

# DPEP



जिला प्राथमिक शिक्षा कार्यक्रम  
DISTRICT PRIMARY EDUCATION PROGRAMME

MIS

## Part – 1

## Progress Overview Report

13<sup>th</sup> Joint Review Mission  
(April-May, 2001)

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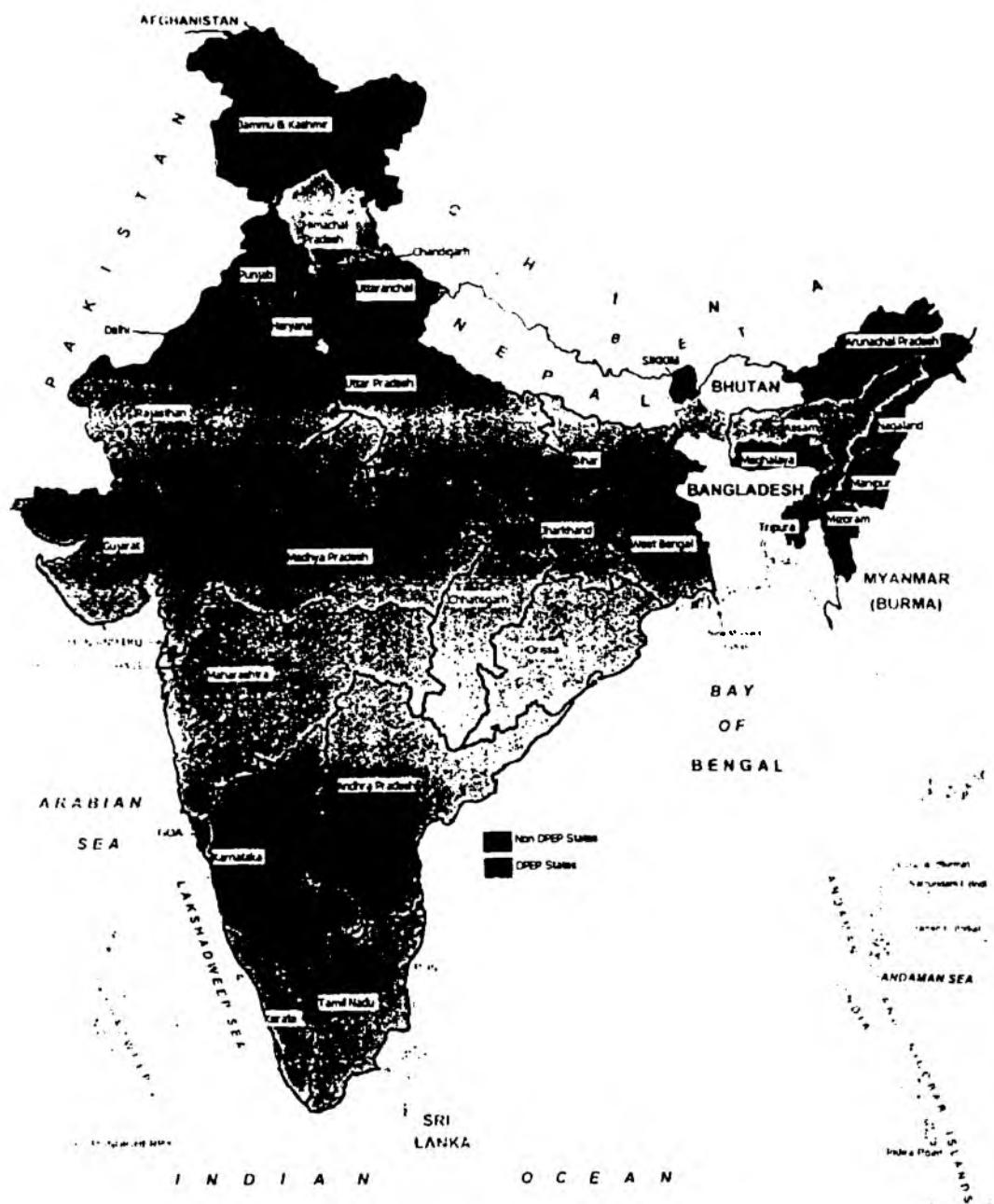
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## **Progress Overview**

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

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## District covered under DPEP

State	No. of DPEP districts	No. of DPEP districts including bifurcated districts	In the Pipeline
Andhra Pradesh	19	19	-
Assam	9	9	-
Bihar	20	20	-
Chhattisgarh	6	15	-
Gujarat	3	5	6
Haryana	7	7	-
Himachal Pradesh	4	4	-
Jharkhand	7	7	-
Karnataka	11	17	-
Kerala	6	6	-
Madhya Pradesh	28	33	-
Maharashtra	9	11	-
Orissa	8	8	8
Rajasthan	10	10	9
Tamil Nadu	6	7	-
Uttar Pradesh	50	54	-
Uttranchal	6	6	-
West Bengal	10	10	-
<b>TOTAL</b>	<b>219</b>	<b>248</b>	<b>23</b>

## **PLANNING AND MANAGEMENT**

### **Background**

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

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

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

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

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

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

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

### **Progress since last JRM**

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

Over the years, the experience gained in formulating educational plans at district level reveals that even district is a large unit and greater emphasis is required now to decentralize the whole process at sub-district level, so that it can meet the habitation specific needs for UPE. Since last year a consistent attempt has been made to highlight this aspect of planning and to encourage district teams to lay emphasis on block specific issues in their plans and to incorporate findings of village surveys and school plans in annual plans (Annexure-III). On-site assistance has been provided to Uttar Pradesh (Phase III) by TSG in preparation of AWP&B in December, 2000. NSDART has conducted eight workshops for improving the capacities of district and state level functionaries in different phases ( Annexure-I). A national level workshop was conducted in December, 1999 to discuss how annual plans could be made to focus more on the needs of children and social groups in particular regions. The importance of consultation and strategy formulation at the block and cluster level was stressed. This matter has been taken up again while discussing the issues in micro planning and School Improvement Plan with the DPEP states in national level workshop on "Issues in Planning Process" held in January, 2001 at Hyderabad (Andhra Pradesh).

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

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

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

**National Workshop on Issues in Planning**

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

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

**Improving appraisal capacities**

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

**On the basis of the national workshop a manual for appraising AWP&B (draft version) has been prepared and circulated to all the unit of TSG in February, 2001 for sending their observations/concerns. After receiving their suggestions,**

**the final version would be compiled shortly. This manual would be quite helpfull for appraisers of plans particularly for phase I & II states.**

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

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

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

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

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

## Institutional Development Plan

Since the very inception, the programme has been paying adequate attention for strengthening of institutions like SIEMAT, at state level and DIET at district level. Most of the states have already established such institutions (Annexure-V) and are keen to build capacities of staffs working in it. In states like Kerala, Maharashtra, Tamil Nadu, Uttar Pradesh, SIEMATs have been very much active in catering the needs of states in various areas of educational planning. **It has been found that formation of SIEMATs are in progress in Rajasthan and West Bengal.**

## Emerging Issues

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

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

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

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

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

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

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

Activities	States	Year
	Himachal Pradesh Tamil Nadu, Andhra Pradesh, Gujarat, Bihar, West Bengal	November, 1998 February, 1999 ---
Project Planning and Implementation	Haryana Madhya Pradesh	June 1996 September 96 and January 97
Trainings at LBSNAA on preparation of AWP&B and appraisal of plans	Maharashtra	Nov 98-Feb. 99,
Training for master trainers on Micro Planning	Tamil Nadu	
Training programmes for SPO & DPO staff at SIEMAT, Allahabad	Uttar Pradesh	
Training on preparation of perspective plans	Uttar Pradesh	December 1998 and January 1999
Training on preparation of AWP&B (as per the new manual)	Bihar (42), Himachal Pradesh (35), Maharashtra (18), Kerala (13).	May, 1999 to October, 1999
<b>Workshop on Planning Process</b>	<b>All DPEP States – Phase I&amp;II.</b>	<b>1-2<sup>nd</sup> December, 2000.</b>
<b>Orientation Programme in DPEP for collectors CEO's, DPO's, NSDART, Mussoorie.</b>	<b>Uttar Pradesh, Uttaranchal.</b>	<b>18-20<sup>th</sup> December, 2000.</b>
<b>Sustainability issues in Elementary Education, New Delhi, NIPCCD.</b>	<b>All DPEP States – Phase I&amp;II.</b>	<b>5-6<sup>th</sup> January, 2001</b>
<b>Orientation programme in DPEP for DCs, ADCs and CDOs in NSDART.</b>	<b>Himachal Pradesh, Uttar Pradesh and Haryana.</b>	<b>8-11<sup>th</sup> January, 2001</b>
<b>Perspective planning in new district, HCMRIPA, Jaipur</b>	<b>Jaipur (Rajasthan)</b>	<b>15-19<sup>th</sup> January, 2001</b>
<b>Orientation programme on DPEP</b>	<b>Madhya Pradesh</b>	<b>12-14<sup>th</sup> February, 2001</b>
<b>Workshop of NGOs in Elementary Education, Mysore</b>	<b>Southern States</b>	<b>3-5<sup>th</sup> March, 2001</b>
<b>Workshop of NGOs in Elementary Education, NSDART</b>	<b>All DPEP States – Phase I&amp;II.</b>	<b>19-21<sup>st</sup> March, 2001.</b>

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

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

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

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

<b>Activities</b>	<b>States</b>	<b>Year</b>
Workshop on strategies for planning and implementation at the SPO	Orissa	September, 1998
Assistance on Perspective Plan preparation	Orissa	December, 1998
Resource support provided on plan preparation and implementation schedules	West Bengal	December, 1998
Assistance provided on DPEP planning process and perspective plan preparation.	Orissa	April 27-29, 1999.
Assistance provided on Appraisal of AWP&B.	Andhra Pradesh	May, 1999
Assistance provided on preparation of School Improvement plan alongwith with NIEPA.	Chamba district, Himachal Pradesh.	9-10 June, 1999.
Resource assistance provided on planning process and AWP&B preparation alongwith LBSNAA (Based on new 8 day module)	Himachal Pradesh	October, 1999
Assistance provided on preparation of AWP&B alongwith LBSNAA.	Rajasthan	December, 1999.
Workshop on Plg. Process (National Level)	All DPEP states.	December, 1999.
Assistance provided for Internal Supervision Mission	Orissa	January, 2000.
National workshop on appraisal of AWP&B	All DPEP states.	February, 2000.
Assistance provided on preparation of school improvement plan and cluster plans	Himachal Pradesh	March, 2000.
Field Visit for study the status of microplanning and House to House survey	Karnataka, Gujarat, Assam and Maharashtra.	April, 2000
AWP&B appraisal	All DPEP states	April- June, 2000
Assistance provided to BRC, CRC, teachers to prepare school improvement plans for expansion of this work in other blocks of Chamba district.	Himachal Pradesh	July, 2000
Field Visit for study of planning process, undertaken by unit	West Bengal, Gujarat, Maharashtra and Himachal Pradesh	September-October, 2000
<b>National Workshop on Issues in Planning in DPEP states.</b>	<b>All States</b>	<b>January 8-12, 2001</b>

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

S.No.	State	SPO		DPO	
		Posts Sanctioned	Posts Vacant	Posts Sanctioned	Posts Vacant
1.	Tamil Nadu	72	01	105	12
2.	Assam - I&II	64	7	313	36
3.	Himachal Pradesh	45	8	161	7
4.	West Bengal	17	0	60	0
5.	Uttar Pradesh – II&III	111	10	675	128
6.	Rajasthan	44	17	270	194
7.	Karnataka	53	10	320	191
8.	Kerala - I&II	63	11	167	7
9.	Gujarat	56	2	98	13
10.	Bihar	46	7	246	84
11.	Madhya Pradesh - I&II	67	2	588	91
12.	Maharashtra I&II	71	15	332	63
13.	Andhra Pradesh – I&II	75	21	418	92
14.	Orissa	44	3	176	0
15.	Haryana - I&II	55	4	195	51
16.	Chattisgarh	N.A.	N.A.	N.A.	N.A.
17.	Jharkhand	N.A.	N.A.	N.A.	N.A.
18.	Uttaranchal	9	0	60	3

\* This includes DPEP III.

**TABLE – E : Present status of SIEMAT for 13<sup>th</sup> Joint Review Mission.**

STATE	STATUS OF SIEMAT	TOTAL	
		No. of Post Sanctioned	Staff in Position
<b>DPEP-I</b>			
ASSAM	SIEMAT is an independent institution and functioning under the direction of SPD, Assam.	16	Yet to be appointed
HARYANA	SIEMAT is established as an independent institution in Bhiwani district.	41	25
KARANATKA	Planning and Management wing working under DSERT.	34	Yet to be filled up.
KERALA	SIEMAT is a part of SCERT.	Staffs are yet to be appointed.	
MADHYA PRADESH	SIEMAT is working as a separate cell in SPO	Information not available.	
MAHARASHTRA	An independent institution has been established called MIEPA in Aurangabad.	14	14
TAMIL NADU	SIEMAT, is a separate autonomous body.	15	14
<b>DPEP-II</b>			
ANDHRA PRADESH	It has been decided to set up SIEMAT as an independent institute.	Staffs are yet to be appointed.	
GUJARAT	GIEMAT has been proposed to be established		
HIMACHAL PRADESH	SIEMAT approved by the EC in March, 2000. it is functioning as a wing of SPO for time being.	27	5
ORISSA	SIEMAT is functioning as part of SPO, Orissa.	18	13
WEST BENGAL	Proposal has been passed to establish SIEMAT.		
<b>DPEP-III</b>			
UTTAR PRADESH	Working as an Independent institution	29	26
BIHAR	Working as an Independent institution located in SCERT.	21	11
RAJASTHAN	It has been decided by State Govt. to establish a "Centre for Education Management" to coordinate educational activities.		

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

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

DETAILS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
	<ul style="list-style-type: none"> <li>Incorporation of key issues and action points in AWP&amp;B.</li> </ul>		<ul style="list-style-type: none"> <li>20 workshops with the core groups at district level, were conducted.</li> <li>House to house survey was conducted in January, 2001 to assess the school age child population, out of school children which include the non-entrants and dropouts, and also children with disabilities.</li> </ul>	district levels.	<ul style="list-style-type: none"> <li>district level to form the district education plans. This will form the basis to plan for UEE.</li> <li>A workshop was held from 6<sup>th</sup> to 9<sup>th</sup> March, 2000. The strategy for participatory micro planning or LSA and orientation of VEC &amp; SMC was reviewed and consolidated on the basis of the past experiences. Training modules for VEC, training materials and revised formats for VERs were finalised in this workshop.</li> <li>Based on this material the DRG were trained at the state level. The DRG in turn have trained the VEC members, teachers, Janshikshak who were involved in LSA.</li> <li>Along with LSA-II Bal mela and Pravesh Utsav were conducted at the village and school level. This was done in the month of July which coincided with the beginning of the new session of 2000-01.</li> <li>Door to door survey was done. A computerised software has enabled a large volume of village level data to</li> </ul>	<ul style="list-style-type: none"> <li>to prepare an action plan was organised from 22<sup>nd</sup> to 24<sup>th</sup> December, 98 workshops have been conducted at district, block and cluster level.</li> <li>House to house data collection was done using format 'A' through teachers, VEC members in 2 phases in 1999.</li> <li>Compilation of house to house data at village, cluster and blocks has been done in 1999.</li> </ul>	

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

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

DETAILS	ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA
Coverage of microplanning	<ul style="list-style-type: none"> <li>As a part of Micro Planning exercise a comprehensive database is being developed by way of undertaking a massive exercise of conduct of Family Survey in all the habitations of DPEP I and II districts. The data have been collected and at present it are being cross-checked. Further, the data will be computerized so as to provide all the information on education aspects of the children for all the habitations.</li> </ul>	<ul style="list-style-type: none"> <li>Banaskantha</li> <li>Dangs</li> <li>Panchmahals</li> </ul>	<ul style="list-style-type: none"> <li>HHS was conducted in Sirmour, Chamba, Kullu, Lahaul-Spiti in 1997-98.</li> <li>Preparation of SIP has been initiated in Banikhet block of Chamba district in 1999. This work is now being expanded in other districts.</li> <li><b>Micro planning is being continued in Sirmour, Chamba, Kullu, Lahaul-Spiti districts.</b></li> </ul>	<ul style="list-style-type: none"> <li>Microplanning has been completed in all DPEP districts. A similar sort of programme with the same objective has also been updated. Now more emphasis is on utilising this information for planning.</li> <li>Village and habitation specific agewise and classwise out of school children are collected through child tracking system and Anusandhan Operation. AWP&amp;B for 2002-2003 will be based on need based assessment of Educational Profiles of cluster/ GPs.</li> </ul>
Details of Activities undertaken	<ul style="list-style-type: none"> <li>Two-day training programme has been conducted at SPO level in the month of June, 2000 for the district staff on Family Survey. Further two-day training programmes have been conducted to Mandal Resource Person at district level and one-day non-monetary programme for all the teachers has been conducted at TC level during June, 2000.</li> <li>A detailed micro planning exercise has been taken up in the habitations of alternative schools as well as unserved habitations to plan for education to all children 5-14 years age group.</li> <li>To develop habitation specific education plan, the validation of data base has been developed through family survey during 6-12 March, 2001 by involvement of district, mandal and habitation level core teams.</li> <li>Training programme on "Using Indicators for Planning in Primary Education" held from 19-24 February, 2001.</li> </ul>	<ul style="list-style-type: none"> <li>State level orientation workshop for micro-planning</li> <li>Selection of villages in which MP is to be carried out</li> <li>Development of material for micro-planning</li> <li>Training of MT's for micro-planning at district level</li> <li>Formation of village core group for micro-planning</li> <li>Demonstration of school and village mapping by RPs</li> <li>Training to village core group for micro-planning</li> <li>Micro-planning exercise at village level</li> <li>Preparation of village education plans by village core group</li> <li>Review workshops at district level.</li> <li>A two day workshop on concepts, approaches and methodology of micro planning held in all these districts for orientation of BRC, Additional BRC, CRCs, OICs and personnels of P&amp;M from GCERT, DIET.</li> </ul>	<ul style="list-style-type: none"> <li>16998 children between 6-11 years age were reported to be out of school as per household survey conducted earlier. These children were enrolled in the schools subsequently.</li> <li>The world environment day was celebrated on June 5, 2000 in which identification enrolment of left out children have been done.</li> <li>The state level workshop on educational planning conducted on August 7-11, 2000 at SPO; devoted six sessions for Education Planning. This workshop also discussed the issues of Village Education Register and utilization of VEP data for AWP&amp;B preparation.</li> <li>Chamba district initiated the work on identifying the indicators of school development and preparation of school profiles at block level in June, 1999 with the help of TSG, NIEPA &amp; MHRD. A cluster level resource group was identified who would support the teachers and Head Masters in making the schools profiles. The resource group met again to discuss the process of making school improvement plans after making the school profiles (26-27</li> </ul>	<ul style="list-style-type: none"> <li>Village Education Registers have been upgraded. There has been emphasis on preparation of block and cluster level plans in all DPEP districts.</li> <li>The districts are planning to produce block level of action plans where the information will be put to use along with findings of NINAD and DISE report, New schools and Alternative Schooling centres have been identified on the basis of the findings of the micro planning as well as public demand.</li> </ul>

DETAILS	ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA
			<p>August, 1999). The school profiles were further discussed in a two days workshop at Banikhet on 7-8 March, 2000. The resource group includes teachers, CRC, BPEOs and PRI members from Banikhet education block. Chamba district further trained 109 CRCCs in preparation of school profiles leading to school improvement planning during November, December, 1999 and January, 2000. The Banikhet experience in school improvement planning was shared with other districts at SPO level during State Level workshop conducted on August 7-11, 2000.</p>	
Agency NGO/ Individual responsible	<ul style="list-style-type: none"> <li>• State Resource Group &amp; Mandal Resource Group</li> <li>• Education Department of A.P. Hyderabad is involved in the family survey.</li> </ul>	<ul style="list-style-type: none"> <li>• State Project Office &amp; GCERT at state level</li> <li>• District Project Office &amp; DIET at district level</li> <li>• CRC coordinator (MT) &amp; Village core group at village level.</li> </ul>	<ul style="list-style-type: none"> <li>• Door to Door survey and school mapping was conducted by education department functionaries with the help of community.</li> <li>• Micro planning is being conducted by VEC members / community with the resource support from BRC/CRC and DIET faculties.</li> <li>• School profiles are being developed by Teachers, CHTs, CRCCs, BPEO's and PRIs.</li> </ul>	
Future Plans	<ul style="list-style-type: none"> <li>• Micro-planning exercise will be carried out in the selected villages of all the mandals of DPEP districts for effective educational planning &amp; management. Necessary training would be provided to the School Education Committee Members on PRA techniques to enable them to involve in the Village Education Planning Process. It is further proposed to update the school wise database of 0-14 year age group children along with information on the school and teachers.</li> <li>• The data of Family Survey will be computerized and output reports on various indicators of educational status of children, gender-wise, social group-wise etc. along with education status of</li> </ul>	<ul style="list-style-type: none"> <li>• To cover all villages under micro-planning</li> <li>• To regularize micro-planning exercise every year.</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity of Chamba and Lahul Spiti districts to be built in the preparation of Village Education Plans.</li> <li>• The work on village education planning to be strengthened in Kulu and Sirmour district so that the VEPs could find reflection in the district plans.</li> <li>• Village Education Registers are to be introduced in Chamba, Kulu and Lahaul-Spiti districts.</li> <li>• Work on institutional planning to be initiated in Kullu, Sirmour and Lahaul Spiti districts.</li> <li>• Feed back from periodical school inspections introduced by the department of Primary Education to</li> </ul>	<ul style="list-style-type: none"> <li>• The state is planning to promote educational development. Plans at the level of few selected Panchayats to start with. Since, the CRC coordinators are already in place, this project will take shape in near future.</li> </ul>

	<p>children with special needs will be generated habitation-wise, mandal-wise and district-wise. The data will be used for the planning of following aspects.</p> <ul style="list-style-type: none"> <li>• Strategies for the schooling of out of school children</li> <li>• Strategies of the schooling of children with special educational needs</li> <li>• Strategies for the over-aged children.</li> <li>• It is proposed to empower the local groups, field staff on participatory planning process and for the development of habitation education plan for the education of all children in 5-14 age group, simultaneously and improve the quality of delivery mechanism and children learning.</li> <li>• The data of family survey will be computerised and output reports on various indicators of educational status of children, gender wise, social group wise, etc. along with education status of children with special educational needs will be generated habitation wise, mandat wise and district wise.</li> </ul>	<p>be analysed and utilised for AWP&amp;B preparation.</p>	
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DETAILS	WEST BENGAL	UTTAR PRADESH	BIHAR	RAJASTHAN	JHARKHAND	CHATTISGARH
Coverage of micoplanning	<ul style="list-style-type: none"> <li>Consultative planning process has been initiated in Birbhum, Cooch Behar, Murshidabad, South 24 Parganas and Bankura. House to house survey has been conducted in all DPEP and non-DPEP districts. Computerization of these data is going on.</li> </ul>	<ul style="list-style-type: none"> <li>Microplanning has been conducted in 17676 villages of DPEP districts. It is under process in 4 expansion districts of DPEP II VECs have been trained for this.</li> </ul>	<ul style="list-style-type: none"> <li>Muzaffarpur, Ranchi, West Champaran, Sitamarhi, East Singhbhum, Chatra, Rohtas, Dumka.</li> <li>Bhagalpur, Bhojpur, Gaya, Munger, Vaishali and West Singhbhum, Hazaribagh, Darbanga.</li> <li>Altogether 2213 villages have been covered under micro planning since last JRM - (...) blocks.</li> <li>Bhojpur (2), Bhagalpur (2), Muzaffarpur (2), Dharbhanga (1), Gaya (2), Munger (2), Sitamarhi (3), Vaishali (5), West Champaran (4).</li> </ul>	<ul style="list-style-type: none"> <li>It has been planning to conduct a school mapping and micro planning exercises in every village.</li> </ul>	<ul style="list-style-type: none"> <li>Chatra (2), Dumka (5), East Singhbhum (2), Hazaribagh (2), Ranchi (2), West Singhbhum (3).</li> <li>Total village covered are 1568.</li> </ul>	
Details of Activities undertaken	<ul style="list-style-type: none"> <li>Planning, based on analysis of DISE &amp; House to House Survey Data for identification of requirement for Universal Access, Enrolment &amp; Retention.</li> <li>To develop a primary database on UPE planning a House to House survey was taken up in DPEP (non DPEP too) districts.</li> <li>Trainings have been conducted by SPO personnel at the district level for resource persons. These resource persons trained the survey workers subsequently.</li> <li>House to house survey has been conducted.</li> </ul>	<ul style="list-style-type: none"> <li>District resource groups were formed and trained in 1998.</li> <li>BRG was trained by DRG.</li> <li>VECs (13856 out of 14659) have been trained by BRG.</li> <li>Microplanning alongwith household survey was conducted and village education plan and school mapping have been prepared.</li> <li>House hold survey has been kept in village education register which is updated every six months. VEPs have been completed for 15074 villages in DPEP-II districts.</li> <li>DRGs have been formed</li> </ul>	<ul style="list-style-type: none"> <li>PRA techniques is used. DRG is constituted in every district to supervise micro planning process which is carried out by facilitators and animators at the village level. An in house module on micro planning "PRASOON" has been developed. A training module for the Abhiprakars/ Preraks developed.</li> <li>In every district sufficient number of Abhiprakars/ Preraks have been trained. These trained Abhiprakars/ Preraks have been engaged in micro planning exercises in one or two block in every district. The preraks are</li> </ul>		<ul style="list-style-type: none"> <li>PRA techniques is used. DRG is constituted in every district to supervise micro planning proces which is carried out by facilitators and animators at the village level. An In house module on micro planning "PRASOON" has been developed. A training module for the Abhiprakars/ Prerak developed.</li> <li>In every district sufficient number of Abhiprakars/ Preraks have been trained. These trained Abhiprakars/ Preraks have been engaged in micro planning in</li> </ul>	

DETAILS	WEST BENGAL	UTTAR PRADESH	BIHAR	RAJASTHAN	JHARKHAND	CHATTISGARH
Agency NGO/ Individual responsible	<ul style="list-style-type: none"> <li>Computerisation has been completed.</li> <li>Gram Panchayat functionaries, volunteers of TLC, teachers, inspectors, education officers and extension officers of blocks.</li> </ul>	<p>in all 42 districts of DPEP II &amp; III, BRGs are under formation.</p> <ul style="list-style-type: none"> <li>Printing of formats is going on</li> </ul>	drawn from VECs.		<p>exercises in one or two block in every district. The preraks are drawn from VECs.</p>	
Future Plans	<ul style="list-style-type: none"> <li>Opening of formal schools and SSKs will be done on the basis of house to house survey data.</li> <li>Village Education and school plans will be prepared for which separate formats have been prepared by SPO functionaries.</li> <li>Workshops will be conducted to identify the district specific needs on the basis of VEPs and school plans.</li> </ul>	<ul style="list-style-type: none"> <li>UP academy of Administration, State Resource Group, District Resource Group, VEC, NGO, DIETs, SIEMAT, BRC coordinators and the NRPC coordinators.</li> </ul>	<ul style="list-style-type: none"> <li>Groups of individuals identified and trained by DLOs of BEP; namely Abhiprak &amp; Preraks (Motivators/ Animators). Prerarks are drawn from the members of VEC.</li> </ul>		<ul style="list-style-type: none"> <li>Groups of individuals identified and trained by DLOs of BEP; namely Abhiprak &amp; Preraks (Motivators/ Animators). Prerarks are drawn from the members of VEC.</li> </ul>	

## **COMMUNITY MOBILISATION AND PARTICIPATION**

The District Primary Education Programme (DPEP) is aimed at fulfilling the commitment made in the National Policy of Education (NPE), 1986 and Programme of Action (POA) 1992, which focus on Universalisation of Elementary Education (UEE). DPEP has emerged as a concrete strategy to accelerate the pace of UEE through decentralised and participative approaches. The vision of creating and strengthening community participation at grassroots is being translated into reality through the formation of Village Education Committees (VEC), School Management Committees (SMC), Mothers Teacher Associations (MTA), Parents Teacher Associations (PTA), Mata Samities and Mothers Associations. All the DPEP states have constituted VECs/SMCs as per state norms with adequate representation of the deprived sections of society including backward classes and women. The process of VEC/SMC formation has been initiated in the expansion districts also. The following table provides status of VEC, SMC, MTA and PTA in the DPEP states.

<b>State</b>	<b>VEC</b>	<b>MTA</b>	<b>PTA</b>	<b>SMC</b>
Andhra Pradesh				50884
Assam	10108			
Bihar	24829	1190		
Gujarat	4121			
Haryana	3125			
Himachal Pradesh	2944	2944	2944	
Karnataka	24385			
Kerala	209	1778	1778	325
Madhya Pradesh	59489			22940
Maharashtra	15001			
Orissa	12683			
Rajasthan				13596
Tamil Nadu	10677		10677	
Uttar Pradesh	14659	481	475	
West Bengal	12324			
Chhattisgarh	*			*
Jharkhand	9250			
Uttaranchal	**			
<b>TOTAL</b>	<b>203804</b>	<b>6393</b>	<b>13874</b>	<b>161898</b>

Status upto 31st December, 2000

**Source:** DISE Data and PMIS Report, DPEP

\* Included in Madhya Pradesh    \*\* Included in Uttar Pradesh

State reports for 13<sup>th</sup> JRM reveal that more than 2.03 lakhs VECs, 1.61 lakhs SMCs, 0.13 lakh PTAs and 0.063 lakh MTAs have been formed in all the DPEP states. In addition, 0.35 lakh Mothers Associations (Andhra Pradesh), 0.004 lakh Mata Samitees (Bihar) and many Women Motivators Groups (Uttar Pradesh) have been constituted.

## **Status of Training**

Manuals, handbooks and training materials on community mobilisation have been developed for master trainers and VECs, SMCs and MTAs/ PTAs in almost all states. Some of the States like Kerala and West Bengal, have improved and revised their training package by development of self reading material for VECs and supplementary material on training. Andhra Pradesh and Karnataka have developed gender focussed module for VEC/SMC training. A number of master trainers have been oriented and re-oriented on community mobilisation, participation and ownership issues. First round of VEC/SMC training has been completed in most of the states. The headmasters have also been provided training on methods and strategies of community mobilisation. The status of training of VEC members in the following states is; Madhya Pradesh -all VEC members; Uttar Pradesh-3.28 lakhs; Uttarakhand-0.13 lakh; Karnataka-0.99 lakh; West Bengal-0.85 lakh; Tamil Nadu- 0.31 lakh; Gujarat-0.22 lakh and Rajasthan-0.28 lakh (SMC members). 3494 MTAs, 2494 PTAs and 2180 WMGs have been trained in Uttar Pradesh. Bihar has already completed a one-day training to almost all the VEC Presidents and has initiated five-day training to VEC members. A total of 0.54 lakh members of VECs have been trained. In Jharkhand, the same training has been completed in Ranchi and West Singhbhum districts.

## **Major developments in the area of Community Mobilisation**

Media-mix campaigns and mobilisation activities like Praveshostavas, ma-beti melas, children's fair, kala-jathas, participation in community festivals, rallies, padyatras, street plays etc. have been organised and intensified in all the DPEP states. Experience sharing activities, workshops, seminars, convergence meetings have been organised. VECs, SMCs, MTAs and PTAs are actively involved in awareness generation; environment building; enrolment and retention drive; identification of children with disability; construction activities including major and minor repairs; management of primary schools, AS centres and ECE centres; distribution of books and other incentives like mid-day meal; resource mobilisation; identification of centers for alternative schools, appointment of instructors and para-teachers and disbursement of their honorarium; collection of data through micro planning/ house to house survey and preparation of School Development Plans and Village Education Plans. Contribution of resources in cash/ kind by the village community has been reported from various states (Andhra Pradesh-1.5 crores; Maharashtra-7.5 crores; Gujarat- land worth 37.7 lakhs; and Himachal- land for 700 schools). Instances of some innovations have also been reported in the area of community mobilisation and participation e.g. Chinnara melas in Karnataka and Sahvasa camps in Kerala.

## **Involvement VECs, SMCs, MTAs and PTAs on Academic Issues**

Community based structures have been actively involved on quality issues. In Assam, VEC has been playing supportive role by helping teachers to manage classroom where required, monitoring of teacher and students attendance and teaching of co-curricular subjects like agriculture, local folklore and items of wood and cane craft. The community is directly involved in the process of TLM development by contributing no-cost materials like miniature form of agriculture implements, fishing implements; birds' nest, various kinds of seeds, old scriptures etc. In Kerala, the

parents and local community play a central role in classroom transactions. Parents extend support to school by taking classes, organising field trips and attending CRC meetings. Preparation of **School Plan** is a crucial exercise, which takes place every year with involvement of the parents, trainers and teachers. The plan broadly lists out the main academic and non-academic activities as well as tasks for PTA and Gram Panchayat. The same plan is executed after intensive discussions among teachers, PTA and MTA members. On the basis of this plan, monthly, weekly and daily planning is done by the teachers and school resource groups. Since it is a jointly developed plan, it is equally owned by the teachers, parents and local community. VECs along with the Panchayat Monitoring Committee regularly monitor all the activities of school including academic activities. PTAs are regularly organised to discuss the progress of children. Help of monthly Class PTAs has also been sought in many schools in preparation of TLM. In some places of **Assam**, public evaluation of children's performance is done through the help of community. In **Uttar Pradesh**, 17,522 Village Education Plans (VEP) have been developed with involvement of VEC members and community support. Some instances are also reported where VEC presidents are involved in CRC level meetings on the issue of learners' achievements. Though **Himachal Pradesh** has initiated the preparation of VEPs on experimental basis, the results are quite positive. In **Madhya Pradesh**, Gram Shiksha Sabha undertake social audit of village education. Several 'activity centres' have also been developed by the community in EGS schools of **Chhattisgarh** and **Madhya Pradesh**. Many VECs with the help of local communities have managed teaching learning process in schools during teachers' strike in **Bihar** (Gaya district) and **Jharkhand** (Chatra district). Some VEC presidents are also involved in CRC meetings and Ujala training in Bihar. These are very encouraging trends in the direction of direct or indirect involvement of the community on quality improvement in primary education.

### **Involvement of VECs in Civil Works**

In addition to local resource mobilisation and contribution in cash and kind, Village Construction Committees (VCC) / Bhawan Nirman Samitees (BNS) across DPEP states are directly involved on activities related to the civil works. Almost all the states have developed training modules to orient members of VCC/BNS on various issues related to civil works. It includes construction and supervision of civil works of CRC, BRC and new school buildings, additional classrooms, major and minor repairs and maintenance of school buildings. In some states like **Rajasthan**, separate trainings are being imparted to BNS members on major and minor repairs. A large number of VCC/BNS members have been trained on civil works in DPEP states and they have been actively involved in construction activities. Upto some extent, this has enhanced the sense of school ownership among local communities. In states like **Bihar**, apart from construction of new school buildings, BRC and CRC, the community is also involved in temporary constructions for ALS and ECE centres. Last year, **Tamil Nadu** planned for construction of forty classroom buildings using cost effective technology and conventional method with community participation. Twenty-nine works (sixteen under innovation scheme and thirteen under conventional type) have been completed. These constructions are better in terms of investment and quality. It has been recently observed during the evaluation of damage occurred as result of recent earthquake that most of the school buildings built with community involvement in Banaskantha, were unaffected by the tremors in **Gujarat**. In **Himachal Pradesh**, about 13000 classrooms are being constructed through

community under the Saraswati Bal Vidya Sankalp Yojana where the designs are similar of DPEP. The local communities in DPEP districts are not only involved on construction works but are playing an important role to maintain school buildings and premises. In **Assam**, VECs and community members are involved in school decoration and improvement of physical infrastructure whereas in **Jharkhand**, school buildings are being protected by the local communities. AS, EGS and ECE centres are also maintained by VECs, SMCs and community members in **Assam, Andhra pradesh, Bihar and Madhya Pradesh.**

### **Emerging Issues**

- States to assess the performance of VECs in the light of their conceived role and purpose. This would imply examination of the capacity building efforts and the extent to which the vision of empowering these bodies has translated into reality at the grassroots level. Special programmes need to be designed for VECs found
  - to be deficient in their functioning.
- Strategies to be evolved to sensitise community on academic and pedagogical issues.
- States to conduct research/evaluation studies to understand nature, degree and extent of community participation on quality issues.
- Verifiable indicators of community participation on academic and non-academic issues to be developed and monitored.

## PROGRESS OVERVIEW OF COMMUNITY MOBILISATION & PARTICIPATION UNIT

<b>DPEP – I</b>							
<b>Interventions</b>	<b>ASSAM</b>	<b>HARYANA</b>	<b>KARNATAKA</b>	<b>KERALA</b>	<b>MADHYA PRADESH</b>	<b>MAHARASHTRA</b>	<b>TAMIL NADU</b>
<b>Administrative Arrangements</b>	<ul style="list-style-type: none"> <li>• PO in SPO looks after community mobilisation and participation.</li> <li>• Community mobilisation &amp; participation in DPO looked after by Programme Officer.</li> <li>• Resource Groups constituted at state and district levels for training of VECs and community based bodies like women groups, mother groups, self help groups etc.</li> <li>• Resource groups are responsible for developing &amp; implementation strategies based on feedback from actual field level experiences.</li> <li>• The Resource Group also monitors and evaluates activity progress and direction.</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Director (Media) in SPO looks after community mobilisation and participation.</li> <li>• APC, community mobilisation in DPO, in place.</li> <li>• Media Resource Group at State and district levels constituted to advise on Community Mobilisation and VECs also.</li> <li>• SRG for VEC training formed.</li> </ul>	<ul style="list-style-type: none"> <li>• At the SPO level, PO (Pedagogy and Training) monitors training for VEC members and PO (Media and Documentation) handles development of materials for community mobilisation.</li> <li>• At the district level, Asstt. Project Co-ordinator monitors VEC programmes.</li> <li>• SRG at the state level in place.</li> <li>• DRGs are in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Personnel at state and district level in place to look after community mobilisation.</li> <li>• Block Advisory Committee with people's representatives constituted.</li> <li>• SRG, DRG &amp; BRG are in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Media in-charge in SPO looks after community participation.</li> <li>• SRG, DRG and BRG formed.</li> <li>• DPC and Gender coordinator at district level, BRCC and BEO at block level, Jan Shikshaks at cluster level and Gurujis at village level ensure community mobilisation and participation .</li> </ul>	<p>Under Mahila Prabodhan Programme Sanchalikas at district and block levels appointed.</p> <ul style="list-style-type: none"> <li>• Media officer at state &amp; district level look after community mobilisation.</li> </ul>	<ul style="list-style-type: none"> <li>• At SPO, MDO looks after Community Participation.</li> <li>• MDO at the district level looks after community mobilisation</li> <li>• BRC personnel and AEEOs at Block level to carry out community mobilisation.</li> </ul>

**DPEP - I**

<b>Interventions</b>	<b>ASSAM</b>	<b>HARYANA</b>	<b>KARNATAKA</b>	<b>KERALA</b>	<b>MADHYA PRADESH</b>	<b>MAHARASHTRA</b>	<b>TAMIL NADU</b>
Community mobilisation Material Development	<ul style="list-style-type: none"> <li>Meena comic books and meena video and audio cassettes in local languages developed.</li> <li>Campaign materials in local languages and dialects prepared.</li> <li>Film on community participation prepared.</li> <li>Leaflet for awareness on Self Help concepts and reference book for Resource Persons on guidelines.</li> <li>Leaflet and guidebook developed on formation and organising of women groups.</li> <li>Booklet on formation of Self Help Groups produced.</li> <li>Supplementary leaflet on role of students government developed.</li> </ul>	<ul style="list-style-type: none"> <li>Booklet Nai Pahal is being published.</li> <li>Short films and clippings in the field of VECs, girls education and pedagogy developed.</li> <li>Quarterly magazines stating importance of community mobilisation are being published at district CRC and DIET level.</li> </ul>	<ul style="list-style-type: none"> <li>Training modules and materials developed for community mobilisation and awareness creation.</li> <li>Rural folk rates and stories collected for parents and community.</li> <li>7 module training film produced for training of teachers and VEC members.</li> <li>Besides 4-day training package 3 self reading materials have been developed for VECs.</li> <li>Material for SATCOM with respect to the role of PRIs in achieving UEE has been developed.</li> </ul>	<ul style="list-style-type: none"> <li>Pamphlet on new pedagogy given to all parents.</li> </ul>	<ul style="list-style-type: none"> <li>Brochures, Pamphlets, folders printed.</li> <li>Publication of Bulletin on achievements of DPEP published.</li> <li>Development of IEC materials such as posters, handouts brochures and newspapers and advertisement for mobilisation of community for girls education and UPE.</li> </ul> <p>Panchayat Gazette, a weekly bulletin, is regularly published and distributed.</p>	<ul style="list-style-type: none"> <li>Folders, planners, calendars printed</li> <li>Hand books and audio cassettes developed</li> <li>DPEP folders developed.</li> <li>Hand book for Balwaditai printed.</li> </ul>	<ul style="list-style-type: none"> <li>Pamphlets, posters and handbills printed and distributed.</li> <li>State Project office developed six modules</li> </ul> <ol style="list-style-type: none"> <li>1. DPEP and its achievements</li> <li>2. Micro Planning and community.</li> <li>3. Community and school development.</li> <li>4. Role of Community in Universal primary education</li> <li>5. Community Participation in construction and other activities of DPEP.</li> <li>6. Role of responsibilities of VLCs.</li> <li>One training module has been developed on the role of society on school development</li> <li>Recently an SIM on modules on community development has been developed and sample of 500 copies were printed</li> <li>Monthly New letters published by DPEP in all the seven Districts</li> <li>VLC modules translated in to English.</li> <li>Monthly New letter "Then Thuli" is being published by DPCs</li> </ol>

DPEP - I							
Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<b>Campaign and other mobilisational activities</b>	<ul style="list-style-type: none"> <li>Conventions for women members of VECs, Mahila Semites, NGOs, etc. organised at cluster level.</li> <li>Mass campaign by VEC against social evils launched.</li> <li>Motivational programme for Tea Garden Area.</li> <li>Health awareness programme conducted.</li> <li>VEC week celebrated.</li> <li>Contact programmes in tribal and tea garden areas conducted.</li> <li>Drop out prevention drive organised.</li> <li>Shishu melas and Sishu Sadan organised in most of the districts.</li> <li>Formation of Sishu Sadan (Student Govt.) in all the schools is nearly completion.</li> <li>Micro planning initiated in all DPEP districts.</li> <li>Contact programmes to interact with communities where VECs are weak.</li> <li>A Self Group movement is being promoted in conjunction with other organisations.</li> </ul>	<ul style="list-style-type: none"> <li>125 cycle rallies organised.</li> <li>275 puppet shows arranged.</li> <li>Nukkad nataks and Kala jathas organised.</li> <li>Jhankies in all the DPEP district on Republic day.</li> <li>Literacy day and children day celebrated.</li> <li>Enrolment drive launched with the help of mothers to conduct 'on the spot' admissions.</li> <li>400 Maa-Beti melas organised in DPEP-II districts.</li> <li>A state level function organised for handicapped children ; and it was covered and relayed by ZEE,STAR,JAIN and DDI TVs.</li> </ul>	<ul style="list-style-type: none"> <li>75 Maa- Beti melas organised.</li> <li>6543 villages covered by Kalu-Jathas.</li> <li>935 Chinnara, 535 VEC melas and 76 Metric melas organised conducted with focus on girl child and SC/ST children.</li> </ul>	<ul style="list-style-type: none"> <li>House-to-house campaign conducted by volunteers.</li> <li>Micro planning used as an effective mobilisation activity.</li> <li>Tribal volunteers and instructors activity involved in community mobilisation.</li> <li>Convergence meeting with PRIs conducted.</li> </ul>	<ul style="list-style-type: none"> <li>Kalajathas of Zila Saksharta Samiti mobilise villagers through Nukkad Nataks, folk songs and folk dances.</li> <li>Slogans and wall writing undertaken</li> <li>Door-to-door contact organised.</li> <li>Posters developed in local Tribal dialect.</li> <li>'School chalo Abhiyan' organised with emphasis on tribal children</li> <li>Mahila Shiksha Abhiyan targeting at SC and ST girls launched.</li> <li>Shiksha Panchayats organised at cluster level.</li> <li>Make the school green &amp; clean campaign undertaken with VEC participation.</li> <li>Lok Sampark Abhiyan-II, a participatory microplanning exercise conducted to develop school education plan which was consolidate at cluster, block and at district level to form the district education plans in all 33 districts</li> <li>Enrolment drive launched in July, 2000 which was followed by Pravesh Utsav and Bal mela.</li> <li>Gram Sampark Abhiyan completed by the state, district and block level functionaries in February, 2001.</li> </ul>	<ul style="list-style-type: none"> <li>Mahila Melas, Kishori Melas organised in all the districts.</li> <li>Pravesh Prachar Dindi organised.</li> <li>Kala jathas and Bal Anand Melas organised.</li> <li>Slogans and banners developed for community mobilisation.</li> <li>PadYatras and Prabhat Pheries were undertaken.</li> <li>MTA meetings are being organised monthly at school level.</li> </ul>	<ul style="list-style-type: none"> <li>Metric melas organised in all the districts to mobilise people</li> <li>BRC supervisors conducted meetings with Panchayat president, PTAs, VLCs, NGOs</li> <li>'Kalvi Kalai Vizha', a cultural programme was aired.</li> <li>DPEP stalls put up in all local festivals.</li> <li>Programmes broadcast in local AIR.</li> <li>Local newspapers are extensively used to communicate DPEP achievements.</li> <li>Multi-Media campaign launched in Dharma puri district.</li> <li>Mass rallies organised at districts level in which deputy collector took part.</li> <li>Elementary Education Movement launched by Chief Minister to Achieve Education for all</li> <li>Campaigns are mounted regularly at school level A sum of upto Rs. 1000/- is granted for each of these campaign.</li> <li>Enrolment drive conducted in schools where enrolment is low and drop out is high</li> </ul>

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Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
Community Participation Community Organisations	<ul style="list-style-type: none"> <li>• 10108 VECs constituted.</li> <li>• VECs reconstituted in 3 DPEP-I district and integrated with MCs.</li> <li>• Formation of Mothers' forum in tea garden areas.</li> <li>• Existing MC merged with VECs to avoid conflicts.</li> <li>• VEC forum at block and district level constituted</li> <li>• Organising the formation and revival of village level women bodies like Mahila Samitis and traditional women groups.</li> <li>• Development of block and cluster level community support strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• 3125 VEC formed.</li> <li>• VCCs constituted for civil works with women as head.</li> <li>• There are 3125 VEC members-women representation is 30% to 40%.</li> </ul>	<ul style="list-style-type: none"> <li>• 24385 VECs constituted.</li> <li>• In most cases School Betterment Committee (SBC), existing prior to VEC, merged with VEC.</li> <li>• Four day training for VEC members given at BRC level.</li> <li>• Seven modules Video-film developed by SPO and VEC members.</li> </ul>	<ul style="list-style-type: none"> <li>• 209 VECs constituted.</li> <li>• 1778 MTAs and equal number of PTAs formed.</li> <li>• 325 SMCs formed.</li> <li>• Panchayat, Block and District level Monitoring Committees formed with representation from PRI.</li> </ul>	<ul style="list-style-type: none"> <li>• 59489 VECs constituted.</li> <li>• Panchayati Raj institutions actively involved in DPEP.</li> <li>• VECs in all DPEP-II districts constituted.</li> <li>One round of training to VECs in DPEP-II districts imparted.</li> <li>• 22940 SMCs have formed in DPEP-I &amp; II districts in order to oversee proper functioning of the EGS schools.</li> <li>• Community is involved in construction of primary school buildings and additional classrooms.</li> <li>• Activity centres in EGS schools have been developed by community participation.</li> <li>• Community participation is ensured while appointing Gurujis in EGS schools and through monitoring of PS/EGS by VEC/SMC members.</li> </ul>	<ul style="list-style-type: none"> <li>• 15001 VECs formed.</li> <li>• Mata- Palak Sanghs formed on experimental basis at village level for girl's education.</li> <li>• Workshop for launching Mother parent association in all districts held in June '99 at IIE, Pune.</li> <li>• Training of VEC/ Panchayat members.</li> <li>• MTA and PTA meetings organised.</li> </ul>	<p>10672 VLCs constituted in all districts.</p> <ul style="list-style-type: none"> <li>• AL instructors and supervisors appointed through the VLC.</li> <li>• School grants spent by Head Master jointly with involvement of VLC/PTA</li> <li>40 class room buildings planned for construction using cost effective technology and conventional method with community participation. Out of this 40, 29 works have been completed. (16 under innovation scheme and 13 under conventional type).</li> </ul>
Empowering Community Organisations (VEC, MTA, PTA, Panchayats)	<ul style="list-style-type: none"> <li>• Training module for VEC developed in Cooperation with VHAI &amp; NEIBM.</li> </ul>	<ul style="list-style-type: none"> <li>• Training module for VEC under revision.</li> <li>• Training module on Civil works for VCC</li> </ul>	<ul style="list-style-type: none"> <li>• Training modules and materials for VECs developed.</li> <li>• Seven module training</li> </ul>	<ul style="list-style-type: none"> <li>• Community construction manual for VECs developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Training manual and posters prepared for VECs.</li> <li>• VEC diaries printed</li> </ul>	<ul style="list-style-type: none"> <li>• Training modules for VEC and Mahila Prabodhan Programme</li> </ul>	<ul style="list-style-type: none"> <li>• Training modules for VEC developed in all the districts.</li> <li>• Training modules for</li> </ul>

**DPEP - I**

<b>Interventions</b>	<b>ASSAM</b>	<b>HARYANA</b>	<b>KARNATAKA</b>	<b>KERALA</b>	<b>MADHYA PRADESH</b>	<b>MAHARASHTRA</b>	<b>TAMIL NADU</b>
etc.) Material development	<ul style="list-style-type: none"> <li>• Training module developed for Master Trainers for VECs.</li> <li>• Training modules revised with the content of community ownership.</li> <li>• Awareness materials developed and distributed on environment awareness.</li> <li>• A training module has been developed for reorientation of VEC members.</li> </ul>	<ul style="list-style-type: none"> <li>• Booklet for VEC developed.</li> <li>• Folders on DPEP printed.</li> <li>• Data relating to girls' education distributed to VECs and Mahila Mandals.</li> </ul>	<ul style="list-style-type: none"> <li>• Developed film for VECs prepared.</li> <li>• Material developed to orient teachers.</li> <li>• Besides training module - 'Gram Shikshana Samithi', self reading material - 'Nammura Shaale Heegirali', 'Nammura Jana - Nammura Shaale' and 'Naavu Kattuvu Shaale' a compendium for supervising civil works prepared.</li> <li>• Gender focussed training module for VEC developed.</li> <li>• 'Samudayadatta Shaale'- a community owned school programme has been launched throughout the state.</li> </ul>		<ul style="list-style-type: none"> <li>• Training modules for VECs for participatory microplanning, training materials and revised formats for VERs have been finalised in a 3-day workshop in March, 2000. Based on this finalised material, training of VECs organised in July, 2000.</li> <li>• Training module "Neey" prepared for BNS and VNS training.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers handbook on MPP includes the module on how to conduct MTA meeting.</li> <li>• Teachers handbook on Bal Anand Melas produced.</li> </ul>	<ul style="list-style-type: none"> <li>• VEC prepared at the state level.</li> <li>• A revised training module on community mobilisation was developed at district level for VLC/PTA/ Panchayat representatives.</li> <li>• A quarterly magazine Sudan is being published.</li> </ul>
Orientation/ Training/ workshops for Community Organisations	<ul style="list-style-type: none"> <li>• 3-day training for all VEC members organised in all districts.</li> <li>• Workshops for VEC forums on TL practices and opportunities for community participation.</li> <li>• Village and hamlet level awareness programmes and interactive programmes held for organising rural communities particularly women.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation and gender Sensitisation programme for VECs conducted.</li> <li>• Training at BRC level on wall Newsletter for VEC in one district conducted.</li> <li>• Training module Abhiyan prepared.</li> <li>• State level workshop held on Mass Mobilisation &amp; Community Participation.</li> <li>• Teleconference held</li> </ul>	<ul style="list-style-type: none"> <li>• Training on micro planning organised.</li> <li>• Workshops organised to identify issues at the village level for micro-planning .</li> <li>• 4-day training for the VEC members at BRC level organised.</li> <li>• Field visits of VECs to other districts organised.</li> <li>• 4- day training for VEC members organised at BRC level.</li> </ul>	<ul style="list-style-type: none"> <li>• In Kasargod district "Sahavasa camp" at panchayat level organised.</li> <li>• Systematic orientation programmes organised for VECs.</li> <li>• Schools Support Groups (SSG) have begun to function in many schools and made functional especially during Kinginikkootam.</li> <li>• Regular PTA/MPTA meetings held to</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation of VECs members organised. Constitution of VECs which previously was through nominations have been made elective.</li> <li>• MSA was taken up in the year 1997, 98 and 99 to encourage out of school and unenrolled girls to come to the schools.</li> <li>• Institutional Reforms of School Management recently approved by State Government VEC and to make school more accountable to VEC.</li> <li>• Orientation of VEC</li> </ul>	<ul style="list-style-type: none"> <li>• Training modules for VEC and Mahila Prabodhan Programme developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Training for VLC on micro- planning conducted.</li> <li>• BRCs are imparting training to VLCs.</li> <li>• Orientation training of VLCs conducted in all districts.</li> <li>• VLCs imparted training at Cluster level besides through teleconference. 350 DIETs members and presidents of villages participated.</li> <li>• BRCs are imparting</li> </ul>

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Interventions	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
	<ul style="list-style-type: none"> <li>Regular interactive sessions with VECs and communities through Resource Group on school development.</li> <li>First phase activities for orientation of VECs and other grassroots level bodies on preparing village and school development plans initiated.</li> <li>Reorientation of VEC members has been started in three districts.</li> </ul>	<ul style="list-style-type: none"> <li>on 29th-30th Jan, 2000 to highlight the conceptual changes in strengthening of VECs.</li> <li>VEC training module and teachers' training module TARANG II released.</li> <li>A five- day training to VECs conducted in five districts.</li> </ul>	<ul style="list-style-type: none"> <li>VEC members in DPEP-I and 51506 VEC members in DPEP- II have been trained till February, 2001.</li> </ul>	<ul style="list-style-type: none"> <li>orient community on new pedagogy.</li> <li>Oriented the newly constituted VECs after the new PRIs come into being.</li> <li>Conducted training to school support Group members in all schools of DPEP districts.</li> </ul>	<ul style="list-style-type: none"> <li>members held in July, 2000.</li> </ul>		<ul style="list-style-type: none"> <li>training to VLCs.</li> <li>16491 VLC member teleconferencing on community mobilisation conducted.</li> <li>One- day training was given to 31,210 VLC members.</li> </ul>
Orientation/Training/ workshop for staff/ Master Trainers	<ul style="list-style-type: none"> <li>Orientation Workshop for newly inducted District Programme Officers (community Participation &amp; VEC) organised.</li> <li>Workshop to fine tune training framework &amp; monitoring mechanism for the VEC organised.</li> <li>Orientation for BLRG / CRCC on community participation organised in all the districts.</li> <li>Reinforcement TOT organised for SRG.</li> <li>Training on Health and SHGs for SRG and DRG members.</li> <li>Workshops on Children Participation activities for SRG and</li> </ul>	<ul style="list-style-type: none"> <li>Theatre workshop organised.</li> <li>Master trainers for VECs have been trained in four districts.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers oriented at BRC level.</li> <li>Training on micro planning organised.</li> <li>A state level seminar on "Gram Sabha and Primary Education" conducted.</li> <li>Micro planning conducted in 888 and 1104 villages of DPEP I and II.</li> <li>As a result of micro planning a total of 13734 children have been enrolled.</li> </ul>	<ul style="list-style-type: none"> <li>Training of VECs on VIPP techniques of micro-planning.</li> <li>Training of staff on VIPP techniques for micro-planning</li> <li>Workshop organised to develop materials targeting parents, public and opinion makers.</li> <li>Workshop conducted for module development of master trainers.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting organised at the state level with SRG for Shiksha Panchayats.</li> <li>Sahayoginis given training at state level.</li> <li>Regular monthly meeting-cum-orientation of MTs/CACs at cluster level.</li> <li>MTs/CAC have also been given 12 days training at district level on non-graded Teaching Learning Material.</li> <li>MTs have been given 12 days training at district level on Siksha Sikhana</li> </ul>	<ul style="list-style-type: none"> <li>Five persons from each district given training at state level for VEC training.</li> <li>Block and cluster level cascading partially completed.</li> </ul>	<ul style="list-style-type: none"> <li>Training on micro-planning conducted for staff trainers.</li> <li>First review meeting of Media and Documentation officers was held.</li> <li>State Level workshop on Community Mobilisation and Participation conducted and Action Plan developed.</li> <li>SRG meets regularly to share plan and monitor progress.</li> </ul>

**DPEP – I**

<b>Interventions</b>	<b>ASSAM</b>	<b>HARYANA</b>	<b>KARNATAKA</b>	<b>KERALA</b>	<b>MADHYA PRADESH</b>	<b>MAHARASHTRA</b>	<b>TAMIL NADU</b>
	<p>DRG members organised.</p> <ul style="list-style-type: none"> <li>• Workshops on strategies for preparation of module on School Development Plan organised.</li> <li>• <b>Workshop to develop strategies for improved participation of students' government in school management and teacher support organised.</b></li> </ul>				<p>Package of class V.</p> <ul style="list-style-type: none"> <li>• A non-graded alternative schooling package prepared by State Academic Group and coordinated by SPO and SSP training package prepared by SCERT.</li> <li>• RSK, ZSK JPSU and JSK oriented on "Activity Diary"</li> </ul>		
<b>Areas and instances of Participation</b>	<ul style="list-style-type: none"> <li>• Community members (resource persons) involved in classroom transactions as volunteer teachers.</li> <li>• Resource persons from the community participate in teaching children in the school on various co-curricular subjects that community perceives to be crucial learning inputs. These include agriculture, local folklore, items of culture like wood and cane craft, etc.</li> <li>• Community acting as pressure group on agencies and govt. for improving schooling conditions.</li> <li>• Community taking up micro-projects like sanitation and health awareness programmes.</li> </ul>	<ul style="list-style-type: none"> <li>• Door –to- door survey by teachers and VECs conducted.</li> <li>• VECs are involved in construction of school building, toilets, repairing and water supply.</li> <li>• VECs involved in attitudinal change and facilitation.</li> <li>• Participatory micro-planning: Training imparted in sample blocks.</li> <li>• VECs involved in micro planning.</li> </ul>	<ul style="list-style-type: none"> <li>• VEC has taken decision for opening of NFE centres based on microplanning.</li> <li>• VEC involved in micro planing and civil works.</li> <li>• VEC has ensured proper utilisation of grant for school development.</li> <li>• VEC involved in organising activities for community mobilisation including Kalajathas, chinara melas .</li> <li>• VEC involved in community mobilisation on gender issues.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs involved in door-to-door survey.</li> <li>• VECs involved in micro-planning through VIPP technique.</li> <li>• VECs involved in school monitoring as well as academic monitoring.</li> <li>• MPTA involved in TLM preparation.</li> <li>• Conducted monthly class PTA in all the DPEP schools.</li> <li>• PRIs have cooperated in "Pravesanotsavan".</li> <li>• Panchayat Monitoring Committee regularly monitors</li> </ul>	<ul style="list-style-type: none"> <li>• VECs participated in Lok Sampark Abhiyan</li> <li>• VECs involved in the selection of teachers in both SSKs and ASs.</li> <li>• The Gram Shiksha Sabha undertook social audit of village education.</li> <li>• SMCs select the teacher (guruji) for the EGS school of their community.</li> <li>• Community demands for the EGS school and after the recommendation of Sarpanch they get the school within 90 days.</li> <li>• Joint account of local</li> </ul>	<ul style="list-style-type: none"> <li>• VECs contribute Rs. 500 to receive Rs. 2000 as School improvement grant from DPEP.</li> <li>• VECs are involved in doing micro-planning and school mapping.</li> <li>• VECs participating in Civil Works</li> <li>• VECs contributed Rs. 14 lakhs in Nanded district for school development.</li> <li>• VECs in many places contributed to school improvement voluntarily.</li> <li>• VECs consulted in utilisation of 4% salary contingencies to the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• VLCs mobilised local contribution the form of cash, land and labour etc. also provided additional buildings for school.</li> <li>• In Dharmapuri district, VLCs have contributed money for school and uniforms for poor children</li> <li>• For the first time, children from "Irulas community" traditional snake catchers have started going to the school.</li> <li>• NFE teachers appointed with VLC consultation.</li> <li>• Parents helping teachers in the survey</li> </ul>

**DPEP - I**

<b>Interventions</b>	<b>ASSAM</b>	<b>HARYANA</b>	<b>KARNATAKA</b>	<b>KERALA</b>	<b>MADHYA PRADESH</b>	<b>MAHARASHTRA</b>	<b>TAMIL NADU</b>
	<ul style="list-style-type: none"> <li>• VEC members involved in TLM preparation and House to House survey.</li> <li>• All civil works related to school buildings and CRCs is being carried out through community.</li> </ul> <p><b>Women groups in Tea garden areas involved in negotiating with management for improving school condition.</b></p>			<p><b>all the activities of the school including academic activities.</b></p>	<p>panch/sarpanch with EGS teacher and CAC.</p> <ul style="list-style-type: none"> <li>• SMCs including members from local community frequently visit/monitor schools of their area.</li> <li>• VECs are involved in micro planning and development of VEP.</li> </ul>		<p>work and in the stoppage of dropout</p> <ul style="list-style-type: none"> <li>♦ 17 class room construction works completed by community using cost effective technology.</li> </ul>
<b>Other activities to promote Participation and Innovations</b>	<ul style="list-style-type: none"> <li>• In selected clusters in Tribal villages, community is involved in documenting on the subjects, e.g. environment, traditional health practices, folk art, folklore and culture.</li> <li>• Community based school health programme initiated.</li> <li>• Collective teaching in school by VEC.</li> </ul> <p><b>Focus on Community Participation in TL activities and Children Participation.</b></p> <ul style="list-style-type: none"> <li>• VEC involved in developing secondary learning materials.</li> </ul>	<ul style="list-style-type: none"> <li>• A grant of Rs. 11.5 lakhs has been released to the districts as health check up grant.</li> </ul>	<ul style="list-style-type: none"> <li>• Micro planning outcomes used as basic decision making tools for VECs to identify places to open NFE centres and overseeing their functioning.</li> <li>• In Bellary district children get the camp from village households for evening classes.</li> <li>• In Raichur district VEC members pooled their TA/DA for purchasing of a durri (carpet) for BRC.</li> </ul>	<ul style="list-style-type: none"> <li>• Village level monitoring system involving VECs and Panchayat developed.</li> <li>• Volunteers from tribal communities appointed to mobilise and generate awareness among these communities.</li> <li>• 3-day Sahavasa camp for students, teachers and parents organised with the help of PTAs and SSG.</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteers from tribal communities appointed to mobilise and generate awareness among these communities.</li> <li>• Shiksha Panchayats are being organised in which social audit of Panch/Sarpanch is done through reading of progress report of their educational centre resulting in the development of sense of responsibility among the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Local communities have contributed about Rs. 7.5 crores.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Metric Melas conducted all the clusters during March/April.</li> <li>• Enrolment Drive with community participation organised.</li> </ul>

**DPEP ~ I**

<b>Interventions</b>	<b>ASSAM</b>	<b>HARYANA</b>	<b>KARNATAKA</b>	<b>KERALA</b>	<b>MADHYA PRADESH</b>	<b>MAHARASHTRA</b>	<b>TAMIL NADU</b>
<b>Networking</b>	<ul style="list-style-type: none"> <li>• Steering Group at the state level provides support.</li> <li>• Steering Groups at the district level provide support.</li> <li>• A number of NGOs from Assam &amp; outside as well as NEIBM are involved.</li> <li>• Establishment of networks of SHGs and Women Groups.</li> <li>• PEACE, a Delhi based NGO involved in training SRG.</li> </ul>	<ul style="list-style-type: none"> <li>• NGO involved in providing training on micro planning.</li> <li>• Media Resource Groups at state and district levels, constituted.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration with local NGOs, such as Rangayana, BGVS, Mahila Samakshya etc.</li> <li>• AIR, Doordarshan and DAVP are roped in.</li> <li>• <b>NGOs are involved for awareness generation programmes.</b></li> </ul>	<ul style="list-style-type: none"> <li>• NGOs are involved along with PTA and PRIs.</li> </ul>	<ul style="list-style-type: none"> <li>• NGOs are involved.</li> <li>• <b>UNICEF is involved in teachers empowerment programme.</b></li> </ul>	<ul style="list-style-type: none"> <li>• IIE, Pune conducted training of DRG for VEC.</li> <li>• SCERT developed VEC training module.</li> </ul>	<ul style="list-style-type: none"> <li>• Various local bodies, NGOs and voluntary organisations are participating in the campaign.</li> <li>• MYRADA, an NGOs is helping the SPO in VEC training.</li> <li>• Six Voluntary Agencies involved in the implementation of IED.</li> </ul>

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**DPEP - II, III & IV**

<b>Community Mobilisation &amp; VEC Interventions</b>	<b>Andhra Pradesh</b>	<b>Gujarat</b>	<b>Himachal Pradesh</b>	<b>Orissa</b>	<b>West Bengal</b>	<b>Uttar Pradesh</b>	<b>Bihar</b>	<b>Rajasthan</b>
<b>Administrative Arrangements</b>	<ul style="list-style-type: none"> <li>Community Mobilisation and participation is being looked after by CMOs under the supervision of SPD at State level and Collector at District level.</li> <li>Community Mobilisation and participation has been looking after by Community Mobilisation Officers under the Supervision of APCs at District level and under the Supervision of State Project Director at State Level.</li> <li>At present, 19 Community Mobilisation Officers have been working at Districts and 2 community mobilisation Officers have been working in State Project Office.</li> </ul>	<ul style="list-style-type: none"> <li>Community Mobilisation is looked after by OIC (Teachers' Training) at the State level.</li> <li>Project coordinator is in-charge of Community mobilisation at DPO.</li> <li>Block and cluster levels support is provided by BRC &amp; CRC Co-ordinators.</li> <li>At village level, the school Head Masters and teachers are involved directly in community mobilisation.</li> </ul>	<ul style="list-style-type: none"> <li>SPD assisted by Media officer looks after community mobilisation.</li> <li>Deputy Project officer in the district looks after community mobilisation</li> <li>SRG and DRG have been formed.</li> </ul>	<ul style="list-style-type: none"> <li>At state level core Group is formed to advise on community mobilisation.</li> <li>DRG and BRG formed.</li> </ul>	<ul style="list-style-type: none"> <li>State and district coordinators in place.</li> <li>DRG formed in the district.</li> <li>One Deputy DPO looks after community mobilisation activities in the district.</li> </ul>	<ul style="list-style-type: none"> <li>Senior professional at the SPO looks after the functional area.</li> <li>District Community Mobilisation Coordinators appointed.</li> <li>SRG and BRG for VECs constituted.</li> </ul>	<ul style="list-style-type: none"> <li>Media/Community Mobilisation coordinators in place at SLO and DLOS.</li> <li>Core team on community mobilisation &amp; VEC functional in every DLO.</li> <li>SRG/DRG formed.</li> </ul>	<ul style="list-style-type: none"> <li>PO of the rank of Assistant Director looks after community mobilisation and participation at SPO</li> <li>At DPO, one of the core team member assigned the work of community mobilisation.</li> <li>State and district level Resource Groups constituted.</li> </ul>
<b>Community Mobilisation Material Development</b>	<ul style="list-style-type: none"> <li>Posters, Brochures, Desk calendars highlighting DPEP objectives and role of VECs published</li> <li>DPEP Newsletter brought out by SPO.</li> <li>Preparation &amp; production of Audio Cassettes in tribal dialect in process.</li> <li>A booklet on containing success stories printed and distributed.</li> <li>Another booklet containing guidelines for engagement</li> </ul>	<ul style="list-style-type: none"> <li>Brochures booklets, pamphlets, prepared and distributed to teachers, VEC members, PRIs members and others.</li> <li>VEC Manual developed and distributed among VEC and VCWC members.</li> <li>Training module</li> </ul>	<ul style="list-style-type: none"> <li>DPEP posters and leaflets prepared and distributed.</li> <li>Wall calendars depicting DPEP activities prepared and distributed to the schools and PRIs by Sirmour, Chambe and Kullu districts.</li> <li>Kullu district developed two audio</li> </ul>	<ul style="list-style-type: none"> <li>Brochure on DPEP published.</li> <li>Leaflets printed and distributed to all primary schools of DPEP.</li> <li>News letter published and circulated.</li> <li>DPEP message disseminated on textbooks</li> </ul>	<ul style="list-style-type: none"> <li>Training module for VEC training and construction manual for VCC training developed.</li> <li>Hand book "Sangathanik Prati" on community participation and primary education for grass root functionaries including VEC</li> </ul>	<ul style="list-style-type: none"> <li>Posters developed.</li> <li>Poster competition organised.</li> <li>Folders printed on School Improvement Grant.</li> <li>A training module and a handbook have been developed.</li> </ul>	<ul style="list-style-type: none"> <li>Posters/pamphlets/banners developed in every DLO/SLO/VEC.</li> <li>Booklets/ brochures on DPEP published and distributed</li> <li>A set of 5 books (related to VEC micro planning, training manual, micro planning operational manual) developed and distributed.</li> </ul>	<ul style="list-style-type: none"> <li>Brochures containing elementary information developed, printed and distributed.</li> <li>Various modules have been printed.</li> </ul>

**DPEP - II, III & IV**

<b>Community Mobilisation &amp; VEC Interventions</b>	<b>Andhra Pradesh</b>	<b>Gujarat</b>	<b>Himachal Pradesh</b>	<b>Orissa</b>	<b>West Bengal</b>	<b>Uttar Pradesh</b>	<b>Bihar</b>	<b>Rajasthan</b>
	<ul style="list-style-type: none"> <li>retention and also role of Vidya Volunteers was developed and distributed among school committee members for guidance and implementation.</li> <li>• School Committee Calendar for 2000-1 prepared, printed and supplied.</li> <li>• Gunatamaka Vidya-Loo-Maa-Bhagawamyana a 12-day training module to School Committee Chairperson developed.</li> <li>• Literacy Week "Chaduvukundam" conducted in July, 2000.</li> <li>• Jannabhoomi Programme conducted to spread awareness on education among women.</li> <li>• Hand book for School Committee Chairpersons along with school committee calendar was printed and supplied to all the School Committee Chairman.</li> <li>• A gender focussed training module for School Committee members developed.</li> </ul>	<ul style="list-style-type: none"> <li>developed at the state Project Office and distributed to Chairmen of VEC/MTA/ PTA.</li> <li>• Audio cassettes developed.</li> <li>• Brochures, booklets, pamphlets prepared and distributed to teachers, VEC members, PRI members and others</li> <li>• Audiocassettes developed.</li> </ul>	<ul style="list-style-type: none"> <li>cassettes based on folk and Hindi songs focusing on the importance of education.</li> <li>• Workshops were held in Chamba and Sirmour districts wherein teachers developed slogans relating to education for community mobilisation.</li> <li>• Introductory handbook on DPEP prepared and circulated in the districts.</li> <li>• Audio material script namely "Gramin Shiksha Samiti Ki Bhumika, Akikrit Shiksha Awam Biklang Bachhche, Hema Padhai Me Aage Badhi" developed by SPO under DEP component.</li> </ul>	<ul style="list-style-type: none"> <li>distributed.</li> <li>• Improved training modules on VEC developed.</li> <li>• Audio-video cassettes developed in connection with "Ninad".</li> <li>• A monthly newsletter "Paribartan" is being published and circulated to all primary schools,CRCs,BRCs ,DIETs,D.I.s. of schools and DPCs.</li> </ul>	<ul style="list-style-type: none"> <li>members developed.</li> <li>• 3 Posters (teachers role, community contribution towards school infrastructure and role of community c in UEE) developed, printed and distributed.</li> <li>• Guidebook on organisation of training for VEC members developed.</li> <li>• Module of VEC training "Prashikshan Sahayika" published.</li> <li>• Reading material "Prathmik Shikshar Unnayane Jana Sadharan Bhumika" for community mobilisation developed.</li> </ul>		<ul style="list-style-type: none"> <li>• Magazine BEP Ahwan published by SPO</li> <li>• 3 audio cassettes (Abhiyan geet, Shiksha geet mala, Munia beti padhti jaye.) distributed in every district Two more cassettes on Women Economic Empowerment and Shiksha Geetmala developed.</li> <li>• 5 Video films/documentaries produced on themes like teachers' training, civil works, alternative schooling and community mobilisation.</li> <li>• Lok Chetna and Drut Lok Sampark Abhiyan module on microplanning and rapid survey developed.</li> <li>• Material for capacity building through Distance mode developed and distributed in different languages.</li> </ul>	
<b>Campaign and other mobilisation activities</b>	<ul style="list-style-type: none"> <li>• Local artists from villages used for folk performances.</li> <li>• Electronic and print media utilised to spread the message of importance of girl child education.</li> <li>• Regional Sadassu and Vijayawada. Held at Kurnool .</li> </ul>	<ul style="list-style-type: none"> <li>• Bal Mahotsava, Prabhat Pheris, Mashal Yatras, praveshotavas undertaken.</li> <li>• Cultural talent search activities organised.</li> <li>• District level awareness meeting held to discuss strategies.</li> <li>• Special campaign</li> </ul>	<ul style="list-style-type: none"> <li>Maa-beti melas, bal-melas Balika melas organised.</li> <li>Exhibitions in DPEP put up in local festivals.</li> <li>• Bal Parvesh Mela (children enrolment drives) organised with the help of banks and other organisations.</li> <li>• Meena week celebrations in September focussed on the education of girl</li> </ul>	<ul style="list-style-type: none"> <li>• Hoarding put up at strategic places.</li> <li>• Sishu melas organised at block level.</li> <li>• Women's conventions, Matru Sammelans are being organised.</li> <li>• Wall writings</li> </ul>	<ul style="list-style-type: none"> <li>• Developed Posters and hoarding and displayed.</li> <li>• SPO organised folk festivals with the help of folk artists from Calcutta.</li> <li>• One audio cassette</li> </ul>	<ul style="list-style-type: none"> <li>• Ma-beti and Baap-beti melas organised.</li> <li>• Audio-video kit to mobilise child laborers under preparation.</li> <li>• Meena campaign for girls education</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive campaigns of three types launched for VEC formation. This involved house-to-house contact for VEC formation.</li> <li>• Munia Beti campaign launched.</li> <li>• Wall writing, Padyatras, Bal melas, sports meet, Ma-Beti</li> </ul>	<ul style="list-style-type: none"> <li>• AID and NEWS in various local and National papers published.</li> <li>• Programme on AIR is being broadcasted regularly.</li> <li>• 1041 Bala melas, 1041 Kala Jathas and 1041 Mahila meetings are being organised at</li> </ul>

**DPEP - II, III & IV**

<b>Community Mobilisation &amp; VEC Interventions</b>	<b>Andhra Pradesh</b>	<b>Gujarat</b>	<b>Himachal Pradesh</b>	<b>Orissa</b>	<b>West Bengal</b>	<b>Uttar Pradesh</b>	<b>Bihar</b>	<b>Rajasthan</b>
	<ul style="list-style-type: none"> <li>State district and mandal level seminars were conducted.</li> <li>Out of 48506 School Committees at primary and upper primary level, 46553 joint accounts opened.</li> <li>Melas, Ma-Beti melas, rallies, Kalajathas and enrolment drives conducted in 475 model approach villages of 19 DPEP district</li> </ul>	<ul style="list-style-type: none"> <li>launched for girls' enrolment in Dangs.</li> <li>Chaudhary Community Sammelan organised in Banaskantha.</li> <li>Thematic drama and folk theatre (Bhavai) used during awareness campaigns.</li> <li>Special campaign like Mahila Jagruti Snivir, Ma-beti sammelans organised in 'Gender Focus Areas'.</li> <li>Special VEC, MTA/PTA meetings organised before enrolment drive.</li> <li>Bal Mahotsavs, Prabhat Pheris, Mashal Yatras undertaken.</li> <li>Cultural talent search activities orgnaised.</li> </ul>	<ul style="list-style-type: none"> <li>child.</li> <li>Surmour district organised block level mela and PRI and sammelans to sensitize the community.</li> <li>Kalajatha movement in the district with focus on universal enrolment and importance of education in convergence with TLC and Public Relation Department.</li> <li>Rallies were taken out in the villages by school children, such rallies were also organised at block and cluster level.</li> <li>Kullu district organised block level maha and PRI sammelans to sensitize the community.</li> <li>June 5,2000 was celebrated through our the primary schools in the state.</li> <li>Kullu district put up a DPEP exhibition during Beddi Diwali local fair at Nirmaad in November, 2000.</li> <li>Chamba district organised MTA meetings at GPS Manjir and GPS Khadet in November, 2000.</li> <li>VECs re-organised with the change of Presidents on account of Panchayti Raj elections in the State.</li> </ul>	<ul style="list-style-type: none"> <li>undertaken in some districts.</li> <li>Enrolment drives organised in all the districts.</li> <li>District block and cluster level conventions organised.</li> <li>A village level intensive awareness campaign "Ninad" organised in July, 2000.</li> <li>1.14 lakhs children were identified out of school through "Ninad".</li> <li>A wide publicity made through AIR, Doordarshan and newspapers in the month of January and February, 2001.</li> </ul>	<ul style="list-style-type: none"> <li>developed with 9 folk songs and distributed to the districts.</li> <li>Districts organised rallies, meetings, padayatras, cultural competitions..</li> <li>2- day workshop on street corner plays organised.</li> <li>CLRCs book fairs organised at 108 circles of 5 DPEP districts.</li> <li>15 teams of 155 folk artists performed 548 shows in 3 districts in January and February, 2001.</li> </ul>	<ul style="list-style-type: none"> <li>organised.</li> <li>Cultural activities organised.</li> <li>'School Chalo' campaign organised state-wide with high public and media participation.</li> <li>Buses of UP roadways carried the logo and message of DPEP.</li> <li>DPEP message relayed through radio stations.</li> </ul>	<ul style="list-style-type: none"> <li>melas, Audio-video campaign, enrolment drive, Prabhat Pheres, street play etc. organised in every district.</li> <li>State level Maa-Beti melas , Bal melas, organised.</li> <li>Exhibitions on UPE being put up on 26<sup>th</sup> January &amp; local fairs.</li> <li>Innovative wall paintings done in East Singhbhum district.</li> <li>Jhankhis on UPE being put up the occasion of Republic Day/Independence Day celebrations at the state and district levels.</li> <li>A state level conference on Sarva Shiksha Abhiyan organised.</li> <li>Kalajathas performed in Gaya , Bhojpur, Muzaffarpur, Rohtas, Sitamarhi, Vaishali, Darbhanga and Bhagalpur districts</li> </ul>	<ul style="list-style-type: none"> <li>cluster and village level.</li> </ul>

DPEP - II, III & IV								
Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
<b>Community Participation Community Organisations</b>	<ul style="list-style-type: none"> <li>10404 VEC constituted in all the districts.</li> <li>Special teams organised at Mandal level for educating community.</li> <li>PTA meetings being organised in all the schools though out the state</li> <li>VECs entrusted with supervising effective functioning of ECE centres.</li> <li>Parent Teacher Association meetings are being organized every 3 months and School committee meeting once in a month.</li> <li><b>50884 school committees at primary and 6495 at upper primary level constituted.</b></li> </ul>	<ul style="list-style-type: none"> <li>4121 VEC formed.</li> <li>MTA, PTA and Mahila Mandals cooperating with VECs.</li> <li>Community Contributions, both in cash and kind, have been received for school construction, which have enhanced the sense of ownership among people.</li> </ul>	<ul style="list-style-type: none"> <li><b>2944 VECs and equal number of PTAs and MTAs constituted.</b></li> </ul>	<ul style="list-style-type: none"> <li>12683 VECs constituted.</li> <li>MTAs and PTAs are constituted.</li> <li>A committee on formation and functioning of VECs has been formed which has drafted resolutions on VEC. The draft has been submitted to the Govt. for approval.</li> <li>More than 1000 MTAs and 3000 VECs have identified as active during massive awareness campaign "Ninad".</li> </ul>	<ul style="list-style-type: none"> <li>12324 VECs &amp; WECs formed in 5 DPEP districts.</li> <li>VCCs formed for civil works.</li> <li><b>MTAs formed in Cooch Behar district.</b></li> </ul>	<ul style="list-style-type: none"> <li>14155 VECs constituted.</li> <li>MTAs, PTAs and WMGs (Women Motivator Group) formed.</li> </ul>	<ul style="list-style-type: none"> <li>24829 VECs constituted.</li> <li>Mata Samitis formed to run ALS and ECE centres.</li> <li>VECs motivated to run schools during teachers strike in Bihar</li> <li>Community providing resource support at grass root levels.</li> </ul>	<ul style="list-style-type: none"> <li><b>13596 SMCs and equal number of BNS have been constituted.</b></li> <li><b>3-day training of SMC has been planned.</b></li> <li><b>8934 SMCs (total 28080 members) have been trained.</b></li> </ul>
<b>Empowering Community Organisations (VEC, MTA, PTA, Panchayats etc.)</b>	<ul style="list-style-type: none"> <li>Training module for VEC training prepared and printed.</li> <li>Training to school Committee Chairperson organised at mandal level. Training programme at operational level held in 7 districts.</li> </ul>	<ul style="list-style-type: none"> <li>VEC, MTA and PTA members were given adequate power and responsibilities to play an effective role in mobilisation activities.</li> <li>Gujarati version of Manual for VCWC members are prepared and distributed.</li> <li><b>Development of posters, cut outs</b></li> </ul>	<ul style="list-style-type: none"> <li>A two day training module for training of resource persons for VEC training developed.</li> <li>A VEC manual prepared at the SPO and distributed by the districts for the guidance of VECs</li> <li>Chamba, Kullu and Sirmour districts developed and distributed printed brochures</li> </ul>	<ul style="list-style-type: none"> <li>Manual for VEC training prepared by SIEMT.</li> <li>Community Mobilisation manual prepared by the SPO.</li> <li>Module on training VEC has been prepared.</li> <li>A state level workshop organised for development of</li> </ul>	<ul style="list-style-type: none"> <li>Development of training module for VEC training.</li> <li>Construction manual developed for VCC training.</li> <li>SPO developed handbook on community participation in primary education for grassroots-level functionaries including, VEC members.</li> </ul>	<ul style="list-style-type: none"> <li>Trainer's handbook for training of VECs developed.</li> <li>Trainer's hand book for MTA, PTA and WMG have been developed.</li> </ul>	<ul style="list-style-type: none"> <li>Training module for VEC and micro planning developed.</li> <li>Training module on community construction process developed.</li> <li>Training module for mata samitis developed.</li> </ul>	<ul style="list-style-type: none"> <li><b>Module for SMC and BNS training has been prepared.</b></li> </ul>

