups will plan training inputs for district, taluka and cluster level groups, maintain quality checks on programme intervention, review the training in their area and suggest innovations. The groups will also advise MPSP on implementation of different strategies both in DPEP I and II districts.

- However in the area of pedagogy there is yet no TSG. There is a problem of coordination of academic inputs between SPO, SCERT and MIEPA. The SPO needs a core group to work on academic issues.
- Himachal Pradesh**
- A state Resource Group has been constituted. Some of these persons attended the National Resource Camp at Udaipur in February '97.
- Orissa**
- A state resource group of 20 persons has been formed including SCERT and DIET faculty, SPO personnel and a few other educationists. Its role definition is still not clear. The functioning of this SRG for training and material development tasks seems to presently overlap with the work assigned to the SCERT. Orissa has also decided to constitute District Resource Groups where DIET faculty members will form the core. The process will be extended to block levels also.
- Block Resource Centres - Cluster Resource Centres**
- No pedagogical renewal can really take root in the absence of support structures at the grassroots level. Hence the creation of resource centres at the block and district level in DPEP. The main roles of these sub-district institutions pertain to provision of teacher training and related inputs at a level as close to the school as possible, to provide on site support to the teacher at the classroom level and to cull feedback that can be utilised to shape and refine the nature of inputs being made, in terms of addressing teachers' needs as well as bringing them up to an acceptable level of quality.
- Assam**
- In Assam the BRCs focus on providing academic support to teachers as well as the CRCCs, provide a link between the cluster and the district/state level, and coordinating various DPEP activities such as VECs, NFE, ECF, etc. Suitable rented accommodation is being used at present and the minimum equipment and resource material required available in all BRCs.
 - Specific tasks of the coordinator also include trying out new methodology in schools, administrative and academic coordination, school visits, selective participation in cluster meetings of teachers and district level Academic Resource Group meetings, and providing feedback of field visits.
 - Selection of BRC Coordinators has been held through written examination and interview. Capacity building includes specific training programmes, exposure visits and continuous involvement in various DPEP programmes.
 - Among the problems confronting the BRCCs are issues such as high enrolment in situations of limited space and teaching staff, non-acceptance of the new methodology by some of the teachers and community members, lack of quality and competence on pedagogical issues.

Haryana

- Personnel placed at the cluster level typically have primary school teaching background and have been selected through a fairly participative process. Enthusiasm and a background from among the special focus group has also been taken into consideration. Though oriented in a 10-day workshop, their training is seen as a continuous and holistic process, including inter district visits and exposure trips outside the state. At present, lack of facilities is a major issue affecting the functioning of CRCs.
- Of the 28 BRCs, construction has not been completed for any. Similarly, of the 266 CRCs planned, 226 have been established. While seniority and qualifications are emphasised for selection of BRCCs, this is somewhat less so in the case of resource personnel. Retired persons and those from the open market are included.
- In addition to data collection, the CRC level acts as the basis of the extended training programme through the monthly meeting in which half the teachers meet on the first Saturday of the month, with the rest meeting on the third Saturday.
- While training is held at the DIET level, it is planned that next year training will be held at the cluster level by the BRCC and her resource team.

Karnataka

- The sub-district structures here are located in the context of a four-tier training system, comprising the DSERT, DIET, BRC and CRC. The DSERT has been involved in the creation of training packages, and in conduct of exemplar training. DIET faculty have been associated as nodal officers in the BRC training, with the main training institution in the DPEP districts being the BRCs.
- Consequently, BRCs have been established in all 40 blocks, each comprising one coordinator and five faculty members. To date, BRCs have conducted training of practically half the number of teachers in each district.
- There has been delay in operationalising CRCs. This delay has been because it was initially proposed that high school teachers be appointed as CRC co-ordinators in keeping with the pattern of school complexes. On rethinking, however, the selection was changed to drawing faculty with experience in primary school teaching, enabling the CRC coordinator to relate to the academic and administrative problems faced by the primary school teacher. A concept paper on CRCs has, however, been prepared and approved by the Executive Committee of the DPEP, Karnataka. Selection of personnel is in its final stages, following scrutiny of applications at the district level.

- Major priorities ahead for these structures pertain to conducting various training programmes and provision of resource support and materials, as well as follow up visits to schools. Lack of buildings, shortage of reference material and an inability among the BRC personnel to outgrow lecture based communications are some of the problems to be addressed. To overcome these hurdles, the state intends to create participatory training package, conduct training of trainers, develop 'resource collectives', build an activity bank and provide recurring training to BRC personnel in this participatory mode.

Kerala

- Of the 25 BRCs in the state, construction has been completed for 17. Similarly of the 167 CRCs planned, 34 have been completed. In Kerala, the CRC personnel are located as a large team at the BRC level, enabling teacher training to take place at the BRC. Priorities for teacher training at the BRC level are to develop teacher competency and facilitate material development.
- Monthly meetings of teachers at the cluster level are considered important, with a core resource group meeting prior to every meeting to plan and prepare for it. Every meeting includes sharing of experiences, discussions on identified academic issues and planning for the coming teaching month.

Problems facing these structures include:

- procurement of raw material, lack of storage and the poor quality of teaching-learning aids
- lack of adequate resource persons to train teachers
- lack of in depth experience sharing and collective solutions.

To address these problems, the state intends to:

- set up resource centres for materials
- develop a pool of local and outside experts, develop core resource groups, take help from the field and NGOs, provide exposure to other programmes
- hold training of trainers
- create greater opportunities to involve CRC heads
- share ideas through newsletters by each CRC.

Madhya Pradesh

- As of now, 198 BRCs and 2962 CRCs have been established in the state, with coordinators having been appointed at each centre. In addition to coordination, training, feedback and follow up roles, each coordinator is expected to facilitate information flow, identify and correct financial bottlenecks, check whether funds reach where they are intended to and are utilised, and convert the AWP into monthly plans.
- With the functioning of the SIEMT in the state, a major input to be made would be in terms of a vision building module, emphasising holistic planning till every activity is achieved. This is a very interactive module, with hands on exercises including QPR on dummy data.

- A major problem has been that the lack of a good relationship between the BEO and the BRCC.
 - At the cluster level, the monthly meetings of teachers are a significant part of the drive to improve quality as well as to have a decentralised management system. For its integrated project monitoring system the state uses these meetings as a medium for collection of information. Formats for specific activities -- such as the Shishu Shikshan Kendras are filled and move upward fairly rapidly. A review is undertaken and influences the educational activities undertaken.
 - Specific dates have been fixed for meetings at various levels. On the day of the monthly meeting, the school is closed to enable all teachers to be present.
 - The essence of the cluster meeting is academic. The educational activity to be undertaken in the meeting is determined according to the unit(s) being taught, as well as by the social educational context. There is an effort to obtain information on the specific learning objectives for that time / duration. the participants. Useful and / or innovative activities are shared by the coordinator and/or teachers. As the SPO has issued tape recorders, this is made use of for documentation, enabling participants to generate a cassette of any worthwhile discussion.
 - There is also a session of around two hours on financial issues in which, among other issues, grants to VECs and their utilisation of the money is discussed.
 - The state level office brings out a newsletter for teachers, while some clusters also bring out their own bulletins. Coordinators send innovative activities seen in the field, to the SPO; from here, once included in the state wide news letter for teachers, this disseminates to a larger audience.
- Maharashtra**
- The state has 34 BRCs and 639 CRCs.
 - At the block level, the BEO is the director of the BRC, with support from an expert team. The roles of the BRC are purely academic. Monitoring and follow up is in regard to training, and in terms of how classroom processes have changed.
 - The monthly CRC meeting is more like workshops where model lessons are read and teachers exchange experiences. There is also review of feedback and discussion on shortfalls, along with discussion on how to improve classroom transaction.
 - To facilitate the school visits by the CRCC, a monitoring instrument with a 10-point format has been developed to gauge whether there is involvement of children in the learning process in the classroom. A support system using DIETs is being developed.

Among the difficulties experienced at the field level are the following:

- older teachers seem to be more resistant (though younger teachers who have been taken in DPEP are more receptive)
- translation of training into classroom practices is still not visible to the extent desired; an NGO is being engaged to observe the methodology and point out the kind of corrections required
- vertical linkages between BRC and CRC are weak and need to be strengthened.
- In addition to involving NGOs at the BRC training programmes, 'lab' CRCs and BRCs are being set up, where model sub-district structures may be evolved and used as a basis for learning before larger scale implementation.

Tamil Nadu

- With BRCs located at the Panchayat Union level, Tamil Nadu has 72 BRCs and 697 CRCs in the four districts of DPEP I.
- Each CRC functions as a resource centre for 30 to 40 teachers from 10 to 12 schools. It is run under the care of a coordinator. The coordinator is generally an experienced Head Master who has proven academic inputs and potentials. An assistant coordinator is also appointed following the above said norms.
- The CRC monthly meeting is held for 3 hours on Saturdays, i.e., on non-working days. To facilitate monitoring of CRC meetings, they have been staggered and BRC supervisors take part in these meetings. One BRC member is always present. Roughly 8-10 schools and around 50 teachers participate in these monthly meetings.
- CRCs are mainly academic structures to solve academic problems and issues. No matters other than the academic are allowed to be discussed. Activities include preparation of teaching learning materials, model lessons, and guest lectures from resource persons.
- From the next year there will be training activities at the cluster centre.
- A National Sharing Workshop on sub-district structures was held in November '96 which helped to highlight the issues of selection of personnel, administrative problems of BRCs and CRCs, linkages with DIETs and the need for a continuous capacity building of these structures to empower them to play their role of teacher support effectively. The DPEP - II states which are in the process of defining the roles of these resource centres and identify personnel also benefited a lot from this workshop.

V MAJOR NATIONAL INTERVENTIONS IN PAST FEW MONTHS**1. National Resource Camp**

- A 10 days National Resource Camp was held in Udaipur to train/orient state level resource groups of DPEP - II states. The focus was on the concepts of activity based teaching learning, understanding of language, Maths and EVS learning and the attributes of good materials.
- The Resource Persons included people from DPEP I states, Bihar, Lok Jumbish etc. among others. A group of national level Resource Persons were constituted to work out the outlines of the camp and to write some of the modules.
- 119 persons participated (incl. RPs). The training was entirely participatory and experiential in nature.

Training in Conducting Visioning Workshops

- During the Resource Camp, teams from DPEP II and DPEP I were trained in conducting visioning workshops at district and sub-district levels.
- 2) **National sharing workshop on sub-district structures (BRC-CRC 12-13th November) where DPEP - I & II states participated**
 - 3) **National Consultative Groups**
 - Some consultative groups has been formed at the national level. A meeting of this group was held in December 1996 since it was necessary to get together a group of RPs either functional area-wise or as a combined group to advise and suggest strategies in pedagogy and to use some of them to assist individual states in work relating to curriculum and material development, teacher training etc.
 - The attempt is to try and organise pedagogic guidance to the states in a more systematic manner. At present some states (due to their interest and openness) have accessed some of these individuals/institutions much more than others. Now the states are more aware of the resource available at different locations which they could request for directly or through the bureau.
 4. **Attachment/exposure/networking with other states and projects**
 5. **Meeting of the Maths Group to find out the inputs that can be given to states in terms of preparation of textbooks/supplementary reading materials, teaching methodology, content upgradation modules for difficult areas etc.**
 6. **Process documentation of textbook development in Karnataka, Kerala, Madhya Pradesh and Tamil Nadu**
 7. **Identification of children's material for national exposition workshops**
 8. **Materials Mela Proposed in April**

9. State specific inputs by TSG

Haryana

- review of textbooks
- linkages with resource persons and institutions

Karnataka

- revision of teacher training programmes
- feedback on gender aspects, micro planning and VEC training modules
- role and functioning of BRCs and CRCs
- training of trainers

Kerala

- inputs in textbook development
- revision of teacher training programmes
- curriculum review

Maharashtra

- training of CRC coordinators

Tamil Nadu

- review of textbooks
- planning of pedagogical renewal inputs for 1997-98

DPEP-II (Gujarat, Himachal Pradesh, Orissa)

- undertook visits to facilitate planning and implementation of DPEP

Priorities for Future

- The DPEP - I states have been working on improving the effectiveness of inservice teacher training programmes in the past one year. Progress has also been made in development of new textbooks in all states.
- While work on textbook renewal and continuous improvement of the training programmes must go on, the focus of all pedagogical improvement activities has now got to be on classroom transaction.
- Many states have started to study the impact of different processes on classroom transaction. In the lower classes there has been a significant change in the overall environment and teacher-child interaction. This needs to be consolidated and extended to the higher classes with a greater focus on the process of learning. Such an emphasis would mean that project functionaries at all levels, and especially BRC-CRC should focus complete attention on the school and the classroom.
- Apart from this overriding concern the following areas need greater attention (DPEP - I states)
 - (i) Linkage of academic site support through BRC-CRC with the overall teacher training programme. The DIET-BRC-CRC linkage would also need to be strengthened.
 - (ii) Capacity building in the DIETs

- (iii) Pupil evaluation and classroom observation techniques
- (iv) Strategies of multigrade teaching and handling of large (over crowded) classrooms are areas of concern for some states.
- (v) Quality of textbooks, workbooks and teacher handbooks being developed.

- The approach in the past 6-8 months has been to provide for orientation and sharing of experiences in the areas of textbook development and production, sub-district structures (BRCs-CRCs) and alternative schooling. Also the TSG has worked with some states (Karnataka, Kerala and Assam) on specific issues of training, module development, curriculum renewal and academic on site support. DPEP-II states have been supported by way of visit of pedagogy teams for planning assistance and the holding of National Resource Camp for DPEP-II State Resource Group personnel. Cross state learning has also been arranged, encouraged and supported.
- The NCERT during the last one year has concentrated evaluation of teaching-learning materials proposed in DPEP-I states, documentation of good practices in teacher training and multigrade teaching, appraisal of training material developed in DPEP-I states. However the utilisation of such evaluation and appraisal reports has been disappointing.
- During the past few months the states have clearly indicated that national workshops serve a limited purpose since the requirements of each state vary considerably. Evaluation and appraisal of training programmes and materials (desk exercise) is also not of much use since they do not help in providing a direction for further improvement.
- During the 2 day meeting on 3rd-4th March with NCERT/TSG/NIEPA & IGNOU (distance education programme) the feedback from the states was clear that they would prefer resource institutions including NCERT to work in the states with the local resource persons to help build capacity and evolve training strategies/modules and development of TLM and other activities in a collaborative exercise. After this feedback the NCERT is reworking its Annual Work Plan for 97-98. The thrust areas indicated by NCERT include:
 - (i) work on activity based, joyful learning approach
 - (ii) action research on multigrade teaching strategies.
 - (iii) development of guidelines on competency based pupil evaluation and preparation of item pools for diagnostic tests.
 - (iv) study of functioning of BRCs/CRCs
 - (v) monitoring and evaluation of inservice training of primary teachers
- The final shape of these activities would be decided on the basis of

The Way Forward

interaction with the states and their priorities. The activities would be defined state-wise (for RIEs & NCERT HQ). The focus would shift away from mere appraisal, post activity evaluation and preparation of national level guidelines. They would have a complete field orientation.

- The TSG would also work largely with individual states for providing resource support in teacher training, textbook renewal and DIET, BRC, CRC capacity building. The work would be based on specific request from DPEP states. Even here, the approach would be to organise resource support through individuals and resource institutions available throughout the country. For this purpose preliminary meetings have taken place with such individuals and institutions.
- It has been seen in the past one year that the textbook renewal processes in the states need greater support in terms of capacity building of the textbook teams and also their orientation for understanding the role of the TLM in promoting and supporting an activity based child centred classroom transaction. Along with NCERT, the TSG would specifically target states where evaluation of textbook has shown that an improvement in quality is required.
- Evaluation of functioning of BRC-CRC and linkages with DIETs has been planned by NCERT and TSG.
- Capacity building of DIETs would be a priority area for work in 1997-98. A mix of strategies would be adopted including development of model DIETs, NCERT (incl. RIE) conducted orientation programmes, attachment and exposure visits with other organisations and NGOs etc.
- In the area of multigrade teaching there have been efforts in some states. The visit to Escuela Nueva some time back has also provided inputs into this effort. From the national level TSG & NCERT would help interested states to design action research interventions in some schools (on a cluster basis) for multigrade teaching. Development of self learning materials would form a component of this work.
- Cross state learning would be encouraged through sharing of good experiences which have been documented, visit of resource persons to other states, despatches about important events in states etc. This would be especially important for DPEP - II states.
- For DPEP - II states in the next few months, there would be more intensive interaction with the objectives of:
 - (i) initiation of pedagogic renewal through holding of conceptual workshops. An important point would be to take into account the work that has already gone on in these states especially in Gujarat, Andhra Pradesh and to a limited extent in Orissa.
 - (ii) work for capacity development of the resource groups at state and district levels.

- Care has to be taken that these states should not develop a dependency on national level support. They should evolve strategies and materials on their own with some participation from external resource persons.
- The IGNOU Distance Education Project would be working with states on teacher training and development of print, audio and video material for training. The approach has to be definitely one of collaboration with states to understand their needs and then provide some professional help. It is important that at the national level support for NCERT, TSG, and other agencies is dovetailed with proposals of the Distance Education Programme.
- During the coming year there would be much greater coordination with NCERT and IGNOU in the areas of pedagogy to ensure that states' needs are met through all possible resources.

Alternative Schooling

DPEP is committed to provide quality primary education to all the children in the age group 6-14 years. A very large number of children remain out of formal school system. Some of them never join schools and some of them leave without completing their primary education. Reasons for their not being in schools partly lies in our schools itself and partly in the socio-economic conditions of our society. While a number of interventions are being attempted to improve the effectiveness of the formal primary schools, the fact remains that the school system can not reach out to all the children. Alternative schooling (AS) programme is striving towards developing effective systems that can meet the diverse educational needs of children who have remained out of school. The reasons for their being out of school are varied and it requires multiple strategies to cater to their needs. One important understanding that has emerged from the past experience is that there can not be uniform programme for all these children. A decentralised planning with participation of local village community is required for AS. School mapping & micro-planning would become the basis for identifying clienteles of alternative schooling and also for planing for their education.

So far the government's NFE programme has been the only strategy available for catering to the educational needs of out of school children. Evaluations of the NFE programme have shown shortcomings due to the standardised structure and approach and certain other administrative problems.

Also in the existing NFE programme the duration (2 years), curriculum, text books and other aspects are designed for the children of 9-14 age group. When children of 6-8 years are also covered under this programme, some of the assumptions on which NFE programme design is based, do not remain valid.

Madhya Pradesh & Assam introduced NFE/AS interventions during 96-97. Haryana & Maharashtra made a beginning during 96-97. Tamil Nadu has been preparing for starting NFE centres during the past few months.

**Progress in DPEP
States
Assam**

Ninety NFE centres have been set up in three clusters of the three districts on a pilot basis. The important features of the programme are the innovative aspects of community involvement in instructor selection, and supervision and innovative method of evaluation. Some of the important features of the NFE programme in the state are, preparation of new textbooks and other materials, and intensive and recurrent training

programmes for the instructors and supervisors. The programme has had a lot of inputs from the PROPEL (IIE, Pune) model of NFE. Further work is being done for enriching academic inputs in training programmes. More financial investment in the programme compared to existing NFE programme has been made. Children's festivals have been organised to make learning joyful and activity based. It covers children of the 9-14 age group and the duration of the programme is of two years divided into four semesters. State will have to think about the children in the age group of 6-8 years and suitably amend the duration and training of the programme. Training should include multigrade, multilevel teaching strategy and the free pace of learning for children has to find acceptance in the NFE programme.

Assam has also designed a programme for improving *Maktab* education which is an encouraging feature. Large number of children specially girls, belonging to minority community receive religious education in *maktabs*. Now literacy and numeracy skills have been imparted in the *maktab* based education. This is an important intervention which could be gainfully studied by other states also.

Haryana

Ninety four NFE centres were planned to be set up in the four districts during 1996-97. Of these the similar number were to be set up by Bharat Scouts and Guides Association and eight by Environment Society and 78 by the DPOs. Two centres have been started by the Bharat Scouts and Guides Association. The DPOs have done the work of survey, site selection, volunteer identification, etc. Centres were expected to start by December 1996. But the centres have not become functional. A lot of work needs to be done for conceptualising a good alternative schooling model in Haryana based on micro-planning, identification of needs of the target groups, etc. The training proposed for NFE instructors during March, 1997 also needs to be conceptualised in a comprehensive manner.

Karnataka

Karnataka has proposed NFE/AS based on micro-planning exercises. The requirement of AS and the characteristic of the programme are likely to emerge from this exercise. The micro-planning exercise needs to be initiated at the earliest. The state is also working with Rishi Valley School for development of self learning materials. Further work on conceptualising the characteristics of the AS programme is to be taken up.

Kerala

The State had not proposed any AS activities in the first two years. There are remote inaccessible tribal/coastal areas several pockets where children had never been to school. Most of these pockets would never be covered by the formal school since the number of children available in these pockets is much less than the specified number for opening

schools.

Kerala has proposed opening of 30 multi-grade, single teacher schools on experimental basis in 3 DPEP-I districts. These are multi-grade schools for which the state society has gone in for a comprehensive arrangement with Rishi Valley School. The stress is largely on development of self learning materials and training of the teachers for multigrade, multilevel situations. The training programmes at all levels and development of material are well underway.

Madhya Pradesh

The State has set up 311 projects for Alternative Schooling with 3110 schools. Each school has two teachers and there is a supervisor for every 10 schools. The State has taken help of Digantar an NGO running innovative primary education programme in Rajasthan, for training of supervisors and district resource group members and also for evolving new textbooks and other additional teaching learning materials. The training programmes for teachers and supervisors is of 21 day duration. The DIETs have been actively involved in the training programmes of these AS functionaries.

The State has evolved a well designed management and academic support structures for AS programme and these structures have been made functional too. Community support has been ensured in selection of AS teachers through the village panchayats. Responsibility of procurement of materials for AS has been given to the block procurement committees. 47 new units (470 schools) of AS have been proposed. A concurrent evaluation of the programme by Digantar, SCERT, RI, Bhopal, is going on. The results of this concurrent evaluation will be available by March 1997. The state purposes to make changes in the programme if required, based on evaluation findings.

The State has identified some of the issues to be undertaken in the coming years. These are following:

- Need for developing local specific teaching learning material;
- Provision of additional teachers in over crowded AS;
- Need to tap enthusiastic community response to AS for improving AS programme further;
- Teacher training needs strengthening particularly in non-graded, multi group pedagogy;
- Continuous learner evaluation systems needs to be more clearly framed up;
- Timely procurement and distribution of materials needs to be ensured;
- A system of equivalence and curricular compatibility with the formal system needs to be developed.

Innovations NGO Initiatives

A number of NGOs have been involved in M.P. in designing & implementing innovative context specific alternative schooling programmes. These are:

- Raipur based NGO, *Roopantar* has been sanctioned one Alternative School project in Khairagarh & Chui Khadan block of Rajnandgaon district. The Roopantar projects targets migrant children and 10 schools have been started. Roopantar has developed its own local specific teaching learning material.
- *Abhivyakti, Bhopal* : This is a unique attempt at running community learning centres for children & adults with a component of vocational education. The DPEP project funds the children's component where in vocational education is part of the teaching learning process. The adult literacy part will be funded through literacy project. The agency is developing local specific teaching learning material.
- *Rajiv Gandhi Initiatives for Elementary Education, Bhopal*: 10 schools have been started in Sehore urban area targeting urban working children.
- *Rural Development Service Society, Silwani, district Raisen*: The emphasis is on community management & convergence with health & sanitation. Sharmniketan, Shahdol: This agency will target mainly tribal children & its teaching learning material. Its emphasis is on making education relevant to the living conditions & working environment of the people.
- To tackle the problem of access among tribals 19 Ashram shalas have been proposed in 15 new districts, minimum one in each district. The cost for the Ashram shala is being shared by DPEP and the tribal welfare Department.

Apart from the above mentioned strategies the state has proposed very large number of single teacher school under Education Guarantee scheme for all those habitations with 40 children and in (hilly and tribal area 25 children) and having no educational facility in the vicinity of 1 km. These schools will be opened on the basis of requisition from the community through the village panchayat. Within 90 days of the requisition the school will be opened after necessary scrutiny funds for this will be provided to the Panchayats and Panchayat will appoint school teacher (a local person who will be paid Rs 500 month) and provide place for the schools. The management of these schools will remain with Panchayati Raj system.

Maharashtra

There would be a need for a proper academic support system for the EGS centres. The duration of training of teachers may need to be increased. Also minimum necessary equipment for the schools would need to be provided.

The State is implementing a number of strategies to reach out of school children in different socio-economic situations. Sugar schools are planned for children of sugarcane workers and contract schools for children in inaccessible or remote areas.

Summer schools are planned for children of migrant labourers in rural areas.

State has started about 800 NFE centres in 5 districts. IIE, Pune has provided help in training of instructors and BRC members. Materials developed by IIE, Pune are used in the NFE centres. Programme is designed to cover children of 9-14 age years age group and of 2 years duration divided into four semester.

The NFE/AS programme of Maharashtra would need additional inputs for strengthening training, community participation, establishment of an academic support cum supervision system and provision of minimum equipment, lighting, etc.

Maharashtra is expanding DPEP programmes to the new districts. These expansion districts which are designing their AS programmes should incorporate experiences of DPEP I districts.

Tamil Nadu

Survey work was completed in 4 blocks of each DPEP district. Tamil Nadu has proposed 50 NFE centres in each block. Survey work has been completed in 4 blocks in each DPEP district. The programme could not be started due to non-availability of learning material. Steps are being taken to prepare teaching materials, training modules and hand-books for instructors. The State has proposed to open 1800 centre by June 1997. Survey in the new 54 blocks would be completed before May 1997 and centres would be opened in these blocks also there after.

The present approach is based on conventional NFE design. Tamil Nadu may need to take a fresh look into the entire design of the programme. The existing NFE model is designed for the children in the 9-14 years age group. But there are sizeable number of children in the age group of 6-8 years who are out of schools. Corresponding changes in pedagogy and training is also required. Further expansion should be based on the evaluation of the first phase of the programme.

DPEP II States

States of Himachal Pradesh, Gujarat, Orissa, Andhra Pradesh and West Bengal, under DPEP Phase II, have to give some more attention to conceptualising and evolving the programme design for AS. Project functionaries from these states have received orientation during in the national workshop during the month of November, 1996. States have planned to hold workshops to formulate AS strategies. Number of NGOs have been identified and contacted for providing resource support to the States. The AWP's prepared for 1997-98 do not reflect a very clear thinking on AS issues. It is hoped that during the coming months the effort in this direction would be more intensive.

Future Strategy

States under DPEP have now been thinking about the possible AS strategies. It was therefore felt necessary to organise a national workshop to discuss various aspects of AS programme. This workshop was organised in mid November, 1996 at Gurgaon, Haryana where all the DPEP-I & II State participated. It is expected that after the workshop, concrete activities in states would begin. States have started having fresh look into their plans of AS in the light of discussions in the workshop. Varieties of strategies are expected to be emerging which would meet the local requirements. Some of the main feature of the AS. programme agreed upon in the workshop are following:

- Through AS we should be able to provide quality primary education to all the children who have remained out of school for various reasons. The quality of education provided in AS should not be in any way inferior than the formal schools.
- It should be a flexible, innovative programme and the community should have important role in running of this programme at different stages.
- Teaching Learning process should be activity based child centered and joyful.
- Management, supervision system should be strong, decentralised and sensitive towards child, teachers and the community.
- Curriculum should be locally relevant and related to the life conditions of the children.
- Evaluation system should be suitably redesigned. An appropriate system for certification needs to be evolved.
- AS should become a source of women's empowerment and curriculum should be amended suitably incorporating such elements.
- The whole system should be vibrant, alive and sensitive to the varying needs of the different communities.
- There should be variety of efforts under AS depending upon the situations of learners and the community.

State level workshops are being planned to design AS strategies in the States. Some of the states which had gone ahead with the NFE would

need to bring changes in training, academic support system, duration of the programme along with ensuring better place, lighting arrangement, necessary and sufficient equipment and a better financial investment to achieve equivalence with the formal system. A regular concerted effort is required to make the programme flexible and innovative enough to meet local requirements. It has been planned to provide opportunities for sharing and exposure to state and district AS resource persons in the areas of working and street children, school libraries, educational camps, residential schools, seasonal hostels, children's festivals, development of innovative material etc. It is also proposed to review on a regular basis the functioning of the AS programme across States.

A number of NGOs having experience in the area of innovative education programme were involved in the AS workshop. Effort has been made to ensure regular support from these NGOs in the areas of training, development of TLM, to evolve a process of ensuring community participation, and also developing AS, as a vibrant, flexible and innovative programme of education for out school children.

Working and Street Children

The education of working and street children is going to be another area of concern under AS. A base paper on this issue has been prepared by the Bureau and shared with the States. The first task would be to identify areas with significant number of working children. Suitable programmes to be used will be evolved for children of different categories including those working in industries, as farm labour, domestic servants, rag-pickers and also street children.

At the national level work would be done in co-ordination with the Department of Labour and Social Welfare.

Distance Education Programme of DPEP

The Distance Education Project (DEP) of DPEP has been identified as a national component to support the on-going in-service teacher and other training activities currently being carried out by the different states under the DPEP. DEP aims at strengthening of on-going training programmes in primary education personnel by using distance learning inputs and materials. This will help in evolving a sustainable system of in-service training linked to improving the effectiveness of the teacher learning process in the primary schools. The programme will help design and deliver tailor-made materials both print and non-print to address the cultural and curricular diversity of the participating DPEP states. The programme will provide technical support in designing, developing, producing and delivering distance learning inputs and materials for training the primary education personnel; help build capacity among institutions and people at national, state, district and sub-district levels in designing, developing, producing and delivering DEP materials and assisting in reducing transmission loss by suitable DEL interventions, thereby increasing consistency and quality of training efforts and developing materials and organise training inputs for selected district level personnel.

The programme is being implemented by the Indira Gandhi National Open University (IGNOU) as the lead agency in close collaboration with NCERT by providing expertise to all DPEP States in order to help them strengthen their training efforts through harnessing distance learning inputs and materials. The management of the project is being carried out with the help of a dedicated project team supported by an Advisory Committee, National Expert Group and an Implementation Committee.

Although approved in May, 1996, project start off activities could only be triggered off after the formal Memorandum of Understanding (MOU) was signed between IGNOU and Department of Education on November 11, 1996 and the project formally came into being. However, during the period May 1996 to November, 1996 certain pre-project activities such as preparation of the draft MOU, identification of coordinators from NCERT and IGNOU, meetings of these coordinators, etc. have been undertaken.

Coordinators from NCERT & IGNOU

The nodal institutions, IGNOU and NCERT have identified two of their faculty members as coordinators for the project development and implementation activities.

Advisory Committee Meeting

The first meeting of the Advisory Committee of the project was held on May 23, 1996 at IGNOU and the Vice-Chancellor, IGNOU as Chairman of the Advisory Committee was authorised by the Committee to initiate the process of recruitment of Project Director and other core project staff.

The recruitment process for the Project Director has since been completed and the Project Director Prof. M.N. Deshmukh joined the project on January 16, 1997.

National Expert Group Meeting

The National Expert Group (NEG) of the project met on October 22, 1996 and finalised the advertisements to be issued for the recruitment of core project staff and hiring the office space for the project. The expert Group also deliberated on the activities to be undertaken for the Launch and Technical Workshops and drew the schedule for the workshops.

The second meeting of the National Group was held in February, 1997 to finalise the modalities of Launch Workshop. The NEG suggested names of experts to be invited for the Launch Workshop. The NEG also advised postponement of the Launch Workshop till the Project Team is installed and proper preparation is made. The proposed dates are in June, 1997. The Group approved the two regional technical workshops one at New Delhi for 6 Northern and Eastern states and at Mumbai for 6 Southern and Western states.

Approval of Project Board of DPEP Mission

The Project Board of the DPEP Mission in its third meeting held on December 24, 1996 approved the inclusion of the Distance Education Component and revision of the DPEP guidelines to incorporate this component and what should be supported under DPEP. The MHRD, after approving the Annual Work Plan for 1996-97 sanctioned a grant of Rs. 42.80 lakh.

Selection of personnel and setting of office

As soon as MOU was signed, the search for the premises for the office and the project staff was undertaken. Screening of the applications for various posts received in response to the advertisement is over. The interviews are fixed.

The offers received in response to the advertisement for office premises were scrutinised by the screening committee, venues inspected, recommendations made and the premises selected. The agreement etc. is in the process of finalisation and the office will be established in its premises shortly.

Teleconferencing

The programme was formally launched on 26th February, 1997 through a Teleconference on Distance Education Programme organised by IGNCU. This was done to introduce the programme to the State and district level functionaries; to provide for interaction between DPEP functionaries and experts in Distance Education and teacher training through the distance mode; to get views/reactions and feedback regarding DEP from state and district level personnels; and to demonstrate the use of media as a mode of communication.

The response to the teleconference has been quite overwhelming with 12 of the States participating. The participants at the teleconference were SPDs District Project Coordinators, Training Incharges, SCERT and DIET Faculty. State

personnel were able to access and interact with the national level personnel regarding the project: from the various regional centres of IGNOUR and IMA centres located at state headquarters. Many of the States have indicated their eagerness to participate in the programme and have already given an indication of the areas in which they would like national level to intervene and provide technical assistance.

Future Strategies

Though the project could take off only after the appointment of the Project Director in mid January, the programme is assiduously performing some of the activities planned in the AWP for 1996-97 and are making earnest preparations to complete these tasks and to make up for the lost time. It is expected that the core staff would be in position by mid April. In the meantime the ground work is being prepared both in the states and by the nodal agencies for an expeditious take off of the component. Steps have been initiated to compile a directory/inventory of available DL materials nation-wide that could be easily and readily adopted or adapted by different states for their use.

The States are currently in the process of preparing their Annual Work Plans. The proposed activities of the DEP for the coming year was also presented at the meeting of SPDs held on 3rd March, 1997. Some of the proposed activities include the preparations for the Launch Workshop and the technical workshops, and responding to the requests from the states to have a DEP person visit their states to provide technical assistance in formulation of their activities etc. Activities also include need assessment surveys, training workshops for module and script writers, intervention in material development workshop etc. The programme is poised for a successful take off in the coming year.

Research and Evaluation

The Changing Scenario

DPEP is a continuously evolving process for improving quality of primary education in India. Since the pre-project stage, a number of research studies have been initiated to gain valuable insights for understanding the nature of interventions that could be planned. The perception-based understanding to research-based strategies for effective programme implementation has become the guiding spirit in DPEP. The programme has also been instrumental in creating a conducive environment for intensifying research in elementary education.