**DPEP - II, III&IV**

<i><b>Community Mobilisation &amp; VEC Interventions</b></i>	<i><b>Andhra Pradesh</b></i>	<i><b>Gujarat</b></i>	<i><b>Himachal Pradesh</b></i>	<i><b>Orissa</b></i>	<i><b>West Bengal</b></i>	<i><b>Uttar Pradesh</b></i>	<i><b>Bihar</b></i>	<i><b>Rajasthan</b></i>
		and folders.	among the VEC members highlighting the role responsibilities of VEC.  • Module on micro planning developed by NIEPA and adopted locally also used to sensitise the community.	audio cassettes, slogans and posers on community mobilisation in August and September 2000.	• Training module for MTAs developed in Cooch Behar district.			
Orientation/ Training/ workshop for Community Organisation	<ul style="list-style-type: none"> <li>• Gender Sensitisation programme for VECs conducted.</li> <li>• An eight- day orientation workshop for all VEC members organised.</li> <li>• State level sharing workshop organised for VEC chairmen, NGOs, &amp; Mahila Mandal presidents.</li> <li>• Exposure tour of VEC members to M.P. organised.</li> <li>• Training to Sch. of Committee chairpersons of 7 districts its was organised at Mandal level in august 1999.</li> <li>• Similar training has been organised for rest 8 districts in Dec. 1999.</li> <li>• Gunatmaka Vidya Lo Ma Bhagawamyam – 12</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly meetings of VECs, PTA &amp; MTAs were organised at school level.</li> <li>• Workshops for women sarpanches and Anganwadi workers organised.</li> <li>• Monthly meetings of VEC, MTA and PTA organised.</li> <li>• 65197 MTA/PTA members have been trained during 2000-1.</li> <li>• Orientation and training workshops of VEC members at the CRC level organised. During 2000-2001, 22009 VEC members were trained.</li> </ul>	<ul style="list-style-type: none"> <li>• Resource Groups orientation taken up by State Project Office in 2000.</li> <li>• State level training to head teachers and engineers for Saraswati Bal Vidya Sankalp Yojana.</li> <li>• Chamba district organised one day Mahila Mandal Campa :Sirmour district organised block level Mahila Sammelan.</li> <li>• VEC members trained by Sirmour and Kullu districts to take up the work on Village Education Plans.</li> <li>• Kaza part of Lahaul-Spiti district completed training of 243 VEC members.</li> <li>• Kullu district completed training of 4974 VEC members and 93 Resource persons.</li> </ul>	<ul style="list-style-type: none"> <li>• Training of VCC Civil works organised.</li> <li>• Training on Micro-planning and school mapping organised.</li> <li>• Training of VECs completed in 7districts.</li> </ul>	<ul style="list-style-type: none"> <li>• 3-day training for VEC members (7 from each VECs) is over in all the districts.</li> <li>• MTA training has been started in Cooch Behar district.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular VEC meetings held.</li> <li>• 3494 MTAs, 2494 PTAs and 2180 WMGs have been trained.</li> <li>• 328001 members of 14155 VECs have been trained.</li> <li>• 1524 VECs trained in DPEP III.</li> </ul>	<ul style="list-style-type: none"> <li>5 days training to VEC members initiated.</li> <li>• Training module on VEC disseminated in districts.</li> <li>• Workshops to monitor progress of VEC formation organised at different levels.</li> <li>• One-day orientation to newly constituted/re-constituted VECs organised.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation programme organised by DPO.</li> <li>• 1-day orientation programme for BNS members organised by DPO in all the ten districts.</li> <li>• 8934 and 8934 BNS members have been trained.</li> </ul>

DPEP - II, III & IV								
Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
	day training to School Committee Chairpersons whose education qualifications are illiterate to 2 <sup>nd</sup> class dropout was given in May,2000 on pilot basis. 20 persons from 9 districts attended the programme.		<ul style="list-style-type: none"> <li>• Chamba district completed one day training of 10,000 members of VEC and MTAs.</li> <li>• Sirmour district completed training of 3810 VEC members and held 6 meeting with Panchayat Pardhans.</li> </ul>					
Orientation/Training/ workshop provided for staff / Master Trainers	<ul style="list-style-type: none"> <li>• Training cum orientation to women members of local bodies in educational issues organised .</li> <li>• 250 SRG members and Community Mobilisation officers of DPEP trained at SCERT.</li> <li>• SRG members conducted 2 day training for Mandal Education Officers and Mandal Resource Persons.</li> <li>• Head Masters attended the School Committee training Programmes</li> <li>• District team of Mandal Officers and two other Resource Persons were given training for 3 days on community mobilisation for UPE. This included one day exposure visit to MVF, an NGO.</li> <li>• CMO of SPO &amp; CMO of Chittoor attended National Workshop on Community</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation of DRG organised.</li> <li>• Training Programmes for MT organised in Dung.</li> <li>• Training include orientation on girl child, IED, AS and village mapping and school improvement support provided by local CRC.</li> <li>• 30- day intensive training programme conducted for Master Trainers on English workbook for Std. V.</li> <li>• 5-day re-orientation training to MTs for std.I completed in July, 2000.</li> <li>• Re-orientation training to MTs for Vidya Sahayaks held in July-Aug. 2000.</li> <li>• 5 days training imparted to BRC, CRC Coordinators and primary teachers in Dangs in Std. V English.</li> <li>• Resource Persons comprising DIET personnel, CRC Co-</li> </ul>	<ul style="list-style-type: none"> <li>• All the CRCCs trained initially to act as MTs for VEC training.</li> <li>• BRCs and Engineers trained in dealing with community.</li> <li>• State level workshop for the orientation of BRCCs and Assistant Engineers in community mobilisation organised at Shimla in March, 1999.</li> <li>• Resource Persons for VEC training given training.</li> <li>• State level workshop on community mobilisation and participation organised.</li> <li>• 93 RPS trained in Kullu district</li> <li>• 1 ahaul district organised training</li> </ul>	<ul style="list-style-type: none"> <li>• Training of SRG for VEC organised at State level.</li> <li>• Workshop on role of media in community mobilisation organised.</li> <li>• Training of BRG (Media) on mass mobilisation in the districts organised.</li> <li>• Workshop on Community Participation held in October 1999.</li> <li>• DRG training conducted in Dec. 1999.</li> </ul>	<ul style="list-style-type: none"> <li>State level workshop on community mobilisation for district functionaries held.</li> <li>• State level workshop with folk artists conducted.</li> <li>• State level Workshop with Group Theaters organised.</li> </ul>	<ul style="list-style-type: none"> <li>• Training workshop organised by SPO for SRG.</li> <li>• 5-day PLA/PRA training organised for SRG and BRG.</li> <li>• PLA training given to district coordinators and NGOs.</li> <li>• DRG trained in all DPEP III districts.</li> <li>• Orientation programmes held for newly elected Pradhans, members of VECs at the Nyaya Panchayat level.</li> <li>• Training workshops organised by DIET in DPEP II districts.</li> <li>• A 4-day workshop (state level) organised to orient district coordinators on community mobilisation and participation in</li> </ul>	<ul style="list-style-type: none"> <li>• Quarterly state Level Resource Persons Training Programme for VECs based on VEC Training Module organised.</li> <li>• State level workshop organised to review the process of VEC formation.</li> <li>• District-wise identification of UTPRERAKS and ABIPRERAKS held.</li> <li>• Training for Utpreraks organised.</li> <li>• Monthly reflection of VEC coordinators at state level.</li> <li>• State level workshop on different strategies of VEC orgainiesd.</li> </ul>	<ul style="list-style-type: none"> <li>• 1050 KRPs and RPs have been trained for SMC training.</li> </ul>

**DPEP - II, III & IV**

<i>Community Mobilisation &amp; VEC Interventions</i>	<i>Andhra Pradesh</i>	<i>Gujarat</i>	<i>Himachal Pradesh</i>	<i>Orissa</i>	<i>West Bengal</i>	<i>Uttar Pradesh</i>	<i>Bihar</i>	<i>Rajasthan</i>
	ownership in DPEP.	ordinators and primary teachers were trained on Std. V English for achieving proficiency in English language and teaching skills.	of MTs with help of Kullu district.			<b>DPEP III.</b> • Visioning workshops for district coordinators organised in October, 2000 and a 3-day orientation organised in February, 2001 for DPEP III districts.		
<b>Areas and instance of participation</b>	<ul style="list-style-type: none"> <li>• VECs involved in door to door surveys.</li> <li>• VECs involved in monitoring the programme and macro planning.</li> <li>• Construction of school buildings done with active involvement of VECs.</li> <li>• VECs involved in enrolment drives.</li> <li>• VECs of remote villages provide free accommodation facilities to the teachers.</li> <li>• Local committees participated in white-washing of school buildings and keeping the premises clean and green</li> <li>• Village committees in some cases organised community lunch for children and parents.</li> <li>• VECs mobilized physical and financial resources for construction of school building/ additional classrooms. The contribution of villagers in all districts put together is about 19 20 lakhs. This has enhanced the sense of community ownership.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs involved in door-to-door surveys, village and school mapping.</li> <li>• VECs playing an important role in attitudinal change (especially the gender issue)</li> <li>• Community contribution for school building and repairing, both in cash and kind.</li> <li>• VECs actively involved in enrolment drives organising Praveshotshavas and Prabhat Pheries etc.</li> <li>• Community contribution for school building and repairing, both in cash and kind. This has enhanced the sense of community ownership.</li> <li>• VECs involved in door to door surveys, Village and School</li> </ul>	<ul style="list-style-type: none"> <li>• Community participation in enrolment and microplanning activities.</li> <li>• Mother Teachers Association have shown over whelming response towards their role in primary schools.</li> </ul>	<ul style="list-style-type: none"> <li>• VEC participating in enrolment drive</li> <li>• VEC helping in selection of AS instructors.</li> <li>• 442 AS instructors have been engaged by VECs.</li> <li>• SPO plans to promote participatory planning process in villages through "Community Action Plan."</li> </ul>	<ul style="list-style-type: none"> <li>• Community contributions towards building support reported from districts.</li> <li>• Community mobilisation for enrolment of out of school children done through RPs at GP level.</li> <li>• Children Registers prepared in all the DPEP districts.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs involved in micro-planning.</li> <li>• VECs involved in facilitation, enrolment and retention of children.</li> <li>• VECs involved in school improvement, maintenance and repairs.</li> <li>• 2068 schools provided with boundary walls and 79 with additional classrooms.</li> <li>• 17522 Village Education Plans completed in DPEP II districts.</li> <li>• Appointment of</li> </ul>	<ul style="list-style-type: none"> <li>• VECs participating in micro-planning.</li> <li>• VEC participating in school improvement and community mobilisation.</li> <li>• VECs motivated to run schools during teachers strike in Bihar.</li> <li>• All Civil Works including construction of BRCs entrusted to community through Community Construction procedures.</li> </ul>	

DPEP - II, III & IV								
Community Mobilisation & VEC Interventions	Andhra Pradesh	Gujarat	Himachal Pradesh	Orissa	West Bengal	Uttar Pradesh	Bihar	Rajasthan
	<ul style="list-style-type: none"> <li>With community involvement, 178 villages have achieved 100% girl child enrolment and retention.</li> </ul>	<p>Mapping.</p> <ul style="list-style-type: none"> <li>School construction, repairing and monitoring is done through the active involvement of VECs &amp; VCWCs.</li> </ul>				para-teachers/acharyajis is being done through VECs.		
Other activities to promote Participation and Innovations	<ul style="list-style-type: none"> <li>VECs working with <i>podupu laxmi</i> groups to tackle problem of child labour.</li> <li>Region-wise School Committee Sadarsulu organised at six places.</li> <li>Bio-data particulars of school committee members (total 48709) have been collected and computerized.</li> <li>School monitoring information system which have provisions to monitor the functioning of school committees is being operationalised.</li> <li>Educational profiles of 45,769 chairpersons of School Committee members were prepared for training purpose.</li> <li>Educational profiles of 1,80,524 members of School Committee members were</li> </ul>	<ul style="list-style-type: none"> <li>In Dangs, a total of 900 Sq.mtrs land was donated for school.</li> <li>In Panchmahal a contribution of land worth Rs. 34.6 lakhs was made by community.</li> <li>In Banaskantha a contribution of land worth Rs. 3.10 lakhs was made for new schools.</li> </ul>	<ul style="list-style-type: none"> <li>PTAs and MTAs formed to promote wider participation.</li> <li>The state govt. has proposed to appoint 1000 para teachers through Panchayats.</li> <li>The state government of Himachal Pradesh has entrusted powers, functions and responsibilities upon the Panchayati Raj Institutions to ensure full enrolment; monitoring of students and teachers attending i.e., maintenance of school building and distribution of study materials to target group students.</li> </ul>	<ul style="list-style-type: none"> <li>PTAs and MTAs formed to promote enrolment, retention and girl's education.</li> </ul>	<ul style="list-style-type: none"> <li>Observed enrolment week at district level.</li> <li>Grassroots level meetings with PRI functionaries and community leaders organised.</li> </ul>	<ul style="list-style-type: none"> <li>Moulvies sensitised to mobilise the minority community.</li> <li>Media used to change mindsets towards new pedagogy.</li> <li>Kalajathas organised, focussing on girls education.</li> <li>Slides on the School Chalo Abhiyan were shown in cinema halls to create public awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Mata Samities formed to run ALS and ECE centres.</li> <li>Theatre workshops for capacity building of cultural groups in 7 linguistic zones held.</li> <li>Innovative usage of local folk forms to spread the message of DPEP.</li> </ul>	

**DPEP - II, III & IV**

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

New States			
Community Mobilisation & VEC Interventions	Chhattisgarh	Jharkhand	Uttaranchal
Administrative Arrangements	<ul style="list-style-type: none"> <li>Presently formation of SPO is in progress.</li> <li>Only DRGs and BRGs are working.</li> </ul>	<ul style="list-style-type: none"> <li>District Level Media community mobilisation coordinators in place.</li> </ul>	<ul style="list-style-type: none"> <li>District coordinator (Community Mobilisation) appointed.</li> <li>DRG, BRG for VECs constituted.</li> </ul>
Community Mobilisation Material Development	<ul style="list-style-type: none"> <li>Publication of Bulletin on achievements of DPEP will be carried out.</li> </ul>	<ul style="list-style-type: none"> <li>Folders, posters, brochures, Pamphlets developed and distributed.</li> <li>VEC manual and guidelines for School Development Grant developed.</li> <li>Audio and Video cassettes developed.</li> <li>Handbooks in Nagpuri, Mudari and Kurukh prepared.</li> <li>Posters in Nagpuri, Hindi, Mundari and Kurukh prepared.</li> </ul>	<ul style="list-style-type: none"> <li>A training module for VEC training and Gram Shiksha Yojana hand book printed.</li> </ul>
Campaign and other mobilisational activities	<ul style="list-style-type: none"> <li>Kalajathas of Zila Saksharta Samiti mobilise villagers through Nukkad Nataks, folk songs and folk dances.</li> <li>Slogans and wall writings undertaken.</li> <li>Door-to-door contact organised.</li> <li>Posters developed in local tribal dialects.</li> <li>School Chalo Abhiyan' organised with emphasis on tribal children.</li> <li>Mahila Shiksha Abhiyan targeting at SC and ST girls launched.</li> <li>Shiksha Panchayats organised at cluster level.</li> <li>Bal Melas, Bal Panchayats, Maa-beti Melas, sports and cultural competitions carried out.</li> <li>Make the School Green &amp; Clean campaign undertaken with VEC participation.</li> <li>Lok Sampark Abhiyan-II, a participatory micro planning exercise conducted to develop School Education Plan has been consolidated at cluster, block and district level to form the district education plans.</li> </ul>	<ul style="list-style-type: none"> <li>Enrolment drives organised at school, CRC, BRC and DLO level.</li> <li>Cultural programmes, nukkad nataks, padyatras Bal melas, jhankies, prabhat pheries and rallies organised.</li> <li>Maa-Beti melas organised at state level.</li> <li>Kalajathas performed in Hazaribagh, East and West Singhbhum, and Chatra districts.</li> </ul>	<ul style="list-style-type: none"> <li>Ma-beti and Baap-beti melas organised.</li> <li>Meena campaign for girls education organised.</li> <li>Cultural activities organised.</li> <li>'School Chalo' campaign organised.</li> </ul>
Community Participation Community Organisations	<ul style="list-style-type: none"> <li>20,728 VECs constituted.</li> <li>Panchayati Raj institutions actively involved in DPEP.</li> <li>VECs in all DPEP –II districts constituted.</li> <li>5316 SMCs formed in DPEP-I&amp;II district.</li> </ul>	<ul style="list-style-type: none"> <li>VECs constituted in all the districts.</li> <li>Mata Samities are also formed for ALS as per need.</li> </ul>	<ul style="list-style-type: none"> <li>VECs constituted.</li> <li>MTAs and PTAs formed and trained.</li> </ul>

New States			
Community Mobilisation & VEC Interventions	Chhattisgarh	Jharkhand	Uttaranchal
Empowering Community Organisations (VEC, MTA, PTA, Panchayats etc.)	<ul style="list-style-type: none"> <li>Training manual and posters prepared for VECs.</li> <li>Activity Diary developed.</li> </ul>	<ul style="list-style-type: none"> <li>Training modules for VEC, Mata Samitis and micro planning are being used that were developed by the parent state- Bihar.</li> </ul>	<ul style="list-style-type: none"> <li>Trainer's handbook for MTA, PTA and WMG have been developed.</li> <li>Trainer's handbook for VEC training developed.</li> </ul>
Material development			
Orientation/ Training/ workshops for Community Organisations	<ul style="list-style-type: none"> <li>Orientation programmes for VECs members organised.</li> <li>MSA was taken up in the year 1997, 98 and 99 to encourage out of school and unenrolled girls to come to the schools.</li> <li>Institutional Reforms of School Management is to be considered by the state government of Chhattisgarh.</li> <li>A workshop was organised in March, 2000 in which experts from state and district participated.</li> <li>The strategy for participatory microplanning or Lok Sampark Abhiyan (LSA) and orientation of VEC &amp; SMC was reviewed and consolidated on the basis of the past experiences.</li> <li>Training modules for VEC, training module for involving community and VEC in participatory microplanning, training materials, revised formats for Village Education Registers finalised.</li> </ul>	<ul style="list-style-type: none"> <li>A 1-day orientation imparted to all VECs.</li> <li>Regular meeting of VEC held at school.</li> <li>Construction training organised for VECs.</li> <li>A 5-day training has been completed in Chatra and the same is being organised in other districts under DPEP.</li> <li>Workshops organised for identification of Utprakas/Abhiprakas.</li> </ul>	<ul style="list-style-type: none"> <li>12840 members of 1050 VECs have been trained.</li> <li>Regular meeting of VEC held.</li> </ul>
Orientation/Training/workshop for staff/Master Trainers	<ul style="list-style-type: none"> <li>Master Trainers identified at the Block level and trained at DIET.</li> <li>Meeting organised at the state level with SRG for Shiksha Panchayat.</li> <li>Sahayoginis given training at state level.</li> <li>Regular monthly meeting-cum-orientation of MTs/CACs at cluster level.</li> <li>MTs/CAC have also been given 12 days training at district level on non-graded Teaching Learning material.</li> <li>MTs have been 12 days training at district level on Seeking Sikshana Package of class V.</li> <li>Schooling packages of madhya Pradesh is adopted.</li> <li>RSK, ZSK JPSU and JSK orientation has been planned.</li> </ul>	<ul style="list-style-type: none"> <li>DLO staff and two master trainers from Chatra, two APO, two ARP and one DRP from Dumka and two master trainers from Hazaribagh have been trained through state level workshops.</li> </ul>	<ul style="list-style-type: none"> <li>Training workshop organised by DIET for BRG for SRG</li> <li>DRG trained in all DPEP districts.</li> <li>Orientation programmes held for newly elected Pradhans, members of VECs at the Naya Panchayat level</li> <li>A 4-day workshop (state level) organised to orient district coordinators on community mobilisation and participation</li> <li>Visioning workshop for district coordinators organised in October, 2000 and a 3-day orientation organised in February, 2001.</li> </ul>
Areas and instances of Participation	<ul style="list-style-type: none"> <li>VECs participated in Lok Sampark Abhiyan.</li> <li>VECs involved in the selection of para-teachers in both SSKs and Ass.</li> <li>The Gram Shiksha Sabha undertook social audit of village education.</li> </ul>	<ul style="list-style-type: none"> <li>VECs involved in environment building, awareness generation, enrolment drive, micro-planning and construction activities.</li> </ul>	<ul style="list-style-type: none"> <li>VECs involved in survey and micro-planning.</li> <li>VECs involved in facilitation, enrolment and retention of children.</li> </ul>

New States			
Community Mobilisation & VEC Interventions	Chhattisgarh	Jharkhand	Uttaranchal
	<ul style="list-style-type: none"> <li>SMCs select the teacher (guruji) for the EGS school of their community.</li> <li>Community demands for the EGS school and after the recommendation of Sarpanch they get the school within 90 days.</li> <li>Joint account of local panch/sarpanch with EGS teacher and CAC.</li> <li>SMCs including members from local community frequently visit/ monitor schools of their area.</li> <li>VECs are involved in micro planning and development of VEP.</li> </ul>	<ul style="list-style-type: none"> <li>Some VECs directly involved in school management.</li> <li>VECs are helping teachers in distribution of books.</li> <li>VECs involved in maintenance, minor repairs and plantation within school premises.</li> </ul>	<ul style="list-style-type: none"> <li>VECs involved in school improvement, maintenance and repairs.</li> <li><b>Appointment of para-teachers/acharyajis and AS workers is being done through VECs.</b></li> </ul>
Other activities to promote Participation and Innovations	<ul style="list-style-type: none"> <li>Volunteers from tribal communities appointed to mobilise and generate awareness among these communities.</li> <li>Shiksha panchayats are being organised in which social audit of Panch/Sarpanch is done through reading of progress report of their educational centres. It has resulted in the development of sense of responsibility among the community.</li> </ul>	<ul style="list-style-type: none"> <li>Community has provided para teachers where teachers are not sufficient in number.</li> <li>Participation of VEC presidents in CRC meetings.</li> <li>VECs have organised special campaign, rallies and mahila Sammelans.</li> <li>Donation of land for school building has been reported from Hazaribagh.</li> </ul>	
Networking	<ul style="list-style-type: none"> <li>NGOs are involved in various activities of community mobilisation and participation.</li> </ul>	<ul style="list-style-type: none"> <li>Networking with NGOs NKS, Zil Sksharta Samitis, Kalyan Kendras and Bharat Sevashram Sangh.</li> <li>Convergence with NGOs, Mahila Samooh and Mata Samities.</li> </ul>	

## **PEDAGOGICAL IMPROVEMENT**

### **Overview**

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

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

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

### **Textbooks**

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

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

### **Teaching learning materials**

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

### **Training**

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

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

### **Resource Groups**

**State Resource Groups, or SRGs** had been formed in most states in the early stages of the program and have played a crucial role in the pedagogical renewal activities that were

initiated. Textbook development, teacher training, material development etc. no longer remained activities of just one institution. Constitution of state resource groups in all states ensured massive participation of teachers, district functionaries, NGOs and educationists. However the structure and form of SRGs varied from state to state. Some states like Kerala and Assam went in for a continuing and consistent SRG which met regularly to plan and implement various pedagogic activities. There were other states like Gujarat which would tap resource persons of their SRG as per need.

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

### **Resource Enhancement Programme**

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

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

**A meeting was held in November 2000 to conceptualise and plan the second workshop. Readings (selected excerpts from books on education) to be used in this workshop were short listed and transcreated. The second workshop was held from 30<sup>th</sup> January to 10<sup>th</sup> February, 2001. Home tasks were assigned to state level resource persons at the end of each workshop. Other than these workshops an attempt is made through correspondence to have a live and continuous dialogue between resource persons and participants. The next and final workshop is scheduled for June 2001. At the end of this workshop each state team will make an effort to identify state specific issues and action points.**

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

## **Resource Centres**

The most challenging and exciting aspect of the program, however, can be said to be the **large scale operationalisation of grassroot academic resource centres**, i.e., BRCs and CRCs. These structures have supported the overall pedagogical reform that the program has triggered and have played a central role in helping the teachers in bringing about necessary changes in the classrooms processes. **Regular school visits** by CRC coordinators and monthly meetings of teachers have indeed made a very special contribution. Though these resource centres have been established in all DPEP districts, they are at different stages of development and there are significant variations in their activities. In some states steps have been taken for effective school visits, academic discussions in monthly meetings, documentation of folklore and its use in classrooms, establishment of maths lab, developing libraries etc. In some others, these structures have taken up roles that are more administrative and supervisory in nature. Similarly, the degree of community involvement in the functioning of these institutions varies, as does the level of their autonomy.

The resource centres vary considerably in their focus, structure, activities and their role in the system across states depends critically on the overall pedagogical vision of each state. Notably, though each state engaged itself in all the aspects of pedagogical renewal, including teacher training, textbook renewal, evaluation, TLM development etc., each state had a different focus determined by its context and vision which in turn influenced the evolution of its sub district institutions. Bihar and Karnataka for example gave special importance to teacher training. Not surprisingly, the block and cluster resource centres largely engaged in training teachers through training packages developed by the state resource groups. The structure also evolved and changed over time in response to the emerging roles of these centres. Both in Karnataka and Bihar 3-5 resource persons were located at the BRC to undertake continuous teacher training programmes for 20 days a month. Some states have constituted block and cluster resource groups to support the academic activity of BRCs and CRCs.

As these structures became functional and started performing their roles many issues were thrown up pertaining to capacity building, linkages with BEO and community etc. Factors like how speedily the posts were filled up, where and how the BRC & CRC staff were expected to set up office, what funds they had at their disposal to function independently and what kind of standing they had with respect to the local school inspecting staff and what was their capacity to offer academic support to teachers also mattered a great deal. Efforts were then made to address these issues in national, state and district level workshops. From the national level, case studies were conducted on BRCs and CRCs through a document **Glimpses from the Grassroots** and were widely disseminated to different states to improve these structures.

## **Institutional Development of DIETs**

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

DIETs through a document **Meeting Challenges**. However this does remains an area of concern, and in the last few months considerable attention has been focussed on improving and strengthening DIETs.

The work in the area of institutional development of DIETs started in a small way in TSG in 1998. At that time work was initiated directly with two DIETs (in Bareilly district of UP and Mahendergarh distt of Haryana). This helped us to understand the ground reality of these institutions, the nitty gritty of their functioning, as well as their linkages with the state, district level bodies, BRC-CRCs & schools.

This led to the preparing of case studies of selected well functioning DIETs in four states (AP, Bihar, Gujarat & Karnataka) and delineating the factors at different levels which enable a DIET to function well and be a productive institution. Subsequently DIETs were visited in almost all DPEP states, to get a wider picture of the situation of these institutes.

This also helped us identify states which had taken progressive steps to strengthen their DIETs, as well as individual DIETs which were doing good work.

The Teacher Education Scheme had been revised by mid 2000 and a decision was taken by the GOI to enter into MOUs with different states to ensure that the basic conditions are fulfilled in existing DIETs, and steps are taken to make them fully functional, before sanctioning of new DIETs.

As a preliminary exercise to the signing of the MOU, a set of questions was framed on aspects such as recruitment policy for a DIET, academic functioning, linkages with the field, linkages with SCERT/DPEP and the infrastructure and fund position. The states were required to reflect on all these aspects in respect of their DIETs. A series of meetings were held in the MHRD to reflect upon what direction the DIETs should take in future. Expertise of NIEPA, TSG, NCERT, NCTE and the different states was pooled. Good practices of selected states were shared, which helped in charting out a course for future. Prior to the actual signing of the MOUs with a state a field visit was made to one or two DIETs, an IASE, a BRCs & some schools to assess the specific needs of that state. Discussions were also held at the SCERT.

**The next task is to help states in designing capacity building plans for the DIET faculty. This would require determining the content areas as well as the approach to training. In this respect interaction is going on with Tamil Nadu. Two rounds of meetings have already been held to reflect upon the specific needs of the state in respect of their primary education, and the role that the DIETs would be expected to play to address these needs. In the first meeting in which faculty from all 29 DIETs of TN participated, in addition to DPEP & State Govt. officials, such issues were discussed in detail. This was followed by a four-day workshop on classroom observation, the participants of which were again representative from all DIETs, a few BRCs, CRCs and SIs and some district officials. The objective of this workshop was to discuss classroom processes in depth and relate them with inputs such as textbooks & TLM, teacher training, academic support and so on. The outcomes, which are mainly reflected in the learning levels of children, were also discussed.**

**This was a part of a process to help participants reflect on the prevailing school situation. The participants were required to go back to their districts and initiate observation and documentation of classroom processes in more detail and depth, a**

consolidation and analysis of which would help them identify possible areas for intervention in due course.

At present the state is being assisted in designing orientation programs for its 600 odd DIET faculty (of which 300 are newly recruited as part of the cadre formation of DIETs).

### **Documentation, dissemination and discussion**

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

### **Studies of Classroom Processes**

#### *Sharing Workshop on Classroom Observation Studies*

To share the classroom observation studies conducted in eight DPEP states (seven phase I states and Andhra Pradesh) during July-September, 2000, a three-day workshop was organised in early January 2001. Researchers, state pedagogy coordinators and experts were invited to this workshop.

The objectives of the 3-day workshop were:

- To discuss the main features of the classroom processes observed in each state covered.
- To see them in the light of the state's overall pedagogic vision.
- By making cross state comparisons, to delineate the underlying strategies which foster effective classroom transactions.

A panel was formed for each state, comprising the researcher, the state representative and an expert. The researcher presented her/his study, which was followed by the observations of the state representative and finally the comments of the expert. The discussion was then thrown open for the participants of the workshop.

Many learnings were drawn from the study as well as the discussions in respect of future work. Some of the state representatives even presented the kind of interventions they would like to make in their state in respect of the teacher training, TLM, academic support & other inputs in light of the above. In Tamil Nadu the study was shared with all the DPEP districts. The state was sent to all DIETs of the state. The state has also taken a decision to translate the study to Tamil.

### **Synthesis**

A synthesis 'Inside the School' of the eight case studies has been attempted and is under print. The synthesis document attempts to elicit significant strands that appear in various case studies during observations of schools and draws some implications for the future. It explores the nature of activity and teacher child relationship in the classroom context created with support from materials, textbooks, classroom organisation and

**planning. It also looks at the nature of school facilities and infrastructure and how these impinge upon the classroom. Finally it goes on to delineate the enabling conditions for improving classroom transaction. This document will be shared with all the DPEP states.**

### **School Libraries Programme**

**The second round of the Mobile Book Van Tour has been conducted in Andhra Pradesh. In the earlier round seven districts had been covered, and from mid January, 2001 eight more districts (barring the eastern districts of the state) have been covered. Andhra Pradesh is also linking their schools with the local libraries called *granthalayas*.**

**In West Bengal the link library program has now become established. A set of 71 library books have already been provided to the schools in five phase – I districts and the second round of selection is going on. A state level Book Review Committee has been constituted which recommends appropriate books for the school libraries. The list is then given to the District Review Committee, which makes a final selection according to their own needs. So far Rs. 500/- have been provided to every school under the link library program. Of this Rs. 300/- are earmarked for NBT books, and with the remaining amount books of other publishers can be purchased. NBT gives to every school books worth Rs. 300/-, as a matching grant, free of cost.**

### **School based Learning Improvement Programme (SLIP), West Bengal**

**A experimental project for learning improvement had been taken up in the Falta circle of West Bengal in 2000, titled Falta Learning Improvement Program (FLIP). It is found that macro inputs like state level teacher training, development of text books, etc. do not have the desired effect in the schools. Due to a host of other factors that operate on the ground, the functioning of schools remains unsatisfactory, and learning levels of children's appallingly low. The objective of the project was to bring about concrete improvement in the learning levels of children by comprehensively addressing the specific management as well as the pedagogic needs of every individual school. This process also involved strengthening the CLRC, which was expected to ultimately take over the responsibility of all the schools under it, as external support was reduced.**

**Under FLIP 25 schools were covered. A series of activities such as field visits for assessment of the learning levels of and conditions of schools in general, improvement of the management of these schools, preparation of learning materials for a remedial program for these children, training of teachers and RPs, setting up a regular and active school support mechanism, a series of follow up visits to state and district for monitoring and support were undertaken..**

**Now this program has been expanded to five districts of DPEP titled School-based Learning Improvement Program (SLIP). In each district 10 circles will be selected and in each circle 10 schools. Thus, a total of 500 schools will be covered under the program during the coming year.**

**The CLRCs will become key units to guide the work in the project schools. Not only will the pedagogical aspects be handled by the CLRCs in terms of monitoring the teaching learning process, material development, need based training and workshops for teachers, etc – but the other program components like gender, ECCE, planning,**

**community mobilisation and research will also function through the CLRC and provide inputs to the school as well as the community. This integration of all program components will be reflected at district and state level also.**

### **Issues in Primary Education**

"Issues in Primary Education began" in 1997 as a means for raising significant concerns in primary education. Seven issues have been printed so far. The publication of the despatch 'Issues in Primary Education' has been streamlined. It has a print run of 2000 each in English and Hindi. Seven issues have already been brought out. The 8<sup>th</sup> issue has been released in April 2001.

**The theme of the 8<sup>th</sup> issue is 'Reading , Learning and School Libraries'. It covers three basic issues: The first section contains conceptual articles on how children make a transition from the oral mode of communication to the complex world of reading and writing; in the next section there are more descriptive articles on practical experiences of some NGOs/ individuals of running different types of interactive libraries with children, as well as larger scale efforts to set up school libraries under programs like Lok Jumbish and DPEP; in the final section we have tried to trace out the history of the library movements in different parts of the country. In the following issue we hope to focus on the area of science teaching in primary classrooms.**

We have received a fairly positive response from the field level resource persons engaged in pedagogical renewal and also from various educational institutions. UNICEF, Bihar has requested for 8000 copies of all the back issues. Requests from institutes like CIE, LSR for subscription have also come in. Facility of reprint at state level has now been made available. The process to register the newsletter has been initiated.

### **Agenda for the future**

- A major thrust for the future will be capacity building of persons working at the state and district level, particularly in SCERTs and DIETs. The national resource camp for Hindi speaking states will be continued. The third and final workshop of this series is expected to be conducted by June-July, 2001. Future extension and expansion of this initiative will then be considered.
- As mentioned earlier, collaboration is on with Tamil Nadu for capacity building of their DIET faculty. This initiative will be carried forward, and it is expected that in the next six months, resource persons will collaborate with SCERT to orient the DIET faculty. Similar exercises will be taken up in other states also.
- An area of concern thrown up by the case studies of pedagogic practices in the states is student evaluation. A study has been undertaken to document positive practices in this area. This study will make an attempt to understand both the formative and summative evaluation. This would mean looking at continuous comprehensive evaluation, terms exams and annual exams.
- The pedagogy unit wil! continue its regular activities to provide resource support to states. These includes:
  - Bringing out Issues in Primary Education
  - Carry forward the HP & West Bengal projects
  - Carry forward the Book Van Tour and promote School Libraries
  - Share the synthesis report of the case studies on classroom processes "Inside the School" with the states
  - Provide support to states from time to time as per need

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

*Coverage/Rounds/Cascade*

**DPEP I**

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<ul style="list-style-type: none"> <li>• Six days mass teacher training organised on transactional strategies of Samai Sambhar.</li> <li>• 4 days mass teachers' training organised in phase I &amp; II on classroom transaction strategies.</li> <li>• Preparation of need based training module underway.</li> <li>• Training on whole school approach was undertaken in 1998-99.</li> </ul> <p><i>Phase I</i></p> <ul style="list-style-type: none"> <li>• After the need assessment test district specific training modules were developed. 10537 teachers have been trained through this 7 day training programme (Oct-Dec'98.)</li> </ul>	<ul style="list-style-type: none"> <li>• 4 days refresher training on evaluation held in Dec. 2000.</li> <li>• 2 day training on English language imparted to teachers of class I.</li> <li>• 14202 teachers have been trained for 10 days on class I and class II textbooks (Tarang II).</li> <li>• 9000 teachers have been trained for 10 days on class III, IV, V textbooks.</li> <li>• 2 days Refresher training programmes of 4 days each have been organised for teachers of classes I and II.</li> <li>• The state plans to conduct an annual 18 days long training programme to orient teachers. The programme will be bifurcated in 10 days, 4 days, 2 days, + 2 days.</li> </ul>	<ul style="list-style-type: none"> <li>• So far 11726 teachers in phase-I and 21107 teachers in phase-II have been trained.</li> <li>• A 5-day training programme for the headmasters/headmistresses has been conducted during 2000-01.</li> <li>• 34594 teachers in phase I and 54026 teachers in phase II have undergone 6 days of training.</li> <li>• 3 days training based on the 7 films developed on gender, VEC, pedagogy etc.</li> <li>• Teacher training is an ongoing process at the BRC at least thrice a month.</li> <li>• Teachers in one block each of phase I districts have undergone a 12 day training by the SRG to implement the multigrade project for classes 1 and 2, as practiced in H.D. Kote.</li> </ul>	<ul style="list-style-type: none"> <li>• 5 days training programme to all teachers (kingnikkootam 2000).</li> <li>• 3 days training to Headmasters of schools (2000) .</li> <li>• Gave 5 day training to all the teachers of try out schools in SLAP in 6 districts.</li> <li>• Conducted 5 day orientation to all heads of primary schools.</li> <li>• All 28000 teachers were given training on revised grading indices at the time of terminal evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• In 2000-01 23246 EGS gurujis and AS teachers trained in 33 districts.</li> <li>• The Jan Shiksha and EGS gurujis were given 12-day training on Self Learning Material (SLM) developed by state &amp; district academic groups.</li> </ul>	<ul style="list-style-type: none"> <li>• 4-day workshop on universalisation of Activity Based Learning conducted.</li> <li>• Follow-up of SMART-PT program initiated by MSCERT</li> <li>• 30631 teachers trained through 12-day SMART-PT training (on English) organised by MSCERT during April-June, 2000.</li> <li>• 4 day workshop for development of Content Enrichment Tests in Science, Maths and Language conducted.</li> </ul>	<ul style="list-style-type: none"> <li>• Three days training to 7266 teachers in Phase I and 3180 teachers in phase II districts for class I new textbook.</li> <li>• Five days training to 9830 teachers in phase I and 3120 in phase II for handling English in std. III, IV and V.</li> <li>• Five days Booster training to 3863 teachers handling std. V in phase I and 842 in phase II. II.</li> <li>• One day training for handling SC/ST special coaching class for 5210 teachers in phase I and 971 teachers in phase II.</li> <li>• One day training in activity based teaching for 5162 teachers in phase I and 632 teachers in phase II.</li> <li>• Two days training on health education for 5587 teachers in phase I.</li> <li>• Orientation training to 415 newly appointed teachers in phase I and 283 teachers in phase II.</li> <li>• Four days training to HMs on administration.</li> </ul>

*Focus*

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><b>Phase I &amp; II</b></p> <p>The focus of the six day training programme was on transactional strategies of Samai Samphar – a teacher's guidebook incorporating elements of workbook and textbook.</p> <p><b>Phase II</b></p> <ul style="list-style-type: none"> <li>The focus of 4-day training programme is on classroom transaction strategies such as flexible routine, use of workbook, child friendly evaluation etc.</li> </ul>	<ul style="list-style-type: none"> <li>The focus of 4 day training was on evaluation strategies.</li> <li>Focus was on usage of textbooks for teachers of classes 1 and 2.</li> <li>Focus was on usage of textbooks for teachers of classes III, IV &amp; V.</li> <li>Focus was on hard spots for which videocassettes were used.</li> </ul>	<ul style="list-style-type: none"> <li>The focus was on activity based teaching practices.</li> <li>The training is based on the 7 films developed on gender issues, role of VEC, and pedagogical aspects. This would cover all teachers.</li> <li>The 12-day training for teachers of one block in DPEP I districts was focused on introducing the HD Kote block type (multilevel, self-learning material based) classroom methodology.</li> </ul>	<p><i>Kingnikkootam</i></p> <ul style="list-style-type: none"> <li>Kingnikkootam's focus varied from district to district (ranging from EVS project to planning of My own teaching manual)</li> </ul> <p><i>Evaluation training</i></p> <ul style="list-style-type: none"> <li>Training on revised grading indices at the time of terminal evaluation.</li> </ul> <p><i>H.M training</i></p> <ul style="list-style-type: none"> <li>Orientation to all heads of primary schools on school management and better coordination with AEOs.</li> </ul>	<p><b>Based on Baseline Evaluation results every district developed its own training module to address local specific problems in classroom transaction.</b></p> <ul style="list-style-type: none"> <li>The training focussed on TLM of class I-V. the concept of "Khoji Guraji" has been adopted, whereby gurujis do regular research (khoj) in their teaching method, to improve it.</li> </ul>	<ul style="list-style-type: none"> <li>The focus was on activity based teaching-learning.</li> <li>Booklet on active school will be circulated to all DPEP schools (20,000 copies).</li> <li>BRC strengthening 4 days training cum workshop at state level held in Nov. 2000 at Latur – 45 participants from 9 districts.</li> <li>First 7-days of SMART-PT devoted to enrichment of teacher competencies, remaining 5 days for teaching learning process in English.</li> </ul>	<ul style="list-style-type: none"> <li>Content training in new Class I textbooks.</li> <li>English for class III, IV &amp; V.</li> <li>Activity based teaching.</li> </ul>

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
<ul style="list-style-type: none"> <li>W/S to develop training package for newly recruited teachers for May 2001.</li> </ul> <p><i>Phase I</i></p> <ul style="list-style-type: none"> <li>24,102 primary school teachers trained during 1999-2000 for 7 days</li> </ul> <p><i>Phase II</i></p> <ul style="list-style-type: none"> <li>253 Key Resource Persons were trained.</li> <li>63,277 primary school teachers oriented for 7 days.</li> <li>3 day KRP training in Telugu in August 2000.</li> <li>3 day KRP training in English, EVS, Math in August 2000.</li> </ul>	<p><b>Textbook training</b></p> <ul style="list-style-type: none"> <li>13661 teachers trained for days on TLM preparation and use</li> <li>6556 teachers have received 5 day training on new textbooks for class I.</li> <li>5600 teachers have received 5-day training on new textbooks for class II.</li> </ul> <p><b>Multigrade training</b></p> <ul style="list-style-type: none"> <li>120 teachers from 50 multigrade pilot project schools trained through 6 days training programme.</li> </ul> <p><b>Others</b></p> <ul style="list-style-type: none"> <li>8 day residential training for English teachers of class V held under which 4786 teachers from all three districts were trained.</li> </ul>	<ul style="list-style-type: none"> <li>District specific training conducted on hard spots identified in different content areas, science kits, SIM for maths.</li> <li>1414 vidya upasaks (para teachers) trained through 21 days on training module.</li> <li>37 RPs and 1643 teachers trained on school readiness and use of library books.</li> <li>About 7500 teachers have undergone atleast 15 days of training.</li> <li>Volunteer teachers(now regularised) were given a condensed course of 90 days.</li> <li>Training of Teachers of 20 blocks (out of 33 in DPEP districts) on the maths class-I supplementary book is over.</li> <li>There are plans to train DIET faculty as resource persons in October to March period.</li> </ul>	<ul style="list-style-type: none"> <li>Almost all categories of primary school teachers, S.I. of schools, CRC coordinators, BRC coordinators, headmasters have been exposed to the three rounds of teacher training programme.</li> </ul> <p><b>3<sup>rd</sup> round:</b>29,530 trs.  <b>1<sup>st</sup> round:</b> 23,602 trs.  <b>2<sup>nd</sup> round:</b> 28,243 trs.</p>	<p><b>Phase I</b></p> <ul style="list-style-type: none"> <li>Total no. of teachers covered in the first round of motivational training is 51236, in 18 districts.</li> <li>Module for third round of teacher training finalised.</li> <li>1180 master trainers have been selected for training of teachers in phase III.</li> <li>Second round of teacher training has been decentralised at block level. It is an 8 day nonresidential package with 2 day additional in-built input for BRC, NRPC coordinators for better follow up of training.</li> </ul>	<ul style="list-style-type: none"> <li>6 day training for newly appointed teachers and those who were left out during last year training complete.</li> <li>38102 teachers trained until now. Remaining to be trained within March.</li> <li>Revision of first module to incorporate left out elements of Andadapth (UNICEF).</li> <li>Development of module for teaching English.</li> <li>KRP training on teaching English.</li> <li>Districts started training of RPs &amp; teachers for teaching English.</li> <li>Developed module on pupils evaluation.</li> <li>Resource Teacher training on conducting Afternoon Workshops at CLRC for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>29581 teachers have been trained through the second round of 10 days training programme(Ujala II)</li> <li>Till date 61274teachers have been trained through the first round of 10-day training programme (Ujala I).</li> </ul>	<ul style="list-style-type: none"> <li>Training need assessment study for primary school teachers completed.</li> <li>Workshop organised to assess/finalise the training needs for DPC, BRCF, RPs at BRC and CRCF.</li> <li>Training modules for BRCF, RPs, CRCFs and SMC developed and tried out in a 9 days workshop at state level.</li> <li>2 rounds of ten days orientation of CRCF has been organised at district level to train 1041CRCFs.</li> </ul>

*Focus*

DPEP II & III

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR
<ul style="list-style-type: none"> <li>• pedagogy and school improvement</li> <li>• Effective use of Textbooks-           <ul style="list-style-type: none"> <li>• Class II Mathematics</li> <li>• Class V Telugu</li> <li>• Class IV English</li> <li>• Environmental Studies</li> </ul> </li> </ul>	<p><i>Textbook Training</i></p> <ul style="list-style-type: none"> <li>• The training focuses on the transaction of the newly developed competency based textbooks for class I and class II.</li> </ul> <p><i>Orientation training for Vidya Sahayaks</i></p> <ul style="list-style-type: none"> <li>• Preparation and use of TLM for classroom transaction.</li> </ul> <p><i>Multigrade Training</i></p> <ul style="list-style-type: none"> <li>• Focuses on methods and techniques related to Multigrade Teaching.</li> </ul> <p><i>Others</i></p> <ul style="list-style-type: none"> <li>• Acquiring proficiency in English language.</li> </ul>	<p><i>Vidya sahayak training</i></p> <ul style="list-style-type: none"> <li>• The 21 days training addresses context, multigrade classroom demonstration.</li> <li>• Training on school readiness</li> <li>• Focus was on school readiness, activity based teaching and use of TLM.</li> </ul>	<ul style="list-style-type: none"> <li>• The focus is to strengthen concept of Activity based teaching in classes 3-5. Gender, tribal and multigrade issues also included.</li> <li>• The focus was on developing an understanding of activity based classroom. Specifically on activity based teaching in content areas of classes 1&amp;2. Issue of multigrade teaching and evaluation were also addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• The second round of training focuses on 'pedagogy'. The module 'Sabal' is based on 14 thematic papers which focus on themes such as 'Activities', 'TLM', 'Subversive Messages in Class', 'Evaluation', 'School Development'.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning process and psychology of learning.</li> <li>• The universal grammar already in children</li> <li>• What is meant by science. what is Mathematics and its learning process.</li> <li>• Ensure understanding and growing skill through repeated and improved application of knowledge.</li> <li>• New pedagogy of child centered, activity based and joyful teaching learning process.</li> <li>• Understanding the immense potential children.</li> <li>• Place of error in the process of learning.</li> <li>• How Language is learnt by children.</li> <li>• The power of observation and experiencing activities.</li> </ul>	<ul style="list-style-type: none"> <li>• In the second round special focus was on classes 3-5.</li> <li>• The focus is on the following-motivational aspects, attitudinal change, school management, MLL, Lang, Maths and EVS teaching, Multigrade Teaching, preparation of TLM and teaching of values.</li> </ul>

**CURRICULUM, TEXTBOOKS AND TLM**

*Classes covered/Nature of material & Process*

**DPEP I**

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<ul style="list-style-type: none"> <li>Resource materials to supplement class I integrated textbooks distributed to all schools.</li> <li>Learning books for multigrade schools are being developed.</li> <li>Resource material for activity based teaching for all subjects in class III&amp;IV has been developed (in two parts) to supplement the existing textbooks. The material (part I) has been trialled and distributed to all the schools. Part II is being developed.</li> <li>Workbooks for classes 3&amp;4 introduced in schools.</li> <li>Karbi language textbooks developed and printed.</li> <li>New textbooks for class II introduced in Jan 2000.</li> </ul> <p><i>Emerging issues</i> The teacher training and textbook development processes have not been</p>	<ul style="list-style-type: none"> <li>Class IV textbooks introduced in all the schools.</li> <li>Class V book being introduced on trial in 850 schools.</li> <li>English textbooks for classes I + II being introduced in all schools.</li> <li>A newly developed class III integrated textbook introduced schools of DPEP.</li> <li>Teacher's handbook for class IV has been published.</li> <li>Three day's teleconferencing on use of textbooks was organised in collaboration with IGNOU and ISRO.</li> <li>Teleconferencing also organised on English language teaching.</li> <li>As a follow up of the state level TLM workshop two books "Nanhe Kadam Vigyan Ki Aur" "Pitara Kholen Ank Bolen" respectively on science and maths circulated to all the teachers.</li> <li>Textbooks have been translated in Urdu and</li> </ul>	<ul style="list-style-type: none"> <li>Similar draft books developed for class V and are being trialled in a block in Mandya district.</li> <li>Activity based textbooks cum workbooks and teachers guides introduced for class I-IV in Kannada, Urdu and Marathi media for the year 2001-02 are already under print.</li> <li>Books will reach the schools by 15<sup>th</sup> of May, 2001; that is, before the school reopens after annual vacation.</li> <li>New books introduced for classes I &amp; II in Tamil &amp; Telugu.</li> <li>Kali Nali bi-monthly teachers magazine and a monthly wall paper for children is being published by the SPO. Districts have initiated processes to develop similar materials.</li> </ul>	<ul style="list-style-type: none"> <li>Class specific parents handbook developed and distributed to all parents.</li> <li>District level book exhibitions organised with support from NBT. Headmasters selected and purchased books from the 2000/- library grant.</li> <li>The project districts have developed some reading materials for Arabic children to be used in Reading corners.</li> <li>Developed 3 monographs on pedagogical interventions of DPEP, based on the new primary pedagogy.</li> <li>DPEP developed teacher's handbooks and self-learning materials for students as part of SLAP. The material has been introduced on trial, in two schools of gram panchayat and schools of</li> </ul>	<ul style="list-style-type: none"> <li>All 8 series of textbooks of AS approach revised for 2000-01.</li> <li>Supplementary material for tribal students of Jhabua prepared.</li> <li>Action initiated for developing SLM for better classroom transaction.</li> <li>Textbook for class V introduced in 1999-2000.</li> <li>Teacher's guide have been developed for class V.</li> <li>All textbooks and teacher handbooks have been translated into Urdu.</li> </ul>	<ul style="list-style-type: none"> <li>'SARAS 2000' is the programme undertaken by TBB to improve the textbooks and make them more effective, attractive, life and activity oriented. Revised editions for class 1,2,3 textbooks have been published. Feedback collected on class 4 &amp; 5 textbooks.</li> <li>The textbooks for std. II and III being revised on the basis of feedback in the previous year.</li> <li>Teachers handbook on SLM in Language and Maths for Std. I developed by SCERT, Pune distributed to all DPEP districts.</li> <li>Work for Std. II SLM is completed by SCERT, Pune.</li> <li>First edition of textbooks for std IV and V has been published. Feedback being collected.</li> <li>Curriculum for English has been developed.</li> <li>Materials developed for SMART-PT training include: <ul style="list-style-type: none"> <li>- Curriculum for class-I</li> <li>- Learning of English through joyful approach (Ananddai Engrajji Shikshan)</li> <li>- Resource for teaching (Shidori Adhyapanachi)</li> <li>- Now Awareness (Navya</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Revised textbooks for std II &amp; III prepared and handed over to textbook corporation for printing (to be introduced during 2001-2002)</li> <li>Minority language textbooks prepared for stds. II &amp; III.</li> </ul>

<b>ASSAM</b>	<b>HARYANA</b>	<b>KARNATAKA</b>	<b>KERALA</b>	<b>MADHYA PRADESH</b>	<b>MAHARASHTRA</b>	<b>TAMIL NADU</b>
<p>in tandem.</p> <p>There is too much focus on developing resource materials and workbooks. Need and efficacy for such material needs to be tested.</p>	<p>have been introduced in madrasas.</p> <p><i>Emerging issues</i></p> <p>Though new integrated textbooks with a holistic approach have been introduced more efforts are needed to sustain it in the field.</p>		<p>municipality.</p> <ul style="list-style-type: none"> <li>• Developed school visit diary.</li> </ul>		<p>Janiva, Nave Bodh)</p> <ul style="list-style-type: none"> <li>• - You Ask – We Answer (Prashna Tumache – Uttar Amache)</li> <li>- Bal chitravani has developed cassette on teaching-learning process for English</li> </ul> <p>Compendium of Self-Learning Activities for lang and maths for class II has been developed and tried out by MSCERT. The process of printing has been initiated.</p>	

## DPEP II &amp; III

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
<ul style="list-style-type: none"> <li>Two-day w/s to initiate class III maths book.</li> <li>7-day w/s to develop class III maths book.</li> <li>An academic calendar being developed.</li> <li>Class V Telugu, Class IV English, Class II Mathematics introduced throughout the State in 2000-01.</li> <li>Class V Telugu, Class II Maths &amp; Class IV English introduced in 2000-01.</li> <li>Material for Class III EVS-II is ready.</li> </ul>	<ul style="list-style-type: none"> <li>Textbooks for class 3 under trial.</li> <li>The new class I textbooks have been introduced State wide.</li> <li>New textbooks for class II introduced in all schools of DPEP district. State wide introduction planned in 2001-02. (Language and EVS will be integrated, while there will be a separate book for mathematics.)</li> <li>Awareness materials on MGT developed for the pilot project. Production of audio/video underway.</li> <li>Teleconferencing on TLM held for over 1500 teachers, BRCs, CRCs. A similar exercise undertaken on use of lash cards and English workbooks of class V.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum for classes I, II &amp; III has been developed.</li> <li>A series of meetings to review the class III curriculum have been organised.</li> <li>Class I textbook was trialled in 500 school and based on feedback it is being modified.</li> <li>Draft class II textbook under print.</li> <li>Curriculum for classes IV –V in final stages.</li> <li>Trialling of new maths workbook containing supplementary (class I) material is over.</li> <li>State level workshop on TLM held.</li> <li>Supplementary reading material based on folk tales developed in Chamba.</li> <li>Teachers guide book for class I, II, III developed by Chamba and shared with other districts.</li> <li>Textbook banks and school libraries established in Kullu,</li> </ul>	<ul style="list-style-type: none"> <li>The state has decided to develop activity based textbooks for the first two grades.</li> <li>Teleconference on textbook development was conducted involving 16 districts.</li> <li>6 textbooks (manuscripts) were developed in a 10-day long w/s from 5<sup>th</sup> to 14<sup>th</sup> Feb.2001. These books will be finalised after review and trialling.</li> <li>Supplementary resource materials to facilitate transaction of textbooks of classes 3-5 have been developed. 8 booklets have been finalised and are under print.</li> <li>Class I, II and III MLL based textbooks have been introduced state wide.</li> <li>A newsletter (half yearly) on classroom</li> </ul>	<ul style="list-style-type: none"> <li>Textbooks in English being developed for classes III-V by SCERT.</li> <li>Textbooks for classes 1-5 have been revised and introduced in primary schools across state.</li> <li>Indradhanush supplementary reading material developed in UP BEP distributed to 2 DPEP districts &amp; under print for all other districts.</li> <li>School libraries set up in 1999-2000 by DPEP-II DPO's through purchase of books in Bareilly Book fair &amp; World Book Fair.</li> <li>TLMs workshops have been held at cluster block and district</li> </ul>	<ul style="list-style-type: none"> <li>Class I textbooks on Language and Mathematics introduced in 2000-2001.</li> <li>Class II textbooks on Language &amp; Mathematics revised, presented in a workshop with National resource persons. Editing on the recommendation of the workshops going on.</li> <li>Trialling during November-December 2000. To be introduced from May 2001.</li> </ul>	<ul style="list-style-type: none"> <li>Eleven more titles of textbooks developed by the Project have been approved by Govt. of Bihar and introduced from the school year 2001 in all schools. These are : Maths-V (Hindi), Maths-III, IV, V (Urdu), Maths-III,IV V (Bangla), EVS-III (life sciences) in Urdu &amp; Bangla, EVS-III (Social Sciences) in Urdu &amp; Bangla.</li> <li>16 textbooks have been developed by the project and approved by the Govt. and introduced in all schools of the state.</li> <li>Manuscripts have been developed of the following and are under print; <ul style="list-style-type: none"> <li>(i) EVS class IV (life science and social science) in Hindi &amp; Urdu &amp; Bangla.</li> </ul> </li> <li>Revision of curriculum is in progress. After the revision, it would be submitted to the Govt. for adoption.</li> </ul>	<ul style="list-style-type: none"> <li>GOR has decided to follow curriculum developed by SIERT for classes I-V.</li> <li>New textbooks for classes I &amp; II to be introduced in July 2001.</li> <li>Orientation of textbook writers reviewers and artists in April 2001.</li> <li>Teacher guides being developed. One ready and under print.</li> <li>A book for preparing teaching aids developed &amp; introduced.</li> <li>Studies of learners' evaluation are being taken up by one DIET and a NGO.</li> </ul>

<b>ANDHRA PRADESH</b>	<b>GUJARAT</b>	<b>HIMACHAL PRADESH</b>	<b>ORISSA</b>	<b>UTTAR PRADESH</b>	<b>WEST BENGAL</b>	<b>BIHAR</b>	<b>RAJASTHAN</b>
		<p>Sirmour and Chamba.</p> <p><i>Emerging issues:</i></p> <ul style="list-style-type: none"> <li>• Close linkage needs to be established between the process of teacher training programs (activity based classroom practices) and the writing of textbooks.</li> </ul>	<p>processes is being published for teachers. The second issue is under preparation.</p>	<p>level in all project districts.</p>	*	<ul style="list-style-type: none"> <li>• Three textbooks developed and printed and are under trial. These are : Hindi III, Urdu-III &amp; Bangla-III.</li> <li>• A teacher guide TLM by the name of "Sikhana Asan Hai" – developed, printed &amp; distributed to every teacher in the project districts for use.</li> </ul>	

**STATE RESOURCE GROUP AND DISTRICT RESOURCE GROUP**

DPEPI

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<ul style="list-style-type: none"> <li>Two state level resource groups formed for textbook development and teacher training at SCERT. District and block level resource groups have been formed.</li> <li>Cluster level resource groups constituted of volunteer teachers (2 from each VEC) to provide support to the teachers in TLM preparation. These volunteers have undergone a three day training on developing resource materials. These teachers are paid Rs. 30/- per day for 15-20 days in a month.</li> </ul> <p><i>Emerging issues</i></p> <p>Though CLRGs and BRGs are functional, their capacity building to provide academic support to teachers remains an issue.</p>	<ul style="list-style-type: none"> <li>A state resource group was constituted for textbook development, includes teachers selected through a test, block and district personnel and NGO representatives.</li> <li>State resource group was constituted to facilitate the state level TLM workshop. There are plans to constitute district teams for the follow-up activities of this workshop.</li> </ul>	<ul style="list-style-type: none"> <li>SRG has been constituted.</li> </ul>	<ul style="list-style-type: none"> <li>New state resource group consisting of 79 members has been constituted with representation from all 14 districts.</li> <li>At the district level DIET faculty is a permanent feature of DRG. Other teachers, BRC coordinators are identified and come as members as per need.</li> <li>School resource groups have been constituted. They meet regularly. The School Resource Group convenors have been trained.</li> </ul>	<ul style="list-style-type: none"> <li>State Academic Coordinator in place.</li> <li>SRG and DRGs have been formed in all districts under 'Quality Watch'</li> <li>SRG &amp; DRGs responsible for textbooks &amp; SLM.</li> <li>SCERT is supported by a Technical Support Group (TSG) which includes experts from across the country including NGOs.</li> </ul>	<ul style="list-style-type: none"> <li>The textbook bureau has state resource groups called "Vidya Samiti" and "Vishay Samitee". These committees are involved in textbook development and quality control through feedback on basis of which textbook are revised.</li> <li>Need based SRG constituted on MGT, IED etc.</li> <li>DRGs have been constituted.</li> <li>Resource groups at state and district level are involved in policy formulation, material development and monitoring.</li> </ul>	<ul style="list-style-type: none"> <li>An SRG consisting of teachers, DIET faculty, members from DTERT and SPO and BRC and CRC faculty had been formed for textbook development</li> <li>At the state level there is a resource group for multigrade teaching and district level resource groups have been formed for the same.</li> </ul>

DPEP II & III

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
<ul style="list-style-type: none"> <li>Resource Groups formed in place of academic groups.</li> <li>SRG comprises SPO/SCERT/ SIET/LASE/CTE/experts from other institutes 35 members.</li> <li>DRG has 50 members.</li> <li>MRG has 8 members.</li> <li>All resource group will provide training in all areas – TT, SC, ECE, VV etc.</li> <li>A training of DRG &amp; MRG conducted at district level.</li> <li>Activity bank prepared by SRG circulated upto MRP level.</li> <li>Academic support schedule developed at state level implemented in 19 districts. This schedule serves as an observation tool for MRPs in monitoring classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>The SRG constituted for textbook renewal process consists of NGO representatives, DIET lecturers, BRCs/CRCs, teachers, members from GCERT and SPO, textbook board and Mahila Samakhya.</li> <li>District Resource Groups have been constituted for multigrade teaching and for providing academic support.</li> <li>Constitution of BRG and CRG is underway.</li> </ul>	<ul style="list-style-type: none"> <li>DRGs have been established.</li> <li>An SRG for pedagogy exists but it is being redefined. It is proposed to include DIET and SCERT faculty members, representatives from NGOs, persons from outside the state.</li> <li>A cluster resource group has been constituted of identified primary school teachers having expertise in language, maths or EVS.</li> </ul>	<ul style="list-style-type: none"> <li>Block Resource Groups exist in each of the blocks and are involved in areas like sharing positive practices at cluster level, developing activities and TLMs, monitoring and providing academic support.</li> <li>Efforts initiated to build capacities of resource persons at district level by attempting structural changes in DIETs, organising workshops, planning exposure visits etc.</li> </ul>	<ul style="list-style-type: none"> <li>SRG has developed IIIrd round of teacher training &amp; trained MTs.</li> <li>The SRG for academic inputs setup in 1998.</li> <li>SRG along with SCERT has revised curriculum I-V classes &amp; VI-VII classes in Jan 1999 &amp; Jan 2000 respectively.</li> <li>Sub groups of SRG have developed textbooks I-V classes 7 1st &amp; II round of teacher training 7 trained MTs.</li> <li>Academic Resource Groups of DIETs have been strengthened.</li> <li>Under DPEP-II BRGs comprise 2-3 members at present, who are MTs. BRG's in DPEP-III are under constitution.</li> </ul>	<ul style="list-style-type: none"> <li>State working group on pedagogy. Working on development of Modules etc.</li> <li>SWG visiting districts to support DRGs and CLRCs.</li> <li>DRG on Pedagogy developed in each District</li> <li>DRG meeting held regularly, undertaking follow-up of programs.</li> <li>Size of SWG being increased to meet the added needs.</li> </ul>	<ul style="list-style-type: none"> <li>DIETs are operationalised.</li> <li>10 DIETs in DPEP districts have been selected for providing DRS facilities under Distance Education Programme.</li> <li>Pedagogical Improvement unit at SPO is working in close association with SCERT.</li> <li>Depending upon the need, University is also tapped. There are plans to appoint 4 people in the unit.</li> <li>The DRG are functional. The members participate in the regional level workshops. These include secondary school teachers, representatives from NGOs, colleges etc.</li> <li>Block and cluster resource groups have been formed.</li> </ul>	<ul style="list-style-type: none"> <li>State Resource Group formed for all programs.</li> <li>Orientation meeting of SRG organised.</li> <li>DRG constituted in districts.</li> <li>Quarterly meetings being held.</li> </ul>

**BLOCK RESOURCE CENTRE/CLUSTER RESOURCE CENTRE**

*Status and Staffing*

**DPEP I**

ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• 27 BRC coordinators and 418 CRC coordinators are in position.</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• 29 BRC coordinators and 562 CRC coordinators are in position. 23 CRC positions vacant.</li> </ul>	<p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• 28 BRC Co-ordinators and 235 CRC Co-ordinators are in position. 31 CRC positions vacant.</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• 20 BRC (BEOs) &amp; 221 CRC Co-ordinators are in position.</li> </ul> <p>5 BRC position vacant &amp; 56 CRC position vacant.</p> <p><i>Emerging issue</i></p> <p>No separate full time person has been appointed as a BRC coordinator in Phase II due to which it becomes difficult to initiate academic activities in the block.</p>	<p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• 32 BRC coordinators in position.</li> <li>• Out of 200 BRC faculty, 103 are in position in DPEP – I.</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• 56 BRC coordinators in position.</li> <li>• Out of 360 BRC faculty, 239 are in position in case of DPEP-II.</li> </ul>	<p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• Out of 476 planned, 439 BRC staff in position.</li> <li>• 368 CRC secretaries are in position.</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• Out of 492 planned 442 BRC staff in position.</li> <li>• 322 CRC secretaries are in position.</li> </ul>	<p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• Against 120 posts of BRC coordinators 114 are filled.</li> <li>• Against 120 posts of BRC accountants, 97 are filled.</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• All 2109 CRC coordinators are in position.</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• Against 116 BRC coordinator positions, 114 are filled.</li> <li>• Against 116 posts of BRC Accountants 102 are filled.</li> <li>• All 2163CRC coordinators are in position.</li> </ul>	<ul style="list-style-type: none"> <li>• All BRCs are functional with coordinators in position in all districts.</li> <li>• Appointment of BRCs subject experts in Phase II districts completed.</li> <li>• The role of BRC coordinators has been defined.</li> <li>• All 639 CRCs with coordinators are functional and monthly meetings held regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• 58 BRC coordinators and 204 teacher educators are in position.</li> <li>• 702 CRCs coordinators and assistant coordinators have been nominated.</li> <li>• There are 26 vacancies in the BRCs.</li> </ul> <p><i>In phase I</i></p> <ul style="list-style-type: none"> <li>• One day training for all the CRC coordinators in phase I and II districts.</li> <li>• Training to BRC supervisors and 7 AEEOs in phase I/phase II districts.</li> </ul> <p><i>In phase II</i></p> <ul style="list-style-type: none"> <li>• 28 BRC coordinators and 92 teachers' educators are in position.</li> <li>• 321 CRC coordinators and assistance coordinators have been nominated.</li> <li>• There are 16 vacancies in BRCs.</li> </ul>

**Selection Procedure and Capacity Building**

DPEP]

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

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR	RAJASTHAN
<ul style="list-style-type: none"> <li>Out of 508 posts of MRP in 5 phase I districts 448 have been filled. In 14 phase - II districts, out of 1468 posts, 1441 have been filled.</li> <li>1164 Teacher Centres in Phase-I and 3752 in Phase-II districts functional</li> <li>199 Mandal Education Officers (MEO) trained in phase I districts.</li> <li>503 MEOs trained in phase II districts.</li> </ul>	<ul style="list-style-type: none"> <li>23 BRCs and 482 full-time CRCs are in position in all the DPEP districts.</li> <li>23 Additional BRCs (ABRCs) are in position (in all districts)</li> <li>32 CRCs are not working full-time in Banaskantha district; additional charge has been given to the teachers.</li> </ul>	<ul style="list-style-type: none"> <li>30 BRC coordinators and 221 CRC coordinators are in position.</li> </ul> <p>3 BRC &amp; 178 CRC positions still vacant.</p>	<ul style="list-style-type: none"> <li>890 CRC coordinators are in position.</li> <li>87 BRC coordinators are in position</li> </ul> <p>242 positions are still vacant.</p>	<ul style="list-style-type: none"> <li>253 BRCs and 248 ABRCs position in DPEP-II.</li> <li>2459 NRPCs are in position in DPEP-II.</li> <li>In DPEP-III districts 398 BRC coordinator 786 Asstt. Coordinators and 3479 NRPC co-ordinators have been selected.</li> <li>213 BRCs &amp; 208ABRCs are in position.</li> <li>1945 NRPCs are in position.</li> </ul>	<ul style="list-style-type: none"> <li>There will be CLRCs, one for a cluster of 60-80 schools. A total of 196 CLRCs are to be set up.</li> <li>3 primary teachers have been appointed for each CLRC as Resource Teachers (RTs). Total requirement for teachers is 588. All RTs are in position.</li> <li>SI of schools of the concerned circle are the Circle Project Coordinators (CPC).</li> </ul>	<ul style="list-style-type: none"> <li>BRGs/CRGs have been formed.</li> <li>630 Block Resource persons are in position. (3 at each centre) The BEO is the BRC Coordinator.</li> <li>2476 CRCs(not full time) in position.</li> </ul>	<ul style="list-style-type: none"> <li>84 BRCs and 1041 CRCs are in position.</li> <li>Orders for 84 BRCs have been issued.</li> </ul>

*Selection Procedure*

DPEP II

ANDHRA PRADESH	GUJARAT	HIMACHAL PRADESH	ORISSA	UTTAR PRADESH	WEST BENGAL	BIHAR
<ul style="list-style-type: none"> <li>Training module developed for MEOs, for the first time.</li> <li>Experienced Primary/ Secondary teachers are recruited through a test followed by an interview at district level.</li> </ul> <p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>All the MRPs are thoroughly oriented at district level in the areas of pedagogy, community mobilisation, alternative schools, child labour components etc.</li> <li>These MRPs have been conducting training programmes for teachers, ECE, AS instructors and community mobilisation structures in addition to providing academic support to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>For ABRC, candidates were selected in response to an open advertisement; a merit list was prepared for each district, and personal interviews were held.</li> </ul> <p><b>Orientation:</b></p> <ul style="list-style-type: none"> <li>One day workshop on quality achievement held for BRCs &amp; CRCs.</li> <li>3 day state level media and documentation workshop to develop the communication skills of BRCs, Addl. BRCs and CRCs.</li> <li>1 day state level MIS workshop on DISE form filing for BRCs, Addl. BRCs and CRCs.</li> <li>For ABRCs, there was a 3-4 day orientation training at the SPO</li> <li>For BRCs and CRCs, each district had conducted a 3-day workshop where a review of their work was undertaken; ideas regarding their strengthening were also discussed.</li> <li>3 day capacity building workshop for BRC-CRC coordinator on video script writing of hotspot in language, maths and EVS</li> </ul>	<ul style="list-style-type: none"> <li>JBT teachers with five years of teaching experience were selected on the basis of BPEO (Block Primary Education officer) recommendation.</li> </ul> <p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>Identified BRC-CRC coordinators participated in the national level resource enrichment programme</li> <li>No separate training for CRCs. However a teleconferencing on roles and functions of CRCs was done in Feb 2000.</li> <li>Capacity building programme for CRC &amp; BRC coordinators to develop school improvement plans with teachers has been initiated in one block of Chamba.</li> <li>All BRC coordinators have been orientated about tasks and for teacher training.</li> <li>The BRC and CRC co-ordinators after receiving training from DIET are imparting training to the VEC members.</li> </ul> <p><b>Emerging Issues</b></p> <ul style="list-style-type: none"> <li>There has been a large turn over of BRC and CRC personnel in the past six months.</li> <li>While CRCs are undertaking school visits the system of monthly meetings with teacher has not been operationalised.</li> </ul>	<ul style="list-style-type: none"> <li>Primary school teachers were recruited as BRC co-ordinators through an open selection procedure. The participants underwent a written and situational test.</li> <li>Matriculate teachers with a minimum of 10 years of experience have been recruited as CRC coordinators.</li> </ul> <p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>All newly appointed BRC-CRC coordinators &amp; SIs have been trained.</li> <li>All BRCs have already received orientation. The focus was on roles and functions of BRCs sensitising them to pedagogical issues, community participation, planning and management, micro planning, integrated education, tribal issues etc.</li> </ul>	<ul style="list-style-type: none"> <li>In all districts primary school head teachers have been recruited as NPRCC and BRCCs through an open test cum workshop at the DIET.</li> </ul> <p><b>Orientation</b></p> <ul style="list-style-type: none"> <li>5-day orientation programme for BRC &amp; NRPC coordinators has been organised.</li> <li>In order to strengthen DIET-BRC-CRC linkages, 3 day trainer's workshops are being organised for district team comprising of BRC, CRC coordinators and DIET faculty members.</li> <li>A 2-day additional module has been prepared which will be transacted for BRCs in continuation with the 8 day teacher training.</li> <li>A seven day training has been organised for BRC-NRPC coordinators in DPEP III.</li> </ul>	<ul style="list-style-type: none"> <li>The SIs had been identified in circle project officers and circle project coordinators for CLRCs.</li> <li>Three primary teachers have been selected as resource teachers at CLRC. Each VEC covered twice a month by Noon time Workshop and each teacher is covered twice a month by afternoon Workshop.</li> <li>The RTs had been selected on experience, performance and quality basis.</li> </ul> <p><b>Major Activities of CLRC</b></p> <ul style="list-style-type: none"> <li>Noon workshops are for VEC members</li> <li>Afternoon workshops are for teachers to work on pedagogical issues including classroom transaction and development of activities and TLM of new kinds.</li> <li>Each VEC covered twice a month by noon time workshop and each teacher is covered twice a month by afternoon workshop.</li> <li>Each school and each VEC are being monitored by RTs/CPCs once in a month. School visit is being held regularly.</li> <li>Field level data are being complied at CLRC level and being used for planning &amp; monitoring.</li> <li>RTs are holding Afternoon Workshops.</li> </ul>	<ul style="list-style-type: none"> <li>10-15 good primary school teachers were identified in each block, during the programmes of teacher training. Resource persons were short listed for appointment as BRC resource person or CRC Co-ordinators.</li> </ul> <p><b>Orientation</b></p> <p>3322 CRCs have already been trained.</p> <p><b>Emerging issues</b></p> <p>The CRC coordinator is not a full time person due to which regular onsite academic support to teachers becomes</p>

Phase-IStaffing Position of DIETs, BRC & CRC

State	DIET			BRC resource persons / Co-ordinators			CRC		
	Planned	In position	Percentage	Planned	In position	Percentage	Planned	In position	Percentage
Assam	71	39	55	27	27	100	418	418	100
Haryana	55 + 21	43 + 15	78	28	25	89.2	266	235	88
Karnataka	100	78	78	240	135	56	339	339	100
Kerala	59	53	90	476	439		380	368	
<i>Madhya Pradesh</i>	1157*	808*	69.83	240	211	92	2109	2109	100
Maharashtra	130	115	88.4	238	223	93.70	639	634	99.21
Tamil Nadu**	88	72	82	288	262	91	-	702	-

\* Figures are for both Phase-I & II district DIETs

\*\*CRC coordinator is not a full time person

**Teachers Appointment**

(Phase I & III)

State	Number of teachers (Non-DPEP fund)			Number of teachers appointed through DPEP funds		
	Planned	In position	Percentage	Planned	In position	Percentage
Assam	16740	10,492	62.7	NIL	NIL	NIL
Haryana	7596	7210	95	21	NIL	NIL
Tamil Nadu	12280	11436	93	126	112	89
Kerala	14788	14317	97	80	15	19
Maharashtra*	62708	58400	93.13	1487	672	45.19
Karnataka	67784	63533	93.73	2867	2245	78.30
Madhya Pradesh**	68065	68065	100.00	-	-	-
Orissa	NA	31872	NA	NIL	NIL	NIL
Himachal Pradesh	8495	7422	87.36	1616	1446	89.48
Gujarat	26308	21286	80.91	NIL	NIL	NIL
Andhra Pradesh Phase-I	3316	3019	88.94	NIL	NIL	NIL
Phase-II	3969	612	83.08			
Uttar Pradesh DPEP-II	58297	54750	93.92	2991	2991	100
DPEP-III	137007	121685	88.8	-	-	-
West Bengal	52134	47644	91.34	800***	NIL	NIL
Bihar	5690	NA	0	NIL	NIL	NIL

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

\*\* Regular teacher + para teacher

\*\*\* Proposed

**Para Teachers (Phase-I)**

State	Number of para teachers (Non-DPEP fund)		
	Planned	In position	Percentage
Assam (Phase I & II)	3143	3143	100.00
Haryana	3	-	0.00
	1184*	0	0.00
Kerala	NIL	(Only temporary adjustment to fill up short term vacancies)	65.0
Madhya Pradesh	11869*	11746*	98.96*

\* Teachers appointed through DPEP funds

Pedagogical Improvement Unit	Chhattisgarh	Jharkhand	Uttaranchal
Block Resource Centre / Cluster Resource Centre Status and Staffing	<p><i>In phase I &amp; II</i></p> <ul style="list-style-type: none"> <li>• 132 BRCCs out of 134 are in position.</li> <li>• 1935 CRCCs out of 1941 are in position.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Area Education Officer/Block Education Extn. Officer has been chosen jointly by DPC &amp; DSE (DTF) as BRCC.</b></li> <li>• <b>Identified good teachers are provided training of Master trainers and deputed to BRC as RP.</b></li> <li>• <b>CRCC is chosen by teachers of the cluster.</b></li> <li>• <b>BRCC &amp; BRC RP are being oriented at SCERT and CRCC at DLO level.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>In DPEP-III districts 38 BRC coordinators, 76 Asst. Coordinators and 268 NRPC Coordinators have been selected.</b></li> </ul>
Selection Procedure and Capacity Building	<p><i>Selection Procedure</i></p> <ul style="list-style-type: none"> <li>• Some of the BRCCs has been taken on deputation from Education department ad rest are on the contact basis.</li> <li>• All CRCCs has been taken on deputation from Education department as identified by the DIETs.</li> </ul> <p><i>Capacity building</i></p> <ul style="list-style-type: none"> <li>• Regular monthly meeting-cum-orientation of CACs held at block level.</li> <li>• Block academic groups have been constituted and oriented on academic monitoring, learner evaluation, giving academic support to teachers to overcome hard spots. The BAG includes BRCC, BEO, 2-3 MTs and supervisors, 1-2 good teachers.</li> <li>• Three days training-cum-orientation of Jan Shikshak (CACs) held in the month of Dec. 99 on community mobilisation, new pedagogy and academic monitoring.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>In all DPEP-III district primary school head teachers have been recruited as co-ordinators and BRC coordinators through an open test cum workshop of 2-3 days held at the DIET. The participants went through a written test, group discussion and group work on various issues of pedagogy.</b></li> <li>• <b>Under DPEP-III trainers of training and orientation of BRC &amp; NRPC Coordinators have been trained.</b></li> </ul>

## **DISTANCE EDUCATION PROGRAMME**

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

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

The activities initiated at the National Level are given below, while State Level initiated activities with the support of core faculty of DEP during the period from April, 1997 to March, 2001 are listed in the Table No.1. Activities organised from **November, 2000 to March, 2001** are given in **bold letters**.

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

#### **Organisation and Management**

- The Distance Education Coordinators (DECs) are in position in twelve states i.e. Haryana, Maharashtra, Tamil Nadu, Uttar Pradesh, West Bengal, Assam, Madhya Pradesh, Himachal Pradesh, Bihar, Karnataka, Kerala and **Gujarat**.
- A 3-day orientation programme (induction training) for the Distance Education Coordinators of different DPEP states was organised on 2-4 December, 1998.
- A 3-day interactive workshop of Distance Education Coordinators and Training In-charges/coordinators of DPEP states was organised on 21-23 September, 1999.
- A 2-day interactive workshop of Distance Education Co-ordinators of different DPEP states was organised on 19-20, October, 2000.

#### **Procurement of DR Systems**

The DEP has so far installed 103-DR Systems {93-Analog and 10 Digital} in 9-DPEP states as per the break-up given here: (22-DR systems (14 by the state support) in the state of Tamil Nadu, 9 in Orissa, 10 in Assam, 3+4 in Haryana, 22 in Andhra Pradesh, 12 in Karnataka, 6 in Kerala, 5 in Himachal Pradesh and 10 in Maharashtra (Digital)}. Installation of DR systems for Uttar Pradesh has been done by the SPO. Action has been initiated to install **30-Digital DR systems in the states of Bihar (11), Rajasthan (11) and Orissa (8)**. Presently, the DEP is contemplating the up-gradation of existing analog systems to digital. Training was provided to DIET faculty on Technical aspects and maintenance of DR systems in some states.

## **Planning**

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

## **Material Development**

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

## **National/International Workshops/Meetings**

- A one-day national level meeting was held for finalising the inputs for the teleconferencing programme for DIET faculty of Southern States on Action Research in the month of April, 1999.
- A one-day meeting was held in the month of December, 1998 at Delhi with experts from Distance Education, Media and Education Technology, Teacher Education for listing Research Issues in Teleconferencing.
- A meeting was held at Delhi to discuss issues relating to the development of Distance Education Model for providing continuous and recurrent training to Primary School Teachers.

- A 3-day National Workshop was organised from 22-24 March 1999. The focal theme of the workshop was “Professional Development of Primary Education Personnel through Distance Education”. About 105 persons representing the State Project Offices (DPEP), SCERTs, SIETs, DIETs, Department of Education of different State Open Universities and NCERT, IGNOU, NOS, MHRD, etc attended the workshop.
- A one-day meeting of the experts in primary education, educational research and distance education was organised on 24<sup>th</sup> March, 2000 at the DEP premises to identify Research Issues in Primary Education.
- **A three-day International Workshop on ‘Information and Communication Technology (ICT) for Professional Development of Primary Education Personnel’ was organised on 14-16 February, 2001 at New Delhi. 189 experts in the area of distance education/teacher education and field functionaries of DPEP states including 11 international delegates attended the workshop. The workshop comes out with a number of recommendations for effective use of ICT for the professional development of primary education personnel.**
- **Meetings were also held from time to time to discuss the various aspects of DR systems and the conduct of Teleconference with ISRO/EMPC and others.**

## **Strategy**

### **National Level Meetings:**

Advisory Committee, National Expert Group, and Programme Implementation Group were held to plan, implement, and to report the progress made in the chosen objectives of the project. The suggestions and guidelines emanated from such meetings have been given due weightage while carrying out further activities. **The seventh meeting of the Advisory Committee is scheduled on 27<sup>th</sup> March, 2001.**

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

About 14 video programmes produced by the CIET and RGF have been selected for distribution among DPEP states for immediate use in the teacher training programmes. The DEP has procured 1050 sets (each set consisting of six cassettes) of the 14 programmes and distributed to the states of Rajasthan, Haryana, Uttar Pradesh, Himachal Pradesh, Bihar and Madhya Pradesh along with a user manual.

## **Website**

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

## **Capacity Building**

As a measure of building internal capacity, the DEP faculty participated in the following seminars and training during **November, 2000 - March, 2001:**

Project Director participated in a workshop on 'Information and Communication Technology (ICT) for Teacher Empowerment' organised by UNICEF on 4-5<sup>th</sup> December, 2000 at India Habitat Centre, New Delhi.

Project Director participated in an 'International Conference on Quality Issues in the Delivery of Education for All, particularly with reference to Open Basic Education' organised by the National Open School, New Delhi and the Commonwealth of Learning, Canada on 16-19 January, 2001 at Hyderabad.

Two faculty members attended a 'National Seminar on School Reforms Strategies' at Jamia Hamdard organized by the Aga Khan Foundation, New Delhi from 18-20 December, 2000.