Research in the field of primary education has now become a priority for non-educational organisations having concern for human development. Even organisations which had never focused its work in this field such as management institutes, social sciences institutes etc. have all come in to join the family of DPEP and have participated in a number of research and evaluation projects. Academic institutions such as universities have also addressed the issue of elementary education as a priority area, shifting the focus of secondary education research to primary education. Evidence of such a shift in university research at M.Ed, M.Phil and Doctoral level is more obvious in states like Assam, Delhi, Madhya Pradesh, Karnataka, Kerala & Tamil Nadu.

Research is no more compartmentalised in narrow subject disciplines under the DPEP. A pragmatic, multi-disciplinary approach, where required, has crushed the specialisation barriers and has forced most individuals to indulge in a multi-disciplinary frame of reference for the subject under study. Evaluations on the other hand have been concurrent and continuous for planning interventions for the programme on a day to day basis. All strategic interventions that have been interwoven in the programme so far have used the findings of the studies commissioned/conducted under the programme.

The aim and objectives of national research and evaluation programme in the DPEP have been evolved on a continuous-need assessment. The present focus is:

- ◆ to conduct or commission of systematic research, studies in primary education and evaluations for the programme.
- ◆ to improve educational research and evaluation capacity at national and state levels.
- ◆ to disseminate the results of research, studies and evaluation periodically.
- ◆ to organise international conferences and study tours.
- ◆ to provide technical support to state level institutes and persons to build their capacity in research and evaluations.

National level initiatives towards meeting the above objectives, are presented below.

Research, Evaluation & Studies

The Technical Support Group for the DPEP Bureau and the NCERT are responsible for conducting/commissioning of research and evaluation studies.

Activities Undertaken

The following activities have been initiated/undertaken at the national level:

1. Finalisation of tests in Mathematics and Language for Classes I, III & IV for use in the forthcoming learners' achievement surveys.
2. Study of Institutional Development - SCERTs and DIETs.
3. A pilot study on Classroom Processes in the DPEP schools.
4. Overview of Research on the Girl Child.
5. A status paper on Non Formal Education.

NCERT Initiatives

6. Action research programmes.
7. HLM analysis of Learning Achievement Baseline Studies for DPEP - II states and expansion districts.
8. Preparation for 3rd International Research Seminar on Teacher Empowerment and School Effectiveness.
9. Orientation of BAS of Learning Achievement & Mid term Surveys
10. Documentation of the 1996 International Research Seminar
11. Support to states in:
 - guidance;
 - capacity building; and
 - dissemination.

Tests for Learner Achievement Surveys

A pool of items in Mathematics and Language for assessing the achievement levels of pupils at the end of Classes I, III & IV was prepared by RESU, TSG of EdCIL. The items were prepared in two workshops, participants were from all the DPEP participating states. The items originally prepared in Hindi. Four regional translation workshops were organised by RESU for facilitating appropriate/accurate translations for the non-hindi speaking states.

Field trialling of the tests was carried out by states and item analysis data from eight states was collated by RESU. The National Core Groups, once again, discussed each item in detail keeping the range and median difficulty in mind for inclusion in the final form. Other considerations like content validity and the classification of the item according to the objectives also contributed towards selection or rejection. Three apparently parallel forms have been prepared for Classes III & IV in Mathematics and Language. For Class I two parallel forms have been obtained in each subject area.

A National Core Group (NCG) for each of the subject area whetted the items at the initial stage and helped select the most appropriate ones after studying the

item-analysis data. Three regional workshops are scheduled in March to look and improve upon the translation of the tests.

A national level dissemination on major trends emerging from the field trialling and detailed item analysis of the results was arranged in Delhi in December 1996, in which State Project Directors of DPEP states participated. The SPDs found the dissemination to be highly useful and have requested for more dissemination. The item wise data is now planned to be shared with school teachers, DIETs and SCERTs, curriculum designers and textbook writers in each state where the field trialling was conducted; it would help all concerned in a state to understand the pattern of common errors committed by children. The states can use some of it in teacher training programmes and for improving teaching learning material.

The process of tests construction has had a multi-faced effect in the states such as **capacity building in technical skills:** item writing, appropriate translation of an item, conduct and organisation of field trials, organisation and analysis of item data and data presentation; **Ensuring Reliability and Contextuality of Items used** and **Facilitating usage of Item analysis data for corrective actions** such as utilising data for improving ones' own programme, understanding the pattern of common errors and using the data in the teacher training programmes.

A study on the Institutional Development of SCERT and DIETs in the states of Assam, Haryana, Kerala and Tamil Nadu has been conducted. Design and methodology of the study were developed and finalised at national level in consultation with DPEP Bureau, national institutions and TSG members. A core committee set up by the Bureau guided and monitored the study till the sharing workshop conducted on 31 January, 1997.

Study covered SCERTs in the respective states and two each DIETs, out of which one belonged to a district where DPEP is being implemented. The study while appreciating various initiatives the states had undertaken for better equipping these institutions, also brought out that much needs to be done further for making these institutions capable of taking a pro-active role in implementing DPEP and ascertaining the role of academic leadership desired of them. Copies of state reports which are currently being finalised in consultation with states is available in the unit.

Participants in the national sharing workshop appreciated the findings and participating states desired state level sharing and discussion involving all stakeholders. All participants expressed the need for similar study in their states. The states are preparing action plans based on the recommendations of the study. The findings are also being used during appraisal of state plans for expansion and during mid-year review of progress.

A pilot study on 'Classroom Processes in the DPEP schools' is being conducted in Madhya Pradesh and Karnataka. The study has been planned and initiated by RESU to understand the teaching learning situations existing in the classrooms

**Study on
Institutional
Development**

**Study on
Classroom
Processes**

under DPEP. The qualitative and quantitative data on classroom processes that will be available after the pilot study is completed would also help in understanding and analysing the learning styles of children in the schools.

A National Core Group was formed by DPEP Bureau for advising on various aspects of the study. As per the recommendations of the Core Committee, field trialling of the instruments was undertaken by RESU in four Municipal Corporations schools of Delhi. After the field trialling, a brief presentation was made at the national level and observations and suggestions given by an expert gathering was considered while finalising the study design and the instruments.

Two orientation workshops have been held in DIET Mandya, Karnataka and SCERT, Bhopal, Madhya Pradesh for district co-ordinators for the study, field investigators, DIET and SCERT staff. The study is now being conducted in Belgaum and Mandya districts of Karnataka, Dhar and Raisen districts of Madhya Pradesh. The districts selected for the pilot study also have multi-graded, multi-lingual teaching learning situations. Some schools in the sample are also situated in predominantly tribal belts and some are single teacher schools. These situations were deliberately selected so as to see the functionality of the instrument in all given situations prevailing under the DPEP. The pilot study is will be completed by May 1997 and a national level sharing of the findings will be conducted.

The participation from DIETs and SCERTs besides the short term consultants for the study in the orientation workshops was very encouraging as the participants were able to appreciate the utility of the study and also seemed confident to conduct the same in their states.

Overview of Research on Girl Child

To support DPEP efforts to raise the enrolment, retention and learning achievement of the girl child, research studies which can inform the planning and implementation process are required. States have felt that a number of issues need to be addressed immediately, however, they have found it difficult to access available research on the issues pertaining to the education of the girl child. There seems to be need for identifying and prioritising research issues at various levels of operation in the DPEP system.

To assist states and districts, RESU commissioned a status report on available research on the Girl Child. The report includes: (i) an overview of research on the Girl Child in India and (ii) the education of the Girl Child - global trends. A rapid assessment of methodologies and findings indicate areas of interest for further research on the girl child and gender issues in DPEP. In order to develop a definite research agenda with gender perspective and to develop action plan, a panel discussion is planned sometime in April-May 1997. The gender co-ordinators from the state project office, gender officers in DIETs and SCERTs will be participating in the panel discussion to develop a research agenda for this area.

Study on Non Formal Education

As an initial step off conducting evaluation of NFE under DPEP, RESU had commissioned a study on existing practices of Non Formal Education in India -

Which way to Turn. The study which included many field visits also is completed and a presentation and discussion on follow up actions is being organised.

Research Support Guidelines

The research guidelines for promoting quality research in various areas of primary education has been finalised announcing two schemes, PROMOTE (Promoting Individual Research in Primary Education) and INSPIRE (Institutional Projects in Primary Education) are announced. Research studies pertaining to certain identified areas will be sponsored through these schemes.

Wide dissemination of the schemes is organised. Advertisements are inserted in "DPEP Calling" inviting researchers to participate in the research activities. Researchers enlisted in the Resource Inventory and other experts are also approached for submission of concept papers.

Proposals have been received from various researchers as well as institutions. In order to shortlist proposals, DPEP Bureau had set up an Internal Committee comprising of members from DPEP Bureau and TSG. First meeting of the Committee was conducted in February and proposals are shortlisted for further evaluation by Expert Committees in specific theme areas that will be set up based on each individual study.

NCERT Initiatives

International Research Seminar on Teacher Empowerment and School Effectiveness

The third international seminar is being planned from 23-25 July, 1997. The theme of the seminar is 'Researches in Teacher Empowerment and School Effectiveness at the primary stage'. The sub-themes are : conceptual issues, pedagogical issues, motivational issues, school climate and interpersonal relations, policy and management issues and case studies in teacher empowerment and school effectiveness. The papers on the above mentioned sub-themes have been invited through internet, DPEP Calling and invitation to identified researchers.

NCERT is going to be the nodal agency for conducting the mid-term learners' achievement survey in DPEP - I states. The institutions/agency at the state level has been identified in consultation with SPO, for the conduct of the survey. Schedule for conducting field survey in DPEP I states has been finalised. A Research Design for the study is being prepared. School schedules, Teacher Schedules, Student Passed Schedules and Student Drop out Schedules are being modified. Tests on mathematics and language for classes I,II and III developed by TSG as already mentioned will be used for the conduct of the study. An Advisory Committee for the mid-term survey is being set up by the NCERT.

Studies Completed by NCERT

The Regional Institutes of Education under the apex institute NCERT have conducted and completed 19 studies for the DPEP. The reports are available with NCERT. Six more studies conducted by the NCERT have been completed.

**Promotion of
Action Research**

NCERT has been involved in promoting action research at practitioners level. A training module has been prepared and is being disseminated. Two workshops have been conducted in states.

HLM Analysis

NCERT has initiated process for detailed analysis of the data available from the Baseline learner achievement studies for the DPEP II states and expansion districts. A series of training programmes to impart technical skill to identified researchers by using Hierarchical Linear Modelling (HLM) has been planned. First training workshop will be conducted from 3 -7 March 1997.

**Progress in DPEP
States**

Most of the states have identified areas in which they would require additional information in order to plan meaningful interventions. Extending support to national level initiatives, states also participated in the field trial of test forms prepared by RESU for use in the Mid-term Learning Achievement Survey, 1997. Similarly, DPEP-II states have completed Baseline Assessment Studies as part of the pre-project activities and planning various interventions for initiating a meaningful research programme

Andhra Pradesh

State Research Committee has been constituted under the chairmanship of Commissioner and Director, School Education. The SPO plans for two studies and SCERT for five studies. Other outside institutions such as Administrative Staff College, Hyderabad and NIEPA have also been commissioned studies.

Recently two state level workshops were conducted on evaluation to plan district level evaluation.

Assam

As per recommendations of various Supervision Mission, a strategy for research at the state level is being evolved and areas being identified for research Resource Group for Research and Evaluation is formed. The research strategy is being developed. A 5-member Advisory Committee has been constituted for early clearance of proposals. Baseline Studies in expansion districts are also nearing completion.

Haryana

The state has commissioned various research and evaluation studies. The Baseline Assessment for Learner's Achievement and Social Assessment Study in expansion districts are completed.

In addition, the Guru Jambheshwar University, Hissar is conducting studies on utilisation of the Rs 500 teacher grant and Rs 2000 school improvement grants.

The Delhi-based Media Resource Group is evaluating the impact of teacher training on classroom situations. The results of this study will inform the design of next year's teacher training for mathematics.

Karnataka

With a view to understanding how the newly created activity cum work books and teachers' guides are being used, DPEP had forwarded research proposals by Prof. T. K. Jayalakshmi of RVTC and Ms Prema Clarke in October 1996. The

research will have to be re-scheduled to the next academic year in view of delays in approval.

Two studies proposed to be taken up by the National Institute of Advanced Studies are also pending approval. These studies relate to (i) review and analysis of existing literature on factors influencing the education of the girl child in Karnataka and (ii) developing gender sensitive indicators for monitoring the impact of primary education.

A proposal for a special study on the factor which influence teaching learning along tribal children is also under preparation.

Kerala

Under the research and evaluation component, various studies are conducted by the state. A Research Advisory Committee has been set up with experts from universities and other research institutions, which, directs the activities in this regard. Networking with various departments of universities in Kerala and other prominent research institutions is being done. Various studies currently under implementation include study on effective use of teacher grant and school grant provided by DPEP, study on perceptions and satisfaction of changed pedagogic strategy adopted by DPEP and new teaching-learning materials introduced through the programme, perception of the teachers on MLL textbooks practiced in the state and study on classroom practices for developing suitable teacher training strategies etc.

The State Project Office had prepared a perspective plan for research and evaluation including a networking and capacity building plan for DIET staff. A State-level Workshop for DIET faculty on Action Research has been scheduled for 4th week of March with assistance from Department of Education, University of Kerala.

Madhya Pradesh

The programme components that have been evaluated in the current year are: SSK, AS & Civil Works suitable action will be undertaken on these evaluation outcomes. Apart from this, SPO has been involved in promoting research pertaining to elementary education by universities and other research institutes.

The studies initiated are:

- Impact of Mid Day Meal on enrolment & retention.
- Impact of Financial incentives on enrolment & retention.
- Training needs of DPEP project functionaries.
- Functioning of VECs

The proposals for 1997-98 include:

- Academic inputs introduced so far need to be evaluated continuously SCERT has under taken an evaluation study that covers 7 representative districts of

the state. The study is longitudinal and is envisaged over a period of 5 years. However, year will produce its own results as well as consequent changes. The study explores 4 major factors (1) school enrolment, attendance and drop out, (2) the nature of classroom interaction and changes that may take place over the years, (3) the achievement levels of the children and (4) attitude and perceptions of the community.

- Preparatory activity for this study such as sample selection and preparation of tools has already taken place. In 1997-98, the study will be conducted through the year, and results will be available by March 1998.

Maharashtra

A workshop was held at the State and the District levels to formulate Monitoring, Research & Evaluation (R&E) strategy for the DPEP programme. The workshop was coordinated with the assistance of experts in the field of R&E including Dr. Denzil Saldanha from TISS, Mrs. Vijaya Chavan, UNICEF representative and Smt. Padmaja Bhang from Cehna Vikas. The participants were drawn from all the 5 districts of DPEP-I, in which they expressed their expectations and concerns regarding the evaluation. Thematic areas were also identified. Thereafter, a consensus was reached on the thematic priority areas and finally a strategy was prepared on how to operationalise evaluation in the identified thematic areas.

Strategy paper was thereafter evolved which is being further detailed for actual Operationalisation at the school level.

Tamil Nadu

The Research Wing which is operating under the control of SPO has undertaken 2 training programmes, one at Thiruvannamalai and the other at Dharmapuri. Dr. Kuldip Kumar conducted a 5 day Action Research Workshop at Thiruvannamalai wherein DIET faculty members, Primary School HMs, teachers, AEOs and BRC supervisors attended.

Topics and individuals have also been identified in these 2 districts for the conduct of action research activities. About 70 research activities are proposed to be undertaken during 1996-97 and 1997-98.

Future Strategies

As activities begin to expand and decentralisation of programme management to sub-district levels picks up pace, the range and kinds of information required by academics and programme managers will only multiply. Research and evaluation will increasingly play a critical role in defining the direction and scale of interventions. Realising this, national and state level strategies even for networking and capacity building are prioritising research requirements. At the same time, lack of appreciation of need for developing a definite research agenda remains a concern in case of few states. Further feeding of research findings into planning and implementation through dissemination, sharing workshop etc. needs to be more focussed.

Civil Works

Project Objectives

Civil Works is an important component of DPEP. The programme finances strengthening of physical infrastructure for primary education. The construction supported by DPEP are : new school buildings; additional classrooms; buildings for existing schools without buildings; repairs; drinking water; toilets; cluster resource centers; block resource centers; DIET, SCERT, SIEMT.

The emphasis is on developing designs to adopt pedagogical needs and cost effective methods of construction. Community involvement in construction is another area of focus. Further all civil works is envisaged to be completed in the early part of the project.

The planning and implementation of civil works is to be undertaken by the states themselves with critical inputs from the DPEP Bureau and Civil Works Wing, TSG. For the purpose of monitoring each state has a state & district level engineering cells or hired an implementation agency.

Over all Status

There has been considerable improvement in the implementation of civil works. Further progress is expected in this quarter. This pace needs to be maintained and further accelerated. All states now have clearly identified their implementation agencies, most of the monitoring staff is in place; construction manuals are ready; procurement processes and actual construction are underway.

Since the last JSM all states have shown great concern towards the issue of slow progress of civil works. Bottlenecks and constraints have been identified and addressed to a large extent. All bottlenecks related to procurement and procedural delays have now been cleared. Monitoring has become much more rigorous. Progress against specific targets is being monitored at the national level. A statement of progress is annexed.

Qualitative aspects of civil works is being addressed by all DPEP I states. Third party evaluation of Civil Works is nearing completion in the states of Assam, Haryana, Madhya Pradesh and Tamil Nadu. While in other states this process is now underway.

Design renewal is being made mandatory for all expansion districts. Activities to initiate design renewal have commenced in several States. States are also striving towards making their civil works more cost - effective

by utilization of the Classroom Innovation Fund.