### **Emerging Issues**

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

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

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

<b>Activities</b>	<b>Progress</b>
• Training-cum-Development Workshop for Audio Script Writing	Activity has been completed in 9 states namely Maharashtra, Madhya Pradesh, Tamil Nadu, Orissa, Gujarat, Andhra Pradesh, West Bengal, Himachal Pradesh and Assam.
• Preparation of Production Script for Audio Programmes	Activity has been completed in 9 States namely Maharashtra, Madhya Pradesh, Tamil Nadu, Orissa, Gujarat, Andhra Pradesh, West Bengal, Himachal Pradesh and Assam.
• Training-cum-Development Workshop for Video Script Writing	Activity has been completed in 6 states of Maharashtra, Tamil Nadu, Assam, Andhra Pradesh, Bihar and <b>Gujarat</b> .
• Preparation of Production Script for Video Programmes	Activity has been completed in the states of Maharashtra, Tamil Nadu, Assam Andhra Pradesh and Bihar.
• Training on use of Video Programmes in Teacher Training	Activity has been completed in the states of Gujarat, Andhra Pradesh, Maharashtra, Orissa, Bihar and Rajasthan.
<b>Production and Distribution of DL Materials:</b>  • Self-Instructional Materials (SIMs) / Print Materials	<ul style="list-style-type: none"> <li>• Activity has been completed in 10 states of Tamil Nadu, Orissa (<i>Ekalavya in three Volumes</i>), Andhra Pradesh, Uttar Pradesh, Kerala, Madhya Pradesh, Himachal Pradesh (<i>Sambriddhi</i>), Assam (<i>Abhigyan</i>), West Bengal (<i>Pari Parai Anande</i>) and <b>Maharashtra</b>. SIMs are in the process of printing in the states of <b>Bihar</b>, <b>Haryana</b>, and <b>Gujarat</b>. Produced a Folder of 'Maa Beti Mela' for Haryana and distributed among 900 teachers\teacher educators participated in teleconferencing programme on 'Gender Issues'. Further, reading materials in the form of SIMs/Handouts were also prepared and distributed among the participants of the various teleconferencing programmes in</li> </ul>

Activities	Progress
<ul style="list-style-type: none"> <li>• Audio Programmes</li> </ul>	<p>the areas of Action Research, IED, Teaching of English, Teaching of Tamil, Textbooks, Alternative Schooling, Self-learning, Issues of DPEP/UEE for the states of Andhra Pradesh, Karnataka, Assam, Orissa, Himachal Pradesh, Haryana, Kerala, Tamil Nadu, and <b>Maharashtra</b>. SIMs on 'Hard spots in Mathematics' in Uttar Pradesh have been distributed to ToTs. <b>One SIM module developed for Uttar Pradesh has been distributed to Rajasthan under the title 'Shikshakodaya'.</b></p> <ul style="list-style-type: none"> <li>• Production has been completed in the States of Maharashtra, Gujarat, West Bengal, <b>Himachal Pradesh, Assam and Tamil Nadu</b>. Audio programmes are in the process of production in the states of <b>Orissa</b>, and <b>Andhra Pradesh</b>. Two sets of audio programmes to support the manual on Joyful Learning have been developed and distributed in Tamil Nadu. <b>An audio package has been prepared for Haryana containing 9 Rhymes related to teaching of English at Class-1 and distributed to teleconferencing training centers. 60 audio programmes, 20 each in the areas of Maths, EVS and Language have been produced and used in the Radio Broadcast in Karnataka. Audio programmes were also produced for Radio Broadcast in the states of Himachal Pradesh, Uttar Pradesh and Assam.</b></li> <li>• 3 audio programmes were produced on sample basis in M.P during the workshop organised for Training-cum-Development Workshop for Audio.</li> <li>• A preparatory workshop was organised at Hyderabad to produce audio programmes for children on the Rhymes available in class III &amp; Class IV Telugu Readers. Seventeen programmes in draft form were recorded for review and finalisation.</li> <li>• Audio-cassettes have been prepared to demystify 'Hanste Gatte, and 'Tarang' in Haryana.</li> </ul>

<b>Activities</b>	<b>Progress</b>
	<ul style="list-style-type: none"> <li>• A video documentation of the events of Community Mobilisation and Awareness programme through Folkform was carried out in the state of West Bengal.</li> <li>• Documentation of four video programmes on i) Civil Works, ii) Alternative School Systems, iii) Village Education Committees: Constitution and Functions, and iv) Teacher Training &amp; Innovative Teaching Practices have been completed in Bihar.</li> <li>• Video coverage of the 'Sandila Project' on Quality Development in Classroom Process is being undertaken in the state of Uttar Pradesh.</li> <li>• Documentation of the innovative teaching practices in 'the School for Creative Learning' has been taken-up in the state of Bihar.</li> <li>• <b>Scripts are finalized for the Video documentation of good practices on Community Mobilisation in the state of Assam.</b></li> <li>• Action has been initiated by Distance Education Coordinators for documenting the existing Distance Education Materials.</li> </ul>
<b>Feedback on Usefulness of Video Programmes</b>	<ul style="list-style-type: none"> <li>• Feedback has been obtained from the teachers of Haryana, and Uttar Pradesh (On a sample basis) on the selected video programmes of SIET, Lucknow, and Maths' programme of ET&amp;T regarding the relevance and usefulness of the programme.</li> <li>• Feedback has been obtained from the BRC/CRC and DIET personnel of Gujarat on the relevance and usefulness of few selected video programmes produced by GIET, Ahmedabad.</li> </ul>

<b>Activities</b>	<b>Progress</b>
<b>Feedback on Effectiveness SIMs distributed to Districts</b>	<ul style="list-style-type: none"> <li>• Feedback on effectiveness of SIMs has been obtained from the BLRG members and teachers in Orissa. Feedback on SIMs distributed in the field has also been obtained from teachers and MRPs of 3 districts in Andhra Pradesh.</li> <li>• DPE has obtained the feedback on the usefulness of the SIM distributed in the state of Assam.</li> </ul>
<b>Training of Teachers and Teacher Educators through Teleconferencing Mode.</b>	<ul style="list-style-type: none"> <li>i) In all, more than 30 programmes have been conducted (3 by DEP support) through teleconferencing mode.</li> <li>ii) More than 25,000 primary education personnel (including Village Education Committee members and parents) of 12 states were oriented/trained on different themes/areas through teleconferencing.</li> <li>iii) More than 500 DIET faculty/BRC personnel were trained to act as facilitators in the training programme.</li> <li>iv) More than 200 persons were oriented and trained to act as panelists in the training programme.</li> <li>v) Self-instructional Materials, Video programmes, Video clippings, Activity Sheets, and Evaluation Tools were developed for use in different teleconferencing programmes.</li> <li>• A Teleconferencing programme was held on 15-16 March, 1999, and oriented about 650 Mandal Resource Persons (MRPs) (40% coverage of the total number) of Andhra Pradesh regarding innate abilities and natural learning experiences, school committee and Vidya Volunteers Scheme, Multi-grade teaching and activities, and Role of MRPs in the utilisation of funds, teacher centres and organisation of teacher training programme.</li> <li>• A teleconferencing programme for the Primary School Teachers was organised on 26-30 April 1999 in difficult areas of Mathematics teaching. More than 1000 teachers of Tamil Nadu and Pondicherry attended the programme. Materials (print/video) developed as a part of capacity building activities were used as inputs.</li> </ul>

<b>Activities</b>	<b>Progress</b>
	<ul style="list-style-type: none"> <li>• A teleconferencing programme for DIET faculty (Elementary Teacher Educators) of Southern States on Action Research was conducted on 24-26 May 1999. About 1400 participants from the states of Kerala, Karnataka, Tamil Nadu and Andhra Pradesh attended the programme. The material (print/video) was developed and used as inputs.</li> <li>• A two-day teleconferencing programme for teachers of Haryana was organised on 28-29 June 1999 for discussing the issues and problems associated with the two text-books 'Hast-Gaate' and 'Antharag' for Class I &amp; II. About 750 primary school teachers participated in this programme. A set of SIMs were developed and used as inputs.</li> <li>• One day teleconferencing programme on Alternative Schooling was organised on 30 June 1999 for discussing various issues with Alternative Instructors and teachers of Haryana. About 250 participants benefited out of this programme. A set of modules were developed and distributed to all participants.</li> <li>• An interaction with Village Level Committee members (about 400) of Tamil Nadu state on Community Mobilisation was conducted through a teleconferencing on 15-17 September 1999. As inputs, print and video programmes were developed and used in the programme.</li> <li>• An interaction with Primary Education Personnel (about 900) of the state of Haryana on Gender Issues was conducted through teleconferencing on 27-28 September 1999. A booklet containing a set of modules was developed and distributed among participants. Video programmes were developed and used as inputs.</li> <li>• A two-day teleconferencing programme was organised on 14-15 December, 1999 for the BRC coordinators and DIET faculty (about 400) of the state of Kerala on multi-level</li> </ul>

<b>Activities</b>	<b>Progress</b>
	<p>activities, thematic integration, developing writing skills and teaching of mathematics.</p> <ul style="list-style-type: none"> <li>• A two-day orientation programme for Key Resource Persons and Resource Persons in Assam (about 500) on Teachers Resource Materials was organised on 20-21 December, 1999 through teleconferencing mode.</li> <li>• A two-day teleconferencing programme was organised for the BRGs and DIET faculty (about 400) of Orissa state on 14-15 January, 2000 on Pedagogy of activity based teaching learning process.</li> <li>• One-day interaction with primary school teachers (about 600) of Haryana on new pedagogy and TLM through teleconferencing mode was organised on 29<sup>th</sup> January, 2000.</li> <li>• One-day interaction with Village Education Committee members (about 350) of Haryana on their roles, functions and contribution to school development through teleconferencing mode was organised on 30<sup>th</sup> January, 2000.</li> <li>• A two-day orientation programme through teleconferencing mode was organised for the CRCCs/BRCCs &amp; DIET faculty (about 300) of Himachal Pradesh on their roles and functions for DPEP on 16-17 February, 2000.</li> <li>• Three-day orientation programme was organised for primary school teachers and parents (one-day) (about 833) of Tamil Nadu on Integrated Education of Hearing impaired Children from 29<sup>th</sup> February to 2<sup>nd</sup> March, 2000.</li> <li>• Two-day teleconferencing programme was organised for the Primary School Teachers of Haryana (about 700) on Action Research from 3-4 August, 2000.</li> </ul>

Activities	Progress
	<ul style="list-style-type: none"> <li data-bbox="677 366 710 388">•</li> <li data-bbox="677 425 2040 527">A teleconferencing programme was organised for the ToTs and Teachers of Uttar Pradesh (about 900) on Activity Based Teaching and Use of TLM Grant on 1<sup>st</sup> September, 2000.</li> <li data-bbox="677 563 2040 666">A two-day teleconferencing programme was organised for the Alternative School Instructors and Supervisors of Assam (about 800) on Alternative Schooling and MGT from 4-5 September, 2000.</li> <li data-bbox="677 702 2040 775">One-day teleconferencing programme was organised for the DIET faculty and MEOs of Andhra Pradesh (about 800) on key issues of DPEP on 8<sup>th</sup> September, 2000.</li> <li data-bbox="677 812 2040 943">Two-day teleconferencing programme was organised for DIET faculty and Secondary School Teachers teaching English of Haryana (about 350) on 18-19 September, 2000 to act as facilitators during the teleconferencing programme on Teaching of English at Class I level.</li> <li data-bbox="677 980 2040 1111">In continuation to the above, a series<sup>3</sup> of 7 teleconferencing programmes of one day duration each was organised on 30<sup>th</sup> September, 13<sup>th</sup>, 20<sup>th</sup>, 21<sup>st</sup>, and 30<sup>th</sup> October, 30<sup>th</sup> November and 4<sup>th</sup> December, 2000 to provide training to teachers (about 8500) of Haryana in teaching of English at Class-1 level.</li> <li data-bbox="677 1148 2040 1279">A three-day teleconferencing programme was organised on 17-19 October, 2000 on Teaching of Maths for the Primary School Teachers (about 400) of Himachal Pradesh. Five self-instructional modules have been developed on difficult concept of mathematics and used during the teleconferencing programme.</li> <li data-bbox="677 1301 2040 1345">A two-day teleconferencing programme was organised for CRCC members of Orissa on 31<sup>st</sup> October and 1<sup>st</sup> November, 2000 on Academic Support.</li> </ul>

Activities	Progress
	<ul style="list-style-type: none"> <li>• A one-day teleconferencing programme was organised for primary school teachers of Tamil Nadu on 6<sup>th</sup> November, 2000 on Teaching of Tamil.</li> <li>• A three-day teleconferencing programme was organised on 11-13 December, 2000 to orient the Key Resource Persons, Resource Persons, Panchayati Raj members and parents (about 500) of Kerala on issues related to Primary Education/DPEP and Parental Education.</li> <li>• A two-day teleconferencing programme was organised from 18-19 December, 2000 to orient the primary school teachers, BRC/CRC coordinators and parents on Integrated Education of the Disabled (IED) in Haryana.</li> <li>• A one-day teleconferencing programme was organised on 22<sup>nd</sup> January, 2001 for the primary school teachers (about 800) of Orissa on New textbooks.</li> <li>• A three-day teleconferencing programme was organised from 15-17 March, 2001 to orient the primary school teachers (about 1000) of Maharashtra on Self-Learning at Primary stage. On 15<sup>th</sup> March, two-way audio and two-way video was successfully experimented between Mumbai and Gandhinagar for the first time.</li> <li>• A teleconferencing programme was organised on 21-22 March, 2001 to orient the Tribal leaders, SIs and BRCCs/CRCCs on issues related Tribal Education in Orissa.</li> </ul> <p><u>DEP Supported Programmes</u></p> <ul style="list-style-type: none"> <li>• DEP provided all support to the State Project Office in Orientation of BRC/CRC Coordinators and DIET faculty (128) on 'the Role of BRC/CRC Coordinators in the use of TLM' through teleconferencing held on 16 February, 1999, for the state of Gujarat.</li> </ul>

Activities	Progress
<b>Feedback/Impact Study</b>	<p><u>State initiated programme</u></p> <p>DPEP, Assam has been engaged in broadcasting Radio programmes using AIR, Guwahati titled 'Abhigyan' for orienting district level functionaries on issues related to DPEP intervention. The programme has been well received in the field.</p> <ul style="list-style-type: none"> <li>• <b>Taken up in the states of Himachal Pradesh and Karnataka.</b></li> </ul>
<b>Need Survey for Content Up-gradation</b>	<p>As per the requirement of the state of Orissa, a need survey for content up-gradation of Primary School Teachers was under taken. Deficient competencies in the areas of Maths, EVS, and Language (Oriya) were identified through administering diagnostic tests among the primary school teachers in 6 DPEP districts. The report has been prepared and hard copies have been identified and finalised through interacting with the state and district level personnel. About 32 SIMs were developed to address these areas and distributed to teachers.</p>

## **ALTERNATIVE SCHOOLING**

### **An Overview**

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

### **Coverage under AS**

Currently there are 56124 Alternative Schools of different types covering 20.45 lacs children in the DPEP states. During the period between August 2000 to 15<sup>th</sup> March, 2001, a total of 6,880 new Alternative schools have been started. A total of 1,018 alternative schools have been closed down for various reasons due to which the actual increase in the number of Alternative Schools during this period has been to the tune of 5892 only. The increase in enrollment of children has been to the tune of above 2.55 lacs.

State-wise analysis shows that the major increase in the Alternative Schools has been reported from the state of Madhya Pradesh (including Chhatisgarh) to the tune of 5,206 followed by Andhra Pradesh (487), Uttar Pradesh, (including Uttaranchal) (484), Gujarat (471) and Rajasthan (242).

In Maharashtra 879 centres have closed down. In Tamil Nadu 71 centres have closed down. Karnataka & Kerala are the two other states where number of Ass have declined by 45 and 25 respectively.

The decline in Maharashtra has been due to the closure of Prerana centres after completing its life cycle of two years. In Tamil Nadu it has closed down due to non-availability of children in these centres after mainstreaming. In Karnataka the emphasis is now on the mainstreaming through bridge courses. Decline in Kerala has been largely due to the conversion of some of the MGSLs into formal schools.

Increase in enrollment is mainly reported from the states of Madhya Pradesh including Chhatisgarh (2,21,295) Bihar, including Jharkhand (27,206); Uttar Pradesh including Uttaranchal (8,421), Rajasthan (7,600) and Gujarat (5,534). In Uttar Pradesh the increase has been largely due to opening of EGS. Kerala and Andhra Pradesh present a very interesting picture. While there has been decline in number of ASs in Kerala, the enrollment has shown an increase. Contrary to this in Andhra Pradesh, number of AS has increased but the enrollment figure has come down. In Andhra Pradesh this has happened due to continuous and concerted efforts towards mainstreaming of children from AS to formal schools.

**COVERAGE DURING THE PERIOD (AUGUST 2000 – MARCH 2001)**

Sl.No.	Name of State	Total No. of Centres			Total No. of Children				
		13 <sup>th</sup> JRM	12 <sup>th</sup> JRM	Increase	✓ 13 <sup>th</sup> JRM	12 <sup>th</sup> JRM	Increase		
1.	Madhya Pradesh	22,661	28,146	22,940	+5,206	10,28,190	11,53,293	9,31,998	+2,21,295
2.	Chhattisgarh	5,485				1,25,103			
3.	Tamil Nadu	1,148		1,219	-71		23,078	26,771	-3,693
4.	Kerala	300		325	-23		6,358	4,000	+2,358
5.	Karnataka	518		563	-45		13,734	16,349	-2,615
6.	Haryana	1580		1,550	30	35,750 (Apprx.)	35,000		0
7.	Maharashtra	1,853		2732	-879		46,278	59,659	-13,381
8.	Assam	3,138		3,138	--		1,29,622	1,29,622	0
9.	Himachal Pradesh	Proposed (378)		Proposed (378)	--	Proposed (378)		-	0
10.	Orissa	435		435	--		10,992	10,992	0
11.	Andhra Pradesh	3,652		3,165	+487		96,464	1,04,258	-7,794
12.	Gujarat	2,101		1,630	+471		46,059	40,516	+5,543
13.	Uttar Pradesh	1,285	1,583	1,192	+391	67,055	74,545	49,634	+8,421
14.	Uttaranchal	298				6,490			
15.	Bihar	2,251	3,444	3,359	+85	approx 57,804	88,844	61,638	+27,206
16.	Jharkhand	1,193				31,040			
17.	West Bengal	4,511		4,511	--		1,76,095	1,76,095	0
18.	Rajasthan	3,715		3,473	+242	approx 1,49,900	1,42,300		+7,600
	<b>Total</b>	<b>56,124</b>		<b>50,232</b>	<b>5,892</b>		<b>20,44,522</b>	<b>17,88,832</b>	<b>2,55,690</b>

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

### **Intervention in Makhtabs and Madarsas**

During this intervening period there has been significant effort to improve functioning of Madarassas in Madhya Pradesh, Uttar Pradesh and Rajasthan. Currently under DPEP 873 Madarassas have been adopted for bringing improvement in these Madarsas.

**State-wise break up of Madarsas**

<b>Madhya Pradesh</b>	<b>Uttar Pradesh</b>	<b>Assam</b>	<b>Rajasthan</b>	<b>Total</b>
547	129	111	102	873

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

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

Andhra Pradesh, Maharashtra, Gujarat, Rajasthan and Orissa are the DPEP states which have undertaken work with the categories of children. Maharashtra and Gujarat in two states where work in this area has been going on for last many years. Andhra Pradesh started work with this category in Nalgonda district last year. Rajasthan and Orissa are the two other states which have started work in this area recently. While Orissa has started some camps in Kalahandi district, Rajasthan has started seasonal hostels to retain these children while their parents migrate. The work in this area in all these states still remains on a small scale. Keeping in view the magnitude of the problem of migration, work in this area need to be upscaled after a detailed review of the ongoing efforts.

### **Deprived Urban Children**

The DPEP states of Kerala, Andhra Pradesh, Assam, Bihar, Maharashtra and West Bengal have started work to cover Deprived Urban Children. While, Assam has been working with children who work as porters in Guwahati, Andhra Pradesh has started work with platform and street children. Maharashtra have been working with the children who have been working in slaughter houses in the Parbhani district. Bihar has now almost two years experience of working with children of beedi workers and also of sex workers. Kerala has recently started work with children who work in plantations, as well as in restaurants.

All these efforts are significant but are at a very low scale. These need to be upscaled after detailed review. Other states also need to take up work with the children of this category.

### **Adolescent Girls**

The DPEP states of Andhra Pradesh, Bihar, Uttar Pradesh, Assam, Rajasthan and Gujarat have initiated strategies for bringing adolescent girls in the ambit of primary education. Bihar and Jharkhand has a sizeable programme(Agna Vidyalaya) specially meant for the adolescent girls. The DPEP states of Andhra Pradesh, Uttar Pradesh and Rajasthan has adopted strategies of long duration residential camps for covering adolescent girls. Assam and Gujarat, like Bihar has part time centres for the adolescent girls. Many other states like, Madhya Pradesh, Haryana, Karnataka, Tamil Nadu, Orissa, West Bengal also need to initiate work in this area.

### **Unserved Habitation**

Almost all the states barring Bihar and Haryana have made concerted efforts to provide schooling facilities in the pattern of EGS for unserved habitation which do not have schools or do not qualify for formal schools under the state governments' norm. The states of Uttar Pradesh, Maharashtra, Uttarakhand & Orissa have involved EGS schemes in line with the provisions of EGS / AIE schemes of the central government. Bihar is in the process of finalising similar schemes. In the next few months, large number of EGS schools are going to be opened in these states.

### **Mainstreaming**

Most of the DPEP states have initiated activities for mainstreaming children through bridge courses of different duration. In Andhra Pradesh this has been going, on at a large scale for past few years. The DPEP states of Karnataka, Uttar Pradesh, Orissa & Gujarat had also decided to take up massive campaign for mainstreaming. In all these states out of school children in each habitations have been identified through house to house survey. Mainstreaming through bridge courses of different duration is also going to be a major activity in many DPEP states in the current year.

### **Support to Formal Schools**

While defining scope of AS programme in DPEP, it has been clearly articulate that the aim of the AS programme is to strengthen the formal system. With this focus in view, all the strategies under AS have been designed. Mainstreaming and support to formal schools by appointing volunteers teachers are two very important aspects in this regard.

The state of Assam has recruited community volunteers who support in running of the formal schools in variety of ways.

### **Quality**

The quality of education provided to children through different strategies under AS has remained the key issue in the programme. Constant emphasis, in DPEP has been given to ensure that all aspects that contribute towards making an alternative schooling programme equivalent to formal school are addressed adequately. These aspects are, sufficient hours of schooling, properly qualified and trained teachers, continuous academic support for teachers, improved textbooks and TLMs, longer duration of the AS programme and respective honorarium for the AS teachers etc. Quality has been in the centre of the AS programme.

Apart from the aspects such as duration of the programme, quality of textbooks and TLMs, and provision of proper academic support and supervision, the availability of basic infrastructure for running Alternative Schools, is an important aspect which effects quality. Alternative Schools in

most of the cases are run in the places / houses provided by the community. In majority of the cases, the space available is not suitable and adequate. This has been seriously affecting the quality of teaching learning transaction in the school.

The DPEP states of Kerala, Andhra Pradesh, Rajasthan and West Bengal have made provision of some grants for getting constructed semi-pucca building through community for these schools. Madhya Pradesh has accessed fund from the tribal development department for construction of EGS schools. Similar arrangements are required in all the states for the alternative Schools / EGS set up in unserved habitations.

### **TLM Grants**

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

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

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

School improvement grants is also being provided in many states. But still many states do not provide school improvement grants to Alternative Schools.

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

Alternative Schools set up in unserved habitations should be provided all the necessary facilities which are being made available to formal schools. This is an important issue which require attention.

### **Support to EGS, AIE scheme**

Apart from providing support in preparation of Guidelines for EGS & AIE scheme AS unit of TSG has been involved in orientation of the officials of the education departments in the states of Meghalaya, Manipur, Tripura, Arunachal Pradesh, Sikkim, Punjab, Jammu and Kashmir, Maharashtra, Uttar Pradesh, Bihar and Karnataka.

In DPEP states there has been some thinking going on to re-look at the current AS strategies in the light of the provisions of the centrally sponsored EGS & AIE scheme. In the current year this will be one of the important task before the AS programme.

### **Sustainability**

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

The new scheme of EGS & AIE makes provision for diversified strategies and has flexible financial parameters. The improved provisions of the new scheme helpful for DPEP states in overcoming the hesitation over the expansion and diversification of the AS strategies. This is being reflected in the current plans of various DPEP states.

### **Looking Ahead**

- In the coming period, a relook at the AS strategies in the light of EGS and AIE scheme in different states and bringing quality improvements in schools are going to be the two major challenges.
- Many of the concerns, relating to quality like making available proper space and infrastructure, TLM, adequate training for AS teachers and providing continuous academic support are issues which need continuous follow up in the AS programme.
- Gearing up monitoring mechanism still remains a challenge before the programme in different states.
- The magnitude of migration has been increasing constantly due to economic reasons. More and more families are migrating out during definite seasons. Upscaling of strategies covering migrating children is an important task for the future.
- Evaluation of the strategies, and upscaling of programmes for children who are in specially difficult circumstances still remains a challenge.

### **Recommendations of the 12<sup>th</sup> JRM – Action Taken Report**

- There has been concerted effort during this period to enroll and retain out of school children which is getting reflected in the progress overview report of Alternative Schooling. More than 2.55 lacs children have been enrolled during the period under overview. Different categories of children like girls who study in Madrasas, children who migrate with parents, deprived urban children of different categories have been covered in different states. This is going to be an ongoing efforts of the states.
- The issue of retention is being addressed in two days. One by mobilising the community to send their children regularly to schools and secondly, by bringing improvement in schools through number of measure such as, improving teaching learning process and class room organisation, monitoring of individual child's progress and organising remedial classes (in many states). Monitoring through Village Education Registers in some states has also contributed towards retention of children. This again has to be an ongoing effort of the states.
- To develop a comprehensive system of information base for Alternative Schooling is under progress. For EGS type of schools which are of somewhat permanent nature, EMIS system developed for formal schools will be extended. For other strategies which are of transitory nature, there exist a system of reporting, which is being improved and updated. A committee to look into this issue has been constituted, which is currently working on this issue. This work is likely to be complete by the end of this month.

# Statewise Progress Overview (upto April 2001)

## DPEP Phase - I

State	Madhya Pradesh	Chhattisgarh	Tamil Nadu	Kerala
<b>Coverage</b>				
Current status	i. 22661 All the Alternative schools have been merged with EGS.	5485 All AS have been merged with EGS.	1148	300 multi-grade centres.
Total Children Covered Through AS	Enrolment for AS and EGS Total -- 1028190  B-542321 (53%)  G- 485869 (47%)  ST-446739 (43%)	125103	23078	6358
<b>ADMINISTRATIVE ARRANGEMENT</b>				
Appointment of AS co-ordinator (State and district)	AS co-ordinator in place at state and district levels.  EGS incharge, DPC, BRCC, BEO-- take care of EGS/AS School at district & block level.  Training of Master Trainers and district Resource Persons has been conducted.	Formation of SPO is under progress.	State AS co-ordinator appointed, Consultants as co-ordinators at district level.	AS co-ordinator appointed.
Constitution of State Resource Group (SRG) & District Resource Group (DRG)	SRG, DRG formed.	Only DRGs at district level is formed.	SRG, DRG formed; SRG meeting every alternate month.	State advisory group (SAG) consisting of 24 member constituted & First meeting held.
<b>CAPACITY BUILDING</b>				
SRG / DRG orientation & meetings	Orientation done and meetings regularly held.	Priory done, As in Madhya Pradesh by Digantar, Jaipur.	Orientation of SRG, completed. Orientation of DRG completed. DRG & SRG meetings – bimonthly.	<ul style="list-style-type: none"> <li>▪ Approach paper on AS for tribal &amp; coastal communities developed by SAG through workshop .</li> </ul>
Exposure visit by SRG/ DRG	Being regularly done.	Visited Digantar, Jaipur.	Exposure visits to Digantar, Bodh, Lok Jumbish, MV Foundation, DDS & Rishi Valley, Loreto Sealdah.	<ul style="list-style-type: none"> <li>▪ Trip to HD Kotte, Karnataka.</li> <li>▪ Participated &amp; presented a paper on training strategies in 3<sup>rd</sup> nation of seminar at Rishi Valley.</li> </ul>
Visioning and Strategy planning workshop	Workshop held at RIE, Bhopal and DIET Raisen.	Workshop held at RIE, Bhopal and DIET Raisen.	Completed.	Completed.

State	Madhya Pradesh	Chhattisgarh	Tamil Nadu	Kerala
<b>ISSUE OF EQUIVALENCE</b>				
Strategy (Profile of target group)	i. Schoolless habitations. ii. Working children from rural as well as urban areas. iii. Tribal children with special focus on girls.	i. Schoolless habitations. ii. Working children from rural as well as urban areas. iii. Tribal children with special focus on girls. iv. Children of migratory parents. v. Children of workers on brick kiln sites.	<ul style="list-style-type: none"> <li>• Dropouts &amp; non-starters. Emphasis on covering child labourers.</li> <li>• Day schools for Children from schoolless habitations.</li> <li>• Girls doing domestic work.</li> <li>• Boys doing petty jobs.</li> <li>• Casual labour children.</li> <li>• Children helping their parents.</li> </ul>	<ul style="list-style-type: none"> <li>• For children of schoolless tribal habitations.</li> <li>• Children of Fishermen communities.</li> <li>• Children employed in plantations and restaurants.</li> </ul>
Duration of the programme	5 years.	5 years.	5 years	4 years
School Hours	i. Full time school. ii. Full time school.	i. Full time school. ii. do	2 hours (under review). Full time schools in school less habitations (decision taken yet to be operationalised).	Regular school hours.
No. of learners per centre	i. 35-50 ii. 25-40	i. 40-50 (Approximately) ii. 25-40	20-30	25
Teachers qualification	i. Matriculate ii. do	i. Matriculate ii. do	Matriculate (few instructors are trained graduates, 12 <sup>th</sup> pass. In the remote forest area instructors who have not completed matriculation have also been appointed.)	Matriculate
Honorarium for Teachers Per Month (Rs.)	i. 1,000 ii. 1,000	i. 1,000 per month ii. 1,000 per month	500 Decision to increase it to Rs. 700 yet to be implemented.	2,000
Duration of training of teachers	i. 21 days initial training for AS instructors, 10 days of training in the following years + monthly meeting. ii. 10 days initial training + 21 days in the last days + monthly meeting 20 days in May-June-01 (AS).	i. 21 days initial training for AS instructors. 10 days of training every year. ii. 10 days initial training +21 days in the last year + 12 days in the current year.	7 days initial training followed by 2 days of training every month.	Comprehensive training <ul style="list-style-type: none"> <li>• District level workshop (3 days).</li> <li>• 10 day internship in schools.</li> <li>• Field exposure and training at Rishi Valley.</li> <li>• Onsite support by DIET staff.</li> </ul>

Expenditure per school / per year (Rs.)	i. 30,200 (two teacher school) ii. 14,860	i. 30,200 (two teachers school) ii. 14,860		Rs. 30,000 continuation to community for construction of semi-pucca structure.
Expenditure/child/yr. (Rs)	i. 826 ii. 424	i. 826 ii. 424	For stage I children 300 for stage II children 560 .	768
Academic Support and Supervision	i. AS incharge in DIET. One supervisor for every 10 centres. ii. EGS incharge in DIET, BRC and Jan Shikshak are responsible.	i. One supervisor for every 10 centres. ii. EGS incharge in DIET, BRC and CRC coordinators are responsible.	1 supervisor for every 8-10 schools.	Supported by DIET.
Honorarium of Supervisor (Rs.)	i. 1,500 ii. Not applicable.	i. 1,500 ii. Not applicable.	Part – time supervisor 600+100 (T.A.) • Decision to raise it to (900+100)	Not applicable.
Material being used	Prepared in collaboration with Digantar. Now integrated text book have been developed at state level with active participation of teachers.	Prepared in collaboration with Digantar.	Formal school text books and workbooks. A set of literacy books has been provided to AS centres.	Adapted self learning material of Rishi Valley School Translation of MGLC material into Tamil. TLM for std. III being prepared.
Collaboration with NGOs	Digantar, Rupantar, Abhivaykiti, Apna School.	Digantar, Rupantar, Abhivaykiti (As in M.P).	Tamil Nadu Science Forum, SFRD, Myrada, Kalvi Kendra, Kalaimangal, Bless.	Rishi Valley.

## DPEP Phase - I

State	Karnataka	Haryana	Maharashtra	Assam
<b>Coverage</b>				
Current status	1. 518 NFE centres 2. 77 Bridge Courses	1,580 centres	i. NFE centres (Prerana centres 1,541) ii. Contract schools (299) iii. Sugar schools (8) iv. Condensed course (0). v. Group residential school (5).	i. NFE centres (695). ii. Intervention in Makhtabs (111). iii. AS Centres (2,332).
Total Children Covered Through AS	1. 13,734 2. 2,130	35,750	i. 39,895 ii. 5,338 iii. 845 (sugar Schools are seasonal Nov. to April) iv. 0 v. 200	i. 23,795 ii. 4,877 iii. 1,00,950 iv. 1,29,622
<b>ADMINISTRATIVE ARRANGEMENTS</b>				
Appointment of AS co-ordinator (State and District)	Consultant microplanning is appointed incharge. He is supported by an Asst. Programme Officer.	State Co-ordinator appointed (Part-time).	Tribal co-ordinator looks after AS. State level co-ordinator not appointed, district co-ordinators are in place.	State and District co-ordinator in place.
Constitution of State Resource Group (SRG) & District Resource Group (DRG)	SRGs, DRGs constituted.	SRG & DRG constituted.	SRG & DRG have been constituted.	SRG & DRG constituted.
<b>CAPACITY BUILDING</b>				
SRG / DRG orientation & meetings	Orientation of DRGs completed.	Preliminary orientation conducted for SRGs & DRGs. SRG meetings – monthly.	Orientation of AS functionaries completed.  SRG members attend DRG meetings.  SRG & DRG meet regularly.  Workshop organised at State level for District functionaries.	6 days, orientation of all functionaries completed.  SRG functional.
Exposure visit by SRG/ DRG	Visited Rishi Valley Schools.	Some members of SRG visited Digantar. Further exposure visits for entire SRG to Bodh, Digantar, Lok Jumbish, Maya, SKCV, MV Foundation & CWC.	Some AS functionaries visited IIE Pune. District level personnel visited MVF.	Some SRG & DRG members have visited IIE Pune.
Visioning and Strategy planning workshop	Completed.	Completed.	Completed.	Completed.

**ISSUE OF EQUIVALENCE**

Strategy (Profile of target group)	<ul style="list-style-type: none"> <li>▪ Children who are engaged in household chores in habitation where there are schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Dropouts &amp; non-starters.</li> </ul>	<ul style="list-style-type: none"> <li>i. Drop out &amp; non-enrolled children.(9-14)</li> <li>ii. Children of school less habitations.(6-9) std. I &amp; II.</li> <li>iii. Children of migratory labour.(6-11) at sugar factory.</li> <li>iv. Children who migrate seasonally.(6-11).</li> <li>v. Habitations where contract schools also cannot be started.</li> </ul>	<ul style="list-style-type: none"> <li>i. Out of school children.</li> <li>ii. Children belonging to minority groups.</li> <li>iii. Children of formal schools           <ul style="list-style-type: none"> <li>• Single teacher where PTR is 60:1 or</li> <li>• Multi teacher where PTR is 80:1</li> <li>• Urban deprived children</li> </ul> </li> </ul>
Duration of the programme	60 days	2 years (some of the centres which have completed 2 years duration have been given extension).	<ul style="list-style-type: none"> <li>i. 2 years</li> <li>ii. 6 years</li> <li>iii. 6 months</li> <li>iv. 75-100 days in a year.</li> </ul>	5 years
School Hours	Down to Dusk	3 – 4 hours	<ul style="list-style-type: none"> <li>i. 2 hours</li> <li>ii. 4 hours</li> <li>iii. 6 hours</li> <li>iv. 2 hours</li> </ul>	3 hours in 2 shifts.
No. of learners per centre	30	20-30	<ul style="list-style-type: none"> <li>i. 10 girls or 20 students</li> <li>ii. 10 – 20</li> <li>iii. 40-45</li> <li>iv. 10</li> </ul>	40
Teachers qualification	SSLC	Matriculate	<ul style="list-style-type: none"> <li>i. Matriculate</li> <li>ii. Matriculate</li> <li>iii. Regular school teacher</li> <li>iv. Matriculate</li> </ul>	Matriculate

<b>State</b>	<b>Karnataka</b>	<b>Haryana</b>	<b>Maharashtra</b>	<b>Assam</b>
Honorarium for Teachers Per Month (Rs.)	1,000	1,000	i. 500 ii. 500 iii. Teacher on deputation. iv. 30 per day. v. Not worked out.	900
Duration of training of teachers	10 days	• 11 days initial + 10 days every 6 months.	i. 10 days of training in the first year & 2 days of training in the beginning of the 2 <sup>nd</sup> year.	3 day induction training. 21 day pre-service training. 7 day refresher training. 5 day additional training for supervisor.
Expenditure per school / per year (Rs.)	20,000	22,000	i. 10200 ii. 6,000 iii. Teacher on deputation. iv. 4,000	25900
Expenditure/child/yr. (Rs)	500	760	i. 340 ii. 600 iii. 750 (approximate) iv. 400	1036
Academic Support and Supervision	By BRC, BEO & CRC.	Being supported by DIET, DRU, BRC, CRC supervisors being appointed.	CRC	1 co-ordinator for every 10 centres. Monthly meeting of instructors at supervisor level and BRC level. DLRG & SLRG members visit centres and provide on site support.
Honorarium of Supervisor (Rs.)	Not applicable.	1,500+500 (T.A.)	Not applicable	1,500

<b>Material being used</b>	<ul style="list-style-type: none"> <li>▪ An instructional manual developed.</li> <li>▪ An integrated work book for children has been developed.</li> </ul>	Formal school books (new) used in class 1 & 2. Workbooks have been prepared to be used along with these textbooks.	<ol style="list-style-type: none"> <li>i. TLM prepared by IIE, Pune.</li> <li>ii. ALS kit developed with district level teams.</li> </ol>	New textbooks prepared largely based on NCERT material. Formal school textbook for AS centre 1 additional book on handwriting and 1 drawing book. Supplementary academic material for children also provided.
<b>Collaboration with NGOs</b>	Rishi Valley	Digan'ar, NSS.	IIE Pune, Janan Prabodhini.	Srujanika, IIE Pune, Bodh, Assam Gyan Vigyan Samiti.

## DPEP Phase – II

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
Current Status	<ul style="list-style-type: none"> <li>378 proposal in perspective plans.</li> <li>EC has approved 125.</li> <li>74 notified by State Govt. yet to be operationalised.</li> </ul>	<ul style="list-style-type: none"> <li>435 AS centres opened in un-served habitations.</li> </ul>	<ul style="list-style-type: none"> <li>i. ALS Centres / Community Schools (2,360)</li> <li>ii. Mabadi schools (1,184)</li> <li>iii. Child Labour Programme Centres (108)</li> <li>iv. Residential camps for migrant / working children (8).</li> </ul>	<ul style="list-style-type: none"> <li>i. Back to School (1973)</li> <li>• AS Centre</li> <li>• Alternative School</li> <li>• Education Camp (yet to start)</li> <li>ii. Bridge courses(138)</li> <li>• Vacation course</li> <li>• Ashram shalas</li> <li>• Tent school (4)</li> <li>• Community hostel</li> <li>• Salt pan school</li> <li>• Night class</li> </ul>	<ul style="list-style-type: none"> <li>i. Shikshaghara – 828</li> <li>ii. Balshala – 163</li> <li>iii. Prehar Pathshala – 89</li> <li>iv. Makhtabs / Madarasas – 129</li> <li>v. Rishi Valley – 76</li> <li>vi. Camp – 1 (90 days)</li> <li>vii. 2148 EGS courses &amp; 442 AS proposed for child labour. 266 EGS operational in DPEP II, 44 EGS is operational in DPEP III</li> </ul>
Total children covered through AS	State has now decided to activate 25 centres in 3 district w.e.f. 2001-2002.	10,992	<ul style="list-style-type: none"> <li>i. Alternative schools / community schools (76,698)</li> <li>ii. Mabadi (14,408)</li> <li>iii. Child Labour Programmes / Centres (approx. 3,700)</li> <li>iv. Residential camp (4,000) approx.</li> <li>v. Camp for urban children (58)</li> </ul>	<ul style="list-style-type: none"> <li>i. Back to School – 43,712</li> <li>ii. Bridge Course – 2,347</li> </ul>	<ul style="list-style-type: none"> <li>67,055</li> <li>B-31,577</li> <li>G-35,478</li> </ul>

### ADMINISTRATIVE ARRANGEMENTS

Appointment of AS co-ordinator (State and district)	AS coordinator not in position (probably not required).	State AS co-ordinators in place. In district tribal co-ordinators in-charge for AS.	AS co-ordinator at districts & state levels in place. In DPEP II districts CMO's are monitoring the programme.	Tribal coordinator incharge of AS in state whereas in district separate AS Co-ordinators are appointed.	State & district coordinators in place in DPEP – II. 34 district coordinators in place DPEP III.
Constitution of State Resource Group (SRG) & District Resource Group (DRG)	SRG/DRG not constituted.	SRG constituted but does not meet regularly. DRG constituted by member drawn from DIET / BRG.	SRG & DRG constituted. Training for 10 days for SRG members by Rishi Valley Education Society, Chittor A.P.	SRG constituted but do not meet regularly.	Functional SRG which meet regularly.

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
<b>CAPACITY BUILDING</b>					
SRG/DRG orientation & meeting		DRG oriented for 12 day training module.	No separate SRG, DRG exist for AS.		Functional SRG meets regularly.
Exposure visits by SRG/DRG		Visited M.V. Foundation, Hyderabad.			

**ISSUE OF EQUIVALENCE**

Strategy (Profile of the group)	Children from small unserved habitations. Children of migrating families.	Children of un-served habitations.	<ul style="list-style-type: none"> <li>• Children out of school : potential child labourers &amp; child labourers</li> <li>• Children of families which migrate seasonally.</li> <li>• Platform and street children.</li> </ul>	<ul style="list-style-type: none"> <li>i. Children migrating to sugar factories from Dangs class I – IV (8-10 yrs.)</li> <li>ii. Children of migrating labourers working in Dangs (class I-IV).</li> <li>iii. Children of Sugarcane workers in Surat district (Class I-IV).</li> <li>iv. Children of sugarcane workers left at home.</li> <li>v. Children of families migrating to salt pans.</li> <li>vi. Children engaged in some seasonal activity like cotton plucking etc.</li> </ul>	<ul style="list-style-type: none"> <li>i. Children out of school 6-11 yrs.</li> <li>ii. Children from minority community (6-11 yrs.)</li> <li>iii. Children engaged in sibling care (3-11 yrs.)</li> <li>iv. Girls 9+age group.</li> <li>v. Out of school children engaged in labour (9-14 yrs.)</li> <li>vi. Children of scattered population 6-14 yrs.</li> <li>vii. Out of school children 6-11 yrs. (Grade-I &amp; II).</li> </ul>
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State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
Duration of the programme	10 months in a year.	5 years	i. Same as formal schools. (5 years) ii. 60 days iii. Until children complete grade V or get mainstreamed.	i. 90 days ii. 6 months iii. 30-60 days iv. 6 months v. 4 months vi. 1-2 months	5 years
School hours	Full time (5 hours) school.	Full time (5 hours) schools.	i. Full time schools. (same as formal schools). ii. Formal school timing iii. "	i. 3-4 hours ii. Full time iii. 3-4 hours iv. Full time v. 3-4 hours vi. 1-2 hours	i - iv. 4 hours (inclusive of the time for lesson planning & community contact.) v. Residential vi. - vii 4 hours
No. of learners / centre	Minimum 5.	Minimum of 25 learners.	i. 40 (maximum) ii. 15-25 iii. 25 iv. 200 at a time (500-600 in a year).	i. 5-20 per centre ii. 9-10 seats per school iii. 5-20 children iv. - v-vi. 5-20 children.	i-iv. 30 v. 75 vi. 30 vii. 30 (Hill region - 20)
Teacher qualification	Matriculate.	Trained matriculate not available than candidates with 8 <sup>th</sup> pass qualification can be engaged).	i. Senior school certificate (SSC). ii. SSC	i-vi. SSC	High School, Preference will be given to women candidates. (50% of instructor would be women).
Honorarium Per Month (Rs.)	800	800	i. 1,000 (500 from DPEP & 500 from the community.) ii. 500 iii. 500. iv. 1,000	Rs. 1000 (Rs. 50 per child).	i-ii. Rs. 1000 iii. Rs. 1000+ Rs.300 for additional child care worker. iv. Rs. 1000 & additional 3 craft teachers @ Rs. 100 per month. v. Rs. 1200 instructor vi-vii. Rs. 1000

<b>State</b>	<b>Himachal Pradesh</b>	<b>Orissa</b>	<b>Andhra Pradesh</b>	<b>Gujarat</b>	<b>Uttar Pradesh</b>
<b>Training Duration</b>	30 days pre-service	Induction training of 12 days, followed by refresher training every six months. Training module developed by SRG.	i. 3 days initial orientation + 10 days every year. ii. Same as above & monthly review cum meeting of volunteers at the district level. iii. 7 days iv. 15 days + 7 days (after six months) v. 15 days training has been given in the month of May 2000. vi. 7 days training will be given after six months i.e., in the month of December 2000.	▪ 45 days pre-service training. ▪ 6 months field experience at AS centres. ▪ 15 days refresher training. ▪ 6 month field experience. ▪ 15 days refresher training. ▪ 6 month field experience. ▪ 15 days refresher training.	<ul style="list-style-type: none"> <li>• 30 days for instructors / Acharya ji.</li> <li>• 30+10 days for supervisor. Regular in-service training instructors for alongwith monthly meeting at NRPC.</li> <li>• 30 day training for instructor in child labour endemic districts.</li> </ul>
<b>Expenditure Per School/Per Year (Rs)</b>	Yet to be worked out	i. 15,725 per centre.	i. 15,000 ii. 9,000 iii. 9,000  15,000 per each Alternative school is planned for the construction of semi-Pucca building. Community will provide worth of Rs. 500 either cash or kind.	Around Rs. 3,500.	<ul style="list-style-type: none"> <li>i. 20,270 per centre.</li> <li>ii. 20,270 per centre.</li> <li>iii. 26,470 per centre.</li> <li>iv. 24,970 per centre.</li> <li>v. 43,000 per camp.</li> <li>vi. 19,220 per centre.</li> <li>vii. 14,350 per centre.</li> </ul>
<b>Exp. / Child / Yr. (Rs.)</b>	Yet to be worked out	i. 629	i. 375 ii. 257 iii. 1,921	Rs. 1000 the expenditure includes purchase of reading and writing materials.	<ul style="list-style-type: none"> <li>i-ii 675</li> <li>iii 880</li> <li>iv 810</li> </ul>

State	Himachal Pradesh	Orissa	Andhra Pradesh	Gujarat	Uttar Pradesh
Academic Support	By CRC and HT of nearest school.	CRC co-ordinator.  Incase there are more than 5 centres per cluster an additional supervisor will be appointed.	i. Mandal Education Officer (MEO) Mandal Resource Person (MRP), Girl Child Development Officer (GCDO) & Mandal Literacy Organiser (MLO) provide academic support.  ii. Same as above.  iii. "  iv. "		i. NRPC Co-ordinators are supervising the AS centres, training by DIETs & select NGO's.
Honorarium of Supervisor (Rs.)	Yet to be finalised.	1,500 incase an additional supervisor is appointed.	Not applicable.	2,000 and 600 (permanent TA)	Not applicable
Material used	Formal school textbooks.	<ul style="list-style-type: none"> <li>▪ Formal school textbooks will be used at AS centres</li> <li>▪ A supplementary reading material (entitled AADHAR) containing topics to reinforce the training inputs for AS Instructors has been developed and distributed to all districts.</li> <li>▪ An activity bank, subject wise and topic wise entitled SAMBHARA for class -I has been prepared and distributed to all DPEP districts.</li> <li>▪ TLM kits have been developed and each district has been supplied with one kit to duplicate and supply it to AS centres.</li> </ul>	i. Multigrade self learning kits prepared with the help of Rishi Valley.  ii. Same as above.  iii. Formal textbooks.  MGSC kit and formal textbooks are used.	i. Books ii. Pamphlets iii. Charts iv. Pictures v. Geometrical Shapes vi. Globe, Compass box vii. Roll-up board viii. Cards (lesson card, activity card, progress card and evaluation).  Balmandir and Prathmik Shikshan Saravani for continuous academic support.	i. Formal school textbooks/RVEC multigrade materials.
Collaboration with NGOs / Agencies	None	Aagragamee, Ruchika, Ramji Yubak Sangh, PREM, CYSD, Acharya Harihar Shishu Bhavan, Shikshasandhan.	UNICEF, West Bengal.	Gantar, Ahmedabad, Astha, Parivartan, Lok Swasthya Seva Sanstha (Panchmahal), Pratham (Baroda).	Nalanda, Bodh, CREDA, MVF, Loreto School Sealdah, Pratham Mumbai.

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
Current Status	i. 53 Shiksha Ghar. ii. 245 EGS.  (219 EGS and 17 AS centres are in operation. Acharyaji and instructors have been selected and trained).	Apna Vidyalaya (1229) & Angana Vidyalaya – (1022)	Apana (820)  Angana (373)	Child Education Centre - 4511 (DPEP I & II)	i. Rajiv Gandhi pathshala- 3,473 ii. 6 hourly AS -100 iii. 4 hourly AS -40 iv. Condensed Course -10 v. Migratory Hostel -2 vi. Madrasas-102
Total children covered through AS	6,490	57,804 approx.	Apana (23024)  Angana (8016)	1,76,095  Existing 113314 Expansion 62781	
<b>ADMINISTRATIVE ARRANGEMENTS</b>					
Appointment of AS co-ordinator (State and district)		AS coordinator at state level & district level in place.	AS coordinator in place.	State level & District level AS coordinators appointed.	AS coordinators appointed at state & district level.
Constitution of State Resource Group (SRG) & District Resource Group (DRG).	Yet to be formed.	SRG & DRG constituted.	Most of the places 5 members DRG constituted.	DRG in phase I districts, constituted, SRG not constituted.	SRG & DRG constituted.
<b>CAPACITY BUILDING</b>					
SRG/DRG orientations & meeting					Orientation of SRG/DRG is completed.
Exposure visits by SRG/DRG					
Visioning & strategy building workshop	i. 4 day workshop to orient AS functionaires about EGS & AS dated 13-16 <sup>th</sup> September, 2000 & 20-23 September, 2000.  ii. 4 day visioning workshop of distt. Coordinators (AS) organised during 12-15 <sup>th</sup> February, 2001.	Completed.		A 2 day orientation was organised for district AS coordinators.	Orientation workshop proposed.

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

State	Uttaranchal	Bihar	Jharkhand	West Bengal	Rajasthan
Honorarium per month (Rs.)	i & ii Rs. 1,000	i. 400 ii. 400 iii. Decision to revise honorarium but not implemented.	Rs. 400 per month 1 <sup>st</sup> year Increment of Rs. 100 in subsequent year.	For 1 <sup>st</sup> teacher 1,000 for IIInd teacher 800.	i. 1200 ii. 600 Per year increase of Rs.100.
Training Duration	i. 3 days for instructors and Acharyaji.	<ul style="list-style-type: none"> <li>30 days Induction training + 3 days recurring training (residential) every 3 months + 10 days of refresher training before every semester.</li> <li>1 day monthly meeting of ALS instructors.</li> <li>10 days training to MT's</li> <li>10 days training to ASRG.</li> </ul>	Foundation training - 30 days Refresher training - 10 days Recurrent training - 3 days	i. A 6 day induction training for SSK teachers. ii. 8 days pedagogy training planned. Yet to be implemented.	<ul style="list-style-type: none"> <li>45 days foundation training.</li> <li>Remedial training 10 days.</li> <li>Content based training 30 days.</li> </ul>
Expenditure per School /per Year (Rs)	i & ii Rs. 14,350	i. 9,250 (in the first year). ii. 7650 (in the following year).	9250 1 <sup>st</sup> year 7650 following year	<ul style="list-style-type: none"> <li>Honorarium of teachers @ 1000 / year 1,000 grant to each SSK centre every year &amp; 250 to Shiksha Sahayika for production of TLM.</li> <li>A minimum of Rs. 13,250</li> </ul>	i. 35,620 ii. 21,620
Exp./Child /Yr. (Rs.)	i. 478 ii. 718	i. 462 (in the first year). ii. 382 (in the following year).	Rs 426 I <sup>#</sup> year Rs. 382 following year	Not yet worked out	i. 1,187 ii. 720
Academic Support	i. NRPC coordinators are supervising the AS / EGS centres. ii. Formal school textbook.	By ASRG who are retired primary school teacher or minimum matric passed local girls belonging to disadvantaged girls. One supervisor for FIVE to ten centres supervisor.	ASRG-14 members & programme personnel or BEP personnel & DRG's.	Retired official who has worked above the level of school inspector or PTTI trainer.	CRCF-Twice a month. BRCF (BEEO) - Whenever visit the village. P.O., AS at DPO - 10 % AS per month. DPC - 5% AS per month.
Honorarium of Supervisor (Rs.)		500	500 Rs. p.m.	2,000+TA/DA	N.A.

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

## **GENDER**

### **Introductory Remarks**

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

### **Strategy**

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

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

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

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

The narrowing gender gaps calculated on the basis of women's proportion in the population of the states and the proportion of girls in the total enrolment at the primary level (in the Government Schools), was reported at the last JRM. The actual gender gap was calculated on the basis of sex ratio as per the 1991 census. An exercise has been carried out to ascertain the accuracy of this calculation by comparing women's proportion in the total population in the states on the basis of the sex ratio given in the census 2001. The following table provides details in this regard.

## Actual Gender Gap in Enrolment

State	% Female in the State based on Sex ratio (1991)	% Female in the State based on Sex ratio (2000)	Girls' Enrolment 1999-2000 (%)	Gender Gap in Enrolment 1999-2000 (% points)	Actual Gender Gap in Enrolment (% points)
Assam	48	48	48	4	Nil
Bihar	48	48	42	16	12
Gujarat	48	48	43	14	10
Haryana	46	46	47	6	-1
Himachal Pradesh	49	49	49	2	Nil
Kerala	51	51	49	2	4
Madhya Pradesh	48	48	45	10	6
Maharashtra	48	48	48	4	Nil
Orissa	49	49	47	6	4
Tamil Nadu	49	50	49	2	2
Uttar Pradesh	47	47	42	16	10

No changes, except in the case of Tamil Nadu, are seen in the analysis using the most recent information. Thus the position regarding reduction in gender gaps for enrolment remains the same. Some changes may be seen once the EMIS data for 2000-2001 is available.

## Documentation of Experiences in the Field

A document *Bringing Girls Centrestage : Strategies and Interventions for Girls' Education in DPEP* has been published. This document is a compilation of the various strategies and interventions implemented by the DPEP States to promote girls' education. The range of experiences afforded by DPEP in bringing girls into the fold of primary education have been captured in this document as a sharing of the situation that prevailed when the programme took off, the way issues have been tackled, the structures put in place to address them meaningfully, and the key outcomes of efforts in DPEP.

More specifically the following aspects have been covered in the document :

- An Enabling Environment
- Emerging Trends
- Facilitating Structures and Processes
- The Starting Point
- Bridging the Gender Gap
- Providing Early Childhood Education

The document is being translated into Hindi for widespread circulation in the states so that implementers can replicate the strategies and interventions tried out in DPEP after due modification and adaptation to local context.

## **Programmatic Shift in Focus**

In the initial phases of the programme the thrust has been on generic issues. To counter the prevailing atmosphere against girls' education, those most closely concerned with the issue have been targeted. These include the care givers, the teachers, educational administrators and the overall community. The initial emphasis on enrolment has now transformed into concerns about retention of girls and their achievement levels.

Addressing these, the National level along with the states has engaged in strategising to reach the 'hardest to reach'. States such as Gujarat and Uttar Pradesh strategised to ensure that the most difficult to reach groups of children are brought under special vigil. In fact, these states are in a position to show results of their interventions in this context. More and more villages covered by the Focus Area Approach in Gujarat are achieving universal enrolment. In Uttar Pradesh 2279 villages have achieved universal enrolment and 1774 villages are drop out free in clusters that are covered by the Model Cluster Development Approach. Other states such as Andhra Pradesh, Bihar and West Bengal have followed suit and have begun working intensively in some educationally backward areas with population sections that have remained educationally most deprived.

What has been unique about these strategies is the way in which local level support has been mobilised to sustain the requisite vigil and pressure on the community and the school system on issues of enrolment, retention and also achievement levels. These interventions have been characterised by efforts to build on available data and ensure flow of all possible inputs, either available within the programme or from external sources. In this way these states have been able to respond meaningfully to the situation on the ground and ensure very focused and sustained inputs that have effectively addressed the deterrents to girls' education in the local context.

As a part of their micro initiatives, states such as Gujarat, Uttar Pradesh and West Bengal have initiated steps to address the question of girls' achievement levels. Training teachers on the importance of providing an equitable learning environment has been a strategically pertinent effort in this direction and classroom processes and learning environment available to girls has become the core of such training.

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

While some States are pursuing the issue of providing a supportive learning environment to girls in various ways, a national level initiative has been mounted to examine the prevalent classroom environment in the DPEP states. With the understanding that a study of this nature can provide the basis for planning interventions to address the issue of equitable learning environment in schools and classrooms, the process has been initiated for conducting a national study on *Classroom Culture and Processes from the Gender Perspective*. Besides acquiring insight into the classroom environment and learning opportunities afforded to girls, the study targets at capacity building within the state to undertake studies of similar nature, as the field work for the study, data analysis and report writing will be undertaken by specially trained State Research Teams.

Triggering off the process, a draft study design was shared at a national workshop with state co-ordinators for the study. The design of the study, the implementation plan and the research tools were all discussed at length, which helped in sharpening all of these. Moreover, there was an expressed request for a training manual be made available to the states. The states have begun selecting the schools for the study and putting together the research teams.

The first training of the State Research Teams for Assam, Orissa and West Bengal has been concluded. This five days training sought to cover all aspects related to data collection, data analysis and report writing. The training for field work concentrated on developing the skills of carrying out classroom observations and interviewing teachers. At this workshop the need to develop a manual for data analysis and report writing was articulated by the participants. A proper field testing of the tools is proposed in late April to finalise the tools and assess the time required for completing the work assigned per school.

The study will cover 17 schools in each state. In order to facilitate the selection and representativeness of schools in the coverage, each state will select schools from areas with scheduled caste, minority, scheduled tribe, OBC, etc concentration. Each State will ensure that the schools are located in geographic and topographical conditions peculiar to the states, such as riverine area, coastal area, desert area, hilly area, tea/coffee growing area, forest area, etc. Eight types of schools have been identified and will be located in these areas described.

Besides classroom observations, group discussions with children and interviews are proposed with teachers, parents and community representatives.

### **Issues for the Future**

1. Consolidation of processes and approaches already underway in the states.
2. To complete the study on classroom processes and to follow up the studies with appropriate action/ intervention.
3. Initiating processes in new states.

## DPEP I STATES

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<b>Staffing Position</b> <i>State Gender Co-ordinator</i>	<ul style="list-style-type: none"> <li>In Place - One each for gender and ECE</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> <li>SCERT – One each for gender &amp; ECE</li> </ul>	<ul style="list-style-type: none"> <li>In Place (Sr. P.O. for SFGs)</li> </ul>	<ul style="list-style-type: none"> <li>In Place (One each for Gender and ECE)</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> <li>State Advisor in place at SPO</li> </ul>	<ul style="list-style-type: none"> <li>In Place (One for Women Development and one Assistant WDO for Gender &amp; ECE)</li> </ul>
<i>District Gender Co-ordinator</i>	<ul style="list-style-type: none"> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In Place (APC in each district)</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In Place (33)</li> </ul>	<ul style="list-style-type: none"> <li>In place</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> <li>One WDO per district</li> </ul>
<i>Sub District</i>					<ul style="list-style-type: none"> <li>155 Sahyoginis at selected clusters</li> </ul>	<ul style="list-style-type: none"> <li>In place – 73 Taluka Sanchalikas</li> </ul>	
<b>Resource Groups (Gender &amp; ECE)</b>	<ul style="list-style-type: none"> <li>SRG (Gender &amp; ECE)</li> <li>DRG(Gender &amp; ECE) for all 9 districts in place.</li> </ul>	<ul style="list-style-type: none"> <li>State &amp; District Gender Resource groups constituted</li> </ul>	<ul style="list-style-type: none"> <li><b>SRG &amp; DRGs have been constituted</b></li> </ul>	<ul style="list-style-type: none"> <li>SRG for gender and ECE constituted</li> <li>District Resource Groups have been setup in Trivandrum and Palakkad districts</li> </ul>	<ul style="list-style-type: none"> <li>State and District Resource Groups for gender and ECCE in place.</li> </ul>	<ul style="list-style-type: none"> <li>Resource Groups for Gender and ECE constituted at State and District levels</li> </ul>	<ul style="list-style-type: none"> <li>10 member State Resource Groups for Women's Development &amp; ECE in place. Meets every six months.</li> <li>12 member District Resource Groups for Women's Development &amp; ECE constituted. Meets twice a year</li> </ul>
<i>Community mobilisation Material Development</i>	<ul style="list-style-type: none"> <li>Materials with gender focus in print, audio/video developed in 2/3 languages and widely distributed /used</li> <li>Songs and street plays on the need</li> </ul>	<ul style="list-style-type: none"> <li>Gender sensitive material developed – Poster, Brochure, Folders</li> <li>Gender specific Brochures ➤ Girls'</li> </ul>	<ul style="list-style-type: none"> <li>Gender perspective integrated in all training modules &amp; materials developed for community mobilisation and awareness creation</li> <li>Rural folk tales &amp; stories by elders</li> </ul>	<ul style="list-style-type: none"> <li><b>A write up on gender issues included in the handbook developed for parents.</b></li> </ul>	<ul style="list-style-type: none"> <li>Audio tapes on girls' education developed in Tikamgarh and Ratlam</li> <li>Brochure on girls' education developed in Rajgarh and</li> </ul>	<ul style="list-style-type: none"> <li>Handbook for Sahayogini, Taluka/zila Mahila Sanchalika and project personnel distributed upto school level. The handbook</li> </ul>	<ul style="list-style-type: none"> <li>Posters and stickers on girls' education developed and distributed to all schools.</li> <li>Video cassettes developed and screened in all</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Community Participation</i>							<p>vital role to enroll the dropouts particularly girls.</p> <ul style="list-style-type: none"> <li>▪ Children from private schools attracted by the method the teaching method in the panchayat union PS Namachivayapuram.</li> <li>▪ List of absentee (girls) handed over to VEC by the HM of panchayat union primary school Sirakilandhannallur and VEC tried to admit all the girl children.</li> </ul>
<i>VEC</i>	<ul style="list-style-type: none"> <li>• VECs involved in home visits, teacher sensitisation, awareness campaigns for girls' education</li> <li>• Formation of 2000 Mothers' groups and 1000 SHG.</li> <li>• Women VEC members convention held</li> </ul>	<ul style="list-style-type: none"> <li>• VEC training addresses issues of girls' education &amp; women.</li> <li>• Both basic and refresher training of VEC members completed</li> <li>• VECs involved in motivating parents to educate girls</li> </ul>	<ul style="list-style-type: none"> <li>▪ VECs are sensitising Mother and other community leaders</li> <li>▪ VEC meetings, VEC melas and Chinnara melas are used to promote gender equity.</li> <li>▪ Basic training to VECs has been given. Gender focus is inbuilt. Special training is planned in 2000-2001 in view of the panchayat elections.</li> </ul>	<ul style="list-style-type: none"> <li>• MTAs &amp; PTAs alongwith VECs are actively involved with education of the children</li> <li>• PTAs in all schools oriented.</li> <li>▪ Parents made aware of the fact that girls and boys need to be treated alike and given equal opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ VECs ensure girls' enrolment and regular attendance and formation of Mahila Samooh, Panchayat and MSA training, Shiksha Panchayat.</li> <li>▪ Special training for newly elected women panchayat members</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly meetings of MTAs are held for every class to follow up the progress of the children and their participation in school activities.</li> <li>▪ Pursue enrolment and retention of girl children</li> <li>▪ VEC members participating in MTA meetings</li> </ul>	<ul style="list-style-type: none"> <li>▪ VEC and PTA members imparted three days training every year.</li> <li>▪ VEC module focuses on importance of providing education to all, particularly girls, with respect to enrolment, retention and completion of Class V.</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
VEC	<ul style="list-style-type: none"> <li>• MTAs constituted</li> <li>• Orientation of Mothers' Group on Health and Development Issues in all districts.</li> <li>• Adult Women's Literacy classes at Kapili Block of Morigaon district</li> </ul>	and re-examine the role of women in society	<ul style="list-style-type: none"> <li>• VECs are being reconstituted in the form of School Development and Monitoring Committees (SDMC).</li> </ul>		<ul style="list-style-type: none"> <li>• VECs and SMCs functioning as MTAs &amp; PTAs.</li> <li>• One day gender specific MSA training completed in all 34 districts.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Involvement of women members of PTAs and local bodies increased in promoting girls education, mobilising resources, participation in school activities &amp; meetings</li> </ul>
Pedagogy Training of academic staff	<ul style="list-style-type: none"> <li>• Gender sensitisation integrated in training for teachers, SIs, DIs, BEOs, DIET personnel, princi-pals &amp; Instructors of BTCs, BRCCs, CRCCs.</li> <li>• Sensitisation of teachers to reduce gender bias in classroom activities</li> <li>• Completed basic teachers training in DPEP II and refresher training in DPEP I.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender training of 9000 JBT teachers, 1582 VEC members, 63 Education Administrators &amp; DIET faculty completed, using the package Dasha and Disha</li> <li>• Gender training of district and sub district level functionaries, teachers &amp; grassroots level functionaries through tele-conferencing</li> </ul>	<ul style="list-style-type: none"> <li>• Gender concerns integrated in the in-service teachers training programme</li> <li>• The 6 day teacher training module has an inbuilt component of gender</li> </ul>	<ul style="list-style-type: none"> <li>• One day brainstorming session held to discuss ways of sensitising teachers on gender issues</li> <li>• Study in 168 schools on classroom processes &amp; gender.</li> <li>• ½ day gender training to 28,000 teachers to minimise the biased outlook that prevails in primary schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender sensitisation of cluster teachers</li> <li>▪ Gender sensitisation module integrated in teacher training programme</li> </ul>	<ul style="list-style-type: none"> <li>• Gender module included in the in-service teachers' training programme – SMARTPT.</li> <li>• Training of all teachers on Sankalp'98</li> <li>• Gender perspective in classroom situations included in Sankalp 1998</li> </ul>	<ul style="list-style-type: none"> <li>• Module prepared and distributed to all the schools.</li> <li>• Gender perspective integrated in training programmes for teachers, CRCC, BRCC, Educational Administrators, SCERT and DIET faculty and project personnel.</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Material development</i>		<ul style="list-style-type: none"> <li>• Gender information kit to eliminate gender bias in textbooks &amp; their alternatives by SCERT</li> <li>• <i>Mujhe Padna Hain</i> (I Want to Study) – a gender module for the tele conferencing on girls' education</li> <li>• <i>Dholak Manjira, Abhibhavak Shala Sangam Samaroh Packages relating to women's empowerment and promotion of girls' education distributed at BRC level.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Video recording of gender issues (role play) for use in tele-conferencing completed</li> <li>• 7 module video film produced is used for 3 days film based training</li> </ul>	<ul style="list-style-type: none"> <li>• Module for MTs.</li> <li>• Write up on gender issues for Parents handbook developed.</li> </ul>		<ul style="list-style-type: none"> <li>• Sankalap/Agenda 1998 – 10 commandments for the classroom to ensure girls' participation.</li> <li>• Teachers handbook on MPP covers ways of conducting MTA meetings</li> <li>• Compilation of 5 case studies from each district into a handbook. Case studies focus on instances of girls in difficult circumstances being brought into schools.</li> <li>• OJAS – quarterly in house magazine on success stories.</li> </ul>	<ul style="list-style-type: none"> <li>• A module on "girls' education and women empowerment" developed and distributed to all teachers</li> </ul>
<i>Teacher support material</i>	<ul style="list-style-type: none"> <li>• 2 booklets – on educating girls &amp; a compilation of stories of girl recipients of national bravery award</li> <li>• Teacher Sensitisation material on how to reduce gender bias in classroom activities</li> </ul>	<ul style="list-style-type: none"> <li>• Specific material to teachers on how to handle textbooks/ curriculum &amp; extra curricular activities without any gender bias</li> </ul>	<ul style="list-style-type: none"> <li>• Chiguru : Resource Book for teachers.</li> <li>• Manthana : Resource Book for Trainers of teachers.</li> <li>• Seven module film – "Before we begin the lesson..." alongwith 3 days training designed for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Short stories invited to sensitise teachers on gender discrimination, which will be screened by an expert committee.</li> </ul>	<ul style="list-style-type: none"> <li>• Some material developed earlier is being used by the districts</li> </ul>	<ul style="list-style-type: none"> <li>• Handbook for Sahayogini, CRCCs and teachers finalised after scrutiny by the MPP Advisory Committee.</li> <li>• Handbook Margdarshika for Sahayoginis &amp; project personnel.</li> </ul>	

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Teacher support material</i>						<ul style="list-style-type: none"> <li>A booklet based on textbook focused gender issues “Samantechya whatever” ( on the way to equality)</li> </ul>	
<i>Textbooks</i>	<ul style="list-style-type: none"> <li>Textbook developers provided with checklist of ‘dos’ &amp; ‘don’ts’</li> <li>Textbooks for Class III and IV and ECE are going to be reviewed</li> </ul>	<ul style="list-style-type: none"> <li>Textbooks for classes I-V reviewed to eliminate gender bias</li> </ul>	<ul style="list-style-type: none"> <li>All textbooks of standards I to IV in Kannada, Urdu, Marathi, Telugu and Tamil reviewed for elimination of gender bias. A gender resource person, associated with Text Book Committee.</li> </ul>	<ul style="list-style-type: none"> <li>Efforts made to use ‘she’ wherever ‘he’ has been used in the textbooks</li> <li>All textbooks for Classes I to IV reviewed for elimination of gender bias</li> </ul>	<ul style="list-style-type: none"> <li>SCERT has completed gender analysis of text books</li> <li>The Teaching Learning material prepared under the Seekhana Sikhana package and the Alternate Schools pedagogy have been screened for gender sensitivity.</li> </ul>	<ul style="list-style-type: none"> <li>Gender perspective built into the process of textbook development</li> <li>The process has been completed for all text books for Classes I – V</li> </ul>	<ul style="list-style-type: none"> <li>Gender neutral textbooks upto Class V– all subjects</li> </ul>
<i>Management Planning Integration of gender perspective in plan formulation</i>	<ul style="list-style-type: none"> <li>Separate chapter in AWPB detailing girl-child specific interventions</li> <li>On going efforts to sensitise the planning process</li> </ul>	<ul style="list-style-type: none"> <li>Gender analysis of EMIS data and cohort studies used for planning</li> <li>Provision for educational incentives &amp; other support for girls in the AWPB.</li> </ul>	<ul style="list-style-type: none"> <li>On-going efforts to sensitise the planning process</li> <li>Interventions for girls integrated in the various activities proposed in the AWPB</li> </ul>	<ul style="list-style-type: none"> <li>Integration of the gender perspective being attempted</li> <li>Interventions for girls' education in the district plans</li> <li>Focussed interventions for girls included in the AWPB 1999-2000</li> </ul>	<ul style="list-style-type: none"> <li>On going efforts to integrate the gender perspective</li> <li>Separate Chapter in AWPB spelling out interventions for women &amp; girls</li> </ul>	<ul style="list-style-type: none"> <li>Efforts being made to integrate the gender perspective.</li> <li>A chapter in the AWPB details strategies for girl children.</li> </ul>	<ul style="list-style-type: none"> <li>Integration of gender concerns attempted</li> <li>AWPB includes a chapter on girl child specific interventions.</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Capacity Building Preparation of gender training module</i>	<ul style="list-style-type: none"> <li>• Modules developed for teachers, Educational Administrators, VEC members, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Gender Training manual and package for educational administrators</li> <li>• Section on girls' education and gender issues in the teacher training module <i>Tarang</i></li> </ul>	<ul style="list-style-type: none"> <li>• Gender training modules – Head Teachers, Teachers, Educational Administrators &amp; VECs</li> <li>• Sessions on social mapping in the VEC training module have a gender and caste focus. Separate sessions on inequality in access &amp; participation in schools</li> </ul>		<ul style="list-style-type: none"> <li>• Gender sensitisation built into the training programme for teachers and educational managers</li> </ul>	<ul style="list-style-type: none"> <li>• Gender training module for DIET faculty &amp; Educational Administrators</li> <li>• Gender Module incorporated in SMART PT.</li> <li>• One day orientation of Sabayoginis.</li> <li>• 3 days gender sensitisation module for CRCC/ BRCC developed</li> <li>• Inter district exposure visits</li> <li>• Exposure visit to Gujarat organised for District/Block Mahila Sanchalikas</li> </ul>	

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Sensitisation programmes for DPEP personnel</i>	<ul style="list-style-type: none"> <li>• Gender sensitisation built into the planning and introspection workshop for DPEP personnel</li> <li>• Orientation of Gender SRG &amp; DRG</li> <li>• SCERT faculty attended 40 days training on women's issues</li> <li>• DPOs and DRG members visited Lok Jumbish</li> <li>• Sensitisation of Teachers, CRC, BRC, DIET Administration for 3 days</li> </ul>	<ul style="list-style-type: none"> <li>• Gender sensitisation program for district and sub district project staff</li> <li>• Training on girls' education of project personnel through tele conferencing</li> <li>• Gender sensitisation of BRCCs, CRCCs and administrators through the package Dasha and Disha.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender training of teacher, Head teachers, BRCC, CRCC and VEC conducted</li> <li>• Repeated focus in all review workshops involving BRC and project personnel.</li> <li>• BRCs, BEOs and CRCs trained to use MIS data from gender and ECE perspective.</li> <li>• State level workshop on use of MIS data</li> </ul>		<ul style="list-style-type: none"> <li>• Gender sensitisation of district gender co-ordinators</li> <li>• Gender sensitisation of BRCCs</li> <li>• Training for role clarification of Gender Co-ordinators.</li> <li>• Sahayoginis undergone training on gender sensitisation</li> <li>• Gender coordinators trained for thrift and credit groups</li> </ul>	<ul style="list-style-type: none"> <li>• Three days gender training of personnel -BRC, Educational administrators, SCERT, DIET and project personnel</li> <li>• Training of Sahayoginis</li> <li>• Training for implementation of Sankalp 1998</li> <li>• About 85 district/Taluka Mahila Sanchalikas went on exposure visit to Nanded district and saw sugar school and met MTAs, in February 2000.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 days Gender Sensitisation programme held for teachers BRC Co-ordinators and educational administrators</li> </ul>
<i>Workshops</i>	<ul style="list-style-type: none"> <li>• Workshops on planning activities and review of progress held regularly at the State level</li> <li>• 3 day State level Seminar on Gender Equity Issues in March 2000</li> </ul>	<ul style="list-style-type: none"> <li>• Material development workshop for teleconferencing on girls' education</li> </ul>	<ul style="list-style-type: none"> <li>• Workshop with support from NIPCCD on strengthening collaboration between DWCD and Education Department for implementation of ECE.</li> </ul>	<ul style="list-style-type: none"> <li>• Five days workshop on strategising and planning for girls' education and ECCE ( including fields visits to Idduki district).</li> </ul>	<ul style="list-style-type: none"> <li>• 2 day SSK orientation programme for DRG in May '99</li> <li>• 2 day SRG workshop to prepare evaluation format for Sahyoginis in Dec'99</li> </ul>	<ul style="list-style-type: none"> <li>▪ Job chart for CRCCs to guide them to meet MPP objectives</li> <li>• Review meeting of Zilla Mahila Sanchalika &amp; Media and Documentation Incharge</li> </ul>	

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Workshops</i>	<ul style="list-style-type: none"> <li>• Workshop for sharing of Evaluation Report and development of new Evaluation Programme in order to assess the achievement level of learners (7<sup>th</sup> to 9<sup>th</sup> August, 2000)</li> <li>• One day state level workshop to prepare action plan on Girls Education for all the districts (16<sup>th</sup> September, 2000)</li> </ul>			<ul style="list-style-type: none"> <li>• First one day regional seminar on generating public opinion on gender issues in primary education in the state with participation of women activists, media, NGOs and educational administrators titled "Gender Discrimination Elimination through Education" held.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 day orientation of gender coordinators for Quality Watch.</li> </ul>	<ul style="list-style-type: none"> <li>• Mahila Prabodhan Programme—Case Study workshop</li> <li>• Mahila Prabodhan Programme – meeting</li> </ul>	
<i>Networking</i>	<ul style="list-style-type: none"> <li>• Networking with NGOs, NEIBM, MS, Women's Studies Centre, Gauhati University</li> <li>• Convergence with Social Welfare Department for health</li> </ul>	<ul style="list-style-type: none"> <li>• Resource Persons for gender programmes drawn from DWS, NCERT, TSG Ed.CIL, &amp; NGOs</li> <li>• Women's Education Cell in SCERT</li> </ul>	<ul style="list-style-type: none"> <li>• MS, SRC, NIAS, CLR (Pune), CRY and BGVS have been involved in various activities</li> </ul>	<ul style="list-style-type: none"> <li>• Linkages with institutions of repute, Govt. Depts., experts of child development and child psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Linkages with Action Aid, Eklavya, TISS, SNDT University, FRCH Pune &amp; other State agencies</li> <li>• Effort has been made to synergise the village/cluster level functionaries of DPEP sahyogini project and Mahila Samakhya to yield better results. 4 workshops held at Mandsaur, Seoni, Shivpuri and Raigarh where the</li> </ul>	<ul style="list-style-type: none"> <li>• TISS, SPARC, BMC, CLR Pune, SNDT University.</li> <li>• Life skill enrichment programme for adolescent girls developed with the help of vocational training department of Govt. of Maharashtra &amp; SNDT College, Pune.</li> </ul>	<ul style="list-style-type: none"> <li>• Convergence with the Social Welfare Department and voluntary agencies attempted.</li> <li>• DTERT and DIET faculty assist in training programmes.</li> <li>• </li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Networking</i>					<p>Sahyoginis of DPEP and Mahila Samakhya were trained.</p> <ul style="list-style-type: none"> <li>Convergence sought at the village level with the Padna Badna Samiti for women's literacy and mobilisation through the formation of Self Help Groups.</li> </ul>		
<i>MIS Availability of Gender desegregated data</i>	<ul style="list-style-type: none"> <li>From EMIS &amp; VEC survey</li> </ul>	<ul style="list-style-type: none"> <li>Through EMIS</li> <li>Through cohort study and house to house survey data</li> </ul>	<ul style="list-style-type: none"> <li>Through village mapping and EMIS</li> <li>Micro Planning data</li> <li>Gender disparity reports are generated for Districts, blocks and CRCs.</li> </ul>	<ul style="list-style-type: none"> <li>Through EMIS</li> </ul>	<ul style="list-style-type: none"> <li>EMIS and Lok Sampark Abhiyan data</li> <li>IPMS attempts to integrate gender concerns</li> </ul>	<ul style="list-style-type: none"> <li>Through EMIS</li> <li>Through Micro-Planning and House to House survey</li> </ul>	<ul style="list-style-type: none"> <li>EMIS &amp; compulsory registration of children in school going age (micro-planning)</li> <li>Through cohort study</li> </ul>
<i>Mahila Samakhya</i>	<ul style="list-style-type: none"> <li>Operational in one block in 3 DPEP I districts</li> <li>Expanded to DPEP II districts</li> </ul>		<ul style="list-style-type: none"> <li>MS associated with microplanning and also with other DPEP interventions.</li> <li>MS resource book on gender, 'Kusuma' distributed to all BRCs and CRCs.</li> <li>MS representation in VEC being considered</li> </ul>	<ul style="list-style-type: none"> <li>MS operational in 2 DPEP districts (with independent funding).</li> </ul>	<ul style="list-style-type: none"> <li>MS support drawn upon for conducting MA and Sahayogini training</li> <li>Formation and training of Mahila Samoohs &amp; SHG</li> <li>MS as a strategy for enhancing women's empowerment has been supported by the Mission in 5 districts, 8 blocks and 470 villages</li> </ul>	<ul style="list-style-type: none"> <li>MPP operationalised in line with MS</li> <li>The MPP has located functionaries at district, cluster and block level. Sahayogi/ Sahayoginis work at school level.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Mahila Samakhya</i>					<ul style="list-style-type: none"> <li>• 1000 Mahila Samoohs formed with about 30,000 women participating. The number of dropouts and un-enrolled girls in the MS Villages have come down to less than 5%.</li> </ul>		
<i>Innovation</i>	<ul style="list-style-type: none"> <li>• Shiksha Sevikas in 10 villages</li> <li>• Muktabs as AS for girls' education</li> <li>• Awareness campaigns on girls' education in 12 Tea Garden of Sonitpur district.</li> </ul>	<ul style="list-style-type: none"> <li>• Special coaching for girls' in urban slums</li> <li>• Special interventions for girls working in brick kilns</li> <li>• Flexible timings introduced in state schools to promote participation of girls.</li> </ul>		<ul style="list-style-type: none"> <li>• Meetings with religious leaders, placement of volunteers in coastal &amp; muslim dominated areas in Kasargod, Malappuram and Wayanad. House Visits made regularly by volunteers to motivate dropout children &amp; parents towards primary education</li> </ul>	<ul style="list-style-type: none"> <li>• Providing primary school facilities within Madarassas in 522 madarassas.</li> <li>• Sahayoginis placed in 1 block of DPEP districts as per MS model</li> <li>• Ashram Shalas for girls in tribal pockets</li> <li>• The state envisages to incorporate the elements of modern education while keeping the basic features of the Dini Taleem intact in Madarassas.</li> </ul>	<ul style="list-style-type: none"> <li>• Life skill enrichment programme for out of school girls.</li> <li>• Pre-vocational training to out of school girls</li> <li>• Gender specific inputs provided in clusters selected for UPE.</li> </ul>	<ul style="list-style-type: none"> <li>• To prevent dropouts &amp; ensure regular attendance local escort system implemented on trial basis in 3 blocks in 75 schools.</li> <li>• BRC level awards to girls who complete Class V.</li> <li>• 2412 Special Coaching Centres for SC/ST girls. 65,709 girls are covered by these centres.</li> <li>Teachers are provided special training to run the centres and conduct the special coaching classes.</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Innovation</i>							<ul style="list-style-type: none"> <li>Cohort study &amp; analysis of common evaluation test showed no major disparity in achievement levels/ completion rate between boys and girls.</li> </ul>
<i>Alternative Schooling</i>	<ul style="list-style-type: none"> <li>Drop out girls and working girl children are benefiting</li> <li>Around 60% of the children enrolled in AS centres are girls</li> </ul>	<ul style="list-style-type: none"> <li>Working girls, girls engaged in sibling care/domestic chores, who are drop outs, who do not have access to schools are the main beneficiaries of AS</li> <li>66% of the children enrolled in AS Centres are girls</li> </ul>	<ul style="list-style-type: none"> <li>Dropout girls working girls &amp; girls engaged in sibling care/domestic chores and cattle grazing are the main beneficiaries of AS</li> <li>Preference is given to appointment of female instructors belonging to SC/ST and other backward groups in AS</li> <li><b>563 centres are operational</b></li> <li><b>16349 students enrolled in the centres.</b></li> <li><b>1935 'Chinnara Angala' – summer bridge course centres are to be opened in DPEP districts to cover 80,000 out of school children. Special focus is on girls out of school.</b></li> </ul>	<ul style="list-style-type: none"> <li>The multigrade centres in school-less habitations reach out to SC/ST and other girls in the 8-12 years age group.</li> </ul>	<ul style="list-style-type: none"> <li><b>3647 girls admitted in 21 Ashramshalas of Phase I and 73 in Phase II districts</b></li> <li><b>4,23,580 girls being educated in 22,845 EGS.</b></li> </ul>	<ul style="list-style-type: none"> <li>Girls in Prema Centres and Contract, Summer Sugar, Mobile, Ashram Schools</li> <li><b>District/Block Mahila Sanchalika are briefed about Vasti Shala and Mahtma Phule Shikshan Hami Yojana (ECS / AIE scheme)</b></li> </ul>	<ul style="list-style-type: none"> <li>Ten AS centres for muslim adolescent girls running in Ramana-than Puram district</li> <li>One AS centre set up for girls engaged in beedi rolling in Dharma puri district</li> <li>131 AS centres being run exclusively for girls by lady instructors.</li> </ul>