**Progress in DPEP
States
Andhra Pradesh**

Andhra Pradesh is implementing their civil works through VEC's. All buildings except for BRC's will be constructed through community participation. The BRC's shall be executed through NCB process while Andhra Pradesh Industrial Infrastructure Corporation (APIIC) shall supervise the construction. The agreement for this is yet to be finalised. The state and district level engineering staff is in place.

The draft construction manual has been commented upon and a revised manual is yet to be finalised. This will be followed by a community oriented construction manual in local language.

The draft NCB document has been received recently and returned with comments. Revised NCB document has not yet been received.

Although AP was one of the few states to appoint an architect, the designs have been found to be unsatisfactory. This may be attributed to an inadequate brief given to the architect. Much work is required to be done on these designs in order to improve them.

Assam

DPEP Assam has its own Engineering cell to monitor civil works. At the State level it consists of a State Project Engineer, assisted by Project Engineer, 2 Junior Engineers and a draughtsman. Each district has a Project Engineer assisted by Junior Engineer at every block level. The cell has in the past also drawn upon external resources.

The implementation agencies are as follows:

Name of Component	Implementing Agency
Toilets, hand Pump, Boundary Wall, Single Classrooms, Cluster Rooms, Additional Two Classrooms, New School Buildings, Additional Three Classrooms, etc.	VEC's
BRC's,	National Competitive Bidding

Against a planned civil works of Rs. 2194.15 lakhs for 94-97 expenditure of Rs.958.72 Lakhs has been incurred by 31.12.96. Work on 1996-97 plan of Rs. 708.80 Lakhs is yet to commence.

In Assam work is underway on most of the 94-95, 95-96 planned activities. Construction of new schools has not yet been initiated pending

communication of decision by the State Government.

The major setback to DPEP Assam civil work programme had been the reconstitution of VEC's. As a result civil works had come to a near halt in the absence of transfer of funds to VEC's. The VEC's have been reconstituted. There is also an acute shortage of supervisory staff. This is contributing further to the delays.

Assam had undertaken a 3rd party evaluation of civil works. Although this evaluation was not as per the model ToR, the findings were quite encouraging. The quality of VEC works was found to be of very good quality. The evaluation is now being completed as per the model ToR. Activities for design renewal and innovation fund have been planned for the next quarter.

Gujarat

Gujarat has made progress in terms sanctioning of posts for engineering staff. The staff has been identified and is expected to be in place by the end of March. Center for Environmental Planning & Technology, Ahmedabad is being asked to undertake the design consultancy. This is also expected to be finalised by the end of March.

Gujarat is also proposing to involve NGO's in the supervision of civil works. Discussions with NGO's in district Banaskantha & Panchmahal are underway. District Dang presents a unique problem. There are very few private contractors and NGO's present. Further the concept of community participation in construction may not succeed due to migrations during the working seasons.

Haryana

Construction activities have been taken up following the creation of engineering cells. Construction activities of 1994-95 and 1995-96 are under way. 1996-97 activities have just commenced.

The engineering cell is headed by the Executive Engineer. Support Staff includes Draftsmen. The district Engineering Cell is headed by an Executive Engineer supported by JEs. Haryana plans to increase its engineering staff as the work progresses. In addition, Technical Resource Persons have been recruited at block level to provide technical assistance to the community. The TRPs consist of retired engineering personnel.

The implementation agencies are as follows:

Name of Component	Implementing Agency
Toilets, hand Pump, Boundary Wall, Single Classrooms	VEC's

Cluster Rooms, Additional Two Classrooms	Panchayati Raj Engineering Department
BRC's, New School Buildings, Additional Three Classrooms, etc.	National Competitive Bidding & National Shopping Procedure.

Out of a total approved budget of Rs. 2,843.30 lacs for the period 1994-97, DPEP Haryana has incurred an expenditure of Rs. 995.29 lacs as on 31.12.96. Work on 1996-97 plan has already commenced.

Construction activities undertaken by Community and Force account through PRED are in progress. While most toilets, hand pumps, repairs are complete, additional single classrooms are being undertaken now. Additional classrooms, cluster rooms through PRED are progressing slowly. Work on BRC's and New Schools is underway.

Smaller works undertaken by VEC's are nearly complete. As a result while the physical progress stands at 61% financial progress is only at 35%. Large no. of larger works such as new schools & BRC's have been recently been started & much better progress is expected in the next quarter. DPEP Haryana is now using the National Shopping Procedure for construction in order to further boost expenditure and expedite construction activities.

3rd party evaluation of civil works is complete. Preparatory exercise for DPEP II districts is underway. The College of Architecture, Chandigarh has been asked to prepare new designs.

Himachal Pradesh

Himachal Pradesh is planning to use community participation for all smaller works. The larger works shall be procured through NCB process. The state is planning to have state & district level engineering cells for the supervision. The posts have been sanctioned and district level staff is expected to be in place soon.

HP is using REC Hamirpur for preparing the designs. Preliminary designs have been returned with comments. The draft NCB document requires minor amendments before approval from WB is sought.

The construction manual has been approved. The manual for the VEC's is being prepared now.

Karnataka

The 1994-95 Annual Work Plan for the four districts of Karnataka was approved and first installment money was sanctioned by GOI during 1994-95. Due to administrative and procedural difficulties, the activities planned for 1994-95 were carried forward in the 1995-96 Action Plan. In the meanwhile, Govt. of India have approved the proposal of additional civil

works during the month of March, 1995 and money was released during May, 1995. All these civil works were taken up during 1995-96.

To monitor and review these civil works, an Executive Engineer and JE at State Project office at Bangalore and Assistant Engineer/ JEs each one at district project offices are posted.

The implementation agencies are as follows:

Name of Component	Implementing Agency
Toilets, hand Pump, Boundary Wall, Single Classrooms, CRC's, Additional Two Classrooms, New School Buildings, Residential schools	ZPE Department through force account
BRC's	National Competitive Bidding

The physical progress of civil works has been slow in Karnataka. No BRC's have yet been stated due to procedural delays. SPO Karnataka is proposing to use National Shopping Procedure to expedite civil works. The Executive Engineer is reviewing the Programme of DPEP Civil Works with the respective Chief Executive Officers of Zila Panchayat and Zila Panchayat Engineers. Civil Works taken up by Zila Panchayat Engineers are of satisfactory quality except some school buildings which are executed not according to approved drawing & estimates. However, action is being taken to rectify the defects in those constructions.

3rd party evaluation of civil works is now underway. Karnataka has also initiated design renewal & innovation fund activities. In the expansion phase Karnataka DPEP is contemplating to undertake civil works through other agencies including Karnataka Govt. Construction Committee, Land Army Corporation etc. since the experience with ZPED has not been very good.

Kerala

District Primary Education programme in Kerala is being implemented in Malappuram, Wayanad and Kasargod districts. The civil works in these districts include construction of BRCs, CRCs, additional classrooms, toilets, compound walls, separation walls, drinking water facility, replacement of old classrooms, new schools, replacement of rented schools and SCERT

The Civil Work is supervised by a consulting agency viz. SIDCO. They have set up their office in all the three districts for close monitoring of the activities. SIDCO furnishes a monthly progress report in terms of stage of completion of work to the district project office.

The implementation agencies are as follows:

Name of Component	Implementing Agency
Toilets, Hand Pump, Boundary Wall, Additional Classrooms, New School Buildings, CRC's	VEC's/PTA
BRC's	National Competitive Bidding

The total budget for 94-97 construction work amounts to Rs. 1925.5 lacs of which Rs. 798.58 lacs have been spent as on 31.12. 1996. The 1996-97 civil works budget is Rs. 134.30 lakhs, work on this is yet to commence.

Out of total 25 BRCs, 23 have been completed. Construction work in other facility improvement areas have already started. Except the construction of new schools and SCERT, all other construction activities are being done through community participation i.e. either by VEC or PTA. The district project coordinator of respective districts have signed the agreement for each construction activity.

The proposal for starting up new schools have been finalised and submitted to Government for approval which is expected to be cleared in the near future.

3rd party evaluation of civil works is being undertaken now. Kerala is one of the first states to start on the process of design renewal. They have conducted workshops, competitions and are planning further activities

Madhya Pradesh

In Madhya Pradesh, the civil work components were being executed through community participation. For technical co-ordination, Rural Engineering Services staff has been providing the help/guidance to the Village Nirman Samiti or Block Nirman Samiti. The DPEP has a Cell at State level which is responsible for the Civil works. State has been able to rope-in other departments where community has not been able to deliver the tasks satisfactorily.

Out of 198 BRC, 163 are being taken up by community and 36 by PWD/Rural Engineering Services. Out of School buildings also, 125 are taken up by various other departments. Work on new schools is progressing satisfactorily. Work on additional class rooms has also been initiated. Some concerns has been expressed about the quality of construction and the effectiveness of supervision by RES personnel. Staffing of Dist. & state engineering cells continues to be a major constrain. MP is also exploring options for alternative supervision mechanisms.

MP has also initiated 3rd party evaluation of civil works. They have contracted EPCO a govt. of MP undertaking to develop district -wise

designs. They are also undertaking a resource mapping exercise for each district.

Maharashtra

The Civil Works Cell is manned by 2 JEs and have support from external agencies. An Executive Engineer stationed at Aurangabad has also been recruited. At district level, Ex-engineers have been appointed and JEs are being recruited. Block level monitoring is done by JEs from BDOs. Review of civil works progress has been incorporated in the monthly meeting of Divisional Commr. and the CEO. Weekly review of civil works is being taken at district level and at state level by MPSP.

The implementation agencies are as follows:

Name of Component	Implementing Agency
Toilets	VEC's
Drinking Water	VEC/ GDES&A(State Ground Water Survey Board)
One Room. Two Room	Gram Panchayat
BRC's,	NGO (Centre of Science for Village) through NSP

DPEP Maharashtra has drawn up a detailed plan of action and is vigorously implementing it. Almost 85% of the entire civil works is underway. Most of this work is above at plinth or lintel level. 50 % of the work is expected to be completed by end of March 97. this achievement is commendable in view of the late start of the project due to delay in selection of implementation agency.

MPSP is using innovative construction technology provided by the Center of Science for Villages for construction of toilets and BRCs. While toilets are under construction, BRC sites have been mobilised and construction will begin in the first week of March.

Monitoring is vigorous, an internal review has been undertaken to expedite civil works. 3rd party evaluation has just begun.

The 1996-97 plan has been revised. Approved budget for 1994-97 is Rs. 3083.4 lacs while expenditure expected on 31.12.96 is Rs. 1022.82 lacs.

Orissa

Orissa has recently finalised its implementation strategy. DRDA shall supervise the construction of BRC's which shall be procured through NCB. IDCO shall look after the construction of other works. Both these agreements are yet to be finalised. Smaller works such as additional classrooms, handpump & toilets will be constructed by the community with supervision

by district engineering cells.

As of now only the State Project Engineer and the engineer at Dist. Bolangir have been appointed. Other engineers have been identified and are expected to be in place within this month.

Orissa has also shortlisted architects to undertake district-wise cost-effective designs. The contract with them is yet to be finalised. Designs which were submitted earlier require vast modifications.

Draft NCB document has been returned with comments.

Tamil Nadu

Civil Works in Tamil Nadu is being implemented through PWD. All works were being implemented through NCB system only.

Out of a total approved budget of Rs. 2612 lacs for the period 1994-97, DPEP Tamil Nadu has incurred an expenditure of Rs. 1029 lacs on 31.12.96.

1994-95 Civil works plan is nearing completion. SPO DPEP Tamil Nadu has taken possession of 150 school buildings. Headquarters-cum-Training Center at Madras has been awarded and foundation work has been completed. Drinking water, toilets and all other works for which no bid has been received, are proposed to be undertaken by the community. VECs have now been constituted.

The delay in implementation of civil works has been due to delays in identification of sites and a centralised delivery system. Tamil Nadu is planning to explore the possibility of involving community participation in construction. Further in expansion districts identification of sites will be an area of priority. 3rd party evaluation is nearing completion.

The other area of concern is the high cost and poor designs. The design renewal process & innovation fund activities are expected to start in the 1st week of April.

West Bengal

In West Bengal the programme implementation is not yet effectiveness. West Bengal has done a lot of work on design renewal but as such have neither finalised the implementing agency nor the design consultants. FOSET, an NGO, has been doing a lot of pre-design work for the SPO WB.

National Intervention

At the national level all necessary steps are being taken in order to remove impediment as well as provide clear direction to the civil works programme. Missions and workshops were organized during Nov. 96- Mar 97. Appraisal

of state and district civil works plans was carried out.

In order to closely monitor civil works a detailed State-wise database has been prepared. Monthly & Quarterly reporting of progress of civil works has been institutionalized. A large no. of states have been visited to assess the situation, identify bottlenecks & constraints; remedial measures are being suggested.

Following the recommendation of the 3rd JSM all DPEP I states have commissioned Third Party Evaluation of Civil Works. The evaluation criterion and scope of work was outlined following discussion with the World Bank.

A 4 day workshop on Cost-effective Designs, organized by APPEP & BCD, was held in Hyderabad in Nov. 96. This workshop was supported by the Bureau & TSG. All DPEP I & II states participated in this workshop. A no. of State Project Directors were also present. The objective of the workshop was to initiate and inform participants about the innovation fund component of the civil works program. The workshop was used as an opportunity to facilitate cross-state sharing and focus on various aspects of civil works in individual states. As a follow up to the workshop detailed guidelines & strategies for utilizing Classroom Innovation Fund on were evolved and shared with the states.

A two day workshop on Classroom Design Criterion for child & teacher friendly environment was held in New Delhi. The objective of the workshop was to facilitate a dialogue between educationists and architects in order to identify and prioritize design parameters for a 'state of the art classroom' located in rural areas. The states of MP and UP were also visited to attend workshops on design renewal.

A civil works mission visited Assam. The mission visited two districts and held discussions at the state headquarters. The mission reviewed the causes for the slow progress of civil works in Assam and recommended ways to improve the situation.

The states of Andhra Pradesh, Gujarat, Himachal Pradesh, Orissa and Maharashtra were also visited by civil works consultants from TSG.

The civil works unit has been strengthened.

Areas of Concerns

The areas of major concern are:

- Lack of planning of civil works and their phasing is one of the main

reasons for delays in implementation.

- The present designs do not reflect the pedagogical vision entailed under DPEP. The process of design renewal has been initiated but has not yet taken off.
- Strengthening of delivery mechanism is essential to ensure time bound, good quality & cost-effective construction. Although some states have succeeded in achieving good results through community participation, yet this process can be supplemented to achieve better results.
- High cost of construction due to poor design or due to an absence of contextuality has plagued civil works under DPEP. This is a problem that needs to be addressed to provide better solutions.
- The absence of documentation of processes initiated under DPEP I and their achievements & constraints, has created a situation wherein DPEP II states are not able to effectively capitalize on the experiences of DPEP I.
- Quality assurance in civil works .

Future Strategies

- As each state has its own specific problems, a need assessment & need based state specific interventions is proposed in the future..
- Cross-state sharing is an important process to speed up implementation and avoid known stumbling blocks. This needs to be promoted with greater rigour.
- Formalizing the implementation process for future expansions of the program is seen as another important milestone in ensuring speedy implementation of civil works in the future.
- Planning assistance for each state shall be undertaken in order to facilitate detailed and thorough planning of civil works.
- Support for the design renewal process shall be provided.
- Training tools to facilitate the strengthening of the delivery mechanism shall be evolved.
- Sensitization of key decision maker and implementors towards cost - effective innovations is to be undertaken.
- Planning & technical support to states for implementation of innovation fund activities.