GENDER INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<i>Research and Evaluation</i>	<ul style="list-style-type: none"> <li>Survey on language and girl child issues</li> <li>Open evaluation of NFE centres</li> <li>Study on gender bias in classroom transaction</li> <li>In the sample monitoring conducted in the last 5 months emphasis has been given to analysis of attendance, enrollment and drop out of girl students</li> </ul>	<ul style="list-style-type: none"> <li>Study on ECCE by Santek Consultants Pvt. Ltd, N. Delhi</li> <li>Study on Gender Disparities in District Kaithal, Department of Women's Studies, NCERT</li> </ul>	<ul style="list-style-type: none"> <li>A study on observation of the use of new text book in Kolar district by Ms. Prema Clarke.</li> </ul>	<ul style="list-style-type: none"> <li>Studies proposed on the functioning of – <ul style="list-style-type: none"> <li>grihasadhas</li> <li>volunteers for Tribals and girls</li> <li>Anganwadi centres</li> <li>classroom environment vis-à-vis girls' learning.</li> </ul> </li> <li>Study on girls' education conducted and released</li> <li>Conducted an evaluation study on the changes in teachers' attitude towards children.</li> </ul>	<ul style="list-style-type: none"> <li>Effect of Bal Mela in bringing back children in school of village Dupada, Distt. Shahapur.</li> <li>Impact of EGS, AS, NFE and SSK on girls' enrolment.</li> <li>Impact of gender sensitisation of parents and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Rural Girls entangled in the chain of social customs.</li> <li>School activities with reference to Gender.</li> <li>Role of female members in VECs.</li> <li>ST girls' participation in other activities in school.</li> <li>Education of retarded girl children.</li> <li>Factors contributing towards enhancement of girls' attendance.</li> <li>Action research on dropout and retention of girl students, Osmanabad district.</li> <li>Study on enrolment, attendance and retention</li> </ul>	<ul style="list-style-type: none"> <li>Study of Enrolment and retention of girls in primary schools in the coastal villages of Cuddalore.</li> <li>Comparative study of learning achievement of SC/ST girls of Thiruvannamalai</li> <li>Evaluation of the Local Escort System</li> <li>Study on functioning of special coaching centres for SC/ST girls</li> </ul>

DPEP II & III STATES

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Staffing Position State Gender Co-ordinator</i>	<ul style="list-style-type: none"> <li>In Place – Three co-ordinators for Gender and ECE</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> <li>Separate ECE Co-ordinators in place</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In place</li> </ul>	<ul style="list-style-type: none"> <li>In Place – State Co-ordinator for Girls' Education and the Addl. Director (Planning) oversees ECE at the state level</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> </ul>
<i>District Gender Co-ordinator</i>	<ul style="list-style-type: none"> <li>In Place in all 19 districts – one co-ordinator for Gender and ECE</li> <li>411 mandal gender co-ordinators are in place</li> </ul>	<ul style="list-style-type: none"> <li>ECE /Gender Co-ordinators in place</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li><b>In place in 3 districts. Position is vacant in Lahaul Spiti .</b></li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In Place</li> </ul>	<ul style="list-style-type: none"> <li>In place in all DPEP II districts</li> <li><b>28 in place in the DPEP III districts. 18 positions in the process of being filled up.</b></li> </ul>
<i>Resource Groups (Gender &amp; ECE)</i>	<ul style="list-style-type: none"> <li>Resource Groups for Gender &amp; ECCE constituted at the state, district and mandal level.</li> <li>Andhra Mahila Sabha provides professional support (The resource groups are common for Gender and ECE)</li> </ul>	<ul style="list-style-type: none"> <li>State Resource Group and District Resource group under Mahila Samakhya (MS) formed and functional.</li> <li>Highly motivated State and district Core Teams of MS in place</li> <li>SRG and DRG for ECE constituted</li> </ul>	<ul style="list-style-type: none"> <li>SRG – Gender</li> <li>DRG – Gender</li> </ul>	<ul style="list-style-type: none"> <li>In place at state level</li> <li>In place at district level</li> </ul>	<ul style="list-style-type: none"> <li>SRG (gender) and SRG(ECE) in place.</li> <li>Gender DRG in place</li> </ul>	<ul style="list-style-type: none"> <li>SRG in place.</li> <li>DRGs in place.</li> <li><b>Block level gender committees formed – monthly meetings held.</b></li> </ul>	<ul style="list-style-type: none"> <li>SRG for Gender &amp; ECCE constituted.</li> <li>Members oriented.</li> <li>Members assist in mobilisation campaigns, material development, review &amp; planning , training, Help implement the Model Cluster Development Approach.</li> <li>DRG constituted and oriented</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BHARAT	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Community mobilisation Material Development</i>	<ul style="list-style-type: none"> <li>Posters, audio cassettes, magazines and newsletters developed to sensitise the community on girls' education at the district level.</li> <li>Children's drawings have been used for developing posters.</li> </ul>	<ul style="list-style-type: none"> <li>'Munia Beti Padhti Jaye' audio cassettes &amp; calendars developed and disseminated</li> <li>Quarterly newsletter being published</li> <li>Audio-Video cassettes on gender developed/ disseminated</li> </ul>	<ul style="list-style-type: none"> <li>Handbook for gender awareness</li> <li>Posters on girls' education</li> <li>Brochure on girls' education</li> <li>Documentation of mobilisation programmes organised at the district level.</li> </ul>	<ul style="list-style-type: none"> <li>Slogans highlighting importance of girls education developed &amp; used</li> <li>Calendars focussing on girls' education developed by Chamba and Sirmour district</li> <li>Audio Cassettes with songs on gender issues developed and used by Kullu district</li> <li>Pamphlets on role of MTAs printed by Chamba district.</li> </ul>	<ul style="list-style-type: none"> <li>Printed materials produced and distributed to MTAs, VECs, Teachers. Leaflets displayed at Melas, enrolment drive week and local festivals</li> <li>Posters and Audio cassettes</li> <li>Leaflets on MTA</li> </ul>	<ul style="list-style-type: none"> <li>Meena Cassettes - being used for awareness campaigns and trainings in expansion districts.</li> <li>Meena campaigns in four of the existing districts</li> <li>Ma-O-Meye Melas held at GP levels in Cooch Behar district</li> <li>Orientation of VEC members on enrolment of girls conducted at GP and CLRC level in Bankura, Birbhum, Murshidabad and South 24 Parganas.</li> </ul>	<ul style="list-style-type: none"> <li>Posters, Audio Cassettes, Abhiyan Geet</li> <li>Meena Video Cassettes</li> <li>Mahila Samakhya Bulletins and magazines made available to teachers and VECs.</li> </ul>
<i>Interaction at Sub District level</i>	<ul style="list-style-type: none"> <li>Balika Melas, Rallies meetings film shows, Ma-Beti melas organised.</li> <li>Meetings held with villagers, school committee chairpersons and teachers. Parents interviewed to elicit their attitude towards girls' education. Reasons identified for girls</li> </ul>	<ul style="list-style-type: none"> <li>'Munia Beti' Campaign in SC,ST OBC and minority areas</li> <li>Prabhat Pheris, Padyatras, Bal Melas and Ma-Beti melas at block and district level.</li> <li>Under MS 1644 mahila samoohs functional at the village level.</li> </ul>	<ul style="list-style-type: none"> <li>Rallies, Prabhat Pheris, Publicity in Haats, Tarnasha Party.</li> <li>Meeting &amp; orientation of Mahila Sangam girls Intra - MTA interactive meetings organised during the retention phase. Lesser active MTAs visited by active MTAs Bahaskantha. Active MTAs shared problems, ideas, success stories and strategies to improve</li> </ul>	<ul style="list-style-type: none"> <li>Girl Child Week</li> <li>Village rallies by school children focusing on girls education</li> <li>Meena Week organised in the form of Ma-Beti Melas at the centre level in Chamba district. The girls participated in different competitions. The girls also presented cultural shows in</li> </ul>	<ul style="list-style-type: none"> <li>Community mobilisation with gender focus</li> <li>Ma-Jheea (Mother daughter) Melas in tribal areas</li> <li>Women's conventions, Pada Yatra &amp; rallies at block and cluster level with help of Mahila Mandal, NGOs, ICDS functionaries</li> <li>Special enrolment</li> </ul>	<ul style="list-style-type: none"> <li>Regular GP level community meeting held in the gender focus blocks in Murshidabad district.</li> <li>DPEP stalls on girls' education put up in fairs/ exhibitions</li> <li>One Block level and GP level meetings in the gender blocks</li> </ul>	<ul style="list-style-type: none"> <li>Conduct of melas, rallies, Kalajathas at block, sub block and village level</li> <li>1 day meeting of VEC, MTAs &amp; PTAs at village &amp; cluster level.</li> <li>DPEP II</li> <li>Meena Campaigns - 2153</li> <li>Ma beti melas- 214</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Interaction at Sub District level</i>	<ul style="list-style-type: none"> <li>lagging behind in education</li> <li>Balika melas and Maa-beti meals trialed and then conducted in selected villages of all districts.,</li> </ul>		<p>retention of girls. then, each MTA given a list of irregular children to bring them back to school.</p> <ul style="list-style-type: none"> <li>Several MTA meetings held for enhancing retention of girls in Gender Focus Areas.</li> <li>Maa-Beti Sammellans organised in Shera and Zambu – Gohdra block, district Panchmahal. Mothers were urged to be sensitive towards needs of their daughters &amp; treat both boys and girls equally in providing food, education &amp; entertainment. 40 children out of 94 were regularised out of which 18 were girls. 2 AS centres started with 20 children in each.</li> <li>Muslim Sammellans held in Banaskantha district</li> <li>20 women's group meetings held in Gender Focus Area in Panchmahal during the retention phase.</li> <li>CRCC meeting of Gender Focus Area held in district Dang during retention phase.</li> </ul>	<p>these melas</p> <ul style="list-style-type: none"> <li>207 Ma-Beti Melas organised in Chamba district</li> <li>60 Ma-Beti Melas organised at each cluster level in Kullu district</li> <li>Celebration of International Women's Day on March 8<sup>th</sup>.</li> <li>Block level women's conference organised in Sirmour district</li> <li>Mahila Sammelans to mobilise women for education.</li> <li>Bal Pravesh Melas to ensure enrolment of girls.</li> </ul>	<p>drive for girl children in July</p> <ul style="list-style-type: none"> <li>Meena campaigns</li> <li>District &amp; Block level rallies, enrolment and retention drives</li> <li>Palli Sabha of PRI members</li> <li>A comprehensive voluntary community mobilisation plan for girls' retention evolved through sensitisation of women at the grassroots. 1432 voluntary community mobilisers have been training. Master Trainers were trained, who undertook</li> <li>Training of Master trainers to train community mobilisers</li> <li>To train the community mobilisers. Material were developed for mobilisation and also distributed at BRC / CRC level.</li> </ul>	<p>with religious leaders in Murshidabad.</p> <ul style="list-style-type: none"> <li>Ma O meya mela conducted in 128 GPs of Cooch Behar and at the CLRC level in other districts</li> <li>Gender womens with the help of posters meena slogans &amp; publications on the girl child put up in the CLRC book fair.</li> </ul>	<ul style="list-style-type: none"> <li>Women's parliament – 100</li> <li>School chalo abhiyan linked to girls' education.</li> <li>6348 retention marches</li> <li>Kala Jathas for "Beti Rahe School main" (320)</li> <li>2054 Summer camps for girls' retention (10 days)</li> </ul> <p>DPEP III</p> <ul style="list-style-type: none"> <li>Meetings with community</li> <li>Meena campaigns</li> <li>Special School Chalo Abhiyan for girls - 300</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Community Participation</i>	<ul style="list-style-type: none"> <li>There are many examples of community donating land, cash and other building material</li> <li>Community organised competitions for parents and even distributed prizes.</li> <li>Motivated parents offer scholarships and incentives to facilitate girls' enrolment, retention and achievement.</li> <li>Village Core Groups and MRPs actively interact with parents and sensitise them on girls' education and jointly evolve strategies for ameliorating the problems on the ground.</li> <li>Balika Melas, competitions for children focusing on girl child empowerment are being organised initially in the identified 25 villages in each district</li> <li>Mothers</li> </ul>	<ul style="list-style-type: none"> <li>The management of Apna/Angana Vidyalayas and ECE centres rest with mothers committees.</li> <li>Community providing local resources for preparation of TLMs at ECE centres in a number of places.</li> </ul>	<ul style="list-style-type: none"> <li>MTAs getting involved in issues concerning girls' education – ensure regular attendance</li> <li>Several Mahila Sammelans organised.</li> </ul>	<ul style="list-style-type: none"> <li>Mahila Mandals have helped in creating pressure for enrolment and retention of girls</li> <li>Funds donated by MTAs for schools.</li> <li><b>The Mahila Mandal exerted pressure for the selection of a school site in Chowari education block of Chamba district which remained undecided for long.</b></li> <li>Primary school in Akhar Bazar, District Kullu sent an invitation for MTA meeting in the school by writing a message on the blackboard which the children copied and shared with their mothers. On the fixed date, all mothers participated in the meeting. They also offered to contribute funds for the MTA fund/School improvement.</li> <li>The community in</li> </ul>	<ul style="list-style-type: none"> <li>MTAs and community contributing funds for school repair, boundaries, etc.</li> <li>Women have been trying to create awareness on ill effects of alcoholism and the importance of girls' education</li> <li>In Dhenkanal, a lady VEC member provides 3 hours coaching to children of her village. She watches their attendance to prevent drop outs.</li> <li>VECs engage lady teachers by paying a honorarium of Rs.400/- per month.</li> <li>Qualified girls are taking classes voluntarily in the nearest primary schools.</li> <li>MTA members collected wood from nearby forest to construct a fence for their school.</li> <li>100% enrolment of girls achieved in certain villages/schools.</li> </ul>	<ul style="list-style-type: none"> <li>MTAs formed and getting involved in Cooch Behar.</li> </ul>	<ul style="list-style-type: none"> <li>Community support/contribution in the form of materials for running various centres, providing for local teacher, space, escorts and even in solving local level issues adversely impacting on education of girls.</li> <li>Community run preparatory classes for out of school children &amp; provide escorts &amp; child care in villages with model cluster approach.</li> <li>Community is actively involved in <ul style="list-style-type: none"> <li>- Textbook distribution</li> <li>- Monitoring teachers' attendance</li> <li>- Children's health check up</li> </ul> </li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Community Participation</i>	<b>Association members are enrolling children and monitoring their retention</b>			<p><b>GPS Manjir in Chamba district under the leadership of a woman Pradhan belonging to minority community and the help of the VEC secretary collected funds and replaced the roof and verandah of the school with RCC slab.</b></p> <ul style="list-style-type: none"> <li>• An old illiterate woman in Dadahu education block of Sirmour district donated about five biswas of prime road side land for the construction of a primary school Chuli so that the children do not have to go to Dadhu about four Kms. away.</li> </ul>			
<i>VEC</i>	<ul style="list-style-type: none"> <li>• Statutory School Committees constituted with 50% women</li> <li>• Orientation of women VEC members and members of women's groups</li> </ul>	<ul style="list-style-type: none"> <li>▪ Active participation of MS in VEC meetings and activities.</li> <li>▪ Women constitute one third of VEC members (5/15 to 7/21)</li> <li>▪ One post of</li> </ul>	<ul style="list-style-type: none"> <li>• MS representative in MTAs</li> <li>▪ Regular meetings of VEC/MTA/PTA</li> <li>▪ MTA meetings held in all three districts during retention phase.</li> </ul>	<ul style="list-style-type: none"> <li>• Women VEC members sensitised</li> <li>• Training module for MTAs developed</li> <li>• Second round of training to VEC members given included gender</li> </ul>	<ul style="list-style-type: none"> <li>• Issues of girls' education built into VEC training package.</li> <li>• MTAs for all primary schools are in place</li> <li>• MTAs motivate parents to enrol</li> </ul>		<ul style="list-style-type: none"> <li>• VEC training module focuses on girls' education (importance of educating girls, equity issues , girl friendly environment in</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
VEC	<p>completed.</p> <ul style="list-style-type: none"> <li>• Organised training of MTA members</li> <li>• 50% reservation for women for the position of School Committee Chairperson</li> </ul>	<p>chairperson/Vice Chairperson of VECs earmarked for women</p> <ul style="list-style-type: none"> <li>• At least two women members from each VEC being imparted professional training.</li> <li>• VEC women members take active part in orientation trainings</li> <li>• The State Government has passed the Bihar State Vidyalaya Shiksha Samiti Act 2000 on 16.12.2000. New VECs will be constituted as per the act.</li> </ul>	<ul style="list-style-type: none"> <li>• VECs playing an active role in improving retention of girls.</li> </ul>	<p>specific issues</p> <ul style="list-style-type: none"> <li>• Monthly VEC meetings held in Kullu with active women's participation</li> <li>• With women's representation in PRIs as pradhans / up-pradhans and members, they hold the position of Chairperson of VECs</li> <li>• 30% VEC members are women.</li> <li>• Pamphlets on the role of MTA printed in Chamba district.</li> <li>• 2745 MTAs constituted</li> </ul>	<p>their children, look into school development issues. 2 orientation of MTAs.</p> <ul style="list-style-type: none"> <li>• For NINAD MTAs worked towards mobilising villagers, especially women for rallies, meetings and discussions.</li> </ul>		<p>school &amp; at home)</p> <ul style="list-style-type: none"> <li>• VECs pursue enrolment and retention of girls. Ensure participation of women and girls in educational programmes, supervise schools and AS, provide escorts, encourage out of school girls to join AS centres, convene meetings with women catalyst groups.</li> <li>• Forum for women members of VECs formed in 20 clusters.</li> <li>• Women Motivator Groups : 911 DPEP II , 320 DPEP III – all have been trained</li> <li>• Core Teams : 350 in DPEP II and 380 in DPEP III in place .</li> <li>• 14895 VECs in DPEP II and 590 in DPEP III trained till Feb.' 2001</li> <li>• 3494 and 400 MTAs formed in DPEP II and III.</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Pedagogy</i> <i>Training of academic staff</i>	<ul style="list-style-type: none"> <li>The integrated module for teacher training includes a gender component</li> <li>Two days training of MEOs – covered ECE &amp; girls' education</li> <li>All DGCDO's, SRGs given 2 days orientation on gender issues</li> <li><b>The integrated module of teacher training was revised, to give more space for girl child education. The revised module has 7 chapters on girls education and full session is allotted to it on the 1<sup>st</sup> day of the 7 days teacher training programme.</b></li> <li>All the SRGs, DRGs, MRGs and MEOs were oriented on gender issues.</li> </ul>	<ul style="list-style-type: none"> <li>Gender sensitisation training imparted to teachers/ programme personnel.</li> <li>Gender sensitisation forms part of all training modules.</li> <li>486 Jagiagi teachers trained</li> <li>1220 female ALS instructors/220 ECE instructors trained.</li> </ul>	<ul style="list-style-type: none"> <li>Gender sensitisation training for BRCCs and CRCCs</li> <li>Gender awareness training to 3897 female teachers of Panchmahal, 2699 of Banaskantha and 447 of Dangs</li> <li>Training of academic staff on issues such as enrolment status, retention and future mobilisation strategy.</li> <li>During State level workshop on "Classroom Transaction and TLM Preparation with Gender Perspective", Master Trainers from DIETs for content based training, DIET lecturers, OIC – TT and Gender from districts were trained</li> </ul>	<ul style="list-style-type: none"> <li>District level gender sensitisation of teachers conducted in all DPEP districts.</li> <li>Three district level workshops held for CRCCs, BRCCs, DIET faculty and Project Personnel, which focussed on: <ul style="list-style-type: none"> <li>Role, function &amp; responsibilities of MTA in school development.</li> <li>Re-orientation Programme for BRCC's at DIET.</li> <li>Orientation of BRCC/CRCC/ DPO/DIET faculty on selected pedagogical issues.</li> </ul> </li> <li>Teleconferencing on Role of CRCCs</li> <li>Number of female resource persons in different training workshops have increased manifold.</li> </ul>	<ul style="list-style-type: none"> <li>In attitudinal training of teacher in tribal areas one day devoted to gender issues</li> <li>Orientation of BRCCs included one day for gender issues</li> </ul>	<ul style="list-style-type: none"> <li>Trialling of module over at a workshop</li> <li>Gender training module for teachers published along with handbook</li> <li>40 KRP's from the expansion districts trained for transacting the gender module</li> <li>Teacher sensitisation programme conducted in the 2 gender focus blocks in 3 districts covering 5,065 teachers.</li> <li>110 teachers in south 24 paraganas district sensitised on gender issues</li> </ul>	<ul style="list-style-type: none"> <li>Shikshodaya, a 10 days module for teachers, provides one full day for girls' education</li> <li>Sabal, a 8 days module for teachers includes a chapter on inadvertent messages. (round two for teachers)</li> <li>150 BRCC and 250 NPRCC provided 3 days training on gender issues and classroom process in DPEP II</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Teacher Support Material</i>	<ul style="list-style-type: none"> <li>Training module <i>Amma Nenu Badiki Poiba</i> developed and distributed among teachers.</li> <li>KRPs trained on the module at state level to train DRG members</li> </ul>	<ul style="list-style-type: none"> <li>Book on TLM "Shikhana Asan Hai" developed, which addresses gender issues</li> </ul>	<ul style="list-style-type: none"> <li>Some handouts prepared</li> <li>Teacher support material on gender awareness, gender sensitive curriculum, and gender sensitive attitude of teachers in classroom transaction etc, distributed in every school.</li> </ul>	<ul style="list-style-type: none"> <li>Gender focused support material for Master trainers has been developed in workshop on "Development of Integrated Teacher Training Module". This material is being used in the revised 21 days Integrated Teacher Training Module.</li> </ul>	<ul style="list-style-type: none"> <li>Handout on "Why girls' education and gender issues in primary education" distributed to BRCCs.</li> </ul>	<ul style="list-style-type: none"> <li>Reference manual developed on gender issues for KRPs &amp; project personnel. This is ready for printing</li> <li>Reading material on classroom transaction from gender perspective published. Monthly workshop with teachers being conducted at the CLRC with the help of this material.</li> </ul>	<ul style="list-style-type: none"> <li>Handbook developed by USAID trailed in one cluster in Sitapur district</li> <li>Teacher training material (Model Cluster Approach) developed</li> </ul>
<i>Textbooks</i>	<ul style="list-style-type: none"> <li>Class V Telugu and Class II English and Mathematics and Class IV English textbooks reviewed for elimination of gender bias</li> <li>Elimination of gender bias being ensured in textbooks under development - Class IV Telugu, Class III textbooks, EVS textbooks and Class V textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>Gender issues addressed in the revised curriculum and text books of formal primary schools and AS Centres</li> <li>16 MLL based textbooks developed in which gender issues have been addressed</li> </ul>	<ul style="list-style-type: none"> <li>Removal of gender bias in the content of new textbooks for Standard I, II &amp; III.</li> </ul>	<ul style="list-style-type: none"> <li>Gender focus and elimination of bias ensured</li> <li>The teams working on curriculum and text book renewal were sensitised towards gender sensitive issues &amp; they were motivated to perform their tasks in a manner that the end products are bias free</li> </ul>	<ul style="list-style-type: none"> <li>Review of all textbooks for Classes I to III for elimination of gender bias has been undertaken</li> </ul>	<ul style="list-style-type: none"> <li>Class I text books have been revised</li> <li>SRG looking into the revised textbooks for gender equity. SCERT carrying out similar activity for existing textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>Checklist of 'dos' and 'don'ts' developed for authors of textbooks to ensure gender neutrality</li> <li>All textbooks developed for classes I -V reviewed for elimination of gender bias</li> <li>2 district gender co-ordinators are members of the SRG for textbook development.</li> <li>Workshop with teachers, illustrators, specialists &amp; gender experts for TLM development</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Management Planning Integration of gender perspective in plan formulation</i>	<ul style="list-style-type: none"> <li>Separate chapter on girls' education in AWPB</li> <li><b>Efforts made not to compartmentalise gender in all levels of the programme</b></li> </ul>	<ul style="list-style-type: none"> <li>Efforts are on to sensitise the planning process</li> <li>AWPB makes separate provisions for girls' education and MS</li> </ul>	<ul style="list-style-type: none"> <li>Adoption of Gender Focus Area approach in plan formulation and budget</li> <li>Opening girls specific AS centres</li> <li>Separate budget for ECE cum AS centres a special intervention for girls.</li> <li>Separate budget for MTA and Mahila Mandal meeting proposed in the current budget (2000-2001).</li> </ul>	<ul style="list-style-type: none"> <li>Efforts are on to sensitise the planning process</li> <li>AWPB makes separate provisions for girls' education</li> </ul>	<ul style="list-style-type: none"> <li>Efforts are on to sensitise the planning process</li> <li>AWPB makes separate provisions for girls' education</li> </ul>	<ul style="list-style-type: none"> <li>Specific activities and allocations included in the AWPs 2000 – 2001</li> <li>Sensitisation of the planners taken up during planning workshop</li> <li>Apart from two blocks identified in each district for special intervention, 5 blocks in Bankura . 3 in Birbhum and 3 in Cooch Behar have been up as expansion blocks. Activities initiated in these blocks</li> <li>Meeting held every month with district coordinators</li> </ul>	<ul style="list-style-type: none"> <li>Efforts are on to sensitise the planning process</li> <li>AWPB makes separate provisions for girls' education</li> </ul>
<i>Capacity building Preparation of gender training module</i>	<ul style="list-style-type: none"> <li>Teachers' training included gender sensitisation – modules developed</li> <li>Gender strategy paper in place modified in September 1999</li> </ul>	<ul style="list-style-type: none"> <li>Training Modules of BRC Resource persons, teachers, VECs Educational Administrators and CRC Co-ordinators include orientation on gender.</li> </ul>	<ul style="list-style-type: none"> <li>Gender training modules for teachers, Master Trainers and BRCCs/CRCs developed. Training of teachers and vidhyasahayaks have been conducted using the module.</li> </ul>	<ul style="list-style-type: none"> <li>Training modules for personnel have a gender focus</li> </ul>	<ul style="list-style-type: none"> <li>Gender training Modules for teachers developed</li> <li>Gender component integrated in training module for BRCCs &amp; CRCs.</li> </ul>	<ul style="list-style-type: none"> <li>Several meetings and workshops with DRG members, Panchayat functionaries, Block gender committee members and district</li> </ul>	<ul style="list-style-type: none"> <li>School placement of SRG – Pedagogy – to observe girls' participation in classrooms alongwith other issues</li> <li>Two days gender sensitisation of</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Capacity building Preparation of gender training module</i>						coordinators being held regularly	<p>Educational Administrators, DIET &amp; project personnel by MS</p> <ul style="list-style-type: none"> <li>• 5 day training on PRA to District Coordinators, for Girls' Education, Community Mobilisation &amp; AS.</li> <li>• 3 training packages namely Anant, Muktakash and Assem for teachers, MTAs and Women Motivator Groups have been developed, respectively. 264 Master Trainers have been trained by SPO.</li> </ul>
<i>Sensitisation programmes for DPEP personnel and others</i>	<ul style="list-style-type: none"> <li>• District GCDOs imparted 8 days training &amp; went on exposure visit to Kerala.</li> <li>• Refresher training to SRG on gender in January 1999</li> <li>• DRG trained at state level, who in turn trained MGCDOS and ECE instructors</li> <li>• Two days training organised for SRG</li> </ul>	<ul style="list-style-type: none"> <li>• All SPO, DPO and programme personnel imparted professional training in which gender sensitisation is an integral part.</li> <li>• Training modules developed for <ul style="list-style-type: none"> <li>- Mata Samitis Jagjagi teachers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Gender sensitisation of BRCCs &amp; CRCCs</li> <li>• 'Gender Awareness Workshop' for Gender OICs, BRCCs and CRCCs</li> <li>• SRG, DRG review meetings and training are held regularly.</li> <li>• Gender sensitisation training of 613 male teachers held in district Dangs.</li> </ul>	<ul style="list-style-type: none"> <li>• Dy. Project Officer in-charge of teachers training, RPs &amp; DIET personnel oriented to ECE</li> <li>• Three district level workshops held for CRCCs, BRCCs, DIET faculty and Project Personnel, focussing on functioning of MTAs, involving</li> </ul>		<ul style="list-style-type: none"> <li>• Inter – district exposure visit by DRG members of Murshidabad to Birbhum for the Balika Shiksha Karmasuchi programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Sensitisation for universalisation by SIEMAT for Educational Administrators, SCERT and DIET faculty and project personnel</li> <li>• Two days workshop on gender for DPEP personnel of Firozabad, Hardoi and Sonbhadra</li> <li>• Two days</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Sensitisation programmes for DPEP personnel and others</i>	<ul style="list-style-type: none"> <li>of DPEP I and II districts on the Model Village Approach</li> <li>• <b>DGCDOs are exposed to Bridge Course Camps run by MV Foundation, Hyderabad</b></li> </ul>	<ul style="list-style-type: none"> <li>- ECE/AW workers</li> <li>- ECE programme personnel</li> <li>- Sahayoginis of MS</li> </ul>		community in girl child issues, and involving more female RPs			<ul style="list-style-type: none"> <li>workshop on community convergent action to introduce concept of convergence &amp; relevance of PRA in working with commu-nities in Firozabad, Hardoi, Sonbhadra</li> <li>• <b>2 training/ orientation programmes, 4 days each, organised in DPEP III for District gender Coordinators</b></li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<b>Workshops</b>	<ul style="list-style-type: none"> <li>Workshop on development of village profile.</li> </ul>	<ul style="list-style-type: none"> <li>National Seminar on UPE where special emphasis was given to gender issues</li> <li>Special issue of SPO quarterly magazine 'BEP Ahwan' addressing issues of girls' education and women's empowerment published.</li> </ul>		<ul style="list-style-type: none"> <li>A two days workshop in November 1999 held in Sarahan block, district Sirmour to train MTs for training MTAs.</li> <li>Workshop cum Re-orientation Programme for BRCC's at DIET Shamlaughat in November, 1999</li> <li>State level workshop on role of MTAs in August</li> <li>Gender issues deliberated for 5 sessions in the capacity building workshop of the BRG at Kaza in Lahaul-Spiti distt. in June, 2000.</li> <li>A state level workshop on development of training material for MTA in August 2000.</li> </ul>	<ul style="list-style-type: none"> <li>State level workshop to evolve gender strategy</li> <li>District &amp; Sub-district personnel oriented on gender issues in Gajapati</li> <li>State level workshop to develop gender strategy &amp; plan of action for integrating gender perspective in implementing DPEP</li> <li>Workshop to develop training &amp; sensitisation material for MTA and PTA and strategise for model cluster approach through field visit and interactions</li> <li>Seminar on women's empowerment in the context of DPEP</li> <li>Conceptual workshop on role and functions of Gender resource groups etc</li> </ul>	<ul style="list-style-type: none"> <li>1 day state level workshop on girls' education</li> <li>2 days planning workshop on girls' education for state &amp; district Co-ordinators and Resource Group members</li> <li>One day orientation workshop of Gender Co-ordinators, key functionaries of DPO and SPO.</li> <li>Workshop on strategies held in Birbhum.</li> <li>3 days workshop on PRA held in Bankura.</li> <li>Orientation workshop on Balika Siksha Karmasuchi conducted in the existing districts.</li> </ul>	<ul style="list-style-type: none"> <li>3 days State level gender orientation workshop for district Gender Co-ordinators and SRG members</li> <li>State level workshop to develop training and sensitisation material for BRCC, CRCC, Women's Forum, MTA, PTA and other motivator groups.</li> <li>State level workshop to finalise training material for BRCC, CRCC, MTA, PTA and other motivator groups.</li> <li>Workshop to finalise material for BRCC, CRCC etc. for Model Cluster Approach.</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Networking</i>	<ul style="list-style-type: none"> <li>• Seva Bharti Nellore</li> <li>• HRESS and UNDP, Kurnool</li> <li>• Close linkages with, Andhra Mahila Sabha, Hyderabad University, Osmania University, Department of Women and Child Development .</li> <li>• Representatives of Mahila Samakhya participated in induction training programme on gender strategies and ECE .</li> </ul>	<ul style="list-style-type: none"> <li>▪ Linkages with MS, AWTC and NGOs</li> </ul>	<ul style="list-style-type: none"> <li>• Linkages with Government Departments such as WCD &amp; ICDS, MS, NGOs, Academic Institutions etc.</li> <li>• Collaborating with Early Child Development Learning Resource Centres, MS University Baroda</li> <li>• <b>978 ICDS workers have helped in :</b> <ul style="list-style-type: none"> <li>- enrolling <b>8492</b> children in primary schools including <b>4012</b> girls</li> <li>- <b>3630 children were regularised in school including 1625 girls.</b></li> <li>- <b>370 children were re-enrolled including 234 girls</b></li> <li>- <b>identified 314 children for AS of which 148 were girls.</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Working through existing structures such as Mahila &amp; Yuvak Mandals &amp; Saksharta Samittis</li> </ul>	<ul style="list-style-type: none"> <li>• Linkages established with existing Mahila Samitis</li> <li>• Support drawn from the DWCD, Orissa Mahila Ayog, Mahila Samabaya Nigam, UNICEF, Depts. of Women's Studies &amp; Psychology department, Utkal University, SRC for Adult Education, SCERT (ECCE Unit) Xaviers Institute of Management, Nalini Devi Women's B.Ed. College, CAS, Lutheran World Service.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Linkages with government departments and NGOs, Dept. of Women Studies, Jadavpur University and Calcutta University, UNICEF</li> </ul>	<ul style="list-style-type: none"> <li>• Technical support drawn from SIE , SIEMAT, SCERT, NGOs, Mahila Samakhya, TSG, Ed.CIL, BETI, NYK, Departments of Social Welfare, Health, Labour, Women and Child Development etc.</li> </ul>
<i>MIS Availability of Gender disaggregated data and use of MIS data for implementation</i>		<ul style="list-style-type: none"> <li>• Available from the EMIS and micro planning data</li> </ul>	<ul style="list-style-type: none"> <li>• Available from the EMIS and micro planning data in selected areas.</li> <li>• <b>Gender desegregated data on enrollment and retention of girls.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Available from the EMIS data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Available from the EMIS data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Available from the monthly/ annual returns of Department of School Education, GOWB, DISE and studies conducted by the Research &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Available from EMIS and Micro Planning data and Directorate of Basic Education, GOUP</li> <li>• House to house survey data</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Availability of Gender disaggregated data and use of MIS data for implementation</i>			<b>no. of women teachers, etc. have been generated</b>			studies call of West Bengal DPEP	<ul style="list-style-type: none"> <li>MCDA maintains disaggregated data for the clusters covered by it.</li> </ul>
<i>Mahila Samakhya</i>	<ul style="list-style-type: none"> <li>Close linkages with MS are being established</li> </ul>	<ul style="list-style-type: none"> <li>MS an integral part of the gender strategy of DPEP.</li> <li>5 MSKs running</li> <li>MS actively involved in meetings &amp; activities of VECs</li> <li>691 Jagjagi and 486 Bal Jagjagi Kendras being run</li> <li>1644 Mahila Samoohs under MS functional at the village level.</li> </ul>	<ul style="list-style-type: none"> <li>Linkages established in Banaskantha and Panchmahal</li> <li>'Balamandir' is sent to Balwadis of Mahila Samakhya, which is a step towards convergence.</li> </ul>				<ul style="list-style-type: none"> <li>Close operational linkages – MS is represented in the Gender SRG</li> <li>MS provides support in development of material and training modules</li> <li>Extended to 6 more districts in DPEP III</li> <li><u>Mahila Sashaktikaran</u> Mahotsav held on 21-23<sup>rd</sup> March 2001 by Mahila Samakhya. Also attended by DPEP Gender Coordinators and VEC members.</li> </ul>
<i>Innovation</i>	<ul style="list-style-type: none"> <li>Chinnarula Sabhas conducted at Chittoor, Cuddapah and Srikakulam districts on a pilot basis to           <ul style="list-style-type: none"> <li>study the child's (including girls') preparation and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>'Friendship Camp' organised at State level for the adolescent girls of Urban Schools and rural Jagjaggi. State level Maa-Beti Mela organised.</li> </ul>	<ul style="list-style-type: none"> <li>Special mobilisation efforts through meetings among Rabaris, Thakores, Machis &amp; tribals to enrol children and regularise their attendance</li> <li>Mahila sangam programme : educated girls are</li> </ul>	<ul style="list-style-type: none"> <li>Initiatives in one backward block to inculcate a scientific temperament among girls</li> <li>By consistent efforts lady teachers were mobilised to come forward to accept</li> </ul>	<ul style="list-style-type: none"> <li>The dropout and adolescent girls out of school have been identified and there are plans to bring them back to school.</li> <li>Need assessment and learning ability of these</li> </ul>	<ul style="list-style-type: none"> <li>Introduction of the Balika Shiksha Karma Suchi which is a field based intensive intervention to be carried out in the gender focus blocks. Basic activities</li> </ul>	<ul style="list-style-type: none"> <li>Flexible timings have been introduced in 18 schools.</li> <li>School Chalo Abhiyan in the year 2000</li> <li>Retention marches and summer camps in 2000</li> <li>Initiated the</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<b>Innovation</b>	<ul style="list-style-type: none"> <li>- expectation examine the impact of peer group pressure on non-school going children</li> <li>▪ 5 low female literacy villages in 5 low Female Literacy mandals in each district adopted. 25 villages per district taken up under model village approach</li> <li>- Village profile developed</li> <li>- 180 out of 475 villages achieved 100% enrolment and retention</li> <li>- Efforts on to bring qualitative improvement in achievement levels</li> <li>▪ To support the MGCDO to plan, execute, monitor, assess &amp; strategise. all the 3 personnel at the mandal have been made responsible for pursuing girls' education making each accountable for an area of the mandal.</li> <li>▪ Each sectoral</li> </ul>	<ul style="list-style-type: none"> <li>▪ One block in each district selected for focused gender interventions</li> <li>▪ Mahila Shikshan Kendra for girls</li> <li>▪ Mahila diwas organised in all project districts</li> <li>▪ Text book distribution among girl children monitored through revised PMIS format.</li> <li>▪ Girls' enrolment in ALS being monitored</li> <li>▪ One block in each project district selected for focused gender interventions.</li> </ul>	<ul style="list-style-type: none"> <li>mobilising families in Dangs to ensure enrolment and regular attendance of girls.</li> <li>▪ Adopted the Focus Area approach covering 218 villages – achieved universal enrolment in all</li> <li>▪ In the Focus Area, schools upgraded to Class V. This has benefited many drop out children.</li> <li>▪ Formation and strengthening of Mahila Mandals towards economic empowerment of women e.g. commencement of sewing training classes for Mahila Mandal members at Kharavada village, district Panchmahal</li> </ul>	<p>the responsibility of working as BRCC and CRCC. 29 CRCC are now female teachers.</p>	<ul style="list-style-type: none"> <li>▪ girls undertaken Curriculum development based on the assessment of learning ability is in progress.</li> <li>▪ A detailed scheme of residential school for adolescent girls have been prepared and sent to the districts.</li> <li>▪ 28 camps on adolescent girls have been opened in Kalahandi District.</li> <li>▪ Block with high dropout of girls have been identified for addressal. Block specific activities will be developed involving community, MTA VECs, leaders of Jati Mahasabha and Teachers. Community mobilisers will play a major role in</li> </ul>	<ul style="list-style-type: none"> <li>completed in Bankura, Birbhum and Cooch Behar.</li> <li>▪ Expansion to 5 blocks in Bankura and 3 blocks each in Birbhum and Cooch Behar for focused gender interventions.</li> </ul>	<p><b>Model Cluster Approach for Girls Education.</b> Following expansion a total of 352 clusters have been covered. 570 clusters identified in DPEP III.</p> <ul style="list-style-type: none"> <li>• Universal enrolment in 2279 MCDA villages</li> <li>• 1774 MCDA villages are drop out free villages.</li> <li>• Escorts being provided</li> <li>• Community based attendance monitoring system being used</li> <li>• Intensive retention policies &amp; strategies in clusters</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Innovation</i>	<p>officer of the SPO has adopted one village, to convert it into a model village</p> <ul style="list-style-type: none"> <li>Sensitisation of DWACRA and youth groups on activities for girls.</li> </ul>				counseling the parents of dropout girls.		
<i>Alternative Schooling</i>		<ul style="list-style-type: none"> <li>Special modules for Angana Vidyalaya for 9+ girls – modeled after Jaggagi of MS</li> <li>1022 Angana Vidyalayas cater to 9+ girls – drop-outs as well as illiterate</li> <li>Apna &amp; Angana Vidyalayas have female instructors only &amp; a.e under the management of Mata Samitis</li> </ul>	<ul style="list-style-type: none"> <li>Alternative School for 9+ girls set up in selected villages</li> <li>To encourage better enrolment of girls in Alternative Schools incentive to Instructors have been proposed</li> <li>The 96 AS centre in Banskantha , 119 in Panchmahal and 16 in Dangs are catering to 1802, 2140 and 175 girls respectively.</li> </ul>			<ul style="list-style-type: none"> <li>All Shiksha Sahayikas attached to the Shishu Shiksha Kendras are women</li> <li>36.5% of the students in the SSKs are girls</li> </ul>	<ul style="list-style-type: none"> <li>2 days workshop to develop AS module for working girls in Firozabad and Moradabad</li> <li>Prahar Pathshalas (9 – 14 years girls) , Balshala (3-11 years), Maktabs specially address girls in different age groups</li> <li>Muslim girls are being reached through Moktabs &amp; Madarassas</li> <li>10 days camp to bring back dropout girls into the system.</li> </ul>
<i>Research and Evaluation</i>	<ul style="list-style-type: none"> <li>A study on <i>The Impact of ECE Centres on the Girl Child at Primary Level</i> completed by the Andhra Mahila Sabha</li> </ul> <p>Following studies are in progress :</p>	<ul style="list-style-type: none"> <li>Study on problems in the education of Muslim girls completed</li> </ul>	<ul style="list-style-type: none"> <li>Study on Problems of Girls' Enrolment in Panchmahal by DIET &amp; Gujarat Vidyaapeeth completed</li> </ul>	<p>Studies in progress or planned.</p> <ul style="list-style-type: none"> <li>Absenteeism in girl students particularly in agree cultural and labour class families in Sirmour.</li> </ul>	<ul style="list-style-type: none"> <li>Identification of strategy for improving enrolment and retention of girl child. (distt Bolangir)</li> <li>Analysis of problems in the</li> </ul>	<ul style="list-style-type: none"> <li>Study on low participation of girls in Primary Education by ISI</li> <li>Indepth study to ascertain reasons for low enrolment and high drop out</li> </ul>	<ul style="list-style-type: none"> <li>The comparison between formal and non-formal education in Relation to Girls' Education SCERT</li> <li>Study on repetition &amp; drop-out among minority students</li> </ul>

GENDER INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
<i>Research and Evaluation</i>	<ul style="list-style-type: none"> <li>• Convergence of activities of DPEP &amp; Child Welfare Department with special reference to ECE.</li> <li>• Long term qualitative study on ECE centres.</li> <li>• Quick mini qualitative study on the placement of under and over aged children</li> </ul>			<ul style="list-style-type: none"> <li>• Educational problems of girls among Gujjars.</li> <li>• Educational problem of the children with special reference to Girl Child in rural areas of Kullu.</li> <li>• Gender sensitisation in primary schools in Himachal Pradesh : Towards a new curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>enrolment &amp; retention of girls from weaker sections.(DIET Kalahandi)</li> <li>Effectiveness of strategies for improving enrolment &amp; retention of girls (DIET Sambalpur)</li> <li>As study of effectiveness of parent-teacher association in achieving universalisation of Elementary education in primary schools. (DIET, Keonjhar)</li> <li>Causes of low enrolment &amp; retention of the SC and ST children with special reference to girls &amp; suggestions on the strategies to be taken for their improvement. (DIET Keonjhar)</li> </ul>	<p>rates of girls under taken in two blocks for focused intervention for girls – data.</p> <p>Collection and compilation complete.</p>	<ul style="list-style-type: none"> <li>▪ Job Involvement &amp; Problem of female teacher</li> <li>▪ Study of socio-cultural context of female school dropouts in Etawah, UP</li> <li>▪ Role of community &amp; other factors in promoting primary education among muslim girls in Saharanpur</li> <li>▪ Improving effectiveness of ECCE in UP</li> <li>▪ Study of enrolment, attendance and Retention in Primary Schools in relation to incentive schemes</li> <li>▪ Sample study of dropout in six BEP districts of UP</li> <li>▪ Study of classroom processes in EFA and non-EFA districts of UP.</li> <li>▪ Making a Difference – Document on the experiences of UPBEP and DPEP in the area of girls' education revised &amp; updated.</li> </ul>

## DPEP IV and Newly Constituted States

GENDER INTERVENTIONS	CHHATISGARH	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>Staffing Position</i> <i>State Gender Co-ordinator</i>	<ul style="list-style-type: none"> <li>• In place</li> </ul>		<ul style="list-style-type: none"> <li>• In place</li> </ul>	
<i>District Gender Co-ordinator</i>	<ul style="list-style-type: none"> <li>• 3 out of 6 in place</li> </ul>	<ul style="list-style-type: none"> <li>• In place</li> </ul>	<ul style="list-style-type: none"> <li>• In place</li> </ul>	<ul style="list-style-type: none"> <li>• In place in all six districts</li> </ul>
<i>Sub District</i>	<ul style="list-style-type: none"> <li>• Sahyoginis in place in Surguja and Raigarh districts</li> </ul>			
<i>Resource Groups (Gender &amp; ECE)</i>	<ul style="list-style-type: none"> <li>• Not yet constituted. SPO is in the process of being set up.</li> </ul>	<ul style="list-style-type: none"> <li>• Not in place</li> </ul>	<ul style="list-style-type: none"> <li>• SRG for ECCE and Gender constituted. SRG has 10 – 12 members and meets thrice a year. DRG has 8-10 members and meets twice a year.</li> <li>• SRG assisted in the process of developing training modules.</li> </ul>	
<i>Community mobilisation</i> <i>Material Development</i>	<ul style="list-style-type: none"> <li>• Audio tapes on girls' education developed in Tikamgarh and Ratlam</li> <li>• Brochure on girls' education developed in Rajgarh and Shehdol</li> <li>• Gender specific awareness material and scripts prepared</li> </ul>	<ul style="list-style-type: none"> <li>• Poster, pamphlets, slogan, banner, audio cassettes, newspapers</li> <li>• VEC booklets</li> <li>• Wall writing</li> </ul>	<ul style="list-style-type: none"> <li>• In the process of development. Material from various states being collected for the purpose.</li> </ul>	
<i>Interaction at Sub District level</i>	<ul style="list-style-type: none"> <li>• Mahila Shiksha Abhiyan Phase II</li> <li>• Shiksha Panchayat</li> <li>• Conduct of melas, rallies, kalajathas, etc.</li> <li>• Maa-Beti Melas organised in some districts</li> <li>• Mahila Shiksha Abhiyan Phase III</li> <li>• School Chalo Abhiyan in all the districts</li> </ul>	<ul style="list-style-type: none"> <li>• Community meetings, prabhat pheri, rally,</li> <li>• Meetings with female members of VECs, Mata Samitis of ALS and ECE, girls enrolled in Angana Vidyalaya</li> <li>• Monthly meeting of VEC</li> <li>• Interaction with ICDS workers, Mahila mandals, local NGOs, youth clubs, etc.</li> </ul>		

GENDER INTERVENTIONS	CHHATISGARH	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>Community Participation</i>	<ul style="list-style-type: none"> <li>Formation of Mahila Samoohs</li> </ul>	<ul style="list-style-type: none"> <li>Environment building</li> <li>Organising melas, sammelans, mabeti melas, munia beti campaign</li> <li>Formation of VECs, orientation of VEC members</li> <li>Running ALS and ECE centres</li> <li>Civil works, micro planning</li> <li>Mahila Samakhya activities</li> </ul>		<ul style="list-style-type: none"> <li>Running preparatory classes for out of schools children</li> <li>Assisted in text book distribution</li> <li>Monitoring teacher attendance</li> <li>Conducting health check up of children.</li> </ul>
<i>VEC</i>	<ul style="list-style-type: none"> <li>VECs ensure girls' enrolment and regular attendance and formation of Mahila Samooh</li> <li>Panchayat and MSA training, Shiksha Panchayat – special training for women members.</li> <li>Special training for newly elected women panchayat members</li> </ul>	<ul style="list-style-type: none"> <li>One third VEC members are women. There are districts with 50% representation of women in VECs</li> <li>Gender training imparted to VEC members</li> </ul>		
<i>Pedagogy Training of academic staff</i>	<ul style="list-style-type: none"> <li>Gender sensitisation of cluster teachers</li> </ul>	<ul style="list-style-type: none"> <li>Gender training imparted to instructor of ALS, ECE, Sahelis, Balmitras, Sahayoginis, CRCC.</li> </ul>		
<i>Material development</i>	<ul style="list-style-type: none"> <li>Training materials developed and distributed during training</li> </ul>			
<i>Teacher Support Material</i>	<ul style="list-style-type: none"> <li>Some material developed earlier is being used by the districts</li> </ul>	<ul style="list-style-type: none"> <li>Books related to gender issues</li> <li>Special inputs provided in Ujala – II – teacher training</li> </ul>		
<i>Textbooks</i>	<ul style="list-style-type: none"> <li>Presently, suggestions of SCERT M.P being followed.</li> </ul>	<ul style="list-style-type: none"> <li>Success stories of girls, plays related to girls and reinforcement of equity through illustrations are all incorporated in the text books.</li> <li>Free textbooks are given to girls.</li> </ul>		
<i>Management Planning Integration of gender perspective in plan formulation</i>	<ul style="list-style-type: none"> <li>On going efforts to integrate the gender perspective</li> </ul>			

GENDER INTERVENTIONS	CHHATISGARH	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>Capacity building Preparation of gender training module</i>	<ul style="list-style-type: none"> <li>Gender sensitisation built into the training programme for teachers and educational managers</li> </ul>	<ul style="list-style-type: none"> <li>All the training modules being used have a gender component.</li> </ul>	<ul style="list-style-type: none"> <li>Training module for Girl Child Activist is in the process of development.</li> </ul>	
<i>Sensitisation programmes for DPEP personnel and others</i>	<ul style="list-style-type: none"> <li>Sensitisation has been done earlier by the state of M.P. and now it will be done by Chhattisgarh.</li> </ul>	<ul style="list-style-type: none"> <li>Training women members of VECs.</li> <li>Gender sensitisation undertaken by SCERT and SLO</li> </ul>	<ul style="list-style-type: none"> <li>Gender workshop organised for state and district level personnel in September, 1999.</li> <li>Block selection committee for selection of Girl Child Activist and Escort has been constituted.</li> </ul>	
<i>Workshops</i>	<ul style="list-style-type: none"> <li>2 day SSK orientation programme for DRG in May' 99</li> <li>2 day SRG workshop for preparation of Sahyogini evaluation format in Dec'99</li> <li>2 day orientation of gender coordinators for Quality Watch.</li> </ul>		<ul style="list-style-type: none"> <li>One day meeting of gender experts for preparation of gender awareness material</li> <li>Three days workshop for preparation of village approach module.</li> </ul>	
<i>Networking</i>	<ul style="list-style-type: none"> <li>Linkages with Action Aid, Eklavya, TISS, SNDT University, FRCH Pune and other State agencies</li> </ul>	<ul style="list-style-type: none"> <li>Government departments of Education Health, PHED, Welfare and DRDA</li> <li>NABARD</li> <li>UNICEF,CARE</li> <li>NGOs, NYK, ZSS, Bankers Wives Association</li> <li>NCERT, SCERT</li> </ul>		
<i>MIS Availability of Gender disaggregated data and use of MIS data for implementation</i>	<ul style="list-style-type: none"> <li>EMIS and Lok Sampark Abhiyan data</li> <li>The IPMS attempts to integrate gender concerns through LSA and MSA data</li> </ul>			
<i>Mahila Samakhya</i>	<ul style="list-style-type: none"> <li>MS operational in 6 DPEP districts</li> <li>MS support drawn upon for conducting Mahila Shiksha Abhiyan and Sahyogini training.</li> <li>Formation and training of Mahila Samoohs and Self Help Groups</li> </ul>	<ul style="list-style-type: none"> <li>Mahila Samakhya is operational in 4 project districts covering 12 blocks (1100 villages and 30 Mohallas)</li> <li>It runs 310 Jagjagi Kendras</li> <li>There are 946 Samoohas (Women's Collectives)</li> </ul>		

GENDER INTERVENTIONS	CHHATISGARH	JHARKHAND	RAJASTHAN	UTTARANCHAL
<i>Innovation</i>	<ul style="list-style-type: none"> <li>Providing primary school facilities within Madarssa</li> <li>Sahayoginis placed in 1 block of DPEP districts as per MS model</li> <li>Ashram Shalas for girls in tribal pockets</li> </ul>		.	
<i>Alternative Schooling</i>		<ul style="list-style-type: none"> <li>Apna and Angana Vidyalayas and Jagjagi Kendras are run as AS centres</li> </ul>		.
<i>Research and Evaluation</i>	<ul style="list-style-type: none"> <li>Effect of Bal Mela in brining back children in school of village Dupada, Distt. Shahapur</li> <li>Study on tribal girl child – distt. Sidhi</li> <li>Impact of EGS, AS, NFE and SSK on girls' enrolment</li> <li>Impact of SSK in Udaipura and Obaidullaganj Blocks, Distt. Raisen</li> <li>Status of education of women ad girls working in stone mines</li> <li>Contribution of Alternative schools in UPE in Mandsaur, with reference to girls' education</li> <li>Impact of gender sensitisation of parents and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Learner's evaluation in ALS completed</li> <li>Annual evaluation of girls at Jagjagi and Bal Jagjagi Kendras carried out</li> <li>Girls in the MSKs are evaluated on a monthly basis</li> </ul>		

## **EARLY CHILDHOOD EDUCATION**

### **Introductory Remarks**

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

The guiding principles for ECE in DPEP have been to:

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

### **Strategy**

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

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

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

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

<b>State</b>	<b>Approach to ECE</b>
Andhra Pradesh	Experiment with own ECE model and convergence with ICDS
Assam	Experiment with own ECE model and convergence with ICDS
Bihar	Experiment with own ECE model and convergence with ICDS
Gujarat	Experiment with own ECE model and convergence with ICDS
Haryana	Convergence with ICDS
Himachal Pradesh	Experiment with own model
Karnataka	Convergence with ICDS and experiment with own ECE model
Kerala	Convergence with ICDS
Maharashtra	Experiment with own ECE model
Madhya Pradesh	<b>Experiment with own ECE model</b>
Orissa	Experiment with own ECE model and convergence with ICDS
Rajasthan	New Centre and convergence with ICDS
Tamil Nadu	Convergence with ICDS
Uttar Pradesh	Convergence with ICDS
West Bengal	Convergence with ICDS

## **Strengthening of Anganwadi Centres**

Convergence with ICDS through strengthening the ECE component of Anganwadi Centres has been attempted by way of co-ordination of timings between AW Centres and primary schools honorarium paid to AW Worker and Helper, training of AW Workers and Helpers, provision of pre school kits and joint monitoring. Convergence has been achieved with around 50,000 AW centres through DPEP initiatives.

- Extended timing to coincide with primary school, along with extra honorarium through DPEP
- Training of AWW. DPEP has been training the ECE Worker and Helper in both the centres started by DPEP and those attached to the ICDS programme. Training modules along the lines of the NCERT model have been developed in consultation with ICDS functionaries with help from specialised organisations/institutions.
- Provision of TLM for AWC. Pre-school kits and teaching-learning material have also been developed through a similar consultative process and are being provided to the centres started by DPEP and to those Anganwadi Centres covered through convergence. The new centres receive grants to meet operational costs. Some of the States are also providing annual grants to the Anganwadi Centres as contingency or even to replenish PLMs/TLMs.
- Construction of ECE centres was taken up by a few states to ensure their location in the school premises. Community contributions such as material, labour and finance supplemented this move by the programme.
- Monitoring through the DPEP set up.
- Academic support through the DPEP set up.
- Increasing Linkage of AWC with Primary School

Community involvement is an integral element of the ECE programme in DPEP. Community based organisations such as the Village Education Committees, Mother Teacher Associations, Mother's Groups, etc., have been closely involved in the entire process of establishment of the centres, running them and also in securing community support for early childhood education. This has resulted in some degree of community ownership, particularly in the case of the centres started by the programme. In a way this programme has provided a forum for the women in the village which has enabled them to discuss various issues pertaining to their lives and that of education of girls. Coming together of women has often shaped into organised women's groups which are now assisting in regular monitoring, material development, providing nutritional support, organising events in the centres and so on. Apart from this, a certain focus on adolescent girls has also been generated in Assam that has led to implementing specific interventions for this group of girls.

## **Opening of New Centres**

In non-ICDS areas, opening of ECE centres and providing for induction and refresher training of ECCE workers as well as teaching learning materials has been another initiative under DPEP. More than 10,000 centres have been set up. These centres generally follow the ICDS pattern with occasional variations in the staffing pattern and hours of functioning.

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

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

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

### **School readiness programmes :**

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

Gujarat has started publishing a newsletter, Balamandir, on ECE, which is provided to all Anganwadi Centres and ECE centres. This has become a means of regular communication with the workers in the field and keeping them informed of new possibilities, teaching methods and material etc.

### **Sustaining the ECE initiatives**

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

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

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

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

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

A Government Order No. Ms.49 Education (SE-Prog.I), Dated 02.05.2000 on convergence of ECE of DPEP with ICDS of the Department of Women Development and Child Welfare Department has been issued in Andhra Pradesh with a clear commitment to carry forward the initiatives of DPEP in the area of ECE.

Rajasthan DPEP I started with a joint strategy for sustainability between DPEP and the Department of Women and Child.

The last meeting of coordinators of ECE took a decision to commence work on community based models of ECE, which would also be sustainable in the long run. Madhya Pradesh has decided to start work in this area.

Since the last JRM, states have increased their coverage in terms of the number of new ECE centres opened as also the number of Anganwadi Centres included in the convergence strategy. Sustaining the centres set up remains an issue in most states. Learning from the experience the states are being cautioned to work out their sustainability strategy before proposing to set up new centres.

### **Some Trends**

An attempt has been made to reflect the transition pattern from pre school centres (Anganwadi Centres) to Class I in the formal primary schools in District Coochbehar of West Bengal. As the age of entry in primary school has been fixed at 5+ years, the exercise on tracking children's transition has been worked out on the basis of the 4 and 5 year old children enrolled in the Anganwadi Centres during 1999-2000. Their enrolment in Class I has been followed up during 2000-2001. The tables below reflect the percentage of children enrolled in Anganwadi Centres joining Class I and also the proportion of children enrolled in Class I who were in Anganwadi centres.

Block	% of 5 year old children at AWC against total population of 5 year olds (1999-2000)			% of children from AWC enrolled in Class I on completion of 6 years in (2000-2001)			% of children from AWC against total enrolment in Class I (2000-2001) at the age of 6years		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
CBR I	55.36	57.15	56.22	61.54	58.39	59.99	75.81	75.86	75.84
CBR II	31.23	36.42	33.59	82.37	77.51	79.97	46.38	46.42	46.40
Toofanganj II	45.41	49.59	47.43	63.24	56.78	59.97	56.15	56.18	56.16
Toofanganj II	87.90	87.11	87.50	63.00	57.02	59.99	51.60	51.61	51.60
Dinhata I	20.89	22.33	21.57	56.60	53.31	54.98	36.27	36.20	36.26
Dinhata – II	43.36	47.34	45.28	63.10	56.97	60.00	49.19	49.23	49.21
Sitai	27.37	39.58	28.42	56.82	53.06	54.95	25.45	26.38	26.31
Mathabhanga I	48.25	49.92	49.07	57.24	52.74	54.99	46.83	46.94	46.88
Mathabhanga II	28.89	31.82	30.26	51.43	48.84	49.97	30.71	30.73	31.72
Sitalkuch I	26.10	29.58	27.70	56.18	53.72	54.97	33.72	33.73	33.72
Mekuganj	47.55	37.77	42.90	44.85	57.16	50.00	45.48	45.44	45.44
Haldibari	98.96	91.63	95.34	84.34	85.97	85.11	98.77	98.54	98.66

Block	% of 4 year old children at AWC against total population of 4 years olds (1999-2000)			% of children from AWC enrolled in Class I on completion of 5 years in (2000-2001)			% of children from AWC against total enrolment in Class I (2000-2001) at the age of 5 years		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
CBR I	70.54	75.79	73.02	61.31	58.60	59.99	77.22	77.25	77.23
CBR II	45.34	49.59	47.35	57.12	52.83	54.99	42.57	42.56	42.57
Toofanganj II	63.88	65.11	64.49	55.84	50.60	53.21	64.16	64.17	64.16
Toofanganj II	60.85	62.49	61.67	58.12	51.89	54.96	71.52	71.53	71.53
Dinhata I	25.52	26.66	26.50	61.61	58.36	60.01	45.20	45.20	45.20
Dinhata – II	58.24	59.66	58.95	73.66	66.39	69.99	65.92	65.96	65.94
Sitai	34.21	33.57	33.89	78.09	71.89	75.00	49.66	49.56	49.61
Mathabhanga I	65.87	68.17	67.00	83.54	76.45	79.99	75.19	75.21	75.20
Mathabhanga II	41.20	36.64	38.83	51.10	48.85	50.00	44.26	44.23	44.25
Sitalkuch I	41.41	41.33	41.37	56.77	54.09	54.96	50.28	50.26	50.27
Mekuganj	76.52	42.71	57.32	45.20	56.54	50.00	26.62	61.75	61.68
Haldibari	78.37	79.72	79.03	56.96	52.91	54.95	64.76	64.68	64.72

### Issues for the Future

- Pursue the issue of sustainability of the ECE centres started by DPEP .
- Encourage community based initiatives for ECCE.

## DPEP I STATES

ECE INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
<b>ECCE Approach</b>	<ul style="list-style-type: none"> <li>• Mahila Pragati Manchas &amp; Balika Surobhi Manchas started in Dhubri</li> <li>• 2220 ECE centres established under DPEP</li> <li>• 1047 AW Centres covered through convergence</li> <li>• Mukulika mela at Sub-centre level</li> <li>• 1020 Mother Groups formed in 9 districts.</li> <li>• <b>VEC and school involved in running the ECE centres</b></li> <li>• <b>In one block/district AWCs have been strengthened through training and materials</b></li> </ul>	<ul style="list-style-type: none"> <li>• 3867 Anganwadi Centres covered by DPEP to strengthen their ECE component</li> <li>• 4066 AWCs proposed to be set up in DPEP II districts in convergence with ICDS</li> <li>• Permission granted to open AWC in Primary Schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Of the 45 ECE Centres established, 35 were sustained. ECE centres are ordered to be closed where AWCs run by ICDS are functional</li> <li>• All centres are in school premises</li> <li>• Under convergence with ICDS, 2455 AW Centres supported by DPEP</li> <li>• All centres are located near the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen the pre school component of 7800 ICDS centres and about 53 pre-primary centres run by PTAs. These centres are attached to Government Primary schools</li> </ul>	<ul style="list-style-type: none"> <li>• 3143 ECE Centres (SSKs) set up and run by DPEP in phase I with 137910 girls benefitting</li> <li>• 226 Jhoolaghars being run as child care centre with 4201 girls in Phase II districts</li> <li>• A community based SSK model has been worked out which will be taken up on a pilot basis in select districts. Based on the results of these centres, it will be taken up on a large scale in the state.</li> </ul>	<ul style="list-style-type: none"> <li>• 545 ECE centres started in DPEP districts</li> <li>• Convergence with ICDS in 10652 AW centres</li> <li>• Convergence with ZP and Social Welfare Department run ECE centres (Balwadi Centres) – 4033</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2780 ICDS centres and 5344 TINIP centres being covered.</b></li> </ul>
<b>Training and Mobilisation</b>	<ul style="list-style-type: none"> <li>• SRG members trained in NCERT</li> <li>• Training modules developed for :</li> <li>• Foundation Training of new ECE Workers</li> </ul>	<ul style="list-style-type: none"> <li>• Five days Training of AW Workers completed. Helpers, Supervisors and CDPOs have also been trained</li> </ul>	<ul style="list-style-type: none"> <li>• ECE unit at DTERT is the resource centre for ECE</li> <li>• Refresher course arranged for AWW and AWH. They also attend monthly interactive meeting at CRC level.</li> </ul>	<ul style="list-style-type: none"> <li>• Training of ICDS Supervisors from DPEP I districts</li> <li>• Involved in Government of Kerala's efforts to develop the pre-primary curriculum</li> <li>• <b>3 days induction training package</b></li> </ul>	<ul style="list-style-type: none"> <li>• Training of SSK Teacher and Sahayika (helper)</li> <li>• 7 days refresher training to teachers and 3 days refresher training to Head Teachers of schools to which SSKs are attached</li> </ul>	<ul style="list-style-type: none"> <li>• Training provided to anganwadi workers twice in a year.</li> <li>• Handbook developed for Balwadi Tais at SPO. To be used for AW Workers. Handbook covers</li> </ul>	<ul style="list-style-type: none"> <li>• Training module for ECE developed by DPEP and DTERT</li> </ul>

ECE INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
Training and Mobilisation	<ul style="list-style-type: none"> <li>- Refresher Training of old ECE Workers</li> <li>- In-service ECE Supervisors</li> <li>- 5 day training of ICDS workers</li> <li>- CRCC &amp; Kamaan teachers on ECE</li> <li>• Training of BRCC/CRCC on ECE and Ka-Maan held at Barpeta, Sonitpur</li> </ul>	<ul style="list-style-type: none"> <li>• SCERT providing special training on material development in blocks adopted by it</li> <li>• Film shows and puppet shows being organised at AWCs</li> <li>• About 300 Mabeti melas organised to promote the enrolment of children in Anganwadi Centres and Schools.</li> </ul>		<p><b>for Anganwadi Workers and pre primary teachers of centres developed.</b></p> <ul style="list-style-type: none"> <li>• So far 7140 ECE workers trained in the districts. This includes 6536 AWW and 604 private ECE workers.</li> <li>• An orientation programme for the teacher trainers of pre-primary teacher training institutes in the private sector organised for 2 days.</li> <li>• Orientation to parents of pre-primary children at school level conducted in Wayanad district</li> <li>• District level convergence programme conducted for district level officers of ICDS and pre-primary.</li> </ul>	<ul style="list-style-type: none"> <li>• A training module for workers of SSK, Jhoolaghari and Anganwadi centres has been developed. Preparations have also been made to impart this training through tele-conferencing.</li> </ul>	<ul style="list-style-type: none"> <li>• planning, pedagogy, child psychology and education.</li> </ul>	

ECE INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
Material	<ul style="list-style-type: none"> <li>Supervision and monitoring mechanism revised through a three day workshop.</li> <li>Handbook on ECE modified at State level workshop in September 2000</li> <li><b>Booklet on evaluation system developed.</b></li> <li><b>Community support for play way materials</b></li> </ul>	<ul style="list-style-type: none"> <li>Play way material/ teaching aids, teaching kits provided to 3701 Anganwadi Centres</li> <li>Tat patis provided to 3867 AWCs.</li> <li>TLM developed through workshops with AWW</li> </ul>	<ul style="list-style-type: none"> <li>One time grant provided for purchase of ECE materials</li> </ul>	<ul style="list-style-type: none"> <li>TLM developed for pre-school centres</li> <li>A monitoring tool, for periodic assessment of the pre-school component of AWC developed.</li> <li><b>A pre school kit containing 15 items is provided to the AW and Pre-school centres developed by SCERT.</b></li> <li><b>A handbook for the ECCE workers developed, with emphasis on what active learning should be in the early years and a learner centered approach.</b></li> <li><b>Nutritious food is supplied by local bodies and voluntary organisations in all project districts ensuring community participation in ECCE.</b></li> </ul>	<ul style="list-style-type: none"> <li>Books and educational material provided to SSKs</li> </ul>	<ul style="list-style-type: none"> <li>Toys are provided to AW Centres.</li> <li>MTAs in some places providing nutritional inputs to children at ECE centres</li> <li>Handbook for Balwadi Tai prepared</li> </ul>	<ul style="list-style-type: none"> <li>Folders, posters printed and stickers on ECE prepared for encouraging the enrolment of girls children.</li> <li>Audio and Video cassettes on ECE were bought &amp; supplied to the District Programme Co-ordinators. Propose to supply the same to the BRCs and ECE centres</li> </ul>

ECE INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
Costs		<ul style="list-style-type: none"> <li>Rs 200/- being paid to AW Workers for extending the timings of Anganwadi Centres</li> </ul>	<ul style="list-style-type: none"> <li>Provision of monthly honorarium to AWW (Rs.300/-) &amp; Helper (Rs.250/-) for 10 months for extending the timing of AW Centres to match school timings</li> <li>Rs 2000.00 provided for material purchase (one time)</li> </ul>	<ul style="list-style-type: none"> <li><b>Each kit costs Rs.985.00</b></li> </ul>		<ul style="list-style-type: none"> <li>Balwadi Tais paid Rs 350/- per month.</li> <li>Rs 500/- provided for toys and other contingent expenditure.</li> <li>DPEP starts ECE centres to meet the gap in need after ICDS and Zila Panchyat divides their share. These are then taken over by either the ICDS or Zila Panchayat</li> </ul>	<ul style="list-style-type: none"> <li>DPEP to provide 1 set of toys to all centres in DPEP II worth Rs.2000.00</li> </ul>
Monitoring Supervision Research		<ul style="list-style-type: none"> <li>Workshop for sharing of evaluation report &amp; development of new evaluation programme to assess learners achievement.</li> </ul>		<ul style="list-style-type: none"> <li><b>A study on the role of Anganwadi workers of Kerala being conducted by an external agency. The study aims to find out ways and means of transforming AW centres into better ECCE centre.</b></li> <li><b>DPEP Officials, Trainers and ICDS supervisors, Programme Officers regularly monitor the work of Anganwadi</b></li> </ul>			

ECE INTERVENTIONS	ASSAM	HARYANA	KARNATAKA	KERALA	MADHYA PRADESH	MAHARASHTRA	TAMIL NADU
Monitoring Supervision Research				<p>workers/Pre-primary and Balawadi Teachers. VEC Chairperson and members also monitor the functioning ECCE in DPEP districts.</p> <ul style="list-style-type: none"> <li>• Region – wise review of programmes undertaken with the participation of functionaries from ICDS, DPEP and the Private Sector.</li> </ul>			

**DPEP II & III STATES**

ECE INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
ECE Approach	<ul style="list-style-type: none"> <li>• Timings of ECE Centres synchronised with FPS timings</li> <li>• 2180 ECE centres established by DPEP</li> <li>• Opening new centres <ul style="list-style-type: none"> <li>- In non-ICDS habitation 100 ECE centres opened during 2000-01 in each DPEP II district (1400 ECE Centres in all)</li> </ul> </li> <li>• Strengthening ECE Component in ICDS centres <ul style="list-style-type: none"> <li>- 8042 Anganwadi Centres covered under convergence since July 2000. Timings of these centres match that of the FPS.</li> </ul> </li> <li>• State, District, Mandal &amp; habitation level meetings held to create understanding of G.O. MS.No.49 &amp; discuss implementation strategies.</li> <li>• DGCDOs with support of MRP's collecting information on girls' population (age wise)</li> </ul>	<ul style="list-style-type: none"> <li>• 661 ECE centres set up in all 11 districts.</li> <li>• Convergence in 3849 Anganwadi Centres</li> </ul>	<ul style="list-style-type: none"> <li>• 20 ECE cum AS centres set up in Banaskantha (5) and Panchmahal (15) districts.</li> <li>• <b>660 children enrolled in ECE section and 220 girls enrolled in AS section.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Proposed to set up 308 ECE centres. The EC has cleared establishment of 175 centres. Micro-planning for 158 centres completed. 158 ECCE centres notified by State Government under notification No. EDN-C-A(1)2/2000 (DPEP) dated 8<sup>th</sup> March, 2000</li> <li>• Convergence meeting with Secretary &amp; Director Social and Women Welfare on 21.12.99. It was decided that : <ol style="list-style-type: none"> <li>1. ECCE centres in DPEP districts will be auxiliary centres of existing ICDS centres to increase coverage of beneficiary children.</li> <li>2. While mapping for ECCE centres, microplanning data of Welfare Department to be consulted.</li> <li>3. ICDS will provide nutrition and immunization in these centres and preference will be given to absorb</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• 10 ECE centres opened in the premise of primary schools in unserved habitations in Dhenkanal district on an experimental basis.</li> <li>• Strengthening of AW Centres through training of AAW Worker and supply of pre school kits.</li> </ul>	<ul style="list-style-type: none"> <li>• Convergence plan has been developed for strengthening the pre-schooling component of ICDS. It is proposed to provide support by way of academic inputs</li> </ul>	<ul style="list-style-type: none"> <li>• 2312 AW centres covered under convergence, known as the Shishu Shiksha Scheme in DPEP II</li> <li>• 1886 AW Centres identified for DPEP III.</li> </ul>

ECE INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
ECE Approach	<ul style="list-style-type: none"> <li>- enrollment particulars of ECE centres</li> <li>- habitations in need of ECE centres</li> </ul>			<p>them during expansion of ICDS in DPEP districts.</p> <p>4. A proposal will be laid before the EC to enhance the honorarium to ECCE workers from GOI pattern to HP norms</p> <p>5. The possibility of developing model ECCE/ICDS centres to be explored in locations with surplus accommodation in primary schools</p>			
Training and Mobilisation	<ul style="list-style-type: none"> <li>• 10 days training to SRG. Given 12 days field experience in ICDS and ECCE centres. ECCE programme finalised on the last two days of the training.</li> <li>• A 6 day district training conducted for MGCDOs in 8 districts in Feb'99.</li> <li>• A 3 days joint training to all Class I teachers and ECE instructors</li> <li>• A 5 day training to all the ECE Instructors</li> <li>• A three day orientation on girls' education to Mothers' Association.</li> <li>• State-level refresher training and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Campaign for opening of ECE centres &amp; formation of Mata Samiti</li> <li>▪ Orientation of Mata Samiti</li> <li>▪ Monthly meeting of Mata Samiti/ community.</li> <li>▪ Induction &amp; recurrent training of ECE &amp; Anganwadi workers.</li> <li>▪ Training of ICDS Supervisors, AWTC Instructors.</li> <li>▪ Training module developed for ECE/AW workers/ AWTC/ICDS/ECE personnel</li> <li>▪ Bal Mela, Kit exhibition, Sports and</li> </ul>	<ul style="list-style-type: none"> <li>• ECE Training module developed in collaboration with Early Child Development Learning Resource Centres, MS University Baroda</li> <li>• Training of 6000 ECE Worker in AW Centres, Balwadi Centres, privately run centres and Municipality run centres completed</li> <li>• Training of ECE and AS teachers for these centres completed. ECE kit and Rs.1000.00 per centres provided for educational toys, charts, picture story</li> </ul>	<ul style="list-style-type: none"> <li>• 7 days training modules for ECE/AW Workers and Helpers.</li> <li>• <b>Training is being imparted in ECE through Gyan Kalash, a programme through All India Radio, Shimla.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Training module for ECE workers developed</li> <li>• More than 1400 AW Workers trained on pre-school education.</li> <li>• <b>Training of AW workshops being conducted in a phased manner in the districts.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Training module prepared by Birbhum district based on which 430 AW workers from 4 blocks have been trained.</li> <li>• Training module on pre-schooling developed in Cooch Behar.</li> <li>• Training of all 1879 Anganwadi Workers completed in Cooch Behar.</li> <li>• <b>A module for sensitising AW workers is under preparation. A state level workshop has been organised for</b></li> </ul>	<ul style="list-style-type: none"> <li>• Convergence model with ICDS.</li> <li>• 2312 AW workers have been trained as also ICDS Supervisors, CDPOs, BRCCs and NPRCCs.</li> <li>• <b>99 Master trainers for DPEP III trained on 10 days package.</b></li> <li>• <b>1493 Anganwadi workers trained in DPEP HI</b></li> </ul>

ECE INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
Training and Mobilisation	<p>introduction of new hand book on ECE for SRG in Sept.' 2000</p> <ul style="list-style-type: none"> <li>• 2 days orientation on school readiness to MGCDOs and ECE instructors.</li> <li>• ECE instructor training package, with manual, activity bank and calendar.</li> <li>• A three day state level induction training conducted for SRG and at district level for DRG.</li> <li>• A handbook for ECE/AW workers - "Chinnarula Vikasa Kendram" published &amp; supplied to all ECE/AW Centres</li> <li>• <b>3 day joint training to ECE Instructors and HMs of Primary Schools (newly opened ECE centres) during Dec., 2000 – Jan, 2001</b></li> <li>• <b>3 day Refresher training to old ECE Instructors held in January, 2001</b></li> </ul>	<p>Rhyme competition for ECE children</p> <ul style="list-style-type: none"> <li>• Community/Mata Samiti provides waste materials for preparation of playing kit.</li> </ul>	<p>books etc. Material provided to AS centres as per norms.</p> <ul style="list-style-type: none"> <li>• <b>Regular academic support to 5760 ECCE centres provided through the newsletter Balmandir</b></li> </ul>			<p><b>the purpose.</b></p> <ul style="list-style-type: none"> <li>• One day sensitisation for Resource Teachers from each CLRC on pre-schooling organised with ICDS in Birbhum.</li> <li>• Cooch Bear: <ul style="list-style-type: none"> <li>- MTAs formed for pre school activities</li> <li>- Training module developed</li> <li>- Reading material for AWW mela</li> <li>- Anganwadi mela held in all 128 GPs of the districts</li> </ul> </li> </ul>	

ECE INTERVENTIONS	ANDHRA PRADESH	BIHAR	GUJARAT	HIMACHAL PRADESH	ORISSA	WEST BENGAL	UTTAR PRADESH
Material	<ul style="list-style-type: none"> <li>▪ A module on "story telling using masks" is proposed to be developed</li> <li>▪ A handbook for ECE/Anganwadi Instructors titled "Chinnarula Vikasa Kendram" was published and supplied all ECE/Anganwadi Centres</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supply of Playing kit to AW centres (Non-World Bank) and ECE centres.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Monthly ECE Newsletter Balamandir being published. The anniversary issue has brought out a Bal - geet special.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 7 Days Training modules for ECCF workers and helpers developed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pre school kit developed</li> <li>▪ Users manual developed for transaction of pre school education kit</li> <li>▪ Pre school education kit being supplied to 752 AW centres along with manual – 94 per district.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Training module on pre-schooling Kilkari along with a calendar developed</li> </ul>	<ul style="list-style-type: none"> <li>▪ A theme based activity book, Kilkari along with a calendar developed</li> <li>▪ Evaluation card for every child</li> <li>▪ Time table for ECE centres</li> <li>▪ One time grant provided for education toys and other TLM per centre.</li> </ul>
Costs	<ul style="list-style-type: none"> <li>▪ Honorarium : ECE Worker - Rs.400/- ECE Aya - Rs.200.00</li> <li>• Annual grant of Rs. 1000/- provided for material purchase.</li> <li>• Rs.3500/- provided for purchase of immovable assets as one time grant</li> </ul>	<ul style="list-style-type: none"> <li>▪ Rs.8100.00 given to each Mata Samiti for purchasing necessary equipment for the centres.</li> <li>▪ Instructors (Didi) are paid a monthly honorarium of Rs.500.00.</li> </ul>	<ul style="list-style-type: none"> <li>• One kit per AW Centres provided at a cost of Rs 310.00</li> </ul>		<ul style="list-style-type: none"> <li>• Cost of each pre school education kit is Rs.1600.00. The kit is accompanied by a users manual</li> <li>• Honorarium for new centre Worker : Rs.500.00 Helper : Rs.200.00</li> </ul>	<ul style="list-style-type: none"> <li>• TLM grant of Rs.1000/- to all Anganwadi Centres in Cooch Behar released</li> </ul>	<ul style="list-style-type: none"> <li>• One time grant of Rs.5000.00 provided</li> <li>• Annual contingency of Rs.1500.00</li> <li>• Rs.250.00 prorata honorarium paid to Anganwadi Worker and Rs. 125.00 to Helpers</li> </ul>
Monitoring, Supervision, Research	<ul style="list-style-type: none"> <li>• Visits by MRP &amp; GCDOs are the channels of feedback</li> <li>• Formats used for monitoring ECE. Visits by MRP &amp; GCDOs are channels of feedback</li> </ul>	<ul style="list-style-type: none"> <li>▪ The trainers team of ECE, trained on monitoring ECE centres, work as ASRG and are given Rs. 600.00 per month for 5 to 10 centres.</li> <li>▪ Monthly meeting of Mata Samiti</li> <li>▪ Reflection meetings of ECE Didis</li> <li>▪ Reflection meetings of ECE coordinators</li> <li>▪ Reflection meetings of SRG</li> <li>▪ Reflection training of ECE trainers.</li> </ul>		<ul style="list-style-type: none"> <li>• Services of ICDS Supervisors will also be utilised for the ECCE centres established under DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>• Supervision formats made available to districts for monitoring and supervision of ECE.</li> </ul>		<ul style="list-style-type: none"> <li>• Monitoring formats have been developed and are being used.</li> <li>• Proposal to engage services of specialised agencies for regular monitoring and supervision</li> </ul>

## DPEP IV and New States

ECE INTERVENTIONS	CHHATISGARH	JHARKHAND	RAJASTHAN	UTTARANCHAL
<b>ECE Approach</b>	<ul style="list-style-type: none"> <li>Own Centres (SSK) and convergence with ICDS</li> <li>1,25,103 girls benefited by SSKs and Anganwadi workers.</li> </ul>	<ul style="list-style-type: none"> <li>476 ECE centres set up</li> <li>Convergence with ICDS</li> </ul>	<ul style="list-style-type: none"> <li>Start new ECE centres</li> <li>Strengthen the ECE component of existing AW Centres through training and provision of pre school kits</li> </ul>	
<b>Training and Mobilisation</b>	<ul style="list-style-type: none"> <li>Training of SSK Teacher and Sahayika</li> <li>7 days refresher training to teachers and 3 days refresher training to Head Teachers of schools to which SSKs are attached</li> </ul>	<ul style="list-style-type: none"> <li>15 days induction training for ECE and AW worker</li> <li>Orientation training of Academic Support Resource Group</li> <li>4 days Helpers' training</li> <li>3 days recurrent training to AWW and ECE worker</li> <li>One day orientation to Mata Samiti members</li> </ul>	<ul style="list-style-type: none"> <li>Awareness material for ECE has been developed.</li> <li>Training module for ECE/AW worker has been developed</li> <li>35 persons trained as Resource Persons who include CDPOs, Supervisors and one person from the DPO</li> <li>These Resource Persons have been training AW Workers at the block level since November 2000.</li> </ul>	
<b>Material</b>		<ul style="list-style-type: none"> <li>Distribution of Health Kits to ECE centres</li> </ul>	<ul style="list-style-type: none"> <li>Development of ECCE kit is in progress.</li> </ul>	
<b>Costs</b>				
<b>Monitoring, Supervision, Research</b>		<ul style="list-style-type: none"> <li>Monthly meeting of ASRG.</li> </ul>		

## **Integrated Education for the Disabled**

### **Introduction**

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

Different surveys on disabled children in the country give different estimates. The study of the National Sample Survey Organization in 1991 estimated the blind population at 4 million. The same study also estimated that 3% children in India have delayed milestones, due to which they are likely to suffer from mental retardation. On the other hand, the study of Dr. Madan Mohan , now accepted by the Ministry of Health estimates the number of blind persons at 12 million. A study in 6 districts in Kerala conducted by the Government of Kerala (1997) says that the 10% of the school going children have learning disabilities. A similar study conducted in Bangalore puts the estimate at 6%. A study conducted by Indian Council of Medical Research (1983), estimated that 6.8% of population in the urban areas and 10.8% of population in the rural areas have significant hearing loss.

India has 300 million children between 0-14 years of age. If we go by the UN estimate, that about 10% of the child population has some impairment, we have to consider 30 million children with special needs.

### **Rationale of IED under DPEP**

DPEP is a centrally sponsored scheme that aims at Universalization of Primary Education (UPE) and one of its component is Integrated Education of the Disabled. UPE cannot be achieved until and unless 10% of children with special needs are integrated in the education system.

### **IED guidelines under DPEP**

“To provide for the Integrated Education of the Disabled Children, DPEP will fund interventions for the Integrated Education of primary school going children with integrable and mild or moderate disabilities. Towards this end DPEP will support:

#### **1. Community Mobilization and Early Detection**

- (i) Interventions for the community mobilisation and parent contact to identify type, degree and extent of disabilities amongst the primary level age group.
- (ii) Early detection of disabilities amongst pre-scholars and provision for necessary skill building for the parents and the children of ECCE and school readiness programmes started under DPEP.

#### **2. In-Service Teacher Training**

- (iii) Development of skills and competencies for early detection of disabilities, functional assessment, use of aids and appliances, implementation of

individualized education plans and monitoring of progress in all primary school teachers through in-service teacher training programmes.