4th JSM Recommendation

National level
Civil Works

Functional Area	Recommendations	Action taken and planned	Constraints
A. Civil works	<p>1. Rigorous monitoring and quality assurance of civil works at all level.</p> <p>2. Ensuring improvement in the supervision of civil works to ensure quality</p> <p>3. Finalisation of bidding Document of DPEP II states by Dec 15 96</p>	<p>1. A system of quarterly monitoring of civil works at the national level is in place. Defined targets are being monitored.</p> <p>2. States have been advised to reconsider their supervision and implementation strategies. DPEP II states have been asked to streamline the process for supervision before any work is undertaken.</p> <p>3. Draft BRC bid documents have been received from AP, HP and Orissa. These have been reviewed and returned with comments. Revised documents are yet to be received.</p>	<p>1. A more frequent or detailed district wise monitoring at the national level handicaps the progress.</p> <p>2. Staffing continues to be a problem in several states.</p> <p>3. Due to delay in receiving the document the process has been delayed. Gujarat & West Bengal are yet to submit the documents</p>
B.	<p>1.</p> <p>2.</p> <p>n</p>	<p>1.</p> <p>2.</p> <p>n</p>	<p>1.</p> <p>2.</p> <p>n</p>

PHYSICAL/FINANCIAL STATUS
as on 31.12.96

State: KARNATAKA						
No.	Item	1	3	5	6	7
		PLANNED 94-97	AS ON 31.12.96 Completed Achieved	In Progress Achieved	EXPECTED BY 31.3.97 Complete Not Complete	
1	BRC's	40		2		40
2	CRC's	238	11	83	50	188
3	DIET's					
4	New School Buildings	442	67	191	180	262
5	Existing Schools					
6	Addl. Class Rooms	56	4	12	13	43
7	Toilets	966	255	341	377	589
8	Drinking Water	966	255	341	377	589
9	Repairs	217	70	50	120	97
10	MIS Centres	5	1	4	5	
11	SCERT/SIEMT	1				1
12	Residential Schools					
13	Hostels(DSERT)	1				1
14	Residential Units					
15	Boundary Wall	107				107
16	ECE Centres					
17	Char Area Schools					
18	KITCHEN BLOCKS	12			12	
19	URCs					
20	SPO	1	1		1	
21	Vehicle garage	1				1
	Grand Total	3053	664	1024	1135	1918
Expenditure review						
Approved Civil Works Outlay for 94-97			Total Expenditure as on 31/12/96			
RS. (in lacs)			RS. (in lacs)			
2506.224			834.933			

Source: SPO

PHYSICAL/FINANCIAL STATUS
as on 31.12.96

Civil Works

		State:KERALA				
No.	Item	1	3	5	6	7
		PLANNED 94-97	AS ON 31.12.96 Completed Achieved	In Progress Achieved	EXPECTED BY 31.3.97 Complete	Not Complete
1	BRC's	25	23	2	25	
2	CRC's	167	82	80	145	22
3	DIET's					
4	New School Buildings	42				42
5	Existing Schools					
6	Addl. Class Rooms	590	98	383	311	279
7	Toilets	65	6	43	39	26
8	Drinking Water	68	23	35	55	13
9	Repairs	138				138
10	MIS Centres					
11	SCERT/SIEMT	1				1
12	Residential Schools					
13	Hostels					
14	Residential Units					
15	Boundary Wall	23	2		2	21
16	ECE Centres					
17	Char Area Schools					
18	DTI Sheds					
19	URCs					
20	Replacement of rented schools	25				25
21	Separation walls	650	320	49	369	281
22	Multigrade centres	30				30
	Grand Total	1799	554	599	946	878
			Expenditure review			
	Approved Civil Works Outlay for 94-97		Total Expenditure as on 31/12/96			
	RS. (in lacs)		RS. (in lacs)			

PHYSICAL/FINANCIAL STATUS
as on 31.12.96

State: MAHARASHTRA						
No.	Item	1	3	5	6	7
		PLANNED 94-97	AS ON 31.12.96 Completed Achieved	In Progress Achieved	EXPECTED BY 31.3.97 Complete Not Complete	
1	BRC's	34				34
2	CRC's					
3	DIET's	1				1
4	New School Buildings	441	3	324	37	404
5	Existing Schools					
6	Addl. Class Rooms	1017	13	662	66	951
7	Toilets	3000	990	856	990	2010
8	Drinking Water	2525	239	6	245	2280
9	Repairs	1820				1820
10	MIS Centres	5	1	1	1	4
11	SCERT/SIEMT					
12	Residential Schools					
13	Hostels					
14	Residential Units					
15	Boundary Wall	170				170
16	ECE Centres					
17	Char Area Schools					
18	DTI Sheds	2				2
19	URCs					
20	Any other category					
Grand Total		9015	1246	1849	1339	7676
Expenditure review						
Approved Civil Works Outlay for 94-97			Total Expenditure as on 31/12/96			
RS. (in lacs)			RS. (in lacs)			
3083.4			1022.82			

PHYSICAL/FINANCIAL STATUS
as on 31.12.96

Civil Works

State TAMIL NADU:						
No.	Item	1	3	5	6	7
		PLANNED 94-97	AS ON 31.12.96 Completed Achieved	In Progress Achieved	EXPECTED BY 31.3.97 Complete	Not Complete
1	BRC's	71	47	20	67	4
2	CRC's					
3	DIET's					
4	New School Buildings					
5	Existing Schools					
6	Addl. Class Rooms	805	249	261	510	295
7	Toilets	1059	278	261	539	520
8	Drinking Water	1059	75	261	336	723
9	Repairs					
10	MIS Centres					
11	SCERT/SIEMT					
12	Residential Schools					
13	Hostels					
14	Residential Units					
15	Boundary Wall					
16	ECE Centres					
17	Char Area Schools					
18	DTI Sheds					
19	URCs					
20	Any other category					
Grand Total		2994	649	803	1452	1542
<p align="center">Expenditure review</p> <p>Approved Civil Works Outlay for 94-97 Total Expenditure as on 31/12/96</p> <p align="center">RS. (in lacs) RS. (in lacs)</p> <p align="center">2612 1029</p>						

Source: SPO

**Physical Financial Status
DPEP I STATES**

Civil Works

Physical Status					
State	Planned 1994-97	Completed end 1 Dec:96	% of completion	Completed by end Mar'97	% of completion
ASSAM	1599	261	16.32	745	46.59
BIHAR	4309	2636	61.17	3135	72.75
KARNATAKA	3053	664	21.75	1135	37.17
KERALA	1799	554	33.01	946	52.58
MADHYA PRADESH	6344	2049	32.3	4994	78.84
MAHARASHTRA	9015	1246	13.82	1339	14.85
TAMIL NADU	2994	649	21.68	1452	48.5
Grand Total	29113	8059		13746	

Financial Status			
State	Planned 1994-97 (Rs. in lacs)	Expenditure end 1 Dec:96 (Rs. in lacs)	% of Expenditure
ASSAM	2194.15	958.72	43.69
BIHAR	2843.28	995.29	35
KARNATAKA	2506.224	834.933	33.31
KERALA	1929.5	798.58	45.06
MADHYA PRADESH	9328	4906	52.56
MAHARASHTRA	3083.4	11022.82	33.17
TAMIL NADU	2612	1029	39.4
Grand Total	24496.554	10545.343	

**Physical Financial Status
DPIEP I STATES**

Civil Works

State and item	Physical Status				
	Planned 1994-97	Completed end Dec;96	% of completion	Completed by end Mar'97	% of completion
ASSAM					
i) BRCs & New Schools	47	1	2.1	3	17
ii) CRCs & Addl CRs	373	58	15.55	235	63
iii) Toilets, Drinking water Repairs & B/walls	581	152	26.16	230	39.59
HARYANA					
i) BRCs & New Schools	211	2	0.95	6	2.84
ii) CRCs & Addl CRs	1034	247	23.89	400	38.68
iii) Toilets, Drinking water Repairs & B/walls	3060	2385	77.94	2726	89.08
KARNATAKA					
i) BRCs & New Schools	482	67	13.9	180	37.34
ii) CRCs & Addl CRs	294	15	5.1	63	21.42
iii) Toilets, Drinking water Repairs & B/walls	2256	580	25.7	874	38.74
KERALA					
i) BRCs & New Schools	67	23	34.32	25	31.31
ii) CRCs & Addl CRs	757	180	23.78	456	60.24
iii) Toilets, Drinking water Repairs & B/walls	403	31	7.7	96	23.82
MADHYA PRADESH					
i) BRCs & New Schools	2939	1310	44.57	2278	77.5
ii) Addl CRs	2288	490	21.41	1773	77.5
iii) Repairs	1117	249	22.29	943	84.42
MAHARASHTRA					
i) BRCs & New Schools	475	3	0.63	37	7.79
ii) Addl CRs	1017	13	1.28	66	6.5
iii) Toilets, Drinking water Repairs & B/walls	7515	1229	16.35	1235	16.43
TAMIL NADU					
i) BRCs & New Schools	71	47	66.19	67	94.36
ii) Addl CRs	805	249	30.93	510	63.35
iii) Toilets & D/water	2118	353	16.66	875	41.31

Management Information System

National Interventions

An effective and efficient Management of Information System plays a key role in success or failure of any project. DPEP is one among the first social sector project in the country that is being monitored closely through a computerized information system.

To meet the requirements of the Programme, two software packages have been specially developed: Project Management Information System (PMIS) and Educational Management Information System EMIS.

PMIS essentially serves as an Annual Work Plan finalisation and progress monitoring tool. The software tracks the progress of delivery of project inputs and the fund movement. It monitors trends in key project areas such as civil works, appointment of teachers, training of personnel, completion of studies, releases of funds, expenditure and disbursement claims. Quarterly progress reports are generated by the software.

The main objectives of PMIS are:

- ◆ to track the progress of delivery of project inputs;
- ◆ monitoring the fund movement;
- ◆ monitor the physical progress of the project activities;
- ◆ to provide project performance indicators which help the project authorities to take corrective steps for smooth implementation of the project;

EMIS is a comprehensive software package for monitoring educational indicators. The main objectives of EMIS are:

- ◆ to develop a frame work for collection of educational statistics from recognized institutions imparting primary education;
- ◆ to create a school level computerized database at the district level;
- ◆ to provide access to school level database to educational planners, administrators and researchers at district, state and National level and train them adequately to analyze and use the data base for the future planning;
- ◆ to provide a programmed solution for the DPEP society to monitor the progress of primary education at the district/state and national level by monitoring key educational indicators.

A national level Resource Group has been formed in December, 1996 including members from NIEPA, NCERT, LBSNAA, TSG and Bureau to discuss the feasibility of using EMIS and PMIS data for identifying the issues for better planning and implementation. A case-study of sample districts of few States have been developed and shared with the SPOs. The SPOs have been requested to attempt district wise analysis in the same line.

Currently the development of the training modules for the state and district planning teams is underway at LBSNAA with support from NIEPA and TSG. Once the module is finalised training programmes will be undertaken at LBSNAA during 1997-98.

In the last few months the two softwares have been further refined to meet the needs of the states. A number of workshops have been held in Delhi to understand the problems they face.

PMIS has been completely re-engineered to meet the requirements of the states. It has been developed in a more user friendly software (Power Builder 4.0 under windows). Training have been provided to the states from time to time. Three National level workshops were held in Delhi and special assistance missions undertaken in September-October to the states to help them in overcoming the problems in the use of the PMIS and DISE software and to sort out the outstanding issues. A workshop on the EMIS and PMIS was held from 9-11 December at NIEPA for training the District/State MIS teams on the use of the new DISE 2.0 software. TSG has given hands on training to state and district personnel as often as requested. Weekly review meetings are held in the Bureau to monitor the progress and to ensure MIS delivers as per the schedule.

NIEPA has conducted workshops from time to time to help them understand the software and how to effectively use the data for Educational Planning.

PMIS and EMIS both are operational in all the States under DPEP I. Most of the States and district MIS units are equipped with required Hardware-Software and trained manpower. There is a concern, however, for Maharashtra where computer system are recently installed, but MIS unit is not adequately staffed. The PMIS is not yet stabilised. The State faces a problem of qualified Systems analyst and technical staff.

**Progress in DPEP
States
Andhra Pradesh**

MIS cell has been initiated in the State with the systems analyst and a programmer in position. The other staff will be in position by March end. Hardware and software at the State level have been procured while the procurement for the districts is in progress. In two districts data entry operators are in position. The state has initiated EMIS work for the year 1996-97 and data capture formats have been translated and sent to the districts for data collection. District level MIS staff were trained in October and November 1996.

Assam

In Assam, the Management Information System is operationalised and provides effective information support in the implementation and management of the project.

Databases on the VEC, its composition and schools covered by it, have been created. A district level directory of all the primary schools containing brief information on enrolment and teachers was created for all the three DPEP districts. The database was extended to incorporate BRC/CRC details.

The Data Capture Formats (DCF) have been printed along with a detailed field instruction manual in Assamese and Bodo.

Meetings have been organised with the Block level Education Committee members to facilitate proper information flow which is essential for obtaining authentic data. EMIS data collection for the year 1996-97 is complete. State level training programme on use of DISE 2.0 for data entry, data validation and report generation were organised in January. Now data entry work is in progress.

PMIS has been successfully implemented. Quarterly reports are being generated using the PMIS software. As the scope of the software has been enhanced, performance-indicators report are also being generated by using the same.

Haryana

Computers have been installed and operationalised at all the four DPIUs and SPO. Base line data for the year 1996-97 has been collected and is being compiled. State level training programme on use of DISE 2.0 for data entry, data validation and report generation were organised in January. Data entry work using DISE 2.0 is in progress. Various reports on base line data for 1995-96 have been generated which are useful for planning and management of programme.

Evaluation Proforma have been designed to obtain information in a systematic manner from the grassroots level. All the four DPEP Districts offices and State Head Office have been connected to NICmail-400, network.

Himachal Pradesh

MIS unit in SPO at the State level has been set up. At the district level personnel have been appointed. However, the complete staffing will be over by March, 1997. The new personnel have been trained by TSG and NIEPA. The State is in the process of procuring the hardware. The State has circulated the EMIS data capture formats and data collection and analysis for the year 1996-97 is in progress. The State is yet to start reporting the quarterly progress in the prescribed software in the absence of complete staffing as well as the hardware.

Karnataka

Non-availability of hardware due to procurement problems and the technical staff has affected the compilation of data at the District level. Presently NIC has been entrusted the task of compiling data at the Districts. The procurement issues have been sorted out but the problem of personnel both at the State and district offices continue to be a matter of concern.

EMIS data collection for 1996-97 is complete. State level training programme on use of DISE 2.0 for data entry, data validation and report generation were organised in January. Data entry work using DISE 2.0 is in progress.

Kerala

MIS unit at state level and district level are functional and adequately staffed with trained personnel. The project is properly monitored through PMIS software. Regular report generation and data transfer are taking place.

EMIS is operational in the state. The EMIS reports were shared with the IV JSM in October. EMIS data collection for the year 1996-97 is complete. State level training programme on use of DISE 2.0 for data entry, data validation and report generation were organised in February. Now data entry work is in progress.

Madhya Pradesh

MIS unit at the State and district levels are functioning well. They are fully equipped and staffed with trained people.

The SPO is monitoring the progress of the project through PMIS software. Regular report generation and data transfer are taking place.

The EMIS unit is well established in the state. EMIS data collection for the year 1996-97 is complete. State level training programme on use of DISE 2.0 for data entry, data validation and report generation were organised in January. Now data entry work is in progress.

At the project management level, the state specific IMIS (Integrated management Information System) is designed to assist in the details of day-to-day project management, including expenditure forecasting, comparisons of actual expenditures with budgets and the tracking of results, such as student enrolments, physical characteristics of each school, and the numbers of teachers trained under the project. The system is linked to PMIS.

Maharashtra

MIS units at state level and district level have been set up with the latest systems. However, the absence of technical, qualified staff at the state office is a matter of concern. EMIS data collection and entry for 1995-96 was done through a private agency. Reports were made and shared with last JSM in October, 1996. The performance indicators are reported through manual compilation while the PMIS is yet to be stabilised. Special efforts are being made towards achieving this at the earliest.

EMIS data collection for the year 1996-97 is almost complete. State level training programme on use of DISE 2.0 for data entry, data validation and report generation were organised in January. Maharashtra has developed a software package "MLL" to trace quarterly the achievement of individual schools in MLL. SPO has developed an accounting procedure that is voucher based and intends to integrate this with the PMIS.

Orissa & Gujarat

Both the States face identical problem of staffing. The states have created the posts and the filling up of the posts is expected to be completed by April, while the process of procurement of the hardware has been initiated. Efforts of the Bureau for trainings for the States have also not been adequately utilised in the absence of the staff.

Tamil Nadu

MIS unit at the State level and district level are functional and adequately staffed. The project is properly monitored through PMIS software. Regular report generation and data transfer are taking place.

EMIS is operational. EMIS data collection for the year 1996-97 is complete. State level training programme on use of DISE 2.0 for data entry, data validation and report generation were organised in January. Now data entry work is in progress.

In the state level training programme in January state planning team were oriented on availability of various information through PMIS and EMIS to identify the issues for planning and better project implementation. The sample analysis as attempted by the National level resource group for Dharmapuri district was discussed in length with planning groups.

Future Strategies

Of immediate concern is the setting up of the MIS units in DPEP II States with special emphasis on Orissa and Gujarat. MIS units in the state and district level need to retain trained manpower for smooth and effective functioning. There is a serious problem of manpower turnover.

In four States, Karnataka, Maharashtra, Madhya Pradesh and Assam, there is an urgent - need for a system analyst to be appointed at the state head quarters, who can coordinate the activities of the MIS units of the districts.

The reports generated from EMIS and PMIS have to be seen not only as a requirement of the national bureau but a tool for planning and efficient administration of the programme. They need to be oriented on use of the valuable information in supporting decision making and future planning.

A number of interventions are planned to enhance effectiveness of MIS. These include:-

- ◆ Training programmes for state and district level planning teams on how to use the EMIS and PMIS data and information for future planning and taking corrective measures for the present activities, would be organised. The thrust will be on analysis of the data and information generated from PMIS and EMIS; to identify the problem areas and use this as an input for local area planning;
- ◆ Assistance missions for enabling the states in the above are planned.
- ◆ Improving the quality of data and information is a priority;

- ◆ Close monitoring of implementation of EMISS during data collection, data validation, data entry and scrutiny for 1997-99~~8~~ are planned to improve the quality of the data and improve reliability.
- ◆ An external agency shall be identified and employed to scrutinize a 5% sample of EMIS data for a cross section of these states for data reliability and for further improvement of the quality of data.
- ◆ It is planned to go on-line through National Informatics Centre Network (NICNET). By middle of 1997, it is expected that TSG/ Bureau will be able to access all the district information on-line.
- ◆ The DISE software is now updated and developed in the *power builder* platform. DISE Ver. 2.0 has been launched in January '97. Before launching the software, there was consultation with states for operationalisation of the software and the final copy after modification was shared with the states in the first week of February.
- ◆ The latest version of the software will have additional features like graphical interface, capability of analyzing 55 year trends, cohort analysis, scenario projection and mapping for micro planning.

Supervision

DPEP provides for regular Supervision Missions to each of the States to assess progress in the context of project goals and identify areas where technical assistance is required in the states. This effort towards ensuring accountability at all levels sets the programme apart from earlier attempts to achieve UEE. 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 enables states and districts to take mid course corrections.

Initially Supervision missions used to visit the states each quarter. Two of the quarterly missions used to be Joint Supervision Missions (JSM) and the other two were internal supervision missions. These were conducted by the Government of India. The system of biannual Joint Supervision Missions is continuing whereas it has been decided that JSMs would not be organised every half yearly as it used to be. Now JSMs would be launched by the Bureau as a targeted mission for specific purposes as and when required.

The first JSM in February, 1995 was led by IDA, the second in September, 1995 by EC, the third in July, 1996 was led by GOI and the fourth by ODA during October-November, 1996 in a system of rotating leadership. The forthcoming JSM scheduled for March, 1997 will be led by the World Bank.

The first two concentrated on reviewing the process of putting the management systems in place and identifying priority areas for capacity building at the beginning of programme implementation. Similarly the last two 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. The forthcoming JSM is focussed on two areas of Pedagogical Improvement and Annual Work Planning

The scope of the missions moved from an overall picture to more specific areas during the last two internal and Joint Supervision Missions. The fourth Joint Supervision Mission focused on assessing the pace of implementation, and thus, attempted to get an overall picture including follow-up of recommendations given by earlier Supervision Missions. The fifth one has again moved to the focussed areas.

National Interventions

To familiarise experts to DPEP, the Appraisal and Supervision Unit has designed an orientation package in consultation with the LBSNAA. Five programmes reaching out 100 people have been conducted in the current year. The duration of each programme is seven days and it includes mock

supervision exercises and field visits. The briefings of mission members and collation of reports is supported by LBSNAA. This resource pool has been used in ISMs in the past and would be tapped for organising targeted internal missions in future.

The Appraisal & Supervision Unit also assists the DPEP Bureau in the organisation of each mission. It provides support to the domestic as well as Joint Supervision Missions. 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.

Status

To date six ISMs have been mounted. The mounting of a mission has been an intensive fast paced yet detailed exercise. As a result of these missions, DPEP has been able to develop a wide resource network reaching out to individuals and institutions who give valuable independent objective insights into the programme. The programme today has an extensive inventory to draw resources from.

Future Strategies

It has now been agreed with the funding agencies that starting this year a one week workshop focussed on a particular theme would be organised in July every year. This would in fact substitute one of the internal supervision mission. The venue of the workshop would be one of the DPEP states that has performed better. The theme for the workshop would be selected by DPEP Bureau in consultation with the funding agencies and the states would report on their experience relating to this theme. The Appraisal and Supervision Unit is already gearing itself to organise the workshop in July 1997. At this workshop the DPEP Bureau would present an overview of project achievements, while each state would present its overall progress and an overview of its achievements in an exhibition space.

The Joint Supervision Mission shall continue to be launched twice a year. With the enlarged coverage, the DPEP - I states shall be visited by alternate missions while DPEP-II states shall be visited by both the missions. The DPEP Bureau plans to monitor the progress of the states closely, based on the feedback received through MIS reports or otherwise and would launch National Supervision Missions in the states where progress appears to be slow.

Appraisal

All the perspective plans prepared by the districts and states go through a rigorous appraisal process. Appraisal in DPEP is both a quantitative and qualitative exercise and has been interwoven in the process of planning. It supports the planning inputs as much as it assesses the capacity of state/district to implement the programme.

To date the appraisal process has largely been a national exercise with most of the efforts being initiated in Delhi. While investment plans under DPEP I was appraised by a combined Indian and overseas experts, the DPEP Bureau through the TSG undertook appraisal exercises in the three DPEP-II States: Orissa, Gujarat and Himachal Pradesh between November, 1995 and February, 1996. This included one Pre-appraisal and another Appraisal Mission to each of the three states. The exercise was completed on schedule.

These National Missions were followed by IDA Pre-appraisal and Appraisal Missions. IDA concurred in its assessment of the status of project preparation in the states with the national missions and considered the National Appraisal Reports as evidence of existing capacities at the national level. These capacities have been built over three years of DPEP preparation and implementation.

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.

National Interventions:

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. Realising that the task on hand is mammoth, the Unit designed a comprehensive programme. This included a 5-day familiarisation 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 assessment; report writing and sessions on team ethics. Four programmes were held during the period of May-December, 1997 leading to the creation of a resource pool of 80 persons.

The participants for these programmes were carefully identified. The unit

requested national academic institutions, NGOs and development professionals to nominate individuals. Each batch of 20 participants, included four area specialists, i.e., educationists, architects, economists, planners and social sector analysts. In this way, 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.

Resource persons for these programmes included LBSNAA faculty, officials of the DPEP Bureau, TSG and other experts familiar with the programme. The criteria for selection of resource persons was of course their familiarity with all aspects of the programme, an in-depth understanding of appraisal requirements, and expertise in at least one area. This familiarisation programme also helped the DPEP Bureau and TSG to identify quality appraisers that is critical in team formation.

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.

After these initial background preparations were over the actual task began. The states were asked to reveal their readiness to face the pre-appraisal mission. The preparedness depended on completion of draft plans and research studies. Following this a schedule was developed for pre-appraisal of expansion districts. 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 person who has expertise in pedagogical renewal processes and an economist/planning expert.

During the period of last four months nine pre-appraisal missions to Kerala, M.P., Orissa, Maharashtra, Karnataka, Haryana, Tamilnadu, U.P. and Bihar have already been mounted. Each team consisted of four members as specified above except for M.P., where fifteen district plans had to be appraised. The size of the mission was extended to eight to ten in M.P., U.P. and Bihar to cater to large number of districts to be pre-appraised in these States. The last in the series would be Assam, which is scheduled to have the pre-appraisal during the second half of March. The first to be completed in the series, Kerala showed an appreciable preparedness for expansion of the programme. The IDA has recently reviewed the GOI appraisal of Kerala.

The pre-appraisal missions have been of approximately 12 to 14 days and

included briefing at Delhi by the Bureau and the TSG, visit to the state headquarter, one cold district to get the feel of the ongoing programme, visit to sample new districts, report writing and state as well as national wrap-up. The experience so far has been enriching and the reports are helping the districts and states to refine their plans. The Appraisal Handbook is being given to every member and is playing the facilitative role as perceived.

Future Strategies

The Appraisal Missions for these States are already being scheduled on the basis of the preparedness of district/state, and April onwards the Appraisal Missions would go to different States. The Appraisal Mission would typically be lasting for 16-18 days. Meanwhile the Bureau/TSG is also arranging support to the districts/states in the areas that have been identified by the Pre-appraisal Mission.

In future, the process of appraisal is expected to evolve and become more participatory. Documentation of experiences is also envisaged. Considering the successful experience of three DPEP-II States and the national expertise available, it is expected that these missions will successfully complete the appraisals of state/district plans.

Further expansion of the programme to more states/districts with either external or domestic support is being contemplated by the GOI. The DPEP Bureau and the TSG are already making their plans to handle these additional appraisals. Strategy is to further strengthen the resource pool in terms of number as well as capacity. More familiarisation programmes would be organised and content of the programme would be revised on the basis of experience. The capacities of the core group at TSG would be enhanced with more exposure and orientation to the state of the art in appraisal of social sector projects.

Innovations

DPEP itself is an innovative programme, and therefore, encourages innovations at all levels. A separate innovation fund has been created at district, state and national levels. Every districts entitled to spend upto Rs one lakh per annum on innovative projects. At state level, the fund amount is Rs 20 lakh with the annual ceiling fixed at Rs 5 lakh.. At the national level Rs 100 lakh is earmarked per annum to fund innovative projects. However, no single project should cost more than Rs 20 lakh. These are captive funds, and cannot be diverted to any other activity.

Some districts and states have initiated innovative activities on pilot basis under this fund. However, proposals for innovations have been few so far.

Progress in DPEP-I States: Assam

An innovative programme called *Shiksha Sevika* programme has been launched in one block. Based on the *Shiksha Karmi* model of Rajasthan these para-teachers perform dual roles. They motivate the community to send girls to school, and also assist teachers in the classroom.

Innovative supplementary reading materials for children are being developed. These books would be conducive to creative learning, and would promote a spirit of inquisitiveness among children. In addition, a few small booklets with interesting artwork and little description would be developed in the coming months.

The innovative science project launched during March '96 will be further extended to cover a number of new activities. Initiatives are also planned in the area of environment education, school health services, and enhancement of learning achievement levels in those areas where different dialects are used. An experimental teacher training programme on health and hygiene is being planned.

Haryana

One block in each district will work out a project to highlight the special educational needs of physically handicapped children. In these blocks, partially sighted children and children with hearing disabilities will be enrolled in normal schools. One teacher from each of the selected schools will be specially trained to work with these special children. The training manual has already been developed by SCERT. Supervisory staff will also receive special orientation.

Girls in urban slums have problems accessing schooling facilities. For them a programme for special coaching classes has been developed.

Karnataka	Institute of Socio-Economic Change, Bangalore has prepared a training package for headmasters of primary schools. The key resource persons will also be trained by ISEC. The package will be transmitted soon. An NGO is working on establishment of Mathematics centres at BRCs and CRCs.
Kerala	As an innovative action, Kasargod district has bifurcated 10 primary sections from high schools. This will ensure more attention to the needs of the children of primary school-going age. A model multi-grade school is opened in Wayanad district. This will be run with assistance from an NGO working in the district.
Madhya Pradesh	Using the innovations fund, the SPO has involved NGOs in a range of activities which are mentioned in the section on NGO involvement.
Maharashtra	An interactive method of personnel selection to recruit 320 Sahayoginis has been designed. The State has also evolved other innovative strategies such as catalysing VECs to mobilise additional resources as part of scheduled activities.
Tamil Nadu	Special coaching classes were proposed for girls, SC and ST and disabled children. These will be initiated soon. A local escort system to take girls to school and bring them home is planned. All school age children are to be registered. This will assist in monitoring at village level and mobilisation campaigns.
Future Strategies	So far the use of the innovation fund has been sporadic. However, to bring about change, states and districts are realising that the innovation fund gives them even more flexibility to initiate activities, systematically try them and replicate. Thus, these apart, fund encourages the states and districts to undertake innovative projects on experimental basis, and helps them to progressively add on more components to the Programme.

NGO Involvement

Non-governmental organisations (NGO) have emerged as active actors in the area of social development in the country. Their role and impact in the society are to be reckoned with. Hence, these institutions are considered as important stakeholders in social development programmes, whose participation is felt crucial. They are also repository of knowledge of grass roots realities because of their proximity and various expertise. Building upon the experience gained in BEP, Lok Jumbish, UPEFA, APPEP, *Shiksha Karmi* and *Mahila Samakhya*, DPEP is also drawing upon the resources and skills of the voluntary sector to strengthen programme implementation.

National Interventions

The DPEP Mission, the apex body of DPEP, includes NGO representatives. This ensures that the overall direction to the project is influenced by the experience of non-State agencies. There is mandatory provision for the representation and participation of NGOs in all state, district and sub-district levels decision-making bodies, viz. General Council, Executive Committee, District Implementation Committees and VECs.

All DPEP national-level workshops, training programmes and interactions include resource persons from NGOs and academic resource institutions. This provides state-level representatives an opportunity to learn and also chalk out a plan for a long-term association. NGOs are represented in all state-level functional area resource groups, which play a major role in directing, advising and shaping implementation designs and strategies.

These efforts are being followed in all the states and districts. Some states, however, lack a strong voluntary sector which can provide the required inputs. This is a bottleneck in devising a state level strategy for NGO involvement in the Programme. With TSG assistance, SPOs have been in touch with NGOs from other states to work on specific project components.

In addition, states are also working out schemes to build the capacities of existing NGOs and funds have been earmarked for the same. Using this fund, Assam and M.P. have set up *Mahila Samakhya* Societies.

State-Level Interventions Assam

Assam started involving local as well as national NGOs in various developmental and community activities. BOSCO, REACHOUT, VHAJ are assisting the SPO in these activities. Local NGOs have taken up community mobilisation. Members from NGOs are representing on District and Block, Advisory Committees and planning groups.

Haryana	The SPO has identified some groups working in areas of girls education and pedagogy despite non availability of NGOs in the state. Bharat Scout Guide's Association Environment Society is helping in NFEIAS and CEVA including child centres, class room process. Efforts are being made to involve them.
Karnataka	A number of NGOs have been involved in the programme implementation. The sufficient NGOs include : 1. Suvidya for setting up maths centres at BRCs and CRCs; 2. BGVS for organising chinnata mela; 3. Myrada and PP group were involved in the social assessment study for DPEP II; 4. Myrada, Vikasana, Samuha, BGVS have been partners in micro-planning; 5. CLR Pune and CRY Bangalore have been associated in a programme for training Anganwadi workers and Supervisors for pre-school education, and Rikshi Valley Rural Schools for their involvement in developing self learning materials and training modules.
Kerala	NGO involvement in Kerala is one of the critical factors in its success. The Kerala Saksharta Sahitya Parishad (KSSP) is actively involved in large scale quality improvement programmes from village to the State levels. Academic support is also being provided by a range of other NGOs from within Kerala and outside. A new position of Programme Officer for community and NGO participation efforts has been created to handle this work.
Madhya Pradesh	<p>The SPO has successfully developed a network with voluntary agencies from within the State and outside. Viewed as project partners, NGOs have provided resource support for Alternative Schooling and <i>Shishu Shikshan Kendras</i> programmes.</p> <p>An NGO is running 10 AS centres for children of migratory communities in two blocks of Rajnandgaon district. It has also developed local specific teaching-learning materials. The <i>Shram Niketan</i> proposal to run AS in Shahdol has been approved. Several other NGOs are also involved in the Programme in different functional areas..</p> <p>All resource groups set up by the state and districts, to shape strategies in areas like Gender, ECE, Tribal education, pedagogy, community mobilisation include NGO representatives.</p>
Maharashtra	<p>All the State core teams include NGO representatives. Core teams have been set up in the area of pedagogy, gender and media.</p> <p>The state for the first time has involved an NGO in training VECs in cost-effective and alternative methods of constructing water pumps and toilets. The Centre for Sciences for Villages is based in Wardha and is also associated with the new designs developed to build 34 BRCs. The interactive selection process to recruit <i>Sahayoginis</i> for the Mahila Prabodhan Programme was evolved with the help of an NGO.</p>

Tamil Nadu

The SPO is developing plans to involve NGOs in the actual running of NFE and ECE centres.

Future Strategies

While all SPOs and DPOs have initiated contact with NGOs, the network needs to be strengthened in all the areas. At the national level, however, the links with the voluntary sector are strong, and the network is constantly being widened. What is further required is a well articulated strategy both at the national and state level in order to take advantage of the skills, expertise and experience generated in the voluntary sector.

Procurement and Disbursement

IDA procurement procedures as spelt out in the Project Agreement are followed by the State Implementation Societies including the EC assisted DPEP in Madhya Pradesh and ODA assisted programme in Andhra Pradesh. Realising the importance of adherence to correct procedures for procurement and disbursement, a unit within TSG was established to function as a nodal reference point. The unit has contributed significantly to the spread of knowledge of procurement procedures among the State and District level functionaries and facilitating the process of IDA clearance to procurement proposals and reimbursement of IDA credit. Action has also been initiated to facilitate disbursement process for Andhra Pradesh under ODA funding.

All the DPEP-I states are now well equipped in terms of basic infrastructure facilities. The offices at the state and district level are provided with essential items of furniture and office equipment. Satisfactory progress has been made in the procurement of computer equipment and vehicles by DPEP-I States. Action is under way to provide BRCs with furniture and training equipment. Release of grants to schools for infrastructure facilities and to teachers for development of low cost teaching aids is in progress, and proper utilisation of the grants of the earlier year is being ensured.

National Interventions

Project Agreement for second District Primary Education Project has been signed on 15-7-96 between IDA and States of Assam, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Tamil Nadu and Uttar Pradesh. A Development Credit Agreement for DPEP-II has also been signed between India and IDA on 15-7-96 for an amount of US \$ 425 million. The Agreement provides for retro-active financing to the extent of SDR 2.8 million for meeting the expenditure incurred during 2.3.96 to 14.7.96. The State Implementation Societies are already advised to submit the reimbursement claims under IDA-II credit.

Based on the experience gained in the implementation of the Programme in DPEP-I States, a number of systemic issues were identified and raised with IDA with a view to further simplifying procurement procedures. Consequently, the Project Agreement for DPEP-II provides for the following:-

- ◆ *Enhancement of ceiling for civil works carried out through Communities or Force Account from US \$ 15,000 per contract to US \$ 20,000 per contract. With this the pace of construction programme, especially in remote areas, is expected to gain momentum.*
- ◆ *Introduction of national shopping procedure on the basis of*

quotations obtained from three qualified domestic contractors for civil works costing the equivalent of \$ 20,000 or less per contract. This was not available earlier in DPEP-I;

- ◆ **Introduction of direct contracting for purchase of books available from a single source.** Earlier there was no such provision.
- ◆ **Purchase of vehicles estimated to cost the equivalent of \$ 100,000 or less per contract on the basis of national shopping procedure upto an aggregate amount of \$ 2,700,000 equivalent.** Use of DGS&D rate contract is also acceptable as a substitute of national shopping procedure. In DPEP-I, ICB procedure was applicable for purchase of vehicles in excess of aggregate ceiling of \$ 300,000 equivalent. This was a major bottleneck.

The above provisions in the Project Agreement for DPEP-III have also been made applicable to DPEP-I through a confirmation letter of these amendments.

In a separate communication, IDA has agreed to dispense with prior review by the Bank of the Terms of Reference for consultancy assignment upto a value of Rs. 2 lakhs for individuals and Rs. 5 lakhs for institutions (selected through short listing procedure). The SPDs are given the authority to select and contract consultants. All such cases will however be subjected to review by DPEP Bureau on ex-post facto basis.