### 3. **Resource Support**

- (iv) Garnering resource support for integrated education at block/district level through arrangements with NGOs and other organisations having expertise in this field.
- (v) Strengthening of DIETs in the field of Integrated Education to facilitate development of suitable in-service training modules, providing training to master trainers and continuous resource support to BRCs and CRCs for integrated education.
- (vi) A Programme Officer for Integrated Education at the DPEP district project office.
- (vii) The setting up of an advisory State Resource Group for integrated education in DPEP with at least three experts in this field.
- (viii) An apex level resource group at the national level to provide guidance, technical and academic support to Integrated Education under DPEP.

### 4. **Educational Aids and Appliances**

- (ix) Provision of essential rehabilitation and educational aids and appliances to primary school children, as per an approved list. Such items may be purchased through DPEP funds subject to first assessing available aids and appliances under existing schemes.

### 5. **Architectural Designs**

- (x) Development of innovative designs for primary schools and removal of architectural barriers in schools to provide an enabling environment for children with disabilities".

## **National level interventions**

- A number of national level workshops conducted to discuss major issues on IED like supply of aids and appliances, education of children with special needs, curriculum transaction, resource support, IED in MIS and pre- integration skills
- School Readiness manual prepared by National Institute of the Mentally Handicapped
- A study conducted on Integrated Studies for Moderately Hearing Impaired Children
- A study conducted on the status of Integrated Education in 78 schools of 8 districts in Tamil-Nadu
- A booklet on pre-integration training prepared by the IED unit
- A handbook on learning disabilities prepared by the IED unit
- A handbook for resource teachers prepared by the IED unit
- A study entitled "A Study on Awareness and Attitude towards Learning Disability among Primary School Teachers" conducted by Samveda- Karnataka for DPEP. The objectives of the study were to study awareness and attitude towards children with learning disability among primary school teachers of Karnataka and Kerala; to study the impact of awareness training programme on teachers awareness and attitude towards learning disabilities and; to study the effectiveness of supplying reading material about learning disability on teachers awareness and attitude towards learning disability. Three districts each were chosen from these two states. The experimental design was used. The study was tried out on an experimental and a control group. The general finding was that the group that underwent

training on learning disabilities showed 100 times more awareness followed by the group that was given the reading material. The control group that was neither given training or the reading material did not show any change in the awareness towards learning disabilities as shown by the study.

- Technical support provided to different states. A detailed discussion was held with the state representatives regarding the infrastructure requirements, early identification of the children with special needs, conduction of medical detection camps, provision of aids and appliances, resource support, preparation of training modules, in-service teacher training, and classroom management of children with disabilities.
- A national level IED workshop was held in Hyderabad from 2<sup>nd</sup> – 4<sup>th</sup> August 2000. The three main issues that emerged in this workshop were provision of resource support to children with special needs, supply of aids and appliances to disabled children and to gear efforts towards the expansion of IED programme, particularly in DPEP – I states.
- An agreement with RCI and DPEP has been reached regarding the provision of resource support to children with special needs. RCI has developed a 45-day foundation course to train general teachers on IED. This foundation course will be a multi-category course. RCI has already furnished a copy of all the manuals in the area of visual impairment, hearing impairment, locomotor impairment, mental retardation and learning disability. Financial and academic norms have also been outlined by RCI. The teachers under-going this foundation course will be given provisional registration by RCI, however, they will need to register themselves for a regular diploma or degree in special education through conventional and distance mode. This needs to be completed in 5 years. Only then final registration be granted. A monitoring committee will be set up by Department of Education, MHRD and RCI to selectively monitor the conduct of foundation course in order to ensure maintenance of standards and quality.
- Similarly, the issue of providing essential educational and rehabilitation aids and appliances to the identified disabled children has been taken up with the Artificial Limbs Manufacturing Corporation of India (ALIMCO), a Govt. of India undertaking. They have agreed to help DPEP in providing aids and appliances to all disabled children. The following agreement has been reached:
  - ALIMCO will conduct assessment camps, wherein technical guidance will be provided for identification, measurement of calipers, prosthesis and other items
  - Aids will be then supplied by ALIMCO, where 60% of the cost of appliances will be borne by ALIMCO and 40% by DPEP society
  - If DPEP societies directly apply under ADIP scheme of the Ministry of Social Justice and Empowerment, then ALIMCO will help DPEP societies in utilising the funds.
- It was also decided that the DPEP societies could apply directly under IEDC scheme of the Department of Secondary Education and Higher Education, MHRD, Govt. of India. This scheme offers many incentives, which are not available under DPEP.
- It was also decided that the DPEP societies could apply directly under ADIP scheme of Social Justice and Empowerment. ALIMCO and other NGOs will help in conducting camps, taking measurements, fabricating appliances and maintenance and servicing of the devices.
- A general need was also felt to upscale the IED programme and all the states agreed to initiate the necessary measures to achieve this objective.
- **A national level workshop held in Pune in March 2001 to highlight specific strategy used by every state for the implementation of IED. The progress of states regarding the two major agreements of RCI and ALIMCO and convergence with the IEDC and ADIP schemes were discussed.**

## **Steps taken up by the states**

- Infrastructure (consultants, SRG, DRG, IED coordinators at the SPO, DPO) for IED is in place in all the states.
- Surveys have been conducted in all the states.
- Convergence to provide aids and appliances to disabled children is in process.
- Resource support being provided to disabled children either through resource teachers or through NGOs.
- Training module being developed by all the states.
- Teachers have been oriented in nearly all the states. **The total number of general teachers given 3-5 day orientation on IED is 167206**
- **Most of the states are planning to conduct the 45-day RCI foundation course soon for capacity building of general teachers on IED. States like Orissa, H.P., Karnataka and U.P have already conducted this training.**
- **Most states have decided to provide aids and appliances to the disabled children through ALIMCO. A few states like Haryana, West Bengal and Orissa have already provided the necessary equipment with the assistance of ALIMCO.**
- **States have started to send their proposals to the IEDC scheme under the MHRD to provide incentives to the disabled children already available under the scheme. States like Orissa, Tamil- Nadu, Himachal- Pradesh and West- Bengal have already established this convergence. Assam and A.P. have sent their proposals to the IEDC for grants**
- **DPEP states are also planning to apply directly under the ADIP scheme of the Ministry of Social Justice and Empowerment for assistance in providing aids and appliances to the disabled children.**
- Awareness programme have been conducted in all the states, with focus on community mobilization and parental counseling

## **DPEP approach and coverage**

IED was initially introduced in the states in a small way by taking one block/cluster as a pilot project in each DPEP district. After the implementation of IED programme in this block, it was planned that the IED programme would be expanded to cover all the blocks in the district in a phased manner by the end of the project period. The states of Maharashtra, Gujarat, Haryana, Himachal Pradesh, Kerala, Madhya-Pradesh and Orissa have upscaled the IED programme to all the blocks. Other states are also gradually strengthening their expansion efforts in IED to cover more blocks and districts.

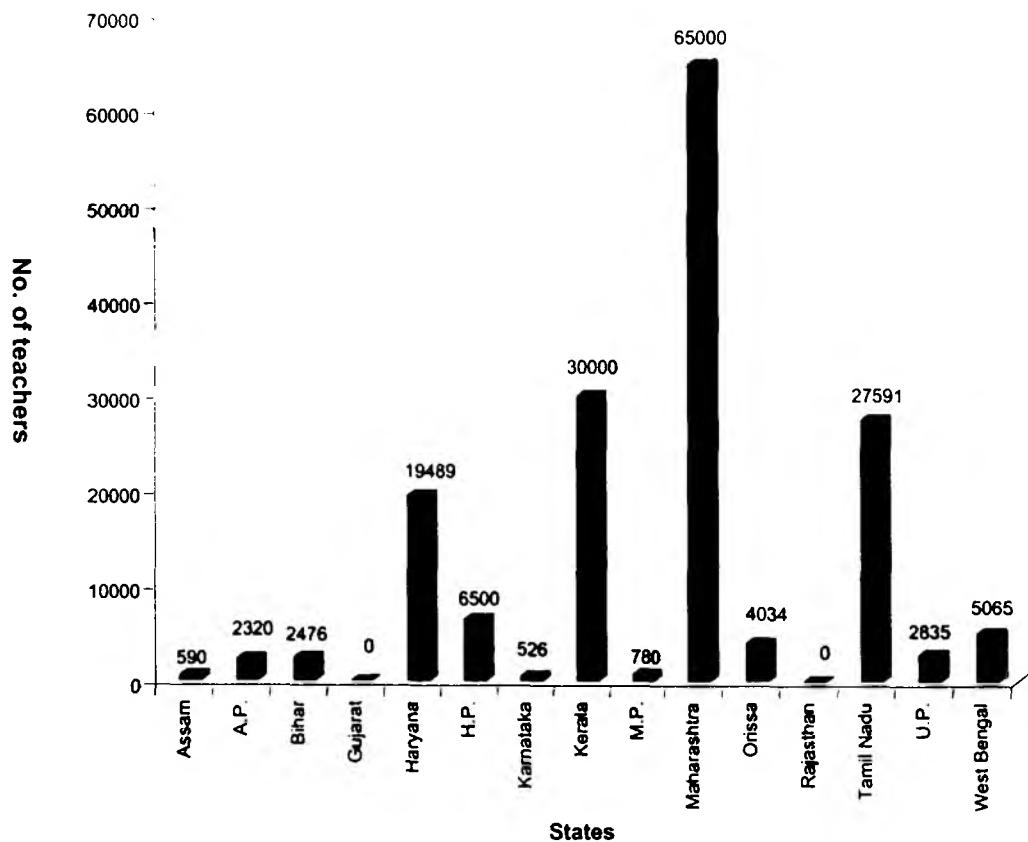
**Table no. I shows the initial catchment area, expansion plans and approach adopted in IED by the various states. Table II shows the approach adopted by each state for IED.**

**Table I: DPEP coverage and approach adopted by the states for IED**

State	Initial catchment area	Expansion plans	Approach
1. Assam	1 cluster in 3 districts of Sonitpur, Darrang and Goalpara. Then 5 clusters in 2 blocks in each of the 3 districts were chosen. Now the IED programme is being implemented in <b>27 blocks of 9 districts.</b>	<b>Expansion to more blocks in more districts</b>	Training of the key resource persons and convergence with the different departments /NGOs/ agencies/ RCI. Convergence with the IEDC scheme
2. Andhra Pradesh	1 mandal in each of the 3 districts of Warrangal, Karimnagar and Kurnool. 1 more mandal in these 3 districts chosen. At present IED is being implemented in 56 mandals out of the total of 1050 mandals in the state.	10 mandals in each district i.e. 190 mandals in all.	Resource support with the help of a team at the district and mandal level to reach out to children with special needs. The state also plans to conduct the RCI training. <b>Convergence with the IEDC scheme</b>
3. Bihar	1 cluster in each of the 17 districts	<b>4 blocks in each of the 17 districts</b>	Linkages with different departments and resource support to disabled children being provided by training the CRCCs and RCI.
4. Gujarat	1 block in each of the 3 districts of Dang, Panchmahal and Banaskantha. Then 5 more blocks chosen in each of these 3 districts,	Now the state has expanded the IED programme to all the blocks in these 3 districts.	Linkages with different departments and resource support to disabled children by recruitment of three resource teachers at the block level. Now the state can consider conducting 45-day foundation course developed by RCI.
5. Haryana	Initially 2 blocks were chosen in the 3 districts of Gurgaon, Mahindergarh and Hissar. Then the programme was expanded to 15 blocks in 7 districts. <b>The programme is now being implemented in 17 blocks out of a total of 55 in 7 districts.</b>	<b>The state has expanded in IED to all the 55 blocks.</b>	Convergence with different NGOs. Resource support to the children with special needs was initially thought of being provided by resource teachers who are in the process of being appointed. But now the state will launch the RCI foundation course soon.
6. Himachal Pradesh	<b>Initially 1 block in each of the four districts.</b>	33 educational blocks in the 4 districts of Kullu, Sirmour, Chamba and Lahual-Spiti	Convergence with the IEDC schemes and other departments. Resource support to children being provided by conducting the foundation course through RCI and national institutes. <b>Convergence with the IEDC scheme</b>
7. Karnataka	1 block in Bangalore Rural district. <b>IED has been initiated in 1 block each of the 16 districts</b>	Plans to take up 40 more blocks in the year 2001-2002.	Convergence with NGOs, which is also imparting training and resource support to disabled children. RCI foundation course also launched in the state
8. Kerala	1 block in Mallapuram district. Now the programme has been launched in 30 more blocks. 25 blocks in DPEP- I	<b>The state has upscaled IED programme to all the 55 blocks.</b>	Convergence with different agencies and training of key resource persons to impart support to disabled children. RCI developed foundation course will also be

<b>State</b>	<b>Initial catchment area</b>	<b>Expansion plans</b>	<b>Approach</b>
	districts and 1 block each in each of the 5 DPEP-II districts		conducted.
9. Madhya Pradesh	1 block each in each of the 10 districts, out of the total of 79 blocks in these districts	Now the IED programme has been expanded to 313 blocks of 33 districts of the state	Convergence with NGOs and the RCI training
10. Maharashtra	1 cluster in each of the 9 DPEP districts were chosen.	The programme has been expanded to all the blocks in all the districts.	Convergence with various departments/agencies. Resource teachers being appointed to provide support. RCI developed foundation course will also be conducted.
11. Orissa	1 block in each of the 8 districts.	Under the Operation Empowerment scheme, all the blocks have been taken up for IED	Convergence with the social welfare departments and the other agencies, besides the recruitment of resource teachers at block level. Convergence with the IEDC scheme. RCI training course also conducted
12. Rajasthan	1 block in each district identified for IED programme	-	Convergence with the IEDC scheme and Lok Jumbish.
13. Tamil Nadu	1 block in each of the 7 districts.	3 more blocks in each of the 7 districts	Entire implementation of the IED programme to the NGOs appointed for the chosen block in the district.
14. Uttar Pradesh	2 blocks in each of the 5 districts of Hardoi, Basti, Siddharth Nagar, Bareilly and Sonbhadra, out of a total of 69 blocks in these districts.	In the second phase 2 more blocks in the remaining 22 DPEP-II and 38 DPEP-III districts have been selected	Convergence with the ICDS officials to integrate children the special needs in the age group 0-5 in the Anganwadi centres. Majority of the work in this area is being done by the chosen NGOs. RCI training course also conducted
15. West Bengal	1 block in each of the 5 districts of Birbhum, Bankura, Murshidabad, Cooch Behar and South 24 Parganas. Now the coverage of IED programme has been extended to 4 more blocks in these districts.	25 blocks are now being covered for IED, out of a total of 135 blocks in these districts.	District Level Resource Group being formed by convergence with NGOs who are providing resource support to children with special needs. Convergence with the IEDC scheme

### Teacher Training in IED - March 2001



## **State specific progress and issues:**

### **Assam**

- **About 9331 children have been identified through survey, out of which 3477 have been enrolled in schools.**
- **148 aids and appliances have been supplied to these children through convergence and DPEP funds**
- The state has conducted 5 training workshops for district level resource group
- **590 general teachers have been given orientation to IED**
- 3 Key resource persons have been trained in each of the three districts of Darrang, Sonitpur and Goalpara. Bridge courses will be conducted with the help of RCI soon
- For IED friendly support, 163 schools and all CRCCs buildings are being equipped with ramps and handrails. The BRCs and the CRCs of the selected blocks and clusters are planned to be equipped as resource centres.
- A very novel idea adopted by the state of Assam is that of opening readiness centers only for children with needs. Pre-integration training is imparted to these children with the help of key resource persons already trained at the state level. 9 readiness centers have been opened in the district of Darrang, 8 in Goalpara and 10 in Sonitpur. In all, 134 children have been enrolled in formal schools from these readiness centers (41 from Darrang, 43 from Goalpara and 50 from Sonitpur).

### **Issues**

- The state should chalk out a concrete strategy to upscale the IED programme to more districts
- The training of resource persons with the help of 45-day foundation course developed in collaboration with RCI should be taken up as soon as possible.
- **More aids and appliances should be provided to the identified disabled children.**

### **Andhra Pradesh**

- **About 2516 children have been identified through survey in 438 mandals. Data from other mandals is being compiled**
- **308 children have been supplied aids and appliances through DPEP and convergence. The number of appliances provided in convergence with the Janmabhoomi scheme of the Director of Welfare of Handicapped is under compilation.**
- Training programmes for 2 days have been organised for district resource group on various disabilities
- 3 resource teachers and one psychologist appointed in every mandal to provide resource support to the disabled children.
- **2320 general teachers sensitized on IED**
- **12 RCI recognised NGOs have agreed to upscale IED in 12 districts**
- **Tele-conferencing on IED organized in collaboration with IGNOU**

### **Issues**

- The state is very weak in the implementation of IED

- No clear cut strategy on IED, inspite of enough infrastructure
- Data compilation not being done on a regular basis from all the mandals
- Monitoring in IED is weak.
- Upscaling efforts should be strengthened.
- The plan of action for the year 2000-2001 which was shared by the state in the last national workshop has not been implemented

### **Bihar**

- **2476 CRCC's trained through a 5-day training module**
- **4271 children with special needs identified in the catchment area. Out of which 3384 are in schools**
- 3 days training module for CRCC has been developed and trialled. 3 resource persons identified and trained in each project district. 204 CRCCs have been provided 3 days training
- **3 teachers have been identified from each project district to be trained by RCI approved agencies for 45 days on multiple disabilities.**
- **83,000 general teachers have been given 1-day orientation to IED. This training is a part of the 4-day Ujala-II module developed by the state.**
- **Only 180 aids and appliances provided, out of 1517 actually required.**

### **Issues**

- No concrete strategy for IED has been evolved
- The state should devise a strategy to provide aids and appliances to the disabled children
- Training of resource teachers needs to be undertaken as early as possible
- Expansion is an urgent necessity.

### **Gujarat**

- 19143 children identified in the pilot block, out of which around 17031 enrolled
- General teacher training will be started soon.
- 11 resource teachers appointed in Panchmahal, 4 in Banaskantha and none in Dangs. **Posts of resource teachers for all the blocks in Banaskantha and Panchmahal have been sanctioned.**
- The state has done some commendable work in the area of community awareness. For this purpose, charts, brochures and modules have been developed and in the process of being printed. In the district of Banaskantha, out of 1315 number of villages, 776 VECs have been formed. 684 of these have parent of a disabled child as a member. 964 parent councils have been formed. All the members of these parent councils have been sensitised to IED. Similarly, in Panchmahal district, out of 1947 villages, 1798 VECs have been formed. 1518 VECs have parent of a disabled child as a member. All the 655 parent groups in the district have been oriented to IED. In the district of Dangs, 309 VECs have their representative as parent of a disabled child, out of the total of 311 villages and VECs. 21 parental groups have been sensitized to IED.

## **Issues**

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

## **Haryana**

- **Around 13923 children identified, out of which 13053 enrolled**
- 557 CRCC's given a 5 day orientation
- 19489 general teachers given a two day orientation on IED
- 18 resource teachers appointed, but only 3 are functional.
- **4723 aids and appliances provided with the help of local Red Cross, NGOs and ALIMCO**
- Two novel activities initiated by the state of Haryana were a tournament for disabled children and a personality development camp. The state organised a tournament for disabled children in which the disabled children along with other peers took part in sports and other cultural activities. The state has planned to organise personality development camps at block level in next summer vacations. In these camps all the disabled children of the concerned block shall participate along with normal children from each school. This will be residential camps in which the children will be trained in various activities like music, folk songs one act plays, yoga, folk art by the local artisans. This will help the children to work with normal children and this will help in the development of their hidden capabilities
- **Tele-conferencing on IED conducted**

## **Issues**

- The perspective plan developed by the state has not been fully implemented
- Aids and appliances should be provided to more disabled children
- Resource support is not adequate
- Monitoring is not adequate.

## **Himachal Pradesh**

- **2627 children identified in the 33 blocks of 4 districts of Kullu, Chamba, Nahan and Lahaul – Spiti. 2429 children enrolled in the schools.**
- The aids and appliances are being applied to the eligible children through the district authorities in convergence with the IEDC scheme of MHRD
- Bridge course conducted with the help of RCI. 26 teachers have been given training in the area of mental retardation and 21 teachers in the area of locomotor impairment
- Two days training module has been prepared for the orientation of general teachers in the state. During 1999-2000, the first round of orientation of general teachers in IED activities was done covering around **6500 primary school teachers in the district of Sirmour**,

**Chamba and Kullu.** It is in progress, in the district of Lahaul-Spiti. The main focus of training of general teachers was on identification, mainstreaming and understanding the needs of these children

- **The first batch of RCI in-service teacher training completed in February 2001. The second condensed course is in progress and by the end of April 2001 at least two-three resource teachers will be available in each educational block of Sirmour, Chamba, Kullu and Lahaul Spiti.**
- DPEP, Himachal Pradesh has also taken an initiative to replicate the DPEP experience in IED in non-DPEP districts. The educational functionaries in the non-DPEP districts were sensitized about the provisions of the Persons With Disabilities Act, 1995 and implementation of IEDC scheme of 1992. Identification of disabled children has also been started in the non-DPEP districts and the integrated children are being provided with assistance available under IEDC provisions. Planning and management, training of key personnel and ten days training of master trainers was conducted in Bilaspur district in December, 1999 and June, 2000, respectively with resource support from DPEP, Himachal Pradesh.

### **Issues**

- Since with the assistance of IEDC scheme, funds have been provided to children for the purchase of equipment, monitoring is essential to ensure that equipment is actually purchased and used.

### **Karnataka**

- **IED being initiated in 17 blocks, out of a total of 112 in 16 districts of the state.**
- **758 in the school children with special needs identified in the Magadi block of Bangalore Rural district. The class and gender wise EMIS data has also been collected from all the 11 districts. 29256 disabled children have already been found enrolled in schools**
- **Proposals have been prepared for the supply of aids and appliances from the Department of Disabled Welfare**
- **48 resource teachers have been trained for 2 months on the basis of a comprehensive training package developed by Seva-in-Action**
- **45 day RCI training has started. After this, 84 more teachers will be in position by April 2001.**
- **About 526 general teachers trained for 3 days**
- **Convergence with NGOs, local agencies, ALIMCO and national institutes for aids and appliances has been sought.**

### **Issues**

- The state should develop a concrete strategy on IED.
- Expansion to more blocks should be taken up on a priority basis.
- **Supply of aids and appliances should be considered a grave matter.**

University/RRTC, NIRTAR Cuttack. So far 4034 general teachers have also been oriented to IED issues for 5 days. The DIET faculty members, resource teachers and IED coordinators have been imparting training in a phased manner to the regular school teachers.

- The plan of action for the remaining year includes to complete formal assessment and distribution of aids and appliances to all identified disabled children in convergence with ALIMCO, NIRTAR, TCTD, DRC, IRC and other national institutions, exhibition of aids and appliances at district/sub-district levels, training on IED to 3 resource teachers in each block of each district, organisation of theme based camps at least once a month for disabled children and parents particularly mothers to focus on their abilities and motivate them, development of learning corners/ readers corner for children in schools, printing of instructional materials for parents of disabled children, VEC members and the un-disabled children, strengthening special schools to serve as resource centres at district level, sensitization of disabled children for regular schooling, involvement of parents in classroom, conducting time to time bridge course for 11-14 years age group of disabled children.

### Issues

- Aids and appliances need to be given out to more disabled children.

### Rajasthan

- IED officer has been appointed at the state level
- State Resource Group formed
- One block in each district identified for the implementation of IED programme
- The EC has approved the appointment of 3 resource teachers in each block
- Through survey conducted by Shiksha Darpan, 85744 children with special needs have been identified

### Issue

- The state should start networking with NGOs and other institutions for the supply of aids and appliances, training, providing resource support, material development and other such purposes.
- A concrete strategy for IED should be chalked out

### Tamil Nadu

- 14549 children have been identified in the 7 districts. Out of these, 13552 children with special needs have been enrolled. 997 disabled children are out of school
- Only 998 children have been provided the necessary aids and appliances through convergence and DPEP funds, out of the total of 1819 required
- All the general teachers in all the districts have been given a two- day orientation. The teachers are also being given one day in-service training by the resource teachers once a month
- Resource support is being provided through agencies/ NGOs appointed in all the seven blocks for implementation of the IED programme. 63 posts of resource teachers have been sanctioned, out of which 55 are in place. The state has developed a comprehensive strategy to provide this support

- The state has also evolved a comprehensive strategy for community awareness. Awareness is created through cultural functions having disability as a main theme, meetings and disseminating leaflets, pamphlets and brochures on disability. The resource teachers make repeated home visits to make sure that the child is enrolled in the school. The disabled children are also encouraged to participate in the school programmes so that the parents and the public have greater expectations from them and their hidden talents are realized.
- Appropriate monitoring and supervision mechanism also developed by the state
- **A study on achievement levels of disabled children conducted.**

### **Issue**

- Aids and appliances should be supplied to more disabled children.

### **Uttar Pradesh**

- **Around 52173 children with special needs have been identified so far**
- **Till now 9724 children with special needs have been enrolled in regular schools .**
- **Although in first phase only 10 blocks of 5 districts have been covered by IED, but through training, emphasis for IED is laid on VEC, community and teachers. In DPEP II and III districts, 31798 children with special needs have been integrated in primary schools.**
- **145 master trainers trained**
- **2835 primary school teachers have completed their 5-day training in 10 blocks of five districts in first phase**
- **816 children with special needs have received aids and appliances so far. This has mainly been achieved through convergence. In convergence with NIOH, Calcutta it is expected that 321 more aids and appliances will be supplied.**
- **For technical support, NGOs are being selected as Block Resource Group**

### **Issues**

- More disabled children should be enrolled in schools.
- Very few aids and appliances have been provided to these children. Convergence should be intensified or if necessary direct approach should be made to Ministry of Social Justice and Empowerment, since DPEP societies are entitled to approach the ministry directly. **Assistance from ALIMCO should be sought to expedite this process.**

### **West Bengal**

- Both school and house to house surveys are being conducted to identify children with special needs. A total of 8545 children have been identified so far, out of which 4336 are in school and 4209 are out of school
- **A total of 537 aids and appliances have been distributed so far through convergence and assistance from ALIMCO.** Convergence with the IEDC scheme has also been established to provide all facilities to the disabled children enrolled in schools. Other facilities like books, uniforms, stationery, transport allowance, etc will also be provided to all in-school disabled children. Construction of a resource center at CLRC is also being thought of with the assistance of IEDC scheme.

- To begin with, key resource persons or master trainers were trained for 3-days by SRC members and state level resource organization experts
- 6-days intensive training was also undertaken for one teacher from each school in the intervening block. This was a 40-hours training, which included 10-hours in each area of special education. These teachers were trained directly by the state level organization. State level experts also developed module and materials.
- **5065 general teachers given a 2-day orientation on IED**
- The state has a detailed strategy for resource support, which includes support from state level resource organisation, district level resource organisation and circle level resource centre. The purpose and responsibilities of each of these organisations have been detailed out.
- The state has also taken up a number of initiatives for awareness building in the community, VECs, parents, local administrators, ICDS supervisors and shiksha sahayikas
- The state has also planned to undertake an impact study on the effectiveness of interventions used by the state in mainstreaming children with special needs in DPEP primary schools.
- The state has constituted a monitoring team at SPO and DPO. It has also developed a continuous evaluation and monitoring system on IED activities that are taking place in the state. Both quantitative and qualitative indicators have been evolved by the state for supervision.

### **Issues**

- More aids and appliances should be provided
- More disabled children should be enrolled.

### **Achievements**

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

## **Concerns/ Challenges**

- Adequate resource support is not available for disabled children. The general teacher in a multi-grade setting with no resource teacher and a five day orientation cannot be expected to provide quality education to children with special needs.
- Progress of the IED programme as far as expansion or upscaling goes has increased, but needs further thrust
- Number of disabled children actually placed in schools is less.
- No impact study has been done in those states where resource support has been provided to children with special needs. A study needs to be done to assess the effectiveness of the programme.
- No effective monitoring mechanism has been developed.
- The role of community in the implementation of IED programme needs to be strengthened.
- School and home visits for effective parental counseling should be made on a regular basis.

## **Action points for future**

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

## **Conclusion**

Considering that IED has been actually in operation for a little over two years, the development seems consistent with prevailing attitudes. However, progress in upscaling the IED programme has been slow. Vigorous steps are needed to upscale the programme and greatly extend coverage. No country can afford to overlook the latent potential of 10% of the child population that is expected to suffer from some impairments likely to lead to disability. This calls for consideration, adaptation of new techniques and technologies to educate students with disabilities. Intensification of research designed to develop new approaches should be of higher priority area.

## Integrated Education of the Disabled

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

DPEP - I STATES						
Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<ul style="list-style-type: none"> <li>SRG in place</li> <li>DRG in place</li> <li>IED consultant at SPO exists</li> <li>District coordinators for IED in place</li> <li>5 clusters chosen in 3 districts to launch the programme</li> <li>A state level orientation workshop for resource persons functionaries conducted</li> <li>Exposure visit of IED coordinator to Hyderabad arranged</li> <li>Survey of disabled children completed in the catchment area. 1085 children identified, out of which approximately 487 are enrolled in schools</li> <li>Formal assessment of the disabled children completed in the catchment area</li> </ul>	<ul style="list-style-type: none"> <li>SRG in place</li> <li>Has IED co-ordinator in all the districts</li> <li>Survey has been done all the districts. Around 5520 children with special needs identified.</li> <li>Formal assessment of identified children done</li> <li>Aids and appliances provided to 450 identified disabled children. About 22 visual aids, 60 hearing aids and 230 orthotic aids distributed</li> <li>Convergence is being sought with various NGOs/ existing schemes for the provision</li> </ul>	<ul style="list-style-type: none"> <li>DIET has started in-service teacher training</li> <li>1 block chosen in 1 district of the state for IED.</li> <li>Formation of block consultative committee and core group completed</li> <li>Detailed survey conducted in the chosen block. 777 children identified in school</li> <li>Training material prepared by Seva in Action, a NGO hired to assist the IED programme</li> <li>Prototype posters for Inclusive Education prepared</li> <li>Assessment kit</li> </ul>	<ul style="list-style-type: none"> <li>SRG in place</li> <li>IED Co-ordinator at SPO in place</li> <li>DRG in place</li> <li>District co-ordinators for IED in place</li> <li>1 block chosen in Malappuram district for IED</li> <li>Village volunteers trained to give assistance in conducting the survey</li> <li>Survey conducted in the chosen block. 1221 children identified</li> <li>Medical detection camp has been conducted in Edappal Block in Malappuram district. 427 children, who need aids and appliances identified</li> <li>Parent in VEC exists</li> </ul>	<ul style="list-style-type: none"> <li>The state has selected one block each in 19 districts</li> <li>SRG formed</li> <li>A cell for handicapped children has been established at all the BRCs. The main purpose aim behind establishment of this cell is to collect database of the handicapped children attending the school and monitor the progress of these children throughout their</li> </ul>	<ul style="list-style-type: none"> <li>An Integrated Education Cell for the Disabled exists in MSCERT</li> <li>State Resource Group formed.</li> <li>District Resource Group formed.</li> <li>A pilot study done in Osmanabad district for integration and identification of educational needs</li> <li>Guidelines on IED received from GOI and circulated to districts after translation</li> <li>1 cluster chosen in 9 districts for IED programme. IED programme is being upscale to one block in every district.</li> <li>Survey completed on all the 9 districts. Around 14749 children identified in all the districts. Out</li> </ul>	<ul style="list-style-type: none"> <li>Responsibilities of State Project Director, District Project Co-ordinator, DIET personnel and BRC/CRC personnel detailed out</li> <li>SRG in place</li> <li>District coordinators for IED in place</li> <li>An IED Coordinator at SPO in place</li> <li>1 block chosen in all the districts for IED</li> <li>Survey has been done to identify children with mild and moderate disability in school in all the districts</li> <li>children with disabilities who are enrolled in school, identified in all the districts. Out of this 1318 children identified in the chosen blocks already enrolled in</li> </ul>

DPEP - I STATES						
Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<ul style="list-style-type: none"> <li>Creation of disabled friendly schools being taken into account</li> <li>3-day orientation programme for key resource persons completed. These resource persons would assist teachers in handling children with special needs.</li> <li>Development of module for training of VEC members/CRCC, BRCC completed</li> <li>One day orientation on IED for all AS workers completed.</li> <li>Community awareness programmes conducted. VEC members have been oriented on various disabilities and need of special attention towards disabled children</li> <li>The inclusion of at least one parent of a child with disability</li> </ul>	<ul style="list-style-type: none"> <li>of aids and appliances</li> <li>Post of resource teachers approved. Interviews in progress</li> <li>General teacher training module prepared.</li> <li>Teacher training conducted.</li> <li>Two day orientation programme has been organised for VEC's and parents of disabled children at Gurgaon</li> <li>VEC has parent of a disabled child</li> <li>A national level TLM exhibition was conducted in Gurgaon in May 1999. A special stall for TLM for disabled children was displayed to acquaint the teachers for preparing TLM</li> </ul>	<ul style="list-style-type: none"> <li>for resource teachers prepared. Preparation of list of material for resource center at DIETs &amp; BRCs completed.</li> <li>Rendering textbooks to audio medium for visually handicapped children done</li> <li>Several rounds of intense interaction with BRC and CRC coordinators for identifying committed teachers to function as resource teachers.</li> <li>Informal interaction with teachers identified by BRC and CRC coordinators + administering of</li> </ul>	<ul style="list-style-type: none"> <li>Resource support from NGOs in IED activities is being solicited</li> <li>Expansion of IED interventions in other blocks has been finalised</li> <li>Materials for IED survey and interventions in the regional language medium have been completed</li> <li>Orientation for DPEP functionaries and officials has been conducted</li> <li>Posting of resource teachers under progress.</li> <li>State level workshop for developing strategies on quality improvement of disabled children completed in September, 99.</li> <li>Two day interaction camp of state core team for curriculum with the SRG conducted in</li> </ul>	<ul style="list-style-type: none"> <li>schooling tenure.</li> <li>Identification of the disabled children in the age group 5 to 14 years is completed</li> <li>The out of school children with special needs have also been identified so that they can be brought into regular schools</li> <li>Identification of the in the school going disabled children has also been done with the held of school teachers along with the VECs/Pancha</li> </ul>	<ul style="list-style-type: none"> <li>of these, 10068 children are enrolled in school and 4681 are out of school</li> <li>Formal assessment for disabled children in all district planned for November, 1999.</li> <li>Aids and appliances provided to disabled children in school in the Yevati cluster of the Osmanabad district</li> <li>Convergence is being sought for aids and appliances for other clusters with Ministry of Social Welfare</li> <li>Workshop conducted to plan strategy for IED</li> <li>Sensitization training of district officials undertaken in Feb. 98</li> <li>Planning assistance meeting with the SRG conducted in April, 99</li> <li>Post for resource teachers sanctioned.</li> <li>Process for appointing resource teachers and district coordinators in</li> </ul>	<ul style="list-style-type: none"> <li>Two week training programme for master trainer has been done</li> <li>Orientation programme for state and district officers completed</li> <li>Some medical assessment camps also conducted</li> <li>Supply of aids and appliances to the disabled children in progress</li> <li>Campaign and Metric Mela at block level has been done</li> <li>IED made an important part of the on-going community mobilization programmes, with extensive use of media</li> <li>Training module on IED prepared and distributed to all teachers. A 2 day orientation to all general teachers for all the districts</li> </ul>

DPEP - I STATES						
Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<p>in the VEC has been taken up with the govt. of Assam and instructions to that effect have been issued</p> <ul style="list-style-type: none"> <li>Folders on each area of disability to be included in DPEP prepared for general teachers.</li> <li>General information booklet on disability for general awareness prepared.</li> <li>Convergence to procure aids and appliances with available agencies has been done.</li> <li>Early detection centers ( 5 in each districts) opened for imparting pre-integration skills to identified disabled children.</li> <li>Home visits (190 in Darrang, 130 in Goalpara and 109 in Sonitpur) completed.</li> <li>School visits (42 in Darrang, 47 in</li> </ul>	<p>for disabled children.</p> <ul style="list-style-type: none"> <li>The state is also conducting different competitions for disabled children in Dance, Drama, Poetry, Hand Writing and games.</li> <li>To provide a barrier free environment to children with special needs, 243 ramps have been constructed. 45 resource centers have also been made.</li> <li>Action plan for identification, assessment and placement of disabled children in DPEP-I &amp; II districts prepared.</li> <li>506 more aids and appliances have been given to the disabled children, thus bringing the</li> </ul>	<p>a simple test to assess their aptitude/ interest for functioning as resource teachers on a voluntary basis without compromising regular teaching work in school</p> <ul style="list-style-type: none"> <li>2 month training on the basis of the training package prepared by Seva-in-Action underway</li> <li>The state is taking up a special programme for training 400 teachers in Magadi block with the help of Seva in Action.</li> <li>Parent in VEC exists</li> <li>Full inclusion of children with special needs in general</li> </ul>	<p>September, 99.</p> <ul style="list-style-type: none"> <li>Residential workshops on modification of strategies for curriculum transaction and material development on special education conducted</li> <li>The state also plans preparation and trialling of Activity Bank for disabled children in November, 99.</li> <li>The state also plans to upscale the IED programme to 30 more blocks – all the blocks in DPEP-I districts and one each from 3 DPEP-II districts of Thiruvananthapuram, Idukki and Palakkad</li> <li>Updated survey report in the pilot block show that 1358 children have been identified in</li> </ul>	<p>yat members of the concerned village</p> <ul style="list-style-type: none"> <li>The Mission has identified 5 NGOs working in the field of disability to work in 10 districts. The NGOs have been assigned the task of preparing a contextual teacher's training programme on IEDC based on which they will provide training to 25 selected teachers in a block. These teachers would act as a Resource Group for giving</li> </ul>	<p>progress. Recruitment rules circulated to all districts</p> <ul style="list-style-type: none"> <li>Through design renewal, access facilities to children with disabilities are being taken into account</li> <li>Through innovation fund, prototype schools constructed in Jalna district</li> <li>Training manuals prepared.</li> <li>A 3-tier academic structure to provide resource support to children with special needs has been planned. This will include support to disabled children through resource teachers, cluster resource center coordinator and general teachers.</li> <li>General teacher training planned in November, 99.</li> <li>Updated survey report has identified 15200</li> </ul>	<p>completed</p> <ul style="list-style-type: none"> <li>Agencies appointed in all the 7 blocks chosen for effective implementation of the IED programme. These agencies are providing all resource support to disabled children including, support from resource teachers. IEPs are being prepared by resource teachers for individual records.</li> <li>Ramps have been constructed in 6 schools to provide barrier free access.</li> <li>Parent in VEC.</li> <li>The state has also developed a monitoring mechanism with the help of SRG/DRG members to assess the implementation of IED in 7 DPFP districts</li> <li>In the pilot blocks, 1588 disabled children enrolled in</li> </ul>

**DPEP - I STATES**

<b>Assam</b>	<b>Haryana</b>	<b>Karnataka</b>	<b>Kerala</b>	<b>Madhya Pradesh</b>	<b>Maharashtra</b>	<b>Tamil Nadu</b>
<p>Goalpara and 56 in Sonitpur) completed.</p> <ul style="list-style-type: none"> <li>All the selected BRCCs, around 50 and CRCCs, 151 in number have been oriented on IED</li> <li>The state has upscaled the programme to 1 block in each of these 3 districts</li> <li>Workshop on chalking out a strategy to converge with RCI for resource support conducted in February, 2000</li> <li>With the help of readiness centers, interventions have been initiated in 57 schools of Darrang, 50 schools of Goalpara and 57 schools of Sonitpur district</li> <li>In the module for mass teachers training, component of IED has been included for general</li> </ul>	<ul style="list-style-type: none"> <li>total to 956</li> <li>Interviews for resource teachers conducted, but only 3 are functional so far</li> <li>CRCC's given a 5 day orientation</li> <li>2 day orientation programme for all general teachers in DPEP I and II districts conducted.</li> <li>So far, 4585 disabled children have been assessed, 997 have been provided aids and appliances and 630 out of school disabled children have been enrolled</li> <li>Photo Identity Card Scheme launched in all the DPEP districts</li> <li>A tournament for disabled children organized at the state, district and</li> </ul>	<p>classroom along with the resource support in the chosen blocks expected by November, 1999</p> <ul style="list-style-type: none"> <li>The state plans to upscale IED activities to one block in each district; create posts for 3 resource teacher per block and to have close coordination with the Dept. of Disabled Welfare for the timely support of aids and appliances. To begin with, focus will be on 2-3 contiguous clusters of the identified block</li> <li>Idea of specially qualified teachers has been dropped in view of the paucity of qualified</li> </ul>	<p>all, out of which 472 children are enrolled in schools. 19 aids and appliances have also been given out.</p> <ul style="list-style-type: none"> <li>Selection of resource teachers in each BRC has been done and they have been given by giving 10 days intensive training during March 99. Now 90 teachers have been identified from 30 BRCs.</li> <li>Planning workshop for module development of master trainers training programme</li> <li>Workshop for finalization of MTT modules- conducted in October 1999</li> <li>State Level MTT Programme- conducted on November 1999 in two cycles DPEP-I and II districts respectively.</li> </ul>	<p>training to other teachers in future. The field visits are currently being done and the training would be taken up in June-July 2000.</p> <ul style="list-style-type: none"> <li>The state has initiated IED activities in 1 block in each of the 10 districts, out of the total of 79 blocks in all the districts.</li> <li>NGOs like Arushi, Diddarshika, Pooja and Spastic society in Bhopal and School Rehabilitation Center for Disabled</li> </ul>	<p>children, out of which 10496 enrolled in schools and 4074 out of school. More information being collected through micro-planning exercises</p> <ul style="list-style-type: none"> <li>All the cluster heads and CRCC's being given a 3 day orientation on IED in all the districts. 2420 oriented so far</li> <li>Recruitment of 27 resource teachers at the rate of 3 per block ( 1 block in 9 districts) expected to be completed by March, 2000</li> <li>Further state level planning through SRG arranged</li> <li>The state of Maharashtra has upscaled the IED programme to all the 73 blocks.</li> <li>3 out of 9 districts in the state do not have any officer in charge for IED at DPO.</li> </ul>	<p>schools</p> <ul style="list-style-type: none"> <li>A 3 day Distance Education Programme conducted on IED for 200 parents and 700 teachers on hearing impairment</li> <li>10888 general teachers are given training at the BRCs in handling and teaching disabled children</li> <li>Monthly magazine distributed to all the 7 DPEP districts</li> <li>The state plans to select another 2 blocks for expansion in each of the DPEP districts with the help of the same agencies already assisting in the implementation of the IED programme.</li> <li>The state had initially chosen one block in each of 7 districts for IED implementation. Now the coverage has been extended to</li> </ul>

**DPEP - I STATES**

<b>Assam</b>	<b>Haryana</b>	<b>Karnataka</b>	<b>Kerala</b>	<b>Madhya Pradesh</b>	<b>Maharashtra</b>	<b>Tamil Nadu</b>
<p>awareness of teachers on IED</p> <ul style="list-style-type: none"> <li>• 4 day general teacher training completed</li> <li>• 160 aids and appliances given out</li> <li>• World Disabled Day observed</li> <li>• Enrollment week observed with community participation</li> <li>• The state plans to upscale the programme to 2 blocks and 10 clusters in each district. This will be facilitated by opening of readiness centers, disbursement of aids and appliances and training of 150 school teachers.</li> <li>• 2776 children have been identified through surveys in the districts. 479 children have visual problems, 1097 have hearing impairment, 859 children have problems of moving.</li> </ul>	<p>block level in December, 99.</p> <ul style="list-style-type: none"> <li>• Out of 55 blocks, 17 blocks have been covered for IED from all the districts.</li> <li>• The state is networking with Sri Bhagwan Mahavir Viklang Samiti, New Delhi in the districts of Gurgaon, Mohindergarh and Bhiwani, District Rehabilitation and District Red Cross Society in the district of Gurgaon, Mohindergarh, Bhiwani, Jind, Sirsa, Hissar and Kaithal.</li> <li>• The state could appoint only 3 resource teachers. Like many other states, the state is also likely to</li> </ul>	<p>candidates. Now it is proposed to re- orient teachers who have undergone a 42 day training. For this purpose, each district is to identify suitable NGO for conducting various programmes in IED.</p> <ul style="list-style-type: none"> <li>• The state has constituted a new State Resource Group.</li> <li>• About 253 general teachers were trained by 32 resource persons. The 32 resource persons were those, who were trained on the basis of the 2-month package developed by Seva-in-Action. These resource persons first trained the</li> </ul>	<ul style="list-style-type: none"> <li>• Placement of resource teachers in 30 blocks is partially completed.</li> <li>• The issue of having 30 BRCs , in order to provide additional infrastructure facilities has been taken up by the State Project office.</li> <li>• The IED coverage is in 30 out of 55 BRCs.</li> <li>• It plans to upscale the IED programme to all the 55 blocks in the current year.</li> <li>• Community awareness camps have been conducted in all blocks</li> <li>• State level workshop on micro-monitoring system conducted</li> <li>• A one-day familiarization programme on IED was also conducted for head teachers</li> </ul>	<p>children in Betul are involved in promoting IED in DPEP.</p> <ul style="list-style-type: none"> <li>• Total number of disabled children (5-14 years) in DPEP districts in M.P. state is 64,861 (LSA –1996).</li> <li>• Around 4630 children with special needs have been enrolled in schools in five districts, with the help of Lok Sampark Abhiyaan (479 in the area of visual impairment, 440 are hearing impaired 3073 are orthopaedical</li> </ul>	<ul style="list-style-type: none"> <li>• A total of 225 resource persons are providing resource support to disabled children (Aurangabad – 24, Parbhani – 35, Nanded – 16, Latur – 25, Osmanabad – 18, Beed – 21, Jalna – 20, Dhule – 30, Gadchiroli – 36).</li> <li>• The state has established network with only one NGO i.e. Spastic Society of India.</li> <li>• 31324 children with special needs have been identified through survey in all the 9 districts (4833 are visually impaired, 8044 are hearing impaired, 8551 are orthopaedically impaired, 5011 have learning disabilities and 4785 have mental retardation). A total of 20498 disabled children are enrolled in schools in all the 9 districts. Out of these</li> </ul>	<p>more blocks in each of these districts thus making it a total of 21 blocks out of a total of 106 in the entire state.</p> <ul style="list-style-type: none"> <li>• Proposals have been sent to Government of India to implement IED in the remaining blocks with the assistance of IED cell of the Govt. of India.</li> <li>• 63 posts of resource teachers have been sanctioned, out of which 40 are in place.</li> <li>• So far 13936 children have been identified in all the 7 districts. 2094 are visually impaired, 1950 are hearing impaired, 5610 are orthopaedically impaired, 1488 have learning disabilities and 2794 have mental retardation.</li> <li>• The state is attempting to admit all the identified</li> </ul>

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<p>121 have learning disabilities and 220 come under the category of mental retardation. Out of these, 1487 children with special needs been enrolled in schools, (239 are visually impaired, 282 are hearing impaired, 461 have orthopaedic problems, 95 are learning disabled and 6 are mentally retarded). 1289 disabled children (240 children with visual impairment, 411 with hearing problems, 396 with locomotor problems, 64 with learning disabilities and 175 with mental retardation) are out of school.</p> <ul style="list-style-type: none"> <li>148 aids and appliances have been supplied to these children. 108 (10 for visual impairment, 96 for hearing</li> </ul>	<p>conduct the 45-day foundation course with the help of RCI to train resource teachers.</p> <ul style="list-style-type: none"> <li>In all, 1260 aids and appliances have been provided to disabled children through convergence. These include 56 visual aids, 258 hearing aids and 946 orthotic aids.</li> <li>Parents have been oriented about the disabilities and the facilities being provided by DPEP to such children in the district by organising special mobilization camps at CRC level and BRC level.</li> <li>VEC members have also been reoriented by</li> </ul>	<p>general teachers with the help of experts taken from Seva-in-Action. Later on these resource persons trained the general teachers with their own effort.</p> <ul style="list-style-type: none"> <li>The state has taken no initiative in identifying out of school children with special needs so far. The new report on Magadi block has revealed that 758 children with special needs are in schools (115 hearing impaired, 167 visually impaired, 193 locomotor problems, 69 mental retardation and 214 learning</li> </ul>	<p>and AEOs</p> <ul style="list-style-type: none"> <li>Block level organising committee and block resource groups established</li> <li>So far, in all the 30 blocks, 24127 children have been identified through survey. Out of these, 1633 are in the area of visual impairment. 1209 are hearing impaired and 501 are orthopaedically impaired. 15909 have some form of learning disabilities and 4875 children have mental retardation. All of these children have been enrolled in schools and medical detection camps conducted</li> <li>Nearly 15000 teachers from these 30 blocks have been given training for 3 days on IED</li> </ul>	<p>ly impaired 328 are learning disabled and 310 are children with mental retardation). Data from five other districts is under compilation.</p> <ul style="list-style-type: none"> <li>No aids and appliances have been provided to any child so far.</li> <li>45 days training of master trainers was undertaken by the state with the help of NGOs who are working in the area of disability. The Social Welfare Dept identified</li> </ul>	<p>3262 are visually impaired, 5044 are hearing impaired, 5387 are orthopaedically impaired, 3630 have learning disabilities and 3175 are mentally retarded. The total number of disabled children out of school in the districts is 10932. 1567 are in the area of visual impairment, 3054 are hearing impaired, 3196 are locomotor impaired, 1481 are learning disabled and 1634 have mental retardation.</p> <ul style="list-style-type: none"> <li>No aids and appliances have been provided to a disabled children till now in the state. Although, some form of convergence is being established with the Dept. of Social Welfare and Spastic Society of India to make low cost aids and appliances, yet there has been no</li> </ul>	<p>disabled children in regular schools. In some districts even severely disabled children are coming into schools. This has been the result of DPEP intervention.</p> <ul style="list-style-type: none"> <li>13008 children with special needs have been enrolled in the schools so far. 1927 are visually impaired, 1746 have hearing impairment, 5156 are orthopaedically impaired, 1610 are learning disabled and 2574 are mentally retarded. Out of 928 children who are out of school 153 problems of vision, 168 have hearing problems, 377 have locomotor impairment, 10 are learning disabled and 220 are in the category of mental retardation.</li> <li>Only 779 children have received aids and appliances so far.</li> </ul>

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

<b>DPEP II &amp; III STATES</b>						
<b>Andhra Pradesh</b>	<b>Bihar</b>	<b>Gujarat</b>	<b>Himachal Pradesh</b>	<b>Orissa</b>	<b>Uttar Pradesh</b>	<b>West Bengal</b>
<ul style="list-style-type: none"> <li>Advisory Committee has been set up at the state level</li> <li>SRG in place</li> <li>DRG in place</li> <li>Mandal level advisory committee in place</li> <li>Survey in 1 mandal of all the 3 districts conducted. 787 children identified in the chosen mandals, out of which 429 are enrolled in schools, 116 are out of school and 242 are in the age-range of 0-6 years.</li> <li>3 day orientation of general teachers done</li> </ul>	<ul style="list-style-type: none"> <li>District coordinators in place</li> <li>Linkages established with NGOs to form. SRG. Expected to be completed soon.</li> <li>1 cluster chosen in each of the 17 districts</li> <li>Survey completed in each of the 17 clusters. 744 children identified in 16 clusters. Formal assessment camps for the identified children conducted in 3 clusters</li> <li>Draft of the module to</li> </ul>	<ul style="list-style-type: none"> <li>SRG in place</li> <li>IED coordinators at the district level in place</li> <li>Structure from village level to state level formed and their functions also prescribed</li> <li>Workshops conducted to plan a strategy for IED</li> <li>5 more blocks chosen in all the 3 districts for IED</li> <li>Survey completed in the chosen area</li> <li>Around 10,000 disabled children already found enrolled in schools from the 3 districts of Dang,</li> </ul>	<ul style="list-style-type: none"> <li>IED coordinator at SPO in place</li> <li>House to house survey on IED in 33 blocks of 4 districts in progress</li> <li>28 blocks of Sirmur, Chamba &amp; Kullu chosen for implementing IED</li> <li>765 children with disabilities identified so far, out of which a large number are already in school</li> <li>Formal assessment of all identified disabled children in progress in the entire state</li> </ul>	<ul style="list-style-type: none"> <li>SRG exists</li> <li>DRG in place in all the 8 districts</li> <li>IED coordinator at SPO in place</li> <li>Recruitment of district level IED co-ordinators completed</li> <li>Recruitment of 3 resource teachers in every chosen blocks completed</li> <li>State resource directory has been formed. District and block level directory is under preparation.</li> <li>1 block chosen in 1 district of all the 8 districts</li> <li>Survey for disabled</li> </ul>	<ul style="list-style-type: none"> <li>Core group at the state level exist</li> <li>BRG is being planned for effective implementation of the IED programme</li> <li>Approach paper for integrating children with mild and moderate disabilities has been prepared</li> <li>2 blocks chosen in 5 districts for the IED programme</li> <li>District coordinator in Bareilly in place</li> <li>Survey formats for identification developed</li> <li>Survey in the chosen blocks completed. 18,167 children identified.</li> <li>Hand book to sensitize classroom teachers developed. This will be distributed to all the teachers in the 5-</li> </ul>	<ul style="list-style-type: none"> <li>2 workshops conducted on IED regarding the methodology and the categories that can be included under integration of children with special needs</li> <li>SRG and SIEDC in place</li> <li>DRG and DIEDC in place</li> <li>Identification and assessment in one block in every district completed</li> <li>5703 disabled children identified, out of which 2106 are enrolled in school</li> <li>Convergence has been sought with National Institutes and leading NGOs for procurement of aids and appliances.</li> </ul>

DPEP II & III STATES						
Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
<ul style="list-style-type: none"> <li>A child development clinic was opened at</li> <li>MGM Govt. Hospital, Warrangal for early intervention in identification and assessment of disabled children</li> <li>Parental counselling programmes conducted</li> <li>Second phase of teacher training completed in Warrangal &amp; Kurnool districts</li> <li>Supply of aids and appliances through Janam Bhoomi in the 3 districts</li> </ul>	<ul style="list-style-type: none"> <li>train Cluster source Center Coordinator, who will act as resource teacher prepared</li> <li>Parent of a disabled child exists in all VEC's</li> <li>Component of IED added in the VEC training module</li> <li>Posts for recruitment of 3 resource teachers per block sanctioned</li> <li>The programme has been expanded to 1 block</li> <li>Survey and assessment initiated in this new block Component</li> </ul>	<ul style="list-style-type: none"> <li>Panchmahal and Banaskantha</li> <li>Recruitment for resource teachers, three each for VI, HI, MR disability for each five blocks for Panchmahal and Banaskantha are completed</li> <li>Resource teachers for remaining twenty blocks will be selected and will be in position soon. Procedure for sanctioning of posts is undergoing.</li> <li>Decision to receive pedagogical support from IEDC Cell, GCERT, Gandhinagar.</li> </ul>	<ul style="list-style-type: none"> <li>Convergence with IEDC scheme has been sought to make use of provisions available under this scheme for disabled children</li> <li>Convergence is being sought with the Health Department, Social Welfare Department &amp; NGOs to procure aids and appliances</li> <li>4 day module for resource persons being prepared</li> <li>Training of master trainers conducted in October, 1998</li> <li>2 day module for general teachers being prepared</li> </ul>	<ul style="list-style-type: none"> <li>children, both in and out of school is completed. 6449 children have been identified.</li> <li>Formal assessment of children with special needs is going on and 2052 children, already enrolled in schools have been assessed</li> <li>Convergence is being sought with the Social Welfare Department, Training Center for the teachers of the Deaf and R.R.T.C. have been contacted for supply of individual hearing aids to the hearing impaired children and wheel chairs to children with</li> </ul>	<ul style="list-style-type: none"> <li>day training programme.</li> <li>Folders on various disabilities developed</li> <li>Component of IED added in Aaganwadi training module</li> <li>The ICDS officials are being contacted to integrate children with special needs in 0-5 age-group in the Aganwadi center. The training will be imparted to the Aaganwadi workers to deal with such children.</li> <li>Sensitization on IED given to 4757 VECs</li> <li>Formal assessment of disabled children completed in the catchment area</li> <li>Convergence is going on with different agencies to procure aids and appliances.</li> <li>Training of Master Trainers on IED completed. 41</li> </ul>	<ul style="list-style-type: none"> <li>Sensitization module for different target groups prepared</li> <li>A module for general teacher training has been prepared</li> <li>Teachers orientation in progress to enable total acceptance of such children in school. So far 311 teachers have been trained in Murshidabad district and 400 in Birbhum.</li> <li>Sensitization of different target groups: Panchayat, VEC, DPEP personnel, Aaganwadi worker, teachers planned and being implemented</li> <li>Development of module and resource materials done</li> <li>A booklet on</li> </ul>

DPEP II & III STATES						
Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
<p>of Kurnool, Karimnagar and Warrangal. 60 hearing aids and 64 orthotic aids given out.</p> <ul style="list-style-type: none"> <li>Successful integration of disabled children in schools in the catchment area achieved</li> <li>Research study on the effects of integration on the educational, social and personality development aspects of children with special needs has been undertaken</li> <li>Appointment of consultant to plan and execute the activities for</li> </ul>	<ul style="list-style-type: none"> <li>of IED added in the CRCC training module. 1300 CRCCs oriented so far</li> <li>Final draft of the CRCC training module prepared 3 CRCC's have been chosen from every block, who have been given training on the basis of this module and these CRCC's will act as resource teachers till some policy decision is made on the recruitment of these teachers</li> <li>10 days Ujala II training</li> </ul>	<p>A technical person will be appointed in DPEP cell to assist IEDC Cell.</p> <ul style="list-style-type: none"> <li>Formal assessment going on</li> <li>Aids and appliances to be provided to the identified disabled children by March, 99 through convergence</li> <li>Component of IED incorporated in the ICDS training module</li> <li>Provision of ramps in new schools</li> <li>Parent in VEC</li> <li>So far, 19143 disabled children identified in the 3 districts</li> </ul>	<ul style="list-style-type: none"> <li>Resource persons identified from the mainstream of general teachers, who will act as master trainers</li> <li>With the help of RCI, one month bridge courses are being conducted for these resource persons.</li> <li>Training has already been conducted in the area of mental retardation and locomotor impairment. 26 teachers have been given training on MR and 21 teachers on OH.</li> <li>3-day training of DIET</li> </ul>	<p>OI.</p> <ul style="list-style-type: none"> <li>Educational aids and TLM for special children is being prepared by the resource teachers</li> <li>Training module for master trainers prepared</li> <li>Master trainers identified to impart training to general teachers</li> <li>General teacher training module under preparation.</li> <li>5-day general teacher training planned in October-November, 99.</li> <li>One day training of parents of disabled children is being conducted in</li> </ul>	<p>Master trainers trained</p> <ul style="list-style-type: none"> <li>5-day general teacher training completed in October</li> <li>Resource support from NGOs being sought for children with special needs</li> <li>Till now in DPEP 798 children with special children have been integrated in DPEP schools</li> <li>NGOs that will provide resource support have been identified in the districts of Hardoi &amp; Bareilly.</li> <li>Ramps have been constructed in prototype buildings, which will be replicated in all school buildings.</li> <li>Component of IED has been added in class III books.</li> <li>Expansion plans to cover 17 more districts</li> </ul>	<p>disability management for Aanganwadi and grass root level workers prepared</p> <ul style="list-style-type: none"> <li>Information booklet on the facilities available for the disabled prepared</li> <li>District level resource organisation have been engaged in each block to provide all the resource support.</li> <li>selected for expanding the IED, thus making a total of 5 blocks programme</li> <li>Survey in these new blocks initiated</li> <li>New school buildings being constructed under WBDPEP are free from physical barriers</li> <li>Parent in VEC exists</li> </ul>

DPEP II & III STATES						
Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
<p>education of children with special educational needs</p> <ul style="list-style-type: none"> <li>A team of 3 resource teachers and 1 psychologist will be recruited at every mandal to provide resource support</li> <li>Survey was conducted in three additional mandals of Karimnagar, Kurnool and Warangal. 1597 children identified through survey and 679 children enrolled so far. Survey still going on</li> <li>Handbook to teachers on</li> </ul>	<ul style="list-style-type: none"> <li>module also provides adequate discussion on IED</li> <li>Identification and enrollment data under compilation.</li> <li>All CRCCs of identified block have been provided 3 days training</li> <li>3 teachers have been identified from each project district to be trained by RCI approved agencies for 45-days on multiple disabilities.</li> <li>Since the four day Ujala - II module also</li> </ul>	<p>through survey, out of which 17231 enrolled in schools</p> <ul style="list-style-type: none"> <li>The module for general teacher training has been prepared and printing and distribution of this module to the schools will be done soon</li> <li>The state has planned to upscale the programme to all the blocks of the 3 districts</li> <li>The posts for resource teachers for all the 23 blocks for Panchmahal and Banaskantha sanctioned. Appointment</li> </ul>	<p>lecturers, BRC's and CRC's has been done. From each DIET, two lecturers have been trained on IED.</p> <ul style="list-style-type: none"> <li>The state also plans 10-day training for master trainers on IED in November-December, 99.</li> <li>All the CRCCs shall be trained on IED in January-February, 2000.</li> <li>SRG and DRG have been formed for effective planning and implementation of the IED programme</li> <li>A detailed survey report shows that</li> </ul>	<p>different blocks with the help of resource teachers to facilitate parents of the disabled children on home management of disabled children. Community mobilisation programmes are conducted on an on-going process alongwith other DPEP intervention DRC, IED and Special Teachers, IED are directly associated in explaining the role of VEC members and community members on IED for their appraisal and better</p>	<ul style="list-style-type: none"> <li>A detailed survey report shows that 18773 children have been identified in the districts of Sonbhadra, Bareilly, Basti and Siddharth Nagar</li> <li>1861 have been enrolled in schools in the districts of Basti, Siddharth Nagar and Bareilly.</li> <li>912 general teachers have been trained so far</li> <li>Till now, 892 children with special needs have been integrated in DPEP schools</li> <li>13856 VECs given orientation on IED so far.</li> <li>In second phase two-two blocks in remaining 17 DPEP-II district have been selected.</li> <li>In the initial surveys conducted in the 5 districts of Basti, Siddharthnagar,</li> </ul>	<ul style="list-style-type: none"> <li>In the pilot block, updated survey report shows that 8375 children have been identified</li> <li>The screening report from all the districts shows that 4525 children were assessed and 2572 were found suitable for integration</li> <li>477 children have been enrolled in the primary schools and 2095 are expected to be enrolled this year</li> <li>children with mild and moderate disabilities have already been enrolled in primary schools (Bankura- 64 disabled children enrolled, 142 in Birbhum, 56 in Cooch- Behar, 145 in Murshidabad and</li> </ul>

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<p>children with special needs developed</p> <ul style="list-style-type: none"> <li>Module on special educational needs for teleconference is developed</li> <li>Plans to extend IED to other mandals is in pipeline.</li> <li>Organised training programme for two days to District Resource Group members on various disabilities</li> <li>Assessment camps are conducted in 57 mandals</li> <li>Door-to-door survey to identify children with</li> </ul>	<p><b>comprises of a component of IED, 83,000 general teachers have been given one day training.</b></p> <ul style="list-style-type: none"> <li>A constant follow up at the CRC level is done about children with special needs in the monthly BRC/CRC meetings</li> <li>One-day special community awareness campaign was launched in the state level on IED. 5-day non residential training for VEC members was taken up.</li> </ul>	<p>will be made in the month of April, 2000</p> <ul style="list-style-type: none"> <li>1 day orientation workshop on learning disability conducted in February, 2000 for teachers, principals and educational administrators.</li> <li>The state has also undertaken a comprehensive identification survey of children with special needs.</li> <li>Category wise data on disabled children shows that 17031 children are enrolled in school in the state. Out of these 3942 children have</li> </ul>	<p>2047 children have been identified, out of which 128 are severely disabled and are out of school and 70 are pre-school disabled children</p> <ul style="list-style-type: none"> <li>Orientation given to engineering staff on barrier free environment</li> <li>10 day training of master trainers conducted, who will also act as resource teachers</li> <li>Two days training module prepared for orientation of general teachers 1849 disabled children are in school.</li> </ul>	<p>cooperation. The parents of disabled children have been taken as one of the members of the VEC. IED is also a component under the VEC members 3-day training programme.</p> <ul style="list-style-type: none"> <li>Posters and slogans have been prepared and distributed in the public in local language. IED component has been explained in the district level melas, exhibitions, World Disabled day and district level Utsavs. Publication are made in local news papers on the IED activities of the</li> </ul>	<p>Hardoi, Bareilly and Sonbhadra - 22331 (15183 were orthopaedically impaired, 2393 were visually impaired, 2692 were hearing impaired and 2063 belonged to the category of others) children with special needs were identified. 7523 of this number were girls. Majority of these children belonged to economically and socially weaker sections of the society.</p> <ul style="list-style-type: none"> <li>Survey for identification of children with special needs has also been initiated in the remaining districts and till now 25688 children with special needs have been identified.</li> <li>In second phase, 28 master trainers have completed their 10-</li> </ul>	<p>70 in South 24 Parganas</p> <ul style="list-style-type: none"> <li>Pre- integration skills is being imparted to the disabled children at home</li> <li>So far through convergence, 25 more hearing aids, 24 crutches and callipers and 17 wheelchairs/ tricycles have been distributed</li> <li>A detailed monitoring and evaluation system for IED for all the levels has been developed at a workshop conducted in February, 2000.</li> <li>25 blocks are being covered for IED out of a total of 135 blocks in these five districts.</li> <li>Every district has established linkages with</li> </ul>

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<p>special educational needs and out of schools</p> <ul style="list-style-type: none"> <li>A child development clinic was opened in Karimnagar</li> <li>A book titled "School Readiness" developed by NIMHANS, Secundrabad is translated in to regional language</li> <li>Sensitization training for teachers of 3 mandals in Karimnagar district, 2 mandal in Warangal district and 2 mandals in Kurnool district and 1 mandal in Srikakulam district.</li> </ul>	<p>The Anganwadi Sevika's and Sahayak's and Didi's of ECCEs and AS centers are also being oriented about the critical importance of identification of different categories of disabled children and their educational needs.</p> <ul style="list-style-type: none"> <li>Special IED campaign is also being carried out in the districts through street plays, folk songs and dances.</li> <li><b>4271 children with special needs</b></li> </ul>	<p>visual impairment, 4188 have hearing problems, 1554 have mental retardation, 5670 have locomotor problems and 1677 have learning disabilities. Out of 2412 disabled children out of school, 451 have visual problems, 458 children have hearing impairment, 345 have mental retardation and 1158 have problems of moving.</p> <ul style="list-style-type: none"> <li>Although convergence has been established with social</li> </ul>	<ul style="list-style-type: none"> <li>The aids and appliances are being provided to the eligible children through the district authorities in convergence with IEDC scheme of 1992.</li> <li>Himachal Pradesh Govt. has made the education of disabled children with 40% or more disabilities free upto university level with effect from 2000 – 2001.</li> <li>The department of primary education in Himachal Pradesh has formulated a plan to establish one</li> </ul>	<p>districts concerned.</p> <ul style="list-style-type: none"> <li>Workshop of SRG organized for further planning</li> <li>Orientation of DPCs, DPOs, BRC, SI of schools, ICDS supervisors, CDPOs on IED component clubbed with other interventions</li> <li>General teacher training started. In all the districts, the general teachers of the pilot block have been given a 5 day orientation on disability management. So far, 2000 general teachers have been imparted this training</li> <li>The state has</li> </ul>	<p>days training</p> <ul style="list-style-type: none"> <li>2347 primary school teachers have completed their five days training. Convergence is going on with different agencies to procure aids and appliances for identified disabled children like ALIMCO</li> <li>Medical camp organised in Kaptangang and Gaur blocks of district Basti in which 180 children where checked and mobility aids were recommended for 88 children. The NIH has supplied 73 hearing aids to the children with hearing impairment. 10 hearing aids, 22 braille kit, crutches, 2 tricycles and 16 wheel chairs have been provided to children with</li> </ul>	<p>different NGOs working in the area of disability for IED work.</p> <ul style="list-style-type: none"> <li>Both school and house to house surveys are conducted to identify children with special needs. A total of 8545 children have been identified so far (1889 in the area of visual impairment, 2729 with hearing problems, 1929 with orthopaedic impairment, 528 with learning disabilities and 1470 with mental retardation)</li> <li>A total of 4336 children have been enrolled in school so far. Out of these, 924 are visually impaired, 1220 have hearing problems, 1351 are children</li> </ul>

DPEP II & III STATES						
Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
<p>number of appliances provided in convergence with the Janmabhoomi scheme of the Director of Welfare of Handicapped is under compilation</p> <ul style="list-style-type: none"> <li>• 2320 general teachers sensitized on IED</li> <li>• Tele-conferencing on IED organized in collaboration with IGNOU</li> </ul>		<p>categorization, certification and providing aids and appliances to disabled children held on June, 25, 2000 in Dangs. NGOs such as Prayotsha, Ahmedabad and The Lions Club, Surat were involved.</p> <ul style="list-style-type: none"> <li>• Parents of disabled children nominated in VEC in 2511 villages in all three districts.</li> <li>• Training to members of Parents Councils by resource teachers on knowledge of various disabilities, holding a positive</li> </ul>	<p>districts. The educational functionaries in the non-DPEP districts were sensitized about the provisions of the Persons With Disabilities Act, 1995 and implementation of IDEC scheme of 1992.</p> <ul style="list-style-type: none"> <li>• Identification of disabled children has also been started in the non-DPEP districts and the integrated children are being provided with the provisions available under IDEC.</li> <li>• Planning and management, training of key</li> </ul>	<ul style="list-style-type: none"> <li>• Text books are being supplied to disabled children free of cost</li> <li>• Supply of stationary articles has also been taken up to disabled children</li> <li>• Strengthened special schools to serve as resource centres for IED implementation</li> <li>• Removal of architectural barrier wherever necessary has been taken in all the districts</li> <li>• Distribution of escort allowance to needy orthopaedically impaired children is in progress.</li> <li>• 27313 children</li> </ul>	<ul style="list-style-type: none"> <li>• Till now 52173 children with special needs have been identified and 9724 have been integrated.</li> <li>• 595 children have been integrated in Fareedpur and Bithri chainpur of Bareilly district by a NGO</li> <li>• As IED has been incorporated in various training and awareness programmes, 31798 children with special needs have been integrated in DPEP II &amp; III districts.</li> <li>• 816 aids and appliances have been provided. 321 more are expected to be supplied soon by NIOH, Calcutta.</li> </ul>	<p>which included 10-hours in each area of special education.</p> <ul style="list-style-type: none"> <li>• 2-day general teacher training is going on for all teachers in all the chosen districts.</li> <li>• Orientation is also being given to all the teachers in the districts through the pedagogy unit of SPO and DPO.</li> <li>• The state has a detailed strategy for resource support at various levels (state/district/circle).</li> <li>• The state has taken the many initiatives for awareness building like using folk media and street drama to mobilize the community. VECs members take up the issue</li> </ul>

DPEP II & III STATES						
Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
		<p>attitude towards disabled, mobilization and enroll disabled children.</p> <ul style="list-style-type: none"> <li>• Awareness building week on IED conducted in January in all the districts. Essay competition, Poster competitions and songs and slogan competitions were organized on issues related to children with special needs.</li> <li>• Specific learning aids and TLM for all types of disabilities are under development</li> <li>• Camps will be</li> </ul>	<p>personnel and ten days training of master trainers was conducted in Bilaspur district in December, 1999 and June, 2000, respectively with resource support from DPEP, Himachal Pradesh.</p> <ul style="list-style-type: none"> <li>• 2627 disabled children identified in 33 blocks, out of which 2429 children enrolled in the schools.</li> <li>• The first batch of RCI in-service teacher training completed in February 2001. The second condensed</li> </ul>	<p><b>with special needs identified and 17438 enrolled.</b></p> <ul style="list-style-type: none"> <li>• 1461 aids and appliances given out in convergence with Dept. of Social Welfare, NIRTAR &amp; ALIMCO.</li> <li>• The first round of intensive training with the assistance of RCI conducted in March 2001.</li> <li>• So far 4034 general teachers have been oriented to IED.</li> <li>• Progress review workshop conducted in December 2000</li> <li>• Workshop to</li> </ul>	<ul style="list-style-type: none"> <li>• A camp for distribution for aids and appliances has been organized in March 2001 in Sandila blocks of Hardoi with collaboration of District Administration and Bharat Vikas Parishad</li> <li>• 2835 general teachers have been oriented to IED.</li> <li>• 45 day RCI foundation course has been conducted.</li> <li>• 145 master trainers trained</li> </ul>	<p>of IED with the community through group meeting, personal contact and parental counselling etc use of audio/visual mode before screening and announcement camps and observation of World Disabled Day in the state and district level.</p> <ul style="list-style-type: none"> <li>• The state has also planned to undertake an impact study on the effectiveness of interventions used by the state in mainstreaming children with special needs in DPEP primary schools.</li> <li>• The state has constituted a monitoring team at SPO and DPO. It has also developed</li> </ul>

DPEP II & III STATES						
Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
		<p>held all in every district where the medical consultant will identify the specific disability. Those with 40% and above disability will be sent to District Health Officer (DHO), who will issue a certificate enabling the child in availing special benefits given by the Govt. agencies and NGOs. For those with below 40% disability, DPEP will provide the necessary aids and</p>	<p>course is in progress and by the end of April 2001 at least two-three resource teachers will be available in each educational block of Sirmour, Chamba, Kullu and Lahaul Spiti.</p> <ul style="list-style-type: none"> <li>• Medical assessment camp held in Sirmour district. Camps are being held in other districts also.</li> <li>• DIET lecturers oriented in psycho-educational assessment of disabled children in October 2000.</li> <li>• Convergence</li> </ul>	<p>establish networking with NGOs conducted in February 2001</p> <ul style="list-style-type: none"> <li>• Uniforms, books, stationary distributed to the disabled children</li> <li>• 88 ramps and 33 handrails constructed. 40 learning corners developed.</li> <li>• Special schools and NGOs strengthened to act as resource centers</li> <li>• Theme based camps are being organized at the block/district level. In such camps drawing, painting, story</li> </ul>		<p>a continuous evaluation and monitoring system on IED activities that are taking place in the state. Both quantitative and qualitative indicators have been evolved by the state for supervision.</p> <ul style="list-style-type: none"> <li>• A total of 537 aids and appliances have been distributed so far, 62 through convergence and 475 from ALIMCO</li> <li>• 5065 general teachers oriented so far on IED</li> <li>• Special identification survey conducted in the existing 5 districts to bring the in school disabled children under IEDC to give them the benefits provided by the scheme.</li> </ul>

DPEP II & III STATES						
Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Uttar Pradesh	West Bengal
		<p>appliances.</p> <ul style="list-style-type: none"> <li>• As per the guidelines of Rehabilitation Council of India (RCI) and MHRD, 45 days teachers training programme is planned.</li> </ul>	<p>with ALIMCO is in progress to provide aids and appliances to disabled children. NIH also contacted for this purpose. The procurement of the necessary equipment should be over by April 2001.</p>	<p>telling, sports, games and cultural activities are being organised.</p> <ul style="list-style-type: none"> <li>• An implementation framework workshop conducted in March 2001</li> </ul>		<ul style="list-style-type: none"> <li>• A reading called Nirbachita Path published on IED for all teachers of the existing districts</li> <li>• 8 KRPs trained by SLRO for teacher sensitization</li> <li>• A support reading material prepared on aspects of various disabilities by SLRO</li> <li>• Workshop on monitoring and evaluation conducted in September 2000</li> </ul>

DPEP- IV & NEWLY CONSTITUTED STATES			
Chattisgarh	Jharkhand	Rajasthan	Uttranchal
		<ul style="list-style-type: none"> <li>• IED implementation started since October, 1999</li> <li>• Programme officer for IED in place</li> <li>• Recruitment of IED coordinator at the state level and resource teachers at the block level approved by EC</li> <li>• SRG in place</li> <li>• 1 block identified in each district for the IED programme</li> <li>• Through survey conducted by Shiksha Darpan, 85744 children with special needs have been identified (54912 in the area of locomotor impairment, 7002 in the area of visual impairment, 12957 are hearing impaired and 10873 in the area of mental retardation)</li> </ul>	<ul style="list-style-type: none"> <li>• In the first phase, two blocks of each district have been selected for integrated education</li> <li>• Health check up programme was organized for 149471 children in DPEP- III districts.</li> </ul>

## **MEDIA**

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

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

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

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

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

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

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

**Newsletters:** At national level two monthly newsletters are published –“DPEP Calling” (English) and “Chunouti” (Hindi) -with total print order of over 10,000. “DPEP Calling” is now available on Internet. Most of the states and many districts publish monthly DPEP newsletters. In some states, there are regular newsletters and magazines on functional areas like civil works, alternative schooling, gender and pedagogy. Some states bring out special magazines for stakeholders. For example DPEP Karnataka publishes ‘Nali Kali’, a magazine for teachers and a wall paper for children.

**Publications and Brochures:** Over the last six years. DPEP has brought out 15 publications. These are

1. DPEP Moves on...
2. Three years of DPEP: Assessment and Challenges;
3. Access and Retention: Impact of DPEP;
4. Three Years of DPEP and Learners' Achievements An Overview (NCERT)
5. A Mid-Term Assessment Survey -An Appraisal of Students' Achievement (NCERT)
6. Reaching Out Further -Para Teachers in Primary Education: An Overview.
7. (Civil Works under DPEP .An Overview;
8. Access and Retention under DPEP -A Trend Analysis (NIEPA);
9. Building Rural Primary Schools -Towards Improved Designs.
10. Reaching Out Further -Para Teachers in Primary Education: An In-depth study of Selected Schemes.
11. Meeting Challenges: Documentation of Positive Practices in four Diets.
12. Trends in Access and Retention -a study of Primary Schools in DPEP Districts (NIEPA)
13. Glimpses from the Grassroots: A Synthesis --Based on Case Studies of Successful Practices at Local Resource Centres.
14. Option for Change: Innovations and Experiments in DPEP
15. Every Child in School and Every Child Learning

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

**Publicity material:** DPEP states have brought out a range of publicity material including brochures, leaflets, booklets, handbills, posters, folders and pamphlets for creating awareness about primary education. An example of a successful publicity campaign was seen during the ‘School Chalo Abhiyan’ organised in Uttar Pradesh. At national level a DPEP press folder or Backgrounder has been prepared.

**Databases of Advertising agencies, Production houses and NGOs in the field of media and communication has also been prepared for DPEP publicity purposes.**

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

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

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

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

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

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

**Advertising:** DPEP also does social advertising through Doordarshan, Satellite channels, cable channels and AIR, mostly free of charge. Advertising in print media is also done. **Audio spots of DPEP are being telecast on Times FM radio.**

**Traditional Media:** Apart from using print media and electronic media, folk and traditional media and local art forms are widely used in all states for community mobilisation. Puppet shows, nukkad nataks, melas, kalajathas, are among the other vehicles used for creating awareness. Other examples are: chinara mela (Karnataka),

shiksha paati (M.P.), folk festival (A.P. & West Bengal) khel utsav and mushairas (Bihar) and Haat (Gujarat). These have been found to be particularly beneficial in sending the message across.

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

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

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

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

DPEP I STATES

Media Activity	ASSAM	HARYANA	KARNATAKA	KERALA	M.P.	MAH.	T.N.
Administrative Arrangement	Media co-ordinator at SPO in place	MC at SPO in place	MC at SPO in place	MC at SPO in place. Apart from the Media Officer, a Media Assistant has also been appointed	Media Co-ordinator at SPO in place	Media co-ordinator at SPO in place. Media incharge in all districts	Media Co-ordinator at SPO and all the 7 districts in place
Publicity material developed (Print)	<ul style="list-style-type: none"> <li>• DPEP Overview, a booklet produced in English, Assamese and Bodo;</li> <li>• Ahban, a newsletter in Assamese and Bodo is published and distributed to BRC &amp; CRC co-ordinators, teachers, VEC members;</li> <li>• Activity calender produced.</li> <li>• Posters developed on themes relating to NFE &amp; AS, IED, Community participation and Girls education.</li> <li>• Table calendar and activity calendar have been developed, printed and distributed.</li> </ul>	<ul style="list-style-type: none"> <li>• Diaries, Calenders, posters, slogans, pamphlets, monthly newsletter Nanhe kadam published at district and cluster level.</li> <li>• Set of posters on various interventions produced.</li> <li>• Translations of DPEP publications in Hindi being carried out.</li> <li>• DPEP guidelines JIPRASHIKA has been published.</li> <li>• Three years of JIPRASHIKA KI UDAAN, ASTHA KE AYAM, BADHTE KADAM have been developed.</li> <li>• Five types of books on DPEP nad Civil Works in Haryana have been prepared, printed and circulated.</li> <li>• Two newsletters 'Utkarsh' 'Sangi Sathi' are published.</li> <li>• Many posters, brochures and fact folios have been developed and printed and distributed by the districts.</li> <li>• Quarterly magazines are also being published at district, CRC and DIET levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Kali Nali, magazine for teachers, bimonthly wallpaper for children; pictorial modules to monitor civil works for VECs produced;</li> <li>• Raina Pakshi, collection of folk stories produced</li> <li>• 'Chiou-Chiou' a booklet based on children's paintings has been brought out.</li> <li>• Hadi Badi Ranganataka galu' produced by Rangayana pu blished.</li> </ul>	<ul style="list-style-type: none"> <li>• Karuka, a newsletter registered and being brought out;</li> <li>• Multi-colour posters, brochures, leaflets and booklets produced</li> <li>• A booklet on new pedagogy targeting parents, public and opinion makers was published and distributed.</li> <li>• The matter for another booklet on new pedagogy was developed</li> <li>• A documentation of the major activities carried out under the DPEP programme right from the beginning was made and reports generated.</li> <li>• Printed Annual Report for 1999-2000.</li> <li>• Wayanad district has designed and printed posters on IEDC and</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, booklets and brochures published and distributed.</li> <li>• 'Panchayat Gazette', a newsletter published by SPO also published by some districts.</li> <li>• Success stories and contribution of the districts, Panchayat and community are also given in this gazette. It is mailed to all the villages.</li> <li>• Publication of Mission activities in the SCERT magazine "Shaikshik Palash".</li> <li>• Various publications and brochures being developed at block, cluster level.</li> <li>• Poster competition organised on International Women's Day.</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, folders, posters, calendars and planners, slogans produced.</li> <li>• Monthly / Quarterly magazine published by DPEP - I districts.</li> <li>• Booklet on How to conduct "Bal Anand Melawa" produced.</li> <li>• Greetings sent by DPEP for elected representatives during winter assembly.</li> <li>• Media Advocacy workshop held for district RPs in Nov. 1999.</li> <li>• Teacher's handbook on Bal Anand Melawa produced.</li> <li>• Folders on ALS developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, folders, posters, handbills produced in Tamil and English,</li> <li>• State newsletter Sudar published by the SPO on a quarterly basis</li> <li>• Monthly magazine published in all seven DPEP districts</li> <li>• Set of 2 posters developed and distributed</li> <li>• A revised module on community mobilisation was developed by the District Programme Co-ordinators for use during the orientation training programme to the VEC/PTA</li> </ul>

				<p><b>ECCE</b> and printed a booklet on VEC monitoring. Wayanad district has also published issues of newsletter.</p> <ul style="list-style-type: none"> <li>• Malappuram district has published the 7<sup>th</sup> issue of its newsletter "Mukkutty".</li> <li>• Palakkad dist. has published one newsletter each at district &amp; BRC level.</li> </ul>			<p><b>Panchayat Elected Representatives.</b></p> <ul style="list-style-type: none"> <li>• Coverage of all important events in print media attempted both by the State &amp; District.</li> <li>• Quarterly Magazine 'Sudar' is being published by the SPO containing articles contributed by the DPEP officials, teachers &amp; others.</li> <li>• DPEP officials, DIET faculty members, teachers and HM contribute articles on education for the magazine and newsletter.</li> </ul>
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Media Activity	ASSAM	HARYANA	KARNATAKA	KERALA	M.P.	MAH.	T.N.
Audio Video material	<ul style="list-style-type: none"> <li>• <i>Ahban'r Surere</i>, educational video cassette produced and distributed among the CRC, BRC, teachers.</li> <li>• Educational films on ECE, NFE, Tribal Education, Char, Community Participation and a documentary on education</li> <li>• The film "Towards a Better Tomorrow" was used during an awareness programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Film to eliminate gender bias produced.</li> <li>• Audio cassettes developed,</li> <li>• Video films and radio jingles produced;</li> <li>• Quarterly video newsmagazine on DPEP activities produced</li> <li>• An audio cassette of jingles is being circulated in the DPEP-I and DPEP – II districts about primary education.</li> <li>• Short films and clippings in the field of pedagogy, girls education and VECs have been developed and shown to generate awareness among the people.</li> <li>• Local cable networks given audio-visual material on DPEP to telecast.</li> <li>• Short films and clippings in the field of pedagogy, girls education and VECs have been developed and showed to inform people about the educational activities.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Malka</i>, film on the girl child was made by M S Sathyu and telecast on DD 1 and DD 9;</li> <li>• Audio cassettes for children were produced, songs collected in workshop by K Ramiah;</li> <li>• <i>Baa Thengi Kaliyoke</i>, audio cassette of songs by eminent writers singers is produced;</li> <li>• <i>A film Once Upon A Time</i> produced by NDTV.</li> <li>• 7 module films for training of teachers and VEC members; have been produced</li> <li>• 'Kathe Karanda' &amp; Huyyo Huyyo Materaya' audio cassette for children produced.</li> <li>• 8 'Fillers' for Telecast beaming the messages to enrol the children in 'Chinnara Angala' – summer bridge course centres for out of school children are ready.</li> <li>• Efforts are being made to provide the audio tapes of the above fillers to broadcast by AIR.</li> </ul>	<ul style="list-style-type: none"> <li>• Radio programmes to support teacher training; 10 episodes to support in-service teacher training based on teacher handbooks under production;</li> <li>• Video films on teacher training strategies produced, video documentation of textbook developing process carried out.</li> <li>• 'Patanotsavam' 1999-2000 which is basically a programme involving the teachers, parents and students has been covered in the print as well as the visual media.</li> <li>• 'Patanotasavam' was also video documented. Arrangements are being made to telecast the documentary on Doordarshan, Asianet and Soorya T.V.</li> <li>• Talks and interviews were broadcast on AIR and Visual Media</li> <li>• Video documentation of Kingininkkottam 2000 was carried out.</li> <li>• Video documentation of good practices of Panchayats who have contributed considerably towards the education in the primary sector under process.</li> <li>• Telecast a video film in Doordarshan on classroom activities highlighting pedagogical improvement under DPEP.</li> <li>• Two days video filming was done in Malappuram district on the involvement of local bodies in education.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Bal Geet</i>, audio tape of songs distributed to schools; video film <i>Anpadh Nahi Rehena</i>, training film on VEC telecast on Doordarshan</li> <li>• Radio Jingles in local dialects are being aired on AIR.</li> <li>• Talks on primary education. In</li> <li>• Educational cassettes on joyful learning, prepared by NCERT were distributed in all the DPEP districts for showing teachers and children</li> <li>• Preparation of audio cassette on classroom transaction and teaching of Maths, Language and Environmental study for teachers and students.</li> <li>• A short introductory film 'Neev' made by Madhyam on EGS schools.</li> <li>• Formation and distribution of audio cassettes of educational songs to the districts and block headquarters on Republic day.</li> <li>• Production of five educational films on the basis of teleconferencing held in the month of January, 2000-10-16 Production of other 14 short educational films.</li> </ul>	<ul style="list-style-type: none"> <li>• Audio cassettes developed;</li> <li>• Anand Dai Shiksha, audio cassette for teachers distributed to all schools;</li> <li>• Film on DPEP produced.</li> <li>• Multigrade teaching video film completed</li> <li>• Documentary film on DPEP is initiated.</li> </ul>	<ul style="list-style-type: none"> <li>• Motivational films and slides produced.</li> <li>• Multi-media programme on DPEP in English,</li> <li>• Audio-cassette of songs on Joyful Learning concept produced.</li> <li>• Documentation of main programmes of DPEP was attempted and video cassettes prepared on various topics.</li> </ul>

Media Activity	ASSAM	HARYANA	KAR.	KERALA	M.P.	MAH.	T.N.
Advertising	<ul style="list-style-type: none"> <li>Illustrated slides being used in cinema halls,</li> <li>Hoardings with DPEP messages erected.</li> <li>Radio jingles on DPEP developed.</li> </ul>	<ul style="list-style-type: none"> <li>Hoardings produced and installed.</li> <li>Series of radio jingles produced.</li> <li>Ads published in national and regional level newspapers</li> <li><b>Advertisements on teleconferences organised by DPEP Haryana published in national and regional papers</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Development of fillers is completed and they are ready for telecast.</b></li> </ul>	<ul style="list-style-type: none"> <li>TV spots on DPEP initiatives telecast on Asianet, soon to be telecast on Doordarshan.</li> <li>Radio spots produced.</li> <li>Steps have been taken to bring out materials targeting the opinion makers and public entitled 'DPEP-Samsayangalum Utharangalum' (DPEP-Doubts and Answers).</li> <li><b>Doordarshan telecast half an hour video film on MGLCs in Thiruvananthapuram district</b></li> </ul>	<ul style="list-style-type: none"> <li>Radio jingles in local dialects, TV spots; Newspaper campaign carried by 65 newspapers at State level; also conducted at district level.</li> <li>Ad campaign to mark 4 years of Rajiv Gandhi Prathmik Shiksha Mission in national newspapers.</li> </ul>	<ul style="list-style-type: none"> <li>Radio jingles and TV spots telecast on Doordarshan and city cable;</li> <li>Slogan developed and published</li> <li><b>Advertisements on different programme on DPEP published in regional papers at district level.</b></li> </ul>	<ul style="list-style-type: none"> <li>Ads telecast on AIR on prime time slots;</li> <li>Sponsored pages negotiated in Tamil dailies, floating balloons with DPEP logo installed for 10 days;</li> <li>TLM and Awareness material displayed at Annual Pongal Tourist Trade Fair;</li> <li>Video spots telecast on Sun TV.</li> <li>Metal posters nailed to trees</li> </ul>
Trainings and workshops	<ul style="list-style-type: none"> <li>3-day workshop on preparing posters organised.</li> <li>Participation in IMPCC meet</li> </ul>	<ul style="list-style-type: none"> <li>5-day workshop on material development with special emphasis on girls' education;</li> <li>A state level workshop was organised on the art of making puppets and their presentation in April 1999, to make the teachers proficient in preparing teaching aids.</li> <li>A state level workshop and meeting of Media Resource Group organised in September 2000.</li> </ul>		<ul style="list-style-type: none"> <li>Media advisory board at SPO formed</li> <li>3 - day workshop during February 1999 to develop publicity materials.</li> <li>Media Advisory Board Meetings are organised in districts to ensure the support of media.</li> <li>A national seminar on Primary Education is planned in association with the Press Club of Trivandrum.</li> </ul>	<ul style="list-style-type: none"> <li>Four days workshop on 'Education for All' in the month of March 2000.</li> <li><b>Kalapathak and Kalajathas on primary education themes have been developed &amp; performed in a three days workshop.</b></li> </ul>	<ul style="list-style-type: none"> <li>Media Advocacy training conducted for District Media In-charge in Dec. 1998</li> <li>Workshop for developing Media Advocacy Plan conducted.</li> <li><b>Workshop/meetings organised for media persons and RPs for conducting 'Shikshan jagar Saptah'.</b></li> <li><b>'Shikshan Jagar Saptah' was organised at village level in all districts.</b></li> </ul>	<ul style="list-style-type: none"> <li>Review meetings and orientation programmes for district media officers held;</li> <li>Capacity building workshops organised for district Media Officers;</li> <li>Four day workshop on community mobilisation and use of media organised at state level; training for organising special campaign for IED undertaken.</li> </ul>

Media Activity	ASSAM	HARYANA	KAR.	KERALA	M.P.	MAH.	T.N.
Press and Mass Media	<ul style="list-style-type: none"> <li>Interviews /talks, documentaries on subjects related to DPEP schemes were telecast on Guwahati Doordarshan,</li> <li>Feature programme on primary education focussed on new teaching methodologies were shot in Morigaon by filmmaker Chandra Narayan Baruah,</li> <li>Spot films made by DPEP have been telecast on GDD,</li> <li>Talks and discussion organised on radio;</li> <li>Reports on workshops/programmes appeared in local newspapers;</li> <li>Articles and features published in English and Assamese newspapers</li> <li>Radio programme 'Abhigyan' being telecast every Saturday on 6 pm through AIR Guwahati</li> <li>Free shows of the film 'Pokhi' organised.</li> <li>District visit of media persons organised.</li> <li>Articles and reports published in newspapers.</li> </ul>	<ul style="list-style-type: none"> <li>Tarang, teacher training programme covered by Star News;</li> <li>Panel discussions and interviews organised on electronic media</li> <li>State level function for the handicapped children was covered and relayed by the ZEE, STAR, JAIN and DD I TV channels.</li> <li>Jhankies have been organised in all the DPEP districts on the Republic day.</li> <li>VEC training covered by Star News.</li> <li>Teleconferences organised by DPEP Haryana</li> </ul>	<ul style="list-style-type: none"> <li>Supplementary material process of incorporating folk stories covered by Star News;</li> <li>Malka film on girl child telecast on Doordarshan;</li> <li>Play on DPEP objectives broadcast on AIR</li> <li>13 episodes of 'Baa Bale Shalege' telecast by AIR Gulbarga in March 99.</li> <li>A state level seminar on 'Grama Sabha and primary education' was conducted.</li> <li>Metric mela conducted in 76 villages.</li> </ul>	<ul style="list-style-type: none"> <li>Interviews/articles in newspapers on teacher training, revision of textbooks, radio and television broadcasts, regular newspaper articles and syndicated columns in newspapers;</li> <li>Pedagogical reforms widely reported in newspapers;</li> <li>Wide publicity given to training programme on Doordarshan; Asianet, AIR and print media;</li> <li>Press meet arranged;</li> <li>TV spots produced and telecast;</li> <li>Articles on DPEP published in Kerala Calling, Vanitha, India Today</li> <li>Arranged a seminar on "School Education – Trend, Prospects and Problems" in Thiruvananthapuram with the participation of Press Club, Thiruvananthapuram.</li> <li>Three press conferences were held in Palakkad district for DPEP activities.</li> <li>Seminar and exhibition were held at VEC level along with Sahavasa Camp.</li> <li>Visit of Media persons arranged in</li> </ul>	<ul style="list-style-type: none"> <li>AIR and Doordarshan used for programme publicity through spots,</li> <li>Telecast of films;</li> <li>Newspaper campaign carried by 65 newspapers at State level; also conducted at district level</li> <li>A programme 'Shiksha Patti' started to establish direct contact with clusters and schools. For this, a separate post box number has been given to all the teachers and Gurujis to write about their achievements direct to XSPO direct mail to select teachers every week on specific theme to elicit their response.</li> <li>Ad campaign in newspapers</li> </ul>	<ul style="list-style-type: none"> <li>Akashwani and Pradakshi news harnessed to disseminate information about DPEP;</li> <li>Syndicated columns on DPEP negotiated in newspapers,</li> <li>Radio programme dealing with issues like multi-teaching and gender produced and telecast on prime time slots. 26 episodes of this programme were telecast on AIR.</li> <li>Docudramas produced</li> <li>Articles on DPEP published in local newspapers in the district.</li> <li>Networking with local channels for ensuring publicity for various programmes organised under DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>Talks and interviews on Doordarshan;</li> <li>Art festival in conjunction with AIR, Pondicherry;</li> <li>News features on DPEP broadcast on AIR Chennai;</li> <li>Phone in programmes on radio organised</li> <li>Advertisement telecast on AIR to address specific issues like child labour</li> <li>Coverage of all important events in print media in the state and districts.</li> </ul>

	<ul style="list-style-type: none"> <li>• 20 AIR programmes have been conducted in the area of AS, CP, ECE, TT &amp; IED components.</li> <li>• Film shows for street children.</li> <li>• Visit of media persons comprising All India Radio DAVP Janasanyog.</li> <li>• 7 video programmes (on VEC,ECE,IED, AS, pedagogical process, successful teachers, women empowerment developed.</li> <li>• A film (Pokhi) by noted film director Sh. Jahnu Boruah completed.</li> </ul>	<p>received a wide coverage both in print and audio-visual media.</p> <ul style="list-style-type: none"> <li>• A state level function on IED was organised in Gurgaon which was covered by ZEE TV, STAR TV, JAIN TV and DD I.</li> </ul>		<p>MGLCs to the district.</p> <ul style="list-style-type: none"> <li>• Fifty students of MGLCs from Thiruvananthapuram taken to the city for exposure and interaction with mainstream people media.</li> </ul>			
Networking	<ul style="list-style-type: none"> <li>• State Bank of India branches, Asom Sahitya Sabha, IMPCC, PIB,</li> <li>• Convergence with DAVP</li> <li>• Convergence with Directorate of Information &amp; Broadcasting, Field Publicity DAVP.</li> </ul>	<ul style="list-style-type: none"> <li>• Local NGOs; Sanjivini in Mahendar-garh mobilised.</li> </ul>	<ul style="list-style-type: none"> <li>• Myrada Vikasana, Samuha, BGVS, Suvidya CRY, CLR, ISEC, NUAS, Mahila Samakhya VGKK and other NGOs .</li> </ul>		<ul style="list-style-type: none"> <li>• DPRO, Govt of MP, PIB, AIR, Doordarshan, MP Adivasi Lok Kala Parishad, NGOs, Vigyan Jathas and SRC.</li> </ul>	<ul style="list-style-type: none"> <li>• Local AIR stations and newspapers</li> <li>• Local cable networks and newspapers.</li> </ul>	<ul style="list-style-type: none"> <li>• Anganwadis, health department, state resource centre for NFE</li> </ul>

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJASTHAN
Administrative Arrangement	• Media Co-ordinator in place	Media Co-ordinator in place	Media Co-ordinator in place	Media Co-ordinator in place	Media Co-ordinator in place	Media Co-ordinator in place SLO/DPO	MC in place	No separate media Coordinator is in position. D.D. Project is looking after the programme
Publicity material developed (Print)	<ul style="list-style-type: none"> <li>• Monthly magazine 'Chaduvu' printed.</li> <li>• Publicity material with focus on girl child published.</li> <li>• Posters dealing with issues like enrolment and retention printed.</li> <li>• Desk calendar, diaries and brochures produced;</li> <li>• State DPEP Newsletter "Chadavu" published every month;</li> <li>• Comprehensive handbook on school education committees; Hand book on activities by SEC developed;</li> <li>• Eight types of posters on various themes and issues printed;</li> <li>• Booklet on civil works published;</li> <li>• Brochure on aims and objectives of DPEP and the role of women printed.</li> <li>• Printed a manual</li> </ul>	<ul style="list-style-type: none"> <li>• Posters, folders, pamphlets, leaflets, banners, hoardings and wall paintings produced,</li> <li>• A monthly magazine 'Prathmik Shikshan Sarvani', for DPEP functionaries and primary teachers of the project districts, regularly published from State Project Office. The circulation of the magazine has crossed 10,000 copies. An English magazine to be published soon.</li> <li>• A document on community mobilisation in district Banaskantha was published in Gujarati and English.</li> <li>• Folk Media "Bhavai" used to mobilise parents and community people for improving retention.</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory handbook on DPEP in Himachal Pradesh was developed, printed and circulated to all the DPEP districts.</li> <li>• Calenders, posters, cards, Folders and stickers depicting DPEP aims, objectives and achievements prepared and printed at State Project Office and DPEP districts and distributed to all primary schools, education officers and PRIs.</li> <li>• District Kullu displayed glow sign boards at all bus stands and important public places.</li> <li>• District Sirmour, Chamba and Lahaul Spiti prepared hoardings and displayed on road sides and public places.</li> </ul>	<ul style="list-style-type: none"> <li>• Posters, pamphlets, hand-outs; diaries and calendars printed.</li> <li>• A monthly DPEP newsletter "PARIVARTAN" highlighting the activities of DPEP is being published and circulated to all primary schools. CRC and BRC co-ordinators, D.I. of Schools, DIET personnel, DPCs Collectors, other district and state level officers in order to highlight the activities of DPEP.</li> <li>• Documentation of NINAD at district and state level was also made.</li> <li>• Leaflets have been printed &amp; distributed to all primary schools of DPEP districts.</li> <li>• Monthly DPEP Newsletter,</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, leaflets, brochures, folders, rural newspaper published.</li> <li>• Mobile book exhibition combining activities like awareness generation, community mobilisation, preparation &amp; use of TLM etc.</li> <li>• 2 booklets on IED and 1 on TLM published.</li> <li>• 1 poster of IED, 3 or Community Mobilisation and 1 poster on Gender developed and distributed to districts.</li> <li>• 2 books titled 'Janaganer Angshagrahan' and training module of VEC printed</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, folders, posters, newsletter, calender published.</li> <li>• Quarterly magazine BEP Awahan published.</li> <li>• Newsletter at West Singhbhum, Bhojpur, Munger, Muzaffarpur, Gaya, Rohtas, East Singhbhum, Dumka and Ranchi being brought out.</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets, folders, greeting cards; National-level poster competition organised</li> <li>• Posters banners, wall writing of 'School chalo Abhiyan' produced.</li> <li>• Hoardings and exhibitions organised to spread the message of DPEP.</li> <li>• Publication of a book on girls education titled "Making a Difference"</li> <li>• Publication of a booklet titled "School Chalo Abhiyan" revealing the data and</li> </ul>	<ul style="list-style-type: none"> <li>• Brochure containing information about DPEP published.</li> <li>• Ads for DPEP Publicity Produced.</li> </ul>

<p>'Karadeepika' for the training of school committee members. Also a book highlighting success story of one school committee as narrated by PTA President was given to all school committee members.</p> <ul style="list-style-type: none"> <li>Printed and distributed a folder on suggestions for Service Improvement and on National Textbooks to all School Committee Chairpersons and teachers.</li> <li>A handbook for school committees on UEE was printed and supplied to all school committee chairpersons.</li> <li>Academic calendar for school committees was prepared, printed and supplied to all school committee chairpersons.</li> <li>Self-appraisal Performa for school committee member printed.</li> <li>A "centre spread poster" included in 'Chaduvu'.</li> <li>Posters on girl child and on importance of</li> </ul>	<ul style="list-style-type: none"> <li>District Kullu and Sirmour also made badges for DPEP personnel.</li> <li>The annual Report for the years 1996-97, 1997-98, and 1998-99 were printed and distributed.</li> <li>Sirmour district developed slogans on DPEP aims and objectives. Selected slogans have been painted on the road side walls.</li> <li>The newsletter 'Hamara School' has been registered under RNI.</li> <li>District Chamba has developed 2000 copies of pamphlets on gender awareness and 1500 copies of newsletter.</li> <li>2000 booklets on DPEP objectives and VEC formation have been prepared and printed by the Kullu district.</li> <li>6000 Health cards for school children printed and distributed to all the schools in the Kullu district</li> </ul>	<p><b>'Paribartan'</b> highlighting the programme &amp; achievements across districts is being published regularly from April to September 2000 and distributed to all teachers, CRCs, BRCs, BDOs, DIET personnel, District Sub-collectors, DPO staff, Collectors.</p> <ul style="list-style-type: none"> <li>Village level campaign NINAD has been documented, printed and distributed to different stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>TLM guide-book published and distributed</li> <li>2 books titled 'Kajer Madhyame Shiksha Sahayika' module - I and selected readings module - II published and distributed.</li> <li>One compendium titled 'Pratibandhider Janya Sarkar Nirdeshnama' printed and distributed to all functionaries in DPEP and non-DPEP districts.</li> <li>A book titled 'Pratibandhider Janya Samonniita Siksha' for KRP &amp; RPs printed and distributed to teachers in DPEP districts.</li> <li>A book titled 'Gram-O-ward Siksha Committee Prashikshan' printed.</li> <li>Sahayika printed and distributed to DPEP districts.</li> </ul>	<p>progress status of School Chalo Abhiyan and its dissemination to all Chief Ministers, Education Ministers. Central Government Ministries/ Officials of all state &amp; members of legislative assemblies of UP and other concerned officers and personals.</p>
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education were printed.

- Documentation of success stories collected from different district.
- Four posters were developed on mobilisation of community to create awareness on education.
- An appeal was floated to schools in the state by the SPD to take all necessary steps to ensure regularity among students and teachers and to improve quality of education.
- Publicity generated on book exhibition, conducted across the state by National Book Trust.
- The **Chaduvu** magazine is being published and distributed to all the schools.

- Prepared Annual Report for the year 1999-2000 and got printed during the month of February, 2001.
- Prepared material regarding 'school readiness' for publication in weekly newspaper "Giriraj".

- One poster developed on gender issues.
- Folders printed for VEC/VIEW members on enrolment drive and forest festival and school grant.
- A document containing salient features of WBDPEP produced and distributed.
- Annual Report of WBDPEP published.
- A document 'Siksha Darpan' published on literacy.
- A bi-monthly newsletter 'Yogasutra' published.
- Sept,Nov,Jan issue of 'Yogasutra' (A bimonthly journal in Bengali for primary school teachers) published & distributed to CLRCs for final distribution at schools.

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|  |  |  |  |  | <ul style="list-style-type: none"><li>• Several articles prepared for publication in Siksha Darpan – a quarterly journal of Edu. Dept. Of Govt. of West Bengal.</li><li>• Material prepared &amp; sent for publication in 'DPEP Calling Anniversary Issue'.</li><li>• Bidyalaya Grihanirman Nirdeshika – a booklet in Bengali printed for VCC members in order to equip them with cost effective technology adopted by WBDPEP.</li><li>• 2 folders on cost effective Technology (CET) and child friendly environment (both in Bengali &amp; English) printed &amp; distributed as awareness raising material.</li><li>• A booklet</li></ul> |  |
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Prashikshan  
Karmasuchi  
Nirbachita Path  
- 2 printed and  
distributed as a  
training kit for  
primary school  
teachers.

- Three  
folders for  
primary school  
teachers at  
CLRC printed  
and distributed.
- ✓ Training  
module on the  
problem related  
to girl child  
printed &  
distributed.
- ✓ A folder for  
afternoon  
workshop on  
'Girl Child in  
classroom  
transaction'  
printed  
developed &  
distributed.
- Poster on  
disability on  
World Disabled  
Day (year 2000)  
developed &  
distributed.

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	WEST BENGAL	BIHAR	U.P.	RAJ.
Audio Video material	<ul style="list-style-type: none"> <li>Film on VEC produced;</li> <li>"Meena" a video film on Girl Child supplied to all the districts along with information brochures for multiple use in different trainings like teachers, school committee members and for gender sensitisation.</li> <li>Multi-media package on DPEP and successful activities produced.</li> <li>A video film to generate awareness among parents developed.</li> <li>Audio cassettes on DPEP activities and on Girl Child were developed by 2 districts – Kurnool and Warangal.</li> <li>Video documentation of TLM processes and field testing of TLM in schools carried out.</li> <li>One video multimedia package was developed on various interventions of DPEP.</li> <li>Video documentation of IED interventions carried out.</li> <li>Video documentation of seminar on "Education For All" was done.</li> </ul>	<ul style="list-style-type: none"> <li>Video cassettes of the Meena campaign used; cassettes on joyful learning recorded in local dialects by districts; <i>Divas Swapna</i>, audio cassette on child centred activities produced; Video films on community mobilisation prepared.</li> <li>A video-film produced on Rajpur Mahila Sammelan and Rabari Mahila Sammelan organised in Banaskantha.</li> <li>Audio cassettes of Garbas and plays produced.</li> <li>Video films on community mobilisation and gender education prepared.</li> </ul>	<ul style="list-style-type: none"> <li>Kullu district developed two audio cassettes for community mobilisation.</li> <li>Video cassettes highlighting the progress achieved under DPEP have been prepared by all the districts.</li> <li><b>Kullu district has prepared 2000 audio cassettes of Hindi and Pahari songs for mobilisation.</b></li> <li><b>Four video cassettes developed on gender awareness.</b></li> <li>To supplement the training of primary education personnel in the state, workshop on training and development of audio scripts was organised between May 3 and 6, 2000. Six audio cassettes were developed in the process.</li> </ul>	<ul style="list-style-type: none"> <li>Two audio and video cassettes – one each on Girl Child and Tribal Education developed</li> <li><b>Audio-visual cassettes have been developed in connection with NINAD activities along with photographs.</b></li> </ul>	<ul style="list-style-type: none"> <li>One video film of Book Exhibition has been produced.</li> <li>Audio cassette of 9 folk songs by folk artists of repute on DPEP messages has been produced.</li> <li>Documentation through video medium on world disabled day completed.</li> <li>'Meena' cassettes duplicated and campaigns is on in different districts.</li> <li>One video film on activity based teaching learning produced, duplicated and distributed to districts.</li> <li>2 audio-cassettes produced. One comprising 22 songs on identification of 18 districts of WB and the other comprising one radio play and one talk show on different aspects of pedagogy.</li> <li><b>A video cassette titled</b></li> </ul>	<ul style="list-style-type: none"> <li>Audio cassettes of songs in local dialects developed;</li> <li>Production of films in progress</li> <li>A set of 6 audio cassettes, on Shiksha Geet, Abhiyan Geet and Munia Beti campaign and women empowerment developed and being used in mobilisation.</li> <li><b>5 films on Civil Works, ECE, ALS, Community Mobilisation &amp; Training (PFE) developed each of 30 minutes.</b></li> <li>A video film 'Naya Savera" to be telecast on Doordarshan as soon.</li> <li>2 cassettes on Shiksha Geet Mala developed in Bhojpuri, Maithili &amp; Magahi</li> </ul>	<ul style="list-style-type: none"> <li>Video spots of one minute on girls education are ready for telecast by doordarshan during Prime Live.</li> <li>Good practices of using BRG to prepare TLM and simultaneously provide training to teachers video documented.</li> <li>11 minute film 'Koshish' produced.</li> <li>Screening of Meena film in villages for girls education</li> <li>Balika mission organised.</li> <li>Video spots being telecast before regional news on DD.</li> <li>Slide shows in cinema houses negotiated as part of the 'School chalo campaign'.</li> <li>UP Roadways buses fitted with publicity boards on DPEP and School chalo campaign.</li> <li>6 Jingles being broadcast on AIR.</li> <li><b>Development of Audio Cassettes marketing same</b></li> </ul>	

**"Dream House - Low Cost'**  
developed,  
duplicated and  
distributed among  
district level  
target group.

- Documentation through video medium on World Disabled Day completed and VHS cassettes handed over to IED.

on girls education/  
school chalo  
abhiyan for the  
spread of primary  
education.

- Development of a short film (20 min) to encourage school chalo abhiyan.
- Development of a 13 episodes audio video serial focussing on all work areas of DPEP is under progress.

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	W.B.	BIHAR	U.P.	RAJASTHAN
Trainings and workshops	Teacher training modules developed; 250 SRC members and DPEP officials trained at SCERT Hyderabad; Two-day orientation training programme at district level; Mandal level orientation programme to all SEC members; Two-day meeting with NGOs, unofficial and women members on the issue of child labour at Hyderabad	<ul style="list-style-type: none"> <li>Workshop organised on material development for drawing teachers. The best drawing was developed into a poster;</li> <li>A state level Media and Documentation workshop was organised at Gandhinagar from August 29-31, 2000. OIC-Media, Aaddl. BRCs, BRCs from all three districts were sensitised to Media and Documentation requirements.</li> <li>Similar kinds of workshops organised at block level to orient the CRCs.</li> <li>Follow-up of state level media workshop was done by conducting training workshops at BRC level to train the CRCC on skills of reporting and documentation during Sept.-Dec., 2000.</li> </ul>	<ul style="list-style-type: none"> <li>One day slogan writing workshop organised where 200 slogans were developed.</li> <li>A four-day workshop organised on training and development of audio scripts in Kullu.</li> <li>SPO started participating in the Inter Media Publicity Coordination Committee (IMPCC) meetings at the state level during Nov., 2000.</li> <li>SPO hosted the Inter Media Publicity Coordinator Committee (IMPCC) meetings at the state level in Jan. 2001.</li> </ul>	<ul style="list-style-type: none"> <li>3-day workshop on Community Mobilisation and Participation and Use of Media conducted. State level workshops to develop scripts for plays and Kalajathas organised.</li> <li>The state level workshop for development of audio cassettes, slogans and posters for community mobilisation activities has been conducted in the month of August &amp; September, 2000.</li> </ul>	<ul style="list-style-type: none"> <li>Use of media and development of documents discussed in two state level workshops</li> <li>2-day workshop with folk artists in August and festival for folk artists held in Sept. 160 artists participated the festival organised in collaboration with the folk and tribal cultural centre.</li> <li>A 4-day workshop on audio script writing held in December.</li> <li>Documentation of a report on the workshop to develop a plan of action for advocacy of ECCE at state level, held in Dec. 2000.</li> </ul>	<ul style="list-style-type: none"> <li>Theatre and music workshops for development of scripts organised. Regional Theatre workshops organised for capacity building of cultural groups of different linguistic zones.</li> <li>Four plays printed and disseminated for impromptue performances by local cultural groups Vajjia, Angika, Bhojpuri and Magahi. Plays in Santhali, Bangla, Oriya, Maithili and Khoratha have also been developed</li> </ul>	<ul style="list-style-type: none"> <li>4 days workshop on community mobilisation and participation and use of media conducted</li> <li>Workshop on jingles writing organised.</li> <li>Advocacy workshop.</li> <li>Workshop on equal opportunities in education.</li> </ul>	

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	W.B.	BIHAR	U.P.	RAJASTHAN
Press and Mass Media	<ul style="list-style-type: none"> <li>• Organised state-level press tours to Warangal and Karim Nagar districts;</li> <li>• Radio interviews of VEC members organised;</li> <li>• Exhibitions organised for publicity</li> <li>• Published the progress of DPEP activities of some districts in reputed local and regional newspapers.</li> <li>• A press tour organised of state media personnel.</li> <li>• Newspaper clippings were compiled and analysed and necessary action on the negative reports initiated.</li> <li>• Newspaper clippings were collected, documented and analysed on various activities of DPEP.</li> <li>• An exhibition of DPEP publications and photographs is arranged on the eve of seminar on "Education for All"</li> <li>• Newsletter is introduced in DPEP net.</li> <li>• Bulletin board messages are being placed regularly for information on DPEP net.</li> </ul>	<ul style="list-style-type: none"> <li>• Major events seminars and workshops were projected through newspapers and Doordarshan.</li> <li>• Reports on some major DPEP events published in English and gujarati dailies through news release.</li> <li>• To provide support to ICDS, and social welfare Balwadis, a monthly Gujarati periodical "Balmandir" produced.</li> <li>• Photo and video documentation of all the major events or interventions under DPEP carried out and distributed.</li> </ul>	<ul style="list-style-type: none"> <li>• Doordarshan mobilised to telecast DPEP films.</li> <li>• Hindi press in Chandigarh, Jalandhar and Dharamshala along with AIR Shimla being used to disseminate information about DPEP.</li> <li>• DPEP, H.P. in collaboration with DEP-DPEP and AIR Shimla has endeavoured to start 15 minutes duration bi-weekly teacher training programme (Gyan Kalash).</li> </ul>	<ul style="list-style-type: none"> <li>• Radio and local newspapers mobilised to support the enrolment drive.</li> <li>• Activities of DPEP have been broadcast in the All India Radio and Doordarshan SIET. Participating in the Inter Media Publicity Coordination Committee (IMPCC) meeting.</li> <li>• A wide publicity was made through newspaper, All India Radio and Doordarshan in order to make people aware about NINAD programme.</li> <li>• In order to create better awareness among public in general and community in particular, some publicity through different newspapers on special occasions like Utkal Divas, Guru Divas etc. Were made.</li> </ul>	<ul style="list-style-type: none"> <li>• DPEP activities covered in print and electronic media</li> </ul>	<ul style="list-style-type: none"> <li>• Newspapers, radio and Doordarshan harnessed for media advocacy.</li> <li>• Success stories on BEP activities published in newspapers.</li> <li>• The private TV channel, - Patna City news, has covered events organised under DPEP</li> </ul>	<ul style="list-style-type: none"> <li>• Reports on project interventions sent to news papers.</li> <li>• Publication of Shekshik Prekshak</li> <li>• Two press tours organised to project districts to sensitise them regarding various project activities</li> <li>• Five press conferences organised</li> <li>• Audio-visual press coverage of School chalo campaign</li> <li>• Still photography on training workshop for JE's, IED, Girls education and different important occasions.</li> </ul>	<ul style="list-style-type: none"> <li>• DPEP launch Programme organised on 2 Oct, 1999 and Attended by Chief Minister Of Rajasthan gets Wide press Coverage</li> <li>• Advertisement in ... and ... Newspapers published</li> </ul>

Media Activity	ANDHRA PRADESH	GUJARAT	H.P.	ORISSA	W.B.	BIHAR	U.P.	RAJASTHAN
Networking	<ul style="list-style-type: none"> <li>Govt Dpts. like Health, Education, Women and Child Welfare, Social Welfare, Tribal Welfare, local NGOs, Mahila Samandals and youth organisations; MVF Foundation Hyderabad, NGOs, Department of Adult Education.</li> <li>All teachers unions/Associations were taken to exposure visits to child labour camps in Rangareddy district in order to request their support in achieving UEE.</li> <li>School committee training were conducted in collaboration with MVF wherein resource persons of MVF acted as trainers.</li> <li>Important DPEP district staff were given exposure to MVF strategies and their successful villages.</li> <li>Programme managers of UNICEF, UNDP and MVF involved in planning the strategies for community mobilisation.</li> </ul> <p>Networking with UNDP for development and improving the self appraisal forms for School Committees.</p> <ul style="list-style-type: none"> <li>Networking with MVF on child labour issues.</li> <li>All the districts are connected through dial up network.</li> <li>Internet and Intranet system is established by using latest information technology.</li> <li>Strategy paper on education is placed in Web site on DPEP.</li> </ul>	<ul style="list-style-type: none"> <li>Gujarat SCERT, Ravi Mathai Centre for Educational Innovation, local NGOs like Avaj etc.</li> </ul>	<p>Public relation department, Youth services and sports department, state council of science and technology, NGOs (HGVS, YUMDHA, RUCHI, Mahila and Yuva Mandals, Saksharta Samities).</p>	<ul style="list-style-type: none"> <li>UNICEF, SIET, Academy of Tribal Dialect and Culture, SCERT, local NGOs, AIR</li> </ul>	<ul style="list-style-type: none"> <li>NGOs, youth clubs</li> <li><b>Convergence meeting with Natya Academy</b></li> </ul>	<ul style="list-style-type: none"> <li>Political parties, Trade unions, NGOs Teachers, Associations Youth Clubs, NYKs established</li> </ul>	<ul style="list-style-type: none"> <li>SIET, Lucknow, Labour Department GOUP to address problem of child labour in 05 districts of U.P.</li> <li>UP Directorate of Information</li> <li>DAVP</li> <li>Song &amp; Drama Division</li> <li>PIB</li> <li>UP Roadways</li> <li>All newspapers</li> <li>AIR</li> <li>Doordarshan, Lucknow</li> </ul>	

**NEW STATES**

<b>MEDIA ACTIVITY</b>	<b>CHHATTISGARH</b>	<b>JHARKHAND</b>	<b>UTTARANCHAL</b>
Administrative Arrangement	<ul style="list-style-type: none"> <li>▪ Formation of Chhattisgarh SPO is under process</li> </ul>	Media Co-ordinator in place	
Publicity material developed (Print)	<ul style="list-style-type: none"> <li>▪ It will be carried out soon by the state of Chhattisgarh</li> </ul>	<ul style="list-style-type: none"> <li>▪ Printing of posters/pamphlets developed for ALS, ECE, VEC &amp; Gender issues.</li> <li>▪ Guidelines on school improvement grant</li> <li>▪ Documentation of media activities</li> </ul>	
Audio Video material	<ul style="list-style-type: none"> <li>▪ Audio &amp; video materials developed by the state of M.P. is being used in the districts of Chhattisgarh.</li> <li>▪ State will prepare its own materials afterwards.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Distribution of audio/video cassettes. Video documentation has been made like 'Hamara Vidyalaya', Civil Works, Micro-planning, Chunauti etc.</li> <li>▪ Video documentation of special campaign, cultural activities, Rallies, meeting etc.</li> </ul>	
Advertising	<ul style="list-style-type: none"> <li>▪ Upto 31.3.2000 it was covered by the state of Madhya Pradesh</li> <li>▪ Afterwards necessary arrangements is being done by the state.</li> </ul>	<ul style="list-style-type: none"> <li>▪ </li> </ul>	
Training & Workshop	<ul style="list-style-type: none"> <li>▪ Four days workshop on 'Education for All' in the month of March 2000.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Workshop with cultural group at BRC level.</li> <li>▪ Organised a workshop for slogan, local song development.</li> <li>▪ Organised a workshop for capacity building of cultural team</li> <li>▪ 10 days in-house cum field performance cultural workshops in May 2000 involving more than 50 participants</li> </ul>	
Press & mass media	<ul style="list-style-type: none"> <li>▪ It will be taken up now by the SPO of Chhattisgarh</li> </ul>	<ul style="list-style-type: none"> <li>▪ News of Bal Mela/Maa Beti Mela in Hindustan Times, Aaj etc. News of Bal Mela/Maa Beti Mela from "Aakashwani"</li> <li>▪ Press Conference held</li> <li>▪ Publication of report on cultural programme in newspapers like Prabhat Khabar, Ranchi Express, Publication of VECs school development</li> </ul>	
Networking	<ul style="list-style-type: none"> <li>▪ DPRO, Govt. of MP, PIB, AIR, Doordarshan, MP Adivasi Lok Kala Parishad, NGOs, Vigyan Jathas and SRC.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Convergence with Cultural Group, NGOs, NYKs, ZSS, Jago Bahina Samiti, ICDS.</li> <li>▪ Cultural Groups &amp; Organisation, local NGOs, NYKs, NSS, Education Dept. Involved in Media activities.</li> <li>▪ Convergence with Zila Sakhchharta samiti.</li> </ul>	

## **RESEARCH AND EVALUATION**

### **Introduction**

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

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

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

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

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

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

The following research studies commissioned or undertaken by RESU, were completed at the national level by 2000:

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

NCERT has completed a study on classroom processes conducted in seven DPEP I states. Its reports were made available for the 12<sup>th</sup> JRM.

At the national level, NIEPA and TSG were associated with a study on participation of children in primary schooling in selected states. NIEPA was also involved in a

study of content analysis of VEC training modules for DPEP states. During 2000, Prof. Yash Aggarwal of NIEPA completed a study on 'Primary education in unrecognised schools in DPEP districts of Haryana'.

NIEPA has also assisted some of the states, in particular, Tamil Nadu, in conducting cohort studies to assess the retention rate in primary schools. In a sample of schools, the children entering grade I in 1993/94 were followed up for 5 years, upto 1998-99, to find out how many completed primary education in 5 years, how many repeated grades and how many got transferred to other schools. The study has now been extended to all schools of 6 DPEP districts of Tamil Nadu and a few other states like Andhra Pradesh, West Bengal and Maharashtra have also taken the initiative of conducting similar cohort studies.

**A Study of internal efficiency and cohort dropout rates has been completed by RESU using the DISE data of 131 DPEP districts of Phases I, II and III for the years 1997/98 and 1998/99.**

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

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

13. Study on Community Mobilisation and Empowerment for Universalisation of Primary Education conducted in seven states (Assam, Bihar, Gujarat, Himachal Pradesh, Karnataka, Madhya Pradesh and Uttar Pradesh), 1999.
14. Study of Declining Enrolment in Class I in three states (Maharashtra, Tamil Nadu and Uttar Pradesh), 2000.

The synthesis reports of the last three studies were prepared by RESU.

### Action Research

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

Apart from NCERT offering training in action research in DPEP states, SIEMAT (Allahabad) has also organised decentralised training for grassroots-level practitioners and teachers in action research. The number of action research studies completed in the different states were number more than 400.

### Using Outcomes of Research

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

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

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

Report of the proceedings and papers presented in the national seminar on Innovative Practices in Pupil Evaluation, May 1998 was published by M.S. University of Baroda (host of the seminar) and the same was disseminated to national and state level institutions and selected DIETs in the last quarter of 1998. RESU has also reviewed the current practices of pupil evaluation in all DPEP states with information collected from respective State Education Departments, SPOs (DPEP) and SCERTs. A report of the same was prepared and presented in a meeting of SPDs organised by DPEP Bureau. Reports were also circulated to various state-level institutions.

States have also initiated programmes for developing appropriate pupil evaluation strategies, which are suitable to pedagogic renewal undertaken by the states. Kerala has changed the pupil evaluation system at the primary level to activity-based evaluation. Andhra Pradesh conducted a seminar-cum-workshop where new strategies were explored. Assam (SIE, Jorhat) held a state-level seminar in March 1999 on pupil evaluation. Uttar Pradesh (UP) has developed a scheme of continuous and comprehensive Evaluation of Pupils at the primary level, which is being tried out in a few schools of Varanasi and Ghaziabad at present. Necessary technical support for this activity was provided by RESU, TSG.

## **Networking**

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

## **National level research Seminars**

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

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

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

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

At these seminars, a number of research papers were presented on the selected themes and also panel discussion were organised to discuss certain topical issues.

RESU organises meetings of Research and Evaluation Coordinators of DPEP states from time to time to review the researches conducted at the State level and to have discussion on a selected theme. The Sixth meeting of Research & Evaluation Coordinators was held during February 17-19, 2000 at Aurangabad. Apart from reviewing the research work done in the different states, the meeting had a focussed discussion on the theme 'Utilisation and Dissemination of Research Findings'. The **seventh meeting of R&E Coordinators was held at SIEMAT, Allahabad from February 12 to 14, 2001**. In this meeting, apart from presentation of state reports on their research and evaluation activities, the main theme for discussion was '**Enrolment and Retention at the primary level**'. A few studies on this subject and on the recent study of RESU on '**Declining enrolment in class I**' were also presented and discussed.

### **Capacity Building**

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

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

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

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
<b>1. Organisation &amp; Management</b>							
(i) Staffing	- R&E officer in SPO and DPOs in place.	- Programme officer (R&E) in SPO.	- R&E an additional charge under the AO in SPO.	- Programme officer (R&E) in place in SPO and DPOs.	- Consultant (R&E) in place in SPO.		- EREM wing established in SPO with Consultants.
(ii) Other Institutions Role	- SIE, Jorhat has a separate component for R&E.	- SIEMAT in SCERT hub of R&E activities. Consultant for R&E.	- Each functional area in SPO addresses R&E issues individually. - A separate unit for R&E being set up at DSCERT.	- In SPO level, internal and external monitoring and evaluation looked after by each unit. - State level steering committee constituted.	- Each functional area addresses R&E issues individually.	- SCERT is the nodal agency for promoting research.	- DTERT & each DIET has coordinators for R&E.
(iii) Advisory Group	- Steering Group for Research at SPO. - Research Advisory Group set up by SIE, Jorhat.	- State Resource Group in Research set up by SPO. - District Research Groups set up.	- Research Resource Group set up by SPO. - RIE, Mysore identified as supporting institute.	- Research Advisory Committee set up by SPO. - Internal Academic Support Missions focusing on Monitoring & Evaluation of pedagogic issues.		- Research Advisory Committee set up at SCERT & SPO.	- Research Advisory Committee set up by SPO. - District Research Group set up.
<b>2. Action Research Programmes</b>							
(i) Operational Levels Institutions	- SIE, DIETs, BRCs and practising teachers.	- SCERT, DIETs, BRCs teachers.	- SCERT, DIETs and practising teachers.	- SPO, DIETs, BRCs, CRCs and selected teachers.	SCERT, SPO, DIETs, DPO, CRCs and teachers.	- DIETs, BRCs/ CRCs teachers.	- SPO, BRCs & CRCs and selected teachers.
(ii) Activities conducted	- SPO organised a training programme in October 1998 in which 150 participants were trained.  - SIE currently providing district-wise training.  - 14 action research studies completed in	- 149 action research studies completed.  - Major areas covered are Teaching of Mathematics Correcting pronunciation, improving attendance, improving writing	- Five Action Research studies are in progress at DSERT level and 11 in DPEP I districts.  - Training in Action Research for DIET and DSERT personnel with help of RIE, Mysore.  - Action Research	- 38 studies with teams constituted by teachers, CRC/BRC personnel and one DIET faculty completed.  - Fresh training conducted in February'99 by SPO.  - 21 studies initiated.	- Under Quality Watch, an Action Research programme was initiated in four districts, namely, Betul, Raisen, Rajgarh and Shahdol. Thirty schools in one of the blocks of each district comprising of ten primary schools, ten	- A number of action research studies initiated by 9 districts have been completed.  - SCERT looks after the training and monitoring responsibilities.  - 179 action research project have been	- SPO R&E wing conducted training workshops in all districts. All BRC coordinators trained in the action research training. Training given to BRC/ CRC and teacher educators for training teachers in action research.

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	<b>Assam</b>	<b>Haryana</b>	<b>Karnataka</b>	<b>Kerala</b>	<b>Madhya Pradesh</b>	<b>Maharashtra</b>	<b>Tamil Nadu</b>
	<p>various districts last year.</p> <ul style="list-style-type: none"> <li>- All instructors of 19 BTCs in Assam oriented in Action Research methodology.</li> <li>- In this training, Action Research proposals were developed by instructors, DIET faculties and BRC coordinators.</li> </ul>	<p>skills, use of TLM and Teaching of EVS.</p> <ul style="list-style-type: none"> <li>- Selected DIET faculty members of all 8 districts trained in action research by SIEMAT, Allahabad.</li> <li>- Action research project on universalisation of primary education among girls in Kalayat block of Kaithal District has been undertaken to assess the impact of DPEP strategies adopted at the block level.</li> <li>- 125 primary teachers / head-teachers / CRC coordinators were trained in action research. About 150 action research studies were undertaken by them and DIET lecturers. These studies are almost complete.</li> <li>- Training of 312 teachers / CRC Coordinators undertaken in 7 batches. They selected problems and started working on them. The progress of their work was reviewed in monthly</li> </ul>	<p>conducted in 16 areas and an abridged version of the report has been brought out and disseminated upto block level. 14 studies in progress.</p> <ul style="list-style-type: none"> <li>- Kannada version of Action Research reports has been disseminated through <i>Kali Nalli</i>, the bi-monthly teachers' magazine.</li> <li>- An observational study on the use of new textbooks in Kolar district (by Prema Clarke).</li> <li>- Material has been developed at a state level workshop for training of teachers on Action Research.</li> </ul>	<p>Districts also conducted one round of training for teachers.</p> <ul style="list-style-type: none"> <li>- 23 action research studies were completed.</li> <li>- So far 242 AR studies have been initiated till date. All studies were to be finalised by the end of March 2001. Abstracts of selected studies will be prepared and published for wider dissemination.</li> <li>- In Kasargod, Palakkad &amp; Wayanad districts, training / dissemination workshops on Action Research were organised for teachers and trainers.</li> </ul>	<p>alternative schools and ten education guarantee schools were taken for action research programme.</p> <ul style="list-style-type: none"> <li>- Orientation programme for core groups of each district were organised in August, 1999.</li> <li>- Two review meetings held in SPO in Nov, 1999.</li> <li>- Action Research being conducted to assess the needs of teachers teaching English in 5 districts; final report to be ready soon and findings to be incorporated in training schedule in May-June, 2001.</li> </ul>	<p>completed.</p> <ul style="list-style-type: none"> <li>- Another 50 projects are under way. Documentation of the AR projects is under preparation.</li> </ul>	<ul style="list-style-type: none"> <li>- 179 action research studies completed. Another 50 Action Research projects in progress.</li> <li>- Abstracts of completed Action Research projects is under preparation.</li> <li>- Eight action research projects on gender related themes were undertaken.</li> <li>- 5 action research papers were presented in the National R&amp;E coordinators meeting.</li> </ul>

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

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<p>on sustainability and mainstreaming of DPEP activities in June.</p> <ul style="list-style-type: none"> <li>- MAS study in six districts completed.</li> <li>- Study titled 'Impact of intervention of DPEP on community participation' has been completed.</li> <li>- Draft report of 'Classroom transaction in DPEP: A comparison of two DPEP districts submitted.</li> <li>- A total of 34 research studies completed.</li> <li>- Four research studies on Lower Primary schools with enrolment below 40 and schools having extremely poor girls' enrolment have been completed.</li> </ul>	<p>achievement of children at primary level were the prime focus of the mid-term assessment conducted in four Phase I districts.</p> <ul style="list-style-type: none"> <li>- SIEMT Bhiwani undertook and completed the following studies :</li> <ol style="list-style-type: none"> <li>1. Study of incidence of drop-outs among girl students in village Haroli of district Fatehabad.</li> <li>2. An evaluation study of the incentive scheme 'teacher grant of Rs.500/-.</li> <li>3. The following studies are being conducted by SIEMAT :</li> <ol style="list-style-type: none"> <li>1. Availability &amp; utilisation of infrastructural facilities in primary schools.</li> <li>2. Study of incidence of drop-outs among girls students in village Ramphul Khera of Sirsa district.</li> <li>3. Utilisation of Physical and infrastructural facilities in Primary schools</li> </ol> </ol> </ul>	<p>findings have been shared with the districts at a state level workshop.</p> <ul style="list-style-type: none"> <li>- An evaluative study undertaken by NIAS is in progress.</li> <li>- Evaluation study on MLL-based curriculum in classes I &amp; II has been completed.</li> <li>- Evaluation study on use of activity-cum-workbooks/teacher's guide has been completed.</li> </ul>	<ul style="list-style-type: none"> <li>- 7 total research studies done.</li> <li>- MAS for phase II districts conducted and final report prepared.</li> <li>- A study on "Gender Concerns in School Activities and Classroom Practices in Primary Schools" has been conducted.</li> <li>- 'Study on redesigning the Anganvadis in Kerala' completed. The study report to be submitted by the end of March 2001.</li> <li>- External Evaluation of Pedagogical Interventions in DPEP Kerala is being undertaken.</li> <li>- 'Classroom climate and student behaviour outcomes - A comparative study of class rooms under DPEP and non-DPEP districts in Kerala', to be completed by end of April 2001.</li> <li>- 'A study on time management practices of Primary School Headmasters', to be completed by end of</li> </ul>	<ul style="list-style-type: none"> <li>- Data for the 'Learner evaluation and impact of classroom process and practices' has been completed and analysis work in progress.</li> <li>- More than 30 studies have been conducted by independent agencies to evaluate the primary schooling innovative and community-based initiatives - Alternative schooling &amp; EGS - in MP.</li> <li>- Districts have conducted over 20 studies in the areas of academic improvement, gender, SSK and tribal education.</li> <li>- Rajgarh District has conducted a diagnostic study to assess the situation of elementary education. Other districts too plan to take up a similar study.</li> <li>- Data collection for attendance monitoring in sample districts is in progress.</li> <li>- Mid-term assessment for the year 2000 has been completed and report submitted.</li> <li>- One research study was conducted and</li> </ul>	<p>research institute was completed and draft report presented.</p> <ul style="list-style-type: none"> <li>- Training programme and workshop for MAS was conducted by SCERT in July 2000.</li> <li>- A workshop conducted in Beed to initiate persons in R&amp;E to undertake research projects in the District. Another workshop conducted at Dhule for training in writing short theses.</li> <li>- Content enrichment test was administered and hard spots shared with field functionaries.</li> <li>- One-day meeting of Research Assistants held in February 2000.</li> <li>- Item banks for Std. I to V are being developed, field tested, printed and distributed to all the schools.</li> <li>- A screening committee has shortlisted six proposals out of which two have been launched.</li> <li>- MAS for Phase II district was</li> </ul>	<p>have been planned in all the three districts.</p> <ul style="list-style-type: none"> <li>- Training in the analysis of EMIS data conducted in all the districts.</li> <li>- A study on declining enrolment in class I (in two districts of the state) was completed.</li> <li>- Analysis of cohort study undertaken at school, cluster, block, district and state levels.</li> <li>- Seven research studies completed in the districts (one in each district) by DIET teams.</li> <li>- One research study completed last year, and nine studies were in progress. Three research studies were launched during 1999-2000. Reports of 5 were studies presented in the National R&amp;E Coordinators Meeting in Feb. 2000.</li> <li>- Five shortlisted formal research programmes to be undertaken by university research scholars and professors of education.</li> <li>- A screening committee shortlisted six</li> </ul>

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	<p>4. Incidence of dropouts in village Dhani Khushal (Bhiwani)</p> <p>5. Use of libraries</p> <ul style="list-style-type: none"> <li>- Course on Research Methodology was organised by NCERT for the lecturers working in DIETs/SIEMT at the state request. Each DIET would be undertaking one study during the next year.</li> <li>- MAS in Phase II districts in 2000 conducted by SIEMAT, Bhiwani.</li> <li>- The comparative assessment of the performance of Class-I/II &amp; IV/V on BAS-1997 &amp; MAS-2000 has been made.</li> <li>- Teacher talent bank data of 4 districts namely Bhiwani, Kaithal, Jind &amp; Sirsa completed &amp; data collection in 3 districts Mohindergarh, Hisar &amp; Gurgaon, is in progress.</li> </ul>		April 2001.	<p>two research studies were in progress. In total, 11 research studies have been completed so far.</p> <ul style="list-style-type: none"> <li>- Baseline evaluation study conducted.</li> <li>- A review of primary education packages in MP was conducted by the IIM(Ahmedabd). The objective of this study was to identify some policy direction for the future. A detailed analysis was made of several aspects like the process of curriculum development, the production of teaching-learning materials, the process of teacher training material development, teacher training, classroom transaction etc.</li> <li>- Diagnostic study on primary and upper primary education was conducted in each district. The aim of these studies was to assess the situation of Elementary and to formulate further strategies based on</li> </ul>	<p>undertaken and completed by the research wing. Report has bee sent to Government of India. Sharing workshops have been planned in all the three districts.</p> <ul style="list-style-type: none"> <li>- Training in the analysis of EMIS data conducted in all the districts.</li> <li>- Commissioned six studies by outside experts. Conducted research methodology courses.</li> <li>- A common evaluation tests is to be conducted during April 2001 to students of Std. V to assess their performance.</li> <li>- Analysis of the data computerised on the previous achievement tests held during April 2000 has been undertaken by the Block, District and State level officers. Performance of individual schools have been assessed and schools classified according to performance</li> </ul>	<p>proposals out of which two (one on 'Schooling of the disadvantaged groups' and the other on 'dropouts') have been launched.</p> <ul style="list-style-type: none"> <li>- A scheme of continuous comprehensive evaluation has been developed and launched on experimental basis in Kaverypattinam block in Dharmapuri District.</li> <li>- Item banks for classes I to V being developed, field tested, printed and distributed to all the schools.</li> <li>- A general report and special report on gender perspective were brought out.</li> <li>- During 1997-98, a cohort study was conducted in 9 blocks of 3 DPEP districts to assess the efficiency of the schools and the achievement levels of children. The study was extended to all the 106 blocks during 1999-2000 by collecting data from all the primary schools.</li> </ul>

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					<p>the findings to plan for UEE.</p> <ul style="list-style-type: none"> <li>- A study was conducted to assess the impact of migration on the education of tribal children, with special reference to Bhil tribe in Jhabua district. Finding of the study helped to formulate an innovative scheme called "Shiksha Ghar" for the children of migrating parents.</li> <li>- A study was conducted to evaluate the factors responsible for enrolment, retention, and achievement of students and of teacher training and schools variables on them. This study was conducted by private agency called Indian Institute of Development Management, Bhopal in two districts of MP viz. Dhar and Chhattarpur.</li> </ul>	<p>Remedial measures on the findings undertaken.</p> <p>Training on hardspots given to Std. V teachers for remedial teaching.</p> <ul style="list-style-type: none"> <li>- A state level workshop on Action Research was conducted at the District Gadchiroli for districts level Research Assistants and others interested in conducting research. The theme of the workshop was 'How to Write on Action Research and present it to the concerned persons.'</li> <li>- A State level workshop was conducted at Parbhani from February 6-8, 2000 by the Research and Evaluation department of MPSP, Maharashtra. The theme was "to study the style of presentation of Action Research prepared by districts research assistants".</li> </ul>	
(iii) <i>Areas in Focus for the Current Year</i>	<ul style="list-style-type: none"> <li>- Enrolment, retention, community participation, teacher motivation, socio-</li> </ul>	<ul style="list-style-type: none"> <li>- Schooling process and effect on learning, gender bias in material, role and function of</li> </ul>	<ul style="list-style-type: none"> <li>- M.I., use of blackboard /use of support material, tribal education,</li> </ul>	<ul style="list-style-type: none"> <li>- Studies on IEDC, Women empowerment, EOCE and Tribal Education</li> </ul>	<ul style="list-style-type: none"> <li>- School effectiveness, classroom processes, successful alternate education programmes</li> </ul>	<ul style="list-style-type: none"> <li>- Disabled children education, migratory pattern, access &amp; retention, learning</li> </ul>	<ul style="list-style-type: none"> <li>- Local escort system, dropout phenomenon, enrolment and retention, functioning</li> </ul>

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	cultural influence, NFE, classroom transaction processes, early childhood education etc.	DPEOs, TNA of teachers, TNA of disabled children, development of tests in Hindi, institutional development, role of VECs, change in attitude of teachers, absenteeism, vocabulary enrichment, delegation of powers, oral arithmetic, use of the material, co-curricular activities etc. - School and teachers' grants. -	achievement of competencies, classroom practices etc. - Gender and Equity issues in UPE	programme under DPEP. - Teaching of Malayalam & maths, teacher education, classroom processes, functioning of CRC and school resource groups - Integration approaches in classroom practices, Impact of DPEP intervention on Tribal Education Progress, Multi level status and the academic progress, Critical study, People's participation in the implementation-critical assessment. Functional efficiency of schools, Community participation, Classroom climate and student behaviour outcomes, Time management practices of Primary School Headmasters.	etc.	needs of tribal children, workload, introduction of textbooks, school efficiency, state finance etc.	of VLCs etc. - Research proposals have been shortlisted by a screening committee; eight studies are to be launched shortly.
<i>4. Academic Monitoring</i> <i>Modes and Methods</i>	- General review meetings at all levels of management structure.	- Monitoring review meetings at district/state, SCERT levels.	- Monitoring review meetings at district/state (SCERT) levels.	- Monthly review meeting at block, DPO and SPO level. Calendar of activities	- Monthly review meeting at block, DPO, SCERT and SPO level.	- Monthly review meeting at block, DPO, SPO and SCERT level.	- Monthly review meeting at block, DPO and SPO level.

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	<ul style="list-style-type: none"> <li>- CRC meeting in every month.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring physical and financial targets of programme implementation.</li> <li>- Monitoring of civil works by Engineering Wing of DPEP. It is also involved in Sample Monitoring in the districts.</li> <li>- Second national workshop on Sample Monitoring and Evaluation (SAME) was conducted in Guwahati in January 1999.</li> </ul>	<ul style="list-style-type: none"> <li>- SCERT and DIET personnel also involved in academic monitoring.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring, physical and financial targets of programme implementation.</li> <li>- Specific studies also conducted in districts by DIETs, DPO and BRCs on retention, enrolment etc.</li> <li>- SIEMAT has developed the following formats for Progress report card; Monitoring Proforma for schools, CRCs, not; BRCs, summer camps, ETT, AS centres and training.</li> </ul>	<ul style="list-style-type: none"> <li>- Resource groups undertake academic monitoring.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring, physical and financial targets of programme implementation.</li> <li>- Research studies are discussed at BRC/CRC level to aid academic monitoring.</li> </ul>	<p>drawn at each level.</p> <ul style="list-style-type: none"> <li>- Monitoring visits by district and state resource group members, visits by nodal officers from SPO.</li> <li>- Report (print &amp; video) of the workshop on sample Monitoring and Evaluation (SAME) organised in August, 1998 by Kerala SPO released.</li> <li>- Evaluation Committee set-up at State, District &amp; Block levels representatives of teachers, educators and PRI representatives for achieving.</li> </ul>	<ul style="list-style-type: none"> <li>- EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring, physical and financial targets of programme implementation.</li> <li>- DPOs involved in academic and physical targets monitoring through BRCs/CRCs and schools.</li> <li>- Also involved in Sample Monitoring in districts.</li> <li>- Attendance Monitoring data is collected at present from sample districts.</li> <li>- The achievement level of children will be monitored on quarterly basis from the year 2000-01.</li> </ul>	<ul style="list-style-type: none"> <li>- SCERT and DIETs are also involved in academic monitoring.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring, physical and financial targets of programme implementation.</li> <li>- Model cluster approach adopted for monitoring.</li> <li>- Competency-based question banks. Cluster-level bank available at each cluster.</li> </ul>	<ul style="list-style-type: none"> <li>- DIETs and BRCs involved in school monitoring.</li> <li>- EMIS for monitoring enrolment and retention, teachers etc., PMIS for monitoring, physical and financial targets of programme implementation.</li> <li>- BRCs involved in monitoring access, retention and academic issues.</li> <li>- Special series on gender and other equity concerns prepared and training imparted in the EMIS data analysis.</li> </ul>
<b>5. Impact Assessment</b>	<i>Areas in focus, Strategy and Evaluations Undertaken</i> <ul style="list-style-type: none"> <li>- Areas of impact assessment identified in the 2<sup>nd</sup> SAME workshop; focus on processes as well as outcomes. Current evaluations by system personnel, external agencies used for impact assessment on major interventions.</li> <li>- Functioning of</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher Training, Civil Works, DIETs, CRCs, BRCs, Anganwadi worker training, Competency skills in maths and language, Learner Achievement, School and Teacher Grant.</li> <li>- Ten studies carried out on assessment of training needs of primary school</li> </ul>	<ul style="list-style-type: none"> <li>- Areas for evaluation identified and discussed.</li> <li>- Studies undertaken on MLL competencies and textbooks, classroom processes, Access, Enrolment, Learning Achievement, School and Teacher Grants.</li> </ul>	<ul style="list-style-type: none"> <li>- MLL based textbooks, Changed pedagogy, School &amp; Teacher Grants, VECs, Learning Achievement, Classroom Processes, Teacher Training, Management Processes.</li> </ul>	<ul style="list-style-type: none"> <li>- On all interventions in Gender, Media, Tribal, Alternative Education and Civil Works by respective units in SPO. Classroom Processes by external institutions.</li> <li>- Evaluation of TLM package prevalent in the state i.e. Seekhana Sikhana package, alternative schooling</li> </ul>	<ul style="list-style-type: none"> <li>- Access, enrolment and retention; utilisation of infrastructure grants Baseline test for multi-grade schools, cohort study on attendance, field testing of textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>- Areas Learner Achievement, Access, Retention, School and Teacher Grants, NFE, Study on Local Escorts.</li> <li>- A common evaluation test for class V students to assess their performance was conducted in April 2000. Analysis of the</li> </ul>

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	<p>SCERT, DIETs, BRCs, CRCs, community mobilisation and functioning of VECs, impact of new teaching-learning practices, enrolment and retention, teaching mathematics and language.</p> <ul style="list-style-type: none"> <li>- A study on evaluation of effectiveness of Alternative Schooling centers in the districts of Kokrajhar and Bongaigaon is going on.</li> <li>- Two studies on difference of home language with that of medium of instruction and its impact on childrens' learning achievement in SFG area of five DPEP districts are also going on.</li> <li>- A comparative study on classroom transaction in Darrang and Morigaon district completed and report shared in State level.</li> <li>- an evaluation study on the Education</li> </ul>	<p>teachers and future projections for evaluating training programmes and facilitating further improvement in training packages.</p> <ul style="list-style-type: none"> <li>- Evaluation of ongoing training programmes conducted to improve competency of primary school teachers.</li> </ul>			<p>package and Khushi-Khushi package of Eklavya, is being undertaken by Eklavya.</p>		<p>data was undertaken by block, district and state-level officers.</p> <ul style="list-style-type: none"> <li>- On the basis of this test, performance of individual schools was assessed and remedial measures were undertaken. Training on hotspots given to teachers for remedial teaching.</li> <li>- Achievement test for all the pupils of Std. V will be held this year also during April 2001.</li> </ul>

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

	Assam	Haryana	Karnataka	Kerala	Madhya Pradesh	Maharashtra	Tamil Nadu
		<p>in the state by cross interaction between national and state level institutions.</p> <ul style="list-style-type: none"> <li>- All the seven Govt. Elementary Teacher Training Institutes were linked to DPEP and their Principal and Lecturers attended orientation programmes.</li> </ul>					
7. Dissemination and use of outcomes	<ul style="list-style-type: none"> <li>- Research outcomes are published in the journal published by DPEP Assam. Findings are used in developing strategies for area-specific interventions by districts.</li> <li>- Dissemination of researches carried out was done in the Second SAME workshop.</li> </ul>	<ul style="list-style-type: none"> <li>- SCERT conducted dissemination workshops on all major evaluations. Evaluations on teacher training used for refining the programmes. Findings published in in-house journals.</li> </ul>	<ul style="list-style-type: none"> <li>- Most of the evaluations are conducted concurrently and the results used for mid-course corrections and changes in methodology.</li> <li>- A report on Action Research has been published by the SPO in collaboration with RIE, Mysore and has been widely disseminated.</li> <li>- A compendium of research studies has been brought out.</li> </ul>	<ul style="list-style-type: none"> <li>- Results from the action researches undertaken by teacher and BRCs shared in CRC Meet with teachers. Concurrent and external evaluations conducted during teacher training programmes helped in revising the planning and conduct of the programme. Outcomes of major studies are disseminated through print media also.</li> </ul>	<ul style="list-style-type: none"> <li>- Concurrent evaluations used for mid-course corrections and changes in approach.</li> <li>- In-house journals are carrying the major outcomes for further use.</li> </ul>	<ul style="list-style-type: none"> <li>- SCERT organised dissemination workshops on learners' achievement and social assessment studies and the findings were used in AWP&amp;B preparation.</li> <li>- Districts have organised dissemination workshops for sharing action research outcomes.</li> <li>- State-level workshop on MAS findings held.</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing workshop on the findings of MAS organised at the BRC level.</li> <li>- Sharing workshops were held for LES study, EMIS data analysis and study on 'hard spots'.</li> </ul>

**DPEP – II, III AND IV STATES**

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

	Andhra Pradesh Advisory Committee with 5 members was constituted under the chairmanship of the District Collector.  <b>Evaluation</b> <ul style="list-style-type: none"><li>- SPO: State Level Evaluation Core Team (SECT) was formed with functionaries of SCERT and SPO.</li><li>- DPO: At the district level, District Evaluation Core Teams (DECT) with 20 members (teachers of primary schools) were constituted for collection of R&amp;E data.</li></ul>	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal be taken up.
<b>2. Action Research Programmes</b>  <i>(i) Operational Levels and Status</i>	<ul style="list-style-type: none"> <li>- SCERT, DIET, MRP's and teachers to be the target groups.</li> <li>- A pre-launching session for Action Researchers was organised at SPO in Feb. '99. Reports of 7 action research projects were received and the other 19 projects were in progress.</li> <li>- Promotion of Action Research activities at the school level.</li> </ul>	<ul style="list-style-type: none"> <li>- State level Action Research Group formed and trained.</li> <li>- District level Action Research Group formed and trained.</li> <li>- Action research training conducted for district and programme for sub-district planned. 3 more courses being offered in the current year.</li> <li>- 38 Action Research studies underway in districts.</li> </ul>	<ul style="list-style-type: none"> <li>- 70 Action Researches completed so far.</li> <li>- 100 Action Research Studies to be undertaken.</li> </ul>	<ul style="list-style-type: none"> <li>- Capacity building in action research taken up with the help of NCERT and HPU.</li> <li>- Workshops on action research have been conducted.</li> <li>- 303 teachers/ BRC/CRC /DIET lecturers imparted training in action research.</li> <li>- 150 action research synopses developed were in progress.</li> <li>- 9 action research studies were completed.</li> </ul>	<ul style="list-style-type: none"> <li>- SCERT oriented primary school head-teachers and DIET faculty for action research.</li> <li>- Two workshops held.</li> <li>- 14 Action Research studies completed.</li> </ul>	<ul style="list-style-type: none"> <li>- It is planned to sponsor innovative and Action Research Studies at micro level.</li> </ul>	<ul style="list-style-type: none"> <li>- Core Resource Groups in DIETs are orienting BRC/CRC level people and conducting action research.</li> <li>- SCERT &amp; SIEMAT conduct programme for action research every year. 200 studies completed in current year.</li> <li>- SIEMAT organised workshop on conduct of priority need based researches with institutes/NGO's in May 1999.</li> </ul>	<ul style="list-style-type: none"> <li>- Action researches planned at CLRC level. Focus areas include good practices in classroom, enrolment and drop-out etc.</li> <li>- To develop success stories from intervention achievements at the circle level.</li> </ul>

**DPEP – II, III AND IV STATES**

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
<i>(ii) Activities conducted</i>	<ul style="list-style-type: none"> <li>- Training programmes in Action Research organised in collaboration with NCERT in 1998.</li> <li>- Pre-launching session for Action Researchers organised at SPO in February, 1999.</li> <li>- Sharing workshop held in March 1999 to disseminate findings of the study on District level support to DPEP.</li> <li>- 26 Action Research Studies were undertaken; reports of 7 studies received and of 19 studies are awaited.</li> </ul>		<ul style="list-style-type: none"> <li>- Tele-conferencing on action research held in January 2000.</li> </ul>	<ul style="list-style-type: none"> <li>- State-level workshop in collaboration with NCERT at Kullu in September 1999.</li> <li>- Two district-level workshops were conducted at Kullu and Nahan in July'99 and Jan.'2000 respectively.</li> <li>- Block-level workshop organised at Anni (Kullu) in Dec.'99.</li> <li>- Thirty-seven participants were trained in an Action Research Workshop conducted in Sirmour District in June 2000.</li> <li>- District-level workshop on action research organised in Keylong (Lahaul-Spiti District) in September 2000 in which 30 participants were trained.</li> <li>- Thirty-two participants were trained in the state-level workshop on pupil evaluation with special focus on Continuous and</li> </ul>	<ul style="list-style-type: none"> <li>- 7-days Training of district-level master trainers in action research.</li> <li>- District-level workshops organised for practitioners (BRCC &amp; CRCC) to develop their capacity in action research projects.</li> <li>- 20 minor researches completed and shared.</li> <li>- A module on Action Research Methodology was developed and reviewed. Printing of the module is being done. Oriya module also developed.</li> <li>- Abstracts of Action Research projects prepared for wider disse-</li> </ul>	<ul style="list-style-type: none"> <li>- Five projects for Action Research from each district were invited. These are expected to be completed by the end of June 2000.</li> </ul>	<ul style="list-style-type: none"> <li>- Workshop on Research Methodology in February 2000.</li> <li>- Seven research projects have been completed during Dec. to Jan.'2000.</li> <li>- Screening of the received proposals on the advertised subjects completed for the approval of PRAC.</li> </ul>	<ul style="list-style-type: none"> <li>- 10 issues for action research were identified for 5 DPEP districts.</li> <li>- Action researches planned at CLRC level. Areas are good practices in classroom, enrolment and drop-out etc.</li> <li>- Research teams were identified at state level and district level.</li> <li>- Workshop on Action Research organised for district research teams.</li> </ul>

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
				<p>Comprehensive Evaluation (CCE) organised at SPO in May 2000.</p> <ul style="list-style-type: none"> <li>- District-level workshop on CCE organised at Keylong in September 2000 was organised at Keylong (Lahaul-Spiti district) which trained 30 participants.</li> <li>- An Internal Review Mission reviewed programme implementation in Lahaul-Spiti and Pangi areas during September 2000.</li> <li>- A district level workshop on Continuous Comprehensive Evaluation conducted at Sirmour district from February 7-9, 2001. 45 participants were trained in this workshop.</li> <li>- A workshop on the evaluation of Text books for Class I &amp; II conducted.</li> <li>- Research Coordinator from SPO participated in a National workshop on planning process 8-12 February, 2001</li> </ul>	mination.			

**DPEP – II, III AND IV STATES**

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh at Hyderabad.	Orissa	Rajasthan	Uttar Pradesh	West Bengal
				<p><b>Himachal Pradesh at Hyderabad.</b></p> <ul style="list-style-type: none"> <li>- Research Coordinator participated in the National Level workshop on the classroom process study at New Delhi from January 23-25, 2001.</li> <li>- Research Coordinator participated in the 7<sup>th</sup> R&amp;E Coordinator meeting from 12-14, 2001 at Allahabad.</li> </ul>				
<p><b>3. Promotion of Research / Studies in Primary Education</b></p> <p>(i) Strategy</p>	<ul style="list-style-type: none"> <li>- Networking with different institutions at State and National Level for undertaking Research on DPEP activities.</li> <li>- Funding external and in- house researches on the felt needs.</li> <li>- Encouraging Action Research at institutional level through capacity building.</li> <li>- Draw experiences of APPEP Research Programmes in designing, financing and guiding research activities.</li> <li>- Prioritising areas of</li> </ul>	<ul style="list-style-type: none"> <li>- Draws from the experience of BEP research programme. Priority areas for the year developed in a meeting at SPO with district and state level participants.</li> <li>- Training in methodology in research in education is being organised.</li> </ul>	<ul style="list-style-type: none"> <li>- 12 areas announced for research through newspaper advertisement. Proposals were being received. Application for 8 more subjects for research and further details were being invited from the scrutinized institutes.</li> </ul>	<ul style="list-style-type: none"> <li>- Research Advisory Committee set up to prioritise the relevant areas.</li> <li>- Study conducted on decline in class-I enrolment in district Chamba and Sirmour district in February, 2001.</li> <li>- Sample study conducted on availability and use of library books in primary schools and impact of teachers training in Sirmour district in February 2001.</li> </ul>	<ul style="list-style-type: none"> <li>- To promote research studies and built capacity of district and sub-districts institutes.</li> </ul>		<ul style="list-style-type: none"> <li>- In total, 13 research studies conducted by SIEMAT are available.</li> </ul>	<ul style="list-style-type: none"> <li>- Through workshops and RAG meetings, research priorities are being identified.</li> <li>- Identification of needs of special focus groups, role of VECs for providing effective intervention.</li> <li>- Dissemination of reports at the micro-level.</li> <li>- 46 areas finalised for research.</li> <li>- Some individual researchers have been identified,</li> </ul>

	Andhra Pradesh research and undertaking quick & short-term researches.	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal who have given research proposals.
(ii) Activities/Studies conducted	<ul style="list-style-type: none"> <li>- Utilising the findings of researches in preparation of AWP&amp;B as a feedback for mid-course correction.</li> <li>- Periodical review of the quality of researches being done by a team of experts.</li> <li>- Orientation of the District R&amp;E Teams on methods of R&amp;E and action research to take up studies in each districts on the problems identified.</li> </ul>							
	<ul style="list-style-type: none"> <li>- Of the 10 studies cleared by the State Level Research Committee during 1997-98, 8 were taken up by different networking institutions. Seven studies have been completed.</li> <li>- Six Social Assessment Studies (on SC children, ST children, Minorities, children of Backward classes, Working children, Children in urban slums) were launched in 1998. These were assigned to different researchers. Of these, reports of 3 studies (on SC children, Working children and ST children) have been received and of</li> </ul>	<ul style="list-style-type: none"> <li>- 6 studies (including baseline) completed. 12 studies planned in current year of which, three completed.</li> <li>- Study on education of minority girl children and culture of marginalised communities completed.</li> </ul>	<ul style="list-style-type: none"> <li>- In May-June, 2000, the revised report of Baseline Assessment Survey was submitted to MHRD after incorporating supplementary information.</li> <li>- Revised report on Mid-Term Assessment Survey (MAS) submitted to MHRD in April 2000.</li> <li>- Final report of the Social Assessment study has been submitted to MHRD.</li> </ul>	<ul style="list-style-type: none"> <li>- The following research studies were completed:</li> <li>- Universalisation of Primary Education in Himachal Pradesh: A case study of Tissa (Chamba District).</li> <li>- Media support in promoting literacy and education.</li> <li>- Educational problem of primary level children in Kullu District.</li> <li>- Utilisation of non-human resources at primary stage of education.</li> <li>- Parental preferences for quality education</li> </ul>	<ul style="list-style-type: none"> <li>- The following 7 research projects were commissioned through the DIET faculty members:</li> <li>- Socio-economic and cultural life in Banspal block and its impact on primary education.</li> <li>- In teaching of mathematics in Kalahandi &amp; Bolangir districts.</li> <li>- Five evaluation studies of teacher training and</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing workshop of Research findings held in January 1999.</li> <li>- Following studies have been completed :</li> <li>1. Making a difference document on the experiences of UP BEP and DPEP in the area of girls' education revised and updated.</li> <li>2. Social/cultural context of female school dropouts of Etawah</li> <li>3. Improving effectiveness of early childhood</li> </ul>	<p>Studies completed include:</p> <ul style="list-style-type: none"> <li>- Study on infrastructural facilities in primary education by an NGO (Sampark).</li> <li>- Critical analysis of DISE data by Prof. T.K.Ghara, Presidency College.</li> <li>- Study on school efficiency - number of pupil years covered in completing primary education.</li> <li>- Impact of student's attendance on transition pattern in primary education.</li> </ul>	

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

	<b>Andhra Pradesh</b>	<b>Bihar</b>	<b>Gujarat</b>	<b>Himachal Pradesh</b>	<b>Orissa</b>	<b>Rajasthan</b>	<b>Uttar Pradesh</b>	<b>West Bengal</b>
	textbook evaluation, community participation in school development, education of girls, child labour, children with special educational needs and cohort analysis of dropouts.	Management (Pvt. and Govt.) of schools; Evaluation of programmes and pupil's evaluation.  - Training of SET completed. Internal and external evaluation planned.  - SIEMAT has separate agenda for research.  - Research based on the findings of EMIS data.	Retention, quantitative techniques for educational research, qualitative research etc.	research findings to improve the learning achievements of the students.  - Documentation of all action researches and implementation of findings/results.  - Implementation of MAS findings.  - Continuous & Comprehensive Evaluation to be taken up.			dropout and transition rates in class I-V and VI-VIII conducted.  - The role and contribution of Village Education Committee in the development of Primary education and their relationship with the Panchayati Raj System.  - Community Participation in construction and maintenance of school buildings and the benefits which accrue viz., departmental construction.  - Impact of innovative teacher training, teacher competencies, motivation, attendance and community school relationship.  - Study on utilisation of school improvement grants by the Village Education Committees.  - Use of teaching learning materials, utilisation of teacher grants  - Study of the establishment and	minority girls etc.