The model terms of reference for studies finalised in consultation with the Bank have been circulated for adoption by DPEP-II States and expansion districts in DPEP-I States. These are Social Assessment Study; Formulation of District Plans; Baseline Assessment Study and Study of State Finances.

The model TORs for appointment of Chartered Accountant for auditing the accounts of the Society have also been circulated to all the DPEP States.

Status in DPEP-I States

A number of procurement proposals have been finalised in the recent past in consultation with the Bank for DPEP-I States. State-wise information about some of the important proposals is given below.

Assam

Action for purchase of vehicles under ICB was taken. However, the order was cancelled when the selected bidder failed to supply the vehicles as per the terms of ICB. Vehicles are now being purchased under national shopping procedure. Approval has been given for purchase of 20 two-wheelers in lieu of two jeeps for better mobility of the field staff in remote and inaccessible areas.

Computer system has been procured under NCB for State Project Office and districts. Purchase of 300 *Active maths package* for standards 1 and 2 from

single source on direct contracting basis has been approved. Consultancy proposals for environment building, women's development, micro-planning, evaluation of civil works and supervision of construction of SCERT building have been cleared.

Haryana

Rejection of bids under ICB for purchase of vehicles has been approved. The state was authorised to procure language activity chart from NCERT on direct contract basis.

SPO has gained approval for engagement of MDI, Gurgaon as Consultant for baseline survey of learner's achievement; hiring Consultants for preparation of video film on DPEP activity; and for conducting a study on impact of teacher training programme.

Karnataka

As the only success of ICB, 16 vehicles under ICB were purchased by the state. MLL based text-cum-workbooks and teacher guides for standards 1 and 2 were printed following NCB procedure. Approval was given for rejection of bids for computer equipment under NCB and SPD allowed to make the purchase under national shopping procedure for each district.

A number of consultancy proposals have been approved. These include engagement of Shri M.S. Sathyu for preparation of a short film on DPEP; Resource Persons to assist in the formulation of district project plan; Dr. V. Vyasulu for Finance study; Consultants for social assessment study; and Consultants for setting up maths centres in BRCs and CRCs.

Kerala

Purchase of vehicles under ICB did not materialise as the bidder did not accept the condition of fixed price. SPD has been allowed to procure vehicles under national shopping. Computer equipment was procured following NCB procedure.

A number of consultancy proposals have been approved. These include engagement of SIDCO for supervision of civil works, and a Consultant for teacher training activities.

C-GRAF, Department of Future Studies, Kerala University, has been retained for evaluation of utilisation of the teacher and school grant and for assessing the reaction/perception of teachers/parents/community to new teaching learning methods and for preparation of reports on Social Assessment Studies and Baseline Assessment Studies in expansion districts.

Madhya Pradesh

Digantar, Rajasthan is engaged as consultants for providing technical support in developing teaching and learning material and organising training programmes has been approved. The state has also received clearance for hiring nine consultants for various functional areas.

Maharashtra

Bid evaluation report for purchase of vehicles under ICB was approved with the stipulation that refund of excise duty may be obtained when certificate for this purpose is given by appropriate authority. Vehicles have been delivered since then. Purchase of text-books, directly from Maharashtra text-book Bureau for distribution under DPEP was permitted. Computer system was procured following NCB procedure for State Project Office and districts.

A number of Consultancy assignments have been approved. These include evaluation of teachers grants, school improvement grant, functioning of VECs, school enrolment and attendance, production of video films and video spots on girls education and gender equality.

Tamil Nadu

Computer equipment was procured following NCB procedure. Procurement of furniture for BRCs at an estimated cost of Rs. 33 lakhs under NCB procedure is authorised.

The State has received approval for engagement of two Consultants for (i) curriculum development and quality improvement and (ii) Primary formal education and special coaching classes.

Expenditure and Disbursement

Though with the streamlining of procurement procedures the expenditure and disbursement profile has been improving steadily, the low level of expenditure and disbursement in DPEP still remains the cause of concern. The main factors for this are; late start of the project and the long time taken in familiarising the SPOs with the complex IDA procurement guidelines.

The major shortfall is on civil works which has a large budget in the initial years. The slow progress on civil works also affected expenditure on other related activities, viz. Appointment of teachers, procurement of furniture/equipment etc.

Details regarding the expenditure forecast as per the Staff Appraisal Report concerning 6 IDA assisted States and the actual expenditures are given in table 'A'. It is significant to note that the actual expenditure during the two semesters, January - June 1996 and July - December, 1996, are 79.98% and 82.37% of the targets respectively.

Due to the heavy backlog in the first semester January - June 1995, the cumulative expenditure till December, 1996 is to the extent of 65.81% of the cumulative target. The cumulative expenditure till December, 1996 is about Rs.143 crores.

Details regarding the disbursement forecast as per SAR and actuals for the first four semesters both in terms of Indian rupees and US \$ are given in tables 'B' and 'C'. It may be observed that the cumulative figure of reimbursement claim lodged till December, 1996 was US \$ 36.482 million

against which actual disbursement was US \$ 19.624, excluding the amount of US \$ 12.00 in Special Account. Till the end of February, 1997, disbursement of US \$ 31.158 million has taken place. The difference indicates the amounts lying in pipeline for future disbursement by the Bank.

Details regarding expenditure and reimbursement claims state wise for the period upto December, 1996 are given in table 'D', while information regarding the release of Government of India share and State Government share to the DPEP Societies is given in table 'E'.

Concerns
Clearance of Terms
of Reference for
small
Consultancies:

One of the systemic issues taken up with the Bank related to simplification of procedures for consultancy assignments. The Bank has recently conveyed its approval for dispensing with prior review of the Terms of Reference for consultancy assignment upto Rs. 2 lakhs for individuals and Rs. 5 lakhs for firms. However, it has stipulated that all single source selection of consulting firms shall continue to remain subject to prior review by IDA. *This implies that for institutions, prior review by Bank has been dispensed with only if the selection is through shortlisting procedure and the value is less than Rs. 5 lakhs.*

The State Project Directors need to hire institutions which may offer some specialised services or have been associated with the project. However single source selection of such institutions, even when the estimated value of consultancy is within Rs. 5 lakhs, will require prior review by Bank. The procedure is against the programme ethos of decentralisation and slows down the programme implementation.

The existing difference in procedure between consultant organisation selected on single source basis and selected through short listing should be removed. *It is recommended that prior review by Bank may be uniformly dispensed with for hiring consultant organisation, whether on sole source selection or short listing where the estimated value is less than Rs. 5 lakhs.*

Reimbursement
Procedure for
School
Improvement
Grants:

In response to the issue of reimbursement of grant raised by the Bureau, the Bank had clarified that claims may be made on the basis of a simple utilisation certificate (U.C) counter signed by (a) VEC chairman/member in case of school improvement grant of Rs. 2000/- and (b) School headmaster in the case of grant of Rs. 500/- to the teachers.

To avoid the considerable delay in reimbursement, *it is recommended that the claims may not be linked to the documentation of utilisation certificates.* Instead, the grants once released, may be treated as expenditures by SIS and reimbursement be made. The SPDs will ensure that the grants for subsequent years are not released in instance where U.Cs are not received. The process of obtaining simple U.Cs on the lines suggested by the Bank will be duly carried

out. The U.Cs will be available for verification by audit for covering the expenditure in the SOE audit certificate.

Categorisation of Expenditure on School Improvement Grant and Teachers Grant:

As clarified by Bank all expenditures on school improvement grant and teachers grant should be claimed for reimbursement under category-4 which consists of incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs. The reimbursement is on a declining basis starting with 90% upto 30-9-1997, 80% from 1-10-1997 to 30-9-2000 and 60% from 1-10-2000 till termination of the project on 31.3.2002.

DPEP Bureau's has proposed for reimbursement under category-2, which included equipment, vehicles, books and furniture and provides for reimbursement uniformly at the rate 80% throughout the project period.

However, the Development Credit Agreement for DPEP - II clearly provides that Category-2 will consist of equipment, vehicles, books, furniture and materials. In DPEP-II, reimbursement of expenditures on school improvement grant and teachers grant will therefore be claimed under category-2.

It is only reasonable that the procedure accepted for DPEP-II is also extended to DPEP-I, if necessary, by means of an amendment letter to the Development Credit Agreement for DPEP-I. This will facilitate maintenance of accounts at the project level besides contributing to better performance in disbursement.

Time Lag between submission of Claims and Reimbursement

As can be seen in Table 'C' there is a considerable gap between submission of claims and their reimbursement by the Bank. Disbursement by the Bank needs to be expedited.

Expenditure and Reimbursement in respect of DPEP Madhya Pradesh

Against the total annual work plan and budget amounting to Rs. 209.21 crores upto 1996-97, an expenditure of Rs. 117.96 crores has been incurred by DPEP Madhya Pradesh upto December, 1996. Reimbursement procedure is not applicable in the case of EC grant for Madhya Pradesh DPEP. The amount is released by EC in tranches. The first tranche of ECU 19.73 million was released by them in August, 1994 and the release of second tranche amounting to ECU 40.993 million has been agreed by the EC.

Table 'A'
Annexure 'A'**IDA Credit No - 2661 - IN - DPEP****Expenditure Forecast and Actual**

(Rs. in Million)

Sl No.	IDA FISCAL YEAR AND SEMESTER	FORECAST		ACTUAL	
		SEMESTER	CUMULATIVE	SEMESTER	CUMULATIVE
1.	FY - 95 Jan 95 - June 95	448.00	448.00	54.23 (12.10%)	54.23 (12.10%)
2.	FY - 96 July 95 - Dec 95 Jan 96 - June 96	448.00 640.50	896.00 1536.50	316.50 (70.63 %) 512.28 (79.98 %)	370.73 (41.37 %) 833.01 (57.47 %)
3.	FY - 97 July 96 - Dec 96 Jan 97 - June 97	640.50 822.50	2177.00 2999.50	549.82 (85.84 %) 110.79 *	1432.83 (65.81 %) 1543.62

(Conversion rate - 1 US \$ = Rs. 35.00)

(*) This is only against Jan' 97 expenditure.

Annexure 'B'

ILA Credit No - 2661 - IN - DPEPDisbursement Forecast and Reimbursement Claims

(Rs. in Million)

Sl No.	IDA FISCAL YEAR AND SEMESTER	FORECAST		REIMBURSEMENT CLAIMS	
		SEMESTER	CUMULATIVE	SEMESTER	CUMULATIVE
1.	FY - 95 Jan 95 - June 95	280.00	280.00	48.18 (17.20 %)	48.18 (17.20 %)
2.	FY - 96 July 95 - Dec 95	539.00	819.00	278.36 (51.64 %)	326.54 (39.87 %)
	Jan 96 - June 96	591.50	1410.50	467.28 (78.99 %)	793.82 (56.28 %)
3.	FY - 97 July 96 - Dec 96	560.00	1970.50	497.68 (88.87 %)	1291.50 (65.54 %)
	Jan 97 - June 97	699.50	2670.00	101.20 *	1392.70

(Conversion rate - 1 US \$ = Rs. 35.00)

(*) Reimbursement against Jan' 97 Expenditure only.

Annexure 'C'

DISBURSEMENT FORECAST AND ACTUAL IN US \$

(US \$ in Millions)

Sl No	IDA FISCAL YEAR AND SEMESTER	FORECAST		ACTUAL DISBURSEMENT BY BANK		REIMBURSEMENT CLAIMS LODGED	
		SEMESTER	CUMULATIVE	SEMESTER	CUMULATIVE	SEMESTER	CUMULATIVE
1.	FY - 95 Jan 95 - June 95	8.0	8.0	--	--	1.592 (19.9 %)	1.592 (19.9 %)
2.	FY - 96 July 95 - Dec 95	15.4	23.4	0.543 (3.51 %)	0.543 (2.31 %)	8.235 (53.47 %)	9.827 (42.00 %)
	Jan 96 - June 96	16.9	40.3	10.523 (62.27 %)	11.066 (27.46 %)	12.604 (74.58 %)	22.431 (55.66 %)
3.	FY - 97 July 96 - Dec 96	16.00	56.30	8.558 (53.49 %)	19.624 (34.85 %)	14.051 (87.82 %)	36.482 (68.40 %)
	Jan 97 - June 97	19.7	76.00	11.534 (58.55 %)	31.158 (41%) **	2.886	39.246

(Conversion rate - 1 US \$ = Rs. 35.00)

* Bank disbursement does not include the amount of US \$ 12 million Special Account.

** Claims in pipe line US \$ 8.088 million.

Annexure 'D'

STATEMENT ON EXPENDITURE AND REIMBURSEMENT CLAIMS
IDA CREDIT NO. -2661 - IN

(Rs. in Lakhs)

Sl No	Name of the State	Total GOI + State funds available with SPDs	Total Exp. upto March 96	Total Reimb. Claims upto March 96	Expenditure during 96 - 97			Reimb. Claims during 96 - 97			Total Exp. (till Date) 1996-97	Total Reimb. (till Date) 1996 - 97
					upto 31st Dec - 96	Jan - 97	Total	upto 31st Dec - 96	Jan - 97	Total		
1.	Assam	3994.68	1176.66	1051.09	666.70	275.49	942.19	596.29	246.94	843.23	2118.85	1894.32
2.	Haryana	3664.12	946.30	838.61	1013.21	228.05	1241.26	910.56	209.65	1120.21	2187.56	1958.82
3.	Karnataka	5740.93	1185.44	1060.50	1223.95	133.80	1357.75	1079.43	121.13	1200.56	2543.19	2261.06
4.	Kerala	3802.27	1087.57	982.76	796.37	133.19	929.56	727.19	122.03	849.22	2017.13	1831.98
5.	Maharashtra	6790.70	1652.82	1454.31	2116.29	--	2116.29*	1896.21	--	1896.21	3769.11	3350.52
6.	Tamil Nadu	3492.26	712.55	641.81	737.05	250.87	987.92	663.03	225.78	888.81	1700.47	1530.42
	Total	27484.96	6761.34	6028.88	6553.57	1021.40	7574.97	5872.71	925.53	6798.24	14336.31	12827.12
7.	Ed.CIL ***	1394.50	537.04	537.04	476.38	86.50	562.88	476.38	86.50	562.88	1099.92	1099.92
	IDA Total	28879.46	7298.38	6565.92	7029.95	1107.90	8137.85	6349.09	1012.03	7361.12	15436.23	13927.04

Notes :- The Expenditure referred to in the Statement is claims expenditures.
 (*) Expenditure upto Dec - 96.

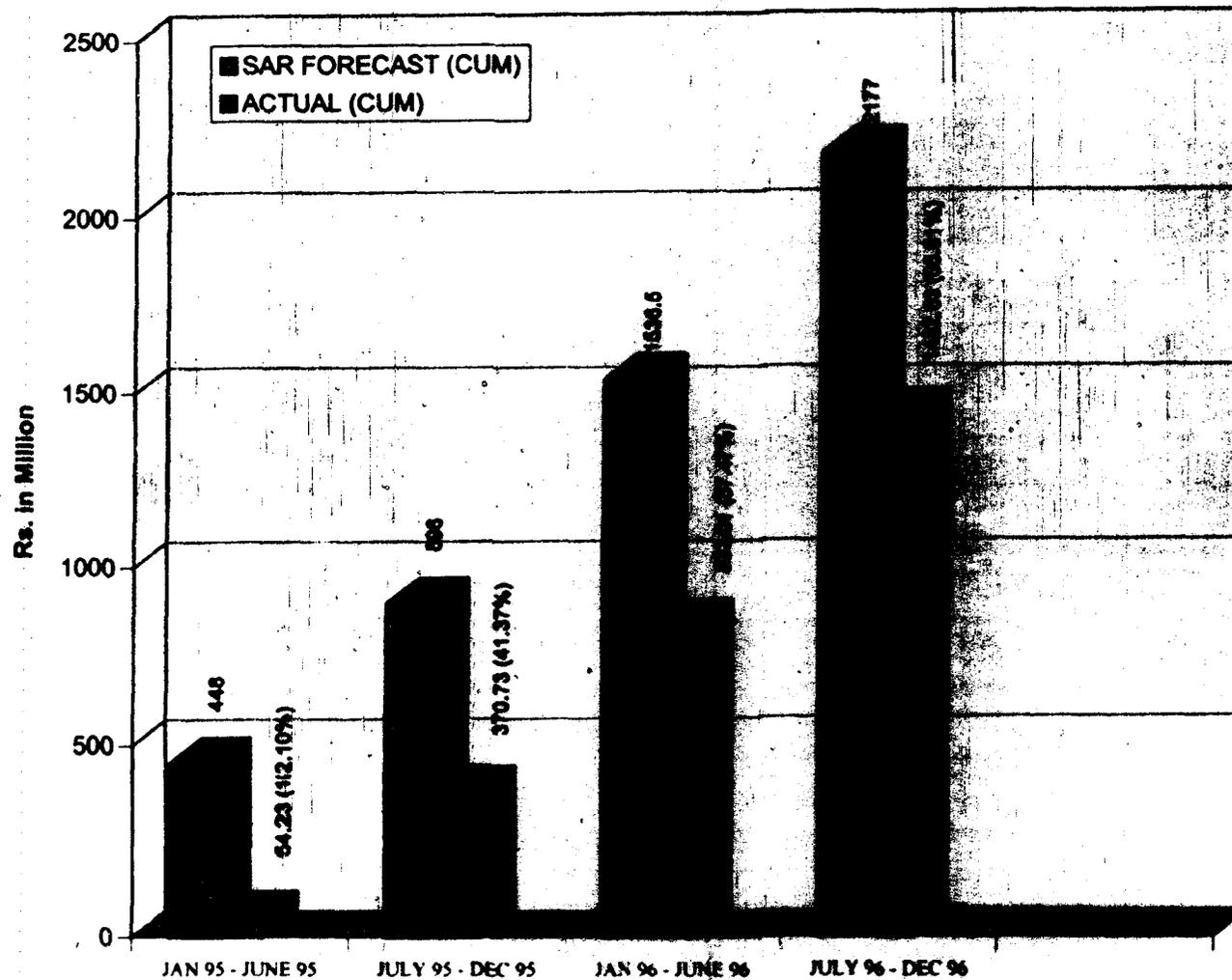
Annexure 'E'