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
							development of school libraries.	
<b>4. Impact Assessment</b>								
(i) <i>Strategy</i>	<ul style="list-style-type: none"> <li>- Longitudinal surveys to evaluate the progress in implementation of DPEP, in terms of its goals under quantitative strand.</li> <li>- Long-term and short-term qualitative evaluation studies for impact assessment of DPEP interventions under qualitative strand.</li> <li>- Capacity building of state and district level functionaries on evaluation techniques.</li> <li>- Conduct of periodic learning achievement surveys to assess the pupil achievement levels at Primary Stage.</li> <li>- Identification of action points on the findings of the evaluation impact assessment studies as a feedback for planning and implementation.</li> </ul>	<ul style="list-style-type: none"> <li>- State Level Evaluation Teams formed.</li> </ul>	<ul style="list-style-type: none"> <li>- Field visit by SRG members.</li> <li>- Conduct of appraisal studies.</li> <li>- Feedback from BRC/CRCs.</li> </ul>	<ul style="list-style-type: none"> <li>- Assessment of teacher training programmes.</li> <li>- Evaluation of textbooks.</li> <li>- Evaluation of workshops.</li> </ul>	<ul style="list-style-type: none"> <li>- Three research studies in the following areas to be commissioned shortly:           <ol style="list-style-type: none"> <li>1. Developing a status-cum-trend report on research in elementary education by TE&amp;SCERT</li> <li>2. Teacher policy, training needs, precise status of teachers by Xavier Institute of Management, Bhubaneshwar</li> <li>3. Sustainability Development Plan by IIM, Ahmedabad.</li> </ol> </li> </ul>		<ul style="list-style-type: none"> <li>- SPO plan and evaluate interventions.</li> </ul>	
(ii) <i>Evaluations Planned / Undertaken</i>	<ul style="list-style-type: none"> <li>- School &amp; Pupils Survey - to study the progress on enrolment and retention was conducted during 1998-99.</li> <li>- Prepared learning achievement tests for classes I-V in Language,</li> </ul>	<ul style="list-style-type: none"> <li>- M.I. evaluation (1998) completed.</li> <li>- MLL evaluation (1999) completed.</li> <li>- External evaluation of MS complete.</li> <li>- Programme evaluation by</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher training, ECCE centres, Teacher Grant, Community Mobilisation, , Pupil achievement, community mobilisation.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher training .</li> <li>- Continuous &amp; Comprehensive Evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation of teacher's training is being conducted through DIET faculty members in one block in each district. The objectives of</li> </ul>		<ul style="list-style-type: none"> <li>- Classroom process, sustainability, teacher training.</li> <li>- Community library, ECCE &amp; Shikshagar</li> </ul>	

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

	<b>Andhra Pradesh</b>	<b>Bihar</b>	<b>Gujarat</b>	<b>Himachal Pradesh</b>	<b>Orissa</b>	<b>Rajasthan</b>	<b>Uttar Pradesh</b>	<b>West Bengal</b>
	<p>Maths, EVS (I &amp; II) in a workshop organised in February '99. The tests are to be administered in sample schools for field testing.</p> <ul style="list-style-type: none"> <li>- A two-day seminar on strategies for pupil evaluation in Jan. '99.</li> <li>- Development of test items in different subjects like Telugu, Maths, EVS I &amp; II and English for classes I-V and supply to schools after printing in booklet form.</li> <li>- A survey conducted on Pupil Assessment procedures in primary classes in 2,260 schools of 19 DPEP districts to study the existing Pupil Evaluation Procedures and Practices.</li> <li>- Teachers of primary classes will be oriented on the new assessment procedures in the teacher training programmes in May 2001.</li> <li>- Three long-term qualitative studies on the impact of teacher training, new schools and ECE centres were taken up by SCERT, Hyderabad. The first study was completed in Nov. 2000. Reports of the other two studies</li> </ul>	<p>external agencies initiated.</p> <ul style="list-style-type: none"> <li>- Pupil's evaluation plan in various stages of implementation in the district.</li> <li>- Internal evaluation of MS completed.</li> <li>- Evaluation of Programmes by State Evaluation team initiated.</li> <li>- Mid-Term Assessment Study completed draft report is ready.</li> <li>- Sustainability study to be taken up.</li> </ul>			<p>the study have been finalised and research tools are to be finalised shortly.</p> <ul style="list-style-type: none"> <li>- To monitor the research activities at the district level, a state level meeting was held where the district project teams were invited for identification of district based research projects.</li> <li>- Keonjhar district has already taken up six studies and Gajapati taken up 2 studies. Mostly based on EMIS data analysis. Synopses of District level research studies are evaluated at the SPO.</li> <li>- Initiative is also being taken for analysis of DISE data to provide various indicators on enrolment, retention, dropout etc.</li> <li>- A study on</li> </ul>			

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal
	<p>were submitted in March 2001.</p> <ul style="list-style-type: none"> <li>- The following five short-term qualitative studies were completed by the District Evaluation Team (name of district given in bracket):           <ul style="list-style-type: none"> <li>- Functioning of VECs/school committees (Vizianagaram)</li> <li>- Utilisation of school and teacher grants (Nellore)</li> <li>- Utilisation of class I textbooks (Kurnool)</li> <li>- Functioning of TCs (Karimnagar)</li> <li>- Functioning of MEOs (Warangal)</li> </ul> </li> <li>- MAS conducted in DPEP I districts in October '99</li> <li>- A two-day workshop for the functionaries of 19 DPEP districts to disseminate the outcomes (and evolve remedial strategies) of BAS and MAS was conducted in March 2000 in Hyderabad.</li> <li>- R&amp;E Coordinator attended the 7<sup>th</sup> meeting of R&amp;E Coordinators at SIEMAT, Allahabad in Feb. 2001.</li> </ul>				<p>State Finance in Elementary Education with the help of Xavier IMB, Bhubaneswar has been launched. A review meeting was held to assess the progress made in conducting the study.</p> <ul style="list-style-type: none"> <li>- DISER 2000-2001 has revealed declining enrolment in class-I &amp; high dropout in some districts. Three research studies have been undertaken to investigate the causes: (i) Declining enrolment in class-I in Kalahandi &amp; Sambalpur districts; (ii) Low enrolment of Girls in Rayagada &amp; Gajapati districts; (iii) High dropout rate of girls in Kalahandi.</li> </ul>			

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

	<b>Andhra Pradesh</b>	<b>Bihar</b>	<b>Gujarat</b>	<b>Himachal Pradesh</b>	<b>Orissa</b>	<b>Rajasthan</b>	<b>Uttar Pradesh</b>	<b>West Bengal</b>
	<ul style="list-style-type: none"> <li>- Dissemination of outcomes of MAS to all the DPEP districts in the state.</li> <li>- Evaluation activities being carried out / proposed :</li> <li>- Preparation of abstracts of studies to furnish to Ed.CIL, for publication and wider dissemination of the outcomes of the studies.</li> <li>- Orientation of the District Research &amp; Evaluation Teams on the methods of research, evaluation and action research to take up studies in each districts on the problems identified.</li> <li>- Development of test items in different subjects like Telugu, Maths, EVS I, EVS II &amp; English of Classes I to V and supply to schools after printing in booklet form.</li> <li>- Conduct of MAS in 14 DPEP-II districts.</li> <li>- Conduct of Cohort study on dropouts in 5 mandals in each of the 23 districts. The data are being received from the districts.</li> </ul>				<p>The design of the study, questionnaires , formats etc. are finalised &amp; data collection process will commence soon.</p> <p>- Micro-studies on participation and achievement of ST children are being taken up to formulate appropriate strategies to tackle the problem of low participation and poor achievement. Two ST dominated blocks have been identified for conducting the study.</p> <p>- MAS of the three expansion districts has been conducted through the Directorate of TE &amp; SCERT. The sharing of the findings to be done in</p>			

**DPEP – II, III AND IV STATES**

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal	
	<ul style="list-style-type: none"> <li>- Conduct of small scale impact assessment studies of ECE centres, Alternative schools, school &amp; teacher grants and T.Cs.</li> </ul>				<ul style="list-style-type: none"> <li>- April, 2001. Report prepared for distribution among field functionaries to enable them to take remedial measures.</li> <li>- Study of TLM grant given each year to primary school teachers has been conducted.</li> <li>- Sustainability and mainstreaming plan for DPEP Orissa is being taken up shortly through external agency to assess the good practices developed during the DPEP implementation for further expansion to other areas/ localities.</li> <li>- A taskforce for developing "Institutional Development" Plan has been formed.</li> </ul>				

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

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal	
					<ul style="list-style-type: none"> <li>- In collaboration with MIS unit, an exercise called 'Anusandhan' is being carried out in the eight districts. It is a cohort study (with school as unit of operation) involves tracking of each child entering school in 1995-96 &amp; 1996-97.</li> <li>- In the 8 expansion districts, 15 small research studies were conducted through the faculty members of DIETs and NGOs. The studies are on Causes of low female literacy rate in Kosagumuda Block; Study on tribal language issue in Raigarh Block; Study on the relationship between the community and school in</li> </ul>				

	Andhra Pradesh	Bihar	Gujarat	Himachal Pradesh	Orissa	Rajasthan	Uttar Pradesh	West Bengal	
					<p>Kudumulu-guma block; Study on the socio-economic life of Tribals in Sinapali block; Study on the difficulties faced by the children of Bhunjia Tribal during the learning process.</p> <ul style="list-style-type: none"> <li>- A study on Socio-economic and cultural factors hindering the enrolment of girls children in Kantamal Block.</li> <li>- A study of the participation of the tribal community in the primary education in Boudh district.</li> <li>- Study of the evaluation of AWC working in Dunguripali Block</li> <li>- A learning difficulties faced by Khandha tribe in Kotagarh Block.</li> </ul>				

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

	<b>Andhra Pradesh</b>	<b>Bihar</b>	<b>Gujarat</b>	<b>Himachal Pradesh</b>	<b>Orissa</b>	<b>Rajasthan</b>	<b>Uttar Pradesh</b>	<b>West Bengal</b>	
					<ul style="list-style-type: none"> <li>- Identification of factors contributing towards dropping out of ST girls in Nandapur Block of Karapur districts.</li> <li>- Identification of factors contributing towards dropping out of ST boys in Borrigoma Block.</li> <li>- Abstract of the Mid-term Assessment Survey of five phase I districts has been developed and disseminated to all concerned for necessary follow up action.</li> </ul>				
<b>5. Networking</b>	<ul style="list-style-type: none"> <li>- Resource Inventory of individuals and invitations was developed and furnished.</li> <li>- NGOs, professional organisations at state and national levels are involved in R&amp;E programmes.</li> <li>- Proposals for research studies invited through open notification</li> </ul>	<ul style="list-style-type: none"> <li>- Has a network with R&amp;E institutions. Efforts made for widening the same.</li> </ul>	<ul style="list-style-type: none"> <li>- Networking has been established with universities. Other areas are being explored.</li> </ul>	<ul style="list-style-type: none"> <li>- Networking established with HPU, NCERT, RIE-Ajmer and NGOs.</li> </ul>	<ul style="list-style-type: none"> <li>- Two day workshop on developing areas for institutional linkage has been organised and recommendations are also placed before the Govt. for appraisal.</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Has developed a resource inventory. Invitations sent to researchers and institutions for participation in R&amp;E activities.</li> <li>- SIEMT actively in collaboration with UP SPO.</li> </ul>	<ul style="list-style-type: none"> <li>- SPO is seeking help of statisticians and scholars in this regard, and collaborating with IIM-C, ISI etc.</li> </ul>	

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

	Chhattisgarh	Jharkhand	Uttarakhand
<b>1. Organisation &amp; Management</b>			
(i) Staffing	- Consultant (R&E) in place in SPO.	-	-
(ii) Other Institutions Role	- Each functional area addresses R&E issues individually.	-	-
(iii) Advisory Group	-	-	-
<b>2. Action Research Programmes</b>			
(i) Operational Levels and Status	- Presently DIETs, DPOs, BRCs, CRCs and teachers.		-
(ii) Activities conducted	- None.		
<b>3. Promotion of Research / Studies in Primary Education</b>			
(i) Strategy	-	-	-
(ii) Activities/Studies conducted	- Activities reported for M.P. covered Chhattisgarh also. No new activities initiated after the new state came to existence.	-	-
(iii) Areas in Focus for the Current Year	-	-	-
<b>4. Impact Assessment</b>			
(i) Strategy	-	-	-
(ii) Evaluations Planned / Undertaken	-	-	-
<b>5. Networking</b>			
	-	-	-

## CIVIL WORKS

The different districts of DPEP, which entered the programme at various phases, are at varying degree of achievement with regard to civil works. In the DPEP I districts work is mostly complete and what is left are sites / constructions which have run into disputes. These sites now need to be taken up on a case by case basis to resolve the disputes. **Most Phase I districts are eligible for an additional allocation (upto 33.33%) for civil works** and would be planning for the same in the next AWP&B. **However detailed infrastructure plans, which is a precondition to such enhancement, has only been received from Maharashtra and Tamil Nadu.** Preliminary infrastructure plans have been shared by Kerala, MP and Assam, and are being currently detailed out.

In DPEP II, the progress of work has been very slow and remains a matter of concern in all states except for Gujarat, Tamil Nadu, West Bengal and Madhya Pradesh. However, the slow progress has to be seen in respect of the various innovations that has been possible in these districts. There has been a lot of effort in creating a child friendly environment in schools and reducing the cost of construction. These efforts may have reduced the pace of implementation in certain cases. **Of special concern are the BRC constructions of Maharashtra and Himachal Pradesh – construction of a large number of BRCs have not yet started and unless immediate steps are taken to start work, it may not be possible to complete these buildings before the end of the project period.**

The progress of construction in the DPEP III state of Bihar is also very slow – **the expenditure till now has been only 23% of the perspective target.** Though the project still has more than two years to go and there has been some progress since the last JRM, the pace of implementation needs to improve further.

In Rajasthan (DPEP IV) construction has started and is slowly picking up. Designs have been developed after a fairly detailed resource mapping exercise and engineers have been trained.

Construction has also started in the expansion districts of Uttar Pradesh and West Bengal. Both these states have decided to adopt cost-effective technologies in the constructions in these districts.

**A major highlight in the area of civil works in the past six months has been the effort of DPEP West Bengal, in association with TSG, to validate the cost effective technologies being used in the DPEP constructions.** Over 257 buildings with technologies like rat trap bond wall and filler slab roof has been constructed in the initial five districts of West Bengal. Before upscaling these technologies in the expansion districts, an exercise towards validation was undertaken in three stages:

- Field evaluation by a team of National experts
- Laboratory testing of technologies by IIT, Kharagpur
- Sharing the above findings in a workshop

The Expert team on field evaluation found the buildings constructed to be sound, aesthetically pleasing and acceptable to the community. A few minor defects were pointed out in the design and workmanship which can be easily rectified. The tests from IIT Kharagpur further reinforced the field observations – both the wall and the roof system was

found to be adequately strong for small structures like school building (though there is a reduction in strength compared to the conventional technologies, as expected). All these findings were shared in a two day workshop in Kolkata attended by engineers from other DPEP states, State PWD and National level agencies. The technologies were validated for further upscaling. **This validation would go a long way in promoting and sustaining these cost effective technologies and would pave the way for standardisation and codification of the same.** During the workshop the Panchayati Raj Dept., the state Health Dept. and a few district administrators committed to take up constructions with cost effective technologies.

**A major focus of attention in the past three months has been the State of Gujarat,** where the recent earthquake has led to a large scale destruction of school buildings. Of the severely affected districts one is an existing DPEP district (Banaskantha) and four are DPEP pipeline districts (Kutch, Sabarkantha, Jamnagar and Surendranagar). **It is noteworthy that most of the schools constructed under DPEP in Banaskantha have survived the quake –** minor cracks have been noticed in only one building. A detailed damage assessment survey is being conducted in all affected districts to assess the need for repairs and reconstruction. Grants from GOI, External funding agencies and various other sources are to be pooled in to meet this requirement. **The state has however decided to entrust the entire reconstruction programme to the DPEP civil works cell.**

As a first step, designs have been developed at the SPO for the schools to be reconstructed. These designs are similar to the existing DPEP designs (since they have performed well in the earthquake) but modified to incorporate earthquake resistant features. A team of Experts were sent from the National level to help out the state in developing earthquake resistant designs. The final designs developed were certified by CBRI, Roorkee.

**In a similar development the work for reconstructing the cyclone affected schools of Orissa is also likely to be handled by the DPEP civil works cell.** Though the details of this programme (including additional staff required), to be funded by DFID, are in the process of being worked out, the emphasis would be on community construction and cyclone resistant designs.

**Under the Saraswati Bal Vidya Sankalp Yogna in Himachal Pradesh, about 13000 classrooms are being constructed following similar strategies as of DPEP –** constructions are through community and DPEP designs are being replicated. Cost effectiveness in construction is being encouraged and DRDA engineers are being trained (outside DPEP) in cost effective technologies.

In the National Consultation for ‘Civil Works under SSA’, held in Delhi on the 23<sup>rd</sup> and 24<sup>th</sup> of March, 2001, it was resolved that the processes of community involvement in construction, developing child friendly design of schools and cost effectiveness in construction initiated under DPEP would be continued and strengthened under SSA.

All the above cases indicate an acceptance and appreciation of the quality of works in DPEP and the strategies adopted to achieve this. **It is also heartening to note that the initiatives taken under DPEP (community construction, improved school designs, cost effective constructions) are being sustained beyond DPEP – this is probably the most significant achievement under Civil Works.**

**At the National level, an Evaluation of civil works across all the states is being planned after the 13<sup>th</sup> JRM.** It is proposed to cover a sample of one in five districts (total 40 districts) while each district will be evaluated by a three-member team. The broad areas to be covered by the Evaluation would be:

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

It is expected that the findings of this evaluation can be shared with the next JRM

#### **Present Focus :**

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

## DPEP Progress Overview - Physical and Financial Status

DPEP-I		Assam (upto Feb'2001)				Haryana (upto Feb'2001)				Karnataka(upto Dec'2000)				Kerala (upto Dec'2000)			
		Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.
BRCS		25	7	18	72.00	28	0	28	100.00	40	3	37	92.50	25	0	25	100.00
CRCs		353	49	292	82.72	268	0	268	100.00	234	6	228	97.44	167	0	167	100.00
Addl. Classrooms		145	11	106 ✓	73.10	808	12	773	95.67	16	0	16	100.00	684	96	588	85.96
New Schools/ Buildingless schools		528	150	368 ✓	69.70	174	1	172	98.85	461	14	446	96.75	222	36	177	79.73
Toilets		581	74	507	87.26	2106	10	2002	95.06	798	38	754	94.49	118	2	96	81.36
Drinking Water		Provided in all schools&CRCs				828	4	819	98.91	798	38	754	94.49	84	6	76	90.48
Repairs		246	6	185	75.20	648	34	416	64.20	212	1	206	97.17	13	12	1	7.69
Financial Progress (in Rs. lacs)	Total/app. Project Outlay					Total/app. Project Outlay				Total/app. Project Outlay				Total/app. Project Outlay			
	2891.60		2444.89	84.55	3339.84		3180.03	95.22	2944.763		2819.626	95.75	1788.19		1652.73		92.42
DPEP-I		Madhya Pradesh (upto March 2001)				Maharashtra (upto January 2001)				Tamil Nadu (upto March 2001)							
		Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.				
BRCS		120	0	120	100.00					71	0	71	100.00				
CRCs																	
Addl. Classrooms		2881	42	2841	98.61	1070	37	980	91.59	842	0	842	100.00				
New Schools/ Buildingless schools		4543	1925	2618	57.63	461	36	405	87.85					Source of Information: State Progress Reports received by TSG (Civil Works)			
Toilets						2663	84	2259	84.83	1063	15	1048	98.59				
Drinking Water						1548	0	1189	76.81	1063	376	687	64.63				
Repairs		1006	0	1006	100.00	838	5	823	98.21								
Financial Progress (in Rs. lacs)	Total/app. Project Outlay					Total/app. Project Outlay				Total/app. Project Outlay				Shaded figures are areas of concern			
	10827.79		9616	88.81	4350.39					3058.00		3051	99.77				

EXPANSION DISTRICTS	Assam (upto February 2001)				Haryana (upto February 2001)				Karnataka (upto December 2000)				Kerala (upto December 2000)				
	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	
BCRs	29	21	6	20.69	25	9	15	60.00	66	23	15	35.82	31	7	24	77.42	
CRCs					278	142	113	40.65	820	405	254	30.95	251	76	137	54.58	
Addl. Classrooms	698	431	252	36.10	387	177	125	32.30	188	29	134	71.28	322	104	172	53.42	
New Schools/ Buildingless schools	311	259	42	13.50	123	26	44	35.77	622	204	301	48.39	35	8	12	34.29	
Toilets	775	358	396	51.10	1700	326	808	47.53	622	Provided for all school buildings.			165	62	83	50.30	
Drinking Water	960	243	637	66.35	872	159	345	39.56	622				150	55	61	40.67	
Repairs	1418	617	756	53.31	850	44	189	22.24	11	0	2	18.18	453	243	119	26.27	
Financial Progress (in Rs. lacs)	Total/app. Project Outlay				Total/app. Project Outlay				Total/app. Project Outlay				Total/app. Project Outlay				
	3441.34		2186.27	63.53	2135.21		1425.1	66.74	5658.8		2021.87	18.38	1846.8		1005.37		54.44
EXPANSION DISTRICTS	Madhya Pradesh (upto March 2001)				Maharashtra (upto January 2001)				Tamil Nadu (upto March 2001)								
	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.					
BCRs	116	10	106	91.38	16	10	11	66.67	34	3	31	91.18					
CRCs																	
Addl. Classrooms	1679	160	1519	90.47	490	318	85	17.35	407	43	364	89.43					
New Schools/ Buildingless schools	6877	4757	2120	30.83	420	303	60	14.29					Source of Information: State Progress Reports received by TSG (Civil Works)				
Toilets					1650	439	713	43.21	441	0	395	89.57					
Drinking Water					1665	42	758	45.53	441	398	43	9.75					
Repairs					570	7	6	1.05									
Financial Progress (in Rs. lacs)	Total/app. Project Outlay				Total/app. Project Outlay				Total/app. Project Outlay								
	12378.99		8056	65.08	3451.78		1304.12	38.38	2877.88		2205	76.62					Shaded figures are areas of concern

## DPEP Progress Overview - Physical and Financial Status

DPEP-II	Andhra Pradesh (upto February 2001)				Gujarat (upto February 2001)				Himachal Pradesh (upto February 2001)				Orissa (upto February 2001)				
	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	
BRCs/MRCs	990	194	779	78.69	23	6	13	56.52					86	64	22	25.58	
CRCs													913	142	771	84.45	
Addl. Classrooms	14333	2387	11737	81.89	348	110	238	68.39	50	19	17	34.00	515	239	276	53.59	
New Schools/ Buildingless schools	8555	1747	6652	77.76	288	124	164	56.94	808	365	277	34.28	965	790	175	18.13	
Toilets	1342	0	709	52.83	901	185	716	79.47	612	88	341	55.72	1223	250	973	79.56	
Drinking Water	1231	0	874	71.00	343	0	90	26.24	505	79	269	53.27	340	286	54	15.88	
Repairs	0	0	0		934	224	710	76.02	802	40	279	34.79	1243	243	1000	80.45	
Financial Progress (in Rs. lacs)	Total/app. Project Outlay				Total/app. Project Outlay				Total/app. Project Outlay				Total/app. Project Outlay				
		Exp	% of exp			Exp	% of exp			Exp	% of exp			Exp	% of exp		
	24559.39	25732.22	104.78		2296		1798.42	78.33	2953.36		1731.27	58.62	4713.49		3247.0	68.89	
DPEP-II & IV	Uttar Pradesh - DPEP II (upto February 2001)				West Bengal (upto February 2001)				Rajasthan (upto February 2001)								
	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.	Target/ Planned	IP	Comp.	% of comp.& IP					
BRCs/ CIRC	237	177	52	21.94	196	44	128	65.31	84	0	0	0.00					
CRCs/NPRCs	2508	174	2198	87.64					1041	255	0	24.50					
Addl. Classrooms	5166	1097	3606	69.80	1301	217	1079	82.94	1058	47	0	4.44					
New Schools/ Buildingless schools	4886	1213	2156	44.13	466	185	276	59.23	1171	20	0	1.71	Source of Information: State Progress Reports received by TSG (Civil Works)				
Toilets	14157	2638	7497	52.96					5550	808	222	18.56					
Drinking Water	3500	790	2410	68.86					1911	22	0	1.15					
Repairs	0	0	0		522	22	500	95.79	2336	745	104	36.34					
Financial Progress (in Rs. lacs)	Total/app. Project Outlay				Total/app. Project Outlay		Exp. (as on Dec'2000)	% of exp	Total/app. Project Outlay				Shaded figures are areas of concern				
		Exp	% of exp							Exp.	% of exp						
	16077.00	11222.17	69.80		4200.00		3858.65	91.87	8600.88		1058.1	12.30					

**Process Overview - Physical and Financial Status**

DPEP-III	Uttar Pradesh - DPEP III (upto February 2001)				Uttaranchal (upto February 2001)				Bihar (upto February 2001)				Jharkhand (upto February 2001)			
	Target/ Planned	IP	Comp.	% of comp.& IP	Target/ Planned	IP	Comp.	% of comp.& IP	Target/ Planned ***	IP	Comp.			IP	Comp.	
BRC	388	313	0	80.67	38	0	0	0.00	189	57	81			8	46	
CRCs/NPRCs	3852	762	43	20.90	277	75	0	27.08	1581	442	192			163	124	
Addl. Classrooms	11640	1210	14	10.52	631	79	0	12.52								
New / Buildingless schools	5462	139	10	2.73	586	66	0	11.26								
Toilets	13958	0	0	0.00	1631	0	0	0.00						102	57	
Drinking Water	4397	0	0	0.00	1352	0	0	0.00						57	14	
Repairs	7920	0	0	0.00	1090	0	0	0.00								
<b>Financial Progress (in Rs. lacs)</b>	Total/app. Project Outlay		Exp.	% of exp	***				Total/app. Project Outlay							
	18251.00		4624.73	25.34					14935.97							

\*\*\* - the targets are of undivided Bihar. The progress (comp. & IP) is of

ongoing works in both the states. The financial details of how much each state has been allocated and what is the expenditure against that is not available.

## DPEP Progress Overview - Implementation

<b>Assam</b>	<b>Haryana</b>	<b>Karnataka</b>	<b>Kerala</b>
<p>major backlog in DPEP I is in the construction of school buildings and BRCs in Karbi Anglong implementation of the programme in this state started very late). Progress in DPEP II also slow with only 4 out of 29 BRCs and 23 out of 301 school buildings completed - on a large number of CRC buildings are yet to start. However, a number of works have been initiated in these districts since the last JRM and it is expected that most works will be complete by July 2011. The Phase I districts are also likely to go in for civil works based on the ceiling - however a formal request for the same is yet to be made to GOI.</p>	<p>DPEP I works are nearly complete. Additional civil works due to enhanced ceiling may be taken up once the state fulfils the conditionality of 50% expenditure on non civil works. Progress in DPEP II has also picked up. Recently an evaluation, conducted at the National level, of the DPEP I constructions indicated major problems in the works done through the Panchayati Raj Department. Proper maintenance was also found to be lacking in most of the new constructions. The state has been requested to follow up on the recommendations of this report.</p>	<p>DPEP I works are almost through - the State is working on the proposal for additional civil works due to the enhanced ceiling. Progress in DPEP II is however slower than desired. There has been problems of regular fund flow to the implementing agencies - the implementing agencies have also been slow in submitting utilisation certificates thereby reflecting a very low expenditure figure. Construction of DSERT is nearing completion.</p>	<p>In DPEP-I, a lot of work remains incomplete in Wayanad district, mainly additional classrooms. Progress in DPEP II in Idukki district is still a bit slow. The works in these districts are being undertaken with design and supervision from consultant agencies. Construction of SCERT/SIEMT has not started.</p>
<p><b>Madhya Pradesh</b></p> <p>Progress of works in both DPEP I &amp; II districts is this being one of the states showing very low expenditure under DPEP II. The Phase II districts are yet to submit detailed infrastructure plans as required for enhancement of the civil works. The estimated cost of a school building has been reduced from the earlier 2.25 lakhs to 1.0 lakhs - this is because most of the new buildings are for the EGS centres which require less area (due to lower enrolment). This has helped the state to construct a substantially higher number of new schools than originally envisaged. However, it is still not clear whether the state plans to provide buildings to all EGS centres and if not, what is the criteria for selection.</p>	<p><b>Maharashtra</b></p> <p>The dispute over the DPEP I BRC construction was resolved last year. The remaining BRC construction will take place through regular contracting. The tendering process for this, as well as for the DPEP II BRCs, is nearing completion apart from Gadchiroli where construction of all 8 BRCs has begun at site. Overall progress is still slow in DPEP II. The state shows very low expenditure both in DPEP I &amp; II. Construction work for the first phase of 'renovation of MIEPA &amp; construction of quarters' at Aurangabad is on site. A massive amount of Civil Works have been planned under the Savings Plan, which is under approval. It appears unlikely that these can be completed in the stipulated time period. As part of the conditions for enhancement of the civil works ceiling, the state has prepared a schoolwise infrastructure situation plan based on EMIS data. This will go a long way in helping them plan effectively for the enhanced amounts</p>	<p><b>Tamil Nadu</b></p> <p>DPEP I works are nearly complete. Progress of DPEP II works is also satisfactory. The state is planning for additional civil works based on the revised ceiling. The districts have drawn up infrastructure plans identifying requirements however these plans do not consider repairs requirements. The state also needs to look into possibility of involving the community in the construction process. Community construction is one of the main conditions for allocation of additional funds while most of the constructions in the state, till now, has been done by the PWD.</p>	<p><b>Andhra Pradesh</b></p> <p>Construction work in the initial districts are either complete or in advanced stage of construction. The State has proposed to take up additional works in these five districts from the enhanced ceiling. However, the detailed district infrastructure plan, an essential precondition to such additional allocation, has not yet been furnished. In the expansion districts, a large number of works were taken up over and above the approved budget under DPEP. A part of these construction can now be accommodated within the enhanced ceiling, as when these districts fulfil the necessary conditions for such enhancement. As most of the work is complete, a majority of the technical staff has been relieved - only essential personnel are being continued depending upon the balance workload.</p>

## DPEP Progress Overview - Implementation

<b>Uttar Pradesh</b>	<b>Himachal Pradesh</b>	<b>Orissa</b>	<b>Gujarat</b>
<p>Construction work in the initial districts are mostly in progress - a number of school buildings are however yet to start. Only 52 BRC buildings have been completed till now, mainly because construction of BRCs started very late. Construction in the expansion districts have also started. The <b>State level engineering cell needs to be</b> The expansion districts would need lot of support from the SPO in terms of training, etc. if all constructions in these districts are to be done through cost effective technologies, as envisaged.</p>	<p>Overall progress of civil works has improved. Progress of BRC construction is however still a major concern. Resource Mapping has been conducted, and prototype construction is on in Chamba, Kullu and Sirmour. However, progress on these prototypes is slow. A proposal for developing prototypes of schools using solar-passive and energy-efficient design has been approved and will be implemented in the coming months. DPEP designs are being replicated in the State funded SBVJ scheme for constructing classrooms and these works are also being supervised by DPEP engineers. Sustainability is being looked at and non-DPEP engineers have also been trained in DPEP innovations.</p>	<p><b>Overall progress of civil works is good.</b> Construction of CRCs and additional classrooms are mainly in progress - few new/ buildingless schools are complete with a large number in progress. Cost-effective technologies and child friendly elements are being used in the construction of school buildings. Proposal for the reconstruction of primary schools in 14 cyclone effected districts have been received by GOI from DFID. It's being proposed to implement the reconstruction programme through DPEP by following same procedures.</p>	<p>Implementation is on in existing districts. Fortunately, <b>only one of the buildings constructed under DPEP was affected in the earthquake</b>. Most of the seriously affected districts are pipeline districts of DPEP - a large number of reconstruction and rehabilitation work needs to be done in these districts. The reconstruction work is being overseen by the DPEP Engineering Cell. The designs have been modified to incorporate earthquake resistant features, on the advice of CBRI, Roorkee. An extensive survey has also been taken up for damage assessment and repairs requirement.</p>
<p><b>West Bengal</b></p> <p>in the initial districts are nearing completion. The state has not been able to take advantage of the revised civil works ceiling as it does not fulfil the necessary conditions. Construction activities in the districts have also been launched - have been appointed and trainings (and cost effective technologies) have conducted. Construction of CIRCs have in Jalpaiguri. Achievement of the state regard to use of cost effective technologies creating child friendly environment has impressive. The technologies used have been validated in a two day workshop National experts.</p>	<p><b>Bihar</b></p> <p>Overall progress is slow with low expenditure. Very few new/ buildingless schools are complete with a large number yet to start. Steps are being taken to improve the progress. All the works are being undertaken through the community and with cost-effective technologies. Engineers have been oriented and trained in these technologies. Quality of work is commendable.</p>	<p><b>Rajasthan</b></p> <p>Construction has begun in Phase-1 districts. The new designs developed at the state level, after conduction of the Resource Mapping Exercise, are being used. Block engineers are in place, and have all attended their first orientation programme. Construction of prototypes, however, is yet to start.</p>	

## DPEP Progress Overview - Focus Areas

	<b>Andhra Pradesh</b>	<b>Gujarat</b>	<b>Himachal Pradesh</b>	<b>Orissa</b>	<b>Uttar Pradesh</b>
<b>Creating a child friendly school</b>	New designs are being used. However in a hurry to complete construction, many of the finer points of these designs (storage, display area, childrens' chalkboard etc.) are being missed out. Incorporation of various child friendly elements into the large number of schools (600 per each district) is being planned. Some more new designs are also proposed to be developed including child friendly elements - these can be used in the schools which will be constructed with the additional funds.	Construction of schools and BRCs are as per new designs. Various child friendly elements are built into the designs. Such elements are also being incorporated into the existing schools through the repairs programme.	The initial designs developed were site specific and were replicated where site conditions are similar. In other sites simple rectangular designs are being used incorporating pedagogic elements like storage, display etc. New child friendly designs have been developed by INTACH - prototype construction of the same is on.	New designs are being used. Various child friendly elements have been built into these designs. All the school buildings coming up are proposed to be constructed along with child friendly elements. It has been proposed to use these new designs in cyclone reconstruction programme to be implemented in DPEP mode.	The new designs being used in the Expansion districts are child sensitive and functional. The prototype buildings constructed incorporated various internal and external child friendly elements. Such elements have also been included in the revised construction manual. The state now needs to think of steps to create a child friendly environment in the large number of existing schools.
<b>Efforts towards cost-effectiveness</b>	The huge targets and the short time frame of the civil works programme did not allow taking up cost effective constructions in a large way. However, individual efforts in adopting such technologies are noticed at a number of places. The Innovation Fund was used for constructing prototypes using alternate technologies - 24 out of the 29 works taken up are complete.	The designs being used are fairly cost-effective. A rationalisation exercise has been conducted to further optimise costs. Implementation of cost-effective technologies in regular construction has been on the anvil for a year now, but has not been taken up so far.	<b>Locally available materials like stone (Chamba, Kullu) and mud (Lahul &amp; Spiti) are being used in most of the constructions, thereby reducing costs.</b> INTACH has been involved for developing cost effective design options using local materials and skills. Prototypes based on these design options are being constructed.	Around 25% savings was achieved through rationalisation of one of the school designs. The present BRC design is also rationalised. The rationalised designs are being implemented in field. Cost-effective technologies are being implemented on large scale. It is proposed to use CECT in cyclone reconstruction programme.	The structural design of the BRC building has been rationalised leading to a cost savings of about Rs. 43,000 per BRC (total savings of Rs 2.88 crores). The new designs that has been developed propose to use various cost-effective technologies like the rat-trap wall, filler slab roof, corbelled roof etc. which would help in substantial cost savings.
<b>Engineers training</b>	Four batches of orientation training for engineers have been conducted. Masons are also being trained at the Nirmithi Kendras.	A state level, hands-on training camp was completed in March 2000. This was to be followed up by implementation of the technologies, with intensive, district level/ on-site support. <b>This has not begun even after a year.</b>	<b>State level, Engineers' hands-on training in appropriate technologies was completed in 1999.</b> Another round of on-site demonstration, specially of the child friendly elements, may be required during the prototype constructions. Engineers have also received basic training in Solar Passive architecture and Earthquake-resistant design.	A state level training of engineers on appropriate technologies and child friendly elements was conducted. On-site support being provided with the help of experts to the trained engineers for effective implementation. On-site training for the masons also being conducted.	Training of engineers of 40 districts in DPEP II & DPEP III has been completed on the new designs. Training of VECs of 12 districts in DPEP II and 30 districts of DPEP III has also been complete. However a hands-on training of engineers and masons may be required as a follow up to this training.

<b>Creating a child friendly school</b>	<p>Apart from the use of new designs which are more child friendly and attractive, internal and external child friendly elements are being provided in a large number of schools - this includes both new schools constructed under DPEP as well as existing schools. 1301 schools till now has been/ are being provided with such elements. In the expansion districts, child friendly elements are incorporated in the school designs.</p>	<p>BEP designs were being used for construction till now. These designs are found to be cost-effective. Efforts have been initiated to develop fresh designs, further improving on the earlier designs. <b>It is being planned to use innovation fund to incorporate child friendly elements.</b> Estimates for the incorporation of child friendly elements are being prepared.</p>	<p>Four new designs have been developed to be adopted in situations depending on the enrolment. Apart from these designs, which are pretty functional, 42 schools have been provided with external child friendly elements like outdoor learning spaces. Elements like low height children's chalkboard and multi purpose ledges are being incorporated in all new schools as well as in the schools being repaired.</p>	<p>The new designs being used under DPEP II are basically modifications of the earlier designs, incorporating necessary pedagogic elements. Hexagonal school design developed is proposed to be used for all the new school building constructions. After the prototypes on child friendly elements constructed in Kaithal, all the DPEP II districts have taken initiation for the incorporation of child friendly elements into new/ existing schools.</p>	<p>New designs, which are functional and child friendly, are being used in DPEP II. Efforts have been made to create child friendly elements at a few schools - this is being upscaled in at least 2 schools per block. However, these elements need to be properly planned and seen in a holistic way to blend with the 'Nalli-Kali' approach, rather than being viewed as individual civil works interventions.</p>
<b>Efforts towards cost-effectiveness</b>	<p>More than 250 buildings in the initial five districts have been constructed using cost effective technologies of stub foundation, rat-trap bond walls and filler slabs. These constructions have recently been validated in a two day workshop by a group of National Experts. All constructions in the expansion districts are also going to be constructed using similar technologies. The State is also looking into the possibility of using technologies like Flyash for future constructions.</p>	<p><b>All constructions are through alternative technologies and significant savings have been achieved, even after maintaining a high quality of construction.</b> There has been reports of demand being created on other agencies to adopt similar cost-effective technologies.</p>	<p>The designs being used in DPEP II use local materials like bambooconcrete and has very little use of RCC, thereby making the structures quite cost-effective. The single room designs to be used in situations of low enrolment is also aimed at optimising investment in sparsely populated areas.</p>	<p>An exercise for rationalisation of structural designs and specifications have also been taken up to reduce the cost. These rationalised designs are being implemented. Construction of prototype buildings with new designs with technologies has started after a thorough resource mapping exercise. Apart from the prototype, implementation of cost effective technologies has started in a very small scale.</p>	<p>Alternative technologies like filler slabs are being used in the DPEP constructions in certain blocks. Tara Nirman Kendra was appointed as a consultant agency to suggest cost-effective designs and technologies - prototypes have been constructed on these proposals. These designs, if replicated, can result in significant cost savings. The state is however yet to work out a strategy for such replication.</p>
<b>Engineers training</b>	<p>Engineers in the existing districts were provided four rounds of training - orientation training, training on cost effective technologies, hands-on training and training on child friendly elements. A similar training package is being planned for the engineers in the expansion districts. A three day training on cost effective technologies have already been conducted in three of the five districts.</p>	<p>Intensive training programmes have been undertaken by DPEP Bihar at regular intervals. A 12 day training programme prior to start of construction, followed by two 5 day hands-on training programmes has been conducted for engineers.</p>	<p>A 2-day orientation training followed by a 3-day technical training has been imparted to the engineers. Training on quality control was also conducted. Another round of training on child friendly elements is needed.</p>	<p><b>Engineers have undergone hands-on training in appropriate technologies.</b> Very few construction started by using these technologies. SPO may need to follow up. Incorporation of child friendly elements may also be discussed in the same training.</p>	<p>A two day training of engineers (ZPED, KLAC and DPEP engineers) in cost-effective technologies was conducted by Tara Nirman Kendra, the agency involved in prototype constructions. However more follow up trainings may be needed if such technologies are to be adopted in the works.</p>

## DPEP Progress Overview - Focus Areas

	Kerala	Maharashtra	Madhya Pradesh	Tamil Nadu	Rajasthan
Creating a child friendly school	Many of the classrooms lack basic elements such as display, storage and other child sensitive facilities. A very successful workshop was held at the state level, discussing possibilities of incorporating child friendly elements in schools. The follow-up to this is however not seen.	New designs are being implemented in DPEP-II districts. Child friendly elements (both internal and external) have been incorporated in these designs and are being constructed along with the school buildings. In DPEP I, one school per block will be taken up for incorporation of child-friendly elements	Activity centres, built around the EGS shelters, have been a major initiative towards creating a child friendly environment. Most of these centres, built through community contribution, have a number of internal and external child friendly elements. A document 'Neev' has been published at the State, which gives a number of options for developing such activity centres.	New designs are being implemented. Child friendly elements are being tried out in few community constructions. Response from children, community and teachers is found to be very positive. It has been proposed to incorporate child friendly elements into all the schools constructed under DPEP.	Designs have been prepared with emphasis on child-friendliness. Child-friendly elements are being incorporated into all buildings. These elements are also expected to be incorporated in existing schools that are taken up for repair.
Efforts towards cost-effectiveness	Cost-effective technologies like rat-trap bond and filler slabs are being used in the regular DPEP constructions but in a limited way. The state has not yet used the Innovation fund - this can be used to explore possibilities of further cost reduction.	The initial BRC designs in DPEP-I used cost-effective technologies. These designs have however been discontinued and the rest of the BRC construction will take place using regular technologies. Under DPEP II, the structural designs have been rationalised resulting in significant cost savings. Use of cost-effective technologies in schools has begun in scattered cases.	Local materials like stone is being used in construction in many of the stone intensive districts. Such buildings are cost-effective and qualitatively better. The document 'Neev' gives a whole range of options for using alternate technologies to bring down the cost of the building. Based on this document, work has started on a number of buildings using various alternate technologies.	The State has taken up construction of Seventy schools through the community using various cost-effective technologies and planned to take up fifty more works. Significant cost-savings (approximately Rs. 1.0 lac per building) as compared to PWD construction has been achieved. Rationalisation of existing structural designs and specifications has also been taken up. PWD agreed to construct the one building in each district by using cost-effective construction technologies.	Resource Mapping has been conducted, and all construction is being taken up using local and cost-effective technologies.
Engineers training	There is no clear strategy for the training of engineers. There is no plan to use the innovation fund for the same.	An initial round of orientation training was imparted to the engineers. Workshops have been held with the engineers on rationalisation of design, cost-effective technologies and incorporation of child friendly elements. However, the use of cost-effective technologies has been started only in a small way, with the prototype	Workshops at regional level discussed the training and orientation that would be required at various levels before construction with alternate technologies is taken up. This was followed up with district level workshops which discussed options for low cost constructions and child friendly elements.	DPEP engineers have undergone a two day hands-on training in appropriate technologies. District wise workshops with PWD engineers were conducted to share the experiences of cost-effective technologies and child friendly elements. PWD agreed to take up atleast one work in each district with cost-effective construction technologies.	Only local technologies have been taken up so far. New cost-effective technologies will be demonstrated in the prototype construction, and Engineers' Training will go hand-in-hand with this.

## **PROCUREMENT AND DISBURSEMENT**

### **Procurement**

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

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

With the objective of acquainting the DPEP functionaries with the procurement and disbursement procedures of the funding agencies, National Level and State Level Workshops on procurement and disbursement are organised. During the current year training programmes with participation of Bank's representatives in Rajasthan to familiarise the DPEP functionaries in the State with the IDA procurement and disbursement procedures and the requirements connected with financial management system were organised. Similar programmes for DPEP functionaries in UP will be organised soon.

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

#### **DPEP-I**

##### **Expenditure**

The cumulative expenditure upto 31/3/2000 is Rs.600.34 crores which is about 68% of the EFC approved project cost of Rs. 882 crores and 74% of the SAR target of Rs. 811 crores upto March 2000.

The AWP&B for 2000-2001 is Rs.212.11 crores and expenditure during the period April, 2000 to February, 2001 is Rs.115.09 crores which is about 54.25% of the AWP&B for the year. The expenditure was generally low but in the States of Haryana, Kerala and Maharashtra it was very low.

### **Disbursement**

As a result of low level of expenditure, the disbursement targets could not be achieved. Against the cumulative SAR target of US \$ 196.85 million upto 1999-2000 a disbursement of US \$131.854 million could only be achieved which is 67%. The SAR Target of disbursement for the year 2000-2001 is US\$ 36.512 million. The disbursement achieved during the current year is US\$ 22.428 million which is about 61.42%.

### **Madhya Pradesh**

The cumulative expenditure upto 31/3/2000 is Rs.399.12 crores which is 90% of the cumulative AWP&B of Rs.441.79 crores. Against AWP&B of Rs.111.69 crores for the year 2000-2001, the project has achieved an expenditure of Rs.65.12 crores upto February, 2001 which is 58.30%.

### **DPEP-II**

#### **Expenditure**

The Project had performed well in terms of expenditure during the year 1999-2000. The project has incurred an expenditure of Rs.830.65 crores upto 31/3/2000 against the EFC approved project cost of Rs.2340.92 crores, an achievement of about 36%. However, the achievement against the SAR target of Rs.844.70 crores upto 31/3/2000 is 98%. The AWP&B for the year 2000-2001 is Rs.786.18 crores and the expenditure incurred during April, 2000 to February, 2001 is Rs. 375.77 crores. The achievement with reference to AWP&B is only 48%. The expenditure was generally low in all the states but it was very low in the States of Orissa, HP, Maharashtra & MP.

#### **Disbursement**

Against the SAR target of US \$ 164.6 million the cumulative disbursement upto 31/3/2000 worked out to US\$ 150.365 million an achievement of more than 91%. The SAR target for the year 2000-2001 is US \$ 100 million and the actual disbursement is US\$ 69.047 million an achievement of 69% only. This is because of the low level of expenditure.

#### **Netherlands Grant for Gujarat**

The expenditure target is included in DPEP-II above. The project has incurred an expenditure of Rs.55.42 crores cumulative upto 31/3/2000. Against the AWP&B of Rs.33.52 crores for the year 2000-2001 an expenditure of Rs.17.87 crores has been reported upto February, 2001, an achievement of 53%.

The cumulative disbursement upto 31/3/2000 is US \$ 10.253 million which is about 75% of the SAR target of US \$ 13.6 million. The SAR target for the year 2000-2001 is US \$ 4.5 million and the same has been fully achieved.

## **DPEP-III**

### **Expenditure**

The expenditure remains at low level. The Project has incurred an expenditure of Rs.92.66 crores against the Planned Budget of Rs.206.10 crores upto 31/3/2000 an achievement of 45%. Against the AWP&B of Rs.138.56 crores for the year 2000-2001 the expenditure reported till 28/2/2001 is Rs.34.25 crores (24.72%).

### **Disbursement**

Due to low level of expenditure the disbursement level is also low. Against the SAR target of US \$ 65.25 million upto 31/3/2000, the Project has achieved a disbursement of US \$ 16.448 million (25%). The SAR target for the year 2000-2001 US\$ 29.302 million and the disbursement during the year works out to US\$ 7.609 million which is about 25.96% only.

## **APERP (Education Component)**

### **Expenditure**

Against the Planned AWP&B of Rs.308.38 crores upto 31-3-2000, the Project has reported an expenditure of Rs. 232.56 crores upto 31/3/2000. The achievement is 75.41%. Against the AWP&B of Rs.208.28 crores for the year 2000-2001 the project has reported an expenditure of Rs.30.92 crores upto February, 2001 an achievement of 14.81%.

### **Disbursement**

The cumulative disbursement upto 31/3/2000 is US \$ 45.124 million against the SAR target of US \$ 61.295 million. The achievement is 74%. Due to low level of expenditure during 2000-2001 the disbursement is also low. The total disbursement during the year 2000-2001 is US\$ 6.868 million only.

## **DPEP Rajasthan**

The Project is still in the initial stages of implementation. An expenditure of Rs.2.60 crores upto March 2000, had only been reported. Reimbursement claim for Rs.2.07 crores equivalent to US \$ 0.475 million was disbursed by the World Bank upto 31/3/2000. Against the AWP&B of Rs.110.37 crores for the year 2000-2001 the project had reported an expenditure of Rs.1.7 crores only upto August 2000. However the expenditure is now picking up and the same has reached Rs.19.31 crores upto February 2001. An achievement of 17.49%.

### **Disbursement**

The disbursement upto 31/3/2000 is US\$ 0.475 million. Against the SAR target of US \$ 16.279 million for the year 2000-2001 the disbursement achieved is only US\$ 3.577 million (21.97%).

## **UP DPEP-III**

The project is in the initial stages of implementation. An expenditure of Rs.1.18 crores was reported upto 31/3/2000. Against the AWP&B of Rs.164.26 crores for the year 2000-2001 an expenditure of Rs.90.20 crores has been reported upto February, 2001 which is about 55% of the AWP&B.

### **Disbursement**

Against the SAR target of US \$ 46.212 million for the year 2000-2001 a disbursement of US \$ 17.527 million has been achieved which is 38%.

### **DFID Aided Projects**

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

Against an expenditure target of Rs. 162.89 crores upto 31-3-2000, the Project has incurred an expenditure of Rs. 93.20 crores (57.21%). This has generated a reimbursement of Rs.79.22 crores. Against this the DFID have disbursed £ 13.109 million. Against the AWP&B of Rs.64.06 crores for the year 2000-2001 the project reported an expenditure of Rs.21.70 crores upto February, 2001 claiming a reimbursement of Rs.18.44 crores. The achievement is 33.87% only.

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

Against an expenditure target of Rs.136.95 crores upto 31/3/2000, the Project has incurred an expenditure of Rs.52.80 crores (38%). This expenditure has generated reimbursement claims to the tune of Rs. 44.88 crores against which the DFID has disbursed £ 6.453 million. The AWP&B for 2000-2001 is Rs.90.04 crores and the project has claimed an expenditure of Rs.29.13 crores upto 28/2/2001, which has generated a reimbursement of Rs.24.75 crores. The achievement is 32.35% only.

### **Details available in Statements A to D**

A statement showing statewise EFC approved cost / expenditure incurred upto 28-2-2001 is at 'E'.

### **Areas of concern**

- Low level of expenditure in DPEP-III Bihar.
- Low level of expenditure in DPEP Rajasthan.
- Low level of expenditure under APERP.
- Low level of expenditure in DFID assisted DPEP projects in Andhra Pradesh & West Bengal.

**Statement 'A'**

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

(Rs. in Crores)

Financial Year	DPEP – I (Credit No. 2661 – IN)		DPEP – II (Credit No. 2876 – IN)		DPEP – III (Credit No. 3012 – IN)		APERP Education Component (Credit No. 3103-IN)	
	Targets	Actuals	Targets	Actuals	Targets (AWP&B)	Actuals	Targets (AWP& B)	Actuals
1994 – 95	22.40	2.67(11.92%)	--	--	--	--		
1995 – 96	99.22	70.32 (71.00%)	--	--	--	--		
1996 – 97	137.21	126.37 (92.10%)	40.95	5.23 (12.77%)	--	--		
1997 – 98	171.15	153.02 (89.40%)	182.00	122.66 (67.40%)	31.33	4.36 (13.91%)		
1998 – 99	191.27	124.60 (65.14%)	259.00	340.59 (131.50%)	102.00	42.70 (41.86%)	126.38	126.38 (100%)
1999-2000	189.75	123.36(65%)	362.75	362.17 (99.80%)	159.03	45.60 (28.67%)	182.00	106.18(58.34%)
2000-2001	170.75	115.09(67.40%)	446.95	375.77 (84%)	138.56	34.25(24.72%)	208.28	30.92 (14.84%)
Cumulative upto March, 2001	981.75	715.43(72.87%) upto 28/2/2001	1291.65	1206.42 (93.40% upto 28/2/2001	430.92	126.91 (29.45%) upto 28/2/2001	516.66	263.48(51%) upto 28/2/2001

Financial Year	Rajasthan DPEP (Credit No. N0-44)		UP DPEP-III (Credit No. 3307-IN)	
	Targets (AWP&B)	Actuals	Targets (AWP&B)	Actuals
1999-2000	Nil	2.60	1.18	1.18
2000-2001	110.37	19.31 (17.50%)	164.26	90.20 (54.91%)
Cumulative upto March, 2001	110.37	21.91 (19.85%) upto Feb, 2001	165.44	91.38 (55.23%) upto Feb, 2001

**Statement 'A-1'**

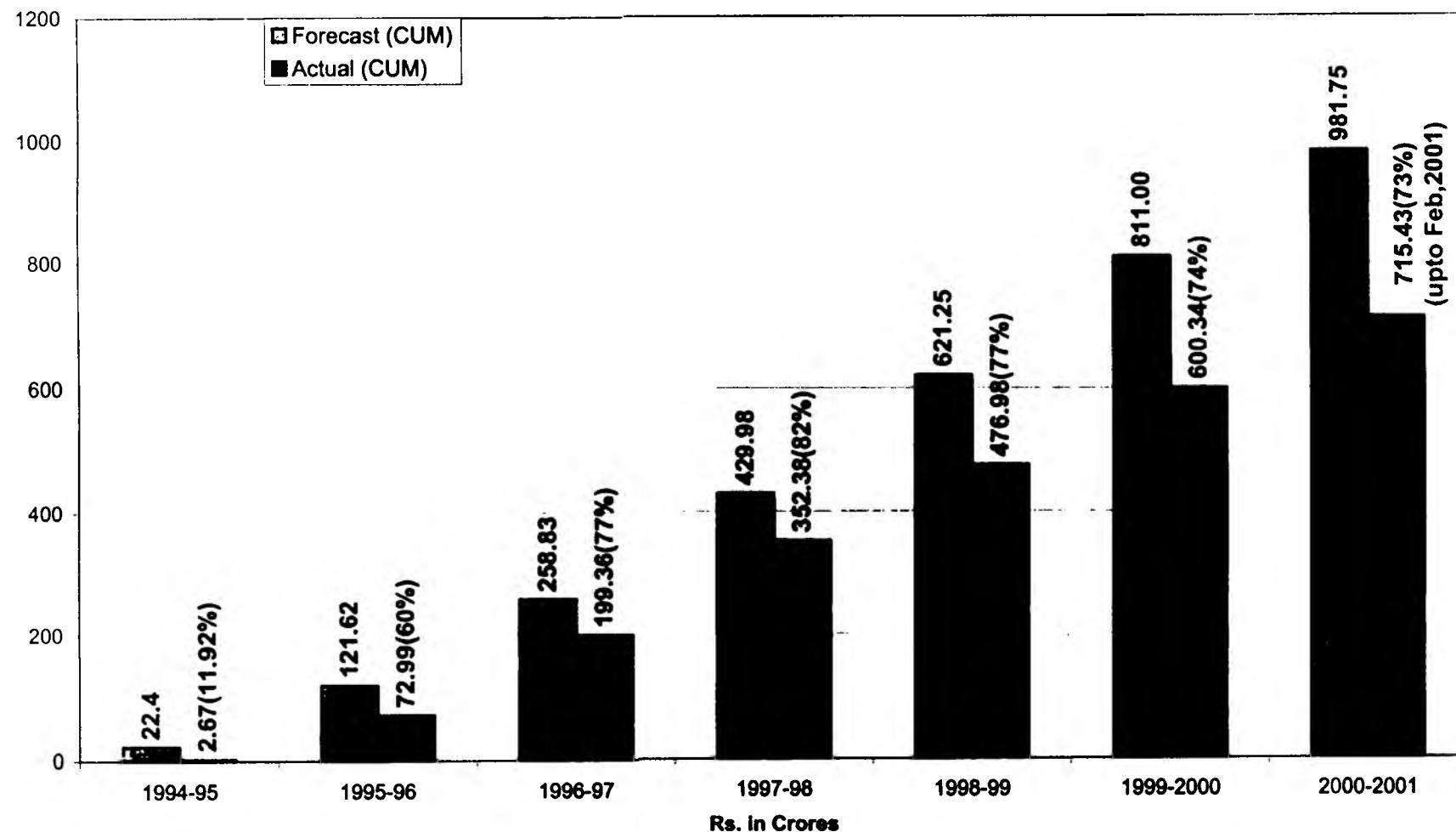
**Expenditure in DPEP**

**Others**

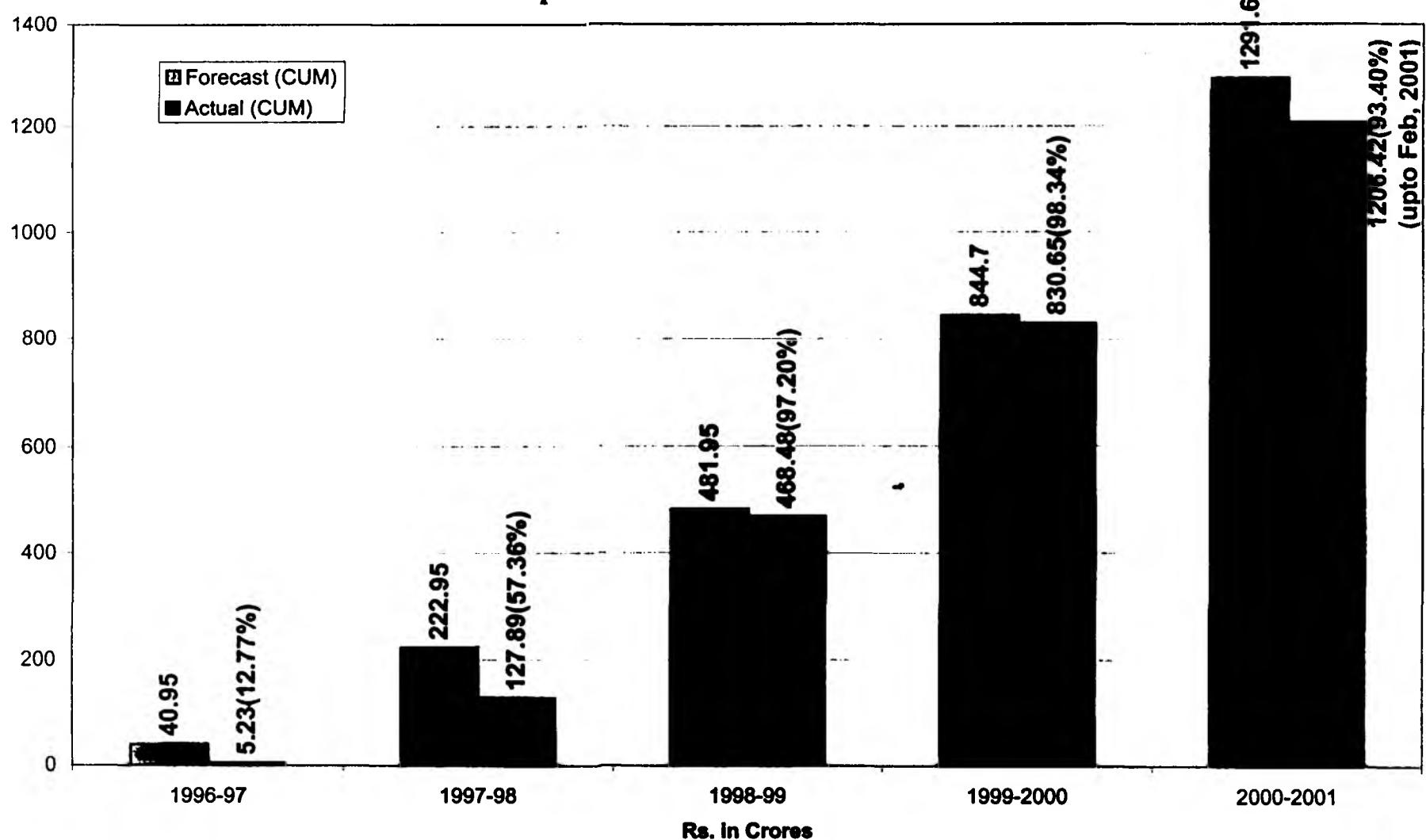
**(Rs. in Crores)**

Period	EC Assisted DPEP <b>Madhya Pradesh</b>		DFID Assisted DPEP <b>Andhra Pradesh</b>		DFID Assisted DPEP <b>West Bengal</b>	
	Targets (AWP&B)	Actuals	Targets (AWP&B)	Actuals	Targets (AWP&B)	Actuals
Upto 31/3/98	261.04	229.05 (87.75%)	51.72	25.70(50%)	16.48	7.20 (43.69%)
1998-99	111.34	95.04 (85.40%)	55.05	35.69 (65%)	49.95	17.04 (34.11%)
1999-2000	117.70	75.03 (64%)	56.12	31.81 (56.68%)	70.52	28.56 (41%)
2000-2001	111.69	65.12(58.30%)	64.06	21.70 (33.87%)	90.04	29.13 (32.35%)
Cumulative upto March, 2001	601.77	464.24 (77.15%) upto Feb, 2001	226.95	114.90 (50.63%) upto Feb, 2001	226.99	81.93 (36.09%) upto Feb, 2001

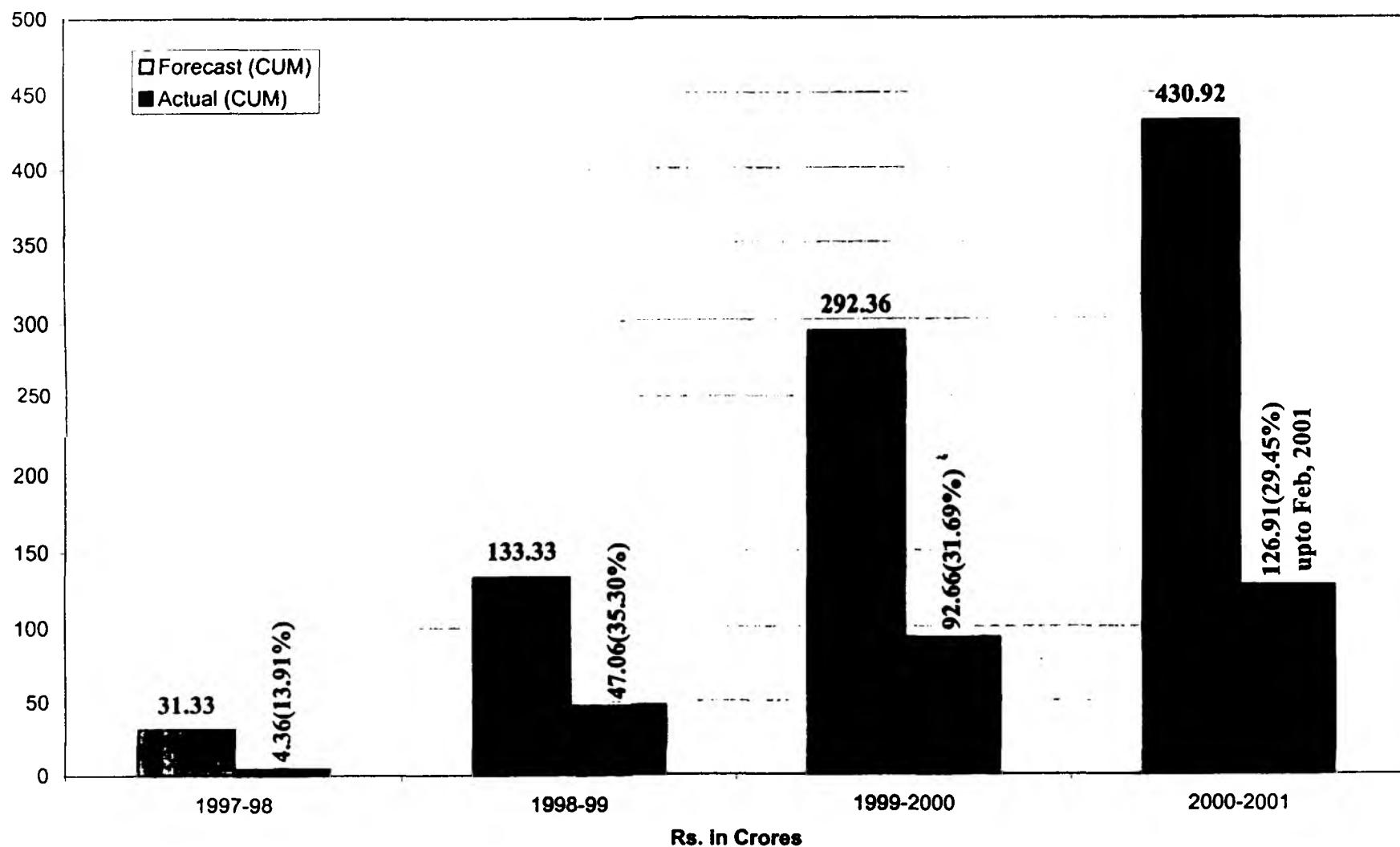
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**Expenditure Forecast and Actuals**



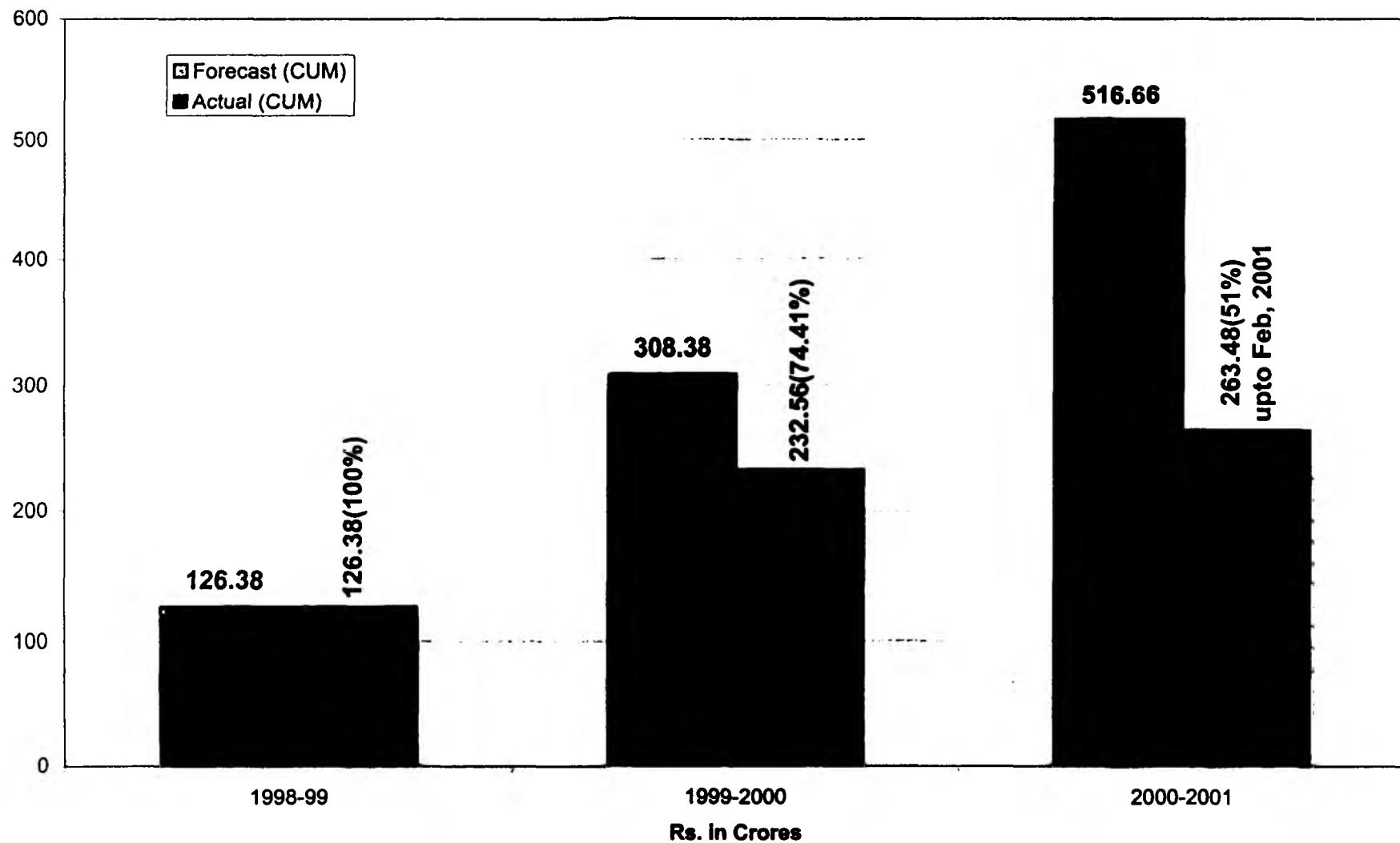
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Expenditure Forecast and Actuals**



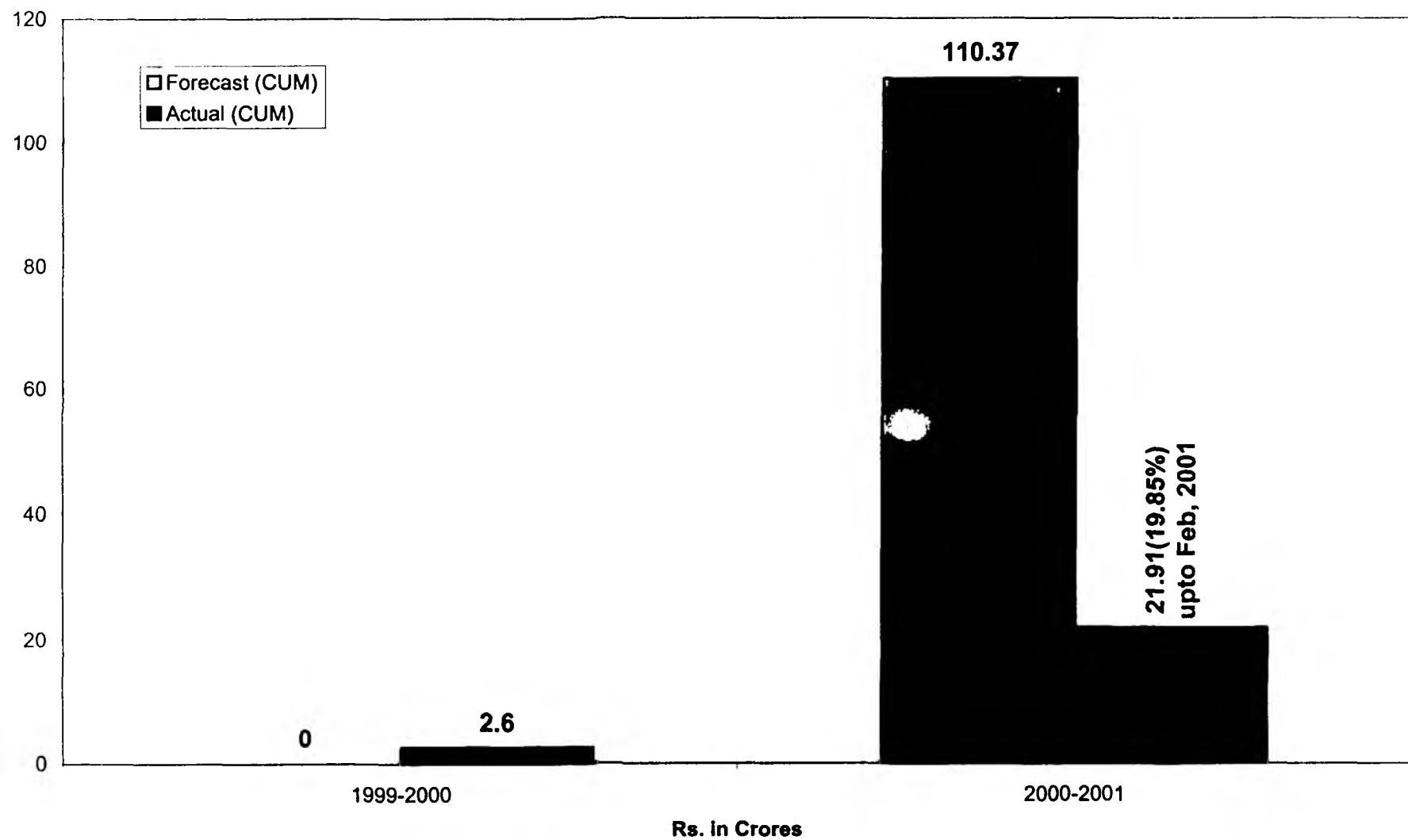
**IDA Credit No. 3012-IN**  
**Expenditure Forecast and Actuals**



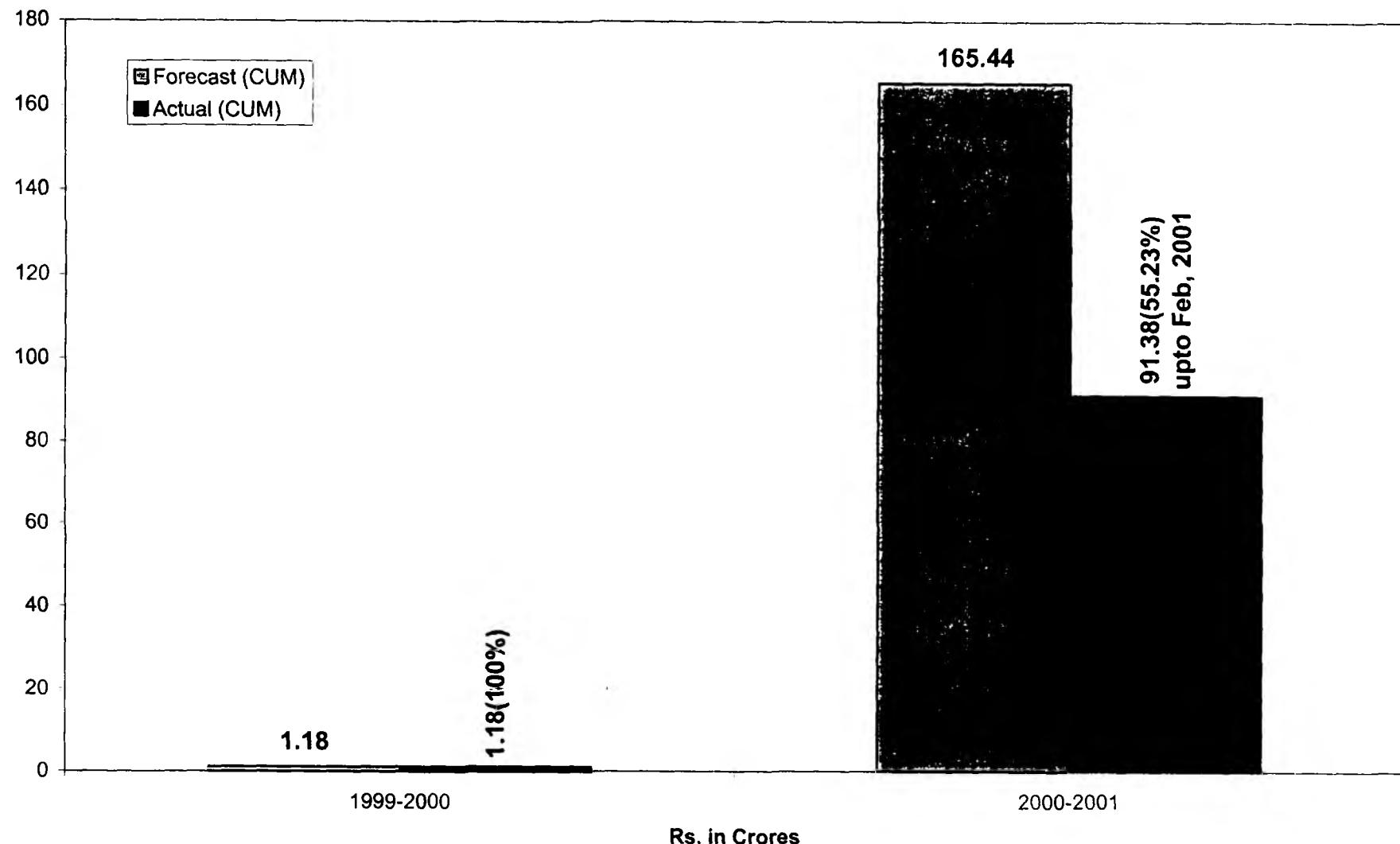
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Expenditure Forecast and Actuals**



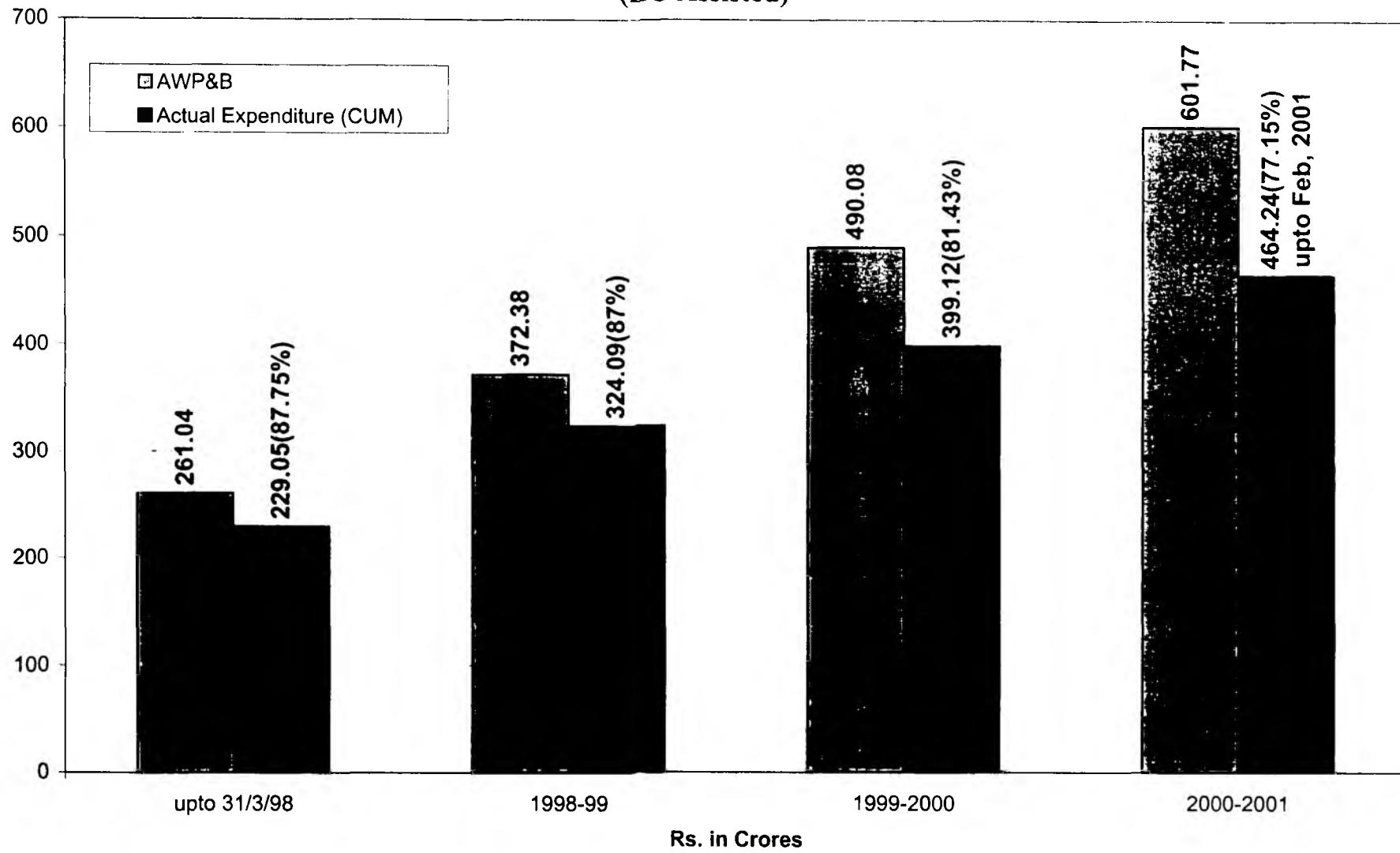
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**Expenditure Forecast & Actuals**

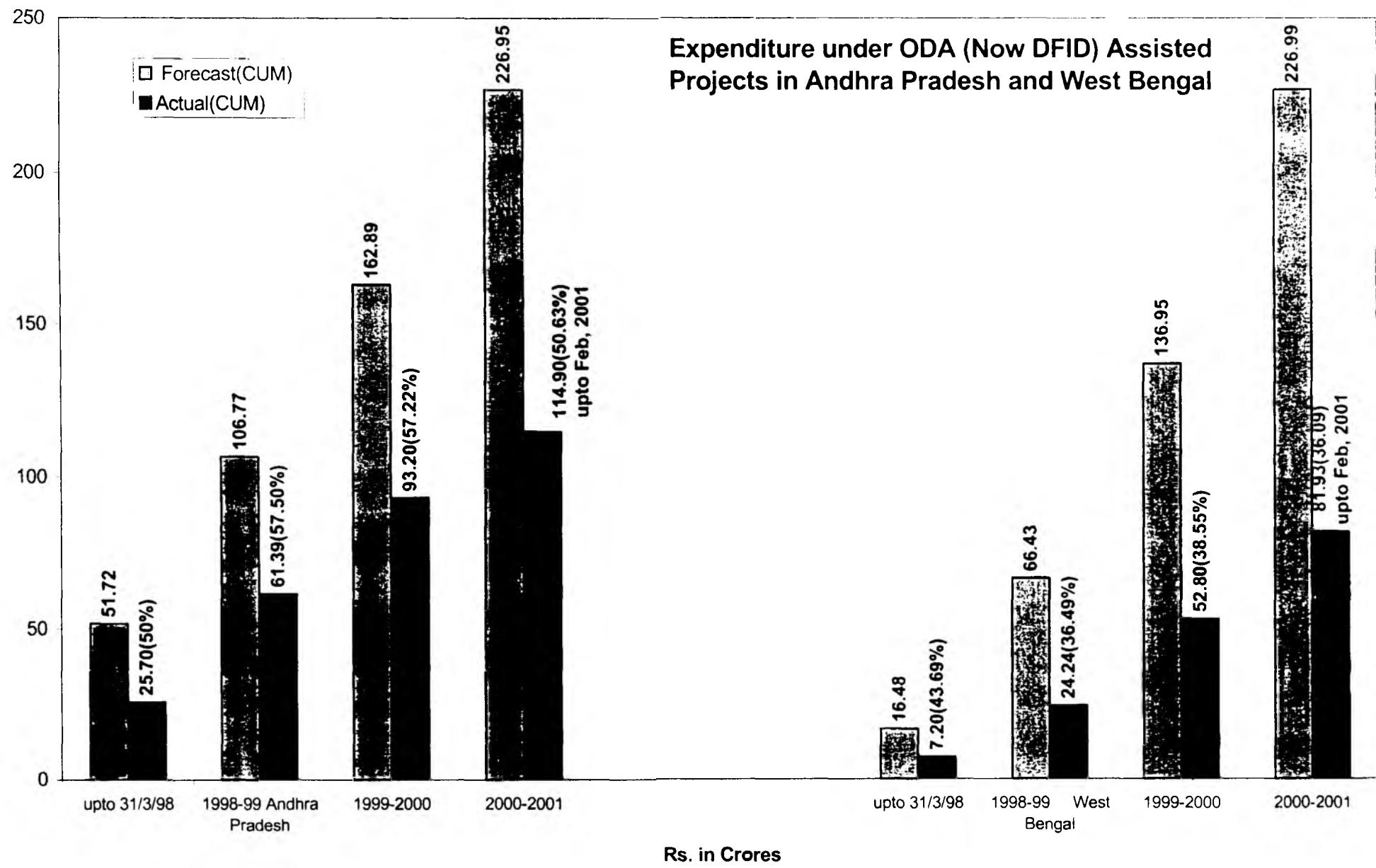


**IDA Credit No. 3307-IN**  
**Expenditure Forecast & Actuals**



### Expenditure in DPEP-I Madhya Pradesh (EC Assisted)





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

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

<b>Financial Year</b>	<b>DPEP – I</b> (Credit No. 2661 – IN)		<b>DPEP – II</b> (Credit No. 2876 – IN)		<b>DPEP – III</b> (Credit No. 3012 – IN)	
	<b>Targets</b>	<b>Actuals</b>	<b>Targets</b>	<b>Actuals</b>	<b>Targets</b>	<b>Actuals</b>
1994 – 95	\$ 4.0	-	--	--	--	--
1995 – 96	\$ 27.85	\$ 8.905 (31.97%) Rs.31.79	--	--	--	--
1996 – 97	\$ 34.30	\$ 37.563 (109.51%) Rs.133.56	\$ 7.50	--	--	--
1997 – 98	41.00	\$ 36.969 (90.17%) Rs.138.18	\$ 36.85	\$ 16.103 (36.30%) Rs.62.50	\$ 3.5	--
1998 - 99	\$ 45.75	\$ 24.422 (53.38%) Rs.103.02	\$ 49.80	\$ 64.023 (128.57%) Rs.269.48	\$ 24.00	\$ 7.891 (33.33%) Rs.33.33
1999-2000	\$ 43.95	\$ 23.995 (54.60%) Rs.104.02	\$ 70.45	\$70.239 (99.79%) Rs.304.36	\$ 37.75	\$8.557 (23.00%) Rs.37.05
2000-2001	\$ 36.512	\$22.428 (61%) Rs.102.51	\$ 100.00	\$ 69.047 (32%) Rs.317.08	\$ 29.302	\$ 7.609 (26%) Rs.34.89
Cumulative upto March, 2001	\$ 233.362	\$ 154.282 (66.11%) Rs.613.08	\$ 264.6	\$219.412 (83%) Rs.953.34	\$ 94.552	\$ 24.057 (25%) Rs.105.27

## DFID Assisted Projects Targets

<b>SI No.</b>	<b>State</b>	<b>Targets</b>			<b>Actuals</b>		
		<b>Upto 31/3/99</b>	<b>1999-2000</b>	<b>2000-2001</b>	<b>Upto 31/3/99</b>	<b>1999-2000</b>	<b>2000-2001</b>
1.	Andhra Pradesh	Rs. 80	Rs. 48	Rs.54.00	Rs. 52.18 (65%)	Rs.27.04 (56%)	Rs. 18.44 (34%)
2.	West Bengal	Rs. 44	Rs. 60	Rs.76.00	Rs.20.60 (47%)	Rs.24.28 (40%)	Rs.24.76 (33%)

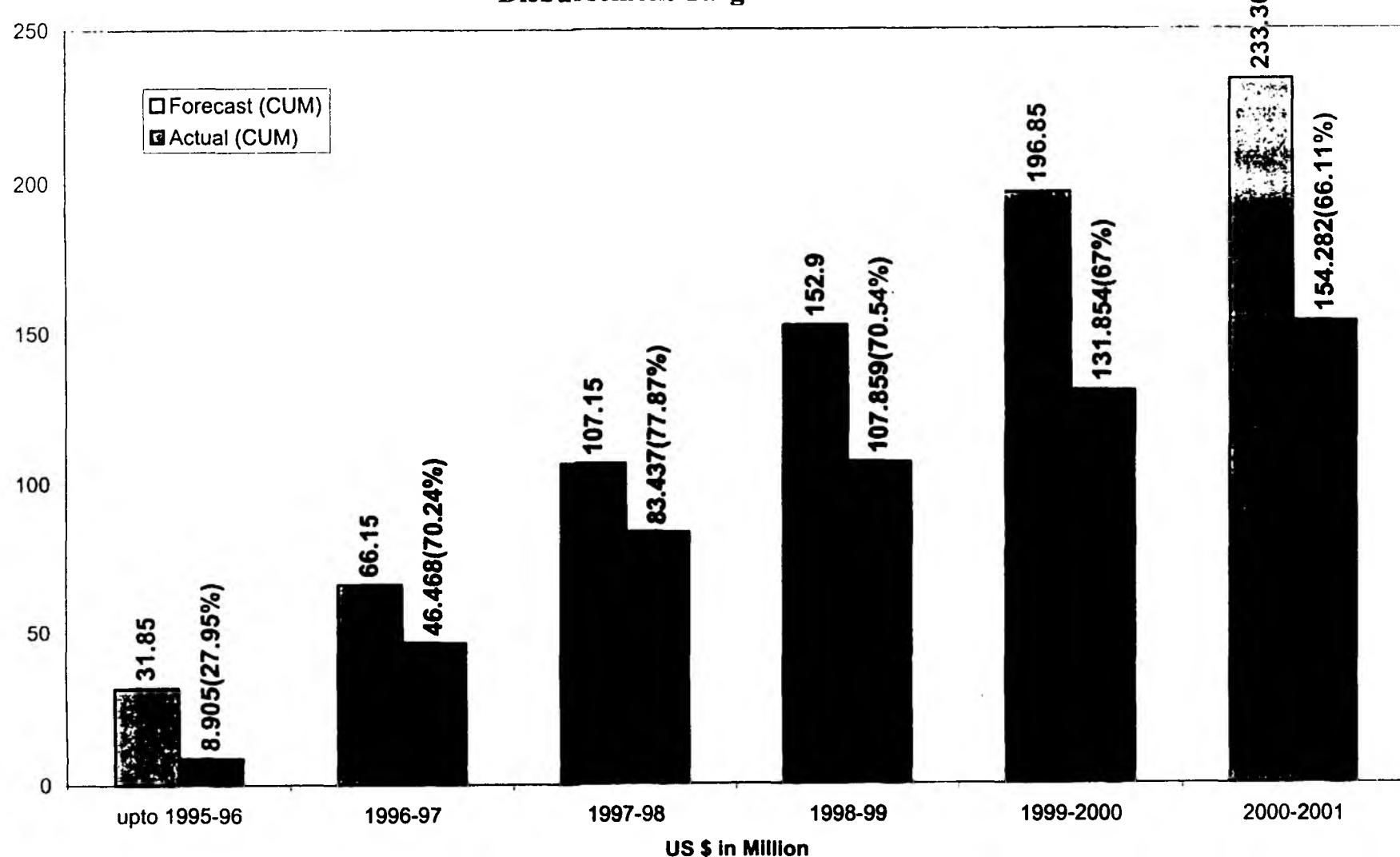
**Disbursements**  
**Targets & Actuals**

(\$ in Million/ Rs. in Crores)

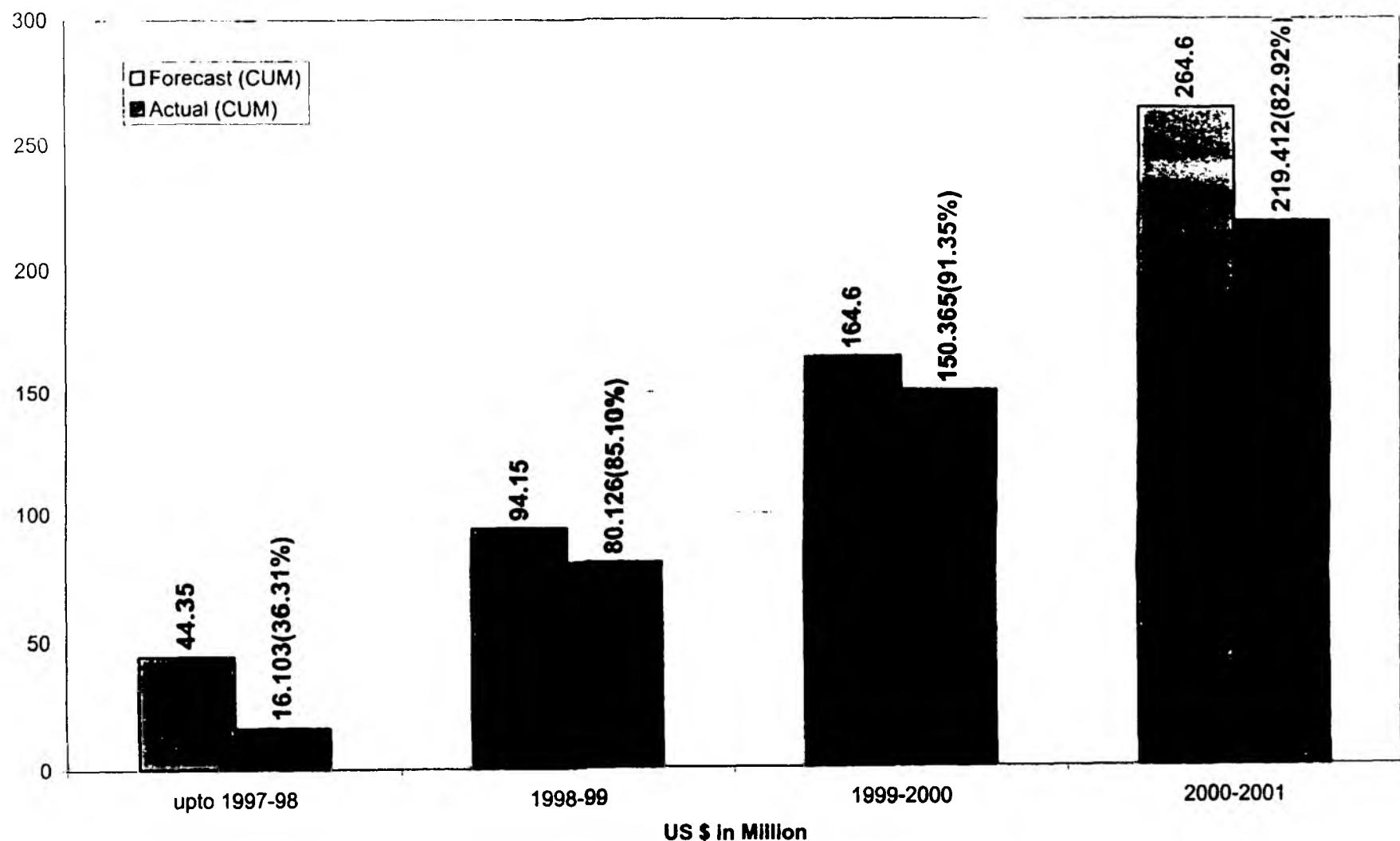
Financial Year	Netherlands Grant for Gujarat State		IDA Credit No. 3103-IN APERP – Education Component	
	Target	Actuals	Target	Actuals
Upto 1997-98	\$ 5.0	\$ 2.118 (43.6) Rs.8.13	-	-
1998-99	\$ 4.0	\$ 3.579(89%) Rs.15.13	\$ 26.295	\$20.956 (79.69%)
1999-2000	\$ 4.6	\$ 4.556(99%) Rs.19.79	\$ 35.00	\$24.168 (69%)
2000-2001	\$ 4.5	\$ 4.5 (100%) Rs.20.54	\$ 25.000	\$6.868 (19.62%) Rs. 32.07
Cumulative upto March, 2001	\$18.10	\$ 14.753 (82%) Rs.63.59	\$ 86.295	\$ 51.992 (60%) Rs.227.37

Financial Year	Rajasthan DPEP		UP DPEP-III	
	Target	Actuals	Target	Actuals
Upto 1999-2000	NIL	\$ 0.475 Rs.2.07	-	-
2000-2001	\$ 16.279	\$ 3.577 (22%) Rs.16.64	\$ 46.212	\$ 17.527 (38%) Rs.81.53
<b>Total</b>	<b>\$ 16.279</b>	<b>\$ 4.052 (25%) Rs.18.71</b>	<b>\$ 46.212</b>	<b>\$ 17.527 (38%) Rs.81.53</b>

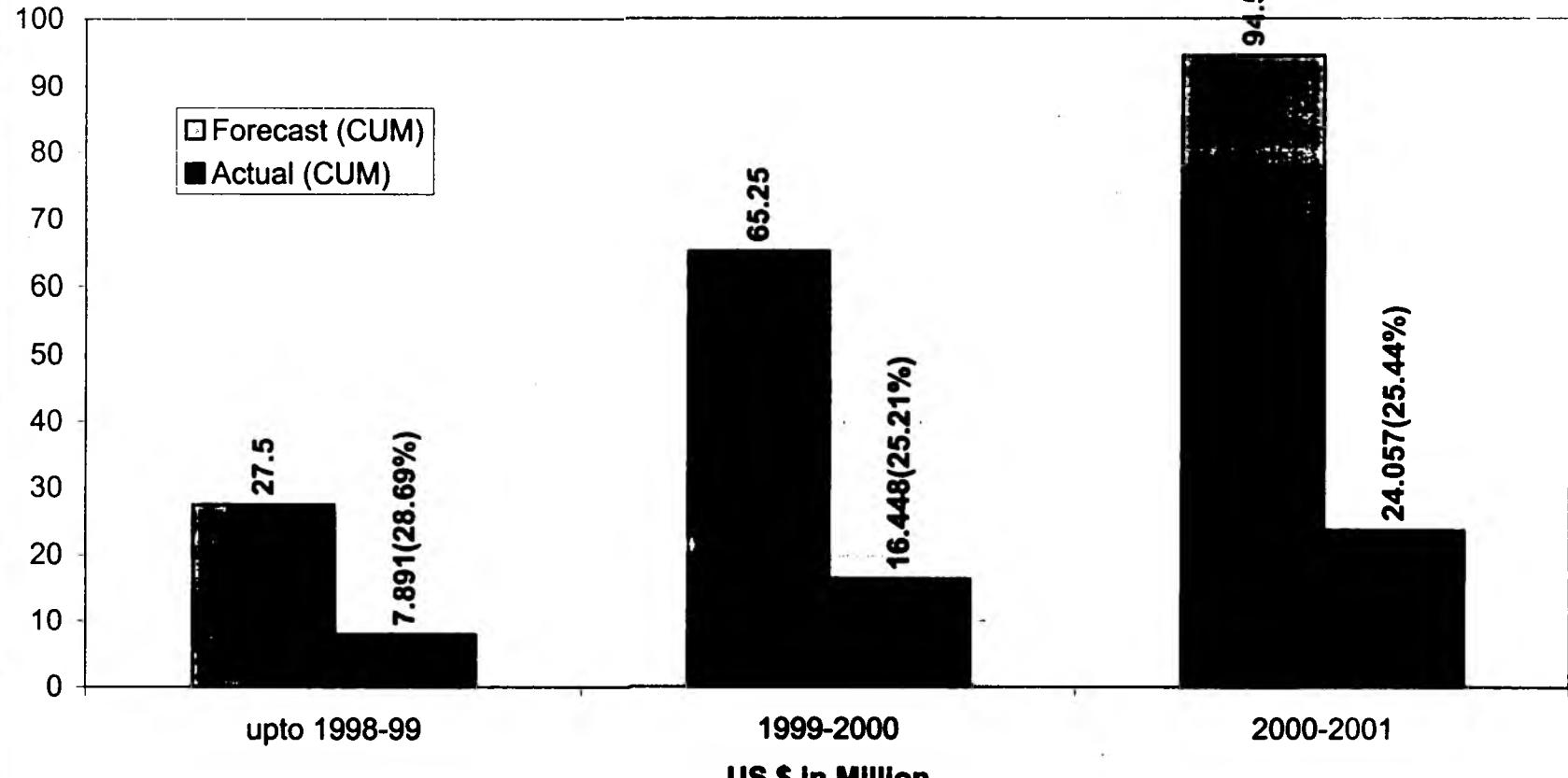
**IDA Credit No. 2661-IN-DPEP-I**  
**Disbursement Targets and Actual**



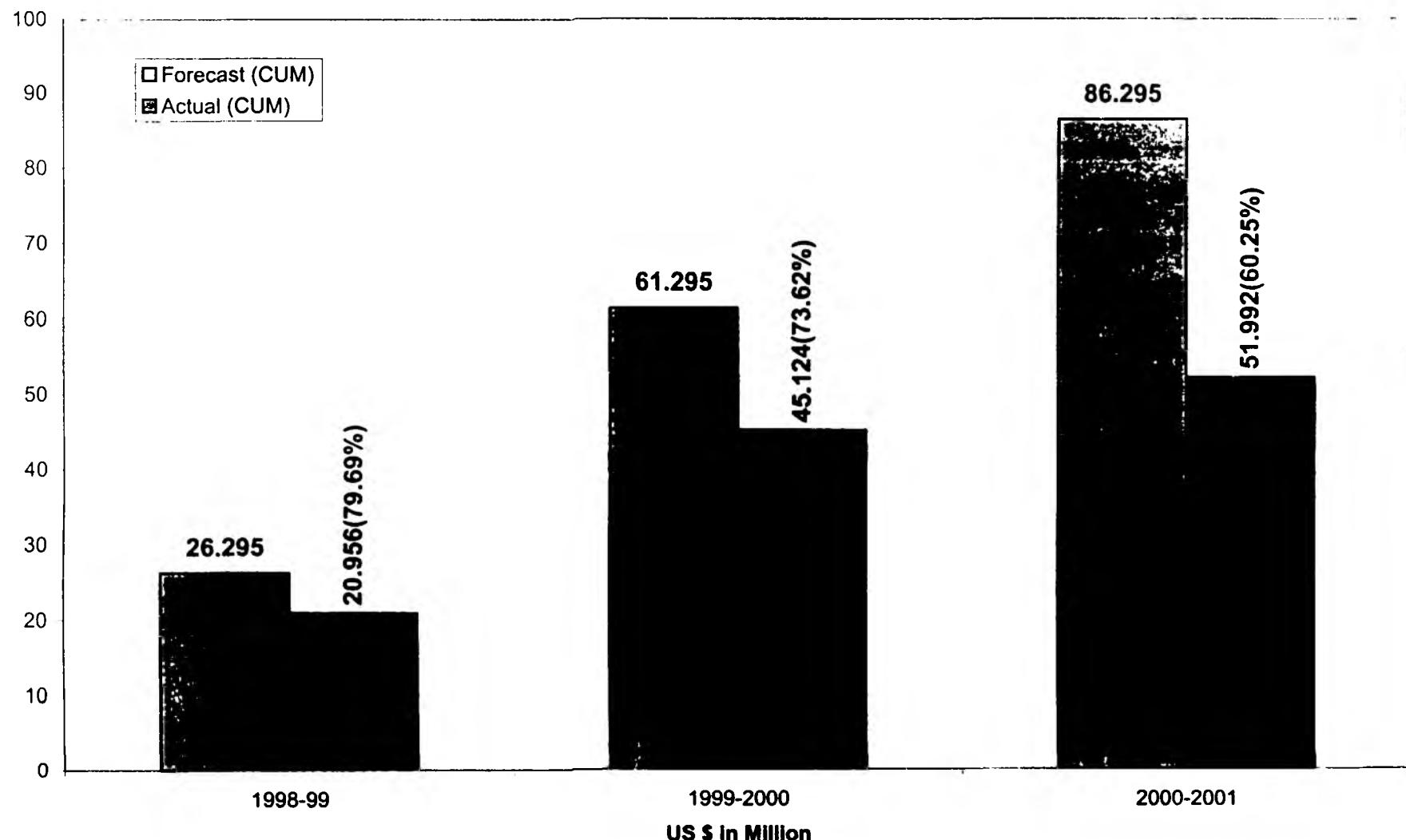
**IDA Credit No. 2876-IN-DPEP-II**  
**Disbursement Targets and Actual**



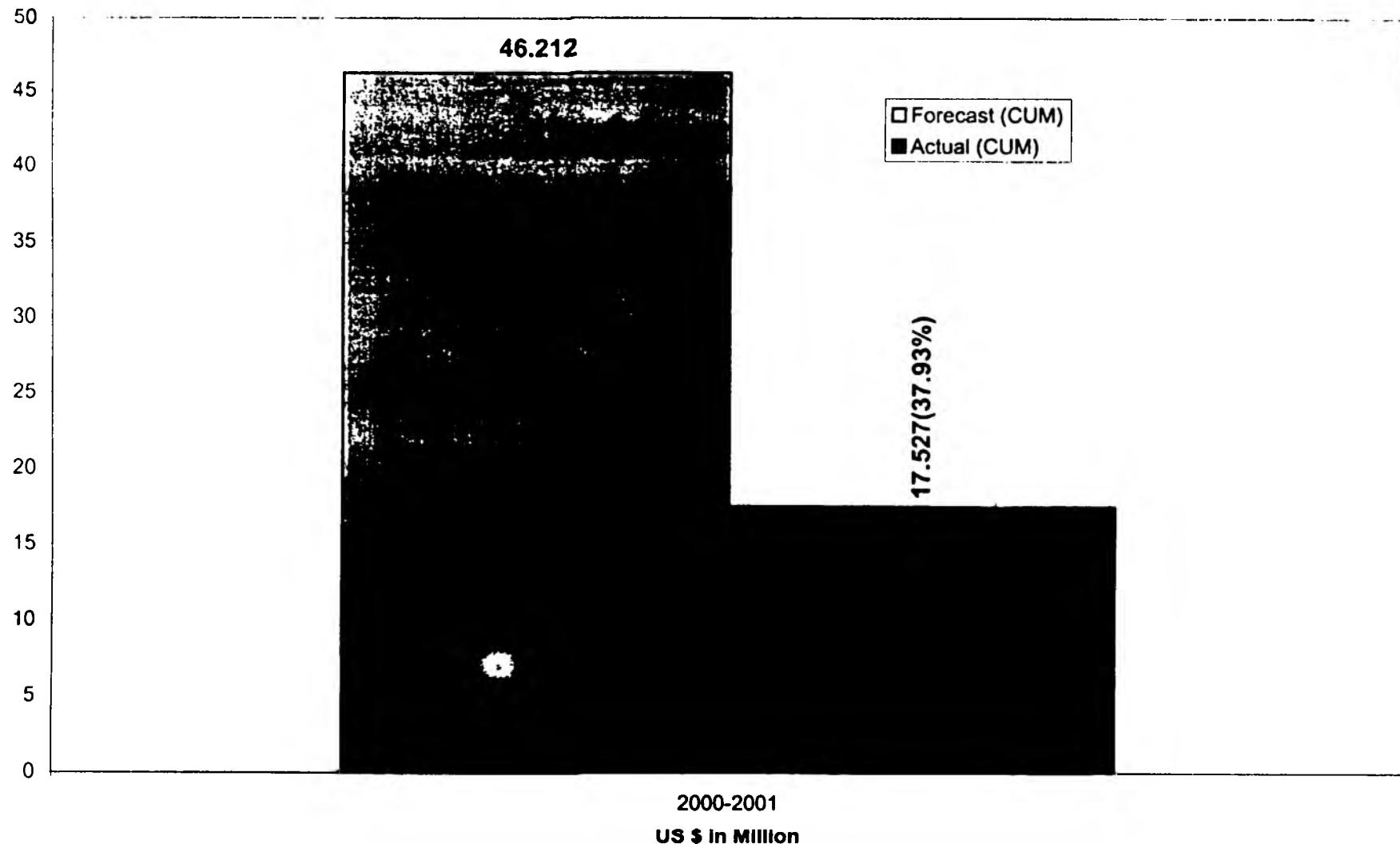
**IDA Credit No.3012-IN-DPEP-III**  
**Disbursement Targets and Actual**



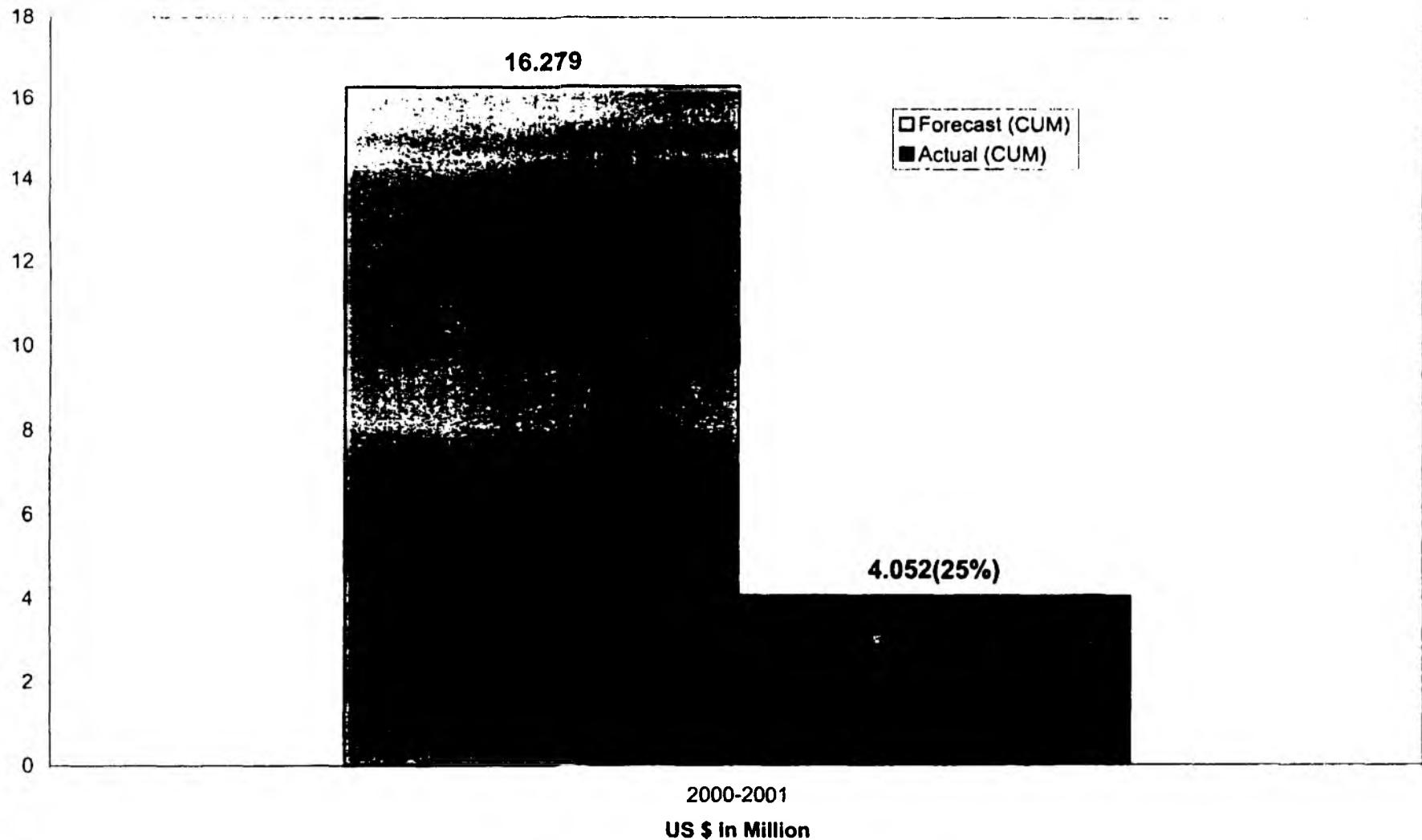
**IDA Credit No. 3103-IN-APERP(Education Component)  
Disbursement Targets and Actuals**



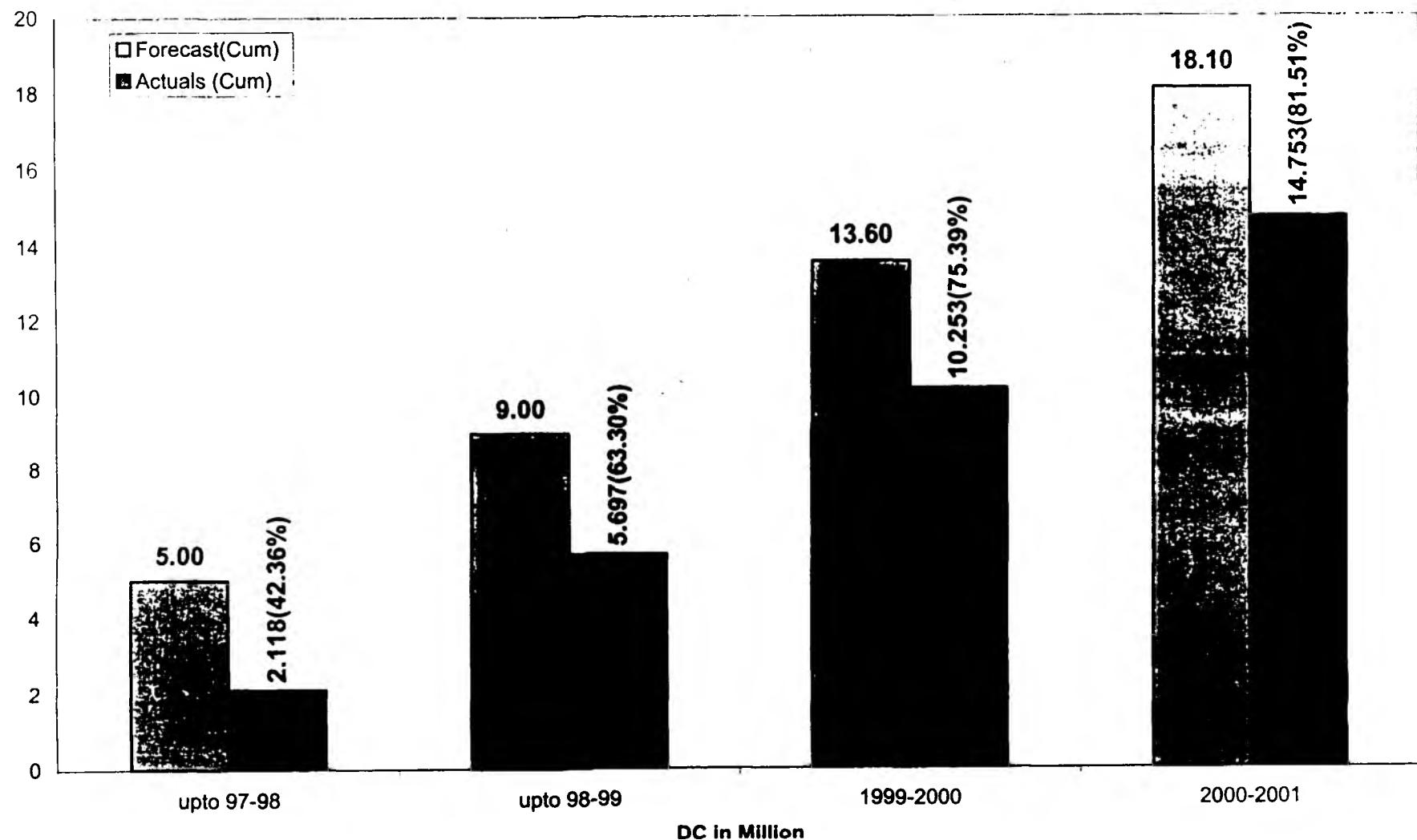
**IDA Credit No. 3307-IN-UP DPEP-III**  
**Disbursement Targets and Actuals**



**IDA Credit No.44-IN (Rajasthan DPEP)**  
**Disbursement Forecast and Actuals**



### Netherlands Grant for Gujarat DPEP



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

Project Starting date : 1994-95  
 Rs. in Lakhs

## E.1 Expenditure by Project

Sl. No.	Name of the State	Since Project Start				
		Planned budget till 31/3/2001	Expenditure till 31/3/2000	Expenditure from 4/2000 to 2/2001	Total Expenditure upto 2/2001	%age Budget Expended
1	Assam	11051.94	8020.89	1644.74	9665.63	87
2	Haryana	11544.00	7556.64	1845.36	9402.00	81
3	Karnataka	16153.32	13230.64	2248.35	15478.99	96
4	Kerala	8544.05	6266.92	1101.52	7368.44	86
5	Maharashtra	17734.77	12488.82	2132.17	14620.99	82
6	Tamil Nadu	12895.38	9148.29	2178.63	11326.92	88
7	National Component	3922.00	3321.83	358.24	3680.07	94
8	MP EC Grant	51081.14	39912.26	6511.80	46424.06	91

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

Rs. in Lakhs

S.No.	Name of the State	Since Project Start				
		Planned budget till 31-3-2001	Expenditure as on 31-3-2000	Expenditure from April 2000 to Feb, 2001	Total Exp. Upto 2/2001	% Budget expended
1	Assam	10729.16	4973.82	2817.77	7791.59	72.62
2	Haryana	5350.70	2008.82	1770.11	3778.93	70.62
3	Karnataka	21586.26	12655.82	4770.39	17426.21	80.73
4	Kerala	7580.15	4143.95	1600.89	5744.84	75.79
5	Maharashtra	10169.07	3948.26	2295.29	6243.55	61.40
6	Tamil Nadu	5830.99	3085.71	1158.92	4244.63	72.79
7	Madhya Pradesh	32817.49	16695.26	6465.10	23160.36	70.57
8	Himachal Pradesh	9634.08	5359.27	1629.67	6988.94	72.54
9	Orissa	12406.55	5171.32	2425.99	7597.31	61.24
10	Gujarat	8893.64	5541.27	1787.34	7328.61	82.40
11	Uttar Pradesh	35948.82	19149.97	10706.74	29856.71	83.05
12	National Component	735.75	330.75	149.13	479.88	65.22
13	Andhra Pradesh	15726.65	9320.23	2169.75	11489.98	73.06
14	West Bengal	14284.78	5280.48	2912.65	8193.13	57.36
15	APERP	44083.58	23255.73	3092.14	26347.87	59.77
	<b>DPEP-III</b>					
16	Bihar	23121.94	9266.16	3425.23	12691.39	54.89
17	Rajasthan	11297.48	260.10	1930.94	2191.04	19.39
18	UP DPEP-III	16544.40	118.40	9019.46	9137.86	55.23

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

Rs. in Lakhs

Sl. No.	Name of the State	DPEP-I			DPEP-II			DPEP-III		
		EFC approved Cost	Exp. Upto 28/2/2001	%age	EFC approved Cost	Exp. Upto 28/2/2001	%age	EFC approved Cost	Exp. Upto 28/2/2001	%age
1	Assam	12951.18	9665.63	74.63	15633.32	7791.59	49.84			
2	Haryana	14812.45	9402.00	63.47	9547.25	3778.93	39.58			
3	Karnataka	13497.98	15478.99	114.68	24077.31	17426.21	72.38			
4	Kerala	9189.72	7368.44	80.18	9458.52	5744.84	60.74			
5	Maharashtra	18592.37	14620.99	78.64	15771.79	6243.55	39.59			
6	Tamil Nadu	12597.21	11326.92	89.92	9244.32	4244.63	45.92			
7	Madhya Pradesh*	49874.00	44866.06	89.96	46109.30	23160.36	50.23			
8	Himachal Pradesh				12928.11	6988.94	54.06			
9	Orissa				23011.99	7597.31	33.01			
10	Gujarat				9567.44	7328.61	76.60			
11	Uttar Pradesh				62987.60	29856.71	47.40			
12	National Component	6633.59	3680.07	55.48	1987.00	479.88	24.15			
13	Andhra Pradesh				17272.60	11489.98	66.52			
14	West Bengal				19630.29	8193.13	41.74			
15	APERP				57150.00	26347.87	46.10			
16	Bihar							65117.00	12691.39	19.49
17	Rajasthan							41114.47	2191.04	5.33
18	UP DPEP-III							88730.00	9137.86	10.30

(\*) Expenditure upto December 2000

Note :- Expenditure incurred on DPEP in the newly created states of Chhattisgarh, Jharkhand and Uttranchal is also included under - Madhya Pradesh, Bihar and UP DPEP-III respectively.

## Financial Information

**State - Assam**

**Project Phase - I**

**Project Starting date - 1994-95**

**Status upto - February, 2001**

(Rs. in lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	3108.54	2522.54	81.15
2. Equipment, vehicles, books and furniture	2046.2	1024.84	50.09
3. Consultant services, fellowships and training	2864.95	646.46	22.56
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	4931.49	5471.79	110.96
<b>Total</b>	<b>12951.18</b>	<b>9665.63</b>	<b>74.63</b>

**State - Haryana**

**Project Phase - I**

**Project Starting date - 1994-95**

**Status upto - February, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	3555.93	3189.68	89.70
2. Equipment, vehicles, books and furniture	1745.39	1013.4	58.06
3. Consultant services, fellowships and training	1976.00	1306.31	66.11
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	7535.13	3892.61	51.66
<b>Total</b>	<b>14812.45</b>	<b>9402.00</b>	<b>63.47</b>

## Financial Information

**State - Karnataka**

**Project Phase - I**

**Project Starting date - 1994-95**

**Status upto - February, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	3239.38	2795.43	86.30
2. Equipment, vehicles, books and furniture	866.12	2552.04	294.65
3. Consultant services, fellowships and training	1813.31	1400.63	77.24
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	7579.17	8730.89	115.20
<b>Total</b>	<b>13497.98</b>	<b>15478.99</b>	<b>114.68</b>

N.B. An additional allocation of Rs.3287.33 lakhs is under process.

**State - Kerala**

**Project Phase - I**

**Project Starting date - 1994-95**

**Status upto - February, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	2205.44	1704.4	77.28
2. Equipment, vehicles, books and furniture	1800.19	755.98	41.99
3. Consultant services, fellowships and training	1866.64	2821.17	151.14
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	3317.45	2086.89	62.91
<b>Total</b>	<b>9189.72</b>	<b>7368.44</b>	<b>80.18</b>

**Financial Information****Project Starting date - 1994-95****Project Phase - I****State - Maharashtra****Status upto - February, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	4462.06	3168.09	71.00
2. Equipment, vehicles, books and furniture	652.04	1019.49	156.35
3. Consultant services, fellowships and training	1037.09	1042.35	100.51
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	12441.18	9391.06	75.48
<b>Total</b>	<b>18592.37</b>	<b>14620.99</b>	<b>78.64</b>

**State - Tamil Nadu****Project Starting date - 1994-95****Project Phase - I****Status upto - February, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	3023.28	3012.50	99.64
2. Equipment, vehicles, books and furniture	2595.01	301.97	11.64
3. Consultant services, fellowships and training	977.31	620.78	63.52
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs	6001.61	7391.67	123.16
<b>Total</b>	<b>12597.21</b>	<b>11326.92</b>	<b>89.92</b>

**National Component****Project Starting date - 1994-95****Project Phase - I****Status upto - February, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works			
2. Equipment, vehicles, books and furniture			
3. Consultant services, fellowships and training	6633.59	3680.07	55.48
4. Incremental salaries, honoraria for volunteers, consumable teaching materials and operation and maintenance costs			
<b>Total</b>	<b>6633.59</b>	<b>3680.07</b>	<b>55.48</b>

### Financial Information

**State - Madhya Pradesh**

**Project Phase - I**

**Project Starting date - 1994-95**

**Status upto - February, 2001**

(Rs. in Lakhs)

Sl. No.	Category	Total		
		Project Budget	Expenditure	% Budget expended
1	Salaries (including teacher salary)	14659.00		
2	Civil worsk	12250.00		
3	School Contingency	6122.00		
4	Training	3599.00		
5	TLM	4500.00		
6	Furniture, Equipment/Vehicles	1069.00		
7	Books	1300.00		
8	Mobilisation	700.00		
9	O & M	3500.00		
10	Innovation	483.00		
11	Others Professional fees, Studies, Workshops, Staff development	1692.00		
	<b>Total</b>	<b>49874.00</b>	<b>46424.06</b>	<b>93.08</b>

### Financial Information

**State - Assam**

**Project Phase - II**

**Project Starting date - 1996-97**

**Status upto - February, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	3635.6	2216.97	60.98
2. Equipment, vehicles, books, furniture and materials	2727.48	1738.16	63.73
3. Consultant services,	400.25	69.94	17.47
4. Fellowships and training	1497.09	512.02	34.20
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	7372.9	3254.5	44.14
<b>Total</b>	<b>15633.32</b>	<b>7791.59</b>	<b>49.84</b>

**State - Haryana**

**Project Phase - II**

**Project Starting date - 1996-97**

**Status upto - February, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	2098.56	1286.58	61.31
2. Equipment, vehicles, books, furniture and materials	1189.47	885.01	74.40
3. Consultant services,	300.5	4.10	1.36
4. Fellowships and training	929.63	272.27	29.29
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	5029.09	1330.97	26.47
<b>Total</b>	<b>9547.25</b>	<b>3778.93</b>	<b>39.58</b>

### Financial Information

**State - Karnataka**

**Project Phase - II**

**Project Starting date - 1996-97**

**Status upto - February, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	5658.8	2673.32	47.24
2. Equipment, vehicles, books, furniture and materials	4376.93	2277.67	52.04
3. Consultant services,	229.81	8.89	3.87
4. Fellowships and training	1545.82	835.32	54.04
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	12265.95	11631.01	94.82
<b>Total</b>	<b>24077.31</b>	<b>17426.21</b>	<b>72.38</b>

**State - Kerala**

**Project Phase - II**

**Project Starting date - 1996-97**

**Status upto - February, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	1831.35	1310.26	71.55
2. Equipment, vehicles, books, furniture and materials	1597.09	1201.80	75.25
3. Consultant services,	381.80	28.22	7.39
4. Fellowships and training	3990.62	1731.25	43.38
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	1657.66	1473.31	88.88
<b>Total</b>	<b>9458.52</b>	<b>5744.84</b>	<b>60.74</b>

## Financial Information

**State - Maharashtra**

**Project Phase - II**

**Project Starting date - 1996-97**

**Status upto - February, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	3511.10	1511.33	43.04
2. Equipment, vehicles, books, furniture and materials	2204.75	296.08	13.43
3. Consultant services,	56.72	6.46	11.39
4. Fellowships and training	1592.60	426.57	26.78
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	8406.62	4003.11	47.62
<b>Total</b>	<b>15771.79</b>	<b>6243.55</b>	<b>39.59</b>

**State - Tamil Nadu**

**Project Phase - II**

**Project Starting date - 1996-97**

**Status upto - February, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	2101.00	1990.00	94.72
2. Equipment, vehicles, books, furniture and materials	2439.04	687.59	28.19
3. Consultant services,	85.00	25.60	30.12
4. Fellowships and training	1205.57	197.96	16.42
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	3413.71	1343.48	39.36
<b>Total</b>	<b>9244.32</b>	<b>4244.63</b>	<b>45.92</b>

## Financial Information

**State - Madhya Pradesh**

**Project Phase - II**

**Project Starting date - 1996-97**

**Status upto - February, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	9634.95	8909.37	92.47
2. Equipment, vehicles, books, furniture and materials	4128.61	3898.13	94.42
3. Consultant services,	185.00	110.88	59.94
4. Fellowships and training	5085.47	1830.17	35.99
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	27075.27	8411.81	31.07
<b>Total</b>	<b>46109.30</b>	<b>23160.36</b>	<b>50.23</b>

## Financial Information

**State - Himachal Pradesh**

**Project Phase - II**

**Project Starting date - 1996-97**

**Status upto - February, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	2953.36	1692.71	57.31
2. Equipment, vehicles, books, furniture and materials	1590.17	1108.70	69.72
3. Consultant services,	102.00	31.72	31.10
4. Fellowships and training	1322.34	263.59	19.93
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	6960.24	3892.22	55.92
<b>Total</b>	<b>12928.11</b>	<b>6988.94</b>	<b>54.06</b>

**State - Orissa**

**Project Phase - II**

**Project Starting date - 1996-97**

**Status upto - February, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	4789.42	3385.08	70.68
2. Equipment, vehicles. books, furniture and materials	4981.20	1523.10	30.58
3. Consultant services,	139.18	16.66	11.97
4. Fellowships and training	5540.09	958.61	17.30
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	7562.10	1713.86	22.66
<b>Total</b>	<b>23011.99</b>	<b>7597.31</b>	<b>33.01</b>

## Financial Information

**State - Gujarat**

**Project Phase - II**

**Project Starting date - 1996-97**

**Status upto - February, 2001**

(Rs. in lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	1934.30	1642.59	84.92
2. Equipment, vehicles, books, furniture and materials	1525.73	1776.28	116.42
3. Consultant services,	127.60	25.39	19.90
4. Fellowships and training	1216.46	737.20	60.60
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	4763.35	3147.15	66.07
<b>Total</b>	<b>9567.44</b>	<b>7328.61</b>	<b>76.60</b>

**State - Uttar Pradesh**

**Project Phase - II**

**Project Starting date - 1996-97**

**Status upto - February, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	16077.02	11222.19	69.80
2. Equipment, vehicles, books, furniture and materials	9175.94	6832.65	74.46
3. Consultant services,	618.33	104.80	16.95
4. Fellowships and training	5415.30	1733.27	32.01
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	31701.01	9963.80	31.43
<b>Total</b>	<b>62987.60</b>	<b>29856.71</b>	<b>47.40</b>

## Financial

### National Component

### Project Phase - II

**Project Starting date - 1996-97**

**Status upto - February, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works			
2. Equipment, vehicles, books, furniture and materials		61.80	
3. Consultant services,		0.33	
4. Fellowships and training		150.82	
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs		266.93	
<b>Total</b>	<b>1987.00</b>	<b>479.88</b>	<b>24.15</b>

### State - Andhra Pradesh

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

**Project Starting date - 1996-97**

**Status upto - February, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1. Civil Works	3670.70	3844.09	104.72
2. Equipment, vehicles, books eaching materials and furniture	483.28	914.13	189.15
3. Consultant services, training workshops and fellowships,	2199.80	916.17	41.65
4. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	10918.82	5815.59	53.26
<b>Total</b>	<b>17272.60</b>	<b>11489.98</b>	<b>66.52</b>

## Financial Information

**State - West Bengal**

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

**Project Starting date - 1997-98**

**Status upto - February, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget excluding 3% contingency	Expenditure	% Budget expended
1. Civil Works	4294.90		0.00
2. Equipment, vehicles, books teaching materials and furniture	781.20		0.00
3. Consultant services, training workshops and fellowships,	7462.93		0.00
4. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	7091.27		0.00
<b>Total</b>	<b>19630.29</b>	<b>8193.13</b>	<b>41.7</b>

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

**State - Andhra Pradesh**

**Project Phase - I**

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

**Project Starting date - 1998-99**

**Status upto - February, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget including 3% contingency	Expenditure	% Budget expended
1(a). Civil Works	13527.00	14630.43	108.1
1(b). Equipment, vehicles, books, teaching materials and furniture	5959.00	2469.70	41.4
1(c). Consultant services and training	17781.00	2844.23	16.0
1(d). Incremental staff salaries, honoraria for volunteers, incremental operation and maintenance costs	19883.00	6403.51	32.2
<b>Total</b>	<b>57150.00</b>	<b>26347.87</b>	<b>46.1</b>

### Financial Information

**State - Bihar**

**Project Phase - III**

**Project Starting date - 1997-98**

**Status upto - February, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	14882.00	3370.30	22.65
2. Equipment, vehicles, books (except textbooks), teaching materials and furniture	2820.00	2571.76	91.20
3. Textbooks	7518.00	2468.86	32.84
4. Consultant's services, training, workshops and fellowships, except for Parts B.5(a) and (b), and Part C.4 of the project	9205.00	746.79	8.11
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	30692.00	3533.68	11.51
<b>Total</b>	<b>65117.00</b>	<b>12691.39</b>	<b>19.49</b>

**State - Rajasthan DPEP**

**Project Phase -**

**Project Starting date - 1999-2000**

**Status upto - February, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	8600.88	703.50	8.18
2. Equipment, vehicles, Furniture and books		224.39	
3. Training workshops, fellowships and Consultant Services		240.02	
4. Incremental operating and maintenance costs		1023.13	
<b>Total</b>	<b>41114.47</b>	<b>2191.04</b>	<b>5.33</b>

## Financial Information

**State - Uttar Pradesh**

**Project Phase -UP DPEP - III**

**Project Starting date - 1999-2000**

**Status upto - February, 2001**

(Rs. in Lakhs)

Category	Total		
	Project Budget	Expenditure	% Budget expended
1. Civil Works	18251.00	4624.73	25.34
2. Equipment, vehicles, Furniture	4528.00	322.43	7.12
3. Books	10766.00	1623.54	15.08
4. Fellowships, training / Workshop & Consultant Services	29602.00	279.87	0.95
5. Incremental staff salaries, incremental honoraria for volunteers, incremental operation and maintenance costs	25583.00	2287.29	8.94
<b>Total</b>	<b>88730.00</b>	<b>9137.86</b>	<b>10.30</b>

## **MANAGEMENT INFORMATION SYSTEM**

### **Context**

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

### **Educational Management Information System**

Since the EMIS is a school based information system, a uniform approach has been put in place throughout the project area. A detailed software viz. District Information System for Education (DISE) was developed by NIEPA for this purpose. The source of EMIS data are the schools which have primary classes and are recognised by the State Government. The system is functioning satisfactorily in the whole project area. Information is collected from schools annually with 30<sup>th</sup> September as the record date. While some states such as Orissa, Gujarat, Himachal Pradesh are able to produce district level reports within the next six months, states with many districts in DPEP take longer. Attempts are being made to streamline data collection and compilation in these states. Since the last two to three years and a half the focus has been to encourage states to analyse, use and disseminate this data, bringing findings to the notice of policy makers for using them in the planning and implementation process. Some states have been successful in doing so (see table A for details). Workshops and other modalities are used to foster this from the national level. For instance, a national level MIS workshop was held in July 2000. The main objective of the workshop was to discuss DISE issues pertaining to data quality, timeliness, completeness, analysis, dissemination and usage in the planning process. The workshop was attended by representatives of each of the 15 DPEP states. In the workshop, state-wise discussion pertaining to the above attributes along with the plans of action was discussed in detail.

### **Post Enumeration Survey (PES)**

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

The summary of PES observations were :

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

### **Project Management Information System**

A computerised PMIS was developed and was in place till March 1999. It followed a uniform approach to capture details, largely financial, pertaining to each intervention and sub-intervention. However, it was found with experience that a uniform approach to collect PMIS data in different states and even different districts within a state did not provide a good picture, and importantly, was not necessarily useful to the states and districts. Moreover, it was felt that the PMIS needed to reflect the progress of activities in each of the interventions rather than mere financial progress. It was decided that at the national level, each state needed to report on some key indicators. However, states also need to develop their own specific indicators for their use.

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

A state wise status note on the process followed in EMIS and PMIS for each state is in table A.

### **Household based information**

The MIS unit, in coordination with the planning unit and the alternative school unit also attempted to sort out problems that many states appear to be facing with household surveys. The main problem is the limited use of the data available. Notably, since the EMIS is a school based data system, it does not provide information about out of school children. Authentic information regarding this would be available only in household surveys. Case studies to see why household surveys are not being utilised for planning and implementation have shown limited use of such data already collected by different state. One of the important reason of such limited use is the volume and complexity inherent in the household survey system taken up by different states. A synthesis report based on the studies carried out in four

states viz. Assam, Gujarat, Karnataka and Maharashtra have been prepared and the same has been disseminated at a national level workshop in Hyderabad.

### **Progress since last JRM**

**Taking a cue from the PES conducted earlier, a similar attempt has been made to carry out the exercise in all the DPEP states. The terms of reference (TOR) for this have been finalised. The state societies have been requested to identify independent agencies to carry out the field study. Activities pertaining to finalisation of tools, training, system development, computerisation, data analysis and reporting are being carried out at the national level. The first of the four regional level training was held on 28.03.2001 followed by the second such programme on 4.4.2001. The next two programmes are scheduled on 11.4.2001 and 18.4.2001. The whole exercise upto generation of reports is envisaged to be completed by end of 2001.**

**A committee of group of experts had been working towards the development of a possible household based data system. The draft tool and data compilation system has been prepared and have been shared with the DPEP states in the national level workshop held in Hyderabad. The same is under implementation in Karnataka and Andhra Pradesh.**

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

### **Emerging issues**

Two major issues form the agenda for the next six months :

- ❖ The revised DISE DCF will be finalised and would be implemented with effect from 2001-02. This revised format will enable states to collect and report data upto the upper primary stage. Field trials are on.
- ❖ Work on the household based data system will continue.

**Table A** : A statement showing statewise status of MIS implementation, data usage and emerging issues is given below :

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
Assam	• Regular. The DISE 1999-2000 data has been collected and shared with the national level. The same have been analysed and disseminated with the state.	Not regular. Received data upto the 3 <sup>rd</sup> quarter of 2000-01.	The DISE data are analysed and discussed even at the highest level of state administration. Attempt is made that school management decisions are taken on the basis of data analysis. The problems of single teacher schools, high PTRs, etc. are brought out through such analysis and dissemination. The issue of one-teacher schools have reportedly been addressed on the basis of such analysis.	• The quality of EMIS data needs improvement. • State level PMIS data system needs to be developed.
Haryana	• The DISE 1999-2000 data have been shared with the national level. The same have been analysed and disseminated with the state. DISE 2000-01 data, however, are yet to reach us.	Received data upto 3 <sup>rd</sup> quarter 2000-01.	Not evident	• State level PMIS needs to be developed. • Inadequate manpower in place. At the state level, there is no System analyst. In a couple of districts there is no Programmer.

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
Karnataka	<ul style="list-style-type: none"> <li>• Regular. The state has collected DISE 1999-2000 data for classes upto elementary level i.e., upto class VII. The data have since been shared with the national level. The same have been analysed and in a state level workshop, these have been disseminated.</li> <li>• DISE data for 2000-01 have also reached the national level and the same are being analysed.</li> <li>• Quality of data was found to be good in the 5% sample check.</li> </ul>	Received data upto the 3 <sup>rd</sup> quarter of 2000-01.	The data generated through MIS are used extensively. The process of AWP&B is MIS data based. Besides, teachers' training and deployment is also based on the MIS data. DISE is being implemented in non-DPEP districts also. The preliminary findings of DISE 99-2000 data have been extensively discussed with the DPCs at the state level.	<ul style="list-style-type: none"> <li>• A detailed state specific PMIS system is being developed. The same may be put in place urgently.</li> </ul>
Kerala	<ul style="list-style-type: none"> <li>• Regular. DISE 1999-2000 have been shared with the national level. The same have been analysed and disseminated with the state.</li> </ul>	For year 2000-01, data received only for 1 <sup>st</sup> quarter.	Not evident.	<ul style="list-style-type: none"> <li>• Usage of MIS data and analysis needs to be encouraged.</li> <li>• The SIS has reportedly developed new monitoring tool</li> </ul>

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
	<ul style="list-style-type: none"> <li>DISE data for 2000-01 have also reached the national level and the same are being analysed.</li> <li>Quality of DISE data has been found to be mixed as per the 5% sample check.</li> </ul>			<p>to identify strengths and weaknesses in implementation of DPEP. However, the same is yet to be shared with the national level.</p>
Madhya Pradesh	<ul style="list-style-type: none"> <li>Regular but with considerable time lag. DISE 1999-2000 data have been shared with the national level for all the districts excepting three. The same have been analysed and have been disseminated with the state. DISE 2000-01 data, however, data for 20 districts reached us.</li> <li>DISE data quality as suggested by the PES was mixed.</li> </ul>	Regular. Received data upto the 3 <sup>rd</sup> quarter of 2000-01.	DISE data have been analysed by the SPO and shared with the DPOs. The school information system has been implemented in the Alternative Schools also. After compilation, these data would also be analysed and shared with DPOs. However, the data pertaining to the Alternative Schools are yet to be shared with the national level.	<ul style="list-style-type: none"> <li>Vacancies in expansion districts need to be filled up.</li> <li>Data needs to be made available on time.</li> <li>Quality of data needs to be addressed.</li> <li>The issue of non-availability of any infrastructure in Chhattisgarh needs to be addressed urgently.</li> </ul>

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
Maharashtra	<ul style="list-style-type: none"> <li>Regular. DISE 1999-2000 data have been shared with the national level. The same have been analysed and disseminated with the state. DISE 2000-01 data for 5 districts out of 9 reached at the National Level.</li> </ul>	Received data upto 2 <sup>nd</sup> quarter of 2000-01.	Extensively used especially for teacher rationalisation and deployment. Besides, the data are used for preparation of the AWP&B.	<ul style="list-style-type: none"> <li>Adequate manpower not in place in expansion districts.</li> </ul>
Tamil Nadu	<ul style="list-style-type: none"> <li>Regular. DISE 1999-2000 data have been shared with the national level. The same have been analysed and disseminated with the state.</li> <li>DISE 2000-01 data have also reached the national level and are now being analysed.</li> <li>As suggested by the PES, quality of DISE data was very good.</li> </ul>	Regular. Received data upto the 3 <sup>rd</sup> quarter of 2000-01.	Extensively used for AWP&B. The state has also conducted a cohort study to study retention and repetition, identified a number of schools, block-wise, that merit immediate attention.	<ul style="list-style-type: none"> <li>May develop state specific PMIS.</li> <li>At the state level, there is no System Analyst.</li> </ul>

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
Andhra Pradesh	<ul style="list-style-type: none"> <li>• Not regular.</li> <li>• The school based data are now being collected through DISE.</li> <li>• DISE 1999-2000 and DISE 2000-01 data has not reached the national level for any district.</li> </ul>	<ul style="list-style-type: none"> <li>• Not regular.</li> <li>• In fact, so far no PMIS report reached the national level.</li> </ul>	<p>It is reported that while preparing the AWP&amp;B, prioritisation is done on the basis of EMIS data.</p>	<ul style="list-style-type: none"> <li>• Better implementation of DISE and</li> <li>• Development of state specific PMIS.</li> </ul>
Bihar	<ul style="list-style-type: none"> <li>• Regular. However, the lag time is high.</li> <li>• DISE 1999-2000 data have been shared with the national level. The same have been analysed at the national level and shared with the state.</li> <li>• DISE 2000-01 data have just reached the national level and are being analysed.</li> <li>• Quality of data needs improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Received data upto the 2<sup>nd</sup> quarter of 2000-01.</li> </ul>	<p>The analysis of the data has been shared with the State Government functionaries. The teachers rationalisation and infrastructural issues identified by the analysis are used in the AWP&amp;B.</p>	<ul style="list-style-type: none"> <li>• Vacancies need to be filled up both at the district level as well as at the state level.</li> <li>• Issue of non-availability of MIS infrastructure in the state of Jharkhand needs to be addressed.</li> </ul>

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
Gujarat	Regular. DISE 1999-2000 data have been shared. The same have been analysed at the national level and the major findings have been disseminated with the state. DISE 2000-01 data have also reached the national level and are being analysed at present.	Received data upto 2 <sup>nd</sup> quarter of 2000-01.	The analysis of data (to be used while preparing AWP&B) has been initiated.	• State specific PMIS may be developed.
Himachal Pradesh	<ul style="list-style-type: none"> <li>Regular. DISE 1999-2000 data have been shared. The same have been analysed at the national level and the major findings have been disseminated with the state. DISE 2000-01 data have also reached the national level and are being analysed at present.</li> <li>Quality of DISE data, as suggested by PES, was mixed.</li> </ul>	Received data upto the 3 <sup>rd</sup> quarter of 2000-01.	The process of analysing MIS data to use for preparation of AWP&B 2000-01 has been initiated.	• State specific PMIS may be developed.

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
Orissa	Regular. DISE 1999-2000 data have been shared. The same have been analysed at the national level and the major findings have been disseminated with the state. DISE 2000-01 data have also reached the national level. The same have been analysed and are being shared with the state.	Not regular. No data received for 2000-01.	Data are analysed and discussed. However, better utilisation of such analysis by users is needed. Based on the analysis of the DISE data, the state has initiated addressing a number of issues of enrolment and gender/social equities.	<ul style="list-style-type: none"> <li>• Further sensitisation of the users needed.</li> <li>• State specific PMIS may be developed.</li> </ul>
Uttar Pradesh	<ul style="list-style-type: none"> <li>• The DISE 1999-2000 data received at the national level have been analysed and the highlights have been disseminated with the state.</li> <li>• DISE 2000-01 data for 20 districts has been reached at National Level.</li> <li>• Quality of data needs improvement.</li> </ul>	• Regular. Received data upto the 3 <sup>rd</sup> quarter of 2000 –2001.	The states' SIEMT has reportedly initiated a module of data analysis to meet the information need of AWP&B.	<ul style="list-style-type: none"> <li>• Manpower needs to be put in place especially at the district level. In most of the DPEP districts, there is only one Data Entry Operator in its MIS Unit against suggested strength of one Programmer and two Data Entry Operators.</li> </ul>

State	Implementation of		Data usage	Issues
	EMIS	PMIS		
West Bengal	<ul style="list-style-type: none"> <li>• Regular. DISE data for 1999-2000 has since been shared with the national level where it was analysed and the highlights have been shared with the state.</li> <li>• At a state level workshop, the findings have been shared with the DPCs and the need for improving data quality alongwith the process has been discussed in detail.</li> <li>• A few districts' DISE 2000-01 data for 7 districts have reached the National Level. Rest are awaited to initiate the process of detailed analysis.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular. Received data upto the 3<sup>rd</sup> quarter of 2000-2001.</li> </ul>	<ul style="list-style-type: none"> <li>• Not evident as yet. However, through state level workshops, information and analysis of data had been disseminated with the district level functionaries based on DISE 1999-2000 data.</li> </ul>	Finalisation of the state specific PMIS. There is no programmer in a couple of expansion districts.

## **SUPERVISION**

### **Strategies**

Supervision in DPEP has the twin objectives of monitoring the progress of the programme and assessing and fulfilling needs that arise as the programme progresses. DPEP provides for regular Supervision Missions to assess progress towards DPEP's objective and identified thematic areas. This effort towards ensuring accountability at all levels sets the programme apart from earlier attempts to achieve 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 enable states and districts to take mid-course corrective actions.

Initially Supervision Missions used to visit the states quarterly. Two of the quarterly missions used to be Joint Supervision Missions (JSM) and the other two Internal Supervision Missions. The Internal Supervision Missions were conducted by the Government of India. The Joint Supervision Missions, renamed as Joint Review Mission, since the 8<sup>th</sup> Mission, are manned with the nominees of funding agencies and Government of India. So far 12<sup>th</sup> JRM have been mounted. Some of the JRM's perform the functions of an Indepth Review Mission (IDRM). 6<sup>th</sup> JSM and the 10<sup>th</sup> JRM were such missions for Phase I and II districts respectively. The system of biannual Joint Review Missions is continuing whereas it has been decided in 1997 that ISMs would not be organized every half yearly as it used to be. Now ISMs would be launched by the Bureau as targeted missions for specific purposes as and when required.

### **State's Role**

In addition to the ISM's and the ISM's the states and the Bureau have their own mechanisms of supervising the programme. On the part of States, these include monthly review meetings, special state missions to districts, visits by the state project office functionaries to the districts, the EMIS and the PMIS reports etc.

### **Bureau's Role**

Internally, the Bureau also monitors the progress of the programme through visits. Each Deputy Secretary / Director monitors some states on a long term basis. The Director/Deputy Secretary in charge of a state is also nominated on the Executive Committee of that particular state. States are usually visited two or more times during the year and states with special problem more often.

### **State visits by the Bureau**

The Bureau representatives regularly attended Executive Committee meetings in the states during the past six months. Special efforts were made to monitor Orissa & West Bengal through visits and workshops.

## **Supervision Training**

To develop the expertise in the area of Supervision, an orientation package has been designed in consultation with the LBSNAA. Five programmes reaching out to about 100 people have been conducted. The duration of each programme has been seven days and it included mock supervision exercises and field visits. The briefing of mission members and collation of reports was supported by LBSNAA. This resource pool has been used in ISMs in the past and would be tapped for organizing targeted internal missions in future.

## **Role of the Unit**

The Appraisal & Supervision Unit assists the DPEP Bureau in the organization of each mission. It provides support to Internal Supervision Mission as well as Joint Supervision Missions. While the unit acts as nodal point, individual members across all the units of TSG are responsible for compiling information pertaining to DPEP implementation for the state / functional area assigned. Ed.CIL provides logistic support to the Missions.

## **Future Strategy**

The Joint Review Missions shall continue to be launched twice a year. The DPEP Bureau plans to monitor the progress of the state closely, based on the feedback received through MIS reports or otherwise and would launch Supervision Missions in the states as per the requirements.

Further refinement of J.R.M. mechanism is under consideration as with the expansion of the programme to almost half of the country, JRM's may not be able to cover all states and districts in all missions. Therefore, there may be a need for mounting regular State Supervision Mission.

**JRM's :** So far 12<sup>th</sup> JRM / JSM have been launched. The following table provides information on various JRM's and their focus areas.

	<b>1995</b>	<b>1996</b>	<b>1997</b>
<b>Joint Supervision Missions</b>	Ist JSM – March, 1995. (Led by IDA)	IIIrd JSM – June-July, 1996 (Led by GOI)  IVth JSM – Oct.-Nov. 1996	Vth JSM – March, 1997 (Led by IDA)  VIth JSM – Sep.-Oct., 1997 (Led by EC) In-depth Review Mission
<b>Priority Areas for the JSMs</b>	The first two focussed on reviewing the process of putting the system in place and identifying priority areas for capacity building and the beginning of the programme implementation.	The third and fourth supervision missions focused on the progress of implementation and reviewed follow up on the recommendations of the earlier mission on various aspects of the programme. Assessing progress of implementation was also a focus area.	The 5th JSM focussed on areas of Pedagogical Improvement and Annual Work Planning. Assessing progress of implementation was also a focus area. The VIth focussed on assessing the progress made identification of constraints and the area of critical action along with assessing the sustainability of achievements. The IDR visited all the states where the programme was in implementation.

	<b>1998</b>	<b>1999</b>
<b>Joint Supervision Missions</b>	<p>VIIth JSM – March, 1998. (Led by GOI)</p> <p>VIIIth JRM – October – November, 1998 (Led by DFID)</p>	<p>IXth JRM – April, 1999 (Led by World Bank)</p> <p>Xth JRM &amp; IIInd IDRM – November, 1999. (Led by EC)</p>
<b>Priority Areas for the JSMs</b>	<p>VIIth JSM focussed on reviewing the overall progress of the implementation of the programme, particularly since the last JSM, highlight the constraints, and offer suggestions to overcome these constraints. To assess the extent to which the recommendations of last JSM implemented.</p> <p>Focus for VIII JRM is on:</p> <ol style="list-style-type: none"> <li>1. To assess the extent to which DPEP is making progress towards its objectives.</li> <li>2. The extent to which decision making has been decentralised and resourced to support the process, to date and what has been learned from that experience.</li> <li>3. To gauge the extent to which PMIS and EMIS and qualitative indicators are feeding into improved planning and management.</li> <li>4. To identify constraints which are impeding progress to suggest follow up activities to improve performance.</li> <li>5. To assess the extent to which DPEP is influencing the mainstream education system.</li> <li>6. To discuss progress towards cost effective strategies for the utilisation of resources.</li> </ol>	<ul style="list-style-type: none"> <li>• To assess DPEP's progress towards Programme's objectives.</li> <li>• To assess the extent to which an increase in the level of community involvement can be perceived at the school level.</li> <li>• To assess effort of states particularly DPEP-I and UPBEP for sustainability of DPEP.</li> <li>• To assess financial status of Programme Implementation.</li> </ul> <p>Focus for Xth JRM &amp; 2nd IDRM is on :</p> <ul style="list-style-type: none"> <li>• To assess progress towards the DPEP's objectives concerning access and enrolment, retention and learning outcomes, with particular reference to the programme's target groups (girls, SC and ST children, children with disabilities and working children)</li> <li>• To assess the extent to which evidence of and planning for improved quality in terms of "inside the school" – processes and school/community interaction can be perceived.</li> <li>• To assess the extent to which increased capacities to facilitate and enable school improvement and community ownership can be perceived in the DPEP states and districts.</li> <li>• To assess the extent to which conditions to sustain DPEP activities after the programme ends have been created, particularly in DPEP I and UPBEP states and districts, and efforts and progress made in terms of maximising the programme's impact on the primary education system as a whole.</li> </ul>

	<b>2000</b>	<b>2001</b>
<b>Joint Review Missions</b>	XIth JRM – March – April, 2000. (Led by GOI)  XIIth JRM – November, 2000. (To be Led by DFID)	<b>XIIIth JRM - April - May, 2001 (Led by World Bank)</b>
<b>Priority Areas for the JRMs</b>	<ul style="list-style-type: none"> <li>➤ To review the efforts made and interventions initiated particularly since the previous JRM to consolidate the programme gains and address critical gaps in terms of progress towards DPEP's objectives.</li> <li>➤ To assess extent to which institutions at various levels have been created and strengthened in planning and management of primary education (institutional development and reforms).</li> <li>➤ To assess extent to which efforts are made to sustain DPEP activities and processes beyond the project period particularly in DPEP-I and UPBEP.</li> <li>➤ To assess the status of the programme implementation and the extent to which funds have been utilised.</li> </ul> <p>Focus for XII JRM was on :</p> <ul style="list-style-type: none"> <li>➤ Progress towards achievement of Programme objectives and outcome indicators: determine the extent to which all the programme targets have been achieved and identification of where are the remaining areas of difficulty</li> <li>➤ Improvements in the quality of primary schooling: determine progress with respect to key issues previously identified</li> <li>➤ Programme management and implementation: determine progress with respect to key issues previously identified, with particular focus for DPEP I states which are approaching programme completion</li> <li>➤ The Mission will review lessons learnt till date and major accomplishments in the programme since the last JRM, identifying</li> </ul>	<p><b>Focus for XIII JRM is on :</b></p> <p><b>Learning, Completion and Quality</b></p> <ul style="list-style-type: none"> <li>• Assess new initiatives, and progress on ongoing initiatives, to improve school/classroom quality, since the last JRM with a view to influence teacher and student attendance, school completion and students' learning achievement.</li> <li>• Assess any specific initiatives undertaken by the state towards facilitation of teachers in relating learner characteristics to different learning contexts such as multigrade, large classes, and poor infrastructure.</li> <li>• Examine activities of the Village Education Committees (VECs) that are contributing to overall school quality, improvements in student learning and completion rates, and including their involvement in the civil works component.</li> </ul> <p><b>Equity</b></p> <ul style="list-style-type: none"> <li>• Assess the progress made by states in             <ul style="list-style-type: none"> <li>(a) improving their information base on children out of school and the reasons for their non-enrolment or non-completion and on alternative schooling</li> <li>(b) providing education of equitable quality to the hardest to reach children</li> </ul> </li> </ul> <p><b>Institutional Capacity Building</b></p> <ul style="list-style-type: none"> <li>• Assess DPEP contribution to progress in each state towards development of an effective and sustainable academic support system in terms of:</li> </ul>

	<b>2000</b>	<b>2001</b>
	<p>individual states and districts as examples where appropriate. The Mission will also assess progress in resolving outstanding issues in the “special watch” state (Assam) and with respect to issues raised by the last JRM, and highlight priority issues</p>	<p><b>(a) strengthening of District Institutes of Education (DIETs) and their involvement with school improvement</b></p> <p><b>(b) improving the functioning of Block Resource Centres and Cluster Resource Centres</b></p> <p><b>(c) strengthening of State Councils of Educational Research and Training (SCERTs) in areas of responsibility such as, curriculum development, teacher development, student assessment, community mobilisation and extent of their interaction with district and sub-district level institutions.</b></p> <p><b>Assess the status of setting up/functioning of SIEMAT to provide support for educational planning and management.</b></p> <ul style="list-style-type: none"> <li>• <b>Assess the extent to which states have planned, implemented, and (to the extent appropriate) evaluate sustainable DPEP activities.</b></li> </ul> <p><b>Program Management</b></p> <ul style="list-style-type: none"> <li>• <b>Examine implementation by district and component, and assess the extent to which the states have identified specific problems in implementation and are dealing with these.</b></li> <li>• <b>Assess the preparedness of the newly formed states for management and implementation of the project.</b></li> <li>• <b>What is the current status of release of 15% state share ? What is the amount still to be released by the states ?</b></li> </ul>

**Internal Supervision Missions :** The system of regular I.S.Ms. was discontinued in 1997. Now, only targeted I.S.Ms. are mounted. So far, 5 regular I.S.M's and 6 targeted Internal Supervision Missions have been launched to various states. These Missions have been launched either on the recommendation of Joint Supervision Missions / Joint Review Missions or by the Bureau itself. The main reason for launching these missions have been to identify the constraints and the issues resulting in slow pace of implementation, in a state.

The particulars of these targeted ISMs are as follows :

<b>Haryana</b> <b>December 13 – 15, 1995</b>	<b>Gujarat</b> <b>June 23 – July 2, 1997</b>	<b>Orissa</b> <b>January 16 – 24, 1998</b>	<b>Maharashtra</b> <b>March 3 – 9, 1999</b>
<p><b>Haryana ISM (December 1995) :</b> This mission was launched to report on the actions taken since the Joint Supervision Mission of September 1995 in relation to its recommendations and the activities undertaken in DPEP in this period as well as to form its own assessment of major issues arising in the course of programme implementation. The Missions in its report, described the various steps taken by the state in response to the recommendations of previous JSM. These actions included appointment of key project personnel, initiating the filling of teacher vacancies, a ban on transfer of teachers and other staff engaged in DPEP work without the permissions of the State Project Director, steps initiated to create a separate cadre for DIET faculty at the state level in order to recruit professionally competent faculty for the DIETs, strengthening of SCERT and orientation of VEC members to cite a few.</p>	<p><b>Gujarat ISM (June – July 1997) :</b> This mission was launched on the recommendation of JSM suggesting the Bureau to pay special attention to the state of Gujarat, a close monitoring and technical support as the mission found the progress to be relatively slow. The mission recommended launching of an ISM after a period of three months. Accordingly, the GOI launched the Mission which expressed its satisfaction over the steps initiated by the state on the recommendations of JSM.</p>	<p><b>Orissa ISM (January 1998) :</b> An Internal Supervision Mission to Orissa was launched in January, 1998. This was necessitated by a recommendation of the In-depth Review Mission (October, 1997). This Mission has observed that the implementation of programme in Orissa is far behind the schedule and therefore it recommended that a GOI Internal Supervision Mission may be mounted in about 3 months time to monitor the implementation progress in key areas —pedagogical renewal area, civil works, orientation of project management staff and stake holders, regarding DPEP objective and strategies. The Internal Mission however found that after September 1997, things have moved faster in the state and activities related to civil works, media campaign and training have been taken in a big way. This could be seen by the expenditure pattern of the state. As against only 3.50 crores expenditure during first six months (i.e., April to September 1997) the expenditure during the next three months (i.e., October to December 1997) has gone upto 8.54 crores.</p> <p>The Union Education Secretary visited Orissa and held indepth discussions.</p>	<p><b>Maharashtra ISM (March 1999) :</b> In a bid to improve the pace of implementation of the programme, the DPEP Bureau launched an Internal Supervision Mission to Maharashtra in March 1999. The Mission was assigned the tasks :</p> <ul style="list-style-type: none"> <li>• To assess the progrss in each major intervention of DPEP.</li> <li>• To assess the progress in Phase-I districts towards achieving of DPEP super goals.</li> <li>• To identify constraints in achieving the progress.</li> <li>• To suggested measures to speed up the implementation of the programme.</li> </ul> <p>The mission submitted its reports highlighting the constraints and suggested measures to speed up the implementation of the programme.</p>

<b>Orissa</b> <b>January 17 – 20, 2000</b>	<b>Himachal Pradesh</b> <b>September 11 – 18, 2000</b>	<b>Rajasthan</b> <b>October, 2000</b>
<p>Orissa ISM (January 2000) : An Internal Supervision Mission visited Orissa during January 2000 as the 10<sup>th</sup> JRM could not visit the state because of the Cyclone. The objectives of the mission were (1) to asses programme implementation in the existing districts (2) to asses the state of preparedness of the proposed 8 expansion districts, particularly whether the conditions for the existing districts have been fulfilled (3) to identify constraints in achieving progress in respect of (1) &amp; (2) above (4) to suggest measures to speed up implementation of the programme and reach stage of readiness for expansion. The team held discussions with the state officials and during visit to Keonjhar district held wide – ranging discussions with community representatives, teachers, CRC and BRC coordinators and district functionaries including the DIET faculty at Keonjhar. The team identified immediate steps to be taken on a priority basis and also assessed the status of DPEP implementation. The report of the mission was shared with the state authorities and the Bureau.</p>	<p>Himachal Pradesh ISM (September 11 – 18, 2000) : An Internal Review Mission visited Lahoul Spiti and Pang Valley of Himachal Pradesh to review the DPEP implementation as it has not been visited so far by any JRM due to its Geo-climatic conditions. The main areas of review were :</p> <ul style="list-style-type: none"> <li>• Progress towards the DPEP's objectives with regard to access and enrolment, retention, learning outcomes and equity</li> <li>• Changes in class room process</li> <li>• System – school support</li> </ul>	<p>A two day ISM to Rajasthan was organised in October 2000, comprising of TSG consultants and led by Bureau coordinator for the state to assess the progress of programme implementation and to identify the causes for slow implementation of programme there. The mission found that personnel at SPO level have been appointed and so also the JEs and BRCC's. The report of the mission has been shared with 12<sup>th</sup> JRM.</p>

## **APPRAISAL**

### **Objectives**

The appraisal of Perspective Plans paves the ways, after certain formalities, for starting implementation of DPEP in a state. The perspective plans as prepared by the state and district teams present the issues, the strategies and interventions aimed at resolving the issues and the financial implications thereof.

### **Strategy**

The states and districts that intend to launch DPEP, prepare the draft perspective plans. In case the states have difficulty in preparing the plans, the “Planning Assistance” is arranged by the Bureau to help states prepare the plans. On receiving the plans, the Bureau launches pre-appraisal missions which go to the state, make field visits, discuss the issues with the district and the state level officials and submit reports to the DPEP Bureau. The draft plans are then revised in the light of the recommendations made by the Pre-appraisal Mission for assessment of the Appraisal Mission. The Appraisal Missions present their report to the Bureau and discuss it in the presence of the officials of the state. These appraisals are followed by the Appraisal Missions of the funding Agencies who also share the report with Government of India. In the case of DFID assisted projects, a joint GOI-DFID appraisal mission is mounted. After a nod from Government of India and the funding agencies, the states start implementation of the programme.

### **Appraisal Training**

Following the successful completion of DPEP-II national appraisals, it was agreed that the district and state plans of all the expansion districts for DPEP-I States, Orissa, U.P. and Bihar (DPEP-III) would be appraised by National teams and IDA will only review a sample of the national appraisal reports. This implied that the Bureau and TSG had to gear up to meet the challenge.

To facilitate quality appraisal of these expansion districts preparedness to implement DPEP, the Appraisal and Supervision Unit within the TSG undertook a series of activities. Realizing that the task on hand is mammoth, the Unit designed a comprehensive 5-day familiarization programme, conducted with the assistance of the LBSNAA, Mussoorie. The programme included an orientation to DPEP, an introduction to the general appraisal process and DPEP specific requirements, such as financial appraisal; functional area component appraisal; report writing and a session on team ethics. Five programmes were held during the period of May-December, 1997 leading to the creation of a resource pool of 80 persons, the fifth one was held in September, 1997.

The participants for these programmes were carefully identified. The effort was made to tap the national expertise available in educational financing, planning and management, special programmes for focus groups, pedagogical and other school effectiveness issues by involving them in these trainings. This familiarization

programme also helped the DPEP Bureau and TSG to identify quality appraisers that is critical in team formation.

### **Appraisal Handbook**

As a ready reckoner for appraisers, the Appraisal Unit within the TSG developed an 'Appraisal Handbook'. Having been prepared with assistance from the Bureau, this handbook includes sections on appraisal process, the assessment of components from various angles and content and structure of the expected national report. The purpose of the handbook is to highlight the specific requirements of DPEP appraisal and provide ready guidelines to every appraiser going to the field.

### **Future Strategies**

**Involvement of TSG's functional units in the desk/summary appraisal for West Bengal, Orissa and Rajasthan by way of inviting their comments or inclusion of these in core in-house appraisal teams has proved to be very encouraging. Valuable inputs, received from functional units, were helpful in accomplishing the task as these cover almost entire gamut of the programme. We intend to follow the same in future.**

### **Status of Appraisal**

<b>1997</b>	<b>Expansion districts</b>
	<p>Satisfied with the pace of implementation of the programme and its coverage, the GOI decided for the expansion of DPEP into more districts of DDPEP states and Orissa, the states where the programme was already under implementation. Accordingly, National Pre-appraisal and Appraisal Mission for Appraisal of expansion districts in the DPEP-I states and Orissa were launched during January – July, 1997 followed by the missions from IDA for the expansion districts.</p> <p><b>U.P. and Bihar :</b> National Pre-appraisal and Appraisal Missions for the two states of U.P. and Bihar were launched during January – July, 1997. As in the case for the expansion districts, these missions were also followed by IDA missions. As a result 15 districts in U.P. and 17 districts in Bihar were selected for the implementation of the programme.</p> <p>The ambitious schedule of mounting missions, many a times simultaneous to several states was undertaken. It was decided that each appraisal team would have at least four members of whom one will be an architect/civil engineer, another a social sector expert, one expert in pedagogical renewal processes and an economist/planning experts. However, the size of the mission was extended to 8-10 in M.P., U.P. and Bihar to cater to large number of districts to be appraised in these states.</p> <p>Whereas the pre-appraisal missions had been of approximately 12-14 days duration, the appraisal missions typically lasted for 16-18 days. The resource persons for those missions were drawn from the pool that was developed</p>

	<p>through ‘familiarisation’ programmes. For the sake of maintaining continuity, efforts were made to retain the same team for both pre-appraisal and appraisal. The process of appraisal was very demanding and asked for rigour as well as professional competence. The World Bank reviewed the process through extensive visits and complimented the work undertaken by the Bureau/TSG.</p> <p>During 1997 a total of 22 pre-appraisal and appraisal missions were launched for the appraisal of expansion districts. This is a landmark in the national capacities for appraising such project.</p>
1998	<p><b>Andhra Pradesh :</b> The plans for introducing DPEP in A.P. in 14 more districts were pre-appraised by a GOI mission in November, 1997 which was later joined by the World Bank team. In January 1998, the appraisal was conducted. Due to the large number of districts involved, the mission comprised of 8 experts drawn from various fields. The World Bank reviewed the appraisal process later in February 1998.</p> <p><b>U.P. and Rajasthan :</b> Pre-appraisal missions to U.P. and Rajasthan were launched in May and June, 1998 respectively for appraisal of plans for three districts of U.P. and ten districts of Rajasthan.</p> <p>The unit participated in a G.O.I.-World Bank Mission (December 1998) to U.P. to assess districts Bahraich, Barabanki and Rampur for inclusion in DPEP-II and recommended positively to G.O.I.</p>
1999	<p><b>U.P. :</b> A Govt. of India Pre-Appraisal Mission to U.P. was launched in May-June, 1999 to appraise the plans of 38 districts to bring these districts under DPEP fold with World Bank funding. A striking feature of these proposals has been that unlike the other proposals, they propose an average expenditure of Rs. 20-25 crores, almost half of the upper ceiling as envisaged in DPEP guidelines by cost-saving devices. Subsequent to this, the Bank completed its appraisal in Sep., 1999. The unit also helped the state in bringing out the costings in standardised format.</p> <p><b>West Bengal :</b> An in-house appraisal of plans for 5 districts in West Bengal was carried out in August 1999. The unit helped in this process by way of providing appraisal inputs. The plans including the costing tables were finalised in consultation with State Project Office and the Bureau.</p>
2000	<p><b>Orissa :</b> A Desk review of plans for 8 districts of Orissa was carried out in January / February, 2000. Suggestions were made to revise the plans. Subsequently, a Joint DFID-GOI Appraisal Mission visited the state in June, 2000. The unit in conjunction with other units in T.S.G., helped state in finalizing the costings. Necessary formalities are being completed to ensure that programme starts in these districts by this year.</p> <p><b>Rajasthan :</b> A summary review of Perspective plans of 9 districts of Rajasthan was carried out in February / March. A GOI Pre-Appraisal Mission visited the state during April/May, 2000.</p>

	<b>Gujarat</b> : Desk appraisal of plans of 6 expansion districts in Gujarat was undertaken in April, 2000. GOI mission to Gujarat was mounted in April, 2000 followed by a Dutch-World Bank mission in July, 2000. It may be mentioned that out of these six districts, GOI will fund 3 districts through a Dutch grant while the other three districts would be funded by the state. The unit visited the state to help the state finalizing their costings.
<b>2001</b>	<b>Rajasthan</b> : A GOI pre-Appraisal Mission appraised the revised plans of the districts during February, 2001 followed by an I.D.A. team. Based on the recommendations of the mission, the state modified the plans which were subjected to an "In-house Appraisal Process". The findings have been discussed with the state in March, 2001 and the state is advised to further modify the plans. The appraisal process is underway.

## ABBREVIATIONS

<b>AEO</b>	<b>Assistant Education Officer</b>	<b>GCERT</b>	<b>Gujarat Council of Educational Research and Training</b>
<b>ARG</b>	<b>Academic Resource Group</b>	<b>GOI</b>	<b>Government of India</b>
<b>AS</b>	<b>Alternative Schooling</b>	<b>HM</b>	<b>Head Master</b>
<b>AWPB</b>	<b>Annual Work Plan and Budget</b>	<b>HT</b>	<b>Head Teacher</b>
<b>AWW</b>	<b>Anganwadi Worker</b>	<b>ICB</b>	<b>International Competitive Bidding</b>
<b>BEO</b>	<b>Block Education Officer</b>	<b>ICDS</b>	<b>Integrated Child Development Scheme</b>
<b>BEP</b>	<b>Bihar Education Project</b>	<b>IDA</b>	<b>International Development Agency</b>
<b>BIU</b>	<b>Block Implementation Unit</b>	<b>IGNOU</b>	<b>Indira Gandhi National Open University</b>
<b>BRС</b>	<b>Block Resource Centre</b>	<b>IIM</b>	<b>Indian Institute of Management</b>
<b>CHT</b>	<b>Centre Head Teacher</b>	<b>ISEC</b>	<b>Institute of Social and Economic Change</b>
<b>CRC</b>	<b>Cluster Resource Centre</b>	<b>JRM</b>	<b>Joint Review Mission</b>
<b>DEO</b>	<b>District Education Officer</b>	<b>JSM</b>	<b>Joint Supervision Mission</b>
<b>DPEP - CRG</b>	<b>DPEP – Core Resource Group</b>	<b>LBSNAA</b>	<b>Lal Bahadur Shastri National Academy of Administration</b>
<b>DIET</b>	<b>District Institute of Education and Training</b>	<b>MHRD</b>	<b>Ministry of Human Resource Development</b>
<b>DOE</b>	<b>Department of Education</b>	<b>MIEPA</b>	<b>Maharashtra Institute of Educational Planning and Administration</b>
<b>DPIU</b>	<b>District Programme Implementation Unit</b>	<b>MIS</b>	<b>Management Information System</b>
<b>DPO</b>	<b>District Project Office</b>	<b>MLL</b>	<b>Minimum Levels of Learning</b>
<b>DRG</b>	<b>District Resource Group</b>	<b>MS</b>	<b>Mahila Samakhya</b>
<b>EC</b>	<b>Executive Committee</b>	<b>MT</b>	<b>Master Trainer</b>
<b>ECE</b>	<b>Early Childhood Education</b>	<b>MTC</b>	<b>Mother-Teacher Council</b>
<b>Ed.CIL</b>	<b>Educational Consultants India Limited</b>	<b>NTC</b>	<b>National Competitive Bidding</b>
<b>EFA</b>	<b>Education For All</b>	<b>NCERT</b>	<b>National Council for Educational Research and Training</b>
<b>EMIS</b>	<b>Educational Management Information System</b>	<b>NEEM</b>	<b>National Elementary Education Mission</b>
<b>GC</b>	<b>Governing Council</b>	<b>NEG</b>	<b>National Expert Group</b>

<b>NFE</b>	<b>Non Formal Education</b>
<b>NGO</b>	<b>Non-Governmental Organisation</b>
<b>NIBM</b>	<b>National Institute of Bank Management</b>
<b>NIC</b>	<b>National Informatics Centre</b>
<b>NIEPA</b>	<b>National Institute of Educational Planning and Administration</b>
<b>NRRC</b>	<b>National Research and Resource Centre, Mussoorie</b>
<b>ODA</b>	<b>Overseas Development Administration</b>
<b>PMIS</b>	<b>Project Management Information System</b>
<b>PRA</b>	<b>Participatory Rural Appraisal</b>
<b>PRI</b>	<b>Panchayat Raj Institution</b>
<b>PTA</b>	<b>Parent Teacher Association</b>
<b>PWD</b>	<b>Public Works Department</b>
<b>RIE</b>	<b>Regional Institute of Education</b>
<b>SC</b>	<b>Scheduled Caste</b>
<b>SCERT</b>	<b>State Council of Educational Research and Training</b>
<b>SDP</b>	<b>School Development Plan</b>
<b>SIEMT</b>	<b>State Institute of Educational Management and Training</b>
<b>SIS</b>	<b>State Implementation Society</b>



<b>SPD</b>	<b>State Project Director</b>
<b>SPO</b>	<b>State Project Office</b>
<b>SRG</b>	<b>State Resource Group</b>
<b>ST</b>	<b>Scheduled Tribes</b>
<b>TLC</b>	<b>Total Literacy Campaign</b>
<b>TLM</b>	<b>Total Literacy Mission / Teaching Learning Material</b>
<b>TOR</b>	<b>Terms of Reference</b>
<b>TRI</b>	<b>Tribal Research Institute</b>
<b>TOT</b>	<b>Training of Trainings</b>
<b>TSG</b>	<b>Technical Support Group</b>
<b>TWD</b>	<b>Tribal Welfare Department</b>
<b>UEE</b>	<b>Universalization of Elementary Education</b>
<b>UNDP</b>	<b>United Nations Development Programme</b>
<b>VEC</b>	<b>Village Education Committee</b>
<b>VEP</b>	<b>Village Education Plan</b>
<b>VHAI</b>	<b>Voluntary Health Association of India</b>
<b>VIPP</b>	<b>Visualization in Participatory Planning</b>
<b>VTM</b>	<b>Village Teacher Motivator</b>

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 Archival No.  
 Date : 11-11-2016 D-11652  
 No. 30-10-20