Statement on Release of GOI share and States share in respect of DPEP

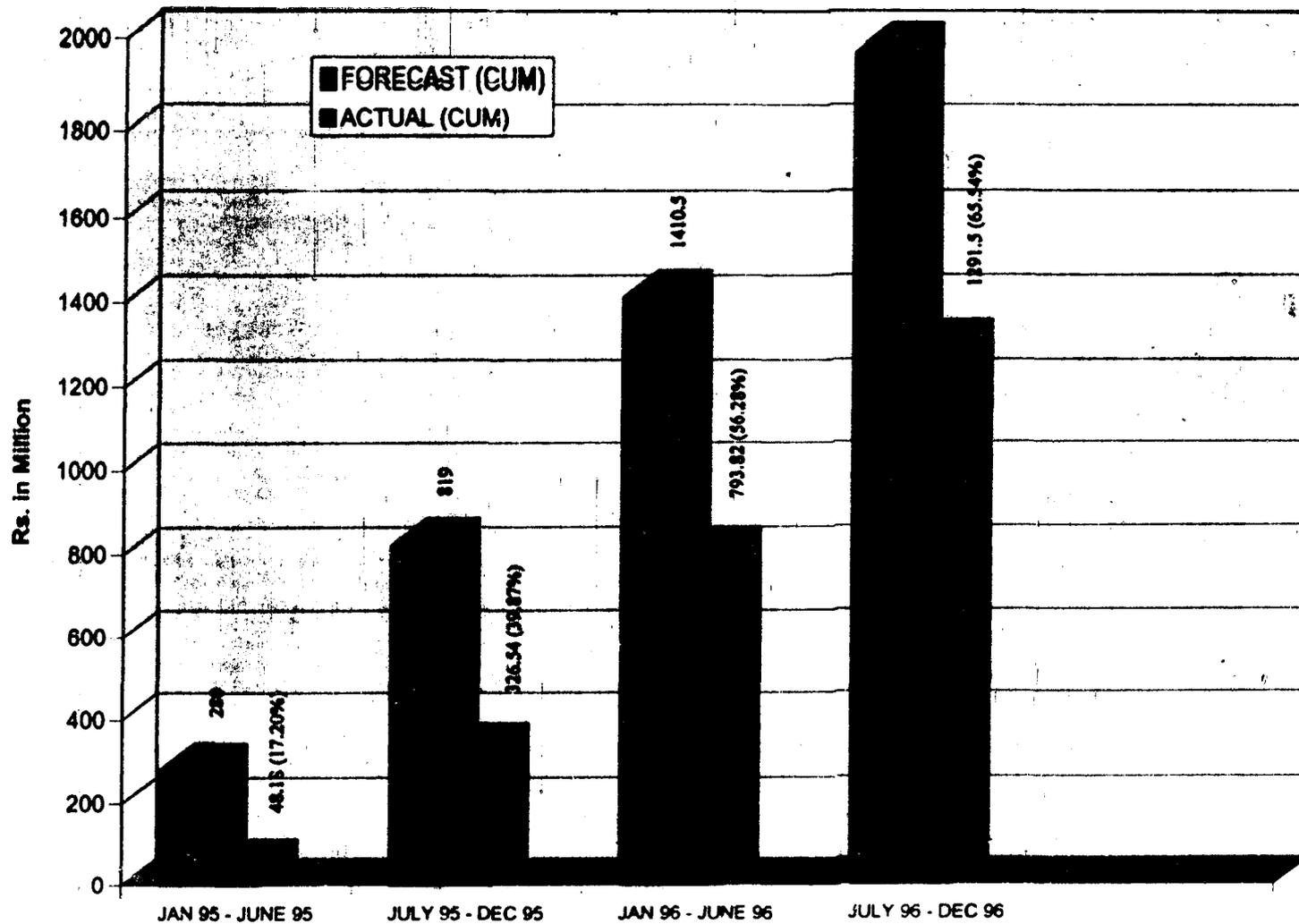
(Rs. in Lakhs)

Sl. No.	State	Year	AWP&B	Funds released by GOI	Funds released by State Govt.	Total Funds available
1	Assam	1994 - 95	832.74	757.82	82.68	840.50
		1995 - 96	2270.00	1929.18	0.00	1929.18
		1996 - 97	2372.30	1000.00	225.00	1225.00
		Total	5475.04	3687.00	307.68	3994.68
2	Haryana	1994 - 95	917.79	830.05	137.66	967.71
		1995 - 96	1836.39	1560.95	275.46	1836.41
		1996 - 97	2599.70	860.00	0.00	860.00
		Total	5353.88	3251.00	413.12	3664.12
3	Kerala Kerala	1994 - 95	955.13	846.54	143.26	989.80
		1995 - 96	2237.91	1901.85	335.62	2237.47
		1996 - 97	1630.59	575.00	0.00	575.00
		Total	4823.63	3323.39	478.88	3802.27
4	Karnataka	1994 - 95	1584.72	1397.39	237.77	1635.16
		1995 - 96	2605.77	2214.91	390.86	2605.77
		1996 - 97	3415.50	1500.00	0.00	1500.00
		Total	7605.99	5112.30	628.63	5740.93
5	Tamil Nadu	1994 - 95	926.24	837.28	138.93	976.21
		1995 - 96	2551.56	2138.65	377.40	2516.05
		1996 - 97	1526.70	0.00	0.00	0.00
		Total	5004.50	2975.93	516.33	3492.26
6	Maharashtra	1994 - 95	1965.56	1720.71	294.83	2015.54
		1995 - 96	3446.71	2929.92	517.04	3446.96
		1996 - 97	2931.81	0.00	1328.20	1328.20
		Total	8344.08	4650.63	2140.07	6790.70
7	M.P.	1994 - 95	3150.50	2741.71	450.00	3191.71
		1995 - 96	7904.19	6718.56	1432.00	8150.56
		1996 - 97	9866.89	6000.00	950.00	6950.00
		Total	20921.58	15460.27	2832.00	18292.27
G. Total			57528.70	38460.52	7316.71	45777.23

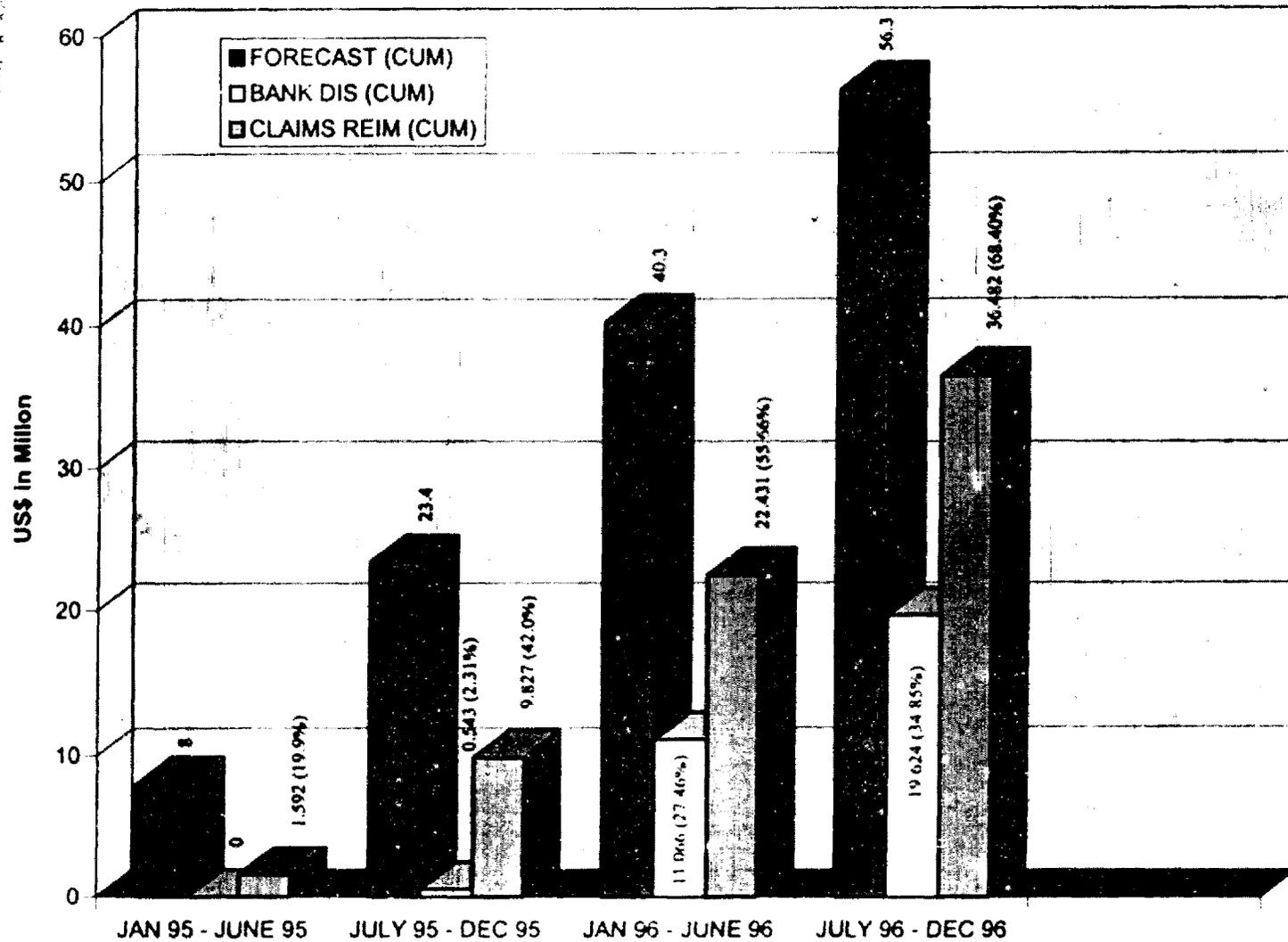
Expenditure Forecast and Actual



Disbursement Forecast and Reimbursement Claims



Disbursement Forecast and Actual in US\$



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 National Institute of Educational
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 17-B, Sri Aurobindo Marg,
 New Delhi-110016
 DOC. No. D-9561
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Annexure I

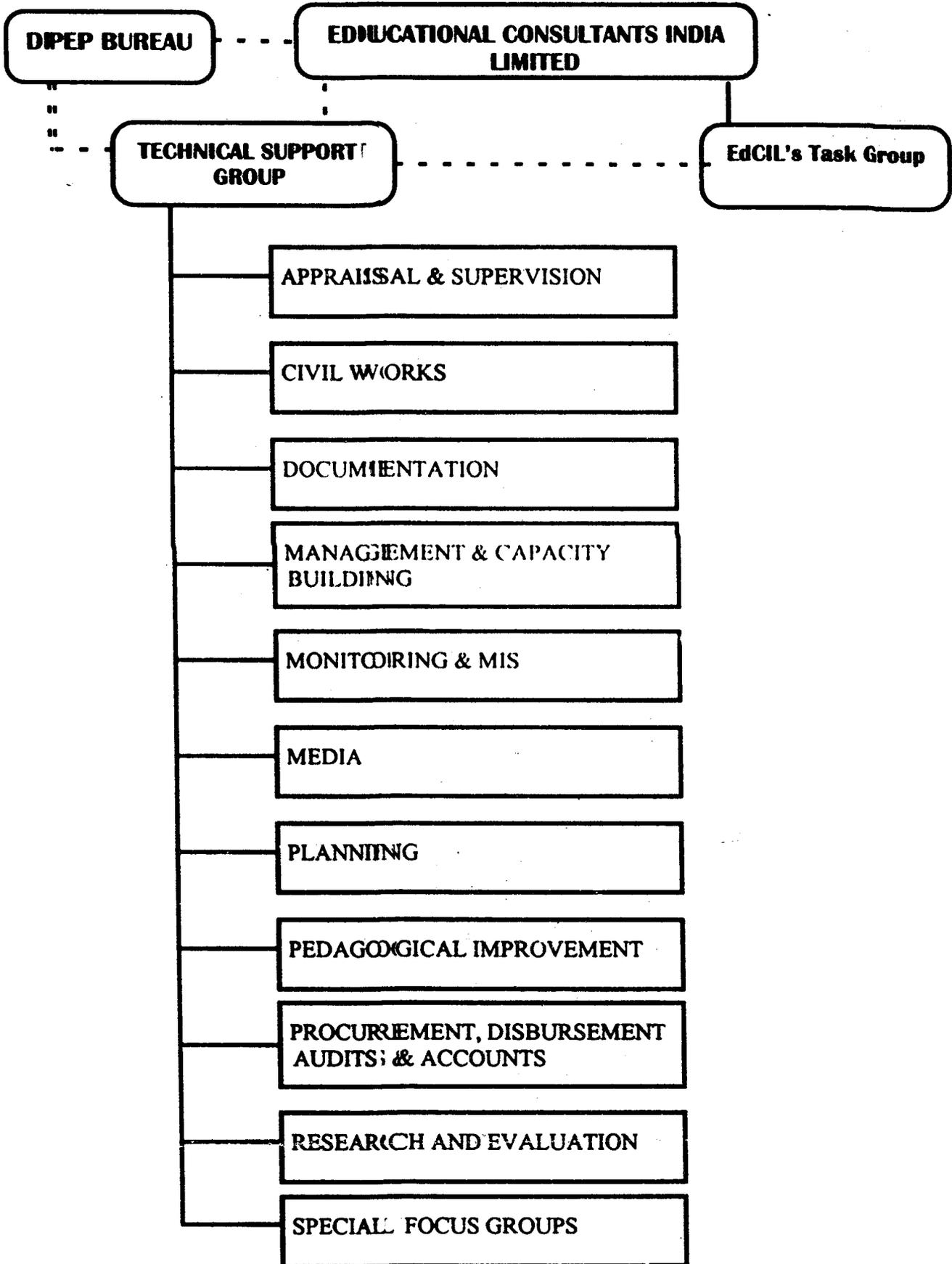
Attachment I

Status of DPEP Bureau Staffing

Name of Post	No. of Posts asked for in DPEP	No. of Posts Sanctioned by MOF	No. of Posts filled	No. of persons yet to be made available
(1)	(2)	(3)	(4)	(5)
Joint Secretary	1	-	1	-
Deputy Secretary	6	6	4	2
Under Secretary	8	9*	4	4
Section Officer/ Desk Officer	8	8	8	-
Private Secretary	1	-	1	-
Asstt./Accountant	36	36	4	32
Steno Grade 'C'	11	11	4	7
Steno Grade 'D'	4	9	5	1
LLDC	12	12	2	10
Peon	13	12	5	7
Driver	1	-	-	-
Total	101	103	38	65

* 1 post of US of IFD

STRUCTURE (OF TECHNICAL SUPPORT GROUP



DPEP-I : STATES & DISTRICTS

ASSAM

Darrang, Dhubri, Karbi Anglong, Morigaon

Expansion Districts Kokrajhar, L Bongaigaon, Gopalpara, Barpeta, Sonitpur

HARYANA

Hissar, Jind, Kaithal, Sirsa

Expansion Districts Gurgaon, Bhiwani, Mahendragarh

KARNATAKA

Belgaum, Kolar, Mandya, Raichur

Expansion Districts Bellary, Bidar, Gulbarga, Mysore, Bijapur

KERALA

Kasaragodde, Mallapuram, Wayanad

Expansion Districts Thiruvananthapuram, Idukki, Palakkad

MADHYA PRADESH

Betul, Bilaspur, Chhatarpur, Dhar, Guna, Mandasaur, Panna, Raigarh, Raisen, Rajgarh, Rajnandgaon, Ratlam, Rewa, Sarguja, Satna, Sehore, Shahdol, Sidhi, Tikamgarh

Expansion Districts Mandla, Seoni, Shivpuri, Bhind, Morena, Bastar, Vidisha, Jhabua, Datia, Khargone, Dwas, Shajapur, Raipur, Khandwa, Damoh

MAHARASHTRA

Aurangabaad, Latur, Nanded, Osmanabad, Parbhani

Expansion Districts Bid, Dhulee, Gadchiroli, Jalgaon

TAMIL NADU

Dharmapuri, South Arcot, Thiruvannamalai

Expansion Districts Pudukottai, Ramanathapuram, Perambalur Thiruvalluvar

DPEP-II : STATES & DISTRICTS

ANDHRA PRADESH

Karimnagar, Kurnool, Nellore, Warangal, Vizianagaram

GUJARAT

Banaskanta, Dangs, Panchmahals

HIMACHAL PRADESH

Chamba, Kullu, Lahaul & Spiti, Sirmour

ORISSA

Bolangir, Dhenkanal, Kalahandi, Rayagada, Gajapati

Expansion Districts

Baragarh, Sambalpur, Keonjhar

WEST BENGAL

Bankura, Birbhum, Cooch Behar, Murshidabad, South Parganas

DPEP-II EXPANSION STATE : UTTAR PRADESH

Districts

Maharajganj, Siddharthnagar, Gonda, Badaun, Kheri, Lalitpur, Pilibhit, Basti, Moradabad, Shahjahanpur, Sonbhadra, Deoria, Hardoi, Bareilly, Firozabad

NIEPA DC



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